

SOCIOLINGUISTIC APPROACHES TO TEACHING ENGLISH WITH AN INDIANIZED PERSPECTIVE"

K. Radha Kumari

Research Scholar

Dr. Avnish Juneja

Guide Name

[Professor]

Glocal School of Art & Social Science, Glocal University

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Abstract

India is a melting pot of people of different ethnicities, religions, and languages. The Indian educational system has traditionally included lessons about Indian culture. As a result, it is crucial that both educators and students be cognizant of the cultural differences between English and vernacular languages. Understanding the subtleties of the culture practised in different countries is beneficial to both the instructor and the student while learning English via the use of digital media. Students who are exposed to the nuances of various cultures may find that they are better able to comprehend not just the literature at hand, but also the cultural boundaries inside themselves. Students who are able to overcome cultural barriers are also more open to adopting and adapting the best features of different cultures. With special reference to the tendencies prevalent throughout the past decades, this study describes the well-known patterns in the ELT that have been employed practically in recent times across the globe. There has been a shift in the way that foreign languages are taught in schools, from a focus on classical Latin and grammatical analysis to an emphasis on more conversational techniques.

Keywords: Sociolinguistic textbook evaluation, English textbooks, intercultural communicative competence, English language teaching.

1. INTRODUCTION

In order to effectively teach a second or foreign language, textbooks are an essential component of language classes. They not only provide the course readings, but also outline its structure and its focus areas. Here we see the decisive significance that textbooks play in the pedagogy of language study. Textbooks are a reference book on the Western world for pupils, and one may say that their prestige is what defines the language and how it should be studied. Furthermore, while textbooks have certain benefits, such as providing a framework for instructors, guaranteeing cohesion, giving new teaching ideas, and providing rich input, they also have drawbacks. Some educators have even come to see textbooks as the curriculum itself, with their students only following the steps laid out for them in the book. Therefore, the quality of textbooks is of major significance and a particular attention should be made when picking them. Evaluation of textbooks requires academics to make a number of choices over a spectrum of possible outcomes. In this regard, what matters most are the curriculum's intended outcome and the students' specific requirements.

India is home to people of many different faiths and many different languages. There are 28 individual states and 7 union territories, each with their own language and culture. There are numerous distinct cultural, religious, and linguistic communities inside what is officially recognised as a single country. After gaining independence, India shifted to a federal system of government, giving individual states more leeway to enact laws and policies that would better safeguard and advance the languages and cultures of India's diverse population. Moreover, Indian culture is a point of pride with its adaptability, absorption and preservation of the finest practices prevalent in the present society. The study of Indian history and culture has traditionally been required coursework in India. This cultural difference between standard English and vernacular languages is something that both educators and students need to be aware of. Teachers must remember that their pupils come from a wide variety of cultural, linguistic, socioeconomic, and religious backgrounds, each with its own set of experiences to share. So, it's important to get more faculty and students excited in bringing ethnic perspectives into the classroom. Learning a second language is a great way to show appreciation for one another's traditions and customs. Learning

English as a second language in India opens doors to different cultures and the opportunities to adopt and adapt the best ideas from other countries. It's a tool for understanding people and culture. Moreover, acquiring language facilitates to obtain specific concerns and concepts concerning the thinking, background and cultural parts of speaking community. Saussure was the first to argue that language is a product of human interaction. It is a network of connection in which the value of one feature ultimately relies on the value of the other. As a result, language and culture play crucial roles in today's society. Both fields study aspects of the human experience that cannot be combined. In this light, Juri Lotman makes the following observation: "No language can exist unless it is steeped in the context of culture; and no culture can exist which does not have at its centre, the structure of natural language." (Tirumalesh, 126) Culture and language have a close relationship. Culture is the backbone of language instruction and cannot be separated from it. For Hudson culture " is the sort of information which we learn for other people, either by direct teaching or by seeing their behaviour. Since we pick up our cultural norms from the people around us, it's reasonable to suppose that they're also part of our lexical repertoire. As Hudson (p. 78) puts it: Therefore, understanding a culture requires taking into account its social setting. Knowing how a language's cultural components serve its speakers is equally essential. It is common knowledge that exposure to one's native language facilitates second-language learning. Research on how a learner's native language affects their second language proficiency is essential. Therefore, communication may be hindered if a second language is taught or learned in isolation from its socio-cultural environment. Teachers and students both benefit from the expanded perspective afforded by a second language's knowledge. In addition, developing proficiency in sociolinguistics, which improves communicative skills, is a central goal of second language acquisition. The interaction between the social group of the L2 learners and the social group of the speakers of the target language is the most significant effect of L2 learning, as noted by John Schuman. To really understand anything new, one must assimilate into the culture being studied. In a multicultural classroom, children are encouraged to think critically about issues of social justice and are given the tools they need to become engaged citizens at the local, national, and international levels. Equal educational opportunity is providing students of all backgrounds (gender, race, culture, socioeconomic status, and religious affiliation) with the same educational

experiences. Students will develop the mindset, information, and abilities necessary to participate effectively in their own culture, the dominant culture, and the global society at large if educators use a multicultural viewpoint while teaching and learning English. Therefore, it is crucial to raise pupils' levels of intercultural understanding. Teachers should also include materials from a variety of sources and perspectives. Students will get insight into the interdisciplinary nature of knowledge via this exercise. Teachers need to improve their intergroup attitudes and behaviours and adapt their teaching methods to ensure that students from all backgrounds (ethnicity, culture, language, socioeconomic status) have access to a quality education. The objective of any schooling system ought to be to create residents who consider their kindred people to be siblings, no matter what their social, strict, or ethnic foundations. "an individual who is viewed as diversely skillful is one, who has accomplished a development level during the time spent becoming intercultural and whose mental, emotional, and social qualities are not restricted yet are available to development past the mental boundaries of only one culture," compose Gretchen and Jacqueline.

2. LITERATURE REVIEW

Vijyalakshmi, M. and Babu, M. Sarat (2014) Their study focuses on the status of English in the nation both historically and now. English language has become widely spoken language in today's world. English has served as the vital connecting language extremely well. It is used not just for international but also intra-Indian communication. It serves as a connection between different states. The position of English as an associate language in India has been established. The writers highlight the need of investigating the status of English in India. English is the lingua-franca of contemporary India. When it comes to global communication in today's information era, the English language plays a unique role. The English language has always had a prominent position in Indian culture, both before and after independence. The arrival of the East India Company coincided with the spread of the English language across India. It was originally thought that the English language had no place in India, but this view has since changed. It eventually connected all of India's states. Over time, it climbed to the top of the linguistic tree and became king. The

writers place special emphasis on the ideas popularised during the colonial era by Lord Macaulay, who sought to educate a population that was "Indian in appearance but English in manners and values." After India gained its independence, many initiatives were implemented to determine English's status in the country. The government has officially recognised Hindi. The writers make a valid argument about the Secondary Education Commission's stance on the English language in this passage. The importance of English was recognised by the University Education Commission as well. At the current time, English is a priority in every area. The number of schools offering instruction in English as a second language continues to grow rapidly to meet the demands of students. The writers then provide commentary on the state of ELT in the post-colonial era. At first, the teachings of Jesus were disseminated in English. However, the aims of education are always evolving to meet the changing demands of society. The importance of English as a medium of instruction is a point that the writers make. Sociolinguistic forces have been a driving force in the evolution of language instruction. The authors conclude, correctly, that English is one of India's most widely used auxiliary languages. It's been regarded as such a universal language since its inception. With the expansion in various sectors English language instruction is also rising in India.

Ramani, C. V. (2014) He describes a remarkable method of using short tales in ESL classrooms in his work, *Short tales: An Effective Medium to Improve Language Skills*. The author makes the claim that the tales inspire pupils to read. Since the tales are brief and uncomplicated when compared to other works of literature. It brings a wide range of cultures and their beliefs into focus for the reader. However, the most difficult task for any educator is the selection of relevant, credible sources. The strategy helps the student enhance their abilities in listening, reading, and writing. Students' imaginations are stoked as a result. The author recommends an interactive version of this technique. It adds a lot of fun to the classroom.

Geeslin, K. L. and Long, A. Y. (2014) They provide their thoughts on how much background knowledge a teacher needs in sociolinguistics in their book. Sociolinguistics is a field of study that focuses on the intersection of language and culture. The intricate connections between language and culture are well knowledge. It is basic understanding that individuals communicate according to their background. The tone of a discussion is an indicator of the closeness or integration of the

interlocutors, and it may be used to infer a person's origin, level of education, social group, age, and even profession. Here it should be borne in mind that an instructor, who is not acquainted with the sociolinguistic background of his student, might attain his aim of incorporating a multi-norm model into his classroom. He may also be told just how much background knowledge in sociolinguistics he needs to succeed. The writers emphasise the need of certain factors in the instructor's perspective. A skilled speaker of a language, for example, always uses that language appropriately. Therefore, there is diversity among students. Differences in sound system, morphosyntax, etiquette, and vocabulary choices during varied contact all contribute to this phenomenon. In this context, the language teacher also remembers that a person's language is a window into who they are. The setting is also a factor in the variance. For the simple reason that various situations call for varied speaking patterns. Students should be given the opportunity to participate in a variety of classroom activities. Politeness is another kind of variety observed in languages. When two people are polite to one another, it sets out positive vibes. In the case of sociolinguistic variation, variation plays a crucial role. The language teacher should be well-versed in the fundamentals of how different sociolinguistic contexts are accommodated in language use. According to the authors, a teacher's sensitivity to students' linguistic needs is crucial. He has to be aware of the difficulties that learning a new language may entail. A teacher should be included in the sociolinguistics curriculum.

Kumar, N. (2014)The author of this article advocates for the use of English in rural India. Only English-language resources are accessible for study in the sectors of agriculture, commerce, and computer technology. This is crucial for today's youth to keep up with the ever-evolving world. Since India is home to so many different ethnic groups and languages, English serves as a uniting factor. English's use is not limited to the business world; it is also useful in the agricultural sector.

Rodinadze and Zarbazia (2012)underline the fact that digital technologies are increasingly crucial to the learning of foreign languages. This might be useful for both the teacher and the student. It has always been quite important in the educational setting. The writers explain the many ways in which digital materials might be adapted for use in the classroom. The pace of technical

advancement has always been directly proportional to the rate of success. It's been praised as a useful tool for the classroom.

Peregoy and Boyle (2012) researched the effects of technology on students' ability to write and read. Technology is intuitive, as is common knowledge. Students' results improved because to the incorporation of technological aids. Technology enhances education by making it more efficient and engaging. Students benefit from this technology since it provides them with a favourable learning setting that leads to higher achievement.

Jane, M. (2010) discusses the importance of classroom observation in the method of learning. When students and teachers are on good terms, learning is simplified. Both the instructor and the student will perform better in a conducive classroom setting. The environment should be encouraging of growth of optimistic thought among kids. The ideal classroom setting is one in which every student is given a fair share of learning opportunities. Because each and every one of our students is special in his own way. Some people may have strong grammatical abilities, while others may have extensive lexical repertoires. The environment in a classroom has to be healthy and encouraging, and a teacher's observation may help with that. The free flow of ideas among students is essential. The instructor should welcome or even promote such suggestions.

Nagaraj, P. (2009) In his work, "Application of Community Language Learning (CLL) for Effective Teaching," he describes the idea of community language. Learning tasks and activities such as group collaboration, analysis, translation, transcribing, recording, reflecting, and observing are all part of this approach. The author goes on to detail the five steps a student goes through throughout this time. In the first, "Birth," phase, the student is blank slate onto which the instructor may impose his will. The second level, "Self," is where the learner's own comprehension starts, and here is when the instructor comes in. The third stage is Independent Use of Language, at which point the student can communicate with no outside assistance. Adolescence, the fourth stage, occurs when the student is almost self-sufficient. Independence, the fifth and final stage, is when the learner can function well without any outside assistance. The whole procedure fosters a positive connection between the instructor and the learner. Here, the instructor plays the role of a guide who provides a forum for the student. Learning is a fascinating experience.

Taylor, G. (2009) brings out simple but very useful things that are helpful in improving the oral practice in English. All guidelines related to how to improve speaking skill in English are given. The book is divided in mainly two parts. First one is related to the conversations of daily routine situations, the second section covers the lexical features of the language in an easy way. This is really a very helpful book as there are practice exercises also for conversations. The first part, situational conversations, explain everything by giving examples of meeting, parting etc.

Jena, S. and Kumar, V. (2008) Highlight the relevance of English in the modern world in your course materials. Since English serves as a bridge not just in India but all around the globe, millions of Indians want to master the language. It's reached the level of a worldwide language. It's a big deal on a global scale. The programme shows how each aspect of language learning—reading, listening, writing, speaking, and pronunciation—is crucial. It is imperative that all English instructors first have proper English language training.

3. METHODOLOGIES ADAPTED IN EARLIER DAYS

Exchange of information is the bedrock upon which the growth and maturation of any concept may take place. That is essential for success in any endeavour. The present ideas of teaching English have been influenced by a number of variables during the last decade, including inefficient teaching methods, inappropriate materials, a lack of contextualization, an excessive focus on multilingualism, etc. Teachers who used Grammar Translation technique during the preceding decade primarily depended on black board as the proper medium to educate communication skills and the complexities of English language. Later, overhead projectors provided still another tool for the instructor-centered lecture hall. Such educators held on to the tenet that "practise makes perfect." Researchers have previously placed more focus on genuine, contextualised conversation. Then they concentrated on a successful adult second language learning as a parallel process to a child's first language acquisition. The development of e-communication has opened up new opportunities for educators of the English language. The instructor is in charge of the classroom, the students get the same information at the same time, and an emphasis is placed on memorising facts. That is to say, the lecturers present their material, and the students take notes. As a result, students increasingly take on less responsibility for their education. Many educators, including

professors and students, have concluded that the traditional lecture format is ineffective for fostering learning and teaching at universities. Because of its emphasis on real-world English use, this approach has survived for quite some time. However, this approach was not without its drawbacks, since several problems were associated with it. Time, money, and a manageable number of students in each class were all necessities. And even then, there were times when it wasn't that helpful. Because of these problems, a different approach known as the Audio-Lingual Method was developed. The direct method, which makes use of audio-visual aids, is a more organic approach to teaching a second language. In 1801, in France, the direct technique was developed. The direct technique arises as a response to GTM. The core idea is that students should be encouraged to think in the target language. DM is to teach language directly at attempts to develop direct relationship between the word and meaning, idea and expression. The student's accent is also being tempered by this. The use of communicative approaches is on the upswing in the modern era. which place more importance on methods of communication with actual meaning than on activities, subjects, and settings that are artificial and removed from the students' lives.

4. MODERN TRENDS OF TEACHING ENGLISH

The process of learning English as a second language will be less time-consuming and more student-focused. As a result, it ensures that the quality of instruction will rise and that students' proficiency in applied English will grow, allowing for enhanced conversational abilities. Language instruction should ideally and typically bolster such innate linguistic aptitude by transforming literacy into a tool for the cultivation of abstract cognition and the acquisition of specialised knowledge. Literature in both the original language and English translations are used by teachers in the classroom. In the English language classroom, students are encouraged to utilise their own language and a range of accents whether participating in listening exercises or taking assessments. Textbooks are predicted to become obsolete over the next few years due to the rise of electronic reading devices like tablets and smartphones. The portability and adaptability of information access have also undergone significant changes. There is an emphasis on the development of students' critical thinking skills alongside the traditional linguistic content, objectives, and pedagogical practises in English language classrooms. Interactions between students and teachers,

both in and out of class, are substantial and nuanced. Teachers in today's knowledge-based culture are required to devote substantial time and energy to professional learning activities throughout their whole careers in order to maintain marketability and competence. Teachers, like those in any other field, are now held to a higher standard of self-directed learning and the maintenance of their own professional competence.

Teachers of English as a Second Language (TESL) have come to see the need of holding regular conferences and seminars to share ideas, learn about emerging trends in the field, and improve their own skills. It is the sixth abilities of language that permits the efficiency to employ grammatical structures with correctness. To advance in their careers, instructors need more than just academic credentials; they also require training in the most up-to-date teaching methods. Almost all of the globe now has access to the same textbooks that are used in schools here. Ways of instructing the language were multiplied too much. The development of information and communication technologies is the third aspect of globalisation that cannot be separated from the instruction of English. The central board of secondary education (CBSE New Delhi) has been in the forefront of developing innovative methods of teaching the English language, such as the interactive way of teaching English. The Indian Council for School Education (ICSE New Delhi) endorses this method as well. During an encounter, communication takes place between the participants. It implies to impart knowledge or ideas to someone without their knowing it. Taking a pragmatic, interactive approach to language usage. Brain Storming, Think-Pair-Share, Buzz Sessions, Incident-Process, and Question-and-Answer Sessions are all examples of interactive teaching methods. Some examples of interactive methods include: "follow the leader," "one word," "opposite arguments," "test tournaments," "YouTube video quizzes," "electronic role playing," and "puzzle pieces." The goal of communicative language teaching (CLT) is to help students develop their communication skills rather than their linguistic ones. The terms "communicative approach" and "functional approach" are often used interchangeably. Based on H. D. Hym's initial introduction of the term "communicative competence," this method emphasises open dialogue and mutual understanding. In an article on communicative competence published in, 'New beginnings in Linguistics' in 1971. Instead of focusing on activities, topics, and situations that are artificial and removed from the students' lives, the communicative method emphasises genuine, life-

changing conversations. Geeta Nagraj writes in "The Development of Language Learning from based to meaning based approach" that there were three pillars of the communicative approach to language learning in the year 1990. Which need genuine dialogue That includes a wide range of activities, etc. In which the significance of language to the learners is emphasized

5. WEB BASED LEARNING

Online learning is perhaps of the quickest arising point. Huge number of online English courses remember guidance for perusing, composing, tuning in, and communicating in, among other central language abilities. Coming up next are instances of generally utilized innovation that might be put to use in the help of instructive progression: By pursuing a free email administration (like Gmail, Yippee, or Hotmail), understudies might start comparing with local speakers of the objective language. Homework may be sent to the relevant instructors and returned for correction. The instructor may also return the paper after making changes based on student comments and ideas. A blog is an online diary that is typically updated on a regular basis. Blogs, since they allow users to post and connect files, are well suited for use as online personal diaries by students. As people take on several roles in the blogging process—as readers/reviewers responding to other authors' articles and as writers/readers returning to their own posts to respond to criticism—blogging becomes communicative and interactive. Online learning is perhaps of the quickest arising point. Huge number of online English courses remember guidance for perusing, composing, tuning in, and communicating in, among other central language abilities. Coming up next are instances of generally utilized innovation that might be put to use in the help of instructive progression: By pursuing a free email administration (like Gmail, Yippee, or Hotmail), understudies might start comparing with local speakers of the objective language. In addition, kids may utilise SMS to communicate with teachers about any questions they have. The iPod is a multi-media player that allows its users to create, send, and receive scripts in a variety of formats, including text, images, audio, and video. Students may read and respond to their professors' SMS messages.

6. ROLE OF MODERN TEACHER

Scientists characterized the word job as specialized express which at first came from human science and alludes to the normal assumption for how an individual ought to act. There are different methodologies that have brought about new responsibilities regarding language teachers. The function of the educator is seen by Richards and Rodgers as an integral aspect of a strategy. In Little Wood's view, a teacher's duties include serving as a guide, monitor, coordinator, advisor, and even a communicator alongside their students. Educators may be harmful in many ways, including as controllers, organisers, assessors, promoters, participants, resources, tutors, and observers. The present model, task-based language learning, evolved from Communicative Language Teaching. The basic theoretical underpinning of the TBLT is experimental learning, sometimes known as learning by doing. Since the learner's function is so drastically shifted in the TBLT, it is able to overcome many of the limitations of the conventional classroom setting. By engaging in two-way conversation with students, teachers may transform into powerful learning facilitators. The instructor is not completely disregarded, but their influence is limited; they are seen as more of a supportive guide. This is how the job of educators is described:

- Mediator
- Autonomous member
- Needs examiner
- Advocate
- Bunch handling chief

7. CONCLUSION

According to the study's authors, "role" is a "technical phrase" with sociological roots that means "common expectation" of behaviour. Different pedagogical strategies have given language teachers various roles to play. According to Richards and Rodgers, the educator's role is crucial to the success of any plan. Teacher responsibilities include guiding, monitoring, coordinating, advising, and communicating with pupils, according to Little Wood. As facilitators, they may be destructive as controllers; as assessors; as promoters; as participants; as resources; as instructors; as watchers; and as participants. Task-based language learning is a more recent methodology that developed from CLT. Experiential learning, sometimes known

as "learning by doing," is the theoretical foundation of the TBLT. The TBLT is effective because it is able to circumvent many of the constraints of the traditional classroom by repositioning the learner in a fundamental way. Teachers may develop into effective learning facilitators if they participate in two-way conversations with their pupils. The teacher is not forgotten entirely, but rather is seen as a secondary, supplementary figure. The role of a teacher may be summed up as follows:

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