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3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

E-copies of outer jacket/contents page of the journals in which articles are published

2021 - 2022

Sl.No	Name	Designation	Number of Articles Published
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3	Dr. M. Jagadesh	Assistant Professor	1
4	Dr. R. Ayyappan	Assistant Professor	1
5	Dr. S. Sivasankar	Director of Physical Education	1
6	Dr. P. Vel Murugan	Assistant Professor	1
7	Dr.K.Karthigeyan	Assistant Professor	1
Total			9

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PARENTAL ATTACHMENT AND RESILIENCE AMONG HIGHER SECONDARY STUDENTS IN COIMBATORE DISTRICT

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Abstract

Home and school are the important places that influence the behavioural patterns of children. Friendly parents and teachers play a major role in building up resilience in children, the attitude which helps them to bounce back to normal from any difficulty. This study focuses on how parental attachment influences resilience in higher secondary students. 500 higher secondary students from various schools around Coimbatore district are taken as sample and the demographic variables considered are family type and management type. The results showed that there exist a positive correlation between parental attachment and resilience suggesting that positive parenting helps in building higher resilience among higher secondary students.

Key Words: Parental attachment, Resilience, Behavioural pattern, Behavioural outcomes

Introduction

The quality of parent-child relationship appears to remain influential into adulthood for social and behavioural outcomes. Warm, authoritative and responsive parenting is usually crucial in building resilience, the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of risk. Parents who develop open, participative communication, problem-centred coping, confidence and flexibility tend to manage stress well and help their families to do the same. Some of the unworthy aspects of child upbringing from the mental health point of view are; overprotection, indifference, unfair comparison, rejection, unrealistic level of aspiration, perfectionism, military kind discipline or extreme permissiveness and so on. Children need love, support, warmth, trust, belongingness, helpful guidance, encouragement and above all – role models to grow mentally healthy. Many families are too rigid as parents put clamps on what their children can do or say! - S. Dandapani

Review of related literature

Greenberg et al (2010) developed a self-report measure of behavioral and affective/cognitive dimensions of adolescent's attachment to their parents and peers. Their findings that 12 to 19 year old adolescents' attachment to both parents and peers were related to self-esteem and life satisfaction (correlation coefficients were between .30 and .40) suggest the role of attachment in psychological wellbeing as postulated by attachment theories.

Practitioner review: diagnosing childhood resilience—a systemic approach to the diagnosis of adaptation in adverse social and physical ecologies

Ungar, M. (2015) conducted a study on childhood resilience and how resilience plays a role in a child's well-being. Children exhibit most important characteristic that helps them to face adversities and handle life problems with ease. This study is a multidimensional study to assess resilience. This study first examines the adversities such as the difficulties, immaturity, environmental status, child rehabilitation, and cultural and contextual integration in adversity experiences. Second, promotive and protective attributes associated with resilience are assessed. This is done to find out how sensitive the protective factors are in having an impact on the outcomes of a child's level of exposure to adversity. These protective factors include individual attributes such as personality, personality, and understanding, as well as the magnitude of the positive performance associated with the acquisition and availability of resources, their use of strategies, positive reinforcement by key child values, and the potential for environmental change itself. Third, an assessment of resilience was done by adding temporal and cultural factors that leads to an increase or

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ABSTRACT

Education acts as a pillar in creating strong social foundation for the upcoming generation and skills of happiness can act as catalyst for building social trust and healthy living among students enriching happiness. Since happy people are more successful in all their domains of life, schools should help students to see happiness in their way of life contributing to the core mission of education. The aim of this paper is to identify the reviews focusing on the six sustainable skills of happiness and its inculcation techniques that would be helpful in day to day implementation to enrich happiness in students.

Key words: *Happiness, sustainable, happiness skills,*

Introduction

Recent studies suggest that happiness is a skill that could be developed over time making it a lifestyle. It requires certain disciplines to develop it as a core value of life among students. Practicing the skills of happiness will certainly cultivate the disciplines required to be happy. This paper consists of reviews organized under 6 sub topics in alignment with the six sustainable skills of happiness – Mindfulness, Gratitude, Purpose, Human Connection, Positive Outlook and Generosity. LG Experience Happiness project (2018) partnered with Dr. Emiliana Simon-Thomas, Science Director, Greater Good Science Centre at the University of California Berkeley advancing the science of happiness by identifying six Sustainable Happiness Skills, which form the foundation of the LG 'Experience Happiness' program.

Studies related to Mindfulness:

Nelson, Joseph (2017) studied on Mindful Eating: The Art of Presence While You Eat based on Zen Buddhism and is being incorporated into behavior change programs describing and offering ideas to teach the basics of mindful eating practice. Piyawan Surinrut et.al (2016) investigated on Enhanced happiness and stress alleviation upon insight meditation retreat: mindfulness, a part of traditional Buddhist meditation aiming to investigate the impact of intervention of seven-day traditional insight meditation in Thailand on happiness and perceived stress guiding in interweaving mindfulness in daily practice. Hollis-Walker, L., & Colosimo, K. (2011) studied on Mindfulness, self-compassion, and happiness in non-meditators: A theoretical and empirical examination and was identified as key study as it examined the relation between mindfulness, psychological well-being, self-compassion, and five factor model. Huppert, F. A., & Johnson, D. M. (2010) investigated on A controlled trial of mindfulness training in schools: The importance of practice for an impact on well-being and reported the results of mindfulness training and was identified as a key study as it examined the benefits of mindfulness in adolescents and its effect on their happiness. Patricia C. Broderick & Stacie Metz (2009) experimented on Learning to BREATHE: A Pilot Trial of a Mindfulness Curriculum for Adolescents created for a classroom setting to support the development of emotion regulation skills through the practice of mindfulness. Armody, J., & Baer, R. A. (2007) investigated on Relationships between mindfulness practice and levels of mindfulness, medical and psychological symptoms and well-being in a mindfulness-based stress reduction program and pointed out the overall beneficial effect of mindfulness on well-being.

Studies related to Gratitude

Charlotte van Oyen Witvliet et al (2019) investigated on Gratitude predicts hope and happiness: A two-study assessment of traits and states and found that grateful remembering



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Introduction:

Education is an activity or a process which transforms the behaviour of a person from 'instinctive behaviour' to 'human behaviour'. It makes a man rational, self-reliant, self-conscious, civilized, sociable and harmonious. It includes good habits in man and makes his life systematic, develop aspirations, ambitions, desires in him makes him powerful and paves the way for one's development. People devoid of Education get easily manipulated by ill meaning leaders and believe them whatever they told. Education measured as the best mean to nourish our basic instincts and in developing all aspects of human life. In almost all country, children and adults are being excluded from formal Educational together; some of them who go to school do not complete. They are slowly and intentionally pushed out of the school system because schools are not sensitive to their learning styles and backgrounds. Perspectives on the disabled and on their Education have been changing. It also brings in sympathy, compassion and humanitarian approach towards disability. But these children need support and opportunities instead of compassion and sympathy. This perspective on disability gives foundation for a new form of Education that would neither require a child to get isolated nor fit in the regular school system not designed for her/him, hence, gives the origin of the concept of Inclusive Education, where the school responds to the ability of the child. "Inclusion is seen as a process of addressing and responding to the variety of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from Education. (UNESCO, 2005).

The goal of Education for children with or without special needs is to prepare them for a happy, productive and useful civil life. Children with disabilities had been receiving Education in separate schools called special schools. Special schools are opened for different type of disabilities. It has now been advocated that disabled children should be educated in main stream schools in the company of non-disabled peers. The fundamental principle of the inclusive schools is that "all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality of Education through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities" (UNESCO,1994). Sarva Shiksha Abhiyan (SSA, 2002) ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality Education.

Inclusive Education:

The concept of inclusive schooling has been clearly spelt out in the Salamanca Statement and Framework of Action of Special Needs Education (1994). Inclusive Education, as an approach, seeks to address the learning needs of all children, those who are vulnerable to marginalization and exclusion. It implies all learners with or without disabilities being able to learn together through access to common school provisions, schools, and community educational setting with an appropriate network of support services. This is possible only in a flexible Education system that assimilates the needs of a diverse range of learners and adapts itself to meet these needs. It aims at all stake holders in the system (learners, parents, community, teachers, administrators, and policy makers) to be comfortable with diversity and see it as a challenge rather than a problem. The Children Right to Free and Compulsory Education Act or Right to Education Act (RTE) 2009 provides for the modalities of the provision of free and compulsory education for children between age of six and fourteen in India under Article 21A of the Indian Constitution. After the RTE Act, India has become one of 135 countries to make Education a fundamental right of every child.

Need of the Study:

Children with disabilities are nervous and feel uncomfortable while studying in general class room settings. During various activities, this group of children become a victim of abused words and center of laugh by normal children which directly affects their moral, and consider as a big obstacle in creating common learning environment. Even normal children also feel it difficult to initiate friendship with disabled children because of negative perception of general school students (Das & Kattumuri, 2011). Teachers are still having negative attitude towards the inclusion of students with disabilities, they are still not having proper awareness regarding Inclusive Education. Whereas, Hashim et al. (2014) found that there is no significant relationship

WAVE PROPAGATION IN MAGNETO-THERMO ELASTIC SOLIDS IN THE PRESENCE OF STATIC STRESSES**Author Name(s) :** Manjula Ramagiri**DOI :** <http://doi.org/10.5281/zenodo.5112384>**UOI License :** <http://u-o-i.org/1.01/07081988-IJERME-/02896325>**Cite****No of Downloads : 155****No of Views : 285****View****Download PDF****Page No: 1-9****TRANSCRIPTOMIC AND METABOLIC PATHWAY ANALYSIS REVEALS THE MUTATED GENES P53 AND TP53 AND THEIR ROLE IN DIFFERENT TYPES OF CANCER****Author Name(s) :** Sudheer Menon**DOI :** <https://doi.org/10.5281/zenodo.5553249>**UOI License :** <http://u-o-i.org/1.01/07081988-IJERME-/36985147>**Cite****No of Downloads : 172****No of Views : 217****View****Download PDF****Page No: 10-33****GROWTH OF SELECTED INDIAN MANUFACTURING INDUSTRY****Author Name(s) :** S. Mohana & Dr. G. Karunamoorthi**DOI :** <https://doi.org/10.5281/zenodo.5590277>**UOI License :** <http://u-o-i.org/1.01/07081988-IJERME-/56985200>**Cite****No of Downloads : 133****No of Views : 221****View****Download PDF****Page No: 34-36****CUSTOMER PREFERENCE AND SATISFACTION TOWARDS RETAIL STORES AND SHOPPING MALLS IN COIMBATORE DISTRICT****Author Name(s) :** Dr. A. Balagurusamy**DOI :** <https://doi.org/10.5281/zenodo.5728020>**UOI License :** <http://u-o-i.org/1.01/07081988-IJERME-/55566987>**Cite****No of Downloads : 115****No of Views : 235****View****Download PDF****Page No: 37-41****TASK SCHEDULING IN CLOUD ENVIRONMENT – A SURVEY****Author Name(s) :** D. Thangamani & Dr. K. Kungumaraj**DOI :** <https://doi.org/10.5281/zenodo.5728024>**UOI License :** <http://u-o-i.org/1.01/07081988-IJERME-/11203325>**Cite****No of Downloads : 112****No of Views : 226****View****Download PDF****Page No: 42-45****INTUITIONISTIC FUZZY MULTIPLICATION OF BV – ALGEBRAS****Author Name(s) :** A. Alphonse Anitha, Dr. M. Mary Jansi Rani & Dr. S. Katrin Lydia**DOI :** <https://doi.org/10.5281/zenodo.5758698>**UOI License :** <http://u-o-i.org/1.01/07081988-IJERME-/02145896>**Cite****No of Downloads : 146****No of Views : 226****View****Download PDF****Page No: 46-49****Author Name(s) :** Dr. V. Saminathan

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STUDY HABITS AND ATTITUDE TOWARDS SCIENCE IN RELATION TO THEIR SELF CONFIDENCE OF HIGHER SECONDARY STUDENTS

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STUDY HABITS AND ATTITUDE TOWARDS SCIENCE IN RELATION TO THEIR SELF CONFIDENCE OF HIGHER SECONDARY STUDENTS

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Introduction:

Education is a process of living. It sharpens the intelligence of a person. It enables the mind to find out the ultimate truth which emancipates, humanity from the bondage of sin and gives wealth, not of things but of inner light, not of power but love, considering the truth as reality and giving expression to it. Education means the exposition of man's complete personality.

Study Habit:

Habit, in its simplest form is the tendency to do, think, or act as one has done, thought or acted in the past. Study habits are buying out a dedicated schedule and un-interrupted time to apply one's self to the task of learning. Study habits tell a person that how much he/she will learn and how far he/she wants to go, and how much he/she wants to earn. Ansari (1980) found that study habits and study behaviour are both significant variables which determine the academic performance of the students. These all could be decided with the help of one's study habits, throughout the life. The importance of study habits in student's life is that it plays a major role in his/her academic achievement. Weiner's (1972) study postulates that ability, as well as effort given by students to their studies, affects the acquisition of thinking skills and academic performance.

Nature of Science:

Science is a way of knowing, a method of learning about Nature. Rooted in common sense, its formal, systematic method is called scientific inquiry. In doing scientific inquiry, scientists use a variety of empirical approaches, techniques, and procedures to collect data from Nature, examine and analyse that data, and construct knowledge based on that. This knowledge relates to living organisms, non-living matter, energy and events that occur naturally.

Self Confidence:

Human life is full of challenges and surprises and it is our intelligence and Self Confidence which prepares us for facing these challenges and accepting the surprises as successfully as possible. Self Confidence is the conviction that one is generally capable of producing desired results. A confident attitude, a belief and a faith in one self-ideas are essential forgetting ahead but it should also be remembered that Self Confidence grows with the success that means it is desirable to develop those qualities within oneself that makes for success. Research has also shown that stronger the individual's Self Confidence and beliefs, the higher the goals they set for themselves and the firmer their commitments are to them (Locke et al., 1991). In the words of Bandura (1994), "Self Confidence is considered alone of the most influential motivators and regulators of behaviour in people's everyday lives". He further states that "the level of Self Confidence within an individual depends upon his/her previous performance experiences, perceived difficulty of the task, the effort expended, the amount of guidance received, the temporal patterns of success and failure and one's conception of a particular 'ability' as a skill that can be acquired versus an inherent aptitude".

Need and Significance of the Study:

Education plays a vital role and is being treated as basic human need as it endows people with knowledge, skills and attitude which would increase their capabilities and capacities to adopt to the changing environment. The excellent academic performance is the ultimate goal of study for every student because it provides the half way of success in the future. Students need to know how they can learn for their achievement and academic performance. Without good study habits, a student cannot succeed. To succeed, students must be able to appropriately assimilate course content, digest it, reflect on it, and be able to articulate the information in written and/or oral form.

Attitude towards studying Science has been a substantive feature of the work of the Science Education Research Community for the past 60 to 70 years. Its current importance is emphasized by the evidence of a decline in the interest among young people in pursuing scientific careers and an increasing recognition of the importance and economic utility of scientific knowledge and its cultural significance.

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CRITICAL THINKING DISPOSITION AND SKILL AS FACTORS OF ACADEMIC PERFORMANCE AMONG HIGHER SECONDARY SCHOOL STUDENTS

7

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INTRODUCTION

Contemporary cognitive psychology regards human reasoning as a complex process which is both reactive and reflective. The teaching of thinking is acknowledged by many as an important goal of education and underlying this view is a conception of what constitutes good thinking. Good thinking consists of a cluster of well-developed creative and critical thinking skills.

John Dewey is just one of many educational leaders who recognized that a curriculum aimed at building thinking skills would be a benefit not only to the individual learner, but also to the community and to the entire democracy. A holistic approach to the teaching of thinking-skills should be considered essential if we want to empower students with 'the skills they need to adapt to change, to handle the information explosion in our environment and to face the challenging years ahead' (McGrath & Noble, 1995).

The schooling process has to enable students to develop thinking skills and questioning abilities. It implies that thinking is one of the basic abilities that need to be developed. The thinking processes can be developed if a teacher is sensitive to the fact that he has the responsibility to work for all round development of the personality of the children.

Critical Thinking

Critical thinking is best understood as the ability of thinkers to take charge of their own thinking. This requires that they develop sound criteria and standards for analyzing and assessing their own thinking and routinely use those criteria and standards to improve its quality (Elder, L. and Paul, R, 1994).

All students, regardless of social class or presumed limitations in ambition or ability have some degree of potential to think critically. This potential can be developed to the fullest by embedding critical thinking in the core curriculum.

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INTRODUCTION

The prosperity and strength of a country are directly dependent on the level of science and technical knowledge cultivated in the country and on its capacity to make use of that knowledge to serve practical ends. We have to depend upon science for basic needs such as food, clothing and shelter. All our daily routines are controlled by science and its products. Science and technology are playing important roles in our lives. They have become an integral part of our social and cultural life. Various activities in our lives are controlled and governed by science. We cannot think of a world without science. We can feel the impact of science and technology in all aspects of our life. In India, science occupies most important place in curriculum, both at school and college level of education. Science and Mathematics should be thought on a compulsory basis to all students as a part of general education up to high school level. In higher secondary level, science occupies specialized position in education. In the social perspective, education has aimed at

equipping creation of society which is free from diseases, hunger, poverty and other evils. India being a developing nation, a sound system of science education alone can provide solution to these issues.

PERCEPTION

Everyday different provocations around us will be stimulating our sense organs. Many of these are received by our sense organs and are converted into sensations. These sensations are transmitted to the concerned parts of brain. The brain in turn will interpret these sensations. It is only after such interpretation that we understand what the stimulus is. In understanding the world around us, attention occurs first, followed by sensation and finally interpretation by brain. This process of interpretation of stimulus is known as perception. Normally, we perceive our environment through our five senses, hearing, sight, smell, taste and touch. Perception is combination of gathering raw data and analysing it. We perceive with our senses and analyse with our minds.



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THE EFFECT OF FARTLEK TRAINING AND SAND TRAINING ON THE SELECTED COORDINATIVE ABILITIES OF INTERCOLLEGIATE PLAYERS OF LARGE AREA GAMES

Author Name(s) : **Dr. S. Sivasankar**
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THE EFFECT OF FARTLEK TRAINING AND SAND TRAINING ON THE SELECTED COORDINATIVE ABILITIES OF INTERCOLLEGIATE PLAYERS OF LARGE AREA GAMES

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Cite This Article: Dr. S. Sivasankar, "The Effect of Fartlek Training and Sand Training on the Selected Coordinative Abilities of Intercollegiate Players of Large Area Games", International Journal of Computational Research and Development, Volume 6, Issue 2, Page Number 23-27, 2021.

Abstract:

The purpose of the study was to find out the effect of fartlek training and sand training on the selected coordinative abilities of intercollegiate players of large area games. To achieve the purpose of this study, ninety intercollegiate players of large area games (Football, Hockey and Cricket) were selected from, PSG College of Arts and Science, Coimbatore District, Tamilnadu. The subject's age ranged from 18 to 25 years and they were divided into three equal groups namely fartlek training group, sand training group and control group. The fartlek training group, sand training group underwent training programme for the period of six weeks, and control group has not undergone any type of training. The data were collected before and after the training programme. The selected data was statistically analyzed by using analysis of co-variance (ANCOVA). The result of the study reveals that there was an insignificant difference between fartlek training group and sand training group on the selected coordinative abilities (space orientation ability).

Key Words: Fartlek Training, Sand Training, Football, Cricket, Hockey, Coordinative Abilities Variables and Space Orientation Ability.

Introduction:

Fartlek Training:

Fartlek is a Swedish word which means "Speed play". This training method, introduced in the United States in the 1940's is relatively an unscientific adoption of interval and continuous training that is well suited for exercising out-of-doors over natural terrain. With this system, alternate running is done at both fast and slow speeds.

Sand Training:

Sand running is a great training tool for improving speed and agility. It provides resistance that challenges one's muscles, helps make one faster and more explosive. The constant shifting under one's feet engages small stabilizer muscles that improve balance and reduce the risk of injury. Moreover, sand training provides an opportunity to work out in the great outdoors.

Coordinative Abilities:

Coordinative abilities play an important role in quick changing of body position during game. In some sports, like combative sports, coordinative abilities are very essential for better and effective movement for any execution of movement. In sports, coordinative ability or the combination of various coordination abilities play a vital role for the execution of any skill or movement. The combination of various coordinative abilities is helpful for the execution of any movement or skill.

Statement of the Problem:

The purpose of the study was to find out the effect of fartlek training and sand training on the selected coordinative abilities of intercollegiate players of large area games.

Significance of the Study:

- The findings of the study will be helpful to make the society to concentrate on fartlek training and sand training.
- The study would provide the scientific base and guidance to the physical education teachers, coaches, and players to understand the effects of fartlek training and sand training.
- The results of the study would add the quantum of knowledge in the area of fartlek training and sand training.
- The study will help prepare a comprehensive training programme by including fartlek training and sand training.
- The study will be helpful to the students to know their ability of coordinative abilities.

Delimitations:

The study was delimited to the following factors:

- The study was delimited to ninety intercollegiate large area game players (Cricket, Football and Hockey) selected from the PSG College of Arts and Science, Coimbatore, Tamil Nadu, India.
- The study was delimited to male intercollegiate players only.
- The age group of the subjects ranged from 18 to 21 years.
- The experimental treatment was delimited to 6 weeks.



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INTRODUCTION

The main aim of education is to modify the behaviour of the learner. Behaviour is composed of so many attributes and one of these important attributes is attitude. A person's behaviour depends upon his or her attitude towards things which may include persons or objects. Attitudes are powerful sources of motivation and are capable of arousing and aiming towards concentration efforts. An attitude is dispositional readiness to respond to certain situations. Education is vitally concerned with the development of healthy attitudes, for it is our attitudes which determine our favourable or unfavourable reaction.

Assessment is the systematic basis for making inferences about the learning and development of students. It involves proficient judgement based upon the manifestation formed by the assortment of information about student performance. Internal assessment means assessing an individual by the teachers teaching in

the school or college. By having internal assessment one can improve the system of examination. It makes the students work regularly for the whole session.

SIGNIFICANCE OF THE STUDY

Assessment has different purposes. Internal assessment is a continuous, periodic and internal process. The system of internal assessment is an innovation. It is one where the learner and the teacher are directly involved in assessing the progress of student learning. Assignments, practical, project work, dissertations, etc., are the means through which internal assessment is made. It involves generating and collecting evidence of a learners' attainment of knowledge and skills and judging that evidence against defined standards. The mode of the assessment is said to be internal when a person who is related with the actual process of teaching makes judgment of the learner's ability.



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INTRODUCTION

Education in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self-realization for all people (Verma and Sinha 1990). But in our education system emphasis is given on students' academic performance which determines the academic success and the success of learning is judged mainly in terms of quantitative marks obtained by the students in the year end examination. In our society, academic performance is considered as a key criterion to judge one's total potentiality and capability. Hence academic performance occupies a very important place in education as well as in the learning process. Lent, Brown and Hackett (2000) and other educational researchers identified factors like gender, study habit, interest,

intelligence, socioeconomic status of the family, parental involvement, social environment, school environment, quality of school, and teaching methods etc., influence the academic performance of students. Though these factors influence and contribute their support to the students' academic performance in English, the present investigation is aimed to study the relationship between learning style and academic performance in English among ESL learners.

Learning style refers to an individual's preferred way of processing new information for efficient learning (Huston, 1995). It is about how students learn rather than what they learn (Hunt, 1999). Lorenzo and Lorenzo (2013) regarded learning styles in terms of how the learner process, absorb and retain information, while Wong and Nunan (2011) defined it as a pattern that learners perceive, interact with, and respond to knowledge consistently. Rochford (2007) stated that learning