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Prasanna S,

Chairman of Institute of Legal Education

No. 08, Arul Nagar, Seera Thoppu,

Maudhanda Kurichi, Srirangam,

Tiruchirappalli – 620102

Phone : +91 94896 71437 – info@iledu.in / Chairman@iledu.in



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A STUDY ON THE EDUCATIONAL POLICIES AND RESERVATION IN INDIA WITH RESPECT TO SCHEDULE 11 OF THE INDIAN CONSTITUTION

AUTHOR – S.R SAI VISHAL, STUDENT AT SAVEETHA SCHOOL OF LAW, SAVEETHA INSTITUTE OF MEDICAL AND TECHNICAL SCIENCE (SIMATS), CHENNAI

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Abstract:

The reservation system has always been an integral part of the Indian system and has played a major role in eliminating the disparities in the society and to act as a bridge for the socially and economically backward classes. Multi year plans of the nation have dealt with different accomplishments to set up further targets and allot assets for the equivalent. Be that as it may, even today, the framework has a few difficulties which should be met, however the enrolment of kids in schools has gone up. Despite the fact that the number of inhabitants in Scheduled Castes and Scheduled Tribes are spoken to a fitting extent, substantial numbers of youngsters drop-out at the upper essential level. The main purpose of this study was to make an examination on the educational policies and reservation with reference to Schedule 11 of the Constitution. This paper follows an empirical method of research and a total of about 202 responses were collected through a convenient sampling method. This research uses both primary and secondary sources of literature. It was found that the respondents were of the opinion that the reservation system has played a crucial role in bridging the educational disparities among the different communities and the primary objective of the reservation system is that of promoting social inclusion of the socially and economically backward classes. It was further concluded that the respondents were of the opinion that the reservation system needed to be removed and abolished.

Keywords: Reservation, Community, Education, Constitution, Socially-backward.

Introduction:

After 68 years of Independence, too many of India's Citizens are shocked by the lack of quality education that enables them to be free and Independent. Our earlier generations taught to end the injustice impaired by the British Raj. The freedom struggle as thought of by its leadership desired to remove inequalities based on sex, caste and creeds from the society. In India, the equation was thought of as an important tool for achieving it. We now need a second freedom movement that ensures equality of 1 rights and opportunity by all citizens of India particularly for scheduled caste children who look for the access of getting education. In this context has been constructed a module on quality improvement of education of scheduled caste children which discusses socio-cultural issues and problems. Upon the

Indian freedom in 1947, the administration of India through authentic ways was firmly attached with its capacity to incorporate then to a great extent truly underestimated the populace into the standard Indian political establishments. The constitution of India, 1950 ordered agents for the minimized gatherings in the lower place of the parliament, Lok Sabha for planned clans and reserved standing. Throughout the years corrections to the Indian constitution extended the prerequisites for the minority portrayal in both the state and focal through reservations. The administration has started land possession and brought about overwhelming government use extends in order to reduce destitution levels. The state and the central government had taken up the activity in 1950's to advance and improve the prosperity measures of the oppressed individuals. This

paper examinations the arrangement of booking for lower positions in India. This strategy is like that of governmental policy regarding minorities in society in the United States.

Designed to uplift historically marginalized communities, the reservation system has played a pivotal role in shaping India's educational landscape and, by extension, its socio-economic structure. This paper seeks to unravel the historical backdrop of reservation policies, shedding light on the rationale behind their inception and tracing their evolution over time. Furthermore, this research endeavors to critically assess the impact of reservation policies on India's education sector. The reservation policy in India is deeply rooted in its social and political history.

We explore the extent to which these policies have achieved their intended objectives in bridging social and economic disparities, as well as the challenges and controversies they have engendered. By analyzing empirical data and existing literature, we aim to provide a comprehensive overview of the various dimensions of reservation in Indian education. In addition, this paper investigates the legal framework governing educational policies and reservation in India. It delves into the constitutional provisions outlined in Schedule 11, examining the rights and entitlements accorded to Scheduled Castes (SCs), Scheduled Tribes (STs), and Other Backward Classes (OBCs) in the realm of education. This includes a scrutiny of landmark judgments by the Supreme Court of India, which have shaped the interpretation and implementation of these policies. The aim of the study is about educational policies based on religion and reservation with special reference to the 11th schedule of the Constitution of India.

Objectives:

- To analyze the importance of reservation.
- To find out whether the reservation system is still needed.
- To study the exposure of the public on reservation in educational institutions.

Literature Review:

Manzoor Ali (2013) Post-Sachar Reservation Politics ,Monetary and Political Weekly, ,Post-Sachar Reservation Politics MANZOOR ALI The ongoing endeavor to pass a 4.5% sub-share for Muslims under in reverse classes has drawn the network into the booking system. In this light, it is essential to perceive standings inside Muslims that are poor and socially discouraged. Themes: Political gatherings, Communities, Government spending plans, Political discussion, Indian Reservations, Budget designation, Standing boards of trustees, Socioeconomics, Islam.

Vani Borooah 2017 The base of the issue of poor dalit accomplishment in India lies in the numerous useless essential and auxiliary schools in the towns and towns. Governmental policy regarding minorities in society strategies , which are executed to support a denied groups work. Points: Employment, Hindus, Employment segregation, Poverty, Hiring, Water hardship, Sensory hardship, Labor markets, Fellowships, Affirmative activity. (Vani k borooah Nachane)

Hema Banerjee (2015) RESERVATION POLICY A controversial affair in Island's society The Indian Journal of Political Science, (2009) RESERVATION POLICY : A controversial affair in Island's society. Hema Banerjee Our is a country of great social and cultural diversity often we take pride in the country's colourful multi-cultural diversity. Nonetheless, social and economic disparities are indeed despairingly vast India is the homeland of people. Topics: Indian reservations, Political action committees, Social classes, Caste prejudice, Territories, Farming communities, Employment opportunity, Economic benefits, Education. (hema banerjee (2015) Implications for Practice and Policy ...)

Sunita Parikh (1998) Early Reservation Policy Development in India From: The Politics of Preference: Democratic Institutions and Affirmative Action in the United States and India College of Michigan Press (1997) ,Early Reservation Policy Development in India In this section and the one pursues, I break down the improvement of governmental policy regarding minorities in society, known as reservation

strategies, in India . The Indian experience separates in a few different ways from that of the United States. The precursors to the last arrangements started a lot before Subjects: Electorate, Political gatherings, Political discussion, Hindus, Political portrayal, Parliaments, Colonialism, Social classes, Conferences. (sunita Parikh Macours et al.)

Manjur ali (2019) Indian Muslim OBCs: Backwardness and Demand for Reservation Monetary and Political Weekly, . 4.5% quantity for minorities in the state has infuriated the Muslim people group. It has anyway revived the debate on booking for minorities in India . Particular treat-ment has been all around acknowledged by the cutting edge state and society as an instrument to raise the way of life of deprived segments . Themes: Communities, Hindus, Islam, Employment, Social classes, Social separation, Electorate, Caste partiality, Indian reservations, Political gatherings . (Macours et al. ; Wang et al. 2019)

Sukhadeo Thorat (2005) Reservation and Efficiency: Myth and Reality Monetary and Political Weekly, . In private industry. It must be recollected at the start that the private segment in India has been barred from the domain of reservation approaches as far back as the 1950s. The justi-fication for this was as far as anyone knows nega-tive effect of reservation/governmental policy regarding minorities in society approaches. Subjects: Employment segregation, Labor markets, Caste bias, Employment, Economic approach, Affirmative activity, Economic hypothesis, Efficient markets, Private segment, Industrial proficiency. (Kaur 2018)

Indira Mahendravada (2018) Public policy: from welfare to empowerment of women in India. Open approach: from welfare to strengthening of ladies in ndia. From: Capability-advancing approaches: Enhancing individual and social improvement , Bristol University Press, Policy Press . FOUR Public approach: from welfare to strengthening of ladies in India Indira Mahendravada Introduction Public strategy tending to sexual

orientation issues in India began with a protected presentation in 1950: Article 15(1) of the Fundamental Rights of Indian Constitution restricts segregation on grounds of religion Subjects: Nongovernmental associations, Gender equity, Womens strengthening, Public strategy, Working ladies, Women's rights, Personal strengthening, Communities, Villages. (Kaur 2018; Ramteke et al. 2017)

Christophe Jaffrelot (2007) Reservation and Social Justice. From: Hindu Nationalism: A Reader Princeton University Press Reservation and Social Justice Hindu patriotism is saturated with the Brahminic ethos. Its chief ideologues all originate from this milieu. The scholars cited in the initial segment of this peruser are, for instance, all Brahmins, barring strikingly Lal Chand, Lajpat Rai, Balraj Madhok, and Arun Shourie—of Punjabi inception—and one Vaishya, H.B. Sarda Points: Indian reservations, Hindus, Nationalism, Social classes, Economic advancement, Forests, Caste character, Socioeconomics, Pamphlets. (Kaur 2018; Ramteke et al. 2017; Stephen 2012)

Donald Eugene Smith (1963) Education and religion . From: India as a Secular State Princeton University Press Section 12 EDUCATION AND RELIGION IN INDIA as in the West, training was for a long time intently as-sociated with religion . William Meston was very right when he declared that "the Indian personality thinks that it's difficult to think about a training deserving of the name which is separated from religion. Subjects: Christianity, Pedagogy, Hindus, Private schools, Educational organization, Islam, Private training (Moulton 1967)

Mritunjoy Mohanty (2006) Social Inequality, Labor Market Dynamics and Reservation Monetary and Political Weekly, . Imbalance, Labor Market Dynamics and Reservation This paper carries two new components to the discussion around growing reservation in focus of greatness in advanced education . In the first place, it independently appraises upper standing Hindu profiles in training (dropout and culmination rates), work and relative earnings and builds up that UCHs. Points: School dropouts,

Hindus, Self business, Social gatherings, Higher instruction, Social classes, Workforce, Labor markets, Consumption. (Nakayama et al. 2018)

Tulsi Patel (2008) Disgrace Goes Backstage: Reservation in Jobs and Education Sociological Bulletin, . Reservation in Jobs and Education * Tulsi Patel This paper investigates the disparaged well known picture of inadequacy developed around the Scheduled Castes (SCs), who have in the previous seven decades profited by reservations in instruction and administrations. It portrays the development of vilified picture of SCs in the ongoing decades in northern India. Themes: Caste personality, Social shame, Indian reservations, Caste partiality, Family names, Censuses, Educational establishments, Higher instruction, Medical training, Indian culture (Rao 1997)

Sriya Iyer (2018) Imbalance, Demography, and Socioeconomic Status .From: The Economics of Religion in India Harvard University Press .In India These discussions are especially relevant in light of late inclines in monetary development, inequality, and the demo-realistic attributes of religious gatherings in India , featured by the 2011 enumeration figures on religion (which were discharged in 2015). This part talks about flow look into on religion .Subjects: Islam, Hindus, Demography, Socioeconomic status, Higher training, Minority banks, School enlistment . (Schrader and Otto Schrader 1939)

C. M. Jariwala 2000 RESERVATION IN ADMISSION TO HIGHER EDUCATION: DEVELOPMENT AND DIRECTIONS Diary of the Indian Law Institute, Constitutional Law Special Issue (April-December).part was that the state scarcely moved toward this path and it was the legal executive who needed to step up to the plate and see that the state ascends from hibernation. A principal ideal to training was given a spot by the legal executive under part III of the Constitution of India . The subsequent central right, which was for the most part benefited in the region of reservation. Subjects: Social classes, Educational principles, College affirmation, Universities, Indian reservations,

Medical training, College understudies, Litigation . (Jariwala)

• **Rao 2000** Appropriate TO EQUALITY AND THE RESERVATION POLICY .Diary of the Indian Law Institute, Constitutional Law Special Issue (April-December).Fairness AND THE RESERVATION POLICY P R Rao * Introduction ONE OF the points and objects of the Constitution is to verify to all natives, correspondence of status and of chance and to advance among them all crew guaranteeing the respect of the individual and the solidarity and respectability. Themes: Social classes, Indian reservations, Fraternal associations, Caste personality, Caste partiality, Tribal constitutions, Compulsory instruction, Secularism, Religion. (Rao et al. 2003)

Ranbir Singh, Karamvir Singh (2011) SECULARISM IN INDIA : CHALLENGES AND ITS FUTURE The Indian Journal of Political Science, .We generally stayed isolated into religion and station based governmental issues. As and when public uproars happen in our country, they guarantee huge misfortune as far as men, property, time and vitality. By virtue of it, our fundamental needs, for example, nourishment garments, lodging, wellbeing, instruction , security and business. Themes: Secularism, Religion, Political gatherings, Religious opportunity, Political defilement, Riots, Political abuse, Politicians, Political structures. (Bansal et al. 2017)

Rakesh Basant (2010), Gitanjali sen Who Participates in Higher Education in India? Reconsidering the Role of Affirmative Action, Financial and Political Weekly, For Other Backward Classes (obcs) in the halfway helped advanced education foundations since 2006, the discussion on reservation has gotten once more. In addition to other things, the approach of reservation in advanced education depends on the reason that support of people from the held cate bloody has been consistently low and reservation. Subjects: Higher instruction, Hindus, Age gatherings, Affirmative activity, Economic investigation, Urban zones, P esteems, Socioeconomics, Rural zones, Colleges . (

Rakesh basant gitanjali sen Basant and Rai 2013)

Nirupama Pillai 2006, \Who are the Other Backward Classes?. Understudy Bar Review, (2007). the Central Educational Institutions (Reservation in Admission) Act, this paper endeavors to look at who establish the Other Backward Classes and how the Supreme Court has assessed this vexing issue. In such a manner, an investigation of the historical backdrop of compensatory segregation in India and a correlation with governmental policy regarding minorities in society. Points: Social classes, Caste character, Affirmative activity, Indian reservations, State government, Gender separation, Caste partiality, Economic markers, Educational organizations, Caste framework. (Nirupama Pillai Nirupama 2006)

Christine Keating (2011) Testing Political Marginalization: The Women's Reservation Bill. From: Decolonizing Democracy: Transforming the Social Contract in India Penn State University Press. Underestimation: The Women's Reservation Bill In the end days of the Constituent Assembly, delegate Rohini Kumar Chaudhuri proposed an arrangement to the constitution that would guarantee "insurance from ladies," contending this was essential in light of the fact that "in each circle of life they [women] are presently attempting to elbow us out. Themes: Women, Congressional enactment, Political portrayal, Gender balance, Parliaments, Women's rights, Political discussion, Political gatherings, Social contract.

Neil Cummins et al., 2013 India: Caste, Endogamy, and Mobility. From: The Son Also Rises: Surnames and the History of Social Mobility Princeton University Press (2014) for whatever length of time that religion and station

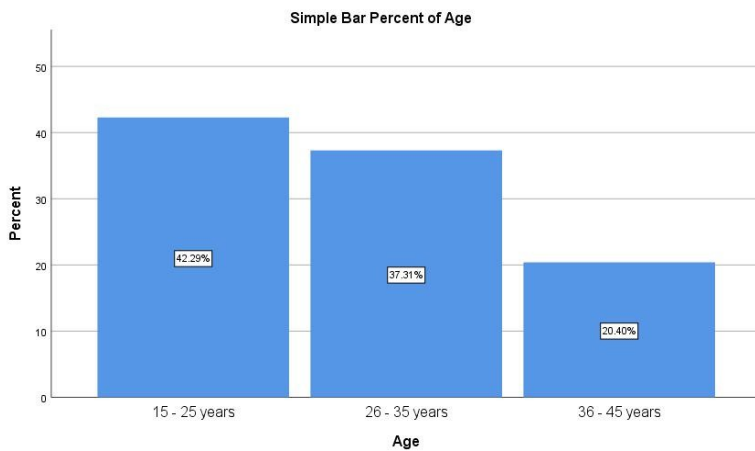
keep on assuming a solid job in conjugal arranging in India, social versatility rates will remain surprisingly low. One factor that may be anticipated to build social portability in India is a type of affirmative activity known as the booking framework, whereby up. Themes: Family names, Hindus, Physicians, Brahmins, Social portability, Reservation frameworks, Social classes, Colonialism, Police, Intermarriage. (Agarwala 2013; Cummins 2018)

Sheela Rai (2002). Social and Conceptual Background to the Policy of Reservation Monetary and Political Weekly, Social and Conceptual Background to the Policy of Reservation This article features the fundamental hypothetical contentions given by the defenders and adversaries of the booking approach in India and the US. In the present time of neo-private enterprise. Subjects: Individualism, Social equity, Racial joining, Affirmative activity, Caste preference, Cultural gatherings, Segregation, African Americans, Middle class. (Agarwala 2013; Cummins 2018; Nedumpara 2015)

METHODOLOGY:

The research method followed here is empirical research. A total of 202 samples have been collected through a convenient sampling method. The data has been collected from secondary data sources such as articles, journals, online websites and literature sources. The independent variables include Age, Gender, Educational Qualification, Occupation and Marital Status. The dependent variables include if the reservation system needs to be removed, if the reservation system has been properly implemented, the main purpose of the reservation system. The statistical tool used is SPSS.

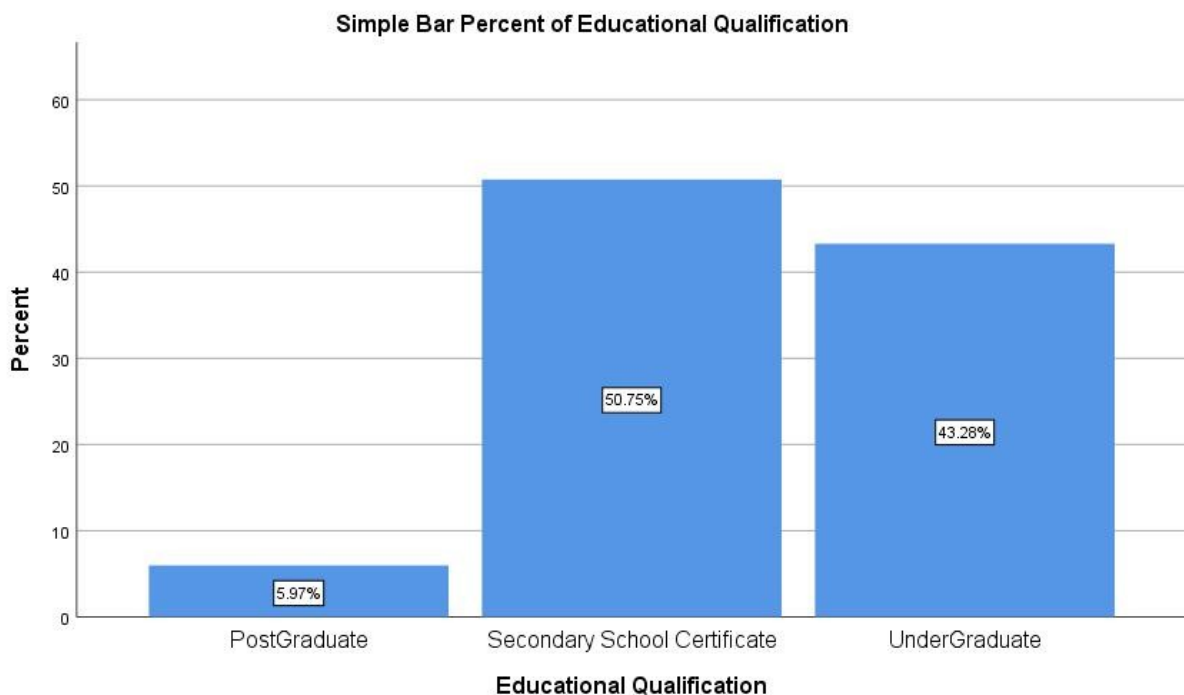
Figure 1



Legend:

This graph represents the age distribution of the sample population.

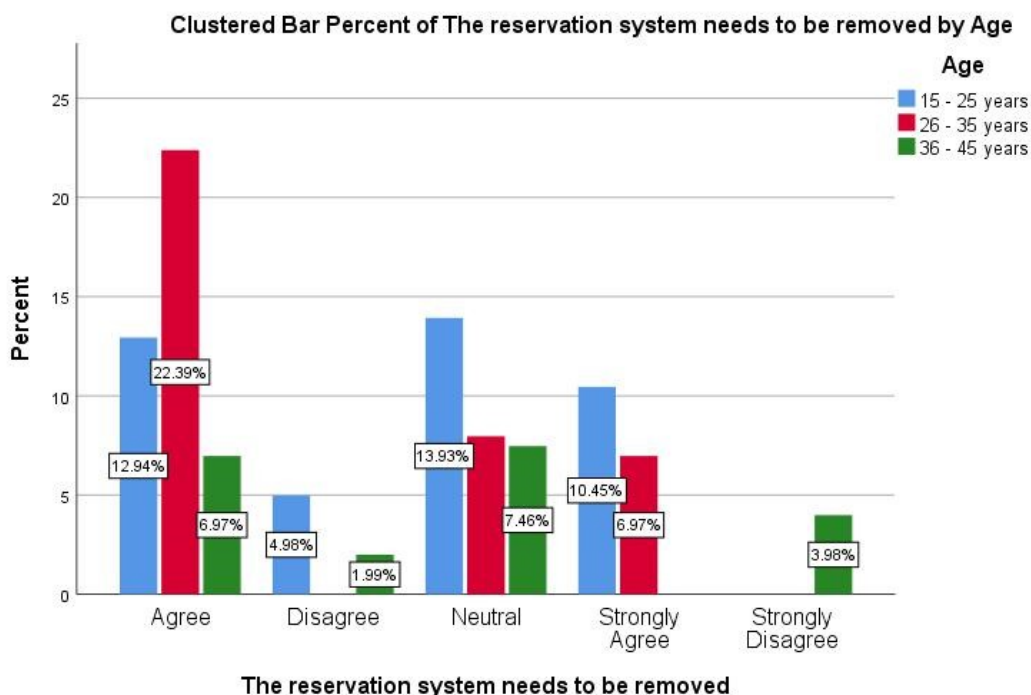
Figure 2



Legend:

This graph represents the educational qualification distribution of the sample population.

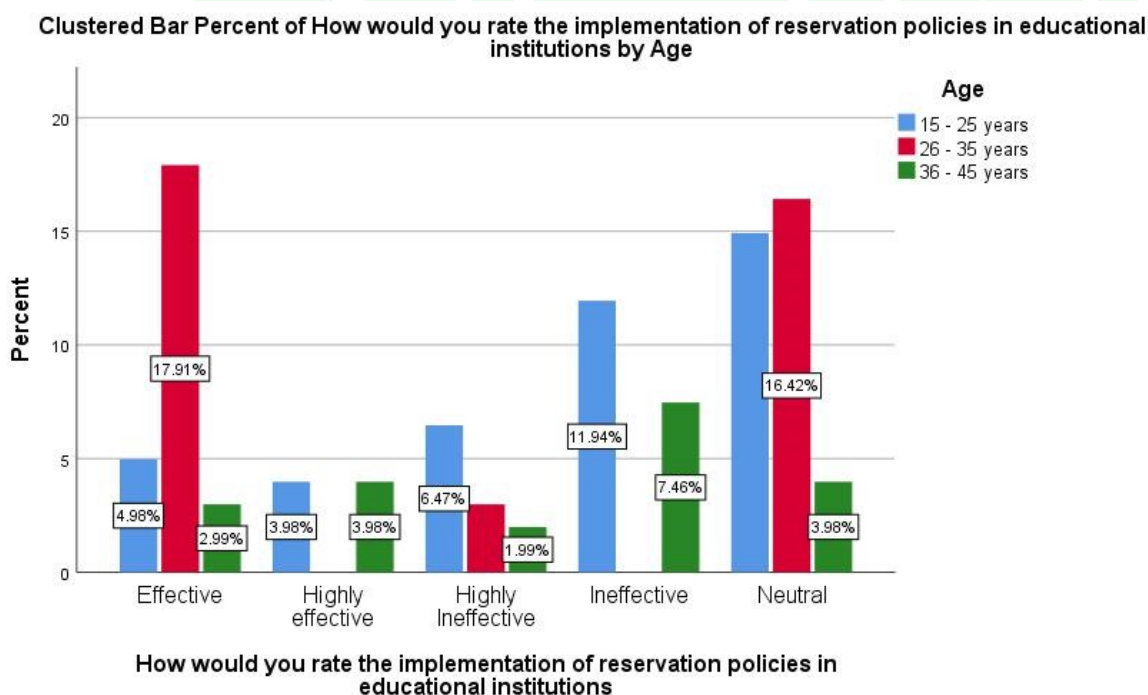
Figure 3



Legend:

This graph represents the age distribution of the sample population and their opinion on if the reservation system needs to be removed.

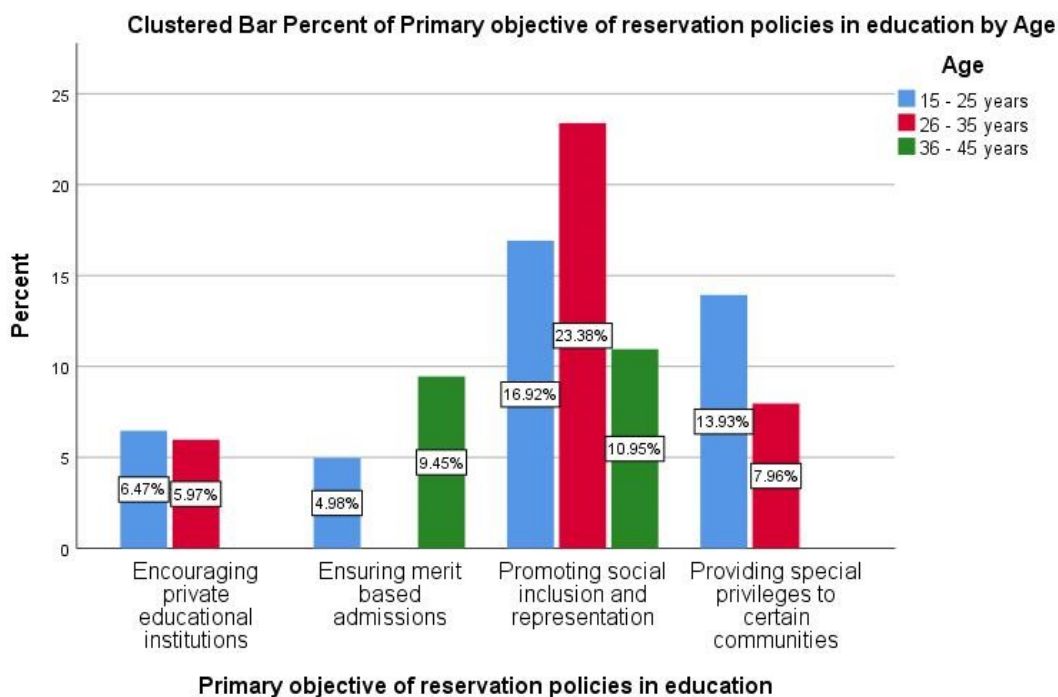
Figure 4



Legend:

This graph represents the age distribution of the sample population and their opinion on the implementation of reservation policies in educational institutions.

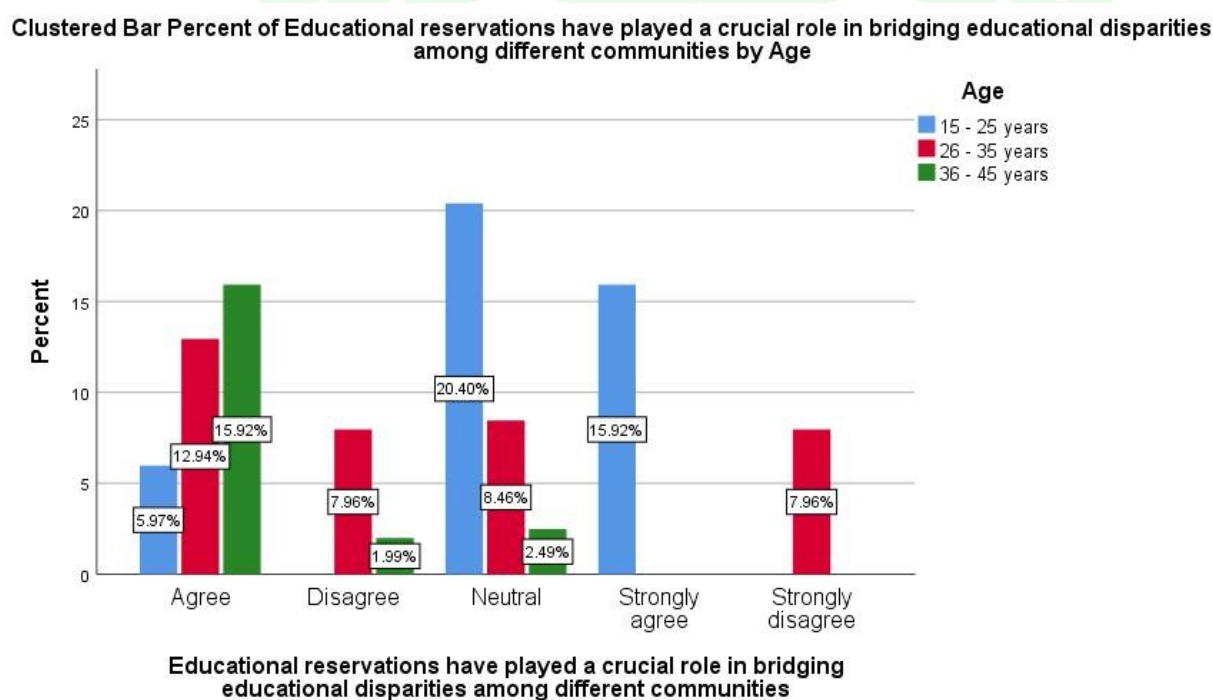
Figure 5



Legend:

This graph represents the age distribution of the sample population and their opinion on the primary objective of reservation policies in education.

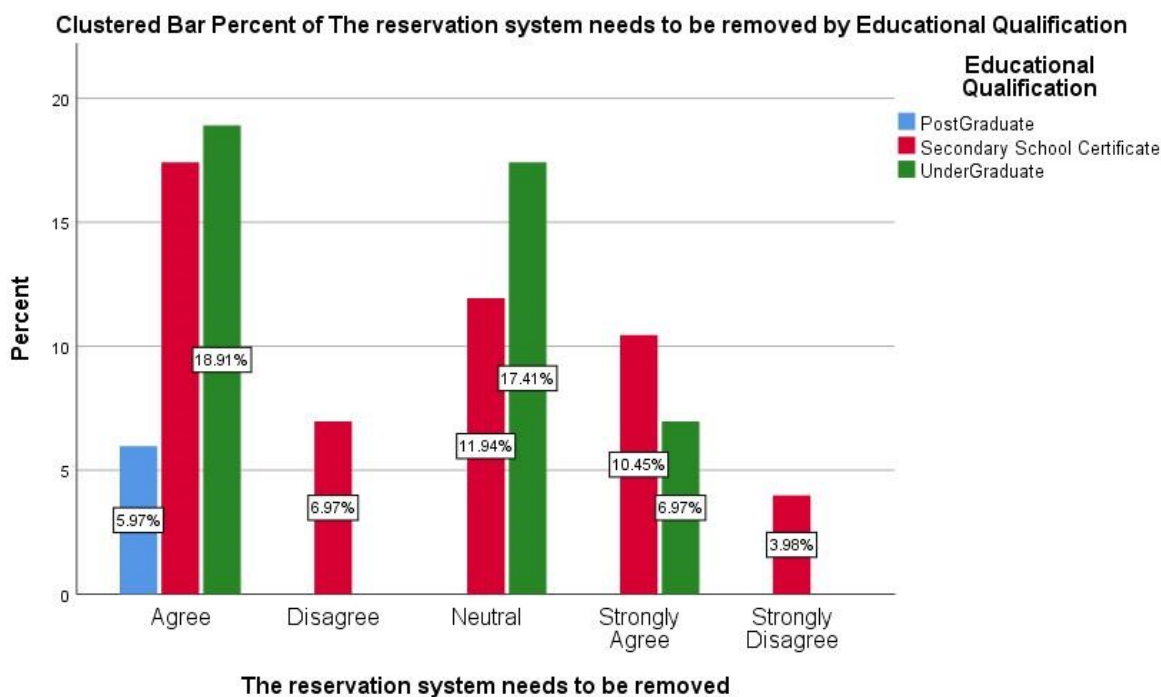
Figure 6



Legend:

This graph represents the age distribution of the sample population and their opinion on if reservation plays a crucial role in bridging educational disparities among different communities.

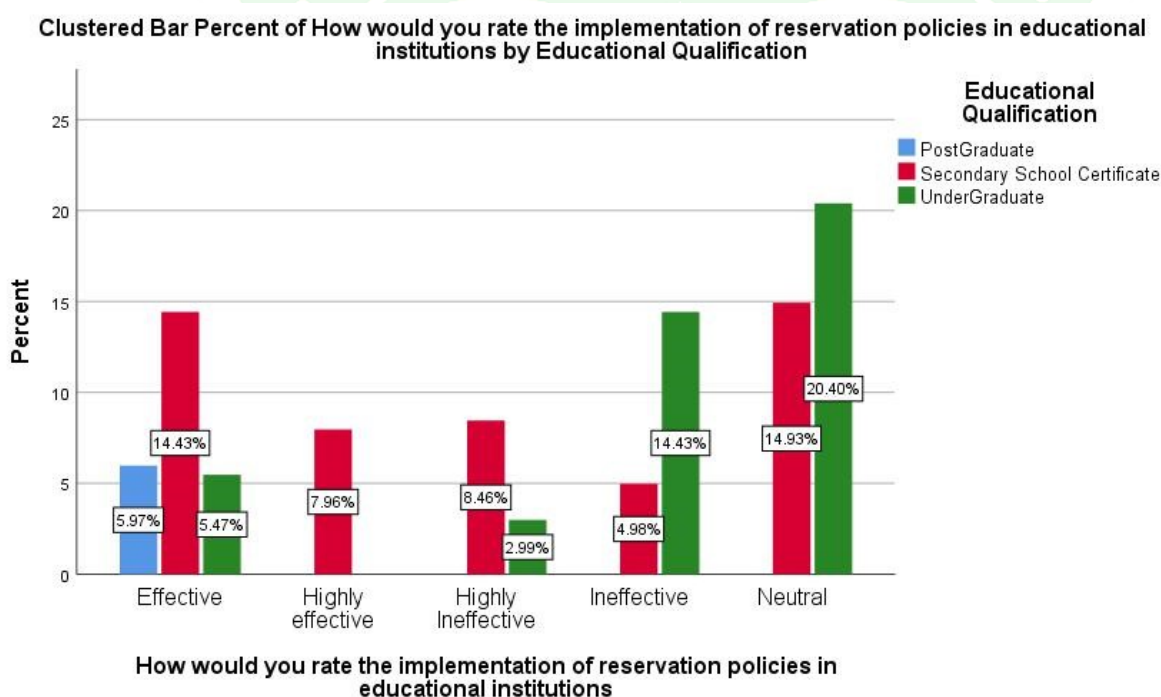
Figure 7



Legend:

This graph represents the educational qualification distribution of the sample population and their opinion on if the reservation system needs to be removed.

Figure 8

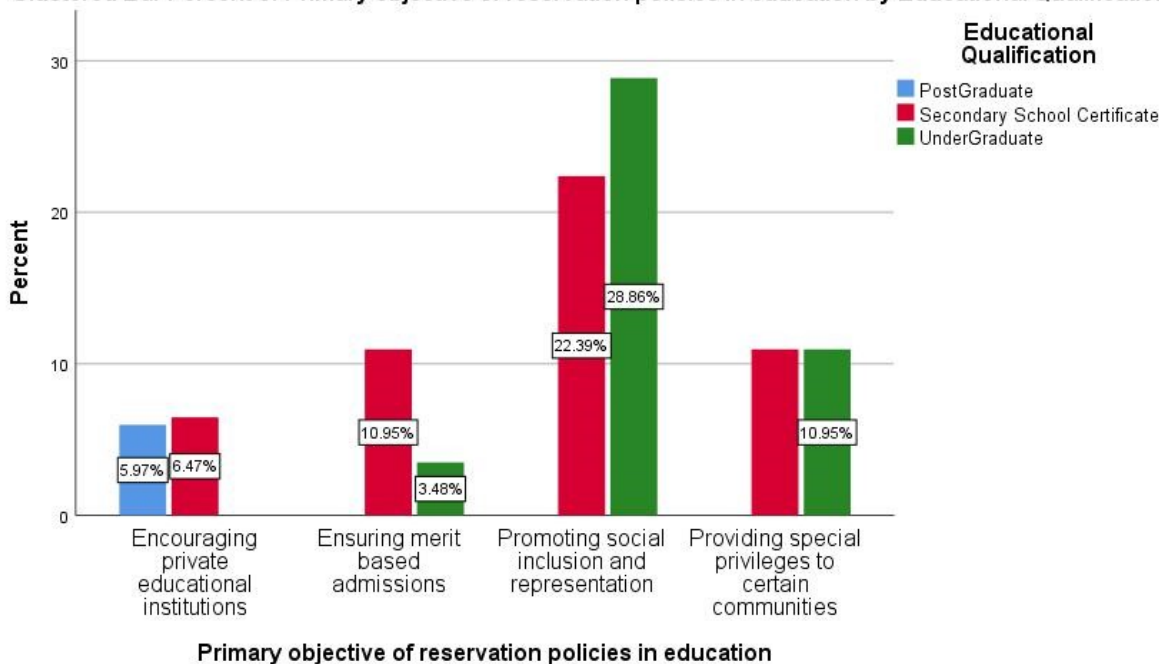


Legend:

This graph represents the educational qualification distribution of the sample population and their opinion on the implementation of reservation policies in educational institutions.

Figure 9

Clustered Bar Percent of Primary objective of reservation policies in education by Educational Qualification

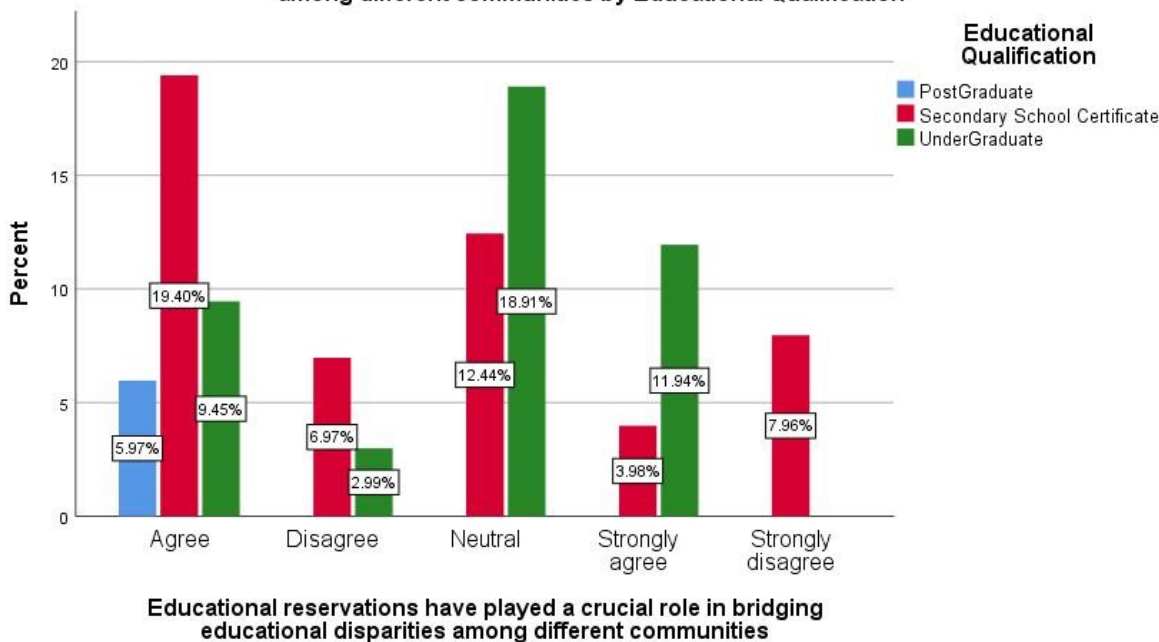


Legend:

This graph represents the educational qualification distribution of the sample population and their opinion on the primary objective of reservation policies in education.

Figure 10

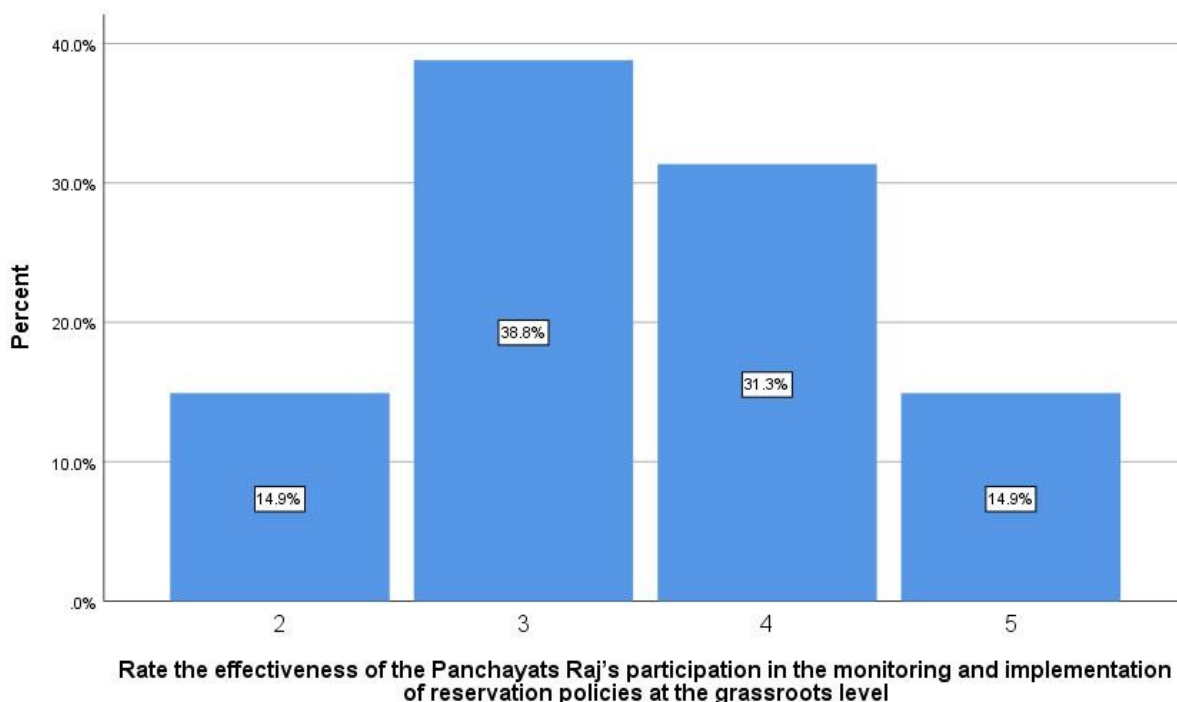
Clustered Bar Percent of Educational reservations have played a crucial role in bridging educational disparities among different communities by Educational Qualification



Legend:

This graph represents the educational qualification distribution of the sample population and their opinion on if reservation plays a crucial role in bridging educational disparities among different communities.

Figure 11



Legend:

This graph shows the sample population's opinion on the effectiveness of the panchayat raj's participation in the monitoring and implementation of reservation policies at the grassroots level.

Results:

This graph shows that the majority of the respondents belong to the age group 15 – 25 years (**Fig 1**). This graph shows that the majority of the respondents belong to the educational qualification group Secondary School Certificate (**Fig 2**). This graph shows that the majority of the respondents from all of the age groups agree to the statement that the reservation system needs to be removed (**Fig 3**). This graph shows that the majority of the respondents from all of the age groups have a neutral opinion on the effectiveness of the implementation of the reservation policies in educational institutions (**Fig 4**). This graph shows that the majority of the respondents from all of the age groups are of the opinion that the primary objective of the reservation policies in education is to promote social inclusion and representation (**Fig 5**). This graph shows that

the majority of the respondents from all of the age groups agree that educational reservations have played a crucial role in bridging the educational disparities among different communities (**Fig 6**). This graph shows that the majority of the respondents from all of the Educational Qualification groups agree to the statement that the reservation system needs to be removed (**Fig 7**). This graph shows that the majority of the respondents from all of the Educational Qualification groups have a neutral opinion on the effectiveness of the implementation of the reservation policies in educational institutions (**Fig 8**). This graph shows that the majority of the respondents from all of the Educational Qualification groups are of the opinion that the primary objective of the reservation policies in education is to promote social inclusion and representation (**Fig 9**). This graph shows that the majority of the

respondents from all of the Educational Qualification groups agree that educational reservations have played a crucial role in bridging the educational disparities among different communities (**Fig 10**). This graph shows that the respondents have a neutral opinion on the effectiveness of the panchayat raj's participation in the monitoring and implementation of reservation policies at the grassroot levels (**Fig 11**).

Discussion:

The respondents from this study are mostly of the age group between 15 – 25 years (**Fig 1**). From this graph, it can be said that the majority of the respondents belong to the educational qualification group Secondary School Certificate (**Fig 2**). This graph shows that the respondents from the age group 26 – 35 years agree that the reservation system needs to be removed while the age group 15 – 25 years have a neutral opinion. The reason for them asking for the removal of the reservation system might be because they may believe that there isn't much disparity among different communities (**Fig 3**). This graph shows that the respondents especially from the age group 26 – 35 years think that the implementation of the reservation policies in educational institutions are properly implemented while the others have quite a neutral opinion. This difference in opinion might be because of the lack of exposure in the younger populace (**Fig 4**). This graph is quite evident that all of the age groups are collectively of one opinion that the primary objective of the reservation policies in education is to promote social inclusion and representation while some think that providing special privileges to certain communities is the primary objective of reservation policies in education (**Fig 5**). This graph shows that the respondents who belong to the age group 15 – 25 years have a neutral opinion, which might be due to their lack of exposure, while the age groups 26 – 35 years and 36 – 45 years agree that it plays a crucial role in bridging educational disparities among different communities (**Fig 6**). This graph shows that

though many from both the major educational qualification groups have a neutral opinion, the others agree that it needs to be removed as they might believe that the society has achieved a common ground among all the communities (**Fig 7**). From this graph, it can be understood that the respondents have a neutral opinion on the implementation of the reservation policies in educational institutions which shows their lack of exposure to the topic (**Fig 8**). From this graph, it can be said that the respondents think that promoting social inclusion and representation is the primary objective of the reservation policies in education while others think that the primary objective is to provide special privileges to certain communities (**Fig 9**). This graph shows that the respondents from UG group majorly have neutral opinion on if educational reservations have played a major role in bridging the education disparities among different communities while SSC agree to it (**Fig 10**). This graph shows that the respondents, when asked to rate the effectiveness of the panchayat raj's participation in the monitoring and implementation of reservation policies at the grassroot levels, have rated 3 out of 5, implying their neutral stance on the matter at hand (**Fig 11**).

CONCLUSION:

A significant portion of the respondents expressed the view that the reservation system needs to be removed. This sentiment reflects a concern that the current reservation policies may not be effectively achieving their intended goals, and there might be a perception of unfairness or inefficiency associated with the system. However, it is important to note that a substantial number of respondents believe that the primary objective of the reservation system is to provide social inclusion. This indicates that there is recognition of the historical injustices faced by marginalized communities in India and a commitment to addressing these disparities through affirmative action policies. Furthermore, a majority of the respondents agree that reservation plays an essential role in

bridging the educational disparities among different communities. This finding highlights the positive impact of reservation policies in increasing access to education for underprivileged groups and fostering a more equitable society.

SUGGESTIONS:

In light of these diverse perspectives, it is evident that the issue of reservation in India is complex and deeply rooted in historical, social, and political factors. Therefore, any potential changes to the reservation system should be approached with careful consideration, taking into account the need for both social inclusion and the promotion of educational equality. It is imperative that policymakers address the concerns raised by some while continuing to work towards the important goal of providing equal educational opportunities for all citizens of India.

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