

Parents' Involvement in Providing
Creative Activities to Pre-School
Children At Home

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Introduction

INTRODUCTION

Early childhood is the ideal age to learn skills and it may be regarded as the "Teaching Moment" for acquiring skills. The skills that young children learn will depend partly upon their maturational readiness but mainly upon the opportunities they are given to learn and the guidance they receive in mastering these skills quickly and efficiently. (Hurlock 1987). Pre-school years are crucial in a child's life from the point of view of his optimum development. The environmental stimulation or deprivation has its maximum impact during these years (Joshi, 1989).

During the pre-school years children with high intelligence show an interest in dramatic and creative play while the less intelligent, are not so much interested in such activities (Devadas and Jaya, 1984). Young children are observed to have boundless curiosity. It can be satisfied by answering their queries patiently and appropriately as far as possible making them to have first hand experience in learning. They manifest creativity in their thoughts, imagination and deeds. Their creativity needs be recognised, understood and encouraged. (Patnam, 1988).

One of the objectives of pre-primary education is to encourage aesthetic appreciation, to stimulate the beginnings of curiosity concerning the environment and to foster new

interests through opportunities to explore, investigate and experiment. There is nothing as satisfying as making things by one's own hand and out of one's own imagination. These activities may last for years and become one's profession and creative hobbies (Devi, 1987).

A child with a rich and varied store house of schemata images, concepts and rules is regarded as intelligent. It is only that child who uses such writes in an original and constructive way is regarded as creative (Mussen et al., 1980).

Any activity the young children enjoy can and should stimulate some kind of development without lessening the pleasure they get from the activity.

When babies reach the age between three and four years they play with water and sand for hours. For creative work providing items as scrap papers, card boards and newspaper serves as a motivation.

Children love to create with their hands and when they use all the five senses to gain new experiences; express their thoughts, feelings and practise skills.

A child is a developing individual and learns and gains experiences through various senses. Any kind of imposition of

extraneous influences adversely affects development. That is why the child's growth and development requires an atmosphere of creative freedom (Mohanty 1988). Deb (1986) also stresses that the creative powers inherent in every child needs an environment that is both stimulating and secure. It should be an environment that is both stimulating and secure. It should be an environment rich in experiences and materials in which the child is free to explore.

Children of age two to four years have a sense of autonomy and want to do things for themselves. However supervision and direction are required to increase their span of attention. They need helpful guidance with maximum supervision. Creative children need outside encouragement to keep up their efforts (Avinashilingam, 1976).

The education that children naturally imbibe in a well oriented household is impossible to obtain in schools. Home learning has a great role to play in this age group Razak (1990). The parent have a great role in providing a better education. "To bring" a child well the parents must provide a good environment with parental and grand parental love and affection, fine playful atmosphere and a very good neighbourhood (Vasugi, 1989).

Parents can provide opportunity to motivate their children's creativity by supplying the child with materials with which he can work, appreciating his work and sharing with his interest. (Hindustan Press Service, 1990). First training centre for the child is his own home and his first tutors are his parents. Even among parents the children comes more in contact with the mother than the father as the mother is at home. (Khosla, 1987).

Parents who want to foster creativity need to go beyond acceptance and reinforcement by providing stimulation, information, feed back, modelling and other input. (Brophy and Willis, 1981).

Parental involvement with and participation in the pre-school programme has become a major concern for many programme developers as there is a great need for an educational programme to be supported and reinforced at home. (Parker, 1982).

So it was thought of interest to make a survey on the parents involvement in providing creative activities to pre-school children. Mothers of hundred pre-school children were from three local schools namely Sri Avinashilingam Nursery School, Annai Saradha Nursery School and Annai Kasturi Bai Nursery School. Based on the findings, classes on how to motivate

their children's creative activities were conducted for the selected parents and the impact of those classes were found out with a check list before and after attending classes.

The objectives of this study is to find out

1. The extent to which parents are aware of the need for providing creative activities at home.
2. ~~To find out~~ How far parents get involved in providing creative activities for children at home.

Review of Literature

II REVIEW OF LITERATURE

The review of literature pertaining to the present study is reviewed under the following heads:

- A. Definition and meaning of creative activities,
- B. Importance of creative activities,
- C. Types of creative activities.
- D. Factors influencing creativity.
- and E. Parent's involvement in providing creative activities.

A. Definition and meaning of creative activities:

Creativity is the capacity to produce new, previously unknown compositions products or ideas (Kuppuswamy, 1985). Malhotra (1985) points out that creativity has two aspects, one the process of creation and two, the product of creation. While the process of creation is a inner happening, the products of creativity can be seen and defined.

As exerted by Kundu and Mallick (1987) creativity is a mysterious functioning of the mental process. These processes subsist on the experiences right from childhood to adult stage. In the opinion of Kundu (1985) creativity stands for the capacity to accept challenge; the freedom to exercise choice; the readiness to change self and the capacity to change one's environment.

Shackleton and Fletcher (1984) define creativity as the ability to see and to respond. Creativity in these instances is associated with a painting, a sculpture, a sonnet, an invention, a product that can be seen, studied and enjoyed. Pamela (1985) rightly states out that creativity is like the rainbow reflecting all the colours of human activities adding a new dimension to life.

Levin (1983) explains creativity as a special ability whereby a person put ideas together in new and different ways. According to Hendrick (1984) creativity is the process of sinking down into our past experiences and putting these selected experiences together into new patterns, new ideas or new products. It is the process of bringing something new into being. Creative thinking is the capacity to think up new and useful ways to solve problems (Worchel and Shebilske, 1985). According to Lahey (1983) creativity is the ability to produce "products" such in the ability to produce on plays, solutions, to social problems, poems, symphomes that are both moral and useful.

Hurlock (1981) opines that creativity may take the form of an artistic, literary or scientific production or may be of a procedural or method to logical nature. Creativity may be viewed as a complex human attribute that

is manifested as cognitive empirical process from which an original product emerges.

B. Importance of creative activities:

Creative, activities enable exploration and construction with a variety of materials and media that meet diverse social and educational goals (Keyes, 1985). Malhara (1985) opines that is creativity that opens the doors to the everlasting treasure house of joy.

The value of allowing and encouraging that child to be creative lies in the benefits that the creativity brings to child's personality and social development. Children engrossed in such constructive activities will derive lot of self or ego satisfaction simply from being able to create something new all by themselves (Saroja, 1983).

Creativity gives the child tremendous personal pleasure and satisfaction rewards that have a marked influence on his developing personality. Being creative is valuable to a young child because it makes him happy and contented which inturn lead to good personal and social adjustment, (Hurlock, 1981). Read (1971) opines that materials which offer possibilities for creative expression to children can be used to drain off feelings and make them more manageable. A child is more seure if has many avenues of expression open to him.

According to Hendrick (1984) the creative activities foster emotional development and intellectual development. They also offer an excellent opportunity to individualise teaching materials and activities that depend on openended replies, permit uniqueness and diversity to flourish.

Silver (1982) states that creative activities foster cognitive growth among children.

Dash (1988) supports his view by saying that creativity involves parts like fluency, flexibility, originality, elaborations, sensitivity to problems and opportunities to experience.

Salkind and Ambron (1987) states that children's drawings often suggest general aspects of development and skill. Drawing reflect how children think, what they perceive to be important and how well they understand the relationships among objects. Children choose drawing to remember things. Children express themselves through drawings (Kastenbaum, 1979).

According to Grossman (1985) painting provides an opportunity for creativity expressing individuality and developing motor coordination and spatial concepts.

Aghotri and Mallya (1988) listed values of the clay modelling as it will improve the child's ability to cope up with the physical world, increased awareness of three dimensional shapes and designs and of the effects of gravity, improve child's control of the small muscles of hand and finger and provide medium to release their tensions as they pat, pound, pull, tear apart pieces of clay.

Printing has a great appeal to people who like interesting places. Most of the paint process promote considerable technical skills (Mendelowitz, 1971).

As Lillian and Frankel (1974) indicates that painting plays an important role in self-expression and also of value in developing motor skills for the child's arms and fingers. Filling in colouring books also helps development of skills. Finger painting is another form of painting which allows for a great deal of valuable spontaneous expression. Being messy with finger paints should reduce the need he feels to be messy in other places and time and lessen the damage he may suffer from having to limit himself at these places and times (Read, 1971).

Kamila (1985) reviews music as a product of education as the process of stimulating the spontaneous

interest of the individual, and institution must show interest in providing music classes to their children. Kastenbaum (1979) views music as one of the creative activity through which children express themselves.

As per Peery and Draper (1987) music and dance develops aesthetic appreciation understanding gross motor skills, body coordination, auditory perception and positive social skills. It elevates mind into a higher stage of reasoning the problem solving state musical experience (Burns, 1986).

He also emphasize the value of block building as it helps the child to develop perceptual skills, spatial concept, motor Coordination, dextenity a sense of balance and problem solving ability.

C. Types of creative activities

Drawing:

According to Suriakanthi (1989) drawing is one of the constructive plays. Young children show great interest in colours, while older children show a major interest in forms. The young child begins to draw with a pencil, and in the beginning drawing takes the form of drawing concentric circles.

Early drawings are usually copies of pictures in children's drawings books. Children create pictures of people of places, not so much as they remember them but as they would like them to be. They usually represent familiar objects, rarely designs and the human form is most popular. Animals are less frequently drawn than houses and trees. (Hurlock, 1987).

Drawing gradually emerged out of various forms of and experiments with scribbling. It is a 'rehearsal for writing (Bakst and Essa, 1990). In the words of Raines (1990) children's drawings are representation of their real world and are symbols of symbols.

Painting:

Painting is one of the basis of education even before children can read, write or calculate. They are using these ways of communicating their ideas emotions and individuality (Jalongo, 1990). Agnihotri and Mallya (1986) opine that painting is an exhilarating experience for all children because they enjoy its tactile stimulation. It is also one of the staples of the early art programme for children.

Finger painting is an activity where a child needs glossy paper and a table spoon of paint in the centre and tries using different parts of their hands and arms. Poster painting is an activity a child may enjoy after he has some experiences in finger painting. All sorts of household supplies offer tools for children, to use in ink blots, string painting, painting with objects, dry powder painting textured painting, soap painting etc., (Micord, 1975).

Printing:

Engineer (1984) suggests simple repetitive prints resulting in colourful all over patterns can be made utilising vegetables objects, clay pieces, erasers and of course hands and fingers. In most instances coloured paper is recommended for the background surfaces rather than coloured tissue, newsprint and brown wrapping paper.

All that is required for printing are shallow trays or saucers of paint and a variety of objects ranging from cut potatoes to up turned vognut cartons. All kinds of tops, cotton reeds (or) wooden squares large screwing nuts are all suitable for printing (Jill and kent, 1972).

Pasting:

When a young a child first uses pastes, his primary satisfaction may come from his enjoyment of the feel of the paste. This is one of the very important experiences (Devadas and Jaya,1973). Swaminathan (1982) defines collage as a picture made by pasting together all kinds of odd materials in small pieces such a paper cloth, wool, cotton, rope, beads, sand, saw dust, flowers etc can be provided to the children.

In the words of the Agnihotri and Mallya (1986) to have collage paper pieces of various hues, texture and quality can be collected and pasted a sheet of carboard, a chart paper or any stiff material. As per Sharma (1983) collages can be made either flat or raised or may be combination of both. They can be an abstract, pattern or picture. Small pieces of tissue paper are directly pasted for flat method here as for raised effect.

Clay Modelling:

Chaitanya (1984) said to creat with clay all that man has known seems a natural expression and working with clay would contribute a lot of imaginative effort and enjoyment being an excellent manipulative.

Clay is plastic and pliable mobile and malleable. It is easy to handle and has the advantage over plasticine which easily hardens (Mendelowitz, 1971).

As Frankel (1974) said clay helps children develop finger dexterity and they have a wonderful time getting their hands and fingers dirty. The plasticity of clay allows the child to create with his own hands whatever he wishes to do.

Paper work:

Paper folding can be given to the children in many ways and it is an activity which the children of all stages can enjoy. The children make the things which they see and also imagine (Devadas and Jaya, 1976).

Swaminathan (1982) recommends the collection of all kinds of paper thick and thin smooth and rough, shiny and dull, newspaper, brown paper, paper bags, coloured paper, kite paper and post cards for the paper work.

Music and Dance:

Music is vital in the early childhood classroom musical activities should include singing, playing record, using instruments, body movements and dancing (Keyes, 1985).

Burns (1986) stresses that creative musical experiences should begin at the kindergarden level with the five and six years old children and the music curriculum should include singing, moving to music, listening to music, playing music and creating music.

Smart et al (1971) also supports the above point by saying that for preschool children's creativity exists both in performance and in enjoying and dancing with the music. A rich environment offers opportunities to experiment with sound and gesture.

D. Factors influencing creativity:

There are so many factors that influence. Creativity such as sex, intelligence, socio-economic status, motivation environment, frustration, academic achievement, extraversion, neuroticism, maternal literacy, family size, freedom, risk order, skillful teacher etc.

Creativity and socio economic status

Kundu and Mallick (1987) reported from their study that socio economic status is an important factor in fostering creativity.

Pandey et al (1986) found that the socio-economic status has insignificant influence on creativity and while

Kumari et al (1986) also supports this result. But Vijayalaxmi (1980) has revealed significant influence of socio economic status on creativity.

Creativity and sex

Ghose (1985) conducted a study on school children of XI and Xth grades of both sexes and found a statistically significant difference between males and females in all components of creativity on females scored more than males. Bradley (1976) also found the same result in his study.

Creativity and family professional background

Kaur (1986) studied the effect of occupation of father on creative abilities of hundred eighth class boys and girls and found an insignificant influence of professional background on creativity of children.

But Kumar et al (1986) found out a significant influence of family professional background on creative abilities of children.

Creativity and Intelligence

Rawat and Aggarwal (1977) reported from his study with a sample consisting of 108 pupils of xth class of Ambala city that creativity and intelligence are not independent traits but they are closely related to each other.

Runco and Albert (1986) also found the same result from the empirical test with gifted and non-gifted children.

Creativity and academic achievement

A significant correlation was obtained between academic achievement and creativity (Kalia, 1985).

Doutrianx (1980) also found out the same relationship between creativity and school success in his study.

Creativity and family size

Vyas and Jeyapoorani (1972) reported family size as a factor in promoting creativity. Children from small families were said to be more creative than those from large families. Hurlock (1987) echoes the above view that children from small families other conditions being equal tend to be more creative than children from large families.

Creativity and birth order

Kaur (1986) reported from his study that birth order has insignificant influence on creativity while (Hurlock, 1987) reported that children of different ordinal positions show different degrees of creativity.

Creativity and parental motivation

Children may have creative ideas of any time but many will be unfeasible because of the lack of skills to

put them into practice. It probably is true that children encouraged to develop skills and to use them in an exploratory way are more likely to develop true creativity than children who are not given these opportunities (Brophy and Willis, 1981) Jain (1987) opines that family motivation refers to the influence of family in guiding and directing the children.

Ali (1987) evinces the role of motivation by parents by his study with destitute and non-destitute children where destitute children scored more on creativity than non-destitute children.

Creativity and competence of teacher

A skilful observant teacher knows when to add additional materials or introduce new materials when to offer individual guidance or encouragement when to suggest an idea to improve the skills and creativity of the children (Moyer, 1990). Singh and Sharma (1988) also found out the importance of teachers' perception of characteristics of creativeness. Creative children in promoting their creative potential.

Creativity, urban and rural area

Students living in urban area had higher mean value in creativity variable in comparison to the students

living in rural areas when Saxena and Sharma (1987) studied the creativity among rural and urban students.

Kundu (1989) also found the same result in his study.

Creativity and culture

Either a culture Chaperons creativity or belittles it. Pachaury (1982) studied the impact of culture on creativity and found a positive influence of culture on creativity.

Creativity, extraversion and neuroticism

The results of studies of Kalia (1985) showed that extraversion was found significantly and positively related to creativity whereas correlation with neuroticism was not significant.

Creativity and frustration

Bradley (1976) conducted a study to see the effect of frustration on creative thinking of fifth graders. The and found that frustration influences creativity.

Creativity risk-taking behaviour and freedom

Provision of freedom facilitated development of creativity while the risk taking behaviour was not found to be variable showing significant difference in the studies of Chadha (1984).

E. Parents involvement in providing creative activities

The home is the unit of society. From it stem the attitudes and behaviour habits that set the pattern for social development and adjustment. The parental nature and parental responses to social pressure and directness, the either is helped or is hindered in his struggle toward whatever kind and extent of self realisation informal and informal education experiences. A child's earliest education is received in his home environment. It is there that his health habits, food tastes, speech patterns, and basic ideas, and ideals are initiated as well as all the many attitudes toward himself and his associates that determine his later adjustment to school and mother out-if-home situations. (Crow and Crow, 1972).

The home environment has to be radically changed. The home environment has to be such as to permit the child to function independently; every child has to be treated as a worth while ideas. By way of guidance, and not interference stress should be laid on logic (Nipcced, 1988).

Home and family life should be adequate for proper development of children. Children should get love, affection, and care from both the parents themselves. This can only be

possible of the parents themselves are well adjusted and gave positive attitude towards each other. Proper play materials should be provided to children at a particular age. Children should be rewarded and praised when they do something good.

The childhood period, the parents role is very important, curiosity initiative and self-confidence are encouraged and the child is usually allowed to do things for him self and face the consequences. The child is often given more intellectual opportunity. (Awasthi, 1979).

The mother is always the first teacher of her child. It is the mother, who like a gardner, plants the seeds of faith, truth, and love that develop into fairest flowers of character. It is the mother, who ensures that childs health, food, clothing and care are her responsibility and she also looks after the proper growth and development of the child.

The mother's ability to teach her child in ways that help him define and master tasks also influences cognitive growth and achievement in school. This may include giving the child specific instruction and providing his with feed back on how well he has done. Fathers may contribute to the education of their young children in many ways.

In the home, support of their children's interest in learning and their reinforcement of school achievement shows the child that his fathers cares. (Robert et al, 1980)

Usually mothers take up a major role in bringing up their children, but father's role is also equally important. Providing all physical facilities is not enough children feel more satisfied if parents participate in their activities. Just showering love and affection in the children does not mean much when the feed back of lacking.

The pre-school period of child is normally considered as the foundation period of life. To promote all round and balanced growth of the child, it is inevitable duty of every parent to meet the different needs of the child. A lapse in doing so leads to dangerous draw backs in the later life of the child. A brief knowledge of these facts may help parents to be a good architect in shaping in future of the child. Participation of family members in children's environment should be made stimulating this is achieved by providing guidance and encouragement use materials that will help to foster creativity. (Rohini Devi, 1983).

Parents should not force children to act according to their own desires. The parents should help the children to develop independence in them and enable them to make their own decision (Saroja, 1983).

Methodology

III METHODOLOGY

The methodology adopted for the present study on "Parent's involvement in providing creative activities to pre-school children at home", is discussed under the following heads.

- A. Selection of the Area.
 - B. Selection of the Sample.
 - C. Formulation of the Interview Schedule.
 - D. Eliciting the information on parent's involvement in providing creative activities to their children at home.
 - E. Conducting classes on creative activities to the parents.
 - F. Formulation of the Checklist to evaluate the impact of classes on parents.
 - G. Evaluating the impact of classes on creative activities on parents.
- and H. Analysis of Data.

A. Selection of the Area:

The three Nursery Schools namely, Sri Avinashilingam Nursery School, Annai Saradha Nursery School and Annai Kasthuri Bai Nursery School of Coimbatore City were selected, for study since they are under the management of investigator's parent institution and moreover the institutions are within the reach of the investigator.

B. Selection of the Sample

As the early years of childhood are critical periods in the development of creative talent in children, (Avinashilingam, 1978) the investigator selected pre-school children. Considering the limitations in resources and time the investigator selected mothers of the hundred pre-school children of the selected schools. The investigator was keen to select only those mothers, who are educated upto at least Higher Secondary level and non-working mothers as education of parents is one of the factors influencing creativity of the children (Kumari et al, 1986).

C. Formulation of the Interview Schedule

The Interview method is a kind of verbal technique for obtaining data. It is the most commonly used method of data collection in the study of human behaviour. It is a direct method of data collection (Ghosh 1985, and Wilkinson and Bhandarkar, 1984). The interview method was selected for collection of data as it is useful for collecting information on various aspects of the theme in hand and for evaluating the respondent accordingly (Gupta, 1981).

Since creativity is influenced by various factors like socio-economic status of the family, education of the family, family professional background and vocation independence of parents (Gopal 1990, Hurlock 1987, Kumari et al 1986, Pandey and Pandey, 1986) the above aspects were included in the interview schedule. Other aspects such as parents concept of creative activities, parents interest and involvement in guiding their children's creative activities, opportunities and experiences offered to their children to develop creativity, parents problems in providing creative activities were also included in the interview schedule.

D. Eliciting the Information on Parents Involvement in Providing Creative Activities to their Children at Home

The investigator conducted the survey using the formulated interview schedule (Appendix A). While conducting the survey care was taken to see that a good rapport was being established with the sample, such that to reveal the purpose of the study and its importance as well as to overcome their hesitations in attending the demonstration classes to be conducted.

E. Conducting Classes on Creative Activities to the Parents

1. Content of the course.
2. Audio-visual aids used for the classes

1. Content of the course

The investigator organised the classes for the parents on the following topics.

a. The importance of providing creative activities at home (Appendix - B)

The parents were explained how creative activities help to foster all round development to the pre-school children who have boundless curiosity and capacity and to provide for expressing their emotion and feelings and also to their skills.

b. The role of parental involvement in providing creative activities at home

As psychological literature yields number of evidences that parents and teachers can be involved to encourage creative thinking and originality among children (Zanden 1989) the parents were provided with the type of guidance and motivation parents can provide to their children at home while they are involved in creative activities such as providing relaxed atmosphere, offering needed materials at appropriate time with necessary supervision, participation and appreciation.

c. The different types of providing the creative activities

(Appendix C)

As listed by Surilakanthi (1989) creative activities include drawing, painting, clay modelling, paper work, pasting and printing the above creative activities were selected for the classes and the different types of providing the above activities was taught to the parents.

d. The various low cost indigeneous raw materials needed for the creative activities (PLATE NO. I, II, III)

The parents were suggested with how the creative activities can be provided with low cost indigeneous materials which they can collect from their own houses and the environment and how waste materials available at home can be made into a 'wealth' product.

e. The skills developed through the creative activities

The role of creative activities in developing different skills among children was emphasized to the parents and they were explained how when children use their hands and fingers and their five senses in joint creative activities, the skills such as motor skills, hand skills, cognitive skills, language skills, self help skills and constructive skills are developed.

PLATE. NO: I
RAW MATERIALS FOR DRAWING.

PLATE NO. II
RAW MATERIALS FOR PAINTING AND PAPERWORK.

PLATE. NO: III

RAW MATERIALS FOR PRINTING AND PASTING.

2. Audio visual aids used for the classes

Audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight. (Sharma and Moquemuddin, 1982). Visual helps one to communicate more effectively (Dahama and Bhatnagar, 1987).

Realising the importance of different methods of teaching and the audio visual aids to make the classes more effective and interesting the investigator selected following methods for the classes.

a. Lecture:

As opined by Reddy (1987) the lecture method is extremely extensively used to present authoritative or technical information to develop background and appreciation and to integrate ideas, the investigator selected the lecture to explain the importance of providing creativities activities at home, the skills develop through the creative activities and the role of parents in providing creative activities to children at home.

b. Demonstration

Demonstration is a simple and effecting teaching aid it emphasize the salient merits, utility and efficiency of an article or product. Demonstration can be used for showing how something is done and how something is not to be done (Kulandaivel, 1975).

The investigator demonstrated the different types of creative activities, and the ways of carrying out the above activities with different low cost, indigeneous raw materials and materials.

c. Exhibition (PLATE NO. IV, V, VI, VII, VIII)

An exhibition may be an ideal medium to enthuse the audience for the adoption of the practice taught especially in the awakening stage. Exhibition is a systematic display of models, specimens, charts and posters (Sampath et al., 1984).

So an exhibition was put up with the low cost indigeneous raw materials and waste materials and the corresponding finished products explaining how the above materials can be used to promote the creativity of their children at home. Albums were also exhibited and then circulated among the parents for them to have an idea of using the above materials in an attractive manner.

d. Discussion

The topics such as the type of motivation and encouragement parents must provide to their children and the skills develop through the creative activities and importance of freedom of creativity were kept open for discussion as they were lending themselves for two way communication with exchange of ideas.

PLATE NO. IV
SAMPLES EXHIBITED FOR DRAWING

PLATE NO: V
SAMPLES EXHIBITED FOR PAINTING AND PAPER WORK.

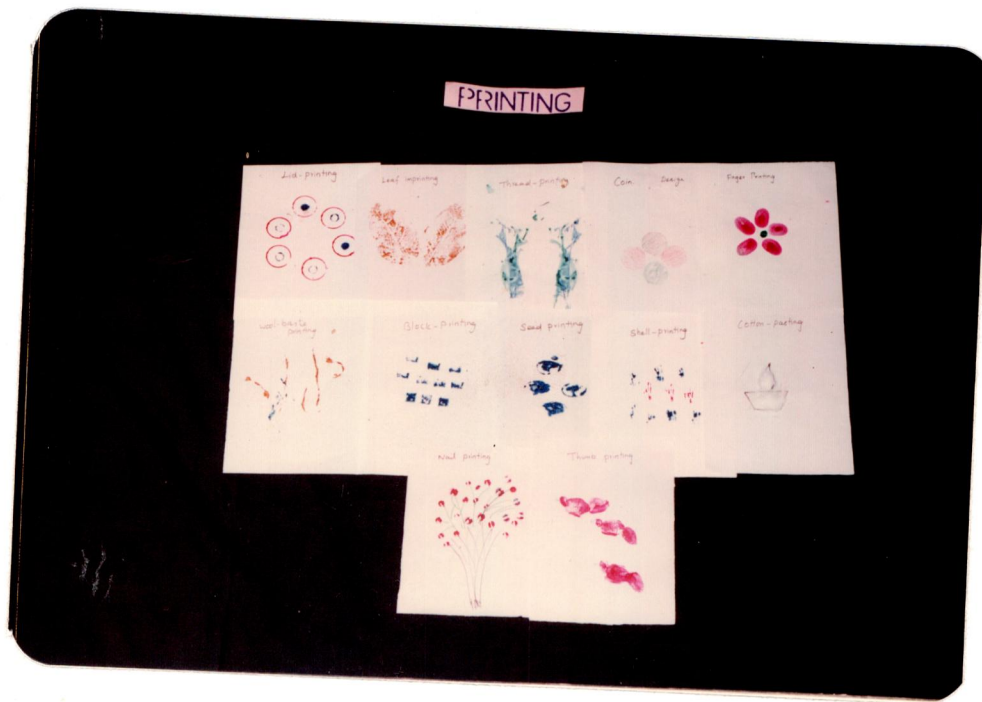


PLATE NO: VI

SAMPLES EXHIBITED FOR PRINTING

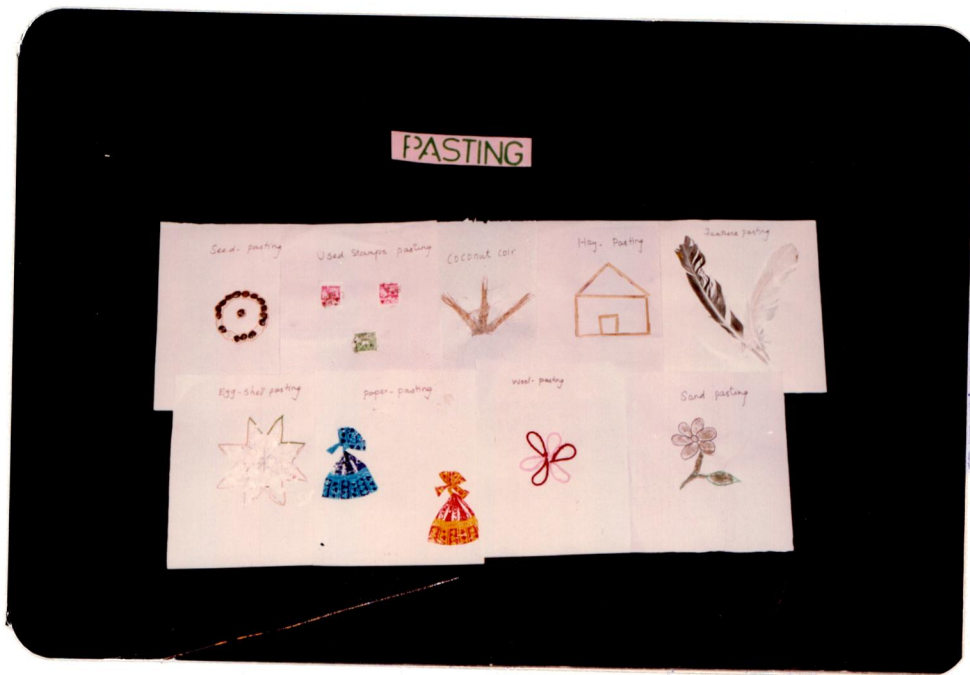


PLATE NO: VII
SAMPLES EXHIBITED FOR PASTING.



PLATE NO: VIII

ALBUM EXHIBITED FOR CREATIVE ACTIVITIES

F. Formulation of the check list to evaluate the impact of classes on creative activity on parants

A check-list consist of a list of items with a place to check or to mark yes or no. It is a type of questionnaire in the form of a set of categories for the respondent to check. Responses to the check-list items are largely a matter of fact not of a judgement, (Sidhu, 1985).

Check lists are often used in educational appraisal studies and classroom instructional activities. So the investigator formulated a check list to evaluate the impact of the classes on creative activities of parents. All the activities demonstrated were included in the check list (Appendix D) and also some of the other possible activities.

G. Evaluating the impact of classes on creative activities on parents

Evaluation is an attempt to know how far a given project has achieved its desired objectives. It has been defined as an activity involving a systematic process for finding objective judgements, drawing useful conclusion and undertaking action programmes (Devadas, Vatsyayan, 1988).

So an evaluation was done to find out the impact of classes on creative activities on parents involvement in providing creative activities at home after attending the classes by surveying all the mothers who attended the classes through the formulated check list.

H. Analysis of data

The collected data was consolidated and the findings of the study were tabulated and presented in the following chapter. The parents involvement in providing the creative activities at home before and after attending the demonstration classes was compared and represented diagrammatically.

Results and Discussion

IV RESULTS AND DISCUSSION

The results pertaining to the study on "Parent's involvement in providing creative activities to pre-school children at home" are discussed under the following headings.

- A. General background of the selected parents.
- B. Concept of parents on providing creative activities,
- C. Parent's involvement in providing creative activities,
- D. Parent's interest in providing creative activities,
- and E. The impact of classes on creative activities on parents involvement in providing creative activities at home.

A. General background of the selected parents

- 1. Age of the selected parents
- 2. Literacy level of the selected parents
- and 3. Family background of the selected parents.

1. Age of the Selected Parents: (FIGURE I)

The agewise distribution of the selected parents is given in Table I.

TABLE I
AGE WISE DISTRIBUTION

S.No.	Age in years	Number stated	Per cent
1.	20 - 25	32	32
2.	25 - 30	48	48
3.	30 - 35	16	16
4.	35 - 40	4	4

We see that majority (80 per cent) of the parents were in the age group 20 - 30 years while, 20 per cent of the parents were in the group 30 - 40 years. All the parents selected were within the age of 40 years.

2. Literacy level of the Selected Parents:

Table II presents the literacy level of the selected parents.

Age Wise Distribution Of The Parents

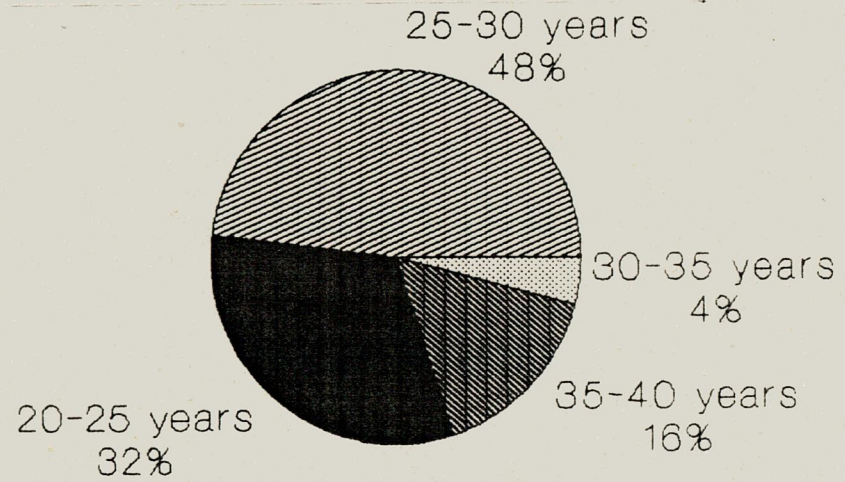


FIGURE-I

TABLE - II
LITERACY LEVEL OF THE SELECTED PARENTS

S.No.	Literacy level	Number stated	Per cent
1.	Primary education	8	8
2.	Secondary education	70	70
3.	Higher secondary	22	22

It is encouraging to note from the table that 22 per cent of the parents had higher secondary education; 70 per cent had secondary education and only 8 per cent had primary education. Educational status of the parents is one of the factors influencing creativity among children.

3. Family Background of the Selected Parents:

Table III indicates the income status family size and professional background of the families of the selected parents.

TABLE III

FAMILY BACKGROUND OF THE SELECTED PARENTS

Details	Status	Income group	Number stated	Percentage
Economic Status	Low	Below 1500	60	60
	Middle	1500 - 2500	40	40
Family size	Small	1 - 4 members	72	72
	Large	5 and above members	28	28
Occupational status	Mother	Non-working	100	100
	Father	Government Job	45	45
		Non-Government Job	55	55

The above table reveals that 60 per cent of the parents were from low income 9 families and the remaining 40 per cent of them were from middle income families. The distribution of family income levels according to Housing and Development Corporation. (HUDCO 1985).

Regarding the family size of the selected parents 72 per cent of them had small families while 28 per cent had large families. Studies by Jariwal (1983) shows children from small families are found to be more creative than the children from large families.

Among the selected families, 100 per cent of the mothers were non-working 45 per cent of the fathers were Government employees of Electricity Board, Government hospital schools and educational institutions. Fifty five per cent of the fathers were non-government employees- Labour, Industrial worker, Business, Agriculturist and self-employment.

B. Concept of Parents on Providing Creative Activities:

1. Parents perception of creative activities.
2. Need for providing creative activities.
- and 3. Benefits of creative activities to the children.

1. Parents Perception of Creative Activities:

Table IV depicts the parents responses their perception of creative activities.

TABLE IV
PARENTS PERCEPTION OF CREATIVE ACTIVITIES

S.No.	Creative activities	Low Income		Middle Income	
		Number 60		Number 40	
		Number stated	Per cent	Number stated	Per cent
1.	Painting	53	88	38	95
2.	Drawing	47	78	37	93
3.	Pasting	30	50	16	40
4.	Printing	12	20	16	40
5.	Clay modelling	8	13	13	33
6.	Dancing	1	1	Nil	Nil
7.	Paper work	1	1	Nil	Nil
8.	Wood work	1	1	Nil	Nil

From the table it is encouraging to note that 88 per cent, 78 per cent of the parents from low income families 95 per cent and 93 per cent of the parents of middle income families viewed drawing and painting as one of the main creative activities. The activities which next ranked from their views were pasting, printing and clay modelling.

Though clay modelling involves no expenditure only 13 per cent of the parents of low income considered it as a creative activity as only 13 per cent were aware that clay work promotes creativity while 33 per cent of the parents of middle income considered.

Activities like dancing, paper work, and wood work were considered only by 1 per cent of the parents that too of low income families as creative activities.

As parents play a significant role in fostering creativity at home. All the parent from low income and middle income were asked to indicate their concept on the need for providing creative activities at home. All the parents mentioned that it is necessary to provide creative activities at home. The reasons mentioned by them are as follows:

- i. For being a good extra curricular activity
- ii. To make utilise children's leisure time usefully
- iii. To develop skills
- iv. To have colour concept
- and v. To be aware of different type of creative activities.

This shows that parents are aware of the merits of providing creative activities at home.

3. Benefits of creative activities to the children: (FIGURE II)

Table V shows the parents views on how children benefit by doing creative activities.

TABLE V

BENEFITS OF CREATIVE ACTIVITIES TO THE CHILDREN

S.No.	Views	Low Income		Middle Income	
		Number 60		Number 40	
		Number stated	Per cent	Number stated	Per cent
1.	Enrich intelligences	43	71	16	40
2.	Promotes health	41	48	13	33
3.	Develops motor skills	32	53	13	33
4.	Develops leadership quality	15	25	11	28
5.	Imparts knowledge on different type of creative activities	14	23	11	28
6.	Promotes mental health	13	21	1	6
7.	Develops creative skills	10	27	11	28
8.	Improves cognitive development	8	13	1	6

The above table indicates that 71 per cent of the low income parents and 40 per cent of the middle income parents considered that creative activities would improve

Benefits of Creative Activities To The Children

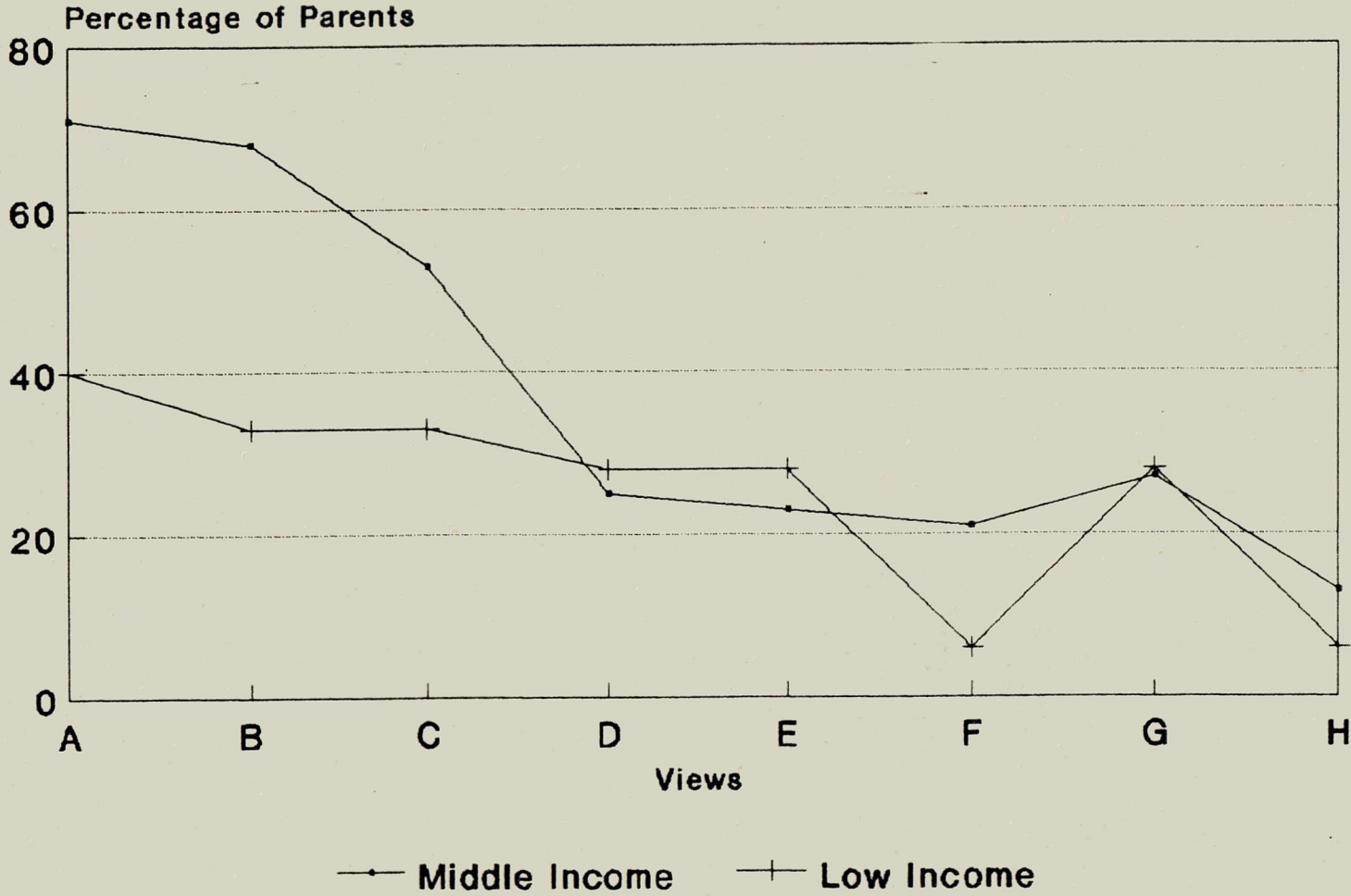


FIGURE - II

BENEFITS OF CREATIVE ACTIVITIES TO THE CHILDREN

KEY

- A - ENRICH INTELLIGENCE
- B - PROMOTES HEALTH
- C - DEVELOPS MOTOR SKILLS
- D - DEVELOPS LEADERSHIP QUALITY
- E - IMPARTS KNOWLEDGE ON DIFFERENT
TYPE OF CREATIVE ACTIVITIES
- F - PROMOTES MENTAL HEALTH
- G - DEVELOPS CREATIVE SKILLS
- H - IMPROVES COGNITIVE DEVELOPMENT

FIGURE - II

one's intelligence and it is very heartening to note that they were aware of the relation between the variables creativity and Intelligence.

The benefit next stood in their views is promotion of health and next to that is development of motor skills. 25 - 28 per cent of the parents of both income status considered that creative activities would develop leadership quality and make the children aware of different types of creative activities.

It is sad to note that only 27 per cent of the parents of low income and 28 per cent of the parents of middle income viewed that creative activities would foster creative skills.

This shows the need for arranging classes on creative activities for them

C. Parents involvement in providing creative activities:

1. Facilities at home for providing creative activities.
2. Type of supervision offered by parents.
3. Type of appreciation and motivation provided by parents.
4. Parents involvement in accepting the materials collected by the children.
- and 5. Time spent by parents in providing creative activities.

1. Facilities at home for providing creative activities:

Table VI shows the details of facilities available at home for providing creative activities to the children.

TABLE VI

FACILITIES AT HOME FOR PROVIDING CREATIVE ACTIVITIES

S.No.	Facility	Low Income		Middle Income	
		Number 60		Number 40	
		Number stated	Per cent	Number stated	Per cent
1.	Table and chair	2	3	28	70
2.	Raw materials	3	5	23	58
3.	Separate room	Nil	Nil	1	6

It is to note from the table that only 3 - 5 per cent parents of low income families said that they were having facilities like Table and Chair, and raw materials, in their houses for providing creative activities. Whereas parents of middle income families, 70 per cent could provide table and chair, 58 per cent could provide raw materials and 6 per cent could provide separate room.

2. Type of Supervision offered by the parents:

As an environment with freedom of creativity has much to do with promoting creative thinking among children parents were asked to indicate the type of supervision offered by them while their children are involved in creative activities at home and their responses are as follows.

- i. mere observation
- ii. oral instruction
- iii. participation
- and iv. demonstration..

In this regard also it is interesting to note that parents of low income families (8-35 per cent) were interested in supervising their children involved in creative activities. Whereas only 33 - 87 per cent of the parents of middle income, supervise their children.

3. Type of appreciation and motivation offered by the Parents:

Table VII high lights the details on how the parents appreciate and motivate their children while doing creative activities at home.

TABLE VII
TYPE OF APPRECIATION OFFERED BY PARENTS

S.No.	Type of appreciation	Low Income		Middle Income	
		Number 60		Number 40	
		Number stated	Per cent	Number stated	Per cent
1.	Motivation	23	38	11	28
2.	Showing the finished products	17	28	14	35
3.	Praising	5	8	3	8
4.	Presenting gifts	Nil	Nil	Nil	Nil
5.	Providing raw materials	Nil	Nil	Nil	Nil

Out of the 60 and 40 low income and middle income families studied 38 per cent of the parents from low income and 28 per cent of the parents from middle income appreciate their children by motivation; 28 per cent and 35 per cent of the parents by showing the finished products to others; and 5 per cent and 8 per cent of the parents by praising the children with encouraging words respectively. Still it is again disheartening to note that though offering gifts and providing raw materials for motivating the children involve expenditure only parents of low income were

appreciating their children by doing so while none of the parents of low income group appreciate their children by the above said ways. This can be attributed to their ignorance about the importance of appreciation and motivation in promoting their children's creativity.

4. Parent's involvement in accepting the materials collected by their children:

The study reveals that 20 per cent of the parents of low income group and 26 per cent of the parents of middle income group were not interested in accepting the materials collected by their children for creative activities owing to the reasons like they will make the bag and house dirty and the parents were not interested in accepting the materials and keep them safe. This observation also can be attributed to the ignorance on the part of the parents regarding the importance of home atmosphere in promoting the children's creativity and also the utility of waste products and other low cost indigeneous materials for the creative activities.

4. Time spent on providing creative activites:

Findings of the survey revealed that 79 per cent of the parents of low income and 80 per cent of the parents of middle income were using 1 - 30 minutes for providing

creative activities per day, 24 per cent and 20 per cent of the parents of low income and middle income were 30-60 minutes for providing creative activities per day.

57 per cent of parents low income group and 67 per cent of the parents of middle income were using 60-90 minutes for providing creative activities per week, 42 per cent and 33 per cent of the parents of low income and middle income were 90-120 minutes for providing creative activities per week.

D. Parents interest in providing creative activities:

1. Parents willingness to send their children to dance classes.
2. Parents willingness to send their children to drawing classes.
3. Parents willingness to send their children to different competitions.
4. The problem faced by the parents in providing creative activities at home.
5. Parents willingness to attend the classes on creative activities conducted by the investigator.

12. Parents willingness to send their children to dance class;

It is very discouraging to note from the study that only 6 per cent of the parents of low income group and 27

per cent of the parents of middle income group were willing to send their children to dance classes while others were not interested due to the following reasons.

- i. No interest in teaching dance to their children
- ii. Expenditure on dance classes is very high
- iii. Place of the classes are far away from their home
- and iv. Their children are too young to teach dance.

2. Parents willingness to send their children to drawing classes:

The results of the survey revealed that none of the parents were willing to send their children for drawing classes inspite of its role in providing a medium for self-expression. The reasons for their disinterest classes are some what same with regard to dance classes, such as drawing classes being far away from their homes, expensive to teach drawing and pre-school children are too young to teach drawing.

This shows that parents are unaware of the usage of locally available, indigenous raw materials for drawing and the method of doing brushes from waste materials available at home itself, which again necessitates arranging classes on creative activities for them.

3. Parents willingness to send them children for different competitions:

Table VIII presents the details on parents interest in sending their children to different competitions.

TABLE VIII

PARENTS INTEREST ON DIFFERENT COMPETITIONS

S.No.	Competitions	Low Income		Middle Income	
		Number 60		Number 40	
		Number stated	Per cent	Number stated	Per cent
1.	Dancing	8	13	14	35
2.	Painting	6	10	3	8
3.	Drawing	7	12	6	15
4.	Music	4	7	12	30

The results show that only 42 per cent of the parents of low income group and 88 per cent of the parents of middle income group were interested in sending their children to competitions like dancing, painting drawing and music 8-35 per cent of the parents of both income preferred dancing and painting competitions of the children. While drawing and music competitions were preferred by

12 and 7 per cent of the parents of low income group 15 and 30 per cent of the parents of middle income group.

4. Problems faced by the parents in providing creative activities at home:

Irrespective of the income group majority of the parents expressed that children make homes dirty while doing creative activities. Other problems faced by them as per their responses are new materials for creative activities are costly, children disturb their household chores and break valuable materials at home while doing creative activities.

This can be attributed again to their ignorance on the utility of low cost indigenous materials available at home itself, in creative activities and their disinterest in supervising and motivating their children while they are involved in doing creative activities.

5. Parents willingness to attend the class on creative activities conducted by the investigator:

Based on the above findings it was thought of interest and necessary to conduct classes on creative activities explaining, the role of parents in motivating the children to do creative activities, and the role of creative

activities, in developing different skills among children, the possibility of collecting low cost indigeneous raw materials for creative activities etc., for the parents, and the parents were asked to indicate their willingness to attend the classes on creative activities.

From the study it was encouraging to note that all the selected parents were willing to attend the classes organised by the investigator, for the reasons like to learn the different types of creative activities and to know their r0e in developing skills.

E. The impact of classes on creative activities on parents involvement in providing creative at home:

Parents involvement in providing creative activities before and ~~after~~ attending the classes on creative activities is discussed under this heading.

Drawing: (FIGURE III)

Table IX depicts the list of raw materials provided by the parents at home for drawing before and after attending the classes.

TABLE IX

RAW MATERIALS FOR DRAWING

S.No.	Materials	Before				After			
		Low Income		Middle Income		Low Income		Middle Income	
		Number 60		Number 40		Number 60		Number 40	
		Number stated	Per cent	Number stated	Per cent	Number stated	Per cent	Number stated	Per cent
1.	Pencils	44	73	35	88	59	97	40	100
2.	Crayons	43	72	27	68	56	94	37	93
3.	Chalks	33	55	21	53	56	94	35	88
4.	Colour pencils	28	47	35	88	54	90	37	93
5.	Sketch pens	16	27	16	40	31	53	27	68
6.	Pens	10	17	8	20	54	90	32	80
7.	Ball point pens	8	13	3	8	48	80	32	80

Provision of Raw Materials for Drawing Activities in Low Income Families Before And After Parent Education Classes

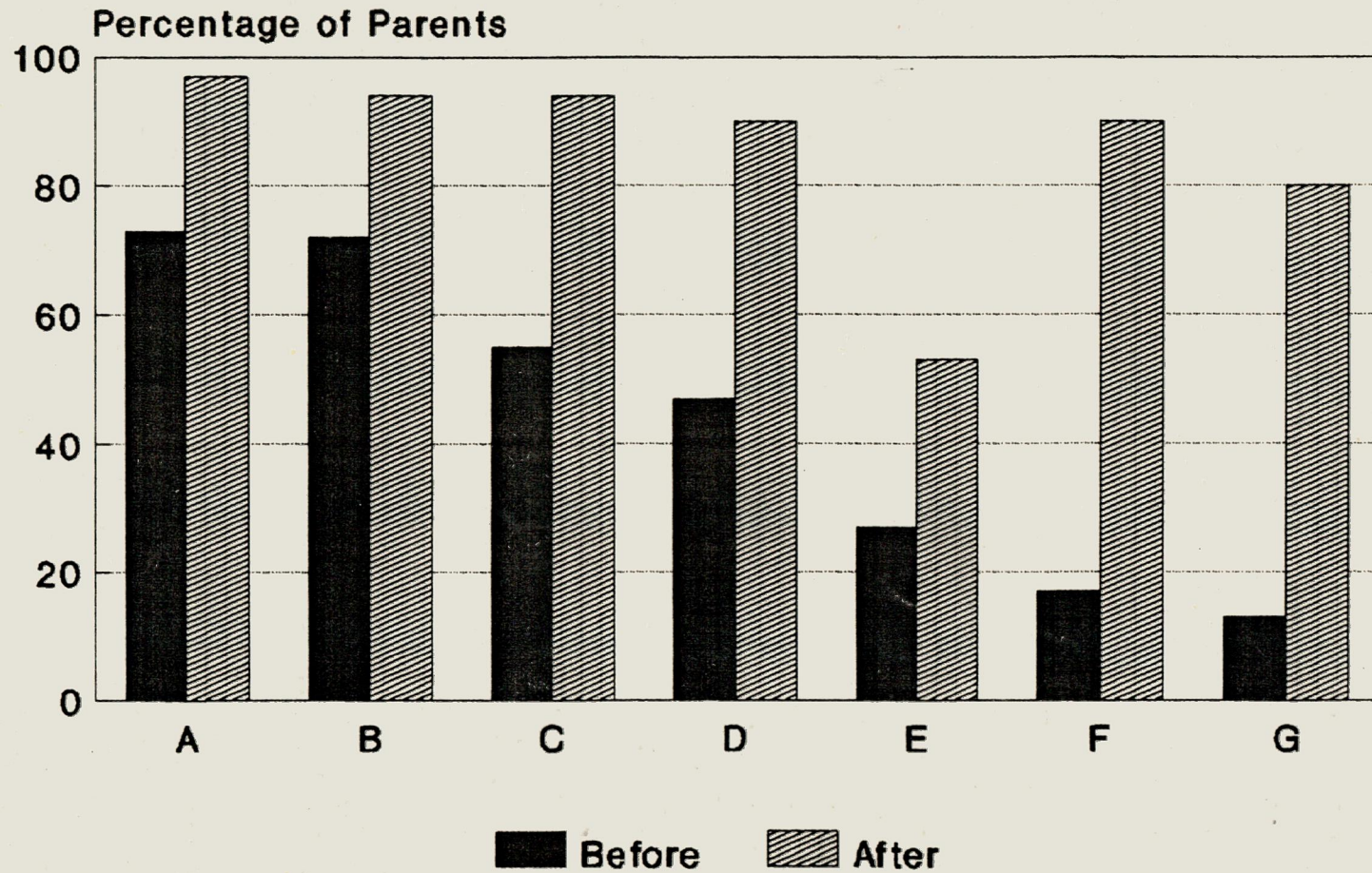


FIGURE-III

PROVISION OF RAW MATERIALS FOR DRAWING ACTIVITIES
IN LOW INCOME FAMILIES BEFORE AND AFTER PARENT
EDUCATION CLASSES

KEY

- A - PENCILS
- B - CRAYONS
- C - CHALKS
- D - COLOUR PENCILS
- E - SKETCH PENS
- F - PENS
- G - BALL POINT PENS

FIGURE - III

Provision of Raw Materials for Drawing in Middle Income Families Before and After Parent Education Classes

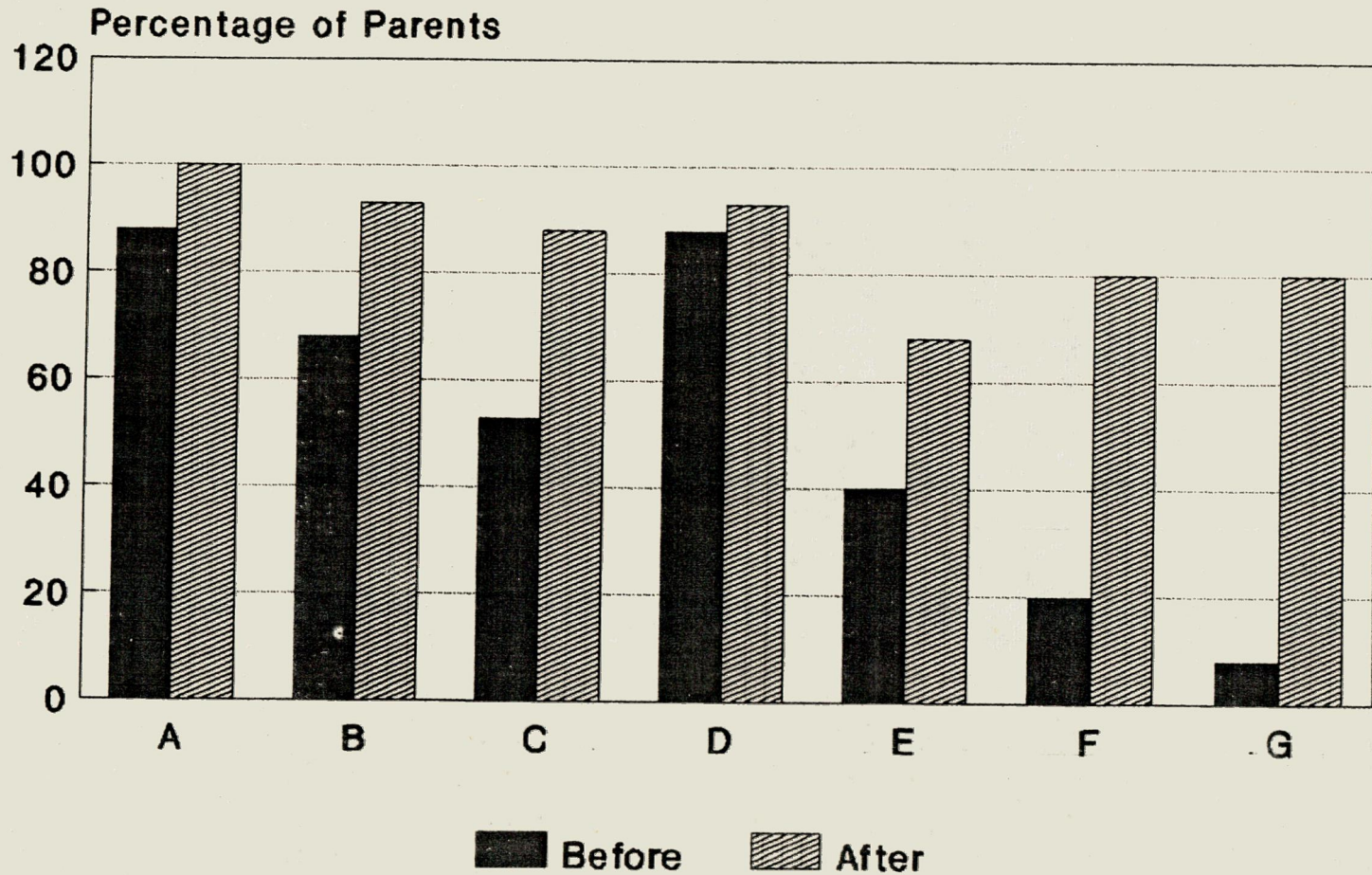


FIGURE - IV

PROVISION OF RAW MATERIALS FOR DRAWING IN MIDDLE INCOME
FAMILIES BEFORE AND AFTER PARENT EDUCATION CLASSES.

KEY

- A - PENCILS
- B - CRAYONS
- C - CHALKS
- D - COLOUR PENCILS
- E - SKETCH PENS
- F - PENS
- G - BALL POINT PENS

FIGURE - IV

From the table it is encouraging to note that parents of both income group were providing various materials like pencils, crayons and so on for drawing to their children even before attending the classes. 55 - 73 per cent of the parents of low income group and 53 - 88 per cent of the parents of middle income group were providing pencils, crayons and chalks and only minority were providing colour pencils sketch pens and ball point pens.

After attending the classes 80 - 100 per cent of the parents of both income were interested in providing all the listed materials except sketch pens and this may be attributed to the high cost of sketch pens.

Provisions of drawing medium:

The study revealed that before the classes none of the parents were not providing the drawing medium. After attending the classes 73-100 per cent of the both income group were interested in providing news paper and carbon paper. 20-27 per cent of the both income group were interested in providing trace paper and one sided paper, 75-100 per cent of the both income group were interested in providing waste wedding cards, waste brown covers and brown covers. Because of the all the drawing medium are low cost only.

Painting:

Table X highlights the impact of classes on creative activities on parents involvement in providing materials for painting to their children at home.

TABLE X
RAW MATERIALS FOR PAINTING

.No.	Materials	Before				After			
		Low Income		Middle Income		Low Income		Middle Income	
		Number 60		Number 40		Number 60		Number 40	
		Number stated	Per cent	Number stated	Per cent	Number stated	Per cent	Number stated	Per cent
1.	Water colour paint	40	67	27	68	59	98	27	68
2.	Brushes	32	63	27	68	52	87	19	48
3.	Feathers	1	1	Nil	Nil	56	93	26	53
4.	Poster colour paints	Nil	Nil	Nil	Nil	44	73	11	38
5.	Comb	Nil	Nil	Nil	Nil	52	87	19	48
6.	Sponges	Nil	Nil	Nil	Nil	49	82	32	80

The results show that before attending the classes itself 68 per cent of the parents of both income were providing water colour paint and brushes for painting to their children at home but still they were unaware of poster colour paint and none was found to be using feathers, combs and sponges of painting.

Any how it is very encouraging to observe that parents of both income became unaware of usage of feathers, combs, and sponges which are low cost, indigeneous waste materials available at home and its environment. This shows that demonstration on different types of painting and the exhibit on low cost indigeneous raw materials for creative activities had a tremendous impact on parents involvement in providing creative activities.

Printing:

Table XI shows parents involvement in providing materials for painting before and after attending the classes.

TABLE XI
RAW MATERIALS FOR PRINTING

o.	Materials	Before				After			
		Low Income		Middle Income		Low Income		Middle Income	
		Number 60		Number 40		Number 60		Number 40	
		Number stated	Per cent	Number stated	Per cent	Number stated	Per cent	Number stated	Per cent
1.	Vegetable Tops	20	33	32	80	53	97	37	93
2.	Coins	28	47	17	43	33	55	30	75
3.	Lids	24	40	17	43	49	82	25	63
4.	Leaves	13	22	5	13	55	92	37	93
5.	Nails	4	7	8	10	48	80	25	63
6.	Blocks	1	1	3	8	35	58	25	63
7.	Wool-baste	Nil	Nil	Nil	Nil	40	67	29	73
8.	Big buttons	Nil	Nil	Nil	Nil	35	58	21	53
9.	Seeds	Nil	Nil	Nil	Nil	14	23	29	73
10.	Wooden pieces	Nil	Nil	Nil	Nil	28	47	8	10
11.	Shells	Nil	Nil	Nil	Nil	34	57	25	63

Regarding provision of materials for printing 33 per cent and 47 per cent of the parents of low income group and 97 per cent and 55 per cent of the parents of middle income group were found to provide vegetable tops and coins and the other articles they preferred were lids, leaves, nails and blocks even before attending the classes, but none was found to be aware of the utility of wool-baste buttons, seeds, wooden pieces and shells for printing.

The results show that after attending the classes the per cent of the parents of both income group who provided vegetable tops, coins, lids, leaves nails and blocks has increased from 2-47 per cent to 58-97 per cent and the percentage of parents who provided wool baste, buttons seeds, wooden pieces and shells has increased from Nil-per cent to 10-73 per cent and this can be attributed to the lecture, demonstration and discussion on how the low cost indigeneous materials especially that children collect for their homes and environment like seeds shells, and buttons can be accepted kept safe and utilised for creative activities.

Pasting:

The materials provided by parents for pasting to their children before and after attending the classes is presented in the Table XII.

It is very encouraging to observe that results, 73 and 33 per cent of the parents from low income groups provided stamps and cotton, because of stamps and cotton were easily available materials. Seventytwo and 17 per cent of parents from middle group provided stamps and cotton, 12 - 25 per cent of the parents from low income families and 5 - 17 per cent of the parents from middle income families provided seeds, shells and sand, 3 - 11 per cent of the parents from low income groups and 5 to 20 per cent of parents from middle income groups provided materials like threads, colour papers, cloths, leaves, flowers and newspapers respectively.

Regarding the low income groups none were aware of the importance of velvet papers, used match sticks, feathers, hay, waste from pencil sharpners, small stems, broom-sticks, chamki, coconut coir and grass before attending the classes.

The classes on pasting had a very good influence in promoting parents involvement in providing creative activities. Eightytwo and 90 per cent of parents from low income groups provided stamps and cotton respectively, 88 per cent of the parents from middle income group provided stamps and cotton, 33 - 83 and 40 - 80 per cent of the parents from both income group provided materials like sand, shells and seeds, 11 - 90 and 17 - 93 per cent of the parents from both income group

provided materials like threads, colour paper, cloths, leaves, and newspapers, thirtythree - 88 per cent of the parents of both income group had realised the importance of match sticks, feathers, hay, broom sticks, coconut coir etc., which are available as waste materials, at home. Parents welcomed the idea of using match sticks, feathers, small stones, coconut coir alone all for pasting and this can be attributed to their availability of the no cost.

The involvement of parents in providing the activity pasting was found to be almost equal regardless of the income status.

Clay Modelling

Table XIII depicts the impact of demonstration and exhibit on clay modelling on parents involvement in providing materials for clay modelling.

TABLE XIII

RAW MATERIALS FOR CLAY MODELLING

S. No.	Materials	Before				After			
		Low income; No. 60		Middle income; No. 40		Low income No. 60		Middle income No. 40	
		No. stated	%	No. stated	%	No. stated	%	No. stated	%
1.	Clay	48	80	37	93	59	98	37	88
2.	Stick	13	22	11	23	16	27	16	40
3.	Flower	7	12	5	13	13	35	17	43
4.	Beads	4	7	Nil	Nil	7	12	5	13
5.	Stones	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil

It is quite encouraging to note that 80 per cent of the parents of low income and 93 per cent of the parents of middle income were providing clay to their children for modelling while only 7 - 93 per cent of both income group were providing the accessories like sticks, flowers and beads for beautifying the products and none was found to be providing stones.

As per the results classes on clay modelling do not have much influence on parents involvement because percentage of people providing accessories for both income group has increased from

7 - 93 per cent to only 7 - 98 per cent and none was found to be providing stones for clay modelling even after attending the classes. This can be attributed to the fact the impite of demonstration constant supervision while providing the clay modelling activity, children will make dirty themselves, homes and other materials. Still it is encouraging to note that regarding provision of clay the classes have a good impact on almost 100 per cent of the parents regardless of the income group.

Paper work:

Table XIV shows the change in the involvement of parents in providing paper work as a creative activity at home before and after attending the classes on creative activities.

TABLE XIV

RAW MATERIALS FOR PAPER WORK

S.No.	Materials	Before				After			
		Low In- come No.60		Middle Income No.40		Low Income No.60		Middle Income No.40	
		Number stated	%	Number stated	%	Number stated	%	Number stated	%
1.	Ship	48	80	27	68	53	88	37	93
2.	Fan	43	72	24	60	52	87	32	80
3.	Purse	Nil	Nil	Nil	Nil	13	21	21	53
4.	Flowers	Nil	Nil	Nil	Nil	4	7	5	13

Regarding paper work equal percentage of parents of both income group were providing paper work as a creative activity with the designs such as ship and fan, but no one was found to teach the designs like flower and purse before attending the classes. After attending the classes 13 - 93 per cent of the parents of middle income and 7 - 98 per cent of the parents of low income were guiding their children with above said activities.

After attending the parent education classes a maximum per cent of the parents of low income and middle income were able to guide their children with the all creative activities.

Summary and Conclusion

V SUMMARY AND CONCLUSION

The study on "Parent's involvement in providing creative activities to Pre-school children at home" was conducted with 100 parents of pre-school children. An Interview schedule and checklist were used for conducting and evaluating this study.

The major findings of the study were:

1. All the parents selected were within the age group of 40 years.
2. Most of the parents had secondary education and part of them had even higher secondary education.
3. The families belonged to low income group and middle income group and had small families. All the mothers were non-working.
4. Drawing and painting were considered as the main creative activity by most of the parents from both low and middle income families.
5. Parents from both income levels considered that, Intelligence of children can be improved by providing creative activities.
6. Most of the parents from middle income families provided facilities like table and chair, raw materials and books for creative activities. They also gave better supervision than the low income families.

7. Parents from middle income families appreciated their children by encouragement, they accepted the materials collected by their children and spent more time in providing creative activities than parents from low income families.
8. Dance classes were preferred only by parents from middle income families while none of the parents from low income and middle income preferred sending children to drawing classes. Dancing and music competitions attracted the parents more than painting competitions. Majority of the parents thought that providing creative activities at home will arise problems.
9. After the classes all the parents from middle income group, agreed that it will be possible to provide raw materials for drawing, painting, printing pasting clay modelling and paper work. Whereas, the parents from low income families were rather hesitant.

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Appendix

APPENDIX A

INTERVIEW SCHEDULE TO ELICIT INFORMATION ON PARENTS INVOLVEMENT IN PROVIDING CREATIVE ACTIVITIES TO PRE-SCHOOL CHILDREN AT HOME.

Date:

1. Name of the Investigator :
2. Name of the Interviewee :
3. Name and address of the head of the family :
4. a. Door No. :
b. Address :
4. Income of the head of the family :
5. Type of the family
Joint
Nuclear
Religion

I. A. General Background of the family :

S.No.	Name of the family members	Relation to the head of the family	Sex	Age in years	Educational level	Occupation	Income per month Rs.
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B. Concepts of parents on providing creative activities at home

1. Mention 2 or 3 creative activities?

2. Do you think that it is necessary to provide activities for children at home?

Yes No

Reasons:

3. How do you think children will benefit by doing creative activities?

4. Mention the materials provided by you for your children at home

S.No. List of the materials

a. List the materials that you use for drawing

S.No. List of the materials

- b. List the materials that you use for painting

 - c. List the materials that you use for printing

 - d. List the materials that you use for pasting

 - e. List the materials that you use for clay modelling

 - f. What are the items prepared by your children with paper
-
5. What facilities do you have for providing creative activities for your children at home?

10. Do you send your children for dance classes?

Yes No

Reasons:

11. Do you send your children to attend the drawing classes?

Yes No

Reasons:

12. Do you encourage your children to participate in competitions?

Yes No

Reasons:

13. If yes, in what competitions?

13. How much time do you spend to provide creative activities to your children?

Time in minutes

Per Day

Per Week

14. Do you like to attend the classes on creative activities for children which will be conducted in our nursery school?

Yes

No

Reasons:

15. What were the problems faced by you in providing creative activities for your children at home?

APPENDIX I - B

CREATIVE ACTIVITIES FOR PRE-SCHOOL CHILDREN

Under this heading, the parents were explained how creative activities help to foster all round development to the pre-school children. Who have boundless curiosity to improve creative thinking, imagination and their talent, to provide satisfactions, a different feel a lot of fun and a medium through which children can release their pent up emotions and express their feelings. Psychological literature yields number of evidence that parents and teachers can use to encourage creative thinking and originality among children. The parents were provided with the type of guidance and motivation, parents should provide to their children at home to promote creative activities. How creative activities help in the development of skills among children while they use their five senses and hands and fingers like.

- Drawing helps to improve hand skills.
- Painting and pasting provide certain cognitive skills.
- Printing helps to motor skills for the child's arms and fingers.
- Music helps to improve language skills.
- ▼ Clay manipulative the small muscle of hands and **fingers**.

APPENDIX - C

THE DIFFERENT TYPES AND LOW COST INDEGENEOUS RAW MATERIALS FOR THE CREATIVE ACTIVITIES

Drawing:

Drawing is a mode of expression in children. We should encourage children to talk about the things they have seen and urge them to draw parts of their experiences. The usual beginning for young children will be crayoning. First they start scribbling as they like. At that time, they must be provided with some sensory cues. We may ask them to draw a train, after a visit to a railway station and so on. But one thing we should remember is that children should be allowed to draw in their own way. Creative activity must involve the exercise of both intellect and imagination. Children of school age can be given some themes for drawing like: Our garden; Railway Station; Police man; Our school; Flowers; Birds; A rainy day; Our family; My pet animal , Rocket to the moon etc.

Materials Needed:

Drawing with

Pencil

Ball poin pen

Sketch pen

Dry Chalk

Wet chalk

Ink

Colour pencil

Crayons

Charcoal

Drawing on

News paper

Carbon paper

Trace paper

One sided paper

Notice paper

Waste brown paper

Brown paper covers

Procedure:

Provide the children with the materials available from the list, and allow them to choose a theme and draw as they like.

Painting

The child of three is ready to begin painting and what a happy day it is for him. Some children who do not show any interest at all in drawing, love to paint sometimes. Painting, need not be messy, if we provide children with the materials needed, show them the procedures and supervise them until the habits are formed. Painting is an excellent medium for the outlet of emotions. We should encourage

free expressions on plain papers, rather than colouring and painting books. Different kinds of painting are possible, when free expressions are encouraged.

Materials Needed:

Water colour paint
Poster colour paint
Oil paint
Brush
Comb
Feathers
Sponges

Procedure:

Mix different colours in water and keep them in different containers. Provide children with brushes and paper and allow them to paint as they like. Dry and wet leaves, egg shells, hen's feathers and coconut shells can also be given for painting.

Printing:

There are a number of simple types of printing that the pre-school child can enjoy. More complex designs can be produced using the same materials, depending on the child's skills and imagination. When he grows up he can use these skills to make greeting cards, programme covers, books marks etc.

Materials Needed:

Vegetables

Nails

Corklid

Leaves

Coin

Thread

Wool-baste

Blocks

Big Buttons

Wastage wooden pieces

Eucalyptics seeds or any big seeds

Shells.

Procedure:

Provide children with paper, different coloured solutions and whatever material you have in the above list. Printing with coir, sack, bottle top, shells, engraved wooden blocks, nails and corks can be done by just dipping the material in the coloured solution or ink pad and printing on the paper. Leaf and thread printing need to be done by helping the children to dip the material in the coloured solution, place it on the paper, fold and gently roll the paper to get the designs.

Pasting:

When the young child first uses pastes, his primary satisfaction may come from his enjoyment of the "feel" of the paste. This is also a very important experience.

Materials Needed:

Cotton

Waste pieces of cloth

Velvet paper

Ordinary paper or chocolate paper

Paper puzzle

Seeds

Used match stick

Feathers

Sand

Hay

Waste from pencil sharpener

Small stems

Broom stick

Chamki

Egg-shell

Coconut coir

Grass

Used stamps

Gum

Procedure:

Children can be stimulated to collect different materials, categories and paste them on separate sheets of paper. They would also enjoy cutting paper and cloth pieces before they paste them as evidenced in the picture.

Clay and Plasticine

Clay is pliable only when it is moist. When exposed to the air, it becomes hard and dried out. Plasticine is always pliable and does not become hard when exposed to air. They form an excellent media for any age level provided the child is given a chance to use his hands constructively.

Materials Needed:

Clay

Stick

Flowers

Beads

Paint

Brush

Procedure:

A place can be set up for clay work. Accessories also can be kept along with clay. Let children make whatever they want using the accessories which improve their imagination.

PAPER WORK

Collect *all* kinds of paper thicks and thins, smooth and rough, shiny and dull. Newspaper, brown paper, paper bags, coloured paper, kite paper, thin card like old post cards all can be useful.

Materials Needed:

Colour papers

Scissors

Procedure:

Thus they can make a long colourful paper chain which can be used for decorative purposes. Paper fans can be made by folding the paper. This can be pasted at one end or tied with a piece of thread. The older children can be given papers and shown how to make boats, aeroplanes etc., which they love to make and play with coloured papers add attraction.

Thus many activities can be provided to children without much expense. By using waste materials, we can bring out their hidden talents, engage them to use their time and energy in a constructive manner and help them to express their emotions in positive ways.

APPENDIX D

CHECK LIST TO EVALUATE THE CLASSES ON CREATIVE ACTIVITIES

Do you think that these activities can be provided by you for your children at home.

-
- I. Drawing with
1. Pencil
 2. Ball point pen
 3. Sketch pen
 4. Dry chalk
 5. Wet chalk
 6. Ink
 7. Colour pencil
 8. Crayons
 9. Crayon scribbling
 10. Charcoal

-
- II. Drawing on
11. Newspaper
 12. Carbon paper
 13. Trace paper
 14. One side paper
 15. Notice paper
 16. Waste wedding cards
 17. Waste brown paper
 18. Brown paper covers

III Painting

1. Water colour
2. Poster colour
3. Abstract painting
4. Paper marbelling
5. Spray work using
 - a. Brush
 - b. Comb
 - c. Using a model
 - d. Without a model
6. Feather painting
7. Sponge painting

IV. Printing

1. Thumb
2. Vegetable waste
3. Nail
4. Cork Lid
5. Leaf imprinting
6. Coin
7. Thread
8. Wool-baste
9. Finger printing

III Painting

10. Blocks
 11. Big buttons
 12. Waste wooden pieces
 13. Eucalyptics seeds on any big seed
 14. Shells
-

V. Pasting

1. Cotton
2. Waste pieces of cloth
3. Velvet paper
4. Ordinary paper and chocolate paper
5. Paper puzzle
6. Seeds
7. Used match stick
8. Feathers
9. Sand
10. Hay
11. Waste from pencil sharpener
12. Small stems
13. Broomstick

V. PASTING

-
14. Chamki
 15. Egg shell
 16. Coconut coir
 17. Grass
 18. Used stamps
-

VI. Clay modelling

Clay

Stick

Flowers

Beads

Stones

VII. Designing

1. Paper folding work as
 - a. Ship
 - b. Fan
 - c. Aeroplane
 - d. Banian

Other than these the activities given are:

1. Placing seeds on outlines
2. Colouring the outlines
3. Threading beads
4. Washing hand kerchief
5. Water play with ball
6. Soap bubbling
7. Gardening including
removing these seeds and watering the plants
8. Sand play
9. Block play.

RAW MATERIALS FOR PASTING

S.No.	Materials	Before				After			
		Low income		Middle income		Low income		Middle income	
		No. 60		No. 40		No. 60		No. 40	
		Number stated	Percentage	Number stated	Percentage	No. stated	Percentage	No. stated	Percentage
1.	Stamps	43	72	29	73	49	82	35	88
2.	Cotton	20	33	5	17	54	90	35	88
3.	Stones	11	18	5	17	20	33	16	40
4.	Sand	9	25	3	5	49	82	32	80
5.	Shells	7	12	3	5	55	92	19	48
6.	Seeds	6	11	Nil	Nil	50	83	32	80
7.	Threads	4	7	3	5	11	18	16	40
8.	Colour paper	4	7	Nil	Nil	7	12	5	17
9.	Cloth	4	7	8	20	54	90	37	93
10.	Leaves	3	5	5	17	6	11	5	17
11.	News paper	3	5	3	5	11	18	8	20
12.	Flowers	2	3	Nil	Nil	11	18	3	5
13.	Velvet paper	Nil	Nil	Nil	Nil	11	18	8	20
14.	Used match sticks	Nil	Nil	Nil	Nil	11	18	8	20
15.	Feathers	Nil	Nil	Nil	Nil	44	73	29	73
16.	Hay	Nil	Nil	Nil	Nil	50	83	29	73
17.	Waste from pencil sharpner	Nil	Nil	Nil	Nil	33	55	19	48
18.	Small stems	Nil	Nil	Nil	Nil	28	47	16	40
19.	Broomstick	Nil	Nil	Nil	Nil	54	90	29	73
20.	Chamki	Nil	Nil	Nil	Nil	36	60	27	68
21.	Coconut coir	Nil	Nil	Nil	Nil	20	33	16	40
22.	Grass	Nil	Nil	Nil	Nil	52	87	35	88
				Nil	Nil	45	75		