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# Educational Quest

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# A Study of Verbal and Nonverbal Creativity (Divergent Thinking) and Intelligence of 10<sup>th</sup> Class Boys of Different School Boards

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## ABSTRACT

We constantly need creativity and intelligence for new and better ideas to solve our problems. The main aim of this research paper is to find out the verbal and non verbal creativity of 10<sup>th</sup> class students to recognize, develop and act upon the divergent thinking and intelligence they already possess. They recognize and cultivate the inherent creativity in their own and with others classmates, they may identify characteristics of a creative person, develop creative thinking, problem solving and using creative skills using their basic elements of the creative process, examine qualities of a creative environment in real world settings.

**Keywords:** Divergent thinking, fluency, flexibility, originality, creativity, intelligence

Relationship of divergent thinking and intelligence has a controversial matter. In the lay literature, one often hears about the testing of divergent thinking rather than intelligence. Here we study about the process whereby individuals acquire knowledge from the environment. Thus the term divergent thinking and intelligence refers to the highest level of various mental processes such as perception, memory, abstract thinking, critical thinking, logical thinking, creativity, reasoning, problem solving as well as the more interactive and control processes related to brain executive functions. The components within the domain of divergent thinking represent the relationships among sub system of the cognitive domain. To know the comprehensive cognitive functioning, we may comprehend the performance of the students in the creative functions. Psychologist has considered various domains of divergent thinking and intelligence and attempted to measure them. In contrast to divergent thinking and intelligence that is distinguishes between verbal and non-verbal perceptual organization of cognitive process

or creativity. The development of the various components underlying divergent thinking and intelligence does not occur at the same pace. During infancy and early childhood attention and perception are the most rapid developmental components, while in later childhood and adolescent, high order linguistic abilities are acquired, in creative function divergent thinking and intelligence are the important components and they are special and executive elements due to the pattern evolving in differentially emerging abilities. Such outcomes may have adaptive or maladaptive significance for student functional adjustment. These creative talent need definitely to be honored and cultivated in India.

## REVIEW OF RELATED STUDIES

Carl Rogers (1969) commented; "not only individual adjustment and group tension, but international annihilation will be the price we pay for a lack of creativity and intelligence." This seems to be somewhat general acceptance of the idea that what offer is called "divergent thinking" is one of the