Ascension

Corporate Training in India:

Perspective from Industry Professionals

June 2019

ACKNOWLEDGEMENT

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EXECUTIVE SUMMARY

CORPORATE TRAINING IN INDIA: PERSPECTIVE FROM INDUSTRY PROFESSIONALS

❭ Background

India is presently experiencing the effect of technological transformations like digitisation and automation in the employment sector. As a consequence, recruitment needs and patterns have been changing over last few years. These early signals are strong enough to perceive the trajectory of future changes relating to skill requirement in the country. A new work order is to be expected sooner which would be different from the traditional one. Automation has already been introduced in various sectors, especially in manufacturing where Robots have been introduced in production and assembling process to a large extent. Robotic Process Automation (RPA) is changing the business models completely. Advanced analytics and artificial intelligence have become critical requirements. Employees have also started preferring Gigs instead of regular employment, although in a small scale till now. Significantly, all these took place at an extremely fast pace. These developments have led to a scenario where reskilling is a very important requirement for the workforce.

It is increasingly felt that adequate skilled manpower is not available to match fast changing requirements in technology and other fronts. Therefore, the need for an alignment between industry requirements and skill developers is extremely critical. Corporate training towards new age work order instead of traditional ones is the need of the hour.

The purpose of this report is to understand the industry experts' opinions about corporate training practices. The focus is to assess its efficacy in reskilling or skill upgradation of existing employees in relevance of emerging Edutech Sector in India. This study is based on in-depth discussions with industry HR professionals of the rank SVPs, VPs, HR Heads, who are facing this talent management challenges on regular basis.

To obtain a holistic picture, the study covered different sectors such as BFSI, IT & ITES, Consulting firms, Retail, Automobile, Pharma. Discussions with industry professionals were conducted on certain key issues as mentioned below.

- Whether skill gap is a genuine challenge towards growth
- Procedures followed to assess and identify skill gaps, steps taken to address those and how ROI is measured, if at all.
- Role of corporate training in new age business to mitigate skill gaps

The key insights that emerged from the discussions are given below.

Key Insights

1 - All the respondents revealed that skill gap was a problem that will accentuate in the near future, unless addressed immediately. Bridging skill gaps through new recruitments or reskilling would be essential for all corporates for survival in a competitive and disruptive environment

2 - Corporate training is required to bridge skill gaps at all levels based on capabilities of the individuals. However, the same need for the top management would be a different consideration than usual.

3 - Trainings would be required for both soft skills and technical skills. While technical skills vary from sector to sector, three most important skills mentioned were data analytics including AI/robotics, digital marketing/sales and managerial/leadership skills.

4 - Pre-assessments were common across industries before employees had been selected for corporate trainings. However, this pre-assessment process was mostly an internal one. Selection of employees also depended upon feedback from immediate reporting managers to a large extent. Though pre-assessment was done internally in most of the cases, consultation with external resources was also a commonpractice.

5 - Majority of the respondents were open towards the adoption of new technologies in corporate training depending upon nature and content of training and its impact on cost and time involvement.

6 - Key advantages of technology driven training programmes as mentioned regarding online trainings were

- Accommodating large number of trainees at one time
- Attendees could join the training from multiple locations
- Significant reduction in cost of training
- Lesser time requirement on part of HR in organising training
- If required, it could be self-paced without active involvement of instructor for longer duration.

6 - Key disadvantages revealed were

- Unwanted breaks during training due to technical glitches
- Lower attention from participants
- Significant reduction in cost of training
- Employees were yet to feel comfortable to discuss critical issues remotely
- Very few employees used e-learning platforms unless self-motivated

7 - This led to higher preference towards a combination of face to face and online training instead of exclusive online training or e-learning platforms. However, preferred training mode also depended on nature of training requirements. For example, if training is required for significantly longer duration, e-learning was preferred because of operational ease.

8 - Instructor led training were still preferred over self-paced learning since the latter did not see much tractions from employees. Instructor led training could be delivered both in classroom format as well as live online, assisted learning format with remote instructors and mentors.

9 - All respondents reported that trainings should be industry aligned and action oriented. However, quality of training was the key determining factor while considering the type of training provider (whether university or Edutech company). Cost and time efficiency are other factors to determine training organisations, if outsourced.

10 - Majority of the respondents revealed that trainings were imparted either by internal L&D team/subject matter experts or by a combination of internal and external experts. The reasons cited were cost effectiveness and business confidentialities.

11 - All respondents agreed that measuring return on investment (ROI) of imparted corporate trainings was critical. However, they felt that ROI assessment was not yet completely scientific. Post training performance assessment of the employees was the most commonly applied practice. Once the training had been imparted, expected efficiency outcome of the attendees were made part of their KRAs. Feedback from their reporting managers on regular basis and performance evaluations were key to measuring ROI of the training.

12 - Major skills required for future besides sector specific technical skills were mentioned as

- Leadership or managerial skills – Communication skills, negotiation skills, persuasion skills and human interaction/emotional intelligencerelated skills

- Data analytics and related domain including big data, machine learning, AI, robotics, cloud computing, blockchain, cyber security and forensics as well as new software development skills

- Digital marketing, sales and advertisement related skills

CORPORATE TRAINING IN INDIA: PERSPECTIVE FROM INDUSTRY PROFESSIONALS

❯ Section 1: Background

In the last few years technological transformations like Digitalisation, Automation and consequent disruptions were observed in all sectors of the economies worldwide. Impacts were evident in processes and patterns associated with production, distribution, marketing, employment and the rest of the business processes extensively. It has already made a difference in the ways we work and the ways we live. It is expected that in coming years, the scale and the speed of these changes would be magnified.

India too is experiencing these changes. Recruitment needs and patterns have changed noticeably over the last few years. A new age work order is expected to replace the traditional one in many forms. Robotic Process Automation (RPA) would change the business models completely. Advanced analytics, artificial intelligence, machine learning and the similar ones had been buzzwords for discussion in every domain. Significantly, all these started happening at an extremely fast pace. People started preferring gigs instead of regular employment, though in a small scale. The signal was clear that entire business process and skill requirements would see a drastic change in the years to come.

Consequently, India's job market now has new age jobs which did not exist earlier. Studies suggest that *"almost 40 to 50% of existing jobs which are transaction heavy would get automated. The key sectors which would see the changes more prominently are IT, BFSI, manufacturing, transportation, packaging, shipping etc. and if the early trends are to be believed that is what is evident. Roles of data entry clerk, cashier, financial analyst, telemarketer, customer service executive, manual work operator or executive, factory worker, computer support specialist, retail sales person are constantly getting disrupted."* [1]

This situation as envisaged by industry and researchers had paved the way to a new era of talent development. "Reskilling" has become equally important as skilling was in earlier days. Keeping in mind the pace of the changes, industry must upgrade their existing manpower on key skills required to survive in the age of new technologies. In this context, corporate training would play a critical role in reskilling of employees.

With this backdrop, this Report aims to understand industry experts' perceptions towards current skill requirements and how they intended to utilise corporate training for skill gap mitigation. Insights from the Report would help in aligning the demand-supply gap in the corporate training market in India

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[1]*India Skills Report, 2019, prepared by Peoplestrong, Wheebox and CII India, 2019.*

❯ Section 2: Purpose and Approach

The Purpose of this whitepaper is to understand industry experts' opinions about effectiveness of corporate training in reskilling or skill upgradation of existing employees, especially in the context of emerging Edutech Sector in India. There is the need for an alignment between industry and skill developers like universities, business schools, corporate training institutes and the similar service providers in the market. It is of utmost importance that developing required skills needed for this new-age work order should be given priority instead of traditional courses. This study was based on in-depth discussions with industry HR professionals of the rank SVPs, VPs, HR Heads, who faced these challenges on regular basis. To obtain a holistic picture, the study covered different sectors including BFSI, IT & ITES, Consulting firms, Retail, Automobile, Pharma etc.

Discussions with industry professionals were conducted on certain key issues as given below.

- Whether skill gap is a genuine challenge towards growth
- Procedures followed to assess and identify skill gaps, steps taken to address those and how ROI is measured, if at all.
- Role of corporate training in new age business to mitigate skill gaps

Considering the objective to develop this paper as a brief and a crisp one, the Report highlights opinions of industry professionals with relevant graphics. In the next section, these key issues are discussed one at a time.

## ❯ Section 3: Insights Drawn from Industry Experts' Opinions

3.1 Opinions about current skill gaps

All respondents felt that skill gap was a reality that needed to be addressed. They highlighted skill gaps for new hires as well as for existing employees. It was also reported that new hires with desired skill sets are way too expensive compared to the existing manpower. Therefore, bridging organisation's skill gaps through new hiring would not be cost effective compared to skill upgradation of existing employees.

Figure 01
Employee Level where Skill Gaps Found

■ Only below managerial
■ Including managerial

25
35
40
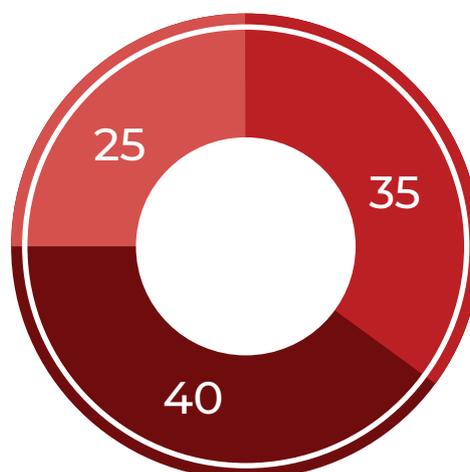
As presented in Figure 1, thirty five percent respondents revealed that skill upgradation is needed only for level below managers since those were the people who needed to execute the task with accuracy and efficiency. However, more than 60% of the respondents reported that skill gaps were to be addressed at managerial levels including mid-management people. They suggested that unless the managerial level was well equipped with recent changes on various work fronts, growth would be impacted adversely. However, almost 100% respondents agreed that top management were well equipped in general and reskilling for them would be in different forms.

Discussions found that both soft skills and technical skills were important in the business. However, emphasis might vary depending upon nature of business. Certain technical skills would be important across any sector such as analytics, machine learning, artificial intelligence and similar ones

"The world of work continues to change at a rapid speed with technological advancements stretching what's possible. As 1 in 5 jobs will cease to exist, it becomes mission-critical for organizations to align work by using targeted L&D strategies for upskilling and reskilling at par with emerging industry trends."

Siddhartha Gupta, CEO- Mercer Mettl

Figure 02
Soft Skill Vs Technical Skills

- Soft Skills
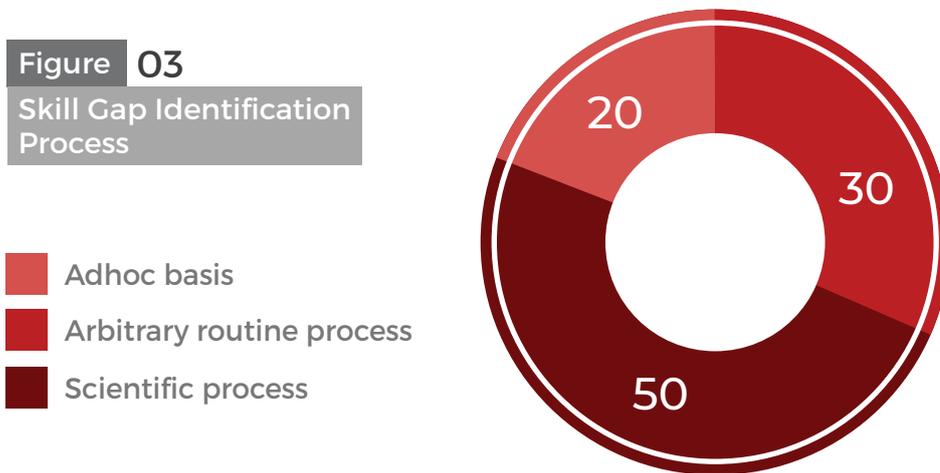- Technical Skills

30

70
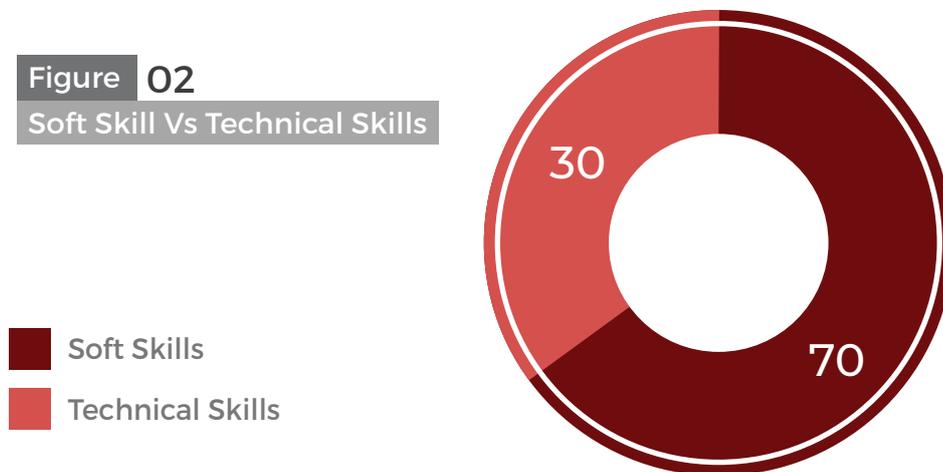
As depicted in Figure 2, majority of the respondents were of the opinion that soft skills were the main focus for them instead of technical skills. But demand for technical skills like analytics are expected to rise with greater adoption of big data analysis on various business fronts.

Respondents from Pharma, Automobile and IT sectors, were of the opinion that apart from soft skills, they also needed technical skill upgradation to remain competitive in the market. Among the soft skills, most important ones mentioned were leadership and managerial skills.

3.2 Identifying Skills Gaps –Any Pre-Assessment?

The first step is always to identify relevant skill gaps in the organisation. As reported by the respondents, skill gap identification procedures depended on various factors. The discussions revealed that it varied depending on size and culture of the organisations. In case of large MNCs, identifying and addressing skill gaps of existing employees were a regular must-do exercise, while for smaller businesses the process is not yet structured. However, even for large corporates, there is yet no well-defined process that would identify skill gaps in a more scientific manner for all organisations.

In case of a few MNCs, identifying skill gaps of existing employees and addressing them adequately in a scientific manner was mandatory for their HR team. This was more pertinent from soft skills development perspective. These MNCs have a set process for the same. Employees are given structured and mostly closed ended questionnaires to fill as part of the exercise. The questionnaires were different for different employee level as relevant to their roles. This process helped in identifying skill gaps for individual employees.

Figure 03
Skill Gap Identification Process

- Adhoc basis
- Arbitrary routine process
- Scientific process

However, respondents were of the opinion that though this process appeared scientific on paper, its effectiveness depended on accuracy of evaluation of those responses and categorising individuals accordingly for training purpose. Many a times when employee base is high, the second process was done reluctantly. A bulk clustering of employees was followed for certain training purposes at micro level on the basis of their employee level or job role. Most of the respondent reported that their process might be termed as arbitrary but was a routine process. The employees are selected for training based on their service period in the organisation and their job roles. It could be termed as role-based skill upgradation irrespective of identified individual skill gaps. The third process reported by respondents was more ad-hoc in nature and followed mostly by smaller corporates (Figure 3). In this case, top management in consultation with HR or L&D team identified skills to be upgraded and employees selected by them for training purposes.

Respondents were also asked on who were involved in the process of skill gap identification. It was expressed that majority of the companies, as high as 80%,

followed this as an internal process. Internal HR team including L&D personnel were involved in skill gap identification process. 15% of the respondents reported that it was a mixed process for them where internal resources designed the exercise in consultation with external resources.

Figure 04
Identification
Internal Vs External

- Completely outsourced
- In consulation with external
- Internal
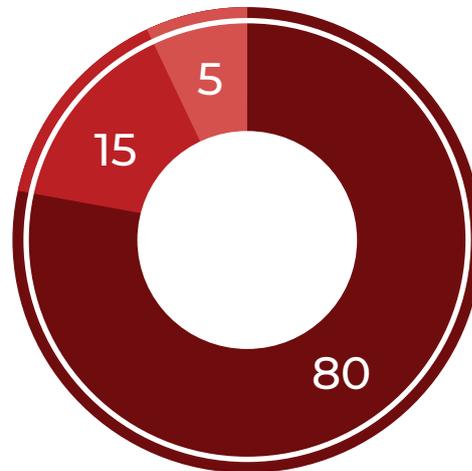
Only 5% of the respondents reported that while the requirement was raised by the internal team, they outsourced it completely to a third party, i.e., external resources for undertaking a skill gap identification process (Figure 4). Most of the respondents cited confidentiality as the reason for not considering external resources for developing a process for skill gap identification.

"Businesses today are transforming rapidly with the progressive implementation of new technologies, keeping sync with industry requirements. This indeed is an indicator of a growing demand for skilled workforce which will, in turn, support business sustainability. For organizations, it becomes a necessity to re-skill existing talent to empower and create a future-ready workforce. As part of the ed-tech industry, we found out that online training programs or e-learning is an effective medium for learners. Online skilling programs today offer blended learning models that are flexible and convenient for professional learners. For organizations, on the other hand, blended online learning courses are cost-effective to keep their workforce efficient."

Mr. Krishna Kumar, Founder & CEO, Simplilearn

3.3 Practices Followed in Mitigating Skill Gaps

This was the most critical component for all organisations relating to corporate trainings. It required coordinated efforts on part of the entire enterprise to make skill upgradation or reskilling process a success. Accomplishing these depended on quality of course contents, trainers' capability to create interests while training as well as dedicated learning hours on part of the employees selected for training. Several modes were opted by the organisations for corporate training as categorised below:

1 - Face to face training

- Training by internal L&D personnel
- A blend of internal and external trainers
- Exclusively external trainers

2 - Online but interactive

- Done by internal trainers with employees stationed at different locations
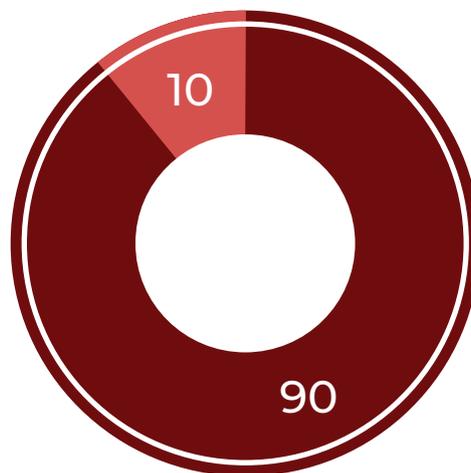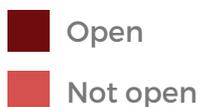- Conducted by external trainers with employees stationed at different locations

3 - E-learning or online courses

- Self-paced training
- Partially or fully assisted services

4 - Workshops/conferences organised by third party on specific domain

Figure 05
Open to Use of Technologies

- Open
- Not open

Discussions with respondents revealed that 90% of the respondents are willing to use technology when required (figure 5). For large companies, respondents adopted web-conferencing to facilitate training when trainees are located at different locations. However, it was mentioned that in many cases poor connectivity that led to significant time loss due to poor video or voice quality was a major hindrance.

When asked about the advantages of online training either through web-conferencing or e-learning/online courses, respondents identified certain key points:

Advantages

- Large number of trainees could be accommodated
- Travel requirement reduced extensively
- Requires lesser effort on part of HR team to organise if training content is ready
- Significant savings of time since training can be conducted at multiple locations at the same time
- Training could be organised at significantly low cost

Disadvantages

- Poor connectivity at times acted as bottlenecks
- Ensuring the constant attention of the attendees was one of the major challenges
- Though web-conferencing is interactive, most of the employees were yet to feel comfortable to discuss critical issues remotely
- It became a routine exercise instead of interactive session for proper reskilling
- In case of e-learning or online courses, even though extensive materials are made available through platforms, very few people used it properly, unless self-motivated

However, it was informed by every respondent that technology will play an important role in future years. This is especially true since off-premise work is increasingly in demand in most of the sectors.

Discussions with respondents revealed that e-learning tools are used in two different ways. The first one involves registering as individual for relevant e-learning courses offered by various Edutech companies, universities and other organisations. The second one involves companies tie-ups with various e-learning platforms as a post process of corporate training programme. Employees had access to these platforms for free and use those whenever they needed as per their requirements. 20% of the respondents suggested that their purpose can be served by e-learning itself, though it was not practiced yet to that extent. However, this was true only for soft skill and courses like advanced analytics etc.

Though e-learning was picking up as a new and acceptable way of learning among employees, most of the organisations felt more comfortable with face to face learning mode. It was believed that the impact of face to face learning was still more effective compared to e-learning. Apart from being more interactive, face to face training yields better measures as the sessions can be monitored better physically.

Figure 06 Practised Mode of traning (in %)
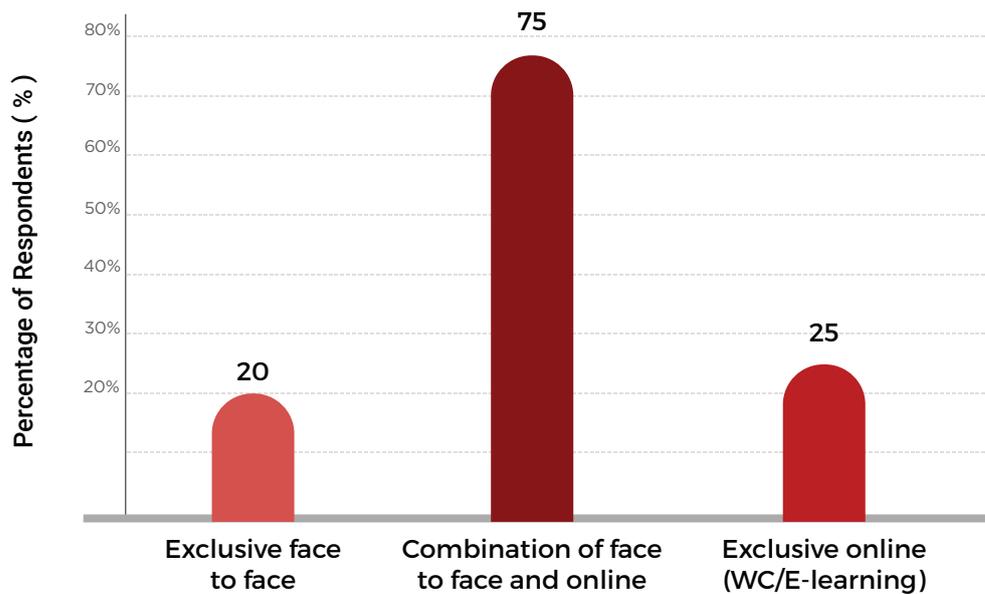
Note: As this was multiple choice, total does not add up to 100.

Among the respondents 20% reported that they followed only face to face learning. 75% of the respondents reported that face to face training were their primary mode of training though it was blended with online or e-learning in some way. But if to choose between face to face and e-learning, they would prefer face to face based on their current strengths (Figure 6).

> "Online can provide a significant advantage in some important aspects of corporate reskilling, such as 'Integrated Expertise'- online can bring together multiple SMEs across the industry and deliver comprehensive knowledge; 'Uniform Learning'- a standard program can be simultaneously delivered to multiple teams of an organization across locations; and 'Adaptive Timelines'- programs can be delivered at a faster turn-around-time and schedules can be adapted on the go.
>
> Further, at upGrad, we have carefully designed a learning experience that combines different tools and services such as recorded lectures, live lectures, mentoring, discussion forums, in-video questions, assignments, proctored examinations, and much more to ensure that learners are engaged with the platform, interact both with the mentors as well as their peers in the program, and can focus as well as revisit the learning whenever and wherever they are comfortable."

Mayank Kumar, Co-founder & MD, upGrad

One important point emerged during discussion regarding employees' preferences on mode of training. Most of the respondents revealed that employees prefer face to face training off the office premise as such trainings provided opportunities to interact with other colleagues. Often, especially in large corporates, counterparts from different office locations could meet during such trainings that helped interactions and knowing each other better to develop comfort level. This also helped employees to feel more relaxed away from daily routine at office premise.

Conferences and workshops are also considered as one of the important training modes. About 85% of the respondents reported that their organisations encouraged and sent employees to specific workshops and conferences organised by third parties on specific areas of learning. This was true for both soft skills as well as technical skills. However, 15% of the respondents revealed that they did not allow employees to take part in any conferences. The reason cited was confidentiality of their business interests.

While discussing why instructor-based learning is still preferred as primary mode of learning, respondents revealed certain interesting facts critical for business. Instructor based learning was preferred for short duration and intense learning programmes. Most of the time, learning contents are customised on the basis of immediate requirements of the companies. It is easier for the instructor to understand the apparent learning outcome before the training session ends. After that the employees are given support through online programmes or e-learning. It would have been possible to opt for only e-learning if the skill set required to upgrade was targeted on short term requirements and one could go through over a longer duration. Though e-learning was cost effective and over a longer period monitoring was easier, practical constraints as suggested were still working as impediment for the same as suggested by respondents.

Figure 07
Source of Trainers

- Outsourcing
- Internal experts
- Blend of internal and external
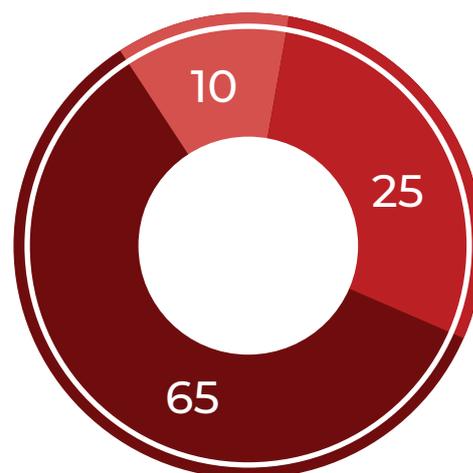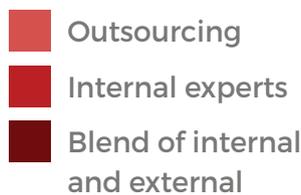
Once the preference for mode of training was revealed, the respondents were asked about the source of trainers' organisations used for corporate training purpose. It was observed that 65% of the respondents reported a mix of internal trainers and external experts for employee trainings. In such cases they depended on internal SMEs (subject matter expert) and experts from outside. The training schedule was divided between internal SMEs and external resources based on importance and confidentiality of the topic. 25% of the respondents reported complete dependence on internal trainers only. 10% of the respondents revealed that they depended on complete outsourcing of the training (Figure 7). The survey found that when training topic was not exclusive or extremely complicated that required significant years of experience of the trainer, it was outsourced. Otherwise, companies prefer a mix of internal and external SMEs to take up the training.

While outsourcing partly or completely, companies relied on partners who they were associated with in past. In most of the cases these were reputed corporate training companies or institutes who were specialised in the subject. Apart from organising training for employees, a few respondents reported that they recommended their employees certain courses that are relevant for business. However, only 20% of the respondents reported sponsoring such programmes for employees depending on their tenure with the organisation as well as their existing skill levels. In other cases, employees are encouraged to upgrade their skills (self-sponsored) and are rewarded when upgraded skills were used meaningfully for business.

3.4 Post-Assessment of Corporate Training

In corporate training measuring ROI of the training is often to the key concern for businesses. This was still a grey area to most of the respondents. According to the respondents, though ROI was measured in various ways, any fool-proof measuring with quantifiable outcomes does not exist

Figure 08 Measuring RoI of Training
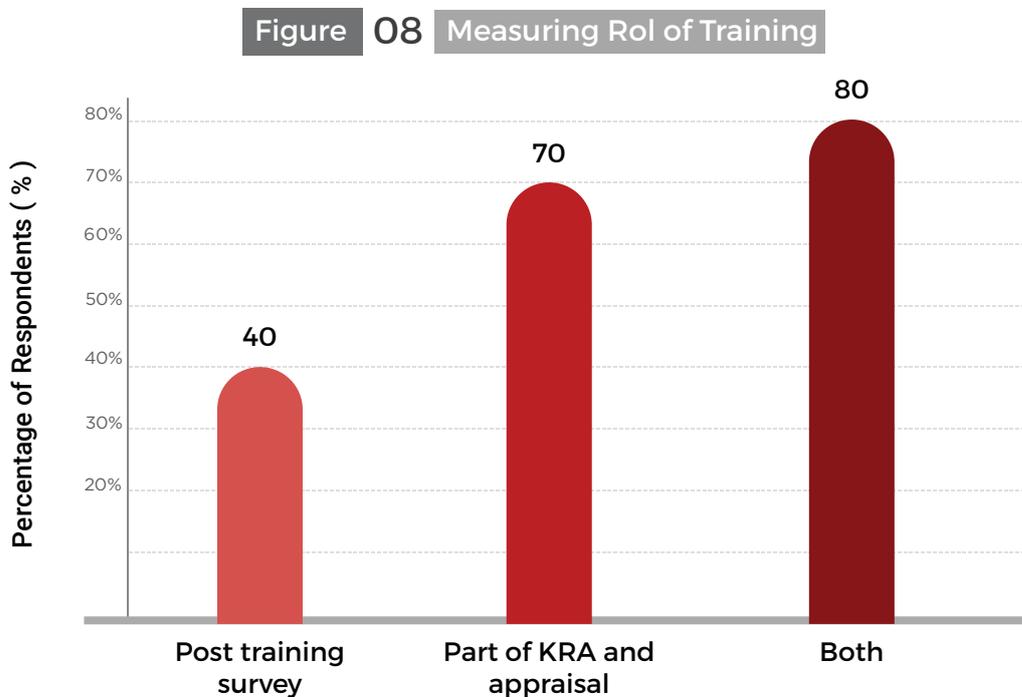
40% of the respondents reported that employees went through a survey as a part of post training assessment. However, the respondents were not certain whether the content and manner in which the post assessment conducted were useful to understand ROI in real sense. 70% of the respondents expressed that ROI was measured on the basis performance of the employee after the training. To make sure that employees were keen on applying what they learnt during corporate training, these are included in their KRAs and evaluated by their reporting managers regularly. The feedbacks from the managers were key to understand efficacies of the training imparted. 80% of the respondents reported that survey was conducted as well as performance evaluations were used as part of understanding ROI or effectiveness of the training (Figure 8). Most of the respondents mentioned two important concerns about measuring training ROIs: (i), impact of training varied

extensively across employees trained. Some of the employees did extremely well after training while the others did not. Impact of training depended upon employees along with the quality of the training; (ii) most of the time, the training topics are complicated and could be mastered only over a period of time. Thus, in true sense, this could only be understood over a longer period and not instantly.

According to all respondents, reporting manager was the best person to assess the impact such training initiatives. The reporting manager was the person who was largely aware about an individual's skill level and competence in certain areas and recommended the person for skill upgradation. Post training, he/she was the best person to judge the advancement in competence level of individuals and how effectively the training was implemented in business solutions by the same individuals. Making it a part of the KRA impacted positively for the individuals and acted as an incentive to implement the learnings from the training.

Figure 09
Corporate Training: Useful or Not

- Not useful
- INot sure
- Useful
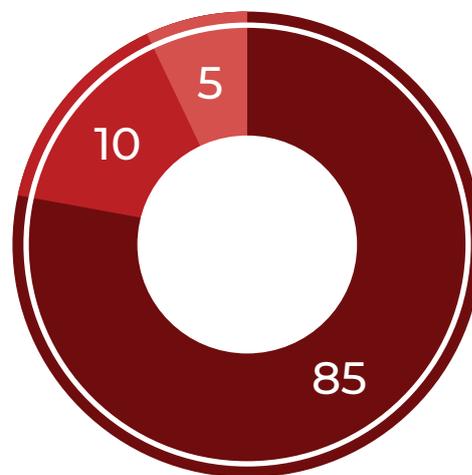
Relating to these, the respondents were asked about their opinions about usefulness of corporate training. 85% of the respondents believed that corporate training was not only useful but corporates cannot survive without it, especially in present situation where scenario was changing in a fast pace, new technology and skills posed new challenges to business every other day. It is also difficult and thereby costlier to hunt new talents to meet such requirements which. In such a situation right skill upgradation for right people reduced HR work not only to a large extent, but also was cost effective for the organisation. 10% of respondents had mixed opinions. They were not sure whether corporate training for a few days would be able to reskill employees where skill requirement was complicated and required substantially longer duration of training. 5% of the respondents reported that if the skill requirement was genuinely complicated, corporate training might not be the option to go for (Figure 9). That required attending hardcore courses from universities or institutes or companies that could provide classroom teaching for the same.

"Emerging technologies are rewriting the employer-employee contract and as the fourth industrial revolution sets in, organizations need to contend with the fast-changing job requirements. We are living in an era where accessibility, adaptability and continuous learning will be the keys to success, therefore, blended learning is the solution that can deliver personalized experiences with maximum efficacy."

Varun Dhamija, Vice President, Pearson Professional Programs

Section 4: Skills for the Future

It was critical to know what the industry representatives thought regarding future skill requirement and how did they envisage bridging demand supply gap in skills for corporates. According to most of the respondents three major changes were responsible for new age skill requirement:

- Technology innovation including advent of digital platform in every business
- Availability of vast datasets on real time basis and development of analytics to utilise such data
- Introduction of artificial intelligence and robotics in various fields.

These caused disruptions in every field which enabled to develop new product and services at significantly reduced cost and time. This forced traditional players to look for ways to match disruptions. The new age skill requirements as mentioned by responds are:

- Leadership or managerial skills – This would remain important for providing directions to people or machine and would never lose its importance in business. Technology advancement might help in various ways, reduce time spent on decision making, but finally business requires leadership skills including vision and other managerial skills for business growth. Some of the managerial skills that would be in demand as mentioned by respondents were:

  a) Negotiation skills
  b) Persuasion skills
  c) Communication skills
  d) Empathy skills, especially for cross-cultural situations

- Data analytics and computing related areas including big data, machine learning, AI, robotics, new software skills, blockchains, cyber security and forensics etc. – These would be critical skills in future years. Data driven decision and data security in every front for every sector of the economy would make it as one of most sought for skills in the coming days.

- Digital marketing, sales and advertisement related skills – These were another skill sets that would be significantly important in coming years in a connected world. Within a few years' even the remote locations would be connected to rest of the world through digital platform. Therefore, traditional marketing and sales related activities would be transformed mostly into digital format. Mobile Computing & Applications Development would be important skills along with other skills. Corporate talents need to be highly equipped with digital skills to stay in competition.

> *"With phenomenal increase in employment opportunities in niche competencies like Artificial Intelligence & Machine Learning, Cloud Computing, Internet of Things, Blockchain Cyber Security & Forensics, Data Analytics etc. it is imperative for the managers to be in sync with these so as to handle and guide the next gen technical specialists."*
>
> **Vithal Madyalkar, Program Director - IBM Innovation Center for Education, Systems Lab -University Initiative, IBM India Pvt Ltd**

Section 5: Summing Up

Discussions with top HR people in various corporates confirmed two key points that would play important role in future years, especially from reskilling point of view. The first was reskilling or skill enhancement would be mandatory for corporate to cope up needs of the future. The second point was technology would play a critical role in corporate training.

Two major factors were pointed out as key drivers; cost reduction and bringing large number of employees in the gamut of training at one time from different locations. However, presently these businesses are not prepared to shift their corporate training programmes completely to digital platforms. Improvements are needed on adopting technology since poor network reportedly mars the entire experience. Modules will also have to improve substantially to make them more interactive in drawing attentions of the attendees for a longer duration. Online trainings cannot be just about content and it must be both interactive and immersive to assist learning. Self-paced training was yet to take off as an effective means since it had not yet been incentivised properly and barring some self-motivated employees, the rest did not utilise the facility optimally, even if it might be of extremely high standard.

This entire scenario presents an immense opportunity to Edutech sector, provided they could think of solutions to take trainings to the next level combining value and attractiveness. The sole purpose of training would be fulfilled only if the training modules and instructors of Edutech companies create modules in a manner that is initially instructor led training to create enough interests among employees. However, optimal use of visuals and instructor based online learning would play key role. The key factor would be to attract attention of the trainees. If these could be done, Edutech sector would indeed be able to make a big change in bridging skill gaps as observed by the corporates.

ABOUT IAMAI

The Internet and Mobile Association of India [IAMAI] is a young and vibrant association with ambitions of representing the entire gamut of digital businesses in India. It was established in 2004 by the leading online publishers, but in the last 15 years has come to effectively address the challenges facing the digital and online industry including online publishing, mobile advertising, online advertising, ecommerce, mobile content and services, mobile & digital payments, and emerging sectors such as FinTech, EdTech and HealthTech, among others.

Fifteen years after its establishment, the association is still the only professional industry body representing the digital and mobile content industry in India. The association is registered under the Societies Act and is a recognised charity in Maharashtra. With a membership of over 300 Indian and MNC companies, and with offices in Delhi, Mumbai, Bengaluru and Kolkata, the association is well placed to work towards charting a growth path for the digital industry in India.

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ABOUT ACRA

Ascension Centre for Research and Analytics (ACRA) is a company working on economy, business and consumer fronts. ACRA provides comprehensive solutions for stakeholders by integrating data from various authentic sources including primary surveys with meaningful and actionable insights. ACRA's research focus includes business research, development sector, sustainability and consumer research. ACRA is also a data provider relating to consumption behaviour of households at a granular geographic level. For more information, pl visit www.ascension.org.in

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