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**TEACHING FOR CREATIVITY IN DIVERSE SETTING**

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Every one of us is unique creation, but does not posses the same creative ability. Good education proper care and provision of opportunities for creative expression inspire, stimulate and sharpen the creative mind. The role of parent, teacher and society is thus very significant. They are required to help the children in nourishing and utilizing their creative abilities to the higher level. The educational process therefore, should be aimed at developing creative abilities among children.

**What is creativity?**

**1. According Dredahl (1956) :-**

‘Creativity is the capacity of a person to produce composition, products or ideas which are essentially new or novel and previously unknown to the producer’.

**2. Spearman (1931) :-**

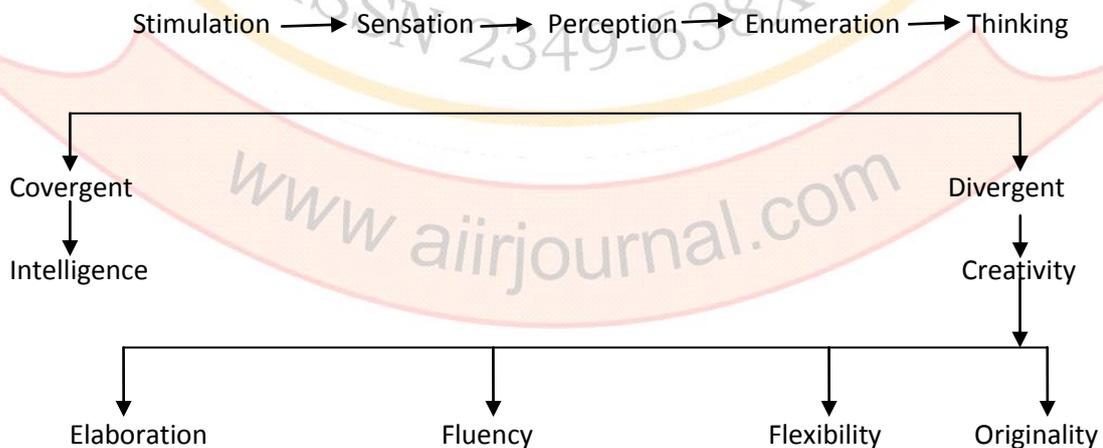
‘Creativity is the power of the human mind to crate new contents by transforming relations and thereby generating new correlates.

**Creativity and divergent thinking**

**1. According to Guilford (1959)**

‘Creative thinking means divergent thinking divergent thinking and uncreative thinking means covergent thinking.

**Analysis of thought process**



**Creativity and Diversity :-**

When faced complex tasks, group work is better when they are heterogeneous in nature. Complex task requires a variety of skills and perspectives to execute well. Research has shown that having variety in terms of functional background, education, company tenure and knowledge is known to have positive effects on group decision performance .

(Hambrick, Cho and Chen 1996 ; Paulus Brown and Ortega, 1999, Simons, Palled and Smith 1999).

There is no doubt that creativity as group outcome is both complicated and elusive. Research indicated that there are links between diversity and creativity. According to Rubenson and Runco (1995) while flexibility of thinking and knowledge are both needed. They need not be present in the same individual. This can led the group towards more original, more divergent and more complex group products.

Diversity has been studied extensively through the use of terms whose members are more or less similar to each other on various dimensions. Research shows that a large number of characteristics about individuals may affect the groups processes and performance.

In a research named Benefits and challenges of diversity in academic settings, some research finding are :

a. A controlled experimental study of performance during a brain storming session compared ideas generated by ethnically diverse groups composed of Asians, Blacks, Whites and Latins to those generated by ethnically homogeneous group composed of whites only. Evaluators who were unaware of the source of ideas found no significant difference in the number of ideas generated by two types of groups. However, when apply measures of feasibility and effectiveness they rated the ideas generated by diverse groups as being of higher quality. A study of corporate innovation found that the most innovative companies deliberately established diverse more team.

Milliken and Martins (1996) have listed 14 different attributes potentially affecting group outcome on which individuals difference race/ethnic background, nationality gender, age, personality, cultural values socio-economic background, educational background, industry experience, organizational membership and group tenure. That being said, the vast majority of these dimensions are most like clues that other, more cognitive difference exist among teammates.

As we know that India has diversity in its all area like language religion, cast, family background etc. Indian classroom are heterogeneous in nature researches has proved that groups with heterogeneous problem solving approaches will collectively generate more ideas than will their more homogeneous counterparts.

So as a teacher should make use of this quality of our classes in Indian education system teacher is at the 'center' or the only active member if we want bring out the best' among our studied then we have to make use of this thing.

**Characteristics of creative personality:**

1. Originality of ideas
2. Good memory, general knowledge.
3. Curious by nature
4. Fluency by nature
5. Flexibility in thinking, taking and doing
6. Adventurous
7. Foresight
8. The ability to take independent decision.

9. Diversity and divergent of thought
10. Enthusiasm for novelty of design
11. Keen to explore and invent

**Teacher's role in developing creativity among students.**

Actually school the proper place where an organized efforts should be made to develop in children basin foundation of creativity

**1. Identification of the creative child:**

We may make use both test and non-test techniques for the identification of creative child. Guilford and Merrigold have developed test techniques that measures creativity.

**2. Providing creative environment and experience in the classroom:**

Teacher should inspire student to learn to disagree constructively. He should provide exciting experience to the students. Students should be provided with necessary guidance and counseling. They should provide with the opportunities to students for self – initiated learning.

**3. Freedom to respond:**

Teacher should allow adequate freedom to children in responding to a situation. They should be encouraged to think out as many ideas as they can.

**4. Encouraging originality and flexibility :**

If children seek to change their methods of learning a task or solving a problem they should be encouraged to do so student should be encouraged to think differently by asking questions or problems.

**5. Providing atmosphere for creative:**

Expression for stimulation and nourishment of creativity, a healthy atmosphere favourable for creative thinking is essential. The child should be encouraged for his curiosity and creativity. Co-Curricular activities can be used for creative expression.

**6. Avoidance of blocks to creative thinking:**

Factors like conservation faulty methods of teaching, unsympathetic treatment, fixed and rigid habit of work, anxiety and frustration are known to be detrimental to the growth of creativity among children.

Therefore such factors should be avoided.

**Techniques and methods for development of creativity**

1. Brainstorming
2. Problem solving
3. Learning technique
4. Project method

In short in Indian setting, teachers have wide variety of children in their classroom. They should make use of this opportunity to develop creativity among students, school is the proper place where an organized effort should be made to develop in children the basic foundations for creativity. Deliberate efforts need to be made to develop an environment of creativity.

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