BOOK REVIEW

Misra, K. S. (2024). *Critical thinking among teachers and students*. Agra: National Psychological corporation.

ISBN81-973165-4-8, pp. i -vii, 180.

There are fifteen empirical, 16 research papers and seven theoretical research articles are in this book.

Rihunlang Rymbai explained in detail the concept of critical thinking and its importance. Gagandeep Kaur and Manpreet Kour provided a framework on the concept of thinking critically while teaching or learning. They explained critical thinking skills in education processes and their importance. They opined that future teachers themselves must become critical thinkers first. They advocated employing specific strategies like- in-class discussions, problem-based learning, collaborative learning, discussion methods, questioning approaches, and evidence-based projects for developing critical thinking abilities among students.

In her chapter on 'Cognizing scientific inquiry through the lens of critical thinking – A confluence of ideas and intellect' Rakhi Sawlani discussed the concepts of critical thinking and various forms of scientific inquiry.

Monika Verma and Vijay Jaiswal discussed critical thinking in mathematics learning. Besides explaining the concept of critical thinking and importance in mathematics learning, they suggested some ways and approaches to improve critical thinking.

Ram Mehar discussed critical thinking in teacher education. *His focus was on theory and practice with emphasis on critical pedagogy through which learner could develop critical thinking with their peer group.*

S. P. Pandey discussed critical thinking for teaching ancient Indian history. He traced the historical roots of critical thinking from Ancient Greece, emphasizing its formalization in the 19th and 20th centuries. He elaborated the importance of history education in developing critical thinking skills, going beyond memorization to foster analytical thinking, evaluative reasoning, and empathetic understanding.

Arpita Kumar discussed critical thinking in Indian educational system and traced its evolution through the ages and its present status.

Abha Singh and Sohan Singh investigated the relationship between scientific creativity and critical thinking among senior secondary students. They found a positive relationship between fluency and critical thinking among boys but for girls no relationship was observed.

Suhrid Sinha, Ajay Kumar Singh, Mistu Bhattacharjee, Juli Sinha, and Saurav Sinha reported a comparative study of critical thinking among the graduates and postgraduates of Barak valley. Results indicate no significant differences in critical thinking abilities between graduate and postgraduate groups or among different genders.

Akanksha Singh and Anjali Dwivedi studied relationship between critical thinking and research aptitude among doctoral students of education. They found a positive correlation between research aptitude and four dimensions of critical thinking-objectivity, problem-solving, stance exploration, and information appraisal.

Amit Khanna studied critical thinking among teachers selected as principals of Govt. Inter Colleges of Uttar Pradesh.

Aruna Mathur concluded that post-graduate prospective teachers are superior to graduate prospective teachers on composite critical thinking as well as process and product dimensions of it.

K. S, Misra described the process of construction of Critical Thinking Inventory. It measures six dimensions of critical thinking namely- problem solving, stance exploration, search for evidence, objectivity, rationality, and information appraisal, its item analysis and standardization. Alpha reliability was .821 and split-half reliability was .754.

Priyanka Singh studied gender differences in critical thinking among B.Ed. students. Both male and female B.Ed. students were equal on critical thinking abilities.

Jyoti Gupta investigated the relationship between critical thinking and science achievement among 9th grade students. She found that students with high critical thinking excel those with moderate and low critical thinking on achievement in science, and critical thinking as well as all dimensions of it are positively related to achievement in science.

Madhuri Rathour investigated the relationship between critical thinking and personality traits among undergraduate students.

Sajad Ahmad Malik and S.A. Shaffi conducted a study on critical thinking among undergraduate students of different faculties. No differences were found between male and female students.

Nishta Rana conducted a study on critical thinking abilities among college students in relation to their residential backgrounds, type of institution and academic achievement. Her findings revealed that students from urban residential backgrounds exhibit stronger critical thinking abilities than their rural counterparts.

Prateek Upadhyay and Swangi compared critical thinking among secondary level teachers. They found that secondary level teachers of science stream have higher critical thinking ability than their Arts stream counterparts. However, no gender difference existed in critical thinking ability of teachers.

Ruchi Dubey and Shiv Singh conducted a study on critical thinking in relation to social intelligence among undergraduate students in reference to gender and stream. The study indicated existence of positive relationship between social intelligence and critical thinking among male, female, Arts stream, Science stream and Commerce stream undergraduate students.

Santosh Pal and K. S. Misra investigated the relationship between critical thinking skills and conflict management styles among adolescents, with a focus on gender and geographic location differences. Results revealed that most conflict management styles showed no significant correlation with critical thinking, but a negative relationship was found between the Obliging Style and critical thinking among adolescents with males showing stronger relationship between conflict management styles and critical thinking as compared to females.

Stuti Srivastava studied the relationship between critical thinking and scientific temper. She found a positive relationship between scientific temper and overall critical thinking as well as four dimensions of it namely-problem solving, stance exploration, search for evidence and objectivity.

Sujata Saha and Asha Pandey reported the results of an experimental study conducted to find out the impact of collaborative learning on critical thinking. Collaborative learning was found effective for developing problem solving among M.Ed. students.

On the whole, all the 23 chapters are worth reading. They can make one understand the concept of critical thinking. Perusal of empirical papers will empower the readers to formulate new problems for conducting research on correlates of critical thinking.

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