



EFFECTIVENESS OF SELF-INSTRUCTIONAL MODULES AN ENHANCING RATIONAL REFLECTIVE THINKING OF DR.S.RADHAKRISHNAN'S AMONG B.ED., TRAINEES

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ABSTRACT At present the teacher education system play vital role in the preparation of future teachers and future citizen of the nation. Recently the NCTE has revised syllabus and regulations of the teacher education programmes for strengthening the teacher education programme as well as future teachers. In this consideration there are lot of philosophical thoughts related to educational field particularly in teacher education. In this present context the investigator has rationally identify the versatile personality of educational field Barathratna Dr. Sarvapalli Radhakrishnan His greatest contribution in the field of education and philosophy taken to the account of present investigation. Some of the reflective thoughts to be identified which is to be used to develop the his rational attitudes to the teacher trainees which is help them to become a popularized teachers in their service. In front of the students community. in this rational behind of this the investigator has taken the present investigation entitled as Effectiveness of self instructional modules for B.Ed teacher trainees for enhancing rational reflective thinking of Dr. S.Radhakrishnan.

KEYWORDS : Self instructional Modules, rational reflective thinking of Dr.Radhakrishnan

INTRODUCTION

“The true teachers are those who help us think for ourselves”

Bharat Ratna, Dr. Sarvepalli Radhakrishnan

Great thinkers of contemporary India have given their verdict on the basic principles as well as needed reflections. One of the most important persons was a Dr. S. Radhakrishnan. The crucial role that he played in the formative years of our republic india and his contribution to the consolidation of our political and parliamentary traditions, and especially the significant role that he played as one of the most brilliant of our philosophy, acting as cultural ambassador to the west. As a philosopher he was equally an authority in Western and Eastern thought. Among the modern thinkers he is an authority of the modern world on religion, culture and philosophy. In this above view Dr. S. Radhakrishnan philosophical concept occupies greater role in the teacher community, which would be help them to make an ideal teacher in futuristic world. Hence, there is right time to enhance the rational reflective thinking of Dr. S. Radhakrishnan to the present teacher trainees, which is helping them to make an ideal citizen from their class room.

NEED AND SIGNIFICANCE OF THE STUDY

Today teacher education system having very minimum amount rational reflection in educational curriculum transaction. Development of Rational reflective thinking of Dr. S. Radhakrishnan is very much needed to the trainees for their career survival and make their students identically potential in the society. Because of he was a legend of teacher community; he only emphasized the importance of teacher in society as well as school, as a teacher should have greater level of thinking capacity rather than others. Rational reflective thinking helping them to realize their potential in cognitive process as well as knowledge constraint. That will leads to solve all the spheres of the educational problem by teacher themselves. Hence, the researcher has attempted a study on Effectiveness of self instructional modules for B,Ed, teacher trainees to enhance rational reflective thinking of Dr.S.Radhakrishnan.

OBJECTIVES OF THE STUDY

1. To assess the rational reflective thinking of B.Ed. teacher trainees.
2. To find out the significant difference if any on rational reflective thinking of B.Ed. teacher trainees in respect of certain demographic variables.
3. To experiment the developed self instructional modules for B.Ed. teacher trainees to enhance rational reflective thinking of Dr.S.Radhakrishnan.
4. To find out the effectiveness of developed self instructional modules for B.Ed. teacher trainees to enhance rational reflective thinking of Dr.S.Radhakrishnan. Before and after experimentation.

HYPOTHESES OF THE STUDY

The present investigations were made the following hypotheses.

1. The level of rational reflective thinking of among teacher trainees is to be average.
2. There is no significant difference between the pre-test and post-test among teacher trainees.
3. The relationship between the pre-test and post-test among teacher trainee in rational reflective thinking of Dr.S.Radhakrishnan.

SAMPLE USED FOR INVESTIGATION

The student studying in B.Ed course for the academic year 2015-2017 in the college of Education in and around Karaikudi in sivagangai district, were the sample of the study. There were 100 B.Ed teacher trainees studying in B.Ed course with different optional subject like Biological science, Physical science, Mathematics, History, commerce, English and Tamil in different colleges. All the students irrespective of their optional were the sample of the study.

RESEARCH METHOD

The investigator has adopted quasi experimental Design for the investigation.

DATA ANALYSIS AND INTERPRETATION

Table 1 The level of rational reflective thinking of Dr. n S. Radhakrishnan among teacher trainees is to be average.

Test	N	%
Pre Test	100	35.89%
Post Test	100	64.10%

The above table indicates the level of rational reflective thinking of teacher trainees were found to be low in pre-test (35.89%) and followed by post-test is to be high (64.10%). Since it is concluded that the level of rational reflective thinking of teacher trainees was found to high in post-test (64.10%) than pre-test.

Table 2 There is no significant difference between the pre-test and post-test among teacher trainees in rational reflective thinking of Dr. S. Radhakrishnan

Test	N	Mean	SD	t	Level of Significance
Pre Test	100	39.31	2.76	78.37	S (1.97)
Post Test	100	70.19	2.80		

The above table 2 reveals that the following conclusion:

It is found that the calculated t value (78.37) is higher than the table value (1.97) in the significant comparison of pre-test and post test among teacher trainees in rational reflective thinking of Dr.S.Radhakrishnan. Since it is observed that there is significant difference between the pre-test and post test among teacher trainees in rational reflective thinking of Dr.S.Radhakrishnan. Hence, the

hypotheses framed by the investigator stated that: there is no significant difference between the pre-test and post test among teacher trainees in rational reflective thinking of Dr.S.Radhakrishnan is to be rejected.

Findings

There is a significant difference between the pre-test and post test among teacher trainees in rational reflective thinking of Dr.S.Radhakrishnan.

Table 3 The relationship between the pre-test and post-test among teacher trainees in rational reflective thinking of Dr. S. Radhakrishnan.

Test	N	Mean	r
Pre Test	100	39.31	0.01
Post Test	100	70.19	

Significant at 0.01Level

The above table 3 indicates the relationship between the pre-test and post- test of teacher trainees in rational reflective thinking of Dr.S.Radhakrishnan. It is evident that the calculated r value (0.01) lesser than the critical table value of (.256) at 0.01 level with the degrees of freedom (98). Hence, the hypotheses framed the investigator 'there is no significant relationship between the pre-test and pos-test of teacher trainees in rational reflective thinking of Dr.S.Radhakrishnan is to be rejected.

Findings

There is significant relationship between the pre-test and post-test of teacher trainees in rational reflective thinking of Dr.S.Radhakrishnan

CONCLUSION

The present investigation concluded that the importance of rational reflective thinking of Dr.Radhakrishnan to the teacher trainees with various perspectives perceived by the teacher trainees in rational way. In this regard the present investigation implies various thoughts perceived by the Dr. Radhakrishnan which is closely related to the exclusively for the teachers to survive their career and meet their challenges in the classroom setting and outside resources of the students will manage their satisfaction. Hence, the present investigation helps the teacher trainees to will become a highly dedicated teacher in their classroom settings.

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