2012

Skills Development in West Bengal: Opportunities and Challenges:

A consultation with Private Skill Providers

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1. List of Acronyms

BNCCI	*Bengal National Chamber of Commerce and Industry*
BoP	*Bottom of the Pyramid*
BPL	*Below Poverty Line*
BPO	*Business Process Outsourcing*
CEO	*Chief Executive Officer*
DFID	*Department for International Development*
DRF	*Dr. Reddy's Foundation*
E & Y	*Ernst and Young*
EDI	*Enterprise Development Institute*
EDO	*Executive District Officer*
EDP	*Entrepreneurship Development Programme*
F & B	*Food and Beverage*
FICCI	*Federation of Indian Chambers of Commerce and Industry*
FLDG	*First Loss Default Guarantee*
GSDL	*Globsyn Skills Development Private Limited*
HRD	*Human Resource Development*
ICA	*Institute of Computer Accountants*
IL & FS	*Infrastructure Leasing & Financial Services Limited*
IOC	*Indian Oil Corporation*
IQST	*Institute for Quality Skill Training*
IT	*Information Technology*
ITC	*Industrial Training Centre*
ITES	*Information Technology Enabled Services*
ITI	*Industrial Training Institutes*
LABS	*Livelihood Advancement Business School*
MBA	*Masters of Business Administration*
MES	*Modular Employable Skills*
MFI	*Micro Finance Institution*
MSDF	*Michael and Susan Dell Foundation*
NABARD	*National Bank for Agriculture and Rural Development*
NCVT	*National Council of Vocational Training*
NFTE	*Network for Teaching Entrepreneurship*
NGO	*Non-Governmental Organization*
NSDC	*National Skill Development Corporation*
PPP	*Public Private Partnership*
SAMETI	*State Agricultural Management and Extension Training Institute*
SASHD	*South Asia Sector for Human Development*
SHG	*Self Help Group*
SIDBI	*Small Industries Development Bank of India*
SME	*Small and Medium Enterprise*
TVET	*Technical and Vocational Education and Training*

1   Executive Summary

- West Bengal, with 60% of its population below 40 years of age, is sitting on a huge growth opportunity as far as workforce is concerned. However, making the most of this workforce would require developing their skills and making them industry-ready. At present, West Bengal lags behind other states in this area. There is a large scope of engaging the private skill providers.

- On April 17th, The World Bank along with FICCI organized a consultation meeting with the private skill providers to discuss the critical issues and challenges they faced in providing their services effectively across West Bengal. The input from this meeting is intended to help the Ministry of Technical Education and Training, West Bengal, bring in reforms to ensure inclusive and effective skill training of the youth.

- The key challenges they listed are as follows:
  - To ensure the sustainability of the skill program, the beneficiaries need to pay some part of the cost as fee. However, their affordability becomes a bottleneck especially for the BPL students. There is a clear need for innovative financing to be able to offer loans to the beneficiaries for skill training.
  - Skill Gap studies across West Bengal would help the skill providers offer demand driven skill training. This should also help reduce demand on the beneficiaries to migrate out of their region or state in order to get a job. If the study captures aspirations of clusters of youth, then those interested in different skills (even outside their own regions) can be catered to well.
  - Overall there is a need to increase awareness through sustained campaigns for both the beneficiaries and the industry (on the need to get skilled and to hire trained workforce). In the current situation, the skill providers face unwillingness on the part of the learners to pay for skill training. The learners would rather pay for a certificate or a job guarantee after the training. On the other hand the industry or the employers also hire without checking for certification in the skills. One suggested action point for the government was to take up campaigns similar to the ones on HIV or Polio and create an environment for effective skill development in West Bengal.

- The private training organizations proposed a few actions to the Government. The suggestions were:
  - To facilitate easy and smooth entry of more private skill providers, they need to be incentivized with flexible policy framework and quick decision making by the government. The policy areas that were suggested to be more flexible were, in usage of funds to suit the demands and in the usage of current government infrastructure especially in rural areas where the private sector has little presence.
  - All the private players also suggested that the beneficiaries had more faith on the government run ITI s rather than the private players. To counter this one possible solution suggested was that there could be a process of accrediting the certifications

provided by the private players. This would go a long way in reducing the mistrust in the minds of the learners against the private skill providers.

o Related to the above there was also a need felt to standardize assessments and certifications. Also there should be clearer guidelines on how performance of the private ITI s would be assessed.

o The private skill providers also felt the need for better education on the various schemes available from the government that they could utilize.

The Private Skill Providers in West Bengal and Consultants in the Consultation Meeting

2 Background and Context

One of the critical factors that would hamper the great Indian dream of the double digit growth would be the availability of skilled and employable manpower. West Bengal particularly lags behind in this drive to systematically equip the youth for employment which is clearly indicated by the lowest number of private ITCs as compared to other states.

In this back drop, the World Bank along with FICCI organized a workshop with private skills providers to brain storm on possible reforms to encourage more private participation to meet the increasing need for skilled manpower.

3 Objectives of the Meeting

This Consultation meeting was aimed at discussing and understanding opportunities and challenges of skills development in West Bengal, particularly from the private sector perspective.

Each of the participating Training Providers was expected to make a presentation using the suggested structure below.

1. Brief description of current scope of training activities of their organization.

2. What are their strengths and what challenges they face?

    (Possible challenges: recruitment of trainees and trainee preparedness, trainees' ability to pay, geographical coverage, infrastructure and equipment, curricula, instructors, pedagogy, links with employers and placement, policy barriers, other)

3. Moving forward:
    - How can skills development become more accessible, especially to disadvantaged youth in West Bengal?
    - What role can they play, and what support from the government– Public Private Partnership (PPP), policy, resources – would enable them to contribute to this initiative?

4 Agenda

The agenda of the consultation meeting was as follows:

Time	Agenda	
Time	**Agenda**	
10:00 am – 10: 15 AM	• Welcome • Introduction to Participants • Objective of the consultation	Nalin Jena, Senior Education Specialist, World Bank
10:15-10:30 AM	• Opening Remarks	Sri Rabiranjan Chatterjee, Hon'ble Minister for Technical Education and Training
10: 30 AM – 1:15 PM	• Presentation by Training Providers	8 minutes for each provider
1:15 PM – 2:00 PM	**Lunch**	
2:00 PM – 3:00 PM	• Discussion and Wrap-up	

5   Insights and Suggestions

The key insights that came out of the discussion have been listed below. The whole segment of insights has been divided into three: The first one looks at unique challenges posed due to the profile of the beneficiaries; the second section looks at the unique challenges and strengths that relate to the service model and structure of the private skill providers; the third one lists down all the generic challenges that were discussed during the workshop.

5.1   Analysis and Categorization of Beneficiaries or Target Audience

The beneficiaries or the target audience for the skilling program in West Bengal are the unemployed youth. To be able to benefit this segment it is important to classify the whole set according to four critical factors:

- **Scholastic qualification:** As suggested by the speakers, it is futile to look at employability skills in a generic way without classifying the learners into three categories. Those who are lesser than class 8th pass, those between class 9th to 12th and those qualified beyond class 12th or pursuing graduation. Each segment of learners has unique needs and challenges. For the latter category, there are still options available at ITIs and other private skill providers, however, for the former, there are very few options. Most of these get eliminated because of the entry level requirements for formal courses.

  Secondly, the kind of skills the lesser qualified learners can be provided actually can be offered as short term courses with duration of 2-3 months. Mostly, this is the group that is unable to pay for the skills training, and is unable to access any loans for the same.

- **Domicile:** Another point about the beneficiaries that is relevant to consider is the rural, semi-urban and urban divide. The rural areas have limited required infrastructure and little awareness about the possibilities of livelihood with skills. To add to that once the rural youth is trained, multiple challenges related to their migration surface. Very few of them want to travel to far off distances mostly due to financial and cultural issues and the rise in their cost of living is not matched with the rise in their income.

  The participants of the consultation meet also talked of a possible mismatch between the training and the skill requirement in the area of the vicinity of the learners/ beneficiaries. This is aggravated by the absence of skill gap studies.

- **Aspirations:** Most private skill providers talked of the aspirations of the youth as either not matching with what is available or too high. This pattern was particularly visible as people wanted higher salaries or did not want to travel long distance to reach work. There also seemed a mismatch between the kind of jobs available and kind of jobs people wanted to do. Adding to this are the limitations put by communities on the kind of work they can do.

- **Competencies:** There was also a reference to the need to assess the learners' competencies and see if they matched the job requirements. However, barring a few skill providers, most of them take on every student who opts for that course. This could be due to multiple influencing

factors. However, the current reality is that most learners are not assessed at the time of entry. Also, the assessment at the time of certification is not a standardized system. This leads to issues of drop outs from the courses, disengagement or lack of motivation to pay for the course.

Each of the above factors has a strong bearing on the modes of reaching out to them, the kind of skills that may be taught and the financial or sustainability model of imparting skills.

5.2 Analysis and categorization of the kind of skill providers

To conceptualise the reforms in the training and skilling area, the government, needs to not only categorize the beneficiaries, but also categorise the private skill providers. If the policy framework supports varied sizes of organizations and caters to unique needs of different private skill providers, it would be able to facilitate larger reach and impact. The private skill providers can be categorized based on their service model. The service model of private skill providers poses unique challenges and demands specific support from the government. The factors influencing the service models and their subsequent unique challenges and strengths are as follows:

- **Partnerships and affiliations with multiple sources of funding vs. stand alone ITCs**: Most skill providers are currently NSDC affiliated or are aspiring to affiliate in the near future. OR they are working towards some form of PPP model. Additionally, most are also funded by partner organizations like private companies, banks, funding agencies or by industry associations. Some are additionally, funded through their own parent or sister organizations. Though none of the skill providers spoke about funding as a challenge (except for need for better infrastructure in the rural areas), it is important to note that their own funding models gave unique strengths and posed unique challenges. The larger skill providing setups emanating from large Universities and Corporate partners have an edge in terms of number of skills, availability of certification and diplomas, having the infrastructure etc. However, they have a challenge in mobilizing youth in general and rural youth in particular for their skill programs. On the other hand, stand alone skill providing companies might face challenges like lack of permanent venue or infrastructure in rural areas where they work.
- **Specialized Skill providers vs. demand driven skill providers**: The skill providers like ICA, are specialized skill providers who teach accounting and related courses, however most others have multiple courses catering to the demands of the industry or building entrepreneurship. The specialized skill providers seem to get the learners enrolled and have equipped trainers sufficient in number to cater to the size. However, they face difficulty in placing students. On the other hand, the skill providers catering to multiple demands face issues like dearth of trainers for the number of skills required, limited learning content and lack of standardization in assessment and certification.
- **ITCs catering to urban youth vs. those catering to rural and semi- urban youth:** The profile of the beneficiaries that the skill providers cater to or the industry they prepare the people for, also impacts the current scenario. It is easier to reach the urban and semi urban areas, however, most skill providers face difficulty in reaching the rural areas. Issues like affordability by learners becomes more aggravated in rural and semi urban areas, however, in urban areas, the issues are that of motivating the learners to take up jobs. In certain areas, there are also

limitations on the kind of skill that can be provided as certain communities look down upon certain professions. For example, in the BPL category of beneficiaries, skills like utilities or housekeeping in hospitality sector are not chosen by many. However, professions like security guards give them a sense of self respect hence are chosen by many. Another example is that of training on entrepreneurial skills. If the beneficiaries are being trained to setup their own business, then some kind of certification for them to be able to access financial help would go a long way.

In the rural areas, infrastructure availability is a big challenge as cited in the earlier sections well.

Looking at the various categories of the private skill providers, the government could bring in more proactive policy framework that would utilize the strengths of the private players.

5.3 Generic Challenges across

1. **Affordability by the beneficiaries, especially by those in the BPL category:** All the participants of the consultation meet talked of the primary challenge that the beneficiaries can't afford the program fees. However, all of them recognized that at least a small part of fees needs to be taken from the learners as it ensures that only serious learners enroll themselves and it also helps in making the business self sustaining.. At present, the biggest challenge is that most learners are not eligible for any financial support from the Government in the form of loans and even the MFIs resist giving loans for training. Also, the MFIs do not serve as a very good alternative as they have a very heavy interest rate.

   A proposed solution was to bring in some innovative financing solutions for the beneficiaries. Writing off loans partly by the Government, partly by the MFI and partly by the bank was proposed. Similarly, a proposition of First Loss Default Guarantee (FLDG) through NSDC was also discussed. A first loss default guarantee (FLDG) makes the provider of the guarantee liable to bear losses up to a certain specified limit, say the first 5% or 50% of loss on a securitised loan portfolio. Though these discussions are still at a nascent stage, and there is no working successful model in this area, DFID might bring this through NSDC, to help the beneficiaries access the required training.

2. **Absence of skills gap studies across West Bengal:** Most skill providers voiced the concern that West Bengal region needed to have skill gap studies identifying area specific skill requirements and gaps, to help them offer the right courses or skill programs for each area.

3. **Government run ITIs vs. Private ITCs:** Most private skill providers compared the Government run ITIs and private ITC and expressed a concern about the mistrust with regards to private ITCs vis-à-vis Government ITIs. Though no private ITC can compete with the Government ITI in terms of the fee, the private ITCs do offer far greater quality of training. A related issue is that of the recognition of the Certification from the private ITC. The Government ITI certificate holds a value that the private ITC certificate (from institute not affiliated to NCVT/ SCVT) does not. There was a felt need that Government and the industry needs to recognize the certificates offered by the private ITCs.

4. **Lack of flexibility in the Government Policies:** Policies governing the PPP model in skilling are limiting for the private partners. Lack of flexibility with regards to the usage of funds, choice of

programs to be taught etc. becomes a bottleneck to offer demand driven programs. In rural areas, where the private ITCs find it difficult to reach, they look forward to partnering with or adopting the local ITI s. However, the paperwork and delays in approvals work as major deterrents for the same.

Moreover, the registration or certification process with NCVT or MES also needs review and simplification. One private skill provider also discussed the possibility of revenue share with as opposed to upfront payment to the Government in the form of Performance Guarantee. Additionally, the Government needs to give clear performance indicators or parameters as these are not available today. Overall, there was a felt need that the Government needs to educate the skill providers on all the schemes and their related benefits and introduce technology interface for application of registration.

Finally, there was a request for additional benefits for up skilling private skill providers in the form of tax rebates etc.

5. **Lack of awareness among the beneficiaries and industry:** All the participants talked about the fact that across the beneficiaries there was a definite lack of understanding of need for skills and the possibilities of jobs or entrepreneurship after the training. This issue manifests in the form of learners' non willingness to pay for training. There was a deliberation on 'What the learners pay for; the training, the certificate or the anticipated job after the training?' The critical insight that the group shared was that most learners want a job, and preferably a govt. job. They would either pay for the job (that they anticipate they would get) or for the certificate (preferably a govt. certificate or govt. recognized certificate). Very few would pay for actual training or skill. In this scenario, if the training is pertaining to entrepreneurship development, where no immediate gain is seen by the learner, implementation of the fee is all the more difficult.

This lack of awareness is also manifested in the form of industry apathy towards the whole program. Most skill providers also find industry engagement, in the form of recognition of value of certificates at the time of hiring, not at the level it could be.

There was a strong felt need for awareness building campaigns by the Government, both for the beneficiaries and the industry.

6. **Migration related challenges:** Migration related issues can be categorized into two main segments; the first being 'pre-training' and the second 'post- training'. The first emanates from a lack of region wise or area wise skill gap studies hence, a possible mismatch in the required skill in the vicinity and the skills training being imparted. The other issues related to pre- training are, the apparent gap between the jobs available in the area (especially in rural areas) and the aspirations of the youth being trained. This actually complicates the matter as those who have the aspiration and are flexible to migrate to other areas should actually get trained on newer skills and those who would prefer staying within the region should get professional skills demanded locally.

To resolve both the above, there is a strong felt need to conduct an in depth skills and aspirations study across West Bengal.

The 'post-training' migration issues are related to culture fitment in the new area and increased cost of living. The experience of a few skill providers, who sent their learners out for jobs either across states or across regions or from rural to urban areas, has been that people want to come back.

Here besides the skill gap studies, other possible solutions discussed were: accommodation or residential support, counselling or help line support for migrated workforce.

7. **Need for Standardization in assessments & certification:** This issue arose from multiple expressed challenges, a few of them being industry apathy, lack of standard key performance parameters. As the industry hires anyone with or without the certification, the certification holds little credibility for the learners. Adding to that is the beneficiaries' preference for a government ITI certificate. Standard processes of skill assessment and certification would go a long way.

8. **Availability of trainers and content:** Most private skill providers (except for the specialized skill providers) talked of difficulty of finding accredited or equipped trainers. Though this issue was discussed, not much deliberation was done on possible resolution.

9. **Availability of infrastructure especially in the rural sector:** There was a clear need felt for infrastructure especially in rural areas. Additionally, the participants also discussed the need for flexibility of govt. rules in order to adopt the current ITI infrastructure.

6   Consultation Meeting Process and Presentations

6.1   Welcome Remarks by Dr. Nalin Jena

Dr. Nalin Jena, setting the tone for the workshop, appreciated the West Bengal government, especially the Ministry of Human Resource Development (HRD), for being forward looking and sparing time to discuss the skilling industry scenario with the Private Skill Providers. He welcomed the Hon'ble Minister Mr. Rabiranjan Chatterjee and then extended a hearty welcome to all the private players present in the meeting.

He welcomed Mr. M. Balasubramanian , Private Sector Development Advisor, DFID and Mr. Abhaya Agarwal Executive Director & PPP Practice leader E&Y.

6.2   Remarks by Ms. Sangeeta Goyal

Ms. Goyal, Sr. Economist, South Asia Sector for Human Development (SASHD), brought to the fore a single point that, the key result she would look forward to from the meeting would be '**some actionable solutions'** to help bring about the skilling reforms in West Bengal.

[From L to R: Ms. Sangeeta Goyal, Secretary to Hon'ble Minister, Dr. Nalin Jena, and Hon'ble Minister Mr. Rabiranjan Chatterjee]

6.3   Remarks by Mr. M. Balasubramanian

Mr. Balasubramanian also reiterated that they were here to learn from the workshop participants how they were being able to balance the commercial sustainability and the impactful reaching out to develop the necessary skills for jobs in West Bengal. He further asked the participants to talk about the challenges they were facing. Finally, he threw open a specific question on the participation of Women in Skill development Initiatives , "How are the private skill providers encouraging the inclusion of women and what are some of the unique challenges they face in this area?"

6.4   Setting the tone by Dr. Jena

Dr. Jena, set the context by making a presentation on the current state of the Economy in West Bengal.

His key points being that West Bengal,

- Is the 4th most populous Indian state but 10th in terms of per capita income

- Has more than 60% population below 40 years

- Has an economic growth of 6% per annum less than the Indian average

- Has 90% of the work-force in the informal sector

The point Dr. Jena made was that West Bengal while sitting on a huge opportunity in terms of the number of youth in the state, lags behind many states in economic growth. He went on to substantiate his statement by providing factual data with regards to the West Bengal economy and the condition of technical education in the state. Dr. Jena pointed out that West Bengal contributes 7% of the current Indian labour force and this would increase to 12.5% by 2016 (mostly low skills). There are not many skilling or training institutions. The number of training seats in Technical and Vocational Education Sector required in West Bengal alone are 7,50,000 +, however the actual current capacity is only 2,50,000 +. Quoting a research on ITCs, he made an observation that the growth of the private ITC in West Bengal is probably the lowest in the country. He also made a point that the benefits of the few training and skilling institutes do not reach the masses as they (the institutes) are clustered in the urban areas, are disconnected from the needs of the labour market and the informal sector. Further, the institutes are not able to fill the skill gap as the training provided is of low quality.

After defining the context, Dr. Jena opened the house to the Training/ Skill providers with three critical questions:

1. What is the current scope of trainings of each organization?
2. What are their strengths and challenges? Giving some cues in his presentation on possible challenges, he listed a few of them as follows:

   a. Recruitment of trainees and trainee preparedness

   b. Trainees' ability to pay

   c. Geographical coverage

   d. Infrastructure and equipment, curricula, instructors, pedagogy

   e. Links with employers and placement

   f. Ways to increase the value of the certification

   g. Policy barriers

   h. Any other

3. What should be done by the government and the private skill providers to ensure accessible and inclusive skill development? What is a best possible PPP model?

6.5 Address by the Hon'ble Minister of Technical Education and Training, Mr. Rabiranjan Chatterjee

Mr. Chatterjee expressed his happiness and gratitude that so many private players were there to discuss and contribute to reforms in technical and vocational education. He thanked the audience as their efforts would actually help the government and him in charting out the reform plan for the skill development in West Bengal. He quoted that about 70% of the students are mediocre and only 30% are brilliant and there is a clear need to bring in technical and vocational education for these 70% of the youth in the state and the country. He

also acknowledged that West Bengal is lagging behind in technical education and expressed a commitment that in his tenure he would like to build a clear road map to develop technical skills of the youth and contribute towards the betterment of their lives. He hoped that the discussion would be a grand success and ended with an expectation that the workshop would lead to some concrete solutions, especially for the youth who drop out of formal education.

6.6 Mr. Pranab Choudhuri, Senior Manager- Operations, Dr. Reddy's Foundation, (DRF) Kolkatta

About DRF

Dr Reddy's Foundation started Livelihood Advancement Business School (LABS) in the year 1996 with the motive to provide sustainable livelihoods to underprivileged youth through bridge schools. It works as a corporate non-profit NGO and has 8 centres in West Bengal, including one centre with Vocational Rehabilitation Centre for Handicapped. LABS addresses the needs of youth (18-35 years) by imparting life skills, soft skills and IT skills to enhance learners' employability in the service sector. In West Bengal, DRF has partnered with

From L to R: Mr. Pranab Choudhuri, Consultant E&Y, Mr. Abhaya Agarwal

various organizations like MSDF, Accenture, E&Y, VRC and Bandhan to fund its various programs and increase its reach in the rural area. Recently, the organization has seen a shift in its service model with an effort towards making the LABS program sustainable. Instead of depending fully on grants, the program is now sustained by charging a nominal fee from learners.

Presentation & Discussion

Mr. Choudhuri briefed about Dr. Reddy's Foundation and its work, with special focus on its work in West Bengal. DRF's flagship program is LABS, the placement linked skill development program. Till September 2011, this program was completely free for the all beneficiaries across India. However, since September 2011, DRF's program has made a strategic shift towards LABS-S (sustainability). The key difference here is that the youth getting trained at the LABS-S have to contribute a small sum towards the fee of their learning (partial cost). As Mr. Choudhuri reported, the main reason behind this decision was not a dearth of funds, but to ensure a certain level of seriousness on the part of learners. An effort towards program self-sustainability would reduce dependencies on the funding agencies as the work of the centre would not stop in case an agency failed to pay or the payment got delayed. Further, program self-sustainability would help DRF to extend its reach to more Bottom of the Pyramid (BoP) youth. While this strategic shift towards reducing government aid or other funds was a difficult one, they have gone ahead and are finding it useful.

Pointing at the complete process the DRF follows for LABS- S, he showed how they started with the Job market Mapping; conducted the community mapping, mobilized the youth to take up relevant skill programs; inducted them and the parents on the need for the same and then provided the training. Their relationship with the learner went up to placing him or her and tracking their progress.

Mr. Choudhuri then moved on to discuss the concerns and provide recommendations with regards to technical training in West Bengal. The main concern, according to Mr Choudhuri, is an absence of skill mapping studies which makes it difficult to recommend relevant programs to the partner agencies. The need today is to have more pro market demand skill programs that are short term and can bring in quick employment for the learners. He gave an example of the program for Security Guards, the tenure of which is 1 month and brings in quick employment with a monthly salary of INR 5000/-. Comparing this need to the courses provided at ITIs, he pointed out that most courses at ITI are traditional, few of them too long and disconnected with the needs of the industry.

He also brought to the fore an important point to structure the programs according to the learner segments. He recommended that the learners for skill programs be segmented in three categories:

- o   Category 1: the group that is illiterate or is lesser than 8th class pass;
- o   Category 2: the group consisting of learners who are 8th class to 10th class pass; and
- o   Category 3: the one that is 12th class pass.

He said that most of the programs that ITIs and other skill providers offer cater to the Category 3, whereas there are huge numbers of people who get eliminated from the organized skill development or the organized job market simply because of their scholastic limitations. Similarly, reaching out to the rural youth needs to be emphasized as they get eliminated from the structured training system simply due to a limited access to training institutes. The new policy or reform recommendation needs to take all these into consideration and form more inclusive programs which offer short term and pro market skill development.

Audience Speak: "How do you make the students pay if their affordability is an issue? In case of instalment payment, do you recover your fee?"

On the issue of sustainability and the ability for the skilling program to scale, he recommended charging part fee from the learners. "The DRF works in a partnership model where, funding of a particular centre comes from Dr. Reddy's Foundation and the other large and small corporate funding partners. The third partner is the learner himself, who is expected to pay part of the cost." His broad calculation on the cost of a short program per participant (that the learner had to pay) came to approximately INR 2000/- in which he included, research on the module, trainer cost, and placement cost. As obvious, one key challenge they face here is the affordability by the student. How DRF manages this is that they charge approx INR 500/- only at the time of joining. The remaining part of the fee is paid by the learner in instalments when he or she starts making money through the process of training and internships with the industry. To the question on recovery of fee from students, he answered, "Yes we recover most of the fee within the first year."

Audience Speak: "How do you include the rural youth? Does the industry pay for the placement?"

"Yes, it is a good strategy to include the rural youth. We have these short term programs for the security guards or other retail roles. Yes, the industry pays if they get the value, e.g. Café Coffee day and Shoppers Stop pay per hire from us. They prefer trained rural youth for their stability; however

they themselves will not venture into the rural areas to hire. Hence, they find it useful to hire trained youth from us. Though there is one challenge faced in placing rural youth and that is the rural youth do not want to go too far from their place, simply because the finances don't work. With movement, their cost of living goes quite high and the salary they make barely helps them get through. Especially in West Bengal the salary levels are lower."

6.7 Ms. Shubha Das Mollick, Master Trainer, Resource Centre, I Create Foundation, Kolkatta

From R to L: Ms. Shubha Das Mollik, Mr. Sandeep Sen, Mr. M.N. Maity

About I Create Foundation

I Create Foundation, a non-profit organization, works on imparting skill development and entrepreneurship training to women, disadvantaged members of society and rural as well as urban youth. I Create started its entrepreneurship training programs for the West Bengal youth in the year 2000 in association with Network for Teaching Entrepreneurship (NFTE, USA). With the support of its sponsors like SIDBI, NABARD, Pragati, Merrill Lynch Foundation, SAMETI etc., the organization has managed to spread its reach to both urban and rural areas through a growing team of entrepreneurship trainers. The organization has furthered its motive of building an entrepreneurship culture by utilising its network with various government/ non-government organizations and financial institutes and supporting the business plan of many of its learners. I Create has already helped 425 aspiring entrepreneurs in establishing their business by providing them the necessary skills, guidance and seed money.

Presentation and Discussion

Ms. Mollick gave a brief on I Create Foundation elaborating that their work focused mainly on developing skills especially, entrepreneurial skills. She started by setting the context that West Bengal has a very high percentage of unemployment which is of 25 to 50% more than the national average. Advocating the need for Entrepreneurship to tackle both rural as well as urban unemployment i.e. creating jobs rather than seeking jobs; she talked of the work that I Create does. "I Create Foundation, West Bengal – drives local fund raising, designing and implementing training programmes, follow up activities, bank and technology linkage, generation of new entrepreneurs , upgradation of skills etc."

I create, trains master trainers for entrepreneurship who further deliver programs across various segments of urban and rural population. The curriculum is flexible and customized to suit the need of the audience. In the urban areas, I Create's main program is for students, where at the end of the program, they submit a business plan. In rural areas, they work with SHGs and other groups. The

programs range from entrepreneurship development, scooter repair, umbrella repair to beauty and skincare. The process followed by them consists of mapping the skill requirement in an area through a survey, then finding the right trainers and coordinating the implementation of the trainings. The local trainee or learner mobilization is done mainly by local NGOs.

Listing the challenges faced by I Create, she said that as these trainings are completely free, most people do not use the skills imparted in the trainings. They have not been able to implement a fee. The second challenge is a lack of a permanent venue. Further, as they also cater to multiple skills, identifying the right trainers or experts becomes another challenge. However, one main challenge that she brought to the fore is that the 'lack of easy and accessible loans' to the people wanting to start their business. She went on to point that I Create has implemented the concept of providing a 'seed fund' at one place to help a few aspiring entrepreneurs in their venture.

Audience Speak: To solve your problem of a permanent venue and identification of trainers, you could consider tie with ITI s.

"Yes we do identify institutes, professional colleges offering relevant courses and we connect the trainees with them."

Audience Speak: How do you track the participant's progress?

"People come back to I Create for loans, further trainings etc. Some are also master trainers with I Create.

Dr. Jena: "Let us consider this statement that people pay for a job, not for training. However, from DRF's learning we realize that people are willing to pay for training if it is related to a job or if it leads to a job. In this case, entrepreneurship training actually does not lead to a job or a guaranteed pay. Is that the reason why we are not able to implement a fee for a training like this?" He further suggested that the group should focus on what the government should do at the policy level or to create an environment to encourage skill development especially towards building entrepreneurial skills.

Audience Response: "It is not true that people pay for a job, they also pay for a certificate if it is recognized by the government."

Audience Response: "At the bottom of the pyramid, more than the recognition by the government, what is important is if it gets them a job. However, at a higher level, recognition by the government is important."

Audience Response: "Yes, the third stakeholder is the industry. Does the industry value the certificate?"

6.8 Mr. Sandip Sen, Vice- Chairperson Enterprise Development Institute (EDI)

About EDI

Enterprise Development Institute, a non-profit making society promoted by Bengal National Chamber of Commerce & Industry (BNCCI), was started jointly by BNCCI and Government of West Bengal in 1990 with a perspective of promoting entrepreneurship and small enterprises in West Bengal. The Institute conducts Entrepreneurship Development Programs (EDP) for varied target groups like women, rural and urban poor, unemployed youth, voluntarily retired persons, people with technology background, ex-servicemen, retiring service men, minorities, field and middle-level executives of SMEs under various Government schemes and programs sponsored by other organizations. These EDPs cover specific trades like jute, floriculture, handicrafts, plastic, food processing, biotechnology, travel and tourism, pisci- culture etc and support is provided to both existing and prospective entrepreneurs. The organization also provides service sector specific skills trainings for increased employability of the learners.

Presentation and Discussion

Mr. Sandeep Sen introduced himself and explained how Bengal National Chamber of Commerce & Industry (BNCCI) promoted EDI with support from the central and State Governments as a non- profit Training Institute in 1990 and EDI started working in BNCCI premises. Later, under the Central Government Scheme, EDI built its own building at Salt Lake. He elaborated the key objectives of EDI that again focussed on developing skills for both the urban and rural youth for both self and wage employment. Mr. Sen explained about some of the key programs Entrepreneurship Development, Entrepreneurship Awareness, Entrepreneurship Motivation & Faculty Development, sponsored at EDI by various partners. He also listed the various skill development trainings available at EDI that range from Food Processing to Candle Making. EDI, in partnership with Netaji Subhash Open University and Aliah University offers Diploma & Certificate courses like Travel & Tourism, Entrepreneurship and Small Business Management, Retail, Foreign Trade and Floriculture. He further went on to list ongoing short courses at EDI. EDI's key strength as stated by Mr. Sen is its widespread reach and a strong network of promotional & financial agencies, commercial banks, Technical Institutes & NGOs.

Listing the Challenges for EDI, Mr. Sen admitted that EDI has limited reach to the districts and rural areas. He further stated that a clear training need assessment was not available. Other challenges that EDI faces are: reaching and training the school drop outs and those working in the informal sector, providing post training support through placement or self employment, and maintaining quality of training and accreditation.

Mr. Sen threw light on a critical challenge faced by EDI i.e. an ITI offers a particular course at a minimal fee of INR 5/- a month and no private player can ever compete with that kind of a fee structure. Additionally, if an institute offers skilling courses free of cost, the trainees who come into the course are not serious. Citing his own company's example, he said that they trained their own people on high-end welding. They also offered the same training to other people on the payment of a fee, and made sure that 100% of the learners actually got placed after the training. As this training requires high-end machines and infrastructure, people find it costly due to the straight comparison with ITI s. Mr. Sen also explained how they tackled this issue and convinced people on seeing the benefits of the program

on their employability (some of them actually got placed abroad) and not just a government certificate that they would get at an ITI. Mr. Sen elaborated that they currently support this program through their own business i.e. the actual cost of the program for high-end or stainless steel welders costs around INR 2000/- a week and they manage to recover something around 70 to 75% of that amount from the learners. Further, EDI, in its attempt to reach out to a wider learner base, provides a free hostel facility to learners coming from far off or rural areas. Now they're looking at making this activity self sustaining and making it available to more youth so that they make decent salaries; some of them make upto about INR 20,000/- per month.

Audience Speak: "What is your view on the statement that people pay for training for jobs but not for entrepreneurship? And looking at EDI not your private enterprise, what do you see as the future?"

"EDI should be offering partially sponsored programs. Usually the success rate is about 40%. Our experience is that people do not like to pay for education, subsidy has got into the system."

Finally, Mr. Sen also touched upon the future plans of EDI, wherein they plan to reach out to district and rural areas through affiliated District Chambers or through a franchise model and establish more Skill Development Centres in districts. Also, they would like to offer more vocational skills programs with Indian Institute of Entrepreneurship in the current financial year.

6.9   Mr. Aditya Mallik, CEO & Director Institute for Quality Skill Training (IQST)

About IQST

Institute for Quality Skill Training (IQST) is a venture of Best First Step Education Private Limited which was established by a group of like-minded young professionals in 2009. The organization, with its headquarters at Kolkata and overall 6 campuses in West Bengal, works in partnership with Blue Ocean's Navigator PL (a Japanese firm) and Terra Indica SARL (a French firm) to provide skills training to both individuals and corporate. The institute provides skills trainings in service sector specific domains like sales, customer care, Food and Beverage (F&B) services, retail services etc. to learners in three qualification-based categories1: with qualification of class 5-10; 2: with qualification of class 12 – graduation; and 3: with qualification of Graduation – Post Graduation.

Presentation and Discussion

Mr. Mallik gave a short introduction to IQST and its business and went on to listing the challenges in the skill development area in West Bengal. The challenges as listed in his presentation are given below:

- Lack of basic education/ skills
    - Low attainment levels in English & Mathematics
    - Poor soft skills
- Distance & migration issues
    - Semi-urban and especially rural audience finds traveling for education/ employment difficult & costly

- - o   Migration poses its own challenges
- Financial constraints
  - o   Difficulty in paying fees, sustaining costs of travel etc.
  - o   Financial issues during 1st month of work before receipt of salary
- Unrealistic self-assessment & job/ salary expectations
  - o   Lack of knowledge of reality

While discussing the challenges, he talked first of the key issue of affordability of the courses by the learners. As some of the courses are short, the option of fee payment in instalments is not feasible. Other options like tie ups with the employer for payment and giving credit directly to the student also have not worked very well. In case of the latter, 'bad debt' is an issue. The learners don't only need support for pursuing the course; they also need financial support after they get a job till they get their first salary.

Audience Speak: "These financing problems can be solved by some innovative financial solutions. Let us look at the viability gap closely. Not considering the capital expenses, operating expenses are about 45% of the running cost, approximately INR 5000/- to 10000/- per month. The students can pay about INR 2500/- to 3000/- a month. The gap is about 50% to 65%. If there is an option of MFI, wouldn't that work?"

Mr. Mallik agreed that it would help, however, he also pointed out that MFIs are also ridden with very high interest. He suggested that the Government should bite the bullet and make the loans from the nationalized banks available to BPL candidates.

Audience Speak: "As training is not a tangible thing, even the MFIs resist giving loans for this."

Audience Speak: One example of an MFI called Bandhan was shared however that is also available only to learners pursuing graduation. Though there is a huge risk, they saw an opportunity in this and their recovery ratio is quite high. Similarly, there is a huge scope if loans were to be made available to learners in the BoP category also.

Audience Speak: "In fact there is a good possibility of a PPP model where the Govt., Bank and the MFI can come together and each one writes off 1/3 of the loan."

Audience Speak: "SIDBI started an insurance scheme, the details of which can be checked."

Mr. Mallik pointed out the other two critical challenges of the learners having very low basic skills like English Speaking and Maths; and to top it, they also have an unrealistic self assessment and expectation. They want an office space, they do not want to travel too long and they want high salaries. He suggested that counselling needed to be built into the skilling programs.

Another challenge also mentioned earlier about inclusion of women in the skilling program, is that women have a major migration issue. Though recent trends in West Bengal actually show a reverse path, now families are more open to letting their daughters go out while they want their son to stay closer and take care of the family and house. Women also are proving to be better human resources. Migration, irrespective of gender does pose its own set of challenges for the people. The cost of living shoots up, accommodation is not affordable in the kind of wages prevalent in West Bengal. Mr. Mallik recommended that the Govt. should provide for accommodation both for Men and Women.

Finally, he talked of the challenge of providing quality training. According to him, "Quality training has a cost." He further reiterated the need for loans to be made available to learners from the nationalized banks.

In a nutshell, he recommended that the way forward is that the Govt. should provide loans and financial support as well as hostel facilities for rural candidates. Secondly, the Govt. needs to provide infrastructural and viability gap support for training providers. If the skill providers are working in the rural areas, then they should be able to use the existing infrastructure of the local ITIs. The rules for adoption of ITIs need to be more flexible rather than stringent and binding. Govt. should educate the skill providers on the various schemes available that they can use to make their projects more viable. As quoted by him, "Convergence is important."

He also recommended that at the school level there should be an effort to build a strong foundation in spoken English, soft skills and career counselling.

6.10 Mr. Surajit Paul, GM- Corporate Project, Institute of Computer Accountants (ICA) Infotech (P) Ltd.

About ICA

The Institute of Computer Accountants (P) Ltd. (ICA), established in 1999 by a group of well-experience accounts and taxation professionals, is an institute providing computerized accounts, taxation, Banking, Finance, Insurance and Retail Courses. ICA is headquartered at Kolkata, with 450 Centres and 50 Placement offices and four zonal offices nationwide. ICA has 50 centres in West Bengal with 29 in cities and 21 operating in sub-urban areas and provides various courses in alliance with Annamalai University, Red Hat and CompTIA. With an experience of 13 years and training over

From L to R: Mr. Kalyan Kar, Mr. S. Bhattacharya, Mr. Surajit Paul

2 Lac learners, ICA has been actively participating in skills training ranging from basic computing to job guarantee courses in collaboration with the Central as well as State Governments under the Private Public Partnership (PPP) Model. ICA has trained more than 15,000 learners under these Government projects.

Presentation and Discussion

Mr. Paul described the work and scale of ICA Infotech (P) Ltd. Additionally, he highlighted that ICA also boasts of a placement ratio of 82% in year 2010-11. While currently ICA trains and places people on its

own, Mr. Paul's presentation also expresses their wish to enter into a PPP model to facilitate a wider reach.

Listing the key challenges in the skill development industry, he points out the following issues:

- Candidates are ready to take training but not JOB
- Working 9 hours is a big deal for them
- Salary expectation is huge
- Relocation is a major issue

He elaborated saying that they mobilize the students and while many get placed, a lot of them do not want to work. Many of the people placed move on from their jobs very fast.

Audience Speak: "What is the reason, also which is more useful; only training or only placement?"

Mr. Paul responded that both are important and they can't be segregated as skills give them an entry.

Audience Speak: "Where is the gap? Why the balance learners do not want to work?"

To this Mr. Paul gave an example of a typist. The wage a typist can earn would be about INR 4000/- to 4500/-only. He went on to explain how and why this amount does not seem sufficient.

Audience Speak: There were questions on the business model and sustainability of it; whether these courses are free or funded and how they ensured quality of the certification and the training. What was the percentage of free vs. funded courses? Finally, is there a possibility of making the industry pay for placing the youth?

To the issue of fee for the courses, Mr. Paul explained that some courses were funded, however, some weren't. Students paid the partial fee for attending some courses and a few courses were sponsored. He also said that if money was involved, i.e.. If the students were paying, it definitely increased the seriousness. However, he mentioned that as a lot of people move on from their jobs, it becomes difficult to make the industry pay.

Audience Speak: *Someone questioned the relevance of the training. According to a speaker, there were enough jobs out there and equally enough job seekers, but the salary they make is just minimally higher than what they would make if they were to sit at home or do something on their own (especially the rural youth). The key question was also whether they want to work at all. To this a few responses from audience brought out the issue of migration and the related costs. A trained rural youth gets paid very little in cities in West Bengal, however, he gets at least double if he gets hired at Delhi or Gurgaon.*

There was also a deliberation on what caused this outmigration (approximately 25%). The new skill definitely gave them an entry into a particular industry (which would have been difficult otherwise), subsequently, the honing of the skill and access to relevant information takes them to greener pastures in big cities or metros.

There were also suggestions to use some kind of a tracking mechanism to see how many really stayed long term in a particular job or within the state of West Bengal.

6.11 Mr. Ranjan Sarkar, Co- Founder & Executive Director, Inthink Eduteck Pvt. Ltd.

About InSkills

InSkills, a partner organization of National Skills Development Corporation (NSDC), is an initiative by Skill Ventures Private Limited (Co-promoted by InThink Edutech Private Limited (Kolkata), Knowledge Trust (Odisha) and Human Development Foundation (Odisha)). The organization, with 25 centres across Bankura, Burdwan, Nadia, Murshidabad and Darjeeling districts in West Bengal, provides both technical and soft skills training in varied domains like Construction and Engineering, Hospitality and Tourism, Healthcare, IT and ITES, Retail, Electronics, and Agribusiness and Food Processing. The organization is working with Government of India on various vocational training programs as a registered Vocational Training Provider under National Council for Vocational Training. Further, the organization has collaborated with various institutes like PBEL (promoted by INCOR Infrastructure), Bourneville College (Birmingham, UK), and HCMI (Singapore), to provide skills training and placements to its learners.

Presentation and Discussion

Mr. Sarkar, introduced InSkills, an approved partner of NSDC, co- promoted by Inthink Edutech Pvt. Ltd., Knowledge trust Odisha, and Human development Foundation, Odisha. InSkills is just about 6-7 months old, however, it already has training centres spread across Odisha, West Bengal, Andhra Pradesh, Assam and Kerala. The organization operates with a Hub and Spoke model with the Hub campuses in Odisha & Assam. The key skills imparted at InSkills are Construction, Hospitality, Healthcare, IT & ITES, Retail, Electronics, Agri Business and Food Processing, and Communication and soft skills.

Mr. Sarkar threw light on three key challenges faced in the skill development area:

- Social mindset impediments towards building livelihood on skills

- Severe lack of awareness among the target audience about opportunities of livelihood for skilled persons

- Migration of candidates to urban areas for livelihood – cultural issues, cost of relocation not supported by recruiters etc.

According to him, there should be a study that lists the required skills in the vicinity rather than skilling people for placement to other states. In his opinion, migration related challenges are the biggest. Citing their own example, he narrated that they had placed people from Odisha to Kerala and they had made all efforts to settle the workers in the new place. InSkills went up to the extent of liasoning with the labour department in Kerala to ensure there is someone to listen to the migrated workforce. They also organized for a separate kitchen. The work environment and wages were also decent. However, people still came back! He recommended that Govt. needs to bring in more sensitization to handle migrated workforce or to generate more employment within the home state.

The second key challenge he cited was people's mistrust towards a private player. There is a catch 22 situation, wherein people prefer Govt. run ITIs, but ITIs are not equipped to give the required quality. While there is an option of adopting ITIs by the private players, the enormous regulations make it a deterrent. In the PPP model, there is limitation on customization and fund utilization. He cited an example of a large corporate which wanted a customized technical training. To provide this, the ITI needed to charge additional fee, however to do this, they required an approval from the Ministry of Finance. This approval has been pending since 3 years. Another ITI had the required approval already but its facility was located too far away. Another example he talked of was of a women's ITI. Here, the course that has got approved is that of a 'Construction Supervisor' and traditionally this is a male dominated or preferred option. As the rule says, if the course does not get enough women, it can be opened to men; this course has all men in it. There has to be flexibility and faster decision making to handle such mismatches.

The third issue that Mr. Sarkar talked about is a severe lack of knowledge about the possibilities of occupations, both self and wage, after the training. He suggested that the Govt. should take up awareness and advocacy campaigns towards a positive social mindset.

6.12 Mr. Rahul Dasgupta, Director, Globsyn Skills Development Limited

About Globsyn

Globsyn Group, at the higher levels, has Globsyn Business School, Asian Institute of Family business and Globsyn Blue. Globsyn Skills Development Private Limited (GSDL) is a joint venture between Globsyn Group and NSDC in the year 2010. The organization has been started with the mission of training 3.52 Lac youth in the next 10 years in the East and North-East Indian region. The organization, with a target audience of unskilled, semi-skilled and skilled youth, provides courses in many industries like IT/ITES, Retail, Hospitality, Manufacturing, Chemical, Oil and Petroleum etc. Their Geographical reach is in West Bengal, Bihar, Odisha, Jharkhand & Assam.

Presentation and Discussion

Mr. Rahul Dasgupta & Mr. Kaushik De made the presentation introducing the company as an NSDC partner, imparting skills at various levels. Listing the challenges that they face in the Skill Development area, he spoke about the following:

- Student Mobilization
- Geographical Coverage
- Lack of appropriate infrastructure
- Student Readiness
- Ability of the students to pay
- Placement Linkages
- Gaps in govt. policies
- Training Content
- Recruitment of suitable faculty

Mr. Dasgupta, while elaborating the above points said that the placement after training is about 55 to 60%. They track the students for about 6 months as per the Govt. rules, after which they (learners) are on their own.

Audience Speak: "What is the solution?"

Mr. Dasgupta 's first recommendation was to immolate the UK model where one is not able to enter a job without a certification.

Dr. Jena however had a different opinion and suggested that it might be difficult to have a certification for every job. He also posed a question on how the industry could be involved more and how the industry could be encouraged to hire only on certification.

Mr. Dasgupta, cited an example of an IOC project where the staff at the pump was trained. This actually led to increased revenue at the pump. This case was used to mandate skills training and hiring trained staff. However, he also acknowledged that there is a huge scope in getting the industry more involved. They all say that there is a big skill gap, however, very few do something about it.

Dr. Jena: "How do you ensure quality when there are 1000s of them? Should there be 1000s of trainings and certifications or should there be standardization?"

Ms. Sangeeta Goyal: "Additionally, what kind of soft skills are required, we hear of multiple skills like team work, problem solving, and communication skills. Is there a standard set or a way to know what kind of skills should be taught?"

Audience Response: Even MBAs need to be taught English communication. The required soft skills need to be taught at the level of the school. For the lower levels, some basics like knowing how to fill relevant forms or how to comply with job requirements are good enough.

Finally, in his suggestions for actions to move forward, Mr. Dasgupta, suggested that there is a strong need to get the industry to be a part of the skill movement. The Govt., both state and centre, needs to support the local training institutions which are funded by the Govt. bodies like NSDC. Also, something needs to be done about the issue of financial support for the under privileged sections of the society.

6.13 Mr. S Bhattacharya, CEO, Technable Solutions Pvt. Ltd.

About Technable Solutions Pvt. Ltd.

Technable Solutions Private Ltd., established in 2000 with a view to provide support services to Technable Corporation, soon developed into a social enterprise offering skill development and talent matching services. The organization, with its headquarters at Kolkata, has managed to reach out to rural, semi-urban and urban learner base by making an effective use of franchise/local business partner and PPP model. The skill development programs offered by Technable consist of both technical and soft skills and cater to service sector segments like ITES, Retail, Banking, Healthcare, Travel and Tourism, Logistics, Data Entry etc.

Presentation and Discussion

Mr. Bhattacharya, explained how Technable offers testing, training and placement services in rural, semi-urban and urban locations. The organization has a success rate of 80% as far as learner placement is concerned. The skills provided by Technable consist of three components:

- Soft Skills: Communication skills, Personality Development etc.
- Computer Skills: MS Office, Internet, Email, Social Networks, and Keyboard Speed
- Services Sector Domain Skills: Retail and Agro marketing, Voice Based BPO, Non Voice BPO, Banking, Financial Services and Insurance, Travel, Transportation, Mobile Repair, Data entry and back Office, and Health care (non-technical)

Technable has its own centres, and infrastructure and resources are from business partners. Their service delivery framework starts at building awareness, goes to assessment and profiling, offering need based training, evaluating and certifying, and finally, providing employment linkage. In a nutshell, they look at themselves as solution providers and not just skill developers. A major part of their work is also counselling the candidates who do not get placed very easily or are dealing with some other frustration. They also need to counsel women who prefer not to travel out of their home town.

Audience Speak: "Why do you test/ assess? You've tested 25000 and trained 5000, is that the ratio?"

Mr. Bhattacharya replied to the first question explaining that assessment is necessary to identify what the candidate would be good at. Hence, put him or her through the right course. Unlike some other countries where assessment is used to certify the current levels on employability, Technable uses assessment just to identify what to train on. To the second question he responded in negative, it is not that after assessment we find only a handful that are trainable. These are two independent statistics.

Mr. Bhattacharya, clubbed the challenges he faced into four categories; namely

- Sourcing,
- Placement,
- Training, and
- Policy barriers.

Elaborating each one, he spoke of issues with sourcing first. He identified that there is very little awareness amongst the youth on the need for training or skill development, and its benefits. They actually use various modes to reach out to create awareness like newspaper advertising, print media write ups, seminars in colleges, schools, Panchayats and EDO offices, newsletters, radio interviews etc. The other sourcing related issues are dearth of Government jobs, apathy by the Private Sector, trainees' inability to pay and an overall mistrust towards the private players. Another issue is choice of the students, if there are 20 candidates, 5 want to do hospitality, 2 retail and a few others health care. They find it difficult to express this to the government saying, "What do we tell the Government that we do a little of everything?"

Under training, the key challenge faced is a lack of competent trainers to form a part of the faculty. There is also a lot of room for improvement in standardization and certification criteria.

Mr. Bhattacharya also threw light on the kind of challenges faced to place the trained youth in the industry. The employer's participation is minimal or absent. Further, there is also a missing link with regards to the skill gap studies which help in gauging the desired skill sets. To top it all, the students' choice for jobs sometimes does not match with what is available.

Finally, the government polices like taxation, lack of incentives and lack of standard performance measurement are deterrents to effective skill development. He recommended that Government should give clear parameters which the skill providing organizations can follow instead of imposing.

6.14 Mr. Shourie Chatterjee, Vice President, IL&FS Education & Technology Services Ltd.

About IL& FS

IL&FS Education & Technology Services Ltd. (IL& FS ETC) is the social infrastructure initiative of IL&FS India. Established in 1997, they promote Education, Employability, and Empowerment. Along with their subsidiary companies - IL&FS Clusters and IL&FS Skill Development Corporation (A joint venture of IL&FS ETS and NSDC), IL&FS Education they provide, from concept to execution, the complete array of services necessary including visioning, documentation, development, management, technology and execution for social infrastructure development in the areas of:

- Education Services
- Skill Development
- e-Governance
- Health Initiatives
- Cluster Development

Presentation and Discussion

Mr. Shourie gave a quick brief on the company and described their last two years of projects in West Bengal. IL & FS has completed 7 projects in skill development. Their beneficiaries were all rural and BPL youth. They went through the whole process of identifying and mobilizing the youth, training them and placing them. Payments from NSDC were related to placement. IL&FS got immense support from the government in terms of free infrastructure in each district and supportive policy framework.

He mentioned two successful projects. The first one was 'a cluster program' for entrepreneurship. IL&FS facilitated the formation of the beneficiaries into a producer company with common infrastructure and helped them with a sustained business model. The second one was the teacher training, where lots of private schools came and hired the trained fresh graduates.

Audience Speak: "What support would you need going forward?"

To this Mr. Shourie said that the government should make financing available for the learners and also standardise certification for the courses that the private skill providers offer.

7 Annexures

7.1 List of Speakers

		1st Name	2nd Name	Designation	Company Name
1	Dr.	Nalin	Jena	Sr. Education Specialist, South Asia Sector for Human Development	The World Bank
2	Shri	Rabiranjan	Chatterjee	Hon'ble Minister	Minister of Technical Education & Training, Govt. of West Bengal
3	Mr.	M	Balasubramanian	Private Sector Development Advisor	DFID
4	Ms.	Sangeeta	Goyal	Sr. Economist South Asia Sector for Human Development (SASHD)	The World Bank
5	Mr.	Pranab	Choudhuri	Senior Manager - Operation	Dr. Reddy's Foundation
6	Ms.	Subha	Das Mollick	Master Trainer	Resource Centre - I Create Foundation
7	Mr.	Sandip	Sen	Vice Chairman	Enterprise Development Institute
8	Mr.	Aditya	Mallik	Chief Executive Officer & Director	IQST
9	Mr.	Surajit	Paul	GM- Corporate Project	ICA Infotech (P) Ltd
10	Mr.	Ranjan	Sarkar	Co-Founder & Executive Director	Inthink Edutech Pvt Ltd
11	Mr.	Rahul	Dasgupta	Director	Globsyn Skills Development Limited
12	Mr	S.	Bhattacharya	CEO	Technable Solutions Pvt. Ltd.
13	Mr.	Shourie	Chatterjee	VP	IL& FS Education & Technology Services Ltd

Report by People Factor Pvt. Ltd., www.peoplefactorindia.com

7.2   List of Participants

		1st Name	2nd Name	Designation	Company Name
1	Dr.	Nalin	Jena	Sr. Education Specialist, South Asia Sector for Human Development	The World Bank
2	Shri	Rabiranjan	Chatterjee	Hon'ble Minister	Minister of Technical Education & Training, Govt. of West Bengal
3	Mr.	M	Balasubrama-nian	Private Sector Development Advisor	DFID
4	Ms.	Sangeeta	Goyal	Sr. Economist South Asia Sector for Human Development (SASHD)	The World Bank
5	Mr.	Pranab	Choudhuri	Senior Manager - Operation	Dr. Reddy's Foundation
6	Ms.	Subha	Das Mollick	Master Trainer	Resource Centre - I Create Foundation
7	Mr.	Sandip	Sen	Vice Chairman	Enterprise Development Institute
8	Mr.	M. N.	Maity	Dy. Director	Enterprise Development Institute
9	Mr.	Aditya	Mallik	Chief Executive Officer & Director	IQST
10	Mr.	Christophe	Plais		IQST
11	Mr.	Surajit	Paul	GM- Corporate Project	ICA Infotech (P) Ltd
12	Mr.	Pankaj Kumar	Jain	CFO	ICA Infotech (P) Ltd
13	Mr.	Kalyan	Kar	MD	Infinity Knowledge Ventures
14	Mr.	Ranjan	Sarkar	Co-Founder & Executive Director	Inthink Edutech Pvt Ltd

15	Mr.	Tridibesh	Banerjee	Director	Inthink Edutech Pvt Ltd
16	Mr.	Rahul	Dasgupta	Director	Globsyn Skills Development Limited
17	Mrs.	Nayan	Mitra	Manager-Corporate Planning	Globsyn Technologies Ltd
18	Mr.	Kaushik	De	Executive Assistant to Director	Globsyn Skills Development Limited
19	Mr	S.	Bhattacharya	CEO	Technable Solutions Pvt. Ltd.
20	Mr.	Soumendranath	Ghose	Head of the Department	NHSM Knowledge Campus
21	Mr.	Krisnedu	Sarkar	Deputy Director	NSHM Knowledge Campus
22	Mr.	Shourie	Chatterjee	VP	IL& FS Education & Technology Services Ltd
Consultants					
23	Mr.	Gaurav	Kumar	Education Sector Advisory	KPMG
24	Mr.	Kunal	Raval	Associate - Transaction Advisory Services	Ernst & Young
25					Ernst & Young
26					Ernst & Young
27	Dr.	Parul	Pandey	Director	People Factor Pvt. Ltd