BHARATHIAR UNIVERSITY: COMBATORE
M.Phil. EDUCATION
PAPER III-
2. TECHNOLOGY IN TEACHING OF ENGLISH AS A SECOND LANGUAGE

Objectives:
- Explain the principles of research in second language acquisition.
- Appreciate the salient features of a few general models of second language learning.
- Analyse the pedagogy of ELT classroom.
- State the technology integration in web-based learning.
- Discriminate the web-based pedagogical learning from other technology based learning
- Substantiate the effectiveness of computer mediated classes with special reference to resource support, evaluation and management.

UNIT: I Background to the Second Language Acquisition Research and Language Teaching
 1.1 Common Assumptions of Language Teaching.
 1.2 Technique Analysis of Language Teaching
 1.3 Second Language Acquisition Research
 1.4   Background Ideas of SLA Research
 1.5 The Goals of Language Teaching and the Different Roles of Second Languages in Societies.

UNIT: II General Models of Second Language Learning
 2.1 Universal Grammar
 2.2 Processing Models
 2.3 The Input Hypothesis Model
 2.4 The Socio Educational Model
 2.5 Multi – Competence – the L2 User Model

UNIT: III ELT in Classroom
3.1 Language Acquisition Theories
3.2 Recent Trends in English Language Teaching
3.3 Curriculum and Syllabus Design
3.4 Classroom Management
3.5 Language Testing and Evaluation in English Language Teaching

UNIT: IV Web Based Teaching and Learning
4.1 Web-Based Pedagogical Learning: Theoretical Perspectives
4.2 Web-Based Learning Approaches
4.3 Web-Based Teaching: Theoretical Perspectives
4.4 Web-Based Evaluation: Problems and Perspectives
4.5 Web-Based Learning Environments

UNIT: V Computer Mediated Classes
5.1 Interface Design in Computer Mediated Classes
5.2 Resource Support in Hi-tech Learning
5.3 Online Teaching Tools
5.4 Evaluation of Web-Based Learning
5.5 Management of Web-Based Education

Text book
Hemalata Talesra, Wasef Marashdesh and Nagda M.L. (2003). Web-Based Learning, Delhi: Authors Press.

References:
Vivian(2001). Second Language Learning and Language Teaching. New York: Oxford University Press.

Bose M.N.K. (2005). English Language Teaching for Indian Students. Chennai: New Century Book House.

Srivastava A.K. (2005). English Language Teaching Methods, Tools and Techniques. Jaipur: Book Enclave.

Singh Y.K. (2005). Teaching of English. New Delhi: APH publishing Corporation.

Anil Aggarwal (2003). Web-Based Education: Learning from Experience, Hershey: IRM Press.

Arulsamy S and Sivakumar P (2009). Application of ICT in Education, Hydrabad: Neelkamal Publications Pvt. Ltd.

BHARATHIAR UNIVERSITY
M.Phil. EDUCATION
PAPER-III – 3. EDUCATIONAL PSYCHOLOGY

Objectives-
- Acquire the knowledge of Educational Psychology besides understanding the nature of the learner.
- Explain the principles of growth and development.
- Describe the theories of intelligence and motivation.
- Discriminate among the different variables involved in the problem.
- Analyze the principles involved in guidance and couselling.

Unit I - Educational Psychology and Understanding of the Learner.

1.1 Meaning and Scope of Educational Psychology.
1.2 Importance of Educational Psychology for Teachers.
 1.3 Understanding the Learner in the light of Interests, Needs, and Individual Differences.
1.4 Personality Development with a Special Reference of Freud's theory.
1.5 Assessment of Personality

Unit II – General Principles of Growth & Development.

2.1 Concept and the principle of Growth & Development   .
2.2 Cognitive Development with Reference to Piaget and Bruner.
2.3 Emotional and Social Development with reference to Ericson
2.4 Kohlberg's Moral Development
2.5 Characteristic Features and Problems of Adolescents,

Unit III – Intelligence and Motivation

3.1 Nature, Characteristics and Types of Motivation; Achievement Motivation; Maslow's Hierarchy of Needs.
3.2 Intelligence: Meaning and Nature; Theories and Measurement of Intelligence.
3.3 Cattles Theory, Sternberg's Triarchic Theory, Guilford Structure of Intellect.
3.4 Measurement of Intelligence; Verbal and Non verbal Tests
3.5 Creativity and its Measurement.

Unit IV – Learning and – Learning Process

4.1 Concept of Learning and Teaching-learning Process.
4.2 Schools of Psychology: Structuralism, Functionalism & Behaviorism
4.3 Factors Influencing Learning: Learner, Teacher, School & Home
4.4 Theories of Learning: Guthrie's Theory of Contiguity & Lewin Topological Theory
4.5 Attention and its Factors, Theories of Attention.

Unit V– Role of Guidance & Counseling.

5.1Identification of Abnormal and Differently abled Children.
5.2 Meaning & Nature of Guidance & Counseling.
5.3 Types & Techniques of Guidance & Counseling.
5.4 Tools in Guidance Observation, Interview, and Rating scale.
5.5 Standardization and Measuring Instrument in Guidance &Counseling.

Suggested Readings:

Bhatia, H. R. (1977), *Textbook of Educational Psychology,* The McMillan Company of India Ltd., New Delhi.

Aggarwal, J. C. (1995), *Essential Educational Psychology,* Vikas Publishing House Pvt. Ltd., New Delhi.

Thangasamy,s.Kokila(2000) Educatonal psychology and Human development   Maanila Madurai

Chauhan, S. S. (1988), *Advanced Educational Psychology,* Vikas Publication, New Delhi.

Sharma, K. N. (1990), *Systems, Theories and Modern Trends in Psychology,* HPB, Agra.

Rao s. Narayan (1990), *Educational Psychology,* Wiley Eastern Ltd., New Delhi.

Dececco, J. P. (1977), *The Psychology of Learning and Instruction,* Prentice Hall of India Pvt. Ltd., New Delhi.

Kale, S. V. (1983), *Child Psychology and Child Guidance,* Himalaya Publishing House, Giragoan, Bombay.

Kakkar, S. B. (1989), *Educational Psychology & Guidance,* The Indian Publication, Hill Road, Ambala, Cantt.

Mangal, S. K., *Educational Psychology.*

Sprinthal & Sprinthal, *Educational Psychology – Developmental Approach.*

Bruce, Joyce & Weils & Howers, *Models of Teaching.*

Garrett, H. E., *Statistics in Psychology and Education.*

Mangal, S. K., *Introduction to Statistics in Education.*

BHARATHIAR UNIVERSITY: COIMBATORE
M.Phil. EDUCATION
PAPER –III: ENVIRONMENTAL EDUCATION

OBJECTIVES:

After studying the paper, the scholars will be able to
1. understand about the concept, importance scope and aims of environmental education.
2. acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. develop various methods and strategies for realizing the objectives of environmental education.
4. understand the role of Environmental Education in sustainable Development
5. apply the knowledge of Environmental Ethics in inculcating Environmental values.

UNIT-I: Man and Environment
1.1 Approaches to the study of Man-Environment Relationship Deterministic Approach, Teleological Approach, Possibilistic Approach, Economic- Deterministic Approach and Ecological Approach.
1.2 Environmental Health- Meaning and scope
1.3 Occupational Health and Environmental Education
1.4 Pollution as a manmade disaster
1.5 Disaster Management: Role of Environmental Education.

UNIT – II: Environmental Hazards and Bio-Diversity
2.1 Environmental Hazards - Meaning, concept and types of environmental Hazards.
2.2 Biographical classification of India.
2.3 Value of Biodiversity: Consumptive use, productive use, social, ethical, aesthetic and option   values.
2.4 Biodiversity at global, National & local levels, India as mega-diversity Nation, Hot-Spots of Bio-diversity.
2.5 Endangered and endemic species of India, Extinction of flora and fauna, deforestation, soil erosion, Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity, Need for conservation, preservation and protection of rich environmental heritage.
2.6 Programme of environmental education for primary, secondary and higher education institutions.

UNIT-III: Environmental Ethics
3.1 Environmental Ethics: concept, need, scope, nature of values related to environmental conservation.
3.2 Learning from Nature
3.3 Indian culture and Environmental conservation.
3.4 Strategies for inculcating Environmental values among the students at various levels of Education.
3.5 Environmental Auditing- concept, scope, need, principles.

UNIT - IV: Methods and Approaches of Environmental Education

4.1 Methods and approaches of environmental education.

4.2 Strategies of treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.

4.3 Methods – Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.

4.4 Role of Media, Print, films, and TV.

UNIT- V: Sustainable Development

5.1 Sustainable Development- concept, dimensions & principles

5.2 Education for sustainable Development- concept, scope, Need of an Interdisciplinary Approach.

5.3 Environmental Management: concept, need, scope and Role in sustainable Development.

5.4 Environmental Impact Assessment- Meaning, steps and Role in sustainable Development.

5.5 Role of Environmental Education in Sustainable Development.

Reference:

1. Asthana Vandanna, (1992). The Politics of Environment. New Delhi: Ashish Publishing House.
2. Brown Valerie and others (1995). Risks and Opportunities, London: Earth scan Publications.
3. Dayani, S. N. (1993). Management of Environmental Hazards. New Delhi :Vikas Publishing House
4. Iyer Gopal(1996) sustainable Development: Ecological and Socio-Cultural Dimensions New Delhi : Vikas publishing House
5. James, George (1999). Ethical Perspectives on Environmental Issues in India. New Delhi. APH Publishing Corporation.
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14. Singh, Uttamkumar and Nayak, A. K. (1997). Health Education. New Delhi Commonwealth Publisher.
15. Srivastava D. C. (2005) Readings in Environmental Ethics-Multidisciplinary Perspectives. New Delhi: Rawat Publications