क्षमता विकास आयोग

CAPACITY BUILDING COMMISSION

CAPACITY BUILDING COMMISSION

Government of India

In partnership with Karmayogi Bharat

Karmayogi Quality Framework

A Unified Lifecycle of Quality for the iGOT Platform

From Rules to Roles | From Supply to Demand | From Training to Lifelong Learning

Foreword

There is a question that has accompanied me through much of my working life, *'does learning change the way a person acts'*? Not whether it fills the mind with information or satisfies a compliance requirement. But whether, when a person returns to their work and faces the decisions that define it, something in them has shifted. A deepened clarity, a more considered judgment or a more honest reckoning with consequences.

That question is at the heart of the Karmayogi Quality Framework.

India is at a demanding moment in its journey. The vision of Viksit Bharat 2047 places before every institution and every individual in public life an invitation to ask whether they are equal to the task that history is placing before them. The civil servant implementing a scheme in a remote block, the administrator interpreting a policy that determines how a family at the last mile accesses justice, each carry in their daily work the weight of that larger aspiration. The question is not simply whether they are skilled. It is whether they are capable of exercising informed, values-driven judgment in conditions that are ambiguous, consequential, and rarely simple.

This is what Mission Karmayogi calls, the shift from a rule orientation to a role orientation. Rules are necessary but never sufficient. Every experienced administrator knows that the real work of governance happens in the space between what the rule says and what the situation demands. It is in that space that character and competence determine whether a citizen is served with dignity or denied with indifference.

The Karmayogi Quality Framework approaches quality not as an inspection that happens at the end but as a commitment alive at every stage of the learning lifecycle. Its insistence on anchoring learning in real work decisions is, to my mind, both its most important and its most demanding feature. Before any course is built, its author must answer a simple question, *'what specific work decisions will this course help a public official make better'*? If that question cannot be answered clearly, the course should not be built. This is not a bureaucratic gate but an ethical one.

The seventh commitment in this framework, ethical and values alignment, in my view is its most significant. Learning on the iGOT platform must be civic formation, not compliance training. We are not just building a more efficient bureaucracy. Importantly, we are also trying to build a more just and capable public service, one that carries at all levels an orientation toward the dignity of every citizen it serves.

A framework of this nature earns its legitimacy not only through the quality of its ideas but through the manner in which those ideas are arrived at. What is worthy of mention is that the Karmayogi Quality Framework was developed through a process that was genuinely democratic and consultative. Conversations were held across the system, experts and practitioners were listened to, and the drafts were tested against the realities of those who would have to work with them. This process was led with quiet purposefulness by Ms. Uma S, Principal Advisor, Learning Product and Quality Assessment, at the Capacity Building Commission. In a system where participation is too often performative, her leadership made it substantive. That matters. A framework built together is far more likely to be owned together.

Quality is not a destination. It is a discipline. And it begins with the willingness to keep asking, *'Is the learning we are offering making our people better placed to serve the public'*?

Dr. R. Balasubramaniam
Member-HR, Capacity Building Commission
Government of India

New Delhi, April 2026

Acknowledgement

The Karmayogi Quality Framework is not the work of any one person or any one team. It is the result of sustained intellectual effort, institutional commitment, and a shared conviction that the quality of learning on the iGOT platform is a governance responsibility — one that this Commission takes seriously.

I am deeply grateful to the Commission for their guidance and support throughout this process. A particular debt of gratitude is owed to *Dr. R. Balasubramaniam*, Member-HR, whose insight, expertise, and continuous engagement shaped the thinking behind this framework at every stage. My sincere gratitude to Ms S. Radha Chauhan, Chairperson whose support and encouragement gave me the strength to take on this onerous task.

I would also like to extend my sincere gratitude to the Karmayogi Bharat leadership — *Chhavi Bhardwaj*, CEO and *Vijay S.*, Additional CEO, for their contributions towards building this framework.

This framework would not exist without the task forces whose members gave their time, knowledge, and rigour to building it from the ground up. I thank each of them: *Shyam Sundar Gudimella (ISB), Rasesh Shah (Fractal), Anshula Dhingra (Emeritus), Gaurav Jain (Emeritus), Parvathy Menon (Harvard Business Publishing), Gunjan Gandhi (ISTM), Ashwin Kumar (KB), Sumeet Singh (CBC), Paresh Saxena (IPS, Bihar Cadre), Archana Gopinath (RAKNPA), Ashutosh Narayan Rao (Ministry of Post), Ramesh Kumar (Ministry of Steel), Pawan Kumar (ISTM), Kalyani Gokhale (YASHADA), Jyotsna Sitling (Retd. Officer, IoFS), Praveen Prakash (Physics Wallah), Puneet Balasubramaniam (Former Director, Department of Military Affairs), Ankita Yadav (Fractal), Akshay Arora (CEGIS), Arnab Roy (Fractal), Karan Solanki (Fractal), Radhika Khurana (CEGIS), Preksha Duggar (CEGIS), Mohan Nagarajan (World Bank), Ranjana Sengupta (World Bank), and Shubnit Mehra (CEGIS)*. What is strong in this framework belongs to them.

Finally, I want to acknowledge *Akanksha Mahapatro* and *Ashi Pandey* — my team — who carried this work with dedication, care, and a quiet determination to get it right. This framework bears their fingerprints on every page.

The Karmayogi Quality Framework is a commitment — to every learner on the platform, to every citizen they serve, and to the idea that quality in public service learning is not a standard to be checked, but a promise to be kept.

Uma S,
Principal Advisor, Quality Assurance,
Capacity Building Commission
Government of India

New Delhi, April, 2026

Executive Summary

The iGOT Karmayogi platform has achieved national scale in civil service learning; the Karmayogi Quality Framework (KQF) builds on this foundation to drive the deeper shift envisioned by Mission Karmayogi—from rule-based HR management to role-based capability and informed decision-making. Anchored in the vision of Viksit Bharat 2047, the KQF defines quality as the ability of learning to improve real-world judgement and action at scale, positioning it as a core governance commitment.

Extending the existing Content Quality Framework (CQF), the KQF establishes an end-to-end, lifecycle-based system that embeds competency alignment, work relevance, and continuous, data-driven improvement—ensuring every course is designed, delivered, and refined to consistently enhance a civil servant's effectiveness in serving citizens.

What Quality Means

The framework defines quality across seven commitments: clarity of purpose and competency alignment; learning design and pedagogical rigour; content accuracy, currency, and authority; assessment design and learning validation; technology standards and platform quality; learner experience and demand responsiveness; and ethical and values alignment.

The Foundation

Every course must be anchored in competencies — behavioural and functional as specified in the Karmayogi Competency Model (KCM), and domain competencies as defined by each Ministry/Department/Organisation (MDO). This calibration operates across three dimensions: decision complexity (operational, tactical, or strategic), governance decision archetype, and administrative role family.

How the Framework Operates: The Six Stages

1	**Discover**	Every course begins with work context, not content—using personalised diagnosis to identify competency gaps and align learners to targeted pathways and evolving system needs.
2	**Design**	Courses are designed backwards from real work decisions using a mandatory Design-from-Work Declaration and Capability Design Blueprint.
3	**Develop**	Courses are built to five development standards with defined artefacts and gate conditions at every stage.
4	**Deliver**	Live courses generate continuous signals monitored through a Course Performance with automatic escalation for underperforming courses.
5	**Evaluate**	A three-layer feedback mechanism, which includes learner self-assessment, peer and supervisor validation, and cohort-level analysis, measures whether learning changed behaviour at work.
6	**Improve**	Evidence from monitoring and evaluation flows back into course design and the Capacity Building Plan (CBP) of the learner, there by closing the quality loop.

Technology as a Quality Enabler

Within iGOT's technology-led architecture, AI and data systems serve as integral enablers across the learning lifecycle. The KQF establishes quality governance that is objective, systematic, and data-driven, ensuring consistency beyond individual auditors, while technology provides visibility at scale and human judgment safeguards contextual validity and institutional trust.

Accountability

Quality on the iGOT platform is a shared responsibility across the ecosystem. Capacity Building Commission (CBC) defines the framework, Karmayogi Bharat (KB) operationalises it, expert bodies ensure it evolves, content providers are accountable for course performance, MDOs ensure contextual relevance, Cadre Controlling Authorities (CCAs) align learning with career progression and decisions, and learners complete the improvement loop through feedback and application. Together, these stakeholders embody quality.

> The KQF is not a standard applied to courses. It is the operating logic of a learning ecosystem designed to continuously improve the capability of the people who govern India.

Content

Karmayogi Quality Framework

Does learning on the iGOT platform contribute towards making a public official more capable of serving the public? Every mechanism in this framework including design requirement, development standard, monitoring signal, and evaluation instrument exists to keep that question live and answerable.

Completion rates tell us a learner reached the end of a course. Satisfaction ratings tell us they did not actively dislike it. Assessment scores tell us they could recall what they had just been told. None of these tell us whether, when the learner returned to their work, the learning contributed towards governing differently.

India's vision of Viksit Bharat 2047 calls for a civil service that is agile, competent, and capable of delivering citizen-centric outcomes, requiring a shift from procedural knowledge to real, role-based capability. Mission Karmayogi calls for a deeper shift, which is from

- rule orientation to a role orientation, meaning every course must be grounded in role context and citizen centricity,
- supply orientation to demand-orientation, meaning every course must be discoverable, relevant & calibrated to the learner's competency gap, and
- episodic orientation to continuum orientation, meaning learning must meet standards of relevance, rigour & effectiveness at every career stage.

The existing CQF ensures courses are well-built. The KQF extends that commitment by ensuring courses are designed from real work, deliver genuine capability, and produce measurable change in how public officials govern. The KQF is an evolution of the CQF, not a departure from it.

Quality is not inspected at the end. It is built in at the beginning, tracked through delivery, and validated through evidence of workplace application. Each stage of the lifecycle produces the conditions for the next stage. Evidence from the final stage feeds back into the first.

Part I – What Quality Means: Seven Commitments

Quality in civil service learning is defined here across seven dimensions. These are not a checklist to be completed before a course is published. They are ongoing commitments to the learner, to the institution, and to the public that governance exists to serve. Every stage of the lifecycle is governed by these seven commitments.

	Commitment	Key Requirement
1	Clarity of Purpose & Competency Alignment	Every outcome mapped to the KCM and Domain competencies at the right proficiency level. A Competency Coverage Matrix with every course.
2	Learning Design & Pedagogical Rigour	Active learning mandatory. Micro modular design. Indian governance scenarios. Alignment principle non-negotiable.
3	Content Accuracy, Currency & Authority	Mandatory Subject Matter Experts (SMEs) review. Legal and Policy Verification Checklist. 12-month review cycle or 30 days after a policy change.
4	Assessment Design & Learning Validation	70% minimum pass threshold. Remediation pathways, not retakes. Formative assessment mandatory for courses over 60 minutes.
5	Technology Standards & Platform Quality	5-second load. xAPI/HLS/WebVTT/LTI 1.3. 720p video. One interaction per 5 minutes. Offline access. Encrypted data.
6	Learner Experience & Demand Responsiveness	UX review before publication. Feedback to course owners within 30 days. 60% completion rate. Anything below this triggers an automatic review.
7	Ethical & Values Alignment	Constitutional values in course design. Citizen at the last mile (antyodaya) visible in scenarios. Ethical dilemma mandatory at every level.

Why Seven?

The first three commitments govern what a course contains, namely its purpose, design, and accuracy. The fourth governs how learning is validated. The fifth governs the technology environment through which it is delivered. The sixth governs how the learner experiences it and how the platform responds to what learners say they need. The seventh that mentions ethics and values is what makes iGOT something more than a training catalogue. It insists that learning on this platform is civic formation, not compliance training.

These seven commitments are the institutional standard. The specific thresholds and requirements within each are stated in the design, development, and evaluation stages that follow.

Part II – The Foundation: Who the Learner is

The seven commitments apply to every course. But their application is never uniform because the learner is never uniform. Quality course design requires that every course be precisely calibrated to the specific context of its intended learner. This calibration is anchored in competencies; behavioural and functional as specified in the KCM, and domain competencies as defined by each MDO in reference to the KCM. This calibration further operates across three dimensions, namely the decision context, role level and administrative role family.

The Karmayogi Competency Model: The North Star of Content Quality

The KCM identifies three interconnected domains of competency. Behavioural competencies, which includes dispositions, values, and interpersonal capacities. These competencies grow in importance with seniority and determine whether technical capability translates into effective public service. Functional competencies specify the skills and methods of governance are transferable across roles and ministries. Domain competencies that include technical knowledge specific to a ministry or sector are defined and maintained by each MDO in reference to the KCM. These three domains are not silos: the best courses help see how these elements connect with one another.

The Architecture of Differentiation: Decision Context, Role Level and Administrative Role Family

Anchored in the KCM, every course must be calibrated across and aligned to three additional dimensions. These together distinguish quality course design from generic content delivery.

Dimension	Levels / Types	What It Determines in Course Design
Decision Complexity: S-T-O Lens	**Operational:** procedural accuracy, rule application, and citizen-facing execution **Tactical:** cross-programme problem-solving, team alignment, and delivery ownership **Strategic:** policy design, systems thinking, cross-sectoral influence, and leadership in complexity	Scenario complexity, ambiguity level, feedback depth, assessment type. A course designed for one level cannot transfer to another without substantive redesign.
Governance Decision Archetype	Citizen-facing Administrative processes and procedures Policy and law Outcome execution (Time-bound / Outcome-based) Leadership and stewardship Functioning under uncertainty Regulatory	Which constraints, trade-offs, and consequences are designed into scenarios. One competency may require different courses for different archetypes.
Administrative Role Family	**Initiator:** originates files and actions **Reviewer:** examines and recommends **Decision Maker:** approves, commits resources **Strategic Leader:** sets direction, manages performance **Policy Maker:** formulates and advises on legislation	Which position the learner occupies in administrative processes shapes how the same competency is designed and assessed.

Decision complexity, decision archetype, and administrative role family together define the specific learner context every course must address. This is the reason the lifecycle is structured the way it is.

Part III – The Lifecycle: Six Stages

The KQF builds on the existing CQF to create a more seamless, end-to-end approach to quality governance. It brings together competency alignment, strong design practices, real-world applicability, and continuous improvement driven by data and analytics.

The framework operates as a lifecycle. Each stage answers a specific question, produces a defined output, and gates the next stage. A course that does not meet the requirement at any stage does not advance until it does.

> The existing CQF standards covering accessibility, clarity of language, inclusion, assessment integrity, and technical robustness remain as non-negotiable baseline. The design of KQF adds upstream anchoring and capability validation on top of these standards.

Overview

Stage	Question It Answers	What It Produces	Gate
01 Discover	Who is this learner?	Validated learning need anchored to a work context	Design-from-Work Declaration approved before proceeding
02 Design	Is it built from real work?	Design-from-Work Declaration + Capability Blueprint + design for relevance and autonomy	Capability Blueprint revewed before development begins
03 Develop	Is it built with integrity?	Competency-driven, aligned to course standards and workflows, enables measurable performance change, manages cognitive load	Quality standards of content development adhered to & hygiene baseline passed
04 Deliver	Is it reaching learners?	Real-time monitoring data: engagement, completion, usability	Amber courses flagged; Red courses suspended
05 Evaluate	Did behaviour change?	Course Performance Index (CPI) score, RAG classification, improvement pathway	Every course generates an improvement action
06 Improve	What did we learn?	Closed loop: design refinements, updated Capacity Building Plans (CBP) data	Evidence flows into CBP before cycle annually

01 Discover

Who is this learner, what decisions do they face, and what does better capability look like in their role?

Every course begins not with content, but with a work context. The Discover stage establishes the foundation that all subsequent stages depend on: a precise understanding of who the learner is, what decisions they face, and what a more capable public official would do differently.

Competency Diagnosis as the Starting Point

Competency-based learning begins with a clear understanding of the learner's role, context, and current capability. Drawing on established learning frameworks such as Bloom's Taxonomy (1956) and later revisions by Anderson & Krathwohl (2001), effective learning is anchored in three conditions:

- **Relatedness:** Content must align with the learner's role, level, and career stage.
- **Relevance:** Learning should be grounded in real governance contexts.
- **Applicability:** It must translate into action through problem-solving and experiential methods.

Instructional design should follow adult learning principles, with a strong emphasis on experiential learning, supported by relational and informational components.

Individual Diagnosis and Personalised Learning

Building on this foundation, iGOT enables a structured diagnosis at the point of entry. As soon as a public official enrols, the platform initiates a guided assessment to establish a baseline against role expectations.

A capability pre-test, administered by the Capacity Building Unit (CBU), generates a personalised Capacity Building Plan (CBP), identifying competency gaps and development priorities. Learners demonstrating high proficiency are directed to higher-level learning, while unmet needs are flagged for content commissioning.

Guided Discovery Mechanisms

Question It Answers		What It Produces	Gate
1	**Capability Self-Assessment**	Establishes learner baseline against role expectations via a pre-test administered through iGOT	Replace generic labels with recommendation for operational, tactical, or strategic level
2	**Decision Context Mapping**	Invites learner to identify their dominant decision type rather than grade or designation	Maps learner to a governance decision archetype and the most relevant scenario context
3	**Guided Learning Pathways**	Recommends sequenced capability progressions, not isolated courses	A coherent development arc building from foundational to system-level application
4	**Competency Framework Integration**	Connects discovery to the iGOT competency dictionary mapped to roles	Recommendations through competency dashboards, ministry recommendations, and supervisor suggestions
5	**Supervisor and Department Nudges**	Departments and supervisors recommend competencies and highlight learning linked to ongoing programmes	Organisational alignment without mandatory prescription

GATE

Every course must be relatable, relevant, and applicable for the learner. Also, courses that cannot demonstrate clear work anchoring and a credible learning need at this stage do not proceed. The Design-from-Work Declaration is the gate condition for progression.

02 Design

Is this course built backwards from real work decisions, and does it produce judgement, not just recall?

The Design stage translates the work context established in Stage 1 into a coherent learning architecture. Its governing principle is backward design: what the learner must be able to do in their role is defined before any content is created. Assessments are specified before modules are written.

The Design-from-Work Declaration

Before any instructional design begins, the proposer must submit a Design-from-Work Declaration answering five questions:

Question	Why It Is Required
What are the key work decisions this course will improve?	Ensures the course has a specific decision target, not a topic
What judgement challenges and ambiguities do public officials face?	Forces the designer to confront complexity rather than simplify it away
What constraints — organisational, legal, resource — shape those decisions?	Grounds scenarios in the actual operating environment, not an idealised one
What are the consequences of poor decisions in this context?	Establishes the stakes that make learning feel necessary, not optional
What are the most common mistakes and blind spots?	Provides raw material for the misconceptions good scenarios must surface and correct

The Four Design Layers

Layer	Quality Question	Requirements
Layer 1 Work Anchoring	*Ensures the course has a specific decision target, not a topic*	❖ Outcomes framed as capability shifts, not knowledge acquisition ❖ Scenarios derived from judgement challenges in the Declaration ❖ Context acknowledged as variable, serving role clusters and not one function ❖ Reviewer checks: Are the stated decisions practised? Do constraints appear in course design?
Layer 2 Capability Design	*Ensures the course has a specific decision target, not a topic*	❖ Scenario-based decision practice with deliberate ambiguity at the S-T-O level ❖ Feedback addresses quality of reasoning, not only correctness ❖ Mistakes surfaced, explained, and used as learning moments ❖ Reviewer checks: is judgement exercise

Layer	Quality Question	Requirements
Layer 3 Contextual Adaptability	*Ensures the course has a specific decision target, not a topic*	❖ Decision archetypes are treated as the unit of design and not as individual roles ❖ Scenario packs are designed to be adapted, not fixed to one context (eg: could be role-specific) ❖ Reflection prompts ask: how does this apply in your specific work?
Layer 4 Transfer Design	*Ensures the course has a specific decision target, not a topic*	❖ Repeated decision practice across multiple scenarios, not single-attempt ❖ Reflection on consequences built into the course, not as afterthought ❖ Explicit intent-to-apply prompts at the close of every module ❖ Reviewer checks: multiple practice opportunities? Is there a mechanism connecting course to post-course application?

The Capability Design Blueprint

Before a course moves to development, the designer completes a *Capability Design Blueprint* that defines a module-level mapping of the decisions to be developed, the scenarios to be used, the constraints to be introduced, and the feedback to be provided. This is the structural expression of the Declaration.

GATE

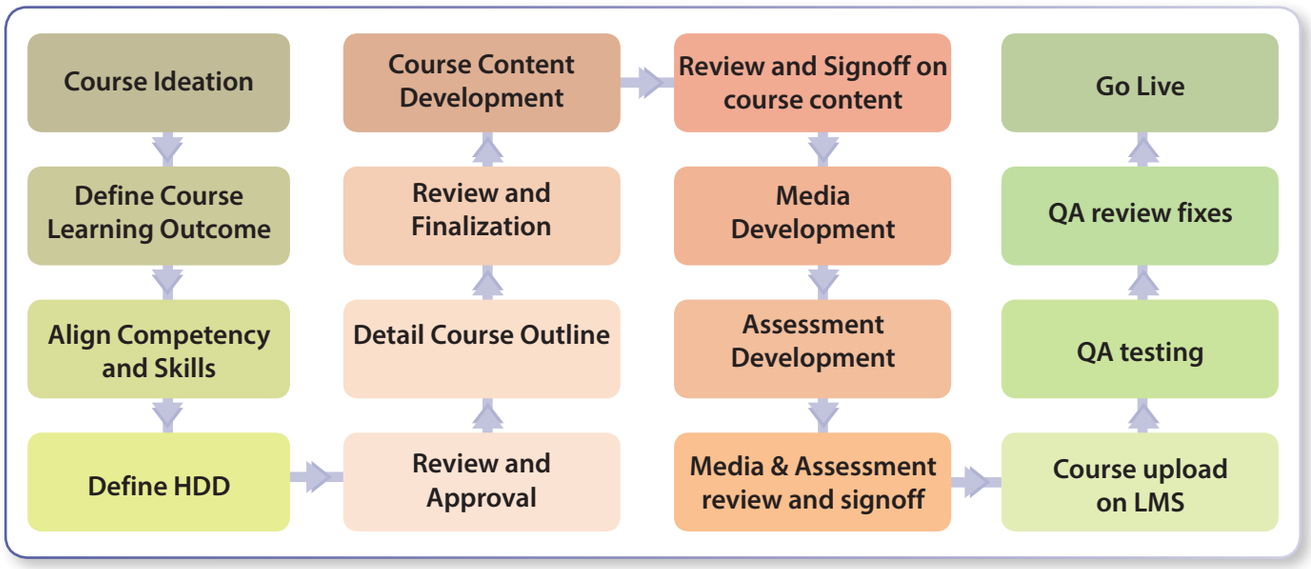
The Blueprint is reviewed before quality assessment proceeds. Courses whose Blueprint does not reflect the declared work context are returned for redesign before any content is developed.

03 Develop

Is the instructional intent being faithfully realised with full traceability, cognitive integrity, and technical quality?

The Develop stage is where the capability architecture becomes a course. Its central obligation is fidelity. The finished course must faithfully realise the design intent with no degradation of work context, capability focus, scenario quality, or feedback logic. Five standards govern this stage.

Standard	What It Requires	Red Flag
Backward Design & Constructive Alignment	Assessment evidence defined before content. Outcome → assessment mapping present throughout. Bloom's level tagged per item.	*Assessments added after content finalised*
Adult-Learning Integrity & Cognitive Load	One idea per screen. Modules max 15 to 20 minutes. Content curated, not comprehensive.	*Unnecessary content to fill time or signal effort*
Job-Embedded Practice & Authentic Assessment	Scenario-based items mapped to outcomes. multi-competency rubric for advanced roles.	*Generic, non-contextual examples*
Accessibility & Universal Design	WCAG 2.2 AA. Hindi and English minimum. Alt text and transcripts. QA sign-off before release.	*Accessibility omitted from QA*
Competency Traceability & Governance	Full chain: competencies → outcomes → storyboards → assessments → Workplace Application. Every item tagged to a competency ID.	*Untagged content at any build stage*



*All review & approval includes internal reviews, SME reviews, client reviews

GATE

Upstream checks not completed before development begins, or retrospective checks not conducted and fed back into analysis and design post-launch, result in the course not progressing.

04 Deliver

Is learning reaching learners effectively — and what are engagement signals revealing about course health?

Delivery is not passive. The moment a course is live, it begins generating signals that reveal whether learning is working. These signals must be read continuously.

Nine Dimensions of Course Performance

To enable consistent monitoring across the ecosystem, the framework identifies nine measurable dimensions of course performance. Together, these variables provide a multidimensional view of course health — moving beyond completion rates to capture the full range of signals that indicate whether a course is achieving its capability purpose.

Dimension	What It Captures	Why It Matters
Completion and Persistence	*Completion rate, drop-off points, abandonment patterns*	Whether learners sustain engagement through the course lifecycle
Engagement Depth	*Time on modules, participation in activities, repeat access*	Whether learners meaningfully interact or click through
Assessment Alignment	*Pass rates, attempt patterns, scenario-based performance*	Whether assessments reflect intended outcomes or are misaligned

Learning Confidence	*Self-reported confidence, improvement between attempts*	Early proxy for transfer, perceived capability improvement
Workplace Application Signals	*Evidence of application in tasks, post-course reflections*	Whether learning is showing up in actual governance practice
Learner Motivation and Intent	*Enrolment patterns, certificate behaviour, fast-track completion*	Distinguishes genuine engagement from compliance
Platform Usability	*Technical drop-off, error frequency, navigation issues*	Whether technical friction is interrupting learning continuity
Language and Inclusivity	*Completion across language versions, accessibility usage*	Whether the course is genuinely inclusive across diverse learners
Content Credibility and Currency	*Repeat enrolment, user ratings, feedback on relevance*	Whether the course retains credibility and relevance over time

Monitoring Architecture

Monitoring is done through a structured architecture comprising four interconnected layers. Each layer processes and elevates signals from raw platform data through to governance-ready intelligence.

Dimension	What It Captures	Why It Matters
Data Layer	*Platform signals related to learner behaviour, engagement patterns, assessments, feedback, and platform performance*	Feeds raw signals into the Index Layer for aggregation; forms the evidentiary base for all subsequent monitoring
Index Layer	*Aggregated signals that generate interpretable indicators of course health and learning effectiveness*	Converts raw data into the Course Performance Index (CPI) and composite health scores used in governance review
Escalation Layer	*Potential quality risks detected through threshold triggers and automated alerts*	Activates RAG[1] classification; triggers automated flags for Amber and Red courses; initiates structured review pathways
Governance Layer	*Structured review and intervention decisions supported by dashboards, trend analysis, and risk classification*	Enables Quality Committee review, CBC escalation, and course improvement plan approval; closes the monitoring loop

[1] *Red, Amber, Green clasification. Refer to Course Performance Index*

GATE

Monitoring generates actionable insights that guide ongoing improvements in course design, content, assessments, engagement, and platform usability. These signals help identify gaps and strengthen course effectiveness.

05 Evaluate

Is the course producing capability change — and is that change visible in how public officials work?

Evaluation in this framework is not a retrospective audit. It spans from before content creation to months after course completion. Its governing principle, drawn from the Kirkpatrick Model*, is that the only evaluation that matters is whether behaviour changed at work, and whether that change produced better outcomes for citizens.

[2]Developed by Donald Kirkpatrick, this four-level model evaluates training effectiveness through: Level 1 — Reaction (did learners find it useful?); Level 2 — Learning (did knowledge or skill improve?); Level 3 — Behaviour (did performance change at work?); and Level 4 — Results (did it produce organisational impact?). Most training systems measure only Levels 1 and 2. This framework is designed to reach Levels 3 and 4.

The Three-Layer Feedback Mechanism

Every course on the iGOT platform is subject to all three layers. A course provider's accountability does not end at submission, rather it extends across the full operational life of the course.

Layer		Quality Question	Requirements
Layer 1 Learner Self-Assessment	*Course completion (Month 0)*	*Whether the course addressed the competency gap, accuracy of content, most and least effective aspects, and optional narrative*	Structured learner feedback. Feedback submission linked to certification, thus guaranteeing 100% response rate.
Layer 2 Peer and Supervisor Validation	*Months 3–6*	*Whether the competency gap became observable in workplace performance, degree of improvement, and observable strengths & development areas*	Multi-stakeholder validation of learning transfer to role.
Layer 3 Cohort-Level Evaluation	*Quarterly, aggregated across all completions*	*Consistency of competency gap coverage across learner cohort, patterns in strengths and improvement areas, and courses requiring redesign*	Composite quality scores; CBC governance decisions; course flags issued.

Course Performance Index — RAG Classification

Every course must be assigned a RAG (Red–Amber–Green) status that serves as a decision-enabling mechanism. It will help stakeholders quickly determine whether a course is working, needs attention, or requires intervention.

Classification	What It Means	What Happens Next
Green	Course performing as intended. Engagement, assessment, and application signals within expected thresholds.	Standard monitoring continues. No intervention required.
Amber	One or more signals have crossed a warning threshold. Design, content, or delivery issues present but not yet critical.	Auto-flag generated. Course owner notified. Advisory review initiated. Improvement plan required.
Red	Multiple signals indicate significant quality failure such as learners not completing, assessments not working, and no evidence of application.	Immediate escalation to Quality Committee at KB. Structured remediation required. Course suspended from active promotion.

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Amber-rated courses require a course improvement plan within 30 days. Red-rated courses are suspended from active promotion pending structured remediation by the Quality Committee.

The CBP Connection

The continuous loop: Diagnostic pre-test → Individual CBP → Course enrolment and completion → Post-course application assessment → Feedback into CBP and updated CBP → Revised diagnosis → Next learning stage. Learning evidence never remains stranded as platform data, instead it lives in the formal development record of every public official.

GATE

Every course that completes a full monitoring cycle generates an improvement action even if that action is only to confirm that no changes are required and to document why.

06 Improve

What has evidence told us — and how does that intelligence flow back into the next cycle?

The Improve stage makes the framework adaptive rather than just sequential. It ensures that each cycle builds on real insights, enabling the system to learn, evolve, and continuously strengthen quality over time.

The Improvement Cycle — What Each Signal Feeds Back Into

Signal Source	What It Feeds Back Into
Engagement and completion signals (Stage 4)	Instructional design refinements including scenario design, cognitive load, or module sequencing is failing learners
Assessment performance data (Stages 4–5)	Assessment redesign, where pass rates are anomalously high (too easy) or low (misaligned)
Workplace application reviews (Stage 5)	An updated Design-from-Work Declaration for the next iteration, aligned to the actual work decisions the course is intended to address
CPI and RAG escalations (Stage 5)	Governance decisions on course continuation, restructuring, or retirement, and identification of portfolio gaps requiring new development
360-degree and supervisor assessments (Stage 5)	Updates to the competency framework that indicate shifts in role expectations or highlight where current courses are not meeting the required level

The Brinkerhoff Principle[3]

In any large-scale programme, a small percentage of participants drive disproportionate impact because they successfully apply what they learned. The improvement stage is designed to surface these cases systematically — not treat them as exceptions — and to study and replicate the conditions that enabled them. Almost always, the differentiator is not content quality. It is relevance, timing, alignment to real job challenges, and the presence of supervisor reinforcement and peer application.

[3]Developed by Robert Brinkerhoff, this method identifies the small percentage of learners in any programme who successfully apply what they learned and produce measurable impact — and systematically studies the conditions that enabled them. Rather than averaging outcomes across all participants, it focuses on what distinguished those who succeeded, in order to design those conditions into the programme for the next cohort.

Part IV – Technology as a Quality Enabler

The iGOT platform is at an inflection point in its use of artificial intelligence (AI) and technology. These capabilities are not deployed to automate what already exists — they are used to make genuinely demand-driven, personalised, evidence-based learning technically possible at the scale of India's civil service.

Demand-Driven Personalisation Engine

Within iGOT's technology-led architecture, AI and data systems should function as embedded enablers across the end-to-end learning lifecycle—from discovery to continuous improvement. Technology should make it possible to anchor learning in real work contexts, personalize pathways based on competency gaps, and adapt experiences dynamically during delivery.

Technology should strengthen each stage of the lifecycle: enabling diagnosis and role-based mapping (Discover), supporting evidence-based design and integrity checks (Design–Develop), generating real-time engagement and assessment signals (Deliver), and producing longitudinal insights on workplace engagements (Evaluate). These signals flow into a closed-loop improvement system, ensuring that learning continuously evolves based on evidence rather than static design.

AI-Enabled Quality Enabler

At a policy level, the KQF's emphasis is on coherent orchestration of these capabilities — where AI enhances visibility, responsiveness, and scale, while human judgement sustains contextual validity, credibility, and institutional trust. The framework calls on the stakeholders and the broader ecosystem to continuously expand the use of AI and technology in quality governance: not to remove human accountability, but to direct it where it matters most — approving design decisions, validating domain accuracy, reviewing ethical dimensions, and acting on the intelligence that technology surfaces.

iGOT Discussion Hub as a Practice Layer

The iGOT Discussion Hub can be aimed to refunction as a practical extension of learning rather than a standalone feature. This can be achieved by attempting the following:

- Integrating it directly into courses through simple, structured prompts at key points, especially around scenarios and application tasks.
- Discussions can be linked to real programmes and policy contexts so that learners can share field experiences, challenges, and solutions. This ensures that engagement is grounded in actual governance contexts and supports problem-solving rather than generic exchange.
- Basic moderation by course owners or domain experts can help keep conversations focused and useful, while periodic summaries can capture key insights.
- Keep discussions open after course completion. This will support continued application and peer learning.

The above targeted enhancements can be implemented within the existing system and will help position the Discussion Hub as a meaningful space for practice, reflection, and continuous improvement.

> Detailed specifications including analytics thresholds, AI tool requirements, the responsible generative AI policy, and platform technical standards are set out in the KQF Operational Manual. The framework makes the commitment. The manual specifies the mechanism.

Part V – Who is Accountable: The Governance Architecture

A framework without institutional accountability is aspiration, not governance. The table below states, as binding commitments, what each actor in the ecosystem is accountable for.

Actor	Accountability
Capacity Building Commission	Design authority and quality custodian. Reviews KQF. Define Standards. Responsible for Quality Advisory Council. Periodic Course Audits. Publishes Quality Report
Quality Advisory Council	Multidisciplinary expertise across public policy, governance, AI, technology, and civil society. Advises on evolution of quality standards and integration of global best practices. Advisory forum, not regulatory body.
Sectoral Group of Secretaries (SGOS)-Based Standing Committee	Standing pool of SMEs mapped to the SGOS framework. Drawn from industry, academia, retired public officials, and civil society. Empanelled for content review and quality assurance across all sectors.
Karmayogi Bharat	Approves Design-from-Work Declaration. Manages accountability for underperforming MDOs. Platform infrastructure, monitoring architecture, dashboards, and analytics. Activates the Competency Assessment hub. Implements AI-assisted design and assessment tools.
Content Providers	Execution engine. Build courses to the approved Design-from-Work Declaration. Accountable for the quality signal their courses generate over their full operational life. Persistent Amber/Red performance leads to structured remediation and, where remediation fails, delisting.
Ministries, Departments, Organisations	Source of contextual truth. Validate work realities. Provide context inputs for scenarios. Facilitate supervisor and peer validation. Ensure learning evidence flows into the CBP.
Cadre Controlling Authorities (CCAs)	Career integrators—set competency benchmarks, align learning with career progression, embed learning in appraisals, and use data for evidence-based decisions.
Learners	Sovereign at the centre. Complete the diagnostic. Contribute the feedback and application evidence the improvement loop requires. Engage with learning as a professional responsibility.

The framework is anchored in clearly defined roles and shared accountability across all stakeholders, ensuring that quality is collectively upheld across the ecosystem.

Implementation — Rolling Out the Lifecycle Framework

A framework without institutional accountability is aspiration, not governance. The table below states, as binding commitments, what each actor in the ecosystem is accountable for.

Phase 1 Months 0–3 Pilot	Phase 2 Months 3–6 Archetype Validation	Phase 3 Months 6–9 Scale and Measure	Phase 4 Months 9–12+ Full Deployment
Apply to 1–2 competencies	Expand to 2–3 decision archetypes	Roll out CPI dashboards and auto-flagging	Expand monitoring across all course clusters
Test Design-from-Work Canvas and Capability Design Blueprint in practice	Enforce competency tagging across storyboards	Enable Quality Committee review workflows	Institutionalise CBP feedback loop
Validate CPI methodology and RAG thresholds	Begin L3 behaviour tracking.	Link dashboards to KPIs	Conduct ROI studies for major programmes
Pilot monitoring and dashboard views	Refine thresholds from pilot findings	Compare engagement against baseline courses	Full deployment across iGOT ecosystem

Target Maturity State

The framework is mature when it anchors courses to work contexts and capability blueprints, drives personalised diagnostics, and turns learning evidence into workplace impact—making the KQF the operating logic of a continuously improving ecosystem for India's public officials.

The framework will be reviewed periodically by the CBC, informed by the evidence generated through the monitoring and impact assessment mechanisms it establishes. Quality, as this framework understands it, is not a destination. It is the discipline of continuously asking whether learning is doing what it exists to do — and having the honesty and the systems to act on what the answer reveals.

Karmayogi Quality Framework

A Unified Lifecycle of Quality for the iGoT Platform

Foundation — applies across all stages

Every course anchored in the **Karmayogi Competency Model (KCM)**: Behavioural • Functional • Domain competencies.

Calibrated across three dimensions: **Decision Complexity (S–T–O)** • **Governance Decision Archetype** • **Administrative Role Family**.

Seven quality commitments govern every stage: Purpose & Competency Alignment • Learning Design • Content Accuracy • Assessment • Technology • Learner Experience • Ethics & Values.

01 DISCOVER

Who is this learner, what decisions do they face?

Five guided discovery mechanisms

1. Capability Self-Assessment (administered via iGoT) 2. Decision Context Mapping (maps learnerto a governance archetype) 3. Guided Learning Pathways (recommending capability progression) 4. Competency Framework Integration (maps to the competency dictionary) 5. Supervisor & Department Nudges (organisational alignment)

Output: Individual CBP

Competency gaps identified • Development priorities set • High-proficiency learners directed to higher level • Unmet needs flagged for content commissioning

GATE — Design-from-Work Declaration approved before proceeding. Course must be relatable, relevant, and applicable.

02 DESIGN

Is it built backwards from real work decisions?

Design-from-Work Declaration (mandatory)

What decisions will this course improve? • What judgement challenges do of ficials face? • What constraints shape those decisions? • What are the consequences of poor decisions? • What are the common blind spots?

Capability Design Blueprint

Module-level mapping of decisions to be developed • Scenarios to be used • Constraints to be introduced • Feedback to be provided

L1 Work Anchoring

Outcomes = capability shifts, not topics

L2 Capability Design

Decision practice with deliberate ambiguity

L3 Contextual Adaptability

Archetypes as unit of design • Scenario Packs

L4 Transfer Design

Intent-to-apply prompts at every module

GATE — Capability Blueprint reviewed before development begins. Courses not reflecting declared work context returned for redesign.

03 DEVELOP

Is the instructional intent faithfully realised?

1. Define HDD → **2. Review & approval** → **3. Course content & media development** → **4. Assessment development** → **5. QA** → **6. Go live**

Five development standards

Backward Design & Constructive Alignment • Adult-Learning Integrity & Cognitive Load • Job-Embedded Practice & Authentic Assessment • Accessibility & Universal Design (WCAG 2.2 AA) • Competency Traceability & Governance

GATE — Upstream checks completed before development begins. Retrospective checks fed back post-launch. Course does not progress otherwise.

04 DELIVER

Is learning reaching learners effectively?

Monitoring architecture (4 layers)

Data layer → Index layer → Escalation layer → Governance layer. Each layer elevates signals from raw platform data to governance-ready intelligence.

Course Performance Index (CPI)

Composite health score computed from all nine dimensions. Feeds RAG classification at Stage 05.

NINE DIMENSIONS OF COURSE PERFORMANCE

Completion

Rate • drop-off • Abandonment patterns

Engagement depth

Time on modules • Participation • Repeat access

Assessment alignment

Pass rates • Attempt patterns • Scenario-based performance

Learning confidence

Self-reported confidence • Improvement between attempts

Workplace application signals

Evidence in tasks • Post-course reflections

Learner motivation & intent

Enrolment patterns • Certificate behaviour

Platform usability

Technical drop-off • Error frequency • Navigation issues

Language & inclusivity

Completion across language versions • Accessibility usage

Content credibility & currency

User ratings • repeat enrolment • relevance feedback

GATE — Monitoring generates actionable insights guiding improvements in design, content, assessments, engagement, and platform usability

05 EVALUATE

Is the course producing capability change?

Layer 1 — Learner self-assessment (Month 0)
Did the course address the competency gap? • Accuracy of content • Most and least effective aspects • Feedback linked to certification → 100% response rate

Layer 2 — Peer & supervisor validation (Months 3–6)
Competency gap observable in workplace performance? • Degree of improvement • Observable strengths and development areas • Multi-stakeholder validation

Layer 3 — Cohort-level evaluation (Quarterly)
Consistency of competency gap coverage across cohort • Patterns in strengths and improvement areas • Courses requiring redesign flagged • CBC governance decisions

RAG CLASSIFICATION — OUTPUT OF CPI SCORE

Green — performing as intended · standard monitoring continues

Amber — warning threshold crossed · auto-flag · improvement plan within 30 days

Red — significant quality failure · escalated to Quality Committee at KB · course suspended

CBP connection (continuous loop) Diagnostic pre-test → Individual CBP → Course enrolment and completion → Post-course application assessment → Feedback into CBP → Updated CBP → Revised diagnosis → Next learning stage. Learning evidence never stranded as platform data.

GATE — Every course that completes a full monitoring cycle generates an improvement action, even if only to confirm no changes are required.

06 IMPROVE

What has evidence told us?

Engagement + completion signals (Stage 4)
→ Instructional design refinements: scenario design, cognitive load, module sequencing

Assessment performance data (Stages 4–5)
→ Assessment redesign where pass rates are anomalously high or low

Workplace application reviews (Stage 5)
→ Updated Design-from-Work Declaration for next course iteration

CPI and RAG escalations (Stage 5)
→ Governance decisions: course continuation, restructure, retirement, or new commission

360° and supervisor assessments (Stage 5)
→ Updates to competency framework · shifts in role expectations · APAR and CBP refreshed

↺ **Closed loop — returns to Stage 01** Evidence flows back into the Design-from-Work Declaration and each learner's CBP. Gate: evidence flows into CBP before the cycle closes annually

GOVERNANCE

CBC
Design authority • KQF custodian • Defines standards • Quality Advisory Council • Periodic audits • Publishes Quality Report

Karmayogi Bharat
Approves Declaration • Platform infrastructure • monitoring • Dashboards • AI tools • Manages underperforming MDOs

SGOS-Based SMEs
Standing pool of SMEs mapped to SGOS framework • Drawn from industry, academia, retired officials & civil society • Empanelled for content review and QA across all sectors

Content Providers
Execution engine • Build to approved Declaration • Accountable for course quality over full operational life • Amber/Red → remediation or delisting

MDOs
Source of contextual truth • Validate work realities • Provide context inputs • Facilitate peer validation • Ensure evidence flows into CBP

CCAs
Career integrators • Set competency benchmarks • Align learning with career progression • Embed in appraisals

Learners
Sovereign at the centre • Complete the diagnostic • Contribute feedback and application evidence • Engage as professional responsibility