"The fundamental flaw in our university education, to my mind, lies in the failure of our methods of teaching and learning to awaken the active intelligence of our students and the inculcation in them of a desire to acquire knowledge by their personal efforts and through purposeful study."

- Prof. S. A. H. Haggi.
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VII.0 THE BACKGROUND

In this chapter, the investigator is going to discuss "The Courses of Study and Teaching" in the universities of the nations under study. Moreover, light will be thrown on the systems of education in Higher Education of the U.K., the U.S.A. and the U.S.S.R. with reference to that of India.

It will be interesting to note here the various opinions of the authentic scholars of various countries in regard to the syllabi and courses in Higher Education. As Desai has rightly stated: "A syllabus is just a scholastic means to achieve in students certain instructional goals or realize some educational outcomes. A syllabus is not absolute in concept and function."¹


According to what Desai has stated, syllabus is a means for the achievement of certain goals. Earl J. McGrath's views on the curriculum of the Liberal Arts Colleges is as under:

The curriculum of the Liberal Arts Colleges underwent a transformation and soon thereafter entirely new university divisions were established, such as school of engineering, agriculture and business administration. Under these influences
specialization in learning soon became the order of the day.2

It can be observed from the above statement that the curriculum of the U.S.A. is based on specialization.

Grant has stated about the courses of Higher Education in the U.S.S.R.:

The duration of courses in institutions of Higher Education varies, depending on the subject, e.g., it is six years in medicine. Inspite of these being final state examination, no formal degree is conferred on completion of the course. Students who attend evening and corresponding courses have to work one year more than the ordinary courses.3

According to the above statement, in the U.S.S.R., the students have to appear in the final state examination after the completion of the courses.

George F. Kneller has taken a special note of great changes that have taken place in the courses of Higher Education in the U.K. stating:

The transformation from an agricultural to an industrial life shook the very foundations of the economic and the social structure of England. In the latter half of the nineteenth century the civic universities


sprang up to meet the new needs of Oxford and Cambridge. These universities were free from religious influence of any kind and concentrated their attention on the teaching of science, technology and modern subjects for which the older universities either made no provision whatever or made every inadequate provision. 4

It can be observed from the above statement that the modern universities of the UK provide new curriculum.

The investigator will now discuss the courses of study and teaching in the system of Higher Education of the nations under study.

VII.1 THE CURRICULUM

The curriculum is quite a significant aspect in the field of Higher Education. As C. V. Good defines it in the following words:

Curriculum: (1) a systematic group of courses or sequence of subjects required for graduation or certification in a major field of study, for example, social studies curriculum, physical education curriculum. 5

It can be derived from the above statement that the curriculum is a systematic group of courses of study. Whatever the accepted objectives of Higher Education may be,

4 George F. Kneller, Higher Learning in Britain, (London:

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the degree to which they are attained as well as the manner in which they are attained are determined in a large measure by the curriculum and the educational theories underlying. It is imperative, therefore, to peep in the curriculum of Higher Education in the countries under study.

VII.1.a The U.K.

Despite the fact that the U.K. still belongs to traditionalism in many of her fields and the people are conservative in some ways, there are noticeable basic changes made in the entire outlook of education, curriculum and teaching methods.

In the British universities, there are three-year-courses, prescribed for the B.A. degree. There are two different courses, namely, B.A. (Pass) and B.A. (Hons.). The honours courses are such as to enable the students to attain some special education at the same level. Some notable differences are found in the universities of Oxford and Cambridge. It is stated by Sir James Mountford in the following words:

There are some important divergencies, however, from the normal scheme. At Oxford and Cambridge the B.A. is the only first degree awarded: it covers arts, pure and applied science, theology, law and pre-clinical part of the medical course. The B.Sc., which is a first degree elsewhere, is a higher degree at Oxford but does not even exist at Cambridge.

It is observed from the above statement that the first degree awarded by the universities of Oxford and Cambridge is called B.A. in all the branches of knowledge.

Honours courses are available in arts as well as in science. In each university there is a different syllabus for the study of these subjects. The numbers of subjects in arts are more than those in science. Different universities prescribe different courses for the honours degree. At the end of the course the Examination Council of the university holds examinations. The members of this council are generally teachers and the heads of the departments of the university.

The provision for the research work in the case of the post-graduate classes and particularly for the Ph.D. degree was introduced in the last years of the second decade of the twentieth century after the first world war. For the Ph.D. degree the syllabus of three-year research has been prescribed. In the U.K., the Oxford University is
have successfully conducted the research works. Teachers and professors generally deliver lectures on the subject in big lecture-theatres, after completing research work. The students of the graduate and the post-graduate classes attend these lectures.

VII.1.b The U.S.A.

Syllabus and Courses of Teaching

The first degree of an American university is 'Bachelor of Arts' or 'Bachelor of Science' which may be granted in a college at the end of four years' study in a particular branch of knowledge. Sixteen courses are required for either of the degrees of which six have to be specialized in. Specialization begins in the second year and the candidate has to pass the examination in six courses to get his first degree. The Honours' candidates have to specialize themselves in more than six courses and have to submit an essay or a research work.

The practice of fixing a limit to the quantum of special programmes for studies of liberal arts subjects is also in vague in American universities. The Higher Education system of the U.S.A. may be divided into two major parts. The first part relates to the arts or the liberal arts, which also can be divided into two parts, the first of pre-graduate level and the other that of graduate level.
The pre-graduate course is organized under the system of 8-4-4 and provides for four years' education. The first two years are equal to the secondary stage of the Junior Colleges. After the completion of two years, the Degree of Associate of Arts or Science is conferred; and after the completion of four years the Degree of Bachelor of Arts or Science is awarded.

It is necessary to possess a Bachelor's Degree for admission to the graduate courses (which are called the post-graduate courses in the Indian universities).

Under the liberal-arts-graduate system, a Degree of Master of Arts or Science is generally awarded after the submission of a written thesis and one year's study at the graduate level. In India, the course of a Master's Degree takes the time of two years after the Bachelor's Degree is awarded in any branch of knowledge.

There also exists a system of awarding the degree of Ph.D. after the attainment of the Master's Degree.

At college level, the regular progress of students is maintained and is considered as one of the criteria while awarding the degree. The students preparing for the degree examination are examined at the end of every year. A student migrating from one college to another is given records as a proof of his behaviour at the institution last attended.
Summer Courses and Social Programmes

In the U.S.A., some higher institutions provide the facilities for summer-vacation courses. The students who regularly attend such courses every year can complete their Bachelor's Degree course of four years only in three years. State colleges and universities are responsible for the maintenance of such courses. Of course the private institutions can also help at their best.

VII.1.c The U.S.S.R.

The curriculum in the Higher Education of the U.S.S.R. is most centralized and productive. It is often revised by the government itself. In this connection, the UNESCO publication has thrown good light on the topic:

The curriculum and programmes of institutes are substantially reviewed from time to time. This makes it possible to bring to the students' notice not only scientific knowledge that has stood the test of time but also everything that is basically important and new emerging from both scientific research and industrial experience.... It contains forty to fifty different subjects and consists of 'cycles'; social and economic general scientific and specialized.7

It is clear from the statement that there are about fifty different subjects for study provided by the institutions of Higher Education in Russia. The curricula

and courses of study are specially scientific and specialized.

The attendance at the lectures and in the practical work is compulsory in the institutions of Higher Education in Russia. "Attendance at lectures and practical lessons is compulsory in U.S.S.R. higher educational schools." 8

The duration of courses in Higher Education differs in various subjects and faculties or departments. The study in medicine takes the time of six years. In spite of there being a final state examination, no formal degree is conferred on the completion of the course. The students who attend the evening and correspondence courses have to work for one year more than the regular college-going ones. For the teachers and research workers, there are a good facilities to attend the higher courses. After obtaining the candidate degree in science subject, one can get the doctorate on the basis of a thesis prepared by a candidate.

The Scientific Council of the Ministry of Higher and Specialized Secondary Education of Russia approves the curricula of the universities and most of the institutes of Higher Education of Russia.

8 ibid., p.72.
The council is made of the experts in various subjects. The Academic Councils of the universities are given certain powers to adjust the numbers of hours to be allocated to each subject. Curricula are divided into three groups: (1) Social political (Marxism-Leninism), (2) General theoretical subjects including a foreign language, (iii) Special subjects.

As Nigel Grant states:

Research is still regarded as supremely important and integral part of the work of higher institutions, both because it is vital to the interests of Soviet society and because it keeps the staff from sinking in an academic rut.9

The above statement shows the importance given to the research work in the curriculum of Russian Higher Education.

The curriculum which includes general lectures, practical work in institutions and factories, laboratory work in institutions and factories seminars etc. is approved by the Ministry of Culture. The copy of the curriculum is given to each student with details of every work. During the first year the identical subjects are taught in all departments of the faculty. Specialized education comes later on.

In India, the earlier universities began with the teaching of humanities. The teaching of natural sciences and social studies came very much later in Indian universities. The University Grants Commission has some strong comments to make on the current practice of framing syllabi in Indian universities in terms of detailed list of topics. The current thinking on curriculum development, a premium is placed on the formulation of instructional goals, and gearing the syllabus sharply to these goals; in terms of the teaching points during the academic year.

All the modern universities in India made an attempt to cover all the various branches of knowledge. The general tendency in our universities is to place natural sources first, social studies second and the humanities last in any scheme of the university education. The professional subjects fall either under the head of technology or under that of social studies. The standards of courses in non-professional subjects vary considerably, and there is a system of interdisciplinary courses in the university education in India. The Kothari Commission has rightly noted that it sees no jurisdiction for rigidity in the university courses at the undergraduate as well as the post-graduate level.

It is not possible to note down the whole syllabus
here of any Indian or foreign university.

As Rege gives his ideas about the courses of the Indian universities, stating:

It is generally recognized fact that barring a few admirable exceptions the courses taught at Indian universities are outdated. The realization often comes with a shock to the more gifted of our students when they go abroad for higher studies.\(^\text{10}\)

It is observed that courses of study and teaching in Indian universities are very old and hence there must be some new changes in it.

Observations

It can be clearly inferred from the preceding data of the curricula of Higher Education in four countries under study that there prevails some differences in deciding the basis of curriculum, which is affected by the national policy, aims of education, values and programmes. But there are no fundamental differences in constructing and adopting the curriculum on the basis of psychology and principles of education.

Looking at the available data of the curricula of these four countries, the investigator arrives at the

following conclusions:

1. The curricula of Higher Education in all the four countries is still in a position of flexibility and transition.

2. There is a general remark that the curricula is old, inadequate to some extent, even in the developed countries like the U.K., the U.S.A. and U.S.S.R.

3. In a developing country like India, there appears an enormous uprising and enthusiasm to abolish the old traditional curriculum and replace in a dynamic, modern and comprehensive curriculum expressing the aspirations and progress of the nation.

4. Historical records suggest that there has been a constant periodical change in the curriculum as and when people or government felt the need to do so on the basis of their new thoughts according to the social changes.

5. In the U.K., a great many changes have taken place in curriculum designs in the last decades owing to rapid shift from the traditionalism to modernism throughout the country. However, there is still an equal
emphasis on basic values that could be
developed through religion, moral and spiri­tual education.

6. The pragmatic values, freedom and democratic
outlook are the fundamental characteristics
of American curriculum that is always in a
constant change.

7. The communistic values and national outlooks
are the fundamental qualities of Russian
curriculum, which is continuously seeking for
the scientific and technological growth.

8. In all the four countries under study, the
Higher education curricula are based on the
acceptance of the principle of students' all
round development, preparation for his future
life and active citizen of a nation.

But, it is a debatable point so far as the change
in the curriculum is concerned. It may be a demand and need
of the majority of the people of the U.K., the U.S.A. and
the U.S.S.R. to make the higher educational curriculum more
recent, scientific and purposeful. While in India, where
science, technology and democracy are of recent origin, is
completely different. No sudden change in the curriculum
is possible, The slow and gradual process of the change is
always possible and effective. The curriculum should take into consideration not only the present of the individuals for whom it is designed, but also their future needs for which they are being educated.

VII.2 THE TEACHING METHODS

The success and expected results of curriculum depend largely on the teaching methods. The modern concept may be quite against the fixed procedures regarding the methods of teaching. However, it approves, to a considerable extent, the value of effective classroom teaching based on situations provided. Therefore, one can state that teaching methods do play a vital role in giving a desired effect to curriculum. The investigator has tried to look in, how the countries under the present study have utilized methods of teaching in Higher Education.

VII.2.a The U.K.

It is surprising to note that no teaching methods are officially recommended in the U.K. All the universities do not use the similar teaching methods. The Oxford University and the Cambridge University employ the tutorial system. Generally, the lecture method is implemented by the tutorial method is employed one day per week to revise and consolidate the lessons and carry out research work. The main feature of the tutorial work is that the teacher
occupies a more responsible position. He is a guide and instructor in this position and instead of delivering lectures he tries to find out the problems and the difficulties of the students and also tries at their solutions. The provision for tutorial classes is only at the graduate level of the arts section. At present, this system of tutorials has gained much ground all over the country. The Robbins' Report shows the importance of a tutorial system.

"....If by a 'tutorial system' is meant a system that ensures that the pupil comes into personal contact with his teachers, that he feels he can bring his individual difficulties and problems to them, and that his progress is a matter of sympathetic concern to them. We are wholeheartedly in favour of tutorial system."

It has also suggested for the improvement in the lecture method that lectures and discussion periods need to be better geared together.

In the U.K., there are three methods of teaching in the field of Higher Education. A seminar paper presented at the Leeds University, U.K. develops a new justification for the lecture method to be used in colleges. The lecturer's selection of material may a student's many hours of search in a great volume of books. It is most instructive for a student to listen to an argument in the

process of development and such a treatment may bring a topic for life when otherwise it would remain emblazoned in a text-book.

The Robbins' Report recognizes the virtue of the lecture method, if the lectures are well planned and effectively delivered.

We think that a well planned and well delivered series of lectures can give a sense of proportion and emphasis lacking in tutorial discussions and seminars where teaching in following where the argument leads, may often stray into by ways.\textsuperscript{12}

Thus, one can summarize that the lecture method is found best in the system of Higher Education of the U.K. The tutorials and the seminars are the supplementary methods. This is the position of teaching methods in the Higher Education of the U.K.

\textbf{VII.2.b The U.S.A.}

In the case of the teaching methods, the U.S.A. impose her own image.

Lecturing is the most common method of imparting instruction of Higher Education in the U.S.A. A professor lectures to groups of students ranging from ten to thousands depending on the size of the institution and the

\textsuperscript{12} ibid., p. 187.
nature of the course. Often these lecture groups divide
into smaller groups of two to twenty-five students. Where
smaller classes are possible, a combination of the lecture
method and the discussion method is used.

Seminar type of course combines independent
research with meetings of a small group to discuss and
present reports under the direction of a professor. Seminars
are often times used at the graduate level.

Laboratory classes are generally held in the
courses of natural sciences. Such classes meet for two or
more consecutive hours for controlled experiments and
observations. Tutorial system in the U.S.A. is rarely found.

Regular attendance is emphasized in all the
academic institutions of Higher Education in the U.S.A.
Penalties are often imposed against irregularity.

The students are expected to spend on average of
two hours' preparation outside the class for each hour in
the class. This preparation usually consists of reading and
writing essays or reports and working on projects or term-
papers. Thus, a student has to spend thirty to forty hours
working outside the class for fifteen to sixteen hours
working in the class per week.

Audio-visual aids, television and radio are being
increasingly utilized in the teaching methods of U.S.A.
Most of the universities have their own broadcasting stations for the teaching purpose. This is the stand of the teaching methods of the U.S.A.

VII.2.c The U.S.S.R.

Regarding the teaching methods in the Higher Education of the U.S.S.R. one may indicate that they are effective.

The UNESCO publication states in that regard:

Characteristic of Soviet Higher Education is the high level of its teaching and the resulting high competence of the specialists it trains. This high level is first of all due to the fact that all institutions work on the basis of teaching programmes worked out by the scientists and scholars themselves and prescribing a set order of courses for each discipline, and of curricula determining the kind and extent of knowledge imparted in each field. Professors arrange their teaching according to these plans and curricula, which makes it possible to unify the level of preparation in all institutions of the same type.13

It may be observed from the above statement that the teaching staff always tries to improve the teaching process. The basis of the teaching is the teaching plan. Most of the students complete their courses within the prescribed time. There are no external students in the Soviet Higher Education system. Much attention is paid to

the research work.

Good literary libraries are made available to the students and discussions with writers and composers are also arranged. The teaching plans for the senior students are made on the productive work in the field of industry,
perhaps the only method implemented in many colleges and the institutions of higher learning.

Now-a-days, the methods of tutorials and the seminars have also been introduced at the level of Higher Education to some extent. The term 'tutorial' denotes 'tests' or 'periodical examinations' evolving written exercises which are to be assessed by tutors. As Dr. Radhakrishnan Commission has said, a tutorial is not coaching for examinations, it is a kind of intellectual midwifery. The seminar method is more suitable to the post-graduate classes and courses where the learners are more matured and able.

**Concept of Good Teaching**

The concept of good teaching is very high. It is intended to train leadership of the top category. Good teaching holds the key to prevent the standards of Higher Education from further deterioration. It should be clear, interesting and useful and its ultimate goal should not merely be to enable the students to pass the examinations. Good teaching should result in effective learning. Self-learning so to say, good teaching should always prepare students for active participation in the teaching-learning process.

**Methods of Teaching**

Indian universities have generally adopted three
methods of teaching, lecturing tutorials and seminars respectively. The lecture method is very common and popular in Indian universities. In some universities this method has taken the form of dictating notes. It is the most economical method of disseminating the expanding quantum of knowledge in a short time.

Most of the colleges and the university departments have made efforts to introduce tutorials for their students. A tutor is not a teacher in the usual sense. His duty is not to impart new information on the subject. Seminar is the third method of teaching-learning. Here the instructional situation is discussion centred around a decided topic.

The above description gives an appropriate idea of the position of the teaching methods in the four countries under study.

Observations

The above analysis regarding the methods of teaching in the four countries under study reveal the fact that there prevails a great variety in methods and approaches, since the philosophy of education, its aims and objectives that determine the goals are different in these countries. Furthermore, the climatic conditions, the situations, physical and mineral resources and social values may also differ from place to place and the government policy may
also give a different mould to education. Due to these factors in the methodology of teaching, several approaches and practices have been evolved. The investigator summarises his observations in the reference to the teaching methods are as under:

1. Though, the U.K. has traditional and conservative outlook, there are no teaching methods as officially recommended. Every institution of Higher Education and its teachers are given complete freedom to adopt any method that suit best the students, environment, local needs and the staff. The tutorial system of teaching is given more importance in the higher learning of the U.K.

2. The teaching methods in the Higher Education of the U.S.A. are selected and developed on the basis of knowledge and understanding of the students' growth and development. There prevails a wide variety in the teaching methods. The major methods are based on problem-solving experiments and discussions. The latest audio-visual aids are used in the teaching techniques in the higher learning of the U.S.A.

3. The teaching methods in the Higher Education
of the U.S.S.R. are mostly connected with the practical training linked directly with production. The merging of theory and practice is a fundamental characteristic of Soviet higher learning.

4. The teaching methods in India, are a good mixture of Britain's freedom and activity approach backed by the government directives at times, and American's pragmatic approach in devising her teaching methods.

India should not be fascinated by any method of teaching of any country merely by its variety and scientific soundness. In fact, methods are evolved from situations, purposes and goals of education. And naturally, one country's objectives and situations may not fit in with those of the other.

Concluding Observations and Comments

In all the Indian universities, there is a system that the syllabi and the courses of study are being formed by their respective boards of study. The heads of the departments are the members of the boards of studies, fully authorised to discuss and frame the syllabus of their own departments. The courses of study and teaching in the Indian universities cover the natural sciences, humanities
and social sciences. The courses of technology and engineering are the expansion of the natural sciences.

The three-year-degree course has been in operation since a decade, in all the universities of India.

The degrees awarded by the Indian universities are called either 'pass' or honours degrees. Some years back, the pass degree was known as the general or ordinary degree. The system of Honours at Bachelor degree level has derived its origin from the U.K. It was started in the Universities of Oxford and Cambridge in the beginning and later on in the civic universities.

Mass-teaching is a very common method in all the Indian universities, and in all the institutions of Higher Education. Moreover, the methods of tutorials and the seminars have also been introduced in many colleges and universities of India. The seminar method is more suitable to the post-graduate classes and courses where the learners are more matured and able.

Which are the courses and the methods of teaching in the universities of the U.A., the U.S.A. and the U.S.S.R.? What can the Higher Education of India may adopt from them?

With the exception of one or two states, in the U.S.A. the permission of the state authorities is even not required in awarding the degrees in the field of Higher
Education. This seems very peculiar in the Higher Education of India.

The first degree in the Higher Education of the U.S.A. is Bachelor of Science (B.Sc.). After that, one can get the admission at the graduate standard. For the Master degree in Arts or Science, one has to study for a year, while it will take two years time in India.

In U.S.A., one has to submit a thesis even in Master's degree, while in Indian universities, the submission of a Dissertation is required in some subjects i.e. Psychology, Engineering, Geography, Education, etc.

For the degree of Doctor of Philosophy, one has to undergo the prescribed course. It will take the time of two years after the attainment of Master's degree and three years after the Bachelor's degree. During this period, a prescribed educational course is to be undergone and research work is to be completed, for they form the basis for the submission of a complete written thesis. In the Indian universities, one can submit the thesis, in the IIIrd year, after the date of registration for the Ph.D. degree.

Teaching facilities are also available during the summer vacations in the U.S.A. In India, these types of courses are given in the field of professional education.
by a very few universities. More facilities should be done available in this sphere by the Government of India.

Lecturing is the most common method of imparting instruction of Higher Education in the U.S.A. Moreover, seminars, group discussions and the tutorial methods are popular in the teaching of Higher Education of America.

Majority of the Indian universities have adopted the American and English methods of teaching, i.e., seminar method, group-discussion method and the tutorial method.

In the U.S.S.R., there are about fifty different subjects for study provided by the institutions of Higher Education. The curricula and courses of study are specially scientific and specialized. The scientific council of the Ministry of Higher and Specialized Secondary Education of Russia approves the curricula of the universities and most of the institutes of Higher Education of Russia.

In India, all the universities are free in framing the courses and syllabi of their teaching. There is no interference from the government.

The duration of Higher Education ranges between four to six years according to different courses; i.e. the medical courses continue for six years, the pedagogical and agricultural courses for four years and higher technical
courses for five years.

In India also, the duration of courses differ, the first degree in medicine will take six years, while that in education will take four or five years.

Ministry of Culture approves the curricula in Russia, and a copy of the curriculum is given to every student. In the Universities of India, there is no need of government approval. If anybody wants a copy of syllabus, one can purchase it from the Salt Unit of the concerned university.

Indian universities may also adopt the facilities of the correspondence courses given in the Higher Education of the U.S.S.R.

Practical work and regular attendance at the lectures are given utmost importance in the Higher Education of Russia. Seminars are also included in the teaching method of the Higher Education in the U.S.S.R.

Three-years courses are prescribed in the British universities, for the first degree of Bachelor of Arts. There are two courses, namely, B.A. (Pass), B.A. (Hons.). In Honours courses the students have to work more. So many universities in India have adopted the Honours courses from the British universities. The majority of students in England and Wales take Honours courses. In the Scottish
universities, the first degree is the Master degree. One does not find a Bachelor's degree there.

In the university of Cambridge, the first degree is B.A. It covers arts, science, law and pre-clinical part of the medical courses. The provision for the research work, for the post-graduate and Ph.D. degree can be found in the major English universities, as in India.

University teaching combines lectures, practical work and small group of teaching in either seminars or tutorials.

Generally, the lecture method is found to be most prevalent in the teaching of Higher Education in the U.K. as it is an universal method and the rest are the supplementary methods.

VII.3 THE ASSESSMENT PROCEDURES

The assessment procedure is a measuring tool in the field of education. The success of curricula and teaching techniques are measured in the process of teaching and learning. Assessment procedure is highly connected with the oral or written tests or examinations. Where there is teaching there must be any form of assessment, even though that is an unwanted evil. But the form of assessment procedure may differ from country to country according to
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the local situations, the philosophy of Higher Education and its objectives. Since, it is important to study some existing practices before coming to a conclusion regarding the best one, the investigator herein analyses and discusses the different trends and practices.

VII.3.a The U. K.

As the U. A. is an old traditional country, the assessment procedure is also followed on the same traditional way. Many English educationists would also agree failing that their educational systems are the most 'exam-ridden' in the world. The major number of students have to appear four major public competitive examinations before obtaining the university degree in the U.K.

In general, the degree examination in U.A. is taken at two stages which are called "intermediate" and "final". We followed this system upto 1958 and then dropped it.

The system of examination in U.K. aims at evaluating students' written expression with the help of internal assessment at the first degree course. For the Master's degree and research work the universities appoint the external examiners and referees for the assessment of the thesis.

At the end of the course, the examination council of the university holds examinations. The members of this
council are generally the teachers and the heads of the departments of the university. Some external examiners are also invited to ensure fairness in examinations. The purpose for inviting external examiners is only to keep away the points of subjectivity. Sir James Mountford observes in this regard: "The final examination for an Honours degree still generally includes a viva-voce part, which may improve a candidate's position in the class-list."  

The statement clears that there is a viva-voce test in the final examination for Honours degree with a view to improve the candidate's position in the class-record.

The number of examinations vary in different universities of U.K. In the Oxford university, there are two public examinations. In newer universities examinations are held in two parts.

The entire responsibility for the standards of the university depends upon the individual university. This is the position of the assessment procedures in the U.K.

VII.3.b The U.S.A.

The assessment procedures in the U.S.A. is very democratic and scientific in the field of Higher education.

15 Sir James Mountford, op. cit., p. 72.
The work of the student is being constantly assessed. That is why the teacher-student contact is more real and challenging. The new methods and systems of evaluation and examination aim at developing student's personality as a whole. These methods evaluate thus the fruitfulness of the study in students' days to come. The following tests do this important work at present in the American universities:

(A) **Personality Test**: By which the character, behaviour, physical fitness and personality of the students are being tested.

(B) **Aptitude and Interest Test**: By which the aptitude of a student in a particular subject or work is tested.

(C) **Intelligence Test**: By which the selection of the students for the vocational and industrial subjects are being considered.

(D) **Achievement Test**: By which the students' success in a particular subject during his study is being examined.

Harbans Singh, the Registrar of the Punjab University, has published a report of his visit to the American universities. He states about the system of examinations in the American universities:
All examinations at American universities are given by the professors or instructors who actually teach the class. There is no external testing or assessment. No papers come from outside and scripts are not sent outside the university for evaluation. That is the responsibility of the teacher. This one point makes all the difference in the two systems of instruction.\textsuperscript{16}

It may be traced from the above statement that the evaluation system in U.S.A. is highly democratic.

The method of evaluation and examination in U.S.A. is very natural. The type and number of examination is a matter to be decided by the individual professor. Some professors give small test-examination bi-weekly while the others take mid-term and term-end (annual) examinations on a large scale. In many courses the examinations are of the 'objective type'.

Generally, the combined results of various test examinations throughout the term plus participation in class-discussion and required written reports determine the students' grade for a particular course.

In the American universities, there is no system of external examination.

In establishing degree requirements most universities and institutions use the credit system.

This is the position of the assessment procedures in the Higher Education of the U.S.A.

VII.3.c The U.S.S.R.

The assessment procedures in the Higher Education of the U.S.S.R. is highly related with the Communist philosophy and thinking in the nation.

It has the system of oral as well as written examination at college level. As R. P. Singh has stated about this:

Each year internal examinations are held to determine promotion and at the end of the course, students take a state examination which confers the first degree, the diploma. Those who possess special ability may continue their studies and research work for three-years more to acquire the degree of candidate of science - the first post-graduate degree.17

Here the investigator analyses the statement as under:

(A) In U.S.S.R., the institution of Higher Education holds the internal examination at the end of the year when the course is completed.

(B) Students appear to the state examination for their first degree or diploma.

(C) Only the talented students are allowed for the research work.

If a student fails in more than two subjects, he has to discontinue his studies and join a profession of his choice.

The systems of evaluation in most of the higher institutions are under the direct control of the U.S.S.R. Government.

In the fourth year of his study, the student has to prepare a specific project for his final examination. The subject matter for the project is chosen by the professors.

The academic year is divided into two semesters in U.S.S.R. There is an examination at the end of each semester. Most of the examinations are oral. The students are expected to prepare term-papers at the end of each year showing his or her independent thinking. In June of the last year the student has to appear at the state examination conducted on the general pattern of the Soviet system of examination.

If a student fails to make a grade in two subjects, he has to appear in the examination after the vacation again. But if he fails in three subjects, he may be asked to discontinue his studies in the university. Generally,
failures are very few in Soviet Russia.

The students have to do their assignments regularly which has been evaluated to test their progress.

The term-papers have got to be discussed by the students before the committee of the teachers of their department.

As Nigel Grant states:

Students are evaluated throughout their courses by means of essays, laboratory work, home-work assignments and term examinations (both written and oral) marked on a four point scale from discussion to failure. The diploma thesis is the final test and in the technical institutes, it is known as diploma project. 18

It can be observed from the above statement that the students are evaluated constantly in the Higher Education of the U.S.S.R. This is the position of the assessment procedures in the U.S.S.R.

VII.3.d India

The assessment procedures in the Higher Education of India is old and traditional by the nature. It is based on the English pattern of education.

In India, the degree examinations are held by the

18 Nigel Grant, op. cit., p. 125.
respective universities. In three-year degree course the colleges affiliated to the particular universities are empowered for the internal marking of their students. The concerned departments are responsible for the planning of internal marking and the evaluation of the examinations held every year.

Generally, all the Indian universities stress the written examinations up to Master's Degree. In some universities in India, students of the post-graduate classes have to submit the Dissertation along with the written examination. They have also to appear at the viva-voce tests. In all the Indian universities, students have to submit a thesis for the Doctorate Degree in the concerned university with a viva-voce test.

In most of the Indian universities there is a system of inviting external paper-setters and examiners where the examination is by thesis, the external examiners are appointed to examine the thesis. In some universities, the external examiners are invited to examine the practical work.

The above description gives an appropriate idea of the position of the assessment procedures in the four countries under study.
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Examination is an unavoidable device in education all over the world. The system of examinations in India is adopted from Great Britain. So many commissions were appointed for the reform in examination by the Indian Government and the U.G.C. Despite the efforts of these commissions to bring reform, defects are still there.

In U.S.A., examinations are held by the professors or instructors who actually teach the classes. Harbans Singh remarks:

In our system, the teacher is not such an active agent in the teaching process. He is given a prescribed course which he must finish somehow before the examination. This leaves him very little scope for personal initiative.... The evaluation of the student work made by the teachers at American universities is never questioned.

In U.S.A., examinations are fully objective. The highest credit given in American university examination is 'A' which suggests 90-100 per cent. In India, a student is given 'A' grade if he gets more than 60 per cent marks. It is a great surprise to note that a student getting 70 per cent marks in America is given 'D' grade which is the last passing grade there.

19 Singh, Harbans, op. cit., p. 22.
The powers of examination are given to the professors in American universities. They do not invite the external paper-setters and examiners, as one does in India. E. R. Dongerkery states, "Most universities in India invite external paper-setters and examiners to assist them in the conduct of their examination." It is clear from the above statement that Indian universities invite the external examiners and paper-setters in their degree examinations.

In Soviet Russia, the system of degree examination is quite different from that of the other nations under study. There the power of degree examination is with the State Government. The institutions of Higher Education held the annual examinations after the course is over. Only the talented students can study further after getting the first degree.

India follows U.K. so far the system of evaluation is concerned. However, it differs in some aspects. In the U.K., the honours degree still include the viva-voce test.

VII. 4 CONCLUDING OBSERVATIONS AND COMMENTS

In India, the degree examinations are held by the respective universities. In three-year degree courses, the constituent colleges are empowered for the internal-marking

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of their own students. The concerned departments and the colleges are responsible for the planning of internal-marking and the evaluation of the examinations held during the year. All the Indian universities emphasise the written examinations up to Master’s Degree. In some of the Indian universities, there is a system of a Dissertation submission with the written examination for the Master’s Degree. The students have also to appear at the Viva-Voce test based on the Dissertation. In all the universities of India, one has to submit a thesis for the Ph.D. degree, in the concerned university, with a viva-voce test.

In the Higher Education of India, the examinations are given more importance than teaching, that is why the examinations have been the necessary evil to test the proficiency of students. In most of the Indian universities there is a system of inviting the external paper-setters and examiners. In some universities, the examiners are appointed from the other universities to evaluate the practical work at the Bachelor-Degrees, to assess the Dissertation and thesis at the Master and Ph.D. degrees level. In India, examinations have become the goal of teaching instead of being an instrument of evaluation.

Indian universities have so far appointed many commissions to improve the systems of evaluation and examinations, even though there are no changes. Some universities in India have started the semester system of
evaluation, but the results are neither fruitful nor satisfactory. The prejudices and favouritism on the part of the teachers is the main defect of the system. The M. S. University of Baroda has adopted the semester system and sessional work evaluation system in the following faculties: Home Science, Social Work, Fine Arts, Education and Psychology, Technology and Engineering, etc.

What are the systems of evaluation in the Higher education of the U.S.A., the U.S.S.R. and the U.K.? What one can adopt from them in the Higher Education of India?

The methods of evaluation in the Higher Education of the U.S.A. are very democratic and natural. The type and number of examination is decided by the individual professor. Some professors take small test-type examinations, while the others take the terminal or annual examinations on a large scale. Moreover, the professor takes note of the students' behaviour throughout his teaching and it is considered in giving the grade.

As in the Indian universities, there is no system of external examination in the American universities. No papers come from outside and answer scripts are not sent outside the university for evaluation. This is the responsibility of a professor who teaches the students. In the American universities the teacher-student contact is more real and challenging. The work of the student is
constantly assessed in the American university, that is why, no student can afford to break his studies. The evaluation of the students' work made by the teachers at the American universities is never questioned.

The letter grades show the quality of the students' achievement in his class. The highest grade is 'A', indicating very superior accomplishment, evaluated between 90 and 100 per cent, 'B' is between 80 and 90 per cent, 'C' is between 70 and 80 per cent, 'D' is between 60 and 70 per cent and 'E' or 'F' below 60 per cent. 'D' is considered for the passing grade, but below average.

Here one can find that the students in America have to work hard for even the passing grade. In the Indian university a student obtaining 60 per cent marks is considered as a first class student, while in America 60 per cent marks are considered below average. After the Bachelor Degree one can get a Master's Degree in a year in the American universities. While in India, one has to study for two years to obtain Master's Degree after the graduation. The Ph.D. Degree takes the time of three to four years after the Master Degree, which is as good as in India. Moreover, the students has to study two foreign languages, i.e., German and French or Russian for the Doctorate degree. To get the Ph.D. degree in American university is a very difficult task in comparison to that
of the Indian universities. Even at the undergraduate level students have to work hard, which lacks in our universities.

In the U.S.S.R., the system of evaluation is highly related to the Communism. There is a system of oral as well as written examination at the college level. But, a greater weightage is given to the oral test in the final examination. The students have to appear to the State Examination for their first degree or diploma. The students have to pass the internal examinations of the institution, during their study of the courses. If a student fails in more than two subjects, he has to discontinue his studies and join a profession of his choice. But if the student fails in two subjects, he is asked to appear in the examination after the vacation again. Generally, failures are very few in the Higher Education of the U.S.S.R.

During the study of four years, the student has to appear in the examination at the end of each semester. The academic year is divided into two semesters. There is an examination at the end of each semester. Most of the examinations are oral. The students have to prepare term-papers at the end of each year, showing his own independent thinking. In June, the student has to appear at the State Examination for his degree examination. Only talented students are allowed for the research work. Indian
universities can adopt nothing from the autocratic systems of evaluation in the U.S.S.R.

The system of examination in U.K. aims at evaluating students' written expression with the help of internal assessment at the first degree course. For the Master's Degree, the university invites the external examiners and referies for the assessment of the thesis. The purpose for inviting the external examiners is only to keep away the points of subjectivity. At the end of the course the university council holds the examinations in various fields of Higher Education, as in the Indian universities. The power of examination is with the universities in U.K. as we have in India and America but unlike Russia.

Generally, the degree examination in U.K. is taken at two stages, which are called the "intermediate" and the "final". Most of the Indian universities followed this system up to 1958; and then dropped it. The Honours degree course of the English universities still include the viva-voce test, which should be implemented in the few universities of India.

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BOOKS


**REPORTS**


