

## **De-Radicalization through Education Reforms: Comparative Analysis of Closed-Book and Open Book Examination Regime**

**Farhan Akhtar**

Doctoral scholar

National Defence University, Islamabad

Chairman Lahore Garrison Education System, Lahore

Correspondence: [farhan747@gmail.com](mailto:farhan747@gmail.com)

---

### **ABSTRACT**

*The education system in Pakistan, especially its closed-book examination regime, is the legacy of the British Raj dating back to 1857. The examination style of the University of London was introduced in the subcontinent for native students at the high school level to promote English and with an incentive of preference in government jobs. Since the creation of Pakistan, the closed-book examination system, instead of evolving with the changing requirements, got further strengthened where it was also introduced in the higher education in the country. A closed-book examination system promotes rote learning and memorization among the students to fetch good grades. The entire purpose of education becomes questionable when student's efficacy and intellect are assessed in the light of marks attained. The GAP culture of educational institutions is detrimental to the students and society alike. Education in itself has shrunk to passing the exams for promotion to the next level or attaining jobs rather than developing the personalities and transforming the youth into thinking minds and effective, contributing members of the society. Education in Pakistan is merely a test of memory where those with good memory skills who can reproduce the textbooks as verbatim attain good marks and are considered educated and knowledgeable, and failures are discarded from the society. Closed-book examinations are at a tangent to critical, reflective, and creative thinking skills. The analytical abilities of the students of this exam regime are at its lowest ebb. In order to address the menace of extremism, violence, increasing intolerance, and exclusivity in the society, there is a need to find an alternate in the shape of an open-book examination regime that will promote critical, reflective, and problem-solving skills among the youth. Open-book exams assess the true analytical skills of the students, and since this type of examination can only be attempted by students with conceptual clarity and enhanced understanding instead of parroting and rote learning.*

**Keywords:** *Open-book exams, Closed-book exams, Critical thinking skills, Pedagogical construct, examination regime Extremism, intolerance.*

---

## Introduction

Jinnah's vision of a homeland for the Muslims of the Sub-continent was founded on his secular construct, where a democratic system based on social justice and fair play was the hallmark of its foundations. Jinnah could not imagine a Pakistan that is myopic in its outlook, extreme in its views, intolerant in its approach, and exclusive in its societal makeup. For Jinnah, religion was a personal matter and had nothing to do with state affairs. In his presidential address to the Constituent Assembly August 11 1947, he stated, *"You are free; you are free to go to your temples, you are free to go to your mosques or any other place of worship in this state of Pakistan. You may belong to any religion or caste, or creed that has nothing to do with the business of the state" ----- ". in the same session; he further added that "in the course of time Hinds would cease to be Hindus and Muslims would cease to be Muslims, not in the religious sense because that is the personal faith of each individual, but in the political sense as citizens of the state"* (Ahmed, 2012). Jinnah was not the favour of a theocratic state when he said over a radio broadcast during February 1948, *"In any case, Pakistan is not going to be a theocratic State to be ruled by priests with a divine mission. We have many non-Muslims—Hindus, Christians and Parsees—but they are all Pakistanis. They will enjoy the same rights and privileges as any other citizens and will play their rightful part in the affairs of Pakistan."* The vision of Pakistan got diluted somewhere and faded as the newly born state struggled for survival. Over the years, intolerance crept in, the society witnessed social as well as political polarization, liberal thought overpowered by extreme views and tendencies, inclusivity in the societal makeup was replaced by the exclusivity of "Us versus Them". The religious, regional and tribal/clannish faultlines appeared on the face of a pure landscape.

Scholars and social scientists have made tremendous efforts in identifying the movers and shakers, or the drivers of radicalization in the society. Only a few have identified education as the root cause, but that too restricted to religious schools. From the Pakistani perspective, in order to find the root cause of the menace of radicalization and extreme tendencies in society, there is a need to look into the critical theory of the Frankfurt School of Thought. As per Louis Althusser, *the ideological state apparatus* is the education system of the state (Althusse, 2014). Through this state apparatus, minority elites inject the ideologies that suit their interests. As per Stephan Brookfield, *"Education as an ideological state apparatus works to ensure the perpetuation of dominant ideology not so much by teaching values that support that ideology but more by immersing learners in ideologically determined practices"* (Brookfield, November 2001) Critical, creative, and reflective thinking promotes tolerance, understanding, and inclusiveness in society. The menace of intolerance and extremism in Pakistan is due to lack of these 21<sup>st</sup>-century skills, and therefore, there is a need to look at the Pakistani educational mosaic, especially its examination regime critically.

### Historical Perspective

The Pakistani education system, especially its examination regime, is the legacy of the British Raj dating back from 1813 to 1947. The British educational system in the sub-continent was a phased programme in seven states where stage-1 was spread from 1813 to 1835. The structure of the education system during this era was focused on introducing English in South Asia; however, barring the natives from

## De-Radicalization through Education Reforms: Comparative Analysis of Closed-Book and Open Book Examination Regime

joining the government services, which was exclusive for the British officers (Asim & Shah, 2014). The 2<sup>nd</sup> stage spread over from 1835 to 1854, where it was decided that all native and local education styles of education be replaced with the British style of the education system. The English education system was declared as the official educational system in India. Lord Macaulay, who introduced this policy, was not in favour of teaching English to the local population of the Sub-continent but was of the opinion that the natives should behave and transform culturally like the British. "*We will have an effort to generate a group, who will be natively an Indian, but its thinking and living style will be British*" (Asim & Shah, 2014). New schools opened throughout the length and breadth of India under the new policy, and a surge of local students was witnessed in the English medium schools, especially after the announcement by Lord Harding that native graduates from the English schools would be preferred for the government jobs. As a result of this policy, thousands of native Indians got educated from the English schools, but the government could not offer jobs for such a large number of graduates. For the natives now, the sole purpose of education was to grab the job.

From 3<sup>rd</sup> stage to 7<sup>th</sup> stage, major shifts in the Indian education system were introduced where education departments were established in each province of India, and their inspectors and directors were appointed through a civil services exam. Native schools were also allowed to promote education in local languages. Teacher training institutes were established on the lines of British training institutes. Private educational institutes were also allowed on the condition to follow government policies. During this era, the emphasis was also laid on women education. During the 5<sup>th</sup> stage as per resolution 1904, technical education was introduced. During 1913, through a resolution, it was made compulsory to assess the abilities of the students through examinations (Asim & Shah, 2014). During 1880, the British government introduced an exam on the lines of the University of London for the tenth-grade students at the termination of high school education. This exam was administered and supervised by the University of London but later with the establishment of the universities at Bombay, Calcutta and Madras the matriculation exams were conducted by these universities from 1857. Gradually, the matriculation exam became a benchmark for induction into the government services and also for higher education with a promise of high-end jobs. For the educational institutions, the incentive was the allocation of monetary grants from the government based on the results produced by the educational institutions in the shape of grades and GPA. It was observed by the Indian Education Commission during 1882 that "*the system makes examinations the main objective of the thought of pupil and teachers alike*". Since then, the exams have dominated the curriculum and pedagogical construct of the natives in the Sub-continent (Khattak, 2012).

Unfortunately, since the creation of Pakistan, to date, the function and importance of these closed-book exams and assessments have not changed. On the contrary, with the passage of time, despite global changes in the educational paradigm, this exam and assessment system has rather strengthened and further engraved its clutches even in the higher education system of Pakistan. Examinations in Pakistan are a matter of life and death where exorbitant high stakes are involved since exams are the gateway to further promotion, higher classes, admission to better colleges and universities, and better job opportunities. Low grades or failure in exams is a

lifetime humiliation embarrassment where a student is socially isolated. Passing the exams, attaining higher grades is a common interest and concern for the students, parents, teachers, educational institutions, and the government. Therefore, all efforts, including the pedagogical construct of the Pakistani education system is geared up towards that end. Assessment of student's capabilities is incorrectly founded on the grading system rather than assessing understanding (Khattak, 2012). In a nutshell, the Pakistani education system is based on what is best described as "Knowledge is a function of memory".

### **Critical, Reflective and Creative Thinking Skills**

Critical thinking, in its simplest form, is the ability to think clearly and rationally about what to do or what to believe. It is an independent thinking process that evaluates all relevant facts, figures, and evidence before arriving at the best possible solutions. It includes the ability to engage in reflective thinking, which discourages jumping to conclusion and emphasizes on a rather laid back approach before all the facts are analyzed. Reflective thinking, in other words, is also called as judgment suspended. Critical thinking, instead of focusing on who is saying, analyses the content of what is being said. Quaid-e-Azam, while addressing the first educational conference during 1947, emphasized the right kind of education as "*You know that the importance of education and the right type of education cannot be over-emphasized*". He further added, "*Education does not merely mean academic education, and even that appears to be of a very poor type....*" Reorientation of Education (November 27, 1947) John Dewey defines critical thinking to be"

*Active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the further conclusions to which it tends*" (Dewey, 1909) Edward Glaser defines it as an attitude to reflect in a thoughtful way with knowledge as to how to approach a logical inquiry and reasoning (Glaser, 1941). Critical and reflective thinking demands an in-depth analysis of the evidence to confirm or modify or discard the existing belief systems. Though reflective thinking is an offshoot of critical thinking, yet most of the time, the two terms are interchangeably used.

Understanding the problem and logical reasoning is the hallmark of critical thinking where assumptions are carefully identified and analyzed for their being correct based on facts or incorrect based on opinions and hearsay. Therefore, critical thinking encourages to defer judgments until all relevant facts are studied. The hallmark of the global and regional environment is "Change". Those not abreast with the rapidly changing environment will lag behind. Social, political, economic, trade, and business environments are in a state of rapid flux, and that is why more than ever before, critical thinking skills attain more importance. The education systems world over are reforming with their focus on these 21<sup>st</sup>-century cognitive skills. These thinking skills prepare students to be independent, self-thinking global citizens who can manage the dictates of global trade and economy. The overall educational paradigm in Pakistan is not geared up for this change. The education system in Pakistan is still struggling between the dictates of the 1<sup>st</sup> and 2<sup>nd</sup> generation education system, whereas most of the world has moved to the 4<sup>th</sup> generation education system. The society in Pakistan lacks the art of disciplined reasoning. The education system is based on an outdated assessment system that fails to correctly identify the true potentials and understanding of the concepts of the students. The

## De-Radicalization through Education Reforms: Comparative Analysis of Closed-Book and Open Book Examination Regime

examination regime promotes rote learning and memorization, where memory skills are more important than the understanding of the concepts.

### **Predicaments of the Closed Book Exam System**

In the Pakistani education system, closed book examination has been in practice since the creation of Pakistan. This type of examination regime is applicable and a standard norm at all levels of education and all categories of education systems, i.e. at the primary, secondary, college, and university levels and from religious schools (Madrassa) to mainstream private and government educational institutions. The entire education system is focused on this type of examination system where curriculum, the textbooks, the pedagogy, the psychological makeup of the students and the parents alike are all geared up in line with the dictates of the closed book examination construct. The closed-book exam requires students to answer the test questions based on their ability to recall the textbook knowledge. This type of examination system invokes a specific behaviour among the teachers and the students where the capabilities of an individual are assessed based on the strength of his/her memory rather than understanding (Williams & Wong, March 2009). Where paying attention to the facts and information and memorizing/parroting the content is more important for reproduction in the exams is the essence of education rather than understanding the concepts for practical application in solving real-world problems (El Rassi, 2019). Here the emphasis is laid on studying the assigned content only so that maximum time is kept for mugging it up rather than looking for other views on the subject and exploring the topic in more detail. Since the examination regime promotes the "as verbatim" reproduction of the content knowledge provided in the textbooks; therefore, sharp memory is of vital importance rather than analytical or critical thinking skills. Student and teachers behavioural makeup of selective study (studying the essential topics likely to come in the exams) is also a byproduct of the closed-book examination regime.

Another problem with the closed-book exam is the limited residual knowledge after the exams, where most of the content knowledge is of no use in real life. This also promotes a laidback approach in learning where instead of a continuous daily learning programme, the students leave the studies to the last moments before the exam for cramming the content and dumping the data on the day of examination (Green, Ferrante & Heppard, 2016). For these reasons, the closed-book examinations are being extensively questioned and criticized in the contemporary world of academia. Those students who score high grades under this regime usually fail to qualify the competitive high-end job assignments due to their poor analytical and problem-solving skills. The traditional closed-book assessment system fails to gauge the actual intellect, potential, and understanding of students. The sole purpose of closed-book exams has boiled down to attaining marks, qualifying to the next grade, and getting jobs.

This type of examination system has a negative influence on overall education. These negative influences affect the students, the teachers, and the society alike, where education not only fails to promote students' comprehensive development but also has ramifications on the personality of individuals' progression and development (Wu, 2014). The major drawback of this kind of examination system is that exams take the lead role as to what should be the end product..... in other

words, "**exams become the end in itself and not a means to an end**". Exams assume the responsibility of differentiating the abilities, selecting talent, and deciding between the good and the discarded. Sadly, examinations here govern the education system of a state. In this type of system, the learning and education is restricted and misunderstood to be limited to the content of the textbook only. High grades and marks are taken to be good learning. The pedagogical construct here is akin to segregating the cream from the milk, to identify the students with good memory and recall skills, and then directing all energies towards them to fetch more marks and improve the GPA of the institution. This system promotes absentees from the classrooms for want of mugging up the content of the books at the cost of a comprehensive personality development where students prefer to stay at home and memorize the content knowledge (Wu, 2014, p. 70). This practice is a common sight in Pakistan where at least three months before the examinations, attendance in schools and classes is drastically reduced for want of revision at home and on the pretext of time-wasting in the school. This examination system has devastating effects on education in its true essence as most of the students, instead of reading the books and course novels, prefer concise exam guides, ready-made notes, and questioner guide paper for a particular level of the exam to attain more marks. These exam guides and selected notes have favoured many from a business point of view where there are well established printing houses publishing these guidebooks that are sold in the market like hotcakes. This examination regime has resulted in the mushroom growth of the evening teaching academies and tuition centers, where the sole focus is on preparing the students to attain maximum marks from the past ten years' papers and question guides. The teachers in the school do not teach properly in the schools but put in their best at the academies and tuition centres. Most of the time, they have the same students as they have in their schools (A+ Guaranteed: Combating the Academy Culture, 2020; Amir, July 16, 2018).

Stress, anxiety, and unnecessary pressure on the minds of the students is yet another outcome of these closed-book exams. The societal makeup of grade oriented society puts immense pressure on the young minds that result in the committal of suicides by a number of students every year (The Nation, August 19, 2018; Rehman & Haque, July 15, 2019). The peer pressure, the family pressure, and the societal outlook and approach towards the exams are a major cause of cheating and the use of unfair means by the students in the exams. Threats to the invigilators and open cheating in the exams is a common phenomenon in the Board exams in Pakistan (Cheating in Exams: A Disease, a Malpractice or Just a Necessary Evil, 2020; Daily Times, August 30, 2020; The Express Tribune, April 18, 2012). Thus, education in its essence, instead of developing the individual's character and improving the social values, is, in fact, promoting just the opposite, i.e. cheating, vandalism, extremism, fraud, use of unfair means, appeasement, and 'yes man' attributes among the students. Because of its inherent rote learning and parroting construct, the closed-book exams kill the creativity and analytical skills of the students.

Organizing exams in a Pakistani frame of reference is an uphill task. Closed-book exams put tremendous pressure on the institutions and concerned departments. A huge number of invigilators are to be committed to undertaking exams. The situation becomes more cumbersome during the Board level exams in the country where an enormous number of teaching faculty is hired from other institutions for the conduct and invigilation of such exams. Apart from organizing and invigilating the exams,

## De-Radicalization through Education Reforms: Comparative Analysis of Closed-Book and Open Book Examination Regime

the next stage is the marking of papers where again, a vast number of teaching staff is committed to the task with varying educational and teaching exposures and backgrounds. Variation in the marking system and varying standards, especially between the provinces, is yet another issue with regards to marking the exam papers. The problem with closed-book exams is that the answers to questions are binary in nature; they are either correct or incorrect. Students with good memory and retention power perform well in the exams by reproducing the content knowledge as per the book or as was taught by their teacher. Students who do not know the answers fail, but what about those students who have conceptual clarity and can explain the concept in their own words and also apply the idea to various practical situations remain wanting for scores and thus lag behind.

### **Constructivists Learning Theory**

**What is the purpose of education?** This is the most agitating and discussed topic of the era. Ironically, this is the most challenging question to answer. This question affects every segment of society, from statesmen to teachers, administrators, students, parents, community members, business leaders, and policymakers. Ironically, despite its importance and frequency of discussion, there is no consensus on the answer. Due to this haze and difference of opinion on as what is or what should be the purpose of education, the business community and educationists take undue advantage of it for their gains. In the West, especially in Europe, the purpose of education has evolved over the ages in view of the needs of society and the demand-supply dynamics of the industry. In today's globalized world, the purpose of education has also adjusted to make the youth a competing global citizen, capable of managing global demand and supply dynamics of trade and economy. Is the purpose of education restricted to attaining jobs? Alternatively, it is to develop the skills in a child, to equip him/her with the correct knowledge that will enable them to become a contributing member of the community and society. As per Ron Ritchhart, the purpose of education is to see "*a student as an engaged and active thinker able to communicate, innovate, collaborate, and problem-solve*" (Ritchhart, 2015).

**What is an Open-Book Exam?** An open-book exam is primarily an assessment system that is especially orchestrated to know the true potential of the students and their understanding of the concepts. In this kind of an assessment system, the students can consult their notes or textbooks as a reference and an aid while answering the questions. Copying from the book will not serve the purpose as the answers are not found in the books. Open-book examination confronts the students with practical, real-world situations where they have to analyze the issue in-depth and suggest possible solutions in the light of the theories and concepts that they have read in the books. In an open-book exam, the students can be given the question in advance prior to the exam or even work at home (Open-Book and Take-Home Exams, accessed August 31, 2020). This type of exam is most suited to develop critical and creative thinking skills among the students, make them confident on their thinking abilities, and to develop trust and faith in their beliefs. This examination regime discourages the "fence-sitters" approach, where students are encouraged to take positions and commit themselves. To appreciate the merits of open-book examinations, it is first of all necessary to understand and bring clarity to the purpose of education?

If the purpose of education in the schools, colleges, and universities, is the transfer of knowledge, then the pedagogical construct of the education system would be content-oriented where the transfer of a finished product of content from teacher to the student would be the sole purpose of education. The students in the exams are only required to remember the content, retrieve it during the exam, and reproduce it on the paper. For this reason, the students and the teachers alike are left with no other option except to follow a rote learning strategy where the content knowledge is memorized and reproduced. Here **knowledge is a function of memory and not the understanding**—those who can memorize well and reproduce the content, score good marks and are considered knowledgeable and educated.

**The Pedagogical Re-construct.** With the change in the purpose of education, where a student is to be prepared for life-long skills to be a creative and effective thinker and a contributing member of the society, the alternate to closed-book is the open-book examination regime. The open-book exam regime enables us to bring out the true analytical potentials of the students, which are a byproduct of his/her conceptual clarity and understanding. This would require a paradigm shift in the strategic direction of our pedagogical construct. Teaching will no longer be a transfer of textbook knowledge from teacher to student. Students will no more be empty vessels who are passive learners. Students will not be taught what to think; rather, they would be taught as to how to think. Constructivists' pedagogy would be embraced where, as per John Dewey and Vygotsky, the students must be prepared to face the real world with independent minds. The end state of education, apart from equipping the individuals with cognitive skills, should also transform them into useful and contributing members of society. The teacher-centric approach would also have to transform into a learner-centric classroom where a teacher is just a directing staff regulating the discussion among the students with a laid back approach (Matusov, & Brobst, 2013). The constructivists' learning theory emphasizes on the students to find their own solutions through problem-solving techniques and through the process of self-learning. In this regime, education does not end with the passing of the exams and getting degrees but a continuous process of mental and personality development that does not end with the termination of the exams.

With the shift in the purpose of education, the pedagogy would also undergo a transformation. Pedagogy will then focus on skills development for creating knowledge. Understanding of the concepts for their application on the ground in practical, real-world situations would replace rote learning and parroting. Teachers would then no longer emphasize the mugging up the content knowledge from the textbooks to be reproduced in the exams; instead, the focus would shift towards developing the critical, reflective, and creative thinking skills. Teachers are required to qualify specific courses before they can even comprehend the dictates of the open-book examination. Part-time or pocket money, accidental teaching would be a thing of the past. The focus of the classroom must shift from work-oriented philosophy to a learning-oriented strategy, where instead of task completion, the emphasis is laid on the process of completion and understanding (Ritchhart, 2015). Mental barriers of the teachers would have to be crossed where students are no more taken as passive and dependent learners. Teachers need to trust the capabilities of their students and strive to make them more independent learners by giving them assignments by introducing the subject only for the students to carry out an in-depth study on the subject independently (Ritchhart, 2015, pp. 54-55). Pedagogical strategies would

## De-Radicalization through Education Reforms: Comparative Analysis of Closed-Book and Open Book Examination Regime

undergo a transformation, where open-ended questions would replace the closed questioning technique.

**Re-orientation of the Exams.** If the purpose of education is to get good grades, get promoted to the next levels, and to get better jobs, than open-book exams are an incorrect methodology. But if the purpose of education is to transform individuals as thinking innovative and rational minds and as influential members of the society, then the examination system must assess their critical, reflective, and creative thinking skills. To explain the Pythagoras theorem would be an inappropriate question for the open-book exam since the students can copy-paste the answer from the book. However, finding the length of a ladder for the firefighters to rescue people from a building under fire would not fetch them anything even if they copy-paste the theorem from the textbook. The concept of motion in the vacuum can do no help to a student by copy-pasting Newton's first law of motion. The traditional exams require three stages from a student, (1) reading the content knowledge, (2) memorizing the content, and (3) recalling the content at the time of the exam. The intermediate stage of memorizing the content is eliminated in the open-book regime. Here the students, instead of wasting their time on memorization, utilize this valuable time in understanding the concept and its application in real-life situations.

It will be useless to ask to explain the term X, or define Y; similarly, the MCQs will have no place in the open-book examination regime. Questions will have to be articulated and orchestrated with ingenuity and intellect so that the true potential of understanding of the students can be accurately assessed. In the case of Pakistan, the educationists and academia need to decide the level from where this open-book examination regime is to be implemented in letter and spirit. In most of the European countries, this regime is followed classically at the university level; however, the students are exposed to this type of exam from high school level in a few subjects. In the Pakistani context, this regime may be applicable at the university level starting from the bachelor's programme with its introduction at the college level, i.e. 11<sup>th</sup> and 12<sup>th</sup> grades. Open-book examinations promote critical, reflective, and creative thinking skills. As Frank Bacon said that, ... "*the open-book examination makes straight the way to a greater concentration on ideas and concepts, on methods and development, whilst reducing the body of knowledge that needs to be remembered for an examination, and which will probably not need to be retained after the examination*" (Bacon, September 1969). These exams promote a culture of research among the students and improve their thinking and analytical abilities apart from an added advantage of being undertaken online with minimal administrative cum invigilating infrastructure.

Social Constructivism is a learning theory that emphasizes critical thinking. Critical thinking is an alive self-actuating phenomenon where its core lies in the art of questioning. Critical thinking is not passive learning; it explores the evidence and analyzes them to reach to a possible solution. As John Dewey said, "*If you have doubts about how learning happens, engage in sustained inquiry: study, ponder, consider alternative possibilities, and arrive at your belief grounded in evidence*" (Brau, accessed June 15, 2020). The Social Constructivist theory refutes the idea of a classroom separated from the social world. For Dewey, there is no difference between the social world and the classroom, and he is a believer that learning happens in a social environment. Dewey is against the concept of rote learning and

teacher's centric paradigm; he writes, "*Learning here means acquisition of what already is incorporated in books and in the heads of the elders*" (Dewey, 1977). There is a unique environment in a constructivists classroom where the students are in the lead role instead of the teacher. Students are no more considered as passive learners waiting for the instructions. There is no concept of downloading the knowledge from one end to the other. Students and teachers are equal stakeholders in the process of learning.

The growing trends of extreme views, lack of tolerance, the culture of exclusivity in the society, and regression in the social norms and values need our attention at the individual, community, regional, and at the national levels. If we are to look for a long-term sustainable solution, then we need to revisit the structural mosaic of our education system, especially the examination and pedagogical regime. There is a need to move forward from the outdated grade and score system and seriously endeavour towards correct learning outcomes. As Elliot W. Eisner says, "*As long as schools treat test scores as the major proxies for student achievement and educational quality, we will have a hard time refocusing our attention on what really matters in education.*" (The New York Times, accessed April 17, 2020) The closed-book examination system in Pakistan is a major cause of anxiety, stress, use of unfair means, and cheating not only among the youth but also at senior levels where leaking the papers before the exam for a considerable amount is not an unusual phenomenon. The closed-book examination system equally affects the academic and social makeup of society. The examination regime undermines the real purpose of education and promotes rote learning and memorization. It has been established that the examination regime is the driving force that orchestrates the curriculum, which in turn affects the textbooks and the pedagogical construct of the education system. To remain abreast with the world and to address the menace of intolerance, increasing violence, and exclusivity in Pakistani society, a paradigm shift in the examination regime is inevitable through the open-book examination regime to foster the life-long cognitive skills among the youth.

### References

- [1] “A+ Guaranteed: Combating the Academy Culture.” Accessed September 4, 2020. <https://www.thenews.com.pk/archive/print/348525-a+-guaranteed-combating-the-academy-culture>.
- [2] Ahmed, Akbar. *Jinnah, Pakistan and Islamic Identity: The Search for Saladin*. Hoboken: Taylor and Francis, 2012. <http://public.ebookcentral.proquest.com/choice/publicfullrecord.aspx?p=242292>.
- [3] Althusser, Louis. *On the Reproduction of Capitalism: Ideology and Ideological State Apparatuses*. London ; New York: Verso, 2014.
- [4] Amer, Khawaja. “Tuition Centres: A Thriving Business.” DAWN.COM, July 16, 2018. <https://www.dawn.com/news/1420255>.
- [5] Bacon, Frank. “Open Book Examinations.” *Education + Training* 11, no. 9 (September 1969): 363–363. <https://doi.org/10.1108/eb016194>.
- [6] Brookfield, Stephen. “Repositioning Ideology Critique in A Critical Theory of Adult Learning.” *Adult Education Quarterly* 52, no. 1 (November 2001): 16.
- [7] “Cheating in Exams - Daily Times.” Accessed August 30, 2020. <https://dailytimes.com.pk/377882/cheating-in-exams-2/>.
- [8] “Cheating in Exams: A Disease, a Malpractice or Just a Necessary Evil.” Accessed August 30, 2020. <https://nation.com.pk/11-Jun-2017/cheating-in-exams-a-disease-a-malpractice-or-just-a-necessary-evil>.
- [9] The Express Tribune. “Cheating on Exams: I Blame the System,” April 18, 2012. <http://tribune.com.pk/article/11163/cheating-on-exams-i-blame-the-system>.
- [10] Green, Steve G, Claudia J Ferrante, and Kurt A Heppard. “Using Open-Book Exams to Enhance Student Learning, Performance, and Motivation.” *The Journal of Effective Teaching* 16, no. 1 (2016): 19–35.
- [11] Haque, Atika Rehman | Jahanzaib. “Pakistan’s Silent Suicide Problem.” DAWN.COM, July 15, 2019. <https://www.dawn.com/news/1494208>.
- [12] Mary Ann Barbour El Rassi. “Assessing Open-Book-Open Web Exam in High Schools: The Case of A Developing Country.” Porto, Portugal: IADIS Press, 2019.
- [13] Matusov, E., & Brobst, J. (2013). *Radical experiment in dialogic pedagogy in higher education and its centauric failure: Chronotopic analysis*. Nova.

- [14] Muhammad Asim, and Syed Raheem Abbas Shah. "Educational System in British India and Its Socio-Political Impacts on Pakistani Society." *Internation Journal of Innovation and Applied Sciences* 7, no. 1 (July 2014): 87–97.
- [15] "Open-Book and Take-Home Exams." Accessed August 31, 2020. <https://student.unsw.edu.au/open-book-and-take-home-exams>.
- [16] Ritchhart, R. (2015). *Creating cultures of thinking: The 8 forces we must master to truly transform our schools*. John Wiley & Sons.
- [17] Shamaas Gul Khattak. "Assessment in Schools in Pakistan." *SA-EDUC JOURNAL* 9, no. 2 (Spetember 2012): 13.
- [18] The Nation. "Student Suicides in Pakistan, Wake-up Call for Parents and Educational Administrators," August 19, 2018. <https://nation.com.pk/19-Aug-2018/student-suicides-in-pakistan-wake-up-call-for-parents-and-educational-administrators>.
- [19] Williams, Jeremy B., and Amy Wong. "The Efficacy of Final Examinations: A Comparative Study of Closed-Book, Invigilated Exams and Open-Book, Open-Web Exams: Efficacy of Final Examinations." *British Journal of Educational Technology* 40, no. 2 (March 2009): 227–36. <https://doi.org/10.1111/j.1467-8535.2008.00929.x>.
- [20] Wu, Mingqi. "Research of China High Education Exam Form." edited by Xianghong Huang, 1:4. Dalian: Atlantis Press, 2014. <https://doi.org/10.2991/icssr-14.2014.17>.