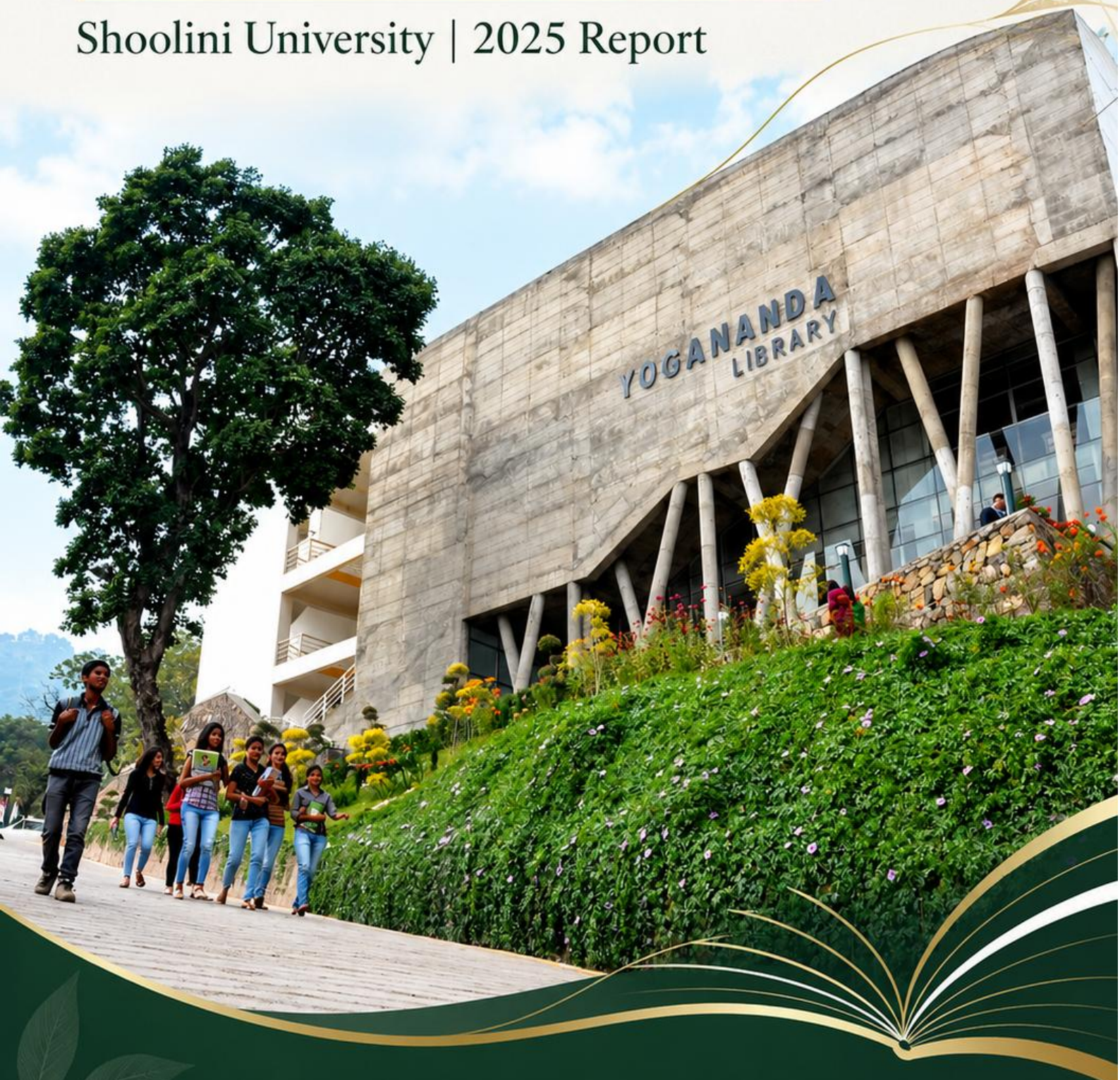
SDG 4: QUALITY EDUCATION

Shoolini University | 2025 Report



SUSTAINABLE DEVELOPMENT GOALS

Shoolini University of Biotechnology and Management Sciences
Bajhol, Solan, Himachal Pradesh 173229, India

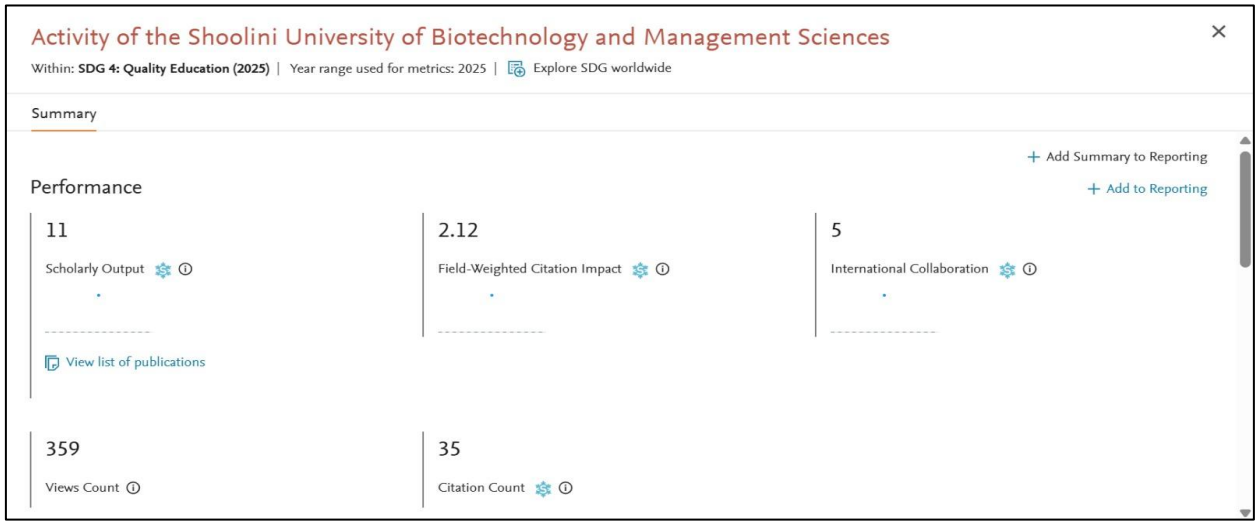
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SDG 4: Quality Education — Shoolini University | Year 2025

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1. Introduction and Scope

Shoolini University is deeply committed to advancing the United Nations Sustainable Development Goal 4 (SDG 4: Quality Education), which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The University firmly believes that education is the foundation for sustainable development and societal transformation. Guided by this vision, Shoolini University integrates principles of equity, accessibility, innovation, and excellence into all aspects of its academic and institutional framework. Through its diverse range of programs, cutting-edge pedagogy, research-driven learning environment, and community outreach, the University strives to make quality education both inclusive and transformative. It actively works toward reducing inequalities in education by offering scholarships, digital learning opportunities, and support systems for first generation learners, women, and students from underprivileged backgrounds. In alignment with SDG 4 targets, Shoolini University promotes lifelong learning, research collaboration, and skill development, ensuring that every learner is equipped with the knowledge, competencies, and values needed to contribute effectively to a sustainable future.



SDG 4 analysis based on the Elsevier 2025 SDG Mapping

The University's commitment extends beyond the classroom — fostering global citizenship, social responsibility, and environmental awareness among students and faculty alike. By combining academic excellence with ethical and sustainable practices, Shoolini University continues to play a pivotal role in advancing quality education as a driver of innovation, empowerment, and inclusive growth, both regionally and globally.

2. Institutional Approach and Framework

Shoolini University advances SDG 4: Quality Education through an integrated approach that combines formal academic programmes, experiential learning, interdisciplinary opportunities,

digital learning systems, research, and community engagement. Its educational framework includes choice-based credits, open electives, SPRINT activities, social projects, and Parivartan, which supports learning opportunities for children of daily-wage employees. Technology-enabled platforms strengthen teaching, learning, and academic administration, while initiatives such as Jagriti and Ideas That Matter connect students and academic expertise with schools and wider communities. International partnerships with universities and research institutions further support academic collaboration, curriculum development, cross-cultural learning, and research-driven teaching. Through blended learning, digital classrooms, and skill-based programmes, the University seeks to strengthen educational access, practical competencies, and lifelong learning. By combining global academic engagement with locally relevant initiatives, Shoolini University contributes to inclusive and equitable quality education and lifelong learning opportunities. However, the availability of internal learning resources to enrolled students is distinct from public access, which must be established separately when assessing relevant lifelong-learning indicators.

3. Research on Quality Education

The relevant 2025 records are listed in Appendix A.

Research measure	What the supplied workbook supports
Overall exported publication set	11 publications dated 2025 in the supplied export, classified by SDGs
Education-related publications	3 title-screened 2025 record(s); see Appendix A

4. Graduates with Teaching Qualifications

This indicator concerns graduates who obtained a qualification enabling them to teach at primary-school level. A verified count obtained from programme and degree-award records is 990 Graduates in 2025.

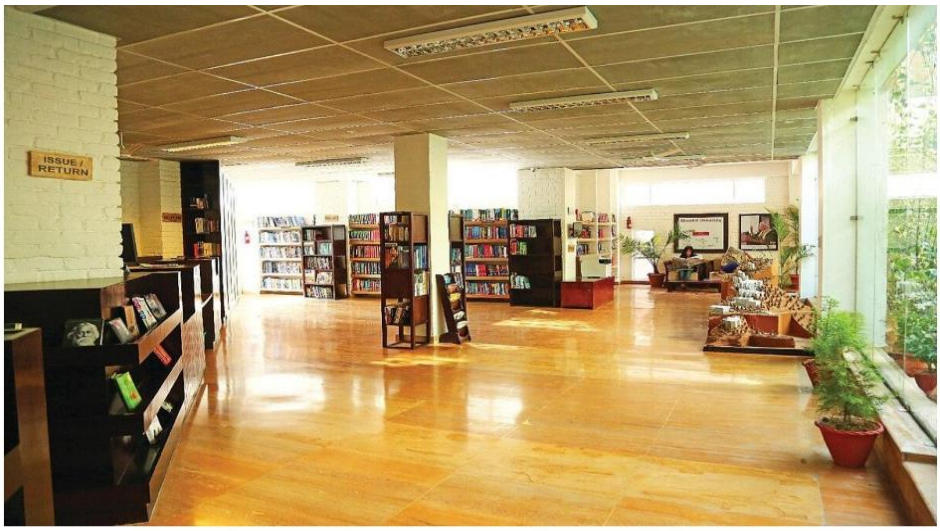
5. Lifelong Learning Opportunities

5.1 Publicly Accessible Educational Resources

Shoolini University's publicly accessible educational resources in 2025 included access to its Yogananda Library and guided educational access to specialist laboratories and the Advanced Artificial Intelligence (AI) Centre. The University confirmed that these resources are accessible to external learners; the documented example below is the educational visit held on 28 July 2025 for 102 B.Sc. second- and third-year students from Government College Solan. The report describes the library as a 24×7 facility with an extensive collection of books and learning

resources. This section therefore records both library-based learning resources and access to specialist educational facilities, supported by the dated visit report and original photographs.

Yogananda Library and learning materials. The visit report describes Yogananda Library as a 24×7 library with an extensive collection of books and learning resources. Visiting students used the library as part of the educational tour. This provides dated evidence of an external learner group accessing the University's library environment in 2025.



Yogananda Library at Shoolini University.

Scientific laboratories and practical learning facilities. The tour included the Nanotechnology Lab, Mechanical Engineering Lab, Survey Lab, Fluid Mechanics Lab, Optics Lab (Dark Room), Physics Lab, Physical Chemistry Lab and Advanced Oxidation Lab. The students observed research on nanoparticles and hybrid magnetic nanomaterials, surveying instruments and field-survey demonstrations, fluid pressure and vortex phenomena, experimental apparatus, chemistry equipment and advanced oxidation processes. These facilities provided opportunities to connect scientific concepts with equipment, demonstrations and applied research.



Figure 5.1.2. Visiting students interacting with a faculty member in a teaching laboratory during the 28 July 2025 educational tour).

In Advanced Artificial Intelligence Centre an AI-focused session was delivered by Dr. Ved Bhushan at the University's AI Block. The session introduced students to career opportunities in AI for learners from different educational backgrounds and discussed appropriate use of the technology. This component extended the visit beyond physical facilities to include guidance about emerging technology and related career pathways.



Visiting students seated in a lecture room during the educational programme for an AI career-guidance session at the AI Block).

External learner participation and evidence.

The event records 102 visiting B.Sc. students from Government College Solan, accompanied by faculty members and coordinated through the Lavoisier Chemistry Club and the Research and Development Cell in collaboration with several science departments. It also documents interaction about research collaboration, knowledge exchange and future academic partnerships. Together, the dated narrative and photographs provide evidence of educational resources and facilities being made accessible to learners from another institution in 2025.

5.2 Public Events

Event overview

Event / Activity	Date	Focus
Earth Day 2025 — Inter-School Eco-Challenge	24 April 2025	Clean-energy demonstrations, waste-to-wonder, green bazaar and poster-making.
Minor Courses Exhibition	5 December 2025	Student projects and applied interdisciplinary learning.

Event / Activity	Date	Focus
Life Skills Session for Academic Counsellors	23 December 2025	Online session on practical life skills and student development.

Public lectures, educational exhibitions and inter-school activities contributed to lifelong learning when they are accessible beyond the enrolled student body. The following 2025 activities are documented.

Earth Day 2025 — Inter-School Eco-Challenge (24 April 2025). Shoolini University hosted an inter-school learning event under the theme "Our Power, Our Planet". Nine schools took part in activities including clean-energy demonstrations, waste-to-wonder projects, a green bazaar and poster-making. The event provided a practical setting for pupils to share ideas, demonstrate creativity and learn about sustainability.



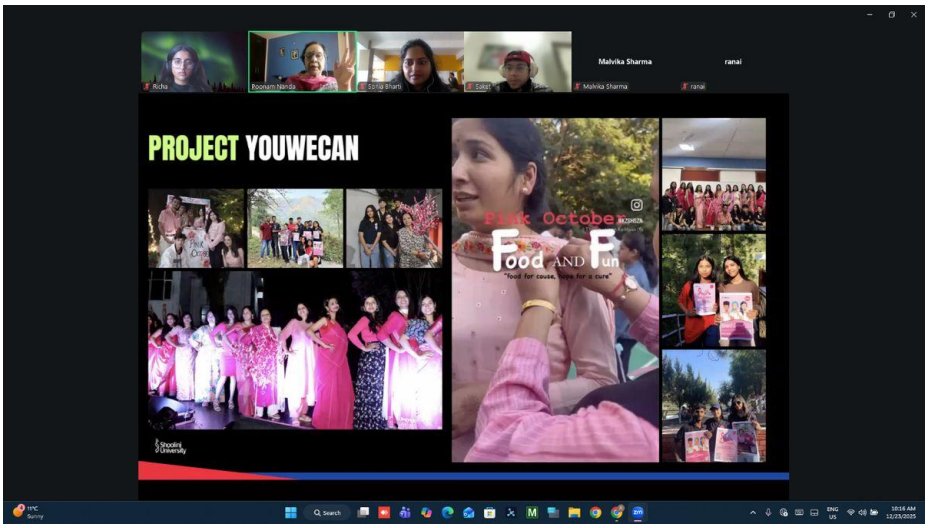
Earth Day 2025: students and community participants engaging with sustainability displays.

Minor Courses Exhibition (5 December 2025). Students from different minor courses presented projects, practical outputs and interactive displays. The exhibition supported experiential learning, interdisciplinary exploration and students' ability to explain applied knowledge to visitors. The attendance was open to the general public.



Minor Courses Exhibition: student learning and creative displays.

Life Skills Session for Academic Counsellors (23 December 2025). The online session addressed practical life skills and how learning can extend beyond formal classroom teaching. The session includes a session presentation and records the activity.



Life Skills Session for Academic Counsellors: online learning session.

Activity	Date	Evidence and educational focus
Earth Day — "Our Power, Our Planet" / Inter-School Eco-Challenge	24 April 2025	Nine schools; clean-energy demonstrations, waste-to-wonder projects, green bazaar and poster-making.
Children's Day — Government School, Majholi	14 November 2025	Five volunteers and 40 pupils.
Children's Day — Tatool Government School	14 November 2025	Five volunteers and 40 pupils.
Minor Courses Exhibition	5 December 2025	Practical and interdisciplinary student outputs; attendance and public-access status require confirmation.
Life Skills Session for Academic Counsellors	23 December 2025	Communication, emotional intelligence, leadership, adaptability, empathy and decision-making; audience and public access require confirmation.

5.3 Vocational Training Events

The 2025 records document practical skills and livelihood-oriented learning beyond conventional classroom teaching. These activities are included here where they involve structured training, mentoring or the development of practical capabilities.

5.3.1. Practical livelihood skills: oyster mushroom cultivation

On 14 May 2025, a hands-on training programme on Dhingri (oyster) mushroom cultivation was conducted at the Crop Cafeteria, Shoolini University. The session introduced a practical cultivation skill relevant to livelihood development and rural self-reliance. The activity is reported as a training event; no income or post-training adoption outcome is inferred.



May 14, 2025

A Hands-on Training Program on Dhingri (Oyster) Mushroom Cultivation

A hands-on training program on Dhingri (Oyster) mushroom cultivation was conducted on 14th May 2025 at the Crop Cafeteria, Shoolini University, Bajhol, Solan (Himachal Pradesh) under the Initiative for Social Empowerment and Sustainability of Rural Population in the Western Himalayan Region. The program aimed to empower rural women with practical skills in Dhingri mushroom cultivation as a means of sustainable income generation, improved nutrition, and entrepreneurship development. Organized for the women members of the Self-Help Group "Pragati" at the M. S. Swaminathan School of Agriculture, Shoolini University, the training emphasized hands-on learning and skill development. Participants received practical exposure to various stages of mushroom cultivation, enabling them to adopt low-cost, sustainable agri-enterprises for livelihood enhancement. As a result of the program, rural women were equipped with essential cultivation skills, encouraged toward

Hands-on Dhingri mushroom cultivation training, 14 May 2025.

5.3.2. Farmers' problem-solving and agricultural knowledge exchange

A workshop on farmers' problems and possible solutions was held at Kundla Village, Solan, on 17 January 2025. It provided a community-facing forum for discussion of agricultural challenges and practical responses. The available record establishes the date and focus of the workshop but does not support a quantified learning-outcome claim.

January 17, 2025

Workshop on "Farmers' Problems and Their Solutions

The one-day extension workshop under the initiative "Social Empowerment and Sustainability of Rural Population in the Western Himalayan Region" was conducted on 17th January 2025 at Kundla Village, Solan (Himachal Pradesh) with the objective of addressing farmers' problems and identifying practical solutions through direct interaction with agricultural experts. The workshop focused on "Farmers' Problems and Their Solutions", with special emphasis on protected cultivation and greenhouse farming. Organized at Gram Panchayat Shamti, the program included field visits, expert-led interactions, and open discussions with farmers, providing practical guidance on insect pest management, disease control, fertilizer application, and sustainable crop management practices. The active participation of local leaders and more than 20 farmers made the workshop highly interactive and effective. As a result of the program, participants enhanced their understanding of pest, disease, and nutrient management under protected cultivation systems and developed greater confidence in adopting natural and scientific farming practices to improve productivity. The strengthened interaction between farmers and agricultural experts helped address location-specific agricultural challenges, and farmers expressed satisfaction with the guidance received, along with a strong interest in participating in future training and capacity-building programs.



Farmers' Problems and Their Solutions workshop, Kundla Village, 17 January 2025.

5.3.3. Rural women's entrepreneurship and skills development

Project Pragati was launched on 28 January 2025 to support rural women's entrepreneurship. Activities recorded during 2025 included business-skills development, mentoring, market

exposure and practical training. A further hands-on skills programme for rural women was documented during February–August 2025, alongside community and market exposure in Tikker and Sanhol Panchayats. These activities connect learning with enterprise development and self-reliance; the records do not establish a single verified total of participants or businesses created.



January 28, 2025

Shoolini University launches 'Pragati' to Empower Rural Women Entrepreneurs

In a groundbreaking initiative, Shoolini University has launched 'Pragati', a pioneering programme aimed at empowering rural women entrepreneurs by equipping them with essential business skills and mentorship support. The programme is spearheaded by Deputy Director and Head of the Centre for Leadership Coaching, Payal Jindal Khanna, with strategic support from Chief Learning Officer Dr Ashoo Khosla and Vice-Chancellor Prof Atul Khosla, as the Programme Advisor.

The programme was inaugurated with seven Sakhis from villages under the Sanhol panchayat participating in the introductory session. During the session, the Sakhis engaged with their Sarthis and Sahyogis in a hybrid meeting format, setting the foundation for their entrepreneurial journey. The programme is scheduled to run from January to July 2025, 'Pragati' places strong emphasis on regular participation, practical implementation, and collaborative learning.

'Pragati' followed a structured three-tier coaching and mentorship model. At the core of the programme are the "Sakhis" (rural women participants), who receive guidance from

Launch of Project Pragati for rural women's entrepreneurship, 28 January 2025.

5.3.4.Digital literacy in Anji Village

Digital-literacy activities were conducted in Anji Village, Dharampur Block, on 27 October and 30 November 2025. The sessions aimed to familiarise community members with smartphone use

and digital tools. They represent community-based learning in a rural setting; no specific digital-proficiency gain is claimed because pre- and post-training assessments were not provided.

October 27 & November 30, 2025

Digital Literacy Activity Report at Village Anji (Dharampur)

The Digital Literacy Activity was conducted in Anji Village, Dharampur Block, Himachal Pradesh, on 27th October 2025 and 30th November 2025 with the objective of promoting digital literacy among rural residents, particularly farmers, women, and youth. The program aimed to familiarize participants with the use of smartphones, the internet, and digital applications, while also creating awareness about digital government services, online payments, and e-governance platforms. The activity was organized in two phases to ensure better understanding, continuity, and hands-on practice. During the training sessions, participants were introduced to basic smartphone operations, internet usage, and commonly used digital applications such as messaging platforms, online search tools, and digital payment systems. Special emphasis was placed on accessing government portals, online services, digital welfare schemes, and understanding basic cyber safety practices. The training was delivered through interactive demonstrations, step-by-step guidance, and practical exercises, encouraging participants to actively perform digital tasks and overcome common challenges related to technology adoption, particularly those faced by Self-Help Groups. As a result of the activity, participants showed improved digital awareness and basic technology skills, increased confidence in using smartphones and internet-based services, enhanced understanding of digital government platforms, greater willingness to adopt cashless transactions and digital communication, and a positive attitude toward digital inclusion and technological empowerment.



Digital-literacy activity in Anji Village, 2025.

5.4.5. CEDSA conclave on direst selling.

Shoolini University hosted the 4th CEDSA Conclave on Direct Selling, a high-impact national event that brought together top industry leaders, academicians, entrepreneurs, and policymakers to discuss the future of Direct Selling in India.

The conclave was inaugurated by Founder-Chancellor Prof PK Khosla and Vice Chancellor Prof Atul Khosla. Prof Atul Khosla urged students to carry themselves like the “elephant in the room”

— not loud or flashy, but steady, self-assured, and impossible to ignore. He also emphasised the values of vision and integrity that define Shoolini University

The event was spearheaded by Prof Kamal Kant Vashisht, a pioneer in Direct Selling research and one of India's first PhD holders in the field. Widely regarded as the academic face of the industry, Prof Vashisht highlighted the urgent need for structured education in Direct Selling. "Turn your passion into profession," he urged, sharing his core belief — "Niyat Mein Barkat" — blessings lie in intentions.

Across two days, four expert-led panel discussions covered digital transformation, ethical governance, women's empowerment, and the long-term vision for the sector.

Industry stalwarts, including Deepak Bajaj, Gautam Bali, AP Reddy, Rajiv Gupta, Rafiq Ahmed, Rahul, Gopalam Sultania, Vishal Vats, and Rajesh Agarwal shared insights on how the industry can grow sustainably by embracing technology, upholding ethics, and developing values-based leadership.

The session on women in Direct Selling featured real stories from Priyanka Bhatiya, Dharmshila Kumari, Swati Jogi, Madhu, and Advocate Priyanka Sharma — stories of grit, growth, and financial independence. They spoke about how the sector has opened doors to financial independence and personal transformation. Advocate Sharma also discussed the legal safeguards and inclusive policies necessary to create safer workplaces for women.

The Golden Rudraksh Awards were presented to three stalwarts of the industry for their exceptional contributions: Gautam Bali, Managing Director of Vestige Marketing Pvt. Ltd; AP Reddy, President of FDSA; and Rajesh Agarwal, leading management mentor and trainer.

In his closing remarks, Prof Ashish Khosla, President and Chief Innovation & Marketing Officer at Shoolini University, highlighted how Artificial Intelligence is reshaping the business landscape and how Direct Selling must adapt to stay ahead.



Leaders gather at Shoolini to discuss digital growth, ethics, and women's rise in Direct Selling

5.4 Lifelong-Learning Access Policy

The Shoolini University of Biotechnology and Management Sciences is committed to fostering an inclusive learning and working environment in which every individual is treated with dignity, fairness and respect. The University's Equality, Diversity and Inclusion (EDI) Policy aims to promote equal opportunities for students, faculty and staff, regardless of their background or identity, while addressing discrimination, prejudice and exclusion. It encourages respect for diverse perspectives, representation of underrepresented groups and equitable access to educational and professional opportunities. The policy is supported by institutional mechanisms, including the EDI Committee, equal-opportunity initiatives and grievance-redressal systems, alongside awareness and sensitization activities. Through this framework, the University seeks to create a supportive campus community where diversity is valued, individual rights are respected and all members can participate meaningfully in academic, professional and institutional life.

5.5 Education Outreach Beyond Campus

Event overview

Event / Activity	Date	Focus
Daan Utsav — Government School, Majholi	6 October 2025	Volunteer engagement with school pupils through games, dance and group activities.
Children's Day — Government School, Majholi	14 November 2025	School-based activities involving five volunteers and 40 pupils.

Event / Activity	Date	Focus
Children's Day — Tatool Government School	14 November 2025	School-based activities involving five volunteers and 40 pupils.
Children's Day — IAMD Centre	14 November 2025	Inclusive and creative activities with children at the centre.
Educational Tour — Government College Solan	28 July 2025	102 B.Sc. students visited university laboratories, the Advanced AI Centre and Yogananda Library.

The Jagriti Community Projects 2025 report records school and life-skills activities. The following activities provide examples of educational engagement beyond campus.

Educational tour for B.Sc. students from Government College Solan — Shoolini University (28 July 2025). The report prepared by the Government College Solan Chemistry Club, Lavoisier, documents a one-day educational visit by 102 B.Sc. second- and third-year students. The group visited the Nanotechnology, Mechanical Engineering, Survey, Fluid Mechanics, Optics, Physics, Physical Chemistry and Advanced Oxidation laboratories, the Advanced Artificial Intelligence Centre, and Yogananda Library. The tour exposed students to laboratory infrastructure, applied science and interdisciplinary research, with faculty interaction and a discussion with the Vice Chancellor about research collaboration and academic partnerships.



B.Sc. students from Government College Solan during their educational visit to Shoolini University, 28 July 2025.

Daan Utsav school visit — Government School, Majholi (6 October 2025). University volunteers engaged school pupils through interactive games, dance and group activities designed to develop leadership, communication and personality skills. The activity took learning beyond the campus and gave pupils opportunities to participate, collaborate and express themselves. The supplied report describes the activity, but does not provide a verified participant count for this visit.



Daan Utsav school outreach at Government School, Majholi.

Children's Day — Government School, Majholi (14 November 2025). Student volunteers organised interactive games, group engagement and creative activities to create a positive learning experience for pupils. The report records five volunteers and 40 pupils engaged. The visit illustrates school-level educational outreach and informal learning through participation.



Children's Day activities at Government School, Majholi.

Children's Day — Tatool Government School (14 November 2025). Volunteers used games, storytelling and group activities to engage children, alongside simple messages about good habits, self-belief and kindness. The source report records five volunteers and 40 pupils engaged. The activity provided a community-based opportunity for positive interaction and informal learning.



Children's Day activities at Tatool Government School.

Children's Day — Indian Association of Muscular Dystrophy (IAMD) Centre (14 November 2025). Volunteers spent time with children through conversations, games and creative activities, with an emphasis on inclusion, empathy and emotional support. This is an inclusive outreach example; the supplied evidence should be used to verify the exact participant count and whether the activity included a structured educational component before making stronger claims about learning outcomes.



Children's Day outreach at the Indian Association of Muscular Dystrophy (IAMD) Centre.

Science learning and creativity outreach

The Centre for Science Learning and Creativity (CSLC) at Shoolini University promotes experiential science education through workshops, educational visits and nature-based learning activities. During 2025, its activities included a beekeeping workshop, biodiversity education, visits by school students and nature camping programmes across several districts of Himachal Pradesh. These initiatives provided opportunities for students to explore scientific concepts, develop environmental awareness and engage with learning beyond the conventional classroom. The visit by students from GSSS Oachghat, Solan, on 28 June 2025, further reflects the Centre's engagement with school education. Through these activities, CSLC supports curiosity, practical learning and a greater understanding of biodiversity and the natural environment.

Science Learning and Creativity Centre (CSLC) Activities – 2025				
S. No.	**Activity**	**Date**	**No. of Participants**	**No. of Organisers/Staff**
1	Beekeeping Workshop	13-05-2025	18	2
2	Nature Camping NNCP (Shimla)	09-06-2025	21	11
3	Nature Camping NNCP (Chamba) – 3 Days	16-06-2025	32	17
4	Nature Camping NNCP (Chamba) – 3 Days	19-06-2025	30	17
5	GUSSS Kumarsain	18-06-2025	61	7
6	GSSS Oachghat Solan	28-06-2025	32	2
7	Nature Camping NNCP (Una) – 3 Days	30-06-2025	20	11
8	Children of the state organised by Mukhyamantri Ashray Yojna (HRTC)	03-07-2025	39	11
9	Nature Camping NNCP (Kinnaur) – 3 Days	04-07-2025	21	15
10	Nature Camping NNCP (Kullu) – 3 Days	07-07-2025	32	17
11	Biodiversity Workshop – 2 Days	10-07-2025	-	10
12	Nature Camping NNCP (Solan) – 3 Days	14-07-2025	32	16
13	Nature Camping NNCP (Sirmour) – 3 Days	17-07-2025	26	14
14	Nature Camping NNCP (Bilaspur – 1) – 3 Days	24-07-2025	28	16
15	Nature Camping NNCP (Bilaspur – 2) – 3 Days	24-07-2025	31	16

2025 science-learning and outreach activity.

Community learning and outreach through Unnat Bharat Abhiyan

The University's 2025 community engagement also included the launch of a rural women's entrepreneurship initiative on 28 January, a community wellness-and-nutrition session on 7 March, rural women's skills activities on 20 March, a livelihoods and self-reliance workshop on 14 July, and digital-literacy activities in Anji Village on 27 October and 30 November. These examples are included as community learning and knowledge-sharing activities where the records describe a learning or skills-development purpose. Related health, plantation, screening and crop-insurance activities are not counted as education events here unless the documented activity specifically supports learning or awareness.

To strengthen the outreach evidence, retain dated reports, school partner details, attendance sheets, volunteer counts, photographs with captions, and a brief description of learning objectives and outcomes. Do not describe an event as a recurring programme unless the documentation establishes continuity.

6. Educational Outreach Beyond Campus

The University's 2025 educational outreach extended learning beyond campus through school engagement, inter-school sustainability activities, access to university learning facilities for visiting college students, community skills development, rural digital literacy and hands-on science learning. The examples documented in Sections 5.1, 5.2, 5.3 and 5.5 show different routes through which pupils, college students and community members encountered learning resources, practical demonstrations and informal educational activities.

The records quantify participation in two Children's Day school activities at 40 pupils and five volunteers each, participation by nine schools in the Earth Day Inter-School Eco-Challenge, and 102 visiting B.Sc. students from Government College Solan on 28 July 2025. Other activities are described only to the level supported by the records; no unverified totals, learning gains or outcomes are inferred, and activities from 2024 or outside calendar year 2025 are excluded.

7. First-Generation Student Access

Shoolini University recognises the importance of widening access to higher education and supporting students who are the first in their immediate family to attend university. The identification of first-generation students helps the University understand the composition of its student population and recognise the educational backgrounds of learners across different programmes.

The data for 2025 identifies 777 undergraduate students as first-generation students, comprising 296 female students and 481 male students. The records also identify 515 postgraduate students and 85 PhD students. Across all three programme categories, the total is 1,377 students, including 632 females and 745 males. These figures provide an overview of first-generation student representation in the recorded data and can inform the University's efforts to promote inclusive access to higher education.

First-Generation Students by Programme and Gender — 2025			
Programme	**Female**	**Male**	**Total**
Undergraduate (UG)	296	481	777
Postgraduate (PG)	287	228	515
PhD	49	36	85
Grand Total	**632**	**745**	**1,377**

8. Conclusion

The evidence reviewed shows education-related research activity alongside school outreach, inter-school environmental learning, life-skills activities and institutional approaches to experiential and digital learning. The supplied publication export adds a concrete basis for reviewing the University's education-related research, while also showing the need to distinguish the full SDG-classified publication set from the subset directly relevant to SDG 4.

A complete indicator-based submission still requires validated metrics for research usage and CiteScore performance, qualifying teaching graduates, public learning resources and events, public vocational training, lifelong-learning policy availability, and first-generation student access. The report distinguishes evidence currently available from information requiring verification.

Appendix A. Education-related publications.

The following 2025 titles were identified by a title-based search for education and learning terms..

Year	Publication title	Authors as listed	Source	Citations
2025	Integrating gamification into remote learning: Enhancing academic achievement, motivation, and attitude in primary mathematics education	Bhatia, R.| Kour, J.| Attri, D.	Revolutionizing Education With Remote Experimentation and Learning Analytics	0.0
2025	Stem to Stern of Human Resource Management Training: Anticipating Future Research Areas Using Latent Dirichlet Allocation	Sharma, C.| Sharma, S.| Bali, P.| Singh, S.| Gheisari, M.	South Asian Journal of Human Resources Management	0.0
2025	Transforming Online Education: The Role of Computational Intelligence and Emerging Technologies	Gulati, V.| Kumar, L.| Yadav, A.L.| Mangla, A.| Kumar, S.	Proceedings of the 2025 12th International Conference on Computing for Sustainable Global Development, INDIACom 2025	0.0

Appendix B. Scopus/SciVal Publication List — 2025 (11 Records)

S. No.	Publication title	Authors (as supplied)	Year	Source title	Citations	FWCI	Publication type
1	Dynamic landscape of chemiresistive breathomic nanosensors based on fifth-generation chips for complex disease diagnosis and healthcare monitoring	Chaudhary, V.| Sable, H.| Kumar, M.| Prakash, C.| Sonu, S.	2025	Applied Physics Reviews	14	1.14	Review
2	The Revolutionary Role of Blockchain Technology in the Agri-Food Sector Focusing on the Food Supply Chain	Pal, T.| Bommisetti, V.| Suvarnakanti, P.| Dudala, S.S.| Asha, S.| Jaiswal, V.	2025	Food Reviews International	10	0.74	Review
3	Intergenerational Solidarity and the Social Fabric: A Sociological Exploration of Continuity and Change	Srivastava, S.	2025	Enhancing Intergenerational Social Connections Using Shared Common Values	4	11.32	Chapter
4	Sustainability of Plant Communities in the Himalayas: Issues and Prospects	Rana, B.| Thakur, M.| Jamwal, K.	2025	Plant Tissue Culture Technology: An Innovative Tool for the Propagation, Management, and Conservation of Himalayan Biodiversity	3	5.05	Chapter

S. No.	Publication title	Authors (as supplied)	Year	Source title	Citations	FWCI	Publication type
5	Marine Bioresources and Blue Economy	Rai, N.| Sehgal, A.| Sambyal, D.| Julka, J.M.| Yadav, S.| Mishra, S.| Jaiswal, K.	2025	Biotechnological Innovations for Sustainable Biodiversity and Development	3	4.71	Chapter
6	Evaluating the impact of pre- and post-emergence herbicides on weed dynamics and sustainable Maize cultivation practices	George, A.| Singh, A.| Kritika| Sai, G.P.| Sana, Z.A.| Sarkar, S.| Thakur, S.| Fatima, I.	2025	Plant Science Today	1	0.3	Article
7	Bridging the Gap: Exploring Blockchain's Role in Enhancing Financial Inclusion in the Indian Context	Chintale, P.| Waghmare, P.| Khanna, S.| Mahida, A.| Gupta, G.| Kumar, S.| Gochhait, S.	2025	Lecture Notes in Networks and Systems	0	0	Conference Paper
8	Integrating gamification into remote learning: Enhancing academic achievement, motivation, and attitude in primary mathematics education	Bhatia, R.| Kour, J.| Attri, D.	2025	Revolutionizing Education With Remote Experimentation and Learning Analytics	0	0	Chapter

S. No.	Publication title	Authors (as supplied)	Year	Source title	Citations	FWCI	Publication type
9	Stem to Stern of Human Resource Management Training: Anticipating Future Research Areas Using Latent Dirichlet Allocation	Sharma, C.| Sharma, S.| Bali, P.| Singh, S.| Gheisari, M.	2025	South Asian Journal of Human Resources Management	0	0	Article
10	Transforming Online Education: The Role of Computational Intelligence and Emerging Technologies	Gulati, V.| Kumar, L.| Yadav, A.L.| Mangla, A.| Kumar, S.	2025	Proceedings of the 2025 12th International Conference on Computing for Sustainable Global Development, INDIACom 2025	0	0	Conference Paper
11	Empowering rural Indian women through self-help groups: socioeconomic impact and global perspectives	Swati| Sharma, D.D.	2025	Research Handbook on Information Systems and Society	0	0	Chapter

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