CHAPTER II

REVIEW OF RELATED LITERATURE
2.0 INTRODUCTION

The review of related literature helps a researcher to define the problem as well as making base of understanding for the problem selected in terms of latest trend in the field. It is very essential step for a researcher as it gives him/her a deeper insight and understanding of the problem. The investigator becomes familiar with various informations on tools and methodologies used in the field for research.

According to Best (1963) a familiarity with the literature on any problem area helps the students to discover what is already known, what others have attempted to find out, what method of exploring has been found promising or disappointing for finding out solution to problem. In this chapter an attempt has been made to call out information relevant to the present study.

National Curriculum Framework for School Education (2000 & 2005) gave emphasis on linking education with life skills. Various studies have been made on these life skills with regard to their nature, influencing factors and other related aspects. However, the researcher's study, being confined to the effects of innovation on creativity, communication skill and interpersonal relationship, which form the three major life skills. The review of related literature has been done under the four subsections listed below:

2.1 Studies related to creative thinking.

2.2 Studies related to interpersonal relationships.

2.3 Studies related to communication skills

2.4 Studies related to innovative practices.
2.1 STUDIES RELATED TO CREATIVE THINKING

Berk (2002) stated that “Creativity is the ability to produce work that is original, but still appropriate and useful”.

Howard Gardner (1993) defines the creative individual as a “person who regularly solve problems, fashions products, or defines new questions in a domain in a way that is initially considered novel but that ultimately becomes accepted in a particular cultural setting”. The notion of solving problem that are important for a particular culture is also part of his definition of intelligence. So creativity, talent, and intelligence are related; they allow us to solve important problems (Robinson and Clinkenbeard 1998).

Mednick (1962) visualized, “the creative process as essentially the forming of new combinations or associative bonds out of the thought elements available to the individuals”.

In the words of Guilford (1959) “creativity is marked by divergent thinking and called this ability as “F” Factor which implies fluidity and flexibility”.

According to Baron (1993) “Creativity is the ability to bring something new to existence. The human act of creation always involves a reshaping of given materials whether physical or mental. The new form is something made by the recognition of or regeneration from something old.” Thus creative thinking essentially includes ‘Novelty’ and demands a diversion from the beaten track.

Creative thinking and its relation to various factors like personality traits, scholastic achievement, gender, intelligence, socio-economic status and areas of residence has been an interesting field of study. Various investigations have been
made by research scholars on factors influencing creative thinking, which are discussed briefly here.

Parents are the best teachers of the child. An environment of freedom in decision making and in exploring things, foster creative thinking. According to Erickson (1956) “Quality of interaction” is preferred to quantity of time spent with the child. A creative child at home will try to maintain the same at school also.

Provence and Lipton (1963) stated that children who are mistreated or ignored during the first year of their lives are severely retarded, both intellectually and socially. They lack self esteem, flexibility and confidence about themselves.

Singh (1975) found that fluency in children was negatively and significantly related to family and social aspects of adjustment.

According to Sinha and Sharma (1978) the high creatives were found to be having problems with the home environment and were less adjusted in the home, health and emotional areas than their lower counterparts.

Bindal V.R. (1984) made a focused study on creativity and its relation to experimental attitude found in the children and also the students perception of parents attitude towards creativity. The study pointed at the positivity in correlation with respect to creativity and the experimental attitude in the children, but a marginal correlation was found between creativity and the students' perceptions about the parents' attitude towards creativity.

Markey (1935) suggested that the total amount of imaginative behavior increased with age throughout the preschool period.
Ligon (1957) attempted to establish age level characteristics for the development of the imagination from birth to age sixteen. For fostering creativity he suggested that pupils belonging to age 10 to 12 must be given opportunities to build, to make and to read, as well as opportunities to communicate to others about his experiences. Adults need to challenge children to discover the universal principles which operate in nature and to cope with their fears. Children need to test out their ideas and skills. It is a time for giving experiences in planning a course of action and in making decisions. For pupils belonging to 12 to 14 years of age we must encourage development of specific goals to enable him to use what he has learned and to make a tentative vocational choice around which he can organize his present activities. The child should not be asked to be too different from his peers rather he should be given skills for influencing the group and raising the level of the group. The child can be given practice in sensing the need of others and in maintaining the respect of friends of using creative solutions.

There has been debate in the psychological literature about whether intelligence and creative thinking are part of the same process (the conjoint hypothesis) or represent distinct mental processes (the disjoint hypothesis). Evidence from attempts to look at correlations between intelligence and creativity from the 1950s onwards, by authors such as Barron, Guilford or Wallach and Kogan, regularly suggested that correlations between these concepts were low enough to justify treating them as distinct concepts. Some researchers believe that creativity is the outcome of the same cognitive processes as intelligence, and is only judged as creativity in terms of its consequences, i.e. when the outcome of cognitive processes happen to produce something novel, a view which Perkins has termed the "nothing special" hypothesis (O'Hara & Sternberg, 1999). However, a very popular model is what has come to be
known as "the threshold hypothesis", stating that intelligence and creativity are more likely to be correlated in general samples, but that this correlation is not found in people with IQs over 120. An alternative perspective, Renzulli's three-rings hypothesis, sees giftedness as based on both intelligence and creativity. (O'Hara & Sternberg, 1999)

Rajalakshmi (1996) investigated the relationship between cognitive preference modes and student's creativity test in Biology and arrived at the conclusion that there exists a correlation between the cognitive preference modes and measures of creativity, but an insignificant relationship was found with academic achievement of the students.

Kauser, et al. (1995) pointed out that there exists a significant relationship between giftedness and creativity of elementary school children. In another study, Joshi (1974) observed that giftedness was an effective contributor to all types of creativity scores.

Sharma (1971) used the factorial design to study the effect of intelligence, selected interest and the socio-cultural variables on creativity. His findings revealed that for both rural and urban boys' creative thinking showed progressive trends with intelligence. A similar study was made by Singh, Kulvinder (1987) to explore the relationship of creative thinking and intelligence with academic achievement of high school students which revealed that high creative students differ more markedly in their academic performance from low creative students specifically girls in the high intelligence level and boys in the low intelligence level.

Socio-economic status as a correlate of creativity has also attracted many researchers. Thampurathy, et al. (1995) in their study on the relationship between
socio-economic status and creativity arrived at the similar conclusion that the parental income, occupation and education of high creative students were significantly higher than those of low creative students.

Another study on the effect of socio-economic status on creative abilities of students was made by Gupta (1995) whereby it was found that the upper caste students belonging to urban area were more creative while scheduled caste and backward caste students belonging to rural areas were poor in creative abilities.

Singh (1996) in his study of the psycho social factors effecting creativity also concluded that family size, socio-cultural and educational backgrounds of family and levels of aspiration of biographical factors suppressed the pupil's creativity.

According to Nakamura and Csikszentmihalyi (2001) “a social factor that influences creativity is whether the field is ready and willing to acknowledge the creative contribution”.

In connection between creativity and culture Simonton (1999 & 2000) suggested that being on the outside of mainstream society, being bilingual or being exposed to other cultures might encourage creativity. In fact, true innovators often break rules. “Creators have a desire to shake things up. They are restless, rebellious, and dissatisfied with the status quo” (Winner, 2000, p.167).

Singal, et al. (1994) has compared creative thinking of students studying in rural government, urban government and urban private schools in and around Kohima, Nagaland. They found that (1) The rural government schools did not vary from each other on the elaboration and originality factors neither verbal and nonverbal creative thinking nor on the total. There were significant differences among schools in
verbal flexibility and verbal fluency. (2) The urban private schools differed significantly from each other on elaboration and originality aspects of verbal and non-verbal creative thinking. (3) The government and private schools showed significant difference on verbal and non-verbal creative thinking and (4) all aspects of verbal and non-verbal creative thinking correlated significantly with each other. The highest correlativeness was found between verbal fluency and verbal flexibility and verbal elaboration and verbal originality.

Hussain, et al. (1995) examined the performance of male and female students of industrial and non-industrial belts of Bihar, on the verbal and non-verbal tests of creative thinking. He could conclude that: (1) On verbal measures males had performed better than females and on non-verbal measures, males had scored higher on originality aspect, between composite and elaboration scores, there was no significant gender difference. (2) Male respondents of industrial belt scored higher on the verbal creative thinking than their counterparts belonging to non-industrial belts. As far as non-verbal creative thinking was concerned the two groups differed significantly on mean score of elaboration, and on composite scores on verbal creativity, but there was no significant difference between mean scores on originality. (3) There were no significant differences between mean scores on different components and on composite scores of verbal creative thinking of female respondents of industrial and non-industrial belt. However, there existed a significant difference between the mean scores on non-verbal creative thinking in respect of elaboration, originality and composite scores of both groups.

Amabile (1998) associated creativity with the fields of art and literature. In these fields, originality is considered to be a sufficient condition for creativity, unlike
other fields where both originality and appropriateness are necessary. Although neither the Greeks nor the Romans had any words that directly corresponded to the word creativity, their art, architecture, music, inventions, and discoveries provide numerous examples of what we would today describe as creative works. At the time, the concept of genius probably came closest to describing the creative talents bringing forth these works (Albert & Runco, 1999).

Sternberg (1999) had taken a social-personality approach to the measurement of creativity. In his studies, personality traits such as independence of judgement, self-confidence, attraction to complexity, aesthetic orientation and risk-taking are used as measures of the creativity of individuals. Other researchers have related creativity to the trait, openness to experience.

Daniel Pink, in his 2005 book *A Whole New Mind*, repeating arguments posed throughout the 20th century, argued that entering into a new age where creativity is becoming increasingly important. In this conceptual age, there is a need to foster and encourage right-directed thinking (representing creativity and emotion) over left-directed thinking (representing logical, analytical thought).

Although the benefits of creativity to society as a whole have been noted (Runco 2004) social attitudes about this topic remain divided. According to Feldman (1999) the wealth of literature regarding the development of creativity and the profusion of creativity techniques indicate wide acceptance at least among academics, that creativity is desirable.

There is, however, a dark side to creativity, in that it represents a “quest for a radical autonomy apart from the constraints of social responsibility” (McLaren, 1999). In other words, by encouraging creativity we are encouraging a departure from
society's existing norms and values. Expectation of conformity runs contrary to the spirit of creativity. Nevertheless, employers are increasingly valuing creative skills. A report by the Business Council of Australia, 2006 for example, had called for a higher level of creativity in graduates.

The pedagogue and the environmental conditions that prevail in the school, play a vital role in enhancing creative thinking. Torrance (1972) had for many years taught children to think creatively. He had investigated whether or not teachers can truly teach children to think creatively. Torrance looked at 142 studies that were designed to test different approaches to enhance creative thinking in children. Torrance found that you can teach children to be creative, but motivation and facilitation play a key role in increasing a student’s ability to think creatively.

Sternberg and Lubart (1991) reiterated that inorder to develop a student’s ability to think insightfully, educators must allow students to have practical application of these skills in forms of ill-structured problems and projects. Felder (1987) stressed that giving these opportunities to students is one of the best contributions that teachers can make to the future of our society.

Jackson (2003) stated that, teaching for creativity requires a pedagogic stance that was facilitative, enabling, responsive, open to possibilities, and collaborative, and which valued process as much as outcomes. Teachers operated in strong cultural and procedural environments that had significant impact on what they could do as teachers to promote students’ creativity. In Jackson’s Designing for Creativity: A Curriculum Guide (2002) he discussed the relationship between student attitudes and creative performance. Positive attitudes, high level of motivation, and willingness to hard work were all attributes to increasing a student’s ability to think creatively. He
emphasized that fostering and encouraging creativity was a way of reinforcing student’s self-motivation.

Mishra, et al. (2003) organized a number of creative activities for developing various abilities in school children. An experiment was designed by the investigators to assess the effect of the organized creative activities on the development of students’ abilities at the elementary stage. It was found that well organized creative activities could enhance different abilities in our school children. It was also concluded that the modalities of teachers’ empowerment for organizing creative activities helps for developing the following abilities:

1. In developing practical skills, i.e. to do, to demonstrate, to prepare, to make and to design an object.

2. In preparing appropriate aids in enhancing musical and aesthetic skills, writing skill, developing interacting ability and developing sensory, physical and moral development.

3. For developing intellectual ability, manipulative ability and social skills.

4. In shifting of school skills to life skills and learning to perform.

These studies throw light on the indispensible nature of creativity in the face of a world demanding innovation in every field. To create individuals who fit into the structure of the rushing world, education must develop and foster creative thinking in the minds which it handles.
2.2 STUDIES RELATED TO INTERPERSONAL RELATIONSHIP

Leary (1998) defines interpersonal behavior as that with which a person relates overtly, consciously, ethically, or symbolically to another human being (real, collective, or imagined).

An effective school environment encompasses various related educational factors including the leadership style of the principal, principals' and teachers' interpersonal behavior, teachers' classroom interpersonal behavior etc.

A number of studies suggested that principals' leadership and interpersonal behaviors and impact on teacher behavior were related to school achievement (Hughes, cited in Martin, 2000). The general assertion is that if schools have a strong leadership characterized by supportive and conducive working environments for teachers, better student achievement will result (Hughes, cited in Martin, 2000).

The study of Kremer, et al. (2000) revealed that excellent teachers clearly prefer their excellent principals to show more of the "leadership" behavior. They also pointed out that effectiveness of school is related to principals' leadership and interpersonal behaviors as well as to teachers' interpersonal behaviors in the classroom.

A study of Williams (1999) revealed that principals of excellent schools provided encouragement, promoted discussion, and asked for feedback from the teachers.

Fisher and Cresswell (1998) after comparing teachers' actual and ideal perceptions of their principals' interpersonal behaviors inferred that good teachers perceive an ideal principal as one who exhibits more of positive interpersonal
behaviors rather than of negative behaviors. In addition, effective principals were reportedly supportive of their teaching faculty, which results in a positive learning environment, positive teacher behavior (Patrick, 1995; Renchler, 1992; Thomas, 1997) and a positive school achievement (Bulach, 1994; Patrick, 1995; Peterson & Deal, 1998; Stolp, 1994). This is supported by the contention of Tartwijk, Brekelmans, Wubbels, Fisher and Fraser (1998) that the way an individual behaves towards others was greatly influenced by how others behave towards him or her.

From another dimension, Wubbels’, Levy’s and Brekelmans’ (1997) fifteen years of research with more than 50,000 students and teachers in the Netherlands, the United States, and Australia, revealed that positive teachers’ interpersonal behaviors in the classroom were crucial to creating and maintaining top performing schools. A related study conducted in the Netherlands yielded similar results (Wubbels, 1993; Wubbels, Brekelmans, & Hoonymayers, 1991).

In the local setting, a research conducted by the Department of Education (2000), affirmed that effective teachers create a pleasant atmosphere in the classroom. They exhibit positive interpersonal behaviours by listening sensitively to their students and treating them with trust.

According to Aluko (1994) teaching goes beyond transmitting knowledge to students. Faculty members, therefore, must help to develop their students emotionally. It is important that faculty members interact with their students, not only in the classroom but outside the classroom as well.

Munoz (2006) made a study of the teachers’ classroom interpersonal interactions with their students in the top performing secondary schools in the National Capital Region (NCR) in the Philippines and emphasised on the trusting,
patient and empathic nature of the teachers and their accessibility to the pupils leading to higher academic achievement of the pupils. Hughes, (1986) pointed out that students' informal interactions with faculty members have a positive relationship to personal growth as well as academic achievement. Many studies have indicated that student outcomes are dependent on school environment. Lamport(1993) suggested that successful students consistently rated teachers as friends, helpers, and assistants.

For the past three decades, researchers have examined cooperative learning. Although there are some inconsistencies, the majority of the studies indicated that truly cooperative groups have positive effects on students' empathy, tolerance for differences, feeling of acceptance, friendships, self-confidence, and school attendance (Solomon, Watson & Battistich, 2001).

Collaboration and cooperative learning have a long history in American education. In the early 1900s, John Dewey criticized the use of competition in education and encouraged educators to structure schools as democratic learning communities. These ideas fell from favour in the 1940s and 1950s, and were replaced by a resurgence of competition, in the 1960s there was a swing back to individualized and cooperative learning structures, stimulated in part by concern for civil rights and interracial relations (Webb & Palincsar, 1996). Today, evolving constructivist perspectives on learning fuel interest in collaboration and cooperative learning and “there is a heightened interest in situations where elaboration, interpretation, explanation, and argumentation are integral to the activity of the group and where learning is supported by other individuals” (Webb & Palincsar, 1996, p.844).

According to Jayaraman (2005) ‘Team learning is a team competence; practice or rehearsal is being effective learning units. Team that focus on learning
together produce exceptional results. Learning environments ensure that students are working in groups, discussing the issues, reporting back, presenting findings, and debating the issues. Teaching is employed to match teaching to needs of the learner. The well-organized teacher is a better position to be pleasant to the pupils; a mastery of group management techniques frees a teacher from concerns about the group control and facilitates collaboration”.

Chickering and Gamson (1997) stated ‘Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s ideas and responding to others’ improves thinking and deepens understanding”. In addition, Aronson (2000) pointed out that an education that prepares students to live human lives had value in the corporate marketplace. Most corporations are looking for employees who are not only good at the mastery of a particular set of academic skills but who also have the ability to work harmoniously with a wide variety of coworkers as a corporative team, to demonstrate initiative and responsibility, and to communicate effectively.

According to Esposito (2005) “Cooperative learning involves the more conventional notion of cooperation, in that learners work in small groups on an assigned project or problem under the guidance of the trainer who monitors the groups, making sure the learners are staying on task and are coming up with the correct answers. Collaborative learning is a more radical departure. It involves learners working together in small groups to develop their own answer through interaction and reaching consensus, not necessarily a known answer. Monitoring the
groups or correcting 'wrong' impressions is not the role of the trainer since there is no authority on what the answer should be”.

According to Patel (2004) “Cooperative learning provides a way of structuring the classroom so that students work together to accomplish goals, accommodating each other's differences and finding ways to encourage and nourish high levels of achievement and positive social interaction. When efforts are structured cooperatively, there is considerable evidence that students will exert more effort to achieve and build more positive and supportive relationships and develop in more healthy ways”.

Singh, V. (2004) made a two-week long experimental study on ‘Collaborative Interactive Learning when teaching Language through Miming’ and found that the element of engaging students in their learning, in a constructivism effort; with their teacher, transformed an unsatisfying educational circumstance into a positive one. The teacher educator shared the direction of the learning process with the students, and became the guide rather than the sage. Two themes evolved from this adventure and which have implications for teachers and for students. Transformation of teaching practice is one theme. The other theme is students' revitalization by engaging them in their learning. The three issues which this study had potential to address were; the development of a comprehensive leadership programme for the system. The second issue is improved motivation of teacher educators and teacher trainees through instilling a deeper connection to their work. Lastly, the issue remained development of stronger relationship of collegiality amongst and between teachers and students. The third issue is the provision of effective professional development by a low cost method.
On peer group learning and remedial work in English, Ashok (1995) conducted a study. He identified 30 slow learners of English, ten in each of the standards VI, VII and VIII and they met once in a week for 1 hour after the class for remedial teaching. The marks of the students after this method were analysed and the practitioner found that peer group learning yielded good results not only in terms of ‘real learning’ taking place but also better performance in examination.

Both Piaget and Vygotsky (1997) emphasized the importance of social interactions in cognitive development, but Piaget saw a different role for interaction. He believed that interaction encouraged development by creating disequilibrium cognitive conflict- that motivated changes. Thus, Piaget believed that the most helpful interactions were those between peers because peers are on an equal basis and can challenge each other’s thinking. Vygotsky (1997, 1986,1987,1993), on the other hand, suggested that children’s cognitive development is fostered by interactions with people who are more capable or advanced in their thinking- people such as parents and teachers (Moshman, 1997; Palinscar, 1998). Of course, as we have seen above, students can learn from both adults and peers.

Traditionally, schools have not promoted environments in which the students play an active role in their own education as well as their peers. Vygotsky’s theory, however, required the teacher and students to play untraditional roles as they collaborate with each other. According to Hausfather (1996) instead of a teacher dictating her meaning to students for future recitation, a teacher should collaborate with her students in order to create meaning in their own way. Then learning becomes a reciprocal experience for the students and teacher.

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Reciprocal teaching allows for the creation of a dialogue between students and teachers. This two way communication becomes an instructional strategy by encouraging students to go beyond answering questions and engage in the discourse (Driscoll, 1994; Hausfather, 1996). A study conducted by Brown and Palincsar (1989), demonstrated the Vygotskian approach with reciprocal teaching methods in their successful program to teach reading strategies. The teacher and students alternated turns leading small group discussions on a reading. After modeling four reading strategies, students began to assume the teaching role. Results of this study showed significant gains over other instructional strategies (Driscoll, 1994; Hausfather, 1996).

Cognitively Guided Instruction is another strategy to implement Vygotsky's theory. This strategy involves the teacher and students exploring maths problems and then sharing their different problem solving strategies in an open dialogue (Hausfather, 1996). The physical classroom, based on Vygotsky's theory, would provide clustered desks or tables and work space for peer instruction, collaboration, and small group instruction. Like the environment, the instructional design of material to be learned would be structured to promote and encourage students' interaction and collaboration. Thus the classroom becomes a community of learning.

The introduction and integration of computer technology in society has tremendously increased the opportunities for social interaction. Therefore, the social context for learning is transforming as well. Whereas collaboration and peer instruction was once only possible in shared physical space, learning relationships can now be formed from distances through cyberspace. Computer technology is a cultural tool that students can use to mediate and internalize their learning. Crawford (1996) suggested changing the learning contexts with technology is a powerful learning
activity, If schools continue to resist structural change, students will be ill prepared for the world they will live.

Geed, (2004) states “We spend 16 most impressionable years of our life in working individually and spend the rest of our life working in groups. May be this is the reason that children cannot adjust with the others in the work environment. Does this not mean that we have to give them the habit of working in efficient teams’ right from the beginning so that they grow into effective, result oriented individuals, dynamic problem solvers and leaders in the true sense? Fast growing economics will generate opportunities in the field we can presently imagine. The need for today is to equip the child with the skills to deal with the world of tomorrow”.

Keeping in view the merits of social interaction and interpersonal relationship education must take steps to hinder the creation of misfits who fail to cope up with the demanding situations of the world. Group activities that promote healthy interpersonal relationship must come to the forefront and focus of education.

2.3 STUDIES RELATED TO COMMUNICATION SKILL

Communication is a process of social interaction. Communication is a process of sharing experiences till it becomes a common possession. The school has a crucial role to play in developing communication skills in young learners.

Goretilourdes (2005) advocated a ‘teacher pupil interactive system’ in which discovery learning through interactive dialogue’ is considered an integral part of the process. According to her “it is better that we switch over to activity oriented curriculum and the methodology that involved more of interaction with students. Without focused activities through interactive dialogue, the necessary skills such as
communication, clarification, analysis and problem solving cannot be attained. By leading a dialogue, a leader may also learn the facilitation skills essential for team development. To convey the depth of people’s insight in a way that is valuable to others, learning need to be exchanged in which people build enough relationship to understand and make sense of each others’ ideas. Teaching in this information age will have to create a dynamic learning environment in the classroom wherein students are stimulated, challenged and motivated to self directed learning. One can hardly deny the fact that the main architect in the process of curriculum implementation is the teacher who can make the process innovative. Again to exercise ethical control over the increasing onslaught of information technology for maximizing social welfare, it is necessary for a teacher to adopt interpersonal skills and relationship that infuses commitment to peaceful co-existence. The future classes need dynamic teachers. It would be obligatory for teachers to realize that their pupils do not require to know only the past because it is long dead. They require to be trained to face the unborn tomorrow. This is possible only by providing conducive environment through interactive dialogue. The next century will be the ‘century of mind’. Therefore creating the right minds through the right process of education will require the top most priority. This will be enforced only by the teachers who would provide conducive learning environment and would mould the minds through proper interaction”.

Study on Nurturing conflict transformation skills among youths conducted by Maduekwe and Ikonta (2006) utilize two case studies of practical illustrations of conflict transformation skills through effective communications strategies and they pointed that the teachers are enjoined to apply the strategy to other languages of the world.
According to Jayaraman (2005) "Building a learning classroom not only avoids confrontation but it allows the teacher to establish the warm, collaborative relationships with most of the pupils that facilitates true communication. It brings a collaborative output, a group of like-minded pupils and the result of conversation. Conversations are important since they require attentiveness and involvement on the part of learners. By conversation, they can practice adapting vocabulary and grammar to a particular situation and can make their own contribution comprehensible."

To communicate and express our thoughts there is need to develop adequate vocabulary. Renuka (1995) worked on developing communication skills in English. The researcher had given some of the practices through activities to develop communication skills. By these practices the children were able to listen, speak, read and write correct English.

Chanana (2002) worked on innovative practices and experiments on challenges in communication skills. This helped the students to enhance the knowledge of English language and listen to people other than their own teachers. The methodology used was activity based like role play, radio show, book stall, image and illustrative communication, dialogue writing, meet the guest, etc. It was found that the students become conscious of their faulty language habits and unnecessary repetitions for the first time. Later they developed good communication skills.

During 1996, Samuel worked on language skills to create originality to develop creativity to develop observation and thinking and to think independently and express ideas freely. The researcher had used different activities with teaching aids to develop each skills. The researcher had selected I to IV class students. The increase in
the vocabulary enabled the children to comprehend the essence of questions and answers suitably and profusely.

Kubra and Meera (1996) conducted a study on improving reading comprehension of the students in English. The project presenters had selected 10 paragraphs of varied interests – including science, culture, history, geography, nature, etc. The methodology applied was effectively understood by the children in improving their reading skills and thereby resulting in a better comprehension skills.

Newspaper reading habits is one of the good aid to develop the skills in language. During 2001, Javagal worked on Newspaper in Education: A positive approach to a new dimension to education at the primary level. Initially the students were asked to bring newspaper and for their observation. After 2 or 3 weeks, they started showing interest in specific areas of reading. The activities had continued in a different manner and the slow learners also came forward and participated actively. The students found the activities very interesting and learnt things with a lot of enthusiasm.

Chakravarthi (1993) worked on fluency in writing among secondary school students. The practitioner used intelligent reading as one of the methods. In this method, learners individually read the text related to the subject and they made their own notes. Over and above this, they also solved the crossword puzzles in groups. This improved their vocabulary considerably. For accuracy and fluency they were trained to observe details of writing, covering punctuation and spelling. This practice enabled students to become more fluent in English writing.

There was another innovation by Sriram (2001) who worked on teaching cursive writing in English to primary students at class V level. This experiment was
carried out for the period of 4½ months. It was the outcome of personal experience and experimentation of a teacher, committed to the cause of improving the quality of English teaching.

There was one more study related to the writing skill by Tikaram (2002). She worked on effect of Synectics Model upon essay writing at secondary level. The practitioner used pre-test post-test experimental single group design as the method for this study. When subjected to comparison with traditional method, Synectics model treatment was found to be more effective than the traditional method treatment for essay writing.

During 1993, Suthar conducted a study to increase the vocabulary in English of the students of IX standard and to study the effect of it on the experimental basis. The investigator used two groups; one as control group and the other as experimental group. Experimental group was given activities in the learning process and emphasis was given to the oral reading in the presence of the teacher and to spell and pronounce the word correctly. Correct pronunciation in English made the students to pick up the spellings quickly. Reading of newspapers and magazines made the students familiar with current affairs, new words and knowledge and sentence pattern of the English language.

Teaching learning process requires innovative techniques to make it more effective. Teaching of English alphabet using letter cards was one such innovation. Mithuraj (2002) introduced Teaching of English alphabet at primary level (Standard III) through activities using letter cards. The practitioner adopted pre-test post-test experimental design with control group and experimental group. The control group was taught by traditional method and the experimental group through activities using
letter cards for a period of three weeks co-opting with the class teacher. This study proved that the teaching of alphabet through activities using letter cards was more effective than the traditional method.

Chellamani (2002) worked on effect of psycholinguistic principles on developing “Word Recognition Skill” among upper primary students. The researcher adopted experimental method to study this. There were significant mean differences between the pretest and post-test scores on reading comprehension because of the application of psycholinguistic principles among the experimental group students.

On the effect of coloured ribbons as reward in learning of spelling of English words, Vasantha (2001) conducted a study. This was also an experimental study and it was conducted to motivate students to learn spelling of English words correctly. The coloured ribbons as rewards had significantly increased learning of spelling of English words among boys and girls.

Learning of English grammar is a dull and a difficult topic for the students. But the study on “Let’s learn English grammar with pleasure” by Leela (2001) revealed that learning of English grammar is a pleasant experience through the use of illustrations, cartoons, pictures and print media.

The above set of studies or innovative practices is an evidence to score a point that language teaching can be made more attractive if it is used with different relevant activities instead of making it through only talk and chalk method. A compendium of such innovations needs to serve a good motivating source of information for language teaching.
2.4 STUDIES RELATED TO INNOVATIVE PRACTICES

The educational system in India, as is the case in every field, has been undergoing tremendous change from period to period. The flaws exhibited by a particular educational system gets rectified through introduction of improved systems, thus paving way for innovative steps and methods of implementation for better exchange of ideas. The teacher-centered system of education practiced in India has gathered much criticism.

According to Patak (2004) education from now on can no longer be defined in relation to fixed quantum of information which has to be assimilated, but must be conceived of as a process whereby human beings learn to discriminate, question and communicate their world of experience. For this, the education system has to relinquish the over emphasis on memorization of text book knowledge by students. Instead, it must create and facilitate environment in classrooms that foster creativity in students it is obvious that with out some innovations in instructional setting it is quiet impossible.

Again Chickering and Gamson (1997) pointed out that learning is not a spectacular sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

"It is only the amount of time one can allocate for learning but the quality of effort within that time makes the difference....quality of effort refers to the extent to which learning is active rather than passive and colleges clearly can control the
conditions of active learning by expecting students to be participants in, rather than spectators of, the learning process.” (U.S. Department of Education 1984)

In another study Goodsell, et al. (1992) observed that students learn best when they are actively involved in the process. Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their classes.

Chickering and Gamson (1997) again stated that knowing what you know and don't know focuses your learning. In getting started, students need help in assessing their existing knowledge and competence. Then, in classes, students need frequent opportunities to perform and receive feedback on their performance. At various points students need chances to reflect on what they have learned, what they still need to know, and how they might assess themselves.

Sharma, U (2001) found that a child is endowed with natural skills of observation, listening, paying attention, comprehension and understanding. All his skills come naturally to him - all these skills a scientist has in order to understand any phenomena. So the child is a natural scientist as a bird is a natural flier. Learning takes place when we are not filling the minds of the students with concepts but ask questions in order to ignite 'the thinking processes in the minds of the children. The teacher must only be a facilitator of learning by helping the child to think. We can provide constructional and alternate play activities like installing swings, all over the place, let the child decide for himself, if he wants to play on the swing, indulge in construction activity or learning activities. Allow the child to make his own mistakes
and give him a chance to do things in his/her own way. Help to solve questions that arise from his natural curiosity. Let him gather information from different sources, then learn to analyze and synthesize. Be reasonable, understanding, respectful, loving and accepting unconditionally.

Many authors have called for a transformation in engineering education from 'teacher-centered approaches to -learner-centered ones. According to Hariharan (2001) the role of the engineering educator changes from that of information and knowledge transmitter to a facilitator of learning. Learners are challenged to fully and actively participate in identifying their learning needs, selecting resources, assessing their knowledge gaps and refining their learning skills. Learner-centered approaches, in which the teacher adopts a learning facilitation' orientation, as opposed to a knowledge transmission orientation, are associated with deep, rather than surface, learning on the part of learners.

During the late fifties and early sixties, a good number of innovations were introduced in our educational system. The NCERT's report of the National Seminar on Innovations in Education in India (1977) gives an account of innovative practices collected from all over the country. In pursuance of recommendations of various conferences and seminars, the UNESCO established the Asian Programme of Educational Innovations for Development (APEID) in 1973. APEID is an organization of innovation for effecting international co-operation in education where participating members co-operate, develop and implement mutually beneficial educational programmes for development (MHRD 1993). The NCERT as the manager of the National Development Group (NDG) for Educational Innovations in
India under the APEID prepared a long list of such innovations all over the country (NCERT 1977).

Many individuals and organizations are experimenting with new ideas to improve the educational system and to make it more relevant and meaningful to individuals. A few studies related to innovative practices at school education conducted in India during the last few years has been discussed here:

The adoption or acceptances of innovations play an important role. In 1967 Subbarao made an inquiry into the factors that contribute to the promotion or inhibition of educational innovations. The study revealed that innovative practices in secondary education were related to the area of syllabi, classroom instruction, modern audio-visual aids, evaluation, examination reforms, internal assessment, hobby clubs etc. A comparison of innovative and non-innovative schools was also made. More of innovative schools than non-innovative schools were in touch with cosmopolitan sources of information, mass media information and interpersonal sources.

Sakhiya (2003) designed a study to investigate the effects of the teaching methods (Readers, theatre and traditional method) on English reading comprehension for which a random sample of 70 boys and girls of standard XII of Gujarati Medium was selected and found that the Readers and Theatre was more effective than the traditional method in teaching of English reading comprehension.

Sevak (2004) conducted an experiment of developing and trying out a computerized language learning programme to improve speech skill among their students of standard VIII and found that Computer assisted Language Learning holds great potential not only for individualized learning but group learning too; if the
strategy is chalked out properly and systematically in accordance with the needs of
the learner.

Balasubramanian (1979) surveyed the extend of the strategies that were
adopted to install innovations in high schools. He found that innovations in the areas
of curriculum, teaching aids, evaluation and students' centered teaching were more
popular than innovations in other areas.

Bhogle (1969) studied psychological and organizational correlates of
acceptance of innovations by schools. This study concluded that headmasters having
democratic attitude and favorable attitude towards teaching, drawing more salary and
older in age, and having cosmopolitan staff were more prone to adopt innovations.
Characteristics like compatibility, divisibility and communicability influenced the
form of innovations and effected the educational innovations to a great extent.

Doctor (1973) surveyed the innovative practices in 40 secondary schools each
of Bulsar and Surat districts and the factors affecting innovations leading to change.
This study also concluded that the head masters of high innovative schools as
compared to those of low innovative schools, possessed higher innovativeness.
Schools had a tendency to accept innovations more in academic areas than in other
areas.

Bhagia (1973) attempted to find out if the adopters and non-adopters of
innovations in schools differ in their reaction to the same innovations and whether all
of them had different reactions to innovations with varying amount of diffusion. It
revealed that 11 characteristics as perceived by the principals of the schools were
found to be positively and significantly related with diffusion of innovations while in
the case of 9 characteristics no such relationship was evident.
A study was made by Joshy in 1972 to identify points responsible for resistance to adoption or successful implementation of innovation in teacher education and found that there is no category of acceptors as opposed to the category of rejecters. As remedial measures to overcome the resisting factors, the investigator suggested innovation for the teacher education programme in India and given a curriculum development model.

In the same year Rai (1972) studied factors affecting diffusion of innovations in secondary school. He identified the characteristics of teachers for predicting adoption of innovations by them in schools. The predictors’ diffusion as a whole were; perceived change orientation of the principal, teacher’s perception of students’ benefit from the innovation, ascribed opinion leadership, SES, attitude towards innovation experience, exposure to mass-media etc. and these explained 31.98% of variance in the diffusion process in the school.

Again, Satyavathi (1980) worked on the study of proneness in adoption and discontinuance of innovations in schools. The descriptive survey method was adopted for collecting data and finding out the facts. There were 7 stages in the process of successful adoption of innovations and discontinuance of innovations. There were; problem awareness stage, search for solution stage, knowledge about innovation stage, persuading influence stage, decision making stage, adoption stage and evaluation stage. The sources of awareness were the principals, teachers, pupils and parents. Most of the schools evaluated the innovation and on the basis of this evaluation the innovations were adopted or discontinued.

Teachers are very much important factors in the adoption of innovations in the school. During 1982, Gulati studied the factors associated with teachers’
predisposition to adopt educational innovations. There was a significant positive relationship between professionally satisfied teachers, perceived principal’s support of the innovations, perceived colleague’s support of the innovations, perceived communicability of the innovations, orientation of teachers towards change proneness, progressivism and venture some ness and the predisposition to adopt innovations. Most of the innovations were based on the Headmaster’s own thinking.

Ganapathy (1982) conducted a study of decision making process in relation to innovation and change in schools. He found that the source of innovation was Headmaster’s own thinking and the headmaster tentatively decided to introduce the innovation if evaluation was favorable. The Headmaster followed three methods for evaluating the innovation. These were observation, evaluation of consequence, and informal inquiry.

The NCERT’s report of the National Seminar on Innovations in Education in India (1977) gives an account of innovative practices collected from all over the country. The findings and implications of these studies were discussed at a national seminar under three major heads (1) techniques, processes and strategies of innovations (2) mobilization of resources and multiplier effect of innovations, and (3) evaluation and dissemination of innovations. The NCERT (1980) brought out a ‘Directory of Educational Innovations in India (Vol I & II) which covers a wide spectrum of themes and developments in the areas of curriculum, evaluation, teaching media, organization and management practices in schools and non-formal education for out of school children in the age group of 6-14 years.

Another booklet titled ‘Educational Innovations in India’ was brought out by the NCERT in 1983. It was an effort towards collection, compilation and
dissemination of the various innovative ideas and practices in the field of education with particular reference to India. Out of 50 practices received from different states and the constituents of NCERT, 23 were selected for inclusion in the booklet. These indicate a definite orientation towards the qualitative improvement in educational methods and practices, development of scientific attitude, rural development and national integration.

In an attempt to encourage teachers to promote the spirit of experimentation, research and innovative practices, the Department of Teacher Education and Extension, NCERT New Delhi has launched a programme titled “Innovative experiments and practices in school education”. The objective of the programme is to encourage innovative experiments and practices tried out in the classroom and successfully completed by schoolteacher. It also aims at promoting their professional growth.

These studies and educational endeavors indicate a definite orientation towards the qualitative improvement in educational methods and practices, development of scientific attitude, rural development and national integration. Most of the studies in this field have been focused on the characteristics for the process of successful adoption of innovations and discontinuance of innovations.

Mohamed (1988) made a study of some selected schools in Delhi with reference to innovative classroom practices, which revealed that about 28.57% schools in the random sample had innovative practices in the classroom situation. The degree of achievement of educational innovations was found to be more in aided and unaided schools as compared to government schools.
A study of an innovative approach was made by Hachinalkar, B. Sujatha (2000) implemented at H.D, Kote of Mysore district in terms of infrastructure and physical facilities available in the school, training given to teachers, classroom transaction /method of teaching, achievement of the pupil, classroom organization, monitoring and evaluation and community participation whereby classroom transaction was found to be very interactive, following a child centered approach and a method of continuous evaluation. However, achievement level was found to be low and physical facilities provided were found to be ample.

A case study of Kanavu- the institution of non formal education for children in Wynad District, Kerala was made by Joseph, G. in 1997 to analyze its curriculum and co-curricular aspects, method of teaching, to study its structure, managements, facilities and sources of finance and found that the education provided is in close connection with nature and with tribal music, arts and culture. Teaching is mainly through playway method and activity method. In a similar study made by Laiju (1999) on Kanavu, it was concluded that the methodology adopted was not a conventional one and that the students were original and authentic.

Another study on Kanavu was made by Mathew, P. (2001) to analyse the various innovative practices and to analyse the curriculum in terms of cognitive and non-cognitive areas. Many innovative features like grouping of children based on mental capacity and mastery over the competencies and skills learning through peer group teaching, learning from nature, importance given in learning tribal dialects, student exchange programme, learning of Kalari, etc. were found. Importance to arts and crafts was also given to develop various life skills.
From these studies it is clear that educational scholars conform on the inevitability of innovation in the teaching-learning process. The present review also establishes the fact that innovation is indispensable for generating and nurturing different life skills in pupils to produce good educational outcomes. Numerous educational projects have been launched in India with a wide variety of aims and objectives and various research studies have been made on these projects. However, the relevance of the present study lies in the fact that so far no study has been undertaken to analyse the impact of innovation on academic achievement and level of development of life skills in the area of creativity, interpersonal relationship and communication skills in students through a comparative study of innovative schools of Kerala with conventional schools among students in the age group of 12-13 years which the researcher seeks to undertake.