Project Genesis

Introduction:

The ITes industry is quickly becoming one the largest employers today. With many companies keen on capitalizing on the advantages that outsourcing offers, there are innumerable job opportunities being created every day. One would think that in a country like India, with its huge population, getting graduates to fill these positions would not be a problem. Yet every year the industry faces a manpower crunch. The primary reason for this crunch is the mismatch between the skills sets of the available graduates and those required by this industry. 5 million students graduate out of general degree colleges in India each year out of which only 10-15% of them are estimated to have the requisite skills to be employed in the BPO industry. This has given rise to a growing shortage of resources and high attrition rates in the industry as companies compete to hire from a limited pool of employable graduates.

Keeping these factors in mind, Infosys BPO conceived Project Genesis.

Project Genesis is an initiative aimed at aligning the teaching and course-curriculum at Graduate Schools to the industry requirements so the students have an edge as far as employability is concerned. A skill level assessment was conducted across colleges from tier II and III towns in various parts of the country. Based on the results, a “Global skills Enhancement curriculum” was developed. The implementation of this curriculum ensures that the education for these graduate students is more than theoretical knowledge and makes them industry-ready by the time they graduate.

Project Genesis has been executed in 7 states. These include Andhra Pradesh, Karnataka, Maharashtra, Orissa, Punjab, Rajasthan and Tamil Nadu. Through Project Genesis we have also trained the pilot batch of lecturers’ from the Royal University of Bhutan in June 2012.

Course Content

The Global Skills Enhancement (GSE) curriculum is a result of extensive skills assessment done by Infosys BPO in Tier II & III towns of the country and the industry requirements. The identified skills were mapped to the service industry and thus were born two streams of GSE curriculum: Language Enhancement and Analytical Skills

Language Enhancement (LE) – Focuses on skills required to communicate effectively. The course includes topics like Grammar, Phonetics, Business Writing and Fluency in speech along with interview skills and personality development. It also sheds light on Adult Learning, Training methodology and skills required to be an effective trainer, thus providing an added advantage to the teaching community.

Analytical Skills (AS) – Focuses on creative thinking, Problem Solving and decision making, Change, Conflict and Resource Management. The course also includes topics like Adult Learning, Training Methodology and skills required to be an effective trainer. As the students have to be employment ready by the time they graduate, efforts have been put in to enhance their skills for facing interviews, Group discussion and personality development.

Project Phases

Phase 1: Principal Conclave: The Principals Conclave is conducted to create awareness among the Principals about the skills required for BPO and service industry. They are also familiarized with Project Genesis and the outcome intended of this program. This is important as the student training will be the responsibility of the college and will need the principals buy in and support.
**Phase 2: Train the Trainer Workshop:** The “Train the Trainer” workshop for lecturers is conducted and is usually a residential workshop held in the Infosys campuses. The duration of the TTT program is 10 working days (6 days of training per week).

For effective implementation of GSE curriculum, the program requires we require a minimum of two lecturers (one for LE & one for AS) from each college. English teaching faculty is preferred for the language track. Lecturers from other subjects i.e. Physics, Mathematics, Chemistry, History etc. can be nominated for the AS track. The faculty should be enthusiastic and willing to implement GSE curriculum in the college. The nominations of the faculty are at the sole discretion of the college authorities.

Methodology: The training methodology is learner-centered experiential learning.

This model ensures that the following concepts are formally addressed during the TTT.

- Letting participants know why GSE is important
- Showing participants how to direct themselves through information
- Relating the topic to the participants’ experiences
- Lecturers and students will not learn until motivated to learn
- Helping participants overcome inhibitions, behaviors, and beliefs about learning

The GSE curriculum focuses on two important domains of learning:

- Adult Learning
- LE / AS specific content

While training, the lecturers are required to demonstrate their newly acquired training skills either through a teach-back session or presentations. Relevant constructive feedback will be provided for further skill enhancement.

Three individual feedbacks will be collected from the lecturers to assess our program effectiveness. These inputs are crucial in making Project Genesis robust to bring in revolution in the non-technical education arena.

**Phase 3:**

Global Skills Enhancement curriculum training conducted in all the participating colleges. Regular reviews and assessments are conducted. Ongoing support is given to faculty members through visits and email support to help them whenever needed and to ensure successful completion of program.

**Conclusion:**

The initiative began in the year 2005. As of February 2014 we have partnered with 1797 colleges to enabled 3332 academicians across the country and touched close to 103611 students.

**Program Coordinators Contact Details:**

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