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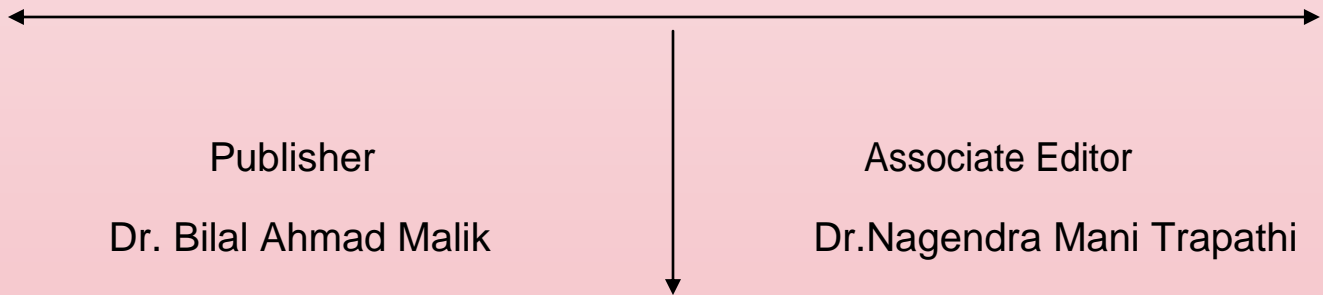
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## EFFECT OF TEACHING STRATEGIES ON ACADEMIC ACHIEVEMENT

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### ABSTRACT

*Teaching strategies play a pivot role in language teaching. In the 21<sup>st</sup> century of ICT, our conception of knowledge is entirely new. Our aim is not merely to teach the students only read and write, but to develop overall personality of an individual. It is psychologically accepted that no two individuals are alike. So teacher should select appropriate strategy according the needs and understanding level of the students. In Punjab medium of instruction in most of schools is Punjabi. But the position of Punjabi in teaching learning process is worst as per the facts revealed from many Sarva Shiksha Abhiyan (SSA) and District Information System of Education (DISE) data. Only 67.3% students of first class could read letters, 49% students of second class have ability to read words. Merely 49.2% children of third standard are paragraph-readers whereas 49.2% student of fourth standard have shown ability to read short stories. Only 69.7% students of fifth standard are fluent story readers (Report Parrho Punjab, 2012). So, There is severe need to work of effective teaching strategy to improve the academic achievement level of the students. The result of the investigation shows that the achievement (gain score) of the group taught through digital method is significantly more as compared to traditional method. There is also significant interaction found between methods of teaching and locale on the achievement. Whereas, there is no significant interaction between strategic method of teaching and gender on the achievement.*

**KEYWORDS:** Teaching Stratgy, Academic Achievement, SSA and DISE

### 1.0 INTRODUCTION:

Teaching strategies play a pivot role in language teaching. In the 21<sup>st</sup> century of ICT, our conception of knowledge is entirely new. Our aim is not merely to teach the students only read and write, but to develop overall personality of an individual. It is psychologically accepted that no two individuals are alike. So teacher should use appropriate strategy according the needs and understanding level of the students.

Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. Teaching strategy is any method that teachers use to help the students to accomplish mastery on classroom instructions. It involves different types of activities and ways and styles of instructions by using technology, so that everyone in the classroom can learn the material according to their needs and with an interesting and effective way.

Effective strategy can enhance motivation, persistence and self-concept and can consequently promote academic success and independent learning. In language, there are so many strategies that can be used to teach stories. But

the investigator has used only two types of storytelling strategies e.g Traditional Method and Digital Story Telling Technique for the present investigation.

## **1.2 STORY:**

A story is a narrative account of a real or imagined event or events. A story is a specific structure of narrative, with a specific style and set of characters and which includes a sense of completeness. Stories are the building blocks of knowledge, the foundation of memory and learning.

## **1.3 STORYTELLING:**

Storytelling has a wide-ranging application to human learning, teaching and society in general. Storytelling was the only tool available to people to preserve and share cultural customs, beliefs and heritage. Thus, storytelling proved to be a highly effective way of coding knowledge in oral cultures because it made them more memorable and easily passed on to others.

## **1.4 METHOD OF STORY TELLING STRATEGIES:**

There are number of storytelling strategies which are used by teachers, but in present investigation only two methods have been used which are as below:

### **1.4.1 TRADITIONAL METHOD**

Traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibilities are held by the teacher and they play the role of instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information. In short, the traditional Method is of view that it is the teacher that causes learning to occur. The lesson's content and delivery are considered to be the most important and students master knowledge through drill and practice (such as rote learning). Traditionally, to teach the stories, teachers use only lecture method through which they narrate the stories.

### **1.4.2 DIGITAL STORY TELLING METHOD**

Digital storytelling is an integrated application of multimedia and software that utilizes the art and techniques of digital story telling with new methods, contributing to help learners involved in the learning situation. Digital story telling is the practice of combining still images with a narrated soundtrack including both voice and music. Digital storytelling is an application of computer based techniques in the field of education.

In the present investigation these two type of strategies has been applied to teach the elementary level students and the results of these two has been analysed to measure the difference of performance in academic achievement of the students.

### 1.5 PUNJABI AS A MEDIUM OF INSTRUCTION

In Punjab, Punjabi is the state language. It is a mother language and official language of the Punjab. Most of the people speak Punjabi as their mother language. Punjabi as mother language is the main source of communication, information and knowledge. It plays an important role in the developing functional literacy, life skills and basic values among children. In Punjab medium of instruction in most of schools is Punjabi. It is an established fact that mother language as a medium of instruction plays an important role in academic achievement, inhancing creativity, imagination, and moral values in studetns. But the development of Punjabi language in Punjab looks to be unsteady, unsettled and unstable due to lack of suitable strategies, environment, and unpsychologically teaching methodology. The poor situations of educational attainment in Punjab are result of poor reading, writing and listening skills of students in Punjabi.

### 1.5 ACADEMIC ACHIEVEMENT

Academic achievement is the extent of outcomes of education to which a student, teacher or institution has achieved their educational goals. Academic achievement may be defined as excellence in all academic disciplines, in class as well as co- curricular activities. It includes excellence in sporting behaviour, confidence, communication skills, punctuality, arts, culture and the like which can be achieved only when an individual is well adjusted.

### 1.6 SIGNIFICANCE OF THE STUDY

Although Punjab is one of the most developed states of the country, yet it is still far away from achieving the goal of Universalization of Elementary Education. its position among the states of India on the bases of literacy rate is 21<sup>st</sup>. Kerala tops the list and Bihar is at the bottom, while Punjab is at number 21. Punjab is poorer than the poor and education scenario in the Punjab is very pitiable. It is proved on world level that specially at least up to first five years and generally first eight years, if a child is efficient in language and math, he will be able to become efficient in all subjects. But if he is inefficient in both he will become weak in study.

In Punjab medium of instruction in most of schools is Punjabi. But the position of Punjabi in teaching learning process is worst as per the facts revealed from many Sarva Shiksha Abhiyan and District Information System of Education (DISE) data. Only 67.3% students of first class could read letters, 49% students of second class have ability to read words. Merely 49.2% children of third standard are paragraph-readers whereas 49.2% student of fourth standard has shown ability to read short stories. Only 69.7% students of fifth standard are fluent story readers (**Report Parrho Punjab, 2012**). According to National annual report of education (2014), 16% students of second standard of government schools and 11.1% students of private schools have not ability to read words.

39% fifth standard government schools students and 26.2% private school students could not read second class books. Of class eight 0.8% students of both government and private schools have not ability to recognize the words and 13.8% can not read second standard books and 5% can not read even first standard books(**Punjabi Tribune,2015**). According to Agriculture university report on village schools (2010), 30% students of fifth standard and 12% students of eighth standard only read first standard books(**Punjabi Tribune,2015**). A large number of students clearing primary level in Fazilka district cannot read or write a sentence in Hindi, English or even Punjabi, their mother tongue, or perform basic arithmetic calculations, reveals the annual status of the Education Report, 2011-12 (**The Tribune, 2012**). The state board results of matriculation exams has also highlighted the fact that out of 3,75,343 students who appeared in the exams 23,203 students are failed in punjabi language (**Ajit, 2014**). This pitiable situation of educational attainment in Punjab, is a result of poor reading, writing and listening skills in language of medium of instructions (Punjabi). Due to poor language skills of students, there is high dropout, wastage and stagnation rate at elementary level, which leads to low academic achievement, retention and transition rate of school education in Punjab. So, the present investigation has great significance, relevance and importance for the teachers and learners because this study will help the teachers to choose appropriate story telling strategies to teach Punjabi.

### 1.7 LITERATURE REVIEW:

**Sunder (2006)**, compared the effect of traditional methods and computer based multimedia instructional strategy on use of grammar in English language. Findings of the study were that a) significant differences were found in achievement of students in English language between the groups with regard to methods of teaching. The mean scores of group-I (taught from computer based multimedia instructional strategy) showed that group I scored higher than group II. b) Computer based multimedia instructional strategy using CD-ROM was found slightly better than traditional methods of verbalism and print media.

**Yang (2012)**. Conducted an experimental study on, “Digital story telling for enhancing students academic achievement, critical thinking and learning motivation: A year long experimental study.” The investigator finds that digital story telling strategy increased students academic achievement, higher order thinking and learning motivation.

**Belias (2013)**. Concluded in his study,“Traditional teaching methods vs. teaching through the application of information and communication technologies in the accounting field”thatthat modern teaching methods, strategies and tools should adopt and integrate to enhance students interest and academic achievement instead of traditional method.

**Gambari (2014)**. Found in his study that digital storytelling supports student understanding of subject area knowledge, overall academic performance, as well as writing, technical, presentation, and research skills. In addition to these skills, our results confirm that students’ higher order thinking, social, language, reflection and artistic skills are positively affected when their teachers use digital storytelling in their classroom.

## **1.8 STATEMENT OF THE PROBLEM:**

### **EFFECT OF TEACHING STRATEGIES ON ACADEMIC ACHIEVEMENT**

## **1.9 OBJECTIVES OF THE STUDY**

The present study will be conducted keeping in mind the following objectives:

1. To know the difference among the academic achievement of students in Punjabi taught with traditional and digitalized story telling strategies.
2. To find ways and means to improve academic achievement of students.

## **1.10 HYPOTHESES OF THE STUDY:**

The investigator has framed following hypotheses for the present investigation:

- 1(H<sub>0</sub>) There will be no significant difference in the academic achievement of the students of Punjabi taught with traditional and digitalized story telling strategies.
- 2(H<sub>0</sub>) There will be no significant interaction between groups taught through traditional and digitalized story telling strategies with gender on achievement.
- 3(H<sub>0</sub>) There will be no significant interaction between groups taught through traditional and digitalized story telling strategies with locale on achievement.

## **1.11 DELIMITATIONS OF THE STUDY**

The study has been delimited as stated below:

1. The study has been delimited to Punjabi language.
2. The study has been delimited to the Government Elementary Schools of Patiala district only because literacy marks of district Patiala truly represent the literacy marks of the Punjab state in last two census figure (2001, 2011).
3. The study has been delimited to only two methods of storytelling strategies i.e. traditional and digitalized story telling strategies.
4. The study has been delimited to measure the academic achievement of the students only.

## **1.12 METHOD AND PROCEDURE ADOPTED**

The main objective of the present investigation has to compare the effectiveness of digital story telling strategy (computer assisted) and traditional strategies of teaching in regard to achievement in Punjabi. In the present

investigation investigator has used the experimental method to find the effectiveness of digital story telling strategy (computer assisted) and traditional story telling strategies.

### 1.12.1 SELECTION OF SAMPLE

A random cluster sampling technique was used to select the elementary school students. The investigation has been conducted on the sample of 200 students(boys and Girls) of class VIIth studying in Government elementary schools of P.S.E.B from urban and rural localities of Patiala District of Punjab. Schools were selected randomly by lottery system. Equating the group was done on the bases of Mean, S.D of 100 students of the total sample from Government elementary schools. Each school sample comprises 50 students in each groups.

**TABLE1: DISTRIBUTION OF SAMPLE IN EACH SCHOOL**

SCHOOL	GROUP- I (TSTS )	GROUP- III (DSTS)	TOTAL
Govt. Elementary School, Shutrana (PATIALA)	50	50	100
Govt. ElementarySchool, Patran- 1 (PATIALA)	50	50	100
TOTAL	100	100	200

### 1.13 TOOL:

The investigator has used self prepared Achievement Test in Punjabi to measure academic achievement of the students.

### 1.14 DESIGN OF THE STUDY

For the present investigation the experimental design was found appropriate. So, the present study is experimental in nature.

### 1.15 EXPERIMENTATION

Then investigator took the permission of the heads of the schools for experimentation. After permission investigator made schedule of teaching in two schools on April 3, 2016. After equating different groups actual teaching started on April 4, 2016 by preparing the Time-Table. As schools started at 8.00 am accordingly time schedule was made. Then in each school, two groups i.e one experimental and one controlled of 7th grade were taught,. Whole teaching process was carried out for a month excluding Sunday and Holidays.



## 1.16 DESIGNING OF LESSON PLAN

### 1.16.1 LESSON PLAN FOR DSTS

Subject matter with illustrations was presented on the CDs. Contents of lesson plans were same as for TSTS. Difference was only of presentation.

**1.16.1.1 CDs:** These were used to present material on computer. LCDs or computer can also be used. Use of internet was also for practice and classification. CDs contained pictures some contained videos slides, animated material and PPT to show the students about the content.

**1.16.1.2 Power Point Presentations:** These were used to teach the whole class. Subject matter in the form of points or summary was also represented. Pictures were also be shown.

**1.16.2 LESSON PLAN FOR TSTS:** Subject matter was presented through traditional lecture method using chalk-board as teaching aid. Contents of lesson plans were same as for DSTS.

## 1.17 ANALYSIS AND INTERPRETATION

### NATURE OF DISTRIBUTION OF DATA

To check the nature of distribution of data mean, median, standard deviation, skewness and kurtosis were worked out and the values are given in table2. below:

**Table 2: Nature of Distribution of Achievement gain score (N=100)**

Methods	Mean	Median	Standard Deviation	Skewness	Kurtosis
Traditional Method	2.95	3.15	1.37	-0.13	0.05
Digital Method	6.27	6.05	3.07	0.18	0.56

*Range of chance fluctuation of Skewness is -0.49 to 0.49 (Appendix-1)*

*Range of chance fluctuation of Kurtosis is -0.98 to 0.98*

Table 2 reveals that values of mean and median for achievement gain scores for traditional method are 2.95 and 3.15 respectively. The value of skewness is -0.13 which falls well within the range of chance fluctuation thus it can be considered normal. The value of kurtosis is 0.05 which falls within the range of chance fluctuation thus it can be considered normal. Values of mean and median for achievement gain scores digital method are 6.27 and 6.05 respectively. The value of skewness is 0.18 which falls well within the range of chance fluctuation thus it can be considered normal. The value of kurtosis is 0.56 which falls within the range of chance fluctuation thus it can be considered normal.

The data of achievement is normally distributed and thus fulfils the condition for parametric test.

**SIGNIFICANCE OF DIFFERENCE IN ACHIEVEMENT**

To investigate the significance of difference in the achievement of the groups taught through traditional method and digital method t-ratios were worked out and the values are given in table 3 below:

**Table 3: Significance of difference in achievement (gain scores) the groups taught through traditional method and digital method (N=100)**

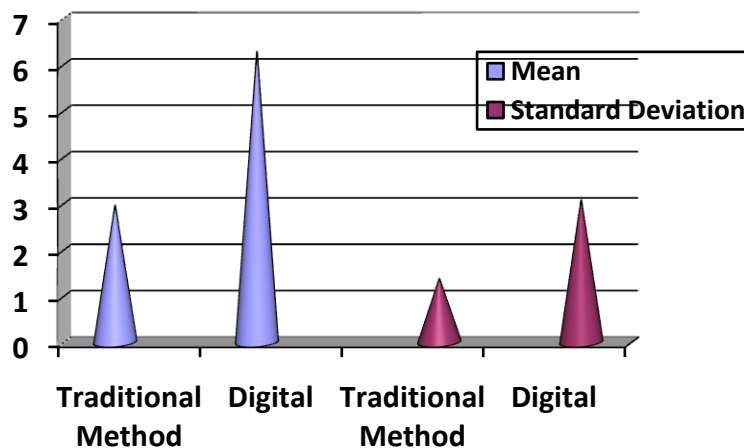
Methods of teaching	Mean	Standard deviation	t-ratio
Traditional method	2.95	1.37	6.56*
Digital method	6.27	3.07	

\*Significant 0.01 level of significance

Table 3 reveals that the means of achievement gain scores for traditional and digital methods are 2.95 and 6.27 respectively. t-ratio is 6.56, which is significant (p<0.01). The group taught through digital method achieved significantly better than traditional method.

It can be concluded that the achievement (gain score) of the group taught through digital method is significantly more as compared to traditional method.

This leads to rejection of hypothesis 1(H<sub>0</sub>) which states that ‘There will be no significant difference in the academic achievement of the students of Punjabi taught with traditional and digitalized story telling strategies.’



**Fig1 : Showing Comparitive view of mean achievement (Gain Score)**

**INTERACTION METHOD AND GENDER ON ACHIEVEMENT (GAIN SCORES)**

To investigate the significance of interaction between method and gender on achievement (gain scores) 2x2 analysis of variance was worked out. The values are given in table 4(a),4(b) and 4(c) below:

**Table 4(a): Between-Subjects Factors**

		Value Label	N
Methods of teaching	1.00	Traditional	100
	3.00	Digital	100
Gender	1.00	Female	93
	2.00	Male	107

Table 4(a) labeled as Between-Subjects Factors gives number of the subjects in each level of the factor. In this case, we have 100 students in traditional method group and 100 students in digital method group while 93 female students and 107 male students.

**Table 4(b): Levene’s test of equality of variance**

F	df1	df2	Level of Significance
1.01	5	294	0.41

Table 4(b) reveals that the F value is 1.01 which is non-significant ( $p > 0.05$ ). It thus indicates equal variance in the two groups, which fulfills the condition of analysis of variance.

**Table 4(c): Test of between-subjects effect- Dependent variable achievement (Gain score)**

Source	F	Level of Significance
Methods of teaching	52.68	0.00
Gender	0.02	0.89
Methods * Gender	0.13	0.88

Table 4(c) reveals that the F-statistic corresponding to methods of teaching is 52.68 which is significant ( $p < 0.01$ ). F-statistic corresponding to gender is 0.02, which is non-significant ( $p > 0.05$ ). The interaction between method and gender is non-significant as  $p > 0.05$  with F statistic 0.13

It can thus be concluded that there is no significant interaction between methods of teaching and gender on the achievement.

This leads to acceptance of hypothesis 2( $H_0$ ) (a) which states that ‘There will be no significant interaction between groups taught through traditional, activity based and digitalized story telling strategies with gender on achievement.’

**METHOD x LOCALE ON ACHIEVEMENT (GAIN SCORES)**

To investigate the significance of interaction between method and locale on achievement (gain scores) 2x2 analysis of variance was worked out. The values are given in tables 5(a), 5(b), and 5(c) below:

**Table 5(a) Between-Subjects Factors**

		Value Label	N
Methods of teaching	1.00	Traditional	100
	3.00	Digital	100
Locale	1.00	Rural	100
	2.00	Urban	100

Table 5(a) labeled as Between-Subjects Factors gives number of the subjects in each level of the factor. In this case, we have 100 students in traditional method group and 100 students in digital method group while 100 rural students and 100 urban students.

**Table 5(b): Levene’s test of equality of variance**

F	df1	df2	Level of Significance
1.99	5	294	0.08

Table 5(b) reveals that the F value is 1.99 which is non-significant ( $p > 0.05$ ). It is thus indicates equal variance in the two groups, which fulfills the condition of analysis of variance.

**Table 5(c): Test of between-subjects effect- Dependent variable achievement**

Source	F	Level of Significance
Methods of teaching	57.12	0.00
Locale	0.07	0.79
Methods * Locale	4.71	0.00
Corrected Total		

Table 5(c) reveals that the F-statistic corresponding to methods of teaching is 57.12 which is significant ( $p < 0.01$ ). F-statistic corresponding to locale is 0.07, which is non-significant ( $p > 0.05$ ). The interaction between method and locale is significant as  $p < 0.01$  with F statistic 4.71

It can thus be concluded that there is significant interaction between methods of teaching and locale on the achievement.

This leads to rejection of hypothesis 3( $H_0$ ) (a) which states that ‘There will be no significant interaction between groups taught through traditional and digitalized story telling strategies with locale on achievement.’

**Result and Conclusions:** From above analysis it can be concluded that

1. The achievement (gain score) of the group taught through digital method is significantly more as compared to traditional method
2. There is no significant interaction between strategic method of teaching and gender on the achievement.
3. There is significant interaction between methods of teaching and locale on the achievement.

**Educational Implications:** The investigation has educational implication as below:

1. The result of the investigation shows that teaching strategy has significant impact on the academic achievement level of the students, so teacher should always prefer digital strategy of teaching to teach language.
2. The result of the investigation shows that there is no significant interaction between strategic method of teaching and gender on the achievement, so there is no need to be gender specific while selecting teaching method for language teaching.
3. The result of the investigation shows that there is significant interaction between strategic method of teaching and locale on the student on achievement level, so teacher should accord special attention to the local of the student while selecting teaching strategy.

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