

P R E F A C E

Much work has been done on intelligence but comparatively much less on creativity. We certainly need to boost up those who are creative, for it is they who create and thus enrich human thought in its manifold variety. We, in India, have made a beginning in Science Talent Search,¹ but not in the more important field of creativity. Our educational system has yet to address itself to both the bright and the creative. How could the system identify the creative, catch them young and nurture them to full growth is, therefore, an important problem facing the country. Obviously, there is an urgent need to develop such an instrument which can be used to identify them. It was this urgent need that prompted the present investigator to take up the present problem:

"Construction and Standardization of a Test to Identify Creative Children in the Age Range of 14 to 16 years."

1 The NCERT has introduced a very large programme of identifying the talented students in the field of science. (It holds examinations annually all over the country and those who qualify, nearly 350, are given assistance in various ways to continue their education to the highest degree. The assistance is in the form of meeting all their expenses in regard to boarding, lodging fees, travel from college to home and back annually.)

The various State Governments also have similar programmes in their own States for other levels.

Considerable amount of basic work has been done by Guilford, J.P. and others. Their work is being extensively used by students of creativity in many countries of the world including India. The present investigator could also have used the tests prepared by them for her purpose. She, however, believes that there is need to develop a test to suit Indian conditions so that the tests could yield as reliable results as possible. The investigator consequently was faced with developing a technique of doing this. Various steps were taken to do so and finally a test was prepared and standardized.

Chapter I introduces the topic. It discusses the need for the study of creativity in India and in particular examines the need of developing a test which could be useful in the Indian conditions. It also gives the various definitions offered so far with a view to show the developing nature of the concept of creativity and points to the extent of scope which is still available for further research. The chapter also explains why the test was constructed in Hindi and in the verbal form.

Chapter II gives a brief review of the work done on creativity. It traces the growth of the idea, describes the various aspects that were developed in due course, gives some ideas of institutions where the work was conducted and finally the kinds of tests that were prepared.

It then proceeds to review the work done in India. It discusses the comparatively narrow character of the work done so far. The review indicates that most, if not entire work, is a matter of adoption or adaptation and that no attempt to develop a test for Indian culture pattern and in an Indian language has so far been made.

Chapter III the Pre-Pilot Work describes the procedure developed and adopted for understanding the concept of creativity in the Indian context. The procedure has been to identify creative persons, interview them with a view to collect their views on creativity, analyse the responses, identify the aspects and qualities. The aspects and qualities thus gathered were compared to those that were already available. The study offered certain new aspects some of which were incorporated in the test.

Chapter IV the pilot study. The test was constructed out of the aspects culled out from the responses received from the creative people. It describes, each test and states how the test was administered under proper conditions. It further describes how the scoring system and the weightage for original items were prepared. The chapter also states how the test was subjected to item analysis with a view to retain the most relevant items and discard the less relevant ones.

Chapter V describes how the test was standardized. Age wise and sex wise norms were prepared with the help of statistical procedures. Reliability and validity were also found out. The chapter also gives the details of factor analysis.

Chapter VI the last chapter, states the outcomes of the investigation and notes down some significant observations.

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Bimla Kaul