GOVERNMENT COLLEGE OF EDUCATION
SECTOR 20-D, CHANDIGARH
NAAC ACCREDITED GRADE 'A'

3rd Cycle
Assessment and Accreditation by NAAC
CRITERION-II
TEACHING LEARNING AND EVALUATION

CRITERION 2

KEY INDICATOR- 2.4 Competency and Skill Development

2.4.7 – A variety of assignments given and assessed for theory courses

INDEX

EPC-4.2

COMMUNICATION EMPLOYABILITY AND RESOURCE DEVELOPMENT SKILL

SUBMITTED TO-
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EFFECTIVE COMMUNICATION IN CLASSROOM

Communication is an act of transferring or exchanging information from one place, person or group of people to another. In other words, it means sharing information or ideas by talking or writing and receiving information by listening or reading. Communication plays an important role in human life and society. Along with exchanging information and knowledge, it also helps in building relationships with other people. The word 'Communication' has been derived from the Latin root 'Communis' which means 'Common'. Thus, communication means common thought, common feelings and common understanding. Communication establishes relationships and makes organizing possible. Every message has a purpose or objective. The sender intends whether consciously or unconsciously to accomplish something by communicating. Communication plays a very important part in our daily lives.

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Without communication, we wouldn't be able to express ourselves or relay information. It is also important to understand others, to develop social skills and build human relationships. Excellent communication skill lead to good conversations and help in building strong and lasting relationships. Effective communication is crucial for the success of an institution. Being an effective communicator in our professional and personal lives involves learning the skills to exchange information with clarity, empathy and understanding. When we communicate effectively, both the sender and receiver feel satisfied.

Communication occurs in many forms, including verbal and non-verbal, written, visual and listening. It can occur in person, on the internet (or forums, social media and websites), over the phone (through apps, calls and videos), or by mail. These all are the ways to communicate. Each of the category has its own method and way to make the communication effective. Verbal Communication is a method that uses speech in the form of speaking, to convey a message or information

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It is the most popular and effective mode of communication usually practiced during one on one conversation, classroom interaction, meetings and conferences. Non-verbal communication is basically a practice of gestures, facial expressions and body language to send information. Written communication is all about typing, printing, symbols, numbers, letters and writing to send a piece of information.

Effective communication in the classroom is important in teaching and learning. It makes learning easier and helps students to achieve learning goals. Effective communication can strengthen the relation between students and teachers. It allows the teacher and students to share their ideas, feelings and knowledge.

Effective classroom communication is the mark of good teaching. Students love a teacher who is to-the-point while presenting different aspects of a lesson. A teacher who beats about the bush to pass time only leaves his students in confusion. Thus, while communicating with his colleagues or students in the classroom or the parents, the teacher

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should be open-minded, receptive and to-the-point.

Communication is a two-way process. There are certain barriers that adversely affects communication. The distance between the sender and the receiver of the message is an important barrier to communication. Personal factors like difference in judgement, social values, inferiority complex, bias, attitude, pressure of time, inability to communicate etc. widens the psychological distance between the communicator and the communicatee. There may be many barriers such as unclarified assumptions, lack of ability to communicate, communication overload, shortage of time, premature evaluation, barriers due to inadequate attention, emotional attitude, language barriers etc. which cause distortion or obstruction in the free flow of communication and thus make it ineffective.

For making communication effective or overcoming these barriers, there should be clarity and completeness. Proper language should be used to avoid to avoid Semantic barriers. Simple, brief and clear language should be used.

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Teachers should use proper and relevant words to make the communication more effective. Students also enjoy if the communication is effective in the classroom.

To conclude, we can say that the success of classroom communication lies in enabling the students to apply the knowledge opined and develop critical thinking so that they are able to make informed choices for the common good of society and humanity.

Beehive

Textbook in English
for Class IX
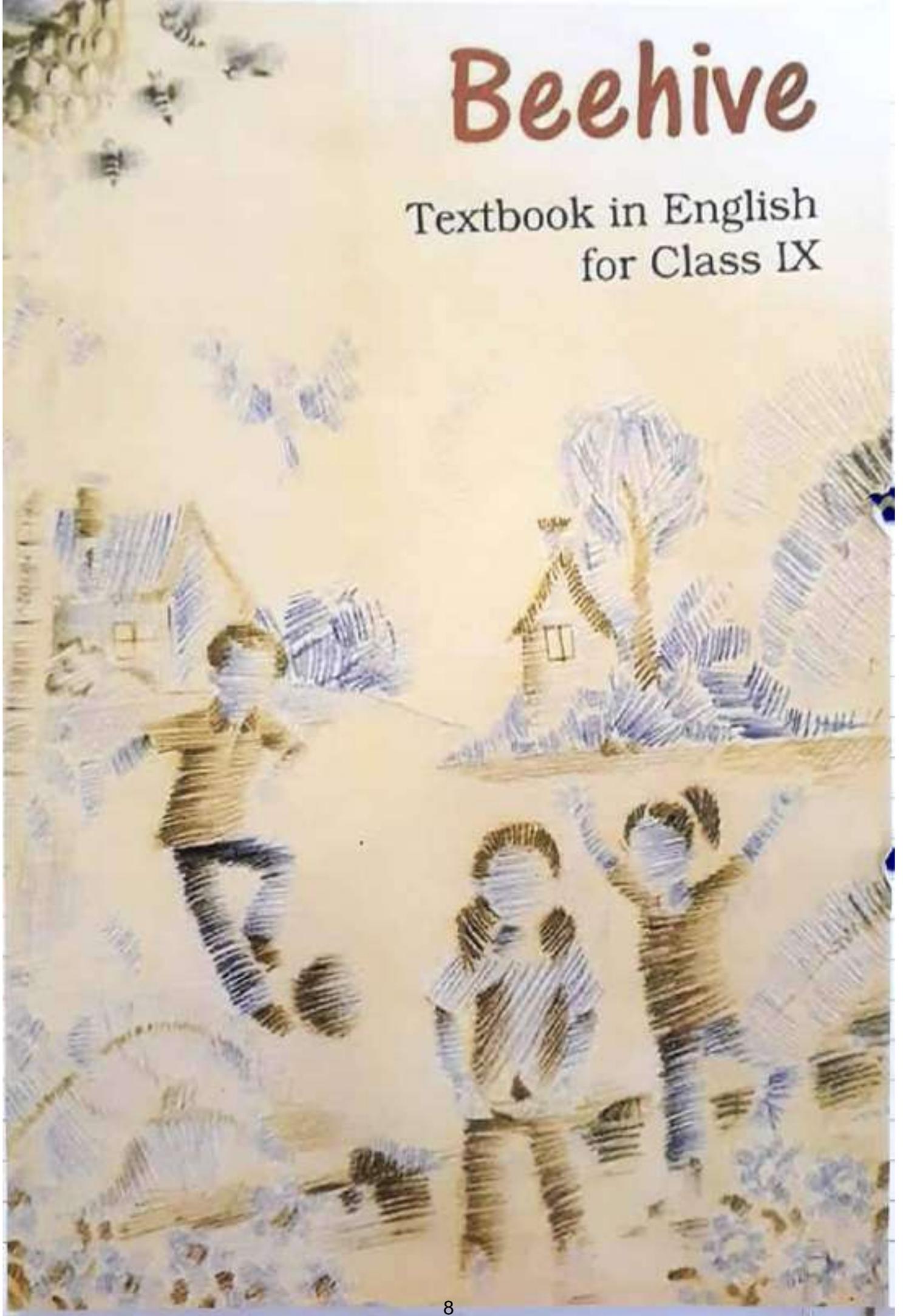
BOOK REVIEW I

BEEHIVE - TEXTBOOK IN ENGLISH FOR CLASS-IX.

NCERT BOOK REVIEW (ENGLISH)

BOOK'S NAME	BEEHIVE ENGLISH TEXTBOOK
CLASS	IX
NAME OF THE PUBLISHER	NCERT
PRICE	₹100
YEAR OF PUBLICATION	1928.
MEDIUM	ENGLISH
PAGES	147
EDITION	-

PHYSICAL ASPECTS OF THE BOOK -

COVER PAGE-

With a view to attain the research objective, the investigator focused on the content related to value in this book

and initiated the analysis from cover page. The cover page depicts a beautiful scenery in which children are playing and looking very happy. It also shows that childhood is the best stage of our lives.

SIZE OF THE BOOK-

→ Size of the book is suitable from the point of view of age groups of the students.

→ The size of the book is also suitable in relation to the volume of the book.

PRINTING LAYOUT

→ Suitable length of the line is used.
→ Font of the book is also suitable.
→ Margins are appropriate.
→ Spacing between the line is appropriate.
→ The pages are of good quality.

PRELIMS-

→ The title page gives necessary information.

→ Preface gives an idea of the scope and the central theme of the book.

→ Introduction is catchy.

→ Table of content is well-organised.

→ Every important point is shown in bold.

→ Glossary is given in proper language.

→ Index is available.

NATURE OF CONTENT

- RELEVANT CONTENT—
  The content given in the book is relevant to the instructional objectives of the subject.

- COVERAGE OF THE COURSE CONTENT—
  The content and syllabus given in the index is properly covered in the book.

- ADEQUATE AND AUTHENTIC CONTENT—
  The content is adequate, authentic and accurate in the book.

- UPDATED CONTENT—
  The information has been updated in this addition and is upto date.

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CONTINUITY AND BALANCE-

Every topic is related to the previous one which makes the learner recall the previous knowledge and understand the topics effectively.

LINKING WITH LIFE-

Examples given in the book are related to the day-to-day life and are easily understandable. The students can draw the concept by linking it to their lives.

ORGANISED CONTENT-

The content is well organised and the students can achieve good grades by self-studying.

PRESENTATION OF CONTENT-

→ Attractive and appropriate title.
→ Motivating presentation for further studies.
→ The matter is presented in a creative manner to sustain interest.
→ Adequate technology relevant to the syllabus.
→ Adequate reinforcement of new items of learning through replication and application
→ Presentation provides some suggestions and implications for adoption of effective teaching

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method.

STYLE-

→ Appropriate vocabulary according to the level of the students.

→ Short and simple sentences.

→ Punctuation is done correctly.

→ Language used is gramatically correct.

→ The technical terms are properly explained in the vocabulary.

ILLUSTRATION-

→ Illustration is clear and authentic.

→ The illustration is purposed.

→ The illustration is supplementation of the text.

→ There is a lot of variety in illustrations.

→ It leads to the better understanding of the content.

EXERCISE AND PROJECTS-

→ The exercises are given at the end of each chapter as well as between the chapters.

→ The projects provided are kept in mind for achieving various purpose of teaching.

→ The exercises promote the spirit -to enquire

BIBLIOGRAPHY-

- NCERT Beehive English textbook for Class IX
- Wikipedia
- www.ncert.nic.in
- NCERT BOOKS App.

SUGGESTIONS-

↳ The textbook should have suitable pictures, diagrams and illustrations in order that they may seem more interesting to the students.

↳ The textbook on english should not be limited. More than one book should be available for the teachers to get a broader outlook of the content given.

——— X ——— X ———

ARTICLE FOR COLLEGE MAGAZINE
(IMPACT OF SOCIAL MEDIA ON MENTAL HEALTH)

Social media has become an integral part of our lives, with millions of people using various platforms to connect with each other and share information. While social media has its benefits, it is also associated with several negative effects, including its impact on mental health.

Studies have shown that the excessive use of social media can lead to various mental health problems, including anxiety, depression, low self-esteem and poor body image. One of the reasons for this is the constant comparison that takes place on social media. People often present an idealized unrealistic expectations for others and lead to feelings of

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inadequacy. Social media can also be addictive, with people spending hours scrolling through their feeds and engaging with content. There can lead to sleep deprivation, which can have a negative impact on mental health. In addition, social media can be a source of cyber bullying, which can be particularly damaging to young people.

Another way, social media can impact mental health is through the spread of misinformation. Social media has become a breeding ground for conspiracy theories and false information, which can lead to feelings of confusion and anxiety.

Despite these negative effects, social media can also be a source of support and connection for people. It can provide a platform for people to connect with others who share similar experiences and can offer support during difficult times. Social media can also be used to raise awareness about mental health issues and promote positive messages. There is a growing evidence

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that social media use can have
negative impacts on mental health,
particularly in relation to anxiety,
depression and self-esteem. Social
media platforms can create an
environment where users compare
themselves to others, leading to
feelings of inadequacy and low self-
esteem. For example, seeing friend's
posts about their vacations or
achievements can make people feel
like they are missing out for not
doing enough.
Social media can also provide a
platform for cyberbullying which can
be incredibly harmful to mental
health. Its use can become addicting
leading to a loss of productivity
and increased stress. Social media
can create unrealistic expectations
of what life should be like, leading
to feelings of disappointment.
    In conclusion, while social media
can have its benefits, it is important
to be aware of its potential negative
effects on mental health. It is important
to use social media in moderation and
to be mindful of the content we consume

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VIRTUAL LEARNING ENVIRONMENT (ARTICLE)

A virtual learning environment (VLE) is a web based platform for the digital aspects of courses of study, usually within educational institutions. They represent resources, activities and inter--actions within a course structure and provide different stages of assessment. Virtual Learning Environment usually report on participation and have some level of integration with other institutional systems. In North America, Virtual Learning Environment is often referred to as "Learning Management System (LMS)" Virtual Learning Environment have been adopted by almost all higher education institutions in the English-speaking world. They are the online platforms that allow for the delivery of educational

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materials and facilitate communication between students and teachers. They have become increasingly popular in recent years as more and more institutions have moved towards online learning.

A Virtual Learning Environment typically consists of a set of tools that enable the instructors to create and manage online courses. VLE's allow the instructors to upload and organize course materials such as lecture notes, videos and other resources. This enables the students to access these materials at any time and from anywhere. VLE's provide a range of tools to facilitate communication between students and instructors, including e-mail, discussion forums and chat rooms. These tools enables the students to ask questions, participate in discussions and receive feedback from instructors. VLE's also provide tools for instructors to create and grade assignments and assessments, such as quizzes and exams. These tools also allow the instructors to track the student's progress and provide feedback on the performance. VLE's are helpful in

providing tools for collaborative learning such as group projects and online discussion forums. These tools enables the students to work together and learn from each other, even when they are not in the same physical location. VLE's provide students with the flexibility to learn at their own pace and on their own schedule. This is particularly beneficial for the students who work or have other commitments that make it difficult to attend traditional classes. It allows the students to access course materials and resources from anywhere with an Internet connection. This makes education more assessible to students who live in remote areas or who have mobility or other disabilities.

Virtual Learning Environment provide students with a range of interactive and multimedia learning resources, such as videos, simulation and interractive quizzes. These resources can help to increase students engagement and motivation. It allows the Instructors to customize their courses to meet the specific needs and interests of their students. This can lead to

a personalized learning experience and better outcomes.

Apart from this, there are many challenges and limitations of virtual learning environment. It requires a reliable internet connection and a certain level of technical proficiency from both instructors and students. Technical issues such as slow internet speeds or incompatible hardware can impact the quality of the learning experiences. VLE's can be isolating for the students as they do not provide the same level of personal interaction as traditional classroom setting. This can impact student motivation and engagement. Developing and maintaining a VLE can be expensive, particularly for smaller institutions or those with limited resources. Adapting to a virtual learning environment can be challenging for both the instructors and the students. It can take time to develop the skills and strategies needed to succeed in a virtual learning environment.

Virtual learning environments have become an increasingly important

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part of the education landscape, offering a range of benefits to the students and instructors. While there are certainly challenges and limita- -tions to these platforms, their flexibility, accessibility and engagement make them a valuable tool for delivering quality education to students around the world.

ANALYSIS

OF

ARTICLES

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TO -
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ARTICLE-01.

If crop loss more than 75%, farmers to get ₹15K/acre

SANJEEV SINGH BARIANA
TRIBUNE NEWS SERVICE

CHANDIGARH, MARCH 26

Following visit to different parts of the state for assessing the crop loss to farmers, Chief Minister Bhagwant Mann on Sunday announced a 25 per cent upward revision in the compensation for the crop loss to the farmers.

If the loss is more than 75 per cent, they will get 15,000 per acre and if the loss is between 33 per cent and 75 percent, then the farmers will get Rs 6,750 per acre. The Chief Minister said labourers would be paid 10 per cent of the crop loss per acre. The CM also made an announcement of Rs 95,100 as the compensation for those witnessed a total loss to their houses. Those whose houses suffered minor damages will be paid Rs 5,200.

Mann visited villages in Moga, Sri Muktsar Sahib, Bathinda and Patiala to assess the damage to crop due to rain.

President of the Bharti Kisan Union Balbir Singh Rajewal said, "Under the rules, a farmer who suffer crop loss between 25 per cent and 50 per cent is given Rs 6,000 per acre, between 50 per cent and 75 per cent Rs 8,000 and for the total crop loss Rs 12,000 per acre. Farmers have been speaking for the amounts being less in comparison to their actual losses and the government should revise accordingly." Mann said the government was committed to safeguarding their interests against nature's fury.

Farmers examine the damage to their crop due to rain in Jalandhar. n.J.

MAXIMUM RELIEF ₹15,000 PER ACRE

- If loss is more than 75 per cent, they will get ₹15,000 per acre
- If loss is between 33 and 75 per cent, farmers will get ₹6,750
- Labourers will be paid 10 per cent of the crop loss per acre
- ₹95,100 for those whose houses were totally damaged
- Those whose houses suffered minor damages to get ₹5,200
- CM visits Moga, Muktsar Sahib, Bathinda and Patiala districts to assess crop damage

Relief within 10 days: CM

MUKTSAR, MARCH 26

Chief Minister Bhagwant Mann today visited the Lambi segment and assured farmers that they would get compensation in 10 days for the losses to their crops due to rain.

The Chief Minister said the compensation would be given to the farmers through the direct benefit transfer (DBT) system in their bank accounts. He also announced that farm labourers and daily wage earners, who were dependent on wheat crop, would also get the compensation.

Besides, those who suffered loss to their livestock and buildings would also be cov-ered under the special girdawari, he said.

"I have directed all Deputy Commissioners to give me the report of special girdawari within 10 days so that the compensation could be given by April 6-7. If someone has taken the land on lease, he/she will also get the relief. The district administration will ask the villagers about the cultivators. Teams, conducting special girdawari, will make an announcement in village gurdwaras," said Mann at Dabwali Dhab village here. Some farmers also raised the issue of the canal water supply. —TNS

TOPIC AND HEADLINE-

The main headline of the article is "If the crop loss more than 75%, farmers to get ₹15 K per acre." The headline is eye-catchy and seeks reader's attention towards reading the article.

SUMMARY OF THE ARTICLE-

* Chief Minister Bhagwant Mann announced a 25 percent upward revision in the compensation for the crop loss to the farmers

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* If the loss is more than 75%, they will get 15,000 per acre and if the loss is between 33% and 75%, then the farmers will get ₹ 6750 per acre.

* The CM also made an announcement of ₹ 95,100 as the compensation for those witnessed a loss to their houses. Those whose houses suffered minor damages will be paid ₹ 5200.

VOCABULARY -

Language and words used are very easy to understand and clearly depicts its meaning on the sentences.

SYNTAX -

Sentences are very simple and can easily be interpreted and convey clear information in a direct and efficient manner.

ORGANISATION OF INFORMATION -

The article has been arranged logically.

TONE -

The tone of the article is explanatory and informative with a focus on providing clear explanation on complex issues.

EFFECT OF POSITIVE LIFE ORIENTATION ON DIVERGENT PRODUCTION ABILITIES AND COGNITIVE DISSONANCE OF SENIOR SECONDARY SCHOOL STUDENTS

SYNOPSIS

SUBMITTED TO PANJAB UNIVERSITY, CHANDIGARH IN THE PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

(2021-2023)

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INTRODUCTION

People differ in the degree to which they possess confidence and hope that future events will turn out positively. Positive psychologists are particularly interested in the attitude of optimism because whether we bring a stable sense of optimism to situations flows on to affect our thoughts, feelings, and actions across a range of domains.

POSITIVE LIFE ORIENTATION

Positive life orientation is not only a much broader term than optimism, it is, in fact, different from optimism, and it is important to note and understand this difference. Optimism is understood as a generalized expectancy and an anticipated positive evaluation of future events. Positive life orientation can be differentiated from optimism on both these accounts. In the current conceptualization, Positive life orientation refers to a general tendency of positive construction of reality in the present. It is said that every situation has two sides, a positive and a negative; positive orientation is the tendency to focus on the positive side of the situation more than the negative side. Positive attitude is considered the most important factor that brings constructive changes in one's life, and makes them happier, brighter and more successful. There is a paucity of tools to measure positive attitude and thinking. Whether or not we are optimistic in our nature tends to depend on both our genetic predisposition, environmental factors, and learned attitudes throughout our lives. And although psychologists are not entirely in agreement regarding the factors that produce dispositional optimism, most will agree that an optimistic outlook serves us better throughout life than a pessimistic one.

In particular, Scheier and Carver (1985) sought to understand the implications of such stable attitudes for the positive regulation of behaviour, particularly in the context of health.

However, observing that there had previously been little research on the concept of optimism as an antecedent to health-related behaviors, there appeared to be a significant gap in the literature. So, as a starting point, the authors began by designing their own measurement instrument. Scheier and Carver attributed optimism was indistinguishable from those predicted by traits associated with neuroticism, such as anxiety (Smith, Pope, Rhodewalt & Poulton, 1989).

Divergent production ability

"The ability to generate multiple solutions to a problem: creativity". Divergent production is directly associated with divergent thinking. We have to understand divergent thinking first.

Divergent thinking

Guilford first proposed the concept of "divergent thinking" in the 1950s, when he noticed that creative people tend to exhibit this type of thinking more than others. He thus associated divergent thinking with creativity, appointing it several characteristics:

(i) fluency (the ability to produce great number of ideas or problem solutions in a short period of time);

(ii) flexibility (the ability to simultaneously propose a variety of approaches to a specific problem);

(iii) originality (the ability to produce new, original ideas);

(iv) elaboration (the ability to systematize and organize the details of an idea in a head and carry it out).

Guilford believed that standard intelligence tests do not favor divergent thinking, working better for convergent thinkers:Convergent thinking is a term coined by Guilfords the opposite of divergent thinking. It generally means the ability to give the "correct" answer to standard questions that do not require significant creativity, for instance in most tasks in school and on standardized multiple-choice tests for intelligence. Divergent thinking typically occurs in a spontaneous, free-flowing manner, where many creative ideas are generated and evaluated. Multiple possible solutions are explored in a short amount of time, and unexpected connections are drawn. After the process of divergent thinking has been completed, ideas and information are organized and structured using convergent thinking to decision making strategies are used leading to a single-best, or most often correct answer. Examples of divergent thinking include using brainstorming, free writing and creative thinking at the beginning of the problem solving process to generate possible solutions that can be evaluated later. Once a sufficient number of ideas have been explored, convergent thinking can be used.

..... forms, probabilities and other decision-making strategies are taken into consideration, the alternatives are evaluated individually in a search for a single best answer ... Once reached is unambiguous.On the basis of this Model Guilford gave six divergent ...... abilities Ideational fluency, associational fluency, expressional fluency ...... flexibility, originality and semantic elaboration. In the later works two more .... like word fluency, and adaptive flexibility were also added. In his Model of ...... of Intellect Guilford gave six types of products: units, classes, relations, systems, ... matters, and implications which the mind gives after it works with raw materials or ...... Ideational fluency is product as units spontaneous flexibility associational fluency is ...... as relations, expressional as systems, originality is product as transformations, and ...... is product as implications. Word fluency and adaptive flexibility are products as classes respectively.Word fluency is to give more words to stimulus. Words may be synonyms or antonyms is asked for. It is more a vocabulary test phrase, sentence, story, ... of any idea etc. product Ideational fluency is generation of more ideas to stimulate, ... the word Expressional fluency is to produce many ideas to fit a system or logical theories. .... is in the form of sentences or verbal ideas etc.Associational fluency is to produce ideas or words from a restricted area i.e. of relationship. It requires completion of relations, like production of relations, generation of synonyms, analogies, similarities, problem of likeness ...... spontaneous flexibility is production of a diversity of ideas in a relatively unrestricted .... It may include a variety of kinds of responses into classes, like numbers of ...... or properties, attributes, or inherent characteristics, problem or product, ... or shifts of category responses, versatility etc.Some psychologists do not regard this ...... approach of Guilford because it becomes scattered and complex. They still ...... a global approach of calling creativity rather than divergent production abilities. However, their relationship is clear. Most psychologists regard that creativity is a product of ...... flexibility and originality; some add elaboration to it; while some are rigid to use ...... creativity as akin to creativity. In spite of it is almost agreed than by whatever means these dimensions are obtained, creativity must be represented by more than one, out of which ...... is originality

COGNITIVE DISSONANCE

Cognitive Dissonance is a theory in social psychology.It refers to the mental conflict that occurs when a person's behaviour and beliefs do not align.It may also happen when a person holds two beliefs that contradict one another.The psychologist Leon Festinger published his,

theory of cognitive dissonance in his 1957 book, A Theory of Cognitive Dissonance.Festinger proposed that people experience discomfort when they hold conflicting beliefs or when their actions contradict their beliefs.Since then, cognitive dissonance has become one of the most influential and researched theories in social psychology.People will try to reduce this dissonance to relieve the discomfort. The drive to resolve dissonance is called the "principle of cognitive consistency."It is important to note that cognitive dissonance is not automatic when a person holds opposing beliefs. They must have an awareness of the inconsistency to feel discomfort. Not everyone experiences cognitive dissonance to the same degree. Some people have a higher tolerance for uncertainty and inconsistency and may experience less cognitive dissonance than those who require consistency. Other factors that affect the degree of cognitive dissonance that a person experiences include:

- The type of beliefs. Beliefs that are more personal lead to more significant dissonance.
- The value of the beliefs: Beliefs that people hold in high regard tend to cause greater dissonance.
- The size of the disparity: A substantial disparity between conflicting and harmonious beliefs will result in more dissonance.

REVIEW OF RELATED LITERATURE

1.Positive Life Orientation

A review of literature shows documented research on positive orientation, towards life events, mainly understood to consist of life satisfaction and optimism (Caprera and Steca, 2005).

Studies Related To Positive Life Orientation

There has not been much evidence among positive life orientation among senior secondary school students, however few studies related to positive life orientation are mentioned.

Agrawal and Agrawal(1995) in their research work show that the relationship between Positive life orientation and patients with medical condition was examined and positive life orientation contributed to recovery from myocardial infarction through higher expectations of

recovery, greater sense of personal control, and more positive mood states in adverse situations.

Nupervia, Bordas and Lorente (2012) in their research work explored the psychological effects of optimism on life satisfaction among students.The results of the study reveal significant correlations between optimism-related variables, goal orientation and life satisfaction.

Aghaei, Khayyamnekouei and Yousefy(2020) conducted survey on general health prediction based on life orientation, quality of life, life satisfaction and age among males and females of 20-45 years of age group and it was concluded that in order to promote physical and psychological health of individuals, one should prepare the required backgrounds considering an optimistic orientation toward life, required measures for promoting the life satisfaction.

Kour(2022) conducted another survey regarding life satisfaction and optimism among private school teachers and government school teachers of North India.The results of the study reveal that there is significant small positive relationship between life satisfaction and optimism of school teachers of North India and thus hypothesis has been accepted.

2.Divergent Production Abilities

Yamada and Nagai (2015) in their research work show that a positive mood enhances divergent thinking, but does not affect convergent thinking.The results of the study showed that participants in the positive mood group generated more unconventional or divergent ideas than did those in the neutral mood group. No differences were found in conventional or convergent ideas between the two mood groups.

Balgui and victor(2014) In their research obtained no correlation between creativity and its parameters and academic achievement. However, for lower levels, they obtained correlations between verbal originality and achievement and verbal elaboration and achievement. The results of the paper corroborate the findings in other pieces of research which show that there is no correlation between creativity and academic performance.

3.Cognitive Dissonance

Jessica C. Miklosovic(2010) perceived choice would induce attitude change as a method of cognitive dissonance reduction was investigated in a between-groups design.

A one-way analysis of variance yielded results supporting the hypothesis that greater perceived choice induces attitude change as a method of dissonance reduction.

Sukmayadai and Yahya(2020) attempted to provide an overview of the classic theory by exploring the core assumptions of the theory, causes of dissonance, and the theoretical implications on current social issues.

RATIONALE OF THE RESEARCH

It is a general observation that there are many students who are divergent thinkers and creative and while they struggle psychologically so positive motivation is needed because there has also been a lack of motivation provided to the students in order to move beyond certain fixed rules and be creative in whatever aspects they are comfortable with. Children, if feel positivity towards life then they may able to explore more and excel better in life.

Similarly when there are conflicts in one's thoughts and beliefs then positive psychology surely guides them in the right direction. There has never been optimum research on the effect of positive life orientation which is a part of positive psychology on divergent production abilities as well as cognitive dissonance, So the researcher took this challenge.

The purpose of the present study is to determine the effect of positive life orientation on divergent production abilities of individuals and their cognitive dissonance of senior secondary school students.

STATEMENT OF THE PROBLEM

EFFECT OF POSITIVE LIFE ORIENTATION ON DIVERGENT PRODUCTION ABILITIES AND COGNITIVE DISSONANCE OF SENIOR SECONDARY SCHOOL STUDENTS

OBJECTIVES OF THE STUDY

1.To study the effect of Positive Life Orientation on divergent production abilities of senior secondary school students.

2.To study the effect of Positive life orientation on Cognitive Dissonance of senior secondary school students.

HYPOTHESES

1(H0)There exists no significant effect of positive life orientation on Divergent Production abilities of senior secondary school students.

(H1)There exists a significant effect of positive life orientation on Divergent Production Abilities of senior secondary school students.

2(H0)There exists no significant effect of positive life orientation on Cognitive Dissonance of senior secondary school students.

(H1)There exists a significant effect of positive life orientation on Cognitive Dissonance of senior secondary school students.

RESEARCH DESIGN

Experimental Design consisting of controlled and experimental groups will be used in this study. For this purpose a pre-test will be conducted among 50 class 11 students. Pre test of divergent production abilities and cognitive dissonance will be given to class 11 students. Scores will be equated and they will be further divided into two groups -experimental group and control group. Positive life orientation will be delivered to the experimental group for 15days and ordinary teaching will be done with the Control group during these 15days. At the end of the experiment, post-test will be given in divergent production abilities and cognitive dissonance to verify the effect of positive life orientation among the students of both the groups.

SAMPLE

A representative sample of 50 students will be drawn at the initial stage from eleventh class of government school in Chandigarh based on random stratified sampling techniques. The student constituting sample will be nearly equated on the basis of pre-test. A sample of 50 students nearly equating on these scores will be selected for future study. These chosen 50 students will be divided into two groups of 25 each forming a control and experimental group.

TOOLS

The main data will collect with the help of a standardised test to

1)Positive Life Orientation-Experimental Modules

2)Divergent production abilities (DPA) by Sharma(2011)

3)Cognitive Dissonance by Bhagwan(2009)

DATA COLLECTION

The data from the selected sample will be collected personally by the investigator after taking due permission from the principal of the school.

Pre-test- At this stage, pre-test will be administered to 50 students in the Divergent production abilities test and cognitive dissonance test. The scores will be equated and controlled and experimental groups will be formed.

Teaching sessions- At this stage, positive life orientation training will be resorted to the experimental group for fifteen days and ordinary teaching will be done during this time with the control group.

Post-test- The same test of Divergent production abilities and cognitive dissonance will be administered to the students of both the groups as given at the pre -test stage.

The testing conditions for all the students will keep as constant and uniform as possible before the teaching session will ensure that the subject will be seated comfortably and there will be no disturbance.

STATISTICAL TECHNIQUES

Descriptive and Inferential Statistics will be used as per the need.

DELIMITATIONS

Study was delimited to senior secondary school students studying in Chandigarh only.

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GOVERNMENT COLLEGE OF EDUCATION, SECTOR-20D, CHANDIGARH

27TH.Mar. 2023

## REPORT FOR LIBRARY COMPETITIONS ORGANISED BY COLLEGE LIBRARY

The college library of Government College of education, Chandigarh organised library competitions on 27th.Mar.2023 and more than 45 students of B.Ed., M.ed and PGDGC course participated in the Book Mark Making, Poster Making Competitions.

Dr Savita Arya, Mr.Sanjeev Kumar Mrs.Sneh Panchal and Mrs Geeta Judged all the participant's submission. Students were awarded prizes on the Basis of their creative abilities and originality of work.

Book Mark Making

Poster Making Competition
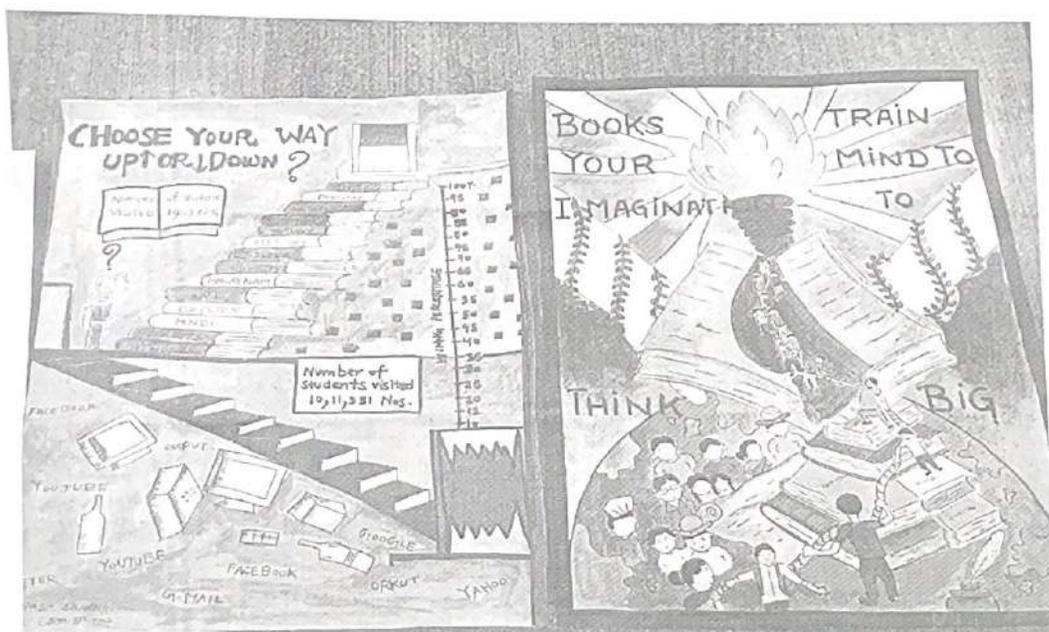
In Book Mark Making competition, college received maximum entries and Nidhi Gupta (Roll No 36) from B.Ed. got 1st prize while Sheron (Roll No 32) and Navpreet (Roll No. 292) scored 2nd position and Meera (Roll No 78) bagged 3rd prize and Ritika (Roll No.110) won Consolation Prize. In Poster Making Competition Rajeswari (Roll No 911) Bagged 1st prize, Monika (Roll No 75) got 2nd prize, Meera (Roll No 78) and Kriti Shukla (Roll No 252) bagged 3rd prize and Parash Sharma (Roll No.207) got consolation prize.

Results

Mrs. Sneh Panchal
27/3/22
(Library Restorer)

Mrs. Geeta
27/3/23
(Library Restorer)

Dr. Savita Arya
27/3/2023
(Vice-Principal & Incharge Library)

Principal
Govt. College of Education
Sec. 20-D, Chandigarh

Govt. College of Education, Sector-20/D, Chandigarh

Results of Library Related Competitions held on 27.03.2023

Poster Making

1st   Rajeswari   R.No.-911

2nd   Monika   R.No.-75

3rd   Meera   R.No.-78
3rd   Kriti Shukla   R.No.-252

      Parash Sharma   (Consolation)   R.No.-207

Book Mark Making

1st   Nidhi Gupta   R.No.-36

2nd   Sheron   R.No. – 32
2nd   Navpreet   R.No.-292

3rd   Meera   R.No.-78

      Ritika   (Consolation)   R.No.110

Judges

1. Dr. Savita Arya (Vice Principal & Incharge Library)   27/3/2023

2. Mr. Sanjeev Kumar (Instructor)   27/03/23

3. Mrs. Sneh Panchal (Library Restorer)   27/3/23

4. Mrs. Geeta (Library Restorer)   27/3/23

                                              5/4/2023

Principal
Govt. College of Education
Sec. 20-D, Chandigarh

Central State Library, Sector 17 Chandigarh

A Gateway to Knowledge and Cultural Enrichment

Report

Submitted to :

Dr. Anurag Sankhian

Submitted by:

Meghna Duhan

B. Ed IInd Semester

Roll no. 291

Central State Library, Sector 17 Chandigarh: A Gateway to Knowledge and Cultural Enrichment

The Tarlok Singh Central State Library in Sector 17, Chandigarh, holds a significant place in the cultural and educational landscape of the city. On 11th May 2023 students from Tutorial Group 1-5 of **Government College of Education, sector-20 D, Chandigarh** visited the Central State Library in Sector 17, Chandigarh.

Establishment:

The Tarlok Singh Central State Library was established on November 21, 1958, with the vision of providing a comprehensive repository of knowledge and promoting literacy in Chandigarh. The library was named in honor of Sardar Tarlok Singh, a prominent freedom fighter and the first Speaker of the Punjab Legislative Assembly.

History:

The library's history dates back to the early years of Chandigarh's development as a planned city in the 1950s. The city was designed by renowned architect Le Corbusier and was intended to serve as the capital of both Punjab and Haryana states.

In its initial years, the library operated from a small building in Sector 17. However, recognizing the growing demand for educational and cultural resources, the Punjab Government allocated a larger space for the library in the same sector.

In 1984, the library was rechristened as the Tarlok Singh Central State Library, acknowledging the contributions of Sardar Tarlok Singh to the state of Punjab. The library's name change aimed to honor his legacy and inspire future generations.

Over the years, the Tarlok Singh Central State Library has undergone expansions and renovations to meet the evolving needs of its users. Its infrastructure has been continuously upgraded to provide a modern and welcoming environment for readers and researchers.

The library has played a pivotal role in nurturing a reading culture and intellectual growth in Chandigarh. It has witnessed an increase in its collection, resources, and programs to cater to the diverse interests and needs of the community. Today, it stands as a cherished institution, promoting literacy, lifelong learning, and cultural enrichment.

The Tarlok Singh Central State Library, established in 1958, has emerged as a vital center for education, knowledge, and cultural exchange in Chandigarh. Named in honor of Sardar Tarlok Singh, the library has a rich history and has consistently adapted to meet the evolving needs of its users. Through its extensive collection, modern facilities, and diverse programs, the library continues to inspire intellectual pursuits, foster a love for literature, and contribute to the educational development of the community.

Introduction:

The Tarlok Singh Central State Library, established in 1958, has emerged as a vital center for education, knowledge, and cultural exchange in Chandigarh. Named in honor of Sardar Tarlok Singh, the library has a rich history and has consistently adapted to meet the evolving needs of its users. Through its extensive collection, modern facilities, and diverse programs, the library continues to inspire intellectual pursuits, foster a love for literature, and contribute to the educational development of the community.

The Central State Library in Sector 17, Chandigarh, is a prominent institution that serves as a hub for knowledge, learning, and cultural enrichment. Located in the heart of the city, the library has been a cornerstone of the community for several years. This report provides an overview of the Central State Library, highlighting its facilities, resources, programs, and the impact it has on the local residents.

Facilities and Infrastructure:

The Central State Library boasts a modern and well-designed building, equipped with state-of-the-art facilities to cater to the needs of its diverse visitors. The library offers a spacious and

comfortable environment for reading and research, with ample seating arrangements, study areas, and reading rooms. The infrastructure includes computer terminals with internet access, enabling visitors to explore digital resources and conduct online research. Additionally, the library provides facilities for photocopying and printing, ensuring convenience for users.

Chandigarh, Chandigarh, India
PQRM+5W5, Bridge Market, 17C, Sector 17, Chandigarh, 160017, India
Lat 30.74035°
Long 76.784826°
11/05/23 11:08 AM GMT +05:30

Collection and Resources:

The Central State Library houses an extensive collection of books, periodicals, and multimedia resources, catering to a wide range of interests and age groups. The collection encompasses various subjects, including literature, history, science, art, philosophy, and more. It features both fiction and non-fiction works, with an emphasis on local, national, and international authors. The library regularly updates its collection, acquiring new releases and addressing the evolving needs of its users. Furthermore, the library offers access to digital resources, e-books, and online databases, expanding the range of available materials.

Programs and Events:

The Central State Library is known for its vibrant and engaging programs and events that cater to the interests of the community. It organizes literary festivals, author interactions, book launches, and workshops, inviting renowned authors, scholars, and experts to share their knowledge and experiences. These events provide a platform for intellectual discourse, creativity, and cultural exchange. The library also conducts educational programs for students, including storytelling sessions, workshops on writing and research skills, and career guidance sessions. These

initiatives aim to inspire a love for literature, promote lifelong learning, and enhance personal and professional development.

Chandigarh, Chandigarh, India
PQRM+5W5, Bridge Market, 17C, Sector 17, Chandigarh, 160017, India
Lat 30.740354°
Long 76.784839°
11/05/23 10:23 AM GMT +05:30

Membership Automation:

The Tarlok Singh Central State Library in Sector 17, Chandigarh, has implemented membership automation to streamline the process of joining and accessing library services. The library likely employs a computerized system to manage memberships, allowing individuals to register electronically and receive a membership card. This automation simplifies the process for both library staff and patrons, making it easier to track membership details, borrow books, and access other resources and services offered by the library.

Working Days:

The Central State Library in Sector 17, Chandigarh, typically operates on all weekdays, from Monday to Saturday. The library is closed on Sundays and public holidays recognized by the government. It is advisable to check the library's official website or contact their administrative office for specific operating hours and any temporary closures or changes in schedule.

Different Areas:

The Central State Library is organized into different areas to cater to the various needs and interests of its users. These areas may include

- Reading Areas: The library provides designated spaces for individuals to sit, read, and study in a quiet and conducive environment. These areas may have tables, chairs, and adequate lighting for comfortable reading.
- Stacks: This area houses the library's extensive collection of books, organized by subjects or categories. Users can browse through the shelves to select and borrow books.
- Children's Library: The library likely has a separate section or dedicated space for children, featuring age-appropriate books, storytelling corners, and interactive learning resources to foster a love for reading among young readers.
- Reference Section: A reference section may be available for users seeking in-depth information, academic resources, or research materials. It may include reference books, encyclopedias, dictionaries, and other specialized resources.
- Digital Resources: The library may have a designated area or computer terminals where users can access digital resources, e-books, online databases, and the library's online catalog.

Children's Library

The Central State Library in Sector 17, Chandigarh, recognizes the importance of catering to the needs of young readers. It likely has a dedicated children's library or section that offers a wide range of age-appropriate books, magazines, and educational resources. This area have colorful and inviting spaces, storytelling corners, and interactive learning materials to engage children and promote a love for reading. The children's library also host storytelling sessions, reading clubs, and other educational programs specifically designed for young readers to enhance their literacy skills and nurture their imagination.

Digital Initiatives:

Recognizing the significance of digital technology, the Central State Library has embraced various digital initiatives to enhance accessibility and engagement. It offers online catalog access, allowing users to search and reserve books remotely. The library's website provides access to e-books, audiobooks, and digital archives, enabling users to access resources from the comfort of their homes. Additionally, the library actively engages with readers through social media platforms, sharing updates, recommendations, and organizing online discussions and contests.

Outreach and Community Engagement:

The Central State Library plays an active role in community outreach and engagement. It collaborates with schools, colleges, and local organizations to promote literacy and education. The library conducts outreach programs in underserved areas, organizing book drives and literacy campaigns to make reading more accessible to marginalized communities. It also partners with cultural and art institutions to host exhibitions, cultural events, and film screenings, fostering a sense of community and celebrating the diversity of the region.

Impact and Benefits:

The Central State Library has had a significant impact on the community in Sector 17, Chandigarh, and beyond. It serves as a beacon of knowledge, providing individuals of all backgrounds with a space to explore, learn, and grow. The library's resources and programs have enriched the lives of residents by promoting intellectual curiosity, encouraging lifelong learning, and nurturing a love for literature and culture. It has become a vital resource for students, researchers, academicians, and the general public, contributing to the intellectual and social development of the community.

Conclusion:

The Central State Library in Sector 17, Chandigarh, stands as a testament to the power of libraries and education. Through its comprehensive collection, engaging programs, and community outreach initiatives, it has become an integral part of Chandigarh's cultural fabric. By providing access to knowledge and fostering a love for reading, the library continues to play a crucial role in shaping the intellectual landscape of the city and empowering individuals to grow and thrive.

Library Visit

As a part of our Pre-Internship program, we visited the Divisional Library (South), Sector 34A, chandigarh on 11th May 2022.

Divisional Library, Sector 34A, chandigarh

The Divisional Library, Sector 34A, Chandigarh was inaugurated on 14th August 1975 by Lt. Governour Sri. RKN Chibber, Administrator, chandigarh and Governour of Punjab.
The Library was build as the division of the Central state Library, sec17, chandigarh and some of the first books were donated by the central Library.

The Building Layout

The Library is build over a 24,000 sq. yard area and has a total 6 floors. The Library sees a foot wravel of about 1800 students and visitors per day and has more than 2 lakh books.

1) Basement - ACQUISITION AREA

The basement of the library is the acquisition area which is headed by Mrs kulhir kaur who also reads technical area the acquisition department deals with

MAGAZINE SECTION

the purchase of books

2) GROUND FLOOR - MAGAZINES AND NEWSPAPER AREA
The ground floor has an area for magazines and newspapers provided by the department. The library also subscribes to many different magazines which are periodically and almost all newspapers arriving daily.

3) FIRST FLOOR - CHILDREN'S SECTION
The first floor is the children's section where children from 5 to 14 years. The head of this section is Ms. _____ . This section has a wide variety of books as well as fun items for children.

4) SECOND FLOOR - Similar Room and Circulation
The second floor has a similar space for various activities that occur in the library. The circulation area extends to the third floor also and has a wide range of fiction and non fiction books. The in charge is _____ Anupama _____ and the head is _____ .

5) THIRD FLOOR - Reference and Circulation
The third floor has the reference section which contain encyclopedia, dictionaries as well as competition books. The in charge of the reference section is _____ Harish Sarathi.

Page No.
Date

c) Fourth floor - Reading hall

 the entire fourth floor is a reading hall. There are
at least four reading halls out of fourth entire
fourth floor has reading hall.

MY EXPERIENCE

My experience of the library visit was amazing.
The library has an environment of peacefulness and
is full of books that are widely demanded by the
public. The library uses various software for all
cataloguing and classification and everything is
digital. The library provides its visitors an
environment where they can read their books
without disturbances.

 I had a brilliant experience visiting the library
and I would really like to visit it again.

Visit to Regional Employment Exchange Office

Report

Government College of Education organized a visit to Regional Employment Exchange Office for M.Ed. 2nd year and Post Graduate Diploma Guidance and Counseling students on November 15, 2022. Total of 20 students visited the exchange. M.Ed. in charge Dr. Balwinder Kaur and Dr. Ravneet received the students at the office at 11:00a.m. An interaction and the introduction of the students took place in the Registration section, Room no. 14. Mr. Kamal Kishor, Statistical Assistant, E.M.I, briefed the students about the objectives of the Employment Exchange and how it works. He initiated his speech by mentioning that the exchange not only caters to literate candidates but also to illiterate candidates. He talked about the NCS (National Career Service) Portal run by the Government of India under the Ministry of Labor and Employment with which they register their applicants and as per the demand raises their application is taken into consideration. For that, a special card is filled up in which all the basic credentials of the applicant are registered and special preference is given to the Chandigarh (local) domicile applicants through an Aadhaar Card copy. He also stated that applicants are allowed to mention their three traits, for example, computer skills; stenography, etc.

Afterward, he mentioned the Vocational Guidance cell, which is handled by the respected in charge. The in charge of this unit provides vocational guidance and employment counseling to the job seekers registered with this exchange. He brought to the notice that every employer who is employing 25 or more persons in the private sector is required to notify their manpower requirements to the local employment exchange before filling up so that the applicants registered can be sponsored. Information regarding the renewal of the card was given that is after three years and the failure of which leads to the removal of the candidate's name from the Live Register as per the instruction of DGE&T (Directorate General of Employment). Then he took the students to the cabinets, which were placed in the interaction room, consisting of cards filled up by the applicants. Each cabinet is assigned a code with specific qualifications to make it easy to locate when in need. He added that NCO describes and assigns these codes to the various occupations in the country and aligns them with the ISCO.

At last, Mr. Kamal Kishor answered the queries of the students and allowed the students to explore the office. The visit was completed with a group photograph.
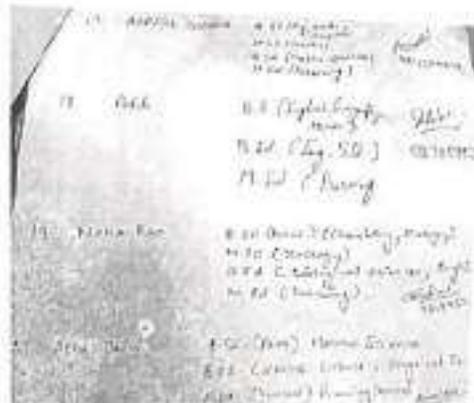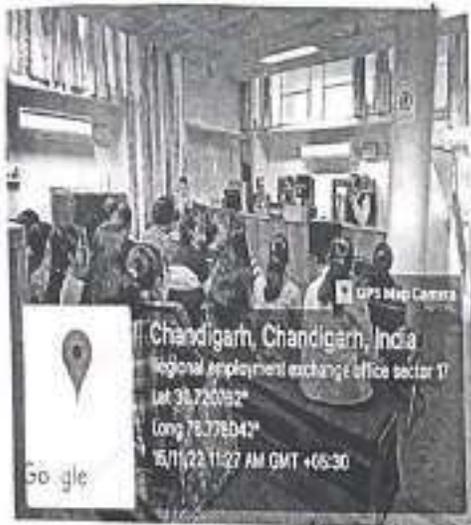
M.Ed INCHARGE

PRINCIPAL

GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH

DEPARTMENT OF FINE ARTS

INTERIOR DECORATION WORKSHOP

29-03-2023

Government College Of Education, Sector 20-D, Chandigarh organized three day craft; Interior Decoration workshop for the B.Ed students from 27th to 29th March 2023 in the Department of Fine Arts.

Ms. Piyusha Priyadarshini, Artist from Pidilite Industries and Mr. Kapoor Saini Fine Arts, Teacher, Education Department, Haryana taught various techniques of Creating Home Decor Items like Glass Paintings, Mural Making, Canvas painting, Pot Painting, Tile Designing and wall hanging etc. in the workshop.

Students tried their hands on sculpting human face, mother and child, human figures in wall hanging Murals. Several doubts of the students were heard and best solutions were provided to the students. Students were also given the freedom to draw art piece of their own choice and proper guidance was also provided to the students in the workshop.

Students also got an opportunity to enhance their knowledge on various art forms as well as the type of material to be used, different methods for different art form and various techniques etc.

GLIMPSES OF THE WORKSHOP

Students were able to show their creative as well as artistic skills and it was a session full of fun as well as learning going on simultaneously. All in all this workshop was not only a complete success but also provided students a once in a lifetime experience.

Dr (Mrs.) Sapna Nanda, Principal, Government College of Education, Sector 20-D, Chandigarh was overwhelmed with the success of the workshop and congratulated the participating students.

Mr. Sanjeev Kumar
Convener

Principal
Government College of Education,
Sector 20-D, Chandigarh

GOVERNMENT COLLEGE OF EDUCATION, SECTOR 20-D, CHANDIGARH

01-12-2022

REPORT
ONE DAY INTRA COLLEGE FINE ARTS COMPETITIONS

The Department of Fine Arts at Government College of Education, Chandigarh is committed to professional training of Education in Teaching of Fine Arts. The department in collaboration with the N.S.S. Unit of College organised one day intra college Fine Arts competitions on 01-12-2022 to bring out the untold and hidden talents of the students to limelight.

More than 120 students of B.Ed , PGDGC and M.Ed course participated in the various competitions like On The Spot Painting; Landscape, Collage Making, Clay Modelling, Poster making, Cartooning, and Mehandi Designing on various themes. These competitions provided the students an opportunity to show their creative abilities and provided them with the sight to see things in a different way.

Dr (Mrs.) Aarti Bhatt, Dr Upasana Thapliyal and Mr Sanjeev Kumar, Instructor, Department of Fine Arts, judged all the participant's submissions. Students were awarded prizes on the basis of Creativity and originality of the depicted theme.

(Glimpses from the Event!)

(Glimpses from the Event!)

Anmol Jaswal, Roll No. 245 got first prize in on the spot painting landscape for painting college scene while Simrandeept Kaur Roll No 310 bagged First prize for creating beautiful Collage Depicting the theme 'Save Environment'.

More than 25 students participated in mehandi Competition and Anjali Rana, Roll no. 217 of B.Ed Semester 1 got first prize in Mehandi designing for traditional mehandi, Radha Roll no. 235 also did well and bagged the 2nd prize in Mehandi designing in bridal style while Rajeshwari Patel, Roll No. 911 of PGDGC got third prize in it.

Amrinder Kaur, Roll no. 258 got first prize in poster making. Kriti shukla and Neeraj Sharma both bagged 2nd prize while Rankita kumari Roll no. 248 got third prize. A consolation prize for creative work is also awarded to Anjali Roll no 201. Samiksha Singh, Roll no 221 got 1st prize in Book Cover Design and Jasleen bagged 2nd prize and Amulya roll no 299 got 3rd prize in it. In a very interesting event of Clay

Modeling most of the students created sculptures on rural Life and Tribal art. Suhani Sharma Scored 1st prize while Amisha bagged 2nd and vandana got third prize in it.

The event was a grand success as the students got the opportunity to prove their skills in extra-curricular activities and participated enthusiastically.
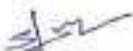
Dr (Mrs.) Aarti Bhatt

Dr Upasana Thapliyal

Mr. Sanjeev Kumar

Principal 15/12/22

C. C.
College Record (Dr. Rgni)

Event 1: Slogan Writing

GOVERNMENT COLLEGE OF EDUCATION
SECTOR 20-D, CHANDIGARH-160020

EPC 3.1

SCHOOL INTERNSHIP PROGRAMME

(GOVERNMENT MODEL SR. SEC. SCHOOL, SECTOR 20D, CHANDIGARH)

ASSESSMENT

RECORD FILE

PEDAGOGY OF MATHEMATICS

SUBMITTED BY:
UMISHA KALIA
B.ED II (SEM-3RD)
UNIVERSITY ROLL NO. 21102054
COLLEGE ROLL NO. 45/21

SUBMITTED TO:
DR. UPASNA THAPLIYAL
GCE 20D
CHANDIGARH

ASSESSMENT
RECORD

CLASS- 6TH

UNIT TEST   Max. Marks - 15
INTEGERS

Objective type questions:

Q1 Which no. will you reach if you move 4 numbers to the right of -2 on number line
(a) -6   (b) +2   (c) +4   (d) +6

Q2 If you are at -8 on number line, in which direction should you move to reach -13
(a) Right   (b) left   (c) Both (a) and (b)   (d) None of above

Short answer type questions:

Q3 Represent the following numbers on number line
(a) -5   (b) -10   (c) +8   (d) -1

Q4 True/False
(a) 0 is greater than all negative integers
(b) -9 is to the right of -10 on number line.
(c) -26 is greater than -25.
(d) 51 is to the left of 50 on number line.

Q5 Using number line, write the integer which is
(a) 3 more than 5
(b) 6 less than 2
(c) 5 more than -5
(d) 5 less than 3

Q6 Write integers between given pairs
(a) 0 and -7   (b) -4 and 4

Essay type questions:

Q7 Solve the following
(a) $(-7) + (-9) + 4 + 16 + (-25)$
(b) $(37) + (-2) + (-65) + (-8)$

UNIT TEST -2

Fraction - I

Objective type questions.

Q1 Which of the following represent the fraction $\frac{3}{5}$?

(i) [image]   (ii) [image]   (iii) [image]   (iv) [image]

Q2 What is the fractional representation of given diagram:

[image]

(i) $\frac{4}{8}$ (ii) $\frac{4}{5}$ (iii) $\frac{4}{9}$ (iv) $\frac{4}{10}$

Short answer type questions

Q3 Represent the following fractions on number line

(a) $\frac{4}{5}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$

(b) $\frac{1}{8}$, $\frac{2}{8}$, $\frac{3}{9}$, $\frac{7}{8}$

Q4 Express following as mixed fraction:

(a) $\frac{20}{3}$

(b) $\frac{11}{5}$

Q5 Express following as improper fraction.

(a) $7\frac{3}{4}$ (b) $5\frac{6}{7}$

Essay type questions:

Q6 Express the following in their simplest form

(a) $\frac{48}{60}$ (b) $\frac{150}{60}$ (c) $\frac{7}{28}$ (d) $\frac{18}{52}$ (e) $\frac{84}{98}$

Q7. Check whether $\frac{3}{2}$ is the simplest form of $\frac{36}{24}$ or not. Justify with proof.

Q8. Replace □ with correct number: (a) $\frac{8}{7} = \frac{\Box}{35}$ (b) $\frac{5}{8} = \frac{10}{\Box}$ (c) $\frac{3}{5} = \frac{\Box}{90}$

Q9. Is $\frac{49}{64}$ in its simplest form. Explain.

60

UNIT TEST   Max Marks - 15

Fraction - 2

Objective type questions

Q1. Which of the following is equivalent fraction of $\frac{2}{7}$

(i) $\frac{10}{21}$ (ii) $\frac{18}{24}$ (iii) $\frac{36}{48}$ (iv) $\frac{18}{63}$

Q2. Which one is correct?

(i) $\frac{1}{3} < \frac{1}{5}$ (ii) $\frac{5}{7} > \frac{3}{7}$ (iii) $\frac{2}{3} < \frac{2}{5}$ (iv) $\frac{1}{8} < \frac{1}{10}$

Short answer-type questions.

Q3 Find the equivalent fraction of $\frac{2}{4}$ with denominator 63. and one with denominator 81.

Q4 Check whether following are equivalent or not

(a) $\frac{5}{9}$, $\frac{30}{54}$

(b) $\frac{3}{10}$, $\frac{12}{50}$

Q5 Compare fraction and put appropriate sign <, >, =

(a) $\frac{3}{6} \Box \frac{5}{6}$ (b) $\frac{1}{7} \Box \frac{1}{4}$

Q6 Write and Indicate how you find the answer of following—

(a) Is $\frac{5}{9}$ equal to $\frac{4}{5}$?

(b) Is $\frac{9}{16}$ equal to $\frac{5}{9}$?

Essay type questions.

Q7 Solve the following

(a) $\frac{7}{15} - \frac{1}{15}$ (d) $\frac{16}{5} - \frac{7}{5}$

(b) $4\frac{2}{3} + 3\frac{1}{4}$ (e) $\frac{4}{3} - \frac{1}{2}$

(c) $\frac{2}{3} + \frac{1}{7}$

UNIT TEST -4

Max. Marks 15

Whole numbers

Objective type questions

Q1 Which one is the greatest from the following

(i) 9729010 (ii) 97590 (iii) 9721 (iv) 97970720

Q2 Which of the following have 2 on tens position.

(i) 1725 (ii) 1275 (iii) 2157 (iv) 1572

Short answer type questions

Q3 Make the greatest and the smallest 4-digit numbers by using any one digit twice

(a) 3,8,7

(b) 9,0,5

Q4 Use given digits without repetition and make the greatest and smallest 4-digit numbers.

(a) 2,8,7,4

(b) 9,7,4,1

Q5 Write the number in Indian System of Numeration

(i) 9847915

(ii) 475320

Q6 Write the number in International System of Numeration

(i) 9847818

(ii) 457931

Essay type questions

Q7 Fill in the blanks :

a) 1 lakh = _____ ten thousand.

b) 1 million = _____ hundred thousand.

c) 1 crore = _____ ten lakh.

d) 1 crore = _____ million.

e) 1 million = _____ lakh.

62

5. IDENTIFYING AND UISNG THE DIFFERENT SOURCES FOR STUDY

.RISE

Worldwide

This certificate is presented to

NEERAJ SHARMA

For having completed the
Second year E-Module of INIFD Classroom

On The Voice of Fashion

Jaspreet Chandok
Head of lifestyle, RISE Worldwide

INIFD CLASSROOM   THE <OICE OF FASHION

64

IMG|Reliance

This certificate is presented to

NEERAJ SHARMA

For having completed the
First year E-Module of INIFD Classroom

On The Voice of Fashion

Jaspreet Chandok
Head of Fashion, IMG Reliance

INIFD CLASSROOM THE <OICE OF FASHION

CERTIFICATE
OF ACHIEVEMENT

This certificate is presented to

Parash Sharma

for successfully completing a Course about

Certified No.
1060994850

mindluster

Signature

Certified
Member

Mind
Luster

2022-12-26

Date

www.mindluster.com

CERTIFICATE
OF ACHIEVEMENT

This certificate is presented to

Parash Sharma

for successfully completing a Course about

Certified No.
1060994850

mindluster

Signature

Certified Member

MindLuster

2022-12-26

Date

www.mindluster.com

CERTIFICATE
OF ACHIEVEMENT

This certificate is presented to

Navpreet Kaur

for successfully completing a Course about

Certified No.
1126992725

mindluster

Signature

Certified
Member

Mind
Luster

2023-01-03

Date

www.mindluster.com

CERTIFICATE OF COMPLETION

Great Learning

Presented to

Harsha

For successfully completing a free online course

Content Marketing Basics

Provided by

Great Learning Academy

(On December 2022)

CERTIFICATE OF COMPLETION

Presented to

Harsha

For successfully completing a free online course

Content Marketing Basics

Provided by

Great Learning Academy

(On December 2022)

Alison

You Passed!

You scored 92%

Let's Get Your Official Certificate Now!

Get Certificate →

Edit Name ✏️

✔ Highlight your skills to potential employers

✔ Share your abilities on professional social media

✔ Show your current employer your initiative and drive to learn

greatlearning
Power Ahead

CERTIFICATE OF COMPLETION

Presented to

Aanchal Pathania

For successfully completing a free online course

Smart English Basics for Professionals

Provided by

Great Learning Academy

(On September 2020)

Certificate
of Achievement

CYBERZONE
Computer Services

UAN.No. PB20D0001112

AN ISO 9001:2015 Certified Institute

Session 2019-20

Student Adm.No.
CZCS-COM
April 2019/09

This is to certify that

Parash Sharma

Father's Name : *Adesh Sharma*

Has successfully completed the Course

Advance Diploma in Computer Applications

during the Session : April 2019 - March 2020 (1 Year)

From the Study Centre: CZCS - MC Road, Banur 140601 (Punjab)

He/She has got training in **MS - Word, Excel, Powerpoint, Internet**

Applications, Tally, HTML/DHTML, Photoshop, Typing etc.

with Marks & Grade . Mark........730/800........Final Grade........A........

Typing Speed ....**33 WPM**........

Grading & Result For Certification

A+=90 to 100	Excellent
A =80 to 89	Best
B =55 to 79	Good
C =40 to 54	Pass

Issue Date :31 Dec 2020

For Cyber Zone Computer Services

Course Coordinator

Cyber Zone Computer Services
94633-76805, 01762-507433

2022.05.22 13:25

Certified by Autonomous body of Cyber Zone Computer Services

Certificate
of Achievement

ISO Certificate No.
D1137ADAAD0330

Mem No. 02288

CYBERZONE
Computer Services

UAN.No. PB20D0001112

AN ISO 9001:2015 Certified Institute

Session 2019-20

Student Adm.No.
CZCS-COM
April 2019/09

This is to certify that

Parash Sharma

Father's Name : *Adesh Sharma*

Has successfully completed the Course

Advance Diploma in Computer Applications

during the Session : April 2019 - March 2020 (1 Year)

From the Study Centre: CZCS - MC Road, Banur 140601 (Punjab)

He/She has got training in MS - Word, Excel, Powerpoint, Internet

Applications, Tally, HTML/DHTML, Photoshop, Typing etc.

with Marks & Grade . Mark 730/800 Final Grade A

Typing Speed 33 WPM

Grading & Result For Certification
A+=90 to 100	Excellent	
A =80 to 89	Best	
B =55 to 79	Good	
C =40 to 54	Pass	

Issue Date :31 Dec 2020

For Cyber Zone Computer Services

Cyber Zone Computer Services
94633-76805, 01762-507433

Course Coordinator

2022.05.22 13:25

Certified by Autonomous body of Cyber Zone Computer Services

Certificate
of Achievement

ISO Certificate No.
D1137ADAAD0330

WACA
Accreditation Council World

Mem No. 02288

CYBERZONE
Computer Services

UAN.No. PB20D0001112

AN ISO 9001:2015 Certified Institute

Student Adm. No.
CZCS-COM
April 2019/09

Academic Transcript

Certified that.......... **Parash Sharma**

Father's Name .... **Adesh Sharma**

Award........... **Advance Diploma in Computer Applications (1 Year)**

Award Issue Date **31/12/2020**

Total Marks & Grade Obtained: Marks.......... **730/800** .... Final Grade.......... **A**

Transcript Details & Course Coverage:

Subject	Maximum Marks	Pass Marks	Obtained Marks
Computer Fundamentals	100	40	90
MS-Office 2007 & Internet Applications	100	40	89
TALLY 9.0	100	40	91
HTML/DHTML	100	40	90
Photoshop	100	40	90
Practical Lab Assignment &	300	120	280
Total Marks	800	320	730

Performance | Best Performance in this batch of our Institute.

Course Coordinator

For Cyber Zone Computer Services

Cyber Zone Computer Services

Grading & Result For Certification

ResulExcellent	Best	Good	Pass
Grade A+=90 to 100	A=80 to 89	B =55 to 79	C =40 to 54

Certified by Autonomous body of Cyber Zone Computer Services

2022.05.22 13:25

Certificate
of Achievement

ISO Certificate No.
D1137ADAAD0330

Mem No. 02288

CYBERZONE
Computer Services
UAN. No. PB20D0001112

Session 2019-20

Student Adm. No.
CZCS-COM
April 2019/09

AN ISO 9001:2015 Certified Institute

Academic Transcript

Certified that........... Parash Sharma

Father's Name .... Adesh Sharma

Award........... Advance Diploma in Computer Applications (1 Year)

Award Issue Date 31/12/2020

Total Marks & Grade Obtained: Marks........ 730/800 .... Final Grade........ A

Transcript Details & Course Coverage:

Subject	Maximum Marks	Pass Marks	Obtained Marks
Computer Fundamentals	100	40	90
MS-Office 2007 & Internet Applications	100	40	89
TALLY 9.0	100	40	91
HTML/DHTML	100	40	90
Photoshop	100	40	90
Practical Lab Assignment &	300	120	280
Total Marks	800	320	730

Performance | Best Performance in this batch of our Institute.

CLC
SERVICES
Course Coordinator

For Cyber Zone Computer Services
Cyber Zone Computer Services

Grading & Result For Certification

ResulExcellent	Best	Good	Pass
Grade A+=90 to 100	A=80 to 89	B =55 to 79	C =40 to 54

Certified by Autonomous body of Cyber Zone Computer Services

2022.05.22 13:25

76

Goswami Ganesh Dutta S.D. College, Kheri Gurna

in collaboration with iTinker

CERTIFICATE OF RECOGNITION

This is to certify that

Parash Sharma

Roll Number 19417 of B.A 2nd year

has successfully completed 6 Week course in

MOBILE APP DEVELOPMENT AND DIGITAL MARKETING

from 3 March 2021 to 17 April 2021

PROF (DR.) Rama Arora
Principal
GGD SD College, Kheri Gurna

Ashish Jain
Chief Happiness Officer
iTinker

iTinker

Ministry of MSME, Govt. of India

2022.05.22 13:35

77

Goswami Ganesh Dutta S.D. College, Kheri Gurna

in collaboration with iTinker

CERTIFICATE OF RECOGNITION

This is to certify that

Parash Sharma

Roll Number 19417 of B.A 2nd year

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MOBILE APP DEVELOPMENT AND DIGITAL MARKETING

from 3 March 2021 to 17 April 2021

PROF (DR.) Rama Arora
Principal
GGD SD College, Kheri Gurna

Ashish Jain
Chief Happiness Officer
iTinker

iTinker

Ministry of MSME, Govt. of India

2022.05.22 13:35

78

Google Analytics
by RAMANDEEP KAUR

You are the owner of this list.

🔒 Your list privacy is currently **Private**.
Change it to allow other users to find
and share your list.

🖊 **Edit List**

⌄ Collapse all   2 items

G

Google Analytics for Beginners
⊟ Google via Independent
⭐⭐⭐⭐⯪

79

Certification of Training

This certifies that

Jasleen .

has successfully completed the
bksb IELTS Advanced Level Course

Username: JASLEEN707070@GMAIL.COM
SkillsAnytimeIndia

17th June 2020

Signature

Date

Skills Anytime

Certification of Training

This certifies that

Jasleen .

has successfully completed the
bksb IELTS Advanced Level Course

Username: JASLEEN707070@GMAIL.COM
SkillsAnytimeIndia

Signature

Skills Anytime
powered by
bksb

17th June 2020

Date

81

SkillUP
by Simplilearn

Declaration of Completion
sonu Kumar

has successfully completed the online course:

Instagram Marketing Basics

This professional has demonstrated initiative and a commitment to deepening
their skills and advancing their career. Well done!

31st Dec 2022

Krishna Kumar
CEO

Google Digital Unlocked

Sandhya Devi

is hereby awarded this certificate of achievement for the successful
completion of **The Fundamentals of Digital Marketing** certification exam

on **03/01/2023**

President – Google EMEA

The Open University

CEO – IAB Europe

Google Digital Garage

Sakshi Sakshi

is hereby awarded this certificate of achievement for the successful
completion of **The Fundamentals of Digital Marketing** certification exam
on **25/12/2022**

President – Google EMEA

The Open University

CEO – IAB Europe

Google Digital Garage

Poonam Kumari Sharma

is hereby awarded this certificate of achievement for the successful
completion of **The Fundamentals of Digital Marketing** certification exam

on 30/12/2022

President – Google EMEA

The Open University

CEO – IAB Europe

SkillUP
by Simplilearn

Declaration of Completion

Digital Marketing For CXOs (Jaspreet Kaur)

has successfully completed the online course:

Digital Marketing for CXOs

This professional has demonstrated initiative and a commitment to deepening their skills and advancing their career. Well done!

01st Jan 2023

Certificate code : 4056334

Krishna Kumar
CEO

beauty

Certificate of Completion

This is to certify that

Aanchal Pathania

has attended the Royal Chic Bridal Makeup Workshop by Neha Chhabra organised by the Airblack Beauty Club on 5th Aug, 2021

Videt Jaiswal

Director, Airblack

Rishita Shyam

Manager, Airblack Beauty Club

CERTIFICATE OF COMPLETION

Ultimate Microsoft Office; Excel, Word, PowerPoint & Access

Instructors **Simon Sez IT**

Amrinder Kaur

Date **Dec. 30, 2022**

Length **70.5 total hours**

project
network

PROJECT
CERTIFICATE

Dec 27, 2022

Bandana .

has successfully completed

Introduction to Microsoft Excel

an online non-credit project authorized by Coursera Project Network and offered through
Coursera

Summer Scaggs
Subject Matter Expert
Freedom Learning Group

Verify at:

https://coursera.org/verify/FDV23P5SPRLC

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

89

Google Digital Garage

Komal Mehra

is hereby awarded this certificate of achievement for the successful
completion of **The Fundamentals of Digital Marketing** certification exam
on **26/12/2022**

President – Google EMEA

The Open University

CEO – IAB Europe

Certificate ID: 5JF 659 QB5   Verify the authenticity of this certificate at :   https://learndigital.withgoogle.com/link/1qsdpcedm9s

udemy

CERTIFICATE OF COMPLETION

Art Fundamentals: Foundations of Painting and Drawing Course

Instructors **Scott Harris | 330,000+ Students**

Suhani Sharma

Date **Dec. 28, 2022**

Length **1 total hour**

Google Analytics Academy

Google Analytics for Beginners

Certificate of Completion

Rohit Sah

Awarded for successfully completing the course "Google Analytics for Beginners"

Certificate expires December 29, 2025

PROJECT
CERTIFICATE

Dec 25, 2022

VANSHIKA

has successfully completed

Introduction to Microsoft Excel

an online non-credit project authorized by Coursera Project Network and offered through Coursera

Summer Scaggs
Subject Matter Expert
Freedom Learning Group

93

udemy

CERTIFICATE OF COMPLETION

Critical Thinker Academy: Learn to Think Like a Philosopher

Instructors **Kevin deLaplante**

Rupanshi

Date **Dec. 25, 2022**

Length **19.5 total hours**

Google Digital Garage

Rubby Kumari

is hereby awarded this certificate of achievement for the successful
completion of **The Fundamentals of Digital Marketing** certification exam
on 30/12/2022

President – Google EMEA

The Open University

CEO – IAB Europe

Certificate ID: 27K ERY 8CM

Verify the authenticity of this certificate at: https://learndigital.withgoogle.com/link/1qsdpcedm9s

CERTIFICATE OF COMPLETION

Presented to

Naincy Kumari

For successfully completing a free online course

Data Structures in C

Provided by

Great Learning Academy

(On December 2022)

96

Declaration of Completion

Naincy Kumari

has successfully completed the online course:

Digital Marketing 101

This professional has demonstrated initiative and a commitment to deepening their skills and advancing their career. Well done!

27th Dec 2022

Certificate code : 4043910

Krishna Kumar
CEO

Declaration of Completion

Naincy Kumari

has successfully completed the online course:

Digital Marketing 101

This professional has demonstrated initiative and a commitment to deepening their skills and advancing their career. Well done!

27th Dec 2022

Certificate code : 4043910

Krishna Kumar
CEO

G Great Learning

CERTIFICATE OF COMPLETION

Presented to

Harshita Saini

For successfully completing a free online course

Introduction to Digital Marketing

Provided by

Great Learning Academy

(On December 2022)

Future Learn

Certificate of Achievement

Pooja Rani

has completed the following course:

DIGITAL SKILLS: SOCIAL MEDIA

ACCENTURE

This online course explored how to effectively use social media for business. It provided information on how to promote your brand, set campaign objectives, how to identify the target audience and the right channels.

2 weeks, 1 hour per week

Camilla Drejer
Managing Director for UKI Responsible Business & Citizenship
Accenture

accenture

In association with

CPD CERTIFIED
The CPD Certification Service

100

accenture

Pooja Rani

has completed the following course:

DIGITAL SKILLS: SOCIAL MEDIA
ACCENTURE

92%
OVERALL
SCORE

This course explored why social media is so important for businesses today and how it can be used to establish and build brand presence. It outlined the key steps involved in promoting a brand through social media, including setting and tracking campaign objectives. Other topics covered included how to identify your target audience and the right channels, how to create engaging content, and how to manage your presence online.

STUDY REQUIREMENT
2 weeks, 1 hour per week

LEARNING OUTCOMES
• Explain what Social Media is
• Describe how it can be used to build a brand
• Explain what target groups are
• Identify social media channels
• Explain tips for messaging
• Describe the role of a Social Media Manager
• Identify Social Media Management tools

SYLLABUS
Week 1

• What is social media?
• Target groups
• Social media channels
• Managing your social media presence
• Social media management tools

Week 2

• Social media top tips
• The importance of performance measurement
• Social media listening

Future Learn

Future Learn

Certificate of Achievement

Sahil Singh

has completed the following course:

DIGITAL SKILLS: SOCIAL MEDIA

ACCENTURE

This online course explored how to effectively use social media for business. It provided information on how to promote your brand, set campaign objectives, how to identify the target audience and the right channels.

2 weeks, 1 hour per week

Camilla Drejer
Managing Director for UKI Responsible Business & Citizenship
Accenture

accenture

In association with

CPD CERTIFIED
The CPD Certification Service

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.

accenture

Sahil Singh

has completed the following course:

DIGITAL SKILLS: SOCIAL MEDIA
ACCENTURE

90%
OVERALL
SCORE

This course explored why social media is so important for businesses today and how it can be used to establish and build brand presence. It outlined the key steps involved in promoting a brand through social media, including setting and tracking campaign objectives. Other topics covered included how to identify your target audience and the right channels, how to create engaging content, and how to manage your presence online.

STUDY REQUIREMENT
2 weeks, 1 hour per week

LEARNING OUTCOMES
• Explain what Social Media is
• Describe how it can be used to build a brand
• Explain what target groups are
• Identify social media channels
• Explain tips for messaging
• Describe the role of a Social Media Manager
• Identify Social Media Management tools

SYLLABUS
Week 1

• What is social media?
• Target groups
• Social media channels
• Managing your social media presence
• Social media management tools

Week 2

• Social media top tips
• The importance of performance measurement
• Social media listening

Future
Learn

CERTIFICATE OF COMPLETION

Classroom Management - Fundamentals of Teaching & Education

Instructors **Scott Graham**

Kriti Shukla

Date **Dec. 26, 2022**

Length **2 total hours**

CERTIFICATE OF COMPLETION

Classroom Management - Fundamentals of Teaching & Education

Instructors **Scott Graham**

Kriti Shukla

Date **Dec. 26, 2022**

Length **2 total hours**

Google Digital Garage

Sahibpreet Kaur

is hereby awarded this certificate of achievement for the successful
completion of **The Fundamentals of Digital Marketing** certification exam
on **25/12/2022**

President – Google EMEA

The Open University

CEO – IAB Europe

106

Google Digital Garage

Priya Dadwal

is hereby awarded this certificate of achievement for the successful
completion of **The Fundamentals of Digital Marketing** certification exam
on **30/12/2022**

President – Google EMEA

The Open University

CEO – IAB Europe

Google Digital Garage

Ameesha Verma

is hereby awarded this certificate of achievement for the successful
completion of **The Fundamentals of Digital Marketing** certification exam
on **30/12/2022**

President – Google EMEA

The Open University

CEO – IAB Europe

Certificate ID: EQ2 TB6 EMR

Verify the authenticity of this certificate at: https://learndigital.withgoogle.com/link/1qsdpcedm9s

108

OpenLearn

Free learning from
The Open University

The Open University

Statement of participation

Kirandeep Kaur

has completed the free course including any mandatory tests for:

Accessibility of eLearning

This 15-hour free course explored the challenges for disabled students taking part in eLearning, alternative teaching methods and the design of tools.

Issue date: 27 December 2022

www.open.edu/openlearn

Please go to the course on OpenLearn for full details:
https://www.open.edu/openlearn/education-development/education-careers/accessibility-elearning/content-section-0

109

COURSE CODE: **H807_1**

Accessibility of eLearning

https://www.open.edu/openlearn/education-development/education-careers/accessibility-elearning/content-section-0

Course summary

It is part of a teaching professional's skills to understand the needs of a diverse population of students. This free course, Accessibility of eLearning, introduces the challenges for disabled students who may use computers in different ways when taking part in eLearning or may need alternative teaching methods. It covers the technology and techniques used by disabled students, the adjustments to teaching methods that might be reasonable, design decisions which affect the accessibility of eLearning tools and strategies for evaluation.

Learning outcomes

By completing this course, the learner should be able to:

- discuss the main challenges facing disabled students with respect to eLearning.
- have an understanding of the types of technology used by disabled students.
- consider what adjustments you might make in creating eLearning materials to ensure they are accessible and usable.
- consider appropriate ways to evaluate the accessibility and usability of your eLearning materials.

Completed study

The learner has completed the following:

Section 1

Introducing accessibility and disability

Section 2

A brief overview of assistive technology

Section 3

Creating accessible eLearning content

Section 4

Evaluation of accessible eLearning

Section 5

Conclusion

Section 6

Keep on learning