50 percent of India’s 1.3 billion strong population is under the age of 25. By 2020, India is set to become the world’s youngest country with 64 per cent of its population as a young workforce. Investment in preparing youth for the demographic transition needs to happen today, in their phase of adolescence.

Adolescence is a phase of identity formation; a time when the understanding of the self in relation to society begins to emerge. There needs to be an environment to support young people to develop their leadership capacities in order to lead their own lives to their full potential. While a core capacity within leadership is that of decision making, today’s complex world demands effective collaborative decisions leading to sustainable problem solving.

India is the only developing country in the world whose Constitution has adopted the inculcation of scientific temper as a fundamental duty. Scientific temper to be exercised as a duty would require citizens to be able to build their critical thinking and logical reasoning ability to ask right questions, active listening and responding, analysis and creating sustainable solutions with collective effort. Developing scientific temper as a core leadership capacity is the need of the hour for adolescent development.

Curious Me as a programme is a response to the need for building adolescent leadership by developing scientific temperament. It focuses on building competencies like asking logical and relevant questions, thereby enabling them to empathise with the world and take decisions which will lead to sustainable problem solving. The framework used in this curriculum is based on the following competencies of higher order thinking, namely Mapping, Analysis, Diagnosis and Synthesis (M.A.D.S) the diagram below show the framework along with the competencies:

**SOLUTION AND APPROACH**

According to the self reported data in the impact assessment, the shift in the adolescent leaderships are as follows:

- A major positive shift in the confidence of adolescents directly engaged in the program is evident.
- Educators have been motivated to create a more viable and a constructionist space in their classrooms.
- Students have engaged and taken complete ownership of the process of MADS; they were able to articulate issues pertaining to their schools and generated diverse action projects which are highlighted below:

  - Reducing heavy load of homework
  - Inclusion of diverse books in Library
  - Inclusion of more hands on Practicals
  - Bus Badlav Campaign
  - Anti Bullying Campaign
The aim is to scale up and make Curious Me programme accessible to a diverse set of adolescents. This leadership model has the potential to build capacities of adolescents to create innovative solutions and become active equal stakeholders rather than passive recipients of the system they belong to.

To ensure continued support and sustainability, we would also like to expand our outreach to more educators in order to support them to create a classroom space which is safe and empowers students to ask questions.

"If only the village mob in Dadri had used MADS way of thinking instead of taking a hasty decision, maybe Md Akhlaq wouldn’t have been dead. They acted without thinking and only hearing one side of the story."

STUDENT, SR DAV Public School

“One important thing I learnt is to ask questions. Because by asking questions, we can get an answer. And with an answer, we know more things and gain more knowledge. We can also avoid being fooled by people. Believing everything that we see will fool us and to not get fooled, I will always ask questions and try to understand what lies beneath.”

STUDENT, SR DAV Public School

“When we started, I was not sure how the action project will turn out to be. Now after seeing the impact, I understand that change starts by initiation and even a small community can make an impact”

TEACHER, Indirapuram Public School

**OUTREACH**

116 Government school Students
40+ Educators
147 Open school Students
1000+ Public school Students

**STORIES OF IMPACT**

**WHAT NEXT?**

The aim is to scale up and make Curious Me programme accessible to a diverse set of adolescents. This leadership model has the potential to build capacities of adolescents to create innovative solutions and become active equal stakeholders rather than passive recipients of the system they belong to.

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**PARTRNSHIPS**

HCL

HCL FOUNDATION

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**SCHOOL PARTNERS**

Indirapuram Public School (Ghaziabad)

D.A.V Public School (Dayanand Vihar).

Government and government aided schools

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