

The effect of socio-economic status on language creativity of scheduled caste students



Education

KEYWORDS : Language creativity, scheduled castes, and socio-economic status.

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ABSTRACT

Creativity is for its role in generating innovation to address the challenges of an evolving world. Creativity in language covers a variety of texts, genre and practices, i.e. poetry, novel, play, storytelling and web chat, dialogue and debate (L. Hoover, 2011). Creative speaking and writing depends upon creative learning. Creativity is not only a property of especially skilled and gifted language users, but is pervasive in routine everyday practice. The investigator's aim is to investigate socio economic status influence on language creativity of scheduled caste students. The current research reviewed pertinent studies in this area to provide an answer for the following questions: Are there any differences in language creativity of male and female, rural and urban students belonging to scheduled caste? Are there differences between students belonging to joint and nuclear families, SC 1 and SC 2 in creative abilities? What is the relationship between parent's education, occupation and language creativity? Are there any differences in creative abilities of scheduled caste students from high and low income families (i.e. elaboration, flexibility, fluency and originality) etc? To find out the answer of these questions 300 Post Graduate students from four Universities of Haryana state were comprised by random sampling technique. To collect the data language creativity test by Dr S.P. Malhotra and Sucheta Kumari (1989) and personal inventory (self designed with help of supervisor) was used. Mean, SD, t-test and F-test statistical technique were applied to reach the results. In this study it was found that Male performed better than female in both flexibility and originality dimensions but in fluency and elaboration both have equal potential in language creativity. Urban students' got high score in flexibility and rural are more creative in originality dimension but there is no effect found of residential area on fluency and elaboration dimensions of language creativity. There is positive relation was found between language creativity and type of family. This paper, therefore suggests that education programmes to enhance the creativity in scheduled caste students modified according to the needs of the disadvantaged castes to empower them.

Creative potential and creativity

Potential is the strength of body or mind to do something. It means there are two types of potential physical potential and intellectual potential. When both potential comes to gather then it become creative potential. Intellectual potential is related to imaginative or idea generating power of an individual but only this power cannot create anything without the help of physical power which convert the idea or imagination into creation with action. It means both are half without each other. Intellectual potential is the part of principle but the physical potential converts in creativity with action. It means no creation can be done with single potential whether it is physical or intellectual potential. Therefore creativity comes in form when both potential come to gather. Now the question is that can we say the creativity to any creation? The answer is no, every creation is not creativity, to come in the category of creativity that creation have to be some qualities as; it should be new and not existing before. Without emotions we cannot give full devotion to any work, it means if we do the work with full passion that can be rare one emotion related to heart. In sporting in my view I quote Clark E Moves who stated that Creativity need full devotion toward action. He further stated in his book 'creativity is an abstraction' that attains a meaningful, concrete form in a particular and unique relation. The creative work is unique which is never occurred before and can never exist again. Ron Miller wrote some things may not be beautiful or great; but fit is your own work, your original self, It is creative. It means creative person see the things differently, that common of man cannot see. Creativity means to see and to think. What is left?

Every human being is born with THREE POTENTIALS for improving performance viz. Talent - Creativity - Personality. Each potential has two supporting attributes: Talent requires knowledge and method; Personality depends on attitude and motivation; and Creativity is on two different levels: primary and secondary. Of these three potentials, creativity is the first and most important. It is after all, the genesis of our being and the origin of being human. And of the two levels of creativity, the primary level is the highest and most rewarding.

Primary creativity on the other hand is the natural development of mind - power. There is no limitation to mind-power. Everyone gets ideas that come naturally. The source of those ideas is a special kind of higher mind-power. We teach a method of

primary creativity that brings into play all of what we call 'four phases of consciousness'. Our method connects our conscious thoughts with a higher level of thinking in a way that makes the most of our full creative potential. Secondary creativity on the other hand relies on brainpower, knowledge and education. It is the application of intelligence to problem solving and the design of new products. We teach a method called 'Creative Action' for increasing our potential for secondary creativity. In fact primary creativity is easier and more natural than the secondary level. All that is required to develop our natural primary creativity is a commitment to a short daily exercise, and to record key thoughts and ideas in a pocket note-pad, or what we call an Ideas Organizer. From this simple routine will flow the realization of our natural talents, the release of our true personality and the continuous improvement leading to enhanced creative potential and realization of self-actualization?

Generally, it is held that creative potential is God gifted and the social conditions have magical impact upon it. But where does creativity come from? It is something we are born with, or do we acquire it, like a skill? We may prefer to think of creativity as being like a muscle. The more you use it, the stronger it becomes; but if you are lazy and don't use your creativity, it will grow weak and shrivel up. People who have an incredibly strong creative instinct are like bodybuilders: they give their creative muscle regular workouts and nourishment, and they thrive on this process. People who think of themselves as less creative are like couch potatoes: their creative muscle has turned to flab due to inactivity.

Language creativity

Language is the best way of communication. It is language, which shows the personality of man. Language makes a man good or bad. Polite speaker wins the hearts of others and user of rude language loses his dignity. Ben Johnson says, "Language most shows a man, speak that I may see thee." Language creativity means use of language in different way beyond common people. Only that person can do this, which has an ability to play with words during writing and speaking. Writers, (novelists, poet, play writers etc.) Best Speakers come in this category. They have an ability to use words creatively or in best order, on the basis of affords done by creative writers, poetry is known as 'best words in best order'. Between Croce (1902:37) Stated that "language is perpetual creation" and Ricoeur (1981:340) Saying

that "language could extend itself to its very limits forever discovering new responses within itself." The term language creativity has various meaning attached to it, as to use the words in unusual way or differently from common man. To use language in creative manner is an art as writer or a poet do. Creativity in language covers a variety of texts, genre and practices, i.e. poetry, novel, play, storytelling and web chat, dialogue and debate. (L. Hoover, 2011)

Justification of the Study

It is general view that the development of every nation is depends upon the development of every section of society whether it is lower section or upper section. Negligence of any section is barrier in the development of particular section of society as well as country. This study is related to the creative potential of scheduled caste students. The idea of person belonging to upper castes is accepted and appreciated whether he is ignorant, but this situation is opposite for a person belonging to scheduled caste whether he is intelligent. In this study I want to recognize does the creative potential of scheduled caste student's is impacted by caste hierarchy that is known as social status in Indian perspective. At last many researchers found on creative potential of students in relations to gender, income, caste categories etc. comparative studies also found creative potential of scheduled castes students and non- scheduled castes students. But no study is found on creative potential of particular scheduled castes students in Haryana context. This provided the investigator a motivation to investigate the creative potential of scheduled caste students under the selected this topic 'creative potential of scheduled castes students in relation to their socio-demographic variables'. Hence keeping this all in view the researcher is attempting to carry out the study as proposed below under the head the 'statement of the problem'?

Statement of the Problem

'CREATIVE POTENTIAL OF SCHEDULED CASTE STUDENTS IN RELATION TO THEIR SOCIO- DEMOGRAPHIC VARIABLES'

Objectives:

- 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 type of family.
4. There is no significant difference in the creative potential of scheduled caste students based upon caste category.
5. There is no significant difference in the creative potential of scheduled caste students based upon mother's occupation.
6. There is no significant difference in the creative potential of scheduled caste students based upon father's occupation.
7. There is no significant difference in the creative potential of scheduled caste students based upon father's education level.
8. There is no significant difference in the creative potential of scheduled caste students based upon mother's education level.
9. There is no significant difference in the creative potential of scheduled caste students based upon family income level.
10. There is no significant difference in the creative potential of scheduled caste students based upon academic stream.

Review of related literature

This ongoing research acknowledged the availability vast literature on this specific area. Most of the existing literature has

been gone through, reviewed and analyzed with reference to the theme of this study. This chapter divided into different section as follow:

Gender differences and creativity

There is close relation between gender differences and creativity in Indian societies, Sharma, M, (1977), In case of females, background factors like parent's education and socioeconomic status were significantly high in intelligence and scholastic achievement than low creative females. Tripathi, V.K.D. (1983) Ramkrishan, (1986), He found that. The females were higher on creativity than the males. Shair, Bilqies (1988), Desai, N.N. (1987), Kumar M. Sudhir (1992), found that there is the significant difference between boys and girls of creativity belonging to same level. Kapoor, Khemchand, (1996), and Gupta S. M. (1995), Panda M. and Yadva R. (2005), found that there was a significant difference between male and female student's creative ability male pupils performed better than female pupils.

Parent's education, occupation, family income and creativity

Parent's education and occupation play an important role to enhance creativity. It is generally held that highly educated Parent's children are more creative than less educated or illiterate parents. And it is also thought parent's occupation, income and creativity positively related to each other. Hence family background, education of parents and income of family influenced a creativity of children.

Weisberg and Springer (1961), Kumar M. Sudhir (1992), found a positive relationship between creativity and father's occupation. Raina, K. (1986), the type of family, single or joint, did not have any relationship with the scientific creativity of the students. Girls of single families were most creative in science, whereas girls of joint families were least creative.

Residential area and creativity

Residential area of students also influence the creativity of students urban students have more facilities than rural students i.e. learning environments, physical and human resources for development. Many studies prove this thought Bansal, Indu and Agarwal Shikha, (1997), It was found that at the initial stage no significant difference existed in creative ability of children of rural and urban community. Verma, B. P. (1995), there were no significant differences between rural and urban girl's students in four creativity styles, namely belief in unconscious processes, use of techniques, use of other people and final product orientation.

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 spot to person especially in Indian context. Many researches in this related area shows creativity is greatly influenced by Socio-economic status.

Sharma, M, (1977), In case of females, background factors like parent's education and socioeconomic status were significantly high in intelligence and scholastic achievement than low creative females. Singh, B.D. (1985), was found the high and low general creative differed significantly with respect to socio-cultural and educational background, attitude and level of aspiration. Shair, Bilqies (1988), Singh and Koul (1990), Kumar M. Sudhir (1992), Desai, N.N. (1987), Yadav, Mamta (2003), there is significant deference with respect to filleting and flexibility were found in boys and girls belonging to high and lower SES. Kumari Kamlesh (1992) & Kumar M. Sudhir (1992) were found that High SES students were found significant more n-achievement than low SES students. Thampuratty, N.R. Girija Devi (1995), was observed that the parental occupation, education and income influenced the high and low creative achievers. Koul (1990), finds that high status group of students are more creative than lower status group. L. Hanumanthainah, (2000), found Low SES boys improved their figural creativity as compared to low SES girls. Low SES girls improved verbal creativity as capered to boy's students.

Caste and creativity

Many Indian and western scholars have done remarkable work on scheduled caste issues such as socio economic status, de-

prived condition, disadvantages, creativity, achievements, intelligence, personality, sex differences, psychological problems and creative potential of deprived section. Strauss (1968) was found that middle class families exhibited greater creativity than did the working class family. Raina, K. (1986), was found that social conditions have great impact upon creativity in Indian context due to caste hierarchy and emotional relationship. Kumar M. Sudhir (1992), the students with literary interest gained superiority in creative thinking as compared to those with social cultural interests. Gupta S. M. (1995), In this study scholar found that upper caste students were more creative than students belonging to scheduled castes and backward caste. Kapoor, Khemchand, (1996), was found that there was significant difference between male and female candidates related to both tribal and non-tribal groups.

Research Methodology

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.

Sampling and Data Collection:

All the students studying in post graduate students of Haryana constituted the population. By considering this fact at first total four universities of Haryana were selected by random sampling method. A representative sample of 300 students was selected from selected universities (Kurukshetra University Kurukshetra-75, Maharishi Dayanand University Rohtak-75, Ch. Devi Lal University Siras-75, Guru Jambheshwer University Hissar-75). Language creativity test by Language Creativity Test By Dr S P Malhotra and Sucheta Kumary (1989) and Personal Inventory (self designed with the help of supervisor) were administered on this sample and students were classified on the basis of their language creativity score. The students were selected through random sampling technique.

Analytical Procedures

To answer the Question-1, (Are there difference in language creativity of male and female, rural and urban students belonging to scheduled caste?). It is evident from tble-1 that t-value of male and female in language fluency and elaboration comes out to be 0.29 and 0.008 which are not significance at 0.05 level of significance. Hence there exists a negative relationship. Table-1 further discloses that t-value of male and female in language flexibility and originality comes out to be 3.99 and 7.5 appeared to be significance at 0.05 level of significance. Hence there is positive relationship is found between sex differences and language creativity.

With regard to residential area table-1 further discloses that t-value of rural and urban in language fluency and elaboration

comes out to be 0.29 and 1.71 which is not significance at 0.05 level of significance. Hence there is no significance difference is found between rural and urban. Table-1 further discloses that t-value of rural and urban in language flexibility and originality comes out to be 2.36 and 3.78 appeared to be significance at 0.05 level of significance. There is significant difference was found between rural and urban students in flexibility and originality dimension. Urban students are more creative in language flexibility, but rural students gave their better performance in language originality.

To answer the Question-2, (Are there differences between students belonging to joint and nuclear families, SC 1 and SC 2 in creative abilities?). It is evident from tble-1 that t-value of joint and nuclear families' students in language fluency comes out to be 0.87 which is not significance at 0.05 level of significance. Hence there exists a negative relationship. Table-1 further discloses that t-value of joint and nuclear families' students in language flexibility, elaboration and originality comes out to be 3.56, 2.31 and 4.05 appeared to be significance at 0.05 level of significance. Hence there is positive relationship is found. There is significant difference between joint and nuclear families' students in language creativity in flexibility, elaboration and originality. Nuclear families' students are found more creative in flexibility but joint families' students are more creative in originality.

Table-1 further discloses that t-value of SC 1 and SC 2 in language fluency and elaboration comes out to be 0.47 and 1.65 which is not significance at 0.05 level of significance. Hence there is no significance difference is found between SC 1 and SC 2. Table-1 further represents that t-value of SC 1 and SC 2 in language flexibility and originality comes out to be 4.29 and 2.14 appeared to be significance at 0.05 level of significance. There is significant difference was found between SC 1 and SC 2 students in flexibility and originality dimension. SC 2 students are more creative in language flexibility and originality than SC 2 students.

To answer the Question-3 (What is the relationship between parent's education, occupation and language creativity?). It is evident from tble-1 that t-value of 0.29 and 0.6 obtained in respect of mother's occupation in language fluency and elaboration dimensions which is not significance at 0.05 level of significance. Hence there exists a negative relationship. Table-1 further discloses that t-value obtained in respect of mother's occupation in language flexibility, and originality comes out to be 4.29, and 7.9 appeared to be significance at 0.05 level of significance. Hence there is positive relationship is found. There is significant difference between students whose mothers are house wife and in-service students in language creativity in flexibility and originality. Those students are found more creative in flexibility and originality whose mothers are in-service.

Table-1 further discloses that F-value obtained in respect of father's occupation in language fluency, flexibility, elaboration and originality comes out to be 3.16, 78.99, 6.71 and 8.53 which is significance at 0.05 level of significance. Hence there is significance difference is found on the basis of father occupation. Those students are more creative in language fluency, elaboration and originality whose fathers are Pvt. Job than others. On the other hand business men's children are better performer in language flexibility.

Table -1

Variables N		Fluency		Flexibility			Elaboration		Originality	
		Mean	t-value	Mean	t-value	Mean	t-value			
Gender	Male	122	54.35	0.29	54.69	3.99*	40.15	0.008	6.85	7.5*
	Female	178	54.69		28.97		40.14		1.93	
Residence	Rural	170	54.71	0.29	25.3	2.36*	39.2	1.71	3.82	3.78*
	Urban	130	54.37		28.04		41.19		0.57	
Family type	Nuclear	172	55	0.87	28.15	3.56*	41.2	2.31*	0.35	4.05*
	Joint	128	53.98		23.98		38.5		5.10	

Caste category	SC 1	125	54.23	0.47	23.36	4.29*	39.7	1.65	2.17	2.14*
	SC 2	175	54.78		28.38		40.46		4.68	
Mother's Occupation	H. Wife	268	54.64	0.29	26.26	4.29*	40.28	0.6	3.67	7.9*
	Iservice	62	54.22		28.38		39.42		7.55	
Father's occupation	Laborer	138	54.56	3.16*	25.8	78.99*	39.44	6.71*	4.51	8.53*
	Govt Job	121	53.49		26.53		38.82		2.17	
	Pvt Job	27	59.91		25.94		45.06		5.9	
	Business	14	54.89		33.96		38.85		2.65	

It is evident from table-2 that t-value of 0.06 and 1.05 obtained in respect of mother's education in language fluency and elaboration dimensions which is not significance at 0.05 level of significance. Hence there is no positive relationship is found between mother's education and language creativity. Table-2 further discloses that t-value obtained in respect of mother's occupation in language flexibility, and originality comes out to be 21.86, and 92.47 appeared to be significance at 0.05 level of significance. Hence there is positive relationship is found. Those students are found more creative in flexibility and originality whose mothers

are post graduate than graduate, 10+2 and illiterate .

Table-2 further discloses that F-value obtained in respect of father's Education in language fluency, flexibility, elaboration and originality comes out to be 2.51,98.66, 59.68 and 134.19 which is highly significance at 0.05 level of significance. Hence there is significance difference is found on the basis of father's education in language fluency, flexibility, elaboration and originality. Those students are more creative in language fluency, elaboration and originality whose fathers are Post graduate than others.

Table -2
Parents Education and language creativity

Dimensions	Respondents	Mother's Education			Father's Education			
		N	Mean	F-value	N	Mean	F-value	
Fluency	Illiterate	49	54.4	.06	Illiterate	32	54.26	2.51*
	Up to 10+2	204	54.31		Up to 10+2	174	54.64	
	Grad.	26	54.62		Grad.	43	53.72	
	P.G.	21	54.88		P.G.	41	55.3	
Flexibility	Illiterate	49	20.14	21.86*	Illiterate	32	24.58	98.66*
	Up to 10+2	204	26.27		Up to 10+2	174	25.52	
	Grad.	26	30.44		Grad.	43	28.73	
	P.G.	21	32.43		P.G.	41	29.39	
Elaboration	Illiterate	49	38.24	1.05	Illiterate	32	38.81	59.68*
	Up to 10+2	204	40.66		Up to 10+2	174	40.02	
	Grad.	26	38.29		Grad.	43	38.74	
	P.G.	21	40.27		P.G.	41	42.77	
Originality	Illiterate	49	17.59	92.47*	Illiterate	32	3.03	134.19*
	Up to 10+2	204	6.1		Up to 10+2	174	6.92	
	Grad.	26	2.9		Grad.	43	8.9	
	P.G.	21	15.66		P.G.	41	29.25	

* Significant at 0.05 levels of significance

To answer the Question-4 (Are there any differences in creative abilities of scheduled caste students from high and low family income and academic stream). It is evident from table-3 that t-value of 0.06 and 0.95 obtained in respect of family Income in language fluency and elaboration dimensions which is not significance at 0.05 level of significance. Hence there is no positive relationship is found between family income and language creativity. Table-3 further discloses that t-value obtained in respect of mother's occupation in language flexibility, and originality comes out to be 4.57 and 53.59 appeared to be significance at

0.05 level of significance. Hence there is positive relationship is found between language creativity and family Income. Those students are found more creative in flexibility and originality whose family's Income is above 20,000 than low income families .

Table-3 further discloses that F-value obtained in respect of Academic stream in language fluency, flexibility, elaboration and originality comes out to be 3.64,34.70,3.50 and 5.25 which is highly significance at 0.05 level of significance. Hence there is significance difference is found on the basis of academic stream. Arts students are more creative in language fluency and elaboration whereas science students are better performer in flexibility and originality.

Table-3
Family income, Academic stream and language creativity

Dimensions	Respondents	Family income			Academic stream			
		N	Mean	F-value	Respondents	N	Mean	F-value
Fluency	Up to 10000	150	54.4	0.06	science	78	56.44	F-value: 3.64*
	10000-20000	60	54.13		Arts	201	62.42	
	Above 20000	90	57.1		Commerce	21	49.72	
Flexibility	Up to 10000	150	25.7	4.57*	science	78	32.58	F-value 34.70*
	10000-20000	60	29.2		Arts	201	27.15	
	Above 20000	90	31.6		Commerce	21	14.78	

Elaboration	Up to 10000	150	40.6	0.95	science	78	41.01	3.50*
	10000-20000	60	41.09		Arts	201	46.16	
	Above 20000	90	39.53		Commerce	21	39.44	
Originality	Up to 10000	150	2.02	53.59*	science	78	3.61	F-Value 5.25*
	10000-20000	60	18.44		Arts	201	2.43	
	Above 20000	90	22.72		Commerce	21	-6.15	

* Significant at 0.05 levels of significance

Results

After the analysis of collected data it was found that there is positive relationship is found among gender, residential area, family type, caste category, mother occupation, mother education, family's income and language creativity in flexibility and originality dimensions. whereas is no relationship is found among gender, residential area, family type, caste category, mother occupation, mother education, family's income and language creativity in fluency and elaboration dimensions. Father occupation, father education, academic stream and language creativity also found positive relationship among these in fluency, flexibility, elaboration and originality dimensions. Hence socio-economic status and language creativity mostly found positive related to each other.

Educational Implications: -

Creative potential of scheduled caste student is social as well emotional topic with enormous implication for education. This study shows that what was the loss to society as well county, of exclusion to this section from education, society and economic growth. This study presents the actual place of this section in past in society and in the heart of upper society. This study suggests we should revise the curriculum as well as education policies for the development of this section. Upper society's people should change their attitude and behavior towards them so that they can expose themselves. This section needs moral spots of high society because it encourages the man to achieve the goal. At last I want to say this section of society don't tear up on past, time has gone, get education, do affords and be helpful in national development. If you develop nation will develop defiantly. Let us come to gather and grow like huge tree.

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