

Discrimination Against Indian Graduates: Most Indian Bachelor's Degrees Don't Get the Respect they Deserve in the US – Here is Why They Should

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The Indian newspaper *Express India*, on Saturday July 4th 2009, published a news item under the title “US doors are open for Indian students.” “The United States wants more Indian students in its universities,” said US Assistant Secretary of State for Education and Cultural Affairs Goli Ameri while addressing students at the Techno India Institute in Salt Lake on Thursday, “My message is: our doors are open. We want more Indian students to study in America and we are encouraging more American students to come to study in India.”

Unfortunately, and for a crucial reason, this news will not cheer a three-year graduate of any Indian university or college because this news is relevant only to those students who have completed a four-year degree; which in Indian context means only engineering graduates.

In many US universities, the practice is to insist on a master's degree or a course completion certificate indicating the completion of one year of studentship at master's level as a requisite qualification for Indian students seeking admission into master's degree programs in arts, commerce, and science faculties. The reason is that the three-year degree of Indian universities is not deemed to be equivalent to the four-year degree of US universities. However, three-year graduates from the universities of the countries like UK, Israel, Ireland, Singapore, and Hong Kong are usually accepted by most of the prestigious universities in the US. This has given rise to suggestions of discrimination against Indian graduates.

Thanks to two historical events—globalization and the Bologna process—the US and Canada have started aligning their graduate admission policies with the changing trends in Europe and other countries with similar education systems, especially Australia, to remain competitive in attracting international students to their soil.

In the recent past, a number of American universities have started accepting Indian three-year degrees, at least in principle, as equivalent to American four-year degrees. This was revealed in a survey by John Kersey, Ph.D., Amos Bronson Alcott Center for Educational Research at European-American University <http://www.thedegree.org/> and Sheila Danzig, Ph.D., Career Consulting International www.TheDegreePeople.com/ This piecemeal acceptance is far from satisfactory and does not effectively remove the discrimination Indian three year graduates are subjected to.

The approaches of admissions authorities in US universities and colleges has been summarized by Daniel Denecke, Director of Best Practices and International Programs for the Council of Graduate Schools, Washington, DC, in his presentation at the AACRAO Annual Meeting held at Boston on February 1st, 2007 (http://handouts.aacrao.org/am07/finished/T0130p_D_Denecke.pdf):

Fig. I: American stance with regard to Indian three-year degrees.

1. Acceptance of four-year bachelor's degree only.	2. Provisional acceptance of three-year bachelor's with requirement for additional "remedial" courses.	3. Evaluation of three-year degrees for equivalency (e.g. 13-year secondary ed. preference).	4. Determination of competency to succeed in US graduate program rather than strict equivalency.
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Let us now analyze the objections to acceptance.

Objection I: The three-year Indian degree courses are not equal to four-year degree courses of Indian Universities.

Objection II: Indian three-year programs are not enriched with liberal arts courses, a distinction found in similar US programs.

Objection I: The stance that Indian students, unlike US students, do not study for four years appears to be reasonable at the surface level. But on closer analysis this is not a true measure of what has actually been done to earn the degree. This is revealed once we take into account the number of instruction days/hours planned and materialized in an academic year, either under annual or semester patterns, in Indian universities/colleges. On this basis, three years of Indian degree study are more than equal to the American four years, because study is more intensive. It is actual classroom teaching and other processes of instruction that should count, not how many years were spent on campus.

I have collected data on the number of working days and contact hours for several Indian universities. These numbers are based on data relating to the first and second semester of the academic year, 2007–08. The numbers for the full three years have been arrived at by assuming similar numbers for the years 2008–09 and 2009–10.

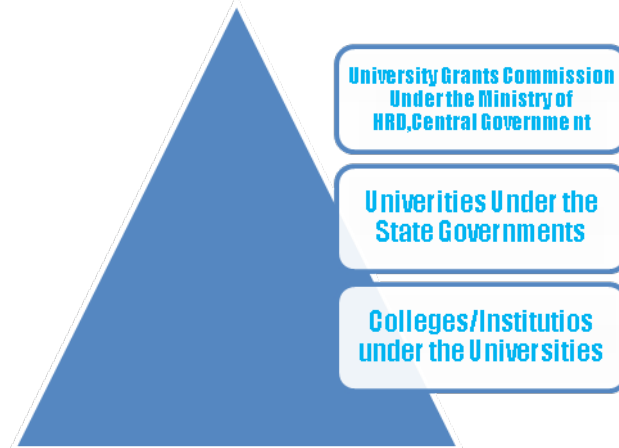
Table 1: The number of instruction days materialized in 2007–08 in several Indian universities.

	I Sem.	II Sem.	Total/ I year	Hours/year	Hours/3years
1. Karnataka University	90	98	188	940	2820
2. Jawaharlal Nehru Uni.	107	104	211	1055	3165
3. University of Mumbai	106	113	198	990	2970
4. Gujarat University	92	115	207	1035	3105
5. Osmania University	90	100	190	950	2850

The total number of contact hours, or clock time required to earn a four-year bachelor's degree in regionally accredited American institutions is a standardized minimum of 1800 hours (<http://www.thedegreepeople.com/3-year-degree.html>), whereas it is significantly higher in India, as is shown above.

The Academic Calendar Is Monitored by the UGC

Fig. II: In India, all educational institutions come under the UGC in a three-tier system, except for the Indian Institutes of Technology and boards of technical education, which are managed directly by central or state government. All institutions with the designation “University” are subject to the UGC.



The implementation of the academic calendar, or what is referred to in India as “term days” in an academic year in a university, is monitored by a committee under the Chairmanship of the Vice-Chancellor and at the state level by the State Council for Higher Education or by the Committee of the Vice-Chancellors of the State. At the national level, this is monitored by the UGC (<http://www.education.nic.in/cd50years/n/2D/3P/2D3P1B01.htm>). The guidelines issued by UGC in this regard stipulate a minimum of 90 instruction days in an academic year, spanning from June 1st to May 31st. Consequent to the implementation of these guidelines the situation, for example, in Tamil Nadu can be summarized as follows:

Undergraduate Programs (B.A., B.Com. B.Sc.) in Tamil Nadu by Various Universities

- Duration—three years—six semesters—90 working days per semester—18 weeks per semester—30 hours of instruction per week.
- Continuous internal assessment system for 25%—semester exam for 75%
- Internal assessment by the teacher concerned through tests, assignments, seminars etc.
- Course content: Three parts—Part I: Study of Tamil/Hindi/French etc for four semesters.
- Part II : Study of English for four semesters
- Part III : Study of major (core) subjects, allied subjects, and some inter-disciplinary subjects for six semesters
- Recent developments: introduction of choice-based credit system—140 credits for UG program—emphasis on soft skill development—certain skill-oriented subjects introduced—offering of diploma and certificate courses to enhance the employment

potential—introduction of extension activities

Compulsory papers on environmental studies and value education for all students.

From the details, we can roughly arrive at a figure of 3240 hrs ($18 \times 30 \times 6 = 3240$) for a three-year degree program in the arts, commerce, and science faculties. This is substantially higher than the 1800 hrs obtained in US institutions.

Moreover, a number of autonomous colleges and university departments have introduced a choice-based credit system. This has facilitated

- Flexibility in combinations of courses
- Facilities to also acquire knowledge in other disciplines
- Scope for choosing courses from different disciplines, and
- Chances to do additional courses in any discipline

Table II: The details of the credit* system for undergraduate programs.

(Part I, II and III Major (80%) and interdisciplinary (20%)	114
Life-oriented/Job-oriented course	2
Extra-Departmental	2
Foundations course	2
Total Credits	120

*One credit means one hour of instruction per week of five days for 18 weeks. Courses can have a credit load of one credit to four credits.

WES Recommendation—National Assessment and Accreditation Council of India—Certain Difficulties

World Education Services Solution September 2008 volume 21, issue 7 of *World Education News and Review* (<http://www.wes.org/ewenr/08Sept/practical.htm>) has reported that World Education Services Inc. (WES), has evolved a policy specifically for India to meet the situation. WES is the largest specialist foreign educational credentials evaluator in the world. It has announced that the following criteria will be applied for evaluation of these credentials:

1. Three-year bachelor's degrees earned in Division or Class I and II at universities accredited by the NAAC with a grade of A will be evaluated as equivalent to the US bachelor's degree.
2. All other three-year degrees will continue to be evaluated as equivalent to three years of undergraduate study.

NAAC is the abbreviation for the National Assessment and Accreditation Council, a body under the aegis of University Grants Commission (UGC). The NAAC has a mission to

inspect all Indian universities and where merited to award accreditation in various grades according to institutional quality.

The decision of the World Education Council to benchmark NAAC's accreditation of the college or university where an applicant has studied for his bachelor's degree seems logical on first sight but in practice raises serious problems.

As per the educational statistics found at www.indiabudget.nic.in/es/2006-07/chap2007/tab93.pdf, a total of 500 universities and 10377 colleges existed in the country in the years 2006–07. The notification on the home page of NAAC shows how many of these have gone through the accreditation process. The following table combines this data.

Table III: Details of accredited universities and colleges.

	Accredited	Total
Number of Universities	170	3919
Number of Colleges	3919	10377

The reason why so many institutions have not been accredited as yet is because the NAAC has yet to inspect them due to lack of funding and resources. This situation does not presuppose that accredited institutions are necessarily of higher standard than those which have not been inspected as yet.

All institutions continue to be responsible to the UGC regardless of NAAC accreditation, with UGC recognition being the mandatory condition for access to public student funds. It is thus the presence or absence of UGC recognition, not NAAC accreditation, that is the present indicator of whether an Indian university is legitimate or not.

These questions arise:

- Is it the fault of a student if a college or a university has not been inspected for accreditation yet?
- Should her chance for applying to a US university be decided by such a guideline?

Therefore, the policy of using the NAAC accreditation as a basis for making decisions on equivalency issues can only add to the injustice being done in this matter by the majority of US universities.

How Else Can We Decide Equivalency?

The sound basis on which the issue of equivalency could be decided has been enunciated in a different context at the Lisbon Convention on the Recognition of Qualifications Concerning Higher Education in the European Region, held at Lisbon, organized by Council of Europe in the year 1997 (<http://conventions.coe.int/Treaty/en/Treatieps/Html/165.htm>):

The Lisbon Convention is not merely an agreement between the nations which have signed it (which includes the United States). It is part of a wider UNESCO process across all the

regions of the world to ensure the fair mobility of credentials between member states of the United Nations. In its regional conventions, of which the Lisbon Convention is just one, UNESCO sets out common principles that should guide us in evaluation of credentials on a general basis. The single overarching document that sets out the basis for this recognition on a global, pan-United Nations basis is the “Recommendation on the Recognition of Studies and Qualifications” which was adopted by the General Conference of UNESCO in 1993 and which is binding on all United Nations member states.

Returning specifically to the Lisbon Convention’s preamble, the following aims, among others, are mentioned as the background for the convention:

Considering that higher education should play a vital role in promoting peace, mutual understanding, and tolerance, and in creating mutual confidence among peoples and nations;

Convinced that a fair recognition of qualifications is a key element of the right to education and a responsibility of society;

Mindful that this Convention should also be considered in the context of the UNESCO conventions and the International Recommendation covering other Regions of the world, and of the need for an improved exchange of information between these Regions; and some articles relevant for the present discussion are reproduced here.

Article III.1

1. Holders of qualifications issued in one of the Parties shall have adequate access, upon request to the appropriate body, to an assessment of these qualifications.
2. No discrimination shall be made in this respect on any ground such as the applicant's gender, race, color, disability, language, religion, political or other opinion, national, ethnic or social origin, association with a national minority, property, birth or other status, or on the grounds of any other circumstance not related to the merits of the qualification for which recognition is sought. In order to assure this right, each Party undertakes to make appropriate arrangements for the assessment of an application for recognition of qualifications *solely on the basis of the knowledge and skills achieved*.

Article III.2

3. Each Party shall ensure that the procedures and criteria used in the assessment and recognition of qualifications are transparent, coherent and reliable

Article IV.1

Each Party shall recognize the qualifications issued by other Parties meeting the general requirements for access to higher education in those Parties for the purpose of access to programs belonging to its higher education system, unless a substantial difference can be shown between the general requirements for access in the Party in which the qualification was obtained and in the Party in which recognition of the qualification is sought.

The Articles of the Lisbon Convention Show the Road Map

The implications of the Lisbon Convention's conclusions on fair mobility of credentials between nations, when extended to the situation in India, mean that qualifications issued by a competent authority (a recognized tertiary institution) in India should be accepted unless a substantial difference can be shown between the qualification (credential) for which recognition is sought and the corresponding qualification in US.

If a difference is perceived, then the issue of giving priority to the rights of individual students to seek admission in any US university or college should be settled above all on the basis of the *knowledge and skills achieved in the relevant discipline*.

How to Address the Difference in Curriculum/Course Content/Credits?

Article IV-1 addresses the difference in the content of the courses and gives the solutions. One observation about US qualifications is that they have a general education component which is absent in Indian degrees. However, Indian students cover these general education requirements in depth in their final years of high school, as do students in most European countries.

In any case, not having exposure to generalist courses at undergraduate degree level does not make a substantial difference to knowledge level and professionalism with respect to the major of the degree. In fact, because of the greater specialism in the major and related studies, the Indian graduate is likely to have undertaken a greater depth of study in their major than their American four-year counterpart.

The Bologna Process

Mariam Assefa, Executive Director, World Education Services, has illustrated how a three-year degree issued under the European Bologna Process is comparable with a four-year degree from the United States. For comparison, she has analyzed an Italian degree offered by Bocconi University and an American degree offered by Indiana. This comparison is reproduced here.

Fig. III shows the comparison between degrees offered by one university each from the US and Italy

New Italian Degree (Laurea)		US Bachelor's Degree
Offered by Bocconi University		Offered by Indiana University, Bloomington
Required maturity certificate for admission		Requires high school diploma for admission
Three years		Four years
100% of the program devoted to the major and supporting subjects		50% of the programs in general education and distribution requirements
180 ECTS credits		120+ US semester credits
Grants access to employment or graduate study		Grants access to employment or graduate study

Using this framework a little differently, I have attempted a comparison of two further undergraduate degrees, one from Banasthali University, India, and one from Boston University as below.

[http://www.google.co.in/search?](http://www.google.co.in/search?source=ig&hl=en&rlz=1R2HPAB_en&q=+Banasthali+University.mht&btnG=Google+Search&meta=lr%3D&aq=f&oq=)

[source=ig&hl=en&rlz=1R2HPAB_en&q=+Banasthali+University.mht&btnG=Google+Search&meta=lr%3D&aq=f&oq=](http://www.google.co.in/search?source=ig&hl=en&rlz=1R2HPAB_en&q=+Banasthali+University.mht&btnG=Google+Search&meta=lr%3D&aq=f&oq=)

<http://management.bu.edu/index.shtml>

Fig. IV: The courses offered at the BBM Program of Banasthali University, India, and Boston University, United States of America*.

	Banasthali University	Boston University
Semester I		
1	1.1 Foundations of Management	S.M. 121 Management as a system
2	1.2 Financial Accounting	A.C. 221 Financial Accounting
3	1.3 Human Behaviour	O.B. 221 The Dynamics of Leading Organization
4	1.4 Micro Economics Theory 1	E.C.101 Introductory Microeconomics
5	1.5 Computer for Management	No equal course found
6	1.6 Laboratory practices (for 1.5)	No equal course found
Semester II		
7	2.1 Business Environment	No equal course found
8	2.2 Group Behaviour	No equal course found
9	2.3 Cost Accounting	A.C. 222 Managerial Accounting
10	2.4 Micro Economics Theory II	No equal course found
11	2.5 Statistics for Management	S.M. 221 Probabilistic and Statistical Decision-Making
12	2.6 Laboratory Practice (for 2.5)	No equal course found
Semester III		
13	3.1 Foundations of Human Resource Management	No equal course found
14	3.2 Foundations of Marketing Management	MK 323 Marketing Management
15	3.3 Principles and Practices of Banking	No equal course found
16	3.4 Macro Economic Theory-1	EC 102 Macroeconomics

17	3.5 Business Communication	WR 100 Writing Seminar or WR 150 (1) Writing and Research Seminar
18	Practical (for 3.5)	WR 150(1) Writing Seminar or WR 150 (1) Writing and Research Seminar
Semester IV		
19	4.1 Financial Management	FE 323 Financial Management
20	4.2 Emerging Banking Services	No equal course found
21	4.3 Advanced Human Resource Management	No equal course found
22	4.4 Macroeconomic Theory II	No equal course found
23	4.5 Application Software for Management	No equal course found
24	4.6 Laboratory Practice(for 4.5)	No equal course found
Semester V		
25	5.1 Foundation of Management	No equal course found
26	5.2 Business Taxation	No equal course found
27	5.3 E Business	No equal course found
28	5.4 Mathematics for Management	MA 120 Applied Math for Social and Management Sciences
29	5.5 Management Information System	IS 323 Introduction to Information System
30	5.6 Laboratory Practice (For 5.3 & 5.5)	No equal course found
Semester VI		
31	6.1 Organizational Studies	No equal course found
32	6.2 Operations Management	OM 323 Operations and Technology Management
33	6.3 Marketing in Special Domains	No equal course found
34	6.4 Business Policy	MG 422 Strategy and Policy
35	6.5 Creativity and Soft Skills	No equal course found
36	6.6 Practical (for 6.5)	No equal course found
	No equal course found	Philosophy course or CAS Electives §
	No equal course found	S.M. 222Modelling Business Decisions and Marketing Outcomes
	No equal course found	L.A. 245 Introduction to Law

	No equal course found	CAS Electives §
	No equal course found	Four course students may choose from
	No equal course found	SM 323 Cross Functional *
	No equal course found	CAS Electives §
	No equal course found	SM 441 Charting Your Career Path

*The Banasthali University sequence of semester and papers are kept as the basis against which corresponding details of Boston are matched.

The core of the curriculum at Boston consists of fourteen courses, out of which SMG: SM 222 Modeling Business Decisions, LA 245 Introduction to Law and SM 411 Charting Your Career Path are not available in Banasthali.

16 core management courses found in Banasthali, namely, 1.5. Computer for Management, 1.6 Laboratory practical for Computer for Management, 2.5 Business Environment, 2.2. Group Behaviour, 2.4. Micro Economic Theory, 2.6 Laboratory Practice for 2.5, 3.1. Foundations of Human Resource Management, 3.3. Principles and Practices of Banking, 4.2 Emerging Banking Services, 4.3 Advanced Human Resource Management, 4.4. Macroeconomic Theory II, 4.5 Application Software for Management, 4.6 Laboratory Practice for 4.5, 5.1. Foundation of Management, 5.2 Business Taxation and 5.3E Business are not found in Boston.

The names of all the management electives at Boston are not known. Therefore, it is not possible to check whether they are available at Banasthali. So, the information given in the table that courses equal to Boston management electives are not available may or may not be correct.

Level C four courses are not available in Banasthali. Since the courses that the Boston students chose are from other schools/colleges of Boston, it is not possible to assess whether similar courses are studied by Banasthali students in some other context like Plus I and Plus II in higher secondary levels.

Out of the 12 Liberal Arts courses, mathematics, economics, and writing skills (Business writing is offered in Banasthali) totaling to a number of 3 are found in Banasthali.

All the courses are taken together. Banasthali students take 36 courses, whereas Boston students take only 33 courses.

From the results presented above, it appears that the three-year degree of Bachelor of Business Management from Boston University, USA and the Bachelor of Business Management from Banasthali University, India, are at least equivalent, and indeed the balance is towards the Indian university.

Now we shall look at the courses offered at Nirmala College, Coimbatore, a college which is affiliated with Bharathiar University, Tamil Nadu, one of the southernmost states of India.

The degree is awarded by Bharathiar University and the college must comply strictly with teaching structures and requirements established by the university.

Fig. V: BBM at a glance at Nirmala College of Arts and Science, Coimbatore, Tamil Nadu.

Semester I	Semester II
Language I 1. Tamil/Hindi/French 2. English	Language II 7. Tamil/Hindi/French 8. English
Core Paper 3. Principles of Management 4. Financial Accounting	Core Paper 9. Business communication 10. Business Economics
Allied Paper 5. Financial Accounting Foundation Course A 6. General Awareness	Allied Paper 11. Mathematics for Management II Foundation Course B 12. Environmental Sciences
Semester III	Semester IV
Core Paper 13. Production and Material Mngt. 14. Marketing Management 15. Organizational Behavior 16. Software for Business Mngt.	Core Paper 19. Human Resource Management 20. Financial Management 21. Industrial Law 22. Global Business Management
Allied Paper 17. Taxation I Direct Tax Foundation Course B 18. Environmental Studies	Allied Paper 23. Taxation II Indirect Tax Foundation Course B 24. Environmental Studies
Semester V	Semester VI
Core Paper 25. Cost and Management Accounting 26. Entrepreneurship & Project Mngt. 27. Business Law	Core Paper 30. Management Information System 31. Insurance Management 32. Strategic Management
Applied Paper 28. Research Methods for Mngt. 29. Investment Management	Applied Paper 33. Advertising 34. Project

It seems Bharathiar University, whose syllabus Nirmala College follows by mandate, has direct equivalents for all the courses of the Boston program, including business law and, excepting one, each under the core and cross-functional subjects.

However, the precise equivalency of the courses and thereby the programs could be exactly decided only by checking individual course outlines. That being said, the general comparison above is sufficient evidence that rejecting an application from Banasthali or Nirmala on the ground that the degrees are from India and therefore unequal to that of Boston is likely to bring about an unfair result.

UGC-designed BS in Sociology and BS in Sociology Offered at Boston—A Comparison

Let us make one more comparison: a BA in sociology undergraduate program (as approved by UGC) as followed by a number of universities in India, and the BS in Sociology of Boston University. The websites—http://www.ugc.ac.in/policy/socio/cdc_socio.pdf and <http://www.bu.edu/>—give the curriculum and course contents of the BS in Sociology adopted at the constituent universities of the UGC across India and Boston university, respectively.

30 courses are listed in the Boston undergraduate bulletin about the sociology program. Boston has this to say on the structure of its undergraduate program in sociology:

“Concentrators must complete one course from CAS SO 100 through 115, unless exempted by the department. Students may receive concentration credit for *only one* of these courses. Non concentrators are advised to take only one of the introductory courses and then move on to 200- and 300-level courses. The series of introductory courses is designed to bring to concentrators and non concentrators important sociological insights and concepts, to introduce them to sociology as a craft, and to develop their critical thinking when facing facts, figures, opinions, and theories.”

The idea of concentrated study in sociology or otherwise seen in Boston is also reflected in the course structures offered in Indian universities wherever undergraduate programs in Sociology are offered following the UGC curriculum.

Structure: 1 Three major courses. Sociology is one of the three major courses. The other two major courses are from non-sociology disciplines.

Structure 2: Two major courses. Sociology is one of the two major courses. The other major course is from a non-sociology discipline. The ancillary subject is also from a non-sociology discipline.

Structure 3: One major, two ancillaries, and Sociology is offered as a major course. Two application-oriented courses are offered from non-sociology courses. The two application-oriented courses are of applied nature.

Structure 4: Vocational structure of the first degree course: Two vocational courses as prescribed by the U.G.C. in lieu of the ancillary and application-oriented and one major course.

The student, depending upon the structure of course, can take as many as 12 core papers from the following:

Introduction to Sociology/Fundamentals of Sociology/Elements of Sociology/Principles of Sociology/General Sociology/Sociological Concepts/Study of Society/Foundation of Sociology/Society in India/Social structure of Indian Society/Indian Social System/Indian Social Institutions/History of Sociological Thought/Social Thinkers/Early Sociological Theory/Introduction to Classical Social Thinking/Founding Fathers of Sociology/Social Problems and Social Welfare
Social Concerns/Social Pathology/Social Disorganization/Social Policy/Demography
Population Studies and Family Planning in India/Population Education/Industrial Sociology/
Social Change in India/Rural Sociology/Social Change/Urban Sociology/Social Stratification and Mobility/Social Anthropology/Socialization and Social Control/Sociology of Economic

Development/Crime and Society/Rural development/Social Conflicts/Social Movements/Social Psychology/Sociology of Women and Society/Indian Sociology/Indian Tribal Institutions/Sociology of Education/Society, Kinship and Religion/Elements of Social Structure/Public Health And Hygiene/Sociology of Family/Sociology of Mass Communication/Sociology of Health/Study of Weaker sections/Anthropological Theories of Society and Culture/Applied Sociology/Ideology & Social Change/Individual in Society/Labor Legislation And Welfare/Participatory Sociology/Personnel Management/Social Statistics/Society in North-East India/Sociology of Chotanagpur/Types of Society/ Monographs, Essays/Field Visit.

The above list is very much comparable with the Boston list given below:

Principles in Sociology/ Introduction to sociology: Community/Introduction to Sociology: Law and Society/Sociological methods/ The American Family/Introduction to Ethnic, Race and Minority Relations/Sociological Approach to current issues/Crime and Delinquency/Sociology of the Life Course/Sociology of Developing Countries/Urban Sociology/Sociology of Market Transitions/Contemporary American Society/Technology and Society/Social Networks/Substantial Themes in Sociological Theory/Formal Organizations/Boston's People and Neighborhoods/Economic Sociology/The social Nature of Technology/Sociology of Childhood and Growth/Political Sociology/Soviet and Post Soviet Society/Contemporary South Asian Societies/Sociology of Mental Illness/Two independent works by the students/Seminar: Epidemiology/Seminar: Modernity and Social Change/Modernity seminar I and II Seminar: Deviance and Social Control.

We have also compared the course outlines of 5 courses of the UGC and Boston's sociology program. The following table gives the results:

Fig. VI: A comparison between the course outlines of the UG Sociology program at Boston University and some 50 constitute universities of the UGC, India.

No	Constitute Universities of UGC in India	Boston University in America
	Only chapter headings are given due to space restrictions. For detailed contents see Annexure—3 of the document. http://www.ugc.ac.in/policy/socio/cdc_socio.pdf	The following constitute the full content available at http://www.bu.edu/
1.	C.01 Introduction to Sociology The nature of sociology Concepts, institutions The individual in/and society Social stratification and mobility Social change The uses of sociology	CAS SO 108: Introduction to Sociology: Community Basic concepts, theories, and ways of studying interpersonal relations and large-scale societal conditions through the types of communities that human beings make. Includes several assignments where students become familiar with everyday life in Boston.
2.	Course C.02: Theoretical Perspectives in Sociology:	CAS SO 203: Substantive Themes in Sociology

	<p>Nature of sociological theory Levels of theorization in sociology Relationship between theory and research Structural functionalism The idea of social structure: A.R. Radcliffe-Brown The problems of role analysis: S.F. Nadel Functional dimensions of social system: T. Parsons Codification, critique and reformulation of functional analysis: R.K. Merton Neofunctionalism: J. Alexander Structuralism and post-structuralism Human nature and cultural diversity: C. Levi-Strauss Structuralism and poststructuralism: M. Foucault; Conflict theory: Marx Critique and dialectics of conflict: R. Dahrendorf Functional analysis of conflict: L. Coser Conflict and social change: R. Collins The critical theory and neo Marxism: The Frankfurt school Lifeworld and system: J. Habermas Structuralism Marxism: L. Althusser Hegemony: A. Gramsci Interactionist perspective Symbolic interactionism: G.H. Mead and H. Blumer Phenomenological Sociology: A. Schutz Social construction of reality: P. Berger and T.G. Luckmann Ethnomethodology: H. Garfinkel Recent trends in sociological theorizing Structuration: Anthony Giddens Habitus and field: Bourdieu Postmodernism Semiotics Convergence</p>	<p>Critique and application of major sociological theories to key themes and topics. Connections between classical and modern arguments, syntheses of alternative perspectives, and gaps between various perspectives. Themes include the maintenance of social order, power and authority, conflict and change, and sources of alienation. <i>Coulter, Swartz</i>. 4 cr, either sem.</p>
3.	<p>C 04: Social Research Methods</p> <p>Scientific Study of Social Phenomena The scientific method Methods of Research: quantitative and qualitative ethnography, observation, case study, content analysis Types of Research: basic and applied, historical and empirical, descriptive, exploratory,</p>	<p><i>CAS SO 201: Sociological Methods</i></p> <p>Scientific method, measurement, experimentation, survey research, observational methods, projective techniques, and content analysis.</p>

	<p>explanatory, experimental; Techniques of Data Collection: survey, sampling techniques, questionnaire, schedule and interview guide Primary and secondary sources of data Classification and presentation of data: coding, tables, graphs, histograms, measures of central tendency and dispersion, statistical analysis of correlation, variance and co-variance Field Visit Data Analysis Report Writing.</p>	
4.	<p>E 12: Kinship, Marriage and Family</p> <p>Basic concepts: Incest, affiliation, consanguinity, affinity, clan, lineage, kindred Kinship and Descent: Unilineal, double and cognates descent, complimentary filiations Kinship terminology: The genealogical method Kinship organization in India; regional variations; Marriage: Rules of Marriage, Endogamy, exogamy, prescriptive and preferential marriage, monogamy, polygamy, levirate and surrogate, hypo gamy and hyper gamy; Marriage transactions: dowry and bride wealth Challenges to marriage as an institution; Family: Family and household, Family structure and composition: development cycle, changes in family Family and gender issues.</p>	<p>†CAS SO 205: The American Family</p> <p>Nature of the American family and its ethnic and class variants. Social changes affecting courtship, mate selection, sexual behavior, reproduction, marital stability, and divorce through the life cycle. Social policies affecting family life. Interrelations of family with economy, state, religion, and other institutions <i>Kibria, Markson</i>. 4 cr, either sem.</p>
5.	<p>C 05: Indian Society: Issues and Problems</p> <p>Structural: poverty, inequality of caste and gender, disharmony, religious, ethnic and regional, minorities, backward classes and dalits Familial: dowry, domestic violence, divorce, intra and intergenerational conflict, problem of elderly Developmental: regional disparities, development induced displacement, ecological degradation and environmental pollution, consumerism, crisis of values Disorganizational: crime and delinquency, white collar crime, corruption, changing profile</p>	<p>CAS SO 256: Contemporary American Society</p> <p>Details not found</p>

A description of the life of an Indian high school student will go to show how much education of a varied nature goes into students by the time the students compete to get into a good undergraduate course in a good college/university (i.e. with good placement record). In India, the “plus 2 stage” which comprises the 11th and 12th classes is a crucial one in a student’s life because the outcome of the exams at the end of the 12th year, called the Higher Secondary School Leaving Certificate Exam, makes all the difference about what the student could do in college and later, what career he or she could aspire to. Study in those crucial years is highly intensive and demanding both for the student and for his or her family.

Wherever the Higher Secondary School Leaving Certificate program is followed, the student needs to study twelve courses: two courses each in Regional Languages/Hindi/French, English, Mathematics, Physics, and Chemistry/Biology/Commerce/Computer Science etc. They have two public exams, one at the end of Plus One and another at the end of Plus Two. The number of working days in an academic year is a compulsory 220 days with six hours of instruction each day. The administration of State Higher Secondary Education Board is under the State Government; hence, it is easy to monitor because any school is very near to the school district authority.

Three-Year Degree Acceptance in the United States

The academic community in the US seems to be in several minds, as evidenced by these excerpts from the Kersey/Danzig survey cited earlier:

“We surveyed a sample of regionally accredited universities in the United States to establish their policy on acceptance of the three-year Indian degree for entry to a Master’s program. Among the universities which were prepared to consider an applicant holding this qualification with an appropriately distinguished academic record were,

• Harvard University • Wharton School (University of Pennsylvania) • Georgetown University • I.M.P.A.C. University • Huntingdon College of Health Sciences • The American Graduate School of Management • Grantham University • East Michigan University • Hult International Business School • New York Chiropractic College • Kellogg Business School (Northwestern University) • Fuqua Business School (Duke University) • Tuck Business School (Dartmouth University) • Goizueta Business School (Emory University) • Carnegie Mellon University • and Aspen University.”

And we learn, “Privately, some other institutions have stated that if the student’s three-year degree is evaluated as equivalent to a US bachelor’s degree, they would consider the student for admission.

Karin Thompson, Assistant Director, Office of Graduate Admissions at Georgetown University, responded to the survey’s inquiry as follows,

“At Georgetown University, we evaluate all three-year degree applicants on a case-by-case basis. We look at the school the degree was received from, the courses the student took, and the grades received. If the rest of the student’s application is strong and

competitive in the applicant pool and we feel the coursework the student took at the University is sufficient, then we will admit a student who only has a three-year degree.”

The website of Wharton University says,

“There are a number of universities around the world that offer 3-year undergraduate programs. If you received a bachelor’s degree upon completion of one of these undergraduate programs, you are eligible to apply to Wharton’s MBA program. Many candidates from 3-year programs have a master’s degree as well, but it is not required.”

Leo Sweeney, Assistant Vice Chancellor (Retired) and Consultant for the International Student Affairs Office at the University of Missouri-Kansas City, has advocated the acceptance of the three-year degree:

“As one of the advocates for the acceptance of the Indian 3-year degrees for graduate admission consideration, I welcome the chance to be part of your research project.

Generally we do accept 3-year bachelor’s degrees for graduate admission consideration from educational systems that we consider to be of sufficient quality as to justify such consideration and particularly when the alternative would be to require the applicants also to possess either one year of a master’s degree or the full master’s degree in addition to the 3-year degree that they have earned.”

Margaret Crotty, Director of Recruiting at Hult International Business School, wrote as follows:

“We have accepted students already from 3 year universities in India, and they have been very successful, and are very interested in recruiting Indian students. For your information, I have attached the transcript of an Indian publication’s interview with our Asia Director of Recruiting showing our commitment to Indian students. As you know, Hult was founded in 1964 as the Arthur D. Little School of Management and offers a one-year MBA program in Boston. Hult has been the top-ranked one-year MBA in the US by the Economist for the past 2 years.”

Dr Robert Royal, Graduate Dean of the Catholic Distance University, indicated that he would consider individuals on a case-by-case basis,

“I cannot say in advance whether I would or would not recognize a 3-year Indian degree. It would probably depend on the individual and the program. If you want to send some candidates our way, I’ll be happy to review them. But we do not make promises with anyone, even in the United States, in advance.”

A small number of graduate schools had a “bridge program” where the graduate of the three-year program was admitted into the graduate school but had to take additional classes to make up for the “deficit” of their degree.

In some cases, this was a 30 credit undergraduate program within the graduate program, as at Eastern Michigan University—“Three-year bachelor’s degrees from other countries will be

evaluated on a case-by-case-basis for eligibility.” Others required only a minimal number of additional hours, such as the University of Dallas College of Business.

The Texas Board of Teacher Certification would accept the Indian three-year bachelor’s degree if evaluated by an approved credential evaluator.

“It was interesting to note that in many other cases the U.K. and French three-year degrees were accepted as equivalent to a U.S. bachelor’s degree and only the Indian and Pakistani degrees were not. This raises the question of whether such decisions in admission may be deemed to be racially discriminatory rather than based on sound academic arguments,” contend the authors.

Conclusion

It appears that the principal objections to acceptance of Indian three-year degrees raised by US graduate admission authorities can be overcome:

- The number of instruction hours put in by Indian students range from 2820 hours to 3165 hours, whereas the number of instruction hours at most of the regionally accredited colleges in US is 1800 only. That means the Indian degrees consist of more than four years of classwork in comparison to US four-year degrees.
- UNESCO instruments, particularly the Lisbon Convention, point to an evaluation of foreign credentials based on their content, not merely their yearly duration.
- General education requirements are met through Indian high school, in the same way as in many European countries, rather than in the degree itself.

The overcoming of these objections will assure Indian three-year graduates that they can receive fair treatment in the United States, without facing discrimination that originates from a lack of understanding of the nature of their academic accomplishments. Such a situation will be of significant benefit to relations between India and the United States and will strengthen productive links both in academia and in employment.