In the year of 1971 when I was a student of B.A.(Hons.) class, I felt attraction to the psychological explanation of creativity by the brief but profound writing of J.P. Guilford in his book entitled 'General Psychology'. In 1983 when I decided to take a research work for me, that dormant interest became active again and I asked Dr. P.K. Chakraborty, Reader, Department of Philosophy, the University of Burdwan, whether research on creativity might be interesting and valuable one. He inspired me on that line and suggested some books. I was very much impressed initially by the two books, one was 'Guiding Creative Talent' by E.P. Torrance and the other was 'Child Development' by E.B. Hurlock. And those two books were very helpful for me to select a problem of research regarding the relationship between child rearing variables and creativity. In 1983 I was assigned to work under a most learned, amiable and inspiring professor Dr. P.K. Chakraborty, who has valuable research contributions to creativity.
Creativity undoubtedly has drawn much attention of the researchers more than other new concepts because of its unquestionable importance in the life of mankind. Creativity is such an ability of man by which world may be changed in a favourable direction. Practically, men may be defined as creative being. Without creativity men are nothing but 'beasts who talk'. We 'live' day after day by thinking traditionally but we 'exist' when we create.

Creativity has been a subject of systematic psychological study since three decades only. But occasionally the problem has found place in the psychological literatures under various terms like 'Productive Thinking', 'Imaginativeness' etc. from the very beginning of scientific psychology. Practically it was Guilford who was able to turn the side of the table from traditional thinking to new way of looking into the abilities involved in creative thinking. In India researchers began to show their interest to this new concept in the sixties and many of them registered for doctoral work on creativity in the mid-sixties. But upto now the researches on creativity are very little in comparison to researches on other concepts in psychology. So there is an ample scope for conducting valuable researches
creativity. Particularly, creativity in relation to child rearing variables has not been given proper attention. But a study of creativity in relation to child rearing variables is important from a practical standpoint. And one of the primary aims of the present problem was to examine if it is possible to provide the parents with useful guidance so as to enable them foster creativity in their children.

The thesis comprises of following chapters.

In the first chapter a detail discussion has been made regarding the concept of creativity and child rearing in order to clarify the meaning of the two concepts and examine any possible relationship between these two concepts theoretically.

A review of research literatures meaningfully related to the present investigation has been made in the second chapter to find out any gap in research and finally to achieve the problem to be investigated.

The third chapter was devoted to describe the plan and procedure of research. This includes the statement of the problem, selection of variables, selection of the design and framing of the hypotheses.
In the fourth chapter a detail discussion has been made concerning the tools used, sampling, test administration to the children, scoring and selection of the children, interviewing the parents, scoring and recording the data and analyses.

An extensive discussion of the results has been made in the fifth chapter.

The last chapter was devoted to make the summary and conclusions along with a brief self-evaluation.

The investigator will feel amply rewarded if his hard labour is recognised as worthwhile by the academicians and parents and others.

Burdwan

(K.K. Makhopadhyay)

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