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A KLMN Teaching Technique for Transformation in Education

Dr.J.Komalalakshmi¹,

¹Academic coordinator, Chinmaya Vidyalaya Matriculation school, R.S. Puram, Coimbatore, Tamilnadu, India.

Abstract: *Education should make the child from a very interesting childhood to a very interesting man. Clarity is still needed in knowing the objective of today's Education. Whether How to become rich with economical independency or How to live a life happily and socially helpful and useful to others is the motivational slogan in today's world for a child? The Development of a child is viewed in terms of economic growth. Surprisingly not only wealth but also certain things to be used as measuring parameters for the development of oneself and it has less attention in the child's growth. This paper discusses about the teaching methods that could unconsciously supports and stimulates the growth of a child to become a Rich Philanthropist. In spite of the limitations and challenges, the teaching play vital role to preserve this resource. The proposed technique can influence the transformation of every teacher as a gardener. The proposed KLMN technique supports the teaching learning - process that transforms the child and nurtures the child as happy living man with vision of serving society.*

Keywords: *KLMN, 21st Century Competencies, Teaching – learning process.*

I. INTRODUCTION

Teaching is an art and it is a social one. It helps the learner to learn how to live. Educating the child is to help the child in learning the art of living fully and happily now at the present stage and in the future. Children are emotionally stimulated by other outsources and there are lot of chances for exploitation .It is unpredictable to anticipate the threats even by the matured people and therefore it is eventually hard to the children. In spite of all these the teacher and parents should jointly create a platform from wherein a child is exposed to be aware of facing the unknown threat. The best and the worst case have to be brought to notice for such transformation.

II. REVIEW OF LITERATURE

Education is a life time process and self-learning makes everybody as a student. Whoever inspires in some way or the other in a positive growth side then it denotes that a teaching learning process underwent. The concern of a teacher and his role-play mattering the ideals and purpose of life. It is a known fact that every teacher is the overmastering ideal for every child. It is also legitimate to use the techniques and methodology even the words as long as these do not give wrong impression more precisely and to use the one that gives motivational impression among students together with humors which increases interest.

A. Overmastering Ideal

As the personality develops it is essential, if it is to be integrated into dynamic whole that one overmastering ideal for life be accepted [1].

B. Looking Forward

A child can look up to his age of 100 and it is age specific. The child's dream and desire would be age specific and child centered. It may enlarge to a family size depending upon the environment. With the proposed teaching method, a role model for a child to imagine beyond the family size can be motivated.

C. Habit of Universalizing

The proposed teaching method uses TREE as the educating model. When the child enters the school developing a habit of taking a tree as an overmastering ideal needs to be trained.

D. Ever Expanding Vision

Develop the questioning habit to stimulate thinking? Of a child. The technique should make the child to mind map, as if everyone acted as that of what the child is doing then what would be the result and the child's impact?

E. Story telling

The teacher can use the story telling technique to conquer both the child heart and mind simultaneously. The learning process starts from knowing the child and make the children to know the others also. The teaching technique best suits to mind and heart in their respective learning domains. The Mind mapping is stimulated by telling the story. The children is made to think about Context and connect with real world outside the class room. The technique insists the habit of applying for new contribution and to become the overmastering ideal for the upcoming generation. The Competitive Spirit and the Contributing spirit, the ambition and the intelligence can be imparted to the genes by the stories of overmastering role models by the teacher or the book or the inspiring video or the informative book or any form of resources at his later age.

F. Teachers Role-play.

The teacher should have competitive and courageous spirit and the power on their knowledge and capacity. Teachers have high potential strength to transform the young child into a philanthropist as the society needs. Teacher's cordial bounded relationship should be the basic building block. The proposed KLMN support the teacher to take charge and change as a good gardener.

III. CHALLENGES IN EDUCATION

A skill is seen as the ability to perform tasks and solve problems, while a competency is seen as the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). A competency is not limited to cognitive elements (involving the use of theory, concepts, or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g., social or organizational skills) and ethical values. A competency is therefore a broader concept that may actually comprise skills (as well as attitudes, knowledge, etc.)[2]

A. Skills versus Competencies.

"A competency is more than just knowledge or skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating." [3]

The Shoot system of Tree (children's growth).

21st century competencies are associated with growth in the cognitive, interpersonal, and intrapersonal domains. Traditionally, cognitive competencies in critical thinking, analysis, and problem solving have been regarded as key indicators for success.

However, changing economic, technological, and social contexts in the 21st century mean that interpersonal and intrapersonal competencies have become much more important than in the past.

B. 21st century Global Competencies.

- 1) Changes in the work force from an industrial model of production to a rapidly transforming, technology-driven, and interconnected globalized knowledge economy. Such an economy requires competencies suited to dynamic and unpredictable models of economic and social development;
- 2) Emerging evidence on how to optimize learning, including the use of technological innovations to deepen and transform learning; and
- 3) Changing expectations on the part of learners, who are demanding an education system that is more connected and relevant to their everyday lives. [3].

C. Employability skills

It is identified that the employability skills are found in three areas[4]

- 1) *Fundamental Skills:* (Communicate, Manage Information, Use Numbers, Think, and Solve Problems)
- 2) *Personal Management Skills:* (Demonstrate Positive Attitudes and Behaviours, Be Responsible, Be Adaptable, and Learn Continuously, Work Safely);
- 3) *Teamwork Skills:* (Work with Others, Participate in Projects and Tasks).

It has also profiled innovation skills in the following areas:

- 1) creativity, problem-solving, and continuous improvement skills
- 2) risk-assessment and risk-taking skills

- 3) relationship-building and communication skills
- 4) implementation skills

IV. CHALLENGES IN THE GROWTH AND DEVELOPMENT OF A CHILD

- A. The Technologically developed environment makes everything becomes easy. This makes the children emotionally imbalanced and there is no age specific content delivery , and in no time the magic happens to reach the hands of a children.
- B. The threat to the teachers for handling such children and the worst situations created by the emotionally imbalanced children, there may be a chance of stake holder in the teaching part from avoiding the unwanted critical things.
- C. Technically handicapped becomes the most common issue when a child is not updating his practice with latest technological development.

D. *Equilibrium Preserved*

As it is known that, the children are to be taught with such technical transformation otherwise , it results in the poor standard of the next generation, it is admirable that many of the teaching techniques are constantly contributing to their great extent to balance the emotional equilibrium for the wellbeing of the children and the welfare of the whole nation and next generation.

E. *Emergency Transformation*

In spite of critical conditions , the tireless courage should be properly channelised and a tremendous transformation can be made happened by the teachers and more specifically it can be possible only by the teaching technique. In general a child likes connecting things with what they have already experienced. The teaching technique should transform that ability to associate things around the world. Taking a Gardener role in making a fruitful tree and how to grow such a tree motivates in designing and developing of the KLMN Teaching technique.

F. *Why Tree*

Tree is a unique creation on Earth. Though any tree cannot produce fruits, it is so vital for the glory of earth and for the survival of creature.

- 1) New Contribution
- 2) The tree is always contributing something by its presence and it is uncountable and precious.
- 3) No Contribution
- 4) When the tree is unable to produce even after its contribution is unpredictable.
- 5) Motivational Bird's eye view
- 6) The tree provides shelter to all the birds that have in turn enormous support for the existence of living creature.
- 7) Technically Insulator

The tree does not fit technically to conduct current but still it can be used to prevent the shock and used as insulator. Only Because of not conducting the electric current, the tree is not destroyed.

Surprisingly in education when a child is unable to store and retrieve information technically, it is a practice of saying "wooden minded." But when a child is not able to or does not have any interest technically, it is pathetic that the child is not encouraged but instead emotional threat is imposed on the child. Parents are expecting many things from the child. In spite of others expectation, the child has its own choice of living. The child should be motivated to contribute what the child is supposed to do or otherwise practically what the child is capable of do. When the child is not interested technically, then the child must be encouraged to have faith and confidence on himself and love on living so that the child can be guided with his failures as tool.

G. *Plagiarism in Higher Education [5]*

Learning and development is a life-long self- learning process which becomes harder and more over Time, Money consuming complexities makes it as a great obstacle. Writing skill is required to present the research to be viewed by the reviewers and followers in the same way and to understand in the same logic as the author would like to. Work pressure and social pressure for the survival of fittest in the economical complexity of technologically ever growing fast world. This can be removed only when changes can be given notice during school education. The Proposed KLMN Technique is aimed to achieve the same.

V. THE PROPOSED KLMN TEACHING TECHNIQUE

A new Teaching technique is proposed and is named as KLMN-Teaching technique [6].

A. The KLMN Technique

K-Stands for KNOWING the problem in all dimension. (Unknown to known and vice versa)

L- Stands for Learning the Possible Solution available in the respective Dimension.

M- Stands for Mind Map of storing and recollecting the details in the respective Dimension.

N-Stands for New idea (Contribution) /No Contribution of every Individual to bring out unique solution for the next generation.

B. Salient Features of KLMN Technique

- 1) Rhyming and easy to learn
- 2) Alphabetical and easy to remember and retrieve.
- 3) Teaching method:

Teaching Method	K-Know	L-Leam	M-Mind map	N-New Idea
Existing method	K for Kite	L for Lamp	M for monkey	N for Nest
Proposed KLMN Method.	K for know about kite in all Dimension (explaining by the teacher)	L for learning the details about Lamp in all Dimension (explaining by the teacher)	M for mind map and thinking about Monkey in all Dimension (Comparison by the Student using the information resources-self-rating)	N for building new nest Contribution/no contribution by applying the unique new idea in a specific Dimension (Apply and use by the Student)

C. Role done by the Teacher

While explaining the new things or information, the child is taught with relevant information for easy understanding by the teacher.

D. Student

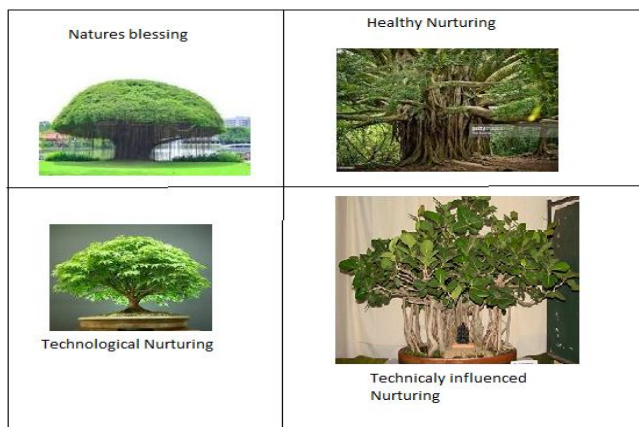
- 1) All the information needs to be analysed by the student.
- 2) The child should think it over about all the examples taught by the teacher.
- 3) The child should apply it for further development and sustenance.

E. Connecting Classroom with outside world

The student should be practiced to follow the KLMN TECHNIQUE In their day to day life for better Outcome realised by oneself. This automatically connects the child with the outside world in all dimension

VI.GROWTH AND DEVELOPMENT OF COMPETITIVE SPIRIT :SHOOT SYSTEM DEVELOPMENT

The major component is mind and its logical thoughts. It is trained to start thinking from because ofit happened. The objective is to find the because of reasons and can be changed for producing the desired outcome. Every action is expected some benefit or economic benefit to the contributor. It becomes necessary to make our children more competitive than any other .So Competitive Spirit is to be developed for building such quality of knowing their intelligence and applying the intelligence to accomplish the goal. The curricular, academics, co-curricular, extra-curricular, activities are the vital part of the shoot system. It is like a tree coming out of the soil and started living in the outside world. The children who come out after schooling and entering into the society should nourish and live like a healthy tree is the aim of the Proposed KLMN teaching technique. It provides enhancement method for teaching learning process to connect and meet the 21st century challenges.



Growth and Development of a Tree

Fig 6.1 Growth of a Tree

VII. GROWTH AND DEVELOPMENT OF CONTRIBUTING SPIRIT: ROOT SYSTEM DEVELOPMENT.

In General Tree architecture, all Components of the root architecture are regulated through a complex interactions between genetic responses and responses due to environmental stimuli.

A. Education as the Environmental stimuli

Child development entails the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. It is a continuous process with a predictable sequence, yet having a unique course for every child. The optimal development of children is considered vital to society and so it is important to understand the social, cognitive, emotional, and educational development of children. Increased research and interest in this field has resulted in new theories and strategies, with specific regard to practice that promotes development within the school system.

Smiling has become a topic of teaching in today's world. The being and living happily becomes topic of learning to everyone. The normal day to day routines becomes education business and technology invents tools to stimulate the successful ending of those physiological process. It becomes fashion to possess those electronic gadgets for the same. The heart of the child is the unique property of human and no machine can replace the feelings of heart. The mechanical heart can make the human to survive but not to live. It can extend the life period but not the living ness. The difference between reality and virtual reality plays a major role in the future generation.

The teaching technique should help the child to raise the questions and link with their justification for applying in real life for making better contribution. The sample expected question may be the following? How to live with others?. How to live in fellowship with their fellows?. How to develop the child as individual and the individual in the society as well. How to develop the child to play a creative and constructive part in the society. How to cooperate and adjust with the team and society? How the society do supplies resources for their survival? How to look forward the need of others? How to develop the habit of thinking and applying their power and intelligence to produce any resource for the wellbeing of the society? How to develop the habit of giving back to the society with gratefulness? How to contribute in terms of wealth or resources as needed by the social group? How to develop the principle of preserving resources for the whole humanity? How TO communicate the goodness to other member of the social group.

B. Sense of Significance

The motivation should begin with understanding the nature of the child who is having Varying health and bodily power, varying degrees of intelligence, varying abilities, varying temperaments, Varying home environment, Varying interest, Different opportunities, In spite of these varying parameters, how to develop a fruitful relationship should be the main focus on teaching. , In spite of these how do they come front? In spite of these how do they develop? And how and what kind of support for the same should be provided as service.

C. Logical versus Psychological approach.

The teaching should make the child to feel that any contribution he may make to the life of his community, his group, his class, his school, his village is of some value and it should be appreciable. Develop the children a habit of understanding the cause and effect of his actions psychologically that His being and presence has some significance in the world and so living is an art. Ensuring the right responses from the child is essential. Guiding them to do things in the best way so that it matters of skill, time ,material and energy are not wasted and the best result are obtained on the part of living.

SLNO	Logical Approach	Psychological Approach
1	Shoot of the Life Tree	Root of the Life tree
2	Conscious Process	Unconscious process
3	Mind is involved	Heart Is involved
4	Competitive Spirit Should be developed	Contributing Spirit Should be developed
5	Fear and threat should be eliminated	Faith and Security should be cultivated
6	Values of resources namely time, money matters	Values of human resources matters
7	Imaginative future is created	Practical present is realised
8	Inspiring personality	Motivating Personality
9	Sound plays major role	Silence place a major role
10	Machine Dependent Potential	Self-reliance Potential
11	Technical Stability	Emotional stability
12	Technically active	Spintually vibrant
13	Virtual reality is maintained	Reality is preserved
14	k-Known from Unknown is expected	k-From Unknown to known is expected
15	L-Learn by Logical thinking	L-Learn by psychological thinking
16	M-Mind mapping practice done by Think, Link and Apply	M-Mind Mapping practice done by Concern ,Compassion and Connect
17	N-New Contribution is aimed technically	N-New Contribution is aimed cordially
18	SITS TAND METHOD is used for focus	S it stand method is used for concentration
19	Share and sharpening is used for updating	Share and Sharpening is used for communicating
20	Build resilience method is used for automatic recovery mentally	Build resilience method is used for automatic recovery cordially
21	Analysing Questions should be taught	Analysing Responds should be taught
22	S elf-reading can be deployed	Story Telling can be deployed
23	Able to meet global challenges	Able to meet Personal Challenges
24	Stress generation causes mental illness	Habit of humour releases stress
25	Habit of handling Dead line and time limit on time is developed	Habit of handling Sense of significance is developed

Tab7.1KLMN Approach

D. Emotional stability

Teaching should apprehend the child in the highest degree of clarity possible at that level of their development in living their life fully.

- 1) The ability to sympathize with others and to understand others should be taught to the child for developing good relationship among others.
- 2) The ability to start feeling from in spite ofit happened. The objective is to find the reasons behind in spite of and concern and emotional security should be provided to ensure the happiest living. Avoid Because ofReasons.
- 3) No expectation in any form is the habit to be taught in the name of service to the contributor.
- 4) The benefit is the feeling of peace and love is the only return on investment, out of making others to live comfortably and happily is to be strongly inculcated through teaching.
- 5) Develop the habit of
 - a) Love and affection
 - b) Forgive and forget
 - c) Think to thank
 - d) Principles to preserve

- e) Ready to read
- f) Serve society



Fig 7.2 Contribution is a tribute

E. Transforming Class teaching as Class Working using KLMN Method.

- 1) Encourage children to generate new questions from the context And their age specific connexions with outside real world.
- 2) Motivate the children to think, link and apply for the answers to their own Questions. (Self-testing and Decision making is stimulated)
- 3) . Discuss the answers in detail for developing communication and Sharpening their responses through appreciation and remarks
- 4) Build Resilience power to bounce back from poor performance
- 5) Student Centric Mind map is to be developed. (Transforming from buffer to long term memory should be practiced and developed)

F. Sit and Stand Method.

The principles of selection and division can be deployed by making this game method. The game play method sit and stand can be used for developing the habit of attention. The children are able to create rules and follow their own rules in game playing. It is the skill of a child and it can be directed to grow as a habit resulting in good character and attitude. The passive listeners can be brought into class working by the sit stand method. The habit of focusing on the particular point of topic or subject can be explained.

- 1) Sit while sit and explore sitting
- 2) Stand while you stand and explore standing.
- 3) Avoid overlapping between sit and stand.
- 4) But when it comes to switch from sit to stand and vice versa have confidence to take risk of switching and explore from there.

G. Sharing and Sharpening

The communicating habit should be developed to sharpen the potential resource and utility. The teaching technique should help the child to develop the sharpening, Team spirit in future. The secrecy and confidential and taking risk and self-evaluation for progress can be inculcated through this Share and Sharpening method.

- 1) *Self-Rating:* Motivating the child to accept and developing the habit of rating the comments is aimed in the Sharing and sharpening part of the KLMN method. The five point scale or seven point scale is made known to the children to evaluate himself .Good, Very Good,Poor,Average, and very poor.
- 2) *For Root System:* The qualities namely love, caring, concern, affection, sympathy, self-control, understanding, sympathy, reliance, senseofumor, justice etc can be given and it can be shared to his friends to evaluate his root system and to get with BR method.
- 3) *For the Shoot System:* The content delivery, subject knowledge, connectivity, motivation etc.. Depending on the updated parameters the child is made known about the evaluating practices for self-test and development.

THE SHOOT EVALUATION PART

Parameter	V. Poor	Poor	Average	Good	Very good
Content Delivery					
Subject Knowledge					
connectivity					
Motivation					

The ROOT EVALUATION PART

Parameter	V. Poor	Poor	Average	Good	Very good
sympathy					
Self-control					
Understanding					
Reliance Justice					
Love and concern					

Tab 7.3 KLMN self-rating

H. Constructive Criticism Vs Destructive Criticism.

When situation arises where a child is unable to arrive at a conclusion then the child can use the BR method for its automatic recovery from destruction. The delivery of Constructive criticism is encouraged rather than destructive criticism. This improves the speaking and listening, leadership qualities later. (LS is practiced from LSRW). To Compete with the world, in the absence of any Teacher and school environment, the child continuously has to read and able to write is insisted during his schooling (RW is practiced from LSRW).i.e. the ability of accepting the critic, as the best teacher for self-developing and is imparted then and there wherever needed and necessary.

I. The Building Resilience BR Method.

The unconscious process of teaching make the child to balance the root and shoot of education. Students are ought to feel what elders think. Instead students feeling should be allowed to express and it should be felt .Teaching should develop the self –reliance, self-dependence, self-confidence of a child. It should enable the children to conquer any tendency towards a feeling of inferiority. The proposed method prepares the student for his life. It sublimate their instinctive urges to actions and organize their instincts with attached emotions round worthwhile centers to form worthy statements and life. The proposed method helps in developing the habit of link and attach the emotions to good objects, so the pupil is trained and his character is formed.

- 1) Develop the habit of avoiding Permanence, Pervasiveness, personalization sought of belief and tendencies.
- 2) Develop the habit of considering failures as opportunities.
- 3) Develop the life skills which are needed to deal with life challenges.
- 4) Develop the practice of competing with themselves and not with others.
- 5) Develop emotional intelligence to maintain equilibrium.[7]

J. The New Contribution or No contribution.

The aim or objective of a child should be child specific but at the same time it should be channelized for the safety and security for himself and others. The education should support the child to have faith and confidence to meet global challenges and changes. The child is motivated to take responsibility for which the moral support, concern, and security should be provided by the education. The fear has to be changed as faith and life is accepted with full of love and happiness. In short the child is educated to take charge and change by himself. The child is motivated and educated to develop talents and contribute to the digital world.

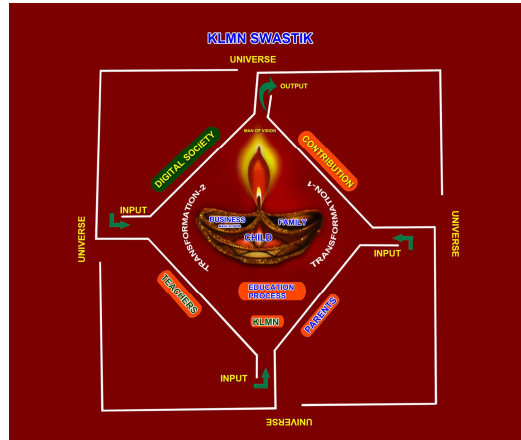


Fig 7.4 KLMN SWASTIK

K. No contribution.

The student is taught with the developing of habit of making Contribution to the society.

KLMN helps the teaching learning process for developing the following

- k-Knowing our strength
- L-Learning to Invest our own strength
& Learning to develop , explore new Talents.
- M-Transform strength into new talents by Mindmapping
- N-New contribution means, Contribute to the digital society.
- N-NO Contribution means ,Contribute to the society.

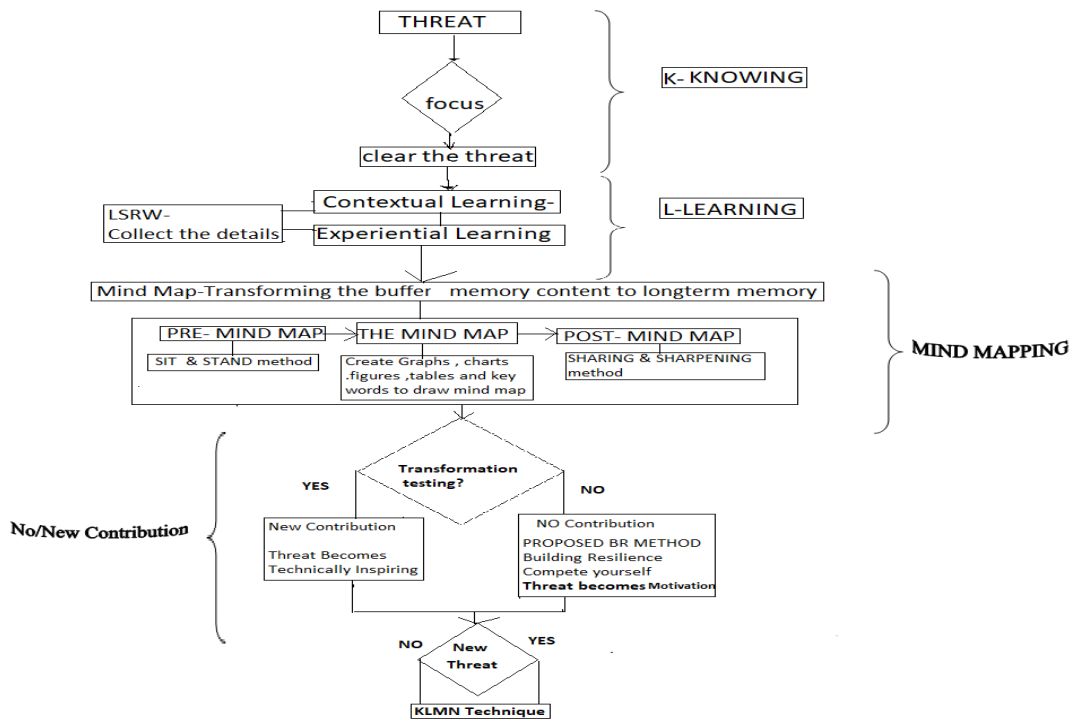


fig 7.45 klmn flow chart

This part helps them knowing the evaluating procedure with evidence and how to come back to normal to maintain the stable emotional life. SWOT- The strength, weakness, opportunities and threat can be unconsciously cultivated through KLMN Method. Later whatever be the threat, the child is able to come out of the threat. In the best case after evaluating, if the child succeeds then the child can lead otherwise the child can guide, in the worst case he can contribute something because of being and living. Life is precious. The Child has his own blessing of Living. Just like a tree any contribution can be made just because of being and survival. So, the outcome expected for designing the KLMN technique is To Contribute is a Tribute.

VIII. CONCLUSION

There are wide differences between top pupils and bottom ones. The secret lies in the teaching method to attempt both for securing any semblance of uniformity in intelligence or in emotional set-up. Class teaching is very apt to result in a passive listener and learner. The teaching technique is teacher specific and independent to make every children active during their classes. Any method which is claimed on reasonable ground to conduce to that end is worthy of unbiased study.

Above all the teaching method should enable the children to acquire the habits of skill, knowledge, interest and attitudes of mind for self-development and economic development of Nation. It should enable the growth of heart which is an essential need for living happy and useful life in short a philanthropist. Thus the proposed KLMN technique supports the teaching process that transforms the child and nurture the child as happy living man with vision of serving society.

VI. FUTURE SCOPE

Every second is becoming old and every new second is updating. Any updated technique for the wellbeing of every part of the combo pack of teacher/parent/student relationship should be encouraged. The Subject **living science** can be brought inside the curriculum and science of living can be imparted...

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