CHAPTER-1
INTRODUCTION

“Creativity can’t be created but it can be nurtured or cultivated.”

Nwosu (2004)

Language is one the most important feature which distinguishes human from other species. Though birds and animals may be said to possess 'language', human language is a much more complex and evolved phenomenon. In its primary form a language is a communication system which consists of sound symbols and the rules used to manipulate them. "Of all forms of symbolism, language is the most highly developed, most subtle, and most complicated" (Hayakawa, 1978). Language is much more than just a system of communication; it is deeply connected with human culture and behavior. It serves to assist memory and facilitate thought; to communicate meaning and, when necessary, to conceal meaning; to express feeling and, when necessary, to disguise it; to state intentions or merely to intimate their nature; to influence or control actions of others; and sometimes to provide substitute satisfactions for those that would normally follow upon the exercise of bodily activity. The way people speak can express politeness, respect, and social position. Language is also used as a means of connection and identification with a social group. Furthermore, language can be used to create art, record activities, and guide thinking.

Evolution of human thought is attributed to evolution of language amongst the species. Indeed language has been intricately connected with the process of thinking as well as expressing it in oral and written form. As society evolved, language was used as a means of developing cooperative behaviour. Communication through language made it possible for man to unite efforts and share others’ abilities of mind and body. One did not have to reinvent the wheel every time, recorded knowledge facilitated progress by enabling people to
move ahead from the point already reached on the path of discovery and invention.

Language "offers a means for generating an essentially infinite variety of novel representations, and an unprecedented inferential engine for predicting events, organizing memories, and planning behaviors. It entirely shapes our thinking and the ways we know the physical world" (Deacon, 1997). Most of what we hear and speak are created rather than recalled from memory. It is stored as knowledge of speech sounds, of word patterns, and rules for creating words and stringing them together. Having developed these automated skills and knowledge, language use becomes almost entirely subconscious and almost entirely creative.

The use of language is perhaps the most common creative act that all humans possess and exhibit as a regular part of their daily lives. Our skill for developing language is likely the result of a genetic disposition for such creative behaviour. An earlier discussion of semiotics and representational competence points to skills that allow humans to represent and re-represent meaning using systems of symbols. In spoken language sounds are "signs" of meaning. In areas of language like reading and writing, graphical forms represent the sounds that represent the meanings. The act of reading contains components of creativity, drawing on context for definition, interpreting a particular prose in new ways, or developing new ideas by manipulating the meaning of what one is reading. The letter is a key component of writing, manipulating meaning to express it in new and creative ways. Writing is one of our more creative abilities, with the best writers being able to draw on knowledge of language, of readers, and knowledge of some content area, to produce text that conveys meaning to the reader as the writer intended it to. Like the creative acts of musicians and painters, the creative acts of writers are the result of years of practice, and an expert knowledge of strategies and the content area in which they create.
Language has crucial importance in the life of every individual. It plays an important role in student’s life also. It is the vehicle of our thoughts. Language is the medium of expression of feeling and experiences. Students express their feelings and experiences through language. The deaf student has difficulty or unable to express his feelings and experiences because he has not heard others speaking the language. Through language students can evoke desirable feelings among the listeners. We communicate with one another through language. Students’ exchange their ideas through language which may be oral or written. It contributes to mental development of the students.

Language is the basic of all education. School education is predominantly language-oriented. Reading, writing and arithmetic are all based on language proficiency. That is why students who are good in language usage are found to be good in school related subjects. Students use language to do certain creative tasks, so they use it as a tool, in its original function. This prepares them for using the language outside the classroom, in real situations. Creative work can lead to genuine communication and co-operation. Creative tasks enrich classroom work, and they make it more varied and more enjoyable by tapping into individual talents, ideas and thoughts - both the learners’ and the teacher’s. By giving learners creative exercises, we get them to practice an important sub-skill of using a language: thinking creatively. Creative thinking is an important skill in real life. It is part of our survival strategies and it is a force behind personal growth and the development of culture and society. Students can look at their own solutions to problems and their own products and see what they are able to achieve.

The Creative Nature of Language:

One of the properties of language that has come to be emphasized only during the late twentieth century is the creative aspect of language. Noam Chomsky writings have placed the creative aspect of language in the right perspective. Language functions in a stimulus reinforcement response context,
all right. But this is not the whole of language. Nothing else but linguistic creativity can explain the fact that human child with his relative mastery of a language is in a position to produce sentences that are fully original, sentences that perhaps no one has ever uttering before or those that the child has never heard any one uttering before. This unique capacity to organize and produce new sentences of a language is called linguistic creativity. B.F. Skinner dictum of language being purely a stimulus response product is counteracted in Chomsky notion of linguistic creativity. This is very relevant to this study here because this concept provides several new insights into the language teaching-learning process. Language in the classroom should be taught keeping in the mind the creative potential of the child. The child is not a machine, nor is it like any other infrahuman organism. The human child is a person with a lot of creative potency and intelligence functioning in a social set up.

1.1 CREATIVITY:

God always blessed his creations with a unique identification. There is also a fact that every person is neither equally blessed with creativity by God nor then can be creative by himself. Now there is a common question that what creativity is? In India, study of creativity is not new. It is as old as civilization itself. It was known to ancient Indian sages and seers of the distant past from time immemorial, patanjali, an exponent of “Astanga Yoga” have referred to the concept of creativity. Indian culture provides few scientific and mathematical models of creativeness which stand as evidenced for a theory whereas in the west, scientific method becomes synonymous with problem solving. Almighty Lord Brahma is well known creator, who is worshiped by his devotees for his creativity, it is a thing of joy forever. It provides satisfaction to both reader and writer. A good creation is worthy of praise. It is quite true that creation can never be bad or ugly. Every creation is good, better and best in its own. It is the mind of the viewer in which way he thinks about
the creation. Very important aspect of creation is that the creator is known by his creation, it is not known by his creator.

Creativity is the mother of all knowledge and humanity. It will be effective when we understand the importance of creativity that it is the root of all creations. The development of industries and the discovery of atomic energy opened up many possibilities for further advancement, space research and diagnostic communication media. There are computers and machines accelerating the pace of research for the welfare and betterment of human life. A relatively very small proportion of world is population would be created with this ideas and offer improved solution to the familiar problem. Anything that can be done to help these young to release their creative energies to attach important problems will be a step in the direction of a better world.

Creativity is as bold thinking. Bold thinking means divergent thinking, breaking of old norms, having new experiences and creating new combinations.

Creativity is a process of developing original novel and gets appropriate response to a problem. An original response is one that is not usually given. A novel response is one that is a new and has no precedent. However unless an original and novel solution is also appropriate it, cannot be termed as creative. An appropriate response is one that is deemed reasonable in the solution. Building a house of toothpicks is probably an original and novel idea, but it is clearly not appropriate because such a house could be structurally weak.

"Creativity has nothing to do with any activity in particular – with painting, poetry, dancing, and singing. It has nothing to do with anything in particular. "Anything can be creative – you bring that quality to the activity. Activity itself is neither creative nor uncreative. You can paint in an uncreative way. You can sing in an uncreative way. You can clean the floor in a creative way. You can cook in a creative way. "Creativity is the quality that you bring to the activity you are doing. It is an attitude, an inner approach how you look at things.
"So the first thing to be remembered: don't confine creativity to anything in particular. A man is creative – and if he is creative, whatsoever he does, even if he walks, you can see in his walking there is creativity. Even if he sits silently and does nothing, even non-doing will be a creative act. Buddha sitting under the Bodhi Tree doing nothing is the greatest creator the world has ever known.

Creativity refers to the phenomenon whereby a person creates something new (a product, a solution, a work of art etc.) that has some kind of value. What counts as new may be in reference to the individual creator, or to the society or domain within which the novelty occurs. What counts “valuable” is similarly defined in a variety of ways.

Scholarly interest in creativity ranges widely: The relationship between creativity and general intelligence: The mental and neurological processes associated with creative activity, personality type and creative ability; creativity and mental health; creativity in education; and ways of fostering creativity through training and technology. Creativity and creative acts are therefore studied across several disciplines – Psychology, cognitive science, education, philosophy (particularly philosophy of science), technology, theology, sociology, linguistics, business studies and economics. As a result, there is a multitude of definitions and approaches.

The lexeme in the English word creativity comes from the Latin term creo “to create, make” and its derivational suffix also comes from the Latin. The word “create” appears in English as early as the 14th Century, notably in chaucer. However, its modern meaning as an act of human creation did not emerge until after the Enlightenment.

Modern art and literature, philosophy and religion, science and Technology, Industry and Commerce, transportation and communication, agriculture and social institutions owe their dazzling progress and advancement to human ingenuity and creativeness. Individuals gifted with creativeness in
the field of human endeavour are held in high esteem and enjoy higher status and prestige. One of the important functions of education is the development of creative ability and talents. Hence it is essential for the teacher to understand the meaning of creativity, stages involved in creativity and ways of developing creativity. The meaning and definition of creativity have been discussed in the following paragraphs:

According to Guilford creativity involves divergent thinking with regard to this trait, while intelligence involves convergent thinking with reference to number, verbal memory, reasoning, perception and space. The creativity refers to originality, fluency, flexibility and elaboration. Guilford creative thought means divergent thinking and uncreative means convergent thinking. Guilford has given 120 mental abilities. Content, process and product, ‘the structure of intellect’ involves 24 creative abilities. The intelligence tests do not measure creativity because these tests involve or employ convergent thinking.

Torrance contribution is significant in this area, he has defined creativity as follows:

“Creativity is a process of becoming sensitive to problems, deficiencies, gaps of knowledge, missing elements and so on, identifying the difficulties, searching for solutions, formulating hypothesis about the deficiencies, testing and recasting them and finally communicating results.”

All the new inventions and practices in any field are given or developed by creative persons. Creativity basically concerns with the new products or contributions in any discipline or field of study. It has been established by the psychologists – Thurston (1953) Torrance (1960) the intelligence and creativity are two distinct abilities or concepts. The term ‘creativity’ has been explained by Philosopher, Sociologists, and Psychometrician. There are more than fifty definitions available of the term creativity. Every child is creative to same extent in this sense. Creativity is most significant concept for the human development. The creative child is an asset to the society as well as to nation.
Creative children should be identified and provided adequate educational facilities for the development of their creativity or talents. Here creative children refer to the upper extreme of normal distribution of this creativity ability.

1.1.1 Dimensions of the Creativity:

To measure the Creativity four dimensions like Fluency, Originality, Flexibility and Elaboration are taken into account as shown in the following diagram.

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Creativity
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/       /
Fluency Originality Flexibility Elaboration
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Every psychological concept can be analyzed or understood basing on its dimensions. The concept of creativity can best be explained clearly with the help of its dimensions. The status of our information regarding the primary dimensions of creativity can perhaps be meaningfully presented by considering its major dimensions. Psychologists addressed more than two dozen of such dimensions viz., Fluency, Originality, Flexibility, Elaboration, Divergent Thinking, Convergent Thinking, Novelty, Ability to produce greater and total number of ideas, uniqueness, usefulness, independent in judgment, resourceful, independent in thought and action etc.

1.1.2 Process of Creativity:

Creative thinking is said to involve some specific and definite steps. The stages emphasized by Munn, in his book “Introduction of Psychology”, seem to
be quite reasonable. These are -1. Preparation, 2. Incubation, 3. Inspiration or illumination and 4. Verification or revision.

- In the first stage – Preparation - the conscious work on the problem is started and continued as long as possible. Initially, the problem is defined or analyzed and thus stage is set for its solution. Relevant facts and material considered essential for the solution are thus collected, analyzed and the plan of action is formulated. Then we start working according to the set of plan.

- The second stage is characterized by absence of our activity, or in many instances even of thinking about the problem. We can take rest or engage ourselves in other interesting activities. By doing so, the ideas that were interfering with the solution of the problem tend to fade. In the absence of such interference our unconscious beings to work in the direction of solving the problem.

- This leads to the stage of inspiration or illumination. During this stage the thinker often experiences sudden appearance of the solution of his problem. He gets an insightful solution. Such illumination may occur at many times, sometimes even while the thinker is dreaming.

- Then comes to the final stage - verification or revision. During this stage illumination is tried out. We determined whether the solution or idea appeared through insight is in fact the correct one. In case it does not work well, fresh attempts are made for the solution of the problem and the process is revised at any time when needed.

It can be concluded that creativity can best be defined as original thinking, new types of associations, divergent thinking and behavior, new solution of old problems, seeing or expressing new relationship, flexibility and a new approach in different field of life. Every idea of expression that is
original for the creator is an example of creativity. Thus creativity is possible in thinking, in modes of social interactions, or in studying, working or playing. Creativity is not merely confined to writing poems, short stories, novels or biographies. There are many other media like art, craft, painting, music or dramatics, exhibitions, social festivals, religious and social get together in which children should be encouraged to express themselves in a new way. Any creative expression is the source of joy and satisfaction for the creator. The creator says what he sees or feels in his own way. There is perfect individuality in one’s creative expression. He expresses himself, to a person or events and therefore, it is not essential that a creative work may arouse the same feeling or give same satisfaction as experienced by creator himself. The creator is the person who is able to make ego involved statements like, It is my creation ‘, I have solved this problem.’ ‘It is my idea,’ etc. In creative expression there is complete ego involvement. Creative thinking could not closed thinking. It must have complete freedom for the multiplicity of response, choices and lines of action. By travelling on the routine, beaten track, one cannot be able to create, but can only reproduce or repeat. Creativity- The use of the imagination or creative of an artistic work. Robert. E. Franken, creativity is defined as the tendency to generate or recognize ideas, alternatives or possibilities that maybe useful in solving problems, communicating with others and entertaining ourselves.

According to Stein (1962) and Kavolis (1964) “Creativity is the capacity of the individual by which something new is produced, an area of an object including a new form of arrangement of old element.”

1.2 LANGUAGE CREATIVITY:

Perhaps one of the most unobvious acts of creativity is the use of language. Beyond early childhood the use of language both recognizing its producing. It is a highly automated ability. The nature of the language is such that the vast majority of the utterances produced or heard are done so for the
first time. Most of what we are heard or speak are created rather than recalled from memory. Language is stored as knowledge of speech, sound of word pattern and rules for creating word and stringing them together. Having developed these automated skill and knowledge language use become almost entirely sub-conscious and almost entirely creative. Creativity can also be used to bring learning styles into “The scheme of things”. Styles are preferences or tendencies toward particular ways of learning and doing things. Theories such as that of Gardner (1986), suggests multiple areas of ability, describing domain specific skill and creativity. Association between learning preferences or styles and creativity remain virtually uncharted territory, partly because both areas have lack clear definitions. As mentioned above, the use of language is perhaps the most common creative act that all humans possess and exhibit as a regular part of their daily lives. Our skill at creating language is likely the result of the genetic disposition for such creative behavior. An earlier discussion of semiotics and representational competence points to skills that allow humans to represent and re-represent meaning using system of symbols. Creativity in language has conventionally been regarded as the preserve of institutionalized discourses such as canonical literature and the discourse of advertising. In language and creativity Ronald Carter analyzes naturally occurring spoken language to reveal that ordinary people in everyday speech context demonstrate creative capacities for sensitivity to their contexts. Creativity in language and literature is a provocative and valuable book, its breadth of topics, variety of approaches and self-consciously. Creative and dialogic nature is especially appropriate and creative ways of approaching the subject of creativity. Creativity in language covers a range of text, genres and practices, such as poetry hip hop, film, storytelling, web chat and pen friend each. “Language Creativity goes beyond the receipt of the reward as cited in theories such as those Skinner where a child learns the meaning of milk each time his/her mother feeds him/her upon his/her crying. Creativity of Language is born out
of breaking the fences, getting out of the boxes, violating the rules, and breaching the familiar horizons. There is not any form of familiarity or acquaintance in breeding the creative flux of thoughts and its crystallization in Languages” (Fatemí, 2003). “Every language user is linguistically creative” is a truism, yet the literature on linguistic creativity is not as extensive as one would expect. Thus, a search for works published in English on the “creative aspect of language use” (to quote Noam Chomsky’s famous phrase from his book Cartesian Linguistics, 1966), the most powerful tool known is the one we use to build every other tool: language - spoken or written. But tools can be used with little or no skill to turn out mundane artifacts and garbage. By honing your skills with language you - yes, you - can craft masterpieces. A study of linguistics can help you acquire such skills, but be warned: the pursuit of linguistic knowledge is highly addictive. Creativity is universal. Every one of us possesses creative capacity to some degree. Although creative abilities are natural endowments, yet, they are capable of being nourished and nurtured by training and education. Through creative expression something new or novel is produced. But novelty or newness does not necessarily imply to produce totally a new idea or an object which has never been experienced or earlier. To make the fresh and noble combination for the given separate elements or to reshape or rearrange the already known facts or principles or to bring a slight reform and modification in the previously known techniques, are as much the acts of creative expression as the discovery of a new element in chemistry or a new formula in Mathematics. The importance to research the linguistic creativity phenomenon, manifested in all communication areas, lead the linguistic on the fertile land created by the media language. By replacing the literacy text with the media text, the linguists tend to focus their research in the language in its use, as interconnection between individuals, for the newspapers show, from this point of view, the oral character of the language.
Freeman (1976) observed that it is necessary to differentiate between creative elements in several fields, each of which has its own special requirements as well as elements. The scientist, technicians, business person, etc. all have creative talent that pertains to the specific fields. Similarly poets, novelist and writers display a peculiar type of creativity in their writings that can be called as language creativity. Language creativity is very important to present the ideas effectively and clearly. Creativity in language usage is seen at many levels. It is exhibited in enunciation of native sounds of a language, words, phrases and sentences. It is exhibited in uncountable forms of unique communication units (consisting of both words and meanings) created using a repertoire of a language. An individual's usage of words, tones, intonations and silences, is a function of language creativity.

Language creativity may be understood to be the creativity exhibited by an individual in the usage of language in its various forms. It consists of characteristics similar to those which are considered in the concept of general creativity. Beyond the early childhood, when a child imitates the language utterances, the use of language is a highly automated ability. The nature of language is such that vast majority of utterances are produced for the first time. The learning of language consists largely of learning the sounds, word patterns, rules for creating words and stringing them together. Having learnt these, the speaker develops highly automated skills and language use becomes largely subconscious and almost entirely creative.

Language consists of sound symbols which are used to create meaning by the speaker. Saussure (1974) offers a dyadic model of sign with a 'signifier'- the form which the sign takes; and the 'signified'- the concept it represents. The sign is the whole that results from the association of the signifier and the signified. It is a special representational competency found in human species that enables us to use spoken and written signs in a creative process to produce meaning.
The act of human speech is thus a creative and complex process in which sounds are used in order to represent meaning. The act of listening and reading contains components of creativity, drawing on context for grasping the concept, interpreting text in new ways and developing new ideas by manipulating the presented ones. In writing, which is one of our more creative abilities, the writer uses manipulation to create new and creative meanings using common language signs. The best creative writers are able to bring in elements of creativity in their texts using numerous language devises such as metaphors etc.

**Fatemi (2003)** asserts that Language creativity is born out of breaching the familiar horizons. There is not any form of familiarity or acquaintance in breeding the creative flux of thoughts and its crystallization in language. Further he elaborates, "Creative language breaches the stream of the recursive contents and breaks the constancy of the frequency of thinking within the repeated modes. It negates the placement of repeated exposures in the abodes of forms and it abnegates the belonging of the established contents to the recognized forms. It calls for a live and a genuine connectedness between contents and forms through inciting the infinitely multiple modes, styles and ways of thinking. Thus, creative language opens up the possibility of looking into the known and the familiar through unfamiliar and unknown ways. The very novel ways may reveal ways of thoughtfulness which may introduce numerous ways of putting into words what moves in the incessantly flowing activity of mind." It involves new forms of thinking away from the traditional forms. It means the processes of productive thinking. Creative productivity means productivity according to socially confirmed forms of words, thoughts and phrases etc. This definition of creativity establishes Language Creativity as its primary characteristics.
1.2.1 Importance of language Creativity in School:

- **Language use is a creative act**: we transform thoughts into language that can be heard or seen. We are capable of producing sentences and even long texts that we have never heard or seen before. By giving learners creative exercises, we get them to practice an important sub-skill of using a language: thinking creatively.

- **Compensation strategies** (methods used for making up for lack of language in a communicative situation e.g. mime, drawing, paraphrasing used for getting meaning across) use creative and often imaginative ways of expression. Our learners will need these until they master the language.

- **Creativity as motivational factor**: some people cannot learn at all if they are not allowed to be creative. They do not understand the point in doing a language activity for its own sake, for only practising the language without a real content, purpose, outcome or even a product. Most people become more motivated, inspired or challenged if they can create something of value; if they feel that in some ways what they do and how they do it reflect who they are.

- **Creativity improves self-esteem**: as learners can look at their own solutions to problems and their own products and see what they are able to achieve.

- **Creative work in the language classroom can lead to genuine communication and co-operation**: Learners use the language to do the creative task, so they use it as a tool, in its original function. This prepares learners for using the language instrumentally outside the classroom.

- **Creative tasks enrich classroom work**: they make it more varied and more enjoyable by tapping into individual talents, ideas and thoughts - both the learners’ and the teacher’s.
- **Creative thinking is an important skill in real life:** It is part of our survival strategies and it is a force behind personal growth and the development of culture and society.

1.2.2 **Methods and techniques to Foster Language Creativity:**

When choosing methods it is important to offer variety to learners in the way they demonstrate their learning, and to help them develop a well-rounded set of abilities. When considering assessment types, it is particularly useful to think first what qualities and skills we want to develop in our students. The most important types are:

1. **Essays:** that can be an answer to a question in the form of continuous connected prose. The object of the essay should be to test the ability to discuss, evaluate, analyse, summarise and criticise. Two dangers with essays are that they are easy to plagiarise, and that undue weight is often given to factors such as style, handwriting and grammar.

2. **Assignment:** a learning task undertaken by the students allowing them to cover a certain part of the curriculum predominantly through independent study. Different methods of presenting the results can be used dependent on the nature of the task:
   - a report (oral or written),
   - newspaper or magazine article,
   - a taped radio program, a video,
   - a poster,
   - a book review,
   - a contribution to a debate, etc.

3. **Individual project:** It is a longer investigation carried out by a student into a topic agreed on by student. In many ways similar to an assignment, the main difference is that the student chooses the particular focus and/or medium of presentation. As with any assessment where the product will
vary significantly from student to student it is vital that the criteria are sufficiently well written to be fair when applied to different results.

4. **Group project**: where either an assignment or project is undertaken collectively by groups of students working collaboratively. This has the pragmatic advantage of potentially reducing the tutor’s assessment workload and the educational advantage of helping to develop the students’ team working skills. The major assessment problem is how to identify each individual’s role and contribution and to reward it fairly. Solutions (none of which is problem free) tend to include combinations of individual component which can be individually assessed, tutor observation, and involving the students in some self and/or peer assessment as the ones in the best position to judge.

5. **Examination**: This can take a variety of different forms. The most common factors are that it is done under comparatively short, timed conditions which ensure it is the student’s own work. Major criticisms are that because of the comparatively short time allowed answers may inevitably be superficial and/or not all the learning outcomes may be assessed. They may also encourage the learning by heart. This can be avoided if the focus of the tasks set is on the application of what has been learnt, presenting the student with a previously unseen context or scenario or set of data which they have to “do” something with.

6. **Performance**: In many cases, when it comes to practical outcomes, the only sensible way of really assessing whether an outcome has been learnt is through watching the student actually perform it - whether it is literally a performance, as in the performing arts, or just a presentation.

7. **Self and peer assessment**: There is strong evidence that involving students in the assessment process can have very definite educational benefits. Not so much a type of assessment like those already listed, this is something which can be done in conjunction with any type of assessment.
The important aspect is that it involves the student in trying to apply the assessment criteria for themselves. The may include:

- marking other students’ work (i.e. allocating marks which actually count in some way) and giving them feedback (which they can then possibly redraft before submission to the tutor);
- a seminar presentation, for example, or
- a written product using a model answer.

The evidence is that through trying to apply criteria, or marks using a model answer, the student gains much greater insight into what is actually being required and subsequently their own work improves in the light of this. An additional benefit is that it may enable the students to be set more learning activities on which they will receive feedback.

1.3 HOME ENVIRONMENT:

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a ready-made system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child’s life. The term “home environment” refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. Different home environments vary in many aspects such as the parents’ level of education, economic status, occupational status, religious background, attitudes, values, interests, parents’ expectation for their children, and family size among others. Family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual’s behaviour. The psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations: acceptance – autonomy, acceptance – control, Rejection- autonomy and rejection-control (Johnson & Medinnus, 1969), Grebow (1973) reported that ‘nurturance-affection’ and
‘achievement expectations, demands and standards’ constitute the two dimensions of parental behaviour that have been regarded as important by previous researchers. Various researchers have identified the following characteristics of home environment or parental child rearing practices: permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement, provisions for the child’s intellectual needs, affective rewards, instrumental companionship, prescription, physical punishment, principled discipline, neglect, deprivation of privileges, protectiveness, power, achievement demands, indulgence, conformity, independence, emotional and verbal responsively, involvement with the child, physical and temporal environment, avoidance of restriction and punishment, provision of appropriate play materials, etc. There exists a great overlapping in the kinds of behaviours which are in association with different characteristics.

1.3.1 Importance of Family in the Education of Child

The family is the oldest human group and the basic one while the particular forms of family structure may and does vary from society to society, the central focus of family activities everywhere are child-bearing and initial induction of the child into the culture of a given society in sort, socialization.

It has been clearly seen that the age of old structure of joint family has now been broken down under the stress of industrialization, social, economic together with political factor and legal compulsions. This development has led to the establishment of various other institutions for the education and development of children belonging to different families.

Infant begins his life under the fostering affection and care of his parents and other near and dear ones who are associated with his family. As he grows, he receives the first lesson of life in his family and tries to imbibe the habits, ideals and patterns of behaviour of his family members. In this way, the family continues to influence him throughout his life. To be more clear, it may be said
that in addition to other facilities the child get three important helps from the family. They are (1) affection (2) protection and (3) Socialisation.

For the upbringing of the child, there is no better institution than his family. All the members of family act, react and this process of give and take teaches many things to the child. In short, each member of family has an important role to influence the personality of the child. The family activities and necessities to inter communication make the child fit to equip himself with a working vocabulary. He receives the first lesson of speech in family. Gradually this vocabulary increases as he grows and gets more and more education.

The family meets the various need of the child. He is subjected to various experiences: good or bad, pleasant or painful and he gains from the both. It is the duty of the child and foster in him a sense of belongingness and responsibility towards his own self and others. Because each family has its own culture and set up quite distance from the other. Therefore no two children are the same neither at the beginning nor during development or as a growing up adult citizen. Two children may attend the same school, may come under the influence of same teacher and the same organization, may pursue the same studies and perform the same exercises and yet may differ totally as regards their general knowledge, their interests, their speech, their bearing and their moral tone, according to the homes they come from’.

Home is allied the first school of life and the mother is the first teacher. Great people had great mothers. Mother lays the foundation of character and personality of the child. John Locke, Rousseau, Pestalozzi, Dewey and Gandhi have all emphasized the role of the home in the education of the child.

Mother, father, siblings and other relatives constitute a family and a family makes a home. Sociologically speaking home is the primary group which shapes the individuality, character and personality of the child. Child receives the first lesson in citizenship from home. Many factors related home
environment effect child’s personality, growth and achievement. They are:

- **Affection and love:** Parents' affection is proverbial. Brothers and sisters also provide affection. As a principle of give and take child also shows affection for his brothers, sisters and parents.

- **Socialization:** Family is a social institution. First lessons in socialization of the child are learnt in the home. It is in a family that child learns social relations. Crow and Crow have rightly said – As is the home so is the society. The child softens his ego, individual preferences personal likings etc. in the home. He learns mutuality and reciprocity in relations and behaviour in the home.

- **Religion, Culture and Language:** Home teaches fundamental lessons of religion, customs and habits from the home. He gets to know of culture from home. He learns language form home. In every home some customs - Sanskars and religious functions are performed like birthdays, marriages, fasts, festivals, lohri, holi etc. The child learns them in the home.

- **Economic and Social Security:** The basic needs food, clothing and shelter are provided by home. Home also gives security. The child learns how basic needs are met, how money is earned and how needs are satisfied, how **austerities** are observed. It is from home that students learn economic independence.

- **Education:** Some sort of formal and informal education is also provided by the home. In ancient times it is only the parents who gave education to children. Mother has been rightly called the first teacher. Health habits, cleanliness, food habits, speech patterns, attitudes towards people, birds, animals etc. are all learnt by the child from home.

- **Recreation:** It is the home that child enjoys the cradle, swing and nursery rhymes. Recreation of different type a child learns from home.
The home environment influence all-round development of a child.

- **All-round Development:** The aim of education is to provide all-round and harmonious development of human personality. Home provides occasions and circumstances, conditions and facilities for the all round development. The aim of education is also to provide physical development: food, clothing, shelter, security, medical care are all provided by home, Habits of health, cleaning of teeth, proper sleep, regular meals, personal hygiene, physical exercise, games, entertainment are also given by home. A healthy home environment free from disease and tensions is a boon for every child.

Home or family has a great influence on the child’s development in terms of attitudes, his personality and character his physical and moral development. The husband and wife should maintain happy relations based on love, affection and mutual trust means should create happy home for children for proper development. Broken homes where intoxicants are used and fights and clashes go on, do not correctly influence the child, Homes should not create psychological fears, should not give over protection, should not be over careful or less careful and indifferent . Parents should give time to their children, listen to them, play with them, love them and also guide them and discipline them. They should place examples before their children. Broken homes, disintegrated homes have a very bad effect on children. Delinquency, truancy and stealing etc. all begin from bad homes, similarly truthfulness, hard work and sincerity all start at home. Home is a significant agency of education. Parents are an essential part of their child's environment. Therefore, in order to foster caring, responsible and strong children, adults need to have a positive view of them and serve as role models for their children. Self-awareness is another key part of child's development. Self-awareness is how much we know about ourselves, our beliefs about who we are, and what we think our capabilities are. As child's sense of self develops, so does the child's ability to
blossom in school and with peers. This is why the parents' ability to provide wings is so important. In order to succeed, children need to gain confidence in their abilities and gain a sense that they can do things on their own. The precious time between birth and maturity gives parents many opportunities to balance roots and wings. Parents can lead the way in providing experiences that enhance their children's view of themselves. This way parents can build self-esteem in their children and themselves in order to improve the quality of their lives and strengthen family relationships.

1.3.2 Types of Home Environment:

The foremost duty of the parents is to provide their child with need satisfaction by creating a home, a climate conducive for their healthy social adjustment. If the overall home environment favours the development of good social attitudes, the chances over those children will become socially more intelligent. Children from favourable environment homes are found to be warm-hearted, outgoing and socially more intelligent than children from unfavourable homes (Rani, 1998).
Physical Home Environment

A child's life is affected by the environment in which he or she lives. Relationships between health and the quality of air, water, and food are well recognized. The physical environments of the home and school also influence health through exposures to lead, mold, noise, or ambient light. In addition, the overall structure of the physical environment of a child's community (referred to as the "built environment") can also affect health in diverse ways. Four of the most obvious areas of attention for achieving this are child proofing the home, cleanliness, the availability of suitable attire, and the availability of nutritious foods. Physical home environment items also included size of back yard and lawn area (measured to the nearest m2 using a circular metered ruler), the number of pieces of outdoor play equipment, presence of a paved area for bike riding, number and positioning of televisions and presence of other types of small screen entertainment.

Emotional Home Environment

A "healthy" home involves a sound emotional environment. Effective communication among family members, the willingness to compromise, and strong conflict-resolution skills can help foster an atmosphere of mental well-being for everyone. Stress-management skills, including simple relaxation exercises, can be learned and practiced by everyone. Those with children at home know that achieving healthy parent-child relationships is crucial for a healthy home environment. Healthy parenting skills can also be learned and practiced to reduce stress in the home for both children and parents. The emotional climate of the home sets the foundation for almost everything the child does. Feelings of physical safety and emotional security are vitally important for normal child development. When these are present, children feel free to express themselves and explore their physical, intellectual, and social
environments. When these are absent, the child's ability to grow (physically, intellectually, and emotionally) is stifled.

- **Moral Home Environment**

  In homes where family prayer is regularly practiced, much has already been done to create a religious atmosphere. It means the aggregate of external influences in the home, affecting the spirituality of the members of the family, and, in a narrower sense, the sum-total of sensible objects in the home capable of exerting a favorable or unfavorable influence upon the religious or moral life of its inmates. Just as we are variously affected as regards our bodies by the material atmosphere in which we live,—by its heat and cold, by the gases and germs and minute particles of dust that it holds: so, too, are our souls affected by the sensible objects around us; and the aggregate of such objects is accordingly quite appropriately called moral atmosphere.

1.3.3. **Component of Healthy Home Environment**

  A healthy home is well ventilated; free of pests, toxics, and dangerous gases; dry; clean; comfortable; and affordable. Good construction and maintenance practices can achieve these conditions, even in an older home.

- Dry homes minimize moisture and molds. Moisture and molds can trigger asthma attacks and other allergic reactions. Water and moisture also attract cockroaches, rodents, and help dust mites to thrive, all of which can also increase the risk of asthma attacks.

- Clean homes have minimal dust and clutter. Researchers and medical experts have proven that dust sensitizes individuals and can trigger asthma attacks.

- Well ventilated homes have systems to remove contaminants and allergens that can cause that exhaust to the outside and changes in air pressure to ensure the movement of air from the outside to the inside.
Combustion product-safe homes minimize carbon monoxide, which can cause death and more subtle health effects (fatigue, headaches, nausea). Products that can create carbon monoxide include cars in an attached garage (when the engine is warming up), gas stoves, gas water heaters, gas furnaces with a cracked heat exchanger or a leaking chimney, non-electric space heaters, and gas fireplaces.

Pest-free homes reduce the presence of pests such as cockroaches. Cockroaches shed feces and skins that can trigger allergic reactions often associated with asthma and other respiratory problems. Adverse health conditions can also arise when homeowners reacting to a pest problem apply harmful pesticides in their homes.

Toxic chemical-free homes reduce and eliminate toxins, such as asbestos, lead, volatile organic compounds, and pesticides. Some types of flooring and the adhesives used to attach them can emit volatile organic compounds (VOCs). “Offgassing” refers to the release of gases during the aging and deterioration of a material. The Carpet and Rug Institute had created standards for low-VOC carpets and rugs.

Comfortable homes make it unlikely that individuals will unknowingly take actions that can harm their health. For example, excess cold may cause people to use stoves and ovens for heating, leading to chronic and perhaps acute exposure to carbon monoxide. Humidifiers may be installed to relieve an excessively dry environment, creating extra moisture that can contribute to moulds and foster the growth of dust mites.

1.3.4 The Importance of a Stable Home Environment

When a family has a stable home environment it brings in love, joy, happiness, security, and a real family style that spouses and children both can enjoy. If we keep our surroundings peaceful, happy, and everyone has an even temperament, a family can survive any situation. When there is chaos in a
home environment, everyone tends to lead a life of stress and anxiety. Parents who are strong, and keep an even temperament in their homes, will have healthy and well-rounded children. They will be able to face the anxieties and stresses in their lives and keep their lives on an even keel, as they have been taught as children. A stable home life is important to eliminate the lack of self-esteem, self-confidence, insecurities, fear, depression, mental problems, etc. in our children. Children need to be taught the importance of having a peaceful stable home to live in.

As a time of transition, early adolescence engenders substantial concerns about one's self-regulatory capacities and one's ability to control what happens at home, at school, among peers, and in the community. It is a time for reformulating personal efficacy beliefs and a time of exercising beliefs about one's agency toward newly emerging goals. As the environment begins to afford new opportunities and make new demands, children must construct new approaches for dealing with those opportunities and demands. According to Bandura (1997), if the environment provides conditions supportive of positive efficacy beliefs, then adaptive functioning in adolescence is more readily achieved. More specifically, he claims that human agency operates within an interdependent causal structure involving triadic reciprocal causation. The three sets of interacting determinants are personal characteristics, behavior, and the external environment. The environment stimulates and encourages (or discourages) specific behaviors (Bradley & Caldwell, 1995) that are reciprocally influenced by intrapersonal factors, such as the child's efficacy cognitions. For example, a parent who provides an intellectually stimulating and supportive home environment will potentially engender a high level of self-efficacy in the adolescent. Efficacious cognitions, in turn, may influence the adolescent's behavior through increased motivation, intensity, and persistence in pursuit of a desired goal, thus mediating the relation between the home environment and the child's academic performance and/or pro-social
Parents should give time to their children, listen to them, play with them, love them and also guide them and discipline them. They should place examples before their children. Broken homes, disintegrated homes have a very bad effect on children. Delinquency, truancy and stealing etc. all begin from bad homes; similarly truthfulness, hard work and sincerity all start at home. Home is a significant agency of education. Research on family environments reveal that parents of creative children value non-conformity, emphasize intellectual curiosity and freedom of exploration, and are highly accepting of their children's individual characteristics.

1.3.5 Language Creativity and Home Environment

“Teachers can stimulate interest, but parents must extend and continue the experiences in order to make the most of the experiences (Jalongo & Stamp, 1997,).” This quote highlights the importance of the home as a stimulus and extension of the language creativity. Domino (1979) studied the home environments of 43 highly creative and 43 less creative boys in fourth through sixth grade were studied through 150-question semi-structured interviews with 86 mothers. Interview responses, categorized along 24 dimensions, revealed significant differences related to parental creativity, independence and flexibility, emotional distance, and differential parental patterning. Findings from this study could provide useful information to parents by highlighting practices and attitudes that could have an effect on a child’s language creativity within the home environment.

1.4 SCHOOL ENVIRONMENT

One of the major aims of the education is the development of wholesome personality. Family is the socio-biological unit that exerts the greatest influence on the development and perpetuation of the individual’s behaviour. Next to home, school is the most important experience in the
process of development of children. In the present era schools have a greater responsibility than even before to help the students to develop appropriate behaviour patterns. The school is the chief continuing and supplementing institution in which children develop sound mental health. The school is charged with realization, human relationships, economic efficiency and civic responsibility. School experiences are designed to enhance growth and development, stimulate learning and to develop good behavioural patterns. The experience at school and school curriculum contribute to child’s feeling of personal worth, social competence, in winning acceptance from associates, satisfaction for the students to play and to accomplish purposeful tasks and develop interests and activities which would promote social values.

It can have a dramatic impact on how students learn. It can affect mood, motivation, creativity and productivity of students positively or negatively, or situation that is open, democratic and free may be said to contribute positively to the development of creative potential. On the other hand, a closed society, culture or situation may act as a strong deterrent to the development of initiative within the individual. Dave (1965) defined school environment “as the conditions, processes and psychological stimuli which affect the educational achievement of the child”.

A school's environment is the thread that connects the multitude of activities on a campus. In many respects this thread is almost invisible, yet everyone experiences its influence. A school's physical environment includes the school building and the surrounding environs such as noise, temperature, and lighting as well as physical, biological, or chemical agents. The term school environment describes the environment that affects the behaviour of teachers and students. School environment characterises the organization of the school building and classroom level. It refers to the feel of the school and can vary from school to school within the same district. It reflects the physical and psychological aspects of the school that are more susceptible to change and that
provide the preconditions necessary for teaching and learning to take place. In
this role, school can help to foster the knowledge; skills and disposition that
young people need to develop into politically aware and socially responsible
individuals. School environment is the sum of the values, cultures, safety
practices, attitudes, expectations, atmosphere, motivation and organizational
structure within a school building that cause it to function and react in a
particular way. Environment encompasses the physical attributes of a school as
well as level of order, satisfaction and productivity. It is the result of the
dynamic interaction of staff and students as well as the input of parents and
community into a tangible spirit within school building. It includes all those
school level variables that relate directly to the school environment, teachers,
curriculum, and principals. And also reflect policies created at the school,
districts or community level that impact the entire school faculty, parents and
students. It is the aggregate of all the external forces, influences and condition
which affect the life, nature, behaviour, growth, development and maturation of
the students. A favourable environment adds to the development of native
abilities of a child. The child’s personality depends on environment. The school
environment includes the psycho-social climate of the schools as perceived by
the pupils. It measure of quality and quantity of the cognitive, emotional and
social support that has been available to the students during their school life in
terms of teacher pupil interactions. The six major dimensions of the school
environment are as follows:

A. **Creative Stimulation** – It refers to “teacher’s activities to provide
condition and opportunities to stimulate creative thinking.”

B. **Cognitive Encouragement**- It implies “teachers behaviour to stimulate
cognitive development of students by encouragement ones actions or
behaviours.”
C. **Permissiveness** – It indicates “a school climate in which students are provided opportunities to express their views freely and act according to their desires with no interruption from teachers.”

D. **Acceptance** – It implies “a measure of teachers unconditional love, understand that students have the right to express feelings, to uniqueness, and be autonomous individuals. Teachers accept the feelings of students in a non-threatening manner.

E. **Rejection** – It refers to “a school climate in which teachers do not accord recognition to student’s right to deviate, act freely and be autonomous persons.”

F. **Control** – It indicates “autocratic atmosphere of the school in which several restrictions are imposed on students to discipline them.”

### 1.4.1 Definition of the School Environment

School is the basic foundation of knowledge being imparted to a child. Gone are the days when school meant just learning the events given in a history chapter or solving tough mathematical problems or reciting poems and sonnets! Nowadays, school has become the first stepping stone in the life of a child, wherein he/she learns a lot more than just rote learning. Developing hobbies, refining them, learning basic etiquettes, getting skilled at multi-tasking, developing social skills are some of the many things that a school equips a child with. For the development of such skills one must have a proper school environment. We can discuss about school environment in context of following definitions

**Carolyn Anderson (1982)** defines, “School environment is the total environmental quality within a given school building.”

**Freiberg (1999)** defines, “School environment is about that quality of school that helps each individual feel personal worth, dignity and importance,
while simultaneously helping create a sense of belong to something beyond ourselves.”

**Dorsy (2000)** defines, “School environment as involving for key relationships: the relationship of a student to him or herself; a student to his or her peers; a student to his her parents and community; and a student to his or her school workers including teacher, administrator, and all staff.”

**Welsh (2000)** defines, “The unwritten beliefs, values and attitudes that become the style of interaction between students, teachers, and administrators. School environment sets the parameters of acceptable behaviour among all school actors, and it assigns individual and institutional responsibility for school safety.”

**Homana (2005)** defines, “School environment refers to the impression, beliefs and expectations held by members of the school community about their school as a learning environment, their associated behaviour, and symbols and institution that represent the patterned expressions of the behaviour.”

Summarizing, school environment consists of some essential elements like teachers, teaching learning process, activity, timetable, co-curricular and project works, pupils etc. development of innate powers and capacities is done by providing good school environment. The knowledge of child class and school provide the child with lot more opportunities to determine the future and achieving success in academics and other fields.

### 1.4.2 Components of School Environment:

School environment is ‘an orderly environment in which the school family feels valued and able to pursue the school’s mission free from concerns about disruptions and safety.” The school’s physical and social environment comprises of:

1. Appearance and physical plant
2. Faculty relations
The comprehensive view used in it, is summarized below, it define school environment in terms of 4 aspects-

1. A physical environment that is welcoming and conducive to learning.
2. A social environment that promotes communication and interaction.
3. An affective environment that promotes a sense of belonging and self-esteem.
4. An academic environment that promotes learning and self-fulfillment.

School environment has been reported to have a direct relationship with students’ creativity. Well informed parents consider the school’s environment before enrolling their wards. It may be defined as an aggregate measure of school’s characteristic, such as relationships between parents, teachers and administrators, as well as the physical facilities on ground. It could be seen as the overall interaction resulting from human relationships with each other and with the physical plants in the school environment. Environment refers to the atmosphere in an organization. It affects the morale and personal satisfaction of all persons involved in the schools. “Any one who spends time in schools quickly discovers how one school can feel different from other schools. It is a general term that refers to the feel, atmosphere, tone, ideology or milieu of a school. Just as individuals have personalities, so too do schools; a school environment may be the personality of a school. Evidence in the literature supports the belief that a school environment can have a positive effect on individual’s attitudes, their capacity to retain information, and their ability to perform at full potential. Language learning is a complex process which occurs
either incidentally or in a formal setting. In both cases it is affected by the environment in which it occurs. The environment is considered as the complex set of physical, geographic, biological, social, cultural and political conditions that surrounds an individual and determines his/her form and nature of survival. Human beings are always immersed in a school environment which not only changes the very structure of the individual also provides him with a readymade system of signs. Two environments—home and school—share an influential space in child’s life. The school is the most important experience in the process of the child development. When the child enters the school area, he or she is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in different schools and move has a direct impact on the cognitive and effective behaviours of students. The nature of this impact can be understood if we devote our research energies to find out the environmental variables.

It has been reported to have a direct relationship with students’ academic performance and teachers’ productivity. Then, what are those factors that constitute the healthy environment? Won’t it be better for education stakeholders to harness the good potentials of the healthy environment to ensure better academic achievement and productivity? The fact worthy of note is that school environment constitutes humans and materials. The interactions between and amongst the human and material entities determine the school environment. Environment reflects how staff, student and community feel about a school and/or the district—whether it is a positive place or one that is full of problems.

School environment is one of the most important factors for an effective school and a student’s academic success. It influences student success or failure. The learning environment and student achievement are influenced by school environment. Identification of potential barriers to learning within a school’s environment is important for the learning environment and student academic
achievement. The purpose of identifying these barriers is to inform changes that can be made to the school environment so that students can ideally gain the education necessary to become a productive member of society. School environment factors that could be potential barriers are: lack of parental involvement, substandard building facilities, lack of school bonding, and a sense of being unsafe. School environment has the potential to either enhance or hinder student academic achievement as well as the perception of the school as a welcoming, learning environment, which can be partially attributed to a sense of equality and partnership. Therefore, parental involvement, school building facilities, school safety, and equity should be assessed within school environment.

Learning takes place within a web of social relationships as teachers and pupils interact both formally and informally. Schools are institutional spaces for communities of learners, including both students and teachers. Play and scuffle with one’s friends on the school grounds, free time to sit on the benches and chat with one’s friends during breaks, gathering together for morning assembly and other festive and significant occasions in the school, studies carried out in the classroom, anxious turning of pages before a class test, and trips made with one’s classmates and teachers to places outside the school—all these are activities bringing the community together, giving it the character of a learning community. The physical and psychological dimensions of the environment are important and are interrelated.

1.4.3 Types of School Environment:

Apart from the home, the school in which one studies is a major influence on an individual. To which school a child should be admitted is an important decision for parents. Similarly, children schooled in different types of schools may be intellectually, socially, morally and emotionally different and manifest different behaviours. Hence, for a student of education, a study of school environment and its types is essential for understanding the nature of
learning among children in different schools, you would know school environment in terms of physical, psychological, social, cultural and political dimensions and the dynamism of relationship across these dimensions.

- **Physical Environment**: Children are constantly interacting with the physical environment of their schools during structured or unstructured time, consciously or unconsciously. Physical environment of a school is composed of its physical surrounding and facilities in which a learner finds oneself while in school. In the absence of the minimum essential standard for running a school, we commonly find that the physical surroundings and facilities differ from school to school.

- **Psychological Environment**: If building, space and facilities provide physical environment to a school, its philosophy and practices provide a psychological environment to it. The psychological environment of a school would refer to the stimuli that impinge upon the learner's psyche in the school. For example, the attitude of the principal and teachers towards a learner would act as a stimulus for the learner to do or not do certain things in the school. Most teachers have their favourite students in the class and that they are usually the so-called *good students* of the class. Imagine the class where teachers have only one such favourite student and teachers give importance to that student on every occasion. Like a pampered child at home, this student would grow as an individual characterized by a tendency to be rather aggressive and dominant over others. By pampering, children are taught that they can take without giving. Their wishes are everyone else's commands.

- **Social Environment**: Every school provides to its students a social environment in addition to the physical and the psychological environment. A learner is not alone in a school. He/she is surrounded by other learners as well as the influential adults, the teachers. The social
surrounding of a school constitutes its social environment. A learner is in constant interaction with the peers and teachers for a significant part of the day he/she spends in the school. Be it studies, playing, quarrelling or simply gossiping, the learner has someone around. Every interaction and interpersonal relationship of a learner occurs in a social environment. One's interaction with others in a social environment is also known as socialization. It is the process whereby individuals are learning in the School Environment. The Learning Environment made aware of the behaviour that others expect of them related to the norms, values and culture of their society. Agents of socialization include the family, school, friendship groups, religious institutions and the mass media. In collective undertakings with the peer group students learn and practice the social virtues of cooperation, self-sacrifice and loyalty, while outdoor activities offer many opportunities for the exercise of daring, resourcefulness, self-reliance and initiative. Many social skills, habits, attitudes and prejudices of individual students are tried out, tested and refined in the social environment of the school.

- **Cultural Environment:** Another component is the cultural environment, as inhabitants in different regions pursue different traditions, customs, rituals etc. and thus differences in culture. By culture is meant the total life ways, the social legacy the individual acquires from his/her group. Culture can also be regarded as part of the environment created by human beings. It is used in its broadest anthropological sense to include all that is humanly fabricated, endowed, designed, articulated, conceived, or directed. Culture includes products that are humanly produced, both material (buildings, artifacts, factories, slum housing), and immaterial (ideology, value systems, mores), as well as materially derived products such as social class and the socio/political order. A good deal of human behaviour can be understood and predicted
if we know the culture of the inhabitants, which is their design or road
map for living. Many acts are neither accidental nor due to personal
peculiarities. Nor are these caused by supernatural forces or are simply
mysterious. One need not know the individual and his life history to be
able to predict these, and other countless regularities, including those
implication the thinking process. Cultural determinism is one sided like
biological determinism. Culture arises out of human nature, and its
forms are restricted both by man's biology and natural laws. It is equally
ture that culture channels biological processes- vomiting, weeping, and
fainting. Sneezing, the daily habits of food intake and waste elimination.
Every school presents to its learners an environment characterized by
practices that is its cultural environment.

- **Political Environment:** The school environment has a two way
relationship with political environment. It is influenced by political
environment as well as influences it. All people in a society do not
belong to the same social class. Every community consists of the
dominant and subordinate social classes. The Indian caste system has
created social classes and a stratification of society, where one caste
group tries to dominate over the other. Dominance of one social class
over others is called 'hegemony'. Since teachers and students in a school
belong to one or the other caste or community group, the practices of
hegemony are also found in the school environment. This is the reason
why only certain students can attend a public school and certain others a
government school. Even inside the classroom, certain students receive
better attention and treatment while others do not. Hence, every school
creates a political environment for the learner.
1.4.4 Essential Environmental Consideration of Schools:

Student and teacher comfort is indicated as the most important aspect of any school environment. If students are comfortable, then learning becomes much easier. Being comfortable is a combination of several different factors; adequate usable space, noise control, lighting, temperature and climate control, and sanitation. The classroom is the most important area of a school because it is where students and teachers spend most of their time and where the learning process takes place. The following conditions help make the classroom a better place in which to learn.

1. Lighting in classrooms must focus on the front of the classroom and over the student’s desks. Glare from hard surfaces is distracting and should be avoided wherever possible. The effective lighting of schools has been related to high performance test scores time and again.

2. Classes should be designed to accommodate students so that the number of students does not exceed 20. A lower density of students per classroom will increase teacher and student interaction and communication. Classrooms must be designed with effective communication and interaction in mind. Students should be able to easily see and hear the instructor and other students. Noise must be controlled to levels that do not exceed 68 db. At about the 68 or 69 db noise level, students begin to have difficulty understanding what is being said and are distracted by noise in other classrooms.

3. Technology is at the center of the modern educational process, especially for mathematical and analytical skills. Computers in classrooms are very important. Tools, such as the Internet, allow the smooth exchange of information between student and machine, but must be positioned and used in environments that do not cause distraction. Increasingly, students can learn through virtual classrooms when no
4. Temperature and indoor climate is also important. A temperature of 68-72 degrees is ideal and should be maintained year round. Schools must be designed with good ventilation. Effective filters and cleaning must be functional so as to keep particulate matter, such as dust, out of the air. Odors can also be distract students, but can be removed with good ventilation.

5. The design of schools is a very important factor when dealing with sanitation related to moisture. Building roofs that leak or will not stop water are detrimental. Water in classrooms leads to mold which can cause allergic reactions. High humidity and standing water also creates an environment favorable to all kinds of bacteria, which can spread diseases.

6. The cleanliness of schools is also an important aspect of school environments. Clean schools not only lower the threat of the spread of illness, but also convey a caring message to the students and teachers. Cleaning and maintenance of schools is vitally important and is often underemphasized and underperformed. Students feel better going to clean classes and sitting in clean desks and surroundings. Sanitation in schools is important because young children face unique health hazards, especially respiratory infections, asthma attacks, skin disease, and diarrheal outbreaks.

A school environment should be one in which every student feels safe. We find promotion of safety by the increased installation of cameras and monitoring devices throughout the school. Many schools today work with local law enforcement agencies to put security officers in schools. The presence of security officers often gives students a sense of safety and security.
In the final analysis, the primary environmental policy and management objective of every school facility should be that of taking whatever steps are necessary to create a “sense of well-being.” By definition, this is a healthy environment. “Health is the state of complete physical, mental, and social wellbeing.” Schools are not primarily environmental showcases. Schools are special environments that exist for the purpose of enhancing the learning process. They are sensitively built environments housing very special segments of the population. A sensitive environment refers to a place that supports the activities of segments of the population who are very young, very old, or who are experiencing illnesses. From an environmental health perspective, a sensitive environment, such as a school or day care facility, tends to be where adverse health effects manifest themselves in the face of unsanitary conditions.

School environment also has promotes or complicates meaningful student learning. For example, activities like community service and debates enhance the learning environment by providing students opportunities to actively participate in the learning process and construct their own knowledge of social and government systems (Youniss, 2002). Moreover, when such activities are presented in a supportive, collaborative environment, they encourage students to build upon one another’s ideas on projects (Wentzel, 2002). Together, the experience realistically represents the social situation that they may find themselves part of in the greater civil society. Considering a positive climate for citizenship education more globally and comprehensively also raises questions about how schools can most optimally promote these important learning activities even beyond the classroom environment. Encouraging active and collaborative learning on authentic projects is most effective in an environment with a civic mission and that encourages trusting relationships throughout all members of the school community. School environment promotes students’ ability to learn. To the extent that students feel safe, cared for, appropriately supported and lovingly “pushed” to learn,
academic achievement should increase. Positive school environment promotes cooperative learning, respect and mutual trust or a climate for learning (Ghaith, 2003 and Finnan, 2003). In addition, a series of studies have shown that school environment is directly related to academic achievement.

A positive school environment exists when all students feel comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring people they trust. A positive school environment affects everyone associated with the school – students, staff, parents, and the community. Improved school environment is a goal to pursue. Educators need to constantly work toward improving their school environment, culture, and conditions so that student learning is improved.

1.4.5 Language Creativity and School Environment

Language learning is a complex process which occurs either incidentally or in a formal setting. In both cases it is affected by the environment in which it occurs. The environment is considered as the complex set of physical, geographic, biological, social, cultural and political conditions that surrounds an individual and determines his/her form and nature of survival. Human beings are always immersed in a school environment which not only changes the every structure of the individual also provides him with a readymade system of signs. Two environments- home and school share an influential space in child’s life. The school is the most important experience in the process of the child development. When the child enters the school area, he or she is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in different schools and move has a direct impact on the cognitive and effective behaviours of students. The nature of this impact can be understood if we devote our research energies to find out the environmental variables. The school happens to be an important agency of education. The school environment is very important for encouraging creativity. The teacher pupil
relationship must be bent towards language creativity. The orientation of success rather than an achievement affects children language creativity. Institutional climate is the factor of immense importance on which development of language creativity of pupils would depend.

1.5 LINGUISTICS SKILL

“The first sound a child makes on coming into the world is one of discomfort, it is a cry, a reflex action and the child does not expect a response.”

(Sunday magazine - The Hindustan Times).

Language is the chief means by which human personality expresses itself and fulfils its social interaction with other people, and hence essential for survival and development as human beings. With the increasing population and rapid development of science and technology, people of various culture and nationalities now meet, interact, and socialize to achieve common goals. To sustain this constant contact and achieve the goals, the need for a common language in a diverse society has become necessary. Language, being a skills subject, needs much more attention in teaching learning process. Most often, the verbal responses, language patterns and behaviours of the poor learners are considered inadequate and inappropriate and are referred to as language disabilities. Such disorders and differences in language acquisition are observed in learners at all levels. Differential language skills affect academic progress. Hence, effective language instruction should incorporate aspects of diversity, pedagogy, skill and knowledge of strategies, assessment and diagnosis. India being a multicultural and multilingual country, children from different socio-cultural contexts enter the educational institutions. The different cultural patterns and value systems of these children are reflected and reinforced in their living, learning styles, speech and language patterns. The language thus developed is not just a means for communication but reveals the nature of communication. Therefore, the culture and language used in a society
are inseparable. The tendency to superimpose one’s speech patterns on the new culture’s language causes a cultural accent.

Language is a complex phenomena associated with the vocal and auditory communication of emotions, ideas, thoughts and feelings of human beings. Using the language an individual speaks, expresses his emotions, thoughts, desires, feelings etc. in a social atmosphere. The purpose of language is to improve the speakers' four skills of listening, speaking, reading and writing, with the base of large vocabulary and good grammar, but this is not the final purpose. The final purpose is to let speakers be able to use the language. So when speakers want to use a language well, do not forget to know all the abilities of the four skills. The four basic skills of a language as follows:

- **Listening**: one of the means of language communication is used most widely in people's daily lives. In addition, the learners a lot of listening activities is a good way of enlargement their vocabulary. On the other hand, it also helps the learners improve their listening comprehension. For a foreign language, we can meet it only in formal places and classes. Training and practicing the oral reading is not a day's work. Practice is important. Only through the practice can the learners improve their listening comprehension.

- **Speaking**: It is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. Two-way means the relationship of the communication between the teacher and the students at school. This relationship is connected with the communicative activities between two people. It can create a fresh environment for speaking language. The two-way communication can lengthen the dialogue limitlessly. This is its advantage. At the same time, if the speakers want to give the correct response, he has to think hard, the sentence is not easily forgotten which is
created by themselves through thinking, sometimes with the teacher's hint. They can talk freely and express themselves as well as they can.

- **Reading**: It is an important way of gaining information in language and it is a basic skill for a language learner. There are a lot of reading exercises in an examination today. But all these readings must be done in limited time. So learners are asked to read them correctly and with a certain speed. For instance, someone reads word by word. Someone reads with his finger pointing to the words or with his head shaking. Those are all bad habits. They should read phrase by phrase. Do not blink eyes so often and shake head. Just move the eyeball. That is enough. If they want to get more word information, there must be a proper distance between their eyes and the reading material.

- **Writing**: It is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. Sentence is the base of an article. So he should begin his writing with sentences. For example, translation, sentence pattern exchanging, and text shortening and rewriting. It helps to understand the text and write compositions. It can foster the learner's ability to summarize and to use the language freely.

Generally these four skills cannot be separated. People often say "First listening and speaking, then reading and writing." But this way of saying is fit for the beginning stage. Before they are going to have a new lesson, do reading and writing first. So, training and practicing helps learners that raise their ability of language skills.

### 1.5.1 Reading:

Reading is a complex skill and a number of factors influence the reading ability of a person. Reading in general implies inferring meaning from the
graphic symbols that one reads and this process of inference includes biological, psychological and cultural aspects which form the foundations of reading. McCullough et al, described reading “as a means to an end; as a form of experience which itself depends on previous experience; as an avenue of communication; as a process of interpretation of meaning Reading may also be explained in terms of psychological theory; it may be analyzed into its constituent elements; and it may be studied with reference to related factors” (McCullough, 1946). Thus reading is a psychological process in which reader obtains meaning from printed words. He determines the meaning in a particular context and interprets it according to his past experiences. “Reading involves the reconstruction of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and the reconstruction of new meanings through manipulation of concepts already possessed by the readers” (Tinker, 1952). Again, it can be viewed as an act of communication in which information is transferred from a transmitter to a receiver. At the receiving end, the reader gets a thought conveyed by the author; the transmitting end involves sharing that thought with others. In order to communicate one must first comprehend. Gibson (1965) characterises reading behaviours as (a) receiving communication (b) making discriminative responses to graphic symbols, (c) decoding graphic symbols to speech, and (d) obtaining meaning from the printed page. Jenkinson (1973) views reading as an act of responding to printed symbols so that meaning is created. Bringing meaning to the printed page indicates more accurately the reciprocal process between the printed symbols and the mind of the reader. Thus constructing meaning is vital prerequisite of all reading. Reading is not merely a passive activity. The reader must make an active contribution if he is to acquire the available information.

“All information-acquisition in reading, from the identification of individual letters or words to the comprehension of entire passage, can be
regarded as the reduction of uncertainty. Skilled reading utilizes redundancy of information from a variety of resources so that for example, knowledge of the world and of language will reduce the need for visual information from the printed page” (Smith, 1971). He further elaborates that normal reading demands comprehension prior to, and even without the identification of words. If comprehension is necessary before words can be identified, and if the purpose of reading is to make sense of the text, then there is often no point in identifying the individual words at all. “Meaningful language is transparent; we look through the words for the meaning beyond” (Smith, 1978). Thus reading is essentially a symbolic behaviour. A reader employs visual symbols to represent auditory symbols. “The basic task in reading is to establish in the mind of the reader automatic connections between specific sights and the sounds they represent. Since the sounds themselves are symbols of meanings, the process of reading involves a hierarchy of skills ranging from auditory and visual discrimination of such higher order mental activities as organizing ideas, making generalizations, and drawing inference” (Deboer & Dallaman, 1967).

Words become meaningful to us through our experience. If a word has no roots in our experience, it is difficult to grasp its meaning. “Meaning is not inherent in the words of the writer but it resides in the experience of the reader. If a word represents an idea which is not within the experience of the reader, it is meaningless for him” (Srivastava, 1979). It is because of this fact that modern reading instruction stresses from the very beginning the idea that reading is primarily a matter of comprehension and interpretation of meaning which results in the overall improvement of the child’s ability to process information. Some investigators have even argued that reading is thinking and reasoning too. Long back Thorndike suggested that the reading of a paragraph involves the same sort of organization and analysis as does thinking. It includes learning, reflection, judgment, analysis, and synthesis, problem-solving behaviour, selection, inference, organization, and comprehension of data,
determination of relationships, and critical evaluation, and deduction. Later investigators like Strang (1961) maintain that reading is more than seeing words clearly, more than recognizing the meaning of the individual words. Reading requires us to think, feel and use our imagination. Effective reading is purposeful. The use one makes of his reading largely determines what he reads, why he reads and how he reads (Strang, 1961). According to Dechant, “The good reader thinks with the writer. And, because his experience is different from those of the writer, he frequently thinks beyond or differently from the writer. One has only to read or listen to the varied interpretations of the Bible, or of a newspaper editorial to realize that even good readers obtain different understandings from the same experience” (Dechant, 1969). On the other hand for Goodman (1968) ‘reading is a psycholinguistic guessing game.’ He does not agree with the notion that reading is a matter of getting sequential units of meaning in a series of left-to-right movements and pauses, and putting them together. In his opinion we scan a piece of text for cues, form a hypothesis as to its meaning, match this against the text while taking more cues into account, and so on, bringing the cue-scanning process to a halt as soon as we feel that ‘the meaning in our head makes the good match with the text.’ Thus the perceptual and cerebral aspects of the reading act are brought together. Goodman was thus led to perceive that the purpose of reading is the ‘reconstruction of meaning.’ Meaning is not in the print, but it is the meaning that the author begins with, when he writes. Somehow the reader strives to reconstruct this meaning as he reads.

Three Stages of Reading

1) Preparatory stage: Also called as ‘pre-reading stage’. In this stage teacher will begin by teaching structures, vocabulary at this stage, till he has laid a foundation for reading with the help of following steps, materials, techniques:

- Use of Reading cards
- Use of Black-Board
- Use of Picture and Flash Cards
- Teaching through Actions

2) **Productive Stage:** During this stage, good habits of reading are formed, the students are taught intonations stress on letters and words.

3) **Vivid-imagination-realization:** At this stage the pupils read more vigorously. They are made accustomed to the use of books for knowledge and enjoyment sake. The students may be asked to read interesting written material.

**The Importance of Reading**

Reading is a key to a wealth of knowledge and experience that links people in a way that extends to distant environments and distant times reading provides experience by which an individual may expand his horizon of knowledge. He gains the essence of himself and of the universe. Without reading an individual is deprived of a fundamental right to gain further education because reading is the inevitable instrument for learning. If learning is living and living is learning, reading is indispensable element in a person’s equipment for living in the world. Reading provides experience through which the individual may expand his horizons, identify, extend and expand his interests and deeper understandings of himself, of other human beings, and of the world. **Deboer and Dallmann** are of the view that “The world of people and events encountered on the printed page may shape a reader's attitude toward his fellows, toward school, toward parents; toward life in general. It may heighten his appreciation of the physical world about him or give him a sense of excitement about the future. Especially to the young child in school, successful and happy experiences with reading will determine in great measure his feelings about himself and his social environment” (Deboer & Dallmann, 1967).
Reading is necessary for personal and social adjustment. Reading disability leads to maladjustment and vice versa. In certain instances failure in reading may be a contributing cause of juvenile delinquency as well as various other kinds of antisocial behaviours. Tinker (1952) opined that reading can aid young people not only to estimate their own abilities and limitations but also to understand motives of human conduct in themselves and in others, and to appreciate the varied influences that constantly play upon them as they make their adjustment. No doubt, books can furnish information necessary to meet life’s challenges and to understand its problems. Reading has socio-political significance in as much as democracy in any country can survive only if the people of that country achieve a certain level of reading competence. Russell rightly considered reading ability as being essential to the working of democracy. In spite of complex state institutions, democracy is still the rule of people, and citizens can participate in governance only when, through reading, they appreciate and understand some of the important problems facing their community or country and consequently contribute to thoughtful decision-making. Citizens must know what the problems are, and what some of the facts concerning their solution are. According to Russell, “To acquire such facts and to use judgments based on evidence requires a high level reading ability” (Russell, 1949). Reading is essential for national integration and international understand too. It helps us to understand and appreciate the common achievements - the unique contribution made by the people of different nations towards the advancement of human culture and civilization, and the joys and sufferings shared by the whole human family.

Factors Influencing Reading Skill:

Reading ability is influenced by many factors such as attitudes, motives, interests, curiosity, anxiety, classroom atmosphere, child’s background, teacher’s sensitivity to the group, emotional problems, socio-economic status etc.
Attitudes: Attitudes denote bias, preconceptions, feelings, emotions, hopes and fears. They form the emotional screen through which one views the world. Attitudes and emotions are closely related. One's feelings, attitudes as well as intellectual abilities affect one's reading abilities as well as reading comprehension abilities. Attitudes provide with a personal outlook on the world through one's own feelings, biases, inclinations, preconceived notions, ideas, fears, threats and convictions making each person's view of the world different from everyone else which in turn affect his judgment or evaluation in reading comprehension. Negative attitudes are influential than positive attitudes. It affect reading at the perception level by helping to determine words as one actually sees, at the understanding level by colouring, twisting and distorting and at the retention level by selecting those things that will be remembered and those that will be forgotten. In reading, readers go beyond the identification of states ideas and facts, and engage interpretive and evaluative thinking as they read. This makes them particularly susceptible to their own emotions, prey to their own attitudes. People differ in reading comprehension performance as much because of variations in attitudes, as because of variations in intelligence. The child's reading comprehension ability is influenced not only by his own attitudes but also by the attitudes of his parents, teachers and the community he lives in.

Interests: Interest in reading increases reading skill, promotes reading habit. Pupils enjoy the results of reading when reading is built on their interests and needs. If they are not interested in reading, they will not and cannot utilize their own potentials in evaluating the material they read. Considering students' needs in selecting topics for reading is one way of developing interest in students to read. Using varied kinds of students' and teachers' own experiences and insuring understanding and
enjoyment through reading promotes and sustains students’ interests.
Wherever possible students' efforts to read are encouraged and guidance
given with positive attitude towards the problem students face,
whenever they feel any difficulty or try to withdraw for any reason.

- **Motives:** Where there is little interest, there is little attention; and where
  there is little attention, there is little learning. We must therefore
  motivate the learners and create an interest in reading as such. Not only
  should we create an interest but also help sustain it so that the learners
  will get into the habit of reading after they leave school. Motive is an
  aroused state of an individual; motivation promotes reading skills. There
  are three areas of motives that may affect reading achievement. They are
  (1) the motives the child brings to the school with him from
  environment, e.g., socially disadvantaged child often comes to school
  poorly prepared to learn to read because there has been little preparation
  or interest in reading at home, (2) The motives and attitudes that the
  child forms as he learns to read during the six or seven years while he is
  being taught complex reading skills. Repeated failures in reading during
  this period causes failure-threat-anxiety syndrome resulting in negative
  attitudes towards reading skills, (3) Teachers and school attitude toward
  the child and his motives towards learning. These are very subtle and
  sometimes ‘subconscious’ feelings and expectations about the child that
  the teacher and the school hold will highly influence the performance of
  the child. If the teacher has positive attitude towards the child, he/or she
  makes the child learn by various methods, will not leave the child until
  he/she learns it. If he/she has negative attitudes the child won’t learn, as
  all his attempts are influenced by his negative attitude and assumption
  that the child is not capable of reading. Thus these three motives are
  much more important than the reading methods and materials used with
  the child. Given good motivation in all of the areas that is, environment,
personal and teacher related attitudes, almost any reading material can be used successfully.

- **Curiosity**: Curiosity is conductive to good progress in reading. Curiosity of children is curbed when the child’s questions are ignored, curbed or laughed at for its ignorance or wrong conception. If the questions, which are central tool of critical reading, are curbed, the child is devoid of opportunities to develop his/her thinking abilities. Informal, round group structure in the classroom facilitates and reinforces curiosity.

- **The Child’s Background Experience**: The child's knowledge of the topic, his chances of making sound judgments, his concepts, clarity of thinking will influence the child’s reading ability. The lesser the child knows, experiences, the narrower will be his thinking capacity and biased will be his reading ability.

- **Teacher’s Sensitivity to Group Needs**: A teacher must perceive the needs of the group in order to judge the number and variety of experiences for the development of meaningful concepts. Thus a person's background experience, his biases, prejudices, hopes and predispositions determine his interpretation of any kind of communication. Therefore, the teacher must be sensitive enough to focus on children's biases, and prejudices for fair thinking reading ability.

- **Emotional problems**: Children develop emotional problems for various reasons such as physical defects like stammering or parental conflict at home, lack of attention from the parents, teachers and rejection by the peer group etc. When these are faced by children they develop anxiety, fear, withdrawal, aggressiveness and such other emotional problems resulting in lack of attention, disinterest, lack of curiosity which are essential for reading.

- **Anxiety**: The concept of anxiety enjoys central position in the theories of human behaviour and is regarded as a basic condition of human
existence by many thinkers. However, despite the prevailing consensus as to its significance, agreement about the nature of the phenomenon is still lacking. The definitions of the concept are based on observations or introspective reports by subjects normal or pathological. Some definitions have only a conceptual basis while others are rooted in the physiological or behavioural changes observed in an experimental situation. Anxiety may result from lack of achievement, over demanding parents, rejection from the peer group, overprotective parents, and so on. Curiosity is the basic factor that develops attention, keen observation, thinking and questioning abilities, which are essential to reading. This curiosity is reduced if anxiety-ridden situations are created to the children for various reasons and thus affect their thinking and reading ability.

- **Socio-Economic Status:** socio-economic status to be 'the position that an individual or family occupies with reference to the prevailing average standards of cultural possessions, effective income, material possessions, and participation in group activity of the community. ‘It has been conceived in a less similar manner. A child’s reading capability has been influenced by environmental factors outside the school situation, and observing poor readers coming from lower socio-cultural homes as compared to good readers, a few studies have been conducted to investigate these aspects. **Srinivasa Rao (1982)** found that reading skill of children were, mostly dependent on the socio cultural background of their families. Students from highly developed and culturally advantaged families performed better on the reading tests when compared to those children who hailed from background and culturally disadvantaged families. **Dass (1984)** showed that the mean difference of reading comprehension score was in favour of students with high socio-economic status.
Thus when students are well motivated through favourable attitudes, given topic of interest and of need, stimulate their curiosity in a favourable classroom atmosphere with teacher's sensitivity to children’s background experience and biases, the chances of their developing reading skills are greater than when they are prone to anxiety, disinterest, indifferences, the chances of developing their reading ability are rare and difficult in such emotionally obstructive circumstances.

1.5.2. Writing Skill

Writing is one of the skills which are developed by the language learning. It is a skill in which a person is able to convey his ideas, thoughts, feeling and emotions to a person who is not present at the time when and whom he wants to convey. It makes permanent records of the things or ideas which he wants to convey. Writing develops pupils’ insights, and unlocks the door to learning. Growth in reading is a continuous process. Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentence using new language shortly after they have studied it.

Writing is a very important part of any language and no doubt it needs special attention. The natural properties of the written channel (written channel is permanent, is characterized by logical sequences, uses a consistent set of graphic symbols and punctuation etc) help learners to frame their meanings / messages as they write until they ultimately create a text, they are pleased to leave. Teachers have to remember that “The product is, after all, the ultimate goal: the reason that we go through the process of prewriting, drafting, revising and editing. Without that final product firmly in view, we could quite simply drown ourselves in a sea of revisions. Process is not the end: it is the means to an end:” (Douglas Brown, H. (2001). Writing is the most difficult of all the
skills. Writing skill combines verbal and motor skills. The learner has to be well versed in words and must know correct word order. Knowledge of correct spelling is also essential. The ideas must be organized in logical sequence.

Writing contributes a lot in taking notes during lectures. It enables in sorting out the information and highlighting what is important. Sometimes one may want to influence the readers’ decisions, actions, or beliefs. Sometimes one may want to amuse or flatter others. Writing helps anyone to overcome isolation, writing fosters social relationships.

Good writing skills necessitate a logical mind, an ability to interact with a wide public, and a knack for comprehending complex situations in depth. The first job is to write, but later advancement often depends on skill in writing. The ability to write will continue to be a decisive factor in the careers of larger and larger numbers of people year after year. Writing is more than public communication; it is a way of thinking. Good writing is a product of careful thinking. It exhibits the following characteristics as:

- Coherent structure
- Smooth, detailed development
- Appropriate style.

In order to achieve a good structure, the writer should first of all order his material, that is, decide: (a) how much of what should be in the work, and (b) in what order. Logic, common sense and experience drawn from one’s wide reading will help here. One must learn the various ways how words, grammar and discourse to organize diverse ideas into coherent unit are used. Every piece of writing should strive for this unity. A well-organized piece of writing should strive and reveals that the writer has established a pattern of relationship between the individual parts and the whole composition. In its totality, a piece of writing is like a work of architecture, where every stone is well cut and fits into the other as if the two make one piece. Nothing in it should stick out. On the whole the architectural structure should make an
aesthetical satisfaction. A piece of writing has a frame work. To build on to the frame work, one needs to expand an idea by raising the general points and discussing them in detail. It is a must to analyze complex matters, provide vivid examples, and perhaps refute opposing ideas. There should be a smooth flow. When related ideas are not transferred in an organized sequence, they do not reach their destination. Ideas should therefore be grouped according to their importance and according to their relationship to the other ideas. Good style in writing is generally distinguished by three qualities. They are as follows:

(a) Economy
(b) Simplicity
(c) Clarity.

**Process of Writing**

The process of writing is divided into three stages (i) Manipulation, (ii) Structuring, (iii) Communication. These stage correspond to recognition, structuring and interpretation in reading.

**Manipulation**

Manipulation refers to the psychomotor ability to form letters of the alphabet. This is the most rudimentary stage in writing. The task of learning to write alphabets is comparatively easy, because by the time they learn the second language, they will have developed sufficient muscle control by writing in their mother tongue.

**Structuring**

Structuring is the ability to organize the letters into words, words into phrases and sentences. This is also comparatively easy if writing is preceded by intensive oral work. In such a case, the learner has to reproduce the words and patterns he has already learnt orally. If these two were the only aspects of writing, the skill of writing would have developed automatically with the development of aural-oral skills. Everyone who understands and speaks his
mother tongue would have been able to write it by simply learning the script. But writing involves more than these two skills, and is evident from the fact that most people, through they can speak a language perfectly cannot express themselves coherently in writing. It is, therefore, no wonder that many students who can perform intricate grammatical tricks in English fail to write two connected sentences to express intricate grammatical tricks in English fail to write two connected sentences to express their thoughts. This is mainly due to the fact that the teaching of writing in our schools is mostly confined to the composition of individual sentences or to the stage of structuring, and is seldom raised to the next higher stage—the stage of communication.

**Communication**

Communication through writing is the ultimate goal. At this stage, the writer will be able to select the appropriate structures and vocabulary in the overall context of the passage, keeping in view, the subject matter and the audience. This kind of insight into the working of language can develop through experience intense practice, critical study of good writing and thorough mastery of the various conventions used in written language.

A part from the conventions already mentioned, another important convention of writing is using specific form to suit the writing. For example, a personal letter, business letter, an official letter, a narrative piece, a descriptive piece, a descriptive piece, a short story, a novel, etc. Each one is written in distinct style.

Development of the skill of writing should, therefore proceed progressively through all the above stages ultimately leading to the art of self-expression. Further, it is a complex process involving many activities such as an initial probing into experience, an analysis of it, identifying items of specific and definable and finally their expression in a language that is both appropriate and correct. Competence in writing depends on two factors:

- Control over the experience to be communicated
Control over the language, especially at the level of syntax.

To write in simple and flawless any language, one needs sufficient grammatical competence. Besides, the learner needs to learn adequate vocabulary items. With the help of this, the learner can acquire clarity in writing, because clarity of thoughts is one of the main features of writing ability. Coherence is another feature of writing skill in order to develop and highlight the ideas in logical sequence. Any piece of writing is a mere assembly of words, however impressive and grammatically correct. But it should have a sense of direction with clear mind of the writer and there should be harmony. So, jarring notes are to be eliminated otherwise there would be cacophony and not harmony. Finally, any piece of good and useful writing should be interesting, informative, challenging and creative. If all these features are properly understood, learnt and taught, the learner can clearly understand the correct concept of the given task in writing in simple language. In fact writing is perceived as the components of spelling, comprehension, grammar, precise – writing, vocabulary and ordering ideas “Writing represents a distinctly different ability from speaking, drawing on many of the same linguistic resources but also relying on distinctly different mental processes” (Weigle, 2002). Towards obtaining prompt writing skills the following qualities are expected. One can take cognizance of the following for a good writing in languages.

- Expressing ideas in clear and grammatically correct, using appropriate punctuation and cohesive devices
- Writing in a style appropriate for communicative purpose.
- Planning, organize and present ideas coherently, by introducing ,developing and concluding a topic
- Writing a clear description (eg. of a place, a person, an object or a system)
• Writing a clear account of events (eg. a process, a narrative, a trend or a cause-efficient relationship)
• Comparing and contrast ideas and arrive at conclusions.
• Presenting an argument, supporting it with appropriate examples
• Using an appropriate style and format to write letters (formal and informal) post cards, telegrams, notices, messages, reports, articles and diary entries
• Transcending information from diagrammatic to verbal form
• Expanding notes into piece of writing
• Reducing a given text in to a summary
• Recording information from one text type to another (eg.diary entering to letter, advertisement to report).

Factors Affecting Writing

The following factors affecting of writing skill as given below are the major phases of the writing process:

➢ Planning: The planning stage is also known as the pre-writing stage.

Before planning pen to paper, good writers try to answer two basic questions:

(i) Why am I writing this?

(ii) Who is supposed to read this?

In other words, they have a clear sense of the purpose and the audience. There two, together, constitute the writing contest. The plan, however, needs not be strictly adhered to. As we keep writing, our plan keeps changing. Writing is in fact a many problems. Consider the practice of compositions in the schools. The usual topics on which a teacher asks my children to write on are. ”Summer Holidays”, “Hobbies”, “My Favorites Book”, etc. Children are most reluctant to write on such topics which do not motivate them. Further they are not able to conceive of an audience and purpose for the writing task.
Instead, if our take stimulate an interesting real life context, children will be writing to write.

- **Translating:** Translating here means putting your thoughts into appropriate language-in other words, finding the right words and sentences for your thoughts. At this stage we make the first draft. This forms a crucial and difficult stage for learners who do not have the required linguistic competence. Though they may have the ideas, they do not have the vocabulary. They tend to repeat the same words; they commit a number of grammatical mistakes also.

- **Editing:** This may be considered as the post-writing stage, through, in reality there is a great deal of overlap between this and the previous stage. Many good writers keep reviewing their work as they write. Between the first draft and editing there is much re-thinking and re-organization. The writer adopts a reader’s perspective here and answers whether the reader would be able to follow his/her ideas.

- **Monitoring:** The process of monitoring is in operation right through the three stages of composition. As we plan, we monitor our ideas while during, we monitor the mechanics, including punctuation, vocabulary and grammar. Editing and reviewing are also forms of monitoring.

Two environments- home and school - share an influential space in child’s life. The family is the socio-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour, openness of mind and free expression of the children are hindered when there is an emphasis on only right answers, punishing attitude towards mistakes committed by the students in a classroom situation and this results in silence in most cases which obstructs and stagnates children’s thinking abilities Free and open atmosphere without the fear of punishment and mockery facilitates reading and writing skills. **Alavandar (1992)** found that (I) English-medium
pupils secured a higher English Reading Competency than Tamil medium pupils (ii) Urban pupils secured a significantly higher mean English Reading Competency score than rural pupils, (iii) Pupils of private schools secured a higher mean English Reading Competency score than those from government schools. Thus when students are well motivated through favourable attitudes, given topic of interest and of need, stimulate their curiosity in a favourable classroom atmosphere with teacher’s sensitivity to children’s background experience and biases, the chances of their developing reading skills are greater than when they are prone to anxiety, disinterest, indifferences, the chances of developing their reading ability are rare and difficult in such emotionally obstructive circumstances.

1.6 RATIONALE OF THE STUDY

Today, there is considerable debate about the basic skills and abilities that children and youth should possess as a result of their schooling. On one hand, many people believe falling test scores indicate schools should emphasize the basics, with students spending more time studying reading, writing and arithmetic. Others, however, think this approach lacks vision, since additional skills will be needed in the 21st century and creative thinking is one of the important skill that is to be identified and nurtured at the school level. Creativity is a quintessential attribute of human beings. Creative abilities have allowed the humans to progress from brutes of early ages to high sophistication of culture of the modern day. Today’s and tomorrow’s complex problems require creative solutions. It is important that these creative abilities be nurtured and cultivated to match the challenges of modern life. It is now largely understood that language is a not just a medium of communication; it is a primary tool of cognitive, emotional, social development. Hence it is but inevitable that creativity has a strong base in language. Therefore language creativity becomes an important topic for research.
A school student's language is greatly affected with the environmental factors at home and school. Research has indicated that home environment affects the creative abilities of an individual. Literature review suggests that home environment is an important area of study in educational psychology. During the past several decades home environment has been identified as being a contributing factor in child’s educational development. The home environment and family process provide a network of social, physical, and intellectual forces, which affect the students’ learning. Many of the values, attitudes, and interests that are part of an individuals’ adult behavior had their beginnings and indeed were often fully crystallized through the early influences of home and family. Family experiences have far reaching implications for students’ lives outside the family- in relationship with peers, teachers, and other adults, in school performance; and in eventual occupational choice and degree of success. The emotional atmosphere of the family, the way in which parents train their children and the opportunities and demands family life presents for normal development are present from early life, continue their influence in adolescence and shape the future course of adolescents’ lives. *Daly (1994)* found in his study that eighth graders' level of comfort about asking questions in class was positively related to family income, socio-economic status, English language proficiency, family intellectual environment, educational aspirations, academic performance, self-esteem, and locus of control was significantly associated with gender, ethnicity, geographic region, home language background, and perceptions of teachers' responsiveness to students. Similarly, *Casambre et al. (1976)* in their study found out that there was significant correlation between socio-economic status and speaking ability and between home environment and speaking ability. *Goyal (1975)* however reported contradictory results indicating that school climate, whether more responsive or less, hardly makes any difference in the personality development of its pupils. A growing body of research indicates that positive school climate
is a critical dimension linked to effective risk prevention and health promotion efforts as well as teaching and learning. Recent research reviews have shown that effective risk prevention and health promotion efforts are correlated with safe, caring, participatory and responsive school climate (Berkowitz & Bier, 2005; Catalano, et. al. 2002; Greenberg, et. al. 2003). But no study could be located by the investigator which explored the subject of language creativity and factors influencing it. Needless to say language creativity has been largely neglected in the area of educational research.

Creative ability, the act of creation and creativity all have been used to refer to a particular kind of behaviour that educators and psychologists have been greatly interested in since the inception of something we might call teaching. How is it that some individuals are able to see new relationships between familiar things and others do not? How is it that one person develops new products or new uses for old products in highly inventive ways while others do not? How can we cause our students to be more likely to “think creatively.” These are the kinds of questions that research in creativity has tried to answer. Hence, this study is an attempt in this direction.

Our age has been variously called the age of Science, the Atomic Age, the space Age and the Age of crisis. Unfortunately, the problem of Hindi is always clouded with political issues and therefore, the pedagogical aspect and needs of the nation are often neglected. Therefore, a strong foundation in language will have to be laid at the high school stage. But in the circumstances, the objective of teaching Hindi could not be the attainment of literary Hindi, but to enable the students to have working knowledge of Hindi. Therefore, the main objective of teaching Hindi in secondary schools is to enable the pupils to understand simple spoken and written Hindi and to carry on conversation, reading and understanding so as to develop self-access to comprehension of Hindi necessary at school level.
There are various methods of ways in which language symbols have become the means of bringing together the human beings. But technology has not replaced writing; it is an indispensable factor in modern life, interwoven with work, recreation and other activities of all people. Its great value lies in two facts; printed materials provide the most illuminating and varied records of human experience that are now available, and they can be examined and restudied time and again at the learner’s convenience. Writing is the major avenue of communication. It is the means by which every age is linked to each other. At all levels writing instruction should serve to develop comprehension. It depends on the background, his vocabulary development and his ability to interpret the author’s words into concepts. True writing is writing with understanding. The investigator has observed innumerable mistakes in Hindi words & sentence structures in the answer scripts of the students. These mistakes of the students in words & sentence structures in written evince that they are to learn words & sentence structures in a systematic manner. How splendid their answers will be if their sentences in Hindi are without mistakes: How could they achieve it? These were the questions that were haunting the investigation for a quite long time. The present study is delimited to the characteristics of the person doing the reading & writing. Thus apart from school and home environment are important features which have bearing on reading and writing skill.

The investigator has a background of language and literature study and hence felt it was appropriate to conduct a research to study the relationship of language creativity with linguistics skills, home & school environment. This study would help develop sound scientific knowledge of the chosen area and also serve as a basis for further explorations into the area in the future.
1.7 STATEMENT OF THE PROBLEM

“A Study of Language Creativity among Secondary School Students in Relation to Their Linguistic Skills, School Environment and Home Environment.”

1.8 OPERATIONAL DEFINITIONS OF THE TERMS USED

Language Creativity: For the purpose of this research, the operational definition given by Malhotra (1989) has been taken: "It may be defined as multidimensional attribute that is differently distributed among the people and includes mainly the factors of fluency, flexibility, originality and elaboration".

Linguistic Skill: Linguistics is the scientific study of human language. It can be broken into three categories: language form, language meaning, and language in context. It focused on structure and analysis the rules of language. It includes grammar, syntax and morphology

Home Environment: Here, home environment includes eight dimensions- Achievement, Aggression, Change, Play, Parent Absence, Affiliation, Sociability, and Academic-Intellectual.

School Environment: School environment refers to that part of one's school surrounding with which he \ she interacts on a regular basis. When the child enters the school area, he or she is presented with new opportunities in term of socialization and cognitive developments, the school happen to be an important agency of education.

1.9 OBJECTIVES OF THE STUDY

Objectives of the present study are following:
1. To present an overview of language creativity among secondary school students.
2. To compare the language creativity of male and female students of secondary classes.
3. To compare the language creativity of secondary students studying in public and government schools.
4. To find out the relationship between language creativity of secondary school students and their linguistic skills.
5. To find out the relationship between language creativity of secondary school students and their home environment.
6. To find out the relationship between language creativity of secondary school students and their school environment.

1.10 HYPOTHESES OF THE STUDY

The following hypotheses are formulated to achieve the objectives of the study:

1. There is no significant difference between the language creativity of male and female secondary school students.
2. There is no significant difference between the language creativity of secondary students studying in public and government Schools.
3. There is no significant relationship between language creativity and linguistic skills of secondary school students.
4. There is no significant relationship between language creativity and home environment of secondary school students.
5. There is no significant relationship between language creativity and school environment of secondary school students.

1.11 DELIMITATIONS OF THE STUDY

1. The present study was delimited to the Public and Govt. Secondary Schools of Haryana only.
2. The study was delimited to 8 districts of Haryana.
3. The study was delimited to one language i.e. Hindi.
4. The study was delimited to the written aspect of language creativity and linguistic skills (reading & writing).