

THE EVALUATION OF INDIAN DEGREES
BY INSTITUTIONS OF HIGHER EDUCATION
IN NOVA SCOTIA

by

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A B S T R A C T

This study was undertaken primarily to survey the policies of the universities in Nova Scotia regarding the evaluation of Indian degrees for purposes of admission and to make some specific recommendations.

Questionnaires were sent to the following: (a) the admissions officers of six universities in the province, (b) Indian faculty members at Nova Scotian universities, and (c) Indian immigrants living in Nova Scotia.

The returns revealed that:

1. At present there appear to be no well-defined policies concerning the admission of Indian university graduates;
2. The majority of Indian professors felt that holders of Indian Bachelor's degrees in the first or second division (class) should be admitted to a Master's degree programme. However, there was no consensus regarding degree holders in the third division;

3. A large majority of the responding immigrants equated Indian certificates, diplomas, and degrees with similar credentials obtainable in Nova Scotia, and felt that all desirous candidates should be given the opportunity to further their education.

Recommendations based on the questionnaire results and on studies of Indian university education include the following:

1. Applicants with Bachelor's degrees in arts, science, or commerce in the first or second division should be admissible to a two-year Master's degree programme, although the candidates should be encouraged to register in the final year of an undergraduate Honours programme;
2. Those applicants who hold degrees in the third division and reside in Nova Scotia should, upon formal screening and recommendation of a member of the faculty, be admitted to the final year of an undergraduate degree programme.

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CHAPTER ONE

INTRODUCTION

The problem of evaluating Indian[†] educational credentials has prevailed in Canada and the United States of America for quite some time. The students from India in both these countries form the largest single group of all foreign students. In recent years large numbers of people have migrated to Canada, perhaps due to the more liberal policies on immigration. Indian immigrants generally possess degrees, obtained in India, in their respective fields. However, one can appreciate and respect the fact that they are eager to familiarize themselves with the Canadian educational and/or professional scene and thus alleviate the natural sense of insecurity that arises upon taking up residence in a new country. This raises the problem of evaluation of educational credentials, a problem which prompted this study. This writer's interest in such a project was aroused as a result of the courses taken in comparative education at Saint Mary's University and the University of Calgary.

[†]For purposes of this thesis, the term "Indian" implies from India, of India, or relating to India, as the case may be.

PURPOSE OF THE STUDY

The Association of Universities and Colleges of Canada completed a pilot study in 1969 on the equivalence of degrees obtained in five countries, namely, India, Pakistan, South Korea, the Philippines, and the United Arab Republic. The study was sponsored by the Department of Manpower and Immigration. However, the report of the Association of Universities and Colleges of Canada prepared as a result of this pilot study is not in the public domain.

The present thesis has been prepared with the following principal objectives in mind:

1. To investigate the policies and practices of universities in Nova Scotia with respect to the evaluation of Indian degrees and diplomas for purposes of admission.
2. To investigate the attitudes and experiences of Indian immigrants in Nova Scotia in the matter of admission to advanced university study.
3. To clarify and assess issues raised in the pursuit of objectives (1) and (2) and to make recommendations on levels of placement at Nova Scotian universities in the case of Indian Bachelor's degree holders, utilizing

the literature that deals with higher education in India.

DESCRIPTION OF METHODS

In June of 1969, this writer interviewed admissions officers at six universities in Nova Scotia to explore the nature of difficulties experienced by them in the evaluation of Indian educational credentials. As a result of these interviews, it was decided to investigate the admissions policies only as they related to applicants seeking admission to graduate studies on the basis of Bachelor's degree(s) obtained in India. The fields of engineering, law, and medicine were excluded from this study for the following reasons:

- i. The Registrar of Nova Scotia Technical College indicated that a Bachelor's degree in engineering from an Indian university was considered equivalent to a similar degree awarded by the Nova Scotia Technical College and that requirements for admission to graduate studies were the same for Indian university graduates as for those who obtained their degree(s) at a Canadian institution. The responses to a questionnaire completed by the Registrar have, however, been included in this thesis.

- ii. The number of law graduates among Indian immigrants was small.[†]
- iii. Until recently an Indian Bachelor's degree in medicine has been acceptable in this province for the purpose of granting a license to practice, and further training in this profession does not involve admission to universities.

To pursue the inquiry, the following methods of investigation were used:

1. A questionnaire (appendix A) was directed to each of the six universities in Nova Scotia seeking information on policies, procedures, and practices with respect to the evaluation of Indian Bachelor's degrees. Collège St. Anne's was not included in this study since French is not among the fourteen official languages of India. It is, therefore, highly unlikely that Indian university graduates would seek admission to an institution to receive instruction in French.

[†]Of the eighty-four respondents, only two were law graduates.

2. A different questionnaire (appendix B) was sent to a representative sample of faculty members of universities in Nova Scotia who are from India, to obtain information on how they would evaluate Indian credentials.
3. A third type of questionnaire (appendix C) was mailed to Indian immigrants in this province. The recipients included all immigrants from India to the extent that it was possible to identify them, with the following exceptions:
 - i. Persons trained in engineering or medical professions, since these two categories were outside the scope of this study,
 - ii. Faculty members of universities in Nova Scotia as they received a different questionnaire.
4. A considerable part of the investigation relied upon the published sources of information listed in the bibliography section of this thesis.

LIMITATIONS OF THE STUDY

This thesis is aiming at recommendations on levels of placement for Indian university graduates. The different levels of placement recommended for the holders of Indian Bachelor's degrees in the first, second, or third division, reflect only the degree of preparation and readiness to

pursue further studies at institutions of higher learning in Nova Scotia. The recommended levels of placement do not, for example, indicate the category of teacher's license that an Indian Bachelor's degree holder should qualify for.

Finally, it has not been feasible to extend the data gathering phase beyond the end of summer, 1970, and to include information on developments that may have since occurred.

CHAPTER TWO

ADMISSION OFFICERS' VIEWS ON THE
EVALUATION OF INDIAN DEGREES

To investigate the admissions policies and practices of universities in Nova Scotia with respect to applicants who obtained their Bachelor's degree(s) in India, a questionnaire[†] was directed to the admissions officers at:

(1) Dalhousie University, Halifax, (2) Nova Scotia Technical College, Halifax, (3) Saint Mary's University, Halifax, (4) Mount Saint Vincent University, Halifax, (5) Saint Francis Xavier University, Antigonish, and (6) Acadia University, Wolfville.

The information received as a result of the questionnaire is contained in this chapter. The questionnaire was intended to seek information on the following main points:

- a. whether universities in Nova Scotia received applications for admission to graduate studies from those who obtained their Bachelor's degree(s) from an Indian university; if so, how were the applications evaluated and what criteria were used.
- b. whether the universities in Nova Scotia equated degrees/diplomas/certificates awarded by

[†]See appendix "A"

universities/examining boards in India at par with their Canadian counterparts; if not, what level of university education was the applicant admitted to, if he were accepted to study at a university in Nova Scotia.

- c. whether applicants holding third, second, or first division Bachelor's degree(s) from universities in India were admitted to the same or different levels of university education.
- d. a general estimate of achievement of those students who were admitted to universities in Nova Scotia on the basis of Bachelor's degree(s) obtained from Indian universities.
- e. whether any findings were available to the admissions officers and if any studies were in progress on the question of the general achievement of Indian university graduates admitted to universities in Nova Scotia and/or other provinces in Canada.
- f. the nature of problems experienced by the university admissions officers in the evaluation of educational credentials obtained from universities in India.

During the period 1964-69, all six universities in Nova Scotia received applications for admission to graduate

studies from Indian university graduates holding Bachelor's degree(s). The authorities indicated that statistics on the exact number of applications received each year were not kept. Dalhousie University received approximately two thousand applications each year from Indian university graduates, Nova Scotia Technical College received "hundreds", and the remaining four institutions received very few.

The admissions officers were also requested to indicate the number of Indian university graduates actually admitted each year to the universities in Nova Scotia. Only Nova Scotia Technical College, Saint Mary's University, and Mount Saint Vincent University supplied some information on this point, and the same has been included in Table 2.1

TABLE 2.1
Number of Indian University Graduates
Admitted to Nova Scotian Universities
during 1964-69

<u>Name of the University</u>	<u>1964-65</u>	<u>1965-66</u>	<u>1966-67</u>	<u>1967-68</u>	<u>1968-69</u>
Nova Scotia Technical College	(a) 4	(a) 8	(a) 10	(a) 12	(a) 15
Saint Mary's University	(b)	(b)	(b)	(b)	4
Mount Saint Vincent University	None	None	None	2	2

(a) The figures relate to those who actually registered at the Nova Scotia Technical College. According to the information received from the College Registrar, notices of admission were sent to a few more who did not report for registration through lack of finance.

(b) No statistics were available for this period.

From Table 2.1, one notices that there was a steady annual increase in the enrollment of Indian university graduates at the Nova Scotia Technical College during the period 1964-69. However, sufficient information was not available to indicate a similar trend at other institutions. Also, lack of figures makes it impossible to ascertain the ratio of applications received from Indian Bachelor's degree holders to those actually admitted.

Table 2.2 provides a list of factors considered by the university admissions officers in the evaluation of applications received from Indian Bachelor's degree(s) holders.

TABLE 2.2
Factors considered in the evaluation of
applications for purposes of admission

Factors	C o n s i d e r e d		No response
	Yes	No	
1. Number of years of education completed	Dal,* Tech, SMU, Mount, SFX, Acadia	-	-
2. Division (i.e., Class of the Degree, I, II, or III)	Dal, Tech, SMU, Mount, SFX, Acadia	-	-
3. Number of courses taken in Bachelor's degree program	Dal, Tech, SMU, Mount, SFX, Acadia	-	-
4. Course content	Dal, Tech, SMU, Mount, SFX, Acadia	-	-
5. Marks obtained in subject area(s) in which the applicant seeks admission	Dal, Tech, SMU, Mount, SFX, Acadia	-	-
6. University in India from which the degree was obtained	Dal, SMU, SFX, Acadia	Tech	Mount
7. The type of degree (arts, science, education, law, medicine, engineering, etc.)	Dal, Tech, SMU, Mount, SFX, Acadia	-	-
8. Age of the applicant	Tech, Mount, SFX	Dal, SMU, Acadia	-
9. Former teachers'/ professors' recommendations	Tech, SMU, Mount SFX, Acadia	Dal	-
10. Applicants' proficiency in:			
(a) spoken English	Dal, SMU, Mount SFX, Acadia	Tech	-
(b) written English	Dal, SMU, Mount SFX, Acadia	Tech	-

*The abbreviations Dal, Tech, SMU, Mount, SFX, and Acadia represent Dalhousie University, Nova Scotia Technical College, Saint Mary's University, Mount Saint Vincent University, Saint Francis Xavier University, and Acadia University respectively. The same abbreviations shall be used throughout in presenting tables etc.

With some exceptions to factors 6, 8, 9, and 10, as recorded in Table 2.2, the six universities considered the ten factors listed in the questionnaire in the process of evaluation to determine whether or not an applicant would be accepted at a university in Nova Scotia. It might be added that the authorities were requested to include any other factors that received consideration in the evaluation process, but nothing to this effect was noted in the returns.

Following the check list, the university authorities were asked to respond to some specific questions eliciting further and detailed information on the factors used in evaluation. Given below are a few observations about these factors.

1. Five of the six universities did not have a method of equating the number of courses taken in an Indian Bachelor's degree program with course requirements at Nova Scotian institutions. Only Saint Mary's University replied to the question in the affirmative. However, no details of the method used were provided, although authorities were requested to elaborate on the subject.
2. The universities did not have any usable information on the content of courses offered at various universities in India. Mount Saint

Vincent University added that in one instance the applicant supplied some information on the course contents, while Nova Scotia Technical College had received calendars from some Indian universities.

3. Although Dalhousie, Saint Mary's, Saint Francis Xavier, and Acadia universities had indicated, in the initial check list of factors, that they considered the Indian university from which the applicant obtained Bachelor's degree(s), in response to the specific question Dalhousie University pointed out that they did not distinguish among Indian universities in terms of standards of education. Saint Mary's University, Saint Francis Xavier University, and Acadia University put "N/A" for their response. Nova Scotia Technical College and Mount Saint Vincent University did not provide any answer to the question.
4. The responses with reference to the letters of recommendation from applicant's former teachers/professors in India varied from "moderately helpful" to "not helpful". Acadia University mentioned that "most letters comment on applicant's character; it is only when they comment on his

academic merit that they are helpful."

5. Most universities in Nova Scotia required that applicants, whose mother tongue was not English, take one of the following tests:
- i. The English Language Institute Examination, University of Michigan, Ann Arbor, Michigan, U.S.A.
 - ii. University of Cambridge Examination.
 - iii. The Test of English as a Foreign Language (TOEFL) of the Educational Testing Service of Princeton, New Jersey, U.S.A.

Instead of requiring a written test, Nova Scotia Technical College used applicants' correspondence and the medium of instruction at the Indian university as an indicator of proficiency in English. It may be added that no provision was made at any of the six universities to test this proficiency.

Further, the universities, with the exception of Saint Francis Xavier, encouraged applicants to re-apply after their English had improved in case they were unsuccessful in seeking admission due to insufficient knowledge of the English language. While no specific or particular facilities existed at any of the six institutions to help applicants improve their English, Dalhousie University authorities recommended that they take a credit

or non-credit course in English. This recommendation was made only in the case of those applicants who, the authorities believed, qualified for admission to Dalhousie University.

6. Three universities considered the age of the applicants as one of the factors in the total evaluation process. Their comments with regard to the bearing an applicant's age has on the evaluation of his application for admission, are reproduced below:

"We find in general that students of (say) 25 and over have more chance of success."

"No more bearing than would that of a Canadian applicant."

"If a person has been out of the university for six or more years, and has not been engaged in research, he needs a refresher in undergraduate subjects." [edited]

It may be noted that no details or data supporting their beliefs were provided.

7. An inquiry regarding the importance placed on the number of years of education completed brought the following responses:

Dalhousie University . . . "The area is important."

Nova Scotia Technical
College . . . "It shows some measure
of the content of a
professional degree."

Saint Mary's Univer-
sity . . . "Very little."

Acadia University . . . "The more years completed - without repetition - the better." [edited]

Mount Saint Vincent and Saint Francis Xavier universities did not answer the question.

8. The universities were requested to indicate the level of marks on Indian transcripts which they considered equivalent to a Canadian pass. The responses were as follows:

Dalhousie University . . . "B or 70%"
 Nova Scotia Technical College . . . "60%"
 Saint Mary's University. . "Unknown - rely on divisional standards."
 Mount Saint Vincent University . . . "50% (if specified), 60% (otherwise)."
 Saint Francis Xavier University . . . "60% to 70%"
 Acadia University . . . "We accept the Indian university's grading at face value if the other factors appear to be satisfactory."

It may be noted that the pass mark at most universities in India is between 33 and 35 per cent.¹ Second division starts between 45 and 50 per cent, and first division begins at 60 per cent.

¹ Frances M. Willard, The Republic of India: A Guide to the Academic Placement of Students from the Republic of India in United States Educational Institutions, Washington D.C.: The American Association of Collegiate Registrars and Admissions Officers (1964) pp. 33-91.

The foregoing discussion suggests that the university authorities in Nova Scotia did not have clear and definite policies with regard to factor numbers 1, 3, 4, 6, 8, and 9 referred to previously in Table 2.2. This leads one to infer that division of the degree, marks in the subject area(s) in which the applicant sought admission, and perhaps the type of degree were considered to be among the most valid factors in the selection of Indian Bachelor's degree holders for admission to graduate studies at Nova Scotian universities.

To provide a basis for assessment of Indian degrees, the universities were requested to equate various certificates/diplomas awarded in India with certificates/diplomas obtainable in Nova Scotia. The following conclusions emerged:

1. Saint Francis Xavier University equated a Higher Secondary School Certificate[†] with Nova Scotia grade 11.
2. Two universities remarked that the Matriculation Certificate, and the Intermediate (Arts or Science) diploma were not equivalent to either grade 11 or grade 12 certificates of the province of Nova Scotia.

The remaining three universities did not provide usable information.

[†]See Table 5.1 for educational pattern in India.

Also, the universities were requested to indicate whether or not Indian Bachelor's degrees were considered equivalent to similar degrees obtainable at Nova Scotian universities. A summary of responses has been presented in Table 2.3.

TABLE 2.3

Views of Nova Scotian Universities on Parity of Indian and Canadian Bachelor's Degrees.

	C o n s i d e r e d e q u i v a l e n t		Not Applicable	Others
	Yes	No		
Faculty of Arts (B.A.)	SMU	Dal, Mount, SFX.	Tech.	Acadia*
Faculty of Science (B.Sc.)	SMU	Dal, Mount, SFX.	Tech.	Acadia*
Faculty of Education (B.Ed./B.T.)	-	Dal, SMU, Mount, SFX.	Tech.	Acadia*
Faculty of Engineering (B.Sc./B.S. /B.Engr./ M.Eng.)	Tech	Dal, SFX.	SMU, Mount	Acadia*
Faculty of Law (B.L.)	-	Dal ^{**} , SFX.	Tech, SMU, Mount.	Acadia
Faculty of Medicine (B.S., B.S.)	-	Dal ^{**} , SFX.	Tech, SMU, Mount.	Acadia*

Acadia University pointed out that evaluation was done on individual basis.

Although Indian Bachelor's degrees in medicine and law were considered equivalent, usually some advanced standing was granted.

Also, the universities were requested to indicate whether or not Indian Bachelor's degrees were considered equivalent to similar degrees obtainable at Nova Scotian universities. A summary of responses has been presented in Table 2.3.

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Views of Nova Scotian Universities on Parity
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Indian Degrees	C o n s i d e r e d e q u i v a l e n t		Not Applicable	Others
	Yes	No		
Bachelor of Arts (B.A.)	SMU	Dal, Mount, SFX.	Tech.	Acadia*
Bachelor of Science (B.Sc.)	SMU	Dal, Mount, SFX.	Tech.	Acadia*
Bachelor of Education (B.Ed./B.T.)	-	Dal, SMU, Mount, SFX.	Tech.	Acadia*
Bachelor of Engineering (B.E./B.Sc./B.Engr./ B.Tech.)	Tech	Dal, SFX.	SMU, Mount	Acadia*
Bachelor of Law (LL.B.)	-	Dal ^{**} , SFX.	Tech, SMU, Mount.	Acadia
Bachelor of Medicine & Bachelor of Surgery (M.B.,B.S.)	-	Dal ^{**} , SFX.	Tech, SMU, Mount.	Acadia*

* Acadia University pointed out that evaluation was done on individual basis.

** Although Indian Bachelor's degrees in medicine and law were not considered equivalent, usually some advanced standing was granted.

Table 2.3 indicates that most universities did not equate Indian Bachelor's degrees with their Nova Scotian counterparts. The following exceptions were noted:

1. Saint Mary's University considered Indian Bachelor's degrees in arts and science equivalent to similar degrees obtainable in Nova Scotia.
2. Nova Scotia Technical College considered an Indian Bachelor's degree in engineering equivalent to a similar degree obtained at that institution, and that they were not concerned with other degrees mentioned in the questionnaire.

It may be appropriate to add that the judgment of the university authorities regarding Indian Bachelor's degrees given in Table 2.3 confirms the impression that the writer had formed as a result of the interviews with the admissions officers, held prior to mailing the questionnaire.

On the issue of the parity of degrees, the university authorities were requested to indicate the level(s) to which holders of third, second, or first division Bachelor's degree(s) would be admitted at institutions of higher education in Nova Scotia. A summary of the results is presented in Table 2.4.

Levels to Which Holders of a Third, Second or First Division Bachelor's Degree From Universities in India Would Be Admitted at Universities in Nova Scotia

Division (Class) of Indian Bachelor's Degree.	A D M I T		T O		Undergraduate Degree Program (3-year degree course)	Deny Admission Others
	Master's Degree Program		Undergraduate Degree Program			
	Preliminary or Qualifying Year	One Year Program.	First Year	Second Year		
Applicants holding a third division Bachelor's degree.	-	-	Mount	Acadia	Dal.	Tech, SMU, SFX.
Applicants holding a third division degree but better than third division standing in the subject area(s) in which he seeks admission.	-	-	Mount	Acadia	Dal.	Tech, SMU, SFX.
Applicants holding a second division Bachelor's degree	Acadia	-	Mount	-	Dal.	Tech, SMU, SFX.
Applicants holding a second division degree but better than second division standing in the subject area(s) in which he seeks admission	Acadia	Tech.	Mount	-	Dal.	SMU, SFX.
Applicants holding a first division Bachelor's degree	SFX, Acadia	Tech.	Mount	-	Dal.	- SMU*

* Admit to an undergraduate degree program. The level was not indicated.

Table 2.4 reveals that Dalhousie University would admit applicants holding a third, second, or first division Bachelor's degree from an Indian university into their final year of undergraduate program. The admissions office stated that generally speaking, an M.A. degree holder from India would be admitted to a graduate program at the M.A. level.

Nova Scotia Technical College would deny admission to applicants holding a third or second division Bachelor's degree in engineering. However, they would admit to their one year Master's degree program an applicant holding a second division degree with better than second division standing in the subject area(s) in which he seeks admission. Applicants holding a first division Bachelor's degree would be admitted to a one year Master's degree program.

Saint Mary's University would deny admission to applicants holding second or third division Bachelor's degree to any program. Applicants holding a first division Bachelor's degree would be admitted to the undergraduate program, but the level was not indicated. It may be noted that the policy at Saint Mary's University to admit a first division Bachelor's degree holder to undergraduate level contradicts the earlier contention* that they consider Indian B.A. and B.Sc. degrees equivalent to similar degrees obtained in Nova Scotia.

* see Table 2.3

Mount Saint Vincent University would admit applicants holding a third, second, or first division degree into the first year of an undergraduate degree program.

Saint Francis Xavier University would only admit applicants holding a first division Bachelor's degree to a preliminary or qualifying year toward a Master's degree. All others would be denied admission to any program at any level.

Acadia University would admit applicants holding a third division Bachelor's degree to the second year of an undergraduate program. First and second division degree holders would be admitted to a preliminary or qualifying year toward Master's degree.

Thus, one might say, there is a considerable divergence in admissions policy among Nova Scotian universities as is clearly indicated by the fact that Dalhousie, Acadia, and Mount Saint Vincent universities would admit a third division degree holder into their 3rd, 2nd, and 1st year respectively, while the remaining three institutions would deny admission.

A divergence in policy is also noted with respect to applicants holding second division degrees. Acadia University would admit a second division degree holder to a Master's degree program but the other five institutions would maintain the same position as they did for third division applicants. Nova Scotia Technical College would,

however, make exception in case of applicants holding second division degrees but better than second division standing in the subject area(s) of further study. Applicants in this category would be admitted to a one year's Master program at Nova Scotia Technical College.

The extent of divergence in admissions policy seems to be the greatest for first division degree holders. Although none of the six universities would deny admission to a first division degree holder, the levels to which applicants in this category would be admitted range from a one year Master's course at Nova Scotia Technical College to the 1st year of undergraduate degree program at Mount Saint Vincent University.

In the event of denial of admission, the universities did not presume to give the applicant any advice on what he might do to qualify to pursue further studies at a Canadian university. In some instances, applicants were told to apply to another university.

With reference to the evaluation process, it may be pointed out that some universities sought the assistance of the Association of Universities and Colleges of Canada and at least two of the six institutions had taken note of the directive[†] issued by the Nova Scotia Department of Education regarding Indian degrees.

[†]The Provincial Department of Education as well as the universities did not wish to provide information on the nature and/or the contents of the directive.

In addition to the above, an attempt was made to seek information on the role of interviews in the evaluation process and whether or not university teaching staff who had studied and/or taught at Indian universities were consulted. The responses indicate that very little consideration was given to interviews and that holding interviews prior to admission was not a common practice since most applications were received directly from India. The authorities at Nova Scotia Technical College held interviews with applicants after they had actually registered to help them determine the field of study. Mount Saint Vincent and Acadia universities expressed the desirability of holding interviews with applicants residing in the area.

Regarding the role of faculty members who were familiar with Indian education, one gets the impression that they were consulted where possible. At Saint Mary's University, a faculty member with degrees from more than one Indian university was a member of the Admissions Committee.

In response to the question requesting a general estimate of achievement of those students who were admitted to various faculties on the basis of their qualifications obtained in India, Mount Saint Vincent University felt that such an estimate could not be made due to the small number of students involved. This perhaps would be true of Saint Mary's, Saint Francis Xavier, and Acadia universities as

well. A summary of responses compiled from the returns is given below:

Very Good	. . .	Nil.
Good	. . .	Dal.
Satisfactory	. . .	SMU, Mount, SFX, Acadia
Poor	. . .	Mount, Acadia
Unsatisfactory	. . .	Mount
Problem Not Studied	. . .	Tech.

It may be noted that Mount Saint Vincent University and Acadia University checked more than one alternative. The question relating to the comparison of applicants under study with native-born Canadians was not responded to. Also, all six universities indicated that no research findings were available to them on general performance and achievements of those students who had been admitted to other Canadian universities on the basis of Bachelor's degree(s) from India.

Finally, the university admissions officers were requested to list problems that they had experienced in the evaluation of Indian educational credentials. The problems mentioned by the admissions officers may be divided into four broad categories: (a) curriculum, (b) letters of recommendation from applicants' former teachers/professors, (c) communication with universities in India, and (d) authenticity of Indian transcripts. A synthesis of the problems

is given below:

a. Curriculum

1. The authorities felt that it was rather difficult to determine the nature and extent of course contents which a holder of a given type of Bachelor's degree had covered.
2. Universities in Nova Scotia had experienced a great deal of difficulty in obtaining calendars from various universities in India.

b. Letters of Recommendation

Generally, the letters of reference from applicants' former teachers/professors referred to their character and integrity rather than the academic ability.

c. Communication with Universities in India

At least three universities expressed a great dissatisfaction over the matter of correspondence with universities in India. The universities in India, the authorities stated, either did not respond at all to the inquiries initiated by the admissions officers of different universities in Nova Scotia or the replies were received so late as to be of little use and value.

d. Authenticity of Indian Degrees/Transcripts

The university authorities in Nova Scotia expressed a general concern over Indian transcripts. As a rule, universities here received transcripts directly from the institution concerned in case of applicants from other parts of Canada or from countries such as the United States of America, and the United Kingdom, but this did not seem to be the case with Indian universities. The transcripts and other documents were submitted by the applicants themselves. The admissions officers felt that the paper and the condition of degrees/transcripts raised doubts as to the authenticity of the documents.

This chapter leads one to conclude that there are no uniform policies among the universities in Nova Scotia with respect to the evaluation of Indian educational credentials and admission of applicants holding Bachelor's degree(s) from Indian universities. It also reveals puzzlement and caution on the part of authorities responsible for admissions, at most Nova Scotian universities.

The conclusion leads one to ask whether persons more familiar with the Indian as well as the Nova Scotian system of education share a similar view.

CHAPTER THREE

INDIAN UNIVERSITY PROFESSORS' VIEWS
ON THE EVALUATION OF INDIAN DEGREES

While the previous chapter contained information obtained by means of the questionnaire completed by the admissions officers, this chapter is a summary of the responses to the questionnaire* directed to all teaching staff** known to have come from India, at the six universities in Nova Scotia.

Of the twenty seven questionnaires mailed, nineteen were returned duly filled in. Of the remaining eight, three faculty members did not fill in the questionnaire due to personal and/or health reasons, one had left Nova Scotia, one had gone to Europe on sabbatical leave and the other three just did not respond.†

The nineteen who returned the questionnaire represented all six institutions of higher education in Nova Scotia and taught one of the following subjects: biology, chemistry, economics, English, geology, mathematics, physics, or psychology.

* see appendix "B."

** Of the nineteen who returned the questionnaire, four were post-doctoral fellows and all four taught natural or physical sciences.

† All three were contacted twice after the initial request.

Although the questionnaire relating to this chapter was essentially similar in nature to the one completed by the university admissions officers, it was felt that an assessment of Indian educational credentials by the faculty members who had studied and/or taught in India and were currently teaching at one of the universities in Nova Scotia was essential in view of their experience with the two systems.

Table 3.1 shows the factors which the Indian faculty felt should be considered in the evaluation of applicants holding Bachelor's degree(s) from Indian universities and seeking admission into one of the six Nova Scotian institutions to pursue studies at the graduate level.

TABLE 3.1

Factors Considered in the Evaluation of Applicants Holding Bachelor's Degree(s) from India for Purposes of Admission to Nova Scotian Universities to Pursue Graduate Studies, by Indian Faculty

<u>Type of Factor</u>	<u>Percentage of Indian Faculty N=19=100%</u>
1. Course Content	89.5 (17)*
2. Division (i.e. Class I, II, or III) of the Degree	84.2 (16)
3. Marks in the subject area(s) in which applicant seeks admission	84.2 (16)
4. Number of courses completed in the Bachelor's degree program	84.2 (16)
5. Proficiency in English:	
Spoken	73.7 (14)
Written	68.4 (13)
6. Indian university from which the degree was obtained	68.4 (13)
7. The type of degree (arts, science, law, medicine, etc.)	68.4 (13)
8. Years of education completed	68.4 (13)
9. Applicants' former teachers'/ professors' recommendation	57.9 (11)
10. Age of the applicant	52.6 (10)

* Figures in parenthesis indicate the number of Indian faculty who considered the factor.

From Table 3.1, one can see that a large proportion of the respondents would consider course content, division of the degree, marks in the subject area(s), and the number of courses completed, while a relatively small proportion felt that proficiency in English, the university, the type of degree, the years of education completed, applicants' former teachers' recommendations, and the age of the applicants should be considered too.

Following the initial check list, the respondents were requested to supply some additional information[†] regarding some of the factors considered in the evaluation process. Table 3.2 summarizes the results.

TABLE 3.2

Practicality of Factors Considered
in the Evaluation Process. (Percentages)
N=19=100%

Description of the question.	R e s p o n s e		No Response
	Yes	No	
Do you feel that you have a method of equating the number of courses taken in an Indian Bachelor's degree with the number taken in a Canadian Bachelor's degree?	47.4 (9) (a)	52.6 (10)	-
Do you feel that you have usable information on the content of courses offered at Indian Universities?	68.4 (13)	31.6 (6)	-

(a) The numbers in parentheses are absolute and out of a possible of nineteen.

[†]see question numbers 5, 6, 9, 10, and 11 in appendix "B."

The information in Tables 3.1 and 3.2, and the comments contained in some of the completed questionnaires reveal the following:

1. While 84.2 per cent respondents considered the number of courses completed in a degree program, only 47.4 per cent indicated that they had a method of equating the number of courses taken in an Indian Bachelor's degree with Canadian course credits. The comments and remarks, however, did not point to any exact method of equating the number of courses. The popular suggestion was that some rough estimation could be arrived at by comparing the course content.
2. Again, while 89.5 per cent considered course content as a factor, only 68.4 per cent indicated that they had some usable information to determine the extent of knowledge already acquired in a subject by the applicants. The information provided in the comments was general in nature. Typical remarks were: "We ask the student to supply a copy of the content of courses" and "Study the syllabus of the particular university".
3. No definite or significant conclusions could be drawn from the responses received with reference to the question on the number of years of

education completed in India. The remarks made tended to the view that the more years of education completed in India, the better was the potential performance in Canada.

4. Opinions on the ideal age for a graduate student varied among those who suggested that the age of the applicant should be considered as a factor in the evaluation of his application for admission. While a few indicated that they preferred younger, unmarried students to do graduate work at universities in Nova Scotia, others said that "a mature mind goes with age" and that they would prefer applicants in the age group of 25-40 for optimum results.
5. 57.9 per cent of the respondents felt that applicants educated in India generally possessed sufficient knowledge of the English language. Another 16 per cent indicated that it depended on the medium in which they received instruction and also the university attended in India.
6. Reproduced below are the results relating to the question on letters of recommendation from applicants' former teachers/professors:

<u>Type of Response</u>	<u>Number</u>	N=19=100%
Very helpful	2	
Moderately helpful	5	
Slightly helpful	5	
Not helpful	5	
No response	2	

The above figures seem to indicate that letters of recommendation from applicants' former teachers were of some help but a great deal of importance could not be attached to the letters. The reasons mentioned were that most letters of recommendation reflected on the applicant's character rather than his academic ability and that much depended upon the credentials of the writer. The conclusion appears to be that the letters of recommendation were not very helpful in judging an applicant's academic ability.

The foregoing account suggests that a number of factors, although considered, were inconsequential in the total evaluation. In the absence of other valid criteria, it might be concluded that the division of the degree, marks in the subject area(s) in which the applicant sought admission, and the university from which the degree was obtained constituted important factors in the evaluation process.

To provide a comparison with the responses of the university admissions officers, the Indian faculty were requested to:

- a. indicate the level of marks (in percentage) on Indian transcripts considered equivalent to a Canadian pass,
- b. indicate the equivalence of certain Indian certificates/diplomas with Canadian certificates/diplomas*,
- c. indicate whether or not a given Indian Bachelor's degree was considered equivalent to a similar Canadian degree, and
- d. indicate the level to which applicants holding 3rd, 2nd, or 1st division Bachelor's degree(s) from India would be recommended for admission to universities in Nova Scotia.

The results to the above are presented in the following pages.

* a list with possible alternatives was provided in either case.

TABLE 3.3

Level of Marks on Indian Transcripts Considered
Equivalent to a Canadian Pass (50 Per Cent)[†]
by Indian Professors

N=19

Percentage of Marks	Number of Respondents
33 per cent . . .	2
35 per cent . . .	2
36 per cent . . .	1
40 per cent . . .	5
41 - 45 per cent . . .	1
46 - 48 per cent . . .	1
50 per cent . . .	3
51 - 59 per cent . . .	1
60 - 69 per cent . . .	1
70 per cent and over . . .	1
No response . . .	1

Opinions on a pass mark on Indian transcripts varied with the subject area of the professor concerned. Ten of the nineteen considered a mark between 33 and 40 per cent equivalent to a Canadian pass. The averages for all respondents on the basis of subjects are shown below:

Mathematics . . .	49.2 per cent
Economics, English, and Psychology . . .	43.0 per cent
Biology, Chemistry, Geology, and Physics. . .	39.0 per cent
Overall average . . .	44.9 per cent

[†]As stated in the preceding chapter, the pass mark in India at most universities is between 33 and 35 per cent.

TABLE 3.4

Equivalence* of Indian Certificates/Diplomas
with Certificates/Diplomas obtainable in Nova
Scotia, as Judged by Indian Professors

N=15**

Indian Certificates/ Diplomas	N.S. Certificates/ Diplomas		1st year com- pleted on a 3-year Bachelor's degree program in Nova Scotia
	Nova Scotia Grade 11	Nova Scotia Grade 12	
Matriculation Certificate	-	-	-
Higher Secondary School Certificate	3	1	-
Intermediate (Arts or Science) Diploma	-	6 ^(a)	4
Any other (B.A.) (b)	-	1	-

(a) One had indicated that the given equivalence applied only to subjects taken in India, and one other qualified the judgment by adding that Indian Intermediate (Arts or Science) was equivalent to N.S. grade 12 only if it were a two year course after High School Leaving Certificate or Matriculation.

(b) The type of degree mentioned under "any other" was provided by the respondent. Although the respondent considers an Indian B.A. equivalent to N.S. grade 12 he would recommend admission of a 2nd division Bachelor's degree holder to a qualifying year toward Master's degree.

* Views of Indian university professors regarding equivalence to Certificates/Diplomas are included since they stand to help in the evaluation of degrees.

** Two of the nineteen who returned the questionnaire did not answer this question. Two others indicated that they could not answer the question because they were not familiar with grades 11 and 12 certificates in Nova Scotia.

Table 3.4 is significant in the sense that almost all faculty members who replied to this question considered the Higher Secondary School Certificate and Intermediate (Arts or Science) Diploma either equivalent to or better than junior and senior Matriculation Certificates awarded in the province of Nova Scotia. This, incidentally, is in sharp contrast to what the admissions officers said.

With reference to the question relating to the equivalence of Bachelor's degrees, the results are given below:

TABLE 3.5

Equivalence of Indian Bachelor's Degrees with Canadian Bachelor's Degrees as Judged by Indian Professors

N=19

Indian Degrees	E q u i v a l e n t			No Response
	Yes	No	Uncertain	
Bachelor of Arts	7	6 ^(a)	2	4
Bachelor of Science	8	7 ^(a)	1	3
Bachelor of Engineering	12	1	3	3
Bachelor of Medicine and Bachelor of Surgery (M.B., B.S.)	6	2	5	6
Bachelor of Law	2	3	5	9
Bachelor of Teaching/ Education (B.Ed./B.T.)	4	8	4	3

(a) One of the respondents added that an Indian B.A./B.Sc. degree is equivalent to one year short of a Canadian B.A./B.Sc. degree and suggested that an Indian B.A./B.Sc. degree holder should be admitted to the final year of a B.A./B.Sc. program at a Canadian university.

Tables 3.4 and 3.5 seem to suggest that university education in India is lacking in some respect because a large proportion of university professors equated Indian certificates/diplomas either at par or better than Nova Scotian school certificates but in case of Bachelor's degrees, with the exception of the degree in engineering, the proportion of those who equated Indian degrees at par with Nova Scotian degrees of the same designation was less than 50 per cent.

With reference to Table 3.5, it may be noted that the larger proportion expressed, in clear terms, whether or not an Indian B.A., B.Sc., or B.E. (Bachelor of Engineering) was equivalent to similar degrees obtainable in Nova Scotia: whereas in case of Bachelor's degrees in law, medicine, and education the greater proportion of responses were recorded under titles "uncertain" and "no response".

The following table indicates the levels to which holders of a third, second, or a first division Bachelor's degree from an Indian university would be recommended for admission at universities in Nova Scotia.

The recommended levels to which holders of a third, second or first division Bachelor's Degree from Universities in India should be Admitted at Universities in Nova Scotia, by University Professors from India. N=19=100%

Division(Class) of Indian Bachelor's Degree	A D M I T T O					Others
	Master's Degree Program		Undergraduate Degree Program (3-year degree course)			
	Preliminary or Qualifying Year	One Year Master's	First Year	Second Year	Third Year	
Applicants holding a third division Bachelor's degree	6	-	1	3	2	5
Applicants holding a third division Bachelor's degree but better than third division standing in the subject area(s) in which the applicants seek admission	8	-	1	3	1	4
Applicants holding a second division Bachelor's degree	11(c) 1	2	-	-	2	1
Applicants holding a second division Bachelor's degree but better than second division standing in the subject area(s) in which the applicants seek admission	13(c) 1	2	-	-	1	-
Applicants holding a first division Bachelor's degree	8(e) 1(c)	9	-	-	-	-

(a) Admissible to undergraduate level, but the level (i.e. first, 2nd, or the final year) was not indicated.
 (b) The level to which an applicant should be admitted is determined on individual basis.
 (c) Admit directly into two-year Master's program.
 (d) 2nd or the final year of undergraduate degree program, depending upon applicant's ability.
 (e) One of the eight respondents would recommend only graduates of Indian Institutes of Technology to one year Master's course. He recommends that graduates of other institutions should be admitted to the final year of the undergraduate degree course.

From Table 3.6, it is apparent that six faculty members (31.6%) would recommend applicants holding a third division Bachelor's degree from an Indian university for admission to a preliminary or qualifying year toward a Master's degree, while seven professors (36.84%) would recommend third division degree holders for admission to the undergraduate level. Of these seven, two faculty members would recommend admission to the final year of the undergraduate degree course, three to the second year, and one to the first year of a 3-year program, while one did not indicate the level. Five faculty members (26.3%) would, however, recommend that applicants holding Bachelor's degree in third division be denied admission. Of these five, one professor would make exception for applicants holding third division degrees but better than third division standing in the subject area(s) in which they seek admission, and would recommend their admission to a Master's program. Similarly, one other faculty member would recommend applicants with better than second division standing in the subjects for admission to a Master's program as against the final year of undergraduate degree.

In case of applicants holding a second division Bachelor's degree, fourteen university professors (73.7%) would recommend admission to a Master's degree program: eleven recommended admission to a preliminary or qualifying

year, one to a two-year Master's program, and two to a one-year program. Of the remaining five respondents, three would recommend admission to an undergraduate program: two to the final year of a 3-year course and one to either the second or the final year depending upon applicant's ability. Only one of the nineteen respondents would recommend that admission be denied to applicants holding a second division degree. However, he would make an exception in case of applicants holding a second division degree but better than second division standing in the subject area(s) in which they seek admission, and would recommend such applicants for admission to a qualifying year toward the Master's degree. Similar exception was noted by one other faculty member who would otherwise recommend admission of second division degree holders to the undergraduate level.

It is interesting to note that all recommendations for admission to the undergraduate level or for denying admission came from the faculty members teaching mathematics, physical and/or natural sciences. All those who taught economics, English, or psychology would recommend admission of applicants holding a second division Bachelor's degree to a Master's program.

With reference to applicants holding a first division Bachelor's degree, eighteen respondents (94.74%) would recommend them for admission directly to a Master's

degree program. The remaining one indicated, as he did in the case of applicants holding third or second division degrees, that recommendation for admission or otherwise would be made on individual basis.

The most interesting point revealed by Table 3.6 is the fact that recommendations regarding levels to which holders of Indian Bachelor's degrees should be admitted, and also the recommendations for denying admission, change significantly with the division of the degree.

Regarding ratings of Indian universities in terms of standards of education, while 68.4 per cent of the faculty members indicated that they considered the university from which the degree was obtained as a factor in the evaluation of applications for admission, a significant proportion of the respondents did not wish to distinguish among Indian universities specifically. A sample of comments made by the respondents and reproduced below seems to support the argument.

"One can't grade them [universities] as such. At graduate level, one has to go after subject and field of specialization."

"I have seen very good students and very bad students from the same university."

"Such an ordering depends on many factors. It is not possible to order them in a general fashion."

However, to present the ratings that were given by the university professors, the writer computed the

results of a seven point scale assigning seven points each time a university was rated as the best, six points for second best, and so on. The list of universities thus prepared is presented below.* It might be added that the fifteen faculty members who returned the questionnaire represented a fair cross section of the regions of India. Also, it must be mentioned that the five Institutes of Technology (Delhi, Bombay, Kanpur, Kharakpur, Madras), the Institute of Sciences at Bangalore, the Indian Statistical Institute, Tata Institute of Fundamental Research were frequently classified as "the best" but they do not appear in the list to follow because many of the professors did not rank them with the universities since they are institutes.

List of Universities Rated as the Best, in
Descending Order

1. University of Delhi
2. University of Bombay
3. University of Calcutta
4. Madras University
5. Panjab University
6. Banaras Hindu University
7. University of Allahabad
8. Annamalai University
9. Utkal University
10. Patna University
11. University of Rajasthan
12. University of Poona
13. Andhra University

* No list of universities was provided. The faculty members supplied the names of the universities themselves and some institutions have clearly emerged as "good".

In addition to the factors discussed heretofore, the writer made an effort to determine if the following factors would receive any consideration in the evaluation of applicants for purposes of admission:

- a. whether an applicant attended university as a "full-time" day scholar,
- b. whether he attended university as "part-time" student while working "full-time" to earn a living,
- c. whether he obtained the degree "by parts", i.e., by successfully completing one subject at a time,
- d. whether he obtained the degree in the capacity of a "private candidate",*
- e. whether the degree obtained was in physical and natural sciences, or mathematics, or liberal arts.

The returns indicate that a large proportion of the faculty members preferred to leave most questions unanswered while a few recorded "No" for an answer. However, the responses do point out that twelve professors (63.2%) preferred applicants who had attended university as "full-time" day scholars. No significant conclusions could be drawn regarding factors (b), (c), (d), and (e) listed above, for lack of responses to the related questions.

Finally, in the case where they wished to pursue further studies, the writer wondered whether Indian immigrants

* Women, teachers, and members of the border police are eligible to take a degree examination (Arts) without completing the prescribed courses of instruction at an affiliated college or a university department. For further details see appendix "D."

would receive special consideration in view of the fact that they were already in Canada. While nine respondents (47.4%) left the question unanswered, and five (26.3%) indicated "No", the remaining five (26.3%) replied that they would give priority to "landed immigrants" to pursue studies at graduate level since financial aspects, cultural adaptation, etc., were better looked after in their case and such applicants were likely to possess a better command of the English language as compared with those who apply directly from India.

With regard to some of the strong points of Indian university graduates, which would enable them to complete their studies successfully at universities in Nova Scotia, the general consensus of the faculty members seemed to be that students from India were hard-working, sincere, well motivated, and took academic achievement seriously, although close supervision was perhaps necessary.

Among the weak points, the following were listed:

1. Knowledge of the English language was deteriorating since more and more universities in India were replacing English with regional languages for media of instruction.
2. Some students lacked initiative, capacity for independent work and thinking.
3. Some good students had a weaker "will" and they slipped into drinking and dating, etc.

This chapter has placed Indian educational credentials and the level(s) to which holders of Bachelor's degrees from Indian universities should be admitted in a different perspective, although the relative importance of each of the various factors considered in the evaluation has not changed significantly from the previous chapter.

Chapter four provides still another point of view on the subject of evaluation and admissions policies at Nova Scotian universities regarding Indian university graduates.

CHAPTER FOUR

INDIAN IMMIGRANTS' VIEWS ON THE
EVALUATION OF INDIAN DEGREES

As in the case of university admission officers and university teaching staff, the questionnaire method was used for eliciting information from Indian university graduates in Nova Scotia.

In preparing the list for the mailing of the questionnaire, it was decided not to include the names of engineers, students of engineering, members of the medical profession, students of medicine, lawyers, and students of law for reasons explained in the introductory chapter. Also, it was felt that non-degree-holders could not be expected to express their opinions authoritatively on university education in India and/or Nova Scotia. Similarly, recent immigrants* would be at a disadvantage in so far as their exposure to the educational system in Nova Scotia was concerned. Therefore, the names of non-degree-holders as well as of recent immigrants did not appear on the list. The names of the Indian university teachers, too, were not included in the list since a different questionnaire was sent to them, as described in chapter III.

To prepare the list of Indians in Nova Scotia, the following sources were utilized: Register of teachers'

* Immigrants who had migrated to Canada within the preceding twelve month period at the time of mailing the questionnaire

licenses[†] relating to the period 1963-68 maintained by the Department of Education, Province of Nova Scotia, and membership lists of the India Students' Association and the Indo-Canada Association in the province. Also, the writer approached friends in different parts of the province to seek names and addresses of other Indians, living in Nova Scotia, who were neither teachers nor members of either association.

The list thus prepared contained 121 names, and a questionnaire^{*} was mailed to each of them. Of the eighty-four questionnaires returned^{**}, one contained only the remarks given at the end of the questionnaire, two were not filled-in due to personal and/or health reasons, and one was completely blank. In addition, letters were received along with two separate questionnaires stating that "My wife did not fill in a separate questionnaire since her feelings on the subject are the same as mine."

Of those who returned completed questionnaires, seventy-four (92.5%) were "landed immigrants" and the

[†]The register contains the names of all persons who were issued a license during the period 1963-68 to teach in the public schools of Nova Scotia.

^{*}see appendix "C."

^{**}The questionnaires were first mailed in August, 1969 and the completed ones kept coming in until the end of August, 1970.

Remaining six were in the country on a "student visa". Forty per cent of the respondents had been living in Canada for five or more years; the average length of stay for all respondents was 4 years and 3 months. Nearly eighty per cent were between the ages of 30 and 39 years, and only ten per cent were below the age of twenty-nine. Seventy-five per cent were male. Information regarding the degree(s) possessed by the respondents and the university attended is contained in Tables 4.1 and 4.2.

TABLE 4.1

Degrees Held by Indian
University Graduates N=80

Degree	Last degree earned	Number of respondents* holding the degree
B.A.	1	34
B.A. (Hons)	-	4
B.Sc.	3	21
B.Comm.	-	1
B.Ed./B.T.	48	56
M.A.	14	34
M.Sc.	2	8
M.A. (Ed)/ M.Ed.	8	8
D.Phil.	1	1
LL.B.	-	2
No response **	3	-

* Total of the total number of respondents possessing each type of degree is incomplete since a few listed the last degree only.

** Information on the degrees possessed was not provided.

TABLE 4.2
Universities Attended by the
Indian University Graduates

N=80

Name of the University	No. of respondents who obtained last degree from the university shown	No. of respondents who obtained any degree(s) from the university shown
University of Agra . .	5	11
University of Allahabad . .	-	1
Aligarh Muslim University . .	2	4
Banaras Hindu University . .	-	1
University of Bhagalpur . .	1	1
University of Calcutta . .	4	5
Dalhousie University, Halifax, N.S. . .	3	3
University of Delhi . .	6	21
University of Indore . .	-	1
University of Iowa, USA . .	1	1
Jaipur University . .	-	1
Jamia Milia Islamia . .	-	1
University of Jammu and Kashmir . .	2	2
University of Kerala . .	1	1
University of London, U.K. . .	1	1
McGill University . .	1	1
Madras University . .	4	7
University of Maine, USA . .	1	1
Mount Saint Vincent University, Halifax, N.S. . .	1	1
University of Mysore . .	1	1
Punjab University . .	37	59
University of Rajasthan . .	2	2
University of Ranchi . .	-	1
Saint Mary's University, Halifax, N.S. . .	5	5
No response ** . .	3	-

Tally of the total number of degrees is incomplete since not all respondents listed all the degrees they had earned.

Information on the university attended was not provided.

Table 4.1 indicates that at least seventy per cent (56) of the respondents were trained in the teaching profession. Nearly seventy-four per cent (59) had obtained at least one degree from Panjab University, about thirty-nine per cent (31)[†] had obtained degrees from or were known to have been studying at various North American universities and, in addition, twenty-six per cent (21) had either completed diploma programs, or were registered in one of the "Block Programs" at the Nova Scotia Summer School.

Although the questionnaire was similar in most respects to the ones completed by university admissions officers and the university teaching staff, it followed a slightly different pattern.

Table 4.3 gives the equivalence of some of the Indian certificates/diplomas/degrees with educational credentials obtainable in Nova Scotia.

[†]Of the thirty-one respondents, twenty-two attended a university in Nova Scotia to obtain a Master's degree. Of these twenty-two, fourteen already held a Master's degree from one of the Indian universities. It is apparent, therefore, that a large proportion were admitted on the basis of an Indian Master's degree. It might be appropriate to add that a few applicants who were refused admission to a Master's degree program at universities in Nova Scotia, were accepted at universities outside the province to pursue graduate studies.

TABLE 4.3

Equivalence of Indian Certificates/Diplomas/Degrees with Certificates/Diplomas/Degrees obtainable in Nova Scotia in the opinion of Indian University Graduates

N=80=100% (Percentages)

Nova Scottian Credentials	Grade II	Grade I2	First year completed on a 3-year Bachelor's degree pro- gram	Second year completed on a 3-year Bachelor's degree pro- gram	Equivalent to a Bachelor's degree in the same field	A Bachelor's degree plus some post grad- uate work	No certain response
Matriculation Certificate	46.2	-	-	-	-	-	2.5 51.3
Higher Secondary School Certificate	33.8	46.2	2.5	-	-	-	2.5 15.0
Intermediate (Science) or Pre-Engineering/ Pre-Medical	1.2	30.0	38.8	2.5	-	-	2.5 25.0
Intermediate (Arts)	1.2	16.3	27.5	10.0	-	-	5.0 40.0
B.A./B.Sc.*	-	1.2	5.0	16.3	65.0	3.8	8.7 -
B.Comm.	-	-	1.2	5.0	22.5	1.2	7.6 62.5

*The percentages represent averages for B.A./B.Sc. since respondents checked equivalences of either B.A. only or B.Sc. only and in some case both B.A. and B.Sc.

Table 4.3 reveals that over forty-six per cent of the respondents equated an Indian Matriculation Certificate to Nova Scotia grade 11, and the same proportion equated the Higher Secondary School Certificate* to Nova Scotia grade 12. However, nearly thirty-four per cent of the respondents equated the Higher Secondary School Certificate with grade 11.

A large proportion of the respondents felt that the Intermediate (Science) diploma was either equivalent to grade twelve or to the first year of a 3-year Bachelor's degree program. Regarding Intermediate (Arts) diploma, the results were rather dubious, and no definite conclusions can be drawn since the proportion of those who were "uncertain" or did not supply the equivalence was forty-five per cent. Possibly, a large number of the respondents themselves possessed the Intermediate (Science) diploma. It is plausible, too, that they considered the Intermediate (Science)

* Following the Report of the Secondary Education Commission (1952-53), about 25 per cent of the secondary schools in India had been converted to higher secondary schools by the end of the Third Five Year Plan (1969).

Source: Report of the Education Commission 1964-66.

Preparation for Higher Secondary School Examination required an additional year as compared to the number of years spent to prepare for Matriculation Examination.

Furthermore, prior to the introduction of the Higher Secondary pattern at Panjab University, for example, a student spent two years at a university-college to prepare for the Intermediate (Arts or Science) Examination and a further two years to qualify for a Bachelor's degree (Arts or Science) examination. On obtaining a Higher Secondary School Certificate, however, a student spends three years to prepare for a Bachelor's degree in arts or science.

Program better than the Intermediate (Arts) program in terms of academic preparation.

As was the case with the university professors, a significantly large number of Indian university graduates in Nova Scotia considered Matriculation, Higher Secondary, Intermediate (Science), Intermediate (Arts) certificates/diplomas either equivalent to or better than the Nova Scotia grades eleven and twelve certificates.

In the case of Bachelor's degrees, an average of 65.9 per cent equated B.A. or B.Sc. degrees with a similar degree obtainable in Nova Scotia and 16.8 per cent indicated that a B.A. or B.Sc. degree from India was equivalent to the second year of a 3-year Bachelor's degree program in the same field. The proportion of responses relating to the equivalence of B.Comm. degree was very small. Seventy per cent either did not indicate the equivalence or checked "uncertain" for their response, probably due to the unfamiliarity with the program.

Also, an effort was made to determine[†] whether a second division degree in one field was equivalent to a second division degree in another field. For example, a second division degree in Arts might be considered lower, equivalent, or higher in terms of accomplishment than a second division degree in natural and physical sciences, mathematics, etc. The results have been summarized in Table 4.4.

[†]see question # 14 appendix "C."

TABLE 4.4

Comparison of Bachelor's Degree in Different Fields by Indian University Graduates

(Percentages)

Degree	B.A. second division degree in "pure" arts N=48=100%	B.A. second division degree with mathematics as one of the compulsory subjects N=36=100%	B.A. second division degree with mathematics forming two compulsory subjects N=35=100%	B. Comm second division N=31-100%	B.Sc. second division degree with English as one of the compulsory subjects	Total
Accomplishment lower, equivalent, or higher	25.0	13.9	25.7	19.3	7.0	100.0%
represents a lower accomplishment in comparison with a second division degree obtained in "pure" science subjects	33.3	75.0	65.7	74.2	65.1	100.0%
represents an equivalent accomplishment in comparison with a second division degree obtained in "pure" science subjects	41.7	11.1	8.6	6.5	27.9	100.0%
represents higher accomplishment in comparison with a second division degree obtained in "pure" science subjects						100.0%

As may be seen from the Table (4.4), the number of those who checked all the items provided in the question is rather small. It may be noted, however, that 41.7 per cent of those responding felt that a second division Bachelor's degree in arts (B.A.) represented a higher accomplishment than a second division Bachelor's degree in science (B.Sc.), including mathematics. A majority of the respondents felt that degrees in other fields, referred to in Table 4.4, represented an equivalent accomplishment in comparison to a degree in science subjects, including mathematics.

The respondents were also requested to rate Indian professional degrees vis-à-vis Canadian degrees in the same field. The results have been presented in Table 4.5

TABLE 4.5

Rating of Indian Professional Degrees in Comparison with Canadian Degrees in the Same Field by Indian University Graduates

(N=80=100%) Percentages

Rating Indian Degrees					
	Equivalent	Superior	Inferior	Uncertain	No Response
Bachelor's degree in Education	73.75%	6.25	7.50	6.25	6.25=100%
Bachelor's degree in Engineering	33.75	5.00	5.00	31.25	25.00=100%
Bachelor's degree in Medicine & Surgery	32.50	6.25	3.75	31.25	26.25=100%
Bachelor's degree in Law	2.50	2.50	5.00	45.00	45.00=100%

The preceding table reveals that almost seventy-four per cent of the respondents (59) rated the Bachelor's degree in education (B.Ed./B.T.) at par with a similar degree obtainable in Nova Scotia, 6.25 per cent (5) rated them as "superior", and 12.5 per cent either did not respond to the question or were "uncertain". In case of Bachelor's degrees in engineering, medicine, and law, the proportion of those who did not check any of the alternatives provided or those who were "uncertain" was high. This may be explained by the fact that only 2.5 per cent (2) of the respondents pursued studies in these fields.

As was the case with the university admissions officers and the university professors, the Indian university graduates were requested to indicate the level of marks appearing on Indian transcripts that they considered equivalent to a Canadian "pass" mark. The results presented in Table 4.6, disclose a sharp contrast with the views of the university admissions officers.

TABLE 4.6

Level of Marks on Indian Transcripts Considered Equivalent to
Nova Scotian Pass, Average, and Superior Mark* by Indian
University Graduates

N=80=100%** (Percentages)

Indian Equivalent- Nova Scotian Mark	Indian University Graduates											No Response
	25-28	29-32	33-36	37-40	41-45	46-50	51-55	56-60	61-65	66-70	71-75	
50	3.75	2.50	77.50	12.50	-	2.50	-	-	-	-	1.25	-
55	-	1.25	13.75	16.25	5.00	-	-	-	-	-	-	63.75
60	-	-	-	25.00	8.75	6.25	-	-	-	-	-	60.00
65	-	-	-	2.50	20.00	21.25	1.25	-	1.25	-	-	53.75
70	-	-	-	-	5.00	18.75	13.75	3.75	-	-	-	58.75
75	-	-	-	-	-	5.00	15.00	18.75	-	-	1.25	60.00
80	-	-	-	-	-	2.50	10.00	66.25	16.25	3.75	1.25	-

* Both the Nova Scotian "mark" and its Indian equivalent appear in per cent

** A large proportion did not provide equivalents to all the levels.

While the proportion of respondents providing an equivalence to a Nova Scotian "average" mark (60-65%) is small, Table 4.6 reveals that 77.5 per cent (62) considered a mark between 33 and 36 per cent on Indian transcripts equivalent to a Nova Scotian "pass" mark and another 12.5 per cent equated a mark between 37 and 40 per cent to a Nova Scotian "Pass" mark. Nearly two-thirds of the respondents considered a mark between 55 and 60 per cent, appearing on Indian transcripts, as "superior" and equivalent to 80 per cent or over obtained at Nova Scotian universities. Another 10 per cent equated a mark between 51 and 55 per cent to 80 per cent or above obtained at a university in Nova Scotia.

The preceding account reveals, to a certain degree, the feelings of Indians in Nova Scotia as to how they view their certificates/diplomas/degrees obtained in India and the level of marks earned in comparison with educational credentials obtainable in Nova Scotia.

The following paragraphs deal with the factors which, the Indian university graduates believed, should receive consideration in the evaluation of applicants for purposes of admission to a university in Nova Scotia. The results are as follows:

TABLE 4.7

Factors Which Should be Considered in
the Evaluation of Applicants for Admission
to Nova Scotia Universities, in the Opinion
of Indian University Graduates

N=80=100% (Percentages)

Factors	Should be considered	Should not be considered
1. Number of years of education completed	71.25 . . .	28.75
2. Division of the degree	46.25 . . .	53.75
3. Number of courses completed in Indian Bachelor's degree held by the applicant	66.25 . . .	33.75
4. Course content	70.00 . . .	30.00
5. Marks in the subject area(s) in which applicant seeks admission	56.25 . . .	43.75
6. Indian university attended	47.50 . . .	52.50
7. Applicant's former teachers'/ professors' recommendations	56.25 . . .	43.75
8. Age of the applicant	27.50 . . .	72.50
9. Applicant's personal circumstances	27.50 . . .	72.50
10. Capacity* in which the applicant appeared in the examination	28.75 . . .	71.25
11. Number of attempts**	22.50 . . .	67.50
12. Proficiency in:		
(a) spoken English	86.25 . . .	13.75
(b) written English	90.00 . . .	10.00

* Whether the applicant attended university college as a "full-time day scholar", "part-time student", etc.

** The number of times the applicant had failed in the final examination, i.e., how many times an applicant wrote the final examination for the same degree before successfully passing it.

The Table reveals that a large proportion of Indian university graduates would recommend such factors as the number of years of education completed, the number of courses completed in the Bachelor's degree program, the course content previously covered, and proficiency in spoken as well as written English, for consideration in the evaluation of applicants for purposes of admission to universities in Nova Scotia. A smaller proportion - 56 per cent of the respondents - believed that marks in the subject area(s) in which the applicant seeks admission, and his former teachers'/professors' recommendations should also receive consideration.

On the other hand, a substantial to large proportion felt that such factors as division of the degree, university attended, age of the applicant, whether or not an applicant was a "full-time student", the number of times he had previously failed the final examination, and his personal circumstances should not form a part of the evaluative criteria. These provide a rather interesting contrast to what the university admissions officers and the university professors from India would consider pertinent factors.

A brief account follows concerning factors that the respondents believed should receive consideration.

1. While 66.25 per cent (53) of the respondents recommended the number of courses completed as

a factor in determining the suitability of an applicant for admission, only 50 per cent felt that there was a method of equating the number of courses completed in Indian Bachelor's degree with the number of courses required for a similar degree at universities in Nova Scotia. The suggested method coincided with what the university professors had indicated, that is, some estimation could be made by comparing the course content. The alternative suggestions were: the number of course completed could be appraised by taking into account the text books prescribed in the course and the number of hours spent in each course. At least one individual suggested that a joint committee of Canadian and Indian professors should look into the problem and make recommendations.

2. Regarding proficiency in English, nearly 92 per cent felt that Indian university graduates generally have an adequate knowledge of the English language to carry on successfully a program of studies at universities in Nova Scotia. However, 27.5 per cent of the respondents had some reservations in view of the fact that some Indian universities were changing the medium of

instruction from English to a language of the region in which the university was located.

3. Although less than 50 per cent of the respondents recommended consideration of the university attended in India and of personal circumstances under which the degree was taken, it is considered useful to present the ratings as collated from the responses in Tables 4.8 and 4.9.

TABLE 4.8

List of the Rated* Universities in Descending Order
(Opinions by Indian University Graduates)

-
1. University of Delhi
 2. University of Calcutta
 3. Madras University
 4. Panjab University
 5. University of Bombay
 6. Banaras Hindu University
 7. Aligarh Muslim University
 8. University of Gauhati
 9. Jadavpur University
 10. Annamali University
 11. Patna University
 12. Utkal University
-

* The ratings were computed by weighted frequency, assigning seven points each time a university was rated as the best, six points for second best, and so on.

It may be noted that the first six universities in Table 4.8 are the same as the top six in the estimation of the Indian university professors, although the order varies, and that three other universities are common to both lists.

TABLE 4.9

Potential Causes for Failure and/or Low Achievement at Indian Universities by Weighted Frequency of Mention*, by Indian University Graduates

Potential cause	Weighted frequency
1. System of External Examinations . . .	388
2. Lack of guidance at home . . .	322
3. Lack of guidance at university/college . . .	304
4. Financial factors . . .	241
5. Failure to adjust rapidly to the college situation . . .	240
6. Lack of close teacher-student relationship . . .	213
7. Immaturity (chronological age) . . .	202
8. Family demands . . .	194

* The method for computing the weighted frequency was the same as used in rating the universities, that is, seven points were assigned each time a factor (cause) was rated as number 1 potential cause, six points as number 2, and so on.

For the reader's guidance, mention may be made here of the fact that the university admissions officers did not indicate that they considered these factors in evaluating the applicants.

Once again, as was the case with university admissions officers and the university professors, Indian university graduates were also asked to indicate the level to which a Bachelor's degree in the third, second, or first division should entitle the holder to admission at Nova Scotian universities. The opinions have been summarized in the form of Table 4.10.

Level(a) at which Indian Bachelor's Degree should be held
 the Holder to Admission at Universities in Nova Scotia in
 the View of Indian University Graduates

N=885-1001 (Percentage)

Division (Class)	A D M I T		T O					
	Master's Degree Program		Undergraduate Degree (3-year degree course)					
	Preliminary or qualifying year followed by Master's Program	Preliminary or qualifying year followed by Master's Program	Final year	2nd year	1st year	Deny Admission Others		
Indian Bachelor's Degree	5.00	38.75	12.50	6.25	8.75	-	27.50	1.25 ^a
Applicants holding a third division Bachelor's degree	22.50	47.50	11.25	7.50	3.75	-	6.25	1.25 ^a
Applicants holding a second division Bachelor's degree	40.00	37.50 ^b	11.25	3.75	1.25	-	5.00	1.25 ^a

^aThe recommendation would be made on individual basis.

^b2.50 per cent of the respondents recommended admission of a first division degree holder directly to a 2-year Master's program

From the Table, one can see that 27.5 per cent (21) of the respondents felt that a third division degree holder should be admitted as a "special student" on probation to determine the level of placement. About 51 per cent (41) felt that third division degree holders should be admitted to a qualifying year toward Master's degree.

In the case of second division degree holders, the proportion of those recommending a probationary year dropped to 6.25 per cent (5). About 59 per cent felt that second division degree holders should be admitted to a qualifying year toward a Master's degree. Nearly 23 per cent of the respondents indicated that second division degree holders should be admitted to a one-year Master's program.

In the case of first division degree holders, eighty-nine per cent of those responding felt that applicants in this category should be admitted to a Master's program. Of all respondents, 40 per cent recommended admission of first division degree holders to a one-year Master's program. The proportion of those recommending a probationary year was down to 5 per cent.

The possibility of placement in an undergraduate year was another major alternative besides admission to a Master's program or to a probationary year. Fifteen per cent of the respondents felt that third division degree

holders should be placed at the undergraduate level. This proportion was down to 11.25 per cent in the case of second division degree holders. Only 5 per cent recommended that first division degree holders should be admitted to an undergraduate year. None of the respondents felt that admission should be denied to any one, regardless of the division in which the degree was obtained.

An effort was also made to determine if the respondents who had either obtained degrees from, or were studying at, the various North American universities felt differently on the subject. As may be seen from Table 4.11, a proportion of the respondents greater by about 10 per cent, as compared to those given in Table 4.10, favour placement of applicants holding Bachelor's degrees in division I, II, or III at the undergraduate level. There is no significant shift in the percentage of respondents recommending admission to a probationary year. Once again, none of the respondents felt that admission should be denied.

Level at Which Indian Bachelor's Degree Holders Should Enroll to
 the Holder to Admission at Universities in Nova Scotia
in the View of Indian University Graduates

(Opinions by Indian University Graduates who had been
 studying at the North American Universities)

N=31=100% (Percentages)

A D M I T		T O				
Division (Class) of Indian Bachelor's Degree	Master's Degree Program		Undergraduate Degree (3-year degree course)			Others
	One year Master's Program	Prelimi- nary or qualifying year fol- lowed by one-year Master's	Final year	2nd year	1st year	
Applicants holding a third division Bachelor's degree	6.5	29.0	12.9	16.1	-	3.2 ^a
Applicants holding a second division Bachelor's degree	19.3	32.4	19.3	9.7	-	3.2 ^a
Applicants holding a first division Bachelor's degree	32.4	29.1 ^b	19.3	3.2	-	3.2 ^a

^aThe recommendation would be made on individual basis

^b6.5 per cent (2) of the respondents recommended admission of first division Bachelor's degree holders directly to a two-year Master's program

With reference to the skills and attitudes which the respondents felt would help or hinder the Indian University graduates in the completion of their studies, the views were quite similar to those of the university professors. However, a few additional points were noted which, some of the respondents felt, would stand in the way of successful performance of potential students. These are reproduced below:

Non-recognition of applicant's previous satisfactory academic performance by the universities in Nova Scotia.

Repetition of the work already completed could lead to personal frustration.

Home sickness at the beginning, shyness to speak up leading to the lack of participation in seminars, etc.

Lack of critical approach. The examination system in India and the methods of teaching do not lead the student toward developing a process of critical thinking. On the contrary, the system encourages verbal memorization of the facts, etc.

Difficulty at the beginning in meeting the requirements in the area of writing term papers, etc. and use of Canadian idiom.

This chapter reflects the feelings of Indians in Nova Scotia regarding the recognition of Indian educational credentials obtained by them. A large majority of the respondents feel that their certificates/diplomas/degrees are better or equal to similar credentials obtained in Nova Scotia. Since 70 per cent of the respondents are trained

in the profession of teaching and the majority of them have taught both in India and Nova Scotia, there is reason to place some reliance on the validity and authenticity of their judgment. However, it is plausible that the criteria of an Indian educator for judging a "good" student might be different from those of Canadian educators. It is possible that an individual who produces a large quantity of facts on paper, might be considered a "good" student by an Indian educator while the same student might not be as highly rated by a Canadian educator, due to a lack of critical approach, etc.

One point that the contents of this chapter have not yet indicated is the anxiety and strength of feeling of Indians regarding the admissions policies and practices of Nova Scotian universities. The requirement of an Indian Bachelor's degree in the first division for admission to the first year of a 3-year undergraduate degree program was termed "too high" by almost all the respondents.

The account of the factors that the Indians felt should be considered to evaluate an applicant, and the level to which the holder of a third, second, or first division Bachelor's degree should in their opinion be admitted, point out clearly that all potential applicants feel they should be admitted to universities in Nova Scotia with less emphasis on their past academic achievement.

Some pertinent and frequently-noted comments[†] indicating the views of the respondents to the questionnaires are reproduced below:

. . . the authorities [the admissions officers] should be very considerate to the immigrants. They should appreciate the interest of the applicants rather than close their doors on them.

. . . apart from one's past academic background, it is important to see one's interest in a particular course.

. . . the university authorities in Nova Scotia hesitate in admitting Indians to their institutions for higher studies. I feel, denying admission is not the solution. Nearly eighty per cent (perhaps more) of the Indian professionals in Nova Scotia are teachers. If they are encouraged to pursue studies at Nova Scotian universities, their pupils would benefit.

From what I have heard, I sincerely feel that Nova Scotian universities, and Saint Mary's in particular, are trying to limit the number of Indian students who would be admitted. The basis for doing so is certainly not academic excellence since Indian students have generally done well [ed].

With regard to the admissions policies, may I ask if the authorities have adopted the same policies in case of students from China, Taiwan, Singapore, Hong Kong, Lebanon, etc., since their mother tongue, too, is not English. It is interesting that students from the countries mentioned above are admitted unconditionally to Master's and Doctoral programs.

Attitude toward Indian students in the matter of admission stems mainly from facile and quick generalizations by the university authorities. The Indian students, generally, compare favourably with Canadian students . . .

[†]Several of the comments were made by people who were admitted to universities in Nova Scotia.

CHAPTER FIVE

THE EDUCATIONAL SYSTEM IN INDIA

A careful analysis of the information recorded in chapter two indicates a great deal of confusion and puzzlement on the part of the Nova Scotian universities regarding admission of Indian university graduates. The problem of assessing Indian education is a complex one, all the more because education in India is a state responsibility. Each of the sixteen states has a separate and slightly varying system.

This chapter attempts to present an overview of the educational system in India. It will include an account of the pattern of schooling and university organization,* and a critical appraisal of education in India with emphasis on higher education, so as to arrive at some conclusions and to offer suggestions accordingly.

PATTERN OF SCHOOLING AND UNIVERSITY ORGANIZATION

As stated above, education in India is a state responsibility. The Constitution of India, adopted in 1950,

* Sources regarding university organization:

1. Frances M. Willard, op.cit., pp.22-23.
2. India, Ministry of Education, Directory of Institutions of Higher Education (1967).
3. V.K. Kohli, Current Problems of Indian Education, Jullunder, India: Krishna Brothers (1970).

charges each state with the organization and administration of its system of education. There is also a Ministry of Education at the Union (federal) level which acts as a guiding body and is responsible for dealing with educational matters for the country as a whole. Since 1947, several commissions, for example the Radhakrishnan Commission (1948-49), the Mudaliar Commission (1952-53), and the Education Commission (1964-66), were appointed by this Ministry.

As a result of the Report of the Secondary Education Commission (the Mudaliar Commission, 1952-53), a decision was taken to develop a national pattern of school classes covering eleven years - five years of lower primary, three years of upper primary, and three years of higher secondary classes. This was to be followed by a three-year course for the first degree in arts, science, or commerce. The Report of the Education Commission (1964-66)¹ states:

. . . while the three-year degree course has been introduced everywhere except in the State of Uttar Pradesh and the University of Bombay, the same success has not attended the efforts to convert high schools into higher secondary schools.

Table 5.1 illustrates the pattern of school and college classes, as in 1965-66, in different states of India and the Union territory of Delhi.

¹India, Ministry of Education, Report of the Education Commission, (1964-66), Education and National Development, New Delhi: Government of India Press (1966), pp.24-25.

Table 1
 Pattern of School and College Classes
 (Arts & Science) in Indian States and
 the Union Territory of Delhi (1965-66)

State(s)	Lower Primary	Upper Primary	Lower Secondary	P.U.C.	Higher Secondary	First Degree	Total*
Andhra Pradesh	5	3	3	1	4	3	15
Assam and Nagaland	5	3	4	1	5	3	16
Bihar, Gujrat, & Maharashtra	7(a)	-	4	1	-	3(b)	15
Jammu & Kashmir, Punjab, Rajasthan, & West Bengal	5	3	2	1	3	3	14
Delhi	5	3	-	-	3	3	14
Kerala	4	3	3	2	-	3	15
Madhya Pradesh	5	3	-	-	3	3	14
Madras	5	3	3	1	-	3	15
Mysore	4	3	3	1	4	3	14
Orissa	5	2	4	1	-	3	15
Uttar Pradesh	5	3	2	-	2(c)	2	14

* The figures indicate the duration of the stage in years. To arrive at the total, add lower primary, upper primary, and (i) lower secondary and P.U.C., or (ii) higher secondary, but not both.

(a) Integrated primary course, there being no higher primary schools.

(b) In the University of Bombay, there is a two-year Intermediate course followed by a two-year degree course.

(c) Refers to Intermediate colleges.

Source: The Report of the Education Commission (1964-66), p.25.

Students preparing for university education proceed through high school or higher secondary school. Under the new system, the higher secondary school includes grade eleven and leads to the Higher Secondary School Certificate (H.S.S.C.). Under the old system, the high school prepares students for the Matriculation Certificate. These latter students then have to take a one-year course leading to the Pre-University Examination (P.U.E.) and Certificate (P.U.C.) which is accepted as the equivalent of the H.S.S.C.

Candidates who have passed P.U.C. or H.S.S.C. go directly into the three-year program leading to a first degree (B.A., B.Sc., or B.Com.) in arts, science, or commerce. Those aspiring to a degree in medicine, engineering, or another technical field must first complete the equivalent of an Intermediate Science Certificate. To obtain a certificate equivalent to the Intermediate Science, holders of H.S.S.C. or P.U.C. have to take a one-year program, offered at most universities, called pre-medical and pre-engineering.

The responses to the questionnaire indicate that the length of school and university programs in India is a source of great deal of confusion to those responsible for evaluating Indian degrees. In an attempt to offer some clarification on the subject, it may be stated that the B.A., B.Sc., and B.Com. degrees represent a total of fourteen to

sixteen years of schooling, depending upon the state in which the student attends school and the university. Fourteen years of schooling for a first degree does not necessarily mean an inferior or lesser training as compared with those who receive 15 or 16 years of instruction as in the states of Andhra Pradesh and Assam. Graduates of the University of Delhi and Panjab University seem to have done as well as students from any other university in India, although a first degree in arts, science, or commerce in both the universities represents only fourteen years of instruction. Incidentally, a reference by Leo J. Sweeney² as well as the ratings of both the university professors and the Indian university graduates indicate that the University of Delhi is one of the best, if not the best, in India.

To complete the requirements for a B.Ed. degree, students have to re-enroll for an additional year and take a program consisting almost entirely of education courses. Another year after the B.Ed. degree leads to an M.Ed. degree.

²Leo J. Sweeney, Evaluation of Indian Higher Education, A speech presented at the May, 1969, Conference of the National Association for Foreign Student Affairs (mimeographed), p.8.

Sweeney is a former Fulbright Lecturer-Consultant (1967-68, and 1969) with the U.S. Educational Foundation in India, and currently the Director of Admissions and Registrar, University of Missouri, Kansas City.

For a Master's degree in languages, mathematics, natural, physical, or social sciences, etc., the program is spread over two academic years.

A B.Sc. or B.E. degree program in engineering and technology requires, in addition to the above-mentioned Intermediate Science or Pre-engineering Certificate as an admission qualification, four years of university study for completion. Thus, these degrees represent two additional years of education in comparison with a degree in arts, science, or commerce in the same educational jurisdiction.

With reference to the university organization, three federal universities were founded in 1857, namely, the Universities of Bombay, Madras, and Calcutta. These were mainly examining boards, the actual instruction being given in affiliated colleges in each area. Each university administered so wide a territory that its task became unwieldy. Two universities were added before 1900 - the University of Allahabad and University of the Panjab.

Since 1913, the trend has been in the direction of providing residence and instruction at the university campuses as well. Several such institutions were established before 1940 by the British and Indian commissions on education. The process has been accelerated since 1947 when India gained independence.

Almost all Indian universities are conglomerates of on-campus teaching departments and affiliated colleges. The on-campus university departments (sometimes referred to as constituent colleges) are often the graduate and/or the professional faculties of the institution. The affiliated colleges, located within the jurisdiction of each university, are centres in which students prepare for the examinations conducted by the affiliating university. Some of the affiliated colleges are run by private organizations such as the religious bodies, and most others by the local and/or the state governments.

EDUCATION IN INDIA - A CRITICAL APPRAISAL

On education in India, Louis G. Geiger³ observes:

. . . education in India is just at a state of transition from an elitist limited purpose orientation to one that is directed to opening opportunities for the masses and to filling the manpower needs of a developing industrial society.

Since India became independent, the trend has been to emphasize the provision of extensive education, justified not only on the grounds of social justice and democracy, but also for raising the competence of the average citizen.

³Louis G. Geiger, "The Indian Universities and the American Experience", American Association of University Professors Bulletin, Vol. 53 (March, 1967) p.16

However, educators both in India and abroad feel that this expansion due to social pressures has led to the lowering of standards. This section deals with some of the Indian and non-Indian comments on the system. The topics discussed are: the system of external examinations, student-teacher ratios, teaching staff salaries and qualifications, student characteristics, and recent developments in Indian higher education.

The System of External Examinations

The system of external examinations adopted from the British system has been severely criticized by educators and students alike, and is considered to be the most serious problem. It may be recalled here that almost all Indian universities are affiliating and act as examining boards. The system of examinations closely resembles the once popular provincial examinations conducted by the Nova Scotia Department of Education for grades eleven and twelve. The system assumes that high academic standards can be maintained only if examinations are directed by authorities outside of the immediate college setting. The question paper, in each subject, is set by one individual for all students within the educational jurisdiction of the university. The system of external examinations dictates both the nature of the curriculum and the teaching process.

In his book, *The Indian University*, Robert L. Gaudino⁴ characterizes the external examination system as follows:

To understand education in India, one must be aware of the apparatus of examination, this built-in system of question-asking outsiders, hectic memorization, long halls with rows of writers. The first, most important, primary fact to stress is that the system of examination is ingrained, unashamedly, and unflinchingly ingrained. It is an anchored fact, a down-to-the-depths and heavy-sinking fact of the student's life. It is not just a technique. It is the definition, the everyday-familiar assumption, the preconditioning of learning. The unformed infant student is nursed on the examination, takes it as his mother's milk, is seldom weaned away to other educational nourishment . . . All educators admit that examination marks are an inexact criterion, but they are the strong foundation, too much so, on which opportunities open up or narrow after graduation . . . It is not surprising to find the student tense about his examinations, apprehensive about their results, prime to riot about any inconvenience in their functioning.

Also on the subject of external examinations, the Report of the Committee on Examination Reform⁵ states:

The student confines his study to those portions of the course which are likely to be covered by the questions, memorises stock material, and makes little attempt to acquire deeper understanding of his subject. Colleges, in their turn, become agencies for the supply of stereotyped information. They may instruct their students, but they fail, very largely, to educate them.

Robert L. Gaudino, *The Indian University*, Bombay: Popular Prakashan (1965), cited by Leo J. Sweeney, *op.cit.*, p.5

University Grants Commission [India], Report on Examination Reform, New Delhi: The Commission (1962) p.27

In the same context, Everetta Sims Rutherford,⁶
 a Fulbright scholar at Madras Christian College in 1963-64,
 adds:

. . . a professor can not allow free investigation aimed at discovering new or possibly conflicting truths. He is expected to prepare and deliver formal lectures based directly on the content of the textbook. Any attempt to introduce outside material, upsets and confuses the students. Thus entire work of the course is directed toward preparing the students to pass the public examination.

In the words of Benjamin S. Bloom,⁷ the examinations are "viewed [by students] as a dreaded experience, with great anxiety and emotional tension . . ." He further explains:

Since examinations are the major bases on which the rewards of the University and ultimately the prizes of the society are awarded, they [the students] believe the person with good sense must concentrate on the examinations.⁸

Insofar as the type of questions asked in the examination are concerned, the Report on Examination Reform

⁶Everetta Sims Rutherford, "The Indian University - As Seen by a Fulbright Professor", The Journal of Higher Education, Vol. 37 (1966) p.145.

⁷Benjamin S. Bloom, Evaluation in Higher Education, A Report of the Seminars on Examination Reform, New Delhi: University Grants Commission (1961) p.13.

⁸Ibid., p.13

points⁹ out: "By and large the written essay type examination dominates the present system of examination in India."

The Report goes on to state:¹⁰

The essay type of examination which prevails at the degree stage as elsewhere suffers from such major defects as lack of clearly defined objectives, arbitrary sampling and subjective scoring. . . . As no credit is given for class work, students do not apply themselves regularly to their studies. . . . Students experience considerable mental strain under the present system under which a final examination is held at the end of the degree stage on the result of which the future of the students depend.

In view of the above observations, it seems clear that the present system of examinations in India has far reaching repercussions. The Committee on Examination Reform¹¹ contends:

If examinations are, as at present, mainly a test of memory and do not satisfactorily measure the critical power and intellectual development of students, it is not surprising if students and teachers do not approach their work in the right spirit.

The Committee also points out that "The examination system has become a barrier to changes in the curriculum." In this respect, the Report on Evaluation in Higher Education¹² notes that many a syllabi are obsolete by over a decade.

⁹ Report on Examination Reform, p.11

¹⁰ India, Ministry of Education, Report of the Education Commission (1948-49), and quoted in the Report on Examination Reform, p.7

¹¹ Report on Examination Reform, p.1

¹² Benjamin S. Bloom, op.cit., p.5

Briefly, the foregoing comments and discussion thereof indicate that the present system of examinations imposes a narrow scope upon learning and restricts subject matter. The instructor can not teach new developments in his subject, unless they are incorporated in the syllabus, for he lacks the time and the cooperation of his students. The students' sole aim is to pass the examination and to get the stamp of success. Therefore, they resent the introduction of any material which is not prescribed in the syllabus. The system, in its present form, fails to develop the process of rational thought, sense of inquiry, and the art of questioning and criticism. It would seem that the purpose of the present examination system is not organically related to the process of education.

It should, however, be pointed out that the essay type examinations, which dominate the Indian university scene, although they suffer from major defects, have some favourable points too. The essay type examinations¹³ assess, for example, student's ability to select, organize, and integrate subject matter. The expressional ability of the student comes to the forefront. The essay type of examination requires students to produce an answer and not just recognize

¹³ Robert L. Thorndike and Elizabeth Hagen, Measurement and Evaluation in Psychology and Education (Second Edition), New York: John Wiley & Sons, Inc. (1966) pp.41-56

it, as may be the case in the objective type questions. Also, the essay type examination is free from guessing and requires students to acquire factual knowledge.

On the existing system of examination, however, the University Education Commission (1948-49) stated, "We are convinced that if we are to suggest one single reform in university education, it should be that of the examinations."¹⁴ As a result of the Commission's (1948-49) report, questions¹⁵ such as the following have been raised:

1. How can the conventional examination be modified so as to make it a better instrument of measurement and selection?
2. What is the level of reliability of these examinations and by what technique can it be improved?
3. What is the present level of error attributable to subjectivity on the part of the examiner and by what technique can this error be reduced?
4. What are the most sound procedures for combining marks from internal and external assessments?
5. What is the relationship between the student's performance in various papers and how should the results be combined?

¹⁴Report of the University Education Commission (1948-49), New Delhi: The Ministry, Vol. 1, p.328

¹⁵H.J. Taylor, Three Studies in Examination Technique, New Delhi: University Grants Commission (1964) p.1

Benjamin S. Bloom, op.cit., pp.3-24

6. What is the relationship between the student's examination marks and the teacher's judgment of his competence?
7. What kind of questions should the students be asked to measure the level of their knowledge, critical power, and intellectual development?

What is being done in response to these questions?

A few answers are supplied by H.J. Taylor:¹⁶

To this end much research is being done on the analysis of question papers, to determine the difficulty index and discriminating power on different items. Other studies are concerned with the design of more efficient and objective methods of testing, and the means of putting such methods into practice.

The Committee on Examination Reform¹⁷ notes that

The University Grants Commission had

. . . drawn the attention of the universities to the desirability of reducing the burden of the final examination, distributing the work of the students uniformly throughout the course, instituting tutorial work, and trying out experiments of using objective tests and improving examination.

Benjamin S. Bloom held a few seminars in India on the reform of the examination system. In his report Evaluation in Higher Education, Bloom has high-lighted some of the deficiencies of the external system of examinations and has proposed some remedial measures. In the light of the

¹⁶H.J. Taylor, op.cit., p.1

¹⁷Report on Examination Reform, p.4

educational objectives listed by the seminar participants, this report illustrates sample questions in many fields and also provides evaluation techniques.

On the subject of reforms in the system of examinations, Leo J. Sweeney¹⁸ states:

The adoption of the semester system by a number of Indian universities might become the vehicle for some of the badly needed changes in higher education. That the University of Delhi, perhaps India's best all-round university today, goes on the semester calendar effective with the 1969-70 academic year may induce other universities to follow its lead. How can a mere change in calendar effect significant changes in an institution? . . . in some places the adoption of the semester calendar meant the replacement of annual examinations by semester ones, the meaningful use of sessional marks (grades for lecture and laboratory work, term papers, etc.) in the semester's final marks, and even the revision of the syllabi (curricula).

The foregoing statements lead one to conclude that authorities in India are aware of the defects in the existing system of examinations and that efforts are being made to improve the system to achieve such desired objectives of education as instruction in skills, promotion of the general powers of the mind, the advancement of learning. One might get the impression that educators in India are aiming merely at more objectivity but the fact remains that they are

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Leo J. Sweeney, op.cit., p.8

Examining all aspects of education. Professor Samuel Mathai of the University Grants Commission and indeed the Committee on Examination Reform emphasizes the point that "any reform in examination would be unavailing without a corresponding reform in the teaching and learning processes."¹⁹

Student-Teacher Ratios, Staff Salaries and Qualifications

It has been claimed by many educators,^{*} such as Lorraine D. Eyde, Gaudino, Geiger, Sweeney, that another major problem at universities in India is the ineffectiveness of a large proportion of university teachers. Several of the writings point out that Indian educators are wrestling with the problem of quality versus quantity. The above-named critics contend that high student-teacher ratios, and low staff salaries and qualifications, afflict almost all Indian universities and their affiliated colleges.

However, facts and figures, published annually by the University Grants Commission, simply do not bear out

¹⁹ Report on Examination Reform, p.vi

* Many printed sources on Indian higher education, published both in India and abroad, reveal a great deal of repetition. The Report of the Education Commission (1964-66) is very comprehensive and covers almost all aspects of Indian education that many others have written about. To avoid repetition, this writer has extracted the various points of criticism and information pertinent to the same from the articles and other sources listed in the bibliography.

this contention. On student-teacher ratios, for example, the Committee²⁰ on Colleges reports:

It is true that the pupil-teacher ratio in our universities has been deteriorating somewhat over the past few years. From 15.5 in 1961-62, it went down to 16.3 in 1962-63 and to 17.3 in 1963-64. But it is not as alarming as it is made out sometimes. Pupil-teacher ratio in France is 30:1 and in Germany (F.R.) it is 35:1. U.S.A., U.S.S.R., Sweden and Netherlands have a pupil-teacher ratio between 12:1 and 14:1.

The pupil-teacher ratios, given above, are for all faculties. A further breakdown of pupil-teacher ratios for professional colleges, faculties of arts, science, and commerce, published in 1969 by the University Grants Commission,²¹ is as follows:

Professional Colleges (such as colleges of medicine, law, engineering, technology, etc.)	. . .	9.8:1
Arts	. . .	18.1:1
Science	. . .	19.7:1
Commerce	. . .	37.8:1

²⁰University Grants Commission [India] Report of the Committee on Colleges, New Delhi: The Commission (1967), p.12

²¹University Grants Commission [India], University Development in India: Basic Facts and Figures (1966-67), New Delhi: The Commission (1969), pp. 134-36.

Regarding status of the university/college teachers, Rhona Gate²² in an article, "Indian Universities in Transition", describes the situation as follows:

Since the war the disparity between the monetary rewards of teaching, on one hand, and of government service or business, on the other hand, have become so great that it is hardly unfair to say that the average college is staffed equally by the very young who hope soon to go on elsewhere and the rather old who have given up hope of going elsewhere. Though devoted and conscientious, neither group make ideal teachers; and few consider it their business to undertake research.

The foregoing comment seems to imply that university/college teachers' salaries and/or their status were not satisfactory at the time Rhona Gate made the observations. Except in the case of top administrative positions at the federal level,* the alleged disparity, in the writer's opinion, simply does not exist. Even matrimonial advertisements in daily newspapers (an Indian characteristic) since the early 1950's do not support Gate's observations. Advertisements which run something like this - "Wanted a medical doctor, engineer, or a college lecturer for a

²²Rhona Gate, "Indian Universities in Transition", Universities Quarterly, London: Vol. 14 (February/ April, 1960) p.154

* Selection of personnel for these limited positions is made on the basis of all-India competitions. Successful candidates, then, undergo a very rigorous training program extending over two or three years.

Beautiful tall, slim girl. Excellent family connections." -
 Indicate to a great extent the respectable status that
 medical doctors, professional engineers, and college
 lecturers command in the Indian society.

In reference to salaries, the University Grants
 Commission Report²³ for the year 1964-65 points out:

. . . the Commission has been providing
 assistance to Central and State univers-
 ities for the introduction of the following
 scales of pay for their teaching staff:

Professor	. . . Rs.1,000-50-1,500*
Reader/Senior Lecturer	. . . 700-40-1,100
Lecturer	. . . 400-30-640-40-800

The same report states that 42 universities and
 their affiliated colleges, at the time of writing, had agreed
 to introduce the recommended scales of pay. The Report on
Standards of University Education²⁴ indicates that thirty-
 eight of the forty-eight universities listed in the report,

²³ University Grants Commission [India], Report for the Year 1964-65, New Delhi: The Commission (1966) pp.24-25.

²⁴ University Grants Commission [India], Report on Standards of University Education, New Delhi: The Commission (1965) pp.201-209.

* The figures denote a basic salary of Rupees 1,000 per month and an increase in salary at the rate of Rupees fifty per year until a maximum of Rupees 1,500 per month is reached.

had implemented the said pay scales.[†] The Report of the Education Commission (1964-66) recommends still higher salaries for teachers in the university departments.* It should be stated, however, that the scales of pay in India do not usually include dearness and other allowances. While the scales of pay noted herein would represent, if converted, a small amount in dollars, they do ensure a "decent" standard of living in India. In this writer's recollections, the salaries of university/college teachers in the 1950's, though lower, were also considered "respectable", besides the fact that the position of university/college teacher was itself looked up to.

The teaching load of teachers at universities, for example Delhi and Panjab, ranges from 12 to 15 hours per week.²⁵ At most universities, the number of lecture hours for Professors, Readers/Senior Lecturers, and others engaged in research is slightly lower.

² Report on Standards of University Education,
pp. 215-219

[†] This writer during his visit to India in the summer of 1971, learned that still higher scales of pay recommended by the University Grants Commission sometime in 1968-69 were in effect at the University of Delhi and Panjab University, and their affiliated colleges.

* On-campus departments usually impart instruction at the graduate level.

To qualify for a lecturer's position at an affiliated college, the applicant must at least have a first or high second class Master's degree. Qualifications required for appointment to teaching posts at the University of Delhi and Panjab University[†] are listed in Table 5.2

TABLE 5.2
Qualifications Required for Appointment to Teaching Positions

Position	University of Delhi	Panjab University
Professor	A scholar of eminence. Independent work of high standard and experience of teaching post-graduate classes and guiding research for a considerable period of time.	Brilliant academic career followed by outstanding research. Ten years teaching experience of post-graduate classes or post-doctoral research and competence to guide research.
Reader/ Senior Lecturer	Good academic record with first or high second class M.A./M.Sc. with a doctor's degree or equivalent published work. Independent work with at least 5 years teaching experience.	At least a second class Master's degree with Ph.D. or D.Litt. Research experience and teaching experience of 5 years.
Lecturer	Good academic record with first or high second class M.A./M.Sc. degree. Evidence of published work, advanced studies or experience of teaching for not less than 2 years.	A I or II class Master's degree.

Source: The Report on Standards of University Education (1965), New Delhi: University Grants Commission, pp.186-200.

[†]University of Delhi and Panjab University were selected because a large number of Indian immigrants, living in Nova Scotia, are graduates of these two universities (Table 4.2).

In view of the unemployment situation in India since the late 1950's, it is conceivable that universities have had no difficulty in hiring personnel who meet at least the minimum required qualifications for appointment to teaching positions.

Student Characteristics

1. Chronological Age. Many American and English educators (for example, Margaret Cormack,²⁶ Lauwerys, Sweeney) have found Indian students to be chronologically younger than their American and English counter-parts at the university level, and to this they attach some importance.

The Education Commission (1964-66) recommends²⁷ that "The age of admission to Class I should ordinarily be not less than 6+." According to this recommendation, when implemented, holders of a first degree in arts, science, or commerce will be at least twenty years of age.

2. Guidance and Counselling. Generally, students receive little or no counselling at any school level. The

²⁶ Margaret Cormack, She Who Rides a Peacock, New York: Frederick A. Praeger (1961)

J.A. Lauwerys, formerly Professor of Comparative Education and Chairman of the Board of Studies at the University of London, Institute of Education, is currently the Director of Atlantic Institute of Education.

²⁷ Report of the Education Commission (1964-66), p.616

counselling they do receive is informal, haphazard, and mostly in the form of vocational information. Counselling is an extra curricular activity. That is, counsellors usually carry their normal teaching load as well. Under the circumstances, students continue to select academic curricula and professional goals without reference to their aptitudes or the opportunities available. Most of the time, selection of academic curricula and professional goals is influenced by popular stereotypes, and by associates and peers.

To improve the situation, the Education Commission²⁸ (1964-66) recommends that Guidance and Counselling should be regarded as an integral part of education and that guidance should begin in the primary school.

3. Imposition of Early Specialization. In early adolescence students are required to choose between a specialization in arts or the sciences. Switching between the two is difficult at a later stage. Students thus prepared not only lack a well-rounded education but may not have been trained in the area of their interest and aptitude. This may well be a factor contributing to the high failure rates at university examinations.*

²⁸ Ibid., p.639

* The failure rate both for the Intermediate Certificate Examinations and first degree in arts, science, or commerce is nearly fifty per cent. The failure rate is discussed at length later in the thesis.

The recommendation to stream students at the end of grade eight was made by the Mudaliar Commission (1952-53). However, the implementation of the recommendation brought to the forefront the inherent defect of early specialization. Concerning this, the Education Commission recommends that "The system of streaming in schools of general education from class IX should be abandoned and no attempt at specialization made until beyond class X."²⁹

Recent Developments in Indian University Education

In reference to recent developments, the observations of Leo J. Sweeney³⁰ are:

. . . The University Grants Commission (UGC) under the leadership of its dynamic Secretary is exerting increasing influence in the area of higher education. The UGC, copied somewhat from the British model, was established in 1945, and by the UGC Act of 1956 was charged with the general duty of taking "all such steps as it may think fit for the promotion and co-ordination of University education and for the determination and maintenance of standards of teaching, examination and research in Universities." Its establishment of Centres of Advanced Study has been one of its most imaginative moves. This plan is "to give active support and substantial assistance to promising departments in the universities . . ." The realization of "international standards" in specific fields, both in postgraduate (graduate) teaching and research, is another way of describing the objectives. A total of twenty-nine such centres now are in operation . . .

²⁹Ibid., p.616

³⁰Leo J. Sweeney, op.cit., p.7

The University Grants Commission is increasingly stressing the visitation of universities to assess their needs and their quality. The Union Government is becoming more and more involved in all aspects of Indian education. The Report on Standards of University Education points out, "The fact that the business of coordination has been entrusted to a central agency [UGC], in spite of education being a state subject in India, is significant."³¹

Another central agency, the National Council of Educational Research and Training (NCERT) is doing commendable work in the promotion of educational research and experimentation, the training of high-level educational experts and administrators, the production of better text books and instructional materials, and in general the provision of leadership for the pursuit of excellence in education. Activities of the Department of Curriculum and Evaluation of the N.C.E.R.T. include examination reforms, training of examiners and question paper setters in order to help them to improve the technique of questioning, marking, etc.

In terms of new strategy at the primary and secondary levels, Gulab Chaurasia and Gopi Nath Kaul in their article,³² "Recent Trends and Developments in Primary and

³¹ Report on Standards of University Education, p.99

³² Gulab Chaurasia and Gopi Nath Kaul, "Recent Trends and Developments in Primary and Secondary Education in India", International Review of Education, Vol. 13 & Supp. (1967) p.346

Secondary Education in India," have stated some of the important aspects of the new strategy of education planners, such as adoption of small class size or pupil-teacher ratios, larger allocation of funds, and improvement of teaching personnel. Although the new strategy relates to elementary and secondary education, this will feed academically better prepared students to institutions of higher learning.

The recommendations³³ of the Education Commission (1964-66) encompass almost every facet of Indian education. Some highlights are: stricter conditions for granting affiliated status to colleges; policies to admit only those students to universities who are sufficiently interested in learning and acquisition of knowledge; introduction of additional vocational courses for those who will not gain admission to universities; introduction of a longer (11-12 years) and uniform period of instruction to the end of secondary education; enrichment and updating of course contents; application of new, modern methods of teaching and learning; introduction of new techniques to evaluate students in an effort to distribute learning over the year rather than the three or four months before the final examinations.

The recommendations of the Education Commission (1964-66) give promise that degrees awarded in future years by universities in India will compare more favourably in terms of "international standards" than they do now.

³³ Report of the Education Commission (1964-66), pp.613-673

SUMMARY AND OBSERVATIONS

The current educational process in India seems to be afflicted by many defects which tend to force students towards conformity, away from investigation, and critical thinking. The most serious shortcoming is the system of external examinations. However, there are promising trends in Indian higher education. There is growing evidence of the fact that universities in India are implementing recommendations of both the University Education Commission (1948-49) and the Education Commission (1964-66) as fast as their financial resources permit.

The fact that the University Grants Commission has assumed the responsibility for the determination, promotion, and maintenance of standards of teaching, examination, and research, is significant. The whole process of education has been reviewed by the various committees and the commissions appointed by the University Grants Commission and the Ministry of Education, Government of India.

The introduction of the semester system at some of the renowned universities has distributed the academic load evenly over the year compared with the traditional system under which the tendency of the students was to "wake up" only three or four months before the final examinations held annually or once in two years. Also, improvements in the examination techniques and stricter control on admissions, are a few among the several signs of hope. Although further

Improvements are highly desirable, it should be recalled that the pupil-teacher ratios at Indian universities and affiliated colleges, the salaries of the teaching personnel and their qualifications are not as alarming as they are bruited by the critics.

While not considered essential to the analysis demanded by the objectives of this thesis, it may be said that it is not correct to apply North American criteria³⁴ to evaluate Indian universities as they existed in the 1950's and the 1960's (and thus the degrees awarded during that period), simply by converting rupees into absolute dollars without reference to the difference in the cost of living. Although operating budgets, physical facilities, etc., provided for at most universities are inadequate, as pointed out by the Indians themselves through various committees and reports of the University Grants Commission, a comparison of the funds spent on Indian education with those of the North American universities may be misleading. Yet, a few American and English writers have done exactly this, for example, in their contention of low salaries paid to university/college teachers in India.

³⁴William K. Seldon, Accreditation: A Struggle over Standards in Higher Education, New York: Harper & Bros. (1960) pp.70-71.

Finally, despite all the criticism directed at Indian education, it may be said that everything about Nova Scotian universities is not "superior or even sound", nor everything about Indian universities "inferior or unsound." Additionally, the observations of Sanford Cohen are worth noting. According to Cohen:³⁵

Indian college-university system is presently one of the more promising aspects of the current scene in all South Asia. With few exceptions, no countries in the belt stretching from Indonesia across South Asia, the Middle East, Africa, and South America have anything nearly as good.

³⁵ Sanford Cohen, "Problems of Bolivian Higher Education," The Journal of Higher Education, Vol. XXXVI (Feb., 1965), pp.80-86.

CHAPTER SIX

TOWARD DEVELOPING GUIDELINES FOR EVALUATIVE CRITERIA

The previous chapter outlined the pattern of education in India and discussed some aspects of the system which greatly influence the educational process. This chapter develops suggestions for the evaluation of Indian Bachelor's degrees, on the basis of data and information presented in the preceding chapters, and published and unpublished material on higher education in India. At the outset some general reflections on the standard of Indian university degrees are presented, and then there is an examination of specific variables that might be included in the evaluation process, namely, age of the applicant and his marital status, Indian university attended, former teachers' recommendations, proficiency in English, course content and years of education completed, and the division of the Degree. Suggestions as to whether and how these variables should be taken into account are offered in each case.

STANDARDS OF UNIVERSITY EDUCATION

On the subject of educational standards, the Report

on Standards of University Education¹ states:

Standards have to be judged by international comparisons. . . The general opinion among university teachers seems to be that the quality of the best students has not deteriorated, but that the average student of an Indian university does not

Report on Standards of University Education, pp. 12-13

compare favourably with his counter-part in the well-known universities of the rest of the world. This is indicated by the fact that some of our students find it increasingly difficult to obtain admission to them.

On the same issue, the Education Commission² (1964-66) too states that the existing standards, judged on the basis of adequacy in relation to the task for which they are intended, dynamism, and international comparability, do not appear to be satisfactory. The Commission³ adds:

The main purpose of the first degree should be to bring students to the frontiers of knowledge and to the threshold of the world of research; and that of the second degree to provide a high level of specialization or to initiate the student into research itself. Our first and second degrees in arts, commerce and science do not generally come up to these standards. Moreover, our degrees should be internationally comparable in the sense that those given by our best centres should be as good as those of similar institutions in any part of the world. But by and large, it is our second degree in arts, commerce and science that introduces the student to the world of research and is comparable to the first degree in the educationally advanced countries.

A careful look into the statement by the Committee on Standards of University Education reveals that its basis of comparison is the admissions policies at some of the "well-known universities of the world". The basis of these admissions policies is one of the issues examined in this thesis.

Similarly, an analysis of the observations of the Education Commission (1964-66) indicates that the Indian university degrees are being compared with similar degrees

²Report of the Education Commission (1964-66), p.41

³Ibid., p.41.

obtainable at some of the best and very reputed universities of the world. The composition of foreign membership of the Commission and the institutions* they represent seem to have been an influencing factor. It is plausible that the expressed concern of the Education Commission points to the goals or ideals that should be achieved in terms of international comparability. The judgment of the Commission would thus have to be called a conservative view of the adequacy of Indian university standards.

Continuing with international comparability of degrees, it might appear that levels of equivalence indicated by university professors from India (chapter three) are biased by "nationalist" sentiment. Their judgment, however, is more pertinent to the local scene due to their close association and involvement. Almost all faculty members have had experience as students and/or as teachers at institutions of higher learning both in India and Nova Scotia. Similarly, it may be argued that the judgments of Nova Scotian school teachers from India are valid with respect to the equivalence of Nova Scotia grades eleven and twelve with Indian certificates/diplomas/degrees. It may be added that the university professors as well as school teachers from India would be

* Six of the seventeen members of the Education Commission and two members of the Task Forces represented institutions such as Columbia University, Harvard University, Moscow University, U.N.E.S.C.O., University of London, and Waseda University in Tokyo.

fairly careful in their assessments due to their position as a minority at Nova Scotian institutions.

In the light of the foregoing discussion and the lack of any definite criteria for evaluation of Indian degrees, it would appear that the problem is one of drawing up a set of procedures and policies for admission of Indian university graduates to the institutions of higher education in Nova Scotia.[†] The requirements for admission should be such as would take into consideration the applicant's strengths and weaknesses, his background, and academic achievement. This will ensure proper placement of the student at a level at which he will profit most, without having to repeat what he has already learned and without the danger of lowering the quality of educational standards.

Having briefly examined the general question of the standard of Indian Bachelor's degrees in the perspective of higher education in Nova Scotia, we may now examine some of the factors that the three categories of respondents (the

[†]It has been established in chapter two that the policies on admission of Indian university graduates to institutions of higher learning in Nova Scotia are not definite. These policies are rather haphazard and suggest wariness in accepting Indian university graduates. In 1968, this writer visited Universities of Alberta, Calgary, Ottawa, Toronto, Minnesota, and Michigan to gather information on their admissions policies, and was given to understand that no explicit rules and regulations had been formulated regarding admission of Indian university graduates.

Admissions officers, university professors from India, and the Indian university graduates living in Nova Scotia) have indicated should be considered in evaluating an applicant for admission.

EVALUATION FACTORS

The factors that receive specific attention are:

Chronological age and marital status of the applicant, Indian university attended, applicant's former teachers' recommendations, proficiency in English, equivalence of Indian Certificates/Diplomas/Degrees, course content and the years of education completed, and the division of the degree.

Chronological Age and Marital Status of the Applicant

While comments on the age factor recorded in chapters two, three, and four do not point to any definite recommendation, some of the university professors from India have shown preference for the age group between 25 and 40 years for graduate work at universities in Nova Scotia. They have suggested that students of this age group are potentially better, implying that they are intellectually mature and more sensitive to their obligations and responsibilities.

It has been stated in chapter five that some American and English educators have found Indian students to be chronologically younger than their American and English counter-parts at the university level, and they appear to be apprehensive about admitting relatively younger students to institutions of higher learning. Leo J. Sweeney, in his paper "Evaluation of Indian Higher Education",⁴ states:

⁴Leo J. Sweeney, op.cit., p.11.

At the freshman level, the age of the applicant is an important consideration, for he may be as young as age 16. Whether such a youth should be transferred into a different culture and educational system at a higher level of education, deserves careful analysis. Even at the master's level, the U.S. admissions officer often needs to consider the appropriateness of the admission of a 20 year old Indian master's holder to a program where his U.S. counterparts are more mature and generally age 22.

J.A. Lauwerys, in his letter to this writer regarding admissions policies at the Institute of Education (London, U.K.) states views similar to those of Sweeney.

The foregoing statements on the age factor imply that an applicant seeking admission at graduate level should at least be twenty-two years of age.

In reference to marital status, comments of some of the Indian faculty favoured admission of married applicants and a few others indicated that unmarried students were more devoted to their studies. Arguments, however, may be brought out in favour of and against both categories. While unmarried students might indulge in excessive "dating",* those who are married may lose a great deal of time in worrying about the multitude of problems that their wives/children might encounter, as most do, especially at the beginning due to change in the cultural and physical environment. A study on "Indian University Students in Britain"⁵ points to the fact

*A.K. Singh, "Indian University Students in Britain", Political and Economic Planning, Vol. 456, London: P.E.P., 16 Queen Anne's Gate (November 13, 1961), p.298

*In India "dating" is not socially accepted. A very large majority of the marriages are arranged by parents so that boys and girls do not find their life partners themselves.

that those married students who leave their families in India for the duration of the course of their studies are not free from worries and problems either. They worry about their families when, for example, letters are delayed for unknown reasons.

On the basis of what has been said it would appear that the age of the applicant for admission to graduate studies should be twenty-two years and that his marital status should not be a criterion for admission.

Indian University Attended

The writer did not find any published material^t that rated Indian universities according to standards and quality of education. To construct a list of this nature is rather difficult since almost all universities tend to have strong and weak departments in them. This argument applies to most universities across the world.

^tThe writer understands that the "Guidelines for Canadian Equivalences", prepared by the Association of Universities and Colleges of Canada, may carry a list that rates Indian universities by academic fields. The Department of Manpower and Immigration, which financed this study, labelled the report "highly confidential". A copy of the letter received from the Department of Manpower and Immigration, in response to the request for a copy of the report, is attached as appendix "E".

For the sake of reference, it may be mentioned here that a list of Indian universities together with their location, year of first establishment, type (affiliating, teaching, residential, etc.), and territorial jurisdiction is to be found as Table III in the University Development in India, pp.11-19.

The problem of rating Indian universities is compounded by the fact that there were 2,749 colleges⁶ affiliated to seventy universities as of 1966-67. In addition, there were ten institutions deemed to be universities under the University Grants Commission Act.⁷ Lists prepared from questionnaires returned by the university professors and Indian university graduates in Nova Scotia, rating universities in order of standards of education, are by no means exhaustive although they perhaps contain some top ranking institutions of higher learning in India. Because of their incomplete nature, it is suggested that the ratings, provided in the form of the above mentioned lists, should not be used as a basis for excluding graduates of sixty or more other universities.

With reference to the popular belief that older universities in India are better, Lee Wilcox⁸ observes, "Certainly size and age alone do not of themselves assure quality." He indicates that "a young institution may have

⁶ University Development in India: Basic Facts and Figures 1966-67, p.20

⁷ Ibid., pp. 270-271

⁸ Lee Wilcox, The Evaluation of Asian Educational Credentials: A Workshop Report (India, Japan, The Philippines, Taiwan), New York: National Association for Foreign Student Affairs (1966) p.9

modern ideas and a young ambitious faculty. Among old institutions, there are some that seem to be doing little to modernize their programs, facilities and faculties."

Furthermore, a large majority of the students register at a university or an affiliated college located near their normal residence. A desire to enroll at a university of one's own choice, unless located in the area of normal residence, may amount to great financial burden in the form of boarding and travelling expenses. Financial aid, in the form of bursaries, student loans, etc., available to students in Nova Scotia at the undergraduate and graduate levels, is practically non-existent at universities in India. Remittances of tuition fees is perhaps the only form of financial help available to a very small number of students.

In the absence of a clear and authentic rating of universities, and in view of the fact that the lists prepared from questionnaires are at best incomplete, a decision to refuse admission on the basis of university attended in India may not be completely justified.

Applicant's Former Teachers' Recommendations

Chapters two and three indicate that letters of recommendation from an applicant's former teachers/professors are of little or no use, for they reflect on his character rather than the academic potential. The letters are always enthusiastic. As one of the university teachers from India

put it, "To go by these letters, it would seem that practically every student in India is a genius!" The report of the N A F S A India Seminar⁹ also discounts letters of recommendation by a student's Indian professor.

It seems reasonable to state that letters of reference from an applicant's former teachers/professors should not be considered as an important factor in determining his suitability for admission unless the writer is known to the faculty members of the admitting institution.

Proficiency in English

While the professors from India as well as the Indian university graduates in Nova Scotia indicated that Indians (university graduates) generally have adequate knowledge of the English language, a few added that their assessment applied only to those who obtained degrees five to ten years ago. Also, some of the respondents had reservations in view of the fact that universities were adopting the language of the region as the medium of instruction.

Sweeney's¹⁰ observations on the subject of proficiency in English are as follows:

⁹Margaret L. Cormack, N A F S A India Seminar 1965, New York: National Association of Foreign Student Affairs (1965) p.43

¹⁰Leo J. Sweeney, op.cit., p.6

The medium of instruction is still English at the master's level with rare exception. But, at the bachelor's level, this is changing and at an accelerating rate. Now, it is not unusual for a student to be allowed to write his external examination in his regional language, and increasingly he may receive his classroom instruction likewise in his mother tongue (which is rarely English).

He further adds:

At the moment, India seems to be drifting to the so-called "three-language formula." Under this formula the student would study at the primary level in his regional language. At the secondary level, he would continue to have that language as his medium of instruction, and would begin the study of a link language (most probably Hindi) and an international language (most likely English).

In conclusion, Sweeney states, "One aspect of the issue seems crystal clear: the quality of English is deteriorating and will continue to do so." It is profitable to recall here what was said on this subject by the University Education Commission:¹¹

English, however, must continue to be studied. It is a language which is rich in literature - humanistic, scientific and technical. If under sentimental urges we should give up English, we would cut ourselves off from the living stream of evergrowing knowledge

The Review Committee on English¹² appointed by the University Grants Commission also has expressed a similar

¹¹Report of the University Education Commission (1948-49) p.325

¹²University Grants Commission, Report of the English Review Committee, New Delhi: The Commission, p.7

View. The Report on Standards of University Education adds, "A student or teacher, who wants to migrate from one University to another, would be able to do so only if instruction is provided through a common medium [English]. . ." ¹³ The same report ¹⁴ recommends:

The teaching of English should begin sufficiently early at the school stage. Special methods which have been evolved recently for teaching English as a foreign language should be widely introduced in our institutions. Teachers of English should also be given special training at such places as the Central Institute of English at Hyderabad.

Until such time, however, as educators in Nova Scotia feel that graduates of Indian universities have a reasonable command of the English language, a language test requirement, such as T.O.E.F.L., might be in order, since facility in the language is necessary, for example, to write essays, term papers, and to participate actively in class discussions.

Equivalence of Indian Certificates/ Diplomas/Degrees

Tables 3.4 and 4.3 indicate that almost all university professors and Indian university graduates (of whom at least seventy per cent were trained in the profession of teaching) considered the Higher Secondary School Certificate and Intermediate (Arts or Science) either equivalent

¹³ Report on Standards of University Education, p.73

¹⁴ Ibid., p.117

to or better than the Nova Scotia grades eleven and twelve respectively. Wilcox¹⁵ equates the Intermediate certificate with the completion of the twelfth grade in the U.S.A.

Sweeney¹⁶ of the University of Missouri seems to agree with this assessment as the following would indicate:

Care should be taken in the evaluation of Indian credentials to insure that the quantity of the formal schooling of the Indian applicant is at least equivalent to that of his U.S. counterpart. This means for freshman admission a minimum of twelve years as signified by the First Year B.A., B.Sc., or B.Com.; Pre-professional; Pre-Engineering; or Intermediate.

As a result of the above, one may conclude that the entrance requirement for applicants from India for a 4-year Bachelor's degree program should be Intermediate (Arts or Science) or its equivalent rather than a Bachelor's degree.

While sixty-five per cent of the Indian university graduates considered the B.A./B.Sc. degree from India equivalent to similar Nova Scotian degrees, universities (with the exception of Saint Mary's University) do not share this opinion. The responses of the university professors, too, are so distributed that they do not lead to a clear and definite conclusion.

¹⁵ Lee Wilcox, op.cit., p.6

¹⁶ Leo J. Sweeney, op.cit., p.9

To recall what has been stated earlier in this chapter, the "toughest" reliable source, the Report of the Education Commission (1964-66) equates the second degree in arts, commerce, or science obtained at an Indian university with the first degree obtainable in "educationally advanced countries." The observations of Lee Wilcox seem to run on similar lines. He recommends, "An applicant for graduate admission should have completed the B Engr, B Tech, B Sc (Engr), M A, M Sc, M Com, or M Ed." Wilcox¹⁷ further adds:

Some graduate schools will consider holders of the BA and B Sc Honours from curriculums that require an extra year. Similarly, some graduate schools will give consideration to a candidate with a B Ed who wishes further teacher training.

Leo J. Sweeney¹⁸ also recommends that an Indian Master's degree be required for admission to graduate programs in arts and science at American institutions. However, the assessment of an Indian first degree by the Education Commission and the requirements for admission suggested by Wilcox and Sweeney need not necessarily apply to our universities in Nova Scotia. The enforcement of these recommendations would mean that the holders of Indian Bachelor's degree(s)

¹⁷Lee Wilcox, op.cit., pp.13-14

¹⁸Leo J. Sweeney, op.cit., p.11

should be admitted to the second or the final year at the undergraduate level. Yet, in this writer's knowledge and recollections, a fair number of the holders of Indian Bachelor's degree(s) have been admitted to Master's programs in arts and science at Dalhousie University and have successfully completed all requirements for the degree.

It appears that several related factors other than the mere title of the Indian degree provide a more accurate measure of equivalence. Conclusions about the relative value of each factor in determining equivalence appear later in this paper.

Course Content and Years of Education Completed

The responses to the questionnaires (administered to the admissions officers, university professors from India, and the Indian university graduates living in Nova Scotia) do not point to a clear method for comparing the curricula covered in the B.A., B.Sc., and B.Com. degrees at Indian universities with those prescribed at universities in Nova Scotia. They do indicate, however, that by examining the calendar of the university concerned, it is possible to compare the content of the courses covered as well as to determine the number of courses in a degree program in India vis-à-vis a similar degree obtainable in Nova Scotia.

Among the factors considered in the evaluation process, the university admissions officers in Nova Scotia also take into account the length of school and university program in India. However, as stated in chapter five, people who receive fourteen years of schooling are not necessarily inferior in training as compared with those who receive fifteen or sixteen years of instruction. One might question the value of a prolonged course of study in terms of the intellectual benefits derived. In the words of William H. Strain¹⁹

Are we measuring the person's ability to go on from where he is, or the number of steps he took to come from where he started? . . . Most of us are set enough in our American way to want to count up the years, but most Indians are bright enough to demand acceleration. . . .

It would seem that a comparison of the course content and determination of the number of courses completed may not be easy because of the lack of a precise method, and as such these factors may not be a useful criterion in the evaluation of applications. It is desirable, though, to ask applicants to provide some indication of their academic background in the required subjects so that the committee on

¹⁹William H. Strain, Admissions and Foreign Credentials, A Speech at Workshop on the Admission of Indian Student. Chicago, Ill. (Mimeographed) p.43

William H. Strain is the Admissions Officer and Registrar at Indiana University.

admissions and/or the university department concerned can make a recommendation on the proper placement of the applicants.

The Division (Class of the Degree)

It has been pointed out in chapter two that the class or division of the degree is viewed as the most important factor by the admissions officers in the evaluation of applications received from Indian university graduates for admission to institutions of higher learning in Nova Scotia. This section attempts to clarify some of the issues relating to the importance attached to the division of the degree.

On equating Indian grades with those obtained at educational institutions in North America, Wilcox²⁰ suggests:

Any effort to convert Indian examination grades to U.S. grades can be only partially successful. Indian teachers and professors use philosophies and grading practices that are different in many ways from the philosophies and grading practices used in the United States; particularly, they give little thought to "grading on the curve" and they seem to have less compunction about failing large numbers of students. . . . If the Indian grades appear as 1st, 2nd, and 3rd class, the process is simpler, . . . the writer suggests that 1st Class be equated to A, 2nd Class to B, and 3rd Class to C.

According to Leo J. Sweeney, "The final degree examination often carries overwhelming weight in the determination of the student's division or class (i.e. First, Second, or

²⁰ Lee Wilcox, op.cit., p.10

Third). Generally 60% of marks or higher is required for First Division, 45-59.9 for a Second[†] Division, and 33-44.9% for a Third Division. These might be equated roughly to our A, B, and C grades, . . ."²¹

With reference to the equivalence of grades, it should be recalled here that the level of marks on Indian transcripts considered equivalent to a Canadian pass by the admitting authorities was too high in comparison with those indicated by the university professors and the Indian university graduates living in Nova Scotia.

The following tables are provided to indicate the failure rate at Indian universities and to give some idea about the distribution of divisions.

TABLE 6.1

Percentage of Failures in B.A., B.Sc., B.Com.,
Examinations at Indian Universities

<u>Year</u>	<u>B.A.</u>	<u>B.Sc.</u>	<u>B.Com.</u>
1956	54.4%	52.9%	53.9%
1957	52.1%	53.8%	50.5%
1958	52.2%	51.4%	54.0%
1959	53.3%	44.4%	50.8%
1960	57.0%	49.0%	50.8%
Average	53.8%	50.3%	52.0%

Source: Report on Examination Reform, U.G.C., New Delhi (1962), pp.49-50

²¹ Leo J. Sweeney, op.cit., p.6

[†] As stated in chapter two, Frances M. Willard points out that the second division starts between 45 and 50 per cent. During his recent visit to India, this writer learned that the second division begins at 50 per cent at most universities, at 48 per cent at many others, and at 45 per cent at a few universities.

TABLE 6.2

Percentage of Divisions(I, II, III) awarded
in B.A., B.Sc. Degrees by Indian Universities

Year	B.A.			B.Sc		
	I	II	III	I	II	III
1952	1.2%	28.8%	70.0%	6.3%	35.0%	58.7%
1957	0.8%	26.4%	72.8%	7.1%	34.8%	58.1%
1962	1.0%	24.2%	74.8%	8.5%	39.6%	51.9%

Source: Report on Standards of University Education, p.9

TABLE 6.3

Percentage of Divisions (I, II, III) awarded in
B.A./B.Com., B.Sc. Degrees (1964-65) by Indian
Universities

<u>Division</u>	<u>B.A./B.Com.</u>	<u>B.Sc.</u>
Class I	1.0%	13.0%
Class II	24.0%	41.0%
Class III	75.0%	46.0%

Source: Technical Manpower, Bulletin of the
Division for Scientific and Technical
Personnel, CSIR, Vol. XI, No.3,
March, 1969.

Table 6.1 and other information contained in the Report on Examination Reform reveal that the failure rate at the Indian universities is alarmingly high, over fifty per cent at the Intermediate and Bachelor's levels. Although it is a grim picture from the educational point of view, it might be stated that a person who obtains a degree even in

the third division has demonstrated his academic ability over the other fifty per cent or more who did not pass* the examination.

Tables 6.2 and 6.3 indicate that only one per cent of the students writing the B.A. examination obtain degrees in the first division. While the percentage of B.A. degrees awarded in the first division in 1964-65 does not change from those in the previous years, the percentage of B.Sc. degrees awarded in the same division shows a considerable improvement. Accordingly, a requirement of B.A./B.Com. degree in the first division for admission to a Nova Scotia university seems too strict. The difference in the percentage of first division awarded in B.A./B.Com. and B.Sc. degrees may be explained by the fact that science disciplines can include objective measurement in marking procedures so that marks in these disciplines tend to be higher. The explanation might also lie in better methods of teaching, provision of better equipment, better laboratory facilities, etc., as against the lecture method still dominating the

* It may be recalled that Indian universities require a mark between 33 and 36 per cent for a pass. However, many universities, such as University of Delhi and Panjab University, also require an average of 40% in the aggregate so that students who have passed all subjects may still fail the degree examination for lack of the required average in the aggregate.

courses in arts, social sciences, and humanities. Equally, this difference may result from the fact that professional fields such as engineering, medicine, natural and physical sciences, and mathematics are prestige fields and, therefore, tend to attract the "able" students. Lorraine D. Eyde,²² on the subject of student selection, observes, ". . . science and medical students are usually among the most highly selected students."

The foregoing account gives the impression that arts programs tend to attract the less "able" students. However, it should be pointed out that arts programs do attract some of the very best students since disciplines such as political science, economics, history, and English offer excellent preparation for competitive examinations conducted by the Union Public Service Commission of India and the state civil service commissions. These examinations serve to select candidates for some of the top administrative positions both at the national and provincial levels.

On the subject of marks and the division of the degree, Taylor²³ points out that a mark assigned to an answer script is "very ill-defined". He states:

²²Lorraine D. Eyde, "Characteristics and Problems of Indian Universities and their Students", International Review of Education, Vol. 9 (1963-64) pp.469-70

²³H.J. Taylor, op.cit., pp.3-5

The mark may be a measure of the candidate's ability, or knowledge, or memory, or intelligence, or power of expression, or even of his handwriting. . . . The uncertainty involved can be reduced only by re-designing the examination until it becomes a more precise tool for the measure of specific attainments.

H.J. Taylor also observes, ". . . a true mark for each script can only be assigned by an ideal examiner, who certainly does not exist." As a result of his study, Taylor comments:

. . . there are remarkable differences between the mark of different examiners. The mean mark assigned to a set of scripts may vary by as much as 10, and the difference on particular scripts may be much larger. . . . Large variations in standard of marking seem to be the rule rather than the exception. . .

In the same context, Benjamin S. Bloom²⁴ observes, "Boredom, fatigue, irritation, desire to get the job done quickly, and even variation in the competence of the examiners may markedly affect the appraisal of the papers." Bloom adds, "One might expect some students with a first class in one paper to receive a third class or even failure in the other. . .".

The comments and observations contained herein indicate that the system of examinations, marking, and in fact the whole process of teaching and learning is rather

²⁴Benjamin S. Bloom, op.cit., pp.4-9

complex, and to pass examinations, and thus to obtain a degree even in the third division, is a real challenge for students in India.

With reference to the requirement of a first division degree for admission to a university in Nova Scotia, the findings of a study,²⁵ The Foreign Graduate Students at 22 American Universities, reveal an interesting fact.

The report states:

The difference in academic achievement at American institutions by holders of First and Second Class degrees is less than might have been expected . . . Second Class degree holders did better in the humanities and social sciences than First Class degree holders. Certainly the exclusive requirement at some American graduate schools for "First Class Only" might be reexamined on the basis of this evidence.

Charts I and II from the appendix section of the report, referred to above, are reproduced below as Tables 6.4 and 6.5

TABLE 6.4

Indian Graduate Students by Class (Division), Age, and Indian & American Academic Achievement

<u>Indian Class (Division)</u>	<u>Number of Students</u>	<u>Average Age</u>	<u>Average Grade (Indian)</u>	<u>Average Grade (American)</u>
I	150	27	66.33%	81.5%
II	57	26	54.40%	78.54%

²⁵Mark L. Peisch, The Foreign Graduate Students at 22 American Universities, (Unpublished Paper) 1964-65.

TABLE 6.5
Academic Achievement by Class
and Area of Discipline

Indian Class Division)	Students in Humanities & Social Sciences			Students in Pure Sciences & Engineering		
	Number of Students	Average Grade (Indian)	Average Grade (American)	Number of Students	Average Grade (Indian)	Average Grade (American)
I	34	64.36%	80.00%	116	66.59%	81.94%
II	18	53.09	83.12%	39	55.73%	80.56%

Source: Charts I & II, The Foreign Graduate Students at 22 American Universities.

Also, on the performance of Indian students abroad, another study²⁶ reveals that graduate students from Asia (including those from India and Pakistan) had a much better record at the London School of Economics (L.S.E.) than those from Canada, United Kingdom, and the U.S.A.

As far as the holders of a Bachelor's degree in the third division are concerned, the Studies in Examination Results²⁷ include the following observations:

²⁶Howard Glennerster, Graduate School: A Study of Graduate Work at the London School of Economics, London: Oliver and Boyd (1966), pp.42-43.

²⁷F.C. Auluck and R.P. Gupta, Studies in Examination Results (Delhi University): A Project Report, New Delhi: University Grants Commission (1966) p.9

It is interesting to note that out of 7 candidates who secured a III class at the B.A./B.Sc. examination and were admitted to the M.A. course, one got a I class, two II class, and four III class.

The report concludes, "More than 50% of the students are not able to improve their division at the final examination." Although the sample included in the study was rather small and perhaps inadequate, one may not ignore the fact that none of the seven failed the examination and that three out of seven improved their division, which must have meant a significant boost in their career possibilities. It should be noted that the University of Delhi, where the above mentioned study was conducted, requires a mark of fifty per cent or more in the subject area only in which the applicant seeks admission, regardless of the division of the degree.

The statements and discussion of the division point out that degrees in the first and second division are awarded quite sparingly by the universities in India, and that graduates of Indian universities have performed rather well at American and British universities. Although in an indirect way, this fact is borne by the observations of William H. Strain²⁸ made at a workshop on the admission of Indian students:

²⁸William H. Strain, op.cit., p.43

. . . I think the reason that people with Indian bachelor's degrees have done so well in American universities is that they are primarily intellectually bright . . .

Levels of Placement by the Division of the Degree

While the placement levels* indicated by the university admissions officers to which applicants holding Bachelor's degree(s) in arts, science, or commerce would be admitted appear to be conservative, those suggested by Indian university graduates living in Nova Scotia are liberal and may not be realistic in the light of the limited physical plant, the budget problems facing the universities, and the large number of applicants who apply for admission directly from India.

In view of their experience with both the Indian and Nova Scotian institutions of higher learning, the recommendations of the university professors seem to be valid and more practical. Tables 3.6, 4.10, and to some extent Table 2.4 reveal that recommendations regarding the level of placement for Bachelor's degree(s) holders vary with the division of the degree. The reason for this probably lies in what has already been said about the relative frequency of each division. The observations of Frances M. Willard²⁹ are: "Class I is usually given quite sparingly

* Table 2.4

²⁹ Frances M. Willard, op.cit., p.94

and is a mark of real quality. A high Class II may be considered a good showing." On the same subject, Sweeney³⁰ points out:

Low Second Division in the sciences, engineering, and mathematics represents risks, especially where Second Division is the lowest passing level awarded as is often the case. High Second Division applicants, especially in the humanities and social sciences, usually deserve further consideration since often that is the highest level awarded in these areas.

According to the recommendations of the university professors, holders of Bachelor's degrees in the first division should be admitted to the Master's degree program. Of those responding, 47.4 per cent recommended admission to one year Master's program. The authorities at Dalhousie University, however, point out that the number of students (including Canadians) who complete all requirements for a Master's degree in one year is rather small. Most students complete the course work in one year and spend another six to eight months to meet the thesis requirement.

In case of the holders of Bachelor's degrees in the second division, 73.65 per cent of the responding university professors recommended admission to the Master's program. Nearly fifty-eight per cent of the respondents

³⁰Leo J. Sweeney, op.cit., p.9

indicated that applicants holding degrees in the second division should be admitted to a preliminary or qualifying year. It might be repeated* that the recommendations for admission of the second division degree holders to the undergraduate level, or for denial of admission, came from those faculty members who taught mathematics, physical and/or natural sciences. All those who taught English, economics, or psychology recommended that applicants holding degrees in the second division should be admitted to a Master's program.

Regarding applicants holding degrees in the third division, the recommendations of the university professors from India were fairly well distributed in three categories: "Deny Admission", "Admit to the second or the final year of the undergraduate degree program", and "Admit to the preliminary or qualifying year toward a Master's degree." The distribution is reproduced below:

* Chapter three.

TABLE 6.6

Level of Admission Recommended by University Professors from India for Holders of Bachelor's Degree(s) in the Third Division

<u>Level of Admission Recommended</u>	<u>Percentage of University Professors</u>	<u>Number=19=100%</u>
Preliminary or qualifying year toward a Master's Degree	31.60	6
Third year of an undergraduate 3-year degree program	10.51	2
Second year of an undergraduate 3-year degree program	15.81	3
First year of an undergraduate 3-year degree program	5.26	1
Undergraduate program (level not indicated)	5.26	1
Deny admission	26.30	5
Others [*]	5.26	1
	<u>100.00</u>	<u>19</u>

*The recommendation will be made on individual basis

From Table 6.6, it is difficult to form any definite conclusions. The U.S. admissions officers, such as Sweeney and Wilcox, are of the opinion that third class degrees are not adequate preparation for further study.[†] However,

[†]Canadian university graduates with a 'C' average are not usually admitted to graduate studies.

Dalhousie, Acadia, and Mount Saint Vincent universities would admit applicants holding Bachelor's degrees in the third division to 3rd, 2nd, and 1st year respectively on a 3-year undergraduate degree program.

At this point, it is proper to mention that the third division degree holders applying directly from India do not represent a large number due to the foreign exchange restrictions imposed by the Government of India.³¹ However, those residents of Nova Scotia who hold Indian degrees in the third division often try to seek admission to universities in the province. The number of applicants in this category increased from a few in 1965-66 to perhaps twenty or thirty in 1968-69, and still more in later years. This trend may have been triggered by a feeling of insecurity and anxiety on the part of immigrants, which in turn, might have been sparked by the decision of the provincial Department of Education[†] not to recognize Indian degrees at par.

³¹Margaret L. Cormack, op.cit., p.43

[†]Basis of Acceptance of Indian Degrees for the Purpose of Issuing Nova Scotia Teachers Certificates, appendix "F".

It should be added that the "basis" of the circular is not applicable to those who obtained or applied for a teacher's certificate before December 1, 1968

SUMMARY AND OBSERVATIONS

While discussion in this chapter on standards of university education in India does not lead to any definite conclusions, statements in chapter five point out that there are indeed certain serious shortcomings in the Indian education. However, the data and information recorded in this thesis also indicate that there are a few promising and compensating features in the system as well as the applicants themselves* to make it possible for a good proportion of Indian university graduates to achieve the competence necessary for success at institutions of higher learning in Nova Scotia. The past performance of Indian students at American and British universities bears testimony to that effect.

A majority of the university professors from India recommend that the holders of Indian Bachelor's degrees in the first and second division should be admitted to a Master's degree program. However, there is no clear consensus as to the level of placement in case of the holders of degrees in the third division.

* Strengths of Indian university graduates, chapters three and four.

Part of the discussion in this chapter suggests that the use of multifaceted criteria - the division of the degree, the university last attended, letters of recommendation, etc. - in the evaluation of applications of Indian university graduates seeking admission to universities in Nova Scotia is not practical. The reasons for this and suggestions/recommendations on admissions policies are included in the next chapter.

C H A P T E R S E V E N

CONCLUSIONS, SUGGESTIONS, AND RECOMMENDATIONS

In considering the application of a Canadian university graduate, institutions in Nova Scotia and across the country use several criteria: the student's academic record, the reputation and status of the university attended, the letters of reference, the reputation of student's former professors in their respective fields, and occasionally a personal interview. This multifaceted approach can not be applied advantageously in the selection of Indian university graduates for several reasons. Among these reasons, a few are:

1. The letters of reference from applicant's former teachers/professors are unreliable in that they reflect mostly on student's character rather than his academic ability and potential to engage profitably in graduate studies.
2. It is difficult to go by the status and rating on standards of education of Indian universities since a very large majority of the students in India have to attend affiliated colleges in the area of their normal residence. Attendance at a college/university of one's own choice involves a great deal of financial

commitment in the form of tuition fee, boarding and travelling expenses.

3. It is not feasible for an applicant from India to appear for an interview because of the great distance and travel expenses involved.
4. The admissions officers have found it difficult to establish direct channels of communication between universities in India and Nova Scotia.

The procedures, policies, and practices followed by the admissions officers, in the absence of other valid criteria, are not uniform. They reflect caution on the part of the university authorities. However, there is sufficient evidence, on the basis of what has been said in the earlier chapters, that applicants holding Indian Bachelor's degrees deserve serious consideration in the matter of admissions to universities in Nova Scotia.

As brought out in chapters three and four, Indian students are generally serious about the business of education. They are very competitive in view of the fact that the job situation in India is rather tight under the existing economic climate. The competitive spirit to succeed, whatever the criteria may be, is readily transferred to other

areas in the case of Indian students. Indians who come abroad to seek further education are more highly motivated since the venture involves a heavier financial stake, apart from the social stigma of failure, and they perform quite well. The remarks of William H. Strain* made at a conference of American Registrars and Admissions Officers speak highly of Indian students at American universities both in terms of their intellectual ability and academic performance.

It is also clear that degrees awarded in future years by the universities in India will compare more favourably in terms of "international standards" than they do now.

In the light of the findings of this thesis, it would seem that a reasonable policy that our universities can and should follow is to give Indian university graduates a chance to demonstrate and prove their ability and competence necessary for success at institutions of higher learning in Nova Scotia. The adoption of this policy would reflect the current democratic process and educational philosophy according to which an individual is encouraged to develop his potential to the maximum. It is heartening to note that Dalhousie University has already taken a step forward in this

* chapter six, p.128.

direction. The writer knows of a few instances where Indian university graduates, who did not meet the stipulated requirements, were admitted as "special students". Also in 1970-71, Dalhousie University initiated an orientation program[†] for Canadians who do not possess the grade requirements, but wish to pursue university education.

To determine appropriate levels of placement and to develop reliable guidelines for the future, it is suggested that student records by division of the degree possessed by Indian university graduates at the time of their admission, should be carefully examined. The performance of Indian university graduates admitted to universities in Nova Scotia should be reviewed periodically, say, every two or three years. This writer feels that the number of Indian university graduates admitted to Dalhousie University and Saint Mary's University should lead to the development of some guidelines regarding admissions policies and proper levels of placement in the case of Indian applicants.*

[†]This orientation program is designed to bridge the gap between applicant's current knowledge and/or competence and that required for successful completion of a university program.

*Information on academic performance of those Indian university graduates who had previously been admitted to universities in Nova Scotia had been requested, but due to the non-availability of the requested information, it has not been possible to form and incorporate any guidelines, on the suggested basis, in this thesis.

Until universities in Nova Scotia have developed their own guidelines on the basis of the suggested study, the following recommendations and suggestions may be found useful in the admission and placement of Indian university graduates. The recommendations and suggestions are not necessarily listed in order of priority, and while some do not indicate specific action they provide elements which might determine the specific action. The writer does not claim that the recommendations and suggestions are necessarily the best. Many of the proposals may require further investigation and revision in the light of experience. The recommendations are divided into two parts: recommendations on levels of placement, and general recommendations.

RECOMMENDATIONS ON LEVELS OF PLACEMENT

1. The holders of Indian Bachelor's degrees in arts, science, or commerce in the first or second division (that is, fifty per cent or more marks in the aggregate as well as the subject area in which the applicant seeks admission) may be admitted to a Master's degree program, although applicants should be encouraged to register in the final year of an Honours[†] program at the undergraduate level. Students wishing

[†]The decision to register at the Honours or Master's level should be left to the discretion of the applicant himself.

to pursue further studies at the end of the Honours courses should be admitted to a one year Master's degree program. The applications of candidates desiring admission directly into graduate studies should be referred to the department concerned to determine the length of the program at the Master's level. A period of two academic years would seem reasonable to meet the requirements of "make-up courses", such as quantitative methods in social sciences, four or five courses at the graduate level, and the completion of a thesis.

2. Those immigrants* who hold Bachelor's degrees in the third division should upon formal screening and recommendation of a member of the faculty, be admitted to the final year of the undergraduate degree programme. It should be recalled here that to obtain a degree even in the third division is a real challenge for most students in India. Considering the fact that people in India have to go through

*The probability of holders of the Bachelor's degrees in the third division coming from India as students and not as immigrants is virtually zero since such students, being obliged to complete the final year of the Canadian undergraduate program, would not have the approval of the Government of India to study abroad. According to Margaret L. Cormack (1965), the Government of India is opposed to sending Indians abroad for undergraduate studies and the number of those who manage to get approval for such study will be reduced in the coming years.

very stringent measures of screening to migrate to Canada, it is logical to say that the immigrants form a select group.*

The number of courses, whether five or more, that a student admitted to the final year of an undergraduate program is required to take, should be determined by the advising faculty in conjunction with the applicant in view of the knowledge and skills he may have already acquired in different subjects.

It may be added that a policy to admit third division degree holders to the undergraduate degree program could help in the screening of those who are not intellectually and psychologically capable of pursuing further studies at the graduate level.† Considering the average age of the Indian immigrants living in Nova Scotia and their financial

* India being a country with a large population, the absolute number of applicants from that country intending to migrate to Canada for permanent settlement here is also very large. This has the effect of creating a very keen competition amongst the intending applicants for the relatively small numbers that India (itself a developing nation in need of skilled and educated manpower) would allow without a frown. It is in this sense that the people who finally make it to Canada from India are among the ones with greater initiative and higher potential.

† During the summer of 1968, this writer learned that the University of Calgary, Faculty of Education, admitted those degree holders in the third division who were available for interview.

obligations, it is probable that most of the applicants would be quite happy and perhaps satisfied with a "local" Bachelor's degree, since a Master's degree would involve at least three years of full-time study including the requirements at the undergraduate level. It seems reasonable to assume that a Bachelor's degree obtained at a "local" institution should help immigrants regain their sense of security, if indeed that is the reason for the increase in the number of applications received from the holders of degrees in the third division.

An immediate reaction to this recommendation might be one of burdening the already difficult financial situation of universities in Nova Scotia. It might, therefore, help to suggest that the number of Indian immigrants in this province is very small and that all of them do not possess degrees in the third division. This is not to suggest that universities admit all applicants without any screening whatever.

3. Those applicants who in the degree program elected an Indian language besides English, should be required to take two make-up courses and then be admitted to the final year of the undergraduate degree program.

4. Applicants should be encouraged to attend a summer school prior to assuming a full year's academic load. The summer should, therefore, serve as an orientation period

during which the applicant has the opportunity to know people, to learn how to write term papers, essays, etc., in accordance with North American practices, and to improve upon his spoken English, besides providing for an adjustment period to a new physical and cultural environment.

5. In determining the level of placement, no distinction should be made between applicants who attended university/college as full-time students and those who were part-time students; for syllabi for all candidates taking an examination for a similar degree are the same.

Similarly, the number of times an applicant has had to write examinations for a Bachelor's degree should not be considered as an important factor unless he has been failing consistently in more than one subject. To quote Benjamin S. Bloom, "If a student fails in one paper he is usually expected to retake the entire examination even though he may have been very high in other papers." This practice is quite unlike what prevails at the universities in Nova Scotia. However, a record of marks obtained at each attempt may be required from applicants.

GENERAL RECOMMENDATIONS

1. In view of the increasing emphasis on regional languages of India as medium of instruction, a Test of English as a Foreign Language (T.O.E.F.L.) administered by the

Educational Testing Service, under the direction of the College Entrance Examination Board (U.S.A.), should be required. The language test is particularly recommended for those who apply directly from India and have obtained degree(s) since 1965. This, however, is not to be interpreted as another "black mark" against Indian applicants since institutions of higher learning in Nova Scotia admit many students from several other countries too where English is neither the mother tongue nor the medium of instruction. Also, there is reason to argue in favour of the immigrants in that they do pick up "Canadian idiom" in their job situations.

2. An effort should be made, as far as possible, to ensure that the applicant is at least twenty-two years of age at the time admission to graduate studies.

3. In admitting applicants directly from India, a proof of their financial ability for the duration of the program of studies must be considered seriously, except where the admitting institution is granting some sort of assistantship, scholarship, bursary, etc. The regulations of the Reserve Bank of India are quite stringent in the matter of foreign exchange, as has been pointed out earlier.

4. Although as a procedural matter, the admissions officers at universities in Nova Scotia require the transcripts

to be sent to them directly by the Indian university concerned, it is recommended that "certified copies" of the same and those of the certificates and degrees should be accepted. American educators and admissions officers, such as Willard, Sweeney, and Wilcox, point out that universities in India do not supply transcripts directly to other institutions. The applicant must himself obtain the record of marks usually at an outrageous cost both in terms of money and time. The above-named educators and administrators suggest that "certified copies" of the transcripts and certificates are usually authentic. However, the applicants should be required to produce original certificates and degrees soon after the registration.

5. Finally, it is humbly suggested that Nova Scotian universities should obtain university calendars to represent as many institutions of higher learning in India as possible, and at least those which were attended by most immigrants as shown in Table 4.2. It is realized that the admissions officers have had difficulty in establishing a meaningful two-way communication with universities in India. However, in view of the fact that the University Grants Commission of India is increasingly assuming the role of a co-ordinating body, such a communication may be possible in the very near future. Also a reference to the Commonwealth Universities Yearbook is suggested. In addition, the admission officers

may find the following reference material useful.

A. Universities Handbook, India and Ceylon (1968)

In this volume the information on jurisdiction, constitution, medium of instruction, library and other research facilities in each institution and its constituent colleges and teachers may particularly be found useful.

B. Directory of Institutions of Higher Education, 1967, Ministry of Education, Government of India.

This publication gives information about the courses of study available at universities, institutions of higher education in India. Also, it gives information about the set-up, jurisdiction, departments of study, academic terms and medium of examination at each university. The section on minimum admission requirements and the duration of the first degree courses in various professional subjects may be found useful.

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A P P E N D I C E S

APPENDIX "A"

QUESTIONNAIRE

1. Have you received applications for admission to graduate programs from candidates who obtained their Bachelor's degree in India?

Yes _____ No _____

Where possible, would you please indicate the approximate number of applications received per year since 1964-65 and the number actually admitted.

	<u>applications received</u>	<u>actual number admitted</u>
1964-65	_____	_____
1965-66	_____	_____
1966-67	_____	_____
1967-68	_____	_____
1968-69	_____	_____

2. Have you or your staff sought assistance of any outside agency in the evaluation of Indian academic qualifications?

Yes _____ No _____

If yes, please name the agency.

Remarks.

3. What aspects do you take into consideration in the evaluation of applications received from candidates who obtained their Bachelor's degree in India?

- i. Age of the candidate Yes _____ No _____
- ii. Number of years of education completed Yes _____ No _____
- iii. Division (i.e. class of degree - I, II, or III) Yes _____ No _____
- iv. Marks obtained in individual subject area in which the candidate is seeking admission Yes _____ No _____

- v. Number of courses taken Yes _____ No _____
- vi. Course content Yes _____ No _____
- vii. The particular type of degree
(i.e., faculty in which the
degree has been obtained - Arts,
Science, Education, Law,
Medicine, Engg., etc.) Yes _____ No _____
- viii. Indian university from which
the degree was obtained Yes _____ No _____
- ix. Former teachers' recommendations Yes _____ No _____
- x. Proficiency in
(a) Spoken English Yes _____ No _____
(b) Written English Yes _____ No _____

Any further aspects?

Remarks.

4. What role (if any) is played by an interview in the evaluation process?
5. What role (if any) is played in the evaluation by members on faculty who have studied in India or have spent some time teaching at the Indian Universities?
6. Please list a few members of the faculty, in descending order, in terms of their involvement in the evaluation process.
7. Listed below are a few Indian diplomas/certificates. Would you please indicate their equivalence with Canadian diplomas/certificates?

<u>INDIAN</u>	<u>CANADIAN</u>
Matriculation	i. Nova Scotia Grade 11
<u>at par with</u>	Yes _____ No _____
	ii. Nova Scotia Grade 12
	Yes _____ No _____

INDIANCANADIAN

Higher Secondary School
Certificate at par with

i. Nova Scotia grade 11

Yes _____ No _____

ii. Nova Scotia grade 12

Yes _____ No _____

Intermediate (Science
& Arts) at par with

i. Nova Scotia grade 11

Yes _____ No _____

ii. Nova Scotia grade 12

Yes _____ No _____

iii. First Year degree program
in Nova Scotia on a
3-year degree course

Yes _____ No _____

Others. (Please specify)

Remarks.

8. As a rule do you consider the following Indian degrees
equivalent to Canadian degrees?

Bachelor of Arts Yes _____ No _____

Bachelor of Science Yes _____ No _____

Bachelor of Education Yes _____ No _____

Bachelor of Engineering Yes _____ No _____

M.B.,B.S. (Bachelor of Medicine
and Bachelor of Surgery) Yes _____ No _____

LL.B (Bachelor of Law) Yes _____ No _____

Any Others. (Please specify)

Remarks.

9. What level of marks (in percentage) on Indian transcripts do you consider equivalent to a Canadian pass?

Remarks. _____

10. Do you have a method of equating the number of courses taken in an Indian Bachelor's degree program with the number taken in a Nova Scotian degree program?

Yes _____ No _____

If yes, please elaborate.

Remarks.

11. Do you have usable information on the content of courses offered at Indian universities?

Yes _____ No _____

If yes, how is this information utilized? (Kindly explain)

12. If you distinguish among Indian universities, could you list, in descending order, those which you consider to have the best standards?

13. In the evaluation of an application, do you find letters of recommendation from candidates' former teachers/professors in India?

Very helpful _____ Moderately helpful _____

Slightly helpful _____ Not helpful _____

Remarks.

14. How do you assess the candidates' knowledge of the English language?

By administering:

- (a) The English Language Institute Examination, University of Michigan, Ann Arbor, Mich., U.S.A. Yes _____ No _____
- (b) University of Cambridge Examination. Yes _____ No _____
- (c) The Test of English as a Foreign Language (TOEFL) of the Educational Testing Service of Princeton, New Jersey, U.S.A. Yes _____ No _____
- (d) A written test set by your institution Yes _____ No _____
- (e) Performance in an interview Yes _____ No _____
- (f) Others. (Please specify).

15. If a candidate is rejected because of his insufficient knowledge of English, what courses of action are available to him to remedy his deficiency?

- (a) at your institution
- (b) elsewhere

16. Is the applicant invited to re-apply after his English has improved?

17. What bearing (if any) does the age of the applicant have on the evaluation of his application for admission?

18. What bearing (if any) does the number of years of education completed have in the evaluation of an application?

19. Would you admit an applicant holding a third division Bachelor's degree in arts, science, or commerce from India into a graduate program of studies?

Yes _____ No _____

If yes, at what level:

- (a) Preliminary or qualifying year towards a Master's degree

Yes _____ No _____

- (b) One year Master's degree program

Yes _____ No _____

If No, is an exception made for applicants with a third division degree but better than a third division standing in the subject(s) in which they wish to do further study?

Yes _____ No _____

If yes, please indicate the kinds of exceptions made.

If the response has been 'no' to this question so far, is the applicant admissible to an undergraduate program?

Yes _____ No _____

If yes, at what level?

20. Would you admit an applicant holding a second division Bachelor's degree in arts, science, or commerce from India into a graduate program of studies?

Yes _____ No _____

If yes, at what level:

- (a) Preliminary or qualifying year towards a Master's degree

Yes _____ No _____

- (b) One year Master's degree program

Yes _____ No _____

If No, is an exception made for applicants with a second division degree but better than a second division standing in the subject(s) in which they wish to do further study?

Yes _____ No _____

If yes, please indicate the kind of exceptions made.

If the response has been 'no' so far, is the applicant admissible to an undergraduate program?

Yes _____ No _____

If yes, at what level?

21. Would you admit an applicant holding a first division Bachelor's degree in arts, science, or commerce from India directly into a graduate program of studies?

Yes _____ No _____

If yes, at what level:

(a) Preliminary or qualifying year towards
a Master's degree Yes _____ No _____

(b) One year Master's degree program Yes _____ No _____

If No, is the applicant admissible to an undergraduate program?

If so, at what level? _____

22. Are any research findings available to you on how well Indian students have done at Canadian universities?

If so, please elaborate.

23. Please give a general estimate of achievement in your institution by candidates who obtained their basic qualification in India.

Very good _____ Good _____ Satisfactory _____

Poor _____ Unsatisfactory _____

Remarks. (A comparison of the applicants under study with native-born Canadians is requested)

24. The AUCC may have requested you some statistical information on the performance of students included in my study. If this type of information is available, please include the same below.

25. If a candidate is unsuccessful in his application, what course of action (if any) is he advised to take?

26. Would you list some of the major problems faced in the evaluation of Indian degrees/diplomas/certificates?

27. General Remarks.

APPENDIX "B"

QUESTIONNAIRE

1. What aspects do you take into consideration in the evaluation of applications received from candidates who obtain their Bachelor's degree in India? (For purposes of admission to graduate program at Canadian Universities)

- | | |
|---|-------|
| i. Age of the candidate | _____ |
| ii. Number of years of education completed | _____ |
| iii. Division (I, II, III) | _____ |
| iv. Number of courses taken | _____ |
| v. Course content | _____ |
| vi. Marks obtained in individual subject area in which the candidate is seeking admission | _____ |
| vii. Indian university from which the degree was obtained | _____ |
| viii. The particular type of degree (i.e., faculty in which the degree has been obtained - Arts, Science, Education, Law, Medicine, Eng., etc.) | _____ |
| ix. Former teachers' recommendations | _____ |
| x. Proficiency in (a) Spoken English | _____ |
| (b) Written English | _____ |
| Any other aspects? | _____ |

Remarks.

2. Listed below are a few Indian diplomas/certificates. Would you please indicate their equivalence with Canadian diplomas/certificates.

<u>INDIAN</u>	<u>CANADIAN</u>
Matriculation	
<u>at par</u> with	i. Nova Scotia grade 11
	Yes _____ No _____
	ii. Nova Scotia grade 12
	Yes _____ No _____
Higher Secondary School	
Leaving Certificate	
<u>at par</u> with	i. Nova Scotia grade 11
	Yes _____ No _____
	ii. Nova Scotia grade 12
	Yes _____ No _____

INDIAN

Intermediate (Science
& Arts) at par with

CANADIAN

- i. Nova Scotia grade 11
Yes _____ No _____
- ii. Nova Scotia grade 12
Yes _____ No _____
- iii. First year degree
program in Nova Scotia
on a 3-year degree
course.
Yes _____ No _____

Others (Please specify)

Remarks.

3. As a rule do you consider the following Indian degrees equivalent to Canadian degrees?

Bachelor of Arts	Yes _____	No _____
Bachelor of Science	Yes _____	No _____
Bachelor of Education	Yes _____	No _____
Bachelor of Engineering	Yes _____	No _____
M.B., B.S.	Yes _____	No _____
LL.B.	Yes _____	No _____

Any others (Please specify)

Remarks.

4. What level of marks (in percentage) on Indian transcripts do you consider equivalent to a Canadian pass?

Remarks.

5. Do you have a method of equating the number of courses taken in an Indian Bachelor's degree program with the number taken in a Canadian degree program?

Yes _____ No _____

If yes, please elaborate.

Remarks.

6. Do you have usable information on the content of courses offered at Indian universities?

Yes _____ No _____

If yes, how is this information utilized? (Kindly explain)

7. If you distinguish among Indian universities, could you list in descending order, those which you consider to have the best standards.

Remarks.

8. In the evaluation of an application, do you consider letters of recommendation from candidates' former teachers/professors in India?

Very helpful _____

Moderately helpful _____

Slightly helpful _____

Not helpful _____

Remarks.

9. Do you feel that applicants educated in India, generally have acquired adequate knowledge of the English language to carry on successfully a program of studies at Canadian universities?

Remarks.

10. What bearing (if any) does the age of the applicant have on the evaluation of his application for admission?
11. What bearing (if any) does the number of years of education completed have in the evaluation of an application for admission?
12. Would you suggest/advise/recommend admission of an applicant holding a third division Bachelor's degree in arts, science, or commerce from India into a graduate program of studies?

Yes _____ No _____

If yes, at what level:

- (a) Preliminary or qualifying year towards a Master's degree
Yes _____ No _____
- (b) One year Master's degree program
Yes _____ No _____

If No, is an exception made for applicants with a third division degree but better than third division standing in the subject(s) in which they wish to do further study?

Yes _____ No _____

If yes, please indicate the kind of exceptions made.

If the response has been 'No' so far to this question, is the applicant admissible to an undergraduate program?

Yes _____ No _____

If yes, at what level (i.e., what advance standing do you recommend on a 3-year Bachelor's degree program)?

13. Would you suggest/advise/recommend admission of an applicant holding a second division Bachelor's degree in arts, science, or commerce from India into a graduate program?

Yes _____ No _____

If yes, at what level:

(a) Preliminary or qualifying year towards a Master's degree

Yes _____ No _____

(b) One year Master's degree program

Yes _____ No _____

If No, is an exception made for applicants with a second division degree but better than second division standing in the subject(s) in which they wish to do further study?

Yes _____ No _____

If Yes, please indicate the kind of exceptions made.

If the response has been 'No' so far to this question is the applicant admissible to an undergraduate program?

Yes _____ No _____

If Yes, at what level (i.e., what advance standing do you recommend on a 3-year Bachelor's degree program)?

14. Would you suggest/advise/recommend admission of an applicant holding a first division Bachelor's degree in arts, science, or commerce from India directly into a graduate program?

Yes _____ No _____

If Yes, at what level:

(a) Preliminary or qualifying year towards a Master's degree

Yes _____ No _____

(b) One year Master's degree program

Yes _____ No _____

If No, is the applicant admissible to an undergraduate program?

If so, at what level?

15. Do the following receive any consideration in the evaluation of an application?
- (a) Whether the candidate attended day college (full time) to obtain the Bachelor's degree? _____
- (b) Whether the candidate attended evening college while working during the day? _____
- (c) Whether the candidate obtained the degree by simply writing an examination in the capacity of a full time teacher/an Armed Force Personnel/a government employee or any other such category who may be permitted to do so by the Indian universities? _____
- (d) Whether the degree was obtained "BY PARTS"? _____
- (e) Whether the degree obtained is in "Pure Sciences" or "Math" or "Pure Arts"? _____

Please include your comments.

16. Would you consider any other criteria for evaluating applications from "landed immigrants" or their immediate dependants - because they are already in Canada?

If so, please include your comments and remarks on this.

17. What are some of the strong points of applicants from India which you consider would enable them to carry on successfully at Canadian universities?

Remarks.

18. What may be considered the weak points of the category of students mentioned above that would stand in the way of their successful performance at Canadian universities?

Remarks.

APPENDIX "C"

QUESTIONNAIRE

1. Please check your status in Canada:

Landed immigrant _____
 Student on a student visa _____
 Other (Please specify) _____

2. How long have you been in Canada? _____ years _____ months.

3. Please indicate: Your Nationality _____
 Your age _____
 Your sex Male _____ Female _____

4. Kindly list below your educational and professional qualifications.

Certificate/diploma/degree University (where obtained) Country

- i.
- ii.
- iii.
- iv.
- v.

5. By checking the appropriate box in each column, please indicate what you regard as the Nova Scotia equivalent of the Indian certificate/diploma/degree.

N.S. Certificate/diploma/degree

Indian certificate/diploma/degree

- N.S. Grade 11 certificate
- N.S. Grade 12 certificate
- I year completed in a 3-year degree program
- II year completed in a 3-year degree program
- Equivalent to a N.S. Bachelor's degree in the same field
- A N.S. Bachelor's degree in the same field plus some postgraduate work completed
- Uncertain

	Matri- culation	Higher secondary	Intermed- iate Science	Intermed- iate Arts	B.A.	B.Sc.	B.Com.
N.S. Grade 11 certificate							
N.S. Grade 12 certificate							
I year completed in a 3-year degree program							
II year completed in a 3-year degree program							
Equivalent to a N.S. Bachelor's degree in the same field							
A N.S. Bachelor's degree in the same field plus some postgraduate work completed							
Uncertain							

* Please answer this question as completely as possible resorting to the "uncertain" response only when necessary. (Question continued on the next page).

Any other aspects. (Please specify).

Remarks.

8. What percentage of marks obtained in India would you consider equivalent to the following Nova Scotian averages in a Bachelor's degree programme?

<u>CANADIAN</u>	<u>INDIAN</u>
50%
55%
60%
65%
70%
75%
80% and above

9. Do you believe that there is a method (or that one can be devised) to equate the number of courses taken in an Indian Bachelor's degree programme with the number taken in a Canadian Bachelor's degree programme?

Yes _____ No _____ Uncertain _____

If yes, please elaborate.

Remarks.

10. If you distinguish among Indian universities, would you please list in descending order those which you consider to have best standards.

11. Do you believe that Indians, generally, have adequate knowledge of the English language to carry on successfully a programme of studies at universities in Nova Scotia?

Yes _____ No _____

Remarks.

12. Listed below are a few potential causes of failure (and/or low achievement) at Indian universities. Would you please rate the importance of these factors by placing numbers (in descending order) next to the ones which you consider significant?

NOTE: You may add other causes of failure and/or low achievement and rate them too.

Financial factors	_____
Family demands	_____
Failure to adjust rapidly to the change from High School to college/university	_____
Immaturity (in terms of chronological age)	_____
Lack of guidance/counselling	
(a) at home	_____
(b) at college/university	_____
Lack of close teacher-student relationship	_____
The system of external examinations being the sole criterion of success	_____
Other (Please specify and rate).	

Remarks.

15. In your view should a third division Bachelor's degree in arts, science, or commerce from an Indian university entitle the holder to admission at universities in Nova Scotia to:

Note: PLEASE CHECK

- (a) Preliminary or qualifying year towards a Master's degree to be followed by a two year programme. _____
- (b) The preliminary or qualifying year towards a Master's degree to be followed by a one year program _____
- (c) A one year Master's program _____
- (d) A two year advanced standing on a 3-year Bachelor's degree program _____
- (e) A one year advanced standing on a 3-year Bachelor's degree program _____
- (f) No advanced standing on a 3-year Bachelor's degree program _____
- (g) A probationary year as a special student to determine the level to which the candidate should be admitted _____

Any other (please specify).

Remarks.

16. In your view should a second division Bachelor's degree in arts, science, or commerce from an Indian university entitle the holder to admission at universities in Nova Scotia to:

- (a) The preliminary or qualifying year towards a Master's degree to be followed by a two year programme _____
- (b) The preliminary or qualifying year towards a Master's degree to be followed by a one year program _____
- (c) A one year Master's degree program _____
- (d) A two year advanced standing on a 3-year Bachelor's degree program _____
- (e) A one year advanced standing on a 3-year Bachelor's degree program _____
- (f) No advanced standing on a 3-year Bachelor's degree program _____
- (g) A probationary year as a special student to determine the level to which the candidate should be admitted. _____
- (h) Any other (please specify). _____

Remarks.

17. In your view should a first division Bachelor's degree in arts, science, or commerce from an Indian university entitle the holder to admission at universities in Nova Scotia to:
- (a) The preliminary or qualifying year towards a Master's degree to be followed by a two year program _____
 - (b) The preliminary or qualifying year towards a Master's degree to be followed by a one year program _____
 - (c) A one year Master's degree program _____
 - (d) A two year advanced standing on a 3-year Bachelor's degree program _____
 - (e) A one year advanced standing on a 3-year Bachelor's degree program _____
 - (f) No advanced standing on a 3-year Bachelor's degree program _____
 - (g) A probationary year as a special student to determine the level to which the candidate should be admitted _____
 - (h) Any other (Please specify). _____

Remarks.

18. What are some of the skills and attitudes of Indian university graduates which you consider would help them in the successful completion of their studies at universities in Nova Scotia?

19. What may be considered the weak points (skills and attitudes) of Indian university graduates that would (or are likely to) stand in the way of their successful performance at universities in Nova Scotia?

Remarks.

20. General Remarks. (An additional sheet is attached for this purpose).

APPENDIX "D"

REGULATION REGARDING PRIVATE CANDIDATES

Subject to regulations 1 and 9, the following classes of candidates may be permitted to appear in a University examination in the Faculties of Languages, and Arts without having completed the prescribed courses of instruction, in a college affiliated to the University or in teaching department of the university if they are otherwise eligible to appear under the regulations for the examination.

- (a) Women appearing in the Pre-University (Humanities), B.A., and M.A. examinations
- (b) Teachers who are working as paid members of the whole teaching staff in the institution specified below, and have been in such service either for a period of two years in the aggregate, or for a period of twelve months continuously, on the date of application, and are recommended by the Head of the institutions concerned:
 - (i) schools recognised by Panjab University or by the Education Department of Punjab, Haryana, H.P., or Union Territory of Chandigarh,
or
 - (ii) colleges, university departments,
 - (iii) educational service of the Army, Air Force, or Navy,
 - (iv) civilian schools or Masters in the Army service.
- (c) Late college students who completed the prescribed courses of instruction for an examination, and are recommended by the Principal of the college for admission to such examination within the period allowed by the relevant regulations.
- (d) Members of the Border police, etc.

Source: Panjab University Calendar, Volume I (1969).

APPENDIX "E"

LETTER FROM THE DEPARTMENT OF
MANPOWER AND IMMIGRATION

(COPY)

OTTAWA 2, July 16, 1970.

Dear Mr. Chopra:

I have discussed your request of borrowing our 'Guidelines for Canadian Equivalences' of selected foreign university degrees with senior management.

Unfortunately, we are unable to let you have the report, since it is of highly confidential character.

The report is limited to the use within our Department.

Yours sincerely,

(signed) E. Ziegler

E. Ziegler, Chief,
Immigration and Foreign Manpower
Division

APPENDIX "F"

BASIS OF ACCEPTANCE OF INDIAN DEGREES FOR THE PURPOSE OF ISSUING
NOVA SCOTIA TEACHERS' CERTIFICATES

UNDER GRADUATE DEGREE		EDUCATION DEGREE OR DIPLOMA	POST GRADUATE DEGREE		CLASS OF CERTIFICATE
Kind	Division*		Kind	Division*	
BA or B.Sc.	1 or 2	BT or Dip. of T.	-	-	TC 3
BA or B.Sc.	1	BT or Dip. of T.	Master's of Sci. Arts or Education	1	TC 4
BA or B.Sc.	1	BT or Dip. of T.	Two Master's degrees	1	TC 5
Two Bachelor's	1	BT or Dip. of T.	A Canadian or American Master's degree	-	TC 6

Note - Issuance of a Certificate will be based on the satisfactory completion of a test in spoken and written English taken in this country, unless otherwise directed. The applicant must have a personal interview with either Department officials or an Examining Board, following the completion of the test.

A six weeks summer orientation program emphasizing communication skills may also be required of the applicant before a Certificate is issued.

To raise any Certificate obtained on the above qualifications requires the fulfilment of the same conditions as those required of Nova Scotia teachers.

Indian Master's degrees requiring two years to complete can only be accepted for purposes of certification as the equivalent of one full year of study.

* Bachelor's degree third division (class) not considered for a Teacher's Certificate.

* Master's degrees second or third division (class) not considered for a Teacher's Certificate.