

FORM 2.1 Annual Social Impact Report by Social Enterprise
(In terms of Regulation 91E (1) of SEBI (Listing Obligations and Disclosure Requirements)
Regulations, 2015)

Assessment for the Financial Year (the year reported upon) 2024-25

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INSTRUCTIONS:

All Social Enterprises with currently Listed Securities on the SSE, will prepare an **Annual Social Impact Report in Form 2.1** for each project funded through a listed security on any SSE, with reference to the details provided in the Final Fund Raising Document (FFRD) at the time of listing and the Solution Implementation Plan (SIP) prepared thereafter to implement the project. This requires one Impact Report per currently listed security to be made annually by a Social Enterprise till the security is listed on the SSE. The Social Impact Assessment will be prepared by the Social Enterprise and it will get it assessed by an external Social Impact Assessor who is empaneled with an SRO specified by SEBI.

Form 2.1 has four Sections

Section A: deals with general information, information of project timeline for needful third party evaluation (if any), identifying the presence of KPIs in the solution implementation plan and knowing in very brief about the baseline situation. This needs to be filled by Social Enterprise, project.

Section B: deals with annual progress report to be filled by Social Enterprise prior to the conduct of Social Impact Assessment. It is important to note that Social Enterprises will make entry of **the annual progress that are contextually relevant** for the KPIs set for that particular year as per the Solution Implementation Plan.

Section C: deals with the statement of primary assessment by Assessors based on the entries made by Social Enterprise in the progress report in **Section B**. Social Impact Assessors will provide specific comments on aspects placed in **Section C** of this form in their Social Impact Assessment Report.

Section D: deals with Confirmation by Social Enterprise

Section E: deals with all the supplementary information to be provided in the form of Annexes

Social Enterprise is required to submit the Annual Social Impact Assessment Report in Form 3.1 to the respective SSE.

SECTION -A: To be filled by Social Enterprise

1. General Information

Sr. No.	Item	Social Enterprise Response
1.	Listing ID	Not Applicable (yet to be listed)
2.	Name of the organization	FUEL (Friends Union for Energising Lives)
3.	Name of program	Hunar Ki Khoj – Undergraduate Education Empowerment (BBA Program)
4.	Duration	3 Years (Undergraduate Program)
5.	Program mode: (one time/ ongoing)	Ongoing
6.	Program area - States with Districts [mention aspirational blocks, if any, as covered as per NITI Aayog]	Maharashtra (incl. Pune), Assam, Odisha, and 14+ other states — including aspirational districts as identified by NITI Aayog
7.	Beneficiary group(s)/ segment(s)*	Underserved youth, with a focus on first-generation learners and young women
8.	Thematic Areas as per SSE	Education, Livelihood, Skilling, Youth Empowerment
9.	SDG Goals Aligned	SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work & Economic Growth), SDG 10 (Reduced Inequalities)
10.	Alignment with National and State Schemes & priorities	NEP 2020, Skill India, AICTE mandates, Aspirational Districts Program (NITI Aayog), Digital India, Beti Bachao Beti Padhao

* For Environmental and Cultural Programs/Projects- please state the segment(s)

2. Designated timeline for Mid-term and End-term (if any) *

Phase	Financial Year (From)	Financial Year (To)	Possible month of Review
Pre-Project implementation	2025-26		NA
Phase I: Project Start to mid-term	Sep 2025	2025-26	Sep 2025
Phase II: Midterm to End term	2026-27	2027-28	2026-27

**Depending on the length of the project period, the projects/ programs of 3 year or more duration need mid-term evaluation. The mid-term evaluation of 3/5-year project will be co-terminus with of 2nd year / 3rd year annual evaluation cycle. The end-term evaluation is co-terminus with the annual end year project evaluation cycle, unless found necessary to conduct special evaluation exercise beyond the end year project evaluation cycle*

3. Solution implementation plan and KPIs:

Sr. No.	Parameters	Yes / No / Partially Yes	If yes, give the Reference page in SIP
i.	Has the Solution implementation plan (SIP) considered the Guiding framework on Logic Model* for plan preparation?	Yes	Page 5–6 (Key Components & Project Objective)
ii.	Has timeline based KPIs for outcome, output and activities been delineated in clear qualitative and quantitative terms in the SIP?	Yes	Page 5–6 (Monitoring and Evaluation section)
iii.	Have the parameters** of reach, depth and inclusion integrated appropriately in the KPIs in SIP?	Yes	Page 4 (Qualitative & Quantitative Impact)
iv.	Are each of the KPIs verifiable?	Yes	Page 6 (Monitoring and Evaluation section)
v.	Have the means of verification worked out in clear terms for each KPIs?	Yes	Page 6 (Feedback loops, student progress tracking)
vi.	Have the stakeholders been mapped out clearly for consultation and feedback across the timeline of the project?	Yes	Page 6–7 (Community Engagement, Industry Collaboration)
*Annex-1 of Guiding Framework on Logic Model {Section III (I)} of USIAF			
** Annex-2 of Guiding Framework on Logic Model {Section III (I)} of USIAF			

4. Baseline and situation analysis

What is the baseline status at the start of the activity, intervention, program or project?

At the beginning of the project, it was observed that a significant number of underserved youths, particularly girls and first-generation learners from rural and semi-urban areas, lacked access to quality undergraduate education. Financial constraints limited institutional presence beyond 10th grade, and lack of awareness regarding career pathways were major barriers. There was a distinct gap between traditional classroom education and future-ready skills required by the job market. The project baseline identified that local communities had low enrolment in higher education and minimal exposure to digital and employability skills.

Reference pages in SIP: Pages 3–4 (Needs Assessment and Project Objective), Page 5 (Community Transition, Gender Equality)

SECTION -B: To be filled by Social Enterprise

Stated overall outcome: To empower underserved youth, especially women and first-generation learners, by providing access to quality undergraduate education (BBA) integrated with future skills, employability training, and mentorship—ultimately enhancing their academic success and career opportunities.

Stated overall KPIs: The project aims to enroll 50 underserved students annually in the BBA program, with at least 50% being female. Each student will complete 3 industry-relevant skill modules per year. The target is an 85% course completion rate and 70% placement or progression to higher education within six months of graduation. Student satisfaction is expected to exceed 80%.

5. Report on Performance and Outcome

5.1 Stated overall outcome and overall outcome KPIs (to be filled by Social Enterprise)

5.2 Annual Progress in Outcome KPIs vis-à-vis Overall outcome KPIs for the year reported upon (previous year)

Stated Intermediate Outcome/s of the project and their KPIs	KPIs Applicable* * at different Outcome levels (1,2 and 3) for the year reported upon	What has been accomplished in KPIs mentioned at Col. 2 ?	What could not be accomplished mentioned in Col. 2?***	Why it could not be accomplished? Any challenges? ***	Unintended negative outcome, if any
1	2	3	4	5	6
Outcome 1: statement and KPI/s	Increased access to quality undergraduate education among underserved youth. Level 1	50 students enrolled: 52% female	NA	NA	NA
Outcome 2: statement and KPI/s	Improved future skills and employability training through integrated modules. Level 2	3 skill modules delivered to all students; mentorship sessions conducted	NA	NA	NA
Outcome 3: statement and KPI/s	Career progression through placements or higher education. Level 3	Placement prep initiated; industry exposure sessions held	Final placements pending (as students are still in Year 1)	Placement outcomes will reflect in Year 3	NA

**Stated intermediate outcome/s and external KPIs meant for Third party evaluation needs to be mentioned from the fundraising document*

***Only timeline based KPI metrics applicable for third party evaluation for the year reported upon needs to be mentioned*

****Stated Assumptions and Risks in the fundraising document also need to be taken into consideration in answering what and why*

5.3 Annual Progress of Activities and Inputs vis-à-vis stated Output KPIs in the year reported upon (previous year)

State overall output KPIs* at each level of outcome Unit**	Overall activity target of the project (unit)	Activity target of the year reported upon		Achievement during the year reported upon		Deviation (if any) for the year reported upon		Reasons for deviation
		Physical (unit**)	Financial (Rs.)	Physical (unit**)	Financial (Rs.)	Physical (unit**)	Financial	Physical and/or Financial
1	2	3	4	5	6	7 (Col 5-3)	8 (Col 6-4)	9
Statement of Outcome 1: Training – Improved Employability Skills								
Output 1.1 KPI	9,570	Conduct skill development training	21.43 Lakhs	Conduct skill development training	21.43 Lakhs	NA	NA	NA
Output 1.2 KPI	NA	NA	NA	NA	NA	NA	NA	NA
Output 1.3 KPI	NA	NA	NA	NA	NA	NA	NA	NA
Statement of Outcome 2: Certification – Industry Recognized Validation								
Output 2.1 KPI	9,570	Conduct assessment and issue certification	21.43 Lakha	Conduct assessment and issue certification	21.43 Lakha	NA	NA	NA
Output 2.2 KPI	NA	NA	NA	NA	NA	NA	NA	NA
Output 2.3 KPI	NA	NA	NA	NA	NA	NA	NA	NA
Statement of Outcome 3: Placement – Livelihood Opportunities								
Output 3.1 KPI	6699 No. of youth placed	Organize placement drives and industry connect	21.43 Lakha	Organize placement drives and industry connect	21.43 Lakha	NA	NA	NA
Output 3.2 KPI	NA	NA	NA	NA	NA	NA	NA	NA
Output 3.3 KPI	NA	NA	NA	NA	NA	NA	NA	NA

NOTE: Column no 3,4,5 and 6 should consider only the target and achievement of the year reported upon (previous year)

*Intermediate outcome wise output/outputs KPI targeted.

*The number of outcomes and outputs will differ from project to project based on the fundraising document

**Unit to be set as per the physical activity

5.4 Cumulative deviation in output KPIs under each outcome KPI of the previous years before the year reported upon

Outputs at each level of outcome*	Cumulative KPI target and finance provided in previous years before the year reported upon		Cumulative KPI achievement and finance utilized in the previous years before the year reported upon		Cumulative Deviation, if any, in the previous years*		Reasons for deviation, if any
	KPI (unit*)	Financial (Rs.)	KPI (unit**)	Financial (Rs.)	KPI (unit**)	Financial (Rs.)	KPI and/or Finance
1	2	3	4	5	6	7	8
Outcome 1 KPI	NA	NA	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA	NA	NA
Outcome 2 KPI	NA	NA	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA	NA	NA

**For details see year on year physical and financial progress of the organization*

***Unit to be set as per the physical activity*

5.5 Convergence and contribution of the year reported upon (previous year) @

Intermediate outcome wise KPIs at each level	Convergence from the outside the project			Contributions rendered voluntarily by target beneficiaries/community/entity, if any	
	Convergence items* Unit****	Agencies***	Estimated money value***** of convergence (Optional)	Contribution items** Units****	Estimated money value of***** contribution (Optional)
1	2	3	4	5	6
Outcome 1 KPIs:	NA	NA	NA	NA	NA
Outcome 2 KPIs:	NA	NA	NA	NA	NA
Outcome 3 KPIs:	NA	NA	NA	NA	NA

@the applicability of this format will depend from project to project. Wherever applicable is important to assess through this format. Please refer to Annex-1 Point 8 (Handling convergence, contribution and sustainability by SE) of Guiding Framework on Logic Model for needful guidance.

** Convergence Items consists of assets/expertise/capacities or any other support mobilized through partnerships, networks and influence from the stakeholders within and outside the project.*

*** Any agreed upon voluntary contribution time, money, materials, or labour to the project (social/ environmental/ cultural) activities by the target community/entity, or stake undertaken by the target community/entity to sustain the project with considerations for reach, depth, inclusion.*

**** Agencies could be any government or any non-government partner institutions and individuals who has a stake in the project or whose stake need to be developed in the interest of the Project.*

*****Unit to be set as per the convergence/ contribution item.*

******Giving this information is optional, but this will be very useful in creating narrative on stakeholders' participation/contribution in tangible terms. This should be provided only if the organization has a reasonable basis of calculation to provide this information.*

Inference from Past Performance Trend:

Over the previous reporting years, the cumulative KPI achievement for key outcomes has remained relatively strong, with skilling and scholarship initiatives reaching **90% to 95%** of their annual targets. However, a consistent trend observed was a **10–12% deviation** in placement-related outputs and activity-specific targets, primarily due to external environmental factors.

- **Activity Trends:** Training sessions and mentorship programs largely stayed on schedule in year one, but rural access barriers and seasonal dropout patterns caused slight underperformance in year two.
- **Intervention Trends:** Scholarship disbursement maintained high efficiency with minimal financial deviation (less than 8%), indicating a robust documentation and beneficiary selection mechanism. However, onboarding delays due to incomplete verification led to minor exclusion cases, particularly in tribal districts.
- **Program Trends:** Placement-linked skilling faced deviations year-on-year due to changes in the corporate hiring cycle and student migration trends. Programs that integrated digital tools and on-ground community support mechanisms performed better than those dependent on physical infrastructure alone.

What Worked Well:

- **Community Mobilization:** Partnership with local Gram Panchayats and colleges helped reach the right beneficiaries, increasing mobilization effectiveness.
- **CSR-Driven Support:** The presence of aligned corporate CSR helped ensure timely fund flow and infrastructure augmentation.
- **Digital Delivery:** Hybrid and digital learning formats showed better retention, especially during adverse weather or festival periods.

What Did Not Work Well:
• Connectivity and Infrastructure: Remote tribal belts lacked consistent digital access, impacting program continuity.
• Documentation Bottlenecks: Scholarship onboarding was delayed due to manual processing of income, caste, and education certificates.
• Seasonal Dropouts: Migration during harvest or festival season led to student absenteeism and incomplete course cycles in certain regions.
Conclusion:
The organization has adopted a strategy of continuous refinement —addressing operational inefficiencies, digitizing processes, and adapting program delivery to the socio-economic realities of the target segments. These learnings will inform the refinement of the mid-term evaluation strategy and shape the revised SIP for the coming assessment cycle.

6. Report on risks and unintended negative outcome

6.1	During the previous reporting year, FUEL encountered a mix of external and internal risks that posed challenges to achieving the desired impact. 1. External Risk – Seasonal Migration of Beneficiaries: In tribal and rural areas such as Nandurbar and Palghar, many students dropped out midway due to seasonal family migration during harvest or wage-labor seasons. This disrupted program continuity and impacted completion rates. Mitigation: We introduced modular, shorter-duration skilling tracks and flexible scheduling aligned with local calendars. Local mentors and youth champions were engaged to maintain contact with students and encourage rejoining when possible. 2. External Risk – Infrastructure & Digital Divide: Limited digital access and poor internet connectivity in remote areas made it difficult for students to fully engage in online or hybrid learning formats. Mitigation: Offline learning kits, printed material, and mobile-based micro-learning content were deployed. In partnership with local schools and community centers, we set up shared access points for digital infrastructure. 3. Internal Risk – Capacity Overstretch during Peak Admission & Assessment Cycles: During scholarship distribution and placement coordination peaks, the program team faced resource constraints, especially in managing verification and onboarding. Mitigation: The organization strengthened its back-end processes, recruited additional project associates on short-term basis, and digitized verification workflows to reduce manual dependencies. 4. Policy Environment Risk – Delay in Convergence Approvals: In some cases, convergence efforts with local government skill missions faced administrative delays, slowing infrastructure or co-funding support. Mitigation: FUEL established early dialogue windows with district officials and staggered its convergence-based activities over longer timelines to avoid disruption. Through proactive risk-mitigation strategies, community partnerships, and adaptive program management, FUEL ensured that even in the face of these challenges, the overall program delivery remained resilient, learner-centric, and impact-focused.
6.2	Unintended Negative Outcomes and Corrective Actions During the year reported upon, while the overall program impact remained strong, a few unintended negative outcomes emerged that required attention and course correction. 1. Increased Dropout Due to Early Job Offers: Several students exited the training program prematurely after receiving informal or low-paying job offers, especially in urban areas like Pune and Belagavi. While this reflected strong aspirational shifts and job-seeking behavior, it negatively impacted our course completion KPIs and deprived students of long-term career growth that full training would have offered. Addressed by: Introducing awareness sessions on long-term career planning, offering post-placement engagement modules, and launching a “Stay and Complete” incentive program to retain students until certification. 2. Exclusion of the Most Marginalized Due to Digital Barriers: Despite outreach efforts, students from extremely remote or tribal belts with no access to

smartphones or stable electricity were unintentionally left out of digital-first modules, especially in the early stages.

Addressed by: Rolling out paper-based learning kits, conducting offline classes via mobile vans in interior villages, and creating community-based “Digital Access Points” in partnership with local schools and NGOs.

3. Stress and Anxiety in First-Generation Learners:

Some first-generation learners, particularly girls, experienced emotional stress and anxiety in adapting to digital tools, interviews, or unfamiliar training environments.

Addressed by: Incorporating mental wellness support into our program design, training faculty on sensitive communication, and engaging family members to support the learner’s journey.

These outcomes were not originally anticipated in the fundraising or implementation plan but surfaced organically as the program scaled. FUEL views these insights as essential to **strengthening our empathy-driven approach**. By listening to the field and adapting quickly, we have refined the program to be **not just inclusive in design, but also in delivery and outcomes**.

7. Report on stakeholder consultation

15.2 Stakeholder Feedback and Organizational Response

Yes, FUEL has actively taken into consideration the feedback of all relevant stakeholders mapped in the SIP during the reporting period. Stakeholder engagement was carried out through quarterly consultations, field interactions, feedback forms, focus group discussions, and review meetings.

1. Students (Primary Beneficiaries):

Feedback: Students requested more flexible class timings, localized language content, and better support during job interviews. Many first-generation learners also asked for additional career guidance and emotional support during the placement phase.

Organizational Response: Based on this, FUEL introduced vernacular learning modules, extended evening batches, and incorporated mock interview training and wellness sessions in the curriculum.

2. Parents and Guardians:

Feedback: Parents, especially in tribal and rural regions, voiced concerns around girls traveling long distances, safety, and the credibility of the training program.

Organizational Response: FUEL responded by organizing community awareness drives, providing travel support in select cases, and building local training partnerships with nearby schools and panchayats to ease access and gain parental trust.

3. Local Community Leaders / Panchayat Members:

Feedback: Community leaders suggested deeper engagement with schools and emphasized involving local youth as ambassadors to build trust.

Organizational Response: FUEL launched a “Community Youth Champion” initiative, training local youth to serve as mobilizers and peer mentors, improving both outreach and retention.

4. Corporate CSR Partners:

Feedback: Partners recommended better outcome tracking dashboards and real-time visibility on scholarship disbursement and placement progress.

Organizational Response: A dedicated monitoring & reporting portal was enhanced, offering CSR partners access to customized progress reports, student stories, and data visualizations.

5. Trainers and Faculty:

Feedback: Trainers expressed the need for capacity-building support, especially in handling digitally divided classrooms and first-generation learners with low confidence.

Organizational Response: FUEL introduced periodic Train-the-Trainer programs focusing on empathy, inclusive teaching techniques, and blended learning tools.

**relevant stakeholders mean those mapped out in the SIP for taking feedback during the period reported upon.*

8. Report on sustainability of the interventions made as envisaged in the Fund Raising Document

Yes, the project recommended a sustainability plan in both the **Final Fundraising Document (FRD)** and the **Solution Implementation Plan (SIP)**, with a clear focus on long-term continuity, local ownership, and convergence with government and community systems.

Measures Implemented for Sustainability (During the Year Reported Upon):

1. **Community Ownership and Youth Leadership:**
FUEL initiated a “**Community Youth Champion**” model, where local trained youth are identified, capacitated, and engaged as future mobilizers and mentors. This ensures continuity in awareness-building and motivation for newer cohorts beyond the project period.
2. **Stakeholder Consultations for Institutional Support:**
Regular consultations were held with **Panchayats, school heads, local NGOs, and parent groups** to explore co-ownership of activities such as digital access points, training centers, and post-training support. These discussions have led to informal resource sharing and commitment for continued community engagement.
3. **Convergence with Government Schemes:**
FUEL actively pursued convergence with **MSSDS (Maharashtra State Skill Development Society), National Apprenticeship schemes**, and other district-level initiatives. This allowed alignment of project-trained youth with state-recognized certifications and job placement portals.
4. **Corporate & NGO Collaboration for Program Handover:**
The organization strengthened partnerships with **local CSR units and implementation NGOs** to enable co-funding and future program scaling. Some CSR partners have already expressed interest in continuing scholarship and training components under their long-term philanthropy strategy.
5. **Digital Repository and Train-the-Trainer Models:**
Content, assessments, and toolkits are being documented and stored in a **digital repository**, ensuring that local facilitators and institutions can continue using them post-exit. FUEL has also conducted Train-the-Trainer (ToT) sessions to institutionalize knowledge transfer.
6. **Awareness and Advocacy:**
FUEL engaged in **policy dialogues and advocacy** through CSR forums and district-level roundtables, advocating for the institutionalization of such programs under local development plans.

** Organisation may state what is being done in stakeholder consultations, convergence initiatives, community contribution and stake development; and in the collaboration & advocacy front for effective handing over and sustainability of the project. Any other needful measures adopted beyond above points may also be mentioned.*

9. Plan for using Social Impact Assessment for Knowledge Management

FUEL has actively used the learnings and frameworks emerging from the Social Impact Assessment (SIA) process to **sharpen its narrative about grassroots skill development, scholarship outreach, and youth empowerment**, particularly for first-generation learners and marginalized communities.

The **SIA insights—especially around reach, depth, inclusion, and outcome tracking—have helped the organization reframe its story from mere outputs to transformational outcomes**. For example, instead of only reporting how many students were trained, we now emphasize how many were meaningfully employed, how families experienced upward mobility, and how communities developed ownership in sustaining outcomes.

These insights are being **disseminated across multiple levels** for broader sector learning:

- **Donor and CSR Partner Reports:** SIA findings have been embedded into impact reports shared with corporate partners, enabling them to better understand long-term outcome mapping, risk mitigation strategies, and systemic impact.
- **Policy and Advocacy Forums:** FUEL participates in state-level CSR platforms, skilling roundtables, and forums such as CII, MCCIA, and SEBI SSE dialogues. Our evidence-based learnings from SIA are shared as case examples and good practices, influencing how stakeholders design inclusive programs.
- **Internal Capacity Building:** Monthly internal review meetings now include “SIA Reflection Sessions” where field staff, trainers, and coordinators analyze SIA data to fine-tune outreach strategies, community engagement, and training delivery.
- **Knowledge Collaterals:** Toolkits, blogs, and case studies based on SIA insights have been developed and shared with other NGOs and ecosystem partners to encourage **peer learning and replication**.
- **Digital Dissemination:** FUEL’s website, newsletters, and social media channels regularly share impact stories, data-backed dashboards, and student testimonials rooted in SIA evidence—making the narrative accessible, credible, and inspirational.

Through this process, FUEL has positioned itself not just as an implementing organization, but as a **learning organization**, contributing actively to sectoral knowledge building and influencing the design of future-ready, youth-centric CSR and skilling initiatives in India.

**It could involve publishing the executive summary of the Social Impact Assessment on the Organization's website or discussing on the uniqueness of the organization's impact assessment experience to uncover certain issue-based realms that could be spread for cross-learning to the Sector's advantage.*

10. Plans for the next Social Impact Assessment Cycle*

**to be filled by the Social Enterprise after receiving the comments on Annual Impact Report from Assessors at Section C and before the final draft*

11. Photographs conveying before and after impact of the Programme @

@ applicable in the end term evaluation

(a maximum of 3 impact situations may be shared per Programme)

12. Annexures

		If applicable	
Item	NA	Yes	No
1) Blank copy of any questionnaire or survey forms used	NA	Yes	No
2) Summary analysis of surveys undertaken			
3) Copies of other consultation details (such as focus group write-ups, workshop notes, etc.)			
4) Copies of evidence summarised or quoted in the social impact report	NA	Yes	
5) Notes of the previous social impact assessment meetings (when applicable)			
6) Past Social Impact Assessment Statements for the projects funded by the Listed Security (when applicable)	NA		
7) Completion certificate of SEBI approved mandatory capacity building workshops	NA		
8) Case Studies/ Stakeholder Testimonials		Yes	
9) All stand-alone reports and that have contributed to the organisation's impact reporting for this period		Yes	

SECTION – C: To be filled by Assessors for facilitating assessment with respect to the entry made by Social Enterprise at Section A and B

13. Analysis of Solution Implementation Plan (SIP)@ and Key Performance Indicators@

@This is applicable only for first year Social Impact Assessments

13.1 Solution Implementation Plan

Comment on the alignment of SIP with the Guiding Framework on Logic Model and alignment of plan preparation with the format* placed therein? Do the included KPI metrics address reach, depth and inclusion parameters** in objectively verifiable terms? If not objectively verifiable, please suggest modification.

**Annex-1 of Guiding framework on logic model (Section III(I)) of USIAF*

***Annex-2 of Guiding framework on logic model (Section III(I)) of USIAF*

13.2 Key performance indicator for reporting

Comment on the appropriateness of Key Performance Indicators (KPI) on outcome, output, activities and input placed in SIP in achieving impact? Is there any modification required to make these indicators more objectively verifiable? Are the means of verification of KPIs clear and sufficient?

14. Previous Social Impact Assessments, if any@

@ Not applicable in first year Social Impact Assessment of the project

14.1	Include a short outline on how the issues raised and recommendations for action in the previous Social Impact Assessment have been followed through. *
14.2	Has the target segment changed in the previous year? If so, why?

15. Report on Performance

15.1 Performance on outcome

15.1.1	A narrative report on the degree to which the program/ project is living up to its stated objectives
15.1.2	Analysis and interpretation of the outputs

15.1.3	Analysis and interpretation of the outcomes
15.1.4	Interpreting and explaining the impact
15.1.5	Gaps and challenges identified
<i>*This should be with reference to the baseline and KPI narratives kept in FFRD and SIP, and the information provided in Section B in relation to the identified KPIs</i> <i>* This will include any appropriate calculations and interpretations. The report on project objectives should consider the social, environmental, cultural and economic dimensions of performance and impact as appropriate.</i> <i>*Refer Unified Social Impact Assessment Framework for this exercise</i>	

15.2 Stakeholder feedback

How has the Social Enterprise taken into consideration stakeholder feedback in this reporting period?

**The report shall include the details of stakeholders consulted and how the organization has used their feedback in program implementation.*

15.2.1 Contribution

Comment on the trend in the mobilization of voluntary community support/contribution or the stake developed by the community/ entity that have contributed to, or will contribute in the future to the accomplishment of these goals and sustainability of the project. How can this be improved further?

Refer to the details provided under at **point 5.5 of Section-B for answering these points.*

15.2.2 Knowledge management and advocacy

Comment on how best the organization is doing to create a sharper narrative through Social Impact Assessment to the Sector's advantage.

Refer to the details provided under at **point 9 of Section-B for answering these points.*

15.2.3 Write key measures taken for sustainability of the project. Comment on the adequateness of these measures. Cite further needful measures, if any?

Reference may be drawn from the comments given at **point 8 and sub-points under 14*

**Towards the end year of the project, take reference of withdrawal plan prepared by the project for making exit.*

16. Issues for Achievements

16.1 The Social Impact Assessment will have revealed several issues that have to be tackled as well as achievements to celebrate. Write the key achievements of the program. Also comment on identified risks and mitigation measures adopted/ to be adopted to address this and any unintended negative outcome reported and measures adopted/ to be adopted to address this.

** Internal risks are organizational and HR capacity issues and external risks are conditions such as unfavorable changes in market and/or policy framework conditions.*

16.2 Has there been any material (significant) change in the organization's implementation model in the last one year? Suggest material changes required in future, if any.

**Material changes means any pertinent change including organizational changes that significantly affect the decision of the stakeholders and also affect the way of carrying out of the project/ program.*

16.3 Outline the steps and actions required to effectively implement the program, It includes Revised Action Plan; Resources; Stakeholder engagement; Timeline; Training and Capacity building; Monitoring and Evaluation

SECTION – D Confirmation by Social Enterprise

I, Ketan Deshpande on behalf of Friends Union for Energising Lives FUEL, confirm that the social impact assessment process was carried out as per the terms of reference of the engagement and the draft report was shared with us and our responses heard. The minutes of the Social Impact Assessment Meetings capture our responses and the points for action. These minutes are maintained in our records. Feedback as appropriate will be incorporated for review in the next social impact assessment cycle.

Remarks, (if any):

Authorised Representative of Friends Union for Energising Lives FUEL

Name: Ketan Deshpande



Signed:.....

Date: 29/09/2025

Place: Pune

Seal of the Social Enterprise

**For GENESIS MANAGEMENT &
MARKET RESEARCH PVT. LTD.**


DIRECTOR

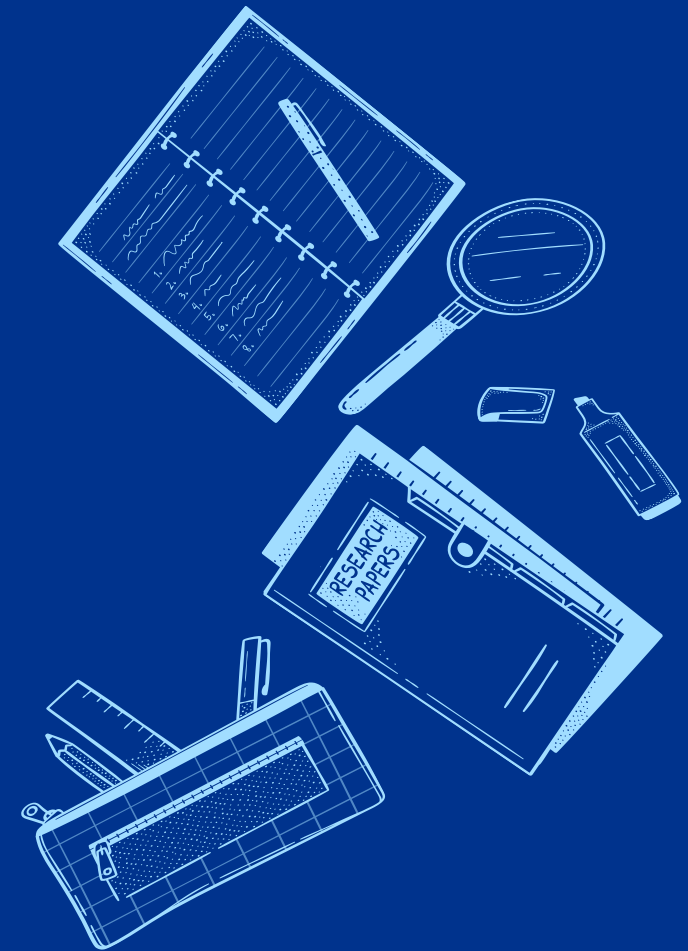
1. Name of the Social Auditor : Dr. Anil Dhaneshwar, Social Auditor & Managing Director of Genesis Management & Market Research Pvt.Ltd., Pune
2. Unique ID : Not applicable.
3. Name of the Certifying Body: Indian Institute of Corporate Affairs, Ministry of Corporate Affairs, Govt. of India, New Delhi.

Impact Assessment Report of CSR Projects -

Providing scholarship support

Skilling youth in industry-relevant skill

Friends Union for Energizing Lives (FUEL)
September 2025





- This report has been prepared exclusively for Friends Union for Energising Lives (FUEL) (“Client”) in accordance with the terms of the Engagement letter/agreement between Client and KPMG Assurance and Consulting Services LLP (“KPMG” or “we”) (collectively ‘Contract’). The performance of KPMG’s services and the report issued to the Client are based on and subject to the terms of the Contract.
- KPMG does not accept or assume any liability, responsibility, or duty of care for any use of or reliance on this report by anyone, other than our client, to the extent agreed in the Agreement.
- Impact assessment is limited to the projects allocated by FUEL.
- OECD-DAC framework have been used in preparing the report as detailed herein. No professional assurance standards ex. ISAE, SSAE etc. have been applied while preparing this report and accordingly the rigors applicable under such standards are not applicable for the scope covered by our report.
- Procedures, analysis, and recommendations, if any, are advisory in nature basis the information collected from various sources both publicly and those provided by the client.
- Our observations represent our understanding and interpretation of the facts based on reporting of beneficiaries and stakeholders.
- Our report, by its very nature, may involve numerous assumptions, inherent risks, and uncertainties, both general and specific. The conclusions drawn shall be based on the information available with us at the time of preparing the report.
- We have not performed an audit and shall not express an opinion or any other form of assurance. Further, comments in our report are not and shall not be intended, nor should they be interpreted to be legal advice or opinion. Client shall be fully and solely responsible for applying independent judgment, with respect to the findings included in the report, to make appropriate decisions in relation to future course of action, if any. We shall not take responsibility for the consequences resulting from decisions based on information included in the report.
- While information obtained from the public domain or external sources has not been verified for authenticity, accuracy, or completeness, we have obtained information, as far as possible, from sources generally considered to be reliable. However, it must be noted that some of these websites/third party sources may not be updated regularly. We assume no responsibility for the reliability and credibility of such information.
- Our work shall be limited to the specific procedures described in this Engagement Letter and shall be based only on the information and analysis of the data obtained through interviews of beneficiaries supported under the programme, selected as sample respondents and discussions with Client’s team and stakeholders of the programme. Accordingly, changes in circumstances or information available after the review could affect the findings outlined in our report.
- In no circumstances shall we be liable, for any loss or damage, of whatsoever nature, arising from information material to our work being withheld or concealed from us or misrepresented to us by any person to whom we make information requests.
- In accordance with its policy, KPMG advises that neither it nor any of its partner, director or employee undertakes any responsibility arising in any way whatsoever, to any person other than Client in respect of the matters dealt with in this report, including any errors or omissions therein, arising through negligence or otherwise, howsoever caused.
- In connection with our report or any part thereof, KPMG does not owe duty of care (whether in contract or in tort or under statute or otherwise) to any person or party to whom the report is circulated to and KPMG shall not be liable to any party who uses or relies on this report. KPMG thus disclaims all responsibility or liability for any costs, damages, losses, liabilities, expenses incurred by such third party arising out of or in connection with the report or any part thereof.
- By reading our report, the reader of the report shall be deemed to have accepted the terms mentioned hereinabove.



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Strictly Private and Confidential

To,
Ketan Deshpande
Managing Trustees
Friends Union for Energising Lives (FUEL)
Pune, Maharashtra 412115

Date: 3rd September 2025

Subject: Final report for Impact assessment of Scholarship and Skills Development Programmes for Friends Union For Energizing Lives Lives (FUEL)

Dear Ketan Deshpande,

This refers to our engagement letter dated 5th March 2025 with Friends Union For Energizing Livies ("you") ('the Contract').

We appreciate the opportunity to assist FUEL in providing an Impact Assessment of the "Providing scholarship support" and "Skilling youth in industry-relevant skill"

This report is our final report and signifies completion of our Services as described in the Engagement Contract. The performance of our Services and the report issued to you pursuant to the Services are based on and subject to the terms of the Contract.

This report is solely for your benefit and information and is not to be referred to in communications with or distributed or disclosed for any purpose to any third party without our prior written consent. We have been engaged by you for the Services and to the fullest extent permitted by law, we will not accept responsibility or liability to any other party in respect of our Services or the report.

It has been our privilege to work with you, and we look forward to continuing our relationship with you.

Yours sincerely,



Jignesh Thakkar
Partner -ESG
KPMG Assurance and Consulting Services LLP

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Executive Summary

About FUEL

Friends Union for Energizing Lives (FUEL)

is a non-profit organisation that provides Career Guidance, Scholarships and Skills Training to students across India

FUEL conducts various programs for youths to make them industry-ready

For impact assessment programs covered are

- Providing scholarship support to young women pursuing higher education in technology
- Skilling youth in industry-relevant skill

Providing scholarship support to young women pursuing higher education in technology

The Program support young women from low-income families by providing post-graduation scholarships for technology courses. The program provides AICT-approved certification two years residential facility along with industry exposure.

43% of sample students would have dropped education without support from pursuing higher education

92% of sample students shared positive ratings for the quality of the sessions

71% of sample students received employment through placement support

96% of sample students are confident about completing carrier goals

53% of sample students will be earning between 3-5 Lakhs annually

92% of sample students will recommend this program to others



FUEL Campus
Location: Pune,
Maharashtra

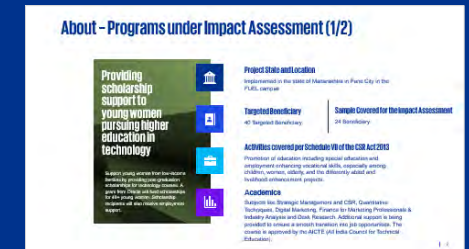
40

Targeted Beneficiary

(Total Universe from FY23-24)

24

Sample Covered for Students



[Click here for more details of providing scholarship support to young women pursuing higher education in technology on slide 6](#)

Executive Summary

Skilling youth in industry-relevant skill

Empower underserved youth through training in industry-relevant skills, including Artificial Intelligence and JAVA. This program follows hub and spoke model. Where FUEL acts as hub and colleges in nearby districts act as spoke. The program model is the non-residential.

80% of sample students shared highly satisfactory rating to enrollment process

100% of sample students have gone through assessment taken by the trainer

49% of sample students were not aware of basics of the JAVA and AI prior participating in the training

41% of sample students have given rights answers to basic questions of JAVA during the assessment conducted by KPMG

93% of sample students are satisfied with the improved knowledge after attending training

95% of sample students rated computer lab as the best lab over a scale of bad, good and best

1250

Targeted Beneficiary

(Total Universe from FY23-24)

44

Sample Covered for Students



[Click here for more details of skilling youth in industry-relevant skill on slide 8](#)

About FUEL



Friends Union for Energizing Lives (**FUEL**) is a non-profit organisation that provides Career Guidance, Scholarships and Skills Training to students across India under CSR (Corporate Social Responsibility) initiatives of various corporations.

Selective credential Of FUEL

- ❖ **FUEL is the approved body by AICTE**
- ❖ **FUEL is listed on the Social Stock Exchange (SSE)**

FUEL'S MISSION

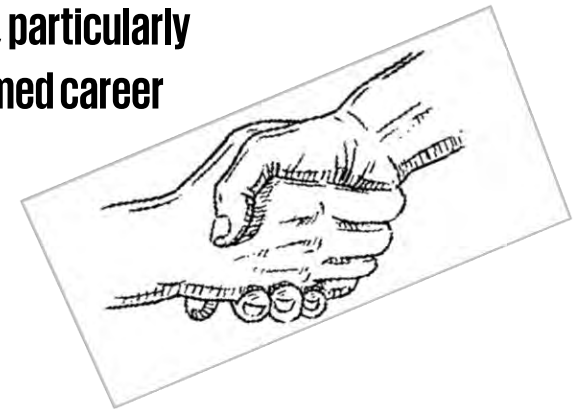
To create a supporting community for the youth of the nation. A community working towards providing them with the essential information and right career opportunities. A one-stop community they can count on.

FUEL'S MISSION

Vision to empower the youth and enable them to become the torch bearers of tomorrow.



FUEL aims to bridge the gap between education and employment, particularly for underserved communities, helping young people make informed career decisions and build successful futures.



Source: Website of FUEL (<https://www.fuelfornation.com/>)

Credentials are shared by the FUEL and not verified by the KPMG

About – Programs under Impact Assessment (1/2)

Providing scholarship support to young women pursuing higher education in technology

Support young women from low-income families by providing post-graduation scholarships for technology courses. A grant from Oracle will fund scholarships for 40+ young women. Scholarship recipients will also receive employment support.



Project State and Location

Implemented in the state of Maharashtra in Pune City in the FUEL campus

Targeted Beneficiary

40 Targeted Beneficiary.

Sample Covered for the Impact Assessment

24 Beneficiary.

Activities covered per Schedule VII of the CSR Act 2013

Promotion of education including special education and employment enhancing vocational skills, especially among children, women, elderly, and the differently abled and livelihood enhancement projects.

Academics

Subjects like Strategic Management and CSR, Quantitative Techniques, Digital Marketing, Finance for Marketing Professionals & Industry Analysis and Desk Research. Additional support is being provided to ensure a smooth transition into job opportunities. The course is approved by the AICTE (All India Council for Technical Education).

About – Programs under Impact Assessment (2/2)

Skilling youth in industry-relevant skill

Empower underserved youth through training in industry relevant skills including Artificial Intelligence and JAVA. A Grant from Oracle will provide blended learning and career mapping to help marginalized youth find employment.



Project State and Location

Implemented in the state of Maharashtra in Pune city and districts within Maharashtra



Targeted Beneficiary

1250 Targeted Beneficiary
(Hub and Spoke Model)

Sample Covered for the Impact Assessment

44 Beneficiary.



Activities covered per Schedule VII of the CSR Act 2013

Skilling youth in industry-relevant skill



Academics

Empower Underserved Youth through training in industry relevant skills including Artificial Intelligence and JAVA. A Grant from Oracle Will Provide Blended Learning and Career Mapping to Help Marginalized Youth Find Employment.

Approach and Methodology

Impact Map Preparation

An impact map of the project was created taking into consideration project inputs, activities undertaken during implementation, details of primary and intended project outcomes.

Stakeholder Interaction and Data Collection

A questionnaire was used to capture the inputs during the interaction with primary beneficiaries in the community. Following two methods of interaction were used to gather information:

- One-on-One interactions
- Focus Group Discussions (FGDs)

Data Analysis & Impact Assessment Report Preparation

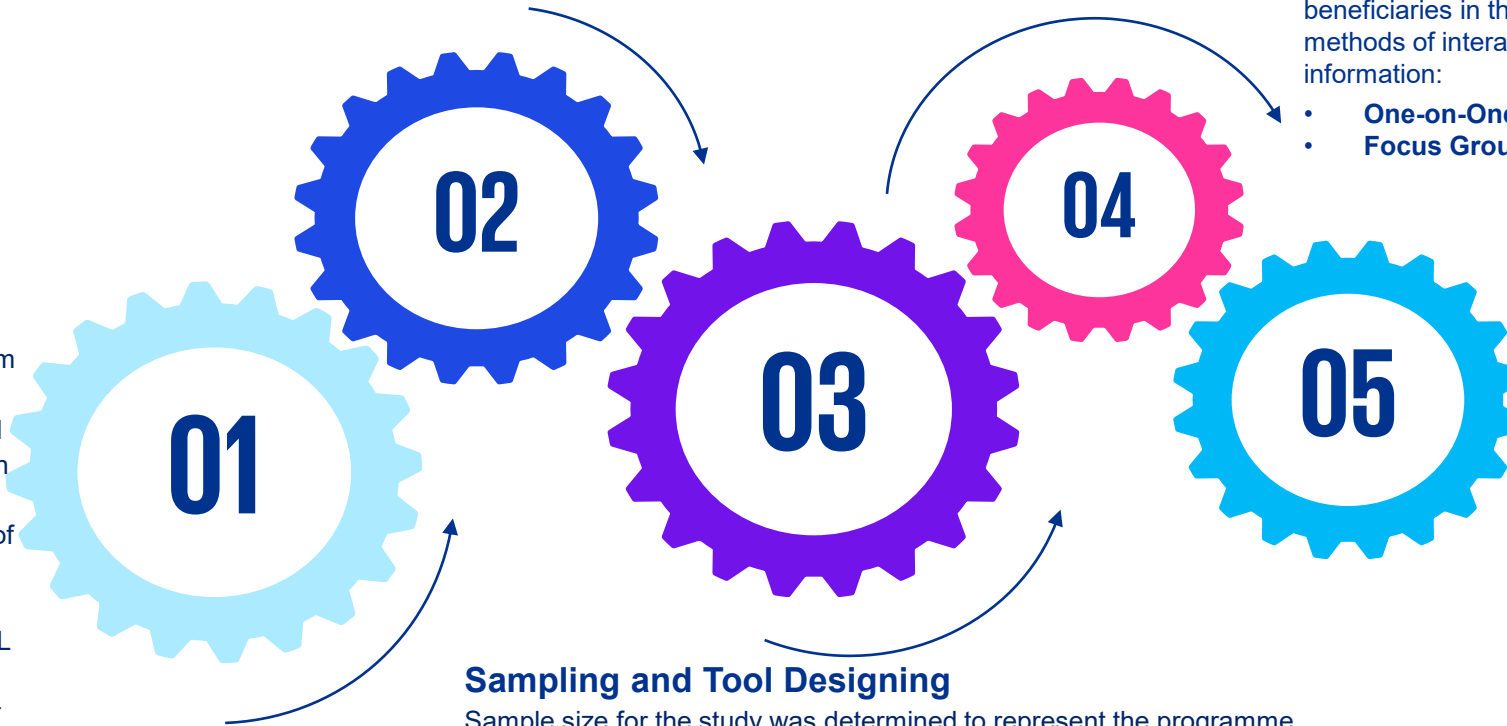
The data collected from primary research was analysed keeping in mind pre-determined programme outcomes. Based on the primary data, anecdotal evidences from community and observations of the field team, final impact assessment report is prepared.

Consultation & Scoping

To understand the program in detail, an in-depth discussion was conducted with FUEL. The discussion covered details such as project objectives, scope of implementation, beneficiaries, challenges, learnings, and more. FUEL also shared project documents to build further project understanding.

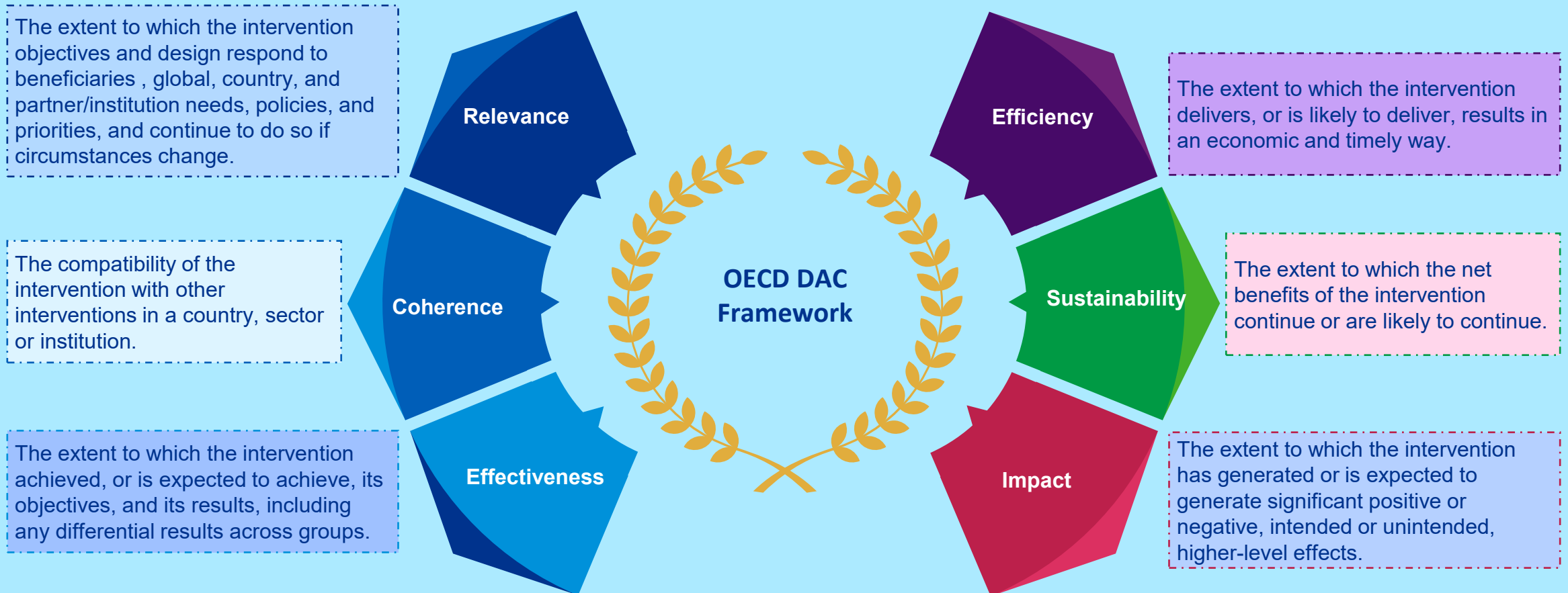
Sampling and Tool Designing

Sample size for the study was determined to represent the programme universe, ensuring different segments of beneficiaries would get covered across all locations. The sample size was arrived at using statistical methodology with 95% confidence interval, 5% margin of error. Stratified Random sampling was used to draw samples from the population. Tools were structured such that the information from respondents was captured for all the program outcomes mentioned in the impact map.



OECD-DAC Framework for Impact Assessment

OECD-DAC framework helps to understand the strength of the project at each stage – design, planning, implementation, monitoring, and evaluation.



Impact Map- Providing scholarship support to young women pursuing higher education in technology

Stakeholders	Input	Activities	Output	Outcome
FUEL	Scholarship	Parents profiling	Parents improved awareness about their children	Improved academic performance and better decision-making skills
		Mentorship	Emotional support, encouragement and a safe space to express their concern	
Students	Time	Academic sessions	Enhanced understanding of the curriculum	
		Awarding scholarship	Improved practical knowledge, skills and industry exposure	Developed a better understanding of the industry practices, improved job preparedness and hence informed career decision and better
		Monitoring the scholarship awards	Increased knowledge about career pathways and opportunity	
		1 week residential visit to IIM Nagpur	Learn about job search strategies, resume writing and interview techniques.	
		Parents	Students receiving necessary resources for their study	Equal opportunity to learn and excel, reducing the impact of financial constraints
Develop essential soft skills (decision-making and problem-solving skills etc.)			Enhanced communication skills leading to access to better opportunities	
			Critical thinking skills	

Impact Map - Skilling youth in industry-relevant skill

Stakeholders	Input	Activities	Output	Outcome
FUEL	Awareness	Awareness creation through media, referrals, mobilization, etc.	Enrollment in the Skilling project	Improved rate of enrollment for the training
				Increased awareness on the offerings among the target stakeholders
Students	Training	Technical Training	Number of sessions taken on the teaching technical skills	Improved awareness about technical knowledge
		Soft Skills	Number of sessions taken on the teaching soft skills	Improved awareness about soft skills
		Regular Assessments	Assessments were taken at certain interval	Improved recall of the technical and soft skills elements
		Placement Training and Market outreach	Outreach resulting to increased demand from the candidates from the FUEL	Increased chance of getting employment

Providing scholarship support to young women pursuing higher education in technology



Impact Findings



Impact Findings (1/7)

Respondent Profile and awareness about the programme

100%

Sample students female

Gender



24 Years

The **average age** of the enrolled students is 24 years

Average Age

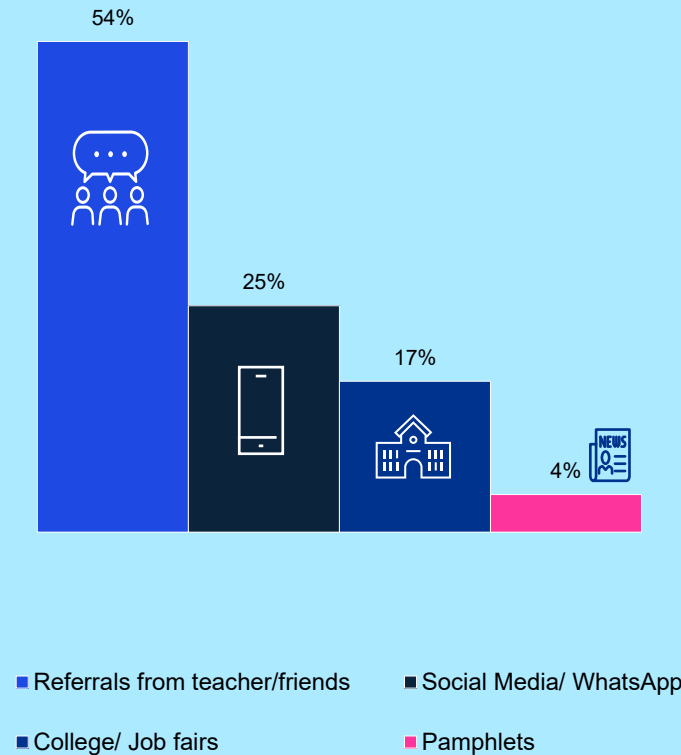
23 Years

The **mode age** of the enrolled students is 23 years

Mode Age

Mode** is a statistical concept that refers to the **value that occurs most frequently

Awareness about the programme



According to the interactions with the sample students, the majority of students, 54%, learned about the program through referrals from teachers or friends. Social media and WhatsApp were the second most common sources, accounting for 25% of the responses. College or job fairs were the source for 17% of the students, while pamphlets were the least common method, with only 4% of the students reporting this as their source of information. This data suggests that personal recommendations and digital platforms play a significant role in disseminating information about the program. The relatively low impact of pamphlets indicates that traditional print media may be less effective in reaching the target audience compared to more interactive and personal channels.

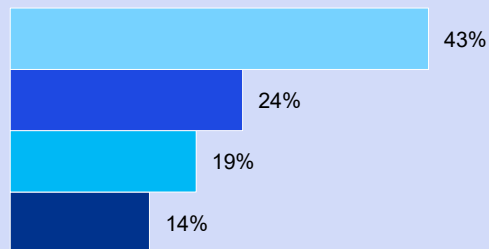
Impact Findings (2/7)

Financial aid and course element

Relevance of the financial aid

All the sample students shared that they did not receive any other scholarship or any other financial aid for completing higher education apart from the program under FUEL. During interactions, some students shared that, in the absence of the FUEL program, their parents would have likely arranged for them to get married or allowed them to do low-income jobs.

Sources of financial assistance for higher education



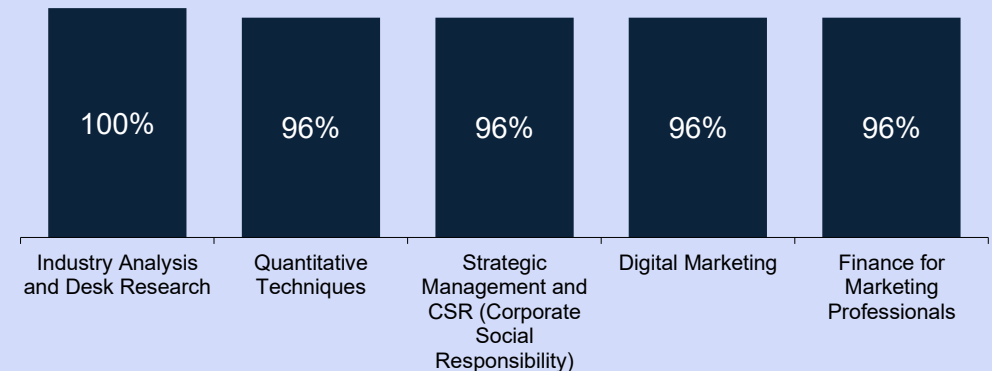
- Would have dropped out
- Other (please specify)
- Loans
- Any other scholarship

In the absence of the FUEL program, 43% of students indicated they would have dropped out of their studies. Additionally, 24% would have sought other alternatives like getting married or doing low-income jobs, 19% would have taken out loans, and 14% would have pursued other scholarships. These responses highlight the critical role the FUEL program plays in supporting students' educational pursuits and preventing dropout.

INR 0/-

FUEL did not charge any fees to students

Topics covered

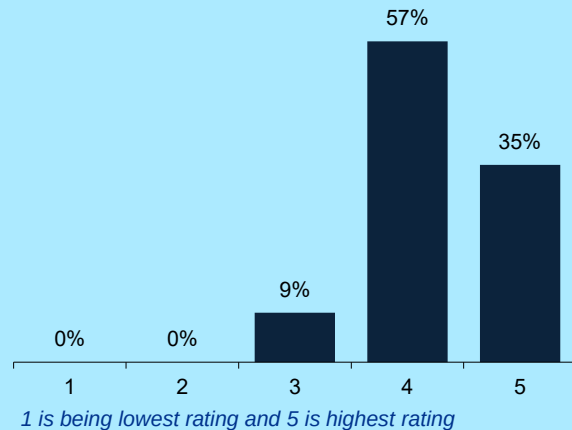


The program comprehensively covered several key topics, with Industry Analysis and Desk Research being addressed by 100% of the participants. Quantitative Techniques, Strategic Management and Corporate Social Responsibility (CSR), Digital Marketing, and Finance for Marketing Professionals were each covered by 96% of the participants. This extensive coverage indicates a well-rounded curriculum designed to equip students with essential skills and knowledge in various critical areas.

Impact Findings (3/7)

About sessions

Quality of the sessions



The quality of the sessions was highly rated by the students, with 56.52% giving a rating of 4 and 34.78% giving the highest rating of 5. Only 8.70% of the students rated the sessions with a 3, and there were no ratings of 1 or 2. This positive feedback indicates that the sessions were well-received and met the expectations of the majority of the participants.

Practical Sessions

All the sample students shared that they have received the practical sessions at FUEL

During interaction student shared the practical sessions provided hands-on experience, enhancing technical skills and industry knowledge. Participants engaged in case studies and projects using Tableau, Power BI, and Advanced Excel, which included data analysis and dashboard creation. They also worked on live projects, such as website development and digital marketing, gaining insights into building static websites, logos, bulk emails, and ads.

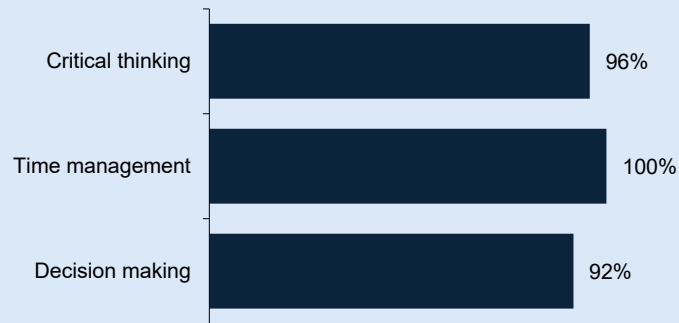
Overall, these sessions were crucial in building confidence, clarifying concepts, and preparing participants for future career challenges by covering essential topics like Strategic Management, CSR, Quantitative Techniques, Digital Marketing, Finance, and Industry Analysis.



Impact Findings (4/7)

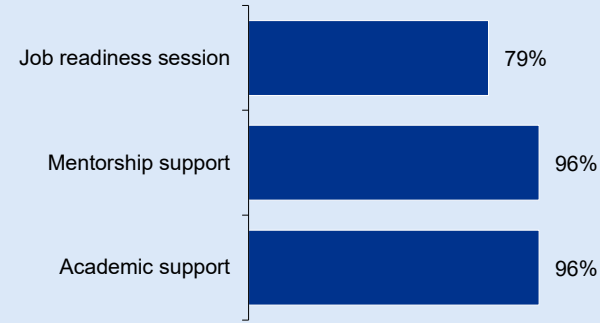
New skills and educational activity

Development of New Skills



The scholarship program has significantly contributed to the development of new skills among participants. According to the survey, 100% of respondents reported improvements in time management, 96% in critical thinking, and 92% in decision-making. These results highlight the program's effectiveness in enhancing essential skills that are crucial for academic and professional success.

Additional Educational Activity



The scholarship program has provided substantial additional educational activities that have greatly benefited the participants. According to the interactions with students, 96% of respondents received academic support and mentorship support, while 79% participated in job readiness sessions. These activities have played a crucial role in enhancing the overall educational experience and preparing participants for their future careers.

Students Feedback

The scholarship program has significantly helped participants develop essential skills such as time management, decision-making, and critical thinking. They received mentorship and academic support, along with job readiness sessions, which included business communication and resume building. These activities boosted their confidence and prepared them for real-world challenges. Participants also gained hands-on experience with tools like Power BI, Tableau, and Advanced Excel, and benefited from industry insights and job placement support, leading to successful placements at companies.

Impact Findings (5/7)

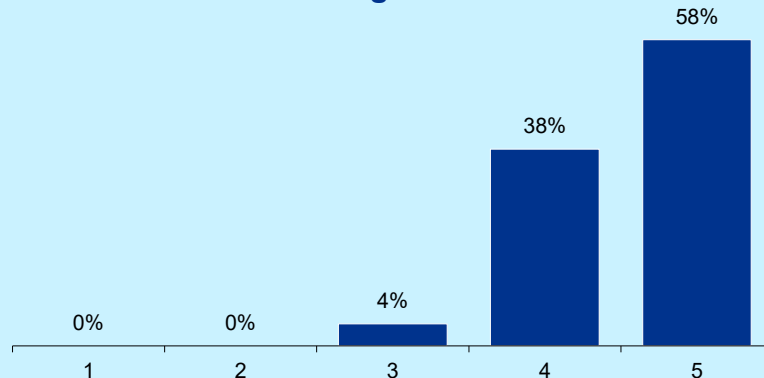
Confidence and opportunity

Financial Burden Reduced

All the sample students shared that attending the program has reduced the financial burden on the family. Reduction in financial burden is attributed to the no fees and free residential facility at the FUEL, Pune. This resulted in more confidence in completing higher education

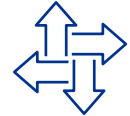


Confidence towards achieving your career goals



1 being very less confident and 5 being very confident

Opened doors to new opportunities



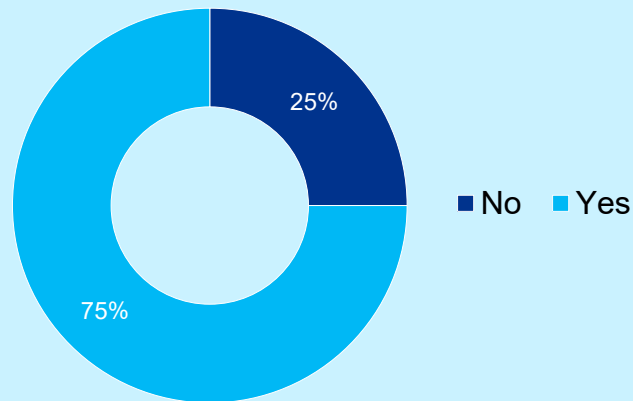
Through FUEL, participants have interacted with industry experts, attended networking sessions, and participated in skill development workshops. These experiences have enhanced their professional skills, expanded their vision for the future, and built a strong foundation for their career paths. Additionally, the program has facilitated industry visits, access to LinkedIn Learning, and participation in events such as the IIM Nagpur Immersion Program.

The interactions with sample students indicate a high level of confidence among participants in achieving their career goals. A significant 58% of respondents rated their confidence at the highest level of 5, while 38% rated it at 4. Only 4% of respondents rated their confidence at 3, and there were no ratings of 1 or 2. This demonstrates that the majority of participants feel very confident about their ability to achieve their career aspirations.

Impact Findings (6/7)

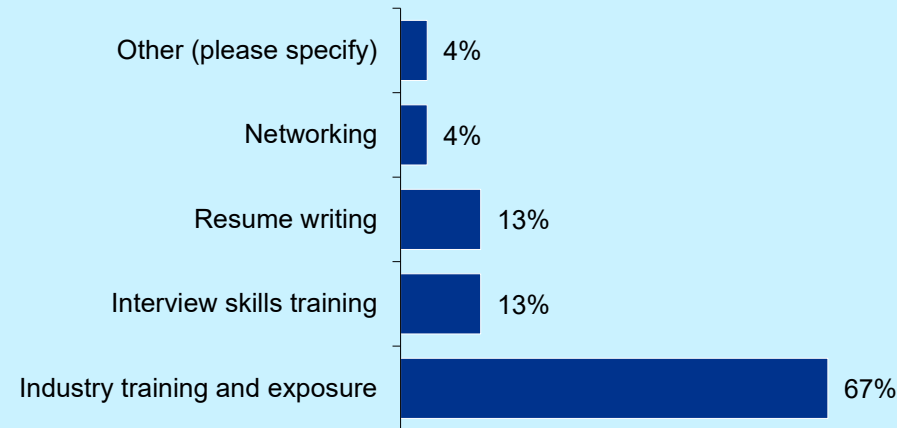
Soft skill and networking

Enrollment in Alumni Group



According to the interactions with sample students, 75% of respondents are enrolled in an alumni group, while 25% are not. This indicates a strong engagement with alumni networks among the majority of participants, which can provide valuable support and networking opportunities for their future careers.

Scholarship program provided for career guidance or skill development opportunities that were helpful in your job search

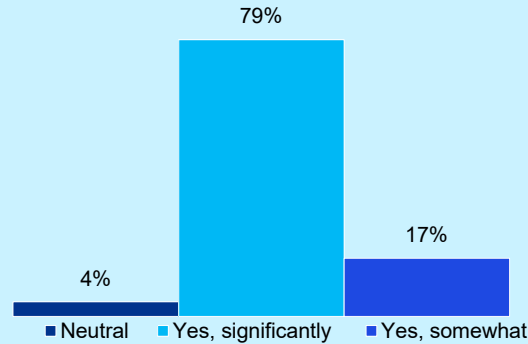


The scholarship program has been instrumental in providing career guidance and skill development opportunities that have been helpful in the job search for many participants. According to the survey, 67% of respondents benefited from industry training and exposure, 13% received interview skills training, another 13% were assisted with resume writing, and 4% gained networking opportunities. Additionally, 4% of respondents specified other helpful opportunities. These results highlight the program's comprehensive support in preparing participants for their careers.

Impact Findings (7/7)

Employment support

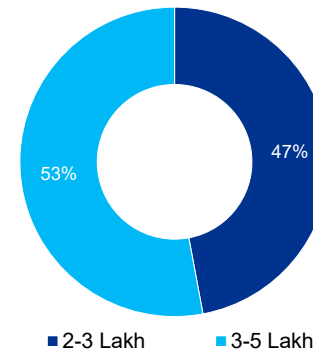
Role of scholarship in securing the job



The scholarship program has played a significant role in securing jobs for many participants. According to the interactions with students, 79% of respondents indicated that the scholarship significantly contributed to their job acquisition, while 17% felt it somewhat helped. Only 4% of respondents remained neutral. These results underscore the program's effectiveness in enhancing employability and supporting career success.

71% Sample Students Placed

Students with offer letter with annual earning in Lakh



Out of placed students, 47% of the students will be earning between **3-5 Lakhs annually**. The remaining will be earning between **2-3 Lakhs annually**. The placement support received from FUEL has been very crucial in order to enhance the income potential of youth. As per the State of the Inequality report, students will fall under the top 10% of Indians as per their income potential.

92%

Recommending the program
to others

92% of the sample students shared that they will very likely recommend the FUEL program to needy students in the community and friend circle. The remaining 8% shared that they will somewhat likely recommend this program to others. This indicates majority are satisfied enough with the program and very likely recommend the program to others

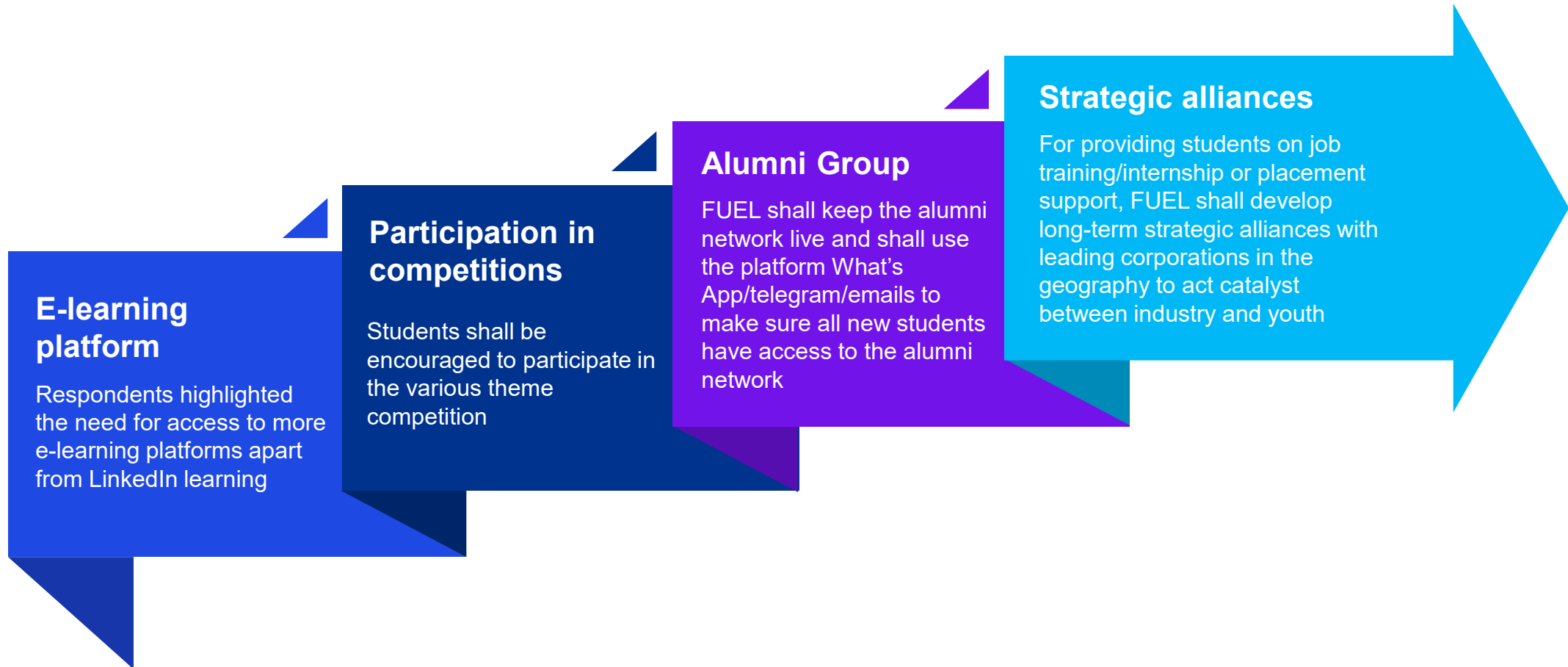
Overall Objective Status

Completed	Partially Completed	Not Completed

Key Objective of the program	Key Indicator	Status	Remark												
Enrollment of the students in the program	Awareness about the programme: <u>55% of the respondents shared that they received referrals from teachers and friends</u>		Refer Impact Finding (1/7)												
Conducting practical assessments and hands-on projects	Topic covered under the program <table><tr><th>Topics</th><th>Respondents %</th></tr><tr><td>Industry Analysis and Desk Research</td><td>100%</td></tr><tr><td>Quantitative Techniques</td><td>96%</td></tr><tr><td>Strategic Management and CSR (Corporate Social Responsibility)</td><td>96%</td></tr><tr><td>Digital Marketing</td><td>96%</td></tr><tr><td>Finance for Marketing Professionals</td><td>96%</td></tr></table>	Topics	Respondents %	Industry Analysis and Desk Research	100%	Quantitative Techniques	96%	Strategic Management and CSR (Corporate Social Responsibility)	96%	Digital Marketing	96%	Finance for Marketing Professionals	96%		Refer Impact Finding (2/7)
Topics	Respondents %														
Industry Analysis and Desk Research	100%														
Quantitative Techniques	96%														
Strategic Management and CSR (Corporate Social Responsibility)	96%														
Digital Marketing	96%														
Finance for Marketing Professionals	96%														
Improvement in their ability to manage their time, set learning goals	New skills and educational activity <table><tr><th>New Skills learned</th><th>% of the respondents</th></tr><tr><td>Decision making</td><td>92%</td></tr><tr><td>Time management</td><td>100%</td></tr><tr><td>Critical thinking</td><td>96%</td></tr></table>	New Skills learned	% of the respondents	Decision making	92%	Time management	100%	Critical thinking	96%		Refer Impact Finding (4/7)				
New Skills learned	% of the respondents														
Decision making	92%														
Time management	100%														
Critical thinking	96%														
Employment support	Role of scholarship in securing the job <u>96% of the student acknowledge the support of the scholarship in securing the job</u>		Refer Impact Finding (7/7)												

Recommendations

Project - Providing scholarship support to young women pursuing higher education in technology



Skilling youth in industry-relevant skill

Impact Findings



Impact Findings (1/8)

Respondent Profile

91% | **9%**
Female | **Male**

Gender Distribution

From the sample, 91% of the candidates were female, and the remaining 9% were male. Indicating empowering women at large through the programme

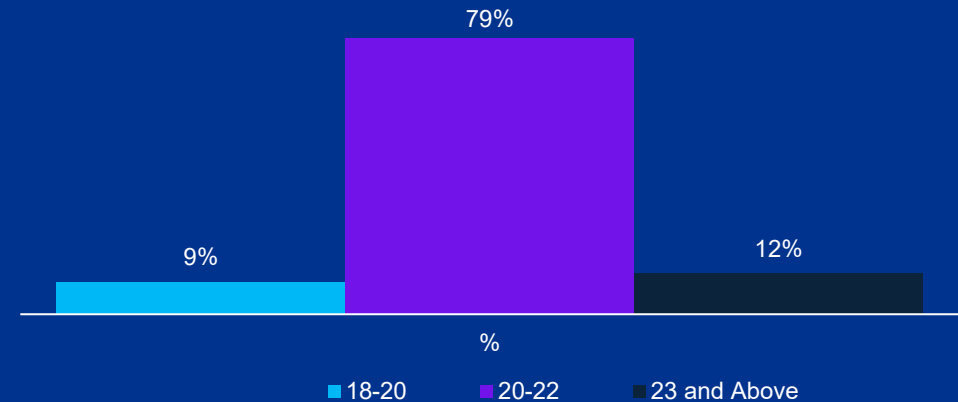
Education level of the students

100%

From the sample, all the students were pursuing their undergraduate study



Age Distribution



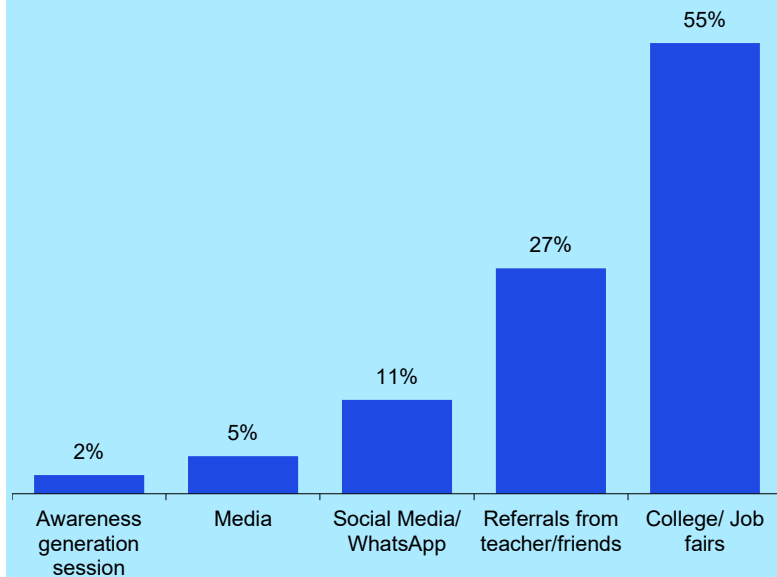
Out of the sample, the majority (79%) are aged 20-22 years, indicating a focus on higher education or early career stages. The 18-20 years group (9%) and the 23 years and above group (12%) represent smaller segments, likely in secondary education or post-educational pursuits, respectively.

This distribution highlights the need for targeted programs to support the predominant age group effectively

Impact Findings (2/8)

Awareness of the programme and consultation with Family

Mode of awareness generation



College/Job Fairs: This method is the most effective, accounting for more than half of the awareness generation. It suggests that direct interaction and engagement at these events are highly impactful.

Referrals from Teachers/Friends: This is the second most effective method. Personal recommendations and word-of-mouth play a significant role in spreading awareness, indicating the importance of trust and personal connections.

Social Media/WhatsApp: While not as effective as the top two methods, social media and messaging platforms still contribute a notable portion of awareness. This highlights the growing influence of digital communication channels.

Impact Findings (3/8)

Enrollment process and pre -post knowledge of skills

Rating to enrollment process

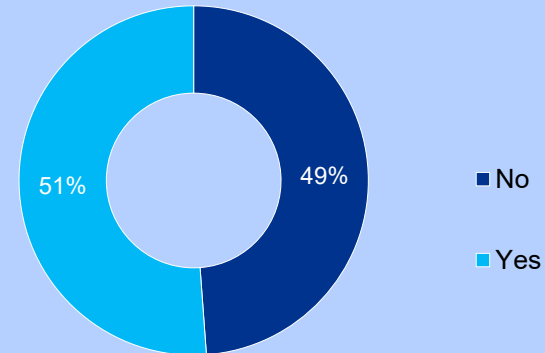


INR 0/-

FUEL did not charge any fees to students

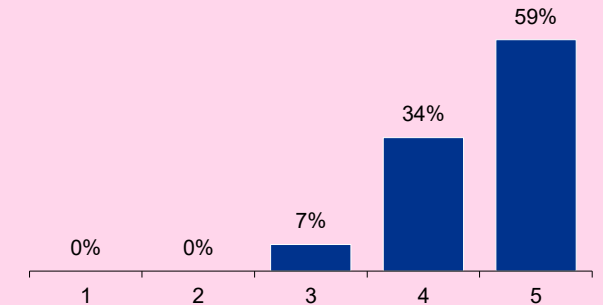
The satisfaction levels with the enrollment process are overwhelmingly positive. A substantial 79.55% of respondents reported being highly satisfied with the process, indicating that the majority found the experience to be excellent. Meanwhile, 20.45% of respondents were satisfied, suggesting that while they found the process acceptable. All respondent shared that they have not paid any kind of fees.

Prior knowledge of relevant skills



After analysing the responses, it reveals a nearly even split among respondents regarding prior experience with JAVA or AI before joining the program at FUEL. A slight majority, 51.16%, had taken a class or certification in these subjects, indicating a pre-existing interest or foundational knowledge in the field. Conversely, 48.84% had not engaged in any formal training in JAVA or AI prior to joining, suggesting that the program also attracts individuals new to these areas, looking to build their skills from the ground up.

Satisfaction level with the improved knowledge about technical training



The satisfaction levels with the improved knowledge about technical training are predominantly high. A significant 59.09% of respondents rated their satisfaction at the highest level (5), indicating a strong positive impact of the training. Additionally, 34.09% rated their satisfaction as 4, showing that a substantial portion also found the training to be very beneficial. Only 6.82% rated their satisfaction as 3, suggesting that a small minority felt the training was average. Overall, the data reflects a highly positive reception to the technical training provided.

Impact Findings (4/8)

Training and assessment

Training Received



All the sample students shared that they have received training on the relevant skills like JAVA and AI additionally they have received training on soft skills and ethics, aptitude.

Assessment done by the trainer



All the students from the sample shared that they have gone through assessments carried out by the trainer and institution.

Response to question based on technical knowledge

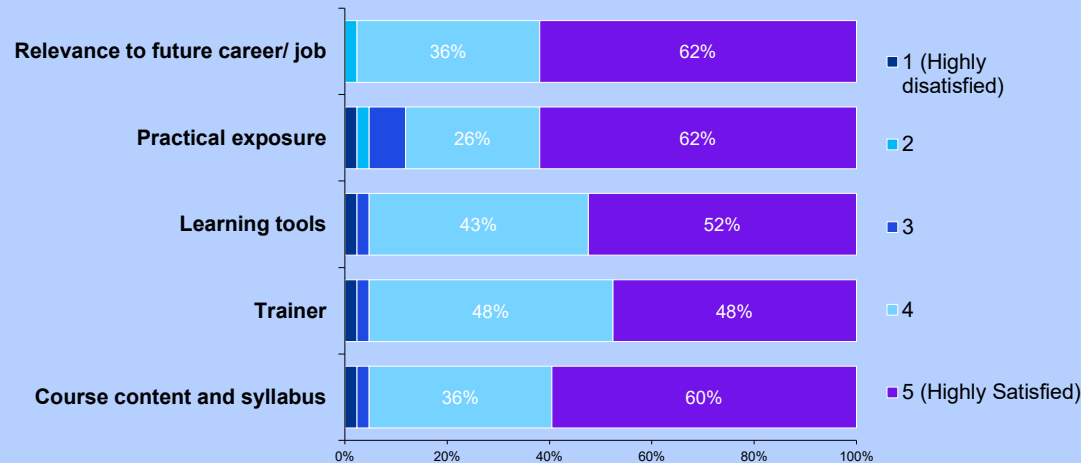


During the assessment conducted by the KPMG, it was found that 41% of the sample students could give the right answer to the basic JAVA-based question. This implies that more interactive assessments are needed to increase the accuracy of the students.

Impact Findings (5/8)

Components of Training and Computer Lab

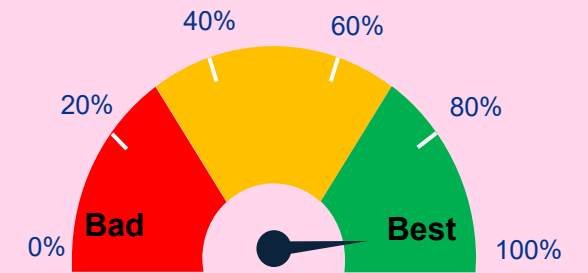
Rating on the components of the training



Training Components	1	2	3	4	5
Course content and syllabus	2%	0%	2%	36%	60%
Trainer	2%	0%	2%	48%	48%
Learning tools	2%	0%	2%	43%	52%
Practical exposure	2%	2%	7%	26%	62%
Relevance to future career/ job	0%	2%	0%	36%	62%

Based on the student's responses, the overall feedback is highly positive across all components. The course content and syllabus are well-received, with 96% of respondents rating them as very good or excellent. Similarly, the trainer is highly appreciated, with 96% of respondents giving high ratings. The learning tools also receive strong approval, with 95% of respondents rating them positively. Practical exposure, while still highly rated by 88% of respondents, shows some room for improvement as 7% rated it as average and 4% rated it lower. The relevance of the course to future career or job prospects is particularly well-regarded, with 98% of respondents rating it highly. Overall, the feedback indicates a high level of satisfaction, with practical exposure being the only area with slightly more varied ratings.

About Computer Lab



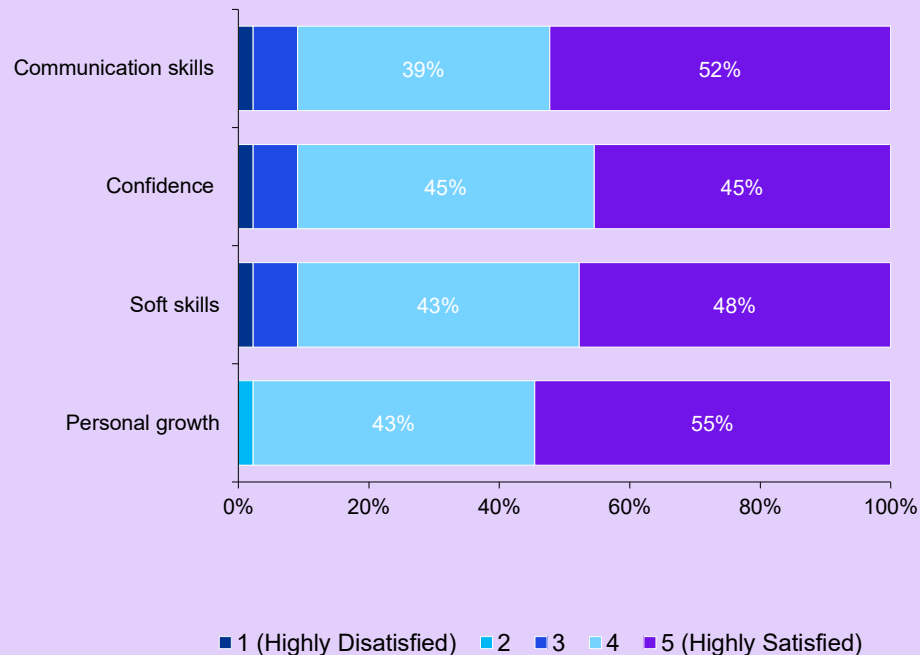
95%

Sample students rated the computer as “Best” computer lab, and the remaining 5% ate “Good”, indicating the computer lab has met the expectations of the student.

Impact Findings (6/8)

Improvement in personal qualities

Rating on improvement in personal qualities



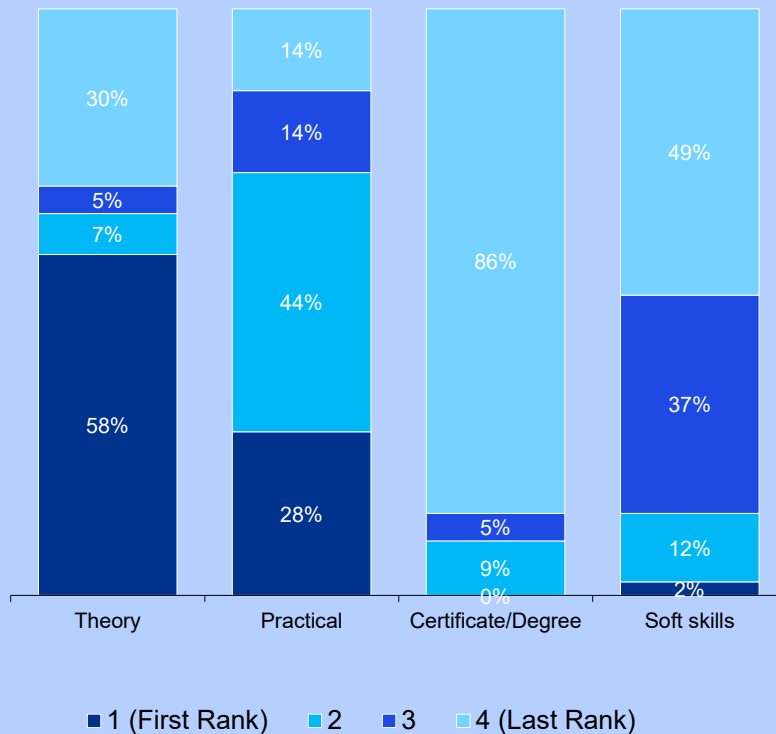
When students were asked about how they would rate the improvement they perceived in themselves after attending the training, They responded that it had a significant positive impact on various personal qualities of the attendees. Personal growth is highly rated, with 98% of respondents giving it a rating of 4 or 5, indicating substantial improvement in this area. Soft skills have also seen a notable enhancement, with 91% of respondents rating them highly. Confidence levels have improved for 90% of the participants, with the majority rating it as 4 or 5. Communication skills have been positively affected as well, with 91% of respondents giving high ratings. Overall, the training has effectively contributed to the personal growth, soft skills, confidence, and communication skills of the attendees, with the majority expressing high satisfaction in these areas.

Training Components	1	2	3	4	5
Personal growth	0%	2%	0%	43%	55%
Soft skills	2%	0%	7%	43%	48%
Confidence	2%	0%	7%	45%	45%
Communication skills	2%	0%	7%	39%	52%

Impact Findings (7/8)

Ranking to the training component

Ranking breakdown for training components



Theory: The majority of respondents (58.14%) ranked Theory as 1, indicating it is considered the most important or impactful. There is also a significant percentage (30.23%) ranking it as 4.

Practical: Most respondents (44.19%) ranked Practical as 2, showing it is highly valued but slightly less than Theory.

Certificate/Degree: This category has a high concentration of rankings at 4 (86.05%), indicating it is considered very important.

Soft skills: The rankings are more spread out, with the highest percentage (48.84%) ranking it as 4, suggesting it is moderately valued.

Training Components/Ranking	1	2	3	4
Theory	58%	7%	5%	30%
Practical	28%	44%	14%	14%
Certificate and Degree	0%	9%	5%	86%
Soft Skills	2%	12%	37%	49%

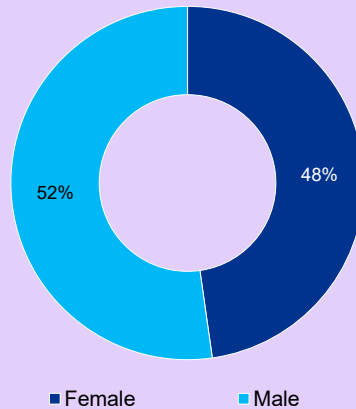
Impact Findings (8/8)

Employment support

70%

Out of all the students who were part of this program are placed/received offer letter

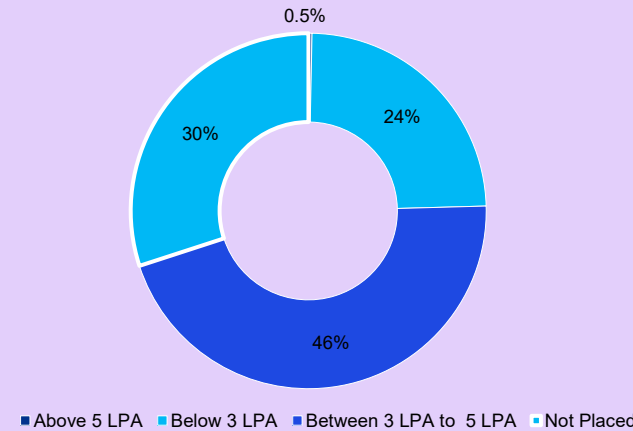
Gender Distribution



Out of the total students placed, (52%)* are male and (48%)* are female. This indicates a fairly balanced gender distribution, with a slight majority of male students. The near-equal placement rates suggest that both male and female students had comparable opportunities and success in securing placements.

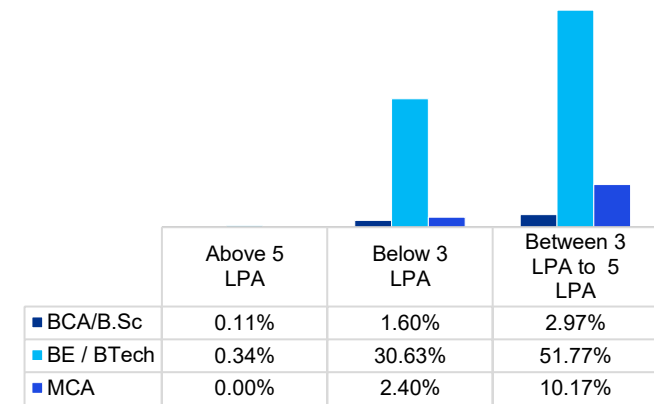
*This is as per the placement MIS of FUEL

Students with offer letter with annual earning in Lakh



The data indicates that the majority of individuals (64.9%) * earn between 3 to 5 LPA, suggesting this is the most common salary range. A significant portion (34.6%)* earns below 3 LPA, pointing to a large group in lower-income roles. Only (0.5%)* earn above 5 LPA, highlighting the limited availability or competitiveness of high-paying jobs. [As per the State of the Inequality report, students will fall under the top 10% of Indians as per their income potential.](#)

Qualification vs earnings



The placement data across earning ranges shows that the majority of students placed are from the BE/BTech stream, making up (82.7%)* of the total. Most of these students (51.77%)* fall within the 3 to 5 LPA salary range, indicating this is the most common package offered. MCA students account for (12.6%)* of total placements, with 10.17% placed in the 3 to 5 LPA range, showing relatively strong performance. BCA/B.Sc students represent only 4.7% of the total, with a small portion (2.97%) in the 3 to 5 LPA range.

Overall Objective Status

Completed	Partially Completed	Not Completed

Key Objective of the program	Key Indicator	Status	Remark
Reach out & mobilisation through college visits, mobilisation drives etc.	Various modes of awareness were used to reach out students: 55% received information about program from the College/Job Fairs		Refer Impact Finding (2/8)
Training delivery to the registered for the training program focused on to grasp fundamental youth	Training received by the student: All students received the training		Refer Impact Finding (4/8)
The training program emphasized practical sessions and hands-on experience, enabling participants to apply their knowledge in real-world scenarios and develop valuable skills for their future careers.	Ranking received for the training component: 72% of the student given top ranking for theory and the practical		Refer Impact Finding (7/8)
The assessment & certification of the students	Assessment done by the trainer and Response to questions based on technical knowledge: All the students have undergone assessment conducted by the trainer		Refer Impact Finding (4/8)
Placement support will be provided to the trained youth to help them secure employment opportunities that align with their newly acquired skills and knowledge.	Role of program in securing the job – MIS data		Refer Impact Finding (8/8)

Recommendations

Project - Skilling youth in industry-relevant skill



Success Stories - Providing scholarship support to young women pursuing higher education in technology

Nikita Vyavhare

Student



Nikita Vyavhare, a beneficiary of the PGDM course supported by FUEL for the 2022-24 batch, is currently employed at Syngenta, with her placement facilitated through programme initiatives. Born and raised in Pune, Nikita completed her education in the city. Her parents, who work as street vendors, faced financial hardships while trying to meet daily household needs. From a young age, Nikita contributed by assisting them in their work after school, gaining significant firsthand experience in managing a small business. This exposure helped her recognize her potential in business and develop a keen interest in pursuing a management degree.

Through her relatives, Nikita learned about the PGDM programme supported by FUEL in Pune. Initially, her parents were skeptical about the programme's legitimacy, especially regarding the financial assistance offered, suspecting it might be fraudulent. However, Nikita remained persistent and urged her father to visit the centre to verify the details, determined not to miss this golden opportunity.

During an in-person discussion, Nikita shared her experience of learning from subject experts and spoke about her academic growth. She expressed that she had achieved everything she once dreamt of—financial independence, stability, and the ability to support her parents. Additionally, she highlighted her efforts in recommending the programme to many students from her school and community network, encouraging others to take advantage of similar opportunities.

She has received the offer letter from the private company, and she is looking forward to creating a positive impact through the work.

Success Stories - Skilling youth in industry-relevant skill

Saundarya Patil

Student



Saundarya Patil hails from Sangli, Taluka Miraj, Village Bamoli, and is currently in her final year of B.Sc. at SMT Kasturbai Valchand College of Arts and Science. Her educational journey began at Nava Krishana Vally School, a Marathi medium school near her village, and continued at Deshbhakt R P Patil Kupwad for her higher secondary education.

She joined a program (skilling youth in industry-relevant skill) under FUEL in the college in Sangli. During her time with FUEL, Saundarya worked on practical projects such as a Vehicle Rental Management System, which involved practical .NET and Object-Oriented Programming (OOP) concepts, and a Bank Management System, where she applied her theoretical knowledge in a practical setting. These projects significantly enhanced her understanding and skills in advanced Java.

Saundarya acknowledges the up-to-date teaching methods of FUEL instructors, which have greatly contributed to her learning. She has applied for various internships and is currently awaiting results, demonstrating her proactive approach to gaining real-world experience. Although she has not yet participated in a hackathon, she is eager to do so in the future, indicating her willingness to challenge herself and grow further.

Reflecting on her journey, Saundarya realizes that greater attention could have led to better performance, highlighting the importance of focus and dedication. Her experience with FUEL has equipped her with advanced Java skills and practical project experience, laying a strong foundation for her future endeavors in the tech industry.

Key testimonial from industry



We hired around 10 students from FUEL at Syngenta, and they are doing a fabulous job. They are hardworking and highly skilled. We look forward to strengthening our association with FUEL in the future.

**This testimonial has been extracted from a video shared by FUEL and KPMG has not interacted with the employer.*



Ravish Saily
Head HR – Global Delivery Centre, Syngenta

Thank You

Date: 05-03-2024

To,

The Managing Trustee
Friends Union for Energising Lives (FUEL)
Forest Trails Township, Near Sales Office,
Paranjape Schemes Matalwadi Road, near Manas Lake,
Bhugaon, Pune, Maharashtra 412115

Subject: Project Completion Letter for CSR Grant by Asset Reconstruction Company (India) Limited for project "Sanction of grant to FUEL for procurement of Computers, Smart Board, Printer, Scanner & other equipment to setup a Computer Lab at FUEL Business School, Pune"

We are pleased to formally acknowledge the successful completion of the project titled "Sanction of grant to FUEL for procurement of Computers, Smart Board, Printer, Scanner & other equipment to setup a Computer Lab at FUEL B School, Pune", for which a CSR grant was provided to Friends Union for Energising Lives (FUEL) for the financial year 1st April 2024 – 31st March 2025.

The project was successfully executed at Fuel Business School, Pune, with the procurement of necessary equipment and the establishment of a fully functional Digital Computer Lab.

We appreciate FUEL's dedication and efforts in delivering the project outcomes and ensuring its effective implementation in alignment with the proposed goals.

This letter confirms the satisfactory completion of the project, and we look forward to potential collaborations in the future that align with our CSR initiatives.

Thank you once again for your partnership.

Sincerely,



Kaushal Singh
Senior Manager- CSR
Asset Reconstruction Company (India) Limited



Impact assessment of Future Skill Development programme

IndusInd Bank

March 2025



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Notice to the Readers

This report is with restrictive circulation and has been prepared exclusively for IndusInd Bank as part of the Social Impact Evaluation study of their 'Future Skill Development Programme' project in Pune, Maharashtra and Chandigarh, Punjab. It should not be used, reproduced, or circulated for any other purpose, in whole or in part, without prior written consent if used or referred for any other inference / study as an input or reference document. Grant Thornton Bharat LLP would only give such consent after full consideration of the circumstances.

The information collected for this study is through field visits, meetings with various stakeholders, information shared by respondents, secondary research and backend data provided by IndusInd Bank. We have relied on the information shared by these sources. Field visits were conducted in cognizance with IndusInd Bank and field teams with the prior acceptance of the approach, methodology, coverage plan, survey tools and indicators.

The scope of work here does not constitute an audit or due diligence of the information shared, hence information received from the various sources was believed to be accurate. This report should not be considered as an expression of opinion on any form of assurance on the financial statements of or on its financials or other information.

In the absence of baseline data, responses to retrospective questions are based on the respondents' ability to recall past information. Project and Result frameworks were not available for the programme for evaluation study, in absence of which, the study was conducted based on information and understanding provided by the programme team.

The recommendations provided as part of the assessment exercise may be implemented after an analysis of prioritization. The decision to implement the recommendations is the responsibility of IndusInd Bank.

Grant Thornton Bharat LLP accepts no liability in relation to the use by any third party of the analysis, findings or recommendations contained in this report. The report relies on responses provided by stakeholders and data provided by IndusInd Bank. We have not independently verified the accuracy or completeness of the information provided by the company or implementing partner or stakeholders covered or any other party involved, and results / references drawn basis the same.

Abbreviations

BPL	Below Poverty Line
CEO	Chief Executive Officer
CSR	Corporate Social Responsibility
ESG	Environmental, Social, Governance
FGD	Focus Group Discussion
FUEL	Friends Union for Energising Lives
GTBLLP	Grant Thornton Bharat LLP
IDI	In Depth Interview
MoU	Memorandum of Understanding
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
PSU	Public Sector Undertaking
SROI	Social Return on Investment

Executive summary

Friends Union for Energizing Lives (FUEL) is a non-profit organization dedicated to empowering the youth of India by bridging the gap between education and employment, with a focus on underserved communities. Founded by Ketan Deshpande, FUEL has impacted over 1.2 million students through career guidance, skill training, and essential resources. Collaborating with over 3,000 schools and colleges, FUEL prepares young individuals for a rapidly evolving job market by focusing on future skills such as digital marketing, artificial intelligence, and business communication.

The Future Skill Development Program, one of FUEL's flagship initiatives, was designed to support 780 youth from disadvantaged families and rural backgrounds. The program equips participants with futuristic skills, including Artificial Intelligence, Core Java, and employability skills such as aptitude and soft skills, along with placement support. By the program's end, 70% of participants successfully secured employment, showcasing its success in preparing youth for the formal job market.

Table 1 - Key findings

Principles	Key Findings
Relevance	96% of respondents were unemployed before joining, showcasing the program's role in addressing unemployment. 84% were not enrolled in formal education, highlighting its importance in providing alternative pathways to education and employment. Respondents joined to secure jobs (54%), improve skills for better income (52%), and enhance their capabilities (9%), proving the program's alignment with diverse needs.
Effectiveness	All the respondents of participants received educational material and certifications, ensuring skill validation and formal recognition. Digital Marketing 63% was the most preferred training, followed by Core Java 21% and Artificial Intelligence 12%. Trainers received high ratings: 74% rated them as "Very good," and 24% as "Good," reflecting their effectiveness and expertise. Curriculum quality was also rated positively, with 62% rating it as "Good" and 37% as "Very good."
Efficiency	98% of participants underwent assessments, showcasing the program's focus on evaluating skill acquisition. Participants lauded the trainers for their ability to effectively deliver content within the allocated time. The structured curriculum and formal assessments contributed to an efficient and impactful learning experience.

Impact	90% of participants felt "well prepared" for the job market, with noticeable improvements in technology adaptability, digital marketing knowledge, and alignment with job roles. Placement success stood at 71%, while the average salaries increased post-training, from ₹25,000 initially to ₹30,000, showcasing improved employability and income potential.
Sustainability	FUEL followed up with 72% of respondents, reflecting a commitment to long-term support and engagement. 75% of participants recommended the program to peers, highlighting its positive impact and widespread satisfaction.

SROI Findings

Social Return on Investment (SROI) for the project measures and accounts for the value created by the project's outcomes. It assigns monetary value to the intangible benefits, such as access to coaching, personal development, recruitment opportunities etc. allowing stakeholders to understand the true impact and value generated. The SROI ratio for the project was calculated to be 1.82.

Conclusion

The Future Skill Development Program by FUEL has made a substantial impact by empowering underserved youth with industry-relevant skills, enhancing employability, and fostering sustainable career growth. Through its well-structured training curriculum, hands-on practical sessions, and tailored placement support, the program has effectively bridged the gap between education and employment for its participants.

By addressing challenges like unemployment, underemployment, and skill gaps, FUEL's initiative stands as a model for inclusive and impactful skill development programs. It continues to pave the way for economic upliftment and professional success, showcasing the transformative power of accessible education and training.

1. Background

1.1. About IndusInd Bank

IndusInd Bank was founded in 1994 by the late Mr. Srichand P. Hinduja and members of the Indian diaspora. IndusInd Bank was named after the Indus Valley Civilization.

It has become a preferred and reliable financial institution, serving millions of customers, including individuals, corporations, government bodies, and PSUs.

The Bank is committed to expanding its customer base using advanced technologies to provide a seamless, convenient, and effective banking experience.

IndusInd Bank is committed to embedding sustainability in its operations, aligning with ESG values, and developing innovative products that demonstrate dedication to sustainability and responsible finance.

Key Focus Areas



"IndusInd For Sports", an initiative of IndusInd Bank, harnesses the power of sports to promote human values, inclusion, and sustainability through year-long engagement activities involving customers, employees, and the community.

It emphasizes inclusivity and excellence in its sports programs, encouraging participation from diverse groups such as different genders, individuals with disabilities, and underprivileged communities.

Through identifying and supporting talented athletes, the Bank helps them compete in national and international tournaments, aiming to inspire national pride through sporting success.

As part of this initiative IndusInd Bank partnered with Mann Deshi Foundation to implement a programme called "Nurturing Rural champions' programme", with the aim to help rural athletes gain access to sports facilities, thereby improving their sporting outcomes.

1.2. About Friends Union for Energizing Lives

Friends Union for Energizing Lives (FUEL) is a non-profit organization dedicated to empowering the youth of India by providing career guidance, skills training, and essential resources. Founded by Ketan Deshpande, FUEL aims to bridge the gap between education and employment, particularly for underserved communities. The organization offers a variety of programs, including skill development courses, career counselling, and scholarships, to help young people make informed career decisions and build successful futures.

FUEL's mission is to create a supportive community for the youth, ensuring they have access to the right information and opportunities. The organization has collaborated

with over 3,000 schools and colleges across India, impacting the lives of more than 1.2 million students. By focusing on future skills training, such as digital marketing, artificial intelligence, and business communication, FUEL is preparing the next generation to thrive in a rapidly changing job market.

1.3. About the project

The Future Skill Development Program, established by Friends Union for Energizing Lives (FUEL), is designed to support 780 aspiring youth from disadvantaged families and rural backgrounds in their pursuit of employment. This initiative equips respondents with essential futuristic skills, such as Artificial Intelligence, Core Java, and aptitude, alongside employability skills. The program provides comprehensive training, including domain skills, employability skills, aptitude development, and placement support.

By the end of the program, 780 youth were made employable, equipped with newly acquired skills and job readiness. FUEL's skill development initiative offers crucial support to aspiring and needy youth, enabling them to become employable. The program established a robust, well-designed system that comprehensively addresses the challenges faced by youth. Many respondents received practical training simulations, ensuring practical skills enhancement. Career fests and job fairs were organized to enhance career opportunities, and respondents received skill certificates along with placement support. By the program's end, 70% of the trained youth successfully secured positions in the job market.

Objectives:

1. Empower youth by imparting employability skills and providing access to employment opportunities in the formal job market.
2. Extend skill development support to unemployed aspiring youth, enabling them to choose the right careers for professional success by being industry-ready with the required skills.
3. Provide domain training, aptitude training, and soft skills training.
4. Create an enabling environment for youth through skills development and facilitate their career choices for assured professional success.
5. Act as a bridge between industry partners and students by creating platforms for students to access regular information on skills-based training, job fairs, and job opportunities.
6. Reduce underemployment and unemployment among youth.
7. Bridge the gap between industry demand and skilled manpower availability.

1.4. Scope of Work for the Impact Assessment

Grant Thornton Bharat LLP (GTBLLP) was engaged by IndusInd Bank for conducting an independent impact assessment of their project titled 'Future Skill Development Programme' in Maharashtra. The assessment was carried out in 2024.

The scope of work for the assignment included:

1. To assess the achievement of outcomes committed under the project MOU

2. To confirm the activity reports & utilization certificates provided to donors using available means of verifications.
3. To assess the project impacts and sustainability of benefits generated.
4. Document relevant success stories and challenges.

2. Approach and methodology

2.1. Assessment framework

The aim of the study was to assess the activities, outputs and impact of the projects through discussions with relevant stakeholders. The study also documented the stakeholder's perception and feedback on the outcomes and impact of the project. Additionally, it also focused on capturing their suggestions for improvement.

The study was conducted through a pre-defined approach to assess the outcome/ impact of the project on the beneficiaries. Mixed methodology was used for the study including both qualitative and quantitative techniques of data collection and analysis.

The study followed the OECD-DAC indicators which helped understand the project holistically and focuses on five (05) key principles. The indicators are presented below along with the explanation:

Table 2 - OECD-DAC evaluation criteria

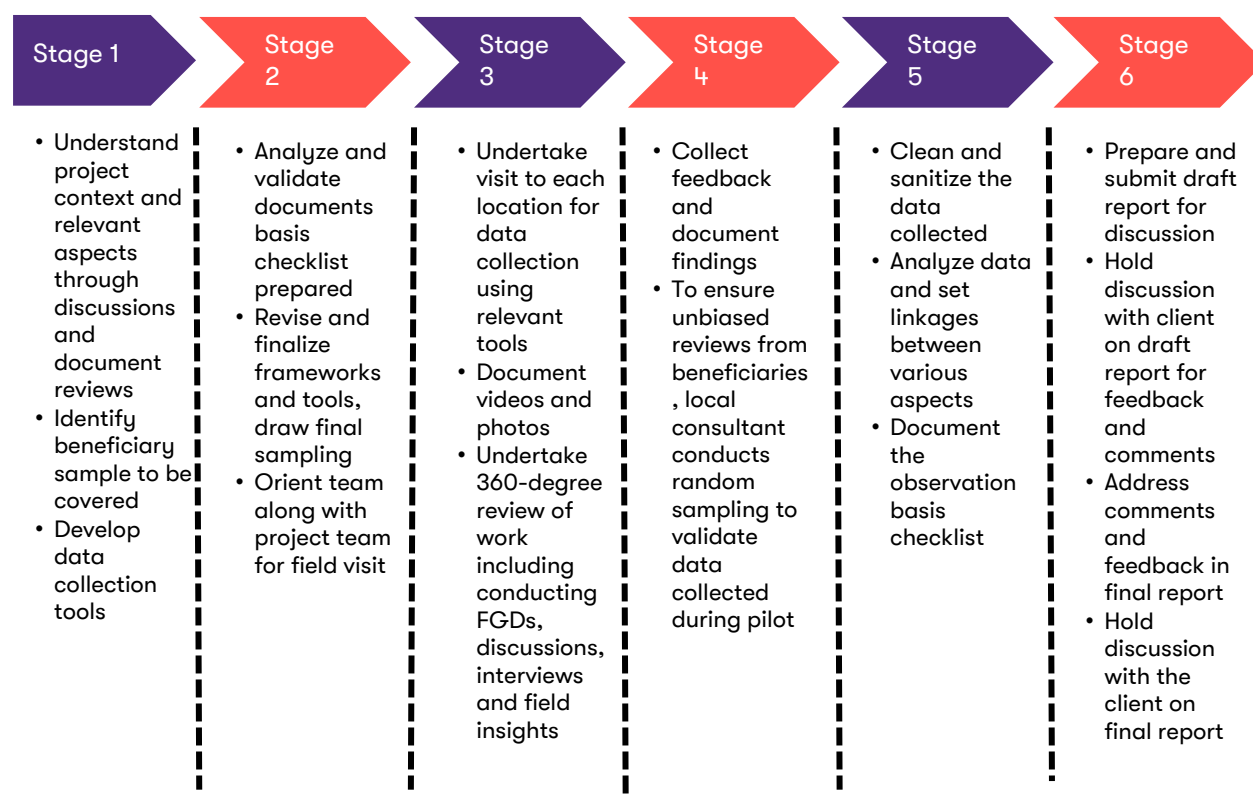
Principles	Principle explanation
Relevance	- To what extent are the objectives of the project suitable as per the need of the area? - Are the activities and outputs of the project consistent with the overall goal and the attainment of its objectives? - Are the activities and outputs consistent with the intended impacts and effects?
Effectiveness	- To what extent were the objectives achieved / are likely to be achieved? - What were the major factors influencing the achievement or non achievement of the objectives?
Efficiency	- Has the process been documented thoroughly, with controls and checks in place? - Were objectives achieved on time? - Was the project implemented in the most efficient way compared to alternatives?
Impact	- What has happened as a result of the project - What real difference has the activity made to the beneficiaries? - How many people have been affected?
Sustainability	To what extent did the benefits of a project continue after donor funding ceased?

- What were the major factors which influenced the achievement or non-achievement of sustainability of the project?

2.2. Methodology for the study

The methodology followed to conduct the study was spread across six stages as follows:

Table 3 - Study Methodology



Stage 1: Understand Project Context and Relevant Aspects

In the initial stage, the focus was on gaining a comprehensive understanding of the project's context, objectives, and key aspects. This was achieved through detailed discussions with the FUEL team and a thorough review of relevant documents.

The project's goals, scope, and expected outcomes were clarified, and a document checklist was prepared based on the Memorandum of Understanding (MOU) to ensure all necessary materials are reviewed. This stage also involved identifying the beneficiary population and determining the sample size to be covered.

Data collection tools were developed for the identified stakeholders, ensuring they are tailored to capture the required information effectively. This foundational stage set the groundwork for the subsequent phases by establishing a clear understanding of the project's framework and requirements.

Stage 2: Analyze and Validate Documents, Finalize Frameworks and Tools

During this stage, the documents collected in Stage 1 were analyzed and validated against the prepared checklist to ensure accuracy and completeness. The frameworks and tools for data collection were revised and finalized based on the insights gained from the document review. This included refining survey questionnaires, focus group discussion (FGD) guides, and interview protocols to align with the project's objectives. A final sampling plan was drawn up to ensure the data collected is representative and unbiased.

Additionally, the team was oriented on the project's goals, tools, and methodologies, and a field visit plan was prepared in collaboration with the FUEL team to ensure smooth execution of the data collection process.

Stage 3: Undertake Field Visits for Data Collection

This stage involved conducting field visits to each project location to collect data using the finalized tools. The team engaged with stakeholders to gather quantitative and qualitative data. A 360-degree review of the project's work was undertaken.

Field insights were documented through videos, photos, and detailed notes to provide a comprehensive understanding of the project's impact and challenges. This stage ensured that the data collected was robust, reliable, and reflective of the ground realities.

Stage 4: Collect Feedback and Validate Data

After the field visits, feedback was collected from beneficiaries and stakeholders to document their perceptions and experiences. To ensure the data's credibility and eliminate bias, a local consultant conducted random sampling to validate the information collected during the pilot phase. This validation process helped identify any discrepancies or gaps in the data and ensures the findings are accurate and representative of the broader beneficiary population. The feedback and validation process also provided an opportunity to cross-check the initial findings and refine the analysis.

Stage 5: Clean, Analyze, and Document Data

In this stage, the collected data was cleaned and sanitized to remove any inconsistencies or errors. The data was then analyzed to identify trends, patterns, and linkages between various aspects of the project, such as training, access to equipment and other facilities. The analysis provided insights into the program's effectiveness, challenges, and areas for improvement, forming the basis for the final report.

Stage 6: Prepare and Finalize the Report

The final stage involved preparing a draft report that summarizes the findings, analysis, and recommendations. The draft report was shared with the IndusInd Bank CSR team for feedback and comments. A discussion was held with the client to review the draft, address any concerns, and incorporate suggestions. The feedback was then integrated into the final report, ensuring it is comprehensive, accurate, and aligned with IndusInd Bank's expectations. A final discussion was held with IndusInd Bank's CSR team to present the report and discuss its implications for the project's

future. This stage ensures that the assessment's outcomes are clearly communicated and actionable.

2.3. Coverage

This section presents the details of the respondents covered under the impact assessment study. Below are the demographic details of the respondents.

Demographic profile

Figure 2: Age of the respondents

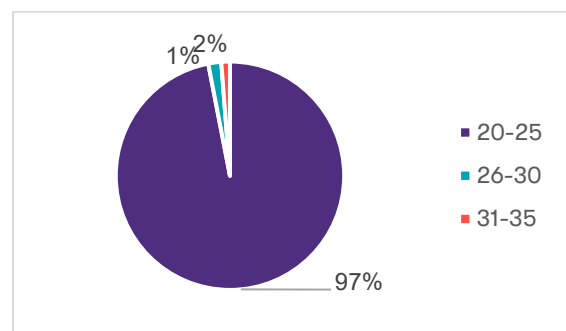


Figure 1: Gender profile of respondents

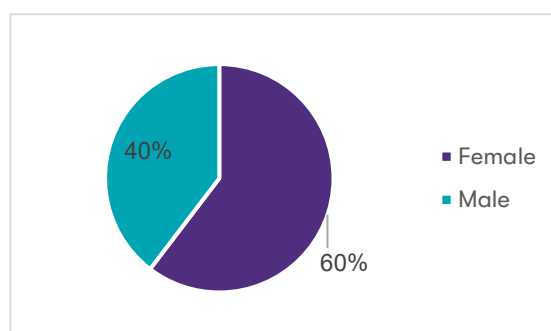
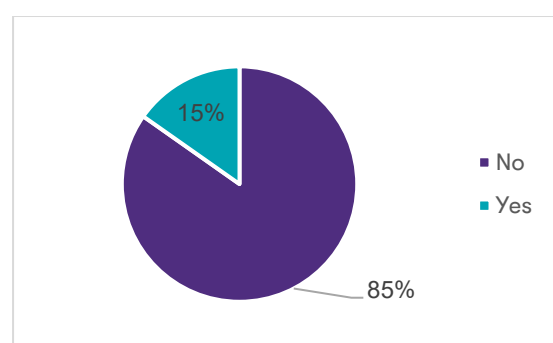


Figure 3: Availability of BPL card



The survey covered predominantly young adults aged 20-25, making up 97% of the total population. This indicates the program's strong appeal to individuals at the start of their careers. Respondents aged 26-30 and 31-35 are much fewer, at 2% and 1% respectively. In terms of gender, 60% of the respondents are female, while 40% are male, showing a higher engagement of women in the program. Additionally, 85% of the respondents' families do not have a Below Poverty Line (BPL) card, while 15% do, indicating that the program also reaches out to economically disadvantaged families.

3. Key Findings

The section highlights the key findings and observations from the activities conducted under the project. The analysis of these observations was guided by the OECD-DAC principles.

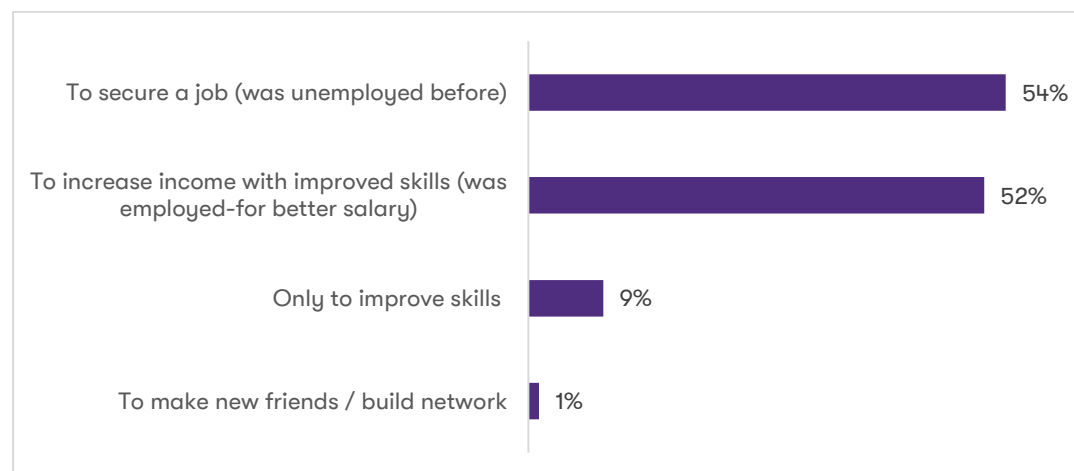
Relevance

The data reveals several key insights about the respondents. A significant majority, 96%, were not employed before joining the training, indicating that the programme primarily attracts individuals seeking their first job.

96% respondents stated that they were not employed before the start of the programme

Only 4% were employed, suggesting a smaller segment looking to enhance their existing careers. Additionally, 84% of respondents were not enrolled in any college program before joining, highlighting the programme's role in providing an alternative pathway to education and employment for those not pursuing formal higher education. This data underscores the programme's importance in addressing unemployment and providing opportunities for those outside the traditional education system.

Figure 4: Reasons for joining the training programme



An analysis of why respondents joined the programme shows that 54% did so to secure a job, as they were unemployed before. Another 52% aimed to increase their income with improved skills, reflecting the program's appeal to those seeking better job opportunities and higher salaries.

A smaller portion, 9%, joined solely to improve their skills, while 1% participated to make new friends or build a network. This variety of motivations highlights the program's effectiveness in catering to different needs, from job acquisition to skill enhancement and social networking. Overall, the data demonstrates the program's success in empowering respondents with the skills needed for their professional growth and improving their employability.

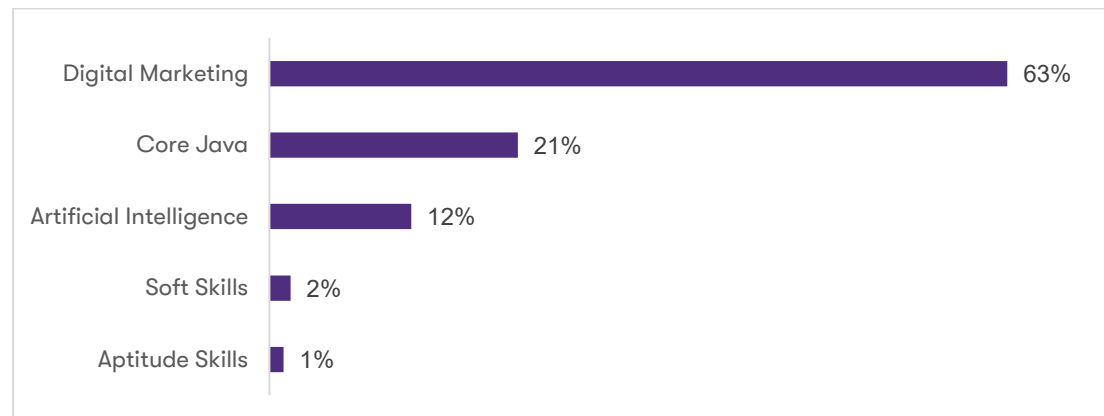
77% respondents stated that they heard about the programme from a training center/ university/ institute

Effectiveness

The data indicates that a substantial majority of respondents, 100%, received educational material for the training, suggesting that the program is well-equipped with resources to support learning.

100% respondents stated that they received educational material for training.

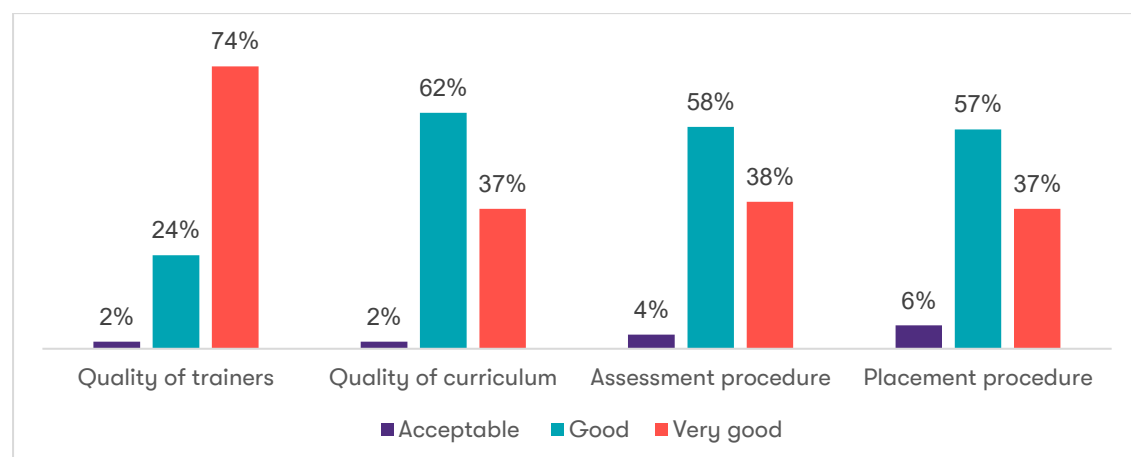
Figure 5: Trainings undertaken by respondents



The distribution of training undertaken by respondents shows a strong preference for Digital Marketing, with 63% of respondents choosing this field. Core Java and Artificial Intelligence also attracted significant interest, with 21% and 12% of respondents respectively. Soft Skills and Aptitude Skills were less popular, with only 2% and 1% of respondents opting for these areas. This distribution highlights the program's focus on providing training in high-demand technical skills, particularly in the digital marketing domain.

The data on participant ratings for various aspects of the skill development program reveals a generally positive perception. The quality of trainers received the highest ratings, with 74% of respondents rating it as "Very good" and 24% as "Good," indicating strong satisfaction with the trainers' expertise and teaching methods. Only 2% rated the quality of trainers as "Acceptable," suggesting minimal dissatisfaction in this area.

Figure 6: Participant ratings



The quality of the curriculum also received favourable feedback, with 62% of respondents rating it as "Good" and 37% as "Very good." This indicates that the curriculum is well-designed and meets the respondents' needs. However, 2% rated it as "Acceptable," which could point to areas for potential improvement. The assessment procedure and placement procedure received similar ratings, with most respondents rating them as "Good" (58% and 57%, respectively) and "Very good" (38% and 37%, respectively). A small percentage rated these procedures as "Acceptable" (4% for assessment and 6% for placement), suggesting that while generally effective, there may be room for enhancements in these areas.

Overall, the data underscores the program's ability to deliver valuable educational resources and training that meet the needs of the job market, thereby enhancing the employability of its respondents.

Efficiency

An overwhelming majority of participants, 98%, went through an assessment at the end of the program, demonstrating the program's commitment to evaluating the skills and knowledge acquired by the participants. Only 1% did not undergo an assessment, and another 1% could not remember, suggesting that nearly all participants had their progress formally evaluated.

96% respondents stated that they went through an assessment at the end of the course

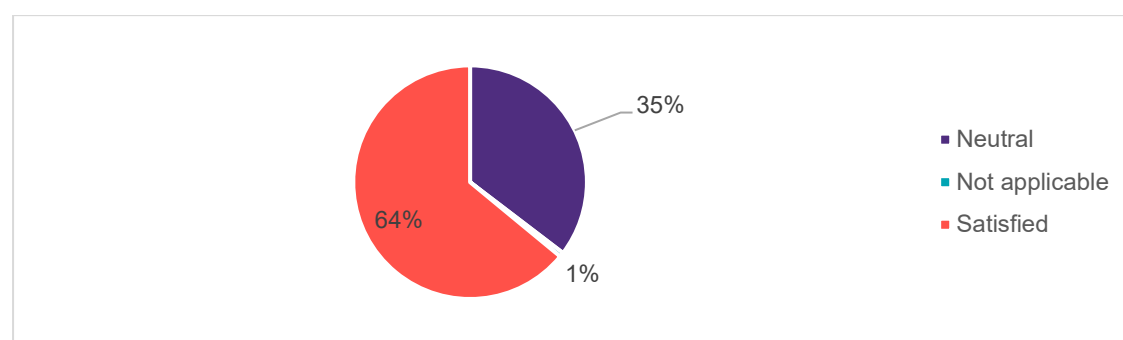
Respondents who did not go through the assessment at the end of the course did not attend the examination at the end of the course due to personal reasons.

Respondents also praised the trainers for their effective delivery of the curriculum within the allotted time. The lessons were planned efficiently to ensure maximum retention by students, indicating a well-structured and thoughtfully designed training program. This positive feedback on the trainers' performance and the curriculum's organization underscores the project's success in creating an engaging and impactful learning environment. The combination of thorough assessments, formal certification, and effective teaching methods contributes to the overall effectiveness of the skill development project, ensuring that participants are well-prepared for the job market.

Additionally, 100% of participants received a certificate upon completing the program, highlighting the program's emphasis on providing formal recognition of the skills and competencies gained. This certification likely enhances the participants' employability and serves as a testament to their newly acquired skills.

100% respondents who completed the course stated that they received a certificate at the end of the course.

Figure 7: Satisfaction with the placement process



The data on satisfaction with the placement process reveals that most respondents, 64%, are satisfied, indicating that the placement process is generally effective and meets the expectations of most respondents. This high satisfaction rate suggests that the training's placement support is efficient in helping respondents secure job opportunities. 1% respondents who marked "Not applicable" did not participate in the placement process.

From an efficiency standpoint, the high satisfaction rate reflects the training's success in facilitating job placements for most respondents.

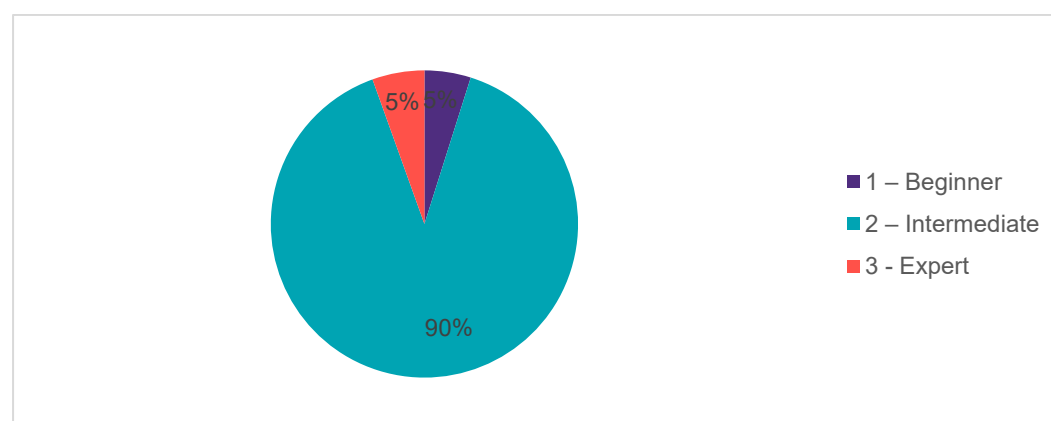
Impact

The data indicates that the training has been highly effective in preparing participants with the technical skills required in today's job market.

An overwhelming 90% of participants felt "well prepared," while 9% felt "somewhat prepared". This high level of preparedness suggests that the training's curriculum and methods are well-aligned with industry requirements, ensuring that participants gain relevant and practical skills.

99% respondents stated that the programme had made them employable.

Figure 8: Level of knowledge on the topic after completion of programme



When rating their level of knowledge on the trainings they undertook, 90% of participants considered themselves at an "intermediate" level, while 5% rated themselves as "beginners" and another 5% as "experts." Respondents stated that most of them had little or no idea about the various topics taught under the project.

This indicates that most participants have gained a solid understanding of the skills taught, with a small portion feeling either at the initial learning stage or highly proficient. Respondents stated that the training was effective in elevating their skill levels to a competent and employable standard.

Regarding job placements, 71% of participants reported getting placed through the training, highlighting its effectiveness in facilitating employment opportunities. However, 29% did not secure placements, suggesting there may be room for improvement in the placement support provided.

89% respondents stated that they were unemployed before undergoing the training programme

The salary data further underscores the training's impact. The first salary after the training was reported to be ₹25,000, which increased to ₹30,000 as their current salary. This progression in earnings demonstrates the training's role in significantly enhancing the participants' employability and income potential.

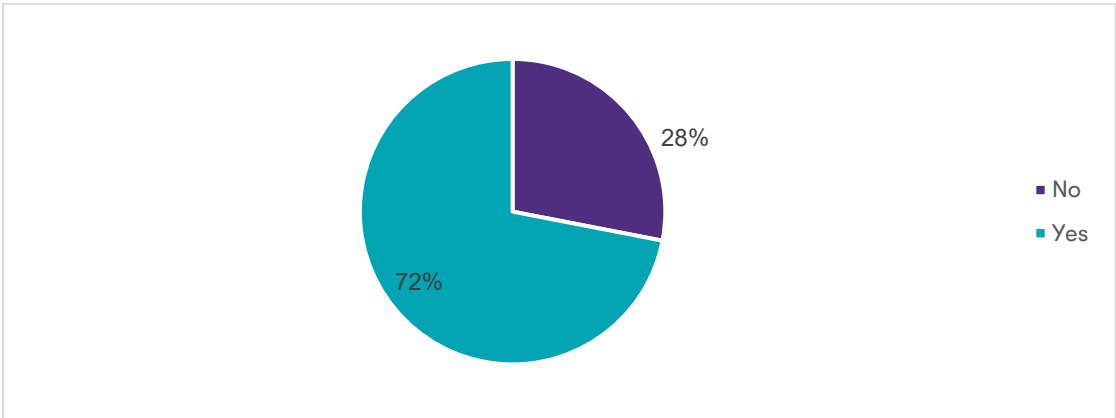
Avg. first salary after training	Avg. current salary after training
INR 20,000 - 25,000	INR 30,000 – 40,000

Overall, the data showcases the training's success in equipping participants with essential technical skills, improving their knowledge levels, and facilitating job placements, ultimately leading to better career prospects and higher salaries.

Sustainability

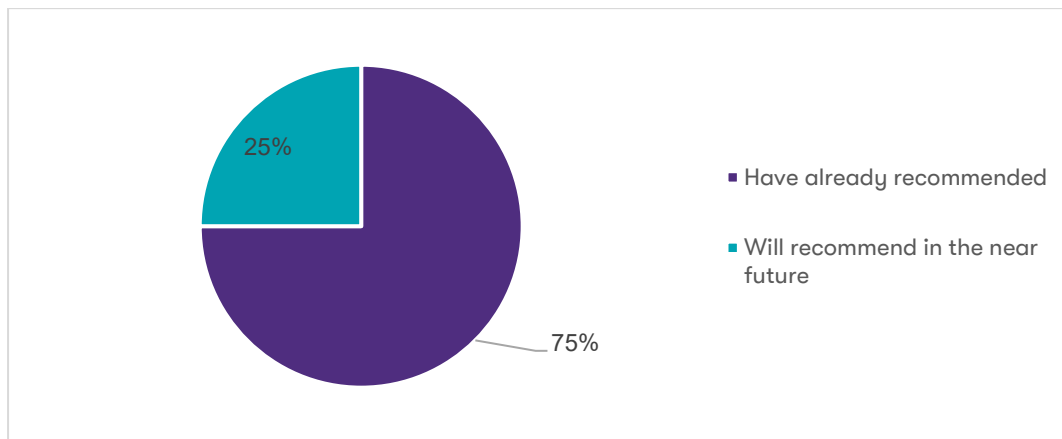
The data shows that FUEL followed up with 72% of respondents after the completion of the training, indicating a strong commitment to ongoing support and engagement.

Figure 9: After completion follow ups



However, 28% of respondents did not receive any follow-up, suggesting there is room for improvement in maintaining contact with all participants. This follow-up is crucial for understanding the long-term impact of the training and providing additional support if needed.

Figure 10: Programme recommendation



Regarding recommendations, 75% of respondents have already recommended the training to their friends or peers, while the remaining 25% plan to recommend it soon. This high level of endorsement reflects the respondents' overall satisfaction with the training and its perceived value. The willingness to recommend the training indicates that it has made a positive impression and is considered beneficial by those who have completed it.

4. SROI

Social Return on Investment (SROI) is a critical metric used to evaluate the overall value generated by the project. It provides a quantitative expression of the social, economic, and environmental benefits relative to the resources invested. By engaging stakeholders, identifying outcomes, and assigning monetary values to these outcomes, the ROI offers a comprehensive view of the project's impact. This analysis allows decision-makers to assess the program's efficiency and sustainability, highlighting the tangible and intangible benefits delivered to the target community.

Total investment – 1,28,25,504
The SROI ratio for the project – 1.81

5. Way forward

The impact assessment study was conducted in January 2025 to assess the progress and highlight the impact of the programme. The various projects undertaken were found to be highly relevant and were appreciated by its beneficiaries and other stakeholders.

The project demonstrates alignment with the OECD-DAC principles of relevance, effectiveness, impact, and sustainability addressing critical requirements in the disabilities sector.

The primary beneficiaries of the various programmes expressed their satisfaction with the way the various projects were implemented. Other stakeholders such as family members and community members, particularly community members with disabilities appreciated the outreach initiatives and had an overall positive outlook towards the project.

The programme's various implementation teams and the management are all experts in their respective field and are highly motivated and their efforts have resulted in a substantial positive impact on the beneficiaries as well as the community at large. Their expertise in implementing the various projects was evident in the way the projects were carried out in an efficient and effective manner, achieving more than the parameters initially set for the project.

For further improvement, Indus Ind Bank may consider the following recommendations to make the programme more efficient:

Area of improvement	Suggestion
Training Duration	The current training duration was insufficient for participants to fully grasp the content. Therefore, extending the training duration to provide ample time for comprehensive learning will ensure all queries are addressed effectively.
Opportunities for students' engagement	The Annual Conclave was a valuable platform for interacting with multiple donors, offering significant benefits. Future events should continue to foster such opportunities for engagement.
Industry-relevant course variety	The training lacked diversity in topics aligned with current industry demands, hence including diverse courses tailored to current industry needs, will ensure participants gain practical and updated knowledge.

Communication Skills Development	Based on employer feedback, emphasize the improvement of communication skills in future training sessions.
---	--

6. Testimonials

Employer

VFS Global

“As an employer, I truly appreciate the value this training program brings to our organization. The curriculum is well-aligned with industry requirements, and the candidates come equipped with the skills we need.

What stands out most is the focus on candidates from underserved backgrounds. These individuals exhibit remarkable dedication, are highly focused, and demonstrate a loyalty that is rare to find. Their drive and determination make them an asset to our team.

Additionally, the interview experience with these candidates has been impressive. They display confidence and strong communication skills, which further reinforce their readiness for the workplace.

This program has been instrumental in preparing candidates who are not only skilled but also bring immense value to our organization.”

Trainee

Digital Marketing

As a trainee, my journey through this program was both enriching and transformative. Over two months, I gained significant adaptability to technology, enhanced my practical understanding of digital skills, and developed deeper knowledge of Digital Marketing and AI tools. These skills aligned perfectly with job descriptions, setting me up for career success.

Placement preparations, such as resume building, mock interviews, and job readiness sessions, were immensely helpful. Additionally, the guest lectures provided valuable industry insights. The trainers were exceptionally friendly and guided us throughout the process, creating a supportive learning environment. Overall, it has been a life-changing opportunity that has prepared me for the professional world.”

7. Annexures

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Photos from the field

Figure 11: FUEL Team



Figure 12: Computer lab



Figure 13: Library



Figure 14: Classrooms



Figure 15: FGD with trainees



Figure 16: Project team



List of interactions

Sl.NO	Stakeholders interviewed	No of stakeholders	Survey
1	CEO/Founder of FUEL	1	IDI
2	Trainers and Centre Head	3	FGD
3	Placement team	2	FGD
4	Mobilizer and training coordinators	2	FGD
5	Admin staff	2	FGD
6	Trainees	30	FGD/Survey
7	Employers	3	IDI

Study tools

Quantitative Survey - Trainees		
Section I: Respondent details (Quantitative Survey)		
Sl. No.	Question	Responses
1.	Name of respondent	
2.	Age	
3.	Gender	Male
		Female
		Others
4.	State	
5.	District/ City	
6.	Name of training centre	
7.	Average family annual income	Less than INR 50,000
		INR 50,000 to 1,00,000
		INR 1,00,001 to 5,00,000
		INR 5,00,001 to 10,00,000
		Above INR 10,00,000
8.	Does your family have a BPL Card?	Yes
		No
9.	Start date of training	
10.	End date of training	
Section II: Status before training		
11.	Were you employed before joining the training	Yes
		No skip to 13)
12.	If yes, where?	
13.	Were you enrolled in any college programme before joining the training?	Yes
		No (skip to 15)
14.	If yes, what course?	
15.	Why did you join the training programme	To secure a job (was unemployed before)
		To increase income with improved skills (was employed-for better salary)
		Only to improve skills
		To make new friends / build network
		Others _____
Section III: Details of training		
16.	How did you come to learn about the training?	Friends and Family
		Village/ community workers
		From Training Center / University / Institute
		Digital/ print media
17.	Did you receive any educational material for the training?	Yes
		No
		Don't remember

18.	Do you think that the training programme has prepared you with the technical skills required in today's job market?	Well prepared
		Somewhat prepared
		Not at all prepared
19.	Rate your level of knowledge of the following aspects of the model?	1 – Beginner 2 – Intermediate 3 – Expert
	Artificial Intelligence	
	Core Java	
	Soft Skills	
	Aptitude Skills	
20.	Did you go through an assessment at the end of the programme?	Yes
		No
		Can't remember
21.	If no, why?	Lack of confidence
		Time constraints
		Did not wish to sit at the end of the exam
		Others _____
22.	Please provide a rating of 1 to 5 for the following:	1 being the lowest and 5 being the highest
	Quality of trainers	
	Quality of curriculum	
	Assessment procedure	
	Placement procedure	
Section IV: Placement process		
23.	Did you get placed through the programme?	Yes
		No
24.	If no, why?	Did not sit for the placement process
		Did not like the job offer I received
		Chose to pursue a different career line
		Wanted to study further
		Others _____
25.	Did you receive a certificate upon completing the programme?	Yes
		No
26.	If no, why?	
27.	How satisfied are you with the placement process?	Satisfied
		Neutral
		Dissatisfied
		Not applicable
28.	Which company did you get placed in? (write NA if not applicable)	
29.	What was your designation at the time of placement? (write NA if not applicable)	
30.	What was your salary before undergoing the training? (write 0 if unemployed)	
31.	What was your starting monthly salary? (write 0 if not placed)	
32.	What is your current monthly salary?	
33.		Have already recommended

	Would you recommend this program to your friends / peers?	Will recommend in the near future
		Will not recommend to anyone
		Not decided yet
34.	If option 3 selected, why?	
35.	Did FUEL follow up with you after the completion of the programme?	Yes
		No
36.	If yes, how frequently did they follow up with you?	
37.	Are you a part of any alumni groups for the programme?	Yes
		No
38.	If yes, what activities does the group undertake	

Qualitative Questionnaire - Trainees	
Name	
Designation	
Location	
Sl. No.	Question
1	How did you come to know about the programme? Probe: application to the programme, screening
2	Why did you join the programme? Probe: motivation to complete the programme, socio-economic reasons, understanding of the skills to be acquired through the programme
3	Do you think the programme has any relevance in today's job market? Probe: Need for the programme, understanding of broader job market
4	Could you take me through the details of the programme? Probe: Duration of programme, teaching methodologies, quality of learning curriculum, quality of trainers, facilities available, ease of access to facilities
5	Were these any challenges you faced during the classes? Probe: understanding of lessons, quality of trainers, discrimination
6	Could you tell me about the placement process? Probe: Timelines of the process, details of interviews conducted, quality of placement offers, continuity of employment at placement location
7	What impact has this programme had on your employability? Probe: improvement in skills, importance of soft skills, potential new areas of employment, access to wider job market
8	Would you recommend this programme to anyone else? Why?
9	Suggestions for improvement

Qualitative Questionnaire - Trainers (IDI / FGD)	
Name	
Designation	
Location	
Sl. No.	Question
1	How did you come to be associated with the programme? Probe: Initial training for programme, upskilling required to teach, trainings provided
2	How long have you been a trainer at this programme? Probe: Duration of association with FUEL, no of batches taught, motivation to continue teaching
3	Please provide details of the training modules you have taught? How were these modules relevant to the students? Probe: details of curriculum taught, experience delivering the curriculum, student reception of curriculum, relevance of curriculum in todays world
4	Do you execute any additional functions as a part of the programme? Probe: role in mobilization, screening, placements
5	Were there any challenges in executing your role as a trainer for the programme?
6	What improvements could be made to the programme?
7	Please elaborate on the sustainability and scalability of the program. How do you see the future batches of students / modules changing?
8	Feedback and Suggestions?

Qualitative Questionnaire - Center Head (IDI / FGD)	
Name	
Designation	
Location	
Sl. No.	Question
1	How did you come to be associated with the programme?
2	Please explain the students mobilization process Probe: selection & role of mobilizers, monitoring mobilization process from center, target outreach community, help from local govt
3	Please explain the process of implementing the programme? Probe: Selection of trainers, Selection of trainees, implementation of the programme, placement process, employer feedback
4	What do you think are the key advantages of undergoing the training?
5	How has the feedback for the programme been from the following stakeholders? 1. Trainees 2. Trainers 3. Employers
6	Please elaborate on the sustainability and scalability of the program. How do you see the future batches of students / modules changing?
7	What challenges did / do you face with the programme?
8	How can the programme be further improved? Any suggestions?

Qualitative Questionnaire - Employers (IDI)	
Name	
Designation	
Location:	
Years / months of association with the programme	
Sl. No.	Question
1	How did you come to be associated with the programme?
2	What type of jobs have been offered to the trainees?
3	How effective do you think the trainees are in doing their jobs
4	How satisfied are you with the trainees?
5	What challenges did you face with the trainees of the programme?
6	How do you think the programme can be improved
7	Please elaborate on the sustainability and scalability of the program. How do you see the future batches of students / modules changing?



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Discovering Hope & Opportunities

“Join us in a Celebration of the success of 50+ Remarkable girls who dared to dream, found Hope, and reached for opportunities. Their Inspiring Stories will touch your heart and Remind you of the Incredible Strength that Hope can bring.”

Programmes Offered

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- International Business
- Computer Applications

Affiliated to SPPU, Pune

PGDM

- Marketing • Finance • HR
- Supply Chain
- Business Analytics

AICTE Approved

“ Hello, my name is **Smruti Hendre**. My father owns a small shop for watch repair in Karvenagr, and my mother is a homemaker. I also have a younger brother and sister. I have completed my graduation in BCOM with a specialization in Banking and Finance. I got to know about FUEL through the Dagdusheth Halwai Trust.

Since I joined, I have gathered a lot of appreciation for the knowledge I am gaining from each individual I meet. Still, sky's the limit for me. I want to gather heaps of knowledge and be very well educated.

My perspective has gradually changed. I am a different person than I was when I began at FUEL. My skills have built up, and I am a person who is corporate-ready.

I want to be an independent daughter of my parents, I want my father to take holidays and get time to rest, and my mother should be able to buy costly things that she often refuses to buy. I want to do everything for my family, my only life goal is to give my family the lavish lifestyle they deserve. Talking about my professional goal, I want to become the chief Human Resource officer at a global company.

Recently, I have gotten three offers for internships from multinational companies. First in VFS Global, then Capgemini, and lastly Ascendion. From amongst these, I have selected Ascendion, and I have also received a PPO from them.”

Smruti Hendre



“ My name is **Vaishnavi**, and I'm from Parbhani, Maharashtra. I come from a humble family consisting of four members. I learned about FUEL and the scholarship it offers through a friend who referred me. I applied and was fortunate to be selected.

Since joining FUEL, my perspective has changed significantly. Before, I had little understanding of management studies and how the corporate world operates. However, after being a part of FUEL, I've gained real-world knowledge and insights into these areas. This experience has greatly increased my confidence and broadened my understanding of the professional environment.

Since joining FUEL, I have achieved a lot. I was appointed as the class representative, then became a group captain, and finally, I am now a CEO Fellow. These roles have provided me with valuable leadership experience and taught me how to effectively manage priorities and my team.

My goals have evolved since joining FUEL. Initially, I aspired to become the Chief Human Resources Officer of an organization, driven by my desire to manage and support people. FUEL has provided me with invaluable knowledge, allowing me to dream bigger for my career. I am now interested in working in the CSR (Corporate Social Responsibility) field, inspired by Ketan Sir's teachings that helping others leads to personal growth.

After joining FUEL and completing my first year, I got a one-year internship with Ascendion, an MNC. FUEL provided me with this incredible opportunity, allowing me to pursue my dreams and aim high in my career. ”

Vaishnavi Joshi





My name is **Vaishnavi Yadav**, I come from a very normal family background where my father is a press reporter and my mother is a homemaker. I've completed my 12th grade in science and scored 93 percentile in MHCET. After 12th grade, I was searching for different colleges online, and I came across FUEL Business School's website and the scholarship they are providing to young women such as myself. That is how I found out about FUEL and its opportunities.

Joining Fuel has broadened my perspective in many ways. Interacting with corporations and members of the industry and listening to their thoughts has exposed me to diverse viewpoints and critical thinking. Being here, I've gained great confidence to express my thoughts and enhanced my critical thinking. Additionally, I was honored to receive a leadership award here, which helped me foster skills development. Before FUEL, I was not sure about my goals. I used to be so confused about what I actually wanted. But being here for the past 8 months, I've learned so much, and now my only goal is to be in a better position in the future to provide such scholarships and opportunities to the less fortunate to help them achieve their goals, as it has helped me. Our college provides internships right from the very first year of our degree, and mine is with Ascendion. Here we learned about data cleaning, data tracking, data intelligence, managing events, leading a team, marketing, and leaving the internship with a PPO in hand. All these key qualities have made us confident enough to work with excellence wherever we choose and in whichever field we choose.



Vaishnavi Yadav



I am **Aishwarya Dange**, and I come from a humble background where my father is a mechanic, and my mother is a homemaker. As the first in my family to pursue higher education, I've faced many challenges, but I am proud of the journey I'm on.

Fuel Business School gave me the opportunity to grow, not just academically but also through practical internships from my first year of BBA. I've worked hard to make the most of these experiences, knowing that I carry the hopes of my family.

My story is one of perseverance and gratitude. Despite coming from an economically weak background, I believe that with determination and the right support, anyone can achieve their dreams. I am thankful for this journey and look forward to continuing to grow and make my family proud.

Aishwarya Dange**BBA 2st Year 2023-2026**

“

My name is **Diksha Chandrakant Lambe**, and I originate from Aurangabad. Regarding my family background, there are six members in my family. My father works at Varroc, my mother is a homemaker, and I have two elder sisters and one elder brother. I have completed my BTech from CSMSS Chh. Shahu College of Engineering in Computer Science and Engineering with an 8.34 CGPA. After completing graduation, I wanted to learn and develop my skills further, so I came to Pune and joined Qspider Classes for full stack development. Here, I learned about front-end and back-end development. Now, I am pursuing a PGDM in Business Analytics from FUEL Business School. I am very grateful to be a part of FUEL, as they have provided me with many opportunities. Recently, I was placed at Capgemini, which is a significant opportunity for me to work for a multinational company. I am very thankful to FUEL. I will continue to give my 100% effort to grow my skills here and make the most of this opportunity.

”

**Diksha Lambe**

“

My name is **Nisha Waghmare**, and I come from the Latur district. My father works hard as a farmer. Growing up, I saw how strong and hardworking my family is. I have a Bachelor's degree in B. Com, but I faced money problems that made further education seem impossible. But I didn't let that stop me.

Finding FUEL Business School changed my life. Now, I'm studying for a post-graduation diploma in management. The school helps me improve my skills and supports me in every way. FUEL Business School has given me many chances to grow. I joined the CEO Fellowship program, where I learned to handle projects and events. I also work on the scholarship committee and have helped more than ten people. These experiences have made me more confident and better at leading.

My dream is to be self-sufficient and get a good job in a respected company, making my parents proud. FUEL Business School has fueled my dreams and shown me a clear path to success. I am very thankful for the chances it has given me. Now, I am ready to reach my goals with hope and determination.

”

Nisha Waghmare



“

My name is **Shraddha Kasar** from Pune, Maharashtra. My family includes my mother and my younger brother. After my father passed away, my mother became the sole provider for my younger brother and me. She put in immense effort to support my education despite our challenging financial situation.

I have a solid educational background, Completed my Bachelor's degree in commerce. And I am the first-generation learner of my family. I discovered FUEL through the DagduSheth Trust, and my experience at this institute has transformed me in numerous ways.

During my time at the institution, I actively honed my skills by serving on the Scholarship Committee, where I played a crucial role in assisting deserving students in obtaining scholarships. I also developed strong communication and coordination abilities by liaising with speakers and CxO-level officers for various management events, ensuring smooth and effective interactions. Additionally, as a CEO Management Fellow at Fuel Business School, I developed strong leadership qualities. These experiences greatly enhanced my organizational and interpersonal skills.

In my life, I want to make my family happy and financially independent. I want to give my mother the reward for all the struggles she faced, especially after my father's death. I aspire to become Chief Financial Officer (CFO) and achieve something significant in life so that I can be an idol for others in the future.

Completing my first year at FUEL led to a pre-placement offer from VFS Global. This incredible opportunity, provided by FUEL, allowed me to chase my dreams and aim for higher career aspiration ”

Shraddha Kasar



“

I am **Kaveri Supekar**, enrolled in the PGDM course at FUEL Business School. Hailing from a modest family in Chhatrapati Sambhaji Nagar, my father is a farmer while my mother manages our home. I have always felt the weight of responsibility, especially considering our financial constraints. Financial limitations initially deterred my pursuit of an PGDM, leading me to explore other paths such as working in HR during the pandemic at FUEL Business School.

The turning point came when I discovered the FUEL Scholarship. With the support of the scholarship, I realized that my aspirations were within reach. Upon securing admission, a wave of relief washed over me, and I pledged to dedicate every day to this transformative journey. My ultimate dream is to ascend to the pinnacle of the knowledge I am acquiring here at FUEL Business School. With each passing day, I am one step closer to turning that dream into reality. A sincere thank you to FUEL for being the cornerstone of my journey, turning aspirations into tangible achievements.

”

Kaveri Supekar



“ My name is **Kalyani Marathe**, and I come from a humble family in a small rural village, where education often feels like a distant dream. After losing my father, my mother became the pillar of our home, supporting us despite the many challenges we faced.

Growing up, getting an education was tough. The nearest school was miles away, and during the monsoons, the muddy paths made it even harder. There were times when I wondered if my dreams of higher education would ever come true.

But then, something incredible happened. A friend told me about the FUEL School of Business scholarship. To my immense joy, I was awarded a 100% scholarship. This moment changed my life. Suddenly, my dreams weren't just dreams any more they were within reach.

With this opportunity, I pursued my studies with determination, knowing that I wasn't just doing this for myself but for all the girls and boys in rural areas who deserve a chance at education. My goal now is to be a role model, showing others that with hard work, dedication, and the right support, they too can achieve their dreams.

One day, I hope to return to my village not just as an educated individual but as a catalyst for change, helping to improve access to quality education and empowering the next generation.

I'm deeply grateful to the FUEL School of Business for this life-changing opportunity, and I am committed to paying it forward. Thank you for your support as I continue on this journey with purpose and determination.

”

Kalyani Marathe



“

I am **Swapnali Parab**. I am from Sawantwadi (Sindhudurg). I am here to share about my life story. Thank you for this opportunity. Let me start by telling you a bit about my family. There are 7 members in my family. My father is a farmer and my mother is a homemaker. I have two younger brothers. Now, about my educational background and career aspirations. I have completed my Bachelor in Commerce. I have worked as a tax consultant for a year. Then after I got to know about FUEL Business School and I took admission for PGDM General Management. I would like to work as a finance manager in a reputed company. At FUEL Business School, we believe that education is the key to unlock human potential and create a better future for all of us. Thank you for giving me this opportunity and I promise to work hard and do my best to achieve my goal. Thankyou Fuel for turning my dreams into reality through their invaluable support.”

Swapnali parab

“

I am **Nikita Vyavhare** from the PGDM batch. To share a bit about myself, I was born in the Ahmednagar district and completed my Bachelor's Degree in Computer Science. My parents own a small "Anda Bhurji" stall in Sadashiv Peth and have worked tirelessly to support my education and help me fulfill my dreams. We live in a modest rented house, and I am determined to change both my life and my parents' lives through hard work and dedication.

I had always aspired to pursue a postgraduate degree in Management but was unable to afford the high fees of colleges. Just when I was uncertain about my career path, I discovered the FUEL Business School scholarship through the DagduSheth Halwai Trust. It felt like a second chance in life, almost as if fate had intervened. After an aptitude test and a small interview, I was selected and that is how I am now pursuing my PGDM course at FUEL Business School.

FUEL Business School is providing me and many other girls like me with up to 100% scholarships, covering academic teaching support, tuition fees, books, courseware, and stationery. This support is empowering us through education, skills, and research, helping us become better global citizens.

My current aspiration is to secure a job in a reputable company. With hard work, dedication, and integrity, I envision myself working in a multinational company. I would like to extend my heartfelt thanks to the FUEL team for their unwavering support at every step of this journey.”

Nikita Vyavhare





I am **Simranjeet Kaur** Mattu from Range Hills near Khadki, Pune. In our small family of five, my father tends to the gardens, and my mother is a dedicated homemaker. Having spent my entire life in Pune, I completed my graduation in Commerce.

Despite encountering challenges, my family and I have persevered with resilience and faith in God. I am currently pursuing a PGDM in General Management at FUEL Business School, and I am deeply grateful to the Dagdusheth Halwai Trust and FBS for granting me this unexpected and remarkable opportunity.

My journey to FBS began when I received a forwarded message about free education for girls. Confronted with financial constraints, I took an aptitude test and interview, and was eventually accepted into the program.

This unexpected turn of events at FBS feels like a miracle. I am eagerly looking forward to refining my management and soft skills and aspire to a promising future in the banking sector. ”

Simranjeet Kaur



“

I am **Jyoti Pawar**, a 21-year-old from Pune. I belong to a middle-class family where my father is a rickshaw driver, and my mother is a homemaker. I also have an elder brother and a younger sister.

Talking about my education, my love for learning and exploring began at an early age. As a child, I had big dreams and a wild imagination about education. I excelled in high school and college, earning top grades. I completed my primary schooling at a Pune Municipal Corporation school and my secondary schooling at Shree Saraswati Madhyamik Vidyalaya. I graduated from MES Garware College of Commerce, which is affiliated with Savitribai Phule Pune University, with an A+ grade. I know that education is the key to unlocking a world of opportunities and fulfilling my dreams.

After completing my graduation, I decided to pursue an MBA, but due to poor financial conditions, it was not possible to pay the high fees of reputed colleges. Through a friend, I learned about FUEL, which gave me wings to fly high by providing a PGDM course with a 100% scholarship for underserved girls. It's a wonderful initiative by FUEL to educate and empower girls like me

After joining FUEL has been a transformative experience for me. I have built my confidence and improved my communication skills significantly. The rigorous curriculum and supportive environment at FUEL have enhanced my knowledge and prepared me for the challenges of the business world. FUEL plays a crucial role in shaping me into a more confident and competent individual.

I feel very grateful and thankful to FUEL Business School for giving me the opportunity to fulfill my dreams and achieve my goals and aspirations. I am also thankful to my parents for their appreciation, love, and support.

”

Jyoti Pawar



My name is **Aditi Vishwas Dhongadi**, and I am a 22-year-old resident of Balaji Nagar, Pune. I completed my 11th and 12th grades through a Bachelor Vocational program specializing in Accounting and graduated with a vocational course in Retail Management from Savitribai Phule Pune University. Currently, I am pursuing a Post Graduate Diploma in Management at FUEL Business School, where I am eager to deepen my knowledge and skills.

I have four years of experience as an Accountant and Cash Counter Manager at a dry fruits and spices store. This role has provided me with a strong foundation in finance and customer service. My hobbies include crafting, traveling, cooking, and learning new things, which help me stay inspired and engaged in my personal and professional life. My ultimate goal is to attain a higher position in a reputed company and eventually pursue a career in law.

My family has been my greatest support system, with my parents and teachers serving as my role models. Raised by my mother, a single parent, I have drawn immense inspiration from her strength and dedication. My family of four—my mother, my elder sister, my younger brother, and I—has always encouraged me to grow without barriers. Similarly, my college teachers have guided me like a daughter, offering invaluable support throughout my academic journey.

I am excited to contribute my skills and passion to FUEL, working alongside a dedicated team to create a lasting impact. I aim to lead by example, inspire others to achieve common goals, and address challenges with creative solutions. The education and training I have received at FUEL have been immensely beneficial, enhancing my capabilities and preparing me for future success in my career.

Aditi Dhongadi**PGDM 1st Year 2024-2026**

my name is **Jaylaxmi Rajshekhar Baddi**. My father is a worker, and my mother is a homemaker. I also have a younger brother. I completed my graduation with a BBA in Finance from Venkatesh Mahavidyalaya, Ichalkaranji, and I am currently pursuing a PGDM course at FUEL Business School. I learned about FUEL through my relatives.

Since joining FUEL, I have received a lot of appreciation for the knowledge I am gaining from every individual I meet. However, I believe that the sky's the limit for me. I am determined to gather as much knowledge as possible and become well-educated.

My perspective has gradually changed, and I am a different person than I was when I began at FUEL. My skills have improved significantly, and I now feel corporate-ready.

I aspire to be an independent daughter to my parents. I want my father to enjoy holidays and have time to rest, and I want my mother to be able to buy things she often refrains from purchasing. My ultimate life goal is to provide my family with the lavish lifestyle they deserve.

Regarding my professional goals, my short-term objective is to secure a job in my field and achieve a higher position in a multinational company. Receiving the FUEL Business School scholarship has been a turning point in my life.

Jaylaxmi Baddi**PGDM 1st Year 2024-2026**

My name is **Shruti Chatterjee**, I've completed my 10th as well as 12th from Ravi Mahato Smarak High School and inter college Mahuda, growing up in a small village of Kumardih, Jharkhand, my dreams have always soared high despite the challenges that come with life. I got to know about FUEL through an NGO. Talking about FUEL, It's really being like a life-changing experience for me. I felt at ease from the first moment I stepped into it's welcoming embrace. It's not just an educational institution for me but it also became an epitome of light at the end of underpass, where dreamers grow to see their dream turning into reality.

FUEL isn't only educating me but is also giving me an opportunity to fly above what other people may think about neurodivergent individuals like myself. In addition to contributing financially through scholarships towards my studies, FUEL helped me find a sense of homeliness and possibility. The journey from Jharkhand to Maharashtra was hustling, but FUEL's caring and cultivate environment created an atmosphere of belonging all along the way.

I'm filled with gratefulness as I walk through lectures, assignments and friendships among fellow students at FUEL. Gratefulness for abilities to learn, grow and make positive impacts in life. Thankfulness is there for unchanging support that has been redefining possibilities for such a person like me. The future promises so much more yet I'm ready to grab every opportunity that comes by.

With FUEL by my side that aims towards the future and knows nothing but to fuel dreams into reality. I believe this journey, this experience and this unity are what that will make me who I have always yearned to be- a light of hope as well as the strength for my family.

Thank you FUEL and it's entire team, teachers as well as partners for believing in me and being the flame that I believe will take me into a future full of opportunities.

Shruti Chatterjee**BBA 1st Year 2024-2027**

my name is **Prerana Raskar**. I am from pimpalwandi, Junner. I am here pursuing BBA in CA. I have completed 12th in science stream now talking about my family So, It has 4 members my father mother younger brother and me. My father is a farmer and my mother is a homemaker. And my younger brother is studying.

I got to know about FUEL through the Dagdusheth Halwai Trust. My confidence has gradually been increased after coming to FUEL. I think this is a right platform to build skills and I am a person who is interested in making career in corporate world.

I want to be an independent daughter of my parents, I want my father to take holidays and get time to rest, and my mother should be able to buy costly things that she often refuses to buy. I want to do everything for my family, my only life goal is to give my family the lavish lifestyle they deserve.

Prerana Raskar**BBA 1st Year 2024-2027**

Domestic Immersion Programme



NAME - PRIYANKA NAGALE

ROLL NO. - 202311015

COURSE - PGDM

My name is **Priyanka Vijay Nagale**. I am from Nashik, Maharashtra. I have completed a bachelor's degree in commerce. I learned about FUEL from my relatives. My perspective has drastically changed since I've begun to study here. I was surrounded by lots of bookish knowledge, but that knowledge wasn't sufficient to survive in the corporate world. Upskilling, reskilling, and upgrading yourself is necessary.

Through FUEL, I have gained a bulk of experience along with the learnings of both bookish and hands-on knowledge, providing me with a stacked skillset. I now have experience working with people who have a different mindset and how to learn and adapt to that.

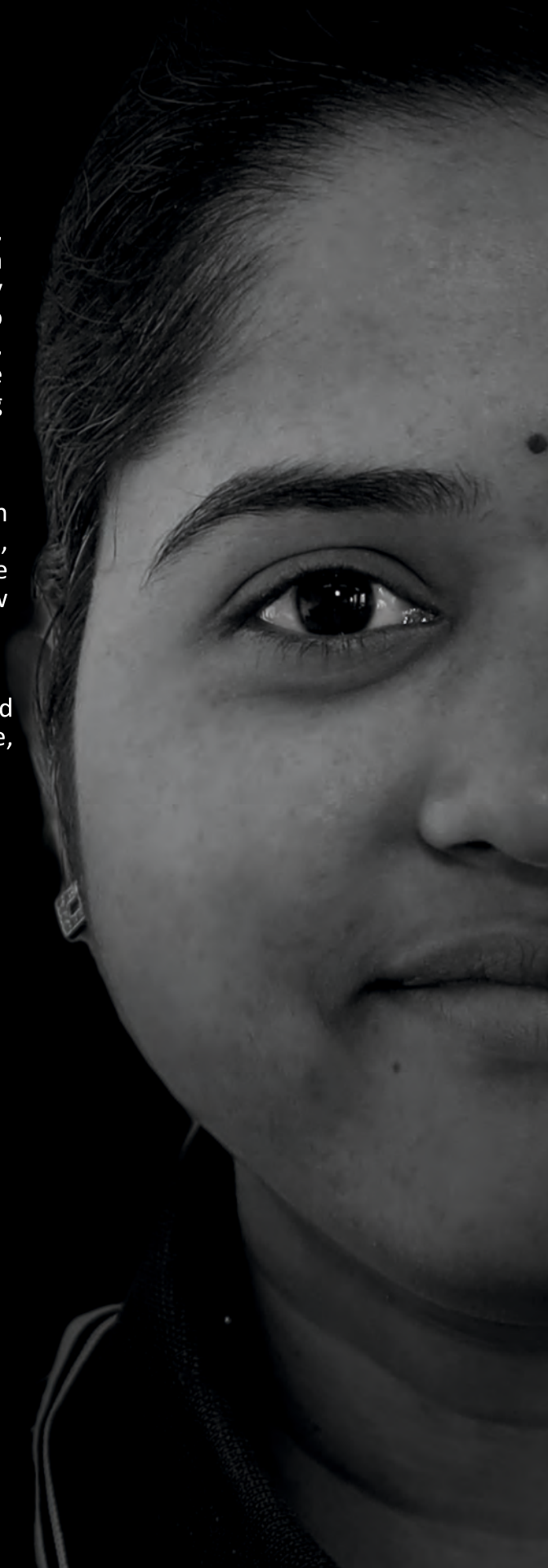
My goal is to become a Chief Financial Officer. I have learned a lot about finance and the new terminologies of finance, and yes, they have changed me and my way of thinking.

Through FUEL, several students have started working on an internship. Using the extensive report-writing and presentation skills that I have collected now through FUEL, I have been selected for an internship at Ascendion MNC company as an intern. It's a great opportunity, which has also provided me with a confirmed PPO.

With heartfelt Appreciation,
Priyanka Nagale.



www.fuelfornation.com | www.fuelbschool.com





ANNUAL REPORT

2024-2025



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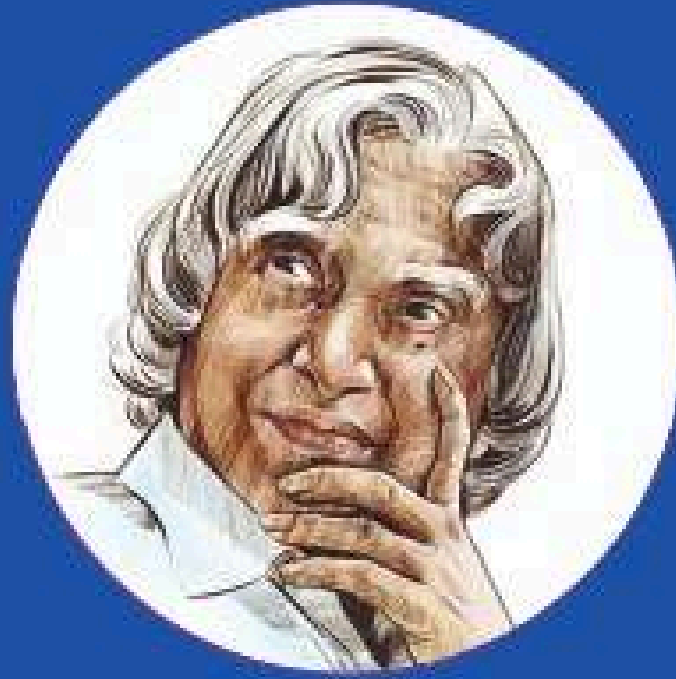
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Ketan Deshpande Founder & CEO at FUEL



- Ketan, the **Founder & CEO** of FUEL has attained **Masters in Business Administration** from prestigious International University- Symbiosis.
- He is also **Pavate Fellow** at **Cambridge University, UK** & had represented at **Global Entrepreneurship Summit (GES), 2016** at **Stanford University, USA** which was hosted by Former President Obama.
- For his work, he has received **appreciation** from the then **President of India Dr. APJ Abdul Kalam** & prestigious awards like Ashoka Fellowship.
- He has received the **Ashoka Fellowship** and the **Champions of Change Award** from the **Prime Minister of India- Shri Narendra Modi Ji**.

Our Inspiration

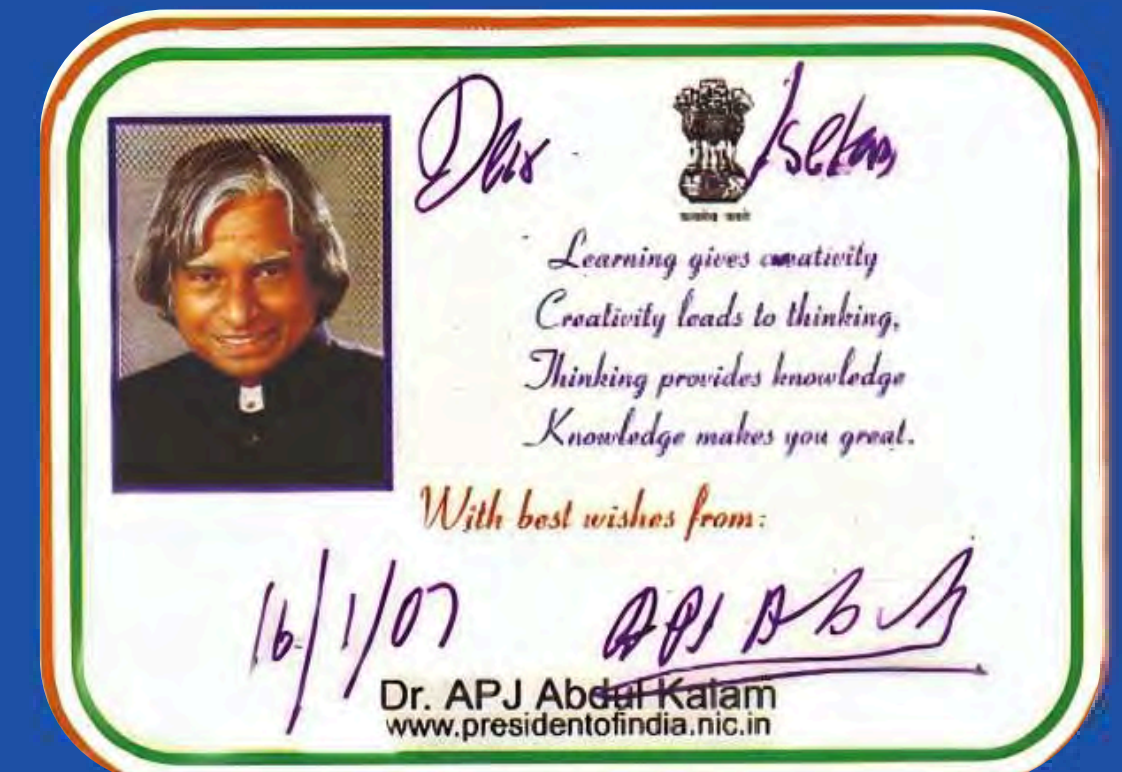


Dr. A. P. J. Abdul Kalam

Former President of India &
A world-renowned Space Scientist

“ FUEL should work to reduce the gap between the urban and rural students to make them the flag bearers of tomorrow. ”

- A message by Dr. Abdul Kalam Sir to the FUEL team



Message & Letter From PM



“ I am pleased to learn about the Bhoomi Poojan of FUEL Center of Excellence campus at Bhugaon, Pune. The creation of a new infrastructure brings with it fresh energy and inspiration. This initiative of FUEL to provide career guidance and impart skills to the youth is a noble one. May the endeavour to provide guidance to the youth reach out, in particular, to the poor, needy, and disadvantaged sections of the society. ”

Shri Narendra Modi Ji
Hon'ble Prime Minister of India
Via letter on 6th Nov. 2020
to FUEL Chairman Shri. Ketan Deshpande



प्रधान मंत्री
Prime Minister
MESSAGE

I am pleased to learn about the online *Bhoomi Poojan* of FUEL Center of Excellence campus at Bhugaon, Pune. The creation of a new infrastructure brings with it fresh energy and inspiration.

Today's world is driven by technology and innovation. Leveraging the role of technology as a force multiplier in providing solutions and opportunities, we have taken concrete measures with integrated approach to pave the way for intent, intellect and energy of our Yuva Shakti.

Our emphasis to equip our large workforce with latest skills and our constant endeavour towards creating an ecosystem of enterprise and innovation is powering the nation's resolve of Aatmanirbhar Bharat, more so in a post-COVID world. Efforts of stakeholders like FUEL further and strengthen this vision with their valued contribution.

This initiative of FUEL to provide career guidance and impart skills to the youth is a noble one. May the endeavour to provide guidance to the youth reach out, in particular, to the poor, needy and disadvantaged sections of the society.

May the auspicious occasion of Bhoomi Poojan provide inspiration to everyone associated with the Fuel Centre of Excellence to work with renewed dedication for the betterment of the society and the nation.

With best wishes,

Narendra Modi

New Delhi
कार्तिक 15, शक संवत्, 1942
06th November, 2020
Founder Chairman and CEO

Shri Ketan Deshpande
FUEL B-School & Future Skills Institute
Forest Trails Township, Paranjape Schemes
Mulshi Road, Near Manas Lake
Bhugaon, Pune
Maharashtra - 412115

- Established in **2007** as a **Trust** with a PAN India Presence.
- Certified under **80G / 12A & FCRA, CSR 1 (MCA)** registered on **Social Stock Exchange**.
- Touched & changed lives of more than **1 million** students

FUEL Journey Plan



Vision

We have a vision to **empower the youth** and enable them to become the torch bearers of tomorrow.



Mission

We have a mission to be the guiding light for the future of our youth and to create a **supporting community** for the youth of the nation.

Established in 2007 FUEL has nearly 2 decades of experience in boosting employability for disadvantaged youth

Our impact journey so far



9,02,882 Students
received career counselling



2,93,768+ Youth
trained through future & vocational skilling programs



3-5 Lakhs per annum
average salary after training



₹17.5 Return on Investment
for funders in short term skilling interventions



2907+ scholarships
availed



300+ students
UG/PG Scholarships



Career Counselling

Academic Coaching for the needy students

CAREER COUNSELLING 2006 - 2013

Career
Information

Career
Counselling

Career
Seminars

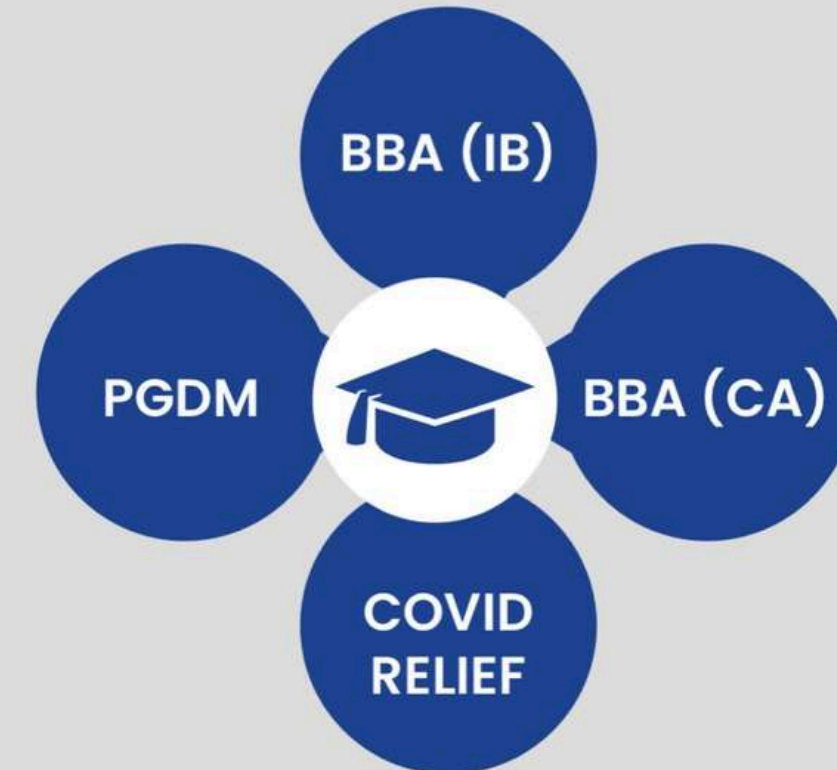
State	City	No. of Schools	Beneficiaries
Karnataka	Belgaum	215	45119
	Haveri	400	47245
	Shiggaon	149	5000
	Soraba	51	15005
Andhra Pradesh	Peddapalli	19	3557
Maharashtra	Baramati	130	5302
	Madha	61	50884
	Mumbai	25	15243
	Beed	34	5000
	Nashik	824	15299
	Shirdi	114	135412
	Raigad	56	28598
	Phaltan	20	13151
	Pune	281	15299
Through Educonnect	Various Locations	695	1336
Grand Total		2517	593449



Scholarships



SCHOLARSHIPS PROGRAM 2014-2024



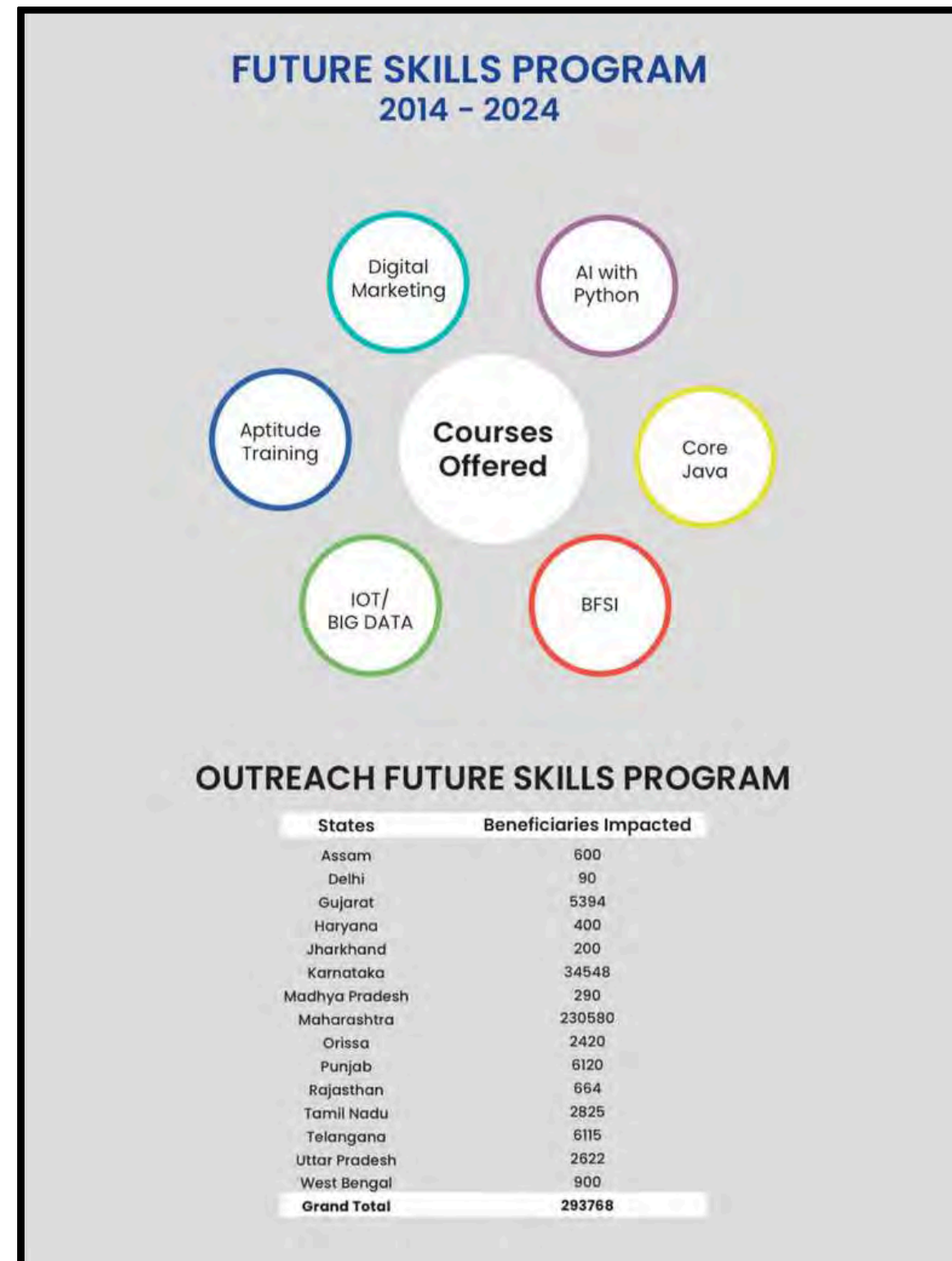
OUTREACH IN SCHOLARSHIPS

States	Beneficiaries
Gujarat	64
Haryana	100
Karnataka	13
Maharashtra	2730
Grand Total	2907

Scholarship distributed to the students from
low income background

Future Skill Training

Industry experts provide guidance to explore and enhance future career opportunities.



The Selection Process for the Beneficiaries



Stage 2
Screening test



Stage 4
**Background,
Educational, Family
income & Document
verification**



Stage 6
Finalization

Stage 1
Aptitude test



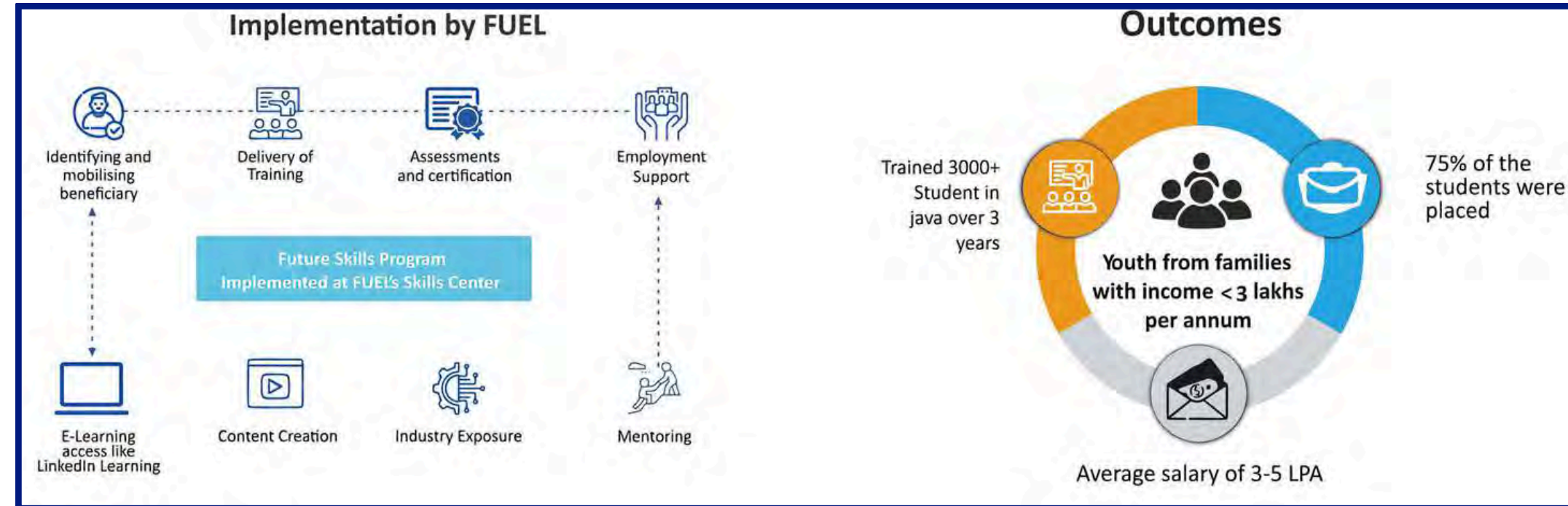
Stage 3
Interviews



Stage 5
Home visits

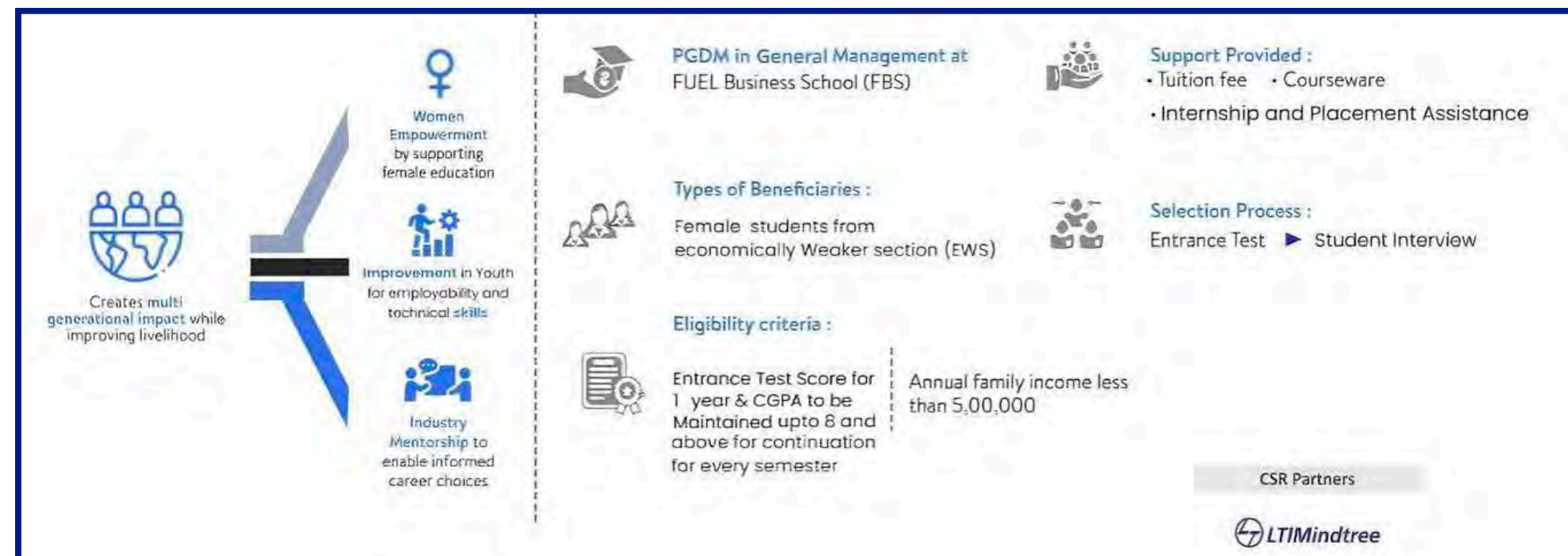


Short Term Program



Our impact includes short-term Future Skills Certification Programs driven by strategic partnerships, and long-term initiatives that empower girls from underserved communities to pursue higher education in high-employability fields.

Long Term Program





Smart Classrooms



Digital Library



Computer Labs



Auditorium

National Recognition by Hon'ble Prime Minister of India



**Champions of Change Award from the Prime Minister of India-
Shri Narendra Modi Ji.**



प्रधान मंत्री
Prime Minister

MESSAGE

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With best wishes,



(Narendra Modi)

New Delhi

कार्तिक 15, शक संवत्, 1942

06th November, 2020

Shri Ketan Deshpande

Founder Chairman and CEO

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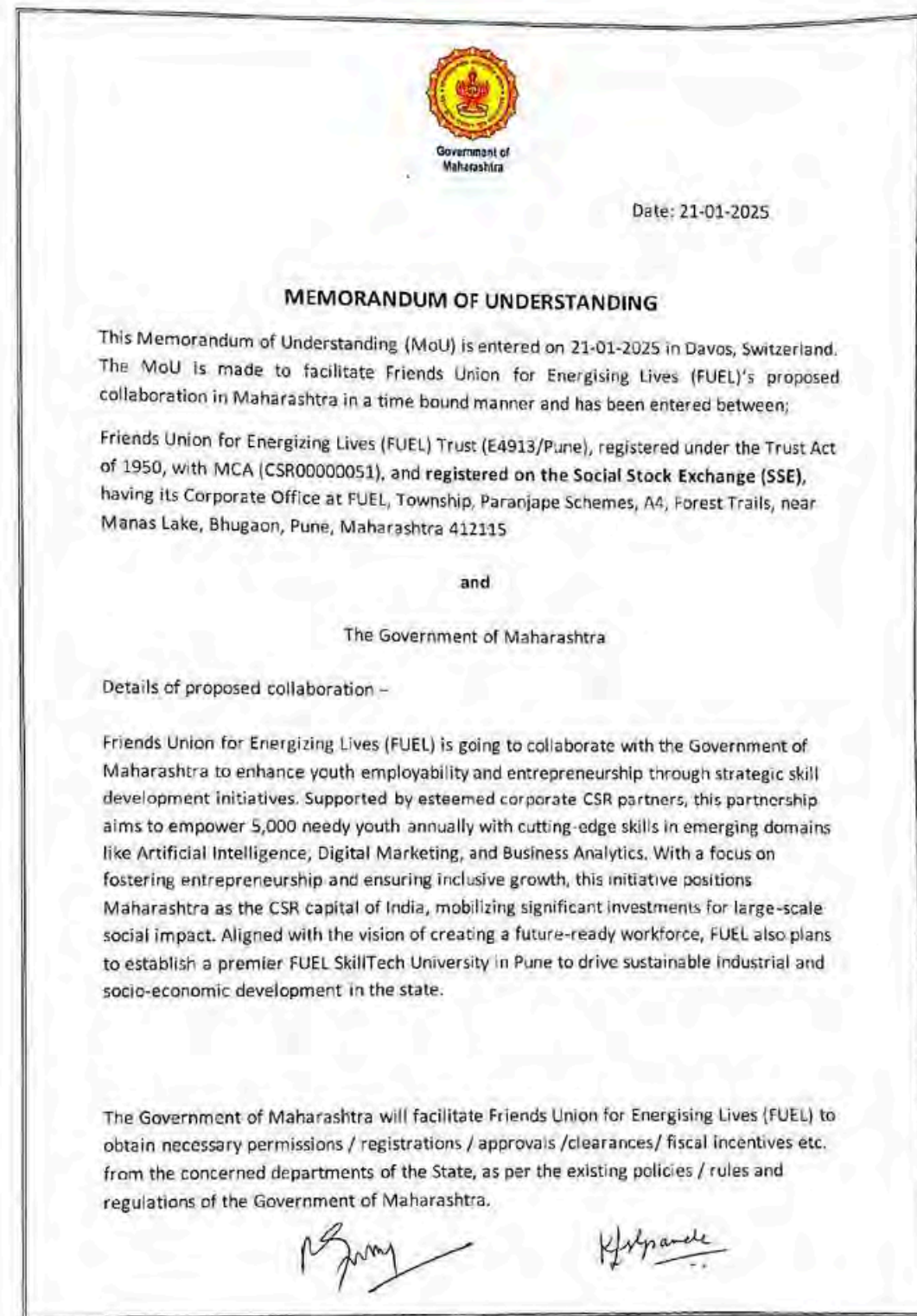
Maharashtra - 412115

A Historic Moment at Rashtrapati Bhavan



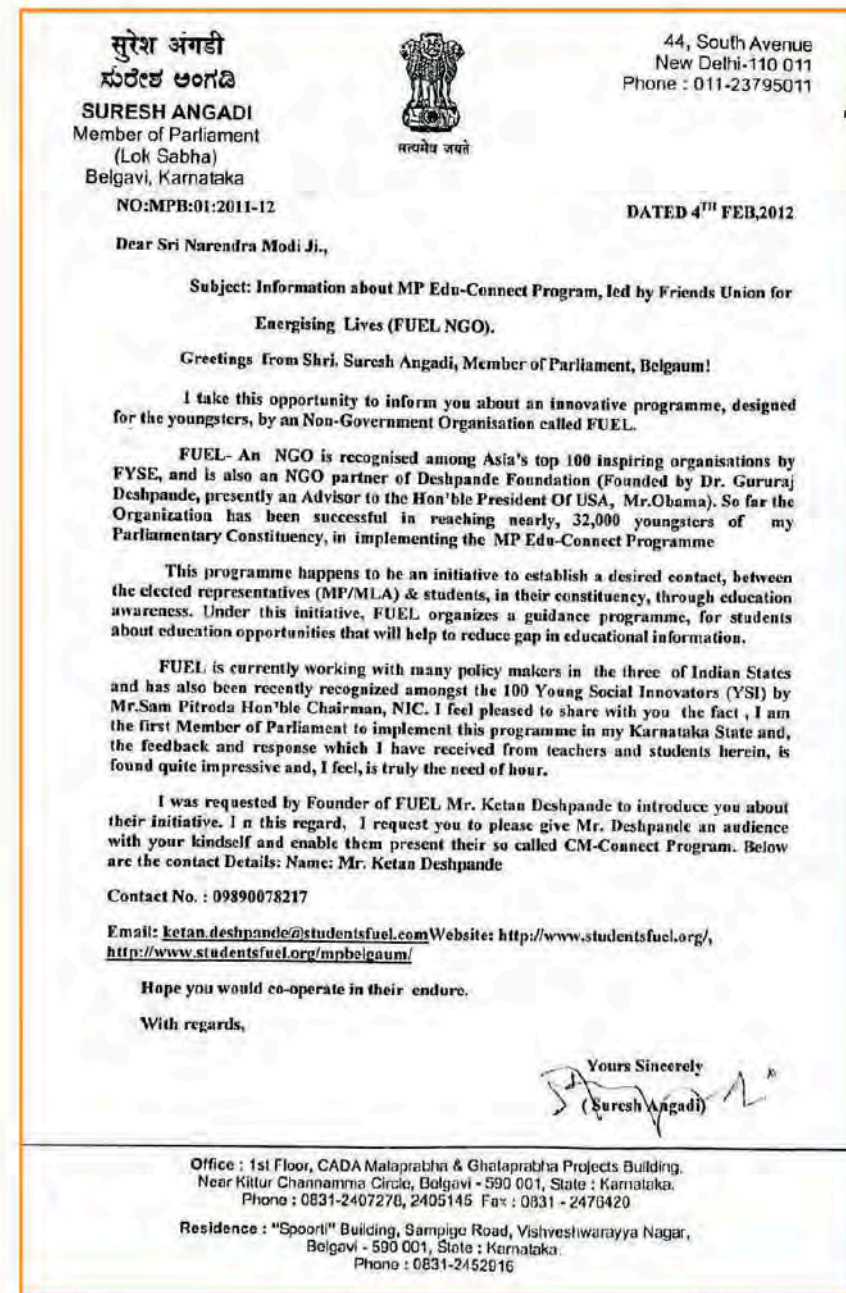
**FUEL delegation with the Hon'ble President of India at
Rashtrapati Bhavan, New Delhi**

MOU With Maharashtra Government at WEF 2024, Davos



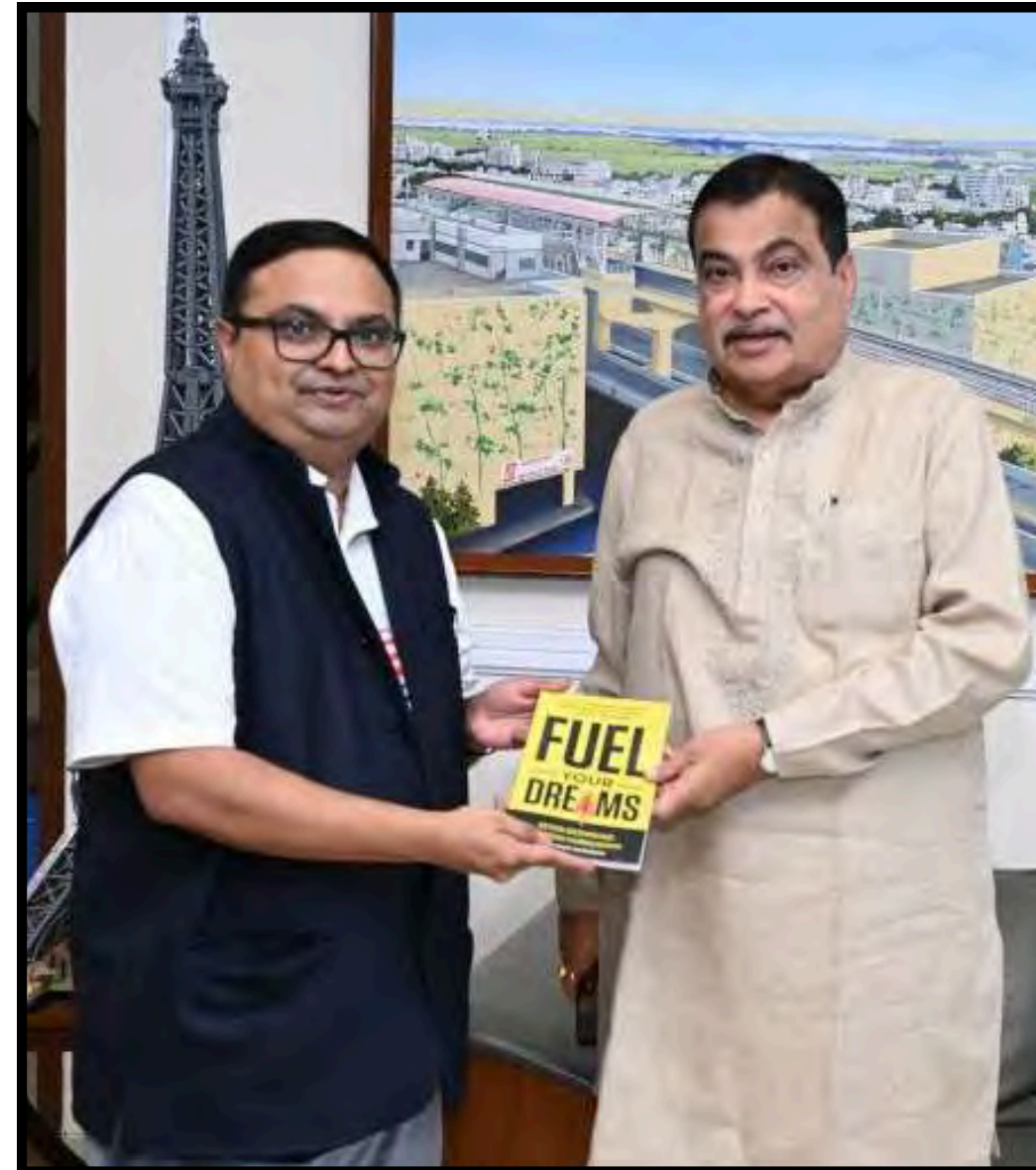
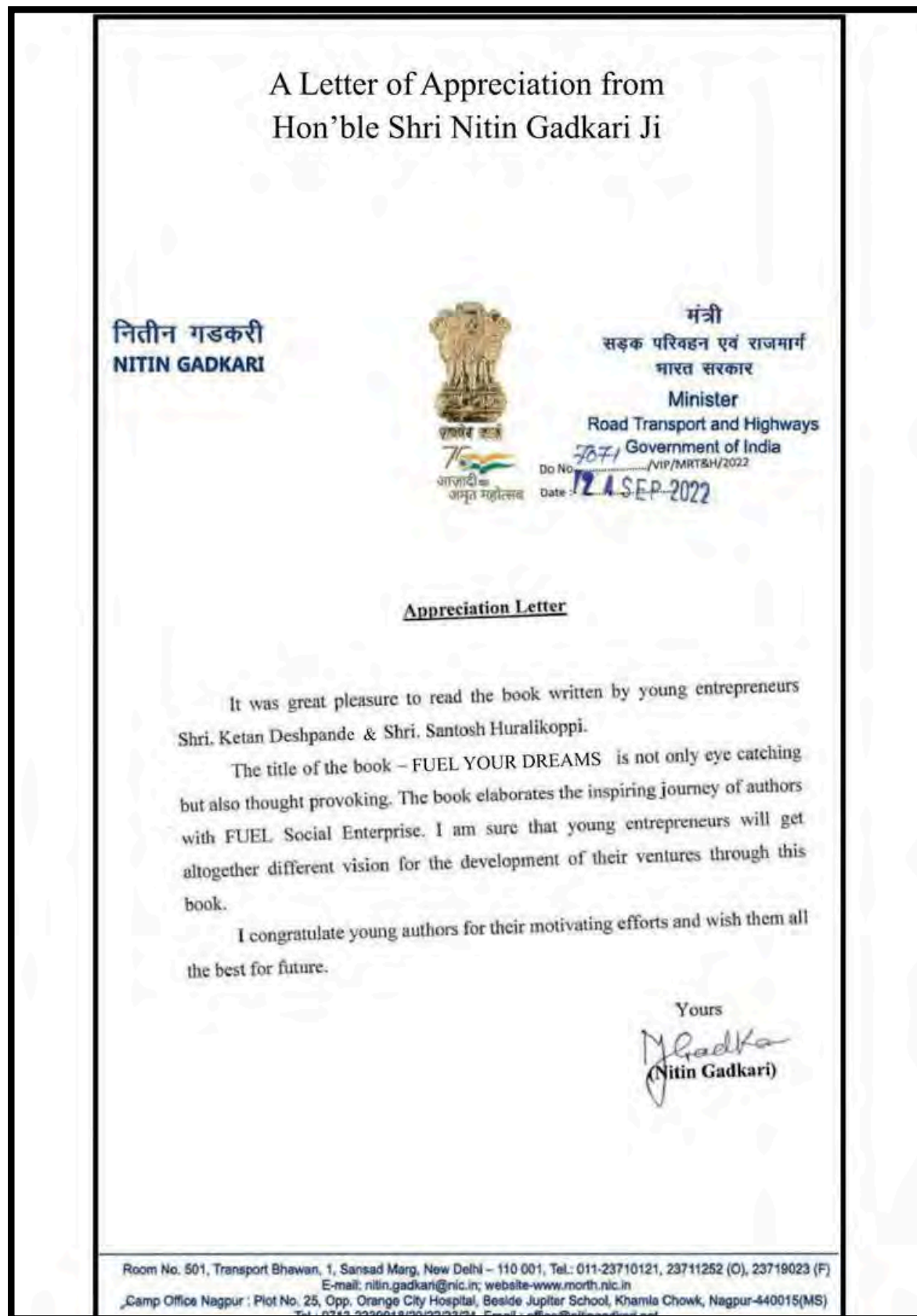
**MoU signed with the Government of Maharashtra
at the World Economic Forum in Davos,
Switzerland.**

Legacy of Support: Shri Suresh Angadi's Endorsement of FUEL



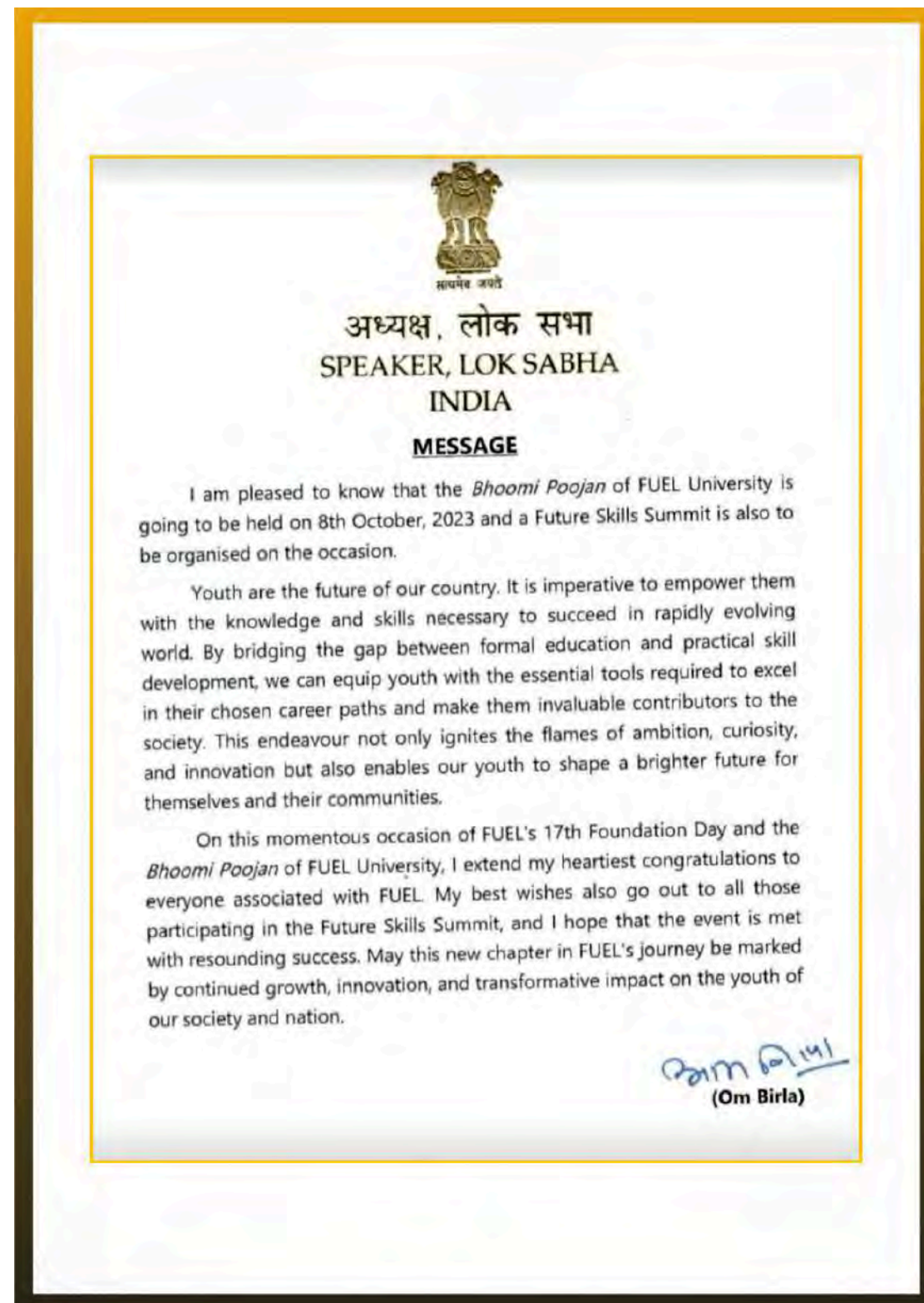
Hon'ble Suresh Angadi Member of Parliament (Lok Sabha)

Shri Nitin Gadkari Ji Applauds FUEL's Entrepreneurial Impact



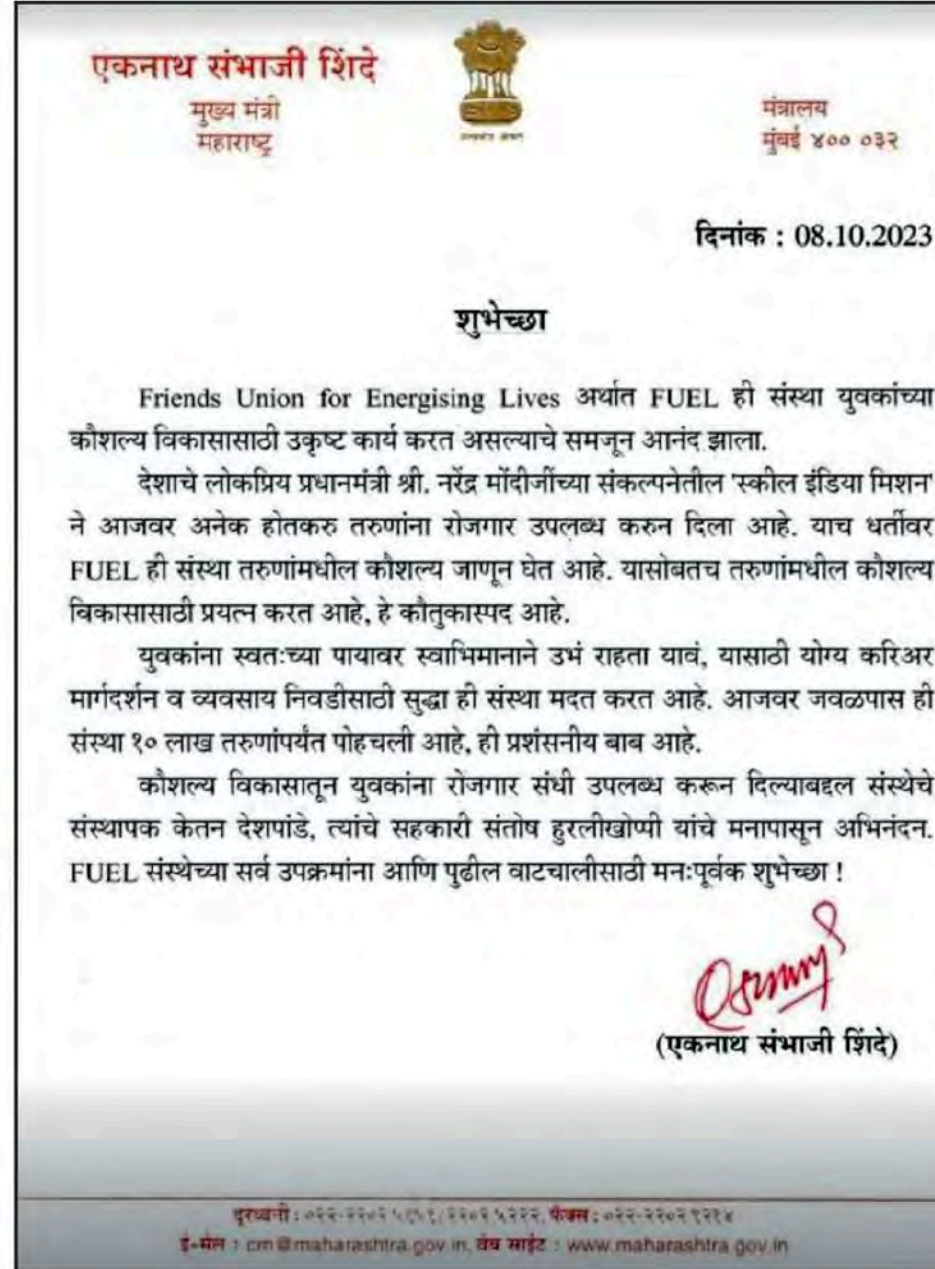
Hon'ble Shri Nitin Gadkari Ji, Minister Road Transport & Highways

Honoured by Shri Om Birla, Speaker of the Lok Sabha



Recognized by Lok Sabha Speaker Hon'ble Shri Om Birla for shaping future-ready youth.

Recognition by Hon. Eknath Shinde & CSR Journal Awards



Hon'ble Eknath Shinde, Deputy Chief Minister of Maharashtra

Recognition by Deputy Chief Minister Ajit Pawar



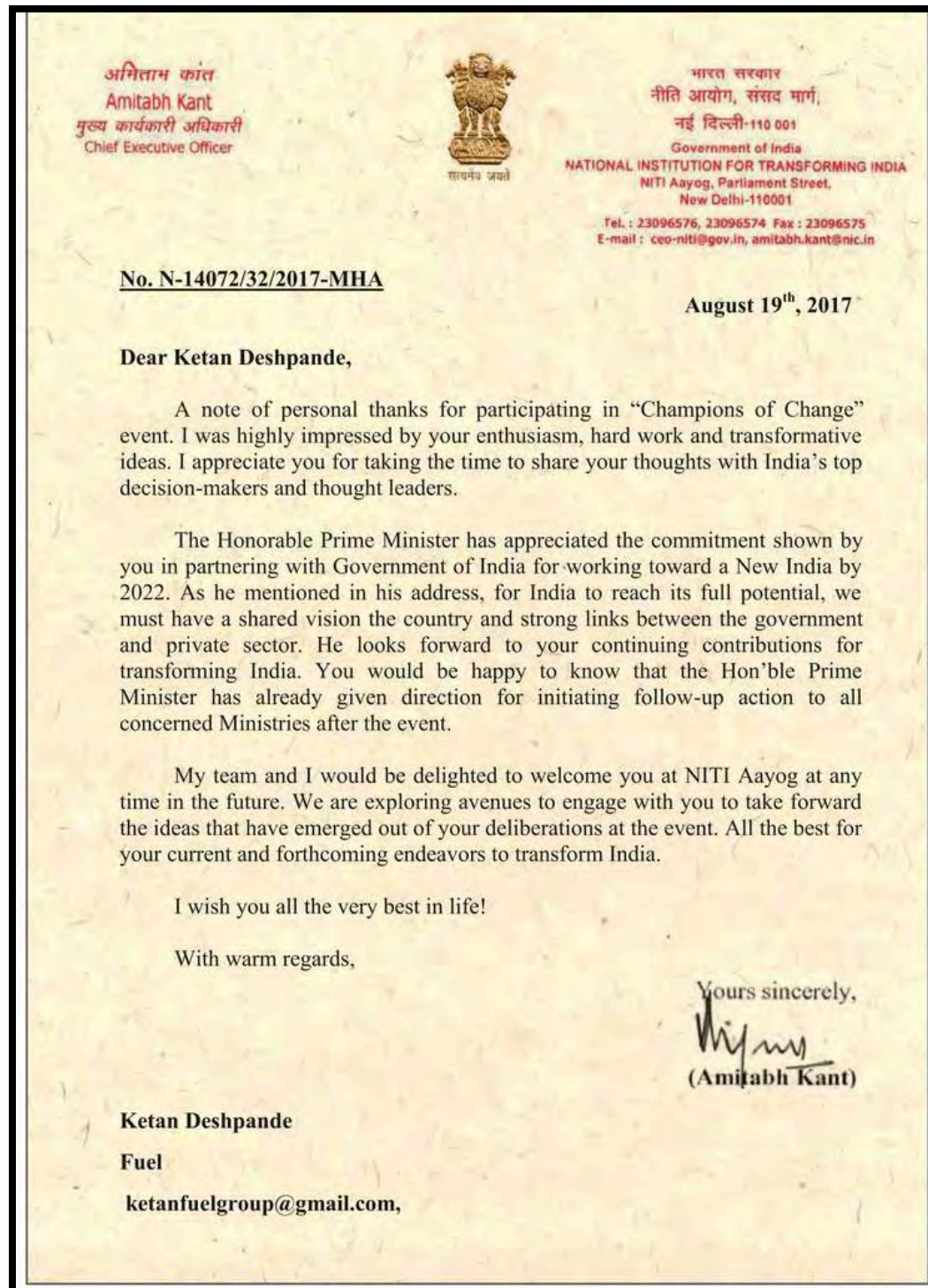
Ajit Pawar ✓
@AjitPawarSpeaks

फ्युएलचे संस्थापक श्री. केतन देशपांडे यांनी माझी सदिच्छा भेट घेतली. यावेळी फ्युएल स्किल युनिव्हर्सिटी आणि CSR संकल्पनेबाबत चर्चा झाली. ग्रामीण भागातील विद्यार्थ्यांना भविष्यातील कौशल्यांसह सक्षम करण्यासाठी फ्युएलनं केलेलं कार्य खरोखरच उल्लेखनीय आहे. बारामतीच्या फ्युएल विद्यार्थ्यांनी आघाडीच्या बहुराष्ट्रीय कंपन्यांमध्ये नोकऱ्या मिळवल्याबद्दल त्यांचं मनःपूर्वक अभिनंदन!

[Translate post](#)

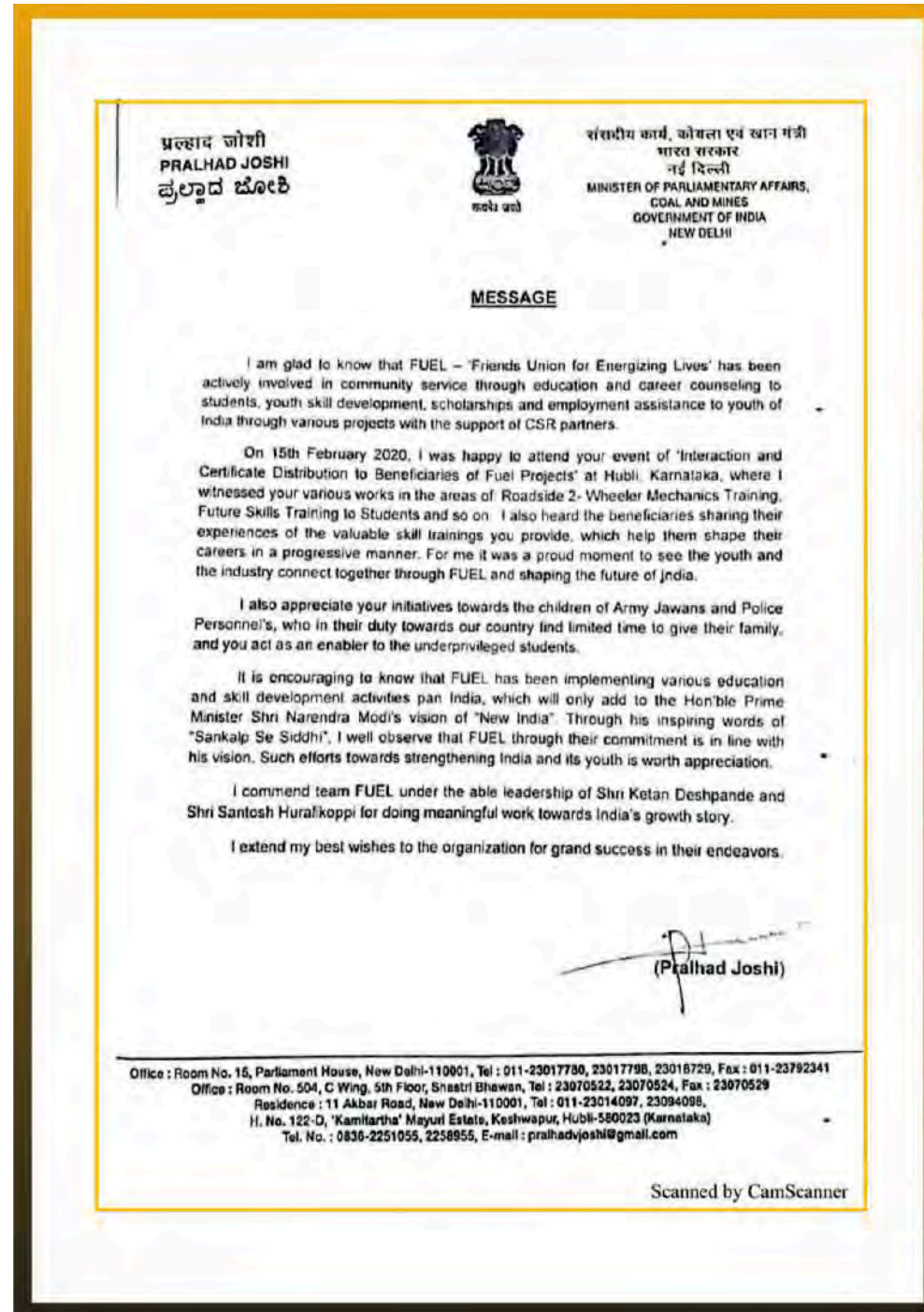


Recognized by NITI Aayog, Government of India

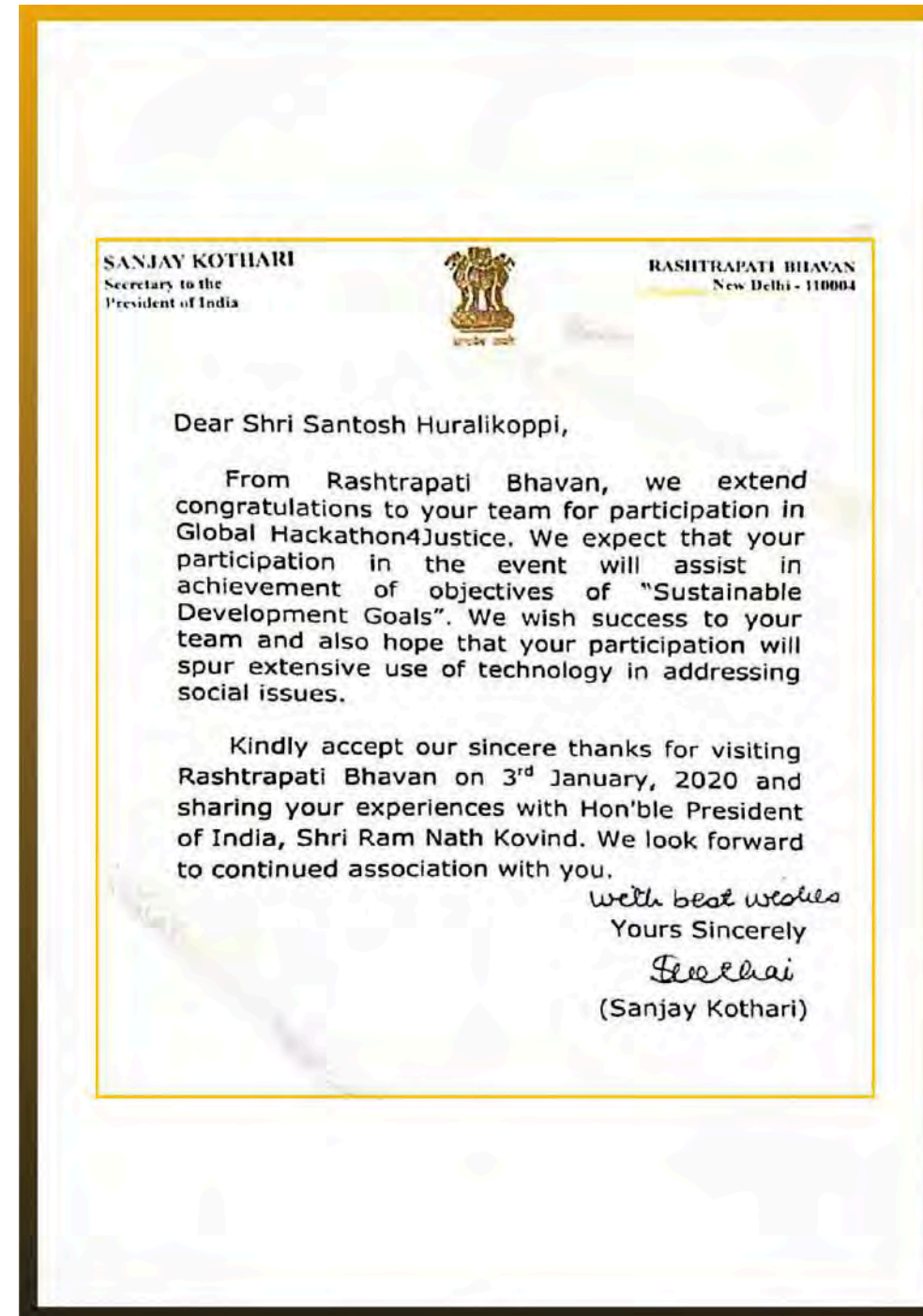


Appreciation by Niti Aayog

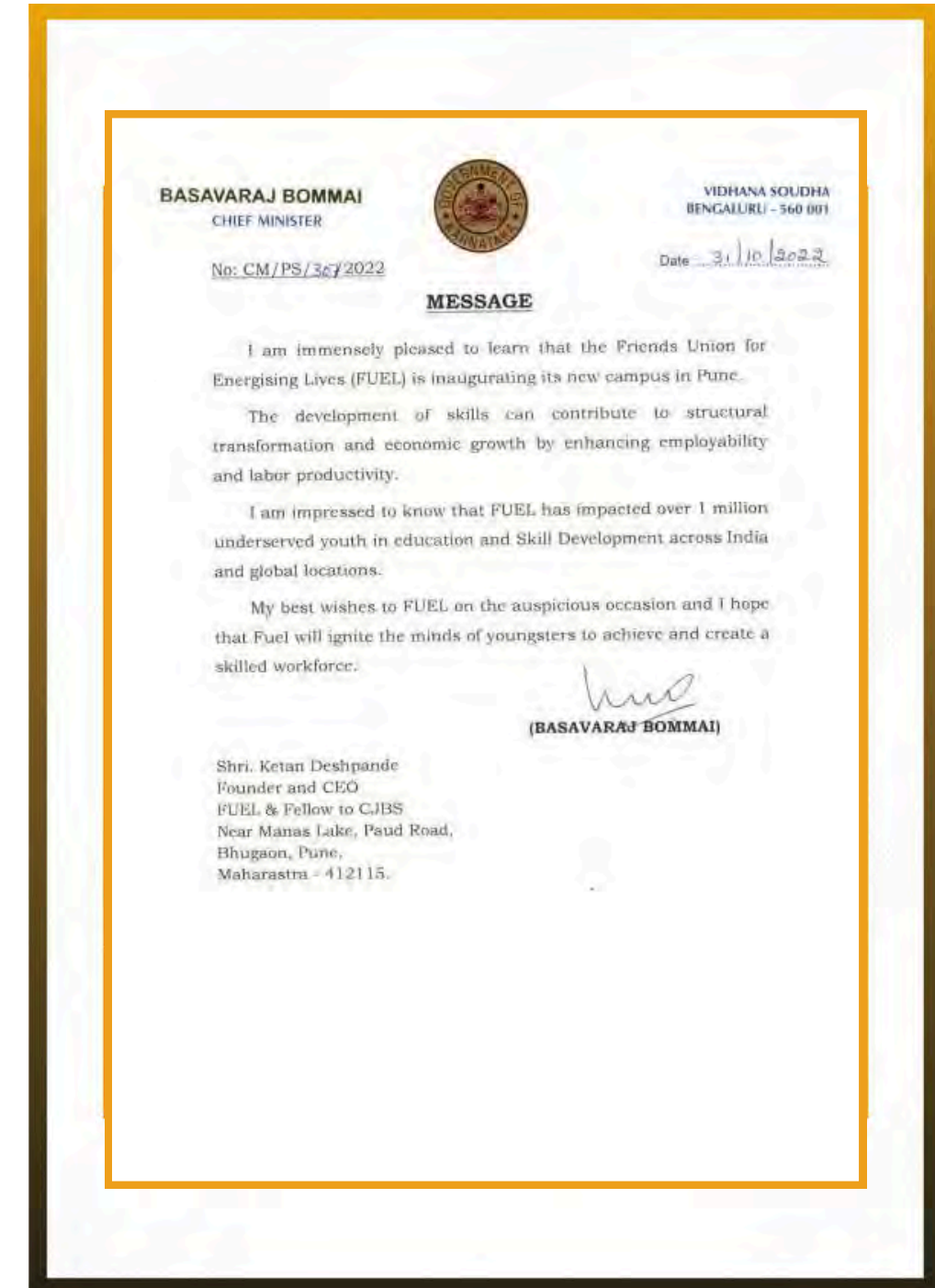
Appreciation from Policy Makers



Hon'ble Pralhad Joshi
Union Cabinet Minister,
Parliamentary Affairs

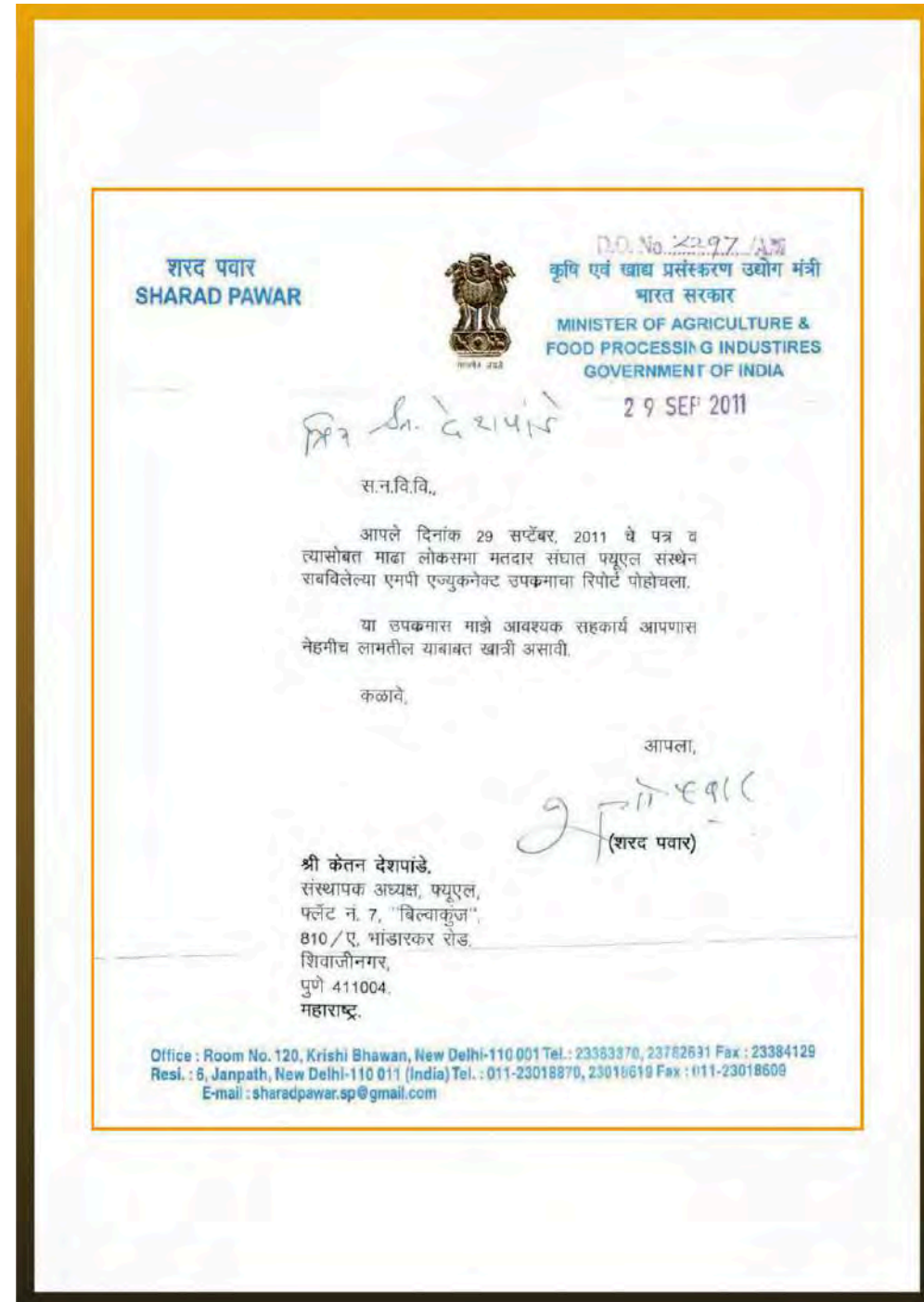


Hon'ble Sanjay Kothari
Secretary to the
President Of India

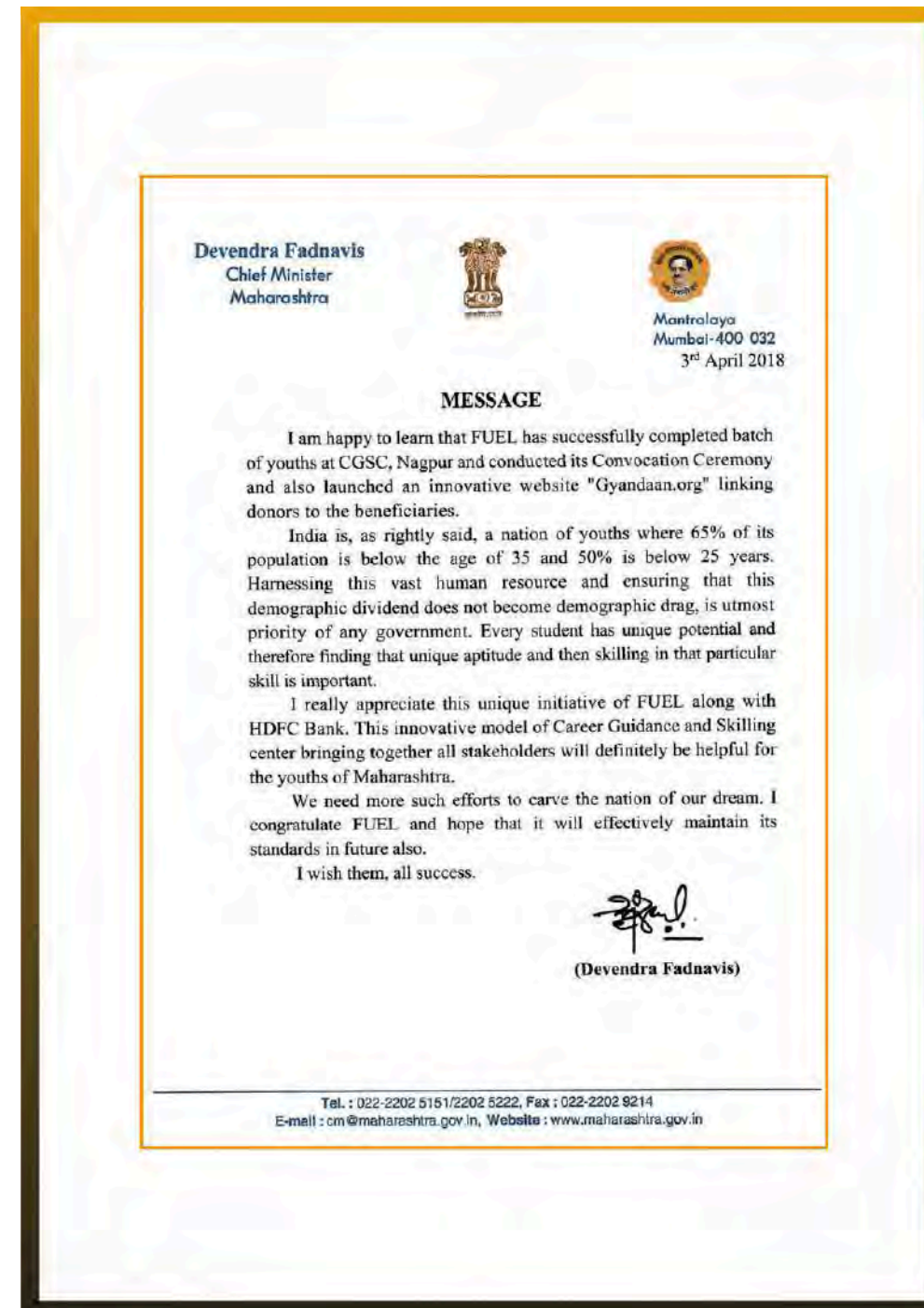


Hon'ble Basavaraj Bommai,
23rd Chief Minister
of Karnataka

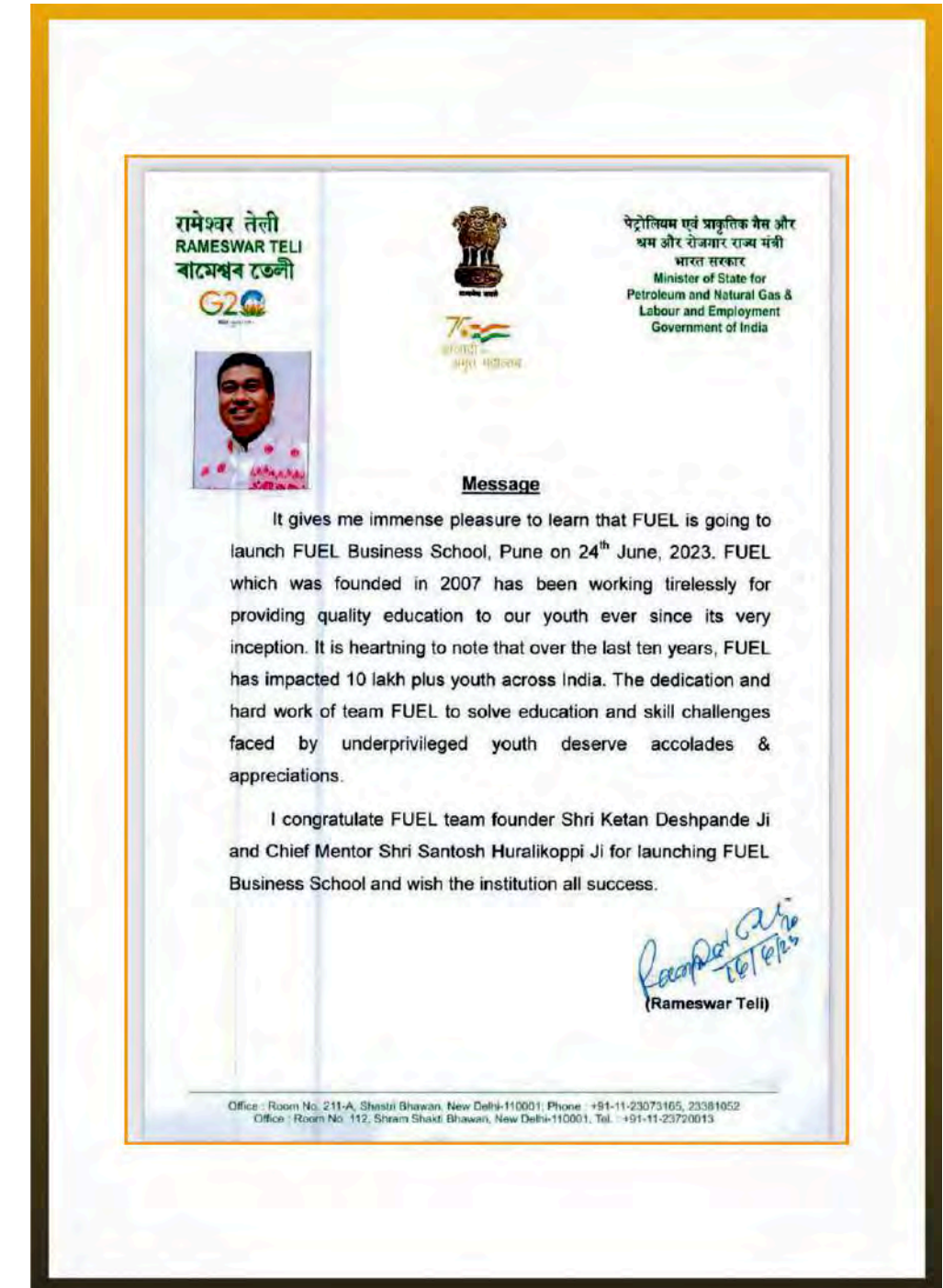
Appreciation from Policy Makers



Hon'ble Sharad Pawar, Minister of
Agriculture & Food Processing Industries



Hon'ble Devendra Fadnavis, Chief
Minister of Maharashtra



Hon'ble Rameshwar Teli, Minister
of for Petroleum and Natural Gas
& Labour and Employment



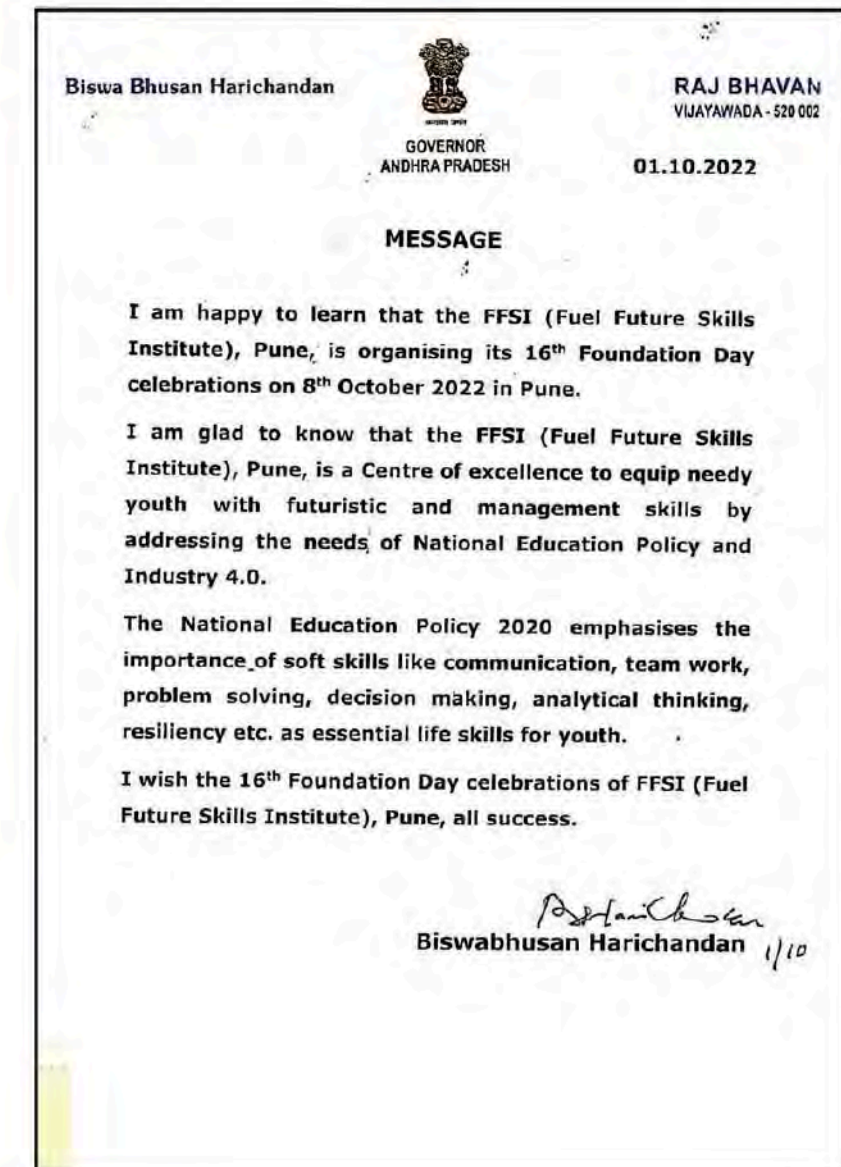
Appreciation from Respected State Governors



Hon'ble Anandiben Patel,
Governor of Uttar Pradesh



Hon'ble Bhagat Singh Koshyari,
22nd Governor of Maharashtra



Hon'ble Biswabhusan Harichandan,
Governor of Andhra Pradesh

Leaders Speak: Voices of Support for FUEL's Journey



Chandrakant Patil praised FUEL's work in strengthening vocational and foundational education.



Aditi S Tatkare appreciated FUEL Conclave 2024 for driving youth empowerment and innovation.



Mangal Prabhat Lodha congratulated FUEL Business School on its inauguration and future vision.

Leaders Speak: Voices of Support for FUEL's Journey

CM [@Dev_Fadnavis](#) at a convocation of career guidance & skilling centre at Nagpur. This centre is run by **FUEL** as **NGO** partner, GoM as knowledge partner and powered by [@HDFC_Bank](#). Over 3000 youth got employment opportunities here. Minister Chandrashekhar Bawankule was present.



Hon'ble Devendra Fadnavis praised FUEL for skilling centres empowering 10,000+ youth with jobs.

Devendra Fadnavis [@Dev_Fadnavis](#) · 1d
NGO Fuel has started 11 such centres all over country, we intend to start it in all districts to bridge the gap between employables & employment



Sambhaji Patil N

85 386

Devendra Fadnavis [@Dev_Fadnavis](#) · 1d
This CGCC will benefit 10,000 youth from this district & would prove to be a great step in providing employment opportunities to local youth.

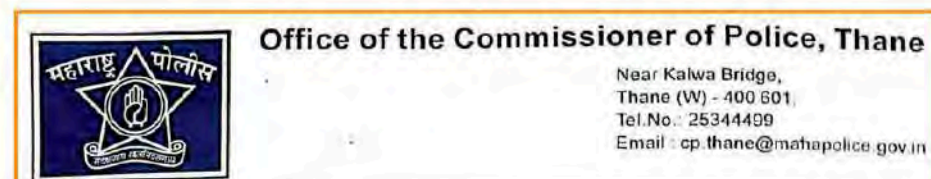


G Kishan Reddy [@kishanreddybjp](#)
Today, interacted with and distributed certificates to the students of Hyderabad at the Convocation ceremony and "Job Fair 2021", a CSR initiative implemented by FUEL [@fuelskill](#). At the event, spoke about [#startupindia](#) and various other initiatives of the [@narendramodi](#) govt.



G. Kishan Reddy applauded FUEL's CSR efforts in Hyderabad, supporting youth at Job Fair 2021.

Acknowledgements from State Collectors & Police Commissioners



No. *Nankri C-57/4/2016*

Date: *13/12/2016*

To

Shri Ketan Deshpande,
Founder Chairman FUEL,
Singhad Road,
Pune 411051

Subject : Compliments on Career Counseling - Thane Police personnel project and response to FUEL NGO's request for implementing Career counseling for Police personnel state wide for Maharashtra.

Dear Ketan Deshpande & Fuel team:

Let me give you my best compliments for starting important and path breaking program for career counselling leading to skill development for Police personnel of Thane. It was our pleasure personally to attend the program at Police school in Thane and seeing the pilot launch along with our team of officials.

We are sure the need of providing career counselling, skill building and personality development training is need of hour for the children of our police personnel.

In view of this, I would request you to plan this program across divisions and districts of Maharashtra in association and support of various like-minded Companies under their Corporate Social Responsibility (CSR) and partnerships.

We would be glad to provide you necessary cooperation of providing data / logistical support of required Police personnel's children and to make this project a success.

In coming years we can make this mission of successful program of "career counselling and skill development" as welfare and innovative program for Police personnel of Maharashtra

We wish you good luck for all your future endeavours.


[Param Bir Singh]
Commissioner of Police,
Thane.

Abhijit Sudhakar Bangar
I.A.S.
Collector & District Magistrate
Amravati.



Phone : (0721) 2662522 (O)
(0721) 2662112 (R)
Fax : (0721) 2662843
website : amravati.nic.in
Email : collector.amravati@maharashtra.gov.in

Date :
No. DM/PA/457/2017.
Date- 14.08.2017.

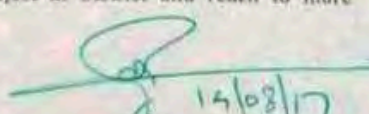
Appreciation Letter

I am writing to let you know the good work done by FUEL organization done in Amravati District in student's career counselling and skill development. FUEL has maintained a excellent work record throughout the session which surely benefiting mostly to the students from rural areas. Following are some achievements archived by FUEL-

1. CGCC Amravati has reached 86 schools and 11,826 students in 7 months, which includes 3600+ ITI & VTP Students.
2. We are collaborating with VTP's so that we can help their students to find the good job in local areas as well as we refer VTP's to students who are interested in vocational training. Till date we have visited 26 VTP and signed MOU with 13 VTP. All these VTP give training in different courses. According to MOU CGCC centre will provide career guidance, counselling to VTP as per need of industry and also providing information about available courses, job fair and various job opportunities available in district and state and it will also assist candidate in job placement through soft skill training after completion of vocational training.
3. CGCC Conducts Summer camp and AOT sessions in 11 ITI are covering 982 students.
4. CGCC Amravati Conducts Guidance program by District Collector for UPSC/MPSC aspirants students.

I wish that FUEL should continue the project in District and reach to more beneficiaries.

Thank You!


(Abhijit Bangar)
Collector & District Magistrate,
Amravati

To,
Mr.Ketan Deshpande,
Founder FUEL Organization.



To

HR/CSR Manager,

Subject: Invitation to be Industry Partner about Skilling program under Career guidance and Skilling Center (CGSC) for Mumbai Suburban District.

Dear Sir/Madam,

Greetings,

We wish to inform you that Mumbai Suburban District Collectorate wishes to launch path breaking program for Career counseling leading skill development for needy and underprivileged youth of Mumbai Suburban District. The program aims to benefit 5000+ needy youth through career counseling & Future skills development.

In view of this we need to have discussion with your company HR department and Corporate Social responsibility (CSR) department for exploring Industry partnerships as you are known for a socially responsibly corporate.

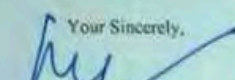
For this we have partnered with credential expert organization Friends Union for Energizing Lives (FUEL) and the team of Mumbai Suburban CGSC would be happy to come and present the project.

I have implemented the CGSC concept with FUEL at Nagpur which benefitted 10,000 + youth and the Center was inaugurated and convocation was done by Hon'ble Chief Minister of Maharashtra Shri Devendra Fadnis.

In coming years we can make the mission of successful program of "CGSC (Career counseling and skill development)" as welfare and innovative program for students of Mumbai Suburban District especially for Juvenile Homes Children, needy government schools and colleges.

We would also like to have a meeting with you and Mumbai Suburban District Collectorate for mapping the jobs and skills needed.

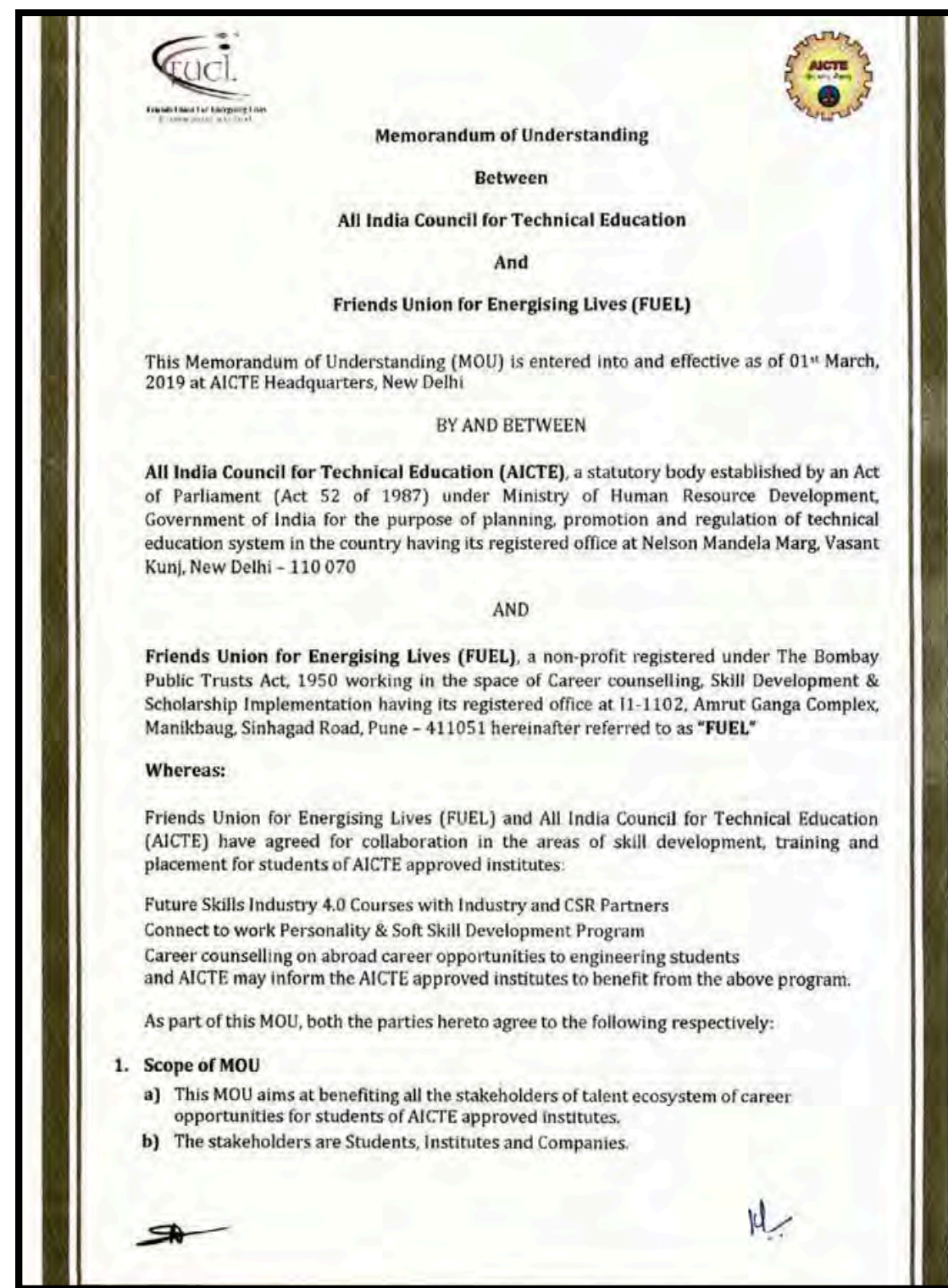
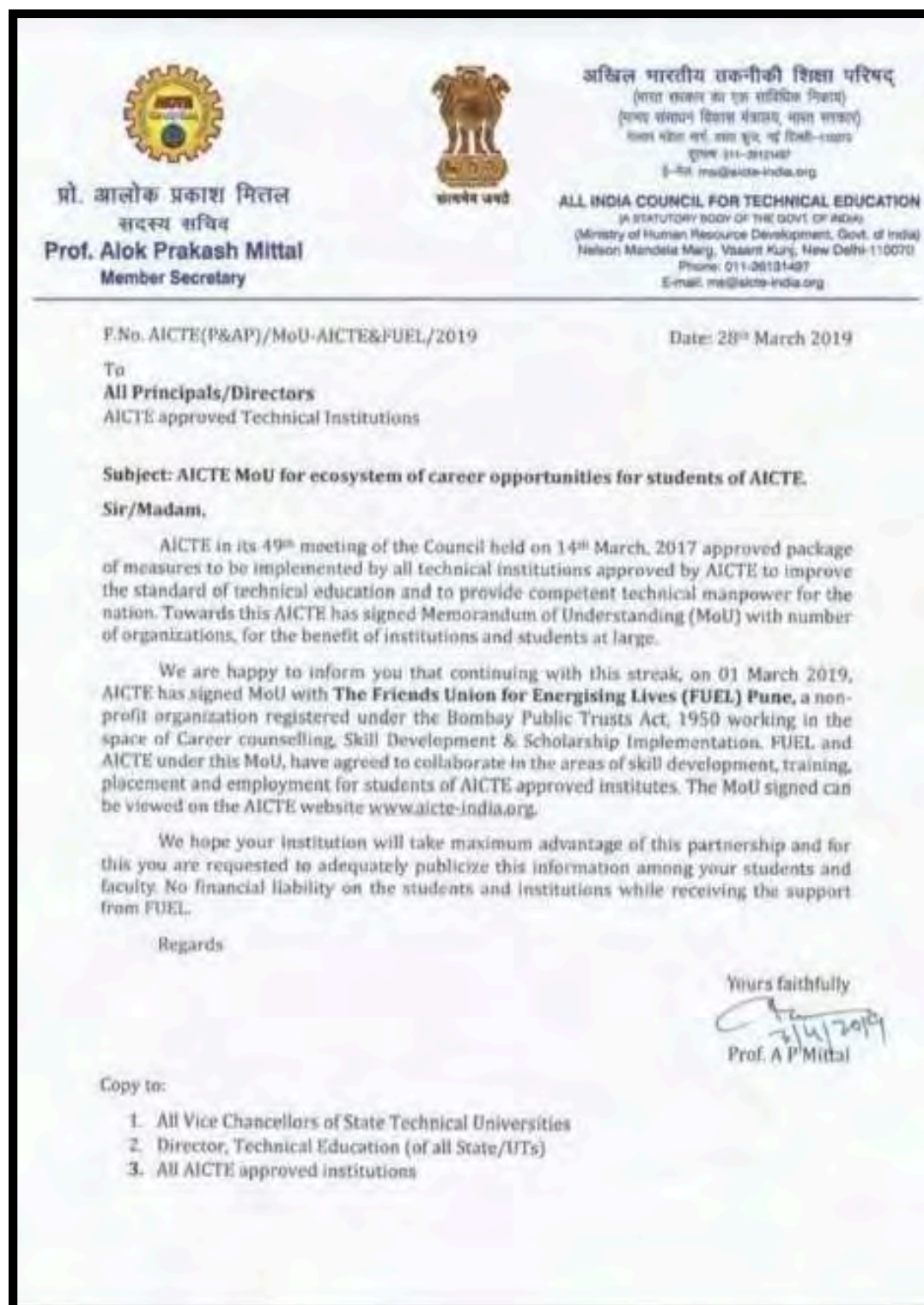
Looking forward for your response attached details of project and contact information.

Your Sincerely,

Shri Sachin Kurve
District Collector,
Mumbai Suburban District

Project Implementation Partner
Shri Ketan Deshpande
+91 8600035491
Ceo@studentsfuel.com
www.fuelngo.in

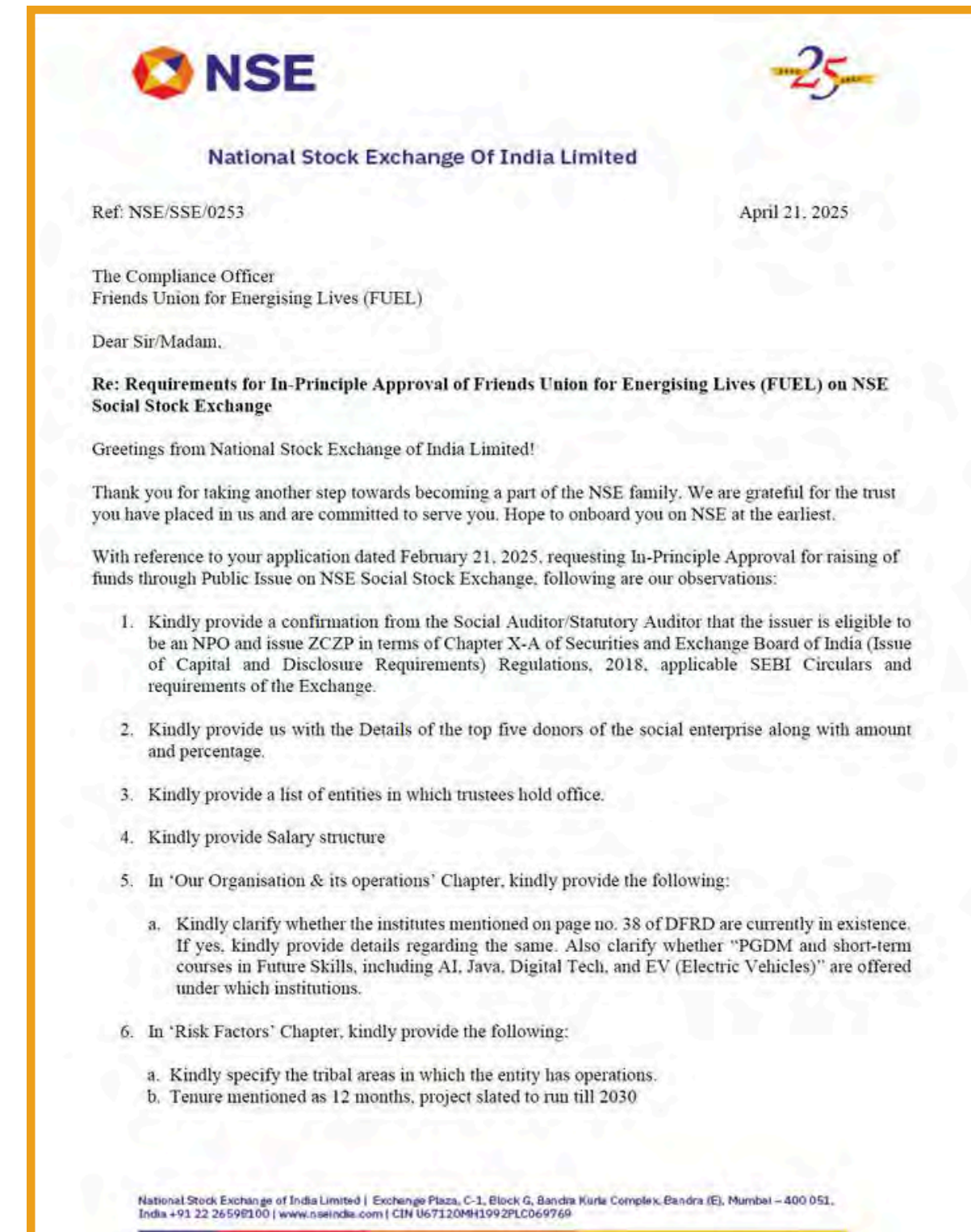
Office of the Collector, Mumbai Suburban District,
10th Floor, Administrative Building, Govt. Colony, Bandra (E) Mumbai-51
Tel : 022 26514742 Fax : 022 2655 6805 Email : collector.mumbaisuburb@maharashtra.gov

Partnering with AICTE to Skill India's Youth



Empowering Futures: FUEL signs MoU with AICTE to boost career opportunities for technical students across India

Official Social Stock Exchange (SSE) Approval & Recognition



Top 20 Donors

Donor	Funds Raised (In Lakhs)
HDFC Bank	4,059
Citi Bank	3,352
Standard Chartered Global Business	1,443
Castrol India	1,257
Larsen & Toubro Infotech	1,009
Hero Motocorp	856
Oracle	776
HSBC Software Development	471
Capgemini Technology Services	451
Yes Bank	423
Microsoft Corporation	376
LTIMindtree	365
Dell	320
Eaton India	318
Wells Fargo	298
HDB Financial Services	282
UN Development Programme (UNDP)	258
India Gas Solutions (IGS)	200
Mahindra & Mahindra Financial Services	150



Global Partnerships with Leading Corporates

Amdocs Development Centre	Deutsche Gesellschaft Fur Internationale Zusammenarbeit (GIZ) Gmbh	Lumax	United Nations Development Programme	Standard Chartered Global Business	Thyssenkrupp India
ANZ Operations And Technology	Eastman Industries	Lupin Human Welfare And Research Foundation	United Way Of Hyderabad	DBS Bank	Citi Bank
ANZ Support Services	Eaton India	Mahindra & Mahindra Financial Services	V Mart Retail	Swades Foundation	Coal India
AU Foundation	Fujitsu Consulting	Medsynaptic	Velotio Technologies	Tata Trust	Collective Good Foundation
Axa Business Services	Godrej And Boyce Manufacturing	Microsoft Corporation	VF Worldwide Holdings	BPCL	Silicon Valley Community Foundation
Ayana Renewable Power	Gunnebo	Nasscom Foundation	VFS Global Services	Capgemini Technology Services	Deshpande Foundation
Bajaj Finserv	HDB Financial Service	Neelammegha Investments & Trading	Vishwakarma Group of Institutes	Castrol India	Concord Biotech
Barclays	HDFC Bank	NOFO - US Consulate, Mumbai	Wells Fargo	SKF	Dell
Bharati	Hero Motocorp	Oracle	Yes Bank	Smile Foundation	IDBI Bank
Biomet Visa	Honda Motorcycle And Scooter India	Otis Elevator Company	Kusuma Foundation	Tata Capital Financial Services	Jabra Connect
Bp Business Solutions	HSBC Bank	Payal Jalan Charitable Trust	Larsen And Toubro Infotech	Serum Institute Of India	Karnatak Lingayat Education Society
Bp Exploration Alpha	HSBC Software Development	SBI Bank (Foundation)	Lenovo	Shell	Linkedin Technology Information
LTIMindtree	Steria India Foundation	Convergys India Services	India Gas Solutions (IGS)	Infosys Foundation	ITC

Corporate Endorsements & Strategic Partnerships

Parivartan
2,104 followers
2h • Edited •

HDFC Bank Parivartan launched the 'Future Skills' program with FUEL to equip 1,800 underprivileged youth of Chandigarh with futuristic skills in Artificial Intelligence (AI), Digital Marketing, and aptitude and employability skills. The program was digitally launched by Capt. Amarinder Singh, CM of Punjab, and Nusrat Pathan, Head - CSR of HDFC Bank. The event also saw Suresh Kumar, Principal Chief Secretary to CM of Punjab; Harpreet Singh Sudan, IAS Director, & Rahul Tewari, IAS Secretary, Employment Generation, Skill Development & Training; Jatinder Gupta, Zonal Head and Vineet Arora, Branch Banking Head of HDFC Bank.

#HDFCBank #HDFCBankCSR #Parivartan #CSR #SkillDevelopment



CP Gurnani @C_P_Gurnani · 3h
Congratulations @ketanfuel and team.. Your vision is inspiring and so is your passion to make a difference.. Am confident @fuelskill will help a generation of youth reach greater heights

News18 @CNNnews18 · 1d
Founded by #AshokaFellow @ketanfuel, mentored by @santosh_nsi @fuelskill is empowering, uplifting the underprivileged through access to education & career counselling

@C_P_Gurnani @amitabhk87
@PiyushGoyal Exclusively on
@ChangemakersCsr @CNNnews18
@firstpost @_sattva #partnered



1 7

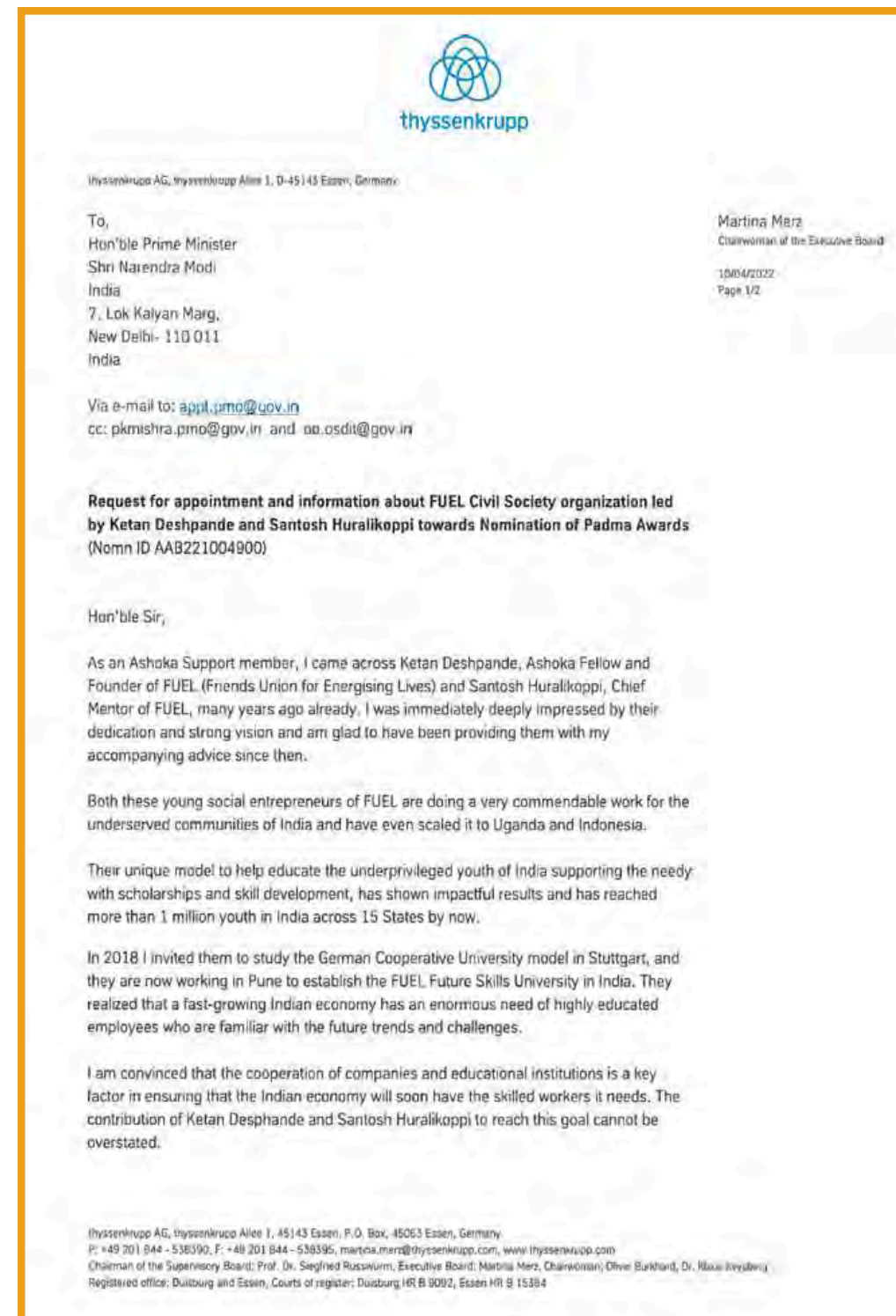


FUEL's Milestone Partnership with IIIT Dharwad



FUEL: Proud Partner of the Cambridge India Conference

Corporate Endorsements & Strategic Partnerships



Global praise for FUEL by Thyssenkrupp for empowering youth and advancing future skills education.

Corporate Endorsements & Strategic Partnerships



 **Ketan Deshpande** @ketanfuel · 2d
Thank you @AlokOhrie sir for gracing the occasion. Regards @fuelskill @ketanfuel @santosh_nsi

 **Alok Ohrie** @AlokOhrie · 3d
Pleased to join @drajaykumar_ias & @drchintan_vyas for the launch of ATL Enhancement Program, covering 54+ defence schools, that will impart real-world skills to 68,000+ youth, up-skill educators on emerging tech & give career guidance to students.


ATL Enhancement Program
Making Youth Ready through Future Skills Initiative
For Defence Schools



1 Retweet 3 Likes

 **Capgemini India** @CapgeminiIndia
Our digital academy partner Friends Union for Energizing Lives (@fuelskill) has launched new digital academy center in Pune. 2000 trainees will receive market-aligned technical training & placement support empowering them to be future ready
[#GetTheFutureYouWant](#) [#DigitalInclusion](#)



5:00 PM · Jan 18, 2023 · 2,282 Views

 **HDFC Bank News** @HDFCBankNews

FUEL (Friends Union for Energizing Lives), an NGO will help @HDFC_Bank with this initiative
bit.ly/1K6iXHv @ketanfuel

1:23 PM · 03/02/15 · [TweetDeck](#)

5 Retweets 1 Quote Tweet 1 Like

FUEL's Global Partnerships: Uganda & Indonesia Collaboration



Empowering youth globally – FUEL partners with VFS Global in Indonesia.



Educational support in Uganda with the Hon'ble First Lady.

Eduraksha Project for Army Public Schools



Project Name	Career Counselling to APS Students
Donor Supported	Hero, Wells Fargo, Dell
Outreach	137+ Schools & 25000+ students
Activity	Career Counselling

137 Army Public Schools supported,
63,000+ students reached,
with 75% children of Jawans.

20 states covered under the outreach program.

25,428 students impacted by the initiative.

2017: FUEL signed an MOU with AWES.

25,428 students provided career counselling by January 2020.

Rs. 20 lakh donated by FUEL for scholarships.

94 schools participating in the Edu-Raksha program.



Hero MotoCorp Recognizes FUEL's CSR Impact



Appreciation & Project Completion (2017-2019)

- Edu-Raksha at **44+ Army Public Schools** across 5 states
- Edu-Connect at **190+ Government and Army Schools**
- **Hero Talent Search** at Jaipur for 10th-grade students



“We wish FUEL all the best in their future projects that will benefit our nation.” – Hero CSR Team

Participated in Cambridge India Dialogue; engaged with global leaders and changemakers.



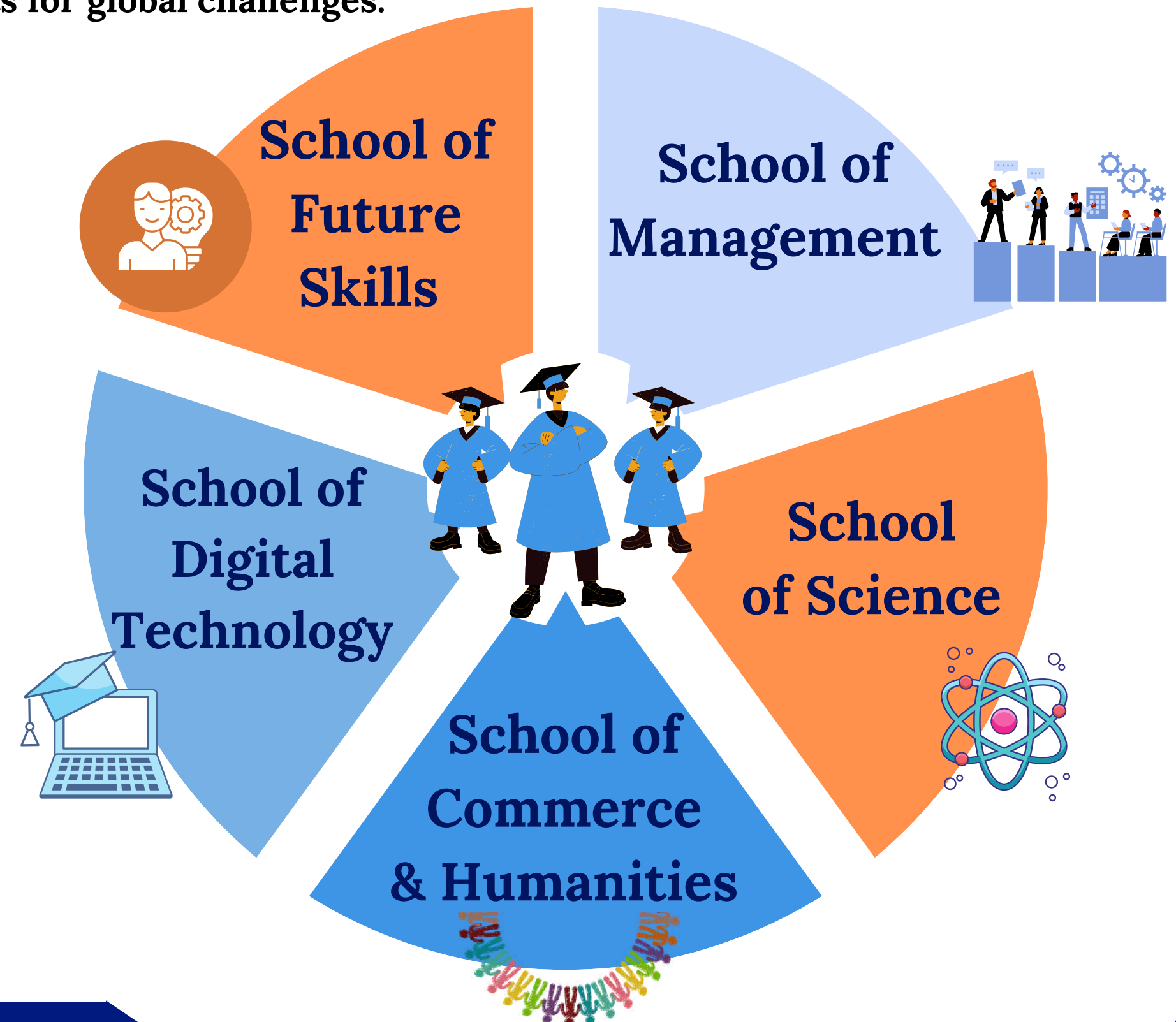
Ananya Birla
Non-Executive Director at
Aditya Birla



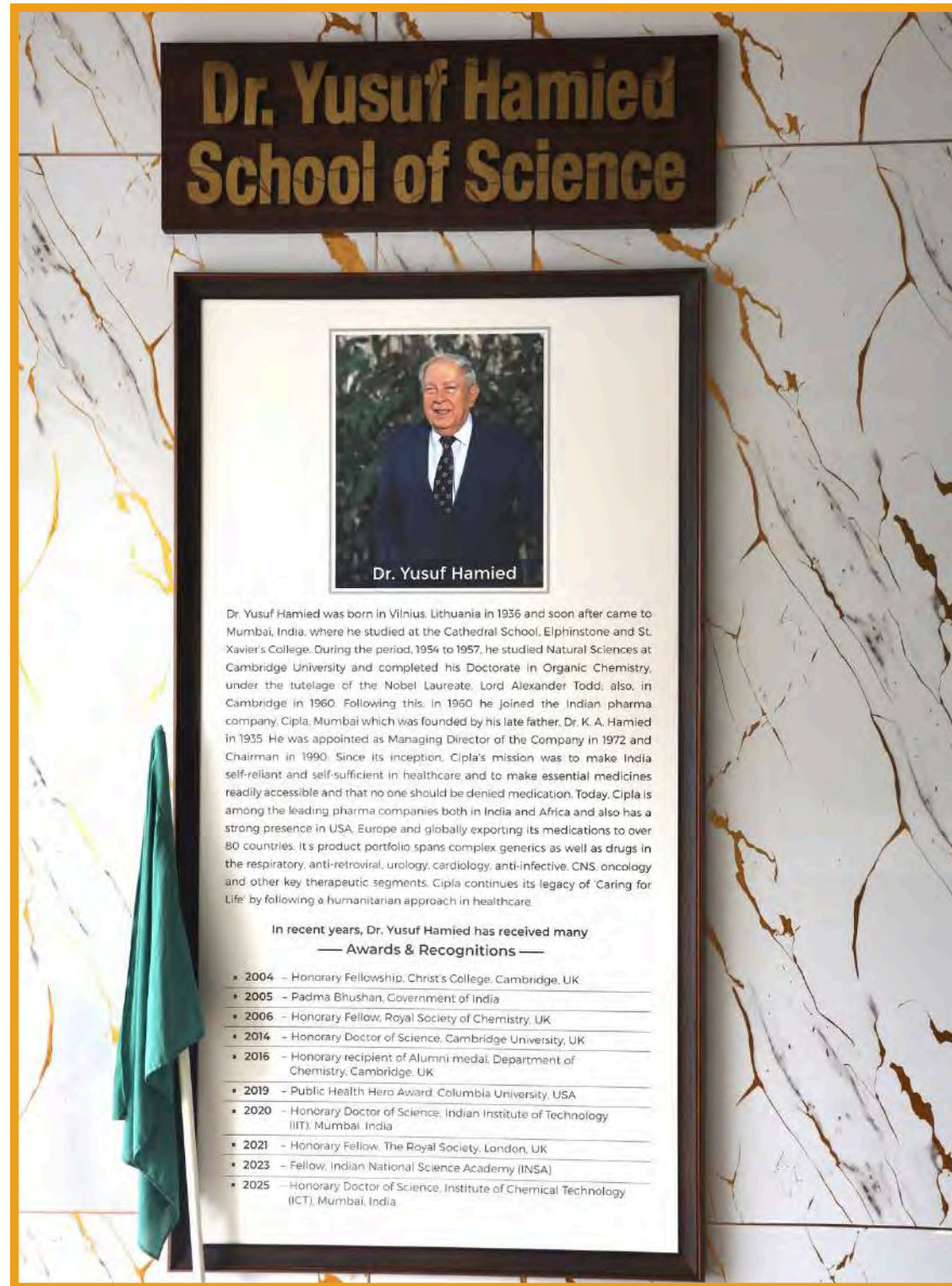
Dr. Vivek Lall
CEO of General Atomics

A New Era of Learning: FUEL Skill Tech University

Our university will offer diverse academic programs across five schools, fostering innovation, research, and practical skills to prepare students for global challenges.

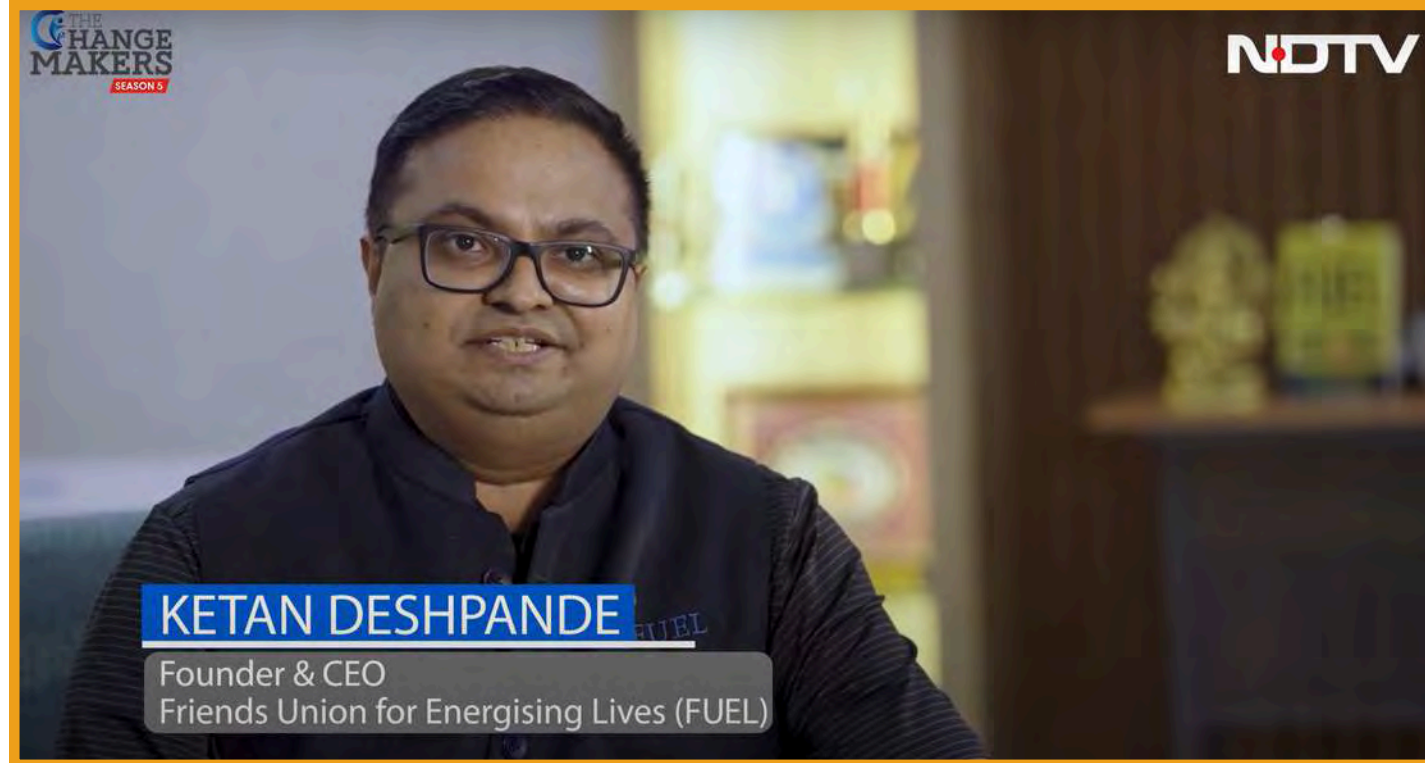


Dr. Yusuf Hamied School of Science



The Dr. Yusuf Hamied School of Science is a tribute to the generous support of Cipla's Non-Executive Chairman & Padma Bhushan, Dr. Yusuf Hamied, whose belief in the power of science and education continues to inspire and uplift young minds.

Media Recognition & Thought Leadership



Change Makers- NDTV



ABP Maza



Future Ready with FUEL- CNBC TV18



Recognized by Sakal

Student Perspectives



I am **Nikita Vyavhare**, a **PGDM student at FUEL Business School**, originally from **Ahmednagar**. My **parents run a small Anda Bhurji stall in Sadashiv Peth**, working hard to support our family while we live in a modest rented home.

Pursuing a **PG in Management** seemed out of reach due to financial constraints—until I discovered the FUEL Business School scholarship through Dagdusheth Halwai Trust. After clearing an aptitude test and interview, I was selected.

With **100% scholarship support**—including tuition, books, and academic essentials—**FUEL** turned my dream into reality. Here, I've gained hands-on experience using tools like Power BI and Tableau, and enhanced my communication skills.

Today, I'm proud to have secured an **internship at Syngenta**. I am deeply grateful to the FUEL team for empowering students like me through education and opportunity.



Born in a small village in **Rajasthan**, **Diya Singh** grew up with limited access to resources but an abundance of dreams. As a **first-generation learner**, she always aspired to pursue higher education and create a better future for her family.

Her turning point came when she joined the **BBA program at FUEL Business School**, supported through a merit-cum-need scholarship. At FUEL, Diya gained exposure to future skills, leadership training, and industry mentorship that transformed her confidence and capabilities.

With her hard work and **guidance from FUEL's placement** and career support cell, Diya successfully secured a **position at HPCL** — a prestigious public sector enterprise. Today, **she not only supports her family financially but also serves as a role model for countless girls from underserved regions of India.**

Her journey reflects the power of education, mentorship, and the right ecosystem — and underscores FUEL's mission of empowering first-generation learners to achieve extraordinary milestones.

Their Words. Our Motivation.



FUEL
FRIENDS UNION FOR ENERGISING LIVES

“

I am pleased to learn about the Bhoomi Poojan of FUEL Center of Excellence campus at Bhugaon, Pune. The creation of a new infrastructure brings with it fresh energy and inspiration. This initiative of FUEL to provide career guidance and impart skills to the youth is a noble one. May the endeavour to provide guidance to the youth reach out, in particular, to the poor, needy, and disadvantaged sections of the society.”

”



Shri. Narendra Modi
Hon'ble Prime Minister of India



Video Link

[in fuelian](#) [f fuelian](#) [fuelskill](#) [FUEL Official](#)



FUEL
FRIENDS UNION FOR ENERGISING LIVES

“

Ketan Deshpande and his team's initiative has transformed career guidance in Maharashtra, providing invaluable insights to countless students, including 63,000 from Army Public Schools who will now benefit from enhanced career counseling and expert lectures.

”



Shri. Devendra Fadnavis
Deputy Chief Minister of Maharashtra



Video Link

[in fuelian](#) [f fuelian](#) [fuelskill](#) [FUEL Official](#)



FUEL
FRIENDS UNION FOR ENERGISING LIVES

“

FUEL has shown a model of social enterprise which is sustainable and scalable, impacting globally. FUEL has won many awards in India and globally, I wish Ketan and Santosh from FUEL to work hard for the vision of Aatmanirbhar Bharat.

”



Nitin Gadkari
Minister of Road Transport and Highways of India



Video Link

[in fuelian](#) [f fuelian](#) [fuelskill](#) [FUEL Official](#)



FUEL
FRIENDS UNION FOR ENERGISING LIVES

“

FUEL is poised to lead the way in transforming India's youth into a skilled workforce, driving our nation toward a successful future in technology and innovation

”



Shri. Basavaraj Bommai
Chief Minister of Karnataka



Video Link

[in fuelian](#) [f fuelian](#) [fuelskill](#) [FUEL Official](#)

Their Words. Our Motivation.



“
FUEL has been a guiding light for the future of our youth, empowering them to become the torchbearers of tomorrow and promoting the Skill India mission, which is vital for transforming India into a global leader in innovation and skills.
”



Video Link

Shri. Piyush Goyal
Cabinet Minister of Commerce and Industry,
Government of India



in fuelian f fuelian t fuelskill y FUEL Official



“
FUEL is transforming the lives of Indian youth by equipping them with essential skills and guiding them towards the right career choices in a rapidly changing digital landscape.
”



Video Link

Shri. Pralhad Joshi
Minister of Coal, & Minister of Parliamentary Affairs,
Govt. of India



in fuelian f fuelian t fuelskill y FUEL Official



“
FUEL has been instrumental in creating a future-ready workforce, ensuring that the evolving nature of skills aligns with technological advancements to elevate India to the next level
”



Video Link

Mr. Amitabh Kant
Chief Executive Officer, NITI Aayog,
Govt. of India



in fuelian f fuelian t fuelskill y FUEL Official



“
FUEL has touched more than a million young lives through their work in education and skill development, making upskilling accessible to those who need it the most, the underserved and the underprivileged. I salute their efforts.
”



Video Link

Mr. C.P. Gurnani
MD & CEO, Tech Mahindra Limited



in fuelian f fuelian t fuelskill y FUEL Official



Their Words. Our Motivation.



“
The youth bulge only pays dividends if the young are educated, trained, and employed productively, which is why programs like FUEL are so vital to India's future.
”



Video Link



Mr. David J. Ranz
U.S. Consul General
Mumbai

[in fuelian](#) [f fuelian](#) [fuelskill](#) [FUEL Official](#)



“
Over the past ten years, we understand that FUEL has helped more than one million youth to aspire to and achieve successful careers in India and beyond. Best wishes to FUEL towards their goal to impact ten million youth
”



Video Link



Ms. Kathleen Ryan Muffson
Director, Global Corporate Citizenship & President,
Pitney Bowes Foundation

[in fuelian](#) [f fuelian](#) [fuelskill](#) [FUEL Official](#)



“
Congratulations on achieving your goal with FUEL! Impacting over a million young people is an incredible milestone, and I'm excited for your plans to reach ten million by 2025. Wishing you all the best!
”



Video Link



Ms. Martina Merz
CEO, ThyssenKrupp

[in fuelian](#) [f fuelian](#) [fuelskill](#) [FUEL Official](#)



“
FUEL has been doing phenomenal work at the grassroots addressing education, Skilling and entrepreneurship needs for the underserved outh, not just in India but in Africa, Indonesia and few other locations. I wish to associate with FUEL in fulfilling my dream to impact globally and serve the society at large.”
”



Video Link



Dr. Kiran Patel
Indian-American philanthropist,
Serial Entrepreneur & Cardiologist

[in fuelian](#) [f fuelian](#) [fuelskill](#) [FUEL Official](#)



Thank You

“A transformative step towards empowering the youth of the nation”