

Annual Report



2024-25

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Director's Message



The year 2024–2025 has been one of renewal, resilience, and reaffirmation for the St. Xavier's Non Formal Education Society (SXFES). As we complete another year in our long journey that began over five decades ago, we continue to hold fast to our founding mission — to stand with the marginalized, to amplify their voices, and to work towards a society rooted in justice, equality, and dignity for all.

This year, our programmes have deepened their reach and broadened their impact across Gujarat. Through the ***Skill to Succeed initiative***, hundreds of young women and men from Dalit, Adivasi, Valmiki, and other underserved communities have gained employable skills, confidence, and hope for a sustainable livelihood. Their stories — of courage, learning, and transformation — remind us that empowerment is not merely economic, but also social and psychological.

Through ***Swa Bhumi Kendra***, our continued advocacy for women's land rights has led to tangible progress, with many women securing rightful ownership of land and access to government entitlements. The formation of the ***Sharmik Mahila Bachat Ane Dhiran Sahkari Mandli in Kodinar*** stands as a milestone in women's collective financial empowerment — a testament to the power of organized action and solidarity.

Our work this year has also been enriched by collaboration with academic institutions, Jesuit Ecology and Social Action Centres, Quest Alliance, Amani Institute, Global Good Foundation, Social grassroots organizations, and youth researchers, all contributing to SXFES's evolving role as a centre for practice-based research and policy reflection. These partnerships reaffirm SXFES's commitment to blending field experience with knowledge generation, creating pathways for systemic and sustainable change.

I take this opportunity to express my deep gratitude to our dedicated staff, community leaders, partners, donors, and friends who have walked with us in this journey. Their trust and commitment continue to be SXFES's greatest strength. Special thanks to our governing board. I also extend my appreciation to our chartered accountant for the cooperation and guidance.

As we look ahead, SXFES renews its pledge to nurture inclusive development — one that ensures dignity, participation, and equality for every individual. Together, we continue to believe that sustainable change begins when communities become architects of their own destiny.

With appreciation and hope,

Mathai K.O.

Executive Director

Introduction

A secular voluntary organisation St. Xavier's Non Formal Education Society (SXNFES) works to empower disadvantaged communities, particularly **Dalits, Tribals, Minorities, Youth, Children, Women and other resource poor communities.**

SXNFES was established by three professors from the St. Xavier's College, Ahmedabad in 1969. It was known as the Behavioural Science Centre under the college administration. It was formally **registered in August 1977 as a Non-Governmental Organisation (NGO)** under the aegis of '**St. Xavier's Non-Formal Education Society' (SXNFES)**. This registration helped to distinguish it from its formal college education system. The name was changed from Behavioural Science Centre (BSC) into HDRC in 2013-14 to capture its inclusive perspective on human development.

SXNFES has over five decades of experience in working for **Dalit Rights, Women's Empowerment, Right to Education and Child Development, Land Rights, Forest Rights, Sustainable Housing and Livelihood Programmes** for the marginalised in Gujarat.

Vision

SXNFES exists to promote and strengthen people's organisations and movements of the marginalised, discriminated/excluded communities to achieve social justice and dignity within human rights framework and democratic mechanisms of the Indian Constitution.

Mission

SXNFES is a secular, non-denominational, voluntary organization which exists to empower marginalized communities, particularly Dalits, Tribals, OBCs, minorities and women of these communities to bring about social change, by conceiving and conducting programmes of an educational nature, facilitating people's movements, and creating sustainable livelihood options.

Strategy

To carry out its mission, St. Xavier's Non Formal Education Society (SXNFES) combines two important aspects of **developmental strategy**:

- Active involvement through **Direct Intervention Programmes** at the grassroots level through community-based organizations; and
- Conceptualizing and supporting that involvement through **Critical reflection, Research and Training.**

The essential principle is to empower the 'Local people' by creating Community Based Organisation (CBO) in intervention areas. **SXNFES aims to strengthen CBOs through direct intervention programmes so that eventually it is owned, controlled and managed by the people.** This has remained at the core of all the SXNFES interventions.

SKILL DEVELOPMENT

The Skill Development Program has made significant steps in addressing socio-economic inequities by equipping youth from Dalit, Valmiki, Adivasi, and other under served communities with tools for sustainable employment and self-reliance.

In the reporting year 2024–25, our efforts focused on holistic capacity-building across urban and rural Gujarat, covering Junagadh, Halol, Jhalod, and Nizar. Through targeted training, mentorship, employer partnerships, and innovative pedagogy. We aimed to convert potential into success.



Objectives

- Enhance employability among youth from marginalized communities through relevant, skill-based education.
- Foster self-confidence and leadership among young women and men.
- Bridge information gaps by promoting awareness of government schemes and constitutional rights.
- Build a sustainable mindset, encouraging environmental care through green activities and value-based education.

Each centre served as a hub of transformation—bringing not just technical knowledge but confidence, exposure, and networks to the students. 43 students opted for higher studies. To achieve the additional target, two boot camp centres were set up at Uchchhal and Godhra location. These makeshift centres successfully trained 42 students, equipping them with essential skills and opportunities for growth.

Student Enrolled
542

Student Trained
542

Dropout
0

Employed
346

Self Employed
72

Placed
418

Placement %
77.12

Centre Name	Enrolled Student		Total	Completed		Total Placed		Employed		Self Employed	
	Male	Female		Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Junagadh	49	11	60	49	11	33	9	31	8	2	1
Halol	99	23	122	99	23	81	17	78	5	3	12
Zalod	118	42	160	118	42	99	29	69	15	30	14
Nizar	111	89	200	111	89	95	50	93	47	2	8
Total	377	165	542	377	165	308	110	271	75	37	35

Key Components and Activities

Career Readiness

Soft skills, resume building, market orientation, communication training, and exposure to market demands were integrated into training. Market scans helped students align their aspirations with real-world opportunities.

Gender Equality and Safety

Gender workshops were held to raise awareness about women's safety, gender roles, and the importance of equitable workplaces. Sessions on the gender equality and sexual harassment were especially impactful in enabling young women to stand up for their rights.

Mock Interviews and LinkedIn Training

Special round of mock interview prepared students for real-world recruitment scenarios. They also created and optimized their LinkedIn profiles—an unusual but highly impactful step for rural youth which would help them in their future life.

Employer Engagements & Placement Fairs

Direct interaction with companies like TVS Motors, Jagdamba Herbal Pvt Ltd, and Iffco Tokio allowed students to network, apply and secure employment from themselves. These events brought dignity and validation to the students' efforts.

Alumni Mentorship

Former students returned as mentors, sharing real-life experiences, industry insights and motivation. These engagements created a strong cycle of community-led empowerment.

Parents Engagement

Workshops with parents helped shift attitudes towards youth—especially girls—working outside the home. Many parents who were initially resistant later became vocal supporters.

Government Scheme Awareness

Students received practical insights on job-linked government schemes, subsidies, pension benefits, and access to social welfare entitlements. The sessions demystified complex procedures and helped students and their families claim long-denied benefits.

Green Activity

Students participated in an environmental chart-making and awareness drive. Beyond symbolic value, it promoted sustainability as a life principle.

Innovations and Milestones

Flipped Classroom Learning: Interactive, student-led learning made sessions more engaging and practical.

Community Transport Advocacy: Students helped initiate a local bus service, enabling easier travel for rural residents.

Digital Literacy: Students became confident using online tools and platforms, a major leap for rural communities.



Case Study: Notable Transformation

Mahesh Parmar, Kundala (Dahod)

Mahesh's family struggled with debt and emotional strain during the COVID-19 pandemic. Left behind to care for his siblings, he worked odd jobs while studying. His turning point came when he joined the Skill Development Centre in Jhalod.

With focused training in communication, digital tools, and leadership, Mahesh succeeded. He soon joined Toto Company in Vadodara, earning ₹16,000/month—transforming his family's finances and self-worth. He repaid debts through a bank loan and now supports his younger sister's education. Mahesh's story is a powerful reminder of how timely intervention and structured support can change lives.

Challenges Faced

Gender Bias: Resistance from families for girls to work or travel outside villages.

Parental Disengagement: Lack of interest in education in remote areas hindered youth participation.

Local Job Shortage: Employment opportunities in rural regions remain scarce, requiring students to relocate or commute.

"This program did not just teach me skills. It gave me a purpose."

— A Student from Halol Centre

Activity Details & Participants:

Activities	Nos	Location	Topics covered	No of participants
Market scan	16	Junagadh, Jhalod, Nizar, Halol	new job, team management market demands , offline/online	475
Employer engagements	13	Junagadh, Jhalod, Nizar, Halol	Networking, Medicine marketing, motivating	379
Guest lectures	20	Junagadh, Jhalod, Nizar, Halol	Gender Awareness, Financial awareness, Career Guidance, Pocso -Act -2012, Gender Workshop, Adivasi Alakh	489
Alumni engagements	25	Junagadh, Jhalod, Nizar, Halol	motivation, new learning experience, different skill, new idea of job finding, etc.	512
Parents meet	13	Junagadh, Jhalod, Nizar, Halol	Discussion with parents about future of the candidates , Organisation work.	360
LinkedIn/Mock Interview	13	Junagadh, Jhalod, Nizar, Halol	LinkedIn ID, Practice Mock interview	298
Gender Equality - Sexual Harassment of Workplace	4	Junagadh, Jhalod, Nizar, Halol	Gender Equality, Sexual harassment workplace act	125
Green activity, AI	2	Jhalod, Nizar	Green future session and activity Artificial Intelligent Information	55
Grand Alumni and Placement fairs	2	Godhra, Nizar	Placement fairs - Invited 15 plus employers from different sectors	175
Republic day celebration	1	Godhra		55

Aage Hum Saath Badhenge: A study on the impact of skill development programme for rural youth in Gujarat, India

-By Maria George, BA (Hons)

Introduction:

India has the largest youth population in the world, with 66.7% of its population falling below the age of 35. This demographic dividend gives India a major advantage in the global market provided it capitalises on it. This is no easy task as India's literacy rate is approximately 70%, less than the least developed countries globally, and it only employs 20% of its citizens. India is in dire need for skilled workers but only 25% of the Indian workforce is involved in skill development programmes. Skill development programmes become crucial in this backdrop and it seems India too understands this as we become witness to the rise of numerous skill development programmes, with varying levels of success. However there has not been enough rigorous research on the effectiveness of these programmes especially in the long term. Is the success of these programmes just a flash in the pan or do they actually give rise to a more skilled workforce?

Research Question and Methodology:

Understanding how effective these programmes are seems crucial to me as skilled labour will be in high demand in the coming years, and if we want the fruits of development to be distributed evenly it becomes vital to upskill rural youth. SXNFES has been providing its skill development program since March 2015, and has made impressive strides in uplifting rural youth. SXNFES has improved the economic status of more than 500 marginalized families and in 2018 was awarded for highest placement 93% among 55 partners across India. The numbers spun a tale of success but ever the pessimist I wondered if the success of the trainees of this programme was momentary, or did it actually make a difference in their life?

I decided I would contact some of the beneficiaries of our programme and get to know their stories. Ms. Beena Macwan acted as the coordinator as well as a moderator with two other master trainers to whom I extend my heartfelt thanks. I had a brief interview of 30 mins with one of the master trainers and a 90 mins zoom call with 12 beneficiaries, all who were very cooperative, many thanks to each one of you. I asked question after question and was finally able to answer the question I had set out to find: do these programmes have a positive long term impact or are they just a band aid that helps ignore addressing a much larger problem?

Findings:

Across the discussion certain answers repeated and these became my findings, each equally enlightening, and adding to our understanding of the experience our beneficiaries had with our skill development programme.

1. An individual ill prepared sets themselves up for failure (the importance of career planning) -

The belief that one can plan their career, move upward combined with possessing the abilities to do so is perhaps the hallmark of successful upskillment. One of the major goals of career as told by the participants themselves is to support their family. This often means increasing their family's economic status. Social mobility amongst rural youth is an indicator that skill development is indeed occurring and amongst our participants it was evident this was happening, not only did they experience an increase in their disposable incomes, but were able to attain symbols of social status, a bike for example or even being able to build a house. This improvement was not unfairly skewed towards males but the female participants were also contributing to their families and experienced an increase in how much they can earn and were earning post finishing the programme. One of our participants, Mara (all names are anonymous) explained how she learnt to build her talents, what kind of attitude one should possess, and how to be an effective communicator. Raj mentioned how the market scan helped him land a job. The organization he applied to was not hiring but he was referred to a similar organization by the management and ended up being employed there.

2. I believe in myself (the confidence to succeed) - A striking finding was the boost in confidence the participants had after the programme. One of our participants, Sheila, a school teacher, spoke about how she did not feel afraid anymore. Dhriti, a beautician gave a similar answer, saying *"I was much more confident after it"*. It might seem like a small achievement on paper but confidence has been tied to better performance at the workplace as well as being more likely to engage in career striving which can further increase social mobility for this population.

3. Resilience (the ability to move past initial difficulties to succeed) - Dhruv announced to us proudly that he was a supervisor in his company. I was amazed by his achievement, a higher ranking managerial role definitely is a step up from where he had started. I asked him what the road to this position was like for him, it wasn't easy he answered. In fact it was excruciatingly difficult, there were times he felt like giving up. He told us in those moments of despair he would tell himself quietly *"it's just one more day"* and before he knew it had been 3 years and he was now a manager. His story brings me to our next finding, one that is intertwined with the resilience Dhruv and others in this study displayed.

4. Aage hum saath badge (support as the backbone of upliftment) - Mara who we had spoken about earlier experienced support from female mentors in her workplace, initially she was very nervous talking to authority figures, her mentor said *"We are all human in the end"*. She slowly found her feet and is now a confident young woman and in her words *"paise kama rahe he"* she knows she can earn and is able to support her family. The call with one of the master trainers Hira revealed the need for support at all levels (be it at the job itself, during the program, or for the supervisors themselves) as when she was first asked to come in to train students she was overwhelmed by the responsibility *"Me kese karungi"*, support from her supervisors and step by step training helped her train 540 students, and the positive impact she has created in their life is staggering. From these, the story of her supporting Dhruv stood out. Dhruv, the successful supervisor we know from before, was not able to hold his first job. He quit because of a demotivating peer environment and problems with accommodation. After this 'failure' he spoke with Hira ma'am, who motivated him to keep trying. It certainly made a difference and even with the difficulties he encountered at his new job, with the constant support he could get from Hira ma'am, who was just a call away and his own incredible resilience he has now become the picture of success, an inspiring tale of resilience.

Conclusion:

Our participants found success not just because of their personal, without doubt consistent efforts but also because they had a support system to pick them up when they fall. Success is not a linear process as showcased by Dhruv's career trajectory and to think otherwise is to not truly commit to upskilling rural youth.

Recommendations provided by the youth to improve the programme were to provide more detailed knowledge on using AI, currently our skill program introduces youth to AI but can improve to give them a cutting edge in the current market in which AI expertise helps bag more aspirational positions. Another suggestion provided was to create stories in the vernacular language, Gujarati. It seems the youth feel a lack of literature they can read in Gujarati, a gap that can be easily filled to provide our youth with a more holistic experience of skill development. The feasibility of this suggestion needs to be checked before moving forward with it.

The limitations of the study include having to use digital tools to collect data, impression management which was negated as much as possible by asking youth to be as honest as possible as the study is for them, to improve the program for them, and dialect differences in the language (the interview was conducted in hindi predominately but there was occasional gujarati as well).

HDRC's skill development program gives the youth not only the skills to succeed but also a network of people who will stay engaged throughout their career. The research conducted shows that skill development programs targeting rural development need to provide this level of engagement to achieve the kind of impact that sets youth up for life.. Rural youth need engagement that checks in and can be contacted whenever possible for long term success which is what skill development must aim to do. We want our youth to move upward not stay at the same place.







Swabhoomi Kendra

Women's Land Ownership and Empowerment

During the reporting period, the institution continued its efforts to promote women's rights to land ownership and strengthen their access to related government schemes. Despite operational constraints, meaningful progress was achieved through the dedication of Pera Legal Workers (PLWs) and the support of local networks.

Resolution of Land Ownership Cases

A total of **131 cases** related to women's land ownership were successfully resolved during the year, enabling women to secure their rightful access to land and related entitlements.

Support and Guidance to Women

PLWs provided regular support and facilitation services **twice a week (Mondays and Thursdays)** from the Taluka Development Office (TDO). These sessions assisted women in accessing various government schemes and offered guidance on issues concerning **land ownership and sustainable agriculture**. Over the period, **36 individuals** visited SBK for consultations and guidance.

Visits to Women Leaders (Volunteers)

PLWs maintained close contact with local women leaders through both personal and virtual visits. They visited **eight villages**—Borsi, Panchal, Navaghra, Pahadia (P), Ukrdi, Lakhipur, Zarda, and Godhavada—to discuss and promote issues related to **women's land rights and sustainable agricultural practices**.

Awareness Meetings

Awareness meetings were organized to educate community members on women's land ownership and sustainable farming. These sessions saw active participation from **159 women and 47 men**, reflecting growing community engagement in these issues.

Visits to Government Offices

PLWs made **three visits** to government offices during this period to pursue matters related to Women's Land Ownership (WLO) and Sustainable Agriculture (SA). As a result, **31 women farmers** were linked to various government schemes, and **50 women farmers** received training from the Horticulture Department in **April 2024**.

Networking and Capacity Building

PLWs also conducted and participated in training programmes organized by **Sangath, WGWLO (SWAL)**, and **Khanuni Sahay Kendra, Meghraj**, focusing on women's land ownership and related legal and social issues.



Widow Inheritance Right - A Case Study

Woman Name: Chandrikaben Pintoobhai Bhagora

Village Name: Panchal

Taluka Name: Meghraj

Zilla Name: Arvalli

Woman Type: Ekal Putrvadhu Vidhwa Daughter -in –law (Widow)

Case Type: Widow Inheritance

About - Chandrikaben Pintoobhai Bhagora, a widow from Panchal village of Meghraj Block of Aravalli District faced challenges in securing her widow inheritance rights. She is the mother of three young children out of that two are 10 years old and one is 5 years old.

Challenges encountered in securing widow inheritance - Despite being eligible for widow inheritance, Chandrikaben faced various difficulties such as *lack of awareness about widow inheritance rights and procedures, fear from in-laws, difficulty in understanding legal & administrative processes and gathering required documents and witnesses.*

SXNFES's intervention - A paralegal worker Atiben Varsat, intervened to assist Chandrikaben and other widows from the community. The paralegal conducted awareness sessions like widow inheritance rights and benefits, provided legal guidance and support throughout the process, facilitated communication between Chandrikaben and government officials, helped Chandrikaben gather necessary documents and witnesses and also addressed the concerns of Chandrikaben's in-laws.

Chandrikaben learned about her rights through a community awareness program, which was held at Panchal village by Atiben Varsat. She approached the paralegal worker for help to do the widow inheritance process. The paralegal worker helped Chandrikaben to obtain the required documents, including the *khata* and survey number, as she was unaware of the details of her land. The paralegal addressed Chandrikaben's fear of visiting the Gram Panchayat by accompanying her and coordinating with the Talati. The paralegal successfully convinced Chandrikaben's in-laws to sign the necessary documents. Efforts were also made to find suitable witnesses for the widow inheritance process.

Current status of the inheritance process - Chandrikaben's widow inheritance process is ongoing. The necessary signatures have been obtained, but the formal registration is pending. Once completed, Chandrikaben will secure her land rights and financial benefits.

Takeaways from this case study - Chandrikaben's case study reveals the importance of community awareness programmes in empowering women to claim their rights. There is also a need to simplify and clarify the procedures for accessing one's rights and increase the support for widows, single women, and daughters. Increasing awareness among the population and providing support throughout the process can make a difference in aiding women from underserved areas secure their inheritance rights.

Sharmik Mahila Bachat Ane Dhiran Sahkari Mandli Ltd. Kodinar

The Sharmik Mahila Bachat Ane Dhiran Sahkari Mandli was formally registered on 1st April 2024. The cooperative operates in Kodinar Taluka, which comprises 64 villages. Women from 31 villages have already become members, marking a strong beginning toward collective financial empowerment.

Initially, the cooperative began with 200 members, and by March 2025, the membership had increased to 305 women. Although the current membership base is primarily from Kodinar and nearby areas, the cooperative plans to gradually expand its reach to other talukas in the coming years.

The cooperative has been sanctioned a capital share of ₹10,00,000, out of which ₹1,53,500 has been realized as paid share capital. Through cooperative membership, women are able to access loans at subsidized interest rates, promoting financial inclusion and self-reliance.

During the reporting period, 7 members availed loans amounting to a total of ₹50,000, generating an income of ₹6,500 for the cooperative. The loans carry an interest rate of 1.5% per month (equivalent to 18% per annum).

By the end of March 2025, the members' cumulative savings reached ₹3,75,400, reflecting the growing trust, participation, and financial discipline among women members of the cooperative.

Capacity Building of Staff

Sr.	Date	Training Topics	Trainer/Organizer	# of Staff Participated
1.	26 th to 29 th July 2024	Online Workshop on Documentation	JRDS-New Delhi	2
2.	2 days a month for six months starting August 2024	Leadership For Growth program	Amani Institute	3
3.	18th to 21st November 2024	Refresher ToT and PO training	Quest Alliance	3
4.	23rd-24th October 2024	PLE training	Quest Alliance	1
5.	5th to 9th August 2024	Navigator Training	Quest Alliance	2

Students for training / internship

Sr.	Name of the Students	University /College	Course	Date	Students placed for	Total # of Students
1.	Ms. Prakriti <u>Attri</u>	LJ School of Law	LLB	May 2024 to June 2024	<u>Programme related work</u>	1
2.	Mr. Justin Jose	XIME, Kochi	PGDM	6 th Jan 2025 to 29 th Jan 2025	Empowering Valmiki Communities in Gujarat	1
3.	Ms. Alexi Sebastian	St. Xavier's College	BA	1 st Mar 2025 to 30 th April 2025	Office, Prog cum Finance related work	1

Empowering Women Through Sustainable Farming

At St. Xavier's Non Formal Education Society (SXFES), women empowerment is at the heart of our mission. Through our dedicated programs, we are working to make women financially independent by encouraging sustainable farming practices in 15 villages each of Meghraj and Bhiloda talukas in Aravalli district.

Women are being trained to prepare organic manure and pesticides using locally available farm materials, helping them reduce costs and embrace eco-friendly agricultural methods. This initiative not only enhances their livelihood but also contributes to a healthier environment and sustainable future.

On February 8, 2025, SXNFES proudly participated in the "Kar Ke Dekho Mela" organized by Amani Institute at Kamla Café, Ahmedabad. Visitors to our stall witnessed a live demonstration of organic manure-making and received valuable resource materials to promote sustainable farming.



Fund Raising and Collaboration

During the reporting year, the institution encountered major challenges due to the **non-renewal of its FCRA certificate**, which significantly affected overall operations. As a result, several **project-based activities had to be discontinued prematurely**.

Despite these constraints, the institution **remained committed to its mission** and continued its initiatives with the **support of local donors** and well-wishers. Efforts were made to **mobilize resources and explore new project opportunities** aligned with the organization's thematic areas.

Project proposals were developed on key issues such as **sustainable farming, access to education for resource-poor communities**, and the **implementation of the PESA Act and Forest Rights Act** in tribal regions. In addition, **exploratory discussions were held with Vikas Organization** to assess the feasibility of initiating **renewable energy projects** in the villages of the Khambhat area, aimed at promoting sustainable and renewal energy solutions.

Financial Statement

The Gujarat Public Trusts Act, 2011
Schedule VIII
(see Rule 17(1))

Name of Public Trust: St. Xavier`s Non-Formal Education Society, Ahmedabad

Trust No.: Ahmedabad/F625

Date of Registration: 13-09-1977

Address of Trust's Office: St. Xavier`s College Campus, Navrangpura, Ahmedabad, Gujarat, 380009

Bank Account No. of the Trust for Foreign Contribution: N/A

FCRA No.: N/A

Date: N/A

Balance Sheet as on 31-03-2025

FUNDS AND LIABILITIES	NOTE	AMOUNT (Rs.)	PROPERTY AND ASSETS	NOTE	AMOUNT (Rs.)
Trust Funds or Corpus		46005212.00	Immovable Properties	4	3805982.00
Other Earmarked Funds	1	26766566.06	Investments		
Loans (Liability)			Furniture and Fixtures	5	3399650.27
Liabilities	2	782717.40	Loans (Asset)		
Income and Expenditure Account	3	1452048.81	Advances	6	1460276.90
			Outstanding Incomes	7	184247.00
			Cash and Bank Balances	8	66156388.10
TOTAL		75006544.27	TOTAL		75006544.27

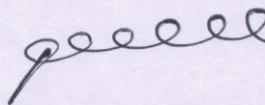
Place: Anand

Date: 28-10-2025

As per our report of even date.

For, M. A. Shah & Co.
Chartered Accountants

For, St. Xavier`s Non-Formal Education Society, Ahmedabad



Pramesh Doshi, FCA
(Partner)

Mem. No.: 045319





Trustee



Financial Statement

The Gujarat Public Trusts Act, 2011
Schedule IX
(see Rule 17(1))

Name of Public Trust: St. Xavier's Non-Formal Education Society, Ahmedabad

Trust No.: Ahmedabad/F625

Date of Registration: 13-09-1977

Address of Trust's Office: St. Xavier's College Campus, Navrangpura, Ahmedabad, Gujarat, 380009

Bank Account No. of the Trust for Foreign Contribution: N/A

FCRA No.: N/A

Date: N/A

Income and Expenditure Account for the year ended on 31-03-2025

EXPENDITURE	NOTE	AMOUNT (Rs.)	INCOME	NOTE	AMOUNT (Rs.)
To Expenditure in respect of Properties			By Rent Income		
(a) Rates, Taxes and Cesses		375891.00	By Interest Income		
(b) Repairs and Maintenance			(a) On Securities		3918922.66
(c) Salaries			(b) On Loans		180934.00
(d) Insurance			(c) On Fixed Deposits		
(e) Depreciation		153668.00	(d) On Bank Accounts		
(f) Other Expenses			By Dividend Income		
To Establishment Expenses			By Donations in Cash/Kind		
To Remuneration (in case of a Math) to the Head of the Math, including his household expenditure			(a) Domestic/Local		7274643.00
To Legal Expenses		6195.00	(b) International (FCRA)		
To Audit Fees		90000.00	By Grants	10	2786053.00
To Contribution and Fees		50000.00	By Income from Other Sources	11	1533793.00
To Amounts Written Off			By Transfer from Reserves		
(a) Bad Debts					
(b) Loan Scholarships					
(c) Irrecoverable Rents					
(d) Other Items		37.00			
To Miscellaneous Expenses					
To Depreciation		692507.00			
To Amounts transferred to Reserves or Specific Funds		159619.00			
To Expenditure on Objects of the Trust					
(a) Religious					
(b) Educational	9	12714379.85			
(c) Medical Relief					
(d) Relief of Poverty					
(e) Other Charitable Objects					
To Surplus carried over to Balance Sheet		1452048.81			
TOTAL		15694345.66	TOTAL		15694345.66

Place: Anand

Date: 28-10-2025

As per our report of even date.

For, M. A. Shah & Co.

Chartered Accountants

Pramesh Doshi, FCA

(Partner)

Mem. No.: 045319



For, St. Xavier's Non-Formal Education Society, Ahmedabad

[Signature]

Trustee





St. Xavier's Non Formal Education Society

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