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Original Research Article

Evaluation of Bangladesh Universities Ranking in the Perspective of World University Ranking

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Abstract: University ranking has been a prominent issue of debate at both the international and national levels in recent years. Many worldwide university rankings have been published in recent years, each based on different performance measures. These evaluations take into account a variety of factors, including the institution's reputation, the student-to- faculty ratio, the percentage of international students, Nobel and other awards, the number of highly cited papers, the number of articles published in Science and Nature, the h-index, web visibility, and other factors due to severe global competition, international ranking systems seldom include any local universities from the standpoint of a developing country like Bangladesh. While it is becoming more difficult for institutions from developing countries to be included in these rankings, the major ranking indicators should be adapted or updated to compete. The study aimed to evaluate Bangladesh Universities ranking from the Perspective of the World University Ranking system by reviewing some of the most commonly referenced university ranking methodologies. A systematic literature review method was followed for this study. Relevant articles and literature were collected from different data sources like google scholar, research gate, Scopus, Web of Science, and ERIC.

Keywords: University ranking system, Indicators, UGC, University, Faculty, Bangladesh University.

INTRODUCTION

There are over 50 major ranking systems worldwide, each employing hundreds of distinct metrics. These variables are broadly classified into eight categories: student body characteristics, financial inputs, staff inputs, student experiences, learning outcomes, economic outcomes, research measures, and reputation. University rankings are lists of academic institutions ranked according to a particular set of criteria (the criteria). They are two subjectively perceived indicators of an institution's quality based on a combination of empirical data or opinions derived from various surveys of scholars, academics, alums, current and prospective students, employers of institutional graduates, and research publications and their citations, among other sources. Institutions, departments, programs, and specialized disciplines or sectors have rankings lists.

The successful results rankings from higher education globalization allow universities to compete worldwide for economic and human resources. Higher education institutions use these rankings to promote educational, research, and commercial excellence. The Rankings university websites get millions of hits each year, and many prospective students use them as a reference when deciding which (particularly international) colleges to apply to. These promotional initiatives also aim to increase the university's chances of acquiring educational financing and hiring high-quality scholars, strengthening the university's standing in the educational market (Dill & Soo, 2005 & Sorz *et al.*, 2015). From a scientific standpoint, institutions need these rankings to improve their research performance by participating in international research initiatives and recruiting Ph.D. students and researchers.

Nonetheless, the ranking indications and the level of the ranking systems are unique. International higher education rankings have attracted significant interest, as indicated by the rising number of rankings proposed and published each year; this focus will likely continue to grow in the future (Goglio, 2016 & Peters 2017 & O'Meara & Meekins,2012). These evaluations consider a variety of factors, including the institution's reputation, the student/faculty ratio, the percentage of

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international students, the number of Nobel and other prizes, the number of publications and citations, the number of highly cited papers, articles published in Science and Nature, the h-index, and web visibility. The ranking lists typically include the world's top 500–1,000 premier colleges. While these worldwide rankings are a convenient and time-saving method of classifying colleges, they have also been discovered to be severely flawed (Calli & Coskun & Ovendilreli's, 2016). Numerous countries utilize regional and international ranking systems such as Webometrics, Shanghai, QS, SCImago, THE (Times Higher Education), HEEACT (ranking of scientific papers), and the Leiden University ranking (for example, ranking systems in India, Iran, Japan, Pakistan, Philippines, Southern Korea, France, Germany, and Italy), while a few countries maintain their national ranking systems for evaluating their universities and higher education institutions.

International ranking systems are often predicated on a collection of indicators. A total score is calculated by assigning an appropriate weight to each indication and aggregating them. Most frameworks for these systems use research-based indicators to deal with factual data and exclude national and regional characteristics to facilitate worldwide comparison. The need for these international institutions ranking is unquestionable, much more so in a world where people's mobility is continually expanding and the impacts of globalization have increased people's interconnectedness (Wltaman, medina & kosten *et al.*, 2012) .For instance, bibliometric data from worldwide databases like Scopus and Web of Science, which are used to generate output indicators in the bulk of global rankings, has favoured English-speaking nations and academic institutions. This places colleges from non-English speaking nations in a disadvantageous position, even more so when rated according to worldwide university rankings (Lukman & karjnc & Glavic, 2010).

International ranking systems rarely include any local universities, owing to fierce global competition from the standpoint of a developing country like Bangladesh. Most of the world's best universities look at the world university rankings as a positive idea for their growth and development compared to their peers who are not. The rankings system makes it easier for universities to know their strengths and weaknesses in each criterion. Universities can then take steps inside themselves to overcome their shortcomings and challenges to move forward and serve more and better types of students in the future. The ranked universities are thought to be good at teaching, have a lot of resources, and be good at research. Universities in Bangladesh are starting to see how important it is for them to get their good educational services and research abilities known around the world through these world university rankings. Still, many universities do not know what these rankings are and do not know how they work (Lukman & karjnc & Glavic, 2010).

An institution's placement in prestigious international university rankings also offers several options and potential. Universities in domestic and foreign countries are expected to respect any top-ranked university. When a university is recognized globally as a top-ranked university, new opportunities in research collaboration, academic and student exchange programs, and knowledge-sharing opportunities will emerge.

One of the primary goals of higher education institutions in Bangladesh is to participate in the global rankings race. Acquiring a high ranking in reputable international university rankings such as the Quacquarelli Symonds University Rankings (QS), the Times Higher Education World University Rankings (THE), and Shanghai Jiao Tong University's Academic Ranking of World Universities (ARWU) would result in a positive national and international reputation, which would benefit the entire institution. For example, many Bangladeshi students aspire to study for a globally recognized degree at Western universities. Thus, by achieving a high global ranking, Bangladeshi students may choose to study in their home nations rather than overseas. In response, Bangladesh universities strive for advancement not only in domestic university rankings but also in global university rankings, as the latter enhances their worldwide prestige.

OBJECTIVE

The study aims to evaluate Bangladesh Universities Ranking from the Perspective of the World University Ranking system by reviewing some of the most commonly referenced university ranking methodologies.

LITERATURE REVIEW

The Perspective of the World Ranking System on Bangladesh Universities

America's Best Colleges" has been published by the U.S. News and World Report since 1983. It shows how American universities are ranked in terms of performance. Since then, this global phenomenon has led to the development of ranking systems and their spread worldwide (Paruolo Saisana & Saltelli, 2013). University rankings' apparent effectiveness and popularity have sparked an ongoing discussion over the scientific shortcomings and the organizational results promoted (Peters, 2017).University rankings may be described simply as composite indicators in which linear aggregation is employed to weight arithmetic averages aimed at assessing university performance (Wende & Don, 2009). In the case of composite indicators, university rankings are influenced by normative assumptions about the kind of variables

analyzed and other weightings (Peters, 2017). This suggests that ranking systems mirror the modeling choices and conceptual framework used in their development, i.e., shared values among the creators, and that their outputs represent assumptions and the purpose for their creation (Mora & Vieira, 2007).

Since the 1980s, colleges have been looking for innovative ways to communicate with their stakeholders about their performance, according to Mora and Vieira (Shin, 2011). According to Shin (ARWU, 2021), university rating systems and league tables aid organizational effectiveness and institutional quality. Methodological issues, however, may develop. The method by which the composite indicator is constructed, for example, produces biases that result from relying on a single feature, such as the presence of Nobel prizes, Field medals, university size, research funding, papers published in Nature and Science, and bibliometric data from international databases like Web of Science.

According to Harvey (2008), the growing number of ranking systems has raised concerns about their construction, the dimensions they assess, and whether systems have credible performance measuring criteria (Hägg &Wedlin, 2013). To this end, ranking professionals and others involved in the ranking process performed collaborative research to analyze the quality of different ranking systems. It produced a set of guidelines for evaluating ranking systems. These sixteen criteria, dubbed the Berlin Principles (BP), form the basis of the "International Ranking Expert Group's" (IREG) audit procedure for reviewing ranking systems in order to provide a certificate of approval (Jongbloed, Kaiser & Vught, 2013).

The EU University-Based Research Assessments (AUBR), U-Map, U-Multirank, and AHELO are just a few of the projects that grew out of the desire to provide universities with an evaluation tool (QS World University Rankings, 2022) U-Map and U-Multirank are ranking systems that include interactive online tools that allow users to evaluate the performance profile of a particular subject of study by selecting the parameters that interest them. U-Multirank evaluates higher education institutions across five dimensions: teaching and learning, research, knowledge transfer, international orientation, and regional participation.

U-Map is a categorization tool for European Higher Education Institutions financed by the European Union and led by the University of Twente's Centre for Higher Education Policy Studies (CHEPS). UMap categorizes indicators according to six profiles: teaching and learning, students, research engagement, knowledge sharing, international orientation, and regional participation. U-Map provides access to performance data via web applications dubbed Profile finder and Profile viewer. The profile viewer tool enables a more complete examination of higher education institutions by allowing comparisons of up to three universities (QS World University Rankings, 2022).

All presently published worldwide university rankings use a variety of metrics to determine an institution's overall performance. Academic Ranking of World Universities (ARWU), one of the first global rankings, was created in 2003 by Shanghai Jiao Tong University (Rauhvargers, 2011). The current ARWU (2021) ranking is based on a number of indicators, including alums who have won Nobel Prizes and Fields Medals (10%), faculty who have been highly cited (20%), articles published in Nature and Science (20%), papers indexed in the Science Citation Index-Expanded and Social Sciences Citation Index (20%), and an institution's per capita academic performance (10 percent). It should be emphasized that ARWU indices are important to a number of the world's leading colleges. Once again, the United States dominates the Top 1000 list with 40 institutions ranking in the Top 100, followed by the United Kingdom with eight universities ranking in the Top 100 and China with seven. Unfortunately, Bangladesh has no universities in the ARWU's ranking list for 2021.

METHODOLOGY

This study is based on a qualitative methodological approach that involves an in-depth literature review of prior research on global university rankings. This study conducted a narrative literature audit of scientific articles published in English between 2005 and 2022 from the main databases Web of Science, Scopus, Google Scholar Research Gate, and ERIC. These articles were identified by the watchwords international ranking* AND university* in their titles. Current reports from the European University Association have also been looked at.

The Quacquarelli- Symonds World University Ranking

THE World University Ranking of "Times Higher Education" is a prominent ranking system known as THE-QS World University Ranking between 2004 and 2009 due to a collaboration with "Quacquarelli- Symonds" between 2004 and 2009. (QS). Significant changes in methodology and metrics were seen when "Times Higher Education" aligned with "Thomson Reuters" in 2009.To rank the institutions, the QS World University Rankings (2021) utilizes the following metrics: academic reputation (40%) and employer reputation (10%), faculty/student ratio (20%), citations per faculty (20%), international faculty ratio (5%), and international student ratio (5%). It includes perception polls as part of the ranking process, which is time-consuming, expensive, and very subjective.In the top 1000 university ranking list, the USA topped the list. Recently, the Universities of Bangladesh are also found on the list. In 2019, Bangladesh University of

Engineering and Technology and Dhaka University ranked between 801-1000, maintaining this ranking for four consecutive years. Moreover, in 2022 two more private universities were added to the ranking of 1001-1200; BRAC University and North South University.

Table 1: Bangladesh University ranking indicators in Quacquarelli Sysmonds (QS) World University Rankings

Universities List	Indicators (%)					
	Academic Reputation (40%)	***Faculty Student ratio (20%)***	***Citation per faculty (20%)***	***Employer Reputation (10%)***	***International student ratio (5%)***	***International faculty ration (5%)***
BUET	13.1	19.6	7.8	22.5	1.1	-
DU	17.9	14	2.5	29.9	1.1	1.1
BRAC	7.8	23.4	1.6	18.3	2	1.2
NSU	10.9	4.7	1.7	32.7	2.7	4.9

THE World University Ranking

The Times Higher Education World University Rankings is a ranking of research-intensive institutions based on teaching, research, knowledge transfer, and worldwide vision. Teaching (the learning environment) accounts for 30% of the performance indicators; research (volume, income, and reputation) accounts for 30%; citations (research influence) accounts for 30%; international outlook (staff, students, and research) accounts for 7.5 percent; and industry income (knowledge transfer) accounts for 2.5 percent. It requests that the institutions provide data for inclusion in the rankings. Furthermore, the Times rating incorporates the yearly Academic Reputation Survey, which is a significant component of the scoring methodology. 3 Bangladesh Universities were able to manage positions in THE world university ranking (2022).Dhaka University has reclaimed a place in the 800-1,000 institutions after years of being outside the top 1,000. Still, the Bangladesh University of Engineering and Technology (BUET) has dropped to the 1200+ bracket from the 1000+ bracket in 2020. However, for the first time in its history, Bangladesh Agricultural University (BAU) has achieved a place in the worldwide ranking of 1,000-1,200, placing it second among Bangladeshi institutions (Aguillo, Ortega & Fernández 2008).

Table 2: Bangladesh University ranking indicators in Times Higher Education (THE) World University Rankings

University lists	Indicators (%)				
	Teaching (30%)	***Research (30%)***	***Citation (30%)***	***International outlook (7.5%)***	***Industry Income (2.5)***
DU	16.3	8.4	61.8	7.5	2.5
BUET	18.1	12.9	27.8	23.8	35.2
BAU	17.1	8.3	34.5	46.2	38.5

The Webometrics Ranking of World Universities

The Cybermetrics Lab of the Spanish National Research Council launched the Webometrics Ranking of World Universities in 2004 (CSIC). The Webometrics Ranking System is a web-based ranking system that promotes the premise that universities' publications and online presence are vital for disseminating academic material and engaging with a diverse collection of people.

The current indicators are present, which is measured by the number of web pages (5%), visibility, which is measured by the number of external links (50%); transparency or openness, which is measured by the number of top- cited authors (10%), and excellence or scholar, which is measured by the number of top-cited papers (35 percent). Overall, it places a greater focus on a university's Web performance. All Bangladesh universities are listed in the ranking, but unfortunately, none of the institutions in Bangladesh were listed in the most current Webometrics Ranking of the top 1,000 universities. However, the universities of Bangladesh were able to secure in the list of top 2000.

Table 3: Bangladesh University ranking indicators in Webometric World University Rankings

University list	***World Ranking***	***Indicators (ranking)***		
		Visibility	***Openness***	***Excellence***
Bangladesh University of Engineering and Technology	1589	3191	1202	1698
University of Dhaka	1668	4013	1092	1614
Shahjalal University of Science & Technology	1815	2319	1989	2348
North South University	2056	2079	1784	3066
Rajshahi University	2076	4003	1392	2397
Jahangirnagar University	2416	7135	1671	2025

Brac University	2427	4099	2207	2793
Bangladesh AgriculturalUniversity	2659	7960	1129	283
University of Chittagong	2762	6581	1944	2721
Daffodil International University	2902	4557	3825	3144

Leiden Ranking

Based on data from WoS, Leiden Ranking (2019) uses a variety of bibliometric indicators, such as a university's number of publications, total and average number of citations, collaboration ratios, open access publishing, and gender- based indicators, to create separate ranked lists for each of these indicators. It provides ranks that are both size-dependent and size-independent. In the most current Leiden rankings, none of Bangladesh's higher educational institutions were included.

CWUR Ranking

The Rankings Center for World University (CWUR) is the only academic rating organization that evaluates worldwide institutions based on educational quality, alum employment, faculty quality, and research success without depending on surveys or university data submissions [19]. The ranking began as an initiative in Jeddah, Saudi Arabia, intending to identify the world's top 100 institutions. CWUR ranks the world's universities using seven objective and reliable measures organized into four categories: The quality of education is determined by the percentage of graduates who have earned significant academic distinctions compared to the university's size (25 %). Alumni Employment, as assessed by the percentage of alums who have held senior executive positions at the world's major firms (25 %). Faculty quality is determined by the percentage of faculty members who have earned significant academic distinctions (10%). Effectiveness of Research:

i) Research Productivity, as quantified by the total number of published research publications (10%)
ii) High-Quality Publications, as evaluated by the number of articles published in prestigious journals (10%)
iii) Influence, as quantified by the number of research publications published in highly regarded journals (10%).
iv) Citations, as shown by the number of highly referenced research articles (10%).

Only Dhaka University from Bangladesh was able to secure place in the top 2000 at 1816 world ranking in 2021-2022.

SCImago Institutions Rankings

The SCImago Institutions Rankings (2021) comprise academic and research institutions from all around the globe. They are based on three separate sets of variables, including research production (50%), innovation (30%), and social effect (20 percent). Normalized impact (13%), excellence with leadership (8%), output (8%), scientific leadership (5%), not own journals (3%), own journals (3%), excellence (2%), high-quality articles (2%), international cooperation (2%), open access (2%), and scientific talent pool (2%) accumulates the research production markers (50 percent). Innovative knowledge (10%), patents (10%), and technological impact (10%) are the innovation markers (10 percent). Finally, sociological markers include altmetrics (10%), inbound links (5%), and website size (5%). Institutions having at least 100 publications indexed in Scopus during the prior year of the assessment year are eligible to participate in this rating system. Bangladesh has 28 institutions in the SCImago Institutions Rankings for 2021 Table 4.

Table 4: Bangladesh University ranking indicators in SCImago Institutions Rankings

University List	***Indicators (percentile)***		
	Research Production (50%)	***Innovation (30%)***	***Social effect (20%)***
Bangabandhu Sheikh Mujibur Rahman Agricultural University	17	24	16.4
Mawlana Bhashani University of Science and Technology, Tangail	21	21.9	19.2
University of Dhaka	29	18.9	8.4
University of Chittagong	39	15.3	14.8
Bangabandhu Sheikh Mujib Medical University	30	19.8	17.2
Khulna University	36.5	16.8	16.8
Bangladesh Agricultural University	25	26.7	13
Jahangirnagar University	34	21	14.2
Bangladesh University of Engineering and Technology	34.5	23.1	10.8
Shahjalal University of Science and Technology	37.5	22.5	13.8
Independent University, Bangladesh	44	17.7	15.6
Rajshahi University	32.5	26.1	12.6
BRAC University	36	23.7	15.4
Chittagong University of Engineering and Technology	40.5	21	18.4

Ahsanullah University of Science and Technology	41	22.8	18.2
East West University	37.5	26.1	18.6
Jagannath University	35	29.4	19.4
Khulna University of Engineering and Technology	47.5	21.6	18.6
Islamic University of Technology	47.5	22.2	19.8
The University of Asia Pacific	39	29.4	19.8
Rajshahi University of Engineering and Technology	44	26.7	17.6
United International University	46.5	24.3	19.4
Dhaka University of Engineering and Technology	40	29.4	19.6
Daffodil International University	41.5	29.4	17.4
International Islamic University Chittagong	46.5	26.7	19.2
North South University	47.5	25.8	15.2
American International University, Bangladesh	45	29.4	19.2
Military Institute of Science and Technology	46	29.4	19.8

The University Ranking of Academic Performance (URAP)

The University Ranking by Academic Performance (URAP), which began in Turkey in 2009, is another addition to worldwide ranking exercises using bibliometric data. The current URAP (2022) Ranking is based on six performance metrics, including article (21%), citation (21%), total document (10%), article impact total (18%), citation impact total (15%), and international collaboration (15%). URAP's coverage is substantially greater than other prominent ranking exercises, according to Basu *et al.*, 2016 (Basu, Banshal, & Singh *et al.*, 2016). In the 2021-2022 URAP World University Ranking, ten institutions from Bangladesh were ranked (Hossain & Ahmed, 2020) Table 5.

Table 5: Bangladesh University ranking indicators in URAP Rankings

University List	**Ranking**	**Indicators**					
		Article	***Citation***	***Total document***	**,**	***CIT***	***Collaboration***
University of Dhaka	1396	31.74	48.45	20.33	43.18	40.71	35.81
BUET	1666	26.77	42.84	29.85	38.53	35.42	31.16
University of Rajshahi	2071	20.39	36.89	14.98	32.15	29.66	29.26
BRAC university	2166	8.67	37.94	11.7	22.88	40.83	23.4
Jahangirnagar University	2281	17.79	36.27	13.79	27.47	25.48	27.85
SUST	2319	18.1	32.65	12.52	27.85	27.23	26.53
University of Chittagong	2557	14.83	30.33	11.45	23.99	23.02	25.17
Khulna University	2718	11.78	26.46	10.23	23.08	23.08	22.72
BSMRAU	2772	8.34	28.34	7.72	22.74	25.32	21.25
North South University	2963	9.61	24.09	11.43	17.25	17.48	20.41

Various Indicators assess the ranking of universities. Bangladesh lagged in a few scored indicators, such as research article quality and academic quality, shown in Table 6.

Table 6: Indicators for assessing the comparison

Citation quality	**Total scoring wt**	**weight**
Name of Indicators		
Citation per faculty	30	5.9
Top cited papers	40	12.3
Published article cited	61	85.29
Citation impact total	15	28.8
Research article quality		
Name of indicators		
Total research	40	24.2
Research productivity	50	37.9
Top research search content	50	23.9

Quality of publication	10	-
No. of research publication in top journal	10	-
Article published	21	16.8
Article impact total	18	27.9
International context		
Name of indicators		
International student ratio	5	1.7
International faculty ratio	5	1.8
International collaboration	15	26.4
International outlook	7.5	25.8
Academic quality		
Name of the indicators		
Academic reputation	40	12.4
Faculty student/ration	20	15.4
Teaching quality	30	17.2
Other indicators		
Name of indicators		
Employer reputation	10	25.9
Industry outcome	2.5	25.4
Innovation	30	24
Social effect	20	16.7

Table 7: Bangladeshi Universities are ranked in different ranking types

Ranking Type	Dhaka University	Bangladesh University of Engineering & Technology	North-South University
QS World University Ranking	801-8000(Global Ranking)151 (in Asia)	801-8000(Global Ranking)199 (in Asia)	1001-1200 (Global Ranking)219 (in Asia)
Times Higher Education (THE) World University Ranking 2023	601-800(Global Ranking)	1201-1500(Global Ranking)	601-800(Global Ranking)
U.S News & World Report 2022-2023 Best Global Universities Rankings	977 (Global Ranking)	Unranked	Not Listed in the Ranking
SCImago Institutions Rankings	4777 (Global Ranking)	6047 (Global Ranking)	7086 (Global Ranking)
Center for World University (CWUR)	1816(Global Ranking)	Not Listed in the Ranking	Not Listed in the Ranking

Source: Daily Star, 2023

DISCUSSION

Bangladesh's institutions have never been recognized to be world-class by worldwide rating systems. Similarly, universities in many developing countries face a similar scenario. Bangladesh's universities lack proper infrastructure, library resources, internet databases, and access to scholarly publications. Few universities are taking place in the ranking list. However, some are depleting from the list.

In QS World University ranking, DU has been on the list since 2012, ranking 601+. The ranking dropped to 701+ in 2014 and has been in the same position for the next five years. In 2019, the list dropped between 801-1000 and has been the same until 2022. BUET has been in the rank of 801-1000 from the year 2019-2022.

In THE World University Ranking, Dhaka University was 601-800 in 2016. The ranking dropped to 1001 in 2018 and has remained for the next two years. However, by 2022, DU could reclaim its position to 801-1000, which was still lower than its 2016 rank. In 2021, BUET ranked 1001, and within one year, the university lost its place to 1201.

In the Webometrics World Ranking, Bangladesh Agricultural University (BAU) was ranked first among Bangladeshi universities, followed by Bangladesh University of Engineering and Technology (BUET) and Dhaka University (DU). No other Bangladeshi institution, public or private, was among the top 2000 universities in the world. BAU, BUET, and DU were placed in 2061, 2134, and 2275 in the worldwide rankings, respectively.

Numerous studies on university rankings have been published, with some attempting to evaluate present ranking systems and others suggesting improvements or alternative ways of ranking (Harvey, 2008). Many university ranking systems have been created in recent years that rely on specific metrics and provide ranking tables based on these factors. Various

national and international ranking systems provide university rankings based on a collection of factors or a single indicator. These ranking systems change based on various elements such as country-specific situations, educational systems, expectations, cultures, etc. In most cases, international ranking systems are based on a collection of indicators. A total score is determined by assigning an appropriate weight to each indication and combining the results. Most of these systems' frameworks rely on research-based indicators to deal with factual data, and they remove national and regional characteristics to provide worldwide comparability. The importance and use of these international networks are undeniable, particularly in a society where people's mobility continually expands, and globalization's repercussions are increasing people's interconnectedness.

CONCLUSION

Due to severe global rivalry, international ranking systems seldom include any local universities from the standpoint of a developing country like Bangladesh. Published articles cited are found to be higher than the scored indicators. However, the scoring of citations per faculty and top-cited papers is significantly lower than the scored indicators. Moreover, there is no quality of publication and publication in top journals. Other indicators, such as academic reputation and teaching quality, area bysmal.

Due to the above-said indicators' poorly maintained scores, it is becoming more difficult for institutions from underdeveloped nations to be included in these rankings. However, it may be fairer to rate them at the national level. Because there is no viable alternative to these databases when undertaking bibliometric studies, such rankings should still be based on the number of scholarly articles and the citation effects of these publications using well-known citation databases such as Scopus or WoS.

This research looked at some of the most often-used university rating techniques. Bangladeshi universities are trailing in most global rankings due to a lack of research assistance and a scarcity of high-quality publications. Even though DU and BUET are mentioned in the worldwide rankings, they lose ground each year.

RECOMMENDATION

1. Regardless of Public and Private Universities, every university should allocate a specific percentage of the Research Fund from the yearly budget.
2. Monitoring the Fund has been distributed properly.
3. Work Load distribution directives to provide the appropriate time for research, teaching, and other official responsibilities.
4. Scopus or Index-Journal articles publication should include in Key Performance Indicators.
5. Impact factor of the article should consider as promotion criteria or Key Performance Indicators.
6. Universities should focus on Webometrics issues
7. Support Faculty members to participate in a seminar, conferences, and academic visits
8. University should arrange professional workshops and training on research frequently.
9. Motivate Researchers to focus on real issues or problems in academic or local society.
10. UGC should take more initiatives in International collaboration for all Public and Private Universities in Bangladesh.
11. UGC should develop a national university ranking resembling World Ranking with more Indicators based on local needs. This ranking will publish yearly to encourage all universities to keep pace with world trends.

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