

Promoting Risk-Taking in Mathematics Classrooms through Emotionally Safe Learning Environments: A Narrative Review of Literature

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Abstract

In many Indian school classrooms, mathematics teaching still leans on procedure, is driven by examinations, and offers students few chances to try out different solution paths. These conditions can push learners away from intellectual risk-taking, feeding a fear of mistakes, reluctance to voice mathematical ideas, and lower engagement with problem-solving. This paper offers a narrative review of Indian and international scholarship on academic risk-taking in mathematics, focusing on the part played by emotionally safe learning environments. Drawing on constructivist, sociocultural, and achievement-goal perspectives, it brings together work on teacher facilitation, classroom discourse, error-friendly pedagogy, productive struggle, mathematics anxiety, and growth mindset to explain when students are willing, or unwilling, to attempt unfamiliar mathematical tasks. Sources were located through Google Scholar, ERIC, and Scopus and grouped thematically into six recurring categories that shape the structure of the review. The review reads this international evidence against the Indian policy backdrop set out in the National Curriculum Framework 2005 and the National Curriculum Framework for School Education 2023, pointing to a persistent gap between these curricular aims and everyday classroom practice, as well as a shortage of classroom-based research within Indian mathematics education. It proposes a conceptual framework connecting classroom conditions, emotional safety, psychological factors, and academic risk-taking, and closes by drawing out implications for teacher facilitation, assessment design, and teacher professional development as directions for future classroom-based research across diverse Indian school settings.

Keywords: Academic Risk-taking; Mathematics Anxiety; Emotionally Safe Classrooms; Growth Mindset; Indian School Education

1. Introduction

For many students, mathematics is bound up with fear, anxiety, and avoidance, especially in systems that place heavy weight on examination results [2]. Yet mathematics is fundamentally a discipline of reasoning, exploration, and creative problem-solving; when learners instead experience it mainly as a set of fixed procedures with single correct answers, this shapes how they see themselves as mathematical thinkers and can make them reluctant to engage with tasks that involve uncertainty or exploration. Within mathematics education, academic risk-taking describes students' readiness to tackle challenging problems, try out alternative strategies, voice half-formed ideas, ask questions, and learn from mistakes without fearing judgement. Recent conceptual work frames academic risk-taking in terms of

affective, preferred-difficulty, and action dimensions, linking it empirically to mastery-goal orientation and need for cognition [1]. Genuine mathematical learning asks students to go beyond routine procedure and into conjecturing, reasoning, justifying, and revising their own thinking [4] – something they are far more willing to do when the classroom feels supportive, respectful, and emotionally safe.

Achievement goal theory holds that classrooms built around learning, improvement, and understanding foster deeper engagement, while classrooms dominated by comparison and fear of failure make students less willing to take part [2]. A related strand of work on productive struggle shows that grappling with difficult mathematical ideas, without an immediate resolution, is itself central to building conceptual understanding: analysing 186 student–teacher interaction episodes in real classrooms, Warshauer found that whether teachers removed the challenge for struggling students or supported them through it determined whether the struggle turned productive or merely frustrating [16]. In a similar vein, Kapur's research on productive failure found that students who first wrestled with novel problems on their own – even when they did not succeed – went on to develop a deeper conceptual understanding than peers who received direct instruction from the start [9].

International scholarship consistently points to the importance of emotionally safe mathematics classrooms. Boaler [4] contends that students build stronger mathematical mindsets in classrooms that reward exploration, multiple solution approaches, and learning from mistakes, rather than classrooms narrowly focused on speed and correctness. Work on growth mindset suggests that what students believe about their own mathematical ability shapes how far they will persist through difficulty [5]. Surveying 159 university students, Hübner and Pfof found that beliefs about errors – seeing them as threatening versus informative – predicted students' willingness to take academic risks even after accounting for general achievement motivation [8]; this points to error beliefs as a distinct, teachable target for intervention rather than a mere by-product of ability or confidence.

By contrast, classrooms that treat wrong answers negatively, or teachers who prize procedural accuracy above everything else, can unintentionally breed a fear of failure that keeps students from voicing their reasoning or attempting unfamiliar problems. Both the National Curriculum Framework 2005 and the National Curriculum Framework for School Education 2023 likewise stress that good mathematics teaching should build reasoning, problem-solving, and meaningful engagement, not procedural fluency alone [11,12].

Through these frameworks, the Indian school system has acknowledged the need for learner-centred, inquiry-based approaches, calling for conceptual understanding, joyful learning, and classrooms where students take an active part. In practice, however, mathematics learning in many schools remains shaped by examination-oriented teaching, teacher-centred instruction, and few openings for open-ended mathematical discussion – conditions that plausibly feed mathematics anxiety and a reluctance to take on unfamiliar tasks.

Research on mathematics anxiety shows that emotional factors have a marked bearing on students' attitudes, confidence, and achievement [3]. International literature has a good deal to say about mathematical risk-taking, growth mindset, and supportive classroom practice [1,3,4,5,8], yet comparatively little of it looks specifically at how emotionally safe classroom environments shape risk-taking within Indian school

settings. This gap matters because risk-taking is closely bound up with mathematical reasoning, creativity, persistence, and the development of a positive mathematical identity.

This review brings together theoretical perspectives and empirical findings on mathematics anxiety, classroom discourse, teacher facilitation, productive struggle, and growth-oriented teaching practices, setting international evidence alongside the Indian educational context to identify key themes, research gaps, and pedagogical implications for mathematics classrooms.

2. Objectives of the Review

This review is guided by the following objectives:

1. To review existing literature on academic risk-taking in mathematics learning.
2. To examine the role of emotionally safe classroom environments in promoting student participation and confidence.
3. To analyse the influence of psychological factors – mathematics anxiety, achievement goal orientation, and growth mindset – on students' willingness to engage in mathematical risk-taking.
4. To identify gaps in research on risk-taking behaviour in Indian mathematics classrooms.
5. To propose a conceptual framework explaining how emotionally safe classroom environments can promote academic risk-taking in mathematics learning.

3. Methods

This paper takes a narrative, thematic approach to the literature rather than a formal systematic review. This choice reflects the review's purpose: to bring together theoretical perspectives and empirical findings from a body of work on academic risk-taking that is still emerging and conceptually scattered, and to connect that international evidence with the Indian curricular context. That kind of synthesising, interpretive work is better suited to narrative review than to the effect-size aggregation that a systematic review or meta-analysis is designed to produce.

The sources were located through targeted searches of Google Scholar, ERIC, and Scopus, combining terms such as academic risk-taking, mathematical risk-taking, emotionally safe classrooms, mathematics anxiety, growth mindset in mathematics, productive struggle, error-friendly pedagogy, and Indian mathematics education. Preference was given to peer-reviewed empirical and theoretical work in mathematics education and educational psychology, together with foundational texts retained regardless of their publication date because of the continuing influence they carry in the field. NCERT policy documents – the National Curriculum Framework 2005 and the National Curriculum Framework for School Education 2023 – were included to anchor the review in the Indian curricular context, while sources dealing solely with higher-education mathematics, or with general risk-taking unconnected to education, were left out. Being a narrative review, the selection of sources was purposive and thematic rather than exhaustive; it does not claim to offer a full census of the literature, a limitation taken up later in the paper.

Thematic analysis organised the selected literature into six recurring categories: the nature of academic risk-taking in mathematics; emotional safety and classroom climate; mathematics anxiety as a psychological barrier; achievement goal orientation; growth mindset and error-friendly pedagogy; and the Indian curricular and classroom context. These six themes provide the structure for the review that follows.

4. Results

4.1 Academic Risk-Taking in Mathematics Learning

Academic risk-taking in mathematics is students' willingness to engage unfamiliar problems, try out multiple solution strategies, put forward tentative ideas, ask questions, and revise their thinking without dreading a negative verdict. These behaviours matter for meaningful mathematical learning because they support reasoning, creativity, and deeper conceptual understanding [2,4]. Across two validation studies with 236 undergraduate students, Abercrombie and colleagues modelled academic risk-taking along four dimensions – affect, preferred difficulty, and two facets of action – and found it was predicted by mastery-goal orientation and need for cognition rather than by general academic ability [1]. This reinforces the view that risk-taking is best understood as a disposition shaped by classroom goal structures, not as a fixed trait.

Classrooms that emphasise speed, correctness, and single right answers can hold students back from joining mathematical discussion or trying difficult tasks. When success is judged mainly by getting the correct answer, students may read their own mistakes as proof of inability rather than as chances to learn [4,5]. Achievement goal theory suggests that mastery-oriented classrooms nurture persistence, while performance-focused ones can heighten fear of failure and avoidance [2]. Fostering academic risk-taking in mathematics therefore calls for a move away from answer-oriented instruction and toward environments that value questioning, experimentation, and productive error.

4.2 Emotional Safety and Classroom Climate

An emotionally safe mathematics classroom is one where students feel respected and accepted, and confident enough to voice their ideas without fear of embarrassment – a place where errors and half-formed reasoning are treated as a normal part of learning rather than a sign of failure. Vygotsky's social constructivism, from a sociocultural standpoint, holds that understanding grows through interaction, dialogue, and support from more knowledgeable others; in a mathematics classroom, this plays out as discussion and comparison of solution strategies that help build conceptual understanding and reasoning.

Classroom discourse is central to establishing this sense of safety. Teachers who invite students to explain their thinking, give them enough wait time, and respond constructively to wrong answers create conditions where learners are readier to participate and to refine their ideas [10]. Hübner and Pfof's survey research found that university students' beliefs about errors predicted their willingness to take academic risks independently of prior achievement [8], which suggests that how a classroom frames errors is itself a lever for change rather than simply a reflection of students' ability. Where evaluation is quick and correctness is prized above all, students are, by contrast, more likely to keep tentative ideas to themselves.

Teacher feedback carries particular weight in shaping how students see their own mathematical ability. Feedback centred on effort, strategy, and improvement helps students treat challenges as chances to learn, in keeping with growth mindset principles [5]. The National Curriculum Framework 2005 calls for mathematics education to move past rote memorisation and toward conceptual understanding and reasoning [11], and the National Curriculum Framework for School Education 2023 similarly pushes for learner-centred, experiential approaches that build curiosity and active participation

[12]. Despite these recommendations, a gap persists between what the curriculum asks for and what happens in classrooms: examination pressure, time constraints, and conventional teaching methods often leave little room for dialogue and collaborative exploration.

4.3 Mathematics Anxiety as a Barrier to Risk-Taking

Mathematics anxiety – the tension, apprehension, and fear that get in the way of mathematical performance and participation [6] – is a well-documented barrier to risk-taking. Students who experience it tend to steer clear of challenging tasks, hesitate to share their reasoning, and lean on procedural methods that feel safer than exploratory ones. This anxiety is closely tied to a fear of failure and of being judged. When students see mathematics classrooms as places where mistakes are penalised, they may avoid unfamiliar problems to protect their self-confidence, which then limits how much productive struggle and conceptual growth they experience [4, 6]. In Indian schools specifically, examination-oriented learning, competitive academic pressures, and a strong premium on correct answers often intensify mathematics anxiety, echoing the wider literature on how test-related anxiety affects cognition and learning [3]. Large class sizes and few chances for individual expression can further crowd out meaningful mathematical dialogue. Tackling mathematics anxiety therefore takes more than sharpening mathematical skills; it calls for classroom environments in which students feel supported and confident enough to explore mathematical ideas.

4.4 Achievement Goal Orientation and Classroom Practices

Achievement goal theory draws a line between mastery-oriented classrooms – built around learning, understanding, effort, and improvement – and performance-oriented classrooms, which are built around grades, comparison, and demonstrated ability relative to peers [2]. Mastery-oriented settings tend to nurture persistence, curiosity, and a willingness to take on challenging tasks; when students see the point of mathematics learning as building understanding rather than just producing the correct answer, they become more willing to try out alternative strategies and to learn from mistakes [2, 4]. Performance-oriented classrooms, on the other hand, can breed a fear of failure and push students to avoid situations in which their ability might be publicly called into question. Teachers' own practices shape which of these goal structures takes hold: open-ended questioning, encouraging multiple solution methods, collaborative problem-solving, and formative assessment all help build mastery-oriented mathematics classrooms in keeping with constructivist views of learning [7,14].

4.5 Growth Mindset and Error-Friendly Pedagogy

Growth mindset theory maintains that ability can be built through effort, good strategies, and feedback. Dweck [5] proposed that students with a growth mindset are more likely to take on challenges, keep going through difficulty, and see mistakes as chances to improve. Boaler [4] makes a related point: classrooms that reward exploration, multiple approaches, and reflection help students build both flexible mathematical thinking and a stronger sense of themselves as mathematical thinkers. A related idea, error-friendly pedagogy, treats mistakes as a valuable resource for learning rather than a mark of failure. In a classroom-based study of middle-school mathematics, Warshauer found that how teachers responded to student struggle – stepping in to remove the difficulty versus scaffolding students through it while keeping the challenge intact – was what separated productive struggle from plain frustration [16]. Kapur's studies of productive failure reached a similar conclusion: students who

wrestled with novel problems before any instruction, even when their first attempts fell short, went on to outperform students taught the procedure directly, at least on measures of conceptual understanding [9]. Taken together, these findings suggest that allowing struggle and error, and scaffolding students supportively through them, is not incidental to learning mathematics but one of the mechanisms through which deeper understanding is actually built. Because uncertainty and exploration sit at the heart of mathematical problem-solving, easing students' fear of being wrong matters a great deal for building their confidence and persistence. Growth mindset practices and error-friendly pedagogy therefore feed into emotionally safe learning environments, turning classrooms from spaces fixed on correctness into communities that value reasoning and learning through mistakes.

4.6 Indian School Context and Research Gaps

International research has a good deal to say about the value of emotional safety, growth-oriented practices, and supportive classroom environments for mathematical risk-taking, yet comparatively little of it looks at these dimensions within Indian mathematics classrooms. The National Curriculum Framework 2005 and the National Curriculum Framework for School Education 2023 call for learner-centred approaches, conceptual understanding, and classrooms that encourage active participation [11,12], but translating these curricular goals into everyday classroom practice continues to be difficult. Most existing research on mathematics education in India has centred on achievement levels, curriculum effectiveness, and instructional strategy. Far fewer studies look at how classroom emotional climate relates to students' willingness to take mathematical risks, share their reasoning, and take an active part. There is also a need for classroom-based intervention studies and teacher-facing frameworks that translate the growth-mindset and error-friendly principles established internationally into strategies that work in Indian classroom settings – settings that often mean large classes and examination-driven assessment.

Table 1. Thematic Synthesis of Literature on Academic Risk-Taking and Emotionally Safe Mathematics Learning Environments

Theme	Key Focus	Major Insights from Literature	Educational Implications
Academic Risk-Taking in Mathematics	Willingness to attempt unfamiliar problems, explore strategies, and communicate ideas	Risk-taking supports reasoning, creativity, and conceptual understanding; fear of failure restricts participation [1, 4, 7].	Encourage exploratory tasks, multiple solution approaches, and mathematical discussion.
Emotional Safety and Classroom Climate	Respectful interactions, acceptance of errors, supportive norms	Emotionally safe classrooms increase students' confidence to share ideas; teacher responses strongly shape participation [8, 10].	Create error-friendly classrooms where incomplete thinking is welcomed.

Mathematics Anxiety and Psychological Barriers	Fear, stress, negative beliefs, avoidance behaviours	Anxiety reduces willingness to attempt challenging tasks; supportive environments lower anxiety and raise confidence [3, 6].	Use collaborative learning, constructive feedback, and low-threat assessment.
Teacher Facilitation and Classroom Discourse	Questioning patterns, feedback, wait time, discussion practices	Teachers who value student explanations and reasoning promote deeper engagement [10].	Encourage dialogue, reflection, and justification of solutions.
Achievement Goal Orientation	Mastery-oriented versus performance-oriented classroom structures	Mastery-focused classrooms promote persistence; performance pressure increases avoidance [1, 2].	Focus assessment on growth, effort, and improvement rather than comparison.
Growth Mindset and Error-Friendly Pedagogy	Viewing ability as developable; mistakes as learning opportunities	Growth-oriented messages encourage persistence and willingness to engage with difficult tasks [5, 15].	Normalise mistakes and use errors as resources for conceptual development.
Indian Mathematics Education Context	Curriculum reforms, examination culture, classroom realities	Policy frameworks promote learner-centred mathematics education, but implementation challenges remain [11, 12].	Develop teacher resources and classroom interventions suited to Indian contexts.

As Table 1 shows, the thematic synthesis points to academic risk-taking in mathematics as the product of several interconnected factors – classroom emotional climate, teacher practices, students' beliefs about learning, and assessment approaches among them. Taken together, the literature suggests that building emotionally safe mathematics classrooms means shifting away from performance-oriented practice and toward environments that encourage exploration, reasoning, and learning through error.

Table 2. Conceptual Link between Emotional Safety and Mathematical Risk-Taking

Component of Emotional Safety	Classroom Practices	Influence on Students' Mathematical Behaviour	Expected Outcomes
Trust and	Creating respectful	Students become more	Increased

Psychological Security	interactions, encouraging questions, ensuring students feel valued	comfortable expressing incomplete ideas and attempting unfamiliar problems.	participation and confidence.
Acceptance of Errors as Learning Opportunities	Discussing mistakes constructively, analysing incorrect solutions, encouraging reflection	Students develop a positive attitude towards errors and become less afraid of failure.	Greater willingness to experiment and revise thinking.
Supportive Teacher Facilitation	Giving constructive feedback, open-ended questions, adequate wait time	Students engage more actively in mathematical discussion and reasoning.	Stronger mathematical communication and understanding.
Collaborative Classroom Culture	Peer discussion, group problem-solving, sharing multiple strategies	Students learn from diverse perspectives and gain confidence in presenting ideas.	Enhanced collaboration, creativity, and problem-solving.
Mastery-Oriented Learning Environment	Emphasising effort, improvement, reasoning over correct answers	Students view challenges as opportunities for growth rather than threats.	Increased persistence and academic risk-taking.
Growth Mindset and Productive Struggle	Encouraging challenging tasks; reinforcing that ability develops through practice	Students develop resilience and continue working through difficulties.	Deeper mathematical engagement and flexible thinking.
Process-Oriented Assessment	Using formative feedback, reflection, evaluation of reasoning	Students focus on learning and improvement rather than avoiding mistakes.	Reduced mathematics anxiety and stronger mathematical identity.

5. Discussion

5.1 Conceptual Framework

Building on the thematic synthesis above, Figure -1 sets out a conceptual framework linking classroom conditions, emotional safety, and academic risk-taking in mathematics learning. Classroom conditions – teacher facilitation, error-friendly discourse, mastery-goal structures, assessment practices, and the wider Indian curricular context – combine to shape whether a classroom feels emotionally safe. Emotional safety, in turn, is bound up with three interrelated psychological factors:

lower mathematics anxiety, a growth mindset or mastery orientation, and self-efficacy. Together, these factors shape how willing students are to take academic risks – attempting unfamiliar tasks, asking questions, offering tentative reasoning, and learning from errors – a willingness the literature links to stronger conceptual understanding, mathematical reasoning, persistence, and a positive mathematical identity [1,4,5,8,16].

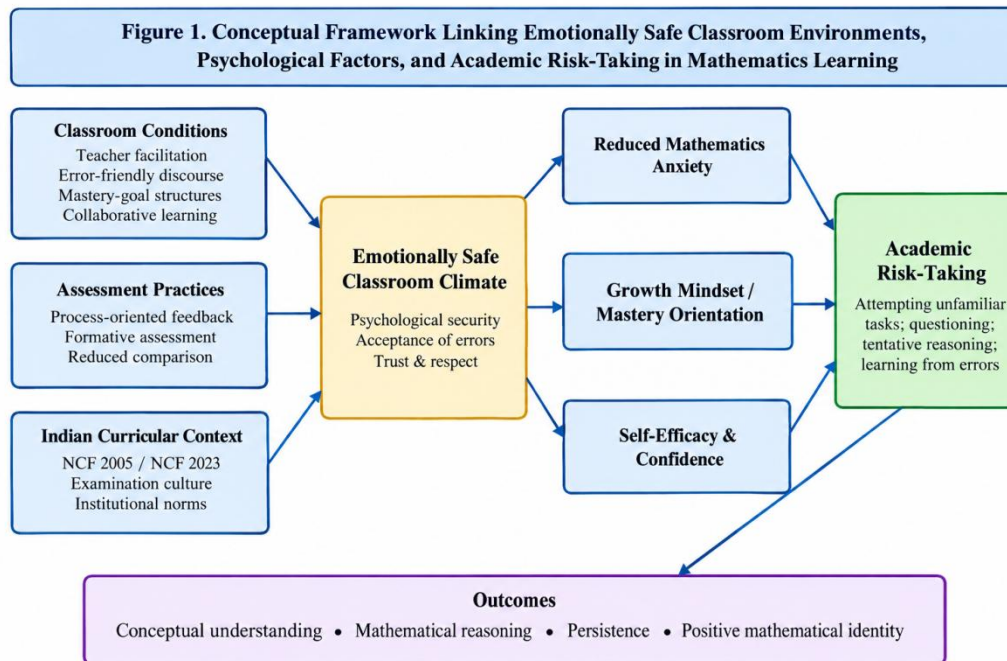


Figure 1. Conceptual framework linking emotionally safe classroom environments to academic risk-taking and mathematical learning outcomes.

5.2 Research Gap

International research has examined academic risk-taking in mathematics quite extensively, particularly in connection with problem-solving, classroom discourse, student motivation, and mathematical identity, and consistently shows that emotionally supportive learning environments lift students' confidence, participation, and willingness to take on challenging mathematical tasks [1,4,5,8]. Looking more closely at this literature, though, reveals several gaps that are especially acute in the Indian school mathematics context.

First, research on mathematics learning in India has mostly centred on achievement outcomes, procedural proficiency, and examination performance, with comparatively little attention paid to the dispositional side of mathematics learning – students' willingness to attempt unfamiliar problems, or to voice partial reasoning, for instance. The affective side of mathematics learning, particularly how emotional safety relates to academic risk-taking, remains underexplored specifically within the Indian context, even though the underlying constructs – mathematics anxiety, growth mindset, error beliefs – are well studied elsewhere.

Second, NCERT's curricular frameworks call for learner-centred approaches, fear-free classrooms, and using errors as learning opportunities [11,12], but a gap remains between what policy expects and what happens in classrooms, and little classroom-based research has looked at how these principles play out as practical teacher strategies.

Third, international studies provide plenty of theoretical grounding in mathematics anxiety, growth mindset, and productive struggle [5,6,16], but far fewer of them – in India or elsewhere – offer teachers structured pedagogical frameworks for putting risk-tolerant mathematical practices into effect in classrooms shaped by large class sizes and examination pressure.

Finally, only limited research has examined how these patterns vary across different Indian school contexts, including different institutional settings and curricular boards. Understanding how classroom culture, teacher practice, and institutional factors shape students' willingness to take mathematical risks is essential for developing pedagogical approaches sensitive to context, and marks a clear direction for future empirical work.

5.3 Implications for Mathematics Classrooms

The literature surveyed here points toward shifting mathematics classrooms away from performance-oriented environments and toward spaces that encourage exploration, reasoning, and conceptual understanding. Building emotionally safe learning environments takes deliberate pedagogical choices that encourage students to attempt unfamiliar problems without fearing a negative verdict; teachers are central to this through how they respond to student errors, how they question, and how they assess.

One clear implication is adopting error-friendly pedagogy, in which mistakes become an opportunity for discussion and conceptual clarification. Warshauer's finding that teacher scaffolding, rather than removing the challenge, is what makes struggle productive [16] points to a concrete, trainable teacher skill rather than a vague disposition: teachers can be coached in exactly how to respond when a student gets stuck, neither rescuing them nor leaving them to flounder.

Open-ended and non-routine problems are particularly good at encouraging mathematical exploration, especially for conceptually demanding topics like algebra, geometry, trigonometry, and quadratic equations. Teacher facilitation, too, needs to move past quick judgements of correctness and toward process-oriented feedback – giving students time to think, asking probing questions, and acknowledging partial reasoning all build student confidence and participation. Collaborative structures such as peer discussion and group problem-solving add further support to a positive classroom climate.

Reflective prompts, asking students to describe how they tackled a problem, what difficulties came up, and how their understanding changed, can help build self-regulated learning and persistence. Structured teaching modules would help teachers put these practices into place systematically, potentially including facilitation guidelines, reflective prompts, and observation checklists suited to the realities of Indian classrooms. The implications extend to teacher education and professional development as well, where more emphasis should go toward weaving the affective dimensions of mathematics learning into instructional strategy.

6. Limitations of the Review

This review has several limitations. First, because it is a narrative rather than a systematic review, the selection of sources was purposive and thematic rather than exhaustive. It does not offer a full census of the available literature and may miss relevant studies, particularly unpublished work or research not published in English. Second, most of the empirical studies drawn on here were carried out outside India – in

the United States, Europe, and Australia. The theoretical constructs involved, such as mathematics anxiety, growth mindset, and error-friendly pedagogy, are treated as broadly applicable, but none of these studies has directly tested how they operate within Indian classroom cultures, language contexts, or examination systems, so their transfer should not be assumed without qualification. Third, the conceptual framework put forward in this review (Figure 1) synthesises relationships suggested across separate bodies of literature; it has not itself been tested empirically as a whole, and should be read as a hypothesis for future classroom-based or intervention research rather than as an established causal model. Finally, because this is a review of existing literature rather than original empirical work, it cannot establish causal relationships between emotional safety and academic risk-taking – only the consistent associations reported across the studies drawn on here.

7. Conclusion

This review has examined how emotional safety and academic risk-taking relate to one another in mathematics classrooms, with a particular eye on the Indian school context. Bringing together international and national literature suggests that meaningful mathematical learning depends on environments where students feel psychologically secure enough to propose conjectures, attempt unfamiliar problems, voice partial reasoning, and learn from their errors. Risk-taking in mathematics, then, is not simply a trait of the individual student – it is shaped by classroom norms, teacher discourse, assessment practices, and peer interaction [2, 10, 1]. Performance-oriented, examination-driven teaching cultures tend to dampen student participation and reinforce mathematics anxiety. Mastery-oriented environments, by contrast, built on supportive feedback, collaborative problem-solving, and process-based assessment, foster persistence and deeper conceptual understanding [2, 5, 16]. Error-friendly pedagogy sits at the heart of this shift, turning mathematics classrooms into spaces where uncertainty is accepted and exploration is encouraged. Indian curricular frameworks call for fear-free, constructivist mathematics learning, yet this review finds a persisting gap between those policy intentions and classroom practice, matched by a corresponding gap in classroom-based research on Indian settings. Ultimately, promoting academic risk-taking calls for a shift in classroom culture – away from environments where students fear making mistakes, and toward learning communities that treat questioning, experimentation, and reflective thinking as essential to mathematical understanding. The conceptual framework and implications set out here are offered as a starting point for future classroom-based intervention research aimed at closing that gap across diverse Indian school settings.

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