

**A STUDY OF OPINIONS OF SECONDARY
SCHOOL STUDENTS, TEACHERS
AND PARENTS TOWARDS
OPEN BOOK EXAM**

**Research Report For
Minor Research Project
Submitted to**

**UNIVERSITY GRANT COMMISSION, PUNE
FILE NO-23-661/12(WRO)**

Principal Investigator

JAYSHREE S. PATEL

(M.Com.,M.Ed.,M.Phil.,GSET,Ph.D.)

Assistant Professor

**PRAKASH COLLEGE OF EDUCATION,
AHMEDABAD, GUJARAT**

GUJARAT UNIVERSITY, NAVRANGPURA, AHMEDABAD-380 009.

GUJARAT

MARCH-2015

INDEX

No.	Content	Page No.
1	Introduction	3
2	Statement of the Problem	6
3	Definition of the Key Term	6
4	Objectives	7
5	Hypothesis	8
6	Need of the Study	8
7	Limitations of the study	10
8	Variables	11
9	Population	12
10	Sampling	12
11	Selection of Tool and its construction	13
12	Development of Opinionnaire	14
13	Construction of the Opinionnaire	15
14	Research Method	16
15	Process of Data Collection	17
16	Methods of Data Analysis	17
17	Findings	18
18	Educational Implication	18
19	Conclusion	19
•	References	20

1. Introduction

Examinations are very ancient institution. The term examination is derived from the term 'examen' meaning of the tongue of a balance and is ordinarily used to denote a systematic test of knowledge of skill or special or general capacity, whether carried out by the teachers or under the authority of some public body written examinations as we have it at present was a growth of the last century. The system came to dominate the whole system of education in certain countries. The present examination system was transplanted to this subcontinent during the sixties of the last century. Commissions after commissions have decried it, still it continues remain unchanged.

The limitations and defects of examination system of our country have been carefully pointed out and analyzed by number of educational committees appointed during the British rule and after independence. Indian University Commission of 1902 remarked in the words "The greatest evil from which university examination in India suffers is that teaching is subordinate to examination, and not examination to teaching." After 46 years in 1948, again the higher examination commission felt strongly about the need of reforming examination system and remarked. "It we are to suggest one single reform in University examination, it should be that of examinations."

General Analysis of Examination Systems

Examination system of our country is not capable to measure the real ability of students. Dissatisfaction and discontent with the examination system can be traced from its beginning and still persists. It is an issue of criticism and controversy.

The system has a number of names. A number of epithets has been assigned to examinations. Some dub it 'a necessary evil' some label it 'incubus' the enemy of the true examinations, 'a blood sucker' a glorification of memory', 'a bane of educational system'. It appears, examinations have always been responsible for causing deterioration in

class room instructions. They adversely affect the health of the students. At present perhaps, examinations is the sole aim and cram the only method. It may be relevant to add that traditional exams fail to appraise those qualities of mind and character which are the finest fruits of true education. Some of the heart searching questions are:

- Do the examination tests the power and activity of thoughts?
- Do they test those abilities that are required for success in life?
- Do the examination test the qualities of perseverance, responsiveness to beauty, nobility and public spirit.

Thus, the assumption cannot be kicked aside that examinations have of the failed to appraise the true worth of examinations. In fact, examinations furnish no true indication of the measure of their ability to function in life.

Various Committees and Commissions had examined merits and demerits of examination system and made recommendations to improve it. Some of these are....

The Examination Committee of the CIBE (1944) recommended that every attempt should be made to devise and standardize objective type test for use in this country to supplement and ultimately to replace the traditional pattern of examinations.

The Secondary Education (1953) : recommended that, “The nature of the tests and the type of questions should be thoroughly changed. They should be such as a discourage cramming and encourage intelligent understanding.”

The Education Commission (1964-66) : Critically examined the existing short comings and recommended that “The new approach to evaluation should attempt to improve the written examination so that it becomes a valid and reliable measure of educational achievement”.

The International Commission of Education (1972) also expressed its views for reforming examinations in the words-Real

evaluation of a pupils and student's achievement should be based not on a single summary examination, but an overall observation of his work throughout a course of study. It should pay less attention to the volume of memorized knowledge and more to the development of his intellectual capacity, reasoning, ability, critical judgment and proficiency in problem solving."

National Advisory committee on "learning without Burden"

"Board examinations, taken at the end of class X and class XII Have remained rigid, bureaucratic and essentially un educative 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' and are, therefore economically regressive.

On the eve of 58th Independence day, 2004 Our former president Dr. APJ Abudul Kalam addressed the nation. In his speech he 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 examing 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 secure examination system is the need of the hour."

Reformation in Exam Scheme, why is it needed?

1. Because Indian school board exams are largely in appropriate for the knowledge society of the 21st century and its need for innovative problem solvers.
2. Because the quality of question paper is low. They usually call for rote memorization and fail to test higher order skill like reasoning and analysis, let above lateral thinking, creativity and judgment.

3. Because they are inflexible. Based on a 'one-size fits all' principal, they make no allowance for different types of learners and learning environments.
4. Because they induced an ordinate level of anxiety and stress. In addition to wide spread trauma, mass-media and psychological counselors report a growing numbers of exam induced suicide and nervous brake down.

So assessment methods will also need to be review with the shift in teaching emphasis and in the incorporation of creativity in education. To move students away from rote learning, the use of alternative method, such as the open book examination which lends itself to testing the students." Process skills in problem solving should be increased.

2. Statement of the Problem

A study of Opinions of secondary school's students, teachers and parents towards open book exam.

3. Definition of the Key Term

Before each research, it is necessary for the researcher to difine the useful terms in the statement of the problem of the study. For important of the explanations of terms Witney (1983) said that –

To define a problem means to put fence around it to separate if by careful definition from like question found in related situation of need

A study of Opinions of secondary school's students, teachers and parents towards open book exam.

The terms in the above statements of the problem defined as below:

(1) Student

One who attends an educational institution of secondary level.

(2) Teacher

Literally, one who teaches the professional person employed in schools for implementation of the curriculum.

According to Zakir Hussain,

The teacher is indeed, the architect of our future

In the present study, teacher is a paid employee in educational institute teaching from standard 8 to 10

(3) Parents

An Organism that has produced issue or descendants.

(4) Opinion

Judgment or belief based on grounds short of proof, provisional conviction view held as probable²

Oxford dictionary (1986)

In the present study opinions means some educational groups gathered and decisions on some fact or belief.

(5) Study

To apply the mind to: Application of mind to books arts of science³

Oxford dictionary (1986)

In the present study: A study means to get deep information related with some subject and analysis of this information after this its perfect interpretation comes out findings.

4. Objectives

Every research wok is based on certain objective because without objectives one cannot get idea to plan his work.

The objectives of a research project summarize what is to be achieved by the study.

- (1) To construct opinionnaire to know opinions of students, teachers and parents towards open book exam.
- (2) To know the opinions of students about open book exam.
- (3) To know the opinions of teachers about open book exam.
- (4) To know the opinions of parents about open book exam.
- (5) To compare the opinions of students, teachers and parents about open book exam.

5. Hypothesis

A hypothesis guides the research. An investigator may refer to the hypothesis to direct his or her thought process towards the solution of the research problem or sub problems. It helps an investigator to collect the right kinds of data needed for the investigation.

“A hypothesis is a logical supposition a reasonable guess, an educated conjecture. It provides a tentative explanation for a phenomenon under investigation.”

-Leedy and Ormod, 2001

Hypothesis of the present study are as follow.

HO₁ There will not be any significant difference between the average achieved scores of boys and girls.

HO₂ There will not be any significant difference between the average achieved scores of male and female teachers.

HO₃ There will not be any significant difference between the average achieved scores of male and female parents.

HO₄ There will not be any significant difference between the average achieved score of students and teachers.

HO₅ There will not be any significant difference between the average achieved scores of teachers and parents.

HO₆ There will not be any significant difference between the average achieved score of parents and students.

6. Need of the Study

O.B.E. Why is it needed in present scenario?

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 quality 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. It is thus important for teaching staff to be familiar not only with the technical aspects of the many different forms of assessment currently in use but also with their advantages and limitations and about assessment issues and concerns.

The education needs of today and tomorrow are vastly different from those of the 19th and 20th centuries. School education in the colonial era was designed to produce clerks for the bureaucracy. What was taught and what exams rewarded, was conformity and mastery of prescribed, narrowly defined concept usually learnt from a single text. A questioning attitude was dangerous and the, teaching of skills other than those needed by the colonial state superfluous. Much before the dawn of the new ‘knowledge society’ in the 1990s, however this educational model was already under stress.

A system of education and examination that teachers 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 are unlikely to stimulate students, create interest in them to attend, or make them feel that they are learning skills useful to their later life, True learning takes place only in an environment where people feel challenged but our exam system forces. Students to memorize a plethora of facts, from an unattractive dry as dust text book facts usually divorced 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. Open Book Examination can reduce the stress and anxiety of students.

While changes in the 21st 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 to source, analyze, screen prioritize and apply 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 lifelong independent learning is essential. The academic staff should realize that the present evaluation system is not fulfill the psychological aspect of teaching learning hence they need to make suitable adjustment to he evaluation system in order that students are not over a loaded. Open book examination may solve this problem.

Open book examination is believed to be able to reduce student's anxiety and rote memorizing. Open Book Examination may need to be accompanied with changes in lecturing methodology and better preparation for individual's critical thinking. The purpose of this study is to access to know the opinion of teachers about various aspects of Open Book Examination.

7. Limitations of the study

Due to limited time, resources and personal ability investigator limited the study. So as to reach at some concrete conclusions and suggestions.

The study is limited in following respect:

1. This study is limited to secondary school students and teachers of Ahmedabad district of Gujarat State.

2. The study is limited to Gujarati medium's schools students and teacher of Ahmedbad district.
3. The tool was constructed by the investigator. Hence all the limitations of the tool were limitations of the present study.

8. Variables

Variable are attributes or qualities which exhibit differences in magnitude and which vary along some dimensions.

- **Independent Variable**

That factor, which manipulated or selected by the experimenter to determine its relationship to an observed phenomenon is called Independent variable.

“In a research study, independent variables are antecedent conditions that are presumed to affect a dependent variable. They are either manipulated by the researcher or are observed by the researcher. So that their values can be related to that dependent variable. For example, in a research study on the relationship between mosquitoes and mosquito bites, the number of mosquitoes per acre of ground would be an independent variable.”

-Jaeger, 1990

The present study has one independent variables.

Gender

It has two indicators like : (1) Male (2) Female

- **Dependent Variable**

That factor which observed and measured to determine the effect of the dependent variable is called Dependent variable, i.e. That factor that appears, disappears or varies as the experimenter introduces, removes or varies the independent variable is called Dependent variable.

“In a research study, the independent variable defines a principal focus of research interest. It is the consequent variable that is presumably affected by one or more

independent variable that are either manipulated by the researcher or are observed by the researcher and regarded as antecedent conditions that determine the value of the dependent variable. For example, in a research study on the relationship between mosquitoes and mosquito bites, the number of mosquito bites per hour would be the dependent variable.”

Jager, 1990

The dependent variable is the participant's response. It is the outcome. In an experiment, it may be what was caused or what changed as a result of the study. In a comparison of groups, it is what they differ on.

In the present study, dependent variable is opinion score.

9. Population

Population the larger group from which individuals are selected to participate in a study.

The population of present study consists all granted Gujarati Medium secondary schools of Ahmedabad District of Gujarat State.

10. Sampling

Our knowledge, our attitudes and our actions are based to a very large extent on samples. This is equally true in everyday life and in scientific research.

The success of research is depends on sample. Collecting data of whole population is very tough because it needs more and more time to collect data. So, for saving time, power and money sampling is the best process.

In short, A sample is a representative and also a small part of the population which can be selected for observation and analysis.

(1) The invited sample

The invited sample means All elements of population are invited for in research.

(2) The accepting sample

The accepting sample means A part of invited sample who has accepted the invitation and has agreed to join research.

(3) The data producing sample

The data producing sample is a part of the accepting sample who really gives information.

In the present study the secondary school students, teachers and parents are considered as a part of the accepting sample who really gives information.

In the present study all the students, teachers and parents were selected as a sample using Random sampling method. The students, teachers and parents were classified in gender.

11. Selection of Tool and its construction

According to H.O. Joshi (2004),

Tools means that equipment by which collecting special types of information.⁶

Questionnaire, Interview, Observation, Opinionnaire etc. are famous tools. To get opinion of secondary school students, teachers and parents of Ahmedabad district towards open book exam, an opinionnaire was constructed. The construction of the said opinionnaire, following systematic steps were followed.

Self constructed opinionnaire covering following aspects of opinion towards Open Book Examination was used :

(1) Effect of Open Book Examination towards Educational Process :

- (a) Related to objectives
- (b) Related to teaching-learning process
- (c) Related to syllabus
- (d) Related to Evaluation
- (e) Related to teaching-learning materials

(2) Effect of Open Book Examination towards students.

(3) Effect of Open Book Examination towards society.

(4) Effect of Open Book Examination towards Administration.

(5) Effect of Open Book Examination towards Miscellaneous.

12. Development of Opinionnaire

The process of constructing valid and reliable opinionnaire may regarded as consisting of the following phases.

(1) Specification of the theoretical construction of opinionnaire.

(2) Construction of the opinionnaire.

(3) Review of expert of education field.

• Specification of Theoretical Construction

In the present investigation the following component are considered as opinion measures towards Open-Book Examination:

1. Component-1 Educational Process

Collaboration and co-operation of teachers in school system is an essential component for the empowerment of the educational process. There were 16 statements reflecting various subspects related to Educational process.

2. Component-2 Effect of Open Book Examination towards Students

Teacher and students are two main aspects of Educational process who makes the environment of school lively. Examination is which enable the students to develop knowledge and skills needed to become successful and productive citizens in this rapidly changing world. In present time students afraid of Examination, he or she make suicide, frustrate and also being poor and poor by knowledge. So in this circumstance it was essential to assess the opinions of OBE of teachers towards students.

3. Component-3 Society

Effect of Open Book Examination towards society and the development of the society depend upon the students who get knowledge and skill from the schools. In these circumstances, it was essential to know the opinion of parents about Open Book Examination.

4. Component-4 Management

The progress of a school is mostly depends upon the co-operation, fellow feeling and collaboration between management and teachers. It depends upon competency of the teachers. Because of OBE the costing of education may be reduce, minimum problems for management can be created and also mismanagement in the examination hall. So the teachers co-operation to the authorities is necessary for the betterment of the institutions. In such circumstance, it was essential to asses the opinions of teachers about OBE towards aspect of management.

5. Component-5 Miscellaneous

Collaboration and co-operation of teachers in school system is an essential component for the empowerment of the educational process. Examination system is related with Quality Control and constant and overall evaluation. This new concept is how much success in the education field. To know this, it was necessary to know the opinions of teachers.

13. Construction of the opinionnaire

Items were constructed for each of the five component related to Open Book Examination. The statement concerning five aspects were obtained from Research papers, magazines, journals, books etc. Some of the items were prepared by the investigators himself. The various criteria for editing of statements were kept in view while framing the statement.

- (1) The statement were short and written in simple language.
- (2) Double barreled statements have been avoided.
- (3) Only those items were included in an opinionnaire which reflect the construct which the opinionnaire sets out to measure.
- (4) The statements have been written in simple local language in order that these are clear to the respondent.

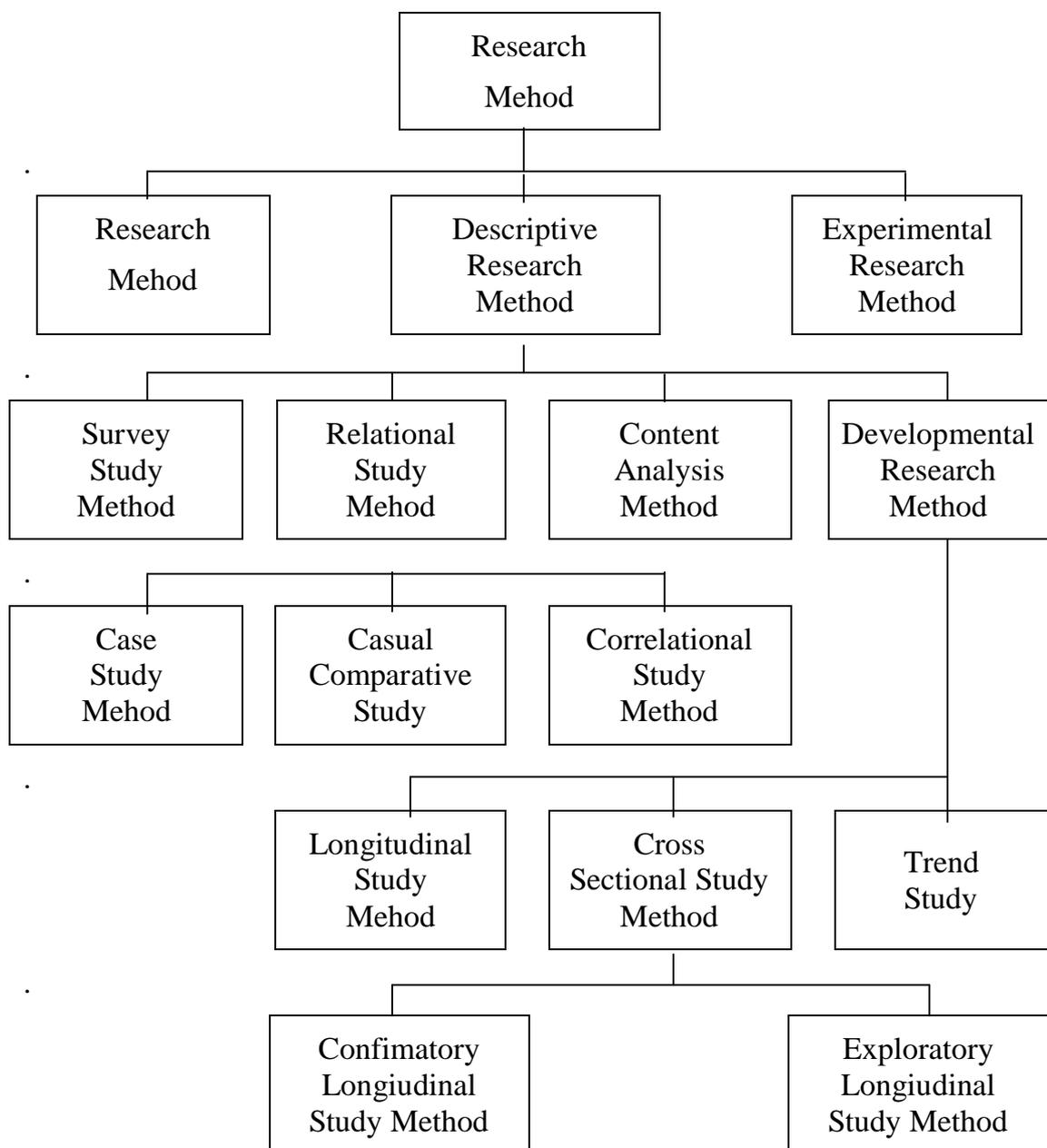
View of Expert

14. Research Method

The research method you will follow is directly connected to your problem statement and goal of research. Because the research goal and problem may very different methods of research can be utilized.

Research is a purposeful, precise and systematic search for new knowledge, skills, attitudes and values, or for the reinterpretation of existing knowledge, skills, attitudes and values.

There are various kind of research methods in Education. But most of researcher prefers following methods :



15. Process of Data Collection

For data collection, investigator went to each and every school selected as a sample. After permission of principal, first investigator informed students and teachers about purpose of the study, then opinionnaire was given to students and teachers. The investigators request them to gave their responses to the statements carefully and tick mark (√) against the appropriate option which was most suited them. The tools were collected after its completion. After permission of parents first investigator informer about purpose of the study, then opinionnaire was given to parents the investigator request them to gave their responses to the statements carefully and tick mark (√) against the appropriate option which has not suited them. The tools were collected after its completion. The investigator checked all the tool that it was properly responded or not, if not, than investigator again requested them to fill up it. After this investigator converted responses into scores as per scoring scheme.

16. Methods of Data Analysis

In the present study, aspect wise and overall scores were worked out as per scoring scheme. The scores were entered in Excel spread sheet and necessary classification in the light of the leveis of different independent variable where made. Chi-equal and Percentages were computed by using Excel programme.

17. Findings

In the present study the findings are as follow :

(I) Entire opinions on OBE

- 1 From the characters of the entire sample, most of the students, teachers and parents possess positive opinions towards OBE.
- 2 From the characters of the entire sample, very few students teachers and parents has negative opinions towards OBE.

(II) Entire opinions in the context of independent variables on OBE

- 1 Boys and girls students have similar opinions towards open book examination.
- 2 Male and female secondary teachers have similar opinions towards open book examination.
- 3 Male parents and female parents have similar opinions towards open book examination
- 4 Students and teachers have similar opinions towards open book examination.
- 5 Teachers and parents have similar opinions towards open book examination.
- 6 Parents and students have similar opinions towards open book examination.

18. Educational Implication

It is noticed from the measure opinions of student, teacher and parents on OBE in the context of different independent variables and different aspects. The result obtained from the present study shows most of the people having positive opinions about Open Book Examination but there are lots of basic changes needed into Education system.

- **Most of the students teachers and parents belived that Open Book Examination have following positive aspects:**
 - It is less stressful
 - Less time consuming for preparation
 - Less memorization
 - More room for logical thinking
 - More room for creative thinking
- **Most of teachers prefer following changes in Educational System:**
 - Change in Examination System
 - Improvement in study material

- Require changes in question papers
- Not much useful in primary level
- More useful in higher educational
- To introduce and develop the system, basic skills of training needed for paper setting, evaluation of answer books, forming the question bank.
- More training programme should be started by the Educational body.

19. Conclusion

A gentle attempt has been made to cultivate and enforce the opinions on Open Book Examination of Higher Secondary School Students, Teachers and Parents with the findings of the present study. The investigator has take all possible care for this. In spite of that, there are possibilities of some defects because of the limited experience of the research which can be pardonable.

REFERENCES

- 1 Anderson J. and at. Al. (1985); **Thesis and Assignment Writing**, (New Delhi : Wiley Estern University Press), P.256.
- 2 Best and Khan (1992); **Research in Education**, (6th Edition), New Delhi : Prentice Hall of India Pvt. Ltd. P.152.
- 3 Best J.W. and Khari J.V. (1986); **Research in Education**, (New Delhi : Prentice Hall of India Pvt. Ltd.)
- 4 Boniface, Do. (1985); **Candidates' use of notes and textbooks during an Open book examination**, Educational Research, 27 (3), 201-209.
- 5 Borg, W.R. (1983), **Educational Research : An Introduction**, (4th Edition) London : Longman's Green Co. Ltd., P.162.
- 6 Chaudhri Hardik F. (2008-09); **A study of opinions of teachers**, (Department of Education, Ganpat University), Research paper : State Level, 3rd Seminar on OBE. Yar-2009, Month-September, P.164.
- 7 DiSibio, M.P. (1983); **Open and closed book testing: Expectancy effects**. Dissertation Abstracts International 45(06B), 1939, (UMI No. 8413361).
- 8 Feldhausen, J.F. (1961); **An evaluation of college student's reactions to open book examinations**. Educational Psychological Measurement, 21, 637-646.
- 9 Fowler H.E. & B.G. Fowler (Ed.), **The Concise Oxford Dictionary**, (5th Edition), (Oxford University Press), P.848.
- 10 Francis, J.C. (1982); **A case for open-book examinations**. **Educational Review**, 34(1), 13-26.
- 11 Garge L.R., (1981), **Educational Research**, (3rd Edition), U.S.A. : Merrili Publishing Company, P.191.
- 12 Good, Cater V., A.S.Barr and D.E.Scates (1954); **Methods of Research**, (new Yourk : Appleton, Centary Crofts), P.109.
- 13 Government of India (1948-49); **The Report of the University Education Commission**, (Delhi : The manager of Publications), P.327.

- 14 Harris, L.A.(2006); **The shifting roles in the emergence of the innovative graphic technologist : What is learner-centered education ?** Visual Communication Journal, Spring,5-0.
- 15 [http://en Wikipedia org' wiki' open book examination](http://en.wikipedia.org/wiki/open_book_examination)
- 16 [http://people uwec edu./pierch/research methods/generating% 20 a% 20 a research @20 hypot...](http://people.uwec.edu/pierch/research_methods/generating%20a%20a_research@20hypot...)
- 17 [http://www.gifted un conn edu./siegle/research/variables/variable roles.html](http://www.gifted.unconn.edu/siegle/research/variables/variable_roles.html)
- 18 [http://en Wikipedia.org/wiki/summary](http://en.wikipedia.org/wiki/summary)
- 19 [http://en Wikipedia.org/wiki/Abstracts](http://en.wikipedia.org/wiki/Abstracts)
- 20 [http://en Wikipedia.org/wiki/Abstracts](http://en.wikipedia.org/wiki/Abstracts)
- 21 Ionnidou, M.K. (1997); **Testing and life-long learning: Open-book and closed-book examination in a university course**, *Studies in Educational Evaluation*, 23(2), 131-139.
- 22 Jehu, D., Pincton, C. J. & Cher, S. (1970); **The use of notes in examinations**. *British Journal of Educational Psychology*, 40,353-357.
- 23 Kalish, R. A. (1958), **An experimental evaluation of the open book examination** *Journal of Educational Psychology*, 49, 220-240.
- 24 Kraupa, N., Naeraa, N., & Olsen, C. (1974); **Open Book tests in a university course**, *Higher Education*, 3(2),157-164.
- 25 Kulbir Singh Sidu, (1984), **Methodology of Research in Education**, New Delhi : Sterling Publishers Pvt. Ltd. P.253.
- 26 Modi Amitkumar D. (2008-09); **A Study of Opinions of Higher Secondary School Teachers Effects on Education towards OBE**, (Department of Education, Ganpat University), Research Paper : State Level, 3rd Seminar on OBE. Year-2009, Month-September, P.186.
- 27 Panchal Vanita A. (2008-09); **A Study of Opinions of teachers about OBE**, (Department of Education, Ganpat University), Research Paper : State Level, 3rd Seminar on OBE. Year-2009, Month-September, P.162.

- 28 Patel Neha A. ((2008-09), **A study for new Planning and Application of STandard 9 students about OBE**, (Department of Education, Ganpat University), Research Paper: State Level, 3rd Seminar on OBE. Year 2009, Month-September, P.170.
- 29 Pauker, J.D. (1974), **Effect of open book examinations on test performance in an undergraduate child psychology course**. Teaching of Psychology, 1(2), 71-73.
- 30 Rajput Mahendrasinh P. (2008-09), **Evaluation process through OBE**, (Department of Education, Ganpat University) Research Paper : State Level, 3rd Seminar on OBE. Year-2009, Month-September, P.168.
- 31 Rathod Meenaben H. (2008-09); **A Study of Opinion of Secondary School teachers effects on education of OBE**, (Department of Education, Ganpat University), Research Paper : State Level, 3rd Seminar on OBE, Year-2009, Month-Sptember, P.180.
- 32 Kamendu R. Thakar (2008-09), **A study view of teachers about OBE**, (Department of Education, Ganpat University), Research Paper : State Level, 3rd Seminar on OBE, (Department of Education, Ganpat University), Research Paper : State Level, 3rd Seminar on OBE, Year-2009, Month September, P.77
- 33 Thakkar Jigal M. (2008-09), **A study of Opinions of Guardians of Palanpur city on OBE**, (Department of Education, Ganpat University), Research Paper : State Level, 3rd Seminar on OBE. Year-2009, Month September, P.165.
- 34 Vaghordia, Sameer (2008-09); **A studyof opinions of teachers, students and guardians towards OBE**, (Chandan Education Trust) Research Paper "Sahitya Kiran' Year-2004, No.6, Month September,P.18.
- 35 Vyas, Gaurang (2009); **A comparative study of Open Book Exam and Closed Book Exam**, International Research paper – ISsN-0974-2832 Volume-II, Issuse-7, August-2009
- 36 Webster, Webster's **Seventy New Collegiate Dictionary**, (Calcutta : Scientific book Agency), P.871.
- 37 www.the free dictionary.com/Summary