



Workshop Feedback Form

Workshop title: CAPACITY BUILDING PROGRAMME FOR ENGLISH CORE CLASS-XII by CBSE

Workshop Date: 20th & 21st August, 2018

Venue: SALWAN PUBLIC SCHOOL, NEW DELHI

Attended by: Ms. Rachna Sondhi

Resource People: Ms. Subhashini Ramachandran and Ms Alka Awasthi

Profile of the Resource People: Principal, Noida International School

Principal, Mayur international School, Noida

1 . Content of the Workshop

The workshop was organized by CBSE to brush up and bring together all the PGTs from various schools of Delhi, NCR and various other parts of the country to brain storm on the pedagogical changes, the assessment tools and the fresh techniques used to motivate students and invigorate class dynamics.

The two-day workshop can be divided on the basis of the topics dealt with on both days-

Reading- Hand outs were given and techniques like- Skimming, Scanning and inferring were taken up as an activity. Tips given-

- i) Read the first and the last sentence
- ii) Quick read to cull the meaning
- iii) Infer and identify the answer
- iv) Identify the main idea

The questions should be drafted keeping in mind Bloom's revised Taxonomy i.e. from low to high order thinking skills. The catch words while drafting should be- **Memory, understanding, application, analysis, evaluating and creating**. Marking scheme of the section was discussed at length.

Note making- The difference between note making and note taking was discussed. Students are given a written text in order to collate and collaborate by a systematized technique in a given time. Note making helps them to-

- i) Rewrite complex ideas to comprehend better
- ii) Builds focus
- iii) Develops academic thinking

iv) Records important inferences and sources

v) Helps organize thoughts and ideas

Points to focus on: Proper indentations, Correct marking scheme, a short abstract of the passage and the correct number of abbreviations.

Writing Skills- There have been several changes in the writing style, creative expression, evaluation methods and additions to the question paper over the years. Linking thoughts, abstract ideas together by connecting it with logic and reasoning, how to open and the way to summarize were some of the important aspects taken up in this session. Different kinds of writing skills discussed were-

- **Short writing skills** like- Invitations and their replies(acceptance and regret notes), classified ads, notice, posters.
- **Letters** - placing orders, enquiry, cancellations, job applications, editor. The difference between Resume, CV and Bio Data
- **Articles** for the newspapers or the magazines
- **Debates and speech writing-** their content, expression, fluency, grammatical usage along with the formats- lay outs were discussed in detail.

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, chapters and poems like- Aunt Jennifer's Tigers , Should Wizard Hit Mommy & Going Places.

The innovative methods used-Group activities and presentations

Both the techniques can break the monotony and enhance comprehension and classroom interaction.

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

- The most important aspect of teaching English is to be able to infuse life into day to day imparting of knowledge. The other outcomes of this workshop are
 - *Warm up sessions to ignite interest
 - *Tackling reading comprehensions on a time budget
 - *New activities to make the lesson interesting.
 - *Making a balanced question paper keeping in mind Bloom's taxonomy
 - *Encouraging students to talk of their opinions and feelings.

* Fostering personal involvement in language learning process.

*Visualizing and verbalizing abstract thought

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

The workshop proved to be rewarding as several changes in formats and expression were discussed at length, thus bringing in clarity. Brainstorming sessions invigorated the two-day interactions. 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. A presentation to comprehend, interpret, evaluate, appreciate the novel was held at the end. Students must be taught to express ideas about the novel and for that class interactions to infer and evaluate with creativity and fluency must be held regularly.

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

With the help of knowledge gained during the workshop various kinds of letters, figures of speech used in poetry, HOTS questions from the chapters can be discussed with a fresh perspective. Class interaction and ice breakers can lead to more warmth and bonhomie between learners thus adding to the vibrance and colour in the class.

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 and poems had been discussed. More activities suited for the senior secondary level should have been discussed. Other than this, the workshop was helpful and informative.

6. Was the advance briefing about the workshop appropriate?

Yes.

GENERAL FEEDBACK	YES	NO	NOT SURE
• The workshop was applicable to my job	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I will recommend this workshop for other faculty members.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• The program was well paced within the allotted time	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• The material was presented in an organized manner	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
• The resource person was a good communicator	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• The resource person was knowledgeable on the topic	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I would be interested in attending a follow-up, more advanced workshop on this same subject	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
• I will be able to conduct follow up workshop for the benefit of fellow Staff Members	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

GLIMPSES FROM THE WORKSHOP (Photographs with captions)



Resource persons: Ms Subhashini Ramachandran and Ms Alka Awasthi.



Contemplative Musings



General Bonhomie

Report submitted by
Names- Ms Rachna Sondhi
Designation- PGT English
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