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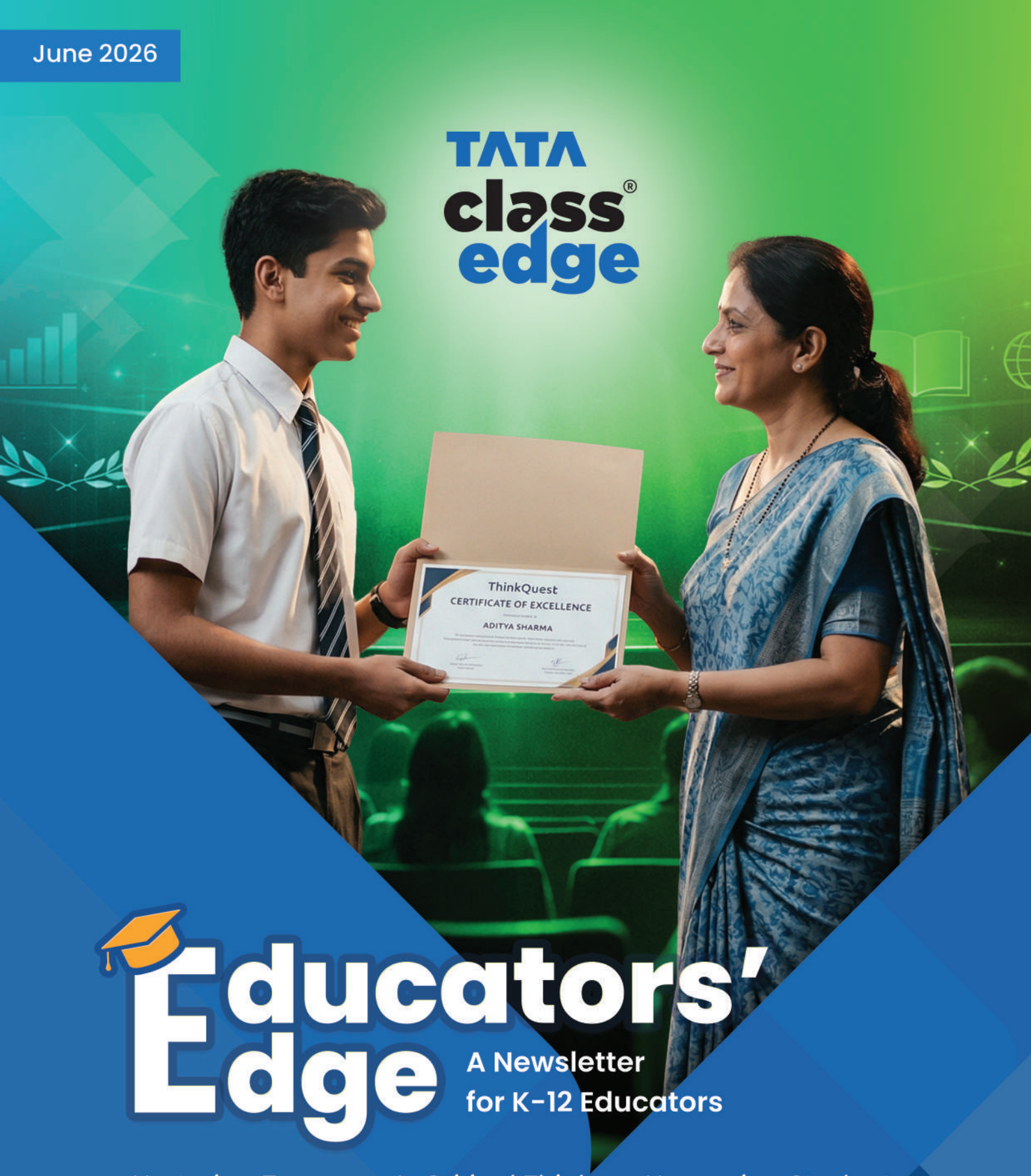
TATA class edge®



Educators' Edge

A Newsletter for K-12 Educators

Nurturing Tomorrow's Critical Thinkers: Honouring Student Excellence Through Think Quest

www.tataclassedge.com

Preface

Educators' Edge is a newsletter created exclusively for K-12 educators and school leaders. In today's fast-paced educational landscape, staying informed, inspired, and prepared is essential. Educators' Edge brings together relevant ideas, actionable insights, and timely updates in one place, enabling you to navigate change and make the most of emerging opportunities in education.

The newsletter is organized into six carefully curated sections:

Insights from TCE Leadership

A keynote by Ms. Mumtaz Gujral, Chief of Learning and Communication Design at Tata ClassEdge (TCE), exploring intentionality in edtech

Leadership in Action

Research-backed insights and practical strategies enabling school leaders to address real-world challenges with clarity and confidence

Educators' Pulse

Trends, strategies and frameworks to address everyday classroom challenges and strengthen teaching practice

Pathshala Pioneers

Stories of innovative teaching practices from schools across India, shared to inspire creativity and collaboration

Educators' Digest

Key updates from education boards and government bodies, including policies, schemes, and proposals relevant to K-12 schools

TCE Connect

Highlights of TCE's latest initiatives, projects, and events that enable you to take advantage of every opportunity to grow

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Insights from TCE Leadership

Reframing Educational Reforms as Pathways to Student Success

Dr. Veenita Shah
Head — Research and Strategy

Over the last few years, school leaders have been navigating an increasingly dynamic educational landscape. From implementing the National Education Policy (NEP 2020), the National Curriculum Framework for School Education (NCF-SE 2023), the Foundational Literacy and Numeracy (FLN) Mission, and the National Credit Framework (NCrF), to embracing competency-based education, technology integration, assessment reforms, teacher professional development, and student well-being initiatives, schools today are expected to respond to a wide range of evolving priorities.

The challenge is not a lack of commitment but the breadth of initiatives requiring thoughtful implementation. At times, these may appear as a growing compliance burden. But what if we viewed them differently?

Viewed through the lens of student outcomes, these reforms are far more connected than they appear. While they focus on different aspects of holistic development, foundational literacy, competency-based learning, inclusion, assessment reform, and technology-enabled education, they all share a common purpose: preparing students not only for examinations, but for life beyond school.

When school leaders focus on outcomes rather than mandates, implementation shifts from compliance to purpose. The question changes from "How do we implement this initiative effectively?" to "What kind of learner are we trying to develop?"

This shift in perspective is significant.

Research on educational leadership consistently shows that meaningful school transformation occurs when leaders maintain a clear focus on learning outcomes (Robinson et al., 2008). Today's learners need far more than academic proficiency. They must think critically, collaborate effectively, communicate confidently, adapt to change, demonstrate resilience, navigate digital environments responsibly, make ethical decisions, and thrive in a world increasingly shaped by artificial intelligence and rapid technological change. Achieving these outcomes requires schools to adopt a holistic approach to learning that nurtures students' intellectual, social, emotional, physical, and ethical development. Academic excellence, technology integration, sports, arts, career readiness, and character development cannot operate in silos. Together, they create meaningful learning experiences that develop the knowledge, competencies, values, and dispositions students need to succeed in school and beyond.

This is where leadership becomes crucial.

Effective school leaders bring coherence to diverse initiatives, ensuring they collectively contribute to student success. They foster cultures where continuous improvement becomes a shared responsibility rather than an imposed requirement, aligning people, practices, and priorities around a common vision for learning.

Out interaction with leaders from the MVP Samaj schools reinforced this perspective. What stood out was not only their openness to new initiatives but their deep commitment to student development and educational excellence. Their approach reflected what is true of many school leaders today, an unwavering dedication to creating meaningful learning experiences while continuously adapting to evolving educational expectations. More importantly, it reflected an understanding that educational excellence is not achieved through isolated initiatives, but through aligning multiple efforts around a common vision for student success. We are privileged to support MVP Samaj in advancing this vision by helping schools bring diverse educational reforms together into a coherent and purposeful approach centred on student success.

Perhaps this is the leadership lesson of our times: to view educational reforms not as isolated mandates, but as complementary pathways toward a shared goal of developing future-ready, well-rounded learners who are prepared not only to succeed in school, but also to contribute meaningfully to the world beyond it.

Leadership in Action

From data to direction: how school leaders can use evidence to drive decisions

Across education systems globally and in India, data-driven decision-making (DDDM) has become a key part of school improvement and leadership reform. Initiatives such as CBSE's school performance report cards and National Institute of Educational Planning and Administration's (NIEPA) leadership training programmes reflect a growing emphasis on evidence-based planning and monitoring, aligned with the National Education Policy (NEP) 2020's call for informed, data-supported decision-making in schools. This shift recognises that data can offer valuable insights into student learning, instructional effectiveness, and overall school functioning when used systematically and purposefully (Fernandes, 2023). Large-scale assessments and school-level data systems are increasingly viewed as tools for diagnosing learning gaps, prioritising interventions, and allocating resources more effectively (Custer et al., 2018). Internationally, the expansion of national learning assessments further underscores the belief that reliable, locally relevant data can support pedagogical reform and school improvement more effectively than reliance on intuition alone (Rose, 2025; Clarke, 2012).

While high-quality data are necessary, they alone are not sufficient (Custer et al., 2018). Research consistently highlights a key challenge: translating data into actionable insights that meaningfully influence classroom practice. DDDM is not just about accessing reports or dashboards, but about how school leaders create the conditions for evidence to inform practice (Datnow & Hubbard, 2016). School leaders play a pivotal role in translating system-level

Educators' Pulse

Pathshala Pioneers: A Case Study

TCE Connect

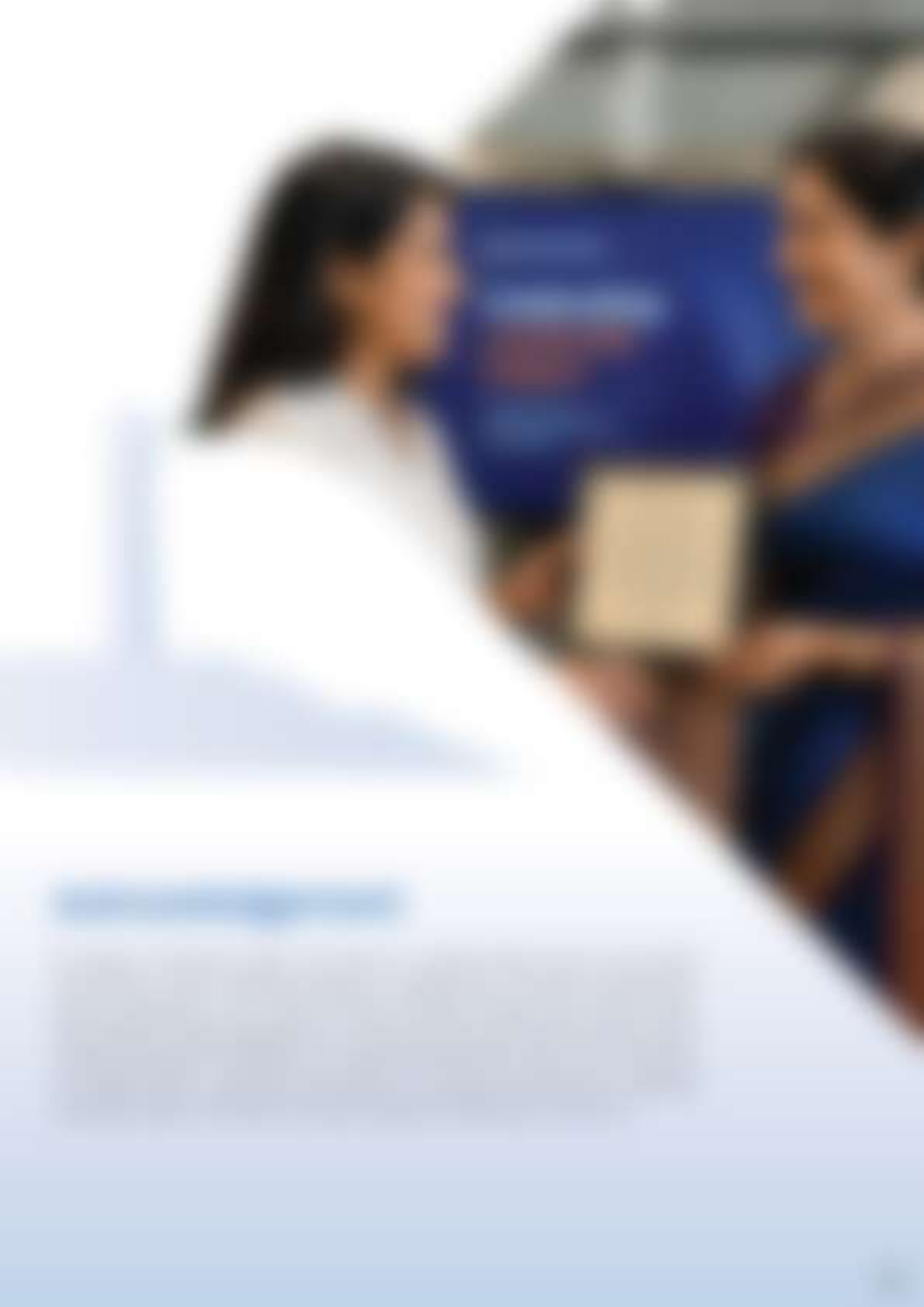
Tata ClassEdge proudly concluded the inaugural edition of the Think Quest Awards in February 2026, a national-level academic assessment designed to recognise and celebrate student excellence across our network schools. Rooted in the Tata Group's enduring commitment to education and innovation, the assessment was designed to evaluate students' analytical thinking and problem-solving abilities across a diverse range of contexts, with the broader aim of fostering critical thinking and cognitive agility among learners. Participants were required to apply reasoning skills to unfamiliar situations, such as identifying logical assumptions, recognising patterns, solving quantitative problems, interpreting data, analysing arguments, and responding to real-world decision-making challenges. Through this carefully designed assessment, the initiative created a dynamic platform for young learners to demonstrate their logical and critical thinking abilities on a national stage.

The Think Quest Awards recognise students who perform exceptionally well, with certificates and medals, celebrating not only high achievement but also intellectual curiosity and disciplined preparation. Schools demonstrating enthusiastic participation were also eligible for special rewards and offers, reinforcing a shared commitment to nurturing excellence.

Open to students of Classes 6 to 9, the 35-minute assessment was conducted entirely online through the ClassEdge LMS. With no registration fee, schools were able to encourage broader participation, making the Awards inclusive and merit-driven. The response was highly encouraging, with over 6000 students appearing for the test across more than 100 participating schools, including as many as 150+ students from a single school, a strong reflection of the academic culture fostered within our network.

Beyond a single event, the Think Quest Awards mark the beginning of a larger merit-based platform that will continue through the years. Periodic assessments on diverse themes such as crafts and art in India, sports, and highlights of India will be conducted through the ClassEdge LMS to ensure that varied talents are acknowledged and celebrated alongside academic performance. Registered students and parents received 15-day complimentary access to Tata ClassEdge's Home Learning solution, enabling students to familiarise themselves with the digital learning ecosystem in advance so they feel confident navigating the platform on the day of the assessment.

We extend our sincere appreciation to our school leaders and teachers whose encouragement made this initiative a success. Together, we remain committed to creating meaningful opportunities that inspire students to think deeply, strive confidently, and pursue excellence.



References

Thank You!

Serving Every Aspect of Schooling:
From Learning to Leadership

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