INTRODUCTION
The Almighty God, the creator of the universe, is the supreme-mind who possesses the finest creative abilities. He has created all of us and all that is revealed in nature. We are elevated to be called his creation. According to Indian philosophy, we are constituents of the supreme power as the rays of the sun are the constituents parts of their creator, the sun. Therefore, every one of us ought to possess creative abilities – and has their abilities. Every one of us is a unique creation.

De. Haan and Havinghust (1961) after reviewing a variety of definitions of creativity stated that “Creativity is the quality which leads to the production of something new desirable. The new product may be new to society as merely new for the individual who creates it.”

SIGNIFICANCE

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

Creativity will be essentially a human phenomenon. It is a process in man, which will help him to achieve dignity and meaning in life. Creativity will be considered to be identical with the expansion of the universe and the main task of man on this planet. ‘Man’s effort, at its best, has revealed itself in his creative work and in his search for a type of cosmology which defined his destiny.’ Whether it is considered from the viewpoint of its effects on society, or as one of the expressions of the human spirit, creativity stands out as an activity to be studied, cherished and cultivated.

IMPORTANCE OF THE STUDY: -

The purpose of the study is to answer some questions that would provide information not only for the immediate programmes of identification and development of creativity but would provide a base for further studies in the field of creativity.
NEED OF THE STUDY

Ever since the research started in the pursuit of exploratory field of creativity, it was realized all the more that concrete efforts be made in this direction for several reasons. The importance of creativity in the scientific age itself will be contributory to accelerate the pace of research activity. The studies conducted by Wall (1960), Thorndike and Marsh (1964) have shown that high intelligence has a positive impact on different dimensions of creativity. Barron (1961), Torrance (1962) and Yamamoto (1964) have reported that there is no-correlation between intelligence and creativity. Other psychologists Meerand Sati, Pathak (1962), Torrance (1962), Croplay (1965) etc. reported that there is low correlation between creativity and intelligence. Thus a very few studies have been conducted resulted to creative thinking and intelligence. But no study has been conducted regarding the effect of the school environment and intelligence on creativity.

Thus the present study will be taken up to investigate the relationship between creativity and intelligence and school environment.