

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

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INTRODUCTION

Education is the prime need of current scenario. It has brought a massive outflow of revolution with innovative ideas and techniques. This has not only changed our insights but also our vision towards the system. It is the most vital means for the individual to develop personal growth, build competence level, overcome restraints and in due course broaden the available set of opportunities and choices for a sustained development in wellbeing. The learning is an endless process which promotes and develops various skills in the child. Realizing the inherent and endorsed value of education, Kothari Commission (1964-1966) points out in its report on the importance of education, “The destiny of India is being shaped in her classrooms”. Hence, by virtue of his/her profession, it becomes a bound duty of the teacher to mould the personality of the students to meet the challenges of the present and the future.

According to National Curriculum Framework (2005), education must provide the means and the opportunities to enhance the child’s creative expression and the capacity for aesthetic appreciation. Schools as institution provide new opportunities for all the learners to learn themselves, others and society as a whole. However, education stands at such a crossroads today that some people believe or want to believe that education helps to achieve what it promises. This promise means that all the children can hope to attain the mature and informed judgement which is needed to secure gainful employment and to manage their own lives. On the other side are those who claim that these beliefs are misplaced, that education does not achieve its promise because schools emphasize factual knowledge and facts alone do not built judgement, secure management or manage lives Meghani (1999).

Kothari Commission (1964-66) recommends that the educational opportunity at the secondary (and higher) level is a major instrument of social change and transformation. The task is to produce a changed environment for learning – an environment in which there is a new relationship between students and subject matter, in which knowledge and skill become objects of interrogation, inquiry and extrapolation. As individuals acquire knowledge, they also should be empowered to think and reason which brings in a new paradigm based on the thinking skills that make knowledge useful. The main purpose of education is the all round development of an individual which includes development of mental ability, thinking power, aptitude development etc.

THINKING ABILITY

The most gifted power endowed to man is thinking. It is the ability of thinking which is the basis of all human developments, accomplishments, success and the process of evolution. Thinking ability helped in the progress of the cultures, art, literature, science and technology which have led to the development of mankind. The human progress and evolution is entirely the product of the thinking ability of man (Raghunathan, 2001). The thinking process involves the concept of 'thought' and 'action' which are integrated together and have been called the "two sides of the same coin". Each of the action that is pre-planned is the result of a planned thought process. All actions of man result due to the visualization of the action mentally by the person under taking the activity. Every object created irrespective of its category, whether a piece of art, literature or a scientific product, are visualized by the creator prior to its production. To develop the children into fully functioning persons, the creative abilities of the children cannot be ignored or paralysed. Desai(1987) mentions that our Indian education system has failed to produce the best creative geniuses in various fields, what we have is some scholars with bookish information with a subject which hardly had generated creator in any branch of studies.

According to Programme for International Student Assessment (PISA) 2021, the fundamental role of education is to equip students with the competences they need – and will need – in order to succeed in society. With this state of affair, we are a part of the ever changing world where we need to keep pace with the world through creativity. Creative thinking is a necessary competence for today's young people to develop (Lucas and Spencer, 2017). It can help them adapt to a constantly and rapidly changing world, and one that demands flexible workers equipped with '21st century' skills that go beyond core literacy and numeracy. After all, children today will likely be employed in sectors or roles that do not yet exist, using new technologies to solve novel problems. Educating for creative thinking can help young people to adapt to develop the capacities to undertake work that cannot easily be replicated by machines and address increasingly complex local and global challenges with out of the box solutions. Creative thinking can also benefit the way in which students learn by supporting the interpretation of experiences, actions and events in novel and personally meaningful ways (Beghetto and Kaufman, 2007). Student imagination and curiosity can drive the learning process in which creative thinking can thus be a vehicle for understanding, even in the context of predetermined learning goals (Beghetto and Plucker, 2006). In order to increase students' motivation and interest at school, new forms of learning that engage with the creative energies and recognise the creative potential

of all students need to be developed. Such development may particularly help those students who show little interest in school, and guide them to express their ideas and achieve their potential (Hwang, 2015). Creativity can be developed with the help of teaching learning process through various subjects and the transaction of these subjects though not mentioned, should be done in such a way that it should develop creativity among students but this is not happening and we are in a system where it is totally central to education and examination system which is not developed and is the need of the hour. Similarly, literature in general and English literature in particular has enough scope to develop creative thinking along with the four skills that is listening, reading, writing and speaking. So an attempt could be made to develop the creative thinking among the students the teaching of English language.

CREATIVE THINKING

The word creative is derived from the verb to create. This means ‘the ability to create’, creative thinking is a specific thought process which improves the ability to be creative, being in an optimal stage of mind for generating new ideas to think deliberately in way that improves the likelihood of new thought occurring, the ability to think diverse. Oza (1995) highlights that out of numerous environmental factors, the home and the school play the most prominent roles. For nurturing the learning potentials, the school has been regarded as the potent force. Though a school or a teacher cannot add to the potentialities of the students but they can help the students in actualizing their potentialities, which the student as an individual already possesses. So, the enhancement of the creative thinking becomes the central operating goal which permeates all educational goals. It is the foundation to the development of all other goals.

DEFINITIONS ON CREATIVITY

Various scholars have defined creativity in different ways. Following are a few definitions on creativity and creative thinking.

According to Roger (1961), ‘Creativity is an emergence in action of novel relational product, growing out of the uniqueness of the individual on one hand and the materials, events, people or circumstances of his life on the other.’

According to Torrance (1976), ‘Creative thinking is a process of becoming sensitive to specific problems, deficiencies, gape in knowledge, missing elements and identifying the difficulties,

searching for solutions, making guesses or formulating hypothesis and possibly modifying and retesting them and finally communicating the results effectively to others.’

According to Isaksen and Treffinger (1985) ‘Creativity is making and communicating meaningful new connections. As it helps us think of many possibilities, to help us think and experience in varied ways and using different point of views, to help us think of new and unusual possibilities, and also to guide us in generating and selecting alternatives.

According to Guilford (1986), Creativity is a multifaceted phenomenon and the abilities under the operation category of divergent production and the product category of transformation are considered as creative thinking abilities.’

According to Edward de Bono (2008), Creativity is a skill, not just a matter of individual talent therefore it can be learned. But it’s not merely a matter of inspiration; it is more than just being different. The creative idea is not just being different but it must necessarily have or add value.’

Deriving from the above definitions of creativity, it can be said that creative thinking is a form of thinking which a skill that can be learned helping out in developing various possibilities and experiences using new and unusual transformation of thinking. It is the most complex level of thinking in which experiences are projected toward the formation of new ideas or concepts. It involves looking at things in a new and different way, relating previously unrelated things and making a new combination or patterning of materials, words or ideas.

Creative thinking is not a unitary ability. A number of abilities are involved in it. The abilities involved are sensitivity to problems, fluency, flexibility, originality, elaboration and redefinition. Creative thinking ability may be concerned with both divergent and convergent aspects. Convergent thinking is the gathering of facts in order to arrive at the most likely answer or the most correct answer. With divergent thinking, facts, concepts, understanding and skills are put to new uses which produce new answers. It can be found in almost all children, so creativity in learning may even be a basic core of all learning. Patel (2010) states that creative thinking is an ability to create unusual solutions to a given problem in unusual ways. It is an ability of producing a large number of ideas on an issue, including even some eccentric ones. It further includes flexibility and originality regarding one’s thought processes.

The University Education Commission 1948-49 also known as the Radhakrishnan Commission after its chairman, Dr. S. Radhakrishnan was a significant initiative in the history of Indian

Education. Broadening the curriculum which is the need for a broad and flexible curriculum that goes beyond rote memorization and encourages critical thinking and problem solving skills. This implies recognition of the importance of nurturing creativity among students. Encouraging independent thinking among the students which is closely linked to creative thinking. This measure promotes intellectual freedom and autonomy in learning. Interdisciplinary studies are the integration of various disciplines to provide students with a holistic understanding and encourage innovative thinking across different domains.

The Secondary Education Commission 1952-53 also known as the Mudaliar Commission after its chairman, Dr. A Lakshmanaswami Mudaliar, was established to examine the state of secondary education in India and make recommendations for its improvement. While the commission primarily focused on secondary education, its recommendations often encompassed broader educational principles, including the promotion of creative thinking. Emphasis on comprehensive education- the commission emphasized the need for a balanced and comprehensive education system that goes beyond mere academic knowledge. It recognized the importance of nurturing various facets of a student's personality, including creativity, critical thinking and problem solving abilities. Flexible curriculum- A flexible curriculum that allows for the development of diverse talents and interests among students. This approach was intended to promote creativity and innovation by providing students with opportunities to explore different subjects and pursue areas of personal interest.

Encouragement of Extra curriculum activities- the importance of extra curriculum activities in enhancing students' creativity and overall development. The integration of sports, arts and other extra extracurricular pursuits into the school curriculum to provide students with opportunities for creative expression and personal growth.

Overall, while the SEC (1952-53) may not have directly addressed creative thinking as a standalone concept, its recommendations emphasized the importance of fostering creativity, innovation and the holistic development among students within the secondary education system.

The Education Commission of 1964-66 also known as the Kothari Commission after the chairman, Dr. Daulat Singh Kothari, was a landmark initiative in the history of Indian Education. The commission was established to review the existing education system in India and make recommendations for its development and improvement. It addressed the importance of fostering creative thinking. Encouragement of independent inquiry- the commission highlighted the

importance of encouraging independent inquiry and exploration among students. It recommended reforms to promote self-directed learning and critical thinking which essential aspects of creative thinking are. Innovative teaching method- the commission advocated for the adoption of innovative teaching methods that promote active learning and creative expression. It recommended the use of experiential learning, group activities, and practical projects to engage students and foster creativity in the classroom.

The National Education Policy (NEP) 2020 places a high priority on encouraging students to think creatively. By supporting a flexible curriculum, a multidisciplinary approach, opportunities for experiential learning, the promotion of the arts and culture, assessment reforms, and teacher preparation in cutting-edge pedagogies is been prioritized. In order to prepare students for success in the twenty-first century and to think critically, solve problems, and create in a variety of settings, NEP 2020 places a strong emphasis on the development of creativity in the classroom. NEP 2020 hopes to establish a creative learning environment that equips students to succeed in a world that is always changing by using these strategies.

NEED FOR CREATIVE THINKING IN THE TEACHING LEARNING PROCESS

Creative thinking and learning requires flexibility and freedom from too rigid time schedules, a wealth of experience, and a relaxed emotional climate. Learning, then, becomes an active process involving participation in a task rather than the passive process of absorbing facts. Creative persons are effective because they are searchers and thinkers, not just memorizers and doers. The extent of creative thought varies from person to person according to the experiences background and the ability. Creative thinking ranges from highly personal, imaginative productions to solutions of specific problems in the usual ways. NCF (2005) states that the students continue to develop a range of knowledge, skills, values and attitudes that enable them to become enterprising, productive, creative and law abiding members of the society who have a firm grounding in moral values.

Ramesh (2015) Creativity is exhibited in many forms among the children and the high school students. Children are known to develop the sense of inhibition, recognition, and emotional values by using creativity. As children, individuals show high level of creativity with respect to emotions and playfulness. The children also learn the abilities to regulate creativity in a similar manner. Creativity is shown in the form of plays, puzzles, board games and outdoor activities along with creativity in the curriculum with respect to modelling, and visualization methods.

Creative thinking induces the cognitive and learning abilities using the process of imagination, fantasy and symbolism. There can be found variations in the exhibition of creativity among the students and children, with creativity being impacted by various factors. It is important to improvise on the way one thinks, aids in goal attainment, aids in making proper judgements, and in better knowledge of the fellow humans relationship with others, and regulates our emotions. Thus creative thinking gives one the courage to face life in a better way and accomplish goals more efficiently in life. Each individual is capable of accomplishing considerably higher achievements. One can solve any type of issues by the power of creative thinking and exert opinion in a wiser manner.

ROLE OF TEACHER IN THE PROCESS OF ENHANCING CREATIVE THINKING

The teacher plays a significant role in developing the student's creative mind. The key success in the language program requires the teacher to have a broad educational background which enables her to have insight into the learning problems and needs of children. Boyd (1970) stated that the teacher who stresses planning by children and activities in which diverse abilities and skills will be needed provides opportunity for each child to find a place where the reading and language skills are valued. Regardless of the wide diversity of abilities, interests and backgrounds that are found in every classroom, skilful teacher is able to help each child to use potential learning. The teacher draws creative thinking from the child wherein otherwise it may stay dormant, to recognise and release creative thinking allowing it to flourish in the proper atmosphere. The teacher must provide with the freedom, the encouragement and the opportunity to do so. Discovering and developing uniqueness in individuals is a goal not to be thwarted by ignoring or minimizing differences. Teachers put forth every effort to arouse enthusiasm for imaginative thinking, to encourage every creative effort on the part of their pupils, in fact, to become creative coaches. For enhancement of the creativity, there must be order and discipline and yet opportunities for initiative and originality. This atmosphere is stimulated by the teacher who maintains an attitude of inquiry and breadth of vision. In such an atmosphere, teachers can be watchful for creative sparks and quickly take advantage of these indications. NCF (2005) states that the teacher is to provide a safe space for children to express themselves and simultaneously to build in certain forms of interactions. The teacher needs to step out of the role of moral authority and learn to listen with empathy and without judgement and to enable children to listen to each other.

COMPONENTS OF CREATIVE THINKING

Creative thinking enhances the individual to seek for alternatives, to take risks, to take leaps and go beyond imagination. It is rather a provocative and open minded arena to expand and explore. Divergent is another term used for creative thinking. It is the process of thought where a person uses his originality to explore new solutions and ways for an issue or a problem. Ramani (2017) brings out the components of creative thinking. It is established on the criteria to be used for measuring creative thinking and for evaluating the quality of creative output. Torrence(1964)emphasis on usage of these components as criteria by the teacher as a guide for evaluating creative thinking in student work.

Fluency

It means the ability to produce many thoughts at a determined time. It refers to a quality of ideas of the same class and it is generated and expressed within a limited time. The number of ideas expressed is important. More number of ideas led to better ideas and solutions.

Flexibility

It means the ability to change the thoughts and generate a variety of ideas and responses across different areas. It is an easy shift from one strain idea to another thought or from one way to another way which is versatile. The idea may not be the same; the quality may change or differ.

Originality

It means the ability to produce new thoughts. It is the quality of the mind that can produce unusual, clever, uncommon, unexpected and remote answers which deviate from the conventional and traditional ones. Children express their imagination and original ideas through pretend play and the creation of imaginary companions and make believe worlds.

Elaboration

It means the ability to pay attention to the details of a thought. It is a mental skill to work out the implications and consequences of an idea and to produce the detailed steps in working it out. It is to redefine the actual thought process for the ability to perceive it in a way not common from the usual way.

Decision Making

It is the making thoughtful choices that support creative efforts. Discretion, judgement and decision making play an important role in the development and expression of creativity for

children. Decision making skills require convergent thinking which is critical to creativity because it allows individuals to refine ideas and to select the best possible answer from the ideas generated to solve the problem.

Communication & Self Expression

It is to communicate ideas and true self with confidence. Communicating one's unique perspective plays a vital role in creativity by allowing individuals to express their feelings, ideas and desires through language, art and physical movement. A sense of confidence and connection to authentic feelings allow children to express their insights and thoughts with others.

Motivation

It demonstrates an internal drive to achieve a meaningful goal. It is at the core of the developmental experience and inspires children to explore and satisfy their curiosity. When individuals are internally motivated acting without the promise of a reward, they are more creative.

Collaboration

It develops social skills that foster creative teamwork. It allows for the exchange of ideas among children as they work to find a solution for a problem or project. Working together towards a shared goal foster perspective taking and provides a chance for children to explain and expand their thinking in new ways.

TECHNIQUES TO DEVELOP CREATIVE THINKING

By considering the different models of creative thinking and techniques of creative thinking, the researcher will develop a strategy in the teaching learning process to enhance the creative thinking among students.

Questioning: The process of questioning is to probe students' thinking. For the development of creativity, questioning should be disciplined that can be used to pursue thoughts in many directions like to explore complex ideas, to get to the truth of things, to open up issues and problems, to uncover assumptions, to analyze concepts, to distinguish what we know from what we don't know, to follow out logical implications of the thought.

Brainstorming: The brainstorming method consists of processing students' spontaneous ideas about the theme or problem which has been determined without qualitative comments from the teacher.

Collaborative learning: Collaborative learning is the act of giving the responsibility of the learning to the students. It can create a valuable source of motivation, critical thinking skills, and active learning while the students learn to manipulate classroom information into their own working knowledge.

Creative role-playing: Role-playing may be used to help students understand the more subtle aspects of almost all the subjects. Further, it can help them to become more interested and involved, not only learning about the material, but learning also to integrate the knowledge in action, by addressing problems, exploring alternatives, and seeking novel and creative solutions.

Concept mapping: Concept mapping is a necessary technique for visualizing the relationships among different aspects of a concept. In the creativity session students can use it effectively to present the generated ideas and to show the connections between them.

Imaginative art: Sketching is the way of translating thoughts into pictures that can encourage thinking in the students. Students are inherently visual learners. It will benefit those students who have problem in communicating with words. The use of cartoon and comics could also be taken.

Assignment: Students should be allowed to choose the format of their own assignments to make it more enjoyable act and making them more naturally inclined to draw on their creativity.

Creative Projects: Projects will be given to the students in which students have to analyze the situation, collect information related to the given situation, synthesize the solution and evaluate the solution by them.

Future searching and discussion: Future searching is the way of imagining future related to the present scenario. In this, situation is given to the students in which they have to imagine what will be the effect or possible outcome of the present situation in the future.

Games: Games can be useful in the process of thinking because students are very curious and interested in games. By this students can be really involved in the learning process e.g. the secret word, Impromptu speaking, One-goes back, etc. These are games that can be used to develop thinking in the students.

Forced connections: Forced connections are a useful tool to generate unusual and unexpected answers. In this activity, students are brainstormed for the characteristics of a concerned object or phenomenon and then each characteristic will be challenged in order to understand the object or phenomenon. (Tim Hurson, 2006).

Discussion: Discussion is an open ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of developing students' creative thinking in problem solving, understanding or literary appreciation.

Debate: Debate is the formal way of an argument. It is learning through arguing. In this, the topic is given to the student wherein they support their stance with proper justification and concessions or rebuttaling it with their points. It helps to channelize their thinking in a desired manner.

Plot Building: Plot Building is developing an entire story right from the exposition to the solution. It helps the students to build in the sequences through different rising action taking climax or anticlimax at the peak and moving down to falling action with a possible solution or end to it. Employing such technique enhances the thinking ability of the students.

Dialogue writing: Dialogue writing is the ability to create dialogues between two or more people talking. It is usually a conversation which brings characters to life and adds interest.

Composition writing: Composition writing is developing a story which can be fictional or non-fictional based on the cues given. It helps the students to formulate their ideas creatively based on the outline given for the writing.

Poem writing: Poem writing is a way to develop the students' imaginative level with varied figurative devices and images. Writing a poem means to observe the world within or around you.

From the above discussed strategies, the researcher will consider some of the techniques to develop a strategy including all these techniques as per the need of the topic through the teaching of English.

ENGLISH LANGUAGE

Language is a superb invention for the simple reason that it allows us to communicate with each other and thereby broaden our world. English is a global language. It is widely spoken as a prime language by most of the people across the world. The importance of English language is an undeniable fact in the present time. It is the need of the hour wherein an individual is given prominence and recognised according to the potential and calibre attained in terms of good

knowledge and sound understanding of the language. But language teaching and acquisition is by no means simple. It plays an essential part to the field of education. It has been playing a dominating part in our educational as well as national set up. Language teaching cannot be the same as it was 30, 20 or even 10 years ago. Today, it has become a symbol of people's aspiration for quality in education and a fuller participation in the national and international life. A language is a skill oriented subject. It has got two dimensions – the practical and the creative. On the whole, the language goals, curriculum and methodology are centered on the practical communicative level, and mastery of the language which consists of the acquisition of basic skills- listening, speaking, writing and reading.

The Secondary Education Commission (1952-53) recommended compulsory teaching of English in the secondary school curriculum. The Central Advisory Board Of Education (CABE, 1956) included English in the three language formula and the Education Commission (1964-66) in its modified version of the formula. In Central Board of Secondary Education (CBSE) affiliated schools, English is taught as the first language and is introduced from the primary stage itself. Not only CBSE has English as a medium of instruction in its affiliated schools since primary stage but it has also given the students an opportunity for self-discovery, to release the expression of their own ideas, feelings and emotions like joy and sorrow, anger and sympathy, hatred and love, so that there can be some creative exercises through which their aesthetic sense is triggered up and get a start of creative thinking.

ENGLISH LANGUAGE TEACHING

Teaching and learning English in India has always been a challenge, both for the teachers and to the taught learners. Gradually, it became part of the curriculum in academic institutes and language of communication of the elite. Though language is the backbone of civilizations and cultures across the world but still everybody in our country is lamenting on the deteriorating condition of English in schools and colleges. The irony is even after spending 10-12 crucial years of their life learning English language, most of the students remain tongue-tied and lack confidence to communicate in the language.

Since the inception of English language, various ideologies of teaching English language have been practiced. Teachers who practiced Grammar Translation method solely relied on black board as the apt tool to impart communication skills and the nuances of English language. Later on, over head projectors acted as a medium for the teacher dominated classroom in which teachers believed

in the dictum of drill and practice. Moving on further for the successful acquisition of second language as child's first language, the teacher controlled the instructional process by delivering the lecture content and students listened to the lectures. This made the learning mode passive and learners play little part in the learning process. This method has stayed in practice for a good time due to its focus on the functional use of English. Several issues were attached to it which led to another method called Audio Lingual Method, a direct method of teaching the language making the use of Audio –Visual Aids. Its basic principle is that the student should think directly in foreign language. This process of English learning is more students centered with less time consuming.

In the present day, teaching of English language classes focuses on fostering the students' language content, outcomes and learning activities. New trends in English language teaching like Interactive approach of teaching is an effective interactive methodology that can help increase confidence and result to successful language learners. Children learn to appreciate the foreign language employed as a means to interact and communicate with each other during the teaching learning process. The Interactive Approach is related to the actual use of language. So, interactive teaching styles are Brain Storming, Think pair and share, Buzz session, Incident process. Task based language teaching is the current paradigm that employs experimental learning or learning by doing as the main conceptual basis for it. The traditional classroom is broken and the role of the learner is significantly altered. The teacher becomes a true facilitator and is expected to be guide by the side. Vaniya (2015) states that there is some provision for literature teaching but it stops at appreciation level only. Least importance is given to self expression. Students do learn answers, essays and reproduce them in the examination. Lesser scope is given for original expression; the compositions are teacher dictated, little encouragement is given for original thinking and ideas. However, the scope of creativity in English does not end with it. Hence, the process of teaching learning of English is used as the medium through which creativity can be developed.

SCOPE OF CREATIVITY IN ENGLISH LANGUAGE TEACHING

Language is a powerful means of expressing feelings and thoughts. Without language, it is impossible to exchange creative thoughts. Language is a systematic form of thoughts and emotions where there is a huge scope for creation of new ideas as well as different ideas that can be adjusted. The eruption of new thoughts and feelings is creativity and language is the essence of creativity which makes it meaningful.

REVIEW OF RELATED LITERATURE

A total of **47** studies have been reviewed for the present study. Out of these total 47 studies, **28 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; Thabor, 2003; Vidyasagar, 2007; Tarannum, 2008; Patel, 2010; Hutchinson , 2011; Alghafri & Ismail, 2014; Pany, 2014; Priya et al, 2014; Ramesh, 2015; Varughese, 2015; George, 2016; Ozyaprak, 2016; Mali, 2017; Ramani, 2017; Gundogan, 2019) were related to **Creative Thinking** while the rest of the studies were related to thinking skills and teaching of English. A total of **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 **Thinking skills** and **9 studies** (Joseph, 1983; Ludbe, 2002; Mussarrat, 2013; Vaniya, 2015; Jahanshahi, 2017; Yogita, 2017, Vanguri,2017; Shah, 2022; Vaghela, 2022) were researched in the area of **Teaching of English**. Out of all these studies, very few studies have been done in creative thinking through teaching of language while most of the studies were survey type and a considerable number of studies have been conducted in various other thinking skills.

The investigator has reviewed the said studies related to creative thinking, the development and promotion of the strategies and also focused on the creative writing ability. However, the investigator found very less researches related to the development of creative thinking through the teaching of English. So, the researcher has taken this study where the investigator has incorporated strategy to develop creative thinking through the teaching of English for the students of standard IX.

RATIONALE OF THE STUDY

Creative thinking is an essential skill for the 21st century. As our society is advancing at a remarkable pace, we need to equip ourselves with the ability to adapt and need not hold back. We can achieve great success by facing challenges and responding to them with a new way of thinking and self-confidence. Ability to apply innovative thinking has become a characteristic of successful people today. To build a successful career, it's important to develop creative thinking techniques as one of the skills, together with problem solving and critical thinking. As recommended by UNESCO, creativity contributes to the building open, inclusive, vibrant, innovative and prosperous knowledge societies.

However, in today's scenario, the learning of language functions with rote learning. It leaves no scope for free thought process and the student is bound to learn the facts to produce them when required. The students are not having opportunities to solve an issue by considering multi perspectives. This is truly based on the exam oriented classroom discourse which leaves no scope for creativity. As a result, students act as meek listeners that are only one way communication in which students' response is in one or two words. Not only this but over restrictive criticism from the teacher demotivates the students to think and they rely on the usual response. Our present process is neither life oriented nor child centred but it is examination oriented which has created tragedy for the process of creative thinking. These are some of the instances occurring in the classroom during the teaching learning process which refrains the child to become creative thinker.

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 a beneficial in every aspect of life. In a rapidly changing world, the cultivation of a creative personality who is sensitive to his environment is not only important but is urgent. The age of information technology has led to information explosion. Today, multitudes of avenue are open to students to access information. Therefore, it is not the content that requires to be taught rather it is how to think on the content, to explore and to interpret its newer application should be the focus of instruction. Many research studies have pointed out that education can play a vital role in this direction. Patel(2010) mentions that the present system of education depends heavily on the matter of sorting, reviewing, describing and absorbing existing knowledge. As a matter of fact, skill of doing requires much more than mere information.

Gujarat is an important state for education, home to prominent universities. It emphasizes quality on developing skills, encouraging creativity and providing high quality education. The educational system combines ancient and modern methods which demands creativity that can be developed among the students through the teaching of English. The researcher has taken the students of standard IX as they are belong to the formal operational stage and capable of abstract thinking. One of the purposes of the English language is to develop creativity and this can be developed through the teaching learning process of language.

Review of related literature indicates that a large number of studies are conducted in the area of creative thinking and continuously adding on realizing the importance and need for it. However,

only few studies till date are reported in the area of creative thinking through language. Realizing the importance of creativity in years of schooling and the dire need of creative thinking in language, the researcher felt a need to develop creative thinking through the teaching of English. In this line of thought, the researcher aims at the development of creative thinking for the students of standard IX through the teaching of English.

STATEMENT OF THE PROBLEM

Enhancement of Creative Thinking among Standard IX Students through Teaching of English

OBJECTIVES

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

HYPOTHESES OF THE STUDY

The following null hypotheses were constructed and tested at 0.01 level of significance.

H01: There is no significant difference between the mean post test scores of creative thinking of the experimental and the control groups.

H02: There is no significant difference between the mean post test scores of achievement test in English of the experimental and the control groups.

EXPLANATION OF THE TERMS

Strategy for creative thinking- Considering the components of creativity viz. Fluency, Flexibility and Originality, the techniques/activities for developing creative thinking like brainstorming, mind mapping, discussion, debate, composition writing, poem writing etc. will be incorporated during the teaching learning process of English. Lesson plans will be prepared including the techniques of creative thinking considering the four skills (LSRW) of Teaching English and the above said four components of creativity. The lessons plans along with teaching learning approach would be called as the strategy for the development of creative thinking.

OPERATIONAL DEFINITION OF THE TERMS

Enhancement of Creative Thinking: It is a significant difference between the post test scores of the creative thinking scores of the experimental and control group.

Effectiveness: Effectiveness is the significant difference in the post test scores of the experiment and control groups in the achievement test of English.

Effectiveness in terms of reaction: Effectiveness in terms of reaction is the overall positive reaction (3.5 and above) of students towards strategies to develop creative thinking in a Likert type 5 point reaction scale developed by the researcher.

Fluency- Fluency refers to the number of relevant and unrepeated ideas which the subject gives as responses. Relevance is judged based on the appropriateness of the response to the task given in the test.

Flexibility- Flexibility is the ability to adapt their thinking, perspective and approaches to generate innovative solutions.

Originality- Originality is the ability to generate ideas that are novel, unique and distinct from the existing concepts or solutions. It is on the basis of uncommonness of the responses.

Creativity- Creativity is the specific measurable criteria that reflect the manifestation of creative thinking and behaviour.

Creative Thinking: Creative Thinking is the score obtained by Grade IX students in creative thinking scale developed by Dr. Baquer Mehdi.

DELIMITATION OF THE STUDY

In this study, the strategy is delimited to the three components of creative thinking like fluency, flexibility and originality. The study is delimited to English medium schools following GSHSEB syllabus in Vadodara city.

METHODOLOGY

The present study was experimental in nature. The methodology includes design of the study, variables of the study, population, sample, tools of data collection, procedures of data collection and data analysis.

DESIGN OF THE STUDY

The present study was experimental in nature and the researcher has used the quasi experimental research design. Considering the typical nature of the study, a pre test, posttest non-equivalent group design of the quasi experiment research design has been selected for the study. Further, the experimental and control group were made equivalent on the basis of pre- test scores in creative thinking. The design of the study is presented as follow:

O₁ X O₂

O₃ C O₄

Where O₁ and O₃ - Pretests

O₂ and O₄ - Post test

X stands for experimental group and

C stands for control group

Following the design, two groups were selected conveniently as experimental and control group. The initial level of creative thinking had been checked prior to the experimentation by using the standardized creative thinking scale. Also, the experimental and control groups were made equivalent by the scores obtained in the pre-test scores of achievement test in English. The treatment i.e. teaching of English through the developed strategies to enhance creative thinking was done in the experimental group while the control group was taught through the traditional method without applying any kind of specific interventions.

POPULATION

Population of the present study comprise of all the students of standard IX studying in English medium secondary schools of Gujarat state affiliated to Gujarat Secondary and Higher Secondary Education Board (GSHSEB) during the year 2023-24. There were a total of 223 Grant in Aid schools, 16 Government schools and 300 Non Grant in Aid schools. (Source DEO office) in the Gujarat state affiliated to GSHSEB. So all the students studying in standard IX (2023-24) in those schools comprise the population for the present study.

SAMPLE

The convenient sampling technique was used to select the sample for the present study. Two English medium schools of Vadodara city were selected for the study. Both the selected schools were considered equal in standard as both the schools were affiliated to the same board and located within the city area. The first school was Vidyakunj High School used as the control group, and the second school, University Experimental School, was used as the experimental group of Vadodara city. The students of one section of standard IX from each of the selected schools were selected as the sample for the study. Both the schools had strength of more than 45 students. These two groups were made equivalent on the basis of pre-test score of achievement test in English for the purpose of experiment. Initially there were 55 students in experiment group and 50 students in control group. After matching, the equivalent group consists of 30 students each for both experimental and control groups. Hence, a total of 60 students constituted as the sample for the present study. The summary of the sample distribution is shown in the table.

Sample Distribution for Experimental and Control Groups

Group	Number of Students
Experimental group	30
Control group	30
Total	60

VARIABLES OF THE STUDY

Following variables were involved in the present study.

INDEPENDENT VARIABLE

The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to the observed phenomena (Best & Kahn, 2006). In the present study, the developed strategy for enhancing Creative thinking was considered as independent variable.

DEPENDENT VARIABLE

The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables (Best & Kahn, 2006). It is also known as response variable. In the present study, Creative thinking and reaction of students towards the developed strategy were considered as the dependent variables.

TOOLS FOR DATA COLLECTION

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

CREATIVE THINKING SCALE

Baquer Mehdi's Verbal and Non- Verbal Tests of Creativity: This test was developed by Dr. Baquer Mehdi. 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.

Verbal Test

1. Consequence test- 12 minutes were allowed for this test. Some questions were provided and subject was allowed to think of as many consequences as possible. Eg. What would happen if a man could fly like birds?
2. Unusual uses test- Time allowed was 15 minutes. It consists of questions light right as many novel, interesting and unusual uses of the object as you can think of like a piece of stone, wooden stick, water etc.
3. New relationship test- Time allowed was 15 minutes. Some pair of words was given and subject was asked to establish as many relationships among the given pairs as possible. Eg. Water, Sugar.
4. Product improvement test- Time allowed was 6 minutes. In this for example a toy was given and subject was asked to think of as many new things or features to make the toy more useful and interesting.

ACHIEVEMENT TEST

To study the effectiveness of developed strategy in terms of achievement of the students in English, investigator prepared and used the achievement test in English for both the 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 second term exam.

REACTION SCALE

To get the reaction of the students towards the integrated strategy for creative thinking investigator developed a Likert type five point reaction scale. The scale covers all the components of developed strategy for creative thinking. There were a total of 30 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 put their reaction towards each statement honestly against these five point ratings. Developed reaction scale was given to experts in the field to have the validity of the reaction scale and based on their suggestions it was improved. The developed and validated reaction scale was administered on experimental group

at the last part of the experimentation of study. The effectiveness of integrated strategy in terms of reaction of students who were taught through the strategy for six months.

DEVELOPMENT OF STRATEGY

In the present study, strategy was developed by the researcher to enhance the creative thinking among Grade IX school students through teaching of English. For this purpose, the content from the chapters were selected and content analysis was done. Then, the researcher has developed integrated strategies for all these selected topics. The strategies included Brainstorming, Role play, SCAMPER, Discussion, Concept Mapping and Creative writing. The researcher has prepared the final lesson plan to be used for teaching learning by using Herbatian steps.

IMPLEMENTATION OF STRATEGY

During the second semester of 2023–2024, the investigator used the integrated strategy to teach English to Grade IX students in the experimental group in this study. By employing these integrated strategies, the investigator served as a subject instructor to foster creativity and taught every chapter of the English course. In order to prepare for their normal school tests and to keep up with their notebooks, students also focused on developing their creative thinking skills.

DATA COLLECTION PROCEDURE

For the purpose of data collection, achievement test in English, reaction scale was developed and implemented by the investigator and standardized tool of creative thinking skill developed by Baquer Mehdi was implemented. As the study was in non-equivalent group, the pretest was conducted to make them equivalent. Creative thinking scale was implemented on both the groups to know their initial level of their creative thinking skill. After this, the developed integrated strategy was implemented in the experimental group whereas the control group was taught through regular teaching learning process. At the end of second semester, creative thinking scale and achievement test in English as post test was administered again on both the groups. To know the reaction of developed strategy, reaction scale was also administered on the experimental group.

DATA ANALYSIS

Data analysis was done using quantitative statistical techniques. Collected data on creative thinking was analyzed using mean, median, standard deviation, Standard error of Mean, Mann-Whitney U Test, and reaction scale was analyzed using percentage, frequency and intensity

index. All the analyses was done using SPSS 20.0 (Statistical Package for Social Science) and MS Excel.

MAJOR FINDINGS

Following findings are derived from analysis and interpretation of the collected data.

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.

CONCLUSION

The Teaching of English is a wonderful instrument for developing creative thinking in addition to making language mastery easier. Teachers can develop students' imagination, critical thinking, and problem-solving abilities by encouraging them to interact with poetry, creative writing, and English literature. Learning English offers an opportunity to investigate various viewpoints, develop empathy, and stimulate creativity. Teachers can enable pupils to think creatively, express themselves with confidence, and make significant contributions to society by teaching English. Therefore, encouraging creative thinking in students through English instruction not only benefits their academic performance but also plays a crucial role in developing well-rounded people who can successfully navigate the challenges of today's complicated world.

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