CONTENTS

CHAPTER ONE – INTRODUCTION

1.1 INTRODUCTION

1.1.1 Expression of Creativity at the Primary level

1.1.2 Creativity, Teaching and Learning at the Secondary level

1.2 IMPORTANCE OF CREATIVITY IN OUR EDUCATIONAL SYSTEM

1.2.1 Under emphasis to creativity in the classroom

1.3 CONTRIBUTION OF CREATIVE PEOPLE TO NATIONAL DEVELOPMENT

1.4 ENCOURAGING CREATIVE ABILITIES

CHAPTER TWO – NATURE OF CREATIVITY

2.1 EARLY DEVELOPMENT

2.1.1 Guilford’s model

2.2 DEFINITIONS OF CREATIVITY

2.3 SOME RELEVANT ASPECTS OF CREATIVITY

2.3.1 Creativity from Philosophical Stand Point

2.3.2 Creativity from Psychological Stand Point

2.3.3 Creativity from Scientific Stand Point

2.3.4 Creativity as a Phenomenon
2.3.5 Creativity as a Process
2.3.6 Creativity as a Product
2.3.7 Creative Person
2.3.8 Creativity as Press
2.4 FACTORS OF CREATIVITY
2.5 CREATIVE THINKING
2.6 FACTORS FACILITATING CREATIVE ABILITIES
2.7 FACTORS DETERRING CREATIVE ABILITIES
2.8 PERSONALITY CHARACTERISTICS OF CREATIVE CHILDREN
2.9 APPROACHES TO THE STUDY OF CREATIVE PERSONALITY
2.10 FOSTERING CREATIVE TALENTS
2.10.1 Need for the Identification of the Creative
2.10.2 Implications of Fostering Creativity
2.10.3 Identifying a Creative Child
2.10.4 General Methods and Strategies for Fostering Creativity
2.10.5 Fostering Creativity among Primary Children
2.10.6 Educational provisions for helping and Fostering Creative Talents
2.10.7 Organizational Principles for fostering creativity 103
2.10.8 Ways to Encourage Creative Abilities 105
2.10.9 Guidelines for Personnel to Foster Creative efforts of their pupils 107
2.10.10 Strategies for developing creativity 108
2.10.11 Nurturing creativity-Indian context 110
2.10.12 Suggestions for Improving creativity 111
2.11 MEASUREMENT OF CREATIVITY 115
2.11.1 Difficulties in Measurement of Creativity 116
2.11.2 Creativity Tests in different Fields 119
2.11.3 Non-testing Techniques 127
2.11.4 Validity of Creative Tests 128
2.11.5 Time and Administration of Creativity Tests 129

CHAPTER THREE – REVIEW OF RELATED LITERATURE
3.1 INTRODUCTION 130
3.1.1 Studies on Development of Creativity 133
3.1.2 Developmental studies in relation to Creativity and Intelligence 134
3.1.3 Development and Validation of Tests of Creativity 135
3.1.4 Development of Creativity from early Childhood 137
3.1.5 Stages of development of Creative Skills 139
3.1.6 Critical periods in Development of Creativity 139
3.2 STUDIES RELATED TO CREATIVITY AND ITS RELATION TO DIFFERENT VARIABLES
3.2.1 Creativity and Gender 143
3.2.2 Creativity and Locale 147
3.2.3 Studies related to Creativity and Type of Schools 149
3.2.4 Creativity and Socio-economic Status 149
3.2.5 Studies related to Creativity and Academic Achievement 152
3.2.6 Creativity and School Adjustment 157
3.3 STUDIES RELATED TO PERSONALITY CHARACTERISTICS OF CREATIVE PERSONS
3.4 STUDIES RELATED TO TRAINING PROGRAMME FOR NURTURING CREATIVITY
3.4.1 Different Approaches for Training in Creativity 167
3.4.2 Earlier Approaches for the Conceptualization and Measurement of Creativity 167
3.4.3 Specific Programmes 169
3.4.4 Methods and Techniques Devised through Inter-Disciplinary Approach 169
3.4.5 Use of Technology in Stimulating Creativity 172
3.4.6 Studies on Mentoring Opportunities for Fostering Creativity 173
3.4.7 Studies on Nurturing Creativity through Arts 174
3.4.8 Studies on Nurturing Creative thinking Abilities of the pupils of Secondary Schools 174
3.4.9 Conclusion 179

CHAPTER FOUR – STATEMENT OF THE PROBLEM

4.1 NEED AND IMPORTANCE OF THE STUDY 180
4.2 STATEMENT OF THE PROBLEM 181
4.3 OBJECTIVES OF THE STUDY 181
4.3.1 Objectives of the First Phase 182
4.3.2 Objectives of the Second Phase 183
4.4 HYPOTHESES 184
4.4.1 Hypotheses for the First Phase 184
4.4.2 Hypotheses for the Second Phase 185
4.5 VARIABLES SELECTED FOR THE STUDY 186

CHAPTER FIVE - METHODOLOGY

5.1 SAMPLING 198
5.2 TOOLS FOR THE STUDY 203
5.2.1 Baquer Mehdi’s Tests of Creative Thinking 204
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.2</td>
<td>Socio-economic Status Scale</td>
<td>222</td>
</tr>
<tr>
<td>5.2.3</td>
<td>Bhagia’s School Adjustment Inventory</td>
<td>225</td>
</tr>
<tr>
<td>5.2.4</td>
<td>Non-verbal Test of Intelligence</td>
<td>230</td>
</tr>
<tr>
<td>5.2.5</td>
<td>Creative Activities Check List</td>
<td>233</td>
</tr>
<tr>
<td>5.2.6</td>
<td>Attitude Scale towards creative children</td>
<td>233</td>
</tr>
<tr>
<td>5.3</td>
<td>RESEARCH DESIGN AND PROCEDURE OF THE STUDY</td>
<td>235</td>
</tr>
<tr>
<td>5.4</td>
<td>STATISTICAL TECHNIQUES</td>
<td>237</td>
</tr>
<tr>
<td>5.5</td>
<td>DELIMITATIONS</td>
<td>237</td>
</tr>
</tbody>
</table>

CHAPTER SIX – ANALYSIS AND INTERPRETATION OF DATA

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>CREATIVITY AND GENDER</td>
<td>239</td>
</tr>
<tr>
<td>6.2</td>
<td>CREATIVITY AND LOCALE</td>
<td>244</td>
</tr>
<tr>
<td>6.3</td>
<td>CREATIVITY AND TYPE OF SCHOOL</td>
<td>246</td>
</tr>
<tr>
<td>6.4</td>
<td>VERBAL AND NON-VERBAL CREATIVITY</td>
<td>249</td>
</tr>
<tr>
<td>6.5</td>
<td>CREATIVITY AND SOCIO-ECONOMIC STATUS</td>
<td>252</td>
</tr>
<tr>
<td>6.6</td>
<td>CREATIVITY AND ACADEMIC ACHIEVEMENT</td>
<td>254</td>
</tr>
<tr>
<td>6.7</td>
<td>VERBAL CREATIVITY</td>
<td>257</td>
</tr>
<tr>
<td>6.8</td>
<td>NON-VERBAL CREATIVITY</td>
<td>258</td>
</tr>
<tr>
<td>6.9</td>
<td>CREATIVE ACTIVITIES</td>
<td>258</td>
</tr>
</tbody>
</table>
7.4.1 Hypotheses for the First Phase 294
7.4.2 Hypotheses for the Second Phase 295
7.5 SAMPLING 295
7.6 TOOLS FOR THE STUDY 296
7.7 DESIGN AND PROCEDURE OF THE STUDY 297
7.8 STATISTICAL TECHNIQUES 298
7.9 DELIMITATIONS OF THE STUDY 299
7.10 MAJOR FINDINGS OF THE STUDY 299
7.11 SUGGESTIONS FOR IMPROVEMENT 303
7.12 SUGGESTIONS FOR FURTHER RESEARCH 305

APPENDIX

a. BIBLIOGRAPHY
b. SAMPLE COPY OF TOOLS
c. SOME ILLUSTRATIONS OF CREATIVE EXPRESSIONS OF CHILDREN