



## EDUCATIONAL CHALLENGES AND SOCIAL WORK INTERVENTIONS AMONG URBAN SLUM CHILDREN IN EAST SEEMAPURI

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### Abstract

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*This study explores the complex educational issues of children living in East Seemapuri, an urban slum in Delhi, India. The research is carried out with the help of quantitative research tools and includes the views of children, parents, teachers, NGOs, and social workers through questionnaires and interviews. The study also shows that the enrollment rates of the school are rather high; nevertheless, there are a lot of challenges, such as the lack of books and other learning materials, poor physical facilities, and low literacy level of parents. Some children miss school to work or to take care of their siblings, and many parents are illiterate or cannot afford to spend much time teaching their children. The poor school infrastructure and the lack of understanding of the need for education were found to be major hurdles by stakeholders. The efficiency of RTE is considered moderate, which shows that there is a requirement of enhancing the policies related to the act. The findings of the study therefore inform the need for micro, mezzo and macro level social work practice, community mobilization, and policy changes to address these issues and improve on education of children in slum areas.*

**Keywords:** *Urban slums, Child education, Educational barriers, East Seemapuri, Right to Education (RTE) Act, Parental literacy, Social Work Solutions.*

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## 1. INTRODUCTION

There is a consensus around the world about education being a basic human right and a tool for individual and communal advancement. However, for millions of children who grow up in urban slums in India, including East Seemapuri, Delhi, this right is unattained. In spite of the various policy and legal mandates such as The Right to Education (RTE) Act by the Government, the ground realities continue to be slow to change – be it poverty and poor infrastructures or social discrimination and ignorance that makes it difficult for children to access quality education. In such marginalized communities, education would be placed in the back seat as other survival needs would need to be addressed and this would lead to high drop-out rates, irregular attendance and learning deficits.

East Seemapuri, a densely populated area in East Delhi, is a perfect example of conditions under which educational deprivation is both systemic and entrenched. This area is characterized by overcrowded housing, informal economies, and the lack of public services, and it houses a large number of school-age children who experience disrupted educational journeys due to poverty and social difficulties. Child labor, parental illiteracy, shortage of school supplies, and gender-based prejudices often stand in the way of consistent and meaningful involvement of children in formal education. Although there are government schools and NGOs, the interventions are uncoherent and poorly documented.

### 1.1. Context: Educational Deprivation in East Seemapuri

East Seemapuri, a densely populated East Delhi neighborhood, illustrates India's urban slum educational gaps. The area shows systematic neglect with informal housing, poor sanitation, unreliable electricity, and no clean water. Environmentally raised children have many educational challenges. Many must work earlier to supplement home income, while others are missing due to domestic issues or health issues caused by poor living conditions. Most students attend government schools; however, many drop out due to low attendance, learning issues, and disengagement. Overcrowded classrooms, limited teaching staff, and a lack of books, uniforms, and writing supplies exacerbate this. Many illiterate or semi-literate parents cannot fund their children's education because they prioritize economic survival over school.



## 1.2. Objectives of the Study

1. To identify and categorize the educational barriers experienced by children aged 6–14 in East Seemapuri.
2. To assess the role and effectiveness of social work interventions in addressing these challenges.
3. To analyse how social workers and NGOs collaborate with local schools, parents, and the government to improve access and retention in education.

## 2. LITERATURE REVIEW

**Desai and Desai (2016)** conducted a research on educational challenges of children in urban slum areas and the role of infrastructure deficit in the same. The study also found out that the poor infrastructure including overcrowded classrooms, poor sanitation and lack of access to learning resources affected the learning of children in slum areas. These infrastructural shortcomings rendered the learning environment unfriendly and students were not able to be fully involved in learning. Therefore, such children experienced low academic achievement, and high dropout rates. As pointed out by Desai and Desai, in order to increase educational attainment, there were requirements for improvement of physical facilities in schools within slum areas. This would provide suitable learning conditions for children that would help them in their academic as well as personal development.

**Singh and Sharma (2017)** focused on the analysis of the role of social work in the slums of large cities, and in particular in relation to education and the protection of children's rights. They stressed that social workers were one of the key actors in the link between the vulnerable groups and education systems. Their research entailed several social work practices including community organization, education advocacy and provision of emotional and psychological support to children and families. Social workers were also established to educate people on children's rights to education and to help families on how to handle the challenges that come with the education of children. Singh and Sharma further argued that, through the social work interventions, children's education participation could be improved as well as their overall quality of life. The authors'



recommendations and conclusion were that social workers played an important role in overcoming the barriers that limited children in urban slum from accessing education and should be incorporated further in the education policies and practices.

**Mehta and Chavan (2020)** studied how family support affect urban slum children's schooling. Lack of family support was a primary reason of academic failure. Due to their parents' socioeconomic and educational backgrounds, most slum children lacked counselling, motivation, and assistance to succeed academically. This caused low academic performance and high dropout rates, especially without household support. Mehta and Chavan believed that increasing family involvement in education was crucial to improving slum education. They believe that community programs that teach parents how to help their children achieve in school and provide emotional and psychological support could help children succeed at school. The study concluded that family participation should be part of educational improvement in slum schools since it affected student achievement.

**Verma and Sharma (2018)** examined urban education disparities, particularly slum children's education. This study indicated that social exclusion, access to skilled teachers, and poor teaching and learning resources disadvantaged children. These causes caused educational gaps and made it hard for slum children to escape poverty. The authors noted that urban education was unable to meet the needs of marginalized children. These educational discrepancies reinforced poverty since children without adequate education could not rise in society, according to the study. Verma and Sharma also recommended changing urban education regulations and providing more resources to slum schools. He advocated for better educational opportunities for slum children to help them overcome social and economic barriers.

### **3. RESEARCH METHODOLOGY**

#### **3.1. Research Approach**

To establish patterns as well as statistical relationships, this study utilizes a quantitative research, which can provide structured, objective and generalizable data. The use of quantitative approach allows measuring the success of social work treatments aimed at overcoming the educational barriers of children in East Seemapuri and to conduct empirical analysis of these barriers.



### **3.2. Research Design**

The research design used is a descriptive cross-sectional design. This design provides a snapshot of present educational conditions, barriers, and social work responses in East Seemapuri's urban slums at a given point in time. It is especially helpful in analyzing the prevalence of different factors and the perception and interventions of stakeholders at the same time.

### **3.3. Study Area**

The study was carried out in East Seemapuri, a highly populated urban slum in East Delhi, India. The region was chosen because of its dense concentration of underprivileged families, lack of access to educational infrastructure, and NGO and social worker activity in the cause of children welfare.

### **3.4. Sampling Technique and Sample Size**

Purposive sampling technique has been employed to ensure key informants who are directly involved in or affected by the educational ecosystem were included. The sampling was non-probabilistic, targeting individuals with experience or roles in question.

#### **Sample Composition:**

- Children (ages 6–14): 21 participants
- Parents/Guardians: 15 participants
- Teachers: 15 participants
- NGO/Social Workers: 10 participants

The size of the sample was determined on the basis of the availability of participants, their willingness to participate in research and relevance of research objectives.



### 3.5. Data Collection Methods

#### Primary Data

a) **Structured Questionnaires:** Four specially designed, close-ended questionnaires were designed for each group of participants (children, parents, teachers, NGO/social workers).

The questionnaires included:

- Likert-scale items
- Multiple-choice questions
- Yes/No responses

**Children's Questionnaire:** At school, attendance, causes of absenteeism, school perception, and learning interests.

**Parents' Questionnaire:** Information was gathered from the family income, knowledge about Right to Education (RTE) Act, and availability of educational resources.

**Teachers' Questionnaire:** Touched upon school infrastructure, drop-out rates, policy implementation and NGO involvement.

**NGO/Social Workers' Questionnaire:** Types of captured interventions, issues, results, and cooperation with government services.

b) **Structured Interviews:** In-person interviews were conducted with chosen teachers, parents, and social workers with the help of pre-prepared templates. To some extent, the interviews were made standardized so as to capture the general and yet they offered a rich response to the local educational issues and the solutions from institutional and community levels.

#### Secondary Data

The secondary sources included government documents such as reports, and policy documents from the Ministry of Education and other ministries, peer reviewed journals, NGO reports and



white papers, and newspaper/magazine articles. These were used to bring out context, confirm findings and correlate local results with the national trends in education.

### 3.6. Data Analysis

The quantitative data collected from the questionnaires were then quantitatively coded and captured in Microsoft Excel and Statistical Package for Social Sciences (SPSS) for analysis. Some of the descriptive statistics that were commonly used include frequencies, percentages, and averages. In order to analyze the results, data were presented in tables and charts.

## 4. DATA ANALYSIS AND INTERPRETATION

This section analyses interviews with parents, children, teachers, perceived NGO, and social workers to identify education issues in East Seemapuri. It focusses on education issues, Right to Education Act implementation, and enrolment and accomplishment. This report describes the situation and can be utilized to promote education in the region.

### 4.1. Analysis of Questionnaire Responses from Parents

The parents' replies helped explain East Seemapuri's children's education, particularly enrolment, school types, and amenities. This data shows crucial facets of a child's education and explores parental engagement and knowledge in resolving educational inequities.

**Table 1:** Demographic profile of parents

| Category         | Sub-category        | Number of Responses | Percentage |
|------------------|---------------------|---------------------|------------|
| <b>Age Group</b> | 18–25               | 11                  | 73.3%      |
|                  | 26–35               | 4                   | 26.7%      |
|                  | 36–45               | 0                   | 0%         |
|                  | 46 and above        | 0                   | 0%         |
| <b>Gender</b>    | Male                | 7                   | 46.7%      |
|                  | Female              | 8                   | 53.3%      |
|                  | Others              | 0                   | 0%         |
|                  | No formal education | 5                   | 33.3%      |

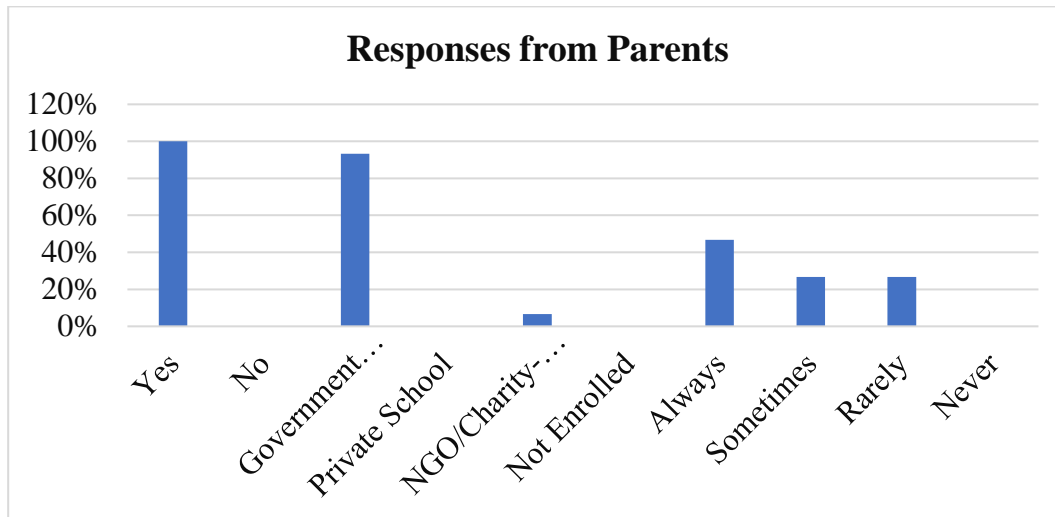
|                                  |                                  |   |       |
|----------------------------------|----------------------------------|---|-------|
| <b>Educational Qualification</b> | Primary (Up to 5th grade)        | 5 | 33.3% |
|                                  | Secondary (Up to 10th grade)     | 5 | 33.3% |
|                                  | Higher Secondary (12th or above) | 0 | 0%    |

The Demographic Profile of Parents (Table 1) shows that the respondents are young and most of them are female since 73.3% of the parents are aged between 18-25 and 53.3% of the parents are female. This implies that childbearing may be early in this community and this may have implications on the educational choices for their children. The respondents' educational attainments also show the difficulties of raising awareness about schooling; While the proportion of parents with no education is one-third of the total parents, the other two-third parents have education only up to the 10th standard; none of the parents reported having education beyond the higher secondary level. This low level of education among parents may make them less capable of helping their children with school work and appreciate the need for regular schooling which makes it very important that educational and social programs be developed for these families.

**Table 2:** Questionnaire Responses from Parents

| <b>Question</b>  | <b>Category/Option</b> | <b>Number of Responses</b> | <b>Percentage</b> |
|--|------------------------|----------------------------|-------------------|
| Is your child currently enrolled in school?                              | Yes                    | 15                         | 100%              |
|  | No                     | 0                          | 0%                |
| What type of school does your child attend?                              | Government School      | 14                         | 93.3%             |
|  | Private School         | 0                          | 0%                |
|  | NGO/Charity-run school | 1                          | 6.7%              |
|  | Not Enrolled           | 0                          | 0%                |
| Does your child have access to basic school materials (books, uniforms)? | Always                 | 7                          | 46.7%             |
|  | Sometimes              | 4                          | 26.7%             |
|  | Rarely                 | 4                          | 26.7%             |

|  |       |   |    |
|--|-------|---|----|
|  | Never | 0 | 0% |
|--|-------|---|----|



**Figure 1:** Questionnaire Responses from Parents

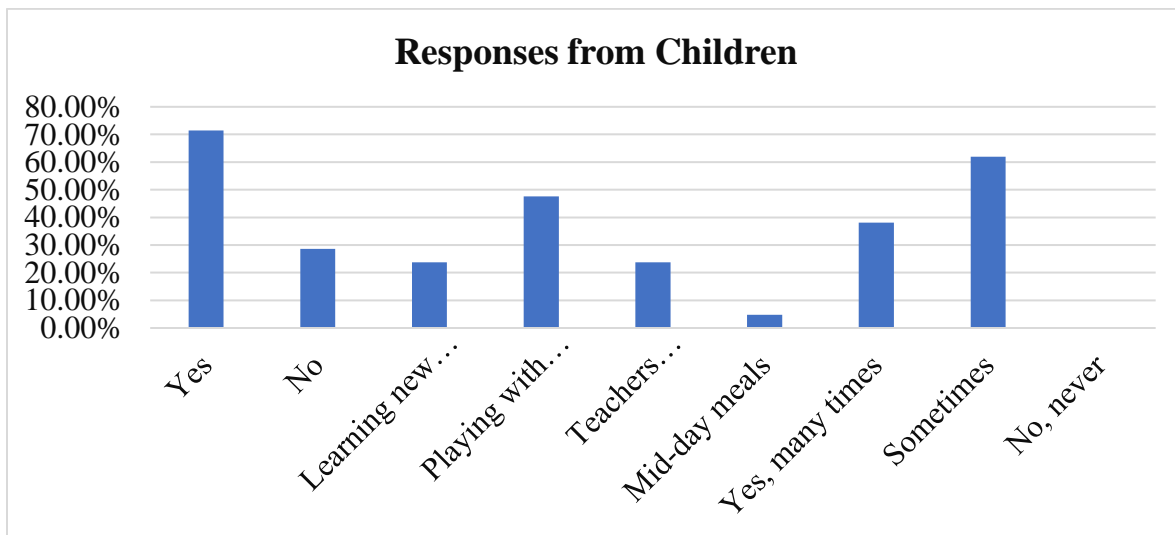
Table 2 displays parents' answers to school enrolment and school materials. It appears like most community youngsters attend school because all are at school (100% attendance). Few (6.7%) responders attend NGO or charity schools, but most (93.3%) attend government schools since the area relies on them. Regarding basic school requirements like books and uniforms, 46.7% of parents said their children always have them, 53.4% said they sometimes lack them, 26.7% sometimes have them, and 26.7% rarely have them. The lack of resources may prevent pupils from completely engaging in their studies.

#### 4.2. Analysis of Questionnaire Responses from children

The Children's Questionnaire Responses focuses on their school attendance, their preferred schools, and the issues they encounter with regards to regular schooling. This data aids in determining the opportunities and challenges in their education and the places where they could be supported to improve their school attendance and participation.

**Table 3:** Questionnaire Responses from Children

| Question  | Category/Option      | Percentage | Number of Responses |
|---|----------------------|------------|---------------------|
| Are you currently going to school?                                      | Yes                  | 71.4%      | 15                  |
|   | No                   | 28.6%      | 6                   |
| What do you like the most about going to school?                        | Learning new things  | 23.8%      | 5                   |
|   | Playing with friends | 47.6%      | 10                  |
|   | Teachers helping me  | 23.8%      | 5                   |
|   | Mid-day meals        | 4.8%       | 1                   |
| Have you ever missed school because of work or family responsibilities? | Yes, many times      | 38.1%      | 8                   |
|   | Sometimes            | 61.9%      | 13                  |
|   | No, never            | 0%         | 0                   |



**Figure 2:** Questionnaire Responses from Children

In table 3, children indicate their school attendance, choice, and reasons for missing school. Some youngsters cannot attend school, since 71.4% are now attending and 28.6% are not. What do they appreciate most about school? 47.6% replied playing with friends, 23.8% said learning new things, and 23.8% said teacher assistance. Few respondents (4.8%) stated they went to school for midday

meals. On school absenteeism, 38.1% of youngsters claimed they miss school regularly for work or family, while 61.9% said it is infrequent. These findings highlight the challenges adolescents have in balancing education and other obligations and suggest that initiatives to reduce truancy and support working youth may increase school attendance.

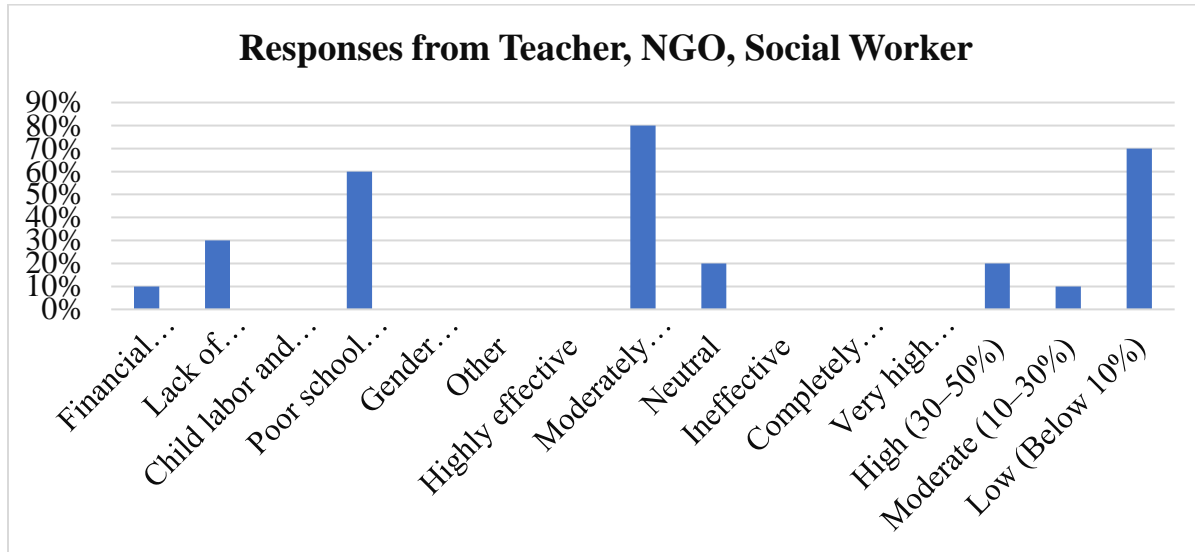
#### 4.3. Analysis of Questionnaire Responses from Teacher, NGO, Social Worker

Through Questionnaire Responses (Table 4), teachers, NGOs, and social workers identified education hurdles, RTE Act success, and student dropout rates as issues affecting East Seemapuri children. Poor infrastructure, lack of awareness, and perceived community educational intervention effectiveness are shown in this data.

**Table 4:** Questionnaire Responses from Teacher, NGO, Social Worker

| Question   | Category/Option                                     | No. of Responses | Percentage |
|--|---|------------------|------------|
| What are the most common barriers to education faced by children in Seemapuri? | Financial constraints (fees, books, uniforms)       | 1                | 10%        |
|  | Lack of awareness about the importance of education | 3                | 30%        |
|  | Child labor and household responsibilities          | 0                | 0%         |
|  | Poor school infrastructure and lack of facilities   | 6                | 60%        |
|  | Gender discrimination                               | 0                | 0%         |
|  | Other   | 0                | 0%         |
| How would you rate the effectiveness of RTE Act in Seemapuri?                  | Highly effective                                    | 0                | 0%         |
|  | Moderately effective                                | 8                | 80%        |
|  | Neutral   | 2                | 20%        |
|  | Ineffective   | 0                | 0%         |
|  | Completely ineffective                              | 0                | 0%         |
| In your experience, what is the dropout rate among                             | Very high (Above 50%)                               | 0                | 0%         |
|  | High (30–50%)                                       | 2                | 20%        |
|  | Moderate (10–30%)                                   | 1                | 10%        |

|                              |                 |   |     |
|------------------------------|-----------------|---|-----|
| children in Seemapuri slums? | Low (Below 10%) | 7 | 70% |
|------------------------------|-----------------|---|-----|



**Figure 3:** Questionnaire Responses from Teacher, NGO, Social Worker

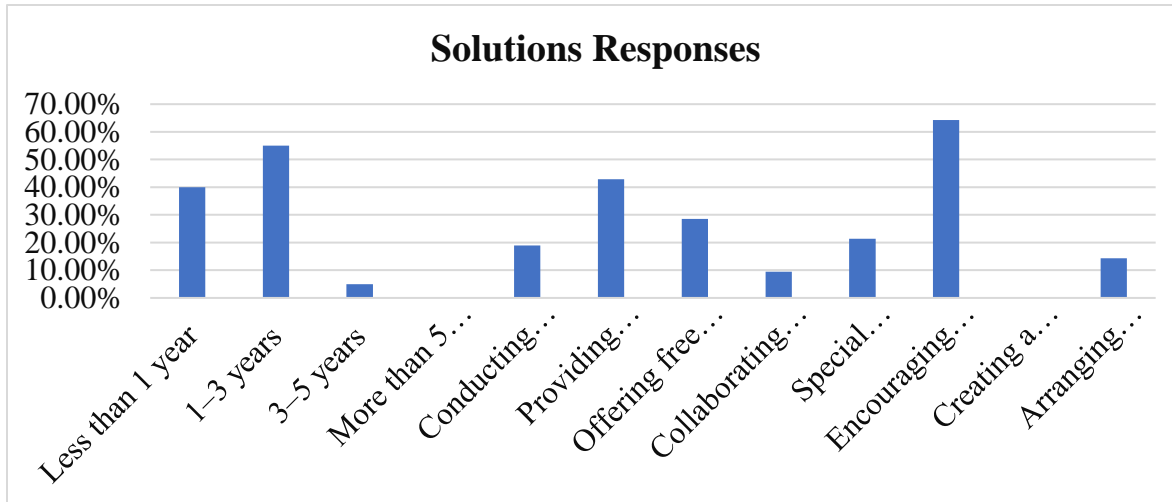
In table 4, teachers, NGO workers, and social workers describe East Seemapuri's education situation more clearly. Most (60%) cited lack of school facilities and infrastructure as a barrier to education, while 30% cited ignorance of its worth. Financial issues, child labour, and gender discrimination were rarely cited or deemed major issues by respondents. The area's RTE Act was moderately effective for 80% of respondents, neutral for 20%, and needed improvement for implementation. Most respondents (70%) said dropouts are low (below 10%), as shown below: Results show the need for increased facilities and information about community educational requirements.

#### 4.4. Analysis of Solutions Responses from Teacher's, NGO and Social Worker

This section examines responses from teachers, NGO workers, and social workers in East Seemapuri, and describes their experience and efforts to close the gap between marginalized communities and the education system using a range of supportive interventions.

**Table 5:** Solutions Responses from Teacher’s, NGO and Social Worker

| Category   | Sub-Category   | Number of Responses | Percentage |
|--|--|---------------------|------------|
| Years of Experience in Education and Child Welfare               | Less than 1 year   | 8                   | 40.0%      |
|  | 1–3 years  | 11                  | 55.0%      |
|  | 3–5 years  | 1                   | 5.0%       |
|  | More than 5 years  | 0                   | 0.0%       |
| Role of NGOs and Social Workers in Bridging School-Community Gap | Conducting awareness campaigns                                   | 4                   | 19.0%      |
|  | Providing financial aid and scholarships                         | 9                   | 42.9%      |
|  | Offering free tuition and mentoring programs                     | 6                   | 28.6%      |
|  | Collaborating with government agencies for policy implementation | 2                   | 9.5%       |
| How Teachers Help Students from Socio-Economic Backgrounds       | Special attention and remedial teaching                          | 3                   | 21.4%      |
|  | Encouraging parental involvement                                 | 9                   | 64.3%      |
|  | Creating a supportive and inclusive learning environment         | 0                   | 0.0%       |
|  | Arranging additional resources (books, stationery, etc.)         | 2                   | 14.3%      |



**Figure 4:** Solutions Responses from Teacher's, NGO and Social Worker

55% of respondents have 1-3 years of experience in child welfare and education, while 40% have less than one year (Table 5). Financial aid and scholarships were identified as the primary intervention by NGOs and social workers by most respondents (42.9%). Free tuition and mentoring programs (28.6%) and awareness campaigns (19.0%) are next in line, showcasing a multi-level approach. Government agency collaboration was only cited by 9.5% indicating that formal institutional ties may be under-utilized. According to the instructors, encouraging family involvement (64.3%) was the most effective approach to help students from socio-economic disadvantages. Special attention and remedial teaching (21.4%) and educational resources (14.3%) were second. No responders were in favor of an inclusive learning environment, which reflects the dearth of understanding for the importance of the same in addressing systemic inequity.

## 5. CONCLUSION

This study has shed light on the complex and stubborn educational problems facing children in East Seemapuri's urban slum. Even with a complete legal framework, such as the Right to Education (RTE) Act and government schools and NGOs, there is still inconsistency, and inequity of access to quality education. Despite the positive trends from data on school enrollment, serious gaps are evident – poor school infrastructure, irregular access to basic learning materials, and lack of academic support at home due to low literacy levels among parents. Many children, particularly those from poor families, are forced to skip school, since they have to do household chores, or



work early, or simply lack motivation and support. This results in high absenteeism, poor learning performance and eventual drop outs; problems further compounded by poor facilities and overcrowded classrooms. The study also brings out the role played by teachers, social workers and NGOs in reducing the educational gaps. Scholarships, remedial teaching, free tuition, awareness programs, and parent involvement assist schools to reach communities. However, such players are generally characterised by a lack of resources and systemic support, and government agency participation is underutilized. Despite the teachers' emphasis on parental involvement, no attention was paid to inclusive and emotionally supportive school environment – a neglected area in current intervention models.

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