



CENTRE FOR
**INTRINSIC
MOTIVATION**

*An initiative by Schools and Teachers
Innovating for Results, India*

ANNUAL REPORT 2023-24



CONTENT



3

Message from Director

4

About CIM, Mission,
Vision

6

Programme Highlights:
Delhi

11

Programme Highlights:
Tamil Nadu

16

Programme Highlights:
Kartnataka

19

New Collaborations

20

Donor Engagement

21

Advocacy Event

22

Board of Directors

23

Financials

24

Plans for 2024-25



MESSAGE FROM DIRECTOR

This year has been an important year for us. We are ready to hand over our Delhi state program to the government. The success of our Teacher Development Coordinator (TDC) program centers around system transformation, learning, and long-term sustainability. The annual report gives a glimpse of increased motivation within stakeholders to role model engagement, safety and critical thinking for mentor teachers and teacher coordinators at school level, ultimately impacting student outcomes. We did some significant work with school leaders in Tamil Nadu.

School leaders have the responsibility of nurturing children and mentoring their teachers. They are tasked with improving school quality and ensuring equity and inclusion. We have worked with them to support self-discovery and reflection, peer learning and mindset change. In Karnataka we renewed our partnership with the state education department for three years and focused on building motivation across selected districts and blocks.

CIM's annual CIMposium was organised with a focus on sustainability. Through discussion, stories and debate, we delved into the successes and challenges of our experience of implementing programmes rooted in the principles of behaviour change and intrinsic motivation.

Our annual report gives us a moment to celebrate the successes of our work over the last year and reflect on the challenges. Whether you are a donor, partner, beneficiary or advocate, thank you for your support. We continue to push forward in our mission to intrinsically motivate teachers and improve student learning.

Swaha Sahoo

Director, Centre for Intrinsic Motivation

ABOUT CIM

In 2012, our journey began in Delhi with 20 dedicated teachers and a vision to address the chronic issue of teacher motivation within India's vast school system. We understood that a child's emotional experience in school is as important as the curriculum itself. Disengaged teachers create environments where students lose interest and struggle to learn. We believed that by reigniting teachers' passion for teaching, we could inspire them to create spaces where children feel safe, curious, and engaged—fostering a lifelong love of learning.

Our program focuses on intrinsic motivation, which addresses key psychological needs: autonomy (control over decisions), mastery (the ability to improve), and purpose (a connection to one's work and community). Intrinsically motivated teachers continually strive to create and sustain vibrant learning environments.

Since 2012, we've expanded across India, partnering with governments in Delhi, Karnataka, and Tamil Nadu. To date, we have reached **12.89 million students, 629,948 teachers, and 8,905 officials**, enriching lives through motivated educators.

Our program's sustainability is a key success, with a focus on ensuring government ownership. This year, we've made significant strides toward this goal, ensuring the program's long-term impact.

MISSION

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

VISION

Every child will become a motivated lifelong learner.





PROGRAMME HIGHLIGHTS



DELHI

2023-24 Reach...



Districts: 13



Teachers: 77,996



Students: 24.4 lakh



Govt. officials: 98

Focus Areas in Delhi

District Handover and Post-Handover Support

Since its inception, the Centre for Intrinsic Motivation (CIM) has been dedicated to fostering intrinsic motivation among educators, equipping them with the tools and insights needed to improve learning outcomes through **Teachers Development Coordinator (TDC) Program**. **TDC program implemented 14 Learning Improvement Cycles (LIC) in 1,045 Delhi schools**, achieving:



Teacher network meeting attendance



Consistency in subject teacher meetings



Stakeholders reporting positive academic impacts

A state-level Life-long Learning Unit (LLU) now leads the program, supporting districts autonomously. CIM has transitioned district operations to local institutes and exited direct involvement. CIM will continue providing technical support to SCERT, DoE, and MCD schools to ensure program sustainability with minimal assistance.

TDC Program Activities 2023-24

- Implemented two Learning Improvement Cycles (LICs): **LIC-13** focused on effective planning and facilitation, and **LIC-14** on fostering a collaborative learning environment.
- Held **18 state-level meetings**, including eight Core Operation and ten Core Design team meetings, plus Governance Group meetings with key officials.
- Conducted **30 District Progress Check Meetings (DPCMs)** across ten DIETs for review and action planning.
- Hosted a **national-level state conference** with system officials, knowledge partners, and civil society members.
- Facilitated a **five-day capacity-building session in Jaisalmer** for DIET TDC Facilitators and TDC Nodal Officers to ensure sustainability and effective program handover.

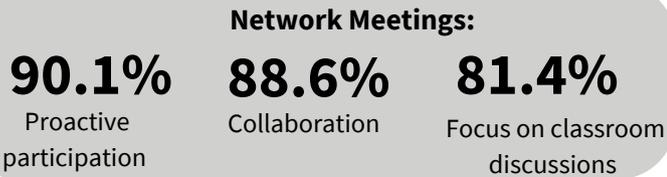


Key Highlights from School-level Teacher Network Meetings

Our support to schools enhances educational practices, addressing topics like “check for understanding” to meet teachers' immediate needs. This year we focused on essential Planning and Facilitation skills, emphasising time management and engagement. The second input was on fostering a collaborative learning environment. Some findings from the first cycle focused on planning & facilitation are as follows:



Feedback : 29,025 responses received from teachers



Co-Learning Sessions: 100% Ownership by Core Design Team members, TDC Facilitators, Mentor Teachers, and TDCs.

Brighter Mind Activities: Enhanced teacher facilitation skills and student well-being were integrated into classroom practices

Mentor Teacher Capacity Building Sessions

Our initiative focused on empowering mentor teachers through skill-enhancement programs. Workshops covered mentorship, educational leadership, and digital literacy, ensuring around 80 new Mentor Teachers were well-prepared. Training emphasised reflective conversations, peer collaboration, and data-driven planning.



Expansion to Municipal Schools

We expanded our programme to **Municipal Corporation of Delhi (MCD)** schools, focusing on improving Foundational Literacy and Numeracy (FLN) and student learning outcomes. Collaborating with school officials, Mentor Teachers, and Heads of Schools, the program aligns with national standards to support educators, strengthen mentorship, and enhance the teaching-learning process. Some activities were as follows:

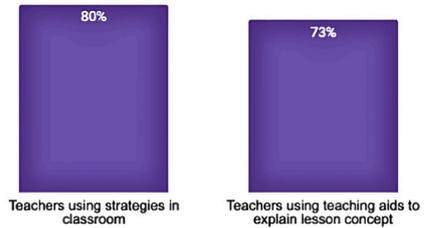
- ✔ Launched the Academic Coordinators program with core group meetings involving MCD and SCERT officials.
- ✔ Conducted a needs assessment and orientation session for 151 Mentor Teachers.
- ✔ Arranged monthly coaching calls for SCERT, DIET, and MCD officials to support program management and vision setting.

IMPACT IN DELHI

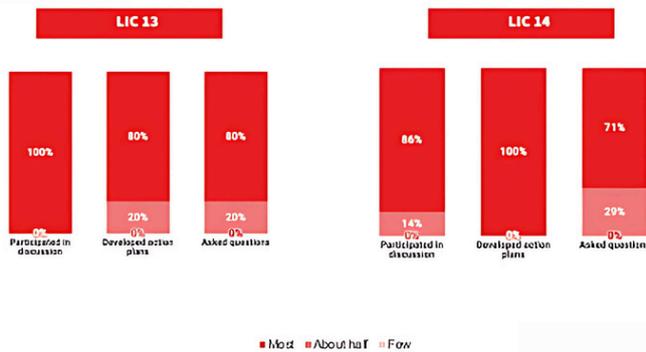
CLASSROOM OBSERVATIONS - OVERVIEW

Classroom Observation:

While 80% of teachers use strategies in class, 73% of teachers indicated they frequently adapted their teaching style and classroom environment to students' needs and challenges.



TDC INSTITUTE



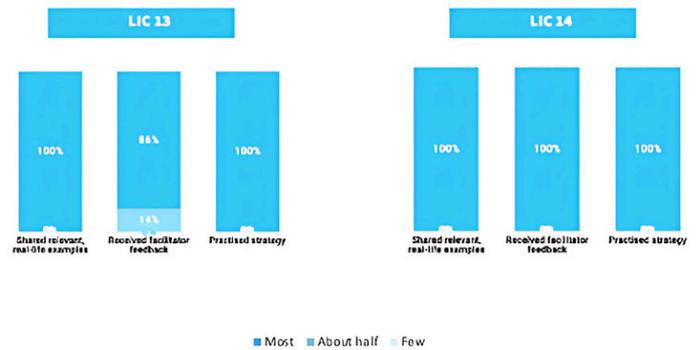
Engagement

In 80% of meetings, most TDCs successfully demonstrate behaviours indicating they create engaging learning environments and cultures of improvement for teachers.

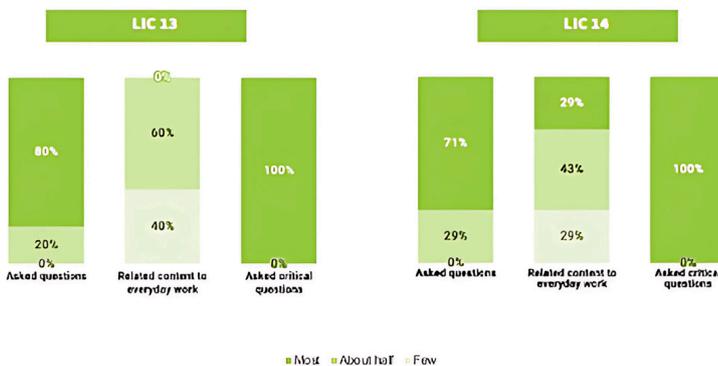
Safety

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

MENTOR TEACHERS' INSTITUTES



TDC INSTITUTES



Curiosity & Critical thinking

There is a significant increase in the demonstration of asking critical questions and asking questions, in the respective order, a major bright spot and achievement reflecting behaviour shift.

STORY OF CHANGE



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 teacher network meetings, she realised that learning is a mutual process and can help overcome common classroom problems.

“A major challenge in teaching languages is getting people to speak confidently in public. Both students and adults are afraid of speaking in public and I identified fear of speaking in public as the root cause,” shared Ms. Himani.

She created a cardboard and paper microphone and gave students ownership of the tool. To encourage students to speak freely in class she let students use the mic from their desks to answer questions or discuss topics. This made them feel comfortable speaking up. She encouraged students who didn't participate much by involving them in creating the mics.

Gradually, using the mic became a weekly practice. Students took turns standing in front of the class to read from the board. To create a safe 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 topics at first, then tackled randomly selected topics or those related to the lessons. 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. Reluctant speakers became confident, encouraged by a safe environment and motivated teacher.

“Taking small steps in class boosted their self-esteem, thanks to the continuous support of the TDC programme for introducing such strategies,” said Ms. Himani.

Himani Varshney
Teacher, GGSSS, Harkesh Nagar,
Delhi

Other initiatives

Launch of the TDC Demonstration Report

In collaboration with other partners, CIM designed and facilitated classroom demonstrations to enhance in-service teacher capacity. Teams, including SEF representatives, District Coordinators, and Mentor Teachers, closely monitored these demonstrations. The new Competency Building Teacher Training Module (CBM) departed from traditional workshops, leveraging classroom demonstrations led by CIM-trained Teacher Development Coordinators, who were vital to this effort.

CLDP-TDC Joint Review

CIM and CreateNet collaborated to design and facilitate the TDC and CLDP program review sessions. This joint review brought TDCs and Heads of Schools together to:

- Appreciate past achievements and set goals for the new academic year.
- Foster collaboration between HoS and TDCs to enhance teaching and learning.
- Strengthen school-level exam preparation using strategies from previous LICs.
- Explore ways to improve and strengthen the TDC and CLDP initiatives.



TDC Facilitator's Offsite Session



In January 2024, SCERT organised an offsite visit to Jaisalmer for DIET TDC Facilitators and TDC Nodal Officers from SCERT and DoE, co-facilitated by DIET Officials and CIM. The session covered district level analysis, program journey recap, three-year action planning, district handover plans, way forward for TDC program, mcd pilot discussion and more. The event fostered collaboration, reflection, and planning, with energizers and a blue sky thinking session to encourage innovative approaches.

TAMIL NADU

2023-24 Reach...



Districts: 38



Teachers: 2.25 lakh
(Indirectly)



Students: 52.39 lakh
(Indirectly)



Govt. officials: 2,898

Focus Areas in Tamil Nadu

Teacher Professional Development (TPD)

Since 2022, Teacher Professional Development (TPD) has been a core focus in Tamil Nadu, with CIM working under a MoU (2022-26) as the state's Programme Management Unit. Our role includes creating frameworks, standard operating procedures, and providing feedback and data analysis to enhance teacher training quality.

Key TPD Activities:



Content Development

Support the creation of teacher training modules



State Alignment

Share strategies and observe network meetings to ensure state alignment



Best Practices Sharing

Disseminate best practices through School Diaries and state events



State-Level Observations

Oversee the "modified cascade" approach, training district-level trainers at the state level to ensure quality delivery and effective role modeling



Insights and Data Sharing:

Provide data insights and assist district officials with action planning, such as Palliparvai and Payirchi Paarvai



TPD Playbook Development

Co-develop a functioning framework for CRCs to guide TPD activities

Head Teachers leadership program:

The Annual Leadership Program for Head Masters (HMs) began with a focus on Higher Secondary School HMs and was initially a 3-day residential training in Madurai. In 2023-2024, the program expanded to include High School and Middle School HMs. We developed a module titled "Managing for Motivation" to address feedback on challenges in managing teachers. This module has been successfully implemented, with master trainers and HMs trained.



Master Trainer Orientation: Trained 200 master trainers, followed by a two-day residential leadership program for Head Teachers, aimed at enhancing their skills to manage and support teachers effectively.

Program Execution: Facilitated training sessions and observed master trainer sessions to ensure quality.



Best Practices Documentation: Case studies showcasing best practices were published in CIM's yearly magazine.

Model School Society (MSS):

The Model Schools Society aims to develop one model school per district, offering residential education for Grades 9 and above, and preparing students for premier institutions through holistic development. CIM has an MoU with MSS (April 2024 - 2027) to support teacher and official motivation, well-being, and continuous improvement.



Focus Group Discussions (FGD)

Conducted to assess workshop needs for teachers before training sessions.



Peer Learning Circles ("Pulari Mutram")

Held monthly on Wednesdays and Thursdays across districts to foster collaboration, reflection, and problem-solving among Model School Headmasters (HMs).



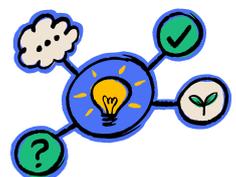
Peer Learning Community (PLC)

Monthly sessions in 39 districts to promote teacher collaboration, empathy, reflective practices, and stress reduction through personalised action plans.



2-Day Residential Workshop ("Building Connect")

Training for 775 teachers and HMs in Tamil Nadu, focusing on peer networking, empathy, listening skills, and professional development.



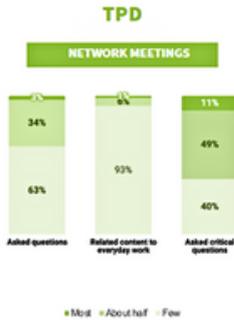
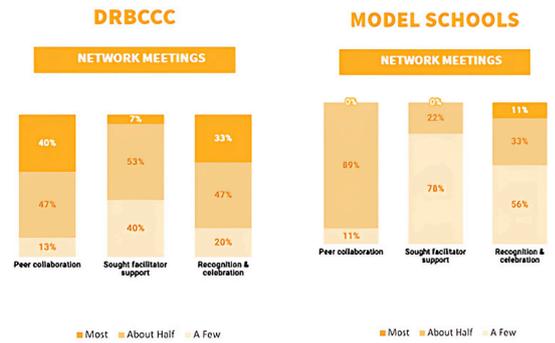
"Puthiyathor Ulagu Sei" Training

Conducted in two phases for 290 teachers, themed around "Storytelling for Teachers" to enhance teaching methods.

IMPACT IN TAMIL NADU

Self Esteem:

- Overall, peer collaboration is demonstrated the highest among the three self-esteem behavioural indicators.
- DRBCCC and Model Schools saw most participants being recognised and celebrated for their achievements.

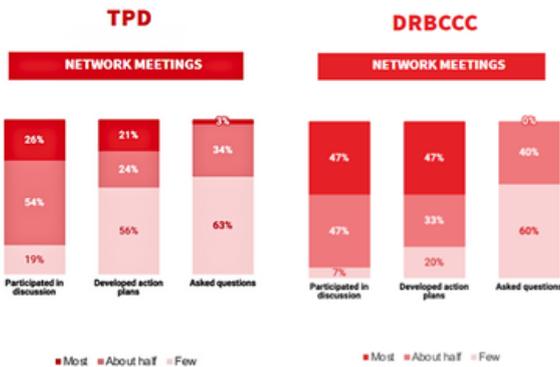


Curiosity and Critical Thinking:

- It is a bright spot that across all the project sessions, asking critical questions is the highest demonstrated behaviour among the three curiosity & critical thinking sub-indicators

Safety:

- Out of the three safety behavioural indicators, practising the strategy has been exhibited the highest across all the project sessions.
- After DRBCCC, Model Schools project and TPD sessions had the demonstration of safety indicators by most and half of the participants.



Engagement

- Among the three behavioural sub-indicators, there has been demonstration of participation in discussion and action planning by most participants in a maximum 47% of meetings.

STORY OF CHANGE

A Head Teacher's Mission to Rejuvenate Vallalar School



Mr. Xavier Chandrakumar , Head Teacher, Vallalar , Cuddalore district undertook the challenging task of rejuvenating the Vallalar Government Higher Secondary School as its Head Teacher. Recognizing the necessity for a collective effort, Xavier embarked on a mission to instil a culture of improvement and unity among the staff and parents. By fostering reflection, critical thinking, and motivation, he galvanised the entire school community to collaborate in the transformation process.

As Xavier rolled up his sleeves and began cleaning the school compound, a ripple effect of positivity ensued. With the support and organisational backing, the school underwent a remarkable rejuvenation. Boundaries were reinforced, extracurricular activities were introduced, and student well-being became a focal point. Despite facing resistance and even physical altercation, Xavier and his team remained undeterred, making classrooms more inviting and promoting a sense of belonging through inter-house competitions. Through his leadership and CIM's ethos of collaborative improvement, Xavier breathed new life into the Vallalar Government Higher Secondary School, setting it on a path of renewal and progress.

Xavier Chandrakumar
Head Teacher, Vallalar , Cuddalore,
Tamil Nadu

Other initiatives

Regional Hub: Empowering Educators

Establishment of School-Based Communities of Practice (CoPs) to foster collaboration and peer learning. Initiated to support teachers in exercising autonomy and achieving mastery, the program began with a needs assessment to customise training. This cycle emphasised skill acquisition and peer learning networks in line with the National Education Policy 2020, focusing on teachers' wellbeing. The program aimed to enhance teacher collaboration, student engagement, behaviour management, and teaching skills.

Objectives and Targeted Behaviors:

- **Enhancing Collaboration & Teamwork:** Encouraging active peer sharing, wellbeing support, and professional growth.
- **Positive Behavior Management:** Building constructive classroom environments to boost student engagement.
- **Strengthening Relationships:** Developing communication skills to build strong rapport with students, parents, and colleagues.



Key Program Highlights

- **Peer Learning Circles:** Teacher-led CoPs encourage active participation and resource sharing.
- **Coaching for Coordinators:** Weekly virtual CoPs strengthen teacher leaders' skills.
- **Addressing Gender Divide:** Inclusive, mixed-gender activities promote unbiased collaboration.
- **Flexible Scheduling:** Accommodating schedules for higher engagement among teachers and leaders.

Outcomes & Data Insights



Collaboration & Teamwork

- **21%** increase in openness to teaching methods.
- **14%** more teachers sharing successes and challenges.
- **10%** increase in collaborative growth.



Wellbeing & Professional Development

- **11%** more teachers engage in self-reflection to improve teaching independently.
- **8%** increase in teachers helping one another with challenges.



Positive Classroom Environment

- **6%** increase in confidence in addressing student conflicts.
- **3%** more teachers seek student feedback on learning experiences



Strengthening Relationship

- **3%** increase in teachers who believe their methods strengthen student-teacher bonds.
- **68 of 70** teachers reported positive student changes, including active listening, confidence, and engagement.

Key Findings

- **Increased Collaboration:** A strong rise in teachers' willingness to share resources and collaborate.
- **Enhanced Student Engagement:** 97% of teachers observed improvements in student participation.
- **Growth Mindset:** A 21% increase in openness to innovative teaching methods reflects a positive shift toward professional growth.

KARNATAKA

2023-24 Reach...



Districts: 16



Govt. officials: 350

In October 2023, CIM signed a three-year MOU with Samagra Shikshana Karnataka (SSK) and aims to ensure that every teacher is intrinsically motivated to enhance classroom practices, thereby supporting students to become lifelong learners. During the process the team will work closely with SSK and the DSERT to demonstrate that teachers and head teachers are central for achieving better learning outcomes.

Until March 2024, as per the Department of State Education Research & Training (DSERT) approved implementation plan, we conducted orientations for 16 districts. Within these, capacity building workshops were held for District nodal officers in 8 districts. The workshop dealt with the theme of "Promoting Classroom Observation and Reflective Discussion Culture in Districts".

The implementation was categorised into 3 areas for Jan - April 2024

Zone A - Research - 8 districts

To undertake mixed research aimed at comprehending the functions of District and DIET officials, analysing their practices at block, cluster, school level and identifying challenges that impede the creation of a positive workplace.

Zone B - District programme - 8 districts

To build a community of District and Block officials, through collaborative efforts and explicit action plans & ensure effective implementation through Micro improvement projects to positively impact teacher practices in the classroom.

One time, State level School Leadership Development Program - 35 educational districts

School Leaders equipped with necessary Knowledge Skill and Mindset to drive one action plan in February-March 2024.

Programme Focus in Karnataka



Build the motivation and capacities of district and block officials to mentor teachers and support quality education in schools

Build the capacities of teachers to role model safety, critical thinking, curiosity, and engagement within the classroom



Co-design and set up a behaviour Nudge Unit within DSERT and SSK that will drive the change for quality education across all stakeholders

Following are few activities done to reach out till block officials -

State-Level Workshop: A two-day workshop with DSERT engaged 16 Nodal Officers from eight districts, focusing on promoting classroom observation and reflective discussion culture.

Support call 1 to all the nodal officials by the KEC program manager and plan for the district-level workshop.

District-Level Workshops: Organised by DIET nodal officers, workshops in each district aimed to disseminate insights from the state-level workshop and foster collaboration among stakeholders.

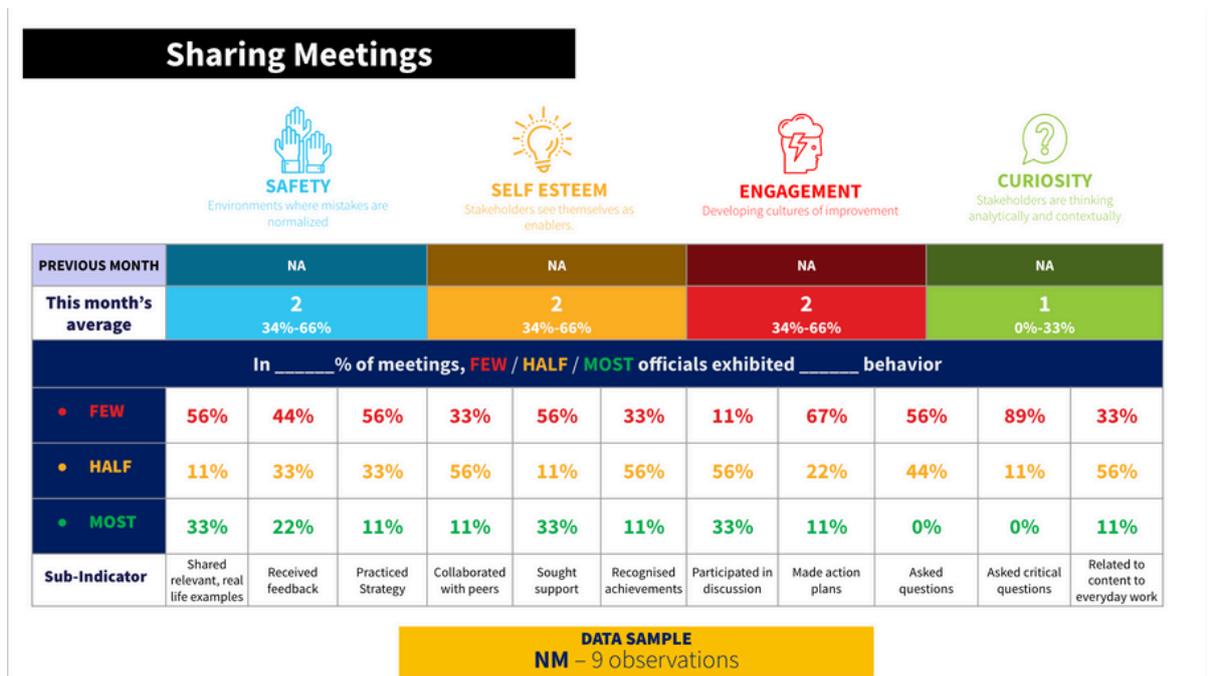
Support call 2 to all the nodal officials by the KEC program manager to discuss action steps from block-level intervention.

Quarterly progress check and reflection: data based reflection with officials on programme reach and implementation of action plans.



Classroom observation by KEC nodal officer Mrs. Suguna and Mrs. Vijaya Kumari

IMPACT IN KARNATAKA



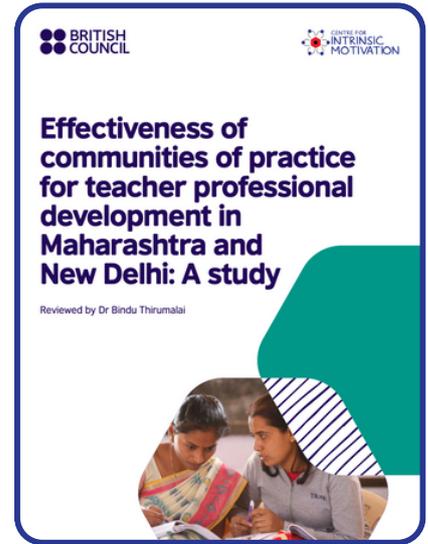
- **Engagement:** Officials developed cultures of improvement, with **67%** actively making action plans.
- **Safety:** Environments normalised mistakes, with **56%** participating in discussions.
- **Curiosity & Critical Thinking:** Stakeholders analysed contextually, with **89%** asking questions.
- **Self-Esteem:** Officials saw themselves as enablers, with **56%** recognising achievements.



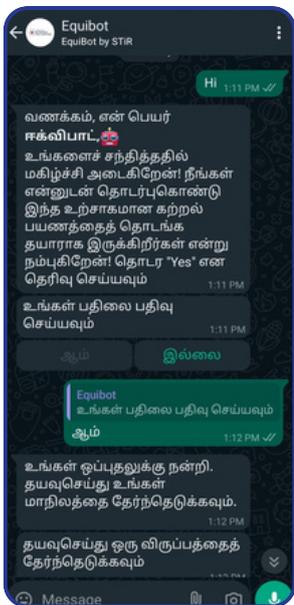
NEW COLLABORATIONS

Communities of Practice

A research study commissioned by the British Council on the effectiveness of Communities of Practice for teacher development was conducted. The British Council team collaborated with CIM's Monitoring & Evaluation and Program team to build the research tool. The team visited several schools in Delhi to collect data from network meetings, interact with TDCs, teachers and DIET officials. The report was shared during CIM's National Event.



Tech Mentoring



Pilot Program with support from Tech Mahindra Foundation was initiated between Dec 2023 to March 2024 in Chennai the main objectives the programme is fostering the intrinsic motivation of the teachers by encouraging them to focus on selected strategies and build their mastery around the specific strategies, Equip middle school teachers with appropriate skills to handle real-time classroom challenges, Encourage implementation of strategies by sharing multimedia nudges to teachers, Encourage peer learning at scale by providing opportunities for teachers to share best practices and learn from others, Present the behavioural insights with relevant district officials to further strengthen the intervention and the modules.

Tech Support

In collaboration with Amazon CSR, the Centre for Intrinsic Motivation (CIM) is advancing technology use in 125 schools across Delhi, and Bangalore. In Delhi, we've surveyed 50 schools to gauge technology integration. In Tamil Nadu, we've selected schools and conducted baseline surveys to understand their tech usage. Our initiative focuses on empowering educators and leaders with intrinsic motivation principles—autonomy, mastery, and purpose—to foster technology adoption. We are providing tech resources and training, including professional development for teachers and principals. In Karnataka, we have approval to implement the program in 40 schools and have completed a baseline survey.



DONOR ENGAGEMENT

Volunteer Engagement

Impact Day, an annual Deloitte initiative, took place in two locations: Delhi and Avadi, Tamil Nadu. In Delhi, 10 volunteers engaged 61 students from Grade 1-5 and their teachers in activities focused on environmental safety. Activities included team-building, thematic book reading, nature discussions, water surveys, waste management, and poster-making. Volunteers also created and donated informative posters. In Avadi, Tamil Nadu, the event similarly involved 61 students and 4 teachers, featuring ice-breaking sessions, collaborative projects like tree planting, and creative activities such as Mandala sheet design, environmental awareness poster making, and storytelling.



Donors' field visit

visits to schools and DIETs, where volunteers engaged in reflective discussions with teachers, Heads of Schools (HoS), Mentors, Teacher Development Coordinators (TDCs), and DIET faculty on various program aspects. The donors actively engaged in various programmatic activities like network meetings, discussion sessions, and classroom observations. The visits were organised for the representatives of organisations such as Deloitte, Prevail Fund, Luminous Fund, Schaltbau, The Maitri Trust, and United Way of Delhi.



ADVOCACY EVENTS

National CIMposium, Delhi

The CIMposium 2024, held at the India Habitat Centre in New Delhi, focused on “Can NGOs Sustainably Exit the System?” The event aimed to spark discussions on the sustainability of educational interventions within government systems. Attendees included teachers, government officials, NGO representatives, and researchers, who explored challenges and successes in programs based on intrinsic motivation and behaviour change. The program featured panel discussions and a video launch by the Centre for Intrinsic Motivation, showcasing transformative stories from Delhi schools and the impact of the TDC Program. Additionally, key insights from a CIM research study on Communities of Practice for teacher development were shared. CIM also launched the Impact Diary “Unpacking Change in Large Systems,” highlighting the Teacher Development Coordinator program’s journey and key case studies.



State CIMposium, Tamil Nadu

On February 22, 2024, the Centre for Intrinsic Motivation (CIM) hosted the CIMposium, themed “The Butterfly Effect: How Small Behavioural Shifts Can Create Remarkable Transformations.” The event, focused on the impact of behavioural change in education and reform, was attended by 150 participants, including teachers, teacher educators, government education officers, research scholars, college professors, head teachers, institutional directors, consultants, students, and CSR representatives. This diverse audience facilitated a broad discussion on the role of behavioural shifts in creating educational improvements. School Diaries -2 was also launched during the event.



BOARD OF DIRECTOR



Sandeep Mishra
Chair

Sandeep, with two decades of experience in public systems, has led initiatives like the National and Gujarat Education Coalitions. He has held key roles at Central Square Foundation, STIR Education, Quest Alliance, and Azim Premji Foundation, combining expertise in education, philosophy, and ethics to drive social change.

Sriraman
Treasurer



Sriraman, a finance expert and social sector thought leader, brings over three decades of experience with renowned organizations like HelpAge India (as CFO), WaterAid, and the Public Health Foundation of India. A management graduate and cost accountant, he champions transparency and accountability in his work.

Moutushi Sengupta
Board Member



Moutushi, a social sector leader with 25+ years of experience, has led programs for the MacArthur Foundation, Oxfam India, and the UK's Department for International Development. Her expertise includes health, gender justice, climate, and urban development. She holds postgraduate degrees in Environmental Economics and Business Administration and is an accredited life coach.

Bhagyashri Dengle
Board Member



Bhagyashri, Regional Director for Asia Pacific at Plan International, brings 30+ years of expertise in governance, institution building, and gender transformative programming. As Plan India's Executive Director for 14 years, she expanded its impact on children, adolescents, and women. Bhagyashri is a global leader in gender and development advocacy.

Viji
Board Member



Viji, an expert in education and organisational strategy, has extensive experience leading global teams. As STIR Education's Global M&E Head, she designed strategies for large-scale behaviour change in education systems. Now Associate Director for Policy (Scale-Ups) at J-PAL South Asia, she drives impactful initiatives in education and development.

FINANCIALS

SCHOOLS AND TEACHERS INNOVATING FOR RESULTS (INDIA)
Statement of Income & Expenditure for the Year Ended 31st March 2024

(All amounts are in INR thousands unless otherwise stated)

Particulars	Notes	Year Ended 31st March, 2024	Year Ended 31st March, 2023
Revenue / Income			
Revenue From Operations / Grant Income	9	21,973.66	24,057.79
Other Income	10	311.85	331.18
TOTAL INCOME		22,285.52	24,388.97
Expenses			
Operating Expense	11	241.33	1,267.65
Finance Cost	12	0.01	0.91
Depreciation	6	-	-
Other Expenses	13	21,732.33	22,789.23
TOTAL EXPENSES		21,973.66	24,057.79
Profit (Loss) before tax		311.85	331.18
Tax Expense:			
Current Tax		-	-
		-	-
Profit (Loss) after tax		311.85	331.18
Earning per share Basic and Diluted	15	31.19	33.12

SCHOOLS AND TEACHERS INNOVATING FOR RESULTS (INDIA)
Balance Sheet as at 31st March 2024

(All amounts are in INR thousands unless otherwise stated)

Particulars	Notes	Amount as at 31st March 2024	Amount as at 31st March 2023
I. EQUITY AND LIABILITIES			
SHAREHOLDER'S FUNDS			
(a) Share Capital	2	100.00	100.00
(b) Reserves and Surplus	3	574.71	262.86
CURRENT LIABILITIES			
(a) Trade Payable	4		
- Micro Enterprises & Small Enterprises		-	-
- Other than Micro Enterprises & Small Enterprises		-	-
(b) Other Current Liability	5	6,335.09	3,793.55
Total		7,009.81	4,156.41
II. ASSETS			
NON CURRENT ASSETS			
(a) Property, plant & equipment	6	-	-
CURRENT ASSETS			
(a) Cash and Bank balance	7	6,617.25	3,689.51
(b) Other Current Assets	8	392.56	466.90
Total		7,009.81	4,156.41

PLANS FOR 2024-25

Over the next years, CIM aims to focus on the following priorities in alignment with the National Education Policy and through work with three states – Delhi, Karnataka and Tamil Nadu

Improved Student Learning

- Improve literacy outcomes for grades 4-5 in Delhi primary municipal schools by building school leader and teacher capacity and motivation.
- Improve student engagement and critical thinking across Model Schools in Tamil Nadu by building teacher motivation, agency and peer learning.

Motivated Leadership to support Education Goals

- Improve school quality by training school principals in Tamil Nadu. This will lead to improved leadership skills, better school management and improved student learning.
- Implement a mentoring program to support 38,000 teachers across Delhi government schools.
- Build leadership across five districts in Karnataka through a cadre of motivated officials.

Tech-based scalable Mentoring & Teacher Support System

- Give teachers a tech-based mentoring platform using a WhatsApp API-based Chatbot nudge for scalable one-to-one communication in Tamil Nadu. Teachers will adopt effective teaching strategies, enhance collaboration, and be empowered through personalised chatbot support.
- Develop and offer a scalable, multilingual mentoring Course using digital affordances aimed at enabling mentors to support 9 million schoolteachers across India.





SCHOOLS & TEACHERS INNOVATING FOR RESULT

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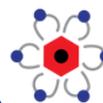
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