Together in Development
& Education

TIDE
Annual Report (2014-15)

This Annual Report belongs exclusively to Together in Development and Education (TIDE) Foundation.

This was originally published on 14th December 2015.

It contains detail reports of all functions of TIDE (at both Managerial and Program level).

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This document was made in Ahmedabad, Gujarat.

For further information:
visit our website at http://www.tideinternational.org/
or Facebook page at https://www.facebook.com/togetherindevelopmentandeducation.
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1. Introduction

1.1 Founder's Note

As we celebrate our first year anniversary it gives me immense pride to have been a part of the journey at TIDE foundation

Warren Buffet once gave a great advice to a gathering of philanthropists, "Don't just go for safe projects," he said. "Take on the really tough problems."

I couldn't agree more. Our foundation is teaming up with partners in Gujarat to take on some tough challenges: failures of India's education system. We focus on only a few issues because we think that's the best way to have great impact, and we focus on these issues in particular because we think they are the biggest barriers that prevent people from making the most out of their lives.

Quality education is the most powerful tool for socio-economic transformation of a country. It not only eradicates poverty but also ensures equity among people. Therefore, I believe ensuring access to quality education for all, in particular for underprivileged children from disadvantaged and marginalized communities, is of immense significance for overall development of India.

For each issue we work on, we fund innovative ideas that could help remove these barriers: like new methods to help students and teachers in the classroom. For every kid who gets educated, an entire ecosystem of teachers, coordinators, parents and school principals are involved. It's been an exhilarating journey to watch determined people at TIDE join hands and produce positive impact across different sections of society through education reforms in schools and universities.

I'm an optimist. I believe there are endless opportunities of what we can achieve. We pledge our commitment to strive for equity, justice and prosperity, and to continue to rise for good. I believe by doing these things—focusing on a few big goals and working with our partners on innovative solutions—we can help every person get the chance to live a healthy, productive life.

Om

Co-founder

TIDE International

1.2 Summary

TIDE is a, start-up (founded in November 2014), education reforms organization that aims to bring about sustainable change in the educational system. As of now, we have 6 projects and all of them work with different aspects of education and different target audiences. All of these projects try and follow a similar guideline i.e. work on high impact projects, with the aim to resolve the root cause / create a system that resolves the root cause (if it were to arise again) in a span of 15 years.

In a country like India, the provision of ensured quality education for a child is big question. For a developing nation that is the 2nd most populous country in the world – It is a big challenge that for most children, primary education is at stake. TIDE as an organization, works extensively towards the development of a unique and a transient approach towards education and development simultaneously.

We envision that the need of our project, 10 years down the line has certainly been depleted. We envision a country with a quality of education and development that brings out the best of our world.

Over the past year, TIDE has worked with over 1000 children in its various programs. Over 100 members and volunteers have worked with us over the first year of TIDE's operations. The six major programs are –
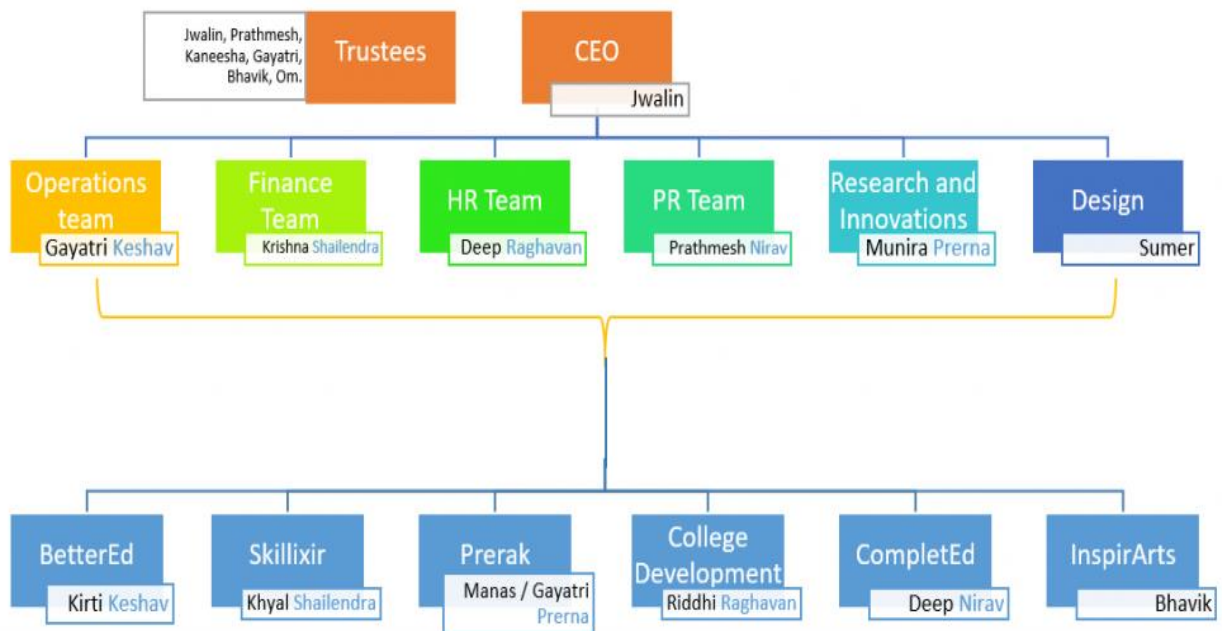
- BetterEd (Education for under-privileged children in Urban Slums)
- Prerak (Providing academic support for children in Rural areas)
- Skillixir (Works with encouragement of soft skills in society)
- CompletEd (Work with school for research related solution and conducting workshops)
- CollegeDev (Work with colleges to make the system better for all stakeholders)
- InspirArts (Promoting art to all the strata of society)

1.3 Organizational Structure

TIDE currently follows an umbrella structure. There are 6 programs which are run, independent to one another (Who in their own right can be considered a NGO). All these work under the name of TIDE. Additionally, TIDE has a CEO who is the primary person in charge of TIDE and its decision making. CEO has 6 departments working under him which ensure smooth function of TIDE. These departments are- HR, PR, Finance, Operations, Research & Innovations and Design (Each of which has a manager and a team of their own).

Each program and department is assigned one Advisor who provides expertise to the entire set-up.

TIDE has a group of Trustees, who form the core of the organization.

Jwalin, Prathmesh, Kaneesha, Gayatri, Bhavik, Om.	**Trustees**		**CEO**	
			Jwalin	

Operations team	**Finance Team**	**HR Team**	**PR Team**	**Research and Innovations**	**Design**
Gayatri Keshav	Krishna Shailendra	Deep Raghavan	Prathmesh Nirav	Munira Prerna	Sumer

BetterEd	**Skillixir**	**Prerak**	**College Development**	**CompletEd**	**InspirArts**
Kirti Keshav	Khyal Shailendra	Manas / Gayatri Prerna	Riddhi Raghavan	Deep Nirav	Bhavik

1.4 Advisory Board

The advisory Board is a collection of individuals who bring unique knowledge and skills that complement the knowledge and skills of the formal Board members in order to more effectively govern the organization.

The advisory board is viewed as ambassadors of the organization. The advisory board provides counsel in key areas of expertise not represented within the organization's staff.

The list of advisors include-

Advisor	Current Designation
Mr. Keshav Chatterjee	Managing Trustee & Director of the Prabhat Education Foundation
Dr Prerna Mohite	Department Head of Human Development and Family Studies and the director for Early Child Development, at Maharaja Sayajirao University of Baroda.
Prof. Raghavan Rangarajan	Faculty of the Theoretical Physics Division at the Physical Research Laboratory, Ahmedabad
Dr. Shailendra Gupta	Education Management and part of the Governing Body for Calorx Teachers' University
Dr Nirav Thakkar	Principal of AG High School

2. Managerial Board Report

2.1 Human Resource

	Present	Alumni
Members	19	0
Volunteers	38	34
Interns	2	5
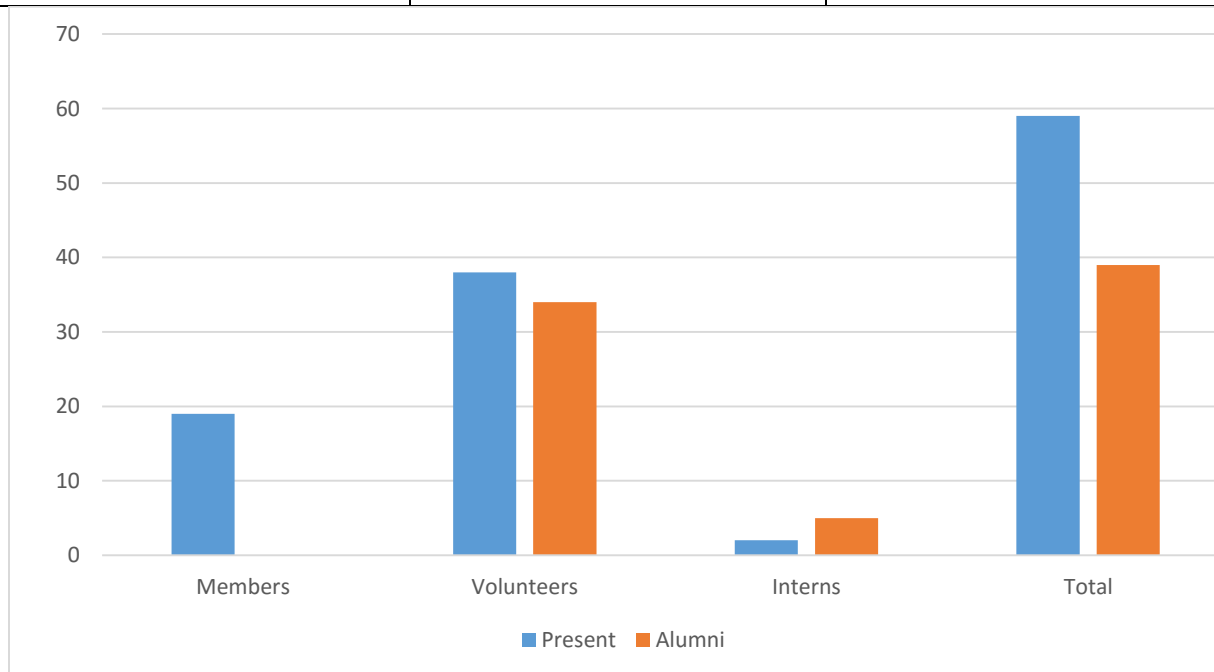
Volunteer Statistics

Parameters: Location, profession, age

Our members are in general, people who have been associated since its starting or within one or two months of its beginning. We have a mix of college professors, school teachers, and students undergoing their post graduate as well as their bachelor's degrees. All of our members strongly believe in the change that we strive to bring at TIDE. They either lead various programs at TIDE or are a part of its management team.

Current

Volunteers make the most essential part of TIDE. These are youngsters from in and around Ahmedabad who have chosen to give their 2-8 hours/ week with TIDE and its activities. These

volunteers work in the project of their choice and thus, are subdivided into smaller teams on the same basis.

Our volunteers currently are college students from various colleges pursuing various professions within and outside Ahmedabad. Academically, they vary from pursuing undergraduate studies to post graduate studies to employees at various companies. We also have some school teachers as volunteers, thus adding experience in our work force.

Alumni

Our alumni consist of previous members who had to leave TIDE majorly because of time constraints or due to shifting outside of Ahmedabad. Each of the alumni has been an active part of our feedback system and their inputs about improving TIDE are considered very significant in planning ahead.

Future of HR

For the near future, we aim to get as many quality people as possible, either as members or volunteers or interns. One problem that TIDE's HR Department has faced in the past year is volunteer retention. It has been very difficult to get people who can be at TIDE permanently for at least a few years. Looking for permanent members has hence now become our basic priority.

Till now, TIDE did not have specific selection criteria because willingness from a volunteer is the only significant requirement from our side. We have changed a bit in this area and roughly structured our selection criteria making it project specific. Projects like College Development and CompletEd require members with a specific set of knowledge and skills since they work with professional institutes. But for projects like BetterEd, Prerak and Skillixir, interest and motivation is given more importance then skillset since these projects work on lines of 'Bond First, Teach Later'. Enthusiasm hence becomes the main concern when it comes to selecting people.

One unique thing about being a volunteer is that all you are looking for is experience in return. We aim to make sure this happens in terms of having regular meetings with our volunteers, organising social events where all our members can get to know each other and have a memorable experience.

2.2 Finance

The TIDE financial terms in the year 2015-'16 have been bifurcated on three main grounds:

1) Operational Costs for every program
2) Operational Costs for events
3) Operational costs amongst and for the team

This was the basic classification for expenditures at the organisation in a bigger picture. The funding has been managed mainly by Kind donations, Crowdfunding and PR/Finance events that turn out to be fund raisers. TIDE as an organisation has been more than well established in the educational reforms sector. The visibility and impact created by all the 6 programs is incredible.

Following is an itemised list of how the all the workshops carried out by each project and the cost per workshop for every project. This gives us an estimation of how are donations are used up for the logistics and functional expenditure. The costing of every workshop mainly includes operational and market costs of the products that are bought in order to facilitate the workshop.

Project Name	Workshops per week	Cost of every workshop	Monthly expenditure of projects
BetterEd	4	200	3500
CollegeDev	6	-	-
CompletEd	2	150	500
InspirArts	2	200	1600
Prerak	3	300	3600
Skillixir	2	150	1200
Total	19	1000	10,400

The donations that the organisation has been getting till now were on the basis of the parental hood. As an organisation, our responsibility towards marginalization and distribution of the resources/monetary funds is additional. The organization now plans on acquiring funds on the basis of every project's operations in order to make the structure and system highly efficient and its following impact, highly efficient.

The donations the organization generally receives is in bits and parts. The fund raisers turn out to be a major chunk for the hood as well as the daughter projects. Since inception, the organization has gotten a total funding of INR65000. Given below is the bifurcated list of how the organization has been managing and utilizing those funds.

Category	Average Utility (On monthly basis)	Average distribution (Per project on monthly basis)	Hood Costs/ Managerial costing (Per month)
Operational costs (Per workshop for every project)	2000	1800-2500	1000-1500
Stationary	1500	2000	1500-2000
Event Investment	3000	3500-4000	2000-2500

The finance team has plans on expanding horizons for the organization by crowd funding and grants. The team plans to raise 8-10L a year continuously as a hood in order to make all the projects work efficiently.

Following are some fund-raising plans that the organisation foresees in the near future:

1. Crowdfunding: The team plans to pool in all the corporate contacts within the volunteers/managers teams in order to envision and explore any CSR/Crowd funding opportunities.
2. Grants: The finance team has proposed to apply for all the grants that the organisation is eligible for the coming year in order to create the practice of creating sustainable and impactful funds. The grants will mostly be applied for on project basis for better utilization of the resources.
3. Events: The finance team foresees ideas on individual project basis as well as on an organizational level. Most of these will be a tie-up with the PR wing in order to increase the organization's visibility in the civil society as well. The project based events will also include temporary programs for the kids that are included in the project so that they get exposures of all sorts. The plans on organizational level mainly include the support of all managers and volunteers in the sphere of sports, recreational activities and awareness forums for the civil society.

The finance team also plans to expand in terms of quantity. The team has been recruiting people for operational and advisory positions in order to carry out better judgements and give away as much as they can in order to explore all possibilities.

Events

TIDE Football Tournament (April 2015)

TIDE Foundation hosted a football tournament to help raise funds for its education reforms projects. The football tournament was organized for three categories- U14, U18 and Open. It was 6 a side tournament (Each team can have up to 8 members).

The tournament started on 24th April at the Kahaani (KASA) Football Ground, Vastrapur, and Ahmedabad. Finals were held on the 29th of April. Most of the matches took places under floodlights, officiated by ADFA referees. The tournament saw over 50 teams participating from all over Gujarat. Over 800 people visited the ground during the 5 day footballing extravaganza.

This tournament provided great outreach for TIDE in the local market as the event was covered by print media (Ahmedabad Media) and Radio (Radio One). Plus more than 500 people visited the 3 day event, who are now aware of the existence of TIDE and its efforts to eradicate the educational problem that currently persists in our society.

We ended up fetching more than INR35000 in revenue. This was due to sponsorship and the entry fees on the team. The event was sponsored by Maruti Oil and Zydus Cadilla. This is the first time TIDE had directly engaged with the masses, and the positive response has encouraged us to plan an event at such a scale again in the near future.

IIM EntreFair (September 2015)

IIM Ahmedabad is known as the most prestigious institute in India for Management. They organized an event on the 22nd of September called the EntreFair 2015. This event was made to give space to Entrepreneurs and their start-ups (profit or non-profit). As TIDE was a social start-up, we took part in this event. This event was important as unlike other events, priority here was to attract Human Resource to the organizations (members and volunteers) along with promotion.

Plus it gave us a unique opportunity to directly target IIM-A students.

Banners, posters, Flyers and Bookmarks were made for this event to make TIDE's name viable to anyone passing by. Plus at all times 3 TIDE volunteers were manning the desk. Over the next 6 hours, TIDE had registered over 120 people who were interested in working or helping TIDE in some way or the other. A lot more people got to know TIDE's name, which is of a paramount importance for a new, upcoming NGO.

Our members also got an opportunity to interact with so many possible TIDE-members/volunteers and learning what exactly the requirements of the people are.

It was the first major recruitment event TIDE was a part of and it was a resounding success for everyone involved.

Fundraising at Lakshya International (November 2015)

TIDE Foundation has been working with Lakshya International School, Ahmedabad since August with its CompletEd program. It deals with conducted critical, creative and art based activity for children to provide them with an alternative means on education that can focus on making them think outside the box.

Lakshya had an event on the 7th of November 2015 behind Rajpath Club, Bodakdev were they put up stall for Diwali. Student's parents could come and visit this. This presented TIDE with a PR opportunity to put up our own stall. Due to the festive season, we decided to have a Diwali Stall were we asked the children from various projects to make artefacts (guided by TIDE members) which would be sold in this stall as part of a fund-raising campaign.

All the projects were actively involved in creating vast arrays of products like Diyas, Cards, Bookmarks and lanterns. This was sold on the 7th, with great fervor from the parents. The stall managed to sell most of its stock, bringing in over INR3000 in cash, which was invested in TIDE programs.

Plus the items created were promoted on our social media websites like Facebook which generated good responses by our followers.

Website and Social Media

Official Website

After a month of starting TIDE, the domain "tideinternation.org" was purchased. The website was meant to help stakeholders of TIDE to get to know about the organization better in an easy

and convenient manner. The website was made on WordPress. Due to the completion of One Year, TIDE has revamped their website to make its content easier to decipher for readers and make it more user friendly. People can get all information about TIDE on our website including an option to subscribe to us. The website is also mobile-compatible so that more people can access TIDE from the various mediums.

Facebook

TIDE started its Facebook page in December and has now garnered over 1,300 likes in the past 10 months. The Facebook keeps a track of all TIDE activities with news and photos shared regularly for all followers to see. It helps TIDE connect to the larger masses. All-important updates are provided here. Plus all messages and enquiries are promptly solved (Which we receive on Facebook).

Future Plans

The PR department wants more articles on both print and online media in the upcoming year to carry on the leverage from last year's success. Last year, TIDE was present in both (highlighting its foreign interns, work and events) but the emphasis is on becoming more regular. This will help attracting volunteers and donors to TIDE's cause.

We want to have various Fund Raising campaigns throughout next year. We aim to have 6 major events that we host at various levels ranging from Sports to Food stalls and so forth.

The PR department wants to also establish a special department dedicated to deal with Businesses and other large organization in order to attain their funding for our activities. This will be helped by TIDE becoming a more established, experienced and registered NGO.

We also want to become more social media active. We want to have impression on Twitter and Instagram in the coming year, to make our content more accessible for everyone to view.

We want to have Foreigners interning with TIDE the new calendar year as well. These interns were a huge PR success as they attracted Media attention onto TIDE. They also had huge following in their blogs that were regularly posted on TIDE's official website.

3. Program Reports

3.1 BetterEd

Executive summary

BetterEd focuses on working with the underprivileged kids of the urban slums. The aim of the project is to make sure that the kids grow intellectually and practically. It helps the children in building their confidence, forces them to thinking critically and creatively. It also strives towards considering the aspects of learning that are not covered in their schools.

Under this program, the workshops are conducted on the bases of activity based learning theory. Various activities are conducted through which the children get to learn in an enjoyable manner. The focus is also made on the GK and Spoken aspects.

Aims

- ❖ To develop a model that involves the students, parents, alumni, other private schools to improve the quality of education in municipality schools.
- ❖ To promote vocational skill development as an integral part of the student education.
- ❖ To break a strong divide between municipality schools and private schools by promoting cross interaction between the schools, teachers and the students.

Statistics

Number of Projects: 4
Total children catered to: 80
Total Workshop runtime (hours):   230
Cumulative time spent by project members (hours):   1000+
Number of members: 8

1) Mira Cinema

Location: Maninagar

Summary:

The project was one of the first projects of TIDE to begin its operations, starting in early November. It is currently collaborating with the Prabhat foundation in two pro-jects. The first project deals with working with under-privileged children at Meera Cinema at Shah-E-Alam in Ahmedabad. Around 40 children from the Shah-E-Alam slum assemble at the Meera Cinema every weekend.

Comprehensive report:

Every Saturday, TIDE members from the BetterEd group go to Meera Cinema for a 2 hour workshops. These workshops were first conducted back on 27th December 2014. The workshop is divided its follows-

First 30 minutes- Yoga and Physical Exercises (This includes talks on health and hygiene). Key aspects of a healthy living, dos and don'ts, values and habits. The basic motive is to make them into a better human being. Plus health awareness talks are held at this time.

30-70 minutes- An educational session. One of the topics is taught to the children in an interactive and fun manner. Topics vary from Human Body to Universe. This includes subjects like English, Math and Computers.

70-100minutes- In this section, activities are conducted. These are generally held with the intention to impart certain skills or teachings into them. Depending on the mood, the activity might be held purely for the motive of joy.

100-120 minutes- Children can either play Football or Dance in the final 20 minutes. The members who go for these activities divide themselves into 2 groups depending on their expertise and help children learn few tricks of the traits via this.

Once the two hours are done, they are provided with fruits and told about its nutritional values. Fruits try to be as different as possible to expose them to the various facts of these fruits. The parents, children and Prabhat authorities have all been really impressed by the work done at Meera Cinema. The children have been regular in attending this weekly session (30 odd students). There is a noticeable difference in their cleanliness and habits. Plus whatever they have learnt is still remember by them and it is of use when appearing in schools. Most importantly, everyone involved has a lot of fun in these 2 hours of activities.

2) Gita Mandir

Location: Maninagar

Summary:

This project deals with Special need kids at Geeta-Mandir (Ahmedabad). Around 20 children come to a facility provided by Geeta-Mandir where kids on Saturday. We help them in learning basic life skills which will help them in their life. Generally one volunteer looks after 3 children so that maximum attention can be given to each kid. Special kids' specialists are also present to assist them with any troubles. Also, we provide them with fruits and teach them how to eat and dispose the waste properly (like how to peel off oranges, and then to throw the skin into a garbage bag).

Comprehensive report:

The activities are conducted every Saturday at the Geeta Mandir premise from 10am to 12am. Generally 4 TIDE members from the BetterEd group go to the location to conduct these

workshops. The planning for all this is done during the week where the members meet and decide on the course of action.

Generally the classes start of with some basic exercise that can help them to loosen their body and help with some of the troubles they face physically.

Once that's done, the TIDE members and volunteers engage them with some art and craft work (drawings, painting and craft work). With such children, it's all about exploring their mindset and creative side).

Lectures are generally given on as to lifestyle and a cleaner way of living. It emphasizes on the basics like washing hands before eating, throwing things into the trash can and using words like "Thank you" and "Please".

The main aspects of the workshops are the fun/innovative activities conducted to for them to have a memorable time. After the workshop is done, volunteers provide them with fruits and a talk on its importance for good health.

The parents have praised the entire thing highly, saying they have seen their kids become better in communication and opening up with ideas. Plus the parents think that these 2 hours are the happiest these special need children are in the entire week! Plus the Geeta-Mandir authorities are pleased with the work and given us their support. Prabhat is also satisfied with how things are going and have encouraged us to do more work there.

3) Chandola

Location: Shah-E-Alam

Summary:

Chandola Lake slum has a population of around 20,000 people and doesn't have even a single school in it. Here, we conduct a teaching camp, providing free education to the kids. Focus is also about teaching them hygienic and other essential life aspects. These classes for the time being are held during the weekend, with an aim of conducting it daily once we hire a permanent educator. Currently, around 50 children attend the classes.

Comprehensive report:

Team members of TIDE went to observe the Chandola slum for a week where they talked to parents, children and the local authorities understanding the situation faced by people them. After getting the consent from all the stakeholders involved after the meeting, the Chandola project officially started on 15th March 2015.

For starting this, the storage room had to turn into a classroom. Following this, door to door awareness was done about these classes.

The workshops are conducted once a week on Sundays for 2-3hours. The entire session is focused on three things –

EDUCATION, HEALTH & HYGIENE, DISCIPLINE.

More than 40-50 children have been attending these sessions since it started, with 5 members presents to look after those children and what they were taught (and manage them). As the slum is one of the poorest places in the entire city, instilling discipline and manners has been a priority (after which they could start learning).

Classes begin with Yoga and Hygiene talk (focus on getting a handkerchief and taking a shower). Also they are told about how to precede with the entire day and the basic guide towards achieving a healthy and maintainable life-style.

Once that is done with, focus shifts towards teaching. Various things are taught to them like Languages, Math, Critical Thinking, Research, Sciences and so forth.

The emphasis is also on group learning. Generally the members divide children amongst themselves depending on the age group. Children from the age of 5 to 15 attend these classes.

Every now and then, focus on art is also provided. During mother's day for example, we asked the children to make cards for their mothers (with volunteers assisting them in making such things). Plus all the notebooks, textbooks and stationery such as pencils and sketch pens are provided by TIDE.

The local authorities were really pleased with the work done as children were provided quality education free of cost. Plus few children didn't even go to school, hence for them it was a new experience. The parents were happy to indulge their children into learning something on a Sunday. The children loved the interactive and use of multi-media during classes. Plus it was something different than anything they had done.

4) Mansi Slum

Location: Mansi crossroads

Summary:

Summer workshops were conducted for the children of Mansi Slum near Satellite. These were a month long session held three times a week focusing on English Language (Reading, Speaking, Listening and Writing aspects). Children from the age of 11 to 14 attended these classes. Various activities were conducted, lessons were taught and handouts were given in order to improve their grasp of the language. This was BetterEd's first summer workshop of 2015 and proved to be well liked by not only the students but also the entire community. These were school going children who took part in it.

Comprehensive report:

After visiting over 6 slums across the city, the Mansi slum was selected for being the location of the workshop. This was partly to do with the enthusiasm of the students and the support of the entire slum.

The 1st session dealt with ice-breaking activities to better understand the students we were dealing with. Following this, two sessions were conducted were the children were showed videos about the animals, fruits and plants (information, their spellings in English and pronunciation). After watching these videos various activities were conducted with them like crossword puzzles, photo identification and so on.

After which, the sessions focused on story completion, and reading (we provided them with reading materials for it).

The last 4-5 sessions focused on the basics of English (like word formation, creating new words and sentence formation). We worked on things like Parts of Speech, Subject and Predicate and Vowels and Consonants.

We provided few materials to do as a home-works with doubts being solved during the class. There was a phonics books which they solved which helped them in finding out more words and techniques to tackle such issues.

On the final day of the workshop, the children were taken to Chandra Shekar Azad Park at Shivranjani to play and have fun and were later treated to some local delicacies.

The feedback was really positive. Parents kept on encouraging their children to attend these classes. The students were really into all the sessions and wanted us to teach them for a longer period of time. All this despite them being regular schools students and having tuition classes. The volunteers involved with this were really keen on extending the workshop due to the positive response. The students were better at comprehending the English language by quite a few degree (in terms of reading, writing, speaking and listening).

Future Plans

1) Lambha Ward

Lambha Ward will primarily be focusing on two things- Education and Hygiene. The Lambha Ward's children have been deprived of basic education and live in appalling conditions. Focus will be on education children and enforce the importance of a healthy living. Plus we will look for active donors to help this particular area so that basic amenities can be provided.

Goals:

- ❖ Improve the living conditions of people living there
- ❖ Provide education to children to help their future prospects
- ❖ Create an environment of healthy living

Evaluation:

- ❖ Observations
- ❖ Daily reports
- ❖ Survey

2) Prahladnagar

In Prahladnagar, Volunteers will hold a weekly meet up with the children of Visat Slum. During the 2 hour session, one hour will be dedicated to teaching them General Knowledge (latest, interesting topic to increase their current awareness). This will be followed by 30 minutes of activity which will be focused on making them think in a creative manner. The final half an hour will be mentorship. One volunteer will be responsible for 5 children. In this half an hour, a recap of what the child has studied will be done and any difficult that child faces will be solved.

Goals:

- ❖ Track the overall progress of each student
- ❖ Make sure they grow academically
- ❖ Providing them assistance in their personal life
- ❖ Focus on aspects not covered in school like GK
- ❖ Spoken English

Evaluation:

- ❖ Observations, activity based evaluation
- ❖ Report cards
- ❖ Tests

3) Hebatpur

Mentorship program will be the primary focus in Hebatpur. Each volunteer will be al-located 5-6 local children of Hebatpur, who they will meet once a week for 2 hours. During these two hours, a recap of what has be taught through the entire week in school will be discussed and problems will be solved. Plus any issues regarding personal aspects of life will be tackled upon as well.

Goals:

- ❖ Track the overall progress of each student
- ❖ Make sure they grow academically
- ❖ providing them assistance in their personal life
- ❖ focus on aspects not covered in school like GK
- ❖ Spoken English

Evaluation:

- ❖ Observations, activity based evaluation
- ❖ Report cards
- ❖ Tests

4) FPSE-Shilej

This will be project jointly run by both FPSE and TIDE. Here 3 segments will be focused upon-

Women

Men

Children

With women, health and hygiene talks and workshops will be conducted. With men, focus will be on providing vocational training and with Children it will be basic education (English, Math, Science and General Knowledge).

Goals:

- ❖ Holistic change in the community
- ❖ Adding skills in the livelihoods of men
- ❖ Health awareness with woman
- ❖ Educate and help children

Evaluation:

- ❖ Surveys
- ❖ One to one talks
- ❖ Evaluation through activities

3.2 College Development Group

<u>Executive summary</u>

The College Development Group at TIDE aims at bringing systematic and effective changes in current university setup that can sustainably contribute towards intellectual development of college-level students. It works with various local colleges to change the pedagogy of teaching and aim to prepare college students for the professional world. College development group strives to work with students and authorities of colleges, to identify and work on root causes to improve value of education at university level. This is a research intensive group that will bring together education research, student, alumni feedback, and employers' points of view to develop teacher (professor) training tools.

Some of our initiatives include working with St. Xaviers college by launching modules like learn at your own pace, running IIT Bombay students mentoring program for juniors from across regional universities and providing internship opportunities for college students at Nirma from CS/IT streams.

<u>Aims</u>

- ❖ To aid towards intellectual development of students
- ❖ To create higher order thinking and research driven modules and workshops
- ❖ To facilitate development of independent thinkers
- ❖ To contribute in interdisciplinary awareness among college students
- ❖ To prepare students for future career prospects

<u>Statistics</u>

Number of Projects: 5

Total students catered to: 333

Total Workshop run time (hours): 140

Cumulative time spent by all members(hours): 600

Number of members: 14

1) Biochemistry Curricula Development

Location: Biochemistry Department, St. Xavier's College, Ahmedabad

Summary:

With the openness of the Biochemistry department at St. Xavier's College towards implementation of new ideas, the College Development Group planned and executed two modules for the first and the second year students of the academic year 2014-2015. The modules were well accepted by the students and the faculty members. Pleasantly enough, one of the modules was integrated in the academic curricula and is currently run independently by the faculty members of Biochemistry Department. This project is ongoing and four new modules are being implemented for the academic year 2015-2016.

Comprehensive Report:

Dr. Sudeshna Menon, HOD Biochemistry at St. Xavier's College identified with us the void in the learning mechanisms of college-level students. She identified lack of reading, lack of independent thinking, lack of reasoning and the inability of the students to dissipate knowledge further. While current learning systems build a wide knowledge base for students, to be able to use this knowledge further either to create, to solve or to transfer is inefficient and not taught by

educational tools employed at colleges and universities. With the aim to improve in this area, we initially developed two modules 1. Learn At Your Own Pace and 2. Small Group Discussions with faculty members. The Learn At Your Own Pace approach intended to help First Year undergraduate students develop a basic level of competence in their academic subjects by specifically crafted knowledge-application based question-tests. The module was directed towards achieving harmonious transition of students from textbooks to reference books, to help them with the pace of learning and cope with language of instruction. The module was conducted at St. Xavier's College for two semesters and was very well received. The Small Group Discussions with the faculty members are normally used in many well-known universities across the world and are considered to be highly effective. We developed this module and conducted to achieve these goals: 1) To build stronger relations with the students and help them transition into university life. 2) To orient students towards developing thinking skills rather than practicing rote memorization. 3) To promote scientific discussion and enquiry within the students and 4) To support students and help them learn to use reference books or study from the internet as opposed to from a textbook. The module invoked student interest in the subject, gave them space to open up and allowed professors to know the students better and track their progress. This module was conducted by TIDE members for one semester and has now been imbibed into the normal curricula of Biochemistry department.

Further to the success of these two modules, two new modules were prepared and conducted for the First year and the Second Year batches of 2015-2016: Experiential Labs and Scientific Communication. Experiential Labs was designed for First Year students with an aim of developing an experimentation mindset among students. The module had several exercises such as model-making and design-your-own-experiment where students were driven to independently think and implement on their ideas. The exercises were meant to help students look at problems from different angles, to help them think out of the box, and to learn to use resources available at hand. This module, as was aimed, brought students out of the text books and gave them a firsthand experience in practical work/application. At the same time, The Scientific Communication course was designed was Second Year Biochemistry students with an aim of inculcating skills of effective comprehension and communication of scientific information. The course was divided into four units. Each unit was targeted at a different form of communication, its relativity and applicability, followed by carefully designed and well-crafted exercises to

practice and polish the allied skills. Each lecture encompassed a divergent-thinking exercise, an interactive discussion and effective exchange of ideas, and a group (or individual) activity. The dynamicity of the course allowed spontaneous integrations and made the course different and exuberant.

The Scientific Communication course culminated into a city-level Poster Presentation Competition conceptualized and conceived by TIDE members and conducted at St. Xavier's College. The competition not only showcased the communication skills learnt by the students from the module, but also demonstrated a city-wide acceptance and acknowledgement of the importance of scientific communication brought forward exclusively by TIDE. We conducted elaborate student-based evaluations at the end of the modules and have received 85% to 90% positive feedback regarding the content, the execution and the continuity of the modules at the department and elsewhere. Having a successful run at St. Xavier's College, we are motivated to implementing the modules into curriculum at other colleges. More so, we were further encouraged to develop new modules to which we have designed: 1. Scientific Dialogue on Diseases – a module to study and discuss underlying cause and effects of microbial diseases for First Year students and 2. Higher Order Thinking Skills – a module to inculcate the ability to question, to reason and to critically analyze scientific knowledge for Second Year students. We are currently running these two programs at St. Xavier's College Biochemistry Department.

2) Internashala

Location: Computer Science department, Nirma University, Ahmedabad

Summary:

With the Internshala program, we intend to provide appropriate internships to students after carefully understanding their interests. We also aim to propel the need of effective internships amongst students. We started by contacting various CS and IT firms based out of Ahmedabad to find opportunities for Summer Internship for graduates of Nirma University. We have successfully placed a number of interns and aim to continue to do so.

Comprehensive Report:

One of our members contacted CS and IT firms based out of Ahmedabad to find opportunities for Summer Internship for graduates of Nirma University. These are juniors pursuing Computer Science and IT. The purpose of Internshala is to imbibe an atmosphere in colleges for students to pursue summer internships and gain from real life work experience. We managed to get 18 positions including paid internships for Nirma students for Summer'2015.

Here are some of the specific benefits that students avail by gaining practical exposure through internships:

❖ Internships demonstrate initiative. Every employer (or graduate school) wants "go-getters." Given that internships are usually not required in college, such experience will prove that students are proactive about career development.

❖ Internships help them learn more about themselves. Through an internship, students can gain clarity on their strengths, weaknesses, and interests. Equally important, they can also learn what they don't enjoy doing.

❖ Internships enhance their resume. It is very important to be able to showcase right skill sets on resume to avail opportunities to work in successful and global environments. Practical exposure and proactive participation in internship is a plus factor.

❖ Internships improve their communication skills. By interacting with others in a professional environment during an internship, students will have many opportunities to become a better communicator.

❖ Internships help students prove themselves in the "real-world." Academic success matters, but achievement in the "real-world" is even more important when you are looking for full-time work. Internships help students go behind-the-scenes. They get a chance to learn what it is really like to work in a company, in an industry, and in various job functions.

❖ Internships expand their professional network. It is very beneficial to not have to reinvent the wheel and learn and take advice from people who have delivered in real world

❖ Internships help students develop better work habits.

3) Mentoring Program

Location: Regional Colleges across India

Summary:

We began the IIT mentorship program with an aim to directly help the juniors and seniors from regional colleges across the country to interact and seek help from seniors and recent graduates from IIT Bombay. In recent years, mentoring has emerged as a strong response to the plight of youth at-risk. The college student mentor is both a friend and a role model who supports and encourages a younger partner in his/her academic and personal growth. The mentor is also a guide who helps a young person make the difficult change from childhood to adolescence, from elementary to middle school to high school. This time of transition is especially important, for it is a time when young people are making decisions about how much — or how little—they can expect to achieve.

Comprehensive Report:

Recent graduates and seniors were approached and we got the mentor and mentee registration up and running on our website so mentees can reach out conveniently. Using social media and TIDE alumni at IIT Bombay, we were able to establish a pool of over 30 mentors. They were assigned mentees as per background of and questions raised by mentee in registration form. The mentors were encouraged to keep in touch with mentees on a weekly basis and provide constant help and feedback to mentees regarding their concerns, be it academic, career planning or personal in nature.

The program was designed with following ideas at the back of our minds-

a) College students make excellent mentors because they are close enough in age to young people to establish strong relationships, yet mature enough to offer guidance.

b) Campus-based mentoring supports good citizenship. When mentoring programs combine work in the community with training and reflection, mentoring becomes a "real life" learning experience and a first step in a life-long commitment to service.

Ultimate purpose of TIDE is every college and university in the nation should have a strong, substantive, explicit, functional linkage with schools in its geographical area. IIT Mentoring program is for immediate short term help directly to current college juniors and graduating seniors.

There are a number of people involved and who avail some of these rich benefits from participating-

Mentors:

- ❖ Gain personal satisfaction
- ❖ Develop patience, insight, and understanding
- ❖ Learn lessons in citizenship through work with the community
- ❖ May experience a cultural, social, or economic background different from their own
- ❖ Improve leadership and communication skills
- ❖ Gain experience for future careers in public service, social work, teaching, and more

Mentees:

- ❖ Receive academic help
- ❖ Learn study skills
- ❖ Improve social skills
- ❖ Have the attention of another caring adult
- ❖ Discover new options and opportunities
- ❖ Set goals for the future

Colleges and Universities:

- ❖ Form stronger ties with their communities
- ❖ Build better citizens through responsibility and service
- ❖ Term potential school dropouts into potential college students
- ❖ Support cross-cultural learning
- ❖ Retain students by providing meaningful involvement

4) TIDE Student Clubs (Remedial Classes)

Location: Various departments (predominantly Chemistry Department), St. Xavier's College, Ahmedabad

Summary:

The Student Club culture is very common in universities and colleges across the globe as it helps students develop varied skills', get wide exposure to various facets of life, ultimately leading to a holistic development of every student. With the intension of replicating this for students at St. Xavier's College, we initiated a TIDE student club at St. Xavier's College, where interested students from different departments were brought together as an education reforms group and were helped to independently understand and steer the changes/enhancements that they wanted to bring about at the college. The group includes students from all levels and is currently active.

Comprehensive Report:

The TIDE student club at St. Xavier's College conceived various ideas to aid new or current students to develop better at the college. The student club is currently active and aims at

providing a platform for 1) Novices to develop their skills by working with more skilled students, 2) Skilled students to demonstrate and hone their skills through regular practice, 3) Exposure to real-world knowledge through self-organised seminars, 4) Promotion of community learning, 5) Open events for non-members to engage with the Club members and 6) Prepare for various competitions and to represent the college for the same.

The first project that the students worked on was called Remedial Classes for Chemistry students. This was an adaptation of the Mentorship program that was successfully conducted at IIT-Mumbai. Under this project, the subject-wise stronger students of the Chemistry department were gathered and steered to help and guide the relatively weaker students of the same batch. This project dissolved the aspect of senior-junior relationship, and helped the weaker students of the class to open up more with their own classmates. Since the students were all from the same batch, the project not only helped towards coherent development of the class but also aided the faculty members to compare and contrast individual vs. collective progress of the students.

The group has also initiated a 'Buddy Project', aimed at 1) aiding First Year fresher students acquaint themselves academically and non-academically in the college ambience and 2) Bridge the gap between the juniors and the seniors by forming a direct point of contact. The program involves two groups of students, the Mentors and the Mentees. Mentees are the first year students that are mentored by the senior students. One student each, from Second Year and Third Year, mentor about 10-12 students from FY. Hence, the two mentors serve as a helping hand, a guide, a support, and a Buddy to their respective 10-12 mentees throughout the year.

The idea of student club formations' is not restricted to TIDE (or education-reforms) based student clubs. In fact, TIDE members have helped interested students' submit a Theatre Student Club proposal to the cultural head of St. Xavier's College. The College Development Group at TIDE strongly propels the idea of student club culture across all colleges and is working towards forming varied student clubs at L.J. Engineering College Ahmedabad, Institute of Engineering and Technology, Ahmedabad University and Institute of Electrical and Electronics Engineering, NIRMA.

5) Faculty Development Workshop

Location: Knowledge Consortium of Gujarat, Ahmedabad

Summary:

Knowledge Consortium of Gujarat (KCG) runs various workshops for faculty members and students from across Gujarat, and caters to overall development of Education in the State. The College Development Group participated in the Faculty Development Program at KCG by conducting a 1.5 hour workshop on importance of Higher Order Thinking Skills in Education.

Comprehensive report:

The Knowledge Consortium of Gujarat envisions a transformation in teaching and learning processes in academics, a transformation where students change from being passive listeners of knowledge to becoming active participants of the knowledge imbibing and application process. The College Development Group was excited to see the initiatives undertaken by KCG and aimed to collaborate with KCG on various ideas. Initially a detailed proposal encompassing seven independent ideas to be implemented at various higher education institutions across the state was submitted to the Research and Development head at KCG, Dr. Jaypee Gurudatta. However owing to the bureaucratic rules against an active collaboration with an external institution, instead of mutual development on the ideas, the College Development Group was

given a chance to participate in the Faculty Development Workshop conducted bimonthly at KCG. We conducted a 1.5 hour long workshop on the importance and urgency of incorporating Higher Order Thinking Skills (HOTS) in current learning and teaching methodologies. The College Development Group received mixed feedback reviews for the workshop including the lack of experience and younger age of the deliverers and was not called further to continue the workshops. The Group however takes the process as a positive learning experience and intends to reflect and work further on the same.

Future projects

1) Curricula Development

Biochemistry curricula development and packaging: Our affiliation with St. Xavier's college has allowed us to successfully develop and conduct six modules for First Year and Second Year Biochemistry students (Learn At Your Own Pace, Small Group Discussions, Scientific writing and communication, Experiential Labs, Scientific Dialogue of Diseases and Higher Order Thinking Skills). We intend to package the modules that we have already developed as a pilot project at St. Xavier's College (which includes elaborate course content, scope of the course, evaluation methodologies, feedback from the pilot course, requirements and pricing) and pitch it to Institute of Life Sciences, Ahmedabad University and M.G.Science Institute, Gujarat University. This project should be implemented in January 2016.

Psychology and other curricula development advances: The College Development Group intends to develop two modules (1 hour per week for ten weeks) for First Year psychology students at L.D. Arts College where the theoretical aspects of the existing modules will be elaborated in application-based discussion sessions that will specifically enhance the relatibility aspect of the theories to the contemporary trends of the world at large. A similar module is currently being formulated to be implemented for the Arts division at St. Xavier's College.

2) Video Creations Project

The Video Creation Project is focused to help and enable students completing high school make an informed choice to pursue further studies from across fields of Engineering and Pure

Sciences. The project shall include snippets of interviews of faculties across engineering streams from various Universities including IIT Bombay, NIT Surat, and number of universities set up in Gujarat. We plan to showcase the video across official and unofficial counseling platforms for parents and students of high school.

The following questions demonstrate the type of questions we ask to the faculty members across various educational institutions:

1) Briefly describe the undergraduate curriculum of your stream that students can expect to study?
2) What according to you differentiates this branch of Eng from others in terms of skill sets?
3) What are various exit options on opting to pursue this field that students in A) Research B) Job?
4) Your advice to students on making an informed choice to opt for the right engineering/pure sciences stream after high school?
5) Your advice to students currently pursuing this field and undecided about their career?
6) Briefly if you could share your vision on most important and upcoming topics/projects/products in this field in near future that students should know and can relate to know?

3) Industrial Orientation Project

The Industrial Orientation Project aims at surfacing the need of and arranging industrial visits for engineering students to get practical demonstration of the work that they would possibly doing in future. The idea is to form a connecting link between colleges and industries for a mutual collaboration wherein students gain a practical perspective and learn about current trends while industries can gauge the evolving talents and ideas in the students. The project is currently initiated for Mechanical Engineering students, however is expected to expand for various engineering streams by February 2016.

4) TIDE Interactive Sessions

The College Development Group realizes the general lack of direction in college students and identifies most higher educational decisions based on societal conditioning and general perception of educational institutions instead of the interest quotient in the subject per say. To address the same, the Group intends to conduct student interaction sessions at colleges to understand the current perspectives of the students and the reforms/changes that they want for themselves or the educational strategies, to give them a platform to focus their energies into something that they are passionate about. The interaction sessions will culminate into elaborate survey.

Program evaluation

A generic evaluation of all the projects, how far we have progressed and the quality of the work:

The College Development Group has done significant work in the past one year and has taken the first step towards the goals that it wants to achieve. The Biochemistry curricula development project has run for the longest period and we have seen sustainable changes in students. Students are more inclined towards logical thinking and problem solving and have now learned to think out of the box, and rise above from the general conditioning that they have had been subjected to. The modules have also provided a platform for building confidence, to develop leadership skills and group participation skills.

3.3 CompletEd

Executive summary

Most of the current pre-college educational systems in India are focused on repetitive memorization, and not as much on creative application of knowledge. Such a system is bound to produce more technicians than thinkers. CompletEd works to provide appropriate channels to these young minds through which they can challenge themselves and use their imagination in the process of learning. We do so by conducting workshops on creative and critical thinking skills. We also organize sessions that deal with various topics within the school curriculum but are conducted in a manner that can help them discover those topics with fresh and independent outlooks.

Aims

- ❖ To make classrooms more interesting for students using teaching methods that do not serve the dish but guide them to first prepare and then have it.
- ❖ To build an environment that promotes inquisitiveness and not memorization.
- ❖ To help teachers by giving them the chance to engage with students through our workshops.
- ❖ To develop Teaching-Learning Materials (TLMs) that will ensure newer teaching methodologies independent of TIDE's actual participation (in the future).

Statistics

Number of Projects: 4

Total children catered to: 200 (workshops) + 30 (research project)

Total Workshop runtime (hours): 35 + 40 (research project – teacher project)

Cumulative time spent by project members (hours): 300 + 435 (Research Project)

Number of members: 5

1) EuroSchool

Location: Hebatpur, Ahmedabad, Gujarat

Summary:

CompletEd has work extensively with EuroSchool in terms of conducting observations, discussing with teachers and also conducting workshops. The observations were conducted at an initial stage to identify which classes would be most apt for conducting the workshops. The teacher discussion was conducted to help us understanding what they were expecting from our workshops. CompletEd has conducted 3 sets of workshops at EuroSchool for students of Grade 5-6, on Around the World, Child Labour and Leadership.

Comprehensive report:

As stated above, the EuroSchool project started with conducting observations. CompletEd was sure about the change that it wanted to bring about, but was confused on which Grades to begin with. We wanted to choose and age group that would be able to understand the motive of the

workshop and at the same time, not be too mature to fail to realize its importance. Observing students from Grade 2-7 helped us to come to a decision of working with Grades 5 and 6.

This was followed by a discussion between CompletEd volunteers and the EuroSchool teachers. This discussion was to obtain an understanding about what the teachers might be expecting from us. The discussion also included possible other methods of bringing out the change apart from Workshops. Another result from this discussion was that parents should be equally targeted if the intended change is to be brought. This is because they believed that unless the parents do not understand the importance of thinking skills for their kids, the change would not be sustainable.

The first set of workshop was 'Around the World', was conducted in April. The included working with maps and understanding cultures and values of different countries around the world. There were 3 hourly sessions held, one per week in each class. First session was an ice breaking session wherein various activities would help students develop a thinking towards the fact that how did human race turn out so different from one another even though all of them started from the same time. The concept of Unity in Diversity was nicely touched in this session. The second session was about going deep into the process of map reading and solving some puzzles regarding geography of various countries. Finally, we conducted a town planning activity in the last session wherein students were divided into smaller groups and asked to use their creativity to design and develop a town of their own.

The Child Labour workshop was a one off session that was conducted at the requirement of the school body. This session dealt more about the legal definitions of child labour and how is it different from child work. Some case studies were discussed and students were made aware about the various facilities and bodies available to help prevention of child labour.

The Leadership Workshop was again a set of 3 hourly sessions conducted in the month of October. The first session dealt more with the leadership around us. It was designed to help them understand leadership as a skill and its importance in the normal day to day life. In the second session, the students were handed certain difficult situations that would place them in the shoes of leaders and made to take a decision for the moment. The actual situation and how the real leader acted was then discussed in the end. The final session was a completely games based session in which each student would get a chance to lead a group of 5 other students and achieve the objective of the concerned game.

2) Lakshya International School
Location: S.P. Ring Road, Ahmedabad, Gujarat

Summary:

CompletEd performed a single workshop for students of Grade 3-4 here. The workshop was aimed to enhance the creative thinking and decision making skills of students and was conducted on Town Planning.

Comprehensive report:

Before Lakshya, CompletEd had only worked with students of Grade 5 and 6, and we did not have a really good idea on how working with other grade students would be. Working with students of Grade 3-4 was hence a new task for us and we had to lower down the workshop's intellectual level to match that of the students. The students were divided into groups of 6-7 each and handed a chart paper, on which they would be designing their town. The exercise would first force them to think on what all to include in the town. The next level of thinking was where to place which building. Once the above two were decided, they would have to think at a third level regarding what should be its size. It hence involved a lot of critical decision making situations.

Research project:

1) Book of Ideas

Summary:

'Book of Ideas' is a Teaching Learning Material that will be developed to help the teachers. This document will include a number of ways to teach the same topic differently. The book will develop such methods for all the chapters that are included in the subjects Mathematics, Science and Social Science for Class 6 syllabus according to the CBSE syllabus.

Comprehensive report:

'Book of Ideas' came up while conducting the workshops. CompletEd realized that in order to be sustainable, conducting workshops individually in each school does not sound an appropriate method. It consumes a lot of time and effort, and at the same time, not be sustainable. Hence, came the idea of developing a TLM that helps teachers by providing different ways of teaching a topic so that thinking takes place amongst students. Making this in accordance with the syllabus, we would not block any of the teaching time and at the same time, promote thinking amongst students.

Currently, the material is limited to Class 6 for the subjects Mathematics, Science and Social Sciences, in accordance with the CBSE syllabus. The material not only has a subject classification but also a chapter classification, i.e., each chapter of the subject will has some 5-7 different methods of teaching the content inside it.

The process firstly includes going through the textbook and getting an understanding of the various sub topics inside the concerned chapter. Once that understanding is developed, methods are researched for teaching those sub topics. These methods can vary from discussions to debates to games to activities to videos. The description of the methods is such that they should be self-explanatory. It is noted that the methods do not consume too much time or their chances of being preferred by the teacher get reduced. 'Book of Ideas' is currently ongoing and the section for Grade 6 is expected to be completed before the beginning of the next academic year.

2) JG INTERNATIONAL SCHOOL

Location: Sola Road, Ahmedabad, Gujarat

Summary:

We conducted an action research project of 4 months (30 hours a week) and worked towards 3 projects; 1) the development and implementation of a cross curricular model for the development of Higher Order Thinking Skills in Key Stage 2-3 students 2) restructuring the mathematics curricula for grades 4- 6 and gathering evidence for the need of the same and 3) A Teacher Peer Observation Program as a means of self-reflection and self-evaluation.

Comprehensive Report:

Cross Curricular Model- This project aimed at developing a model whereby various subject teachers would work together and target a specific higher order thinking skill for a stipulated amount of time. The content of the lectures remained the same though the context in which it was taught was modified.

At the beginning of the cycle students demonstrate high levels of Lower Order Thinking Skills like memory skills though they demonstrate extremely low levels of Higher Order Thinking Skills. Two cycles of a cross curricular model brought about significant changes in students' analytic thinking skills (as compared to a control batch of students and their performance before the cycle). Educators find the cross curricular model and the changes in the teaching pedagogy brings about a significant increase in clarity with which students understand the content being taught and a significant development of various thinking skills. This study also demonstrates that the analytic thinking skills are strongly correlated with students' academic performance. An increase in their thinking skills proportionately led to an improvement in their academic performance. Further cycles have been planned and will be implemented in January 2016.

Restructuring the maths' curricula – this project aimed to gather evidence for the need and develop an alternative Mathematics curricula for grade 4, 5 and 6. International Standardized international tests showed 1) that our students perform very poorly as compared to Singaporean students and 2) that there is a very high variance between the performance of the students in grades 4 and 8. Curricular analyses of grades 3 to 8 curricula outlined various flaws including

teaching of very advanced concepts at younger ages and unnecessary redundancies. The early introduction of advanced concepts leads to rote memorization, limited understanding of even basic concepts and extensive misconceptions of the more advanced concepts. Teachers in higher grades needed to spend great amount of time rectifying the very basic misconceptions. An alternative restructured Maths' curricula for grades 4, 5 & 6 was developed. The curricula was designed to be student centric and was a layered curricula whereby limited number of new concepts and the old ones were revised by their application through the various new concepts.

Teacher Peer Observation Program – this project led to a considerable level of self-reflection and self-evaluation for the teachers. Through the observations and discussions teachers started to find solutions for common teaching and learning challenges, develop their own teaching philosophy and pedagogical practices.

Future Projects

1) More workshops

Completed plans to continue developing various creative and critical thinking workshops and implementing them across various schools of Ahmedabad. We intend to slowly integrate teachers in conducting the workshops so gradually over time, it becomes a part of their normal teaching methodology.

2) Book of Ideas

CompletEd intends to continue developing the TLM throughout the coming year. We would expand to other Grades apart from 6 once this is completed and then potentially help various schools by providing them with this document.

Program evaluation

CompletEd, as a program, will take a lot many years to accomplish all its objectives. This is because the change we are seeking is a change for the entire education system. And however much the people involved want this to change, they are bound by various situations. A teacher might want to enhance thinking skills of his/her student but is bound by the curriculum to be taught. A student might want to pay more attention to understand the concept rather than

memorize it, but is bound by the marks. A change in such circumstances hence is possible, but will be difficult.

Our first year has been more about exploring the various paths to achieve our objectives and then choosing a solid path to be followed. During the workshops, we experienced with various grades of students, various methods of teaching and various topics and subjects of teaching. At the same time, with every session, our understanding of the students' intellectual level increased. This experience has helped us design the workshops more effective. Dealing more with students will help us bring about better deliverables for sure.

Currently, we are having both a direct and an indirect approach. Direct in terms of the workshops that we conduct. And indirect in terms of the TLM that we are designing. We have realized that having this two way approach has many advantages. While the observations in workshops helped us in improving the TLM, various teaching methods developed as a part of the TLM have been used up in designing the workshops. It also allows us as an organization to accept a larger variety of people. Variety in terms of people who are good at dealing with children and hence better at the implementation part and people who are good in the research area, i.e., the designing department. Apart from this, the TLM development volunteers do not necessarily have to be based in Ahmedabad, hence improving on our geographical boundaries.

For the workshops, we have experienced approaching and convincing schools for allowing us to do the workshops is a very tough process. This has several reasons behind it. Once the schools themselves are running on tight schedules and sparing some time in that schedule is hence difficult. Also, for every new school we approach, the permission has to go through the entire school administrative body which is hence a time consuming process. But considering the fact that we have just started, this is something that we have expected. It is the first permission that is difficult to obtain, things will be a lot smoother after that.

Summarizing the evaluation, we believe we have been successful in finalizing how would we want to proceed and for the coming 2-3 years, we believe we have to keep working in that direction without thinking of anything else. Maybe results will start showing up then.

3.4 InspirArts

Executive summary

Through our art workshops, we aim at teaching different art forms and techniques. The workshops are meant to create awareness about integrating art as a subject for holistic learning. It is the foundation for any design discipline. Thus design aspirants need to have a strong temperament and understanding for art history, forms and techniques along with basic and professional skills. The program teaches students about the need to understand the creative thought processes. The workshops are meant to carve out the much needed attitude and polish the skills required for the creative processes.

Aims

- ❖ Create awareness about the need of art as a crucial subject at a very early level in the education system with a holistic approach.
- ❖ Art education and activities though workshops for slum kids, school children in Ahmedabad and unprivileged kids in nearby villages.
- ❖ Organize public art events.
- ❖ Create a model art club for the city, with people of all age groups free to engage.

Statistics

Number of Projects: 3

Total children catered to: 110

Total Workshop runtime (hours):   12

Cumulative time spent by project members (hours):   36

Number of members: 6

1) Gibpura workshop

Location: Gibpura village, Sanand, Gujarat

Summary:

Series of craft and collage workshops at Gibpura village for the village kids. The basic aim of the workshop was to introduce art to the children and give the first sense of colours, basic shapes and craft tools. The workshops also benefitted in the process of team building as most of the activities required kids to work in teams of 3-4.

Comprehensive report:

A craft and collage workshop was conducted for the Gibpura village kids, who did not have any previous exposure to art classes and art as an activity or subject. The collage workshop was the first workshop to be conducted under the InspirArts program. Children were asked to draw their favourite animal and create a collage of it. Newspapers and magazines were additionally supplied to them for the resources. The workshop turned out to be a positive start for the program. The workshop will help the kids in understanding the basic and random shapes and patterns. They would also get equipped with craft techniques of cutting and pasting paper, application of glue in optimum amount and hand coordination for tearing and drawing exercises.

2) Craft workshop

Location: Lakshya Int. School, S.P. Ring Road, Ahmedabad, Gujarat

Summary:

A paper craft workshop was organized for the school kids at Lakshya International School, teaching them origami skills to make simple animal forms.

Comprehensive report:

A craft workshop was organized at the Lakshya International School for the students of 2nd and 4th standard. The students were first briefed up about the basic knowledge of paper crafts. They were then asked to list down their favourite animals and sort out the ones which they would like to make from the paper. A quick brainstorm session ended up in the conclusion to go for Butterfly, for being simple in form and visually appealing. The kids were quickly taught the basic technique of making the butterfly and then were asked to make their own. They made beautiful butterflies out of newspapers. The workshop helped the kids understand the folding properties of paper and the basic art of origami. It even taught them the to and fro process of learning via observing. It will greatly enhance their observation power and inculcate the idea of learning from first seeing and then implementing. The workshop was conducted for kids to understand and observe nature. It was designed to generate a thought process in their minds to imagine the forms, shapes, sizes and texture of animals and plants and come up with their own solution to build or create them from any material.

3) Greeting-card workshop

Location: Yateemkhana, Dariapur, Ahmedabad, Gujarat

Summary:

A Greeting card workshop at Yateemkhana was organized for the girls, belonging from 2nd to 8th standard. The theme of the greeting card was festive occasion.

Comprehensive report:

A greeting card workshop for the festive period was organized for the girl students at the Yateemkhana. They belonged to a range of 2nd to 8th standard group and were asked to prepare greeting cards which could be used for any occasion. The theme of the greeting card was festive occasion. The kids created wonderful colourful greeting cards depicting the festive occasions of Diwali, Eid, Christmas and birthdays. The workshop helped the kids understand the meaning and purpose of a greeting card. They even understood and learned the importance of communicating their wishes and feelings to loved ones. The purpose behind the workshop was to teach them how to make a simple greeting card in quick time using basic stationary supply.

1) Digitalizing slums

A future project that we're planning to start is the slum digitalization program. It's one of the highly anticipated and technically challenging yet ambitious project we've thought so far. The idea is to create and install interactive digital interfaces or 'stations' in the slum areas of the city. These interactive installation will engage with the kids and people as a whole, imparting them with knowledge material and audio-visual experiences to better their understanding about the basic fundamentals. The installation primarily will consists of a digital screen attached to a programmable device or computer, and will be locally powered. It will portable and hence can be moved or customizable to place in any part of the slum or city. At Tide, we have a diverse team of engineers, designers and architects, and for this project, we're planning to utilize the immense knowledge and skills our professionals have with them.

2) Learning centre for all

Tide is all about making learning simple with interesting new approaches. To facilitate this, we've come up with a plan to create a collective learning and interacting space. This space will house all different activities that happen in Tide, and will be in the heart of the city. The idea is to create a medium of interaction where people are free to do anything they want. An open air theatre or a roadside café can be an ideal example for this. There are no limits to imagination, and therefore the space that we've imagined will have no limits for activity exploration. Art walls, café, performance stages etc. can all be clubbed into one to create this ideal learning space.

Program evaluation

We have achieved our primary objectives and goals for the program. The kids have shown immense interest and dedication for all the activities. For the next step we look forward to include more volunteers into this. The workshops also would now scale up in activity size.

3.5 Prerak

Executive summary

Prerak aims at working with the children studying in rural schools (schools in villages 15-30Km from A'bad). We work with various groups of children either studying in village schools or belonging to a village. Our main focus is to bring them in the mainstream and make them confident and capable to compete with the children studying in the urban schools. We basically work on improving their communication skills which in turn will help them to grow into a successful individual. In the long run, we are also aiming at the rural community development.

Aims

- ❖ To enable students of rural government schools to attain minimum literacy level in English language and a command over spoken English.
- ❖ To sensitize the community regarding the importance of education.
- ❖ To expose the students to various aspects of education, apart from the academics.
- ❖ To help build life skills in the children residing in the rural areas.

Statistics

Number of Projects: 3

Total children catered to: 90

Total Workshop runtime (hours):   95

Cumulative time spent by project members (hours):   660

Number of members: 6

1) Gibpura

Location: Gibpura village, Sanand, Gujarat

Summary:

The classes at Gibpura are conducted to expose the students to various aspects of academics namely interactive learning, life skills, spoken English, basic math. The weekend classes are conducted at a residence and many children come for it from different age groups (5 -14 yrs.). They are divided into groups depending on their age and the number of available volunteers. Their enthusiasm gives us the motivation to cater to their zeal to learn.

Comprehensive report:

One of the villagers called us to conduct the workshops at his village, so we started off by looking at the need of the children residing at Gibpura. The children over here go to the government school in the village or few state board schools in the nearby vicinity. Few of them

are really bright and need only a little guidance. By looking at their enthusiasm we started the classes as earliest as was possible.

Initially during the summer break we conducted thrice a week classes focusing on the basic literacy level of English. It was done through various ways such as videos on moral values, alphabet song, skeleton dance, etc. We covered colour recognition, usage of articles in vocabulary, positioning of words in a sentence, life cycle of a frog through origami of tadpole and a frog. At the end of each session 15 minutes were dedicated to the video on moral values. We covered values emphasizing on talking softly, behaving the way we want others to behave with us, respect elders, do not steal, being honest, etc. At the end of the summer sessions they could even introduce themselves in English. We began the academic session by conducting weekend classes focusing mainly on spoken English and basic Math skills. We also conducted few art based workshops namely Diwali card making, collage making, origami. The children are very good in Math and trying hard to learn English too.

This project at Gibpura lets us expose the children to various medium of education and help us to cater to the need to learn English in villages. Many of them go to tuitions but they only learn the content over there (repetition of classwork done in school) that's why our project enables them to explore the unexplored. We are also trying to work a way out wherein the community is involved along with us for the betterment of the children's education.

2) Girls' Remand Home
Location: Paldi, Ahmedabad, Gujarat

Summary:

 The girls at remand home need someone to clarify their doubts and a person they can confide into. They are a bunch of bright girls needing a little guidance to be ready to face the world. We have started this project by focusing on English grammar and math for class 9 and 10. We look forward to expand and cater to all the girls residing at the remand home.

Comprehensive report:

 Instinct to reach out to the girls at Remand home lead to this project. Remand home houses the girls who are either orphans or have single parent who cannot look after them due to financial constraints. We thought about starting this project in October '15. The initial talk with Principal Meenaben Raval convinced us that the girls are under a person who really wants to make a

positive change in their lives. She was concerned about their disinterest in studies, lack of understanding the English grammar and the importance of the facilities given to them. We started off with the girls studying n class 9th and 10th focusing on their mathematical concepts and English grammar. We conduct once a week class for 2 hours wherein each batch studies each subject for an hour. Math goes in accordance with their textbook's content and we are trying to clarify the concepts learned. English follows a particular pattern of starting with Noun as a subject and then the rest of the topics will be followed. Audio visual mediums are used to make the class interactive and learning fun. We also have done Diya painting with them, prior to the Diwali break.

This project deviates from our goal of focusing on rural education but indirectly it does cater to it, as these girls belong to the nearby villages. It helps the girls by getting acquainted with a group of people in whom they can confide in. It also gives them an opportunity to clarify their doubts and learn a language in the way it's learned. We are also looking forward to cater to the girls of primary section (class 5 to 8) and inculcate in them the life skills needed to face the world.

Boys' Remand Home

As we are already working with the girl's remand home, we thought of starting to work with the boy's remand home too. After talking to the superintendent we came to know the composition is totally different from that at the girl's remand home. Here, the boys who are either found at railway station/bus stops or the under trials are kept. They keep on shifting after every three months and they belong to far off places as in Bangladesh, Kerala, etc. We have a group of enthusiastic volunteers ready to work with them to enhance their literacy level, counsel them, guide them through, expose them to various indoor recreational activities which will help them to be focused on moral values rather than whiling away their time doing nothing. We will also work to inculcate life skills in them so that they will be ready to face the world and use the time constructively.

Program evaluation

Gibpura project:

We have been consistently focusing on imparting the necessary skills to improve their communication skills. Out of the 40 students that we cater to at least 6 of them have gain considerable interest and a flair for English language. They have good mathematical skills, so we have not emphasized much on that part. Shortly we will be starting General awareness and Art based workshops for them. Due to few art based workshops, the participants have started enjoying the art and craft activities and always look forward for them.

Remand Home:

It has been two months that we have started working with girls' remand home. Out of 12 girls of class 9, 4 have gained confidence and a will to learn. They are not hesitant to speak in English and work hard in their own ways to improve them. Out of 12 girls from class 10, at least 7 of them have shown good mathematical skills and a will to achieve success in their life, instead of being dependent on someone.

3.6 Skillixir

Executive summary

The program Skillixir focuses on educating individuals in a non-academic way such that their soft skills, communicative skills, personality, team building, leadership skills, etc., develop.

Aims

- ❖ Develop required basic skills needed through workshops.
- ❖ For girls at Yateemkhana, we want them to get creative and start working together on one thing. We also aim at improving their Basic English and other communicating skills.
- ❖ We want the girls to get better at basic communication skills like English, and get to a level where we can start more interesting workshops with them.
- ❖ In a soup, we are pushing their capabilities so that they can handle themselves outside Yateemkhana.

Statistics

Number of Projects: 3
Total children catered to: 270
Total Workshop runtime (hours): 60
Cumulative time spent by project members (hours): 290
Number of members: 8

1) Sultan Ahmed Yateemkhana

Location: Relief Road, Ahmedabad, Gujarat

Summary:

This project works with Yateemkhana children. These children need to be better at a lot of things that children their age need to be, skill wise. So, we focus on their soft skills and communication skills through various workshop modules like storytelling, teamwork, personality development.

Comprehensive report:

We started this project in January 2015 and it has taken time to evolve by understanding the need of the children there. We started with moral values and then got break as it was not comfortable to the children's studies and resumes in summer as per Yasin Syed's i.e., their supervisor with summer workshops. The summer workshop included games which had a discussion following it, reviewing it. They had personality and identity development sessions, moral values sessions, skits, etc. we had a wonderful time with the kids there. We made sure that our sessions were fun and the children did not get bored. The activities included a simple blindfold game and drawing

their role models, to enacting a play. We also focused on other issues such as teamwork, understanding the importance of moral values, identifying and breaking stereotypes and understanding the people that can have multiple identities. We watched videos, short films we could see how the children automatically connected with us. For us it was overwhelming experience, we learnt so much from the children too and as children they liked the workshop so much that they would not let us leave on the last day. The only problem we faced that the children were so full of energy that it was really difficult for us to control them but once they get settled, everything became fine. After these sessions, they had to go for a trip to Kerala, so we stopped.

After their Kerala trip, Khyal started doing workshops in which he made them watch Cosmos: A Space-time odyssey and explain it to them in a very trivial way, so that they don't get bored in the concept. And some of them really liked it. And it was then they got familiar with him. Then came Ramazaan and they had to be left alone on that month as none of the kids had the energy to attend the workshops.

After that we resumed with both boys' and girls' Yateemkhana and did the workshops according to our previous planning which was very vague and that led us to making the primary workshop modules which included critical thinking and quizzes plus dramatics workshops which had them playing games to boost their confidence and decrease their stage fright, yes some of them girls are really shy. During this time, the boys began showing lack of interest and started skipping the sessions or making the workshop chaotic by starting a fight or any other type of indiscipline. But still we used to go there and do the sessions. During this the volunteers' attendance also decreased and we realized that children wanted to play games all along and not do the planned activities. The girls also sometimes asked us to make them play games.

After this during the Patidar riots and the aftershocks made us skip some sessions and then came their exams and Muharram. So, during September we did not go there. In that time we realized boys needed a bit of free time on Sundays and girls are ok with the sessions so we continued with only girls. So, recently we conducted a series of arts and craft workshops with them with the help of InspirArts which also helped them incorporate some team building skills as we did everything in groups and organized the girls in way that they form a leader and others work with the leader while sharing supplies and handling the game.

2) Social Activism Workshop

Location: Odhav, Gujarat

Summary:

This was a joint initiative with SAATH organization. We used to go there to work with the local youth regarding Social Activism by encouraging them upon working towards the problems they face in that remote, industrial area of Ahmedabad.

Comprehensive report:

This is an 8-9 workshop series. The first few workshops will be held on a weekly basis and the last 2 on a fortnightly basis. As of now, we have conducted 4 sessions and there are 4 more to go before the workshop completion. Each session lasts around 2 hours each.

Session 1: This was an introductory session where we got the participants to explore their perception of their society and discuss the issues that they commonly face. We developed the discussion further to examine the cause of the various issues / problems that they and their community faced. The workshop ended on the note that they themselves, rather than blaming or waiting for others or the government, need to bring about a change, if they want to help resolve the issues.

Session 2: The session focused on the development of various interpersonal skills. The first half of the session involved games that helped develop team building and leadership skills; they also helped the team understand the challenges of the leader and the leader understand the challenges of the team. The second half of the session got them to explore different issues in further detail through skits. The skit demanded that they not only examine the issue but also present a solution to the same (however impractical it may be).

Session 3: This session focused on developing a very practical action plan, as a group, to resolve any one of their chosen issue. The groups were led by a TIDE member who forced the participants to 1)analyse the issue 2) their root problems 3) think of out of the box solutions 4) string various activities together to bring about a productive outcome and 5) analyse the practicality of their proposal. There were four different groups targeting the following issues: 1) child labour 2) education 3) cleanliness 4) plastic and the 3R's. For the further sessions groups 1 and 2 were merged and so were groups 3 and 4.

Session 4: We held a cleanliness drive as a part of group 3 and 4's activities. Most of the activities were lead either by TIDE members or by Saath team members; though this whole set up would provide an example as to how the various groups and their group leaders could proceed with their respective activities and action plans. In the further sessions we hope to conduct an activity for group 1 and 2 and then follow it up with sessions in which the activities are completely organized by the group members with negligible involvement of TIDE and Saath members. We will conclude the workshop with the participants forming a strong team, developing a solid action plan (considering the time commitments of the various members), creating a monitoring / feedback system and setting up a means for continuous contact and guidance.

The workshop participants seem to enjoy the workshops and despite the heat and the hard work are motivated to make a difference in their community. Our workshop facilitators and volunteers strongly foresee that these workshops will help the workshop participants develop great interpersonal skills and become independent and responsible leaders. As of now, as a result of the workshops, changes in the workshop participants' attitudes and social awareness have been noted.

Street Hawker Project

As part of this project of working with hawkers for marketing and revenue generation techniques, we as a group visited 3 stalls near Vastrapur Lake, Ahmedabad.

Stall-1 was a fast food seller with gol gappas and chaat topping his menu. Although these items need to be necessarily kept hygienic, the hawker showed no signs of cleanliness. When asked if he would be interested in increasing sales with keeping tidiness, he was keen. However he said that it is difficult to put constant efforts.

Stall-2 was a poha seller that's looked as a healthy option to eat. Although he assured that he maintained basic level of hygiene, the scene around his stall disagreed. His vegetables were anything but fresh and the oil used was being poured from an untidy container.

Stall-3 was a Sandwich seller who refused to cooperate much as it was his peak hour. We found that there was a dustbin being overflowed with the plastic glasses and plates. The cheese was lying uncovered and the bread was outside the packet.

With festivities around the corner, none of them had enough time to communicate; however there seems to be potential if efforts are made.

So as of now we are ready to work and experiment on 5 stalls, on which we will do a research and implement the recommendations and see the increased flow of income.

Program evaluation

We started with Yateemkhana project and Odhav project. After the first one, we got a pause till summer, so went on doing social activism workshops for Odhav locals. Then as mentioned in the report above, we stopped because of less volunteers and their lack of availability. We went on doing different workshops like summer workshops and Cosmos series. They loved it because we still had not started with the main agenda and they were not so exhausted because of the vacations. But then their schools started and we had a couple of halts in the middle and during that we realized that the boys were not interested as Sundays were the only day they get off and we were coming in between and they were not ready to give up their leisure time for even an

hour, so we only continued with girls. Boys had a lot of energy in them but we were unable to channelize it to do something productive with them. During the sessions with the girls, we realized what they need to be skilled with and they've cooperated with us really well. In the meantime, the volunteers became very irregular and till now they have not been regular. I think that the real problem with this is that most of them live outside the city, so they need to visit their parents frequently and they have not been sensitized with the project much. And also the type of workshops we used to do initially were not going anywhere to a conclusion. So, our main problem has always been number of volunteers really dedicated to the project and ones who could design proper workshops upon detailed observation that are focused on what these kids need. And we are going to do workshops with the boys but not that frequent, so that they can also enjoy what they do. So, I have now reached to an understanding of what the kids need and I have started working towards the better workshop planning. So looking at the current volunteers' situation, I've planned the yearlong plan for Yateemkhana which applies to all of them, excluding the age group boundaries. We'll do something really basic for the 1-4 children but yes we will do the same things we do with the others.

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