6.1. SUMMARY AND CONCLUSION:

Secondary schools play a pivotal role in shaping the life of an individual as well as in bringing about socio-economic and cultural changes and progress of society. The modern time and changing situation has made the role of secondary schools even more significant. The success of any educational institution largely depends upon the quality education that is provided by the institution to the students. But education in our school is dominated by examinations which are detrimental for the development of talent, creativity, and innovation. The creativity is adversely affected by characteristics of Centralization, standardization, over emphasis of the written mode, externality of examiners, over emphasized traditional concept of objectivity, over emphasis on quantification, and single-examiner based evaluation. Concepts like cooperative evaluation, peer group evaluation, self-evaluation, participatory evaluation, programme evaluation, qualitative evaluation, continuous comprehensive evaluation of left-right brain activities, productive evaluation, evaluation, evaluation through role play, evaluation are to be developed through research in the Indian education scenario.

The present age is characterized by mental strain, disorder and violence. The creative ability rarely gets proper channels for its utmost expression. The creative
imagination of a child is lost amongst highly mechanical and routine life. This has posed a serious problem before the educators.

The creative potentials, present within a man if not properly expressed through constructive channels would generate suffocation and divert his creative abilities towards destructive tendencies. If the constructive and imaginative endeavor is not properly catered it will generate more and more frustration within the individuals. Though the school authorities, teachers, and students are interested towards the development of the hidden creative talents but due to lack of proper facilities and environments in the schools the development of the creative talents in students is not taking place to an expected level.

So there is an urgent need to take this matter seriously and it should be carefully addressed by the school authorities and education authorities of the State so that the young boys and girls can develop their creative talent in full manner and this contribute towards the development of the society as well as development of their individual life. So for this an atmosphere should be created in all the secondary schools as well as at home towards creative education. Adolescence stage is the most crucial period in the life of human being. It is the age of turmoil and excitement for the child and in which the hidden creative talents of boys and girls can be channeled in a proper way.

Through this study the investigator has been observed that in most of the schools, there is over emphasis of giving knowledge theoretically without arousing the interest of children. Due to which delinquency and discontentment prevailed presently in our society among the adolescents. It may be removed to some extent if the teachers and the parents take responsibility of developing creativity among the
students. All pupils can be helpful to become creative by being placed in an
environment which is conductive to the development of creative talent.

The present educational system and unrealistic syllabi are so tanning to the
growing children that their imagination is suppressed and blocked most of the time.
The education must not only aim at intellectual development but also at creative
expression. It is presumed that creative individuals exhibit higher sensitivity, aesthetic
sense, independent judgment and thinking initiative and preference for perceptual
novelty and multiplicity. Fostering creativity in the classrooms demands a special
climate. The objective of this climate is to enhance creative thinking in children in
general and gifted children in particular through enrichment activities running across
a wide range of school subjects. We need to satisfy the intellectual curiosity of
children which is normally not satisfied within the framework of regular educational
programmes. Our textbook must facilitate the development of creative thinking skills
in children. Research questions should be asked about the role of stories, fiction,
local-specific reading materials, interesting puzzle problems, divergent practical
experiments, and child-central activities.

Environment affects creativity; we should conduct researches to find ways and
means of providing child-based specific environment. The organization of specific
teaching-learning creating environment with specific degree of difficulty optimal for
the individual child is desirable. However the given standardized school curriculum
will be an obstacle in achieving this. Creative teaching should never be unilateral.
Self-motivation can be created by confronting children with problems to be solved;
creativity should be encouraged and appreciated. Both the teachers and parents of the
children should be sufficiently instructed and helped to deal with them.
The present study reveals that if school authorities and teachers play an important role in the development of positive attitudes to discover student’s creative talents than the students will be able to discover their all hidden talents which will make them fit to live efficient social life as well as individual life. The scholastic condition and practices of schools which may provide ample opportunity for freedom of thought and other enterprising activities may be a great factor. The entire school activities and school environment should be so organized that the children become self-motivated towards creativeness. The responsibility of the school principals/heads is quite evident. Strict discipline crushing individuality of the child in the school must be avoided.

The head teacher should organize science and art exhibition twice or thrice in a year for displays of exhibits made by children. This policy will act as a great motivating force in children for developing their originality through creativeness. Further the Head Teachers should take more initiative to engage children in activities of their own choice within the frame work of the school time table. Debates and Seminar should be organized in the schools for providing ample opportunities to children for expressing their ideas on certain issues or for solving some problems. Nature clubs, science clubs and Math clubs should also be organized by the Head Teachers for developing student’s originality and expressing ideas to solve some problems. In this way, the school will become a center of promoting creativity in children.

One of the important aspects of creativity thinking is elaboration. The individual is provided with skeleton outline of a problem and by use of his imagination he completes the problem. This process of elaboration gives an opportunity to the individual to develop his/her reasoning, thinking, and problem
solving abilities which are important ingredients of creativity. The classroom teacher can use these techniques within the framework of his regular teaching. Students should be given full freedom for the development of their imagination because imagination helps in the development of creativity. Children should be encouraged to think different approaches to a problem. Divergent thinking develops creativity. Sometimes children fail to understand problems directly but when that problem is taught with the help of a comparable situation, it becomes clear and understandable. The teacher should make use of analogies to clarify difficult concepts in teaching. Children should be encouraged to think on the consequences of an action. The mental exercise will be helpful in the development of creative thinking. So the teacher should seek and establish an atmosphere that would encourage confidence in work, the children should feel confident to their abilities to perform a task set for them. The teacher should learn to value creativity in his/her students and encourage them to think and act creatively. They should be motivated to pursue their interest through various activities such as collection, hobbies, and development of specialized knowledge through active experimentation. The teacher should not reject the non-conformity of students in expressing their views on any problem.

With the school the parents and guardians should also provide suitable environment for development of creativity in children. Too much pampering of the child and imposing one’s own will and obstructing his freedom will be harmful for the development of creativity. The parents should encourage children to draw sketches and pictures on their own or to copy from books. If the children are provided opportunities in this manner, the development of creativity in them will be promoted. This school should not primarily be a place of instruction alone. It must pay equal attention to the spiritual, emotional, social and physical needs of the students. This
stupendous task can only be accomplished if parents actively co-operate. But unfortunately most parents are not aware of their own duties and responsibilities towards their children.

There is no denying the fact that the teacher can play a crucial role in the development of the pupil. But teacher cannot take the entire responsibility for a pupil’s all-round development. Parents must also play their role to extend all co-operations to the teachers. But a wide gap exists between the school and home and now the problem is to bridge the gap with the help of parent-teacher meetings. Parent-teacher co-operation will enable parents and teachers to know the need, interest and abilities of young and to advice ways and means to meet them.

Media that are printed materials, tape recorders, radio television, and computers can also help children to learn facts, learn to enjoy the school setting and develop skills particularly creative skills. It is important that children learn and relearn. After learning some information, the child can relearn it through the media. Using media is one of the more means of meeting the children’s need. There are at least ten different kinds of media that can develop creativity among the students. Thus the media serve a number of purposes in a school programme. It is very important that teachers use a variety of media in their programmes to develop creativity among the students.

The financial aspect is also one of the prominent factors affecting programs of creative development in students. The present study reveals that the school authorities face problems in managing the fund for organizing the programmes of creative development. This problem should be addressed seriously by school authorities, teachers, parents and secondary education authorities of the state in a co-operative
manner. Then only it may be possible to achieve the all round development of the students giving stress on the creativity aspect of the personality.

6.2. SUGGESTION FOR FURTHER RESEARCH:

The school is the catalyst for talent identification and development. It should provide a supportive and stimulating environment, and a free atmosphere for fostering creativity among the children. The curriculum does not mean only the teaching of academic subjects traditionally. It should include activities which enable the child to exercise his creative abilities. In this study the investigator gave importance on this aspect.

No research work is complete in itself. It is just a small step of a long process in which one string joins another to form a chain to eradicate the problems in a particular field. Hence the investigator suggests some areas for further research which are beyond the scope of the problem and may stimulate prospective research workers to undertake some useful researches in this area. The investigator suggests the following areas for further research.

a) Studies can be conducted on the effect of teachers training on the development of creativity among the students.

b) A study can be conducted about the development of creativity in the present examination system.

c) Studies can be conducted about the causes for under achievement in government schools in India.

d) A study can be undertaken about the inhibitors to creativity in government schools in India.

e) A study based on the Indian curriculum at secondary stage is suitable for the development of creativity.
f) A study on the home influence in encouraging the development of creative thinking of the child.

g) Comparative studies can be conducted on the curricular and non-curricular activities between private and the government schools as a whole to promote creativity among the students.