

Annual Report (2021-22)



Koshish-Milap Trust

*12th year of Dedication for
Education, Health & Knowledge Sharing*

Office: 10 Ganga Park, Inside Pashabhai Park,
Gotri Road, Vadodara-390007,
Gujarat, India

Phone: 0265-2334041

E-mail: koshishmilap@yahoo.com

Web: www.koshish-milap.org

Education Support Centre & Clinic:
Mujmahuda Slum, Near Akshar Chawk,
Vadodara-390020, India

Our Mission is to:

Serve the needy,
Identify the root causes of their
suffering, and
Endeavour to lead them towards
self-sufficiency.

Public Trust Reg. No. E/7429/Vadodara
PAN No. AABTK7478B

Donation to Koshish-Milap Trust is tax exempt under
section 80-G (5) of Indian Income Tax Act,
Certificate: AABTK7478BF20214
FCRA Registration: Under process

Background

Since 2010 Koshish-Milap Trust is providing education and health services to the slum population, as well as creating a knowledge sharing platform for Indian NGOs.

Education and health care are the most basic and powerful means to improve quality of life. We provide affordable and quality education and healthcare services to the needy and underprivileged Mujmahuda slum population of Vadodara, Gujarat.

In order to create a knowledge sharing platform for Indian NGOs, a separate website (www.novoi.org) has been launched. Like Wikipedia it is free to use and it is open to contributions from NGOs and volunteers.

Our basic philosophy

- All trustees work voluntarily without monetary reward in any form.
- Maintain quality of work through active involvement of trustees in projects, maintaining transparency and ongoing evaluation.
- Low administrative expense around 15% of total expense.

Education Project

Koshish-Milap Trust is providing formal education support to the school going (KG to 5th grade) Mujmahuda slum children. Our goal is to make children competitive, confident and independent thinkers; as well as to reduce school dropouts.

Working Strategies

- **Location:** The facility is within the slum area, making it convenient for the beneficiaries.
- **Methods:** Synthesize and apply the best methodology relevant to the local population.
- **Educational material:** Books, stationery, etc., are provided free in the class.

- **Differential instruction:** Address individual needs by restricting class size smaller than 20 students.
- **Cognitive focus:** Replace rote learning with conceptual understanding.
- **Behavioral:** Replace corporal punishment with love, logic and discussion.
- **Learning materials:** Develop and use teaching aids as needed.
- **Manipulatives:** Try to demonstrate with real objects such as weighing balance, coins, clock, etc. to clarify the concepts through developmentally appropriate hands-on experience.
- **Technology:** Use of audio/visual aids such as video clips, charts, etc. to clarify specific concepts.
- **Reading material:** Translate/develop reading material in Gujarati and provide them to the students for extra reading.
- **Field trips:** Arrange educational tours.
- **Extra curriculum:** Arrange extracurricular activities for arts, crafts, sports, and festival celebrations.
- **Parents:** Encourage parental involvement.
- **Training:** Regular training and meetings with teachers. Teachers are provided specifically developed lesson plans.
- **Sponsorship:** Bright and needy students are sponsored to private schools.
- **Analysis:** Documentation and analysis of past experiences.
- **Subsidized:** Spending about Rs 7000 per student annually, but charging less than 10% (Rs 600 per year) as a token fee.

Achievements of the Education Project

- In year 2021 22, due to Corona pandemic, the time was different for everyone including students. Disrupted schedules, lockdown, virtual and hybrid learning and distancing kept students far from normal learning experiences. It was difficult for slum children to study due to lack of availability of smart

phones, data pack charges and support from poor illiterate parents.

After the government permission, classroom teaching was initiated. It took great efforts to adjust them back in a group setting, figuring out how to interact with each other. In beginning the students looked tired and sleepy, feeling hungry, inattentive and having concentration problems, getting easily irritated, frustrated, and anxious. We had to give time for transition back to normal. They needed to be reminded about the Corona guidelines, like masks and social distancing. We had to do some transition activities that included classroom cleaning and arranging, storybook reading, exercising, playing simple educational games, crafts, singing and doing drama.

- Covered KG (Lower and Upper) to 5th grade with total number of students benefiting from our service has reached 139. There are multiple reasons to restrict the teaching up to KG to 5th grade: a) We have developed successful strategies for this most vulnerable age, we want to document them properly and spread the message to other schools, b) It is hard to get satisfactory rental places within the slum, c) It is hard to find trained teachers for higher standards, d) We have created an understanding with the nearby 'Exxact Pathshala' where they teach underprivileged children. They will accept our students for free coaching from 6th grade onward.
- Sponsored 41 needy and capable students for private schooling.
- The success of our teaching efforts is reflected in achieving an average score of B+ (86%) in the school annual exam. 1/3 of our students are achieving A-grade in school.

Number of Students admitted

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|------------------------|------------|------------|---------------------------|---------------------------|------------|
| KG (Jr. + Sr.) | 45 | 55 | 61 | 56 | 51 |
| 1 st grade | 22 | 20 | 17 | 25 | 21 |
| 2 nd grade | 14 | 21 | 19 | 13 | 18 |
| 3 rd grade | 21 | 15 | 22 | 20 | 11 |
| 4 th grade | 19 | 19 | 18 | 18 | 15 |
| 5 th grade | 15 | 13 | 18 | 18 | 23 |
| 6 th grade | 10 | 14 | 10 | 19 | - |
| 7 th grade | 14 | 8 | 10 | 7 | - |
| 8 th grade | - | 12 | 6 | 10 | - |
| 9 th grade | - | - | 4 | - | - |
| 10 th grade | - | - | - | 08 | - |
| Total | 160 | 177 | 185 | 194 | 139 |
| Students sponsored | 58 | 53 | 54 | 50 | 41 |
| % Dropped out | 10% | 8% | 5% | 10% | 24% |
| Avg. Annual Exam Score | B+ (82%) | B+ (79%) | No exam (Corona Pandemic) | No exam (Corona Pandemic) | B+ (66%) |

- Developed variety of teaching strategies and teaching material to support differential instruction and independent learning. Made video library for teachers.
- Due to lack of exposure, the slum students have difficulty comprehending many concepts described in textbook. Therefore, we have collected short (1-5 min) video clips on specific concepts like nature, dams, plants, animals, water sources, earth, mines, public places, etc. The use of audio-visual method is highly successful.

- Prepared lesson plans for KG, they are highly useful for teachers. Developed our own curriculum for KG.

Involving Parents

We keep constant touch with the parents and update them about the progress of their children. We also counsel them for taking care of their children's basic needs like regular meals, sleep, hygiene, etc. This is done on one to one basis as well as through the parental meeting.

Keeping in Touch with the School Teachers

As needed, we make phone calls, visit the schools attended by our students and get updates/feedback.

Success Stories

Here are few examples of how our efforts are making significant impact on the lives of the children in the Mujmahuda slum.

- The year was as a whole perhaps one of the most challenging for educators, students and parents. The impact of the Corona pandemic on students was significant since they missed the social connection. Students were considerably left behind not only in academics but also socially and emotionally. Students have become lazy, unmotivated, lost attendance power, became more disruptive, increased in-fighting, careless, forgetful and irresponsible. It is challenging to finish the unfinished learning, especially for the underprivileged. For this we experimented with various approaches as shown below.

To help them realize the benefits of cooperation with one another, we began reading story books that described friendships of working together to accomplish specific goal for

cooperative learning. After 1-2 months students realized the advantage of cooperativeness.

Few students were given story books and adventure books, which inspired other students to request reading and activity materials. During break time, we started playing recorded educational songs. Children loved this and they learned 12-15 songs.

- Vijay, a 5th grade student, is talented but lacked self-confidence. He never completed his homework or class work on his own. He was clever in finding a way to copy from others. He began finding it challenging to read and understand even simple sentences as he entered the 5th grade. The teacher found out what he can do better. The teacher then began to build upon his abilities. Slowly, he gained some confidence that he could understand and also sometimes outperformed other students. The teacher worked with him one-on-one. The teacher's home visits strengthened his intense interest. We had to get him to read a paragraph of five to six phrases after giving him simple comprehension sentences such as, "In the novel, where did Mohan live?" We had to take him to read a paragraph of five to six sentences. Additionally, we placed him in various buddy learning groups; all but one failed. After working for over six months, he finally gained enough confidence to start assisting the teacher in checking other students' homework without skipping a step, especially in arithmetic. He was able to resolve math problems that nobody of his classmate could do. Vijay, who was forced to sit on the floor all the time and was frequently suspended from his school, has now gained confidence and

improved academically. The school teacher was amazed about his academic progress and complimented us.

- A child who struggles in first grade is more likely to perform poorly and will be an underachiever in the classroom throughout his school life. Children struggling in reading and mathematics were given individual tutoring, attention and support during Corona pandemic and brought to academic level same as their peers. Twenty five children struggling academically from grade 1 to 5 were successfully supported individually with differentiated teaching.
- Different learners have differing needs to learn the same topic. Our teachers provide a variety of ways to help understand the same topic.
- One of the transitions for a child is entering preschool life. It involves separation of child from their parents and moving from a familiar to an unfamiliar place. We try to reduce such transition stress by giving unconditional love, have free discussions, talking with teachers and letting them feel understood, accepted, and comfortable, encouraging their eagerness, enthusiasm and curiosity. When they come in the morning, they have to tell many things, therefore, the teacher listens to them.

Extracurricular Activities

Such activities include Art-Crafts, English learning, Music, and Yoga classes.

Educational Tours

Due to Corona pandemic, we were unable to arrange any visits to public places like zoos, parks, libraries, and post offices.

In 5th grade, as a part of environmental science, students have to understand concepts of mountains, hills, creeks, rivers, fields, village life etc. Students kept on asking how do mountains, hills, and creeks look. We realized

that learning cannot always come through reading or listening. Real world experience can help their understanding. So, we planned a trip to Mathavadi, an interior village surrounded by Satpura and Vindhya hills in Narmada district, it was an overnight trip of about 85 km. We had to counsel parents and students for such trip. For both parents and students this was an unknown place. We had to persuade parents to accompany their kids on the overnight excursion because slum parents are possessive of their kids. Students were quite excited about the trip, especially after the restrictive Corona Pandemic.

They had to use a public bus, then a tractor, to get there. They were so thrilled to see a lovely creek as they drew near the settlement that they nearly jumped out of the tractor. Children ate lunch with local Adivasi. They visited every house, farm, and neighboring area and slept with local families. They even climbed an 800 meter high hill nearby.

Impact of the Trip:

Children reported learning about village people, their issues, their way of life, and witnessing the love of the poor, who had little to give but generously shared almost everything they had in their homes. In spite of suffering from cold themselves, students were given mattresses and blankets by villagers.

Students became quieter, more cooperative, engaged in more buddy learning, more appreciative of their possessions, and more open.

Teachers' Training for Social Emotional Learning- through AURA

Emotional literacy is the ability to express our emotions and feelings using speech and other forms of communication. It's an important skill that children must develop during young-age to help establish a stable life.

AURA is Vadodara based organization that has experience of working with both teachers and students. AURA team has experience in how to inspire, empower and mentor teachers to motivate and think creatively so that their relationship with self, with children, with the

foundation and the parents is strengthened in a new and enriching way.

In addition to academics, the aim of such holistic education is to develop a child's physical, emotional, moral, psychological, and spiritual qualities. Such training can help in fostering the spirit of competition, self-assurance, the ability to work cooperatively, the ability to stay focused while working, and independent thinking.

All of our teachers have completed Social Emotional Learning training in 2020-21. AURA also hosted workshops with instructors and students of Koshish-Milap Trust to incorporate Social Emotional Learning in academics.

Impact of Social Emotional Learning:

- A bunch of students was making fun of one another while laughing. In front of the class, one of them puked. They weren't sure what to do as they all stood there looking at him. The youngster was unable to clean by himself and could not handle the smell of vomit. Suddenly, two other children who had been his constant opponents offered to wipe up his vomit. The youngster was instructed by his teacher to express his thankfulness, but they told him it wasn't necessary. They also assisted him in returning home.
- When a student repeatedly fails to finish homework, we inform the parents. Commonly the parents will yell and may beat the child, which would be supported by another child (brother/sister) in the home. However, once they had a better understanding of empathy and compassion, they would request teachers not to contact their parents; instead, they would assist in completing the homework.

Parents' Counseling

Family structure is more disruptive among slum dwellers compared to traditional families. Children growing up in quarreling and divorced families show more anxiety, depression symptoms, irritability, demanding, noncompliance, problems in social relationships and school performance. When we called parent/s in the class and complained in the presence of their child, some parents would start beating the child in front of us. So, we changed our strategy to counsel the parents separately. For some parents, we could make a difference and their behavior towards their child was improved ultimately reflecting on their kid's behavior and academic achievements.

Problem faced with Government School Timings

There was teaching time conflict with a nearby government school. We run the center from 8 am to 12 am and government school starts by 10:30 am. That requires us to leave students by 10 am resulting in significant reduction of supporting time for more demanding students. We ended up sponsoring reasonably bright students to private schools and let others leave our center. This reflects an increase in the dropout rate from 10% to 24%.

Healthcare Project

We are providing highly subsidized and quality healthcare to the Mujmahuda slum population through an outpatient clinic. Medicines for common diseases are dispensed from the clinic. Patients are also counseled for a healthy lifestyle.

Approach for Healthcare Project

The outpatient facility is located inside the slum providing primary healthcare for all ages from infants, to adults and the elderly. Our goal is to provide an affordable quality healthcare by:

- **Free consultation:** Free consultation by MBBS/MD doctors.
- **Medicines are dispensed at the clinic:** Dispensing affordable medicines in the clinic for common illnesses including cold, malaria,

bacterial infections, skin diseases, muscular pain, acidity, diabetes, blood pressure, asthma/COPD, epilepsy, depression, diarrhea, ear/eye infections, acne, etc.

- **Subsidized medicines:** Reducing the cost of medicines by subsidizing with donors' support, using generic medicines and avoiding unnecessary injections.
- **Regular screening of high BP and diabetes is carried out.**
- **Counseling:** Emphasizing the preventive health measures by vaccination, healthy lifestyle (hygiene, nutrition) and preventing addictions (Gutka, smoking, alcohol).
- **Affordable:** The fee for a typical three days treatment is Rs 10-20. For chronic diseases like hypertension/diabetes, the treatment cost can be Rs 10 per month per medicine.

Number of Patients Registered and Treated

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---------------------------------|---------|---------|---------|---------|---------|
| Total registration | 8035 | 8712 | 9458 | 9810 | 10200 |
| New registration | 1035 | 677 | 746 | 352 | 390 |
| Total treated | 13935 | 11264 | 9616 | 6311 | 7262 |
| Average patients per day | 46 | 38 | 38 | 25 | 24 |

Achievements of Health Project

- The registered patients are about four times the total residents (about 2500) in the Mujmahuda slum. Many patients come from other slums, other parts of Vadodara city, and nearby villages.
- Due to reduced hours of working during Corona pandemic the average patient number was 24 per day.

- Provided 50% additional subsidy to the poor chronic disease patients of diabetes, blood pressure, asthma, etc.

Knowledge Sharing Platform for NGOs: Network Of Voluntary Organisations of India (NOVOI)

There are about 33 lakh non-profit organizations registered in India, however, there is no broad based common platform for the Indian NGOs. A separate website (www.novoi.org) has been launched for creating knowledge sharing platform for Indian NGOs. This platform is intended to serve NGOs, volunteers, interns, donors and professionals interested in social work. It will provide an opportunity to share their experiences.

The salient features of this website are

- **Create a central digital resource for Indian NGOs:** It will provide an easily accessible online database of Indian NGOs, Funding Agencies (national and international), CSR companies, Government Laws/Schemes, Digital Library, NGO Handbook, etc.
- **Facilitate the exchange of useful information/expertise:** This is done by publishing opportunities about employment in NGOs, seminars/training, e-magazine, etc.
- **Free to use:** Like Wikipedia, it is free and open for interaction and contribution.

This is an ambitious project. For its success we seek active participation by NGOs to contribute to various sections of the website.

Summary of NOVOI website activities

| Item | Total entries 2017-18 | Total entries 2018-19 | Total entries 2019-20 | Total entries 2020-21 | Total entries 2021-22 |
|--------------------------------|------------------------------------|------------------------------------|-------------------------------------|------------------------------------|------------------------------------|
| NGO database loaded | 5522 | 6304 | 6382 | 6603 (4274) | 4274 (541) |
| Funding agency database loaded | 99 | 100 | 101 | 205 | 216 |
| e-Library database loaded | 616 | 708 | 708 | 709 (505) | 511 |
| Projects for Funding | - | - | - | - | 46 |
| Website visitors | 5552 (87% from India, 13% foreign) | 8483 (80% from India, 20% foreign) | 11856 (80% from India, 20% foreign) | 25266 (91% from India, 9% foreign) | 61997 (93% from India, 7% foreign) |

Achievements of NOVOI website launching:

- In response to our e magazines more than 90% of e-mails that we received were regarding the help needed to get funding for NGO's work. Therefore, we sent two e-magazines to guide NGOs on how to get such funding. Additionally, we introduced a new feature for publishing NGO projects needing funding. Hopefully, such projects will be reviewed by the prospective donor to consider funding. Last year we have received 61 proposals out of which 46 were published after scrutiny on NOVOI website.
- Interest in NOVOI website is reflected in its 61997 visitors. The number of visitors during 2021–2022 has increased sharply in response to our mailing of three e-magazines, providing information about and addition of new feature of advertising the projects for need of funding by NGOs.
- The top ten pages opened by visitors on NOVOI website were: list of Funding agencies (52%), Home page (30%), and remaining pages of-e library, Contact us, Get involved (1-3%).

- Participation in NOVOI website is reflected in receiving 499 self-loaded NGOs database and 772 subscribers to e-magazine.
- We have collected a database of 4274 NGOs from their respective websites. We were advised by couple of NGOs to take permission from the NGOs to publish their information, and we have started the process. Due to this reason, currently, 541 NGO database are published on NOVOI website.
- So far we have uploaded 216 funding agencies and 511 e-library database on the website.

Future plan for NOVOI project

- We will collaborate with Dr. Suman Brahmhatt's group of volunteers from USA, to create a "gateway" for donors to send donations digitally to the NGO listed with scoring on the basis of score from the transparency and reliability of NGOs. Such scored NGO list will be prepared after scrutinizing their government compliance, ability to carry out the project, type of project and personal visit to the NGO.
- Currently, we do not have database for "Events and Employment", since it needs to be provided by NGOs, we will pursue this.
- Popularize this platform through social media.

Budgetary Aspects

We try our best to remain lean in expenses by using following strategies:

- Dr. Varsha and Dr. Kishor are working full time without salary or any other compensation. All other trustees also contribute voluntarily without any compensation.
- Currently 15 employees are working. This includes eight contractual part-time teachers, one part-time physician, two part-time health assistants, one full time office administrator, one full time network

coordinator and two contractual persons for office and classroom cleaning.

- Low (15%) administration expenses.

Budget Summary for 2021-22

Donation: Total donation received was Rs18.2 lakh. Due to the ongoing process of our FCRA renewal, we were unable to receive foreign funds and that reflects in the reduction of overall funding.

Expenditure: The total expenditure was Rs. 27.5 lakh, out of which Rs. 12.9 lakh for Education, Rs. 6.7 lakh for Health, Rs 4.3 lakh for NOVOI project and Rs.3.6 lakh for overall administrative expenses.

Projected Budget for 2022-23

Total projected expenditure for 2022-23 is estimated to be 30.6 lakh which includes the expenditure for Education, Health, and NOVOI projects as Rs16.4, 8.9 and 5.3 lakh respectively.

Thanks to volunteers

We would like to thank the following volunteers who provided their services in administrative work, NOVOI or education project: Mr. C. K. Shah, Aakash Goyal, Isha Brahmhatt, Dr. Suman Brahmhatt, Rushi Luhar, Biren Nayak, Anil Gheewala, Bhavna & Sanat Chudasama, Smita Desai.

Thank You to All Generous Donors

- Thanks to the following donors for Sponsoring Students for Private Schooling: Dardi Sahayak Trust, Sushma Shah, Dr. Anshu Shah, Rohit Desai, Premal Shah, Rupal Dave, Vandan & Harshil Patel, Kalpesh Parikh, Nimisha Desai, Adil Bavaadam, Bharatiya Seva Samaj, and Dr. Taralika Trivedi.
- Thanks to Dr. Barin Desai and Bhavin Shah for the corpus fund to support highly

subsidized medicines for chronic diseases like diabetes, blood pressure, asthma etc.

- Thank you to Sharad Vaghela for providing free batteries, inverters as well their free and regular maintenance in the office and clinic.
- Thanks to Rushi Luhar for financial support to maintain the www.koshish-milap.org website.
- Thanks to all trustees for their services without any monetary reward.
- Thanks to Dr. Pankaj Jain and his team of Gyanshala Project, Ahmedabad, for providing teaching material.
- Thanks to Yogini Shah and Smita Desai for helping in preparing lesson plans and providing teaching guidance.

Thank you for your in-kind donations

In-kind donation items included: food items, slates, teaching items for class, steel cabinet, library books, stationery kits, etc. For the donation of such items, thanks: to Bina Naik, Daksha Salil Gandhi, Hemendra Bhatt.

Thank you for your donations (April 2021 to March 2022):

| Name of donor | Donation Rs |
|-----------------------------------|--------------------|
| <i>From Indian donors</i> | |
| United Way of Baroda | 300000 |
| V2 Tech Ventures Private Limited | 300000 |
| Prasad GWK Cooltech Pvt. Ltd. | 200000 |
| Samvedana Foundation | 200000 |
| Himalaya Machinery Pvt. Ltd. | 100000 |
| ManavJyot Public Charitable Trust | 100000 |
| Freny & Jal Bavaadam Foundation | 85190 |
| Sushma K. shah | 61000 |
| Ruma Krishnakumar Luhar | 40000 |
| Shirish Shah | 40000 |
| Premal Vinodkant Shah | 30000 |
| Anirudha Mukund Apte | 25000 |
| Jayshree Kane | 25000 |
| Manjula Shirish Shah | 25000 |
| Kalpesh S. Parikh | 24820 |
| Physiosmart Physiotherapy Clinic | 23560 |
| Theme Foundation | 23400 |
| Bhavesh Vishnubhai Mistry | 21000 |
| Mahesh Kumar M. Shah | 16000 |

| | |
|--|-------|
| Ashok & Nita Shah Devi GC Shah Charitable Trust | 15000 |
| Dr. Taralika Trivedi | 15000 |
| Rekhaben & Mahendrabhai Toprani | 15000 |
| Usha Ramanlal Gandhi | 11400 |
| Chintan Patel | 11000 |
| Bhaskarbhai Gordhanbhai Patel | 11000 |
| M/S Uttamlal & Company | 10000 |
| Trupti Bhavesh Mistry | 10000 |
| Asmita Bharatbhai Vaishnav | 7000 |
| Nrupa Joshi | 7000 |
| Vadodara Jilla Sarvodaya Mandal (Care of Lata Shah) | 6000 |
| Bharatkumar Kanaiyalal Shah | 5001 |
| Aditi Parimal Patel | 5000 |
| Aryan Amin Patel | 5000 |
| Ashwinkumar B. Patel | 5000 |
| Bina Milan Naik | 5000 |
| Jayshree Shah | 5000 |
| Mrudulaben Hasmukhbhai Patel | 5000 |
| Nandita Shreyas Shah | 5000 |
| Nikita Amin Patel | 5000 |
| Parth Parimal Patel | 5000 |
| Vasundhara Chandrakant Kale | 5000 |
| Devang Pandya | 3000 |
| Mukundbhai Gheeya | 2000 |
| Rajendra Rasikbhai Patel | 500 |
| | |
| <i>From foreign donors</i> | |
| No foreign donation was received since FCRA renewal process is going on. | |

Information for Sending Your Donation

Donation in India:

a) Direct transfer of donation to the bank account:

Bank Name: HDFC Bank

Bank Address: Shine Plaza,
Near Natubhai Circle, Gotri Road,
Vadodara-390007,
Gujarat

Account type: Savings

Account name: Koshish-Milap Trust

Account number: 50100193099402

IFS Code: HDFC0000384

b) The cheque (in Indian Rs) can be made infavor of “Koshish-Milap Trust” and sent to:

Koshish Milap Trust

10 Ganga Park, Inside Pashabhai Park,
Near Natubhai Circle, Gotri Road,
Vadodara-390007,
Gujarat

Phone: 0265-2334041

Donation from foreign countries:

Since FCRA renewal process is going on, please inquire from us before sending foreign fund.

Trustees

1. Dr. Kishorkumar P. Mistry
MD (Family Medicine, USA), PhD (Biochemistry)
2. Dr. Varsha B. Shah
MA (Education, USA), PhD (Biochemistry)
3. Krishnakumar B. Luhar
BSc (Chemistry), AMIE (Chemical Engineering)
4. Yogini B. Shah
MSc (Statistics), MEd
5. Harish M. Desai
BSc (Chemistry), LLB

Our Inspirations

“The major fault lies in the system and not in the person.”

Gandhiji

“Ignorance, inequality, and desire are the three causes of human misery.”

Swami Vivekananda

“God grant me the serenity
To accept things I cannot change;
Courage to change the things I can;
And wisdom to know the difference.”

Reinhold Niebuhr