



Workshop Feedback Form

Workshop title: Professional Development Programme (Class X CBSE English Paper Design and Blueprint)

Date: 27th November, 2017

Venue: BBPS, Pitampura, New Delhi

Attended by: Ms. Rachna Sondhi (PGT), Ms Manisha Arora(TGT) and Ms Poonam Sharma(TGT)

Name and Profile of Resource Person: Ms. Neelima Sharma (Attached to Trinity College)

Organizer: In Service Training Centre, BBPS, Pitampura, New Delhi

1. Content of the Workshop

A workshop on the latest modifications in the Examination pattern of class X CBSE 2018 (English) was conducted at BBPS, Pitampura wherein the resource person, Ms. Neelima Sharma acquainted the English language teachers with the testing objectives, marking scheme and the blue print of the question paper. Ms. Sharma emphasized on the testing competence in the Reading, Writing, Grammar and Literature sections of the paper.

The workshop was organized by the In-service training centre to brush up and bring together all the teachers from various units to brain storm on the ways to make a balanced paper. The one-day workshop could be divided on the basis of the sessions and the topics dealt with –

Session 1

Reading- In the reading section, students are expected to identify the main points of the text; analyze, interpret and infer the comprehension to score well. Similarly, in the writing part, the candidates should be prepared in a way to express their thoughts in an organized and coherent way. A clear description of the events or ideas can bring out an excellent answer. Marking scheme segregated on the basis of the contents, format and expression was also discussed.

Handouts were given and techniques like- Skimming, Scanning along with inferring were discussed .

Tips given-

*Read the first and the last sentence

*Quick read to cull the meaning

*Infer and identify the answer

*Identify the main idea

Objective: The students should be able to read fast and organize the text, identify the main points, interpret and infer the main ideas and synthesize the given information.

Writing - In the Writing Section students are expected to express ideas and compose in clear, grammatically accurate English with appropriate punctuation.

Objective: Writing a coherent narrative account. e.g. a process, a narrative, a formal/ informal letter, an article or a diary entry with a firm grasp on the content, fluency, accuracy and the format.

Literature- Bloom's revised taxonomy comprises -Remembering, Understanding, Applying, Analyzing, Evaluating and Creating- all these outcomes were discussed keeping in mind some of the textual characters from the chapters like The Letter, or Mrs Packletide's Tiger. As an example a passage from Mrs Packletide's Tiger was taken up and teachers framed questions that could tap the faculties that help in Remembering, Understanding, Applying, Analyzing, Interpreting etc.

The innovative method used- A paper will always be balanced if the marking scheme has a blue print
The categories to be taken care of-

- i. Knowledge
- ii Understanding
- iii. Application

In each category the divisions must be based on the questions being- Easy, Short Answer (SA) and Very Short Answer (VSA). Marks must be accredited keeping in mind that the paper must be 20-25 percent knowledge based, 30-35 percent understanding based and around 40 percent, application based. This would ensure a sense of balance and fairness in the paper.

2. Learning outcomes (Knowledge and Information) from the workshop

- *Tackling reading comprehensions on a time budget
- *Making a balanced question paper keeping in mind Bloom's taxonomy
- * Fostering interest to trace out organizational pattern in the text.
- *Visualizing and verbalizing abstract thought in extrapolatory questions.

3. Most interesting or useful topics or aspects of the workshop that can be applied to the classroom teaching

The workshop was a good brainstorming session wherein ways to infuse life and substance to the class were discussed at length. The various sections of an English paper, particularly the reading comprehension were discussed and ideas were exchanged about the fastest way to skim the contents, scan, comprehend and cull the meaning systematically keeping the time constraints in mind.

Discussions pertaining the strategies to develop advanced level functions of a language took place. Expressing abstract thought, assumptions, hypothesizing, defending a point of view, summarizing, deducing are all faculties that need to be honed for the various parts of a balanced English paper.

4. How will you implement the knowledge & techniques acquired to your subject?

With the help of knowledge gained during the workshop we can make a more balanced question paper. An ideal paper must cater to the bright, the ordinary and the slightly slow child also.

5. Comments and suggestions (How do you think the workshop/Seminar could have been made more effective?)

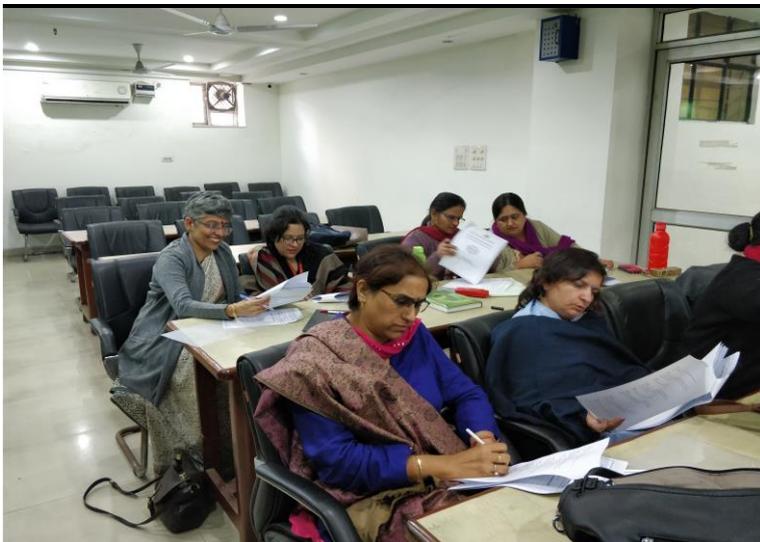
The workshop could have been more effective if some more literature chapters had been discussed at length. Other than this, the workshop was helpful and informative as well.

6. Was the advance briefing about the workshop appropriate?

Yes.

GENERAL FEEDBACK	YES	NON	OT SURE
• The workshop was applicable to my job	●	○	○
• I will recommend this workshop for other faculty members.	●	○	○
• The program was well paced within the allotted time	○	●	○
• The material was presented in an organized manner	○	●	○
• The resource person was a good communicator	●	○	○
• The resource person was knowledgeable on the topic	●	○	○
• I would be interested in attending a follow-up, more advanced workshop on this same subject	●	○	○
• I will be able to conduct follow up workshop for the benefit of fellow Staff Members	●	○	○

GLIMPSES FROM THE WORKSHOP (Photograph with caption)



Formatting of paper in progress



Resource Person Ms Neelima Sharma

Report submitted by

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- Ms Manisha Arora (TGT English)
- Ms Poonam Sharma (TGT English)

Submission Date- 1st Dec,2017