

Review of: "Developing Engineering Education Universities in India"

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Two are the main contributions of the study. First, it provides sistematized information about the curricular and institucional processes that these institutions have experimented in the analyzed period. The enfasys on global interconetions that state indian isntitutions have established with supranational institutions, as UNESCO an Asian Development Bank is well documented. This approach helps to understand the principal differences within the four teaching institutions considered in the research. Second, the linkages between faculty and needed departments of each 4 teachers institutes sheds light into the benefits, limitations, and curricular orientations within the institutes.

To strength this proposal, the article should work on three aspects. Although the writing is appropriate, there are different wording/syntax misspellings (e.g., in the abstract, the word "faulty"). Additionally, the entire article is full of acronyms that should be clearly explicit or specified. For non-specialized lecturers on the topic, it can be an obstacle for full comprehension.

The article should restrict its pretensions to strength its case-study approach, avoiding lack of generalization issues. For example, when it pretends to analyze "Status of Engineering Education in Various Countries" (1.3), it enounces that "Only a few universities have established a separate department in engineering education". Nevertheless, the analysis offers only a limited view of two countries (US and UK).

Although the article is merely descriptive, a theoretical frame is needed. Is India a unique case in the context of Asia and the Middle East in terms of technological instruction? Similar trends can be seen in other developing countries? These simple questions may be analyzed with a robust theoretical frame, which this research lacks.