

Sharpening Minds through Competitive Based Assessment: Hosting CBSE CoE Workshop

Pune, Maharashtra | 28th and 29th April, 2025



On 28th and 29th April 2025, S.B. Patil Public School proudly hosted a two-day CBSE Centre of Excellence (CoE) workshop on Competency-Based Assessments, aimed at equipping educators with practical tools and insights to align their teaching strategies with the evolving demands of 21st-century learning. The workshop brought together faculty from various departments for an engaging and intellectually stimulating experience.

The session was led by Ms Paramita Nandy, principal of Army Public School; and Ms Moushumi Chowdhury, principal of Jayawant Public School; and also saw over 40 faculty members visiting from nearly eight other schools across Pune. The speakers brought a wealth of experience and enthusiasm to the sessions, diving deep into the foundational concepts of modern pedagogy.



Speaking on policy and planning, the speakers gave insight on National Education Policy (NEP) and the National Curriculum Framework (NCF). The workshop also clarified the often-confused concepts of curriculum and syllabus; and stressed on the learning objectives versus learning outcomes.

This distinction is vital for teachers to design instruction that is both purposeful and progressive. A substantial portion of the session was dedicated to understanding learning objectives and learning outcomes, and how the latter, when clearly defined, can be effectively used to formulate competency-based questions that challenge students to think critically and apply their knowledge.



As the sessions progressed, the focus shifted to the types of questions used in assessments. The speakers explored both Multiple Choice Questions (MCQs) and subjective formats, offering practical guidance on how to craft questions that are age-appropriate, skill-oriented, and aligned with Bloom's Taxonomy. Teachers were then engaged in a series of hands-on activities designed to make the experience both interactive and application-driven. These included rating pre-set questions for quality, clarity, and relevance, thereby gaining insights into what constitutes a well-framed question.

Teachers were grouped according to their subject specialisations and tasked with creating a 35 to 40 mark question paper based on a given topic. This collaborative task allowed educators to put theory into practice, and the subsequent presentations created a platform for constructive critique, with fellow faculty members offering feedback and suggestions. This peer-review element fostered a spirit of collegiality, open dialogue, and continuous professional development.





Overall, the two-day workshop proved to be a valuable professional learning opportunity, blending theory with practical application and leaving educators better prepared to design meaningful, competency-driven assessments that truly reflect student understanding.