

Centre for Intrinsic Motivation

Annual Report

2024–25



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A Note From The Team

Eleven years ago, when we began our journey in India's education system, we carried a simple belief: education is not about transmitting information; it is about shaping human beings. At the center of that process stands the teacher.

To teach is to shoulder a profound burden. In every classroom, a teacher stands before children who bring not only their hunger for knowledge but also their doubts, fears, and the silent weight of their lives. What can one person do in the face of so much? And yet, time and again, it is the teacher who chooses to answer.

Children today face unspeakable pressures, academic, emotional, and social. When teachers are exhausted, disengaged, or stripped of purpose, the consequences are grave. But when teachers are intrinsically motivated—when they feel trusted, heard, confident, and connected to their mission, they transform the lives of their students. This is the deepest truth our work has affirmed this year.

The Centre for Intrinsic Motivation (CIM) exists because this responsibility cannot be ignored. We aim to strengthen the foundation of educational equity and drive systemic change. We work hand in hand with education departments, DIET faculty, nodal officers, and district leaders. The work is not ours alone. It is a collective effort to build systems where motivation is reignited and sustained, not eroded.

This year, across Delhi, Karnataka, and Tamil Nadu, we saw what happens when teachers are given space and support. They stepped into leadership, built communities of learning, experimented with technology, and spoke openly about their well-being. They proved again that reforms endure only when rooted in teachers' ownership.

The lesson is simple: if we take care of teachers, they will take care of children. Motivation cannot be imposed through mandates. It grows when teachers have space, respect, and trust. That is where true reform begins.

We thank our donors, governments, partners, supporters, and colleagues who recognize this truth and walk this path with us. This report is not a showcase of our work; it is a record of what teachers and officials have achieved together.

As we look to the future, our promise remains steady: to walk beside teachers, to believe in their strength, and to honor the immense responsibility they carry. For when teachers are motivated, they motivate children. And motivated children will become the youth who shape a brighter world for everyone.

**With gratitude,
The CIM Team**

About Us

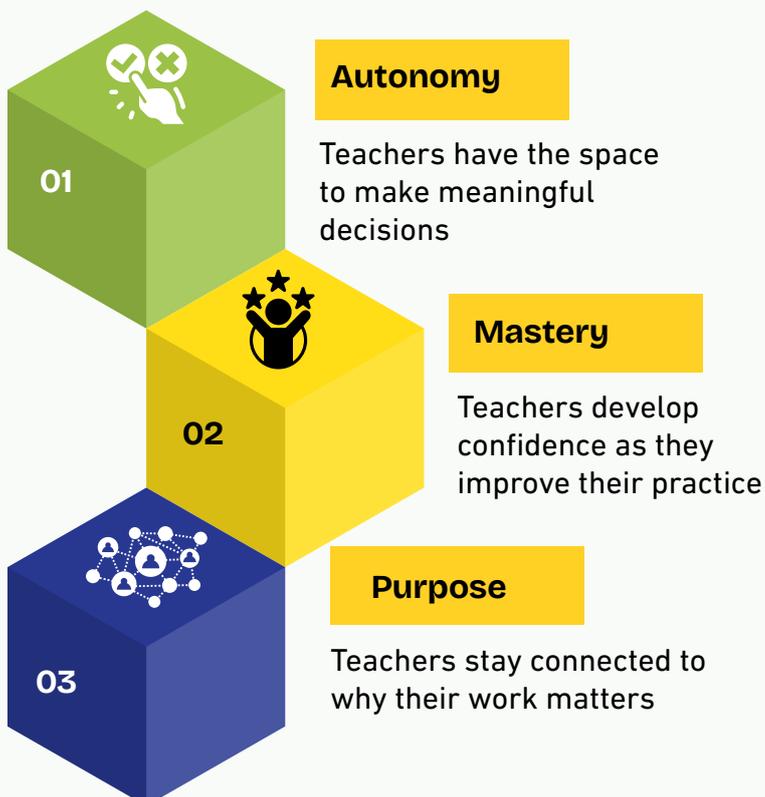
The Centre for Intrinsic Motivation (CIM) is a flagship initiative of STIR (India). We have worked with the core vision that teachers are not the problem but the solution to educational transformation. By engaging with public education systems, it has enabled school and teacher-led change through scalable models of teacher agency.

CIM was created to respond to one of the most urgent and overlooked challenges in Indian education: teacher motivation. We believe that how a child feels in school is as important as what they are taught. When teachers feel supported and purposeful, they create classrooms where children feel safe, curious, and eager to learn.

Our reach today spans **2.3 lakh teachers, 4, 477 government officials, and 67.8 lakhs children** across Delhi, Karnataka, and Tamil Nadu. These numbers reflect a simple truth: motivated teachers transform systems from within.

Intrinsic motivation is the foundation of our work. It is the inner drive that makes people learn, persist, and grow without external rewards. Decades of research show that intrinsically motivated teachers are more creative, resilient, and effective. In our programmes, this translates into stronger classrooms and healthier learning environments for children.

OUR PHILOSOPHY RESTS ON THREE PILLARS:



Why We Focus on Intrinsic Motivation

The biggest crisis in Indian classrooms is not only about infrastructure or curriculum, it is about motivation. Teachers across the system face burnout, administrative overload, and limited autonomy. This quiet crisis affects how children feel in school. When teachers are disengaged, students disengage too.

At CIM, we believe motivation is the invisible yet powerful thread that binds effective classrooms. Grounded in global research in psychology and behavioural science, we focus on nurturing autonomy, mastery, and purpose - the three key ingredients of Intrinsic Motivation. When these are present, teachers not only stay motivated but they also ignite the same spark in their students. Without this inner drive, even the best-designed, well-intentioned education reforms struggle to take root. That's why we place Intrinsic Motivation at the core because sustainable systemic transformation begins with the hearts and minds of those who teach to share futures.

The Teaching Crisis in India:



Children are falling behind

- Students in Classes 6 and 9 scored below 50% on average across most subjects.
- This means many children are reaching higher grades without strong foundations. (PARAKH Rashtriya Sarvekshan, 2024)



Well-being is in crisis

- 81% feel anxious about studies and exams.
- Nearly half are unhappy with their personal lives.
- 43% experience frequent mood swings.
- Many are hesitant to ask questions in class. (NCERT survey with 3.8 lakh students)



Teacher strength is shrinking

- The total number of teachers dropped from 9.78 million to 9.51 million.
- One in four schools does not have the required number of teachers. (UDISE, 2023-24)



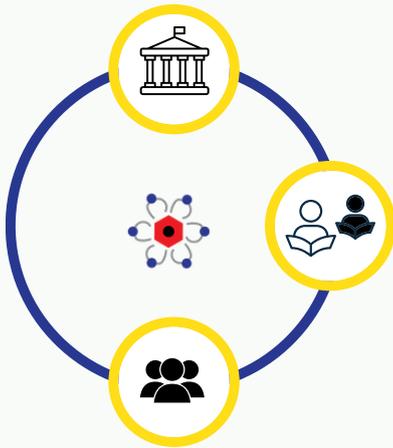
Teaching without purpose

- Studies show that teacher absenteeism and low engagement directly correlate with poor student learning outcomes (World Bank, 2018, UNESCO, 2020).
- In India, only 25% of teachers report feeling highly satisfied in their role.

Evidence shows that supporting intrinsic motivation systemically can improve teacher retention, engagement, and student performance. Unless teachers feel motivated from within, the cycle of poor learning outcomes will continue.

These studies and reports are evidence to what underlies a clear reality: **unless teachers feel motivated from within, the cycle of poor learning outcomes continues.**

What CIM is Doing



Partner with state and district education departments

Through motivated teachers enable students to learn in safe, engaging classrooms that spark curiosity and joy in learning

Empower teachers to sustain motivation and well-being

CIM is designed to break this cycle of low motivation and poor outcomes. Our programmes strengthen the intrinsic motivation of teachers and learners by:

01 **Creating learner-centred environments** classrooms where curiosity, reflection, and self-direction thrive.

02 **Empowering teachers as facilitators** building their capacity to foster autonomy, mastery, and purpose in daily practice.

03 **Promoting self-efficacy** encouraging teachers and students to believe in their ability to succeed, building resilience and ownership.



04 **Cultivating a culture of inquiry** placing questioning, exploration, and collaboration at the heart of the classroom.

05 **Recognising intrinsic achievements** celebrating growth, creativity, and perseverance, not just test scores.

06 **Partnership with government** Through close partnerships with state governments, CIM integrates these principles into large-scale teacher development systems.

Through close partnerships with state governments, CIM integrates these principles into large-scale teacher development systems. We are not creating parallel structures but strengthening existing ones, ensuring that motivation is not a one-time spark, but a sustained force shaping the future of education.

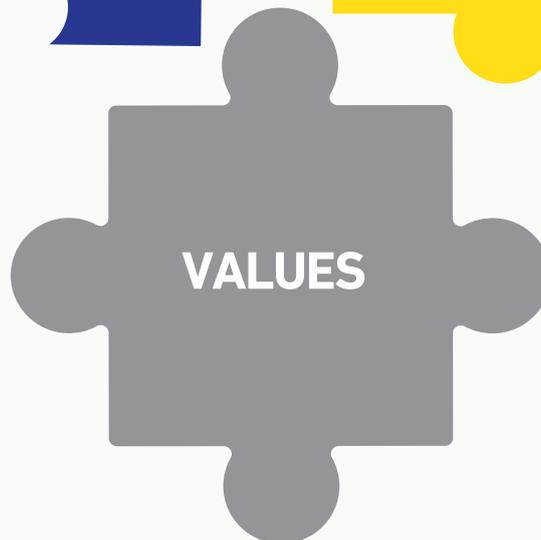
Our Vision, Mission and Values

Our Vision

Every child will become a motivated lifelong learner.

Our Mission

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



Our Values

Humility: We acknowledge that we don't possess all the answers upfront.

Openness: We are committed to listening, learning and improving.

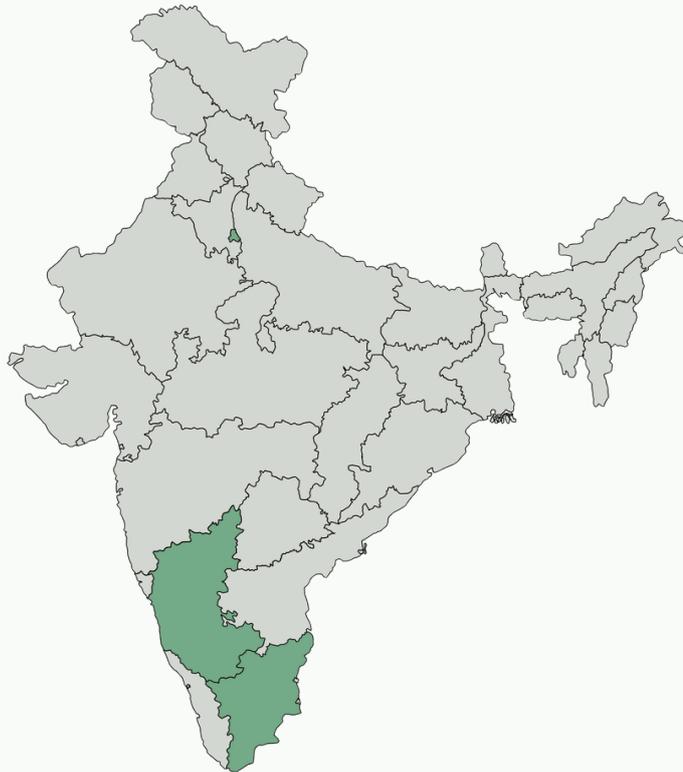
Ownership: We believe in empowering.

Purpose: Our strength lies in our shared vision and commitment to achieving common goals.

Our Reach

STATES	TEACHERS	SYSTEM LEADERS	STUDENTS	SCHOOLS
03 <ul style="list-style-type: none"> • DELHI • KARNATAKA • TAMILNADU 	2,39,940	4,477	67,86,687	29,532

CIM'S FOOT PRINT IN INDIA



DELHI

- 16 Districts
- 95 Officials
- 1082 Schools
- 79568 Teachers
- 24.5 Lakh Students

TAMIL NADU

- 38 Districts
- 3332 Officials
- 18900 Schools
- 121822 Teachers
- 33.4 Lakh Students

KARANATAKA

- 5 Districts
- 1050 Officials
- 9550 Schools
- 38550 Teachers
- 9.8 Lakh Students

Programme Highlights and Learnings

DELHI



Teacher Leadership and Outcome-Based Planning

In Delhi, we collaborated with the Development Consortium on the Teacher Development Coordinator (TDC) programme making it the anchor of school-level professional learning. The TDC role was introduced to provide academic leadership at the school level. A TDC is a teacher within the school who works under the Principal's guidance to support peers, foster a culture of collaboration, and maintain a cohesive academic environment. TDCs are a part of a vibrant learning community wherein peer learning and reflection thrives.

Two strands of work stood out this year:

Learning Improvement Cycles

Learning Improvement Cycles (LICs) are structured, multi-month professional development cycles that comprise different activities with the aim of improving the teaching practice of teachers and improving the learning environment. Each LIC focuses on a theme identified through teacher needs analysis.

In 2024-2025, we launched the 15th cycle of its LIC focused on the theme of Learning Outcome-Based Planning, shifting lesson design from syllabus completion to competency-driven instruction.

Rolled out across 1,082 government schools in 16 districts, the cycle engaged over 79,568 teachers through Co-Learning Sessions (CLS), ART (Academic resource team) meetings, and Co-ART meetings. Teachers practiced aligning lesson objectives, instructional strategies, and assessments turning policy ideas from NEP 2020 and NCFSE 2023 into everyday classroom practice.



Mentor Teacher & District Ownership

This year marked a powerful shift towards embedded ownership at the district level. For the first time, Cluster Learning Sessions (CLSs) were fully led by DIET officials, Mentor Teachers, and TDC facilitators demonstrating the system's growing confidence and capability.

District Progress Check Meetings became vibrant hubs of reflection, data-driven dialogue, and peer learning, fostering a culture of continuous improvement. Peer-led classroom observations further reinforced collaborative leadership, anchoring motivation and reflective practice as cornerstones of teacher development.

Learnings

We learnt that when teachers are trusted to lead with structures like ART groups, peer observations, and district-owned review meetings, the culture of continuous improvement sustains itself. Policy alignment gave teachers direction, but peer collaboration and local ownership gave them the energy to keep growing.

KARNATAKA



Quality Improvement and Teacher Well-Being

Karnataka's journey this year was led by two transformative pathways across five districts - Bangalore Rural, Dakshina Kannada, Dharwad, Gadag, and Mysore:

In Karnataka, two strands shaped our year:

- **The Quality Improvement Projects (QIP)** empowered district teams across five districts to design and lead their own solutions, strengthening ownership and motivation.
- **Teacher Mental Well-being Study** gave fresh insights into how stress, workload, and lack of support undermine teacher motivation.



Quality Improvement Projects

In Karnataka, **The Quality Improvement Projects (QIP)** allowed district officials and teachers across these five districts to design and lead their own improvement plans. For many of the 6,000+ teachers and officials involved, this was their first experience of shaping reform in a way that directly responded to local needs.

Each district identified its own priority areas, from strengthening foundational math skills to improving classroom observations, revitalising libraries, and embedding cultural education into daily learning.



Teacher Mental Well-Being Study

Alongside this, we launched the Teacher Mental Well-Being Study, the first of its kind at this scale. The study set out to understand the nature of stress faced by teachers and head teachers, the factors contributing to it, and possible ways to strengthen professional support. It covered Lower Primary, Higher Primary, and High Schools across these five districts with equal representation of male and female teachers, and a balance of rural and urban schools.

Highlights from the study:

60%

Head teachers reported high stress due to excessive administrative workload.

53%

Teachers said mid-day meal and non-teaching duties left them with no time for academic focus.

70%

Urban head teachers and 67% of urban teachers reported low professional confidence, despite access to training.

The research combined quantitative surveys, focus group discussions, and in-depth interviews with teachers and head teachers across all five districts. This mixed-methods approach provided a system-wide view of how professional demands and support structures intersect with well-being.

Learnings

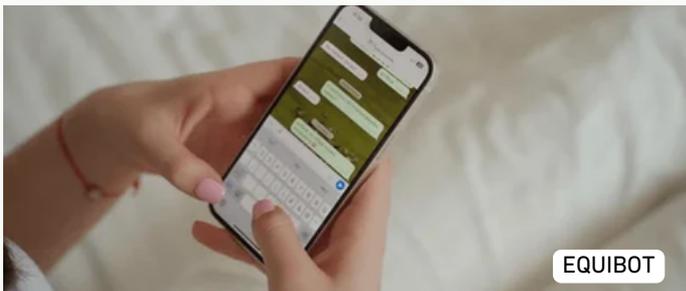
We learnt that professional growth and well-being must go hand in hand. Teachers will thrive not only when they gain new skills, but when their emotional and mental health is protected. National level initiatives such as National Mission for Mentoring accord high importance to teachers' mental health and well-being.

TAMIL NADU



Technology and Peer Learning Communities

In Tamil Nadu, two distinct innovations came together to transform the teaching experience.



EQUIBOT (Greater Chennai Corporation):

A WhatsApp-based mentoring chatbot, EQUIBOT reached 650 teachers across 130 middle schools (Grades 1–8). Teachers received structured support in classroom management techniques like Voice Meter, Inside-Out, Scaffolding, and Elaborative Questioning and Self-reflection. The best part: because it worked on WhatsApp, a platform teachers already used daily, participation was high and resistance to technology was low. In Tamil Nadu, two distinct innovations came together to transform the teaching experience.



Peer Learning Circles (Statewide):

Through our partnership with the Model schools society, we reached 1,000+ teachers and head teachers across 38 districts, supporting more than 40,000 students. Monthly Teachers Peer Learning Circle and Head teacher's Peer learning Circle created opportunities for collaboration, leadership, and well-being. An annual teacher workshop further built capacity around growth mindset, personality development, and connection.

Learnings

We learnt that teachers sustain motivation best when they are supported through familiar, accessible and simple tools like WhatsApp, and through peer communities that help them grow together.

Project Updates



Delhi - Building Teacher Leadership from Within

Delhi's government schools have made significant investments in reforms over the past decade, but sustaining change requires something deeper: a culture where teachers themselves drive improvement. Too often, professional development is treated as a one-off training, leaving teachers without continuous support in their schools. To address this, the Delhi government, through SCERT, partnered with CIM and DC to embed a school-based mechanism that fosters ownership, peer learning, and motivation.

Project: Teacher Development Coordinator (TDC) Programme

The TDC Programme running in partnership with the Delhi government since 2017, was designed to cultivate a teacher leader in every school, someone who supports colleagues, anchors professional learning, and fosters a motivating environment for both students and teachers. Selected from within each school, TDCs facilitate peer discussions, lesson planning, and reflection circles, ensuring that school improvement is a shared responsibility rather than a top-down mandate.

The Teacher Development Coordinator (TDC) programme is implemented through Learning Improvement Cycles (LICs), each lasting 3–4 months and focusing on a key pedagogical theme along with a skills focus for TDCs and Mentor Teachers. The Core Design Team, with Mentor Teacher inputs, develops the materials, which are cascaded through Co-Learning Sessions at DIET, Mentor, and school levels.

TDCs lead Academic Resource Team (ART) meetings in their respective schools, where teachers share experiences, plan strategies, and implement them in classrooms, followed by peer observations and feedback. Monthly reviews help refine support and strengthen practice.

Since the inception of the program, 14 LICs on different themes have been successfully completed, and LIC 15 has been introduced, marking the next step in this ongoing journey of collective professional development, improved classroom practice and system ownership.

In 2024–25, Learning Improvement Cycle (LIC) 15 focused on Learning Outcome-Based Planning, shifting the mindset from completing the syllabus to designing lessons that intentionally build competencies. Through Co-Learning Sessions (CLS), ART (Academic resource) and Co-ART meetings, teachers collaborated on aligning objectives, instructional strategies, and assessments. District officials and DIETs took ownership of training and monitoring, making the programme more sustainable and locally embedded.

Why it Matters

By investing in teacher leaders within every school, Delhi has built a model of continuous professional development that is not dependent on external workshops but grows within the system from peer support and reflection. This makes improvement scalable, cost-effective, sustainable and motivating.

Impact 2024–25

- 1,254 ART meetings conducted across 13 districts and 1,082 schools
- 18,446 teacher responses collected through feedback and reflection
- 83% of teachers successfully applied LIC strategies in their classrooms
- 90% of ART members actively participated in peer discussions and planning

Project: Technology Integration in Classrooms

In addition to TDC-led cycles, Delhi piloted a Technology Integration Project with Amazon in selected schools. TDCs, acting as “Change Champions,” introduced digital tools like Kahoot, Padlet, Flip Learning, and Google Forms to make classrooms more interactive and engaging.

CIM developed practical handbooks, while Mentor Teachers and District Coordinators provided on-ground coaching. Teachers shared their experiences and micro-innovations, leading to the creation of a compendium of best practices—later launched in Karnataka for wider dissemination.

Why it Matters

Technology, when introduced through trusted peer networks, builds confidence rather than resistance. By embedding tools into existing professional development cycles, Delhi ensured that digital adoption felt natural, purposeful, and scalable.

Impact 2024–25

- 300+ teachers trained in technology-enabled teaching methods
- Practical handbooks and resources distributed across DIETs and schools
- Dozens of classroom innovations documented and shared as best practices
- Teachers reported stronger student engagement and confidence with digital tools



Tamil Nadu – Blending Technology with Human Connection

Tamil Nadu's school system is known for its scale and diversity, serving children across urban centres and rural districts alike. Yet two challenges stand out: teachers often lack continuous, personalised mentoring, and many feel isolated in their practice despite being part of large networks. One-off training rarely translates into long-term change, leaving teachers without the steady support needed to sustain motivation and improve classroom practice.

In partnership with the Model school society and the Greater Chennai Corporation, CIM launched two complementary initiatives one harnessing technology for scale, and the other building human connections through peer learning. Together, they demonstrate how digital tools and community networks can work hand in hand to transform teaching.

Project: EQUIBOT – WhatsApp-based Teacher Mentoring

The most effective innovations are often the simplest. EQUIBOT is a WhatsApp-based chatbot that provides teachers with continuous mentoring support, right in the palm of their hands. Designed as a 5-week cycle, EQUIBOT guides teachers through strategy orientation, classroom implementation, reflection, and review. Educators receive prompts on techniques such as Voice Meter, Inside-Out, Scaffolding, and Elaborative Questioning. Because it uses a familiar platform, participation is high, and resistance to technology is low.

Why it Matters

Professional development workshops often end once the training is over, but teachers need guidance while they are in the classroom. EQUIBOT makes this possible. It offers practical, everyday support that helps teachers build new habits. For schools, it provides a low-cost approach to mentor many teachers at once, without requiring constant in-person training.

Impact 2024–25

- 552 teachers engaged across 130 schools
- Over 50,000 students benefitted from improved classroom practices
- Real-time teacher reflections captured for data-driven decision-making

Project: Peer Learning Circles Initiative

Schools are more than classrooms. They are communities of teachers and leaders. The Peer Learning Circles Initiative in Tamil Nadu strengthens these communities by creating peer learning circles across all 38 districts.

- Teachers PLC (Peer learning circles) circles bring teachers together to share challenges, strategies, and well-being practices.
- Head teachers PLC (Peer learning circles) support head teachers, building leadership and collaborative problem solving. An annual capacity-building workshop adds depth, focusing on leadership skills, growth mindset, and teacher well-being. By embedding peer networks at every level, the initiative reduces teacher isolation and builds resilience.

Why it Matters

When teachers and leaders feel connected to a supportive professional community, they are more motivated, collaborative, and effective in shaping student outcomes.

Impact 2024–25

- 1,000+ educators engaged through peer circles
- 38 districts covered statewide
- Over 2.1 lakh students supported through stronger teaching and leadership practices.





Karnataka – Embedding Motivation into the System

Their solutions were presented to a panel of experts, including senior DIET faculty and DSERT leadership, who have supported CIM at every step in strengthening teacher growth in Karnataka:

Why it Matters

When educators are trusted to design their own solutions, they feel ownership, pride, and motivation. This not only strengthens classroom practice but also builds local capacity for long-term systemic reform.

Impact 2024–25

- 5 districts actively engaged
- 6,000+ teachers and officials participated
- Dozens of locally led innovations piloted and scaled

Project: Teacher Well-Being Study

Motivation is inseparable from well-being. To explore this link, CIM and DSERT undertook a first-of-its-kind study on teacher mental well-being across five districts of Karnataka: Bangalore Rural, Dakshina Kannada, Dharwad, Gadag, and Mysore.

Objectives of the Study

To understand the nature of stress faced by Upper Primary and Secondary School Teachers and Head Teachers in their professional lives.

To identify the factors causing stress in daily functioning.

To suggest measures to overcome professional stress and strengthen teacher support.

Participation

The study covered Lower Primary, Higher Primary, and High Schools across the five districts, with: 60 schools per district (30 high schools, 20 higher primary, 10 lower primary).

A balance of male and female teachers, and urban–rural representation. Inclusion of larger institutions, such as Karnataka Public Schools (KPS).

Methodology

A mixed-methods approach was adopted:

- Quantitative survey: Focus Group Discussions (FGDs): In-depth interviews:

Key Findings

The study surfaced important realities that shape teacher motivation:

- 60% of head teachers reported high stress due to excessive administrative workload.
- 53% of teachers said mid-day meal and non-teaching duties left them with no time for academic focus.
- 67% of urban head teachers and 70% of urban teachers reported low professional confidence, despite access to training.
- 54% of teachers felt immense pressure to deliver exam results, especially for SSLC classes.
- 90% of lesson planning relied on pre-printed materials, with very little teacher-driven design.

Impact 2024–25

- 5 districts engaged, making it the first state-wide study on teacher well-being in Karnataka.
- 60 schools across primary, higher primary, and high school levels participated.
- 2,000+ teachers and officials reached through the broader initiative.
- The insights are now helping us shape a teacher well-being programme in consultation with the govt. officials that will be launched to address the gaps identified through the study. We aim to ensure that teacher well-being becomes a systemic priority rather than an afterthought.

Why it Matters

The study revealed a profound truth: motivation cannot thrive when teachers are overwhelmed. Stress, administrative burden, and lack of recognition weigh heavily, directly affecting classroom practice and student learning.



Stories of Change

Stories and testimonials from teachers, mentors, and officials who brought intrinsic motivation to life.

Delhi – Building Confidence through Collaboration



When I first entered my classroom of more than 80 students, it felt impossible to keep everyone engaged. The lessons often turned into one-sided lectures, with children looking disinterested and restless. Through the Teacher Development Coordinator (TDC) programme, I discovered simple but powerful strategies to make learning interactive. One idea that stood out was using collaborative quizzes.

I divided the class into two mixed-gender teams and asked them to prepare multiple-choice questions based on their chapters. The next day, the atmosphere was completely different. Instead of passively listening, students were buzzing with energy, quizzing each other, and eagerly competing to answer. Even those who rarely spoke in class suddenly had a voice.

The quiz not only improved comprehension but also broke down social barriers in the classroom. Students began seeing each other as partners in learning rather than competitors. Over time, I noticed stronger bonds forming, better participation, and a deeper sense of ownership among my students.

Today, my class is still large, but it feels alive with curiosity and collaboration. What seemed like a burden has turned into an opportunity. For me, this experience reinforced the belief that when teachers are given tools, trust, and encouragement, they can completely transform a classroom.

Bindu Sharma, Teacher, GGSSS Khajoori Khas

Delhi – Teachers as Leaders



When I joined the TDC programme, I was searching for ways to make my classroom more engaging. My students often seemed disconnected, hesitant to ask questions, and passive in their learning. It bothered me deeply, because I wanted them to feel safe and motivated.

Through the Learning Improvement Cycles, I learned strategies to encourage participation — like using low-stakes quizzes, reflective discussions, and simple tools like name tags to build a sense of belonging. At first, students resisted. They were used to the old system of rote memorization and one-way teaching. But I persisted, making small changes every week. Slowly, I saw the difference.

Quieter students began to speak up, mistakes became learning opportunities, and the classroom atmosphere shifted. Instead of fearing judgement, students started to feel supported and encouraged. I also realized that reflection wasn't just for my students — it was for me as well. I learned to adapt my methods, listen to their needs, and become more responsive.

Perhaps the most rewarding change was how my role expanded beyond my own class. I began mentoring my colleagues, sharing techniques, and reminding them that building rapport and safety in the classroom is just as important as completing the syllabus. Today, I feel not just like a teacher, but a leader.

Faiza Nasir, Teacher, SKV Noor Nagar

Karnataka – Strengthening Motivation and Well-Being



For years, I carried the weight of multiple responsibilities. Teaching was only one part of my day — the rest was filled with administrative work, mid-day meal duties, data collection, and endless paperwork. The stress was overwhelming, and many of us felt we were losing touch with the real purpose of our profession.

When the Teacher Well-Being Study began, I was skeptical. Would anyone really care about our struggles? But the process surprised me. In focus group discussions and interviews, I found myself speaking openly about the pressures I face. For the first time, I realized that I was not alone, my colleagues across the district shared the same frustrations. This collective acknowledgment was powerful.

The study revealed that more than 60% of head teachers felt burdened by administrative overload, and many teachers said they had little time left for academic focus. These findings gave our struggles legitimacy. What we had long whispered about in staff rooms was now on record, backed by data.

Personally, I felt a renewed sense of hope. By participating in the study, I felt seen and heard by the system. The fact that solutions are being discussed, to reduce non-teaching duties and strengthen professional support, makes me believe change is possible. For me, well-being is not a luxury, it is the foundation of motivation.

Head Teacher, Mysore District (Teacher Well-Being Study)

Karnataka – District Ownership in Action



In the past, reforms often felt like instructions passed down from above. We implemented them because we had to, not because we believed in them. The Quality Improvement Project (QIP) was the first time I felt true ownership in shaping change.

Our team identified classroom observation as a key challenge. Teachers were struggling to get meaningful feedback, and observations were often treated as a formality. Together with colleagues, we designed a structured observation system, created tools, and developed action plans. This wasn't handed to us; it was built by us, for our schools.

When I visited classrooms after this shift, the difference was clear. Teachers came prepared, used creative methods, and even asked for feedback. Discussions in progress meetings became lively, data-driven, and solution-oriented. For the first time, I saw teachers take pride in the process rather than see it as extra work.

This experience taught me that when teachers and officials are trusted to design their own solutions, motivation multiplies. We no longer feel like passive recipients of policy; we feel like leaders driving change. The sense of pride and responsibility is energizing. I now believe that sustainable reform in education will only happen when teachers and officials own the process.

Block Resource Coordinator, Dharwad (Quality Improvement Project)

Tamil Nadu – Mentoring through WhatsApp



Classroom noise had always been my biggest challenge. Group activities would quickly turn chaotic, making it hard for anyone to focus. I often found myself spending more time managing discipline than teaching.

Then I was introduced to Equibot, a WhatsApp-based chatbot that sends mentoring tips. One suggestion was the “Voice Meter” strategy. I created a colorful chart with five levels of acceptable voice, from silence to presentation voice, and introduced it to my students. They were curious and enthusiastic to try it out.

The results were immediate. During activities, students began self-regulating, reminding each other of the voice level required. Instead of me constantly intervening, they took responsibility for maintaining the classroom atmosphere. The energy remained lively, but it became productive and respectful.

What amazed me most was how quickly this tool became part of our classroom culture. Students began to see themselves as active contributors to a positive learning space. I felt less stressed, and my teaching became more effective.

Equibot showed me that professional development doesn't always have to happen in workshops. Sometimes, the simplest tools, delivered at the right time, can transform daily practice. For me, this experience restored joy to my teaching and reminded me why I chose this profession.

Teacher, GCC Middle School, Semmencherry (EQUIBOT user)

Tamil Nadu – Building Peer Communities



As teachers, we often feel isolated in our classrooms. Despite being part of a vast system, our struggles can feel deeply personal. That's why the Peer Learning Circles were transformative.

Meeting monthly with fellow teachers and head teachers gave me a safe space to share challenges, whether it was managing large classes, dealing with exam pressure, or balancing administrative duties. At first, many of us were hesitant, but gradually, honesty and trust grew. We learned that our struggles were not unique, and more importantly, we found practical solutions together.

I remember one discussion where a colleague shared how she used peer quizzes to build confidence among shy students. Inspired, I tried the method in my own classroom, and the change was remarkable. Students who rarely spoke began to participate actively.

Beyond strategies, the biggest gift of the Peer Learning Circle was community. Knowing that others face the same challenges, and having colleagues to lean on, renewed my confidence. I now look forward to these sessions not only for professional learning but also for the encouragement they bring.

For me, motivation has been rekindled not by external rewards but by feeling part of a community of teachers who believe in each other.

Teacher, Peer Learning Circle, Tiruchirappalli

Testimonials

"The TDC programme has strengthened academic discourse in schools. Teachers are now more willing to bring about change, and their classroom activities are sharper and more creative."

Dr. Charu Varma, DIET Pitampura, Delhi

"Students benefit directly from LIC strategies. They grasp concepts better, grow socially, and even develop leadership qualities. The programme builds both academic strength and character."

Dr. Dinesh Kumar, Nodal Officer, SCERT Delhi

"In collaboration with DSERT and CIM, a one-day training was conducted at the district level for Cluster Resource Persons (CRPs) on effective classroom observation, action planning, and growth mindset. Following this, all CRPs in our taluk discussed classroom observation practices and developed action plans, which were reviewed during regular progress monitoring meetings. This process led to noticeable improvements in teaching quality and student learning. Teachers began preparing lessons in advance and started using innovative methods and teaching aids."

Block Resource Coordinator – Dharwad, Karnataka

"With the support of DSERT and CIM, a one-day training was organized for CRPs and BRCs. Following this, I regularly visited schools in my jurisdiction, conducted classroom observations, and provided feedback to teachers. These observations increased teacher accountability and supported more structured and effective teaching. Continuous engagement with teachers helped address instructional challenges and contributed to academic improvement and quality learning."

Block Resource Coordinator – Hubballi, Karnataka

"I learned from MK and PUS the importance of traveling alone for training, which gave me fresh perspectives. After PUS, I also realized the value of group discussions. This understanding has reshaped me into a different kind of teacher. I no longer discourage students from studying together, as I now see how collaborative learning strengthens their growth."

Tamil Teacher, (Assistant Headmaster) - Ranipet, Tamil Nadu

"PLC has helped teachers openly share and explore ideas that often remain hidden. Many positive changes have followed in our school. During the resolution part of Magizh Koodal, we decided to speak with students about keeping their uniforms neat, saving electricity when not in use, and reducing food wastage. Since then, we've seen remarkable improvements—students are neater, more responsible with food, and more aware about saving electricity."

Biology Teacher - Kanchipuram, Tamil Nadu

The Way Forward

In 2025, CIM will charter new paths - in terms of geographies and projects.

Our focus is on deepening this impact by aligning more closely with national priorities, embedding technology in scalable ways, and expanding into new spaces of teacher development.

✓ SYSTEM AND POLICY ALIGNMENT



Our approach is aligned with the National Education Policy 2020 and the National Mission for Mentoring, both of which emphasise teacher agency, professional growth, and well-being. By building motivation and reflective practice into existing teacher development systems, we aim to reach scale in a way that is sustainable and system-owned.

✓ PRE-SERVICE TEACHER EDUCATION



Having worked with in-service teachers for over a decade, CIM is now ready to apply these insights to the next generation of educators. We will collaborate with teacher training institutions to design pre-service experiences that emphasise motivation, well-being, and reflective practice, ensuring that new teachers enter classrooms with the resilience and passion to sustain a career in education.



✓ RENEWED FOCUS ON TECHNOLOGY

Going forward, we will expand chatbot-based mentoring and context-aligned online courses, making professional learning more personalised, flexible, and continuous. Our goal is to create a digital ecosystem where reflection, peer learning, and skill-building become part of teachers' everyday practice.



✓ PARTNERSHIPS AND COLLABORATIONS

We will deepen our technical partnerships with education departments, pursue research collaborations with universities and think tanks, and engage with corporations through CSR initiatives to strengthen teacher training, well-being, digital learning, and school infrastructure.

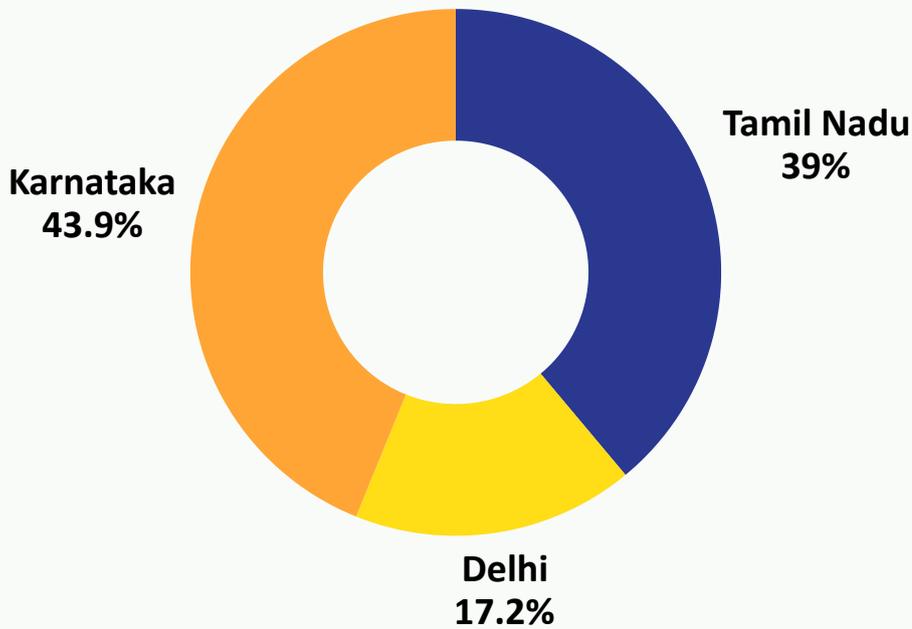
By building a coalition of like-minded partners, we will ensure that intrinsic motivation moves from being a programme to becoming a movement across India's education system.

Financials

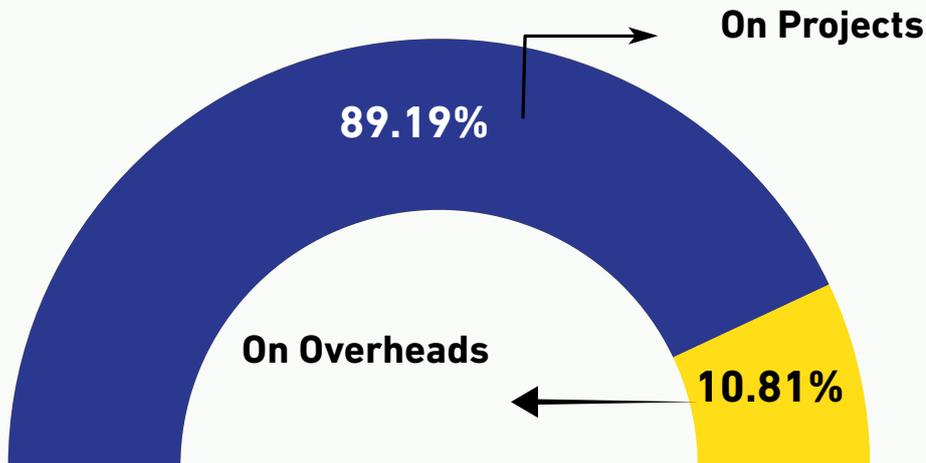
Total Budget 2024-25

₹ 19,070,983

SPENT PER STATE



HOW DID WE SPEND THE FUNDS



Our Team



Our strength lies in our people. This is the team that works behind the scenes to design programmes, build partnerships, and walk beside teachers in their journey of rediscovering purpose and motivation.

Our Partners

Government Partners



Funding Partners





Contact & Connect