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"SCIENTIFIC CREATIVITY IN RELATION TO GENDER AND TYPE OF SCHOOL"

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ABSTRACT : *Scientific creativity as a kind of intellectual trait or ability producing or potentially producing a certain product that is original and has social or personal value, designed with a certain purpose in mind, using given information. In this study the scientific creativity of Secondary School Students of Block Fatehabad of District Fatehabad based on a selected demographic variable (Sex and Type of School) is being studies. The sample of the study comprised with 100 Secondary School Students. A standardized tool named VERBAL TEST FOR SCIENTIFIC CREATIVITY developed by Dr. V.P. Sharma and Dr. J. P. Shukla (1971) is used for data collection. The findings of the study illustrates that there was significant difference between scientific creativity of students in relation to Gender as well as type of school.*

Keywords: Creativity, Scientific Creativity etc.

Introduction: The recent era of globalised learning is concerned with creativity and innovation. Creativity is not only distinctive and unique but essential for the success of an individual, society and country because it includes all thoughts and acts. That's why it should be present in association of critical thinking for more accountability and productivity. As our nation is driving towards the status of developed country, the younger population should be equipped with versatile feature i.e. resources, skills and knowledge. Creativity is considered as watching the same things but thinking differently. It is marked by creating something novel, unique, original and having worth (**Torrance, 1967**). A person is creative when he has the capacity to solve problems, create new products and start the topic in a unique way (**Gardner, 1999**). Characteristics of creative process involve imaginative thinking, purposeful activity aimed to achieve a goal, originality and valuable outcomes in accordance with objective. Reflecting thinking is the base of creativity which includes divergent thinking and awareness (**Ofsted, 2003**).

Scientific creativity : Creativity in the field of science education is specifically known as scientific creativity and it is an aspect of sensitivity towards scientific problems **(Lobart, 1994, Hu & Adey, 2002)**. In this notion**, Stenberg** & **Lubart (1999**) described scientific creativity as fundamental at both levels either it is individual level or societal level. At individual level a person can solve his personal as well as work place problems and at societal level scientific discovery is the outcome. Scientific equipments as a resultant of scientific discovery have become an important part of our life that is available because of scientific creativity and scientific thinking. It modifies the ordinary thinking process by instilling some skills and habits **(Kalbag, 1991)**. For scientific progress science with ingenious frame of mind is essential otherwise science would stand at a halt. Scientific creativity deals creatively with scientific activities, problem solving and experiments. It is a type of ability that is influenced by scientific skills, knowledge and certain non-intellectual factors. Scientific creativity is different from other creativity since it is majorly concerned with creative science experiments, creative scientific problem finding and solving, and creative science activity. The structure of scientific creativity itself does not include non-intellectual factors; although non-intellectual factors may manipulate scientific creativity. Scientific creativity should be a combination of static structure and developmental structure. The adolescent and the mature scientist have the same basic mental structure of scientific creativity but that of the latter is more developed. Creativity and analytical intelligence are two different factors of a singular function originating from mental ability.

Need and Significance of the Study