

Together in Development
& Education (India wing)



TIDE Foundation Summary Report



November, 2014 – June, 2019

TIDE (Together in Development & Education) is an educational reforms start-up 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. As of April 2019, we have directly (and regularly) worked with 12,900+ individuals in the state of Gujarat, India.

Outline of Programs:

BetterEd: BetterEd is a program which aims to bridge the gap between the education institutions provide the children and the education necessary for an all-round development of a child. This program is phased into three levels – Introductory Weekend classes, alternate day academics and then, weekday academic classes. After it's inception, till June 2019, we have worked with a total of 12 slums and 860 children through a variety of short term projects and interventions.

Prerak: Prerak aims to improve the quality of education and function of an institutionalized system sustainably, by working with the children, teachers, admin and the parents. Prerak used to work with remand homes and government school and then after the initiation of EEP under Prerak, TIDE has been able to work on a larger medium with a broader spectrum of institutions including private, government and granted institutions. Since, its inception Prerak has worked with 9312 students and 299 teachers, full-time throughout the year.

Saral Kadam: The Saral Kadam Program was formed to face the need of foundation enrichment in a lot of government schools and low-fee private and granted schools. Saral Kadam aims to bridge the gap between the academic understanding that a child lacks for his age and the basics that he needs to understand to actively participate in their current classroom teachings. TIDE has been studying and planning to develop the resources necessary for this program, since December 2018 and aims to pilot it with 1,200 children across 25+ schools in Ahmedabad by the next academic year.

CollegeDev: This program functions at various local colleges to change the pedagogy of teaching and aims to prepare college students for the professional world. This is a research intensive group that brings together education research, student feedback, employers' points of view to develop student level interventions, curricular modifications and teacher (professor) training tools. CollegeDev reached out to 510+ students and 50+ teachers.

CompleEd: This program works with private schools to promote critical, divergent, creative thinking and application based learning and change the current system flaws related to rote memorization and creating technicians rather than thinkers or researchers. CompleEd has been able to reach 675+ students and an additional audience of 600+ people (including students, teachers, parents) in a series of public talks.

Skillixir: Under this program, children (at orphanages) were offered soft skill and communicative skill development sessions through interactive group activities and workshops on inter-personal development. Skillixir also branched out to promote a culture of arts for personal development at urban slums, rural areas, private schools and colleges, under the sub-project, InspirArts. Skillixir has worked with 377 children. Skillixir was later merged into BetterEd to create a more holistic learning for children. However, InspirArts is currently being restructured to reach a larger audience.

Summary table

Program	14 – 15	15 - 16	16 - 17	17 - 18	18 – 19
BetterEd	4 (165)	5 (155)	9 (270)	4 (75)	4 (80)
Prerak	2 (140)	4 (1520)	4 (S:1515) (T:65)	9 (S: 5457) (T: 177)	6 (S: 4457) (T: 138)
Saral Kadam	-	-	-	-	Started this year
CollegeDev	2 (105)	6 (235)	4 (201)	1 (4)	2 (15)
CompleEd	3 (190)	4 (285)	2 (200)	1 (600)	Program being restructured
Skillixir	5 (167)	4 (180)	Merged into BetterEd.		Program being restructured

Note: Numbers in cells represents number of sites as the main figure will the number of students/teachers worked with are represented in brackets.

BetterEd

The program aims to cater to learning gaps that are created through a whole host of reasons not limited to just schooling systems but also support systems for children. The program runs after school daily evening classes for children. Till June 2019, we have worked with a total of 12 slums through a variety of short term projects and interventions.

Over time the life skill classes with with arts and games as a medium at localities such as Chandola lake, Geeta Mandir and Meera Cinema, which were held once a week, and then evolved into doubt solving and life skill classes (twice a week) with Ranujanagar, Sal, AUDA (Prahladnagar) and Visatnagar as an addition to the above and finally to a largely academic program with significant parts of games and activities focusing on critical thinking - problem solving, cognitive ability, imagination and focus (five to six day a week), currently at SAL (15 students), Mansi site (20 students), AUDA - Prahladnagar (35 students) and Visatnagar (10 students). After starting the daily classes, we were unable to continue the classes at Chandola, Meera Cinema and Geeta Mandir sites.

We have been running daily tuition classes over the past two and half years and are now trying to evolve into a more sustainable intervention through the fellowship program (linked to the fellowship page) and institutional partnerships.

This program uses creative and critical thinking, art and value based educational pedagogies for the provision of basic education and life skills along with shared focus on nutrition, hygiene and self- confidence to under-privileged, slum, village and special needs children. The academic focus is on language, mathematics and science.





Prerak

The program aims to holistically improve rural government and low fee private schools and to bring about a) education of the heart; b) education of the mind and c) empower the school whereby the school and its stakeholders can keep improving the school in our absence. We do so by adopting a complex systems theory approach to deeply understand system limitations due to interactions between a wide range of causes and by working with all the stakeholders including students, parents, teachers, school administrators and leaders.

The project began with in school classes on spoken English, Hindi, Mathematical skills at schools in Gibpura and Shela from January to June, 2015. The students at these schools needed trained teachers in English to help them develop listening, reading and writing skills of the language in the children. The children here were also educated in the subject of value education and soft skill development through lectures, story-telling and performances art programs. Prerak catered to over 100 children at the above centres. Over time the program evolved into a teacher enrichment program before we realized the need for holistic school wide intervention.

Currently the Education Enhancement Program (holistic school improvement program) has evolved into a comprehensive four-year program that provides day-to-day intervention to empower school education by:

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

The program has worked with 9,545 children, their parents and 310 teachers at following schools.



Summary of the schools worked with for the school improvement program

Schools	Time Period	Students	Teachers
FD High School, Maktampura	June 2016 - April 2017	600	25
FD High School, Jamalpur	June 2016 - April 2017	800	40
The Anjuman-e-Islam School	June 17 - April 2018	760	25
Republic High School	June 2017 - April 2018	400	11
Neema Vidhyalaya	August 2017 - October 2017	800	35
Crescent English School	June 2017 - April 2019	700	25
Crescent Gujarati School	June 2017 - April 2019	1000	31
Matrutva School	December 2017 - April 2018	423	13
Matruchhaya School	December 2017 - April 2018	805	22
Nirman High School	December 2017 - April 2019	569	15
Bal bharti Public School	June 2018 - December 2019	700	19
Shams English School	June 2018 - April 2019	523	12
Reh-e-khair Girls school	June 2018 - April 2019	965	26
Sanathal Prathmik Shala	February 2019 - April 2019	400	10

Saral Kadam

More than 30% of 6th to 8th standard government school students cannot read, write or do basic arithmetic including reading writing sentences like “My name is Ramesh” or solving single digit addition subtraction like $2 + 2 = 4$. The students have continued onto higher grades and are taught other advanced concepts and are unable to keep up with the pace of teaching.

The proposed new idea is classes 3 – 5, which will serve as a short term intervention and that helps students establish their foundational skills (numbers, four mathematical operations and communicational language) in three months’ time. 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, distributed practice (little bit often) and interleaved practice (requiring children to change mental strategies as opposed to block practice).

The students would be administered with an in depth assessment that helps group children in levels and helps point out the exact problem that a child with basic mathematics and language (for e.g. a child usually makes one of 11 commonly made mistakes in division) allowing for personalization and short spanned interventions. Thereafter the groups are supported with a series of conceptual understanding based self learning booklets, a set of application based worksheets and interactive games (the language module replaces games with a buddy reading program and immersive art, craft, pretend and role play). The games and immersive practice will serve as continuous and immediate formative assessment, while the worksheets will help learning and regular assessments.

Timeline

Phase 1 planning and resource material generation (December 2018 to June 2019)- Develop, design and pilot test assessment, booklets, worksheet and game.

Phase 2 piloting (August 2019 to November 2019)- Piloting the resources in 5 schools that TIDE works or has worked with and conducting an impact evaluation.

Phase 3 larger scale implementation (November 2019 to April 2020)- Scale to 50 schools and reach out to other NGOs conducting after-school classes.

Phase 4 larger scale implementation (April 2020 onwards)- After April 2020, we could potentially reach out to the government and larger organizations like Pratham and Central Square Foundation to upscale the program to other cities.

1. ASER test helps identify students that need remedials

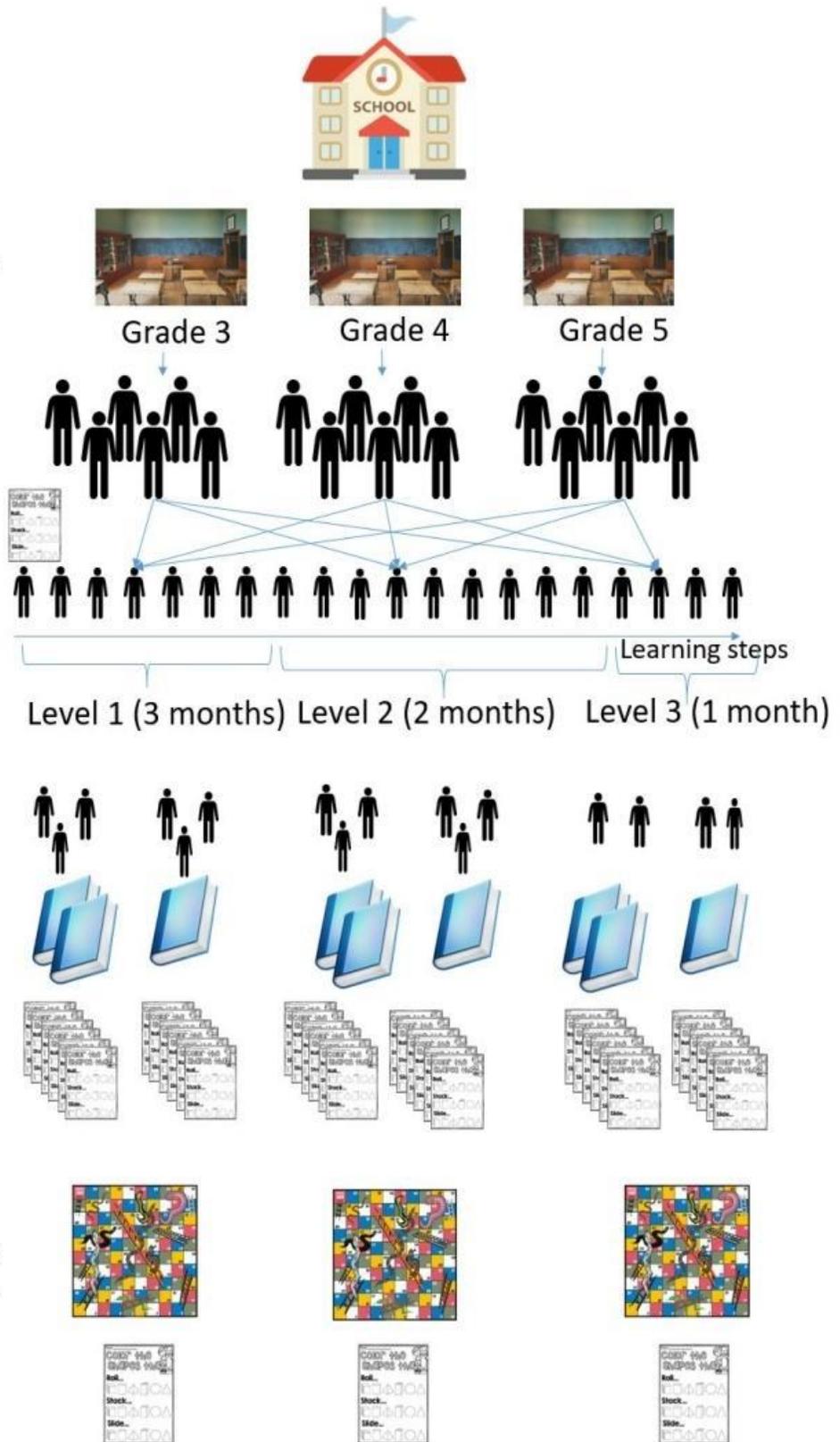
2. In-depth assessment sorts students into learning steps. All students will complete remedials in 3 months.

3. Small group formation along similar learning step levels.

4. Booklets and worksheets (post 5-10 min direct instruction) provided according to the learning step levels.

5. Students in the same level play an educational game.

6. A mini assessment to ensure level completion.



CollegeDev:

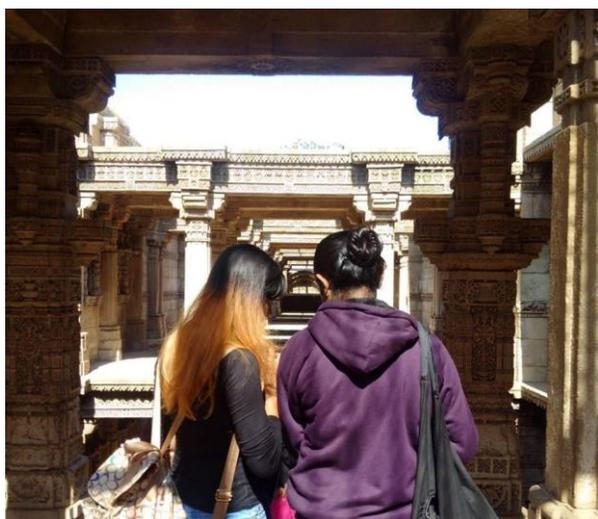
This project aims at bringing systematic and effective changes in current university setup that can sustainably contribute towards intellectual development of college-level students. The research intensive group strives to work with students and authorities of colleges, to identify and work on root causes to improve value of education at university level. This program tried to enhance their observational and exploratory skills through field visits.

Some of our initiatives include launching modules at St. Xavier's College, Ahmedabad like learn at your own pace (LAYOP), where college students were mentored to help through the college transition, due to the language barrier and poor basic understanding. Scientific writing was another aspect in which the students were trained in as they need to learn how to read and write scientific literature. Research journal reading and presentation clubs were also formed in various faculties. TIDE also ran IIT Bombay students' mentoring program for juniors from across regional universities and providing internship opportunities for college students at Nirma from CS/IT streams, under Internshala. TIDE also organized a HOTS workshop at the KCG with over 50 teachers to increase the dialogue on the immediate need of innovation and research mentality in the country.

TIDE also launched the running modules like LAYOP, mentorship program, technical communication, etc into the Arts faculties in St. Xavier's college, reaching 50+ students and helped them with orientation in English language, technical communication, etc.

CollegeDev reached out to 660+ students at St. Xavier's College - Biochemistry department and Economics department, Nirma University and JG College of Education.

The program currently offers the TIDE fellowship and is currently being restructured to create large scale interventions.





CompleEd

This program works with private schools to promote critical, divergent, creative thinking and application based learning and change the current system flaws related to rote memorization and creating technicians rather than thinkers or researchers. To tackle that, TIDE organized creative and critical thinking workshops at private schools in Ahmedabad. CompleEd has been able to reach 405 students.

TIDE members conducted town planning workshops to make the children curious about the development and administration of a town. Around the world workshops were also held, where children were exposed to information about various parts of the world in form of an activity or a game, which would induce critical thinking and curiosity about Pangea, Analytical skills and map reading skills. Generally, when asked to do homework, children engage without active reasoning and thinking. So, TIDE members came up with teaching techniques, which involve the kid's active involvement in the thinking process of the homework instead of just data copying.

With the systemic incorporation of HOTS in CBSE curricula and teacher training provided by CBSE, the program evolved to bring about community wide discussion and critical dialogue bringing together nearly 600 people in a series of talks organized in 2017.

TIDE organized a series of talks called Miracle Of Ideas or MOI, which were based upon the idea of “Chinging with Time”. Structured around understanding and analyzing different disciplines, these events aim to bring together the shared thoughts and reasons behind developments over time. This talk involved speakers from a wide array of disciplines like Education, Arts, Medicine, Finance, Civilizations and Human Settlements, Nature Conservation and Science and Technology.

The program is currently being restructured to target and bring about social emotional learning.



Skillixir

Skillixir, from its initial phase, started working with Sultan Ahmed Yateemkhana, Ahmedabad. After talking to the supervisor and an on site observation, the children there were decently capable in academics, while they lacked basic etiquettes and unity among themselves, which had an effect on their interpersonal dynamics. A healthy peer group environment and effective communication skills that a child requires to grow, needed to be worked upon. To deal with that, TIDE started conducting weekend workshops at Yateemkhana, which would enhance their personal growth as well as would help them develop empathy for their peers. These soft skills and communicative skills sessions were implemented, with the children through the means of theatre exercises and short skits, memory games and critical thinking and problem solving activities, story-telling sessions and film screenings (Which were followed by a discussion).

TIDE also collaborated with Prabhat foundation to conduct Social Activism workshops with the youth at Odhav. Under the same, a brainstorming session was held to understand viable solutions for the under-lying problems inside and nearby their community. And then, a cleanliness drive of a park nearby was conducted by the youth with the help of TIDE and Prabhat foundation.

Skillixir, to use art as a tool for personal development at urban slums, rural areas, private schools and colleges, has also branched out under the sub-project, Inspirarts. Skillixir has worked with 442 children. This program was later dissolved and incorporated into BetterEd and Prerak in order to bring about sustainable changes that remove the need for regular session. However, currently we are trying to restart InspirArts whereby children create public art display on issues of social justice and each display is jointly created by children separated by socio economic boundaries so in turn also helping bridge larger divides in the educational sector.

session.





Together In Development and Education



For further information visit our

Website at <http://www.tideinternational.org/>

or Facebook page at <https://www.facebook.com/togetherindevelopmentandeducation>.

Contact us at info@tideinternational.org