

Update : 2022-08-04 00:00:00

Pathways for Bangladeshi Universities to Global Rankings

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Organisations	Criteria	Percentage
Academic Ranking of World Universities (ARWU)	Alumni	10%
	Awards	20%
	Highly cited researchers	20%
	Papers in Nature and Science	20%
	Papers indexed	20%
	Per capita performance	10%
	<b>Total</b>	<b>100%</b>
QS World University Rankings	Academic reputation	40%
	Employer reputation	10%
	Faculty/Student Ratio	20%
	Citations per faculty	20%
	International Faculty Ratio	5%
	International Student Ratio	5%
	<b>Total</b>	<b>100%</b>
Times Higher Education (THE)	Teaching (the learning environment)	30%
	Research (volume, income and reputation)	30%
	Citations (research influence)	30%
	International outlook (staff, students, research)	7.5%
	Industry income (knowledge transfer)	2.5%
	<b>Total</b>	<b>100%</b>

The global ranking of universities reflects the quality education at the tertiary level of a country. The concept of quality education is not confined to a locality; instead, it is global in the sense of its beneficial impact. Quality education directly displays the socio-economic and intellectual infrastructure of a country too. On the basis of the concept of quality education, different accredited and acceptable global platforms or organizations publish global rankings of universities. Through this rank, a country becomes an Edu hub, drawing the attention of thousands of local and international students. The ranked universities not only contribute to increasing new knowledge but also to the economy of the country. However, this global ranking assists students to select where to study, faculties to select where to work, universities to market themselves, aid agencies to select who to fund, and governments to set their targets. This writing will highlight the history of the global ranking of universities, a comparison of the

criteria of different landmark platforms, and directions on the current practices of Bangladeshi universities. The practice of standardization and accreditation has been followed by many universities for many years. Moreover, there were many universities with rich history and tradition that established good practices which further paved the ranking platforms to identify criteria with different weights for ranking globally. The first formal and systematic university ranking was published by US News & World Report ranking (USN) in 1983. This national ranking aimed to compare departments, colleges, and universities to highlight their impacts. Later, this process followed in the UK, Canada, and other countries. The first international ranking was reported in 1999 and 2000 by Asiaweek. This ranking paved the foundation of the global ranking that was published in 2003 by Shanghai Jiao Tong University, the Academic Ranking of World Universities (ARWU). The Times Higher Education Supplement (THES), which is now known as Time Higher Education, first published world university ranking using Webometrics rankings measuring web activities of the world universities in 2004. Quacquarelli Symonds (QS) World University Rankings was incorporated with THES from 2004 to 2009. In 2010, QS (QS) World University Rankings independently published global university ranking. QS published university rankings categorizing global overall ranking, subject ranking and regional ranking. Global university rankings are now accepted and recognized as global higher education landscape. The most popular platforms for world universities rankings are Academic Ranking of World Universities (ARWU), CWTS Leiden, QS World University Rankings (QS WUR), WURI, Times Higher Education World University Rankings (THE WUR), U-Multirank, and US News & World Report Best Global Universities. However, these platforms have their own distinguishing criteria to rank world universities. The following table shows the comparison of three popular ranking platforms offering the weight of the criteria. Both ARWU and QS World University Rankings have six criteria, whereas THE has five criteria. The criteria that have high weight are related to the university's research activities. Both ARWU and THE focus on research activities for ranking of universities which is 60% out of 100% weights. On the other hand, though QS World University Rankings emphasizes academic reputations, which is 40% of total weights, the research weight is not negligible at all. Thus, the platforms of ranking universities emphasize research activities playing a vital role for a university to place in the top-ranked universities. Why are Bangladeshi universities not found in the top ranking of the list? The reasons are visible from the above-mentioned table. From the criteria mentioned in the table, it is sought that Bangladeshi Universities lagged in the research activities. Most of the educators or scholars in Bangladesh highlight the shortage of funds and research infrastructure for conducting research in universities. It is partially true. But, with the existing financial resources and infrastructures, universities, the University Grant Commission (UGC), and the ministry of education can extend research facilities in the following ways: (i) Nowadays, the journals of maximum public and private universities have online versions, and who do not have can make an effort to publish journals online. The universities should ensure quality publications avoid any unfair means, have free access to download, and emphasize faculties to cite from their journals or at least from Bangladeshi journals; (ii) UGC can set criteria for evaluating and ranking the journals, e.g., A, B, C, D, and published each year to create healthy competition among universities for producing quality research; (iii) Universities should strictly maintain the standards of the journals to approach to be indexed in Scopus and Web of Science database; (iv) The ministry of education must have a research wing or cell to monitor, evaluate and provide funds according to the research performance of the universities; (v) The government may take steps to turn some general universities into research universities; (vi) The private corporate sectors may link with universities/research institutes to inspire need-based research for sustainability and future development. If these six pathways are ensured in Bangladesh at higher education, there must be a paradigm shift. Nevertheless, all the stakeholders must work parallel to avoid any incongruencies in

taking decisions and implementations. Dr. Prodhan Mahbub Ibna Seraj is an Associate Professor, Department of English and Dr. ABM Rahmatullah is a professor and Additional Director of IQAC, AIUB

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