Abstract
The creativity is the valuable trait in human. The creativity will lead to generate new ideas and way to solve the problems in their life. This may be related with the brain activities. In this time, it is possible in all areas like working, learning, playing and writing. The intelligent people may or may not be creative talent; it is not equivalent of intelligence. The creativity is the method of thinking not be in the amount of intelligence. In this paper is to discuss about the nature of creativity and how to inculcate creative thinking in students. Similarly, this article is explored about the dimension of creativity in people, especially in children. This study is aim to know about how to fostering or nurturing the creativity in children.

I. INTRODUCTION
Nowadays, creativity is one of the most unique traits in human beings. These traits that leads to solve their problems in new ways or new ideas. Creativity is highly valued in this modern society. It is a mental process and social process by an individual to discover or to produce new ideas or new concepts. It may also contain restructuring or reorganizing an old idea. The outcome of creative thinking is novelty and innovativeness. The development of creativity appears to be alternative in this state of human affairs. This has been associated with the brain activity or lateral thinking. The creative thinking is
valuable one and the created items may be intangible such as ideas, musical competition, painting, drawing, or in physical activities. The creativity is found in the various disciplines in education, technology, sociology, engineering, management etc.

**Definition**

Stagner and Karwoski (1997) “Creativity implies the production of totally or partially novel identity.” Drevaahl (1956) “Creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer.” Guilford and Christensen (1976) “The creative process is any process by which something new is produced an idea or an object including a new form or arrangement of old elements. The new creation must contribute to the solution of some problems.”

**II. NATURE OF CREATIVITY**

Creativity may further be defined as an intellectual ability, the ability to see new relationships and the produce new combination resulting in progress. The end product of creative thinking should be something intangible such as music, painting, poem, or in scientific theory. This creativity occupies divergent thinking, freedom of respond, and lines of actions. The nature of creative person who is able to make ego involved statements like ‘that is my idea”; ‘I found the solution to the problem’. In general, everyone acquires creative powers with some degree.

2.1 Types of creativity

- **Divergent thinking:** It is the process of thought where a person utilizes their fluency, flexibility and originality to flexibility, fluency and originality to search the solution to problem. Mostly they are exaggerated.

- **Lateral thinking:** In this, the problems are to be solved by creative approach and they are viewing the problem in unusual way.

- **Aesthetic thinking:** It explore the nature of beauty and art etc.

- **System thinking:** It involves the examining the interrelationships between various the parts of a system.

- **Inspirational thinking:** This is one of the most important valuable one which is needed to be recorded and make use of it.

2.2 Characteristics of creativity

- Creativity is universal
- It produces something new ideas or novelty.
- It is brave attitude and an open thinking
- It is a means as well as end in itself
- Creativity and intelligence do not necessity go hand in hand.

2.3 Dimension of creativity:

According to Torrance and Guilford, the dimensions of creativity has some following components

- **Flexibility:** Ability to produce a variety of ideas.
• Fluency: This aspect is quantitative in nature which related to productiveness of ideas.
• Originality: Remote associations
• Elaboration: Ability to work out the details of a plan
• Redefinition: ability to define

2.4 Stages in creative process

Preparation: In this stage, the creativity starts with an idea, but the truth is that ideas don't arise in a logical space. The problem is defined and also explained.

Incubation: In this stage is characterized by explicit behaviour. During this stage, there is no external disturbance.

Illumination: During this stage, there is sudden appearance of the solution to the problem. It may occur any time even during dreams.

Verification: This is the final stage, we determine whether the solution is correct one or not, sometimes the solution need some modifications.

III. IDENTIFICATION OF CREATIVE CHILDREN

In general, we measure the creative abilities in children with the help of conducting some test and also identify the creative person by making use of non testing devices like interview, rating scale, with help of inventory like personality inventory, check list, observation, verbal fluency, etc.

Nowadays, there are many tests are available for assessing creativity. The standardized tests in abroad are,

• Minnesota test of creative thinking
• Remote association test
• Torrance test of creative thinking
• Wallach and kogan creativity test

The standardized creativity tests in India are

• Sarena’s test of creativity
• Sharma's divergent production ability test
• Passi test of creativity
• Baquer Mohdi test of creativity thinking

3.1 Creative thinking techniques:

Creativity techniques are process to encourage creative actions may be in art or in sciences. The variety of techniques of creativity for divergent thinking are ideas, methods of re-framing problems, problem solving and so on.

There are some techniques for creative thinking;

- Brainstorming
- Brain sketching
- Concept mapping
- Laddering
- Scamper
3.2 Nurturing Creativity among students:

Creativity is an attribute that leads to solve problems in new ways. It needs stimulation and nourishment. Most of the creative person does not get proper guideline for improving their skills. According to Gallagher, makes following suggestion for the development of creativity in students.

- To organise the curriculum primarily on the basis of concepts than facts.
- To show your pupil that their ideas and values
- To be respectful of unusual ideas.
- To evaluate the causes and consequences
- To give the more assignment for individuals.
- To engage students in collaborative learning.
- The teacher should help the children to increase creativity by playing, paintings, or music.
- The teacher should encourage the student to respond in free, originality and variety.

3.3 Role of teachers in promoting creativity:

The teacher should create the classroom situation which is receptive in new ideas. Teacher should dedicate his time and energy to encourage the creativity. They should explain the various stages of creative problem and to encourage the students to acquire knowledge in particular field.

IV. CONCLUSION

Creativity is the ability of a person to discover a new areas that to create or produce a new idea. It plays a vital role in education and many educational institutions enhance the creative thinking. In traditional education system, the children have a very scope for creative thinking. The teacher should try to teach latent thinking. The motivation is necessary for developing creativity in children. The co curricular activities should be used for providing opportunities for creative appearance.

V. REFERENCES

[5] Articles and books on teaching critical thinking can be found through LibSearch by searching for "critical thinking" "higher education" teaching.