

**The Present System of Examinations**  
**Or**  
**Defects in the Present System of Examinations**  
**Or**  
**Should Examinations be Abolished?**  
**Or**  
**Examination – A Necessary Evil**  
**Or**  
**Why I hate Examinations**

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Examinations, like a surgeon's knife, are necessary evil. Nobody can do without the examination. In fact, life itself is a continuous examination. We are taking tests at all stages of our life. The present system of examination in our educational set up was devised by the British. They wanted to produce clerks who would help them in their day to day administration. Things have changed completely with the advent of freedom. The aims of education have changed. The system of examination also, therefore, must change.

The prevailing system of examination is everywhere an object of criticism. It suffers from a large number of drawbacks and requires complete overhauling. It has failed to deliver the goods.

The System of examinations is not the real test of the student's ability. It does not ensure accurate results in judging the real worth of an examinee. It is rather a game of chance. The mood and whims of examiners count more than any rules or regulations. The standard of marking varies from examiners to examiner and even with the same examiner at different times. Again, the ability and worth of a student cannot be judged through a three-hour test.

Examinations have become a terror for the examinees. Every student feels nervous as the examination draws near. He steps into the examination hall with sinking heart and trembling feet. Sometimes he forgets even his best prepared lesson. He fails to recall the facts to answer his questions.

This system of examination is full of uncertainty. It is most unnatural and unscientific. Sometimes a dull student may get through the examination with flying colour and a brilliant student may cut a sorry figure. Many great men of the world failed to make a mark in the examinations.

This system encourages cramming. It is a test of memory only. Our colleges have become laboratories of cram work. Only the crammed facts are tested in the examination. The aim of education is not simply to stuff the brain with bookish knowledge but to improve the character and personality of the student. The present system does not make him fit for taking up the practical duties of life.

Examinations put a heavy strain on student's physical and mental health. The fear of examination sucks their blood day and night. The examinees burn mid-night oil to get good marks. This overwork tells upon their health. They are reduced to mere shadows and skeletons. They grow unfit for the hard struggle of life.

This system discourages general knowledge. It limits a student's range of study. He studies only that part of his syllabus which is important from the examination point of view. He knows nothing about the world around him. The real aim of education is thus defeated.

Thus, the present system of education suffers from glaring defects and it requires speedy reforms. The educationists in the country are already trying to incorporate certain reforms in this system. In fact, the system has already been changed in some of the universities in India. Other universities are thinking of introducing the new reforms. The old system of marking is being replaced by a grading system. This makes the marking of the answer-books more objective. Question papers are being so framed that they cover the entire syllabus and discourage guess work and cramming. Sessional work is assessed regularly and the marks obtained during the various terms during the year are counted towards the making up of the final grade. The concept of 'Open book examination' is also being accepted and put into practice in some of the universities in the country. All these reforms are expected to make the examinations more reliable, objective and valid.