



# CURIOUS ME

## ADOLESCENT LEARNING AND LEADERSHIP JOURNEY

### CONTEXT

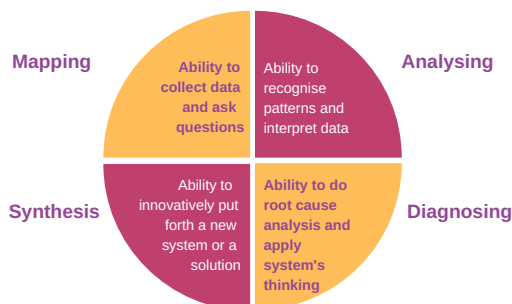
**50 percent of India's 1.3 billion strong population is under the age of 25.** By 2020, India is set to become the world's youngest country with 64 per cent of its population as a young workforce. Investment in preparing youth for the demographic transition needs to happen today, in their phase of adolescence.

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.

### SOLUTION AND APPROACH

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 shows the framework along with the competencies:



### PROGRAMME DETAILS

Curious Me is a 6 months programme which garners a space for curiosity and encourages the practice of asking questions as a form of inquiry. It builds knowledge as well as provides a safe experiment ground to apply learning. Students engage with research action projects (RAP) to demonstrate their learning within their environment

**Foundation Workshop:** on exploring scientific temper and improving learnability

**Dive-In Sessions:** into meta capacities (decision making, curious empathy, systems thinking, interpreting stories etc) of scientific temperament.

**Action Projects:** Co-creation of a live research action projects done in groups located within the environment

**Curiasa - A student led recognition and learning event.**

### KEY ACHIEVEMENTS

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



## ABOUT PRAVAH

Pravah has been working since 1993 on developing leadership capacities of young people to unleash their ability to bring about transformational social change. Pravah's core mission is to build youth leaders through psycho-social interventions leading to economic, political and social inclusion. We work with young people from diverse backgrounds to build their agency and enable them to take action, such that they become self-aware, deeply empathetic, systems-conscious and are socially responsible leaders. We also work with organizations and young leaders to co-create empowering spaces where local youth take leadership and action on the issues affecting them and others in their communities.



## OUTREACH



116

Government  
school Students



40+

Educators



147

Open school  
Students



1000+

Public school  
Students

## 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.

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

## PARTNERSHIPS



## STORIES OF IMPACT



"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

## SCHOOL PARTNERS

Indirapuram Public School  
(Ghaziabad)

Government and  
government aided  
schools

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



### Contact

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