

Together in Development  
& Education (India wing)

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TIDE Foundation



Annual Report  
2024 - 2025

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## About TIDE Foundation

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

Office Address: 2nd floor, BCM Corporation, Post Office, 1 Kalpana Society, behind Navrangpura, Ahmedabad, Gujarat 380009

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). This year brings us to the end of phase 2 and in the coming few months we will proceed to transitioning / planning for phase 3.

This year we have

- Developed and consolidated two of our major interventions in rural government schools- both holistic foundational learning and activity based learning have now been completed and are ready to be scaled either by us or through other scaling channels.
- Created a scalable program for holistic education in under-resourced schools - the bettered and Disha program have now been aligned closely with each other and together have impacted 36+ schools. This is a program that we intend to scale to over 50 schools in the coming year.
- Experimented with and developed programs for urban students- we have three projects focusing sustainable development including a new short awareness program called the model city council, an SDG course for college students for initial engagement, and a social changemaker fellowship for a deep dive and detailed engagement. All of these still remain in their nascent stage.

This year has seen us grow and have a phenomenal scale of impact. While with growing beneficiary numbers we have realized that we need to strengthen our documentation, M&E systems, and curricula to help us transition to the next phase. This year remains foundational in showcasing the potential for scaling the programs in the following phase.

This coming year, we intend to finalize our processes, curricula, and systems to support exponential scaling of these in the future. We will slow down certain programs where we have either demonstrated proof of concept and have a scalable intervention (e.g. holistic foundational learning and activity based learning), or saw little impact and/or potential for impact (e.g. SDG course). We will scale two of our programs directly (Disha and BetterEd's consolidated program and Model City Council) in an effort to build a proof of concept. The larger focus of the coming year will remain on preparing to transition to scale via partnerships.

## Updates from Key Programs

### BetterEd

The National Educational Policy 2020 has emphasized and mandated life skills and value education. While numerous options exist for textbook-based learning, there are no significant alternatives that emphasize basic life skills. Many students lack value orientations such as sensitivity, empathy, and citizenship and basic skills like team working, problem-solving, communication, and decision-making, which can lead to struggles in the future.

Since 2014, TIDE Foundation has worked to address this through the **BetterEd (Bettering Education for All)** program in orphanages, slums, low-fee private schools, and government schools. We developed an immersive, activity-based curriculum inspired by UNICEF frameworks, contextualized for Grades 6–8. Known as **Life Skills & Citizenship through Social Changemaking (LSSC)**, it runs fortnightly sessions where students take up projects to improve themselves, their schools, and their communities. Hence, create socially responsible youth leaders. These sessions build confidence, leadership, and key life skills in a fun and engaging way.

We initially worked with children across various slum sites for academic education but soon realized need for holistic development. Hence, we expand into behavioral management, mental wellness, and project-based learning from solely academic and life skills-based learning. Limited infrastructure in slums pushed us to implement the program in affordable private schools, ensuring wider reach and impact.

### Key impact highlights of this year

- Fortnightly sessions held in **9 low-fee private schools** and **1 orphanage**.
- **560 students** of Grades 6–8 engaged for around 10 hours each.
- **100+ volunteers** contributed over **1,050 hours** in facilitation.
- Partner schools include Shree Shakuntal, Vandana, Vidhyasagar (Hindi/Gujarati/English), ZED, AAS, Memnagar Primary, Suffah English Medium, and the Balgruh site.



### Testimonial

*“Volunteers would visit every Sunday morning and actively engage the students through various fun and meaningful activities. Their consistent involvement fostered a strong connection with the children, leading to noticeable and positive behavioral changes over time, reflecting growth in their confidence, social skills, and overall attitude.”*

~ Ms. Varsha, Children co-ordinator of Balgram site

## 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. Initiated in September 2022 with a 2-year pilot across 10 schools, reaching approximately 3000 students; successfully expanded in 2024 to encompass 35 schools. This year, we implemented 4 interventions and deepened the interventions which are replicable and scalable. Over the next two years; we will scale these programs to the remaining 100 schools in the block as well as to another block.

### Bridge course (Holistic Foundational Learning – HFL)

We developed and implemented a 3-month bridge curriculum integrating literacy, numeracy, and holistic education (mental, physical, emotional, and spiritual). Implemented by trained community volunteers and B.Ed. students in 14+ Government Primary Schools. The program supported 226 'Priya' learners, with all students improving from L0 to L2 learning level. We also partnered with two NGOs and two B.Ed. institutes, trained 100+ student-teachers as HFL Facilitators.



Students in Jambuthal playing with Flashcards.



Training of HFL at AG teachers' collage.

### Activity Based Learning (ABL)

To promote conceptual and application-based understanding, we organized full-day “ABL Melas” in 9 schools and chapter-aligned math ABL sessions in 20 schools. Over 2,100 students (Grades 3–6) engaged with interactive kits, games, and worksheets. Teacher feedback rated the sessions highly (avg. 4.5/5) for curriculum alignment, teaching methodology, and student engagement.



Students are learning how to know time on clock through game.



Students using different kits.



## Life skills and citizenship through social changemaking : Disha Camps

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 46 two-day “Disha Camps” across 27 government schools. 1,280+ Grade 8 students designed 60+ social action projects on cleanliness, food waste, environment, education, and gender equality, engaging 1,300+ peers. All projects were presented in school exhibitions (“Parivartan Melas”). These camps involve students in Project based learning approach & help bring out crucial life skills like: communication, problem solving, attention, leadership and decision making and many more. Camps also extended to Nagpur and Mahur (Maharashtra) with 199 Grade 12 students through partnering with Eklavya India Foundation.



Students doing survey on inequality



Students made dustbins for school



Students explaining problem to principal during 'Parivartan Mela'.

## Summer activity workshops

We conducted one-day summer camps in 15 schools with 595+ students (Grades 3–5). Children reused materials to create pots, nests, and feeders, pledged to conserve water, and cared for plants and animals—linking creativity with responsibility.



### साष्टांत तालुकानी प्राथमिक शाळाओमां सभर केम्प योज्जयो



साष्टांत भास्कर । उनाणु वेडेशन दरमियान भाणको घर, गाम, शाळा अने पर्यावरण अंगेनी पोतानी जवाबदारी निभाववा प्रयत्नशील थाय अे हेतु सावे टाईड (टुनेधर उंन डेवलोपमेन्ट अन्ड अेज्युकेशन) इन्डिन्डेशन द्वारा साष्टांत तालुकानी 15 प्राथमिक शाळाओमां धोरण 3 थी 5 ना 595 थी वधु भाणको सावे सभर केम्पनूं आयोजन करायु डतु. जेमां पर्यावरण जग्गति अने वर्तन संबधीत प्रवृत्तिओ करी अने नकाभी वस्तुओमांथी उपयोगी वस्तुओ बनावी.

In summer camp students learn different types of wastes and reused that waste and made birdfeeders and flowerpots.

## Teacher Innovation Forum (TIF)

35 teachers from 11 clusters participated in monthly forums fostering peer-learning, reflective practice, and action research. Sessions focused on holistic and play-based education, experience sharing, and collaborative problem-solving. Teachers reported 80% direct applicability to classroom practice.



The subject expert from team shared their knowledge on 'Early child development and the journey of 17 themes' and 'Holistic education in early childhood'. It became enriching experience for participants and forced them to ask their practical challenges of classroom to facilitator.

## BETI Testimonials

TLM ચર્ચા અને ગ્રુપ ચર્ચા અમારા માટે મહત્વના હતા. બાળકની પ્રવૃત્તિને ધ્યાનમાં રાખી કયા પ્રકારની પ્રવૃત્તિ કે ટી.એલ.એમ બનાવી શકાય તેની ચર્ચા આવતા વખતે થાય તેવી ઈચ્છા રાખીએ છીએ.

~ General feedback by teachers for TIF

"TIDE Foundation has done commendable work with weak learners in our school. Through activity-based learning, we have seen clear improvement in students' reading and writing skills. We sincerely thank the Foundation for this effort."

~ Principle, Andej Primary School

"I've been teaching with TIDE Foundation for the past three months. Activity-based learning made children enjoy studying and attend regularly. It has been a wonderful and enriching experience for me."

~ Community associate, Vinchhiya village

"We have never witnessed these girls speaking up before, and after the camp, they were confidently presenting in front of the whole school. That is amazing."

~ Principle, Hirapur Primary School

## BETI Next year vision:

We intend to become an ABL Online resource centre that develops materials, collates materials made by other NGOs and teachers, maps the learning resources to textbook chapters, partners with other NGOs to distribute the developed materials, and trains teachers, B.Ed. (teacher trainees) students, and other NGOs to use ABL. HFL will be part of resource centre and we will scale it through Partnering with NGOs & Institutions to share the knowledge and resources.

We wish to scale Disha Camps across 50+ schools, ensuring wider student participation and deeper community engagement. Organize a block level 'Parivartan Mela' event, providing a larger platform for students to showcase their social action projects, share learnings, and inspire collaboration across schools. Hopefully we should be able to engage 30 teachers for training and implementing their own Disha camps during 'Bagless days'.

## CompleEd

This year we have continued to grow the social changemaker fellowship but have realized that this program will never be amenable to scale. In line with our efforts to develop scalable interventions we experimented with two new programs – Sustainable Development Goal Course for university students and Model City Council.

### Sustainable Development Goal Course

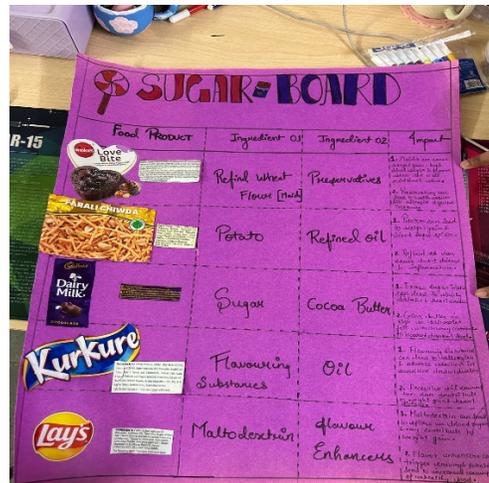
Revolving around the 17 sustainable development goals, we designed this project with the goal of engaging youth in social action. The drives had been planned in a way where individuals would be required to conduct short term drives addressing social issues at their own homes, in the university, and in the neighbouring communities. This would help the volunteers to understand how small efforts can bring in major changes addressing critical issues. The idea was to help volunteers understand the meaning and concept of sustainable lifestyle and get a chance to reflect on their habits. While undertaking these drives, the volunteers would find themselves more connected with their surroundings and understand the impact of their everyday activities on their surroundings.

There were two different versions of implementation

- When the project started volunteers from across India joined us to be a part of these mini drives. A total of 83 independent volunteers completed the drives in the year 2024-25.
- Later, as a means of scaling, we established a partnership with GLS university as a part of their life skills credit course and 139 students joined hands with us to complete 4 mini drives each. The drives started in the month of January and were completed by mid February.



GLS Students taking learning sessions as a part of SDG 4 – Quality education



GLS Students created a sugar board as a part of SDG 3 – Good health and well being

Further details on each of the drives can be found on <https://tideinternational.org/sdg-drives/>. This includes a padlet with volunteers submitted their completed drives.

## Model City Council

Model City Council (MCC) is an innovative civic education program that builds youth leadership through immersive simulations of local governance systems. It empowers school students to understand, engage with, and influence real-world issues by acting as ambassadors and developing actionable interventions for local issues. MCC is designed to instil a sense of civic responsibility and enable scalable youth-led action on the Sustainable Development Goals (SDGs).

TIDE Hosted its first ever MCC in July 2024 with a participant strength of 55 young students. At the conclusion of the event, participants were invited to select a long-term initiative to work on. This led to the formation of three passion projects, each focused on a specific cause i.e. lake cleaning, educational flashcards, and waste segregation. These projects allowed participants to continue their engagement in community-driven change efforts through collaborative action.



Green city team being oriented by their subject expert Mr. Meet Joshi, Founder, Project Adopt a queen



Healthy cities team brainstorming solutions led by Ms. Pooja Mathur, Co-Founder, Greensnstraw foundation, Dr. Jwalin Patel, President, TIDE Foundation and Ms. Hardi Panwar, Operations Manager, TIDE Foundation.



Volunteers working on waste segregation drive

## Social Changers Fellowship

Last year's batch included 8 students out of which 4 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 18th August to 29th June and was split into 4 phases:

1. Understanding social issues (6 workshops)
2. Designing an intervention (4 workshops + 1 field visit+ 4 check in call)
3. Implementing the intervention (4 workshops- 4 check in call)
4. Reflection and documentation (2 check in call + 2 workshops)

## Students Projects

Students picked diverse projects including those on:

1. **Play based education** – Observing the learning challenges faced by young students in schools, Swara came up with the idea to introduce play-based education (a learning approach where children develop skills through exploration, creativity, and hands-on activities). She focused on engaging children with board games to develop cognitive, emotional, and physical skills while enjoying the process.



Students learning mathematical concepts through play based learning

### Project Impact & Reach:

- Total beneficiary reached: 150+
  - Target group: Students in low-fee private schools in rural Ahmedabad
  - Volunteers engaged: 6
  - Workshops conducted: 2
  - Institutions reached (schools): 2
2. **3R of plastic**– This project focused on addressing the issue of plastic waste through education and awareness. Two of our fellows Kahaan and Anuvrat worked together to design and conduct interactive workshops for younger students, introducing them to the principles of 3R - *Reduce, Reuse, and Recycle*. The workshops aimed to build early awareness and encourage sustainable habits among children.

### Project Impact & Reach:

- Total beneficiaries: 650+ students
- Target group: Low-fee private and government schools
- Workshops conducted: 17
- Schools covered: 16
- Volunteers engaged: 4

3. **Health and nutrition** – This project focused on helping children develop healthy eating habits through awareness and engagement. Amay designed structured lesson plans that used interactive activities and discussions to help children understand the importance of a balanced diet. Through these sessions, children were encouraged to reflect on their daily food choices and gain a better understanding of what they consume and how it impacts their health and well-being.

**Project Impact & Reach:**

- Total beneficiary reached – 200
- Number of workshops conducted – 10



Young students learning about healthy eating habits

4. **Nature Nests**– The Nature Nest project focused on reconnecting children with nature through immersive, hands-on experiences. Moksha curated nature walks at locations such as Thol Lake and other natural spots in and around Ahmedabad, where children learned about local flora and fauna. The project also involved nest-making activities, encouraging creativity, environmental responsibility, and compassion for birds and wildlife.

**Project Impact & Reach:**

- Total beneficiaries:
  - 47 children through nature trips
  - 300 children through nest-making workshops
  - 600 children through bird feeder (“tide nest”) activities
- Target group: Children from KG to 8th grade from low-fee schools
- Volunteers engaged: 15
- Nest-making workshops conducted: 6 (grade-wise sessions)
- Schools covered: 1 low-fee primary school and 1 orphanage



Children from Visamo on their visit to nature parks

# 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, 2025**

**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, OFF. NRI TOWERS, BESIDES PRIDE HOTEL, BODAKDEV, AHMEDABAD**  
**NAME AND ADDRESS OF THE TRUSTEE WHO SUBMITTED THE STATEMENT : JWANIL NISHIT PATEL, B-62, Goyal Terrace, Nr. Judges Bungalow, Bodakdev, Ahmedabad - 380054 PH NO- 9973882848**  
**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:		31,18,747
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	19,59,913	
(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	19,59,913	
But restricted to		19,59,913
Income liable to contribution		11,58,834

Place: Ahmedabad  
 Date : 22/09/2025

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

*[Signature]*  
**TRUSTEE**

For R S A P & Co,  
 Chartered Accountants

FR NO. 135546W

*[Signature]*  
 (Ritul Shah)

Partner  
 Mem.No. 140123



RSAP & CO  
Chartered Accountants  
Ph.No. 07940028739

718, Shivalik Shiip - II,  
Opp. ITC Narmada Hotel,  
Keshavbaug Road, Ahmedabad - 15

**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 01.04.2024 TO 31.03.2025**

EXPENDITURE	RS.	INCOME	RS.
To Expenditure in respect of properties		<b>BY RENT</b>	NIL
<b>OTHER EXPENSES</b>		<b>BY INTEREST</b>	
To Establishment Expense		<b>BY DONATION</b>	3118747.00
As per schedule 'A'	140635.59	Donation Cash or Kind	
To Remuneration		<b>BY RECEIPT FROM MAIN OBJECT</b>	0.00
To Contribution for Charity Commissioner	4800.00	Activity Income	
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'	1959913.25		
To Excess of Income over Expense trf to Balance Sheet	1009268.16		
<b>TOTAL</b>	<b>3118747.00</b>	<b>TOTAL</b>	<b>3118747.00</b>

DATE : 22/09/2025  
PLACE: AHMEDABAD

*[Signature]*  
Trustee

AS PER OUR REPORT OF EVEN DATE

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



*[Signature]*  
(RITUL M SHAH)  
Partner  
M.No.140123

RSAP & CO  
Chartered Accountants  
Ph.No. 07940028739

718, Shivalik Shilp - II,  
Opp. ITC Narmada Hotel,  
Keshavbaug Road, Ahmedabad - 15

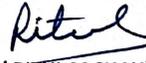
**THE BOMBAY PUBLIC SCHEDULE IX**  
**NAME OF PUBLIC TRUST: TOGETHER IN DEVELOPMENT & EDUCATION (TIDE) FOUNDATION**  
**ADDRESS OF THE TRUST : B/62, GOYAL TERRACE, NR. JUDGES BUNGLOWS, OPP. NRI TOWERS, BESIDES PRIDE HOTEL,**  
**BODAKDEV, AHMEDABAD - 380054**  
**TRUST NO:E-21313, AHMEDABAD DATE 22/01/2016 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 31.03.2025**

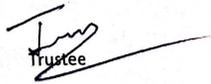
<u>FUNDS &amp; LIABILITIES</u>	<u>RS.</u>	<u>PROPERTY &amp; ASSETS</u>	<u>RS.</u>
<b>TRUST FUNDS OR CORPUS</b>		<b>IMMOVABLE PROPERTIES</b>	
Balance as per Last Year	500.00		42480.00
Addition during the year	-	<b>MOVABLE PROPERTIES</b>	
		Computer Equipment	-
		500.00	
<b>OTHER EARMARKES FUNDS</b>		<b>INVESTMENT</b>	
		<b>ADVANCES (for Expenses)</b>	
		Advance for Expense	4000
		Loan to Staff	5000
			9000.00
<b>LIABILITIES</b>		<b>CASH &amp; BANK BALANCE</b>	
		CASH ON HAND	127638.60
<b>INCOME &amp; EXPENDITURE A/C</b>		BALANCE WITH HDFC BANK	1367558.91
Balance as per Last Year	536909.35		1495197.51
Add: Surplus during the year	1009268.16		
	1546177.51		
<b>TOTAL</b>	<b>1546677.51</b>	<b>TOTAL</b>	<b>1546677.51</b>

Date - 22/09/2025  
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



**RSAP & CO**  
**Chartered Accountants**  
**Ph.No. 07940028739**

718, Shivalik Shilp - II,  
Opp. ITC Narmada Hotel,  
Keshavbaug Road, Ahmedabad - 15

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

**SCHEDULE -'A'**

**ESTABLISHMENT EXPENSES -31/03/2025**

<b><u>Particulars</u></b>	<b><u>Rs.</u></b>
Advertising Expense	5317.44
General Expense	29090.00
Meeting Expense	8450.00
Other Misc Material Expense	999.00
Platform Charges	5247.51
Repair and Maintenance Expense	10872.00
Service Charges	233.64
Staff Expense	31860.00
Telephone and Internet Expense	11866.00
Travelling Expense	36700.00

**Total Rs...** 140635.59

**SCHEDULE-'B'**

**EXPENDITURE ON OBJECT OF THE TRUST**

**Particulars**

**Educational Object**

Education Expense  
(including to Teaching and Training Staff Salary)

**Rs.**  
1959913.25

**Total Rs...** 1959913.25





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

Office Address: 2<sup>nd</sup> floor, BCM Corporation, 1 Kalpana Society, Ahmedabad, 380009

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