

(54) Title of the invention : Rapid Reading Enabler – 2.0

<p>(51) International classification :G06Q 200200, G06Q 200400, G06Q 204000, G10L 152600, H04W 161400</p> <p>(86) International Application No :PCT// / Filing Date :01/01/1900</p> <p>(87) International Publication No : NA</p> <p>(61) Patent of Addition to Application Number :NA Filing Date :NA</p> <p>(62) Divisional to Application Number :NA Filing Date :NA</p>	<p>(71)Name of Applicant : 1)Dr. Pushpraj Singh Address of Applicant :KL Deemed to be University, Green Fields, Vaddeswaram -----</p> <p>Name of Applicant : NA Address of Applicant : NA</p> <p>(72)Name of Inventor : 1)Dr. Sanjay Arora Address of Applicant :Associate Professor of English & Dean, School of Humanities and Languages, Central University of Rajasthan,NH-8, Bandarsindari, Tehsil Kishangarh, Ajmer, Rajasthan 305817 -----</p> <p>2)Dr. Nishtha Keswani Address of Applicant :Associate Professor of Data Science & Analytics, School of Mathematics, Statistics & Computational Science, Central University of Rajasthan, NH-8, Bandarsindari, Tehsil Kishangarh, Ajmer, Rajasthan 305817 -----</p> <p>3)Dr. Pushpraj Singh Address of Applicant :Assistant Professor, K L University, Green Fields, Vaddeswaram, Andhra Pradesh 522302 -----</p> <p>4)Dr. Ekta Rana Address of Applicant :Lecturer of English, St Theresa International College, 1 Moo 6 Rangsit-Nakornnayok Road (Klong 14 Bueng San, Ongkharak District, Nakhon Nayok 26120, Thailand -----</p> <p>5)Ms. Anshika Address of Applicant :Ministry of Education, UAE -----</p> <p>6)Ms. Bhavya Address of Applicant :Honeywell Technology Solutions, Brigade Metropolis, Garudachar Palya, Mahadevapura, Bengaluru, Karnataka 560048 -----</p> <p>--</p>
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(57) Abstract :

The invention is of a learning device and system that aims to improve reading skills in English language learners, particularly those in Tier II, III cities, and villages in India. The device integrates multiple strategies and technologies to create a comprehensive and engaging learning experience for the user. The system uses a process-oriented, interpretive approach to reading, with a focus on multiple connotative and denotative context-specific layers of lexical chunks. The device comprises a range of varied texts, such as academic, literary, scientific, commercial, legal, and philosophical, and a series of five 30-second reading tests to determine the learner's proficiency level and identify the frequency of backtracking and regression. Based on the results, learners will be classified into three categories: beginners, intermediate, or advanced readers. There will be a box slider as per the noticed speed. For beginners, the text font will be Times New Roman, Font 14, Double space. The text will be in the form of informative stories of not more than 2 pages (final number of pages to be read- 2000) For intermediate, the text font will be Times New Roman, Font 14, 1.5 space. The text will be mixed types from different fields which are more informative. No text will be above 4 pages (final number of pages to be read- 2000 pages) For advanced, the text font will will Times New Roman, Font 12, single space. The text will be from a wide and diversified range of texts which will be more informative (final number of pages to be read- 2000 pages) The device provides a list of words, highlights discourse markers, paragraphs, topical sentences, and the beginning, middle, and end of the paragraph and text, as well as providing strategies for skimming, scanning, and chunking of information. To motivate learners to continue reading and learning, the pedagogy system includes a motivational system of points with bank of rewards for each reader reaching a particular point score. They will be sent a reward through a local vendor. The device Rapid Reading Enabler helps learners develop an interest in reading and retaining the information they get while reading. The device is designed to make learners aware of the varied connotative and denotative dimensions of language and sensitize them to reading skills. It focuses on a process-oriented approach and has a novel way of developing learners' sensitivity to the creative and critical use of language. The pedagogy supplements the teachers in the classroom and has the potential to sensitize readers while they explore the multiple kinds of emotions experienced while reading different kinds of texts. This skill enhancement device and system offers a personalized and engaging learning experience as it adapts to the needs and pace of each individual reader. It addresses the problem of reading skills and comprehension and has the potential to improve readers' social and economic mobility by providing them with the skills they need to succeed in the ever expanding global world of English language. Keywords: innovative language pedagogy, process-oriented approach, comprehensive reading system, fuzzy logic algorithm, motivational point system, adaptive teaching approach

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Name of Invention: Rapid Reading Enabler – 2.0

Abstract

The invention is of a learning device and system that aims to improve reading skills in English language learners, particularly those in Tier II, III cities, and villages in India. The device integrates multiple strategies and technologies to create a comprehensive and engaging learning experience for the user. The system uses a process-oriented, interpretive approach to reading, with a focus on multiple connotative and denotative context-specific layers of lexical chunks.

The device comprises a range of varied texts, such as academic, literary, scientific, commercial, legal, and philosophical, and a series of five 30-second reading tests to determine the learner's proficiency level and identify the frequency of backtracking and regression. Based on the results, learners will be classified into three categories: beginners, intermediate, or advanced readers. There will be a box slider as per the noticed speed. For beginners, the text font will be Times New Roman, Font 14, Double space. The text will be in the form of informative stories of not more than 2 pages (final number of pages to be read- 2000) For intermediate, the text font will be Times New Roman, Font 14, 1.5 space. The text will be mixed types from different fields which are more informative. No text will be above 4 pages (final number of pages to be read- 2000 pages)

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For advanced, the text font will will Times New Roman, Font 12, single space. The text will be from a wide and diversified range of texts which will be more informative (final number of pages to be read- 2000 pages)

The device provides a list of words, highlights discourse markers, paragraphs, topical sentences, and the beginning, middle, and end of the paragraph and text, as well as providing strategies for skimming, scanning, and chunking of information.

To motivate learners to continue reading and learning, the pedagogy system includes a motivational system of points with bank of rewards for each reader reaching a particular point score. They will be sent a reward through a local vendor. The device Rapid Reading Enabler helps learners develop an interest in reading and retaining the information they get while reading.

The device is designed to make learners aware of the varied connotative and denotative dimensions of language and sensitize them to reading skills. It focuses on a process-oriented approach and has a novel way of developing learners' sensitivity to the creative and critical use of language. The pedagogy supplements the teachers in the classroom and has the potential to sensitize readers while they explore the multiple kinds of emotions experienced while reading different kinds of texts.

This skill enhancement device and system offers a personalized and engaging learning experience as it adapts to the needs and pace of each individual reader. It addresses the problem of reading skills and comprehension and has the potential to improve readers' social and economic mobility by providing them with the skills they need to succeed in the ever expanding global world of English language.

Keywords: innovative language pedagogy, process-oriented approach, comprehensive reading system, fuzzy logic algorithm, motivational point system, adaptive teaching approach

FIELD OF INVENTION

The present invention is related to educational technology, specifically within the subfield of language learning technology. The device is designed to help learners across the country improve their English reading skills using interactive learning materials, personalized learning opportunities, and feedback. As an edtech product, the device is intended to enhance the language learning process, making it more accessible, engaging, and effective, and has the potential to impact education positively. The device shall ease the difficulty that many students across the country face in reading and comprehending English. It is intended to help learners improve their language skills, particularly in the areas of reading, by providing a user-friendly, interactive, and personalized learning experience.

BACKGROUND OF INVENTION

India is a country with significant linguistic diversity, where English is often used as a common language for communication across different states and regions. However, the proficiency levels of English language skills vary widely across the country, and learners in tier two, tier three cities, and villages often face significant challenges in developing their skills of reading in English.

One of the main problems in this area is the lack of access to quality resources, including textbooks, learning materials, and absence of encouragement and motivation by the teachers. According to the Annual Status of Education Report (ASER) 2018, many schools in rural areas lack basic facilities such as libraries, computer labs, and internet connectivity, which limits the opportunities for learners to improve their language skills. The report also found that many children in rural areas lack basic English language skills, such as the ability to read simple words and sentences.

The COVID-19 pandemic has further exacerbated these issues, with remote learning being a challenge for many learners in rural areas who lack access to reliable internet connectivity and digital devices. A survey conducted by the National Sample Survey Office (NSSO) in 2020 found that only 24% of households in rural areas had access to the internet, compared to 42% in urban areas.

The device aims to address these challenges by providing readers a user-friendly, offline access to authentic reading resources to improve their reading skills. By leveraging educational technology, the device can offer interactive learning materials and exercises, such as quizzes and games, to make the learning process more engaging, interactive and enjoyable. Additionally, the device can operate on low-cost, affordable hardware, making it accessible to learners in rural areas with limited means.

The device's potential impact is supported by studies that demonstrate the efficacy of educational technology in improving language skills. For instance, a study by Vijayalakshmi and Latha (2016) found that mobile-based language learning apps improved the English language proficiency of learners in a rural area in Tamil Nadu. Another study by Zainuddin and Perera (2019) found that the use of digital storytelling activities in language learning improved the reading and writing skills of learners in a rural area in Indonesia.

In conclusion, the problem of reading skills in tier two, tier three cities, and villages of India is a complex and multifaceted issue. However, our device has the potential to address these challenges by providing learners with an accessible and engaging way to improve their reading skills, leveraging the power of educational technology.

SUMMARY OF THE INVENTION

The present invention is a learning pedagogy device and system for improving reading skills of learners of English in India. The device leverages educational technology and artificial

intelligence (AI) to provide a personalized and engaging learning experience that adapts to the needs and pace of each individual learner.

One of the objectives of the present invention is to create interest in reading by providing a point bank of rewards, where each reader who reaches a particular point score is sent a reward through a local vendor. The system is designed to encourage even the most reluctant reader to develop an interest in reading and become a lifelong reader.

Another object of the present invention is to observe the level of learners and sensitize them to creative reading skills. The system and method are designed to make learners aware of the varied connotative dimensions of language and provide them with the tools and skills necessary to comprehend and interpret different types of texts.

The invention can be implemented on a user device, such as a smartphone, ipad, desktop or laptop, and is capable of processing the designed algorithms using varied processors and hardware, such as Field Programmable Gate Arrays (FPGAs) or Microcontrollers for automatic modulation classification.

The device and system operate by sorting readers as per the defined levels (basic, intermediate and advanced) based on their proficiency in reading English, using machine learning techniques to determine each learner's level. The system then provides personalized learning content to the learners based on their proficiency level, which is stored in a learning content database.

The system also includes a user-friendly and engaging interface, featuring interactive learning materials and exercises. The system provides feedback to the learner, highlighting their strengths and weaknesses and offering suggestions for improvement.

In summary, the present invention provides a learning pedagogy device and system that uses educational technology and AI to improve the reading skills of learners. The system offers a

personalized and engaging learning experience that adapts to the needs and pace of each individual learner, encouraging even the most reluctant reader to become a lifelong reader.

BRIEF DESCRIPTION OF THE DRAWINGS

The present invention is a device for improving the reading skills of learners across tier two, tier three cities, and villages in India. The device leverages educational technology and artificial intelligence (AI) to provide a personalized and engaging learning experience that adapts to the needs and pace of each individual learner. In order to explain the device and its operation, this patent application includes two figures that illustrate the key features of the device.

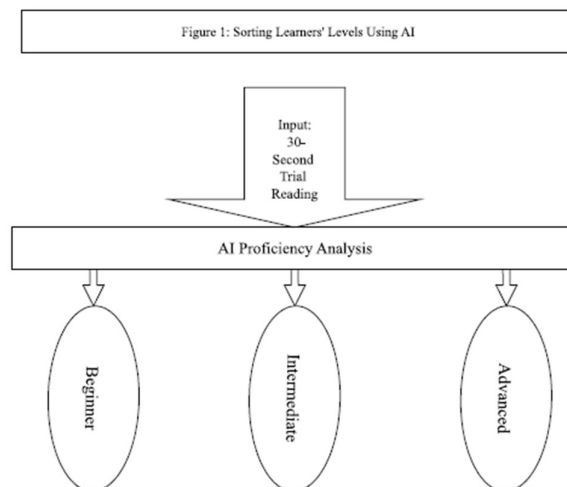


Figure 1 illustrates the sorting of learners' levels through a device using AI. The figure highlights the critical role that AI plays in determining each learner's proficiency level in reading English. This is a crucial aspect of the device's operation because it allows for personalized learning content that is tailored to suit each individual learner's level that is identified at the initial stage through 30-second trial readings of varied text forms. The figure demonstrates the flow of data and information involved in the sorting process, making

it clear to the reader how the device uses AI to provide a more effective and efficient language learning experience.

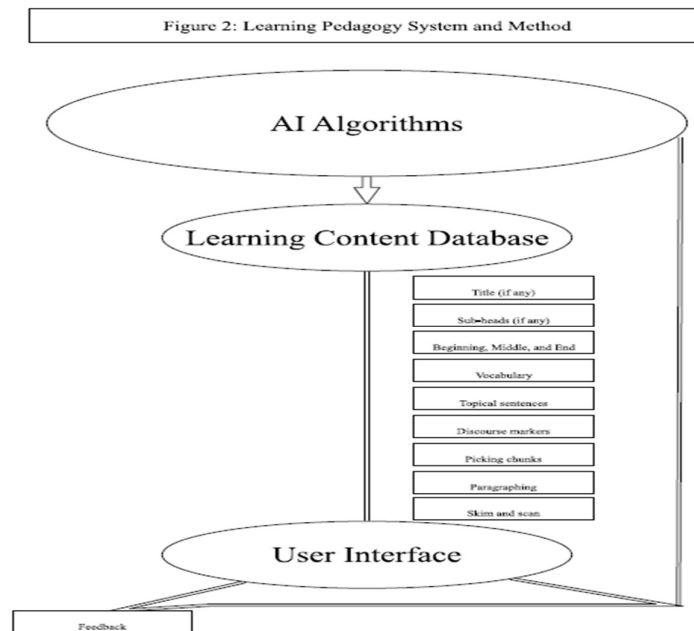


Figure 2 provides a high-level overview of the learning pedagogy system and method used in the device. This figure shows the various components of the system, including the AI algorithms, the learning content database, and the user interface. The figure helps to explain how these components work together to provide a personalized and engaging learning experience for the learner. It also shows how feedback is provided to the learner, highlighting their strengths and weaknesses and offering suggestions for improvement.

The figures in this patent application are crucial for explaining the operation of the device and its unique features. They help to demonstrate the use of AI and educational technology in providing an effective and accessible language learning experience for all levels of readers across different cities and villages in India.

DETAILED DESCRIPTION OF THE INVENTION

The present invention provides a learning pedagogy device and system for improving reading skills of English learners, especially those in Tier II, III cities, and villages of India. The system uses a process-oriented, interpretive approach to learning, with a focus on multiple connotative and denotative context-specific layers of lexical items. The system integrates multiple reading strategies like skimming, scanning etc., and AI technology to create a comprehensive and engaging reading experience for the user. It can be implemented on any digital device having a camera, mic, and a display unit, such as a laptop, smartphone, or tablet.

The system includes a machine learning module, which utilizes a script and various language vocabulary processing devices with a fuzzy logic rendering module. The machine learning interface dynamically integrates stored information in a database unit and analyzes online instructions and real-time information provided through reading modules. The machine learning algorithms utilize the digital device, which can include a software agent, a fuzzy logic algorithm, a predictive algorithm, an intelligence rendering algorithm, and a self-learning (including relearning) algorithm to check comprehension and the usage of vocabulary.

The system is process-oriented with a marginal focus on interpretation and has a novel way of developing learners' sensitivity to the creative and critical use of language. The pedagogy is designed to develop the learners' sensitivity to creative, critical, and analytical use of language. The device establishes the affinity between syntactical patterns and regular reading strategies, and has the potential to sensitize the readers towards reading.

The system further includes a programming module that is configured to process the instruction provided by the processor. The programming module is capable of processing

and integrating various reading strategies and technologies to create a comprehensive and engaging learning experience for the user.

The digital device includes a central processing unit (“CPU” or “processor”) that will comprise at least one data processor for executing program components for executing user or system-generated requests. The processor may include specialized processing units such as Field Programmable Gate Arrays (FPGAs), integrated system (bus) controllers, memory management control units, floating-point units, graphics processing units, digital signal processing units, etc. The memory devices may store a collection of program or database components, including an operating system, user interface application, web browser, mail server, mail client, user/application data, etc.

The system is designed to make the learners aware of the varied connotative dimensions of English language and sensitize them to the creative reading skills. The system provides a learning pedagogy method that can be used for academic, literary, scientific, commercial, legal, philosophical texts. The system adapts to the level of the learners, which can be determined by a series of five 30-second reading test from a range of texts chosen by the user. The readers will be divided into three categories: beginners, intermediate, and advanced readers. The system includes algorithms for improving vocabulary, discourse markers, interpretation of paragraph division, topical sentence identification in each paragraph, highlighting beginning, middle, and end in paragraphs, skimming and scanning, picking chunks, lexical discourse markers, title(s), and sub-head(s). This helps the readers to understand the structure, flow, and main ideas of the text. The system also provides strategies for skim reading and scan reading, which help learners to identify important information in the text quickly. Furthermore, the system teaches learners how to identify information chunks in the text to enable them understand complex ideas and concepts. The system also includes class experiments designed to trigger the psychology of the readers to

read word ripples and help them to think of life values and information which the text engages in. The system includes a programming module and a processor that is configured to adapt to process the instructions provided by the programming module. The pedagogy system establishes the affinity between syntactical patterns and usual learning strategies. One of the core algorithms of the pedagogy system is the Vocabulary algorithm. This algorithm provides learners with a list of relevant vocabulary words that appear in the text they are reading.

The present invention provides a learning pedagogy device and system that encourages even the most reluctant reader to become a lifelong rapid reader. One aspect of this invention is the use of a point bank of rewards to create interest in reading. To ensure that readers continue to be interested in reading and become consistent readers, the invention comes up in the form of a Rapid Reading Enabler. This enables learners to develop an interest in reading, retain the information they read, and comprehend it reasonably well. The Rapid Reading Enabler can be used to read varied texts, such as academic, literary, scientific, commercial, legal, and philosophical.

Algorithm:

Decide the text: The system will provide a range of varied texts, such as academic, literary, scientific, commercial, legal, and philosophical. The readers can choose the text type that they are interested in reading.

Test the guest: The system will administer a series of 5 reading texts of 30 seconds each to the learner to determine their proficiency level in reading.

Choose the level: Based on the results of the reading test, the system will categorize the readers as beginner, intermediate, or advanced and accordingly pace them.

The present invention also provides a learning pedagogy system that is capable of observing the level of readers and sensitizing them to creative reading skills. To achieve this objective, the system utilizes several algorithms to help readers comprehend and interpret different types of texts.

Algorithm:

Title (if any): The system will highlight the title of the text to help readers understand the main theme of the text.

Sub-heads (if any): The system will highlight sub-heads in the text to help learners identify the main ideas and themes of different sections of the text.

Beginning, middle, and end: The system will highlight the beginning, middle, and end of the paragraph and text to help learners understand the structure and flow of the text.

Vocabulary: The system will provide learners with a list of vocabulary words that are relevant to the text they are reading with associative pictures and localized contexts through a set of sentences. This will help them understand the meaning of the words in context and improve their comprehension of the text.

Topical sentences: The system will highlight topical sentences in each paragraph to help learners identify the main idea of the paragraph.

Discourse markers: The system will highlight discourse markers such as conjunctions, prepositions, and adverbs to help learners identify the relationships between different parts of the text.

Picking chunks: The system will teach learners how to identify lexical chunks such as noun phrases, verb phrases, prepositional phrases etc. in the text, which will help them understand complex ideas and concepts.

Paragraphing: The system will highlight paragraph division in the text to help learners understand the overall structure of the text and its main idea(s).

Skim and scan: The system will provide learners with strategies for skim reading and scan reading, which will help them identify important information in the text quickly.

The point bank of rewards will have slabs at intervals of 500, and by the time any reader reaches 2000 points, they will have read more than 2000 pages of varied texts. This reading experience is divided into three stages, viz., primary, intermediate, and advanced, each stage having a readership target of 2000 pages. It is assumed that after reading 6000 pages of text, each reader would develop the ability to read, comprehend and interpret each text.

The system is innovative and has a novel way of developing learners' sensitivity and interest in reading comprehension. The system will go a long way in establishing the viability of texts from a more humane point.

The present invention is a comprehensive language learning system that helps learners develop their reading, comprehension, and interpretation skills.

It also encourages learners to develop an interest in reading, retain the information they read, and comprehend it reasonably well. The system is based on a Rapid Reading Enabler and several algorithms to help readers comprehend and interpret different types of texts. The system offers a personalized and engaging learning experience that adapts to the needs and pace of each individual learner, addressing the problem of reading skills.

Claims

We Claim:

Claim 1. A language learning device comprising a holistic association of a system and process for improving the reading skills of readers, the system utilizing machine learning and multiple reading strategies and technologies, and providing a process-oriented approach with a marginal focus on interpretation and multiple connotative context-specific layers of lexical items and syntactical structures. The device includes a programming module, processor, and a digital device with a camera, mic, and display unit, and is capable of processing and integrating various reading strategies and technologies to create a comprehensive and engaging reading experience for the user.

Claim 2. A learning pedagogy device as claimed in claim 1, for improving reading and comprehension skills using multiple reading strategies, of English language learners particularly those in Tier II, and III cities, and villages of India.

Claim 3. A process-oriented device as claimed in claim 1, with an interpretive approach to learning that focuses on multiple connotative and denotative context-specific layers of lexical items using machine learning module that utilizes a script and various language vocabulary processing devices with a fuzzy logic rendering module.

Claim 4. A device, as claimed in claim 1, with a pedagogy system that develops readers' sensitivity to creative and critical thinking and establishes an affinity between syntactical patterns and lexical chunks.

Claim 5. A system, as claimed in claim 1, that utilizes a Rapid Reading Enabler to promote interest in reading, information retention, vocabulary enhancement, skimming and scanning technique, identification of discourse markers, topical sentences, and sub-heads to help readers understand the structure, flow, and main ideas of the text..

Claim 6. A system, as claimed in claim 1, that categorises readers into three levels: beginners, intermediate, and advanced (by administering a series of five 30-second reading tests to determine their proficiency level in reading), and providing a personalized and engaging reading experience that adapts to the needs and pace of each individual reader, with a point bank of rewards that motivates learners to continue reading and learning. b

Claim 7. A system, as claimed in claim 1, that uses a machine learning interface to dynamically integrate stored information in a database unit and analyze online instructions and real-time information provided by teaching modules.

Claim 8. A digital device, as claimed in claim 1, that includes a central processing unit, a camera, a mic, and a display unit, such as a laptop, smartphone, or tablet, using algorithms to help learners comprehend and interpret different types of texts.

Claim 9. A device, as claimed in claim 1, that includes a fuzzy logic algorithm, a predictive algorithm, an intelligence rendering algorithm, and a self-learning (including relearning) algorithm to check the usage of vocabulary.

Claim 10. A method, as claimed in claim 1, for using a machine learning module to read and analyze dynamically integrating stored information, online instructions and real-time content provided through teaching modules and instructions provided by the central processing unit (“CPU” or “processor”) that can comprise at least one data processor for executing program components for executing user or system-generated requests

Figure 1: Sorting Learners' Levels Using AI

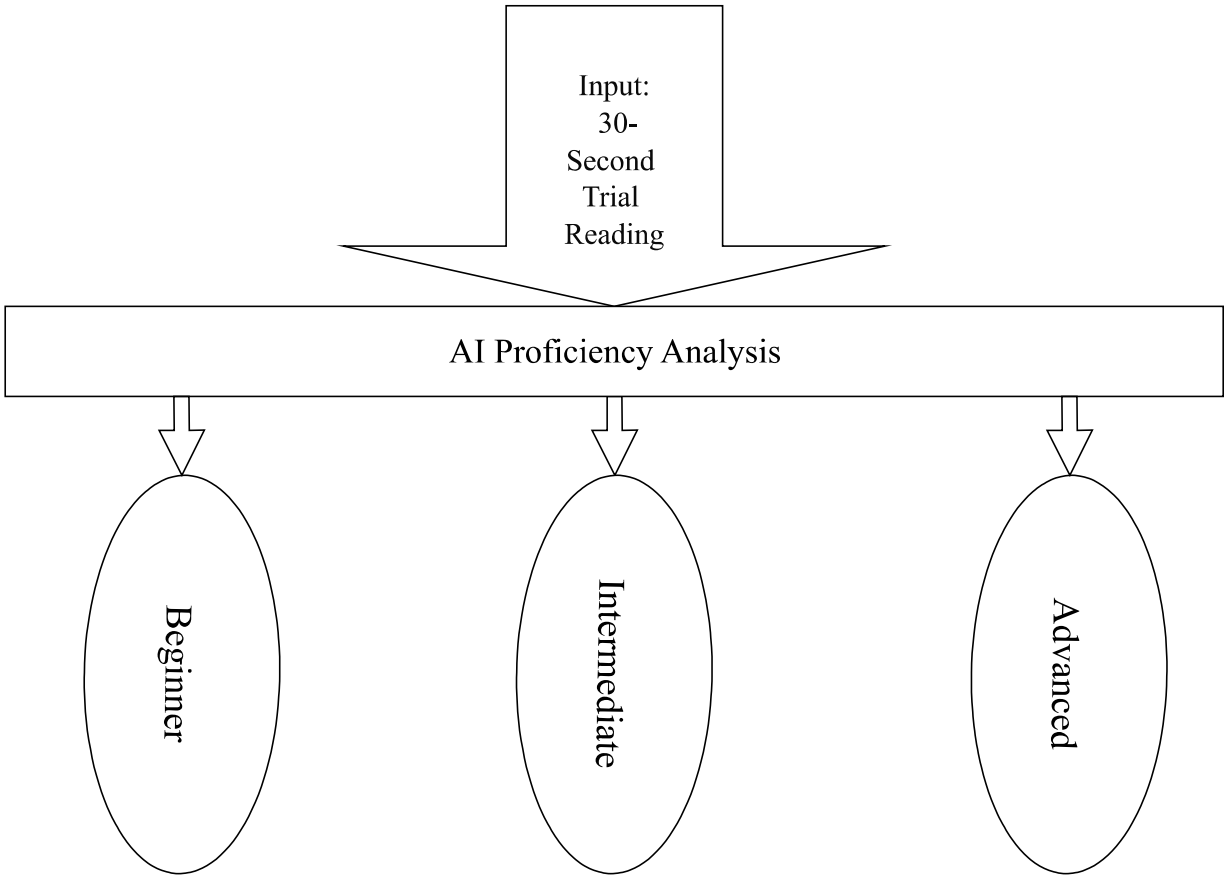
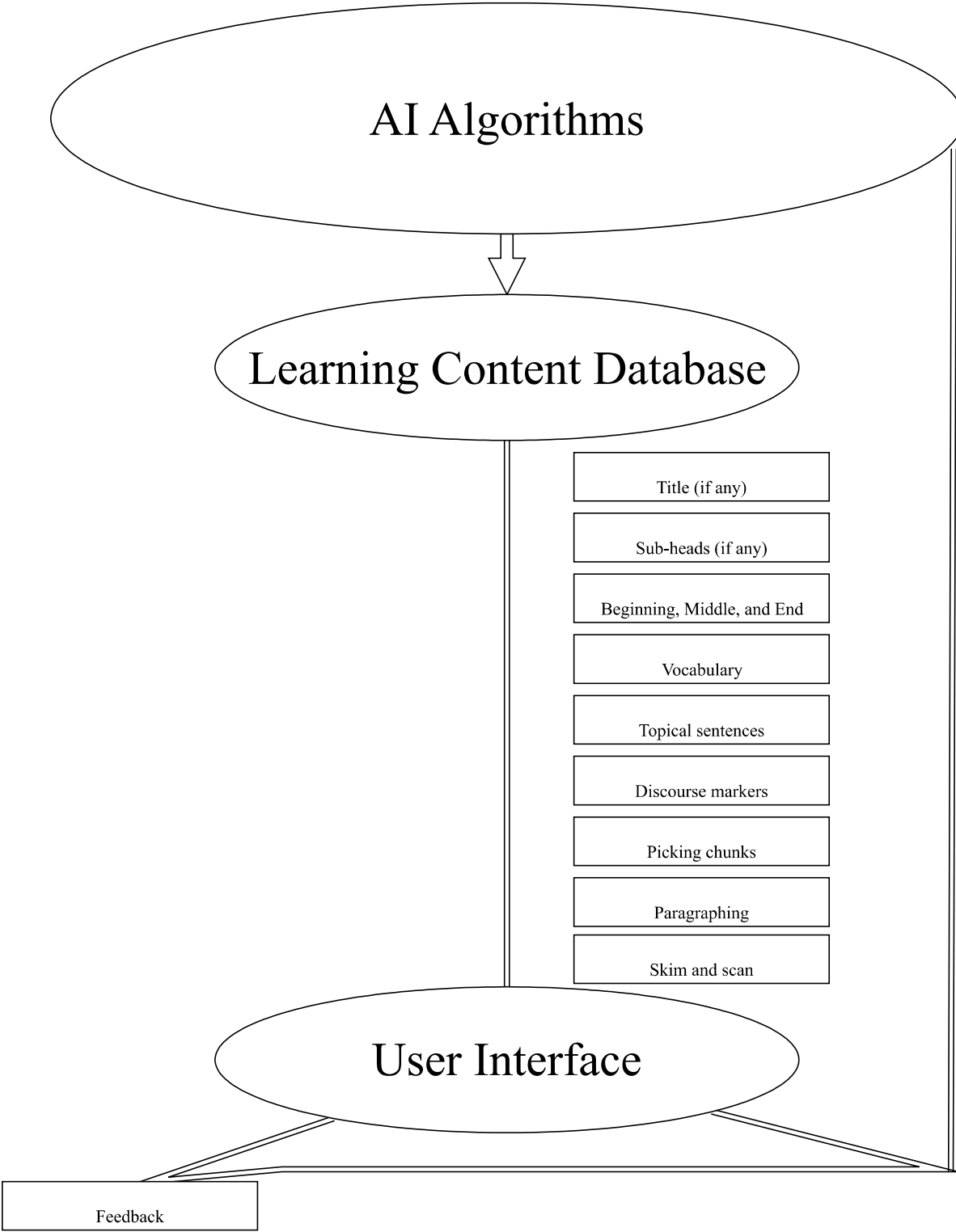


Figure 2: Learning Pedagogy System and Method



FORM 1
THE PATENTS ACT, 1970
(39 of 1970)
&
THE PATENTS RULES, 2003
APPLICATION FOR GRANT OF PATENT
[See sections 7,54 & 135 and rule 20(1)]

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Signature:

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3. TITLE OF THE INVENTION: Rapid Reading Enabler – 2.0**4. ADDRESS FOR CORRESPONDENCE OF APPLICANT / AUTHORISED PATENT AGENT IN INDIA:**

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5. PRIORITY PARTICULARS OF THE APPLICATION(S) FILED IN CONVENTION COUNTRY:

Sr.No.	Country	Application Number	Filing Date	Name of the Applicant	Title of the Invention
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6. PARTICULARS FOR FILING PATENT COOPERATION TREATY (PCT) NATIONAL PHASE APPLICATION:

International Application Number	International Filing Date as Allotted by the Receiving Office
PCT// /	

7. PARTICULARS FOR FILING DIVISIONAL APPLICATION

Original (first) Application Number	Date of Filing of Original (first) Application
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8. PARTICULARS FOR FILING PATENT OF ADDITION:

Main Application / Patent Number:	Date of Filing of Main Application
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9. DECLARATIONS:**(i) Declaration by the inventor(s)**

I/We ,Dr. Sanjay Arora,Dr. Nishtha Keswani,Dr. Pushpraj Singh,Dr. Ekta Rana,Ms. Anshika,Ms. Bhavya, is/are the true & first inventor(s) for this invention and declare that the applicant(s) herein is/are my/our assignee or legal representative.

(a) Date: -----

(b) Signature(s) of the inventor(s):

(c) Name(s): Dr. Sanjay Arora,Dr. Nishtha Keswani,Dr. Pushpraj Singh,Dr. Ekta Rana,Ms. Anshika,Ms. Bhavya

(ii) Declaration by the applicant(s) in the convention country

I/We, the applicant(s) in the convention country declare that the applicant(s) herein is/are my/our assignee or legal representative.

(a) Date: -----

(b) Signature(s) :

(c) Name(s) of the signatory: Dr. Pushpraj Singh,Dr. Pushpraj Singh,Dr. Pushpraj Singh

(iii) Declaration by the applicant(s)

- The Complete specification relating to the invention is filed with this application.

- I am/We are, in the possession of the above mentioned invention.
- There is no lawful ground of objection to the grant of the Patent to me/us.

10. FOLLOWING ARE THE ATTACHMENTS WITH THE APPLICATION:

Sr.	Document Description	FileName
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I/We hereby declare that to the best of my/our knowledge, information and belief the fact and matters stated hering are correct and I/We request that a patent may be granted to me/us for the said invention.

Dated this(Final Payment Date): -----

Signature:

Name: Dr. Pushpraj Singh

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Application Details

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APPLICANT NAME	Dr. Pushpraj Singh
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Application Status

APPLICATION STATUS	Application Awaiting Examination
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