Literature Review:

Review of the available literature intends to look critical contextually at the dynamics of educational development among the scheduled caste students. It also tends to arrive at an understanding of what policy and programmatic application can be made to develop creativity among them. The review of the related literature leads to deep insight into multifaceted side of the problem. It also helps the investigator to know what has been done previously in this particular field of the study. It is through review of the existing literature, the researcher comes to know what has to be done further.

The researcher has studied different authors’ literature and reviewed and analyzed with reference to the theme of this study. The researcher has divided the literature in three different categories. Namely,

1. **Studies related to creativity in general.**
   - Studies in India
   - Studies in Foreign countries
2. **Studies related to socio-economic status and creativity.**
3. **Studies related to scheduled caste and creativity.**
4. **Studies related to socio-economic status, scheduled caste and creativity.**


   The present paper examines issues related to the Dalit women concerning socio-economic problems of Andhra Pradesh. The disadvantages of caste, class, gender and the exclusionary mechanism deep-rooted hierarchical social relations have had differential outcomes for Dalit women in our society. It also examined the demerits of caste attached to the present scheduled castes in general and scheduled caste women in particular. The scheduled caste women are disadvantaged by their caste and gender and as such they are subject to exploitation and discrimination by their family members, by their caste people and by forward castes. The female feticide, illiteracy, gender inequality, different types of violence, dowry, child marriage, etc are few of the problems faced by scheduled caste women in present society.

2. **Pradeep Arora, Virendar Koundal**: An analysis of socio-economic status of scheduled castes: a study of border areas of jammu district:DOI: 10.9780/22307850, Published on: 15/06/2014

   The aim of the paper is to highlight the socio-economic status of the scheduled castes residing in border areas of the Jammu district. Among the various socially deprived classes, scheduled castes suffer from the dual
disabilities of severe economic exploitation and social discrimination while they constitute near about 16 per cent of the total population in the country and about 7.37 per cent in the state of J&K. The present paper is based on primary as well as secondary data. Primary data is collected by using interview schedule. Secondary data is collected from the census of India, Annual Reports and Administrative guidelines of the Ministry, Government of India as well as from the classified data available with internet. Apart from these, books, journals, seminar papers, etc, formed the sources for the collection of secondary data for the present paper.

3. Panda, M. and Yadava, R. (2005). Implicit Creativity theories in India: An Exploration. Psychological Studies, Vol. 50(1), 32-39., studied the nature of creativity in relationship in Indian context. The study was completed in two parts. In first part 290 post graduate students randomly selected from Allahbad University. 250 students were also randomly selected to judge the ideal creative person on the basis of list of behaviors from this study they found the great relation between social and interpersonal aspect rather than cognitive, and analytical and utilitarian aspects of creativity. They found the significant difference between male and female students.

4. DAXABEN J. MODI Assistant Teacher, Primary School, Umarkhar, Viramgam, Vol. 2, Issue:7, July 2013. (IJRE) ISSN:2320-091X examined the Effect of Creativity Appreciation Training Programme (CATP) on the Teachers Attitudes towards Creative Teaching and Learning 400 students sample comprised of high and higher secondary school teachers from 2 different districts. It was found that there was no significance difference in creative teaching and learning between male and female teacher related to high and higher secondary school.

5. Researcher: Dhulipala. Soma Sekhara : A Study of the Creativity In Relation To Intelligence and School Environment Keywords: Education Date: 2009 :

Creative expression is not restricted by any limits or boundaries. It covers all fields and activities of human life, in any of which one is able to demonstrate creativity by expressing or producing a new idea or object. It will not be restricted to scientific inventions and discoveries or the production of works of art but covers multifarious human accomplishments like the composition of poems, writing of story and plays, performance in the fields of dance, music, painting sculpture, political professions as also the activities of daily life.
Creativity will be essentially a human phenomenon. It is a process in man, which will help him to achieve dignity and meaning in life.

6. Satish P. Pathak (2001), observed there was no significant difference found of the teacher trainees of different caste categories in case of the experimental groups. No interaction effect was found on the caste categories and academic stream of the primary school student-teachers of the experimental group.

7. L. Hanumanthainah, (2000), investigated the effectiveness of curricular creativity inputs in relation to mental ability and socio economic background. The girls of high mental ability have done well both on verbal and figural creativity.

8. Bansal, Indu and Agarwal Shikha, (1997), examined the impact of Computer to enhance creativity among rural and urban areas of primary school children. It was found that at the initial stage no significant difference existed in creative ability of children of rural and urban community.

9. Fathima Jabeen, Zaheda (1995), presented her study with reference to age and gender. There was a significant difference found between 7-8, 8-9, 9-10, 10-11 year old children with regard to giftedness and creativity. There was significant difference between boys and girls of age group 11-12 years with reference to creativity.

10. Singhal, Sushile and Liegise, Buno (1994), studied the levels of creative thinking among class X students in Govt. and Pvt. Schools in rural and urban areas. There was a significant difference among schools on verbal flexibility and verbal fluency. There was the significant difference from each other and elaboration and originality, fluency and flexibility factors of both verbal and non-verbal creative thinking.

11. Lalita, Y.R. (1994), assessed creativity in relation to teaching competence of B.Ed Teacher trainees studying in the colleges of Education of Bangalore University was given. The relevance of variables was tested by F-ratio, Chi-square and critical ratio. There were no significant difference between high and low creative on the personality traits-assertiveness, consciousness, adventurousness tender mindedness and self-sufficiency.

12. Zargar, Att. and Mattoo, Mohamad Iqbal (1993), observed creative thinking ability and vocational interests. The main objective of this study was to find out the difference between high and low creative students male and female in Art and literature. They found
high creative students head tendency towards fine arts and literacy interests. They found boys and girls had equal interests in arts and literature.

13. Bhawalkar, Smita (1992). To study the scientific attitude and scientific creativity. As results she found that students with high levels of certain variables in common were found to possess high level of scientific creativity. There were found twelve combinations of the variables e.g. high achievement and high risk-taking, low dependence high academic motivation and high self-confidence.

14. Shetay, S.G. (1991), studied what is the relationship between personality and creativity. He found that majority of respondents have medium level of creativity The respondents from home science were more reserved and less intelligent than others faculties. The respondents from veterinary and agricultural faculty were dominated by more sensitive nature.

15. Ferramdo , M. Prieto (1995) The results of the author indicates low relationships between creativity & intelligence their theory have double perspective on the one hand to establish the relationship between creativity and general intelligence : on the other hand to study the relationship which exits between creativity and multiple intelligence .

16. Robert J. Sternbery & Linda . A.O’Wara (1999) Creativity has often been defined as the process of bringing into being something novel and useful. Intelligence may be defined as the ability to purposively adopt to shape and select environments. In order to select or shape the environment to suit one self, one require the imagination to create a vision of what the environment should be and how this idealized environment can become a reality. On the other hand the ability to adopt to the environment- to change one self to suit the environment typically involves little or no creativity.

17. James Russell Crowell   Sternberg , Robert J. (2003) Sternberg divide the text into four parts: Intelligence, creativity wisdom and synthesis, the premise of the text represents for the reader discussion of wisdom, creativity and intelligence and how they are interrelated.

18. T D Griffiths (2008) – Creativity is a mental journey between ideas or concepts that involves either a novel route or a novel destination links between creativity and intelligence, transmitter function or need all arguably reflect global mechanisms.

Studies in Foreign
Researches make relationship between past, and future. Studies provide knowledge what should be done in future. It is like consulting the maps of previous explores for future directions. Research is a continuous process and it must have some continuity with earlier facts. Here an attempt has been made to review the studies directly or indirectly related with objectives of the research under investigation.

19. Elena Karpova Sara B. Marcketti and Jessica Basker (2007), conducted a research to assess effectiveness of creativity training by measuring student creative thinking before and after implementation of creativity exercise.

20. Margaret Boden 31 May (2006), in the workshop (2) ‘Evolving view of creativity’ proposed that creativity is the ability to come up with ideas that are new, surprising and valuable where ‘valuable’ means different things according to the domain.

21. Sam Ran Tongpaeng, (2002), investigated the impact of strategy to develop creative ability among university students. There was found no difference between male and female in relation to fluency. Originality was found to be independent of interaction between treatment and sex. Creativity was found to be independent of interaction between treatment and sex. Media is another instrument to develop creativity among students.

22. Brophy et. al (2001), completed his research to examine the relationship between inclination for divergent and convergent thought and creative problem solving (CPS) performance. The research was conducted for 300-university students. Result shows that student’s preferences were associated with performance. Every creative work need creative process properly he highlighted this topic how the creative process works in present, past and future.

23. Lubart et. al (2001), studied the models of the creative process: present, past and future. The basic 4-stage model of creative process, comprising preparation, incubation, illumination and verification has been prominent since the end of 19th century and many researchers have relied on it. However, research suggests that this model may need to be revised or replaced.

24. Maria et al (1998), attempted this study to clarify the relationship among intelligence, creativity and peer-perception. 300 students were selected for the test of intelligence, creativity, and sociometric choices. Result shows that children form middle high socio
economic status had higher scores on intelligence and creativity tests and those students who were viewed as creative by their peer were the most popular in the groups.

25. Guilar et. al (1996), gave his considerable work to study the correlation between the personality and creativity. The result is consistent with the idea that different forms of creative behavior are related to distinct characteristics of personality.

26. Mellou, Eleni (1996), discussed how creative school environment, creative thinking programs and creative teachers could influence children’s creative behavior. He found that creativity can be nurtured in Young children and there is need for a broader and comprehensive pedagogical and curricular framework for creativity specialists or facilitators to apply their work. A suitable environment and appropriate teaching may encourage the development of children’s creativity.

27. Dockal, Vladimir (1995), investigated whether or not creativity is independent of heredity? Research also discusses creativity, which unlike that of intelligence measured by classic tests can be enhanced to a large extent by the environment.

28. E.Safajouee : Students’ Creative Potential in Higher Educational Institutions in Malysian Universities: Vol 2, No.3, pp. 45-48 , Sep , 2012 : In this study, the creative potential in four Malaysian public universities namely UM, UKM, UPM and UTM was measured by using a questionnaire survey. For the measuring purpose, seven factors including socio-demographic, creative environment, technology environment, curriculum of the studies, students’ attitudes, teamwork activities, knowledge sharing, and level of rock logic were measured. The findings showed that there were no correlations between creative potential and all socio-demographic factors such as gender, university and teamwork activities. On the other hand, the findings indicated that there were very strong correlations between creative potential and creative environment, technology environment, knowledge sharing and curriculum of the studies.

29. Ömür BARKUL** VOL: 6 NO: 2 44-57 2009-2:Gender and creative thinking in education: A theoretical and experimental overview :University Faculty of Architecture, Istanbul TURKEY :Received: November 2008 Final Acceptance: November 2009 The results of this empirical study that investigates gender differences through thinking measures with the sample of 147 undergraduates from different level of architectural education indicated that there is not a significant difference among genders. This study supported the psychometric approaches and Baer’s extensive review of the literature including more than 80 studies comparing divergent thinking scores of males and females.

30. Shaikh Imran, (2002), assessed how the scientific creativity influenced by applying different media. To study the difference of scientific creativity among the students studying in English medium, Marathi medium and Urdu Medium schools. 600 students of std. Scientific creativity was found superior in students of English medium school in
gentry’s society than the students learning in Marathi medium and Urdu Medium schools situated in gentry as well as slum areas.

31. Sam Ran Tongpaeng, (2002), investigated the impact of strategy to develop creative ability among university students. Naree Suan University, Pitsanulok Provence, Thailand. From this study, It was found that developed instructional material enhance, fluency, flexibility, originality and creativity amongst students. The DIM was found to be effective in enhancing curiosity amongst students. Students were found to have favorable reaction towards DIM.

32. Bob Jeffrey and Anna Craft (2004), published a report on ‘Teaching creatively and Teaching for creativity: distinctions and relationships’ a research conducted by the National Advisory Committee on Creative and Cultural Education (NACCCE, 1999). The data was collected from an early years schools, known for its creative approach in U.K. Data collection was through qualitative methods, consisting chiefly of interviews with teachers, support workers, parents, children and visitors. From the research outline they found that the relationship between teaching creatively and teaching for creativity is an integral one. The former is inherent in the latter and the former after leads directly to the latter.

**Studies related to socio-economic status and creativity:**

Socio economic status plays an important to develop creativity. Strong financial position provides freedom of choice and high society provide moral support to person especially in Indian context. Many researches in this related area shows that creativity is greatly influenced by Socio-economic status. Review of these studies as under:

33. YADAV, MAMTA (2003), conducted a study to compare creativity of the college students with relation to intelligence and socio-economic status. Result shows that more intelligent students were more creative, More socio-economically strong a student is more creative he/she will be. Result also shows that high intelligence students differ significantly with low intelligence students on creativity and socio-economic status of the student’s effects in a positive way to creativity of students.

34. Thampuratty. N.R. Girija Devi (1995), studied socio-economic status of creative high achievers and creative low achievers in mathematics experiments in education. There was statically significance difference between creative high achievers and creative low achievers in socio- economic status. It was observed that the parental occupation, education and income influenced the high and low creative achievers.
35. Shair, Bilqies (1988), conducted a study of creative thinking among boys and girls in relation to socio-economic status (SES). Creativity and SES are positively related. There is the significant difference between boys and girls of creativity belonging to same level. Sex differences were found to exist in creativity. There is significant differences with respect to filleting and flexibility were found in boys and girls belonging to high and lower SES.

Studies Related to Scheduled Caste and Creativity

There is no dearth of academic research on the socio economic conditions of scheduled castes in India. There are some works, which are related to the historical background of scheduled castes. There are other works that correlate their socio conditions to their achievement or backwardness in the field of education. There is another category of researches that mainly deals with aspects of intelligence, creativity, sex differences, personality and creative potential of scheduled caste students. However there are several scholars, who have done research on different social areas such as deprived condition and social economic status of this section of the society. Many Indian and western scholars have done remarkable work on scheduled caste issues such as socio economic status, deprived condition, disadvantages, creativity, achievements, intelligence, personality, sex differences, psychological problems and creative potential of deprived section. In the present research, the researcher has studied the finding of some past researches as under:

36. Bharti (2005), raises question about the social system, which is the main cause of the continued plight of the deprived section of the society for thousand of years. He argued that they were not allowed to participate in the socio economic life. Due to oppressive caste system dominated by the upper classes of the society, the people of deprived classes could not get any exposure to their potential. The reason behind this their slavery like the social condition of thousand of years and lack of opportunity and democratic participation.

37. Kapoor, Khemchand, (1996), studied the creative thinking ability of high school pupils of Arunachal Pradesh in relation to their sex and academic achievements. There was a significant difference between male and female students’ creative ability male pupils performed better than female pupils. It was found that tribal and non-tribal had the same creative ability related to seeing problem and unusual uses test of creativity. There was
no significant difference between male and female students in academic achievement. There was significant difference between male and female candidates related to both tribal and non-tribal groups. On the basis of academic achievements there was significant difference between male and female pupils related to both Tribal and non-tribal areas.

**Studies Related to Socio-Economic Status, Scheduled Caste and Creativity**

Creativity research on the disadvantaged has become increasingly extensive in scope but in India it is mostly neglected. However, a few cross-cultural studies have been reported where disadvantaged Indian subjects have been included.

38. **SOCIO - ECONOMIC STATUS OF DALIT WOMEN-A STUDY IN ANDHRA PRADHESH.** D. Swarupa Rani, Sadu Rajesh: DOI : 10.9780/22307850, Published on : 02/03/2014,

The present paper examines issues related to the Dalit women concerning socio-economic problems of Andhra Pradesh. This paper also explores, who are living outside the mainstream of the society due to their lower social and economic status. The caste-based stratification of the society adversely affected the equality of opportunities to the disadvantage of these groups. It also examined the demerits of caste attached to the present scheduled castes in general and scheduled caste women in particular. The scheduled caste women are disadvantaged by their caste and gender and as such they are subject to exploitation and discrimination by their family members, by their caste people and by forward castes.


40. Singh and Koul (1990), found that non-tribal and high status group of students have high creative thinking than belonging to lower status. Economy also affects the creativity of the individuals. The aim of the paper is to highlight the socio-economic status of the scheduled castes residing in border areas of the Jammu district. Among the various socially deprived classes, scheduled castes suffer from the dual disabilities of severe economic exploitation and social discrimination while they constitute near about 16 per cent of the total population in the country and about 7.37 per cent in the state of J&K.