

Details of Module and its structure

Module Detail	
Subject Name	Education
Course Name	Understanding the Learner
Course Code	EDU502
Module Name/Title	<i>Attitude: Meaning, types, determinants and theoretical perspective of Attitude Formation. Values: Meaning, types and formation of values, Study Habits: Meaning, types and ways of developing effective study</i>
Module Code	UTL009
Pre-requisites
Learning Outcome	<p>After going through this lesson, the learners will be able to</p> <ul style="list-style-type: none"> • Differentiate between types of Attitude and analyze how Attitudes are developed • Explore different types of Values among learners and critically analyze how to develop Desirable Values • explore ways to develop desirable Study Habits
Keywords	Attitude, Values, Habits, Study Habits

Development Team

Role	Name	Affiliation
Principal Investigator (PI)	Dr S. K Bawa	Central University of Punjab, Bathinda
Subject Matter Expert (SME)	Dr. C.P Mathur	Retired Principal Shri Jain T.T college, Alwar , Rajasthan

Contents

1. Introduction	3
2. Attitude	3
2.1. What is Attitude?	3
2.2. Definition of Attitude	3
2.3. Based on these definitions, it is clear that:.....	3
2.4. Types of Attitude.....	4
2.5. Nature of Attitude.....	4
2.6. How attitudes are developed?.....	4
2.7. Role of Attitude:.....	5
2.8. Development of Life at large:.....	5
2.9. Education & Learning:.....	5
2.10. Congenial family & Society:	6
2.11. Role of Attitude in Education & Learning:	6
3. Value	7
3.1. Value has many meanings:	7
3.2. The definition of Values:	7
3.3. Main features of Values:.....	7
3.4. Nature of Values:	8
3.5. Need and Importance of Values:	8
3.6. Classification of Values:	9
3.7. General Classification of values:	9
3.8. Category wise values:.....	10
3.9. Criteria of judging values:	10
3.10. Positive – Negative Values	10
4. Habits	11
4.1. Habits:	11
4.2. Definition of Habits	11
4.3. Kinds of Habits	12
4.4. Formation of Habits:	12
4.5. Breaking bad habits:	13
4.6. Study Habits	13
4.7. Factors influencing study habits:	14
4.8. How to develop good study habits?	16

1. Introduction

In this module discussion has been done about (i) Attitude, its meaning, kinds, how attitudes are developed; (ii) Values, meaning of values, kinds of values and developing desirable values; (iii) Habits, study habits, meaning and bases of study habits, role of good study habits in academic achievement and how to develop desirable study habits.

2. Attitude

2.1. What is Attitude?

The common general meaning of Attitude is the thinking, liking, disliking or neutrality of a person about another person, group of persons, society, religion, social customs or some place or some things, materials, eatables, clothes, situations etc.

2.2. Definition of Attitude

- (a) Allport: According to Allport, "Attitude is that mental, muscular and or neuro response given which is accumulated by experience of which behavior influences the directional and movement."
- (b) Secard & Beckman: "Attitude is a person's constant thought, emotions and pre-decided working system about his environment."
- (c) James Drever: "Attitude is a permanent activity of interest or purpose in which a special experience's hope and a specific reaction's readiness is vested."
- (d) Newcomb: "A person's attitude is his full arrangements something, thinking and feeling"

2.3. Based on these definitions, it is clear that:

- (i) Attitude is not hereditary;
- (ii) There is permanency in Attitude;
- (iii) Attitude is related to environment, external things, thoughts and images;
- (iv) Attitude directs the behavior's goals;
- (v) Attitude is motivational;
- (vi) Attitude is related to emotions;

(vii) Attitude is related to needs and problems;

2.4. Types of Attitude

(i) Social Attitude

(ii) Attitude towards specific persons

(iii) Attitude towards specific groups, societies, religion, caste etc.

2.5. Nature of Attitude

There are three types of nature of attitude;

(i) Positive Attitude

(ii) Negative Attitude

(iii) Zero or Neutral Attitude

2.6. How attitudes are developed?

- i. What the child observes the behavior and relationship of his parents and siblings about other relations, objects, things and places;
- ii. What the child observes the reaction of other persons towards his/her parents, siblings and other family members;
- iii. What the child hears the comments of his/her parents, siblings and other family members about the environment, person, place or thing;
- iv. What the comments the child hears from other persons about his/her parents, siblings' members of the family, environment, third persons beyond family and society at large; place or things; The child accepts the comments of the person he/she likes and favors most, and he/she starts behaving like that towards the environment, person, place or thing and that behavior becomes his/her attitude towards environment, person, place or thing. If the has liking for these, then, it is the positive attitude and if the person is indifferent, then, zero or neutral attitude is developed.
- v. As the child grows in age and himself/herself comes into contact with environment, family members, society, friends in school, places, persons and things, he/she receives the signals of actions or reactions which determines and /or modifies his/her behavior.
- vi. The personal experiences of the child, if they are of his/her liking, positive attitude is developed; if the experiences are not liked based on his/her past experiences or based on the reactions of the person(s) he has liking, negative attitude is developed. If the experiences do not attract or distract or influence or harm, he/she develops zero or neutral attitude.

2.7. Role of Attitude:

The type of attitude generally determines the person's position in the family, friends, and society. If he/she has friendly (positive) attitude, he/she is received and accepted; if he/she has snobbish behavior, quarrelsome, always trying to dominate and or abusive, he/she is rejected and not approved and not accepted. If his/her attitude is neutral, then his/her presence or absence is not affecting the group.

2.8. Development of Life at large:

In life attitude plays a great role. Person's personal or influenced liking or disliking or neutrality in family and social relations play a great role.

Liking develops positive attitude and in return receives positive attitude from other persons with whom he/she comes into contact with and interacts.

2.9. Education & Learning:

- i. The role of the teacher: When the teacher receives the child for the first time, his role determines the child's future attitude. If the teacher receives the child with love, affection, smiling, sympathetically in a friendly way, the child develops a friendly relationship with him/her and has positive attitude. The positive attitude towards the subject taught by the teacher, and both the teacher and subject become his/her favorite and as resultant the achievement is higher in that subject.
- ii. On the contrary, the egoistic, snobbish, punishing, non-tolerant, abusive behavior of the teacher develops negative relationship between the teacher and the taught. The learner tries to keep away from that teacher, doesn't like him/her and as a resultant of the negative attitude towards the teacher, negative attitude is developed towards the subject taught by that teacher. The result is the poor achievement or failure of the learner in that subject.
- iii. The zero or neutral behavior of the teacher towards his students in which he neither shows affection, love, sympathy nor disliking, abusive, intolerant, punishing behavior. Though the students are not much attracted towards the subject taught by him at the same time they do not have any negative feelings about that subject and they achieve according to their ability.

2.10. Congenial family & Society:

The type of attitude of the child in the family reflects in his/her society and social and social relationship.

Congenial, loving, sympathetic, affectionate, tolerant, adjusting, submissive, respectful and protective positive attitude towards members of the family, parents, grandparents, cousins, distant relatives, siblings etc., are generally reflected in his social development in which the child is accepted.

On the contrary, his egoistic, snobbish, quarrelsome, abusive, non-adjusting behavior in the family brings rejection and it is reflected in his.

On the contrary disliking, snobbish and or egoistic attitude is rejected by others and brings negative relationships.

Neutral or zero attitude is not generally harmful, but sometimes 'No comments' like attitude is taken-up as negative comment in which the person is not giving any positive support and at the same time saving him/herself from commenting negatively.

2.11. Role of Attitude in Education & Learning:

Attitude plays a great role in child's education and learning.

In education and learning various factors influence the child's attitude towards school, subjects, teachers, general social environment and deciding the future life (professional social etc.) of the child.

When the child enters into the educational environment, he comes into contact with teacher(s) who is other person then his/her family members, and through teachers his relationship with various subjects begins, the first is learning language, doing arithmetic and the social interaction also begins.

Social development where he/she is not accepted and generally rejected in the society.

Zero or neutral behavior in the family in which the child does not take active part willingly and tries to keep along makes him a negative personality in which though the society/family has not rejected him/her, but he/she himself/herself decides to keep away from social interaction. Such children are isolates and may have many personality and behavioural problems. Such

children need to be brought to the main stream and positive attitude is to be developed in them.

3. Value

3.1. Value has many meanings:

- i. Value is importance of worth;
- ii. Value is principles or standards of behavior;
- iii. A subjective personal opinion of the quality or worth of something;
- iv. Importance, pricelessness of something;
- v. Importance of desirability or usefulness of something;

3.2. The definition of Values:

- i. John Dewey: "Value may be connected inherently with likings, yet not with everything, but with those which judgement has approved after examining the relation upon which the object liked depends."
- ii. Urban: "Value is that what satisfies the human desires."
- iii. Jones & Gerard: "Value is a motivation which sustains an individual effort to achieve."
- iv. CEM Joad: "Value seems to reside in the objects, just as truly as do colors, smell, size, shape and temperature."
- v. Proll: "Value is precisely the term applied to objects which stand at the outer end of the relation called liking, the inner end of which is a human mind that likes."
- vi. Radha Kamal Mukherjee: "Values may be defined as socially approved desires and goals that are internalized through the process of conditioning, learning or socialization that become subjective preferences, standards and aspirations."
- vii. Flink: "Values are normative standards by which human beings are influenced in their choice among the alternative courses of action which they practice."

3.3. Main features of Values:

- i. The nature of values is philosophical, psychological, social, humanistic and situational.
- ii. Values are physiological, social and spiritual.

-
- iii. Values have three states, activity, emotion and knowledge.
 - iv. Socially approved desires and goals are treated as values.
 - v. Values are social standards & rules.
 - vi. Values are both theoretical and practical.
 - vii. Values are in the form of desires, likings, impulses, motivation and needs.
 - viii. Values are supposed to be the goals of education.
 - ix. Values have emotional decisions and generalized emotions.
 - x. Values satisfy the human's desires.
 - xi. Values are related to internal desires.
 - xii. Values are determined by society, culture and religion.
 - xiii. Values cannot be taught but are inculcated in which emotions dominate.

3.4. Nature of Values:

- i. Values guides person's behavior.
- ii. Values are related to the normal interaction and behavior of person and society.
- iii. Society and culture is known by their values.
- iv. Value is a special quality of a person.
- v. Values cannot be taught through classroom teach but are followed by person. Values are generally developed by following the social, cultural and spiritual activities.
- vi. The behavior of a person is controlled and guided by values.
- vii. Values are changed and modified according to the need of the prevailing situation in society and nation.

3.5. Need and Importance of Values:

- i. The goals of education are set by social values and needs.
- ii. Values give shape to the system of education.
- iii. Values are related to different aspects of human life.
- iv. Values play important role in social relations.
- v. Balancing and protection of the environment are decided and done by values.
- vi. Relationship and cooperation between society and environment is established by values.

-
- vii. Democratic values – equality, freedom and justice are decided by social values. They have a place in the interaction of education.
 - viii. In social management and shape, the values like cooperation, love, sympathy, justice, affection have importance and they keep and maintain balance in society.
 - ix. A person needs life values for his development beneficial to the society.
 - x. Political values have importance in the development of the nation.
 - xi. At universal stage, human values have more importance.

3.6. Classification of Values:

Generally, values are classified into four types:

- i. Philosophical Values: Under philosophical values, there are four types of values.
- ii. Moral and ethical values
- iii. Social values
- iv. Aesthetic values
- v. Religious values
- vi. Social values: There are three types of social values:
- vii. Biological values
- viii. Social values
- ix. Spiritual values
- x. Psychological values: There are six types of psychological values:
- xi. Theoretical and intellectual values
- xii. Economic values
- xiii. Aesthetic values
- xiv. Political values
- xv. Religious values
- xvi. Social values
- xvii. Universal Human Values: There are five types of universal human values:
- xviii. Truth
- xix. Right action
- xx. Peace
- xxi. Love and affection
- xxii. Non-violence

3.7. General Classification of values:

- i. Personal values: Personal values are developed by the external experiences and can be changed according to time. Even when negative reinforcement is received, they do not change.
- ii. Cultural values: Groups, societies and culture do have values and have large number participants.

3.8. Category wise values:

- i. Healthy values and habits: They are practical and are based on liking, desires and needs.
- ii. Moral values and norms: Moral values and norms are to keep and maintain the family system and practicality in norms.
- iii. Ethical values and conduct: Being ethical in economic and political situations, like, following truth, non-violence, tolerance, love, affection, sympathy, helping etc.
- iv. Historical values and conduct: These are also known as aesthetic values.

3.9. Criteria of judging values:

- i. Extrinsic criteria: It is first decided that whether the values are extrinsic or intrinsic. Extrinsic values are externally seen and observed and as such are also known as behavioral or mechanical values.
- ii. Intrinsic values do not have any external evaluator criteria. They are their own evaluation and are mostly based on external situation. Internal values are complete in themselves.
- iii. Dynamic criteria: Flexibility in values brings dynamism in them. This depends on situations, experiences and environment.
- iv. Emotional criteria: Values are not learnt but followed. Values mostly depend on emotions.
- v. Acquired criteria: Values are generally acquired by individual by experiences. Family and social values are followed.
- vi. Objective criteria: Values are related to reality and have natural norms.
- vii. Subjective criteria: Internal values are subjective and individual himself evaluates these values.
- viii. Spiritual criteria: Philosophers give importance to the spiritual criteria of values. The values which bring self-satisfaction in the person and does not have fulfilment of desires are spiritual values.

3.10. Positive – Negative Values

Positive values	Negative values
A. Personal	
a) To speak the truth	a) To tell lies
b) Sincerity	b) Insincerity
c) Love	c) Hatred

d) Sympathy e) Helping f) Adjusting g) Respectful h) Affectionate i) Submissive j) Friendly	d) Unsympathetic e) Non-helping f) Non-adjusting, quarrelsome g) Disrespectful h) Non-affectionate i) Quarrelsome, abusive j) animy, non-friendly
B. Social a) Cooperative b) Tolerant c) Friendly d) Norms abiding e) Helping f) Sympathetic g) Constructive h) Humanistic	a) Non-cooperative b) Intolerant c) Non-friendly d) Norms breaking e) Non-helping f) Unsympathetic g) Destructive h) Non-humanistic
C. Aesthetic a) Love for beauty b) Ethical c) Caring d) Protecting e) Supportive	a) No love for beauty b) Non-ethical c) Non-caring d) Destructive e) Unsupportive
D. National & Universal a) Truth b) Right-action c) Peace d) Non-violence e) Protection	a) Lie, false b) Wrongful, destructive action c) Wars, fights d) Violence e) Non-protection, disruption

4. Habits

4.1. Habits:

- i. Something a person does regularly and often, which is often hard to stop.
- ii. Causing addiction.

4.2. Definition of Habits

- i. Garrett: "Habit is the name given to behavior so often repeated as to be automatic."
- ii. Ledell: "Habit is a form of activity originally willed and conscious, which by repetition has become automatic."
- iii. Mursell: "Habits are routine ways of behaving, routine ways of dealing with situations and problems."
- iv. William James: "Habit is a tendency of an organism to behave the same way as it has behaved before."

-
- v. Morgan & Gilliland: “All changes of behavior acquired through experience are called habits.”

4.3. Kinds of Habits

Habits are both good and bad. Good habits are liked by others. Bad habits are disliked by others. Valentine has classified habits as under:

- i. Mechanical Habits: Mechanical habits are related to the various actions and activities performed by different limbs and parts of body without any special thinking, e.g., buttoning the shirt, opening the lock by key, tying the shoe laces etc.
- ii. Habits of Physiological craving: They are related to fulfilling the cravings of the body, like, smoking, chewing pan or tobacco etc.
- iii. Nervous Habits: These are related to the emotional instability, like chewing nails etc.
- iv. Speech Habits: The pronunciation of words followed and copied from others, like wrong pronunciation of words if teacher’s pronunciation is followed: copying and following elders’ abusive language etc.
- v. Habits of thoughts: These are partly related to person’s knowledge and partly to his/her interest, desires e.g., keeping time, punctuality, logical thinking about cause & effect etc.
- vi. Habits of feelings: These are related to person’s feelings and emotions, like, love, hatred, affection, sympathy etc.
- vii. Moral Habits: Based on morality like speaking the truth, living pure life, helping others in time of need etc.

4.4. Formation of Habits:

- i. Resolution: We resolute to form habit of doing something repeatedly.
- ii. Activity: What we resolute to do, we have to do it actively time and again. As it is said practice make a man perfect, likewise, repeated activity of the resolution forms the habit behavior.
- iii. Continuity: There ought to be continuity in the activity for formation of habit.
- iv. Exercise (practice): Exercise the activity daily.

v. Good Examples: Good examples presented by teachers and elders before young mind are easily followed by them, if the person presenting example is liked and is hero of the follower.

vi. Reward: Habits which bring reward are repeatedly repeated.

4.5. Breaking bad habits:

To get break the bad habits of the child, the teachers and parents should try to get:

- i. Resolution from the child not to behave and practice the particular bad habit time and again.
- ii. Give repeated examples of the after results of the bad habits.
- iii. Correct exercise or practice to eradicate the wrong one.
- iv. To leave the old bad habit and to accept the opposite good habit.
- v. Teachers and parents to see that do not force the child to have the bad habit immediately and abruptly, but to leave it gradually.
- vi. Try to change the child's social company.
- vii. The child may be physically or emotionally punished if he persists in not leaving the bad habits
- viii. Award: the child may be awarded in one or the other form and also constantly appreciating for every step he/she takes towards leaving the bad habits.
- ix. Reward and praise are positive attitudes and are better than punishment and criticizing.

4.6. Study Habits

Study habits are the habits of a student developed for studying various subjects. Normally, how a student studies at home after school or college and how he devotes to his learning what he/she has learnt in the school/college are his/her study habits.

With the individual differences recognized at all levels of life, each learner has a different study habit/style.

Study habits vary from studying daily for a particular time period at home to studying one month/one week before the start of the test/examination; cramming the text from the text book/help book; reading the text loudly to silently; cramming while strolling on the roof or in the room; to preparing notes

in written form; long or short notes to points only or all three types; reading and writing sitting in chair-table; reading sitting on bed half reclining position; or a combination of two or three, like preparing point wise short note and revising daily; cramming notes etc.

Study habits are also based on the learner's attitude towards education, subject (s), teacher (s), home and school/ college environment, mental ability, style of answering questions in the examination etc.

4.7. Factors influencing study habits:

The following factors generally influence study habits of the learner in positive or negative way.

Attitude towards teacher (s):

The teacher who is liked by students, by way of his personality, teaching method, classroom behavior, explaining the content etc. has positive attitude towards the subject taught by him.

On the contrary, the rude behavior, unprepared teaching neglecting behavior of the teacher develops negative attitude amongst students towards his teaching subject.

Home Environment:

Home environment plays a great role in the development of the child and forming his/her personality.

Home environment can be of the following types:

Authoritative & Dictatorial

In this type of environment, it is the head of family dictates everything and decides. The order and decision comes from the top and every member of the family has to abide by it and follow it without any question or suggestion.

Democratic:

In this type of environment, every member of the family contributes and decision is taken collectively.

Financial affluent and financially needy type environment:

The learner has to feel the need of education for the future of his/her life. If the need is felt, then he/she would devote in studies and focus on high achievement.

Mental conflict:

If the learner is not supported either by teacher or by parents in solving and helping him/her in solving his/her queries and or problems, he/she is in a state of mental conflict in which he/she is in the state of undeciding , i.e., “To be or not to be” or “This or that” or “Here or there” etc. This affects his/her studies and ultimately the academic achievement.

Concentration:

If the learner has any sort of problem, say, economic or social or family or health or is in mental conflict or rejection in family by friends etc. he/she feels problem in concentrating in studies.

Self-confidence:

If the learner has any type of problem, which affect his studies, he/she loses self-confidence I answering verbally or in examination in writing and facing viva-voce, resulting in poor academic achievement. Lack of self-confidence affects his/her memory.

Home Assignment:

Home assignment given by subject teacher helps the learner in strengthening the classroom learnt subject content by doing the homework, timely and regularly. When this assignment is checked by the teacher the learner would come to know about his mistakes and shortcomings.

The learner who neglects doing home assignment timely or not doing at all would never come to know about his shortcomings and this will affect in poor achievement in examination

Study Habits:

Regularly studying all subjects at home, preparing written notes, helps the learner in strengthening the content and subject matter of each subject is supposed to help the learner in high academic achievement.

On the contrary, neglect of regular studies, last hour burning midnight oil rarely helps the learner in achievement.

Examination:

Performance of the learner in verbal and written form of examination mostly depends on the learner's study technic. Good study habits help in good achievement.

In examination, along with good study habits, good legible handwriting, clear pronunciation also plays a great role in achievement.

4.8. How to develop good study habits?

These points may help the learner in developing good study habits:

- i. Preparing a plan of regular studies at home of all the subjects. This plan should be based on the tests and examination calendar.
- ii. Study regularly according to the plan and time table.
- iii. Complete your today's work today.
- iv. Cram less do more written work, prepare written notes.
- v. It is necessary because in examination you are expected to answer in written form, and as such, the more you write, the more practice you have of writing.
- vi. Whenever you are in conflicting situation, ask the teacher for clarification immediately.
- vii. Set your long term educational goals.
- viii. Have positive attitude towards teachers and subjects.
- ix. Do not neglect study any subject.
- x. Do your home assignment daily regularly?
- xi. Develop a habit of developing your vocabulary and language by going through dictionaries and grammar books.

-
- xii. Always go through and study from original text book and also develop a habit of studying various authors and authorities for a better understanding of the content of the subject.
 - xiii. Write clearly and legibly.

Quadrant-III

Learn More/Web Resources/Supplementary
Materials

Books, articles, research papers, journals, case studies etc.:

Bolton, J. (2017). The Ethical Issues which must be addressed in online counselling. *Australian Counselling Research Journal*, 11(1), 1-15.

Chitkara, M. G. (1996). *Human rights: commitment and betrayal*. APH Publishing.

Das, M. N. (1961). *The political philosophy of Jawaharlal Nehru*. Day.

Oelkers, J. (2000). Democracy and education: about the future of a problem. *Studies in Philosophy and Education*, 19(1-2), 3-19.

Garratt, G. T. (1967). *The legacy of India*.

Muller, F. M. (2003). *Six Systems of Indian Philosophy; Samkhya and Yoga; Naya and Vaisesika*. Kessinger Publishing.

Galotti, K. M. (2017). *Cognitive psychology in and out of the laboratory*. Sage Publications.

Moser, L. E., & Moser, R. S. (1963). *Counseling and guidance: An exploration*. Prentice-Hall.

Crow, L. D., & Crow, A. (1956). *Adolescent development and adjustment*.

Wenzel, A., Brown, G. K., & Karlin, B. E. (2011). *Cognitive behavioral therapy for depression in veterans and military service members: Therapist manual*. Washington, DC: US Department of Veterans Affairs.

Comley, J. (Ed.). (2013). *Behaviour Modification with the Retarded Child*. Butterworth-Heinemann.

Mathur, S. S. (1962). *Educational Psychology: For BA, BT, B. Ed., MA, LT, M. Ed. Examinations*. Vinod Pustak Mandir.

Ashem, B. A., & Poser, E. G. (1973). *Adaptive learning: Behavior modification with children* (Vol. 29). Pergamon.

Kahneman, D., & Egan, P. (2011). *Thinking, fast and slow* (Vol. 1). New York: Farrar, Straus and Giroux.

Murray, H. A. (1938). *Explorations in Personality* New York: Oxford Univ. Press, 1938.

Quadrant: IV**Self-Assessment**

Description: In self-assessment Question No. 1 to 11 consist of multiple choice questions in which learners are required to select the correct one out of the four alternatives.

1. Attitude means:
 - (a) Liking
 - (b) Disliking
 - (c) Friendship
 - (d) Society
2. There are types of Attitudes:
 - (a) One
 - (b) Two
 - (c) Three
 - (d) Four
3. Value is
 - (a) Principles
 - (b) Interest
 - (c) Help
 - (d) Truth
4. Value is
 - (a) Standards
 - (b) Objects
 - (c) Effort
 - (d) Cloth
5. To speak the truth isvalue
 - (a) Negative
 - (b) Personal
 - (c) Friendly
 - (d) Family
6. Non – violence is
 - (a) Personal value
 - (b) Social value
 - (c) Aesthetic value
 - (d) Universal value
7. Cooperation is
 - (a) Social value
 - (b) National value
 - (c) Personal value
 - (d) Universal value
8. Habit is
 - (a) Solving problems
 - (b) Automatic behavior
 - (c) No repetition
 - (d) Don't know

9. Habit is
- (a) No repetition
 - (b) Irregular behavior
 - (c) Regular behavior
 - (d) Don't know
10. Habit is
- (a) Experience
 - (b) Acquired behavior
 - (c) No practice
 - (d) Don't know
11. Study habits are
- (a) Not studying at home
 - (b) Particular formation of habit for studies
 - (c) Sleeping with books
 - (d) Keeping books of study table
12. Which studying concentration is mostly affected by:
- (a) Teacher's voice
 - (b) Mental conflict
 - (c) School bell
 - (d) Friends 'call

E - 2 Scoring key

Question no.	Correct Answer	Question no.	Correct Answer
1.	(a)	7.	(a)
2.	(c)	8.	(b)
3.	(a)	9.	(c)
4.	(a)	10.	(b)
5.	(b)	11.	(b)
6.	(d)	12.	(b)