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APPENDICES

APPENDIX I



Centre of Advanced Study in Education (CASE)

Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara- 390002

REQUEST LETTER TO PROVIDE STANDARDISED BAQER MEHDI'S CREATIVE THINKING SCALE

To,

Date:

The Librarian,
Department of Education and Psychology,
The Maharaja Sayajirao University of Baroda,
Vadodara, Gujarat

Subject: Request to provide standardized Baqer Mehdi' Creative Thinking Scale

Respected Ma'am,

With all respect, I am Asha M. Mathew, Ph.D student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Gujarat. My Ph.D topic is **“Enhancement of Creative Thinking among Standard IX students through Teaching of English.”** The study is under the guidance of Prof. Ashutosh Biswal, Head and Dean of the Department of Education at Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat.

I request you to provide me with the standardized Baqer Mehdi's Creative Thinking Scale for my research work. As an investigator, I guarantee that the scale will be used solely for the research work and it would fulfill my criteria of the study.

Yours Sincerely,

Asha M. Mathew
(Ph.D Student)

APPENDIX II

**Centre of Advanced Study in Education (CASE)**

Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda,
Vadodara- 390002

PERMISSION LETTER TO CONDUCT RESEARCH IN STANDARD IX

To,

Date:

The Principal,
University Experimental School,
The Maharaja Sayajirao University of Baroda,
Vadodara, Gujarat

Subject: Grant Permission to Conduct Research in Standard IX of your School.

Respected Ma'am,

With all respect, I am Asha M. Mathew, Ph.D student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Gujarat. My Ph.D topic is **“Enhancement of Creative Thinking among Standard IX students through Teaching of English.”** The study is under the guidance of Prof. Ashutosh Biswal, The Head and Dean of the Department of Education at Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat.

For this study, I want to conduct an experimental study in standard IX. The experiment is intended to develop creative thinking skills among students through teaching of English. As an investigator, I need to conduct classes in the academic year 2023-24 for implementation of this study. The detailed structure of the classes will be discussed and as per the feasibility of the school, the investigator is going to implement the strategy.

Kindly grant me the permission to conduct research in your school. I assure you that the findings of the study will be used solely for research purposes.

Yours Sincerely,

Asha M. Mathew

(Ph.D Student)

APPENDIX III

Ms. Asha M Mathew
Research Scholar,
Department Of Education, CASE
Faculty of Education & Psychology,
The Maharaja Sayajirao University of Baroda,
Vadodara.Gujarat

Date:

The Principal,
Vidyakunj High School,
Muj Mahuda,
Vadodara.Gujarat

Subject: Request for permission to conduct the Pre-test and Post-test in your school under the Phd Research during the academic year 2023-24

Respected Ma'am,

I am Asha Mathew, pursuing Ph. D., on 'Enhancement of Creative Thinking Among Standard IX students Through Teaching of English' under the guidance of Prof. Ashutosh Biswal, Professor in Education, Department of Education, Faculty of Education & Psychology, The Maharaja Sayajirao University of Vadodara. As a part of my study, I need to collect data by conducting pretest and posttest on Grade 9 students during the academic year 2023-24. I assure you that the collected data will be kept confidential and used only for the research purpose.

Kind request to grant me permission for the data collection in your school.

I hope your kind support and cooperation in this regard.

Thanking you with regards.

Yours Faithfully,

Asha Mathew
Research Scholar

Prof. Ashutosh Biswal
Guide

Prof. Ashutosh Biswal
(Head of Dept.)

Prof. Ashutosh Biswal
(Dean of the Faculty)

APPENDIX IV

LIST OF EXPERTS FOR VALIDATION OF TOOLS

Sr. No.	Name of the Expert	Designation & Official Address
1.	Dr. Bhavin Chauhan	Professor at the Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Gujarat
2.	Dr. R.L. Madhavi	Assistant Professor at the Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Gujarat
3.	Dr. Denni Mammen	Assistant Professor at the School of Science, Navrachana University, Baroda, Gujarat.
4.	Dr. A.V. Vijayalakshmi	Assistant Professor at the Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Gujarat.

APPENDIX V

Confidential

Dr. BAQER MEHDI**T C W**

M. A. (Columbia), Ph.D. (Alig.)

Professor of Education

N.C.E.R.T., New Delhi- 110 016

T.M. No. 458715

Name - _____ Age- _____

Class- _____ School/College- _____

Father's/ Guardian's Name- _____ Occupation- _____

Home address- _____ Date- _____

GENERAL INSTRUCTIONS

In this booklet you will find mentioned some interesting problems which will require the use of your thinking ability and imagination to solve them. The purpose is to see how quickly and imaginatively you can think under situations which require novel ways of dealing with them. Read each problem carefully and apply your best thinking in giving the responses. Write your responses either in English or in your mother tongue. Responses have to be given briefly but clearly in the space provided under each problem. Give a serial number, to each of your responses. There are no right or wrong responses to any of these problems. Therefore use your imagination to think of as many responses as you can.

The problems are divided into Four Activities. Each Activity is separately timed. Within the time-limit for each Activity, you may work on the different problems according to your speed. When you finish one problem, go to the next. If necessary, you may return to the previous one again for any addition you would like to make. Remember that you have not to go the next Activity until the time for the first Activity is over and you are told to proceed further.

At the end, you will be given *5 minutes extra* time, which you may use at any problem of any Activity in which you want to do additional work.

Please do not omit any problem.

Estd.: 1971

Phone: 63551

National Psychological Corporation

4/230 KACHERI GHAT, AGRA- 282 004 (INDIA)

[2]

*Activity: 1***What will happen, if.....*****DIRECTIONS:***

1. On this and the next page, you have been given some situations which will appear to you impossible. You have to think what would happen if such situations actually arise.
2. Give as many ideas as may come to your mind but try to think as many novel ideas as you possibly can. Ideas which you think no one else might have thought of what would be the best. Write your responses in the space provided for.
3. You will be given 15 MINUTES for this activity. After every five minutes you will be told the time so that you may move on to the next problem in the activity.

An example has been given which will help you to know what you have to do.

EXAMPLE :-

QUESTION- What will happen if birds and animals start speaking like man?

RESPONSES:

- i) This world will change into a different kind of society.
- ii) New leaders will emerge from amongst the animals.
- iii) It is possible that a donkey will become our leader.
- iv) It is also possible that he becomes our prime minister.
- v) Men may confide their secrets to their animal friends, etc.

PROBLEMS:-

1. What will happen if man flies like birds?

[3]

2. What will happen if your school is put on wheels?

3. What will happen if man does not require any food to eat?

[4]

*Activity: 2***NOVEL USES OF THINGS*****DIRECTIONS:***

1. On this and the next page, you have been given names of certain things which could be used in many different ways. You have to think in how many different and new ways the things may be used.
2. Write as many uses as you can, but do try to think also those which are novel, that is, those which you think no one else might have thought of.
3. You will be given 12 MINUTES for this activity. After every four minutes you will be told the time so that you may move on to the next item in the activity.

Below is given an example which will help you to know what you have to do.

EXAMPLE: - News-paper

- Uses:*
- i) To read the news.
 - ii) To make paper toys.
 - iii) To get protection from the sun.
 - iv) To wrap something.
 - v) To cover a dirty place; etc.

PROBLEMS:-

1. Piece of stone

[5]

2. Wooden stick

3. Water

[6]

*Activity: 3***SIMILARITIES*****DIRECTIONS:***

1. On this and the next page, you have been given pairs of words which can be related to each other in many different ways. You have to think how many different and new ways are they related.
2. Write as many relationships as you can, but also try to think those which are novel, that is, those which you think no one else might have thought of.
3. You will be given 15 MINUTES for this activity. After every five minutes you will be told the time so that you may move on to the next problem in the activity.

An example has been given which will help you to know what you have to do.

EXAMPLE: - Man and animal

- RELATIONSHIP:*
- i) Both have life.
 - ii) Both need food and water.
 - iii) Both are afraid of enemy.
 - iv) Both can fall ill.
 - v) Both have the experiences of feeling cold and hot, etc.

PROBLEMS:-

1. Tree and House
-

[7]

2. Chair and Ladder

3. Air and Water

SCORING SHEET

T C W

ACTIVITY I			
	FLUENCY	FLEXIBILITY	ORIGINALITY
Item 1.	_____	_____	_____
Item 2.	_____	_____	_____
Item 3.	_____	_____	_____
Total	_____	_____	_____
ACTIVITY II			
	FLUENCY	FLEXIBILITY	ORIGINALITY
Item 1.	_____	_____	_____
Item 2.	_____	_____	_____
Item 3.	_____	_____	_____
Total	_____	_____	_____
ACTIVITY III			
	FLUENCY	FLEXIBILITY	ORIGINALITY
Item 1.	_____	_____	_____
Item 2.	_____	_____	_____
Item 3.	_____	_____	_____
Total	_____	_____	_____
ACTIVITY IV			
	FLUENCY	FLEXIBILITY	ORIGINALITY
Item 1.	_____	_____	_____
SCORE SUMMARY			
	FLUENCY	FLEXIBILITY	ORIGINALITY
Activity I	_____	_____	_____
Activity II	_____	_____	_____
Activity III	_____	_____	_____
Activity IV	_____	_____	_____
Grand Total			

ORIGINALITY SCORING FOR RESPONSES NOT MENTIONED IN THE RESPONSE LIST

For any novel response not mentioned in the response list given in the manual, first of all briefly note it down in the space provided below giving the number of the activity and the item to which it belongs. Then, after you have scored all the test scripts, give it a score according to the scheme given in the manual and note the score in the appropriate column in the Scoring Sheet. In all probability, there will be very few such responses.

Activity	Item	Response	Originality Score

APPENDIX VI**ACHIEVEMENT TEST**

SUBJECT: ENGLISH
TIME: 1 Hr

GRADE: IX
MARKS: 30

Q.1 Read the passage and answer the following questions given below: 4

Poverty, hunger, disease and war are man's greatest enemies and the world would be an infinitely better place if the powerful nations spend half as much money and effort in solving these problems as they do for the space race. For the first time in the history, man has the overwhelming technological resources to combat human suffering yet he squanders them on meaningless pursuits. If a man deprived himself and his family of food in order to buy and run a car, we would consider him mad. Individuals with a limited budgets usually get their priorities right. They provide themselves with necessities before trying to obtain luxuries. Why can't great nations act in the same sensible way? Let us put our house in order first and let space look after itself.

1. What are the man's greatest enemies?
2. Who would be considered mad?
3. Find words from the passage, which means the following :
 - a. plight
 - b. to spend money extravagantly
4. Give the adjective forms of humanity, family.

Q.2 You are Amit/Amisha Gupta, recently you had visited Statue of Unity record your observation of visiting in a diary entry form. 3

OR

Write a report on KBC audition held in your school.

Q.3 Write a notice on seminar to be held for the precautions to be taken for the Conjunctivitis Eye Flu in your school. Assuming yourself as Health Representative of your school. 3

Q.4 Rectify the errors in the passage: 3

		Errors	Corrections
With the little girl he was a figure	1.		
to fear and avoided. Every morning	2.		
after going to work he came into her room	3.		
But gave her a casual kiss, to which she	4.		
Response with " Goodbye, father and	5.		
Oh, there was a glad sense of relief.	6.		

- Q.5 Do questions as the following: 4
1. Today Tommy found a real book. (Change the voice)
 2. Most of the teacher discouraged her. (Turn into Negative)
 3. She never looked from that point onwards. (Turn into Affirmative)
 4. I can't tolerate his attitude, can I? (By using auxiliary verb from the given sentence)
- Q.6 Convert the following into Indirect Speech: 3
- “Well, Kezia, hurry up and pull off these boots and take them outside. Have you been a good girl today?”
“I d-d-don't know, Father.”
“You d-d-don't know?”
- Q.7 You have started spoken English classes along with the abacus in your society. Prepare an advertisement for the same. 4
- Q.8 Write an essay on any one of the following: 6
1. India as a Vishvaguru
 2. G20 summit
 3. Chandrayaan- 3 Success

APPENDIX VII**ACHIEVEMENT TEST****UNIVERSITY EXPERIMENTAL ENGLISH MEDIUM SCHOOL****SECOND TERM EXAM: 2023-24****Grade: IX****Marks: 50****Subject: English****Time : 2 Hr**

Section A

- Q1. Read the following passage and select the most appropriate answer for the questions given below: 4**

Within twelve months Santosh found herself a member of an Indo – Nepalese Women's Expedition that invited her to join them. She then scaled the Everest a second time, thus setting a record as the only woman to have scaled the Everest twice, and securing for herself and India a unique place in the annals of mountaineering. In recognition of her achievements, the Indian government bestowed upon her one of the following of the nation's top honours, the Padmashri.

Describing her feelings when she was literally 'on top of the world' , Santosh has said " It took some time for the enormity of the moment to sink in....

Then I unfurled the Indian tricolour and held it aloft on the roof of the world. The feeling is indescribable. The Indian flag was flying on the top of the world. It was truly a spiritual moment. I felt proud as an Indian."

- i.** of her first scaling of Mt. Everest, Santosh could scale Mt. Everest the second time.
- a) After twelve months.
 - b) Within twelve months
 - c) Before period of one year
 - d) Both 'B' and 'C'
- ii.** The meaning of 'annals' here is
- a) a periodic journal.
 - b) happening every year.
 - c) before a period of one year.
 - d) All of these.

- iii. The phrase 'bestow upon' is....
 a) bless with
 b) assigned
 c) give something as an honour or gift
 d) All of the above
- iv. What is termed as 'a spiritual moment' by Santosh?
 a) The moment when Santosh had an idea of becoming mountaineer.
 b) Seeing Indian flag hoisting.
 c) Receiving Padmashri.
 d) All of the above.

Q2. Answer the questions in five to six sentences each: (Any 3) 6

- i. How does Maria discuss about her childhood?
 ii. In what ways Santosh was different from the other girls of her village?
 iii. Describe Kathmandu's busiest streets visited by Vikram Seth.
 iv. Describe in brief about Abdul Kalam's childhood friends.

Section B

Q3. Answer the questions in four to five sentences each: 4

- i. How does the poet suggest that all people on earth are the same?(No Men Are Foreign)
 ii. Beneath all uniforms..." What uniforms do you think the poet is speaking about?

OR

- i. What is the snake trying to escape from?

Q4. Choose the correct Figures of speech used in the following lines: 2

- i. 'The bleeding bark will heal'.
 a) Simile
 b) Enjambment
 c) Personification
 d) Repetition
- ii. 'He is harmless even to children'.(Write the figures of speech and explain)

Q5. Answer the questions in five to six sentences each : 4

Describe the pulling out of the roots and the various processes of withering and dying of a tree after it.(On Killing a Tree)

OR

Compare and contrast the atmosphere in and around the Baudhnath shrine with that in the Pashupatinath Temple.

Section C

Q6. Identify the incorrect word and write the correct word. **2**

		Error	Correct ion
My day begins on five O'clock in the morning	Eg	On	At
It has been so since the last forty years	i.		
except for the two years of which I was	ii.		
very ill. I wake up at the sound of an	iii.		
alarm clock bought at 1952.	iv.		

Q7. Punctuate the following passage: **2**

he told me as if thinking aloud abdul i know you have to go away away to grow
does a seagull not fly across the sun alone and without a nest

Q8. Convert the following Direct Speech into Indirect Speech: **2**

- i. Mary said to Alex, "Why are you going to school?"
- ii. She said, "I went to the shopping centre."

Q9. Do as directed: **4**

- i. He was too old to play with such toys. (Remove ' too')
- ii. Every child is born with some inherited characteristics. (Turn into negative)
- iii. Shaun will buy the gifts for the party. (Change into passive voice)
- iv. He is an excellent student and a top athlete of the school. (Use not only.....but also..)

Section D

Q10 You are Meet/Maitri Gupta, from Preet Vihaar, South bloc, Delhi. Write a letter to your younger brother , advising him to take care of his health. **4**

OR

Write a diary entry about the webinar you attended about ' Pariksha Pe Charcha ' by Prime Minister.

Q11 You are Poojan/ Pooja Sharma headboy/headgirl of your school. Write a notice about a seminar to be held about 'Consumer Awareness' on World Consumers' Day on 15th March. **4**

OR

Prepare a report for the Republic Day Speech given by the head of your school.

Section E

- Q12** Write a letter to the commissioner of your town complaining about the frequent thefts and robbery in your town. **5**
- Q13** Write an essay on the following topics in 100-150 words: (Any 1) **7**
- a) Corona warriors
 - b) Dr. Abdul Kalam: my ideal
 - c) Science: Friend or enemy

APPENDIX VIII
REACTION SCALE

<p>Dear Students,</p> <p>This is a reaction scale for the strategies through which you were taught English. Here, a few statements related to the strategy are given to you and you have to put a tick mark on the suitable place in 5 point ratings against each statement to show your reflection for the particular statement. Your reflection will be helpful for the improvement of those strategies in future. Feel free to give your responses as your responses will be kept confidential and will be used for research purpose only.</p> <p>Abbreviation used: SA- Strongly Agree, A- Agree, UD- Undecided, DA- Disagree, SDA- Strongly Disagree.</p>						
No.	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		SA	A	UNA	DA	SDA
1.	I liked teaching of English through the strategies.					
2.	Teaching through these strategies is interesting than regular classroom teaching.					
3.	Teaching through these strategies helped me to understand English better.					
4.	SCAMPER questions helped me a lot to think out of the box.					
5.	Working in group during brainstorming was interesting.					
6.	I liked the activities used to make better understanding.					
7.	We can have variety of ideas for a problem when we work in the group.					
8.	I liked the way in which we relate creative ideas to solve the problems.					
9.	Presentation of ideas in front of the class improved my communication skill.					
10.	The strategies used to teach the content helped us to think creatively.					
11.	We are encouraged to share our experience related to concerned topic in the classroom.					
12.	Concept mapping is a good way to summarize and conclude the concept.					
13.	Sufficient time was provided to think in the group.					
14.	I am able to think creatively whenever I have to solve a problem.					
15.	I liked the teaching of English through activities in the classroom.					

16.	I liked the discussion generated while generating creative ideas.					
17.	The strategies helped me to think differently while solving a problem.					
18.	Brainstorming helped me to think beyond the textbook to enhance creatively.					
19.	We are always encouraged to think beyond the textbook in the teaching of English.					
20.	It created a creative environment in the class.					

APPENDIX IX**UNIT- 6 MY CHILDHOOD****PRIMARY INFORMATION**

Name of the teacher:	Asha M. Mathew
Name of the school:	University Experimental School
Class:	IX
Subject:	English
Unit:	My Childhood
Date:	16.10.2023
Entry Behaviour:	Students have prior knowledge about the Missile Man of India, APJ Abdul Kalam.
General Objectives:	<ol style="list-style-type: none"> 1. Students will be able to think creatively. 2. Students will be able to think critically. 3. Students will be able to create the scenes in the storyboarding. 4. Students will be able to analyse the importance of different scenes in the storyboarding.
Method:	<ol style="list-style-type: none"> 1. Direct Method 2. Communicative Language Teaching (CLT)
Media:	<ol style="list-style-type: none"> 1. Blackboard 2. Storyboard
Approach:	<ol style="list-style-type: none"> 1. Integrated Approach

UNIT PLAN – OVERVIEW**UNIT-6 MY CHILDHOOD**

Topic	Sub-Topic	No. of Periods	Teaching Learning Activity
My Childhood- APJ Abdul Kalam	His Family & Friends	1	Reading Concept Formation
	His School life	1	Reading Brainstorming

			Discussion
	His Teachers	1	Reading Brainstorming Discussion
	Textual Question & Answers	1	Discussion Writing
	Thinking About Language	1	Speaking Writing

LESSON PLAN-1

TOPIC: My Childhood – APJ Abdul Kalam

SUB TOPIC: His Family & Friends

SPECIFIC OBJECTIVES:

1. Students will be able to read and understand the story.
2. Students will be able to identify creative and critical characteristics of the story.
3. Students will be able to make inferences based on the reading.

PREVIOUS KNOWLEDGE:

Students have grade level comprehension skill

TEACHING AIDS:

1. Blackboard

REFERENCE MATERIALS:

NCERT Publication- Beehive, Dictionary

SET INDUCTION: (Max 5-7 mins)

The teacher will start the class by a creative icebreaker activity. The teacher will ask students to draw a symbol or a picture that represents their own childhood on a piece of paper.

Students will draw a symbol or a picture.

Students will share their drawings with the class and explain their chosen symbols.

Teacher: By this wonderful discussion, we all are aware that everyone carries one or the other memory in life. The unit we are going to discuss is an extract taken from ‘The Wings of Fire’ written by our former late president and scientist APJ Abdul Kalam.

So in this unit, we are going to discuss and learn about Abdul Kalamji’s Childhood, his family and friends.

PROCEDURE: (Max 25 min)

Teacher’s activity	Students’ expected activity	Evaluation	Expected Time Taken
Teacher asks the students to read the story silently underlying the important points. (Para 1 to 5 /Pg. 68-	Students read silently and underline the important key points of the story while reading.	Observation	10 mins

70) I was born into a middle class---would tell the children in our family.			
<p>Teacher divides the students into small groups (3-5 students per group) having face to face interaction. Each group is given chart to write the Enumerating/listing, Interpretation/identifying and Application/Supporting points of the story.</p> <p><i>What are the characteristics of Jainulabdeen and Ashiamama?</i></p> <p><i>What were the socio economic and emotional environments of his friends?</i></p> <p><i>Now, imagine what would happen if everything is shut again due to epidemic.</i></p>	<p>Students work in the group actively and share their ideas and write them on the chart provided in three columns. (Enumerating, Interpretation, Supporting)</p> <p><i>Students organise and classify the main key points in the respective columns.</i></p> <p><i>Students are engaged into creating the supporting and verifying the predictions.</i></p>	<p>Chart work</p> <p>Listing Creating Defending</p> <p><i>How was the time of war managed by the people then?</i></p>	10 mins
<p>CLOSURE: (Max 5- 7mins)</p> <p><i>Teacher will ask each of the group to present their work in front of the class. Students will present their chart work to the entire class enhancing their concept formation.</i></p>			
<p>HOMEWORK/ HOME ASSIGNMENT:</p> <p><i>Write the main key points of the chapter in the Notebook.</i></p>			

LESSON PLAN-2			
TOPIC: My Childhood – APJ Abdul Kalam			
SUB TOPIC: His School Life			
SPECIFIC OBJECTIVES: 1. Students will be able to read and understand the story. 2. Students will be able to identify creative and critical characteristics of the story. 3. Students will be able to make inferences based on the reading.			
PREVIOUS KNOWLEDGE: Students have grade level comprehension skill			
TEACHING AIDS: 1. Blackboard			
REFERENCE MATERIALS: NCERT Publication- Beehive, Dictionary			
SET INDUCTION: (Max 5-7 mins) The teacher will start the class by a <i>Brainstorming activity</i> . The teacher will ask questions related to the completed portion. <i>How would you manage if war broke out?</i> <i>What is the best outcome you can think of in time of adversities?</i> <i>How can we prioritize our needs in a difficult situation?</i> The students respond to the questions creatively.			
PROCEDURE: (Max 25 min)			
Teacher's activity	Students' activity	expected	Evaluation
			Expected Time Taken

<p>Teacher asks the students to read the story silently underlying the important points. (Para 6- 11/Pg. 70-74) One day when I was in the fifth standard----for they have their own thoughts.</p> <p>Difficult word meanings are discussed and the underlined in the text for better understanding.</p>	<p>Students read silently and underline the important key points of the story while reading.</p> <p>Making notes on the difficult vocabulary used in the lesson and write the meanings for better learning.</p>	<p>Observation</p> <p>Note Taking</p>	<p>10 mins</p>
<p>Teacher divides the students into small groups (3-5 students per group) having face to face interaction. Each group is given chart to write the Enumerating/listing, Interpretation/identifying and Application/Supporting points of the story.</p> <p><i>What are the classifications and attributes given to the school teachers?</i></p> <p><i>Now, imagine what would happen if such social discrimination happens with you?</i></p> <p><i>How would you manage to control the situation?</i></p>	<p>Students work in the group actively and share their ideas and write them on the chart provided in three columns. (Enumerating, Interpretation, Supporting)</p> <p><i>Students organise and classify the main key points in the respective columns.</i></p> <p><i>Students are engaged into creating the supporting and verifying the predictions.</i></p>	<p>Chart work</p> <p>Listing Creating Defending</p> <p><i>How has the time of war changed the mind set of people?</i></p>	<p>10 mins</p>
<p>CLOSURE: (Max 5- 7mins)</p> <p><i>Teacher will ask each of the group to present their work in front of the class. Students will present their chart work to the entire class enhancing their concept formation.</i></p>			
<p>HOMEWORK/ HOME ASSIGNMENT:</p>			

Write the main points of the story in the Notebook.

LESSON PLAN-3

TOPIC: My Childhood – APJ Abdul Kalam

SUB TOPIC: His Teachers

SPECIFIC OBJECTIVES:

1. Students will be able to read and understand the story.
2. Students will be able to identify creative and critical characteristics of the story.
3. Students will be able to make inferences based on the reading.

PREVIOUS KNOWLEDGE:

Students have grade level comprehension skill

TEACHING AIDS:

1. Blackboard

REFERENCE MATERIALS:

NCERT Publication- Beehive, Dictionary

SET INDUCTION: (Max 5-7 mins)

The teacher will start the class by a Brainstorming activity. The teacher will ask questions related to the completed portion.

The students respond to the questions creatively.

PROCEDURE: (Max 25 min)

Teacher's activity	Students' expected activity	Evaluation	Expected Time Taken
Teacher asks the students to read the story silently underlying the important points. (Para 6- 11/Pg. 70-74) One day when I was in the fifth standard----for they have their own thoughts.”	Students read silently and underline the important key points of the story while reading.	Observation	10 mins

<p>Teacher divides the students into small groups (3-5 students per group) having face to face interaction. Each group is given chart to write the Enumerating/listing, Interpretation/identifying and Application/Supporting points of the story.</p> <p><i>What are the classifications and attributes given to the school teachers?</i></p> <p><i>Now, imagine what would happen if such social discrimination happens with you?</i></p> <p><i>How would you manage to control the situation?</i></p>	<p>Students work in the group actively and share their ideas and write them on the chart provided in three columns. (Enumerating, Interpretation, Supporting)</p> <p><i>Students organise and classify the main key points in the respective columns.</i></p> <p><i>Students are engaged into creating the supporting and verifying the predictions.</i></p>	<p>Chart work</p> <p>Listing Creating Defending</p> <p><i>How has the time of war changed the mind set of people?</i></p>	<p>10 mins</p>
<p>CLOSURE: (Max 5- 7mins)</p> <p><i>Teacher will ask each of the group to present their work in front of the class.</i></p> <p><i>Students will present their chart work to the entire class enhancing their concept formation.</i></p>			
<p>HOMEWORK/ HOME ASSIGNMENT:</p> <p><i>Write about the teacher who inspires you the most in your life.</i></p>			

LESSON PLAN-4**TOPIC:** My Childhood – APJ Abdul Kalam**SUB TOPIC:** Textual Question & Answers**SPECIFIC OBJECTIVES:**

1. Students will be able to analyse the textual questions creatively.
2. Students will be able to recognise the main points of the unit.
3. Students will be able to make inferences based on the reading.

PREVIOUS KNOWLEDGE:

Students have grade level comprehension skill

TEACHING AIDS:

1. CHART PAPERS AND MARKERS

REFERENCE MATERIALS:

NCERT Publication- Beehive, Dictionary

SET INDUCTION: (Max 5-7 mins)

The teacher asks students to share a memorable event from their childhood. Also encourages using descriptive language and emotions highlighting early influences, values and personal growth.

PROCEDURE: (Max 25 min)

Teacher's activity	Students' expected activity	Evaluation	Expected Time Taken
Based on the learning from the chapter, My childhood, the teacher uses SCAMPER and explains it as strategy to explore and reimagine the different aspects of the text.	Students work in the group actively and share their ideas and write them on the chart paper.	Chart work	10 mins

<p><i>If Dr. Kalam had grown up in a different country or culture, how might his childhood experiences have changed?</i></p> <p><i>How would have that have impacted his future?</i></p> <p><i>What if Dr. Kalam had combined his interest in science with art or literature? What would his path look like?</i></p> <p><i>What if Dr. Kalam had not faced any struggles in his childhood? How would his journey have been different?</i></p> <p><i>How can the lessons Dr. Kalam learned from his childhood be used to solve modern day issues, like environmental problems.</i></p>	<p><i>Students use the substitute and answer the question.</i></p> <p><i>Students are engaged into combining and modifying to support their answer with points on the chart paper.</i></p> <p><i>Students are engaged into modification and put it into another use in as to explore with more points on the chart paper.</i></p>	Chart work	10 mins
<p>CLOSURE: (Max 5- 7mins)</p> <p>The class present their chart group wise with their main points readings.</p> <p>The teacher instructs to complete the textual question answer of Pg. 72 Part-I & II in the notebook.</p>			
<p>HOMEWORK/ HOME ASSIGNMENT:</p> <p>Write the textual question and answers in the Notebook.</p>			

LESSON PLAN-5			
TOPIC: My Childhood – APJ Abdul Kalam			
SUB TOPIC: Thinking About Language			
SPECIFIC OBJECTIVES:			
1. Students will be able to develop understanding of the language structure, vocabulary and grammar through the text.			
2. Students will be able to enhance their ability to interpret and use idiomatic expressions, phrases and figurative language.			
3. Students will be able to enhance the creative use of the language by applying phrases and expressions in different contexts.			
PREVIOUS KNOWLEDGE:			
Students have grade level grammatical and communication skill			
TEACHING AIDS:			
1. White board and Marker			
REFERENCE MATERIALS:			
NCERT Publication- Beehive, Dictionary			
SET INDUCTION: (Max 5-7 mins)			
The teacher introduces by the POWER OF WORDS to students			
Discuss how certain phrases can express complex ideas or emotions in just a few words.			
<i>The students brainstorm for exploring idiomatic expressions and languages used in the lesson.</i>			
PROCEDURE: (Max 25 min)			
Teacher's activity	Students' expected activity	Evaluation	Expected Time Taken
The teacher divides the class into small groups and asks them to identify idiomatic expressions or unique phrases used in the text and write them on the board.	Students work in the group actively and discuss the meanings and usage of these idiomatic expressions in context.	White Board work	10 mins
The teacher divides the class in small group for SCAMPER to enhance their creative language expression.			

<p><i>Combine two idiomatic expressions to create an entirely new humorous sentence.</i></p>	<p>Students are engaged in combining the idiomatic expressions form into a new humorous sentence.</p>	<p><i>Creative Writing</i></p>	<p>10 mins</p>
<p><i>Reflection on Personal Connection to language- To reflect on a time when a particular phrase or idiom resonated with them.</i></p>	<p><i>Students write a short paragraph describing an incident from their own life when the language helped them express an important feeling or situation.</i></p>		

CLOSURE: (Max 5- 7mins)

The exercises on thinking about language were discussed and students write answers in their textbook.

HOMEWORK/ HOME ASSIGNMENT:

Find and write one more idiom or phrase outside the textbook, explaining its meaning and use it in a creative story of their own in the Notebook.

UNIT- 8 ON KILLING A TREE**PRIMARY INFORMATION**

Name of the teacher:	Asha M. Mathew
Name of the school:	University Experimental School
Class:	IX
Subject:	English
Unit:	On Killing a Tree By Gieve Patel
Date:	25.10.2024
Entry Behaviour:	Students have prior knowledge about the natural elements.
General Objectives:	<ol style="list-style-type: none"> 1. Students will be able to think creatively. 2. Students will be able to think critically. 3. Students will be able to understand the central theme and tone of the poem. 4. Students will be able to analyse the poet's use of imagery and metaphor to convey environmental concerns. 5. Students will be able to foster creative expression through poetry writing and role play.
Method:	1.Communicative Language Teaching (CLT)
Media:	<ol style="list-style-type: none"> 1. Blackboard 2. Audio
Approach:	1. Integrated Approach

UNIT PLAN – OVERVIEW**UNIT-8 ON KILLING A TRREE BY GIEVE PATEL**

Topic	Sub-Topic	No. of Periods	Teaching Learning Activity
On Killing a Tree- Gieve Patel	About the poet Present Condition Stanza 1&2	1	Silent Reading Read Aloud Questioning Discussion
	Environmental Issues Stanza 3 &4	1	Reading Questioning Group Activity Role Play

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LESSON PLAN-1

TOPIC: On Killing A Tree by Gieve Patel

SUB TOPIC: About the poet

SPECIFIC OBJECTIVES:

1. Students will be able to understand the central theme of the poem
2. Students will be able to analyse the poet's use of imagery and metaphor to convey environmental concerns.
3. Students will be able to think creatively about the consequences of deforestation and human interaction with the nature.

PREVIOUS KNOWLEDGE:

Students have grade level understanding about natural destruction.

TEACHING AIDS:

1. Blackboard

REFERENCE MATERIALS:

NCERT Publication- Beehive, Dictionary

SET INDUCTION: (Max 5-7 mins)

The teacher will start the class by a creative icebreaker activity. The teacher begins with a discussion and ask students What they think is needed to kill a tree?

Writing the main points on the board.

The teacher asks their students to close their eyes and visualize for a minute and imagine a large, strong tree. Ask them to think about how long it would take to grow and how difficult it might be to cut it down. Encouraging students to share their viewpoints on this.

So in this unit, we are going to discuss and learn about The Tree and its condition on being killed.

PROCEDURE: (Max 25 min)

Teacher's activity	Students' expected activity	Evaluation	Expected Time Taken
Teacher reads aloud the entire poem in proper tone and rhythm.	Students listen carefully to the teacher and focus on the poem.	Observation	10 mins
Teacher asks the students to recite the poem in proper tone and rhythm.	Students recite the poem with proper intonation and rhythm.	Reading	
Teacher asks students to recite the poem silently.	Students recite the poem silently. (Stanza 1 & 2)		

<p>(Stanza 1 & 2)</p> <p>Teacher asks students their understanding on the poem- emphasis on the key lines to highlight the harsh tone and vivid imagery.</p> <p><i>What image come to mind when you hear “bleeding bark”</i></p>	<p>Students note down the words that stand out- hack and chop/bleeding bark</p> <p><i>Students think creatively and answer the question raised by the teacher</i></p>	<p>Discussion</p>	
<p>Teacher divides the students into small groups (3-5 students per group) having face to face interaction. Each group is given chart to write the Enumerating/listing, Interpretation/identifying and Application/Supporting points of the poem.</p> <p><i>Identify the tone? Highlight the use of imagery? Discuss the poet’s perspective on nature and human destructive role.</i></p> <p><i>Now, imagine what would happen if everything is destroyed in nature, how you would survive.</i></p>	<p>Students work in the group actively and share their ideas and write them on the chart provided in three columns. (Enumerating, Interpretation, Supporting)</p> <p><i>Students organise and classify the main key points in the respective columns on these questions.</i></p> <p><i>Students are engaged into creating the supporting and verifying the destructions caused by humans.</i></p>	<p>Chart work</p> <p>Listing Creating Defending</p> <p>Chart work</p>	<p>10 mins</p>

CLOSURE: (Max 5- 7mins)

*Teacher will ask each of the group to present their work in front of the class.
Students will present their chart work to the entire class enhancing their concept formation.*

HOME WORK/ HOME ASSIGNMENT:

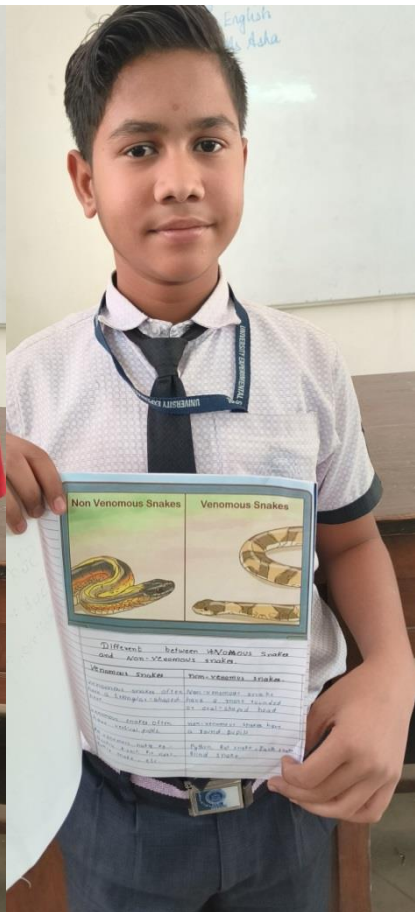
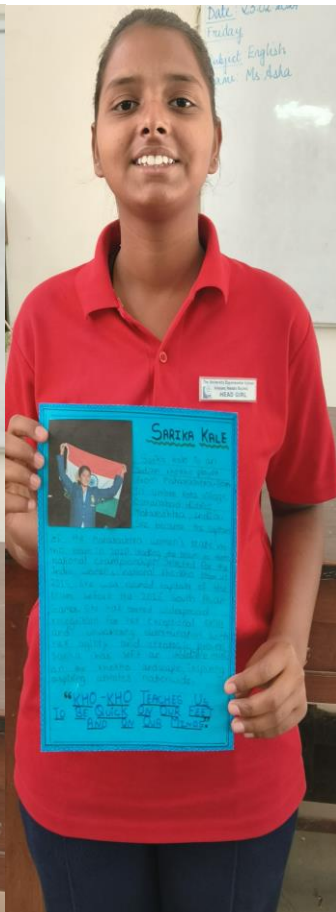
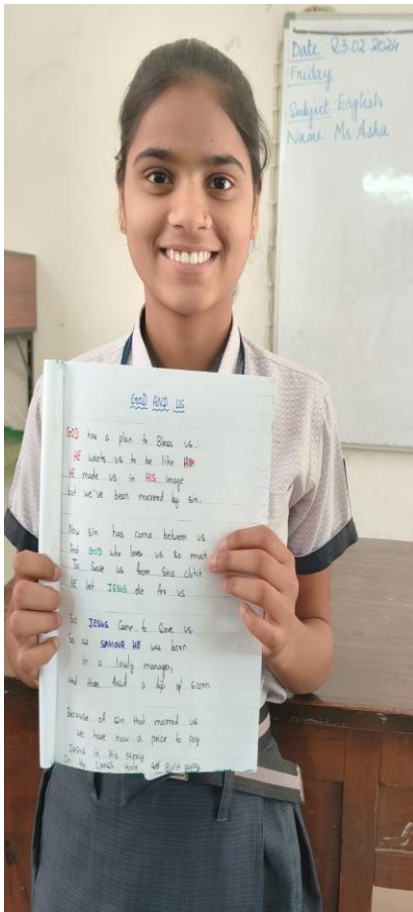
Research on the impact of deforestation and write points in the notebook.

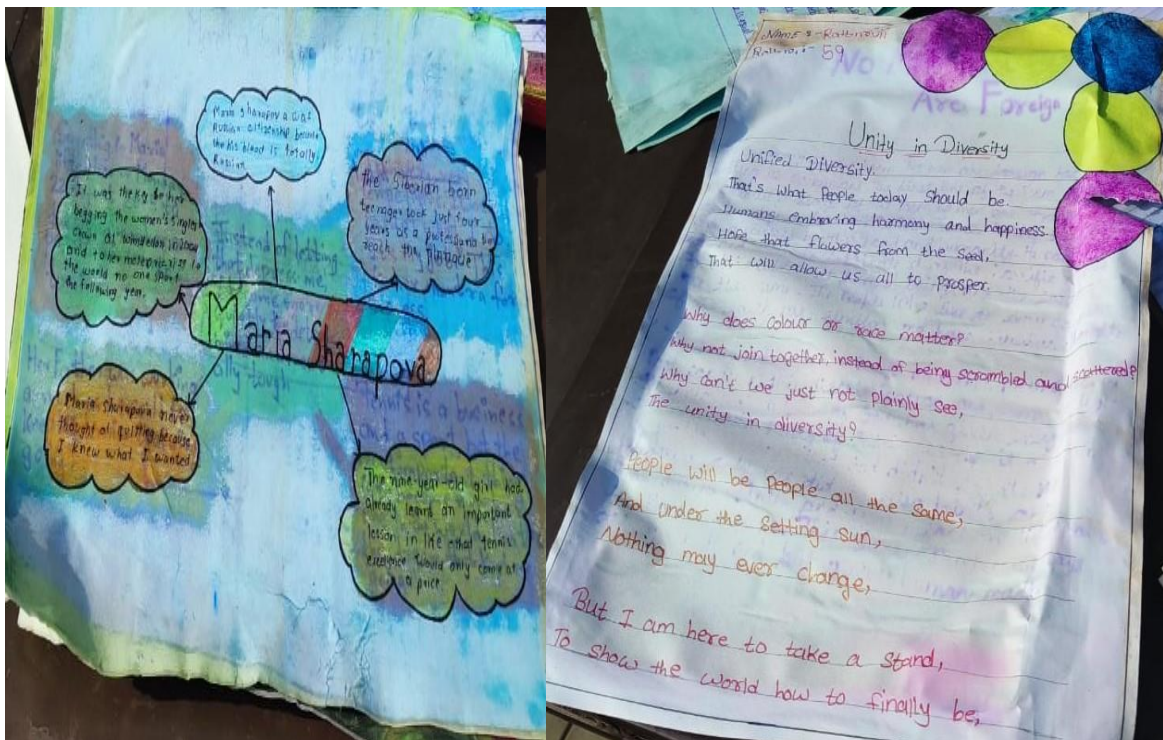
LESSON PLAN-2			
TOPIC: On Killing A Tree by Gieve Patel			
SUB TOPIC: About the poet			
SPECIFIC OBJECTIVES: 1. Students will be able to understand the central theme of the poem 2. Students will be able to analyse the poet's use of imagery and metaphor to convey environmental concerns. 3. Students will be able to think creatively about the consequences of deforestation and human interaction with the nature.			
PREVIOUS KNOWLEDGE: Students have grade level understanding about natural destruction.			
TEACHING AIDS: 1. Blackboard			
REFERENCE MATERIALS: NCERT Publication- Beehive, Dictionary			
SET INDUCTION: (Max 5-7 mins) The teacher starts the class with the discussion on the research work done by the students. Students share their piece of information collected on the impact of deforestation to the entire class			
PROCEDURE: (Max 25 min)			
Teacher's activity	Students' activity	expected	Evaluation
Teacher reads aloud the poem. (Stanza 3 &4) Teacher asks the students to recite the poem in proper tone and rhythm. Teacher asks students to recite the poem silently. (Stanza 3 & 4) Teacher asks students their understanding on the poem- emphasis on the key lines to highlight the harsh theme and imagery.	Students listen carefully to the teacher and focus on the poem. Students recite the poem with proper intonation and rhythm. Students recite the poem silently. (Stanza 3 & 4) Students note down the words that stand out-violent/harsh/methodical /scorching and choking		Expected Time Taken
			10 mins
			Observation
			Reading
			Writing

<p><i>Teacher discusses the poet's perspective on nature and humans' destructive role.</i></p> <p><i>Metaphor of killing a tree as representative of harming the environment.</i></p>	<p><i>Students think creatively and share their viewpoints on human destructive role.</i></p> <p><i>Students ponder their thoughts and share their ideas on it.</i></p>	Discussion	
<p>Teacher divides the students into small groups for Creative Role play and discussion on environmental issues.</p> <p><i>Teacher witnesses the representation of On killing a Tree by students in a creative manner. Each role speaks their line and perspective-how they feel and why they act the way they do.</i></p> <p><i>What message do you get from the life of a tree, its struggles and the forces that try to destroy it?</i></p>	<p>Students work in the group actively and share their ideas and assign characters to the member for creative role play.</p> <p><i>Students act as the tree representing the nature.</i></p> <p><i>The woodcutter representing the human destroying nature.</i></p> <p><i>The earth representing the environment affected by deforestation.</i></p> <p><i>Students are engaged into dramatization which encourages empathy and critical thinking.</i></p>	Role Play	10 mins
<p>CLOSURE: (Max 5- 7mins)</p> <p><i>Teacher will ask each of the group to present their work in front of the class. Students will present their chart work to the entire class enhancing their concept formation.</i></p>			
<p>HOMEWORK/ HOME ASSIGNMENT:</p> <p><i>Create a short poem from the perspective of a tree that is about to be cut down. How does it feel? What does it say to human? Creative Writing</i></p>			

APPENDIX X

A FEW IMAGES REPRESENTING IMPLEMENTATION OF THE STRATEGY





FOSTERING CREATIVE THINKING THROUGH TEACHING OF ENGLISH: INTEGRATION OF STRATEGIES FROM VEDIC PERIOD

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Abstract

The Indian learning and knowledge system have always existed. The traditional knowledge is accepted however the first goal should be to expose these knowledge systems, not as fixes and answers to issues, but rather as alternative perspectives that might be translated into real opportunities for transformation. With the help of creativity thinking skills, one may genuinely push their mind outside their comfort zone and generate ideas and possibilities that occasionally require further investigation. The individuals struggle to think outside of the usual range of approaches, even when they are brainstorming is the need of the hour in today's time. The incorporation of strategies and approaches from the Vedic period is imbibed to improve the creative thinking through teaching of English.

Keywords: Creative Thinking, Teaching of English, Strategies, Vedic Period

FOSTERING CREATIVE THINKING THROUGH TEACHING OF ENGLISH: INTEGRATION OF STRATEGIES FROM VEDIC PERIOD

Education has a significant impact on a person's overall development and encompasses more than academic content. It goes beyond the transmission of academic knowledge, shaping individuals into well rounded, capable and socially responsible citizens. 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) pointed out in its report on the important of education, "The destiny of India is being shaped in her classroom." Hence, by virtue of his/ her profession, it becomes a bound duty of the teacher to mould the personality of the students to meet 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. Learning to learn and the willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner. Indian knowledge system seeks assistance and enables additional research to address current social problems. Ancient educational practices are still relevant in today's time. The application of knowledge and generalisation are made possible by discussion approach. In order to make our curriculum and pedagogy relevant and answer societal issues, there is a need to learn from the past and implement new strategies.

Kothari Commission (1964-66) recommended that educational opportunity at the secondary (and higher) level is a major instrument of social change and transformation. Facilities for secondary education should accordingly be extended expeditiously to the areas and classes which have been denied in the past. 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. Schools and colleges must also expand the definition of what is basic to a quality education. That definition should include the ability to think critically, analyse issues, to formulate solutions to problems and to ask and seek answers to questions.

THINKING SKILLS IN THE TEACHING AND LEARNING OF ENGLISH LANGUAGE

Thinking plays a significant role including beliefs, attitudes their capacity to remember the use of strategies. Thinking skills contribute to the enhancement of communicative competence in learning and this is the need of the hour as students need it particularly in the university when the learning and this is the need of the hour the students need it particularly in the university when learning the English language. Oza (1995) highlights that for nurturing the learning potentials, the school has been regarded as the potent force. Cognitive styles are separate, unique patterns of perceiving and receiving information. Hence, the development of the thinking process becomes the central operating goal which permeates all educational goals. It is the foundation of all other goals.

CREATIVITY

Various scholars have defined creativity in different ways. Following are a few definitions on creative 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 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 Sternberg (2003), 'Creative thinking enables children to capitalise on their strengths and to correct or to compensate for their weaknesses and it allows children to encode material in a variety of interesting ways.

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

Rabanos, (2021) In this 21st century, creativity is considered as one of the most valued learning skills that hold higher order thinking skills based on multiple and post formal

thought concerned with the abilities referred to as deep learning that are involved in the effective and strategic thought.

By considering the definitions of creativity, it can be said that ‘Creative thinking is a form of thinking which a skill that can be is learned helping out in developing various possibilities and experiences using new and unusual transformation of thinking. It is believed that in order to accomplish high level learning the development of creative thinking is crucial.’

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. 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. Students are provided opportunities to look through the text carefully and get greater opportunity for comparisons and evaluation of work done by themselves and others. These experiences help students to develop critical and creative thinking skills which enable them to be independent lifelong learners. Despite the apparent need for the growth of creativity in the curriculum, there is a general propensity for replicating the teaching and learning models as a well as limitations on teacher’s search for techniques to teach creativity which involves minimal creativity development in students and an overabundance of learning.

The teacher draws creative thinking from the child wherein they may stay dormant to recognise and release creative thinking allowing it to flourish in the proper atmosphere. The teacher cannot tell the child how to think but must provide with the freedom, the encouragement and the opportunity to do so. Teachers must put forth every effort to arouse enthusiasm for imaginative thinking, to encourage every creative effort on the part of their pupils. For this, creative learning refers to knowledge built with the active involvement of the subject from its planning to its internalisation characterised by intrinsic motivation, being learner centred, openness of the process and self-evaluation. The development of creative thinking skills is essential for turning creative potential into creative performance. That is if creative skills are deliberately, consciously and voluntarily fostered, each individual will be able to convert his or her creative potential into creative behaviour.

THE INDIAN KNOWLEDGE SYSTEM (IKS)

The development of English education and creative thinking within the IKS indicates a current trend towards more participatory inclusive and student centered approaches that prioritizes critical thinking and creative expressions. In the past, memorization of literary works and rote learning were common components of traditional teaching methods. It was not always encouraged to think creatively because the focus was on following established knowledge rather than coming up with the original ideas. Despite the fact that the current strategy for encouraging English language learning and creative thinking in the Indian

Knowledge System has changed, difficulties still exist. It is still difficult to strike a balance between the promotion of creativity and the requirement for basic linguistic proficiency. Furthermore, although technological integration is advantageous, it must be carefully navigated to guarantee meaningful participation.

The Vedas established the cornerstone upon which Hindu culture and civilization have been constructing over the years. Knowledge is what the Veda signifies. Education at this time was split into two categories: worldly and extra worldly knowledge. This earthly education focused on the social side, while the other earthly education was more cerebral in nature, aiming to bring about salvation. The latter, however, received more attention since education was seen as a way to break free from lifelong servitude. One of the main objectives of education was perfection of the physical, mental and intellectual personality of the student. The interaction between the teacher and the students was friendly and similar to that of a father and son in the Vedic era. Caste, creed, race, or religion was not a factor in education.

However with the passage of time the classroom environments changed and focused teacher centric with limited opportunities for interactive and collaborative learning. Creative conversations and explorations were not as prominent. Formal grammar training used to be emphasised heavily in English language instruction. Although this is a crucial for language competency, it occasionally took precedence over the development of creative expression. The works of Shakespeare, Wordsworth and other canonical authors were introduced to students in the past through a heavy emphasis on classic English literature. The intention behind this exposure was to foster a love of language and creative thinking.

According to Srivastava (2021), the methods of teaching during the period included a) Memorization — Learning the sacred texts by heart is an essential step in studying the Vedas. Repetition and recitation by the teacher and students was important. b) Introspection — This has three steps. The first is Sravana, which means listening to texts recited by the teacher. This is how the student absorbs the teacher's knowledge. The second is Manana, which involves deliberation and reflection. The student what has been taught and what they can learn from it. The third step is Nididhyasana, or meditation. This is the step through which truth is realized and attained. c) Critical Analysis — The students are taught to think critically and come to their own conclusions. Students may even disagree with their teachers and bring them around to their way of thinking. d) Hands-on Learning — Learning by doing was encouraged, especially as many students went into trades later. In areas such as medicine, observation and practice was necessary. e) Seminars — Debates and discussions were held often. Students could discuss topics of interest and put their views forward.

In today's competitive world, the integration of these methods can help children reduce stress and anxiety. Vedic education is more than just an education system, it is a way of living. This focus on all-round personality development is an attractive aspect of Vedic education.

TECHNIQUES TO DEVELOP CREATIVE THINKING

By considering the different models of creative thinking and techniques of creative thinking, and the methods of teaching during the vedic period, the integration of these strategies in the teaching learning process enhances 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.

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, student 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 anti climax 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.

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.

In the present day, teaching of English language classes focus 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. 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. 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.

According to NEP 2020 (National Educational Policy), the main goal of curriculum and pedagogy reform at all levels will be to shift the focus of education from the rote learning

culture that is still prevalent today to actual understanding and learning how to learn. To achieve these crucial objectives, teaching and curriculum will be completely redesigned and reoriented. At every learning level, from early childhood to higher education, particular sets of values and skill sets from various domains will be selected for integration and absorption. To guarantee that these values and skills are ingrained through interesting teaching and learning processes, curriculum frameworks and transaction systems will be created. Each subject's curriculum will be pared down to its most necessary components in order to foster critical thinking and more inquiry-based, holistic, discovery-based, discussion-based, and analysis-based learning. Key ideas, concepts, applications, and problem-solving will be the main topics of the required content. More interactive teaching and learning methods will be used, along with questions being welcomed and a regular schedule of enjoyable, imaginative, cooperative, and exploratory activities for children to engage in deeper, more hands-on learning.

Present day instructional strategies place a strong emphasis on active learning, motivating students to take part in group projects, conversation and activities. This participatory approach fosters creative thinking by providing opportunities for expression and collaboration. Modern methods acknowledge the significance of expanding the curriculum to incorporate a wider variety of materials such as multimedia, nonfiction and contemporary literature. Students benefit from connecting with a range of voices and perspectives. Creative writing is being emphasised more as a means of self-expression and imaginative thinking. Students are encouraged to produce essays, poetry and stories as a way to express their creativity through language. Students are encouraged to analyse, question and interpret text, fostering a deeper understanding of language and literature. In the teaching of English, the use of technology including online platforms and multimedia resources has increased. Through this integration, the learning environment is extended outside of the classroom and expands the learning environment beyond the classroom for creative expression. Project based learning approaches are increasingly used to engage students in real world applications of language skills. This hands approach promotes problem solving and creative thinking.

Modern teaching methodologies often position the teacher as a facilitator rather than an authority figure. This change makes it possible to take a more student centered approach that encourages self-reliance and originality. It illustrates the effectiveness of creative thinking strategies in promoting the creative thought process. In order to foster a supportive and intellectually stimulating learning environment, educators should be able to encourage and mould creative thinking in the pupils. Prospective educators can cultivate the qualities required to inculcate autonomous and critical thinking in themselves and their students by encouraging qualities like curiosity, a research oriented mindset and the capacity to ask questions. Their goal of inspiring and shaping creative minds depends on their constant search of knowledge and use of these techniques.

Integration of the strategies from the past not only prioritizes creative thinking in the school, but it is seen as a fundamental goal of education. It will encourage pupils to thrive in a world that is increasing complex and our curriculum and pedagogy would become relevant and answer societal issues, that must be learnt from the past and implement new strategies.

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