Transformation to a Phygital World

Need for Digitalisation in Civil Service Training Institutions (CSTIs)

Phygital (physical+digital) ecosystem will encourage a blended mode of training delivery. It will include self-paced and need-based virtual learning that allows for better utilization of in-class time to engage in real world application of the content being taught in the CSTIs. Digital infrastructure is required to conduct online trainings that can be shared with officers across services and geographies.

Digitalisation is one of the key pillars of the National Standards for Civil Service Training Institutions (NSCSTI)[1]. This pillar captures the extent to which the CSTIs are equipped with blended learning infrastructure while ensuring digital availability of training material.

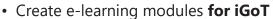## Key components of Digitalisation pillar

Digitalisation

Enabling Physical plus Digital Training
- Build capacity for **phygital mode of learning**
- **Develop digital channels** of interaction and collaboration such as chatrooms, webinars, digital case studies, simulations.
- Train faculty for **blended training delivery**
- **Create digital/e-learning content**

Promotion of digital learning
- **Create or collaborate for use of Digital Learning Labs (DLL)**
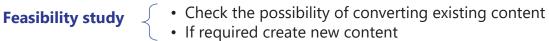- Create e-learning modules **for iGoT**
- **Convert suitable existing physical course** content to online content

Blended learning course design
- Utilize different **learning delivery methods** such on–site learning, instructor led courses, etc.

A step-by-step guide to create e-learning modules

Feasibility study
- Check the possibility of converting existing content
- If required create new content

Determine Learning Objectives
- Create specific and measurable learning objectives

Create an Outline
- Draft an outline for the topics to be covered to ensure a logical flow of information

Analyze content
- Draft an outline for the topics to be covered to ensure a logical flow of information

[1]NSCSTI. (2022, July). Approach Paper. Retrieved from NSCSTI: https://www.nscsti.org/assets/pdf_doc/CBC_Approach%20Paper.pdf

Course Introduction
- How the course is organized, and what can the trainees expect
- Special instructions related to assignments, quizzes etc.
- Expectations for trainee engagement

Writing the Script
- A detailed version of the outline, including what voiceover needs to be recorded
- Inclusion of visual tools for enhanced engagement

Digital Course Creation
- Create a storyboard
- Design team develops a prototype module
- Develop course related multimedia (graphics, simulations, video/audio)
- Complete version 1 of draft online course
- SMEs to provide initial feedback
- Complete beta testing and final modifications
- Create final course

What can institutes do in short term to enable & promote phygital in all CSTIs[2]

● Identify courses that can be converted into digital format and can be uploaded on iGOT

● Training of faculty & staff members to convert existing courses, and create new digital/online courses

● Actively collaborate with other CSTIs like ISTM to leverage training from existing Digital Learning Lab (DLL)

● Orientation training on iGoT for all faculty & staff members

● Design e-learning content based on content framework and evaluation standards of CBC/iGoT

● Prepare model RFPs for procuring e- learning agencies to create e-learning content for the institutes

What can institutes do in long term to enable & promote phygital in all CSTIs[2]

Create Digital Learning Labs (DLL) in hub & spoke model across suitable CSTIs

Empanel e-learning agencies to prepare e-learning courses for the CSTIs

[2]Interventions are indicative in nature. Institutes are advised to seek delegation of powers from attached MDO, if they do not have authority to undertake such interventions