

# Global Business Foundation Skills (GBFS) 2.0

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## Guideline Document for the Facilitator in the Outcomes Based Format (OBF)

**Powered by:**

Accenture, Convergys, Deloitte, Dell, Genpact, IBM and Infosys BPO

## **Introduction to the Program**

The GBFS program will increase the industry readiness of students who want to start a career in BPM companies. Developed by experts from member companies, like Accenture, Convergys, Deloitte, Dell, Genpact, Infosys BPO and IBM, the program encompasses a vision of up-skilling graduating students.

The program has been developed using the Outcomes Based Format (OBF), keeping the focus on the key skills and knowledge required to perform a given job role right. The program has two tracks – one that focuses on the training and guidance for the Facilitator (Trainer) and the other for the Student.

## **Objective of the Program**

The GBFS program has been developed with an objective to train students on basic foundation skills to help them be better equipped for employment.

## **About the Program**

To increase the funnel of available quality students at the 'entry level', NASSCOM suggests the set of basic/foundation skills, termed as GBFS, be run as an add-on program in various education institutions. In the long term, one of the purposes of this initiative is to ensure that Universities/Colleges will consider integrate the development of these skills into the teaching-learning program and allocate substantial credits for attainment of these skills.

The course will be interactive and will involve experiential learning. The students will be expected to supplement their classroom sessions with self-paced study. A pre-assessment metric called NASSCOM Assessment of Competence (NAC)-Diagnostic will help identify the skill gaps that need to be addressed during the course. Post the training, the students will be required to take the final NAC-Final assessment. The NAC scorecard will highlight their skills and competencies in areas relevant to the BPM industry. The skills acquired through this course will not only help the students prepare for employment at this stage, but orient them towards life-long learning.

The course will encompass the following modules:

- BPM Industry Awareness
- Business Communication
- Customer Management
- PC and Data Skills
- Corporate Etiquette

## **Eligibility**

The course is targeted at final year students across all undergraduate streams of universities.

## **Program Duration**

The program offers a blended learning solution. This comprises of a mix of guided learning or instructor-led training, tutorials and practical exercises. It is designed as a ~160 hours program to be delivered over 20-24 weeks, 3-5 days a week, 2-3 hours per day.

## **Acknowledgements**

The very foundation of GBFS is laid on the basis of what is important and critical from skills and knowledge perspective while talking of entry-level jobs in the BPM industry. The existing content of GBFS program was put together in the year 2010.

It was inevitable to constantly upgrade the content of the GBFS program in view of the ever-evolving nature of the Indian BPM industry. Therefore, major augmentation has been carried out in the refurbished version of GBFS, as reflected in this document. Special focus has been maintained on 'experiential learning' than only theoretical in the refurbished version.

NASSCOM would like to thank its member companies, Accenture, Convergys, Deloitte, Dell, Genpact, Infosys BPO and IBM, who have, once again, partnered with us to enrich the GBFS program content.

Special mention of the Infosys BPO team for providing a focused effort, while working with other member companies, in refurbishing the courseware.

NASSCOM appreciates its members for believing in NASSCOM's vision to increase the industry readiness of the available student pool, by developing and facilitating the implementation of programs of educational relevance, with aim to address the generic industry-academia skill gaps in the BPM (Business Process Management) sector.

The GBFS program is aimed to empower students with foundation skills necessary for the BPM industry. NASSCOM recognizes that this is an initiative of great importance for all the stakeholders concerned; the industry, academia and students. The tremendous effort and continuing support extended by members of the council is highly appreciated. Their inputs in strategizing the outcomes and designing the relevant training material are commendable.

NASSCOM thanks the senior leadership of these partner companies for sharing the vision of scaling quality capacity via the foundation skills program.

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### **GBFS**

#### **MODULE I. BPM Industry Awareness**

##### Objectives

1. BPO to BPM
2. Sub segments of BPM
3. Why do companies outsource?
4. Kinds of services offered by BPMs
5. Countries that outsource
6. Preferred destinations for outsourcing
7. Competencies required for working in a BPM
8. Why is India a preferred BPM (outsourcing) destination?
9. Common BPM services provided by India
10. Current challenges for India

##### Evaluations

#### **MODULE II. Business Communication**

##### **A. Oral Communication**

1. An Introduction to Voice and Accent Training
2. Consonant Sounds
3. Vowel Sounds
4. Syllables and Syllabic Stress
5. Word Stress
6. Intonation
7. Pacing and Chunking
8. Fluency
9. Indianisms
10. Interview Skills
11. Free Speech Topics

##### Evaluations

##### **B. Grammar**

1. Spoken English Vs Written English
2. Parts of Speech
  - a. Nouns
  - b. Pronouns

- c. Adjectives
- d. Adverbs
- e. Prepositions
- f. Conjunctions
- g. Verbs
- f. Subject Verb Agreement
- 3. Determiners and Modifiers
- 4. Tenses
- Evaluations

### **C. Written**

- 1. Email Writing
- 2. Email Format
- 3. Creative Writing
- 4. Email Etiquette
- 5. Punctuation
- Evaluations

### **D. Reading Comprehension, Attention to Detail and Aptitude Tests**

- 1. Attention to Details
- 2. Aptitude Tests
- 3. Reading Comprehension
- Evaluations

## **MODULE III. Customer Management**

### **A. Customer Service and Soft Skills**

- 1. Introduction: Customer Service and Soft Skills
- 2. Business Phone Etiquette
- 3. Structure of a Customer Call
- 4. Understanding Rapport
- 5. Understanding Empathy
- 6. Understanding Paraphrasing
- 7. Understanding Probing
- 8. Listening Skills
- 9. Dealing with different customers and customer complaints
- 10. Customer Service through Email and Chat Support
- Evaluations

### **B. Culture**

- 1. What is Culture?
- 2. United States of America
  - 2.1. General Awareness
  - 2.2. Geography
  - 2.3. Political System
  - 2.4. Lifestyle
  - 2.5. Business Etiquette
- 3. United Kingdom
  - 3.1. General Awareness
  - 3.2. Geography

- 3.3. Political System
- 3.4. Lifestyle
- 3.5. Business Etiquette

Evaluations

#### **MODULE IV. PC and Data Skills**

Prepared in DIY (Do It Yourself) mode

- 1. Computer Basics
- 2. MS Excel
- 3. MS Word
- 4. MS PowerPoint
- 5. Keyboard and Typing Skills

#### **MODULE V. Corporate Etiquette**

- 1. Understanding Corporate Etiquette
- 2. Business Introductions
- 3. Corporate Dressing
- 4. Professional Jargons

Evaluations

## **How to Use this Program?**

In order to make the teaching-learning process effective, this program has been developed based on the OBF for curricula design.

The curricula framework highlights an integrated output that encompasses the following for the program:

- Outcomes
- Processes
- Inputs

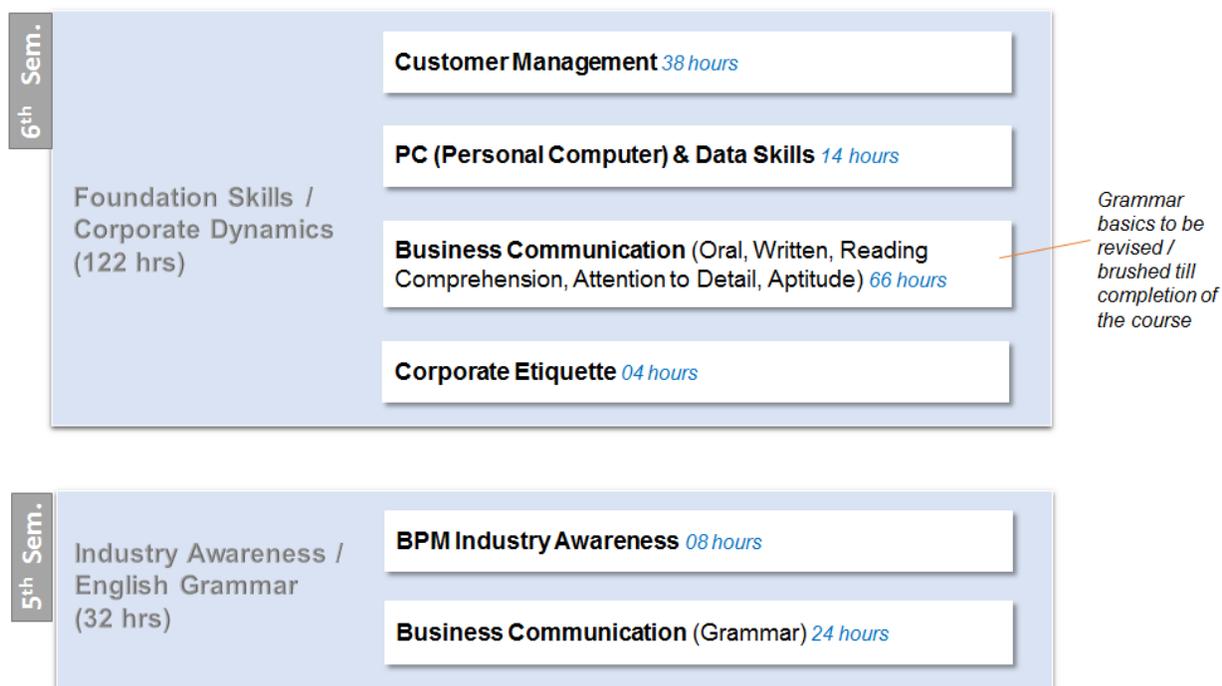
The curricula framework enables every parameter to be detailed to maximize impact and empower the learner with the requisite skills and competencies towards lifelong learning and gainful employment.

For the expected learning outcomes, the Facilitator (Trainer) must refer to the GBFS OBF detailed in the following pages.

## Business Process Management (BPM): Foundation Curriculum Framework

### Proposed Structure for College Integration Model of GBFS Program

The proposed structure advocates a judicious and an ideal spread of GBFS curriculum / its modules in the final-year of a UG program. The foundation / basic skills are critical from BPM's standpoint and warrant much refining, hence must be supported with self-paced learning in an model scenario. While the foundation skills will prepare students for 'employment', the understanding about the industry will make them 'industry ready'.



## Outcomes Based Format for the GBFS Curriculum Framework

### Framework for 'Employment' oriented curricula

The 'Curricula Framework' highlights an integrated output that encompasses 'Outcomes', 'Processes' and 'Inputs'. The frame will enable stakeholders develop and customize programs of learning using different media to empower candidates with the desired foundation skills necessary for entry level employment for the BPM industry.

Outcomes	Processes	Inputs
<p><b>Part-I</b> *Specifies the direct and indirect outcomes of the curriculum w.r.t. the:</p> <ol style="list-style-type: none"> <li>1. Course/program:               <ol style="list-style-type: none"> <li>i. Generic</li> <li>ii. Domain/s</li> <li>iii. Employment</li> </ol> </li> <li>2. Student learning</li> <li>3. Classroom design/layout</li> <li>4. Learning experiences</li> <li>5. Summative assessment</li> <li>6. Continuous assessment</li> <li>7. Processes instituted</li> <li>8. Inputs provided (quantify and qualify):               <ol style="list-style-type: none"> <li>i. Infrastructure and facilities</li> <li>ii. Faculty</li> <li>iii. Support staff</li> <li>iv. Governance</li> <li>v. Land and buildings</li> </ol> </li> <li>9. Institution</li> </ol>	<p><b>Part-II</b> *Indicates development and implementation of processes as applicable towards:</p> <ol style="list-style-type: none"> <li>1. Empowering personal</li> <li>2. Attributes and soft skills</li> <li>3. Employment skills</li> <li>4. Domain skills and competencies</li> <li>5. Generic transferable skills and competencies</li> <li>6. Course/program delivery methods using               <ol style="list-style-type: none"> <li>i. Blended learning</li> <li>ii. ICT</li> <li>iii. E-learning</li> </ol> </li> <li>7. Pedagogy-appropriate usage</li> <li>8. Learning experiences to be provided</li> <li>9. Higher Order Thinking Skills (HOTS)</li> <li>10. Assessments and evaluation: Continuous and summative</li> <li>11. Classroom design/layout and impact.</li> <li>12. Accreditation of the curriculum</li> <li>13. Institutional efficiency</li> <li>14. Publications, report writing</li> <li>15. IPR, R&amp;D, innovation</li> <li>16. Entrepreneurship</li> </ol>	<p><b>Part III</b> *Identifies the required inputs towards:</p> <ol style="list-style-type: none"> <li>1. Curriculum structure</li> <li>2. Syllabus</li> <li>3. Infrastructure</li> <li>4. Classroom layout</li> <li>5. Faculty and support staff</li> <li>6. ICT</li> <li>7. Content (text books and labs, internship programs etc.)</li> <li>8. E-learning program– content and facilities</li> <li>9. Administrative processes</li> <li>10. Lesson plans</li> <li>11. Blended teaching–learning methodologies</li> <li>12. Assessment and evaluation practice</li> <li>13. Certification</li> <li>14. Approvals for standardization and parity national and international</li> <li>15. Placement process (if applicable)</li> <li>16. Industry standards and acceptance</li> </ol>

### Metrics and Evaluation Support System:

- Identifies Key Performance Indicators (KPIs) and Performance Ensuring Measures (PEMs).
- Enables analysis, and reconciles the same as feedback.
- Aims at greater impact and efficiency, while achieving the set outcomes.

We propose the course assessments, formative and summative, to be based on the learning styles, as explained in the adaptation of the Bloom's taxonomy. Please refer to the illustration below.

**Current Practice  
(Anecdotal evidence)**

80

15

5

Remembering
Understanding
Applying
Analyzing
Evaluating
Creating
Effective Communication

**Proposed System  
(Subject to module  
requirement)**

10

15

15

15

15

15

15

## Part-I: Outcomes

**Name of the Program:** Global Business Foundation Skills

This program can be offered for all UG streams or equivalent programs/courses. This program is also applicable for PG graduates who aspire to join the industry at the entry level.

In keeping with the current and future landscape of the IT–BPM industry, NASSCOM has facilitated the design and development of the foundation skills course for students. The objective of the course is to train students on basic/foundation skills to help them be better equipped for employment.

### 1. Program Outcomes

i. Generic	<ul style="list-style-type: none"> <li>Global Standard Communication Skills</li> <li>Customer Service Skills</li> <li>Orientation to Culture</li> <li>Analytical and Reasoning Skills</li> <li>PC and Data Skills</li> </ul>
ii. Domain/s	Industry Awareness–BPM
iii. Employment	Develop skills relevant to: <ul style="list-style-type: none"> <li>Business, service, and leadership areas of all industries</li> <li>IT and BPM Industries</li> <li>Helping all entrepreneurs, as well as developing life skills</li> </ul>
iv. Other outcome	R&D: <ul style="list-style-type: none"> <li>Searching for information</li> <li>Organizing and reporting the requested for data</li> </ul>

2. Student Learning Outcomes	Student Learning Objectives	Key Performance Indicators (KPI)	Performance Ensuring Measure (PEM)
Knowledge: <ul style="list-style-type: none"> <li>i. Foundation</li> <li>ii. Specialized Domain</li> </ul>	At the end of the program, the students will have: <ul style="list-style-type: none"> <li>Basic knowledge of BPM industry</li> <li>An understanding of the kinds of jobs and careers available in this industry</li> <li>Knowledge of the basics of the subject and specialized information</li> <li>Strong foundation knowledge, and generic and specialized skills</li> </ul>	Demonstrates: <ul style="list-style-type: none"> <li>Understanding the BPM industry</li> <li>Subject knowledge and subject skills</li> </ul>	<ul style="list-style-type: none"> <li>Simple quiz</li> <li>Role play</li> <li>Written assessment</li> <li>Certified by external branded institutions</li> <li>Certification on par with national and international industry requirements</li> </ul>
Understanding/Comprehension	At the end of the program, the students will have: <ul style="list-style-type: none"> <li>Clarity on problem requirements</li> <li>An idea about the recommended process</li> <li>Understanding team dynamics</li> <li>Mastered the skills and competencies</li> </ul>	Demonstrates: <ul style="list-style-type: none"> <li>Understanding of the requirement, i.e. the               <ul style="list-style-type: none"> <li>subject</li> <li>problem</li> <li>strengths and weaknesses of team members</li> </ul> </li> <li>Leadership w.r.t. team building               <ul style="list-style-type: none"> <li>uses team dynamics to move ahead in planning the project/solving the problem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Practical/project assessment</li> <li>Viva voce</li> </ul>
Application	<ul style="list-style-type: none"> <li>Ability to apply skills, concepts, logic</li> </ul>	<ul style="list-style-type: none"> <li>Attention to detail</li> <li>Ability to apply concepts to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Practical assessment</li> <li>Written assessment</li> <li>Viva voce</li> </ul>

	appropriately to the job/task to be undertaken	<ul style="list-style-type: none"> <li>Ability to customize and apply solutions to the situation/culture/recipient</li> </ul>	
Analysis (HOTS)	<ul style="list-style-type: none"> <li>Ability to analyse a given project/requirement</li> <li>Capability to provide multiple solutions to a given problem</li> </ul>	<ul style="list-style-type: none"> <li>Ability to analyse multiple opinions and collate</li> <li>Skills to sequence thought and action, and prioritize tasks</li> <li>Skills to analyse information received and clearly articulate instructions</li> </ul>	<ul style="list-style-type: none"> <li>Practical assessment</li> <li>Written assessment</li> <li>Viva voce</li> <li>Peer evaluation</li> </ul>
Synthesis(HOTS)	<ul style="list-style-type: none"> <li>Ability to synthesize and focus on an apt solution for a given problem/situation/requirement</li> </ul>	<ul style="list-style-type: none"> <li>Ability to choose the most pertinent solution from multiple available/developed</li> </ul>	<ul style="list-style-type: none"> <li>Practical assessment</li> <li>Written assessment</li> <li>Viva voce</li> </ul>
Evaluation (HOTS)	<ul style="list-style-type: none"> <li>Ability to evaluate the effectiveness/appropriateness of a suggested solution for a given situation.</li> <li>Capability to devise a recommended process</li> <li>Ability to establish the correlation between analysis and synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Logical thinking skills</li> <li>Sequential conclusion ability</li> <li>Ability to effectively build on past results and information</li> </ul>	<ul style="list-style-type: none"> <li>Simulation practical assessment</li> <li>Written assessment</li> <li>Viva voce</li> </ul>

3. Skill Development	Skills	Key Performance Indicators (KPI)	Performance Ensuring Measure (PEM)
Learning Ability and Technology Skills	<p>At the end of the program the student will have the skills required to:</p> <ul style="list-style-type: none"> <li>Take up a job in the sector</li> <li>Understand the aptitude required to succeed in a basic BPM job</li> <li>Be equipped with techniques to improve his/her skills to perform a BPM related task efficiently</li> </ul>	<p>Demonstrates:</p> <ul style="list-style-type: none"> <li>PC and data skills: <ul style="list-style-type: none"> <li>MS Office: MS Word, MS Excel, MS PPT</li> </ul> </li> <li>Keyboard skills <ul style="list-style-type: none"> <li>Speed and Accuracy</li> </ul> </li> <li>Internet and browsing/information searching skills</li> <li>Ability to transfer skills from one process and project to another</li> </ul>	<ul style="list-style-type: none"> <li>Assessment and grading by instructor at the end of the training</li> <li>Attain the desired range scores/grades necessary as cut-offs for employment</li> </ul> <p>For training the facilitators:</p> <ul style="list-style-type: none"> <li>Train the Trainer (T3) practice sessions and grading by T3 (All student and faculty assessment packages are available)</li> </ul>
Communication Skills	<p>At the end of the program, the student should be able to:</p>	<p>Demonstrate appropriate:</p> <ul style="list-style-type: none"> <li>Voice and accent</li> </ul>	

	<ul style="list-style-type: none"> <li>Understand various accents from around the world</li> <li>Converse in a neutral accent, using the correct grammar, pronunciation and intonation with clarity</li> <li>Use the most appropriate words to make it easy for any customer to understand them</li> </ul> <p>E-mail communication:</p> <ul style="list-style-type: none"> <li>Ability to communicate effectively with customers using grammatically correct English using e-mails</li> </ul>	<ul style="list-style-type: none"> <li>Grammar</li> <li>Accent familiarisation</li> <li>E-mail etiquette</li> </ul>	<ul style="list-style-type: none"> <li>Written and verbal assessments</li> <li>Grading by instructor at the end of the training</li> <li>Attaining the desired range scores/grades; necessary as cut-offs for employment</li> </ul> <p>For training the facilitators:</p> <ul style="list-style-type: none"> <li>T3 practice sessions and grading by T3 (All student and faculty assessment packages are available)</li> </ul>
<b>Behavioral Skills</b> <ul style="list-style-type: none"> <li>Interpersonal Skills</li> <li>Winning Behavior</li> </ul>	<b>Interpersonal Skills and Winning Behaviour:</b> <ul style="list-style-type: none"> <li>Team work</li> <li>Attitude</li> <li>Ethics</li> <li>Aptitude</li> <li>Discipline</li> <li>Values-led behaviour</li> <li>Change management</li> <li>Hunger to succeed</li> <li>Respect for others</li> <li>Thriving on change</li> <li>Sense of urgency</li> <li>Conflict resolution</li> </ul> <p>At the end of the program the student must be able to:</p> <ul style="list-style-type: none"> <li>Work successfully in teams</li> <li>Understand, relate with, and</li> <li>Display ethics and values common to most corporate.</li> </ul> <p>They must also display:</p> <ul style="list-style-type: none"> <li>Discipline</li> <li>An ability to learn and work to instructions</li> <li>Willingness to put in hard work as required</li> </ul>	<b>Demonstrates:</b> <ul style="list-style-type: none"> <li>Team work</li> <li>Attitude</li> <li>Ethics</li> <li>Aptitude</li> <li>Discipline</li> <li>Values-led behaviour</li> <li>Change management</li> <li>Hunger to succeed</li> <li>Respect for others</li> <li>Thriving on change</li> <li>Sense of urgency</li> <li>Conflict resolution</li> <li>Attain the desired range scores/grades; necessary as cut-offs for employment</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Mock trial sessions</li> <li>Questions on situations asked during the training session</li> <li>Assessment and grading by instructor and peers at the end of the training</li> </ul> <p>For training the facilitators:</p> <ul style="list-style-type: none"> <li>T3 practice sessions and grading by T3 (All student and faculty assessment packages are available)</li> </ul>
<b>Employment Skills</b> <ul style="list-style-type: none"> <li>Project Management skills</li> <li>Verbal Ability</li> <li>Numerical Ability</li> <li>Attention to detail</li> <li>Abstract Reasoning</li> </ul>	<p>The student must be able to:</p> <ul style="list-style-type: none"> <li>Process numbers and carry out quick calculations around basic mathematical functions</li> <li>Develop an attention to detail</li> <li>Reason and take logical steps/decisions in any given situation</li> <li>Provide and manage the end -to-end solution for a</li> </ul>	<b>Demonstrate appropriate:</b> <ul style="list-style-type: none"> <li>Numerical ability</li> <li>Attention to detail</li> <li>Abstract reasoning</li> <li>Project report writing skills</li> <li>Successfully achieve the given project outcomes</li> <li>Attain the desired range scores/grades necessary as cut-offs for employment</li> </ul>	<ul style="list-style-type: none"> <li>Written Assessments, Questions on situations asked during the training session.</li> <li>Presentation assessment</li> <li>Peer evaluation</li> <li>Appropriate and effective project report</li> </ul>

	<p>given project, in requisite situation</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership skills</li> <li>• Manage time efficiently and effectively</li> <li>• Develop an effective project report</li> </ul>		<p>For training the facilitators:</p> <ul style="list-style-type: none"> <li>• T3 practice sessions and grading by T3 (All student and faculty assessment packages are available)</li> </ul>
<p>R&amp;D skills</p> <ul style="list-style-type: none"> <li>• Data management and searching/organizing skills</li> </ul>	<p>The students must be able to:</p> <ul style="list-style-type: none"> <li>• Work with large amounts of data on computer systems</li> <li>• Organize data effectively</li> <li>• Identify and use relevant information effectively.</li> <li>• Research required information and data from either the given documents or from common search engines on the Internet</li> </ul>	<p>Demonstrate appropriate:</p> <ul style="list-style-type: none"> <li>• Data management and searching/organizing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and grading by instructor at the end of the training/project.</li> <li>• Appropriate and effective project report</li> </ul> <p>For training the facilitators:</p> <ul style="list-style-type: none"> <li>• T3 practice sessions and grading by T3 (All student and faculty assessment packages are available)</li> </ul>
Innovation Skills	—	—	—

<b>Part-II: Processes</b>		
<b>Processes required for conducting the Program</b>	<b>Process developed to attain the 'Course Outcome'</b>	<b>Process Implementation</b>
1. Processes for <b>Empowering Soft Skills and Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Pre-assessment metric called NAC-Diagnostic will help identify the skill gaps that need to be addressed during the course. Post the training, the students will be required to take the NAC-Final assessment.</li> <li>• Pre, interim and post assessments with the program</li> <li>• Interactive Instructor Led Classroom sessions with a proper feedback mechanism</li> <li>• Self-study tutorials</li> <li>• Practice sessions–2 types: instructor monitored and peer practice sessions</li> </ul>	<ol style="list-style-type: none"> <li>1. Conduct assessments and provide timely feedback at regular intervals using the provided assessment sheets</li> <li>2. For NAC Final, the NAC scorecard will highlight their skills and competencies in areas relevant to the BPM industry.</li> <li>3. Monitor and keep track of students' progress during self study tutorials</li> <li>4. Conduct practice session and provide immediate feedback</li> <li>5. Encourage and track peer practice sessions during the tutorial hours</li> </ol>
2. Processes for empowering <b>Employment Skills</b> (Team work, project management skills, attitudinal, ethics, etc)	<ul style="list-style-type: none"> <li>• Speaking activities</li> <li>• Writing activities</li> <li>• Listening and reading comprehension</li> </ul>	<ol style="list-style-type: none"> <li>1. Assign topic and explain the activity.</li> <li>2. Activities such as <ul style="list-style-type: none"> <li>• Reading passages for correct sounds and usage</li> <li>• Free speech practice through Storytelling, and corrective feedback</li> <li>• Active listening exercises</li> <li>• Role plays on dealing with customers, con calls, meetings</li> <li>• Open discussions</li> </ul> </li> <li>3. Facilitate activity by giving feedback, ensuring class participation and discussion.</li> <li>4. Team presentation – Ensure feedback from audience, peer, and facilitator</li> <li>5. Effective use of group exercises and discussion to ensure class participation and reinforce learning of key aspects for the skill being taught.</li> </ol>
3. Processes to develop <b>Domain Skills and Competencies</b>	<ul style="list-style-type: none"> <li>• Lectures by students</li> <li>• Demo lectures by faculty</li> <li>• Domain Research projects – lectures by students (time bound)</li> <li>• Assignments</li> <li>• Doubt clearing sessions</li> <li>• Hands on exercises</li> <li>• Role-plays</li> <li>• Assignments and projects</li> </ul>	<ol style="list-style-type: none"> <li>1. Lectures that communicate ideas with practical examples. Lectures to be interactive in nature, where students to be challenged with problems and assisted to discover the solution</li> <li>2. Assignments to be solved by groups of students so that inter personal skills are developed</li> <li>3. Detailed lab guides for Hands On Exercises to enable to students to work on their own with little intervention from the faculty members</li> </ol>

		<ol style="list-style-type: none"> <li>4. Exercises to be worked out by students on their own with constructive evaluation done by the teacher Interactive dialogue between teacher, and students and among students</li> <li>5. Role-plays involving two more students demonstrating concepts/ideas</li> <li>6. Projects to be supplemented with detailed specifications, templates and checklists to give a real life feel</li> </ol>	
4. Processes to develop <b>Generic Transferable skills and Competencies</b>	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Speaking assertively</li> <li>• Reading and comprehension</li> <li>• Keyboard and typing skills</li> <li>• Writing emails and other written communication</li> <li>• Dealing with Irate callers</li> <li>• MS Office skills</li> <li>• Preparing presentations</li> <li>• Analytical skills</li> <li>• Interactive instructor led classroom sessions</li> <li>• Activities during the sessions</li> <li>• Assignments given by the faculty</li> <li>• Feedback and debriefing on the assignments done by the students</li> </ul>	<ol style="list-style-type: none"> <li>1. Encourage students to share their opinions and ideas during the session</li> <li>2. Conduct activities like Brain storming to encourage participation and sharing of their ideas</li> <li>3. Conduct assessments through assignments and provide feedback</li> </ol>	
5. Processes to develop <b>Course/Program Delivery Methods</b> Using <ol style="list-style-type: none"> <li>i. Blended learning</li> <li>ii. ICT</li> <li>iii. E-Learning</li> </ol>	<ul style="list-style-type: none"> <li>• Prepare slides for concepts</li> <li>• Build activities to practice concepts</li> <li>• Faculty guidelines/manuals on how to evaluate and provide feedback</li> <li>• URLs that would help self/peer study</li> <li>• Blended approach with instructor led training and Technology enabled learning</li> <li>• Teaching techniques made available as part of the GBFS package</li> <li>• Interactive Instructor led sessions</li> </ul>	<ol style="list-style-type: none"> <li>1. Faculty to go through the Pedagogy modules before handling sessions</li> <li>2. Conduct sessions in a discussion mode, activities as per session plan and provide feedback for activities</li> </ol>	
6. Process for delivering the appropriate Pedagogy-appropriate Usage to empower the requisite skills			
7. Process to empower the Learning Experiences to be Provided		KPI	PEM
Entrepreneurship and Leadership	<ul style="list-style-type: none"> <li>• Include activities for practice of concepts through relevant exercises suggested in session plan</li> <li>• Facilitate role plays.</li> </ul>	<ul style="list-style-type: none"> <li>• Student involvement, participation in class</li> <li>• Scores on the program level assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution of ideas and examples from students</li> </ul>
Innovation approach			
R&D methods			
Assessments (Continuous and Summative)			
Industry Internship			
Internal Team Projects			

Tutorials	<ul style="list-style-type: none"> <li>Encourage and evaluate participation</li> <li>Reward and recognize the student for significant participation</li> <li>Assign roles and responsibility to students to ensure active participation</li> <li>Developing speaking and leadership skills</li> <li>Ensure developmental and good feedback is shared as soon as possible</li> <li>Encourage sharing of personal, creative examples</li> </ul>	<ul style="list-style-type: none"> <li>NAC-Final scores</li> </ul>	<ul style="list-style-type: none"> <li>Grades or scores in the assessments</li> <li>Marked improvement in the NAC Final score from NAC Diagnostic scores</li> </ul>
Practical			
Face-Face-Teaching			
8. Processes to empower Higher Order Thinking Skills (HOTS)		KPI	PEM
Applying	Application–Lab guides, student workbook	<ul style="list-style-type: none"> <li>Submitted and presented the case findings</li> <li>Submitted completed assignments, filled workbooks</li> </ul>	<ul style="list-style-type: none"> <li>Grades given by faculty on the submissions and presentations</li> </ul>
Analyzing	Analysis–Annotated case studies		
Evaluating	Evaluation–Review processes (code/document)		
Creating	Synthesis–Software development life cycle processes		
9. (A) Processes to design and develop Assessments and Evaluation: Continuous		KPI	PEM
Knowledge: i. Foundation	<ul style="list-style-type: none"> <li>Design and conduct a pre test to assess level of students</li> <li>Design and conduct interim assessment to track progress</li> <li>Design and conduct a post test to assess level after completion of course</li> <li>All speaking/written activities need to be evaluated and given feedback on knowledge–simple classroom quizzes</li> <li>Students to take NAC Final for a final evaluations and for eligibility for jobs in the BPM industry</li> <li>Understanding–Concept description exercises</li> <li>Application–Case studies and hands on</li> <li>Analysis–Solved case studies for analysis</li> <li>Synthesis–Real life application development</li> </ul>	<ul style="list-style-type: none"> <li>Assessments scores</li> <li>For NAC Final, the NAC scorecard will highlight their skills and competencies in areas relevant to the BPM industry.</li> <li>Students' progress evaluation done by faculty during self study tutorials</li> <li>Faculty and peer feedback practice session</li> </ul>	<ul style="list-style-type: none"> <li>Grades or scores in the assessment and track records</li> <li>Marked improvement in the NAC Final score from NAC Diagnostic scores</li> </ul>
ii. Specialized Domain			
Understanding			
Application (HOTS)			
Analysis (HOTS)			
Synthesis (HOTS)			
Evaluation (HOTS)			
Behavioral Skills			
Effective Communication			

	<ul style="list-style-type: none"> <li>Evaluation–Review of real life applications</li> </ul>		
9. (B) Processes to develop Assessments and Evaluation: Summative		KPI	PEM
Knowledge: <ul style="list-style-type: none"> <li>Foundation</li> <li>Specialized Domain</li> </ul>	Same as 9A		
Understanding			
Application (HOTS)			
Analysis (HOTS)			
Synthesis(HOTS)			
Evaluation (HOTS)			
Effective Communication			
10. Classroom Design/layout		KPI	PEM
Infrastructure	<ul style="list-style-type: none"> <li>Preferably online classrooms with Projector will enhance the learning experience in the classroom</li> <li>Lab guides will help the students to be on their own while doing Hands On Assignments and reduce intervention from faculty</li> <li>Class size: 20–25.</li> <li>Classroom with required capacity, classrooms with movable chairs to facilitate speaking activities and with tables for written activities</li> <li>Computer, projector</li> <li>White board and marker pens</li> <li>Language lab with facility to record</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator's effectiveness</li> <li>Availability of resources to deliver the training</li> <li>Student participation and learning</li> </ul>	<ul style="list-style-type: none"> <li>Number of students passing the NAC Final</li> <li>Number of students employed in the industry</li> </ul>
Tutorial rooms			
Internet			
LAN/WAN			
Labs			
Webinars			
11. Process of Accreditation of the Curriculum		KPI	PEM
By an Industry Body/Sector Skills Council for IT and ITeS	<p>As per recommendation from the BPM council and approval process.</p> <p>BPM council will be actively involved in the content development and deployment of the program. Members will review design and content inputs at various phases of development along with NASSCOM.</p>	<ul style="list-style-type: none"> <li>Enrolments to the program</li> <li>Student satisfaction from the courses</li> <li>Facilitator satisfaction on completeness of the material</li> </ul>	<ul style="list-style-type: none"> <li>No of enrolments</li> <li>Satisfied scores given by the student to the training</li> <li>Facilitator effectiveness</li> <li>Rise in the number of students taking the NAC assessment</li> </ul>
12. Processes to ensure Institutional Efficiency	<p>Real time classrooms with appropriate, adequate seating arrangement that will:</p> <ul style="list-style-type: none"> <li>encourage student participation</li> <li>facilitate group activities</li> </ul> <p>the classroom should have:</p> <ol style="list-style-type: none"> <li>Adequate lighting</li> </ol>		

		<p>2. White board and pens</p> <p>3. Projector</p> <p>Lab should have:</p> <p>1. Infrastructure–20 computers, white board, white board markers, projector.</p>		
13.	Process to ensure Publications and Report Writing	<ul style="list-style-type: none"> <li>• Appropriate faculty development for learner centric mode of teaching</li> <li>• Infrastructure (hardware and software) availability for conduct of the program</li> <li>• 100% Placements for students</li> </ul>		
14.	Process to ensure		Yes	No
	IPR generation	IPR for the final materials will lie with NASSCOM. The individual member companies who have provided the content will hold the IPR for their individual topics.	√	
	R&D	Research and development in learning models more appropriate for the adult audience, have led us to pick up the tried and tested training modules as they are delivered in the companies, for this program.	√	
	Innovation	The pedagogy used in this program promotes a learner centric approach and emphasizes on the use of Innovative and collaborative learning methods such as group discussions, puzzles, demonstrations, model making, mnemonic instruction and impersonation.	√	
15.	Process to ensure Entrepreneurship	NA	NA	NA

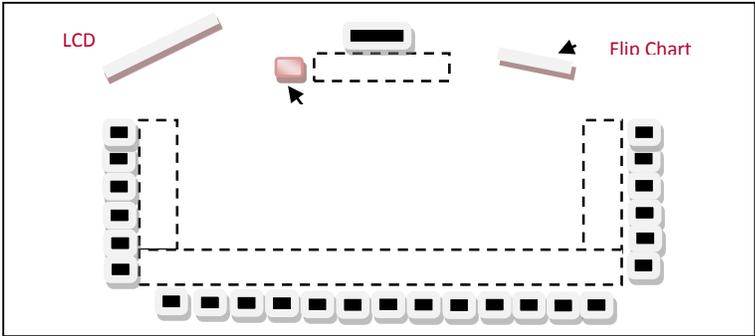
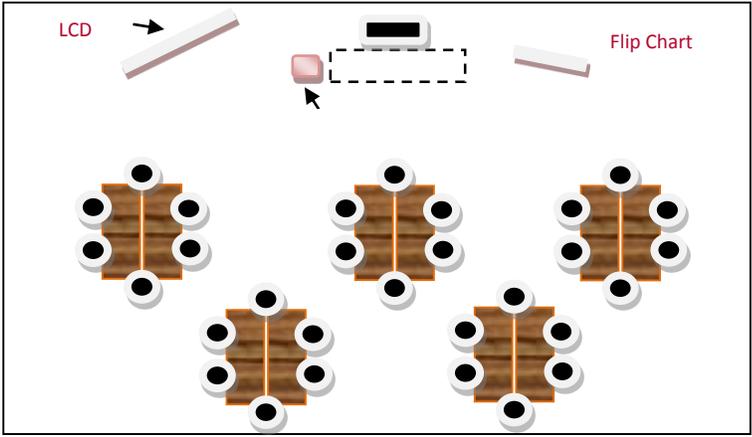
Part-III: Input			
Input for the Program	Is the input in place?		
	Yes	No	Details
1. Curriculum structure in place	√		- Program brief
2. Syllabus in place	√		- Content outline - Session plan templates - Session inputs
3. Infrastructure in place	√		<ul style="list-style-type: none"> <li>• For TTT/TOT (batch of 12-15 trainers):               <ul style="list-style-type: none"> <li>○ Classroom size–Min. 10 ft. x 15 ft.</li> <li>○ U-Shaped table with a seating capacity of 15</li> <li>○ Computer/Laptop with speakers and CD ROM–1 (for master trainer)</li> <li>○ Computer lab with 15 Computers (desktop) with following:                   <ul style="list-style-type: none"> <li>▪ CD Rom</li> <li>▪ MS Office</li> <li>▪ Typing Tutor (software)</li> <li>▪ Speakers</li> <li>▪ Headphones with microphone–15</li> <li>▪ Internet</li> </ul> </li> <li>○ LCD projector and screen–1</li> <li>○ Whiteboard–1</li> <li>○ Flip charts–5</li> </ul> </li> <li>• For Student Training (batch of max 30 candidates):               <ul style="list-style-type: none"> <li>○ Classroom size - Min. 10 ft. x 15 ft.</li> <li>○ Tables/chairs–30</li> <li>○ Computer/Laptop with speakers and CD ROM–1 (for trainer)</li> <li>○ Computer lab with 30 Computers (desktop) with following:                   <ul style="list-style-type: none"> <li>▪ CD Rom</li> <li>▪ MS Office</li> <li>▪ Typing Tutor (software)</li> <li>▪ Speakers</li> <li>▪ Headphones with microphone–30</li> <li>▪ Internet</li> </ul> </li> <li>○ LCD Projector and Screen–1</li> <li>○ Whiteboard–1</li> <li>○ Flip Charts–5</li> </ul> </li> </ul>
4. Classroom Layout in place	√		
5. Faculty and Support Staff in place	√		Institution to provide the faculty and support staff as required.
6. ICT in place		√	ICT to be available at the training institute based on the stated requirements.
7. Content: text books and labs, internship programs etc. as prescribed are available	√		List of reference books and lab guides provided. Institution to ensure availability of the same for the training program.
8. E-learning Program -Content and Facilities in place		√	<ul style="list-style-type: none"> <li>- Develop GBFS portal and host e-learning modules in the next phase</li> <li>- Content developed for the instructor led modules will be used as base for developing the e-content.</li> </ul>
9. Administrative Processes in place		√	The administrative process to be established in the MOUs with the institutions delivering this course.
10. Lesson Plans in place	√		Session plan templates and facilitator guide will be made available in the e-book and print format for all the facilitators.
11. Blended Teaching-learning Methodologies in place	√		Included in the faculty handbook and Lab Guides.
12. Assessment and Evaluation Practice in place	√		Assessments and guidelines for conducting these assessments along with expected solution are provided in the facilitator handbook.

13. Certification in place		√	Certification framework to be worked. Currently this program along with NAC test score will be considered by the industry to gauge employability of the student.
14. Approvals for Standardization and Parity with National and International standards in place			Not Applicable
15. Placement Process in place (if applicable)			Not Applicable
16. Industry Standards and Acceptance		√	The industry has participated in the development of this program; outcomes of the program are for entry level roles in the BPM industry.

## ANNEXURE-I

### Curriculum Details

<b>Curriculum Details</b>	
<b>Curriculum Structure</b>	<p>The following program to be run as an add-on program for students:</p> <ul style="list-style-type: none"> <li>• Basic Skills/Foundation Skills termed as Global Business Foundation Skills (GBFS)</li> </ul> <p>The program aims to build skills in the technology and the business area for students who are seeking jobs in the BPM industry. Foundation knowledge in the BPM domain and basic skills to perform a job role are covered in this program. Students undertaking this program will be industry ready and will require less number of training days to become productive in their job roles.</p> <p>The idea behind the initiative is, that going forward, Universities/colleges will consider making these programs compulsory for students or integrate the development of these skills into the teaching learning program by allocating credits to these programs.</p> <p>Flow of the program:</p> <ul style="list-style-type: none"> <li>• The detailed facilitator guide and student handbook for the program can be sourced by the University/college from the NASSCOM.</li> <li>• This will be followed by Train-the-Trainer (TTT) programs for select University faculty by NASSCOM/BPM Skills Council members.</li> <li>• Post the TTT, the first batch of student training shall be launched in the University/affiliated colleges at identified centers.</li> <li>• Identified students, are pre-tested with the NAC diagnostic, subsequently trained by the trained faculty and finally accessed via the NAC final.</li> <li>• NAC scores will be forwarded to BPM companies for the first step towards employment.</li> <li>• An analysis of pre and post NAC scores will facilitate impact analysis w.r.t. skill transference, from the teacher to the taught.</li> <li>• Feedback to the University/college will aim to improve the teaching- learning methodology towards the development of these life skills and increased employability of the students concerned; it will also facilitate scaling faculty capacity.</li> </ul>
<b>Syllabus</b>	<ul style="list-style-type: none"> <li>• The course will encompass the following modules: <ul style="list-style-type: none"> <li>○ BPM Industry Awareness</li> <li>○ Business Communication</li> <li>○ Customer Management</li> <li>○ PC and Data Skills</li> <li>○ Corporate Etiquette</li> </ul> </li> </ul>
<b>Infrastructure Required</b>	<ul style="list-style-type: none"> <li>• For TTT/TOT (batch of 12-15 trainers): <ul style="list-style-type: none"> <li>○ Classroom size–Min. 10 ft. x 15 ft.</li> <li>○ U-Shaped table with a seating capacity of 15</li> <li>○ Computer/Laptop with speakers and CD ROM–1 (for master trainer)</li> <li>○ Computer lab with 15 Computers (desktop) with following: <ul style="list-style-type: none"> <li>▪ CD Rom</li> <li>▪ MS Office</li> <li>▪ Typing Tutor (software)</li> <li>▪ Speakers</li> <li>▪ Headphones with microphone–15</li> <li>▪ Internet</li> </ul> </li> <li>○ LCD Projector and Screen–1</li> <li>○ Whiteboard–1</li> <li>○ Flip Charts–5</li> </ul> </li> <li>• For Student Training (batch of max 30 candidates): <ul style="list-style-type: none"> <li>○ Classroom size–Min. 10 ft. x 15 ft.</li> <li>○ Tables/chairs–30</li> <li>○ Computer/Laptop with speakers and CD ROM–1 (for trainer)</li> <li>○ Computer lab with 30 Computers (desktop) with following: <ul style="list-style-type: none"> <li>▪ CD Rom</li> <li>▪ MS Office</li> <li>▪ Typing Tutor (software)</li> <li>▪ Speakers</li> <li>▪ Headphones with microphone–30</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Internet</li> <li>○ LCD Projector and Screen-1</li> <li>○ Whiteboard-1</li> <li>○ Flip Charts-5</li> </ul>
<b>Classroom Layout</b>	<p><b>For TTT/TOT:</b></p>  <p><b>For student training:</b></p> 
<b>Faculty and Support Staff</b>	<p>Faculty to be evaluated based on classroom experience. The faculty should have skills in the subject area and should have presentation skills to be able to engage the student.</p> <p>Support staff for the lab and classroom is required with technological skills to be able to troubleshoot problems and procedures.</p>
<b>ICT requirements</b>	<p>We will be building e-content for the GBFS program in the next phase of development.</p>
<b>Text books</b>	<p>Facilitator Guide and Student Handbook</p>
<b>Labs infrastructure</b>	<ul style="list-style-type: none"> <li>• A Lab with a minimum of 5 computers for every 3 students and peripherals required to set up a network</li> <li>• The Lab should have Licensed software available to build and install the operating systems, Domains and Email systems and a facility to record</li> <li>• The Lab should have internet facility available to students</li> <li>• Preferably online classrooms with Projector will enhance the learning experience in the classroom</li> <li>• White Board and Marker pens</li> <li>• Lab Guides will help the students to be on their own while doing Hands On Assignments and reduce intervention from Faculty</li> </ul>
<b>Internship programs</b>	<p>NA</p>

<b>E-learning Program - Content and Facilities</b>	E-learning for the program will be developed post the roll out of launch of the Instructor led version
<b>Lesson Plans Template</b>	Available
<b>Blended Teaching-Learning Methodology Details</b>	Blended methodology—classroom training, hands-on lab exercises, self-paced learning, and evaluation through assignments and quiz.
<b>Assessment and Evaluation, Practice Details, Sample Question Papers</b>	Assessments and evaluation exercises are provided as a part of the courseware and will be delivered during the training.  In addition, the student will be assessed through the NAC test. Please log on to <a href="http://www.nac.nasscom.in">www.nac.nasscom.in</a> for further details.
<b>End of Elective Certification</b>	NA
<b>Employment Skill Assessment</b>	A pre and a post assessment NAC is linked with the training. Details of the assessments are provided in Annexure V.

## ANNEXURE-II

**Content Outline–Guideline document for the Trainer: To be filled in by the trainer while customizing delivery**

Module No.	Importance of exceptional customer service–Introduction to customer service, what do customers expect	HOURS						Lesson Plan for each activity in place  Y/N	
		Face - to-Face	Team Work	Individual project / Internship + Feedback	Practical + Feedback	Practical + Feedback	Assessments + Feedback		
							Continuous		Summative
I	<p><b>BPM Industry Awareness (8 Hours)</b></p> <ul style="list-style-type: none"> <li>- BPO to BPM</li> <li>- Sub segments of BPM</li> <li>- Why do companies outsource?</li> <li>- Kinds of services offered by BPMs</li> <li>- Countries that outsource</li> <li>- Preferred destinations for outsourcing</li> <li>- Competencies required for working in a BPM</li> <li>- Why is India a preferred BPM (outsourcing) destination?</li> <li>- Common BPM services provided by India</li> <li>- Current challenges for India</li> </ul>								
II	<p><b>Business Communication</b></p> <p><b>A. Oral (40 Hours)</b></p> <ul style="list-style-type: none"> <li>- Voice and Accent</li> <li>- Pronunciation</li> <li>- Fluency/Conversational Ability</li> <li>- Intonation</li> <li>- Vocabulary</li> <li>- Indianisms</li> <li>- Interview Skills</li> </ul> <p><b>B. Grammar: (24 Hours)</b></p> <ul style="list-style-type: none"> <li>- Parts of speech</li> <li>- Articles</li> <li>- Prepositions</li> <li>- Tenses</li> <li>- Subject verb Agreement</li> </ul> <p><b>C. Written (16 Hours)</b></p> <ul style="list-style-type: none"> <li>- Email Etiquette and</li> <li>- Business Writing Skills</li> </ul> <p><b>D. Reading Comprehension, Attention to Detail and Aptitude (10 Hours)</b></p> <ul style="list-style-type: none"> <li>- Attention to Details</li> <li>- Aptitude Tests</li> <li>- Reading Comprehension</li> </ul>								

III

**Customer Management**

**A. Customer Service & Soft Skills (30 Hours)**

- Active Listening
- Empathy
- Assertive Behavior
- Service 'No'
- Handling different types of customers
- Irrate Customers
- Apology
- Problem solving
- Offering assistance
- Building Rapport
- Active Listening
- Acknowledging the Customer
- Small Talk–Initiating and Responding
- Courtesy and professionalism
- Polite Questions
- Customer Service on phone–telephone etiquette–Hold-Mute-Transfer, Call Opening, Closing and Further assistance

**B. Culture: US & UK (8 hours)**

- Key Do's and Don'ts when dealing with different cultures
- Understanding customer context and responding appropriately
- Cross-Cultural Awareness–Differences in Indian culture and customs, behaviors and expectations from those of the U.S, UK, etc.
  - Geography
  - Time Zones
  - Climate and Weather
  - Society
  - Daily Life
  - Currency
  - Life style
  - Specific terms, idioms, phrases, slang,
  - Business and social etiquette
  - Social Do's and Don'ts–political correctness
  - Postcodes and the Postal System
  - Common Names–first names, surnames

<b>IV</b>	<b>PC and Data Skills (14 Hours)</b> <ul style="list-style-type: none"> <li>- Computer basics</li> <li>- MS Word</li> <li>- MS Excel</li> <li>- MS PPT</li> <li>- Keyboard Skills (Speed and Accuracy)</li> <li>- Internet and Browsing Skills</li> </ul>		
<b>V</b>	<b>Corporate Etiquette (4 Hours)</b> <ul style="list-style-type: none"> <li>- Understanding Corporate Etiquette</li> <li>- Business Introductions</li> <li>- Corporate Dressing</li> <li>- Professional Jargons</li> </ul>		

### ANNEXURE-III

#### A. Lesson Plan Template: Example provided for the Trainer (Ref: GBFS courseware)

**\*Day wise template**

<b>Course Name</b>	Business Communication- Oral
<b>Date, Day, Time</b>	
<b>Name of Faculty</b>	
<b>Name of Company/College/University</b>	
<b>Number and Nature of Students</b>	16-20 students at Entry Level
<b>Base Equipment</b>	Overhead Projector/Chart Board/Pens etc in Class or Conference Room

Session No	Faculty	Time	Name of session	Objective	Methodology
1.	Name	9:00AM–9:30AM	Introductions/Icebreakers/Setting Expectations	Understand the day's agenda/ team set to prepare/acknowledge importance of session.	PPT/lecture
2.	Name	9:35AM–10:35AM	Importance of a globally comprehensible accent and common errors made and their impact on comprehension	Understand personal need for the training. The objective is to allow trainees to understand their own areas of improvement and strengths.	Lecture/examples on the PPT
3.	Name	11: 35am–12:30pm	Introduction to phonetics and difference between vowels and consonants and vowel sounds and consonant sounds	Differentiate letters from sounds in English	Lecture/PPT/Activities
4.	Name	12:30PM–1:15PM	Consonant Sounds-Familiarization (Plosives, Fricatives, Affricates, Lateral, Semi-Vowels and Nasals)	Identify and rectify pronunciation errors related to consonants	PPT/Activities and trainer led drills

## ANNEXURE-IV

Assessment Templates:

Any further assessments required by the trainer can be developed.

## **ANNEXURE-V** **(Employability Assessment)**

### **NASSCOM Assessment of Competence (NAC)**

#### **About NAC**

NASSCOM has worked with the Indian BPM industry majors like Accenture, Convergys, Deloitte, EXL, Genpact, HCL, Infosys BPO, IBM and WNS to create a national industry standard assessment **NASSCOM Assessment of Competence (NAC)**, to be used for entry-level recruitment.

#### **NAC has been conceived**

1. To ensure the transformation of a “trainable” workforce into an “employable” workforce
2. To create a robust and continuous pipeline of talent for the BPM Industry, maximizing the employment opportunities for the deserving lot

This will be done by continuously assessing candidates on key skills through NAC which is a national-level assessment, thus making it easier for firms to screen candidates and also provide training need analysis to candidates. This will then be tied in to training and development efforts to help more candidates become competent to work in the industry.

#### **Why NAC? - Advantages of NAC for various stakeholders**

##### **For Students**

- Transparency in recruitment process across all BPM companies
- No need to go through the same recruitment process at different companies
- Ability to identify personal strengths and weaknesses through test scores
- Ability to do a 'training-need analysis', which will help them improve on weak areas through training programs
- Employment facilitation using NAC scores

##### **For Academic Bodies**

- Identifying the training needs of students and analyzing the gaps
- Aligning the course curricula with industry requirements – bridging the “education” to “employability” gap
- Preparing the students on skills that act as pre-requisites to work in the industry
- Contributing to the industry by preparing the students through a pre-defined approach

##### **For State Governments**

- Employment generation through increased employability of talent
- Help in attracting serious investors
- Help create a concept of ‘education’ to ‘employability’
- Identification of ‘skill gaps’ in youth to be filled at academia level

#### **Key Features**

- Eligibility – Final year undergraduates (all general / non-technical streams)
- Test price per candidate – Rs.360, plus taxes (where, infrastructure & proctors to be provided by the State)
- Employment facilitation – Scores of all NAC test takers are seen by the BPM companies and are considered for employment

## NAC test matrix

Skill	Duration (in minutes)
<b>Speaking &amp; Listening</b> - Sentence Mastery - Vocabulary - Fluency - Pronunciation	10
<b>Analytical Ability</b>	20
<b>Quantitative Ability</b>	20
<b>Writing</b> - Grammar - Content - Vocabulary - Spelling & Punctuation	20
<b>Keyboard Skills</b> - Typing Speed - Typing Accuracy	05
total duration	<b>75 minutes</b>

## NAC infrastructure requirements

Description	Client PC (Test Taking PC) (with a Monitor, Mouse & Keyboard)
<b>Operating System</b>	Windows® XP SP3+, Vista, or 7
<b>CPU</b>	Pentium® IV and higher
<b>RAM</b>	512 MB RAM and above
<b>HDD</b>	At least 500 MB free disk space
<b>Web browser:</b>	Internet Explorer 7.0® (or higher)
<b>Broadband Internet connection</b>	(T1, DSL, or cable) with a bandwidth of at least 1 Mbps for 25-30 users
<b>Sound Card with necessary audio and video drivers</b>	Yes (Should support recording & playback capabilities)
<b>Headset with Microphone</b>	- Headset with a USB headset is strongly recommended - A room is required that is acoustically appropriate for the Speaking test
<b>Java Scripts</b>	Enable
<b>UPS (assuming that generator will be used during power failure)</b>	1.5 Hour Battery Backup
<b>Generator (may be used for 8 hours or more if needed)</b>	Yes
<b>CD-ROM Drive</b>	Yes
<b>USB Ports</b>	Yes
<b>Antivirus</b>	Yes
<b>Screen resolution</b>	1024 x 768 pixels

## Test Environment – For Speaking & Listening Test

- Network security access to allow Cdtclient.exe application to access <https://www.ordinate.com> (port 443)
- Disable pop-up blocker
- Headphone Features:

<b>Headphone features</b>	Sound mode	Stereo
	Ear piece	Double
	Driver Unit Size	32 mm
	Frequency Response	20 - 20000 Hz
<b>Microphone features</b>	Impedance	32 ohms
	Frequency response	100 - 12000 Hz
	Impedance	3320

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