

RESEARCHER'S VOICE

In this Issue

- 1. Foreign Assets & Foreign Income Reporting** *Dr. Neeta Bareja*
- 2. Micro Moments: A New Digital Strategy to Create Differentiation in Competitive Market Scenario** *Dr. Kamal Singh*
- 3. Study of Stakeholders' Perspective Towards Pursuing Co Curricular Interests as Career** *Ms. Jyoti Dhingra,
Dr. Tapsa Verma*
- 4. Analysing the Experience of Pre-Service Teachers Reconnoitring Red Fort Mathematically** *Dr. Ruchi Sharma*
- 5. Learning Second Language in Indian Classrooms: An Observation** *Ms. Suchita*
- 6. Curriculum Implementation in Elementary Education: Involvement of Teachers** *Ms. Neha Sehrawat*



KASTURI RAM COLLEGE OF HIGHER EDUCATION

(Under the Aegis of Kasturi Ram Research Centre for Science and Management)

AN ISO 9001 : 2015 CERTIFIED

AFFILIATED TO GGSIP UNIVERSITY, DELHI | ACCREDITED BY NAAC

Campus : Narela, Delhi-110040 Tel: 011-27787132

E-mail: krcollege@krcollege.in Website : www.krcollege.in

KASTURI RAM COLLEGE OF HIGHER EDUCATION

Kureni Road, Opposite New Anaj Mandi, Narela, Delhi – 110040

(Affiliated to Guru Gobind Singh Indraprastha University, Delhi)

(Ph. No. : 011-27787132, 27784774 & 8802841785)

Website: www.krcollege.in

Email: krcollege@krcollege.in

Established in the year 2005

COURSES OFFERED

- **Bachelor of Business Administration – BBA (General) 1st & 2nd Shift**
- **Bachelor of Arts (Journalism & Mass Communication) – BA(JMC) 1st & 2nd Shift**
- **Bachelor of Commerce – B.Com. (H)**
- **Bachelor of Education – B.Ed.**

ADMISSION PROCEDURE:

Admission process and admission policy of the college is as per the guidelines issued by the GGSIP University, Delhi. The admission policy is framed by GGSIP University. Admission is controlled by university through Common Entrance Test conducted in the month of April/May every year and Counseling. The minimum eligibility criteria for the courses are:-

- a) Bachelor of Arts (Journalism and Mass Communication) : BA(JMC) –** Passed 12th Class from C.B.S.E. or equivalent with a minimum of 50% marks for General candidates or 45% marks for SC/ST candidates and other reserved candidates in aggregate and must also have passed English (core or elective or functional) as a subject.
- b) BBA(G) -** Passed 12th Class from C.B.S.E. or equivalent with a minimum of 50% marks for General candidates or 45% marks for SC/ST candidates and other reserved candidates in aggregate and must also have passed English (core or elective or functional) as a subject.
- c) B.Com.(Hons.) -** 50% in aggregate in 10+2 examination / Senior School Certificate Examination of C.B.S.E. as minimum marks for admission to B.Com.(H) is having passed marks in five subjects (One language and four elective subjects) or an examination recognized as equivalent to that.
- d) B.Ed. -** 50% marks either in the Bachelors Degree and/or in the Masters degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme. The University shall follow NCTE guidelines/ regulations for the B.Ed. programmes for admissions and implementation.

Assistance for Filling up Online Form and Guidance Regarding CET Examination is also provided at college campus

For further information, kindly visit : <http://www.krcollege.in/admission.html>

RESEARCHER'S VOICE

(A Refereed Journal)

ISSN No. 2231-6310

Volume: 11 Issue:2

Jan. 2022 - Jun. 2022

Editor-in-Chief

Prof. (Dr.) Sudhinder Singh Chowhan



KASTURI RAM COLLEGE OF HIGHER EDUCATION
(Under the Aegis of Kasturi Ram Research Centre for Science and Management)

AN ISO 9001:2015 CERTIFIED

AFFILIATED TO GGSIP UNIVERSITY, DELHI | ACCREDITED BY NAAC

Campus : Narela, Delhi-110040 Tel: 011-27787132

E-mail: krcollege@krcollege.in Website : www.krcollege.in

©Copyright : **Kasturi Ram College of Higher Education, Narela, Delhi - 40**

No part of this publication may be reproduced or transmitted in any form by any means, electronic or mechanical, including photography, recording or any information storage and retrieval system, without permission in written from the copyright holders.

Disclaimer: The authors are solely responsible for the content of the papers compiled in this issue. The Publishers or Editors are not responsible for the same in any manner. Errors, if any, are purely unintentional and readers are requested to communicate such errors to the editors or publishers to avoid discrepancies in future.

Published by :

Shri Rajesh Kumar Aggarwal

Executive Chairperson, Kasturi Ram College of Higher Education
Narela, Delhi - 40

Laser Typesetting & Printed by :

Aaditya Enterprises

668/4, Gali No. 2, Shree Nagar, Shakur Basti Delhi-110034 .

M : 8766234604 | info.aaditya1976@gmail.com

RESEARCHER'S VOICE

(ISSN NO. 2231- 6310) | VOLUME - 11, ISSUE - 2 | JAN. 2022 - JUN. 2022

KASTURI RAM COLLEGE OF HIGHER EDUCATION

(AFFILIATED TO GGSIP UNIVERSITY)

Narela, Delhi-110040 TEL:011-27781732, 27784774, 8802841785

CHIEF PATRON	PATRON
Sh. Rajesh Kumar Aggarwal Executive Chairperson, KRCHE, Narela, Delhi	Dr. Seema Sharma Principal KRCHE, Narela, Delhi
CHIEF EDITOR	MANAGING EDITOR
Prof. (Dr.) Sudhinder Singh Chowhan Professor IIHMR University, Jaipur	Dr. Rishu Roy Former Director, Sanghvi Institute of Mgmt. & Science, Indore
SUBSCRIPTION MANAGER	
Ms. Kanchan Wadhwa Assistant Professor, KRCHE, Narela, Delhi	

EDITORIAL ADVISORY BOARD

Prof. Sanjiv Mittal Vice Chancellor, Sambalpur University, Odisha	Dr. K. B. Asthana Dean, Maharishi Law School, Maharishi University of Information Technology Noida, GB Nagar
Dr. Gita Maharaja Coordinator of Advising, McAnulty College of Liberal Arts Duquesne University, Pittsburgh, USA	Dr. Trishu Director, Media Studies, Chandigarh University
Mr. Kamal Sr. Faculty, FDDI Marketing & Merchandising	Dr. Stephen Lee Specialist Lecturer, Amity Global Business Institute, Singapore
Prof. (Dr.) Ajay Sharma Former Registrar, Mewar University	Dr. Gayatri Associate Professor, Lakshmibai College, University of Delhi
Dr. Nithesh Lecturer-IT (Network Internet E-Security Section) University of Technology and Applied Sciences, Salalah	Dr. Parveen Kumar Professor, Department of Computer Sc. & Engineering NIMS University, Jaipur
Prof. (Dr.) Rainu Gupta Dean, School of Education, Sanskriti University	

EDITORIAL BOARD

Dr. Suman HOD, Department of Education, KRCHE, Narela, Delhi	Dr. Upasana Khurana HOD, Department of Journalism & Mass Communication, KRCHE, Narela, Delhi
Dr. Ajay Sharma HOD, Department of Management, KRCHE, Narela, Delhi	Ms. Parul Gaba HOD, Department of Commerce KRCHE, Narela, Delhi

FROM THE DESK OF EDITOR

Dear Readers,

I feel privileged and honored to promote the research initiatives in the form of our bi-annual Research Journal ‘Researcher’s Voice’. This is a venture to promote an intellectual culture – a culture based on research values, exchange, and acceptance of ideas without bias and prejudices. This journal is determined to attempt that goes far beyond its regional boundaries to promote a culture of free exchange of ideas on one hand and transform the local mindset of rigidity or conservatism into an open mindset who are ready to accept ideas, change with the spirit of harmony and accommodation, The Researcher’s Voice with its vastness covers fields of Management, Journalism, Education, Literature and other related areas. This will serve as a platform to promote development through barrier-free communications between academia, researchers, and students.

This journal aims to offer a medium for the propagation of interdisciplinary and application-oriented research. We strive to publish quality research work promptly after getting it reviewed by field experts and plagiarism-free. I want to express my heartfelt gratitude to the Advisory Board and Editorial Board for their efforts in ensuring that a quality journal is published. I hope readers get insights through reading, analyzing, and reflecting on the papers published in this issue.

Finally, I would like to thank the authors, readers, and content providers, who have made our journal the best possible.

I look forward to your support.

– **Prof. (Dr.) Sudhinder Singh Chowhan**
Professor
IIHMR University, Jaipur

CONTENTS

1. Foreign Assets & Foreign Income Reporting <i>Dr. Neeta Bareja</i>	11-15
2. Micro Moments: A New Digital Strategy to Create Differentiation in Competitive Market Scenario <i>Dr. Kamal Singh</i>	16-24
3. Study of Stakeholders' Perspective Towards Pursuing Co Curricular Interests as Career <i>Ms. Jyoti Dhingra, Dr. Tapsa Verma</i>	25-31
4. Analysing the Experience of Pre-Service Teachers Reconnoitring Red Fort Mathematically <i>Dr. Ruchi Sharma</i>	32-36
5. Learning Second Language in Indian Classrooms: An Observation <i>Ms. Suchita</i>	37-45
6. Curriculum Implementation in Elementary Education: Involvement of Teachers <i>Ms. Neha Sehrawat</i>	46-50
INFORMATION FOR CONTRIBUTORS	51
GUIDELINES FOR AUTHORS	51
IMPORTANT INFORMATION	54
SUBSCRIPTION RATE-2022	55
SUBSCRIPTION FORM	55

FOREIGN ASSETS & FOREIGN INCOME REPORTING

Dr. Neeta Bareja*

ABSTRACT

Widening of tax base has been a continuous challenge of our tax policy makers. A road map & identifying the right mechanics to achieve the same is cited in this paper. An attempt by the Government to initiate UFIA Act, its key features, along with analysis is presented here. Foreign income & asset reporting in ITR, a new step to curb the black money generation also forms part of this paper.

Keywords: Ufia, Tax Havens, Black Money, Tax Evasion

OBJECTIVES

The paper is being presented keeping in view the following aims:

- What are the various aspects of Black Money
- Key features of UFIA Act
- Government initiative regarding Reporting of foreign assets & foreign income in ITR itself

LITERATURE REVIEW

GAO published “Foreign asset reporting” on April 1st 2019, where the focus was on action needed to enhance compliance efforts, eliminating overlapping requirements and mitigate burden on US persons abroad.¹

As the concept is recently introduced, not much literature is available to my knowledge.

INTRODUCTION

In the recent past, accumulation of black money in the tax havens and offshore financial accounts has attracted the attention of tax authorities worldwide. This

*Associate Professor, Lakshmibai College, Delhi University

1 <https://www.gao.gov/products/gao-19-180>

action has evaded considerable amount of tax, thus much illegitimate wealth is generated.

The term 'black money' refers to the money which is not lawfully acquired. One reason could be that the money may have been created through unlawful / actionable activities punishable under the domestic law of the state. Another reason could be that activity generating the income are legal under the domestic law but not reported the income so created, thus not complying with the requirement, leading to the birth of black money.

These two reasons become the basis for devising the relevant policy which could prevent and control the creation of black money. Tax authorities are very clear & have strong intolerant attitude towards the first category of black money generation. With the second category, issue can be addressed with modifying, reforming, promoting the tax compliance policies & regulation.

To bring all these unauthorized activities leading to creation of black money, the Government of India has been making significant amendment in its domestic tax laws. To curb the menace of black money, India has legislated UFIA Act, providing for penal provision for evasion of tax relating to foreign income & asset.

BLACK MONEY & IMPOSITION OF TAX ACT 2015 (UFIA)

Key Features:

1. The UFIA Act is applicable to a person
 - a. who is resident of India as per the Income Tax Act 1961
 - b. by whom tax is payable under UFIA Act on undisclosed foreign income & assets or any other sum of money,
2. Qualifying undisclosed foreign income or asset under this Act would include:
 - a. undisclosed income from a source located outside India,
 - b. any income from outside source requiring filing of return but return not filed,
 - c. Value of undisclosed asset located outside India.
3. Undisclosed foreign income or asset shall be taxed at 30% without providing for any exemption /deduction/set off/carry forward of losses under UFIA.
4. On discovering a secret account/asset, penalty of 300% would be imposed. However, if the aggregate undisclosed bank balance is less than or equal to INR 5,00,000, UFIA is not applicable.
5. A one-time compliance window is also under the UFIA purview wherein the defaulter can pay tax, interest & penalty to set himself free from the prosecution provisions under IT Act 1961, Wealth tax Act 1962, Foreign

Exchange Management Act 1999, Companies Act 2013 & Custom Act 1962. (This window was opened from July 1, 2016 to Sept. 2016).

6. There is also a provision to impose liability if any false statement in relation to foreign income & asset is made.

However, the term ‘person’ has not been elaborated under UFIA, thereby, it appears that definition 2 of IT Act shall be applicable. For the meaning of ‘resident’, physical presence of an ‘individual’ as per section 6 of IT Act would be applicable. For companies, residential status depends upon ‘the place of effective management (POEM)’. The emphasis on POEM is where from decisions relating to the conduct of corporations is made. This definition surely widens the scope of UFIA. The UFIA Act imposes personal liability on MD of a company if the due amount is not recoverable from the company.

The Indian government has promoted the global efforts to curb the danger of evasion of taxes by making it mandatory for resident tax payers to show their connection with foreign assets & income earned during the year from such assets.

FOREIGN ASSET & INCOME REPORTING

“Proviso 4 to section 139 of the Act makes it mandatory for the resident person who holds as a ‘beneficial owner’ or ‘beneficiary’ or otherwise, any asset located outside India, including any financial interest, or has a signing authority in any account located outside India, filing a return in respect of his income or loss for the previous year disclosing such particulars.”²

A resident tax payer has to reveal the following specifications relating to foreign assets as per the schedule FA in the Income Tax Return Form.

1. Foreign Bank Account

Wherein the declarant has to report the country name, address of the bank, account holders’ name, account number, status of ownership, account opening date, peak balance maintained in the account during the year & details of the income earned from such foreign bank account.

2. Financial interest in an entity

Wherein the declarant has to report the name of the country, the name & address of the entity in which the assessee has a financial interest, status of ownership, date of acquisition & total investment cost.

3. Immovable Asset

Wherein the declarant has to report the details of any immovable asset which he is holding outside.

² *Amendment vide Finance Act 2015*

4. The assessee also has to report the details of the foreign accounts where he is a signing authority with or without any financial interest.
5. The details of trusts, in which the assessee is a trustee, beneficiary or settlor, need to be reported also.

KEY ANALYSIS

The amendment relating to reporting mechanism in ITR itself, for catching hold the offshore income & asset of a resident tax payer is indeed a remarkable step. This amendment in ITR form will dig out the finer details of the taxpayers' income & assets. Moreover, a foreign asset or interest, even if it is held for a single day during the year mandates the reporting requirement.

The taxpayer, who otherwise is not required to file ITR due to being below exemption limit, is also required to file ITR if he is a 'beneficial owner' or 'beneficiary' in any foreign asset. Schedule FA of ITR 6 pertaining to companies provides for reporting of foreign asset mandatory, but the meaning of 'beneficial interest' has not been elaborated by authorities. It may lead to a situation where authorities shall include a remote link as a beneficial interest which in view of the resident company may not be so.

CBDT should clearly define 'beneficial interest' to create an atmosphere of certainty amongst the tax payers.

Schedule FA also requires reporting of status of the tax filer as 'owner,' 'beneficial owner' or 'beneficiary. In view of Section 139(1) of the Act which defines Beneficial Owner & Beneficiary to be an 'Individual', it is difficult to think how a Company can be a 'beneficial owner' or 'beneficiary' within the meaning of the Act.

Schedule FA focuses on accounting period concept i.e. it covers asset held during the accounting period & not financial period.

As per Schedule FA, values are required to be disclosed in INR. This requires conversion of value of foreign assets & income into Indian currency by applying the 'SBI telegraphic transfer buying rate' of foreign currency as on the date of peak balance in the account or on the date of investment or closing date of accounting period.

Owing to above mentioned peculiarities, if a minute disclosure is not reported in FA, it would emanate tax liability of flat rate of 30% of the value of undisclosed foreign asset or income & a penalty of three times of the tax so computed.

CONCLUSION & SUGGESTIONS

It is true that existing Income Tax Act is a comprehensive in itself & is competent

enough to deal with tax evasion cases. Section 69 to section 69C give immense power to an Assessing Officer to add unexplained income, investment, cash, bullion, jewellery etc. either held in India or abroad. The UFIA Act is embodied with harsh incidence of penal & prosecution provisions, thus UFIA is an attempt to fill the gap in existing law in combating tax evasion.

Foreign asset reporting is also a welcome step to tackle tax evasion problems; however, the Government should address the loopholes & ambiguity in the law immediately to have a full & true reporting from resident tax payers. Moreover some specific regulation providing assistance to tax payer is also need of the hour.

REFERENCES

1. <https://taxguru.in/income-tax/reporting-foreign-assets-income-income-tax-return.html>
2. <https://economictimes.indiatimes.com/industry/banking/finance/banking/non-disclosure-of-foreign-assets-comes-back-to-haunt-thousands/articleshow/91774346.cms?from=mdr>
3. <https://www.livemint.com/money/personal-finance/the-complex-task-of-reporting-foreign-income-11639500204823.html>
4. <https://www.gao.gov/products/gao-19-180>
5. <https://www.incometaxindia.gov.in>

MICRO MOMENTS: A NEW DIGITAL STRATEGY TO CREATE DIFFERENTIATION IN COMPETITIVE MARKET SCENARIO

— Dr. Kamal Singh*

ABSTRACT

A small touched based device in your hand or lying next to you on your table, it is impossible to define its role in your life. The global availability of internet has drastically transformed the entire game of competition. The concept of online feedback or rating mechanism for any product or service has become so powerful that it can change the mindset of the potential customer's, this is an outcome of an online consult on small device (Mobile) and then finalized whether to buy or not. So, the entire purchase decision centralized on single point that is micro moment experience gained online. Therefore, in present scenario the survival of any brand is very much depends upon the micro moments, hence marketers continuously update the feedback, ratings and upload their unique selling propositions (USP's) online, so that whenever customer surfing online for their brand their mindset get attracted and trapped with latest updates and information patriating to their brands.

The aim of the research paper is to provide better understanding related to online information and its impact on the purchase behaviour of the customers as micro moments are capable of influencing user intentions & emotions by providing valuable feedbacks & ratings in a single click on your connected device.

Keywords : Micro moments, Connected Devices, Unique Selling Propositions, Online data Base.

*Senior Faculty, Footwear Design & Development Institute (Under Ministry of Commerce & Industry- GOI)

OBJECTIVE OF THE STUDY

To study the impact of micro moments experience on the buying behaviour of potential customers.

HYPOTHESIS OF THE STUDY

Ho: Micro moment experience does not have any impact on buying behaviour of customers.

H1: Micro moment experience have direct impact on the buying behaviour of customers

INTRODUCTION

In present scenario the technology plays a vital important role in our lifestyle, one can not ignore the outcomes of technology because our dependency on technology is continuously increasing, rather it has incorporated in our day-to-day life and we can not survive in its absence. The shift in customer buying behaviour is also an outcome of a technology as it has given multiple options & convenience to shoppers that has change the entire buying behaviour of process of customer. Now, it become a general habit of customers to do surfing on connected devices (Mobile) before buying a small product of worth rupees hundred to get better deals or offers, (**Carlyle, 2012¹; Zmuda, 2012²**). The shift in buying behaviour of customers is also seen because of multiple reasons such as shortage of time, ease of access of resources with the advancement of technology, multiple tasking etc. The digital platform has created real time micro moments experience for the customers.

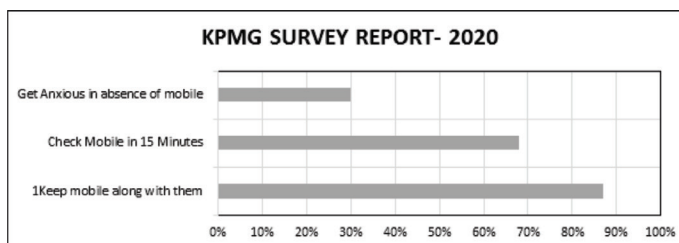


Figure: Survey Report of KPMG: On Digital Marketing & Mobile User Survey

The online customers rating & feedbacks about particular brand or services plays a valuable source of information for the customers and it become the major cause in shift in purchase intensions & framing a positive or negative image in the mindset of customers which directly affect the buying behaviour of customer towards that brand or services, (**Groh, M, 2015³**). To remain survive in this competitive market

1 Carlyle, C. (2012), "Retail space in the future: how technology has changed the way we shop", *Real Estate Issues*, vol. 37, no. 2-3, pp. 38

2 Zmuda, N. (2012), "Walmart, Target, Kmart, Kohl's: Leading 50 years of retail revolution", *Advertising Age*, vol. 83, no. 12, pp. 2

3 Groh, M. (2015), "Exploring the acceptance of technology for mobile shopping: an empirical investigation among Smartphone users", *The International Review of Retail, Distribution and Consumer Research*, vol. 25, no. 3, pp. 215-234

it is imperative for all the companies to compete on all the levels by incorporating mobile technology as an important selling strategy in their marketing campaigning (Liu et al., 2017⁴). According to one of the survey reports of KPMG- 2020, Approximately, 87% of the people always have their mobile phone at their side, day & night, 68% of the people check their mobile phones within a time frame of 15 minutes and 30 % of the people accepted when they were asked that they get anxious when they do not have mobile phone or their data is not working. All such figures are showing the importance of technology & its impact on our buying behaviour because now we get addicted to it,(KPMG Survey Report 2020⁵).

LITERATURE REVIEW

Mobile devices have been rapidly altering user behaviour: the change is evident in the way users search, interact, socialize and make purchases (Ghose et al., 2013⁶). This type of change is affecting the entire user experience across various screens, devices and channels (Adams et al., 2015⁷). Mobile devices represent “the most important dislocation in the historical communication flow from brands to consumers” (Fulgoni, 2016⁸). Furthermore, in many countries more searches take place on mobile devices than on (desktop) computers. Adams et al. 2015, suggested that mobile search behavior is a good reflection of growing user reliance on mobile devices worldwide. (Avci, 2016⁹) proposes that a simultaneous usage of several media formats and devices is a behavior leading to a ‘glance culture’ where users split their attention between varieties of condensed media forms. Within this behavioural change, consumer attitudes, expectations and values are transformed and shaped towards new conventions.

The global internet and mobile device presence equally enabled the potential reach of their respective users: it allowed marketers to reach their target audience constantly and more directly (Grewal et al., 2016¹⁰). Considering the decreasing user attention span and lower patience levels, Book of Papers 69 it is relatively easier to provide all the relevant information through mobile device (Sarvepalli et al., 2016¹¹), acknowledging the user-specific needs and preferences.

- 4 Liu, Z., Liu, Z. and Min, Q. (2017), “The Impact of Mobile Trade Manager on Fashion Product Sales: From Usability Perspective”, *Mathematical Problems in Engineering*, vol. 2014, pp. 1-9
- 5 Survey Report of KPMG: On Digital Marketing & Mobile User Survey: Retrieved from: <https://assets.kpmg/content/dam/kpmg/pdf/2015/10/digital-telco-survey-2015.pdf>
- 6 Ghose, A., Han, S. P., & Xu, K. (2013). Mobile commerce in the new tablet economy. In *Proceedings of the 34th International Conference on Information Systems (ICIS)* (pp. 1-18). Chicago
- 7 Adams, L., Burkholder, E., Hamilton, K. (2015), *Micro-Moments: Your Guide to Winning the Shift to Mobile, Think with Google*, <https://www.thinkwithgoogle.com/researchstudies/micromoments-guide-pdf/download.html>, [August, 25th 2016]
- 8 Fulgoni, G. M. (2016). In the Digital World, Not Everything That Can Be Measured Matters. *Journal of Advertising Research*, 56(3), 9-13.
- 9 Avci, B. (2013). Multitasking with mobile devices in contemporary cultural industry.
- 10 Grewal, D., Bart, Y., Spann, M., & Zubcsek, P. P. (2016). Mobile advertising: a framework and research agenda. *Journal of Interactive Marketing*, 34, 3-14.
- 11 Sarvepalli, M. S. K. K., & Prakash, N. M. (2016). *Conceptual Study on Online Shopper Behavior Towards E-Tailers Shift from Portal to APP Strategy. PARIPEX-Indian Journal of Research*, 5(5).

The ability to support location-based applications is an extremely important feature that is very specific to mobile devices. Those interconnected devices allow access to a range of contextbased and location-based services that were previously unavailable and capable of create micro moments experience of the customers.

RESEARCH METHODOLOGY

The data for the present research study was collected with the help of structured questionnaire and analysed with the help of five-point Likert scale. The total number of respondents were 306. The research design was convenience sampling and the statistical tools applied are:

- a. **Descriptive Statistics of Variables:** To analyse the mean concentration.
- b. **Homogeneity of Variance:** To test weather Anova can be applied.
- c. **One-way Anova:** To Test the impact of listed elements on buying behaviour of customers.

DATA INTERPRETATION

Descriptive Statistics for the Parameters Impacting Buying Behaviour of Customers through Online Data Base:

Mobile Applications, Multiple Payment Gateways, Ease of Convenience, Information Baseand Fastest Mode of Surveyare some of the technical parameters on which the buying behaviour directly depends. All five elements are based on the parameters accountable for affecting the shopping mindset of the consumer with the micro moment experience of customers. The all five elements are analysed to understand their variation in mean values. The impact of these elements on total population mean is significant or not can be study with the help of one-way Anova but before applied one-way Anova it is important to check whether one way - Anova can be applied hence we apply test of homogeneity of variance to confirm that Anova can be applied or not.

The descriptive statistics forMobile Applications, Multiple Payment Gateways, Ease of Convenience, Information Base and Fastest Mode of Survey in relation to parameters affecting buying behaviour of customers, predict the presence of variations in the mean values.

The variations in the mean values need to be further analysed in order to identify its technical aspects which have impact on the total population mean value. One-way ANOVA is applied in order to see the variation among the mean values are significant or not.

But it is important before applying one-way Anova to cross check the assumption of homogeneity of variance, to see weather one-way Anova can be applied or not.

Table 1: Descriptive Statistics for the Parameters Impacting Consumer Buying Behaviour:

Descriptive Statistics for the Parameters Buying Behaviour of Customers:		N	Mean
Mobile Applications	1.0	19	3.053
	2.0	33	3.242
	3.0	119	3.067
	4.0	86	3.581
	5.0	49	2.755
	Total	306	3.180
Multiple Payment Gateways	1.0	19	2.316
	2.0	33	2.667
	3.0	119	2.218
	4.0	86	2.372
	5.0	49	2.898
	Total	306	2.425
Ease of Convenience	1.0	19	3.000
	2.0	33	2.576
	3.0	119	2.790
	4.0	86	3.012
	5.0	49	3.265
	Total	306	2.918
Information Base	1.0	19	3.053
	2.0	33	3.091
	3.0	119	3.387
	4.0	86	3.395
	5.0	49	3.000
	Total	306	3.275
Fastest Mode of Survey	1.0	19	3.579
	2.0	33	3.424
	3.0	119	3.546
	4.0	86	3.198
	5.0	49	3.286
	Total	306	3.395

Test of Homogeneity of Variance:

Levene statistical test is essential to check we can use one-way Anova or not. Where the dependent elements have similar variance in all the groups.

Table 2: Test of Homogeneity of Variances

Test of Homogeneity of Variances	Levene Statistic	df1	df2	Sig.
Mobile Applications	.841	4	301	.500
Multiple Payment Gateways	1.772	4	301	.134
Ease of Convenience	1.073	4	301	.370
Information Base	1.628	4	301	.167
Fastest Mode of Survey	1.281	4	301	.278

Null Hypothesis:For the elements in the table 2 have significance value more than 0.05 so it confirms s the homogeneity of variance assumption for all the determinants, hence Anova can be applied.

Ho: “Micro moment experience does not have any impact on buying behaviour of customers.”

Outcome of one-way Anova:

Table 3: Outcome of One-way ANOVA

Outcome of One-way ANOVA		Sum of Squares	Df	Mean Square	F	Sig.
Mobile Applications	Between Groups	24.653	4	6.163	.541	.706
	Within Groups	3430.462	301	11.397		
	Total	3455.114	305			
Multiple Payment Gateways	Between Groups	18.430	4	4.608	2.003	.094
	Within Groups	692.341	301	2.300		
	Total	710.771	305			
Ease of Convenience	Between Groups	12.610	4	3.152	1.652	.161
	Within Groups	574.348	301	1.908		
	Total	586.958	305			
Information Base	Between Groups	8.490	4	2.122	1.772	.134
	Within Groups	360.451	301	1.198		
	Total	368.941	305			
Fastest Mode of Survey	Between Groups	7.326	4	1.832	.898	.465
	Within Groups	613.828	301	2.039		
	Total	621.154	305			

One – way Anova analysis has undertaken only four factors as per assumption of homogeneity of variance, if the significance value is less than 0.05. All five elements Mobile Applications, Multiple Payment Gateways, Ease of Convenience,

Information Base and Fastest Mode of Survey has been analysed with the one-way Anova as its significance value is greater than 0.05, hence confirms that one-way Anova can be applied to check that all population mean is equal or not.

To analyse whether various groups of population of attributes of Availability of online data related to product & services, constructed on the basis of rest four elements by which the buying intention of the customers get influence can be analysed with the help of One-way Anova.

Null Hypothesis:

All the population means are equal there is no significance difference in all the population mean. The output of the One-way Anova is listed in the table 1, the significance value or p-value represented those mean values which are not significantly different in all the groups, listing constructed in the elements of "parameters affecting buying behaviour". (Mobile Applications, Multiple Payment Gateways, Ease of Convenience, Information Base and Fastest Mode of Survey). In all the groups F-statistics for all four groups with related degree of freedom did not find significant as all four values are greater than 0.05. except "Ease of Convenience" with P-value (0.25). Hence the outcome of the one-way Anova stated that the difference between the mean of rating is not statistically significant.

Outcome of One-Way Anova

The outcome of the one-way Anova states that Null hypothesis is redetected and alternative hypothesis is accepted i.e., *Micro moment experience have direct impact on the buying behaviour of customers* because the difference between the mean of rating is not statistically significant.

Future Scope & Limitation of the Study

The present study is very much beneficial for the academician and the marketers to understand why there is need of incubation of mobile selling strategies in their marketing plans. The research can be helping the upcoming players to realize the power of digital platform and use it as competitive tool against their competitors.

Limitations of the study

A study was confined to very limited number of sample size hence if it can apply to bigger sample size the outcome may vary.

The elements or parameters undertaken for the study are completely rely on the behavioural patterns of customers which can rely on other aspects of digital marketing which was not taken in the present research paper.

CONCLUSION

Now a days, there have been significant changes in patterns of information search and information consumption. For the purpose of increasing the use of number of mobile phone users in the worldwide, behavior of the user has been changing drastically and evolving at a significant step in the new journey. Mobile devices have been rapidly altering user behavior of the customer and this the change is the proof for the way users search, interact, socialize and make purchases.

The user behavior is influenced by specific micro-moments which are truly the moments of consumer needs and therefore provide a significant platform of research. These micro-moments happen when individuals reflexively reach for a mobile device to promptly act on any sort of immediate need. In micro moments, user expectations are very high because they expect businesses to proactively anticipate their needs powered by contextual data. The micro-moment is resolute by the user's intent, context, and immediacy.

Also, mobile devices and smart phones, in particular, possess the ability for the users to promptly meet the immediate needs of the customers that they are the users. It shaping new opportunities for marketers to capture and utilize is very necessarily. The online user intention and behavioural patterns, the paper provides an insight into recent studies of user micro-moments within the digital environment.

REFERENCES

1. Adams, L., Burkholder, E., Hamilton, K. (2015), *Micro-Moments: Your Guide to Winning the Shift to Mobile, Think with Google*, <https://www.thinkwithgoogle.com/researchstudies/micromoments-guide-pdfdownload.html>, [August, 25th 2016]
2. Avci, B. (2013). *Multitasking with mobile devices in contemporary cultural industry*.
3. Bern off, J. (2014). *Your Mobile Moments Are Shrinking. Marketing Management*, <https://www.ama.org/publications/MarketingNews/Pages/your-mobile-moments-areshrinking.aspx>, downloaded: [August, 22nd 2016]
4. Carlyle, C. (2012), "Retail space in the future: how technology has changed the way we shop", *Real Estate Issues*, vol. 37, no. 2-3, pp. 38
5. Forrester Consulting (2015) *Moments That Matter Intent-Rich Moments Are Critical To Winning Today's Consumer Journey*, <https://storage.googleapis.com/think/docs/forrestermoments-that-matter-research-study.pdf>, [August, 27th 2016].
6. Fulgoni, G. M. (2016). *In the Digital World, Not Everything That Can Be Measured Matters. Journal of Advertising Research*, 56(3), 9-13.
7. Ghose, A., Han, S. P., & Xu, K. (2013). *Mobile commerce in the new tablet*

- economy. In *Proceedings of the 34th International Conference on Information Systems (ICIS)* (pp. 1-18). Chicago
8. Grewal, D., Bart, Y., Spann, M., & Zubcsek, P. P. (2016). *Mobile advertising: a framework and research agenda*. *Journal of Interactive Marketing*, 34, 3-14.
 9. Groh, M. (2015), "Exploring the acceptance of technology for mobile shopping: an empirical investigation among Smartphone users", *The International Review of Retail, Distribution and Consumer Research*, vol. 25, no. 3, pp. 215-234
 10. Liu, Z., Liu, Z. and Min, Q. (2017), "The Impact of Mobile Trade Manager on Fashion Product Sales: From Usability Perspective", *Mathematical Problems in Engineering*, vol. 2014, pp. 1-9.
 11. Sarvepalli, M. S. K. K., & Prakash, N. M. (2016). *Conceptual Study on Online Shopper Behavior Towards E-Tailers Shift from Portal to APP Strategy*. *PARIPEX-Indian Journal of Research*, 5(5).
 12. *Survey Report of KPMG: On Digital Marketing & Mobile User Survey*: Retrieved from: <https://assets.kpmg/content/dam/kpmg/pdf/2015/10/digital-telco-survey-2015.pdf>
 13. Zmuda, N. (2012), "Walmart, Target, Kmart, Kohl's: Leading 50 years of retail revolution", *Advertising Age*, vol. 83, no. 12, pp. 2

STUDY OF STAKEHOLDERS' PERSPECTIVE TOWARDS PURSUING CO CURRICULAR INTERESTS AS CAREER

— Ms. Jyoti Dhingra*, Dr. Tapsa Verma**

ABSTRACT

This paper is about the perspective of various stakeholders towards cocurricular activities as a career opportunity. Covid taught us many important lessons. We realised that mind-heart balance, dealing with an unprecedented situation confidently, accepting all challenges and efforts to face them are few important lessons. Even all these skills are required for survival too, over academics. Is there any change in the perspective of parents towards cocurricular activities over education? Is growth in academics the only criterion for success? What are the career opportunities in the field of co curricular activities other than academics for students in recent times? How do parents take their wards' likes and dislikes about their interest in co curricular activities?

To attain the above-mentioned objectives, a questionnaire was prepared in the form of Google forms and floated in government schools of Delhi. Information gathered as the responses on Google forms were examined and responses were confirmed with the telephonic conversations. Information was analysed and interpretations were done to induce the results.

This study will further help the students, parents and teachers to look for other criteria for being successful. There is no need to suppress your desires and interests. Pursuing your interests is the actual way to be innovative and reach to the heights.

Keywords: Career, Cocurricular Activities, Education, Perspective, Stakeholders

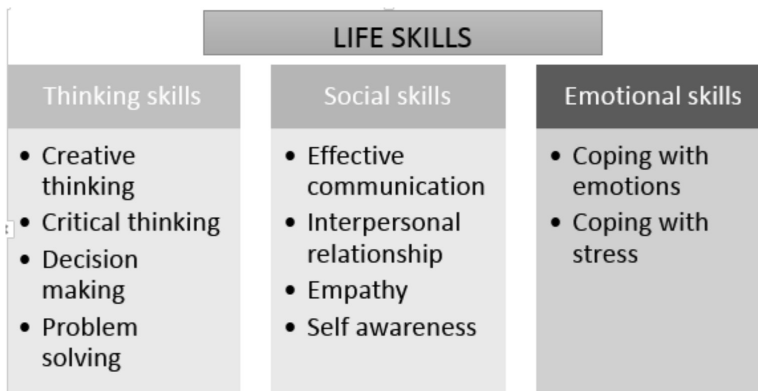
*Mentor Teacher, DoE, Old Sectariat, Delhi, India, **Assistant Professor, SCERT, Defence Colony, New Delhi, India

INTRODUCTION

The term “co-curriculum” describes the learning experiences and educational opportunities offered in addition to the formal academic programme. In order to provide a well-rounded education, both academic achievement and co curricular activities are crucial components of school life. Academic curriculum is complemented by a large and enriching co-curriculum.

Co- curriculum is a form of learning that is learned by participation in various activities under a variety of settings and the responses that are elicited as a result of those activities. Individuals can improve their overall personality and achieve their desired goals by excelling in co-curricular activities. The majority of scenarios and conditions in co curricular activities like sports etc. are always unpredictable, and individuals must respond accordingly. Music, dance or Sports teachers have a key role to play in the future health of mind and body of our country and the globe.

Teachers often experience that the addition of a few minutes of free, planned activities inside or outside the classroom during the school hours can improve classroom behaviour of their students and also leads to improved academic performance. Co curricular activities have been linked to various aspects of mental health, including self-esteem, emotionality, anxiety, depression, mood swings and wellbeing, all of which can affect academic performance.



All of the skills categorized as life skills can be developed in children through co curricular activities. Through co curricular activities, children imbibe these skills naturally.

OBJECTIVES

Following are the objectives of the present study:

1. To know students' favourite subject amongst co curricular subjects
2. To understand the place of co curricular activities and sports in secondary and senior secondary classes.

3. To know parents' concern for their children's future plans
4. To know parents' views regarding supporting their children to study the subjects of their choice
5. To know whether parents are interfering with their children while selecting subjects.

METHOD AND PROCEDURE

The authors were keen to know whether students and their parents are aware about the career options as well as career opportunities in co curricular activities and are they ready to pursue their career in the field other than academics.

To attain the above-mentioned objectives, a questionnaire was prepared in the form of Google form and floated in government schools of Delhi. Information gathered through the responses on Google forms were examined and responses were confirmed with the telephonic conversations. Information was analyzed and interpretations were done to induce the results.

The authors used Survey method for this study. The population under study was students studying in secondary and senior secondary classes and their parents. The Questionnaires in the form of Google forms were sent to approximately 350 students and their parents.

The authors received responses from 100 students and 100 parents (either father or mother). The received data was considered as the sample for the present study.

Following questions were asked to the most important stakeholders i.e. students as well as their parents to cater the objectives :

Questions asked to students:

1. Do you enjoy co-curricular activities like painting, music, sports, dance, acting etc.? (*See fig 1(a)*)
2. Select one of the following options you like the most? (*See figure 1(b)*)
 - a. painting,
 - b. music,
 - c. sports,
 - d. dance,
 - e. acting
3. Would you like to pursue your area of interest as a subject in your higher education or as your career option? (*See figure 1(c)*)

Questions asked to parents :

4. Are you aware of your child's interest in co curricular activities? (*See figure 1(d)*)

5. What profession would you want your child to pursue?
6. Do you support your child to pursue his/her passion as a career choice? (See figure 1(e))
7. Do you know what your child needs to study to be eligible for the profession of his/her choice? (See figure 1(f))
8. Along with Google forms, students and their parents were contacted through telephonic calls to support the results. Parents and students, both were assured of maintaining the confidentiality of their responses. The authors have presented the facts honestly without any bias.

FINDINGS

Feedback from the Students

1. Students' views regarding their interest in co-curricular activities like painting, music, sports, dance, acting etc.?

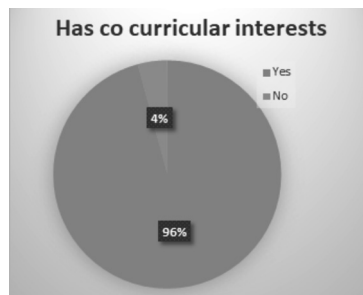


Fig. 1a

Student's Views regarding their Interest in co-curricular activities like painting, music, sports, dance, acting etc.

Figure indicates that approximately 96% of students have interest in various co curricular activities. Only 4% of students responded that they don't have interest in any co curricular activities.

2. Students' view regarding subject of interest

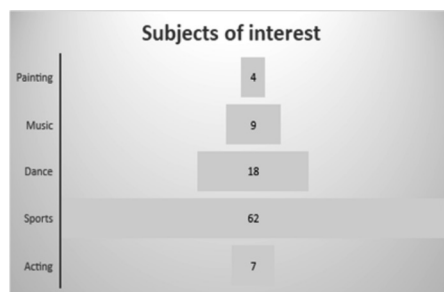


Fig. 1(b)

Students' view regarding subject of interest

Figure indicates that around 62% of students enjoy sports, followed by 18% dance, 9% music, 7% acting and 4% of students like doing painting.

3. Students' views regarding pursuing their co-curricular interests as formal study

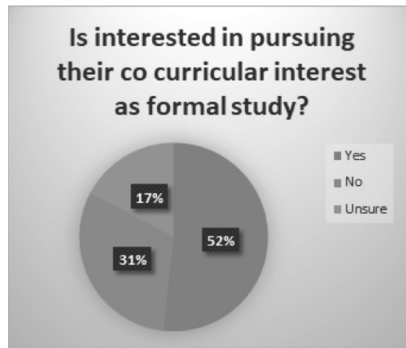


Fig. 1(c)

Students' views regarding pursuing their co-curricular interests as formal study

Figure indicates that approximately 52% of students are ready to adopt subjects related to their co-curricular interests as formal study. 31% of students are not ready for the same while 17% are still not sure about their future pathways.

Feedback from the Parents

4. Parents' awareness about their child's interest in co-curricular activities

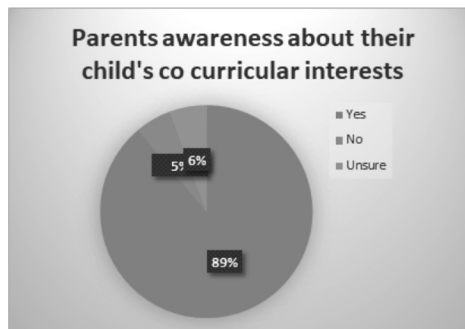


Fig. 1(d)

Parents' awareness about their child's interest in co-curricular activities

It can be inferred from the data that 89% of parents are aware of their child's interest in co-curricular activities. They know that their child is good at or usually enjoy which co-curricular activities. Only 5% of parents accept that they are unaware of their child's interest, while 6% are not sure about the same. Thus authors can observe that the gap between the parents' and children's interests is getting bridged nowadays.

6. Parents' views regarding supporting their child while pursuing co-curricular interest as career option

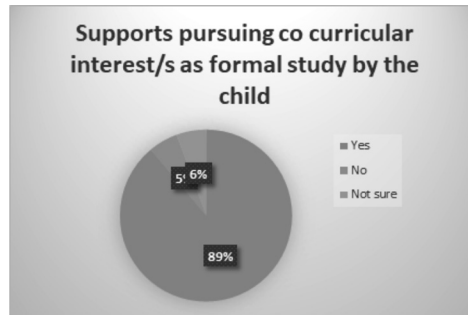


Fig. 1(e)

Parents' views regarding supporting their child while pursuing co curricular interest as career option

This figure shows that around 89% parents are ready to support their child if they pursue career pathways in the co-curricular interest. All responses collected were confirmed by having one to one conversations telephonically after making parents comfortable. Parents would like if their child gets the opportunity to pursue a career as per their choice other than academics too.

7. Parents' clarity on other career paths available for their child upon studying their subjects of choice

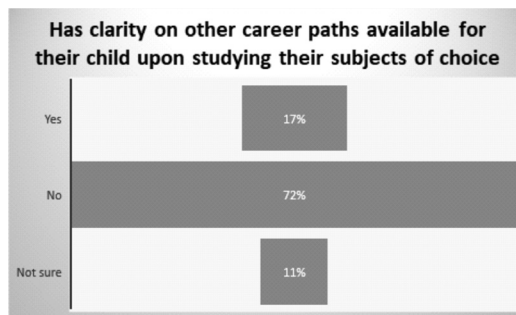


Fig. 1(f)

Parents clarity on other career paths available for their child upon studying their subjects of choice

This figure indicates that around 72% of parents are not aware of various career pathways open for their child. They are looking for support in this regard from school or any other organisation. Only 17% of parents are fully updated about the courses available for higher education in the field of their child's interest. 11% are not sure regarding the same but will get themselves updated as per need.

DISCUSSIONS AND CONCLUSION

Authors are really happy to see that there is change in the perspective of students and parents too. They are not just running blindly behind academic based career

pathways. Following the subject of their interest will help the youth to work with passion which will thus increase the success rate. Success of youth will add to the positive growth rate of the country. Study helped to break the myth that parents of government school students are least bothered about their child's interests and are not aligned with the same. Parents have shown full confidence in their child. Time is changing and parents are not imposing their unfulfilled dreams and aspirations on their children. They are fully supporting their children. Parents are inspired and tenacious. They are looking forward to further support from the education department. Different experts can be invited offline or online for teachers/parents/students to support them in exploring various career options to keep themselves updated. Students could be brought in contact with various educational agencies which can support them in sports, music and other areas of their interest. Authors were pleased to hear that few of the girl students want to aim for the Army/NDA in their future plans.

LIMITATIONS OF THE STUDY:

- This research paper is limited in terms of generalizability as authors have used questionnaires for a limited sample.
- Responses taken from a small sample of students of secondary and senior secondary classes are studied and analysed.
- The data collected as the responses from a small bunch of parents of students of Delhi Government schools.

Educational Implications:

- Teachers can make additional attempts to make their students feel comfortable and take a step forward to pursue their interest in co curricular subjects, so that students can feel the need and importance of the same in future life.
- This will enhance students' ability to learn at an advanced level with confidence in areas of their interest.

Research Implications:

- Research studies can be done to identify the reasons of students' liking and disliking any subject.
- Studies can be done to motivate students to select subjects of their choices.
- Research studies for developing innovative interventions for online teaching in subjects like co curricular activities can be done.
- Research studies can be done on knowing and understanding students' interests, attitude and aptitude regarding career choices.
- To study the futuristic plans and preparations by other stakeholders.

REFERENCES

1. *The impact of PE and sport on education outcomes: Literature review (icsspe.org)*
2. *(PDF) Career Opportunities in co curricular activities (researchgate.net)*
3. https://www.researchgate.net/publication/281862334_Role_of_Co-Curricular_Activities_in_School_Effectiveness
4. https://www.researchgate.net/publication/315999019_Effect_of_Co-Curricular_Activities_on_Academic_Achievement_of_Students
5. <https://core.ac.uk/download/pdf/270185423.pdf>
6. <https://www2.uwstout.edu/content/lib/thesis/2009/2009wilsonn.pdf>
7. <https://shodhganga.inflibnet.ac.in/handle/10603/127111>

LEARNING SECOND LANGUAGE IN INDIAN CLASSROOMS: AN OBSERVATION

— Ms. Suchita*

ABSTRACT

Classrooms have an ethereal place in Indian Diaspora; one can live under a tree but they have to attend school. No matter how and what you are learning you have to be updated, in the form of some numbers to be school passed certified. And be a learned person of, so-called civilised society. It's unfortunate, but an undeniably common condition in Indian Classrooms. And the researcher tried to peep into Indian classrooms and find out the classic debates of education through the lenses of Literacy. In this article, there is a procedural description of classroom teaching-learning to learn a second language, here English. And, have presented an analysis of the experiences of students and teachers, from the CBSE board which shapes the early experiences of second language learning. Along with that diluted engravings of earlier and recent policies have shaped and are going to shape later dimensions of Second Language Learning in Indian Classrooms.

Keywords: Three Language Formula, Second Language Learning, Learning Experiences, Language Curriculum, English as Medium of Instruction (EMI)

INTRODUCTION

Language, at least everyone has some knowledge of it and the teacher should not have to give the whole sole description while teaching, at least it does not happen in schools. In India, schools generally teach syllabus¹ (poems, stories, letter writing, and grammar) even if it is a second language. It would be a lot of work, if one tries to find out the objectives of language teaching in the school curriculum which would say, “The objective of this book/paper is to know the language and its features”. One can always see, communicate and comprehend and so on. Here, the question arises that whether language has any existence other than communication and comprehension or not? If no, then why do we learn a

*Ph.D. Research Scholar, CIE, DU

language in a natural, conducive context or if yes, then why does everyone not understand a language or interpret in a similar manner? This question leads us to know the practical (social) usage of languages not just knowing the grammar rules and some stories and poems of the target language. Moreover, the classical debate, “Language belongs to everyone; so most people feel they have a right to hold an opinion about it”. For example, if you ask, any person from eastern UP about ‘Khadi Boli (as Hindi written in books) they will definitely tell you the difference and try to converse with you in ‘Khadi Boli’, but for people of Delhi this difference might not be same.

Same phenomenon occurs when you hear a word “Note” some of you might be thinking about ‘a note which might have been sticking in your as a reminder or so’, if you are generally dealing with daily life ‘you might think of a rupee note’, or if you are someone who either deals with financial stuff or have the knowledge of more technical words or an advanced level learner ‘you can think of a currency note’.

Before going further, let’s first deal with a simple recipe of Indian Bhel to understand it more:

One can know Bhel by many names such as ‘Jhalmudi in Kolkata’ or ‘Churmuri in Karnatka’, to make it some basic ingredients are ‘chutney (sweet and sour)’, ‘puffed rice’, ‘chopped onion’, ‘green chilli’ and ‘salt’.

If one of these ingredients is missing this ‘Bhel’ would not be called as Bhel or it is incomplete! Moreover, it would not have the taste which one wants or cherish.

Once I started to know more about Bhel, I got to know more ingredients and more types (such as dry bhel, wet bhel, chickpeas special, namkeen special and so on so forth).

With the reference of Bhel, I want to try to make an argument that language is about the mixing of basic ingredients. If one of the ingredients is missing, one cannot have its full taste so as if we teach language (such as in part of speech grammar, phonemes, syntax) separately or one by one, would we be able to have the taste of whole language? It has been ages that language/s is/are serving as the bureaucrats to run down the social and political system of a society as well as the promoter of ‘so called democratic power looms’. We have the full-fledged systems, policies, rules and regulations but still we lack in implementation.

In this article, the researcher has tried to see following phenomena of Indian classrooms:

1. How does English is treated in Indian Classrooms?
2. Why such things are prevalent in Indian Classrooms?

3. How is the second language learning done in Indian Classrooms?
4. What is the role of English as EMI (English as Medium of Instruction)?

THE TREATMENT OF ENGLISH IN INDIAN CLASSROOMS

English has been the language of elites as well as well offs since ages. So, the love for the language is immense in Indian diaspora. Any person who speaks this language is considered to be a well-read person that leads to intelligence (another love which also expected from schools). And Indian people want their wards to be as intelligent as one who can speak English. Although the unfortunate reality is that people cannot differentiate their wards have the knowledge or they are good at cramming the knowledge. Here, another treatment (mistreatment) arises of English as a second language when it is made to use as Medium of Instruction too along with as a full-fledged subject. Since, English as not only has been seen as second language but also as “only important language” to learn. So the teacher who should work as a facilitator (NCF 2005) starts to teach English as in EMI as well as a second language too. And she has to follow the universal curriculum which is prevalent in India for the sake of universalization of the Education; irrespective of the pace of her learners and their needs. But the children who are at the mercy of such mushy system are the ones who eventually suffer³. One instance can be seen in Prof. Krishna Kumar’s “Ashok ki Kahani” where he described the dilemma of that learner who was not able to relate his school teaching with his daily life and eventually, due to lack of sufficient grades he dropped out from school. The school system could not hold him more even he was promoted to another grades (what CCE says). Children want to learn and they learn when they see connection in their schools and daily life, eventually where they will end up after their schools. Since, English as treated as only important language (as in EMI) and English as a second language is introduced in Indian education system as top down approach⁴. It is regarded as the key of knowledge and intelligence.

WHY SUCH THINGS ARE PREVALENT IN INDIAN CLASSROOMS?

One can think why we do have such haphazard, the researcher also has this thought while her teaching practice and in this regard, our language curriculum shows these features and it results in such syllabus: One of the major objectives of language teaching is to equip learners with the ability to become literate, and read and write with understanding. Our effort is to sustain and enhance the degree of bilingualism and metalinguistic awareness that children have (Source: NCF position paper 2006)

The goals of language curriculum are twofold: attainment of basic proficiency, and the development of language as an instrument for basic interpersonal communication and

later for abstract thought and knowledge. (Source: NCERT syllabus for elementary classes)

CURRICULUM AND SYLLABUS OF LANGUAGE/S

The general objectives of Level-I can be summed up as

- to build familiarity with the language primarily through spoken input in meaningful situations
- to provide and monitor exposure to and comprehension of spoken and spoken and written inputs
- to help learners build a working proficiency in the language, especially with regards to listening with understanding and basic oral production.
- to recite and sing poems, songs and rhymes and enact small plays/skits.
- to use drawing and painting as precursors to writing and relate these activities to oral communication.
- to become visually familiar with text [word(s)], what it means, and to notice its components – letter(s) and the sound-values they stand for.
- to associate meaning with written/printed language. At the end of this stage learners should be able to talk about themselves, members of the family and the people in their surroundings.
- follow simple instructions, requests and questions, and use formulaic expressions appropriately.
- enjoy doing tasks (including singing a rhyme of identifying a person, object or thing) in English
- recognise whole words or chunks of the language
- recognise small and capital forms of English alphabets both in context and isolation.
- read simple words/short sentences with the help of pictures and understand them
- write simple words/phrases/short sentences

CURRICULUM AND SYLLABUS OF LANGUAGE/S LEVEL II (CLASSES III, IV AND V) OBJECTIVES

The general objectives at Level-II are:

- to provide print-rich environment to relate oracy with literacy.
- to build on learners' readiness for reading and writing.
- to promote learners' conceptualisation of printed texts in terms of headings, para-graphs and horizontal lines.
- to enrich learners' vocabulary mainly through telling, retelling and reading aloud of stories/folktales in English.

- to use appropriate spoken and written language in meaningful context/situations.
- to give them an opportunity to listen to sounds. sound techniques and appreciate the rhythm of and music of rhymes/sounds.
- to enable them to relate words (mainly in poems) with appropriate actions and thereby provide understanding of the language.
- to familiarise learners with the basic process of writing. At the end of this stage learners will be able to do the following :
 - » narrate his/her experiences and incidents, exchange his/her ideas with peers
 - » carry out a brief conversation involving seeking/giving information
 - » enjoy reading a story, poem, a short write-up, a notice, poster etc.
 - » take dictation of simple sentences and to practise copy writing from the black-board and textbook and to use common punctuation marks
 - » write short composition based on pictures
 - » take part in group activity, role play and dramatization.

The general objectives at this stage are :

- to negotiate their own learning goals and evaluate their own progress, edits, revise, review their own work
- to understand, enjoy and appreciate a wide range of texts representing different cultures, ways of living
- to be able to articulate individual/personal responses effectively
- to use language and vocabulary appropriately in different contexts and social encounters.
- to be able to organise and structure thoughts in writing/speech
- to develop production skills (fluency and accuracy in speaking and writing)
- to use dictionary suitable to your needs
- to understand and enjoy jokes, skits, children's films, anecdotes and riddles

At the end of this stage learners will be able to do the following :

- understand the central idea and locate details in the text (prescribed and non-prescribed)
- use his/her critical/thinking faculty to read between the lines and go beyond the text
- narrate simple experiences, describe objects and people, report events to peers
- speak accurately with appropriate pauses and clear word/sentence stress to be intelligible in familiar social contexts

- write simple messages, invitations, short paragraphs, letters (formal and Informal) applications, simple narrative and descriptive pieces, etc.
- use his/her proficiency in English to explore and study other areas of knowledge through print and non-print media
- to undertake small projects on regular basis

And how above mentioned curriculum and its Goals are infiltrated in the form of syllabus

Languages include Hindi, English and 37 other languages. The curricula in languages focus on listening, speaking, reading and writing skills, and hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas in an effective manner (CBSE Syllabus for IX-X).

Languages include Hindi, English and 31 other languages. The curricula in languages focus on listening, speaking, reading and writing skills, and hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas in an effective manner (CBSE Syllabus for IX-X).

SECOND LANGUAGE TREATMENT AS SUBJECT IN INDIAN CLASSROOMS

No one can claim that things are not happening to accommodate students (whose mother tongue is different from school's EMI) but how these things are being done is problematic. Here, I am giving an illustration about the evaluation procedure of second language learning for speaking and listening for class X in CBSE board. This was pragmatic experience of the researcher while teaching practice. So, for making students to become proficient in functional aspect of second language (cause there are no such tests for mother tongue or Hindi language in CBSE syllabus), students are supposed to record an audio for one minute and they also require to speak for two minutes at length in the presence of their teacher or the examiner and the topic should be of their choice. But here is the catch "for one minute audio recording all of them recorded a poem which was suggested by the teacher (in the pursuit of making no mistakes) and for two minutes speaking all of them had given their self-introduction". Seriously??? I am totally hopeless about the people who would listen all those audio recordings of the students which are almost same! Do they really listen it at all???

I mean if, they really listen those for further evaluation won't they know how pathetic it is. If it is not then why such thing doesn't happen to evaluate their mother tongue, where students might know more diversified things to talk about and to present too. And this exercise with their mother tongue and Hindi language

must add the gap which occurs due to school's isolated learning style from our practical lives.

Now we have so many things to support language learning such as Language Labs, ICT, CALL periodic tests, communication classes and so on so forth, but we still read English language text book stories and poems in Hindi just to know the summary to answer what, when, where, who, whom questions' answers.

All the difference can be summed up as there is a difference in writing English and writing in English⁵. And in all these so called available things, (which are hardly available in all the schools in rural India, though we have students there too and they all come under RTE 2009) we forget the students and their knowledge, understanding, socio-cultural background, aspiration, motivation and so on so forth.

ROLE OF ENGLISH AS EMI (ENGLISH AS MEDIUM OF INSTRUCTION)

Most of us have been listening that English is the most sought language for doing business, having higher education, to know more about global whereabouts. But have we ever thought why? Why we want to do business, want to know global news, want to have higher education, isn't because knowledge and money provide social mobility. And in our country English has been the voice of underprivileged sections of the society⁶. As we know, underprivileged people were not allowed to even sit in the classrooms for study, it is English language which has given them power of knowledge and opportunity for social mobility. But whether having English as medium of instruction (EMI) giving the solution. And it is another dimension for further thinking. Let's hover upon one more common scenario of Indian classrooms:

Illustration 1:

Student X is in a government school in class I and she is reading a book named Primer (Marigold). Her teacher is teaching English with the help of the child's mother tongue and may be 'Tables recitation' happen at the end of the day.

No further instruction, no other commitment for connection establishment from the Child's home knowledge. And along with that the blame of poorness, so no motivation of reading and they just come for food. But all the teachers are qualified and they are supposed to know the child psychology and developmental phases of a child.

Illustration 2:

Whereas Student Y, in a low budget public school is reading from a different text book and practicing myself essay in the same class and probably will get homework and some activities.

In such school, teachers are not qualified enough to know the child psychology and developmental phases and they usually blame that their parents do not support. So, teaching them is really difficult as they even don't know the alphabets.

Illustration 3:

And there is another type of school such as international schools, KVs, military schools and other such institutions which provide student Z the same text book with required equipment and with the implementation of child psychology as well as developmental phases of a child.

In all the above mentioned illustrations, schools are supposed to use EMI due to societal expectations, but in illustration 1: they are not equipped as per the child lacking; in illustration 2: they don't know how; fortunately in illustration 3: schools do use EMI but all the schools either cannot afford those schools or cannot get admissions in those schools.

Moreover, there are the ways, in general, how is EMI used in schools. For example: speak in English in English class; you can write answers in Hindi also; okay, just give your self-introduction; teacher will summarise the whole lesson in Hindi; activities either done without planning or just sake for doing; half-hearted efforts; exam-driven pedagogy; blame game; and so on so forth.

MORE QUESTIONS TO ADHERE TO

- How do Indian classrooms construct knowledge?
- How do Indian classrooms construct language?
- How do children acquire language in Indian classrooms?
- How do children learn second language in Indian classrooms?

CONCLUSION

It is necessary that the things which happen at ground level should also be the part of contemporary discourse otherwise; there are policies which are in use but for few of people and institutions. It is necessary that curriculum should reflect following things beautifully penned by Wilks, S. (2005):

Challenges that require the students to produce new knowledge, emphasis on problem posing, reasoning, self-correction and a willingness to admit errors and seek explanations, and the use of accurate vocabulary that describes what is occurring, for example, making predictions, questioning inferences, and posing hypotheses⁷.

REFERENCES

1. https://cbseacademic.nic.in/web_material/CurriculumMain21/Main-Secondary/Intitil_pages_sec_2020-21.pdf

2. https://cbseacademic.nic.in/web_material/CurriculumMain20/SrSecondary/Intitial_pages_srsec_2019-20.pdf
3. Crystal, D. (2010). *The Cambridge Encyclopaedia of Language*. Third edition.
4. Kumar, k. *Ashok ki kahani*.
5. Sreekanth, Y. (2021). *English as medium of instruction at school level in India: Opportunities and dilemmas*, 'Paper presented in 8th Annual International Conference on Humanities & Arts in a Global World', Athens Institute for Education and Research, Athens, Greece.
6. <http://www.emi.network/>
7. [https://ncert.nic.in/pdf/syllabus/05English%20\(I-VIII\).pdf](https://ncert.nic.in/pdf/syllabus/05English%20(I-VIII).pdf)
8. <https://www.indianhealthyrecipes.com/bhel-puri/>
9. <https://hebbarskitchen.com/bhel-puri-recipe-bhel-poori-chaat/>
10. <https://www.vegrecipesofindia.com/bhel-puri-mumbai-bhel-puri/>
11. Tirumalesh, K.V. (1991). *Writing-English versus Writing-in-English-New Notes on an Old Theme*. *Economic & Political Weekly*
12. Wilks, S. (2005). *Designing a thinking curriculum*

ANALYSING THE EXPERIENCE OF PRE-SERVICE TEACHERS RECONNOITRING RED FORT MATHEMATICALLY

— Dr. Ruchi Sharma

ABSTRACT

Teaching Mathematics has always been considered as a chalk board task where teachers explain and write the process and students have to follow. This chalk board approach and reproducing facts approach creates barrier in development of innate abilities and mathematical vision of a learner. Also, the teacher should have orientation in that perspective than only he/ she can look beyond the ossified attitude of traditional teaching. The pre-service training is the best time to provide such orientation and develop such skills among upcoming teachers. It is an attempt to facilitate integrated approach and promotion of culture in mathematics teaching learning process advocated by NEP 2020. This study aimed at equipping the pupil teachers with skills to look and appreciate the mathematics around. It is an effort to look back in history from the perspective of mathematics so that we can develop a vision and appreciate role of mathematics in history and development of civilization. It's a pilot study and a group of 10 pupil teachers was the sample of the study. The sample selection was purposive in nature, The tools used in the study were group discussion and reflective report from the pre service teachers narrating their experience. It is analytical study where the pupil teachers reflected on their experience of visiting and analysing monument mathematically.

Keywords : Mathematical Thinking, Mathematical Competencies, Monument

INTRODUCTION

Solving lots of mathematical problems without error and scoring good marks in examinations is accomplished as bright learner in mathematics. But high scores in mathematics still fails to assure the development of mathematical competencies

and understanding among learners. A learner can solve various mathematical problems but usually fall flat to apply in daily life situations or appreciate their relevance in daily life. They also fail to contextualize the relevance of learning mathematics. In fact, for most of the teacher's mathematics teaching is just a chalk board task. The mathematical thinking is overpowered by the procedural knowledge and conceptual knowledge and reflection of the learner hardly get any space in the classroom processes.

Teacher's role is very crucial in teaching learning process and it becomes more important in mathematics. If a teacher has the orientation of construction of knowledge than only, he /she will appreciate its importance and make it a part of his /her process. The orientation of teacher is must to emerge out as a facilitator rather than a director or dictator. Pre service training is the best time to work upon such considerations as pupil teachers have quality of time to explore and learn. In fact, they should be trained with the same approach rather than chalk and talk.

Facilitation of mathematical thinking and mathematics vision among pupil teachers help them to emerge them as a good academician and a future teacher. They will create opportunities for learning and adapt strategies to develop independent mathematical thinking. This will propagate to autonomy and ownership in maths classroom among learners which will enable them to talk and reflect on their approach to problem-solving. A teacher directed classroom lacks in ownership of the learner and process of teaching revolves around the content and the teacher's belief. Here what to learn is exposed to the learner where as a classroom is a place where how to learn should be the core of teaching learning process. This tactic leads to anxiety and disinterest for subject among learners. In such a situation a teacher should revisit the strategy and opt for the one nourishing curiosity, inquiry active engagement among learners. These connections relay's on the teacher's ideology and aptitudes to make the content meaningful in terms of the learner by making an approach to variety of approaches relevant in context of the learner and content. So during pre-service pupil teachers should undergo such experiences and opportunities where they can frame certain connections.

OBJECTIVES

1. To develop a vision to identify and appreciate the role of mathematics.
2. To explore monuments from mathematical vision.
3. To appreciate role of mathematics in historical monument and development of civilization

METHODOLOGY

Sample and Procedure: The study focused on the contextualization of mathematical concepts used in a historical monument and development of civilization. Therefore, the best suitable information in this respect can be gathered from the monuments as they are the reflection of history. So, the study revolves around monuments. On the other hand, India has a rich heritage of monuments from top to bottom. And Delhi itself is a city of historical buildings which speaks out the culture and civilization of that era. Thus, the sample monument was selected from the monuments of Delhi randomly through lottery system. The monument selected was RED FORT.

The pupil teachers were chosen purposively as per the need of the research. 10 pupil teachers were selected who had studied mathematics till grade 12th and 2 who had studied fine arts. The main purpose of opting students with mathematics as they had orientation of mathematics and also this was taken up as a pilot study. With the selection of sample, the researcher oriented the group of pupil teachers about the purpose of the study and about the visit to the Red Fort. Pupil teachers were made to explore the history of the fort before visit.

On the visit pupil teachers were asked to observe the architecture of the monuments from mathematical perspective.

After visit they were asked to develop the report on it. Also, reflections from them were taken in a write up with a open feedback after visit.

RESEARCH INSTRUMENT

The study is narrative in nature. It narrates the experience of pupil teachers who reconnoitre a historical monument “Red Fort” from completely a different perspective. Data came from the report and write up on reflection on experience submitted by the pupil teachers. Also, an open discussion was done after visit to get the feedback from them on what and how they processed the information. The write up was taken to get the genuine feedback. Report, feedback and write up were unstructured and open ended.

RESULTS

Being narrative in nature the study narrates the experience of the pupil teachers of visiting monument “the Red Fort”. Going through pupil teachers episodes and reports following points were concluded.

Beyond Imagination : It was the very first experience for all the 10 pupil-teachers to visualize a monument from mathematical perspective. Most of them commented that they have never thought relating or visiting a monument for studying mathematics. They had a belief that monument are the part of history curriculum only.

Complex Process: It was not an easy process initially. The process of recording and analysing data required lots of brain storming revealed from the reports of the pupil teachers.

Usually, they have read about monuments and historical building in history so it was more challenging to visualising and identifying the underlying mathematics in the structure and architecture.

Contextualization: Most of the pupil teachers collected the relevant information in the forms of pictures and by surfing on internet and contextualize it appropriately.

Exposure to Various Geometrical Concepts: They came up with various geometrical concepts and had an exposure of new shapes and terms in geometry which is predominant in Islamic architecture.

Vision to Appreciate the role of Mathematics: The main aim of the study was to develop a vision to identify and appreciate the role of mathematics which was found to be fulfilled.

Identification of Mathematical Concepts in Red Fort: Pupil teachers were able to develop mathematical vision as they were able to identify the mathematical concepts in Red Fort like shapes, patterns, concept of similarity, congruency in various sections of Fort like congruency in Chatta Chowk, area of the fort, life span till date etc.

Integration Mathematics and History: Pupil teachers were able to appreciate the role of mathematics in history and development of civilization. They analysed how a cuboid shape brick was used to create arches, spheres. Also, the patterns and tessellations are dominated by plant and leaf patterns.

SCOPE FOR FURTHER RESEARCH AND LIMITATIONS

The present research is quite useful for teachers, teacher educators and academician as it helps to realize the importance of Mathematics and geometrical shapes in the construction of historical monuments. The research can be done on other historical monuments, also a comprehensive study can be done on specific shapes or patterns.

LIMITATIONS OF PRESENT STUDY

- a. The study was confined to very limited number of sample size.
- b. Only one monument i.e. Red Fort was taken to conduct the research.

CONCLUSION

Since childhood we had heard and observed that students have phobia of Mathematics and generally, they are unable to link the Mathematical concepts with daily life or in simple words applications of knowledge. It is a well-known fact that experiential

learning helps in the construction of knowledge and if the teacher successfully integrates the theoretical concepts with concrete experiences from their surrounding or environment, the student will surely develop interest. The trainee teachers found it difficult and admitted that the present experience of relating the conceptual knowledge of mathematics with Historical monument was beyond their imagination and it was complex process but they got the exposure to various geometrical concepts, shapes, patterns and principles of congruency and similarity. Students were able to appreciate the role of history in Mathematics in History.

REFERENCES

1. *The Protagonism of the National Technical School in Teacher Education: what monuments and mathematics say Elmha Coelho Martins Moura; Educação & Realidade, Porto Alegre, v. 46, n. 2, e112166, 2021.* <http://dx.doi.org/10.1590/2175-6236112166>
2. Mathematics and arts: Connections between theory and practice in the medieval Islamic world; *A Özdural - Historia mathematica, 2000 - Elsevier*
3. <https://www.simplilearn.com/what-is-data-collection-article>
4. https://books.google.co.in/books?hl=hi&lr=&id=9oQPSb-BkgEC&oi=fnd&pg=PP1&dq=exploring+monuments+with+mathematical&ots=x49WOH_nzn&sig=i7Dnwg2dC6JexyVURy9ehDWaApI&redir_esc=y#v=onepage&q=exploring%20monuments%20with%20mathematical&f=true
5. *Capt. K. SUJATHA, e.tal "MATHEMATICS IN HISTORICAL MONUMENTS": Vol.04.S1.2016:*
6. *Lingefjard Thomas, "Learning Mathematics through Geometrical Inquiry" At Right Angles, Vol. 4, No. 1, March 2015*
7. *Jabeen A. & Munir M., "The Spatial Analysis of Fractal Geometry in Mughal Architecture: A case of Wazir Khan Mosque Lahore, Pakistan, Feb.2020;* <https://www.researchgate.net/publication/339513126>
8. <https://ysjournal.com/the-mathematics-of-ancient-indian-architecture/>
9. <https://indianmathstory.com/mathematical-tourism/>
10. https://en.m.wikipedia.org/wiki/Red_Fort
11. https://en.m.wikipedia.org/wiki/Lahori_Gate,_Delhi
12. <https://www.sarthaks.com/970244/mathematics-teacher-school-took-10th-standard-students-show-fort-part-their-educational>
13. <https://www.thebetterindia.com/270005/maths-in-indian-monuments-ancient-science-symmetry-architecture-heritage/>
14. https://youtu.be/_KxWXHr1xfk
15. <https://www.britannica.com/topic/Red-Fort>

16. <https://youtu.be/RS5CZ0vIIVg>
17. <https://artsandculture.google.com/story/red-fort-a-symbol-of-splendour-incredibleindia/dgWhNOimJNNcLg>
18. https://www.delhitourism.gov.in/delhitourism/tourist_place/red_fort.jsp
19. <https://whc.unesco.org/en/list/231/>
20. <https://artsandculture.google.com/story/red-fort-a-symbol-of-splendour-incredibleindia/dgWhNOimJNNcLg?hl=en>
21. <https://youtu.be/NZDZGr9MrFY>
22. https://youtu.be/Iiz_m_IEtsU

CURRICULUM IMPLEMENTATION IN ELEMENTARY EDUCATION: INVOLVEMENT OF TEACHERS

— Ms. Neha Sehrawat*

ABSTRACT

Elementary education is a most important phrase for children to build their knowledge. It prepares children in fundamental skills and knowledge areas but curriculum and teachers are the main factors in the education of children. Curriculum is a specifically to a planned sequence of instruction that what the learners are expected to learn, what learners will produce as a result of a learning activities, describing the focus of learning activities. The implementation of best curriculum gives a push to improve the quality of teaching and learning methodology in elementary education. The purpose of this study is to determine the curriculum of elementary education and involvement of teachers in it. It also focuses on the participation level of teachers in elementary education.

Keywords : Curriculum Development, Teachers Involvement and Challenges in Curriculum Development.

INTRODUCTION

As we all know that every journey begins with a single step so same goes with education, which starts with the designing of curriculum. Curriculum plays a vital role in education system and the foundation of education starts from elementary school. Elementary school nurtures root of learning of student and as well as assume the good beginning of their future. If the base or concepts of elementary school are not strong then it may affect their upcoming bright future.

It's very hard to define the word curriculum just in few words because it is an umbrella term which includes various components. So if we want to define the word curriculum in simple words it "is what the school covets to teach, which might include the learning process, and social behavior". Even there are many

*Student

important juncture which examine the prescriptive and descriptive definitions of curriculum to define it in a proper way and one of popular definition is which is given by John Dewey according to him “curriculum is a continuous reconstruction, moving from the child’s present experience out into the represented moving from the organized bodies of truth that we call studies...the various studies... are themselves experience that are that of the race”. After understanding the curriculum the main thing comes and that’s how to develop curriculum. Curriculum development means to realizing desired objectives of education at different levels.

The importance of curriculum development in formal education, the curriculum has evolved into a dynamic curriculum development process as our society changes. The development of an effective curriculum guide is a multi – step ongoing and cyclical process. The process starts with design the curriculum than develop, implement, monitor, evaluate, review and again start from design. In other words curriculum development is a dynamic process involving many different people and producers where one of the most important people is teachers who have an important role in developing curriculum. And the important role is to implement the curriculum in the classroom according to how it is designed. A teacher helps students develop an engaged relationship with the content.

OBJECTIVES OF RESEARCH

Following were the objectives of study:

1. Find the end – point and outcomes of the curriculum implementation in elementary education.
2. To study the role of teachers’ involvement in curriculum development.
3. To analyze the effectiveness of NEP 2020 curriculum implementation.

RESEARCH METHODOLOGY

- The present study is conducted on 25 elementary school teachers.
- Nature of study is exploratory.
- Random sampling method is used for study.

ANALYSIS AND INTERPRETATION OF RESULT

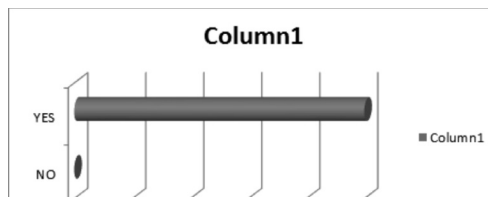
There are mainly 4 findings, resulting from the present study namely teachers response to the curriculum development, teachers involvement, challenges and current curriculum in elementary education.

CURRENT CURRICULUM IN ELEMENTARY EDUCATION

• Effectiveness of New Curriculum Implementation

Through one of the question the teachers were asked whether they think new

curriculum which is implemented by NEP 2020 is effective or not. It's a direct question with the option yes or no. where 100% response is yes which means the curriculum is effective.



- **The Key Points of New Curriculum Development**

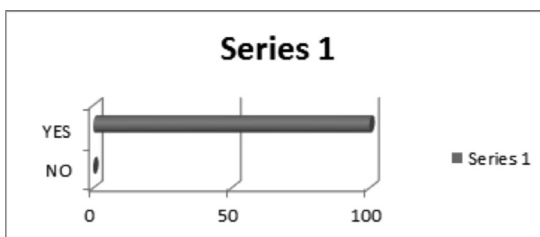
Following are the responses which are given by teachers related to the new curriculum development.

1. Curriculum helps to increase focus on foundational literacy and numeracy – and generally, on Reading, Writing, Speaking, Counting, Arithmetic, and Mathematical thinking throughout the preparatory and middle school curriculum, with a robust system of continuous formative/adaptive assessment track.
2. It supports teacher to attain her mission to implement the activities in better way.
3. Provide opportunity to students to learn in different manner like: peer tutoring which enhance learning process more.
4. Established innovative models to foster activities as well as provide support to learning.
5. New curriculum try to provide experimental learning, including hand on learning, art- integrated and sports integrated education, storytelling based pedagogy.
6. It closes the gap in achievement of learning outcomes.

Involvement to Teacher in Curriculum Development:

- **Involvement of Teachers in Curriculum Implementation**

According to the question the teachers were asked whether they think the teachers should involve in curriculum development or not. The 100% responses are yes teacher should involve in curriculum development.



Reasons for Teachers Involvement in Curriculum Implementation :

According to question, teachers where asked why teachers should be involved in curriculum implementation? Following are the responses:

1. Because teachers are the only one who knows their students need better than other involved in the curriculum process.
2. A teacher provides an insight into the type of material, activities and specific skill that need to be included for the students.
3. Without the teachers insight curriculum cannot be followed clearly.
4. Teachers are the only one who could find the weakness in the curriculum. And provide an insight how to change it in better manner.
5. While developing or implementing the new curriculum teachers are important because a teacher can gauge whether an activity will fit it or not.

- **The Challenges Faced by Teachers in Curriculum Implementation**

According to the teachers responses they think that teachers are very important part for implementing the curriculum. These are some responses which are given by teachers:

1. Some time, it is difficult for the teachers to inherit the techniques to be used when new curriculum are implemented.
2. Quality and quantity of teaching staff to meet the expectation of students and the society is impediment.
3. Dearth of resources to implement the curriculum process.
4. Lack of time.
5. The curriculum is not only limited to the school, classroom, or teacher but it also needs the participation of parents but in some cases parents are not involving which make it difficult for the teachers.
6. Proper training of some old teachers who find it difficult to implement

CONCLUSION

Curriculum is one and only way to achieve the best practices in education learning process. In other words we can say that without curriculum it's impossible to reach the goal which must set for the particular class it can be for the elementary, middle, or high school for proper management they need curriculum. Curriculum development is a skill activity which needs a proper planning, developing, designing, implementing, evaluating and improving stages.

When it comes for the implementing of curriculum teachers plays a vital role in it. They know what a students need at their different learning level, so teachers can also work as curriculum developer. But in some cases it's not also difficult for teachers to implement it in classroom because of lack of resources and lack of training among teachers.

Through the conclusion is that there is no particular curriculum which can be implemented through a full time it must be change as the passing time to improve the skill of students as well as teachers. And teachers are main key to open the lock of knowledge in front of students with the help of curriculum.

SUGGESTIONS

The curriculum development process can be improved by following ways:

Proper training of teachers before implementing curriculum.

1. Taking feedback from teachers is one of curriculum development best strategy.
2. Time to time seminar, training, orientation programs, and workshop must be held for involvement of teachers as curriculum developer.
3. Always analysis the curriculum like: requirement of the school, types of activities should be conducted for students, how can bridge the gap between the teaching and learning process.

REFERENCE

1. https://books.google.co.in/s?hl=en&lr=&id=teLEDwAAQBA&oi=fnd&pg=PR13&dq=info:inDwwFTPG7YJ:scholar.google.om/&ots=Iryj8BZNtu&sig=9HuFaYMNH3580lfr9GmxMsjB8_s&redir_esc=y#v=onepage&q&f=false
4. <http://www.vkmaheshwari.com/WP/?p=1833>
5. https://en.m.wikipedia.org/wiki/Curriculum_development
6. <https://www.fao.org/3/ah650e/ah650e03.htm>
7. <https://www.igi-global.com/dictionary/curriculum/6468>
8. *Curriculum Implementation at Elementary Schools A Study on “Best Practices” Done by Elementary School Teachers In Planning, Implementing, and Evaluating the Curriculum* Dr. Rusman.
9. *Curriculum development: teachers involvement in curriculum development by Merfat ayesah alsubaie.*

INFORMATION FOR CONTRIBUTORS

PROCEDURE

Communication

Kasturi Ram College of Higher Education welcomes articles of interest representing original work. Analytical papers and papers based on review of extension literature on any aspect of education for publication in RESEARCHER'S VOICE. All communication should be addressed to the Editor-in-Chief, Kasturi Ram College of Higher Education, Narela, Delhi-110040.

Declaration

Each article should be accompanied with a declaration that I/We are the author(s) of the article/research paper, in the order listed and the article/research paper is original, authentic, self made and unpublished work not submitted elsewhere for publication. This should be sent along with the scanned signature of the author(s).

Submission of Articles

Articles should be sent by post or e-mail along with your brief resume and email ID.

Review System

Every Article will be reviewed by a masked peer review and referees. The criteria used for acceptance of articles are contemporary relevance, contribution to knowledge, clear and logical analysis, and sound methodology or research articles. The Editor-in-Chief reserves the right to reject any manuscript as unsuitable in topic, style or form without requesting external review.

Copyright

The author owns the copyright of the article until it is accepted by the Editor-in-Chief for publication. After the acceptance communication, the copyright of the article is owned by KRCHE and should not be reproduced elsewhere without the written permission of the Editor-in-Chief and the authors of the article.

GUIDELINES FOR AUTHORS

Author can submit paper with have any number of pages including figures, tables, and references. Submissions will be judged on originality, significance, interest, clarity, relevance, correctness, and presentation.

Criteria for Publication of Research Paper

- The manuscript submitted is author's own original work;
- All authors participated in the work in a substantive way and are prepared to take public responsibility for the work;

- Corresponding (1st Author) Author was authorized by all authors to transfer all royalties related with the manuscript and to enter into a binding contract with KRCHE as detailed in the Copyright Release Form, and He/She will be responsible in the event of all disputes that have occurred and that may occur;
- All authors have seen and approved the manuscript as submitted;
- E-mail of all authors have been entered into the Journals Manuscript Submission and Evaluation System correctly;
- Author should assure that the manuscript has not been published and is not being submitted or considered for publication elsewhere;
- The text, illustrations, and any other material included in the manuscript do not infringe upon any existing copyright or other rights of anyone.
- Authors have to transfer all rights, especially processing, reproduction, representation, printing, distribution, and online transmittal, to KRCHE with no limitation whatsoever, If editorial board found any copyright content or any issue related to copyright in future, then KRCHE have rights to withdraw the paper without prior notice to authors
- All submitted papers will be sent to reviewers for a blind review. The reviewers use the following in evaluating research papers: Novel Contribution, Originality in Thought, Inferences, Key Strengths, Key Weaknesses, Areas of Improvement, Presentation/Organization of Research

Number of Authors for Single Paper Publication

Maximum 3 authors will be allowed for single paper publication.

Submission of Research Paper

- Submit your research article/manuscript in .DOC/.DOCX file format to us by mail at iqac@krcollege.in In the subject of the mail please mention “Submission of Manuscript/Research Paper. Title of the paper, full name of author/s, designation, contact number In the message body of the mail.
 - Please prepare your research paper/manuscript in standardised paper format.
 - our team will give the acknowledgement by mail regarding paper submission.

Paper Accept/reject Notification

- Our reviewer team will evaluate submitted research paper and will provide the feedback regarding the acceptance or rejection of paper.
 - **In case the paper is accepted, author/s have to pay Publication fee.**

- **In case the paper is rejected, author have to make the modification as per instructions given by our reviewer committee.**

Review of Research Paper

- Papers will undergo a Double Blind Review Process & will be evaluated on different parameters like originality, relevance, applicability and contribution.

Document Submission

Once payment of the publication fees is made, author have to submit

- Plagiarism report
- Copy right transfer form (scanned copy) (Handwritten signed by author) (Download)
- Payment Proof (Screen shot) along with Paid amount, Transaction ID, and Date of Payment in the mail whenever you send these documents.

Paper Publication

- After receiving above mentioned documents, our team will publish your paper.

Certificate for Publication

- Our basic publication fee include softcopy of the certificates. We will provide e-certificate to each author individually, confirmation letter per research paper, and copy of the published paper.
- Our basic publication charge does NOT include the hardcopy of the certificates.
- If author wants hardcopy of the certificates, confirmation letter and copy of published paper then author have to pay additional hardcopy charges.

Specifications for Research Paper/Manuscripts

1. The Manuscripts should be in MS-Word format.
2. Paper Title (14 pt, Times New Roman, Upper case, line spacing: before 8pt, after:16pt)
3. The abstract, followed by relevant keywords should not be more than 250 words and should adequately describe the work and highlight its significance.
4. Manuscripts must be double spaced, with 1.5 margins with “Times New Roman, Font Size 12, headings to be bold.
5. On the first page of the paper (cover page), please provide full name (first, middle and last names) and full address (institute’s address along with designation and correspondence address) along with email address and phone number of the

author(s).The author's name or affiliations should not appear anywhere else in the body of the manuscript.

6. The actual paper should begin from the second page containing the title followed by the abstract, keywords and the main paper.
7. The manuscripts should not be more than 6000 words.
8. Figures and tables should be at proper place where the discussion on them has made in the article and must carry the numbers and captions.
9. References should be in APA Style.

The soft copy to be sent to the Editor-in-Chief at the following address:

Prof. Sudhinder Singh Chowhan
Editor-in-chief (Researcher's Voice)
Kasturi Ram College of Higher Education
Narela, New Delhi - 110040
Email: rv.krcollege@gmail.com
Visit us: www.krcollege.in
Contact us : 08802841785, 09899326670

IMPORTANT INFORMATION

1. Acceptance of the paper will be sent through e-mail.
2. All decision regarding members on Editorial board or Associate Membership will rest with the Editors-in-chief.
3. Authors should submit their research paper/Article along with processing fee @ Rs.1000/- per author. They will receive a copy of the Journal free of cost. The editorial board has the power to wave the fee.
4. Research Papers will be reviewed and published on the recommendations of the members of the advisory board and experts of the subject and the discretion of the editors.

SUBSCRIPTION RATE-2022

Category	1 Year	2 Year	3 Year
Institute	350.00	500.00	750.00
Individual	250.00	400.00	600.00
Students	200.00	300.00	400.00
Abroad	\$(US)10	\$(US)18	\$(US)25

TERMS & CONDITIONS

1. Students should send photography of their identity card.
2. Print subscription is volume based.
3. Indian subscription to add Rs. 50.00 for Non-Delhi Cheque.

ORDERING INFORMATION

Subscription: Payment has to be made in favour of "Kasturi Ram College of Higher Education, Payable at New Delhi, for timely receipt of the journal.

For subscription, related enquiry and feedback, you can contact:

Subscription Manager, Ms Kanchan Wadhwa, at 9873914648

SUBSCRIPTION FORM

Dear Sir/Madam,

I/We would be interested in subscribing to Research's Voice for _____ year(s). I/We would be interested in availing myself/ ourselves of the subscription offer in the _____ category. I/ we am/are enclosing details of payment_____.

Bank Details for depositing online :

Account Name : Kasturi Ram College of Higher Education

Account No. : 911010042874519

Bank Name : AXIS BANK LTD,

Branch : Narela, New Delhi - 110040

IFSC CODE : UTIB0001260

My/our particular are as under:

Name (In Block letters) : _____

Profession : _____

Address : _____

Tel No : _____

Email : _____

Igniting Young Minds!!



KASTURI RAM COLLEGE OF HIGHER EDUCATION

(Under the Aegis of Kasturi Ram Research Centre for Science and Management)
AN ISO 9001 : 2015 CERTIFIED

AFFILIATED TO GGSIP UNIVERSITY, DELHI | ACCREDITED BY NAAC

Head Office: E-53, Prashant Vihar, Rohini, Delhi-85 | Campus: Narela, Delhi-110040

Contact us: 8802841785, 011-27787132 | Fax : 011-27784774

E-mail: krcollege@krcollege.in Website : www.krcollege.in

[facebook.com/KRCcollege](https://www.facebook.com/KRCcollege)

www.instagram.com/kasturiramcollege

@Education with KRCHE

@KR COLLEGE



Kasturi Ram Research Centre for Science and Management, a society registered under the Societies Act in the year 2000, established Kasturi Ram College of Higher Education (KRCHE) in Narela with a mission to promote higher education in the region. The college aspires to impart value based quality education, training and ensures holistic personality development of its students to meet the growing demands of competent and trained professionals.

Features:

- Faculty with rich Academic and Industrial experience.
- Well stocked fully Computerized Library equipped with latest Books & Journals and Book Bank Facility.
- Wi-Fi enabled Campus.
- Regular Extension Lectures, Picnics, Industrial & Press Visits.
- Active Training & Placement Cell.
- Industry-Institute Interface through National/ International Seminars, Workshops, FDPs etc.
- Holistic development of the students through Personality Development & Production House Club, organizing value added programmes like Group Discussions, Case Study/Presentations, News Sessions, Cultural Fest & Sports activities etc.
- Self Defense Training for Girls.
- Frequent interactions with distinguished personalities from Industry & Academia.
- Publication of In-house half yearly Newsletter & Research Journal.



COURSES OFFERED

- BBA (1st & 2nd shift)
- B.A. (J & MC)- 1st & 2nd shift
- B.Com.(H)
- B.Ed

• Ranked 'A' Grade institute by SFR Committee, DHE, Govt. of NCT of Delhi

• Member of DELNET

• Member of Computer Society of India

Gold Medalists



Ms. Akansha Jain



Ms. Apurva Jain

- ❖ College transport is available from all parts of Delhi & the college is well connected to many DTC bus routes & Metro stations. College transport facility is also available from Sonapat.
- ❖ Just 20 minutes drive from GTK By-Pass.



KASTURI RAM COLLEGE OF HIGHER EDUCATION

(Under the Aegis of Kasturi Ram Research Centre for Science and Management)

AN ISO 9 0 0 1 : 2 0 1 5 CERTIFIED

AFFILIATED TO GGSIP UNIVERSITY, DELHI | ACCREDITED BY NAAC

Campus : Narela, Delhi-110040 Tel: 011-27787132

E-mail: krcollege@krcollege.in Website : www.krcollege.in