

# Annual Report (2024-25)



## Koshish-Milap Trust

*15<sup>th</sup> year of Dedication for  
Education, Health & Knowledge Sharing*

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**Education Support Center & Clinic:**

Muj Mahuda Slum, Near Akshar Chawk,  
Pujan, Near Kalka Mata Mandir,  
Vadodara-390020, Gujarat, 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

**Section 80-G (5) of Indian Income Tax Act,**

**Certificate No:** 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. Recently, a Women's Empowering program called "Sathwaro" has been introduced.

Education and health care are the most basic and powerful means to improve quality of life. We provide affordable and quality education as well as 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](http://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 18% of total expense.

## ***Education Project***

Koshish-Milap Trust is providing formal education support to the school-going (KG to 3rd grade) MujMahuda slum children. Our goal is to make children, venturesome, 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 additional 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 15680 per student annually, but charging less than 4% (Rs 600 per year) as a token fee.

### **Achievements of the Education Project**

- Covered Jr. KG to 3<sup>rd</sup> grade and remedial class of 4<sup>th</sup> to 6<sup>th</sup> grades with total 89 students benefiting.
- Sponsored 43 needy and capable students for private schooling.

- The success of our teaching efforts is reflected in achieving an average score of B+ in the school annual exam. 68% of our students are achieving A-grade in school.
- 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.
- Developed our own curriculum for junior and senior KG.

### **Remedial class for Std. 4, 5 and 6.**

Some of our former students who were struggling turned to us for tutoring. They were unable to pass the test for admission to another tutoring class or were removed from the other tutoring class. Due to various restrictions, usually we provide remedial classes for the KG to 3<sup>rd</sup> grade students. However, we felt that in these special cases our extra support to the 4<sup>th</sup>, 5<sup>th</sup> & 6<sup>th</sup> grade students could be instrumental to bring them back to the school studies instead of becoming a victim to the surrounding negative elements of sex, violence and childhood labour.

There were such seven students from grades 4 to 6. From these a 4<sup>th</sup> grader was academically at 1<sup>st</sup> grade level and needed to start with the Gujarati alphabet and basic arithmetic. Thanks to the vigorous tutoring of our teaching staff, he was able to reach his grade level. Other students have also improved their performance and were at B grade level. That is our great success of our teaching staffs to reach at their school grade level as well as to protect them from negative influences.

### Number of students admitted

	2020-21	2021-22	2022-23	2023-24	2024-25
KG (Jr. + Sr.)	56	51	50	24	34
1 <sup>st</sup> grade	25	21	15	18	20
2 <sup>nd</sup> grade	13	18	15	13	15
3 <sup>rd</sup> grade	20	11	17	14	13
4 <sup>th</sup> grade	18	15	10	15	1
5 <sup>th</sup> grade	18	23	14	9	4
6 <sup>th</sup> grade	19	-	-	-	2
7 <sup>th</sup> grade	7	-	-	-	-
8 <sup>th</sup> grade	10	-	-	-	-
9 <sup>th</sup> grade	-	-	-	-	-
10 <sup>th</sup> grade	08	-	-	-	-
<b>Total</b>	<b>194</b>	<b>139</b>	<b>121</b>	93	89
Students sponsored	50	41	36	34	43
% Dropped out	10	24	11	5	9
Avg. Annual Exam Score	No exam (Corona Pandemic)	B+	B+	B+	B+

### Parental support and involvement

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, punctuality, as well as to avoid taking frequent leaves to attend social and religious events. This is done on one to one basis as well as through the parental meeting.

In the beginning when we started, parental involvement and support were minimal, but slowly has increased. Meaningful parental involvement and community support are essential. Education systems need to reach out to families and make them partners in the educational process. Families, in turn, must

devote appropriate time and energy in supporting their children both at home and at school. Now the parents feel responsible and take charge when the time is right, such as during visits and field trips, as well as various class activities for which we need flowers, vegetables and fruits. Their voluntary participation has made our program effective and successful. They are able to understand and appreciate our work in educating their children. Their enthusiasms keep us inspired.

The success of our counseling to the parents is reflected in making almost 99% of our students to come on time and nearly 80% of students doing homework. When children see that home and our center form a respectful partnership for their benefit, they are likely to develop a more positive attitude toward our center and achieve more.

### **Extracurricular activities**

- Celebrated major holidays like Diwali, Rakshabandhan, Uttarayan, Holi and Christmas day with the students.
- Under the guidance of Dr. Hemal Tandel, students' Team of M.S. University from department of Pharmacy conducted Rakhi making, Diwali activity (Rangoli, Toran making and greeting card making), kite making and painting, drawing, paper Craft activities at the end of academic year.
- Summer vacation activities in which all students got involved in art and craft activities like clay work, plastic bottle brick making, performing drama, dance and Bhavai at Pathshala in Lasundara under professional guidance.
- Kunj Forum members' Visit for storytelling and origami activity for KG to-3<sup>rd</sup> grade.
- Students of std. 1-5 learned how to use Gandhiji's Charkha and make thread from cotton. The activity was conducted by Bakulbhai Shah.
- Activity and game session was conducted by Shaishav, Bhavnagar team at Masonic hall, Alakapuri, Vadodara.
- Activity and parade for both Independence Day and Republic Day.

### **Educational visits: Exposure to outer world**

- Educational visit to milk collection center, Police Station, Post Office, Bank in Padara, Mother's library by students of grade 1, 2 and 3 with few parents.
- Visit to Kamatibag and Akota garden.
- A train ride from Pratapnagar railway station to Ektanagar (Kevadiya) with all students along with their parents.
- Visit to Pathshala, Lasundara.

Educational tours not only serve the academic purpose, but they are also inspirational to expand their thinking horizons. They implant bigger dreams in their life.

### **Teachers' development**

Teachers attended monthly workshop for life skill development run by Rameshwari Gajjar from Nachiketa Vocational Training center. They also attended various workshops and seminars.

### **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.

For all students, and especially for at-risk children, a major factor is the lack of individualized attention. One of the reasons for our success at Koshish Milap is the individual attention provided by teachers along with the comprehensive counseling provided to parents. We believe that each child is unique and treat them accordingly. Each teacher recognizes that children have different motives, goals and abilities for learning. Taking into account their nature and experiences, they individualize instruction, as this contributes significantly to the basic understanding of concepts and their applications in real life. Let us see how individual attention has changed the small corners in MujMahuda slum:

- **Pay individual attention to develop self-confidence:** This is a story of three KG boys

and a first grade girl who remained isolated from the other students, did not take part in joint activities. They did not draw or write anything on the slate. Also, they did not communicate to express them-selves. So the teachers approached his family and found out the reason for this isolation. Parents' carelessness and not paying attention to their kids, they were not playing and mingling with their friends mainly due to their lack of self-confidence. To gain their confidence, the teacher worked with them individually, helped them draw a single line, circle etc. and color the picture by holding their hands, helped them to remember stories by breaking them down in pieces and asking sequential questions. After couple of, months of such individual attention, they realized their abilities and started gaining confidence as well as became expressive. Now, like other students, they have become mischievous and talkative.

- **Sport activities helped to develop self-esteem and self-confidence in kindergarteners:** We have made this strategy routine. When we took the KG students on a field trip to a public garden, most of the students played with Chakdol, climbing wall, slides etc except two girls and five boys due to their fear. The teachers gradually helped them individually literally holding them and making them to slide or on climbing walls. Because of individual help, they gradually became confident and fearless and could easily climb the wall and do sliding. These were the same students who were afraid of making single scratch for writing or doing color. After the garden visit, they also started performing better, started writing. This example shows that children need to be engaged in sports and physical activities to generate interest and gain self-confidence.

**Children need warm, caring and secure environment that eases child's fear and makes comfortable to nurture their curiosity and self-expression.**

We provide environment where students feel that their voice is welcome and can express themselves fearlessly, have psychological safety, can develop critical thinking, creativity, and resilience, along with fostering a sense of

responsibility and respect for others. Following are few examples of such fearlessness and creative thinking in our Mujmahuda slum students:

- While discussing about body parts, teacher asked what color is your hair and everyone told black but five year old told that your hair color is different than ours (blackish brown)
- In a doll song, it describes about dressing up of the doll with various means. Five year boy responded, 'why you are keeping on dressing her up?'
- One day, a boy in kindergarten brought 5 rupee coin with him and wanted to keep with him only. Teacher took away with the condition that he will get it back when he goes home. Because of heavy rain, everyone had to leave suddenly and he forgot to take his money. But after five days when he just entered asking for his five rupees.
- When kids visited mosque, Maulavi (head of Mosque) explained about mosque and asked if anyone has any question. For 3<sup>rd</sup> grader, Maulavi resembled with hero (who did not let woman go) in movie 'Gaddar' and immediately she asked, 'why you did not let go that woman?'
- Where ever you make them to sit, no matter with whom teacher make kids to sit, they will immediately make friendship and start talking, sometimes in their own sign language.
- One day when a kindergartener was troubling too much, teacher told that like that tiger in story, I will bring cage and put you in the cage. Immediately he told, 'please bring, I will become parrot and enjoy in the cage.'
- As a part of their homework, third grade teacher asked kids to draw picture of an elephant. Next day everyone except him brought their pictures. He forgot to draw but making fun, he told that my elephant ran away in jungle.
- The teacher told to find out what kind of sound a butterfly makes and Next day, a boy brought real butterfly in a jar.

### **Sense of responsibility**

We have a rule to keep in a tray all items that they bring from home so that they do not play in the class with them and distract others. But most of the kids like to keep things with them. Prachi will take away things from these children and put in the tray.

Yuvaraj will keep track of who plays tambourine and how many times and if someone plays for more time, he will immediately bring to teacher's attention.

Some kids are very sensitive about the instructions their teacher give. Tanvi will put away all the toys after play time is over and Dev will make others to put away their toys and make the place clean.

### **Supporting a weak student by giving him/her the opportunity to catch up on the learning material from the previous grade.**

Shivanya was too weak for 2nd grade classes and came directly to second grade at our center skipping first grade classes. To provide necessary support to bridge learning gaps, she was made to sit in 1st grade, where she learned the basic concepts and then in second term, she joined his regular 2nd grade. It was an amazing experience with her, as she started to do better than some of his classmates in second grade. If she was not supported, she would have failed throughout her academic career.

### **Develop critical thinking**

Teacher told about migratory birds that they migrate from cold places to warmer places. A kindergartener immediately asked, 'why don't they wear sweater'?

In story of sweet balls (Laddu), teacher told that sweet ball started walking, and immediately a kindergartener responded, 'Can sweet balls walk'?

One day, teacher drew picture of a cow on board, and few kids told to draw calf besides and suddenly a kindergartener shouted, 'madam, cow has done potty, please draw 'cow dung'.

## **Explore ideas and engage in learning**

When teacher showed Mujmahuda in map of Vadodara, everyone asked, 'where is our kindergarten'?

## **Respect and love for peers**

Peer tutoring is a system where students help each other learn. Both Dharmik and Shivam are great for it. Academically and behaviorally, both are good students. As they are at same age they can easily explain their peer group. This not only saves teacher's time and labor but also helps students to develop their social skills, develop empathy and responsibility in kids.

Students like to mimic teachers and give commands to others. Mahir is one of them. He perfectly listens and observes teacher's instruction of how to hold slate, slate pen, where to keep hand while writing, where to keep things after completing the tasks, etc. later on, he keeps an eye on everyone and starts giving commands to student doing mistakes in following classroom rules.

## **Develop their own ideas**

Teacher asked third graders to write jokes. Manthan wrote: Teacher asked, 'which is fastest flying bird'? and Pappu replied that who is in rush will fly fastest.

Krishna- Yesterday it was rain of milk at my home and I filled my vessel with milk and drank it.

Prem, a third grader broke portable water tank ball cock and did not agree that he broke it. Finally, he agreed that he broke it. As he purposely broke it, to teach everyone a lesson, teacher called his parents and decided that he has to pay from his pocket money. As he cannot use pocket money to eat snacks in the afternoon when he gets hungry, he started taking home

## **Develop ethics**

Ridhdhi went to Pawagadh for Darshan of Goddess Kalaka Mata. You have to have your shoes removed before entering the temple. She removed her shoes outside the temple. She did not find her shoes upon return and told her mother. Her mother advised her to wear any

other shoes she can find. But she did not agree and argued that when I lost my shoes how I felt and same way the other person will feel, so I will go bare-foot rather than taking anyone else shoes.

### **Developing the habit of saving money**

Due to lack of time and understanding, low-income parents regularly give their children money to spend, especially on food. Then they cannot afford to pay nominal fees of Rs. 50. We decided to teach them how to save money. The teacher opened a student-run bank in the class. The children have to deposit from their pocket money and save. At the end of the month, it turned out that everyone had more than enough to pay their fees. Both the children and the parents were very happy.

### **Learning the language through stage play**

Language learning through play is well established fact. Play improve reading and speaking skills, encourage creativity, help them experiment with language (body language, tone of voice, and writing the speech, makes them expressive .and makes them confident. We also used drama In teaching a language. The stories were converted to stage play. This idea became highly popular and students themselves started converting stories into play and performed. That helped them to remember the lesson also.

### **Supporting Tutorial classes at Village**

**level:** From 2024, we have started to support the tutorial class for 35 students of Std. 1-5 at the village of Kantidra. This program is conducted under the supervision of Knatilal Kalola, who is one of our trustees. Here our major role is a financial support to the two teachers' salaries.

### ***Sathwaro – A program to empower women***

This is a new program introduced in the current year.

Empowering the women of Mujmahuda, especially the mothers of our students, by enabling them to critically evaluate their personal difficulties in relation to family,

educational, social, economic and physical issues. This requires fostering critical thinking skills through access to information and resources and creating a supportive environment that encourages self-reflection and personal growth so that they are able to manage their financial resources independently, which includes raising awareness of the harmful effects of superstitions, social traditions, and addictions to alcohol and tobacco chewing.

Engaging with children from marginalized communities reveals their significant vulnerability. Many of these children's parents are employed in the informal sector, working long hours with inconsistent and minimal income. Additionally, male family members often struggle with alcohol addiction, leading to domestic violence that adversely affects whole family, especially wife and children.

By acknowledging these issues and addressing them with sensitivity, we can potentially improve the lives of these women. With this objective in mind, the Koshish-Milap Trust has launched a programme called "Sathwaro" under the leadership of Trupti Sheth to empower the mothers of the children participating in its education programme. An action plan was developed that includes:

- Giving them the ability to evaluate their familial, educational, social, economic and physical difficulties critically by using a multi-faceted approach. This involves fostering critical thinking skills, providing access to information and resources, and creating supportive environments that encourage self-reflection and personal growth.
- Motivating women to work collectively, establish their importance in the family, as well as take an active role in family decision making process.
- Giving women the freedom to autonomously handle their financial resource.
- Fostering an understanding of the detrimental effects of superstitions and traditions along with advocating for a scientific approach to life.

The program "Sathwaro" is currently being implemented according to the following action

plan. This plan encompasses several key initiatives:

- The opening of savings accounts at the local post office. At present, total 53 accounts are opened with Ataladara Post Office.
- The frequent changes in phone numbers among residents in this area present significant challenges in linking these numbers to Aadhaar cards. To tackle this issue, the organization is actively conducting a survey to verify whether the new phone numbers are connected to Aadhaar cards. If they are not, efforts will be made in June or July to resolve this issue with the help of the post office.
- To help getting Aadhaar cards for children who have not yet received them.
- Offering affordable PAN card services to local residents who do not possess these cards, if required, help will be extended for collecting required documents.
- To assist women to opening accounts under the Balika Samridhhi Yojana for girls under the age of 10.
- To combat superstitions using scientific reasoning and cultivating a scientific mindset through story-telling, dialogues, music and films.
- To empower women through adult literacy program.
- To foster an understanding of religious harmony.

### ***Healthcare Project***

We are providing highly subsidized and quality healthcare to the poor 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.

## Achievements of Health Project

### Number of Patients Registered and Treated

	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total registration</b>	9810	10200	10662	11177	11563
<b>New registration</b>	352	390	462	515	313
<b>Total treated</b>	6311	7262	7446	7708	7140
<b>Average patients per day</b>	25	24	24	25	24

- The registered patients were about four times the total residents (about 2500) in the MujMahuda slum. Many patients come from other slums, different parts of Vadodara city, and nearby villages.
- 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 Organizations 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](http://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.

#### **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 through e-magazine.
- **Free to use:** Like Wikipedia, it is free and open for interaction and to add new database.

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

#### **Achievements of NOVOI website:**

- The number of visitors to the NOVOI website has reached to 104571. However, the increment was lower compared to the

previous year, probably because we could prepare only one new e-magazine

- Introduced a new functionality of “Public Services by NGOs” to the existing NOVOI web. In this section, the services provided by NGOs for the general population will be listed. Varieties of these services will be listed under categories of animal welfare, adoption, child abuse, consumer complaints, de-addiction, disability, elderly homes, health, legal help, orphan homes, scholarships, ST/SC, women protection, yoga, etc.

### Summary of NOVOI website activities

Item	Total entries 2020-21	Total entries 2021-22	Total entries 2022-23	Total entries 2023-24	Total entries 2024-25
<b>NGO database loaded</b>	6603 (4274)	4274 (541)	4490 (564)	570	579
<b>Funding agency databas loaded</b>	205	216	260	281	260
<b>e-Library databas loaded</b>	709 (505)	511	511	511	511
<b>Projects for Funding</b>	-	46	52	52	52
<b>Public services by NGOs</b>	-	-		28	55
<b>Website visitors</b>	25266 (91% from India, 9% foreign)	61997 (93% from India, 7% foreign)	101368 (86% from India, 14% foreign)	102314 (72% from India & 28% foreign)	104571 (78% from India & 22% foreign)

- The common pages opened from NOVOI website by the visitors were the list of Funding Agencies (29%) and Home (53%). The remaining pages opened were of Contact Us, NGOs Register, NGOs, etc.
- We have collected a database of 4490 NGOs from their respective websites. We were advised by couple of NGOs to take permission from the respective NGOs to publish their information, and we have started the process. Due to this reason, currently, 579 NGO database are published

on NOVOI website. We tried to contact NGOs with e-mail, phone or posting letter, however, there is no response

### **Future plan for NOVOI project**

- To resolve the issue of mass-e-mailing result into dumping them into spam folder
- Popularize this platform through social media.

### ***Basic Technical Skill Training***

***Note: This program was run from 2021-2023, unfortunately due to unavailability of the faculty, it is on hold since 2024.***

The Basic Technical Training was designed to provide basic technical skill to the young students so that they can repair electric, plumbing and solar appliances. The program can also help individuals to get self-employment or find a job as Electrical/Plumbing Assistant.

### ***Budgetary Aspects***

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

- Dr. Varsha Shah and Dr. Kishor Mistry are working full time without salary or any other compensation. All other trustees also contribute voluntarily without any compensation.
- Currently 14 employees are working. This includes six contractual part-time teachers, one part-time physician, two part-time health assistants, two full-time office staffs to take care of administration, accounting and to run the NOVOI project, three contractual persons for office and classroom cleaning.
- Low (18%) administration expenses.

### **Budget Summary for 2024-25**

**Donation:** Total donation received was Rs 37 lakh.

**Expenditure:** The total expenditure was Rs.38 lakh, out of which Rs.14 lakhs for Education, 9 lakhs for Health, 7 lakhs for flood relief activity.

Rs 1 lakh for NOVOI project, 7 lakhs for overall administrative expenses.

### **Projected Budget for 2025-26**

Total projected expenditure for 2025-26 is estimated to be Rs. 36 lakh which includes the expenditure Rs 20 lakh for Education, Rs14 lakh for Health, Rs 2 lakh for NOVOI project.

### ***Thanks to Volunteers***

We are highly thankful to the following volunteers who provided their services in administrative work, education, health or NOVOI project: Aakash Goyal, Anil Gheewala, Hemal Tandel Assistant Professor, Students Coordinator and NSS Coordinator, Department of pharmacy, the M.S.University of Baroda, Vadodara, Truptiben Sheth, Smitaben Chitre, Ritaben Bhatt, Anjanaben Shah, Bakulbhai Shah, Mr. C. K. Shah, Isha Brahmabhatt, Rushi Luhar, Dr. Suman Brahmabhatt, Avnish Thakkar, Yogini Shah and Smita Desai.

A special thanks to Ramesh Vaidya for helping documentation of the case papers of patients and accounting in clinic, as well as in helping the slum population to obtain their government IDs (e.g. driving license, disability certificate, PAN card, Adhaar card, etc.

### ***Thank You to All Generous Donors***

- Thanks to the following donors for Sponsoring Students for Private Schooling: Dardi Sahayak Trust, Sushma & Kirit Shah, Dr. Anshu Shah, Rohit Desai, Rupal Dave, Vandan & Harshil Patel, Kalpesh Parikh, Pratiksha Jha (Theme Foundation), Adil Bavaadam, Bharatiya Seva Samaj, Dr. Taralika Trivedi
- Thanks to the following donors for their support for distributing food parcels to 1100 families. There was a devastating flood in Mujmahuda slum near Vishwamitri river in August 2024. Chatali Pandya, Bhavinbhai Shah (Prasad Group), Shaileshbhai Patel, Sushma and Kirit Shah, Harshil Patel, Rohit Desai, Jayesh Kanuga, Dr. Yogendra Patel, Dinesh Gandhi.

- 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](http://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.

### **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, fan etc. For the donation of such items, thanks to: Sushma Shah, Daksha Salil Gandhi, Sanjeet Rustagi (Beacon Insurance Brokers Pvt Ltd, Vadodara), Urmilaben Dhavalbhai Khunt, Sudhaben Shah, Daxaben Patel, members of Kunj forum, Ashok Shah, from Devi G. C. Shah Charitable Trust, Leena Bhavin Shah (U.S.A), Jitendra and Daxa Thakkar, Bhavinbhai and Pritiben Shah.

## Thank you for your donations

(April 2024 to March 2025)

Donation from India		
No.	Donor's Name	Amount (Rs)
1	Mihir Navinchandra Shah	900000
2	V2 Tech Ventures Pvt. Ltd.	451000
3	Shaileshbhai Patel	300000
4	Prasad GWK Cooltech Pvt. Ltd.	300000
5	Darpan Rajendra Rathod	200000
6	Persang Alloy Industries Private Limited	115920
7	Manav Jyot	100000
8	Jayesh G. Kanuga	100000
9	Ajitbhai Kothari	100000
10	Kailashben Patel	100000
11	Sanjaybhai N. Shah	100000
12	Harshil Subhashbhai Patel	81651
13	Theme Foundation	70800
14	Sushmaben K. Shah	51200
15	Rumaben Krishnakumar Luhar	50000
16	Dr. Sunil Rasiklal Gandhi	50000
17	Kirit J. Shah	50000
18	Ishwarbhai Bachubhai Surti	40000
19	Sanjay Anandrao Uttekar	40000
20	Prakashbhai Ishwarbhai Surti	40000
21	Vilas Ashokrao Palkar	40000
22	Jyoti Sanjay Uttekar	40000
23	Kalpesh S. Parikh	35280
24	Neha Samir Shah	25000
25	Dr. Sandarbh Patel	25000
26	Jayshreeben Kane	25000
27	Ramkishan Devidayal	25000
28	Ilaxi Satish Panchal	25000
29	Bhavesh Vishnubhai Mistry	20000
30	Manisha Devsingh Parmar	20000
31	Nidhiben Shammikapur Patel	20000
32	Dr. Taralika Trivedi	15000

33	Usha Ramanlal Gandhi	11400
34	Rohit Desai	11000
35	Ashwinkumar B. Patel	11000
36	Lataben Sanat Pandya	10000
37	Anshu Panchal (Vaishali Shah)	10000
38	K. Uttamlal (Exports) Pvt. Ltd.	10000
39	Arunkumar Ambalal Modi	6002
40	Chaitali Gaurav Pandya	5001
41	Ratilal Somalal Shah	5001
42	Mehul Bharatkumar Shah (From Sudhaben Shah)	5000
43	Vasundhara Chandrakant Kale	5000
44	Jayshree Rao	5000
45	Urvi Amritlal Patel	5000
46	Mukundbhai N. Choksi	2000
47	Shaileshbhai Rasikbhai Upadhay	500

## ***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 in favor 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. Dr. Ashish P. Shah  
BA, M Ed, PhD
4. Yogini B. Shah  
MSc (Statistics), MEd
5. Harish M. Desai  
BSc (Chemistry), LLB
6. Kantilal P. Kalola  
Diploma in Agriculture

## ***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***