THE twin aims of examination are digestion of knowledge by the students and recognition of their merit. Both are deceitfully destroyed by prevailing patterns of Examination in India. Whether it is External or Internal, Favouritism permeates assessment in both types. An impartial examiner is a pure fiction. No where in the world, impartially is inborn or acquired trait of any person endowed with discrimination powers. Everywhere, discretion is the main and major source of corruption.

Internal examination is more harmful than external because the career of the student is damaged by the whims of their teachers from beginning to the end. Consequently, the students are induced to be pretenders. Under the internal scheme as the teachers themselves are examiners, many do not teach entire course nor take prescribed numbers of lectures. Frequently, the lectures are converted into "review sessions" of books and articles by the examiners. Students who submit are bribed with generous marking. Students who do not submit are victimized. No wonder, there is always a bumper crop of First Classes in the universities operating Internal Examinations.

So-called eminent educationists are eager to impose three or four examinations in every course in every year. These wisecracks fail to grasp that too many examinations are too bad. They convert academic exercises into a monotonous drill. Under them, teachers and students are traders in the market of marks. Continuous evaluation is bad, in the college, and in the schools the worst. It destroys the basic goal of education which is the stimulant for the encouragement of students and encourages them to scale the highest peaks of Excellence.

It is widely suspected that real objective of continuous evaluation is not at all the pursuit of Excellence but to make the students and teachers dependent on the examiners. Examination in Education are completely free from their observation and supervision. The suspicion seems to be rational because the Vice-Chancellors do not teach and the Principals of Colleges do little teaching. Our teaching time is between 9.00 A.M. and 6.00 P.M. The Vice-Chancellors and Principals spend their money on humouring the powers that be and evenings to get themselves humoured by their minions in the committees. When do they teach?

Parents and students who are given right to vote at 18 must know how farcical has become Higher Education in India. The sad state of affairs on our campus of character has clearly shown that Education is a field where respect can never be acquired through the use of authority and power. On the campuses respect should always be commanded. Who commands respect in Education? Only those who have impartial, integral and real academic achievements to their credit. Presently, we have more than 160 universities but we do not have even six Vice-Chancellors who are known for Academic Excellence the page-boys of their masters. The State which uses the Police Force on the campuses is a thoroughly rotten State. The duty of a good Government is to appoint Vice-Chancellors and Principals whose Academic Excellence is beyond dispute and to guarantee that the Executive Council, Academic Council, Senate and Planning Board are not packed with yes-men and women but manned by upright teachers. The proceedings of all these bodies of university should be easily accessible to the public for public scrutiny. A university administration that is merely academic in character is totally unable to the cause of Knowledge and always breeds violence on the campuses. Violence invariably destroys precious public property. Therefore the Government should identify the persons responsible for causing violence on the campuses and punish them sternly.

In India every State has enacted laws to eliminate Malpractices in the Examinations. The law-makers seem to believe that only teachers and students are the culprits as the laws concentrate on them alone. None of these laws tackle the worst malpractice that works systematically and efficiently. It is subtle and sophisticated tampering of assessment by the powerful and the rich in all Examinations and specially Medical, Engineering and Technology Courses where admissions are governed by percentages. It is a common practice to modify the results of MBBS candidates from 17 to 63 after the revaluation; marks of MBBS candidates from 17 to 63 after the revaluation; and (4) 1991 cancellation of All India Civil Service (Preliminary) Examination by the UPSC (Nawhind Times, 18-6-91). Exams could be mutilated but exercise is not worth the while. Question-papers are altered by the paper-setters or the highest administrative officers of the Boards, Colleges, and Universities. In the Universities, possibility of leakage of question-papers by the administrators is definitely greater than that by the paper-setters who make more than one question paper and which paper will be printed is decided only by the administrators.

Examiners who submit to pressure are a disgrace to the noble profession. They fully deserve nothing but condemnation. Yet it is ludicrous to condemn only the examiners and absolve Vice-Chancellors and Principals. Anybody can indulge in manipulation when the examination is open to manipulation by the powerful and the rich.

In the classrooms. (4) Results of Examinations declared by the Boards, Colleges, Universities, and I.I.Ts. should be open for public scrutiny during this period. There should be concise and precise criteria of assessment from S.S.C. to University. Consequently, the top rankers and prize-winners are not at all recognized by the society as Meritorious.

registration is not eliminated, the laws will remain paper-tigers. Thus in Education, as elsewhere, it is the vested interests which control our institutions will dismiss these proposals as expensive. People should know that Education in India from Primary to University is completely financed from public exchequer. People should also know that in every year fifty per cent of expenditure in universities is wasted upon:- (1) Expensively furnished residences and driven offices of the Vice-Chancellors and Registrars; (2) lavish entertainments to coteries in five-star hotels; (3) frequent air-travels on different pretexts to different parts of country (4)Rs. 20 lakhs to the wives of the Vice-Chancellors who are the managers of money in the universities. Examinations in India do not have any credibility as is clear as sunlight. Consequently, the top markers and prize-winners are not at all recognized by the society as Meritorious but recognized as the manipulators of Examinations.

How, then, can we establish credibility of Examinations and give to Merit what is truly their? Following steps are absolutely necessary:- (1) There should be only one examination at every level in every year. (2) Quality of paper-setters becomes known by quality of questions. Rarely one finds questions either by the paper-setters or the highest administrative officers of the Boards, Colleges, and Universities. In the Universities, possibility of leakage of question-papers by the administrators is definitely greater than that by the paper-setters who make more than one question paper and which paper will be printed is decided only by the administrators.