



(स्थापना/ Established in 1956)
बेहतर भविष्य के लिए क्षमता निर्माण
Capacity Building for a Better Future

IIPS NEP 2020

DIGITAL EMPOWERMENT AND ONLINE EDUCATION THROUGH MASSIVE OPEN ONLINE COURSES (MOOC)

**SUMMARY
REPORT
2024-2025**



IIPS NEP 2020: Digital Empowerment and Online Education through MOOC

International Institute for Population Sciences (IIPS) has actively aligned with the National Education Policy (NEP) 2020 by embracing the integration of technology-driven learning. As part of this initiative, the institute has implemented online digital education, aiming to enhance academic flexibility, promote multidisciplinary learning and develop essential skills among postgraduate students. This approach reflects NEP 2020's core objectives of making education more inclusive, accessible and tailored to the diverse learning needs of students, while promoting flexibility, skill development and learner-centric methods.

Gender representation in online education

In alignment with the objectives of the **National Education Policy (NEP) 2020** to promote equitable and inclusive access to education, the enrolled students from the Master of Arts/ Science (M.A. / M.Sc.) in Population Sciences and Master of Science in Bio-Statistics and Demography courses successfully completed various courses through the **SWAYAM and other online e-learning platforms**. Out of **50 students** enrolled across both the courses, **27 (54%) were male and 23 (46%) were female**. In the M.A. / M.Sc. course, there were **26 students** in total, comprising **18 males (69%) and 8 females (31%)**. In contrast, the M.B.D. course had **24 students**, including **9 males (38%) and 15 females (62%)**. The participation of both genders reflected a balanced representation and indicated the increasing inclusivity and accessibility of online digital education in the institute. Out of the **52 online certifications (27 in M.A. / M.Sc. and 25 in M.B.D.)**, two female students chose two courses — *NleCer 103: Scientific Writing in Health Research* offered by **ICMR–NIE, Chennai** and *Public Health Management* offered by **IPH, Bengaluru**.

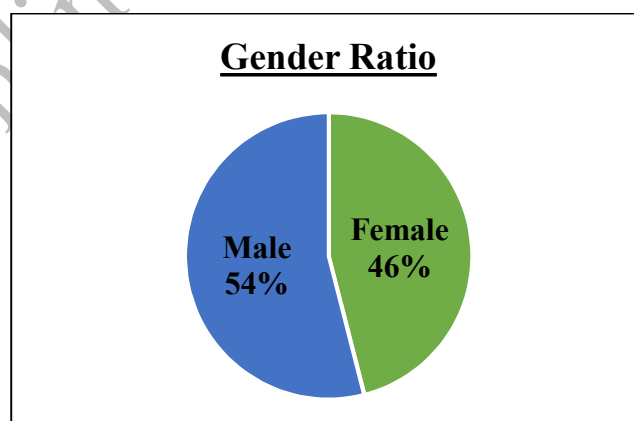


Figure 1: Gender Ratio of 50 students enrolled in E-Learning

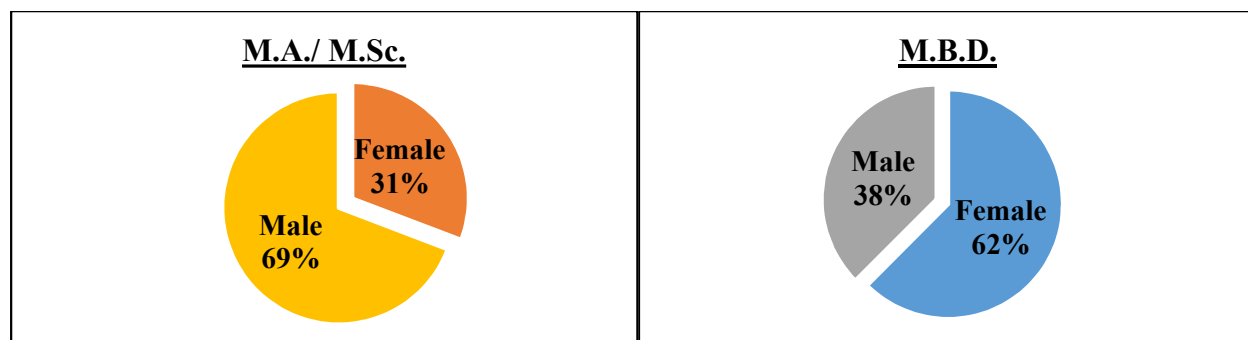


Figure 2: Gender Ratio enrolled students: 26 in M.A. / M.Sc. and 24 in M.B.D.

Course-wise Online Certification Overview

In accordance with NEP 2020's emphasis on **multidisciplinary learning, academic flexibility, and integration of technology in education**, all students completed their online certification courses through SWAYAM.

Out of **52 online certifications** completed by **50 students**, the **highest number (19 certifications)** were in the course "NleCer 103: Scientific Writing in Health Research" offered by **ICMR–NIE, Chennai**. Other courses included Basic Course in Biomedical Research, Basic Nutrition, Big Data Computing, Biostatistics and Design of Experiments, Economics of Health and Health Care, Ethics Review of Health Research, Foundations of Data Science, Handling Large Scale Unit Level Data, Health Communication, Introductory Econometrics, Predictive Analytics, Programming in Python, Public Health Management and Spoken Tutorial Project Passed a R Test. This shows a clear preference for health research–related courses among the students. This distribution of courses reflected the students' interest in **research-oriented and skill-based learning**, which is a key objective outlined in the NEP 2020 framework.

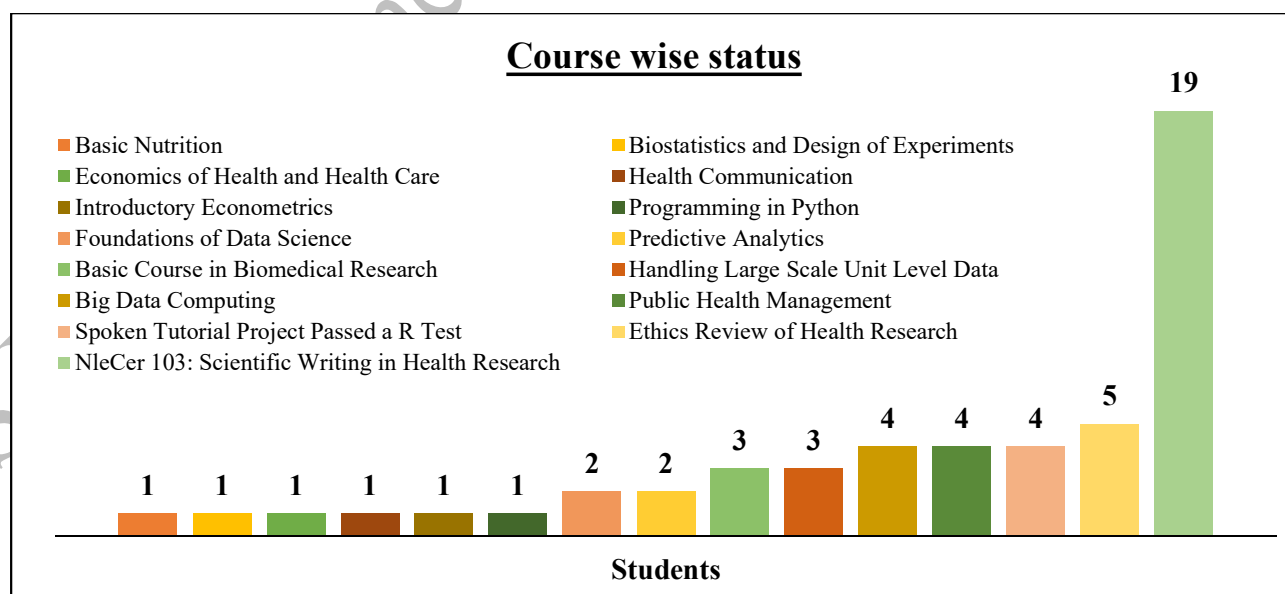


Figure 3: Course wise Engagement of Students

E-Learning Portal and Institute wise Enrolment

The students completed their certifications from **nine national institutions** through the **three e-learning portal** – Swayam Portal, Poshan Abhiyaan by ICMR-NIN, Hyderabad and and Spoken Tutorial Project by IIT, Bombay platform, demonstrating the implementation of **inter-institutional academic collaboration and flexibility** envisaged under NEP 2020.

With **51.92%**, **ICMR–NIE (Chennai)** recorded the highest enrolment, followed by the IIM (Bangalore), IIT (Kanpur), Spoken Tutorial Project-IIT (Bombay), IPH (Bengaluru), IIT (Roorkee), Dibrugarh University (Assam), , IIT (Madras) and Poshan Abhiyaan-ICMR-NIN (Hyderabad). This participation pattern illustrated how digital education initiatives had expanded opportunities for students to access quality learning from diverse institutions across India.

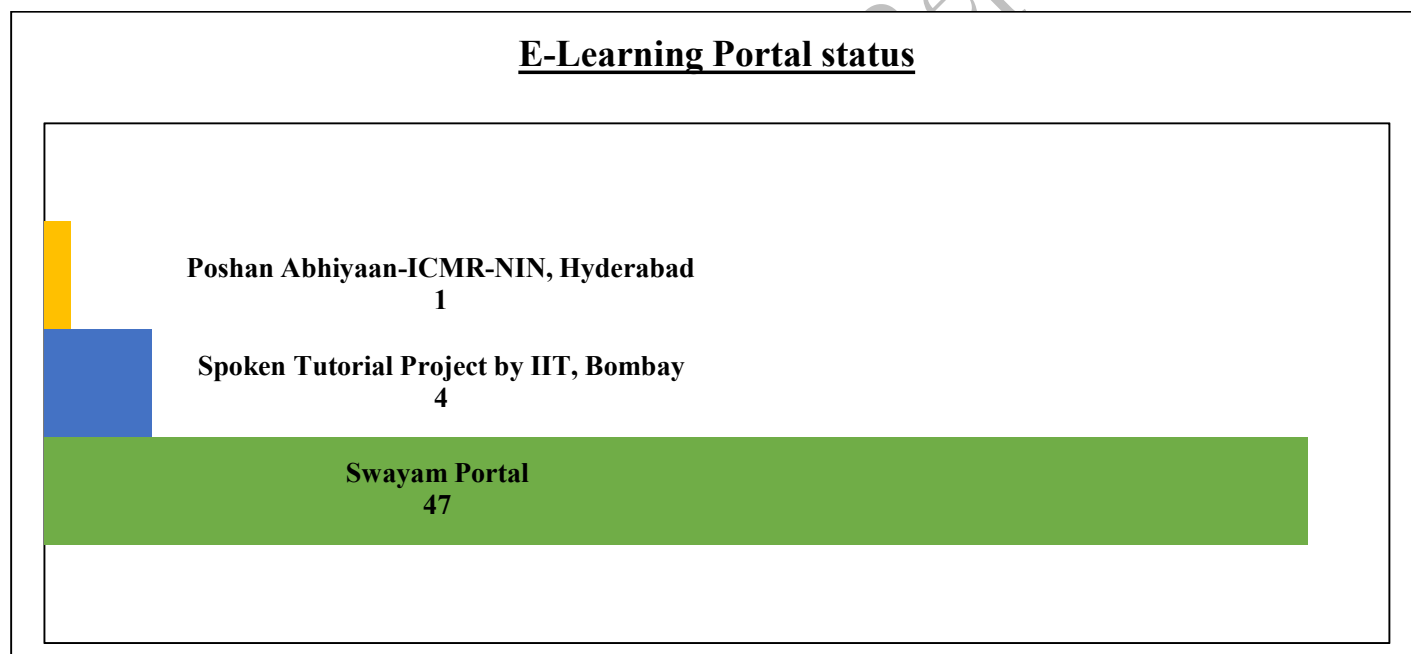


Figure 4: E-Learning Portal Students Enrolment

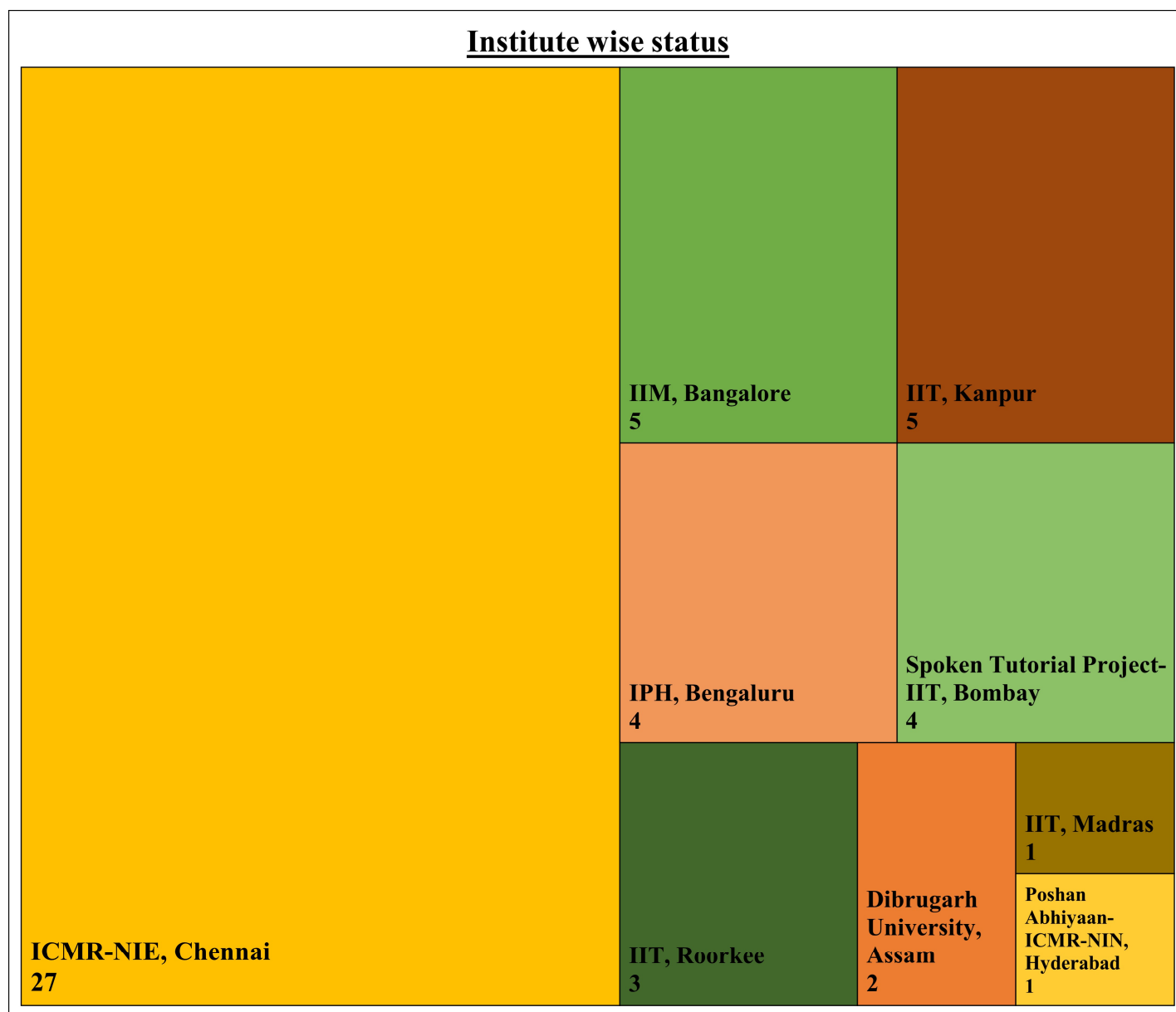
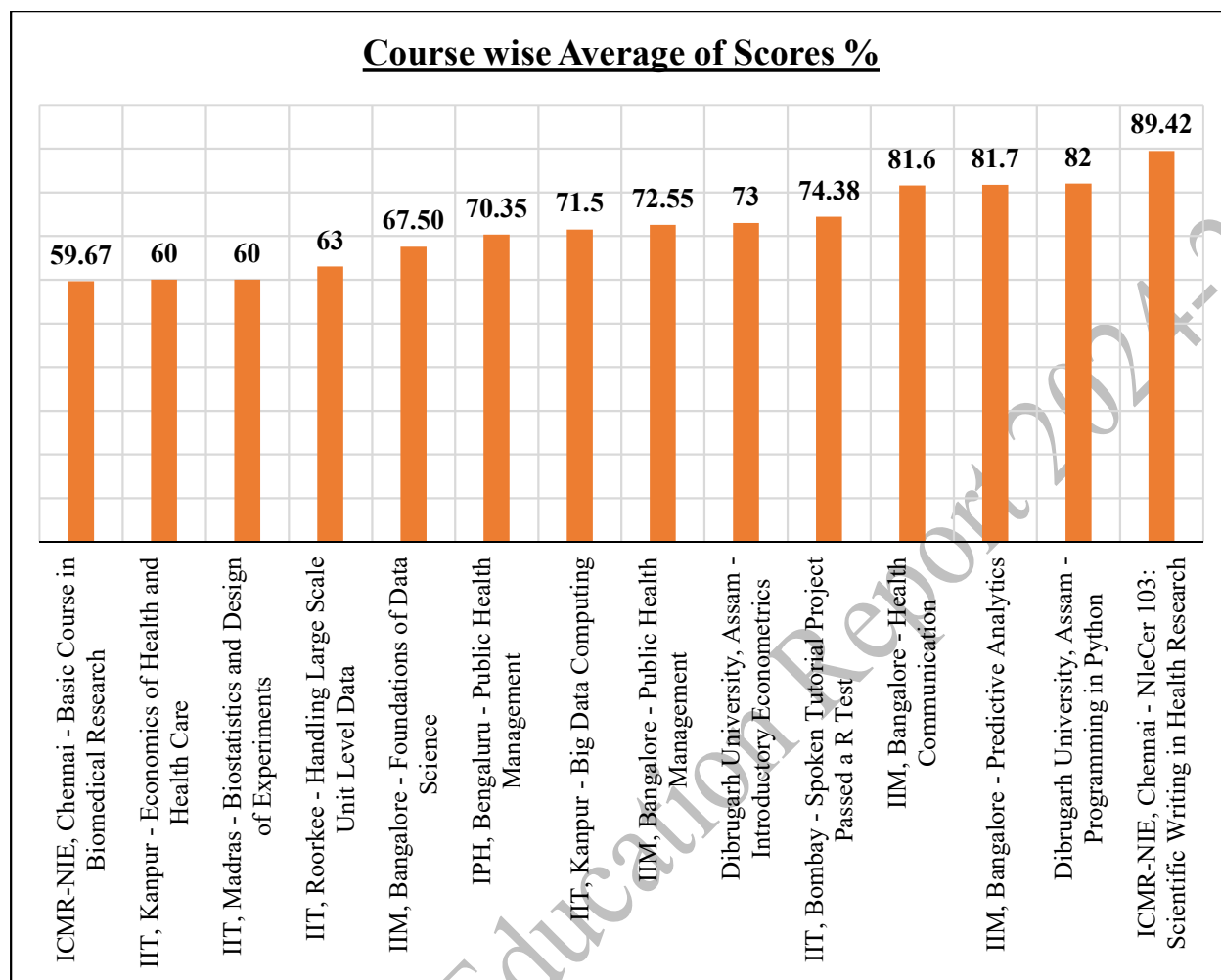


Figure 5: Institute wise Course Enrolment

Academic Performance: Score Distribution and Averages

The academic performance of students in the online certification courses was noteworthy. Across the **52** certifications, the **average score** was **77.98%**, with the **highest score** being **93%** and the **lowest score** being **52%**. **Mr. Gourab Dutta**, a student of M.B.D. was the topper in the course “Handling Large Scale Unit Level Data” offered by IIT, Roorkee through Swayam portal. The overall distribution of marks reflected a high level of student engagement, self-discipline, and effective adaptation to **digital and self-paced learning environments**, as encouraged under the NEP 2020 digital education framework.



Note: Ethics Review of Health Research by ICMR-NIE, Chennai and Basic Nutrition by Poshan Abhiyaan-ICMR-NIN, Hyderabad are non-credited courses; hence not included in the graph.

Figure 6: Average of Scores %: E- Learning course opted by students

Gender wise Average Performance

A total of **fifteen courses** were completed during the academic year 2024–25. The **average score of female students** across these courses was **80.10%**, indicating consistently high performance and strong engagement. In comparison, **male students** recorded an **overall average score of 76.35%**.

The higher average score of female students, despite a smaller representation, reflected greater academic consistency and motivation in health and research-based courses. This pattern also illustrated the inclusive and learner-centric approach promoted under the **National Education Policy (NEP) 2020**, encouraging both genders to pursue flexible, credit-based and technology-enabled learning opportunities through national digital education platforms.

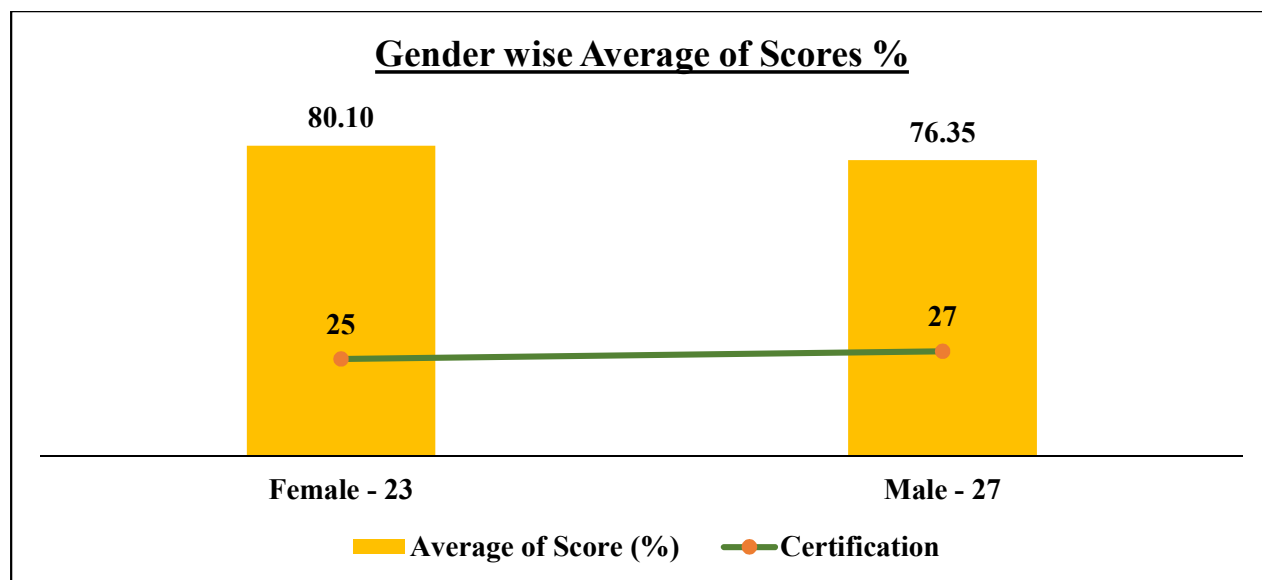


Figure 7: Gender Based Analysis of Performance

Summary: IIPS Online Digital Education through MOOC

The completion of online courses by the M.A./M.Sc. and M.B.D. students during the academic year **2024–25** represents successful integration of NEP 2020's **principles of online digital education** within the institutional framework.

Through participation in national digital education platform, most of the students had:

- Completed **credit-eligible and multidisciplinary online courses**.
- Engaged with **renowned national institutions** across varied disciplines.
- Enhanced their competencies in **research methodology, data analysis and public health management**.
- Demonstrated strong academic outcomes

Key Takeaways:

- **50 students** participated in total, with **52 certifications** completed.
- **Gender representation: 54% male and 46% female** students.
- **ICMR–NIE, Chennai** emerged as the leading institute.
- The **average score** was **77.98%**, reflecting strong academic engagement.
- The **most preferred course** was *NleCer 103: Scientific Writing in Health Research*, demonstrating growing interest in health research competencies.

IIPS's online education through VAC reinforced NEP 2020's emphasis on **flexibility, technology integration and learner-centric education**, offering pograduate students with valuable exposure to national-level online learning platforms.
