INTRODUCTION
"The good life is the ultimate aim of education, and for each pupil this means to determine himself, realize himself, integrate himself, through the habits of acquiring, using, and enjoying the truth. The good life makes a claim upon the individual. Everything depends on whether the school can persuade him to acknowledge this a moral claim, as a demand that he judges that he ought to satisfy"

– Harry S. Broudy.

INTRODUCTION

Education has been recognized as fundamental right and it is viewed as a process of human resource development where the knowledge, skills and capabilities are sharpened to achieve a wide range of objectives. In a democracy, education can be used for giving training in good citizenship. It can produce leaders in different walks of life. Education is the process by which an individual is enable to function according to the expectations of the society as well as according to his / her capabilities.

"The Education System must make its contribution to the development of habits, attitudes and qualities of character which will enable the citizen to bear worthy by responsibilities of democratic citizenship".


"The central task of education is to implant a will and facility for learning, it should produce not learned but learning people. The truly human society is a learning society, where grand parents, parents, and children are students together"

– Eric Hoffer.
“No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure”

- Emma Goldman.

“The aim of education should be to teach us rather how to think, than what to think – rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men.”

- Bill Beattie.

Education is the process through which an individual develops individuality and a person evolves exclusive personality of his own. Education should be individualized and personalized to the utmost and should constitute preparation for self – learning. There are many means and sources of learning. Some children may learn through the use of different learning material rather than merely listening to an inspirational talk by the teacher. The pupils today have vast sources of information pertaining to the various aspects of human life. In spite of these advantages, most of the pupils of today lack depth of thought and breathe of vision due to poor study habits.

The study habits of learner means the ability to schedule his time, the plan of his study, the habits of concentration, note – taking, mental review, over learning, the judicious application of whole and part method, massed and distributed learning and so on.
Academic career of the students largely depends on the study habits mainly on motivation in learning, interest in the course, attitudes and personality traits. One cannot say that good study habits mean hard working and reading hours together, but can say that they are budgeting time for study, motivation, learning, skills in note taking, reading, memory and review.

The importance of study habits in the life of any individual is well known to emphasize and it is also more important for every individual in their student days. It is well accepted that besides curriculum, co-curricular, intellectual and non-intellectual factors and individual study habits play a pivotal role in determining one's academic achievement. A student's progress or failure in the classroom depends upon several factors like interest in the subject, motivation to learn, study facilities, locality (Residential and Non-residential), study habits and so on. It is, therefore, found that Residential school pupils in Andhra Pradesh have got better percentage of results in S.S.C. Public Examinations. To find out whether there are any differences in the study habits of Residential and Non-residential pupils, the investigator has taken up the study habits of Residential and Non-residential pupils towards their academic achievement.

1.1. STUDY SKILLS

The term study skills is taken to include the learner's ability to plan, organize and implement his own study. In the traditional sense, study skills would be the tools by which the student acquires subject knowledge. Study skills are defined as those techniques such as summarizing, note-taking, outlining or locating material, which learners employ to assist themselves in the efficient learning of the material at hand.
Study skills and habits have long been considered to be important variables in the academic success or failure of students at the school level. The aims of study skills are (1) To care for students the transition from elementary to high school education where the expectation of the autonomous study becomes progressively more marked and (2) For students to develop their study skills in accordance with these expectations.

Girija, Bhadra and Ameerjan (1975) reported that there might not be significant difference among the good and poor study habits of under graduates of University of Agricultural Sciences, Bangalore, with respect to study skills, motivation and achievement. The importance of good study skills in academic achievement is a basic belief of teachers and counselors and one that is supported by the literature. Study skills are very important in student's academic career. In study skills offerings school counseling centers have been traditionally active. The importance of study skills has been increased the application of behavior modification approaches.

CLASSIFICATION OF STUDY SKILLS:

Study skills are broadly classified into three types:

1. Gathering information,
2. Storing information, and
3. Retrieving information,

1. Gathering information:
   a. Reference skills,
   b. Reading skills, and
   c. Listening & Note making.
2. Storing information:
   a. Note making (Taking),
   b. Non-verbal encoding, and
   c. Mnemonic aids.

3. Retrieving information:
   a. Writing,
   b. Speaking,
   c. Practical work, and
   d. Problem solving.

The learner task of efficient learning process is not only depending on teaching alone but it is depending on learning procedures, study skills and the best methods of study. The efficient learning performance is depending on the best methods of study and skills such as Robinson's (1940) SQ3R Methods, Danserean's MURDER method, Herbert's Study method, and reading, skimming, writing, out - lining, underlining, concentration, preparing for an examination, thinking, organizing ideas, memory, time schedule, and planning of the study.

Pietrasinski (1961) refers to study habits and study skills as two different things adding that study skills are first formed and are then transformed by practiced into habit. Motivation, Positive attitude, mental set, interest, and the study environment may enhance the higher level of work – study and thereby increase in performance. We the Indians, especially the educational thinkers, are at the crossroads of 21st Century. Therefore, the thinkers should think about and in the new educational
policy it should be included as a necessary component. This policy should include individualized instruction with modular scheduling and self-paced modules closely integrated with basic skills training.

1.1.1. LEARNING

"Learning is a relatively enduring change in behaviour which is a function of prior behaviour (usually called practice)."

- Melvin H. Marx (1971)

The definition given above emphasizes four attributes of learning as a process – the first is that learning is a permanent change in behaviour. It doesn't include change due to illness, fatigue, maturation and use of intoxicants. The second is not directly observable but manifests in the activities of the individual. The third attribute of learning is that results in some change of enduring nature. The fourth and the last is that learning depends on practice and experience.

Learning is the central theme of educational life. From the beginning of life till its cessation, individuals go on through the process of learning. Learning is co-terminus with life. The task of learning is not related to the teacher alone but to the satisfactory learning process also. It requires many things on the part of learner, like his ability to schedule his time, the plan of study, concentration, mental review etc. Self-learning implies that students take the responsibility for their own learning in all these aspects, that is planning, monitoring and assessing what they learnt. In such situations, the teacher's role is only that of a guide and he is to help the students by
providing them worth the learning materials and resources necessary for self learning on their past and also train them in the appropriate learning strategies as well as the methods of self assessments.

In the words of Jammur (1958) "Learning is the process of developing the ability to respond adequately with the situation which may or may not have been previously encouraged." Researchers believed that the particular method of study used by the learner is not most important factor in the learning process, it is factors within the learner, which determine what is learned. Learning becomes drudgery and even an average achievement level is an uphill task. Learning, if psychologically analyzed, is the formation of habits.

1.1.2. MOTIVATION

"Motivation is what gets you started, Habit what keeps you going"

- Jim Rohn.

Motivation refers to all those phenomena, which are involved in the stimulation of action towards particular objectives where previously there was little or no movement towards these goals.


It is an important factor in the process of learning. Motivation is described as; a state of organism, which involves the existence of a need that moves or drives the organism from with in, and directs its activities to a goal that can bring about the satisfaction of the need.
Motivation is the royal road to learn. The teacher has to motivate the learner by making the materials attractive, interesting and fascinating to the pupils. The learner must "want" or "desire" to learn. One can lead a horse to a pond but cannot make it drink, so the teacher has to create the need for learning. Besides he has to maintain and sustain the motivation of the learner.

Teachers should remember that motivation is both the ends and the means of the educational processes. Anderson and Kuntz (1957), De Sena (1964) and Ahmann and Smith (1968) stressed that certain personality characteristics such as attitudes, set and motivation towards scholastic activity are related to achievement rather than study habits. The family influences the development of achievement motivation (Castnell, 1984) and its roots are traced to the early childhood experiences and the child rearing practices. As regard achievement motivation, it may be pointed out that those students perceiving education for a professional degree may vary in their strength of motivation but do not lack motivation.

1.1.2. CONCENTRATION

Concentration is the ability to direct one thinking in whatever direction one would intend. Concentration is the backbone for effect to learning. The art or practice of concentration, no matter of studying biology or playing pool, is to eliminate distraction and focus on the task at hand. If you find that you read through material and suddenly discover that you have no idea about what you've just read, or if you attend lectures and have difficulty paying attention to what is being said; these tips may help to form concentration as well as study habits.
a) Stick to a routine
   Efficient study schedule.

b) Study in a quiet environment

c) For a study break,
   Do something different from what you've been doing (e.g., walk around if you've been sitting), and in a different area.

d) Avoid daydreaming,
   By asking yourself questions about the material as you study it.

e) Before lectures, look over the notes,
   Of the previous lectures and read, the course material pertaining to the lecture so that you can anticipate the main ideas that the instructor will cover.

f) Show outward interest during lectures.
   (Attentive expression and posture) to self motivate internal interest.

g) Resist distractions
   By sitting in front of room away from disruptive classmates and by focusing on the instructor through listening and note taking.

1.1.4. READING

Reading is a fundamental process underlying any educational achievement and formation of study habits. According to Dyer "Reading means' any group of a written page with a modicum of understanding". One who reads what, where, how and when gives us an idea concerning the study habits of a person. Reading plays an important role in school education. It should be cultivated assiduously. In our concept, reading means merely going through the written lines, but not, it is much more than that.
Reading is the chief means of acquiring knowledge for human beings in all walks of their lives. It is a basic tool for the people to lead a good life, since it provides the power of thinking which makes the man perfect. It helps the person in acquiring clear understanding in developing rational attitudes and in reaching social conclusions.

Johns (1984) held that student's perception of reading has an impact on their reading ability. An interview was conducted to know children's perception of reading and the role of reading awareness comprehension.

Reading is an indispensable channel of communication in our ever-widening world of today. It would be difficult to find an activity in school or outside school that doesn't require at least some reading ability. The ability to read well is one of a person's most valuable achievements. Reading provides us the power of thinking which is so essential in carrying out our daily activities. It helps the person in acquiring clear understanding, in developing rational attitudes and in reaching sound conclusions. Good reading controls the emotions, changes the habits, and enhances the personality of reader by reconstructing his behaviour. A person who cannot read is partially blind in the modern environment and experiences several difficulties in discharging his civic duties and in enjoying his fundamental rights in the society.

1.1.5. WRITING

Writing is also a much part of study. It abstracts what is read and, therefore, needs concentrated attention. Some of good writing characteristics are:
1. Write the expressions correctly.

2. Keep in the mind, sense of responsibility at the time of written work.

3. Commanding over language, structure and vocabulary through writing compositions.

4. Learn good writing skills under proper guidance and effective supervision.

5. Find out wrong usage terms and in order to practice correct forms, and

6. Practice on calligraphy and orthography, not to speak of style too.

(NAGARAJU. M.T.V. 2001)

1.1.6. MEMORY

"O Memory! Thou fond deceiver!"

- OLIVER GOLDSMITH

Memory is the crux around which all life gets organized, without memory, but life is just negative existence. In his interaction with the environment man stores his experiences in the intricacies of his brain only to retrieve them at a later period and use them to his own advantage. Insights into the events of life and their interpretations are also incorporated into memory. Memory has a survival value.

Webster’s dictionary (1967) defines memory as power or process of reproducing or recalling what has been learned and retained especially through associate mechanisms. Alternatively, it refers to the store of things learned and retained as evidenced by recall and recognition. According to Ryburn (1956) “the power that we have to “store” our experiences and to bring them into the field of
consciousness some time after the experiences have occur, is termed memory". Memory involves four factors namely learning, Retention, Recall and Recognition. These factors make effective formation of study habits.

1.1.7. STUDY CONDITIONS

Every child needs a place where he can study regularly without interruptions. He must have a desk or a table to write on and a chair, good light, either daylight or an artificial light necessary to prevent eyestrain. The desk or table should be located that the light will fall over the left shoulder on the reading matter. The amount of light should be enough to read easily, but not so much as to cause glare, which results in eye fatigue. Noise and other distractions should be eliminated. Room temperature should be neither too hot nor too cold. The necessary study material should be collected and kept them in the cupboard in a sequence. Stephen's (1958) found that child living in a favourable environment for a long time becomes bright, if on the other hand, a child lives longer in an unfavourable environment, he falls behind the national norms.

1.1.8. THE SCHEDULE AND PLANNING OF THE STUDY

Student's difficulties in the use of time are three fold (1) They have feelings of guilt, because they think that they do not study enough, (2) They waste their time in the morning from one activity to another, and (3) they have a difficulty in settling down to work. Effective study methods are as a remedy against these feelings of guilt. The remedy for this is to draw a schedule for study. It keeps the student from
vacillating about what he is going to do next. The following principles must be
followed in planning a schedule.

1) Distributed study is more effective than continuous study. A 40 to 50
minutes period of study session is suggestive for high school pupils.

2) It is better to study a subject every day at the same time than to have
occasional long sessions.

3) Assignments should be attended to immediately after the class in which it
is given.

4) If there are leisure periods between classes those can be utilized for study.

5) It is better to allot less time to easy subject than to difficult one's.

1.1.9. CRITICAL THINKING

There is a lot more to an education than just memorizing facts and
information. Critical thinking is an essential quality of any well-educated person.
Although it is possible for someone to get good grades and acquire a college degree
without mastering the ability to think critically, that person doesn't qualify as being
educated. Critical thinking enables one to draw valid conclusions from data or
premises, and to correctly induce and deduce. It also involves the ability to draw valid
inferences, evaluate, explain, and judge rationally. Most importantly, it includes self-
evaluation, self-correction, an open mind, a willingness to admit error, and a
willingness to change.

(http://music.educate.home.att.net/study.htm)
1.1.10. NOTE – TAKING

Just listening to a lecture or reading a textbook is inadequate preparation for learning and success. It is also important to take notes on text reading, rather than just reading the material.

Note – taking is known as jotting down. It is a form of self – recitation. Proper note – taking is itself a part of study skills, and has to be improved and developed. After the whole portion of the material covered and read it once and re – read until the clear picture is fixed in the mind. After clear reading one should prepare a brief notes on it. Formerly the notes will be writing on loose – leaf sheets. This is easy to arrange and rearrange in whatever way it is desired. Students now a days, they write every topic or different subjects on the same paper. With that they face many problems and prove to be wasted effort.

Note – taking is a crucial aspect of the study process. Pank (1962) recommends two techniques that work well and are especially useful in the review for examination process. He recommends the students to divide the notebook paper into three columns. In one column, the learner records brief notes concerning the important topics presented at the lecture. During the 'recite' component of SQ3R, notes on related on text material are entered on the same sheet in a second column. As the student reviews both lectures and text notes, a recall clues or summarises section is filled in with brief notations that will be the key or index to the notes. An observation and conclusions section beneath the three columns may be used for student questions about the material, or conclusions drawn concerning the material.
1.1.1. OBSERVATION AND PRACTICE

Observation literally means looking outside oneself. It is one of the important and basic methods for collecting data and for the formation of study skills.

In other hand, practice plays a vital role to develop the study skills. We have a saying "Practice makes man perfect". So, observation and practice make the pupil the better study skills and study habits at early stages of learning.

1.2. STUDY

The world study reveals the meaning of God's principles of knowledge and wisdom for application of life.

The world study is more than going to a dictionary and defining a word. It is the method of scholarship that puts the student on the pathway of developing the habits of reflective thinking and deductive reasoning derived from scripture. The word study places the truths of God's word at the center of all learning, which illuminates the understanding and consecrates the mind.

In Collins Random House Dictionary study is defined as "the application of the mind to acquisition of knowledge by reading, investigation and reflecting etc. "Maddox (1970), Hills (1976). Yorkey Richard (1970) and Heaton (1975) have defined and interpreted the importance of study skills in their books, study consists the four steps of learning (a) Research (b) Reason (c) Relate and, (d) Record. Study is the sum of all the habits determine purposes and enforced practices that the individual uses in order to learn. Thus, study means 1) application of the mind to a problem or
subject 2) a branch of learning 3) an investigation of a particular subject or the published findings of such investigation. According to Armstrong (1956) "Study is hard work, no easy substitute is available".

Success of the student is measured by his ability to study.

**BENEFITS DERIVED FROM THE WORD STUDY:-**

1) Builds vocabulary.

2) Increase reading comprehensions and verbal scores.

3) Establishes precise word usage in written and oral communication.

4) Cultivates the habit of critical thinking.

5) Produces deductive reasoning skills.

6) Sharpens discernment of truth from error.

7) Inculcates lifetime habits of scholarship.

Studying consists of transferring ideas from lectures, books, other recorded forms to one's own mind digesting them, fitting them into one's own experience and make them one's own. Good student usually don't study greater length of time than poor students do, they are usually more efficient when they also study. The remedy for study difficulties is more effective methods of study rather than more increase of study time.

The stress should be on developing habits of independent study and critical thinking. Developing of silent reading and good study behaviour leads to good listening. It is not only necessary for students to be interested in the subject of study but it is also necessary for them to possess the knowledge of effective study skills and methods of study. Ultimately these study skills and effective study methods lead to the formation of effective study habits.
1.3. HABIT

“Excellence is not an act but a habit”
- Alexander the Great

“Happiness is a habit -- cultivate it”
- Elbert Hubbard.

“Habit is the deepest law of human nature”
- Caryle

“How habits are developed in us and how finally our whole personality is influenced by our habits and concludes that every thing we are is the result of habits”.
- Swamy Vivekananda.

What is habit? It is pattern of behavior, which we have learned. (The definition differentiates habits from “instincts”, which were acquired without learning.) Habits exist in the various realms of our life: Physical (as repeated action), mental (as a way of thinking), and emotional (as a tendency to respond with the same emotion when a situation recurs).
- James Harvey Stout

Habit, a persistent pattern of learned behaviour, which becomes so ingrained that it is almost automatic, we develop habitual ways of thinking, feeling, perceiving, talking, facial expressions, and Mannerisms. These patterns help to structure our behaviour, but if they become too rigid, they may hinder adoption to new situations.
In behaviorist terms, a habit is described simply as a learned stimulus response sequence; in cognitive psychology it is seen as a set of automatic routines and sub-routines in which the individual engages, and which, owing to frequent exercise, requires little conscious cognitive input. The learning process involved in acquiring a habit is likely to involve classical conditioning, but will not be habituation.

- Manjula Bhagi & Sunitha Sharma (1992)

It is a truism that human beings are not born with inherent tendencies to perform any activity in their environment. According to the philosophical viewpoint, man is born with a tabula rasa. As soon as the child starts interacting with his environment, the experiences leave indelible impressions on the mind of the child. This activity is generally formulated, acquired, cultivated, and fixed by repeated efforts. This is what we term Habit.

A disposition or involuntary tendency to act constantly in a certain manner, frequent repetition is called Habit. Habit, according to Hull, is the combination of stimulus – Response that is reinforced by some reward or punishment. Habit is semi-mechanical and automatic. According to Klapper "Personality is clothed in habits and habits are the very garment of the soul". Psychologically, it refers to a product of learning rather than a reflex and instinct, which cannot unlearned behavioural tendencies; it is associated with learning. It is also a concept and not a thing.

According to James (1980) the gradual nature of learning is accounted for by the fact that elementary habits are not acquired at the same rate and that acquisition
takes a considerable length of time. Habit is the most striking and useful characteristic of the growing child. This tendency gets finally conditioned during the adolescent period. The general task is cultivation of proper habits and that the sole aim of education. Habits are flywheels of academic achievement.

**CHARACTERISTICS OF HABITS**

1) Habits are not innate and inherited.

2) Habitual actions are performed with great ease and facility.

3) Habit brings accuracy in action.

4) Nervous system is the principal factor in formation of habits.

5) Any habit involves behaviour of some sort.

6) A habit, apparently, is an instance of learning.

7) They are performed every time in the same way.

**1.3.1. EDUCATIONAL IMPLICATIONS OF HABITS**

In general, habits are two groups good habits like punctuality, speaking truth, proper work habits etc., are useful to the individual welfare and 2) bad habits like telling lies, smoking, gambling etc., are harmful to both individual and society at large.

In the field of education, habits exercise a strong impact on academic success or failure. The student who is habitual of concentration on his studies for hours in school as well as at home is not easily overcome by fatigue. Habits of thinking regularity, proper reasoning, punctuality etc.; are all help the pupil in their adjustment and in learning. The habit of reading different books, newspapers, magazines,
watching Television and listening radio can be facilitated the student to acquire more knowledge for the future career.

1.4. STUDY HABITS

A habit is an automotive learned behaviour pattern that enables an individual to handle specific types of environmental situations easily. The student who has acquired good study habits has developed a behaviour pattern, which enables him/her to sit down and begin working on his or her assignment with a minimum concentration. Habit permits him to attend to routine patterns connected with sitting down to work without having to give them much thought. (Tussing, 1962)

Study habit may be defined as the complex of reading behaviour of a person, resulting from the varying degree of interaction, of a number of variable factors, when he seeks graphic records for acquiring information or knowledge.

According to Kundu (1989), study habits are regularity regarding hours and routine characterizes most of the high achievers though it cannot be regarded as the general failures. In preparing for examination, greater reliance is placed on test books and self prepared text cramming except for a few key phrases, is not recommended and the subjects seem to depend more on their own powers of expression, Organisation and presentation.

The efficient acquisition of knowledge depends upon the methods of acquiring study habits. It is important and desirable that a probe into the pattern of study habits
of students be made, Kohli (1977) pointed out that in the academic field, study habits are of particular theoretical and practical importance. The difference between the Indian and Euro-American students in their study habits; the Indian student needs to be spoon-fed, but the Euro-American student prefers independent study under the supervision of his master.

For achieving good study habits, one must have the desire to learn with full working abilities and talents. All these are fulfilled in his assignment work, in classroom interaction, for examination purpose. Besides, he must have good memory, self-discipline in studying and a skill in assimilation. The skill of finding what you want will develop and increase as long as you nourish it. Skill of fixing it up in one's mind requires the development of good study habits.

1.4.1. WAYS TO IMPROVE STUDY HABITS

Study habits are the traits that can either make or destroy pupils in educational environment. Good study habits start at the beginning, and develop overtime. Good grades come only out of good study habits. Taking notes, listening effectively and avoiding procrastination are good tips to make sure the best academic achievement in education.

Taking good notes essential for classroom success. When taking notes, keep them organized by putting the headings and date on the first page of notes. Listening effectively is a hard skill to master but once master the skill is very helpful.
Procrastination is not good for study habits. It will destroy plans for what needs to get done. Avoid procrastination as much as possible.

(http://student.ccbemd.edu/owl/wrsample/llei.htm) - page-1

The essence of successfully study in making the best use of the time you have available. So, therefore, it is recommended that you find a place to study where it will allow you to have maximum concentration. The following lines depict the ingredients of effective study habits.

1. USE TIME EFFECTIVELY
   (i) Set Goals and priorities for studying
   (ii) Follow a schedule of when to work on each subject.

2. CONCENTRATE WHILE READING AND LISTENING TO LECTURE
   (i) Develop questions about the material to help you focus on the reading or lecture.
   (ii) Discover the best time and place for you to study, this may change from time to time.

3. USE SYSTEMATIC APPROACH TO READING, WHICH AIDS COMPREHENSION
   (i) Preview the chapter to develop question you have about the material.
   (ii) Read to answer your questions.
   (iii) Pause every few paragraphs and think about what you have read, try to organize it in your own words.
4. SCHEDULE REGULAR REVIEW PERIODS
   (i) Review the material within 24 hours of first reading it.
   (ii) Continue to review for each course every week.

5. APPLY TEST TAKING STRATEGIES
   (i) Leave space in notes to fill in details and examples after lectures.
   (ii) Make notes of ideas, not just words.

6. WRITE AND ORGANISE NOTES

7. TAKE AN ACTIVE ROLE IN LEARNING, BOTH IN AND OUT OF THE CLASSROOM.
   (i) Participate in class discussions.
   (ii) Talk to others about what you're learning.

1.4.2. FACTORS AFFECTING STUDY HABITS

   Some of the important factors that affect the study habits are given below.

1. Home is the first school for every child and mother is the first teacher. If the home environment is good, automatically child's nature in the school is good. Hence the relationship with family members such as parents, brothers and sisters influence the child's performance.

2. The Residence of the pupils plays an important role in their study habits.
3. After home, child spends more time in his school. Hence, the school environment also be good. The teacher and the peer group also play an important role in his study habits. Parents are also looking after, the friends of their child. Because with good friends, he learn good habits.

4. Curriculum is also one of the factors for developing good study habits. Curriculum should be constructed on the standards of the child.

5. Besides the above three, personality of the child is very important factor in developing good study habits. If the child easily adjusts with the environment, he develops good study habits.

6. If personality factors are good, the intelligence factors are also good. Intelligence is also play as pivotal role on the good study habits of the child. It is general observation that intelligence students stood in top positions.

7. Community is also an important factor for developing good study habits. Community has to arrange the community centers such as library facilities, community resource centers, information centers etc. The good community provides necessary facilities for good study.

8. Apart from all the above factors sex, caste, physical and social environment of the students also influence their study habits.

In view of the importance of the study habits and influence of different variables on study habits; the investigator has chosen the research problem entitled; “Study habits of Residential and Non-Residential pupils of X class in relation to certain Psycho - Sociological factors”.
1.5. RESUME OF SUCCEEDING CHAPTERS

The thesis consists of 6 chapters

Chapter II deals with the review of related literature in the present investigation.

Chapter III discusses the statement of the problem, need, purpose, objectives, hypotheses, variables studied and limitations of the study.

Chapter IV: In this, the detailed structure of the construction of the tools, collection of data, and statistical techniques employed in analysis of data are presented.

Chapter V: This chapter incorporates analysis and interpretation of the collected data.

Chapter VI: It is connected with summary, major findings, conclusions, recommendations and suggestions for the further research.

Bibliography and Appendices are enclosed at the end of the thesis.