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**कर्मयोगी भारत**  
— लोकहितं मम करणीयम् —

CONTENT  
**FRAMEWORK  
FOR IGOT  
KARMAYOGI  
PLATFORM**



# 1. Introduction

Content is arguably the most important component of the iGOT Karmayogi platform and will play a critical role in the success of the program. To drive adoption, iGOT Karmayogi will have to ensure that the content onboarded is not only engaging but is also of very high quality such that there is substantial impact on the competency level enhancement of learners. Thus, learner-centred, action-oriented and transformative content will be onboarded on the platform. iGOT Karmayogi would need to cater the diverse learning needs, preferences, and interests of a variety of 21st century learners, and will be sufficiently exhaustive to cover the learning needs of the civil services – both for their professional development and personal learning interests – instilling in them the attitudes, skills and knowledge to enable a more sustainable and just society for all.

The Content Framework is a recommendations document that provides guidance and standards for the development of online learning products for iGOT Karmayogi.

It is a guide for the learning community including CTIs, ATIs, content providers/external vendors, reviewers, learning managers and staff working or interested in creating online learning programmes, that can be used to:

- **Guide the development and implementation of competency-based products (CBPs).**
- **Review online competency-based products (CBPs) being developed/onboarded on the platform.**
- **Integrate cultural diversity and a gender perspective in all areas of online learning programmes.**
- **Produce accessible digital content that all learners, regardless of disabilities, are able to navigate, understand and interact with.**

The Framework is based on instructional design methods for developing and delivering learning programmes that seeks to change behaviour and improve performance.

## 2. Types of content

The types of content that will be onboarded on the platform will be guided by two broad dimensions:

*(a) learning urgency and*

*(b) learning model.*

With regards to learning urgency, content will be trifurcated into mandatory learnings, recommended learnings, and open courses:

- Mandatory learnings will be specifically targeted to the competency requirements of a role and will be decided by the manager of the individual learner.
- Recommended learnings will include courses, modules and items that will help individuals progress in their career, build expertise and specialisation and/or meet their professional and personal aspirations. These trainings may be recommended by a manager and targeted to a competency or algorithmically determined by iGOT Karmayogi based on the learner's profile, learning history, learning goals etc.
- Lastly, open courses will also be available on the platform and will allow learners to expand their knowledge and skills in an area of personal interest.

With regards to a learning model, content will be created for face-to-face classroom-based learning, face-to-face flipped learning, online remote classrooms, online courses, and blended courses.

CONTENT

## 3. Content lifecycle

To create a repository of content that is engaging and personal, it is essential to operationalise the content supply chain and empower all relevant stakeholders. A summary of the key steps in the content lifecycle on iGOT Karmayogi are described below:

### **3.1. Discovery and identification of learning needs and gaps**

As we move from a rule based to role-based organisation, the learning needs of an individual will be strongly driven based on the competency requirement. As a first step, identification of learning needs may be carried out in the relevant Ministry, Department or organisations (MDO) through the FRACing process in conjugation with the current competency level of individuals. The gap between the required and current competency will guide the MDOs towards required competency building and hence the learning intervention required. Examining the context of the learning programme and determining its suitability, feasibility and scalability will be assessed in this step.

### **3.2. Content Creation and Sourcing**

Content sourcing will rely on multiple channels of curated content including in sourcing, procurement of ready to use or white labelled content and bespoke content development, fit for purpose through engagement of specialist agencies. Subject Matter Expert (SME) should be identified to support with content development and learning goals identification.

### **3.3. Content Validation**

At this step, it will be ensured that the content onboarded on the platform is appropriate, has high quality, is devoid of plagiarism, drives learning and engagement and is accessible for diverse users. Further sections in this document will detail out the different aspects of content validation and process to be followed in iGOT

### **3.4. Content Enhancement and Impact Scores**

The content on the platform will be regularly updated (at-least once every six-month or whenever there is a change in the content) to ensure accuracy, validity and relevancy. Impact scores on the platform will also reveal the need, if any, to update content. The score is an indicator of how impactful a course is for gaining a competency and is determined by assessing the success rate of competency progressions made by all individuals who have completed the said course

The efficacy of content or courses on the platform must be ensured at every step and needs to be monitored. To ensure that high-quality content is onboarded which is learner-centric, action-oriented and transformative, as well as significantly improves the competency levels of learners, a content framework and quality assurance framework has been defined.

## 4. Content Framework

**After rigorous analysis of transformative practices in the industry, the following salient points have been identified to keep in mind when analysing or creating content:**

- The competencies that the content seeks to service should be called out at the very beginning of the content creation process.
- Learning outcomes should be established at the outset of each course and module. There should be a strong correlation between learning outcomes and competency requirements.
- Content that will be available on the platform will be consumed by diverse audience. Hence any content that is made available on platform should be inclusive, gender transformative, and free of bias.
- All content being created, used and maintained on iGOT platform should be accessible to people with disabilities and should adhere to accessibility standards. Further details are provided in subsequent sub-sections.
- Content being onboarded on platform should be the own work of content provider and free of plagiarism. There should be no copyright violation within the material being used to develop content (images, content etc.). Appropriate credits and referencing needs to be mentioned as applicable.
- Style guidelines should be established for a uniform look-and-feel for the ease of users, including:

- ❖ **Catching the reader's attention with a relevant and inviting headline.**
- ❖ **Breaking content into byte-sized learning modules which are ideally not more than 10 minutes long.**
- ❖ **Using animations, images and eye-catching formatting to make content attractive.**
- ❖ **Deconstructing research and content into a naturally flowing, cohesive story; and**
- ❖ **Making content as interactive as possible.**

- Language should be simple and easy to understand to respect diverse users.
- Assessments should test users on each learning outcome covered in the course.

# 5. Watch-Think-Do-Explore-Test (WTDET) Model

Based on global transformative practices, iGOT Karmayogi will be adopting the Watch-Think-Do-Explore-Test model.



## 5.1. Watch: Content provider should follow a micro-learning approach to content development.

Educational materials should be as relevant and concise as possible. Learning activities should not present information through lengthy videos/ presentations/ documents, which are harder to retain and complete, but rather through shorter bytes of content that can enable learners to absorb more information without feeling overwhelmed. Thus, modules with short byte-sized videos or animation/ infographics can help convey the concepts as per the learning outcomes. also cater to a variety of learning styles and follow adult learning principles.

### Following should be kept in mind while developing the content:

- Use micro-learning (byte/snack sized content of not more than 5-7 minutes long)
- Formulate learning objectives from the learner's perspective and clearly call out the learning objective at the beginning of any module
- Ensure learning activity laid out articulate the knowledge and skills learners should acquire by the end of the learning activity

Based on the type of content, predominant elements have also been suggested. A variety of visual materials can be utilised (e.g. illustrations, videos, infographics, flowcharts, etc.). Note that these are simply suggestions for the content curator and may be modified as per the requirement.)

## **5.2. Think**

A reflection quiz to promote higher order thinking. This should ideally be 3-5 questions but can vary depending on the topic. While designing this, the content curator should include simple questions that encourage critical thinking and reasoning skills, avoiding mechanical repetition (rote learning). These questions should also encourage students to reflect on the concepts presented and internalise them. The 'Think' resource is a reinforcement quiz with diagnostic feedback.

## **5.3. Do:**

Scenario-based questions or simulation-based interactivities that are action-oriented to test application. In action-oriented learning, learners engage in action and reflect on their experiences in terms of the intended learning process. It is suggested to employ context-relevant scenarios followed up with slightly complex questions. Learners will answer 3 to 5 questions (which may be more or less depending on the topic) based on these scenarios to practice and apply their learning. These scenario-based questions should reflect real-life situations and help learners realize the impact of learning on their performance.

## **5.4. Explore:**

Additional resource links for self-directed learning. Consider creating self-learning resources to make key information available to the learners to enhance their learning. Resources should be the following:

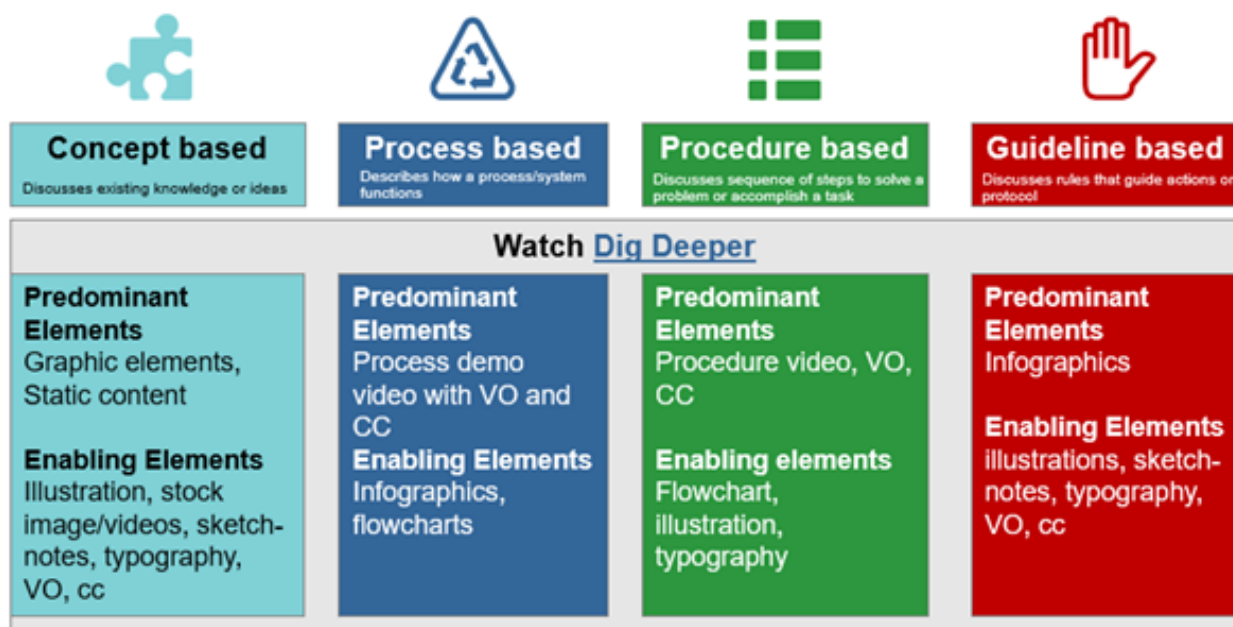
- i. Readily available and easily accessible to learners after they have completed the course.
- ii. Familiarise learners with other easily available resources that can be referred to at any point in time.
- iii. Easy-to-understand short guides, factsheets, checklists, job aids, infographics, FAQs, and tips, amongst others, are some of the different types of resources that can be uploaded for learners to download.

## **5.5. Test:**

Every course should have a graded assessment including a randomised, pre-determined set of questions from a pool (i.e. question bank). Assessments should reflect real-life situations and encourage learners to apply their learning. Every test should have a minimum passing criterion laid out in advance and communicated to learners before the start of quiz. In case the learner is unable to 'pass' the test, the course should be marked as incomplete and the system should prompt the user to retake the course/lessons along with test. Below are salient points to keep in mind when developing 'Test' material:



- a. For objective questions, MCQs are a well-suited format. On iGOT, the system will allow faculty to input correct answers beforehand, which will enable the automatic scoring of the questions.
- b. For subjective questions, multiple types of assessments can be used: by self, instructor, and/or peers. These can vary from finger exercises to final assessments:
  - i. Finger exercises are designed to help learners digest concepts. These can be interspersed within the course itself and can be graded or left unassessed. If instructors would like finger exercises to be graded, subjective finger exercises can be graded through either self-assessment or peer assessment.
  - ii. Final assessments which contain subjective questions can be graded by faculty.



## 6. Benefits of the proposed framework

The WTDET methodology:

- Inspires higher-order thinking.
- Prioritises experiential learning (to drive positive change in the learner).
- Supports self-paced and on-the-go learning (respects the learners' time).
- Includes inclusive design philosophy (effectively tackles the various needs of diverse learners); and.
- Inculcates human-centred problem-solving skills (focusing on understanding a problem from the perspective of the person experiencing it).



Further, the content creators should ask themselves these questions while creating a course:

- a. Is the course empathic towards who the learner is and what motivates them?
- b. Does the course effectively suit the needs of and is easy to understand for a variety of diverse learners (with different learning styles)?
- c. Is the content itself inclusive? Is it gender-, religion-, and caste-neutral?
- d. Does the content promote sustainable development?
- e. Are there enough real-life examples within the course to help the learner relate to and engage with the content effectively?

## 7. The human-centred design process

A learner's journey on iGOT keeps human-centred design as a core design principle. Thus, when designing content for the platform, content creators must also adopt human-centred design principles. This process must include:

### **1. Empathy towards the learner:**

What will interest the learner most about the course, and what will motivate them to complete their learning journey?

### **2. Feedback-driven iterations:**

What has been the learners' feedback? I.e. what are the best aspects of the course, which aspects require improvement, and how should this feedback be incorporated?

### **3. Diversity of learners must be respected:**

Who are the different types of learners who will access this course, and does the course respond effectively to these diverse learning needs?

### **4. Relatability is crucial:**

Does the course include simple, conversational language to help learners understand effectively, and are the examples, visuals and scenarios relatable to the learners?

## 8. Sustainable Development (SD)

The target audience of iGOT Karmayogi are government officials who develop policies and framework for the nation. Hence, it becomes important that all courses being uploaded on the platform is looked from a sustainable development lens. These officials need to not only look at solution to problems and policies being developed

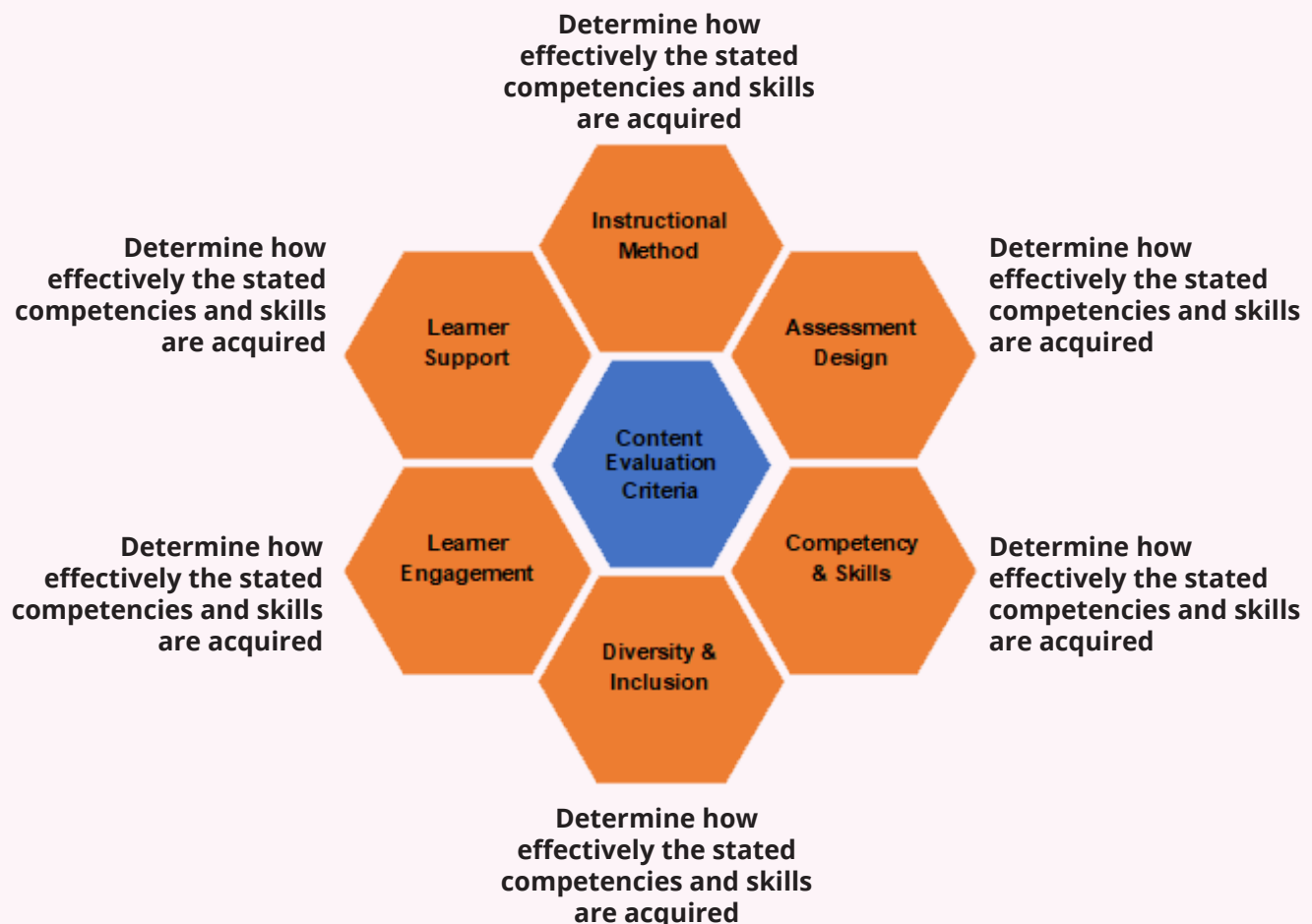
from a current perspective lens but also based on the understanding that what we do today can have implications on the lives of people and the planet in future. It is about including sustainable development issues, such as climate change and biodiversity into teaching and learning. Individuals are encouraged to be responsible actors who resolve challenges, respect cultural diversity and contribute to creating a more sustainable world.

Taking reference from Education for Sustainability Development (ESD) toolkit, the course needs to be assessed under following categories:

- ❖ Environmental Sustainability
- ❖ Sustainable consumption & production
- ❖ Propagate Peace & Nonviolence
- ❖ Human rights
- ❖ Human Survival & well-being
- ❖ Culture diversity & Tolerance

## 9. Content Appropriateness & Copyright

For content to be uploaded on the platform, it is essential that it is appropriate for all learners and is not offensive or hurt their sentiments. Hence it is essential to take care of following components:



## 10. Originality

All content being onboarded on the platform should be original and devoid of Plagiarism. If the content is copyright material, the content provider should own the copyright of the same. There should be no copyright infringement

- Appropriate references and credit should be provided for content that has been borrowed from other sources.
- When using photos or videos of people, have them sign a personal release agreement.
- Provide a list of all references used at the end of the learning activity.
- For all content being onboarded on platform content providers will be required to take a plagiarism test on a credible website, some of which are listed below and produce a plagiarism-free certificate. The storyboard/transcript of the content would need to be checked on any of the below website.



