AN ABSTRACT OF THE THESIS

INTRODUCTION

Education is essential in shaping society and individuals, fostering personal growth, competence, and long-term well-being. The Kothari Commission (1964-66) emphasized the role of education in shaping India's future, highlighting the teacher's duty to prepare students for present and future challenges. The National Curriculum Framework (2005) stresses the importance of fostering creativity and critical thinking in students. However, scholars like Desai (1987) and Meghani (1999) argue that India's education system still relies on outdated methods, limiting creative potential. Modern education should focus on divergent thinking, helping students derive new meanings from life experiences. Encouraging creativity and critical thinking is key to creating a transformative learning environment, as recommended by the Kothari Commission. Thinking is the foundation of human development, driving progress in culture, art, literature, science, and technology. Creative thinking, in particular, is a crucial skill for adapting to an ever-changing world. It combines thought and action, leading to innovation and problem-solving. Scholars like Raghunathan (2001) and Aggarwal (1992) emphasize the need for education to foster broad intellectual abilities, with creativity as a key focus. Teaching creative thinking helps students develop original perspectives and adapt to complex challenges. Innovative teaching methods, especially in English, can nurture creativity, engaging students and unlocking their full potential.

CREATIVE THINKING

Creative thinking is a learned skill involving the development of new ideas by transforming experiences in unique ways. It combines divergent and convergent thinking, enabling problem-solving, flexibility, originality, and creativity. Patel (2010) describes it as generating novel solutions, while Rhodes (1961) highlights creativity's role in building individual abilities, reducing blocks, and fostering innovation. Sam (2018) emphasizes that identifying and nurturing children's creativity should be a core goal of education, as it prepares them for the 21st century by fostering the ability to generate original ideas. Creativity, which blends divergent and convergent thinking, allows individuals to approach problems in novel ways. Arieti (1976) views creativity as a prized human ability, vital to scientific and artistic progress. Lakshmi (1998) and Mochahary (2003) stress creativity’s role in shaping society

and culture.The National Policy of Education (1986) emphasized innovative teaching to nurture creativity in young learners. Creativity, shaped by both nature and nurture, is vital but often unrecognized in schools. A conducive environment is crucial for fostering creativity, which transforms challenges into achievements and inspires lifelong learning. Effective education promotes creativity through experience and engagement.

NEED FOR CREATIVE THINKING IN THE TEACHING LEARNING PROCESS

Creative thinking thrives in flexible environments with freedom from rigid schedules and a relaxed emotional climate. Learning, as Mangal (2012) notes, is a continuous process of behavioural change through experience, never truly ending. Creative individuals are thinkers and searchers, not mere memorizers, and their creativity varies by experience and ability. Creative thinking enhances cognitive and learning skills through imagination, fantasy, and problem-solving. It helps regulate emotions, improves judgment, and fosters relationships. Bhattacharya and Shukla (1982) argue that traditional teaching failed to meet the evolving educational demands, emphasizing the need for innovative teaching methods to nurture creativity in students. Oza (1995) emphasizes that home and school are crucial environmental factors in fostering learning, with schools helping students realize their inherent potential. Lakshmi (1998) highlights the complexity of teaching, requiring a diverse set of behavioral skills. Teaching is an interactive classroom process aimed at specific educational goals, and modern teachers must skillfully facilitate this for holistic child development. Merely acquiring teaching skills is insufficient; their artistic application is essential for students' growth. The ultimate educational aim should focus on enhancing creative thinking, which influences all other learning objectives and promotes well-rounded development.

INSIGHTS ON POLICY ABOUT CREATIVE THINKING

The Mudaliar Commission (1952) aimed to enhance secondary education by promoting critical thinking, problem-solving, and creative learning approaches. It emphasized fostering students' independent thought and integrating creative thinking into the curriculum to make education more dynamic and relevant. The National Curriculum Framework (2005) emphasizes creative thinking as a vital 21st-century skill, essential for problem-solving, personal growth, and flexibility. Encouraging creativity fosters students' academic, emotional, and social development. The National Curriculum Framework for Teacher Education (2009) underscores the importance of developing creative thinking skills in teacher

education. It advocates for training educators in fostering student creativity through inquiry-based and active learning approaches, emphasizing the need for classroom environments that promote critical and creative thinking as essential components of effective teaching strategies. The National Education Policy (NEP 2020) aims to enhance creativity and critical thinking across all educational levels. It advocates for an interdisciplinary, student-centered approach that prioritizes understanding and inquiry over rote learning, fostering a culture of originality and problem-solving from the beginning of education to create an innovative learning environment. CBSE (2023) outlines that English classes should explore literature from multiple perspectives and engage in activities that enhance creativity, communication skills, and language development. Rather than solely focusing on reading poems and stories, the objective is to cultivate learners' inventiveness, emphasizing creativity as a central goal of language education.

ROLE OF TEACHERS IN THE PROCESS OF ENHANCING CREATIVE THINKING

Teachers play a crucial role in fostering students' creativity by having a strong educational background that helps them address children's learning needs. Effective language programs encourage planning and diverse activities, allowing students to engage with material creatively. This approach strengthens their cognitive flexibility, highlighting the importance of creative thinking in education, as noted by Boyd (1970) and Johnson (2002). Bhattacharya and Shukla (1982) emphasize that schools should foster children's creativity, enhancing the learning experience. Many teachers overlook students' creative potential. Effective teachers draw out creativity, providing freedom and motivation for self-expression. They create a supportive environment, characterized by inquiry and openness, allowing students to explore and develop their uniqueness. Teachers play a crucial role as facilitators of creative thinking, as highlighted by the NCF (2005). Continuous professional development is essential for educators to effectively nurture creativity in students. They should employ diverse pedagogical strategies and avoid rote learning, focusing instead on exploratory and hands-on activities. Techniques such as open-ended questions, brainstorming, debates, and project-based learning are encouraged to foster creativity. The framework advocates integrating arts, storytelling, and games into the curriculum while creating a supportive environment for students to express ideas freely. Embracing diverse perspectives and allowing for mistakes and experimentation is vital to enhancing creative thinking in the classroom.

COMPONENTS OF CREATIVE THINKING

Creative thinking empowers individuals to explore alternatives, take risks, and push boundaries. Guilford (1956) identified creativity as a form of divergent thinking within his theoretical model of intellect. Ramani (2017) highlights key components that gauge innovative thinking and assess creative work quality. Torrance (1964) emphasizes using these components as evaluation criteria for teachers. Chauhan (1977) identified several creative components through component analysis, including fluency, flexibility, inventiveness, elaboration, creative production, clever problem-solving techniques, problem sensitivity, and redefinition. These elements serve as essential benchmarks for assessing students' creative thinking abilities in their work. These are the following components of creative thinking.

FLUENCY
FLEXIBILITY
ORIIGNALITY
ELABORATION
DECISION MAKING
COMMUNICATION & SELF EXPRESSION
MOTIVATION
COLLABORATION

STRATEGIES FOR DEVELOPING CREATIVE THINKING

An effective teaching strategy establishes an environment where learning objectives are easily achieved. Thoughtful planning makes activities feel seamless, ensuring content delivery aligns with student interest and development (Pandey, 2024). In today’s fast-paced world, fostering creative thinking is essential for success, encouraging innovation, adaptability, and problem-solving. Developing this skill involves open-mindedness and an inquisitive attitude, enabling students to tackle complex challenges. Effective strategies incorporate diverse techniques that engage both cognitive and emotional faculties, promoting risk-taking and collaboration. Literature reviews reveal various programs aimed at enhancing creative thinking, leading to the researcher’s development of strategies that nurture creativity in the teaching-learning process. These are the strategies that help to develop creative thinking among students.

QUESTIONING

BRAINSTORMING
COLLABORATIVE LEARNING
CREATIVE ROLE PLAYING
CONCEPT MAPPING
CREATIVE PROJECTS
SCAMPER
GAMES
FORCED CONNECTIONS
DEBATE
DIALOGUE WRITING
COMPOSITION WRITING
POEM WRITING

ENGLISH LANGUAGE

The English language, as a global medium of communication, is vital for personal recognition and educational success. Its teaching and acquisition are complex but essential for both individual and national development. Modern language instruction emphasizes practical and creative skills, encouraging students to engage deeply with ideas and concepts. According to NCERT (2019), language shapes thought processes and is crucial for learners to understand new ideas. Schools should foster environments that promote exploration, problem-solving, and opinion articulation through active teacher-student engagement. English has been incorporated into secondary curricula, allowing students to express themselves creatively, enhancing their aesthetic appreciation and fostering innovative thinking.

TEACHING OF ENGLISH

Effective English teaching integrates a multifaceted approach that promotes students' linguistic, critical, and creative thinking. Teaching strategies significantly impact learning outcomes, evolving from traditional methods to more interactive, student-centered techniques over time. Over time, English language teaching has evolved from the Grammar Translation method, emphasizing rote learning, to the Audio Lingual Method, which uses audiovisual aids to promote direct engagement and practical application of the language. Currently, English language instruction emphasizes developing students' language content and learning

activities through innovative methods like the Interactive Approach, which boosts confidence and fosters effective communication. This method transforms the teacher's role into a facilitator, encouraging student engagement through activities like brainstorming and pair discussions. Despite limitations in literature teaching, the process can enhance creativity in language learning.

SCOPE OF CREATIVITY IN TEACHING OF ENGLISH

Language serves as a structured medium for expressing ideas and emotions, essential for creativity and divergent thinking. Encouraging students to develop original concepts enhances adaptability and problem-solving skills. Secondary education is a critical time for identity formation, where social and emotional support is vital. The National Curriculum Framework (2005) emphasizes tailored teaching to meet diverse learner needs. Fostering creative thinking in students equips them with essential skills for the future, such as innovation and confidence. By nurturing creativity, educators can prepare students to tackle complex issues and succeed academically and personally, highlighting the importance of unbiased teaching strategies.

REVIEW OF RELATED LITERATURE

The purpose of reviewing the related literature is to know about the researches conducted in the related area and to see what implications these have in the present study. For the present research, the investigator had reviewed a total of **52 studies**. Out of these total 52 studies, **29 studies** (Subramonia, 1976; Govindarajacharyulu, 1977; Shah, 1981; Singh, 1981; Desai, 1987; Prabhavathamma, 1987; Rajagopalan, 1988; Dabhi, 1995; Namdeo, 1995; Paltasingh, 1998; Reddy, 1999; Manohari, 2002; Nathalal, 2002; Pathak, 2002; Thabor, 2003; Vidyasagar, 2007; Tarannum, 2008; Patel, 2010; Hutchinson, 2011; Alghafri & Ismail, 2014; Pany, 2014; Priya et.al, 2014; Ramesh, 2015; Varugheses, 2015; George, 2016; Ozyaprak, 2016; Mali, 2017; Ramani, 2017; Gundogan, 2019) were related to creative thinking and programmes adopted to enhance creativity. Total **13 studies** (Joseph, 1983; Ludbe, 2002; Patel, 2009; Mussarrat, 2013; Kunvariya, 2015; Vaniya, 2015; Maity, 2016; Jahanshahi, 2017; Lakhera, 2017; Yogita, 2017; Vanguri, 2017; Shah, 2022; Vaghela, 2022))were related to **teaching of English** and **10 studies** (Meghani, 1999; Paily, 1999; Lakshmi, 2007; Seeja, 2012; Kumari, 2014; Vijayalakshmi, 2016; Pahuja, 2017; Joseph, 2018; Marak, 2020; Raipure, 2022) were related to the **thinking skills.**

Literature reviewed for the present study was categorized under the following categories:

1. Studies conducted in the area of teaching of English
2. Studies conducted in the area of thinking skills
3. Studies conducted in the area of creative thinking

Out of the existing studies, very few have utilized a qualitative approach, while the majority have relied on surveys, with a notable portion adopting experimental methodologies. An analysis of the literature indicates that intervention programs have indeed contributed to enhancing creative thinking skills. However, most research has been subject-specific, particularly focusing on either a single domain like science or developing separate programs for creative thinking enhancement. The investigator found no studies that implemented an integrated approach to foster creativity. Hence, this study aims to develop generic strategies within an integrated framework to enhance creative thinking among secondary school students, as they begin to think more critically and imaginatively at this stage. For this purpose, the investigator has selected English subject from Grade 9 as it holds potential for fostering creative thinking alongside other disciplines.

RATIONALE OF THE STUDY

Creative thinking is an essential skill for the 21st century. As our society is developing at an astounding pace, we must prepare ourselves to be flexible and never stand still. We must succeed greatly not only by taking on obstacles and approaching them with fresh perspective and confidence but also by applying innovative thinking skill. So we need to develop creative thinking which deviates from the normal classroom practices. As emphasised by Ramani (2017) mentions that the creative thinking ability remains as an interesting mystery either in science, literature, music, painting or any other area of life. It is beneficial in every aspect of life. The development of a creative personality that is aware of his surroundings is not only crucial but also vital in a world that is changing quickly. The explosion of information is a result of the information technology era in which students have a plethora of options these days for obtaining knowledge. Therefore, the emphasis of teaching and learning should be on how to think about the topic, investigate its novel applications and understand them rather than on the content itself. Patel(2010) mentions that the present system of education depends heavily on the matter of sorting, reviewing, describing and absorbing existing knowledge. This indicates that skill in action demands far more than the knowledge alone. The curriculum of the Gujarat State Board of Education places a strong emphasis on the

development of creative thinking by combining a multidisciplinary approach, project-based learning, and experiential activities. In order to stimulate students' creativity, the board supports creative teaching strategies, critical thinking, and the integration of arts and cultural education. Gujarat's educational system strives to develop well-rounded people who can think creatively and adjust to the demands of the modern world by emphasizing both academic and extracurricular activities.

The review of related literature reveals that a lot of research is being done on creative thinking and its significance and necessity are continually being recognised. However, the field of creative thinking through language has only seen a small number of studies published so far. So, realizing the value of creativity throughout one's educational journey and the critical necessity of creative thinking skill, the investigator felt a need to enhance the creative thinking through teaching of English. In this line of thought, the investigator aims at the development of creative thinking skill of standard IX students through teaching of English.

STATEMENT OF THE PROBLEM

ENHANCEMENT OF CREATIVE THINKING AMONG STANDARD IX STUDENTS THROUGH TEACHING OF ENGLISH

OBJECTIVES

The current study was achieved with the following objectives.

1. To develop a strategy for creative thinking among students of standard IX through teaching of English.
2. To implement the developed strategy of creative thinking among students of standard IX through teaching of English.
3. To study the effectiveness of the developed strategy in terms of developing creative thinking among the students of standard IX.
4. To study the effectiveness of the developed strategy in terms of the achievement test in English among the students of standard IX.
5. To study the effectiveness of the developed strategy in terms of the reaction of students towards the developed strategy.

HYPOTHESES

The following null hypotheses were developed to accomplish the stated objectives of the current study to be assessed at the 0.05 level of significance.

$H_0$1: There is no significant difference between the mean fluency score of the experimental group and the control group.

$H_0$2: There is no significant difference between the mean flexibility score of the experimental score and the control group.

$H_0$3: There is no significant difference between the mean originality score of the experimental group and the control group.

$H_0$4: There is no significant difference between the total mean score of creative thinking of the experimental group and control group.

$H_0$5: There is no significant difference between the pre-test and post test scores of achievement test in English of the experimental group.

EXPLANATION OF THE TERM

Strategy: In this study, strategies were referred to the prepared plan involving a sequence of steps designed to enhance creative thinking considering the components of creative thinking skills through the instructional process.

DEFINITION OF OPERATIONAL TERMS

Creative Thinking: Creative thinking is the score obtained by the secondary school students in creative thinking scale developed by Baqer Mehdi's Verbal and Non-verbal Test of Creativity.

Effectiveness: Effectiveness of the strategy is the significant difference of post test scores between the experimental and control groups in creative thinking.

Effectiveness in terms of reaction: Effectiveness of the strategy is the average intensity index of 3.5 and higher on a five point reaction scale prepared by the investigator towards the developed strategy.

DELIMITATION

The study was delimited to English Medium Secondary school students of standard IX affiliated to the Gujarat Secondary and Higher Secondary Education Board (GSHSEB). The creative thinking skills was delimited to three components namely fluency, flexibility and originality for the present study.

RESEARCH DESIGN

The present study was experimental in nature. The pre-test post-test non-equivalent group design of the quasi experiment had been selected for the study. The whole classroom of class 9 of two schools was selected non-randomly. The experimental and control group were made equivalent on the basis of scores achieved in Achievement test of English developed by the investigator. The design of the study is presented as follows:

O_1 X O_2

O_3 C O_4

Where O_1 and O_3 - pre-tests

O_2 and O_4 post-tests

X stands for experimental group and

C stands for control group

Following the design, two groups were selected conveniently as experimental and control groups. The investigator was able to conduct the experiment on two groups that were selected from the school. The achievement of students in the English test of the experimental and control groups was measured through the pretest. The score thus obtained by the experimental and control groups in the pretest was used to make the groups equal. Experimentation was carried out with the experimental group, and the control group studied through the traditional method. At the end of the experimentation, the achievement of students in English was measured as a posttest. A pretest and posttest of the creative thinking test was also taken to see how effective the developed strategy was in enhancing the creative thinking among the secondary school students through the teaching of English. The analysis and result of the data are used to see the effectiveness of the developed strategy on enhancing creative thinking among secondary school students.

VARIABLES IN THE STUDY

In the present study, the developed strategy for enhancing creative thinking was considered as independent variable while creative thinking, achievement in English and reaction of students towards the developed strategy were considered as the dependent variables.

POPULATION

The population for this study includes all Grade IX students from English-medium secondary schools affiliated with the Gujarat Secondary and Higher Secondary Education Board (GSHSEB) in Gujarat state during the academic year 2023-24.

SAMPLE

The study used convenient sampling, selecting two English-medium schools in Vadodara, both affiliated with the same board. Vidyakunj High School served as the control group, and University Experimental School as the experimental group. After matching pre-test scores, 30 students from each school were chosen, forming a total sample of 60 students.

TOOLS OF DATA COLLECTION

Following tools were used by the investigator for the purpose of collection of data.

Achievement Test in English

To study the effectiveness of the developed strategy in terms of the achievement of the students in English, the investigator prepared and used the achievement test in English for both schools. The test was developed by the investigator, followed by the validation of experts. The test was for 50 marks. The investigator collected achievement test scores in English from experimental and control group schools after the completion of second term.

Baqer Mehdi's Verbal and Non- Verbal Tests of Creativity: This test was developed by Dr. Baqer Mehdi (1989). It was published by the National Psychological Corporation, Agra. It consists of 4 verbal and 3 non-verbal sub tests. For the present study, only Verbal test of creativity was administered.

Reaction Scale:

To get the reaction of the students towards the integrated strategy for creative thinking the investigator prepared a Likert type five point reaction scale to know the reaction of students towards the strategy to enhance creative thinking. The scale covers all the components of

developed strategy for creative thinking. There were a total of 20 statements in the scale related to different aspect of their experiences during the execution of strategies and teaching learning of English. Developed reaction scale had five ratings like strongly agree, agree, average, disagree and strongly disagree. The weightage for ratings of the scale was 5, 4, 3, 2, 1 respectively for the SA, A, UD, D, SD. Students were asked to rate each statement on a five-point rating scale, giving their honest responses. Experts in the field evaluated the scale to confirm its validity, and changes were made in response to their comments. At the end of the investigation, the experimental group was given the completed and approved reaction scale. After six months of instruction utilizing the integrated strategy, the students' responses were gathered in order to evaluate the efficacy of the method.

DEVELOPMENT OF STRATEGY

The investigator implemented an integrated instructional strategy in English language teaching, emphasizing these creative thinking elements to foster student innovation effectively. To enhance creative thinking in students, an engaging and stimulating learning environment is essential. Inquiry-based learning and open-ended challenges encourage risk-taking and originality. Techniques like brainstorming, role-playing, creative writing, SCAMPER, and concept mapping foster divergent thinking. Activities that combine imaginative and critical thinking, such as writing conversations, poetry, and narratives, promote creativity. Role-playing helps students explore diverse perspectives and innovative communication methods. Encouraging curiosity and experimentation is key to developing creative skills.

IMPLEMENTATION OF THE STRATEGY

The study aimed to develop an integrated teaching strategy for Grade 9 students and assess its impact on stimulating creative thinking. Two GSHSEB schools in Vadodara were selected: Vidyakunj High School (control group) and University Experimental School (experimental group). The investigator taught the experimental group using the integrated technique, incorporating creative thinking into English lessons. Regular classes, group activities, and creative assignments were conducted. After completing the syllabus, both groups were tested using a creative thinking scale and English achievement tests. A reaction scale was administered to the experimental group to gather feedback on the new teaching method.

DATA COLLECTION PROCEDURE

The investigator visited secondary sections of Gujarat state board schools in Vadodara to gain permission for conducting an experiment. Schools that approved were included in the study. Data was personally collected during the intervention. At the start of the second semester, a pretest on creative thinking skills and an English achievement test were administered to both control and experimental groups to establish baseline equivalency. The experimental group received an integrated strategy for English teaching, while the control group did not. At semester's end, posttests on creative thinking and English, along with a reaction scale for the experimental group, were administered.

DATA ANALYSIS

The data gathered throughout the intervention period was examined and interpreted in order to determine how effective the developed strategy was. Based on the post-test results of the control group and the experiment group, statistical techniques such mean, statistical deviation, standard error of mean, and U-test were computed. Since the study was quasi-experimental in nature, the non-parametric Mann-Whitney U-test—the t-test's counterpart—was employed. The frequency, percentage, and intensity index were computed in order to examine the response scale.

MAJOR FINDINGS

On the basis of the analysis and interpretation of the data gathered in the present study following major findings were drawn.

1. The developed strategy was found to be significantly effective in terms of enhancing the creative thinking skills among secondary students.
2. The developed strategy was found to be better in fluency component of creative thinking among secondary students.
3. The developed strategy was found to be better flexibility component of creative thinking among secondary students.
4. The developed strategy was found to be on a much higher level of originality component of creative thinking among secondary students.
5. The developed strategy was found effective in terms of reaction of the students towards the integrated strategy.

Along with these major findings, the investigator also found the following points on enhancing creative thinking through integrated strategy:

1. The strategy was found effective in enhancing creative thinking among secondary school students.
2. The strategy used in the teaching of English was found effective in terms of mean score of achievement test in English. Students taught through these strategies performed better on Achievement test compared to students who were taught through traditional classroom teaching.
3. The strategy was found effective significantly in terms of thinking pattern of secondary school students as more number of students from experimental group responded towards creative thinking as compared to control group.
4. Students' reactions were found strongly positive towards the developed strategy through the activities that were conducted in the classroom.
5. The SCAMPER technique facilitated effectively in the generation of divergent ideas, encouraging students to think in new and varied ways.
6. The brainstorming strategy proved to be successful in stimulating the production of creative ideas.
7. A conducive classroom environment, combined with a teacher's motivational behaviour was identified as a crucial factor in supporting the creative thinking process.
8. Evaluative discussions emerged as a key component in enhancing creative thinking and were also found to improve the quality of students' ideas.

IMPLICATIONS OF THE STUDY

The results of the current study demonstrated the efficacy of the technique designed to foster students' creative thinking in standard IX. Additionally, it was discovered that teaching English improved the elements of creative thinking. One could argue that the current approach was successful in fostering the higher order thinking abilities that are urgently needed. The following are the implications of this study for educators and policymakers.

Implication for the policy makers: Curriculum planners ought to think about incorporating creative thinking techniques into a variety of disciplines in order to take a more comprehensive approach to student growth. School curricula should incorporate creative thinking techniques like brainstorming and SCAMPER to improve students' problem-solving abilities and creativity. Schools should better educate children for the complexity of today's world, where the capacity for creative thought is becoming more and more important.

Teachers' professional development programs should emphasize creative teaching methods that encourage critical thinking, creativity, and constructive thinking. Assessment techniques that consider creativity and critical thinking in addition to academic performance should be implemented in schools. English teachers should receive timely training on instructional strategies that emphasize helping students develop their capacity for creative thinking through English instruction. Schools must receive strict and detailed instructions on how to apply thinking skills-enhancing activities. Enough encouragement and motivation should be provided for the teacher to actively participate in teacher training programs that refresh the fundamental life skills. Policies should support teachers' professional growth so they can successfully implement these strategies. Furthermore, as crucial 21st-century ability, creativity must be acknowledged by assessment systems in addition to academic performance.

Implication for the teachers: The teacher has direct interaction with the pupils, they can influence how they think by emphasizing the benefits of implementing creative teaching methods in the classroom. Activities that improve students' thinking processes in terms of fluency, adaptability, and creativity should be given top priority by teachers. Students' creative potential and participation can be greatly increased by employing evaluative discussions and fostering a pleasant, motivating classroom environment. Students in standard IX received integrated English instruction in the current study. In a similar vein, this approach might be applied to different subjects at different educational levels. The quality of students' thoughts can be further improved by incorporating evaluation discussions. Consistent feedback from both peers and teachers should be integrated into lessons to refine students' creative ideas and promote deeper engagement in the learning process.

In conclusion, cultivating 21st-century talents requires incorporating creative thinking techniques into the curriculum. Teacher training should be supported by policymakers, and educators should use creative approaches to encourage creativity. Students who actively participate in these activities improve their ability to solve problems and think creatively, which better equips them to handle obstacles in the classroom and in the real world.

SUGGESTIONS FOR FURTHER STUDY

The current investigation was restricted to Vadodara city's standard IX GSHSEB school children. Standard IX students' creative thinking was observed to be enhanced when the investigator applied the integrated strategy at the Maharaja Sayajirao University of Baroda,

Vadodara, University Experimental School. In the future, a comparable study might be carried out in the following field.

1. Other subjects could also be used to implement the integrated strategy.
2. It could be used to education at the elementary, middle, and upper secondary levels.
3. To evaluate the long-term effects of creative thinking techniques on students' academic and cognitive development over a number of years, long-term studies could be carried out.
4. A comparative analysis of how well various creative thinking methods—like mind mapping, brainstorming, and SCAMPER—improve students' creativity in English classes might be conducted.
5. A study on how to include digital technologies like multimedia, gamification, and online platforms into English instruction to foster more creative thinking.
6. A study on how students' cultural backgrounds affect the efficacy of creative thinking techniques, particularly in multicultural classroom environments.
7. A comparative study on the role of teacher attitudes and teaching styles in fostering creative thinking, identifying which approaches are most conducive to creativity in English classrooms.
8. Research on learning styles, gender, or socioeconomic status can be conducted to find out how various student groups react to treatments that encourage creative thinking in English classes.
9. New approaches to evaluate creative thinking in English classes can be developed and tested, making sure they capture fluency, adaptability, and originality in student work.

CONCLUSION

To sum up, teaching English to Standard IX students plays a crucial role in fostering creative thinking, a key skill in today’s rapidly evolving world. By engaging in creative tasks such as storytelling, writing, and discussions, students enhance not only their language proficiency but also their ability to think innovatively and solve problems. Techniques like SCAMPER, brainstorming, and debates promote flexible thinking and encourage students to explore multiple solutions. A supportive, student-centered teaching approach further cultivates creativity, equipping students with the confidence and skills necessary for success in both academic and future professional challenges. Ultimately, English instruction becomes a powerful tool for nurturing creativity in the classroom.