PREFACE

In a developing country like India, the national system of education needs an immediate overhaul. The Indians need a system that expresses and promotes their unique socio-cultural identity and also meets the challenge of changing times. A new direction has to be given to age-old process. For the reconstruction of the Indian society, there is a need to establish a socialist, secular and democratic society. The only sure way to national development, its survival and its strength lies in quality education. There is an imperative to evolve need innovative and progressive methods of teaching that may nourish the creative potential of children. Creativity can exercise an indelible influence on every field of human endeavour.

Creativity is that wonderful ability which enables a human being to make new inventions and helps him finding solutions to challenging problems. This makes the life worthy of living. This explains why creative teachers and creative parents are required to create suitable environment, that provides opportunities on inculcating the study-habits and to develop the creative potential.

Because of individual differences, all the persons may not possess creative thinking in equal amounts, but creative persons are present in all walks of life. It is not necessary that a creative person may be equally creative in every field.
Simpson; Von; Bartlett refer to creativity as a process that results in a novel work useful or satisfying, getting away from the main track, breaking out of the mould. Guilford showed that creativity is a function of the intellect and was able to demonstrate divergent thinking as one of the most important intellectual operation by which the product or end result in the thinking process is reached.

Creativity is a mode of thinking that breaks away from the usual sequence of thought entering into an altogether different pattern of thought, one thing leads to another, involving sensitivity to problems, deficiencies, gaps in knowledge, missing elements, disharmonies etc. tendency to experiment with novel idea resulting in a novel work implying new association or combination of existing elements, avoiding the common place and obvious solutions.

Thus creativity is a complex blending of a number of abilities and traits such as sensitivity to problems, Ideational fluency, Flexibility, Originality Transformation, Curiosity, Imagination etc. An appropriate sphere is needed for creative functioning. In the absence of which creativity of a person cannot flourish. Therefore proper education and environment is needed to nourish creativity.

Quite a large number of educational social and economic problems of India need immediate solution. Only creative
individuals can come to help us. Whether our educational system has been able to provide atmosphere, congenial to creative thinking or able to identity children possessing creativity in abundance. Study-Habits of School-Children help in developing the creative potentials, schools should chalk out programmes to nourish the creativity. Teachers can cultivate children's creativity by organising a number of programmes for scientific and recreational hobbies, magazines, dramatics, writing competitions, painting competitions, debates poetical sysposia. The quality concatenation will come out of it contributing to a better society.

That's why an attempt was made to find out the extent of the creative attributes that are supposed to be related with the effectiveness of study-habits. Further on, how are the study-habits become a media of expression of student's inherent ability. To these querries, the findings sought forth are meaningful, but they are not an end. They provide insights to understand the underlying factor, which incorporate the relationship between the creativity and the study-habits; since the study-habits are the manifests of the student's potential creativity.

Chapter 1st deals with the Need, Importance, Objectives and Hypotheses of the study, Nature, Definitions and Basic Issues of Creativity; Meaning and Nature of study habits, individual differences and their effects on study habits. Chapter 2nd is fully devoted into the Review of related studies on creativity and study habits. Chapter 3rd consists of the Methodology and Design of the study, plan and procedure, instruments used and their descriptions, development of study habits inventory (S.H.I.), Chapter 4th includes: Analysis,
Interpretation and discussion of results, Chapter 5th incorporates conclusions and provides suggestions for further researches.

Moreover, the investigator would like to state further that this study is a milestone towards an endless path of research and knowledge.

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