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## REVIEW ARTICLE

### STUDY ON CREATIVITY POTENTIAL OF SCHEDULED CAST STUDENTS WITH REF TO RELIABILITY OF LANGUAGE CREATIVITY

# Study on Creativity Potential of Scheduled Cast Students with Ref to Reliability of Language Creativity

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The present investigation addresses itself to the exploration of the creative potential of scheduled caste students based upon diverse socio-economic parameters and selected demographic variables. The study will be conducted by taking primary data as a base. However it will be supplemented with the available secondary data .The details of the methodology to be adopted in the present study will be as under:

## RESEARCH DESIGN

Research design specifies the methods and procedures for collecting and analyzing the required information. In the present study a descriptive-cum-explanatory design has been followed which helped in responding to the specific objectives of the study.

## MATERIAL AND METHOD

For the purpose of this study random sampling has been applied to pick the respondent students from the different universities of Haryana state. A sample of 300 students studying at Post Graduation level in different academic streams has been gathered. While picking the respondents due care has been taken to make the sample representative of the universe of the study.

**Table-1 List of Selected Universities of Haryana State**

Sr. No.	Name of Educational agency	No. of Respondent
1.	Maharishi Dayanand University Rohtak	75
2.	Guru Jambeshwer University Hissar	75
3.	Ch. Devi Lal University Siras	75
4.	Kurukshetra University Kurukshetra	75

**Table-2 Demographic Profile No. 1**

Respondent		Gender		Residential		Marital Statues		Type of Family	
		Male	Female	Rural	Urban	Married	Unmarried	Nuclear	Joints
Gender	Male	122							
	Female		178						
Residential Area	Rural			170					
	Urban				130				
Marital Statues	Married					70			
	Unmarried						230		
Type of Family	Nuclear							172	
	Joints								128

**Table-3 Demographic Profile No. 2**

Respondent		Caste Category		Mother Occupation		Father's Occupation			
		SC 1	SC 2	H. Wife	In Service	Laborer	Govt. Job	Pvt. Job	Buis.
Caste Category	SC 1	125							
	SC 2		175						
Mother Occupation	H. Wife			238					
	In Service				62				
Father's Occupation	Laborer					138			
	Govt. Job						121		
	Pvt. Job							27	
	Buis.								14

**Table-4 Demographic Profile No. 3**

Respondent		Father Education				Mother Education			
		Illiterate	Up to 10+2	Gradu.	P. Gradu.	Illiterate	Up to 10+2	Gradu.	P. Gradu.
Father Education	Illiterate	32							
	Up to 10+2		174						
	Graduation			44					
	P. Graduation				40				
Mather Education	Illiterate					49			
	Up to 10+2						204		
	Graduation							26	
	P. Graduation								21

**Table-5, Demographic Profile No. 4**

Respondent		Income			Academic Stream		
		Up to 10000	10000-20000	Above 20000	Science	Art	Commerce
Income	Up to 10000	150					
	10000-20000		60				
	Above 20000			90			
Academic Stream	Science				78		
	Art					201	
	Commerce						21

## 5 OBJECTIVES:

As evident from the proposed title the main objective of the present investigation will be to study the status of creative potential amongst scheduled caste student's vis-à-vis their socio-economic status and demographic variables. However the incidental objectives contributing to the attainment of main objective will be as under:

- To examine the socio-economic factors and the demographic variables of scheduled caste students.
- To study the overall status of creative potential amongst scheduled caste students based upon various socio-economic factors.
- To ascertain the relationship between creative potential and the various socio-economic factors of scheduled caste students.
- To find out the relationship between creative potential and the diverse demographic variables of scheduled caste students.

## HYPOTHESES:

1. There is no significant difference in the creative potential of scheduled caste students based upon gender.
2. There is no significant difference in the creative potential of scheduled caste students based upon residential area.
3. There is no significant difference in the creative potential of scheduled caste students based upon marital status.
4. There is no significant difference in the creative potential of scheduled caste students based upon type of family.
5. There is no significant difference in the creative potential of scheduled caste students based upon caste category.
6. There is no significant difference in the creative potential of scheduled caste students based upon mother's occupation.
7. There is no significant difference in the creative potential of scheduled caste students based upon father's occupation.

8. There is no significant difference in the creative potential of scheduled caste students based upon father's education level.

9. There is no significant difference in the creative potential of scheduled caste students based upon mother's education level.

10. There is no significant difference in the creative potential of scheduled caste students based upon family income level.

11. There is no significant difference in the creative potential of scheduled caste students based upon academic stream.

The selection of the suitable tools or instruments is a major work to meet the objectives of proposed work and to measure the creative potential of scheduled caste students in relation to their Socio-Demographic variables. To collect the data for present study following tools were applied:-

- Language Creativity Test By Dr S P Malhotra and Sucheta Kumary (1989).

## LANGUAGE CREATIVITY TEST:

The Language creativity test (LCT) of creative potential planned to measure the individual's ability to deal with language contest in a creative manner. First four types of activities are selected to use after the contentment of supervisor out of five namely: i) Plot building ii) Dialogue writing, iii) Poetic Diction, iv) and Descriptive style. 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 specific time and space are provided to give qualitative and quantitative responses. A brief and specific outline of all the five sub-tests and their respective items are given in the proceeding captions:

**i) Plot Building:** In this sub-test Items are based on Guilford's (1952) Multiple Story Plots. Here in a hypothetical situation is presented for this subject's encouraged giving free imagination. Following types of items are included in it:

a) Story writing on a given proverb '**Budhi Hi Shresth Bal Hai**' where the respondents are required to imagine a small plot and represent the significance of unity in the shape of a story. Five minutes has been provided to make a story on said proverb. Through this item the ideational fluency, Originality and elaboration were assessed.

b) **Story on a given situation is the item where the students are required to complete the story projecting new ideas and thoughts.** They have to reflect their thought processes so as to complete the story in a unique manner. Ten minutes has been provided to make a story on said situation.

Through this item the ideational fluency, Originality and elaboration were assessed.

c) **Story construction on a given title** 'Kusangati Ka Phal' is an item where the students are asked to design a story corresponding to the nature of the title given. They are instructed to write an original story. Five minutes has been provided to make a story on said proverb. Through this item the ideational fluency, Originality and elaboration were assessed.

d) **Story with both endings happy as well as tragic.** In this item, the subjects are asked to write stories on said situation. The idea behind this item is to test the imagination of students on the theme in both ways and end it in two different manners. Ten minutes has been provided to make a story on said situation. Through this item the ideational fluency, Originality and elaboration were assessed.

e) **Story on 'If toy would speak' students were asked to imagine and construct a story.** This item also measures ideational fluency, originality and elaboration. The time allotted for the item is 5 minutes.

f) **Modernizing the classical theme.** In this item a familiar classical theme 'Jaisa Karoge Vaisa Bharoge' is provided and the subjects are to modernize the theme in the context of present social systems and bring out elements of satire to make it unique. The item intends to measure ideational fluency, originality and elaboration. The time allotted for it is 10 minutes.

g) Suggesting titles to a given story in this item student were asked to suggest as many titles as they can on given story. The unique and novel titles get additional credit for original thinking. Five minutes has been provided to make a story on said proverb. Through this item the ideational fluency, Originality and elaboration were assessed.

**ii) Dialogue Writing:** In This category students were asked to write dialogue on given sub-test items. This sub-test is designed on the basis of 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 are given below:

a) **Suggesting the title to given dialogue:** here presents witty situational dialogues between two members of a typical akin group. The subjects were asked to present as many titles as possible. The time allotted for it is 5 minutes and the factors tested are ideational fluency and originality.

b) **Writing dialogues on a given topic** 'lottery khul jane per': in this item subjects were asked to write dialogues on the title. The factors tested in it are

ideational fluency, originality and elaborations and the time allotted is 5 minutes.

c) **Writing dialogues on the given situation:** Here again the students are asked to write dialogues but instead of the topic a situation is given. The factors tested are ideational fluency, originality and elaboration and the time allotted is 5 minutes.

**iii) Poetic Diction:** in this section respondent were asked to compose poems on given words, title and situation, the pattern of the sub-test is based on Guilford's (1952). Extensional Fluency and Word-Pair Revision. There are three items in it.

a) **Writing a poem on given topic.** Here in this item subjects are given a topic and they are required to compose a poem in any form and size they like. The time allotted for it is 10 minutes and factors tested are ideational fluency and originality.

b) **Writing Parody:** In this item subjects are given two lines from a popular poem, and they are required to write a parody bringing in new association. In other words, subjects have to rewrite the given two lines with new ideas projecting the element of humor and wit. Ten minutes has been provided to make a story on said situation. Through this item the, Originality and was assessed.

c) **Writing a poem from given words:** The subjects are provided with four rhyming words and are expected to compose a poem in any form they like. The time allotted for the item is 10 minutes and tests factors of ideational fluency and originality.

**iv) 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 only four items.

a) **Based on observation:** In this item the subject were asked to give his thoughts on provided topic 'An Evening Scene'. The unusual similes and beautiful descriptive patterns are rated high. For this 5 minutes allowed .The factors tested are ideational fluency, flexibility, originality, and elaboration..

b) **Based on Emotional Experience** 'Encourage':. A topic is provided and the subject is asked to use metaphors and similes while describing it. The unusual analogies are given higher score. The factors tested are ideational fluency, flexibility, originality and elaboration. The time allotted for this is 5 minutes.

c) **Based on imagination** 'what would happen if I could fly like a bird'. The subjects were asked to give his imaginary thoughts on given title. The factors tested through this item are ideational fluency, originality and elaboration. The time allotted for this

item is 5 minutes.

d) **Based on comparison:** The subject is given a situation and he is required to describe the situation with respect to analogous situation. The item tests factors like ideational fluency, flexibility and elaboration. The time allotted for this is 10 minutes.

## SCORING PROCEDURE

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:

- Each item of 1<sup>st</sup> category the ideational fluency, Originality and elaboration were assessed.
- Each factor of 2<sup>nd</sup> category tested on ideational fluency and originality.
- 1<sup>st</sup> item of 3<sup>rd</sup> category tested is ideational fluency and originality.
- 2<sup>nd</sup> item of 3<sup>rd</sup> category, Originality and was assessed.
- 3<sup>rd</sup> item of 3<sup>rd</sup> category, Originality and ideational fluency were assessed
- Each item of 4<sup>th</sup> category is tested on Fluency, Flexibility, elaboration and originality.

So, the scoring has to be made on the basis of the factors involved in the tests.

a) **FLUENCY:** the scoring for the factor of fluency was followed as per researches like Passi (1979), Mehdi (1973). The scores on this factor are obtained by counting the total number of acceptable responses. Each of the relevant word, each of the meaningful idea expressed by the respondent is given 'one' score. The total scores represent the attainment of the subject on the factor of fluency.

b) **Flexibility:** In case of the factor of Flexibility, the scoring procedure suggested by other researchers has been to count the 'Shift in responses', wherever there is and assign a score to each of the shifted responses. The total number of such shifted responses becomes the score of fluency for that single test item. The same procedure is followed in the present creativity test.

c) **Originality:** The responses in case of originality are assessed on a continuum of 'commonness to uniqueness' for which a five-point scale is developed assigning weight age from zero to four. The higher frequency of occurrence of a particular type of response in a group is considered lower in uniqueness thus meriting lower score on

originality and vice versa. The novel and unusual responses characterized by 'rarity' are scored higher on five-point scale. Similarly, most common idea would get zero and most unique idea is assigned a score of 'four'

d) **Elaboration:** Elaboration mean 'building upon given information to around a structure, to make it more detailed or to explore new direction. While writing a story, a poem, a dialogue or a description, the respondent perceives the design in such a way that it results in wholesomeness with necessary detail of information. While doing so, he makes efforts to bring in some novelty, with interesting 'beginning' 'ending' and flavors'. The nature of the requisite details under elaboration differs from each other depending upon the nature of each constituent. Hence, separate criteria of valuation are followed for each of the sub-test while scoring for the factor 'Elaboration'

## RELIABILITY OF LANGUAGE CREATIVITY

Both the factor score and the creative potential score reliabilities are considerably high ranging from .896 to .959 whereas the reliability of the non-verbal test is also high ranging from .932 to .947.

## VALIDITY OF LANGUAGE CREATIVITY

The validity co-efficient for factor scores and the creative potential are high enough (significant) beyond .01 levels.

TABLE-6 LIST OF CODES

ABBREVIATION USED IN THE STUDY	
Terms Used	Codes
Scheduled Caste-A	SC 1
Scheduled Caste-B	SC2
Private job	Pvt. Job
Government Job	Govt. job
House Wife	H. Wife
With relation to	W.r.t.

Notes :- Scheduled Caste-A and Scheduled Caste-B as per Haryana Govt.'s Reservation policy before 2006

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