



Formerly known as Shriram City Union Finance Ltd

Two Wheeler Automotive Program



Impact Assessment Report as of FY 2019-23



Table of contents

Executive Summary	4
1. Background	8
1.1 Program Cardinals	10
1.2 Program Timeline	12
2. Methodology	14
2.1 Stakeholder Mapping	14
2.2 Evaluation Areas	15
2.3 Research Methodology	15
2.4 Sampling	16
3. Findings	18
3.1 Demographics	18
3.2 Program Delivery	21
3.2.1 Participant Motivation and Enrolment Experience	23
3.3 Skill Development	24
3.3.1 Development of Technical Skills	24
3.3.2 Development of Non-Technical Skills	25
3.3.3 Drivers of Skill Development and Placement Training	27
3.4 Barriers to Placement Training Access	28
3.3.5 Core Program Outcomes: Training, Certification and Placement	30
3.4 Employment post training	32
3.4.1 Post-Placement Satisfaction	32
3.4.2 Employment continuity	34
3.4.3 Sectoral Retention	36
3.5 Change in Income and Financial Impact	37
3.6 Post-Training	38
3.6.1 Upskilling Access and Continued Learning	38
3.6.2 Building Community: Alumni and Peer Networks Post-Training	40
3.6.3 Participant feedback	41
4. Illustrative Case Studies	44
4.1 Uncertainty to Employment	44

4.2 Discipline as a Turning Point	44
5. Recommendations	45
Social Lens Commentary	47
Annexure	48
Disclaimer	55

Executive Summary

India's automobile industry is on a firm and sustained growth trajectory, reflecting the sector's expanding scale and the corresponding need for a skilled, job-ready workforce to support it. The market, valued at **USD 137.06 billion** in 2025, is projected to reach **USD 213.74 billion by 2031**, growing a **compound annual growth rate (CAGR) of 7.69%**¹. Despite its growth potential, nearly **60%** of employers report difficulty finding candidates with the right technical and practical skills, which is a challenge that is further amplified in **Tier 2** and **Tier 3** cities, where access to structured training remains limited.²

Recognising this, the **Two Wheeler Automotive Program** was launched by **Shriram Finance** under its CSR Initiative in 2019, in collaboration with **Pratham**, to train youth from disadvantaged backgrounds in the field of Automotive Two wheeler. The program is designed to deliver **technical and soft skills training**, aiming to enhance participants' employability, market opportunities, and overall quality of life.

The program operates across **10 training centres** in **7 states** of India, the program reflects a **nationwide commitment** to making quality vocational training accessible beyond India's metropolitan centres. Each session combines theoretical instruction with hands-on learning, covering topics from **Oil Filtering, Engine Changing** and **Clutch Plate training** to **communication, professional behaviour** and **financial, digital literacy**.

This impact assessment evaluates the outcomes of the Two Wheeler Automotive Program through **surveys** conducted with students who received training from centres across **ten key locations**.

The findings illustrate the following:

- A significant positive outcome in terms of job conversion, with **90.26%** of respondents reporting **secured employment** following the completion of their training. The reported average salary for students across the centers has been **INR 8500** with food and accommodation.
- **71.06%** of respondents reported **higher incomes**, with varying degrees of increase.
- **83.67%** of respondents reported an **improved ability to support their families**, a finding that speaks to the program's broader **socio-economic contribution** within the communities it serves.

¹ Mordor Intelligence. (2026, January). *India Automobile Market Size & Share Analysis, Growth Trends & Forecasts (2026–2031)*. Mordor Intelligence. <https://www.mordorintelligence.com/industry-reports/analysis-of-automobile-industry-in-india>

² Medhavi Skills University. (2025). *Scaling Skilled Talent in India's Automotive Sector: The Yuvasakti and MSU Success Story*. Medhavi Skills University. <https://www.msu.edu.in/blog/scaling-skilled-talent-in-indias-automotive-sector-the-yuvashakti-and-msu-success-story>

Key Insights



- Secured jobs through placements: 78.22%
- Received Completion certificate: 87.39%

2019-23

Received Placement training

83.95%

Job after training in 0-3 months

87.11%

Post placement support

53.9%

Sectoral Retention

66.76%

Higher income	71.06%
Increased ability to support family	83.67%
Secured job after training	87.11%

The Shriram Finance–Pratham Two Wheeler Automotive Program’s impact is evident in the employment outcomes and income growth of its participants, with significant improvements in technical competency, workplace readiness, and the financial ability to support their families.



With a placement rate of **78.22%**, the program has meaningfully redirected the professional and financial trajectories of the communities it serves. For those unable to accept their initial placement, the program extended continued support with nearly **75.64%** of such participants receiving additional assistance, for meaningful and sustained employment outcomes.

Ultimately, the **Shriram Finance–Pratham Two Wheeler Automotive Program** has demonstrated its capacity to bridge the **skill gap** in India's rapidly growing automotive sector by equipping participants with essential **technical expertise** and market-ready **professional competencies**. The combination of structured training **methodologies**, **hands-on** practical exposure, and a **deliberate geographic reach** across Tier 2 and Tier 3 cities has helped strengthen employability and foster meaningful economic mobility among **underserved communities**. With the automotive sector on a sustained growth trajectory, the program stands as a **scalable model** for **vocational workforce development**, positioning students not only for first jobs, but for a **long-term career** within the sector.



1. Background

As India sustains its momentum across key economic sectors, the urgency to build a skilled, future-ready workforce has never been greater. The **Indian automotive industry** is a major economic driver, with a turnover of about **USD 240 billion (20 Lakh Crore)**, contributing around **7%–8%** to India's total **GDP**. As per the Annual Report 2024-25 of the **Ministry of Heavy Industries** around **30 million jobs** (Direct: 4.2 million and Indirect: 26.5 million) are supported by the Indian Auto Industry.³

Despite the fact that India has a vast formal institutional and policy framework of training and skilling established, there are shortcomings when it comes to equipping the workforce to meet industry requirements. The **Economic Survey 2023-24** further reveals that the Indian economy needs to generate an average of nearly **78.5 lakh jobs** annually **until 2030** in the **non-farm sector** to cater to the rising workforce.⁴

Among Indian youth aged 15 to 29, only **21%** have ever undergone **any form of vocational or technical training**, and of these, a mere **4.4%** have received **formal vocational training** highlighting the significant gap that persists between the scale of India's working-age population and its access to structured skill development pathways.⁵

Currently, there is a mismatch in certain areas between the skills that the industry requires and those possessed by the youth in our country. Hence, the Indian automotive sector may face a huge void if the structured reforms and initiatives are not taken to bridge the **demand supply mismatch for the skilled workforce**.⁶ At the same time, though the Indian auto industry is **primarily male dominated**, the shift to hiring more women is happening, whether it be for shop floor activities or for executive roles.⁷ However, the **absence of inclusive and gender-sensitive training programs** continues to restrict the sector from tapping into this potential at scale.

In this context, **Shriram Finance**, in partnership with **Pratham Foundation**, launched the **Two Wheeler Automotive Program**, an initiative aimed at bridging the industry's critical skilling gaps. The

³Press Information Bureau, Government of India. (2025). *Indian Automobile Industry: Growth and Performance*. Ministry of Information & Broadcasting. <https://www.pib.gov.in/PressReleasePage.aspx?PRID=2114919®=3&lang=2#:~:text=The%20turnover%20of%20the%20Indian.commercial%20vehicles%20in%20the%20world.>

⁴Ministry of Finance, Government of India. (2024). *Economic Survey 2023–24: Chapter 8 — Employment and Skilling*. Department of Economic Affairs. <https://www.indiabudget.gov.in/budget2024-25/economicsurvey/doc/eschapter/echap08.pdf>

⁵Wheebox & Confederation of Indian Industry (CII). (2025). *India Skills Report 2025: Unlocking Employability and Bridging the Skills Gap*. Wheebox ETS. <https://www.class24.study/current-affairs/india-skills-report-2025-unlocking-employability-and-bridging-the-skills-gap-4893>

⁶Automotive Skills Development Council (ASDC). (n.d.). *About Us: Vision and Mission*. ASDC <https://www.asdc.org.in/about-us#vision>

⁷Economic Times Auto. (2024). *Women at the Helm of Auto Industry: Challenges and Opportunities*. The Economic Times. <https://auto.economicstimes.indiatimes.com/news/industry/women-at-the-helm-of-auto-industry-challenges-and-opportunities/108270802>

program delivers modular, industry-aligned training through training centres, equipping youth especially those from underserved communities with a blend of technical skills, soft skills, and professional standards. Training modules cover Oil Filtering, Engine Changing, Clutch Plate training, financial literacy and basic digital literacy essential competencies in today's evolving informal and semi-formal work environments.

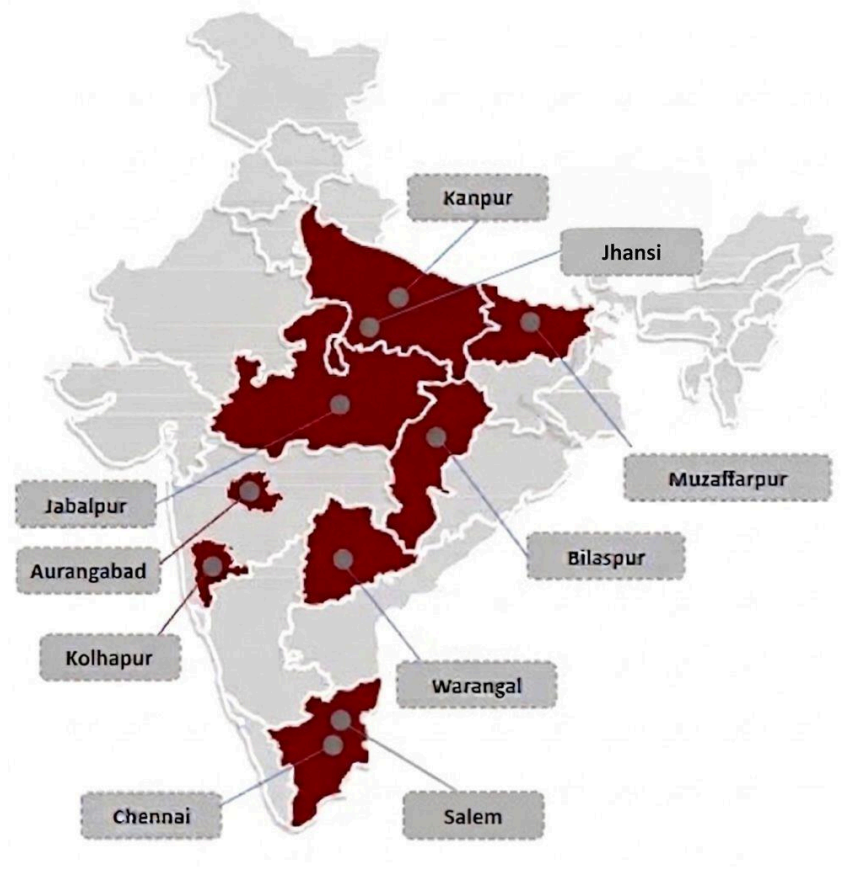
Beyond technical capacity building, the program recognises the need for holistic human development. It aims to create not only skilled workers but also confident professionals capable of thriving in a dynamic labour market. The program fosters entrepreneurship, promotes community engagement, and supports the growth of social capital by transforming training centres into local knowledge hubs where peer learning and social interaction are actively encouraged. Conversations with participants highlight how these centres often evolve into vibrant community spaces that contribute to collective development, knowledge sharing, and upward mobility. The Two wheeler Automotive Program is a catalyst for community transformation. By creating a pipeline of skilled and industry-ready, employable youth, the program supports local economic development and job creation.

Training is delivered using a modular curriculum co-developed with industry and training experts. Upon completion, participants receive recognised certification, which enhances their credibility in the labour market and improves job placement opportunities.

Programs like the *Two wheeler Automotive* that emphasise both **technical upskilling** and the **cultivation of social networks** and **soft skills** create a holistic approach to community development. By establishing centres as hubs for interaction and learning, these initiatives not only enhance individual employability but also strengthen community cohesion and collective efficacy. The shared knowledge and experiences within these networks contribute to a culture of mutual support and continuous learning, which is essential for sustainable economic developments. Research shows the significance of these competencies in bridging the gap between technical training and real-world job success.

1.1 Program Cardinals

Shriram Finance, in partnership with **Pratham**, developed the Two wheeler Automotive Program, a targeted workforce development initiative designed to advance automotive skills training, reaching over **10,800 youth** across ten districts in seven states through the Shriram-Pratham Automotive 2W Skilling Centres.⁸



Over the years, training centres were established in ten locations of **Chhattisgarh, Bihar, Madhya Pradesh, Uttar Pradesh, Tamil Nadu, Telangana, and Maharashtra** in order to initiate vocational training programs for the youth. As a part of the program, Shriram Pratham Automotive Two Wheeler centers also run residential models for the enrolled participants.

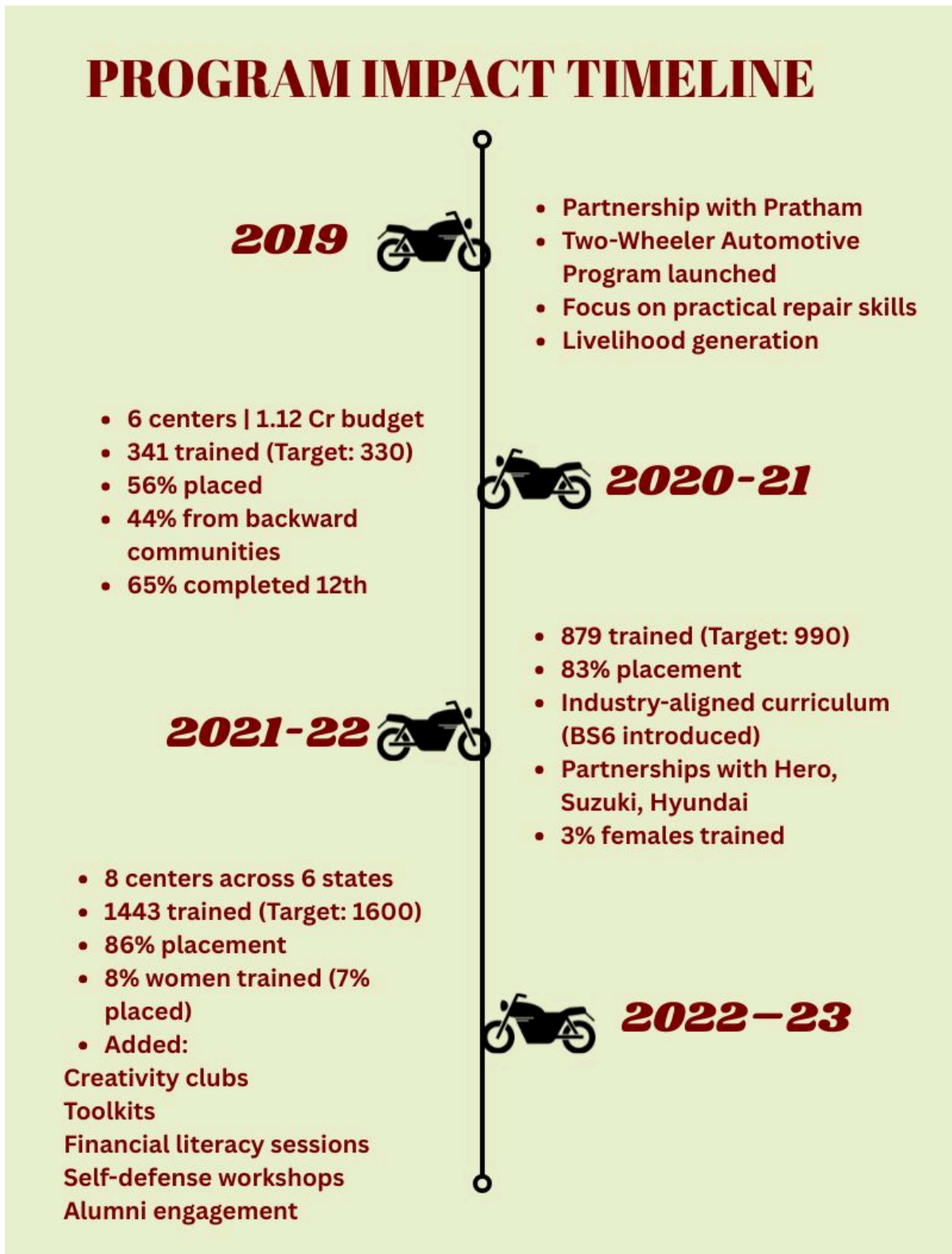
Started in 2019, skilling program has evolved to become a community-focused youth training initiative, whose long-term objective is to provide **industry based training** to **underprivileged youths** and provide them with livelihoods. As a part of the program, Shriram Pratham Automotive Two Wheeler centers run residential models for the enrolled participants.

⁸ Pratham. (n.d.). *Shriram Seva Sankalp Foundation Partnership*. Pratham. <https://www.pratham.org/partner/shriram-seva-sankalp-foundation/>

The program is inclusive and gender-neutral, offering equitable opportunities to all adults seeking to enhance their skill sets, irrespective of socio-economic background. By equipping workers with transferable technical skills and professional conduct standards, the Automotive Program improves employability, promotes income stability, and enhances the overall standard of living of the youth. Furthermore, the program also fosters community networks and contributes to a broader upliftment of local economies.



1.2 Program Timeline



2. Methodology

This report presents the results of the evaluation of Shriram Finance-Pratham Two wheeler Automotive Program for the period ending 2023. Social Lens Consulting, was brought on board to assess the outcomes and impact of the program from a third-party perspective for an objective view. The study was conducted with the following elements:

- Evaluate the **effectiveness of the program** in achieving its stated goals and objectives, particularly in delivering industry-specific training to underprivileged youth, and enhancing their employability and overall quality of life.
- Determine the extent to which the program has **reached its target beneficiaries**, including students in rural and remote areas, and assess the accessibility of training opportunities provided by the Shriram finance-Pratham team.
- **Assess the outcomes and impact** of the Program on participants, including improvements in skills, employment status, income levels, and overall influence on their daily life. (Identify the strengths and weaknesses of the Automotive Program, including aspects of program intent + ethos , implementation, and suggestions, to inform future improvements and enhancement.

2.1 Stakeholder Mapping

The stakeholders involved in the program are listed below

Direct beneficiaries	Immediate indirect stakeholders	Stakeholders for implementation
Underprivileged youth	Trainers	Program Team

2.2 Evaluation Areas

Themes	Sub-themes of evaluation
Technical knowledge and skill proficiency	<ul style="list-style-type: none"> ● Technical knowledge and industry-specific skills across core modules (oil filtration, engine work, clutch plate) ● Understanding of two-wheeler systems and service approaches ● Identifying factors contributing to skill development ● Self-assessed skill improvement post-training
Accessibility of training	<ul style="list-style-type: none"> ● Accessibility of training in Tier 2 and Tier 3 cities ● Livelihood opportunities generated within local communities ● Source of introduction to the program ● Enrolment ease and program outreach mechanisms
Socio-economic impact	<ul style="list-style-type: none"> ● Income changes ● Improvement in household financial stability ● Enhanced ability to support family ● Avenues for employment and career progression ● Transition from unemployment to formal or semi-formal work
Non-technical skill development	<ul style="list-style-type: none"> ● Communication and interpersonal skills ● Financial and Digital Literacy ● Code of conduct and workplace behaviour
Placement & Post-Placement Outcomes	<ul style="list-style-type: none"> ● Job conversion and placement rates ● Employment retention and sectoral continuity within the two-wheeler industry ● Employment continuance and career mobility ● Quality and reach of post-placement support ● Upskilling opportunities and continued learning ● Alumni network engagement and peer support

2.3 Research Methodology

This impact assessment employed **quantitative data collection** and **analysis** to ensure systematic measurement of outcomes across a **large and geographically dispersed sample**. The consistent capture of data points across employment status, income change, skill self-assessment, and program satisfaction helps evaluate the Two wheeler Automotive Program’s design, implementation, and outcomes.

The study began with an in-depth **review of primary and secondary sources**, including program documentation, training materials, and internal reports, to establish a clear understanding of the program's objectives, delivery mechanisms, and intended outcomes. This informed the development of context-specific assessment tools and performance indicators, enabling a structured evaluation of program relevance, effectiveness, and areas for improvement.

The primary data collection included **field and telephonic surveys** with a sample of program beneficiaries, which are the students of underserved geographies. Secondary research included the analysis of published reports by government bodies such as the **Ministry of Commerce & Industry** as well as insights from non-profit organisations (e.g., **Automotive Skills Development Council (ASDC)**), social enterprises, and independent research studies. This helped establish the program's alignment with broader employment trends and national skilling priorities.

This blended methodology ensured that the findings were grounded in both **lived experiences** and **systemic observations**, allowing for a nuanced understanding of the Two Wheeler Automotive Program's impact on individual livelihoods, workforce readiness, and community development.

2.4 Sampling

A **purposive random sampling approach** was adopted for this study, ensuring responses were drawn exclusively from direct program beneficiaries. Given the **higher sample size**, this was combined with **random sampling** considering the respondent availability and visibility. The inclusion of participants across **9 cities in 7 states** further ensured geographic representation, thereby strengthening the credibility and relevance of the findings.

The sample size for the primary program participants was determined through a sample size calculator that is based on:

- **Sampling Confidence Level of 95 percent:** A percentage that reveals how confident one can be that the population would select an answer within a specific range.
- **Margin of Error of 5 percent:** A percentage that indicates how much one can expect one's survey results to reflect the views of the overall population. The smaller the margin of error, the closer one is to having the exact answer at a given confidence level.

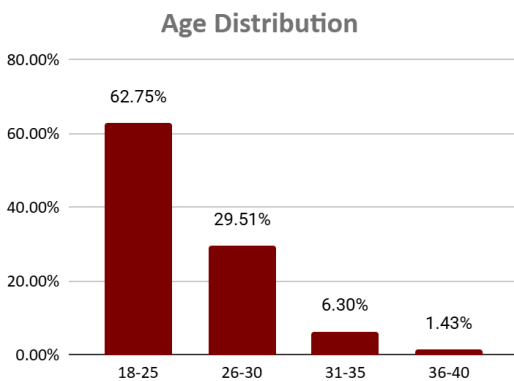
3570 students had enrolled in the programme as of FY 19-23, out of which around **3160** students completed the programme, yielding a sample size of **343 students**. A sample size of **349** was surveyed for the impact assessment, across cities in Bilaspur, Muzaffarpur, Jabalpur, Kanpur, Jhansi, Chennai, Warangal, Kolhapur and Aurangabad.

Zone	City	Sample Size
East	Bilaspur	93
	Muzaffarpur	44
North	Jabalpur	63
	Kanpur	40
	Jhansi	3
South	Chennai	28
	Warangal	14
West	Kolhapur	16
	Aurangabad	48
	Total	349

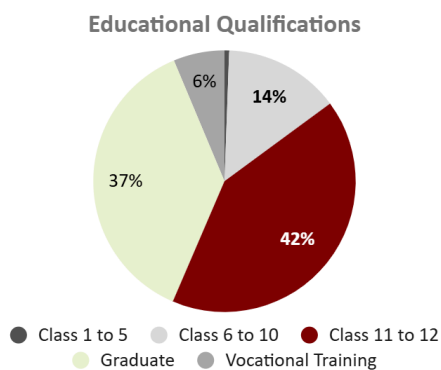
3. Findings

The findings that follow present the outcomes of participant interviews, offering insight into both the program’s reach and the profile of beneficiaries it is effectively engaging..

3.1 Demographics



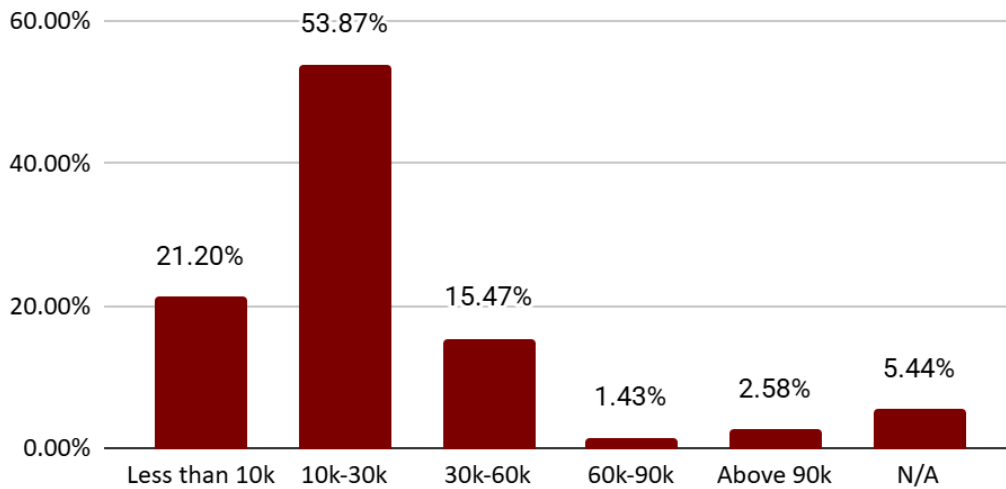
The participant cohort is distinctly young, with an average age of approximately 22 years and **nearly 63% falling within the 18–25 age bracket**. This concentration indicates that the program is primarily reaching individuals at the point of labour market entry, positioning it as an early-stage intervention that facilitates the transition from education or unemployment into structured employment pathways. The strong skew towards younger participants suggests alignment with a critical window where skill acquisition can significantly influence long-term career trajectories.



From an educational standpoint, the cohort presents an interesting profile. While 42% of respondents had completed high school, a substantial 37% were graduates. This distribution highlights a **persistent disconnect between formal education and employability**, where even individuals with higher educational attainment continue to seek vocational training to access industry-relevant opportunities.

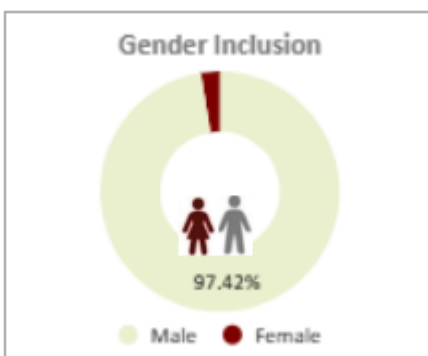
Taken together, these patterns suggest that the program is not only targeting traditionally underserved youth but is also attracting formally educated individuals who remain excluded from stable employment due to a lack of practical, job-ready skills. This positions the program as a bridge between academic attainment and labour market integration, addressing a structural gap that extends beyond access to education and into the quality and relevance of skills acquired.

Monthly household income



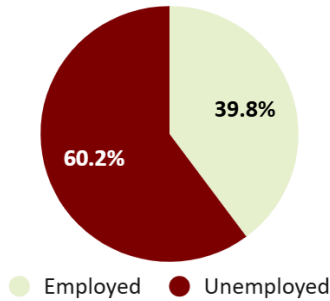
The monthly household income distribution highlights the economically vulnerable backgrounds of the participant base, with nearly **75% of respondents** coming from households earning **below ₹30,000** per month. This concentration at the lower end of the income spectrum suggests that, for a majority of participants, engagement with the program is **driven less by aspirational career advancement and more by immediate livelihood needs**. In this context, vocational training functions as a pathway to economic stabilisation rather than upward mobility at the outset.

This reinforces the program’s positioning as an access-oriented intervention, effectively reaching individuals for whom entry into the labour market itself represents a significant shift in economic circumstances. At the same time, the limited presence of higher-income participants indicates that the program’s appeal remains concentrated among those with constrained livelihood options, rather than those seeking specialised or advanced skill enhancement.



The gender composition of the cohort is overwhelmingly male (97.42%), reflecting entrenched gender norms within the two-wheeler automotive servicing sector. While this mirrors industry realities, it also points to a structural limitation in the program’s current reach. The absence of women at scale suggests that without deliberate design adaptations—such as targeted mobilisation, gender-sensitive infrastructure, or alternative role pathways—the program may continue to reinforce existing occupational segregation rather than actively expanding access.

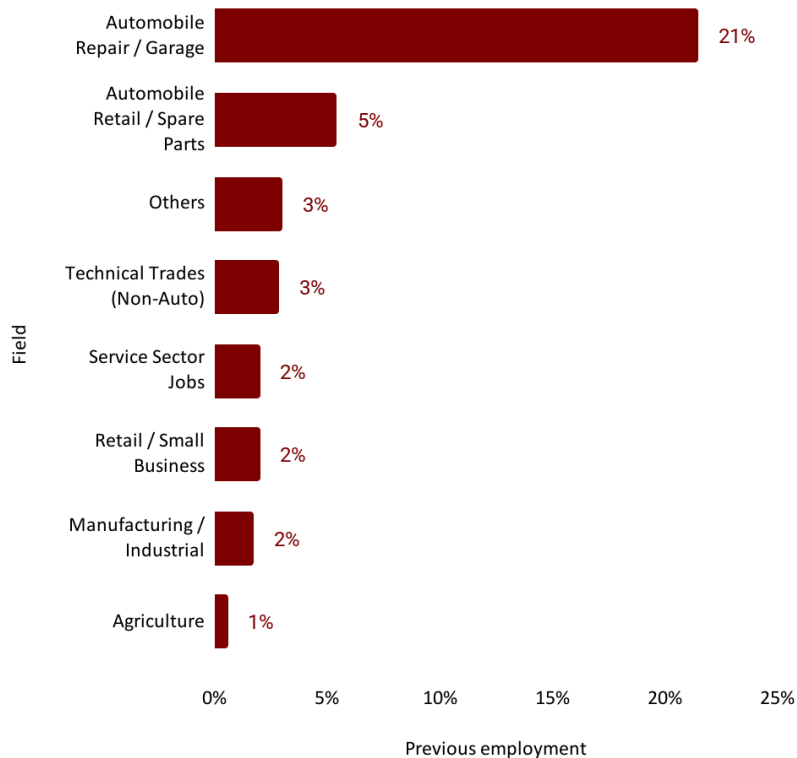
Previous employment status



A significant **60.17% of participants were unemployed** prior to enrolling in the program. This distinguishes the program from conventional upskilling initiatives, positioning it instead as a first-access bridge into employment. The high proportion of first-time job seekers also helps explain the strong immediate placement outcomes observed later, while simultaneously contextualising the relatively modest income levels, as participants are largely entering the labour market at foundational wage tiers.

Taken together, these demographic characteristics indicate that the program is most effective in serving a highly specific segment: economically vulnerable, male, first-time entrants to the workforce. This clarity of targeting is a strength in terms of outreach and relevance, but also signals areas—particularly gender inclusion and income progression—where the program’s impact could be further deepened.

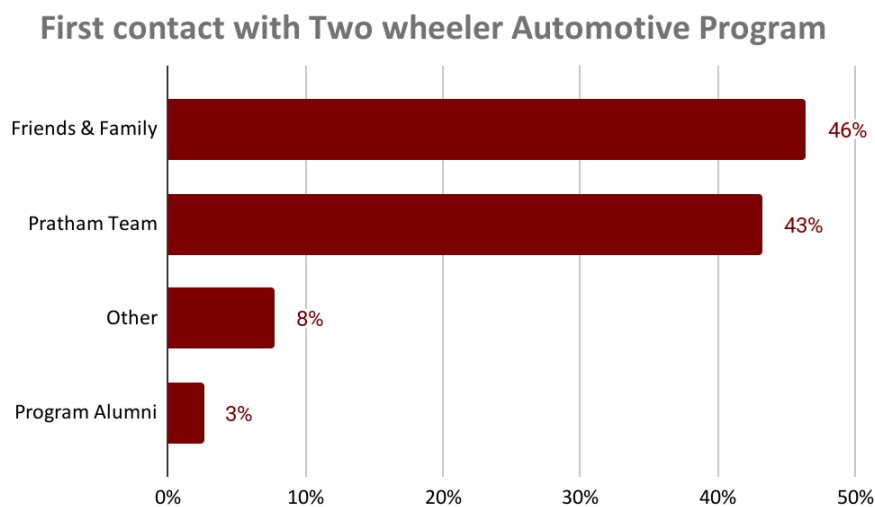
Previous Field of Employment



Among those who were employed prior to joining the program, over two thirds (nearly 27%) had prior experience in the automobile industry reflecting the program’s strong reach among professionals who were already familiar with the automotive ecosystem and wanted to formalise and deepen their skills further. The remaining 13% respondents came from a mix of construction, manufacturing, retail, and other trades, reflecting the varied vocational backgrounds that participants brought into the program. Considered alongside the 60% who were unemployed prior to enrolling, this distribution suggests that the program is catering to a dual constituency: those transitioning from unrelated livelihoods and those entering the workforce for the first time.

3.2 Program Delivery

Among participants who were employed prior to joining the program, over two thirds (approximately 27% of the total sample) had prior experience within the automobile sector. This indicates that the program is **not only reaching first-time entrants but is also attracting individuals already embedded in the ecosystem who are seeking to formalise, standardise, or upgrade their existing skills**. For this group, the program functions as a pathway to professionalisation rather than initial access.



The remaining 13% of participants came from diverse sectors such as construction, manufacturing, retail, and other trades, reflecting a cohort of workers transitioning from unrelated or semi-skilled livelihoods into the automotive domain. This segment represents lateral entrants, for whom the program enables **sectoral mobility rather than incremental skill enhancement**.

When viewed alongside the 60% of participants who were unemployed prior to enrolment, a clear segmentation emerges. The program is effectively serving three distinct participant pathways:

- First-time entrants with no prior work experience,

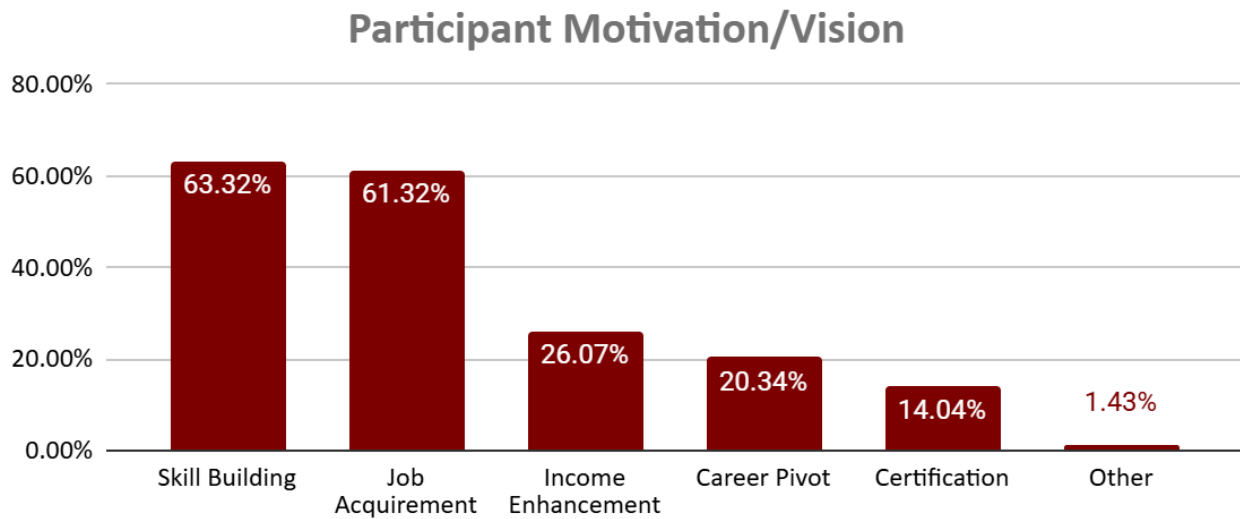
- Sector switchers transitioning from unrelated livelihoods, and
- Industry upskillers seeking to deepen or formalise existing automotive skills.

This segmentation has important implications for how outcomes should be interpreted. First-time entrants are more likely to experience significant shifts in employment status but may begin at lower wage levels, while those with prior industry exposure may see more incremental gains in job quality or stability.

At the same time, the presence of these distinct groups raises a strategic consideration for programme design. A standardised training and placement model may not equally serve the needs of all three segments, suggesting potential value in differentiated pathways—such as advanced modules for experienced participants or additional foundational support for first-time entrants—to optimise outcomes across the cohort.



3.2.1 Participant Motivation and Enrolment Experience



Participant motivations for enrolling in the program are strongly oriented towards employment outcomes, with skill development and job acquisition emerging as the dominant drivers. This indicates that participants are approaching the program with a clear, outcome-linked intent—seeking not just to acquire competencies, but to translate them directly into livelihood opportunities.

Secondary motivations, including income enhancement and career pivot (each cited by approximately 20% of respondents), point to a segment of participants who view the **program as a pathway for upward or lateral mobility**. For this group, the program serves not only as an entry point into employment but also as **a mechanism for repositioning within the labour market**.

In contrast, certification was the least cited motivation, suggesting that **formal credentials hold relatively lower immediate value for participants** compared to tangible employment outcomes. This reflects a pragmatic orientation among the cohort, where the perceived return on training is closely tied to job access rather than formal recognition. It also indicates that the program is effectively positioned as a job-first intervention rather than a certification-driven one.

Taken together, these patterns suggest that participant engagement with the program is primarily driven by immediate economic imperatives, with longer-term considerations such as credentials or formal validation playing a secondary role. This has important implications for programme design and communication, reinforcing the need to maintain a strong focus on placement outcomes and visible livelihood pathways.

Beyond operational efficiency, this ease of enrolment plays a critical role in ensuring accessibility for the program’s target demographic, many of whom may have limited prior exposure to formal training systems. A frictionless entry process reduces dropout at the initial stage and supports higher conversion from interest to participation, particularly among economically vulnerable groups.

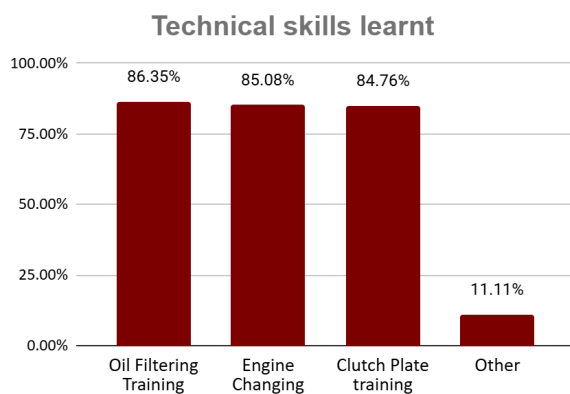
Overall, the combination of strong employment-driven motivation and a highly accessible enrolment process positions the program effectively as a low-barrier, high-relevance entry point into the workforce.

3.3 Skill Development

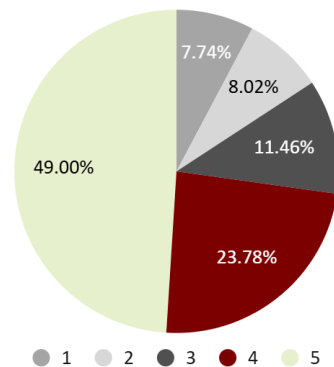
The Two Wheeler Automotive Program serves as a **catalyst for professional growth**, equipping individuals with both technical capabilities and industry-relevant confidence. This year’s insights highlight progress in key technical and non-technical competencies that support long-term industry integration.

3.3.1 Development of Technical Skills

The respondents reported having learned the three core technical modules - oil filtration, engine work, and clutch plate training, with uptake at 86.4%, 85.1%, and 84.8% respectively, depicting a high degree of consistency in program delivery across locations.



Self rating post technical training



The near-uniform engagement across all three modules indicates that participants are receiving the training in its entirety rather than selectively, which is an encouraging sign of the program’s curriculum adherence. Alongside the core, it is observed that the programme had additionally served training in other skills like general bike service & repair, understanding the engine and its spare part as wells.

However, while these findings point to strong curriculum adherence, they primarily capture **exposure to training rather than depth of skill acquisition**. High module completion rates indicate that

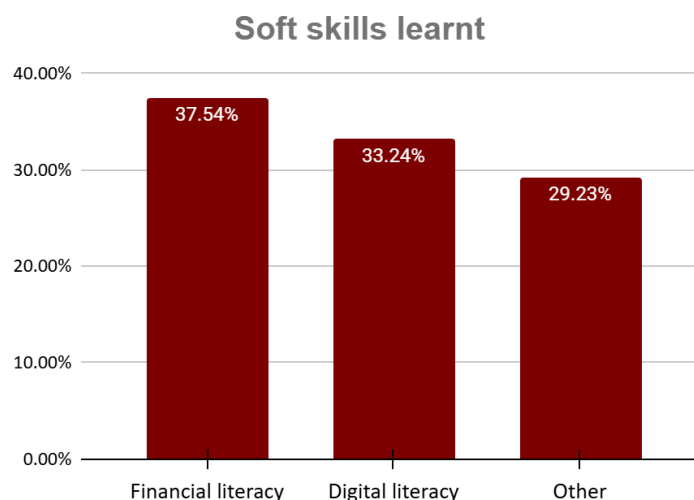
participants are being trained, but do not, on their own, establish the extent to which these skills are internalised or consistently applied in real-world settings.

Self-assessed proficiency provides an additional layer of insight. Nearly three-quarters of respondents rated their technical skills highly (49% rating themselves a 5 and 23.8% a 4), suggesting that the program is **effective in building confidence among participants**. This is a critical outcome, particularly for first-time entrants to the workforce, as perceived competence often influences job readiness and willingness to engage with employers.

At the same time, self-assessment should be interpreted with caution as it reflects perceived rather than independently validated skill levels. The remaining quarter of participants who did not rate themselves highly point to a segment that may require additional reinforcement to translate training exposure into confidence and capability.

Taken together, the findings suggest that while the program is successful in ensuring consistent delivery and building participant confidence, there may be value in strengthening mechanisms that deepen skill consolidation—such as **extended hands-on practice, on-the-job exposure, or post-training reinforcement**—particularly for those who do not immediately achieve high levels of self-assessed proficiency.

3.3.2 Development of Non-Technical Skills



In addition to technical training, the program delivers a range of non-technical competencies, including financial literacy, digital literacy, communication, workplace conduct, and time management. Participant responses suggest broad exposure to these areas, indicating that the curriculum is designed to extend

beyond technical proficiency and address the wider behavioural and functional requirements of employment.

These non-technical skills can be understood across two key domains. First, **workplace readiness skills**, such as communication, code of conduct, and time management, equip participants with the behavioural competencies required to navigate structured work environments. This is particularly critical given that a significant proportion of participants are first-time entrants to the workforce, for whom adapting to workplace norms and expectations can be as important as technical ability.

Second, **functional life skills** including financial and digital literacy that support participants in managing earnings, engaging with formal systems, and adapting to increasingly digitised work contexts. These skills play an important role in enabling longer-term stability and integration into semi-formal and formal employment settings.

While participant feedback suggests that these components have been well received, the findings primarily capture exposure rather than depth of capability. Unlike technical skills, where self-assessment provides some indication of confidence, the impact of non-technical training is less directly measured, making it difficult to assess the extent to which these competencies are internalised and applied in real-world work environments.

However, given the program's strong placement outcomes and rapid transition into employment, it is likely that these non-technical components are playing a critical enabling role. They may be particularly influential in supporting interview readiness, workplace adaptation, and early-stage retention, areas where technical skills alone are often insufficient.

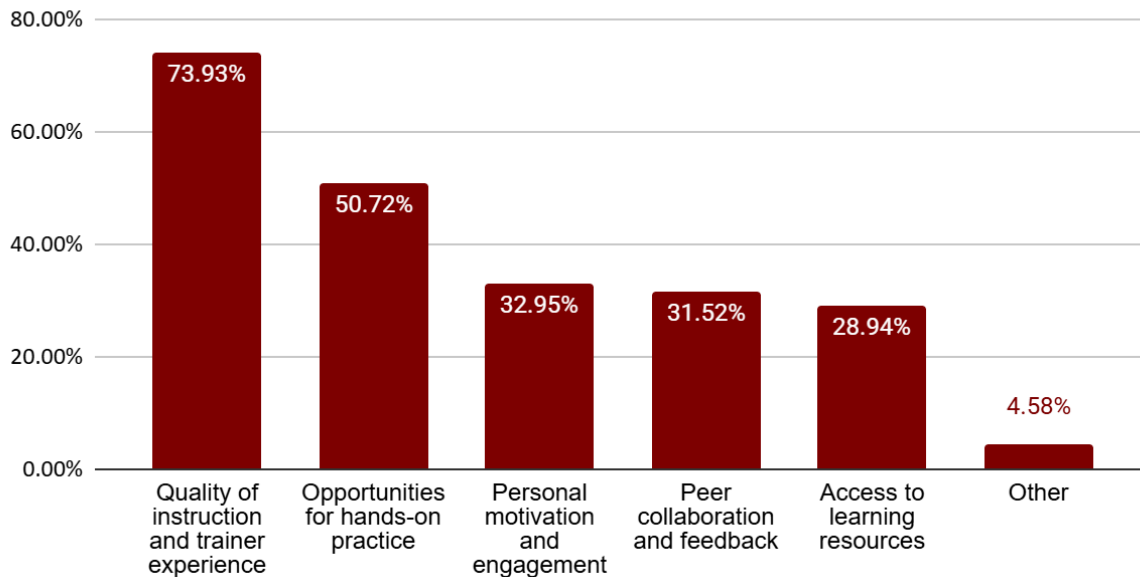
Overall, the inclusion of non-technical training represents a key strength of the program's design. Strengthening the measurement and reinforcement of these skills, potentially through structured assessments or post-placement feedback could further enhance their contribution to sustained employment outcomes.



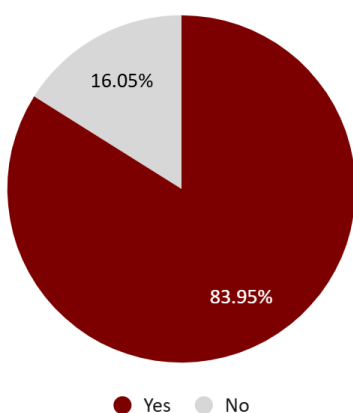
3.3.3 Drivers of Skill Development and Placement Training

As far as the factors that contributed to the change in skills were asked, the quality of instruction and trainer experience emerged as the majority’s choice, a testament to the calibre of facilitation that underpins the program.

Factors contributable for change in skills

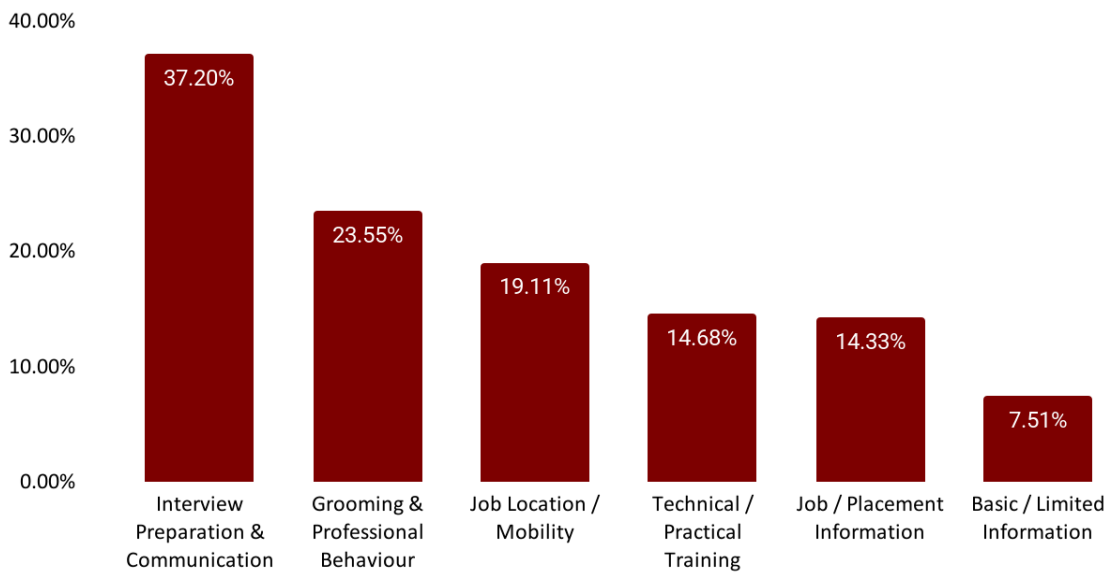


Received placement training



The considerable percentage of votes cast to other fields like hands-on experience, and personal motivation is a symbol of collective growth alongside structured instruction. About a critical 84% has reported that they have received placement training ensuring how the program values the purpose of action and effective conversions.

Areas covered in Placement training



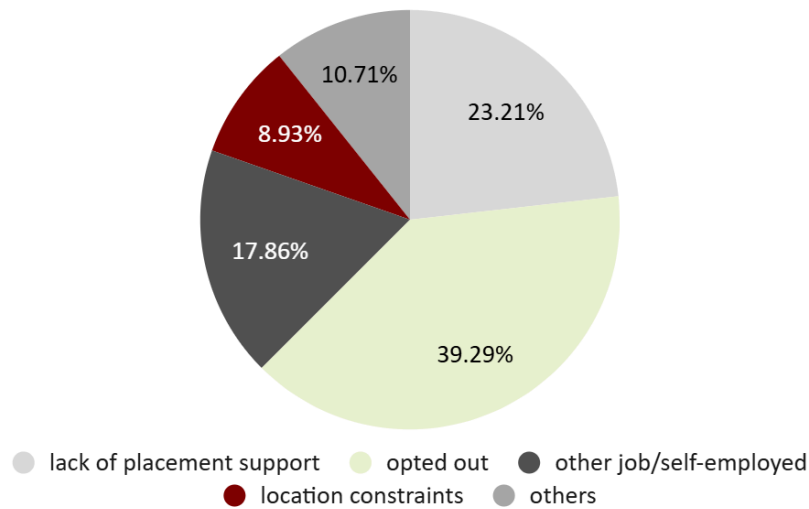
The placement training covered a well-rounded mix of areas, with interview preparation and communication emerging as the most prominently reported followed by grooming and professional behaviour showcasing a deliberate emphasis on familiarizing participants with the interpersonal tools and workplace conduct needed to navigate the job market confidently. Job location and mobility was also notably acknowledged, pointing to an awareness of the practical, real-world considerations that often determine whether a placement translates into sustained employment. That a small share reported receiving only basic or limited information is worth flagging, as it may suggest some degree of inconsistency in the depth of placement support delivered across locations.

3.4 Barriers to Placement Training Access

The most commonly cited reason for not receiving placement training was voluntary opt-out, accounting for nearly 40% of respondents. However, this category reflects a mix of underlying factors that require careful interpretation.

For a segment of participants, opting out appears to be linked to early employment or the pursuit of independent opportunities. In such cases, the absence of placement training does not indicate a gap in programme delivery but rather reflects early conversion into livelihood opportunities. This points to a degree of self-sufficiency among participants and suggests that, for some, the programme’s impact is realised even before the formal placement stage.

Reasons for not receiving training



At the same time, the opt-out category also includes participants who did not pursue placement due to lack of interest, competing commitments, or undisclosed reasons. This indicates that a portion of participants **may face challenges in sustaining engagement through the full programme cycle**, particularly when balancing training with other responsibilities or when expectations from the programme are not fully aligned.

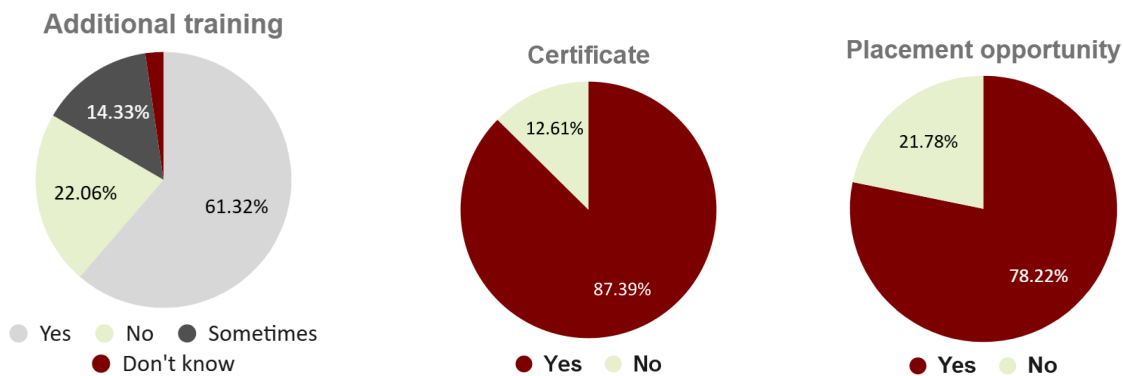
Beyond voluntary opt-out, lack of placement support, although reported by a smaller share, highlights gaps in the consistency of structured support provided after training. While not the dominant issue, this points to **uneven delivery of placement-related services**, which could affect outcomes for participants who rely more heavily on programme facilitation.

Location constraints also emerge as a relevant barrier, especially given the programme’s presence across smaller cities and towns. For some participants, geographic limitations may restrict access to placement opportunities or training extensions, indicating that proximity to job markets remains an important factor influencing programme effectiveness.

Overall, the findings suggest that barriers to placement training are not solely driven by access constraints but also shaped by early exits, varying levels of participant engagement, and structural limitations such as geography. Strengthening follow-through support and addressing contextual barriers could help ensure that a larger share of participants benefit fully from the placement ecosystem.

3.3.5 Core Program Outcomes: Training, Certification and Placement

The program shows strong performance across its core outcomes of training completion, certification, and placement, indicating that most participants are able to move through the full cycle from learning to employment.



A large majority of respondents reported receiving **additional training support when needed**, suggesting that the program is responsive and does not leave participants behind after the core curriculum. This reflects a focus on ensuring minimum competency rather than just course completion.

Certification outcomes are also robust, with nearly **87% of participants receiving a certificate** upon completion. While certification strengthens credibility in the job market, earlier findings suggest that participants value employment outcomes more directly, positioning certification as a supporting enabler rather than a primary driver.

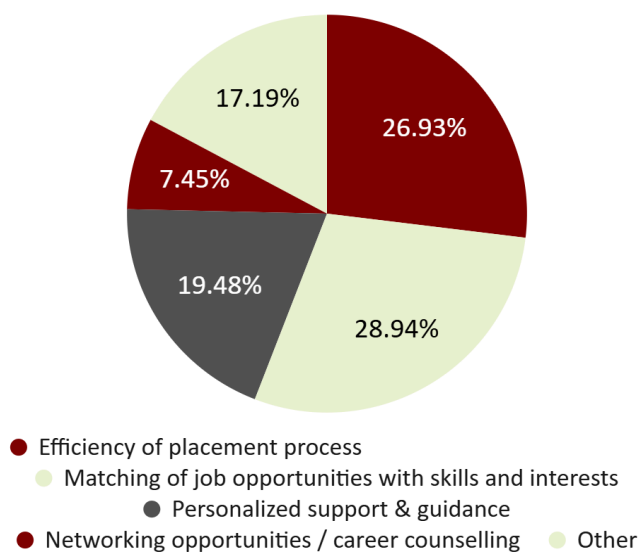
The strongest outcome is seen in placement. About **78.2% of participants secured employment through the program**, indicating strong conversion from training to jobs. Taken together, these figures suggest that the program is largely delivering on its core promise of moving participants into employment.

Participant feedback on the placement process is also largely positive:

- **Over two-thirds rated the process highly** (45% rating it 5 and 21% rating it 4)
- This suggests that the process is **accessible, organised, and easy to navigate**

However, a closer look at the placement experience brings out some important nuances:

Placement experience



- **Job alignment is not universal**

Around 55.87% reported that roles matched their skills and interests, which also means a significant share did not experience strong alignment.

- **Personalised support is present but not widespread**

About 19.5% mentioned receiving tailored guidance, indicating that while this exists, it is not consistently experienced by all participants.

- **Career support functions are limited**

Only 7.5% cited networking or career counselling, suggesting that these aspects remain underdeveloped within the placement ecosystem.

- **Outcomes are influenced by external factors**

The 17.1% citing “other factors” points to the role of location, employer conditions, and personal preferences in shaping final outcomes.

Taken together, this suggests a clear pattern:

The program is strong at enabling access to jobs, but there is room to improve the quality and depth of placement outcomes. In its current form, the model works well as a **high-conversion, job-access pathway**. The next level of strengthening lies in:

- Improving **job-role alignment**
- Expanding **career guidance and counselling**
- Building **structured networking pathways**

Strengthening these areas can help move the program from facilitating first jobs to supporting more **stable and upward career trajectories**.

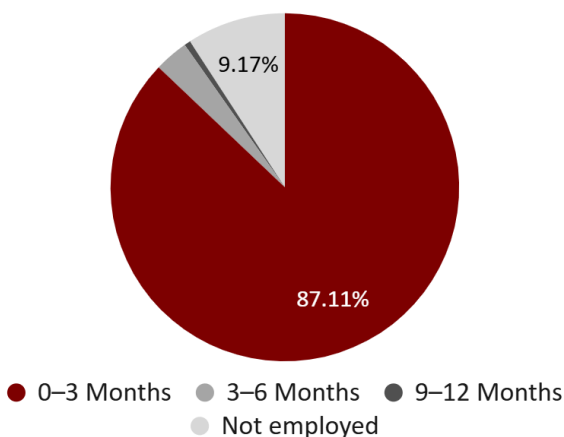


3.4 Employment post training

The speed of transition into employment is one of the strongest outcomes of the program. A significant **87.1% of placed participants secured jobs within the first three months** of completing the training, with only a small share taking longer. This rapid absorption into the labour market suggests two things:

- **Strong alignment between training and employer demand**
- **Effective placement support that reduces transition time**

Duration to get placed

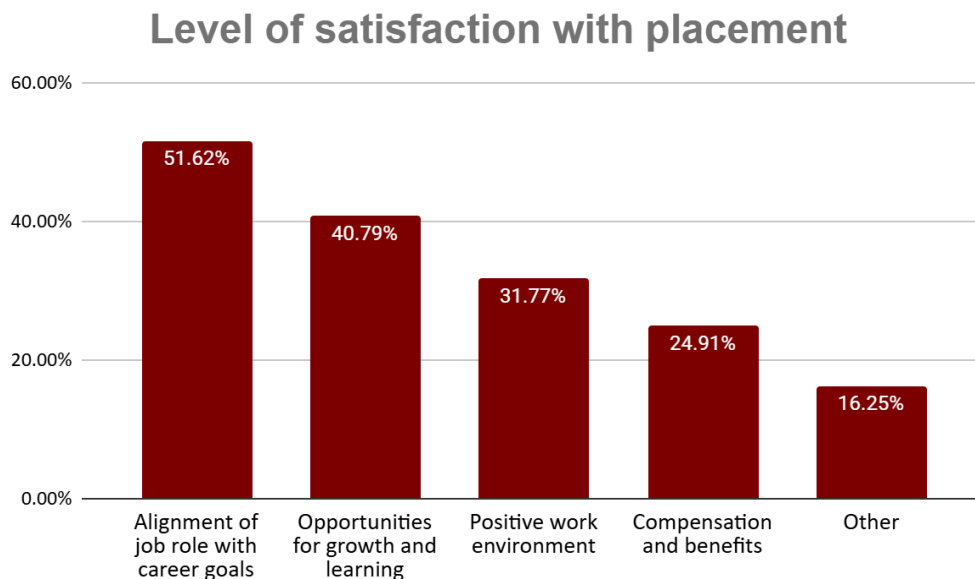


At the same time, **9.2% of participants remain unemployed**, which, while a minority, is an important segment to examine. This group likely reflects those who face higher barriers to conversion, whether due to skill gaps, personal constraints, or job market mismatches. Understanding this segment better could help strengthen the program’s ability to achieve more inclusive outcomes. Overall, the program demonstrates strong performance in enabling quick entry into employment, particularly for first-time job seekers.

3.4.1 Post-Placement Satisfaction

Participant experiences after placement present a more nuanced picture, balancing strong initial outcomes with areas for improvement.

- Role alignment is generally positive**
 Over half of participants reported that their jobs align with their career goals, suggesting that placements are directionally appropriate.
- Workplace experience is largely favourable**
 Many participants highlighted opportunities for learning and growth, as well as positive work environments, indicating that jobs are not only accessible but also offer some degree of progression.



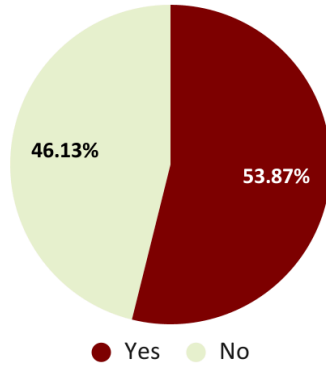
However, an important tension emerges:

a) Compensation remains a concern

Given the income profiles of this cohort, earnings adequacy is likely to influence long-term retention. Even where jobs are aligned and environments are positive, limited compensation may affect sustainability of employment.

Post-placement engagement shows a clear pattern of **high value but uneven reach**.

Post-placement support



b) Coverage is partial

About **53.9% of participants received post-placement support**, meaning nearly half navigated early employment without formal follow-up.

c) Quality is very strong where it exists

Among those who received support:

- **69.2% rated it 5**
- **25% rated it 4**

This indicates that support, when provided, is highly effective and well received.

Participant feedback points to specific areas where support can be strengthened:

- **Need for guidance (40.07%)**

Participants are looking for more structured advice as they adjust to their roles, particularly in the early stages of employment.

- **Need for regular follow-up (25.27%) and timely assistance (24.55%)**

This suggests that support is not always continuous or responsive enough.

- **Relevance of support matters (7.22%)**

Even when support is provided, it needs to be tailored to individual job contexts to be fully effective.

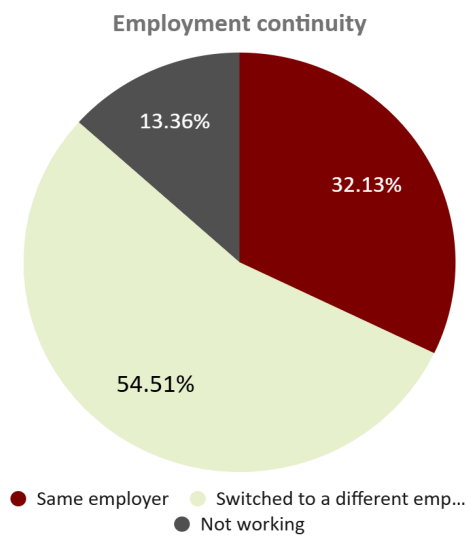
- **A small segment reports no major gaps (11.55%)**

This reinforces that where support is delivered well, it meets expectations.

3.4.2 Employment continuity

Employment continuity provides insight into how participants navigate their trajectories after initial placement, revealing a mix of mobility, stability, and drop-off.

High job switching (54.5%)



More than half of participants have moved to a different employer after their initial placement. This does not necessarily indicate dissatisfaction. Instead, it reflects a degree of **growing confidence and market awareness**, where participants actively seek better opportunities as their skills and exposure improve.

Moderate stability (32.1%)

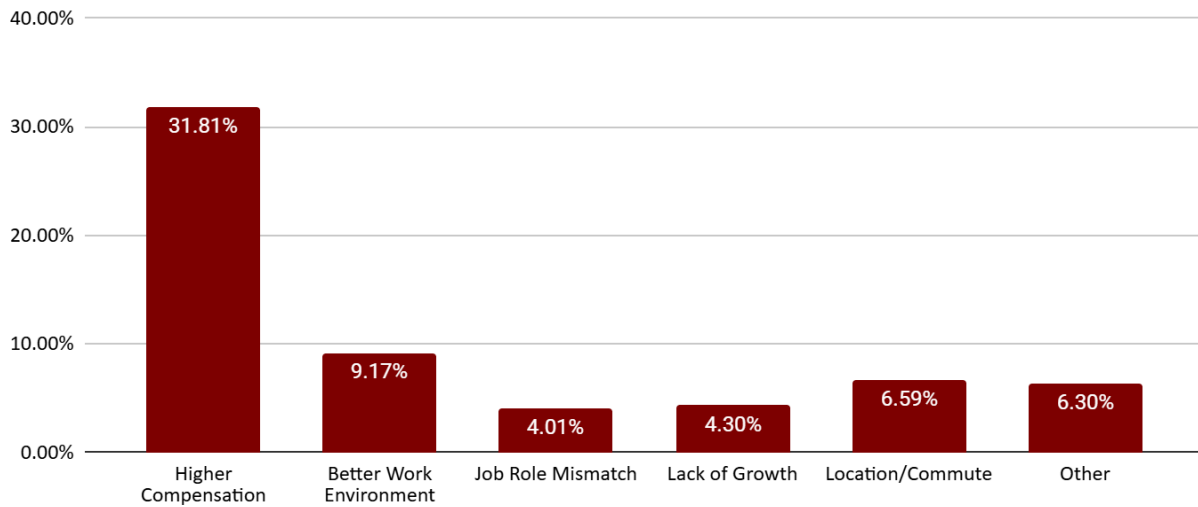
About one-third have remained with their original employer, suggesting that for this segment, initial placements are reasonably aligned in terms of expectations, work environment, and growth potential.

Residual unemployment (13.4%)

A smaller but important share is currently unemployed. This group requires closer attention, as their outcomes may be shaped by a combination of factors such as personal constraints, job conditions, or mismatches in placement.

Taken together, these patterns suggest that early employment outcomes are **dynamic rather than fixed**, with participants actively navigating the labour market after initial entry.

Reasons for switching to a different employer



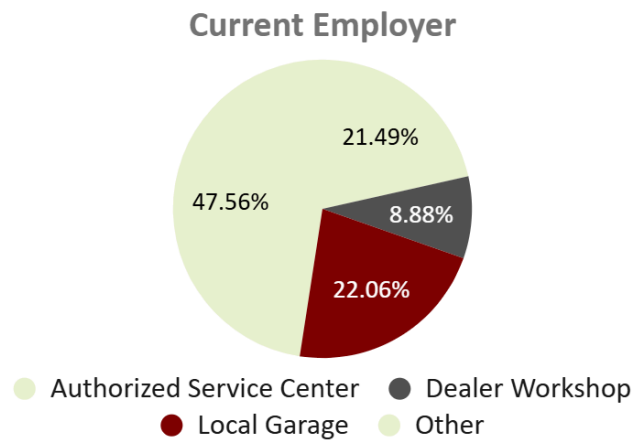
Among those who changed employers, the reasons point to a clear set of priorities:

- **Higher compensation (most prominent driver)**
 Financial improvement is the primary motivation, which aligns with the economically vulnerable backgrounds of participants. This suggests that initial placements may serve as entry points, with subsequent moves driven by income optimisation.
- **Better work environment**
 Participants are not only seeking higher pay but also improved working conditions, indicating rising expectations and increased agency after gaining initial work experience.
- **Location and commute considerations**
 Practical constraints such as distance and relocation play a significant role, particularly for participants from smaller towns where job opportunities may require migration.
- **Role mismatch and limited growth**
 Although less frequently cited, these reasons point to gaps in initial job alignment and career progression pathways, suggesting that some placements may not fully match participant aspirations or long-term goals.

Overall, employment continuity reflects a cohort that is actively engaging with the labour market, but still in the early stages of stabilising their career trajectories.

3.4.3 Sectoral Retention

Sectoral retention provides an important lens to assess whether the program is translating into sustained engagement within the automotive ecosystem.



Strong retention within the sector (66.8%)

Nearly two-thirds of respondents remain employed within the two-wheeler services industry. This indicates that the program is not only enabling entry into employment but is also, to a significant extent, anchoring participants within the sector it is designed for.

Partial movement outside the sector (33.2%)

At the same time, one-third of participants have either moved to other sectors or are no longer employed. This raises an important consideration around the durability of sector-specific pathways and whether initial placements consistently translate into long-term careers within the automotive domain.

The program is effective in establishing sector entry, but long-term retention within the sector is not universal.

Among those currently employed, the distribution of workplaces provides further insight into the types of opportunities participants are accessing:

- **Core ecosystem absorption (43.6%)**

A significant share is employed in local garages and authorised service centres, indicating strong integration into the core two-wheeler servicing market.

- **Limited presence in formal, structured setups (8.9%)**

A smaller proportion is placed in dealer workshops, suggesting relatively lower penetration into more formal, brand-affiliated environments, which may offer more stable career pathways.

- **Diverse and non-linear pathways (remaining share)**

A large proportion falls under the ‘other’ category, which includes:

- Self-owned garages and entrepreneurial ventures
- Automobile-adjacent roles
- Transitions into unrelated sectors such as delivery, construction, and retail

This distribution points to an important dynamic:

- **Not all outcomes are sector-bound, but they are not necessarily negative**

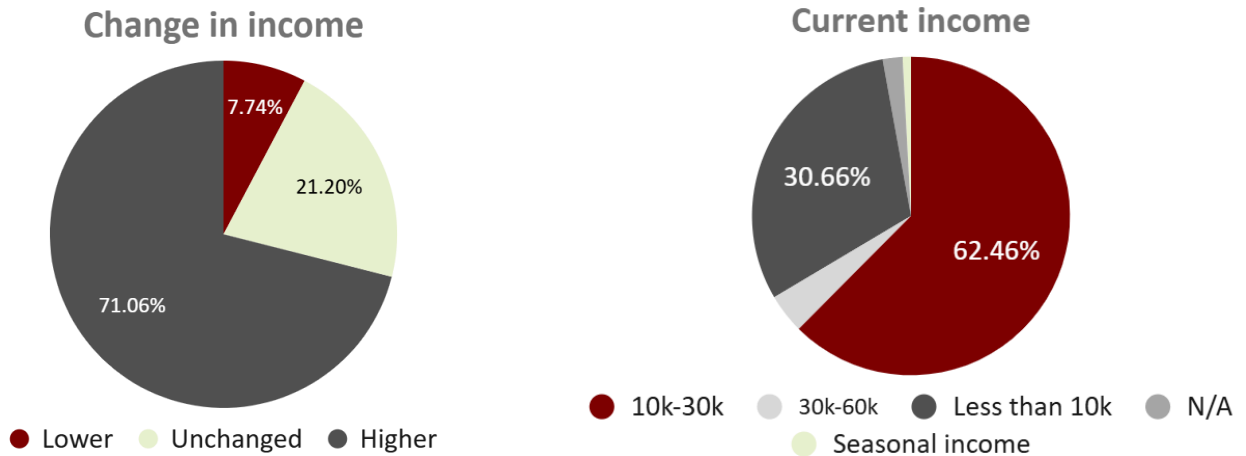
While some participants move away from the two-wheeler servicing ecosystem, many appear to be leveraging the **confidence, technical foundation, and work readiness** gained through the program to pursue alternative or independent livelihood pathways.

This suggests that the program is generating **transferable capabilities**, even when outcomes are not strictly confined to the intended sector.

3.5 Change in Income and Financial Impact

The current income distribution reflects the early-stage earning reality of most program graduates. Worth noting as it reflects the informal and variable nature of livelihoods that some graduates continue to navigate even after training.





Majority in entry-level income band (62.5%)

Most participants earn between ₹10,000–30,000, indicating that the program is effective in enabling access to paid work, but largely at foundational wage levels.

Significant share still below ₹10,000 (30.7%)

A notable proportion continues to earn very low incomes. Given the vulnerable household backgrounds discussed earlier, this suggests that for many participants, employment has been achieved without a corresponding and meaningful improvement in earnings.

Limited upward mobility (4% above ₹30,000)

Only a small share has moved into higher income brackets, indicating that while upward mobility is possible, it is not yet widespread.

Presence of income variability

A small number of seasonal earners highlights that some participants continue to navigate informal or unstable livelihoods even after training.

The program is strong in enabling employment access, but income progression remains limited at this stage.

3.6 Post-Training

3.6.1 Upskilling Access and Continued Learning

When discussed about continued learning, however, the picture is more measured. Only 36.1% of the respondents had access to upskilling opportunities since completing the training, while a substantial 63.9% had not. In a sector that is evolving steadily with increasing adoption of new technologies and service standards this gap in continued learning access is worth attention, as the long-term employability

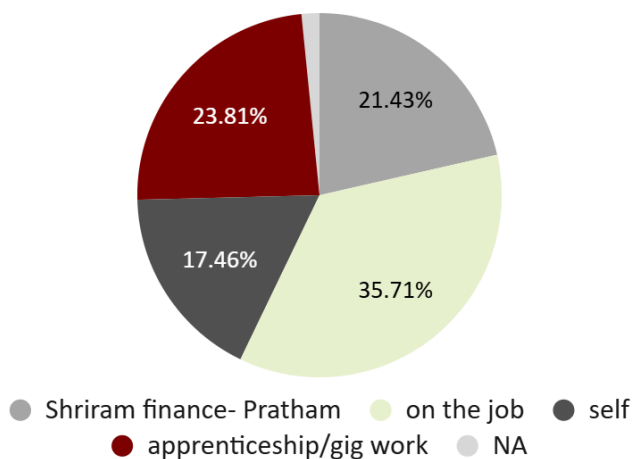
of program graduates will depend not just on the skills acquired during training, but on their ability to keep pace with a changing industry landscape.



Among those who did access upskilling opportunities, on-the-job learning emerged as the most common pathway, cited by 35.7% — reflecting that for many, skill development continues organically through workplace exposure rather than through structured interventions. Apprenticeship and gig work accounted for a further 23.8%, pointing to the role that flexible, non-traditional work arrangements are playing in keeping participants' skills current.

The Shriram Finance–Pratham team facilitated upskilling for 21.4% of this group, which, while encouraging, also suggests that the program's post-training learning support is reaching only a portion of those who are actively seeking to grow. A notable 17.5% pursued upskilling independently, reflecting a degree of self-motivation that, if channelled through more structured pathways, could yield even stronger outcomes.

Sources of Upskilling opportunity



On the other hand, Among those who had not accessed any upskilling opportunities, the absence of time emerged as the most prominently cited barrier at 30%, a finding that is understandable given that a significant share of participants are now in active employment and managing the demands of work alongside personal and

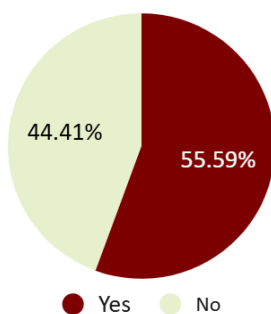
household responsibilities. A combined 36% cited existing job commitments or having switched employers as reasons for not pursuing further training, suggesting that for this group, employment itself has, in a sense, crowded out the space for continued learning.

A further 18% had opted out or moved into self-employment, suggesting that this group either felt confident enough in their existing skills or found formal upskilling less relevant to their current work. Lack of support and unemployment, alongside location and financial constraints, while cited by a smaller share, point to structural barriers that continue to limit access for the more vulnerable within the cohort. Collectively, these reasons reveal that the challenge of sustained upskilling is as much about participants' life circumstances and competing priorities as it is about the program's reach

3.6.2 Building Community: Alumni and Peer Networks Post-Training

As a part of the post placement support, an alumni/peer support network had been created by the program. The presence of alumni and WhatsApp groups as part of the program's post-placement ecosystem is a relatively low-cost yet potentially high-impact mechanism for sustaining engagement beyond the training period.

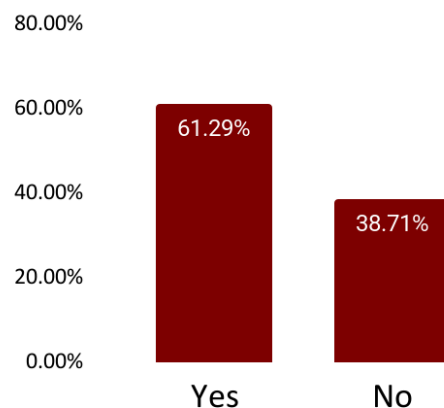
Part of Alumni support program?



A slight majority of 55.6% of respondents had reported being part of an alumni network, while 44.4% were not, which suggests that while the program has made meaningful progress in building a post-training community, there remains a considerable share of graduates who are yet to be brought into this network.

Among those who are connected, 61.3% felt that alumni and WhatsApp groups are actively supporting their careers, reflecting that peer networks, even in their informal digital form, are serving a genuine and valued function in participants' professional lives. The 38.7% who do not find these networks supportive, however, point to a quality and engagement consideration that simply being part of a group does not automatically translate into meaningful career support, and that the nature and facilitation of these

Alumni groups helping?



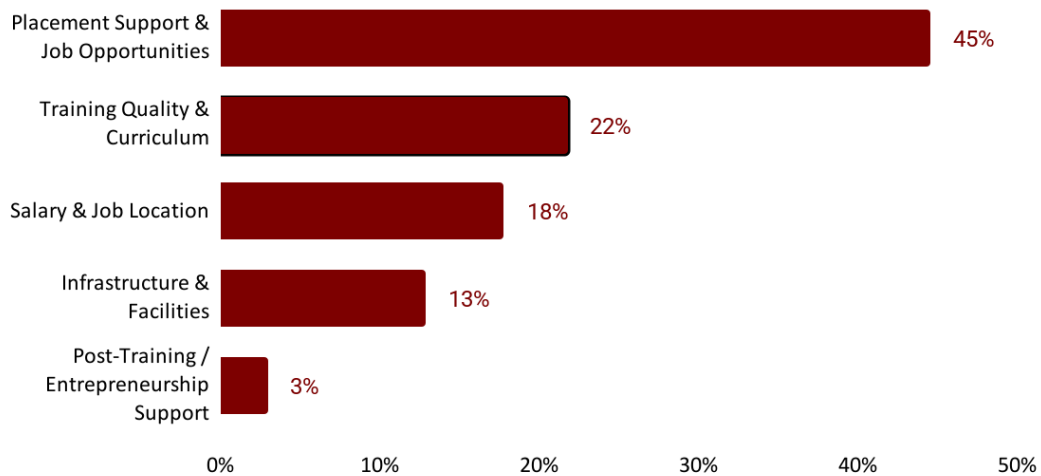
communities may need closer attention to realise their full potential.



3.6.3 Participant feedback

A striking 72% of the responses received (263 responses) were positive feedback or no suggestions for improvement which is a strong endorsement of the program's overall delivery and experience. Among the other 28% of the responses (101 responses) from students who had certain suggestions for improvement, these were the areas for development. Placement support and job opportunities was the most commonly cited area at 45% (45 responses), reinforcing a theme that has surfaced consistently across the findings that while the training itself is well-received, the transition into and sustenance of employment remains the area where participants feel the most room for strengthening.

Participant Feedback



Training quality and curriculum, flagged by 22% (22 responses), suggests that while the core content is largely well-received, there may be pockets of participants who feel the depth or relevance of certain modules could be better tailored to the realities of the job market they are entering.

Salary and job location, cited by 18% (18 responses), reflects a practical tension that is difficult to fully resolve through training alone. There is a need for placement partnerships that offer not just employment, but employment that is financially viable and geographically accessible.



Infrastructure and facilities, noted by 13% (13 responses), while a smaller concern, speaks to the importance of ensuring that the physical learning environment is consistent and conducive across all training locations.

Post-training entrepreneurship support, cited by just 3% (3 responses), was certainly the most forward-looking of all the recommendations, hinting at an emerging aspiration among a small but motivated segment of participants who may be looking beyond employment and toward self-sufficiency, an avenue that could be worth exploring as the program matures.

4. Illustrative Case Studies

4.1 Uncertainty to Employment

"Before this program, I was just doing whatever work came my way delivery, some construction work here and there. I had no idea what I actually wanted to do. A friend told me about this training and I thought, why not try it? It was free, so I had nothing to lose.

When I joined, I did not expect much. But slowly, things started to make sense. I learned how engines work, how to service a two-wheeler properly, things I had never been taught before. By the time I finished, I had a certificate in my hand and a clearer head about what I wanted to do.

Within two months, I found a job at a garage nearby. My income went up and for the first time, I felt like I was actually going somewhere. I think what this program gave me was not just a skill, it gave me direction. And honestly, the fact that it did not cost me anything made all the difference. I would never have tried it otherwise."

-Trainee, Two Wheeler Automotive Program

4.2 Discipline as a Turning Point

"I will not lie! I was in a bad place before this program. I had fallen into drinking and had no routine, no purpose. A friend suggested I try this training and I thought, "what do I have to lose?"

The first few weeks were not easy. The training team was strict about timings and expected discipline from everyone. At first, that felt hard. I was not used to showing up somewhere on time every single day. But slowly, that structure started doing something to me. I stopped drinking not because someone told me to, but because I wanted to keep up. I wanted to be there.

By the time the training ended, I had not just learned how to service a two-wheeler. I had built a routine. I had built respect for myself. I got placed in a job shortly after and today I show up every day on time. That discipline the program taught me, I carry it everywhere now. It changed more than my career. It changed how I live."

-Trainee, Two Wheeler Automotive Program

5. Recommendations

The findings of this assessment point to a program that is delivering meaningfully on its core promise. The recommendations below are not a corrective to what is not working, but a set of forward-looking directions that, if pursued, could strengthen what is already a well-functioning initiative.

Strengthen the reach of post-placement support

The quality of post-placement support, where it was extended, received near-unanimous appreciation from participants. The gap is not in its quality but in its consistency. Currently, just over half of placed participants received any structured follow-up. Introducing a simple 6-month engagement protocol -- a check-in at 30, 90, and 180 days post-joining -- would ensure that all participants, not just those who seek help, are accompanied through their early employment period.

Redesign upskilling access around participants' realities

The majority of graduates who had not accessed any upskilling cited time as the primary barrier, not cost or availability. This is an important distinction. The program does not need more upskilling content as much as it needs upskilling delivered in formats that fit around the working lives of its graduates. Short, modular sessions on weekends or evenings, hosted at or near the workplaces of employed graduates, would significantly lower the participation barrier. In-workplace delivery, in partnership with the service centres and dealer workshops already employing program graduates, is a practical and relatively low-cost pathway worth piloting.

Build an EV-readiness pathway into the curriculum

The two-wheeler automotive sector is undergoing a steady shift toward electric vehicles, and the servicing skills required for EVs differ in meaningful ways from those the current curriculum covers. While this transition is still early, the program is well-placed to get ahead of it. A skills gap review between the current modules and EV servicing requirements, followed by a pilot EV add-on module at select centres, would position program graduates favourably in a market that is already beginning to reward EV-ready technicians.

Set structured targets for gender inclusion

The program has made early progress through women-only batches and dedicated mobilisation efforts, and female enrolment has grown steadily over the years. Translating this momentum into centre-wise targets, supported by specific outreach through SHGs and NRLM networks, would give the program a more deliberate framework for expanding female participation. Tracking female placement and retention

separately in future assessments would also allow the program to understand and respond to the specific barriers women face at each stage of the journey.

Invest in the alumni network as a career development tool

The alumni and WhatsApp groups created by the program are valued by those who are part of them, but nearly 45% of graduates are not connected, and among those who are, nearly 40% do not find the groups useful for their careers. The infrastructure exists; what is needed now is more deliberate facilitation. Periodic career clinics, peer mentoring from senior alumni, and industry partner participation in alumni engagement would shift these networks from information-sharing channels to genuine career development tools.



Social Lens Commentary

The Shriram Finance–Pratham Two Wheeler Automotive Program continues to be a transformative force in India’s automotive industry, blending hands-on technical instruction with crucial soft skill development to elevate the livelihoods of underserved youth across diverse geographies. Reaching participants across ten cities in seven states, many of whom entered the program unemployed and without formal skill credentials, the program has demonstrated a clear ability to convert structured training into real employment outcomes.

Conducted over the period of 2019-23, this impact assessment aimed to evaluate the effectiveness of the program through the lived experiences of its youth trainees. It explores outcomes across income generation, skill development, gender inclusivity, and overall ability to support households.

The findings reflected a cohort that came in with purpose and left with direction. Skill building and job acquisition were the dominant motivations for enrolment, and the outcomes largely validated that intent. Trainers were appreciated for their accessibility and guidance, and nearly all participants viewed certification as a credibility booster. The uniform uptake of core technical modules across all locations speaks to a curriculum that is being delivered with consistency and commitment.

A notable proportion of students reported a visible increase in income, greater upskilling opportunities, and the ability to support their families. For a cohort largely drawn from households earning below 30k a month, this is not just a marginal improvement, but it represents a genuine shift in the financial stability and dignity of the households these participants return to. Through this the program stands as a meaningful example of what well-designed, community-rooted vocational training can achieve for those who need it most.

Annexure

Survey Assessment Tool Two wheeler Automotive Program			
Background & Demographics			
Sr No.	Focus Area	Question	Response Type / Options
1	Personal Information	Name	Open-ended
2	Personal Information	Age	Open-ended / Numeric
3	Personal Information	Gender	Single Choice: a) Male b) Female Other (Please specify)
4	Educational Background	Highest Level of Education	Multiple choice: a) No Schooling b) Class 1 to 5 c) Class 6 to 10 d) Class 11 to 12 e) Graduate f) Vocational Training
5	Location	Training Location	Single Choice a) Bilaspur b) Chennai c) Jabalpur d) Kanpur e) Muzaffarpur f) Warangal g) Jhansi h) Kolhapur i) Aurangabad
6	Economic background	What is your monthly household income?	Open-ended
7	Professional Background	Were you employed before joining this training program?	a) Yes b) No
8	Professional	If yes, what was your previous	Open-ended

	Background	occupation?	
9	Professional Background	If you were earning, what was your previous monthly income?	Open-ended
Pre-Implementation (Program relevance check)			
10	Program Outreach	How did you come across the training opportunity?	(Multiple select) a) Pratham Team b) Program Alumni c) Friends & Family Other : ____
11	Program usefulness (perception)	What motivated you to take up the opportunity?	a) Skill Building b) Job Acquirement c) Income Enhancement d) Career Pivot e) Certification Other : ____
12	Prior Exposure	Did you have any previous experience or training related to the skills taught in the program?	a) Yes b) No
13	Pre-Enrolment Communication	What information about the program was shared with you before joining?	Open-ended
14	Enrolment Experience	How would you rate the ease of the enrolment process?	Likert Scale (1–5: Very difficult to Very easy)

Post-Implementation			
15	Absorption & Application	What technical skills did you learn in the training?	A) Oil Filtering Training B) Engine Changing C) Clutch Plate Training Other (Please specify)
16	Absorption & Application	Compared to before the training, how would you rate your current technical skill level?	Likert Scale (1–5: Much lower to Much higher)
17	Absorption & Application	Besides technical skills, what soft skills did you learn in the training?	a) Financial Literacy b) Digital Literacy Other : ____
18	Absorption & Application	How would you rate your improvement in soft skills after the training?	Likert Scale (1–5: Much lower to Much higher)
19	Absorption & Application	What factors contributed to this change of skills?	a) Quality of instruction and trainer experience b) Opportunities for hands-on practice c) Personal motivation and engagement d) Peer collaboration and feedback e) Access to learning resources Other : ____
20	Placement Training	Did you receive placement-related training	a) Yes b) No
21	Placement Training	If yes, what areas did it cover?	Open-ended
22	Placement Training	If no, specify the reason	Open-ended
23	Placement Training	Was additional help provided when you needed it?	a) Yes b) No c) Sometimes -d) Don't know

24	Placement Satisfaction	How would you like to rate the entire placement process?	Likert Scale (1–5: Not at all Effective to Extremely Effective)
25	Placement Satisfaction	What factors influenced your placement experience?	a) Efficiency of placement process b) Matching of job opportunities with skills and interests / c) Personalized support & guidance d) Networking opportunities / career counselling Other : __
26	Certification	Did you receive a certificate on completion of training?	a) Yes b) No
27	Job Conversion	Did you find a job through placements?	a) Yes b) No
28	Placement Satisfaction	What factors influenced your level of satisfaction with placement?	a) Alignment of job role with career goals b) Positive work environment c) Opportunities for growth and learning d) Compensation and benefits Other
29	Challenges & Support Needs	How long did it take for you to find a job/get placed after training completion?	a) 0–3 Months b) 3–6 Months c) 6–9 Months d) 9–12 Months e) Not employed
30	Challenges & Support Needs	To what extent do you feel there is a gap between the skills and knowledge you gained during training and the requirements of your workplace?	Likert Scale (1–5: No gap at all to Very large gap)
31	Empowerment & Agency	Did you receive any post-placement support from the program?	a) Yes b) No
32	Empowerment & Agency	If yes, how would you rate this post-placement support?	Likert Scale (1–5: Very Ineffective to Very Effective)

33	Empowerment & Agency	What aspects of the post-placement support could be improved?	a) Guidance b) Regular follow-up c) Timely assistance d) Relevant support Other
34	Employment Continuance	Are you still employed with the employer you were placed with under the program, or have you switched to a different employer?	a) I am still with the same employer b) I have switched to a different employer Not working
35	Employer Transition	If you have switched to a different employer, what were the reasons for making this change?	a) Higher Compensation b) Better Work Environment c) Job Role Mismatch d) Lack of Growth e) Location/Commute Other
36	Sectoral Retention	Are you currently employed in the two-wheeler services industry?	a) Yes b) No
37	Employer Transition	Who is your employer?	a) Authorized Service Center b) Dealer Workshop c) Local Garage Other
38	Income profile	What is your current income?	Open-ended
39	Income profile	Is your current income lower, unchanged or higher than your previous income?	a) Lower b) Unchanged c) Higher
40	Ability	Has your ability to support your family improved?	a) Yes b) No
41	Upskilling Access	Have you had any opportunities for upskilling since completing the training?	a) Yes b) No
42	Upskilling Access	If yes, who provided these opportunities?	Open-ended
43	Upskilling	If no, specify the reason	Open-ended

	Access		
44	Alumni Engagement	Are you part of any alumni/peer support network created by the program?	a) Yes b) No
45	Alumni Engagement	Do you think alumni/WhatsApp groups are supporting your career?	Open-ended
46	Scope for improvement	What recommendations do you have for the program and the team?	Open-ended
47		Enumerator Name	Open-ended

ETHICAL CONSIDERATIONS

- Verbal consent was obtained from all survey participants for on-field data collection. The participants could withdraw at any point in the study.
- Confidentiality of data is maintained by the researchers.
- Neither unlawful means nor plagiarism were used to present data.

LIMITATIONS OF THE STUDY

- Participants (subjects) in an experiment have a tendency to act in ways that they believe the experimenter or researcher wants them to perform, whether consciously or unconsciously.
- Further, when a construct being assessed or the behaviours that characterise it are not the same in different cultures, there may be misinterpretation of questions or of responses.
- These may result in data of poor quality or misleading data in the analysis.
- Ratings of the same items on a scale may differ based on the subjectivity of the surveyor, and on the interpretations of the items based on their phrasing. The ratings may also fail to capture nuances if the items are not carefully constructed to prevent ambiguities.

ABOUT SOCIAL LENS

Social Lens was founded in 2016 out of Mumbai as a for-purpose organisation that brings professionals working in close collaboration with philanthropy and grant making institutions to drive transformation for SPOs in India. Social Lens services INR 500+ crores of philanthropy capital working with change makers and grant giving bodies with solutions that touch over a million end participants. With 10 years of experience, we have the expertise to strengthen the Impact Ecosystem, by making value driven changes. It addresses the critical challenges in organisation development or program building. We collaborate and design sustainable solutions to achieve better outcomes for end beneficiaries that encompass education, livelihood, women's empowerment, water, micro-finance, and healthcare initiatives.

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