Pratham Education Foundation

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Impact Assessment Report

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Prepared For: Kotak Mahindra Prime Limited

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Ethical Consideration

- **Informed consent**: The interviews were done after the respondents gave their consent. Even after the interviews were completed, their permission was sought to proceed with their responses.
- **Confidentiality**: The information provided by participants has been kept private. At no point were their data or identities disclosed. The research findings have been quoted in a way that does not expose the respondents' identities.

- **Comfort**: The interviews were performed following the respondents' preferences. In addition, the interview time was chosen in consultation with them. At each level, respondents' convenience and comfort were considered.
- **Right to reject or withdraw**: Respondents were guaranteed safety and allowed to refuse to answer questions or withdraw during the study.

Contents

Executive Summary

India's demographic dividend presents both opportunities and challenges. While the country has one of the world's largest youth populations, a significant share of young people, particularly from rural, low-income, and socially marginalised communities, continue to face barriers in transitioning from education to stable, decent employment. Youth unemployment remains structurally higher than overall unemployment, and a substantial proportion of young people (1 in 4) remain not in employment, education, or training (NEET). These challenges are especially pronounced for first-generation workers, women, and youth from SC, ST, OBC, minority, and nomadic communities, who often lack access to affordable, job-linked skilling pathways and industry exposure.

Against this backdrop, Kotak Mahindra Prime Limited (KMPL), through its CSR support, partnered with Pratham Education Foundation to implement an industry-aligned automotive skilling programme during FY 2023–24. The programme aimed to improve employability, income security, and long-term livelihood prospects for disadvantaged youth by combining technical automotive training (two-wheeler and four-wheeler trades) with soft skills, basic English, digital and financial literacy, and structured placement and post-placement support.

During FY 2023–24, the programme operated across 10 automotive centres in six states, Chhattisgarh, Madhya Pradesh, Maharashtra, Odisha, Telangana, and Uttar Pradesh, covering rural, peri-urban, and small-town geographies. A total of 2,505 youth were enrolled against a target of 2,410 (104% achievement). Of these, 2,262 youth successfully completed hands-on Level 3 training (94% of the target), and 2,032 were placed in employment or self-employment opportunities.

The programme demonstrated strong inclusion outcomes. Around 87% of participants came from rural areas, approximately 85% belonged to SC, ST, OBC, minority, NT, or VJNT communities, and about 80% were from households earning below ₹10,000 per month. While the automotive sector remains male-dominated, the programme enrolled 370 women (15%), representing meaningful participation in a non-traditional trade and reflecting Pratham's deliberate mobilisation and family-counselling efforts.

Training Model and Delivery

Pratham implemented a three-stage Hybrid Skilling Model:

1. **Level 1 (Awareness):** Short self-learning modules introducing trades and job pathways.
2. **Level 2 (Foundation Skills):** Virtual or hybrid instructor-led theory sessions.
3. **Level 3 (Hands-on Training):** Intensive practical training delivered through centre-based workshops, on-the-job training (OJT), community models, and the "Ustaad" model leveraging local experts.

This structure allowed the programme to reach youth across wide rural clusters while maintaining a strong emphasis on practical, workplace-relevant skills. Survey and interview findings indicate high satisfaction

with training quality, infrastructure, and trainer engagement, with most trainees reporting regular access to hands-on practice and strong relevance of both technical and soft-skill components.

Effectiveness and Employment Outcomes

The programme exceeded its placement target, achieving a placement rate of approximately 90% among those who completed Level 3 training. Most placed youth secured employment within one month of course completion, with Pratham playing an active role in job matching for the majority. Average starting salaries were around ₹11,267 per month (₹10,028 for two-wheeler roles and ₹11,440 for four-wheeler roles), with some offers exceeding ₹19,000 along with food and transport support.

Survey results show that nearly 79% of employed respondents experienced income improvements post-training, with 38% reporting increases of 30% or more. Even among those not placed in strictly automotive roles, many credited the training with enabling entry into formal employment, improving confidence, or supporting self-employment and small enterprise activities.

Post-Placement Support and Sustainability

Retention data indicate that approximately 70% of trainees remain in positive employment or education pathways one year after placement, with higher retention observed in core four-wheeler technician roles and in centres with strong local employer alignment.

Beyond immediate employment, qualitative evidence points to longer-term impacts on confidence, identity, and agency. Alumni report increased ability to support their families, invest in savings, and plan for the future. A smaller but notable group of graduates has progressed into supervisory roles or established their own garages and workshops, in some cases employing other trainees, creating local multiplier effects.

Key Learnings and Forward Path

While overall performance is strong, the assessment identifies areas for improvement: deeper technical and theory content, especially around BS6 engines and electric vehicles; better alignment between placement offers, salary expectations, and location preferences; and addressing utilisation gaps in select centres. Strengthening EV-related modules, enhancing digital and computer skills, and further consolidating gender-inclusive strategies are critical to sustaining relevance in a rapidly evolving automotive sector.

1. Introduction

India's demographic dividend is at a critical juncture, with a large and growing youth population facing persistent challenges in securing decent work despite expanding skilling initiatives. Against this backdrop, the Kotak Mahindra Prime Limited (KMPL)–supported Pratham Education Foundation automotive skilling programme sought to enhance employability and livelihood opportunities for disadvantaged youth through structured, industry-linked training and placement support across multiple locations.

1.1 Background

India has one of the world's largest youth cohorts, and labour market indicators reflect the difficulty young people face in transitioning from education to stable employment. In 2023, the estimated youth unemployment rate (15–24 years) in India was about 15.7 percent, consistently higher than the overall unemployment rate, suggesting structural barriers to school-to-work transitions. At the same time, nearly one in four young people are categorized as NEET (Not in Employment, Education or Training), with the NEET share declining from around 30.8 percent in 2018 to 23.5 percent in 2023, but still above global averages and projected to rise again.[1]

These challenges are more acute for rural and marginalized youth, who face compounded disadvantages related to geographic isolation, low-quality schooling, limited exposure to industry, and social norms that constrain, especially young women's participation in the labour market. Within this context, vocational skilling has been prioritized in national policy, through the National Skill Development Mission, Sector Skill Councils, and an emphasis on vocational education in NEP 2020, as a means to equip youth with market-relevant skills and to improve their prospects of secure and productive employment.

The automotive sector, including two-wheeler and four-wheeler services, remains one of India's largest employers and is undergoing rapid technological change with the advent of electric mobility and software-driven vehicles. Industry bodies project a need for 100,000–200,000 EV-ready workers by 2030, spanning technicians, service staff, and other blue-collar roles, implying both a significant opportunity and a pronounced skills gap if dedicated training pipelines are not created. Simultaneously, employers highlight shortages in basic work readiness, such as communication, digital and financial literacy, and soft skills, which further constrain the employability of first-generation workers from low-income rural and peri-urban communities.[2]

Corporate social responsibility (CSR) programmes in India have increasingly sought to address these gaps by funding targeted livelihood-enhancement and skilling initiatives aligned with national priorities and the Sustainable Development Goals. KMPL's CSR policy explicitly emphasizes long-term social value creation through education and livelihood projects, implemented in partnership with experienced civil society

[1] 'NEET' problem: 25% of India's youth not in education, employment, training
[2] Bridging the skill gap: India's auto sector at a crossroads

organizations. In this landscape, evidence-based impact assessments are essential to determine whether skilling interventions are reaching intended segments (such as rural, SC/ST/OBC, and minority youth), delivering quality training, and translating into sustained employment and income gains, particularly in high-demand sectors like automotive services.

1.2 Project Introduction

With CSR support from KMPL, Pratham Education Foundation implemented an integrated education and skilling programme during FY 2023–24 to improve access to quality, industry-aligned training and livelihood opportunities for youth from underserved communities of 12 states and 185 districts in India. The automotive skilling component focused on two-wheeler (2W) and four-wheeler (4W) trades across 10 centers (3 - 2W + 4W, and 7 - 4W) situated in 6 states (Chattisgarh, Madhya Pradesh, Maharashtra, Odisha, Telangana, Uttar Pradesh), combining technical training with soft skills, basic English, digital and financial literacy, and structured placement support.

The project primarily targets young people from rural regions, urban slums, and low-income households, with a deliberate focus on including youth from marginalized social groups such as SC, ST, OBC, minority communities, nomadic tribes, and those living in vulnerable housing conditions. In FY 2023–24, 87 percent of students were from rural areas, ~85% percent belonged to historically disadvantaged communities, and 56 percent resided in “kachha” houses, underscoring the programme’s outreach to socio-economically vulnerable segments.

Stakeholders and Their Roles:

The project involves a diverse set of stakeholders in programme design, delivery, and assessment.

Stakeholder	Primary Role
Kotak Mahindra Prime Limited (KMPL)	Funding and strategic CSR partner, aligning with education and livelihood goals.
Pratham Education Foundation (central and field teams)	Programme management, monitoring, and implementation oversight.
Mentors/Mobilisers	Outreach to rural/semi-rural youth, engagement with local leaders (panchayats, anganwadi/ASHA, SHGs, alumni).
Trainers (2W & 4W)	Delivery of industry-relevant technical and soft skills training in upgraded workshops.
Placement Coordinators	Building employer networks (e.g., 30+ new partners in FY23-24), matching candidates, and verifying jobs.

Employers	Hiring trainees for automotive roles; providing feedback on performance.
Trainees/Beneficiaries	Recipients from marginalized backgrounds

Training Model:

The program employed a **3-stage Hybrid Skilling Model**:

1. **Level 1 (Awareness):** Self-learning courses introducing trades, job opportunities, and alumni success stories (7 days).
2. **Level 2 (Foundation Skills):** Instructor-led virtual theory sessions (15-25 days).
3. **Level 3 (Hands-on Skills):** Practical training conducted at Pratham centers, industry sites, and community-based setups (20-30 days).

Implementation Process:

The program has adapted to the pandemic-driven challenges by pivoting to hybrid skilling methods and exploring new engagement strategies:

1. **Mobilization:** Pratham centres work with 100-500 villages per cluster, offering L1, L2, and L3 courses in various trades. Mentors identify youth for L1 self-paced courses, progressing interested participants to L2 virtual/hybrid foundation training and L3 hands-on training.
2. **Hybrid Training:** Theory sessions conducted through video calls and webinars, and onsite training.
3. **Practical Training:** Hands-on skills imparted through multiple models:
    a. **On-The-Job Training (OJT):** Youth gain practical experience with local workstations and placement partners.
    b. **Ustaad Model:** The Ustaad model involved local experts teaching practical skills and fostering community engagement while providing participants with valuable insights at their local garages.
    c. **Community Model:** Trainers visit villages with equipment to conduct training on-site.
4. **Placements:** Upon completion of their vocational training, students are placed with employers in their chosen industries, focusing on local job opportunities to address students' and families' hesitance to migrate for work.
5. **Post-Placement Support:** Pratham ensures job retention through follow-ups with students and employers, alumni networks, and WhatsApp groups. A structured tracking system monitors alumni at 3-, 6-, 9-, and 12-month intervals, supporting job stability and long-term career growth.

Expected Program Outcomes:

- Improved access and inclusion: Enhanced access to market-aligned automotive training for underserved and disadvantaged youth.

- Skill enhancement: Improved technical and soft skills through hands-on training.
- Employment transition: Successful shift from training to formal jobs with geographic mobility across states.
- Economic improvement: Higher income levels, livelihood security, financial independence, and household contributions.

2. Research Methodology

2.1 Objectives of the Study

The impact assessment has been designed to:

- Review project objectives, beneficiary groups, and geographical/grade-wise coverage.
- Validate the project's Theory of Change and verify data and reporting systems.
- Measure outcomes, impact, and beneficiary awareness.
- Generate insights, success stories, and practical recommendations for strengthening design, implementation, and future scaling.

2.2 Research Framework

The study is a mixed-methods research study based on appreciative inquiry and uses the OECD-DAC 'REECIS' (Relevance, Effectiveness, Efficiency, Impact, Coherence, and Sustainability) framework to assess the program's impact.

[OECD-DAC REECIS Framework]

2.3 Sampling

A mixed-methods design combined purposive qualitative sampling with small-scale quantitative sampling across key stakeholder groups.

Stakeholders	Key Informant Interviews (KIIs)(Purposive sampling)	Survey* (Convenience sampling)
Beneficiaries	20 (02 from each centre)	130
Trainers (2W & 4W)	4	
Mobilisers	3	
Employers	2	
Placement Coordinator	2	
Program Team	2	
Total	**33**	**130**

2.4 Data Collection

Data collection combined desk review, primary qualitative tools, and quantitative tools.

1. **Desk research:** Review of project proposal, KMPL–Pratham MoU, progress and narrative reports, baseline assessment reports, and existing monitoring data.

2. **Qualitative tools:** KIIs – Semi-structured guides for:

    - Trainees
    - Trainers & Mobilisers
    - Placement coordinators & Employers
    - Pratham program team

3. **Quantitative tools**

    - Trainee survey – Structured tool covering demographics, pre/post-training status, skills relevance, placement timelines, income changes, and retention.
    - Use of existing MIS data – Enrollment, completion, placement/retention (3/6/9/12 months) across centers.

2.5 Data Analysis

Data analysis followed a structured but pragmatic approach aligned to the REECIS framework.

Qualitative analysis

- Thematic coding of KII notes around: relevance, effectiveness, efficiency, coherence, impact, sustainability, and systems learning.
- Triangulation across respondent groups (trainees, trainers, mobilisers, coordinators, employers, teams) to confirm or contrast patterns.
- Extraction of illustrative quotations and case narratives to bring out lived experiences and nuanced outcomes.

Quantitative analysis

- Trainee survey results (e.g., completion rates, placement speed, income shifts).
- MIS data on enrollments, certifications, placements (e.g., salary vs. minimum wage, retention). Cross-checks between reported outputs (e.g., outreach events, center upgrades) and monitoring data for internal consistency.

Synthesis

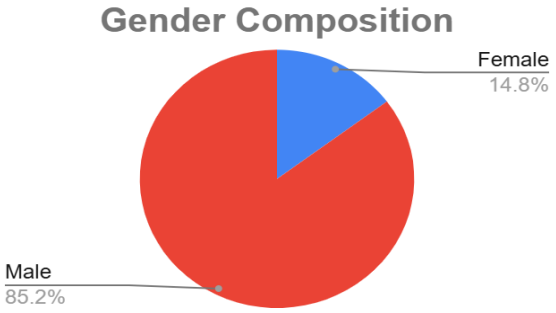
- Integration of qualitative and quantitative insights within each REECIS dimension.
- Preliminary SROI using cost data and stakeholder-perceived value (e.g., employability, mobility, self-reliance).

3. Findings and Analysis

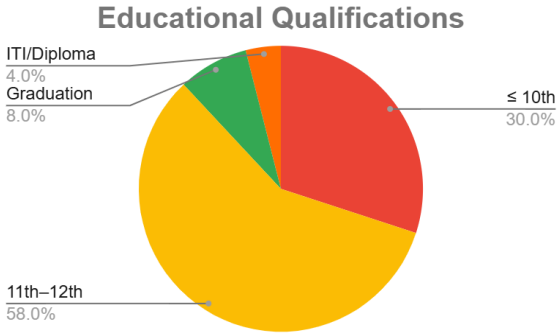
This chapter presents findings from the KMPL–Pratham Automotive Program using the REECIS lens (Relevance, Effectiveness, Efficiency, Coherence, Impact, Sustainability), triangulating centre MIS data (2,505 enrolled, 2,262 trained, 2,032 placed), beneficiary surveys (130 completed), and 33 KIIs across stakeholder groups.

3.1 Inclusiveness

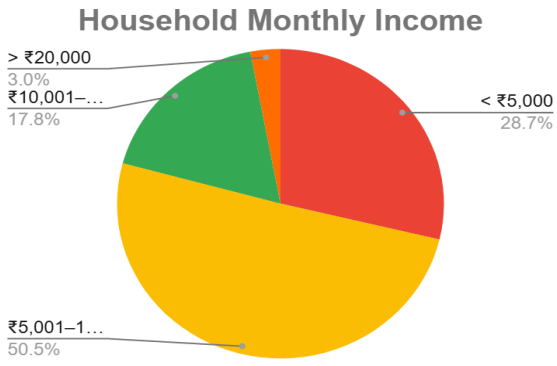
In FY 2023–24, the program enrolled 2,505 youth in automotive 2W and 4W trades, of whom 2,262 completed training (94% of annual target) and became eligible for placement and post-placement support. Participation is heavily male (~85%), reflecting sector norms, but still demonstrates inclusion of women in a non-traditional trade.



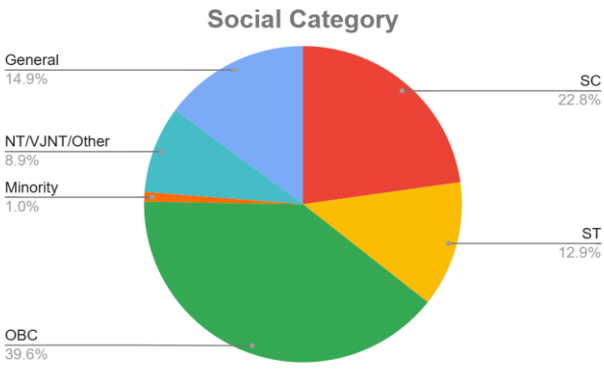
Graph 1: Gender composition of trainees



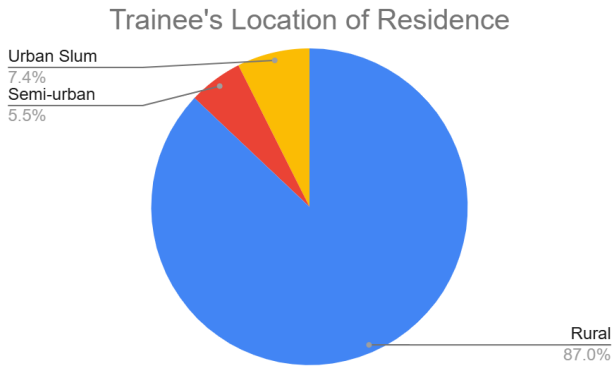
Graph 2: Education Qualification of trainees



Graph 3: Monthly Household income of the trainees



Graph 4: Social category of the trainees



Graph 5: Trainees location of residence

Around 85% of participants come from SC/ST/OBC/Minority/NT/VJNT categories, with 87% from rural areas, indicating a strong focus on social inclusion. Around 80% belong to households with monthly incomes below ₹10,000, underscoring economic vulnerability and alignment with the program's poverty-reduction intent. Regarding education, ~88% had completed 12th grade or lower.

"*In my village, there are very limited options, especially for girls… even if the salary was less, I wanted to work in or around Gadchiroli. That is why I decided to join this training.*" - Female Trainee (4W), Maharashtra

3.2 Relevance

The KMPL–Pratham automotive program is filling a very specific gap that young people describe in their own areas: a lack of affordable, nearby, job-linked technical courses that can realistically lead to work.

3.2.1 Perceived need for training

For many respondents, the alternative is either remaining out of work, continuing in low-paid informal roles, or studying without a clear path to employment, so a short, free or low-cost course with a placement promise is seen as a concrete way to move into earning. This is particularly visible in small towns and rural clusters where dealerships, organised workshops, and manufacturing plants exist, but young people do not see clear entry routes into them.

When asked whether such training program is needed in their area, 76 out of 130 surveyed trainees (around 58.5%) say it is "very much needed", 50 out of 130 (around 38.5%) say it is "somewhat needed", and only 4 out of 130 (around 3%) say they are unsure or do not see a strong need.

This perception is not only about training in general, but specifically about a course that leads to recognised skills and active support for getting a job. Several KIIs show trainees joining after prolonged periods of doing "nothing" after school, working in local garages without pay, or doing seasonal agricultural or small, informal work without stability. In those cases, the promise of a defined course duration, a clear schedule, and a certificate is described as a turning point.

"*Before training, I was not doing anything. I was not getting a job. They said placement will be given, so I joined the training.*" - Trainee (2W), Uttar Pradesh

Motivations for joining line up closely with these realities. Surveyed respondents selected three major reasons for enrolling in the training. First, the need for a job or to get out of unemployment. Second, "income generation requirements", reflecting pressure to contribute to household expenses or move beyond very low-paid work. Third, "skill improvement/upgrade" is marked by many who already had some exposure (for example, ITI, garage experience) and wanted more structured or advanced training. A smaller number also responded "wanted to start business/entrepreneurship," which aligns with stories of trainees who hope to open or expand their own garages after training.

These motivations sit inside clear constraints. Several trainees state that their families agreed to the program only because it was residential, supervised, and run by a known organisation, or because staff promised placements within a reasonable distance from home. A few say openly that they would accept lower salaries if work remained near their village or district, rather than uprooting for higher pay far away.

> "*Before joining, I was working in a local garage shop for around five years. I mostly went there to learn, spending my own money on travel and food. I joined this training thinking that with proper training and a certificate, I would get a good job.*" - Trainee (4W), Chhattisgarh

> "*I was working in a garage, so to get a good job in big companies like Kia, I joined the course*."- Trainee (4W), Odisha

For young women, safety and distance are repeatedly mentioned: they describe limited options "especially for girls" in their villages and say that without Pratham's counselling of parents, they would not have been allowed to travel or stay at a centre. Taken together, the data suggest that the program is relevant not only because it offers skills, but because it negotiates these social and geographic boundaries in a way that youth and families find acceptable.

> "*My main reason was getting a job. I was told that after training, job placement would be provided, preferably near Jabalpur.*" - Female Trainee (4W), Madhya Pradesh

3.2.2 Curriculum–industry fit

Surveyed responses saw the course content as closely linked to real workshop work, but also identified specific gaps that matter for their careers. ~95% of respondents rated the technical skills they were taught as either "highly relevant" or "somewhat relevant" to actual industry job requirements, and a similar share rate of soft-skills and foundation modules (communication, workplace behaviour, basic English, digital and financial literacy) as useful for real work situations.

In interviews, trainees link this perceived relevance to how training is organised: they talk about handling tools, working on real vehicles, and learning how to behave in a workshop, rather than just watching demonstrations.

> "*Working alongside professionals in a workshop taught me not just technical skills but also how to navigate workplace dynamics.*" - Trainee (4W), Automotive Program

At the same time, key informant interviews indicate that alignment is incomplete. Trainers and placement staff flag two specific gaps. First, they feel exposure to newer technologies, especially BS6 engines and electric vehicles, is still limited, which shows up when students face interviews that focus on EV components or advanced diagnostics. Second, they point out that the strong emphasis on practical work sometimes leaves too little time for theory, books, or structured revision, which can affect how confidently students answer more technical questions or progress to higher-level roles.

These gaps do not cancel the relevance that trainees experience day-to-day in the workshop, but they do mark the boundary between being "job-ready" for entry-level roles and being fully equipped for a fast-changing automotive industry.

> "*Right now, in the automotive industry, Electric Vehicles are growing very fast… If we keep following old methods and do not update training content, we will not move forward.*" - Placement Coordinator, Automotive Program

3.3 Effectiveness

Effectiveness is assessed along the full skilling pathway: mobilisation, training completion, job placement, and post-placement support.

3.3.1 Training achievement

The program achieved its annual training target and exceeded its placement target. Across FY 2023–24, centres enrolled 2,505 youth against a target of 2,410 (104%), completed hands-on L3 training for 2,262 youth (94% of the training target), and facilitated 2032 placements directly against a placement target of 1,808. Overall, 2,032 trainees were placed with or without Pratham's support. This means that out of all those who completed L3, around 90% moved into some form of employment with or without Pratham's direct facilitation.

Centre-wise, six out of seven 4W centres achieved 89–101% of their training targets, and all three 2W+4W centres trained between 79% and 100% of their annual targets. Raipur and Indore reached approximately 101% of their training target, while Cuttack and Ahmednagar were at 100%; Lucknow was a clear outlier at around 79%, which staff link to local availability of better-paid options and reluctance to relocate. This pattern suggests that the training offer is attractive and feasible in most locations, but sensitive to how it compares with local labour-market conditions.

> "*In some areas, local students say they can get ₹15–20,000 nearby, so they are not interested in starting at ₹10–12,000 in another city.*" - Program Team Member, Automotive Program

Component	Target	Achieved	Achievement rate
Enrolment (L2/L3)	2,410	2,505	104%
Trained (L3)	2,410	2,262	94%
Placed	1,808	2032	112%

Of the 130 surveyed beneficiaries, 16% (21 respondents) dropped out before completion. The most common reason was personal issues (43%, or 9 cases), followed by family responsibilities (29%, or 6 cases). Other factors included health issues, course difficulty, travel issues, and financial responsibilities, indicating that external life circumstances, rather than program quality, drove most dropouts.

3.3.2 Training quality and learning experience

Surveys and KIIs point to a learning experience rated positively on both pedagogy and infrastructure, while also revealing where participants feel stretched or short-changed. Around 85% of respondents say they had access to hands-on practice "most of the time" or "all the time", and ~90% rate centre infrastructure (safety, cleanliness, equipment, water, toilets) as "very good" rather than "average". When asked about trainer behaviour, around 90% describe trainers as "often" or "always" responsive to doubts and feedback. Trainees and trainers link this to a structured, level-based design that moves from basics to more complex tasks in a short but intensive period.

> *"The structured levels helped students build confidence as they progressed; they could see their skills improving step by step."* - Trainer, Automotive Program

> "*The training was for about 45 days. I attended the classes regularly and missed only a few days. I enjoyed going to classes*." - Trainee (4W), Telangana

At the same time, both trainees and staff raise concerns about duration and depth. In KIIs, several participants describe the 45–60 day format as "short" for a trade where formal courses often run one to two years, and say that while they get good exposure to basics, they would like more time for advanced repairs and systems. Trainers and placement staff also ask for stronger theory components, including books and more classroom sessions, so that students can answer technical questions with more confidence in interviews and on the job. These points are particularly strong around new technologies such as BS6 engines and EVs, where trainees feel under-exposed.

> "*Automobile courses are usually longer (around 2 years), so this felt very short.*" - Trainee, Automotive Training Odisha

3.3.3 Placement performance

On the employment side, the program converted training into jobs at a high rate. Of the 2,262 trainees who completed L3, 2,032 are recorded as placed, giving a placement rate of about 90% among those trained. In the combined 2W+4W centres, 777 out of 852 trained youth are placed (around 91%), and in the 4W-only centres, 1,255 out of 1,410 trained youth are placed (around 89%). This suggests that, in both course types, roughly 9 out of 10 trainees who completed hands-on training moved to some form of employment or self-employment tracked by the program.

Program	Enrolled	Trained	Placed	Placement rate among trained
Auto 2W + 4W	911	852	777	91%
Auto 4W	1,594	1,410	1,255	89%
Total	2,505	2,262	2,032	90%

Placement is channelled through two main routes. The majority of placements are "through Pratham", where the centre or placement team has facilitated the job; a smaller share are "self-placed/entrepreneur/other profession", where trainees find work on their own or start small businesses. In the surveys, a large segment of employed respondents report getting their first job "within one month" of completing training, and around two-thirds say Pratham helped them find that job; the rest either found work independently or chose self-employment.

> "*Within one month, Pratham helped me find this job… it is fully aligned to what I learnt.*" - Trainee (4W), Hyundai Utkal, Cuttack, Odisha

> "*I did not get placed, but I am running my own CSC centre and happily leading life.*" - Trainee (4W), Self-employed, Odisha

However, the interaction between offered jobs and local realities is not always smooth. A visible group of trainees turn down offers because salaries are significantly below what they can earn locally or in existing jobs; others refuse jobs that require relocation or long commutes, even when these roles match their trade. These decisions show up in survey comments and KIIs.

> "I already know 4W work and was earning ₹14,000, but the job they offered was ₹8,000. I refused to join." - Trainee (4W), Uttar Pradesh

> "Pratham provided a job at a far distance location, which was 50 km away, so I didn't join the job. Now I am searching in the local area." - Trainee (2W), Pratham Education Foundation, Uttar Pradesh

These cases indicate that while the program is effective in securing offers, placement "conversion" and longer-term retention depend heavily on how well job location and salary align with youth expectations and household constraints.

3.3.4 Post-placement support

Pratham's approach to post-placement support is a central part of the value chain. In KIIs, placement staff describe a system where coordinators remain reachable by phone at all hours, encourage students to contact them when problems arise, and intervene with HR or supervisors to resolve issues. When workplace problems cannot be resolved, they help candidates shift to alternative employers or roles, effectively providing a second, and sometimes a third, placement. This type of ongoing mediation is important for young workers new to formal settings who may not know how to negotiate with employers.

> "*If they face any problem, the first call should come to me… If required, the student can give another interview. In many cases, we also negotiate with the company so that the student gets time and support to adjust.*" - Placement Coordinator, Automotive Program

Among employed respondents after training (89/130), 88 (99%) reported receiving active support of varying degrees for job search, dissatisfaction resolution, or role changes; while only 1 reported "No support at all".

Support post placement	% responses from employed respondents (n= 89)
Active support	84%
Some support	15%
No support at all	1%

This responsive system helps youth, especially those new to formal work, navigate challenges without exiting the labor market, often leading to better-matched roles.

3.4 Efficiency

The project efficiency was assessed through cost per trainee, staffing structure, and the degree to which activities are monitored and adjusted across centres.

3.4.1 Resource and cost efficiency

The audited utilisation reports for FY 2023–24 indicate that the automotive program delivers training and placement at a nominal cost, given its largely residential, hands-on model. The per-beneficiary cost (training, food, and accommodation) is reported at ₹24,491.

Budget Spent	Number of Students Graduated	Per Beneficiary Cost (Rupees)
5,54,00,000	2,262	24,491

Each centre typically operates with one centre head, two technical trainers, one non-technical trainer, and a small team of mobilisers whose numbers are matched to enrolment. Given that 2,262 out of 2,505 enrolled trainees completed L3 (around 90% completion) and 2,032 out of the trained youth were placed (around 90% placement among those trained), this staffing pattern appears adequate to maintain throughput and outcomes without heavy overhead.

Financial monitoring is regular rather than episodic. Centre heads and program teams review expenses monthly, while quarterly financial utilisation reports are prepared and discussed with the CSR team. This cadence allows the team to spot variances early, for example, under-spend due to slower enrolment in one centre, or over-spend on specific cost heads, and to respond through re-allocation or course corrections instead of carrying inefficiencies through the full year.

> "*The budget was sufficient, but now rent and electricity are increasing. In the future, we will need to adjust.*" - Program Head, Skilling Portfolio

3.4.2 Utilisation of infrastructure and partnerships

Patterns of enrolment, training completion, and placement show that workshop spaces, hostels, and employer relationships are used intensively in most locations, but also reveal pockets of slack. Across centres, enrolment reached 104% of the annual plan, and L3 training reached 94%, with six out of seven 4W centres and two out of three 2W+4W centres operating at 89–101% of their training targets. Placement performance is similarly high, with around 9 out of 10 trained youth placed, suggesting that industry linkages and employer pipelines are strong enough to absorb the trained cohort each year.

At the same time, the data show specific centres where both physical and human capacity are underutilized. Lucknow, for example, achieved around 79% of its annual target, indicating that workshop bays, classrooms, and staff time there ran below the utilisation levels seen in Raipur, Indore, Cuttack, or Ahmednagar. KIIs with staff attribute this partly to competition from better-paid local opportunities and

low interest in migrating, which depresses demand for the course even when infrastructure and trainers are in place.

Rising fixed costs, especially rent and electricity, are another pressure point. Program leadership noted that, while current budgets have been sufficient, year-on-year increases in these costs could start to squeeze the per-beneficiary value if allocations remain flat, particularly in centres that are not running at full capacity. In effect, the program is efficient at converting inputs into trained and placed youth where demand is strong, but becomes less efficient when local enrolment falls short of what the infrastructure can handle and when fixed costs climb faster than budgets.

3.5 Coherence

Coherence assesses how well the program aligns with the wider skilling ecosystem in India and with KMPL's own CSR and SDG commitments.

3.5.1 Alignment with the national skilling ecosystem

The automotive courses follow the National Skill Development Corporation (NSDC) and sector-skill council norms, meaning the content and certification are recognised within the broader skilling system and by employers who already hire from ITIs and other accredited programs. This alignment helps trainees carry their skills and certificates beyond Pratham's own network, for example, when they apply to larger manufacturers or dealerships that look for standard job roles and competency levels.

The way training is delivered also fits around, rather than duplicates, existing government schemes. Through its Hybrid Skilling Model and its OJT and Ustaad variants, the program reaches youth in clusters of 100–500 villages around each centre, often in places where ITIs or PMKVY centres are distant or oversubscribed. OJT links trainees directly to local workshops and industry partners for hands-on practice, while the Ustaad model uses local experts to teach within the community; together, these formats extend the practical reach of national frameworks into rural and peri-urban settings that formal institutions often miss.

Partnerships with employers anchor this alignment in the labour market. Across centres, trainees are placed in original equipment manufacturer (OEM) dealerships and manufacturing plants such as Ola Electric, Minda Corporation, Voss Automotive, and Deepak Fasteners, among others, with average starting salaries around ₹11,267 per month and some offers above ₹19,000 with food and transport. These relationships show that the pipeline from training to jobs is not generic; it is tied to sectors and companies that are actively hiring entry-level technicians and machine operators.

> "*Our students have more practical skills, even better than ITI students, almost 60 percent better.*" - Placement Coordinator, Automotive Program

3.5.2 Fit with KMPL's CSR strategy and the SDGs

The KMPL–Pratham automotive program sits squarely within Kotak's broader CSR focus on education, livelihoods, and financial inclusion, and contributes directly to several Sustainable Development Goals. By providing structured vocational training to youth from low-income, rural, and socially marginalised backgrounds, it advances SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth); by deliberately bringing women into a male-dominated automotive trade, even if they form around 15% of enrolment, it pushes on SDG 5 (Gender Equality). Targeting SC, ST, OBC, and other disadvantaged categories, who together make up around 85% of enrolled trainees, also supports SDG 10 (Reduced Inequalities).

For KMPL, which already supports skilling and livelihoods programs in other trades, this project deepens its strategic position in the automotive sector, where there is clear demand for entry-level technicians and where improvements in employability can be measured through concrete indicators such as placement rates, starting salaries, and income changes. The combination of alignment to national standards, strong employer partnerships, and a clear CSR and SDG fit indicates that the program is not operating in isolation, but is coherent with both public policy priorities and the funder's long-term social investment agenda.

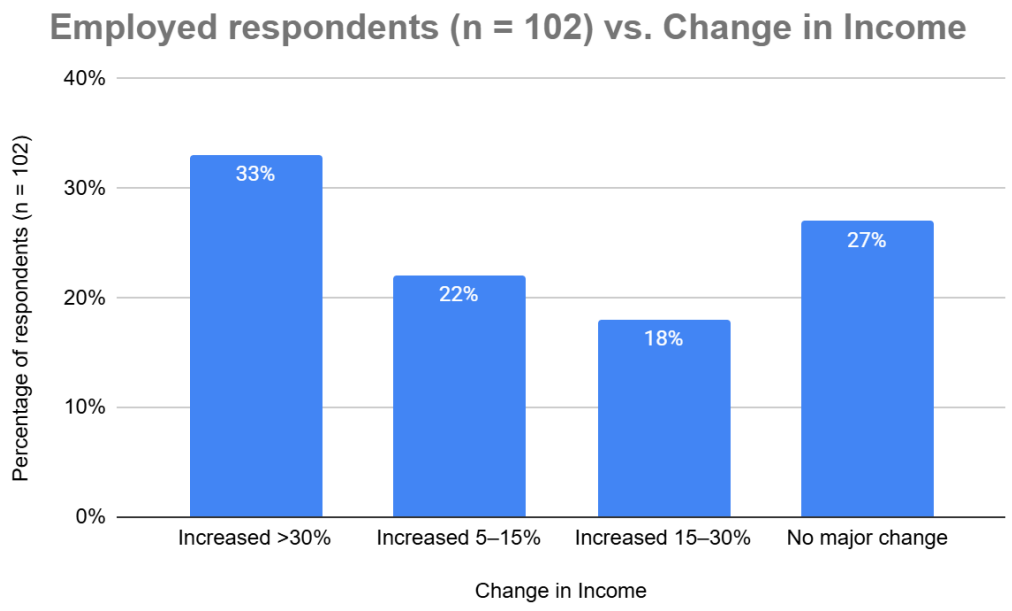
3.6 Impact

The program's impact shows up in concrete labour-market outcomes, shifts in how youth see themselves and are seen by their families, and in how information and opportunities circulate in their communities.

3.6.1 Employability and labour-market outcomes

By the end of FY 2023–24, 2,032 of 2,262 trainees who completed L3 were placed, which gives a placement rate of about 90% among those trained. In the combined 2W+4W centres, 777 out of 852 trained youth are placed (around 91%), and in the 4W-only centres, 1,255 out of 1,410 trained youth are placed (around 89%). This means that for every ten trainees who finish hands-on training, roughly nine move into employment or self-employment that the program can track.

Income patterns also point to a clear shift. Across all placed youth, the average starting salary is around ₹11,267 per month; placed trainees from 2W programmes earn an average of ₹10,028, while those from 4W programmes earn an average of ₹11,440. Of the 130 respondents, 102 (~78%) were placed after the training, and of them 72% (74) reported income improvements post-training. Among employed respondents, ~33% (34) saw increases of 30% or more, ~18% (18) saw increases of 15–30%, and ~22% (22) saw increases of 5–15%. Notably, ~86% of those who improved (64/74) started with post-placement salaries exceeding ₹10,000 per month.



Graph 6: Change of income of Employed respondents

Job alignment with automotive training varies among the 102 employed respondents: ~43% (44) report fully aligned roles (e.g., repair at Mahindra or Tata Motors); ~18% (18) partially aligned (e.g., manufacturing or village workshop); and ~39% (40) not aligned/not applicable (e.g., sales at Tickle Night, banking, marketing, bridal services). Among non-aligned cases, ~53% (21 of 40) credit the training for facilitating entry into formal employment or for building confidence in business startups.

> "*Because of this program, I am working in a good company and earning a good amount, so financially, I am content that I can help my family.*" - Trainee, Electrical Trade

> *"I am working in Hyundai, Utkal, Cuttack… my income has increased by more than 30% and it supports savings and investment.*" - Trainee (4W), Hyundai Utkal, Odisha

3.6.2 Empowerment, confidence, and life-course shifts

Behind these numbers are clear changes in how young people describe themselves and their futures. In KIIs, many beneficiaries say that before training, they were "not doing anything", "only helping in fields", or "just learning in a local garage" without pay or formal status; after training and placement, they start referring to themselves as mechanics, technicians, or company employees. This change in identity matters for how families and communities see them, but also for the kinds of decisions they feel able to make, about supporting siblings' education, saving, or starting a business.

Placement staff recall that after a year or two in jobs, some alumni move into supervisory roles, lead small teams, or are asked to train junior staff and new recruits in workshops or factories. A smaller group has gone further and opened their own two-wheeler or four-wheeler garages or EV outlets, sometimes

employing other graduates from the same program. These trajectories are still emerging, but they indicate that the program's effect is not confined to entry-level access; for some trainees, it shifts their position in the labour market more substantially.

> "*After placement, students become more responsible and mature… I have seen that around 15 or more students have even started their own two-wheeler or four-wheeler repair work.*"
> - Placement Coordinator, Automotive Program

> "*Before Pratham, I was just learning in a local garage, spending my own money. Now I am earning and supporting my family."*- Trainee (4W), Chhattisgarh

Gender adds another layer. Women account for 370 of 2,505 enrolled trainees (about 15%), a small proportion but notable in a sector that is heavily male-dominated. Their presence as trainees and, in some cases, as showroom staff, technicians, or workshop employees, challenges local norms about what kind of work young women can do. In interviews, women mention both the difficulty of obtaining family permission and the pride of being seen as skilled workers in the automotive trade; families that were initially hesitant often become supportive once they see their daughters earning and working in structured environments.

3.6.3 Community-level effects

Impact is also visible at the community level, in how information about the program spreads and in how benefits extend beyond those who take up formal placements. In the survey, 58% of respondents say they first heard about the training from friends or family, around 23% mention community or Pratham mobilisation, and smaller percentages mention visits to the centre, local organisations, or social media. This pattern indicates that alumni and current trainees themselves are the main "channel" through which the program becomes known, which is a strong sign of perceived value.

Youth who do not join placements, leave jobs early, or choose self-employment often remain in their home areas as village mechanics, small business owners, or workers in related local trades. In these cases, the skills gained still circulate in the community: locals get access to basic repair services, and younger peers see a visible pathway, however informal, into technical work. Program staff describe workshops started by alumni that have gone on to hire other trainees, effectively turning one beneficiary into a small local employer.

> "*Our students who started workshops have also given jobs to other youths from the same training program."* - Program Team Member, Automotive Program

Taken together, these effects suggest that the KMPL–Pratham automotive program is not only moving individual youth into jobs, but also helping to shift local expectations about what is possible for rural and small-town young people in the automotive sector, and creating small but meaningful pockets of sustained economic activity around alumni.

3.7 Sustainability

Sustainability is about whether the gains in skills, employment, income, and confidence continue after direct project support reduces, and whether the program's systems can adapt to new conditions and scale further.

3.7.1 Retention and progression

Post-placement tracking shows that most trainees remain in "positive pathways" for at least a year after completing the program, though retention gradually declines over time. Extrapolated cohort estimates suggest that around 75% of trained youth were still in formal employment, self-employment, or further study at 3 and 6 months, 72% at 9 months, and 70% at 12 months.

Centre-wise, retention is particularly strong in hubs such as Raipur and Shadnagar, where one-year retention remains close to or above 80% (Raipur Auto 4W at approximately 79% and Shadnagar Auto 4W at around 86% at 12 months). Kolhapur and Ahilyanagar also sustain high levels of continued engagement (roughly 73% and 76% retention at 12 months respectively), whereas Lucknow shows weaker long-term attachment to the sector (Lucknow 4W falling to 55% percent by 12 months), reflecting stronger local pull factors and alternative job options.

12 Month Retention Data		
Centre Name	**Placement Rate (%)**	**Retention Rate (%)**
Shadnagar Auto 4W	92%	86%
Lucknow Auto 4W	87%	55%
Panvel Auto 4W	89%	72%
Raipur Auto 4W	99%	79%
Kolhapur Auto 2W+ 4W	96%	73%
Ralegaon Auto 4W	97%	61%
Ahilyanagar Auto 2W+4W	91%	76%
Bhopal Auto 4W	84%	66%
Indore Auto 4W	82%	64%
Cuttack Auto 4W	71%	68%
Grand Total	**90%**	**70%**

Course-wise, four-wheeler technicians show the highest sustained attachment to positive pathways, with extrapolated retention of about 78 percent at 3 and 6 months, 74 percent at 9 months, and 73 percent at 12 months. Two-wheeler mechanics also maintain high retention, estimated at 73 percent at 3 months, 69–70 percent at 6–9 months, and 65 percent at 12 months, while automotive showroom host roles exhibit a more pronounced drop-off over time, declining from around 58 percent at 3 months to under 50 percent by 12 months.

Of the 130 beneficiary surveys, 109 completed the training, and 89 were placed after the training. Of these, 55 respondents report that the training helped them adapt to new job roles or responsibilities, and many note that they have since been promoted or assigned additional responsibilities at work. On the question of ongoing support needs, ~61% percent choose options such as “No support required” or “Some support,” while ~24% indicate that they still expect support from Pratham during job changes, suggesting

that the majority feel increasingly confident about managing future employment transitions on the basis of the skills and experience gained through the program.

> "*Pratham gave me a placement, but my dream was to open my own workshop. The placement was garage work. I worked there for 15 days... I started my own workshop. It has been one year now.*" - Trainee, Maharashtra

> "*I started with 14k. I am happy with the placement... I have been working for around three years now, and my salary has increased to about 19,000 per month. If you work hard your salary increases.*" - Female Trainee, Telangana

Interviews with staff and alumni indicate that many trainees stay in the automotive or related sectors beyond their first job. Placement staff describe alumni who remain with the same employer, others who move to better-paid positions in manufacturing plants or large dealerships, and a smaller group who start their own garages or small workshops, sometimes drawing on savings built in their first jobs. In one centre, a placement coordinator estimated that at least 15 former trainees had opened two-wheeler or four-wheeler repair units in their home districts.

> "*I have seen that around 15 or more students have even started their own two-wheeler or four-wheeler repair work, which shows growth and confidence. I remember one student from Satara who earlier worked in the police department, and his parents had completely lost hope... He joined the training, got placed at Royal Enfield, and later started his own workshop and even took an EV dealership. He also gave jobs to students from our own training program.*" - Placement Coordinator, Maharashtra

Taken together, the multi-point retention data and self-reported trajectories point to benefits that extend well beyond a single placement cycle. High one-year retention in key centres, strong outcomes for core technical courses (especially four-wheeler technician), and evidence of movement into higher-pay roles or self-employment all suggest that the program is not only getting youth into work, but also helping them stay and progress in automotive and related sectors over time.

3.7.2 Institutional capacity and learning

On the institutional side, Pratham has put in place systems that make it more likely that the program can adjust and remain relevant. The hybrid model, combining L1 awareness, L2 virtual theory, and L3 hands-on training, gives flexibility to respond to shocks like the pandemic and to work across geographies with different levels of digital access. A central MIS on Salesforce records enrolment, training, and placement data, while Haloocom's call-centre platform is used to track alumni at roughly 3, 6, 9, and 12 months, capturing information on employment status, income, challenges, and migration preferences.

Employer feedback is collected in a structured but practical way. Placement and centre staff talk regularly with HR and line managers during retention visits, asking about performance, behaviour, and technical gaps, and using these inputs to tweak training content and methods. This has already led to some

adjustments, including a stronger focus on practical skills, changes to session sequencing, and early conversations about integrating EV-related content.

> "*In the beginning, this process needs a little extra effort, but over time it helps us improve training quality and placement outcomes.*" - Placement Coordinator, Automotive Program

At the same time, there are clear sustainability risks if not addressed. Staff and employers repeatedly note gaps in advanced and EV-related content, given how quickly the automotive market is shifting, which could weaken graduates' competitiveness over time if curricula are not updated. Salary-expectation and location mismatches, where youth refuse distant or lower-paid jobs even when these are in their trade, can reduce retention in formal roles, particularly in centres serving areas with strong local labour markets. Rising fixed costs, such as rent and electricity, flagged by program leadership, could also put pressure on quality and per-beneficiary investment if budgets remain flat.

Despite these risks, three features point to a reasonable likelihood that benefits will endure: consistently high placement rates around 90%, documented cases of alumni entrepreneurship and progression, and strong word-of-mouth and referral chains, with 58% of surveyed trainees reporting that they heard about the program through friends or family. If content continues to be updated, especially around EVs and newer technologies, and employer strategies keep adjusting to local salary and migration realities, the core model is well-placed to keep generating meaningful, longer-term gains for youth beyond the current funding cycle.

3.8 NGO System Review

As part of the impact assessment, NuSocia reviewed the implementation and centre-level systems of the Pratham Education Foundation for the 2W 4W Automotive program to understand how the organisation manages trainee mobilisation, batch planning, trainer deployment, training delivery, assessment processes, and placement coordination across training centres.

Pratham follows a centre-based, industry-aligned training model in which certified trainers deliver structured Automotive 2-Wheeler and 4-Wheeler technician courses through a combination of classroom instruction, practical workshop sessions and employer-oriented exposure. During the review, centre and programme documentation was verified, including trainee enrolment and registration records, trainer deployment and certification details, training timetables, practical session plans, and assessment schedules.

The assessment further reviewed the programme MIS and reporting systems used to track mobilisation, enrolment, attendance, course completion, certification, placement and post-placement follow-up, and examined how these records aligned with centre-level registers and supporting documents. Systems for employer engagement, placement coordination, and retention tracking were reviewed to understand how training-to-employment transitions and post-placement monitoring are operationalised.

Overall, institutional systems for training delivery, trainee and trainer record management, attendance tracking, assessment documentation, MIS reporting, placement coordination and post-placement follow-up were found to be in place and functioning across the Pratham Automotive training centres.

4. Best Practices and Recommendations

This chapter synthesises practices that are working well in the KMPL–Pratham automotive program and sets out recommendations grounded in data and stakeholder voices.

4.1 Best practices

1. Community-centred mobilisation and counselling: Mobilisation relies on local relationships and layered counselling rather than one-off announcements. Around 58% of surveyed trainees say they heard about the program through friends and family, 23% through community/Pratham mobilisation, and the rest through centre visits, local institutions, or the media. Mobilisers and trainers routinely meet parents, sarpanches, and ITI staff, take families to centres, and use alumni examples to build trust, especially for girls and for placements outside the village.

2. Hybrid practice-heavy training with structured progression: The level-based hybrid model (L1 awareness, L2 virtual theory and hybrid, L3 hands-on) is a core strength. Around ~85% of surveyed trainees report "all the time" or "most of the time" access to hands-on practice, and ~90% rate centre infrastructure as "very good". Trainers say around 80% of the time is spent on practical work, with theory woven in through short lectures, videos, and weekly tests. This design allows youth with varied educational backgrounds to build confidence step by step.

3. Strong employer engagement and tailored placement: Placement practice goes beyond forwarding CVs. Placement coordinators visit employers, inspect accommodation and food arrangements, discuss salary and working conditions, and then match candidates based on preferences for role and location. Roughly 90% of trained youth are placed, and in surveys, a large share of employed respondents report getting their first job within one month of course completion.

4. Post-placement tracking and alumni networks: Pratham uses Salesforce to track placements and Haloocom to manage follow-up calls at around 3, 6, 9, and 12 months. About ~70% of employed or ever-employed survey respondents say they received "active support" or "some support" from Pratham after training, either for resolving issues or for changing jobs; ~30% report "no support at all", often where they did not seek help. WhatsApp groups and informal alumni networks also serve as peer-support spaces.

5. Gender inclusion in a non-traditional sector: Women make up 370 of 2,505 enrolled trainees (about 15%), which is low but significant for automotive skilling. Staff deliberately use women trainers or coordinators in counselling, invite parents and local leaders to centres, and share stories of women trainees to normalise their participation. Several women alumni now work in showrooms, workshops, or related roles, or run small services, such as bridal work, alongside family responsibilities.

4.2 Recommendations

1. Strengthen curriculum depth and EV content: Evidence from trainers, placement staff, and beneficiaries points to the need for deeper and more up-to-date technical content, especially on BS6 and electric vehicles.

Introduce an advanced module of 30–45 days (optional but encouraged) focusing on:

- BS6 diagnostics and emission systems.
- EV components (battery packs, controllers, safety protocols) with at least one EV or EV training rig per cluster.
- Structured theory using manuals and PPTs, with weekly conceptual quizzes.

2. Improve alignment between placements, salary, and location: Survey and KII data show that placement offers do not always match youth expectations or household constraints:

- Introduce clear "salary and location bands" during counselling, showing typical offers so youth can choose informed pathways.
- Prioritise partnerships that provide accommodation and food where salaries are closer to ₹15,000 or more, especially for out-of-state roles.
- Track and report "offer acceptance rates" and "3-month retention by salary band" to adjust employer mix annually.

3. Deepen post-placement support where dissatisfaction is higher: Around ~30% of employed or ever-employed respondents say they received "no support at all" after training, and some explicitly link drop-out or frustration to unresolved placement issues (salary cuts, garage closures, miscommunication about the role). While Pratham Alumni Network (PAL) and tele-calling exist, engagement is uneven.

Make post-placement support more systematic and targeted:

- Flag all cases where youth report dissatisfaction, salary cuts, or early exit in the MIS, and mandate at least one structured counselling call and one alternative-placement attempt.
- For centres with more negative feedback (e.g., certain out-of-state placements), conduct joint reviews with employers and adjust or pause partnerships where terms are not honoured.

4. Add digital and computer skills for progression: Trainers and placement staff point out that a lack of computer skills limits graduates' access to supervisory, backend, or technical-support roles where pay and progression are better.

Integrate basic computer and digital modules into the non-technical curriculum:

- Focus on typing, basic office software, emailing, and reading digital service manuals.
- Use at least 8–10 hours of structured lab time per cohort, with short tasks linked to workshop realities (e.g., filling job cards, updating service logs).

5. Consolidate and scale gender-inclusive strategies: Women are 15% of enrolment, but interest from girls is clearly present where mobilisation and family counselling are strong. Some women have moved into self-employment or blended roles (e.g., bridal services, family businesses) after training.

Build on existing gender-inclusive practices by:

- Setting centre-wise targets for female enrolment (for example, from 15% to 25% over two years), without compromising quality.
- Formalising the role of female alumni as peer mentors in mobilisation visits and online sessions.

6. Address centre-level utilisation gaps: Data show that while six of seven 4W centres and two of three 2W+4W centres train 89–101% of targets, one centre (Lucknow) trains only around 79%, pointing to under-utilised infrastructure and staff time. KIIs suggest this is linked to local competition from better-paid informal work and reluctance to move for jobs.

For centres with low utilisation:

- Conduct a local labour-market and aspiration scan to understand why youth are opting out or dropping out.
- Experiment with modified offers (e.g., more explicit local-job focus, different timings, or linking with other trades) and review after one year.
- If enrolment remains persistently low, consider consolidating batches or adjusting physical capacity to reduce the drag from fixed costs.

5. Conclusion

The Kotak Mahindra Prime Limited (KMPL)–Pratham Automotive Program has demonstrated strong performance in skilling rural and semi-urban youth aged 18–30 for 2W/4W roles across 10 centers in six states. By Q4 FY 2023–24, it enrolled 2,505 youth against a training target of 2,410, trained 2,262 (94% target achievement), and placed 2,032 at an average salary of ₹11,267 (₹10,028 for 2W; ₹11,440 for 4W), with top offers up to ₹19,566 plus travel/food incentives.

The program prioritizes inclusion with 370 women enrolled (15% of total), ~85% from OBC/SC/ST/minority/NT/VJNT groups, and 87% of the enrolled with ≤12th-grade education (745 with 8th–10th, 1,460 with 11th–12th). Beneficiary surveys show high satisfaction with skills relevance and infrastructure; centers like Raipur (251 placed, 99% rate) and Kolhapur (327 placed, 95% rate) led via partners such as Ola Electric, Minda Corporation, Hicool, and Mahindra.

Stakeholders praise the hybrid model (L1 digital readiness, L2 virtual and Hybrid, L3 practical/OJT), mobilization (via Pratham teams/friends/family), and post-placement tracking (3/6/9/12-month follow-ups).

Challenges persist in location/salary mismatches (some ₹4,000 entry roles), low female retention (~6% in some surveys), and variable center performance (Lucknow at 79% training target). Opportunities include EV/digital upskilling and stronger gender outreach.

Implementing EV modules, tiered placements, retention tracking, and alumni networks can boost outcomes toward full targets and beyond. NSDC alignment and CSR support enable scaling, advancing SDGs 4, 5, 8, and 10 while addressing India's automotive skills gap.