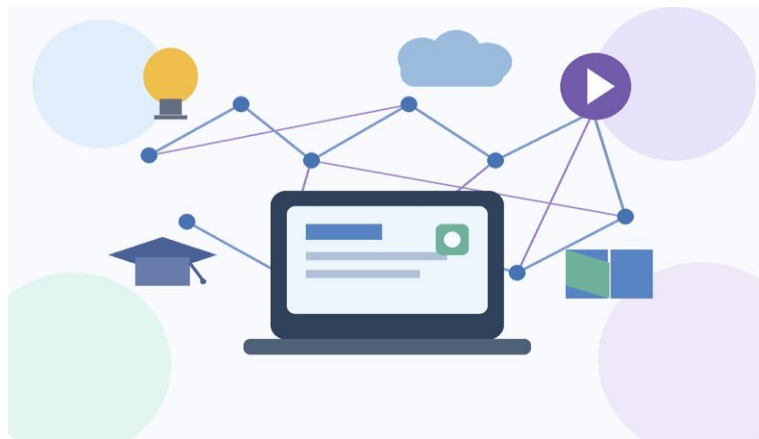


International Institute for Population Sciences

(Deemed to be University)

REPORT ON VALUE-ADDED COURSES THROUGH DIGITAL LEARNING PLATFORMS:

An Initiative Aligned with NEP 2020 during the Academic Year 2025-26



1. Introduction

In accordance with the vision and objectives of the **National Education Policy (NEP) -2020**, the institution encouraged students to undertake Online Value-Added Courses (VACs) through recognised digital learning platforms during the academic year **2025–26**.

The initiative was undertaken with the objective of providing students with opportunities to acquire knowledge, skills and competencies beyond the prescribed curriculum. Online courses enabled learners to access specialised academic content, emerging areas of knowledge, research-oriented training, professional skills and industry-relevant competencies from reputed institutions and organisations across the country. The initiative particularly supported the NEP 2020 emphasis on **multidisciplinary education, flexibility in learning, skill development, digital literacy, employability and lifelong learning**.

2. Objectives of the Initiative

The major objectives of promoting online Value-Added Courses were:

- To provide students with learning opportunities beyond the regular curriculum.
- To promote multidisciplinary and interdisciplinary learning.
- To strengthen students' technical, analytical, research and professional skills.
- To develop digital literacy and self-directed learning capabilities.
- To provide exposure to emerging areas such as Artificial Intelligence, Data Science, Machine Learning and Programming.
- To enhance research-related competencies in areas such as biostatistics, scientific writing, causal inference and survey research.
- To improve employability and career-readiness.
- To encourage students to engage in continuous and lifelong learning.
- To provide access to courses offered by reputed national institutions and recognised digital learning platforms.
- To support the implementation of the learner-centric and technology-enabled educational framework envisaged under NEP 2020.

3. Implementation

During 2025–26, students enrolled in online Value-Added Courses according to their academic interests, research requirements and career aspirations. The courses were offered through platforms and institutions including **SWAYAM, ICMR-National Institute of Epidemiology, IITs, IIM Bangalore, Indian Knowledge Systems Division, Ministry of Education, Poshan Abhiyaan/ICMR-NIN, Aligarh Muslim University, Reliance Foundation Skilling Academy and NSDC**, among others.

The courses covered a wide spectrum of subjects relevant to the students of Population Studies, Survey Research and Data Analytics.

Students were encouraged to complete the prescribed course components and obtain certificates wherever applicable. The initiative also provided learners with opportunities to acquire competencies that complemented their regular postgraduate programmes.

4. Programme-wise Participation

A. M.A./M.Sc. in Population Studies

A total of **22 students** of M.A./M.Sc. Population Studies undertook **26 online course enrolments** during the period covered by the institutional record.

S. No.	Name of Student	Online Value-Added Course	Online Platform
1	Abhay Kumar Singh	Remote Sensing and GIS	SWAYAM – IIT Guwahati
2	Amrutsagar Yashashree Sunil	Basic Course in Vector-Borne Diseases for Health Professionals	SWAYAM – ICMR-National Institute of Epidemiology
3	Arunima Dasgupta	Exploring Survey Data on Health Care	SWAYAM – IIT Roorkee
4	Gayatri Vijay Lad	Psychology of Stress, Health and Well-Being	SWAYAM – IIT Guwahati
5	Jithu Johny	Business and Sustainable Development	SWAYAM – IIT Bombay
6	Rakesh Shyamal	NleCer 103: Scientific Writing in Health Research	SWAYAM – ICMR-National Institute of Epidemiology
7	Rakesh Shyamal	Basic Course in Vector-Borne Diseases for Health Professionals	SWAYAM – ICMR-National Institute of Epidemiology
8	Rishee Gogoi	Python for Data Science	SWAYAM – IIT Madras
9	Rishee Gogoi	Essentials of Data Science with R Software-I: Probability and Statistical Inference	SWAYAM – IIT Kanpur
10	Ritaja Nath	English for Research Paper Writing	SWAYAM – NITTTR, Chennai
11	Sandeep Pal	Exploring Survey Data on Health Care	SWAYAM – IIT Roorkee
12	Shahnaz Perween	Biostatistics and Design of Experiments	SWAYAM – IIT Madras
13	Shivam Jaiswal	Introduction to Biostatistics	SWAYAM – IIT Bombay
14	Shweta Patel	English for Research Paper Writing	SWAYAM – NITTTR, Chennai
15	Shweta Patel	NleCer 103: Scientific Writing in Health Research	SWAYAM – NITTTR, Chennai
16	Supriya Swain	Basic Course in Vector-Borne Diseases for Health Professionals	SWAYAM – ICMR-National Institute of Epidemiology
17	Sylvie Mridula Soy	Non-Communicable Diseases (NCDs)	Poshan Abhiyaan, ICMR-NIN
18	Tanu	Advanced R Programming for Data Analytics in Business	SWAYAM – IIT Kanpur
19	Vanshika Kumar	Basic Course in Biomedical Research	SWAYAM – ICMR-National Institute of Epidemiology, Chennai
20	Nannaware Samiksha Shankar	Social Policy and Planning	Aligarh Muslim University
21	Kaushal Kumar Singh	Health Economics	SWAYAM – IIT Roorkee
22	Prachujya Pegu	Exploring Survey Data on Health Care	SWAYAM – IIT Roorkee
23	Sayantani Das Majumder	English for Research Paper Writing	SWAYAM – NITTTR, Chennai
24	Shreya Roy Chowdhury	NleCer 103: Scientific Writing in Health Research	SWAYAM – ICMR-NIE
25	Shreya Roy Chowdhury	English for Research Paper Writing	SWAYAM – NITTTR, Chennai
26	Madhav Verma	NleCer 103: Scientific Writing in Health Research	SWAYAM – ICMR-NIE

B. M.Sc. in Survey Research and Data Analytics

A total of **24 students** of M.Sc. Survey Research and Data Analytics undertook **24 online Value-Added Course enrolments**.

S. No.	Name of Student	Online Value-Added Course	Online Platform
1	Ms. Bina Oraon	Machine Learning with Python for Managers	SWAYAM – Manipal University, Jaipur
2	Mr. Bipul Kumar Roy	Data Analytics with Python	SWAYAM – IIT Roorkee
3	Ms. Debaditya Ganguly	Corporate Finance	SWAYAM – IIT Kharagpur
4	Ms. Debaditya Ganguly	Adolescent Health and Well Being: A Holistic Approach	SWAYAM – IIT Kharagpur
5	Ms. Deva Dharshini M	Introduction to Machine Learning (Tamil)	SWAYAM – IIT Madras
6	Ms. Harsha Shyjinlin	Programming with Generative AI	SWAYAM – Indian Institute of Science, Bangalore
7	Ms. Heurangdaile Guing	Data Analytics with Python	SWAYAM – IIT Roorkee
8	Ms. Lilly Rose Jose	Arogyasamskriti: Health Culture of Bharat	IKS Division, Ministry of Education, Government of India
9	Ms. More Rachita Rohit	NleCer 201: Causal Inference from Observational Studies	SWAYAM – ICMR-NIE
10	Mr. Patil Girish Bhagwan	Exploring Survey Data on Health Care	SWAYAM – IIT Roorkee
11	Mr. Priyanshu Sharma	NleCer 201: Causal Inference from Observational Studies	SWAYAM – ICMR-NIE
12	Mr. Ranveer Raj	Foundations of Data Science	SWAYAM – IIM Bangalore
13	Ms. Sana Fathima H M	Biostatistics and Design of Experiments	SWAYAM – IIT Madras
14	Ms. Shalini Dehariya	Data Mining	SWAYAM – IIT Kharagpur
15	Mr. Shubham Tiwari	Exploring Survey Data on Health Care	SWAYAM – IIT Roorkee
16	Ms. Sreya Bhattacharya	Statistical Methods for Psychological Research-II	SWAYAM – Consortium for Educational Communication (CEC)
17	Ms. Srijani Mondal	Application of Forecasting, Regression and Time Series Models	SWAYAM – IIT Kanpur
18	Ms. Omisha Vaish	Big Data Computing	SWAYAM – IIT Kanpur
19	Ms. Senjuti	Introduction to Computer and Network Performance Analysis Using Queuing System	SWAYAM – IIT Bombay
20	Ms. Aiswarya Lakshmi P R	NleCer 201: Causal Inference from Observational Studies	SWAYAM – ICMR-NIE
21	Mr. Hari Krishnan P	Mother Health and Nutrition	Poshan Abhiyaan, ICMR-NIN
22	Mr. Adnan	Data Science for Everyone	Reliance Foundation Skilling Academy / NSDC
23	Mr. Ramnaresh	Foundations of Data Science	Indian Institute of Management Bangalore
24	Mr. Devana Sree Hari	Python for Data Science	SWAYAM – IIT Madras
25	Ms. Vrushali Babaso Shinde	Basic Course in Vector-Borne Diseases for Health Professionals	SWAYAM – ICMR-NIE

5. Consolidated Participation

Based strictly on the student-wise information provided, the initiative covered **46 no. of students** and **51 course enrolments** across the two programmes.

Programme	No.of Students	Course Enrolments
M.A./M.Sc. Population Studies	22	26
M.Sc. Survey Research and Data Analytics	24	25
Total	46	51

The participation demonstrates substantial engagement with online learning, particularly in areas directly relevant to **population studies, public health, survey research, statistics, data analytics, research methodology and emerging technologies**.

6. Major Learning Domains

The online courses undertaken by students can broadly be classified into the following domains:

Research and Statistical Skills

Students undertook courses in biostatistics, statistical inference, experimental design, causal inference, forecasting, regression, time-series analysis and statistical methods for research.

Data Science and Emerging Technologies

Courses in Python, R programming, data analytics, data mining, machine learning, Big Data, Generative AI and computer/network performance analysis helped students acquire contemporary technical skills.

Public Health and Population Studies

Courses on vector-borne diseases, biomedical research, non-communicable diseases, maternal health and nutrition, health economics, health culture and adolescent well-being strengthened students' understanding of public-health issues.

Research Communication

Courses such as *English for Research Paper Writing* and *Scientific Writing in Health Research* supported the development of academic writing and research communication skills.

Social Sciences and Policy

Courses such as *Social Policy and Planning*, *Business and Sustainable Development*, *Corporate Finance* and *Psychology of Stress, Health and Well-Being* broadened students' interdisciplinary perspectives.

7. Alignment with NEP 2020

The initiative is strongly aligned with the principles of NEP 2020 in the following ways:

NEP 2020 Principle	Institutional Practice
Multidisciplinary education	Students undertook courses outside and alongside their core disciplines
Skill development	Technical, analytical, research and professional skills were developed
Digital education	Students utilised online learning platforms for structured learning
Flexibility and learner choice	Students selected courses based on their interests and career requirements
Employability	Data science, programming, AI and professional courses enhanced career readiness
Research orientation	Courses in biostatistics, causal inference and scientific writing strengthened research capabilities
Holistic education	Academic, professional, health and life-skill areas were covered
Lifelong learning	Students were encouraged to pursue continuous self-directed learning
Technology integration	Digital platforms supplemented conventional classroom instruction

8. Outcomes of the Initiative

The initiative produced several significant academic and developmental outcomes:

- **Enhanced digital learning culture:** Students actively engaged with online educational resources and developed familiarity with digital learning environments.
- **Improved technical competencies:** Courses in Python, R, Machine Learning, Data Analytics, Data Mining and Big Data Computing enhanced students' computational and analytical capabilities.
- **Strengthened research skills:** Training in biostatistics, causal inference, scientific writing, survey data analysis and statistical methods supported students' research activities.
- **Public-health orientation:** Courses related to epidemiology, vector-borne diseases, maternal health, nutrition and non-communicable diseases enriched students' understanding of population and health issues.
- **Interdisciplinary exposure:** Students were able to explore subjects from management, psychology, economics, sustainability, social policy and technology.
- **Enhanced employability:** The acquisition of contemporary technical and professional skills contributed to students' career preparedness.
- **Self-directed learning:** Students developed the ability to independently select, pursue and complete structured online courses.
- **Exposure to reputed institutions:** Students gained access to courses associated with leading IITs, IIMs, ICMR institutions, IISc and other recognised organisations.

9. Conclusion

The promotion of **Online Value-Added Courses through Digital Learning Platforms during the academic year 2025–26** represents a meaningful institutional initiative towards the implementation of the vision of **NEP 2020**.

The participation of **46 students with 51 course enrolments** across the M.A./M.Sc. Population Studies and M.Sc. Survey Research and Data Analytics programmes reflects the growing importance of flexible, technology-enabled and multidisciplinary learning.

The initiative enabled students to supplement their postgraduate education with competencies in **data science, machine learning, programming, biostatistics, survey research, public health, scientific writing, social policy, economics and emerging technologies**. It thereby contributed to the development of learners who are **digitally competent, research-oriented, multidisciplinary, skilled and future-ready**.

Through the continued promotion of recognised online learning platforms, the institution remains committed to strengthening **learner autonomy, employability, digital education, skill development and lifelong learning**, in keeping with the transformative educational vision of NEP 2020.

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