

Together in Development  
& Education (India wing)



TIDE Foundation



Annual Report  
2023 - 2024

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## About TIDE Foundation

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

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Email ID: [info@tideinternational.org](mailto:info@tideinternational.org)

Website: [www.tideinternational.org](http://www.tideinternational.org)

Facebook: [www.facebook.com/togetherindevelopmentandeducation](https://www.facebook.com/togetherindevelopmentandeducation)

Instagram: [www.instagram.com/tide\\_foundation](https://www.instagram.com/tide_foundation)



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## Background to 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 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 2023, we have directly (and regularly) worked with 32,500+ individuals in the state of Gujarat, India.

We are supported by a prestigious board of advisors, which includes Prof. Raghavan Rangarajan (Dean at Ahmedabad University), Dr. Shailendra Gupta (ex-Director of North Gujarat Education Society), Prof. Prerana Mohite (Professor Emeritus at MS University), Prof. Neelkanth Chhaya (Retd. and ex-dean of CEPT University), Mr. Keshav Chatterjee (Director at Prabhat Foundation), and Mr. Hiren Parikh (Principal at Vibgyor High School).

We are led by Dr. Jwalin Patel, a research scholar who also works in the developmental/social action sector. He has recently returned to India from the UK where he served as a staff member at the University of Cambridge teaching undergraduate and postgraduate students and researching education. He has won several accolades and awards including numerous scholarships and research grants and was recently elected to the UK's prestigious Royal Society of Arts.

Dr. Patel's research (M.Phil., Ph.D., Postdoc at University of Cambridge, UK, and ongoing research) focuses on educational philosophy, classroom and schoolwide ethos and practices, teacher professional development, and interventions for holistic education, education of the heart, and social emotional learning. He has published several academic papers, book chapters, educational reports and books; notably a book on [Learning to Live Together Harmoniously: Spiritual Perspectives from Indian Classrooms](#) was published by the renowned Palgrave, Macmillan and Springer publishers. He has also taught undergraduate and postgraduate students at University of Cambridge, UK, University College London, UK and St Xaviers College, Ahmedabad.

He has been working in the international education and development sector since 2009, as the co-founder and co-director of two charities in India and consultant to various Indian and international multilateral organizations (including Global Innovation Foundation, Inter Network Agency for Education in Emergencies, UNICEF, and Cambridge Partnerships for Education).

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## Director's Note

We started TIDE Foundation with the goal to make a sustainable difference in a span of 15 years with three phases (exploration, developing scalable interventions, and scaling). While last year we contemplated changing the timeline we are now starting to catch up on our intended timeline.

Post the phase 1 (2014 – 2019) where **understood the educational landscape and** experimented with various programs, we are now coming to the end of our phase 2 wherein we intend to deep dive into selected programs and develop scalable interventions. We have now identified key needs and programs to counter them.

Over the coming year we intend to scale our activity based learning, holistic foundational learning, and lifeskills education program to 30+ rural schools and 10 urban schools. This year, will remain fundamental in developing these programs before we can transition to the final phase of scaling the programs.

The past two years have been foundational experiments for all the programs. We have seen exceptionally promising results in BETI and CompletEd (social changemakers program). BETI is now set to be scaled out to more schools and out of the 9 interventions we have identified a core emphasis on 4 that can be scaled out. The social changemakers program saw an impressive outcome, however, we are still remaining mindful that this was just the first year and we should jump to early conclusions. Therefore, we aim to replicate the SCF model this year before considering scaling it up.

BetterEd and EmpowerEd both have continued to undergo exploration as we remain keen on finding scalable and sustainable solutions. This year we intend to continue the programs at the same scale with some minor adaptations as we explore more scalable modalities for implementation. In addition, I am keenly excited about two new completed interventions that we are planning in the coming year (including a novel model city council and mini-SDG volunteering drive).

The focus of this year remains on building scalable interventions, especially models which can later be scaled and rolled out to 100s of schools in the next phase.

## Updates from Key Programs

### BetterEd

BetterEd (Bettering Education for All) strives to enhance access to comprehensive education, focusing on individuals from under-resourced backgrounds. While numerous options exist for textbook-based learning, there are no significant alternatives that emphasize basic life skills. Our program is dedicated to equipping students with essential skills, competencies, and values such as communication, confidence building, compassion, behavioural regulation, and the ability to be self-aware of various issues and act independently for the cause. We cater to students in urban slums, orphanages, and affordable private schools by offering life skills, behavioural management, and sports sessions. Previously, our efforts also included academic education through theme and project-based learning. In the last year, we have engaged with nearly 10 low-fee private schools, one slum, and one orphanage. Our initiatives aim to provide a well-rounded education that goes beyond traditional literacy and numeracy, fostering a more holistic and inclusive approach to learning.



We initially worked with children across various slum sites for academic education but soon realized there was a greater need for their multi-dimensional development. As a result, we shifted our focus from solely academic and life skills-based learning to include behavioural management, mental wellness, and project-based learning. Due to the lack of resources and infrastructure in many slum areas, we reached out to low-fee private schools to implement our programs in a more organized manner and reach a larger audience. We have worked with Bharat Higher Secondary School, Blue Bell School, Memnagar Sarwajanik, Pratap School, Shree Shakuntal School, Vandana School,

Vidhyasagar School, ZED school, AAS School, Jaspur Govt. School, Balgruh site and Mansi site for this year and plan to expand to more schools from next year onwards. Our model, inspired by UNICEF's life skills curriculum and project-based learning, helped students grow in many aspects and understand concepts in a fun and engaging way. More than 120 volunteers from various schools, universities and companies supported us by leading and assisting at the sites, enhancing the impact of our efforts.



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## BETI (Block Education Transformation Initiative)

We are currently developing a Block Education Transformation Initiative as a means of scalable and sustainable education reforms in the government schools. The governance of government schools across the country is divided by states, districts, blocks (containing roughly 110 schools), and clusters (containing 10-12 schools). Blocks are the smallest unit of governance. We hope to develop a model to holistically transform blocks of schools, and this can later be used to transform education systems across the district, state and nation. We have been working with 10 schools over the last year and seek support to continue working with them over the next two years; we will then scale the program to the remaining 100 schools in the block. We have so far implemented 9 interventions.

### Bridge course

We have developed a holistic foundational learning curriculum that integrates education of the mental, physical, emotional, spiritual aspects of students along with their literacy and numeracy skills. The curriculum contains three modules intending to bring about activity, application- and conceptual understanding- based learning for children lacking basic foundational clarity on Mathematics and Gujarati. We have partnered with Gujarat Vidyapith, students pursuing Bachelor in Education and Masters in Social work will be working with TIDE foundation as means to complete their field work. They will be implementing in the upcoming year after getting trained by TIDE foundation team.



### Activity-based learning

We have developed a curriculum of activity-based learning sessions to allow for universal coverage of all the children in the grade 3-5. We have implemented this curriculum in 10 schools of Sanand. The students have used kits as hands on learning material to the mathematical concepts and more importantly explore the applications of the concepts learnt. Based on teacher feedback received from schools, the students are able to profoundly remember the activities associated with kit usage when learning new or revising concepts.





## STEM workshops

Volunteers from the TIDE Foundation conducted chapter-aligned STEM workshops for students in grades 6-8 in Sanand. These 2-hour sessions took place once a month and were implemented in Jambuthal Primary and Hirasapur Primary schools.



The program provided students with engaging, hands-on learning experiences, helping to enhance their understanding of STEM subjects.

## Life skills education

We aim to educate, empower, and give voice to the future generations by providing them a platform to make a difference and meaningful contribution to their respective communities. TIDE staff team conducted weekly sessions in 10 schools of Sanand involving students in grade 6-8. The sessions involved students engage in an activity based learning approach and explore crucial life skills like: communication, problem solving, attention, concentration and decision making and many more.



## Counseling

In this academic year we were able to provide a safe space to the students. Select students from 10 schools in Sanand were able to have a one-on-one session with the TIDE staff team. The discussion revolved around potential challenges they faced at home, school or their surrounding environment.



The discussion was conducted for 10-15 minutes between the breaks of the school hours.

## BALA – Building as a learning aid

In partnership with ConnectFor, a school in Sanand was painted with educational murals.

These visual aids included numbers, alphabets, body parts, shapes, language elements, and basic math, enhancing the



learning environment for students by providing vibrant, interactive teaching tools on the school's walls.

### Summer activity workshops

Summer art workshops were conducted in all 10 schools in Sanand, offering students in grades 5-8 the opportunity to learn new skills and engage in creative activities. These workshops, lasting multiple days, 2-4 hours each, provided a platform for students to explore and develop their artistic talents. A few examples of the activities involve: making a butterfly through origami papers, using natural elements and preparing something of their own, an outcome of their imagination, best out of waste, red bug, lamps, bookmarks, and friendship bands.



### Home visits

Staff members of the TIDE Foundation conducted home visits across all 10 villages of the 10 schools in Sanand. The primary goals were to understand students' behaviour at home, observe their living environments, learn about their household responsibilities, and build rapport with their parents through meaningful conversations.

Approximately 25-30 students' homes were visited per school, fostering stronger connections between the foundation, students, and their families.



### Vikram A Sarabhai Community Science Centre (VSCSC) workshops

A team from the Vikram A Sarabhai Community Science Centre (VSCSC) conducted full-day science workshops in 10 schools in Sanand. These interactive sessions allowed students to engage hands-on with specially designed materials, exploring various scientific concepts through practical activities. Highlights included constructing a pinhole camera, understanding the human body, and creating models. This initiative provided an immersive learning experience in both Chemistry and Physics, fostering curiosity and a deeper understanding of science among the students.



## Social Changers Fellowship

Last year's batch included 11 students out of which 10 successfully completed their fellowship. We supported students through interactive workshops on SDGs, mentoring from experts, and hands-on learning to engage in a social changemaking initiative of their choosing. The workshops covered a host of topics including understanding social issues (their interconnectedness and intersectionality), needs assessment and SWOT analyses, action planning, and thinking and writing skills.

The program ran from September 23 to July 24 and was split into 4 phases:

1. Understanding social issues (5 workshops + 2 fieldvisits);
2. Designing an intervention (5 workshops);
3. Implementing the intervention (5 workshops-repeated sessions for students with early exams); and
4. Reflection and documentation (5 workshops, with opportunities for public engagement for 7 students including newspaper articles, public speaking, and posters).



Students implemented their respective projects, documented their work, and explored its impact. Finally, students presented their work to experts, at their schools, and in public forums.

## Student projects

Students picked diverse projects including those on :

1. Environment and climate action: cleaning up a lake through innovative floating islands (reducing the BOD, phosphates, and nitrates to 56%, 70%, and 54% and increasing dissolved oxygen to 300%), planting rare indigenous trees and distributing them across the city (a total of 100 sapplings distributed across 3-4 places), and countering animal human conflict through podcasts and awareness drives.
2. Countering poverty: organizing career fairs for 70 marginalized students in low fee private schools and orphanages, and collecting excess / wasted food from buffet restaurant and distributing it to the marginalized (to over 100 people over a span of consecutive 40 days)
3. Inclusive cities: teaching brail and tech-based interventions for 15 visually impaired students, and conducting interactive workshops and art exhibition for 20 deaf and dumb students.
4. Health: running menstrual health workshops for 350+ students with a team of 5-6 people alongwith distributing sanitary pads, and countering mental health issues related to board exams at a high fee private school.



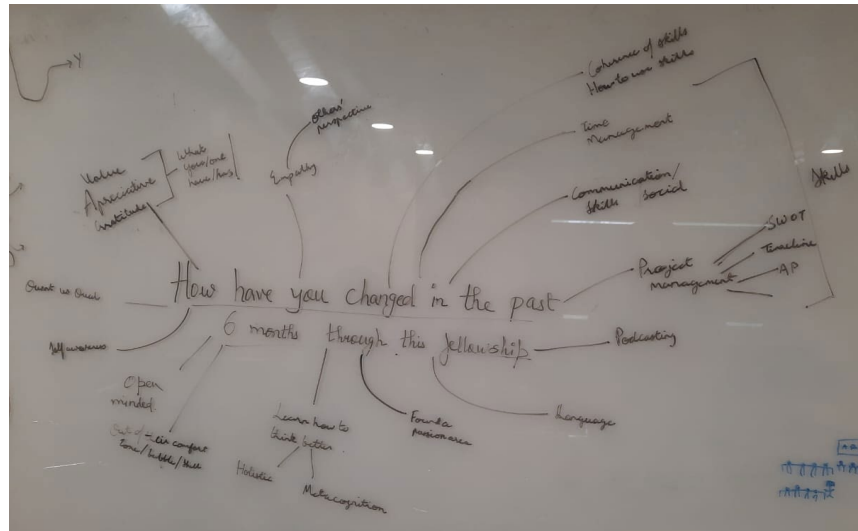
## Dissemination and learnings

We have [webpages](#) on each of the

students. We have had newspaper articles on 3 students, public talks by 3 students, and poster exhibition of 4 students.



Students reported developing values of empathy, gratitude, sensitivity, key lifeskills of communication, project management, and thinking skills for open-mindedness and critical and creative thinking.

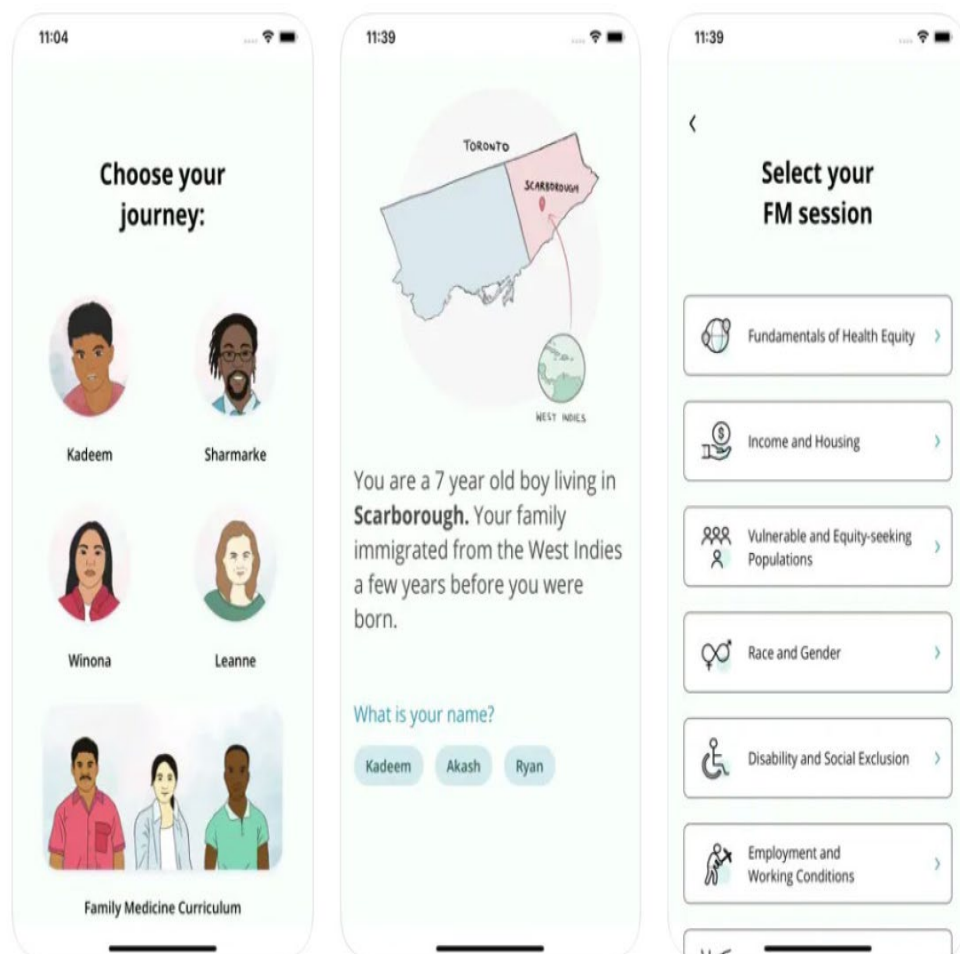


## EmpowerEd

EmpowerEd aims to develop bottom up, collaborative interventions that educate, enrich, and empower educators. The program considers teachers as knowledge holders and experts and supports sharing and development of contextualized professional practices for pedagogy, leadership, and wellbeing. It is based on ideas of problem solving, action research, decentralized training, collaboration, professional learning communities and teacher autonomy. EmpowerEd is an educational organization that seeks to support building teachers' professional practices and identities in ways that facilitate social justice for all students.

EmpowerEd takes a positive approach to empowering and training teachers. We currently run two projects: one develops communities of practice while the other develops a mobile app. The communities of practice were run in collaboration with University of Cambridge, and it engaged with various holistic educators from across India. We have been exploring the possibility of

developing an app for bottom-up teacher empowerment. A small team has come together to develop a prototype. We have been developing various game-based scenarios through on-ground research. Here are some screenshots from a sister concern, Stand Up 4 Health, an app for teacher professional development in Canada.



# Finances and 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, 2024

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

S: B-42, GOYAL TERRACE, NR. JUDGES BUNGLOWS, OPP. NRI TOWERS, BESIDES PRIDE HOTEL, BODAKDEV, AHMEDABAD		
NAME AND ADDRESS OF THE TRUSTEE WHO SUBMITTED THE STATEMENT : JWANIL NISHIT PATEL, B-42, Goyal Terrace, Nr. Judges Bungalow, Bodakdev, Ahmedabad - 380054 PH NO. 9979887648		
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:		16,15,029
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	12,47,718	
(iv) Amount Spent for the purpose of medical relief		
(v) (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		
(vi) (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.		
(vii) 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	12,47,718	
But restricted to		12,47,718
Income liable to contribution		3,67,313

Place: Ahmedabad  
Date : 27/08/2024

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

**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.**

**INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDING ON 01.04.2023 TO 31.03.2024**

<u>EXPENDITURE</u>	<u>RS.</u>	<u>INCOME</u>	<u>RS.</u>
To Expenditure in respect of properties		<u>BY RENT</u>	NIL
<u>OTHER EXPENSES</u>		<u>BY INTEREST</u>	
To Establishment Expense		<u>BY DONATION</u>	
As per schedule 'A'	70891.77	Donation Cash or Kind	1615029.04
To Remuneration		<u>BY RECEIPT FROM MAIN OBJECT</u>	
To Contribution for Charity Commissioner	0.00	Activity Income	0.00
To Audit Fees	4130.00		
To Amount written off			
To Misc. Expenses			
To Depreciation			
To Amount Transfer to			
Reserve of Specify Fund			
To Expenditure on object of			
Trust - As per Schedule- 'B'	1247716.33		
To Excess of Income over Expense trf to Balance Sheet	292290.94		
<b>TOTAL</b>	<b>1615029.04</b>	<b>TOTAL</b>	<b>1615029.04</b>

DATE : 27/09/2024  
PLACE: AHMEDABAD

  
Trustee

AS PER OUR REPORT OF EVEN DATE

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



  
(RITUL M SHAH)  
Partner  
M.No.140123



**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 31.03.2024**

<u>FUNDS &amp; LIABILITIES</u>	RS.	<u>PROPERTY &amp; ASSETS</u>	RS.
<b>TRUST FUNDS OR CORPUS</b>		<b>IMMCVABLE PROPERTIES</b>	
Balance as per Last Year	500.00		
Addition during the year	-		
	500.00	<b>INVESTMENT</b>	
<b>OTHER EARMARKES FUNDS</b>		<b>ADVANCES (for Expenses)</b>	9600.53
<b>LIABILITIES</b>		<b>CASH &amp; BANK BALANCE</b>	
		CASH ON HAND	85.76
		BALANCE WITH HDFC BANK	527723.06
<b>INCOME &amp; EXPENDITURE A/C</b>			527808.82
Balance as per Last Year	244618.41		
Add: Surplus during the year	292290.94		
	536909.35		
<b>TOTAL</b>	<b>537409.35</b>	<b>TOTAL</b>	<b>537409.35</b>

Date - 27/09/2024

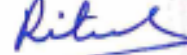
Place - AHMEDABAD

AS PER OUR REPORT OF EVEN DATE

For, RSAP & CO.

Chartered Accountants

F.R. No. 135546W



( RITUL M SHAH)

Partner

M.No.140123

  
Trustee



**SCHEDULE -'A'**

**ESTABLISHMENT EXPENSES -31/03/2024**

<b><u>Particulars</u></b>	<b><u>Rs.</u></b>
Advertisement Exp	4170.94
General Expense	4243.00
Meeting Expense	27093.00
Misc Expense	5640.00
Platform Charges	6849.00
Repair and Maintenance	19216.83
Telephone Expense	1325.00
Travelling Expense	1799.00
	555.00
<b>Total Rs...</b>	<b><u>70891.77</u></b>

**SCHEDULE-'B'**

**EXPENDITURE ON OBJECT OF THE TRUST**

<b><u>Particulars</u></b>	<b><u>Rs.</u></b>
<b><u>Educational Object</u></b>	
Education Expense	1247716.33
<b>Total Rs...</b>	<b><u>1247716.33</u></b>



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

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

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Facebook: [www.facebook.com/togetherindevelopmentandeducation](https://www.facebook.com/togetherindevelopmentandeducation)

Instagram: [www.instagram.com/tide\\_foundation](https://www.instagram.com/tide_foundation)