

Annual Report

2022-2023



CONTENTS

- 3** **Message from the Director**
- 4** **About Us**
- 5** **Mission and Vision**
- 6** **Why Intrinsic Motivation?**
- 8** **Delhi Highlights**
- 12** **Karnataka Highlights**
- 15** **Tamil Nadu Highlights**
- 18** **Plan for 2023-24**

ABOUT US

Centre for Intrinsic Motivation (CIM) is a flagship venture of Schools and Teachers Innovating for Results (India). We were founded to address the chronic problem of teacher motivation within the world's largest school system. We know that how a child feels in school is as important to their education as what they are taught. Disengaged and demotivated teachers create environments where students quickly lose interest and do not learn. Our theory was that if we could help teachers fall back in love with teaching, we could encourage them to create spaces where children felt safe, happy, curious and engaged, and those children would develop a lifelong love of learning. This theory formed the basis of what would become our unique and multi-state programme.

Our programme reignites a love of teaching. This is known as 'intrinsic motivation' - this works because it responds to proven psychological needs:

A

Autonomy

The ability to make your own decisions and feel in control.

M

Mastery

The sense that you can improve.

P

Purpose

A sense of connectedness to your work and people around you.

Intrinsically motivated people want to purposely make improvements to how they work, developing and continually learning to do the best jobs they can. Within education, this means teachers who create, and continue to create, brilliant learning environments. We're convinced that there is no challenge that an intrinsically motivated teacher cannot solve!

Our approach works, and in recent years we have expanded our work through close partnerships with governments in the states of Delhi, Karnataka and Tamil Nadu. To date, we have reached **480,000 teachers** and **9.2 million children** - that's 9.2 million children whose lives have been enriched by a motivated teacher.

We think that our approach to sustainability sets us apart from other education programmes. By working within existing education systems, we build the confidence and capability of our government partners to ensure that they can one day take full ownership of our activities. This year, we have made good progress in this regard and you can read more about this later in the report.



Mission

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

Vision

Every child will become a motivated lifelong learner.

Why Intrinsic Motivation?

1

At the heart of Centre for Intrinsic Motivation lies a fundamental belief in the transformative power of intrinsic motivation. CIM's work is deeply rooted in understanding and nurturing intrinsic motivation in both learners and educators. Our organisation's initiatives focus on:

Creating learner-centred environments: CIM advocates for educational settings that prioritise student interests, encourage exploration, and provide opportunities for self-directed learning.

2

Empowering teachers as facilitators: CIM supports teachers in developing their capacity to foster intrinsic motivation in their classrooms by employing strategies that promote autonomy, mastery and purpose.

3

Promoting self-efficacy: CIM encourages learners to develop a strong belief in their ability to succeed, empowering them to take ownership of their learning journey and pursue their passions.

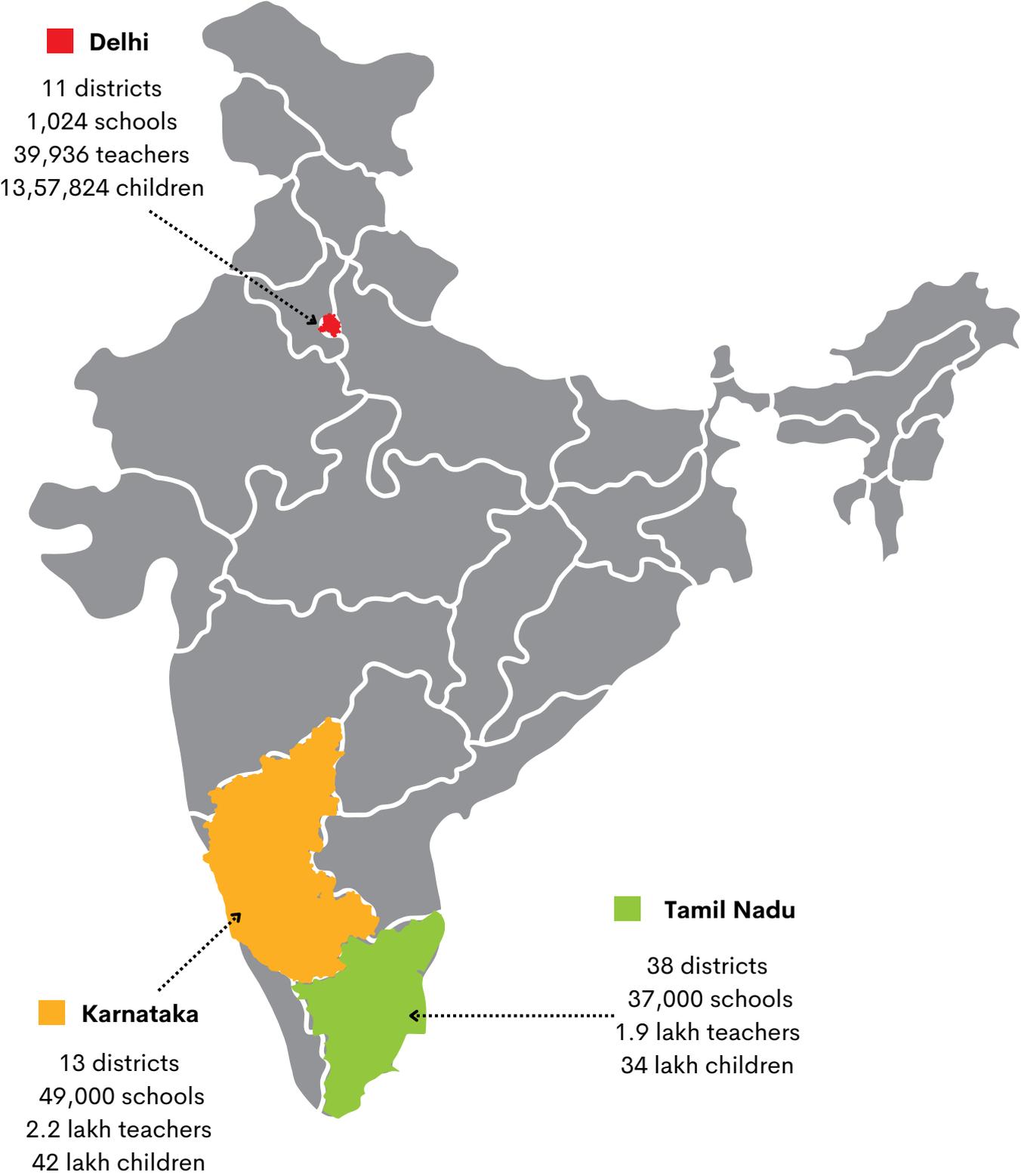
4

Cultivating a culture of inquiry: CIM fosters a learning environment that values curiosity, questioning, and exploration, encouraging learners to become active participants in the construction of knowledge.

5

Recognising intrinsic achievements: CIM celebrates and recognises learners' intrinsic accomplishments, highlighting the value of personal growth, creativity, and perseverance.

PROGRAMME HIGHLIGHTS



Delhi

In Delhi, we continued to support the Teacher Development Coordinator (TDC) programme, an extension of the Mentor Teacher Programme initiated by the State Council for Educational Research and Training (SCERT). The programme stands as a beacon for academic leadership in schools.



In our role, we support a team of 200 Mentor Teachers to provide regular support to TDCs. The Teacher Development Coordinator is a dedicated role, developed to help achieve a significant strategic goal of supporting teachers in creating schools as learning institutes. The Coordinator plays a pivotal role in providing academic support for teachers under the guidance of the principal, focused on creating a peer learning environment.

Vision

The overarching vision of the TDC programme is to create an educational ecosystem where every child is engaged, feels safe, loves learning, trusts and values their teacher, is curious, and thinks critically. Simultaneously, it envisions teachers who love teaching and continually enhance their classroom practices, supported by officials who prioritise teacher support and employ data-driven insights for continual improvement. We work alongside the Lifelong Learning Unit within the SCERT to design and support delivery of the programme activities.

Learning Improvement Cycles (LICs)

Structured around 3-4 month-long Learning Improvement Cycles, the TDC program addresses diverse themes identified through needs analysis. This year, the first LIC focused on 'Building Confident Learners,' emphasising safety, engagement, and self-esteem. The second LIC centred on 'Creating an Enabling Learning Environment,' equipping teachers with practical methods, reflective discussions, and the use of social media for peer learning.

Key Activities

Building Confident Learners:



In the first half of the year, the programme introduced a range of strategies for teachers to increase students' confidence in learning. Teachers participated in opportunities for peer observation and feedback to strengthen their practice, and engaged in reflective discussions around model examples and connected these to their contextual classroom realities. 100% of the facilitation of training for Mentor Teachers and TDCs was led by colleagues in the Lifelong Learning Unit, demonstrating great ownership.

Our monitoring data showed that 74% of all teachers participated proactively in discussions, and we were delighted to receive feedback from more than 15,000 teachers across the state.

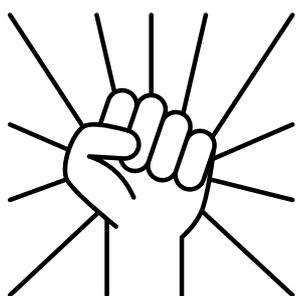
Creating an Enabling Learning Environment:

In the second half of the year, the focus was on creating, adapting, and using practical methods to develop safety, engagement, and self-esteem in the classroom. Peer observations continued, and teachers were also encouraged to use social media platforms to share best practice and develop a culture of peer learning and support. The concepts of self-reflection and self-observation were also explored, while feedback from the observations showed that teachers were increasingly encouraging a child-centred and student-friendly approach in their classrooms.



Facilitation was again led 100% by the Lifelong Learning Unit, with facilitators adapting and adding to the sessions to suit the specific needs in their districts. 78% of all teachers participated proactively in discussions, showing positive improvement from term to term.

Strengthening Implementation:



We continued to build collective ownership of this programme by strengthening the processes that ensure that activities reach all teachers and students. The programme has been systematically aligned with the calendar and priorities for in-service teacher training, and we ensure that teachers reflect on the content of other training programmes during our sessions. We're now starting to work on an online course together with SCERT to further embed learning within the system.

Conference - Stories of Change:

The conference held on 14th March 2023 showcased the transformative impact of behaviour change in stakeholders' personal and professional lives. Key speakers, including the Honourable Minister of Education Ms. Atishi, emphasised sustained and systemic behaviour change, marking a significant milestone in the programme's journey.



The event boasted a strong participation with 140 attendees, including SCERT officials, DIET officials, District Coordinators, Mentor Teachers, Teacher Development Coordinators, Students, Knowledge Partners, and CIM Members. Some key takeaways from the event were inclusive pedagogy, teacher training's importance, systemic change understanding, and Delhi Teachers University's global-local focus for innovative teacher education.



CASE STUDY



Addressing Substance Abuse: A Teacher-Led Initiative in Delhi

Substance abuse poses a significant threat to India's youth, affecting as many as 1 in 5 school children. Disturbingly, 83% of street children and 18% of school children are currently under its influence. Beyond health concerns, addiction contributes to poor attendance and high dropout rates, exacerbating long-term issues like unemployment.

In Delhi's South district, Mentor Teacher Mr. Rajesh Kumar identified truancy as an early sign of substance use among students. Recognising the need for intervention, he brought the issue to a Teacher Development Coordinator (TDC) network meeting, seeking support from fellow educators.

Solution:

Mr. Rajesh's approach centred on rebuilding the child-school relationship. Drawing from TDC strategies, he implemented one-on-one sessions, community connections, and home visits. Additionally, he enlisted local shopkeepers to monitor school children, positively impacting attendance. Over 2-3 years, attendance surged from less than 10% to 75%, and truancy was eradicated.

With the reestablishment of the child-school connection, the focus shifted to retaining students. TDC strategies like peer learning, self-reflection discussions, and creating a culture of appreciation in the classroom were implemented. The goal was to instil joy, belonging, and pride in neglected students. A nurturing approach, interactive teaching, and improved teacher-student relationships resulted in increased self-esteem and learning levels. Pass percentages soared from 16% to 74% over the same period.

Parallel Improvements:

Mr. Rajesh's success story resonates with Mr. Sanjeev Tayal in North East district. TDC strategies helped teachers understand reasons behind truancy and chronic absenteeism in mentee schools. Senior Secondary school teachers across Delhi shared experiences of using network meetings to create safe and participative learning environments, effectively combating chronic absenteeism.

Karnataka



The year 2022-23 was focused on building the capacity of district officials to mentor blocks and clusters effectively, plan and conduct reflective district progress meetings, and analyse classroom data for action planning. Our team embarked on a remarkable journey by joining the State Project Management Director to support the 'Kalika Chetharike' programme, aimed at learning recovery at scale.

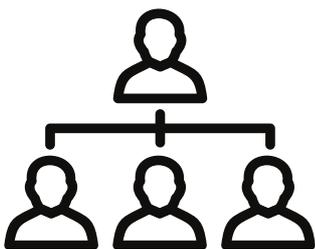
Partnership with Education Departments:

Our collaboration with the Department of School Education and Literacy, encompassing Samagra Shikshana Karnataka (SSK) and the Department of State Educational Research and Training (DSERT), was pivotal. We co-designed Progress Review Meetings, fostering teacher peer networks through district officials. Emphasis was placed on intrinsic motivation and behaviour change principles to amplify the impact of 'Kalika Chetharike'. Joint studies were conducted to assess the programme's impact on teacher and student through district officials.

Key Activities

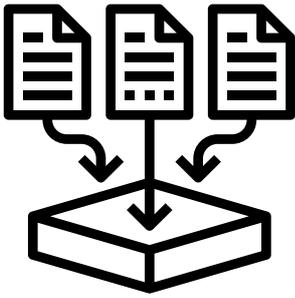
Technical Assistance at State Level:

As part of the Kalika Chetharike Project Management Unit, we provided valuable inputs for the programme's implementation at the district, block, and cluster levels. Our contributions included integrating behavioural indicators, tracking behaviour change, and ensuring the quality of cluster progress review meetings statewide.



Co-Designing and Strengthening Structures:

We collaborated with Kalika Chetharike nodal officers across 34 districts. We co-created progress review meeting structures, developing capacities and orientations for nodal officers.



Data Champion Role:

To ensure long-term sustainability, we proposed the creation of 'Data Champions' in each district, responsible for data collection, analysis, and visualisation. Our colleagues from Chitradurga district pioneered this initiative, contributing to effective learning recovery programme implementation through data-based decision-making.

I am so happy and energised after participating in the well structured District Progress Review Meeting and quality discussion led by the CIM facilitator. This partnership delivered a very meaningful module, designed in such a way that is really helping in enhancing our education officials' skills such as mentoring teachers and how to plan for each individual based on their skill. This will also help in effective Cluster Progress Review Meetings structure... I urge it should reach all the teachers and I wish CIM should extend the support at the grassroots as well.

— Mr. Samiulla (DIET Lecturer) DIET Kolar

Dipstick Study Finding

In evaluating the impact of support provided to education officials and teachers, a survey conducted by CIM, guided by the state's education department, yielded encouraging results. Feedback from 2,990 officials and 53,600 teachers highlighted the crucial role of support in implementing the Kalika Chetarike (KC) program. Stakeholders affirmed that District and Cluster Review Meetings, facilitated by CIM, became more structured, providing a platform for recognising efforts and discussing best practices. Officials and teachers acknowledged CIM's support in effectively implementing the learning recovery programme.



Despite pockets of excellence, challenges included irregular monthly review meetings in some districts, hindering uniform programme rollout. To address this, upcoming initiatives include empowering teachers through cluster-level support, enhancing capacities for effective mentoring by district and block officials, and establishing a state-level Behaviour Cell for streamlined data governance and behaviour change promotion at all levels.

CASE STUDY

Role modelling as a core practice to inspire teachers and officials



There was no space for Block Resource Persons to connect together. CIM created a space to connect BRPs and conducted the BRP Institute for 3 days. These were the most memorable days for me. I learned many things through this programme. I reflected on it and decided to create a space where Cluster Resource Persons are connected together. I encouraged teachers to change small practices; over time, it created a big impact. I could witness the shift in CRPs mindset, which in turn inspired them to create a similar space for teachers. I feel very much supported by the CIM organisation; they consistently encourage me, listen to my problems, and are role models for what I need to do at work.



I got inspiration to be a role model myself to students; hence, I decided to start a small initiative. During my free time, I used to write and post the WhatsApp status of whatever I wrote. Over a period of time, to my surprise, out of 46 students, 12 improved in writing.

- Manjula, Assistant Teacher, Govt. Higher Primary School, Yeluvahalli, Chikkaballapur, Karnataka

Tamil Nadu

In 2022, we joined the State Project Management Unit (PMU) to align with the state's mission and vision for teacher professional development. Our Memorandum of Understanding (MOU) extends until 2026, solidifying our commitment as a knowledge, implementation, and managing partner. Our focus is on building the capacity of district and state education officials to coach and mentor effectively, emphasising the use of classroom data for action planning.



Progress:

Through various online activities, we supported over 45,000 teachers and 11 lakh children during school closures.

As a part of the Teacher Professional Development (TPD) PMU, our vision is to support the state in the following three key aspects:

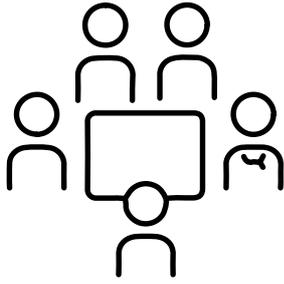
1. Supporting the continuous quality improvement of Teacher Professional Development through the institutionalisation of periodic district-level teacher development reviews.
2. Supporting Teacher Professional Development through identification and promotion of best practices.
3. Supporting Teacher Professional Development in codifying learnings through developing relevant frameworks.

Key Activities

Teacher Professional Development (TPD) PMU Interventions:

Co-developed a skill-centric facilitation guide to empower teachers in collaboration, communication, and problem-solving. Also, co-designed an infographic with State Coordinator Prof. Julius Asir to address concerns in the district, providing concise instructions for navigating the 9-step process of Cluster Resource Centre (CRC) meetings efficiently.



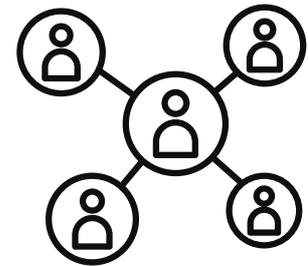


District Review Meetings and District Alignment meetings

In September-October 2022, TN Team accomplished 70 District Review and Alignment Meetings, initiating alignment with all districts. These meetings, involving key education officials, aimed at enhancing the quality of CRC meetings.

Network Meetings

The team conducted 26 joint CRC Meeting observations at district and block levels, evaluating content transmission from state to local levels. Feedback, including changes like scheduling two-day CRCs in batches, was implemented to enhance TPD programme effectiveness.

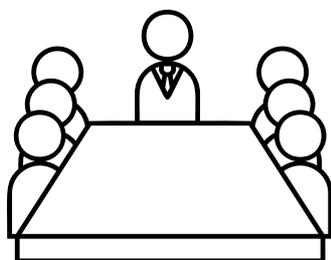
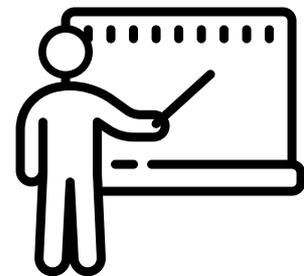


Feedback Survey and Findings:

A survey with 6000+ facilitators and teachers across four districts revealed positive experiences, with improved teaching strategies and collaboration during cluster review meetings. Areas for improvement, such as support in asking critical questions, were identified, guiding future training enhancements.

Coaching Calls and Classroom Observations:

The team conducted 87 coaching calls aiding district officials in problem-solving and CRC meeting planning. Further, 59 joint classroom observations with district stakeholders were performed to identify teaching practice strengths and areas for improvement, contributing to ongoing professional development initiatives.



State-Level Conference:

In collaboration with IIT Madras Alumni Association, a state-level conference titled 'Teaching Thinking and Thinking of Teaching' was organised, promoting collaboration among NGOs, showcasing success stories, and exploring the importance of teacher development. The event was attended by 176 participants, 50+ district stakeholders, 15+ non-profits, and 10+ higher educational institutions.

Certain themes resonated throughout the event, contributing to its success. These included discussions on Theory vs Practice, Teaching Thinking, Communities of Practice, Teacher Recognition, Data vs Human, and Teacher Autonomy. The event concluded with a feedback session

CASE STUDY

How fear-free classrooms propel improved student learning outcomes



Learning loss is a pervasive issue in global classrooms, exacerbated by the disruption caused by Covid-19. However, the Panchayat Union Primary School (PUPS) Kannigapuram in Tamil Nadu, India, serves as a beacon of hope through its innovative strategies that prioritise safety, engagement, curiosity, and critical thinking to minimise losses and retain learning.

Led by Headteacher Ms. Lakshmi, the school places immense importance on creating a positive learning environment where students feel safe and confident. This philosophy is not just a one-off intervention but an everyday practice. Ms. Lakshmi shares an inspiring example of a former student who, despite lacking confidence in learning English, excelled in a district-level exam through the school's motivational approach. The emphasis is on instilling belief in each child's abilities, fostering an environment where learning becomes enjoyable and sustainable.

Assistant teacher Ms. Kalyani believes in kindling every child's curiosity to learn, aiming to create a classroom where every child actively participates. The school adopts cognitive science-backed strategies, such as CIM's 'Hook' and 'Stretch It.' The 'Hook' serves as a captivating introduction, sparking interest, imagination, and curiosity among students. Short teasers and engaging activities prevent distractions and foster cognitive engagement, making lessons memorable.

'Stretch It' encourages deep thinking through open-ended, out-of-the-box questions, contributing to long-term memory retention. This strategy, implemented from grade 1 for every chapter, promotes critical thinking and recall. Ms. Kalyani's dedication is evident in the meticulously prepared follow-up questions for each chapter, ensuring students engage deeply with the content.

Despite the 18-month school closure due to the pandemic, PUPS Kannigapuram remained consistent in providing engaging assignments. The positive engagement during this period led to a notable increase in student enrollment when schools reopened, with parents opting for PUPS Kannigapuram over private schools.

The school's success highlights the transformative power of safe and engaging classrooms. As students return to regular in-person classes, the commitment to making education fun-filled persists. While the fight against learning losses continues, PUPS Kannigapuram stands as a testament to the potential impact of innovative teaching strategies in shaping a brighter future for students.

Kaleidoscope of 2022-23



PLANS FOR 2023-24

- **Sustainability of Delhi Programme** – In 2023-24 we will be at a crucial stage of our programme implementation in Delhi. Next year will be the last year of programme support at the district level. We will focus on strengthening the capacities of district officials and mentor teachers to lead the programme independently at district level.
- **Expansion to Municipal Schools in Delhi** – Next year we hope to expand our work to at least 200 schools of the Delhi Municipal Corporation. This will be an opportunity to look at how our behaviour change intervention supports teachers in delivering the Foundational Literacy and Numeracy goals.
- **Focusing on student competencies in Karnataka** – While this year has gone on learning recovery, we hope to renew our partnership with the Samagra Shikshana in Karnataka next year. We will focus on strengthening teachers and officials' capacity around understanding student competencies for better learning outcomes.
- **Strengthening Teacher Professional Development in Tamil Nadu** – Our work with the Tamil Nadu Project Management Unit will continue and we will focus on identifying and disseminating best practices around motivated teachers and officials. We will also explore working closely with head teachers.
- **Developing e- modules for Mentors** – To ensure we scale the idea and principles behind intrinsic motivation we will design and offer two modules for mentors.
- **Exploring new states** – We will explore partnerships with new states as part of our expansion strategy.





CENTRE FOR
INTRINSIC
MOTIVATION

 [Centreforintrinsicmotivation](https://www.facebook.com/Centreforintrinsicmotivation)

 [CentreforIM](https://twitter.com/CentreforIM)

 [centreforintrinsicmotivation](https://www.linkedin.com/company/centreforintrinsicmotivation)

 [CentreforIM](https://www.instagram.com/CentreforIM)

 [CIM_India](https://www.youtube.com/CIM_India)

[Intrinsic-Motivation.org](https://www.intrinsic-motivation.org)

