



**N.V.K.S.D.COLLEGE OF EDUCATION
(AUTONOMOUS)**

(Affiliated to Tamilnadu Teachers Education University and
Re-accredited by NAAC with 'A⁺⁺' Grade)
Attoor post, Kanniyakumari District,
Tamil Nadu-629177.

**VALUE-ADDED COURSES
for
B.Ed. PROGRAMME**

Value-added courses

Overview

The VAC courses are designed to enhance the educational experience of Prospective Teacher educators beyond the core requirements of the program. These courses often focus on specialized areas, emerging trends, or practical skills that can complement the theoretical knowledge gained in core courses. By incorporating value-added courses into their curriculum, learners can equip themselves with the tools and knowledge they need to stay up-to-date with the latest trends in education and become more effective practitioners

Course Outcomes

- Explores specialized areas of interest within education.
- Developing practical skills and competencies that can be applied in educational settings.
- Fosters critical thinking, innovation, and creativity among learners.
- Enhances the employability of M.Ed graduates in a competitive job market.
- Contributes to the professional growth and development of learners.

List of Value Added Courses Offered

1. English for Professional Communication
2. Open Educational Resources: Theory and Practices
3. Instructional Technology in Learning
4. Counselling Skills
5. Sustainable Eco-Practices
6. Indigenous Games of South India
7. Waste Management and Recycling
8. Artificial Intelligence in Education
9. Educational Entrepreneurship
10. Financial Literacy

The courses English for Professional Communication and Counselling Skills are mandatory for all the students.

Duration of the Course

The duration of the value added course shall be for 2 credits (60 hours) with a combination of theory and practical.

Procedure for Registration

The list of Value Added Courses shall be displayed in the website along with the syllabus. The students shall register for the course by submitting the duly filled form through submission of Google form. Segregation is done according to the choice opted for the course.

Examination and Evaluation

Evaluation of Value Added Courses is purely internal. Each student has to submit three suggested activities (3x10=30 marks) for each course followed by online objective type written examination for twenty marks at the end of each semester along with end semester examination. Evaluation will be done by the course coordinators.

Award of Certificates

The learners who successfully complete the Value Added Courses shall be issued a certificate duly signed by the authorized signatory of the institution. The credit earned in VAC shall be entered in the grade sheet and is not considered for calculating SGPA or CGPA.

BED VAC 01

ENGLISH FOR PROFESSIONAL COMMUNICATION

Course Objectives:

On successful completion of the course, the Prospective Teacher

1. Analyses the languages skills of listening, speaking, reading and writing
2. Uses appropriate language skills in teaching learning process.
3. Appraises the personal and professional competency in communication.
4. Engages in clear and polite conversations.
5. Suggests strategies for effective communication in a multicultural environment.

UNIT:I EFFECTIVE INTERPERSONAL COMMUNICATION

Greetings and introductions- Small talk and casual conversations-Expressing opinions and emotions -Asking and answering questions- Non-verbal communication (tone, body language)- Cultural awareness in communication.

UNIT: II PROFESSIONAL COMMUNICATION IN THE WORKPLACE

Professional vocabulary and jargon -Meeting etiquette and language-Email writing and formal correspondence- Formal and informal language use-Structuring emails and reports-Presentation techniques-Active listening and note-taking.

UNIT:III CROSS-CULTURAL COMMUNICATION

Cultural norms and values in communication- Language barriers and overcoming them.Negotiation and conflict resolution in a cross-cultural context-Cultural sensitivity-Adaptability in communication-Conflict resolution techniques-Rapport-building strategies.

ASSESSMENT

- Essays
- Reports
- Formal letters
- Memos
- Emails
- Individual presentations
- Group presentations
- Role-plays
- Quizzes and tests

SUGGESTED ACTIVITIES(Any Three):

1. Practice listening to short dialogues or audio clips, followed by comprehension questions.
2. Write and peer-review emails on various professional topics.

3. Prepare and deliver short presentations on a work-related topic, receiving feedback on clarity and delivery.
4. Simulate job interviews where students practice answering common interview questions and using professional language
5. Explore topics related to global communication challenges and brainstorm ways to improve cross-cultural understanding.

REFERENCES

- Mackenzie, I. (2023). *Business English: A Practical Guide*. [Publisher].
- Soars, J., & Orwin, L. (2023). *Headway Business English* series. [Publisher].
- Cotton, D., Falvey, D., & Kent, K. (2023). *New Insights into Business English*. [Publisher].
- Strunk Jr., W., & White, E. B. (2022). *The Elements of Style*. [Publisher].
- King, S. (2020). *On Writing: A Memoir of the Craft*. [Publisher].
- Sanborn, W. (2020). *Business Writing: A Practical Guide*. [Publisher].
- Purdue Online Writing Lab (OWL). (2023). Retrieved from <https://owl.purdue.edu/owl/>
- The Chicago Manual of Style. (2023). Retrieved from <https://press.uchicago.edu/sites/cmos17/index.html>
- Grammarly. (2023). Retrieved from <https://www.grammarly.com/>
- Harvard Business Review. (2023). Retrieved from <https://hbr.org/>
- Forbes. (2023). Retrieved from <https://www.forbes.com/>
- The Economist. (2023). Retrieved from <https://www.economist.com/>
- LinkedIn Learning. (2023). Retrieved from <https://www.linkedin.com/learning>

BED VAC02

OPEN EDUCATIONAL RESOURCES:THEORYANDPRACTICES

COURSE OUT COMES

On successful completion of the course, the Prospective Teacher

1. Analyses Open Educational Resources
2. Analyses the creative common license
3. Appraises the usefulness of Open Educational Resources.

UNIT I INTRODUCTION TO OPEN EDUCATIONAL RESOURCES

Definition of OER - Benefits of Open Education and OER -History and Development - Challenges of Using - Institutions Promoting OER -UNESCO - Commonwealth of Learning – ConsortiumforEducationalCommunication(CEC),*NationalDigitalLibraryofIndia* (Gyankosh,NationalInstituteofOpenSchooling(NIOS),National RepositoryofOpenEducationalResources(NROER),NCTE’sInitiativeonOERand NCERT online textbooks. Significant Projects/Initiatives - OER Impact Map – Open Learn - OERu- UNESCO–COLOERChairs,NationalProgrammeonTechnologyEnhanced Learning (NPTEL), SWAYAM, E-PG Patshala andShodhGanga.

UNIT II :COPYRIGHT AND OPEN LICENSING

Understanding Copyright - Open Licensing - The Creative Commons Licensing System - Promoting OpenLicensing:Policy,AdvocacyandCapacityBuilding -Policy -OER Advocacy - Capacity Building.

Unit III FINDING AND EVALUATING OER

TypesofOER-Directories,PlatformsandRepositories-SearchingforOER-Dedicated OERSearchTools-AdvancedSearch-EvaluatingOER-UsingOER-Reuse-Revise-Remix-Remix Game –Quality Assurance of OER-TIPS Framework: QualityAssurance criteria for OER.

ASSESSMENT

- Assignments
- Presentations
- Quizzes and Exams
- Project
- Collaborative writing assignments
- Team presentations

SUGGESTED ACTIVITIES(AnyThree)

1. Consider the free materials you currently use in your classes. Do these materials meet the definition of OER? Prepare a detailed report.
2. Using different OER search engines search and download the images, documents, videos and upload the same in the learning management system.
3. Create a document using any text editor (MS Word / LibreOffice/ googledocs / ...) and add a YouTube (Link to an external site) video that discusses open education, open license or open educational resources that you find intriguing. Provide a short summary of the content of video, why you chose this video, and your impressions of the video.
4. Find the more subject-specific OER and explore National OER repositories and prepare a report on it.
5. Create an open licensed resource.

REFERENCES

- Seth Gurell & Dr. David Wiley (2008) Open Educational Resources Handbook 1.0 for educators, Center for Open and Sustainable Learning.
- Commonwealth of Learning (2012) OER for Open Schooling Teachers Guide retrieved from <http://hdl.handle.net/11599/2298>
- UNESCO (201) A Basic Guide to Open Educational Resources (OER) retrieved from <http://hdl.handle.net/11599/36>
- Commonwealth of Learning (2015) Understanding Open Educational Resources retrieved from https://www.oerknowledgecloud.org/archive/2015_Butcher_Moore_Understanding-OER.pdf.

BED VAC03

INSTRUCTIONAL TECHNOLOGY IN LEARNING

COURSE OUT COMES

On successful completion of the course, the Prospective Teacher

1. Discusses the usage of Microsoft Office
2. Identifies various steps in development of e-content
3. Develops skill in the construction of e-assessment tools
4. Analyses different ways creating e-content
5. Explores different e-assessments

UNIT-I INTRODUCTION TO MICRO SOFT OFFICE

MS- Word- Basic of MS word- Creating a new documents- Text alignment-Inserting pictures and tables, equations, symbols and charts.

MSExcel-Basic of MSExcel-Creating an excel worksheet-Working with formulas- Working with graphs

MS Power Point- Creating a new presentation- Working with Presentation slides- Adding graphs, sounds and videos on slides

UNIT-II DEVELOPMENT OF E-CONTENT

E-Content-Meaning-Importance-Forms of e-content-process of developing e-content- Video creation. Online video capturing tools-Free online video creation software-steps involved in creation of online videos.

Unit-III E-ASSESSMENT

Introduction to e-assessment-Importance and Challenges of e-assessment- types of e-assessment-difference between paper based and e-assessment-Tools for e-assessment: Google form- Google docs- Google slides- Kahoot- Quizlet.

ASSESSMENT

- Assignments
- Presentations
- Quizzes and Exams
- Project

SUGGESTED ACTIVITIES (Any Three):

1. Select a topic from standard VII/IX textbook (State syllabus) and prepare e-content.
2. Calculate the central tendency for a set of scores using MSExcel.
3. Develop Google form, conduct a survey and prepare a report based on your findings.
4. Develop an online quiz and conduct for a small sample.
5. Select a topic from school content and prepare a power point presentation.

REFERENCES

- D. Roblyer & Joan E. Hughes (2018) Integrating Educational Technology into Teaching, Pearson Education;
- Diane Elkin et al. (2015). E-Learning Fundamentals: A PRACTICAL GUIDE.
- Guidelines for e-content development
<https://www.ugc.ac.in/oldpdf/xiplanpdf/econtentxiplan.pdf>
- Williams, D. D., Howell, S. L., Hricko, M., & Stewart, H. (2006). Online assessment, measurement and evaluation: Emerging practices. Information Science Publishing.
- Crisp, G. (2007). The e-assessment handbook. New York: Continuum.
- <https://www.basu.org.in/wp-content/uploads/2020/03/Introduction-to-MS-Office.pdf>

BED VAC04

COUNSELLING SKILLS

COURSE OUTCOMES

On successful completion of the course the Prospective Teacher

1. Summarises the counseling process
2. Analyses the concept of counseling process
3. Examines basic counseling skills and types of counselling
4. Uses counseling techniques to solve problems
5. Explore various intervention techniques

Unit I : COUNSELLING PROCESS

Introduction to counseling- Types of Counselling- Process of Counselling- characteristics of a counselor-Dual relationship in counseling process- Steps in counseling- Ethics in counseling-Basic counseling skills

UNIT II : COMMUNICATION AND ACTIVE LISTENING SKILLS

Techniques for active listening and responding with empathy-Building rapport and trust with students-Managing classroom dynamics with a focus on inclusive communication-Handling difficult conversations with students (e.g., discussing sensitive issues)-Non-verbal communication and its impact on student-teacher interactions

UNIT III : INTERVENTION STRATEGIES AND REFERRAL PROCESSES

Crisis intervention techniques - Classroom-based interventions for common issues - Understanding the limits of a teacher's role in counseling-Referral processes and collaborating with school counselors and external professionals-Working with parents and caregivers to support students' emotional well-being

ASSESSMENT

- Assignments
- Presentations
- Quizzes and Exams
- Project
- Collaborative writing assignments
- Team presentations

SUGGESTED ACTIVITIES(Any Three):

1. Design a mindful approach to communication that enhances the quality of teacher-student interactions.
2. Participate in a simulation of a crisis situation (e.g., a student having a panic attack in class). Work as a team to respond to the crisis, applying intervention techniques and deciding when to involve other professionals.

3. Design and conduct a simple, anonymous survey on the students to assess their emotional needs and concerns.
4. Prepare a report after discussing in small groups to identify common issues and potential classroom interventions.
5. Create a structured, multi-faceted support plan for students in need.

REFERENCES

- Bond, Tim (2010). *Standards and Ethics for Counselling in Action*, SAGE Publications.
- Burnard, Philip (2002). *Counselling Skills Training (A Sourcebook of Activities for Trainers)*, Viva Books Private Limited.
- Choudhury, Mohamad & Islam, Mo. Aminul (2014). *Counselling Psychology*, Dhaka Mostafa Prakashani,
- Gupta, Manju (2003). *Effective Guidance & Counselling Modern Methods and Techniques*, India: Mangal Deep Publications
- Kinra, Asha K. (2012). *Guidance and Counselling*, Pearson Publication.
- Kottler, Jeffery A. & Shepard, David S. (2009). *Counselling Theories and Practices*, CENGAGE Learning
- McLeod, John (2008). *An Introduction to Counselling*, Rawat Publications.
- McLeod, John (2013). *Person-Centered Counselling in Action*, SAGE Publications

BED VAC05

SUSTAINABLE ECO-PRACTICES

COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher

1. Summarises the concepts of sustainable development
2. Identifies the strategies for attaining Sustainable Development Goals
3. Analyses the environmental issues in India and its effects on society
4. Develops skills to tackle environmental degradation, disaster management
5. And conservation
6. Practices the concept to environmental sustainability

UNIT: I ENVIRONMENTAL SUSTAINABILITY

Environmental Sustainability- Meaning, Definition, Importance and Principles, seventeen Sustainable Development Goals adopted by the United Nations, ways to achieve environmental sustainability, sustainable use of natural resources, factors influencing sustainability of ecosystems.

Unit: II ENVIRONMENTAL ISSUES AND GOVERNMENT INITIATIVES

Environmental Degradation, Loss of Biodiversity, Urbanization in the Himalayas, Loss of Resilience in Eco systems, climate change, Lack of Waste Management, Depletion of Resources, water pollution, Environment issues and Health effects. Government Initiatives to Tackle Environmental Degradation: Swachh Bharat Mission, Green Skill Development Programme, Namami Ganga Programme, Compensatory Afforestation Fund Act, National Mission for Green India, Conservation of Natural Resources & Eco-systems.

UNIT – III SOCIAL AND ECONOMIC SUSTAINABILITY

Social and Economic Sustainability Definition, importance dimensions-examples and implementation, Disaster Management-Environmental Ethics - Role of citizens in the solution and prevention of Environmental problems -Skills needed for Green jobs.

ASSESSMENT

- Assignments
- Presentations
- Quizzes and Exams
- Project

SUGGESTED ACTIVITIES (Any Three)

1. Prepare a scrap file related to environmental articles/news and give your suggestions.
2. Visit a site of local environmental problem, analyze the causes and suggest control measures.
3. Raise an organic farm /kitchen garden, market the products and present a report.

4. Conduct a life cycle assessment of any item/commodity of daily use and prepare a report.
5. Recycle used materials to create art works. Prepare a report and post in your blog or group.

REFERENCES

- Fulekar, M.H, Bhawana, Pathak, Kale, R.K. (2013). Environment and sustainable development: Springer
- Greta Thunberg(2019).No one is too small to make a difference Penguinbooks
- Mahesh Rangarajan(2006).Environmental issues in India:Pearsons Education India
- Nhamo, Godwell, and VuyoMjimba. Sustainable Development Goals and institutions of higher education. Springer, 2020.
- Pelling, Mark(2003)Natural Disasters and development in a globalizing world: Routledge,London: New York
- Roy Kartick.C(2017) Sustainable economic development and environment. Atlantic Publishers and Distributors.
- Saito,Osamu.Sharing.(2020).EcosystemServices.SpringerSingapore.
- Teri.Ourenvironment:Threats,challengesandsustainable solutions:ScholasticIndiaPvt
- United Nations (2014). Prototype Global Sustainable Development Report (Online unedited ed.). New York: United Nations Department of Economic and Social Affairs, Division for Sustainable Development.
- WillAllen.2007."LearningforSustainability:SustainableDevelopment."

BED VAC06

INDIGENOUS GAMES OF SOUTH INDIA

COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher

1. Define and describe the concept of indigenous games.
2. Identifies and explain the cultural significance of selected indigenous games.
3. Demonstrates the rules and game play of various indigenous games.
4. Reflects on the importance of preserving indigenous games as part of cultural heritage.
5. Compares and contrast indigenous games with modern sports and games.

UNIT I : INTRODUCTION TO INDIGENOUS GAMES

Introduction to Indigenous Games- The Role of Indigenous Games in culture- Exploring Indigenous Games from Different Regions - Indigenous Games as Cultural Expressions

UNIT II :GAMES OF SOUTH INDIA

Kabaddi - GilliDanda -AaduPuliAatam (Goat and Tiger Game) –**Pallanguzhi-KittiPul (Lagori)**-Chirandi (Nondi)
Paramapadham (Snakes and Ladders) –**Uriyadi.**

UNIT III : PRESERVATION AND CULTURAL RELEVANCE

Challenges to the Survival of Indigenous Games- Barriers to Preservation- Strategies for Preservation- Role of Education and Technology in Preservation

ASSESSMENT

- Assignments
- Quizzes and Exams
- Project
- Active Involvement
- Individual presentations
- Group presentations
- Role-plays

SUGGESTED ACTIVITIES (ANY 3)

1. Research and present on an indigenous game from a region of choice, focusing on cultural relevance.
2. Create a comic strip that shows how a traditional game can teach a life lesson.
3. Develop a social media campaign to raise awareness of an indigenous game that is at risk of being forgotten.
4. write a final journal entry on what they have learned about cultural preservation, diversity, and the importance of indigenous games
5. Create a digital artifact (website, video, or podcast) that documents the importance of preserving an indigenous game.

REFERENCES

- Balakrishna, R. (2015). *The folk games of South India: A cultural and anthropological study*. University of Madras Press.
- Choudry, A. (2012). *Traditional Indian games: Physical culture, sports, and history*. National Book Trust, India.
- Beal, D. (2010). *The games we played: Traditional games of indigenous peoples of the world*. Heritage Publishers.
- Gowda, K. C. (2012). *Folk games of Karnataka*. Kannada SahityaParishat.
- Mahadevan, T. K. (2010). *Traditional games of Tamil Nadu*. Heritage Publishers
- Nair, K. K. S. (2014). *Traditional sports and games of Kerala*. Kerala SahityaAkademi.
- Nuttall, M. (2015). *Indigenous sports: An exploration of their origin, evolution, and role in contemporary society*. Routledge.
- Sharma, D. P. (2008). *Traditional games and amusements of rural India*. BharatiyaVidyaBhavan.

BED VAC07

WASTE MANAGEMENT AND RECYCLING

COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher

1. Summarises the concepts of waste management and recycling.
2. Analyses the environmental and economic impacts of waste generation and disposal.
3. Suggests different waste management strategies and technologies.
4. Uses different waste management strategies and technologies.
5. Promotes awareness and education on waste reduction and recycling.

UNIT 1: INTRODUCTION TO WASTE MANAGEMENT

Definition and types of waste-Sources and impacts of waste generation-Waste management hierarchy

UNIT II : WASTE REDUCTION AND WASTE COLLECTION

Strategies for waste reduction-Consumer behavior and waste generation-Extended producer responsibility-Waste collection systems-Waste transportation and logistics-Waste management infrastructure

UNIT III : WASTE TREATMENT AND DISPOSAL

Landfill management-Incineration and energy recovery-Composting and organic waste management-Recycling and materials recovery-Sustainable waste management practices

ASSESSMENT

- Assignments
- Presentations
- Quizzes and Exams
- Project
- Individual presentations
- Group presentations
- Role-plays

ACTIVITIES (ANY 3)

1. Participate in waste sorting, composting demonstrations, and recycling activities.
2. Conduct a waste audit in their homes or schools to assess the types and amounts of waste generated. Analyze the results and identify opportunities for waste reduction.
3. Visit a Waste Management Facility and submit a report on it.
4. Create art products using recycled materials to raise awareness about waste reduction and reuse.
5. Create a game that simulates the waste management process.

REFERENCES

1. Chiu, K. H. (2023). Waste Management: Principles and Practices.
2. Semmens, K. J., & Govind, R. (2022). Solid Waste Management: A Life Cycle Approach.
3. Khanna, P. (2021). Solid Waste Management: A Textbook for Engineers and Managers.
4. Williams, P. T. (2022). Recycling: A Handbook.
5. Clark, J. (2021). The Recycling Revolution: A Guide to a Greener Future.
6. Bradley, G. (2022). The Complete Guide to Composting.
7. Gershuny, J. (2021). Waste Reduction: A Practical Guide.
8. The Waste Reduction Group. (2020). Waste Reduction: A Toolkit for Communities.
9. Hertzberg, R. (2022). Hazardous Waste Management: A Practical Guide.
10. U.S. Environmental Protection Agency: <https://www.epa.gov/>
11. World Bank: <https://www.worldbank.org/>
12. Waste Management World: <https://www.waste-management-world.com/>

BED VAC08

ARTIFICIAL INTELLIGENCE IN EDUCATION

COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher

1. Explains the basic concepts and principles of artificial intelligence (AI).
2. Identifies various AI applications in education, such as intelligent tutoring systems, personalized learning, and automated grading.
3. Analyzes the potential benefits and challenges of AI in education.
4. Assesses the ethical implications of AI in education
5. Designs AI-powered educational tools and applications.

UNIT 1: INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Definition and history of AI-Types of AI –Narrow and General-Machine learning and deep learning-AI applications in Education

UNIT 2: AI IN EDUCATION

Personalized learning and AI-Intelligent tutoring systems (ITS)-Adaptive learning platforms-Natural language processing (NLP) in education-AI-powered assessment tools-AI for content creation and curation-AI for student engagement and motivation-Data collection and preparation-Ethical implications of AI-powered decision-making

UNIT 3: FUTURE TRENDS AND CHALLENGES IN AI EDUCATION

Emerging AI technologies in education-Challenges and limitations of AI in education-The future of AI-driven personalized learning

ASSESSMENT

- Literature reviews on specific AI applications in education
- Case studies of AI-powered educational tools
- Group presentations on AI topics
- Individual presentations on final projects

SUGGESTED ACTIVITIES (ANY 3)

1. Engage in discussions on the ethical implications of AI in education.
2. Explore AI-powered learning platforms and discuss their benefits and limitations.
3. Use AI to create personalized learning plans for students based on their individual needs and preferences.
4. Develop or use AI-powered tutoring systems to provide students with personalized support.
5. Explore AI-powered tools for automated grading of assignments and assessments.

REFERENCES

- Goodfellow, I., Bengio, Y., & Courville, A. (2016). Deep Learning.
- Jurafsky, D., & Martin, J. H. (2022). Speech and Language Processing (3rd ed.). Pearson Education.
- LeCun, Y., Bengio, Y., & Hinton, G. (2015). Deep learning.
- Mitchell, T. M. (1997). Machine Learning.
- Russell, S. J., & Norvig, P. (2023). Artificial Intelligence: A Modern Approach (4th ed.). Prentice Hall.
- Szeliski, R. (2010). Computer Vision: Algorithms and Applications.
- Coursera: <https://www.coursera.org/>
- EdX: <https://www.edx.org/>
- fast.ai: <https://www.fast.ai/>

BED VAC09

EDUCATIONAL ENTREPRENEURSHIP

COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher

- Discusses the concepts of entrepreneurship and its application in the education sector.
- Identifies opportunities for educational entrepreneurship.
- Designs a business plan for an educational venture.
- Examines the feasibility and sustainability of educational ventures.
- Develops skills necessary to launch and manage an educational enterprise.

UNIT 1: INTRODUCTION TO ENTREPRENEURSHIP AND EDUCATIONAL ENTREPRENEURSHIP

Definition and characteristics of entrepreneurship-Entrepreneurial mindset and traits-The entrepreneurial process-Opportunities and challenges in the education sector-Educational entrepreneurship models - tutoring, online courses, educational technology, Content creation-Case studies of successful educational entrepreneurs

Unit II: LEGAL AND REGULATORY CONSIDERATIONS

Licensing and permits-Intellectual property rights-Compliance with educational regulations

Unit III : OPERATIONS AND MANAGEMENT

Marketing strategies for educational products and services-Human resource management-Financial management-Risk management-Quality assurance

ASSESSMENT

- Assignments
- Presentations
- Quizzes and Exams
- Individual presentations
- Group presentations

SUGGESTED ACTIVITIES (ANY 3)

1. Analyze real-world examples of educational entrepreneurship.
2. Visit educational startups or incubators to learn about industry trends and best practices.
3. Develop questionnaires to gather information about potential customers, their needs, and preferences.
4. Use simple tools like spreadsheets or online survey analysis platforms to analyze survey results.
5. Identify competitors in the educational market and analyze their strengths, weaknesses, and offerings.

REFERENCES

- Timmons, J. A., & Spinelli, S. (2023). New Venture Creation: Entrepreneurship for the 21st Century (12th ed.). McGraw-Hill Education.
- Barringer, B. R., & Ireland, R. D. (2022). Entrepreneurship: Successfully Launching New Ventures (8th ed.). Prentice Hall.
- Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2021). Entrepreneurship (10th ed.). South-
- Kotler, P., & Armstrong, G. (2023). Principles of Marketing (17th ed.). Pearson Prentice Hall.
- Grant, A. (2022). The Art of Selling: 12.5 Proven Techniques for Persuasive Selling.
- Gitman, L. J., & Zutter, M. (2023). Principles of Managerial Finance (15th ed.). Pearson Prentice Hall.
- Warren, C. S., Reeve, J. M., & Duchac, J. E. (2022). Accounting: A Course in Financial Accounting (30th ed.). South-Western Cengage Learning.
- SBA (Small Business Administration): <https://www.sba.gov/>
- Entrepreneur: <https://www.entrepreneur.com/>
- Harvard Business Review: <https://hbr.org/>

BED 10

FINANCIAL LITERACY

COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher

- Analyses the basic concepts of personal finance and budgeting.
 - Sets financial goals and create a personal financial plan.
 - Manages debt effectively and avoid financial pitfalls.
 - Invests wisely.
 - Appraises the financial implications of major life decisions
- Financial literacy refers to the knowledge and skills necessary to make informed financial decisions. It involves understanding:

UNIT 1: PERSONAL FINANCE BASICS

Definition and importance of personal finance-Budgeting and financial planning-Income and expenses-Debt management-Savings strategies-Types of investments -Risk and return-Compound interest

Unit II CONSUMER AWARENESS AND BANKING

Credit cards and loans-Consumer rights and protections-Fraud prevention-Investment services

UNIT III : FINANCIAL PLANNING AND LITERACY

Education financing-Home ownership-Retirement planning-Insurance Integrating financial literacy into the curriculum-Resources for financial education-Benefits of Financial Literacy-Improving Financial Literacy

ASSESSMENT

- Personal financial plan development
- Case studies of financial decision-making
- Budgeting exercises
- Presentations on specific financial topics (e.g., investing, retirement planning)
- Quizzes
- Tests

SUGGESTED ACTIVITIES (ANY 3)

1. Work in groups on budgeting exercises, investment simulations, and financial planning projects.
2. Simulate real-life financial scenarios to practice decision-making skills.
3. Discuss the importance of balancing income and expenses.
4. Discuss the power of compound interest.
5. Discuss the consequences of overspending and carrying credit card debt.

REFERENCES

- Gitman, L. J., & Zutter, M. (2023). Principles of Managerial Finance (15th ed.). Pearson Prentice Hall.
- Brigham, E. F., & Houston, J. F. (2022). Fundamentals of Financial Management (16th ed.). Cengage Learning.
- Ross, S. A., Westerfield, R. H., & Jordan, B. D. (2021). Essentials of Corporate Finance (10th ed.). McGraw-Hill Education.
- Kotlikoff, L. J. (2020). The Retirement Crisis: How to Save Your Financial Future.
- Meier, P. (2019). The 10 Commandments of Retirement Planning.
- Schrage, J. (2018). The Retirement Planner's Handbook.
- Investopedia: <https://www.investopedia.com/>
- The Motley Fool: <https://www.fool.com/>
- Bankrate: <https://www.bankrate.com/>