

LIST OF TABLES

Table 1	Date collection Procedure	87
Table 2	Worksheet on reflective questions	170
Table 3	Worksheet on Inferences and Assumptions	175
Table 4	Pre-Test and Post-Test Scores of the student teachers on Analysis of the Article Test	184
Table 5	t-Test: Two-Sample Assuming Equal Variances Analysis of Article	186
Table 6	t-value of Q.1 on 'Purpose'	188
Table 7	t-value of pre-test and post scores of Q.2 on 'Questions'	189
Table 8	t-value of pre-test and post scores of Q.3 on 'Information'	189
Table 9	t-value of pre-test and post scores of Q.4 on 'Inferences'	189
Table 10	t-value of pre-test and post scores of Q.5 on 'Concepts and Ideas'.	190
Table 11	t-value of Pre-Test and Post-scores of Q.6 on 'Assumptions'	190
Table 12	t-value of pre-test and post scores of Q.7 on 'Implications'	190
Table 13	t-value of pre-test and post scores of Q.8 on 'Point of View'	191
Table 14	t-value of pre-test and post scores of Q.9 on 'Clarity'	191
Table 15	t-value of Pre-test and Post scores of Q.10 on 'Accuracy'	191
Table 16	t-value of pre-test and post scores of Q.11 on 'Precision'	192
Table 17	t-value of pre-test and post scores of Q.12 on 'Relevancy'	192
Table 18	Individual Scores and Aspect of Critical thinking in which student teacher performed best out of all aspects in test	194

Table 19	Pre-Test and Post-Test Scores of the student teachers on Situation Test	196
Table 20	t-Test: Two-Sample Assuming Equal Variances	199
Table 21	t-value of pre-test and post scores of Q.1 on ‘Intellectual Integrity’	200
Table 22	t-value of pre-test and post scores of Q.2 on ‘Intellectual Humility’	201
Table 23	t-value of pre-test and post scores of Q.3 on ‘Confidence in Reasoning’	201
Table 24	t-value of pre-test and post scores of Q.4 on ‘Confidence in Reasoning’	201
Table 25	t-value of pre-test and post scores of Q.5 on ‘Intellectual Integrity’	202
Table 26	t-value of pre-test and post scores of Q.6 on ‘Intellectual Integrity’	202
Table 27	t-value of pre-test and post scores of Q.7 on ‘Intellectual Empathy’	202
Table 28	t-value of pre-test and post scores of Q.8 on ‘Intellectual Empathy’	203
Table 29	t-value of pre-test and post scores of Q.9 on ‘Intellectual Perseverance’	203
Table 30	t-value of pre-test and post scores of Q.10 on ‘‘Intellectual Perseverance’	204
Table 31	t-value of pre-test and post scores of Q.11 on ‘‘Socio-centrism’	204
Table 32	t-value of pre-test and post scores of Q.12 on ‘Egocentrism’	204
Table 33	t-value of pre-test and post scores of Q.13 on ‘Integrated Situation’	205
Table 34	Comparative analysis of pre-post test scores on situations	207
Table 35	Table showing criteria of selection of cases	212
Table 36	Score on Analysis of Article test:	214

Table 37	Score on Standardized test of Profile – B	230
Table 38	Score on Standardized test of Profile – C	242
Table 39	Score on Standardized test of Profile – D	247
Table 40	Scores on Situation Test of Profile – E	253
Table 41	Scores on Situation Test of Profile – F	264
Table 42	Scores on Situation Test of Profile – G	271
Table 43	Table of Pre-Post Test Scores on Standardized test and Situation test of Profile-I	277
Table 44	Table of Pre-Post Test Scores on Standardized test and Situation test of Profile-J	286
Table 45	Scores on Situation Test of Profile – J	299
Table 46	Scores on Situation Test of Profile – K	312
Table 47	Mapping of thinking process using standards of thinking for all the profiles.	340

LIST OF FIGURES

Figure 1	Historical Descent of Critical Thinking	5
Figure 2	Paul's Model to Critical Thinking	11
Figure 3	Strategic benefits of Paul's Model in Academic Sphere	14
Figure 4	Major Focus of the Intervention Program	95
Figure 5	Conduction of the Intervention program	97
Figure 6	Structure of classroom sessions conducted.	98
Figure 7	Picture of Assignment that reflect work done on: Step up the thought process	100
Figure 8	Picture of the Assignment that reflects the work done on Assignment: Reflective Questions on Story telling	104
Figure 9	Three basic functions of Human Mind	109
Figure 10	Picture of Assignment that reflects work done on Assignment: Test with the thinking process	113
Figure 11	Picture of the Assignment that reflects work done on the Assignment: Elaboration on the Idea of Intellectual Standards	116
Figure 12	Picture of the Assignment that reflects work done on the Assignment: Clarity by Elaboration, Illustration and Exemplification	117
Figure 13	Picture of the Assignment that reflects work done on the Assignment: Bring out five examples that has clarity precision but not accuracy	119
Figure 14	Picture of the Assignment that reflects work done on the Assignment: Creating depth for the concept	120

Figure 15	Picture of Assignment that reflects work done on the Assignment: Structure of Analysis of Reasoning by creating logic	126
Figure 16	Picture of the Assignment that reflects work done on the Assignment: Elaboration and Creating of Purpose for the Assembly	130
Figure 17	Picture of the Assignment that reflects work done on the Assignment: Working on Concepts and Ideas	133
Figure 18	Picture of the Assignment that reflects work done on the Assignment: Common beliefs to the group	135
Figure 19	Picture of the Assignment that reflects work done on the Assignment: Creating depth for Logic	141
Figure 20	Picture of the Assignment that reflects work done on the Assignment: How do we develop Integrity within our own thoughts?	153
Figure 21	Picture of the Assignment that reflects work done on the Assignment: Confidence in Reason	157
Figure 22	Common Socio-centric Tendencies are mentioned below	167
Figure 23	Comparative analysis and difference of Pre-Test and Post-Test scores of Analysis of the Article Test	188
Figure 24-	Improved Responses on Constituents of Elements of Reasoning	196
Figure 25	Pre-Test and Post-Test scores on Situation test	199
Figure 26	Improved Responses on Constituents of Traits of Mind	209
Figure 27	Posting of the Entry in the Intellectual Journal of Profile –A	216
Figure 28	Posting of the Journal Entry 4 in the Intellectual Journal of Profile -A	219

Figure 29	Posting of the Journal Entry 7 in the Intellectual Journal of Profile -A	223
Figure 30	Consolidation of the Profile A	229
Figure 31	Consolidation of the Profile B	241
Figure 32	Consolidation of Profile C	246
Figure 33	Consolidation of Profile D	252
Figure 34	Posting of the Journal Entry 5 in the Intellectual Journal of Profile-E	257
Figure 35	Posting of the Entry on barriers to Critical Thinking in the Intellectual Journal of Profile -E	259
Figure 36	Comparative picture of elaboration on the Journal entries of Profile -E	260
Figure 37	Consolidation of Profile E	263
Figure 38	Consolidation of Profile F	270
Figure 39	Posting of the Journal Entry 6 in the Intellectual Journal of Profile-G	274
Figure 40	Consolidation of Profile G	276
Figure 41	Posting of the Journal Entry 6 in the Intellectual Journal of Profile-I	283
Figure 42	Consolidation of Profile H	285
Figure 43	Posting of Journal Entry 5 in the Intellectual Journal of Profile I	291
Figure 44	Posting of Journal Entry 6 in the Intellectual Journal of Profile I	292

Figure 45	Comparative picture of elaboration on the Journal entries of Profile I	295
Figure 46	Consolidation of Profile I	298
Figure 47	Posting of Journal Entry 5 in the Intellectual Journal of Profile J	304
Figure 48	Posting of Journal Entry 6 in the Intellectual Journal of Profile J	306
Figure 49	Consolidation of Profile J	311
Figure 50	Posting of Journal Entry 2 in the Intellectual Journal of Profile K	314
Figure 51	Posting of Journal Entry 4 in the Intellectual Journal of Profile K	317
Figure 52	Posting of Journal Entry 7 in the Intellectual Journal of Profile K	321
Figure 53	Consolidation of Profile K	326