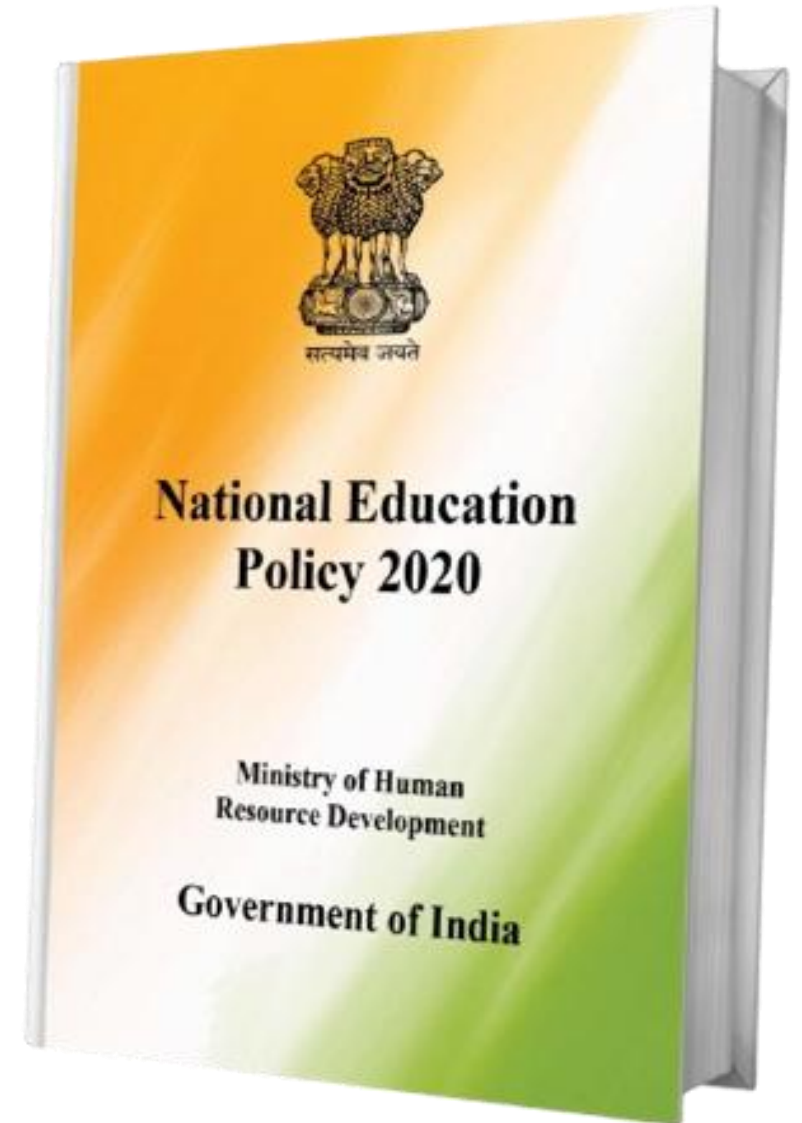
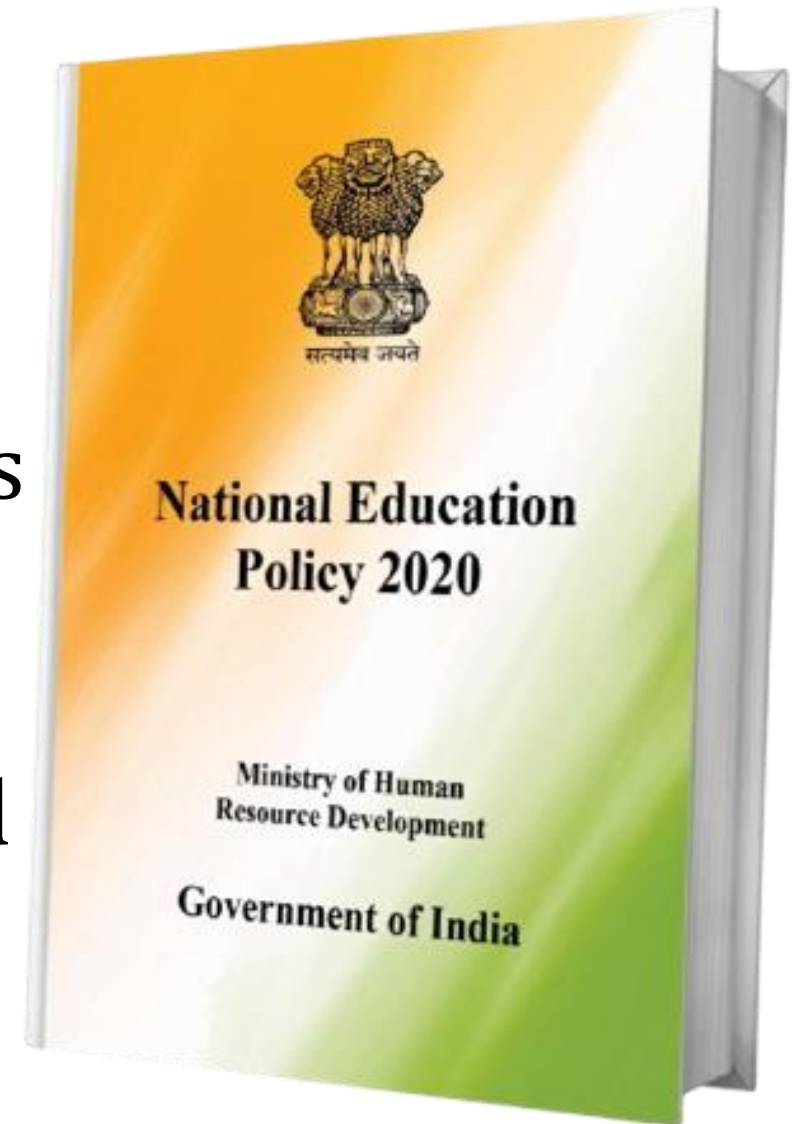


Video Resources:
Policy Perspectives,
Concept, Format &
Scope

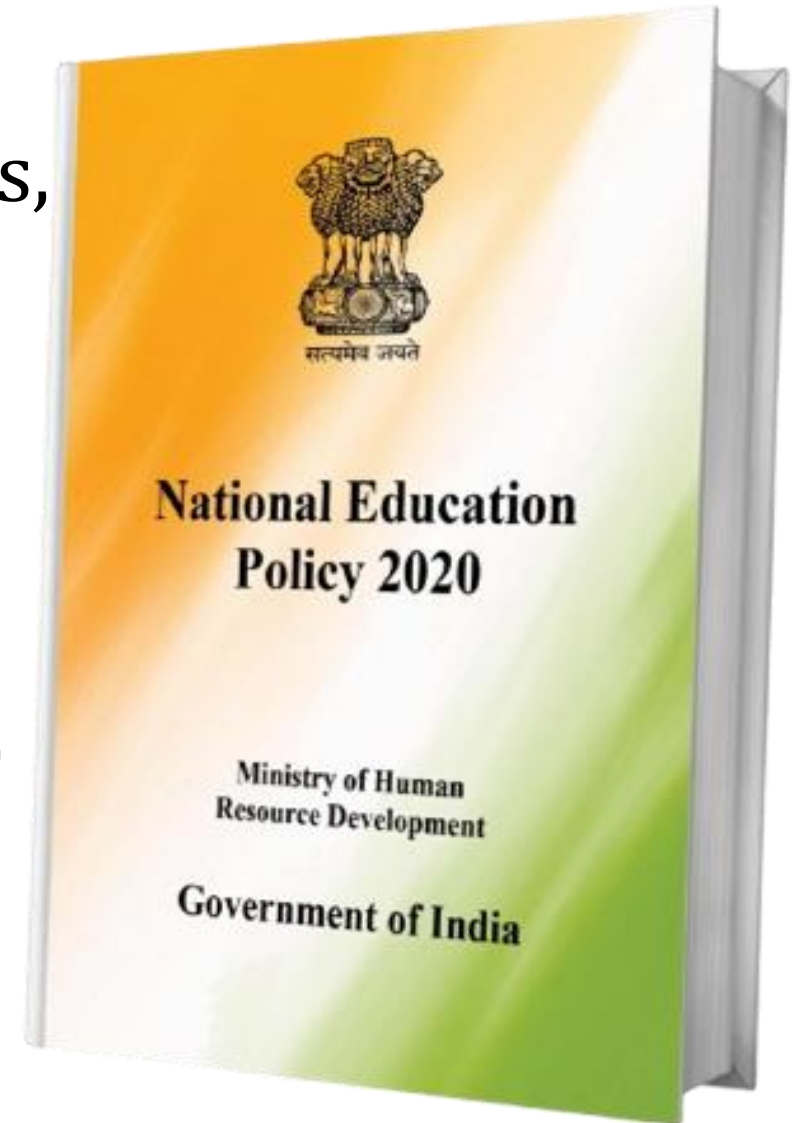
Let us understand
what does our
Policy say about
digital resources?



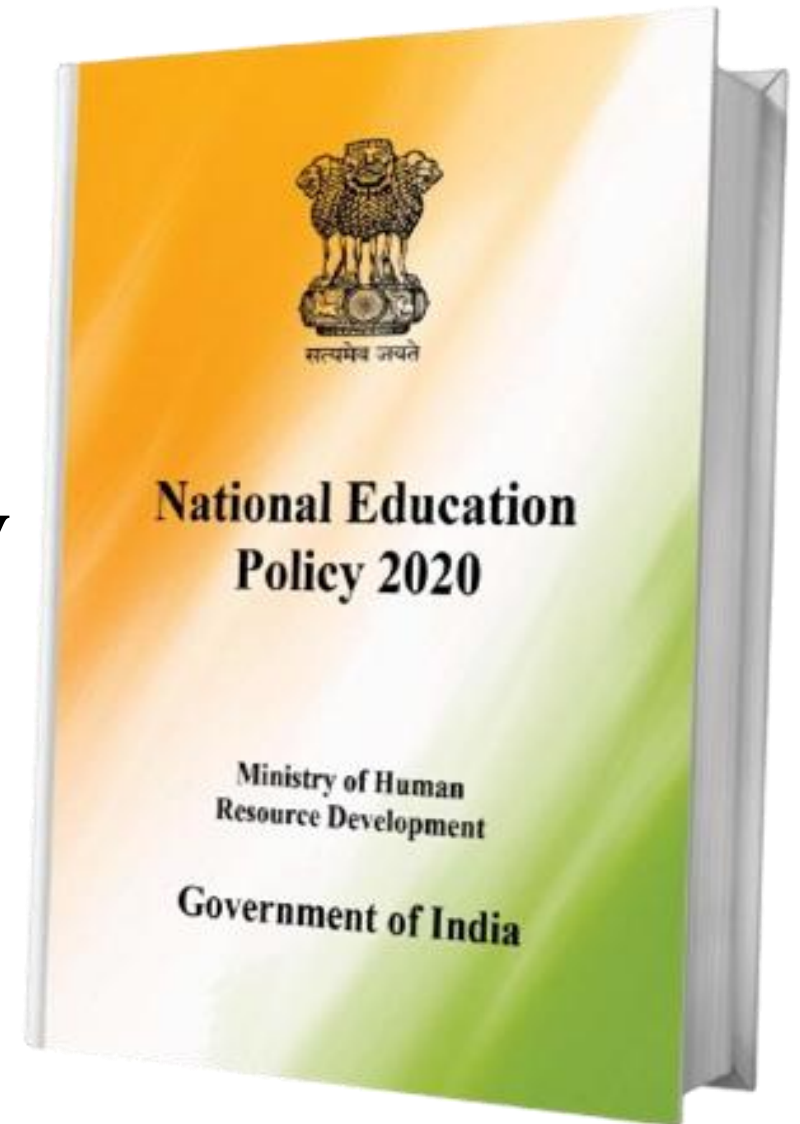
NEP 2020 stated in **clause 23.6**,
“Teaching-learning eContent will
continue to be developed by all
states in all regional languages, as
well as by the NCERT, CIET, CBSE,
NIOS, and other bodies/
institutions, and will be uploaded
onto the DIKSHA platform.”



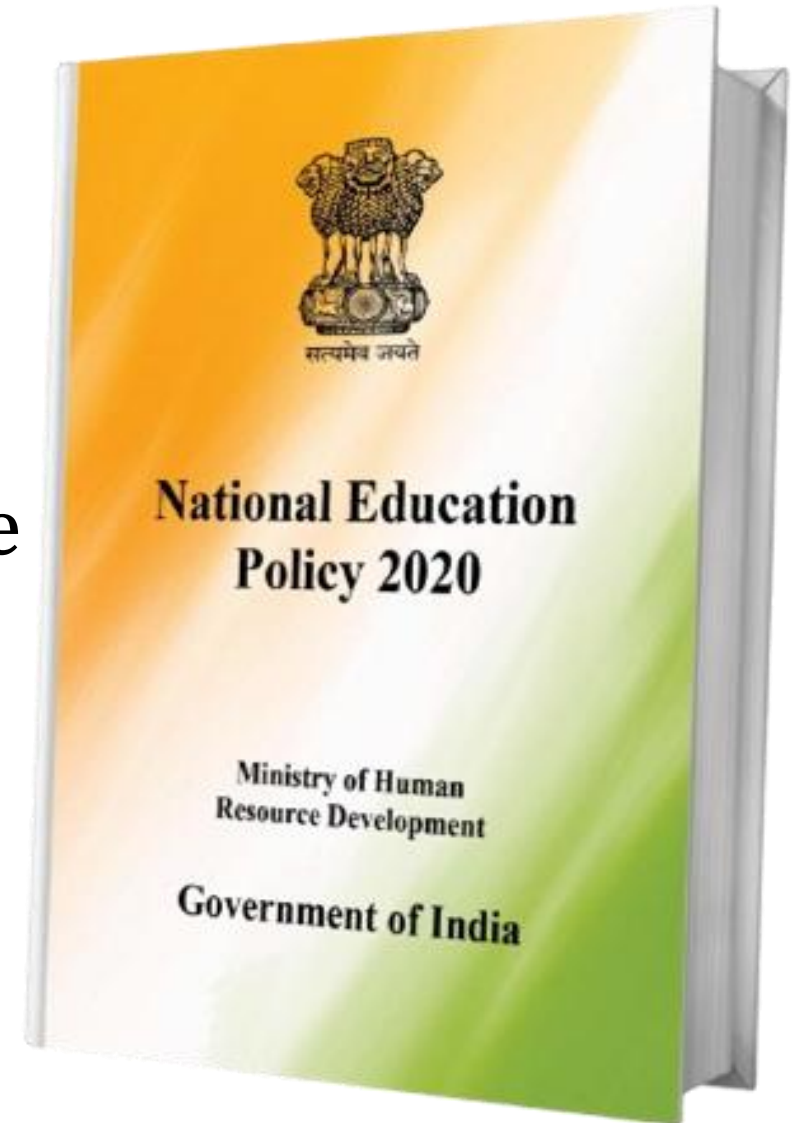
Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education, and will include ratings/reviews by users, so as to enable content developers create user friendly and qualitative content.



A digital repository of content including creation of coursework, Learning Games & Simulations, Augmented Reality and Virtual Reality will be developed, with a clear public system for ratings by users on effectiveness and quality. [Reference Chapter 24.4 (d)].



A dedicated unit for the purpose of orchestrating the building of digital infrastructure, digital content and capacity building will be created in the Ministry to look after the e-education needs of both school and higher education. (Ref: Chapter 24.5).



Why Video Resources ?



Engagement

Videos are highly engaging due to their combination of visuals, audio, and motion.

Multimodal Learning

The combination of visual and auditory elements in videos helps reinforce learning through multiple sensory channels

Storytelling

Effective storytelling in videos can immerse viewers in a narrative

Visual and Auditory Learning

Many students have different learning styles, and video resources cater to visual and auditory learners by presenting information through both visuals and sound.

Interactive

Videos can incorporate quizzes, clickable links, and other engagement features, promoting active learning and knowledge retention.

Forms of eContent that can be integrated in Video

Multimedia

- ✓ Interactive Media
- ✓ Maps
- ✓ Simulation
- ✓ Audio
- ✓ Video
- ✓ Interactive Timelines
- ✓ Slide Shows

Text

- ✓ Advertisements
- ✓ Mind Maps
- ✓ Infographic
- ✓ Diagrams
- ✓ Flow charts
- ✓ Graph

Audio / Video

- ✓ Photographs
- ✓ Videos
- ✓ Podcasts
- ✓ Animation
- ✓ Cartoons



When to use
Video Resources ?

WE
HAVE
THREE
OPTIONS



- ✓ Before the class
- ✓ During the class
- ✓ After the class

1 Discussion

- group talk
- opinions
- exchange



2 Documentary

- facts
- real-life
- evidence



3 Role play

- enact
- simulate
- characters



4 Feature

- story
- highlight
- narrative



5 Talk

- speaker
- ideas
- message



13 Drama

- script
- scenes
- emotion



12 Docudrama

- true events
- dramatized
- reconstruction



11 Interview

- Q&A
- guest
- responses



10 Magazine

- segments
- variety
- updates



9 Lecture

- teacher
- explain
- concepts



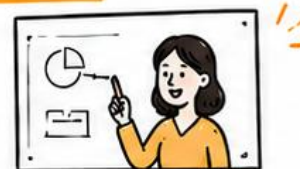
8 Vox populi

- public views
- street bites
- opinions



6 Glass screen

- presenter
- studio
- explain



7 Screen Cast

- screen record
- tutorial
- demo



Video Resources can be

- ✓ Curated
- ✓ Developed

Why Curate Videos?

Benefits of curated video resources

1 Saves teacher preparation time



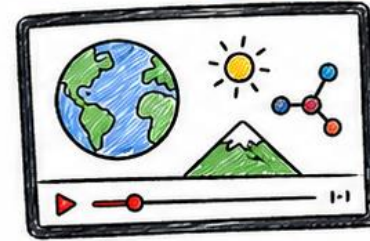
- quick access
- ready-to-use

2 Provides expert explanations



- specialists
- trusted guidance

3 Offers rich visuals and real-life examples



- animations
- demonstrations
- authentic contexts

4 Helps students revisit concepts after class



- replay
- revision
- self-paced learning

5 Supports blended and flipped learning



before class



during class



after class

6 Exposes learners to different voices and perspectives



- diversity
- contexts
- viewpoints

Criteria for Selecting Curated Videos

A checklist for choosing the right video resource

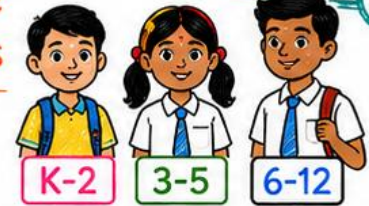
✓ 1. Alignment with learning outcomes



✓ 2. Accuracy of content



✓ 3. Age and grade appropriateness



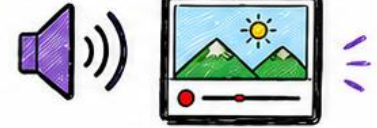
✓ 4. Language level and clarity



✓ 5. Duration of the video



✓ 6. Quality of audio and visuals



✓ 7. Cultural relevance and inclusivity



✓ 8. Absence of bias, stereotypes, misinformation, or inappropriate content



✓ 9. Accessibility features such as captions, subtitles, transcript, and clear narration



✓ 10. Copyright, license, and permission for classroom use



✓ 11. Availability for offline access, especially in low-connectivity contexts



★ Teacher curation checklist!

Preview before you use!

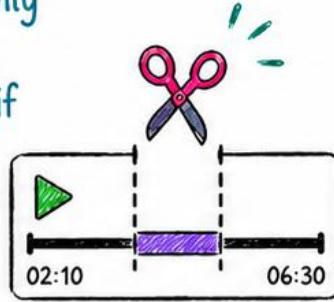
Teacher's Role in Curation

The teacher should not simply play a video

1. Preview the full video before class



2. Select only relevant sections if needed



3. Introduce the purpose of watching



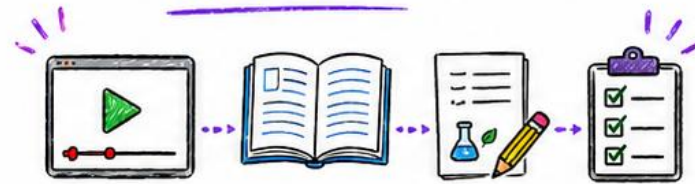
4. Give guiding questions or a viewing task



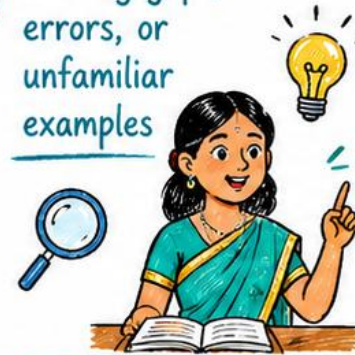
5. Pause at key moments for discussion



6. Connect the video to textbook content, activities, and assessment



7. Clarify gaps, errors, or unfamiliar examples



8. Encourage students to reflect after viewing



Curate, guide, connect, reflect!

How to Organize Curated Videos

Teachers can build their own repository of curated videos

1. Topic or chapter

- unit
- lesson
- chapter



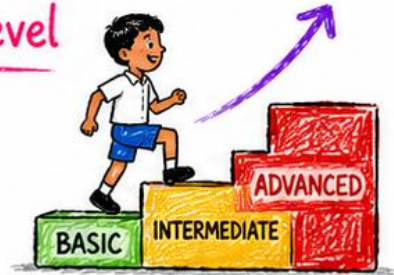
2. Learning outcome

- objective
- skill
- competency



3. Difficulty level

- basic
- intermediate
- advanced



4. Language

- English
- Hindi
- regional



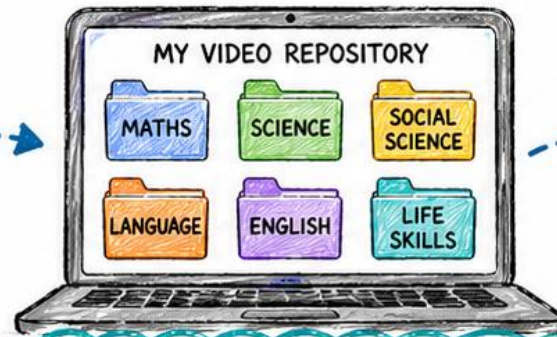
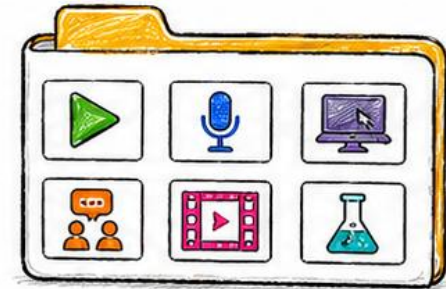
5. Duration

- short
- medium
- long



6. Format

- documentary
- lecture
- screencast
- interview
- animation
- demonstration



Organize, label, and retrieve!



★ Risks and Limitations of Using Curated Videos ★

⇒ Curated videos are useful, but teachers should watch for these challenges ⇐

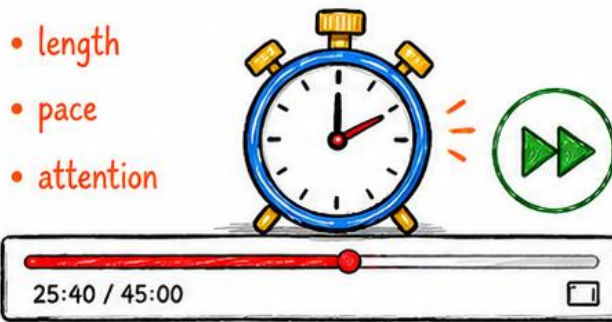
1. Not all online videos are accurate

- check facts
- verify source
- review carefully



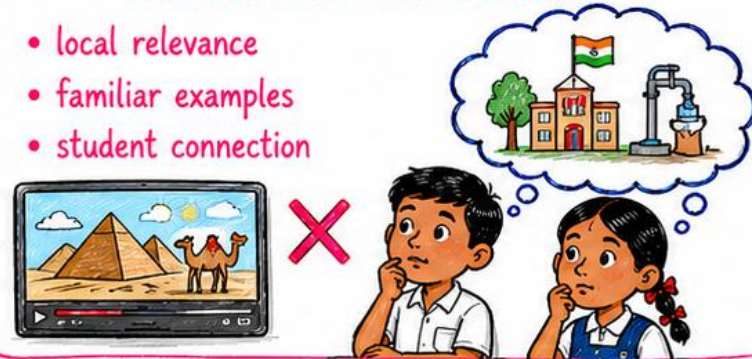
2. Videos may be too long or too fast

- length
- pace
- attention



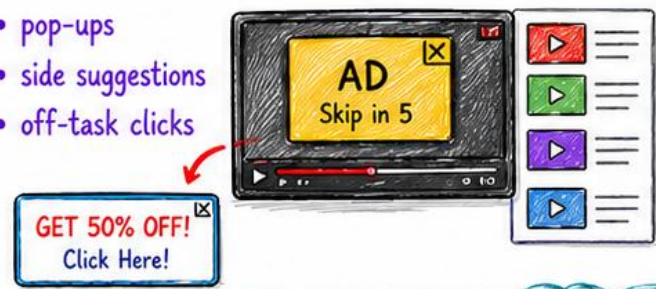
3. Examples may not match the learner's local context

- local relevance
- familiar examples
- student connection



4. Ads, distractions, and platform recommendations may disturb learning

- pop-ups
- side suggestions
- off-task clicks



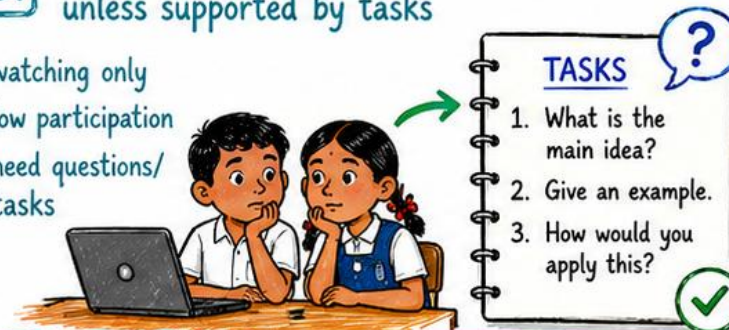
5. Some videos may require internet access

- connectivity
- buffering
- offline issue



6. Passive viewing may reduce engagement unless supported by tasks

- watching only
- low participation
- need questions/tasks



★ Use curated videos critically and purposefully! ★



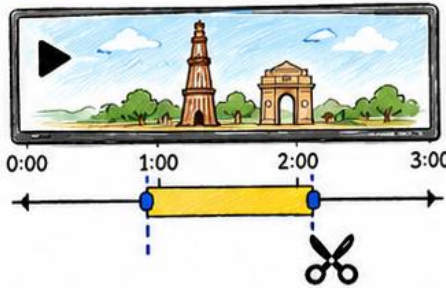
Classroom Use Strategies



Use curated videos actively and purposefully

1. Use short clips instead of full videos

- focus
- time
- attention



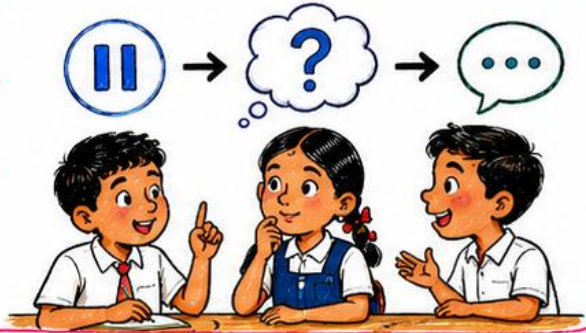
2. Combine video with worksheets or reflection prompts

- worksheet
- reflection
- response



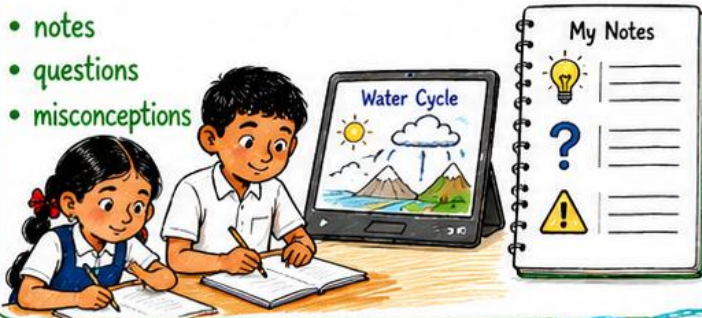
3. Pause - Predict - Discuss

- pause
- think
- talk



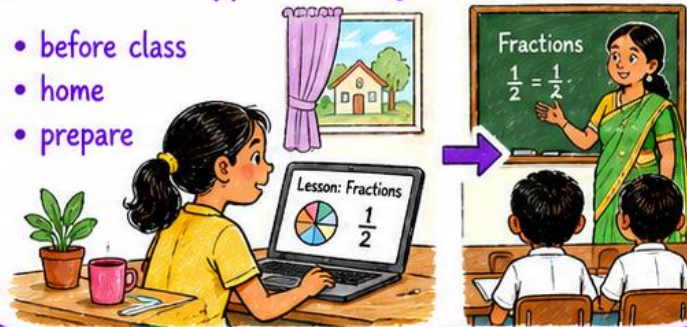
4. Ask students to note key ideas, questions, or misconceptions

- notes
- questions
- misconceptions



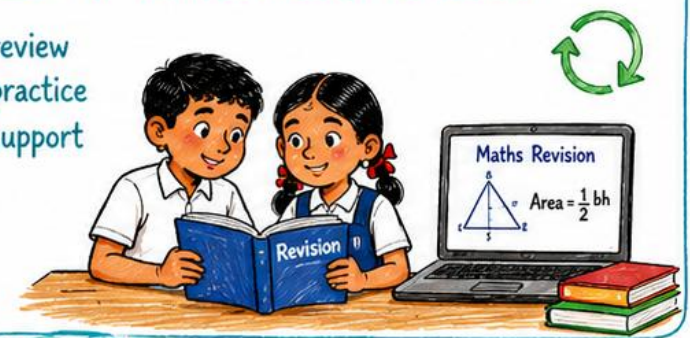
5. Use videos before class for flipped learning

- before class
- home
- prepare



6. Use videos after class for reinforcement or remediation

- review
- practice
- support



Clip, guide, discuss, and reflect!

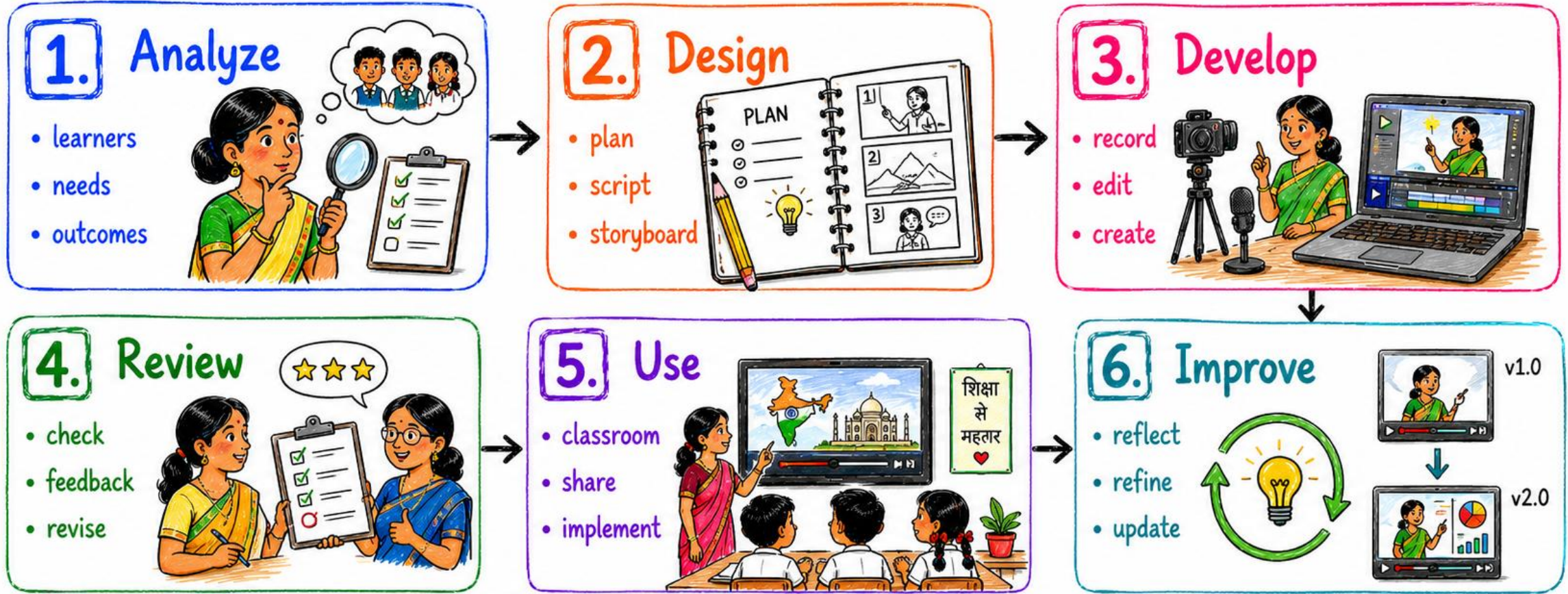




Steps in Developing Videos



When teachers develop their own videos, they follow these steps



Analyze, design, develop, review, use, improve!

