



# A Study of Opinion of Teacher Trainees towards Open Book Examination

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## 1. Introduction

The current time is putative as the era of gen, science and technology. Consequently there have been many changes in life skills and life styles of people. The ancient “Gurukul” tradition of receiving education has developed amongst the forests of concrete in the form of schools and colleges. Earlier the student use to go to the place of Guru, reside there and was supposed to learn there. As an Enovation open book exam is to be considered. The factors damaging the validity of evaluation process might be considered it reason. The well known test of “Guru Dronacharya” and the contemporary three hours written test have wide difference. Hence educationalists are inspired for the innovation. The goal for teachers is to help their students to learn and retain the material covered and at the same time enjoy the process of learning. One way to check for how well students have learned is by giving exams. There are many way of exam to measure the students learning. In India the emphasis is on cramming the information. It is due to the examination system being followed. The questions are of knowledge level where students are required only to recall the information. The teacher educators have not tried to use other systems of examination. Open-book exams where the student can use all their material during the test are increasingly accepted. Students themselves prefer alternative forms of testing – for example, Williams and Wong found that students prefer open-book exams compared to closed-book tests. With regard to present research researcher has decided to get opinion of student teacher about Open Book Exam. The findings will help to study the effects of this pattern of exams not only on the achievement of the students but also their anxiety at the time of examination.

## 2. Origin Concept of Open Book Examination

An “open book examination” is one in which examinees are allowed to consult their class notes, textbooks, and other approved material while answering questions. This practice is not uncommon in law examinations, but in other subjects, it is mostly unheard of. Radical and puzzling though the idea may sound to those who are used to conventional examinations, it is ideally suited to teaching programmes that especially aim at developing the skills of critical and creative thinking.

Open Book exams usually come in two forms:

- Traditional sit-down/ limited-time exams, with varying degrees of access to resources and references.
- Take Home exams—Open Book exams you do at home. Question(s) are handed out, answers are attempted without help from others, and the exam is returned within a specified period of time (often the next day).

**3. Objective of the Study-** Main objective of the present study was follow:

1. To study the effect of open book examination on teacher trainees.
2. To know the benefits of Open Book Exam.
3. To know the difficulties and problems of Open Book Exam.

#### 4. Methodology

The present study is a qualitative research. The Survey method was adopted for the present study. Sample- The purposive cluster sampling technique has been employed to choose the first year trainees of Teacher Education College. The sample comprised of 200 trainees from 4 education college Out of 200 trainees total 200 trainees were present in the examination. Researcher had utilized self-made research tool.

#### 5. Analysis of Data

For the present research researcher use descriptive analysis method for analyzed questions mentioned below:

**(1) Open book exam system reduces the stress related to exam?**

83% Teacher trainees say that the exam related stress reduced through open book exam system because preparation before exam some release.

66% Teacher trainees say that the exam related stress reduced through open book exam system before the exam but between exam time stress more increase because the question not understanding properly, searching a answers in textbook take more time and summaries the textbook answers as per demand of question.

**(2) What are the problems facing during giving open book exam?**

76% Teacher trainees say that the question structure can't understand properly between time.

14% Teacher trainees say that the searching a answers of questions take more time.

18% Teacher trainees say that the answers of textbook are lengthy so in writing take more time.

16% Teacher trainees say that the exam room dieseline as not good because trainees ask question each other so make noise environment so disturbed other trainees.

**(3) Which is the most appropriate examination system (Close Book or Open Book) in present scenario?**

95% Teacher trainees say that the open book exam very appropriate in present scenario because the trainees give many competition exam in a year. Many time students suicide because of our examination system. Some student drop out from the programme only reason of close book examination system.

**(4) Open Book examination minimize the unethical practices?**

87% Teacher trainees agree with this question they says that present time to overcome unethical practices the only of arranging open book exam. Many others unethical practices like corruption.

**(5) Open Book examination gives us an opportunity to do critical thinking?**

61% Teacher trainees agree with this question they says that open book exam question paper questions structure on objectives of understanding. We can't understanding easily the questions and searching the answers of these questions in textbook. Many concept of syllabus are clears during the open book exam.

44% Teacher trainees say that the open book exam gives opportunity to do critical thinking but all trainees not able to do critical thinking they support the examination system but didn't question structure.

#### 6. Major Findings

The overall result reveals that the Teacher trainees are satisfied with the open book exam pattern. Their responses were positive with respect of changes in examination system.

1. Open book exam system reduced the stress of those increased by close book exam.
2. For open book exam trainees facing difficulties of understand question, searching answer in textbook, take more time for writing proper mode as per question paper and
3. Exam room environment disturbed because trainees ask answer each other.

4. As per all trainees opinions at present scenario open book exam system most appropriate examination system for reduce the reading bourdon, stop suicides of students and reduce the drop out ratio.
5. Open Book examination is most important weapons to overcome unethical performs like coping from books and study materials.
6. Open Book examination gives us an opportunity to do critical thinking because many concept of syllabus are clears during the open book exam.

### 7. Discussion

The finding of the present research shows that there was a important exam system as per trainees opinions. Very positive opinion got from trainees towards each questions of the research tool. After all we say that in present scenario open book exam is very important weapons to reduce unethical practices like Coping, Mass coping and increase the critical thinking process of students which is the main objective of education. Thus, if the question papers drawn seriously and carefully by the teachers. The benefits of exam pattern can't serve as responsible factor for high results. The finding shows that those who appeared in the exam with book showed happy students. It can be concluded that the exam pattern Open Book Exam is valuable for plummeting the pressure of the scholars concerning exam.

### 8. Conclusion

The definitive goalmouth was to convey improvements in assessment arrangement so that students progress creative and precarious thinking, critical ability. Thus, open book examinations can restore the true meaning of the word education for both teachers and students. It is true that it will take some time and effort on the part of students and teachers to adapt themselves to the weights of open book examinations. But the changes will be inevitable. Once shared with the style of teaching that emphases on thinking skills, they will make education an exciting and enjoyable intelligent escapade, the commencement of a enduring expedition for information.

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