ACKNOWLEDGEMENTS

I acknowledge my profound gratitude to my guide Dr. Anil Kumar. K, Assistant Professor, Department of Education, Regional Institute of Education (NCERT), Mysore for his constant guidance and support, without which this research could not have been possible.

I am grateful to Prof. V.D. Bhat, Dean of Instruction, Head of the Department of Education and Principal in charge of Regional Institute of Education (NCERT), Mysore for the unfathomed support and help showered on me throughout my study.

I am also thankful to Prof. Yashodhara, K., University of Mysore; Prof. U. Lakshminarayana, RIEM; Prof. Manjula P. Rao, RIEM; Dr. Prema Raghavan, RIEM and Dr. G. Viswanathappa, RIEM, for their valuable suggestions and recommendations which helped to refine my study.

I am thankful to Dr. K.N. Anandan, Former Consultant, SCERT, Kerala; Mr. K.T. Dinesh, Research Officer, SCERT, Kerala; Mr. Satheesan V.P., Chief Tutor, DCE, Kozhikode and all other educational officers, for helping me in all possible manners without any hesitation.

I am grateful to the Librarians of RIE, Mysore; CIIL, Mysore; AIISH, Mysore; University of Mysore; IFLU, Hyderabad; University of Calicut; MG University, Kottayam; University of Kerala and RIE, Bangalore, for providing access to the libraries.

I am thankful to Dr. Sharad Sure, Asst. Professor, Azim Premji University Bangalore for extending his helping hand whenever I was in a need and the help rendered by him in statistical analysis is highly acknowledgeable.

My special thanks to Mr. Biju, Research Scholar, RIEM. I thank Mr. Deepu K. and Mr. Sadeesh A., for the pain they have taken for proof reading and making corrections in the manuscript.

Special thanks to all the members of the expert panel of English language teaching for the sincere service rendered for validating the tools.
I am equally thankful to all the Head Masters/Mistresses, English teachers and students of the schools selected for the study, for their cooperation during data collection.

I am highly indebted to my friend Mr. Muraleedhara Shetty, Dubai, for his timely helps and continuous inspiration.

I am no less grateful to all my colleagues at HDPY College of Teacher Education, North Paravur, Sullamussalam College of Teacher Education, Areacode, GVHSS Wandoor, GVHSS Payyanakkal, GVHSS Perinthalmanna and GVHSS Kalpakancheri, for their timely motivation, help and encouragement given to complete this study.

I extend my thanks to my friend Mr. Nijeesh A., co-research scholar, RIEM, for the constant support and help rendered from the beginning of my research till the completion of it and often being a source of comfort and solace at times of turbulence.

A great number of people have helped me in completing this work. I place my gratitude to all of them. My sincere thanks to all my teachers and friends, for supporting me all the time during the study.

Finally, my deep sense of gratitude to my parents, my wife Deuthi, my daughter Mithravinda and my brother Subhash and his family, for the encouragement and support given to me by them in the completion of this study.

Above all I am indebted to Almighty for the manifold blessings showered on me so that I could finish my study instead of all the hurdles and stumbling blocks which came on my way.

SUBI K. BALAKRISHNAN