	<p>Sri Ramakrishna Mission Vidyalaya College of Education (An Autonomous College affiliated to the Tamil Nadu Teachers Education University and Re-accredited with A++ Grade by NAAC with CGPA 3.82) Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020. Phone: 80125 33915 E-mail: srkvcoe@yahoo.co.in Website: www.srvcoe.org</p>	<p>NAAC 3rd Cycle</p> <p>Criterion III Metric 3.2.1</p>
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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

First page of the article / journals with seal and signature of the Principal

2020 - 2021

Sl.No	Name	Designation	Number of Articles Published
1	Dr. G. Subramonian	Principal	9
2	Dr. R. Ayyappan	Assistant Professor	1
3.	Dr. S. Sivasankar	Director of Physical Education	1
Total			11

RELATIONSHIP OF COGNITIVE STYLE WITH ACADEMIC ACHIEVEMENT AMONG STUDENT TEACHERS

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Abstract:

Cognitive style or "thinking style" is a term used in cognitive psychology to describe the way individuals think, perceive and remember information. The School and teacher have a great extend for developing Cognitive Style. The present study is about to understand the Cognitive Style and Academic Achievement of student teachers in Coimbatore district of Tamilnadu. Simple random Sampling method is used to collect the sample. Three hundred and fifty student teachers from different types of Teacher Education Institutions were taken for the study. The findings of the study revealed that there is a significant correlation between Cognitive Style(Systematic and Intuitive style) and Academic Achievement of student teachers.

Key Words: Cognitive Style, Systematic Style, Intuitive style, Academic Achievement ,Student teachers

INTRODUCTION

Cognitive style or Thinking style could be a term utilized in cognitive Psychology to depict the way individuals think, see and keep in mind information. Within the setting of educator teacher educator, we are able to define it as the way instructors think, see and remember information with respect to the instructing and learning. Cognitive- styles may be as speculative develop that has been created to clarify the method of intervention between stimuli and response. The term cognitive style alludes to the unconventional ways in which a person conceptually organizes the environment. It views that cognitive style refers to the way an individual filters and processes stimuli so that the environment take on psychological meaning.

According to Sellah et.al (2017) Cognitive style is a term used to describe the way individuals perceive, think and remember information. Cognitive styles as a concept is a component of a larger concept termed as

learning styles. Learning styles highlight characteristic cognitive, affective and psychomotor behaviours displayed by an individual as they learn. Learning styles provide an explanation for how any two learners who are taught the same concepts would differ in the way they learn as a result of various stimuli, including: environmental (e.g. noise, temperature and design); emotional (e.g. motivation and persistence); sociological (e.g. pairing and grouping); physical stimuli (e.g. auditory, visual or kinaesthetic); and psychological stimuli (e.g. global or analytic in approach, impulsive or reflective). Cognitive styles of an individual can be gauged from their response to physical and psychological stimuli, and have both internal and external features. Internally, they are structured contents of thought and experience in one's mind. Externally, they are outward expressions of thought in terms of flow of logic, arrangement of symbols (writings, drawings etc.), use of language and relations between these facets. Consequently, cognitive styles influence decisions and choices made by both the learner and the teacher during teaching and learning.

Cognitive style of a student teacher includes procurement of information and the mode of processing the information, thinking process in solving problems and organized way of communication. A student teacher as he or she is still a learner needs the cognitive style surrounded and defined in his mental structure so as to develop his or her aptitude required for making the correct milieu for learning and instructing. The 'cognition' is accidental and the 'learning' is goal-directed. These are complementary to each other. (Srinivasa Kumar & Nagaraju, 2014). Due to the importance of academic achievement in contemporary life and the predicative power of cognitive styles for academic achievement, the present research intends to examine the association between cognitive style (Systematic style and Intuitive style) and academic achievement of student teachers.

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BLENDED LEARNING INSTRUCTIONAL STRATEGY INTERVENTIONS FOR HIGHER SECONDARY SCHOOL STUDENTS: A FOCUS ON SOCIAL SKILLS

By

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ABSTRACT

Class room instruction should be a self-regulated process and the learner should be self-motivated to explore problems and situations. Learning for the students who learn through web as a source of knowledge, the learning environment should be shifted to a learner centered rather than teacher centered environment. The advantage of social skills approach to treating children with problems is that it is essentially a positive approach, which assumes that children can be taught the skills necessary to behave in different life situations in a more acceptable manner. The objective of the study was to test the efficacy of blended learning instructional strategy on social skills viz; self-discipline, communication skill, interpersonal skill, team-building skill, leadership skill, thinking skill and problem solving skill. The study employs Pretest-posttest non-equivalence control group design under the quasi-experimental method. The sample consists of 80 students of standard XII, 40 students each in Experimental group and Control group. Statistical techniques of descriptive statistics, t-test and Cohen's were used for comparing the pre-test and post-test scores of social skills and measuring the effect size between experimental and control groups. The findings of the study showed that there is significant difference in the mean posttest scores of social skills between experimental group and control group, and the blended learning instructional strategy is more beneficial to strengthening social skills among higher secondary school students when compared to constructivist teaching strategy.

Keywords: E-Learning, Blended Learning, Social Behavior, Social Skills, Experimental Intervention.

INTRODUCTION

The computers with their working and functioning capacity coupled with progress in the field of electronics and communication technology have yielded so much power, abilities and capacities to human beings. E-Learning may be taken as an electronically carried out learning facilitated and supported by the use of advanced learning technology, particularly calling for the services of computers with networking multimedia. It means the use of

web and networking technologies that deliver the information to enhance the knowledge in learning process. e-Learning has direct impact on the teaching learning process; it has timely evolved into a concept of blended learning in which the name suggests for blending online learning with conventional methods of learning platforms. Social behaviours are broadly considered as skills to be taught, and the emphasis is placed on building adaptive and new behaviours than on eliminating problem behaviours. The advantage of a social skill approach to treating children with problems is that it is essentially a positive approach, which assumes that children can be taught the skills necessary to behave in different, more acceptable manner. We are convinced that social



This paper has objectives related to SDG





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ARTICLE

Higher Secondary Commerce Students' Engagement and Attitude towards Blended Learning Environment

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ABSTRACT

At present, classroom instruction should be a self-regulated process and the learner who is self-motivated to explore problems and situations. For learning, the students are learning through the web as a source of knowledge, the learning environment should be shifted to a learner-centered rather than teacher-centered environment. Commerce education is to be directed towards mastery in its conventions and principles, towards thinking and solving problems in scientific ways, towards developing a positive outlook to the discipline at the higher secondary level. Attitude towards learning is associated with the academic performance of commerce-related tasks and improving achievement. It should be one of the basic features in designing effective commerce classroom instruction. In the present study, students' attitudes can be enhanced by using a blended learning instructional strategy targeting the variables of learner attitude towards learning of instructional transaction, learning task, classroom interaction, and assessment. The study employs pretest-posttest non-equivalence control group design under the quasi-experimental method. The sample consists of 80 students of standard XII, 40 students each in the experimental group and control group. Statistical techniques of descriptive statistics, t-test, and Cohen's d were used for comparing the pretest and posttest scores of attitude towards learning and measuring the effect size between experimental and control groups. The findings of the study showed that there is a significant difference in the mean posttest scores of attitude towards learning between the experimental group and control group and the blended learning instructional strategy is more beneficial in developing the attitude of higher secondary school students when compared to constructivist teaching strategy.

1. Introduction

Teaching technology is one of the sub-types of the system of educational technology. It concerns the systematization of the process of teaching and provides necessary theory and practice for the teachers to bring improvement

in the task of teaching. It includes the means and material concerning individualized instructions and self-learning including teaching machines and computer-assisted learning, independent of the teachers and their acts. The essence of the application of technology lies in getting more and better output with the least input in terms of time and

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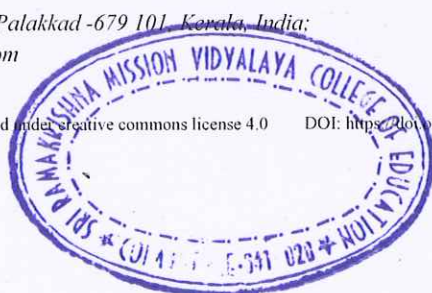
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**TEMPERAMENTAL CHARACTERISTICS AND RESILIENCE AMONG HIGHER
SECONDARY STUDENTS IN COIMBATORE DISTRICT**

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ABSTRACT

People with different temperamental patterns may be differentially stable across time and setting. Home and school are the important places that influence the behaviour patterns of children. Friendly parents and teachers play a major role in building up temperament, behaviour and resilience in children, the attitude which helps them to bounce back to normal from any difficulty. This study focuses on how temperamental characteristics 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 temperamental characteristics and resilience.

Key Words: Temperamental characteristics, Resilience, Behavioural pattern, Adolescents

Introduction

Temperament refers to the characteristic phenomena of an individual's emotional nature, including his susceptibility to emotional stimulation, his customary strength and speed of response, and the quality of his prevailing mood, and all peculiarities of fluctuation and intensity in mood. Temperamental characteristics 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. Highly reactive and emotionally unstable or weak persons are more sensitive to differences in social environments and the demands of these environments.

The Pennsylvania Early Adolescent Transition Study (PEATS) investigated the "developmental contextual mode of the functional significance of temperament individuality for adaptive development," wherein "temperament-context fit [was] related to psychosocial adjustment during the transition from elementary school to junior high". The author's findings lend support to the developmental contextual view of the nature and relation between adolescent temperament and psychological characteristics.

Review of Related Literature

A case control study on temperamental characteristics of adolescents with substance abuse and/or dependence

Willem Lore & et al (2011) conducted a case – control study on Temperamental characteristics of adolescents with substance abuse and/or dependence. This study examines reactive and self-regulatory temperament in 34 clinically referred adolescents with substance abuse and/or dependence and 34 matched controls between the ages of 14 and 18 years. Results indicated that the clinical group reported lower levels of positive affectivity and effortful control, and higher levels of sad negative affectivity, compared to the control group. Low positive affectivity and low effortful control were the most important temperament dimensions in predicting clinical substance use. These results highlight the role of both affective reactive and self-regulatory temperament dimensions in youngsters with problematic substance use.

Resilience and Higher Order Thinking

Fazey, IRA (2010) conducted a study examining the need for greater awareness of the importance of higher thinking in order to recognize, understand, and address chronic global social and environmental problems. Such thinking involves personal beliefs (PEBs), that is, beliefs held by human beings how something is known. These beliefs have a profound effect on how people interact with the world, such as how people understand complex social and environmental systems. Being resilient and thinking with resilience is a form of environmental management that incorporates many

**EFFECTIVENESS OF JOURNALING IN ENHANCING GRATITUDE AMONG
PREADOLESCENTS**

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Abstract

Gratitude is a thankful appreciation for what an individual receives. With gratitude, people acknowledge the goodness in their lives, feel more positive emotions, improve their health, build strong relationships and helps people connect to something larger than themselves. In positive psychology research, gratitude is strongly associated with greater happiness as it is one of the six sustainable happiness skills. The aim of this study is to conduct an intervention programme on Journaling technique for 14 days among preadolescents and find out its impact on gratitude by using Single group Pre test - Post test experimental design.

Key words: happiness skills, happiness, preadolescents, gratitude, journaling

Introduction

Gratitude is a way for people to appreciate what they have instead of searching for something new that will make them happier or it is thinking that they can't feel satisfied until every physical and material need is met. Gratitude helps people refocus on what they have instead of what they lack. This mental state grows stronger with use and practice. Keeping a gratitude journal, listing just three things for which we are grateful for everyday intentionally focuses our attention on developing more grateful thinking and on eliminating ungrateful thoughts consciously. It helps guard against taking things for granted and sees gifts in life as new and exciting and enhances gratitude. Hence, children and adolescents spend much of their waking hours in school, schools are an excellent location for well-being initiatives.

Statement of the Problem

In the present investigation an attempt is made to study the effect of Journaling Intervention Program in enhancing Gratitude which is one of the six sustainable skills of happiness among preadolescents of Standard VII students in Century Foundation Matriculation Higher Secondary School, Tirupur.

Need and significance of the study

The purpose of education is not just to push students continuously to get good marks but also to create an environment where a student is happy, confident and aware. Hence gratitude is highly correlated with happiness the investigator felt the need and importance of fostering gratefulness by intervening journaling technique and analyse its effect among preadolescents.

Literature Review

Seligman, M. P et al., (2005) investigated on the Positive Psychology Progress using a sample recruited through the Authentic Happiness website to compare the effectiveness of five different happiness techniques, each delivered through internet. The five techniques chosen were: gratitude visit, three good things in life (Journaling), you at your best, using signature strengths in a new way, and identifying signature strengths. The **Steen Happiness Index** was used to measure changes in happiness, and the Center for Epidemiological Studies-Depression Scale (CES-D) symptom survey for depressive symptoms. The **gratitude visit** resulted in an immediate 10% increase in happiness, but the effect was cut in half within one week, and completely



Investigation of Prospective women teacher's Cognitive style in terms of different variables

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ABSTRACT

Cognitive style is a hypothetical construct developed to explain the process of mediation between stimuli and responses. The term cognitive style refers to the characteristics ways in which individuals conceptually organize the environment. Cognitive styles have more recently been defined as "individual differences in processing that are integrally linked to a person's cognitive style; they are a person's preferred way of the processing; they are partly fixed, relatively stable and possibly innate preferences" (Peterson, Rayner, & Armstrong, 2009). The present study was conducted to investigate the cognitive style of prospective women teachers concerning their background variables. The investigator has selected 350 future women teachers from the Coimbatore district. A simple random sampling technique has been used to collect the sample. For collecting data, the investigator has used the Cognitive Style Inventory (CSI) constructed and standardized by Praveen Kumar Jha in 2001. For result analysis, the t' test has been used. Upon verifying the hypothesis, a significant difference has been found between Cognitive Styles among Prospective women teachers due to variation in their type of institution, locality of residence.

Keywords : Cognitive style, Systematic style, Intuitive style, Prospective teachers.

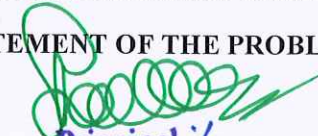
Introduction

Individual differences play an important part in modern schooling. Learners' judgments of how they approach learning activities and how the training process affects them have a significant impact on learning products. Individual differences and their application within a learning setting may be an important feature of learning for both teachers and students. One of the most important variables in determining individual differences is the teaching styles that students choose. Learners use a variety of teaching methods, including thinking styles, learning styles, and cognitive styles. The way in

which learners can learn materials is referred to as learning styles; the way in which learners can believe contents is referred to as thinking styles; and the way in which information is obtained is referred to as cognitive styles. Cognitive style might be a hypothetical construct created to figure out how stimuli and reactions are mediated. Cognitive styles have more recently been defined as "individual differences in processing that are integrally linked to a person's cognitive style; they are a person's preferred way of the processing; they are partly fixed, relatively stable and possibly innate preferences" (Peterson, Rayner, & Armstrong, 2009).

researcher attempted to identify the cognitive style of potential female teachers based on their background characteristics in this study.

STATEMENT OF THE PROBLEM


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EXPERIMENTAL USE OF BLENDED LEARNING INSTRUCTIONAL STRATEGY FOR EFFECTIVE TEACHING IN COMMERCE AT HIGHER SECONDARY LEVEL

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ABSTRACT

Blended learning is a mix of pedagogical approaches that combines the effectiveness and the socialization opportunities of the classroom with the technological enhancement of online learning. Blended learning increases the interaction between the instructor and the student by integrating formative and summative feedback to boost students learning experiences. The objective of the study was to study the effectiveness of blended learning instructional strategy over constructivist teaching strategy among higher secondary students. The study employs a pre-test post-test control group design under the quasi-experimental method. The sample includes 80 students of standard XII, 40 students each in the experimental group and control group. The test scores were analyzed and compared between the two groups with the statistical techniques of mean difference analysis and ANCOVA. The results of the study revealed that there is a significant difference in the mean scores of achievement in commerce after the intervention of blended learning instructional strategy.

Introduction

E-Learning has enough potential to provide solid assistance to all types of academic tasks-theoretical and practical- in individual and collaborative classroom situations. It can provide a valuable treasury of knowledge and information to all subjects of the school curriculum besides proving helpful in managing the multidimensional affairs related to classroom instruction and all-around development of the personality of the students. In the rapidly moving world, we can sustain only by making ourselves capable of racing with the pace of time and technological progress. E-learning has a variety of modes and styles for its operation serving as a support provider, collaborator, or partner, and substitute or alternative of the real-time actual teaching-learning encounters of our classroom. They are (i) Support learning, (ii) Blended learning, and (iii) Complete learning.




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FACTORS CONTRIBUTING TO POOR COMMUNICATION SKILL AMONG LOW LEVEL LEARNERS

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ABSTRACT

Children of educated parents coming from better home environment are found to perform well in English language compared to students of low socio-economic status. A healthy family environment is essential for a child's proper language development. It should be taken into consideration that without good communication skill, one cannot attain mastery in English language. A good communication skill makes the learners more creative in using English language. The objective of the study was to find out the relationship between socio-familial conditions and communication skill in English language among secondary school students. The study employs descriptive survey method with a sample of 600 secondary school students taken for collecting the data. The result of the study found that socio-familial conditions have a significant influence on communication skill in English language among secondary school students of Palakkad district. The teachers should take necessary steps to enquire and understand about the socio-familial background of the learners.

Keywords: Socio-Familial Conditions, Communication Skill, English Language Teaching.

INTRODUCTION

Education is the most important social activity concerned with the wholesome development of the individuals. The aim of education is emancipation from the darkness of ignorance, thereby leading us towards the light of wisdom. So education may be viewed as a process designed to incorporate knowledge, skill and attitude to cope efficaciously with the environment. Education is for knowledge and knowledge enlightens humanity. Language is like a 'prism' which reflects the manifold shades of human knowledge, skills and activities. Language is the most powerful means of communication which plays a vital role in the all-round development of the individual (Saraswathi, 2006). According to Leonard Bloomfield, "Each community is formed by the activity of language". Language is the most wonderful gift of nature which has added essence and spirit to human life. Communication is the basic medium through which we exchange thoughts, ideas, feelings etc.

Human beings can communicate with each other. We are

able to exchange knowledge, beliefs, opinions, wishes, threats, commands, promises, declarations, feelings etc.; only our imagination sets the limits. We can smile to express amusement, pleasure, approval or acceptance, we can shriek to express anger, excitement or fear. We can clench our fists to express determination, anger or a threat. We can raise our eyebrows to express surprise or disapproval, and so on, but our system of communication before anything else is language. English as a second language enjoys great prestige and fulfills an essential role in the educational and economic life of the nation (Kohli, 2008). It is called a second language because it has become a vital component of our national and socio-cultural reality. It is the language required by the world for greater understanding. English has become a major link language at national and international levels, and is a commonly used language. In office, industry, business, preparations of professionals like doctors, engineers and in research particularly in the field of science and technology and many other activities English has taken a prime place.

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Higher secondary school students' attitude towards blended learning instructional strategy

Dr. K. Suprabha^{1*} Dr. G. Subramonian²

ABSTRACT

Attitude towards learning is a significant predictor of learners' academic achievement. Though the intervention strategy targeting this variable, which indicate that student's attitude towards learning can be enhanced by using suitable instructional strategies. Blended learning instructional strategy employed in this study could reduce the marked differences between attitude of instructional transaction, learning task, classroom interaction and assessment than with the extant of constructivist classroom instruction. The results of the study revealed that blended learning instructional strategy could enhance the attitude towards learning and resulted in learning outcomes of higher secondary school students.

Keywords: Educational technology, e-Learning, Blended learning, Attitude towards learning

Educational technology is concerned with the scientific use of all non-human resources, while instructional technology covers the process and system of learning and instruction for solving various problems of education including classroom instruction. It concerns with the systematization of the process of teaching and provides necessary theory and practice to bring improvement in the task of teaching and learning. e-Learning has a tremendous impact to the learning environment, it has timely evolved in to a concept of blended learning which its name suggests blend online learning with traditional mode of learning. Blended learning emerges from an understanding of the relative strengths of face-to face learning with online learning as cited by Garrison and Vaughan (2008). This opens a wide range of possibilities for redesign the traditional classroom environment. Attaining the threshold of blended learning means replacing the aspects of face-to face learning with appropriate online learning experiences, consistent with the goals of specific outcomes and behavioral changes. Therefore, blended learning instructional strategy based on adaptive learning environment to be integrated into web-based instruction in teaching learning process. The introduction of an adaptive and interactive source of learning means the instructors may spend less time for presenting knowledge to group of students and more time in facilitating small group works and guiding students to use appropriate resources for curriculum transaction.

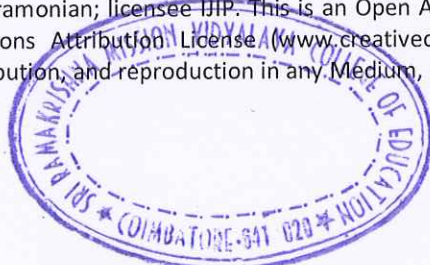
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CONFLICT RESOLUTION AND MENTAL HEALTH OF SECONDARY TEACHER TRAINEES

5

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INTRODUCTION

Conflict resolution appears to offer a refreshing new politics. In a world fraught with conflict, competition, and violence, the field orients itself toward cooperation and consensus. Contrary to influential approaches in politics, international studies, and the social sciences more broadly, conflict resolution denies the claim that human social relations are characterized by conflict or competition. Rather, it asserts that people can and do cooperate to address difficulties among themselves. Certainly, cooperation does not characterize all human interaction, but collaboration is more pervasive in human history and cultures than is commonly thought. While conflict resolution does not claim that we can inhabit a world without competition and conflict, it nevertheless works toward a future in which conflicts are managed productively rather than destructively, and through cooperation where possible. Conflict is a normal, and even healthy, part of relationships. After all, two people can't be expected to agree on everything at all times. Since relationship conflicts are inevitable, learning to deal with

them in a healthy way is crucial. When conflict is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. By learning the skills you need for successful conflict resolution, you can keep your personal and professional relationships strong and growing.

NEED AND SIGNIFICANCE OF THE STUDY

Anger is one of the more commonly experienced emotions when parties are in conflict. Anger is not merely irritation or disappointment but a combined feeling of disappointment, anxiety and indignation that signal our body to prepare for a fight. It may take the form of verbal or physical attack, rage or animosity. It can be destructive when we express it in a way that will create harm, hatred or alienation. It is not uncommon to hear stories of people getting killed or hurt after an angry exchange.

Anger may also cause adverse effects on our health. Anger sets off the surge



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THE EFFECT OF FARTLEK TRAINING AND SAND TRAINING ON THE SELECTED PHYSICAL FITNESS VARIABLES OF INTERCOLLEGIATE PLAYERS OF LARGE AREA GAMES

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Abstract:

The purpose of the study was to find out the effect of fartlek training and sand training on the selected physical fitness variables of intercollegiate players of large area games. To achieve the purpose of this study, ninety intercollegiate players of large area games (Football, Cricket, Hockey) were selected from, Sri Ramakrishna Mission Vidyalaya College of Arts and Science, Coimbatore District, Tamilnadu. The subject's age ranged from 18 to 21 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 twelve 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 physical fitness variables (Cardiovascular Endurance).

Key Words: Fartlek Training, Sand Training, Football, Cricket, Hockey, Physical Fitness Variables and Cardiovascular Endurance.

Introduction:

Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his or her personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life.

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.

Small and Large Area Games:

Small-area games are game-like competitive drills that utilize a playing surface that has been reduced in size like Volleyball, Kabaddi, Badminton, Ball badminton etc. Large area game is similar to competitive drills that utilize a playing surface that has been large in size like Football, Hockey and Cricket. The researcher has taken large area games for his research such as Hockey, Football and Cricket.

Statement of the Problem:

The purpose of the study was to find out the effect of fartlek training and sand training on the selected physical fitness variables 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.



[Signature]
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