Chapter-I

Introduction
CHAPTER – I

INTRODUCTION

"Real study starts at the point when you do your own thinking and are not simply repeating what another has said." – Menzel. E.w. (1952), p.118

1.1 MEANING OF EDUCATION

The Nation's assets are built up in so many ways of which the most fruitful and highly productive one is Education. According to GREEN (1950), "Education is an absolute must in the modern world for every child if he finds his way around when he grows to maturity." So, in a technical sense, "Education" refers to that process by which society, through its different institutions, deliberately transmits into cultural heritage to its young – its accumulated values, knowledge and skills – from one generation to another. Education also is an acquired experience of any sort – intellectual, emotional or sensory – motor. Education is a product of experience. It proceeds from birth to death and the agencies that impart education are the school, home, press, radio, television, religion, cinema etc., But life involves constant and continuous modification of experience, because attitudes, ideas, opinions etc, constantly undergo alterations, and education is that process which helps the child to adjust to this changing world.

Education, according to Indian tradition, is not merely a means to earn a living, nor is it only a nursery of thought or a school for citizenship. It is an initiation into the life of spirit, a training of human soul in pursuit of truth and the practice of venture. Aristotle, however, told that education exists
exclusively to develop man's intellect in a world of reality, which men can know and understand.

The root meaning of 'Education' is given as bringing up or leading out or manifesting the inherent potentialities in a pupil. Education commission has stressed this aspect of Education even as early as 1952. "The Education system must take its contributions to the development of habits, attitudes and qualities of character which will enable the citizen to bear worthily the responsibilities of democratic citizenship." The 22nd session of UNESCO on November 12, 1977 through, its resolution 44 (Article -10) has accepted that education is the strongest instrument of persons and societies which could be used to foster peace, justice, understanding, tolerance and equality to the benefit of both the present and future generations.

1.1.1 Factors that influence the standards of Education

The standards of education depends on so many factors like study-habits, adjustment, parents' education, surrounding community, location, teaching staff, individual's intelligence, home environment etc.

The individual develops achievement motivation in the life -setting. Home plays an important role in the early training of children for development of attitude and motives. Parental guidance and encouragement develop the need for high achievement in life.

The educational institution – the school / college contributes a lot to sharpen already acquired experiences and develop positive attitude among children. Efficient learning not only depends on good teaching but also on
satisfactory learning procedures and study-habits. In other words, learning involves the development of adequate study-habits and skills. A properly organized school combined with child's native interests, experiences, observation and teaching forms the foundation and thus enlists the child's instinctive energy in the cause of education. On the other hand, the school above should organize its work and curriculum to make the child's experiences more interrelated, more systematic, and more enlightened than they would be without the intervention of the school as special educative environment.

The society is also an important factor in developing the standards of education. There are communities which are achievement oriented. The classroom plays a vital role in moulding the personality of the student. Personal contact between the teacher and taught increase the standards of education. An individual endowed with many potentialities is likely to be poor in achievement if the individual has adjusted mental problems.

There are some more important agencies that mould his personality among which the home has a pre-eminent place. The socio-economic status of the family would be an important factor in influencing the standard of achievement.

Education not only helps in the development of personality but also determines the future of the child. Human adjustment is not an ending process of dealing with frustration. The adjusted personality is one which bears a realistic relation to physical well-adjusted people tend to have a reasonably accurate evaluation of themselves.
The Socio-economic status of the family is an important variable in developing achievement motivation.

Further, the importance of education as an agency of modernization as well as source of employment has long been recognized in our national plans. For the present, the basic problem in education is the problem of motivating the students to learn at all levels. A high level of aspiration for a good education would normally make the individual to not only put forth his sustained effort in getting education but also it would make him achieve at a high level throughout the course of education.

The tremendous explosion of knowledge makes it possible for anyone to keep himself abreast of times even in one's own sphere of knowledge, unless he develops the habit of careful and well planned study. The acquisition of knowledge by reading comprises three aspects, such as reading, note taking and organizing facts.

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 a preparation for self-learning. Now-a-days 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 have several sources of information pertaining to the various aspects of human life, but, most of the students of today lack depth of thought and breadth 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, reviewing, over-learning, the judicious application of whole and part method, massed and distributed learning and so on.

Academic achievement of student is a multi-faced problem. It is well accepted that besides curriculum, co-curricular, intellectual and non-intellectual factors and individual's study habits play a pivotal role in determining the academic achievement. A student's progress or failure in the class depends upon many factors like interest in the subject/course, motivation to learn, study facilities, students' own study habits and so on. Hence, the investigator is interested in the area of study habits of the students.

1.2 TEACHING – TEACHER

Teaching has been one of the oldest and most respected professions in the world. When a systematically organized human society came into existence, the need to mould its children on proper lines arose requiring persons who could perform this role that is teachers. The task of shaping the future citizens as a noble one and so the teacher has always occupied a place of honour and reverence in the Indian Society over the ages. The preparation of teachers has changed with the passage of time and with the changes in expectations of society.

The teacher occupies a pivotal position in the system of education. "Of all the different factors that influence the quality of education and its contribution to national development; the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching
profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective. (Kothari Education Commission, 1964-66).

Teaching has always been considered for preservation and development of all intellectual life. Among other agencies, teachers are considered to be the major transmitters of accumulated knowledge and experience of human race from one generation to the next. The very foundation of the social order rests on citizens who are taught and trained in the class room with or without walls. Teachers, thus determine to a great extent the character, capacity and destination of a nation.

With the advent of new knowledge, teaching-learning have new connotation-while teaching is helping the child to learn, learning is learning to learn. Therefore, the teacher's job is mostly to develop self-learning abilities in the child. In order to perform this job, the teaching profession requires competent and committed teachers. So, the teachers have to play an important role in developing good study habits among the students.

1.3 STUDY – SKILLS

The educators view that the study process can be more productive, if the learners are taught specific skills and techniques that will formalize the study process and thereby make it more efficient. 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 learner 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. The aims of study—skills are (1) To ease for students the transition from elementary to high school education and to the collegiate 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 groups of the first year under graduate students 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 offering of the study skills, school counseling centers have been traditionally active. The importance of study skills has been increased the application of behaviour modification approaches.

Studying is the primary factor in learning. It takes place through homework, self-study, assignments, supervised study and special projects under the guidance of a teacher or counselor. Study skills are cognitive skills amenable to manipulation and improvement through cognitive training. The need of the students to develop their study skills is implicit in the case of autonomous study as an educational goal.
It is found that knowledge of and use of study skills was not a good predictor of academic success. Students knew that some study techniques but they couldn't apply them. RAMA MURTHI (1993) focused his eye on the above statement and emphasized that, despite possessing good intelligence and personality, the absence of good study skills hampers academic achievement. If the teachers promote good study skills among students, then their performance will be good. These study skills are divided into:

1. Reading and note-taking skills
2. Skills of concentration
3. Skills of time-budgeting
4. Learning to learn
5. Preparation for examination, and
6. Appropriate attitude towards education.

The most commonly taught study skill technique in ROBINSON'S (1940) SQ3R method. It is useful from Junior high school age to adults. SQ 3R consists of the following steps.

SURVEY: Look over the headlines of the chapter and discuss the points. It is just like watch the summary of the chapter.

QUESTION: Each heading can be converted into a question form.

READ: Read and search the answers to the posed questions.

RECITE: The end of every section or paragraph, recite the answer to the above posed questions.

REVIEW: After successful completion of the chapter, read the notes and recite the major points under each heading or topic.
Some may have expanded to this study strategy at some point during their academic career. A more recent variation is called PQ 4R (THOMSON & ROBINSON, 1972). The acronym means Preview, Question, Read, Reflect, Recite and Review. After review of several books, there are only few popular skills included by most of the books were reading methods, note-taking, memory and recall and planning of study. Frequently, the student relies upon library to obtain specialized information or to take advantage of new learning resources such as library type of film-strips. If a new skill is to be practiced, GIBBS (1977) argues that the student must be allowed to integrate it into his existing ways of thinking and of perceiving the study task.

By the review of the related literature a number of study skills are common to the most subjects. Those subject teachers do not teach a full range of skills in their lessons; wide variation has been universally noted in the methods of studying, typically practiced by students. The time between study sessions, time of day preferred, the physical conditions of study, the extent to which extra-curricular activities and the particular study techniques employed are but a few of many factors that vary in a very conceivable way among individuals. PIETRASINKI (1961), refers to study habits and study-skills as two different things adding that study skills are first formed and are then transformed by practice into habit.

1.4 LEARNING:

Learning is an active process that needs to be stimulated and guided toward desirable outcomes. "Learning is the acquisition of habits, knowledge, and attitudes. It involves new ways of doing things, and it
operates in an individual's attempts to over-come obstacles or to adjust to new situations. It represents progressive change in behavior. It enables him to satisfy interests or to attain goals." -CROW and CROW (1991).

JAMUAR (1958) defined that "teaming 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 by the learner is not the most important factor in the learning process, it is a factor 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.

The process of learning is influenced by a variety of personal factors such as sensation and perception, fatigue and boredom, age and maturation, emotional conditions, needs, interests, motivation, attention, intelligence, attitude, aptitude, etc. Besides personal factors, the environmental factors also influence the learning. The relationship of the member with the society, and the surroundings may effect the development of a child and the ways he learns. The Psychologists may be able to tell us as to how effectively learning takes place. Effective learning depends upon the learner's ability of reading skills, writing skills, efficient methods of learning, memory, concentration, under-lining and the use of adequate skills in examinations.

Formerly students were learning anything merely by listening to an inspirational teaching of the teacher. But in the present days, the influence of science and technology is affecting the process of learning. The students too, learn better through the use of different learning materials. The style of
learning may also change according to age. The rapidity of technological and social changes means that the people must be increasingly adaptable. Future generations need to learn and re-learn many new and different job skills in a lifetime. How to teach about learning to the students will become an important objective for the schools or educational institutions.

We learn by concentration, observation, doing, the use of language, reading and memory. But motivation is an important factor in the process of learning.

1.4.1. Motivation

"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." _BERNARD, H.W._

Motivation is described as a state of organism, which involves the existence of a need that moves or drives the organism from within, and directs its activities to a goal that can bring about the satisfaction of the need.

KELLY (1991) has written about the importance of motivation in the learning process that: Motivation is the central factor in the effective management of the process of learning. Some types of motivation must be present in all types of learning. Every teacher, at one time or the other, faces the problem of motivating his students to learn. Hence, the teacher should always present the learning material according to the interests, needs and attitudes of the children. Besides this, the teacher should motivate the students to learn the new material with the help of their past learning, which is
a base for the new learning. In other words, the teacher has to motivate the learner by making the material attractive, interesting and fascinating to the students. The learner must be induced with a desire to learn. Besides, the teacher has to maintain and sustain the motivation of the learner.

Teachers should remember that motivation is the end as well as means of the educational processes. ANDERSON and KUNTZ (1957), DE SENA (1964) and AHMANN and SMITH (1958) stressed that certain personality factors 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 to 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 of motivation.

1.4.2. Concentration

Concentration is the ability to direct one's thinking in whatever direction one would intend. Concentration is the backbone for effective learning.

It is not the time we spend in studying, but the amount of concentration that results in good learning. It is not the amount of drill work or memorizing that gives us understanding, but the amount of undivided attention. To concentrate or give attention is difficult and fatiguing unless we develop interest. Having interest, we learn more easily, pleasantly, and faster, for we concentrate automatically and painlessly and for long periods.
Study demands a disciplining of ourselves to concentrate even when we feel no inclination to do so. But discipline alone will not get enough concentration out of us to result in good work. Unless interest is engendered, the most strenuous efforts are largely in vain. A student need not be interested in everything he is required to learn, but he must be interested in a fair share of his subjects in order to use his opportunities to good advantage. Interest must always be genuine interest and not just a desire to reap the rewards of degrees.

The ability to concentrate is partly a natural gift and partly a matter of training. The educational system has to do much to give this training or to build up and encourage those interests which alone will stimulate the faculty of concentration and active attention. There can be no intelligent study without the ability to develop concentration. Methods of training to study must be directed to increase the ability to concentrate.

The following are some of the tips that may help for concentration as well as study-habits:

1) Stick to a routine: efficient study schedule
2) Studying in a quiet environment
3) For a study break: Do something different from what you have been doing (e.g., walk around if you have been sitting), and in a different area.
4) Daydreaming: It is to be avoided.
5) Resist distractions: - By sitting in front of room away from disruptive class-mates and by focusing on the instruction through listening and note taking.

6) Show out-ward interest during lectures: - To self motivate internal interest.

Besides these, Yoga and Dhyana help to improve the concentration.

1.4.3. Observation

Observation is not only through the eye but also through the senses of hearing, taste, touch, and smell. A child's first learning is through the senses. So, the students should be provided such training where they have to use more senses. We may say that students are trained to be more observant when we constantly draw their attention to phenomena, as they may be observed, rather than to book descriptions of these phenomena. In the Middle Ages scholars refereed to authority of written books. The modern age started when men cared less for what Aristotle wrote and demanded verification from observation before a so-called fact was called a fact. The marks of a progressive school are this-that a pupil is made a keen observer, investigator, and a sceptic until he himself has seen and heard enough to make a proposition seem reasonable. This results in constant enlargement of experience and living. The marks of a tradition bound school are this-that the pupils repeat what the text-book or the teachers have said. This results in very superficial understanding, misunderstanding, and a lack of liveliness and adaptability.
1.4.4 By Doing

Each individual is forced to repeat in his lifetime a resume of the history of the progress of man. Even to-day we learn best by doing. When studying for an examinations, a student should start by practicing hand work and training the five senses. That should have been done in an earlier stage. In preparing for a written examination, he cannot go back to training in the elementary skills except for correction of technique here and there. So, Education demands the training of all the faculties. Neglect of any of these faculties results in-effectual education and sometimes even in mis-education.

1.4.5 By Language

Language is the best learning tool we have. The scope of teaching and learning through language is very wide, but it takes active participation and the full use of the senses to enable an individual to assimilate and utilize the human race's infinitely large mass of communicable experience. This can only be done when the imagination can reconstruct the original experience in at least a part of its original strength.

1.4.6 By Reading

Reading is the ability to interpret symbols which restore thought expressions to life. No student is equipped for efficient study unless he is an expert reader. The expertise must be more than just being literate. It must be more than just being able to read when one has to do so. It is the ability to get enough pleasure and incentive from reading to make one read much more than the mere requirements covered in the syllabuses of present-day Indian schools/colleges. One cannot be a true student unless one loves to read and
does read a great deal. Not only must the student's mechanical skill be developed, but he must have a good fund of experience, commonsense, general knowledge and genuine curiosity in order to read effectively. What can be gained from reading and studying particular materials depends on what knowledge and understanding of a more general nature the student already possesses. The foundation of education must be laid broadly. Studying only that which is required in the syllabus or in the examination does not provide a short cut to a full education.

1.4.7. By Writing

To write well, one must think correctly, appreciate fully, understand adequately and clearly. Writing is also a part of study. It abstracts what is read and, therefore, needs concentration. Some of good writing characteristics are:

i. Write the expressions correctly

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

iii. Command over language, structure and vocabulary through writing compositions.

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

v. Find out wrong usage terms and in order to practise correct forms, and

vi. Practise on calligraphy and orthography, not to speak of style too.
1.4.8. By Memory

There is no need to stress the value of memory in the educational process. Without memory it is impossible to profit from experience. It is as easy to handle liquids and gases without a container as it is to learn without memory. Without memory the mind is a volatile gas without solidity or form. Memory which can be drawn on for instantaneous reaction while taking all factors of the new elements in the situation into consideration is most valuable. Without it we are incapable of thinking or intelligent action. But the memorizing which is more verbal repetition or does not result in reactions which are automatically modified by the changed elements in the situation, impedes intelligent thought and actions. Much of the studying done by Indian students is unfortunately not of the kind which gives flexibility and adaptability to the mind.

1.4.9. 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 or 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)
1.5. STUDY

“There are many royal roads, but there is no royal road to learning”, said PTOLEMY, (Great Egyptian mathematician). The statement is still true. Here the road to learning is study and it is a hard, steep, rough road. Study is above everything else, hard work. -NAGARAJU(2006) – p.12.

Study is not simple reading. It is much more than reading and it includes reading in its compass. Study is the sum of all the habits, determined purposes and enforced practices that the individual uses in order to learn.

1.5.1 Meaning and Definition of Study

To define the word ‘STUDY’ single definition is not complete. So, MENZEL (1952) had taken the variety of definitions from a single dictionary (Webster’s Collegiate) Viz., (1) Application of the mind to books, art, or any subject for the purpose of acquiring knowledge, (2) Act or process of acquiring by one's own efforts knowledge of a subject, (3) Any act of attentive consideration, (4) Earnest and reasoned effort, desire, or thought, (5) Mental absorption, (6) Profound thought or perplexity, (7) A rendering of anything as a result of careful investigation, (8) To fix the mind closely upon a subject, also to ponder or meditate, (9) To Endeavour with thought and planning, (10) To be intelligently Zealous, (11) To devise with deliberation, (12) To read and to examine so as to understand, (13) Earnest effort to learn, (14) To examine carefully and, (15) To think out and plan.
Only by taking all or at least a greater part of these definitions and considering them applicable do we get the true breadth and width of the term. This consideration of definitions gives us a far different conception of study than we usually find in the student who thinks it primarily as committing the contents of his text-book or notes to memory, or as training himself to carry out activities of a limited scope such as occur in the traditional examination. According to ARMSTRONG (1956) "study is hard work, no easy substitute is available." Success of the student is measured by his ability to study. A good organized and systematic approach to study gives the student a sure and speedier success.

### 1.5.2. Purposes of study

The chief purposes of study are

(i) To acquire knowledge and habits which will be useful in meeting new situations, interpreting ideas, making judgments, and creating new ideas, and in the general enrichment of life;

(ii) To perfect skills,

(iii) To develop attitudes.

The term 'practice' refers to the repetition of an activity in order to perfect performance. Study is usually associated with reading and reference work, but it also is related to the solution of problems arising in daily life activities. Successful achievement in any form of activity is based upon study, interpretation and application.
1.6. HABIT

Habit is an important aspect of memory. It is the most thorough kind of memory carried into regular action. It is the type of memory which works so automatically and quickly that it no longer requires conscious effort on our part. What has been habituated is not easily forgotten as long as the habit rules action. Habits are helpful as long as they are adjustable. They are mechanical but not merely mechanical. Habits are memorized actions, but in order to be useful to become intelligent beings they must be flexible and adjustable.

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)

**Characteristics of Habits**

(i) Habits are not innate and inherited.
(ii) They are performed every time in the same way.
(iii) Habitual actions are performed with great ease and facility.
(iv) Habit brings accuracy in the action.
(v) Habitual acts are performed with least attention or no attention.
(vi) Nervous system is the principal factor in formation of habits.
Regarding the importance of habits we can quote the lines referred by NAGARAJU (2006) that of SWAMY VIVEKANANDA:

“How habits are developed in us and how finally our whole personality is influenced by our habits and concludes that everything we are is the result of habit.”

1.7. STUDY – HABITS

Study-habits means the ways of studying, whatever systematic or unsystematic, efficient or otherwise. Study habits mean the habits that an individual might have formed with respect to his learning activities. In the process of learning, habitual ways of exercising and practising their abilities for learning are considered as study-habits of learners. The patterns of behaviour adopted by students in the pursuit of their studies is considered under the caption of their study habits.

Study-habits 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.”

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 student be made.

KOHLI (1977) Pointed out that in the academic field, study habits are of particular theoretical and practical importance. If we look at 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/her master.

For achieving good study habits, one must have the desire to learn full working abilities and talents. All these are fulfilled in his assignment work, in class-room interaction, for examination purpose. Besides, he must have good memory, self-discipline in studying and 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.

1.7.1 Application of general rules of study:-

The student is the person to know and to use the good rules of study. The teacher, however, is the person who needs to be well acquainted with the functioning of study rules in order that he may give proper guidance in study-practices. In 1929, CUFF investigated the study habits of elementary and secondary school pupils. A list of seventy-five rules was given pupils on which to check their study practices. The study included the responses made by learners of differing scholarship, intelligence, chronological age. The list of 10 rules for study most frequently listed in 500 contributions [N.B. cuff, "Study Habits in Grades IV-XII", -Journal of Educational psychology, 28: 295-301, (1937), is given in the Table-A.
TABLE - A

The Ten Rules for Study Most Frequently Listed in 500 contributions.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Rule</th>
<th>Percentage of Student emphasizing Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Have a definite time for study of specific lessons</td>
<td>94</td>
</tr>
<tr>
<td>2.</td>
<td>Get lessons alone</td>
<td>83</td>
</tr>
<tr>
<td>3.</td>
<td>Take notes on lectures</td>
<td>72</td>
</tr>
<tr>
<td>4.</td>
<td>Ignore distractions</td>
<td>66</td>
</tr>
<tr>
<td>5.</td>
<td>Skim over material before reading it in detail</td>
<td>55</td>
</tr>
<tr>
<td>6.</td>
<td>Work out individual examples to illustrate general rules and principles</td>
<td>52</td>
</tr>
<tr>
<td>7.</td>
<td>Seek a favorable environment for study</td>
<td>50</td>
</tr>
<tr>
<td>8.</td>
<td>Have a clear notion of task before beginning</td>
<td>48</td>
</tr>
<tr>
<td>9.</td>
<td>Review previous work before beginning an advanced assignment</td>
<td>47</td>
</tr>
<tr>
<td>10.</td>
<td>Recite silently, immediately after reading a lesson</td>
<td>42</td>
</tr>
</tbody>
</table>

The results of this investigation of the study habits of young people appear to show that slower pupils are not able to understand the work, use facts, and grasp meanings as readily as are more able pupils.

1.7.2. 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 over the time. Good grades come only out of good study habits. Taking notes, listening effectively, and avoiding procrastination are good tips to make sure that best academic achievement in education.
Taking good notes is essential for class-room 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.


The essence of successful study is making the best use of time that is available. So, therefore, it is recommended that one finds a place to study where it will allow him 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 time 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 for every few paragraphs and think about what you have read, try to organize 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 lecture
(ii) Make notes of ideas, not just words.

6. Write and organize Notes

7. Take an Active Role in Learning, both in and out of the class – room

(i) Participate in class discussions
(ii) Talk to others about what you are learning.

1.7.3. Study-habits that contribute to the Efficiency of Learning

Many students are able to develop efficient study habits without receiving any special formal training. However, these satisfactory habits may result from the use of several methods of study before satisfactory study procedures are discovered. Some pupils fail to achieve economical and successful study techniques unless they receive help in the form of guiding principles which they can apply to their study activities. The following suggestions are based upon psychological factors underlying learning and have practical value as aids in the development of habits of effective study.
1. Have a definite purpose for study.
2. Have a definite place for study.
3. Seek physical conditions that are favorable to concentrated mental activity.
4. Plan and follow a definite time schedule for study.
5. Intersperse study with rest periods.
7. During study use the method of silent recitation.
8. Employ the “whole” method of studying whenever possible.
9. Make an effort to read rapidly and carefully.
10. Take brief well organized notes.
11. Try to evaluate the difficulty of the material to be learned.
12. Raise significant questions and attempt to find answers.
13. Study with an intent to recall.
14. Study carefully charts, graphs, and other illustrative material.
15. Develop the habit of summarizing and reviewing.
16. Make sure to complete the study assignment.
17. Reflect on statements made by authors and challenge them when in doubt.
18. Investigate the points of view of several authorities.
19. Be alert to instances in which the subject-matter learned in one course may apply to the subject-matter in another.
20. Learn to use the dictionary properly.
21. Analyze study habits and attempt to correct weaknesses.
1.7.4. Suggestions for Lesson Preparation

1) Need for clear and definite assignment

The assignment should be clear and definite and should be understood in detail by all who are expected to complete it. It is helpful for the teacher to direct attention to the specific facts and ideas that are to be mastered. Little impetus toward study can be expected to result when the teacher does no more than assign, for example "the next ten pages" for home work.

2) Reading for ideas

Reading requires the mastery of ideas. These ideas need to be associated with those already acquired. Book material should be read not merely for the words contained in it but for the ideas that these words are supposed to reveal. The reader tends to read in to the words the results of his own experiences rather than those of the writer. This accounts in part for the variety of meanings that may be gotten from the same reading material by different individuals.

3) Value of Whole and Part Methods of Study

The terms "whole learning" and "part learning" are relative in their connotation. The size of the unit to be mastered should determine whether there should be whole or part learning. For example, to attempt to master the contents of an entire book by the whole method probably would constitute an impossible task for the ordinary learner, but an entire chapter may not be too much. Similarly, a complete poem can be learned by the whole method, unless the poem is too long.
Whether or not a pupil utilizes the whole method in studying learning material as against studying it part by part depends mainly upon the study-habits that have been encouraged by the teacher in regular class-room learning situations. It is important that a learner use the method best suits the specific study situation in which he is participating. If a learner has been helped to develop habits of memorizing that will ensure for him adequate mastery of subject matter, his study activities will become correspondingly successful.

4. Mastering difficult learning material

It is a good practice for the learner to read an entire book assignment rapidly to discover the general purport of its content. Then he should read it a second time, examining it in greater detail. Hasty reading should be avoided at this time. Hurried study and mastery of ideas are not compatible. Lack of concentration upon the ideas presented in assigned reading material tends to encourage undue interest in distracting elements in the immediate environment. A good student is the one who overcomes these distractions by developing a self-discipline that serves his study interests well.

Mastery also is dependent up on the practice of making mental summaries of the material read. After reading through an assignment for general ideas the learner should attempt to make a mental summary of the salient points that are related to each topic. This kind of summarizing gives experience in organizing and unifying the ideas gained from study.
5. Value of outlines and notes

The practice of outlining study material or of making notes of particularly difficult facts usually is very helpful. Teachers recognize the value of this technique as they organize the important points of class-room discussion in outline form on the chalk-board during the lesson. Students differ in the form of outline that they find most useful, but teachers can do much to develop a learner's ability to organize learning material in logical form.

Fixation of ideas and readiness for recall are improved by the learner's reviewing and concentrating on study material that in arranged in sequential order. Subordinating minor ideas to the major ones through this process of outlining also helps to clarify the learner's thinking.

6. Responding to specific questions

It is also a good study practice for a student to formulate his own questions besides those often appear at the end of chapters in text books. As he learner attempts to answer as he reads, will help him to discover the real import of the ideas presented by the writer. Knowledge gained through the formulation of answers to questions is likely to be remembered longer than knowledge gained through study effort directed at attempts to remember all ideas regardless of their relative importance.

In addition to so-called key questions, attention should be directed to questions dealing with more or less minute details that, present in proper sequence in relation to the main questions, help to further understanding and
mastery. Even slow learners can follow ideas that are presented in proper sequence and with appropriate emphasis. Every learner gradually should develop a critical attitude toward his own power to read, to think, to master, and to re-present.

7. Relating new material to the old

Learning is a continued process of building new concepts, ideas, and knowledge upon the basis of previous knowledge. Consequently, before a student begins to prepare his learning assignment for the next day he should review briefly either mentally or by reference to his class notes the material considered in class on that day.

8. Using various sources of study

Regardless of what the topic may be, different authors usually treat it differently. This is especially true of writing in the social sciences, although it also is true of the more exact sciences. Learners should be encouraged to consult various authors or sources of information if their study is to be more than a mental fixing of the point of view of one authority.

9. Interpreting charts, tables, figures, etc.

With an increase in knowledge of the value of visual aids in learning has come an extended use of charts, tables, and figures as learning aids. Children are mentally set to respond to interesting visual aids that appear in text books, if they are encouraged to do so by their teacher. However, many text-book illustrations need to be interpreted in order to have value. Here again it is the teacher's responsibility to help pupils to interpret material of this
kind. As the learner studies charts, tables, maps, formulas, and the like, he may find that he does or does not agree with the authors interpretation of the data presented. This constitutes a challenging situation which can do much to increase the learners interest and his desire to master the real facts.

10. Summarizing and reviewing

The assimilation, organization, and application that accompany a learner's attempt to summarize what he has been studying comprise a most fruitful learning operation. It is in this way that learning experiences are made functional. The learning habits of every learner should be so guided that he achieves facility in the art of summarization. The better his ability to summaries, the easier it will be for him to review.

Summarization and review give him an opportunity to reflect, recall and evaluate ideas in the order of their importance.

1.7.5. Factors Affecting Study-Habits

Some of the important factors that affect the study-habits of learner / student are given below:

1. Attitude toward study

Specific attitudes accompany learning experiences. The attitude that is "caught" differs with each learning experience. If the learning experience is pleasant, the learner's attitude usually is positive, and he is impelled to continue the learning. If it is unpleasant, he tends to avoid it. The negative attitudes that are more likely to hinder than to help the effectiveness of study. Successful learners adopt positive attitudes toward their study-they do not
waste time or energy fretting over what they have to do. Skillful motivation can do much toward developing attitudes in learners that will influence them toward study in specific area.

When learners adopt the attitude of “the subject is too difficult”, the fault lies often with the teacher, and not with the subject. The teacher can help learners to engage in good study procedures, and he can so present his material that will be more easily understood.

2. Attending to the task at hand

In the solution of a new problem the learner needs to have at his command a workable body of usable facts on which he can focus his attention as he attempts to analyze the problem. He must be able to not only to analyze the situation but also to utilize material already learned. He should have the ability to select and to adapt to his immediate purpose from whatever body of knowledge he already possesses concerning it those elements that will lead to workable inferences. The ability to focus attention and to apply meanings helps a learner arrive at solutions. It is easier to direct attention to what one is doing if the goal to be achieved is not too far distant.

3. Fatigue in studying

Studying seldom causes fatigue even though energy is required to engage in mental work. Feelings of fatigue however, are known to result if study conditions are unfavorable. In adequate lighting, extremes of temperature or humidity, poor posture, subnormal physical conditions,
emotional disturbance, or boredom in connection with the activity may produce severe feelings of fatigue.

An enthusiastic attitude toward what one does, an interest in subject matter mastery, and a desire to achieve success—all tend to remove the fatigue elements. This does not mean that a learner should study for a long stretch at a time, without rest. He needs change of activity, either mental or physical, if he wishes to avoid feelings of fatigue or actual fatigue. Boredom rather than fatigue is likely to result when a student engages in study activities against his will. However, if he is very much interested in the achievement of the success, rarely will he experience boredom during study unless his study habits are extremely inefficient.

4. Distracting influence

Distractions are not all caused by external stimuli. How the person feels, the effect upon him of the emotional experiences of the day, the worries that he is experiencing, the attitudes toward study that have been established, or the attitude that has been developed toward the particular field of study may act as a distractor to the favourable mental set that is so necessary. Mild emotional experiences are conducive to good study conditions, but strong feelings of fear, worry, anger, or even affection may cause concentration in study to become almost impossible. In order to offset the effect of these internal distracting factors, the student needs to be impelled by a strong urge toward successful achievement.
5. Home

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. Further, the disturbances in the home will have direct effect upon the school works which requires thinking. Socio-economic status of the family influences the type of family and location of home in the community. The child's welfare will mainly depend upon socio-economic status of his family.

6. School / College (institution)

After home, the student spends more time in the school/college. Hence the school/college environment should be good. The teachers and the peer group also play an important role in study-habits of the student. Parents should keep an eye on the friends of their child, because with good friends, he learns good habits.

7. Curriculum

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

8. Community

Community is also one of the factor that influences on the students' study-habits. Community has to arrange the community centres such as libraries, community resource centres, information centers etc. A good community provides necessary facilities for good study.
9. Personality factors

Besides the above factors, personality of the student, is very important factor in developing good study habits. If the child gets easily adjusted with the environment, he develops good study habits.

10. Apart from all the above factors Gender (sex), caste, physical and social environment of the students also influence their study—habits.

1.8. CONCLUSION

Almost all the areas of human life are influenced, modified and developed by the intervention of science and Technology. There is no limit to explain various avenues of science in day-to-day life. Study is above everything else, hard-work. Some indications at present which hint that science is going to accomplish a vitamin capsule method of learning that will eliminate study. Many are the answers given for these and many attempts are made to tackle this problem. But the problem still defines solution.

Qualitative improvement of education depends on several factors such as the curricula, duration of the course of study, equipment, the teacher and the taught, time has now come for us to pay a little more attention than what we do now on how our students study. It is easy to find excuse for the lack of good study habits among the present day students of a School / College. No system of education is of any use, unless it aims at developing proper study-habits in the students. It is believed generally that the present students do not devote sufficient time to their studies and seldom have proper study-habits. In such a context and in view of the ever changing social perception
and life styles, there is an urgent need to encourage good study – habits among them.

That's why the investigator has chosen the problem entitled "Study-Habits of B.Ed. Students in relation to certain Psycho-Sociological Factors", for the present research work.

1.9. RESUME OF SUCCEEDING CHAPTERS

The thesis consists of Six chapters.

Chapter-II: It deals with a brief review of related research work done in this area.

Chapter-III: It discusses the statement of the problem, need, purpose, scope, definitions of the terms, objectives, hypotheses to be tasted, variables studied and limitations of the present study.

Chapter-IV: In this chapter, Methods of Investigation, the detailed structure of the construction of the tools, collection of data and statistical techniques used in the analysis of data are presented.

Chapter-V: It incorporates analysis of the collected data and interpretation of the results obtained.

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

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