

ABSTRACT

It is a known fact that Critical Thinking is one of the most vital skill that education must envisage on. The vision of Critical Thinking in education is emphasized by many educational documents, philosophers, thinkers, theorists and researchers. This remains a distant dream as the traditional classrooms can't achieve the crucial aim. One end of the string of Critical Thinking lies in the teacher's hand wherein she creates the environment that is conducive to the transaction and development of Critical Thinking. If the change is to be seen at a broader level it must be in a teacher and the teacher is certainly a product of teacher education program. The transaction of the Critical Thinking abilities is missing is evident from the concerns of teacher education program as pointed out in the National Curriculum Framework for Teacher Education, 2009 document. Also, the student teachers don't have an explicit subject in teachers training program to deal with Critical Thinking. There is not much evidence that can support the fact that it can be learnt through other subjects (Kaye and Hager, 1991; Hager and Kaye, 1991). The enhancing of Critical Thinking needs explicit transaction of the skill along with equipping the student teachers with the strategies that can be used in the classroom to integrate the same. To achieve the above-mentioned aim, an intervention program was designed and implemented based on Paul's Approach to Critical Thinking. This approach has a structure and process for Critical Thinking. It is proposed in the form of model. This model is a comprehensive one, which comprises of cognitive as well as philosophical dimension. The sample constituted of student teachers of Vadodara. The data was analysed using Mixed method research. Both quantitative as well qualitative methods were used to analyse the data. The design for quantitative analysis consisted of single group pre-test post-test design. 'T' test was used to analyse the significance of the quantitative data. Case studies, focus group discussion and descriptive feedback were the tools used to analyse the qualitative data generated. The findings that the study reported were: The intervention program was found to be effective in enhancing Critical Thinking skills on Analysis of the Article test as well as Situation test. The qualitative data provided the study with various nuances of the data generated and provided strong themes to support the effectiveness of the quantitative data and to triangulate the same. The qualitative data found that student teachers emerged as rational individuals and reflective thinkers. Student teachers became aware of their emotions and started to reflect on the way they work on various tasks. They also began to ask questions to achieve clarity. Further they became perseverant, patient, and broader in their thought process.

Key words: Critical Thinking, Metacognition, Paulian Approach, Mixed Method Research and Reflection.