

## PROS AND CONS OF OPEN BOOK EXAMINATION SYSTEM

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### ABSTRACT

Open-book exams provide an emphasis on "higher level learning." The fact that they don't worry about memory shows that the kids. An open book exam is intended to gauge students' level of subject understanding. They will be required to compose, compare, analyze, assess, or combine information rather than simply recall it. In conclusion, open-book exams are typically more ludicrous than other types of exams, even with a variety of reference materials available. Open book exams can be more difficult than other types of evaluations, thus students should fully study for them. Students should prepare for an open book exam in the same way they would for any other type of test. Open Book Exams are challenging to execute in India. Here, grades are prioritized over learning. Exams with open books make scoring points simple. Many organizations in our nation sell test preparation materials to college students. With such tools, pupils would blatantly use dishonest methods to pass the test.

**Keywords:** Open book Examination, pupil's memorization, learning, Students.

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### INTRODUCTION

In India, the bulk of institutions use a conventional evaluation paradigm. Traditional assessment techniques can evaluate students based on rote learning, but they aren't very helpful for assessing student learning during normal classroom hours. The majority of tests are timed, paper-based, closed-book exams. More than 90% of the questions begin with the phrases "define," "explain," "list," "describe," and "distinguish." These keywords are used to evaluate pupils' memorization of lower levels of learning. To assess their course, faculties are required to use a set question paper structure and examination procedure. Because of the confined pre-defined framework, most faculties stress their inability to assess students on (Closed book Learning Outcome) CLO's (Prasad, K. M., & Aluvalu, R. (2017).

Since the year 2020, the economy has been struck hard by Coronavirus Disease 19 (COVID-19) and the education sector is no exception. Education institutions have been pushed to reform curricula, alter the teaching-learning process, and reorganize students' performance evaluation systems as a result of the virus. Institutions all across the globe have embraced e-learning and online exams, and Indian universities have followed suit. Scholars have critiqued online education approaches for discriminating against underprivileged students owing to internet inaccessibility, computer illiteracy, and other factors. It has, however, been commended for its adaptability, affordability, and other features. In these difficult circumstances, e-learning is no longer a choice, but a must. (Ashri, D., & Sahoo, B. P. 2021)

On the plus side, open-book exams tend to lessen test anxiety and stress, provide a fair assessment, and result in long-term learning results. They also eliminate rote memorizing of facts,

encouraging students to prepare in more productive ways. (Theophilides, Christos; Koutselini, Mary, 2000). Open book exams have shown to be both an evaluation tool and a student-centered approach to education throughout time, as well as a tactic that reduces the level of anxiety experienced by students who participate. As students avoid "cramming," this is predicted to result in more comprehensive student exam preparation and, as a result, more consistent learning throughout the course of study. (Theophylline, and Dionysius, 1996)

It is widely believed that an open book assessment's perceived "value" is closely connected to its capacity to uncover applicants' higher order "thinking" skills. According to research, exams intended for open book completion encourage students to demonstrate their ability to analyze, synthesize, and evaluate course contents and learning outcomes in a quantitative and mostly standardized manner. However, the marks obtained by students in open book examinations have been shown to be no higher than those obtained in closed book examinations, possibly because the level of difficulty is raised. (Brightwell.R; Daniel.JH; Stewart.Angus, 2004)

### LITERATURE REVIEW

Dr Richard Brightwell, Ms Janine-Helen Daniel & Dr Angus Stewart (2004) Students have less anxiety when preparing for and taking open book assessments however there is a non-significant improvement in the lower students' grades. Open book testing has been found to lead to more consistent and diversified study, with students accessing a number of sources in order to reach their desired level of competency in relation to specified course goals. The study refutes the widely believed belief that open book examinations are "easier" than closed book examinations. "students often do not fully study for open book assessments", which might explain why students' grades did not improve.

Kalish, Richard A. (1958) the equivalency between open book and closed book examinations was investigated. A class of University of Hawaii students took two typical closed book tests; the identical examinations were given to another group of students attending the same course with the same teacher, with the exception that the second examination was open book. The following three hypotheses were put to the test: 1. The open book examination will result in fewer student errors; 2. The open book examination will test different abilities than the closed book examination; 3. Student ratings of open book examination help will not be tied to exam scores. Although the first hypothesis was not confirmed, the second and third hypotheses were in favor.

Theophilides, Christos; Koutselini, Mary (2000) Students working in an open-exam setting apply critical thinking, prepare extensive responses, work creatively and convey their own thoughts, and feel more confident about exam outcomes than when taking a closed-book exam, according to the findings. Four kinds of study behavior were found using four factor solutions: course-content mastering behavior, engagement in the learning process, innovative application of gained information, and test optimism. In the open-book test format, these four forms of study activity were more prevalent than in the closed-book exam situation.

Boniface, David (1985) in an open-book test, the time spent by candidates reviewing their notes and texts was found to be a significant variable. The amounts of time spent in this manner were high, averaging one-third of the total, indicating that the examination's nature has been significantly altered as compared to a standard closed-book style. Furthermore, differences in the amount of time spent by candidates were shown to be substantially associated to a number of important metrics. The amount of time spent reviewing notes and texts was found to be adversely connected to exam performance. The applicants' differing degrees of skill in the subject area, as judged by multiple closed-book and take-home assessments, explained virtually fully this association. Weaker applicants

relied more heavily on notes and texts and scored lower on the open-book exam. Stronger applicants got better grades by using fewer notes and textbooks.

Koutselini Loannidou, M. (1997) between students who took the open-book test and those who took the closed-book exam, there is no significant difference in overall exam score. In terms of total exam score, students who encountered the closed book environment scored marginally better than students who experienced the open book setting. Both open-book and closed-book exams offer advantages and disadvantages. Although an open-book test decreases stress and memory before to the exam, it is likely to result in lower study motivation. A non-traditional closed-book test, on the other hand, increases both work and stress throughout the preparation period. The influence of books on arguments was minimal and statistically insignificant.

Tussing, L. (1951) supported open book style examination and gave arguments to support the same: the student's fear and emotional block are alleviated to a large extent, use of cribs and other devices to cheat is prohibited. A student believes that he has the same probability of getting the correct answer as the student next to him. It is suitable to assess student attitudes and posing the question of what social action. This study is not intended to propose that this style of evaluation should be used for all assessments of a student's knowledge; rather, it is intended to demonstrate the benefits of this type of assessment for a final test.

Eurboonyanun, Chalerm; Wittayapairoch, Jakrapan; Aphinives, Potchavit; Petrusa, Emil; Gee, Denise W.; Phitayakorn, Roy (2020). Although an online, open-book test was possible during the COVID-19 epidemic, this study suggests that mean MCQ and essay scores are higher and short answer scores are lower than for closed-book exams. Short answer scores, on the other hand, exhibited a stronger relationship with GPAs than the others.

Myry, L.; Joutsenvirta, T. (2015) Over half of the students said they switched from surface learning to deep learning in preparation for the online exam. When studying for the online exam, the students noted how they concentrated on comprehending rather than remembering. About a fifth reported that answering questions in the online test improved deep learning and high-level information processing, and a third believed that their learning was deeper than surface learning.

Du Preez, H., & du Preez, C. S. (2012). Students believe that thorough preparation is the most important factor in completing an open-book exam successfully. The study identifies three main outcomes: unpleasant symptoms, a new strategy, and time management. This means that students believed that open-book assessments might cause pupils to become lazy (a bad symptom) before an exam. The students expected that an open-book examination would prompt them to take a new strategy to preparing and finishing such tests. Finally, they came to the conclusion that completing an open-book evaluation requires good time management.

Prasad, K. M., & Aluvalu, R. (2017) The student's ability to grasp the subject, recognise intrinsic difficulties, use various strategies, concepts, and so on when answering questions with the aid of supporting reference material taken to the examination hall is critical to OBE success.

Broyles, India L.; Cyr, Peggy R.; Korsen, Neil (2005) When compared to students who completed a closed-book test, open-book students demonstrated a statistically significant increase in mean score, indicating that the method reduced stress and offered a safe atmosphere for assessment. Students must also master the structure of the textbook so that it may be used effectively for exam preparation and subsequent practise. Students concentrated on comprehending concepts and principles rather than memorising information with this method. The pupils appeared to approach the textbook as a whole, and therefore the body of information as a whole, and became oriented to the

knowledge base like a generalist. Only after all questions had been answered or identified for revision did the most effective students consult the textbook.

### OBJECTIVES OF STUDY

1. To study the positive impact created by open book examination.
2. To study negative impact created by open book examination.

### DETAILED EXPLANATIONS

#### Positive points that favor open book examination

1. **Reduces anxiety related to exams:** Exams normally require students to memories a lot of knowledge, which causes the majority of students to become anxious. In these situations, students frequently place a greater emphasis on memorizing material than on deepening their grasp of the subject being studied. An open book exam will relieve the students' pressure to remember knowledge, allowing them to concentrate on comprehending the concepts more thoroughly. It will contribute to students having a good view on the entire exam procedure.
2. **Helps kids stay focused in class:** Students can bring enough supplies to the exam room if it is an open book exam. When drafting their answers, the students can definitely draw on those reference books for information. But it can take a long time to complete this process. A student who has been studying for a long time and who has been paying attention in class will therefore have an advantage over a student who has not. Students won't be able to answer the questions on their exam by just using notes they can obtain from friends and top students. Thus, giving your pupils an open book exam will motivate them to concentrate more in class and even make notes.
3. **Promote additional reading on a topic:** Students are typically only permitted to bring one or two pages to open book exams. Additionally, some pages must be written by hand. They can't be copies or prints of other people's notes. Students must therefore research the most pertinent material and write it on the pages in an organized manner in order to produce these worksheets. They can be encouraged to read and learn from a range of sources just by the activity itself.
4. gives students a **second chance to learn** provides students with a second chance to learn. Additionally, rather than having to recall it, they can obtain relevant learning materials.
5. **Improves Retrieval Techniques:** It aids in retaining information for a longer period of time. Additionally, students come up with creative strategies to gather the information they need from various sources.

#### Negative impact generated by Open Book Examination:

1. **Uncertain of Equality:** It might be challenging to determine whether or not all students have prepared similarly for an exam. Additionally, a few books are highly expensive, and the library only has a certain number of volumes.
2. Because they are no longer as anxious about failing examinations, students no longer study for them, which may reduce their capacity for memory retention.
3. Exercises in remembrance are important as well, especially for young people. Open-book exams may deter students from learning even the most basic concepts.
4. Open-book exams will be a challenging experiment, which can make students feel even

more anxious.

5. According to cultural assumptions, students copy answers from textbooks, making these tests extremely simple. However, because the questions are constructed to mirror real-world situations, students must first understand the concepts before they can solve the difficulties.
6. The possibility that the content was skipped will be eliminated.
7. It is impossible to determine whether or not all students are similarly prepared for an exam.
8. Additionally, a few books are crucial, and the library lacks volumes in general.
9. It takes a long time to open the books and notes. Additionally, a large desk is needed to store the books.
10. Sometimes students need a lot of time to fully understand particular subjects. Additionally, people gaze at literature reasonably rather than challenging their knowledge and proficiency.
11. The fact that open book exams have more unrealistic grading requirements than memory-based tests is another disadvantage of these inspections. Weak learners could as a result perform poorly or averagely on the exam. Open-book inspections will be challenging to grade, so students may experience even more worry.

## CONCLUSION

The open book exam was implemented to eliminate rote memorization and less thorough application of information. In contrast to closed editions or standard tests, open book exams (OBE) allow professors to design questions that force students to answer in a more analytical and critical manner, developing high-order attention fitness in their pupils. The biggest disadvantage is that many teachers would not know how to construct a question that would call for students to apply their knowledge through critical analysis and attentiveness. In order to evaluate interpretation and application of understanding, comprehension abilities, and substantial attention skills rather than just knowledge memory, questions in open book exams must be developed.

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