

CHAPTER 1

INTRODUCTION

1.1.0 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 one of the significant means for the person to grow personally, increase their level of competence, get over the barriers and eventually increase the possibilities and choices accessible for a long term improvement 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. As an institution, school offers fresh learning possibilities to every student. Raipure (2022) (cited in World Economic Forum, 2018) mentions that a survey was conducted in which the key capabilities needed in the future along with problem solving are critical thinking and creativity. It implies that, as the basis for other competences, our educational system must incorporate critical thinking, creative thinking, and problem-solving techniques in the teaching learning process. However, Desai (1987) highlighted 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. Meghani (1999) highlights that we should stop educating using the antiquated and out-dated techniques of the past and switch to more modern ones that will make people bolder and more self-assured. Aggarwal (1992) states that until now, education has prioritized skills in only one area: convergent thinking and evaluation has frequently come at the expense of developing divergent thinking skills. Therefore, a key component of modern education must be helping kids create fresh,

meaningful meanings from the experiences they have had in life. It is impossible to ignore or suppress children's creative potential in order to develop them into fully formed individuals. Numerous old customs have been replaced by modern ones in our culture. In some spheres of life, we embrace novelty. Sadly, we don't often search for such novelty in our education or in the process of teaching and learning Varugheses (2015).

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 goal is to create a new learning environment where students and the subject matter must have a new relationship and where knowledge and skill are subjects of inquiry, extrapolation and questioning. Students should be given freedom to think and reason that they learn new things since doing so opens up new avenues for information acquisition that leads to the development of creative thinking skill and critical thinking skill lending value to knowledge. The primary aim of education is the holistic development of the student that involves the enhancement of aptitude, mental capacity and thinking ability among other things.

1.2.0 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. Aggarwal (1992) mentions that it is important to give the child broad intellectual and other abilities that will help him deal with whatever circumstance he comes across in the future. Among the generalized skills, creative thinking is the most crucial thinking skill. The development of creative ability is the source of both the teacher's greatest joy and the greatest hope for a better world.

According to Programme for International Student Assessment (PISA) 2021, talked about the primary responsibility of education to prosper in society is to give students the skills they

need and will need in life. 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. (Paul and Elder, 2008) reflected that both creativity and intellectual standards are needed for the thinking. Although thoughts are created by the mind, they differ greatly in quality from one person to the next and from one thought to the next. Standards of quality are necessary to achieve quality. Everybody thinks differently; not all thinking is of the same calibre. The acts of thinking are what make thinking possible. Thinking is random; it wanders through partially formed thoughts that meander without a purpose and are neither critical nor creative. The mind tends to be aimless, has low levels of energy and drive, is generally inactive, and produces largely barren outcomes. It must awaken, prepare itself for intellectual labour, and focus its energies on an original intellectual object that it will need to formulate, design, create, or produce. (Eragamreddy, 2013) mentions that thinking that results in original perspectives, novel approaches, fresh insights and entirely new ways of perceiving and conceiving of things is what revealed by creativity or creative thinking. Lucas and Spencer (2017) reflect that when we consider something for the first time, we are also formulating the reason behind it. This creates fresh explanation for our motivations and goals. Not only that assuming new things and coming up with fresh ideas which pose novel queries are deduced from fresh information but we are also developing our viewpoint from scratch in a completely different way and to develop intrinsic potential, one needs both internal drive and external help. Teaching young people to think creatively will help them to adapt and acquire the skills necessary to take on tasks that are difficult for even robots to do. It also benefits 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 to creative thinking and thus be a vehicle for understanding, even in the context of predetermined learning goals (Beghetto and Plucker, 2006). It is necessary to establish innovative teaching methods that connect with student's creative energy and acknowledge their capacity for creativity in order to boost their motivation and interest in the classroom. In order to boost pupils' enthusiasm at school, innovative activities must be developed and engaged in the teaching learning process to empower the potentiality of students. 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).

Therefore, 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 language in particular has enough scope to develop creative thinking along with the four skills that is listening, reading, writing and speaking. The basis for the current investigation was laid by the requirement for the higher order cognitive abilities. So, an attempt was made to develop creative thinking among the students through teaching of English.

1.3.0 CREATIVE THINKING

Sam (2018) reflects that the identification and nurturing of children's creative potential should be the primary objective of education. The ability to find or come up with original ideas is known as creativity. The skill to think creatively is enhanced by a certain manner of thinking that puts one's mind in the best possible manner. The aptitude to create novel combinations of ideas to meet needs or produce unique or otherwise appropriate results given the parameters of the domain in issue is referred to as creative thinking that produces originality and inventiveness. It is a necessary competence for today's young people to progress as it would help them to adjust and to adapt to the much needed '21st century' skills. Certainly, moving ahead children of today probably would be working in difficult areas or jobs which would require novel ideas and solutions to tackle any problems.

Seif (2008) (as cited in Chandola et.al, 2018) mentions about the ability to think creatively allows one to approach challenges in novel and original ways. We encounter fresh changes in every part of life on a daily basis, and creativity serves as both a catalyst for knowledge creation across a variety of academic disciplines and a tool for adjusting to those changes. Arieti (1976) creativity is thought to be one of the most highly prized phenomena of all the human abilities. Underlying both scientific and creative endeavours, it is the vital force that is socially commendable in children, adolescents, and youth. The process by which the mind generates novel and beneficial ideas appears to be of particular interest at the moment. This is because, as one of the ways that the human spirit manifests itself in the world, creativity is something that should be valued, studied, and fostered. Lakshmi (1998) stated that the psychologists have attempted to characterize creativity as 1. A mental capacity made up of numerous sub-capabilities. 2. The ability of anything to generate something specific. 3. A personal encounter or procedure with unique qualities. Mochahary (2003) Creativity has played a crucial role in rewriting history and transforming the world, more so than any other

human attribute. An intelligent individual cannot make a contribution to society; a creative person can. The accomplishments of one highly creative person do not add up to the total accomplishments of all the other less creative persons. Therefore, it has long been acknowledged that creativity is a vital component of the emergence, growth, and persistence of human culture. Manisha & et.al. (2016) (as cited in Chandola & et.al, 2018) reflects the act of being creative is the capacity to use one's imagination to create something new. It's a mental process that involves coming up with fresh concepts. Finding notions, making connections between old and new ideas, or rearranging the known to discover the unknown are all examples of creativity. The cognitive process is where the creative process happens. Divergent thinking, or the capacity to generate a wide range of unique, complex ideas, and convergent thinking, or the capacity to analytically assess criticism and select the best ideas from a range of ideas, are the two facets of creative thinking.

The National Policy of Education (1986) placed a strong emphasis on the need to create innovative teaching techniques in order to maximize the potential of young learners. So, as a quality everyone is capable of exhibiting creativity in their life differently, as a result of both, nature and nurture. The Education Commission (1964-66) documented that creativity is rarely recognised at an early stage; even gifted students who enter schools and succeed in moving up the scholastic ladder cannot reach their full potential. When the required knowledge, skills, and attitude are acquired and put into practice, the development becomes effective. The ability to transform life's hardships into joys is made possible by creativity in schooling.

Mochahary (2003) Creativity has given rise to the pinnacles of human achievement and given man an outside distinction that will never fade. It is an impulsive, unique, and occasionally erratic quality. It serves as an endless source of delight and inspiration on the never-ending path that is education. However, an individual's ability to become more creative is dependent on the type and nature of the creative environment. People react differently to the same circumstances, making it challenging to prescribe a specific set of circumstances and scenarios in the classroom in order to foster creativity in the students. The ways that we educate are very important in fostering creativity. Youngsters learn via feeling, thinking, and doing, and as a result of instruction and experience, this learning result in a behaviour change that is largely permanent. Palaniappan (2009) (as cited in Mochahary (2003) stated that a conducive setting nurtures an individual's creativity. Innovation is the process of developing

and using creative ideas to create new, useful and profitable products, services, and business processes.

1.4.0 DEFINITIONS ON CREATIVITY

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.'

Rhodes (1961) condensed the definitions of creativity into four categories. a) Creativity as product of ideas. b) Creativity as a process. c) Creativity as related to personality. d) Creativity as a press or environment.

According to Torrance (1976), 'Creative thinking is a process of becoming sensitive to specific problems, deficiencies, gaps 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.'

According to Mangal (2012), 'Creativity is the capacity or ability of an individual to create, discover or produce a new idea or object including the re-arrangement or reshaping of what is already known to him.'

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 creating a novel arrangement or design using objects, phrases or concepts.

Creative thinking is a multifaceted skill that requires a multitude of skills for it. The abilities involved are sensitivity to problems, fluency, flexibility, originality, elaboration and redefinition. It may be concerned with both divergent and convergent aspects. Convergent thinking is the gathering of information in order to determine the most accurate or likely answer while divergent thinking allows repurposing of knowledge, abilities, comprehension that are used in novel ways leading to creative ideas. 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 the capacity to generate a great deal of ideas that entails creative and adaptable in one's mental processes. Rhodes (1961) reflected that building individual abilities and reducing creative blocks not only lead to developing group processes and using creativity techniques. But it also helps in creating habits, principles, and standards that foster creativity. This results in the production of useful, inventive goods and services.

1.5.0 CREATIVE THINKING PROCESS APPROACH

The phrase "creative process approach" refers to a methodical procedure for generating unique concepts, addressing problems, and developing creative solutions. It comprises of several exercises designed to assist individuals or groups in generating, refining, and implementing creative ideas. This approach is predicated on the idea that certain methods can stimulate and improve creativity as a process. Psychologists who have systematically analysed the introspective and reflective reports of highly creative people have found remarkable agreement with those who have experienced the zenith of great creativity (Bhaskara, 1981). The following is the creative process that takes place:

- a) **Preparation-** One must first identify the problem they are trying to address or the goal they are trying to achieve. Next, gather relevant information, facts, and data on the subject. Reading books, journals, or speaking with experts are all ways to conduct research. Acquire a range of perspectives to improve understanding or generate ideas, and to generate as many ideas as possible without evaluating or filtering them. It is during this period that one learns the techniques, tactics, and experience elements that

allow one to challenge oneself. The creative process always begins with problem identification.

- b) Incubation-** It is the period of time when there is no deliberate effort made to address the issue; it is referred to as a period of renunciation or withdrawal from it. It is in the unconscious processing and to let creativity flow that freely allows the mind to unwind and disengage from the current thinking.
- c) Illumination-** When the solution is in sight, there is a flash of clarity coupled with a glowing, ecstatic glow. The sudden illumination or breakthrough in which the concept or solution becomes apparent. The thought may strike at any time, usually when doing routine chores or unwinding.
- d) Evaluation-** It is the evaluation of the idea's feasibility and usefulness. The concept's uniqueness, applicability, and significance are critically evaluated. The idea is discussed with others to gather their thoughts and constructive criticism if it meets the problem or objective requirements. Comments are used to assess strengths and take into account areas for improvement and deficiencies.

1.6.0 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. Guilford (1956) (cited in Vishwakarma, 2016) The first to shed light on this and discovered that creativity is a class of mental skills that fall under the umbrella of divergent thinking while working on the theoretical model of the structure of intellect. Ramani (2017) brings out the components of creative thinking. It is established on the standards by which innovative thinking will be gauged and the calibre of creative work will be assessed. Torrence (1964) emphasis on usage of these components as criteria by the teacher as a guide for evaluating creative thinking in student work. Chauhan (1977) (as cited in Vishwakarma 2016) used the component analysis study to identify the creative component. Fluency, flexibility, inventiveness, elaboration, creative production, clever problem-solving techniques, problem-sensitivity, and redefinition are some of the components.

1) Fluency

It describes the capacity to generate numerous ideas at a determined time. It refers to quality of ideas of the same class which 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. It speaks of the capacity to continuously exploit a situation as it unfolds, using each stage as a fresh opportunity to evaluate the issue and move on. The units of products are represented quantitatively by fluency. It highlights the production rate of every item. The numerical representation of fluency is provided by the sum of all units. There are four categories:

a) Ideational Fluency- It is the process of creating or producing ideas in which quality is not assessed and free expression is encouraged. These concepts can be produced in nonverbal forms such as drawings, pictures, and designs, as well as in verbal forms such as words, titles, answers, phrases, sentences, uses, and consequences.

b) Expressional Fluency- It shows that new concepts are being created to make sense of existing theories or systems. Sentences, vocal concepts, question answers, and more forms are possible for the thoughts.

c) Associational Fluency- It signifies the generation of concepts or language from a limited domain, meaning of equal standing. It needs the complexion of relations, which includes relation construction, synonym generation, analogies, similarities, likeness difficulties, and so forth.

d) Word Fluency- Dealing with language is all that is needed. While word fluency is concerned just with words, expressional fluency solely addresses concepts and sentences. It is essentially a vocabulary exam as a result.

2) 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. The quantity of kinds of objects or thought trains generated is reflected in flexibility. It shows the number of distinctive ways a person can react to a stimulus. It is a quantitative indicator of variety. Therefore, the numerical value of flexibility is determined by the number of distinct classes of concepts or objects. Flexibility comes in two flavours:

a) Spontaneous Flexibility- It is the generation of a wide range of concepts in circumstances with little constraints. A range of answer types, such as the quantity of considerations or

properties, the traits or intrinsic qualities of the issue or product, the quantity of category response shifts, etc., may be included.

b) Adaptive Flexibility- It is more akin to uniqueness and shares certain characteristics of divergent transformation with originality. The outdated and ineffective traditional approaches to problem-solving are given up in favour of adaptive flexibility. It therefore requires adjustments. Thus, adaptive flexibility includes taking a variety of diversions, having the flexibility to make adjustments, using a variety of adaptive ways or tactics to find solutions, changing one's interpretation or direction of thought, etc.

3) 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 show their creativity and inventiveness by playing pretend, making up imaginary companions, and creating make believe worlds. It serves as a gauge for quality. It denotes uniqueness or novelty in the product. To identify original responses, a variety of terms are employed, such as unique, uncommon, novel etc.

4) Elaboration

It refers to the capacity to focus on thought's minute nuances. 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 allowing one to perceive it differently from how it is typically perceived. It makes references to the expansion and integrating higher order thinking. It displays the production process in detail along with a range of implications and outcomes that can be examined statistically.

5) Decision Making

It is the process of making deliberate decisions that foster creative efforts. The ability to make decision calls is essential because it consents an individual to redefine ideas and to choose the most appropriate solution from among the ideas generated to solve the problem. As this decision making is inventive, the right answer choice among many alternative ones brings out newness to any issue.

6) Communication & Self Expression

It is to convey thoughts confidently and one's genuine self. By enabling students to communicate their thoughts, feelings and desires through language, communicating one's own viewpoint is essential to creativity. Student who feel confident and connected to their own emotions are able to share their ideas and insights with others. This communication and confidence are crucial for bringing creative ideas to life, sharing them with others, and fostering an environment where creativity can thrive.

7) Motivation

It demonstrates an internal drive in the process of creating something meaningful. It is fundamental to the developing process and encourages students to explore and ignite their curiosity. Students are more creative when they are acting out of personal motivation rather than the prospect of reward. It can have an impact on students' perseverance and effort levels when it comes to their creative endeavours, which can significantly influence creative outcomes. This is a key factor that impacts how creatively a person thinks and behaves.

8) Collaboration

It develops social abilities that encourage innovative collaboration and enables the students to exchange their thoughts among one another to find a solution for an issue or problem. Students gain the opportunity to explain and broaden their ideas in new ways when they collaborate to achieve a common objective. It enhances creativity by combining diverse perspective, knowledge and skills which can lead to more innovative solutions than working alone. When collaboration takes place, sharing of ideas, challenging each other's thinking, and building upon each other's contribution amplifies the creative potential of a group.

Therefore, it is clear that Guilford's technique of divergent thinking gave rise to the concept of creativity. The interaction between the components of creativity and content production is still unique. Divergent thinking is the major mental process they engage in. Creative thinking is a dynamic process that incorporates, among other things, flexibility, elaboration, fluency, adaptability, and originality. It involves coming up with original concepts, looking at things from several angles, and creating creative solutions. We may improve our ability to think creatively, solve issues more skilfully, and imaginatively and innovatively adjust to a world that is changing all the time by cultivating these elements. In the end, creativity is an attitude that can be fostered and cultivated in everyone, not just a skill.

1.7.0 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. Mangal (2012) mentions that learning is a never ending process of bringing relatively enduring or permanent change in behaviour through experience or training. It never stops even after a skill, knowledge or behaviour modification in a specific circumstance is attained. After something is learned or changed, it becomes fixed in similar situations. It constantly appears to be undergoing change and development as it represents its modification.

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 are still gaining a variety of knowledge, abilities, attitudes and values that enable them to grow into ambitious, successful and morally grounded members of society. Ramesh (2015) reinforces that creativity is exhibited in many forms among the children and the high school students. They 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. They also learn the abilities to regulate creativity that is enabled 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. Bhattacharya and Shukla

(1982) have aptly opined that the demands placed on education by progressive and enlightened educational analysts and thinkers, coupled with the ineptitude of the teachers who called into question the entire traditional teacher education program, led to the conclusion that traditional teaching was a huge failure.

Oza (1995) highlights that out of numerous environmental factors, the home and the school play the most prominent roles. The school has been seen as a powerful force for fostering learning potentials. While neither a school nor a teacher can increase a pupil's potential, they can assist them in realizing the potential that each student already possesses. Lakshmi (1998) has opined that teaching is an extremely complicated process. Making a classroom transaction more productive requires a teacher to possess a wide range of behavioural dispositions and skills. Most people define teaching as an interactive activity that takes place in a classroom with the aim of achieving a particular goal. To achieve the ultimate goal of education, which is the holistic development of the child, modern teachers must possess the appropriate teaching skills. Unless and until those skills are artistically manifested in a classroom setting, the acquisition of sufficient teaching skills alone may not bring out the full growth of the students. Therefore, improving one's capacity for creative thought becomes the main objective that influences all other educational objectives.

1.8.0 INSIGHTS ON POLICY PERSPECTIVES ABOUT CREATIVE THINKING

The **Secondary Education Commission (1952-53)**, referred as the Mudaliar Commission, stated the aim of analysing the current secondary education system in the nation and proposing enhancements. Although reorganizing and enhancing the secondary school system was the commission's primary goal. Additionally, it acknowledged how critical it is to support kids' innovative thinking. It stressed the value of instructional strategies that promote critical thinking, problem solving, and creative learning approaches. It was stated that learning should support students' growth in their capacity for autonomous thought and imaginative problem-solving in the real world. The commission's suggestions sought to integrate creative thinking into the curriculum, pedagogy, and educational processes in order to make secondary education more comprehensive, dynamic, and relevant to the demands of a modern, democratic society.

The **National Curriculum Framework (2005)** highlighted that creative thinking is the ability to generate novel concepts, think beyond the box and develops new solutions to problems. It is seen as a vital 21st-century skill required for future success in a variety of

fields as well as personal development and flexibility. This is vital for fostering creativity and uniqueness in pupils, motivating them to think out of the box. Encouraging children's creativity is critical to their academic, emotional, and social growth.

The **National Curriculum Framework for Teacher Education (2009)**, which is a statutory organization responsible for regulating teacher education in India, has emphasized the development of creative thinking abilities as a crucial component of teacher education. It emphasizes how crucial creative thinking is to the process of preparing teachers. It implies that educators ought to receive training in both encouraging students' creativity and subject matter expertise. Approaches that encourage problem-solving, inquiry-based learning and active learning are to be used to accomplish this. It offers the notion that educators ought to establish a classroom atmosphere that fosters critical and creative thinking in their pupils. The NCTE emphasizes that a key element of teacher preparation and instructional strategies should involve creative thinking. It supports instructional strategies that foster inquiry, discovery, and artistic expression, all of which help students become more creative and develop sophisticated problem-solving and creative thinking skills.

National Education Policy (NEP 2020) focused on developing students' creativity and critical thinking at all educational levels. The objective is to offer a comprehensive, interdisciplinary education that fosters not just intellectual abilities but also originality and creativity. It emphasizes how critical thinking and creativity should be fostered from the very beginning of schooling. It suggests a change in educational approach away from exam-focused rote learning and toward understanding, inquiry, discovery, and learning via reasoning and conversation. It aims to provide an innovative and creative learning environment by supporting a flexible, multidisciplinary, student-centred approach to education. It seeks to promote a culture that prizes original thought and problem-solving skills by moving away from exam-focused education and rote memorization.

Central Board of Secondary Education (CBSE, 2023) has documented the purpose of the English class is to study literature from a variety of viewpoints and to participate in activities that foster creativity, communicative competence, and language enrichment. It shouldn't be viewed as a space for just reading poem and tales instead it should be used for activities that foster the learner's inventiveness, which is a major objective of language study.

1.9.0 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. Johnson (2002) states that the teacher precisely should use various kinds of pattern-bending expectations that we aim to achieve when we educate in a way that fosters creativity. Students consider the material from several angles, use it creatively, or connect it to novel or intriguing concepts. These relationships strengthen the connection to the subject matter and the cognitive patterns associated with more adaptable thinking. Guilford (1980) corroborates, "Teachers always want a correct answer but not a clever and creative answer from children." In fact, creativity is one of the important roles to be played by a teacher in teaching.

Bhattacharya and Shukla (1982) mentions that since education is viewed as a multifaceted endeavour, schools have a responsibility to encourage children's creativity, which adds excitement and significance to the learning process. However, a lot of teachers fail to recognize the creative potential of their students. A skilful teacher is the one who can enable every child to maximize their learning potential regardless of the vast range of skills, interests and backgrounds present in any classroom. The teacher draws creative thinking from the child wherein otherwise it may stay dormant. Students if provided with freedom, motivation and the opportunity to express what they feel would definitely discover and develop uniqueness in individuals'. So, 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. Guilford (1980) mentions that in terms of how frequently teaching skills are used, flexibility, originality, and creative personality attributes significantly correlate with the

majority of teaching skills. In contrast, fluency has a strong correlation with the bulk of teaching skills when it comes to application. NCF (2005) states that the teachers have major responsibility to model specific kind of interactions providing students a secure environment to express themselves and allow them to listen to one another. They must relinquish their authoritarian position and must listen to students with empathy and compassion. As a result, the teacher empowers every student in enhancing their creativity skills for building a better society.

Teachers are seen as facilitators of creative thinking. The NCF (2005) highlights the need for continuous professional development for educators to help them understand how to nurture creativity in students. It encourages teachers to adopt diverse pedagogical strategies, provide constructive feedback, and design learning experiences that promote exploration and creativity. It suggests that teaching should not be confined to rote learning and the reproduction of knowledge. Instead, it should involve exploratory, inquiry-based, and hands-on activities that engage students in problem-solving and creative expression. The use of open-ended questions, brainstorming sessions, debates, and project-based learning are encouraged to foster creative thinking in the classroom. It advocates for the integration of arts, storytelling, and games into the curriculum to promote divergent thinking. The framework stresses creating a supportive environment where all students feel safe to express their ideas without fear of judgment or criticism. This environment should allow for mistakes and experimentation, which are integral to the creative process.

Teachers are encouraged to value diverse perspectives and encourage students to explore multiple solutions to a problem in the process of creative thinking.

1.10.0 CHALLENGES FACED BY TEACHERS

When attempting to develop pupils' capacity for creative thought, teachers frequently encounter a number of obstacles. Among these difficulties are:

- **Rigid Curriculum and Assessment Structures:** Standardized testing, which prioritizes memorization and fact recall, is a major component of many educational systems. Teachers find it challenging to prioritize creativity because of the limited space this creates for critical thinking exercises and creative discovery.

- **Time Restraints:** Teachers frequently have a limited amount of time to cover the curriculum, which leaves little time for project-based learning or creative thinking exercises, which typically call for more flexibility and time.
- **Lack of Materials and Resources:** Access to a variety of materials, technology, and educational resources is frequently necessary for creative thinking. Teachers may find it difficult to give children the resources they require for experimentation and discovery in environments with limited resources.
- **Fear of Failure and Fixed Mind sets:** A lot of students enter the classroom with fixed mind sets, thinking that creativity or intelligence is natural. In order to foster an atmosphere where students feel comfortable taking chances and making mistakes—both of which are necessary for creative thinking—teachers must put in a lot of effort to change these attitudes.
- **Support and Training for Teachers:** Not all educators receive the necessary training to encourage creativity in their pupils. Certain instructional strategies, such as open-ended questions, problem-solving exercises, and promoting diverse thinking, are necessary to foster creative thinking. Teachers might not have the assistance or training necessary to carry things out successfully.
- **Student Engagement and Motivation:** Students must be actively involved and inspired to think creatively in order to foster creativity. Particularly in areas that are often taught in a more formal and controlled manner, teachers may find it difficult to pique and sustain students' interest.
- **Striking a Balance between Structure and Flexibility:** Students who are allowed the flexibility to experiment and discover connections are more creative. Teachers, however, frequently find it difficult to strike a balance between the freedom needed to encourage creativity and the necessity for structure and discipline.
- **Diverse Learning Styles and Abilities:** Students with varying learning styles, aptitudes, and rates of acquisition are common in classrooms. Because of this variability, it may be difficult for teachers to design inclusive creative thinking exercises that guarantee no student falls behind.

Therefore, to effectively foster creative thinking in their students, the educators must be inventive, adaptable, and encouraged by the educational system.

1.11.0 STRATEGIES FOR DEVELOPING CREATIVE THINKING

An effective strategy aids a teacher in establishing an atmosphere in which the necessary learning objectives can be fulfilled as fully as possible and without difficulty. Planned activities are typically perceived as extra effort, but when thoughtful tactics are incorporated, the process becomes seamless and easy. This makes it easier to organize the activities logically and fit them into the lesson plan without making the students feel like they are learning too much or too little. It provides for not only the content to be taught but also the method of instruction; it also takes into account the lesson's interest, necessity, and developmental stage (Pandey, 2024). In today's fast paced life, developing creative thinking is an important skill as innovation and adaptability are essential for success across all sectors. It entails coming up with fresh notions, finding novel approaches to issues, and making connections between seemingly unconnected ideas. Fostering an open-minded, adaptable, and inquisitive attitude that can meet complicated challenges head-on and advance development is what it means to develop creative thinking. Diverse techniques that appeal to the cognitive and affective faculties of the mind are incorporated into effective tactics for improving creative thinking. These approaches combine particular tactics to spark creative thought with the goal of fostering environments that encourage experimentation, risk-taking, and collaboration.

It was found during the assessment of relevant literature that numerous studies have occasionally been conducted using various programs or activities designed to maximize the development of creative thinking. By implementing the different techniques of creative thinking and fostering a culture that values creativity, the researcher developed a strategy in the teaching learning process to enhance the creative thinking among students.

(1)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 investigate difficult concepts, discover the truth, expose presumptions, analyse ideas and discern between what is known and unknown. Being able to think deeper, be curious, and be prepared to look past the obvious are all skills that are essential to creative problem-solving. The purpose of the question is to go further into a topic and comprehend its nuances and complexity. They frequently start with "how," "why," or "what if" in order to look into underlying causes or possible results. Hypothetical questions encourage creativity by examining unlikely or unreal circumstances. Posing questions stimulates people's curiosity and leads them to investigate novel concepts and domains. It

aids in the removal of mental obstacles that impede creativity by raising concerns about preconceived notions and beliefs. Asking insightful questions encourages dialogue and debate, which promotes a collaborative atmosphere where a range of viewpoints may coexist and thrive.

(2)Brainstorming: The word brainstorming was originally introduced by Alex Osborn through his book ‘Applied Imagination: Principles and Procedures of Creative Thinking’ Besant (2016). A creative method for coming up with ideas that may be done alone or in a group is brainstorming. The process begins with the formation of the group (if group brainstorming is being used). Next, an issue, question, or scenario that upsets the balance and ignites the spark of creative imagination is provided to each group or individual. Each group or individual is given a specific amount of time to come up with ideas, exchange those ideas with other groups or individuals, and use their final discretion to choose the best concept. Osborn was extremely explicit about the steps he suggested in his brainstorming method. He developed the procedure's foundational four rules. The process's ultimate aim, to produce as many ideas as possible, was set forth in the first rule. The volume of ideas produced was more important than their calibre. The second rule stated that no one was allowed to express disagreement with a concept. Judgments were to be postponed until the brainstorming session was finished, in accordance with Osborn's desire to exclude all forms of judgment from the idea production process. The third rule said that unconventional ideas were not just acceptable but even encouraged. The fourth guideline allowed participants to build on or integrate one other's ideas. The brainstorming method consists of processing students’ spontaneous ideas about the theme or problem which has been determined without qualitative comments from the teacher.

(3)Collaborative learning: It is the act of assigning students the responsibility of learning. As students discover how to transform classroom information into their own practical knowledge, it not only serves as a beneficial source of inspiration but it also unites with various experiences, perspectives and ways of thinking. This diversity promotes the sharing of ideas and points of view, which makes it easier to approach issues from different perspectives. This collaborative approach may result in creative solutions that one would not have thought of on their own. Students may feel more at ease discussing unusual ideas in a supportive group without worrying about criticism or failing. They are able to comprehend information more thoroughly and creatively when they are actively involved in it. By bringing together different ideas, encouraging candid communication, and establishing a welcoming

environment for experimentation and creativity, collaborative learning cultivates creativity. It encourages active participation, critical analysis, and idea sharing- all of which are crucial for the growth of creative thinking abilities.

(4)Creative role-playing: It engages the students actively in understanding more subtle aspects of almost all the subjects. Role play helps in vigorous learning of difficult concepts in an easier manner, promotes active engagement and develops essential skills.

(5)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. Sam (2018) (cited in Novak, 1998) describes concept mapping as a powerful cognitive strategy to design lessons that will make teaching and learning effective and goal oriented. The technique of concept mapping was developed by Novak and his research group in 1970's at Cornell University.

(6)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.

(7)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. Assignments, which typically require students to conduct research before writing a response, aid in their independent learning. When they have to change something that already exists, this strategy works well most of the time.

(8)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.

(9)SCAMPER: Bob Eberle created the SCAMPER technique in the early 1970s as a problem-solving and creative thinking tool for pupils. He created SCAMPER to make it easier to remember the various methods one can use to think creatively. It describes a series of thought provoking questions or starters that helps one to rethink a current scenario by adopting new perspectives. It not only encourages in asking seven distinct kinds of questions which helps to generate concepts but it also contributes in improving the ideas by understanding how to innovate and enhance current ideas and concepts. Serrat (2013)

described SCAMPER as a technique based on the notion that much of what is new is a modification of something that already exists.

Table 1:1 SCAMPER Technique:

S	Substitute	It describes to determine other concepts or items.
C	Combine	It describes the process of creating new concepts by merging together dissimilar yet related ideas.
A	Adapt	It describes to rework old concepts to produce new ones.
M	Modify	It describes to alter the current object by increasing or decreasing it.
P	Put to Another Use	It describes to employ an item in a novel-ideally unexpected-concept, circumstance or place.
E	Eliminate	It describes to remove a portion of the current object in order to improve it or assess the effects of removal.
R	Rearrange	It describes to examine alternate purpose, practices or ideas by rearranging or reversing the current circumstance, order or ideas.

(10)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.

(11)Games: Games can be useful in the process of thinking because students are very curious and interested in games. By these 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.

(12)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).

(13)Discussion: It is an unstructured, cooperative exchange of ideas between students and a teacher with the aim of fostering student's creative thinking in the areas of comprehension, problem solving, understanding or literary appreciation.

(14)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.

(15)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.

(16)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.

(17)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 techniques, the researcher has incorporated some of the techniques to develop a strategy as per the need of the topic through the teaching of English.

1.12.0 ENGLISH LANGUAGE

English being a global language is a wonderful innovation that can connect each other and enlarge our 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. It now serves as a representation of people's desire for high quality education and increased engagement in both domestic and global society. A language is a subject that emphasizes skills with two folds one that is practical and the other is creative. It is rightly put by NCERT (2019) that language is connected to thought processes and how they materialize in writing and speech due to wide exposure. It has a major role in how learners absorb new ideas. As a result, students acquire concepts and a deeper grasp of how language is employed while conveying their interpretations and built meanings. The school must create an atmosphere where students are motivated to

investigate ideas, evaluate and arrange data, solve issues, offer answers, and articulate their own opinions. The method ought to encourage reciprocal engagement between educators and students.

The Secondary Education Commission (1952-53) suggested that English instruction must be made mandatory in the secondary school curricula. 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. English is taught as the predominant language from primary school onwards and as a medium of instruction in the state board and central board affiliated schools since primary stage. This has given students an opportunity for self-discovery, express their thoughts, feelings and emotions through creative exercises which trigger their aesthetic sense and spark creative thinking.

1.13.0 TEACHING OF ENGLISH

Teaching of English becomes effective only when the integration of a multifaceted approach that fosters students' linguistic, critical thinking and creative thinking takes place. Lakhera (2021) defines the process of teaching is using variety of teaching techniques. The strategies used in the classroom have a big impact on how students learn. A suitable teaching strategy aids in achieving the goals of language instruction in order to provide the desired learning result. The approaches of teaching languages have undergone significant transformation over time. An enormous change from the grammar translation approach to the direct method and later to the audio lingual method and bilingual method has emerged throughout the history of English Language Teaching in India.

Since the inception of English language, various ideologies of teaching English language have been practiced. Teachers who practiced Grammar Translation technique only used black board as an appropriate medium for teaching English language nuances and communication abilities. Later in classroom where teachers dominated instruction and practiced drill and overhead projectors serve as a medium. 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 material and students passively listened to lectures. This made the learners involvement minimum in the learning process as it emphasizes the practical application of English. Several issues were attached to it which led to another direct method called Audio Lingual Method which aids to teach language by audio visual aids. Its basic principle is that the learners should engage direct thinking in the target language. The following are the main goals

for English instruction in schools as stated by the National Council of Educational Research and Training (NCERT):

- **Communication Skills Development:** To give pupils the ability to speak clearly both orally and in writing. This involves having the capacity to comprehend and communicate concepts in a clear, accurate, and fluid manner. The goal of Proficiency in Listening, Speaking, Reading, and Writing (LSRW) is to assist students in acquiring good English language abilities in speaking, listening, reading, and writing. These abilities are necessary to comprehend and use the language in a variety of settings.
- **Critical Thinking and Comprehension:** To develop students' capacity for text analysis, interpretation, and critical evaluation while enhancing their analytical thinking and comprehension abilities.
- **Understanding of Literature and Culture:** To foster a passion for literature by introducing students to a range of literary works and genres, so assisting them in appreciating the aesthetic and cultural significance of language.
- **Development of Cognitive and Creative Abilities:** To improve students' capacity for original thought by fostering logical and creative thinking in them through talks, writing, and other language-based activities.
- **Functional Use of English:** Emphasizing real-world and practical language applications, this course aims to empower students to use English as a communication tool and as a tool for learning other disciplines.

The goal is to prepare students for a globalized society where English is a vital language of contact and to encourage multilingualism by raising understanding of how English works with other Indian languages. These goals are in line with education's more general objectives, which include encouraging students' creativity, intellectual growth, and intercultural understanding.

In the present day, the development of students' language content, objectives and learning activities is the main focus of English language instruction. Novel approaches to the teaching of English language like Interactive approach is an effective interactive methodology that helps to increase confidence and leads to successful language learners. Throughout the teaching process, the students get to appreciate the language that is used to engage and communicate with each other. This interactive approach is related to the real use of language where the teaching styles are brainstorming, think pair and share, buzz session, incident process. 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 where self-expression is given the least chance. The students learn answers, essays and replicate them in the examination. The teacher sets the parameters for the work which needs minimal support of novel concepts and ways of thinking leading lesser scope for creative expression. 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.

1.14.0 SCOPE OF CREATIVITY IN TEACHING OF ENGLISH

Language is a methodical way to express ideas and emotions. It is impossible to exchange creative ideas without the development of original and flexible concepts. The eruption of new thoughts and feelings is creativity and language is the essence of creativity which makes it meaningful. (Eragamreddy, 2013) The goal of creative thinking is to help students become more adapt in divergent thinking, or coming up with multiple solutions to a given problem. The foundation of exercises meant to enhance divergent thinking is indicated by the four important categories. Attempting to come up with solutions that approach the issue from a new angle promotes adaptability. While trying to come up with an idea that no one else will have is meant to inspire originality and this promotes clarification. Encouraging pupils to be creative means letting them solve challenges and express themselves in fresh, relevant ways. The finest learning occurs when students are actively involved in creating and achieving goals and creatively connecting knowledge to real-world experiences. Students gain competence by immersing themselves in discipline-specific problems. Putting aside creativity, we all know that asking questions, coming up with solutions, transferring data to unique and personal concepts, and sharing findings all aid in students' learning. How much more advantageous it is to identify issues and provide solutions that encourage creative thinking, as well as to provide students with skills to communicate innovative thinking.

Secondary school is a time of significant identity formation and physical formation which is the also the time of yearning vibrancy and vitality. As logical thinking and abstract reasoning become more developed, students become deeply involved in both creating and comprehending knowledge. Adolescents are dealt in the secondary school. It is a crucial period as they are developing a sense of self which is associated with both learning to navigate the social and psychological expectations of young adulthood with the psychological changes. They require social and emotional support since encountering peer pressure, and

learning new skills are necessary to deal with harmful situations in their lives and reinforcement of positive behaviour norms. Lack of this kind of assistance may cause misunderstanding and uncertainty over these adjustments which may have an impact on their extracurricular and academic pursuits. These adolescents require opportunities to acquire innovative and fruitful work abilities. NCF (2005) mentions that the planning of teaching and learning activities in the classroom should take into account the varied needs of learners. Secondary school students should be enhanced with creative thinking because it equips them with essential skills for the future. Creative thinking fosters problem-solving abilities, adaptability, and innovation—qualities that are increasingly valued in today's fast-changing world. It encourages students to think beyond conventional boundaries, express themselves uniquely, and approach challenges with confidence and curiosity. Moreover, by nurturing creativity, students become better prepared to tackle complex real-world issues, collaborate effectively with others, and thrive in both academic and personal pursuits. This would become possible only when the teachers can examine positive strategies to teach every child without any biasness. The investigator has used GSHSEB schools for this study, but as of 2019, the Gujarat government has mandated that all students in classes IX and upwards use the NCERT textbooks.

1.15.0 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. Along with problem solving and critical thinking, enhancing creative thinking skill is essential to building a successful profession. 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 current process is examination oriented rather than life or child centred which has created disastrous effects on the creative thinking process. 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 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. Adolescents who possess creative thinking skills are better able to tackle problems from several angles and come up with novel ideas, which help them solve challenges successfully in both academic and practical contexts. Not only that they are more able to adjust to changing circumstances and obstacles. They get skills in accepting change, handling ambiguity, and coming up with creative solutions for problems. Also they can develop self-confidence and a good self-image by thinking creatively and outside the box, as well as by participating in creative activities and developing their sense of accomplishment.

Gujarat is very important in terms of education since it places a strong emphasis on developing skills, encouraging innovation, and providing high-quality education. Gujarat's educational system combines ancient and modern methods, which supports the intellectual and socioeconomic advancement of the state. 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 educational authority in charge of regulating the school system in the Indian state of Gujarat is known as the Gujarat

State authority. The Gujarat Secondary and Higher Secondary Education Board (GSHSEB) is a government body that oversees advancement, control, and encouragement of secondary and post-secondary education in Gujarat. The researcher has taken the students of standard IX as they 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.

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.

1.15.1 Research Questions

1. Whether creative thinking can be enhanced through teaching of English?
2. What are the strategies needed to enhance creative thinking through teaching in English?
3. Whether strategy to enhance creative thinking would affect the achievement of students in English?

1.16.0 STATEMENT OF THE PROBLEM

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

1.17.0 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.

1.18.0 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.

H₀1: There is no significant difference between the mean fluency score of the experimental group and the control group.

H₀2: There is no significant difference between the mean flexibility score of the experimental score and the control group.

H₀3: There is no significant difference between the mean originality score of the experimental group and the control group.

H₀4: There is no significant difference between the total mean score of creative thinking of the experimental group and control group.

H₀5: There is no significant difference between the post test scores of achievement test in English of the experimental group and control group.

1.19.0 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.

1.20.0 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.

Achievement Test in English: Achievement test in English is the score obtained by the students who were taught through the developed strategy.

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.

1.21.0 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.

1.22.0 ORGANISATION OF THE CHAPTERS

The current study follows the below listed organisation of chapters.

Chapter I deal with the introduction, conceptual framework, need and significance of the creative thinking. It also gives the statement of the problem, objectives, hypotheses, procedure of the study, operational definition, explanation of the terms, and delimitation of the study.

Chapter II deals with the account of work done to review the related literature. It includes studies related to the area of creative thinking, thinking skills and teaching of English and implications of the reviews researched for the present study.

Chapter III deals with the details of methodology adopted for the present study. It includes the method adopted, population and sample, sampling technique used development of the model and strategy, and development of tools for data collection.

Chapter IV deals with analysis and interpretation of collected data.

Chapter V deals with the findings, conclusion, educational implication of the study and suggestions for further research.