

Think Beyond the Book:

The CBSE Training on Critical and Creative Thinking

Pune, Maharashtra | 28th and 29th October, 2026



S.B. Patil Public School hosted a two-day CBSE training programme on Critical and Creative Thinking on 28th and 29th October, 2026, bringing together nearly 60 faculty members for an enriching professional development experience focused on strengthening thinking skills and transforming classroom practices.

The training sessions were facilitated by two resource persons, Dr. Sudhanshu Shekar Nayak, principal of Podar International School, Talegaon and Ms. Vrinda Multani-Joshi, principal of Pratibha International School and who guided participants through a range of concepts, frameworks and practical activities designed to encourage deeper thinking, creativity and effective problem-solving among learners.



The first day focused on developing an understanding of critical thinking and its application in teaching and learning. An important component was Webb's Depth of Knowledge (DOK) Framework, which introduced participants to four levels of cognitive engagement, ranging from recalling information and applying concepts to strategic thinking and extended reasoning. The framework highlighted the importance of moving beyond factual recall towards activities that encourage analysis, evaluation, logical reasoning and independent thought. Its applications across English Language

Arts, Mathematics, Science and Social Studies were also explored.

Participants engaged in activities involving logical analysis, syllogisms, identifying assumptions, interpreting information and examining problems from multiple perspectives. Thinking routines such as 'I Used to Think... Now I Think' provided opportunities for reflection, while discussions on effective feedback and conferencing highlighted the role of meaningful dialogue in improving student understanding. The sessions also explored how teachers could design learning experiences that encourage students to investigate, interpret evidence, draw conclusions and construct logical arguments.



The second day shifted its focus towards Creative Thinking Skills, exploring the nature of creativity and how it can be cultivated within the classroom. Participants were introduced to Kaufman and Beghetto's Four-C Model of Creativity, which examines creativity at different levels, from personally meaningful insights and everyday creative expressions to professional and eminent contributions.

The sessions moved beyond theory through a series of engaging problem-solving exercises and lateral-thinking activities. Techniques such as *Reversing Assumptions*, *Cherry Split (Fractionation)* and random-word association demonstrated how conventional ways of approaching a problem could be challenged to generate alternative solutions. One particularly engaging activity invited participants to rethink the design of an everyday object – a can-opener – using lateral-thinking techniques.





Other activities, including *See-Think-Wonder*, encouraged participants to observe carefully, interpret information and formulate meaningful questions. The training also explored the application of design thinking across subjects, demonstrating how creative problem-solving could be integrated into areas such as Science, Mathematics, Social Studies and Environmental Studies.

Throughout the programme, the emphasis remained on active participation, collaborative exploration and practical classroom application. The activities encouraged faculty members to reconsider familiar teaching approaches and recognise the importance of creating learning environments where students are encouraged not merely to find answers, but also to question, explore, experiment and develop their own perspectives.



The two-day programme offered valuable opportunities for professional exchange, reflection and collaborative learning. It reinforced an important aspect of contemporary education: preparing learners not simply to acquire knowledge, but to think critically, approach challenges creatively and apply their understanding meaningfully.

The training concluded with a renewed emphasis on making thinking an integral part of everyday classroom experiences, empowering teachers to nurture curious, independent and resourceful learners.

