



Study of Feedback of Teacher Trainees towards Open Book Examination

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Abstract:

Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Education is an important instrument for bringing out potentialities of human beings while effectiveness of a system of education is mainly dependent on the quality competence of teachers. In the last twenty years around the world teachers have been exposed to a wide range of transformations occurring in the education system. It is very important for qualitative improvement of education to prepare competent teachers. Teaching and learning requires higher order thinking and critical skills. It becomes essential with the rapid and drastic changes in 21st century to prepare effective teachers. The present study was undertaken to study the feedback of teacher trainees on various aspects of open book examination. Self constructed opinionnaire was administered on 100 teacher trainees. The data obtained were analyzed by using statistical technique. The results of the study reveal that Open book examination provides an opportunity to learn without burden and also helps to develop higher order thinking skills.

Keywords: Education, Feedback, Opportunity, Open book examination, Teacher trainee

1. Introduction

Increasing globalization and the emergence of the knowledge economy are calling into questions to traditional perspectives on the transformational capacity of education systems. With the growing recognition quality of teacher education in society is undergoing far reaching economic and social changes. There is a need for strategies and innovative steps to strengthen teacher preparation. The present examination system was transplanted to this subcontinent during the sixties of the last century. The limitations and defects of examination system of our country have been carefully pointed out and analyzed by number of educational commissions and committees during British rule and after independence. Dissatisfaction and discontent with the examination system can be traced from its beginning and still persists. It appears that examinations have always been responsible for causing deterioration in classroom instructions. Various commissions and committees examined the merits and demerits of examination system and made recommendations to improve it. CABE (1944) recommended that attempt should be made to devise and replace the traditional pattern of examination. The secondary Education Commission (1953) recommended that the nature of the tests and type of questions should be such as to discourage cramming and encourage intelligent understanding. National advisory committee on Learning without burden opined that "Board examinations taken at the end of class 10 and 12 have remained rigid and uneducative and mainly a source of awe because of the amount of information they demand in a manner ready for instant recall. Such exams not only snuff out the joy of learning but by doing so encourage 'dropping out'.

2. Need for Exam Reforms

Assessment plays an important role in the teaching learning process at all levels of education. Since assessment plays such an important and significant part in the future of students, there is no doubt that any assessment system will determine what students learn and the way in which we teach and what we teach. But assessment is not just about grading and examinations, it is also about getting to know our students and the quaint\ of their learning and to use this knowledge and understanding to their benefit. Assessment is without doubt one of the major “drivers” of the teaching learning process. The educational needs of today and future are vastly different from 19th and 20th centuries. Teaching and learning requires higher order thinking and critical analysis skills. On the eve of 58 Independence Day. 2004. Our former President Dr. APJ Abdul Kalam said, “I find there is a demand for more transparent and “reliable system of examination, evaluation and reporting. It is also noticed that the examinations primarily tests the memory of students. I would like to recommend that examining bodies may consider introduction of open book system of examination. This will promote creativity among the teachers in setting questions and the evaluation for the creative ability of the students.”

A system of education and examination that teaches members of disadvantaged groups the requisite problem solving and analytical skills needed by the job market is vital. Memorizing and regurgitating textbook is not a skill needed by the job market. Exams and learning systems that require rote learning are unlikely to stimulate students, create interest in them to attend, or to make them feel that they are learning skills useful to their letter life. True learning takes place only in an environment where people feel challenged but our exam system forced. Students to memorize the plethora of facts, from an unattractive dry as dust text book facts usually discovered from their frame of reference and experience. Teaching and learning requires higher order thinking and critical analysis, such as reasoning, conceptualizing and problem solving techniques. While changes in 20th century will be rapid and drastic, the time take to equip students with the desired skills and competencies cannot be shortened significantly. It therefore behaves educators to anticipate these changes as early as possible and proactively change the present methods of school teaching and assessment to ensure the requisite learning objectives are achieved. The acquisition of process skills i.e. learning how to learn is equally important process. Skills refer to the ability of source, analyze, screen and prioritize application of information to solve the problem at hand. Such skills are especially important in the new era. where the growth of knowledge is explosive, and life long independent learning is essential. The academic staff should realize that the present evaluation system is not fulfilling the psychological aspects of teaching learning hence they need to make a suitable adjustment to the evaluation system in order that students are not over loaded. On the basis of a recent study on Open Book Examination in B. Ed, colleges of Kadi Sarva Vishwavidyalaya, the paper reflects on feedback of teacher trainees on Open Book Examination. This paper considers the results of the study in the light of the feedback of teacher trainees on various aspect^ of Open Book Examination

3. Statement of the Problem

Study of Feedback of Teacher Trainees towards Open Book Examination.

4. Objectives of the Study

1. To study the feedback of teacher trainees towards Open book Examination.
2. To study the feedback of teacher trainees 'towards teaching learning process in Open book Examination.
3. To study the feedback of teacher trainees regarding stress in Open book Examination.

5. Research Questions

1. What is the feedback of teacher trainees towards Open book Examination?
2. What is the feedback of teacher trainees towards teaching learning process in Open book Examination?
3. What is the feedback of teacher trainees regarding stress in Open book Examination?

6. Delimitation of the Study

This study is delimited to teacher trainees of B.Ed. Colleges of Kadi Sarva Vishwavidyalaya.

7. Population & Sample

The population for the current study consists of 300 teacher trainees of three B.Ed. colleges of Kadi Sarva Vishwavidyalaya.

The teacher trainees of R.H.Patel English Medium B. Ed. College were selected as a sample for the present study. Purposive clustered sampling technique was employed in order to select the sample for the current study.

8. Tools

In order to study the feedback of teacher trainees on various aspects of Open Book Examination, a self constructed opinionnaire consists of items relating to various aspects of open book examination was prepared.

9. Data Collection

Data was collected with the help of opinionnaire consists of items relating to various aspects of open book examination

10. Findings

The main findings of the opinionnaire are as follows-

1. Almost all trainees opined that Open book examination relieves stress of examination.
2. More than 80% of the teacher trainees were of the opinion that open book examination provides an opportunity of learning without burden.
3. More than 90% of the teacher trainees opined that open book examination provides an opportunity to develop higher order thinking ability.
4. 31% of the teacher trainees were not satisfied with the time given for the examination, they opined that time given for examination was bit insufficient.
5. Majority of the teacher trainees were of the opinion that orientation provided by the college with regard to various aspects of open book examination was quite appropriate.
6. Most of the teacher trainees were opined that the teaching methodology in the class was according to the open book examination.
7. Majority of the teacher trainees (93%) believed that original thinking is required for answering open book examination.
8. Almost all trainees (98%) were of the strong opinion that self prepared notes or handouts play an important role in open book examination.
9. 50% of the teacher trainees were of the opinion that open book exam should be there even for their method and elective papers also.
10. Majority of the teacher trainees strongly favored open book examination to that of closed book exam.

11. Conclusion

The present examination system tests the memory power of the students rather than their understanding or skills but the findings of the current study shows that open book examination provides an opportunity, to develop higher order thinking ability and skills. General!} the present examination is also criticized for suppressing the students original thinking .compared to that the findings of the present study carried out reveals that open book examination requires original thinking. Further it can also be concluded from the above findings that if open book examination are followed by changes in teaching learning methodology reduces stress and anxiety of students and provides an opportunity to learn without burden and helps up to great extent to develop higher order skills.

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