



भारत सरकार / **GOVERNMENT OF INDIA**  
रेल मंत्रालय / **MINISTRY OF RAILWAYS**  
(रेलवे बोर्ड / **RAILWAY BOARD**)

वसुधैव कुटुम्बकम्  
ONE EARTH - ONE FAMILY - ONE FUTURE

**No. 2023/E(Trg)/40/4**

**New Delhi, dt: 26.06.2024**

The General Managers,  
All Zonal Railways.  
ICF, MCF, RCF, RWF & RWP.

The Director Generals/Director,  
All Centralised Training Institutes.  
RDSO, Lucknow.

The Pr. Executive Director,  
CAMTECH, Gwalior.

*Sub: Mission Karmayogi - Publishing of railway specific digitized courses on iGOT Karmayogi Digital Platform.*

*Ref: Board's letter No. 2020/E(Trg)/30/14 dated 05.01.2024 & 16.02.2024.*

Vide Board's letters of even no. dtd under reference, topics distribution for subjects related to Commercial and Personnel Departments were advised for creation of digitized courses and their publishing on iGOT Karmayogi Platform. In continuation, railway-wise topics distribution for subjects related to other railway departments has now been decided with approval of the competent authority. A complete list of topics for all departments including Commercial and Personnel is attached as Annexure for creating digitized courses and their publishing on iGOT Karmayogi Platform. Railways may take necessary assistance of the concerned CTIs, wherever required for developing the courses.

2. A copy of Board's letter dtd 06.03.2024 advising detailed modalities for creating courses by utilizing CBC empanelled agencies is also enclosed for guidance. NPCSCB Cell, Railway Board/ Karmayogi Bharat Team may also be approached for necessary assistance, wherever required.

*(Signature)*  
26/06/2024

(Jitendra Kumar)  
Dy. Director, Estt(Trg)  
Railway Board.  
Ph. No.011-23047251

**Copy to :**

- 1) PSO/Sr.PPS/PPS for information of CRB&CEO, MF, MI, M/O&BD, M/TRS, DG/HR and DG/RPF, Railway Board.
- 2) AGMs & Nodal Officers/NPCSCB Cells, All Zonal Railways.
- 3) The CEO, Karmayogi Bharat, New Delhi.

\*\*\*\*\*

**Central Railway**

<b>Electrical</b>	
Broad Topic	Detail Topic
3-phase Non AC EMUs/MEMUs	EMUs and MEMUs with following makes propulsion system 1) M/s BHEL 2) M/s Alstom 3) M/s Medha Servo 4) M/s Siemens 5) Other propulsion system Make wise layout study of pneumatic system Make wise layout study for electrical items various maintenance strategy planning for every schedule Brake rigging equipment Various parameters to be maintained in particular schedules Monitoring of energy data and record keeping Analysis of consumable items
3-phase AC EMUs	EMUs with propulsion system by M/s BHEL and Medha Make wise layout study of pneumatic system Make wise layout study for electrical items various maintenance strategy planning for every schedule Brake rigging equipment Various parameters to be maintained in particular schedules Monitoring of energy data and record keeping Analysis of consumable items

<b>Personnel - As advised vide Board's letter of even no. dtd 16.02.2024</b>	
Broad Topic	Detail topic
Reservation policy	Reservation policy – Constitutional provisions, Community reservations in recruitment and promotions, Post based rosters, Reservations for PwBDs, ESM, Act Apprentices, EWS
Selection and Promotion	Procedure for promotion against selection and non selection posts, Suitability/Trade Tests, Rules governing LDCE, integrated seniority, Benchmark based promotions, MACP
	Promotion from Gr.C to Gr.B
	Promotion from Gr.B to Gr.A
	Promotions within Gr.A
	NBR, sealed cover procedure etc.
	Computer Based Tests (CBTs) in selections
	Provision of reservation in promotion for SC/ST/PwBD. Maintenance of various reservation rosters. Relaxations available to SC/ST candidates for promotion in safety and non-safety category posts

<b>Mechanical</b>	
Broad Topic	Detail Topic
	Heat Treatment of Railway components

<b>Security</b>	
Broad Topic	Detail Topic
	Operation of Drone and its utilization in Aerial Surveillance

<b>Electrical</b>	
Broad Topic	Detail Topic
Kolkata Metro	<p>Rolling Stock: Metro Rolling Stock with following propulsion system:</p> <ul style="list-style-type: none"> <li>(i) M/s BHEL</li> <li>(ii) M/s Medha</li> <li>(iii) M/s CRRC</li> <li>(iv) M/s BEML</li> </ul> <p>Fire safety and electrical safety in station, Yard/car sheds and in service of train. Make wise layout study of pneumatic system Make wise layout study for electrical items various maintenance strategy planning for every schedule Brake rigging equipment Various parameters to be maintained in particular schedules Monitoring of energy data and record keeping Analysis of consumable items Study about various Metro system in India as well as abroad. Emerging technologies of propulsion systems Power supply: Maintenance of DC Traction system Maintenance of DC substations</p>

<b>Personnel - As advised vide Board's letter of even no. dtd 16.02.2024</b>	
Broad Topic	Detail topic
Welfare measures	Employee Welfare measures in Indian Railways, Staff welfare machinery, Staff Benefit Fund, Grievances handling, CPGRAM, UMID; Role of Welfare Inspectors; Quarter allotment rules, recovery of licence fee, damage rent.
Industrial Relations	Industrial Relations machinery in Indian Railways - PNM, PREM, JCM, Informal meetings. Effective dealing with the labour unions , mock PNM, Negotiation skills
HOER	Hours of Work & Periods of Rest, HOER for Running staff, Overtime and Overtime allowance, Job analysis, special provisions for Running staff, preparation of crew link
Labour Laws	Labour Laws – Minimum wages Act, Payment of Wages Act, Factories Act, Trade Unions Act, Industrial Disputes Act, Contract Labour Act, Employee Compensation Act and Notional extension, New Labour Codes and implications for Indian Railways

<b>Mechanical</b>	
Broad Topic	Detail Topic
	Bogie and suspension of Trainset

<b>Security</b>	
Broad Topic	Detail Topic
	<p>An insight into the Procedure of Arrest Train Escorting RSMS- Rail Security Management System</p>

**East Central Railway**

<b>Accounts</b>
Stores Suspense Account (Need and Operation)
Relationship between Stores Account and Inventory Management in IR
IMMS, IRePS, UDM and their interrelationship with IPAS.
Modules in IPAS related to Stores
Stock Verification
WMS (Compilation and Interpretation)
Workshop Costing (Accountal of labour and Material, Calculation of on cost charges and their implication)

<b>Mechanical</b>
Air Break Testing of Freight Stock

<b>Stores</b>	
Topics	Scope
Warehouse/Depot Facility Management	Stores Depots Location, Functions & Typical Layout, Various Racking and Material handling systems.
Returned Stores Management	Returned Stores procedures, Survey Committee, Lot Formation
Scrap Sales and Disposal	Sale of Railway Materials, Scrap Disposal, e-Auction, Reserve Price
Stores Accounting and Codification	Classification of Heads of Accounting & Various Suspense Heads, Codification, Stores nomenclature & price lists, Stock verification,
Technology Integration and Management	Basics of iMMS& e-procurement, Computerisation of User Depot and Integration,
Audit in Materials Management	Types of Audit & accounts Paras. Procedures in replying them.

<b>Security</b>
Passenger Security
Railway Station Security
Crowd Management & Mob Dispersal Course

**East Coast Railway**

<b>Accounts</b>
Structure of Station Accounts
Returns Submitted y Station
Classification of Revenue
Internal Check in traffic Account
Error Sheets
Accounts Office Balance Sheet
TAMS and interrelationship with UTS, PRS, FOIS, PMS and IPAS
Traffic Costing and Railway Statistics

<b>Stores</b>	
Topics	Scope
Legal Framework and Compliance in Procurement	Important provisions of Indian Contract Act, Sale of Goods Act and GST Act, Settlement of Disputes, Govt. Policy of Purchase/Price Preference and benefits to Micro & Small Enterprises, Purchase Preference as per Make in India Policy,
International Procurement	Import of Material, Types of Import Contracts, Sea & Air freighting of Railway Materials & Insurance Covers, Port clearance of imported consignments, INCOTERMS (latest edition)
Vendor Management	Vendor registration, Vendor Approval, Vendor Development, Vendor Rating
Sustainable Procurement Practices	Sustainable/Green Procurement and its Latest applications
Local Purchase	Local Purchase Procedures
Procurement of Goods through GeM	Procedures for procurement of Goods through GeM
Procurement of Services through GeM	Procedures for procurement of Services through GeM
Procurement of Goods & Services through IREPS	Procedures for procurement of goods & services through IREPS

<b>Mechanical</b>
Corrosion in Coaches and Wagon-Cause and Repairs

<b>Security</b>
Handling of Weapons
Checking and Frisking of Personnel
Detection and Prevention of e-touting activities

**Accounts**

Public Financial Management  
 Government Accounting System  
 Financial Accounting  
 Financial Management  
 Data Analysis and Decision Tools  
 Cost and Management Accounting

**Civil Engineering**

Building Material and Concrete Technology  
 Railway Surveying and Geometrics  
 Environmental Engineering (incl. Water Supply & Sanitation) and Sustainable Development. Waste Management (Sewage, Drains etc.)  
 Hydrology  
 Foundation Engineering  
 Design of Steel, RCC and Pre-stressed Concrete Structure  
 Design of Steel, RCC and Pre-stressed Concrete Structure

**Personnel - As advised vide Board's letter of even no. dtd 16.02.2024**

Broad Topic	Detail topic
Organisation and functions of Human Resource Management	Organisation, Role and functions of Personnel department in Indian Railways; interface with other departments of Railways and other Central Government Departments
	Constitutional Provisions of Right to Employment under Article 16 & 17 of the Constitution of India ; Basic provisions of the Indian Railways Act, 1989 and its amendment. Statutory basis for HR rules in Indian Railways including Codes, Manuals and Executive orders issued by Railway Board
Manpower Planning	Concepts of Post, Category, Cadre, Lien, Cadre structure, cadre restructuring, BOS
	Manpower Planning, Permanent posts, temporary posts, work charged posts, supernumerary posts, surrender and creation of posts, vacancy bank, pool of surrendered posts, redistribution of posts, redeployment of Surplus staff, Project labour, Contractual employee, Benchmarking and yardstick.

**Mechanical**

Functioning of WSP and its troubleshooting  
 Common problems Faced in Trainset Operation  
 Troubleshooting of Vande Bharat with Video Illustration/Demonstration

**North Central Railway****Mechanical**

Container wagon Types and Maintenance  
 Troubleshooting in Freight Operation in IR

<b>Stores</b>	
Topics	Scope
Introduction to Procurement & Materials Management	Organisation and Functions of Stores/ Materials Management Department, Role of Materials Management Department, 5-Rs of Materials Management, Cansons of Financial Propriety & its application to Stores Matters,
Provisioning and recoupment of Stock and Non stock Stores	Provisioning & Recoupment of stock and non-stock stores
Inventory Management	Inventory Management Practices, Inventory TOR, ABC, VED , FSN , FIFO etc
Budgeting and Financial Planning	Stores Budget Planning and procedures
Tendering Procedures and Contract Management	Planning of Purchase of stores, Preparation of bid documents, Tender consideration, Contract Management
Tender Conditions	IRS conditions, General conditions , Special conditions and Instruction to bidders
Introduction to Procurement & Materials Management	Organisation and Functions of Stores/ Materials Management Department, Role of Materials Management Department, 5-Rs of Materials Management, Cansons of Financial Propriety & its application to Stores Matters,
Introduction to Procurement & Materials Management	Organisation and Functions of Stores/ Materials Management Department, Role of Materials Management Department, 5-Rs of Materials Management, Cansons of Financial Propriety & its application to Stores Matters,

**Traffic**

1	General and Subsidiary Rules
1a.	Portions relevant to Control Working
1b.	Duties of Loco pilots and Train managers in working of Trains
1c.	Duties of SM in working of trains
1d.	Classes of stations and minimum signals at each station type
1e.	Essentials of interlocking
1f.	Types of signals and concepts related to signalling: station limit, interlocking, isolation etc.
1g.	Abnormal working- Protection of Trains stopped between stations, Temporary Single Line Working, Total Failure of Communications

**Security**

Human Trafficking  
 Handling of Security related Tech Equipment

**North Eastern Railway****Civil Engineering**

Railway P.Way (incl. Formations and Cuttings)

Railway: Track Machines and Modernisation

Railway Station and Cargo Terminal Design

Railway Land Management

Railway Bridge Engineering

Geotechnical Engineering

Geo technical and Geophysical investigation

**Stores**

Topics	Scope
Dispute Resolution in Procurement and Contracts	Arbitration Clause in IRS Conditions, Arbitration & Conciliation Act 1996 including Amendment Act, 2019,
Warranty Claims Management	Warranty Claim Procedures
Store Receipts, Inspection and Rejections	Receipt & Inspection of Stores, Rejection of pre-inspected materials and procedure for joint inspection
Storage and preservation of Stores	Storage and preservation of Stores, theft & Fire Prevention, Imprest Store, Surplus, Inactive, Emergency Stores
Supply Chain Management	Supply chain Management, Block chain Technology, Latest Development in Logistic management

**Mechanical**

Welding Technologies in Railway Coaches and Wagons



**North Western Railway**

<b>Personnel - As advised vide Board's letter of even no. dtd 16.02.2024</b>	
Broad Topic	Detail topic
Gender sensitisation	Gender Sensitization, Sexual Harassment of women at workplace (Prevention, Prohibition & Redressal) Act 2013, DAR procedure on cases of sexual harassment at workplace, working conditions of female employees, SBF provisions for female employees
Foreign Service , Lien and Deputation	Deputation and deputation procedures - deputation to PSUs, deputation under CSS ; Concept of lien, maintenance of lien, pay fixation
Medical Classification and declassification	Railway medical classifications; Medical examination during recruitment and promotion; PME; Rules related to Medical de-categorization/ invalidation. Fixation of Pay /seniority of de-categorized staff, Absorption of medically de-categorized staff in alternative posts.

**Mechanical Topic**

Examination & Over Hauling of CTRB  
Layout and Fundamentals of Vande Bharat Depot

**Traffic Topics**

Handling of Serious Accidents including movement of ART/ARMV Management  
Accident Investigation and Inquiry including Important Readings to be taken at site of accident  
Overview of Traffic Planning- Works Programme, Plan Heads, IRPSM. Essentials of ESP, SIP.  
Non-interlocked working and planning of trains.  
Rail corridors –DFC, HSR, SHSR, Metro  
Passenger Pricing Dynamic  
Parcel Services

**Northeast Frontier Railway****Civil Engineering Topic**

Surveying Lab

Railway: Building, other structures and passenger amenities

Railway: Estimates, USSOR and Works Program

Railway: Tenders, Contracts and Contract Management

Railway Project Management

Engineering Graphics &amp; Design Lab

**S&T Topics**

IP based Train Traffic Control Communication System

OFC Maintenance

Network-Security including Cyber Security

**Mechanical**

Maintenance of Coaches as per RPC IV

Over Hauling of CASNUB Bogies

**Southern Railway**

<b>Electrical</b>	
Broad Topics	Topics
Vande Metro (Mainline & Suburban)	Air conditioning system (Functioning parameters and maintenance planning) Make wise layout study of pneumatic system Make wise layout study for electrical items various maintenance strategy planning for every schedule Brake rigging equipment Various parameters to be maintained in particular schedules Monitoring of energy data and record keeping Analysis of consumable items
Power car operation	(i) Troubleshooting of DA sets. (ii) Connection/Disconnection (iii) Testing parameters

<b>Traffic Commercial</b>	As advised vide Board's letter of even no. dtd 05.01.2024
---------------------------	---

<b>Personnel - As advised vide Board's letter of even no. dtd 16.02.2024</b>	
Broad Topic	Detail topic
Leave Rules and Pass Rules	Pass Rules and its amendments.
	Types of Leave, leave rules and joining time, ex-India leave.
	Leave encashment and Optional 'All India Leave Travel Concession
Conduct rules and DAR	Railway Services (Conduct) Rules, 1966 ; property transactions; representations by Railway employees
	D&AR – Suspension, Minor Penalties, Procedure of Imposing minor penalties, Major Penalties, Procedure of imposing Major Penalties, Speaking order in DAR, impacts of penalties on promotion and retirement benefits, special provisions
Performance Appraisal	Performance Appraisal in Indian Railways - Gazetted and Non-gazetted. SPARROW, recent changes in APAR, incorporation of Group KPI in APAR grading, APAR through HRMS

<b>Mechanical</b>
Examination & Maintenance of Center Buffer Couplers

<b>Security</b>
Courtesy and Behavioral aspect of RPF Personnel

**South Central Railway****Accounts**

GST in context of IR  
Impact of GST on IR (Live Case Studies)  
Contracts and GST implication

**Electrical Topic**

Broad Topics	Topics
Conventional EMUs and MEMUs	Electrical control Circuits of various equipment Electrical power circuit Brake rigging equipment Various parameters to be maintained in particular schedules Monitoring of energy data and record keeping Analysis of consumable items
HOG System	(i) Functioning of Hotel load converter (ii) Connection/Disconnection

**Personnel** - As advised vide Board's letter of even no. dtd 16.02.2024

Broad Topic	Detail topic
Recruitment	Recruitment to Railway Services-Gazetted & non-Gazetted
	Appointments - Regular, Temporary, Substitute ; Extension and Re-employment
	Online Indenting and Recruitment Management System (OIRMS)
	Functioning of RRBs and RRCs
	National Recruitment Agency (NRA) – role and functions
	Appointments - Compassionate appointment, LARSGESS, Landlosers, Sports , Scouts and Guides , Cultural quota
	Onboarding of newly recruited employees in iGOT ; Prarambh module
	GDCE
	Conditions of service

**Mechanical**

Incentive Schemes in Railway Workshops  
Concept of Train Lighting in LHB Coaches

**Security**

e-Court  
Mobile Forensics  
Dog Squad Management

**South Eastern Railway****Accounts**

Works Program including Funding of Projects

Rules of Classification and Expenditure

Contract Management

Imprest

Detailed Project Reports

**Mechanical**

ROH &amp; POH of Freight Stock

**Traffic Topics**

Long Haul Operations, Crack Train Operations

Systems of Working- Absolute Block System

Automatic Block System

Maintenance of Coaching Trains- ICF, LHB and Vande Bharat

Traffic Blocks, Power Block, Rolling Block Plan, Worksite Protection

ODC Movement

Fire in Train

**SEC Railway**

<b>Personnel</b> - As advised vide Board's letter of even no. dtd 16.02.2024	
Broad Topic	Detail topic
Posting, Reversion and Transfer	Posting - Regular, Ad hoc, Officiating, Dual charge, Tenure
	Transfer and seniority- Regular, Temporary, Request one way, Request Mutual
	Maintenance of Service records
	Transfer benefits – Joining time, quarter retention, Transfer pass, Kit pass, CTG
Seniority	Seniority fixation among gazetted officers in Group A & B,
	Seniority fixation among Groups C non-gazetted staff

<b>Mechanical</b>
Air Brake Testing of Coaching Stock Precautions in Mechanized Loading/Unloading of Wagons in IR incl. tippers

<b>Traffic Topics</b>
Control Working, Control Office, OCC
Punctuality, Time Tabling, Zero based timetabling
Preferential Traffic Schedule
Marshalling Yards- Design, Key Terms, Yard Organization, Yard Statistics
Gatishakti Multimodal Cargo Terminal Policy

<b>Security</b>
LWE Violence and Attacks on the Railways

**South Western Railway**

<b>Electrical</b>	
Topics	Scope
Train Lighting of Coaches	Guidelines and important instruction for maintenance of train lighting of ICF and LHB type non AC coaches.
Air Conditioning System	(i) Functioning of Air conditioning units (ii) Testing parameters of air conditioning units (iii) On-board failure attention protocol

<b>Mechanical</b>
Fire and Smoke Detection System in Coaches
Air Conditioning System in LHB Coaches

<b>Traffic Topics</b>
Passenger services – Sub-Urban, Passenger, Intercity, Long distance
Freight Incentive Schemes- AFTO, SFTO, GPWIS
Disaster Management in Railways- Role of Operating Department
Shunting and stabling rules and Procedures
Terminal Management
Station Working Rules

**Western Railway**

<b>Accounts</b>
Structure of Railway Accounts Annual Accounts and Returns Compilation and Distribution of Budget Relationship between IR and GoI Accounts/Budget IPAS modules related to Books and budget Parliamentary Financial Controls/Appropriation Accounts

<b>Personnel - As advised vide Board's letter of even no. dtd 16.02.2024</b>	
Broad Topic	Detail topic
Court cases	Different types of establishment Court cases and their effective handling, LIMBS
RTI and Vigilance	RTI, Vigilance aspects of personnel department working
Training and Development	Training and Development for gazetted and non-gazetted employees, Mission Karmayogi and IGOT, interface with DOPT and Capacity Building Commission, Training centres for Gazetted and non-gazetted employees, types of training, Training allowance, FRACing, Content development and uploading in iGOT ; Act Apprentice Training; Rail Kaushal Vikash Yojana (RKVY).
E-Governance	IT interventions in Personnel Department - E-Office, IPAS, CBT, HRMIS, RESS, OIRMS, Basic computer skills; Adoption of emerging technologies in Indian Railways

<b>Stores</b>	
Broad Topic	Detail topic
Third Party Inspection (TPI)	Scope and important provisions of TPI contract agreements and TPI module of IREPS

<b>Mechanical</b>
Distributed Power and Propulsion System of Trainset Types of Freight Stock in Railways



**West Central Railway**

<b>Electrical</b>	
<b>Topics</b>	Scope
Safety	Electrical Safety and fire safety precautions to be followed in train service/depot/car shed.

<b>Personnel - As advised vide Board's letter of even no. dtd 16.02.2024</b>	
Broad Topic	Detail topic
Pay and allowances	7CPC recommendations, Processing Salary bills ; Provident Fund – Advances and withdrawal  Overview of Indian Railways Earnings and Expenditure, components of Staff Expenditure, Pay in the Government i.e. Pay levels, matrix etc in levels 1 to 18.; Payment of increments; Principles of pay fixation in case of appointment, promotion, Medical decategorization, Pay fixation in case of functional /non functional promotions; on deputation; cadre /ex-cadre, exercising of option. Stepping up of Pay/ Proforma fixation. Fundamental Rule (FR) & Fixation, Instances of pay protection etc. PLB and various allowances and reimbursements admissible to the Railway employees including allowances to the running staff. Loans and various advances admissible to the Railway employees and conditions thereof; MACP & DACP (for doctors) schemes. Wage Periods, preparation of Pay Bill, IPAS ; Arrear claims and recoveries
Settlement	Retirement - Superannuation, Voluntary Retirement, Compulsory retirement on service review, Settlement benefits, Pension Adalat, New Pension Scheme and its features and benefits, tax treatment of NPS, PPO and its revision, impact of penalty on settlement benefits
Running Allowance Rules	Running Allowance Rules - various types and conditions

<b>Mechanical</b>
Failure investigation techniques Maintenance and Troubleshooting of TLAC Systems in IR

**IRIMEE****Mechanical**

Service Contracts in Indian Railways  
Workshop Management in Indian Railways  
Mechatronics & IOT  
UST of Wheels & Axles

**JR RPF Academy****Security**

Cyber Hygiene  
Use of Emerging Technologies for Railway Security  
BDDS(Bomb Detection & Disposal System) Working  
Predictive Policing

**IRIDM****Mechanical**

Accident Investigation & Safety Management in Indian Railways  
Disaster Management in Indian Railways

**CAMTECH -****Mechanical**

Air Suspension System along with FIBA  
 Vacuum Bio toilets: Introduction and Maintenance  
 Working with Engineering Materials (Non- Ferrous)

**RDSO -****Mechanical**

Crashworthiness of Coaches  
 Recent Development in Freight Stock

**ICF****Mechanical**

Digital communication and control system of Trainset

**MCF****Mechanical**

Air Brake System of Trainset

**RCF****Mechanical**

Fire Safety Features of Coaches  
 Semi-permanent Coupler and Sealed Gangway in Trainset

**RWF****Mechanical**

Environmental Management & Certification

**RWP****Mechanical**

Working with Engineering Materials (Ferrous)



संयुक्त कुटुंबकम्  
ONE EARTH • ONE FAMILY • ONE FUTURE

भारत सरकार / GOVERNMENT OF INDIA  
रेल मंत्रालय / MINISTRY OF RAILWAYS  
(रेलवे बोर्ड / RAILWAY BOARD)

No. 2023/E(Trg)/ 40/4

New Delhi, dated: 06.03.2024

The General Managers,  
All Zonal Railways.

The Director Generals/Director,  
All Central Training Institutes.

( Kind Attention: Nodal Officers/Mission Karmayogi )

*Sub: Mission Karmayogi – Publishing of railway specific digitized courses on iGOT Karmayogi Digital Platform.*

*Ref: Board's letter No. 2020/E(Trg)/30/14 dated 11.12.2023 & 12.06.2023.*

In continuation of Board's letters dtd 11.12.2023 (Annexure-A) and 12.06.2023 (Annexure-B), approval of the competent authority is hereby communicated to avail services of 06 agencies, empanelled by the Capacity Building Commission (CBC), vide their RFQ cum RFP No. 01-13/2022-CBC dtd 27<sup>th</sup> May, 2022 without going into tendering process for development of e-learning contents. However, this approval will be subject to following conditions :

- This arrangement is valid till 13<sup>th</sup> November, 2024 only i.e. date of validity of these empanelment of agencies with CBC.
- Each railway unit (zonal railway/CTI) can avail services of these agencies for preparing a maximum of 20 courses.
- The courses should be distributed amongst all the 06 agencies. Zonal Railways/CTIs should draw a procedure for the same.
- The performance of the agencies will be reviewed by Board for taking further decision as and when needed.

2. A copy of CBC' RFQ cum RFP No. 01-13/2022-CBC dtd 27<sup>th</sup> May, 2022 including Rate Card and other terms and conditions for engagement of following 06 agencies is attached as (Annexure-C) :

- FCS Software Solutions Limited, Noida, U.P.
- Infonative Solutions Pvt. Limited, Delhi
- While House Business Solutions Pvt. Limited, Chennai.
- Indian School of Business, Hyderabad.
- Enthralltech Private Limited, Pune
- C&K Management Limited, Hyderabad.

3. Zonal Railways and CTIs will charge the work of development of e-learning courses against the Umbrella Work – 'Creation of Digitised Railway Learning Contents for iGOT Karmayogi Platform', sanctioned under Plan Head-65 through the Supplementary Demands for Grants, 2022-23. The sub-Umbrella has already been distributed among Zonal Railways and NAIR/CTIs vide Board's letter dtd 25.04.2023 (Annexure-D) and adequate fund has also been provided during current fiscal vide Board's letter dtd 12.06.2023 (Annexure-E). It needs to be ensured that the works are sanctioned by 31-03-2024.

4. Instructions issued vide Board's letters dtd 11.12.2023 (Annexure-A) and 12.06.2023 (Annexure-B) regarding procedure for development of e-learning courses on iGOT Karmayogi Platform have been consolidated along with provision contained in para 1-2 above and are appended below :

- e-learning Courses can be prepared by Nodal officers/NPCSCB Cell for iGOT Karmayogi Platform (AGM in r/o Zonal Railways & nominated faculty in r/o CTI), utilising fund provided under sub-Umbrella, as indicated in para 3 above.

...contd/-

- b) NPCSCB Cells need to get their respective works sanctioned under sub-Umbrella within the power of the General Managers.
- c) To start the process of designing a course –
- i) any official who is willing to prepare a digital course for iGOT will approach NPCSCB cell of the railway unit concerned, with brief summary through his/her PHoD. (However, respective PHoDs can also nominate officials for developing the e-learning courses, if required.)
  - ii) The NPCSCB Cell will obtain an NOC from the NPCSCB Cell of CTI concerned to ensure no similar course is published on iGOT portal by IR.
  - iii) On receipt of the NOC, the NPCSCB Cell will assign the role of Content Creator to the official and role of Content Reviewer to the concerned PHoD, if not already provided.
  - iv) The agency will be engaged for digitizing the course as authorised in para 1 of this letter. The NPCSCB Cell will issue a Work Order including details like duration, level, language, periodical deliverables along with payment terms etc. to the engaged agency for development of the e-learning modules.
  - v) NPCSCB Cells will keep close co-ordination with the official and the agency till the course is finally published on iGOT platform.
  - vi) The official will have the responsibility to provide the necessary course contents to the agency and will keep supervising its conversion into digitised version. The official needs to ensure that e-learning contents developed by agency are content-wise resourceful & well-designed to be user-friendly and match the specifications laid down by the Karmayogi Bharat (Annexure-F & Annexure-G).
  - vii) Once the course is prepared, the official as the Content Creator will upload the course on Content Portal of iGOT Platform and will forward the same to the Content Reviewer for reviewing purpose
  - viii) After reviewing, Content Reviewer i.e. the PHoD concerned will forward the same to the Content Publisher i.e. Karmayogi Bharat, who will finally publish the course on iGOT Karmayogi platform.
- d) A video link on Course development process is available for guidance on the website of Ministry of Railways (Railway Board → IR Personnel → Training Circulars → Mission Karmayogi Circulars on IR).
5. This issues with the concurrence of the Finance(Exp) Directorate of the Railway Board.



(Jitendra Kumar)  
Dy. Director, Estt(Training)  
Railway Board.  
Ph. No.: 011-23047251

**Copy to PSO/Sr. PPS/PPS/PS for information of :**

- 1) The CRB & CEO, M/Fin, M/Infra, M/O&BD, M/Tr&RS, DG/HR, DG/RHS, DG/Safety, DG/RPF & Secretary, Railway Board.
- 2) The Secretary, Capacity Building Commission, New Delhi.
- 3) The CEO, Karmayogi Bharat, New Delhi.
- 4) F(X)-II Branch, Railway Board.

\*\*\*\*\*

Annexure – ‘A’



भारत सरकार / GOVERNMENT OF INDIA  
रेल मंत्रालय / MINISTRY OF RAILWAYS  
(रेलवे बोर्ड / RAILWAY BOARD)



**No. 2020/E(Trg)/30/14**

**New Delhi, dt : 11.12.2023**

The General Managers  
All Zonal Railways.

The Director Generals,  
All Central Training Institutes.

*Sub: Mission Karmayogi- organisational structure of IR on iGOT reg*  
*Ref: Board's letters of even no. dtd 24.03.2021 & 23.05.2022.*

Consequent to rolling out of Mission Karmayogi initiatives on IR, detailed guidelines were issued vide Board's letter of even no. dtd 23.05.2022 (Annexure-A) providing organizational set-up of IR on iGOT Karmayogi platform. As per existing guidelines, the same is a two-tier set-up with NPCSCB Cell/RB at the apex as Super Admin and NPCSCB Cells/other railway units at secondary level with MDO Admin rights. All these NPCSCB Cells have been made responsible for the overall implementation of the initiative as well as supervision of users' activities.

2. Considering the strength of railway users on Zonal Railways, hardships are faced by their NPCSCB cells in the implementation/supervision. The matter was also raised during the recent PCPOs' Conference.

3. It has now been decided with approval of the competent authority to open third level of MDO Admin at the Divisional Railway and Workshop levels. All Divisions may be advised to create an NPCSCB Cell with Sr. DPO/DPO as Cell-in-Charge. Similarly, all Workshops may be advised to create an NPCSCB Cell with WPO as Cell-in-Charge. A login credential/mail ID in govt domain (GOV.IN) for NPCSCB Cell may be created and details may be shared with NPCSCB Cell/the concerned Zonal Railways for their onboarding on iGOT platform and providing MDO admin roles/rights.

3.1. Once Divisions are on-boarded and given MDO Admin rights, employees of each Division will be moved from the concerned Zonal MDO to the respective Division MDO.

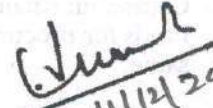
4. Board's letter of even no. dtd 23.05.2022 (Annexure-A) also provides guidelines towards assignment of roles as Content Creator and Content Reviewer by the respective NPCSCB Cells. These guidelines provide role of Content Reviewer to the railway CTIs. As per orders dtd 11<sup>th</sup> October, 2023 of Karmayogi Bharat, the

....contd/-



role of Content Publisher now rests with them only to ensure that courses published on iGOT portal are in conformity to the Karmayogi Content Quality Framework, developed by the Capacity Building Commission (CBC).

4.1. In view of para 4 above, in partial modification to para 5(vi) of Board's letter of even no. dtd 23.05.2022, role of CTIs as Content Publisher stands withdrawn. However, they will continue to be the nodal entity for railway related content creation on iGOT platform.

  
11/12/2023

(Jitendra Kumar)  
Dy. Director, Estt(Training)  
Railway Board.  
Ph. No.011-23047251

**Copy to :**

- 1) The Nodal Officers & Cell-in-Charge Officers, NPCSCB Cells/All Railway Units.
- 2) The CEO, Karmayogi Bharat.

\*\*\*\*\*





GOVERNMENT OF INDIA ( भारत सरकार )  
MINISTRY OF RAILWAYS ( रेल मंत्रालय )  
RAILWAY BOARD ( रेलवे बोर्ड )



No. 2020/E(Trg)/30/14

New Delhi dt: 23.05.2022

The General Manager/CAO,  
All Zonal Rlys & PUs.  
CORE, Allahabad.  
WPO, Patna

The Director General/Director,  
All Central Training Institutes,  
RDSO, Lucknow.

(Kind Attention: Nodal Officers, IR/Mission Karmayogi)

**Sub: Mission Karmayogi – MoR’s organisational set-up on iGOT  
Karmayogi Digital Platform.**  
**Ref: Board’s letter No. 2020/E(Trg)/30/14 dated 24.03.2021**

Kindly refer to the Railway Board’s letter of even number dated 24.03.2021 conveying Board’s decision for rolling out of Mission Karmayogi initiatives across Indian Railways and an Action Plan for effective implementation of the same through an NPCSCB cell to be created over each railway unit.

2. ‘Mission Karmayogi’ - the National Programme for Civil Service Capacity Building (NPCSCB) seeks a paradigm shift in enhancing the capacity of the Civil Servants by building their behavioral, domain and functional competencies, creating a framework of shared resources and transitioning from a ‘rules-based’ system to the roles-based’ system. The focus of the initiative is on building service capacity and enhancing the quality of citizen- government interface and securing greater citizen satisfaction in all sphere of public services. The initiative broadly consists of –

- i. Content/course creation and publishing on iGOT digital platform;
- ii. On-boarding of officials on iGOT Karmayogi digital platform;
- iii. Rolling out of ‘Framework of Role Activities and Competencies’ – FRAC.

3. In compliance to the Action Plan approved by the Board(CRB & CEO), NPCSCB cells have been created in Board’s office and each Zonal Rly/PUs/CTIs & other railway units under a Nodal officer. The cell is overall responsible for implementation and monitoring of Mission Karmayogi initiatives, as mentioned in para 2 above.

3.1 To familiarize railway administration with Mission Karmayogi framework as well as to provide way forward, an online workshop was conducted by Railway Board along with DoP&T Team on 11<sup>th</sup> March, 2022, which was also attended by the Nodal officers of railways.

3.2 Further, National Academy of Indian Railways (NAIR) is also conducting workshops on Mission Karmayogi from time to time and railway officials concerned with the Mission Karmayogi may be nominated for the workshop.

....contd/-

- 4 DoP&T have developed a digital platform – iGOT Karmayogi.
  - i. It will serve as digital market place where carefully curated and vetted digital e-learning contents will become available as training modules on anytime, anywhere basis.
  - ii. It will provide the platform for onboarding of user officials to enable them to access the learning contents available on it.
  - iii. It will ultimately become the resource for ensuring transition from rule based system to role based system by identifying competency gaps and providing training solutions to bridge the same thereby enabling a position holder to discharge his/her duties more effectively.

4.1 NAIR and other CTIs have been nominated for creating & publishing contents/courses on the iGOT Karmayogi platform. However, it is felt that railways have many outstanding officials and their knowledge, experience and expertise shall also be utilized for populating iGOT Karmayogi platform with more railway related courses. It will speed up railway specific content/course creation and will benefit the user officials to progress in their career, build expertise and specialization and/or meet their professional and personal aspirations. Details reg Content development on iGOT Karmayogi platform along with roles linked with content/course development has been briefed in the attached Annexure.

5. With the above views, it has been decided to onboard all the railway units including RB, Zonal Rly/PUs/CTIs through their NPCSCB cell on the iGOT Karmayogi platform on the hub & spoke model where NPCSCB Cell at Railway Board as MoR will be at the top of the set up as the Super Administrator and all the railway units shall be brought under the MoR/Railway Board. However, each railway unit will have their own Administrator who will be able to manage and supervise all the activities on iGOT in respect of the railway unit concerned. The organisational set-up of IR on iGOT Karmayogi platform will be as follows :

- i. NPCSCB Cell at Railway Board will be Super Administrator for IR on iGOT Karmayogi Platform and will be able to monitor and supervise all the activities of various railway units.
- ii. Under MoR/Railway Board, various Zonal Railways, PUs, CTIs and other units like RDSO, CORE, WPO etc. will be enrolled as individual entities. All these Units will have their own MDO (Ministry/Department/Organization) Administrator and Department-wise course/content Reviewers & Creators.
- iii. NPCSCB Cell under respective Nodal officer will have the role of MDO Administrator for the concerned railway unit and will be responsible for the overall implementation and supervision. They will be able to identify and provide course/content creation and review access to users. They will also be responsible to process the requests related to their organization changes, made by the iGOT users.
- iv. On each railway unit, concerned PHoDs will have the role of Content Reviewer.
- v. On approval of the concerned PHoDs, MDO Administrator shall allocate roles of Content Creators to identified railway officials.
- vi. All the CTIs will also have the same functions as stated above beside roles of course/content publishers. These course/content publishers will also have the responsibility to serve as course/content publishers for their CTI as well as other railway units (department-wise). For example, course/content publishers at IRICEN will have responsibility to serve as course/content publisher(s) for Civil Engineering Departments of all the railway units including IRICEN.

5.1. To facilitate the on-boarding of railway units on iGOT Karmayogi Platform, the respective Nodal officers are requested to provide a generic mail ID/Login credentials in r/o their NPCSCB Cell (for example, mail ID/Login credential for NPCSCB Cell of Railway Board is npcscb.rb@gmail.com) to use the same as MDO Administrator on iGOT Karmayogi Platform.

5.2. The details may be provided in the following proforma by 26.05.2022, positively to NPCSCB Cell/RB through mail at npcscb.rb@gmail.com.

<b>NPCSCB Cell @ ..... (name of the railway unit)</b>				
Entity	Name	Designation	e-mail	Mobile No. (avl. on Whatsapp)
Nodal Officer (already nominated)				
Cell in-charge				
Cell's generic mail ID (for MDO Admin role)				

6. Once the task of on-boarding MDO administrator(s) on iGOT Karmayogi Platform is completed, the respective NPCSCB Cell as MDO Administrator under the Nodal officer will facilitate on-boarding of user officials. Details thereof will be shared separately.



( Jitendra Kumar )  
Dy Director (Training)  
Railway Board  
Ph: 011-23047251  
e-mail: npcscb.rb@gmail.com

**Copy to :** The Jt. Secretary, Railway Board.





कार्मिक एवं प्रशिक्षण विभाग  
DEPARTMENT OF  
PERSONNEL & TRAINING

*PPT by DPT  
17.02.2024  
at Raail Bhawan.*



Content Development Workshop



**कर्मयोगी भारत**  
— लोकहितं मम करणीयम् —

**Mission  
Karmayogi**





# Content

**1** Introduction & Department  
Onboarding

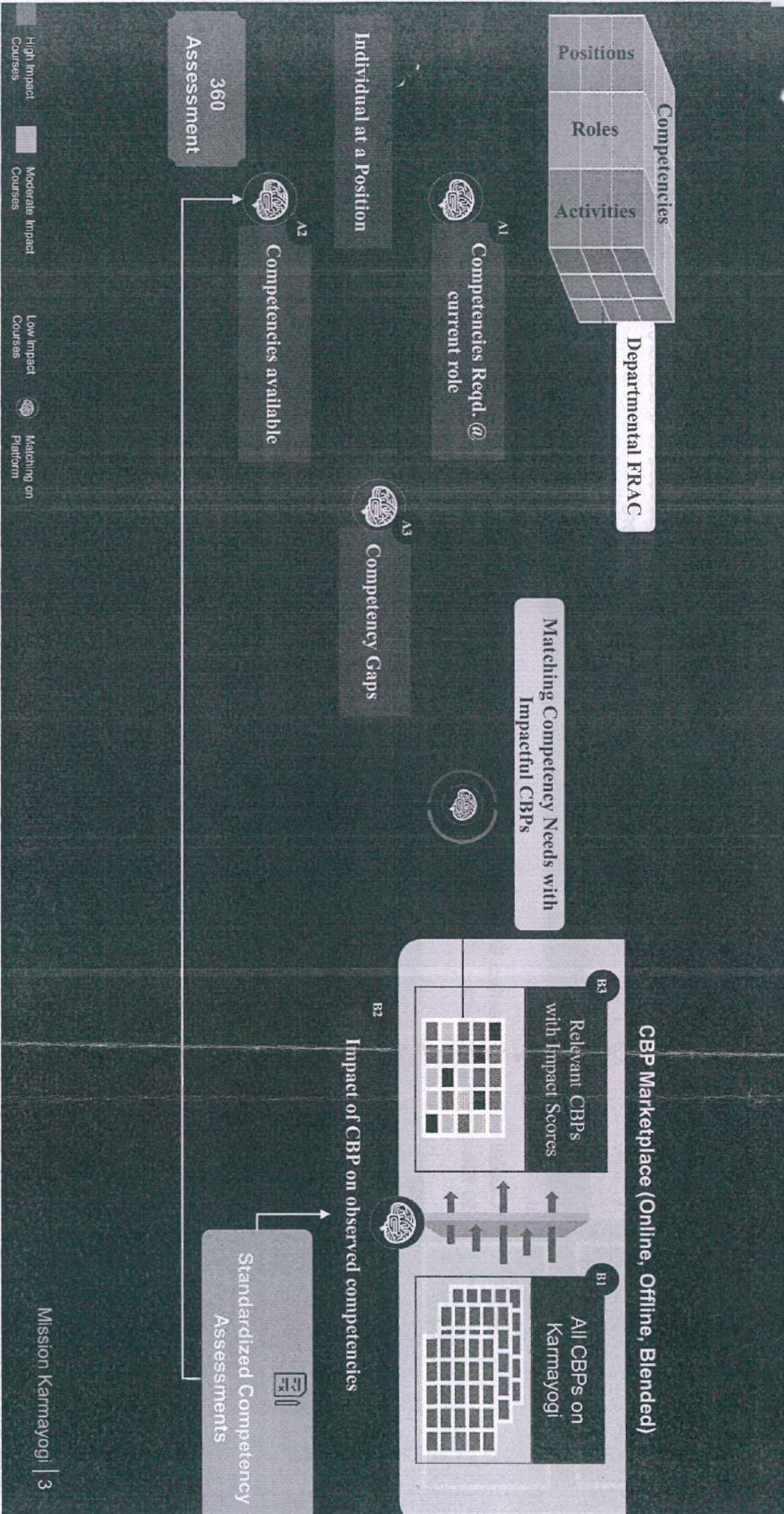
**2** Developing Resources -  
Content Framework

**3** Developing modules and course

**4** Course Evaluation



# iGOT KY enables departments to match competency requirements for all officials with impactful CBPs that can best cover the gap





# Key players for content creation

Administrator

Org Admin identifies and provides creation, review and publishing access to the users. Also, Org Admin processes the requests related to organization change made by the iGOT users

Content Creator

Content Creator creates the learning content on the platform. Creator provides all the relevant information related to the created content.

Content Reviewer

Content Reviewer reviews the contents created by the creators. Reviewer also verifies the quality of the content. Based on the review, the Reviewer decides if the content needs further modifications

Content Publisher

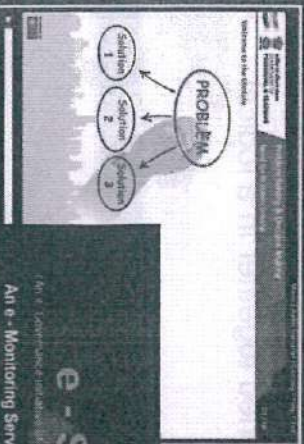
Content Publisher publishes the content, approved by the reviewer, on the platform. After the content is published, the content gets available for the learner on the platform



# What is content on iGOT Karmayogi platform ?

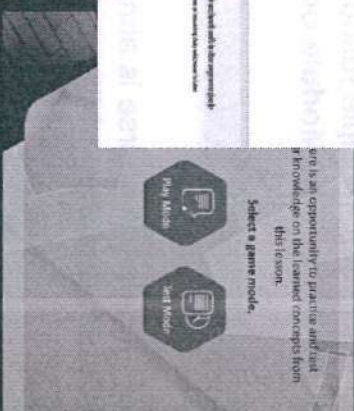
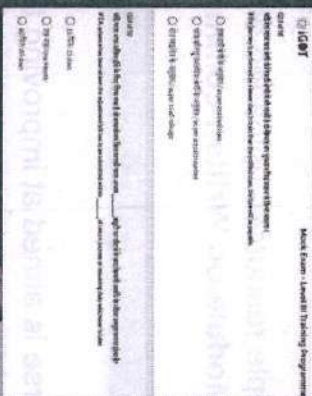
The topics, themes, beliefs, behaviours, concepts and facts, often grouped within each subject or learning area under competencies (knowledge, skills, values and attitudes), that are expected to be learned.

A content can be any one or a combination of the following:



**e-SLA**  
An e - Monitoring Service Level Agreement

For a complete catalogue of Government of India's  
An e - Monitoring Service Level Agreement



## Videos

(Lectures, presentations, webinars, interactives)

## Questionnaires / Exercises

(Quizzes, assessments, simulations, case studies)

## PPTs / PDFs / Websites

(Acts, Rules, Journals, Research Paper, online links)

Source: International Bureau of Education, UNESCO



# Content Structuring on iGOT Karmayogi Platform

## Resource

It is the smallest learning entity that may be consumed by a learner. A resource may be in one of the multiple formats supported on iGOT Karmayogi platform – PDF, Video, Interactive e-learning, Webpage, Assessments/ Quiz, link etc.

**E.g. A learning video on “How to write effective e-mails”**

## Module

It is a collection of resources. Multiple resources uploaded on a platform may be stitched together in a logical sequence to form a module. **E.g. Module on Written communication skills**

## Course

It is a collection of modules. A course is aimed at improving targeted competencies of a learner.

**E.g. Course on Communication skills**

## Programs

It is a collection of courses

**E.g. Program on Behavioral skills for Under Secretaries**





**Microlearning**  
A visual way to learn



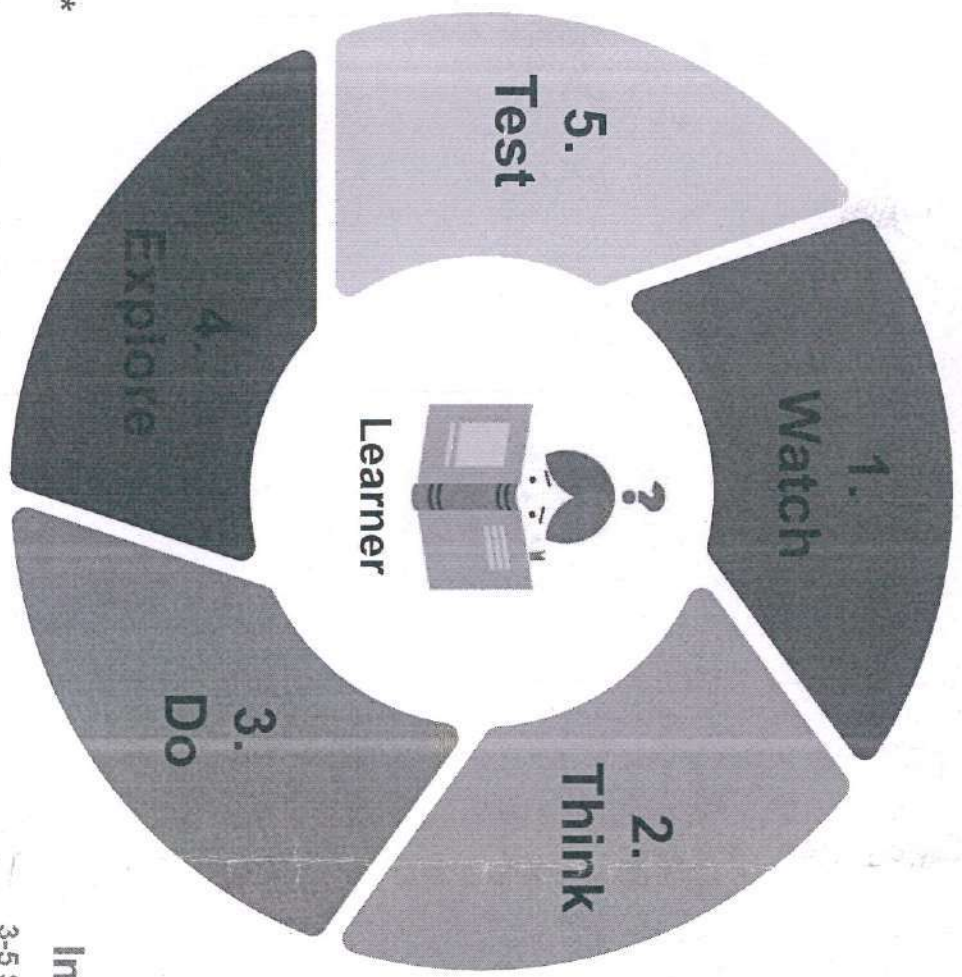
**Graded Assessment**

Pre-assessment (where necessary) and Post-assessment picked from a Question Bank



**Additional Links\***

For self-directed learning  
*\* Recommended, not mandatory*



**Reflection Quiz**

Promote higher-order thinking (3 to 5 questions) with diagnostic feedback



**Interactive Scenario**

3-5 Scenario-based questions or simulation-based interactivities to test application

Mission Karmayogi

Annexure – 'B'



भारत सरकार / GOVERNMENT OF INDIA  
रेल मंत्रालय / MINISTRY OF RAILWAYS  
(रेलवे बोर्ड / RAILWAY BOARD)

**No. 2020/E(Trg)/30/14**

**New Delhi, dt: 12.06.2023**

The General Manager/CAO,  
All Zonal Rlys & PUs.  
CORE, Allahabad.  
COFMOW, New Delhi/  
WPO, Patna.

The Director General/Director,  
All Central Training Institutes,  
RDSO, Lucknow.

( Kind Attention: Nodal Officers/Mission Karmayogi )

**Sub: Mission Karmayogi – Publishing of railway specific digitized courses on iGOT Karmayogi Digital Platform.**

**Ref: Board's letter No. 2020/E(Trg)/30/14 dated 24.03.2021 & 23.05.2022.**

Kindly refer to the Railway Board's letter dated 24.03.2021 (Ann-A) conveying Board's decision to roll out Mission Karmayogi initiatives across Indian Railways and an Action Plan for effective implementation of the same through NPCSCB cells, already created over various railway units.

2. Subsequently, vide Board's letter dated 23.05.2022 (Ann-B), organizational set-up of IR on iGOT has been advised wherein NPCSCB Cell/RB has been given role of Super Administrator and respective NPCSCB cells of various railway units like Zonal Rlys/PUs/CTIs have been given role of MDO Administrators to manage and supervise all the activities in respect of their railway units.

3. As has already been advised, DoP&T have developed a digital platform – iGOT Karmayogi to provide carefully curated and vetted e-learning contents as training modules and to give individual learners access to the available learning contents to enhance their skill on anytime, anywhere basis.

3.1. The iGOT platform is consistently being populated with contents/courses by various Ministries/Departments/CTIs. From MoR side, Railway Board has nominated NAIR and other Central Training Institutes (CTIs), who have already published 30+ railway specific courses on the iGOT Karmayogi platform. However, it is felt that opportunities shall be made available to railway officials at other railway units as well to use their knowledge, experience and expertise in developing more railway centric e-learning contents and make them available on iGOT.

...contd/-

4. With these objectives, an Umbrella Work – ‘Creation of Digitised Railway Learning Contents for iGOT Mission Karmayogi Platform’ has been sanctioned under Plan Head – 65 through the Supplementary Demands for Grants, 2022-23 and various Zonal Railways and CTIs have been provided with fund during the current fiscal.

4.1. Modalities for assigning roles of Content Creator, Reviewer and Publisher have already been advised vide para 5 of the Board’s letter dated 23.05.2022 under reference. The specifically related provisions are reiterated below :

- a) On iGOT, an e-learning course is prepared in 03 stages – (i) content/course creation (ii) content/course review and (iii) finally, content/course vetting and publishing on iGOT platform. Nodal officers are to assign these roles to officials of their units.
- b) On CTIs, Nodal officers having role of MDO Administrators will assign roles of content creator, content reviewer and content publisher on iGOT.
- c) On Zonal Railways, Nodal officers having role of MDO Administrators will assign role of Content Creator to identified railway officials on the recommendation/approval of the concerned PHoDs. Further, all PHoDs will be given the role of Content Reviewers by the MDO Administrator.
- d) There will be no Content Publisher on Zonal Railways and courses created and reviewed at Zonal Railways will be recommended for publishing on iGOT platform to the concerned CTI. For example, Content Publishers at IRICEN will have responsibility to serve as Content Publisher(s) for Civil Engineering Departments of all the railway units including IRICEN.
- e) Additionally, a Content Creator, before commencing content curation, needs to seek approval of the Nodal officer of the CTI concerned through his/her PHoD to avoid duplicacy of a course.

4.2. Further, modalities for utilizing the fund provided for content creation through the Umbrella Work under Plan Head 65 will be as follows:

- a) Each Zonal Railways and CTIs have been provided with a sub-Umbrella under Plan Head 65 and adequate outlay have been provided through re-appropriation (Annexure-C).
- b) At CTIs, the concerned Director General/Director will utilize the fund following due procedure with approval of the Director General, NAIR and concurrence of the associate finance.
- c) At Zonal Railways, the Nodal officer/NPCSCB Cell will be able to utilize the fund following due procedure with approval of the General Manager and concurrence of the associate finance.
- d) Due procedure for sanction of itemized works by competent authority as per Delegation of Powers may be followed before incurring of expenditure.

5. All CTIs and Zonal Railways need to ensure that e-learning contents developed by them are content-wise resourceful and well-designed to be user friendly matching specifications laid down by DoP&T.
6. This issues with the concurrence of Finance(Exp) Directorate of Railway Board.



(Jitendra Kumar)  
Dy. Director, Estt(Training)  
Railway Board.  
Ph. No. 011-23047251

**Copy to PSO/Sr. PPS/PPS/PS for information of :**

- 1) The CRB & CEO, M/Fin, M/Infra, M/O&BD, M/Tr&RS, DG/HR, DG/RHS, DG/Safety, DG/RPF & Secretary, Railway Board.
- 2) EDF(X), JS(G) & JS, Railway Board.
- 3) F(X), O&M, ERB-I, ERB-II, ERB-V, ERB-VI, Railway Board.

\*\*\*\*\*

Annexure – ‘C’

**Government of India**  
**Capacity Building Commission**

**RFQ cum RFP from eligible Bidders to be empaneled for developing e-learning content for various Departments including CBC.**

**RFQ cum RFP No. 01-13/2022-CBC**

**Notice: Declaration of Result**

This is in reference to the captioned RFP. As stated in clause 7.1.4 of the tender document, Least Cost System has been followed for evaluation of financials and empanelment under this RFQ cum RFP dated 27<sup>th</sup> May 2022. The following six firms have been provisionally empaneled with CBC till 13.11.2024 for development of e-learning content for various departments including CBC, extendable up to 12 months, on satisfactory performance and mutual agreement-

Sr. No.	Name of Agency	Address	SPOC Name & Contact Details
1.	FCS Software Solutions Limited	83, NSEZ, Phase II, Noida- 201301, Uttar Pradesh	Mr. Ravinder Sachdeva 9810538228 <a href="mailto:rsachdeva@fcslearningsolutions.com">rsachdeva@fcslearningsolutions.com</a> <a href="mailto:irahman@fcslearningsolutions.com">irahman@fcslearningsolutions.com</a>
2.	Infonative Solutions Pvt Ltd	107, 108 DLF South Court, Saket District Center, New Delhi - 110017	Mr. Yogeshh Goel 9811123594 <a href="mailto:yg@Infonative.net">yg@Infonative.net</a> <a href="mailto:ar@Infonative.net">ar@Infonative.net</a>
3.	White House Business Solutions Pvt Ltd	1096, EVR Periyar Road, Periamet, Chennai- 600003	Mr. J. Elangovan 9444137740 <a href="mailto:elangovan@whitehouseit.com">elangovan@whitehouseit.com</a>
4.	Indian School of Business	ISB Campus, Gachibowli, Hyderabad- 500 111	Mr. Ankit Mittal 9999400287 <a href="mailto:Prerna_kaushal@isb.edu">Prerna_kaushal@isb.edu</a> <a href="mailto:Ankit_Mittal@isb.edu">Ankit_Mittal@isb.edu</a>
5.	Enthralltech Pvt. Ltd.	A-102, Amar Ambiance, Sopan Baugh, Ghorpadi, Pune- 411001, Maharashtra	Mr. Rahul Panse 9890650002 <a href="mailto:rahul.panse@gmail.com">rahul.panse@gmail.com</a> <a href="mailto:punit.chandwadkar@enthalltech.com">punit.chandwadkar@enthalltech.com</a>
6.	C & K Management Ltd.	484/A, 1 <sup>st</sup> Floor, KVK Building, Road No. 36, Jawahar Colony, Jubilee Hills, Hyderabad – 500033 Telangana	Mr. Sagar 9849193227 <a href="mailto:sagar@tminetwork.com">sagar@tminetwork.com</a> <a href="mailto:shalinigorantla@tminetwork.com">shalinigorantla@tminetwork.com</a>



The **L1 Rate Card** as approved by the competent authority is as under-

(a) for content development including Language Adaptation and Translation:

Levels	Per hour Price (incl GST) in Rupees
1	1,37,257
2	1,84,395
3	2,46,395

(b) for content development in only 1 language:

Levels	Per hour Price (incl GST) in Rupees
1	69,682
2	1,16,820
3	1,50,160

(c) for Individual services:

Sr. No.	Services	Prices (incl GST) in Rs.
1	Language Adaptation/ hour	55,366
2	Translation/ 100 words	400
3	Instructor Led Training per Man hour	1,003

*For details of different levels, please refer page no. 4, 6 & 8 of this document for Level 1, 2 & 3 respectively.*

### E-Learning programs by Design of Programs and Levels of complexity

No	Areas Covered	Objective and Scope	Level of Complexity of content	Level of Interactivity and Engagement of Learner (defined later in detail)
01	Induction Training Programs	To provide 360' view of the MDOs overall vision, mission and goals to meet national priorities  <b>Illustrative List:</b> Administrative, financial, parliamentary, establishment and personnel and other entity wise rules and policies	Level 1 e-learning / bended learning programs	Level 2 Interactive
02	Technical Training Programs by	Leveraging the technical expertise of institutions of a Ministry for developing	Level 2 e-learning	Level 2 Interactive /

	attached Institutions of Ministry	specialized programs for Ministry personnel as per their functional roles and responsibilities  <b>Illustrative List:</b> AJNIFM for Department Expenditure NIFTEM for Ministry of Food Processing and Industry	programs	Level 3 Interactive
03	Common Functional Learning Programs	Mostly on Program Management, Planning, Budgeting, Information and Communication Management, that are used across Government departments. This may include converting user manuals and other training modules developed by solution developers into e-learning packages  <b>Illustrative List:</b> GeM and NIC e-Procurement portal operations for procurement management, ERP systems used for office management, accounting and cash management, MS Office, PPT (presentations) development, noting and drafting of letters etc.	Level 1 e-learning programs	Level 2 / Level 3 Interactive
04	Common Cross Cutting Capacity Development Programs	These would be applicable for large number of Civil servants across Ministries and public sector entities.  <b>Illustrative List:</b> Management of RTIs, Parliamentary procedures, Procurement, Vigilance, Knowledge Management, Accounting and Budgeting, Evidence Based Policy Implementation, etc.	Level 2 and/or Level 3 programs	Level 1 / Level 2 / Level 3 Interactive
05	Common Behavioural Competency Based Programs	These would be with personal development and change management objectives  One of the major areas under this would be citizen centric or customer-oriented services and would impact large number of civil servants in Railways, Police, Post Office etc. where the roles and responsibilities bring the civil servants into constant interface with public  <b>Illustrative List:</b> Communications, Time Management, Conflict Management Ethics, Problem Solving, Diplomacy, Leadership, Team Building, etc,	Level 3 e-learning programs	Level 2 / Level 3 Interactive

**The Detailed Level wise criterion is as below:**

<b>LEVEL1</b>			
Description	This will be a medium complex (functionally) course.		
Highlights	<ul style="list-style-type: none"> <li>• Informational e-Lessons</li> <li>• Focus on awareness</li> <li>• Linear content flow consisting of text &amp; static graphic</li> </ul>		
Splash/Intro screen	Static Screen		
Interactivity	<ul style="list-style-type: none"> <li>• No interactivities</li> <li>• Click-to-Reveal: (Optional, One template only)</li> <li>• Hot-spots (Tabs/Images)</li> <li>• Roll-over text</li> </ul>		
Graphical User Interface	<ul style="list-style-type: none"> <li>• 3 options will be provided customized as per organisation's product/services (Select one)</li> </ul>		
Knowledge check/assessment	<ul style="list-style-type: none"> <li>• Multiple Choice Single Select</li> <li>• Multiple Choice Multiple Select</li> </ul>		
Graphics	<ul style="list-style-type: none"> <li>• Stock Images/photographs/live videos provided by buyer, in case of purchase or specific photo bank/live video to be created, those will be charged separately.</li> <li>• Simple 2D drawings such as flowcharts, diagrams only 20% in the entire course</li> <li>• No graphic avatar/mascot</li> </ul>		
Animation	<ul style="list-style-type: none"> <li>• No Content effects (animated text, bullets, transitions etc.)</li> <li>• No Audio sync with animated text</li> </ul>		
Audio	<ul style="list-style-type: none"> <li>• Limited choice i.e. not more than 2 pre-fixed artistes for voice over</li> <li>• No intro music</li> </ul>		
Navigation	<ul style="list-style-type: none"> <li>• One level - Index / TOC / Menu structure</li> <li>• Other Functionalities: Next, Back, Exit, Help Audio On/Off, Pagecounter, Glossary (optional)</li> </ul>		
Technical Features	<ul style="list-style-type: none"> <li>• Development Tool – <del>Flash</del> / HTML5 / Rapid Authoring Tools</li> <li>• SCORM Compliant – Yes, SCORM Versions 1.2, 2004, AICC</li> <li>• Localisation friendly – Yes</li> </ul>		
Number of screens per hour	50 - 60 screens with minimal or no layering		
Screen bifurcation	<b>Screen type                      Description                      Count</b>		
	Total screens	Includes cover screens (introduction, objectives and summary), content screens and inline/final assessments.	50
	Static screen	Includes non-interactive screens and screens presenting course content, Splash, Help, Assessment overview, Assessment result,	28

		Completion certificate, Menu	
	Animation	Includes screens that have simple animation viz. Flow charts & diagrams	1
	Interactive Screen	Includes content screens that have some simple form of interaction	1
	Knowledge checks/assessment	Includes inline/CYK and final assessment screens	20

LEVEL 2	
Description	The courses at this level will be complex in terms of content, animation and functionality.
Highlights	<ul style="list-style-type: none"> <li>• Procedural e-Lessons Focus on application of knowledge and skills</li> <li>• Non-linear content and synchronized visuals</li> <li>• Text effect animations</li> <li>• Software Application simulations</li> <li>• Simple scenario-based learning (offline case study)</li> <li>• Scored assessments</li> <li>• High degree of content layering</li> <li>• Logical and Conditional Branching of screens</li> <li>• Discovery learning</li> <li>• Non-linear flow of content, with a high degree of layering</li> </ul>
Splash/Intro screen	20-30 seconds animated screen
Graphical User Interface	3 options will be provided customized as per organization's product/services (Select one)
Interactivity	<ul style="list-style-type: none"> <li>• Click-to-Reveal:</li> <li>• Hot-spots (Tabs/Images) (One template only)</li> <li>• Click-plus-Pop-up:</li> <li>• Hot-spots (Tabs/Images) (One template only)</li> <li>• Roll-over text</li> <li>• Interactive timelines</li> </ul>
Knowledge check/assessment	<ul style="list-style-type: none"> <li>• Multiple Choice Single Select</li> <li>• Multiple Choice Multiple Select</li> <li>• Match the Following</li> <li>• Sequencing</li> <li>• Sorting</li> </ul>
Graphics	<ul style="list-style-type: none"> <li>• Stock Images/photographs/live videos provided by buyer, in case of purchase or specific photo bank/live video to be created, those will be charged separately.</li> <li>• Double toned, semi-realistic 2D graphics</li> <li>• Graphic avatars with basic animation like eye blinks &amp; hand gestures</li> <li>• Backgrounds – Photographic</li> </ul>
Animation	<ul style="list-style-type: none"> <li>• Content effects (animated text, bullets, transitions etc.)</li> <li>• Audio sync with animated text</li> <li>• Animation with semi complex effects</li> </ul>
Audio	<ul style="list-style-type: none"> <li>• More than 2 pre-fixed artistes for voice over</li> <li>• Intro music</li> </ul>
Navigation	<ul style="list-style-type: none"> <li>• One or Two level - Index / TOC / Menu structure</li> <li>• Screen control functionality</li> </ul>

	<ul style="list-style-type: none"> <li>Other Functionalities: Next, Back, Exit, Help Audio On/Off, Pagecounter, Glossary, Progress Bar</li> </ul>																		
Technical Features	<ul style="list-style-type: none"> <li>Development Tool – <del>Flash</del> / HTML5 / Rapid Authoring Tools</li> <li>SCORM Compliant – Yes, SCORM Versions 1.2, 2004, AICC</li> <li>Localisation friendly – Yes</li> </ul>																		
Number of screens per hour	40 - 45 screens with layered content																		
Screen bifurcation	<table border="1"> <thead> <tr> <th>Screen type</th> <th>Description</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Total screens</td> <td>Includes cover screens (introduction, objectives and summary), content screens and inline/final assessments.</td> <td>45</td> </tr> <tr> <td>Static screen</td> <td>Includes non-interactive screens and screens presenting course content, Splash, Help, Assessment overview, Assessment result, Completion certificate, Menu</td> <td>15</td> </tr> <tr> <td>Animation</td> <td>Includes screens that have simple animation viz. Flow charts &amp; Diagrams</td> <td>5</td> </tr> <tr> <td>Interactive Screen</td> <td>Includes content screens that have some simple form of interaction</td> <td>5</td> </tr> <tr> <td>Knowledge checks/assessment</td> <td>Includes inline/CYK and final assessment screens</td> <td>20</td> </tr> </tbody> </table>	Screen type	Description	Count	Total screens	Includes cover screens (introduction, objectives and summary), content screens and inline/final assessments.	45	Static screen	Includes non-interactive screens and screens presenting course content, Splash, Help, Assessment overview, Assessment result, Completion certificate, Menu	15	Animation	Includes screens that have simple animation viz. Flow charts & Diagrams	5	Interactive Screen	Includes content screens that have some simple form of interaction	5	Knowledge checks/assessment	Includes inline/CYK and final assessment screens	20
Screen type	Description	Count																	
Total screens	Includes cover screens (introduction, objectives and summary), content screens and inline/final assessments.	45																	
Static screen	Includes non-interactive screens and screens presenting course content, Splash, Help, Assessment overview, Assessment result, Completion certificate, Menu	15																	
Animation	Includes screens that have simple animation viz. Flow charts & Diagrams	5																	
Interactive Screen	Includes content screens that have some simple form of interaction	5																	
Knowledge checks/assessment	Includes inline/CYK and final assessment screens	20																	

LEVEL 3	
Description	These will be high-end courses in terms of content, animation and functionality. The content will be presented through life-like skill set of complex cues and responses, branched navigation, and games/simulations.
Highlights	<ul style="list-style-type: none"> <li>• Analytical content</li> <li>• Focus on Decision making</li> <li>• Offers a high degree of interaction and provides real-life/application oriented training</li> <li>• Multiple paths to accomplish an objective, and fosters learning by doing and learning through making mistakes</li> <li>• The design comprises elements that enhance the learning experience and includes rich multimedia elements like illustrations and animations that are created specifically for the program</li> <li>• Multiple branches (two to three levels) and rapid response are provided to support remediation</li> <li>• Simulations can be presented via graphics, including complex images and animation</li> <li>• Instructional design techniques for engagement in a complex interaction include complex simulations where the learner must enter actual data into fields and experience consequence for errors and faulty data. In addition, scenario-based branching logic is introduced. When using branching logic, learners experience jeopardy for incorrect responses, and their progress is determined by their decision</li> <li>• Non-linear flow, with a high degree of layering of content</li> </ul>
Splash/Intro Screen	20-30 seconds animated screen
Graphical User Interface	3 options will be provided customized as per organisation's product/services (Select one)
Interactivity	<ul style="list-style-type: none"> <li>• Click-to-Reveal:</li> <li>• Hot-spots (Tabs/Images)</li> <li>• Click-plus-Pop-up:</li> <li>• Hot-spots (Tabs/Images)</li> <li>• Slideshow:</li> <li>• Hot-spots (Tabs/Images)</li> <li>• Roll-over text</li> <li>• Interactive timelines</li> <li>• Branching</li> <li>• Simple games such as hangman, tic-tac-toe, word search etc. (Gamelets)</li> </ul>

Knowledge check/assessment	Multiple Choice Single Select Multiple Choice Multiple Select Match the Following Sequencing Sorting Crossword Puzzles Scenario-based/game-based/simulation-based assessments Tracked formative assessments	summative
Graphics	Stock Images/photographs/live videos provided by buyer, in case of purchase or specific photo bank/live video to be created, those will be charged separately. Semi-realistic , realistic graphics created 2D graphics (characters and scenarios) 3D graphics (characters and scenarios) Graphic avatars/mascot with smooth animation & walk cycles Backgrounds – Illustrated	
Animation	Content effects (animated text, bullets, transitions etc.) Audio sync with animated text Animation with semi complex effects	
Audio	Up to 3 pre-fixed artistes for voice over Intro music	
Navigation	Upto 3 level and highly custom - Index / TOC / Menu structure Screen control functionality Other Functionalities: Next, Back, Exit, Help Audio On/Off, Page counter, Glossary, Progress Bar Additional notes	
Technical Features	Development Tool – Flash / HTML5 / Rapid Authoring Tools SCORM Compliant – Yes, SCORM Versions 1.2, 2004, AICC Localisation friendly – Yes	
Number of screens per hour	35 - 45 screens with layered content	
Screen bifurcation	<b>Screen type</b>	<b>Description</b>
	Total screens	Includes cover screens (introduction, objectives and summary), content screens and inline/final assessments.
		<b>Count</b> 35



	Static screen	Includes non-interactive screens and screens presenting course content, Splash, Help, Assessment overview, Assessment result, Completion certificate,	10
--	---------------	---	----

		Menu	
	Animation	Includes screens that have complex animation viz. motion paths	5
	Interactive Screen	Includes content screens that have some simple form of interaction	5
	Knowledge checks/assessment	Includes inline/CYK and final assessment screens	15

Annexure – ‘D’

भारत सरकार Government of India  
रेल मंत्रालय Ministry of Railways  
(रेलवे बोर्ड Railway Board)

सं. No. 2023-B-106

नई दिल्ली New Delhi, दिनांक dated 25.4.2023

The General Managers,  
CR, ER, NR, NER, NFR, SR, SCR, SER, WR, ECR, ECOR, NCR, NWR, SECR, SWR & WCR

**Sub : Corrigendum to distribution of Umbrella Work under Plan Head 65-Training/HRD.**

**Ref:- Board's letter No. 2022-B-106 dated 14.02.2023.**

The work of "Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform" has been taken up as Umbrella Work through Supplementary Demands for Grants 2022-23 under Northern Railway at a cost of Rs.60 cr under DF. The distribution of this work among various Railways as per recommendation of Training&MPP Directorate was issued through Board's letter No.2022-B-106 dated 14.2.2023 (Order No.0155/2022-23).

2. Training&MPP Directorate has now advised the revised distribution of the cost and outlay provided to the above mentioned Umbrella work as per Pink Book 2023-24 database. The revised distribution is communicated herewith as per the following. This supersedes the earlier distribution advised through letter dated 14.2.2023.

(₹ in thousands)

रेलवे Rlys	पीबी सं. PB No.	विवरण Particulars	आवंटन Allocation	स्वीकृत लागत Sanctioned Cost	आवंटन Outlay	टिप्पणी Remarks
CR	998a	Central Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	Items included in PB database as PB# 998b and 998c may be treated as deleted.
			RRSK	2,48,00	..	
ER	717a	Eastern Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	Items included in PB database as PB# 717b may be treated as deleted.
			RRSK	2,48,00	..	
NR	1382a	Northern Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	Items included in PB database as PB# 1382b and 1382c may be treated as deleted.
			RRSK	2,48,00	..	
NER	547a	North Eastern Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl.(Dec'2022) /2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	
			RRSK	2,48,00	..	
NFR	675a	Northeast Frontier Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl.(Dec'2022)/ 2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	
			RRSK	2,48,00	..	
SR	1131a	Southern Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	
			RRSK	2,48,00	..	
SCR	770a	South Central Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl.(Dec'2022)/ 2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	Items included in PB database as PB# 770b and 770c may be treated as deleted.
			RRSK	2,48,00	..	
SER	628a	South Eastern Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl.(Dec'2022)/ 2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	
			RRSK	2,48,00	..	
WR	773a	Western Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl.(Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	
			RRSK	2,48,00	..	
	773b	Western Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (for DG/NAIK) (PB#36/Suppl.(Dec'2022)/ 2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	18,00	18,00	
			RRSK	19,82,00	..	

...2/-

(₹ in thousands)						
रेलवे Rlys	पत्रिका सं. PB No.	विवरण Particulars	आवंटन Allocation	स्वीकृत लागत Sanctioned Cost	आवंटन Outlay	टिप्पणी Remarks
ECR	869a	East Central Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl.(Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	
			RRSK	2,48,00	..	
ECOR	676a	East Coast Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl.(Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	
			RRSK	2,48,00	..	
NCR	830a	North Central Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl.(Dec'2022)/ 2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	
			RRSK	2,48,00	..	
NWR	433a	North Western Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl.(Dec'2022)/ 2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	
			RRSK	2,48,00	..	
SECR	530a	South East Central Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl.(Dec'2022)/ 2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	
			RRSK	2,48,00	..	
SWR	601a	South Western Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl.(Dec'2022)/ 2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	
			RRSK	2,48,00	..	
WCR	699a	West Central Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl.(Dec'2022)/ 2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	DF3	2,00	2,00	
			RRSK	2,48,00	..	

3. Accordingly, the work included in PB 2023-24 database as PB#1382 under Northern Railway may be treated as deleted.

(Puneet Meena)  
Jt Director, Finance (Budget)

सं.No.2023-B-106

नई दिल्ली New Delhi, दिनांक dated 25.4.2023

Copy to : the PFAs, CR, ER, NR, NER, NFR, SR, SCR, SER, WR, ECR, ECOR, NCR, NWR, SECR, SWR & WCR

59/-  
(Puneet Meena)  
Jt Director, Finance (Budget)

Copy to : PED(Trg&MPP), EDCE(G), EDF(X), DCE(G), DF(X), JD(Trg&MPP), R(X)II and TRG&MPP Branches, New Delhi.

Generated through "VerBS" / No.RB/Routine/0044

Annexure – 'E'

**भारत सरकार / GOVERNMENT OF INDIA**  
**रेल मंत्रालय / MINISTRY OF RAILWAYS**  
**रेलवे बोर्ड / RAILWAY BOARD**

No.2023-B-106

New Delhi, dated 12.06.2023

The General Managers,

Central Railway, Mumbai, Eastern Railway, Kolkata, Northern Railway, New Delhi, North Eastern Railway, Gorakhpur, Northeast Frontier Railway, Guwahati, Southern Railway, Chennai, South Central Railway, Secunderabad East Central Railway, Hajipur, East Coast Railway, Bhubaneswar, North Central Railway, Allahabad, North Western Railway, Jaipur, South East Central Railway, Bilaspur, South Western Railway, Hubli, West Central Railway, Jabalpur, South Eastern Railway, Kolkata and Western Railway, Mumbai

**Sub : Re-distribution of funds under Capital segment of  
Demand No. 85 - Ministry of Railways during the year 2023-24.**

Ministry of Railways (Railway Board) hereby authorise you to make the following re-distribution of funds under Capital segment of Demand No. 85 - Ministry of Railways during the year 2023-24.

(Rs. in thousands)

Rty	PH	PB No.	Description	Allocation	Voted		
					Current Outlay	Amount Redistributed	Outlay after Redistribution
CR	65	994	Byculla - Centralised hostel building at signalling & telecommunication workshop	RRSK	3,00,00	-50,00	2,50,00
CR	65	998a	Central Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
ER	65	716	Eastern Railway - Augmentation of training facilities (PB#1154/2018-19/NR)	RRSK	3,00,00	-50,00	2,50,00
ER	65	717a	Eastern Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
NR	65	1379	Northern Railway - Augmentation of training facilities (PB#1154/2018-19/NR)	RRSK	95,00	-50,00	45,00
NR	65	1382a	Northern Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
NE	65	547a	North Eastern Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
NE	65	548	Works costing below Rs.2.5 crore each	RRSK	6,00,00	-1,50,00	4,50,00
NF	65	674	Northeast Frontier Railway - Augmentation of training facilities (PB#1154/2018-19/NR)	RRSK	2,25,00	-50,00	1,75,00
NF	65	675a	Northeast Frontier Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
SR	65	1131a	Southern Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
SR	65	1132	Works costing below Rs.2.5 crore each	RRSK	1,30,00	-50,00	80,00

Rly	PH	PB No.	Description	Allocation	Current Outlay	Amount Redistributed	Outlay after Redistribution
					Voted		
SC	65	770a	South Central Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
SC	65	771	Works costing below Rs.2.5 crore each	RRSK	2,70,00	-50,00	2,20,00
SE	65	628a	South Eastern Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
WR	65	767	Vadodara (Railway Staff College) - Development of world class facilities	RRSK	5,00,00	-2,00,00	3,00,00
WR	65	769	Western Railway - Augmentation of training facilities (PB#1154/2018-19/NR)	RRSK	30,00,00	-6,50,00	23,50,00
WR	65	773b	Western Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (for DG/NAIR) (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+8,00,00	8,00,00
WR	65	773a	Western Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
ECR	65	868	East Central Railway - Augmentation of training facilities (PB#1154/2018-19/NR)	RRSK	2,20,00	-40,01	1,79,99
ECR	65	869a	East Central Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
ECR	65	870	Works costing below Rs.2.5 crore each	RRSK	10,00	-9,99	1
ECOR	65	676a	East Cost Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
ECOR	65	677	Works costing below Rs.2.5 crore each	RRSK	2,00,00	-50,00	1,50,00
NCR	65	829	North Central Railway - Augmentation of training facilities (PB#1154/2018-19/NR)	RRSK	3,00,00	-50,00	2,50,00
NCR	65	830a	North Central Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
NWR	65	432	North Western Railway - Augmentation of training facilities (PB#1154/2018-19/NR)	RRSK	1,50,00	-50,00	1,00,00
NWR	65	433a	North Western Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00

Rly	PH	PB No.	Description	Alloca-tion	Current	Amount	Outlay after
					Outlay	Redistributed	Redistribution
					Voted		
SECR	65	530a	South East Central Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
SWR	65	599	Bangalore (Supervisors' Training Centre) - Disaster management module	RRSK	2,50,00	-50,00	2,00,00
SWR	65	601a	South Western Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00
WCR	65	698	West Central Railway - Augmentation of training facilities (PB#1154/2018-19/NR)	RRSK	2,50,00	-50,00	2,00,00
WCR	65	699a	West Central Railway- Creation of Digitised Railway Learning Contents for iGOT mission Karmayogi Platform (PB#36/Suppl (Dec'2022)/2022-23) (through order No 155 of 2022-23 dt. 14.02.2023)	RRSK	..	+50,00	50,00

  
(K. S. Tiria)

Jt. Director Finance(Budget)

- Copy to : 1 The PFAs, Central, Eastern, Northern, North Eastern, Northeast Frontier, Southern, South Central, South Eastern, Western, East Central, East Coast, North Central, North Western, South East Central, South Western, West Central Railways.  
Directors of Audit, Central, Eastern, Northern, North Eastern, Northeast Frontier, Southern, South Central, South Eastern, Western, East Central, East Coast, North Central, North Western, South East Central, South Western, West Central Railways.
- 2 ADAL, Railways, New Delhi, Accounts-I Branch, Railway Board
- 3 PED/HR, PED/Staff, JDE(Trg), E(Trg) Br, Railway Board

Generated through 'VeRBS/ Redistribution Sr. No.3



Annexure – ‘F’

## Guidelines for Content Creation

### Checklist for uploading Courses on iGoT Karmayogi Platform

Category: Available e-content		
		REMARKS
<b>Resource Type</b>	PDF, MP4 (videos), MP3 (audio files), Flipbook	iGoT compatible
	Word, PPT	Convert to PDF/MP4
	SCORM 1.2 compliant	iGoT compatible
		index.html - No other Name (No special characters) All SCORM content need to be under Main Directory (no sub directory)
<b>Size limits</b>	PDF	< 400 MB; 375MB recommended
	MP4	
	MP3	
	Flipbook	
<b>Quality</b>	MP4 video resolution	Video resolution recommended will be 720p.
	MP4 video layout ~ 16:9	
<b>External links</b>	Youtube Links- use embed link <b>Note</b> that the link must be functional. <b>Recommendation:</b> Insert downloaded content to retain the content in case the video is removed from YouTube	
	Other links	can be added in description of module titled 'additional resources' or added as clickable links in PDF
<b>Title of course, module, resource</b>	Specify Minimum characters Point for tech team: space is also being treated as a character, meaning that a title can be accepted with space as characters	<p><b><u>Title</u></b> Min : 10 characters Max : 70 characters</p> <p><b><u>Subtitle</u></b> Min : 10 characters Max : 1000 characters</p> <p><b><u>MODULE</u></b></p> <p><b><u>Title</u></b> Min : 10 characters Max : 70 characters</p> <p><b><u>Summary</u></b> Min : 25 characters Max : 1000 characters</p>

		<p><b><u>RESOURCE</u></b></p> <p><b>Title</b> Min : 10 characters Max : 70 characters</p>
<b>Summary</b>	For Course overview and every module	<p><b><u>Summary</u></b> Min : 25 characters Max : 2000 characters</p>
<b>Description</b>	For course overview and every module	<p><b><u>Description</u></b> Min : No minimum character Max : 2000 characters</p>
<b>Thumbnail</b>	Customized unique image for course 16:9 aspect ratio	<p>1280x720 Image will be cropped to 16:9 aspect ratio JPEG, JPG, PNG</p>
	Image of the CBP provider 2:1 aspect ratio	<p>1280x720 Image will be cropped ito 1:1 ratio JPEG, JPG, PNG</p>
<b>Assessment</b>	Type: MCQs, Fill in the blanks, Match the following	<ol style="list-style-type: none"> <li>Minimum 2 questions are allowed.</li> <li>Maximum 7 options can be created.</li> </ol>
	End Assessment	
	Reflective quizzes (3-5)	

Annexure – ‘G’



---

## Content Framework & Quality Assurance

---

iGOT Karmayogi

## Table of Contents

---

List of Figures .....	1
Glossary.....	2
About the document.....	3
1 Introduction .....	4
2 Content Framework .....	6
2.1 Watch-Think-Do-Explore-Test (WTDET) Model .....	6
2.2 Diversity and Inclusion .....	10
2.3 Sustainable Development (SD) .....	12
2.4 Content Appropriateness & Copyright .....	13
3 Content Quality Assurance .....	14
3.1 Content Evaluation framework.....	15
3.1.1 Gate Criteria qualification.....	15
3.1.2 Quality Scorecard .....	15
3.2 Feedback from Learner .....	17
3.3 Course Quality process .....	18
4 Support for Content Creator .....	20
5 Content curation process.....	21
5.1 One-time process for first time content curation.....	21
5.2 Process for regular content creation .....	21
Annexure I: Gate Criteria - Mandatory Requirement .....	22
Annexure II: iGOT Karmayogi Course Quality .....	23
Annexure III: Diversity & Inclusion.....	26
Annexure IV: Sustainable Development .....	27
Annexure V: Learner Survey .....	29
Annexure VI: Behavioural Survey.....	30

List of Figures

---

Figure 1 Content Framework Model..... 7  
Figure 2 Content Categorisation ..... 7  
Figure 3 Elements for different content type ..... 8  
Figure 6 Benefits of WTDET model ..... 9  
Figure 7 Main Principles of W3C (P.O.U.R.) ..... 11  
Figure 9 The Proposed iGOT Quality Assurance Process ..... 18

DRAFT

## Glossary

---

ATI	Administrative Training Institute
CBP	Competency Based Product
CC	Content Curator
CTI	Central Training Institute
DoPT	Department of Personnel and Training
FAQ	Frequently Asked Question
FRAC	Framework of Roles, Accountability and Competencies
HTML	Hypertext Markup Language
iGOT	Integrated Government Online Training
MCQ	Multiple Choice Question
MDO	Ministry, Department and Organisation
NPS	Net Promoter Score
QA	Quality Assurance
W3C	World Wide Web Consortium
WTDET	Watch-Think-Do-Explore-Test



## About the document

---

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

It is a guide and toolkit 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, regard-less 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.

# 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 21<sup>st</sup> 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.

Creating and maintaining a repository this large and this critical cannot simply be left to a few ministries, departments or organisations (MDOs) in the government. Thus, a marketplace approach to content procurement and onboarding will be adopted to enable the creation of a self-sustaining ecosystem and drive the evolution of the digital backbone for learning. It will consistently and continuously offer a stream of content to iGOT Karmayogi, which will undergo iterative validation and improvement processes. As a content marketplace, iGOT Karmayogi will allow for content and service providers to compete for consumption, creating a natural evolution where content is enriched, deepened and widened. The marketplace will use multiple pricing models like freemium (i.e. a few modules or all are free, but certification is paid), pre-paid (enterprise-wide consumption rights are paid for), usage based (pay per use) etc.

While the goal is to enable a content marketplace, the content delivery mechanism cannot be a pure-play marketplace from day one. In the initial period, the platform will need high-quality seed content to bring in users onto the platform and create required levels of stickiness, which can be achieved only when the users see value. Considering the importance of a critical mass of high-quality content from its early inception stages, it may be worthwhile to adopt a strategy where content is either created internally or bought from external

providers while ensuring very strict quality control, and gradually easing the content onboarding requirements, eventually morphing into a full-fledged marketplace.

## 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 on the basis of 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 lifecycle

In order 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:

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 on the basis of

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.

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. **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
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, the following is required:

- Developing a content framework, that will provide the content creator with overall guidance on creating content for iGOT Karmayogi.
- Developing a quality assurance framework for the content to ensure minimum standards are met for any content being uploaded.

This document outlines the methodology which iGOT will adopt to ensure that **inclusive, high-quality, relevant, effective and engaging content** is uploaded as per competency requirements for the consumption of learners. The document covers the overall content framework to be followed in developing any course on the platform. It lists down the various aspects of the framework and intent behind including it as part of the framework. Followed by the framework, the document also documents the content validation process to ensure that the various elements of framework have been followed while uploading the content. This eases the content development process for content curator to ensure a high level engaging content is only uploaded on platform and avoid multiple re-works.

## 2 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:
    - o Catching the reader's attention with a relevant and inviting headline;
    - o Breaking content into byte-sized learning modules which are ideally not more than 10 minutes long;
    - o Using animations, images and eye-catching formatting to make content attractive;
    - o Deconstructing research and content into a naturally flowing, cohesive story; and
    - o 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.

### 2.1 Watch-Think-Do-Explore-Test (WTDET) Model

Based on global transformative practices, iGOT Karmayogi will be adopting the Watch-Think-Do-Explore-Test model<sup>1</sup>. Figure 1 below outlines the model, followed by a detailed discussion of its various components.

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.

---

<sup>1</sup> We are grateful for the Wadhvani Foundation for their assistance in the development of this model.

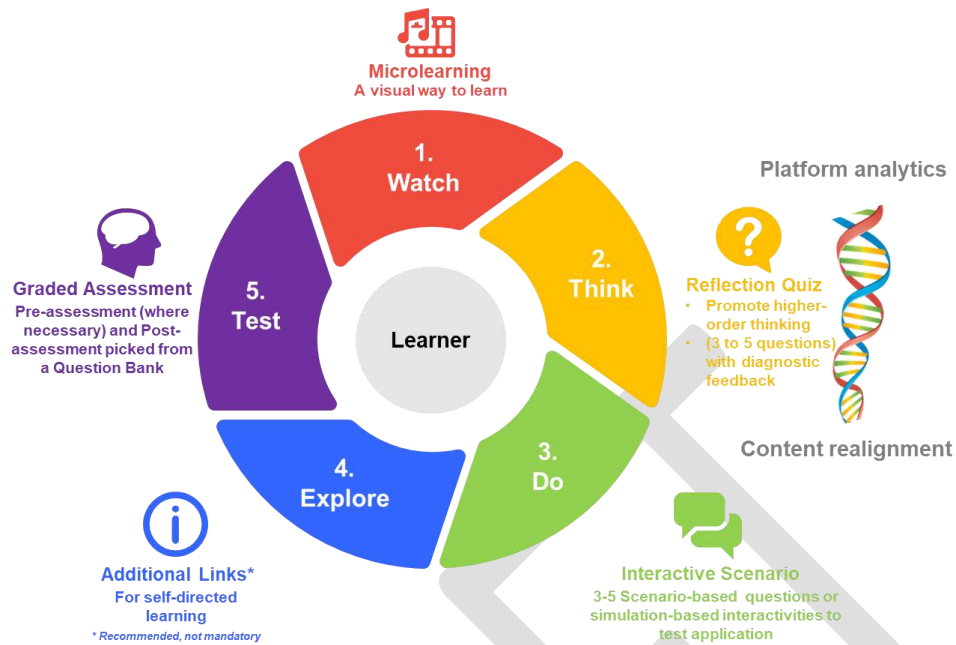






Figure 1 Content Framework Model

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

All 'content' may be categorised into one of the four types: concept based, process based, procedure based, and guideline based (see Figure 2 below):

 <b>Concept based</b>	 <b>Process based</b>	 <b>Procedure based</b>	 <b>Guideline based</b>
<ul style="list-style-type: none"> <li>▶ Discusses existing knowledge or ideas</li> <li>▶ Used where knowledge related to a particular concept/subject needs to be imparted to the learner</li> <li>▶ E.g. Social distancing, Artificial Intelligence, History lessons etc.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describes how a process/system functions</li> <li>▶ E.g. Sample collection for testing, Manufacturing process etc.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Discusses sequence of steps to solve a problem or accomplish a task</li> <li>▶ E.g. PPE donning &amp; doffing</li> </ul>	<ul style="list-style-type: none"> <li>▶ Discusses rules that guide actions or protocol</li> <li>▶ Typically used if standard operating procedure as per guideline needs to be followed</li> <li>▶ E.g. Quarantine</li> </ul>

Decision to classify the course / program will rest on the predominant content type

Figure 2 Content Categorisation

Based on the type of content, predominant elements have also been suggested (see Figure 3). 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.

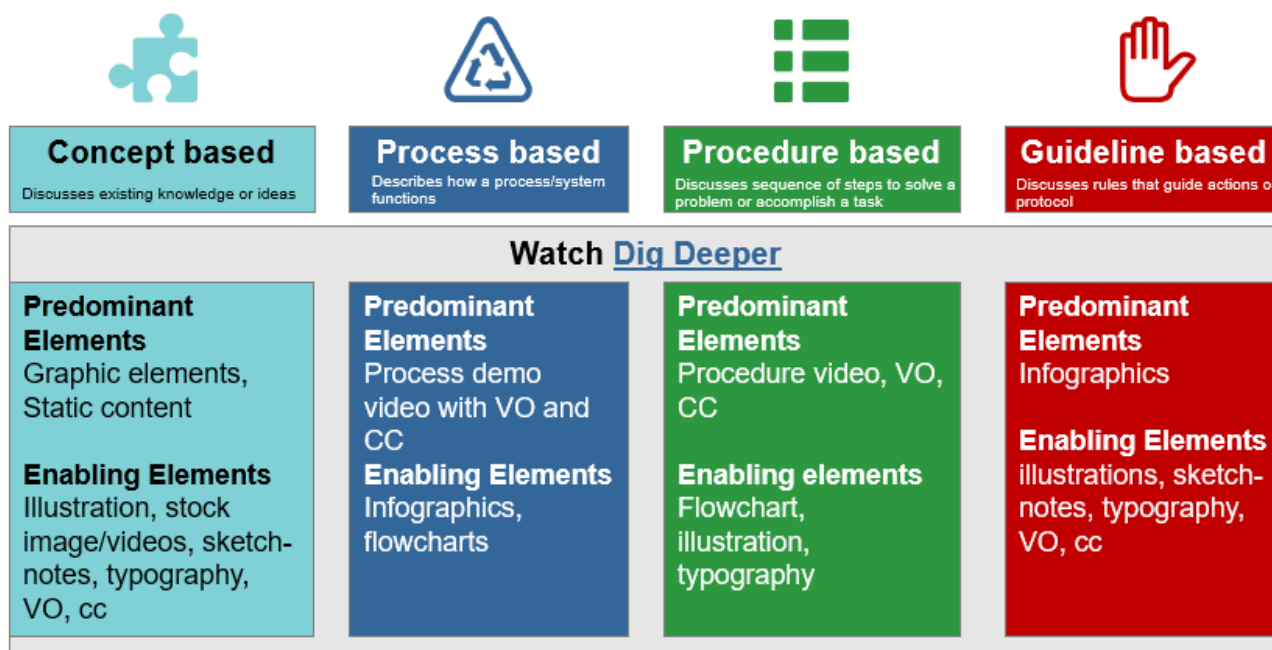


Figure 3 Elements for different content type

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.
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.
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:
  - a. Readily available and easily accessible to learners after they have completed the course.
  - b. Familiarise learners with other easily available resources that can be referred to at any point in time.
  - c. 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. **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.

**Recommendations and/or exceptions:**

- All courses should follow the WTDET methodology
- Every learning lesson/module should have WTDE components ideally in the same sequence and at the end of course, it should have the T(Test) component
- In most cases, a module could have multiple 'Watch' and 'Think' resources depending on the type of topic/subject/content, which is fine.
- In some cases, depending on the topic or subject of a course, it may not be feasible for

content providers to create resources for all aspects of the model, in which case exceptions can be made. 'Watch' and 'Test' will remain mandatory but either of 'Think' and 'Do' may be forgone. However, in every such exceptional case, the course provider must provide a reasonable justification for doing so.

- All content should have consistency with design guidelines, style sheets and branding guidelines, which should be set by the relevant MDOs
- Ensure each learning module specifies the learning objective(s) addressed in that module
- Clearly align tasks and assessments to learning objectives, enabling adequate measurement of achievement
- Ensure the learning activity is reviewed by various stakeholders, such as SMEs and test learners; incorporate any recommended changes before uploading the course on iGOT

**Benefits of the proposed framework**

As shown in Figure 6 below, 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).



Figure 4 Benefits of WTDET model



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?

### 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?

Overall, the WTDET model with a human-centred approach, will allow content creators to deliver courses that are transformative, of high quality, and inculcate in them the attitudes, knowledge and skills they require to succeed.

## 2.2 Diversity and Inclusion

Whether designing a product, intervention, or content, embedding the concepts of diversity and inclusion, alongside sustainable development, should be of utmost importance. Rather than paying lip-service to these key concepts, they must be integrated within the content on iGOT.

Inclusive content is two-fold:

1. It anticipates the varied needs of learners and aims to ensure that all learners have equal access to the content i.e. it takes into account the diversity of learners (including learners with disabilities, learners whose native language is not English, learners with technical issues such as low bandwidth internet or no access to audio, etc.); and
2. The content itself is inclusive (i.e. gender-, religion-, and caste-neutral), and does not harm the sentiments of any group.

### Diversity of learners: people with disabilities

As a platform, iGOT expects the content developed to be accessible to everyone, regardless of any limitation they may have. Web accessibility means ensuring that websites, online content, applications, and platforms are usable for people of all abilities. It can benefit all users, making it easier for them to navigate and interact with online content.

Web accessibility becomes especially important for learners with disabilities. Disabilities can be visual, auditory, physical, speech-related, cognitive, learning, or neurological. While it is easy to imagine how certain disabilities affect accessibility – for example, someone with a visual impediment may require a voiceover for static content – others are less obvious and still require accommodation. For example, a learner who is colour-blind will require content designers to take into consideration various colour combinations.

Standards play an important role in the development of accessible eLearning. The primary accessibility standards are the Worldwide Web Consortium's (W3C) [Web Content Accessibility Guidelines \(WCAG 2.0\)](#). According to W3C, four main principles, P.O.U.R., needs to be followed



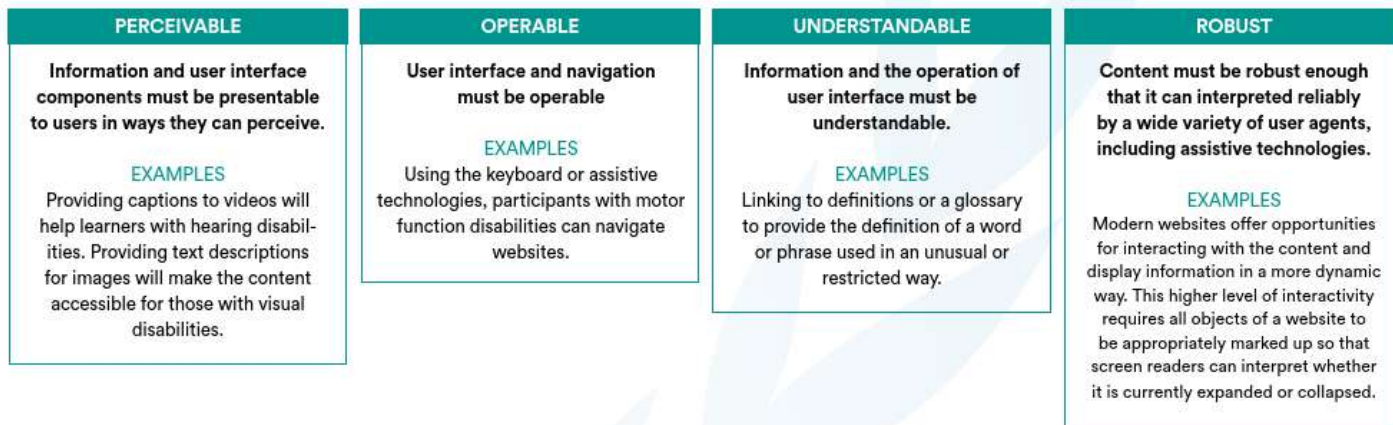


Figure 5 Main Principles of W3C (P.O.U.R.)<sup>2</sup>

“Training for All” is the vision for iGOT Karmayogi. In pursuance of this vision, iGOT strives to achieve the abovementioned accessibility standards, and make both its platform and content accessible to all learners. Although many of the above-mentioned points are more relevant to the platform-developing team, content creators are also required to look through and adhere to the accessibility guidelines put forward by W3C. All content needs to be evaluated on the following parameters to check for web accessibility:

- 1. Usage of Colours:** When creating content, appropriate colour combinations are essential to ensure that all learners can see the content easily. Because red-green colour blindness is the most common, designers should avoid using red and green together. If it is necessary for a visual to be red and green, designers should use a lighter green and darker red to help colour-blind learners distinguish between the two colours.
- 2. Accessible documents:** Record audio narrations for all online training content that is text heavy. Learners who are visually impaired can listen to the key takeaways instead of reading along. When using images and tables, use descriptive text or alt text – embed this in the document containing the image or table. Use PDFs that have been saved as searchable text, not images. It is recommended to use built-in tools such as headings, lists and styles to organize the content following a logical order and to make

it easier for screen readers to read your documents

- 3. Fonts:** Font size is important. Bigger is better. Keep your text large, a minimum of 12-point size depending on the font style. Keep a track of the fonts being used. For instance, using the Sans-family fonts is recommended to make the text readable for those with dyslexia (Please refer to W3C for appropriate fonts that should be used). When emphasising text, try to avoid using italics. This distorts the letter and throws off patterns, making things harder to read. When you need to add emphasis to a section, try using a bold font instead. Also, it is recommended to avoid blinking or moving text
- 4. Language:** A diverse range of learners also means learners who speak a multitude of languages – learners whose native language may not be the language of the content uploaded. In the best-case scenario, all content and material should be published in all official languages as laid out in the Constitution of India. If, however, this is not possible, then English subtitles should be provided (if the video itself is not in English). Use spell checker to ensure grammar and spellings are correct.
- 5. Hyperlinks:** Avoid hyperlinks wherever possible, instead use buttons for ease of

<sup>2</sup> Online Learning Framework by United Nations

users. When used, hyperlinks and buttons should be named according to content they are linking to. Avoid using links such as “Click here”, “Know more” etc.

6. **Multimedia:** Multimedia in form of audio and video files are important components of e-learning. Any multimedia used as part of e-learning should have an accompanied transcript that may also be downloadable. Provide “alt text” when graphical elements (photos, infographics, charts, etc.) convey key information. Drop-down menus can be difficult, if not impossible, to navigate for users with mobility impairments, so it is recommended to avoid using them. While eLearning interactivity is a great way to engage your learners, you should try to avoid complex interactions when developing accessible eLearning material. Learners with poor motor skills may not appreciate, for instance, intense drag-and-drop interactions. Interactive elements should be designed as simply as possible.
7. **Navigation:** It is essential that all content can be read by screen reader. Use semantic HTML code to make it easy for screen readers to understand. Semantic HTML or semantic markup requires using appropriate and correct HTML elements and tagging to identify content and enforce hierarchy. (e.g. headings <h1>, <h2>, button <button>, numbered lists or ordered lists <ol>, bulleted lists or unordered lists <ul>, etc).<sup>3</sup> Include “Skip Navigation” and “Back to Top” links as they are commands often used by learners with visual impairment

#### Inclusive content

Other than considering the diversity of learners, the content uploaded itself must be inclusive. The issue of how to represent gender, religion, and caste in content to be uploaded on the platform is an important consideration as it will reflect the overall culture and values of the government. It is therefore essential that the content developed is inclusive, free of bias, and gender-, religion- and caste-neutral.

---

<sup>3</sup> Online learning framework by United Nations

Portraying a greater percentage of women in eLearning, though, is not the wholesome solution of authentic gender representation. It’s also worth asking some tough questions about *how* women are portrayed. Are women being portrayed in only supporting roles, or needing help, while men are in positions of authority and/or providing expertise. It is not only about having characters who are female but also the role that they are playing in the learning. So, what do we do while developing the e-learning content? Some of the approaches that are widely used across industry are listed below:

- If it is felt e-learning content will reveal biases one way or another, remove gender from the design of characters altogether
- Write characters in authentic situations, name them only with an initial, and then once the storyboards are complete, use a random name generator to decide which ones are male, female or transgender
- Use gender neutral pronouns (they/them)

It is important to not only look at the gender specific semantics being used within the course but also to look the content of the course itself from a gender lens. Any course being developed from a gender lens can be subdivided into following category<sup>4</sup>:

- a. **Gender Unintentional:** Content devised do not recognise impact of gender on the problem being addressed through the course. It does not integrate a gender lens in the proposed approach, or target gender gaps.
- b. **Gender Intentional:** Course itself is designed in a way to reduce gender gaps
- c. **Gender Transformative:** Course is designed to transform gender power relations and/or reduce gender gaps in agency over resources.

#### 2.3 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

---

<sup>4</sup> <https://www.gatesgenderequalitytoolbox.org/wp-content/uploads/BMGF-Gender-Guide.pdf>

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.<sup>5</sup>

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

## 2.4 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:

- Content does not contain Hate speech, abuse, violence and profanity
- There is no sexual content, nudity or vulgarity in the course being developed
- There is no defamation of any institution or individual as part of the course
- Is appropriate for all users on the platform and do not hurt sentiments of any caste, religion or gender
- Content has ensured that all maps, borders and historical figures have been appropriately & accurately represented

- All content providers must provide an undertaking for all the course being uploaded that they have adhered to these content appropriateness guidelines

### 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
  - Turnitin
  - Scribbr Plagiarism Checker
  - Copyleaks

It is essential for the all content creator to follow the salient features listed down as content framework. This will ensure that the overall quality of content being developed meets the high standards being sought by iGOT. Following the guidelines will ultimately help the learning content in improving the competency of its learner and a higher impact score for both the content and CBP providers. Subsequent section will detail out the toolkit to measure the content being developed on the various parameters identified and help the content creator and reviewer in taking decision to onboard a course on iGOT.

---

<sup>5</sup> UNESCO: Education for sustainable development

### 3 Content Quality Assurance

---

The quality assurance (QA) of materials on online learning platforms aimed at large, distributed audiences remain a concern; the process is no different for iGOT. In its future state, iGOT will leverage the services of numerous vendors in developing competency-based products (CBP) across a variety of disciplines.

In addition to prescribing a standardised model for content creation, it is incumbent upon the iGOT to also prescribe a QA framework to maintain high courseware standards.

The proposed iGOT QA framework is benchmarked against renowned quality assurance programs for online courseware that have come to be regarded as the industry gold-standard in courseware evaluation.

Three of these programs include:

- [Quality Matters](#) Rubric Standards
- Rubric for Online Instruction from [California State University Chico](#)
- [Online Learning Consortium](#)'s Five Pillars of Quality Framework

**Quality Matters'** Continuing and Professional Ed Rubric Standards are tailored to assist in the design and evaluation of instructor-led, mentored, or self-managed online and blended courses that have

pass/fail, skills-based or other completion/certification criteria, but do not carry academic credit. These are a set of eight General Standards and 43 Specific Review Standards used to evaluate and aid the design of online and blended courses that have pass/fail, skills-based or other completion or certification criteria.

**California State University Chico's** Rubric for Online Instruction represents a systematic and developmental process for online course design and helps to evaluate the design of a fully online or blended course. The rubric was designed to answer the question, "*What does high-quality online instruction look like?*" and can be applied to any course that has online and hybrid elements.

**Online Learning Consortium's** Five Pillars of Quality Framework, which is always a work in progress, intends to help institutions identify goals and measure progress towards them. It tracks five inter-related areas as a measure of the quality of online courseware:

- i. Learning effectiveness
- ii. Access
- iii. Scale
- iv. Faculty satisfaction
- v. Student satisfaction

## 3.1 Content Evaluation framework

The iGOT Quality Assurance Process is based on the content framework explained in earlier section. To make the process easier for content creator and reviewers, an online course along with tool-kit has been designed that will involve the use of the following instruments at different points in the evaluation journey:

### 3.1.1 Gate Criteria qualification

This consist of mandatory requirements to be fulfilled by any course that needs to be onboarded on the platform. It consists of the following two sections:

- a. **Content Appropriateness** – It checks for the content to meet basic appropriateness guidelines. In total there are 6 criteria which needs to be followed by content provider and provide a self-certification. In case any of the criteria is not met the content should be re-worked. A signed self-certification needs to be submitted by the content provider. The six mandatory criteria are listed below. Annexure I provide the self-certification format for all content providers:

- Content does not contain hate speech, abuse, violence and profanity
- There is no sexual content, nudity or vulgarity in the course being developed
- There is no defamation of any institution or individual as part of the course
- Is appropriate for all users on the platform and do not hurt sentiments of any caste, religion or gender
- Content has ensured that all maps, borders and historical figures have been appropriately & accurately represented

In case it is found out that a content provider has not adhered to content appropriateness, in spite of submitting the declaration and uploading content on platform, appropriate action may be taken (including blacklisting of the content provider)

- b. **Plagiarism** – All content providers need to provide a certificate of originality of the content being developed, so that there is no

issue of plagiarism and copyright. iGOT recommends the use of following websites to procure a certificate for plagiarism. In case any other software/website is used, please take a prior approval from DoPT/iGOT SPV

- i. Turnitin
- ii. Scribbr Plagiarism Checker
- iii. Copyleaks

Once any course clears these gate criteria, they may be evaluated on iGOT Quality scorecard.

Content creators will be required to submit a self-declaration that they have followed all the gate criteria listed down. A sample of self-certification can be seen in Annexure I

### 3.1.2 Quality Scorecard

Once any content passes the gate criteria, it will be evaluated for quality through a comprehensive scorecard. The scorecard is split across following **six categories**:

- **Instructional Methods** – determine how effectively the stated competencies and skills are acquired.
- **Assessment Design** – Good assessment design includes testing target competencies and skills readiness.
- **Competency and Skills** – The course helps learners achieve the stated competency and skill acquisition goals.
- **Learner Engagement** – These include techniques (such as real-life examples) to deepen learner engagement with the learning material.
- **Learner Support** – Resources included with the course to extend learning and enhance the asynchronous learning experience.
- **Diversity & Inclusion** – This is a separate rubric that will evaluate the course to be compliant to W3C's Web Content Accessibility Guidelines (WCAG) 2.0 to make it accessible for users with disability. Along with it, the course should cater to diversity (gender, race, caste etc.). The passing criteria for Diversity & Inclusion is higher than other categories as this form one of the key pillars of the overall culture being inculcated with the government

The detailed questionnaire is provided in Annexure II & Annexure III. While Sustainability questionnaire (Annexure IV) is not a part of overall course quality framework, it is highly recommendable that every course reviewer should evaluate the course from a sustainability lens using the questionnaire and ensure that the content meets all the criteria mentioned.

Each of the six categories in the Quality Scorecard has been attributed **Weightages** based on their importance in the learner’s **‘learning journey’** with focus on building competencies, along with the content creator’s capability to design the course targeting the competencies. The weighted average approach is adopted to emphasise that some categories contribute more than other in determining the quality of a ‘Good Course Design’, instead of, each category contributing equally to the final average score.

To emphasise further a **‘Minimum Score’** has been determined to be achieved by the course creator in each category. This Minimum Score is to ensure that each course need to follow a minimal acceptable limit within each of the category.

The following ‘Weightages’ and ‘Minimum Score’ has been proposed to be assigned to the six (6) categories:

<b>Categories</b>	<b>WEIGHTAGE</b>	<b>MINIMUM SCORE</b>
Instructional Method	25%	50%
Assessment Design	20%	50%
Competency and Skills	20%	50%
Diversity & Inclusion	15%	60%
Learner Engagement	15%	50%
Learner Support	5%	50%

CCs while ‘self-evaluation’ and Expert Reviewers during ‘Review’, will be scoring on a Four (4) point scale of Strongly Disagree (0), Disagree (1), Agree (3) and Strongly Agree (5). The ‘weighted average’ of the ‘total score’ achieved will be seen as ‘percentage’ of the ‘maximum score’ that can be attained. This will determine the ‘Composite Score’ for the course. The ‘Composite Score’

will be evaluated against the ‘Minimum Qualifier’. The ‘Minimum Qualifier’ for a course to qualify to ‘Go-Live’ on iGOT has been determined as **70%**. This proposed methodology will enable the system to identify the good courses along with highlighting the categories wherein the content creator performed well and vice versa. This will help in providing necessary feedback to the content creator to work on improvement areas, in case, they fail to achieve the Minimum Qualifier.

Based on the scoring pattern, the CC will be graded based on the following rate card. However, if the course does not meet the minimum proposed score for any of the category then it will be graded as “iGOT Toddler”:



Grades	Average Composite Score	Colour Band	Definition
iGOT Toddler	Below 60	Red	Needs a lot of improvement to meet the 'Qualified' standard
iGOT Friendly	60 to 70	Orange	Needs a little improvement to meet the 'Qualified' standard
iGOT Qualified	70 and above	Green	Met the minimum score of 70
<b>iGOT Qualified courses may be star rated depending on their average composite score as below:</b>			
iGOT *	70 to 80	Green	
iGOT **	81 to 89	Green	
iGOT ***	90 to 95	Green	
iGOT ****	Above 95	Green	
iGOT *****	100	Green	

### 3.2 Feedback from Learner

**The Learner Survey** – This is an evaluation instrument administered to learners at course/program completion, which includes a Net Promoter Score (NPS) question. The Learner Survey includes a 4-point Likert scale question at the category level from the iGOT Quality Scorecard.

The survey also includes a Net Promoter Score (NPS) question. NPS is a proven metric that provides core measurement for customer experience (learner experience, in the case of iGOT) programs around the world.

In addition to the Category and NPS questions, there are two qualitative questions on what the course/program does well and where improvements are needed.

The **Behavioural Survey** – This is a short questionnaire administered to learners and/or their supervisors at the end of 6 months of completing a

program or course to gauge the extent of competency growth.

#### **Trust Score**

The **Trust Score** is a tiering system for content creator/provider and is the variance between content creator/provider self-rating and Learner score. Learner score will be achieved through an aggregation of the score by the learners through the learner survey along with performance metrics of the score on iGOT (as in completion rate, passing rate, etc). This will help to determine if the Course is effective with emphasis on how the learners have scored the course vis-à-vis the content creator/provider.

Each component of scores provided by User/Learner through Learner Survey, NPS and the consolidated score of performance metrics will be scored on a 3-point scale defined in bands of High (Above 70%), Average (50-70%) and Low (Below 50%). The score so obtained will be normalised to a percentage to obtain consolidated user score (CUS). The CUS will be used

to check for variance of the CCs Self Evaluation/Expert Review score obtained before going live on iGOT. The variance between these two scores will be tracked for "TRUST Score" based on the following banding:

<b>HIGH TRUST Score</b>	Variance <5%
<b>AVERAGE TRUST Score</b>	Variance >5%<10%
<b>LOW TRUST Score</b>	Variance more than 10%

Each content provider will start with a trust score of 100, based on category of trust score for each course being uploaded the total score for content creator/provider will increase decrease or remain constant as below:

- In case of course getting High trust score, increase cumulative trust score by 5 points for CC

- In case of course getting Average trust score, make no change to cumulative trust score for CC
- In case of course getting Low trust score, decrease cumulative trust score by 5 points

The trust score would need to be evaluated on continuous basis and appropriate intervention taken as per below condition:

- If trust score falls below 85 or a cumulative of 3 Low Trust score for courses uploaded by a content creator/provider is reached – a discussion between content creator and content PMU team needs to take place to deep dive into problem areas and develop an overall improvement plan
- If the trust score for any content provider falls below 70 or a cumulative of 8 Low Trust score for courses uploaded is reached – the contract for content creator should be re-evaluated

### 3.3 Course Quality process

The following is a diagrammatic representation of how the iGOT Quality Assurance Process will work.

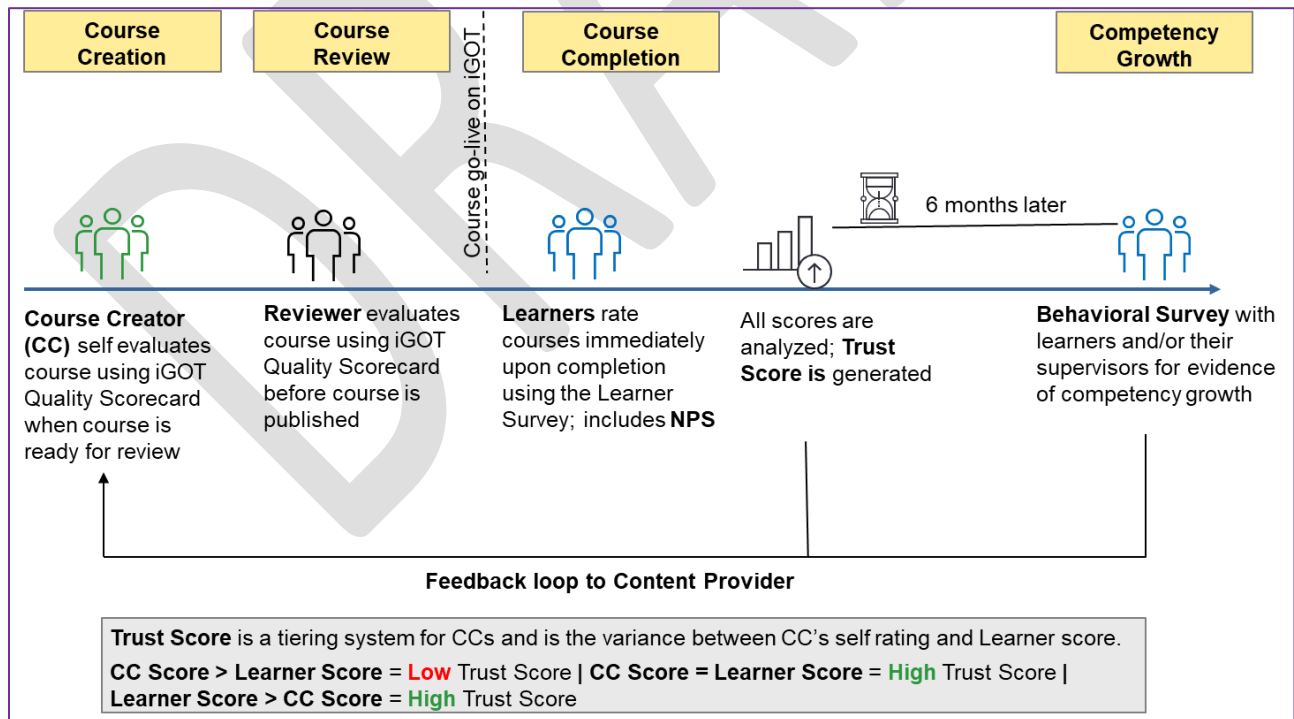


Figure 6 The Proposed iGOT Quality Assurance Process



Here is a look at some of the proposed rules that govern the functioning of the iGOT Quality Assurance Process:

- The set passing threshold for both CC evaluation as well as Reviewer is 70%.
- For a course to go live on iGOT, Reviewer score must be equal to or higher than 70%.
- If Reviewer score is below 70%, the course will **NOT** go live on iGOT.
- The **Learner Survey** will contain evaluation of categories from the iGOT Quality Scorecard as well as the Net Promoter Score (NPS) question and qualitative feedback.
- Key platform metrics, such as completion, popularity (Shares, Likes), etc., will be reported along with Learner scores.
- **Trust Scores** for the CC will be based on the variance between CC's self rating and the Learner score.
  - ✓ CC Score > Learner Score = Low Trust Score
  - ✓ CC Score = Learner Score = High Trust Score
  - ✓ Learner Score > CC Score = High Trust Score
- The score from the **Behavioral Survey** will also add to (or subtract from as the case may be) the Trust Score for the CC

- If the Trust score for a CC falls below 70% then they should be re-evaluated

This **proposed methodology considers the input from several meetings** with the iGOT Steering Committee as well as global agencies with deep expertise in the areas of **Human centred design** and courseware design and development. The following are a few of the notable recommendations that the proposed methodology includes:

- For scale, CPs must rate their offerings according to a standardised prescribed model.
- Users must have a say in the course effectiveness ratings.
- The ratings must fulfil a larger purpose, e.g. fuel the continuous improvement of courseware quality and inculcation of Human-Centred Design thinking in the CP community.
- There should be a provision for tracking competency growth among users as a result of completing courses / programs on iGOT

## 4 Support for Content Creator

---

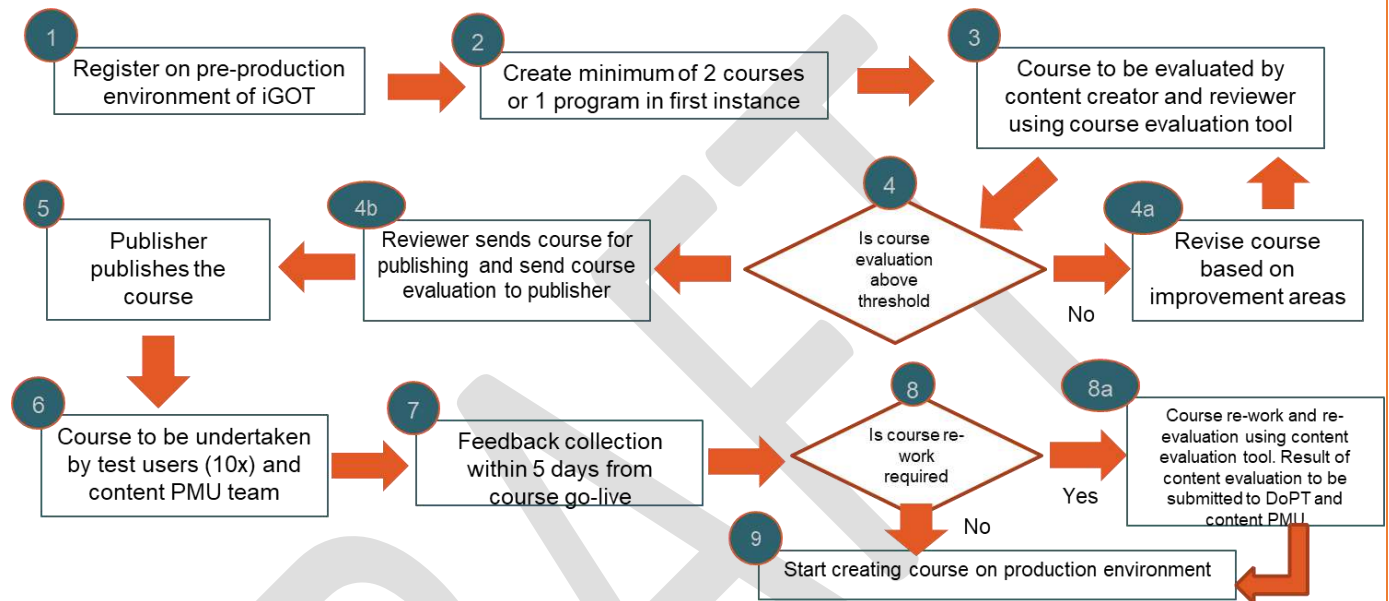
It is essential that content creator be provided with the right set of support on the platform to help them curate content as per the framework laid out and help them succeed in designing a high-quality content on the platform. Some of the suggested mechanism to be put in place are listed down below:

- Recommended on-line learning for all content curator on the content framework proposed (WTDE-T) and human centred design. These online courses should be made available on iGOT platform and may be completed by the curator before the start creating course
- On-line learning resource on usage of iGOT which explains the various features and their usage to content creator
- Detailed feedback to be incorporated by reviewer in case a course is rejected by reviewer due to threshold level not being cleared
- Feedback session with content team of iGOT SPV with the content provider in-case three consecutive courses record low trust score
- Annual seminar/workshop with all content creator, technology experts of iGOT, Subject Matter Experts, Content team from SPV and DoPT representatives
- Content guidelines to be developed and given to all content creator at the time of on-boarding. Guideline should provide the must-do, style guide etc. for the content creator

## 5 Content curation process

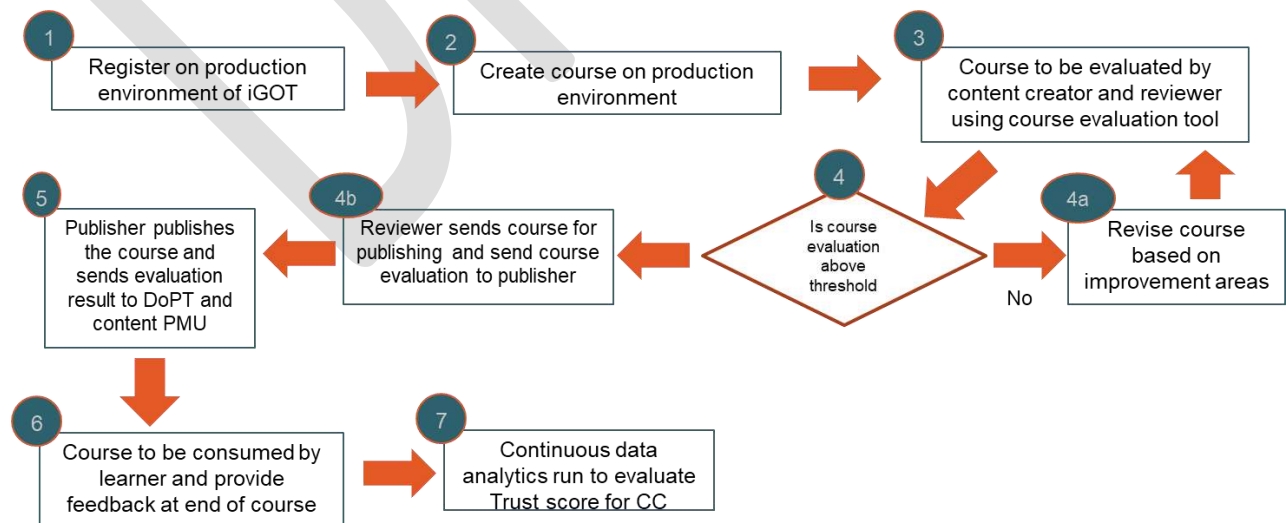
### 5.1 One-time process for first time content curation

For the first time content creator it is essential that they become used to the platform and the overall content creation process before starting to publish courses for the end user. Hence it is proposed to practice onboarding of minimum of 2 courses on pre-production environment before starting to curate courses on production environment. Below diagram showcases the steps to be followed by content curator for first time curation:



### 5.2 Process for regular content creation

To make sure that the highest quality content is being uploaded on the platform. All content curator needs to follow the content curation guideline. To ensure the same, following steps are supposed to be followed by the content curation department/ministry/institute



## Annexure I: Gate Criteria - Mandatory Requirement

I, <Name of authorised individual representing the CBP Provider>, have registered with the Competency Building Commission (CBC), and completed the Uploading Content on iGOT course. Thus, I hereby certify that <CBP name> fulfils the following criteria, as espoused in the Content Guidelines for iGOT Karmayogi.

Sl. No.	Criteria	Response
1	Content does not contain hate speech, abuse, violence and profanity.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2	There is no sexual content, nudity or vulgarity in the course being developed.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	There is no defamation of any institution or individual as part of the course.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4	Content is appropriate for all users on the platform and do not hurt sentiments of any race, caste, religion or gender.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5	All maps, borders and historical figures have been appropriately and accurately represented. (this should have a Not Applicable option as well)	<input type="checkbox"/> Yes <input type="checkbox"/> No
6	Content does not contain any copyright violation.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7	Content is devoid of plagiarism and a plagiarism certificate is attached with this documentation.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8	All sources – online or printed materials – have been duly credited. A list of references is maintained at the end of each module.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9	The course is tagged to one or more competencies that it addresses.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Name of Authorised Signatory:

Designation with Institution Name:

## Annexure II: iGOT Karmayogi Course Quality

Instructional Methods: Instructional methods determine how effectively the stated competencies are acquired.

Sl. No.	Statement	Option
1	A clear learning pathway is defined, and learners are able to track their journey (E.g. a menu of topics and subtopics indicates what the learner has finished and how much is remaining within the course).	<input type="checkbox"/> Yes <input type="checkbox"/> No
2	Each learning session (module) contains at-least one 'Watch' element as defined in the WTDET content framework.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	Each learning session (module) contains at-least one 'Think' element as defined in the WTDET content framework.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4	Each learning session (module) contains at-least one 'Do' element as defined in the WTDET content framework.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5	Each learning session (module) contains at-least one 'Explore' element as defined in the WTDET content framework.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6	The course introduction is included as part of the course and states the learning objective and intended audience at the beginning of the course	<input type="checkbox"/> Yes <input type="checkbox"/> No
7	Module-level learning objectives are stated clearly and align with the overall course goals.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8	The course employs a variety of multimedia tools as necessary, appropriate to the content and target group.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9	There are practice reinforcement questions after approximately every 7 screens.	<input type="checkbox"/> Yes <input type="checkbox"/> No
10	All practice activities (Think elements) provide diagnostic feedback. i.e. In case a user attempts the question incorrectly/correctly, it provides them with a descriptive feedback	<input type="checkbox"/> Yes <input type="checkbox"/> No
11	There is at least one active learning activity, such as online discussion/ debate, group project, synchronous online meeting, case study or a learning game per CBP.	<input type="checkbox"/> Yes <input type="checkbox"/> No
12	The language used in the course is understandable by the target audience.	<input type="checkbox"/> Yes <input type="checkbox"/> No
13	Learners are given examples of and asked to explore practical applications of the course in their setting.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Assessment Design: Good assessment design includes testing readiness of target competencies.

Sl. No.	Statement	Option
1	The course features a post-assessment with clear instructions on evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2	Passing criteria is clearly stated for the assessment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	The learning activities and assessment are consistent with learning outcome	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	Answer options for multiple choice questions, or distractors, are realistic, i.e. learners cannot guess the correct answer by easily eliminating incorrect ones. There should be only one correct answer to MCQs, and that explanations are provided for each right and wrong answer.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4	The assessment uses understandable language and terms.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5	Case studies and case-oriented assessment questions are based on real-life situations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6	The assessment uses more than one format of questions.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7	The course avoids True/False questions.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8	The assessment avoids "All of the above" and/or "None of the above" answers. <i>(They call attention to themselves and are often correct!)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No

Competency: The course helps learners achieve the stated competency goals.

Sl. No.	Statement	Option
1	Target competencies are clearly stated at the beginning of the course.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2	All target competencies are clearly tested at the end of the course to demonstrate progression.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	Target competencies have been covered in the course using real-life scenarios.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Learner Engagement: These include techniques to deepen learner engagement with the learning material.

Sl. No.	Statement	Option
1	Resources are byte sized (6-10 minutes long).	<input type="checkbox"/> Yes <input type="checkbox"/> No
2	The technical quality of all media is good, i.e. videos and audios play with no distortion.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	Reading content (e.g. PDF, slides) is designed for on-the-go consumption and contains visual summaries, infographics and other similar techniques.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4	The voice over accent is one that can be easily understood by the target audience.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5	Web links used in the course are relevant and functional.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6	The voice used is not machine simulated and robotic. (Please make this a separate point)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Learner Support: Resources included with the course extend learning and enhance the asynchronous learning experience.

Sl. No.	Statement	Option
1	Learners are able to download courses and complete in offline mode (e.g. Course avoids using YouTube links/ external to videos).	<input type="checkbox"/> Yes <input type="checkbox"/> No
2	Learners have access to additional resources that enrich the course content.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	Learners have access to troubleshooting resource(s) and contact details.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4	The course features navigational help.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5	The course contains a list of abbreviations used and a glossary of terms as part of each module.	<input type="checkbox"/> Yes <input type="checkbox"/> No

## Annexure III: Diversity & Inclusion

Diversity & Inclusion: The course uses language and media elements that are inclusive and feature diversity in gender, race and religion. The course is accessible to differently abled learners.

Sl. No.	Statement	Option
1	All graphical elements (image, graphics, shapes, charts etc.) used in the course include descriptive 'alt tags' that screen readers read out in descriptions.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2	Videos feature closed captions and transcripts.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3	Hyperlinks in the course connect to the correct location and all of them are descriptively titled (not using phrases as "Click here"), underlined, and a different colour.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4	Course provides alternative activities to replace drag-and-drop ones by using a matching activity with typing the correct number or letter.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5	Course uses appropriate font size and type, which is adjustable and conforms to all the required standards. (Please refer to document for standards).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6	The course uses both colour and symbols to convey messages or visual notifications.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
7	The course uses patterns and textures as opposed to only contrasting colours for elements that require emphasis.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8	Colour schemes used are colour-blind-friendly (Please see W3C standards) and contrast is used in choosing colour combinations.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9	PDFs are saved as searchable text not images.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
10	Audio narration is available for static content.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<b>Diversity</b>		
11	The course features diversity in gender	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
12	The course/content does not showcase disparity or discrimination among genders (male, female, third gender). The course is gender intentional/ gender transformative <sup>6</sup>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
13	The course uses language that is gender inclusive, e.g. use of 'they' in favour of 'he' (with appropriate change to sentence structures).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<b>Culture Diversity &amp; Tolerance</b>		
14	Courses developed are multilingual and available in multiple official languages.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

<sup>6</sup> <https://www.gatesgenderequalitytoolbox.org/wp-content/uploads/BMGF-Gender-Guide.pdf>



15	Human characters used in the course belong to the context that is being portrayed, e.g. use of Indian characters in Indian contexts and situations and use of international characters where the situation demands.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
----	---	---

## Annexure IV: Sustainable Development

This section will be part of the initial completed checklist from Content Providers, and not a measure of course quality.

Sl. No.	Statement	Option
<b>Environmental Sustainability</b>		
1	The course portrays conservation of the integrity of ecosystems and biodiversity, promotes sustainable management and use of natural resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2	The course addresses the risk of climate change impact and disasters, integrates climate change adaptation considerations and does not exacerbate vulnerability of communities to climate change impacts or disaster risks.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
3	The course does not promote practices related to increased pollution, use of unsound chemicals, improper waste management, especially with respect to plastic waste, hazardous wastes, organic & ozone depleting pollutants.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<b>Sustainable consumption and production</b>		
4	The course promotes sustainable and efficient use of resources (energy, land and water).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
5	The course advocates responsible and sustainable lifestyles, including Green Economy and Green Jobs.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
6	The course does not portray harming living beings (humans, animals or plants) with the intent to benefit from such practices.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<b>Peace and Non-Violence</b>		
7	The course does not promote forced labour, armed conflicts, delocalization and migration, displacement and involuntary settlement.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
8	The course promotes friendly relations among nations, peaceful solutions, living together.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
9	The course does not promote/advance forms of violence including bullying, verbal abuse, gender-based violence and extremism.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<b>Human Rights and Gender Equality</b>		

10	The course promotes/advances equality, inclusion and non-discrimination, for example by gender, caste, race, class, disability.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
11	The course does not include working children under the legal age of 18 years.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
12	The course does not breach any provisions with respect to national employment, labour laws and international commitments.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<b>Human Survival and Well-being</b>		
13	The course promotes occupation health and safety standards with special focus on women workers, young workers, migrant workers and workers with disabilities.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
14	The course advocates sustainable cities, communities and health of the planet for future generations.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<b>Culture Diversity &amp; Tolerance</b>		
15	The course does not adversely affect International or intercultural understanding, solidarity and cooperation.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
16	The course recognizes, respects, protects and preserve indigenous people's culture, knowledge and practices.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A

## Annexure V: Learner Survey

---

All questions must be scored on the following Scale:

Strong Disagree          Disagree          Agree          Strongly Agree

- Q1. The instructional methods used to teach this course / program were effective.
- Q2. I had to apply myself and stretch my abilities to do well in the assessment.
- Q3. I believe the course or program is designed keeping competency development and skill acquisition in mind.
- Q4. I was deeply engaged with the learning materials and the examples and case studies used in the course or program.
- Q5. The learner support materials in the course were effective
- Q6. The course or program supported the needs to differently-abled learners, although I might not have used those features
- Q7. On a scale of zero to ten, how likely are you to recommend this course or program to a friend or colleague?

Below questions are descriptive questions to be asked by learner

- Q8. What was especially noteworthy about this course or program? (2-3 short bullets)
- Q9. What improvements would you recommend to the course or program? (2-3 short bullets)

## Annexure VI: Behavioural Survey

---

All questions must be scored on the following Scale:

Strong Disagree          Disagree          Agree          Strongly Agree

- Q1. Knowledge and skills acquired as a result of completing the course was utilised on the job.
- Q2. There is a positive change in on-the-job behavior
- Q3. The change in behavior is sustained over time
- Q4. There is a noticeable and measurable improvement in the activity and performance on the job.
- Q5. Other people in the organisation are being trained on new knowledge, skills and attitudes.