## C Q N T E N T S

## $\underline{\mathtt{A}} \ \underline{\mathtt{C}} \ \underline{\mathtt{K}} \ \underline{\mathtt{N}} \ \underline{\mathtt{O}} \ \underline{\mathtt{W}} \ \underline{\mathtt{L}} \ \underline{\mathtt{E}} \ \underline{\mathtt{D}} \ \underline{\mathtt{G}} \ \underline{\mathtt{E}} \ \underline{\mathtt{M}} \ \underline{\mathtt{E}} \ \underline{\mathtt{N}} \ \underline{\mathtt{T}}$

## ABSTRACT

CHAPTER	CHAPTER DIVISION	PAGE
I	INTRODUCTION	01
II	ELT IN INDIA WITH SPECIAL	23
	REFERENCE TO MIZORAM	
III	THEORIES OF LANGUAGE LEARNING	67
	AND SYLLABUS DESIGN IN ELT.	
IV	THE PRESENT STUDY	151
V	THE FIELD STUDY AND	183
	ANALYSIS OF DATA	
VI	FINDINGS, CONCLUSION AND	270
	RECOMMENDATIONS	
	BIBLIOGRAPHY	
	APPENDICES	