

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 :-

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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.)

II

CERTIFICATE

This is to certify that the action research entitled to develop the ability of using punctuation in English at J. K. Mali Prathmik, Madhymik Ashramshala, Peth Vedgoan, submitted by **Sujata Pramod Kumbhar**. Of class/ B.ed sem-3. This action research completed under my guidance. This action reserarch work is her own of this student.

Date:- / /

Place :- Peth Vadgoan



Guides Sign

Name of the Guide

Prof. Shirtode V.L.

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.)

INDEX

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DATE / /

Topic

Page No

Declaration
Certificate
Acknowledgement
Index

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 Operation Definition
- 1.6 Objects of the Research
- 1.7 Assumption
- 1.8 Scope and Limitation

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 the References
- 2.5 Variation of the statement

r. No. Topic

Page No.

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 Types of Sampling

3.7 Tools of research

3.8 Procedure of research

4. Chapter - 4

Data analysis and Interpretation

4.1 Introduction

4.2 Table no - 1

4.3 Pre - test - graph

4.4 Table no - 2

4.5 Post - test graph.

5. Chapter - 5

Summary, finding and Recommendation

5.1 Introduction.

5.2 Chapterisation.

5.3 Findings

5.4 Recommendation

5.5 Conclusion

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

1.9 Chapterisation

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 of research :-

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

throughout it creates confidence in pupils that they can easily follow grammar themselves. The rules of grammar is something which is very abstract and uninteresting and so keeps the class interested and full of enthusiasm to the end.

Punctuation mark skill is very important in English language with the help of this research.

1. This research will help the teacher for improving the punctuation marks of the students.
2. This research will help the teacher for various new methods for study Punctuation marks.
3. This research helps the teacher to conduct such types of research in other subject.

1.3 Importance of Research:-

1. The research will highly focus on writing and reading skills.
2. Student will be trained for oratory or elocution competition.

3. Student will understand the proper and correct meaning of the sentence.

4. Student understands the situation of the content.

1.4 Statement of problem :-

"To develop the ability of using Punctuation in English among the 7th Standard student of J. K. Mali, Prathamik, Madhyamik, Ashramshala Peth Vadgaon.

1.5 Operational Definition :-

The various terms are used in the statement of the problem are operationally defined for the sake of clarity and for limiting the scope as follows

1. **Develop** :- Make or become fully complete being or more elaborate.

2. **Ability** :- Ability means developed capability skill & knowledge of 7th J. K. Mali, Prathamik, Madhyamik, Ashramshala Peth Vadgaon for use of Punctuation marks

3. **Punctuation** :- mark which is used in writing to correct and appropriate meaning.

Objective of the Research:-

1. To make aware student about importance and need of punctuation.
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

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.

When and Martin (1986)
 Book - English Grammar and
 Composition -

A serious attempt - to bring the book update 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 teacher of English and the trans in this colleges of 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

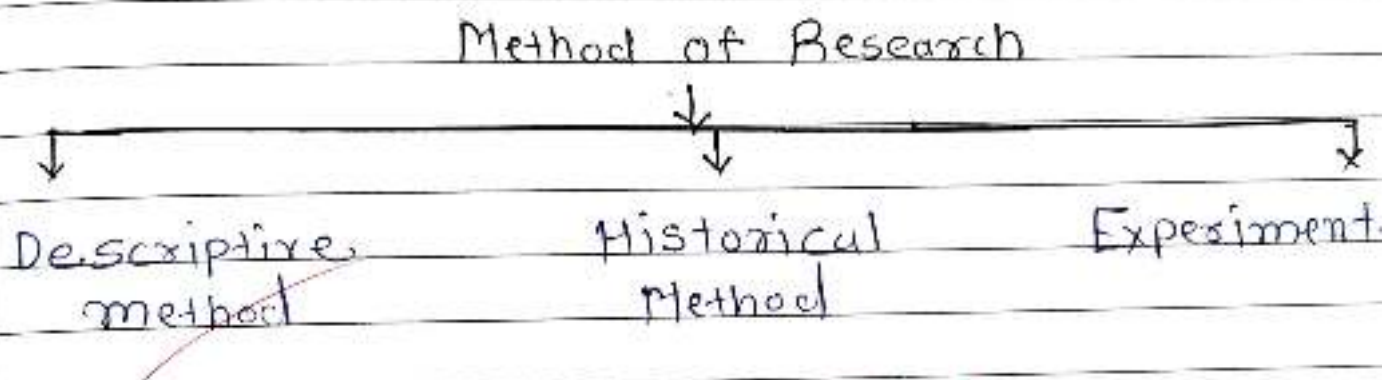
3.2 Research:-

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 of what we want and of how to get there

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

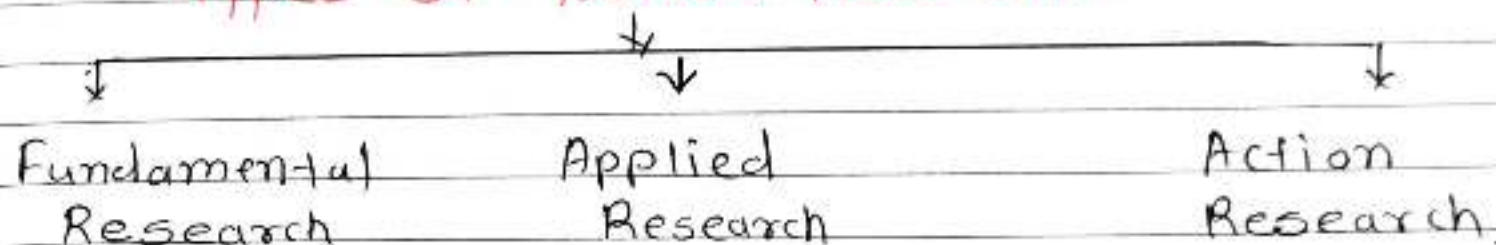
First of all researcher have conducted pre-test. Then in order to create curiosity among the student and make up their researcher have included questions systematically which will make student imagine and consider the words which they know but with the basic question within question and make up the need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

- * Where does we play?
- * Can you imagine, School for tiger what will you say to these School etc.

3.4 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 contain of any educational problem instead of any suggestion it comes near to theoretical research work. It is different from applied research.

2. Applied Research:-

"Basic and applied research are differentiated, by the goals they help to achieve applied research is undertaken to solve an immediate practical problem and the goals of adding to scientific knowledge is second. It involves no more than the application of

familiar technique to a new situation to see how will it works under different circumstances.

3.5 Merits and limitations of Experimental method.

Merits of Experimental method.

- ① We can check the hypothesis with the help of experimental method.
- ② Under the control we have to experiment so we can check the different way is? whom is? what is?
- ③ This is a scientific method.

Limitation of Experiment method.

- ① It needs lot of time.
- ② It takes place in controlled situation.
- ③ The situation is created artificially so natural situation is reduce.

Definition of Experimental method

Relation of work their analysis and educational systems evaluation called experiment research.

This method from Scientific lab, so it's very good. It can control all number educational system are taken it.

3.5. Merits and limitations of Experimental Method

Merits of Experimental method

- ① We can check the hypothesis with the help of experimental method.
- ② Under the control we have to experiment so we can check the different way is? Whom is? What is it?
- ③ By using experimental method or findings are more correct.
- ④ This is a scientific method.

* Limitation of Experimental Method:-

- ① It needs lot of time.
- ② It takes place in controlled situation.
- ③ The situation is created artificially so natural situation is reduce.

Definition of Experimental method.

Relation of work their analysis and educational systems evaluation called experimental research.

This method from scientific lab, so it's very good.

3.6 Types of Sampling probability sampling method Design.

- ① Simple random Sampling method.
- ② Systematic Sampling
- ③ Multistage Sampling
- ④ Stratified random Sampling
- ⑤ Cluster Sampling.

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 researcher prepare questionnaire but in this questionnaire researcher have included questions systematically which will make student imagine and consider the words which they know but with the basic

question researcher went to make questions within question and made up the needs of certain word e.g.

* Where does we play?

* Can you imagine school for tiger what will you say to these school etc.

3.8 Procedure of Researcher:

① Pre-test:-

Though ~~researcher~~ researcher have selected problem out- self but in order to find out the students who are facing same problem researcher had to conduct test at the one particular standard.

So far that purpose during school experience on 13 ~~mar~~ Feb 2023 in the class of 7th Std. At J.K. Mali Prathamik, Madhyamik Ashramshala, Peth Vadgaon. Researcher have conducted pre-test among 10 students.

② First Step:-

So at first they need some sort of stimulation researcher need make them feel their need of some Punctuation which they will use appropriately.

Result was good as expected Researcher went to motivate them they try to get

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	Serenth Step past test.	

Table No.-1

Marks of 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		$\Sigma x = 43$	

N = Total students

 Σx = Summation of an get mark

m = mean.

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

m = 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

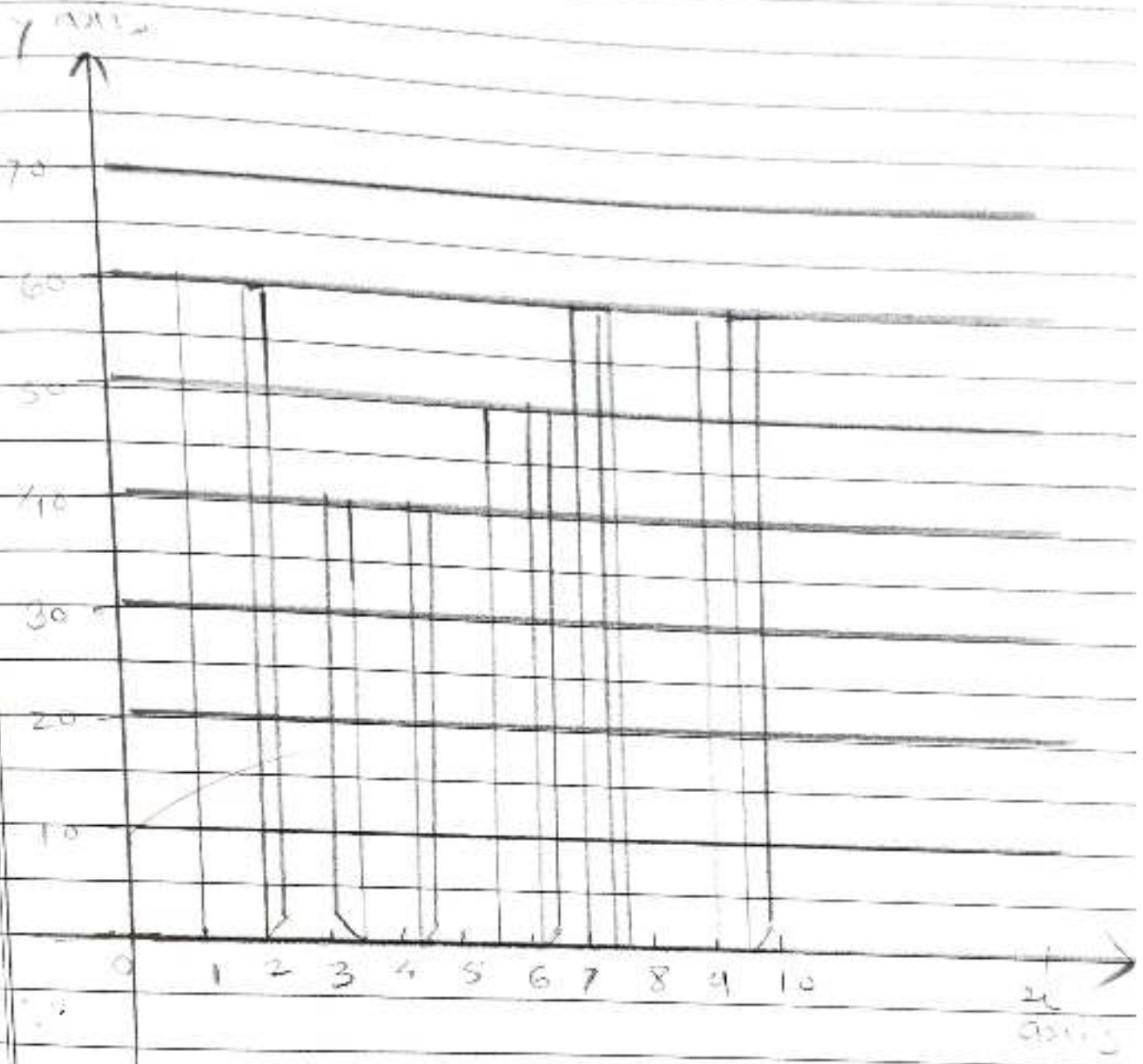
50% marks have 5 student

60% marks have 1 student.

Pretest Graph

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

Percentages



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

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

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

$$= 8.5$$

$$\text{mean} = 8.5$$

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

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

5.2 Chapterisation

CHAPTER - I

Statement of Problems:

"To develop the ability of using Punctuation in English among the 7th Std student in

J. K. Mali, Arathmik, Pladhymik
A Shramshala 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.



महाराष्ट्र शासन "दलितमित्र" पुरस्कार सन्मानित
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संपर्क क्रं - ९०४९९५३३१६/९८६०८७४११९

शाळा सांकेतांक क्रं :- २३.०६.०७२

ज.क्र./ माध्य/आशा/२०२२-२०२३/

दिनांक :- ०८/०२/२०२३

- प्रमाणपत्र -

श्री/ श्रीम. **हनुजाता प्रमोद कुमार** या
छात्राध्यापकाने आमच्या शाळेमध्ये शिवाजी विद्यापीठ अभ्यासक्रमानुसार बी.एड.
भाग-२ सेमिस्टर III मधील कृतोसंशोधन हे प्रात्यक्षिक **८ वी** या इयत्तेवरती
दिनांक **१९/१२/२०२२** ते दिनांक **१९/०२/२०२३** या कालावधीत आमच्या
शाळेत उपस्थित राहून योग्यरित्या पूर्ण केले आहे. त्याबद्दल सदरचे प्रमाणपत्र देणेत
येत आहे.


मुख्याध्यापक
माध्यमिक आश्रमशाळा (हायस्कूल),
पेठ वडगाव, ता. हातकणंगले, जि. कोल्हापूर.