Literature Review

Paul M. Vanderburgh (2005) Open-book test and student authored exam questions as useful tools to increase critical thinking. Open-book exams, sometimes used in courses more associated with math have been touted as an evaluation method that promotes more active learning. Reported empirical benefits include the creative use of knowledge gained, “deep” probing of the study material, student self-evaluation of course material mastery and on enhanced awareness of the learning process.

Afshin Gharib, William, Philips, Noelle Mathew (2011) Cheat sheet or open-book? A comparison of the effects of exam types on performance retention and anxiety. The purpose of this project was to examine the effectiveness of various exam types, is a relatively long, history of trial and error efforts to improve testing procedures.

Jeremy B. Williams and Amy Wong (2007) Closed - book invigilated exams verses open book, open web exams: An empirical analysis. An ongoing research project with an open book, open web examination format at U 21 Global has yielded positive result in term of student perceptions of this examination instrument compared to the invigilated. Closed - book type exam. importantly open book and open web exam is a transferable model that can just as easily be administered in an on campus setting as online and while there always be a small number of students who will cheat the main priority should be to focus on the lighter quality learning outcomes of the majority rather than set up an entire system to stop a small minority.

Pooja K. Agrawal, Jeffrey D. Karpickle, sean H. K. Henry L. Roediger and Kathleen B. Mcdermott (2007) Examining the testing effect with open and closed book test. Two experiments examined the testing effect with open-book exam, in which students view notes and textbooks while taking the test and closed - book exam, in which students take the test without viewing
notes or textbooks. Subject studied prose passages and the restudied or took an open or closed-book exam. Taking either kind of test, with feedback, enhanced long term retention relative to conditions in which subjects restudied material or tools a test without feedback. Open book testing led to better initial performance than closed-book exam.

Shri Sapkal Dattatraymanohar (2011) Secondary level exam system. Today, change is the need of time, so it is very important to get positive results in the education system and in student’s development in the secondary level as we got in primary level.

It will be beneficial to change the education system of secondary level, putting before the aim of students development and future’s need.

Smt. Wani Nayanakalidas (2010) The study of secondary student’s and their parent’s educational problem and their expectation. We cannot evaluate the mental ability and attitude of the student’s through this education system. If the student does not get sufficient marks in 3 hours written test by studying throughout the year, then this knowledge is not useful. Due to the failure in the exam students get bad result on their mind. Therefore the education system has to be changed.

Dr. Gaurang Vyas, Mrs. Jignasa G (2009) A Comparative study of open book exam and closed book exam. The present time is accepted as the era of knowledge, science and technology. The ancient “Gurukul” tradition of receiving education has developed amidst the forests of concrete in the form of schools and colleges. The factors damaging the validity of evaluation process might be considered it reason. The well known test of “Guru Dronacharya” and contemporary three hours written test have wide difference. Hence educationalists are inspired for the innovation.

George Youssef and Robert Ryan (2012) Relationship between exam format and learning effectiveness. Present exam system and open book exam system format are both commonly used
in engineering courses. Recent experience has indicated that open book exams may be encouraging poor study habits, as students tend to overly rely on the textbook while completing the exam, than actually learning the material for consistency in evaluation, the same instructor graded the common problems for all the courses. Student performance for each exam format in both courses was compared and recommendations for future study are presented.

**Bakshi Pathi Somarthi [2011]** Evaluation of teacher training programs in higher education. In any educational systems formal and non-formal, a teacher is supposed to playing a important role. In pact of formal educational systems teachers ability to disseminate information and delive knowledge towards to desired objectives of teaching and learning.

**Bhatt Dipti P. [2012]** Constructivism-The perfective of evaluation. The teacher should realize that evaluation is only for getting some scores but make progress in the learning activity.

Sethi Kewal Krishnan [2012] Tagores’s vision of educational. Examinations were not the present lines. The students could answer the question paper and their convenience at the place of their choice.

**Yogesh Kumar Singh [2012]** Education and Mental measurement- the present essay type exam frequently contains questions sampling the different fields. Exams are commonly setting in which certain instruement for present it is enough for the reader.

**Rivers Wilga M.** Teching foreign-Language Skills. Exam should be conceived as teaching devices and therefore as a natural step in the educational process.