



**कर्मयोगी भारत**  
— लोकहितं मम करणीयम् —

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# Course Development Guideline

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Developing High-Quality  
Learning Experiences on  
iGOT Karmayogi



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# Introduction

Mission Karmayogi, the National Programme for Civil Services Capacity Building (NPCSCB), has been launched by the Government of India to develop a competent and future-ready civil service. As part of this initiative, Karmayogi Bharat, a Special Purpose Vehicle (SPV), has developed the iGOT Karmayogi Portal—a digital learning platform for structured capacity-building.

The courses published on iGOT Karmayogi are designed to develop domain, functional, and behavioral competencies. These courses are contributed by various Ministries, Departments, and Organizations of the Government of India, as well as different State Governments.

This **Course Development Guideline** provides a structured approach to help content developers meet platform expectations and deliver high-quality, engaging, and competency-driven learning experiences.



# 1. Course Overview

## Course Summary

A well-structured course should provide a clear and concise summary to help learners quickly understand the course's purpose, content, and key takeaways.

Best Practices for Writing a Course Summary:

- Keep it brief yet informative.
- Clearly highlight key themes.
- Use simple and engaging language.
- Avoid jargon unless necessary.

### Summary

This course provides officials with a structured understanding of the Karmayogi Competency Model (KCM) and its role in competency-based governance. By breaking away from traditional rule-based approaches, the KCM ensures that officials develop the right mix of behavioral, functional, and domain competencies needed for their roles. By applying KCM principles, officials will be better prepared to handle real-world governance challenges, make data-driven decisions, and contribute to efficient public service delivery. This course is designed for officials across all levels, equipping them with a clear roadmap for continuous learning and professional growth within the Mission Karmayogi framework.

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## Course Description

The course description expands on the summary, providing additional details about the content, benefits, and expected learning outcomes. In other words, a course description outlines all relevant details of the course.

## Best Practices for Writing a Course Description:

- **What is the course about?** Provide a clear overview, focusing on the key learning outcomes.
- **Why should learners take this course?** Highlight the key benefits, skills gained, and course objectives.
- **Who should take this course?** Identify the target audience (e.g., government officials, ministries, departments, or organizations).
- **Are there any prerequisites?** Mention any prior knowledge or skills required.
- **What comes next?** Suggest any follow-up courses or further learning opportunities.

### Description

Governance is evolving, and so are the skills needed to serve effectively. Mission Karmayogi is designed to help officials build the right competencies for a more accountable, citizen-centric, efficient, tech-enabled, and future-ready governance.

This course introduces the Karmayogi Competency Model (KCM), a structured approach to skill development that ensures every official has the behavioral, functional, and domain competencies required for their role. It explains how competency-based learning works, how it differs from traditional training, and why it's important for better service delivery.

Expect interactive modules, real-world case studies, and practical insights that make learning engaging and useful. Whether you're new to competency-based governance or looking to deepen your understanding, this course will help you navigate the KCM framework with confidence.

#### What You'll Learn:

- ◆ Introduction to competency-based learning and why it matters.
- ◆ The Char Sankalpas and Gunas that shape a Karmayogi official.
- ◆ How the competency framework helps officials build relevant skills.
- ◆ How to apply behavioral and functional competencies in daily work.
- ◆ How competency-based governance improves decision-making and service delivery.

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## 2. Course Objectives and Learning Outcomes

### Why Define Objectives and Outcomes?

- **Sets Clear Expectations:** Keeps learners focused and motivated.
- **Creates a Roadmap:** Guides learners through the course.
- **Enables Progress Tracking:** Measures growth and improvements.
- **Aligns Learning with Real-World Application:** Ensures practical relevance and Enhances engagement.
- **Boosts Engagement and Retention:** Increases learner commitment and understanding.

### Where to include Objectives and Outcomes?

- **Course Description:** Provide a brief overview of the course objectives.
- **Introductory Video:** Mention key objectives at the beginning of the course.

### Best Practices for Writing Objectives and Outcomes:

- Use learner-centric language (e.g., "By the end of this course, you will be able to...").
- Incorporate action verbs to define objectives (e.g., Define, List, Explain, Describe, Differentiate, Identify, Summarize).
- Keep objectives **specific, actionable, relevant, and measurable.**
- Align objectives with competencies and assessments to ensure effectiveness.
- Use real-world relevance (e.g., "Apply conflict resolution strategies in workplace scenarios.").

## Learning Objectives



1

Understand the purpose and importance of storyboarding in eLearning development

2

Explain how storyboarding structures and organizes content effectively

3

Identify key benefits of storyboarding, such as improved collaboration, content flow, and error prevention

4

Apply a structured process to create a storyboard by assessing needs, organizing content, selecting a template, drafting, and finalizing through review

After this course, you will be able to:

- Understand how AI-powered and other Emerging Technologies are critical for good governance
- Identify the applications of different Emerging Technologies across sectors and government
- Identify work problems where the use of selected AI-driven and other Emerging Technologies can provide a solution
- Appreciate the limitation of Emerging Technologies and in which areas it may not be prudent to use these technologies.

### 3. Competency Classification

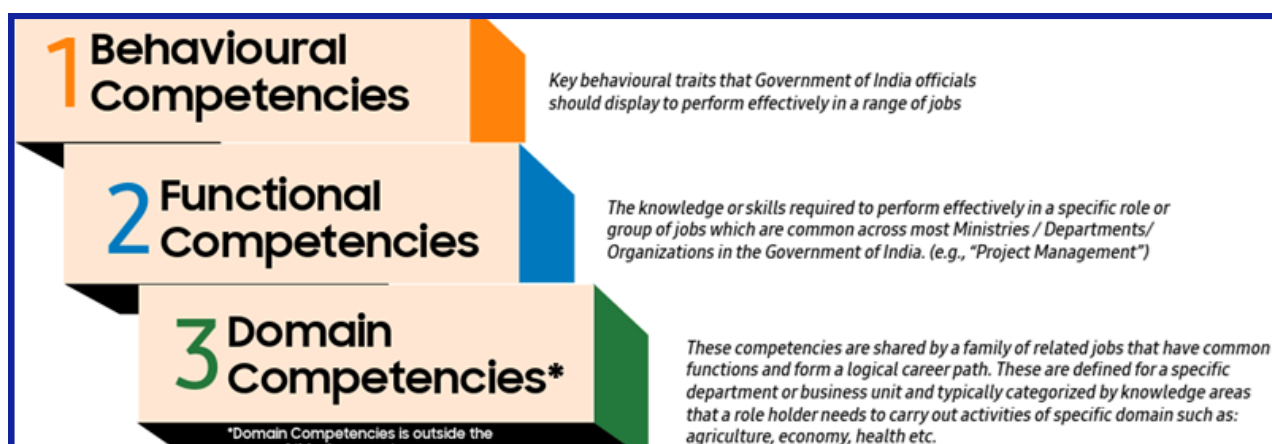
Competency tagging ensures courses align with specific learning outcomes and skill requirements. Please refer to the **Karmayogi Competency Model (KCM)** for the detailed competency framework.

#### Objective

Competency tagging structures courses to enhance skill development, align with job roles, and promote effective learning.

#### KCM Framework Categories:

- **Behavioral Competencies**—Key traits required for effective role performance.
- **Functional Competencies**—Knowledge or skills required for specific roles, common across most government departments.
- **Domain Competencies**—Specialized competencies unique to a department or sector, forming logical career pathways.



## Important Note:

Each course must be tagged with at least one competency area, competency theme, and sub-competency theme.

To refer to definitions of each competency area, competency theme, and competency sub-theme, please refer to the KCM document.

Kindly click the link below to download the Karmayogi Competency Model.

[Click-here](#)



## 4. Course Structure

### Course Content Structure

The course is structured as follows:

#### 1. Modules

- The course consists of one or more modules, each focused on a specific topic or skill. Some courses may have a single module, while others include multiple modules to cover a broader range of content.

#### 2. Resource

- The resource structure should be followed in the case of a single video only. In the case of multiple videos, the module structure method should be followed.

#### 3. Final Assessment

- A comprehensive evaluation at the end of each module to assess the learner's understanding of the material.

#### 4. Reference Materials

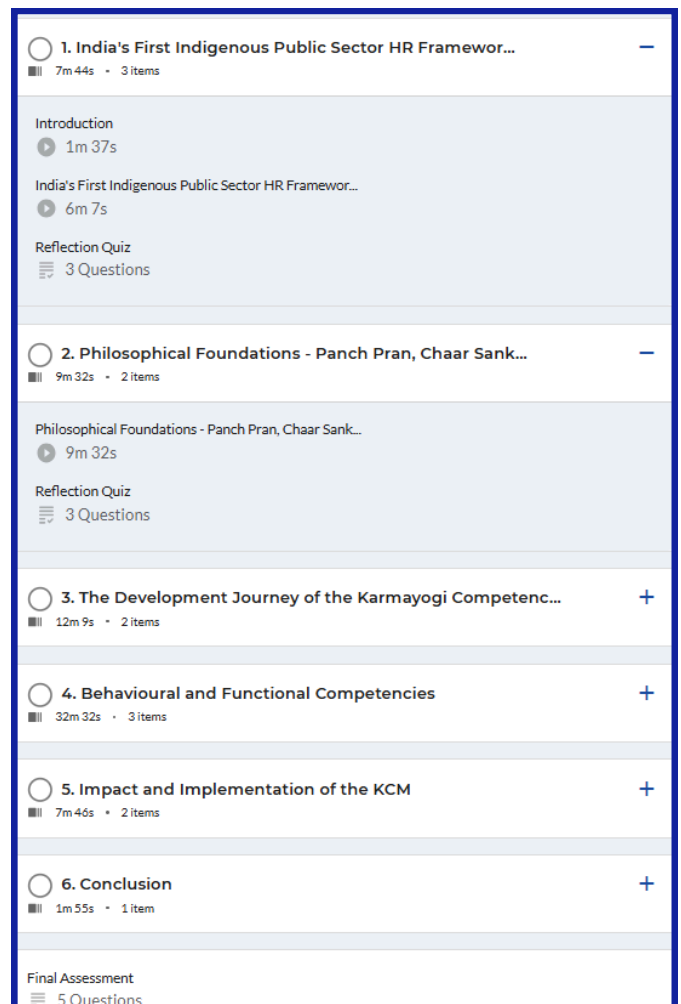
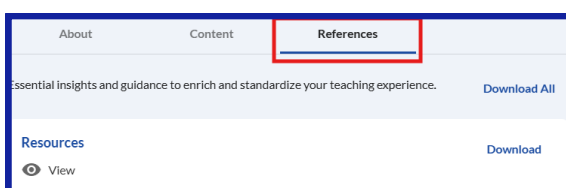
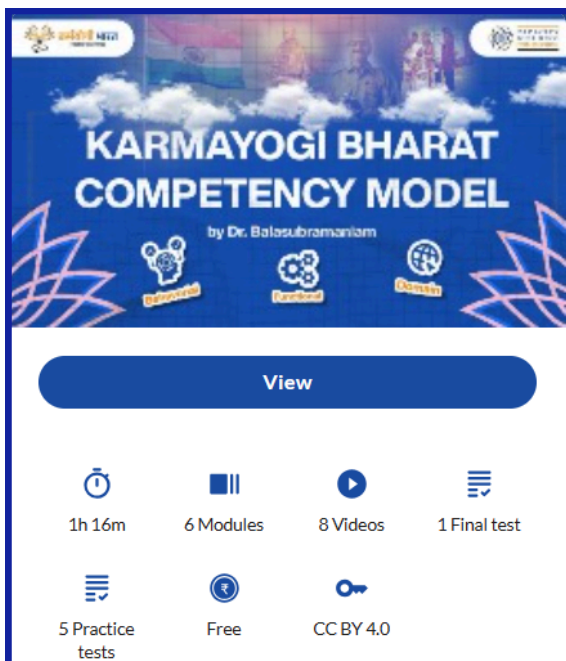
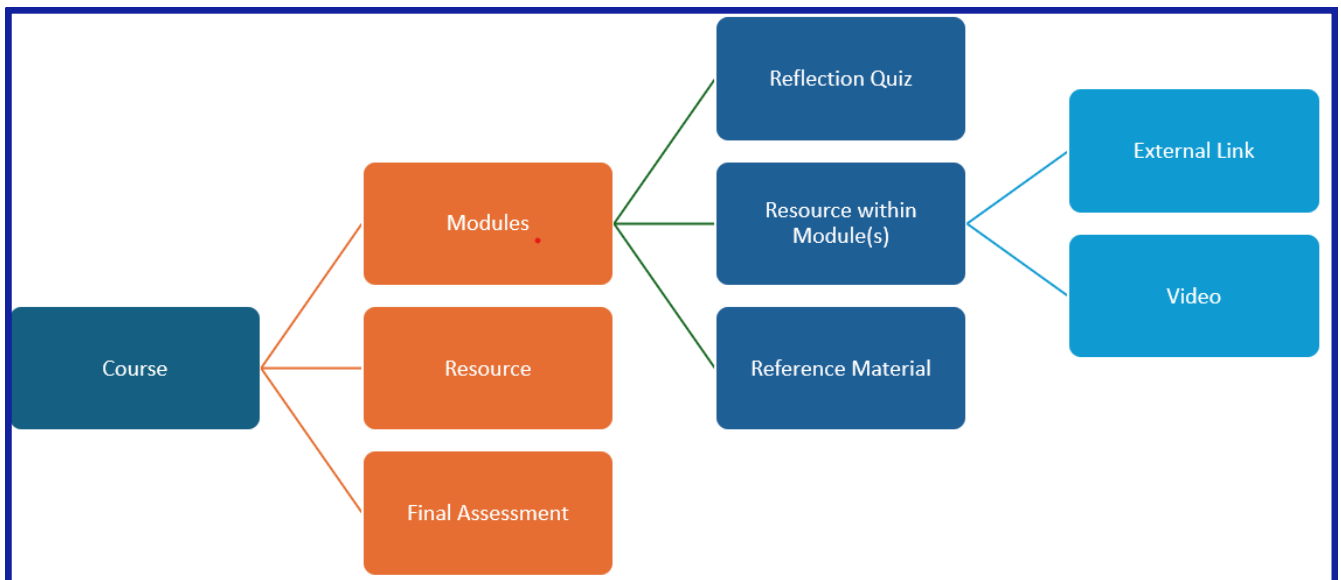
- Each module is accompanied by reference materials that provide foundational knowledge and additional context.

#### 5. Resources within Modules

- Each module contains various learning resources, including:
  - **Videos:** Engaging visual content to enhance understanding.
  - **Links:** External links (if required)

- **Reflection Quizzes:** Interactive assessments that encourage learners to reflect on and reinforce key concepts.

This structure ensures a dynamic learning experience. The pictorial diagram is as follows:



## Course Content

### A. Introductory Video

- Introduce course objectives, target audience, and prerequisites.
- Highlight key takeaways and learning expectations.
- Include a brief instructor introduction (if required).

**Note:** Keep the video **under 2 minutes** for maximum engagement.

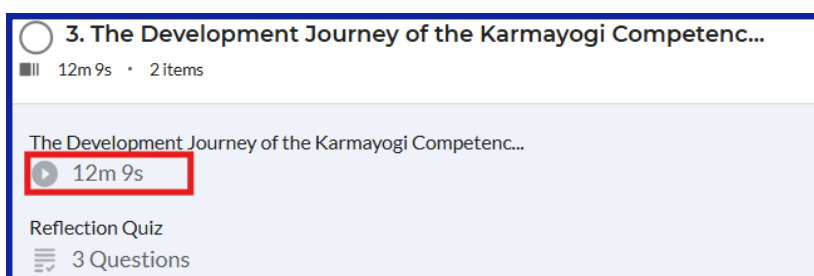
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### B. Module-Based Learning Approach

Each course should be structured into well-defined modules that follow a logical progression, ensuring effective knowledge transfer and learner engagement. To enhance learning outcomes, modules should be:

#### **Concise and Focused (recommend 10–15 Minutes per Module)**

- Each module should cover a single key concept or skill to prevent cognitive overload.
- Complex topics should be broken into **smaller, self-contained sub-modules**, making it easier for learners to grasp concepts progressively without feeling overwhelmed.



## Engaging and Interactive

- Use **short, high-quality videos** with animations, infographics, and real-world examples.
- Incorporate **real-life scenarios and case studies** to reinforce concepts and improve application.
- Include **quick knowledge-check questions** (reflection quizzes) after key learning points to reinforce understanding.

## Accessible and Inclusive

- Provide closed captions and transcripts (use SRT files) to ensure accessibility.

## Scalable and Future-Proof

- Follow a **modular course structure** for easy updates and integration of new policies, developments, or best practices.
- Use **stackable modules**—each module can function as



1. India's First Indigenous Public Sector HR Framewor...	7m 44s	3 items	+
2. Philosophical Foundations - Panch Pran, Chaar Sank...	9m 32s	2 items	+
3. The Development Journey of the Karmayogi Competenc...	12m 9s	2 items	+
4. Behavioural and Functional Competencies	32m 32s	3 items	+
5. Impact and Implementation of the KCM	7m 46s	2 items	+
6. Conclusion	1m 55s	1 item	+

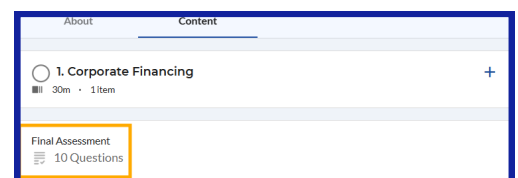
a standalone learning unit while also forming part of a larger structured course. This ensures that longer courses remain engaging and can be adapted for different audiences or learning objectives.

## C. Reflection Quizzes

- Each module should have at least **5 questions** to reinforce learning.
  - Questions should assess conceptual understanding rather than rote memorization.
  - The iGOT platform supports a question randomization feature, enhancing assessment reliability by presenting different sets of questions to learners. To maximize its effectiveness, it is recommended to create a pool of **at least 20 questions per module**, from which 5 questions will be randomly presented for reinforcement. This approach ensures diverse assessments, reduces memorization-based responses, and provides a more comprehensive evaluation of learners' understanding.
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## D. Final Assessment

- Comprehensive evaluation at the end of the course.
- Minimum **10 questions** for **30–40 minutes** courses (recommend 40-question pool for randomization).
- Should assess all core concepts covered.
- It is recommended that the minimum passing percentage for the assessment be **at least 60%**.



## Assessment Types Supported by iGOT currently:

- Single Selection–Multiple Choice
- Multiple Selection–Multiple Choice
- Fill in the Blanks
- Match the Following

### Select the questions type

<p><b>Single selection-MCQs</b> Add a question where learners can select only one correct option from the choices provided.</p>	<p><b>Multiple selection-MCQs</b> Add a question where learners can select multiple correct options from the choices provided.</p>
<p><b>Fill in the blanks</b> Add a question where learners can input the correct word or phrase to complete the statement.</p>	<p><b>Match the following</b> Add a question where learners can pair items from two columns to form correct matches.</p>

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## Best Practices for Assessment Design:

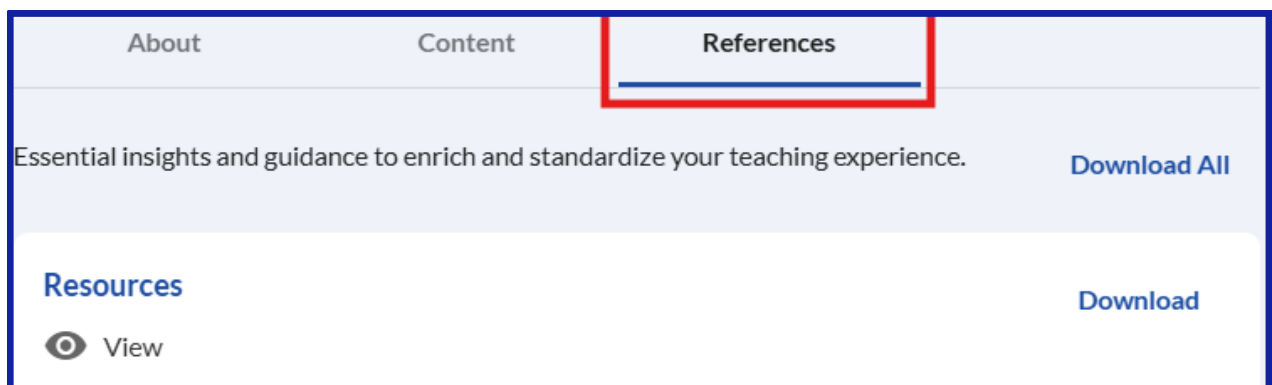
- **Avoid misleading answer choices:** Avoid using options like 'All of the above,' 'None of the above,' or 'Both of the above,' as they can confuse learners when answer choices are shuffled in the portal. If more than one answer is correct, consider using a multiple-section MCQ format instead.
- **Omit question numbers:** This ensures a seamless assessment experience.
- **Use well-structured distractors:** Provide plausible but incorrect options to minimize guesswork.

- **Ensure clarity in correct answers:** Each question should have a definitive, unambiguous answer for accurate evaluation.
- **Use clear and concise language:** Enhance comprehension and reduce ambiguity.
- **Incorporate diverse question types:** To enhance learner engagement, when creating a reflection quiz or final assessment, use more than two types of assessment formats available on the portal.
- **Align questions with learning objectives:** Ensure assessments effectively measure the course's intended outcomes.

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## E. Additional Reading Materials

- Provide supplementary materials in the Reference Section.
- Include Government Gazettes, policy documents, and expert insights.



## 5. Effective Learning Design

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

A structured learning approach that enhances engagement, application, and retention:

#### 1. **Watch**—Engaging Video Content

- Learners watch short, high-quality videos featuring animations, infographics, and real-world examples.

#### 2. **Think**—Reflection & Knowledge Checks

- Reinforce learning through reflection quizzes, knowledge checks, or discussion forums.

#### 3. **Do**—Practical Application

- Encourage learners to apply knowledge through real-life activities and exercises.

#### 4. **Explore**—Additional Learning Resources

- Provide supplementary materials for deeper understanding, including policy documents, government reports, and expert insights.

#### 5. **Test**—Final Assessment

- Evaluate comprehension through structured assessments



## B. Diversity and Inclusion Considerations

To foster an inclusive learning environment, courses should adhere to the following principles:

- **Gender Neutrality:** Use gender-neutral language and ensure diverse representations. The content should be free from gender discrimination or bias.
  - **Accessibility:** Ensure that learners with disabilities can fully engage with the material by incorporating features such as closed captions and transcripts.
  - **Cultural Sensitivity:** Use examples and scenarios that respect cultural, political, and social sensitivities, avoiding potentially offensive or exclusionary content.
  - **Relevance:** Use images, graphics, characters, etc. that are relevant to the context of the course e.g., use of Indian characters in Indian contexts.
- 

## C. Course Material Standards

All course materials must adhere to the following guidelines to ensure clarity, accuracy, accessibility, and engagement:

### I. Language and Tone

- Content should be clear, concise, and easy to understand.
- Use inclusive and professional language.
- Avoid jargon, complex terms, and unnecessary technical language unless required.

## II. Use of Accurate Maps and Borders

- Only maps sourced from the Survey of India are permitted.

## III. Plagiarism-Free Content

- Ensure originality by properly citing sources and avoiding unauthorized reproduction of content.
- Avoid quoting content from public news-based sources.
- Avoid inclusion of any non-verifiable information.

## IV. Cultural and Ethical Sensitivity

- Content must not include hate speech, abusive language, profanity or defamation.
- Avoid any form of discrimination or bias related to politics, gender, caste, religion, or community.
- No sexual content, nudity, or vulgarity.
- Ensure that the content respects all cultural and social sentiments.

## V. Visual and Design Standards

### • Font and Readability:

- Use **Sans-serif fonts** (e.g., Arial, Calibri, Verdana) for better readability, especially for individuals with dyslexia.
- **Avoid italics**, as they may distort letters and reduce readability; use **bold text** for emphasis instead.
- **Avoid blinking or moving text**, as it can be distracting and inaccessible.
- **Closed Captions:** Use Sans-serif fonts without italics or blinking effects.

- **Color Accessibility**

- Red-green color blindness is the most common, so avoid using red and green together.
- If red and green must be used, choose a lighter green and a darker red to improve visibility for color-blind learners.

- **Consistent and Professional Design**

- Use recommended font sizes for readability:
  - **Headings (H1):** 24pt–30pt
  - **Subheadings (H2, H3):** 20pt–24pt
  - **Body text:** 16px–20pt
- Apply a **professional color scheme** (e.g., shades of blue, white, grey, brown etc.) or your organization’s color scheme to enhance clarity and accessibility.

## **VI. Audio Standards**

- **Narration:**

- Prefer Narration by Subject Matter Experts (SMEs) with a neutral accent for clarity.
- If using **AI-generated narration**, ensure it sounds natural, engaging, and expressive, avoiding monotony or artificial tones.
- Voiceovers must be in sync with the text on screen or with lip movements in case of character animation.

## VII. Accessibility Training & Compliance

- **Training for Content Creators:** Take the free “Introduction to Web Accessibility” course on EdX at the link [[Click here](#)].
- **Guidelines Reference:** Follow W3C Web Content Accessibility Guidelines (WCAG) standards for detailed accessibility best practices. [W3C WCAG](#)

## 6. Proper Titles for Courses, Modules, and Assessments

### **Course Titles**

- Course titles should be concise, informative, and engaging to capture learner interest.

### **Module Titles**

- Should be descriptive, logically sequenced, and aligned with the course structure.
- Must clearly indicate the specific focus of the module.

### **Assessment Titles**

- Should clearly indicate the type and purpose of the evaluation.
- Assessments tied to a specific module should be titled "Reflection Quiz."
- Assessments covering the entire course should be titled "Final Assessment."
- Ensure assessment titles are distinct from course and module titles to avoid confusion.

### **iGOT Compliance:**

- Length should be between 10 to 70 characters for clarity and consistency.

## Best Practices for Title Casing:

To maintain consistency, follow these title Casing rules:

### Capitalize:

- The **first and last** words of the title.
- All **major words** (nouns, pronouns, verbs, adjectives, adverbs).

### Lowercase:

- **Conjunctions** (and, but, or, nor, for, so, yet).
- **Prepositions** (in, on, at, by, with, about, etc.).
- **Articles** (a, an, the).
- **Exception:** If any of the above appear as the first or last word, they should be capitalized.

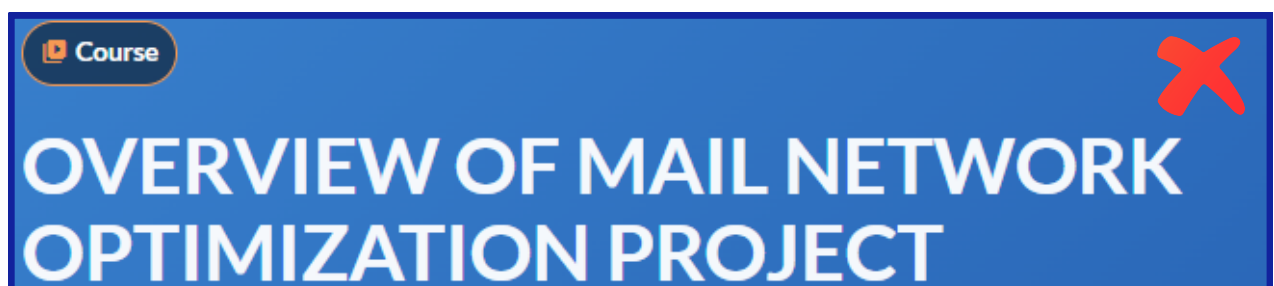
## Examples of Correct Title Casing:

### Correct:

- Introduction to Data Science
- How to Manage a Team Effectively
- A Guide to Understanding Indian Politics

### Incorrect:

- introduction To data science (Incorrect capitalization)
- HOW TO MANAGE A TEAM EFFECTIVELY (All uppercase)



## Best Practices for Dashes (–) and Colons (:)

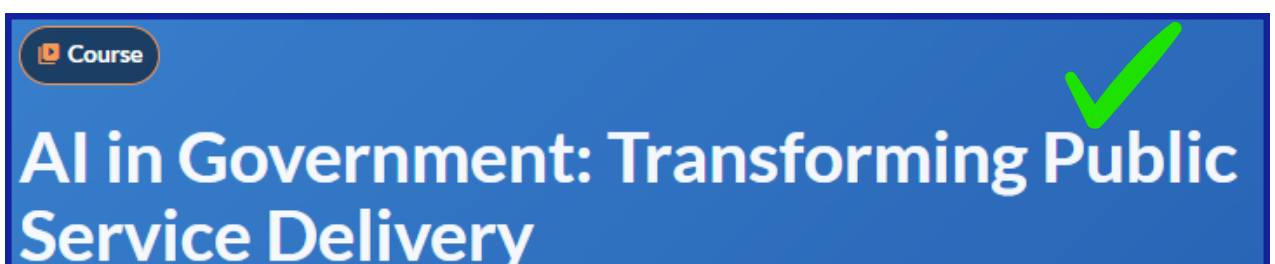
### Using a Dash (–)

- The dash connects or emphasizes a statement or range of ideas.
- **Example:** "The seminar will cover various topics—from data science to artificial intelligence."
- **Spacing:** No spaces before or after the dash.
- **Example:** "The course covers a range of topics—from machine learning to neural networks."



### Using a Colon (:)

- Used to separate a main topic from a subtitle or detailed description.
- Examples:
  - "Data Science: A Beginner's Guide."
  - "Introduction to Programming: Python Basics."
- Spacing: No space before the colon, one space after.

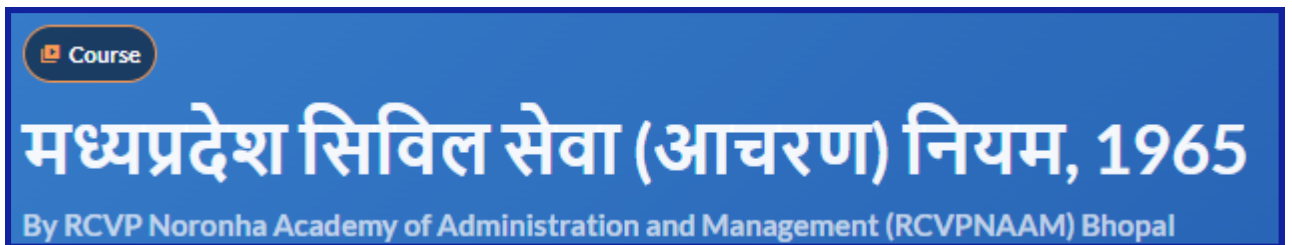


# 7. Language Guidelines for Regional Courses

For courses offered in regional languages, the following guidelines ensure consistency and accessibility:

## Titles and Content Localization

- **Course, Module, and Assessment Titles:** Should be written in the respective regional language to maintain linguistic accuracy and learner engagement.
- **Video Content:** Must be created or dubbed in the regional language.
- **Course Summary and Description:** Should be provided in the same regional language to ensure clarity for learners.
- **Quiz and Assessment Questions:** Must be in the regional language, including instructions, question prompts, and answer choices.



**summary**

मध्य प्रदेश सिविल सेवा (आचरण) नियम, 1965 सरकारी सेवाओं के आचरण, विनियमों, और नैतिकता को प्रदर्शित करने के लिए एक महत्वपूर्ण मार्गदर्शिका है। इस प्रक्रिया का मुख्य उद्देश्य शासकीय सेवाओं को न केवल दक्षिण और उपरदायियों के प्रति जवाबदार बनाना है, बल्कि निष्ठा, निष्ठा, और ईमानदारी के साथ सेवाओं को प्रदान करना है। नियमावली में शासकीय सेवाओं के कार्य, आचरण और सीमाओं का स्पष्ट विवरण दिया गया है, जिससे वे अनुमान और परंपराओं द्वारा चले सकें।

यह पाठ्यक्रम में विद्यार्थियों को विस्तृत व्याख्या की गई है, जैसे व्यक्तिगत व्यवहार, सार्वजनिक व्यवहार, उपहार, भ्रष्टाचार, विनियम अनुपालन, सार्वजनिक संबंधों में भागीदारी, और नए नौकरों के सहाय के संबंध में। यह नियम सेवाओं को उनकी भूमिकाओं और कार्यों में ईमानदारी, पारदर्शिता और जवाबदारी से निभाने के लिए प्रोत्साहित करता है। इसके अलावा, यह नियमावली सेवाओं को आचरण के लिए विद्यार्थियों को प्रोत्साहित करने के लिए प्रेरित करता है। इसके अलावा, यह नियमावली सेवाओं को आचरण के लिए प्रोत्साहित करने के लिए प्रेरित करता है। इसके अलावा, यह नियमावली सेवाओं को आचरण के लिए प्रोत्साहित करने के लिए प्रेरित करता है।

**description**

मध्य प्रदेश सिविल सेवा (आचरण) नियम, 1965 सरकारी सेवाओं के आचरण, विनियमों, और नैतिकता को प्रदर्शित करने के लिए तैयार किया गया है। यह प्रक्रिया सरकारी सेवाओं की प्रभावशीलता, पारदर्शिता, और निष्ठा को सुनिश्चित करने के लिए सेवाओं को उनके अधिकारों और कर्तव्यों के प्रति जवाबदार बनाने के लिए प्रेरित करता है।

यह पाठ्यक्रम का उद्देश्य शासकीय सेवाओं को उनके आचरण से जुड़े सभी नियमों और प्रवृत्तियों को स्पष्ट रूप से प्रदर्शित करना है। इससे सेवाओं के व्यक्तिगत और पेशेवर जीवन में एक नैतिक मानकों को बनाए रखने के लिए प्रेरित किया गया है। साथ ही, यह सुनिश्चित किया गया है कि सेवाएं प्रशासनिक अनुपालन का जवाब देते हुए अपनी विनियमों का कुशलपूर्वक निर्वाह करें।

विद्यार्थियों में उन विषयों को शामिल किया गया है, जो शासकीय सेवाओं के लिए अत्यंत महत्वपूर्ण हैं, जैसे कि:

- सार्वजनिक संबंधों में भागीदारी को प्रोत्साहित करना
- सार्वजनिक प्रदर्शन और उपहार से जुड़े प्रवृत्तियां

यह पाठ्यक्रम सेवाओं को उनकी सीमाओं और अधिकारों की जानकारी देकर यह सुनिश्चित करता है कि वे अपने पद का दुरुपयोग न करें। यह उन्हें सरकारी नीतियों और प्रक्रियाओं के प्रभावी क्रियान्वयन में सहायता प्रदान करता है।

विद्यार्थियों को यह स्पष्ट किया गया है कि शासकीय सेवाओं को उनके अधिकारों और कर्तव्यों के प्रति जवाबदार बनाने के लिए प्रेरित करना है। इसके अलावा, यह नियमावली सेवाओं को आचरण के लिए प्रोत्साहित करने के लिए प्रेरित करता है।

**सिविल एवं उद्योग**

10 Questions

नियम 1. संचालन नाम, पदनाम और प्रारंभ

नियम 2. परिभाषा

नियम 3. सम्मान

नियम 4. निरंतर संबंधों की निश्चितता

नियम 5. राजनीति तथा विचारधारा में भाग लेना

नियम 6. प्रदर्शन और इच्छा

नियम 7. शासकीय सेवाओं द्वारा अस्वभाविक परामर्श

नियम 8. शासकीय सेवाओं द्वारा संबंधों में सम्मिलित

नियम 9. प्रेस तथा अन्य मीडिया से संबंध

नियम 10. शासन की आलोचना

नियम 11. सम्मेली या किसी अन्य प्राधिकारी के सम्म...

प्रश्न - उत्तर

10 Questions

Question 1 of 10

मध्य प्रदेश सिविल सेवा (आचरण) नियम, 1965 के किस नियम के अनुसार अप्राधिकृत रूप से शासकीय जानकारी देना आचरण नियम का उल्लंघन है?

नियम 6

नियम 12

नियम 9

नियम 4

Question 5 of 10

मध्य प्रदेश राज्य का शासकीय सेवक इनमें से कौन सा कार्य कर सकता है?

राजनीतिक दल की सदस्यता ग्रहण कर सकता है।

निर्वाचन आयोग के द्वारा कराए जा रहे निर्वाचन में अपने मतदाता के रूप में मतदान कर सकता है।

राजनीतिक दल का चुनाव प्रचार कर सकता है।

राजनीतिक दल के लिए पंजीयन कर सकता है।

# 7. Language Guidelines for Regional Courses

## General Considerations

- If a course exists in multiple languages, ensure correct language tagging for easy identification.
- Maintain uniformity in structure and formatting across all language versions.
- If applicable, provide optional subtitles or transcripts for wider accessibility.
- Kindly add the English name in the keywords so that it can be searchable in the portal.

**Classification**

Knowledge level

Learner's knowledge level expected

Knowledge Level

License \*

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Keywords

Search Keywords

Course

# खुनाचा उलगडा

By Maharashtra Police

★ 4.2 | 788

(Last updated on Feb 17, 2025)

About | Content

**Summary**

या प्रकरणात खुनासह जबरी चोरीचा केलेला शास्त्रोक्त तपास,तांत्रिक पुरावा,तपासातील सातत्य, समन्वय आणि सांघिक प्रयत्न याचा समावेश आहे.

**Description**

या गुन्ह्यात खुनासह जबरी चोरीचा समावेश आहे.सदर घटना नाशिक मुंबई महामार्गावरील सर्विस रोडवर हॉटेल आंगण समोर घडली आहे.यातील मयत हे रस्त्याच्या कडेला सिगारेट पीत असताना दोन इसमांनी त्यांची कार जबरीने चोरून नेण्यासाठी त्यांच्यावर सशस्त्र हल्ला करून गंभीर जखमी केले व कार चोरून...

[View more](#)

**Competencies**

Domain

Learning and Development

Learning and Development

**Tags**

Police Police investigation Maharashtra police Murder Murder investigation Investigation Maharashtra MPA Marathi

## 8. Technical Checklist

### Supported Resource Types

All learning materials must adhere to the following formats:

- **Documents:** PDF
- **Videos:** MP4 format (16:9 aspect ratio).
- **Audio:** MP3 files.
- **External Resources:** Links to external websites (please refer to Guideline Structure (5) Effective Learning Design (c) Course Material Standards (iii) Plagiarism-Free Content).
- **Maximum Upload Size:** 400MB per file.
- **Competency Tagging:** All content must be mapped to relevant competencies for structured learning.

### Thumbnails and Metadata

- **Course Thumbnail:** Must be a unique image in a 16:9 aspect ratio to ensure consistency.
- **Organization/Provider Logo:** Should follow a 2:1 aspect ratio for clear visibility. The logo should correctly represent the organization's/provider's identity.

The screenshot displays the 'Basic Information' form for creating a course. The 'Course Name' field is filled with 'Demo Course'. Below it, the 'Access settings' section has 'All Users' selected. The 'Course Thumbnail' field is highlighted with a yellow box and an arrow pointing to a preview image of a person writing on a tablet. The 'Organization/Provider Logo' field is highlighted with a red box and an arrow pointing to a preview image of the 'Karmayogi Bharat' logo. The 'Save' button is visible at the bottom right.

- **Author Name:** A mandatory field; ensure it is filled out. The system automatically tries to find the entered author name, but if the name is not available in the system or you want to enter a custom text, write the author's name and press "Enter" to save it.
- **Reviewer:** The designated person available in the iGOT portal with content reviewer privileges assigned by MDO leader responsible for reviewing and approving the content.
- **Course Functionality:** Ensure the course operates smoothly without any technical issues. Avoid giving references to any hyperlinks in the videos.

Stakeholders

Curators / Contacts

Authors

Enter name

Reviewers

Search by mail

searchfilters.course

## Introduction to Karmayogi Competency Model (KCM)

By Karmayogi Bharat

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