INTEGRATED GOVERNMENT

ONLINE TRAINING

PROGRAMME

Phase 2

iGOT 2.0

Indira Gandhi National Forest Academy

Ministry of Environment Forest & Climate Change,

Government of India

Dehradun

Background

Civil Services continue to play a key role in India's growth, prosperity and social development. Government of India (GoI) recognizes the key role that civil services have played in the progress of our nation and is keen to refresh their capacities in line with rapid changes that are taking place in society.

The civil services of the central government, state governments and local self-bodies are engaged in rendering a range of public services, welfare programs and core governance related functions that enable the government to serve its citizens efficiently and effectively. The desire and effort of this new approach is to enhance the ability of the entire spectrum of civil services to perform to the highest of standards. It seeks to start with a learning transformation agenda as a means of capacity enhancement of all of India's civil services.

The need for capacity development of civil services has also been recognized in the National Training Policy (NTP) of 2012. The NTP recommends expansion of systematic training initiatives to Group B and C officials, along with Group A. It emphasises competency driven training and human resource management of officials, marking a shift from 'rule-based' system to 'role-based' system. The policy also highlights the need for continuous learning of officials where the immediate supervisor becomes responsible and accountable for the learning of officials under her.

The evolution of digital technologies, advancement of IT architecture, communication revolution and roll out of the India Stack architecture in the last six (6) years, provide the government with a unique digital backbone to transform and re-energize the civil services. By building upon existing interventions and adding to the digital backbone of the country, the government can mould a digitally ready civil service, which will be future ready, and serve the future needs of Indian citizens.

Within this wider framework of learning transformation and encouraging life-long learning, the Government has instituted iGOT 2.0, a comprehensive online learning platform that enables cadre controlling authorities, domain departments and training institutions both state and central to deliver training in online, face-to-face and blended manner. This will overcome existing infrastructure bottlenecks, to create an ecosystem where capacity building efforts reach the last level of officials. The platform will be a one stop shop for all capacity development needs of all of India's civil services, providing them with a resource for continuous-anytime-anyplace learning, a guided path for life-long learning with access to a vast repository of courses, modules and items with insights on individual learning outcomes and learning needs. iGOT 2.0 will ensure that all officials are prepared to deliver and serve to their constitutional role of good governance and leadership.

> "Manpower without unity is not a strength unless it is harmonized and united properly, then it becomes a spiritual power" — Sardar Vallabhbhai Patel

iGOT 2.0

iGOT 2.0 is a learning platform aimed at promoting capacity development among civil services. iGOT 2.0 is not merely an online, face-to-face and blended learning portal. It is a solution built to be 'fit for purpose' to meet the exact learning needs of the civil services. It creates an environment of continuous, frictionless, guided learning for any official, where she can have 24x7 visibility on her learning gaps and overall professional development. By enabling a shared learning architecture, the platform allows officials, departments, managers and training institutions to cross leverage courses, other learning resources and competency testing arrangements. While iGOT 2.0 brings the responsibility of learning to the learner, it also provides mechanisms by which departments and managers can guide, monitor and mentor officials in their capacity development journey.

Designed to bring the larger vision of a digital backbone for learning to life, iGOT 2.0 will be an evolving and scalable platform. The iGOT 2.0 comprises of three layers which come together to give the user and departments a seamless learning ecosystem. The layers have been depicted in the adjoining diagram.
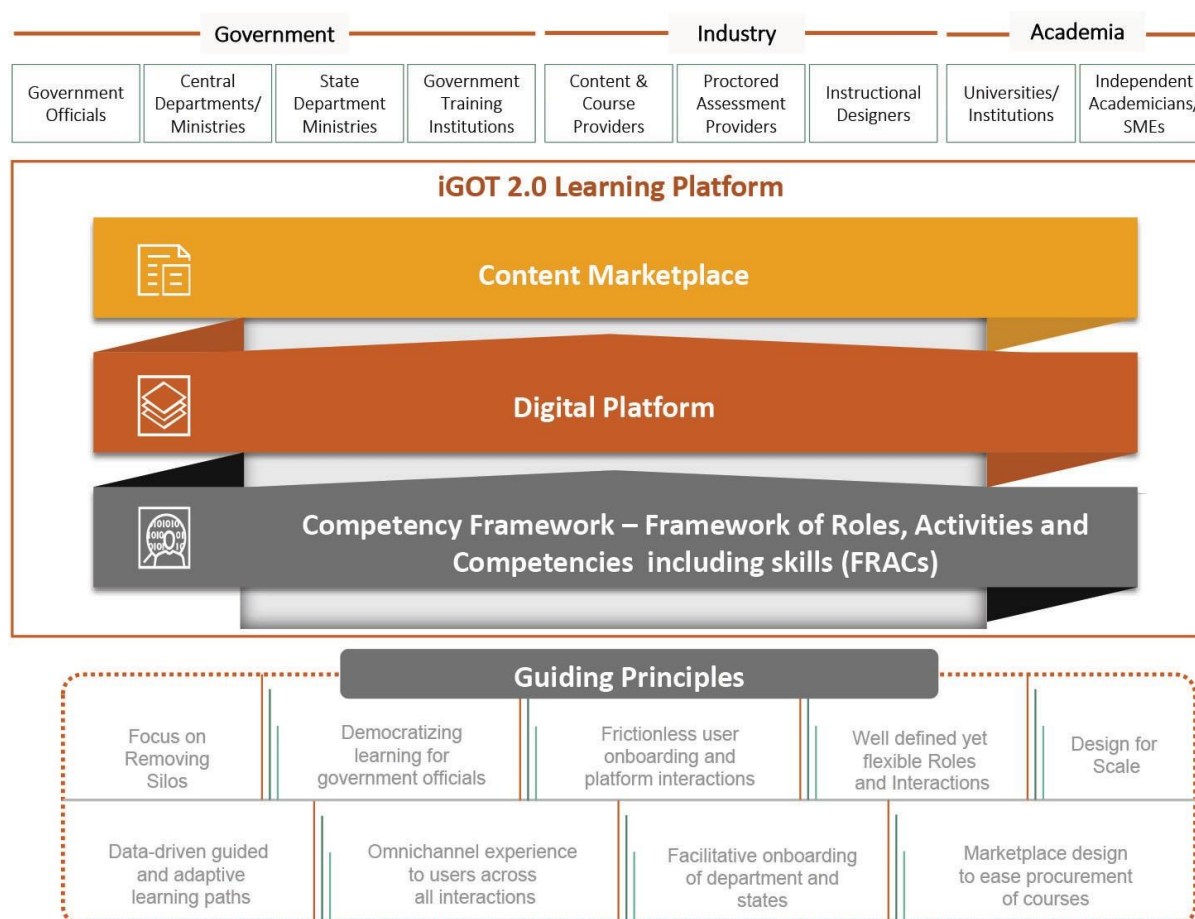

Fig 1: The Core Layers of iGOT 2.0 platform

- The core standards of the platform in terms of competencies will be set by a taxonomy which is guided by an overall competency framework - FRACs. FRACs is based on Behavioural, Functional and Domain competencies. Over time as the roles and activities of each employee of every department are built each role can be linked to the competency framework.

- Each course, module and item will be tied to competency goals for the learner and there will be a stepped learning process outlining how each person can improve her competency in line with her roles and competency requirements for this current and future position (career pathway).

- While iGOT 2.0 intends to transform capacity building by using technology, there is no intention to diminish the role of face-to-face, classroom-based capacity building initiatives led by CCAs and their training institutions. iGOT 2.0 can be used to augment existing classroom-based programs by bringing in pedagogical innovations like flipped classroom and online, face-to-face and blended courses.

Guiding Principles of iGOT 2.0

- ◆ Focus on removing silos

- ◆ Democratizing learning for civil services

- ◆ Frictionless user onboarding and platform interactions

- ◆ Well defined yet flexible Roles and Interactions

- ◆ Design for Scale

- ◆ Data-driven guided and adaptive learning paths

- ◆ Omnichannel experience to users across all interactions

- ◆ Facilitative onboarding of department and states

- ◆ Marketplace design to ease procurement of courses

Salient Features of iGOT 2.0

- Guided learning path based on professional requirements and personal interests
- Comprehensive Content AI/Analytics for effective, discoverable and curated content
- Open, interoperable and ecosystem driven
- "Anytime is peak time" philosophy to govern platform design
- User-Centricity through inclusion, omnichannel use and accessibility
- Data and registry-driven approach enabling transparency, accountability and evidence-based policy formulation
- Privacy and Security by Design
- Driving adoption though incentives and behavioural nudges

- Evolving, Scalable, Minimalistic design for the Future

Benefits of iGOT 2.0

Citizen / Residents

▪ Through systematic capacity building initiatives for officials at all levels, it is anticipated that the citizen experience for government services and government interactions will improve.

Civil Services

▪ Civil services can pursue learning courses on iGOT 2.0 at their own convenience and drive their professional development.

  ▪ Civil services can access all courses on the platform and are free to pursue lifelong learning in multiple directions.

  ▪ Civil services across rank will have access to courses from leading institutions and the best of private provider, thus creating equitable access to learning resources for all officials.

  ▪ Civil services can create their own learning path with personalized training content that is linked to roles and competencies for each position and is refreshed and updated on a continuous basis.

  ▪ With bite-sized learning modules focused on providing job-aides, officials can have access to instant and right guidance at the exact point of need on their job (e.g., an official with the responsibility of conducting procurement for large technology set up will have access to a course specifically for that purpose).

  ▪ Officials can signal the need for specific courses/ content on the platform through a feedback mechanism.

  ▪ By developing and enhancing competencies, officials may create their own specialization and become subject matter experts, formally recognized for their expertise.

  ▪ Officials can visibly demonstrate their capacities and will be scored and certified by the system.

Managers

  ▪ Managers can access learning and competency insights of all reporting employees and use the insights to guide their professional development.

  ▪ Managers can assign courses and assessments to the reporting employees based on their job requirements.

  ▪ Managers can use the platform to support the reporting employees through on the job learning and mentorship tools available on the platform; research shows that 70% of learning takes place on the job and 20% through active mentorship1.

- Managers can access the independent competency testing arrangements on boarded on to iGOT 2.0 for themselves and their subordinates.

Departments and their training institutions

- iGOT 2.0 brings scale necessary to undertake capacity building initiative for more than two crore officials in India; something which cannot be achieved through traditional forms of physical, classroom-based training.

- iGOT 2.0 will provide readily available courses, modules and items which can then be leveraged by the departments and the training institutions. The platform will also have arrangements through which independent assessments of the current levels of competencies of officials of all levels can be undertaken, with suitable courses recommended for their professional development.

- Learning can be made available to any official posted anywhere, be in India or abroad, significantly reducing the need to be away from stations of posting for training purposes.

- iGOT 2.0 will enable a shared learning infrastructure where training institutions can cross leverage the learning resources. This will significantly reduce duplication of effort and cost at every institution.

- Departments will cross leverage available competency frameworks to drive capacity building initiatives.

- Departments can also access learning and competency information of all employees in the department on real time basis, enabling data driven decision making.

- As the identification of competencies for all roles and activities (FRACs) associated with all positions progresses, an owner department will be notified for each competency. It will then be the responsibility of that department to ensure that suitable capacity building resources of the highest and independent proctored testing arrangements both of the highest quality, reliability and validity are on-boarded onto iGOT 2.0. These will be available for use by all officials, managers and departments at Central, State and Local government.

Government

- iGOT 2.0 will reduce existing service-based silos in capacity development which will eventually lead to better public service delivery.

- iGOT 2.0 will provide a holistic view of the capacity building initiatives happening across the departments and states along with their outcomes. This in turn will provide policy level inputs to further enhance capacity development in all of the civil services.

Content Providers

- Content providers can gain visibility and an opportunity to drive usage of their content by uploading it on a platform which will reach a large number of users.

- Content providers can identify new modes of learning, innovative pedagogy and new solutions basis insights on courses, performance, competency, efficacy etc. With a widespread user base spanning different demographics, geographies, educational and social backgrounds, insights gained from the data will be important. While the data will remain with the government, aggregated insights from it will be provided to improve content.

- Content providers can further their brand image and effectively establish themselves as leaders in the content space. By providing content for skilling of the government workforce, providers can reinforce their brand and signal impact and quality of their content.

The Competency Layer operationalizing the Framework of Roles, Activities and Competencies including skills (FRACs)

At an operational level on iGOT 2.0, a competency framework will drive the design of courses and learning path. Which courses get onboarded on the platform will eventually depend on the competencies which are identified. Learning path for an official on iGOT 2.0 will be an outcome of an algorithmically defined combination of the competencies necessary for her current roles and her professional aspirations.

The competency framework in the context of iGOT 2.0 is called FRACs – Framework of Roles, Activities and Competencies including skills.

For every government post, there are roles; each role has activities associated with it; accomplishing each activity needs certain competencies. The Framework of Roles, Activities and Competencies including skills (FRACs) will map the roles and activities corresponding to every government position with their desired competencies.

Competencies encompass Behavioural attributes, Functional skills and Domain knowledge, which are required in an individual for effective performance.

A competency further will have multiple levels of proficiency, from beginner to expert, organized in a stepped manner depicting gradual progression from one level to the other. As officials progress in career, it is desirable that they gain new competencies and evolve their proficiency in their current competencies. FRACs will therefore, also capture what are the required proficiency levels for each of the competencies and the associated performance or outcomes for the said role.

Development and operationalization of FRACs will be owned by the relevant departments and implemented by specialized agencies and will be conducted in parallel to the iGOT 2.0 rollout. To this end, DoPT will empanel such agencies and departments will select one such agency who in turn will work on the FRACs definition and operationalization. There are global best practices on how to identify activities from roles and link them to competencies, at a

scale, and empanelled agencies specialized in such activities will conduct the exercise on behalf of departments.

Roles and activities and its linked competencies are likely to change over time, especially in light of fast changing worlds, changing government priorities and changing citizen expectations from the government. Given the ever-evolving nature of FRACs, the development of courses and content for iGOT 2.0 does not have to wait till FRACs is fully developed. FRACs remains a living document, capturing newer competency needs as and when they arrive and driving the evolution of platform through signals on evolved content and evolved learning paths. The evolving and dynamic nature of FRACs, will also provide iGOT 2.0 with the configurability to be the digital backbone for learning, and enable development of other innovative solutions.

Role of Departments including the training institutions under the departments

♣ Departments will encourage users to use the iGOT 2.0 platform for a central learning platform for capacity building, monitoring progress as the roll out progresses with respective departments as per agreed timelines.

♣ Departments will create, validate and upload on iGOT 2.0 suitable courses/ content for the competencies owned by them. While internal experts will be the owner of a course, the department has the option of engaging any DoPT empanelled instructional design agency for content design and production. Departments will develop proctored assessments for the competencies owned by them, either on iGOT 2.0 using internal resources or using DoPT empanelled agencies.

♣ Departments will operationalize FRACs at the departmental level documenting the key positions and roles in the department, the activities and the corresponding competencies. Departments will create a task force on competency development with specialist internal resources who in turn will be supported by any DoPT empanelled agency chosen by the department.

♣ Departments will ensure that the FRACs, content and assessments thus developed are maintained and kept up to date on a regular basis.

♣ Departments will ensure that the spend on learning and capacity building in the department aligns to the government stated norms as stipulated in NTP, i.e., 2.5% of the salary budget.

♣ This budget of 2.5% is proposed to be spent entirely on iGOT 2.0.

IG National Forest Academy as iGOT 2.0 Champion Central Training Institute

For forest, wildlife and environment sector, IGNFA has been selected as the **CHAMPION Central Training Institute** by DoPT for on boarding on iGOT 2.0. The other leading Champion CTIs are LBS National Academy of Administration, SVP National Police Academy, The Institute of Secretariat Training & Management, RAK National Postal Academy, National Academy of Direct Taxes and National Academy of Customs, Indirect Taxes and Narcotics

IGNFA DECIDED TO MAKE AVAILABLE ONLINE A PART OF THE CURRICULUM OF THE PROFESSIONAL TRAINING COURSE CONDUCTED AT IGNFA. THE EFFORT IS TO DEVELOP ENGAGING MICRO-LEARNING NUGGETS, INCLUDING STORY-BASED LEARNING COMPRISING OF ILLUSTRATIONS, ANIMATIONS, VIDEOS, SIMULATIONS AND SCENARIO-BASED EXERCISES AND ASSESSMENTS. EACH MODULE WILL BE DESIGNED WITH BUILT-IN DIGITAL ASSESSMENT STRATEGY AND EVALUATION CRITERIA TO TRACK AND MEASURE USER PERFORMANCE FOR THE ENTIRE MODULE. THE ASSESSMENT CRITERIA SHALL BE BASED ON A COMBINATION OF MATRICES, SUCH AS LEARNING COMPLETION AND LEARNER SCORE.

OBJECTIVES

IGNFA HAS DECIDED TO DESIGN E-LEARNING MODULES KEEPING IN MIND THE FOLLOWING OBJECTIVES

a) To provide an opportunity to stakeholders to upgrade their skills
b) To promote e-learning on the iGOT platform for easy and accessible learning
c) To create an environment of continuous learning for development and performance improvement
d) To ensure continuous development through effective learning
e) To develop the skills for current rank as well as prepare for higher ranks

The traditional ADDIE model will be adopted to develop the content.
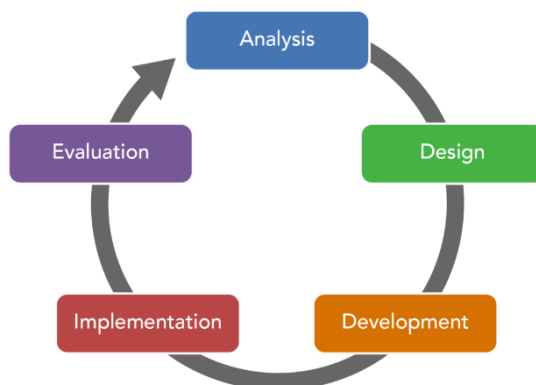
"In this land of the Ganga, there was an education of culture. But, more importantly, there was a culture of education." – PM Shri Narendra Modi

Tasks - accomplished and in progress

√ The RFP was floated, and the contract awarded to M/s Enthralltech Private Limited, Pune for E-learning Development & Authoring as a part of iGOT 2.0. Hence forth, it will be the e-learning partner of IGNFA during the contract period.

√ Ten subject areas as under to be covered *within 60 hrs of on-line content* as follows have been shortlisted which are to be developed in 3 phases. These have been chosen after careful deliberations and brain storming. The objective is to develop the online training materials drawing from the professional training curriculum and inputs at IGNFA with additional contents selected and grouped in view of contemporary perspectives and the emergent needs for capacity building of the cadres of civil services in the country - central government and the state government departments and organisations, dealing with forest, wildlife and environment subjects directly or collaterally.:

o Land, Soil & Water Resources Conservation & Management
o River, Wetlands & Coastal Resources Conservation & Management
o Assessment, Valuation & Management of Forest Resources
o Biodiversity & Wildlife Conservation
o Non-Wood Forest Produce and Medicinal Plants
o Technological Applications in Forestry
o Forestry outside Forest Landscapes (Urban forests, Agro-forestry, ToFs)
o Environment Protection & Climate Change Mitigation & Adaptation
o People & Forests
o Governance & Administration in Forestry and Natural Resource Systems

√ Buffer of 10 hours has been kept for addition of subject area or modules/topics.
√ For each subject area, a faculty member is designated as coordinator to anchor the whole process of development of the contents, modules and the final materials for the iGOT platform.
√ Subject Matter Experts (SMEs) for each subject area are being shortlisted from renowned practitioners/academicians and recommended to the development agency. These SMEs will provide the course content along with the latest developments for each subject area.
√ The technical team of the e learning partner has been deployed on the campus to expedite the development of content

The highest unit in the iGOT **Platform** comprises of 4 four basic steps:

- A file and its meta will constitute a Resource
- Multiple Resources combined make a Learning Module
- Multiple Learning Modules put together make a
- Courses put together will make a Learning Program.
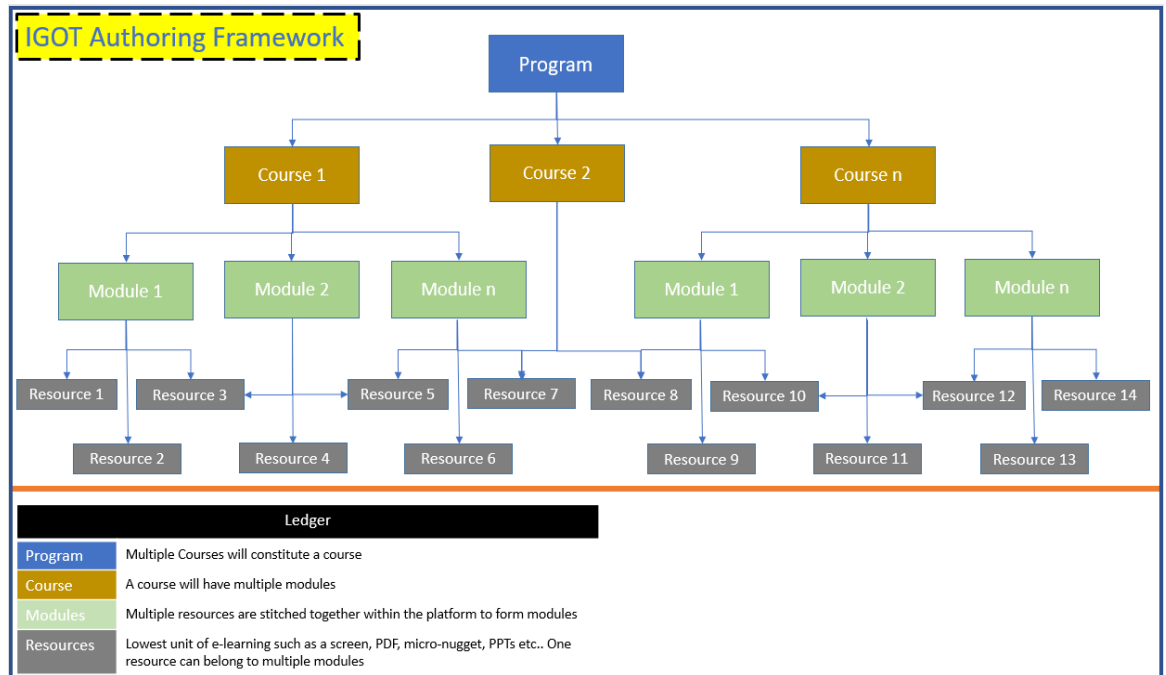
Scope of the e-learning partner

a) Course content will be provided by respective faculty coordinator at IGNFA and their team;

b) The e-learning partner will be required to structure and script the content using the Program- Course-Module-Resource structure;

c) The Project will require content designers and developers including writers to create content on the authoring tool provided by the iGOT platform;

d) Content will be developed using the traditional ADDIE model. Design and scripting/storyboard will be done either directly within the platform or offline in MS word or MS PPT;

e) Once content is reviewed and finalized the production team will develop the content into the respective media – Animated Video (photographic, illustrated, demos), PDFs, PPTs, HTML5 files;

f) Resources will be the most granular unit of the program. A resource shall not be more than 3- 5 minutes of learning time;

g) Resources will be MP4 videos, PDFs, PPTs, In-platform assessments;

h) Resources will be published and linked together to form a course;

i) Since resources can be shared interchangeably between modules/courses they must comply with shareable content object (SCO) rules.

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TYPES OF CONTENT/RESOURCE

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- ■ Embedded videos e.g. YouTube /Vimeo
- ■ Embedded Web URL
- ■ Uploaded pdf
- ■ Audio mp3 files
- ■ Mp4 video file
- ■ Create a free flow web module content
- ■ Quiz
- ■ Drag and Drop Questions
- ■ Hands On
- ■ Class diagram content
- ■ Assessments

Important Landmarks

- ➢ Content Acquisition
- ➢ Storyboarding
- ➢ Alpha Version & Uploading
- ➢ Reviewing
- ➢ Voice Over
- ➢ Gold Version & Uploading
- ➢ Sign Off

Timelines

The timelines for delivery are as below: -

S. No.	Completion of task	Particulars
1	T-0 (Oct 2020)	Award of contract
2	T-30 (Nov 2020)*	Delivery of 6 hours of Learning content
3	T-45	Delivery of 6 hours of Learning content
4	T-60	Delivery of 6 hours of Learning content
5	T-75	Delivery of 6 hours of Learning content
6	T-100 (Feb 2021)*	Delivery of Remaining hours of Learning content

* Tentative

We should remain students for lifetime. You should be ready and yearn to learn from every moment of life. The basic elements of life need to be associated with learning. The learning process should be a part of your DNA.

— Narendra Modi —