

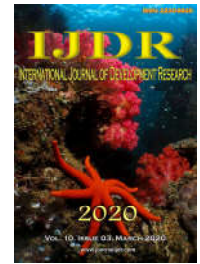


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RESEARCH ARTICLE

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A SOCIO-PSYCHOLOGICAL ASPECT OF CREATIVITY IN TEACHING, LEARNING AND EVALUATION

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ABSTRACT

Today if our education is to give something to our future nation-builders, it is not stereotyped knowledge or information which we give them in classrooms, nor the degrees or diplomas which they get at the end of their school and college education as a written guarantee for some kind of employment but a trained intellect which would enable them to deal with the situations in divergent ways. This is possible only when in classrooms creative education is imparted to them so as to enable them to meet efficiently & economically their individual needs on the one hand & societal aspirations on the other. Creativity is as old as the history of man. The thoughts that now people have about creativity, however are not essentially old, they are new. They represent a different perspective on natural phenomena and human behavior that in themselves also are as old as our history records. The transition from the story of creation to the perspectives on creativity of today speaks volumes about the evolution & the development of human thought. In the olden days, man has not discovered himself as 'individual'. Today, thousands of years later, man is only beginning to discover the profound meanings of the individual person. For the religiously-oriented people, man was not creative; only God was creative. Until three centuries ago, to think any man creative in thought or in action was regarded as blasphemy.

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INTRODUCTION

For centuries, the Greek Philosophers held the view about creation as the absolute, the fixed, the final & the unchangeable. As against to this historical background, it took so long for Darwin to appear with a concept of movement.....a concept of something that was not absolute, something that was not fixed, something that could emerge, evolve & yet still have infinity as a goal. Five hundred years ago, the world was regarded as flat. People lived & died accepting the world so. However, to a few observers such as, Leonardo Davinci & Cristoforo, Colombo, the world was not flat. The phenomena that today are used by ten-year-old children to explain the roundness of the earth were available for observation five hundred years ago but at the time it was difficult to observe exactly or to integrate such observations into a consistent hypothesis regarding the shape of the earth. The gradually emerging discovery, demonstration & acceptance of this one fact-the roundness of earth, has taken a matter of centuries. There are still many ways in which we behave according to the misconceptions of the past. There are many ways in which we do not know the shape of things before our very eyes.

Today the phenomena of human behavior are before us, most people continue to be bewildered by the apparent inconsistencies and contradictions in human motives. Individuality is found in every living cell. Now we are beginning to think of individual differences in a moving, changing, progressing, interacting way, and this flow & interweaving of individual differences is by definition as well as by discovery the process of emerging originals-creativity which is in each of us (Anderson, 1959).

Creative Teaching & Learning: There are as many definitions of creativity as authors on creativity. However, there is one thing on which there seems to be consensus, i.e. creativity is the development of something that is unique. Unique is mostly associated with the terms such as new, distinct, unpredictable, unusual, uncommon and lastly with which the beholders are psychologically affected. Nevertheless, Guilford has analyzed the concept of creativity in a scientific way in his, 'Structure of intellect'. Besides discovering at least 100 abilities of mind, he points out two main mental operations- convergent thinking & divergent thinking. In convergent thinking, one is caught up by logical

necessities and in divergent thinking; emphasis is not on logical possibilities. Creativity in brief, is the result of interaction between the person, the act, the process, the environment, the object & the aptitude & non-aptitude factors. Since the medicare system has changed from folklore to science, from hunches to judgments based on observation & experimentation, the education system cannot afford but to change in the same direction. The schooling at present is largely taken as a wastage of time & effort as it is detrimental to the development of children's capacities. There is stress on the learning of a few skills or simple information. Hardly, the individual child's personality is taken into account, not to talk of his individual needs, achievement & weaknesses. Creativity through its divergent mental operation has opened the new vistas in teaching & learning. It has made the modern classroom teacher aware of the concept of individuality & emphasis is shifting from memorization of simple facts to wide searching-about & concept formation & teaching to learning.

This new emphasis calls for making efforts for improving the current curriculum & methods of teaching. It necessitates the inclusion of such courses in our curriculum as would help both teachers & pupil think & act creatively. The teachers who are involved in teaching-learning process need to update their knowledge, skills & expertise. They need having a well grounding in psychology & sociology & most preferentially in differential psychology & social psychology so as to enable themselves in devising such learning opportunities as would help pupils to become both creative & productive. Razik says that creative learning requires creative teaching & there is no substitute or shortcut. In this process, the role of the teacher is most significant. To play his role effectively the teacher needs knowledge & expertise to guide his pupils through a whole range of decision he has to make, whether these are concerned with groupings, use of aids, forms of organization or ways to implement his curriculum. For creative teaching, the teacher is required to have well defined aims & objectives. These aims & objectives can be achieved through curriculum. As such, creative teaching involves scientific curriculum construction. It should be a joint effort of school organization between the teachers having different specializations. An important point in this joint effort is that the curriculum so constructed be flexible enough to allow insertion of any change at any time, and methods so devised will involve each teacher's experience, insight, and individuality. It is not only with the curriculum change the things may happen in a desired direction but more important is the personality of the teacher to create situations in such a manner that may assist pupils to use their intellect on varied & different directions in order to come up with a large number of solutions for a particular problem. How he does this depends largely on the teacher's knowledge of inner & outer conditions that foster creative learning in students. What are the social & psychological aspects that are to be taken into account during the teaching learning process mainly rests with the teacher?

Social Aspect: Learning is a continuous process & as such many agencies exert their influence on it. It is an established fact that most learning of pupils occurs outside the school. This outside learning impinges on what the teacher is trying to teach his pupils so that aims & objectives, the approach & the evaluation need to be created in such a way as to take this fact into account. For this reason, through knowledge of pupils as social beings in contact with & learning from groups & individuals outside the school, the teacher needs to sensitize

himself to their individual & group needs. Because of the importance of seeing a child as a social being as well as in terms of intellectual potential & accomplishments, the teacher is required to know fully about the child, his parents & family background. He needs to know child's health records, his attendance or absence in school & other related matters. The idea behind this is to help the child in an effective way as to what he is & what he ought to be. A caring school community, in which teachers, pupils & ancillary staff work together & accept & respect one another, results in a good socio-emotional climate with its relaxed social relationships which aid in the achievement of objectives. It makes for greater freedom from social conflict & freedom to experiment. In regard to this, teachers, in general & certainly older pupils will need to exchange views in an effort to get a measure of agreement about educational matters. Students should be invited & encouraged to express their feelings regarding problems & the solutions. If education becomes more open to a range of influence & if the role of the teacher increasingly involves the giving of advice instead of directing, so the social communication will play a large part in school life. A teacher is expected to make groups in accordance with stipulated objectives & to the practicality of the learning situation. At times, during the same day, the teacher will have to make readjustment of groups. He is required to break up the whole class into small groups for conducting discussions. Another method he can use by allocating cards to the students according to the assignments assigned to them to work in adhoc groups & later in a class group. Sometimes groups may be formed to do certain tasks either cooperatively or individually. At other times, groups exist only in the mind of the teacher as he mentally classifies them. It is felt that selective ability grouping does more harm than good. However, the teacher can make groups according to the established pattern with in a school, in consonance with the modern trends & taking into account the ability, achievement & social position of each pupil in the classroom group. One precaution however, should be taken that what is logical, reasonable, practically desirable & possible as well in the formation of groups should be taken into consideration.

Psychological Aspect: Differential psychological enables a teacher to observe that no two pupils are alike in learning things even in identical situations. Indeed, there will be large learning differences existing between different pupils & uneven learning within individual pupils. In order to help his pupils, the teacher needs to diagnose accurately not only the differences that exist but also the potential of the pupils. By acquiring such knowledge, the teacher can then achieve his objectives in a better way to lead from where they are to and where he wants them to go. Psychological influence can help him to create successful opportunities & devise assessment techniques. Unless there is depth study of the interrelated considerations of psychology, such matters as the stereotyping of pupils on the basis of their father's occupations & the judgment of the potential solely on the basis of what is assessed by intelligence test, is a strong possibility. Psychological aspect needs to be considered if the teachers wish any curriculum improvement as it is psychology which tells the teacher as who are the actual pupils to be taught. Such a content will help all pupils achieve success according to their pace of development in their school life. Therein pupils expect from their teachers that their individuality may be respected on the one hand & equal chance of going along other students' id offered on the other. Psychological aspect thus prepares a

teacher for recognizing the place of guidance & counseling in the development of potential of the pupils who are under his care. In order to make teaching-learning process more effective, the different & modern aids to learning have been stressed to make use of. The days when a teacher had only his voice, blackboard, chalk & a set of books in his working have long since passed. In modern times he is faced with what can seem a bewildering range of aids of many kinds. The super abundance of aids offers teacher considerable opportunities to make his work more effective & creative, to release him from some tasks & to provide variety & flexibility. The selection & usability of aids to learning depend more on the learning situation which calls for the imagination, ingenuity & resourcefulness of a teacher- what to select & when to use. When the pupils are ready for learning, a resourceful creative teacher is necessary to promote creative teaching. The curriculum should be as flexible to insert any change at any time. The strategies of teaching should be varied enough to challenge any type of creativity. The teacher should provide for psychological safety & freedom in the classroom. He should make it a point that each individual child is accepted as of unconditional worth, no matter what his present condition is. The child in turn apprehends that he is being accepted & feels secure. This atmosphere induces the child in undertaking new & challenging tasks & gradually tries to actualize himself in new ways. In brief, the teacher should be able to provide the atmosphere of understanding & affection in the classroom in which no external or internal pressures are present. He should provide for self-initiated learning, permissive learning environment, stimulates creative thought processes, imbibes self-discipline, sensitivity to problem, curiosity, self-evaluation on the part of pupils. A teacher who has analyzed carefully a given situation, predetermined aims & objectives is said to have created proper learning opportunities for his pupils. Thus, a teacher has succeeded in creating a model for his own curriculum in action wherein he coordinates the activities of the pupils & the use of time, space & materials in order to achieve maximum efficiency & continuous progress.

Evaluation

Whenever objectives are selected for achievement, problems arise concerning measurement of progress and success. The pupils & the teachers are the main personnel involved in this process. If records are kept for individual pupils, not only do they help in providing an explanation why a pupil has made little progress towards the objectives but they also provide information which enables the teacher to modify the approach under scrutiny to suit more appropriately to the needs of particular pupils.

Evaluation here precisely connotes as to what extent, the stipulated aims & objectives in the light of cognitive, affective and psychomotor domains have been achieved through planning of the curriculum, devising of learning materials & the approach adopted by the teacher. It is to be assessed whether pupils have learnt the required knowledge, skill & information that enable them to adjust & readjust in the society as good learners, as good persons, as good citizens & as good workers.

Conclusion

To conclude, the concept of creative teaching & learning points towards the teacher as to what extent he has gained appropriate knowledge, skills & expertise to prove himself as an effective participant in decision making process; in the formation of policies of education; in planning & developing changes in the curriculum so as to cover the needs & aspirations of the society; to recognize the individuality of the student irrespective of his present worth, class & status; to help every child to make progress in accordance with his mental capacity, to build creative interpersonal relationships with students, teachers and to those who are superior to him; to make efficient use of time & space according to the demand of a given situation; to help his pupils grow without any fear or shame; making his pupils free from any outward threat of evaluation & not to press them for becoming stereotypes & conformists.

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