

STUDY OF CHILDREN CREATIVITY OF ABILITY**Poonam Kumari*¹ and Prof. (Dr.) Umapati Singh²**¹Research Scholar Deptt. of Psychology, M.U, Bodh-Gaya.²Deptt. of Psychology, M.U, Bodh-Gaya.Article Received on
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Psychology, M.U, Bodh-
Gaya.**ABSTRACT**

This paper deals to study the talent and creative ability of children has become an important component for the progress and prosperity of any developed country. Creativity can be understood as production of effective novelty. Creativity tests can be divided along these lines in two groups. Those concentrating on biographical and personal properties and those which aim to measure creative thinking. In the case of school children creativity test are most useful as indicators of ability science, few children produce widely acclaimed creative products. Although a variety of creativity test exists, their ability to measure real life creativity in a reliable way is open to doubt.

KEYWORDS: Ability, Biographical creativity, Children, Indicator, Prosperity.**INTRODUCTION**

The present educational system and unrealistic syllabi are so taxing to the growing children that their creative imagination is suppressed and blocked most of the time. The creative potentiality present in human being, if not expressed through constructive channels, would generate suffocation and frustration to them. Dr. Ramanna, Chairman, Atomic Energy Commission in 1986, has cast doubt over the contribution of formal education to creative development of children and he has posed a question: Are children. Being exposed to too much knowledge in the rapid advancing world today at the cost of stunting their creativity! The education must not only aim at intellectual development but also at creative expression.

METHODOLOGY

In the context of present day race for superiority among the great nation of the world. The importance of creativity has been well recognized in the progressive and developed countries. It is only creativity that determines the outcome of the present day competitions and is

recognized as an important factor for the crucial changes in the society. With scientific discovery and invention proceeding, we are told at geometric rate of progressions, are generally passive and culture bound people cannot cope with the multiplying issues and problems. Unless individuals, groups and nations can imagine construct and creativity revise, new ways of relating to these complex changes, the lights will go out unless man can make new and original adaptations to his environment. Not only individual but all the society may pay a lot for a lack of creativity. Gctzels and Jackson (1962) Torrance (1962) have observed that the creativity abilities contribute significantly to the acquisition. They emphasized on the need of proper guidance for the growth of creative thinking among children without any consideration to high and low intelligence.

RESULTS AND DISCUSSION

According to Guilford (1967) “Creative education aims at a self starting, resourceful and confident person, ready to face personal, interpersonal and other kinds of problems. Because he is confident, he is also tolerant where, there should be tolerance. A world of tolerant people would be peaceful. Thus, creativity is the key to education in its fullest sense and to the solution of mankind’s most serious problems.”

In recent years, science and technology have made efforts to develop the reset of resources, the human resource. If the society is fails to recognize the importance of developing creativity to make the human talents productive, such abilities and capacities will remain unutilized and go waste. Therefore, the talents or creativity occurrences and no nation can afford prodigal wastage of creativity ability in the present competitive age. Therefore, the shocking neglect of creative individuals has now become a matter of concern all over the world.

In India, the present educational system neglects systematic search and promotion of creative talents. Much creative talents go unrecognized. Even the creative talent which enters school and succeeds in climbing the educational ladder does not flower fully. This is the reason for the dearth of creative manpower now being felt in every walk of life and is probably one of the biggest obstacles to its progress. Therefore, the greatest single help that can be given to students is to unearth any particular talent that is still dormant within him or her and to cause it bear fruit. Creative talents should be indentified for contribution in every branch of knowledge. To make use of this most valuable resource, the first step is to identify such talented individuals early in life, expose them to a highly stimulating environment after

solving their personality adjustment problems, encourage them to become deeply concerned in the areas in which they are interested and then build up in them a high degree of skill through practice or activity in the area of their choice.

The creative child is first of all a child, much like other children, but one will peculiar qualities that create for him extra ordinary of problems too. These problems are generally created due to various factors such as acceptance, recognition and other encouraging influences at their home, school or the society in general. The obstacles coming in the way of growing of talented or creative pupils must be removed at every cost for the natural development of their natural gift.

CONCLUSION

It is obvious from above discussion that creativity is a basic, potentiality, and capacity of an individual that contributes significantly to the personal, social educational and ultimately national developments. After accepting its reminders significant a huge number of psychologists, sociologists and educationist have paid their attention on creativity particularly on the factors or variables influencing the level of creativity among the students. The affecting variables of creativity are many and this is the fact that not all the possible variables can be included in a limited compass of doctoral dissertation. In the present study boringness of the despondence, adjustment and risk taking behavior were considered as influencing factor of creative thinking. Needless to mention that a very little study have been done in the past to explore the impact of sex difference, adjustment and risk taking tendencies on the development of creativity, particularly in Indian context. It is also a fact that the majority of the study conducted in this area are mainly based on students sample school/ college context. The investigator regarding the relationship between creativity and boringness of the women in Indian cross culture setting observes not a single study. Indian and Western psychologists and educationist investigate creativity with adjustment frequently also. However, count of Indian studies on this matter is very scanty. Although this area is vastly researched in western countries, but due to language, ethnic and cultural differences, the findings of these studies cannot be generalized on Indian population. As for as risk taking behavior is concerned, a few studies can be seen on Indian population. Use of methodology also vary in different studies.

Keeping the above points in view, the present study was undertaken to compare creativity level of respondents in relation to adjustment and risk taking behavior.

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