

CHAPTER V

SUMMARY

5.1.0 INTRODUCTION

Education is a process which enables individual to cope up with the real world. Education transforms a person to live a better life more independently in the society. By the means of education only one's potentiality can be used to maximum extent. Education tells one how to think, how to work properly and how to make decision. In this era of globalization and Information Technology, the nature, purpose and meaning of education has undergone radical changes. Technological progress has provided relatively quick and easy access to information resulting in rapid growth of knowledge. In this progressive society, independent life-long learning is imperative for sustained viability. Hence, there is a greater need for process and social skills to enhance the ability to think and function autonomously in this fast growing society. Acquisition of language skills is one of the major components of social skills which are learned through the education system. Hence, the education system was designed to provide a platform to the learners to acquire more and more language skills adequately and properly to have minimum levels of mastery over the fundamental language skills like, Listening, Speaking, Reading and Writing (LSRW) along with their social application in general purposes as well as creative purposes. Considering the importance of the mastery over the languages, Government of India followed a three language formula in the education system of the country adding different combinations of languages according to the minimum requirements of the people having different mother tongues. In this process, it is assumed that at the completion of secondary education, one would be able to acquire minimum proficiency in at least three languages including mother tongue. In the combination of languages the three-language formula is done in such a way that a student studying in any state with any mother tongue under any examination board of secondary education will have an access English language learning at any consecutive period of time during the 10 years of schooling. Though it is assumed that after completing 10 years of schooling a student should have minimum proficiency in English language, but the case is not same for all. Many students found themselves very poor in English proficiency for which many of them could not succeed in the examinations. It was also found that

those passed in English in different examinations with good marks also lack proficiency in LSRW skills. Apart from the teaching learning process in English, the prevailing examination system is also responsible for lack of minimum required proficiency in English among students.

Present education system stimulated the students' rote learning because our examination system evaluates the students mostly on the basis of what they remember instead of what they understand. As a result students focus to memories bookish factual facts with stress and fear in their mind. In such system of examination answer are transferred from book to students mind and from students mind to the answer scripts at the examination. The result is very clear that the education system becomes mechanical day by day. It is necessary to come out from this mechanical rote learning process as the real world demands something else beyond the learning acquired by the students in the present educational system. This is equally applicable in the learning of language especially English learning where students can answer the factual questions related to the topics given in the text books and the principles of grammar without having minimum LSRW skills and other higher order skills. This phenomenon has created a very large problem in the society where educational planners and thinkers are very much worried to change both instructional and evaluation system in English teaching learning in particular and the teaching learning of all the subjects in general. Now there is beginning for the paradigm shift in the education system of all the levels, going towards an Open Book Examination (OBE).

Considering the aims and objectives of teaching English, the present teaching learning process is not matching to achieve the goals of teaching English. The English language comprises several discrepancies which a bilingual child finds difficult to cope up with and he/she often develops a negative attitude towards the language. They need to be given ample opportunity for exposure through such an environment, so that in the long run they would turn out to be more fluent and proficient in this language. The environment puts together a variety of methods, techniques and learning experiences to make learning interesting and to eliminate lapses. Some of the components of such environment are role play, dramatization, group activities, motivating learner to construct his/her own knowledge, encouraging for developing logical and creative thinking, freedom of the learners for their own views etc. With the help of such environment; a bilingual child would learn the various aspect of the

language with novelty and ease. Hence there is a need to develop an environment that would help the students to improve their linguistic as well as communicative skills of English. Considering these natures of the environment of English teaching learning, it can be said that it could be best suited to an open book examination which in turn can nurture the typical nature of the environment of teaching learning in English.

Open Book Examination consists of two components (i) Open Book Environment and (ii) Open Book Testing. Open Book Examination requires an Open Book Environment without which there is no meaning in this system. Open book environment is one that helps the learner to do well in an open book testing. Having an open book environment, the learner could be fearless or free from examination anxiety to solve an open book test. In an open book environment many methods and strategies may be used, but there is a need of an atmosphere in the class and a spirit among the learners to have the answer of any questions may be from the text book or outside the text book. An open book environment is needed to be developed considering the environment needed to teach the content. In an English class, there is a need to consider the necessary environment for teaching English to create an open book environment for an OBE.

Open book testing is a pattern of examination that permits the examinees to consult some selected reference sources or materials such as their own notes, the teacher's notes, or books in the course of answering the examination questions. In an open book testing the answer of any question will not be found directly from the book or from any supplied materials, the answers of an open book testing questions are supposed to be more subjective. Answers of most of the students may be considered as right and the degree of righteousness of answers can be measured considering the most suitable logic behind the answer. Answers would be more realistic in contrast to idealistic answers and questions in the open book testing lead the answers towards decision making.

Open book testing could be implemented in different environment viz. traditional environment/close book environment and open book environment. It is doubtful for the student to do well in open book test without an open book environment. Many research studies have been conducted on open book testing and found to be effective in a traditional environment (or without open book environment). It is the major

research question of the researcher that whether open book testing will be effective in a traditional environment?

5.2.0 IMPLICATION OF THE REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY

The related literature reviewed in English language teaching showed that special programmes, strategies developed by Dewal (1974), Charles (1981), Joseph (1983), Kapadia (1988), Jayashree (1989) Sharma (1985), Rajendran (1992), Ravalji (2010), Jena (2012) were found to be effective in enhancing skills and achievement in English. It may be due to the facts that attempt could be taken to consider the drawbacks of the traditional system of teaching learning English and special care could be taken in the special programmes or strategy to enhance the teaching of English. In the similar way attempts will be made in the present study to develop an environment to enhance teaching learning of English focusing on the LSRW skills. From the related literature on open book examination (OBE), Pauker (1974), Francis (1982), Richard (1985), Feller (1994), Theophilides and Dionysiou (1996), Ioannidou (1997), were foreign studies. Studies conducted by Agarwal et al. (2007), Rajput (2008), Vaghrodia (2008), Chaudhari (2009), Siddik (2009), Thakar (2009), Vyas and Vyas (2009), Biswal and Das (2010), Gupta (2011), Ranjan (2011), Rekha Kumari (2011), Unnikrishnan (2011), Gamit (2013), Zulfia (2013) and Chatterjee (2014) were Indian studies. All the Indian studies reviewed were conducted after the year 2006 till date. Studies by Pauker (1974), Francis (1982), Richard (1985), Ioannidou (1997), Agarwal et al. (2007), Vyas and Vyas (2009), Biswal and Das (2011), Gupta (2011), Ranjan (2011), and Chatterjee (2014) were experimental in nature where the effectiveness of Open Book Examination was measured. Studies by Theophilides and Dionysiou (1996), Brightwell, Daniel and Stewart (2004), Vyas and Vyas (2009), showed that OBE is better than CBE in decreasing examination anxiety.

In all the experimental studies related to open book examination except Biswal and Das (2011), and Gupta (2011), OBE is considered only in the context of students evaluation and no studies have taken care to design an environment to prepare students for the OBE for which in the studies conducted by Pauker (1974), Ioannidou (1997), and Brightwell, Daniel and Stewart (2004), Zulfia (2013) could not show any effect of OBE. Studies conducted by Theophilides and Dionysiou (1996), Rajput

(2008), Vaghrodia (2008), Chaudhari (2009), Thakar (2009), Siddik (2010), Rekha Kumari (2011), Unikrishnan (2011) and Gamit (2013) were based on the opinion or attitude of teachers, parents about OBE. Most of the studies revealed a positive attitude of teachers and parents towards open book examination. Some studies were found where effects on teaching had a direct impact on the result of Open book examination included studies conducted by Ioannidou (1997) and Chatterjee (2014). These studies realized that students need to be specifically prepared for open book examination and teaching strategies need to be adopted. Some studies took place where the whole teaching approach was changed to adjust to the open-book assessment environment. Study by Francis (1982) found that Questions were adapted to test higher-order learning.

From the researches in the area of open book examination, a large number of studies were found on the perception of teachers about the open book examination. The experimental studies on open book examination reviewed showed that open book examination is considered only in the context of students' evaluation i.e. a tool for testing product and nobody talks about the required environment that can prepare students for open book examination. In the present study an attempt is made to compare open book examination with close book examination. It is also attempted in the present study to prepare an open book environment that can prepare students for open book examination to do better in different dimensions in language learning. Further in the study environment for open book examination was considered as a tool for the betterment of process as well as product related to teaching learning. The researches of Panchal (2006), Kuldipsinh (2009), Chawada (2005) and Rajendran (1992) showed that well designed strategy can develop language fluency, imagination, critical thinking and creativity, an attempt is also made to consider open book environment as a strategy to enhance LSRW skills, logic and creativity among students and that could be reflected in the answers of the students. It could be concluded that OBE could develop higher order thinking among students and needs an appropriate environment. No study was reported in the OBE relating to teaching of English language where it is very essential to have an open book environment to develop LSRW skill optimally. Hence, the present study is a genuine and an honest attempt in this direction to create an open book environment to teach English and to

examine the viability of OBE in different teaching learning environments like, open book environment and close book environment.

5.3.0 RATIONALE OF THE STUDY

Language is the most important aspect in human life that makes man different from other living beings. It provides a person a kind of identity. And the language that is used by largest number of people and opens the window of the world information is English, has been the most important language of the world. It is called as the library language as a vast amount of world information and literature is available in English. It is considered as a communicative language in India. It is also considered as the language of trade and commerce and one of the mostly used Web languages. As stated by NEP (1986) “Special need is to be paid in the study of English... world knowledge is growing at a tremendous pace and thus India must not only keep this growth but should also make her own significant contribution to it”. Thus, English language has a great importance for the school students. The impact of the English at present is so much that the teaching learning of English language plays an important role in the society at large and school particularly.

In India, English is taught as a second language in majority of the schools. Students learn English at school level for more than seven years but even after learning English for such a long period, they are not able to develop their communicative skill. As stated by NCERT (1988), inspite of all the attempts to improve the efficiency in English at the national and state levels, there is a great deal that is wrong with the teaching of English and the students who after years of being taught English language, are not able to understand, speak, read or write English. Government has introduced English subject from standard first which was formerly introduced from standard fifth. But, “in India, we have traditionally followed a subject-based approach to organizing the curriculum, drawing on only the disciplines. This approach tends to present knowledge as ‘packaged’, usually in textbooks, along with associated rituals of examination to assess, knowledge acquisition and marks as a way of judging competence in that subject area” (NCF-2005).

Teaching has now largely become examination-oriented. Education is for examination and not the vice versa. It is today the system of examination that precisely sets the

tone of teaching in classrooms how much and in what way a particular topic is important from the examination standpoint. The fact is that at the end of an academic session students must succeed in an examination, too often has an undesirable influence on teaching. The teacher will always have his eyes on the examination and his teaching will be more in the nature of coaching students for a pass than building up his mind. Traditional examination or closed book examination tests how much information the students have been able to store in their memory. In order to cope with this demand, students memorise the information in class notes and textbooks, and transfer it to answer script during the examination. In this type of examination success depends on the quantity of information memorized, and the efficiency with which it is reproduced. Due to the nature of the present examination system, present classroom Environment treats teaching as ‘dissemination of knowledge’. The teacher’s role is viewed as facilitating the transfer of information from textbook to the students’ mind. In this environment, what the student is expected to do is to understand this information, retain it, and retrieve it during the final examination. It is the high time to change the preoccupied notion of the present examination system.

English is a skill-based subject. In language teaching, skills are to be developed spirally, i.e., one skill is the base of the next skill. In such a situation, a textbook is to be used only as a medium or means to develop the communication skills and not an end in itself, i.e., in language evaluation, knowledge of the content of the book is not important. What is important- whether the student has developed the abilities of listening, speaking, reading and writing? Keeping in view the nature of the English language, the researcher took the present study to enhance the process of English teaching-learning in an Open Book Environment. Standard VIII is the crucial stage for the students because in this stage intellectual development, abstract thinking, other mental capabilities develop in a certain level, their mind is full of questions, and his thirsty for gaining knowledge. This stage is the threshold for entering to higher level. Keeping all these in mind the researcher has selected standard VIII for his study.

5.4.0 STATEMENT OF THE PROBLEM

Effectiveness of Open Book Examination in English for Standard VIII in Different Environments

5.5.0 OBJECTIVES OF THE STUDY

The present research was conducted having the following objectives

1. To design and develop an Open Book Environment (OBEn) for standard VIII students in teaching English.
2. To implement the developed Open Book Environment (OBEn) for standard VIII students in teaching English.
3. To study the effectiveness of the Open Book Testing (OBT) in a traditional close book environment in terms of content knowledge, logic, divergent thinking, comprehension and overall achievement of standard VIII students in English.
4. To study the effectiveness of the Open Book Testing (OBT) in an Open Book Environment (OBEn) in terms of content knowledge, logic, divergent thinking, comprehension and overall achievement of standard VIII students in English.
5. To study the effectiveness of the Open Book Environment (OBEn) in a Close Book Testing (CBT) in terms of content knowledge, logic, divergent thinking, comprehension and overall achievement of standard VIII students in English.
6. To study the effectiveness of the Open Book Environment (OBEn) in an Open Book Testing (OBT) in terms of content knowledge, logic, divergent thinking, comprehension and overall achievement of standard VIII students in English.
7. To study the effectiveness of the Open Book Examination in terms of the reaction of Students.

5.6.0 HYPOTHESIS OF THE STUDY

Following null hypothesis were formulated and tested at 0.01 level of significance.

- H₀1** There will be no significant difference in the mean scores of content knowledge in English of groups studied in traditional environment but examined through CBT and OBT.

- H₀₂** There will be no significant difference in the mean scores of logic in English of groups studied in traditional environment but examined through CBT and OBT.
- H₀₃** There will be no significant difference in the mean scores of divergent thinking in English of groups studied in traditional environment but examined through CBT and OBT.
- H₀₄** There will be no significant difference in the mean scores of comprehension in English of groups studied in traditional environment but examined through CBT and OBT.
- H₀₅** There will be no significant difference in the mean scores of overall achievement in English of groups studied in traditional environment but examined through CBT and OBT.
- H₀₆** There will be no significant difference in the mean scores of content knowledge in English of groups studied in OBEn but examined through CBT and OBT.
- H₀₇** There will be no significant difference in the mean scores of logic in English of groups studied in OBEn but examined through CBT and OBT.
- H₀₈** There will be no significant difference in the mean scores of divergent thinking in English of groups studied in OBEn but examined through CBT and OBT.
- H₀₉** There will be no significant difference in the mean scores of comprehension in English of groups studied in OBEn but examined through CBT and OBT.
- H₀₁₀** There will be no significant difference in the mean scores of overall achievement in English of groups studied in OBEn but examined through CBT and OBT.
- H₀₁₁** There will be no significant difference in the mean score of content knowledge in English examined through CBT of the groups studied with and without OBEn.

- H₀12** There will be no significant difference in the mean score of logic in English examined through CBT of the groups studied with and without OBE.
- H₀13** There will be no significant difference in the mean score of divergent thinking in English examined through CBT of the groups studied with and without OBE.
- H₀14** There will be no significant difference in the mean score of comprehension in English examined through CBT of the groups studied with and without OBE.
- H₀15** There will be no significant difference in the mean score of overall achievement in English examined through CBT of the groups studied with and without OBE.
- H₀16** There will be no significant difference in the mean score of content knowledge in English examined through OBT of the groups studied with and without OBE.
- H₀17** There will be no significant difference in the mean score of logic in English examined through OBT of the groups studied with and without OBE.
- H₀18** There will be no significant difference in the mean score of divergent thinking in English examined through OBT of the groups studied with and without OBE.
- H₀19** There will be no significant difference in the mean score of comprehension in English examined through OBT of the groups studied with and without OBE.
- H₀20** There will be no significant difference in the mean score of overall achievement in English examined through OBT of the groups studied with and without OBE.

5.7.0 DESIGN OF THE STUDY

The present study was experimental in nature. Considering the long duration of the experiment, sample was taken purposively. As the sample of the present study was taken purposively, quasi-experimental design was used. Considering the typical

nature of the study, a modified only Posttest Equivalent-Controlled group design was followed in this research. The design of the study is presented as follow.

O ₁	X	T ₁ O ₅
O ₂	X	T ₂ O ₆
O ₃	C	T ₁ O ₇
O ₄	C	T ₂ O ₈

Where, O₁, O₂, O₃ and O₄ were pretest (Intelligence Test)
T₁ and T₂ were two different types of post testing
O₅, O₆, O₇ and O₈ were posttests
X stands for Experimental Group and
C stands for Control Group

5.8.0 SAMPLE OF THE STUDY

New Era and Ambe School were selected from the Vadodara city those who were agreed to participate in the study. Standard VIII students of New Era School and Ambe School were considered as the experiment group control group respectively. Both the groups were made equivalent on the basis of Intelligent test with 32 students as the sample for experiment and control group. 16 students selected randomly from both the groups were evaluated with the open book test and the rest 16 students from both the groups were evaluated with close book test.

5.9.0 TOOLS FOR DATA COLLECTION

Raven's progressive matrix was used as the intelligent test to make the groups equivalent. Open book achievement tests were constructed for both semester I and II. A Likert type five point reaction scale was prepared to measure the reaction of the students about the developed Open Book Environment and Open Book Examination.

5.10.0 DEVELOPMENT OF OPEN BOOK ENVIRONMENT

The major purpose of the present study was to develop an environment that will help students to answer the questions in an open book examination. Considering this aspect in mind, the open book environment was planned and developed to create critical thinking and divergent thinking among students with the following components.

Teachers Orientation/Training Programme

An orientation programme was designed for orienting the English teacher before the commencement of semester I and semester II respectively.

Preparation of Lesson Plans

A specific type of lesson plan was designed by the researcher taking all 12 chapters with the following major components.

- 1. Content to be covered:** It includes the points of discussion in the classroom for each specific chapter.
- 2. Learning objectives:** It refers to both general as well as specific educational objectives to be achieved after completion of a specific chapter in terms of knowledge, understanding, reflections and skills were placed in the lesson plans.
- 3. Content presentation in brief by the use of technology:** It was one of the very important aspects of the open book environment where attempt was made to prepare certain teaching learning materials like, power point presentation, video clips, audio clips as per the availability of the materials in the open and free source from internet. The teacher was trained to take the classes with the help of these materials and to save some time for other activities.
- 4. Questions of cognitive conflict/cognition/cognitive reflection:** These were five to six questions of higher order thinking like analysis, synthesis and evaluation from each chapter. These questions were designed to make the students work in groups to have thinking among themselves through brain storming using the acquired content knowledge.
- 5. Collaborative learning activities/intra-group discussion**

Collaborative learning activity/ inter group discussion was included in the lesson plan to make the students work collaboratively in small groups. It was planned to divide the total class into small groups with one question of cognitive conflict. The groups were 10 to 15 minutes of time to come out with the answer of the cognitive questions.

6. Inter-group sharing

After completion of the discussion among themselves and having an answer of the cognitive question, one or more members of each group would present their answer of the cognitive question and discussion points that they had done in the group in the inter group discussion or sharing.

7. Question-answer session

At the end of each chapter teacher was asked to discuss each and every probable questions of the contents that could be asked in their traditional close book examinations with the answers.

8. Concept mapping

At the end of each chapter, the students were asked to prepare a concept-map by their own on the basis of their understanding of different components and to cognitize it. As very less emphasis was given to memorization in the open book environment, the concept mapping was used to make the process of memorization easier.

9. Assignments

At the end of every chapter, a provision of giving individual assignment was kept in the open book environment. It was of application in nature related to the surrounding environment including news papers, TV, internet etc.

10. Questions for open book examination

To get representative questions for open book examination from different chapters easily and to make students aware about different types of questions those could be asked in an open book examination, open book questions were prepared for every lesson and had a place in the lesson plan.

5.11.0 IMPLEMENTATION OF THE OPEN BOOK ENVIRONMENT

The implementation of the open book environment was done in the standard VIII of the experimental school for the whole academic year 2013 and 2014 including semester I and semester II in English. For this purpose, training programmes, lesson plans, tools for data collection and teaching learning content materials were prepared by the researcher. The teacher of the experiment school was oriented and trained. He was provided with lesson plans and learning materials and was asked to go through these materials as he was supposed to conduct the classes as per the lesson plans using the provided content materials. The contents were taught through LCD projector. Physical setting of the standard VIII was modified to have the facilities for small group work by the students. In this way, it was continued for the whole semester I and

II. Throughout the year, the researcher used to monitor the teacher and the classes everyday and provided feedback as per the need.

5.12.0 PROCEDURE OF DATA COLLECTION

Data were collected quantitatively and qualitatively in the present research throughout the year. Quantitative data were collected through intelligence test, achievement tests and the reaction scale. Qualitative data were collected through the observation of the classes throughout the year.

5.13.0 PROCEDURE OF DATA ANALYSIS

Data of semester I and semester II was taken combined. The collected data obtained through achievement tests were analyzed by employing quantitative data analysis techniques. Mean, Standard Deviation, Standard Error of Mean and Mann-Whitney U-test were used to analyze the quantitative data. Data collected through reaction scale was analysed quantitatively with the help of percentage and Intensity Index (II). Data collected through observation were analyzed qualitatively using content analysis and triangulation.

5.14.0 MAJOR FINDINGS OF THE STUDY

Following were the major findings of the present study.

1. Students taught in a traditional environment scored measurably in all the components of English achievement when tested either through CBT or OBT.
2. Students taught in an open book environment scored good in all the components of English achievement when tested either through CBT or OBT. The same group also scored better than the group taught in a traditional environment in all the components of English achievement when tested either through CBT or OBT.
3. In a traditional environment the result of Close Book Testing (CBT) and Open Book Testing (OBT) were found similar in content knowledge, logic, divergent thinking, comprehension and achievement in English.
4. In an Open Book Environment (OBEn) the result of Close Book Testing (CBT) and Open Book Testing (OBT) were found similar in content knowledge, logic, divergent thinking, comprehension and achievement in English.

5. In a Close Book Testing (CBT), OBEn was found significantly better than traditional environment in enhancing scores in content knowledge, logic, divergent thinking and achievement whereas, in the same testing OBEn was found similar to traditional environment in comprehension only.
6. In an Open Book Testing (OBT), OBEn was found significantly better than traditional environment in enhancing scores in content knowledge, logic, divergent thinking, comprehension and achievement.
7. Both Open Book Environment (OBEn) and Open Book Testing (OBT) were found effective in terms of the reaction of students. The students taught through OBEn showed their positively agreed response in most of the components related to OBEn and OBT separately and as a whole.
8. OBEn helped students to write answers in a better way in both OBT and CBT with content knowledge, divergent thinking and sound logic in English. It also helped students to score better in their overall achievement.

5.15.0 IMPLICATIONS OF PRESENT STUDY

Finding of the present study have following implications.

The present study reveals that OBEn was found significantly better than traditional environment in enhancing scores of students. Both OBEn and OBT were found effective in terms of the reaction of students. Thus, before implementing Open Book Examination traditional practice of the classroom should be changed that may lead students to think while learning in the classes. Few attempts are initiated by the CBSE during last two years in the form of introducing the concept of Open Text Based Assessment (OTBA) for standard IX and XI students. The findings of the present study can strengthen the initiatives started by CBSE. There is a need to implement the OBE in the schools in full phased manner with an OBEn to bring certain change in our age old system of education. Before that the school people and parents need to be oriented about the purpose of this system of examination through continuous seminars, workshops and awareness programmes.

Open book examination questions are asked from higher order thinking skill. Students have to think to their own for writing these types of question because no direct answers of such questions would be found from books. In our traditional system of

examination most of the questions are asked directly from the books and those questions are mostly of knowledge level. These types of questions only compel the children to memorize the answer of the questions without adding any thinking to it. Even in the traditional examination, questions of higher order thinking could be asked. But students should be prepared well to answer the questions of higher order thinking. The examination bodies including state boards and central board could start preparing the question papers including more 'higher order thinking skill'. Curriculum need to be prepared in the similar line. As the examination pattern decides the teaching learning pattern, bringing changes in the examination system may help to bring changes in teaching learning system. Above all, teacher plays a vital role to bring the change in their classroom transactions. There is a need to train teachers to develop students' higher order thinking. It is high time to reshuffle our educational that would help our children to develop their fullest personality.

5.16.0 SUGGESTION FOR FURTHER STUDY

The present investigation had made an attempt to study the effectiveness of Open Book Examination in different environments in English. It was delimited to CBSE schools and standard VIII only. Therefore it opens up new area of research in the related subject. Some such research areas have been presented below.

- This study was conducted with only one subject in one district of the Gujarat in India. Similar studies can be conducted taking all subjects with other district and state.
- This study was conducted in secondary school. Hence, other levels both primary and higher secondary can be taken up for the future research. OBEn can be implemented in different types of schools like, state board schools, CBSE schools, international schools etc. and its effects can be studied.
- Similar studies like the present study can be conducted taking a bigger sample size clubbing 4-5 schools together and the effect of OBEn can be more generalized.
- Longitudinal studies could be done for a period of 5-6 years where OBEn can be used on a group of students and its effect can be seen during every year and at the end of the long period.

- The effect of OBE can be seen in terms of some other variables like, examination anxiety, development of communication skills, pattern of thinking, problem solving abilities, socialization etc.

5.17.0 CONCLUSION

Education is the best foundation for the growth and progress of any society. The purpose of standard education is not just making a learner literate but preparing him/her to think rationally, gain knowledge and achieve self sufficiency. English, the global language and the window to higher education and employment, is not given as much importance as it is supposed to be given. In spite of not showing their originality and creativity, the students are able to manage to secure huge percentage of marks at every stage. Unlike in scoring subjects, even in languages high scoring is not an exceptional in these days. Memorizing the content ensures good grades rather than caring for the real sense of providing good educational standards with special focus on the target language, English. The repetition of questions guarantee in yielding good results and schools concentrate on this technique and the maximum class hours are spent on in making the learners to solve the previous years' examination papers.

Thus, our attitude became examination oriented and students' perception of the learning is affected as they consider the contents of the syllabus in the examination point of view only. Hence, it is the time to rethink the true purpose of our education system. To get the maximum development of students' thinking abilities we should have change the present examination system. It is the time to think again on the policies, curriculum framework of education for the coming generation. The present study is a genuine attempt in this direction to develop the language skills, logical thinking, creativity and imagination among students through open book examination. The findings of the study revealed that an open book environment can bring desired changes among students. The findings of the present study have huge implication for the present system in terms of creating an environment where the scope will be there to develop language fluency as well as higher order of thinking among our students for the better future.