

**Improvement In The Creativity In The Writings Of Students In Urdu (a Study)**

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**Abstract:**

Language allows children to talk to each other and to write their thoughts and ideas and mother tongue is the most important and comprehensive medium for expression. Children learn to connect individual words with objects, ideas, and actions. In the process they write their thoughts and ideas in very creative ways. Children prefer to learn in creative ways rather than just memorizing information provided by a teacher or parents. It is generally assumed that Children are highly creative, with vivid imaginations, and that they learn by exploring, risking, manipulating, testing, and modifying ideas. That is why Educationists and Psychologists throughout the world paid attention to creativity, Creativity in writing and creative thinking.

Researcher took this study to know the written potential of Urdu medium students. In this paper researcher emphasized that Urdu speaking children are not less than children of any other language. The only problem is less opportunities for them. In this study researcher applied Creativity Improvement Programme (CIP) to see the impact on creativity of students in writings of Urdu. The CIP is developed by researcher. Researcher found that Urdu medium students are naughty, distracted, disturbed due to various reasons but at the same time they are highly creative in writing.

**1. Introduction:**

Creative use of linguistic skills provides pool proof solutions to numerous problems of human living. It is to be remembered that language is not merely a collection of words but is a means of communication and linguistic communication in social process. Therefore man has always made strenuous efforts to make his oral or written expressions effective and always tried to write or speak maximum meaningful material in minimum possible words. This attempt is by all means a creative attempt. Creativity is perhaps most often the concern and ability to bring out something new or innovative into the existence. Creativity is psychological process by which novel and valuable products are created. The creative process is the result of largest literature i.e. creative writing highly creative process.

Hence RESEARCHER feels that problem undertaken is useful and a contribution in the field of education as no studies have been done in Urdu on creativity of language expression.

The RESEARCHER also feels that there is no provision for young and enthusiastic writers to express themselves; these studies will provide guidelines for future for a literary environment.

The RESEARCHER also feels that there are very few opportunities provided to young and creative minds to develop their creative potential as various factors act as hindrances in their performance such as time, environment, school environment and social status etc.

The RESEARCHER aims at finding out the various factors that may be helpful in enhancing the creative potential of young talented pupils.

### **1.1 Different from existing work**

The research on Study in Creative Writing in Urdu has not been conducted till date that is why the Researcher took up this topic.

### **1.2 Statement of the Problem**

#### **IMPROVEMENT IN THE CREATIVITY IN THE WRITINGS OF THE STUDENTS IN URDU AT SCHOOL LEVEL OF THE SCHOOLS OF MUMBAI, NAVI MUMBAI AND THANE WITH SPECIAL REFERENCE TO MALE AND FEMALES.**

Statement of the problem includes creativity, writing, Improvement in Creativity and creative writing of male and female studying in Urdu and English medium schools of Mumbai, Navi Mumbai and Thane. Herein:

#### **1.2.1 Creativity**

Creativity represents a higher level of man's intellectual abilities. Creative ability means being familiar not only with new problems, with selecting ways of resolving them, with the transition from one situation to another, with the mobilization of previous experience, but principally with the invention of new, original and unusual solutions, and, what is more, with the identification of new problems. Creativeness is noted for original products.

#### **1.2.2 Writing**

Writing is a system of human communication by means of visual symbols or signs. Writing, however, continued to convey only the meaning, not the sound, of words. Writing is the formation of a coherent message, such as letter, directions, a poem, or more complex form of writing such as an essay or term paper. Whatever the form of writing, the act of composing or putting together elements used in writing is made operative. Writing should be thought of in term of not only what one writes or produces, but also how one writes.

### 1.2.3 Improvement in Creativity

It is assumed that creativity can be enhanced or increased if opportunities have to be provided to children.

Once a child start thinking in a creative manner or if eager to do something different he is moving towards creative aspects of his personality. He can make better use of his creative potentials.

### 1.2.4 Creative Writing

It is on expressing one's feelings or one's emotions in a unique way. hi creative expression, minimum possible words are used in such a way mat maximum possible ideas are expressed in a meaningful fascinating way. In creative writing, words employed and ideas expressed are unique in their own way and the students can opt for any stream of writing, that is, poetry, lyric, story, drama, essay or letter-writing as their medium of expression. Creative writing involves the production of original literary work, such as novels, plays, and poems.

### 1.3 Assumptions

It is assumed that:

- 1.3.1 Creativity in Urdu medium schools in present system of education is lagging behind.
- 1.3.2 Urdu medium students' arc lagging behind in creative writing.
- 1.3.3 Urdu medium students are less attractive to creative activities.

### 1.4 Delimitation

- 1.4.1 The study is confined to male and female students studying in class IX only.
- 1.4.2 The study is delimited to one language i.e. Urdu as subject.
- 1.4.3 The study is also limited to schools (Secondary) of Mumbai, Navi Mumbai and Thane only.
- 1.4.4 The study is also limited to Maharashtra State Board Schools.

### 1.5 Operational Definition of the Terms used

**1.5.1 Creativity:** For the present study creativity refers creative potential(different areas such as Plot Building, Dialogue writing, Poetic Diction, Descriptive Style and Vocabulary of the subject.

**1.5.2 Writing:** For the present study writing refers creativity in writing of the subject.

**1.5.3 Urdu:** For the present study Urdu refers to language taken as subject by students.

**1.5.4 Students:** Students of Urdu language of class IX studying in different Urdu and English medium schools situated in Mumbai, Navi Mumbai and Thane.

**1.5.5 Creativity Improvement Programme:** This programme is developed by researcher and has been applied on students after pre test to enhance creativity.

**1.5.6 Creativity in the Writing:** For the present study creativity in writing refers to the scores obtain by the subject in Language creativity test by Malhotra and Suchita.

## **1.6 Objectives of the Study**

The following were the main objectives of the present study:

1.6.1 To study the different creative potential in writings of students at school level.

1.6.2 To compare the creative potential in writing of Male and Female at school level.

1.6.3 To study the relationship between creative writing & performance of the students in the examination in Urdu subject.

1.6.4 To prepare Creativity Improvement Programme (CIP).

1.6.5 To suggest and recommend changes in syllabus, textbooks, methods of teaching, aims and evaluation with regard to creativity.

## **1.7 Variables**

### **1.7.1 Independent Variables**

1.7.1.1 School: Urdu and English Medium

1.7.1.2 Sex: Male and Female are two variables of the study.

1.7.1.3 Language (Urdu) is taken into consideration.

### **1.7.2 Dependent Variables**

1.7.2.1 Performance in the subject

1.7.2.2 Faculties of creativity-Fluency, Flexibility, Originality', and Elaboration.

1.7.2.3 Improvement programme in term of creativity.

## **1.8 Hypothesis**

Underlying the plan of the present study the following hypotheses were formulated:

1.8.1 There is no significant relationship between different Creative potential.

1.8.2 Creativity Improvement Programme (CIP) will significantly affect the creative writings of male and female at school level.

1.8.3 There will be significant positive relationship between performance in the subject and Creative Writing.

## **1.9 Methodology**

### **1.9.1 Administration of the Test:**

1.9.1.1 After reviewing the related literature Researcher decided to administer Language Creativity Test developed by Malhotra and Suchita. Researcher found that test is more suitable for the present study as it will measure creativity in writing in true sense. Other tests such as Passi and Mehdi Creativity tests are meant to measure general creativity.

The study was a survey based sample study. The samples were high school children studying in 9th class of Mumbai, Navi Mumbai and Thane. Equal representation was given to boys and girls. The study was based on random sample.

The test (Pretest) was done to measure the creative ability in writing. The test is developed by Malhotra and Suchita. This test is meant for assessing creative ability, which means, the ability to produce new solutions and meaning to problems. The available test is divided into five areas. The one test is standardized test developed by Malhotra and Suchita. This test has been developed to measure language creativity of school children's. This test is divided into five sub tests. The test has five sub-tests, namely: (a). Plot Building, (b). Dialogue Writing, (c). Poetic Diction, (d). Descriptive Style, and (e). Vocabulary Test. The basic idea behind this classification is that in creative writing, words employed and ideas expressed are unique in their own way and the students can opt for any stream of writing viz. poetry, lyric, story, drama, essay or letter writing as their medium of expression. The nature of the Tests of Creativity permitted freedom of responses both qualitative and quantitative within specified time limits, thus ensuring suitability of the tools for measuring divergent thinking. Instructions and practice items are provided before the actual commencement of the administration of the different tests. The subjects are supposed to write their responses on the space provided under each item on the test booklet

1.9.1.2 Creativity Improvement Programme (CIP) was administered. Under which:

- i) One topic was given to the students by the researcher to know the talents in writing. They were asked to write one essay on that topic. Some words were also given to be used in essays. It was a controlled composition. 30 minutes were given to complete the essay.
- ii) After completion of guided essay they were asked to write another essay in their own creative styles. The given time was 30 minutes for completing the essay. After one essay they were again asked to write one essay on a topic, which was based on their own choice. They were free to write essay in their own language style.
- iii) Different exercises were given to students to improve creativity in writings.

1.9.1.3 A post-test was given to see the improvement in the creativity level after administration of Creativity Improvement Programme (CIP).

1.9.1.4 Experts' opinion was taken on the topic.

1.9.1.5 Students essays were compared to test the different traits of creativity.

1.9.1.6 Half yearly examinations marks in Urdu language of class IX from school records were taken to compare their creative essay writing.

1.9.1.7 A questionnaire was prepared by the Researcher to find out the views of teachers about creative writing and creative potential of their students.

## 2. Research Design

Since the present study was aimed at testing the differences between creative potential in writing of boys and girls, therefore these differences were tested after measuring their creative potential by testing null hypothesis with the help of 't' test.

The relationship of creative writing and performance of students in the examination was also tested with the help of hypotheses.

### 2.1 Population

Nearly 20 schools were chosen for sample from three cities namely Mumbai, Navi Mumbai and Thane. Some schools were co educational, some were schools for male and some were schools for female. Urdu and English medium were selected for the sample. In schools of Mumbai the population figure of class was more than 200 in IX class and classes were divided in no. of sections ranging from 4 to 6. In Navi Mumbai schools population figure was fewer ranging from 25 to 40 and consisting of only a section. Schools in Thane city the population was less than 100 and classes were divided into 2 or 3 sections.

### 2.2 Sample

2.2.1 Four hundred (400) Urdu language students from 20 schools of Urdu and English medium of Mumbai, Navi Mumbai and Thane.

2.2.2 200 male and 200 female from class IX for Pre test.

2.2.3 200 male and 200 female for Creativity Improvement Programme.

2.2.4 200 male and 200 female from class IX for Post test.

### 2.3 Sampling Method

After the selection of schools, the class sections, for sampling, for class IX were randomly chosen. 400 hundred students were chosen for the sample. Equal representation was given to boys and girls. All the students chosen for sample were administered the Language creativity Test (LCT).

Creativity Improvement Programme was applied on 400 students. A set of 16 exercises was administered on students. The total period of administration of CIP was 6 months and total time spent was 290 minutes. Further students were administered LCT. The total time was allotted for LCT was 2 hrs and 47 minutes

## 2.4 Research Tools

**2.4.1 Malhotra's and Suchita's Language Creativity Test:** A Standardized Test was used to judge the creativity writing in language. Malhotra's and Suchita's Language Creativity Test was used to measure the creativity in writing. The Researcher measured creative writing by going through the writing material of students.

**2.4.2 Creativity Improvement Programme (CIP).** The Researcher has developed creativity Improvement Programme (CIP).

**2.4.3 Performance** of students in Urdu subject has been taken into consideration.

## 2.5 Description of the Test

This test has 27 items in five areas. They are plot building, dialogue writing, poetic diction, descriptive and vocabulary styles. It measures total language creativity and its four components are fluency, flexibility, originality and elaboration. The total maximum time required for completion of the test is 147 minutes. All the items in the Language Creativity Test are verbal in nature and can be administered in a group or individually. The sub-tests in the language creativity test can be administered collectively. It is desirable that while using the language creativity test in the language stop-watch or common watch is used. It was standardized on 600 Boys and Girls from School and College for VIII to Graduate Student. The reliability of the test is 0.84 and content validity of the test is 0.79. A brief and specific outline of all the five sub-tests and their respective items is given below:

**2.5.1 Plot Building** -Items in this sub-test are based on Guilford's (1952) Multiple Story Plots. Herein a hypothetical situation is presented so as to encourage free play of imagination. Following types of items are included in it : (a) Story construction on a given proverb, (b) Story on a given Situation, (c) Story construction on a *given* title, (d) Story with two endings, (e) Story on imagination, (f) Modernizing the classical theme.

**2.5.2 Dialogue Writing** - This sub-test has items on writing dialogue. This sub-test is designed after Guilford's (1952) Multiple Emotional Expression and Multiple Social Problems wherein the subject writes many different things that a person might say when he is feeling a given emotion. There are three items in it, the details of which is as follows: (a) Suggesting the title to given dialogue, (b) Writing dialogues on a given topic, (c) Writing dialogues on the given situation.

**2.5.3 Poetic Diction** - This sub-test comprises of three items concerned with composing poems. The pattern of the sub-test is based on Guilford's (1952) Expressional Fluency and Word-Pair Revision. There are three items in it: (a) Writing a poem on given topic, (b) Writing Parody, (c) Writing a poem from given words.

**2.5.4 Descriptive Style-** This sub-test has items based on description developed on the pattern of Guilford's (1952) Controlled associations. The purpose of this sub-test is to evaluate the descriptive style of the student. It includes four items. (a) Based on observation, (b) Based on Emotional Experience, (c) Based on imagination, (d) Based on Comparison.

**2.5.5 Vocabulary Test-** This sub-test is based on Guilford's (1952) Expressional fluency, controlled association, Multiple grouping, Work-pair revision and work fluency tests. It has ten test items that are miscellaneous in nature but in dependent of each other. (a) *Writing equivalent words*, (b) *Numerical Combination Test*, (c) *Test on Comparison*, (d) *Writing matching Attributes*, (e) *Writing with pre-fix and suffix letters*: this is a set of two items (f) *Descriptive Completion*, (g) *Implied uses*, (h) *Vocabulary items*: this is a set of two items.

## **2.6 Development of Creativity Improvement Programme**

The Researcher has developed creativity Improvement Programme (CIP). After reviewing the related literature the investigator constructed a rough draft of Creativity Improvement Programme (CIP) containing 30 exercises. It was then administered on 15 students for the purpose of a preliminary try out. Then the items not clearly understood by the subject due to ambiguity were deleted and only 16 exercises were left. Most of the exercises were based on cartoons as Researcher felt cartoons attract children's and Urdu medium students are less interested in creativity. So Researcher made use of cartoons to attract them.

The draft exercises were shown to expert committee formed by investigator. The committee was consisting of one Principal of College of Education and also a psychology person, one Associate Professor in Department of Psychology and also expert in Hindi language, one Associate Professor in college of education and a person of psychology and an expert in Urdu language, one Associate Professor in College of Education and expert in Assessment and Evaluation and one Lecturer Junior College High School and an expert in English language. In this way final form of CIP was obtained.

A questionnaire was prepared by the Researcher to find out the views of teachers about creative writing and creative potential of their students. The Researcher has taken the opinion of Experts in the field. Experiment was conducted on 15 students to establish the difficulty level of the CIP. To improve creativity in writing, researcher prepared the creativity programme. It includes Essay writing on given topics, Essay on their own choice, Exercises on fluency and flexibility (Ideas Generation), Story Building, Expressions (Ideas search), Mind mapping (organizing the ideas), Imagination (Poetry Writing), Innovation (Word Picture), Increasing Creativity (Multi Ideas Syndrome). Researcher also took the help of De Bono's Six Thinking Caps under the heads of Innovation, Reasoning, Skill of Description, Skill of Observation, and Draw Conclusions.



There are sixteen exercises in the programme. All exercises were not given at a time. Exercises were given in phased manner. There was no sequence of the giving exercises. In different schools exercises were given in different sequence. For example, somewhere they were asked to complete Essay writing first and some other place they were asked to complete the same exercises in the last. The help of the school teachers were taken to complete the whole creativity programme.

The procedure to complete the exercises was given in each and every exercise. All exercises were translated into Urdu script. Experts help was taken to prepare the programme. Colleagues were also told to check and find out the difficulties according to the level.

### **3.1 STATISTICAL TECHNIQUE**

- 3.1.1 In order to test the hypothesis regarding the difference between Creative potential of boys and girls. Mean, Standard Deviation and 't' value will be calculated.
- 3.1.2 In order to find the relationship of creative writing with performance co-efficient of correlation (r) will be calculated.
- 3.1.3 Pre-test and post-test of student's creativity level in writing will be compared to find out the difference in the creativity level in writing of students.

### **3.2 Data Collection**

Language Creativity test (LCT), a standardized test developed by Malhotra and Suchita, was used to collect data for the present study. All the 400 students from 20 schools were given the test. This test is divided into five sub tests. In all, the responses to the five tests are of divergent nature. For each tool of measurement a separate system of scoring had been devised. After application of CIP the same test LCT was used to collect data on 400 randomly selected students of 20 schools.

In the other stake holders 50 language teachers were selected randomly and given a structured questionnaire to know the creative writing and creative potential of their students in Urdu.

### **3.3 Scoring**

Unlike objective tests, the nature of five sub-tests of Language Creativity test is totally different. These tests do not warrant any single correct answer and it is expected that answers differ in nature, size and quality. So, it is not possible to employ ordinary stencil scoring system. Consequently, a new procedure of scoring has to be devised. Further, each test has its own peculiarity, hence a single scoring procedure evolved would not serve for all the tests. For this purpose, teachers and post-graduate students of the Department of Education were consulted and requested to act as judges. They were asked to give their opinion about the relevance and

categorisation of responses to different tests and items. Besides this, the investigators themselves analyzed the relevance and categorisation of responses. In cases of conflicts, discussion with the judges was held in order to take final decision. The details of scoring procedure, thus evolved, is given as under: All the sub-tests are based on four factors - Fluency, Flexibility, Originality and Elaboration, So, the scoring has to be made on the basis of the factors involved in the tests.

### 3.4 Analysis of Data

3.4.1 Data was collected with checklist and questionnaire and analyzed.

3.4.2 Language Creativity test is standardized test developed by Malhotra and Suchita. This test is divided into six sub tests. In all, the responses to the six tests are of divergent nature. For each tool of measurement a separate system of scoring had been devised.

3.4.3 To know the relationship and difference between various components of the study “Coefficient of correlation” and 't' test was used.

3.4.4 Pre-test and post-test of student's creativity level in writing was compared to find out the difference in the creativity level in writing of students.

Table-1 (A)

Table showing the co-relation among the different factor of language creative test  
i.e. creative potential (Pre-test)

		Sex	Plot Building (Pre-test)	Dialogue Writing (Pre-test)	Poetic Diction (Pre-test)	Descriptive Style (Pre-test)	Vocabulary (Pre-test)
Sex	Pearson Correlation	1.000	-.294**	-.012	-.192**	-.113*	-.110*
	Sig. (2-tailed)	.	.000	.811	.000	.024	.027
	N	400	400	400	400	400	400
Plot Building (Pre-test)	Pearson Correlation	-.294**	1.000	.011	.026	-.001	.072
	Sig. (2-tailed)	.000	.	.832	.607	.979	.150
	N	400	400	400	400	400	400
Dialogue Writing (Pre-test)	Pearson Correlation	-.012	.011	1.000	-.102*	.070	-.117*
	Sig. (2-tailed)	.811	.832	.	.042	.164	.019
	N	400	400	400	400	400	400
Poetic Diction (Pre-test)	Pearson Correlation	-.192**	.026	-.102*	1.000	-.061	.003
	Sig. (2-tailed)	.000	.607	.042	.	.223	.958
	N	400	400	400	400	400	400
Descriptive Style (Pre-test)	Pearson Correlation	-.113*	-.001	.070	-.061	1.000	-.096
	Sig. (2-tailed)	.024	.979	.164	.223	.	.054
	N	400	400	400	400	400	400
Vocabulary (Pre-test)	Pearson Correlation	-.110*	.072	-.117*	.003	-.096	1.000
	Sig. (2-tailed)	.027	.150	.019	.958	.054	.
	N	400	400	400	400	400	400

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

This table showed that gender is significantly and negatively correlated with plot building, poetic diction, descriptive style and vocabulary. Here we can say that when we move from male to female students their scores in the above factors decreases. There is no significant correlation between gender and dialogue writing.

Table-1 (B)

Table showing the co-relation among the different factor of language creative test  
i.e. creative potential (Post-test)

		Sex	Plot Building (Post-test)	Dialogue Writing (Post-test)	Poetic Diction (Post-test)	Descriptive Style (Post-test)	Vocabulary (Post-test)
Sex	Pearson Correlation	1.000	-.227 **	-.115	-.113	-.072	-.095
	Sig (2-tailed)	.	.001	.104	.112	.312	.180
	N	400	400	400	400	400	400
Plot Building (Post-test)	Pearson Correlation	-.227 **	1.000	.023	.059	-.014	-.028
	Sig (2-tailed)	.001	.	.752	.407	.844	.699
	N	400	400	400	400	400	400
Dialogue Writing (Post-test)	Pearson Correlation	-.115	.023	1.000	-.017	.002	.052
	Sig (2-tailed)	.104	.752	.	.813	.977	.468
	N	400	400	400	400	400	400
Poetic Diction (Post-test)	Pearson Correlation	-.113	.059	.017	1.000	.121	-.022
	Sig (2-tailed)	.112	.407	.813	.	.087	.758
	N	400	400	400	400	400	400
Descriptive Style (Post-test)	Pearson Correlation	-.072	-.014	.002	.121	1.000	.065
	Sig (2-tailed)	.312	.844	.977	.087	.	.358
	N	400	400	400	400	400	400
Vocabulary (Post-test)	Pearson Correlation	-.095	-.028	.052	-.022	.065	1.000
	Sig (2-tailed)	.180	.699	.468	.758	.358	.
	N	400	400	400	400	400	400

\*\* Correlation is significant at the 0.01 level (2-tailed).

This table shows that gender is significantly and negatively correlated with plot building. While there is no significant correlation between gender and dialogue writing, poetic diction, descriptive style and vocabulary. So it could be said that when we move from male to female students their scores in plot building factors decreases.

Table-1 ©

Table shows the number, mean, standard deviation of the factors of LCT

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Plot Building (Pre-test)	400	105	184	156.07	14.93
Dialogue Writing (Pre-test)	400	10	95	51.58	23.35
Poetic Diction (Pre-test)	400	14	74	44.28	12.94
Descriptive Style (Pre-test)	400	5	92	45.88	21.71
Vocabulary (Pre-test)	400	270	368	320.15	18.40
Total Score on LCT (Pre Test)	400	481	757	617.96	40.00
Plot Building (Post-test)	400	202	342	249.58	17.73
Dialogue Writing (Post-test)	400	26	116	77.75	19.43
Poetic Diction (Post-test)	400	24	93	55.84	11.36
Descriptive Style (Post-test)	400	25	115	64.32	21.19
Vocabulary (Post-test)	400	335	423	378.83	16.30
Total Score on LCT (Post Test)	400	733	943	826.32	41.05
Valid N (listwise)	400				

Table – 2 (A)

**Showing Critical Ratio of pre and post test LCT scores of male students**

	N	M	S.D.	r	Critical Ratio	Level of Significance
Pre-test	200	629.60	37.43	-0.093	49.02	.01
Post -test	200	836.93	43.30			

**\*Table value of CR for df 198 at 0.05 level is 1.96 and at 0.01 level is 2.58.**

Table – 2 (B)

**Showing Critical Ratio of pre and post test LCT scores of female students**

	N	M	S.D.	r	Critical Ratio	Level of Significance
Pre-test	200	606.33	39.17	0.05	57.28	.01
Post -test	200	815.70	35.75			

**\*Table value of CR for df 198 at 0.05 level is 1.96 and at 0.01 level is 2.58.**

It is clear from the table 5 (A) that there is a significant difference between the mean of pre and post test score of LCT test in case of male students. It means that after Creativity Improvement Programme mean of LCT increases. So it can be said that due to CIP, creativity of the male students significantly increases.

Similar results were observed in case of female students. There was a significant effect of CIP on creativity of female students table-5 (B). So we accept our hypothesis that CIP will significantly affect the creative writing of the students

Table – 3

**Showing the co-relation between the performance in subject and total score on LCT**

	Total Score on LCT
Performance in Subject	0.166*

\* correlation is significant at 0.01 level of significance

This table-6 shows that there is a positive and significant correlation between the scores of performance in language and creativity scores. It means that high performance in subjects means high scores in creativity test and vice versa. So we accept our hypothesis.

#### 4.1 Findings

On the basis of study and results of the tests findings were established. These findings are mainly in three main areas i.e. Creative potentials of the students of class IX, difference between Creative potentials of Male and Female, Relationship between Creative writing & their performance in Urdu & Hindi languages.

4.1.1 English medium students with Urdu subjects are more creative than Urdu medium students.

4.1.2 Male students are more creative than Female students.

4.1.3 It is found that there is lack of creativity in dialogue writing.

4.1.4 It is found that there is also lack of creativity in plot building.

4.1.5 It is found that their creativity can be increased if they were given exercises to improve.

4.1.6 It is found that Urdu medium students need more exercises than English medium students.

#### 4.2 Conclusions

The study was conducted on selected number of students. The conclusions is only provisional. The conclusions may be accepted on the basis of the number of the large studies on creative writing of different classes. The conclusions is based on findings of study conducted.

Even though their activities were guided, they were encouraged to discover new knowledge and formulate it by themselves. Study of this kind provided them not only with factual knowledge, but also helped them to familiarize themselves and to take note of objects and phenomena, to approach problems without fear, in fact, to seek them out and to solve them. They were taught to feel joy in solving the tasks set for them, and to be curious and open. Their interests were aroused. Besides intellectual development, social relations among the pupils were also fostered. Pupils got to know their abilities and compared them with their schoolmates; they gained self-confidence, had no fear and learnt to learn from their mistakes.

But our children already have preconceived notions about everything. They think they have all the answers, they believe they know all the solutions. But in reality most of their conclusions are either ones that their peer group has given them, or that they are following blindly. This attitude should be changed and it can be changed through creativity. Creativity can be enhanced through education. Children will learn that there could be more answers to the problems, more than one way to looking at things. They would rediscover the connection between areas that had no apparent similarity; they would revive their faith in their own potential. They would begin to imagine all over again, they would learn to play and play to learn. They would understand that all of life is only an experience in growing and reaching out and finding fulfillment. In so doing, they would rediscover themselves as new creative children.

### 4.3 Educational implications

The following implications are recommended: -

- 4.3.1 Study can be used for investigation of creativity in writing in all languages, which taught in schools.
- 4.3.2 Study can be applied to conducted investigation for different age groups at different level of classes.
- 4.3.3 Study can be used in Maharashtra or on the Nationwide for investigation purpose.
- 4.3.4 Study can be applied in writing to know creative potential at different levels of schooling.
- 4.3.5 Study can be used to investigate creativity in writing in all languages, which taught in schools.
- 4.3.6 Study can also be used to compare Creative writing & Creative reading in Urdu & Hindi medium.

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