CONTENT
GUIDELINES
For creating and uploading
content on National Urban
Learning Platform

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Disclaimer

The information contained in this document is being published to provide general guidelines to various stakeholders i.e., urban local bodies (ULBs), content partners from academia, industries, or any urban practitioner for content creation; to maintain a certain standard of learner-centric content and uniformity of learner experience on NULP

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The NULP representatives may in their absolute discretion, but without being under any obligation to do so, update, amend or supplement the information in this document.

Abbreviations

ADDIE Model	Analysis Design Development Implementation and Evaluation
CDG	Centre for Digital Governance
LMS	Learning Management System
MoHUA	Ministry of Housing and Urban Affairs
NULP	National Urban Learning Platform
SWM	Solid Waste Management
UGC	User Generated Content
ULB	Urban Local Body
WASH	Water And Sanitation Hygiene

Message from
the Joint Secretary

Municipal administrators / employees need a variety of functional skills to deal with the practical challenges of urban governance. In order to perform better over time, their skills need to get better too. Horizontal learning between practitioners, who learn by doing things, is the best way skills can proliferate at scale and speed in such environments. The National Urban Learning Platform (NULP) is a platform created by the Ministry of Housing and Urban Affairs (MoHUA) which enables acquisition of user driven, context specific skills through a peer-to-peer learning methodology.

NULP is a demand-driven digital platform that responds to the needs of the urban ecosystem. The term 'capacity building' is often misinterpreted as a unidirectional mechanism where the users consume knowledge, being made available by suppliers at the other end. However, NULP is trying to build a learning community wherein users i.e., the urban officials in different cities learn from each other through peer-to-peer connections.

The main elements of NULP include a marketplace of learning content, tools to create, share and consume content, rewards, and recognition framework, features to dynamically collate demand and record user feedback. These set of features enable the platform to ignite a culture of social learning in the community of urban practitioners.

The content guidelines have therefore been developed to act as a guiding light for those urban practitioners who want to contribute to the urban community by creating content which can be used by others as they look for better ways to serve people. This document will guide them about the learning content, formats, methods, and other essentials to design and develop curated material for their peers.

Kunal Kumar
Joint Secretary, Ministry of Housing and Urban Affairs
Mission Director, Smart Cities Mission
Vice President, National Institute of Urban Affairs

Message from the Director

National Urban Learning Platform (NULP) is one the greatest initiatives of National Institute of Urban Affairs (NIUA). It was started two years back with an objective of disrupting the traditional capacity building paradigm of India. NULP has been envisioned to become a repository of knowledge, skills, and leadership development which is an audience specific and a state of art, knowledge platform. It is going to be one of the interactive job focused career-oriented capacity building program, bringing all the partners, training institutes, academia, and experts on one platform. NULP will bridge the gap between the policy and practice. Major focus will be to keep it simple, scalable and deliver the capacity at speed.

This document has been created as a reference guide to understand the content requirements, various permissible content formats, methods of content creation and guidelines to review and publish content on NULP. Document will help in achieving the program objective and to create a vibrant urban digital learning community of urban practitioners/city officials to share their experiences and knowledge in a standard format which is easy to consume.

I congratulate and thank all partner agencies working hard to envision and develop NULP for its intended mission in Urban India.

I sincerely hope that this document will serve as a valuable source of reference for other cities/prospective users looking to develop training content.

We look forward to receiving your inputs to continually enhance this document.

Hitesh Vaidya
Director, NIUA

NULP

The Ministry of Housing and Urban Affairs (MoHUA) seeks to leverage digital technology and e-governance to address modern India's urban challenges and enhance ease of - living and - doing business in India's cities. This endeavour is in alignment with India's national objectives to promote inclusive and sustainable urban spaces. To accelerate this goal, in February 2021, MoHUA launched the National Urban Digital Mission.

The National Institute of Urban Affairs (NIUA) has been nominated as the anchor institution to administer the operationalization of NUDM.

Urban actors are always in need to build new skills and capacities in a time bound and on-demand manner, which shall be driven through the National Urban Learning Platform (NULP). The NULP, launched and operational since 25th June 2020, helps in facilitating a learning environment through modern techniques of knowledge and skills transfer to ensure that the upskilling, training, awareness, and information sharing expectations of member cities and stakeholders are met in a collaborative environment. NULP is the on-demand training tool for skill development under NUDM.

NULP has now entered the Scale-up and Sustainability phase, where the vision is to further develop the program into a sustainable and inclusive model to scale it up and replicate in a large number of cities. A Central Program Management Unit (CPMU) has been constituted under NIUA for nationwide rollout of NULP with the support from partners from the quadruple helix ecosystem.

The current NULP platform includes three roles of a learner, creator and reviewer and offers functionalities on content creation, content organization and management, course building, user management and organization management.

Features of NULP.
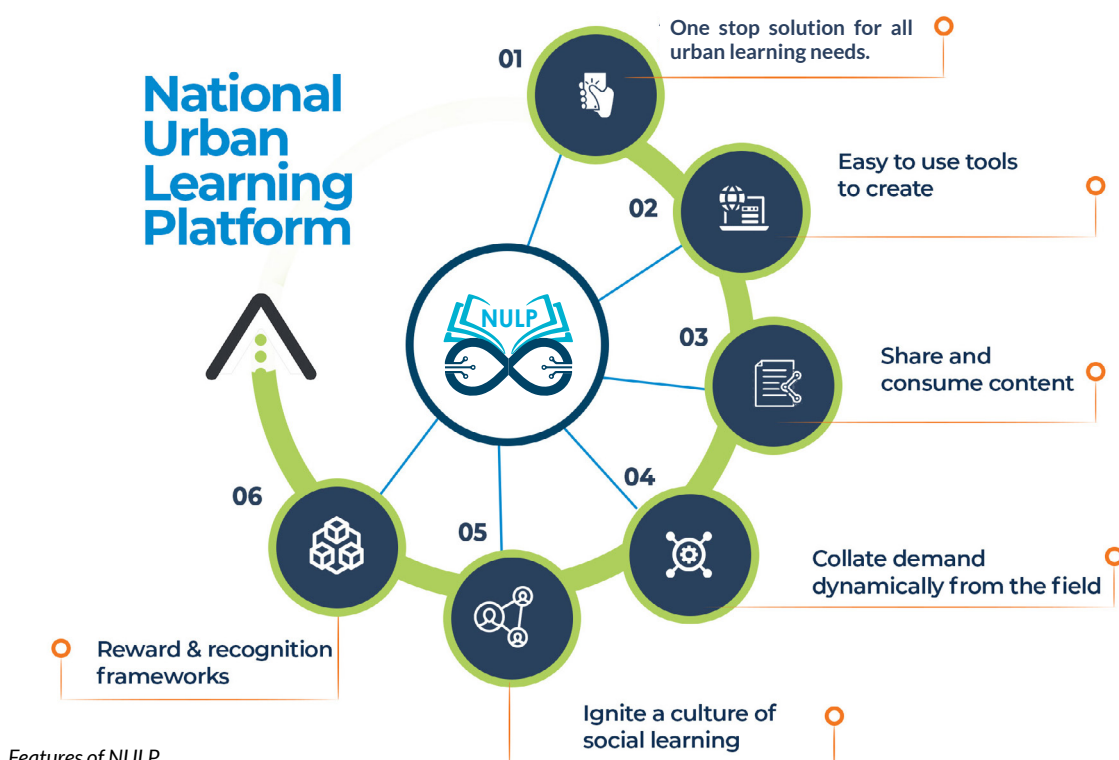
PURPOSE

Purpose of the document

To facilitate the learning experience this document has been created as a reference guide to understand the content requirements, various permissible content formats, methods of content creation and guidelines to review and publish content on NULP. The content contributors of NULP are stakeholders from the urban ecosystem i.e., Urban Local Bodies (ULB), States industries, research organizations, institutions, and individual urban researchers. Hence, a standard process for creating and publishing content is important, and this document aims to serve the same. The Content Guidelines will help in achieving the program objective and to create a vibrant urban digital learning community of urban practitioners/city officials to share their experiences and knowledge in a standard format which is easy to consume.

3.

Content Structure

What is content?

Content when used in the context of capacity building and skilling/upskilling is envisioned as a part of a structured course wherein multiple content pieces are stitched together as modules and chapters. With the advent of social media platforms, the concept of learning too has evolved. Now it is not limited to just courses and modules but also other forms like videos, blogs, Graphics Interchange Format (gif), images, content nuggets, micro-content, among others. The introduction of podcasts, mobile Internet, learning analytics, and augmented reality has created mediums for user friendly self-learning which supports demand based learning & development.

Types of Content

Learning content can be broadly divided in two categories.

User Generated Content :
Content created by consumers of the content, i.e., ULB/ state employees, students, researchers and even civil society or citizens.

Structured Content generated by expert agencies :
A state or an Individual ULBs, training partners, industries and academia may hire expert agencies to create content as per demand.

User Generated content

01
UGC comes in many forms including images, videos, reviews, blogs, testimonials, presentations, podcasts etc. It is a powerful form of exchange of ideas, thoughts, and skill which is rich in experiential knowledge.

02
UGC, which can be represented in multiple formats, may get lost in the clutter/or overload of information if not tagged and structured to a objective or need.

03
There is a need to develop an extensive guideline which is easy to consume and provide quick reference to users who are looking to develop and share content on NULP. This kind of content on NULP. This will ensure that user generated content which in this case is in the form of project journey videos, city insights, project reports, SOPs, notifications is uploaded on NULP and can be used as learning content.

Structured Content generated by expert agencies

Due to a paucity of expertise and adequate skills if the user wants to contribute on NULP by creating self-learning courses, an expert agency may be needed for designing and executing professional learning pedagogies. A state, or individual ULBs may hire experts to create learning content that they may want to share. This content, created or curated by experts or agencies of experts, may be classified as content generated by expert agencies. These guidelines will also give the experts and agencies an understanding of what may be expected from them, and how the content is going to be created keeping in mind standards of content creation and how it will be consumed on the platform. This will certainly help them in creating exemplar content that will be easy to consume by its end user.

Usage of content
Content can be used for following purposes

01
Training and Development (Learning Modules): A Learning Module is an organized collection of content presented together. A Learning Module can support a course goal, a course objective, a subject, a concept, or a theme.

02
Tool kits as job aids: Job aids are tools, devices, or instructions on how to do a work-related task. Job aids remind employees how to do tasks and prevent mistakes in the workplace. They're also known as worksheets, checklists, one-pagers, cheat sheets, or memory joggers.

03
Assessments: It is the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to provide feedback to learners and help them grow.

04
Certifications: Certifications are designated credentials earned by an individual to verify their legitimacy and competence to perform a job.

05
Guidelines: A set of guidelines provides general guidance, and additional advice and support for policies, standards, or procedures.

06
Best Practices: Best practices are use cases, ethics, or ideas that represent the most efficient or prudent course of action to solve an existing problem and can be replicated.

4.

Content Guidelines

General guidelines

This section covers generic guidelines for creating and publishing content on NULP.

The following are indicative general guidelines for content creation:

- Content creation is a multi-step process and each and every step is distinct from the other.
- There are many models which can be followed while creating content, ADDIE model is one such model, all the other models are spin-offs of this model.
- Refer to Annexure I to see the basic steps to create learning content using "ADDIE model".
- Content needs to have measurable objectives and outcomes. (Please refer Annexure II and III to know more about setting objectives and measuring outcomes respectively).
- Content should be inclusive, gender neutral, and free of any bias. All the content being created, used, and maintained on NULP platform should be accessible to people with disabilities and should adhere to standards on diversity and inclusiveness. Please refer Annexure V for standards to be followed to create diverse and inclusive content.
- Content should be the original work of the content provider and free of plagiarism. There should be no copyright violation within the material being used to develop content (images, content etc.). Appropriate credits and referencing like citations, required to be mentioned. Please refer to Annexure V for template for citations.
- A style guideline is required to be established for a uniform look-and-feel for the ease of users, some point of consideration shall include:
  - ➢ Catching the learners / readers' attention with a relevant and inviting headline.
  - ➢ Breaking content into bite-sized learning modules which are ideally not more than 10 minutes long. This is microlearning concept which works very well in the world today for disbursing knowledge, skill and information.
  - ➢ Using animations, images, and eye-catching formatting to make content attractive.
  - ➢ Deconstructing research and content into a naturally flowing, cohesive story.
  - ➢ Making content as interactive as possible.
- The language in which the content is to be made and circulated should be appropriately selected keeping in mind the target audience. If the creation of content in the regional language is not possible then it should be appropriately translated or transcribed with respect to the language of the intended target audience.
- **Nomenclature:** The title is the most crucial aspect of an online content as a determines whether a learner (or potential learner) will "click" on the content or not. It also helps with meta tagging the content to learning needs which consequently enables its discovery and consumption.

The following is the indicative template for naming a content piece on NULP:

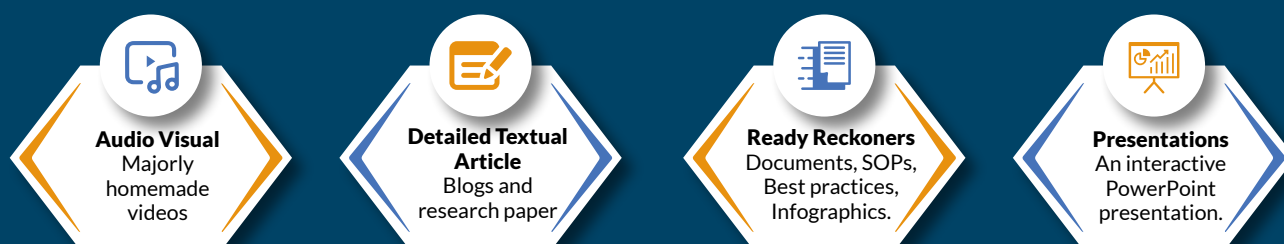Domain · Author · Type of Content · Year · Version

- **Domain:** Represents the broad urban field under which the content piece corresponds to, like Solid Waste Management (SWM), Mobility, Water and Sanitation Hygiene (WASH) among others.
- **Author:** The author can be an individual or an institution (ULB, industry or academia).
- **Type of content:** Represents the type of content like a video, infographic, presentation, document, e-learning module etc.
- **Year:** The year of creation or updation of the content
- **Version:** The current version of the content after upgrading.

- Content should be appropriate to use, should be easy to understand and have proper tagging for easy discovery. Please refer Annexure IV for comprehensive checklists for content appropriateness, usability and tagging.

- Files formats accepted on NULP platform are-pdf, mp4, webm, epub, YouTube link, h5p and HTML zip and maximum file size for the above formats is 150mb.

- However, videos files, more than 150mb size and mp4 and webm formats can also be uploaded on the platform but it's advised that large videos to be first uploaded on YouTube and its link to be embedded on the platform.

- Questions in each set of assessments should not be more than 10 as tedious and long assessments tend to lose traction of users.

Guidelines for User Generated Content

The user generated content can be of the following types:

Audio Visual
Majorly homemade videos

Detailed Textual Article
Blogs and research paper

Ready Reckoners
Documents, SOPs, Best practices, Infographics.

Presentations
An interactive PowerPoint presentation.

- User generated content can be either used to enhance knowledge, to gain understanding of new concepts, to enhance skills or may be for reinforcement of previous learning. The user generated content can be used combined with structured courses or in isolation to enhance knowledge/skill and can especially be used for reinforcements.

Following section provides an overview of general principles to be followed while creating content:

Audio/ visual

- Use plenty of light.
  - Outdoor: The sun is one of the best light sources for video. If the content is being filmed in natural light, it is advisable to film it in the morning or evening, when the light is softer. Midday light coming from straight overhead can cast harsh shadows on the subjects. If it is to be filmed in the middle of the day, it should be done on a cloudy day, or a shady area for softer light.
  - Indoor: If the content is being shot indoors, it is advisable to ensure that the source of light is behind the camera so that there isn't any shadow that may cast on the subject being shot.

- Use a clean background: One easy way to get a professional look for the video is to use a solid-coloured background. A wall, a plain/ neutral bedsheet, or a large sheet of backdrop paper are all good options. It is advisable to ensure that the subject stands several feet away from the backdrop to avoid casting shadows on it.
- Choose a good video editing program: Good video editing software can help to turn raw footage into something great and professional. Following are the key features to pay attention during selection of a video editor:
  - The ability to add text to video
  - The ability to trim and crop videos
  - The ability to change the aspect ratio
  - A library of stock videos and sounds

Please refer Annexure X for some reference video editing tools.

- Prioritize crisp, clear audio: It is recommended to use a microphone instead of relying on the phone mic. There are plenty of options at reasonable prices which can be used for professional audio output.
- Avoid shaky footage: It is difficult to hold a camera completely steady hence it is advisable not to hold the camera while shooting. Instead, use a tripod, or set the camera on a sturdy surface
- Use your phone the right way.
  - Use the camera on the back of the phone. The front camera's quality is not as good on most phones. If someone can film the video, then the result would be better.
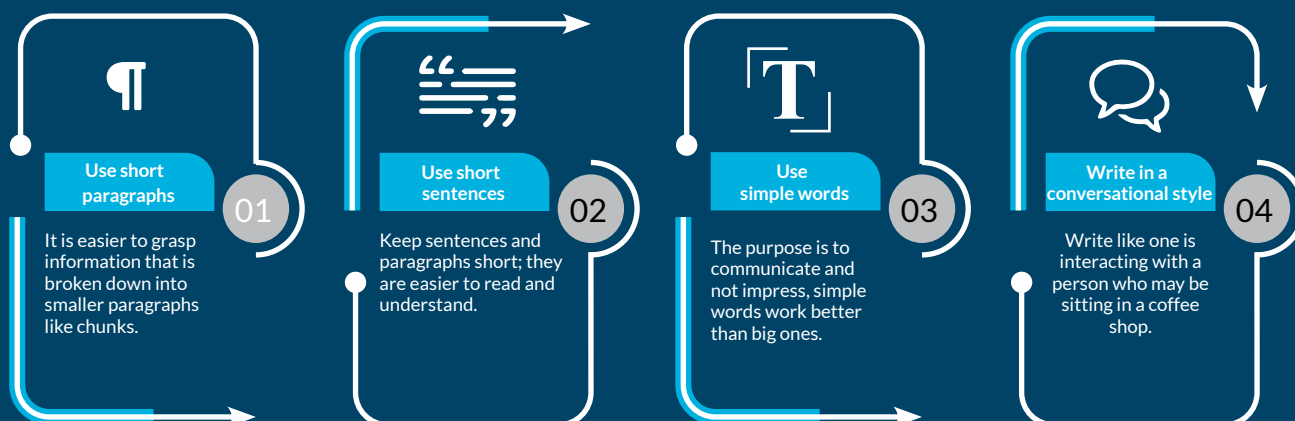 - Record in landscape mode (that is, horizontally instead of vertically). This will give video footage that looks good on larger devices, not just phone screens. If your phone has a feature that allows you to overlay a grid on your screen, use it. This will help in keeping the phone level and will also avoid recording of tilted footage.
  - If the phone has a feature that allows overlaying a grid on the screen, it is advisable to use it. This will help to keep the phone level and avoid tilted footage.
- An example of a video blog: (1) Mumbai trip | Amateur vlogging| First official vlog| - YouTube
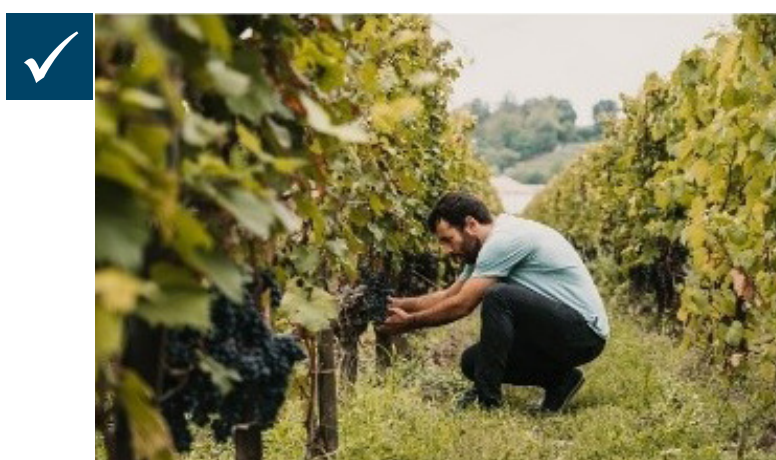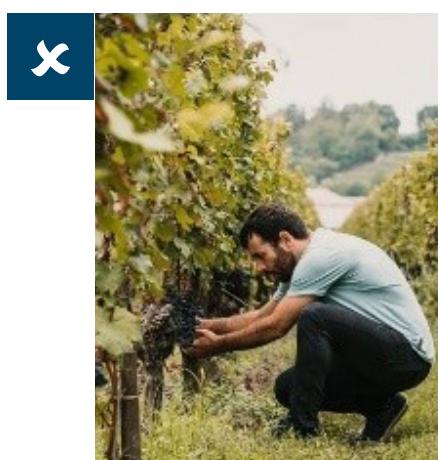
Portrait vs Landscape mode.

Detailed Textual article

The user generated content can be of the following types:

¶	66 99	T	💬
Use short paragraphs 01	**Use short sentences** 02	**Use simple words** 03	**Write in a conversational style** 04
It is easier to grasp information that is broken down into smaller paragraphs like chunks.	Keep sentences and paragraphs short; they are easier to read and understand.	The purpose is to communicate and not impress, simple words work better than big ones.	Write like one is interacting with a person who may be sitting in a coffee shop.

- Use short sentences: Each sentence should have one simple thought, and be complete to convey the message.
- Use simple words: For example, write "get" instead of "procure", "use" rather than "utilize." Use the longer words only if meaning is so precise that there is no simpler word to use.
- Example of a good article: What a Waste: An Updated Look into the Future of Solid Waste Management (worldbank.org)

Ready Reckoners

Documents

- Choose a context-appropriate typeface
  - ➢ Traditional knowledge says that serif fonts are easier to read in printed documents, whereas sans-serif fonts are better on the eyes when read on a digital screen [1].
  - ➢ Good examples of serif fonts include Garamond, Georgia, Hoefer Text, and Palatino, while good examples of sans-serif fonts include Arial, Gill Sans, Helvetica, and Lucida Sans.
- Use standard font size and colour
  - ➢ 12-point font size works the best with the suggested page size, margins, and line spacing.
  - ➢ Some information-dense documents may sometimes go down to 10-point font size but should never go less than that.
  - ➢ It's advisable to use colours like black or blue in the document as they convey elegance, sophistication, and professionalism.
  - ➢ Loud colours like red, orange, yellow and pink should be avoided.
- Use standard page size and margins
  - ➢ 1" margin on all sides of the page, produces the best readability for line lengths.
  - ➢ In Word, select 'Normal' under 'Margins' to do so.
- Align paragraphs to the left
  - ➢ Keeps letter spacing as intended and maintains optimal legibility.
- Indent the first lines of paragraphs
  - ➢ Paragraphs should have no extra spacing between them, and the first lines of paragraphs should be indented to make each paragraph stand out.
  - ➢ The only exception is for paragraphs that directly follow a section heading, which can be left un-indented because the surrounding context makes it clear that it is its own paragraph.
- Place images between paragraphs
  - ➢ Images help to make the document attractive, It also helps captions to stand out.
  - ➢ Use images which do not have any copyright issue and are free to use, Images shall be appropriate to the text.
- Break up text with headings.
  - ➢ Organise the document into proper sections, subsections, and headings.
- Separate sections with breaks
  - ➢ In Microsoft Word, section breaks help to differentiate certain pages with changes in orientation, columns, headers, footers, page numbers, and more. Section breaks come in four forms:
    - → Next Page: Start the next section on the following page.
    - → Continuous: Start the next section on the current page.
    - → Even Page: Start the next section on the next even page.
    - → Odd Page: Start the next section on the next odd page.
- Refer to Annexure XII for template of sharing best practices
- Example of a good document: smartcityguidelines. pdf (niua.org)

[1]Reference: How Serif and Sans Serif Typefaces Influence Reading on Screen: An Eye Tracking Study (researchgate.net)

Infographics

- Use simple combinations of primary colours. It's advisable to use as few colours as possible.

- While designing an infographic, use the fonts in the following way:

The main title will be the largest font.

The subtitle will probably be the same font, but in a smaller point size.

Body text should be a simple, readable font in a modest size–somewhere in the teens is good for most situations.

Chart labels will probably be the same size, but the same font is optional. A different font can be used to make design more visually interesting.

- Some examples of good infographics can be found here:- 60 Best Infographic Examples for Beginners | Adobe Express.

Presentations

- Follow the 5/5/5 rule: No more than five words per line of text, five lines of text per slide, or five text-heavy slides in a row.
- Choose readable colours and fonts: Text should be easy to read and pleasant to look at. Large, simple fonts and theme colours are always the best bet. It is advisable to use Arial or Raleway-Semi bold font for the presentation.
- Line spacing is advised be set either to 1 or 1.5.
- Do not overload the presentation with animations. Animations and other effects should not be entirely avoided. When used sparingly, animations and other effects can highly enhance the interactivity of the presentations.
- Using fonts to convey the message:
  - Keep the font to be the same across the presentation to maintain the consistency.
  - The title of the slide will be with the largest font. Advisable font size would be 24-30.
  - The subtitle, if any, will probably be the same font, but in a smaller size of 18-20.
  - Body text should be a simple, readable font in a modest size–somewhere between 14-16.
- Keep a large margin on all sides of the slide.
- Label graphs clearly with big, readable type, also it is advisable to display large tables as graphs.
- Give references, refer to "Annexure VI" for a template on how to give in citations.
- Examples of a good presentation: 25 Great Presentation Examples Your Audience Will Love (visme.co)

Guidelines for Content generated by experts

Content generated by experts/professional agencies is expected to be in the form structured courses which can be either pure e-learning courses or can be a blended learning course. Both an e-learning course or blended course can be used to enhance knowledge, provide new skills or would just be for reinforcement of a previous learning.

Type of Content	Knowledge	Skill	Reinforcement
Online E-learning	✓		
Blended Learning	✓	✓	✓

Online E-learning

Level of Interaction in eLearning	Description
Level 1 – Basic	Including content pages, text, graphics, simple audio, simple video, test questions. E-learning modules created on PowerPoint often fall into this category. For example: https://www.youtube.com/watch?v=slGA_UdHPIc
Level 2 - Interactive	More than 25 % of interactive exercises, allowing learners to perform virtual "try it" exercises. For example: Posh E-Learning Module - YouTube
Level 3 – Advanced	Highly interactive, possibly simulation or serious game, use of avatars. For example: Business Etiquette : Gamification Based Corporate E-Learning Module - YouTube

A typical module should be about 10-15 minutes in duration. A typical Course should be constructed according to NULP course construct hierarchy i.e., Course-Module-Topic. This equates to about 10-15 screens with a Level II interactivity. Each course shall have a theme or paradigm and within a given course, modules will be consistent with it. While making a course keep the jobs and tasks in mind, which the learner will perform after its completion. For example, these themes can be used
- Lecture
- Game
- Scenario, either job-realistic or imaginary

- Explorer (encouraged to discover information rather than just repeating back the correct answer)

Use audio, video, and animation where it is practical and feasible to engage more senses and improve retention. Therefore, each screen should:
- Look crisp and inviting.
- Be limited to one concept, procedure, or idea
- Have good contrast between text and background, usually dark text on a very light background
- Use plenty of white space
- Use consistent navigation buttons throughout the course.

Analysis and Design:

Each e-Learning course that is to be developed should properly go through the Analysis and Design phase (refer to Annexure I). A proper design document for each course should be prepared highlighting objectives that each module is going to achieve and evaluation of the respective outcomes (refer to Annexure III). Please refer to Annexure VIII for the template of a typical design document.

Development:

The development phase is one of the most critical phases of the process, but if analysis and design have been done well then this phase will be the least painstaking of them all. To create an e-learning course, it is essential to start with storyboarding; to decide what all is to be shown to the learner. Please refer to Annexure VII for a template of a typical storyboard for a screen which will be visible to a learner. The following are some of the general guidelines for each of the screens.

- Title screen
  - ➢ This screen provides the learner with the "What is in it for me?"
  - ➢ An overview screen gives the learner a "picture" of the course: give the estimated completion time and main characteristics of the way the module works to include any unique navigation or resource features.
  - ➢ Repeat this for any individual modules that differ from the overall course structure if they are not self-evident.
  - ➢ Specific learning objectives and outcomes stated in behavioural terms.
- Content/presentation
  - ➢ Use second person, active sentences (example: you…do…this).
  - ➢ Use a friendly, conversational tone. Keep the

learner oriented with introductory statements, clear transitions, and summary statements as needed.
  - ➢ Limit each page to one concept, procedure, or item of instruction, and try to do it in the space of one screen (i.e., without scrolling).
  - ➢ Use consistent navigation features throughout.
- Learner interaction
  - ➢ For modules with a test at the end, include learner interaction, non-scored but with feedback, about every four screens.
  - ➢ Learners should be given two chances to answer each question correctly, and then move on after being given remedial feedback.
  - ➢ Put a transition page before end-of-course scored tests that gives the learner the option of reviewing any or all the material before attempting the test.
  - ➢ Test Summary page to display test results. For modules with embedded questions that must be answered correctly to proceed, include an appropriate number of questions at the end of each main point or objective.
- Refer to Annexure XI for some content authoring tools
- Course wrap-up.
  - ➢ Summarize the content and tie it back to the learning objective. Be as concise as feasible.
  - ➢ The whole course/module should be summarised in the fewest steps and shortest time possible.
  - ➢ All the content contained in the module should not be presented and only a short snapshot of the module would be enough.
  - ➢ Sometimes learning is aided by giving learners' decisions to make or challenges to explore and then introducing some of the content as resources and/or feedback.

- Assessment
  - For measurement of outcomes please refer to Kirkpatrick's model of evolution mentioned in Annexure III. The outcomes of a training can be measured in 4 Levels and hence the type of assessment that can be employed at each level is also different. In the context of learning two of the levels can be measured which are: Level 1 reaction and Level 2 Learning.
  - Please find templates for assessment in Annexure IX.

Blended Learning

- The simplest definition of the term blended learning is the use of traditional classroom teaching methods together with the use of online learning. It is a combination of:
  - Intensive face-to-face sessions
  - Weekly online tutorial/seminars for activities and interaction
  - Online content and resources

The two models of Blended learning are: flipped classroom and blended block.

Flipped Classroom	Blended Block
Activity-focused face-to-face sessions blended with online resources. • Short lecture podcasts, online resources with face-to-face tutorial/seminars for interaction and presentation of group work.	It is a combination of: • Intensive face-to-face sessions • Weekly online tutorial/seminars for activities and interaction • Online content and resources

Blended learning can be used to enhance knowledge, provide new skills or would just be for reinforcement of a previous learning.

| Type of Content	Knowledge	Skill	Reinforcement
Face to face	✓	✓	
Online	✓		✓

Taxonomy and tagging

A taxonomy is an arrangement or division according to a predetermined system. It helps to categorize the contents published on the platform. A taxonomy also describes the purpose on which the application is built.

Importance of Taxonomy
On the NULP platform, we can define up to six levels of taxonomy. Each level contains the information to specify the content. Every content or course on the platform must be associated with a taxonomy. Platform also provides the functionality to search a resource using any combination of taxonomy. Taxonomy is collectively associated with a framework. A framework is reusable. We can have two different cities sharing the same framework and thus will have the same taxonomy.
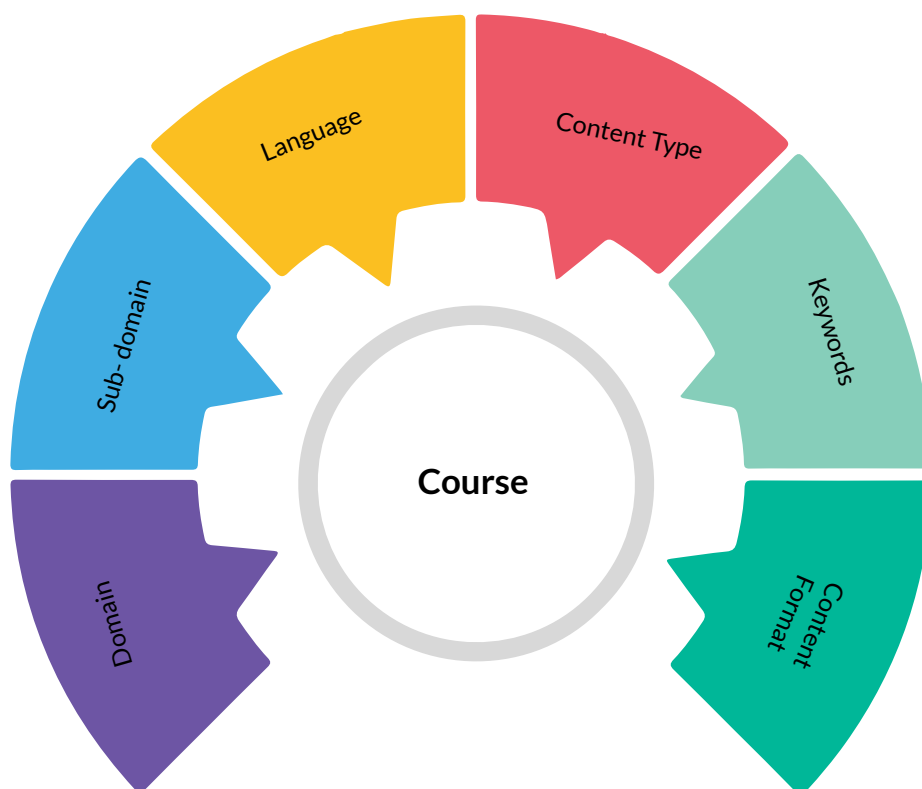
Different aspects of Taxonomy framework
The framework captures relevant information across different categories which are:

- **Domain:** The first level of taxonomy is named as Domain. It specifies a broader level as to which area or department this content belongs to.
- **Sub-domain:** The second level of taxonomy is named as Sub-domain. It specifies the purpose of the content under a selected category.
- **Content type:** The third level of taxonomy specifies what the content actually is, whether it is knowledge product, course/certification, SOP, manual or a trainng.
- **Language:** This taxonomy specifies the language of the content.

- **Keywords:** Any other relevant words that makes it easier to search and access content.
- **Content format:** An encoded format for converting a specific type of data to displayable information

Benefits of Taxonomy
- Content that a state uploads will be tagged according to the domain, sub domain etc.
- Taxonomy will facilitate the matching domains and subdomains across courses, so that content which may be relevant for a user, even though in a different course, is easily searchable. Hence it becomes easier for a learner to find & use content.

Conclusion

These content guidelines should not be considered as a word of law and everything mentioned should not be followed word to word. This document should act as guiding light in the content creation journey. It is a reference document, to refer to when in doubt or stuck while creating content. The NULP team has tried to create this document from the perspective of a content creator and have given our best to cover all the nuances related to content creation. We would encourage creators to go through the document and feel free to give feedback by either directly mailing us at: nulp@niua.org or visiting our helpdesk, and help us in regularly updating this document.

We wish content creators all the best in this exciting journey that is content creation.

ANNEXURES

ADDIE model

ADDIE is a learning model used by instructional designers and training developers to create effective learning experiences. Phases of this process include:

- Analysis
- Design
- Development
- Implementation
- Evaluation

Analysis

An analysis of the learners and learning requirements rather than performance analysis. For example, you might look at the content availability on a certain topic, consider delivery options for the training, and assess project timelines.

Design & Development

Designing and developing learning content, resources, and experiences are complex topics. The design stage focuses on both the design of the learning experience and materials needed to support the experience, and good design builds on the results of the analysis. Once the learning has been designed, the development stage focuses on creating and developing those materials and experiences.

Implementation

The implementation stage consists of the execution and delivery of the designed content. The E-learning content cannot be simply thrown into the LMS, hoping for the best. Otherwise, there is a risk of wasted time, energy and effort invested in designing the content

That is why there is a need to consider implementation best practices. This includes how learners will discover content, ease of access to that content, and ongoing maintenance to ensure the content is still functioning and relevant

Evaluation

The Evaluation stage is used to assess the quality and effectiveness of the entire instructional design process. But evaluation has always been intended to be part of every stage.
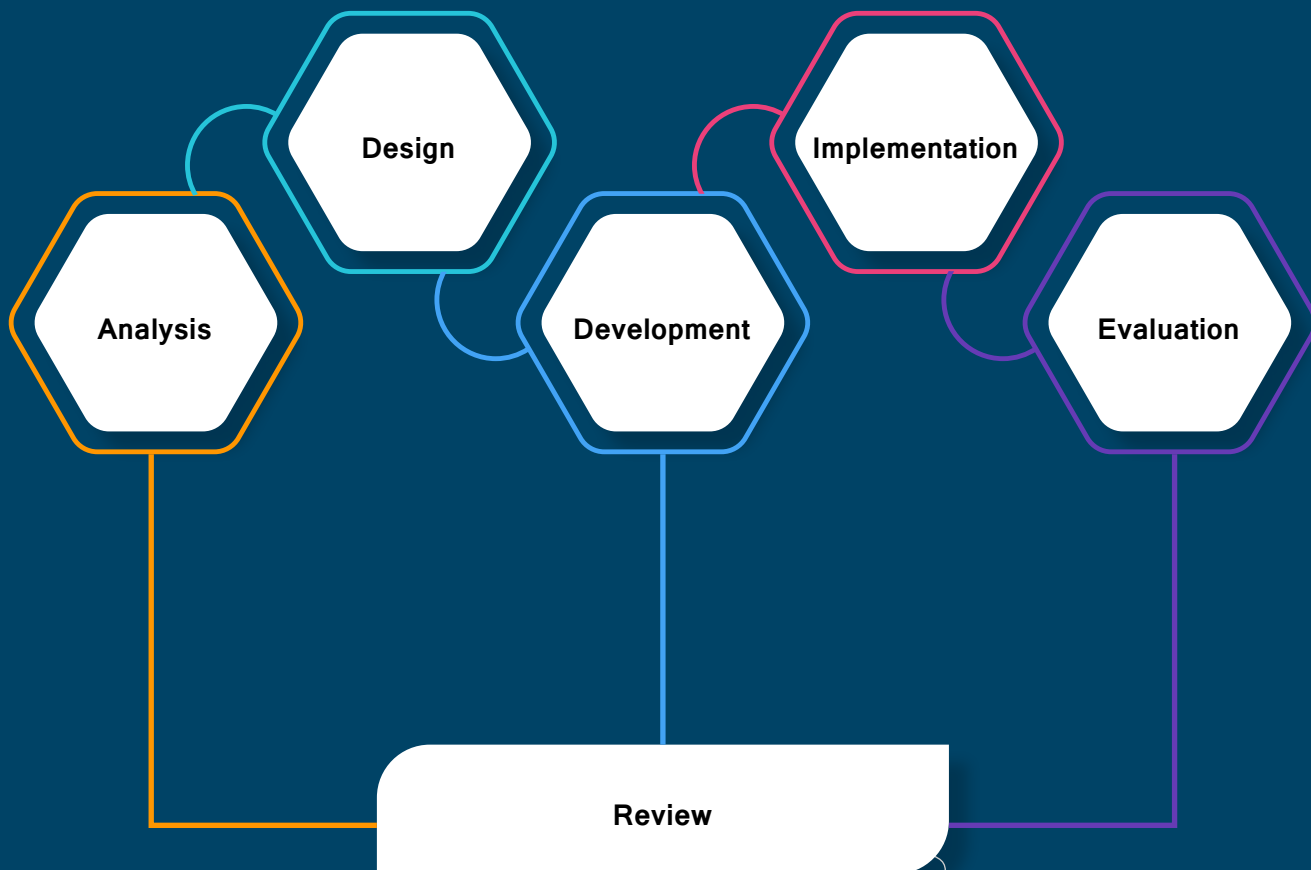
Setting of Objective

Importance of learning objectives

- Learning objectives are brief measurable statements that describe what an attendee is expected to learn from the educational instruction.
- The learning objectives MUST provide a detailed description of what the attendee will be able to do when the instruction has concluded.
- Learning objectives should be used as a learning directive to help attendees make practical use of the information being imparted during the instruction.
- They should be measurable, meaning that upon the conclusion of the instruction, the attendee should be able to evaluate the session as to the extent in which the learning objective(s) were achieved

Importance of Learning objectives

- Learning objectives, that are written during the planning stages, provide the trainer a way to structure the training.
- They provide participants with a clear understanding of what they are going to be learning.
- Learning objectives, when evaluated, help trainers measure the success of their training.

How to write learning objectives

Bloom's Taxonomy of Educational Objectives (published in 1956 and revised in 2001) provides the methodology to express learning outcomes in a way that reflects cognitive skills. Utilizing this approach has become the standard and affords attendees with the ability to evaluate the degree in which the objectives have been achieved.

Learning objectives are introduced by stating:
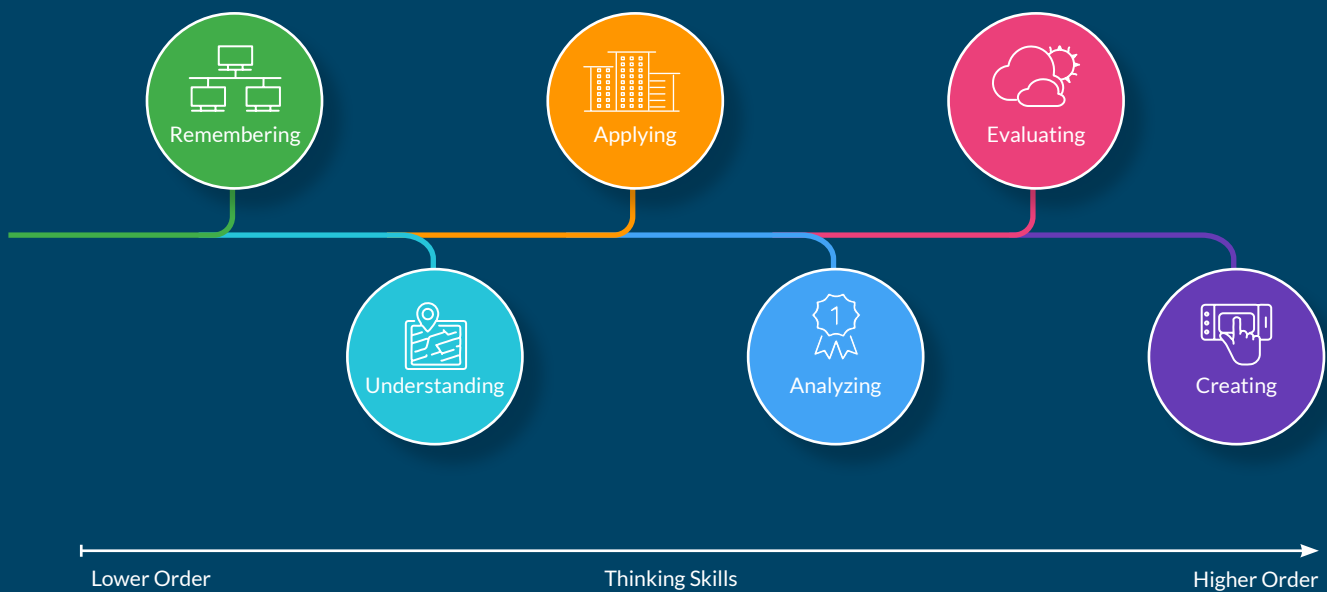"At the conclusion of this (lecture, workshop, session, etc.) you will be able to…"

- Create a separate objective for each action.
- End each objective with a period.
- Use upper and lower case appropriately.
- Do not abbreviate or use unusual characters

The participant "outcome" should be **measurable**, **actionable**, or **observable**. It is important to note that there are some verbs to avoid when writing learning outcomes. These verbs are vague and oftentimes are not observable or measurable. For example, how would you measure whether someone has "become familiar with" a particular tool? Use a more specific verb, like identify, discover, describe, etc.

Examples of Learning Objectives "Upon the conclusion of this (lecture, workshop, session, etc.) you will be able to…"

Wrong way	Right way
Understand the benefits of implementing healthy food and beverage standards/policies for middle and high schools	Describe the benefits of implementing healthy food and beverage standards/policies for middle and high schools.
Become familiar with three (3) strategies for effective marketing of healthy foods and beverages.	Identify three (3) strategies for effective marketing of healthy foods and beverages.
Appreciate the strategies used by a sample of school districts to increase participation in the National School Lunch Program as a means of revenue Generation	Summarize the strategies used by a sample of school districts to increase participation in the National School Lunch Program as a means of revenue generation.

Levels of cognitive skills

Remembering

Understanding

Applying

Analyzing

Evaluating

Creating

Lower Order   Thinking Skills   Higher Order

Evaluation of Outcomes

Kirkpatrick's Four-Level Training Evaluation Model

Any time you deliver training to your team, you need to know how effective it's been. Are your people putting their learning into practice? And is it positively impacting their role and the wider organization?

Kirkpatrick's Four-Level Training Evaluation Model can help you to answer questions like these. You can use it to objectively analyse the impact of training, to work out how well your team members learned, and to improve their learning in the future.

LEVEL 1: Reaction

You want people to feel that training is valuable. Measuring how engaged they were, how actively they contributed, and how they reacted to the training helps you to understand how well they received it.

It also enables you to make improvements to future programs, by identifying important topics that might have been missing.

Questions to ask trainees include:
- Did you feel that the training was worth your time?
- Did you think that it was successful?
- What were the biggest strengths and weaknesses of the training?
- Did you like the venue and presentation style?

LEVEL 2: Learning

Level 2 focuses on measuring what your trainees have and haven't learned. In the New World version of the tool, Level 2 also measures what they think they'll be able to do differently as a result, how confident they are that they can do it, and how motivated they are to make changes.

This demonstrates how training has developed their skills, attitudes and knowledge, as well as their confidence and commitment.

To measure how much your trainees have learned, start by identifying what you want to evaluate. Training sessions should have specific learning objectives, so make those your starting point.

You can measure learning in different ways, depending on the objectives. But it's helpful to measure these areas both before and after training.

Before the training begins, test your trainees to determine their knowledge, skill levels and attitudes. Then, when the training is finished, test your trainees a second time to measure what they have learned, or measure their learning with interviews or verbal assessments

LEVEL 3: Behaviour

This level helps you to understand how well people apply their training. It can also reveal where people might need help. But behaviour can only change when conditions are favourable.

Imagine that you're assessing your team members after a training session. You can see little change, and you conclude that they learned nothing, and that the training was ineffective.

It's possible, however, that they actually learned a lot, but that the organizational or team culture obstructs behavioural change. Perhaps existing processes mean that there's little scope to apply new thinking, for example.

As a result, your people don't feel confident in applying new knowledge, or see few opportunities to do so. Or, they may not have had enough time to put it into practice.

Be sure to develop processes that encourage, reinforce and reward positive changes in behaviour. The New World Kirkpatrick Model calls these processes "required drivers." If a team member uses a new skill effectively, highlight this and praise him or her for it.

Effectively measuring behaviour is a longer-term process that should take place over weeks or months following the initial training. Questions to ask include:

Training Evaluation Model

Level 1: **Reaction**

Level 2: **Learning**

Level 3: **Behaviour**
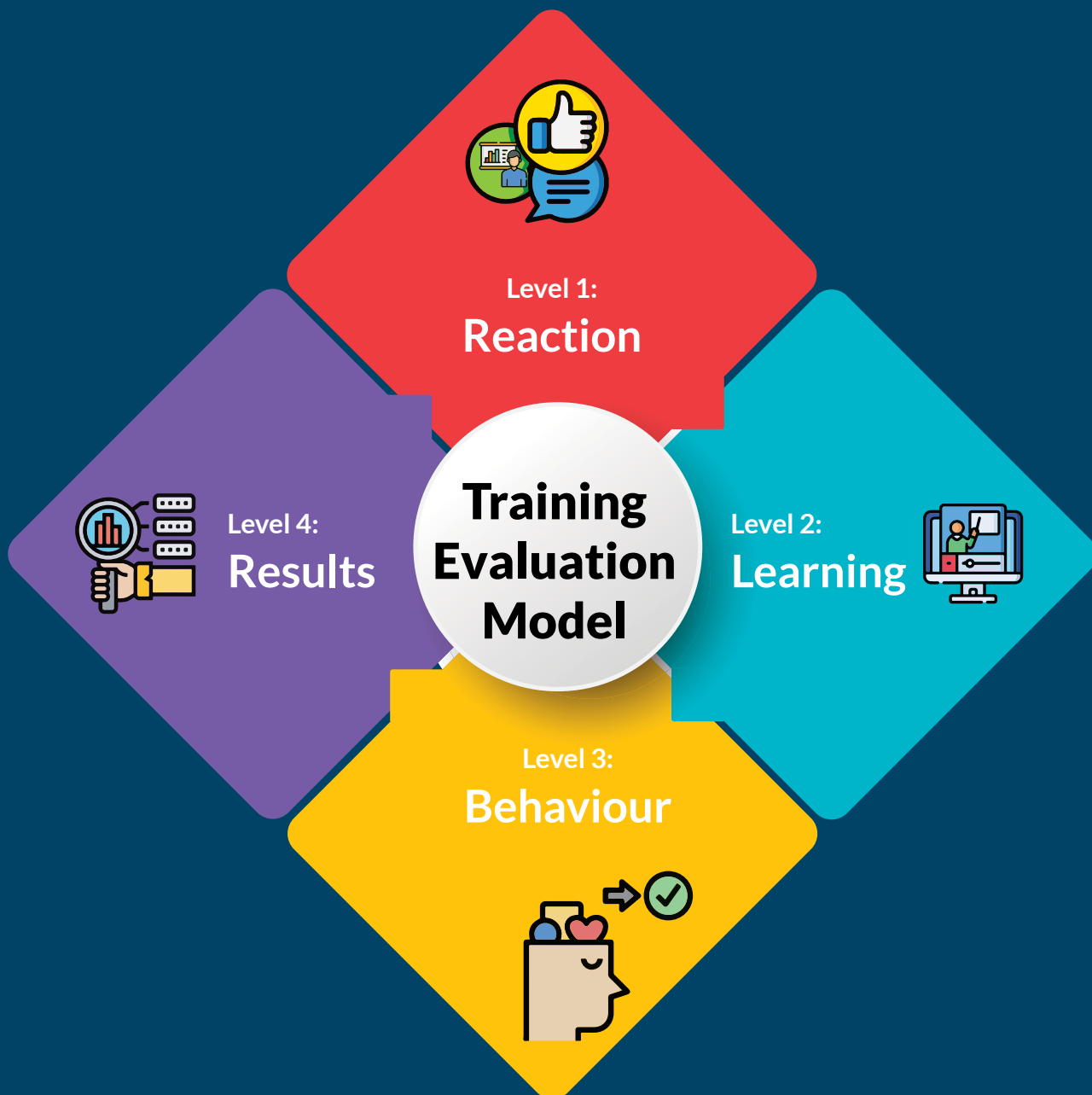
Level 4: **Results**

- Did the trainees put any of their learning to use?
- Are trainees able to teach their new knowledge, skills or attitudes to other people?
- Are trainees aware that they've changed their behaviour?

LEVEL 4: Results

At this level, you analyse the results of your training. This includes outcomes that you or your organization have decided are good for business and good for your team members, and which demonstrate a good return on investment (ROI). (Some adapted versions of the model have a Level 5, dedicated to working out ROI.)

Level 4 will likely be the most costly and time-consuming. Your biggest challenge will be to identify which outcomes, benefits, or results are most closely linked to the training, and to come up with an effective way to measure these outcomes in the long term.

Checklists

An indicative Checklist for Content Appropriateness:

S. No.	Indicative Checklist for Content Appropriateness Content: Thumbnail, Tags, Audio, Video, Text resource
1	Hate Speech By words either written or spoken or by signs or by visible representation or otherwise promotes or attempts to promote feelings of enmity, hatred or ill-will against persons -Caste, Class, Tribe, Race, Ethnicity, Sex, gender, or gender identity, National origin, Religious affiliation, Sexual orientation, or Disabilities or diseases
2	Sexually explicit content Pornography, Explicit text/images/illustrations/sounds of sexual content, Descriptions of sexual acts
3	Sexual violence and exploitation Includes sexual exploitation of minors, and sexual assault. Or Photographs/ Illustrations/videos depicting incidents of sexual violence
4	Nudity and Vulgarity It would mean displaying genitals, breasts or focusing in on fully exposed buttocks. May allow depiction of body parts if it isn't gratuitously graphic and if it is educational, documentary, scientific, or artistic - paintings, sculptures, and other art that depicts nude figures if that content is posted for educational purposes. Providing context will help users determine the purpose of the content/asset. Degrading or denigrating women in any manner. Vulgarity, obscenity, or depravity. Dual meaning words as obviously cater to baser instincts.
5	Violence Promoting, encouraging, supporting, praising, or condoning violent actions, activities, and behaviour - verbal, physical or emotional. Threatening or inciting others to commit acts of violence. Expressing support or praise for groups, people that are involved in the violent or criminal behaviour
6	Discrimination and Bullying or encouraging such behaviour. Targeting individuals with the intention of degrading or shaming them. Illustrations or Images altered to degrade individuals. Photos or videos of physical or verbal bullying Sharing personal information or harassing people Repeatedly targeting other people with unwanted requests or messages.
7	Harmful or dangerous content Content that intends to incite violence or encourage dangerous or illegal activities that have an inherent risk of serious physical harm or death. Encourage dangerous or illegal activities for instance - performing stunts, high risk activities, choking games, drug use, or other acts where serious injury or harm may result. A content that depicts dangerous acts may be allowed if the primary purpose is educational, documentary, scientific, or artistic, and it isn't gratuitously graphic.
8	Involvement of children Involving children in violence as victims or perpetrators or as forced witnesses to violence, or showing children as being subjected to any form of child abuse. Depiction of violence, cruelty and horror, scenes of violence primarily. Cruelty to, or abuse of animals.
9	Substance Abuse Images/text/ illustrations have the effect of encouraging, justifying, glorifying, glamorising alcohol drinking, drugs, and substance abuse; consumption of tobacco or smoking.
10	Defamation Visuals or words contemptuous of racial, religious, or other groups. Visuals or words which promote superstition, communal, obscurantist, anti-scientific attitude. Visuals or words involving defamation of an individual or a body of individuals. Abuse or ridicule of people with disabilities (physical or mental).
11	Sensitive to Children with Special Needs Sensitive to and usable by children with special needs
12	Sensitive to Environmental Concerns Visuals or words encouraging, justifying, glorifying, glamorising environmental damage or lack of sensitivity to environment

An indicative Checklist for Usability

S. No.	Indicative Checklist for Usability
1	Visual Clarity Text Size and font should be readable on screen. No overlapping of text and images/ lines are being cut by phone edge. Text is not getting covered by image/ navigation or submit buttons, is legible. Not too much text in one screen.
2	Technical Experience: Audio/video plays in the content. Easy to navigate through. Does not hang/free from technical glitches. Content is downloadable easily.
3	Language: Language used in text, audio, video must be appropriate, simple, and easy to understand and conveys the message.
4	Completeness No blank pages. No missing images in pages and questions

An indicative Checklist for Discoverability and Relevance through Tagging:

S. No.	Indicative Checklist for Discoverability and Tagging
1	**Title:** Short, succinct, and appropriate content title
2	**Appropriate description:** Synopsis of content, what can be done with it - hotspots, answer questions, what is the learning objective e.g., learning vocabulary, practice addition, teacher instructions
3	**Tagging to course:** Tagging the content to appropriate grade, medium, subject, topic, and subtopic.
4	**Tag all appropriate keywords:** Keywords improve discovery of the lesson by other users. Include objects, places and things used in the content in the list of keywords. If content is in a regional language, transliterate its title to English and add to content (English is the top language for search of content)
5	**Spell Check:** Ensure words are spelt correctly

Diversity and Inclusiveness

Diversity refers to the range of differences among people such as ethnicity, religion, age, gender identity, sexual orientation, social class, ability, political beliefs, and ethical values.

Inclusion refers to the involvement, empowerment and belonging of a wide variety of people and to a collaborative environment that values and appreciates their contribution.

Whether designing a product, intervention, or content, embedding the concepts of diversity and inclusion should be of utmost importance. Inclusive content is two-fold:

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

As a platform, NULP expects the content developed to be accessible to everyone, regardless of any limitation they may have. Web accessibility means ensuring that websites, online content, applications, and platforms are usable for people of all abilities. It can benefit all users, making it easier for them to navigate and interact with online content. Web accessibility becomes especially important for learners with disabilities. Disabilities can be visual, auditory, physical, speech-related, cognitive, learning, or neurological. While it is easy to imagine how certain disabilities affect accessibility – for example, someone with a visual impediment may require a voiceover for static content – others are less obvious and still require accommodation.

For example, a learner who is colour-blind will require content designers to take into consideration various colour combinations. Standards play an important role in the development of accessible eLearning. The primary accessibility standards are the Worldwide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG 2.0).

According to W3C, four main principles, P.O.U.R., needs to be followed.

- **Usage of Colours:** When creating content, appropriate colour combinations are essential to ensure that all learners can see the content easily. Because red-green colour blindness is the most common, designers should avoid using red and green together. If it is necessary for a visual to be red and green, designers should use a lighter green and darker red to help colour-blind learners distinguish between the two colours.
- **Accessible documents:** Record audio narrations for all online training content that is text heavy. Learners who are visually impaired can listen to the key takeaways instead of reading along. When using images and tables, use descriptive text or alt text – embed this in the document containing the image or table. Use PDFs that have been saved as searchable text, not images. It is recommended to use built-in tools such as headings, lists and styles to organize the content following a logical order and to make it easier for screen readers to read your documents.
- **Fonts:** Font size is important. Bigger is better. Keep your text large, a minimum of 12-point size depending on the font style. Keep a track of the fonts being used. For instance, using the Sans-family fonts is recommended to make the text readable for those with dyslexia (Please refer to W3C for appropriate fonts that should be used). When emphasising text, try to avoid using italics. This distorts the letter and throws off patterns, making things harder to read. When you need to add emphasis to a section, try using a bold font instead. Also, it is recommended to avoid blinking or moving text.
- **Language:** A diverse range of learners also means learners who speak a multitude of languages – learners whose native language may not be the language of the content uploaded. In the best-

Perceivable

User interface and navigation must be operable

Under-standable

Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies

Information and user interface components must be presentable to users in ways they can perceive

Operable

Information and the operation of user interface must be understandable

Robust

case scenario, all content and material should be published in all official languages as laid out in the Constitution of India. If, however, this is not possible, then English subtitles should be provided (if the video itself is not in English). Use spell checker to ensure grammar and spellings are correct.

- **Hyperlinks:** Avoid hyperlinks wherever possible, instead use buttons for ease of users. When used, hyperlinks and buttons should be named according to content they are linking to. Avoid using links such as "Click here", "Know more" etc.
- **Multimedia:** Multimedia in form of audio and video files are important components of e-learning. Any multimedia used as part of e-learning should have an accompanied transcript that may also be downloadable. Provide "alt text" when graphical elements (photos, infographics, charts, etc.) convey key information. Drop-down menus can be difficult, if not impossible, to navigate for users with mobility impairments, so it is recommended to avoid using them. While eLearning interactivity is a great way to engage your learners, you should try to avoid complex interactions when developing accessible eLearning material. Learners with poor motor skills may not appreciate, for instance, intense drag-and-drop interactions. Interactive elements should be designed as simply as possible.
- **Inclusive content:** Other than considering the diversity of learners, the content uploaded itself must be inclusive. The issue of how to represent gender, religion, and caste in content to be uploaded on the platform is an important consideration as it will reflect the overall culture and values of the government. It is therefore essential that the content developed is inclusive, free of bias, and gender-, religion- and caste-neutral.

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

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

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

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

Template for Citation

Formatting the Cited page
- The Works Cited appears at the end of the content piece.
- Title the page Works Cited, centred and in plain text (no italics, bold, or underline).
- Alphabetize the entries by the author's last name.
- Use left alignment and double line spacing (no extra space between entries).
- Use a hanging indent on entries that run over onto additional lines.

For Example:

Works Cited ← Title

Adams, Amanda. *Citing Sources: How to Cite a Book*. Academic Press, 2019.

Barnes, Barney. "A Chapter in an Edited Collection." *A Book of Examples*, edited by John Smith,
0.5″ Academic Press, 2019, pp. 25–35.

Hanging indent x, Christopher, and Brian D. Smith. "The Title of the Article." *Website Name*, 15 Sep. 2019, www.scribbr.com/page. Double spaced
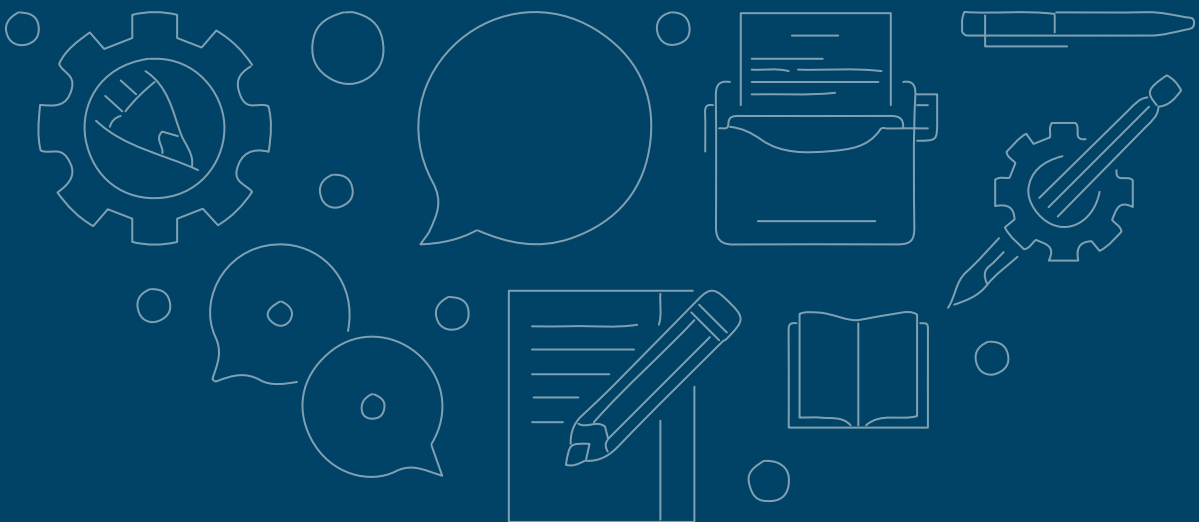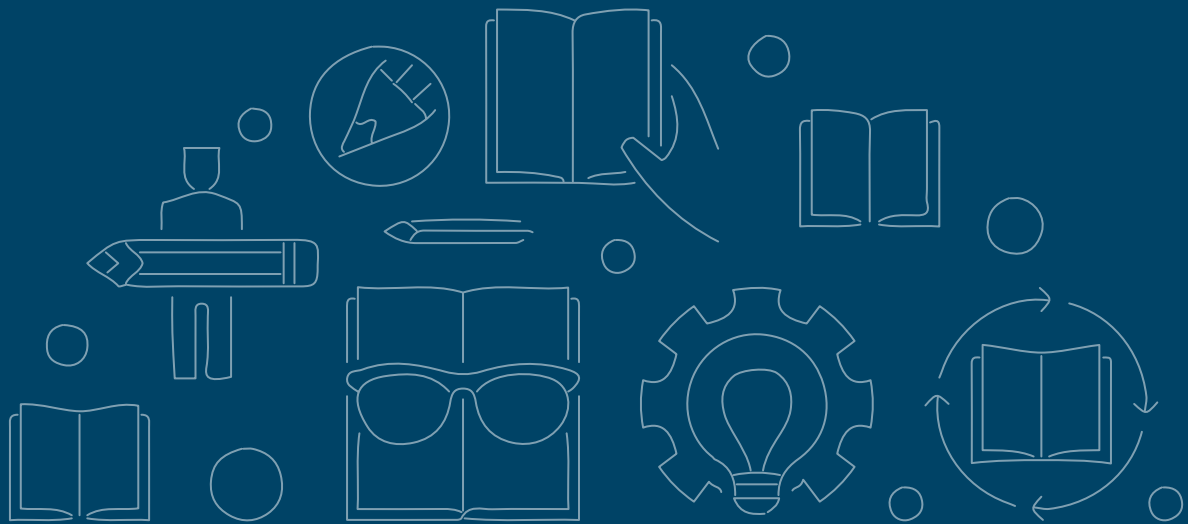
Template for Storyboarding

A storyboard is a sequence of screens (pages) that describes screen by screen what will happen in eLearning module, lesson, or section. A storyboard is not a final product; it is intermediate product between Design and Production Steps.

Note that each training organization can develop its own storyboard template based on the needs of multimedia designers, capacities of its LMS and authoring tools.

The following templates will help you to develop your own storyboard.

Onscreen Display		Screen Text:	Media Script: (narration)
Example: Slide begins with introbackground music Three buttons appear in sequence.		[Any text that appears onthe slide. This could be narration script or other text.	Welcome to thiscourse on...
Audio narration begins		Does not include anytext embedded in images or buttons.]	if narration is separatedocument, insert .doc file as reference
Media:			
Images	background.jpg,		
	image_1 jpg, image 2_jpg.		
	button_choice1.gif		
	button_choice2.gif		
Audio	narration.mp3		
Music	background.mp3		
Video	Video_1.mp4 or video_1.wmv		
Interaction:		Quiz/Test (ifapplicable):	
Describe interaction here.		Indicate type of Quizhere *[Insert name of. quiz here]*	
Branching:		Advance:	
Next:	Slide 2	By User	

Onscreen Display		Screen Text:	Media Script: (narration)
Example: Slide begins with introbackground music Three buttons appear in sequence.		[Any text that appears onthe slide. This could be narration script or other text.	Welcome to thiscourse on...
Audio narration begins		Does not include anytext embedded in images or buttons.]	if narration is separateddocument, insert .doc file as reference
Media:			
Images	background.jpg,		
	image_1 jpg, image 2_jpg.		
	button_choice1.gif		
	button_choice2.gif		
Audio	narration.mp3		
Music	background.mp3		
Video	Video_1.mp4 or video_1.wmv		
Interaction:		Quiz/Test (ifapplicable):	
Describe interaction here.		Indicate type of Quizhere *[Insert name of. quiz here]*	
Branching:		Advance:	
Next:	Slide 2	By User	

Slide title: • **Welcome and Course Goal**

Course name/ MODULE Number

DEVELOPER NARRATION SCRIPT

LEARNER / END USER SCREEN

DEVELOPER MEDIA / LINKS / INTERACTION / TEST

Welcome to the course [description].

This online course is [description].
At the end of the course, you will be able to identify the requirements and steps in the process of ….

The course consists of [description: elements, modules, tests etc].

You are encouraged to [description: behaviour].

After completing the online course you will be able to:
• *Define the process of …*
• *Describe the advantages and disadvantages of…*
• *Identify the requirements for …*
• *Identify the steps …*

Welcome to the course

Course Goal:
At the end of the course, you will be able to identify the requirements and steps in the process of ….

Course Objectives:
• *Define the process of …*
• *Describe the advantages and disadvantages of…*
• *Identify the requirements for …*
• *Identify the steps …*

Play background audio

Display background image/branding image

Size of image: 800*600 pixels

Insert logo in the upper left corner

Template for Design Document

The design document being the frame or skeleton of the eLearning course contains the following essential information:

- The goal or objective of the eLearning course
- What the learner will be able to do after completing the course, i.e. what skill will be learned or what information will be understood
- Who the course is for.
- Through what delivery mechanism will the course be made available to the learner/employee, e.g. LMS, organization's website, etc.
- Which learning methodology/methodologies or Instructional Design strategy/strategies will be utilized, e.g. Bloom's Taxonomy, ADDIE model, microlearning, gamification, etc.
- What interactivities shall be used in the course, e.g. click-on-numbers, rollover, tabs, hotspots, flip-cards, etc.

- What sort of assessments will be used in the eLearning course to evaluate learners/employees, e.g. (quizzes, task-based simulations, open-ended questions, branching scenarios, MCQs, etc.)
- What the structure of content will be, i.e. its table of contents, and what comes before and what comes after. The structure also defines the number of modules in the course, the number of slides in each module, as well as the content strategy at each level of the module.
- What the cost will be required to build the course, and how much estimated time it will take for the course to be created.
- What quality or standard can be expected, adhering to the cost mentioned
- Through which device the eLearning course can be accessed, i.e. computers (desktops, laptops), smartphones, or both (responsive)
- What authoring tools will be used to create the course, and any other tools that will be used during the creation of the course.

Project Context	
Short description of the background information on the project and expected end-objective.	
Purpose for developing the project	
End objectives	

Project Requirements	
Key specifications from the client brief.	
Cost	
Timelines	

Learning Requirements	
Who the learners are and where will they access this course?	
Learner profile and demographics	
Learning environment	

Design Specifications	
Performance goals	*Define how it relates to the job role they are performing.*
Learning objectives	*Define the outcome after taking this course.*
Presentation patterns	*Presentation patterns to be used to deliver instruction throughout the course.*

Design Approach	
Media strategy (Audio, Visual)	Audio: *Define how audio supports instruction and voice characteristics for the audio narration.*
	Visual: *Define strategies like look & feel of the course, presentation strategies, branding specifications, types of visuals and interactivities*
Assessment strategy	*Define purpose, frequency and scoring strategies.*

DCO	
Detailed Content Outline	

Template for Assessment

Level 1: Reaction

A crucial component of Level 1 analysis is a focus on the learner versus the trainer. While it may feel natural for a facilitator to fixate on the training outcome (such as content or learning environment), the Kirkpatrick Model encourages survey questions that concentrate on the learner's takeaways.

Example

Online Trainee Satisfaction

How satisfied are you with your online course?
Very satisfied Satisfied Neutral Dissatisfied Very dissatisfied

Have you taken an online course before?
Yes
No

I found access to the course material flexible and convenient
Yes
No

Please indicate your level of agreement with the following statement:
"The online course was easy to navigate."
Strongly agree Agree Neither agree or disagree Disagree Strongly Disagree

The workload for the online activities was manageable
Yes
No

Please indicate your level of agreement with the following statement:
"The online activities made studying the course interesting and engaging"
Strongly agree Agree Neither agree or disagree Disagree Strongly Disagree

How satisfied are you with the trainee support services (technical support) associated with your online course?
Very satisfied Satisfied Neutral Dissatisfied Very dissatisfied

Please indicate the level of agreement with the following statement:
"I would recommend this online course to my colleagues"
Strongly agree Agree Neither agree or disagree Disagree Strongly Disagree

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Level 2: Learning

Methods of assessment include exams or interview-style evaluations. A defined, clear scoring process must be determined in advance to reduce inconsistencies.

For such assessments, the following type of questions can be used:
- Multiple choice
- True/false
- Short answer

Multiple choice
Example: Distractors are:

- Elements of the exam layout that distract attention from the questions
- Incorrect but plausible choices used in multiple choice questions
- Unnecessary clauses included in the stem of multiple-choice questions

Avoid	Do use
In the stem: • Long / complex sentences • Trivial statements • Negatives and double-negatives • Ambiguity or indefinite terms, absolute statements, and broad generalization • Extraneous material • Item characteristics that provide a clue to the answer misconceptions **In the choices:** • Statements too close to the correct answer • Completely implausible responses • 'All of the above,' 'none of the above' • Overlapping responses (e.g., if 'A' is true)	**In the stem:** • Your own words – not statements straight out of the textbook • Single, clearly formulated problems **In the choices:** • Plausible and homogeneous distractors • Statements based on common student misconceptions • True statements that do not answer the questions • Short options – and all same length • Correct options evenly distributed over A, B, C, etc. • Alternatives that are in logical or numerical then 'C' is also true) order • At least 3 alternatives

True/False
Like multiple choice questions, true/false questions:
- Are most often used to assess familiarity with course content and to check for popular misconceptions.
- Allow students to respond quickly so exams can use a large number of them to test knowledge of a broad range of content
- Are easy and quick to grade but time consuming to create.

Avoid	Do use
• Negatives and double-negatives • Long / complex sentences • Trivial material • Broad generalizations • Ambiguous or indefinite terms	• Your own words • The same number of true and false statements (50 / 50) or slightly more false statements than true (60/40) – students are more likely to answer true • One central idea in each item

Short Answer questions
Short answer questions are typically composed of a brief prompt that demands a written answer that varies in length from one or two words to a few sentences. They are most often used to test basic knowledge of key facts and terms. An example this kind of short answer question follows

"Will you include short answer questions on your next exam? Please justify your decision with two to three sentences explaining the factors that have influenced your decision."

Type of question	Do use	
All short-answer	• Trivia • Long / complex sentences	• Your own words • Specific problems • Direct questions
Fill-in-the-blank	• Taking out so many words that the sentence is meaningless	• Prompts that omit only one or two key words at the end of the sentence

Video Editing Tools

| SOFTWARE NAME	EASE OF USE	FREE PLAN	READY-TO-USE TEMPLATES	ABILITY TO CUSTOMISE TEMPLATES	FREE AUDIO AND VIDEO STOCK LIBRARY	24*7 SUPPORT
InVideo	9/10	Yes - gives access to all features + no watermark + let's you export in 720p	Extensive- 4000+ templates	100%	Yes	Yes- live chat support
FlexClip	8.5/10	Yes but only for up to 12 projects. Video export only in 480p with max video duration of 1 minute	1000+	100%	Yes	No
Magisto	8.5/10	No	Yes, limited	100%	No	No
Animoto	7.5/10	Yes but limited features with watermark	Yes, limited	100%	Very limited free audio library; no stock videos	No
Wave.video	7/10	Yes - but limited features with watermark. No mp4 downloads	Yes	100%	Yes	Yes - Chat. Responds within a few hours. Not available on weekends
Wideo	7/10	Yes but video duration capped at 1 minute, with watermark	Yes, limited	100%	Yes	No
AdobeSpark	7/10	Yes but very limited features	Yes, limited	100%	Very limited free audio library; no stock videos	Yes - Phone support, but only for Team plan
Clipchamp	6.5/10	Yes but video export only in 480p	Yes, limited	100%	Yes but limited options	Yes- chat support only available on weekdays
Renderforest	6.5/10	Yes but limited features with watermark	Yes	100%	Yes	No
Kapwing	6.5/10	Yes, no watermark but video duration capped at 7 minutes	Yes, limited	100%	Yes but only from free image banks such as Unsplash, Pexels; no stock videos	No
WeVideo	6/10	Yes- but very limited features	Very limited; only available in paid plans	100%	Yes but limited options	No

Content Authoring Tools

Example Authoring Tool	Use it if:	Pros	Cons	Commercials And Link to the software
PowerPoint Interactive PDF	You don't have access to anything else	Intuitive use Can be uploaded and downloaded as is	PowerPoint files do not use any eLearning standards like SCORM or xAPI. It can't track learners' progress	**₹6,199.00/year incl. GST for 6 authors.** *Buy Microsoft 365 Family (Formerly Office 365) – Microsoft Store*
PowerPoint Add- in: iSpring.	Your eLearning needs to work through an LMS, but it is basic	The tools allow the finished files to follow eLearning standards, like SCORM,TinCan, xAPI. Learners' progress can be tracked	The tools are limited to basic level of interactivity, using content pages, graphics, simple video, test questions	**Ispirng Suite: ₹50,000/year incl. GST for 1 author.** Link: *Fast eLearning Authoring Tool	iSpring Suite (ispringsolutions. com)*
vAdobe Captivate, Articulate 360 iTyStudio (gamification) Gamification programming	Your eLearning needs to work in an LMS, and you want a faster workflow with more capacities and more advanced level of interactivity	Follow eLearning standards like SCORM, TinCan, xAPI. The tools are not limited, and they can create advanced interactions, eg simulations, use of avatars, custom interactions, serious games and simulations. Learners' progress and course processes can be tracked	Course developers need special training and experience to work with them.	**Adobe Captivate: $33.99 per month** Link: *Adobe Captivate - Buying Guide* **Articulate 360: ₹97,500.00/year incl. GST for 1 author** Link *Articulate 360 - Pricing for Articulate 360 - Get All the E-Learning Software We Make*
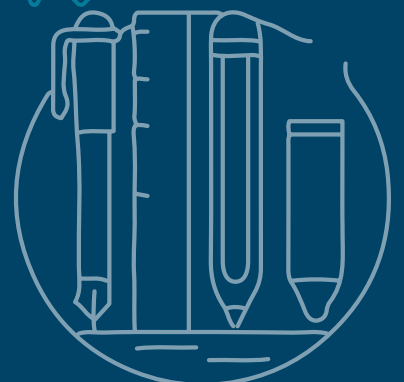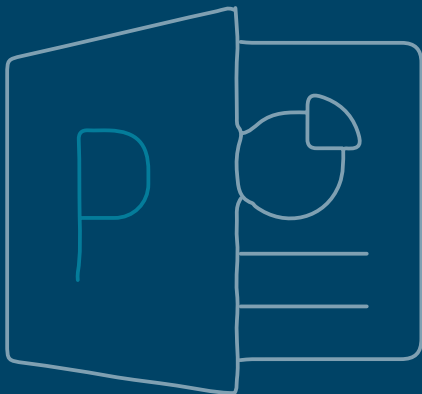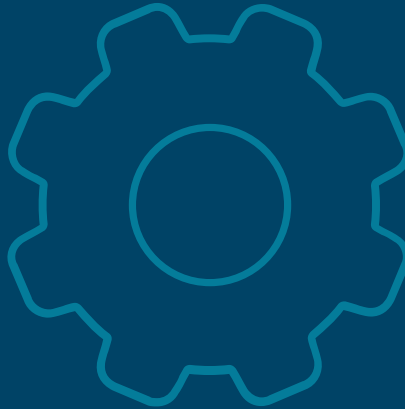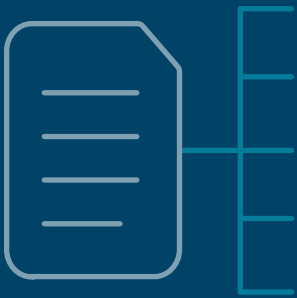
Template of Best Practices

The states and the cities should try to include the following in their best practices document.

- The content presented should be interesting and relevant to the urban domain
- Content's relevance and reusability should be a priority.
- Interactivity and the visual of the content should be high.
- Creative freedom to use as many visual aids such as gifs, images, infographics, video, etc.

- Ensure the visual aids used are free from any license issues and are high quality.
- The visual aids used should not be offensive in nature.
- Language: should not be offensive, and easy to understand.
- Font: Calibri, Arial, and railway semi bold only
- Font size: should be legible enough sizes 20 -24 for the title and 16-18 for the body of the content.
- Please maintain consistency of font and font size throughout the content piece that you're creating.

Objective, target audience, actors and stakeholders

Introduction and approach

Impact

Innovation and Key success factors

Constraints and solutions

Sustainability

Constraints and solutions

Title, Author, Publisher, Date, Time and Duration