Abstract: *The main aim of this paper was to analyze the attitudes of teacher educators of Gulbarga University affiliated B.Ed. Colleges towards NET online exam. 400 teacher educators of Gulbarga University affiliated B.Ed. colleges were taken as sample for the sample, it includes male and female teacher educators, arts, science and commerce teacher educators, more and less experienced teacher educators. Maximum teacher educators are having positive attitude towards NET online exam. There is significance difference in attitudes of teacher educators towards different aspects of NET online exam.*

Keywords: NET Online Exam, Teacher Educators, Obstacles of NET On line Exam, Obstacles of NET On line Exam etc

1. Introduction:

A "secure exam environment" (SEE) is presented in this paper which was developed in response to the present circumstances, as well as the financial difficulties associated with acquisition and maintenance of a large-scale computing facility. The NET testing system was inaugurated in June 2017 and students now have the possibility of taking online exams with their own devices while, at the same time, being prevented from accessing locally-stored files or non-specified Internet pages. It is also possible to integrate tools that have been used in class.

The paper draws on practical experiences gained through the implementation flexible solution for online testing at different universities. A survey among participating students which revealed their general attitudes, concerns, technical obstacles and suggestions for improvements regarding online exams. Our findings include several implications for modern online testing and successful implementation of online assessments in a university environment. This paper thus discusses the current status of NET online exams and associated didactic implications.

2. Online Exams

Today's learners are faced with a plethora of possibilities to interact and collaborate online in the university context. Elliott (2009) has stressed that education as such is in transformation and being heavily affected by information and communication technology (ICT). Students are offered various forms of learning management systems in order to make efficient use of their learning time, and allocate their resources to maximize learning outcomes. Thus, teaching is continuously adapting to the new needs and requirements of "digital natives" (as defined by Prensky, 2010). Testing, on the other hand, is generally conducted in the same, antiqued paper-and-pencil way (Elliott, 2009).

Online testing methods increase assessment objectivity, and also lighten correction workloads. This is particularly advantageous in classes with hundreds of students, such as mandatory courses of the study entry and orientation phase (STEOP). It would seem clear that at this point in time, up-to-date teaching requires up-to-date testing.

Online exams also face challenges, however, and among them the critical issue of reliability is paramount since this modality is dependent on computers and computer networking technologies (Hewson, 2012).

3. Concept of Online testing:

Online exams are usually conducted in computer rooms that are often too small, and larger computer rooms are usually unavailable or not economically feasible. Hence, the test makes use of existing student resources, specifically their personal computers (typically notebooks and net books). The fact that on site computer rooms severely restricts the number of students for synchronous testing (maximum 15-20 students was an important motivator for developing the system. The efficiencies of allowing students to use their own devices are complimented by an effectiveness factor since they are presumably familiar with these devices. The institution therefore is not faced with expensive investments in new computing facilities and the associated maintenance costs.

4. Objectives of the study:

a) To study the attitudes of Arts, Science, Commerce and Language Teacher Educators towards online testing of NET.

b) To study the attitudes of Teacher Educators towards benefits of online testing of NET.

c) To study the attitudes of Teacher Educators towards Obstacles of online testing of NET.

d) Teacher Educators preferences for online exams in other courses

5. Research questions:

1) Whether Arts, Science, Commerce and Language Teacher Educators are having positive attitude towards online testing of NET?

2) Whether Teacher Educators are having positive attitude towards benefits of online testing of NET?

3) Whether Teacher Educators are having positive attitude towards Obstacles of online testing of NET?

4) Whether Teacher Educators are having positive attitude towards online exams in other courses?

6. Design of the study:

6.1. Population: All teacher educators of A study on attitudes of Teacher educators of all University affiliated B.Ed. colleges Constitute of Karnataka population of the study

6.2. Sample:

400 teacher educators of Gulbarga University affiliated B.Ed. colleges were taken as sample for the sample, it includes male and female teacher educators, arts, science and commerce teacher educators, more and less experienced teacher educators.

6.3. Sample selection techniques:

Simple Random Sample selection techniques were used.

6.4. Data collection tool:

Researcher has been prepared the Data collection tool. This tool was having following characteristics:

a) It contain 40 questions on different components of online Test viz Educators towards online testing of NET, benefits of online testing of

NET, Obstacles of online testing of NET and preferences for online exams in other courses

b) Tools contained 20 positive and 20 negative statement

c) Techniques used for tool preparation was licker tool preparation techniques

d) The Reability of tool was 0.88

e) While preparing tool standard tool preparation procedure were followed.

f) It is Five point attitude scale

6.4. Data collection procedure:

Researcher personally visited each teacher educated and collected responses from the them. The data were such collected tabled in the appropriated table and analysed same based on objectives

6.5. Statistical techniques used:

Mean and standard deviation Statistical techniques were used. SPSS help were taken for data analysis.

7. Data analyses:

7.1. Objective -1: To study the attitudes of Arts, Science, Commerce and Language Teacher Educators towards online testing of NET
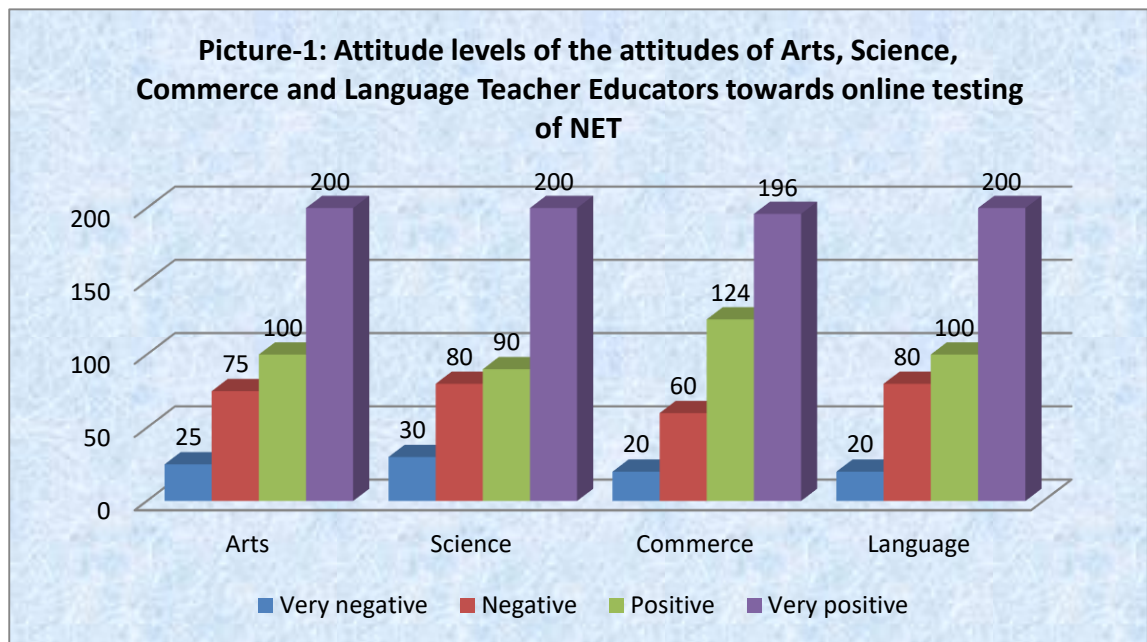
Table-1:

Attitude levels of the attitudes of Arts, Science, Commerce and Language Teacher Educators towards online testing of NET

Subject	Very negative	Negative	Positive	Very positive	X^2
Arts	25	75	100	200	
Science	30	80	90	200	5.98
Commerce	20	60	124	196	
Language	20	80	100	200	

The first sections of the questionnaire assessed Teacher Educators attitudes towards online exams in general. We identified student responses according to faculty (Arts, Science, Commerce and Language) in order to refine the analysis (Figure 1). A review of this figure indicates a positive attitude towards online testing of NET across the four faculties. Responses from the faculty for subjects

were very positive. There is significant difference in level attitudes of Teacher Educators towards online testing of NET (X^2 =5.98, higher than table value)

Picture-1: Attitude levels of the attitudes of Arts, Science, Commerce and Language Teacher Educators towards online testing of NET

7.2. Objective-2: To study the attitudes of Teacher Educators towards benefits of online testing of NET

Table-2:

Attitude levels of the attitudes of Teacher Educators towards benefits of online testing of NET

Subject	Frequency (out of 400)	Percentage	X²
It is up to date	100	25	
No difference	50	12.5	
Interesting	300	75	
Save time	100	25	8.61
Environmentally friendly	200	50	
Fast Result	300	75	
No more pain	50	12.5	

The questionnaire also included open questions asking teacher educators to report perceived benefits of online testing using free text; we categorized these responses as displayed in table no- 2. The majority of the teacher educators judged the key benefits of online testing to be quickly obtaining the results of an exam, the time saved in its administration, and improved readability and structure for free-text answers. Teacher educators also noted that online assessments are highly interesting, convenient and in general better than paper-and-pencil exams. Some teacher educators reported that they do not see any difference compared with

conventional testing methods. Teacher educators also indicated that they appreciated the modernism associated with online testing, including its environmentally friendly nature (paper saved) and the fact that their hands were less tired than when completing a paper and pencil examination. There is significant difference in level attitudes of Teacher Educators towards benefits of online testing of NET ($X^2 = 8.61$, higher than table value)

7.3. Objective-3: To study the attitudes of Teacher Educators towards Obstacles of online testing of NET.

Table-3:
Attitude levels of Teacher Educators towards Obstacles of online testing of NET

Obstacles	Frequency (out of 400)	Percentage	X^2
Technical Issues/restraints	200	50	
More time required	150	37.5	
Lack of structure and overview	200	50	
Problems with questions/ type of questions	300	75	
Longer preparation time	200	50	8.6
Troubles with typing	300	75	
It is new situation	50	12.5	
Not used to loan devices	100	25	
Simply prefer to paper exams	200	50	
More costs than benefits	300	75	

We also sought to determine the obstacles that students encountered, however, and the biggest category of obstacles related to technical issues (table-3). Other problems frequently noted include the additional time that some Teacher educators require difficulties with the structure and overview, the types of questions employed, and a longer preparation time needed as compared to traditional testing methods. Some Teacher educators also had troubles with typing and others were not familiar with devices on loan to them. It is clear, however, that Teacher educators reported more benefits than obstacles. There is significant difference in level attitudes of Teacher Educators towards benefits of online testing of NET ($X^2 = 8.61$, higher than table value)

Picture-3:Attitude levels of Teacher Educators towards Obstacles of online testing of NET
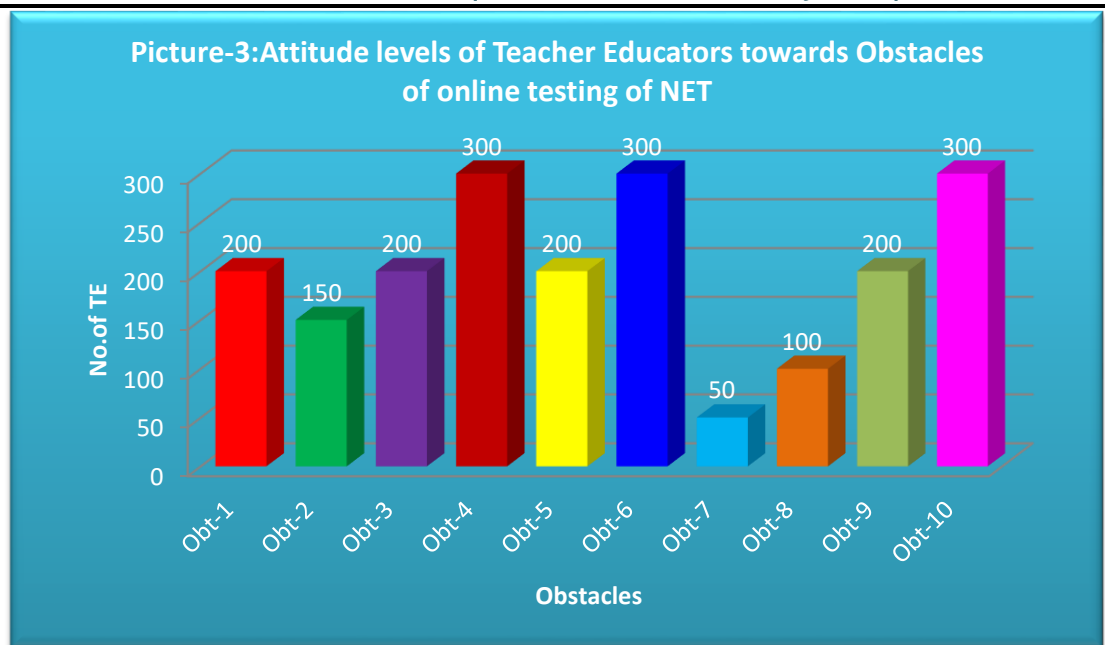
7.4. Objective-4: Teacher Educators preferences for online exams in other courses

Table-4:

Attitude levels of the attitudes of Teacher Educators towards online exams in other courses.

Subject	Negative	Positive	X^2
Arts	105	295	
Science	90	310	
Commerce	98	302	**5.98**
Language	75	325	

We also asked if Teacher Educators would prefer taking online exams in other courses. Table-4 illustrates the results among the four faculties and it is quite clear that most Teacher Educators answered in the affirmative. Negative responses are comparatively low, in particular for the faculties of Technical Studies and Interdisciplinary Studies.

Picture-4: Comparision of Attitude levels of the attitudes of Teacher Educators towards online exams in other courses
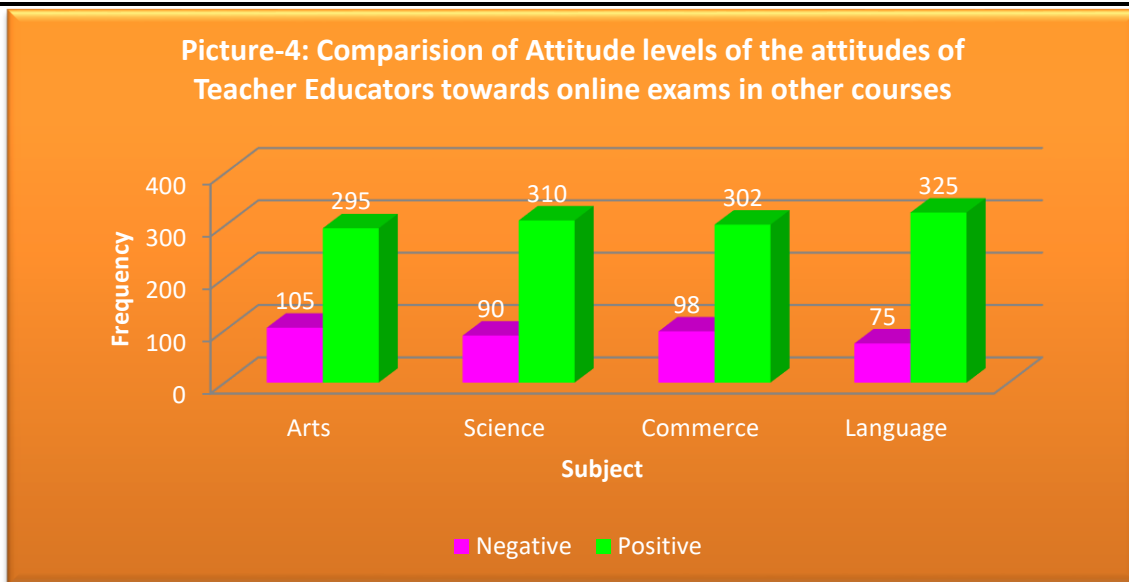
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