

24-B- NO.

61023



For College Exam Only

Q. P. Code No. SA-112

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SHIVAJI UNIVERSITY, KOLHAPUR

Subject Pedagogy of school subject one part English Paper No. 1

Seat No. 01716

Seat No. in words Zero One Seven One Six

Name of College College of ed (B.Ed) Peth- vadgaon Section -

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Information to be filled by Student

(विद्यार्थ्याने भरावयाचा रकाना)

Day and Date :- Saturday 02/09/2023

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Examination :- B-Ed Part I (Sem II) March 2023

Question Paper Code No. :- SA-112

Subject :- Pedagogy of school subject English (Part I)

Paper No. :- 1

Section :- -

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Code No.

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3	08	
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TOTAL	31	
Signature		

सदर उत्तरपत्रिका फक्त प्रथम वर्ष परीक्षेसाठी वापरणेत यावी

IMPORTANT

As per Maharashtra Act No. XXXI of 1982 (7 & 8) whoever is found in or near an examination hall by the invigilator or any other person appointed to supervise the conduct of the examination, copying answers to the question paper set at the examination, from any book, notes or answer papers of other candidates, of appearing at the examination for any other candidates or using any other unfair means, shall, on conviction, be punished with imprisonment for a term which may extend to six months, or with fine which may extend to five hundred rupees or with both.

Whoever abets any offence punishable under this Act shall be punishable with the punishment provided for the offence.

सूचना - विद्यापीठ नियमानुसार जो कोणी परीक्षा हॉलजवळ किंवा हॉलमध्ये पर्यवेक्षकांना किंवा परीक्षेसाठी नेमलेल्या कर्मचाऱ्यांना उत्तरेची पुस्तक नोट्स, किंवा अन्य विद्यार्थ्यांच्या उत्तरपत्रिकेतून नक्कल करताना आढळून येईल किंवा जवळ परीक्षा गैरव्यवहारासाठी वापरता येईल असे आक्षेपार्ह साहित्य बाळगून असेल तर संदर्भित बाब परीक्षा प्रमाद मानून संबंधित व्यक्ती शिक्षेस पात्र राहील.

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Q. No.

1

a] There are 3 kinds of stress in English.

b] In English there are 3 types of Intonation.

c] The first objective of teaching English is to develop listening & speaking skills.

d] Television is a Audio-Visual type of teaching aid.

e] The types of grammar are descriptive, prescriptive, comparative, generative, mental, performance, traditional, & transformational.



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Q. No.

write meanings on their Notebook.

① Asking Questions :-

After teaching the teacher should make students answer by asking questions.

② Evaluation

Teacher should do evaluation like today we have seen this lesson by discussing with childrens.

③ Homework / Assignment

Lastly teacher should give homework & assignment to students on the basis of taught part.

These all are the steps of teaching prose & the objectives of prose.

शिक्षणशास्त्र महाविद्यालय, पेर बडगांव

निबंधिका क्र. : पुरवणी क्र. :

विद्यार्थ्याचे नांव : Pooja Raghunath Kharkande

विषय : Knowledge & Curriculum
Part 10

पेपर क्र. : विभाग :

दिनांक : 9/8/2023

8.1 Fill in the blanks :

1. The aim of education is Mental development
2. Human beings develops cognitively, emotionally & skilled
3. Unity through diversity is required for this nationality.

8.2]

3] The need and nature of the Curriculum.

The Knowledge which we get is from family, school & society. But when we learn in family we learn to follow our culture. In society by seeing or by observing people we learn to behave. But when the time comes for school there Curriculum is very much important.

Each child age, mental development is not same. So the school has to see the age group & depending on it they have to fix the Curriculum.

"Curriculum means the knowledge" is acquired by student depending on different age groups.
The need or nature of Curriculum.

① The Curriculum is required because each child depending on age group cannot learn. So the ^{all} fixed age group depending on their mental ability the syllabus & textbook is fixed.

Q. 8. The interrelationship between Curriculum, Syllabus & textbook.

Curriculum, Syllabus & textbook these three components are a part of planning. Here we do planning in school depending on level.

Planning is most important. Where depending on students age group the knowledge is fixed.

- ① Curriculum :- Curriculum means the knowledge is fixed depending on different age groups.
- ② Syllabus :- Syllabus means depending on subject the yearly plan is done where the units are divided by different subject.
- ③ Textbook :- Up to the level or depending on students ability the textbook is fixed.

If we see the relationship between 3, then each one is dependent on each other. If we talk

① Curriculum

Curriculum is fixed by school where different subjects are fixed for students. They may be Compulsory language or Physical education or any other.

When the curriculum is fixed then only the next part will be continued in school. So planning is must.

② As the Curriculum planning is done then the work continues of syllabus planning up to every student mental ability level the subjects are fixed & then it is divided.

③ The subjects are divided in different ways. Year planning is done where units are fixed. a year for every exam.

④ Then next comes the textbook. Where they think about child's ability & then divide the

Assignment.

प्र. 1 अद्यापकम प्रक्रियेत निमित्तीच्या प्रक्रियेत राष्ट्र, राज्य व शिक्षकांची भूमिका स्पष्ट करा
→ राष्ट्रीय शिक्षण संशोधन आणि प्रशिक्षण परिषद (NCERT)

National Council of education research & training.

ही भारत सरकारची सर्वोच्च शैक्षणिक संस्था आहे. याचे मुख्यालय श्री. भारविंद मार्ग, नवी दिल्ली येथे आहे. शास्य शैक्षणिक मुद्रावर केंद्र सरकारच्या मदतीसाठी इ. स. 1961 मध्ये या परिषदेची स्थापना करण्यात आली.

उद्दिष्टे - भारतीय शिक्षणाची राष्ट्रीय परिषद व राष्ट्रीय शिक्षण संशोधन व प्रशिक्षण परिषद या दोन वेगवेगळ्या संस्था आहेत. अनुसंधारहीची काही प्रमुख उद्दिष्टे पुढीलप्रमाणे,

- 1) राष्ट्रीय शिक्षणाची सुधारणे कार्यन्वित करणे.
- 2) प्राथमिक शिक्षणाचे साधारणीकरण (युद्धी)
- 3) व्यवसायिक शिक्षण
- 4) विशेष गरज असलेल्या प्रमुहने शिक्षण
- 5) शिशु शिक्षण
- 6) माहिती तंत्रज्ञान सुधारणासाठी परिक्षा व क्णदान
- 7) शारीरिक क्णवत्तेचे शिक्षण
- 8) कालिका शिक्षण
- 9) अध्ययन - अध्यापन अनुभव तयार करणे.
- 10) अध्यापन शिक्षणामध्ये सुधार.

सामान्य स्वस्य -

1) शास्य शिक्षणातील सर्व शाळांमध्ये संशोधन कार्याला प्रोत्साहन देणे.

2) विविध शास्यकीय, निमशास्यकीय व स्वयंसेवी संस्थांना शिक्षणविषयक कार्यंमध्ये विस्तार सेवा पुरविणे.

3) शिक्षणविषयक माहिती ज्ञान यांचा प्रसार करणे, शास्य शिक्षणाची क्णवत्ता विकसित करणे, शिक्षणासंदर्भात, पुस्तके, नियतकालिके व साहित्य व प्रकारांनाची काही करणे.

राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद (SCERT)

SCERT हे संक्षेप आहे. ज्याच्या द्वारे राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद आहे. SCERT ही भारतातील एक स्वायत्त सरकारी संस्था आहे जी शास्य शिक्षण व सामेलजगावणी पाठ्यपुस्तक तयार करणे शिक्षकांची हेडपुस्तक आणि शिक्षक प्रशिक्षण आसारच्या शैक्षणिकीशी संबंधित आहे.

१) अभ्यासक्रमात विद्यार्थ्यांचे तासिकाने तात्पही सुवर्तिलेले असते. शिक्षक हा प्रत्यक्ष अभ्यासक्रम कार्यवाहीत आगवारा घटक असल्याने अभ्यासक्रमातील विषयाची व्याप्ती पाठ्याच्या शिवाय वेवेळ्या अभ्यासपत्र तासिका पुरेसा आहेत का या याबाबतीची स्पष्ट मते शिक्षकांने संबंधित समितीला कळविणे पाहिजेत.

२) अभ्यासक्रमात श्यानिक परिस्थितीनुसार सवचिकता ठेवलेले असते. विद्यार्थी विकासाच्या दृष्टीने कोणत्या उपक्रमाची आगवारी गरज आहे. कोणते उपक्रम राबविण्याच्या दृष्टीने आगवारी आहेत याबाबत स्पष्ट अभिप्राय संबंधित समिती कळविण्यास अभ्यासक्रमाची समृद्धता वाढविण्यास त्यांच्या अधिकृत पायदा होऊ शकते.

३) विद्यार्थ्यांचे व्यापक हित लक्षात घेऊन शिक्षकांनी अभ्यासक्रम विकसनासंदर्भातील आपली भूमिका पार पाडणे आवश्यक असते. यावर शिक्षकांच्या व विद्यार्थ्यांच्या दर्जा अवलंबून असतो हे शिक्षकांने विसरता कामा नये. जवळच्या परितोर आपले विद्यार्थी मागे पडणार नाहीत हा दृष्टीने या कायर्त त्याने मनापाशून सहभागी व्हावे.

Seep

Student Name :- Miss Pooja Raghunath Kharkande
Principal :- IC Principal Mrs. Nirmale R.L.
Guide :- Prof. Mrs. Shirsode V.L.
Subject :- Knowledge & Curriculum Part I
Practical Name :- Assignment
College :- College of Education (B.Ed) Peth-
Vadgaon.

Explain the role of the nation, state and Teacher in the process of Curriculum development.

Preface :-

Situation and objects are of unique-general importance in the learning process. In order to fulfill the process of education, curriculum is required. Without curriculum, the conditions of education cannot be fulfilled. Social, personal & national expectation are expected to be fulfilled through education. There are different objectives at different levels of education, if the curriculum is arranged according to that level, the expectation of the society & the nation can be fulfilled.

* Role of nation in the process of curriculum development state teachers :-

- 1] Education is objectives. The goals of education are aligned with life
- 2] While considering educational objectives they have to consider various subjects and principles such as Sociology, history, psychology, geography, economic development to the country
- 3] In order to achieve the objectives, various aspects such as the subject to be taught, the scope of

the subject, the objectives to be achieved from the subject & the teaching methods & educational material to be used are also mentioned.

4] Regular curriculum & accordingly, textbooks, teaching methods & study methods to instruct students.

5] In India, the work of curriculum development is generally done by experts in this field.

6] prepare the overall plan at the national & state level & it prepares the curriculum at different levels for each state with the help of some experts.

7] Generally the plan is presented to the public for consideration & votes are sought. The suggestions, opinions, criticisms, thought from the newspaper are collected & revised in the original syllabus. Textbooks are prepared accordingly.

8] Governance is related to education. therefore their participation in curriculum development is essential.

9] Curriculum can achieve upliftment, progress such a course needs to be restructured after a certain period of time.

10] The government is always working in this way in creating the curriculum.

Opinions expressed by various commissions regarding syllabus design :-

- University commissions / Radhakrishnan commission (1948-49) :-

Emphasis on humanities, science & technical training in the university curriculum, medium of education, mother tongue & knowledge of three languages as essential. opined that religious education should be included in the curriculum. Emphasis on engineering & technical education.

- Secondary Education commissions [1952-53] [Mudliar commission] :-

Emphasis was placed on character development of student through curriculum. Emphasis was placed on co-curricular activities & instructions were given to include physical education and health education in the curriculum. suggested to change the format of assessment questions by increasing the numbers of objective type questions and consistent notes & recommended multipurpose schools.

- Kothari Commission (1946-66) President D.S. Kothari's chairman J.P. Naik :-

Development should be done by funding the school curriculum. for university education mandal should take effort, Department, training college state punishment protection school Education mandals should try. the curriculum should be reformed from time to time, the primary level should not be burdened with size, the higher secondary level should have a variety of hindi should be considered as the union state language

Mathematics Curriculum should be modernized at all levels.

- National Review Committee on Higher Secondary Education (Adishesha's Committee) 1978 :-

Dr. P. C. Chander NCERT President, Chairman - Madras University vice-chancellor

Dr. Malcolm S. under the chairmanship of Adishesha this committee was appointed for the purpose of review & professionalization of the curriculum of +2 level higher secondary education with emphasis on cottage industry vocational education in the curriculum.

* Teacher's Role in Curriculum Development :-

In curriculum development the personal role of the teachers is minimal. It has a representative role & but teachers can express their view when the curriculum is drafted. Associations of special teachers of teachers can understand the views of teachers & make suggestions as representative. All of them are considered & the syllabus is prepared. Even though curriculum development is not a teacher's job it requires so experience, study reflection curriculum including experienced teachers, education experts to participate in the circle & it is also in the working group.

More than any other human factors in the education process, teachers come into close contacts with students. Including study sequence design, curriculum development to be, in terms of increasing the quality of education as well as education. It is necessary & useful in terms of development.

Teachers can play following roles in curriculum development:-

General Role:-

The curriculum is designed keeping in mind the needs expectations, national goals & abilities of the students.

While developing the curriculum, working groups of various subjects are observed the structure of which is fully known to the teachers.

A rough draft of the syllabus is prepared by the teacher & sent to the teacher for feedback.

Teachers should take responsibilities for undertaking curriculum related research & communicating its findings to the concerned.

On some occasions while preparing the syllabus or before it the concerned schools teachers, experts in education are sent in question to try out their views on the syllabus.

Subject wise allocation of hours is also suggested in the syllabus.

The curriculum has flexibility to suit local conditions. which activities are more needed in terms of student development, which activities have difficulties in implementing them. Please feedback about this to the concerned committee can be more beneficial in enhancing the richness of curriculum.


I/C Principal

॥ नहि ज्ञानेन सदृश्यं पवित्रमिह विद्यते ॥

श्री बाळासाहेब माने शिक्षण प्रसारक मंडळ, अंबप संचलित

कॉलेज ऑफ एज्युकेशन (बी. एड) अशोकराव माने
विद्यानगर, पेठ वडगाव

ता. हातकणंगले

जि. कोल्हापूर

बी. एड. सेमिस्टर भाग - III

प्रात्यक्षिकाचे नाव - Action Research

विषय - _____

प्रेरणा स्थान - Mrs. Nirmale B. L. Mam

छात्राध्यापकाचे नाव = Kumbhar Sugata Pramod

सार्गदर्शकाचे नाव = Prof. Shirode V. L.

रोल नंबर - 25

शैक्षणिक वर्ष - 2022-2023

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.)

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.)

iv INDEX

Rajdhani

DATE / /

No.	Topic	Page No.
	Declaration	
	Certificate	
	Acknowledgement	
	Index	
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 Operation Definition	
	1.6 Objects of the Research	
	1.7 Assumption	
	1.8 Scope and limitation.	
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 the References.	
	2.5. Variation of the statement of the problem.	

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

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

1.9 Characterisation.

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

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 orator 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 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.

4. **English:-** According to 10+2+3 structure one of the subject in curriculum.

5. **7th Standard:-**

As per policy of education 1986 the structure of education is 10+2+3. 7th Standard is one of the standard form 1st to 10th stage.

6. **Student:-**

In teaching learning process a person who is learn called student.

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

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 meant 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 Shri in Kerala Government Training college Trivandram.

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.

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 to 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

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.