Deccan Herald ND 13/11/2015  P-6

IIsc in top-100 world university ranking list

India makes its debut in this prestigious THE ranking

NEW DELHI: The Indian Institute of Science Bangalore has become the country’s first institution to enter the Times Higher Education’s list of top 100 global engineering and technology schools, released on Wednesday.

With the top 10 positions in the list being held by American schools like Stanford, CalTech and MIT, IISc was ranked 99th in the list.

The ranking agency published the top 100 list after surveying 989 engineering and tech schools in the world, 19 of which were from India.

“This year’s standout success story has to be India, making its debut in this prestigious engineering and technology ranking,” said the IISc and Indian Institute of Technology-Delhi director.

Whether you look at high tech sectors such as information technology or aerospace engineering or more traditional fields such as steel making, India’s engineering and technology prowess is highly visible, the report said.

The Times Higher Education list this year finds Asian institutions climbing up the list and making their presence.

While US institutions hold 31 positions in the list, down from 34 last year, Asian institutions gained seven more positions from the 18 they held last year to 25 in 2015.

Indian schools were present in six of the top 30 spots with Japan, China, Korea, Taiwan and India improving their representations and those like Singapore and Hong Kong maintaining theirs, the report said.

Business Standard ND 13/11/2015  P-20

IISc Bangalore marks India’s debut in top 100

India has made its debut in the Times Higher Education World University Rankings, published by The Times Higher Education, a weekly magazine based in London.

Indian Institute of Science, Bangalore, was at the 99th spot. The Top 10 remains dominated by American institutions, with Stanford, CalTech and MIT the top three.

However, this is a year of Asian progress, with the US holding 31 positions, down from 34 last year, while Asia holds 28 positions in the Top 100, up from 18 last year. Asian universities have six positions in the Top 30 this year, Japan, China, Korea, Taiwan and India all improved their representation (India had none till now), while Singapore and Hong Kong maintained theirs.

Phil Baty, editor, Times Higher Education World University Rankings, said: “This year’s standout success story has to be India, making its debut in this prestigious engineering and technology ranking, which represents the top few per cent of world universities for these subject disciplines.”

Whether you look at high tech sectors such as information technology or aerospace engineering or more traditional fields such as steel making, he said, India’s engineering and technology prowess is highly visible, the report said.

In the shape of companies based in India or run by people born in India, such as Google and Microsoft, Infosys and Wipro or Tata and Mittal, communications at Times Higher Education Peter Sisgatt said. “Like our flagship World University Rankings, Times Higher Education ranking, for engineering and technology subjects applies rigorous standards, using tough global benchmarks across all of a global research university's key missions – teaching, research, knowledge transfer and international outlook,” Baty said.

Although the table uses the same range of 13 performance indicators, they have been carefully recalibrated to fit the research culture in this subject, he added.
42% in Kharagpur, Roorkee, 39% in Bombay, faculty short across IITs

THE SHORTFALL

<table>
<thead>
<tr>
<th>IIT</th>
<th>VACANT POSTS</th>
</tr>
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<tr>
<td>Jodhpur</td>
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<tr>
<td>BHU</td>
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<td>Gwalior</td>
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<td>Mumbai</td>
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</table>

This year, BT-Delhi and IIS-Bangalore made their debut in the Quacquarelli Symonds list of top 200 universities globally. However, IITs usually don’t make the cut as they lose out mainly to the weightage given to parameters like international faculty, student-faculty ratio and international students,” said a member of the IIT-Bombay faculty. “While we are doing reasonably well in research and development in terms of impact and citation factors, there is scope for improvement from where you publish your research papers. This is important and there are very few quality Indian journals,” the member added. Prof Gautam Banerjee, former IIT-Delhi director, said that at the PhD level, even if an IIT student tries to attract foreign students, it is difficult because the Indian government currently does not support scholarships for foreign students. “Further, it is again tough to get international faculty with our current pay scales,” Banerjee said.

Business Standard ND 13/11/2015

Despite Make in India, manufacturing sector feeble for IIT placements

VIMAV UMARU
Ahmedabad, 12 November

The government has announced an annual corpus of €50 crore for ‘Make in India’ research work across all Indian Institutes of Technology (IITs), but the success of the campaign has not translated into better placements by the core manufacturing sector.

From an increase in the number of invites to pushing for Day-1 slots during final placements, the IITs have been trying to tap the core manufacturing sector, buoyed by Prime Minister Narendra Modi’s ‘Make in India’ campaign. Yet, the economic slowdown and weakened job scenario mean responses from core manufacturing firms have been dwindling.

According to IITs, the ideal share of profiles emerging from the core manufacturing sector, which includes the likes of engineering, procurement and construction, infrastructure, automobiles, as well as research & development (R&D), tends to be 50-60 per cent, a trend seen last year too.

This year, however, responses from companies in the sector that are being invited for final placements have not been so bullish.

Based on the responses so far, IITs anticipate the share of profiles from the core manufacturing sector to be anywhere between 35 per cent and 60 per cent. However, in a bid to follow the trend and hoping to cash in on Make in India, IITs have been inviting more firms since last year.

“A trend we have noticed so far is that the core manufacturing sector is not so bullish about placements this year. Ideally, we would like the core sector profiles to be 50-60 per cent of the total profiles. Last year was particularly good with the core sector profiles being 60 per cent of the total profiles offered. This year, it is likely to be around 50 per cent,” said V Babu, advisor (training & placement) and professor, department of mechanical engineering at IIT Madras.

On the other hand, IIT Kharagpur sources peg the share of profiles from core manufacturing sector this year at 35-40 per cent, against 50 per cent last year.

Efforts to reach out to the manufacturing sector had begun last year when IITs, like the one in Mumbai, decided to offer Day-1 placement slots to manufacturing companies, alongside consulting and financial firms.

This year too, IITs in Chennai and Kharagpur confirmed similar efforts to ease placement process for the manufacturing sector with continued efforts.

“We have encouraged many manufacturing companies to come and also asked students to give them favourable slots,” said Babu.

However, apart from a weak job scenario, the other reason for a decline in core manufacturing profiles is uncompetitive compensation packages.

“Students at IITs usually expect competitive compensation (annual packages between ₹12 lakh and ₹18 lakh. However, most of the core manufacturing sector this year have shown an indication of packages in the range of ₹5-8 lakh or at most the ₹10 lakh. Unable to match student expectations, some of the firms have evinced interest in recruiting from other engineering colleges, including National Institutes of Technology,” said an institute source at IIT Kharagpur.

So far, the institute has invited about 350 firms across sectors, with a large share from the core manufacturing sector. Of these, 200 firms have expressed willingness so far to participate in the final placements.

Meanwhile, among the top sectors during final placements this year, IITs anticipate data analytics and technology profiles from regular marquee firms like Google, Microsoft, Qualcomm, Samsung and Oracle, among others, to rule the roost.
MBA नहीं, IIT ग्रेजुएट्स स्टार्ट-अंप की पसंद
स्टार्ट-अंप और बड़ी इ-कॉमर्स फर्में इस साल कार्यालय, मैनेजरिकल फॉक्सलॉक्स में ज्यादा इंजीनियर नियुक्त करेंगी

न्यूज़ खबर्स, अमृतसर बाड़ी | 57  पत्रिका
एमबीए ने वर्तमान में आईआईटी के अनुसार किया गया है कि इंजीनियर नियुक्तियां होंगी।

टीफ्ल के मनीरा लाइनियर के अनुसार इंजीनियर नियुक्ति के अनुसार के प्रमुख नामों के विभिन्न फॉक्सलॉक्स के प्रमुख नामों के बारे में जानकारी दिना करते हैं।

स्टार्ट-अंप और बड़ी इ-कॉमर्स फर्में इस साल कार्यालय, मैनेजरिकल फॉक्सलॉक्स में ज्यादा इंजीनियर नियुक्त करेंगी।

रेडिओ टेलिग्राम, आईआईटी ने अपनी इंजीनियर नियुक्ति के लिए बड़ी इ-कॉमर्स फर्में इस साल कार्यालय, मैनेजरिकल फॉक्सलॉक्स में ज्यादा इंजीनियर नियुक्त करेंगी।

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World University Rankings 2015-2016 by subject: engineering and technology


Balance of power continues to shift towards Asia in disciplines

View the full list of the world's top 100 universities for engineering and technology

Asia has continued its progress in this year’s Times Higher Education ranking for engineering and technology subjects as the dominance of the US and Europe wanes.

Asian institutions now make up more than a quarter of the list, claiming 26 spots among the world top 100, up from 19 last year. Overall, eight Asian countries feature in the table, including India, which makes its debut courtesy of the Indian Institute of Science, at 99th place.

All nations in the region have either held a steady performance or improved in terms of the number of universities featured since last year. China has doubled its representatives from three to six, while both Taiwan and South Korea have gained another, with two and five universities in the table, respectively.

The National University of Singapore is the highest-ranked Asian institution, at 13th place, and Hong Kong University of Science and Technology (HKUST) is just three places behind, in 16th.

As one reason for its success, Tongxi Yu, the institution’s acting dean of engineering, cited Hong Kong’s switch in 2012 to four-year undergraduate degrees, which allowed for the creation of a curriculum that is “student-centric, broad-based, interdisciplinary and holistic in nature”. He also referred to the university’s establishment of a Center for Engineering Education Innovation, which “fosters innovative learning”.

Although the US remains the rankings superpower, it has lost ground, dropping from 34 representatives last year to 31.

Four of the 11 European countries in the table – the UK, France, the Netherlands and Sweden – have also slipped. At the same time, Turkey and Finland – each of which featured a representative in last year’s table, in 99th and 100th place, respectively – have fallen out of the table. Germany is the only European nation to have gained a representative in the list, boasting seven institutions in the table, up from six.

This shift in the balance of power towards Asia reflects the success of reforms that have been adopted across the region in the past two decades, said Alessia Lefèbure, director of the Alliance programme (an academic joint venture between Columbia University, École Polytechnique, Sciences Po and Panthéon-Sorbonne University – Paris 1) and co-editor of the book Asia: The Next Higher Education Superpower? (recently published by the Institute of International Education and the American Institute for Foreign Study).

“The best performers are found in countries where motivated universities are nurtured by national and local governments that concentrate funding on the high potentials, push for innovation, and facilitate the transfer of knowledge from foreign partners,” she said. “China has used this formula successfully since the late 1990s, but Singapore, Korea, Hong Kong and Taiwan have similar policies.”
She added: “Today most Asian countries are funding the training of thousands of PhD [students], especially in sciences and engineering. This is going to have a strong impact on Asian industries and economies in the next 30 years.”

The THE subject rankings use the same 13 performance indicators as the flagship World University Rankings but are recalibrated with different weightings to suit each field.

**View the full methodology, along with the top 100 universities for engineering and technology**

**ellie.bothwell@tesglobal.com**

### World's top 10 universities for engineering and technology, 2015-2016

<table>
<thead>
<tr>
<th>2015-16 rank</th>
<th>Institution</th>
<th>Country</th>
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<tbody>
<tr>
<td>1</td>
<td>Stanford University</td>
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<tr>
<td>2</td>
<td>California Institute of Technology (Caltech)</td>
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<td>3</td>
<td>Massachusetts Institute of Technology (MIT)</td>
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</tr>
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<td>4</td>
<td>University of Cambridge</td>
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<td>University of California, Berkeley</td>
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<td>University of Oxford</td>
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<tr>
<td>7</td>
<td>Princeton University</td>
<td>United States</td>
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<td>8</td>
<td>ETH Zurich – Swiss Federal Institute of Technology Zurich</td>
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<td>9</td>
<td>Imperial College London</td>
<td>United Kingdom</td>
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<td>10</td>
<td>Carnegie Mellon University</td>
<td>United States</td>
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</table>
RUPNAGAR: A design exhibition would be organised at Indian Institute of Technology (IIT), Ropar, on November 17. In this exhibition, students from mechanical, electrical, computer science and engineering stream would display the products developed by them. IIT director, Prof Sarit K Das has announced cash prizes to the students for their best products which would be assessed by external experts.
Why Smriti Irani as HRD minister was a terrible choice

Should the research done by the HRD minister's advisors be taken into consideration, surely India would shoot into stratospheric heights.

From the mouth of some babes, pearls of wisdom and truth fall like gentle rain from heaven. From the mouth of others, idiocies pour in a torrent and are considered truth only because they occupy positions of power. We leave it to the reader to decide to which group our minister of human resource development Smriti Irani belongs. Keep in mind that she determines to a large extent the course of education, including higher education policies in India. Irani's comments on education at the conclusion of the National Seminar on the New Education Policy in Kolkata would be shocking if they were made by a mature and intelligent human being. But, as is said, from the mouth of the babes...

The minister claimed that in India "a large section of research work is done in vernacular languages, whereas global rankings only consider research in English." We are not quibbling when we say that research is never considered in global rankings but only publications, and prizes and awards in the sciences are. Of course, we can understand that the HRD minister does not know the difference. Why should she? There are enough dumb advisors to write the speeches she reads out. We are supposed to assume that this minister is able to judge the quality of research in languages she does not even know, whereas the "Republic of Letters" sadly languishes in ignorance. We are sure that there is research in Bhojpuri, which goes beyond research in superstring theory in physics; research in Braj which puts the Bourbaki programme in mathematics to shame; research in Konkani which transforms the paradigm of modern evolutionary biology; and research in Sanketi which provides an alternative to black hole physics.

Since the minister is able to appreciate the quality of research in all these domains, the puzzle before us is really excruciatingly painful. Why does she not fund a massive translation programme that will propel humankind from its current darkness towards the light shining in her eyes, instead of asking advertising agencies to write documents about the future of Indian higher education? We are sure we will hear scintillating answers to these questions in her next speech. In the meantime, however, there is one more puzzle that confronts us. There are more Gujarati-speaking people than Dutch-speaking people; there are more Hindi speakers than German, Dutch, and French speakers put together. Do you think the Europeans are not doing scientific research in their vernacular languages? Yet, they do not languish behind in the global rankings the way India does. This raises questions to ponder, as we wait for the words of wisdom from the mouth of the babes...

In the same talk, she admitted - ruefully, one would suppose - that there is a lack of awareness among Indian researchers about getting their research work published in international journals. This was supposed to explain the "achievement" of Indian universities and research institutions in global rankings. What breathtaking audacity! Scientific researchers doing fundamental work in nuclear physics in Tulu "lack awareness" of the top journals in this domain. There is a "lack of awareness" among Rajasthani mathematicians about the Fields medal and top journals in mathematics, even though they are re-designing and redrawing the structure and foundation of mathematics. There is a "lack of awareness" among the Assamese evolutionary biologists of perhaps even Darwin's The Origin of Species, because it has not yet been translated into Assamese. Indeed, such profundities, such earth-shattering insights - as they say, from the mouth of the babes...

Of course, the minister hastened to add that Indian higher education institutions not figuring high in the global rankings did not mean that the country was lagging behind in quality research. This is a profound philosophical point, as it draws a fundamental conceptual distinction between a country and her institutions. The country is being led by the HRD department so ably guided by Mrs Irani. Unfortunately, this high-quality achievement does not figure in the institutional rankings, even though, surely, the HRD ministry is also an institution. Should
the research done by her advisors and bureaucrats be taken into consideration, surely India would shoot into stratospheric heights in the global rankings. If only our higher education institutions were to follow the diktats of this department and its capable leaders, they would go to places where even angels fear to tread. From the mouth of the babes...

When you are sitting in Delhi, travelling in air-conditioned cars and business-class flights, we suppose you would not see the absence of research in Indian institutions of higher learning. One hears only the whisper of sycophants and the whining of third-rate technocrats who head such institutions. Anecdotal evidence about individuals leaving research centres to go abroad because of a lack of funds, is transformed into national policy. The pathetic belief of the HRD ministry is that an increase of funding to the Indian Institute of Science (IISc) and Indian Institutes of Technology (IITs) will lead to a rise in the quality of research. When you have a third-rate Sanskrit pundit as your advisor on higher education policy, why would you need to study the sociology, history, philosophy and psychology of science to find out the problems involved in generating and encouraging scientific creativity? Your Sanskrit pundit will hunt out the relevant Vedic shlokas, whereas Europeans and Americans can do empirical research into science. Thus, you can initiate a glossy EUG Shala, whereas these dumb Europeans and Americans publish book series on the history, philosophy, sociology and psychology of science. Were we ordinary mortals to say this, one would be indignant with anger. But from the mouth of the babes...

Thus we could go on. The point remains that everyone from the Yashpal committee onwards has recognised the absence of research culture in Indian institutions of higher learning. Owing to the equally breathtaking realisations of Irani’s illustrious predecessors like Kapil Sibal, the Indian education system will resemble that of Africa in the 1960s in ten years’ time. Most institutions of learning have inducted professors on the basis of caste certificates, not on the basis of cutting-edge research in vernacular languages. Therefore, the only thing they can teach the present and the coming generations is that the Bible according to Ambedkar, which is not even the "World" according to Garp.

Unless of course such vernacular teachings of the Gospel are also to qualify as cutting-edge research, our students will not learn anything in this and the coming decades. The secondary education system today - especially the central exams - is sustained by retired private tutors aged between 60 and 70 years. Unfortunately, old age and death do not obey the laws discovered by our cutting-edge researchers in vernacular languages, which means most of these tutors will die in a decade from now. Who then is going to teach our secondary school students?

Our minister has a solution: she inducts the most incompetent educationalist we have ever met in our lives to be part of the CABE, just because he is her favourite. So we suppose such people will do all the teaching and tuition required to bring around our secondary school students to do cutting-edge research in even more obscure vernacular languages. But then we also suppose it does not matter, because as the minister said, these cutting-edge researchers do not need to know the top journals in their fields.

This is a sad commentary on the quality of the educational initiatives undertaken by Mrs Irani. Sadder is that when Modi mouths his "development" mantra, his own government is actually busy creating underdevelopment. Even sadder than this is to sell inanities as brilliant insights and initiatives. But this is not a problem, since Indians are used to tear-jerking movies anyway. They will just dry their tears about this incompetent ministry and move on. However, this time the brakes will be applied very rudely, because this state of affairs is generating a tragedy of gigantic proportions. What about the children and the youth of today? Who is going to teach them? The vernacular geniuses, we suppose. From the mouth of the babes...

SN Balagangadhara