

# Social Impact Report



4 QUALITY EDUCATION



Curiosity Gym  
Imagine Your Question

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***“Knowledge is power.  
It liberates.  
Education is the premise of progress in every  
society, in every family.”***

**- Kofi Annan,**  
Former Secretary General,  
United Nations

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## Social Impact Report

### Founders and the idea of Curiosity Gym

Watching the economy transforming from being a Knowledge Economy to Skills Economy, **Mr. Girish Nair, the founder** of Curiosity Gym came up with the idea of building a platform for experiential learning for students of all economic backgrounds.

Mr. Nair is an industry and academic professional with 32 years' experience.

He is an alumnus of IIT-Bombay, has a Master's from Virginia Tech and done Engineering Management study at Stanford. He has experience in technology and management at various companies in India and in Silicon Valley, California.

He has been in senior management at Intel, Webvan and Siebel been the CEO at Netcore, besides being a partner at a Silicon Valley seed fund Tandem Capital.



Mr. Girish wishes to dedicate his vast learning, experience and passion to contribute to the field of education through 'Experiential Learning'.

Curiosity Gym reflects this thought and is a platform for students, youth and adults to have fun while learning.



**Mr. Jehangir Khajotia, the Co-founder** of Curiosity Gym, himself is an industry veteran in technology, embedded systems, and the Internet of Things (IoT). He has been involved in R&D and a Senior Consultant at several organizations. Jehangir's passion is to figure out how things work – a key aspect of Curiosity Gym pedagogy and curriculum.



**Mr. Mahmood Khairaz, a Board member** of Curiosity Gym, is an experienced entrepreneur and industry veteran. He is Chairman of Deinson Group, has been General Manager at several positions at Schlumberger. Mahmood is an alumnus of London Business School and IIT Bombay.

## Curiosity Gym Highlights

Experiential Learning Education  
Platform active since 2015

5 States and 1 Union Territory  
connected

92 School/Institution - years  
served

19,929  
Students Enrolled under CLIP  
Programme

~160,000  
Student Contact Hours

Justifies 4 Cs of Learning

Critical Thinking and Problem  
Solving

Creativity for Innovation

Communication

Collaboration

An attribute of **CONFIDENCE**  
was found among all students  
after the completion of the  
course.

## Purpose of the Report

The purpose of the report is to summarize the impact of Curiosity Gym. The intended audience of this report is all types of stakeholders - Government, NGOs, sponsors, schools, parents, and other partner organizations. The organisation's learning approach has also been aligned to NEP 2020 and United Nations Sustainable Development Goals (SDGs) to emphasize its futuristic approach, since its launch. The report describes Curiosity Gym's presence in both urban and rural areas and enumerates how it became a part of community development through 'Experiential Learning.' The report also assesses the impact Curiosity Gym has been able to create in the last seven years in almost all types of school establishments.

## About Curiosity Gym

Curiosity Gym is a platform for **Experiential Learning** for students in both formal and informal settings. The platform has been developed to create opportunities for deeper learning to empower learners with key skills to benefit themselves as well as communities. These interventions, when coupled with technology, help catalyse millions of students to become curious and innovative by simplifying concepts and surfacing the interdisciplinary nature of life.

Curiosity Gym since its launch in 2015, is on a mission to integrate **STEAM education** into the education system of the country that explores teaching and learning between two or more of the STEAM subject areas. (*STEAM subjects being Science, Technology, Engineering, Art and Mathematics*). Curiosity Gym has gamified learning and pedagogy to help schools in imparting 21st century learning skills by fostering curiosity, creativity, and innovative spirit through ready to use lesson plans. Design thinking and scientific temper are at the centre of sessions conducted by Curiosity Gym.

As an organisation, Curiosity Gym practices "**Learning by Doing**", which is the core of experiential learning.

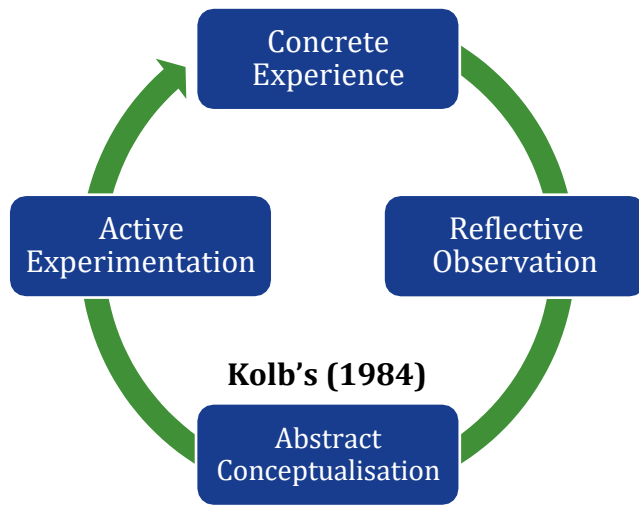
## Mission and Vision of Curiosity Gym

**Vision:** Enable the approach of look-out and discover followed by look-in and reflect, among the students of the present and future generations.

**Mission:** To help students, catalyze their innate curiosity and find themselves by discovering one's interests and improving related skills to achieve their goals.

## Approach of Curiosity Gym

The psychologist, David A Kolb, who first coined the term “Experiential Learning”, to include experience and the results of “learning while doing”. Kolb highlighted that the

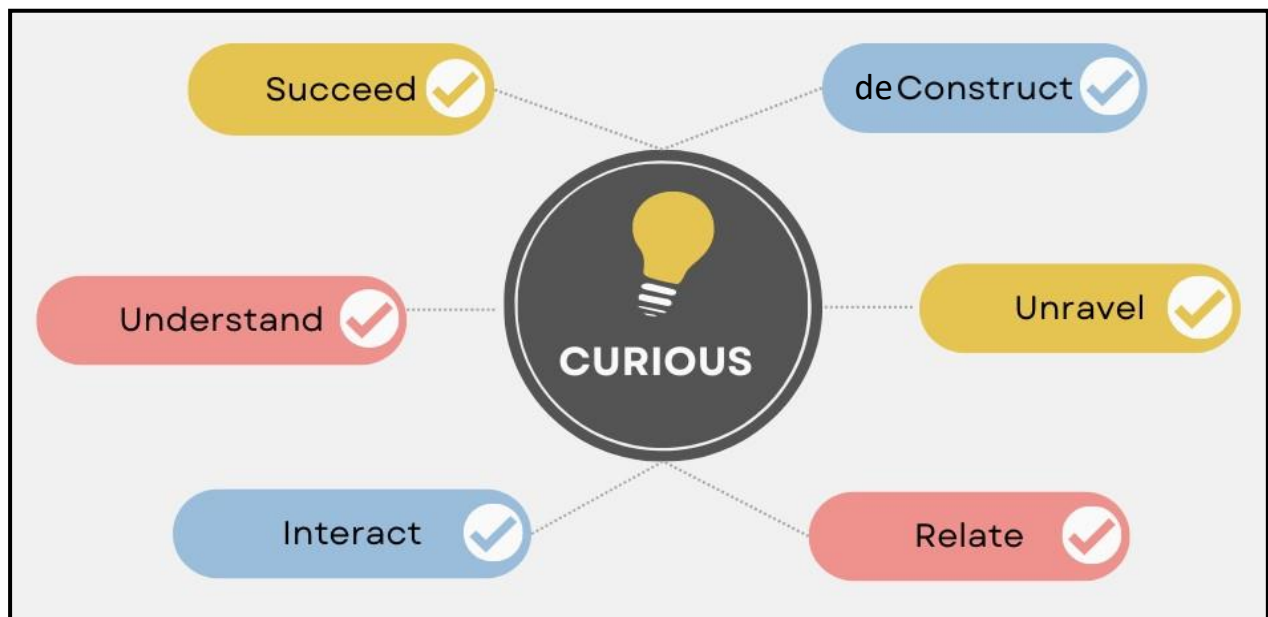


learning approach under experiential learning is well planned, supervised and assessed, promoting interdisciplinary learning, civic awareness and responsibility, critical thinking and real-time problem-solving.

Figure 1: Kolb's cycle/ model of Experiential Learning<sup>1</sup>

Kolb's process included the integration of facts and information through experience, application of the gathered knowledge in real-time settings, and analyzing concepts and prototyping to create something new.

Curiosity Gym, as an organisation aligns with the Kolb's model and collaborates with educational institutions of all stripes across the country with an emphasis on catalyzing a **CURIOSITY based approach** - where students are encouraged to '*unlearn and learn by doing.*'



<sup>1</sup> <https://www.bu.edu/ctl/guides/experiential-learning/>

Figure 2: CURIOSITY based approach of Curiosity Gym

The approach starts with engaging the students to de-**construct** any question that crosses their mind for what they see in the display. Students then try to **unravel** the question, investigate assumptions, and then **relate** them to real-life examples. The process then leads them to **interact** with the Teacher/mentor for their unanswered questions, which helps them *co-relate* meaningfully on their projects and assignments. Students **understand** concepts better through trial and error and reflection of why things succeeded or not. Curiosity Gym's model also encourages all four categories of learners - *converger, diverger, assimilator, and accommodator*<sup>2</sup>, as theorized by Kolb's again. Kolb and his colleague Fry stated that learners fall into one of these four categories and their experiential learning is based on that path. The platform of Curiosity Gym ensures the engagement of all four categories of learners.

### Coverage of Curiosity Gym

The education platform in the last seven years has covered five states and one union territory of the country under its experiential learning programme, with maximum coverage of 55 cumulative years in institutions in Mumbai. Out of all locations, Pune has given the highest enrolment in the last two years, followed by Uttarakhand. Curiosity Gym also setup and trained resources at a community learning centre in the rural space of Meghalaya, anchored by the Meghalaya Basin Development Authority (MBDA) and supported by Smart Village Movement in Sohrarim, East Khasi Hills District, Meghalaya. The unparalleled impact of learning here was that the students from rural areas really took to the learning by doing concepts and were motivated to attend the center after school, due to the level of engagement and sense of learning something useful and new. They were given motivation to showcase their work, build their own projects and portfolio. The success of the community learning centre, where Curiosity Gym played its part as a partner in collaboration with others, is expected to yield success by scaling the project to 20 more centres across the state.

This collaboration became a successful model for the organisation to demonstrate a sustainable impact in the rural areas with a similar experiential learning and curiosity led approaches.

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<sup>2</sup> <http://online.norwich.edu/academic-programs/resources/4-components-experiential-learning-cycle>

## Curiositygym Impact creation

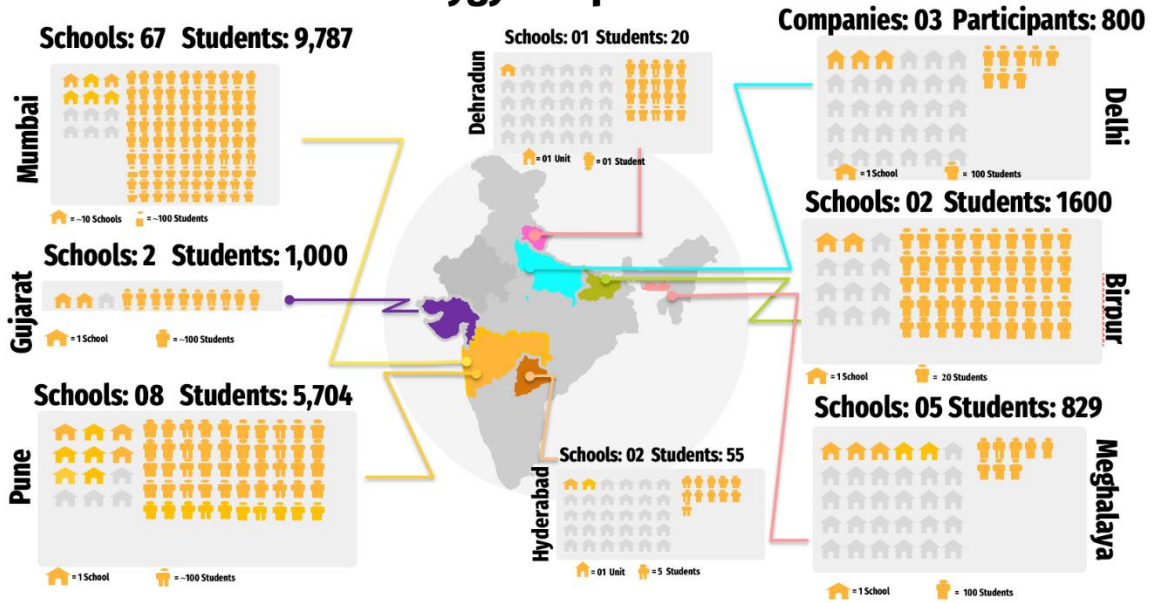


Figure 3: Curiosity Gym coverage – pan India

Figure 3 above depicts the cumulative years of coverage in institutions of Curiosity Gym. The organisation is in the process of reaching more locations to spread experiential learning to the students. Some of the areas of expansion include rural areas of north east India, Gujarat and Africa.

### Impact created in last 8 years

After the third year of operation, with increasing enrolment, the organisation was able to take the learning platform to 14 institutions in three locations, which showed the confidence it gained in the last three years with one school. This is where strengthening the foundation helped to reach greater heights. This impact section covers both quantitative and qualitative aspects of the Curiosity Gym in the last seven years.

Continuous efforts of the learning platform paved the way to collaborate (over the last 5 years) with a prestigious higher education management institution in Mumbai, which engages with students pursuing MBA. It showcases the richness of content and curriculum of the platform and that STEAM is not limited to only science and technology but connects with mindsets like Design Thinking, Entrepreneurship and critical thinking approaches for Problem Solving – all of which are required by industry.

Figure 4 below shows the growth of the organisation since 2015. As can be seen in the graph, the learning platform enabled operation even during the pandemic due to its hybrid nature. Experiential Learning continues to play an extremely important role post

pandemic too as it has become the default desired method for Educators to connect with students and go beyond classroom learning.

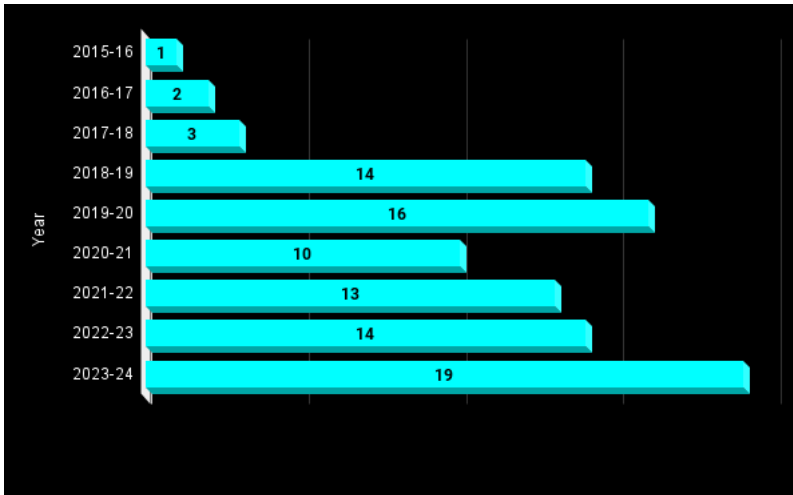


Figure 4: Educational Institutions collaborating with Curiosity Gym

The shift in focus of society, students, parents, the education industry and Government, from pure assessment based evaluation to inculcating real-life problem-solving skills is very relevant to Curiosity Gym offerings. The personalized short-duration courses, and the adoption of practical learning and methodologies in the classroom and beyond<sup>3</sup> makes Curiosity Gym one of the best institutions that align with the New Education Policy (NEP) 2020 goals and its implementation.

It is praiseworthy to see that Curiosity Gym in a short span has been able to make inroads in almost all types of educational institutions. Most collaborations continue the programme for more than 3 years on average. The content and the quality of Instructors/Trainers play an important role here as all the content is developed by in-house resources from relevant academic backgrounds and experience. This combined with required assessment/review is what adds value to the courses and encourages students to enrol in courses, of their interest. For students of higher educational institutions, all learning converges into the Innovation/Design Thinking Hub - and channelized through projects done by students there.

<sup>3</sup> <http://immersionindia.com>

## Across Boards Curiosity Gym Program enrolment

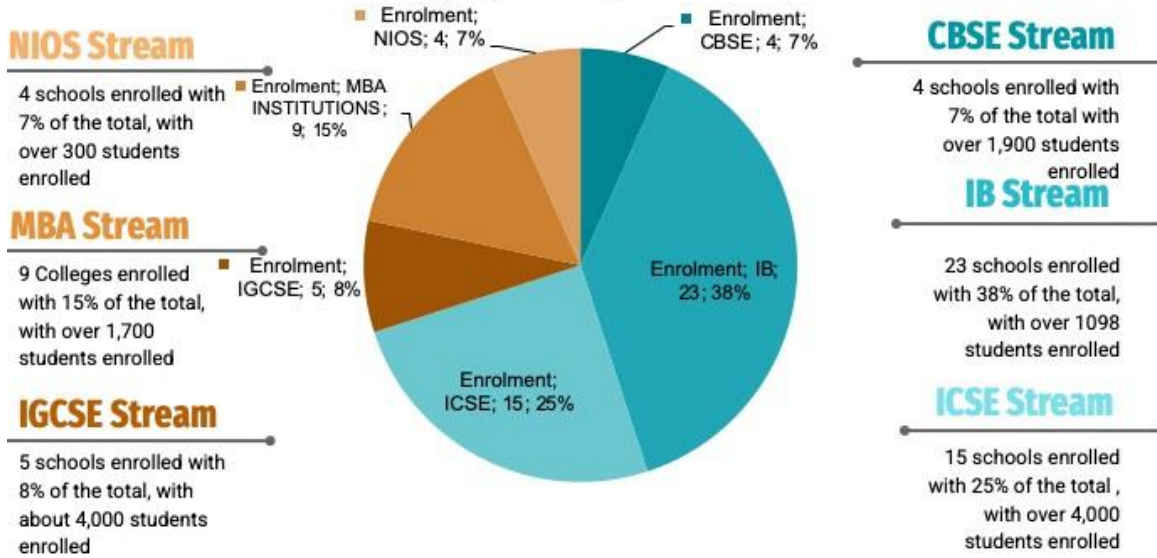


Figure 5: Across Boards & years - Curiosity Gym Programme Enrolment

As can be seen in the graph above of all the educational establishments, institutions and centers of all boards and student age and socio-economic level have representation in Curiosity Gym programme enrolment. This range can be attributed to the increasing recognition of STEM and experiential learning as being important and an integral part of holistic development among students. Higher educational institutions encouraging the Innovation Hub represent the importance of critical thinking and problem-solving ability required to improve the employability factor among youth and be a part of a better workforce.



Figure 6: Gender-wise enrolment in Educational Institutions

What is motivating about Figure 6 is the enrolment of both genders being almost equal across all grades. The enrolment of maximum students in Std 6 also throws light on this grade being a bridge in the smooth transition of students from primary school moving to higher school. Students aged between 11-12, represents the age of maximum curiosity among students. The eagerness to learn and grow peaks at this age.

The next section of the impact shows rather an interesting aspect that the Curiosity Gym learning platform has achieved over the years, i.e., **Confidence**. Based on the responses of students, parents and teachers, confidence was one attribute that was found in every response. With ~160,000+ student contact hours of teacher student contact, it can be said that the platform and methodology used by Curiosity Gym has been tested over a substantial length of time.

As a Survey of participant responses in figure 7 below shows, the responses were categorized under hard skills and soft skills, which further converged with the 4C's of Education namely critical thinking, problem solving, creativity, technological innovation, collaboration and communication. Confidence took shape as the immediate by-product of experiential learning - hence it was clubbed under the development of soft skills.

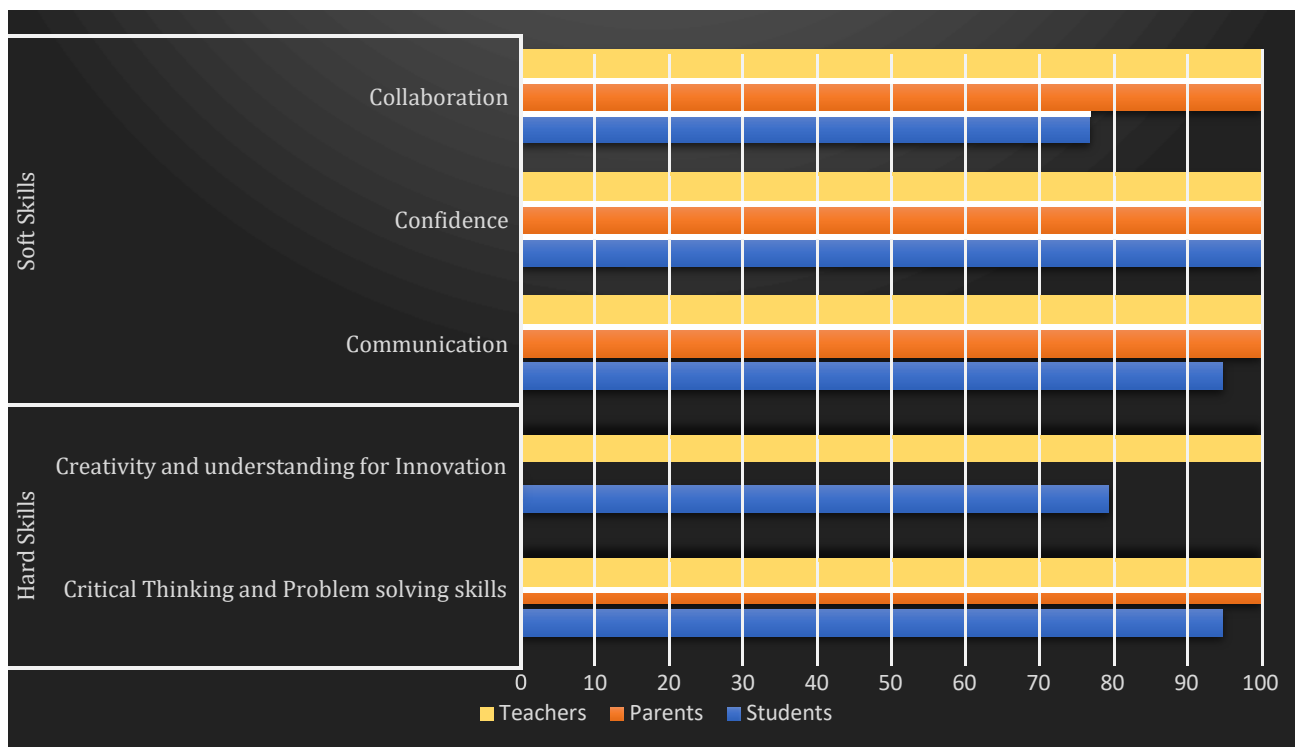


Figure 7: Participants' responses clubbed under 4C's of Education and Innovation

For the launch of the Curiosity Gym model, Mrs. Damayanti Bhattacharya, the Headmistress of Cathedral Middle School was the first one in India to introduce the Innovation hub in the school. She claims that it was one of the best decisions after a discussion with Dean Mrs Isaacs and all the parents of the middle school. Apart from some students participating successfully in competitions, she was most happy that many students who were not otherwise academically inclined, started finding an interest in applications. They showed skills that were otherwise not known in academic-only settings. These students showed more confidence and responsibility over time, because they felt more self-esteem, since they were often able to feel creative, find their inner calling or make things creatively. The idea of having an Innovation Hub in the school gave every stakeholder more than expected.

For Parents, it was the confidence and enthusiasm of their wards that won their attention. They were also happy that their kids are channelising their energy towards something innovative. For Students, it was an exciting programme that they got to do outside their routine classes and the freedom to do anything is what attracted them the most.

Making smart gadgets and 3D printing were most loved among students.

### Mapping the idea of Curiosity Gym with NEP 2020 and SDGs

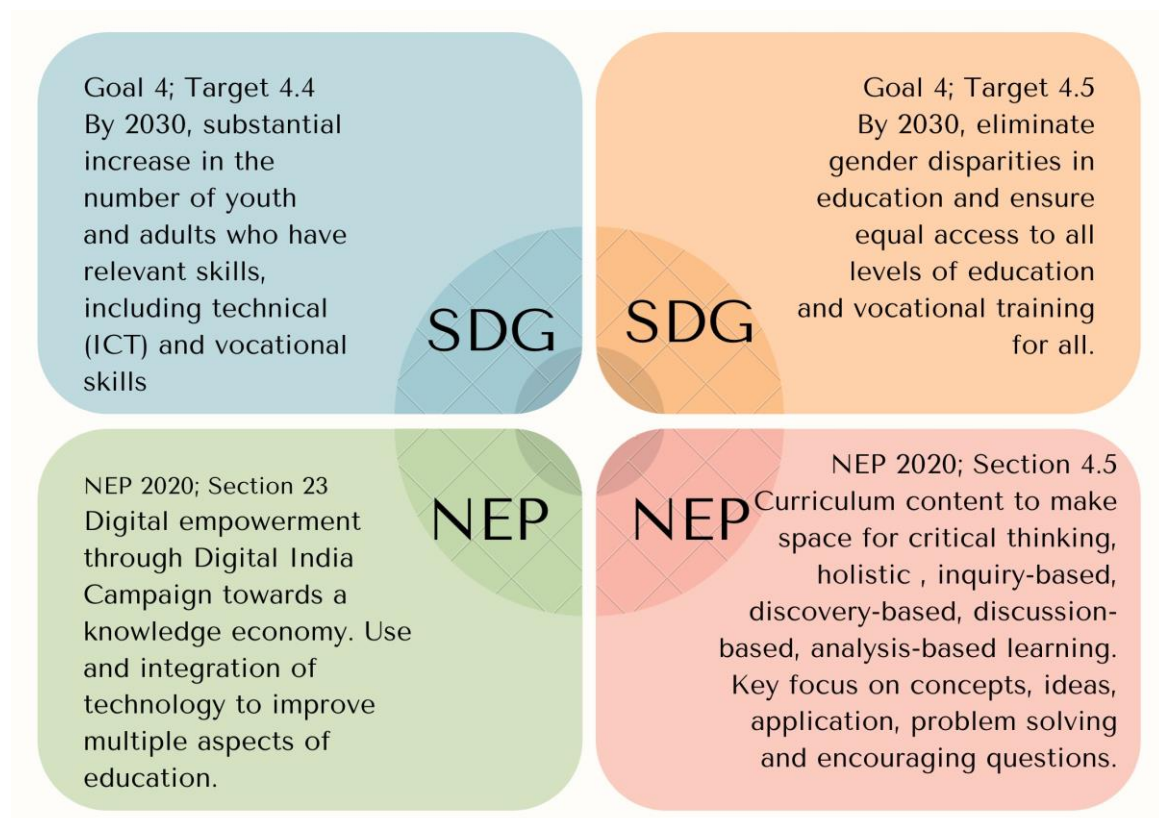


Figure 8: Integrating NEP 2020 and Goal4 of SDGs in Curiosity Gym

Goal 4 of Sustainable Development Goals (SDGs) and New Educational Policy (NEP) 2020, plays a significant role in education initiatives either directly by the educational



institutions or through various learning platforms. Curiosity Gym helped lay the foundation of practical learning five years before the launch of NEP2020, much along with the introduction of SDGs by the United Nations. The Mission of Goal 4 of SDGs is to *“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*, and one of the salient features of NEP2020 is also to assure *“equitable and inclusive education”*, being practiced by Curiosity Gym in full swing by collaborating with institutions in both rural and urban areas. The features of Curiosity Gym that help it align with policies at both national and international levels are:

- a) It has been instrumental in setting up Innovation Hubs at various institutions by integrating a range of subjects under STEAM programmes that can foster joy, critical thinking and problem solving, and discovery-based learning in the students
- b) It has emphasized that participation in learning programmes is open to all students including progressive schools of all Boards, socially and economically backward rural areas and some special need students (latter at NIOS schools).
- c) It has been creating future-ready resources coming from the knowledge economy and moving towards a skilled economy in alignment with the Digital India campaign by offering courses like Data Visualization, Python, AI, Robotics and Bioinformatics
- d) It provides ready to use lesson plans for teachers, or center coordinators
- e) It provides a robust teaching training program and remote support to enable lower cost of ownership of school/center
- f) It provides a one-to-one mentorship model that can hand-hold students towards deep learning and encourage upskilling in futuristic vocational programs such as CAD, prototyping and 3D painting, web designing, smart gadgets/ IoT.

## Success Stories

A student of Std 11 addressed the issue related to the absence of sanitary napkin dispensers in girls' washrooms at schools. For the same project, students were able to



raise about Rs 1.5 Lakh (about \$2000) in a crowdfunding programme, which was endorsed by the Municipal administration and sanitary napkin dispensers (machines) were

installed in 13 Municipal schools in Mumbai. This project was an example of awareness, problem-solving, collaboration, teamwork and most importantly confidence.

Another success story is one of the Curiosity Gym Std 11 students who is a deep sea diver, created an artificial 3D Printed coral reef and placed it underwater, after which later developed an ecosystem. He was granted a Patent for the same.



A group of students from rural North East learned electronics, 3D printing and prototyping and repaired broken lamps in their village.



Most now want to become electrical engineers or mechanical designers.

## Journey Ahead

Curiosity Gym, an organisation with a focus on STEAM education through Experiential Learning, with presence in rural and urban areas, owes its success to five unique features.

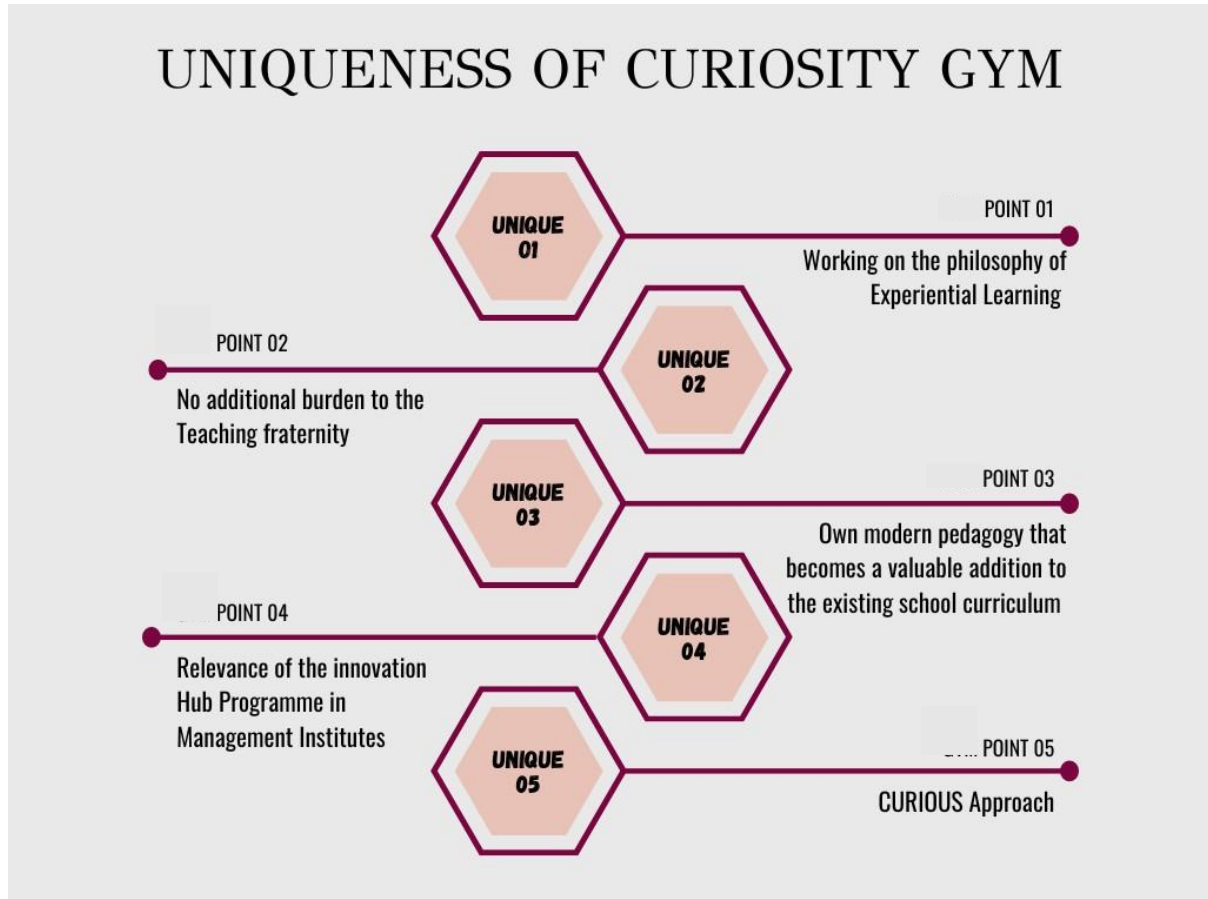


Figure 9: Unique features of Curiosity Gym

As depicted in Figure 9, Points 01, 04 and 05 has already been talked about in this document. A reader’s attention should be drawn towards the fact that the curriculum does not add additional burden to the teaching fraternity and school management as it comes with well-planned lesson plans with a laid out CURIOSITY based approach. Experiential Learning (EL) enhances the participation, interaction, and application among students<sup>4</sup>. An experiment carried out at Elon University, North Carolina, USA resulted in showing a positive learning impact of experiential learning on all 2058 students<sup>5</sup> under observation. Students becoming more creative and innovative through such intervention in educational institutions is a requirement of the nation.

<sup>4</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8569223/>

<sup>5</sup> Journal of Experiential Education, SAGE Publications, 40(1):5-23, [10.1177/1053825916678265](https://doi.org/10.1177/1053825916678265)

In India where teaching methods and learning has been influenced by a lack of various factors like infrastructure, investments, curriculum design, practical knowledge, and professional development of the educators, the learning platform brought forth by Curiosity Gym is a value addition to the entire education.

## Teacher Survey Report



- **Project Name:** Enhancing STEM Education with Teacher Workshops, Labs, and Customized Curriculum for Grades 3 to 11
- **Duration of Project:** March 2023 to Feb 2024
- **Total of Teachers Participated in the Program:** 78
- **Total No of Teachers Submitted the Survey:** 58
- **Grades:** 3 to 11

### Overview:

In the academic year 2023-24, Curiosity Gym has partnered with multiple educational institutions, NGOs, and schools to implement our STEM program. This initiative aimed to empower teachers with comprehensive training and certification to effectively implement Curiosity Gym's STEM curriculum for students ranging from Grades 3 to 11.

Through collaborative efforts, participating educators gained access to Curiosity Gym's online resources via a Learning Management System (LMS). Additionally, tailored kits were provided to schools according to their chosen program, ensuring a cohesive learning experience.

Teachers seamlessly integrated the STEM curriculum into their classrooms, conducting weekly classes for students throughout the academic year. This consistent engagement allowed for sustained learning and exploration in STEM subjects.

The impact of Curiosity Gym's STEM program was assessed through midline surveys, capturing valuable feedback from educators. Based on their experiences, the following report outlines the program's notable outcomes:

- **Professional Growth:** The program significantly enhanced teachers' creativity and teaching skills, fostering a dynamic learning environment.
- **Skills Improvement:** Teachers experienced notable enhancements in teamwork, creativity, critical thinking, technical STEM skills, and leadership abilities among learners
- **Student Engagement:** The majority of teachers observed increased student engagement in STEM subjects, reflecting heightened curiosity and interest.
- **Curiosity Cultivation:** Teachers noted a significant boost in students' curiosity and questioning habits, indicating a positive impact on fostering inquiry-based learning.
- **STEM Activity Effectiveness:** Teachers found Curiosity Gym STEM activities highly engaging and effective in promoting better understanding and real-life application of concepts among students.
- **Increased Interest in Science and Math:** The program successfully increased students' interest in science and math topics, cultivating enthusiasm for STEM learning.

Overall, the impact report underscores the positive influence of Curiosity Gym's STEM initiative on both educators and students, reaffirming its significance in promoting STEM education and fostering future innovators.

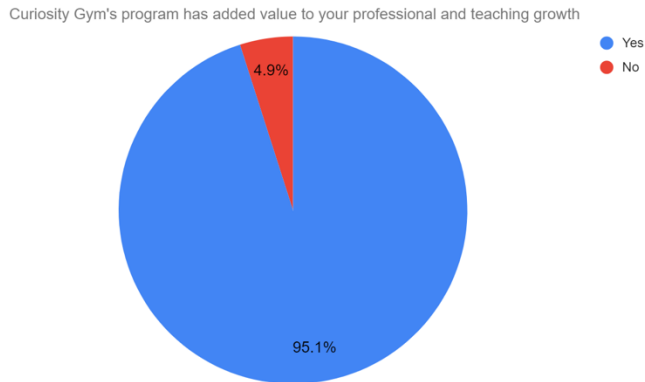
### **Methodology:**

To understand how effective the Curiosity Gym STEM program was, we used two main methods: surveys filled out by teachers and feedback they gave directly, along with some photos they shared. The surveys asked questions about how the program helped teachers grow, how it improved students' skills and interest in STEM subjects, and how engaging the activities were. Teachers' direct feedback gave us more detailed stories about their experiences. The photos they shared helped us see the program in action. By looking at all this information together, we could get a clear picture of how well the program worked and what impact it had.

## Key Findings and Impact Analysis

Below are the detailed explanations for the questions asked in the survey and the corresponding responses from teacher participants.

### 1. Do you feel the Curiosity Gym's program has added value to your professional and teaching growth by providing training on STEM curriculum and equipment?



The feedback regarding Curiosity Gym's program on STEM curriculum and equipment training is largely positive, indicating a significant value addition to both professional development and teaching effectiveness. 95.1% of participants expressed enthusiasm and appreciation for the program, finding it interesting, informative, and instrumental in enhancing their creativity and dependability as educators. The hands-on activities and training provided have been particularly beneficial in building interest and curiosity among students, contributing positively to their learning experiences. A small percentage of participants (4.9%) faced challenges due to time constraints and the pressure to cover the curriculum.

Despite these challenges, the consensus is that the Curiosity Gym's STEM program has been valuable in fostering a dynamic learning environment and stimulating interest in STEM subjects among students.

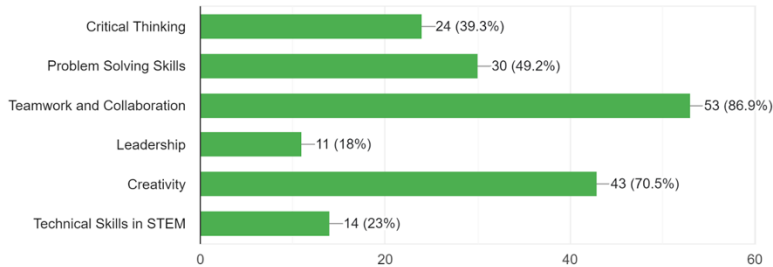
#### Teacher anecdotes:

*"Yes, of course. It has made me as a teacher more creative and dependable."*

*"Yes, it enhanced my knowledge in teaching my own subject in a very creative and application based way on certain topics of electronics and robotics."*

## 2. Which skills have improved among students through participation in the Curiosity Gym’s program?

Which skills have shown the most improvement through participation in the Curiosity Gym?  
61 responses

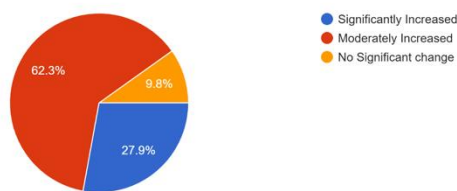


The significant improvement in skills among participants of the Curiosity Gym’s STEAM program, particularly in teamwork and collaboration, as affirmed by 86.9% of teachers. The program facilitated group projects, discussions, and activities, fostering effective teamwork and coordination. Additionally, 70.5% of teachers observed substantial progress in creativity skills, attributing it to the program's structure conducive to innovation and out-of-the-box thinking. Overall, the STEAM intervention provided by Curiosity Gym has emerged as a valuable platform for nurturing essential skills among participants. Leadership, creativity, and critical thinking were the other attributes that were voted as the most beneficial by some of the survey respondents.

Overall, the STEM program intervention has proven to be a valuable platform for enhancing a wide range of essential skills crucial for students’ holistic development.

## 3. Changes in Student Engagement in STEM Subjects Since Participation in the Curiosity Gym’s program.

Changes in Student Engagement in STEM Subjects Since Participation in the Curiosity Gym  
61 responses



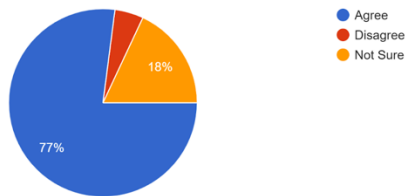
Based on the feedback provided by teacher participants, it is evident that a majority of respondents experienced a positive change in their respective metrics. Specifically, 62.3% of teachers reported a moderate increase, indicating notable progress in students’ engagement in STEM subjects. Additionally, 27.9% of respondents noted a significant increase, suggesting a substantial and impactful change in their measured parameters.

However, 9.8% of respondents reported no significant change, suggesting that a minority did not observe noticeable improvement within the specified timeframe.

Overall, the data highlights the widespread positive impact experienced by the majority of participants, emphasizing the effectiveness of the STEM program initiative being implemented.

**4. After Introducing Curiosity Gym Sessions/Innovation Hub we see students asking more questions and getting curious about the things they see around them.**

After Introducing Curiosity Gym Sessions/Innovation Hub we see students asking more questions and getting curious about the things they see around them  
61 responses



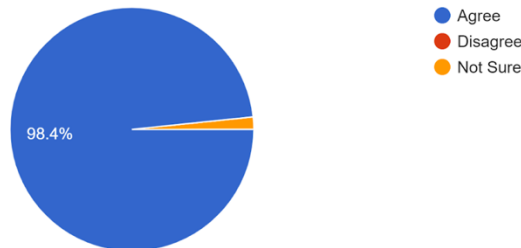
The data from responses after the introduction of Curiosity Gym sessions/Innovation Hub indicates a strong positive impact on students' curiosity levels and questioning habits. A significant 77% of respondents agreed that students are asking more questions and showing curiosity about their surroundings, reflecting an increased engagement and inquisitiveness fostered by these initiatives. A smaller percentage, 18%, were unsure about the observed changes, possibly indicating a need for further evaluation or clarification. A small subset 5% disagreed with the notion that students' curiosity had increased, suggesting a minority viewpoint contrary to the majority experience in the given timeframe, which also needs to be further evaluated.

Overall, these responses highlight the effectiveness of the Curiosity Gym sessions/Innovation Hub activities in promoting curiosity and questioning culture among students.

**5. Curiosity Gym STEM activities are engaging and students enjoy and understand concepts better, being able to relate concepts with real-life examples.**

Curiosity Gym STEM activities are engaging and students enjoy and understand concepts better, being able to relate concepts with real-life examples.

61 responses



The survey data regarding Curiosity Gym STEM activities indicates an overwhelmingly positive response, with 98.4% of respondents agreeing that these activities are engaging and contribute to a better understanding of concepts among students.

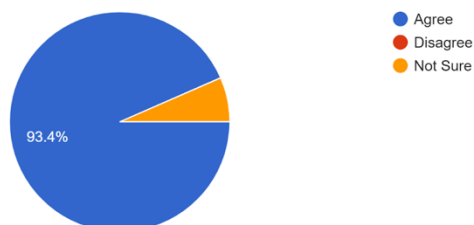
Furthermore, respondents noted that students enjoy the activities and can effectively relate STEM concepts with real-life examples, highlighting the practical and experiential learning approach of the Curiosity Gym program. Only a small percentage, 1.6%, were unsure about these benefits, which needs to be investigated further.

Overall, these survey responses demonstrate the success of Curiosity Gym STEM activities in promoting engagement, comprehension, and real-world application of concepts among students.

**6. The Curiosity Gym or Innovation Hub activities made our students more interested in learning science and math topics.**

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61 responses

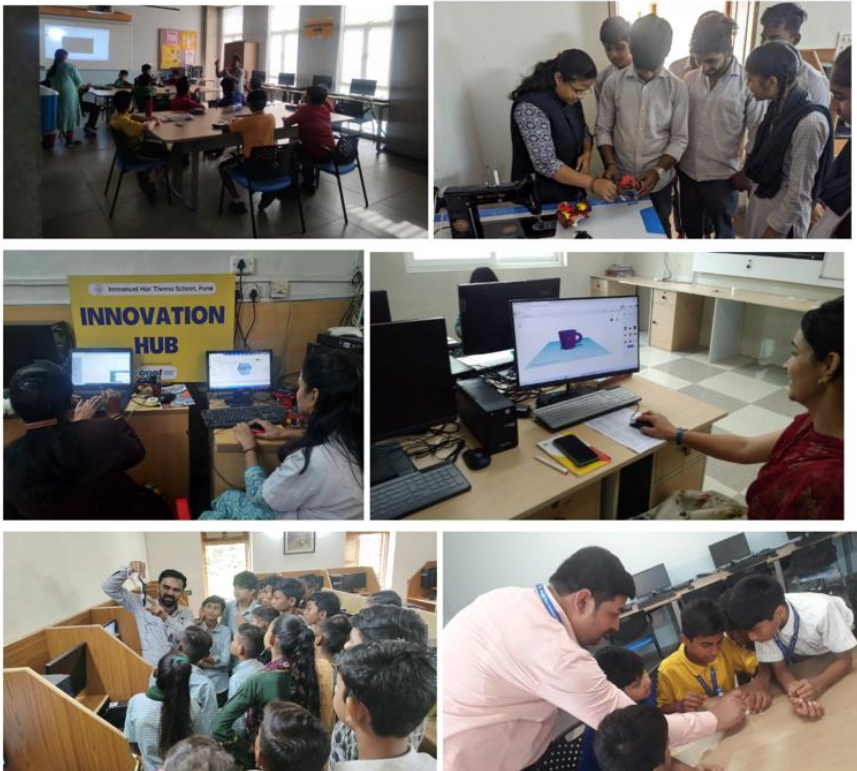


The feedback received from teacher participants indicates that the Curiosity Gym or Innovation Hub activities show a strong positive impact on students' interest in learning science and math topics, with an impressive 93.4% of respondents agreeing that these activities have increased students' interest. This high percentage reflects the effectiveness of

the Curiosity Gym or Innovation Hub in sparking curiosity and enthusiasm for science and math among students. A small percentage, 6.6%, were unsure about the impact, which may suggest a need for further assessment or clarification on specific aspects.

Overall, these survey results highlight the success of the Curiosity Gym's Innovation Hub activities in cultivating greater interest in science and math subjects among students.

### Some Glimpses of Teachers Conducting STEM Activities



## STEM Innovation Hubs



The students love the STEM Innovation Hub more than any activity in the school. One of the students, Seema Baraiya said: *“The AI study was fascinating; I fully enjoyed and learned many things. I miss the lab on all school holidays!”* Another student, Yash Rathwa, said: *“I found true hobbies & my passion in the Innovation Hub.”* The school principal, Dr. Yogesh Singh, said: *“Our students are thrilled and excited about the Innovation Hub. They love to learn by making and creating things on their own in the lab.”*

Nearly a year since piloting STEM Innovation Hubs in collaboration with Curiosity Gym, this initiative, made possible by SVM supporters, has impacted approximately 1400 students across two schools in Meghalaya and two in Gujarat. Students' genuine interest in STEM subjects and their enthusiasm for creating scientific projects, including 3D printing, robotics, Arduino, circuit designing, and more, have been truly inspiring. In Gujarat, according to Curiosity Gym's Report, all survey respondents unanimously reported that these activities have heightened students' enthusiasm for learning science and mathematics subjects. The program facilitated collaborative projects, discussions, and activities, fostering effective teamwork and coordination. Moreover, teachers noted significant improvements in their students' creativity skills, attributing this progress to the program's environment, which encourages innovation and unconventional thinking. Reflecting on this progress fills us with optimism and determination to expand this impact even further in the coming year.

Source: *Smartvillagemovement*

## Summary and Conclusions

In conclusion, the impact report on the Curiosity Gym STEM program underscores its significant contribution to both educators and students. Through a comprehensive methodology integrating midline surveys, direct feedback, and photographic evidence, the report provides valuable insights into the program's effectiveness. Teachers overwhelmingly reported professional growth, enhanced teaching skills, and improved student engagement as a result of the program. Notable improvements in teamwork, creativity, and critical thinking skills among educators further attest to its efficacy. Moreover, the program successfully fostered curiosity, inquiry-based learning, and increased interest in STEM subjects among students. Overall, the findings highlight the tangible benefits of the Curiosity Gym STEM initiative in promoting holistic development and enthusiasm for learning in the classroom.