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2.0 INTRODUCTION

Gifted and talented are two of the more widely used terms to designate individuals, who have indicated potential for outstanding achievement or who have already demonstrated unusual achievement. Other terms are bright, able, exceptional, superior, rapid learner, accelerated and genius. Sometimes such terms also carry an adjective mentally, academically, artistically, creatively or socially and even further modifier, such as highly, exceptionally, unusually.

Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programmes and/or services beyond those normally provided by the regular school programmes in order to realize their contribution to self and society. Children capable of high performance included those with demonstrated achievement and or potential ability in any of the following areas, singly or in combination.

a) general intellectual ability
b) specific academic aptitude
c) creative or productive thinking
d) leadership ability
e) visual and performing arts
f) psycho motor ability

The term 'gifted child' is frequently used to signify a child who has obtained an outstandingly high score on a standardized test of intelligence. A child with a high I.Q. is a gifted child. The practice of widening the application of the term 'gifted' may be seen not only in areas of achievement such as the various modes of artistic performance but also in some recent efforts to make an assessment of creative thinking abilities.
Certain persons distinguish themselves by superior performance in areas prized by their society or age, in scholarship, the art, sport, leadership and the like. These persons are said to be 'gifted', 'talented', 'persons of genius' and so on. It is increasingly accepted today that such outstanding performances are result of developmental process.

Many technologically highly developed societies stress that education for gifted and talented is an investment in the nation's future. According to Kundu and Tutoo\(^1\) (1988):

'Gifted children with wide range of creative intellect and talent are an asset to any society. Development of society depends upon, among other things, on the development of children. The ethos of personal achievement and of competitive materialism can be influenced by the creative thinking of children, adolescents and adults. Creative people, young and old, who are endowed with many abilities and characteristics, are trend setters in a society and it is, therefore, obvious that a gifted child is capable of serving his society in a number of ways which can help the country in developing itself in various ways. All countries and cultures have a certain percentage of population who are endowed with special abilities and high intelligence. The excellence and quality of nation depends on how this specially endowed proportion of the population is nurtured and how they are used in developing society.'

First studies which have drawn importance to the problem of gifted children are those of Terman. Louis M. Terman\(^2\) (1877-1956) is the first American mentioned in the history of gifted child movement in the United States, based on his longitudinal study of 1500 gifted children and genetic studies of genius. Terman brought measurement strategies to the study of giftedness.
Leta S. Holling Worth (1886-1939) began to work with the highly gifted in 1916 and began publishing her findings in 1926. Holling Worth wrote on curriculum instruction and emotional development of the gifted, and about the long term histories of her students.

S.L. Pressey (1888-1979) was the first to address the question on acceleration for the gifted from the end result rather than from the starting point of education. He contended that if the gifted progressed rapidly through school they would have more years of productive life. Holling Worth contributed to the field of the very highly gifted and Pressey added the perspective of acceleration.

Terman, Holling Worth and Pressey each approached the topic of education of the gifted and talented from a different perspective, yet each believed firmly in the need to foster giftedness.

In Europe and other parts of India and Asia systematic efforts have been made to orient the educational system to the needs and requirements of the specially endowed children. Considerable funds have been earmarked for the promotion of research gifted children.

2.1 DEFINITION OF GIFTED OR TALENTED

Various definitions have been given to giftedness. This is so because giftedness is due to many talents and abilities.

Robert J. Havighurst\(^3\) (1955) gives the definition as:

'A meaningful definition of the gifted would then not be a narrow but might include every child who in his age group is superior in some ability which may make him an outstanding contributor to the welfare of society and quality of living.'
According to Paul Witty (1958):

'The gifted is defined as one whose performance in a potentially valuable line of human activity is consistently remarkable.'

Willard Abraham (1958) says:

'The gifted is one who excels in creative thinking and abstract reasoning, has a wider scope of interest and produces work of superior quality.'

As per the opinion of Crow and Crow (1962):

'In general the gifted tends to be superior to their mentally less able age peers in height, weight, strength and eventual length of life span.'

Harring and Schiefelbusch (1967) describe:

'The term gifted usually refers to those with intellectual capabilities that exceed a majority of their age mates.'

Hallahan and Kuffman (1978) elaborate giftedness as:

'Giftedness is considered to be cognitive superiority, creativity and motivation in combination and of sufficient magnitude to set the child apart from the majority of agemates make it possible for him to contribute something of particular value to the society.'

The more popular definition is that of the United States Office of Education:

'The term gifted and talented children means children, and where applicable, youth, who are identified at the pre-school, elementary or secondary school level as possessing demonstrated or potential abilities that give evidence of high performance responsibility in areas such as
intellectual, creative, specific, academic or leadership ability, or in the performing and visual arts, and who by reason thereof, require services or activities not ordinarily provided by the school.'

The other frequently used definition is Renzulli's "Three Ring" definition:

'Giftedness consists of an interaction among three basic clusters of human traits - these clusters being above average general abilities, high levels of task commitment, and high levels of creativity. Gifted and talented are those possessing or capable of developing this composite of traits and applying them to any potentially valuable area of human performance. Children who manifest or are capable of developing an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programmes.'

Kirk\textsuperscript{11} refers giftedness to any of the following special aptitudes and talents:

\textbullet{} the socially talented
\textbullet{} the mechanically talented
\textbullet{} the artistically talented
\textbullet{} the musically talented
\textbullet{} the linguistically talented
\textbullet{} the physically talented
\textbullet{} the academically talented.

From the above definitions, it is evident that giftedness is a wide term psychologically and does not refer to any single narrow ability. The modern approach to giftedness emphasises the fact that I.Q. is not the only criterion for giftedness. In this study, talented is referred as the academically talented.
2.2 CHARACTERISTICS OF THE GIFTED OR TALENTED

Gifted or talented children have many characteristics and qualities which can be an asset to a society. Intellectually, gifted children represent the upper group on the intelligence scale. From the biological point of view, gifted children initiate and are capable of initiating rich activities which can ultimately prepare them for creative contribution in adult life. There is an intimate sensory motor and symbolic interaction with time and space in which they live.

What are the gifted children like? Are they social isolates? Are they adjusted and well liked? Are they always 'lost in books'? We need to remember that gifted and talented children are first children. Some will be energetic, verbal and popular; others will be less social and energetic. Some will be taller than average, others will be shorter than average. There will be wide differences in social, academic, and personal skills, growth patterns and motor abilities; and socio-economic class, creed and race. The common denominator that emerges, however, is an outstanding ability in one or more areas of human endeavour - an ability so noteworthy that special provisions are necessary to facilitate development of the child's potential.

Buddhi Prakash Sharma quoted in 'Talent and their training.'

Witty (1951) on the basis of the findings of her study of 100 gifted children has enumerated the following intellectual characteristics of the gifted child.

1. Has a large vocabulary and uses it correctly.
2. Uses phrases and sentences at an early age and has an ability to tell and reproduce stories.
3. Has an interest in books and later enjoys study of atlases, dictionaries and encyclopedia.
4. Is interested in calendars.
5. His ability to read develops earlier than that of an average child.
6. Has a capacity to concentrate longer than most children.

In other words, gifted children have all the primary mental abilities highly developed, e.g. numerical ability, verbal fluency, verbal comprehension, memory, spatial relation and inductive as well as deductive reasoning. They have constructive thinking, are capable and have knowledge as well as capacity to use it. They have a great mental energy, good sense of humour, sustained attention and mature power of the use of language.

According to Kothari Commission (1966), 'the highly gifted are too creative to be confined within the four walls of the classroom. A genius may be poor in one or another subject, often a failure in examination or mediocre in performance. Ravindranath Tagore and Newton had a reputation for dull borderline school achievement though later, the world recognised them as genius. Hence it is very necessary to search out these students. The following is such scheme adopted by the Government of India.'

2.3 NATIONAL TALENT SEARCH SCHEME (NTSS)

India is running towards the next century with fast growing progress in science, technology and many other fields. Only intellectual and talented persons are required at every step to get success at the top of development. Talents are assets of the nation and will pay rich dividends if properly invested. Prof. Mujib says, 'Democracy can not thrive upon suppression of talent. On the contrary, its health depends upon talented individuals, who utilize their aptitude to promote common interest in various fields and activities. The good school must, therefore, do what it can, to identify talented pupils and to provide them challenges and opportunities which stimulate their mental development.'
It is necessary to nourish a born gift. Our duty is to search out this talent and to provide all possible facilities and training to develop it. An early discovery of talented is a must.

The ratio of talented students is 100 : 4 in India. The progress of the nation depends on such youths. In India, the talented students are awarded scholarships on the basis of their achievements. The talented students are picked up through NTSS by National Council of Education, Research and Training (N.C.E.R.T.). The purpose of this scheme is to identify brilliant students at the end of class X and give them financial assistance towards getting good education, so that their talent may serve the discipline as well as the country.

The selection procedure consists of two stages:
1) State level examination.
2) National level examination.

1) State Level Examination

Each state is required to recommend a given number of candidates for the second level test to be conducted by the N.C.E.R.T. This number is based on the enrolment of states at the secondary stage. The candidates are to be recommended on the basis of merit in the written examination. The screening examination shall be normally conducted by State during October-November each year. In Gujarat, State Examination Board organizes this examination at state level. State level examination have two parts.

Part I Mental Ability Test (MAT)
Part II Scholastic Aptitude Test (SAT)

After scoring of the state level examination answerscripts is over, the State concerned will prepare a merit list after applying the reservation formula for SC/ST as applicable in the State. The selected candidates by states shall be eligible to appear at National level examination.
2) National Level Examination

The selected candidates have to appear at National level examination. National level examination has two parts:

1) Written Examination.

2) Interview.

The written examination consists of:

1) Mental Ability Test and

2) Scholastic Aptitude Test.

The scoring of the answersheets for the above said two tests is done through the computer. Selected candidates are called for interview. The final award result is declared on the base of the second level written test and the interview strictly on the basis of merit.

In Gujarat, many students appear every year at this state level examinations. Those who get success according to the fixed norms are recommended for the national level examination. Most of the students recommended by the state do not shine out at the national level examination and therefore a few candidates get the scholarship.

2.4 VARIABLES

The present study attempts to find out the relationship of other variables with scholastic achievement of both the groups. The variables are as follows:

Scholastic Achievement

The scholastic achievement or academic achievement refers to some method of expressing a student's scholastic standing in relation to others. The achievement of the students in the courses, syllabi, subjects and books studied by them and expressed in the form of grades, percentage or in any other point scale, can broadly be termed as academic achievement or scholastic achievement.
Academic achievement in a subject may be defined in terms of the acquisition of knowledge, understanding and reflective thinking at that particular subject. Freeman has pointed out that educational attainment is one designed to measure knowledge, understanding or skill in a specified subject or group of subjects. That is to say whatever the knowledge and skills, a student acquires during the school period is called an academic achievement. Most common symbols of academic achievement are promotion, grades, honours, diplomas, degrees and achievement scores.

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Biswas and Agarwal\textsuperscript{13} define the school achievement as a knowledge acquired and skill developed in school, generally indicated by marks obtained in test.

In the present study scholastic achievement has been defined in the normal sense of the term. The percentage of the marks secured by the students at the Secondary School Certificate (SSC) examination has been taken to be their scholastic achievement. Moreover it is considered as a dependent variable.

**Intellectual Ability**

Intellectual ability or intelligence is that allround mental power which shows itself as an ability to see relationships between items of knowledge and then to apply these relationship to new situations.

Since the intelligence is one of the most complex of mental processes, it is admittedly not easy to define it. With the result a number of definitions have come up. Each one has
defined intelligence for the specific purpose in his own way. However, all the definitions could be grouped into one of the following three groups.

a) One group of definitions places the emphasis on adjustment or adaptation of the individual to his total environment or limited aspect of it.

b) A second group of definitions states that intelligence is the ability to learn and

c) still another group defines intelligence as ability to carry out abstract thinking.

Wechsler\textsuperscript{14} (1958) defines intelligence as the aggregate or global capacity of the individual to think rationally, to act purposefully and to deal effectively with his environment. It will be noted on a careful analysis of this definition that is a comprehensive definition and it encompasses the three views of intelligence presented and discussed earlier.

Another term, the intelligentia quotient, refers to the rate of mental development.

According to Albert Harris\textsuperscript{15} (1967):

'The I.Q. is a measure of the rate of mental development which indicates in a rough way what the child's future rate of mental growth is likely to be. The more the I.Q. is above 100, the faster is the probable rate of progress, the more below 100, the slower.'

Lee Deighton\textsuperscript{16} (1971) categorizes definitions of intelligence as follows:

'i) Intelligence as the ability to adopt to the environment.

ii) Intelligence as the ability to deal with symbols or abstractions.

iii) Intelligence as the ability to learn.'
For our purposes, intelligence has been defined as the capacity to acquire and use knowledge, a capacity that is supported by a host of cognitive activities such as perception, memory storage and retrieval, reasoning, problem solving and creativity. Thus it is not the individual's storehouse of knowledge itself, but rather the capacity to acquire and use it.

Creativity

Creativity is the higher function of intellectual components of human personality. There are many meanings to the word 'creativity'. It has been variously defined as
a) A product (an invention).
b) A process.
c) A kind of person (the creative individual), or
d) a set of conditions.

Torrance 17 (1966), one of the most prolific of writers on creativity, has defined creativity as:

'... the process of becoming sensitive to problem, deficiencies, gaps in knowledge, missing elements, disharmonies, and so on, identifying the difficulty, searching for solutions, making guesses, or formulating hypotheses about the deficiencies, testing and retesting these hypotheses and possibly modifying and retesting them, and finally communicating the results.

Torrance further stated that this definition seems to describe the natural process that takes place during the creative act. He argued that any definition of creativity should be harmony, at least to some extent, with historical usage, yet at the same time useable or applicable to scientific literacy, artistic and personal creativity.
Warren's Dictionary of Psychology (1934) defined creativity as:

'the capacity of certain persons to produce compositions of any sort which are essentially novel or which were previously unknown to the producer.'

Taylor (1964) proposes the definition which may be applicable in the typical classroom situation.

'Creativity is the ability and initiative to create new ideas and/or things by the restructuring or redefining of past experiences into new forms.'

According to Taylor (1975):

'the Wallas steps towards creative accomplishment are valid but it is also necessary to recognize hierarchical levels of creativity. From lowest to highest they are as follows:

a) expressive creativity or the development of a unique idea with no concern about its quality.
b) technical creativity or proficiency in creating products with consummate skill.
c) inventive creativity.
d) innovative creativity.
e) emergentive creativity.

Measuring Creativity

Creativity is a complex concept which can be exhibited in many different ways and in many different media. The findings of research to date indicate that a variety of methods have been developed for measuring this phenomenon.

According to Guilford:

'There are four creative thinking abilities, fluency, flexibility, originality and elaboration.'
**Fluency** is the facility with which one can retrieve information in storage in the brain from past experiences.

Ideational fluency denotes skills in generating quantities of ideas in a language context. Examples of this competency include writing large numbers of acceptable plot titles for untitled literacy works and imagining many consequences of a change in the environment or in the conditions of life.

**Flexibility** is the facility to use a variety of approaches to the solution of a problem.

The skill of being able to discontinue an existing pattern of thought and shift to new patterns is called flexibility.

**Originality** - the process of originality resembles that of ideational fluency, except that the focus is on products that are unexpected, and sometimes amusing.

**Elaboration** is the facility to fill in detail, after an idea has been formulated. The process of elaboration is relevant to skill in planning and organization.

Guilford's pioneering efforts on the theory of creativity as a psychological construct and on the development of creativity tests for identifying such abilities led to the massive work Torrance, whose test battery (1966) is probably the most widely used in education.

**Personality Traits**

The word 'personality' is originated from Latin word 'personare' which means as 'producing sound'. The word 'personality' also expresses sound of a character in 'mask'. The word 'persona' was used in ancient era in expressing a person's deeds. These words were only of theoretical importance. But these meanings are of too limited a value so far as psychology of personality is concerned. With the flux of time, considerable thought began to be given to 'personality'. Each thought differed from the other. Right from the ancient era of psychology 'personality'
has been continuously defined, yet it seems too vast to be governed by a definition. The possible cause seems to be the influence of the age, time and tradition over the thinkers. Every thinker, while defining 'personality' dwelt upon such salient features of person's life as seemed dominantly exposed to them.

According to Warran\textsuperscript{22} (1960):

'Personality is the entire mental organization of a human being at any stage of his development. It embraces every phase of human character, intellect, temperament, skill, morality and every attitude that has built us in the course of one's life.'

G. Allport's\textsuperscript{23} (1961) studied definitions galore of personality, minutely and consequently could produce his own definition in the following words:

'Personality is a dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment.'

As per H.J. Eysenck\textsuperscript{24} (1971):

'Personality is the more or less stable and enduring organisation of a person's character, temperament, intellect and physique, which determines his unique adjustment to environment.'

According to Dworetzky\textsuperscript{25} (1982):

'The organization of relatively enduring characteristic unique to an individual as revealed by the individual's interaction with his or her environment.'

The personality theory of R.B. Cattell is known as 'psycho-statistical or factor analytic thoery'. Cattell explained
personality through statistical point of view so his theory is known as a statistical or analytical theory among the theories of personality.

According to Cattell (1950):

'Personality is that which permits a prediction of what a person will do in a given situation.'

He further states:

'Personality is that which determines behaviour as defined situation.'

The traits is the most important factor of Cattell's personality theory. He introduces characteristics of personality as a trait. For its clarification, he has given classification. According to him a trait is mental structure or an inference which is made from observed behaviour-accounts for regularity or consistency in the behaviour. There is a list of fourteen factors in the handbook of High School Personality Questionnaire (HSPQ).

The professional terms of factors are as follows:
Table 2.1

Fourteen Dimensions of HSPQ

<table>
<thead>
<tr>
<th>Number</th>
<th>Factor</th>
<th>Dimensions of Personality</th>
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<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Sizothymis Vs Affectothymis</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>Low intelligence Vs High Intelligence</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>Lower Ego Strength Vs Higher Ego Strength</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>Phlagmatic Temperament Vs Excitability</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>Submissiveness Vs Dominance</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>Desurgency Vs Surgency</td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>Weaker Super Ego Strength Vs Stronger Super Ego Strength</td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>Threctis Vs Parmis</td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>Harris Vs Pramsis</td>
</tr>
<tr>
<td>10</td>
<td>J</td>
<td>Zappis Vs Coasthenis</td>
</tr>
<tr>
<td>11</td>
<td>O</td>
<td>Untroubled Adequacy Vs Guilt Proneness</td>
</tr>
<tr>
<td>12</td>
<td>Q₂</td>
<td>Group Dependency Vs Self-Sufficiency</td>
</tr>
<tr>
<td>13</td>
<td>Q₃</td>
<td>Low Self-sentiments Vs High Strength of Self-Sentiments</td>
</tr>
<tr>
<td>14</td>
<td>Q₄</td>
<td>Low Ergic Tension Vs High Ego Tension</td>
</tr>
</tbody>
</table>

It can be seen from Table 2.1 that every factor is presented as bipolar continuum the two polar titles and behaviour lists, presented as left and right, describing the extreme opposite poles. The high score on the test corresponds always to the right hand pole. However, one should guard against summing that the right hand, 'high' pole is in some psychological sense 'good' and low pole 'bad'. According to what performances and purposes are considered, sometimes the left and sometimes the right pole is advantageous. Experimentally, this is shown clearly in that both positive and negative correlations occur for any given factor pole in relation to series of different achievements.
Family Background

A large body of literature documents the fact that environmental process variables consistently account for a substantial proportion of variance in academic achievement and intellectual performance. Academic performance of a child is an interplay between specific family demographic and home environmental variables. Ordinal position, education of mother, education of father are the family demographic factors significantly affecting different aspects of academic performance. The family demographic variables influence the home environment, which in turn affects the academic performance of students.

Socio-Economic Status (SES) and Parents' education are taken as family demographic variables in this study.

SES

The socio-economic status (SES) is one of the factors which has been taken into consideration with a view to observe whether scholastic achievement has any relationship with SES.

It is generally believed that the students of good SES would get better chances to be exposed to a wider range of social experience. Such social situations offer wider chances to enter into social interaction which provide more chances to multiply all kind of useful experiences in the life. The learning experiences contribute to the enrichment of knowledge and thus ultimately to the scholastic achievement. Those having low SES have limited number of experiences which cannot play a sufficient role in enhancing the knowledge gained and may result into low achievement.

Parents' Education

It is generally believed that the students coming from the literate families have a greater exposure and therefore they may score high in their achievement and the students coming from illiterate families may score low as they have a little scope of exposure.
Here is an attempt to study whether mother's education and father's education taken separately affect the scholastic achievement or not.

**Personal Variables**

There are personal variables which may affect the scholastic achievement and they are innumerable. The investigator because of the limitations could not take many of them but only birth order and study habits of the students are taken in this study as personal variables.

**Birth Order**

Birth order means the relative order of birth of the children in single family. Birth order operationally can be termed as the rank of a child or individual in the family in relation to his birth order. In other words, birth order is the specific ordinal position in the form of rank in the child or man.

Everybody would be willing to agree that order of birth plays an important role in influencing the child's or person's personality and behaviour.

According to H.G.Desai

'Specific psychology has been interested for some decades in the effects of ordinal position on intellectual and social adjustment. The theoretical logic of ordinal position in research is that a specific position in the family importantly affects the kinds of experiences one encounters.'

In the words of Dr.H.G.Desai

'The hypothesis has been advanced that children who are the first born in their families suffer, on the average, a handicap in mental development due to both physical and social disadvantages.'

This implies that poor physical condition and comparatively less intellectuality may adversely affect both reading and
learning but the studies have not yielded consistent results. The educational and social handicaps of the first born are a matter of speculation rather than direct proof.

Many studies on birth order reveal that the first born child of parents' is more likely to attain a position of intellectual eminence. He is more likely to be serious and sensitive as compared to his younger brothers or sisters.

The first born has a special proclivity for language. The second child grows up looking outward upon a world of peers and learns these skills for coping up with similars. The youngest child in the family has somewhat inflated self-esteem. He accomplishes his work through shrewdness and wisdom.

'The last borns, particularly the last born from larger families are likely to be over represented in the population of alcoholics.'

The present study, perhaps, will be one which would strive to explore the effects of pupils' birth order on scholastic achievement. Whether there is any positive or negative influence of the pupil's birth order on his achievement is to be judged and scientifically predicted through this research study.

**Study Habits**

Habit, according to the pure behaviouristic point of view (Hull) is the combination of S.R. which is reinforced by some reward or punishment. It goes without saying that habit facilitates the performance of any activity. Habit is something which is acquired through repetition. It is semi-mechanical and automatic. It does not require any effort and attention once it is acquired, and it can be performed under similar circumstances. For instance, a typist or a composer in a printing press in the initial stage needs all his attention in order to type or compose a few sentences. But gradually his fingers move automatically and once the habit is formed he does the work with ease and comparatively less efforts.
Klapper in his 'Principles of Educational Practice' says that personality is clothed in habits and habits are the very garment of the soul. The ability to form habit is the most striking and useful characteristic of man, whether we see him as an infant, a child, a youth, or an adult. We have a saying, 'The sapling is bent, the tree is inclined.'

The child begins to form habits very early and his tendency gets firmly conditioned in the early years of childhood. James thinks that cultivation of proper habits is the sole aim of education. He referred to habits as the flywheels of society.

Scholastic achievement largely depends upon the study habits. An average student with right habits will have achievement level much higher than an intelligent student whose study habit is wrong. It is, therefore, necessary to develop good study habits consciously.

Jamur (1959) has mentioned that performance in school and college is not just a function of intelligence but of study habits as well. Even the most gifted students seldom discover the most effective way of study.

A habit literally means a behaviour pattern which has not grown naturally out of the body but has been put on externally. All activities, i.e., mental and physical are subject to the law of habit. Without habits, one would not be able to make any progress. The greater the number of desirable habits one possesses, the more efficient he will be.

Study habits could be understood to divide the time proportionately for subjects to be studied and inculcate in oneself a habit of regular work. When a student divides the time requirement for his study and regularly follows it, it could be called study habits.
References


4) Paul Wity (1958), Ibid.

5) Willard Abraham (1958), Ibid.

6) Crow and Crow (1962), Ibid.

7) Harring and Schiefelbusch (1967), Ibid.

8) Hallahan and Kuffman (1978), Ibid.


29) H.G. Desai, Ibid.