



# IMPACT DIARY

Unpacking Change in  
Large Systems







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# Gratitude

## Thank You!

This first edition of *Impact Diary: Unpacking Change in Large Systems* wouldn't be possible without the dedication and collaborative spirit of our remarkable stakeholders. We extend our deepest gratitude to:

- **State Council of Educational Research and Training (SCERT) and Directorate of Education (DoE):** For your vision and leadership in establishing and nurturing the TDC program. Your support has fostered a culture of continuous learning and capacity development across the system.
- **District Institute of Education and Training (DIET) Faculty:** For your expertise in shaping the design, supporting implementation and creating enabling conditions.
- **District Coordinators:** For being the bridge between schools and the program and ensuring the successful implementation of the TDC program at the ground level.
- **Mentor Teachers:** For your exceptional contributions to the TDC program. Your dedication and guidance has been pivotal in empowering teachers, enhancing their skills and achieving remarkable success in the classroom.
- **Teacher Development Coordinators:** For fostering collaboration in schools by nurturing teacher networks; your leadership and commitment to build a vibrant community of practice and empower teachers to learn from each other.
- **Our Teachers:** For being the foundation of the TDC program and actively engaging in the teacher network meetings. Your willingness to learn, reflect on your practice and implement new teaching strategies and skills is truly inspiring.
- **Our Students:** For your curiosity, enthusiasm, and for being the driving force behind our efforts. We are committed to creating an enabling learning environment that empowers you to thrive in an increasingly complex world.

The stories captured in this handbook are a beautiful testament to the collective impact of the TDC program. May they serve as a source of inspiration for all educators embarking on this journey of professional growth.

## Joint Director's Message

**Dr. Nahar Singh,**  
Joint Director SCERT, Delhi



I am pleased to announce the development of **"Impact Diary: Unpacking Change in Large Systems"** a reference document aimed at guiding the implementation of successful education programs. As the Joint Director of SCERT, I am privileged to lead a team of passionate and dedicated teacher educators who have significantly impacted the education landscape through the TDC program. Through the support of the State Council of Education Research and Training (SCERT), Directorate of Education (DoE), and the tireless efforts of DIET faculty, Mentor Teachers, Teacher Development Coordinators, and the Centre for Intrinsic Motivation (CIM) team, we have been successful in creating a motivated cadre of stakeholders at all levels who have positively influenced the classroom environment and student learning.

At the state and district levels, the Teacher Development Coordinator program keeps supporting efficient, need-based training programs that improve academic and professional capacities through behavioural changes. This has been done in alignment with the National Education Policy (NEP) 2020, the National Mentoring Mission, and the National Professional Standards.

In the words of John Dewey, "We do not learn from experience; we learn from reflecting on experience." By enabling teachers to collaboratively reflect and make informed decisions based on their experiences, the program's main goal is to transform the working environment and culture of schools. In their reflective journey, the teachers are supported by an intrinsically motivated system. Together, we strive to ensure that every child receives a quality education, emphasising the critical role of teacher quality in student achievement.



## TDC Nodals' Message

### Dr. B.P Pandey

OSD, Incharge Mentor Teacher Program,  
Nodal Officer TDC & Happiness Program,  
DoE, Delhi



I am excited to announce the official launch of ***Impact Diary: Unpacking Change in Large Systems***. This diary shares the program's journey from its inception to the current district handover, highlighting what has contributed to its sustainability. Through collaborative efforts between the CIM team, SCERT, DoE, and DIETs, and more importantly, Mentor Teachers we have cultivated a supportive peer community at all levels. By encouraging reflective practice and developing intrinsic motivation in teachers and officials for ongoing professional development, mentor teachers and TDCs have significantly improved teaching-learning practices in Delhi schools. I encourage everyone to read the diary and share their thoughts, recommendations, and feedback as we reflect on our journey and the lessons learned.



### Dr. Dinesh Kumar, Nodal Officer, TDC Program, SCERT Delhi

The TDC program journey has been an enlightening experience, and ***Impact Diary: Unpacking Change in Large Systems***, offers firsthand accounts of the impact this program has had at various levels. As many of you may know, fostering strong academic leadership within our District Institutes of Education and Training (DIETs) and nurturing their critical connection with schools has been our key priority.

The collaborative efforts of all ten DIETs, with continuous support from the CIM team have helped us strengthen this goal. The strong collaborative network of DIETs, mentors, and schools has allowed for open communication, sharing of best practices and positively improving the teaching-learning across all schools in Delhi. We hope that the stories and learnings captured in this diary inspire and empower educators across the globe.



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## Director's Message

**Swaha Sahoo,**  
Director, Centre for  
Intrinsic Motivation



Have you ever tried changing a habit or building a new one? Such as waking up early, eating healthy, exercising regularly, being patient with your children, and making time for family. If you have, you will know how difficult it is to reflect and realise we need to improve. It is more difficult to get this feedback from others and keep an open mind.

What does it take to change behaviours across large education systems, with their complex machinery? Systems that mirror the diversity and social and economic challenges in society, the cultural mind-sets and established norms.

Centre for Intrinsic Motivation's Teacher Development Coordinator program was designed along with the Delhi Department of Education and the SCERT to build autonomy, mastery and purpose within the school education system. Through long-term commitment, building ownership and embedding processes within the system we are handing over the district work to the government. We have successfully ignited intrinsic motivation across the system at multiple levels.

This diary outlines the achievements, impact, and sustainability measures of the TDC program that focused on engaging students, empowering teachers, and supporting officials in the education system. It emphasises the importance of creating safe learning environments, promoting peer collaboration, fostering a growth mindset, and appreciating and recognising stakeholders.

The program's impact is evident through surveys, external studies, and analysis of observations and indicates improvements in classroom safety, student happiness and curiosity, as well as academic outcomes. We share what we have learnt, how we succeeded in sustaining key processes and what the takeaways are for different stakeholders engaged in improving school education in India.





*The TDC program, in schools of DoE GNCT of Delhi, over the years, has strengthened the academic discourses at school level. Due to its positive impact on the school academic environment, the teachers are more willing to bring about a change, and have enhanced their teaching learning process through more focused preparatory classroom activities, routines and assessment through creativity.*

**— Dr. Charu Varma, DIET Pitampura, Delhi**





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# Unpacking Change in Large Systems

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## *What works when working with large government systems?*

This impact diary documents the Teacher Development Coordinator (TDC) program's transformative journey. Launched in 2017 the TDC program has been handed over to the government in 2024, with the districts taking full ownership of designing and implementing it. CIM's role over the next two years is to act as a technical partner and support the teams at the state level. This handbook highlights the processes that have helped us scale within a large education system and build the system's capacity and leadership to own the program. Through powerful stories of change and real-world examples, the handbook:



**Outlines the factors that enabled the system to take full ownership in managing and sustaining the TDC program.**



**Documents the key milestones and processes that were set up.**



**Highlights the mindset and behaviour change needed by the CIM team and the government stakeholders in scaling and sustaining programs within large education system**



# How to use this Impact Diary?



This diary can serve as a valuable resource for NGOs, civil society organisations, researchers and larger educational community, seeking to strengthen systems within their own initiatives or programs. By exploring the case studies and stories of change within the TDC program, you can gain valuable insights into fostering system ownership, building capacity for sustainable program implementation and generating concrete evidence of positive change.



## **For NGOs:**

The impact diary provides a blueprint for NGOs to establish effective processes, build stronger relationships with governments, and ultimately co-lead impactful programs. It offers a unique co-led and collaborative approach to run programmes with the system.

## **For System Stakeholders:**

The impact diary can become a powerful reference tool for governments and education systems, guiding them on how to work with NGOs', to ultimately create a more meaningful impact at the classroom level.

## **For Evaluators and Researchers:**

The impact diary system can inform approaches to monitoring and evaluation. The impact data shared in this diary can generate ideas for developing robust evaluations approaches and improve the overall effectiveness of programmes.

## **For Funders and Donors:**

Such impact diaries and the learnings generated by them helps funders understand how any program aligns with their specific funding priorities and also see the on-ground changes they catalyse. The anecdotal evidence allows them to see how their contributions are used to address specific needs on the ground.

## **For School and Teachers:**

Teachers and schools could find this useful for enhancing student learning. By reflecting on stories of change, the school can craft resources and interventions to address specific school, teacher and student needs. Schools can learn from successes and challenges shared in the case studies.

# About Centre for Intrinsic Motivation (CIM)

At CIM we want to create a world where children have positive attitudes to learning and display effective learning behaviours, such as regularly attending school, feeling safe, engaging in classroom activities, and showing curiosity in class. We want children to thrive by developing the necessary foundational and social emotional skills to thrive beyond their school years.

## ***How do we achieve this?***

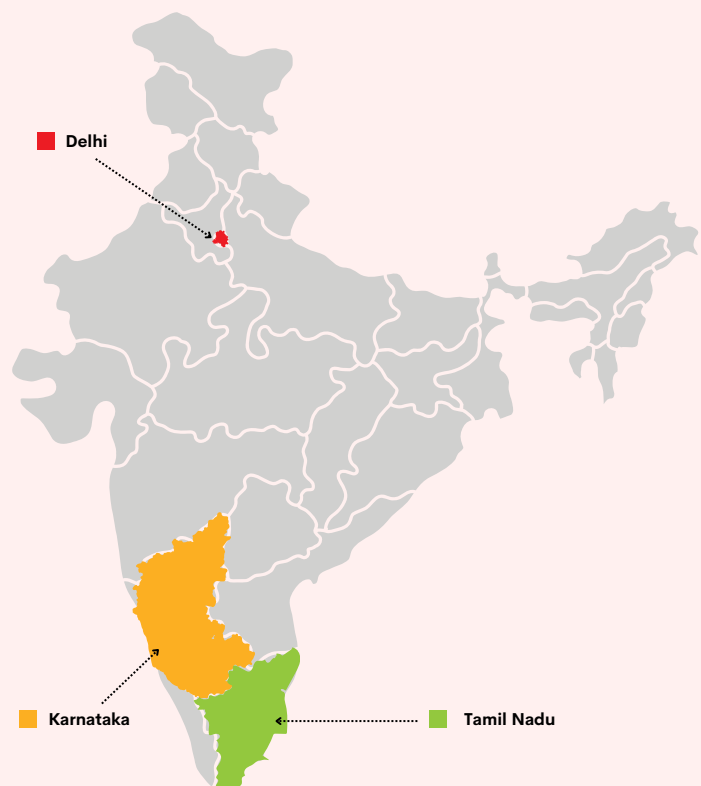
We empower teachers to achieve these things through fostering their intrinsic motivation. Intrinsically motivated teachers want to improve their practice; have the professional space to reflect upon and change their practice; have a deep sense of professional pride; make thoughtful decisions about their teaching; want to be in the classroom and maximise learning time.

We create processes and structures that support teachers and strengthen their skills to create safe and engaged classrooms for better student learning outcomes. We work with the education system to promote behaviour change for teachers and officials, leading to sustained impacts in student learning.

Our approach has led to improved student learning environments and effective in-service teacher training in India. We are currently working across three states (Delhi, Karnataka and Tamil Nadu) to reach more than 4.8 lakh teachers and 92 lakh children.

## ***Our Impact***

We have seen that our programme has had a wide variety of positive effects on children's academic and social-emotional learning, identified through a variety of forms of evaluation. For example





## **Foundational learning:**

- Our 2018 RCT in Delhi found a significant effect on student numeracy levels of 0.1 SD over two years.
- A quasi-experimental study with ASER of our approach in Uttar Pradesh between 2015 and 2017 found an increase in reading scores for students in grade 4 and 5 by 0.124 SD.
- A recent survey of nearly 8,000 teachers India showed that 88% of teachers believe that their participation in teacher networks resulted in an improvement in student reading levels (86% for numeracy).



## **Social and emotional learning:**

- Our longitudinal study data from 2019 suggests that students taught by our intervention teachers had high levels of grit and determination, were engaged and participated meaningfully in classroom activities.
- Our internal classroom observation data shows increases in student engagement, participation, curiosity and critical thinking. For example in Delhi, we saw a 14-percentage point increase in the proportion of children asking for help from their teacher.
- The above teacher survey also showed that 94% of teachers believe that our program has made their classrooms safer, and 93% believe it has helped students to feel happier in class.

## Mission

To develop intrinsic motivation in teachers and officials to transform the education system.

## Vision

Every child will become a motivated lifelong learner.



# Intrinsic Motivation and Behaviour Change

India has the largest school education system in the world, with 25 crore children enrolled in 15 lakh schools. We have achieved near universal enrollment of children at the primary level, with half of all school-going children in primary grades.

Yet schooling hasn't translated to learning — almost 80% of grade 3 students in rural India cannot read a grade 2 text or solve basic subtraction problems (ASER 2018). Illiteracy costs the Indian economy around \$53 billion annually. Around the world, illiterate people earn 30%-42% less than their literate counterparts (World Literacy Foundation, 2022).

We have learned much about what works in addressing the problem of children's learning. Evidence from a wide variety of socio-economic, cultural, and geographical contexts has highlighted the power of approaches such as structured pedagogy in improving children's literacy and numeracy. Yet it is not enough. We are not making the gains we need. We need different ways of thinking to both compliment and further empower these approaches.

*Fortunately, we know what the solution is. **And that solution is teachers.** The evidence consistently shows that it is teachers that make the biggest difference to children's learning.*

A core goal of an education system should therefore be to build cadres of qualified, committed and motivated teachers. But in practice, we too often see the opposite. Inadvertently, we increasingly pressure teachers to shoulder the burdens of society: in addition to teaching traditional knowledge and skills, we increasingly expect teachers to be social workers, judges, arbiters, gender experts, climate experts, social and racial justice experts and counsellors, to name but a few.

And yet at the same time, we don't treat teachers with anything like sufficient respect. Rather than providing carefully thought-out support to help them with this impossible task, education systems often find ways to undermine them further, whether through burdensome administrative duties, a lack of consultation, or ever changing priorities. As a result of this pressure and treatment, what we are seeing is a global teaching crisis running in parallel to the global learning crisis. Teachers are voting with their feet: globally, we see a shortage of 44 million teachers with little signs of abating. We have to think differently about not only how we support teachers, but how we empower and inspire them.

At CIM, we believe there is no greater intervention than a teacher who wants to teach. This is intuitive to most of us. When adults discuss the teachers that inspired them at school, the conversation inevitably lands upon a passion for teaching is the characteristic these teachers had in common.

This intuition is backed by increasing evidence from both the field of education and the wider psychological sciences that the working environment has a significant impact on teachers' motivation.

The evidence points to three things being particularly important:



***Autonomy***



***Competence***



***Relatedness***

Approaches to teacher development focus overwhelmingly on competence. This is based on the assumption that if we simply give teachers high quality, evidence-informed approaches, this will be sufficient to motivate them to change their classroom practice. We agree that this is a key part of the puzzle.

As we have seen, however, it is insufficient. We must also consider how we can simultaneously allow teachers to experience a sense of control over their profession and for their voices to be heard. We must support teachers to feel a deep sense of connection to both their peers and their students. If we can foster autonomy, competence and relatedness, we can transform both teaching and learning.



# Teacher Development Coordinator (TDC) Programme

CIM launched the Teacher Development Coordinator (TDC) program in 2017 in partnership with the State Council of Educational Research and Training (SCERT). This initiative fosters a collaborative network of teachers across all secondary schools in Delhi. The TDC program empowers all teachers by fostering intrinsic motivation, opportunities to collaborate and co-learn and providing professional development opportunities.

The program strategically places one passionate teacher in each Directorate of Education school as the Teacher Development Coordinator. These teacher coordinators play a vital role in offering targeted academic support to their colleagues and encouraging a culture of peer learning and collaboration. The academic support is provided by the district officials and a dedicated cadre of mentor teachers through the District Institutes of Education and Training (DIET). The TDC program covers all 10 districts of Delhi, reaching 1,047 schools. It has impacted 59,752 teachers and through them 16 lakhs students till date.

## Achievements



*Engaged Students who love learning, feel safe, and think critically*



*Empowered Teachers who love teaching and continuously improve their craft*



*Supportive Officials who prioritise teacher motivation through data-driven insights and peer learning*

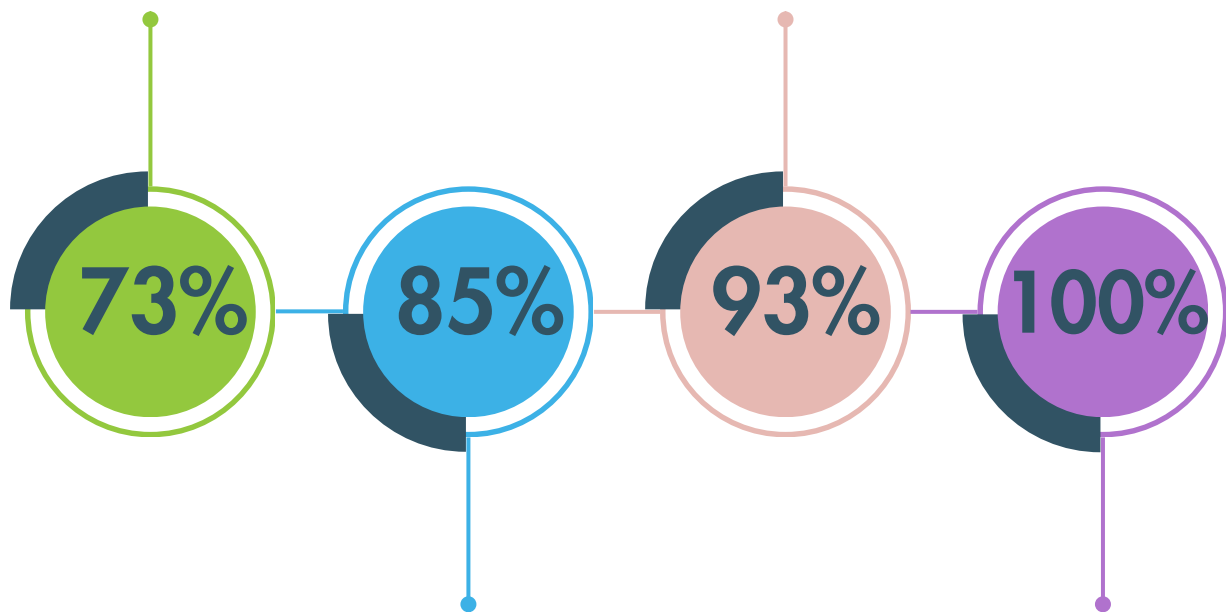


# Behaviours we have tracked

Continuous monitoring of behavioural indicators including safety, self-esteem, engagement, intentional teaching, curiosity, and critical thinking is conducted through observations at every level. Insights from the 2022 observations are as follows.

**73% of teachers indicated they frequently adapted their teaching style and classroom environment to students' needs and challenges.**

**In 93% of meetings, most TDCs successfully demonstrate behaviours indicating they create safe learning environments and cultures of improvement for teachers.**



**Peer collaboration takes place in 85% of all network meetings (ART), a practice that has been role-modelled by TDC and mentor teachers.**

**In 100% of meetings, most of all officials exhibited behaviours indicating they create safe learning environments and cultures of improvement.**

Source: Findings from a 2022 survey of participants of the program since 2019



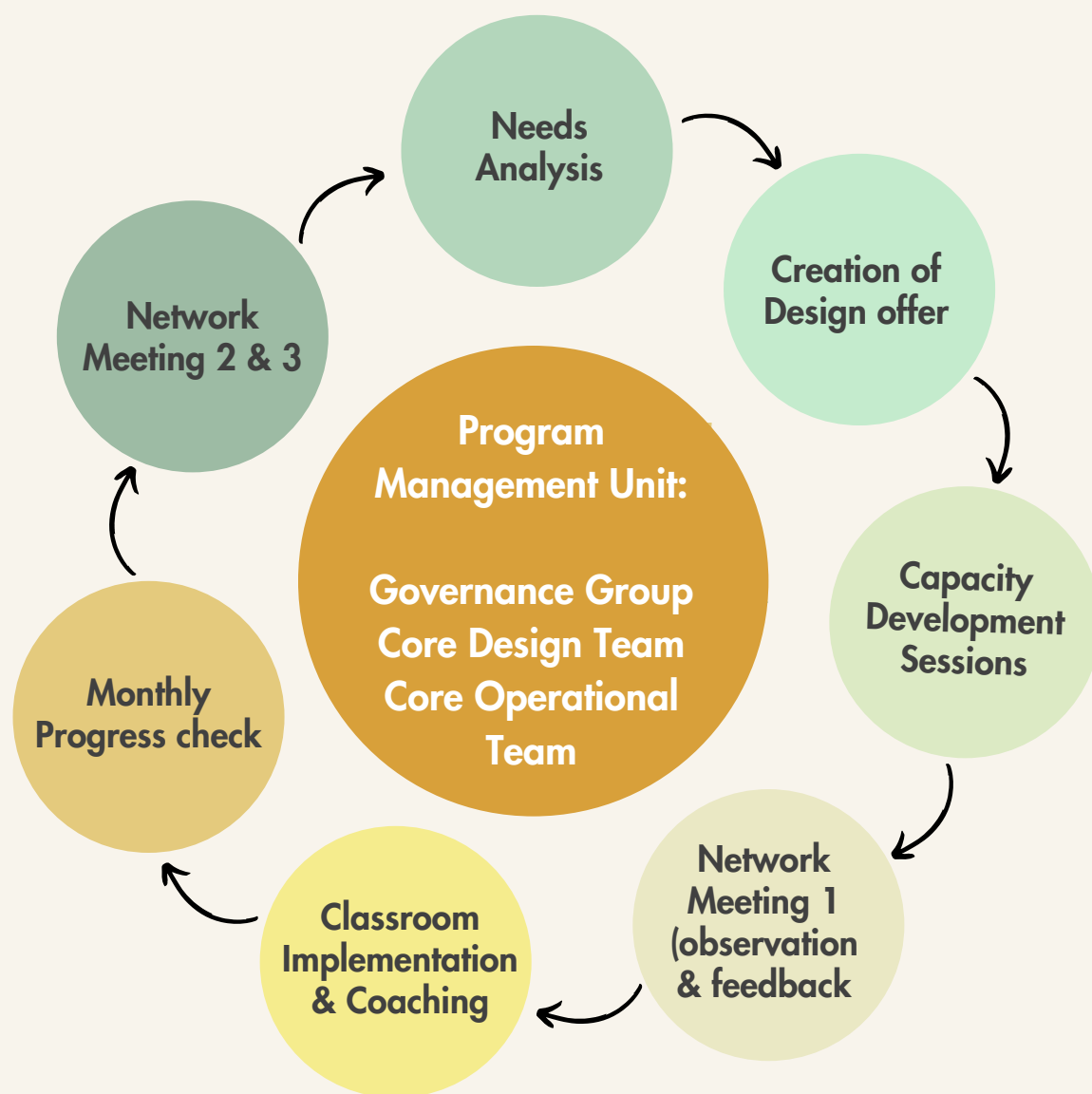


By building an open system of collaboration and sharing, teachers began to shift their conversations between classes or in the staff room from general to more academic topics.

— UNESCO IIEP Report on TDC Programme



# How our programme works?



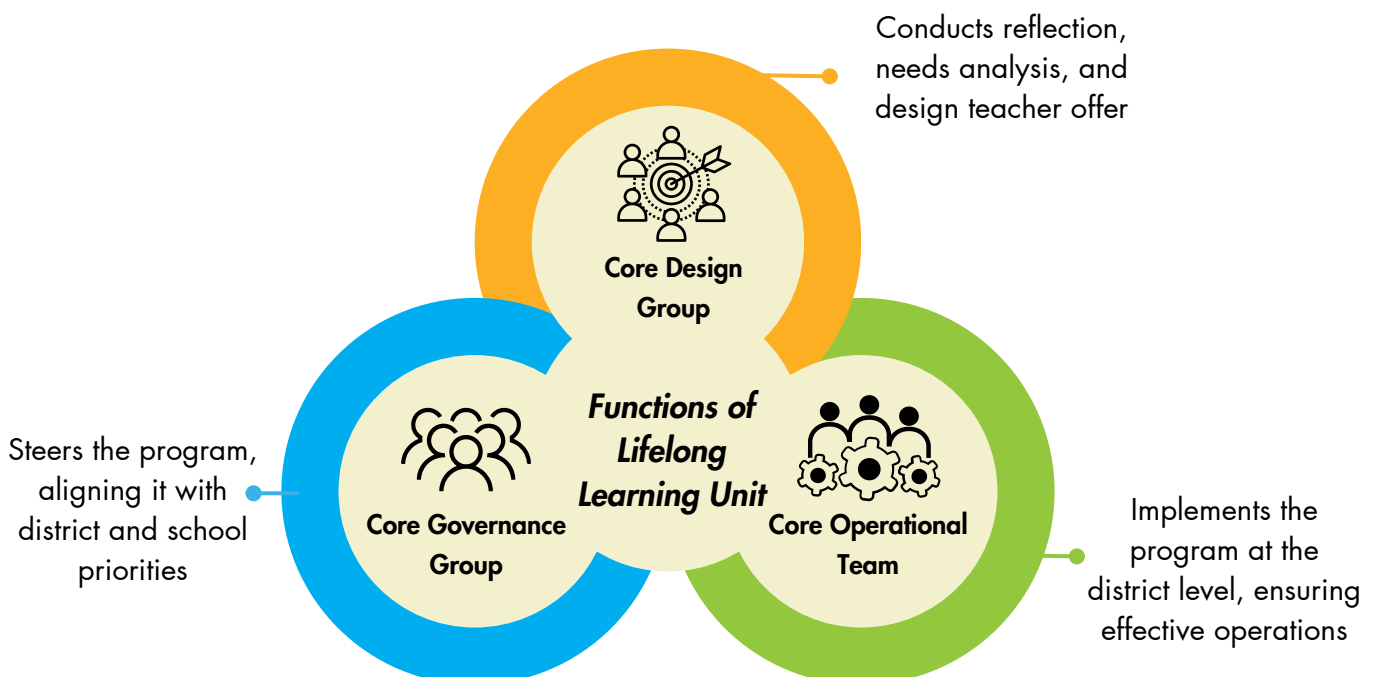
# Levers of Sustainability

The program's success is reflected in the way district officials have confidently taken the lead in many programmatic activities, which previously were co-led with the CIM team. The TDC programme achieved its current success through a slow and deliberate approach to building long-term sustainability. This was done through the following steps.

## 1. Establish common purpose and design

We ensured that stakeholders at the state, district, and school levels were involved early on to achieve long-term sustainability. We established consensus on the importance of intrinsic motivation as a driver for system-wide transformation. We designed the intervention in collaboration with the system and agreed upon what success would look like. By establishing common yet familiar language and processes across all levels, we ensured everyone was working towards a shared goal. Additionally, a core design team was created to guide the design process and craft our design offerings based on a system of needs analysis. This ensured our support addressed existing challenges within the system, avoiding new or parallel focus areas. We didn't simply work 'on' the system, we partnered 'with' the system and stakeholders, laying the foundation for long-term ownership.

This approach to stakeholder involvement at every step led to the setting up of a Programme Management Unit called the Lifelong Learning Unit (LLU), with the involvement of the government stakeholders. This deepened the sense of ownership and engagement in the program's design and implementation, reducing the need for CIM's support and facilitating the district handover process.



## 2. Set robust structures, rhythms and processes

To sustain any program within a government education system, embed the processes and structures within existing systems rather than creating parallel ones. The following processes and rhythms were set up to ensure sustainability.

### **Capacity Development**

Capacity development sessions are conducted at three levels—officials, mentors, and teachers—to promote ownership and participation and ensure that all levels have a thorough understanding of the design offer's theme and strategies.



Every capacity development workshop, led by the system's stakeholders, offers a platform for understanding, discussing, and contextualising the design offer based on stakeholder needs. By strengthening the capacity of the stakeholders at every level and minimising facilitation related reliance on external experts or knowledge partners, these capacity development processes help empower stakeholders to engage with the programme and lead the activities.

### **Teacher Networks**

The co-developed design offer is implemented at the school level through monthly teacher network meetings. In these network meetings, teachers delve deep into the design's key focus areas, contextualise, and plan for classroom implementation. Such a platform fosters the sharing of effective practices. These teacher networks, by providing space for collaborative problem-solving, and bringing together a supportive community of practitioners, increase the relevance and effectiveness of the programme for teachers and students, making it more likely to be sustained. The teachers are given autonomy to utilise these network meetings to discuss and deliberate upon academic issues.

### **Monthly Progress Checks**

The monthly progress checks bring together mentor teachers and officials to analyse programme related data, identify academic challenges, and create action plans. These data-driven discussions during the meetings are crucial for tracking progress, strengthening collaboration, and adapting action plans based on evidence. This kind of data-driven, decentralised approach, which addresses needs based on evidence from each district, ensures that the program will remain relevant and effective over the long term.



*These capacity development sessions, network meetings, and monthly progress checks, initially launched with CIM support, have developed into stakeholder-led processes. Mentor teachers, officials, and school teachers now confidently navigate these spaces independently, tackling school-level challenges, collaborating on finding solutions for student success, and fostering a culture of best practice sharing.*

### 3. Build a culture of communication and appreciation

Throughout all of the programmatic activities, the following processes were incorporated to foster an environment of open communication, teamwork, and appreciation. These processes became the key elements to achieving meaningful behaviour change and engagement in a government system.

#### Key elements embedded in all the program activities



##### **GROWTH MINDSET**

Approach discussions with a growth mindset, embrace failures, demonstrate openness to constructive criticism, and celebrate success.



##### **PEER COLLABORATION**

The sessions/meetings are designed to pave the way for peer discussion through meaningful collaboration.



##### **REFLECTION**

There is ample space provided for asking reflective and probing questions for deeper understanding.



##### **APPRECIATION & RECOGNITION**

A culture of appreciation and observation have been closely intertwined in all our programmatic activities.



##### **FEEDBACK WITH ACTION PLAN**

Feedback discussions are a two-way communication wherein participants ask questions, listen actively, respect confidentiality, action plan and follow-up.

## 4. Align with national and state-level policies

To ensure relevance within the system, our program mirrored the language used in key policy documents like the National Mentoring Mission (NMM), the National Professional Standards for Teachers (NPST), and the state Mentor Teacher Program. This synergy of our design approach with existing policy frameworks, including the state's Teacher Competency Framework which CIM contributed to, fostered strong participation and support from educators and policymakers.

## 5. Collaborate for Advocacy & Impact

To maximise the impact and reach of the programme we consistently aligned our efforts with other NGOs and knowledge partners operating in the system. This collaboration prevents duplication of efforts, leverages collaborative expertise and increases buy-in from key state and district officials. Additionally strong advocacy efforts raised awareness of the program and demonstrated the value of working on behaviour change and intrinsic motivation. This increased the buy-in of key stakeholders and promoted increased collaboration and engagement.





Students benefit from LIC's engaging teaching learning strategies shared through the TDC program. The approach allows them to grasp concepts from the basics, fostering a deep understanding. The program not only enhances their social well-being and sense of responsibility but also promotes cooperation, nurturing potential leaders within the classroom.

– **Dr. Dinesh Kumar, Nodal Officer, TDC Program, SCERT Delhi**







# Impact of the Program at different levels

The UNESCO IIEP Report on TDC programme also brought out the following observations:

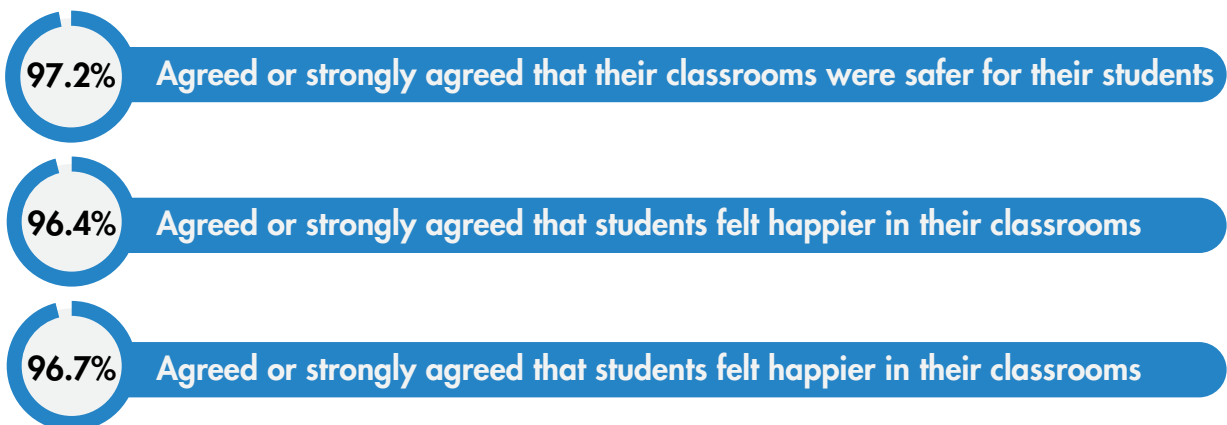
- All officials and teachers play the role of facilitator and participant in the TDC Programme. Data shows an improvement in behaviours related to engagement
- Facilitators are increasingly able to connect material to a wider purpose that the system is working towards, and also create opportunities for practice and planning.



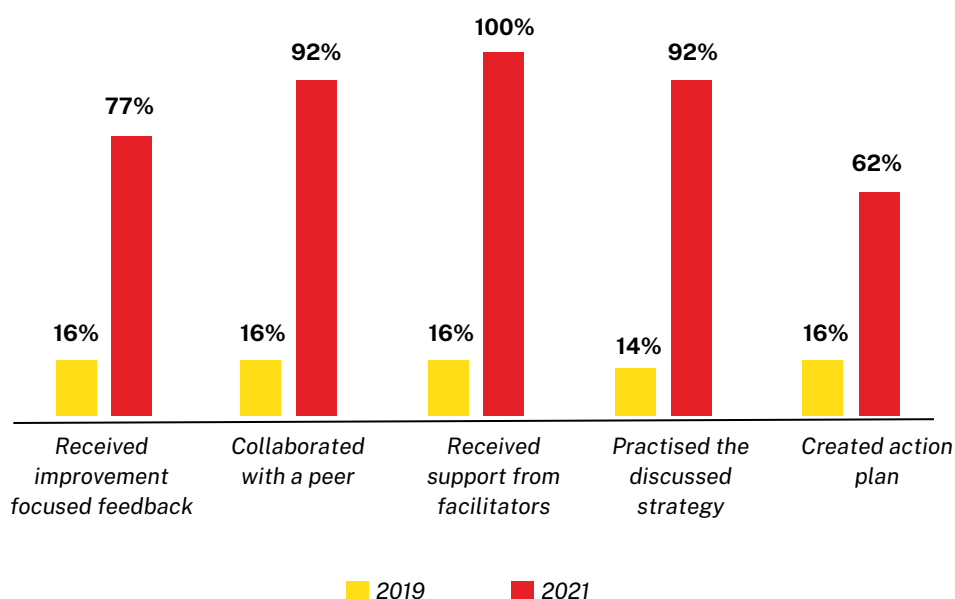
The program was set up and implemented in Delhi in partnership with the Department of Education and the SCERT. An impact study was conducted in 2022 to evaluate the effectiveness of the program. Some of the key findings are highlighted here.

- In 100% of meetings most of all District officials and Mentor teachers exhibited behaviours indicating they create safe learning environments and cultures of improvement.
- Peer collaboration takes place in 85% of all teacher network meetings, a practice that has been role-modelled by Mentor Teachers and Teacher Coordinators.

A survey was conducted in March 2022 among TDCs to understand their perceptions on how the programme has affected classroom-level change. Out of the 1372 respondents:



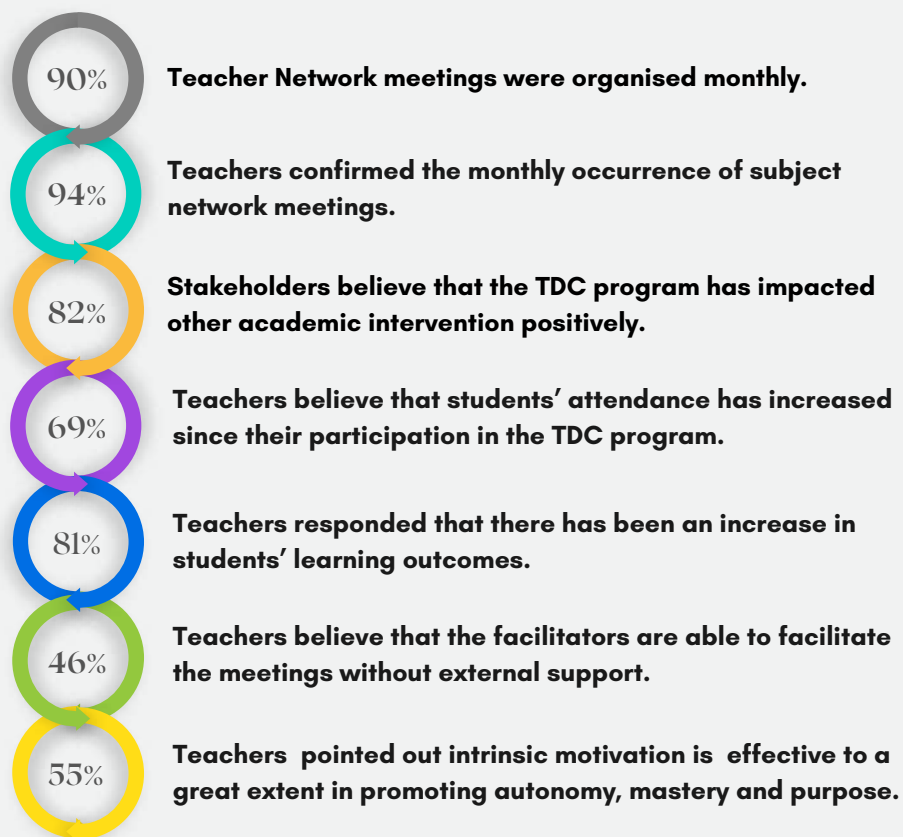
## TDC Program significantly increased teacher engagement



Data source: Data collected by CIM program managers and Teacher Development Coordinators by observing Teacher Network meetings in 2019 and 2021.

Graph showing the percentage of meetings in which **75% or more of the participants experienced the behaviours.** (2019-2021)

Approximately 43,890 Teacher network meetings were conducted through the TDC program since 2017, fostering the professional growth of teachers in 1047 Delhi schools.



# How can we ensure preparedness for program sustainability?

This section outlines the approach required to ensure the long-term viability of any program implemented within large government run education systems.



## Be flexible

Continuously adapt the program to align with emerging trends and government priorities. For example, we aligned the design of our teacher offer on the larger system requirement of Foundational Literacy and Numeracy through Mission Buniyaad network meetings.



## Navigate Bureaucracy

Acknowledge the complex and non linear nature of government systems and develop the understanding of their communication model. For example, we have strengthened the programme processes by using the circulars, which is the system's mode to communicate about programmes or disseminate important information.



## Strengthen relationships across the system

Collaboration with all government departments and district officials is key. The relationship can be nurtured and made meaningful through coaching and reflective discussions. For instance, we actively built trust and rapport to ensure successful partnerships with SCERT, DoE, District Officials, and Mentor Teachers; and responded to their needs individually, whenever required.



## Prepare Internally

Internal preparedness is crucial for achieving sustainability. We have established clear roles and responsibilities and robust monitoring and evaluation plan.



## Embed Processes and Purpose

The focus is not only on achieving program goals but also on embedding them deeply within the government system at all levels. This includes advocating for broader program adoption through policy changes. By demonstrating the program's effectiveness in addressing key government priorities, we ensured its long-term impact and scalability.





# Stories of Change

# Transforming Classroom Practice by Making Learning Fun & Useful



Ms. Geeta has been teaching since 2014. She's been part of the TDC programme since 2017 as an academic resource team member. The school caters to students from a locality where socio-economic conditions often hinder their academic pursuits. Ms. Geeta has over 80 students in her class, and getting them interested in learning is tough.

There's a lack of enthusiasm for learning as many students have to work as well as study. Students often disrupt class. Ms. Geeta has tried new ways to help her students learn. She focused on connecting with them, planning lessons well, making a safe classroom environment, managing time, and fostering a collaborative atmosphere.

She used special techniques like "Do Now" and "No Hands" to start lessons and activities like Jigsaw and peer learning to keep everyone involved. She has included fun activities like Circle Time and strategies called PAT (Preferred Activity Time) to get students excited about learning.

**"The TDC programme has given me new ideas to make learning fun and useful. Meeting with other teachers in the programme has made my classes better," shared Ms. Geeta.**

**"By tapping into what interests them personally, I am able to keep students engaged and eager to learn. This is thanks to the mentoring and strategies I received as part of the TDC program," she adds.**

## **Geeta**

Teacher, GGSSS C-Block, Sangam Vihar

# Fostering active student participation, creativity & improved learning



Ms. Suman's teaching approach has undergone a significant transformation since she became part of the TDC program. She has integrated innovative methods such as Preferred Activity Time (PAT), elaborative questioning, and technology. These strategies fostered active participation, critical thinking, and creativity among students, resulting in noticeable improvements in academic performance.

Ms. Suman has also successfully overcome challenges such as passive learning among students and lack of interaction and attentiveness within classes. She also faced fixed mindsets and a lack of collaboration among colleagues. Strategies introduced through the TDC program played a pivotal role in overcoming these challenges.

Ms. Suman and her colleagues organised teacher network meetings, where they devised strategies to enhance psychological safety for students, build confident learners, and create an enabling learning environment.

Implementing techniques such as student collaboration, no hands-up methods, retrieval practices, and student discussions benefited both students and teachers. The TDC program introduced a range of new techniques, fostering a collaborative environment and enabling mutual learning and growth among educators. Despite facing challenges such as limited time for meetings, scarce resources, and constraints on implementing new methodologies, Ms. Suman persisted in her efforts.



“Before the TDC program, my classroom dynamics were passive, with low engagement and limited academic progress. Post-implementation, there has been a notable transformation characterised by increased student participation, attentiveness, and improved academic performance,” says Ms. Suman.

Reflecting on her experience, Ms. Suman emphasised the importance of flexibility, adaptability, continuous professional development, and collaboration among teachers.

*“My biggest takeaway has been to embrace innovation, be open to change, and prioritise student-centred approaches to teaching and learning,” expresses Ms. Suman.*



**Suman Yadav**

Teacher, SV Kakrola



# Building relationship & Breaking Barriers within the Classroom



Mrs. Bindu is a teacher with 13 years of experience. She encountered significant challenges in her classroom. With large class sizes exceeding 80 students and limited space in the school building, maintaining engagement and participation seemed like an uphill battle. The classes were dull and students inattentive.

Mrs. Bindu drew inspiration from the TDC programme training. These resources provided her with innovative strategies to enhance student engagement and learning. She introduced a collaborative learning approach in her classroom. She divided the class into two mixed-gender teams and assigned them the task of creating multiple-choice questions based on the assigned chapters. This initiative aimed to promote interaction and familiarity among students, leveraging the principles of intrinsic motivation.

The following day, she sensed a palpable change within the classroom. Students were enthusiastic as they prepared for the quiz. Mrs. Bindu established clear rules, allowing each student to ask and answer one question only. Students eagerly engaged with one another, taking turns, asking and answering questions. This interactive activity fostered a collaborative learning environment where every student had an opportunity to contribute, thereby enhancing comprehension and retention of the material.

*"Students now own their learning and are comfortable engaging with their peers," shared Mrs Bindu. "These activities also helped build relationships and break down barriers between students from different classes, fostering a sense of community within the school," she adds.*

**Bindu Sharma**

Teacher, GGSSS Khajoori Khas







## When student have fun they learn better & Retain More

As a proud and dedicated Teacher Development Coordinator (TDC) for the past four years, Ms. Hasneet Kaur is committed to fostering a dynamic and enriching educational environment. With a passion for inspiring students and promoting holistic development, she strives to create a nurturing atmosphere where learning thrives and each student's potential is recognised and celebrated.

She encountered multiple challenges in one of her classrooms including low attention and retention among students.

Ms. Hasneet made use of interactive teaching methods, multimedia resources, and promoted active student participation through discussions and hands-on activities. Regular assessments and feedback helped her monitor progress and adjust strategies accordingly.

Drawing upon strategies introduced through her Co-Learning Sessions of the TDC programme, Ms. Hasneet contextualised the various model examples shared through the design offers and devised solutions for her classroom.

Despite challenges such as limited resources for interactive tools, varying learning styles among students, and large class sizes, Hasneet implemented a ROLE REVERSAL strategy.

*"This approach engaged students by allowing them to find faults in the teacher's answers, fostering a sense of fun and camaraderie. It captivated students' attention and improved their retention and self-esteem," Ms. Hasneet shared. "It also facilitated elaborative questioning and retrieval practices, enhancing knowledge recall and understanding."*

After becoming part of the TDC journey, Hasneet has seen a change in her teaching style. Use of interactive methods, multimedia resources, and student participation became focal points, resulting in increased engagement, improved retention, and a more vibrant learning atmosphere

### **Hasneet Kaur**

Teacher, SKV Bulbuli Khan

# Building teacher self-esteem & motivation through Mentoring



Under the guidance of Mentor Teacher Ms. Bhavna – Mrs. Neeta Gupta, Trained Graduate Teacher (TGT) Home Science, and Mr. Ashish Tiwari, TGT English embarked on transformative journeys within the TDC programme. Ms. Bhavna's mentorship and support played a pivotal role in shaping their experiences and fostering connections within the program.

Mrs. Gupta, initially hesitant, found encouragement through Bhavna's mentorship. Bhavna's guidance helped Mrs. Gupta navigate her role as a TDC, instilling confidence and igniting a passion for teaching.

*"I was always considered a good teacher, but I understood the intricacies of teaching when I started teaching others about teaching pedagogy. I discovered the joy of collaborative learning environments," said Mrs. Gupta.*

Her personal growth strengthened her commitment to uplift her peers and students alike.



Similarly, Mr. Tiwari, an ART member guided by Bhavna, found invaluable support and feedback in his journey, particularly through peer observation. Mr. Tiwari witnessed positive shifts in student outcomes and engagement, reflecting the programme's ability to foster collaboration and professional growth.

*In Mr. Tiwari's classroom, some students were unsure about trying new ways of learning at first. But when they saw their classmates enjoying the new methods, they also became interested. "Students take new teaching strategies for granted, and they show their lack of interest, even if it is a new thing for them too. But when they see their classmates are enjoying the process, they also get ready to learn by new methods for their own sake," he explained*



Both Mrs. Gupta and Mr. Tiwari admit they were initially nervous about joining new groups and dealing with unfamiliar ideas. However, they decided to face the challenge head-on. In doing so, they formed new friendships and found a community of teachers who share their passion. This shows how the programme encourages teamwork and helps teachers feel like they belong.

**Bhavna Singh** (Mentor Teacher)

**Ashish Tiwari** (Teacher)

**Neeta Gupta** (Teacher)

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## Teachers as Practitioners & Leaders within the School



Ms. Faiza Nasir embarked on a journey to enhance her teaching skills through the Teacher Development Coordinator (TDC) programme. Over her four years of teaching, she noticed challenges such as low student retention rates and passive learning behaviours in her classroom. Determined to address these issues, she used strategies from the Learning Improvement Cycles provided by the TDC programme and focused on building strong connections with students and creating a safe environment where mistakes were seen as opportunities to learn.

Initially, Ms. Faiza faced resistance from students to adopt new teaching methods and logistical challenges in organising activities effectively. She persevered, implementing strategies such as name tags and low-stakes quizzes to promote active engagement and psychological safety in her classroom. Despite the challenges, she witnessed tangible improvements in student engagement and participation.

Through the integration of innovative teaching techniques and building stronger connections with her students, Ms. Faiza observed significant improvement in classroom dynamics. Students became more attentive and actively participated in discussions. This improved academic performance and contributed to a more conducive learning environment where students felt connected to the subject matter and took ownership of their learning journey.

*"My biggest learning was around continuous reflection and adjusting my teaching practices to the needs of my students," says Ms. Faiza. "I also supported my peers and advised them to establish rapport with students and foster a psychologically safe environment," she adds.*

Ms. Faiza's initiatives led to a boost in student engagement through inclusive classrooms. Her dedication to enhancing her teaching skills through the TDC programme exemplifies the positive outcomes that can be achieved through professional development initiatives in education.

### **Faiza Nasir**

Teacher, SKV Noor Nagar

# Building student's confidence as first step to Improving student learning



Ms. Himani has been teaching for three years. She joined the TDC program six months ago and found it incredibly helpful. Through ART and Co-ART meetings, she realised that learning is a mutual process and can help overcome common classroom problems.

One major challenge in teaching languages is getting people to speak confidently in public. Many people, both children and adults, are afraid of speaking in front of others. Even some teachers find it hard to control their classes because they struggle to understand their students. To tackle this problem, Ms. Himani identified the root cause: fear of speaking in public. She decided to create a cardboard and paper microphone with her students, giving them ownership of the tool. The next challenge was to encourage students to speak freely in class.

She started by letting students use the mic from their desks to answer questions or discuss topics. This made them feel more comfortable speaking up. Then, she encouraged students who didn't participate much to get involved by involving them in creating the mic.

Gradually, using the mic became a weekly practice. In the second phase, students took turns standing in front of the class to read from the board. To create a safer space, they were paired up, so one could read while the other supported them. As students became more confident, they were asked to speak independently. They chose their own topics at first, then tackled randomly selected topics or those related to the lesson theme. The TDC programme helped refine this process into a student-friendly activity.

*The change was noticeable as students became more willing to speak on stage and express themselves. "Taking small steps in class boosted their self-esteem, thanks to the continuous support of the TDC programme and CIM for introducing such strategies," said Ms. Himani.. Shyness gradually turned into oral expression, fostered by encouragement and a secure environment.*

## **Himani Varshney**

Teacher, GGSSS, Harkesh Nagar

# Vibrant Learning communities for both teachers & students



Ruchika, a teacher with 8 years of experience, faced several challenges. Student attendance and attention were big problems. They memorised without understanding. There was a big gap between teachers and students, and not many teachers were working together.

Ruchika, a teacher Development Coordinator at the school, attended co-learning sessions and led teacher network meetings for three years, determined to address these challenges. After learning strategies to strengthen teacher-student connections, she made name tags compulsory, fostering a sense of identity and connection. During teacher meetings, she encouraged teachers to bond, issued appreciation letters, and arranged monthly collaborative sessions with support from the head of the school. Despite initial resistance, Ruchika persisted, fostering trust and a culture of continuous improvement.

*"The TDC program made big changes happen. Teachers started thinking differently, talking better, and trying new things. We worked together more and tried new stuff, which made students and teachers get along better and do better in school. We faced problems, but we kept going. It shows how much the TDC program can change schools for the better," shared Ruchika.*

The TDC program catalysed significant changes, with teachers embracing growth mindsets, improving communication, and implementing innovative strategies. Collaboration and experimentation became priorities, leading to stronger teacher-student relationships and academic improvement. Through perseverance and dedication, Ruchika and her team navigated obstacles, demonstrating the transformative potential of the TDC program in educational settings.

Teachers integrated a range of innovative approaches, including collaborative teaching, interactive activities, and learner-centred strategies. These approaches enhanced student engagement, collaboration, and critical thinking skills. Students became more participative and engaged, fostering a supportive and inclusive learning environment. Classrooms became lively hubs of inquiry and exploration, free from the constraints of traditional rote learning.

Classroom observations evolved into collaborative learning opportunities, driven by a shared commitment to continuous improvement. Teachers learned valuable lessons in time management and mindfulness, enriching their professional practice.

The school's journey offers valuable insights for educators navigating similar challenges. Patience, perseverance, and a willingness to embrace change are essential virtues in fostering educational transformation. By prioritising collaboration, innovation, and continuous learning, educators can create vibrant learning communities where students thrive and flourish.

## **Ruchika Thakur**

Teacher, SKV Laxmi Nagar

## **References:**

1. CIM\_Stories of Change (internal document)
2. Delhi Stakeholder Survey
3. Delhi Case Study: The Teacher Development Coordinator Programme: Providing Support to Teachers from the Middle Tier





The program has also played an instrumental role in the post-pandemic times to address the psychological safety of the student as well as teachers. It provides the platform to the teachers to network with the educators across the city and learn from each other.

— Teacher, South East District, Delhi









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