
TIDE Foundation

Together In Development and Education



Annual Report

2019 - 2020

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About TIDE Foundation

TIDE (Together in Development & Education) is an educational reforms organization founded in November 2014 that aims at creating a sustainable change in Indian education system. There are six programs targeting educational systems across various cross-sections of society in order to bring about access to quality education for all. All the programs are independent and act as an NGO in their own right though they follow a similar guideline i.e., work on high impact projects, with the aim to create systems that resolve root causes in a span of 15 years. As of April 2019, we have directly (and regularly) worked with 14,500+ individuals in the state of Gujarat, India.

About TIDE Foundation

Registered Address : B/62 Goyal Terrace, Nr Judges Bungalows,
Bodakdev, Ahmedabad, 380054

Office Address : Khushi Advertising Pvt Ltd, 8 Deepawali Center,
Ahmedabad, 380014

Email ID : info@tideinternational.org

Website : www.tideinternational.org

Facebook : www.facebook.com/togetherindevelopmentandeducation

Instagram : www.instagram.com/tide_foundation



Director's Note

As we draw close to the end of our 6th year of operations we are excited about the near future. We began TIDE Foundation with a vision of developing sustainable and scalable education interventions in a span of 15 years with the first 5 years assigned to experimenting and better understanding the field, years 6-10 assigned to working on selected areas and developing meaningful interventions, and years 10-15 assigned to scaling the various interventions. We are currently very on track to meet this timeline and through the course of this past year we have been able to finetune and develop three of our programs into scalable and systemic interventions.

The BetterEd centres have continued their daily after-school educational support activities. We have seen an increasing attendance at our sites, and this has led to a renewed recognition of their need and the scope of their impact. While our current model only works with children after school hours, we are now working on developing a model to set up and run 50 such centres over the next 5 years. We hope that the centres will continue providing after-school education but also operate as preprimary education centres earlier through the day. In the long run we foresee these centres to be self-sustaining and hope to hand them over to the local community members, while providing back-end support to the members running the centres.

The education enhancement program has continued its operations and now we are looking to transition into a lower resource intensive model (with a higher return on investment). Till now, we have been bringing about deep rooted, systemic reforms in affordable private schools; this year we extended the model to a few government schools as well. Till now the intervention required extremely experienced team members to work with a school on a daily basis, however, in the next year we will be working on a more scalable model (inspired by Harvard University's Making Caring Common project) wherein we empower school members to engage in the school improvement process and support the schools with workshops, data collection, continued analyses, and sharing research informed practices.

The educational enhancement program has also led to an exciting spin off project. While there is a well-documented for remedial classes for functional literacy and numeracy support, there are limited interventions that are able to successfully resolve this (especially within the various systemic limitations). We have now developed a self-directed learning program where children can learn at their own pace and receive individualized / level matched learning materials. Through this year we have focus group tested, prepiloted, and piloted the intervention with

Director's Note

extremely promising results. We hope that in the near future we will be able to roll out the intervention to tens of thousands of public schools.

As we come to the end of the academic year, there are increasing uncertainties around the pandemic and lockdowns. While I remain cautiously optimistic and hopeful that things will revert to the norm soon, I am also mindful that in certain worst-case scenarios, especially as a small NGO, we can potentially see much of our operations and future vision affected.

BetterEd

The BetterEd program targets to bridge the gaps between the actual and the desired knowledge levels of the underprivileged children going to government schools and to the private schools under the Right to Education Act. This program aimed to strengthen the basics of the children by providing after-school educational assistance.



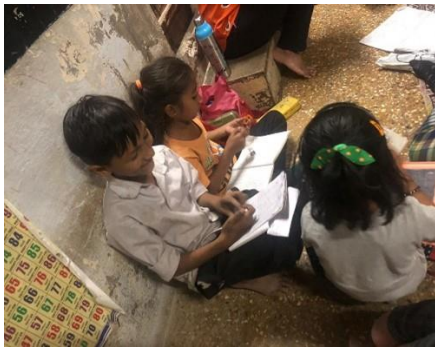
First the sites were identified. In 2019-20, we had three functional sites at Mansi, Saal, Prahladnagar and Visatnagar. All the sites identified for after school assistance were based in the slums. The primary reason for this was that the children in these areas were the main focus of the program. These kids are enrolled into the schools, but they do not get the attention that they require, as generally in these schools there are 70-80 students in a class, and it is not possible for a teacher to give them individual attention. Given this, they often miss out on the most important concepts and their basics are often compromised. This affects their learning in higher standards as well. In these after school classes we focused on teaching them basic English and Mathematics along with some life skill sessions once a week. Then the volunteers were hired to teach the children. These volunteers were college students and were hired through a formal interview, where their interest levels and dedication towards the cause were assessed.



As mentioned earlier, in 2019 we worked with 3 sites at Mansi, Prahladnagar and Visatnagar. We had a total strength of 70 children ranging from 6-14 years. The classes were run in a pre-primary school in the slum itself. The enclosed and the classroom like setup, helped in retaining the children's attention and in helping them learn.

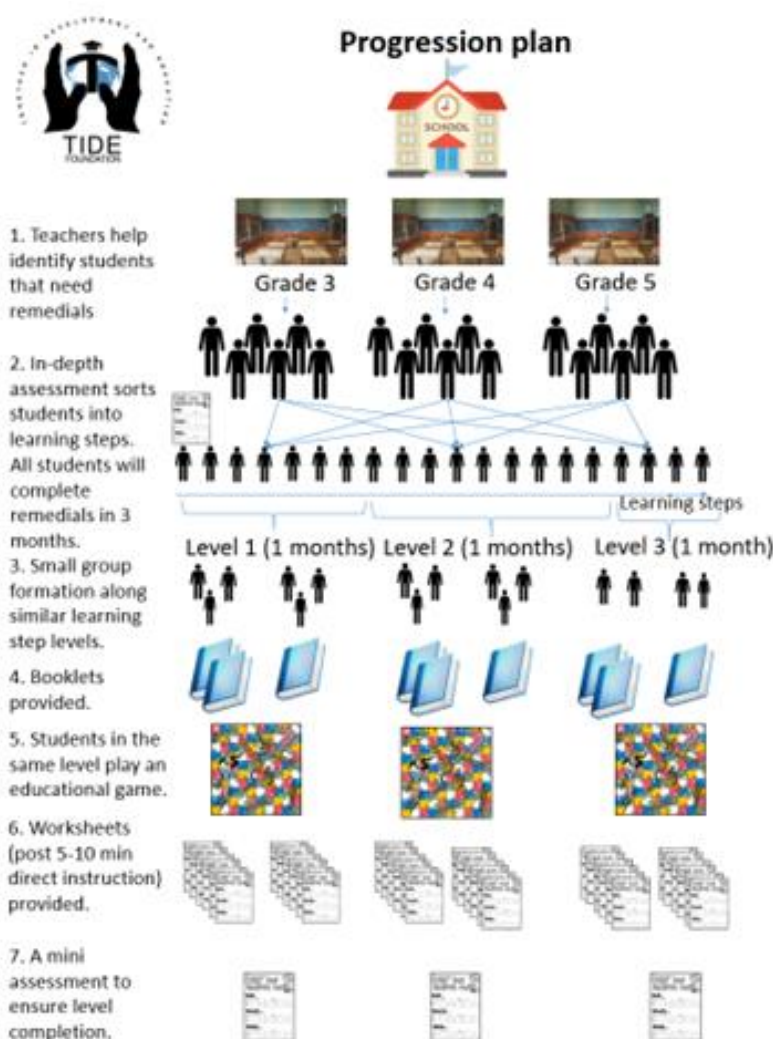


BetterEd



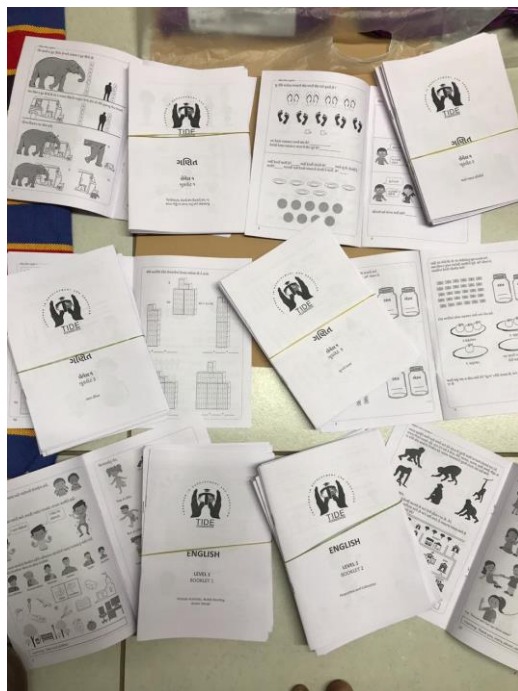
Saral Kadam

Various studies and national assessment results suggest that nearly 30% of class 6th to 8th students can't solve basic mathematical problems that consist of single digit addition or can't write/form/read simple sentences in English. The problem in the urban slum isn't this dire, however nearly 60-75% of our students in grade 8 can't solve two-digit subtraction or division problems. Despite there being problems in foundational literacy and numeracy, schools go on with other concepts including subtraction of fractions, LCM, HCF, Algebra, stories, poems, letter writing and so on.



Saral Kadam

We devised a bridge course to support students from grades 3-5 which consisted of conducting short spanned effective subject enrichment classes with a group of not more than 20 students (as opposed to their usual 60, for grant in aid schools, or 40, for government schools, in a classroom). The program aims to bring about self-directed learning and is fundamentally based on ideas of self-directed learning, peer learning, conceptual understanding, application-based learning, optimal difficulty levels and distributed practice (little bit often). Many remedial programs have seen a drop in learning in delayed post testing due to the reliance on repeated practice; we hope to avoid this through conceptual understanding-based booklets and practical application-based worksheets.



We used previous student exams, teacher recommendations and ASER tests to divide students into levels (based on their ability to recognize numbers, carry out subtraction and division; recognize words, comprehend and write simple sentences, comprehend and write paragraphs). Thereafter, the students were administered an ASSET like test to pinpoint misconceptions and learning gaps with basic mathematics and English language. Thereafter, depending on their levels students were provided with a series of conceptual understanding based self-learning booklets, a set of application-based worksheets and interactive games that a teacher can administer to aid the learning process. The personalization (due to the assessment) allowed the intervention to be short spanned and a lot more targeted.

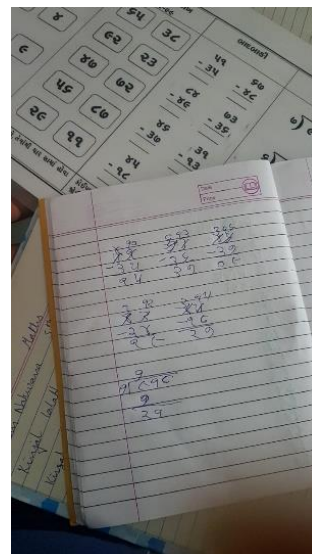


Saral Kadam

We initially outlined the commonly made mistakes in English (word sentence paragraph recognition and comprehension and simple paragraph writing) and math (number recognition, addition, subtraction, multiplication, division). We developed the resources by July 2019; once developed we piloted them in the schools that we work with. We made all the resources open access (available to anyone via an online link), shared with other NGOs and tied up with the government.



Thereafter we conducted a pre-pilot (see more details in the full report) with 200 children across five government schools (Jodhpur prathamik shala 1, Thaltej prathamik shala 1, Thaltej prathamik shala 2, Sola prathamik shala, and Memnagar prathamik shala). Thereafter, we conducted a thorough pilot with 294 children across seven government schools (Jodhpur primary school 1, Vastrapur primary school, Vastrapur Sarakari Vasahat school, Vejalpur primary school 2, Vejalpur pay-centre primary school, Ravinagar primary school, Chandlodiya primary school). The pilot was unfortunately interrupted by the pandemic which meant the post test results weren't captured (however, we will draw on midpoint tests for understanding the



Saral Kadam

level of impact). The pilot findings are now being written up in academic paper and will be published soon. We found that the program was responsible for a marked improvement in students' conceptual understanding, academic performances in the school tests and also in non-academic spheres like problem solving skills, self-efficacy and confidence. or a scientific article that is under publication.



Saral Kadam



Saral Kadam



Education Enhancement Program

There has always been a gap between the ground realities and perspectives of a policy maker. There remain gaps in the quality of education in government and low fee private school in terms of attendance, teaching pedagogy, corporal punishment policy, minimum level learning, quality of homework, its corrections and the content of evaluation; these have been the driving force for the program.



We adopt a System Analytics approach to empower school education by :

1. Working with the school administration and leadership teams for a holistic development of the schools
2. Building competencies and capacity among teachers
3. Developing teaching and assessment tools to aid teaching and learning process of the schools
4. Conducting thinking /life skills' classes for the students engaging parents in the educational process.



Education Enhancement Program

We worked with 5 schools including Saraswati Vidhyalaya, Shama school, Rah-e-Khair, Sanathal Prathmik Shala, and Jodhpur Prathmik Shala.



Education Enhancement Program

The program focused on:

1. Empowering local stakeholders:

The program aims at empowering the staff to create a healthy working environment. In order to facilitate the same, we frequently conducted leadership workshops for Principals and Supervisors. It helped them identify and work on their

weaknesses as a leader. We motivated and trained the leaders to be better leaders, give appropriate feedback, transform conflicts and manage time. We actively worked with, supported, trained and empowered teachers to develop their philosophies of education, refine their teaching pedagogies, and to engage in school wide decision making.

2. Health and Well-being: To achieve better awareness for mental and physical fitness for students and teachers we will be conducting orientation, exercise sessions (Mass Drill /Yoga), workshop on safety and first aid, good touch and bad touch, menstrual hygiene, stress management, orientations before examinations (to understand cause and effects of any situation, incident and the necessary preventive measures).

3. Self Expression: The objective is to provide children opportunities for self-expression and self-direction that fosters an environment which will build



Education Enhancement Program

a child's self-esteem and self-discipline skills. We will bring this through soft boards in the classrooms and corridors in the school, co-curricular activities like art and craft, comic strip making, teachers exhibiting their talents, students' competition and art exhibition.

4. Child Centric Teaching Pedagogy:

We aim to extract best teaching ideas and practices to be implemented effectively by inculcating healthy and productive teaching methodologies. We aim to foster decision making so that teachers acutely feel the responsibilities, the power and the vulnerability of their work. Workshop on topics like adverse effects of corporal punishment, classroom management will be facilitated along with coordinating the logistics for notebook checking. For the students, application-based learning with the help of enquiry-based approach, short projects, student led brainstorming applications of topics after every chapter, etc. will be facilitated.



Education Enhancement Program

At the start of the program, we focused on deeply understanding the school. After identifying the key requirements and expectations of teachers, students, parents and other stakeholders we undertook school generic observation, understood the fundamental beliefs about school, observed classes, took note of student's communication with teachers and housekeeping staff.



Thereafter we engaged in teacher capacity development, administrative and policy recommendation, conducted life skill sessions with children and engaged with parents.

1. The fellows facilitated various sessions where teachers bond, share their experiences, discuss educational perspectives, classroom management issues and educational research. Official teacher appreciation practices including happy grams, teacher of the year and teacher experiences' book publication are implemented at the school.
2. Administration and Policy Recommendations: We made several policy recommendations to the administration of the school in order to facilitate smooth functioning of the system. These policy recommendations are not restricted to administrative changes; they aim towards the holistic development of all actors existing in the system and include policies for corporal punishment, teacher/student attendance, leave, homework and its correction and examinations.
3. The sessions with children were designed to promote peer learning, soft skills, critical and creative thinking skill development through understanding, design and activity-based sessions. The topics aim to inculcate tolerance, empathy, moral values in children and also help them think/analyze various social issues. During these sessions fellows facilitated the class while teachers observed. At the end of the session teachers fill out a pre-designed form with both feedback for the fellow and recommendations for their own practice. We also ran remedial classes that help weak students.



Education Enhancement Program

4. Communication between parents and school can promote holistic development of the child and can allow the teacher to better understand why a child behaves in a particular manner. We conducted home visits and promoted parent-teacher communication through various modes including one to one discussions, telephonic calls and written communication.



Audit Reports

The Bombay Public Trust Act 1950
"Schedule IXC" (Vide Rule 32)

Statement of income liable to contribution for the year ended 31st March, 2020

Name of Public Trust: **TOGETHER IN DEVELOPMENT & EDUCATION (TIDE) FOUNDATION**
Registration No. : E-21313, AHMEDABAD DTD. 22/01/2016

S : B-62, GOYAL TERRACE, NR. JUDGES BUNGLOWS, OPP. NRI TOWERS, BESIDES PRIDE HOTEL, BODAKDEV, AHMEDABAD

NAME AND ADDRESS OF THE TRUSTEE WHO SUBMITTED THE STATEMENT : JAWNIL NISHIT PATEL, B-62, Goyal Terrace, Nr. Judges Bungalow, Bodakdev, Ahmedabad - 380054

NAME OF BANK: A/C NO. 50200018421062, HDFC BANK, NAVRANGPURA BRANCH

BANK ACCOUNT NO FOR TRANSACTION OF FOREIGN CONTRIBUTION : NOT APPLICABLE

F.C.R.A NO : NOT APPLICABLE

	Amount	Amount
Gross Annual Income:		12,94,197
Details of Income not chargeable to contribution under Section 58 and Rule 32:-		
(i) Donation from any other source		
(a) CORPUS		
1) From Country		
2) From Foreign Country ; FCRA No and Date		
(b) General		
1) From Country		
2) From Foreign Country ; FCRA No and Date		
(ii) Grants by Government and Local authorities		
(a) Government and Local Authority		
(b) From Foreign Country		
(c) By Funding Agencies		
(1) From Country		
(2) From Foreign Country ; FCRA No and Date		
(iii) Amount Spent for the purpose of education	17,37,999	
(iv) Amount Spent for the purpose of medical relief		
(vi) (A) Deduction out of income from lands used for agricultural purposes.		
(a) Land Revenue and Local Fund Cess		
(b) Rent payable to superior landlord		
(c) Cost of Production. If lands are cultivated by trust		
(B) Income From lands used for Agriculture Purpose		
(vii) (A) Deductions out of income from lands used for non agricultural purposes		
(a) Assessment, Cessess and other Government Municipal Taxes.		
(b) Ground rent payable to the superior landlord.		
(c) Insurance premium		
(d) Repairers at 8.1/3 percent of gross rent of bldg.		
(e) Cost or collection at 4 percent of gross rent of building let out.		
(B) Income from lands used for non-agriculture purpose.		
(viii) Cost of collection of Income or receipts from securities, stocks, etc. at 1 percent of such income.		
(ix) Deduction on account of repairs in respect of building not rented and yielding no income at 8.1/3" percent of the estimated gross annual rent		
Total	17,37,999	
But restricted to		12,94,197
Income liable to contribution		NIL

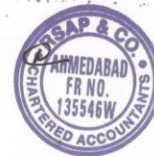
Place: Ahmedabad
Date : 26/12/2020

For **TOGETHER IN DEVELOPMENT & EDUCATION (TIDE) FOUNDATION**

TRUSTEE

For **R S A P & Co.**,
Chartered Accountants
FR NO. 135546W

(Ritul Shah)
Partner
Mem.No. 140123



Audit Reports

RSAP & CO
Chartered Accountants
Ph.No. 07940028739

307, Hemkoot Buildig,Behind LIC Building,
Opp. Sanyas Ashram, Ashram Road,
Ahmedabad. 380007

TOGETHER IN DEVELOPMENT & EDUCATION (TIDE) FOUNDATION
REG. NO. E-21313, AHMEDABAD

SCHEDULE -'A'

ESTABLISHMENT EXPENSES -31/03/2019

<u>Particulars</u>	<u>Rs.</u>
Audit Fees	14160.00
Bank Charges	177.00
Conveyance Expense	939.00
Internet Expense	5050.00
Misc Expense	15324.00
Office Expense	7775.00
Refreshment Expense	12745.00
Stationery & Printing Expense	52915.00
Training Expense	3000.00
Travelling Expense	636.00
Web Development Expense	52912.00
Total Rs...	165633.00

SCHEDULE-'B'

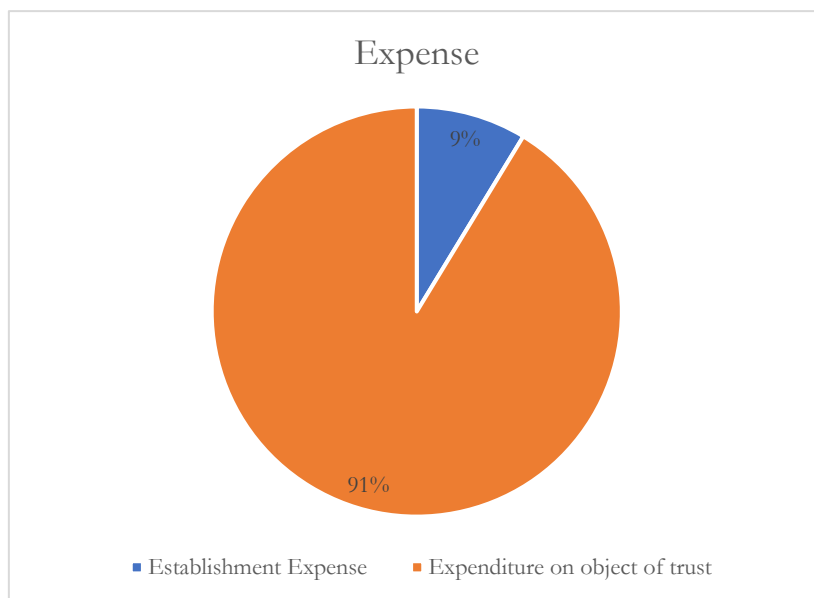
EXPENDITURE ON OBJECT OF THE TRUST

<u>Particulars</u>	<u>Rs.</u>
<u>Educational Object</u>	
Salary Paid to Teaching Staff	1686596.00
Program Development Expense	51403.00
Total Rs...	1737999.00

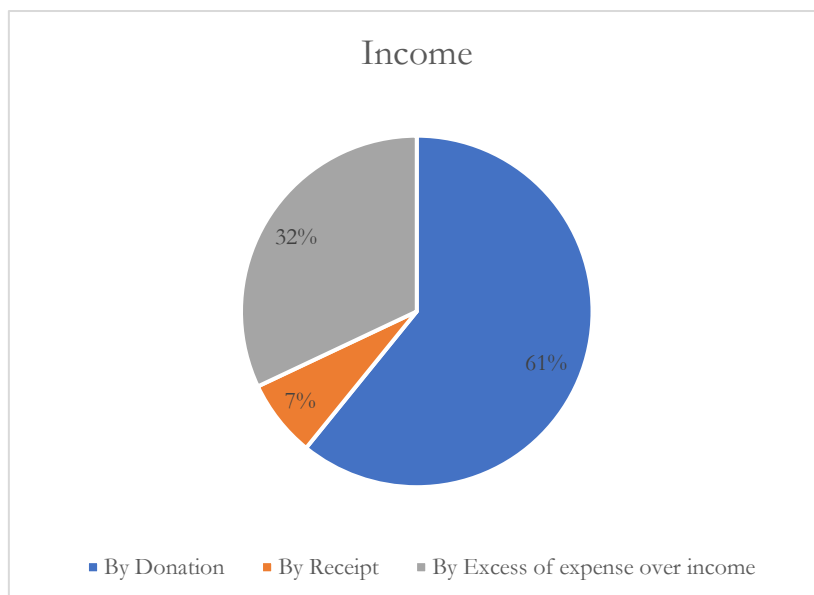


Audit Reports

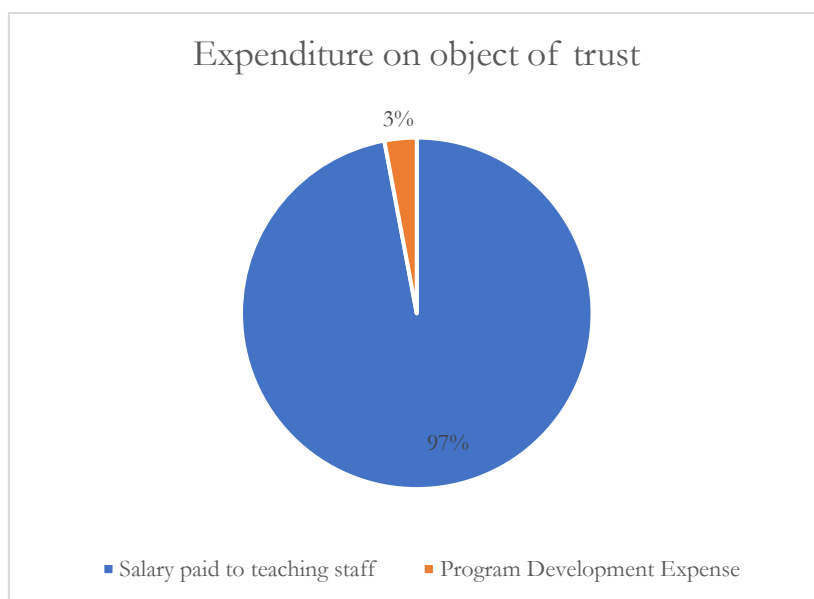
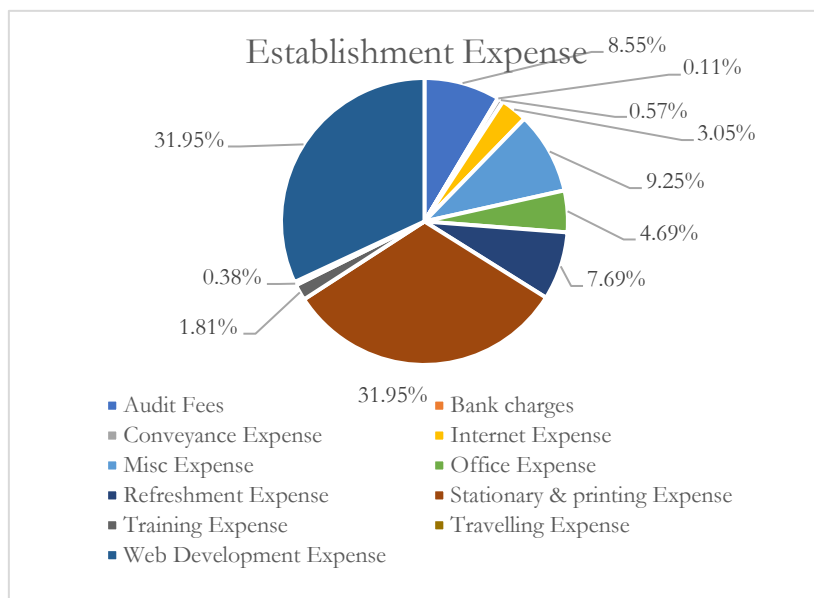
Expense



Income



Audit Reports



Audit Report

RSAP & CO
Chartered Accountants
Ph.No. 07940028739

307, Hemkoot Buildig, Behind LIC Building,
Opp. Sanyas Ashram, Ashram Road,
Ahmedabad. 380009

THE BOMBAY PUBLIC SCHEDULE IX

NAME OF PUBLIC TRUST: TOGETHER IN DEVELOPMENT & EDUCATION (TIDE) FOUNDATION
ADDRESS OF THE TRUST : B/62, GOYAL TERRACE, NR. JUDGES BUNGLOWS, OPP. NRI TOWERS, BESIDES PRIDE HOTEL,
BODAKDEV, AHMEDABAD - 380054
TRUST NO:E-21313, AHMEDABAD DATE 22/01/2016 BANK A/C NO.OF THE TRUST FOR TRANSACTION OF FOREIGN
CONTRIBUTION: N.A. F.C.R.A. NO. N.A.DATE :N.A.
BALANCE SHEET AS ON 31.03.2020

FUNDS & LIABILITIES	RS.	PROPERTY & ASSETS	RS.
TRUST FUNDS OR CORPUS		IMMOVABLE PROPERTIES	
Balance as per Last Year 500.00			
Addition during the year			
	500.00	INVESTMENT	
OTHER EARMARKES FUNDS		ADVANCES	
		TDS	12600.00
LIABILITIES		CASH & BANK BALANCE	
		CASH ON HAND 14064.00	
INCOME & EXPENDITURE A/C		BALANCE WITH HDFC BANK 57897.42	71961.42
Balance as per Last Year 693496.62			
Less: Deficit during the year 609435.20			
	84061.42		
TOTAL	84561.42	TOTAL	84561.42

Date - 26/12/2020
Place - AHMEDABAD

AS PER OUR REPORT OF EVEN DATE

For, RSAP & CO.
Chartered Accountants
F.R. No. 135546W

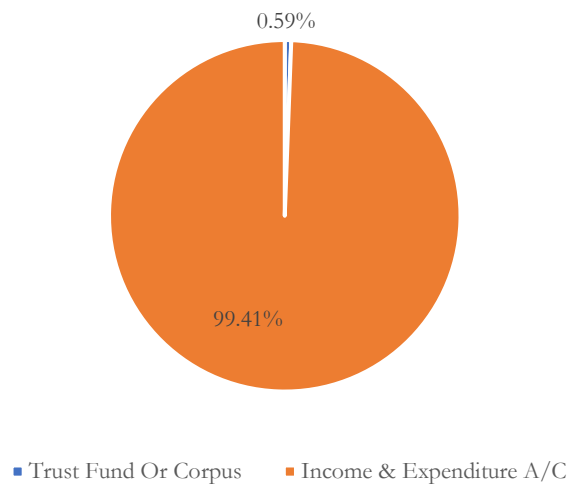


Ritul M Shah
(RITUL M SHAH)
Partner
M.No.140123

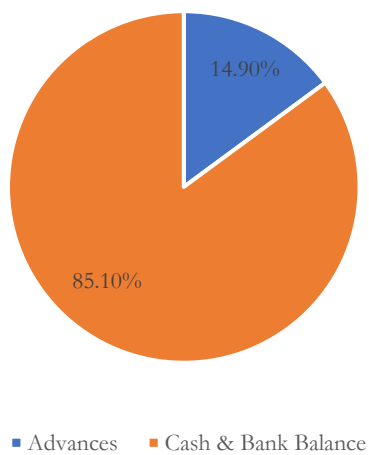
Trustee
Trustee

Audit Reports

Funds & Liabilities



Properties & Assets



TIDE Foundation



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Bodakdev, Ahmedabad, 380054**

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