



Academic Rankings: An Analysis of Nandalal Ghosh B.T. College in the AD Scientific Index 2025

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Abstract:

The purpose of the study is to explore the academic standing of Nandalal Ghosh B.T. College as reflected in the AD Scientific Index 2025 rankings. Nandalal Ghosh B.T. College is a govt. aided B. Ed. College that achieved notable positions in the national, regional and global rankings 812th in India, 2,703rd in Asia, and 6,129th worldwide in the year 2025. This study also compares of the top -tier Indian Teacher Education Institutions paper such as National Institute of Technical Teachers' Training and Research (NITTTR) Chandigarh, NITTTR Bhopal, NITTTR Kolkata, Indian Institute of Teachers Education (IITE) Gandhinagar, Tamil Nadu Teachers Education University and Nandalal Ghosh B.T. College. Document based analytic strategy and interpretative strategy have been employed to conduct the study. NITTTR Chandigarh exhibits a significantly stronger research footprint that outperforms of its counterparts, while Nandalal Ghosh B.T. College shows significant institutional standing in subject specific rankings remain limited indicating patters common among Teacher Training Institutions focussed primarily Bachelor of Education programme.

Keywords: *AD Scientific Index, Google Scholar, Nandalal Ghosh B.T. College, National Institute of Technical Teachers' Training and Research, Teacher Education in India, Teacher Training Institutes.*

1. Introduction

Nandalal Ghosh B.T. College [1], a government aided college was established at Panpur, Narayanpur, West Bengal, India for Bachelor of Teaching (B.T.) course. At present it is affiliated to Baba Saheb Ambedkar Education University and recognized by the National Council for Teacher Education (NCTE) [1]. It plays a significant role in promoting Bachelor of Education (B. Ed.) in West Bengal.

The college is known for its role in producing so many teachers in multiple school subjects since its inceptions. The college is also known for academic research by the faculty members and its students. In recent years, multiple global ranking methodologies emerged to benchmark academic institutions and quantify their research impact. Among them, the Alper-Doger (AD) Scientific Index (ADSI) [2] emerged as a prominent bibliometric tool that evaluates scientists and institutions based on transparent, real-time analysis of scholarly output.

The ADSI [3] integrates dual-time frame performance, momentum analysis and ethical oversight. It covers over 2.63 million scientists, 24,600 institutions, and 221 countries across 211 academic subfields and provides both individual and institutional evaluation based on primarily on H-index, i10-index, and citation counts derived from the Google Scholar [2]. For obtaining rankings in ADSI, institution or its faculty member must have google scholar account and premier membership for obtaining details rankings and research impact. Alper [4] presented a comprehensive overview of ADSI. Sab, Ahmed, and Bagalkoti [5] reviewed the methodology, application and impact on research Assessment by ADSI. This study explores an analysis of the position in ranking of ADSI 2025 of Nandalal Ghosh B.T. College by highlighting its world, regional and national rankings.

Research Gap

No report has been appeared in the literature on ranking obtained by Nandalal Ghosh B.T. College using ADSI. Also no comparison of performance between Teacher Training Institutes (TTIs) and National Institutes of Technical Teachers' Training and Research (NITTTR) is found in the literature using ADSI.

While institutional rankings like the 2025 ADSI offer macro-level data, there is a lack of micro-level, granular analysis.

Objectives of the Study are:

- to briefly present the research work done at Nandalal Ghosh B. T. College in the recent years.
- to analyse the Nandalal Ghosh B. T. College's position in the 2025 ADSI across global, Asian, and national rankings.
- to present an institution-by-institution comparison of Nandalal Ghosh B.T. College's bibliometric indicators with those of other top-tier public teacher training institutes in India, namely, Indian Institute of Teachers Education (IITE) Gandhinagar, Tamil Nadu Teachers Education University and Technical Teachers' Training and Research such as the NITTTR Chandigarh, NITTTR Bhopal, NITTTR Kolkata.
- to present a framework for ranking teacher education institutes.
- to analyse the implications of Nandalal Ghosh B. T. College's ADSI rankings for a teacher education institution.

Rest of the paper is presented as follows. Section 2 offers a brief discussion of research work at Nandalal Ghosh B.T. College. Section 3 presents an analysis of Nandalal Ghosh B.T. College's ranking performance in ADSI ranking system in 2025. Section 4 presents the comparison between the ADSI rankings of leading TTIs. Section 5 presents a framework for ranking teacher education institutes. Section 6 presents the implications of rankings for Teacher Education Institutions. Section 7 concludes the paper.

2. Research work at Nandalal Ghosh B.T. College

Nandalal Ghosh B.T. College, despite its small size and primary teaching mission, has emerged as a significant research centre through the efforts of a small group of dedicated faculty members such as Sreeparna Bagchi (retired Associate Professor), a researcher of economic history [6, 7] at first published research articles in indexed academic journals. Dr. Gangaram Mitra, retired Professor authored books on B. Ed. course such as “ভারতের শিক্ষার ইতিহাস History of Education in India” published K. Chakraborty Publishers. Dr. Shanta Moulik, retired Assistant Professor wrote books on B. Ed. course such as “ভাষাশিক্ষণচিন্তা” published by Soma Book Agency and “বিদ্যালয় ভাষা ও পাঠক্রম “ published by B. B. Kundu Grandsons. She wrote numerous dramas that were staged. Among them, some are:

- 1 অতিক্রম (**Atikram** – *Transcendence*)
- 2 উত্তরণ (**Uttaran** – *Elevation*),
- 3 পরিবেশ পরিচিতি (**ParibeshParichiti** – *Whispers of the Surroundings*)
- 4 শতবার্ষিকী (**Shatabarshiki** – *Centenary*)
- 5 নিঃসঙ্গপ্রভাতী (**Nissanga Prabhati**, *Lonely Morning*)
- 6 হ্যাপি লার্নিং ((Happy Learning)
- 7 আকাশ তুমি কি শুনছো (**Akash, Tumi Ki Shunchho?** – *Sky, Are You Listening?*)
- 8 রোল নম্বর টোয়েন্টি ওয়ান (**Roll Number Twenty-One**)
- 9 রোল নম্বর টোয়েন্টি ওয়ান (Roll Number Twenty-One)

Dr. Nikhil Kumar Datta, retired Principal and Dr. Chaitanya Mondal, Assistant Professor authored the method book for education (শিক্ষাবিজ্ঞানশিক্ষণপদ্ধতি” [8]. S. Pramanik, Assistant Professor authored and coauthored several books [9-13] on B. Ed. courses along with mathematics method book [14, 15]. Mrs. Arunima Ghosh, Assistant Professor wrote Sanskrit method books [16, 17] and several books [18-20] and book chapters [21-25]. Mrs. Dolly Sarkar, has been pursuing Ph. D. degree and published research article on emotional intelligence [26]. Dr. S. Behera did research work on education field. Dr. Kuheli Mondal published several papers [27-28] on listening for effective communication and neurological knowledge and artificial intelligence. Arun Mahato, full time contractual Librarian did some work on library related issues [29-30]. Students also show great interest in research activity while doing the B. Ed. course. Anindita Dashgupta is the first student who published research paper in Scopus indexed journal [31] while studying in the college. Achal Shaw, another brilliant student also coauthored two research papers [32-33] while studying B.Ed. Course in the College. Several students while studying in the college do research works and presented their findings in West Bengal science and Technology Congress, Regional Science Congress, national and International Seminar like Sandip Misra [34], M. Khatun [35], Ashutosh Ghosh [36], Amlan Biswas [37], Barsha Banerjee [38], Anindita Dasgupta [39], Tania Banerjee [40], Prithy Biswas [41], Achal Shaw [42], Nikita Ghosh [43], Sahil Keshari [44], Sreeja Biswas [45], Susmita Kamley [46], Anurita Pal [47] and many more authors.

Faculty members of Nandalal Ghosh B.T. College have contributed in research in education domain [48-55] that reflects inner strengths of the faculty members’ research aptitude and intrinsic motivation to pursuing research work within limited research facility and research grant. Faculty members of Nandalal Ghosh B.T. College collaborated with foreign researchers of high ranking such as Emeritus Professor Dr. Florentin Smarandache [56-78], University of New Mexico, the USA, Professor Jun Ye [79], Ningbo University, China and a group of authors around the globe [80, 81] and their works received a lot of citations in the scientific and social science domain. Pramanik [82] shared a visualization of the coauthor network of S. Pramanik on social media, namely Facebook that reflects the wide collaboration across the globe. Pramanik also collaborated in international, national level as well as state level institutions (see Figure 1) such as Calcutta University [83-85], Kalyani University [86-90], Jadavpur University [91-139], Indian Institute of Engineering Science and Technology (IIST), Shibpur [140-160], National Institute of Technology (NIT), Jamshedpur [161-166], NIT, Silchar [167] Tripura University, [168-184], Swami Vivekananda University [185-194], Umeschandra College [195-202], NIT, Agartala [203, 204], ICFAI University [203, 204], Techno

College of Engineering Agartala [78, 167,205- 206], Trident Academy of Technology [207-2011],and other academic institutions [2012-261]. S. Pramanik’s works [262-271] include different domain of mathematics from neutrosophic set theory to multi criteria decision making.

Recognition and awards of Nandalal Ghosh B. T. College

The progress of Nandalal Ghosh B.T. College is reflected in a series of best paper and outstanding paper awards at the West Bengal State Science & Technology Congress and Regional Science & Technology Congress. In mathematical modelling and decision sciences, S. Pramanik, a faculty of the college and collaborators have made notable contributions to neutrosophic multi-criteria decision-making. Several award-winning studies, for example, have dealt with contra-harmonic aggregation operators [272, 273] and neutrosophic number root mean square [274,275], fuzzy multilevel linear fractional programming [276], *intuitionistic fuzzy* bilevel programming [277], and *neutrosophic* decentralized multilevel programming [278], Tangent similarity measure [279], comparative perspectives on secondary mathematics [280, 281] students’ progress reports [282], socio-educational challenges faced by adolescents living in border regions [283, 284], *Logistics center location selection* [285].

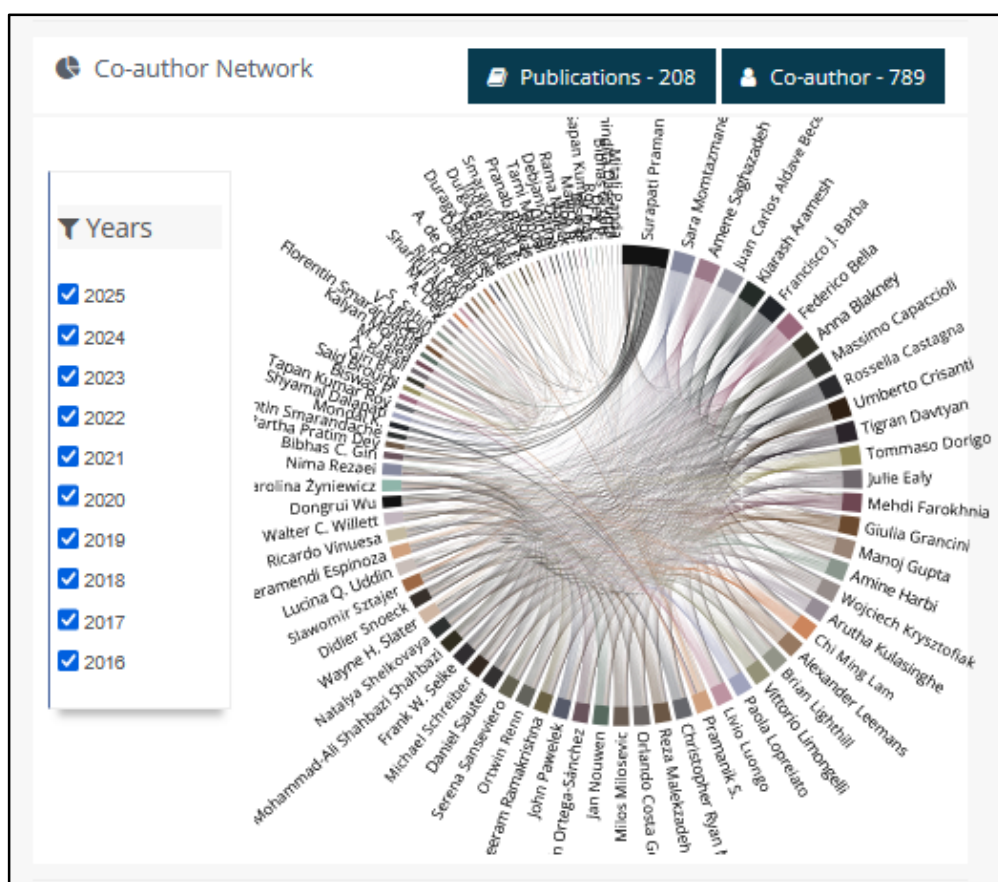


Figure 1. Coauthor network of S. Pramanik of Nandalal Ghosh B.T. College [82]

Nandalal Ghosh B.T. College made sustained contributions to mathematics education and curriculum studies. Awarded studies [280, 281] examined comparative perspectives on secondary mathematics curricula of India and the United States, offering insights into international curricular alignment and pedagogical implications. Studies from Nandalal Ghosh B.T. College addressed broader educational and social issues in West Bengal, including evaluation of students’ progress reports [282], socio-educational challenges faced by adolescents living in border regions [283], and lifestyle education at the secondary level [284].Collectively, the award-winning studies [272-285] conducted at Nandalal Ghosh B. T. College integrate sophisticated strategies with urgent educational and social issues, thus strengthening the institution’s academic standing across the state

and region. Faculty from this College [286], Dr. S. Pramanik obtained spot in the top 2% scientist list prepared by Stanford University and Elsevier in 2022, 2023 and 2025 in the subfield namely, information and communication technologies, Artificial Intelligence (AI), and image processing. At the same Dr. S. Pramanik did review work for international journals having 99 percentile rank (<https://www.webofscience.com/wos/author/record/Q-2768-2015>). With a total of 511 verified peer reviews, his contribution significantly exceeds the median benchmark of 4 reviews, placing him within the 99th percentile of reviewers. This distinction reflects not only a sustained commitment to the academic community but also recognition of his expertise and reliability by journals and publishers. This extensive body of review work highlights his dedicated engagement in upholding research standards, facilitating editorial workflows, and fostering interdisciplinary knowledge advancement.

2. 1 Contributions of Nandalal Ghosh B.T. College in Research

Foundational and Applied Contributions to Neutrosophic Theory and Multi-Criteria Decision-Making (MCDM)

The most substantial body of research originating from Nandalal Ghosh B.T. College is in the field of neutrosophic theory [287], a branch of philosophy grounded by Prof. Florentin Smarandache. Neutrosophic logic [287] generalizes fuzzy and intuitionistic fuzzy logic to handle indeterminate and inconsistent information. Dr. Pramanik has been a central figure in advancing this field globally by contributing in the following domain:

- **Development of New Neutrosophic Sets and Hybrid Structures:** Dr. S. Pramanik has led to the development of numerous novel neutrosophic set structures to better model uncertainty. Key contributions include the definition and exploration of interval quadripartitioned neutrosophic sets [268], Interval pentapartitioned neutrosophic sets [269]. Also Dr. S. Pramanik has led to ground the pentapartitioned neutrosophic set [198], tri-complex rough neutrosophic net [237], rough neutrosophic hyper-complex set [66], and triangular fuzzy neutrosophic set [108] and Rough bipolar neutrosophic set [253]. These neutrosophic sets [66, 108, 198, 237, 268, 269] offer computer scientists and mathematicians more nuanced tools for dealing with real-world data.
- Novel Decision-Making Strategies for Multi-Attribute Decision Making (MADM) and Multi-Attribute Group Decision Making (MAGDM)
- Key efforts have centered on creating and refining strategies for MADM and MAGDM within neutrosophic environments. A key aspect of the research is the adaptation of classical decision-making strategies TOPSIS [65, 69, 100, 102, 107, 109, 116, 119, 123, 132, 133, 134, 137, 167, 169,], VIKOR [137, 156, 157, 195, 197], 255], Grey Relational Analysis (GRA) [98, 101, 103, 113, 115, 203, 214,] TODIM [139, 155, 160, 196] and ARAS (Additive Ratio Assessment) [85, 202, 270], EDAS [201], MULTIMOORA [199] and so on to work under the neutrosophic number environments. Pramanik and his colleagues also grounded new similarity measures and aggregation operators, such as various trigonometric similarity measures [62, 77, 96, 97, 120, 125, 126, 205, 241, 243, 246], and hybrid vector similarity measures [120, 121, 116] to rank alternatives under fuzzy neutrosophic environments.
- **Co-authorship and Collaborative Network:** The research output at Nandalal Ghosh B. T. College reflects a vast and productive international collaboration. Dr. Pramanik has co-authored extensively with Professor Florentin Smarandache (University of New Mexico, USA), the founder of neutrosophy, on collective books [56, 57, 58, 59] and book chapters [60-63,] and articles [64-79]. Also Dr. Surapati Pramanik acted as an editor of the journal “Neutrosophic Sets and Systems”.

- Dr. Surapati Pramanik has also guided and collaborated with a large network of researchers, including former Ph.D. students like Partha Pratim Dey [68- 69, 76, 79, 91-92, 94, 99-103, 107, 113-117, 121, 148-149, 215, 217-219, 221, 223-224, 226, 254, 258], Durga Banerjee [67, 93, 104-106, 118-119, 227, 229-231, 256-257], Kalyan Mondal [62-66, 72, 124-129, 134, 233-251, 253,], Pranab Biswas [95-98, 108-112, 120, 122-123, 130-133, 212-213, 216, 220, 222, 225, 228], Shyamal Dalapati [71, 73-74, 151, 155-158, 160, 252, 255, 288], Rumi Roy, [70, 75, 77, 154, 159,]and Rama Mallick [31, 135-139, 195-202] developing a significant “coauthor network” [82]. Pramanik and his colleagues’ works have been published in high-impact, Scopus-indexed journals such as *Neural Computing and Applications* [109, 120]. *European Journal of Operational Research* [145], *Complex & Intelligent Systems* [196], *Journal of Ambient Intelligence and Humanized Computing* [162], *Mathematics* [74], *Axioms* [72, 79], *Information* [155], *OPSEARECH* [137], *Mathematics and Natural Computation* [132], *Informatica* [131], *International Journal of Knowledge-based and Intelligent Engineering Systems* [136], *CAAI Transactions on Intelligence Technology* [199], *Serbian Journal of Management* [270], *Journal of Applied Research on Industrial Engineering* [78], *Journal of Ambient Intelligence and Humanized Computing* [162], *Journal of Computational and Cognitive Engineering* [274], *International Journal of Operational Research* [164] *International Journal of Applied Management Science* [165] and so on. Dr. Pramanik has co-authored extensively with Prof. B. C. Giri [67-69, 91-139] and Prof. Tapan Kumar Roy [70, 75, 77, 140-160, 289], Prof. Debjani Guha [86-90], Prof. B. K. Tripathy [169, 175, 180-181], Prof. Suman Das [164, 166, 168-182, 184, 203], Dr. Rakhal Das [169- 170, 172-176, 179-181], Dr. Bimal Shil [171, 179], Dr. Priyanka Majumder [78, 167, 205-206] Prof. N. Rezaei [80, 81]. Pramanik’s Ph. D. supervisors were Prof. T. K. Roy in Mathematics [290]and Prof. Debjani Guha in Education [291]. He received lot of inspiration from Prof. Dulal Mukhopadhyaya during M. Ed. course and dissertation work [292].

3. Nandalal Ghosh B.T. College’s ranking performance in ADSI ranking system in 2025.

Nandalal Ghosh B.T. College obtained notable ranking in the ADSI 2025 report [3]. It holds the 6,190th position in the World Top 10,000 Universities ranking for 2025 (See Table 1). It stands within the top 61% educational institutes worldwide included in the evaluation process that reflects a significant achievement for a teacher training college in the Indian context.

Within the broader Asian higher education framework, Nandalal Ghosh B.T. College ranks 2,703rd [2], reflecting its regional standing across the continent.

It is interesting to see at Indian national level, it secures 812th rank [3], [293] (see table 1) among the Indian Institutions. Thus, Nandalal Ghosh B.T. College shows meaningful impact within the landscape of Indian Higher Education that includes prestigious universities and technical and research institutes.

This positioning places of Nandalal Ghosh B.T. College ahead of numerous general universities and specialized colleges throughout Asia, suggesting that its focused mission in teacher education translates into measurable academic impact. For context, the top ten Indian institutions [2, 3] in the ADSI are dominated by engineering and technology institutes, with Indian Institute of Technology Delhi leading at world rank 378, followed by Indian Institute of Science Bangalore (world rank 382) and Indian Institute of Technology Bombay (world rank 413). Nandalal Ghosh B.T. College’s placement must be understood within this competitive landscape, where specialized teacher education institutions typically occupy different positions in ranking hierarchies compared to research-intensive universities with broader disciplinary coverage.

Nandalal Ghosh BT College’s ranking universities in India, Asia and the world [293] is shown in Table 1.

Table 1. Nandalal Ghosh BT College's ranking in 2025

Nandalal Ghosh B. T. College's ranking	India/ Asia and Global	2025
	India	812
	Asia	2703
	World	6129

4. Comparative Ranking Analysis[2, 3]

The Table 1 presents the 2025 ADSI of selected public teacher education and teacher training institutions in India, including Nandalal Ghosh B. T. College across global, Asian, and national (India) contexts. These rankings provide insight into the relative research visibility and scholarly impact of institutions operating within the specialized domain of teacher education.

Among the institutions listed, the National Institute of Technical Teachers' Training and Research (NITTTR) Chandigarh [294] occupies the strongest position, ranking 2,429th globally, 853rd in Asia, and 166th nationally. This comparatively high standing reflects its long-established research culture, technical orientation, and stronger engagement with publication-driven academic outputs.

Nandalal Ghosh B. T. College ranks 6,129th globally, 2,703rd in Asia, and 812th in India, placing it second among the six institutions included in the Table 1. This position indicates a moderate level of research visibility relative to peer teacher education institutions. Notably, Nandalal Ghosh B. T. College outperforms several larger and more specialized institutions, including the NITTTRs at Bhopal and Kolkata, as well as state-level and national teacher education universities (see Table 2). So, despite limited research infrastructure, Nandalal Ghosh B. T. College holds a measurable presence in bibliometric-based ranking systems.

The NITTTR at Bhopal [295] and NITTTR Kolkata [296] hold ranks closely together having world ranks of 7,919 and 7,956, and national ranks of 1,112 and 1,121, respectively. Their lower rankings compared to Nandalal Ghosh B. T. College may indicate variations in faculty research output, citation impact, or disciplinary coverage captured by the ADSI. Their relatively lower rankings compared with Nandalal Ghosh B. T. College reflect differences in faculty research productivity, citation impact, and the breadth of disciplinary coverage represented in the ADSI.

The Indian Institute of Teacher Education (IITE), Gandhinagar [297], and Tamil Nadu Teachers Education University (TNTEU) [298] hold the lowest rank in the table having world ranks of 8744 and 9211 and national rank of 1319b and 1430. (see table 1). Their comparatively lower rankings reflect relatively modest performance in terms of research indicators captured by ADSI. However, it is to be noted that these rankings are based on specific metrics within the ADSI may overlook critical dimensions of institutional performance, such as teaching effectiveness and overall academic impact.

5. Framework for Ranking Teacher Education Institutes

A four-tier framework for ranking teacher education institutes (see Figure 2) is proposed.

The four-tier framework consists of:

- I. Dominant leader

- II. Middle tier
- III. Lower performing cluster
- IV. Bottom performer

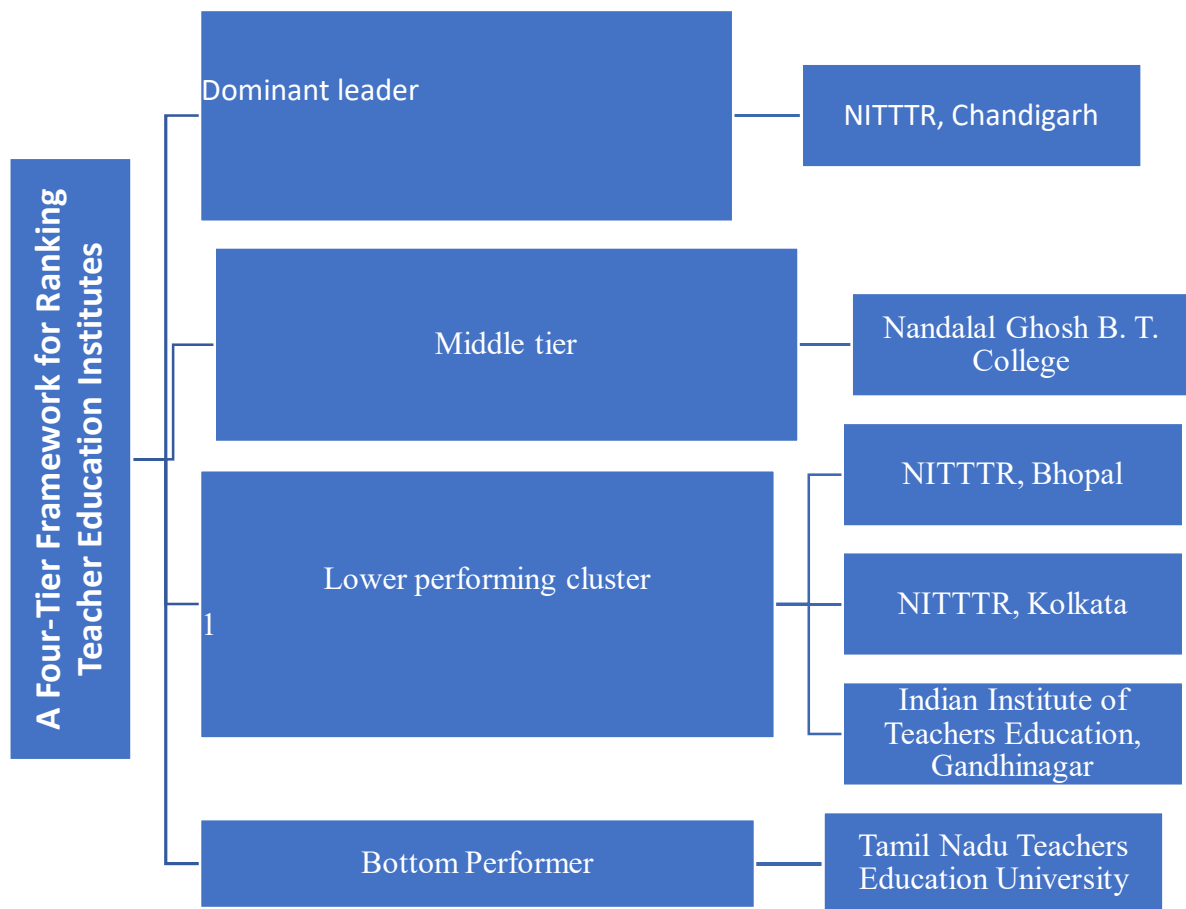


Figure 2. A four-tier framework for ranking teacher education institutes

i. Dominant Leader:

NITTTR Chandigarh (World Rank: 2429) [3] leads the cohort clearly, standing over 3700 places ahead of the next-highest institution in world rankings. This substantial gap reflects stronger research productivity and scholarly impact.

ii. Middle Tier:

Nandalal Ghosh B. T. College (world rank 6129) holds a distinct second position. However, its position is significantly behind NITTTR Chandigarh. But it is notably ahead of the institutions NITTTR Bhopal, NITTTR Kolkata, Indian Institute of Teachers Education(IITE), Gandhinagar and Tamil Nadu Teachers Education University.

iii. Lower Performing Cluster:

A tight group of four institutions follows:

- NITTTR Bhopal (7919)
- NITTTR Kolkata (7956)

- Indian Institute of Teachers Education, Gandhinagar (8744)

The two NITTTRs (Bhopal and Kolkata) perform very similarly globally, suggesting comparable research profiles. Interestingly, NITTTR Kolkata ranks slightly lower than NITTTR Bhopal both globally and nationally, challenging any assumption that older or more metropolitan institutes automatically rank higher.

iv. Bottom Performer:

- Tamil Nadu Teachers Education University (9221) ranks the lowest in this group across all categories.

Table 2. A comparative analysis of top Teacher Education Institutions in India based on the ADSI 2025

Institution	World Rank	Asia Rank	India Rank	Key Analysis
National Institute of Technical Teachers' Training and Research (NITTTR), Chandigarh [294]	2,429	853	166	The undisputed leader. NITTTR holds 166 166 that suggests it is among the top ~170 research institutions in the <i>entire country</i> , not just in teacher education. Its performance is exceptional within this set.
Nandalal Ghosh B. T. College [1]	6,129	2,703	812	A distant second. Nandalal Ghosh B. T. College holds its own ranking in the middle, but the gap from rank 166 to 812 in India highlights a massive difference in research impact compared to the leader.
NITTTR, Bhopal[295]	7,919	3,602	1,112	Part of the lower cluster. Its ranking is very close to NITTTR Kolkata, indicating similar research productivity.
NITTTR Kolkata[296]	7,956	3,626	1,121	Similar to Bhopal. Slightly behind its sister institute in Bhopal across all metrics.
Indian Inst. of Teachers Education(IITE) Gandhinagar [297]	8,744	4,078	1,319	Trails the NITTTR cluster. IITE, Gandhinagar falls behind the NITTTRs of Bhopal/Kolkata, suggesting lower research activity.
Tamil Nadu Teachers Education University[298]	9,221	4,350	1,430	The lowest ranked. It reflects its research output is not commensurate with its university status among these peers.

6. Implications of Rankings for Teacher Education Institutions

- **Research Focus:** These rankings solely measure research performance (publications, citations). They do not reflect teaching quality, infrastructure, student outcomes, or reputation in teacher training.
- **Relative, Not Absolute Standing:** The global rank of NITTTR, Chandigarh shows that it rank highest in the Indian teacher education institutions there exist thousands of institutions having higher research output. The rankings are best utilized in comparing institutions within the specific list.
- **NITTTR System Disparity:** The stark reality comes from the data that indicates a sharp disparity within the NITTTR system itself. NITTTR Chandigarh campus outperforms NITTTR, Bhopal and NITTTR,

Kolkata by a very wide margin. This research culture, funding and institutional priorities may be factors for the big difference in performance.

- “Public” Label: The NITTTR Institutions are directly govt. institutions. So their performance differences are not directly related to funding type rather internal priority of research, efficiency of the faculties, and history and culture of the institutions.

Nandalal Ghosh B.T. College is a small college situated in a village in north 24 Parganas. Its second position as a competitive institution performs favourably against the top govt. institutions which are specialized and university level peers. Nandalal Ghosh B.T. College has an explicit opportunity to strengthen its reputation both nationally and internationally by more collaboration with international level institutions using its profile and research outputs.

Although Nandalal Ghosh B.T. College obtained position in the ranking, all the faculty profiles are not included in the process as most of them have not institutional email ids. In other words, their google scholar accounts are not verified. So their credibility and citations are not included in the ranking of the College. Clearly, the works [6-7, 21-29, 299-300] from Nandalal Ghosh B.T. College are not included in the ranking process because the authors do not have an ADSI membership, due to the lack of a Google Scholar ID.

7. Conclusions

This study presents the rank of Nandalal Ghosh B.T. College in the ADSI 2025 rankings. The study also presents a comparison between the performances of the college with top five teacher education institutions namely, “NITTTR, Chandigarh”, “NITTTR, Bhopal”, “NITTTR, Kolkata”, “IITE, Gandhinagar” Tamil Nadu Teachers Education University. Nandalal Ghosh B.T. College performance is second. One of the faculty member [286](Scopus Author ID: 14831724300) earned a position on the Stanford- Elsevier top 2% scientist list in third time in 2025, following his initial recognition in 2022 and 2023. The 2025 ADSI rankings reflects that that performance in this category is extremely varied. NITTTR Chandigarh leads by a considerable margin, reflecting a dominant research presence. Nandalal Ghosh B.T. College follows as a clearly defined second-tier institution, while three institutions cluster closely at lower ranking levels, and one institution trails behind. These findings point to uneven research output across India’s major public teacher training institutes. Since faculty members have been doing research but their works have not been included in the total citations as they have no verified google account due to lack of institutional email id which is a problem for many faculties of other govt. colleges and Govt. aided colleges of India. So, faculty members can do research but the visibility of their works depends on the decision of the Administration of the Institutions. The study also proposes the four-tier framework for ranking teacher education institutes. Future work can be done based on other ranking systems such as the four most influential systems, Academic Ranking of World Universities (ARWU), The World University Rankings, QS World University Rankings, U.S. News Best Global Universities and Specialized and Alternative Ranking Systems such as Scimago Institutions Rankings (SIR), Round University Ranking (RUR), UI GreenMetric World University Ranking.

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