



AUXILIUM COLLEGE (Autonomous)

(Accredited by NAAC with A+ Grade with a CGPA of 3.55 out of 4 in the 3rd cycle)
Gandhi Nagar, Vellore – 6.

ONLINE COURSE – CERTIFICATES

2022 - 2023



Certificate of Achievement

Deeksha A

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



Audrey Bollier
Coordinator

The Alliance for Child Protection in Humanitarian Action



Hani Mansourian

Alliance for Child Protection in Humanitarian Action
Coordinator

The Alliance for Child Protection in Humanitarian Action



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION



Deeksha A

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

STUDY REQUIREMENT

6 weeks, 3 hours per week

LEARNING OUTCOMES

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
- Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards

SYLLABUS

By the end of the course, you will be able to...

- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
- Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
- Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks



Certificate of Achievement

Gajalakshmi.B B

has completed the following course:

**COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY
THE LEGO FOUNDATION**

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd
Head of Evidence,
The LEGO Foundation

The LEGO Foundation

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The LEGO Foundation

Gajalakshmi.B B

has completed the following course:

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STUDY REQUIREMENT

9 weeks, 2 hours per week

LEARNING OUTCOMES

- Apply social emotional learning through Play in practise
- Identify how we learn through play
- Demonstrate strategies to support a child's learning through play in relation to social-emotional learning
- Explain Mental Health Psychosocial Support and Social Emotional Learning
- Demonstrate mitigation strategies
- Identify the challenges children may face in transitions back and forth from remote learning/ homes to in-person/schools during crisis
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- Explain why adult wellbeing is important for children
- Demonstrate stress management strategies, including mindfulness, individual and social strategies

- Explore the different phases of brain development and the potential effects of crisis on their social, emotional, and cognitive development
- Apply psychosocial support for children in early childhood
- Design their own age-sensitive activities to support children in crisis

SYLLABUS

- Foundations of Learning through Play
- Importance of MHPSS / SEL in Crisis
- Adult Wellbeing
- Age sensitive SEL knowledge and activities
- Coping with Changes and Transitions



Certificate of Achievement


Hemalatha .T

has completed the following course:

UNDERSTANDING MENTAL HEALTH IN MUSLIM COMMUNITIES
CARDIFF UNIVERSITY

In this course, learners were introduced to some of the distinctive ways in which Muslims understand, and experience, mental health problems. Learners considered how they would use this understanding to provide better mental health support for Muslims.

4 weeks, 5 hours per week



Professor Sophie Gilliat-Ray
Cardiff University



Dr Asma Khan
Cardiff University



In association with



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In this course, learners were introduced to some of the distinctive ways in which Muslims understand, and experience, mental health problems. Learners considered how they would use this understanding to provide better mental health support for Muslims.

• What is 'recovery', and who can help?

STUDY REQUIREMENT

4 weeks, 5 hours per week

LEARNING OUTCOMES

- Identify some of the distinctive ways in which Muslims may experience mental health problems
- Develop an understanding of why experiences of mental health problems can vary between different groups of Muslims
- Explore the impacts of Islamic beliefs and practices on mental health
- Evaluate the inclusion of spiritual or religious factors in existing holistic frameworks for understanding mental health problems when working with Muslim individuals and communities
- Reflect upon how mainstream health and social care practitioners might create conditions or environments where Muslims can feel comfortable talking about faith in a mental health context
- Reflect upon how Muslim practitioners might create conditions or environments where Muslims can feel comfortable talking about mental health problems in a faith context

SYLLABUS

- Introduction to the course and Muslim worldview
- Muslim Experiences of Mental Health
- Common Mental Health Problems Among Muslims



Certificate of Achievement

Indu p

has completed the following course:

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9 weeks, 2 hours per week



Amy Jo Dowd
Head of Evidence,
The LEGO Foundation

The **LEGO** Foundation



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SYLLABUS

- Foundations of Learning through Play
- Importance of MHPSS / SEL in Crisis
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- Age sensitive SEL knowledge and activities
- Coping with Changes and Transitions



Certificate of Achievement

Jaya pradha K

has completed the following course:

COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION

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Certificate of Achievement

Monisha Sankar

has completed the following course:

COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY
THE LEGO FOUNDATION

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9 weeks, 2 hours per week



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Certificate of Achievement

Nivetha B

has completed the following course:

COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY
THE LEGO FOUNDATION

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd
Head of Evidence,
The LEGO Foundation

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CERTIFICATE OF COMPLETION

Presented to

Pavithra Lingamoorthy

For successfully completing a free online course
Smart English Basics for Professionals

Provided by

Great Learning Academy



Certificate of Achievement

Preena P

has completed the following course:

COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION

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9 weeks, 2 hours per week



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SYLLABUS

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- Importance of MHPSS / SEL in Crisis
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- Coping with Changes and Transitions



Certificate of Achievement

PRIYANKA V

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

Rebecca Hall

Rebecca Hall

Commissioner for Victoria, South East Asia
Victorian Government, Australia



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has completed the following course:

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STUDY REQUIREMENT

4 weeks, 3 hours per week

LEARNING OUTCOMES

- Explore new and emerging core teaching practices to facilitate effective learning in a classroom setting
- Evaluate different teaching practices as solutions to learning needs
- Apply core teaching practices and create a teaching artefact (e.g. lesson plan)
- Understand the edutech ecosystem of Victoria and each provider's role in the learner journey

SYLLABUS

- Gender Equity in Teaching Practice from Women's Health Victoria
- Play through Reading from Australian Catholic University
- Collaboration Skills in the Classroom from ACER (Australian Council for Educational Research)
- Supporting Students with Additional Needs from Deakin University
- English Speaking Skills from Deakin University English Language Institute
- Teaching Online from FutureLearn
- Teaching in Nature from Federation University

- Understanding the Zone of Proximal Development from Holmesglen Institute
- Flipped Learning from Melbourne Polytechnic
- Engaging Young Readers from Storybox Library



Certificate of Achievement

Sandhiya S

has completed the following course:

COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY
THE LEGO FOUNDATION

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd
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The LEGO Foundation

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Sandhiya S

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SYLLABUS

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- Importance of MHPSS / SEL in Crisis
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Certificate of Achievement

Shalini M

has completed the following course:

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9 weeks, 2 hours per week



Amy Jo Dowd
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Certificate of Achievement

Spenola merlin. J Merlin

has completed the following course:

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4 weeks, 3 hours per week

Rebecca Hall

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Commissioner for Victoria, South East Asia
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CERTIFICATE OF COMPLETION

Presented to

Krithika M.S

For successfully completing a free online course
Human Resource Management

Provided by

Great Learning Academy

(On March 2023)



Certificate of Achievement

Jenifer S

has completed the following course:

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Commissioner for Victoria, South East Asia
Victorian Government, Australia



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Jenifer S

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by Deakin University, Federation University, Australian Catholic University, Holmesglen Institute, Melbourne Polytechnic, FutureLearn, Women's Health Victoria, Australian Council for Educational Research (ACER) and Storybox Library.

- Understanding the Zone of Proximal Development from Holmesglen Institute
- Flipped Learning from Melbourne Polytechnic
- Engaging Young Readers from Storybox Library

STUDY REQUIREMENT

4 weeks, 3 hours per week

LEARNING OUTCOMES

- Explore new and emerging core teaching practices to facilitate effective learning in a classroom setting
- Evaluate different teaching practices as solutions to learning needs
- Apply core teaching practices and create a teaching artefact (e.g. lesson plan)
- Understand the edutech ecosystem of Victoria and each provider's role in the learner journey

SYLLABUS

- Gender Equity in Teaching Practice from Women's Health Victoria
- Play through Reading from Australian Catholic University
- Collaboration Skills in the Classroom from ACER (Australian Council for Educational Research)
- Supporting Students with Additional Needs from Deakin University
- English Speaking Skills from Deakin University English Language Institute
- Teaching Online from FutureLearn
- Teaching in Nature from Federation University



Certificate of Achievement


Mahalakshmi Y

has completed the following course:

RELIGION AND SEXUAL WELLBEING: PLEASURE, PIETY, AND REPRODUCTIVE RIGHTS
UNIVERSITY OF GRONINGEN

This online course explored how religion, culture, and politics intersect with women's sexual wellbeing.

4 weeks, 3 hours per week



Kim Knibbe

Associate Professor Sociology and Anthropology of
Religion
University of Groningen



Brenda Bartelink

Assistant Professor
University of Groningen



university of
 groningen

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Mahalakshmi Y

has completed the following course:

RELIGION AND SEXUAL WELLBEING: PLEASURE, PIETY, AND REPRODUCTIVE RIGHTS UNIVERSITY OF GRONINGEN

This course explored the role of religion in sexual and reproductive health and rights (SRHR) and sexual wellbeing. With the help of case-studies from the Philippines, Zimbabwe, and the Netherlands the course investigates what the consequences of cultural polarisation around reproductive rights are, and how people become sexually knowledgeable.

- How do people become sexually knowledgeable?
- Case studies from the Philippines, Zimbabwe, and the Netherlands.

STUDY REQUIREMENT

4 weeks, 3 hours per week

LEARNING OUTCOMES

- Explore the dynamics of current polarization in cases on sexual health and reproductive rights you observe in the media in relation to their local, national and global histories.
- Investigate the differences and interactions between 'grand schemes and everyday life' concerning religion and sexuality.
- Identify the context of religion and sexuality in specific cultural and gendered contexts.
- Reflect on all the different contexts through which people become sexually knowledgeable.
- Investigate the consequences of the polarizing dynamics between religious and secular actors concerning possibilities to improve sexual wellbeing.
- Reflect on how to position yourself in a way that supports people's sexual wellbeing and health.

SYLLABUS

- Polarisation and the role of religion in reproductive politics at the global level.
- Religion and sexuality as grand schemes and in everyday life.
- Navigating sexual wellbeing and gendered forms of violence.



Certificate of Achievement

RAJARAJESHWARI R

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

Rebecca Hall

Rebecca Hall
Commissioner for Victoria, South East Asia
Victorian Government, Australia



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RAJARAJESHWARI R

has completed the following course:

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STUDY REQUIREMENT

4 weeks, 3 hours per week

LEARNING OUTCOMES

- Explore new and emerging core teaching practices to facilitate effective learning in a classroom setting
- Evaluate different teaching practices as solutions to learning needs
- Apply core teaching practices and create a teaching artefact (e.g. lesson plan)
- Understand the edutech ecosystem of Victoria and each provider's role in the learner journey

SYLLABUS

- Gender Equity in Teaching Practice from Women's Health Victoria
- Play through Reading from Australian Catholic University
- Collaboration Skills in the Classroom from ACER (Australian Council for Educational Research)
- Supporting Students with Additional Needs from Deakin University
- English Speaking Skills from Deakin University English Language Institute
- Teaching Online from FutureLearn
- Teaching in Nature from Federation University

- Understanding the Zone of Proximal Development from Holmesglen Institute
- Flipped Learning from Melbourne Polytechnic
- Engaging Young Readers from Storybox Library



Certificate of Achievement

Shalini. K

has completed the following course:

UNDERSTANDING ADHD: CURRENT RESEARCH AND PRACTICE KING'S COLLEGE LONDON

The course covered ADHD as a developmental disorder, considering controversies related to the condition. The course explored the diagnosis and best practice treatment of ADHD and practical strategies to help the educational and personal development of people with ADHD.

4 weeks, 2 hours per week



Dr Mark Kennedy

Senior Teaching Fellow, Institute of Psychiatry, Psychology & Neuroscience
King's College London



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Shalini. K

has completed the following course:

UNDERSTANDING ADHD: CURRENT RESEARCH AND PRACTICE **KING'S COLLEGE LONDON**

The course covered ADHD as a developmental disorder, considering controversies related to the condition. The course explored the diagnosis and best practice treatment of ADHD and practical strategies to help the educational and personal development of people with ADHD.

STUDY REQUIREMENT

4 weeks, 2 hours per week

LEARNING OUTCOMES

- Discuss the prevalence and impact of ADHD in children, adolescents and adults.
- Discuss ADHD as a disorder and how it differs from normal behaviour.
- Be able to critically assess key factors in the conceptualisation and understanding of the disorder.
- Discuss the core challenges faced by those with ADHD, their families and relevant professionals.
- Discuss wider issues related to ADHD, such as labelling and stigma from multiple perspectives.
- Demonstrate an empathic understanding of the experiences of people living with ADHD.
- Describe core principles, tools and techniques used in the screening and diagnosis of ADHD, and the factors that may impact on the accuracy of a diagnosis.
- Explain how ADHD is distinguished from, and relates to, other common neurodevelopmental, behavioural and mental health problems.
- Reflect upon and discuss current evidence for the genetic and environmental vulnerability for ADHD, and associated neurological mechanisms for ADHD.
- Critically discuss the current evidence base for both pharmaceutical and non-pharmaceutical interventions for ADHD.

- Evaluate the rationale, mechanism, and limitations of the primary medical and psychosocial treatments for ADHD.
- Evaluate practical strategies to support the educational and personal development of those living with ADHD.
- Be able to identify resources and relevant support services for those living with ADHD.
- Evaluate the biological and environmental risk factors for ADHD.

SYLLABUS

- What ADHD is, and the controversies raised by the concept of ADHD
- Latest neuroscientific and psychiatric research based on the mechanisms, symptoms and impairments of ADHD
- ADHD as a developmental disorder throughout the lifespan: genes, environments (protective and risk factors)
- Latest neuroscientific and psychiatric research based on the various means of screening and assessing for child ADHD
- Latest neuroscientific and psychiatric research based on the mechanisms, diagnosis and treatment of adult ADHD
- Understanding best practice in treatment for ADHD Mechanisms and efficacy of psychosocial treatments, pharmacological treatments supporting positive outcomes for those with ADHD and their families



Certificate of Achievement

Tamil Selvi.S

has completed the following course:

**COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY
THE LEGO FOUNDATION**

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd
Head of Evidence,
The LEGO Foundation

The LEGO Foundation

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The LEGO Foundation

Tamil Selvi.S

has completed the following course:

COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY **THE LEGO FOUNDATION**

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support. The course covered topics such as - Learning through Play - Holistic skill development - Adversity/resilience - Social Support - Identification of distress - Predictability and Child Development - Perspective-taking - Adults wellbeing

STUDY REQUIREMENT

9 weeks, 2 hours per week

LEARNING OUTCOMES

- Apply social emotional learning through Play in practise
- Identify how we learn through play
- Demonstrate strategies to support a child's learning through play in relation to social-emotional learning
- Explain Mental Health Psychosocial Support and Social Emotional Learning
- Demonstrate mitigation strategies
- Identify the challenges children may face in transitions back and forth from remote learning/homes to in-person/schools during crisis
- Develop routines to create a sense of normalcy through rapid transitions and changes
- Apply strategies to collaborate with other adults to create consistency across a child's social-ecological system
- Explain why adult wellbeing is important for children
- Demonstrate stress management strategies, including mindfulness, individual and social strategies

- Explore the different phases of brain development and the potential effects of crisis on their social, emotional, and cognitive development
- Apply psychosocial support for children in early childhood
- Design their own age-sensitive activities to support children in crisis

SYLLABUS

- Foundations of Learning through Play
- Importance of MHPSS / SEL in Crisis
- Adult Wellbeing
- Age sensitive SEL knowledge and activities
- Coping with Changes and Transitions



Certificate of Achievement

Sangavi R

has completed the following course:

UNDERSTANDING ANXIETY, DEPRESSION AND CBT
UNIVERSITY OF READING

This course explored anxiety and depression, dispelling common myths and stereotypes around these disorders. It also explored how CBT targets the vicious cycles which keep these difficulties going, by sharing the expertise of CBT therapists and patients who have experienced CBT first hand.

5 weeks, 3 hours per week



Dr. Michelle Lee
Associate Lecturer and Project Lead
University of Reading



In association with



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Sangavi R

has completed the following course:

UNDERSTANDING ANXIETY, DEPRESSION AND CBT **UNIVERSITY OF READING**

This course explored anxiety and depression, dispelling common myths and stereotypes around these disorders. It also explored how CBT targets the vicious cycles which keep these difficulties going, by sharing the expertise of CBT therapists and patients who have experienced CBT first hand.

STUDY REQUIREMENT

5 weeks, 3 hours per week

LEARNING OUTCOMES

- Describe the key signs and symptoms of depression and identify how a depressive disorder differs from simply feeling low or down.
- Describe how a depressive disorder is diagnosed and identify an appropriate assessment tool.
- Describe the key signs and symptoms of the most frequently occurring anxiety disorders and identify how anxiety disorders differ from simply feeling worried or nervous.
- Describe how anxiety disorders are diagnosed and identify an appropriate assessment tool.
- Identify the most common stereotypes surrounding anxiety and depression and evaluate them on the basis of current knowledge.
- Describe how Cognitive Behavioural Therapy can be delivered and identify the types of difficulties that it can help with.
- Summarise how what we know about perception (making sense of the world around us) can help us to understand the CBT approach better.
- Identify the key components of a Cognitive Behavioural approach to understanding anxiety and depression.

- Describe how specific kinds of behaviours and thought pattern can maintain difficulties in anxiety and depression and identify key CBT techniques which are used to address these in therapy.

SYLLABUS

- Week 1 provides an introduction to how we perceive the world around us and how this relates to the Cognitive Behavioural approach to anxiety and depression. It explores how CBT can be delivered and the types of difficulties it can help.
- Week 2 looks at depression within a CBT framework, exploring what depression is (and is not) as well as highlighting commonly held myths and stereotypes around depression.
- Week 3 explores anxiety within a CBT framework. It covers the function and positive role of 'normal' anxiety exploring the difference between 'normal' anxiety and anxiety disorders.
- Week 4 focuses on how behaviour changes in anxiety and depression, how these changes can maintain difficulties and how CBT techniques are used in therapy to address them.
- Week 5 focuses on 'cognitions' or thoughts; specifically the types of thoughts which commonly occur in anxiety and depression, how they maintain difficulties and what CBT techniques are used in therapy to address them.



CERTIFICATE OF COMPLETION

Presented to

Saranya Amrutha

For successfully completing a free online course
Principles of Management

Provided by

Great Learning Academy

(On March 2023)



CERTIFICATE OF COMPLETION

Presented to

Indhu Mathi. T

For successfully completing a free online course
Principles of Management

Provided by

Great Learning Academy

(On March 2023)



Certificate of Achievement

DEEPA P

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

Rebecca Hall

Rebecca Hall
Commissioner for Victoria, South East Asia
Victorian Government, Australia



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STUDY REQUIREMENT

4 weeks, 3 hours per week

LEARNING OUTCOMES

- Explore new and emerging core teaching practices to facilitate effective learning in a classroom setting
- Evaluate different teaching practices as solutions to learning needs
- Apply core teaching practices and create a teaching artefact (e.g. lesson plan)
- Understand the edutech ecosystem of Victoria and each provider's role in the learner journey

SYLLABUS

- Gender Equity in Teaching Practice from Women's Health Victoria
- Play through Reading from Australian Catholic University
- Collaboration Skills in the Classroom from ACER (Australian Council for Educational Research)
- Supporting Students with Additional Needs from Deakin University
- English Speaking Skills from Deakin University English Language Institute
- Teaching Online from FutureLearn
- Teaching in Nature from Federation University

- Understanding the Zone of Proximal Development from Holmesglen Institute
- Flipped Learning from Melbourne Polytechnic
- Engaging Young Readers from Storybox Library



Certificate of Achievement


Pavula R

has completed the following course:

RELIGION AND SEXUAL WELLBEING: PLEASURE, PIETY, AND REPRODUCTIVE RIGHTS
UNIVERSITY OF GRONINGEN

This online course explored how religion, culture, and politics intersect with women's sexual wellbeing.

4 weeks, 3 hours per week



Kim Knibbe

Associate Professor Sociology and Anthropology of
Religion
University of Groningen



Brenda Bartelink

Assistant Professor
University of Groningen



university of
 groningen

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Pavula R

has completed the following course:

RELIGION AND SEXUAL WELLBEING: PLEASURE, PIETY, AND REPRODUCTIVE RIGHTS UNIVERSITY OF GRONINGEN

This course explored the role of religion in sexual and reproductive health and rights (SRHR) and sexual wellbeing. With the help of case-studies from the Philippines, Zimbabwe, and the Netherlands the course investigates what the consequences of cultural polarisation around reproductive rights are, and how people become sexually knowledgeable.

- How do people become sexually knowledgeable?
- Case studies from the Philippines, Zimbabwe, and the Netherlands.

STUDY REQUIREMENT

4 weeks, 3 hours per week

LEARNING OUTCOMES

- Explore the dynamics of current polarization in cases on sexual health and reproductive rights you observe in the media in relation to their local, national and global histories.
- Investigate the differences and interactions between 'grand schemes and everyday life' concerning religion and sexuality.
- Identify the context of religion and sexuality in specific cultural and gendered contexts.
- Reflect on all the different contexts through which people become sexually knowledgeable.
- Investigate the consequences of the polarizing dynamics between religious and secular actors concerning possibilities to improve sexual wellbeing.
- Reflect on how to position yourself in a way that supports people's sexual wellbeing and health.

SYLLABUS

- Polarisation and the role of religion in reproductive politics at the global level.
- Religion and sexuality as grand schemes and in everyday life.
- Navigating sexual wellbeing and gendered forms of violence.



Certificate of Achievement

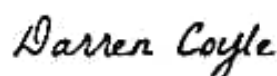
Sandhiya M

has completed the following course:

TEACHING AND ASSESSING CORE SKILLS BRITISH COUNCIL

This online course introduced the core skills and explored tools and approaches for teaching and assessing these skills in the classroom.

4 weeks, 3 hours per week



Darren Coyle
Programme Director, Connecting Classrooms
British Council



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Sandhiya M

has completed the following course:

TEACHING AND ASSESSING CORE SKILLS BRITISH COUNCIL

This online course introduced the core skills and explored tools and approaches for teaching and assessing these skills in the classroom. The course covered topics including: what are the core skills and why do they matter, breaking down the core skills into manageable steps which can be easily taught and assessed, the principles of teaching and assessing core skills, and developing an action plan to build students' core skills.

STUDY REQUIREMENT

4 weeks, 3 hours per week

LEARNING OUTCOMES

- Demonstrate an understanding of the core skills and why they matter
- Develop a theoretical understanding of how core skills can be broken down to support progression
- Explore the principles that underpin effective core skills teaching and how they can be applied in your school environment
- Assess your students' existing skills and plan next steps
- Reflect on your students and school context to put together an action plan to support progression in core skills

SYLLABUS

- Introducing the core skills and why they matter
- Exploring the Skills Builder framework
- The principles of teaching and assessing core skills
- Developing an action plan to build the core skills of your students



Certificate of Achievement

Padma priya p

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

Rebecca Hall

Rebecca Hall
Commissioner for Victoria, South East Asia
Victorian Government, Australia



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Padmapriya Padmapriya

has completed the following course:

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STUDY REQUIREMENT

4 weeks, 3 hours per week

LEARNING OUTCOMES

- Explore new and emerging core teaching practices to facilitate effective learning in a classroom setting
- Evaluate different teaching practices as solutions to learning needs
- Apply core teaching practices and create a teaching artefact (e.g. lesson plan)
- Understand the edutech ecosystem of Victoria and each provider's role in the learner journey

SYLLABUS

- Gender Equity in Teaching Practice from Women's Health Victoria
- Play through Reading from Australian Catholic University
- Collaboration Skills in the Classroom from ACER (Australian Council for Educational Research)
- Supporting Students with Additional Needs from Deakin University
- English Speaking Skills from Deakin University English Language Institute
- Teaching Online from FutureLearn
- Teaching in Nature from Federation University

- Understanding the Zone of Proximal Development from Holmesglen Institute
- Flipped Learning from Melbourne Polytechnic
- Engaging Young Readers from Storybox Library



Certificate of Achievement

Aasha B

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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4 weeks, 3 hours per week

Rebecca Hall

Rebecca Hall

Commissioner for Victoria, South East Asia
Victorian Government, Australia



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Certificate of Achievement

ABITHA SREE R

has completed the following course:

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Certificate of Achievement

ARUL JERLIN A

has completed the following course:

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**Certificate of Achievement****DEEPASUJA J UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

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4 weeks, 3 hours per week

Rebecca Hall

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Certificate of Achievement

Deepika A

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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4 weeks, 3 hours per week

Rebecca Hall

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Victorian Government, Australia



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Certificate of Achievement

DHANALAKSHMI P UG

has completed the following course:

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4 weeks, 3 hours per week

Rebecca Hall

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Commissioner for Victoria, South East Asia
Victorian Government, Australia



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**Certificate of Achievement**

Dhaswathi M

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

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4 weeks, 3 hours per week

Rebecca Hall

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Commissioner for Victoria, South East Asia
Victorian Government, Australia



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Certificate of Achievement

Gayathri S

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

Rebecca Hall

Rebecca Hall

Commissioner for Victoria, South East Asia
Victorian Government, Australia



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activities in the This certificate attached transcript. For more information about degree, eligible, visit achievement.

**Certificate of Achievement****GNANASHRI G UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall***Rebecca Hall**Commissioner for Victoria, South East Asia
Victorian Government, Australia

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Certificate of Achievement

Gomathi S

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

Rebecca Hall

Rebecca Hall
Commissioner for Victoria, South East Asia
Victorian Government, Australia



The person named on this certificate has completed the activities in the attached coursework. For more information about Certificates of Achievement and the effect required to become eligible, visit futurelearn.com/futurelearning/certificatesofachievement.

This certificate represents proof of learning. It is not a formal qualification, degree, or part of a degree.





Certificate of Achievement

Gunapriya S

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

Rebecca Hall

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Commissioner for Victoria, South East Asia
Victorian Government, Australia



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Certificate of Achievement

Hema Karunanithi

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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**Certificate of Achievement**

Hema Malini

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

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Rebecca Hall

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Certificate of Achievement

Hepsibha Sharon S

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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Certificate of Achievement

Hina Begum S

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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Rebecca Hall

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**Certificate of Achievement****JANANI V UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

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4 weeks, 3 hours per week

*Rebecca Hall***Rebecca Hall**Commissioner for Victoria, South East Asia
Victorian Government, Australia

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**Certificate of Achievement****JENIFER J UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

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4 weeks, 3 hours per week

Rebecca Hall

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Commissioner for Victoria, South East Asia
Victorian Government, Australia



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**Certificate of Achievement****JOTHI V UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

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4 weeks, 3 hours per week

Rebecca Hall

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Victorian Government, Australia



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Certificate of Achievement

Jyothika M

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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4 weeks, 3 hours per week

Rebecca Hall

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Victorian Government, Australia





Certificate of Achievement

Kani mozhi D

has completed the following course:

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**Certificate of Achievement****Lakshmi. B**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

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Certificate of Achievement

LAVANYA J UG

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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Certificate of Achievement

LAVANYA K UG

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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Certificate of Achievement

MADHUMITHA R UG

has completed the following course:

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Certificate of Achievement

MOHANA LAKSHMI V UG

has completed the following course:

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Certificate of Achievement

MONISHA V UG

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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Certificate of Achievement

MUMTAJ BEGUM R UG

has completed the following course:

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**Certificate of Achievement****Nandhini K**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

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**Certificate of Achievement****NIRMALA JOYS R UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
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4 weeks, 3 hours per week

*Rebecca Hall***Rebecca Hall**Commissioner for Victoria, South-East Asia
Victorian Government, Australia

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Certificate of Achievement

Nikhath Fathima

has completed the following course:

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Certificate of Achievement

PARKAVI.K

has completed the following course:

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Certificate of Achievement

Poongkodi P

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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Rebecca Hall

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Victorian Government, Australia



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Certificate of Achievement

PRITHIKA R UG

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE

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Commissioner for Victoria, South East Asia
Victorian Government, Australia



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Certificate of Achievement

PRIYADHARSHINI M UG

has completed the following course:

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Certificate of Achievement

PRIYADHARSNINI R

has completed the following course:

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Certificate of Achievement

F. RACHELI JAYA KUMARI

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

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Rebecca Hall

Rebecca Hall
Commissioner for Victoria, South East Asia
Victorian Government, Australia



Melbourne Polytechnic, FutureLearn,
Women's Health Victoria, Australian
Council for Educational Research (ACER)
and Storybox Library.

4 weeks, 3 hours per week

Rebecca Hall

Commissioner for Victoria, South East Asia
Victorian Government, Australia





Certificate of Achievement

RAGAVI P UG

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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Rebecca Hall

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**Certificate of Achievement****RAMYA G UG**

has completed the following course:

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STUDY MELBOURNE**

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*Rebecca Hall***Rebecca Hall**Commissioner for Victoria, South East Asia
Victorian Government, Australia

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Certificate of Achievement

RESHMA M UG

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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Rebecca Hall

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Victorian Government, Australia



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**Certificate of Achievement****SARASWATHI S UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

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4 weeks, 3 hours per week

*Rebecca Hall***Rebecca Hall**Commissioner for Victoria, South East Asia
Victorian Government, Australia

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Certificate of Achievement

sarisha h

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE

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Certificate of Achievement

B.sasikala B

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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Rebecca Hall
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**Certificate of Achievement**

Sathana M

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

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Certificate of Achievement

SHILPAA R

has completed the following course:

BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE STUDY MELBOURNE

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Certificate of Achievement

SNEGA S UG

has completed the following course:

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**Certificate of Achievement****SUGANTHI R UG**

has completed the following course:

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**Certificate of Achievement**

Vinita P

has completed the following course:

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**Certificate of Achievement****YUKESWARI D UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

*Rebecca Hall***Rebecca Hall**Commissioner for Victoria, South East Asia
Victorian Government, Australia

The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit futurelearn.com/proof-of-learning/certificate-of-achievement.

This certificate represents proof of learning. It is not a formal qualification, degree, or part of a degree.

**Certificate of Achievement****YAMUNA SRI S UG**

has completed the following course:

**BEST PRACTICE FOR EDUCATION: PROFESSIONAL DEVELOPMENT SHOWCASE
STUDY MELBOURNE**

This showcase course provided learners with 10 modules of professional development in unique and varied areas of education. Modules were provided and accredited by CRICOS registered Australian Universities, Vocational and Private providers based in Victoria, Australia.

4 weeks, 3 hours per week

Rebecca Hall

Rebecca Hall
Commissioner for Victoria, South East Asia
Victorian Government, Australia



The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit futurelearn.com/proof-of-learning/certificate-of-achievement.

This certificate represents proof of learning. It is not a formal qualification, degree, or part of a degree.



CERTIFICATE OF COMPLETION

Presented to

Ammu.S

For successfully completing a free online course
Time Series in Manufacturing Industry

Provided by

Great Learning Academy

(On February 2023)

To verify this certificate visit verify.mygreatlearning.com/SGGMCLJJ



PROFESSIONAL — CERTIFICATE —

awarded to

Anandhi.K

has successfully completed course in

Digital Marketing Strategies

offered by Amity Future Academy

Feb 06, 2023

DIRECTOR

AMITY FUTURE ACADEMY

Verify at learningweek.amityfutureacademy.com/mod/customcert/verify_certificate.php by entering credential id



CERTIFICATE OF COMPLETION

Presented to

BAKYALAKSHMI P

For successfully completing a free online course
Smart English Basics for Professionals

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

BARKAVI P Paramanandam G

For successfully completing a free online course
Basics of Exploratory Data Analysis

Provided by

Great Learning Academy

(On January 2023)



CERTIFICATE OF COMPLETION

Presented to

Bhuvaneshwari.J

For successfully completing a free online course
Probability for Data Science

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Churchil Sherin. R

For successfully completing a free online course
Introduction to Ethical Hacking

Provided by

Great Learning Academy

(On February 2020)



CERTIFICATE OF COMPLETION

Presented to

Deepa. P

For successfully completing a free online course
COVID-19 Outbreak Prediction

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Deepika. S

For successfully completing a free online course
Data Science Foundations

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

DHANASREE C Chinnaiyan

For successfully completing a free online course
L'Hospital's rule

Provided by

Great Learning Academy

(On January 2023)



CERTIFICATE OF COMPLETION

Presented to

DHIVYA S Sakthivel K

For successfully completing a free online course
Cyber Forensics

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Divya Saravanan

For successfully completing a free online course
Introduction to Ethical Hacking

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Fahima Parveen.T

For successfully completing a free online course
Smart English Basics for Professionals

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

GAYATHRI K Kumar A

For successfully completing a free online course
Forecasting Hospital Blood Requirements Part 1

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

HARINI S.Shankar C

For successfully completing a free online course
Introduction to Ethical Hacking in Hindi

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

HARTHI M

For successfully completing a free online course
AI in Healthcare

Provided by

Great Learning Academy

(On January 2023)

To verify this certificate visit verify.mygreatlearning.com/HRHHCPNW



PROFESSIONAL — CERTIFICATE —

awarded to

Hephzibha Joicey.JP

has successfully completed course in

Digital Marketing Strategies

offered by Amity Future Academy

Feb 06, 2023

DIRECTOR
AMITY FUTURE ACADEMY

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PROFESSIONAL — CERTIFICATE —

awarded to

V.Infanta Jasmine

has successfully completed course in

Digital Marketing Strategies

offered by Amity Future Academy

Feb 06, 2023

DIRECTOR
AMITY FUTURE ACADEMY

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CERTIFICATE OF COMPLETION

Presented to

JANANI M. Manickavasagam P

For successfully completing a free online course
Introduction to Ethical Hacking in Hindi

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

JAYA JAYASHIKA B

For successfully completing a free online course
Excel for Beginners

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

JAYASUDHA.A

For successfully completing a free online course
Introduction to Ethical Hacking

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Kalaivani Sekar

For successfully completing a free online course
Excel for Beginners

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

LOKESHWARI.E

For successfully completing a free online course
Introduction to Ethical Hacking

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Mareshwari M

For successfully completing a free online course
Introduction to Ethical Hacking

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Mythili.C

For successfully completing a free online course
Smart English Basics for Professionals

Provided by

Great Learning Academy

(On January 2023)



CERTIFICATE OF COMPLETION

Presented to

Oviya.S

For successfully completing a free online course
COVID-19 Outbreak Prediction

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Pooja.k

For successfully completing a free online course
Front End Development - HTML

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

PREETHI J

For successfully completing a free online course
AI in Healthcare

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Preethi Usha

For successfully completing a free online course
Introduction to Ethical Hacking

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Priya.M

For successfully completing a free online course
Introduction to Ethical Hacking

Provided by

Great Learning Academy

(On February 2022)



CERTIFICATE OF COMPLETION

Presented to

PRIYA V H

For successfully completing a free online course
Programming Basics

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Radhika.M

For successfully completing a free online course
Building Games using JavaScript

Provided by

Great Learning Academy

(On January 2023)



CERTIFICATE OF COMPLETION

Presented to

RAKSHANA A Arulselvan K

For successfully completing a free online course
Types of Cyber Security

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

SANDHIYA R Ramu C

For successfully completing a free online course
Introduction to Ethical Hacking

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Saranaya Kamaraj

For successfully completing a free online course

Artificial Intelligence Projects

Provided by

Great Learning Academy

(On February 2020)



PROFESSIONAL — CERTIFICATE —

awarded to

Shahina bee.A

has successfully completed course in

Digital Marketing Strategies

offered by Amity Future Academy

Feb 06, 2023

DIRECTOR
AMITY FUTURE ACADEMY

Verify at learningweek.amityfutureacademy.com/mod/customcert/verify_certificate.php by entering credential id



CERTIFICATE OF COMPLETION

Presented to

SHAKTHI. S Santhakumar G

For successfully completing a free online course
Introduction to Fourier Series

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

SWATHI. V

For successfully completing a free online course
Introduction to Ethical Hacking

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Swetha.G

For successfully completing a free online course
Laplace Transformation

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

SWETHA G Guna Sekaran P

For successfully completing a free online course
Smart English Basics for Professionals

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Vandana.K

For successfully completing a free online course
Introduction to Ethical Hacking

Provided by

Great Learning Academy

(On February 2020)



CERTIFICATE OF COMPLETION

Presented to

Vedha Akshaya. M

For successfully completing a free online course
Front End Development - CSS

Provided by

Great Learning Academy

(On February 2023)



CERTIFICATE OF COMPLETION

Presented to

Vijayalakshmi S

For successfully completing a free online course
Introduction to Ethical Hacking

Provided by

Great Learning Academy

(On January 2023)



CERTIFICATE OF COMPLETION

Presented to

A. Yuvarani

For successfully completing a free online course
Introduction to Information Security

Provided by

Great Learning Academy

(On February 2023)



Elite

NPTEL Online Certification

(Funded by the MoE, Govt. of India)



This certificate is awarded to
PRIYA P
for successfully completing the course



Introduction to Abstract and Linear Algebra

with a consolidated score of **84** %

Online Assignments	22.92/25	Proctored Exam	61.5/75
--------------------	----------	----------------	---------

Total number of candidates certified in this course: **804**

Jul-Sep 2022
(8 week course)

Prof. Debjani Chakraborty
Coordinator, NPTEL
IIT Kharagpur



Indian Institute of Technology Kharagpur



Roll No: NPTEL22MA78S13180010

To validate the certificate



No. of credits recommended: 2 or 3



NPTEL Online Certification

(Funded by the MoE, Govt. of India)



This certificate is awarded to
G ARUNA
for successfully completing the course

Approximate Reasoning using Fuzzy Set Theory

with a consolidated score of **43** %

Online Assignments	11.91/25	Proctored Exam	30.84/75
--------------------	----------	----------------	----------

Total number of candidates certified in this course: **7**

Prof. B Umashankar
Chairperson, Centre for Continued Education (CCE)
IIT Hyderabad

Jul-Oct 2022

(12 week course)

Prof. Andrew Thangaraj
NPTEL, Coordinator
IIT Madras



Indian Institute of Technology Hyderabad



Roll No: NPTEL22MA71S64600945

To validate the certificate



No. of credits recommended: 3 or 4



Elite

NPTEL Online Certification

(Funded by the MoE, Govt. of India)



This certificate is awarded to

DIVYA V

for successfully completing the course



Fuzzy Sets, Logic and Systems & Applications

with a consolidated score of **92** %

Online Assignments	25/25	Proctored Exam	66.75/75
--------------------	-------	----------------	----------

Total number of candidates certified in this course: **1270**

Prof. B. V. Ratish Kumar
Chairman, Centre for Continuing Education
IIT Kanpur

Jan-Apr 2023

(12 week course)

Prof. Satyaki Roy
NPTEL Coordinator
IIT Kanpur



Indian Institute of Technology Kanpur



Roll No: NPTEL23EE21S44900132

To validate the certificate



No. of credits recommended: 3 or 4



NPTEL Online Certification

(Funded by the MoE, Govt. of India)



This certificate is awarded to
POOJA C
for successfully completing the course

Mathematical Methods in Physics 1

with a consolidated score of **49** %

Online Assignments	11.42/25	Proctored Exam	37.5/75
--------------------	----------	----------------	---------

Total number of candidates certified in this course: **20**

Prof. Snigdha Thakur
Dean, Academic Affairs
IISER Bhopal

Prof. Aasheesh Srivastava
NPTEL Coordinator
IISER Bhopal

Prof. Andrew Thangaraj
NPTEL, Coordinator
IIT Madras



IISER - Indian Institute of Science
Education and Research Bhopal

Feb-Apr 2023
(8 week course)



Roll No: NPTEL23PH01S34900684

To validate the certificate



No. of credits recommended: 2 or 3



Dec 25, 2022

Arularasi S

has successfully completed

Foundations: Data, Data, Everywhere

an online non-credit course authorized by Google and offered through Coursera

A handwritten signature in black ink, reading "Amanda Brophy", is positioned above a horizontal dotted line.

Amanda Brophy
Global Director of Google Career Certificates

COURSE
CERTIFICATE



Verify at:
<https://coursera.org/verify/SGNKFGLRRMCY>

Coursera has confirmed the identity of this individual and their
participation in the course.



Certificate of Achievement

Deeksha A

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



Audrey Bollier
Coordinator

The Alliance for Child Protection in Humanitarian Action



Hani Mansourian

Alliance for Child Protection in Humanitarian Action
Coordinator

The Alliance for Child Protection in Humanitarian Action



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

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Deeksha A

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

STUDY REQUIREMENT

6 weeks, 3 hours per week

LEARNING OUTCOMES

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
- Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards

SYLLABUS

By the end of the course, you will be able to...

- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
- Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
- Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks



Certificate of Achievement

Gajalakshmi B

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



Audrey Bollier
Coordinator

The Alliance for Child Protection in Humanitarian Action



Hani Mansourian

Alliance for Child Protection in Humanitarian Action
Coordinator

The Alliance for Child Protection in Humanitarian Action



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

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Gajalakshmi B

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS **THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

STUDY REQUIREMENT

6 weeks, 3 hours per week

LEARNING OUTCOMES

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
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- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
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SYLLABUS

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- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
- Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks



Certificate of Achievement

Hemalatha .T

has completed the following course:

COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY
THE LEGO FOUNDATION

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd
Head of Evidence,
The LEGO Foundation

The LEGO Foundation



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The LEGO Foundation

Hemalatha .T

has completed the following course:

COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support. The course covered topics such as - Learning through Play - Holistic skill development - Adversity/resilience - Social Support - Identification of distress - Predictability and Child Development - Perspective-taking - Adults wellbeing

STUDY REQUIREMENT

9 weeks, 2 hours per week

LEARNING OUTCOMES

- Apply social emotional learning through Play in practise
- Identify how we learn through play
- Demonstrate strategies to support a child's learning through play in relation to social-emotional learning
- Explain Mental Health Psychosocial Support and Social Emotional Learning
- Demonstrate mitigation strategies
- Identify the challenges children may face in transitions back and forth from remote learning/ homes to in-person/schools during crisis
- Develop routines to create a sense of normalcy through rapid transitions and changes
- Apply strategies to collaborate with other adults to create consistency across a child's social-ecological system
- Explain why adult wellbeing is important for children
- Demonstrate stress management strategies, including mindfulness, individual and social strategies

- Explore the different phases of brain development and the potential effects of crisis on their social, emotional, and cognitive development
- Apply psychosocial support for children in early childhood
- Design their own age-sensitive activities to support children in crisis

SYLLABUS

- Foundations of Learning through Play
- Importance of MHPSS / SEL in Crisis
- Adult Wellbeing
- Age sensitive SEL knowledge and activities
- Coping with Changes and Transitions



Certificate of Achievement

Indu p

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



Audrey Bollier
Coordinator

The Alliance for Child Protection in Humanitarian Action



Hani Mansourian

Alliance for Child Protection in Humanitarian Action
Coordinator

The Alliance for Child Protection in Humanitarian Action



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

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Indu p

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

STUDY REQUIREMENT

6 weeks, 3 hours per week

LEARNING OUTCOMES

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
- Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
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- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards

SYLLABUS

By the end of the course, you will be able to...

- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
- Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
- Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks



Certificate of Achievement

Jaya pradha K

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



Audrey Bollier
Coordinator

The Alliance for Child Protection in Humanitarian Action



Hani Mansourian

Alliance for Child Protection in Humanitarian Action
Coordinator

The Alliance for Child Protection in Humanitarian Action



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

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Jaya pradha K

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS **THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

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STUDY REQUIREMENT

6 weeks, 3 hours per week

LEARNING OUTCOMES

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
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- Describe how to jointly implement with other sectors to protect children
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SYLLABUS

By the end of the course, you will be able to...

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- Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks



Certificate of Achievement

Monisha Sankar

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



Audrey Bollier
Coordinator

The Alliance for Child Protection in Humanitarian Action



Hani Mansourian

Alliance for Child Protection in Humanitarian Action
Coordinator

The Alliance for Child Protection in Humanitarian Action



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit futurelearn.com/proof-of-learning/certificate-of-achievement.

This certificate represents proof of learning. It is not a formal qualification, degree, or part of a degree.



Monisha Sankar

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

STUDY REQUIREMENT

6 weeks, 3 hours per week

LEARNING OUTCOMES

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
- Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards

- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
- Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
- Explain the centrality of child participation through all stages of the programme cycle and identify ways to foster safe child participation in the context of Infectious Disease Outbreak
- Summarize ways to adapt child protection prevention and response programming in line with CPMS principles and standards
- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks

SYLLABUS

By the end of the course, you will be able to...



Certificate of Achievement

Nivetha B

has completed the following course:

BUSHFIRES: RESPONSE, RELIEF, AND RESILIENCE
THE UNIVERSITY OF NEWCASTLE AUSTRALIA, UNITAR AND CIFAL NEWCASTLE

The increasing impacts of climate change are exacerbating the risk factors associated with disasters such as bushfires. This course teaches individuals to respond to emergencies, survive and recover from humanitarian crises such as bushfires.

3 weeks, 2 hours per week

R. Sanson-Fisher

Laureate Professor Robert Sanson-Fisher AO

Executive Director
CIFAL Newcastle



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cifal
Newcastle

Nivetha B

has completed the following course:

BUSHFIRES: RESPONSE, RELIEF, AND RESILIENCE

THE UNIVERSITY OF NEWCASTLE AUSTRALIA, UNITAR AND CIFAL NEWCASTLE

The increasing impacts of climate change are exacerbating the risk factors associated with disasters such as bushfires. This course teaches individuals to respond to emergencies, survive and recover from humanitarian crises such as bushfires.

STUDY REQUIREMENT

3 weeks, 2 hours per week

SYLLABUS

- Identify drivers of bushfire risks
- Assess the various mechanisms through which bushfires attack
- Explore the impact of bushfires from multiple perspectives
- Explore essentials for bushfire resilience and benefits of community-led bushfire recovery
- Identify coping strategies for affected people and effective coping strategies



CERTIFICATE OF COMPLETION

Presented to

Pavithra Lingamoorthy

For successfully completing a free online course
Learn Business English

Provided by

Great Learning Academy

(On November 2022)



Certificate of Achievement

Preena P

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



Audrey Bollier
Coordinator

The Alliance for Child Protection in Humanitarian Action



Hani Mansourian

Alliance for Child Protection in Humanitarian Action
Coordinator

The Alliance for Child Protection in Humanitarian Action



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

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Preena P

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS **THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

STUDY REQUIREMENT

6 weeks, 3 hours per week

LEARNING OUTCOMES

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
- Describe the main child protection risks during IDOs such as COVID-19 in your context through a socioecological and developmental lens
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- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards

- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
- Describe the main child protection risks during an Infectious Disease Outbreak such as COVID-19 in your context through a socioecological and developmental lens
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- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks

SYLLABUS

By the end of the course, you will be able to...



Certificate of Achievement

PRIYANKA.V v

has completed the following course:

COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd
Head of Evidence,
The LEGO Foundation

The LEGO Foundation



The person named on this certificate has completed the activities in the attached transcript. For more information about Certificates of Achievement and the effort required to become eligible, visit futurelearn.com/proof-of-learning/certificate-of-achievement.

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The LEGO Foundation

PRIYANKA.V v

has completed the following course:

COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY THE LEGO FOUNDATION

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support. The course covered topics such as - Learning through Play - Holistic skill development - Adversity/resilience - Social Support - Identification of distress - Predictability and Child Development - Perspective-taking - Adults wellbeing

STUDY REQUIREMENT

9 weeks, 2 hours per week

LEARNING OUTCOMES

- Apply social emotional learning through Play in practise
- Identify how we learn through play
- Demonstrate strategies to support a child's learning through play in relation to social-emotional learning
- Explain Mental Health Psychosocial Support and Social Emotional Learning
- Demonstrate mitigation strategies
- Identify the challenges children may face in transitions back and forth from remote learning/ homes to in-person/schools during crisis
- Develop routines to create a sense of normalcy through rapid transitions and changes
- Apply strategies to collaborate with other adults to create consistency across a child's social-ecological system
- Explain why adult wellbeing is important for children
- Demonstrate stress management strategies, including mindfulness, individual and social strategies

- Explore the different phases of brain development and the potential effects of crisis on their social, emotional, and cognitive development
- Apply psychosocial support for children in early childhood
- Design their own age-sensitive activities to support children in crisis

SYLLABUS

- Foundations of Learning through Play
- Importance of MHPSS / SEL in Crisis
- Adult Wellbeing
- Age sensitive SEL knowledge and activities
- Coping with Changes and Transitions



Certificate of Achievement

Sandhiya S

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



Audrey Bollier
Coordinator

The Alliance for Child Protection in Humanitarian Action



Hani Mansourian

Alliance for Child Protection in Humanitarian Action
Coordinator

The Alliance for Child Protection in Humanitarian Action



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

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Sandhiya S

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS **THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

STUDY REQUIREMENT

6 weeks, 3 hours per week

LEARNING OUTCOMES

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
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- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards

SYLLABUS

By the end of the course, you will be able to...

- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
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- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks



Certificate of Achievement

Shalini M

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



Audrey Bollier
Coordinator

The Alliance for Child Protection in Humanitarian Action



Hani Mansourian

Alliance for Child Protection in Humanitarian Action
Coordinator

The Alliance for Child Protection in Humanitarian Action



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STUDY REQUIREMENT

6 weeks, 3 hours per week

LEARNING OUTCOMES

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Certificate of Achievement

Spenola merlin. J Merlin

has completed the following course:

COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY
THE LEGO FOUNDATION

This online course explored the basic elements of Learning through Play, age-sensitive social emotional learning and mental health and psychosocial support.

9 weeks, 2 hours per week



Amy Jo Dowd
Head of Evidence,
The LEGO Foundation

The LEGO Foundation



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The LEGO Foundation

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- Explore the different phases of brain development and the potential effects of crisis on their social, emotional, and cognitive development
- Apply psychosocial support for children in early childhood
- Design their own age-sensitive activities to support children in crisis

SYLLABUS

- Foundations of Learning through Play
- Importance of MHPSS / SEL in Crisis
- Adult Wellbeing
- Age sensitive SEL knowledge and activities
- Coping with Changes and Transitions



Certificate of Achievement

Swetha P

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This course explored: the dynamic nature of IDOs such as COVID-19, their impact on risk and protective factors for children, the continued centrality of child participation and how to adapt child protection programs and services while continuing to work effectively with teams in IDOs.

6 weeks, 3 hours per week



Audrey Bollier
Coordinator

The Alliance for Child Protection in Humanitarian Action



Hani Mansourian

Alliance for Child Protection in Humanitarian Action
Coordinator

The Alliance for Child Protection in Humanitarian Action



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Swetha P

has completed the following course:

PROTECTING CHILDREN DURING COVID-19 AND OTHER INFECTIOUS DISEASE OUTBREAKS **THE ALLIANCE FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

The course covered topics including: the impact of public health measures on risk and protective factors and protection services for children, the application of CPMS and guiding principles, strategies for adapting child protection approaches and services, key program management considerations for working remotely with teams and the importance of ensuring child participation, child safeguarding, working across sectors and with governments and social service workforce well-being.

STUDY REQUIREMENT

6 weeks, 3 hours per week

LEARNING OUTCOMES

- Assess the context set through public health measures and elaborate on how this affects protective and risk factors for children in preparedness, response, transition and recovery to COVID-19 and other IDOs
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- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk informed programming and contribute to system strengthening in future IDOs
- Summarise ways to adapt child protection prevention and response programming in line with CPMS principles and standards

SYLLABUS

By the end of the course, you will be able to...

- Assess the context set through public health measures and elaborate on how these affect protective and risk factors for children in all stages of an Infectious Disease Outbreak
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- Describe how to jointly implement with other sectors to protect children
- Identify key actions to support risk-informed programming and contribute to system strengthening in future health shocks and Infectious Disease Outbreaks



Certificate

of hours of learning

Anandhi.k

Biology by Yale Courses

07 hours 41 minutes

Prealgebra by Leonard

34 hours 41 minutes - From: 10/08/2022 to 11/08/2022

Student signature:

Anandhi.k

Adrian Medeiros Dantas
CEO / Director - Cursa

This certificate proves that the student has attended the following courses in the Cursa application, which is available in the Google application store (Google Play), proving the authenticity of the respective viewing time of video lessons that are made available by third parties through the platform of Youtube. To account for the time in the course, the student must watch the videos until the end. If you have received this certificate from someone else and want to verify that it is authentic, go to cursa.app/en/verify and consult by email:

kavyad11.06@gmail.com

Application manager: Medeiros Tecnologia LTDA - Brazilian company

E-mail: contato@cursa.app



cursa



JOHNS HOPKINS
UNIVERSITY

Oct 5, 2022

Bakya lakshmi P

has successfully completed

COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through
Coursera

Dr. Emily S. Gueley
Associate Scientist
Department of Epidemiology
Johns Hopkins Bloomberg School of Public Health

**COURSE
CERTIFICATE**



Verify at:

coursera.org/verify/CSX0834BWACA

Coursera has confirmed the identity of this individual and their participation in the course.

This certificate does not affirm that this learner was enrolled as a student at Johns Hopkins University. It does not confer a PhD grade, course credit or degree, establish a relationship between this learner and JHU, enroll or register this learner at JHU or display course offered by JHU, nor entitle this learner to access or use resources beyond the online courses provided by Coursera.



Certificate



This is to certify that

Barkavi Paramanandam

Successfully obtained certificate in

Food Safety Training - Safe Practices and Procedures

1775-26192091

Maere Richardson

Director of Certification



Date of Award



Sep 23, 2022

Bhuvaneshwari J

has successfully completed

COVID-19 Contact Tracing

an online two-credit course authorized by Johns Hopkins University and offered through
Coursera

Dr. Emily S. Glick
Associate Scientist
Department of Epidemiology
Johns Hopkins Bloomberg School of Public Health

**COURSE
CERTIFICATE**



Verify at:
coursera.org/verify/WFMD07P8H86W

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participation in the course.

This certificate does not affirm that this learner was enrolled as a student at Johns Hopkins University. It does not confer a DED grade, course credit or degree, establish a relationship between this learner and DED, or indicate any other affiliation with DED or any program offered by DED or any other institution or program beyond the online course provided by Coursera.



Certificate



This is to certify that

Churchil sherin .R

Successfully obtained certificate in

Mental Health Studies - Understanding Behaviour, Burnout
and Depression

138025746574

Maere Richardson

Director of Certification



Date of Award



Certificate



This is to certify that

Deepa Pandurangan

Successfully obtained certificate in

Food Safety Training - Safe Practices and Procedures

177528411009

Maecus Richardson

Director of Certification



Date of Award

Stanford | ONLINE

Sep 26, 2022

Deepika.S

has successfully completed

Stanford Introduction to Food and Health

an online non-credit course authorized by Stanford University and offered through
Coursera



Maya Adam, MD
Clinical Assistant Professor
Dept. of Pediatrics
Stanford University School of Medicine

COURSE
CERTIFICATE



Verify at:

coursera.org/verify/W59GBQYNT4D3

Coursera has confirmed the identity of this individual and their participation in the course.

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CERTIFICATE OF COMPLETION

Presented to

DHANASREE C Chinnaiyan

For successfully completing a free online course
Data Science Foundations

Provided by

Great Learning Academy

(On September 2022)

Stanford | ONLINE

Sep 4, 2022

DHIVYA.S SAKTHIVEL

has successfully completed

COVID-19 Training for Healthcare Workers

an online non-credit course authorized by Stanford University and offered through Coursera

COURSE
CERTIFICATE



SV Mahadevan
Professor
Emergency Medicine

Matthew Strahow
Associate Professor
School of Medicine

Verify at:
coursera.org/verify/WVBVF34YSGXY

Coursera has confirmed the identity of this individual and their participation in the course.

SOME ONLINE COURSES MAY DRAW ON MATERIAL FROM COURSES TAUGHT ON-CAMPUS BUT THEY ARE NOT EQUIVALENT TO ON-CAMPUS COURSES. THIS STATEMENT DOES NOT AFFIRM THAT THIS PARTICIPANT WAS ENROLLED AS A STUDENT AT STANFORD UNIVERSITY IN ANY WAY IT DOES NOT CONFERR A STANFORD UNIVERSITY GRADE, COURSE CREDIT OR DEGREE, AND IT DOES NOT VERIFY THE IDENTITY OF THE PARTICIPANT.



JOHNS HOPKINS
UNIVERSITY

Sep 25, 2022

Divya S

has successfully completed

COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through
Coursera

Dr. Emily S. Gurevich
Associate Professor
Department of Epidemiology
Johns Hopkins Bloomberg School of Public Health

COURSE
CERTIFICATE



Verify at:

coursera.org/verify/LCBKSL35NA48

Coursera has confirmed the identity of this individual and their participation in the course.

This certificate does not affirm that this learner was enrolled as a student at Johns Hopkins University. It does not confer a PhD grade, course credit or degree; establish a relationship between this learner and JHU; or allow a learner to access or use resources beyond the online course provided by Coursera.

Stanford | ONLINE

Sep 25, 2022

Fahima parveen.T

has successfully completed

Stanford Introduction to Food and Health

an online non-credit course authorized by Stanford University and offered through Coursera



Maya Adam, MD
Clinical Assistant Professor
Dept. of Pediatrics
Stanford University School of Medicine

COURSE
CERTIFICATE



Verify at:
coursera.org/verify/LMDVFWX3YADH

Coursera has confirmed the identity of this individual and their participation in the course.

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Stanford | ONLINE

Sep 4, 2022

Gayathri Kumar

has successfully completed

Stanford Introduction to Food and Health

an online non-credit course authorized by Stanford University and offered through Coursera



Maya Adam, MD
Clinical Assistant Professor
Dept. of Pediatrics
Stanford University School of Medicine

COURSE
CERTIFICATE



Verify at:

coursera.org/verify/ABFK43TEJADC

Coursera has confirmed the identity of this individual and their participation in the course.

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JOHNS HOPKINS
UNIVERSITY

Sep 13, 2022

Harini. S

has successfully completed

COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through
Coursera

Dr. Emily S. Gurley
Associate Scientist
Department of Epidemiology
Johns Hopkins Bloomberg School of Public Health

COURSE
CERTIFICATE



Verify at:

coursera.org/verify/A7J25ZSY9CMD

Coursera has confirmed the identity of this individual and their participation in the course.

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JOHNS HOPKINS
UNIVERSITY

Sep 1, 2022

Harthi. M

has successfully completed

COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through
Coursera

Dr. Emily S. Gurley
Associate Scientist
Department of Epidemiology
Johns Hopkins Bloomberg School of Public Health

COURSE
CERTIFICATE



Verify at:

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Sep 16, 2024

Hephzibha J P

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Certificate



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INFANTA JASMINE .V

Successfully obtained certificate in

Methodologies of Child Psychology

417925740078

Maureen Richardson
Director of Certification



Date of Award



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Sep 16, 2023

Janani M

has successfully completed

COVID-19 Contact Tracing

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Department of Epidemiology
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Sep 17, 2022

Jaya Jayashika B

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Associate Scientist
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Sep 12, 2022

Kalaivani Sekar

has successfully completed

COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through
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Dr. Emily S. Gurley
Associate Scientist
Department of Epidemiology
Johns Hopkins Bloomberg School of Public Health

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Sep 24, 2022

Lokeshwari E

has successfully completed

COVID-19 Contact Tracing

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Dr. Emily S. Gurley
Associate Scientist
Department of Epidemiology
Johns Hopkins Bloomberg School of Public Health

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Maheshwari .M

Successfully obtained certificate in

**Mental Health Studies - Understanding Behaviour, Burnout
and Depression**

13861267488374

Maure Richardson

Director of Certification



Date of Award



JOHNS HOPKINS
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Aug 30, 2022

Mythili.C

has successfully completed

COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through
Coursera

Dr. Emily S. Gustaf
Associate Scientist
Department of Epidemiology
Johns Hopkins Bloomberg School of Public Health

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JOHNS HOPKINS
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Sep 25, 2022

Oviya I S

has successfully completed

Measuring and Maximizing Impact of COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through
Coursera.

Emily S. Gansley, Justin Lavelle, Elizabeth C. Lee, Ryan H. Gama, Department of Epidemiology, Johns Hopkins Bloomberg
School of Public Health
Lucy D'Agostino McGowan, Department of Mathematics and Statistics, Wake Forest University

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CERTIFICATE OF COMPLETION

Presented to

Pooja.k

For successfully completing a free online course
Data Science Foundations

Provided by

Great Learning Academy

(On September 2022)



Sep 17, 2022

Preethi J

has successfully completed

COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through Coursera

A handwritten signature in black ink, reading "Emily S. Gurley".

Dr. Emily S. Gurley
Associate Scientist
Department of Epidemiology
Johns Hopkins Bloomberg School of Public Health

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PRIYA M.

Successfully obtained certificate in

Methodologies of Child Psychology

4179-25740078

Maere Richardson

Director of Certification



Date of Award



JOHNS HOPKINS
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Sep 23, 2022

PRIYA V H

has successfully completed

COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through
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Dr. Emily S. Gurley
Associate Scientist
Department of Epidemiology
Johns Hopkins Bloomberg School of Public Health

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Stanford | ONLINE

Sep 2, 2022

Radhika M

has successfully completed

COVID-19 Training for Healthcare Workers

an online non-credit course authorized by Stanford University and offered through
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COURSE
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SV Mahadevan
Professor
Emergency Medicine

Matthew Strehlow
Associate Professor
School of Medicine

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RAKSHANA A Arulselvan K

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This is to certify that

Sandhiya .R

Successfully obtained certificate in

**Mental Health Studies - Understanding Behaviour, Burnout
and Depression**

1380-25149914

Maize Richardson

Director of Certification



Date of Award



JOHNS HOPKINS
UNIVERSITY

Sep 16, 2023

Shahina Bee A

has successfully completed

COVID-19 Contact Tracing

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Dr. Emily S. Qualey
Associate Professor
Department of Epidemiology
Johns Hopkins Bloomberg School of Public Health

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Stanford | ONLINE

Sep 26, 2022

Shakthi.S

has successfully completed

Stanford Introduction to Food and Health

an online non-credit course authorized by Stanford University and offered through Coursera



Maya Adam, MD
Clinical Assistant Professor
Dept. of Pediatrics
Stanford University School of Medicine

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JOHNS HOPKINS
UNIVERSITY

Sep 25, 2022

Swathi. V

has successfully completed

COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through
Coursera

Dr. Emily S. Gurley
Associate Scientist
Department of Epidemiology
Johns Hopkins Bloomberg School of Public Health

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Stanford | ONLINE

Sep 29, 2022

Swetha G

has successfully completed

Stanford Introduction to Food and Health

an online non-credit course authorized by Stanford University and offered through
Coursera



Maya Adams, MD
Clinical Assistant Professor
Dept. of Pediatrics
Stanford University School of Medicine

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JOHNS HOPKINS
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30-Aug-2022

Swetha G

has successfully completed

COVID-19 Contact Tracing

an online non-credit course authorized by Johns Hopkins University and offered through
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Dr. Emily S. Gurley
Associate Scientist
Department of Epidemiology
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Vandana .K

Successfully obtained certificate in

**Mental Health Studies - Understanding Behaviour, Burnout
and Depression**

1300-25746974

Maere Richardson

Director of Certification



Date of Award



CERTIFICATE OF COMPLETION

Presented to

Vedha Akshaya. M

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Data Science Foundations

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Stanford | ONLINE

3 Sep, 2022

VIJAYALAKSHMI S

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SV Mahadevan
Professor
Emergency Medicine

Matthew Strehlow
Associate Professor
School of Medicine

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