

February 2026

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**edge**



# Educators' Edge

A Newsletter  
for K-12 Educators

**Leading Capacity Building for Future-Ready Schools:  
Expert-Led Monthly Learning Webinars for K-12 Educators**



# Preface

The newsletter is organized into six carefully curated sections:



**Insights from  
TCE Leadership**

Placeholder text for Insights from TCE Leadership section.



**Leadership  
in Action**

Placeholder text for Leadership in Action section.



**Educators'  
Pulse**

Placeholder text for Educators' Pulse section.



**Pathshala  
Pioneers**

Placeholder text for Pathshala Pioneers section.



**Educators'  
Digest**

Placeholder text for Educators' Digest section.



**TCE  
Connect**

Placeholder text for TCE Connect section.

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# Keynote from TCE Leadership

## INTENT, NOT JUST INFRASTRUCTURE

*"There are three teachers of children: adults, other children, and their physical environment."*

— **Loris Malaguzzi**

Loris Malaguzzi was the founding force behind the Reggio Emilia approach—an early childhood philosophy that emerged in northern Italy after World War II. Parents and educators in the town of Reggio Emilia built schools from scratch in the rubble, determined to raise children capable of thinking for themselves. Central to this philosophy is the idea that the physical environment teaches. Not metaphorically, literally. The arrangement of furniture, the materials available for exploration, and children's previous work: all of it is designed to provoke curiosity.

Loris Malaguzzi certainly wasn't thinking about technology or interactive panels when he called the environment the "third teacher." An interactive flat panel doesn't teach this way. Children don't stumble upon it and explore. It is not a physical landscape. Yet there's something we can borrow from Loris Malaguzzi: his insistence on intentionality.

The question isn't whether we use digital tools, but whether we bring the same intentionality to them. Are we leveraging these digital tools to invite genuine inquiry, or are they just present? Edtech promises deeper student engagement and immersion. But that promise depends entirely on intentionality, not presence.

More than 50 per cent of schools in the country now have computers and internet. However, a locked computer lab visited perhaps once a month does little to enhance teaching and learning. If edtech stops at procurement, training happens once, focused on buttons and menus, and teachers are left with equipment they don't want to use. This is the opposite of Loris Malaguzzi's vision. He saw teachers as researchers and professionals engaged in ongoing inquiry.



**Ms. Mumtaz Gujral**  
Chief – Learning and Communication Design

Edtech research is consistent and makes intuitive sense: technology integration works when teachers receive ongoing support, when they're involved in selecting tools, when they understand not just how to use something, but why it might help their specific students. Here's where the "third teacher" idea becomes genuinely useful. What if we asked teachers to think of their classroom's digital resources the way a Reggio educator thinks about the physical environment? Not "what does this device do?" but "what experience am I designing for my students?"

This reframing matters. An operator follows instructions. A curator makes choices. When teachers see themselves as curators of their students' experiences with technology—deciding when screens enhance learning and when they distract, which content serves their context, and which doesn't—they develop the ownership that makes integration stick.

We urge our educators to evaluate edtech solutions differently. Ask not just *Does it work?* But *What does it invite?*

Do the platform and resources invite collaboration or isolation? Do they reward curiosity or compliance? Do they give teachers flexibility or lock them into scripts? Do they make the classroom feel like a space of possibility or a delivery mechanism?

These are aspirational questions, and they're also our design questions at Tata ClassEdge. They are the questions we use to guide our thinking when we create resources and propose support interventions.



# Leadership in Action

## School Leadership for Inclusive Education: Building Inclusive Futures in Indian Classrooms

In the diverse landscape of Indian education, “inclusion” is often mistakenly viewed as merely enrolling diverse learners in schools. However, true inclusive education, as envisioned by the National Education Policy (NEP) 2020, goes far beyond this. It encompasses a systemic reform to support all learners, regardless of disability, caste, gender, or socio-economic background, ensuring that “no child is left behind” (Sangeetha, 2025). Despite progressive government policies, research indicates that inclusion in many government and private schools remains tokenistic. Children with Special Needs (CWSN) are often physically present but academically and socially excluded due to a lack of barrier-free infrastructure and rigid pedagogical methods (Singh & Chauhan, 2021). Barriers such as limited teacher training, inadequate support systems, rigid assessment practices, and attitudinal resistance continue to hinder effective inclusion. For Indian school leaders, the challenge lies in bridging the gap between these high-level policy ideals and the ground realities of the classroom.

This is where the school leaders/principals play a defining role. School leaders must try to adopt an asset-based approach that recognizes and values the cultural, social, and learning strengths of every child (Gale et al., 2022). To translate policy intent into meaningful classroom practice, leadership must extend beyond administrative oversight toward instructional leadership. The following four research-backed strategies outline how school leaders can make this shift a reality within the Indian school context.

## How to create a business plan

Business plan is a document that describes the business and its goals. It is a blueprint for the business and is used to attract investors and lenders. The business plan should be written in a clear and concise manner and should be updated regularly. The business plan should include the following information:

- Executive summary
- Business description
- Market analysis
- Competitive analysis
- Marketing and sales strategy
- Financial projections
- Risk analysis

### Executive summary

The executive summary is a brief overview of the business plan. It should be written in a clear and concise manner and should be updated regularly. The executive summary should include the following information:

- Business description
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The business description is a detailed description of the business. It should include the following information:

- Business name
- Business structure
- Business location
- Business history
- Business goals
- Business objectives
- Business strategy
- Business operations
- Business management
- Business financing

### Market analysis

The market analysis is a detailed analysis of the market. It should include the following information:

- Market size
- Market growth
- Market trends
- Market competition
- Market opportunities
- Market risks

The competitive analysis is a detailed analysis of the competition. It should include the following information:

- Competitor names
- Competitor products
- Competitor prices
- Competitor marketing
- Competitor strengths
- Competitor weaknesses

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# Educators' Pulse

## Reimagining Assessments: Challenges and the Way Forward

Assessments are a critical component of the educational system, providing valuable insights into student learning and performance. However, traditional assessment methods often fall short in measuring the depth of understanding and the ability to apply knowledge in real-world contexts. This article explores the challenges of current assessment practices and offers strategies to create more meaningful and effective evaluation systems.

The primary challenge in reimagining assessments is the shift from rote memorization to a focus on critical thinking and problem-solving. Traditional tests often prioritize recall of facts and formulas, which does not adequately assess a student's ability to analyze, synthesize, and evaluate information. To address this, educators must embrace a variety of assessment methods, including formative assessments, portfolios, and project-based learning. These approaches allow students to demonstrate their knowledge and skills in a more holistic and authentic manner. Additionally, providing clear feedback and opportunities for reflection can help students identify their strengths and areas for improvement, fostering a growth mindset and a love for learning.



Instead of assessing if students remember a fact, the change should be to assess if they can use it to solve the problem or use the concepts in their own lives. This is the goal of the new assessment model. The new model is the introduction of a **Skills Progress Test** that assesses student development across multiple dimensions and all students, from through descriptive and qualitative feedback that informs parents, students, and teachers. (Baker, 2019, p. 10)

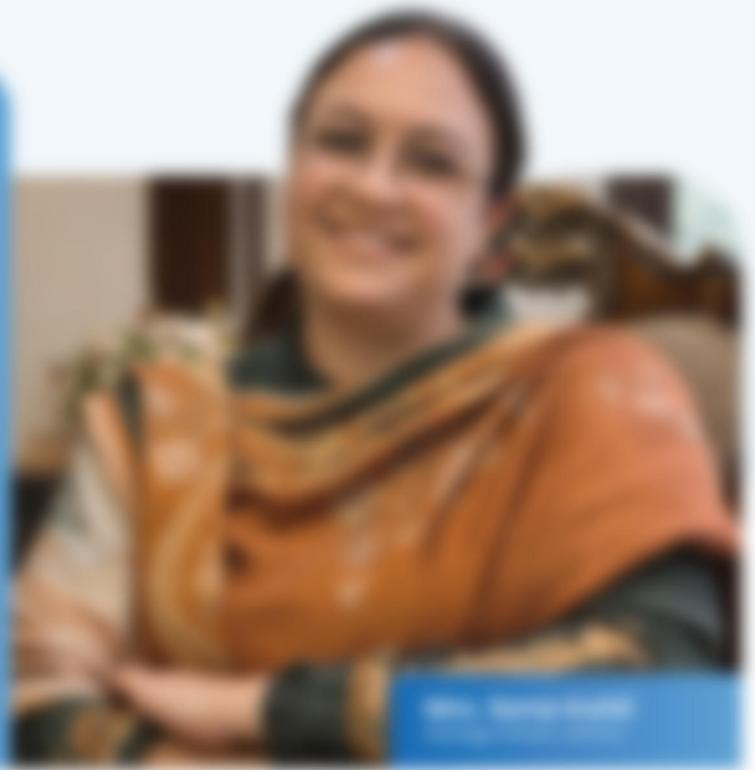
While these recommendations are well intentioned, their implementation presents practical challenges. There is a need for a shift in the cultural and professional development to support assessment reform, particularly to help teachers design and implement differentiated practices. This means moving from a focus on standardized testing to a more holistic approach that includes formative and summative assessments. This is a critical step in ensuring that the system is truly measuring what it values and supporting a more equitable and effective education.



# Pathshala Pioneers: A Case Study

## A Case Study on Holistic Learning

In the world of education, there is a growing focus on the holistic development of students. This involves not only academic learning but also social, emotional, and physical well-being. Pathshala Pioneers, a leading educational institution, has implemented a holistic learning approach that addresses all these aspects. This case study explores the various strategies and programs used by Pathshala Pioneers to foster holistic learning in their students.



Ms. Anjali Singh

Traditional education often focuses on rote learning and memorization, which can lead to a lack of understanding and retention. Pathshala Pioneers, on the other hand, emphasizes experiential learning and critical thinking. This approach allows students to learn by doing, which helps them to understand concepts more deeply and retain them for longer. For example, students learn about fractions by using real-life examples like sharing a pizza or a cake. This hands-on learning experience makes the subject more relatable and enjoyable.

Another key aspect of Pathshala Pioneers' holistic learning approach is the focus on social and emotional development. The institution provides a safe and supportive environment where students can express their feelings and learn from their experiences. Through group activities and projects, students learn to work together, share, and support each other. This helps them to develop strong interpersonal skills and a sense of community.



### High-Quality Academic Content

Pathshala Pioneers provides high-quality academic content that is relevant and engaging for students. The curriculum is designed to be challenging and to foster a love for learning. Teachers use a variety of teaching methods, including direct instruction, collaborative learning, and inquiry-based learning, to ensure that all students are able to learn effectively.



### Health and Physical Education Programs

Pathshala Pioneers places a strong emphasis on health and physical education. The institution provides a variety of sports and physical activities that help students to stay active and healthy. These programs also help to develop important life skills such as teamwork, leadership, and resilience.



### Life Skills and Character Education

Pathshala Pioneers focuses on developing life skills and character in its students. Through various programs and activities, students learn important values such as honesty, integrity, and respect. These skills are essential for success in both school and life.

Following the learning process, it is essential that students receive feedback on their progress. This can be done through a variety of means, including self-reflection, peer review, and teacher assessment. It is important to ensure that the feedback is timely, specific, and constructive, and that it is used to inform the student's learning process.

The final step in the learning process is the evaluation of the student's learning. This can be done through a variety of means, including self-reflection, peer review, and teacher assessment. It is important to ensure that the evaluation is timely, specific, and constructive, and that it is used to inform the student's learning process.

### "Say No to Mobile Screens... and Yes to a Healthy, Happy Life!"

The student's learning process is a continuous one, and it is important to ensure that the student is always engaged and motivated. This can be done through a variety of means, including self-reflection, peer review, and teacher assessment.

### Key Concepts in Learning and Development

#### Active Application

Students should have practical experience of applying their learning to real-world situations. This can be done through a variety of means, including self-reflection, peer review, and teacher assessment.

#### Enhanced Assessment

The use of alternative assessment methods can help to assess the student's learning process. This can be done through a variety of means, including self-reflection, peer review, and teacher assessment.

#### Collaborative Learning

Students should have opportunities to work together and learn from each other. This can be done through a variety of means, including self-reflection, peer review, and teacher assessment.

#### Self-Development

Students should have opportunities to reflect on their learning and to set goals for themselves. This can be done through a variety of means, including self-reflection, peer review, and teacher assessment.

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# Educators' Digest

Students in 2018 are increasingly using mobile devices to access content, research, and social networking sites. This content often supports them in the real world and supports development of their 21st-century skills.



## How mobile devices can support 21st-century learning

The mobile nature of educational technology tools often connects to the way students interact. Increasingly, students use mobile technology to learn in the real world. This content is designed to help educators understand how to use mobile devices to support learning in the real world. The content also includes a list of mobile devices and apps that can be used to support learning in the real world.



## How mobile devices can support 21st-century learning

Using the skills of students' personal devices to support 21st-century learning is a key component of 21st-century learning. This content is designed to help educators understand how to use mobile devices to support learning in the real world. The content also includes a list of mobile devices and apps that can be used to support learning in the real world.



## How mobile devices can support 21st-century learning

The development of the mobile web has led to a shift in how students interact with content. This content is designed to help educators understand how to use mobile devices to support learning in the real world. The content also includes a list of mobile devices and apps that can be used to support learning in the real world.

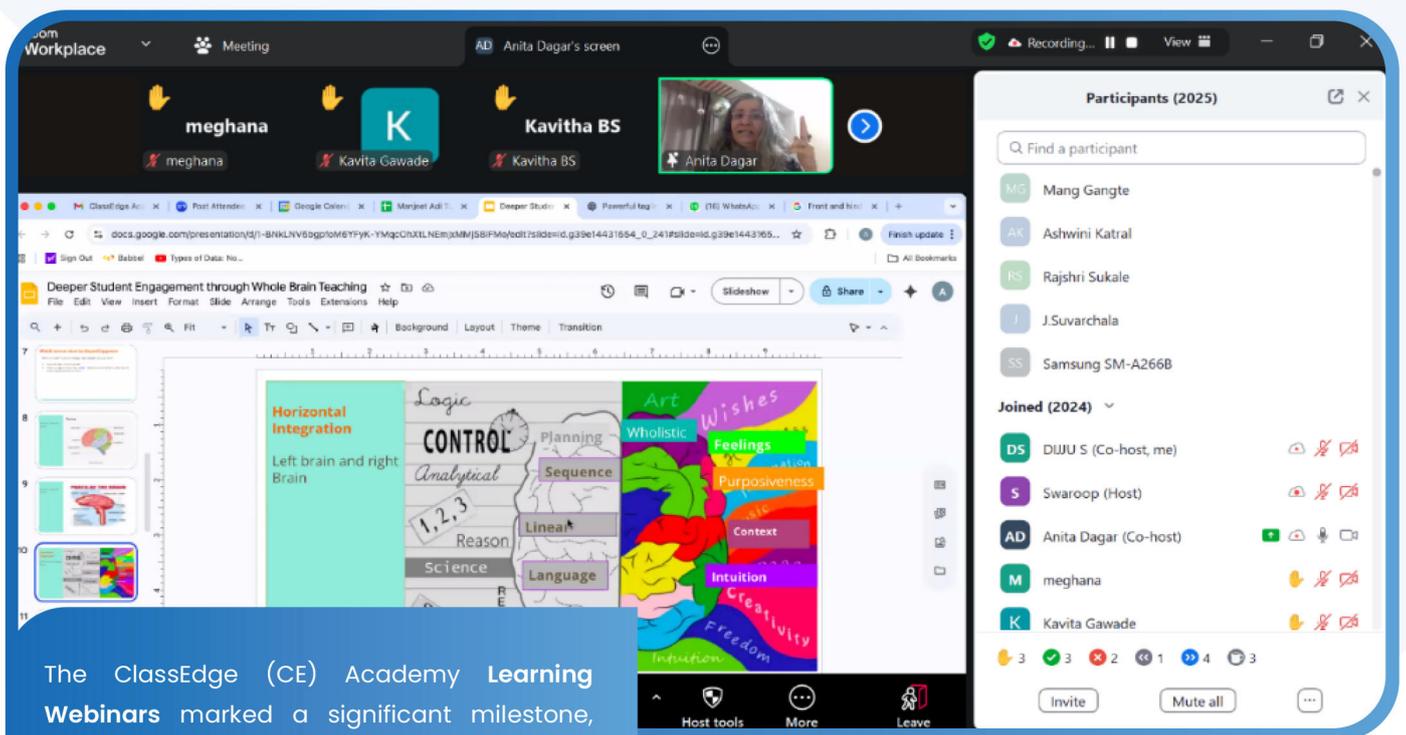


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# TCE Connect

## ClassEdge Academy Learning Webinars



The ClassEdge (CE) Academy Learning Webinars marked a significant milestone, receiving strong engagement from the educator community with nearly 6,000 registrations from K-12 teachers across India. As part of its monthly webinar series, ClassEdge Academy conducted a session in October 2025 titled “Deeper Student Engagement through Whole Brain Teaching,” led by **Dr. Anita Dagar**, a renowned education researcher, teacher trainer, and school leadership coach. The webinar offered practical, classroom-ready strategies to enhance student engagement and emerged as one of the most highly attended sessions hosted by the Academy to date.



The ClassEdge (CE) Academy Learning Webinars, an initiative launched by Tata ClassEdge in 2025, is committed to supporting the continuous professional development of educators nationwide. Through its monthly, expert-led webinars, the programme connects teachers with leading researchers, school leaders, and experienced practitioners to share evidence-based teaching strategies and effective classroom practices. Recent sessions have explored topics such as Teaching Strategies for an Evolving AI Era, Art Integration aligned with NEP recommendations, and Formative Assessment for Ongoing Learning, addressing both emerging educational trends and everyday classroom challenges. The programme continues with upcoming sessions planned across key areas of teaching and learning. Updates on future webinars and participation details will be shared through our social media handles.



# Acknowledgement

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Serving Every Aspect of Schooling:  
From Learning to Leadership

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