

श्री बाळासाहेब माने शिक्षण प्रसारक मंडळ, अंबप संचलित

ता. हातकणंगले

बी. एड. सेमिस्टर भाग - III

विषय - _____

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रोल नंबर - 25

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मार्गदर्शक स्वाक्षरी

प्राचार्य स्वाक्षरी

**"To develop the ability of using punctuation
In English among the 7th standard
Student at J.K.Mali Prathmik, Madhymik Ashram Shala
Vadgoan"**

**Action resrarch submitted for
Partial fulfillment of
B.Ed Course**

Researcher :-

Sujata Pramod Kumbhar.

Guide :-

Prof. Shirtode V.L.

Adhyapak Vidhalay B.Ed.

Peth Vadgoan

Year :- 2022-2023

I

DECLARATION

I heareby declare that the research entitled, "To develop the ability of using punctuation in English among the 7th standard student at J.K.Mali Prathmik,Madhymik Ashram Shala Peth Vadgoan". Completed and written by me for degree of (B.Ed) has not previously formed basis for the award of any degree of B.Ed or similar title of this of an university or examination body.

Date :- / /2022

Place :- Peth Vadgoan


Sign

(Sujata Pramod Kumbhar.)

I

CERTIFICATE

This is to certify that the action research entitled to develop the skills of using communication in English at... V. Wai Prathimi, Wadhvani Ashramshiksha, Peth Vadgaon, submitted by Sujata Pramod Kumbhar, of class BSC 2nd-2. This action research completed under my guidance. This action research work is her part of the student.

Date: - / /

Place: - Peth Vadgaon


Guide's Sign

Name of the Guide

Prof. Shinde V.J.

III

ACKNOWLEDGEMENT

I am very glad while presenting the action research. It gives me immense pleasure to express my deep sense of gratitude and sincere thanks to my guide principle Mrs. Nirmale R.L. Mam of Adhyapak Vidhyalaya, Peth Vadgoan suggesting and supporting me to carry out this action research.

I am very thankful to prof. Shirtode V.L. Mam who has given me guidance and valuable information to complete this action research. I wish my greatful thank for suggesting and supporting me for this action research.

I am also thankful to supervisor and students of this school lastly. I express my thanks to my all friends. Who have supported directly and indirectly for this action research.


Researcher.

(Sujata Pramod Kumbhar.)

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Rajdhani

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CHAPTER 1

Chapter - I

Introduction of Research.

1.1 Introduction.

1.2 Need of Research

1.3 Importance of Research.

1.4 Statement of Problem

1.5 Objectives of the Research.

1.6 Assumption.

1.7 Hypothesis

1.8 Scope and limitation

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CHAPTER - 1

Introduction of Research

1.1 Introduction :-

It is true to say that English has become one of the major language of the world. The place of English in school education has been a subject to debate ever since independence.

English plays an important role in scientific as well as technological studies in the country and more over it means the functional literacy and cultural requisites of the learner.

The same way up to now, Researcher have conducted there practical lessons in 7th Standard and following are some difficulty of students.

After Proper Knowledge of punctuation marks students will get linguistic sense of to their language.

The teacher come across many problem in using punctuation marks in making sentences for composition and also in writing and reading part.

1.2 Need or research :-

The inductive procedure keeps the class on the alert and keeps it active

Objective of the Research:-

1. To make aware student about importance and need of punctuations.
2. To introduce various punctuation marks.
3. To enable the pupil to write correct spelling of words.
4. To enable pupil to use punctuation marks in writing.

1.7. Assumption:-

1. Student can read these sentences properly.
2. Student can speak these sentences using some punctuation marks.
3. Students can listen these sentences using some punctuation marks.
4. Students can speak these sentences using some punctuation marks.

CHAPTER 2

CHAPTER- 2

Review of Related literature

2.1 Introduction.

2.2 What is mean by Review.

2.3 Importance of Review.

2.4 Review of Related literature.

2.5 Review of References

2.6 Variation of the Statement of the Problem.

CHAPTER - 2

Review of Related Literature

2.1 Introduction:-

Review of related literature is an important aspect in any research. Knowledge acquired in books and they are arranged in libraries. Each new generation of human beings makes use of accumulated knowledge as a foundation for building up knowledge. Hence, the study of related literature is inevitable in any field of inquiry.

Taking into consideration the importance of related literature an attempt is made to study critically the literature regarding the research done so far in this area of study.

1.2 What is mean by Review?

Review of related literature means the study of related knowledge which we have collected which is presented for the purpose of research to deal with problems. We have to review related literature, it is an important part of research.

2.3 Importance of the review.

The related material can decide the limitations of action research.

- 2) Related material can help clear the definition and importance of action research.
- 3) Due to related material teacher can correctly choose and solve the problem.
- 4) Reference material can save the time and work.

2.4 Review of the references.

Nisar Nis (1966) -

A Study of common language difficulties in English of secondary school pupils. B.L. Sharma, in Kerala Government Training College Trivandrum.

B.L. Kohil, R.L. Sharma, T.R.P. Shastri, P.V. Sen Gupta.

(First Edition 1993)

Book - Teaching of English.

This book consist various aspects of teaching of English word. In this book give the information about English pronunciation. This book consists suggestion which methods are used for proper grammar of English.

Wren and Martin (1980) Bank - English Grammar and Composition -

A serious attempt - to bring the book up to date through revision of the grammatical section in particular has been carried out and the format has been enlarged to making more handy.

R. S. Saret (1987)

The needs of teachers of English and the trainers in this colleges or education who wants to be acquainted with the latest trends in the field of English language teaching.

2.5 Variation of the Statement of the problem. -

The study related literature and previous research we understand that difficulty faced by 7th std. Student Using punctuation marks. This problem has never taken for research.

2.6 Conclusion :-

Several researchers were undertaken to analyze the student's error and to plan suitable remedial exercise with the application of linguistic and psychological theories.

Though there are number of studies related to the present study there is not a single research studying experimentally on grammar incorporated in English prose of 7th Std.

Hence, this research problem can be said to be original and as pointed out earlier there is an urgent need of conducting research.

CHAPTER 3

CHAPTER - 3

Method of Research.

3.1 Introduction

3.2 Research

3.3 Methods of Research.

3.4 Action Research

3.5 Types of Action Research.

3.6 Experimental method merits and demerits.

3.7 Types of sampling.

3.8 Tools of research.

3.9 Procedure of the research.

3.10 Schedule of the research.

CHAPTER - 3

Method of Research.

3.1 Introduction:-

It is necessary to select proper method of research to do the research in order to solve the problem one has to use different educational instruments like questionnaires and interview, while solving problem we have to study its total numbers of student selection of when specimen and survey of school. When we take any problem to solve its importance, statements, limitation much objectives are decided.

In daily life we have face various problems. To solve this problem, we have to use various techniques, various method and various way. If we take right decision at time we can success in life by this we get knowledge for this purpose we have using many reference material like some books, news paper, researcher etc.

To get more knowledge about anything, we have to do research.

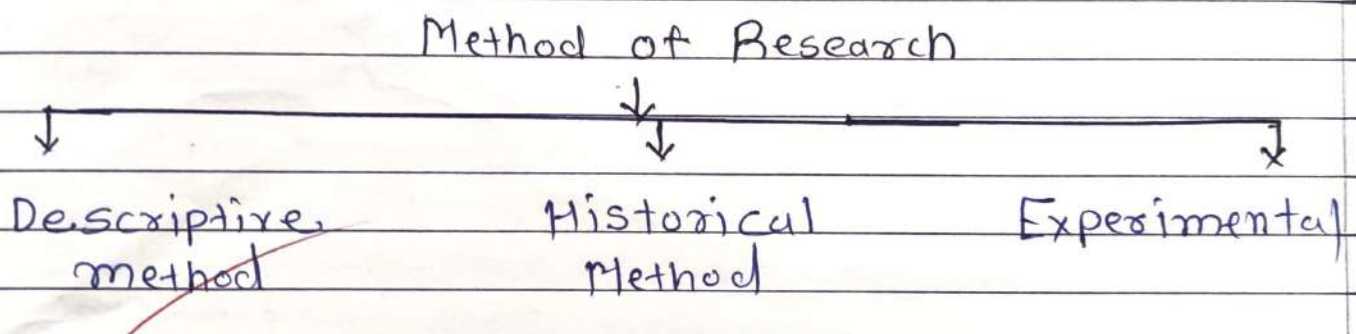
3.2 Research:-

Though all kinds of educational researches are done by scientific method there types of researches create through the nature of collecting information about the research.

Research means a try to get knowledge about analyzing

3.3 Methods of Research:-

There are three types of method of research.



1. The descriptive method:-

The descriptive method is used where geographic distribution is involved or where the objects of may class very among themselves for example in studying the climatic conditions of various parts of the world. This method is followed in studying local as well as state National and international aspects collect there type of Information of what exists or what we want and of how to get there.

2. Historical Method:-

The historical method is a useful approach in studying and solving educational problem. It has both academic and practical advantages. The historical method is based up on. Reports of observations which cannot be repeated the three major sten characteristics of the historical type of research are -

1. Collection of data through Primary and Secondary sources.

2. Internal and external criticism of the data collected.

3. Presentation of facts in a readable form involving problem of organization Composition, exposition and interpretation.

3. The Experimental method:-

This method is distinctly different from the historical and the descriptive methods. Experimental research implied the type of scientific investigation in which the research control all significant factors during the period of inquiry and observes the results. This method is applied to education within in the last few decades with considerable success many educational

areas like those of teaching, spelling or determining the superiority of particular methods of instruction etc.

- (A) Planning the experiment.
- (B) Concluding the experiment.
- (C) Reporting the results.

Experiments in education can classify on various basis.

- (1) Single group experiments.
- (2) Equivalent or parallel group experimental
- (3) Rational group experiment.

Non probability Sampling Design.

- (1) Incidental sampling
- (2) Quota sampling
- (3) Purposive sampling.

3.7 Tool of Research

1) Questionnaire.

First of all researcher have conducted pre-test. Then in order to create unity among the student and make researcher have included questions carefully which will make student imagine consider the words which they know but the basic question within question and also put up the need of certain word e.g.

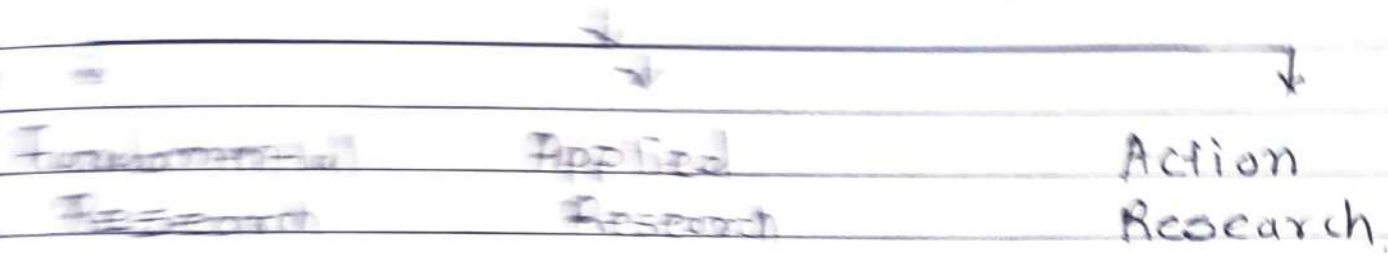
"What time is it?"

"It is 10 o'clock. School bus time. The car has to go to the school etc."

Types of Action Research:-

There are three types of Action Research.

Types of Action Research



1. Fundamental Research:-

Fundamental Research is one of the type of educational research generally deal with knowledge to enrich previous knowledge. It tries to find out confirm of any educational problem instead of any suggestion it come. It is theoretical research work. It is different from applied research.

2. Applied Research:-

Basic and applied research are distinguished by the goals they help to achieve. Applied research is undertaken to solve an immediate practical problem and the goals of seeking the scientific knowledge is secondary to solving the problem, then the application of it.

3.9 Schedule of the Researcher :-

Sr. no	Date	time	Program	Guest
1.	4.01.2023	12.30 to 1.00	Pre-test	.
2.	5.01.2023	1 to 1.30	First step introducing punctuation marks.	
3.	9.01.2023	11.30 to 12.00	Second Step loud reading	
4.	10.01.2023	12.30 to 1.00	Third step Understanding rules of Punctuation marks	
5.	11.01.2023	1 to 1.30	Forth Step practice of Punctuation marks	
6.	12.01.2023	1.30 to 2	fifth Step lecture.	Patil Madam
7.	13.01.2023	11.00 to 11.30	Seventh Step past test.	

CHAPTER V

Chapter:-

Date analysis and interpretation

4.1 Introduction

4.2 Table No. 1

4.3 Pre-test-graph

4.4 Table No-2

4.5 Past test-graph

4.6 Table no-3

4.7 Pre test and past test graph

4.8 Table No-4

CHAPTER - 4

Data Analysis and Interpretation

4.1 Introduction:-

In this action research, researcher find the difficulties faced punctuation marks at J. K. Mali Prathamik, Madhyamik Ashramshala Vadgaon.. To find the difficulties while using punctuation mark Researcher take a pre-test mainly depend on punctuation marks.

In this chapter researcher explain the information collected by pre test and Past test for this explanation Researcher use graph and Percentage, with the help of this researcher explain whole problem.

Researcher collect student which mark mistakes, while using punctuation marks by the help of the this researcher explain the problem.

Table No.-1

Marks at Pre-Test

No.	Total Marks	Mark Obtain	Percentage
1.	10	6	60%.
2.	10	2	20%.
3.	10	5	50%.
4.	10	3	30%.
5.	10	4	40%.
6.	10	5	50%.
7.	10	5	50%.
8.	10	4	40%.
9.	10	5	50%.
10	10	4	40%.
No = 10		$\Sigma x = 43$	

1

N = Total students

 Σx = Summation of an get mark

m = mean.

$$\text{Mean} = \frac{\Sigma x}{N}$$

Σx = Summation of all get marks
 Number of Students

$$m = \frac{43}{10}$$

$$\text{Mean} = 4.3$$

Observation

In this test 1 student get 2 marks
 1 student get 3 marks, 3 students get 4 marks
 5 student get 5 marks and 1 student get
 6 marks.

Explanation

According to above table, Percentage of student is.

- 20% marks have 1 student
- 30% marks have 3 student
- 40% marks have 3 student
- 50% marks have 5 student
- 60% marks have 1 student.

Pretest Graph

x = axis - 1 cm = 1 student
y = axis - 1 cm = 10%

Percentage

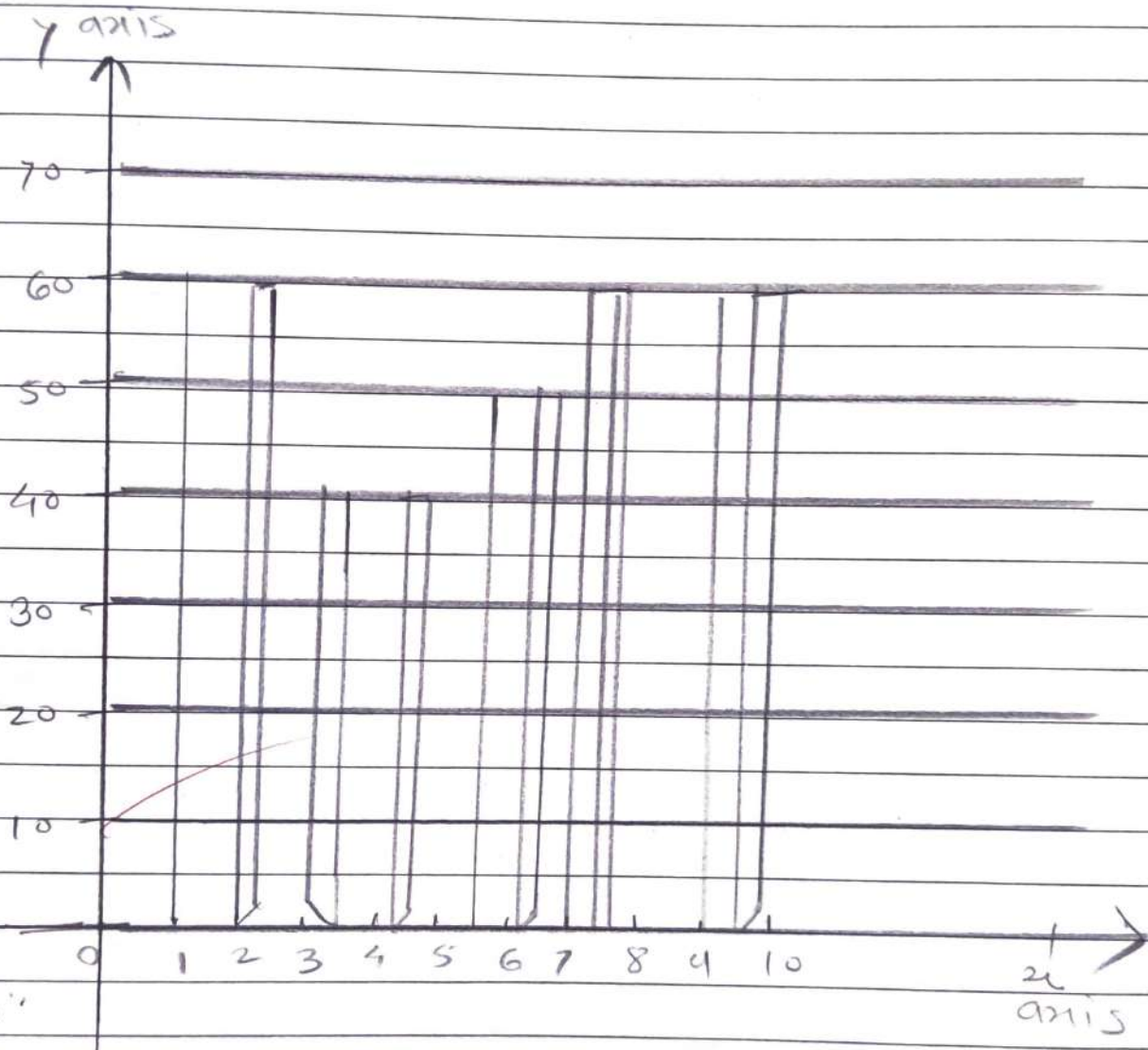


Table No - 2

Marks of Post - Test

No.	Total Marks	Mark Obtained	Percentage
1	10	7	70%
2	10	8	80%
3	10	8	80%
4	10	9	90%
5	10	8	80%
6	10	9	90%
7	10	7	70%
8	10	8	80%
9	10	9	90%
10	10	8	80%
No = 10		Ex = 85	

No = Total Students

Ex = Jummation of all get Mark

m = mean.

$$\text{mean} = \frac{\sum x}{n}$$

$m = \frac{\text{Summation of all get marks}}{\text{Number of students.}}$

$$m = \frac{85}{10}$$

$$= 8.5$$

$$\text{mean} = 8.5$$

Observation:-

After teaching one

2. Student have 7 marks.
- 3 Student have 8 marks.
- 3 Student have 9 marks
- 2 Student have 10 mark

Explanation:-

The table explanation Post test is

1. Student have 70%
- 4 Students have 80%.
3. Students have 90%.
2. Students have 100%.

According to table no-2 Out of Students, 4 Students have get 8 marks table no-2 shows that 4 Students get 80/- as average.

CHAPTER 5

Chapter - 5

Summary, Finding and Recommendation

5.1 Introduction

5.2 Chapterisation

5.3 Findings

5.4 Recommendation

5.5 List of Problems for further research.

5.6 Conclusion

CHAPTER - 5

Summary, Finding and Recommendation

5.1 Introduction

The main purpose of whole action research is that the study behind that particular problem and recommend some solution on it.

Through the research studies hypothesis used face to face observe about the problem. She detail with students behaviours their answers and all the same and whole problem studied.

5-2 Chapterisation

CHAPTER - I

Statement of Problem

"To develop the ability of using

Punctuation in English among

the 7th Std student in

J. K. Mali, Arathmik, Madhyamik

Ashramshala Vadgaon"

Objectives of the Research :-

1. To aware Student about importance and need Punctuations.

2. To introduce various punctuation mark.

3. To enable the pupil to mark difference among various punctuation mark.

4. To enable the Pupil to write correct spelling of words.

Assumption

1. Student can read these sentences properly.
2. Student can write these sentences properly.
3. Student can speak these sentences using some punctuation marks.
4. Student can listen these sentences with proper understanding.

Hypothesis

1. If researcher introduce various Punctuation mark student will use it appropriately.
2. If researcher introduce rule of Punctuation marks student will express themselves appropriately.
3. If researcher introduce rule of Punctuation marks student will use in the sentence very well.

Scope and Limitation

The spite of the application of scientific method and refinement of designs, education as other social attained the perfection and scientific status of physical science.

So as researcher is going to apply the test and collect data class so considered Hypothesis and assumption may not be applicate some where.

CHAPTER -II

Review of Related Literature.

In this chapter researcher has been taken reviews of related literature. With the help of Dainik, Sakal, Indian express, Times of India and we also studied the previous research of Jivan Shikshan and Shikshan Samkraman and also read the book of methodology of English teaching and English Grammar and composition. His writer is Wern and Martin.

CHAPTER - III

Methods of Research.

① Method of research:-

There are three types of method of research Historical method, Descriptive method and Experimental method.

If that method the researcher used experimental method for his research

② Tools of research:-

For the data collection the researcher used questionnaire tool.

③ Sampling:-

There are two types of sampling probability and non probability the researcher choose his sampling with the help of non-probability sampling and choose the sample with purposive sampling.