

# Mapping the Academic Landscape: A Scientometric Journey through Indian Higher Education

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## ABSTRACT

This paper has been conducted to study the Indian Higher education research output in the last 10 years (2014-2023). We received 3,583 total publications 57,389 citations, and 16.02 Average citations per paper at the time of data extraction. After collecting the Web of Science database, the data were analyzed using specific parameters. This study investigates the impact of the most productive year; most productive subject areas, most collaborative countries, most productive and impactful organizations and authors, and also a study conducted identify the most productive journals and keywords. For visualizing purposes, VOSviewer has been used. We retrieved 3583 publications from the Web of Science (WoS) consisting of 1316 journal articles and 229 review papers. The data analysis indicates that consistent growth increasing multi authorships is a general trend of research-Indian Institute of Technology System IIT System, International Institute for Population Sciences in terms of domestic collaboration.

**Keywords:** Mapping, Academic landscape, Higher education, Scientometric study, India.

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## INTRODUCTION

In the dynamic landscape of academia, understanding the patterns, trends, and contributions within higher education is paramount for informed decision-making and strategic planning (Khan and Harle, 2010). As India emerges as a global hub for education, exploring its academic landscape through a scientometric lens offers invaluable insights into its scholarly output, research collaboration networks, and thematic priorities (Singh *et al.*, 2019). This paper embarks on a scientometric journey, delving into the multifaceted dimensions of Indian higher education. Scientometrics, a quantitative methodological approach, enables the systematic analysis of scholarly publications, citations, and collaborations, offering a comprehensive understanding of academic endeavors (Hood and Wilson, 2001). India's higher education system, renowned for its diversity and complexity, encompasses a myriad of disciplines, institutions, and research domains (Garg and Sharma, 2017). With a rich tapestry of universities, colleges, and research institutions spread across the country, India's academic landscape presents a fertile ground for scientometric exploration (Arora and Kumar, 2020).

The objectives of this paper are manifold. Firstly, we aim to map the scholarly output of Indian higher education institutions, elucidating the distribution of publications across disciplines and institutional affiliations (Thomson Reuters, 2013). By employing scientometric techniques, we seek to identify prolific authors, influential publications, and emerging research trends shaping the academic discourse (Narayan and Singh, 2019).

Furthermore, this paper endeavors to unravel the dynamics of research collaboration within the Indian academic ecosystem. Through network analysis and co-authorship mapping, we aim to delineate the patterns of collaboration among institutions, researchers, and interdisciplinary domains, fostering a deeper understanding of knowledge exchange and cooperation dynamics (Chinchilla-Rodríguez *et al.*, 2019). Moreover, this research intends to shed light on the thematic landscape of Indian higher education, elucidating the evolving research priorities and thematic concentrations across disciplines (Kumar and Dora, 2016). By analyzing keyword trends and thematic clusters, we endeavor to identify emerging fields, interdisciplinary intersections, and areas of scholarly significance within the Indian academic milieu (Chinchilla-Rodríguez *et al.*, 2019).

In navigating this scientometric journey, we draw upon a diverse array of data sources, including scholarly databases, bibliometric indices, and institutional repositories (Banshal *et al.*, 2018). Leveraging advanced analytical tools and methodologies, we aim to provide a nuanced portrayal of Indian higher education,



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uncovering hidden patterns, and informing evidence-based policy interventions and strategic initiatives (Khan and Harle, 2010). Ultimately, this research endeavors to contribute to the scholarly discourse on Indian higher education, offering valuable insights for policymakers, educators, and researchers alike (Kumar and Dora, 2016). By unraveling the intricacies of the academic landscape, we aspire to catalyze informed decision-making, foster collaboration, and propel India's journey towards academic excellence on the global stage (Garg and Sharma, 2017).

## METHODOLOGY

Scientometric analysis, a quantitative method used to assess patterns in scientific research, has become a valuable tool in understanding the dynamics of research domains. By examining publication trends, citation patterns, collaboration networks, and thematic shifts, scientometric studies offer insights into a field's growth, impact, and future directions. In the context of Bangladesh's inflammation pharmacology research, a scientometric analysis unveils not only the quantitative aspects but also the qualitative impact of the nation's endeavours.

On February 01, 2024 a comprehensive search string was extracted from Web of Science citation database for identification, and downloaded of relevant papers published between January 2014 to December 2023 on Indian higher education research publications output. The keyword related to inflammation pharmacology was used in TS=(Higher Education) and 2023 or 2022 or 2021 or 2020 or 2019 or 2018 or 2017 or 2016 or 2015 or 2014 (Publication Years) and INDIA (Countries/Regions). The search resulted in 3,583 Total publications 57,389 citations, 16.02 Average citation per paper documents, which were rearranged in the decreasing order of citations. The data was used year wise, subject area, source type, organisations, authors, journals, country wise, and keywords. The data was used to manage the extracted data and perform statistical analysis and developed bibliometric analysis. The 1393 records were extracted as a CSV file and imported by Biblioshiny and VOSViewer software, which provides a network visualization of publications, including bibliographic coupling, co-authorship, Co-occurrence analysis, countries, organisations, authors, Journals and keywords.

## Review of Related Literature

The literature review of "Mapping the Academic Landscape: A Scientometric Journey through Indian Higher Education" would likely delve into existing scholarship and research related to scientometrics, academic publishing trends, collaboration networks, and other relevant topics within the context of Indian higher education.

The presented article by Ozcan Konur conducts a scientometric analysis of global research on education, spanning from 1980 to 2011. The study highlights the significance of scientometric methods in evaluating research performance in education and

reveals a dearth of comprehensive scientometric studies in this field until the date of publication in 2012. The literature review on educational research and scientometrics is notably scant, and this study addresses this gap by providing valuable insights into the trends and issues in the field. The author employs traditional scientometric methods, focusing on articles, reviews, and proceedings papers indexed by the Social Sciences Citation Index. The results delve into document types, prolific authors, countries, institutions, language usage, publication years, journals, and subject areas. Noteworthy findings include a surge in publications post-2005, dominance of English as the primary language, and the interdisciplinary nature of educational research. However, the study identifies a potential misalignment in incentive structures for educational researchers, particularly concerning academic appointments and promotions. While shedding light on the historical progress of educational research, the article prompts further investigation into the evolving landscape, incentive structures, and international collaboration within this domain. Future research could explore the implications of these findings on the quality and impact of educational research, guiding stakeholders towards improved strategies for fostering excellence in this field (Konur, 2012).

This study employs a scientometric analysis, utilizing the Web of Science's Social Science Citation Index (SSCI) from 1975 to 2018, to investigate the commodification of higher education and its economic regulation. Focusing on the categories "Education and Educational Research" and "Economics," a search vector with 105 keywords identified a core of 554 relevant articles. The research reveals exponential growth in scientific production between 2010 and 2018, predominantly in the Economics of Education Review journal (65%). Prolific authors such as Ronald Ehrenberg and the United States as the leading contributor underscore the global impact of academic capitalism. The findings emphasize the challenges and the state's role in economic regulation, advocating for regulatory mechanisms to ensure efficiency, equity, and quality in higher education systems

The above paper examines the impact of Higher Education Institutions (HEIs) on Sustainable Development (SD), going beyond specific activities to explore broader societal, environmental, and economic influences. Using a systematic literature review of articles from ProQuest and ScienceDirect (2005-2017), the study identifies a growing interest since 2014. Dominant themes focus on case studies, projects, and economic impacts, emphasizing outreach and assessment. Impact areas encompass the economy, societal challenges, natural environment, policies, culture, and demographics. The review highlights an underexplored area in understanding the institutional framework's impact, indicating a significant research gap. Assessment challenges arise from indirect impacts, necessitating more sophisticated measurement methods. The discussion notes a prevalence of non-holistic approaches, with a research gap in

understanding the institutional framework's influence on SD. In conclusion, the review provides nuanced insights into HEIs' SD impacts, outlining key themes and areas, and suggests a roadmap for future research to enhance understanding of HEIs' role in sustainable development (Findler, *et al.*, 2019)

The above paper employs a citation network analysis of Studies in Higher Education from 1976 to 2013 using 1,056 articles, 32,738 references, and 1030 keywords. Gephi software visualizes the data, revealing the most published authors (Richardson, Kember, Becher, Boud, and Elton) and the most cited authors (Entwistle, Marton, Ramsden, Biggs, and Becher). Dominant topics, excluding 'higher education,' encompass 'doctoral education,' 'assessment,' 'phenomenography,' 'student learning,' and 'identity.' International comparisons unveil both commonalities and divergences. Key findings include Richardson as the most published author, Entwistle's pervasive influence, and an evolving shift toward multiple-author research. The research gap pertains to limited keyword inclusion from 2010 to 2013, warranting caution in interpretation. This analysis enriches higher education research by elucidating SHE's historical development, influential authors, and regional citation patterns, suggesting avenues for further exploration in keyword dynamics over time (Jiménez-Bucarey, *et al.*, 2023).

The information literacy landscape in higher education has significantly expanded, evidenced by 9,400 research publications from 1991 to 2020 indexed in the Web of Science database as of June 10, 2021. Utilizing advanced scientometric visualization, the study reveals a notable growth rate of 16.84%, resulting in an annual average of 470 papers across 1256 journals, primarily in educational research and Library and Information Science. Open access initiatives enhance accessibility. Key academic hubs in Germany, the USA, Australia, India, and Canada, along with institutions like the University of California and the University of London, drive exceptional productivity. G20 nations collectively contribute 90% to global research on information literacy and higher education, emphasizing collaborative trends. Fundamental metrics, including CI (3.757), DC (0.862), and CC (0.584), underscore the research impact. The study concludes with visual mapping of geographic connections among collaborating authors, offering insights into influential contributions shaping global research in information literacy and higher education (Calma, and Davies, 1976-2013).

The paper employs a novel scientometric analysis to explore 25,299 publications on both Sustainable Development Goals (SDGs) and Millennium Development Goals (MDGs) from 2000 to 2017, with 85.59% authored by Higher Education Institutions or research centers. Notable institutions like the London School of Hygiene and Tropical Medicine and the World Health Organization show high production and specialization in M and SDG topics. Thematic analysis emphasizes health, especially in developing countries, women, and socio-economic issues. The

study reveals a notable increase in institutional involvement over time and identifies significant interconnections between specific SDGs, such as the synergies between SDG11 "Sustainable Cities and Communities" and SDG3 "Good Health and Well-Being." These insights offer evidence-based guidance for policymakers in shaping research agendas and advancing SDG achievements (Kappi, and Biradar, 2022).

## RESULTS AND DISCUSSION

The article focuses on analysing the field of inflammation pharmacology using scientometric methods. Scientometrics involves the quantitative analysis of scientific literature to gain insights into various aspects of research, including authors,

**Table 1: Main information of the data.**

| Time span                        | 2014:2024 |
|----------------------------------|-----------|
| Sources (Journals, Books, etc)   | 1316      |
| Documents                        | 3583      |
| Annual Growth Rate %             | -26.82    |
| Document Average Age             | 4.2       |
| Average citations per doc        | 16.32     |
| References                       | 0         |
| DOCUMENT CONTENTS                |           |
| Keywords Plus (ID)               | 6076      |
| Author's Keywords (DE)           | 9273      |
| AUTHORS                          |           |
| Authors                          | 20931     |
| Authors of single-authored docs  | 186       |
| AUTHORS COLLABORATION            |           |
| Single-authored docs             | 231       |
| Co-Authors per Doc               | 9.3       |
| International co-authorships %   | 49.37     |
| DOCUMENT TYPES                   |           |
| Article                          | 3110      |
| Article; early access            | 137       |
| Article; proceedings paper       | 14        |
| Article; retracted publication   | 1         |
| Biographical-item                | 1         |
| Book review                      | 6         |
| Correction                       | 1         |
| Editorial material               | 49        |
| Editorial material; early access | 3         |
| Letter                           | 13        |
| Meeting abstract                 | 5         |
| News item                        | 1         |
| Review                           | 229       |
| Review; early access             | 13        |

collaborations, document types, keywords, and more. Here are the main findings and information presented in the article:

### Main Information about Data

Our search revealed that there was a total 3583 in Web of Science (WoS) database on Indian higher education research between 2014-2023. A total of 3586 different sources, including journals, books, and other publications, were included in the analysis. The dataset consists of 1,316 documents from journal articles. The annual growth rate of documents in this field is calculated at 16,690%, indicating a significant increase in research output. The average age of the documents in the dataset is 10 years, suggesting that the research in this area is relatively recent. Each document, on average, received 16.32 citations, which demonstrates the impact and influence of the research. The analysis identified a total of 6,076 unique keywords plus (ID) associated with the documents. Keywords plus provide additional insights beyond the regular keywords. The author-provided keywords (DE) included 9273 distinct terms, highlighting the topics and themes of the research. The dataset includes 20931 unique authors who contributed to the documents on Indian higher education research. Out of all the documents, only 186 were authored by a single author. On average, there are 23.1 co-authors per document, indicating a high level of collaboration in this field. International Co-authorships %: Approximately 49.37% of the co-authorships are international, showing a global collaboration network (Table 1).

Overall, the article provides a comprehensive scientometric analysis Indian higher education research. Shedding light on collaboration patterns, document types, author contributions,

and keyword trends within the field during the specified timespan.

### Year-wise publication output

Table 2 shows the year-wise publications output. India published 3,583 publications from 2014 to 2023. The annual average growth rate of publications output was 16.05%, as seen from its publications output data during the study period was found to be improved. In 2020, publication growth decreased and the highest number of journal papers 583 (16.196%) were published in 2021. The highest 598 (16.69%) was counted in 2022, followed by 2021 (16.271%), and 2023 540 (15.071%) estimated respectively. The most citations (7,973) citations were counted in 2020 (Figure 1).

### Top 15 Most collaborative Countries

Table 3 and Figure 2 shows top 15 most collaborative countries in Indian higher education research during 2014-2023. The United States of America collaborated with ( $n=846$ ; 23.611%) papers followed by England ( $n=502$ ; 14.011%), Australia ( $n=300$ :

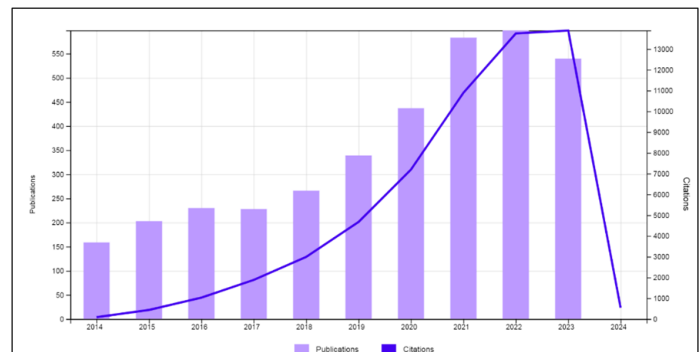


Figure 1: Year wise publications and citations output.

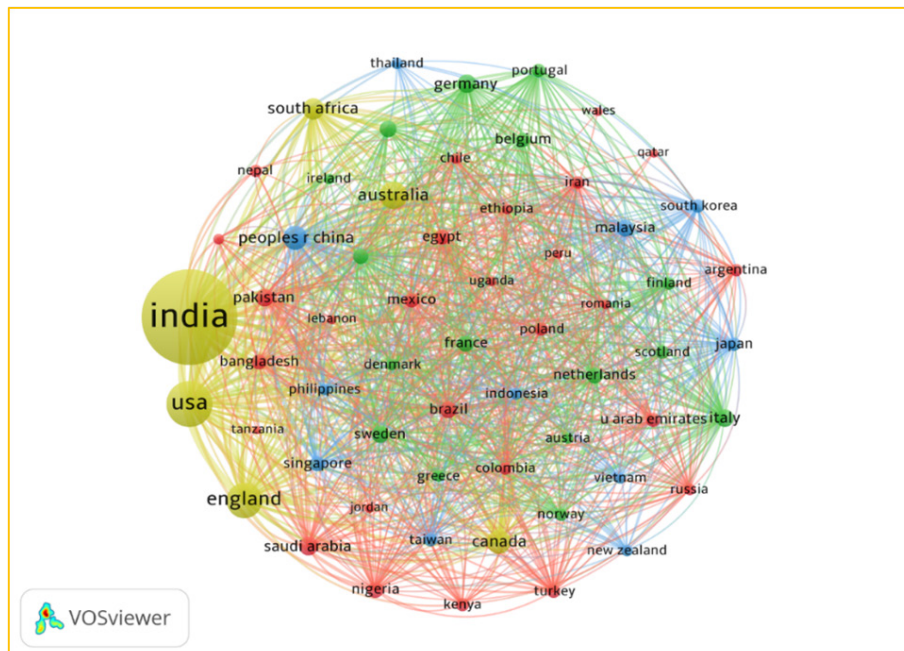


Figure 2: Most collaborative countries.



8.373%). Canada ( $n=232$ : 0.475%), China ( $n=228$ : 6.475%) and South Africa ( $n=174$ : 4.856%) papers. Figure 2 shows the countries collaboration map. As India is a host country, it is in the middle of the graph and is collaborated with the globe.

### Broad Subjects areas in Indian higher education research output

Table 4 classifying Indian higher education research by Web of Science subject categories, it was identified that Public Environmental Occupational Health contributed the biggest share (15.127%), followed by Science Technology Other Topics (9.685%), Education Educational Research (9.685%), General Internal Medicine (6.391%), Environmental Sciences Ecology (5.833%), Business Economics (5.498%). General Internal Medicine has the highest TC (Total Citations) with 9,009 and

also the highest ACP (Average Citations per Publication) with 39.34, indicating significant attention and impact in the field. Neurosciences Neurology has a relatively high ACP of 32.82, indicating that although it has fewer total publications compared to other fields, the publications tend to be highly cited on average. Public Environmental Occupational Health has the highest TP (Total Publications) with 542, indicating a prolific research output in this area. Infectious Diseases and Environmental Sciences Ecology have relatively high ACP values, indicating notable impact despite lower TP compared to some other fields. Education Educational Research has a relatively low ACP compared to others, suggesting that while there are a significant number of publications, they are not as highly cited on average. Obstetrics Gynecology has the lowest TC and ACP values among the listed research areas.

**Table 2: Year-wise publications output on Indian higher education research during 2014–2023.**

| Sl. No. | Year | TP  | % of 3,583 | TC    | ACP   | h-Index |
|---------|------|-----|------------|-------|-------|---------|
| 1       | 2014 | 159 | 4.438      | 4,656 | 29.6  | 36      |
| 2       | 2015 | 203 | 5.666      | 5,773 | 28.74 | 35      |
| 3       | 2016 | 230 | 6.419      | 6,654 | 29.34 | 36      |
| 4       | 2017 | 228 | 6.363      | 7,379 | 32.97 | 38      |
| 5       | 2018 | 266 | 7.424      | 6,651 | 25.35 | 37      |
| 6       | 2019 | 339 | 9.461      | 7,934 | 23.99 | 43      |
| 7       | 2020 | 437 | 12.196     | 7,973 | 18.62 | 35      |
| 8       | 2021 | 583 | 16.271     | 3,065 | 5.26  | 21      |
| 9       | 2022 | 598 | 16.69      | 660   | 1.24  | 8       |
| 10      | 2023 | 540 | 15.071     | 5,681 | 10.13 | 32      |

TC: Total publications, TC: Total citations, ACP: Average citation per paper.

**Table 3: Top 15 most collaborative countries on Indian higher education research during 2014–2023.**

| Sl. No. | Country         | TP  | TC     | ACP    | %TP    |
|---------|-----------------|-----|--------|--------|--------|
| 1       | USA             | 846 | 28,714 | 33.94  | 23.611 |
| 2       | England         | 502 | 22,325 | 44.47  | 14.011 |
| 3       | Australia       | 300 | 17,445 | 58.15  | 8.373  |
| 4       | Canada          | 232 | 17,225 | 74.25  | 6.475  |
| 5       | Peoples R China | 228 | 14,780 | 64.82  | 6.363  |
| 6       | South Africa    | 174 | 15,238 | 87.57  | 4.856  |
| 7       | Germany         | 137 | 14,619 | 106.71 | 3.824  |
| 8       | Saudi Arabia    | 135 | 11,724 | 86.84  | 3.768  |
| 9       | Pakistan        | 125 | 11,793 | 94.34  | 3.489  |
| 10      | Italy           | 122 | 12,882 | 105.59 | 3.405  |
| 11      | Brazil          | 120 | 14,737 | 122.81 | 3.349  |
| 12      | Malaysia        | 119 | 11,351 | 95.39  | 3.321  |
| 13      | Sweden          | 119 | 10,474 | 88.02  | 3.321  |
| 14      | Switzerland     | 109 | 8,884  | 81.5   | 3.042  |
| 15      | Netherlands     | 107 | 10,899 | 101.86 | 2.986  |



IIT System, International Institute For Population Sciences and Indian Council of Medical Research ICMR are the top three organisations with the most minor collaborative links.

### Top 15 high productive authors and impactful authors

During 2014 to 2024, 4746 authors contributed Indian higher education research. Table 6 shows top 15 most productive authors. These 15 author's publications varied from 29 to 64 publications per authors. Together these 15 authors contributed 645 (17.999%) publications share and 23417 citations. Top three authors contributed 100 or more papers; these are Amardeep Kumar, National University of Educational Planning and

Administration ( $n=64$ ;  $TC=997$ ,  $h$ -index=15), Singh, Sandeep, Acropolis Fac Management Res ( $n=62$ ;  $TC=804$ ,  $h$ -index 16) and Kumar, Pankaj, GMR Institute of Technology ( $n=58$ ;  $TC=990$ ,  $h$ -index 12). The au others collaboration visualisation network is presented in Figure 4.

### Most Frequent co-occurred keywords

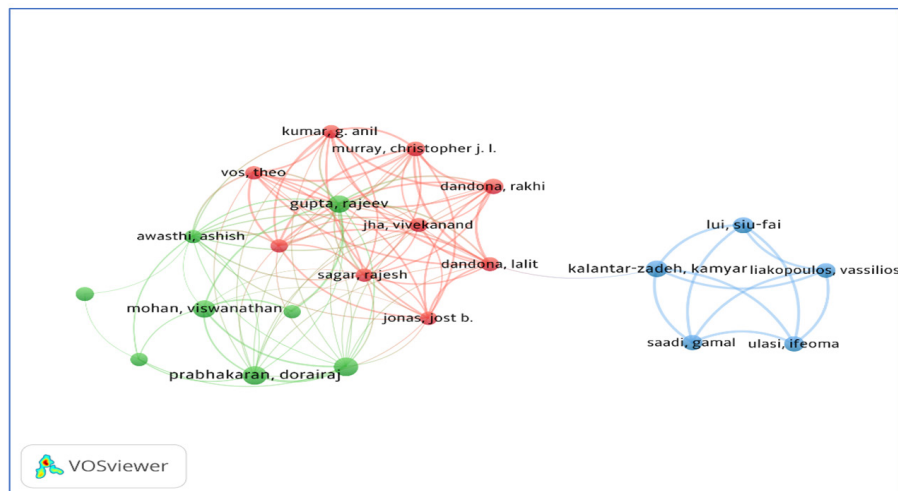
The keywords were analysed as described in this analysis better to understand researcher's current concern and future research directions. Publications keywords can be considered as one of the most important pieces of background information reflected the main goals of research publications. Therefore, this analysis collected and examined the keywords plus and keywords provided

**Table 5: Top 15 most productive and impactful organisations in Indian higher education research output.**

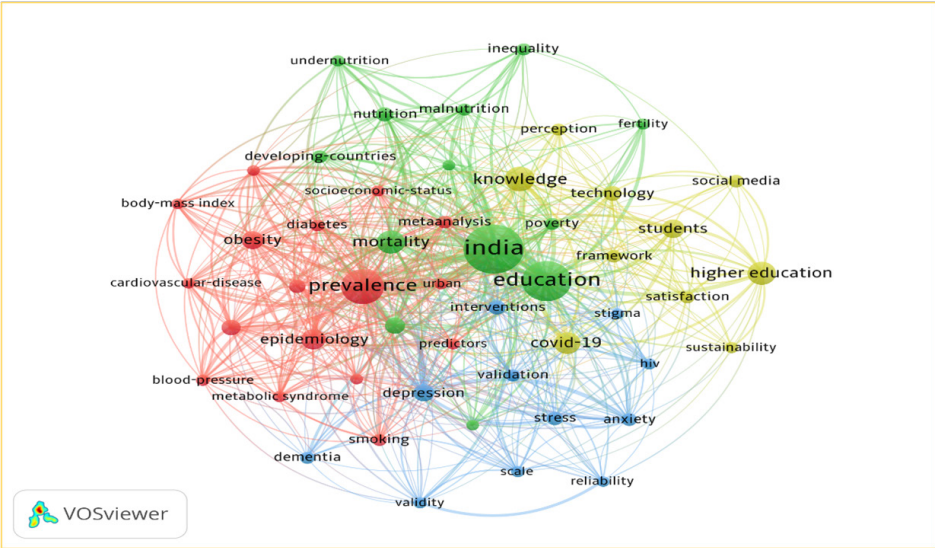
| Sl. No. | Affiliations                                                              | TP  | TC     | ACP   | % of 3,583 |
|---------|---------------------------------------------------------------------------|-----|--------|-------|------------|
| 1       | Indian Institute of Technology System IIT System.                         | 220 | 6,090  | 28    | 6.14       |
| 2       | International Institute For Population Sciences.                          | 211 | 7,141  | 34    | 5.889      |
| 3       | Indian Council of Medical Research ICMR.                                  | 173 | 6,466  | 37.38 | 4.828      |
| 4       | All India Institute of Medical Sciences AIIMS New Delhi.                  | 163 | 6,768  | 41.52 | 4.549      |
| 5       | Post Graduate Institute of Medical Education Research PGIMER Chandigarh.  | 143 | 7,682  | 53.72 | 3.991      |
| 6       | Public Health Foundation of India.                                        | 138 | 13,007 | 94.25 | 3.852      |
| 7       | Manipal Academy of Higher Education MAHE.                                 | 128 | 2,736  | 21.38 | 3.572      |
| 8       | Indian Institute of Management IIM System.                                | 84  | 1,042  | 12.4  | 2.344      |
| 9       | Indian Council of Agricultural Research ICAR.                             | 81  | 233    | 2.88  | 2.261      |
| 10      | National Institute of Mental Health Neurosciences India.                  | 75  | 2,551  | 34.01 | 2.093      |
| 11      | Jawaharlal Nehru University New Delhi.                                    | 72  | 609    | 8.46  | 2.009      |
| 12      | National Institute of Technology NIT System.                              | 66  | 975    | 14.77 | 1.842      |
| 13      | University of Delhi.                                                      | 63  | 3,028  | 48.06 | 1.758      |
| 14      | St John S National Academy of Health Sciences.                            | 60  | 4,914  | 81.9  | 1.675      |
| 15      | Tata Institute of Social Sciences.                                        | 57  | 973    | 17.07 | 1.591      |
| Sl. No. | Affiliations                                                              | TP  | TC     | ACP   | $h$ -index |
| 1       | Public Health Foundation of India.                                        | 138 | 13,007 | 94.25 | 45         |
| 2       | Post Graduate Institute of Medical Education Research PGIMER, Chandigarh. | 143 | 7,682  | 53.72 | 30         |
| 3       | International Institute For Population Sciences.                          | 211 | 7,141  | 34    | 27         |
| 4       | All India Institute of Medical Sciences AIIMS, New Delhi.                 | 163 | 6,768  | 41.52 | 31         |
| 5       | Indian Council of Medical Research ICMR.                                  | 173 | 6,466  | 37.38 | 29         |
| 6       | Indian Institute of Technology System IIT System.                         | 220 | 6,090  | 28    | 35         |
| 7       | St John S National Academy of Health Sciences.                            | 60  | 4,914  | 37.38 | 23         |
| 8       | University of Delhi.                                                      | 60  | 4,914  | 81.9  | 21         |
| 9       | Manipal Academy of Higher Education MAHE.                                 | 128 | 2,736  | 21.38 | 23         |
| 10      | National Institute of Mental Health Neurosciences, India.                 | 75  | 2,551  | 34.01 | 21         |
| 11      | Indian Institute of Management IIM System.                                | 84  | 1,042  | 12.4  | 15         |
| 12      | National Institute of Technology NIT System.                              | 66  | 975    | 14.77 | 15         |
| 13      | Tata Institute of Social Sciences.                                        | 57  | 973    | 17.07 | 12         |
| 14      | Jawaharlal Nehru University, New Delhi.                                   | 72  | 609    | 8.46  | 12         |

**Table 6: Top 15 most productive authors.**

| Sl. No. | Authors              | Affiliation                                                     | TP | TC    | ACP   | h-Index | % of 3,583 |
|---------|----------------------|-----------------------------------------------------------------|----|-------|-------|---------|------------|
| 1       | Amardeep Kumar       | National University of Educational Planning and Administration. | 64 | 997   | 15.64 | 15      | 1.786      |
| 2       | Singh, Sandeep       | Acropolis Fac Management Res.                                   | 62 | 804   | 13.19 | 16      | 1.73       |
| 3       | Kumar, Pankaj        | GMR Institute of Technology.                                    | 58 | 990   | 18    | 12      | 1.619      |
| 4       | Kumar, Sumit         | National Centre for Earth Science Studies (NCESS).              | 56 | 2,013 | 36.11 | 14      | 1.563      |
| 5       | Gupta, Rajeev        | Dept Prevent Cardiol and Med, Dept Prevent Cardiol and Med.     | 52 | 8,398 | 166.5 | 24      | 1.451      |
| 6       | Aman Singh           | Vellore Institute of Technology (VIT).                          | 52 | 2,802 | 55.1  | 16      | 1.451      |
| 7       | Shalini Srivastava   | Deen Dayal Upadhyaya Gorakhpur University.                      | 51 | 443   | 9.63  | 12      | 1.423      |
| 8       | Swati Sharma         | Indian Institute of Management Udaipur (IIMU).                  | 36 | 637   | 17.78 | 13      | 1.005      |
| 9       | Gupta, Anubha        | Indraprastha Institute of Information Technology Delhi.         | 33 | 318   | 9.67  | 10      | 0.921      |
| 10      | Aviram Sharma        | Universidade de Vigo.                                           | 32 | 239   | 7.47  | 7       | 0.893      |
| 11      | Dorairaj Prabhakaran | Center for Chronic Disease control.                             | 31 | 1,360 | 46.06 | 14      | 0.865      |
| 12      | Mohan Viswanathan    | Madras Diabetes Research Foundation.                            | 30 | 2,245 | 77.8  | 17      | 0.837      |
| 13      | Tandon, Nikhil       | Public Health Foundation of India.                              | 30 | 1,229 | 43.27 | 14      | 0.837      |
| 14      | Gupta, Suman         | He Open University Faculty of Arts and Social Sciences.         | 29 | 405   | 13.97 | 12      | 0.809      |
| 15      | Renu Singh           | University of Delhi.                                            | 29 | 537   | 18.52 | 9       | 0.809      |

**Figure 4:** Most Productive authors.





**Figure 5:** Most co-occurrence keywords

by the authors and the web of science. The keywords received the broadest research interest and created subgroups according to different degree of collaboration (Figure 5).

## SUMMARY AND CONCLUSION

This study provided insight into understanding research trends including status and the most influential contributions. It has identified year-wise location trends, countries' collaboration, most productive research areas in the research, most impactful Indian institutions and authors and Most Frequent co-occurred keywords, hotspots and development trends in the field that could provide the foundations for further study. The Scientometric analysis will help the educationist to rapidly identify the potential collaborative partners, and identify significant research and studies topics within their domains of Indian higher education literature. The above study examined Indian higher education research publications during the year 2014 to 2024, focusing on the research trends and characteristics of the study, by identifying the main and sub types of subjects contributing to higher education research and their contribution by type of research and country productivity.

The summary of the work typically provides a condensed version of the key points discussed throughout the paper. It outlines the main objectives of the study, the methodology used, the major findings, and their significance. Introduction to the research topic and its significance in the context of Indian higher education, Overview of scientometric methods employed in the study., Description of the data sources and analysis techniques used to map the academic landscape., Presentation of key findings regarding research trends, publication patterns, collaboration networks, etc., within Indian higher education, Discussion of implications of the findings for policymakers, academic institutions, researchers, and other stakeholders.

In this scientometric study, we identified and analysed the Indian higher education research publications from 2014 to 2024 from 3,853 publications indexed in the Web of Science (WoS) database. The research is widely scattered as few organisations and authors contribute the most. Most of the funding received comes from foreign agencies and 53.85% of the total research involved international collaboration. To develop of research environment and research work.

## CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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