

**Teacher Education Institutions in Patna: Supervisory Leadership****Dr. Mahamud Khan**Head of Department,  
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**E**ducation is the most prime and powerful instrument to the development and the improvement of mankind. In the general sense, the term educationist is used as a form of learning, in which the knowledge, skills, values, beliefs, and habits are transformed from one generation to next (Ahmad & Garg, 2007).

According to the Report of Education Commission of 1964-66, "The destiny of India is now being shaped in her classrooms" (Aggarwal, 1966). In this context and in facing up the challenges of new century, a teacher plays a role of a perceiver who recognizes the potential of the individuals and builds up young generation to be ready and capable for rapid global development in different areas. A teacher along with the expertise of his subject are as should be able to understand the needs and qualities of students and should nurture them accordingly. The continuous researches on education have proved that an effective teacher is the most important factor of student learning (Darling-Hammond, 2000; Marzano, 2007). In the report of UNESCO on World Education, it was pointed out that "Good education requires good teacher" (UNESCO's World Education Report 1995).

**II. Previous work:**

Familiarity with the related literature develops an insight into the problem, helps the researchers to discover what is already known, what others have attempted to find out and what problems remain to be solved. It guards against the possible limitation and minimizes the chances of duplication or repetitions. Thus, it is essential for a researcher to know what sources are available, what sources to use, and where and how to find them thereby saving many hours of aimless activities.

The survey reveals what is called the "research gap" or the areas, which have not been studied or which had been studied in other cultures but not one's own. One may even like to study those variables that had been studied from one point of view or angle but need to be studied from a different angle or perspective. The most crucial purpose of review of literature is the location of the major variables of the study and their existing relationships.

The present chapter is devoted to the review of research studies that are thought to have some bearing on the problem by the researcher. In order to develop deep insight and to evaluate the methodological practices, the researcher made a survey of the available literature and reviewed the research studies related to creativity and its various dimensions. A thorough and prudent study of various books, journals, research papers and educational reviews has resulted in the accumulation of certain amount of literature regarding the topic under consideration. The present researcher made an extensive search of all relevant studies in education and selected those that were seemed to be significantly related to the topic under investigation.

On the basis of content, all the studies have been classified into three broad categories:

1. Studies related to nurturing creativity
2. Studies related to School Climate in relation to nurturing creativity
3. Studies related to creativity in relation to various variables

**Studies Related to Nurturing of Creativity:**

The present researcher collected a number of studies regarding the nurturance of creativity. However, a selected few and the most recent have been described below:

True (1966) attempted to find out the effect of teaching of general semantics on two factors so creativity i.e. ideational fluency and spontaneous flexibility. The sample of the research consisting of 360 students of VI grade was selected by using random sample technique. In the study, two tests (Product Improvement Test & Unusual Uses Test) were applied to measure fluency and spontaneous flexibility of students. The findings of the study revealed that there was significant difference between the performance of both groups on ideational fluency ( $t=17.6^{**}$ ,  $t=16.8^{**}$ ) and on spontaneous flexibility ( $t=12^{**}$ ,  $t=26.7^{**}$ ). Experimental group performed better on both the aspects of creativity than control group. The research concluded that the teaching of general semantics increases both ideational fluency and spontaneous flexibility.

Gupta (1988) focused on the creative development of secondary school children in relation to age, gender and urban and rural background and found that boys and girls develop rapidly in creativity from the age of 11 (grade VI) to the age of 13 (in the case of boys) and 14 (in case of girls - grade VIII) but later found a sharp decline up to the age of 15 years (grade X). In general, creativity has at end encyclopedise from the age of 11 (grade VI) and continue to decrease up to grades VIII and IX or age 13/14. After this age there appears a sharp decline. Girls showed excellence as compared to boys in creative development between the age 13-15 years both in rural and urban areas. Urban students were found to be superior to rural students in creative development. The research arrived at the conclusion that creative development in secondary school students is affected by age, gender and location.

Tripathi & Shukla (1990) tried to assess the effectiveness of instructional material for promoting creativity. He found that there were certain dimensions of creativity (fluency & flexibility) that could be developed through training programme but the training programme did not show any significant impact in terms of originality scores of creativity.

Jawaharlal (1990) aimed at finding out whether the structured creative teaching programme taught in brainstorming sessions will be useful for fostering creativity among primary school children or not. He found that creativity could be enhanced

in primary school children when they were taught through brainstorming sessions. He also found no gender difference in the development of various aspects so creativity such as fluency, flexibility and originality. The researcher stated that the brainstorming technique provides a helping hand in enhancing creativity among children.

Gakhar (1991) investigated the interaction between instructional models and creative training. The findings of the study revealed that all the instructional models (Ausubel's Model (1963), Bruner's Model (1965), Gagne Model and Traditional Teaching) under investigation yielded significantly different achievement scores. Further Ausubel's model produced better results than other three models. The interaction between instructional models and creativity training was found significant. The researcher concluded that if instructional model were followed by creative training, the results may be more convincing.

Clapham (1997) tried to discover the role of ideational skills training in fostering creativity. The results of the study revealed that the skill training is helpful in developing the appropriate thinking skills, positive attitude towards creativity and creative performance. The researchers arrived at the conclusion that ideational skill training is helpful in reducing anxiety, motivates learners to be creative and also to solve the problematic situations.

Cropley & Cropley (2000) tried to assess the impact of teaching of creativity and counseling on the innovative ideas of engineering undergraduates in the theoretical and practical aspects by taking a sample of 85 undergraduates. The sample was divided into three groups (i) 27 students who received lectures on creativity (ii) 37 students who received lectures and also counseling after performing on a creativity test (iii) 21 students in control group. The results revealed that teaching and counseling were associated with behavioral change in both practical and theoretical exercises. The students who got counseling and lecture both were more innovative in comparison to control group. The researcher arrived at the conclusion that teaching and counseling together is helpful in fostering innovative ideas.

Roy (2004) conducted an experimental research to assess "the effect of creativity



appreciation training programme(CATP) on the teacher's attitude towards creative teaching and learning" by taking a sample of 400 teachers. The researcher found that:

- (i) Male teachers of both levels (high and higher secondary) had positive attitude towards creative teaching and learning than female teachers.
- (ii) Teachers from private schools had better attitude towards creative teaching and learning in comparison to government school teachers.
- (iii) Teachers having experience less than ten year sex pressed more positive attitude toward creative teaching and learning than more experienced teachers.
- (iv) Teachers belonging to government schools showed more positive change in their attitude towards creative teaching and learning than private school teacher safter creative appreciation training program (CATP) while gender did not cause any change in them. The researcher concluded that creative appreciation training program facilitates the development of positive attitude of teachers towards creative teaching and learning.

Park et al. (2006) attempted to study the "changes in Korean science teachers" creativity after participating in overseas professional development program. They found that science teachers had growing awareness about creativity. It was also found that creativity could be hanced by science teaching as science teaching has much wide range of activities and experiments. There searchers found that the professional development program contributes significantly in making the teachers more aware about creativity and its uses in teaching practice.

Hosseinee (2008) investigated the impact of creativity teaching program on teacher's knowledge, attitude and skill on a sample of 120 teachers or instructors (60 in instructors in a test group and 60 instructors in a control group) of various districts of Tehran. The results showed that there was significant difference between the two groups (experimental group and control group), which confirmed the positive impact of the training period on teacher's knowledge, attitude and technical skill.

O'Farrell (2009) carried out a study to know the perspective of arts teachers, students and

administrators about the nature of creativity and strategies used in the school to enhance creative achievement. There results indicated that students and teachers had different view regarding the nature of creativity. Students perceived creativity as an innate equality, while teachers view it as a skill, which could be nurtured and developed. Students regarded the role of teachers as motivator in fostering creativity while teachers believed that they played a role of guide to explore the creative potential of students and thought that feedback in assessment process could help to develop creativity of students. However, according to the researcher, creativity is an acquired ability and can be hanced by the guidance of teachers.

Nilson et al. (2013) studied the perception of teachers and mothers regarding the use of creative arts for cultivating critical thinking among children. The finding of the study.

### **Conclusion :**

A teacher functions as a mentor and guide for the learners in terms of acquiring knowledge and life skills within the broader frame work of the school education system. A teacher addresses the relation between the needs and demand arising in the school context where he/she observes and records the progress of the class to ensure a healthy culture of learning. The National Curriculum Framework (2005) emphasize that academic excellence, subject knowledge, repertoire of pedagogical skills, commitment level toward profession, sensitivity, motivation and attitude of teachers influence the achievement and learning of pupils. The teacher must be equipped not only to teach but to understand the student and the needs. It stated that a teacher should be a facilitator in children's learning and developing his/her knowledge base. National Council for Teacher Education (2009) pointed out the role, philosophy and purpose of a teacher as follows:

- i. Teacher must deal with his/her students in affectionate and caring manner. Teacher should be sensitive towards the problems of learner and should be committed to justice and social reconstruction.
- ii. Teachers must encourage learners to construct their knowledge through experiential learning instead of rote methods.

- iii. Teacher must adopt learner centered methods in teaching-learning process as play-way method, project, discussion, dialogue, observation, visits and integrated academic learning with productive work.
- iv. Teachers must contribute in framing of curriculum, syllabus, and text book and to critically examine them.
- v. Teachers should understand the psycho-social attributes, needs of learners, their special abilities, characteristics and motivation level.
- vi. Teachers should be liberal, humanistic and responsive to the demands of learners and the present context.

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