

APPENDIX - A

CENTRE OF ADVANCED STUDY IN EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
M.S.UNIVERSITY OF BARODA
BARODA - 390 002

Dear Sir / Madam,

I am happy to inform you that I have been developing Verbal Creativity Instructional Materials for the VI Standard children in Karnataka. For the same purpose a number of good puzzles / Riddles / Divergent Problems / Mystery Plots / Consequences Situations / Stories / Poems are to be selected, out of the big list provided to you.

Kindly agree to be one of the judges in selecting the above mentioned components. The list of criteria on which you could base your selection is attached. Please use the serial number of the items and 'S' for 'Suitable', 'U' for 'Undecided' and 'N' for 'Not Suitable', while assessing the items, you may suggest your own items as well.

Your help will be highly appreciated, as it helps in the advancement of one of the new areas in the field of creativity in India.

With regards,

Yours sincerely,

(S.BHASKARA)

My Address :

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CRITERIA FOR SELECTION OF ITEMS IN DIFFERENT COMPONENTS

NOTE : Please use the following criteria for selecting the items among many that have been provided to you. Some criteria look to be common, but they mean differently with reference to different components. Please take the decision after you will have gone through all the items.

I Solving of Puzzles :

1. Framing of the puzzle - Is it attractive ?
2. Is the catch, easily available or with difficulty ?
3. Variety of puzzles.
4. Equal weightage to verbal and numerical puzzles.

II Solving of Riddles :

1. Framing of the riddle. Is it attractive ?
2. Has the masking been sufficient ?
3. Variety of riddles.
4. Use of different types of analogies.

III Solving of Divergent Problems :

1. Framing of the creative problem - Is it interesting ?
2. Does the problem lend itself for divergent answers ?
3. Have all the conditions been given, i.e. necessary for solving it ?
4. Variety of creative problems.

IV Solving of Mystery Plots :

1. Does the problem really makes the students feel it to be a mystery ?
2. Variety of mystery plots.
3. The most unexpected clue - it is hidden or quite exposed ?

V Consequences Situations :

1. Does the problems have elements of high imagination ?
2. Variety - in different branches of science.
3. Is it very general or does it require high technical or scientific knowledge ? (Less of this is better).

VI Construction of Stories :

1. Emphasis on human abilities than on magic or supernatural
2. Variety of Stories - Variety among the ideas.
3. Element of Fantasy.
4. Readability and comprehensibility (for VI standard children).
5. Ideas suggested - Do they lend themselves for good stories.

VII Construction of Poems :

1. Readability and comprehensibility.
2. Variety of poems.
3. Use of different analogies, but easy to grasp.
4. Rhyming and elaboration.

VIII Construction of Riddles :

1. Riddles, which could be broken into different parts easily.
 2. Ideas and objects suggested - Do they lend themselves for different analogies.
 3. Variety of ideas.
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