Gunvant Jain

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Summary

I'm Gunvant Jain, co-founder of Curious Minds - IIT & Medical in Mumbai. I build the people, academic and operating systems that help good teachers become great, and let a multi-centre institute run without depending on any one person, including me.

IIT Madras. Teach For India Fellow. Trained 500+ teachers at InOpen Technologies.

Before and now at Curious Minds - IIT & Medical

Measure	Before	Now
Batches per teacher 11 batches on 15 teachers, then 18 on 10	0.7	**1.8**
How often the timetable changes	Every week	**Monthly or less**
Students absent on a given day	10–15%	**2–5%**
Seats filled at course end	50–75%	**Over 90%**
Time to act on a weak teacher	3–4 months	**About 1 month**

800+ students, 7+ centres, a team of 40+. Figures are from internal records, as I recorded them. Each measure opens the case behind it.

Record

2010 to 2013

Teach For India, Pune. Two years teaching Grades 3 and 4 in a municipal school, deploying HBCSE's Small Science curriculum in my own classroom, work the Homi Bhabha Centre recognised. **InOpen Technologies (SINE, IIT Bombay).** Began in academic sales, moved into teacher training, trained 500+ teachers across India, helped define the post-sale handholding kit for schools, then built a new vertical from scratch around Small Science.

2013 to 2016

Shikshalaya (2013). A flipped-classroom coaching centre for school-board students. By 2018 it had taught 350+ students from 12 schools across three boards. **ICSEPRELIMPAPER.COM (2015).** A digital study-material platform for ICSE Class 10. **Curious Minds - IIT & Medical (2016).** Co-founded a JEE, NEET and CET institute for Classes 11 and 12.

2018

Built an aptitude and skills assessment that matched students to careers, and a Growth Trajectory Predictor that set each student's next-test target. Both started as small experiments and grew into counsellor-led family sessions and a data-led classroom routine.

2020 to 2022

COVID closed classrooms in 2020. Curious Minds - IIT & Medical restarted in 2022 as a single centre.

2023 to 2025

Grew from one centre to seven or more, and built the systems described in the cases below. In late 2025, after a co-founder transition, I took sole charge of academics, operations and finance.

2026

Rebuilt the timetable, brought in a successor leader so the institute can run without me, and started **LUMEN Academy**: a small amount of teaching, and a prototype that tests how AI can ask a student the next question.

Selected work

More batches per teacher, with the teachers on board

A constraint-based timetable, and one-to-one conversations before any announcement, took the institute from 11 batches on 15 teachers to 18 batches on 10.

Internal timetable and roster records, before and after. Unaudited.

Make consistency the goal, and marks follow

A student culture built on turning up on time cut daily absence from 10–15% to 2–5% in four to five months.

Internal attendance and test records over 4–5 months. An association, not a controlled experiment.

Seven ways in, not one

A planned calendar of entry points lifted batch fill from 50–75% to over 90%.

Internal admission and batch records. Unaudited.

Hear about a weak teacher before the parents do

A monthly student-feedback loop cut the time to act on a teacher problem from three or four months to about one.

Internal monthly feedback records. A small sample. Unaudited.

Head office holds the money, centres run the classroom

A view-only sheet for every centre, with finance fields controlled by head office, gave centres the data they needed without letting them edit the money.

Internal records over 2+ years. No external audit.

Video is a privilege with friction, not a facility with ease

A conditional video policy lifted class attendance from 75–90% to 90–95%.

Internal attendance registers, before and after. Unaudited.

Also built

A career assessment, years before AI career tools. In 2018 we built two tests, one for inborn problem-solving skills and one for acquired science skills, and a portal that combined a child's scores with the parents' own observations to suggest a top five of careers. We had researched 350+ careers and grouped them into about 40 clusters, mapped to 16 skills. Families came in person for a counsellor-led session, which brought whole families to the table. 750+ reports, some offered to charitable schools. We never marketed it. Our own limits held it back, and that taught me something too.

Growth Trajectory Predictor. A model that maps a student's current marks to an expected future result and sets a target for the next test. It was released in 2018 as a website tool, where students entered a Class 8 percentage and saw a projected Class 10 result, and the response was strong. I later used it to set targets for Class 11 and 12 JEE and NEET students after each test, and students became more sincere about tests. I did not capture structured results, so I can't give you a number. The next version needs a separate curve for each subject, because Maths and Chemistry grow differently.

An operating stack with no licence fees. One admission form now feeds both the fee system and the coaching app, so the three systems no longer disagree. Weekly finance oversight fell from 12 hours to 3, and monthly reconciliation errors from about 15 to none. Salary calculation went from two or three days to a few minutes. Test papers went from 2 to 8 a week, with typing errors down from 5–6 per test to 1–2. A looped counselling video in reception raised parents counselled per counsellor from 5–6 to 8–10 a day. Test absence fell from over 15% to under 5%.

Dashboards people actually use. A per-student view with cohort percentiles, branch results with notice-board PDFs, and a syllabus check with a Friday routine. I deleted a tracker I had over-built and replaced it with a simple one. Simple won.

How I work

Ask the people closest to the problem first. I reflect alone, then consult, then decide, then explain why. Teachers who helped shape a change defend it.

Make the right behaviour the easy one. Defaults and a little friction change behaviour better than orders do.

Measure what people can control. A student cannot control a rank. They can control turning up on time, so that is what we count.

Keep it simple enough to survive. I once deleted a tracker I had over-built and replaced it with a one-screen syllabus check and a Friday routine. People used that one.

Write down where it breaks. Every system I build carries its own limit, for example how many centres a spreadsheet can serve, so nobody is surprised later.

Build so it runs without me. Head office holds the money, centres run the classroom, and a successor is trained in. Good work outlasts the person who did it.

Education and fellowship

B.Tech, IIT Madras, 2010.

Teach For India Fellow, Pune. Recognised by the Homi Bhabha Centre for Science Education for deploying its Small Science curriculum.

In my own words

I read people, build systems that make the right behaviour the easy one, and have chosen education as my arena.

Guide well, build well, then step back.

To live unhurried and curious, close to my family, and to leave behind teachers who lead and institutes that stand on their own.

Every figure on this site comes from internal Curious Minds - IIT & Medical records, as I recorded them. None has been audited. Each case says how its figure was measured and where it stops being true.

Last updated 6 November 2026. The full site is at gunvantjain.com.