INCLUSION IN ACTION

Lessons from RTE 12(1)(c) Implementation in Delhi Classrooms



INDUS ACTION
Enabling Social Protection

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Acknowledgement

This handbook draws on one of the first comprehensive qualitative studies of school environments across different regions and types of private schools in Delhi. It explores how Section 12(1)(c) of the Right of Children to Free and Compulsory Education Act is implemented in practice and how it shapes students' educational experiences. It would not have been possible without the guidance, collaboration, and generosity of many individuals and institutions.

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Foreword

Section 12(1)(c) of the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) has, for over a decade, enabled children from economically weaker sections and disadvantaged groups to access education in private schools across Delhi. It has brought children from diverse backgrounds into the same classrooms, creating an important opportunity for schools to make inclusion a part of everyday school life. The vision of inclusion is also central to the National Education Policy 2020 (NEP), which seeks to build an equitable, inclusive education system that enables every child to develop into a capable, confident, and responsible individual.

A seat in a classroom, however, is only the first step. Enrolment does not, by itself, ensure that students experience meaningful inclusion. What happens after a child enters the classroom matters just as much. How a school responds to differences in students' backgrounds, learning needs, and experiences shapes whether they feel supported, can participate in school life, and progress in their learning.

This handbook looks at how the vision of the RTE Act Section 12(1)(C) and the NEP takes shape in practice. Drawing on the experiences of students, parents, teachers, and school leaders at some private schools in Delhi, it brings together the challenges students face and the practices schools have adopted to respond to them. What stood out to me is that inclusion is shaped not by a single intervention, but by the everyday choices and practices within classrooms and across the school.

Teachers play an important role in creating inclusive classrooms through practices such as collaborative learning, equitable attention and support, differentiated and bilingual instruction, encouragement and high expectations for every student. Alongside these classroom practices, a safe, empathetic school culture, supportive school leadership, and meaningful engagement with parents and communities help create an environment where every student can learn and grow without barriers.

I am glad these practices, drawn from real classrooms across private schools in Delhi, have been documented with such care. I am optimistic that this handbook will become a valuable resource for cross-learning among schools, and I encourage school leaders, teachers, and policymakers to reflect on the documented practices and consider how to adapt them in their own contexts.



Ashish Sood
Minister of Home,
Power and, Education



SMT ANKITA ANAND, IAS
Director, Education
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From the Director's Desk

Education is more than a means of acquiring knowledge; it is an instrument of equality, dignity and social transformation. An inclusive education system recognises every child's potential and ensures that opportunities for learning and growth are not determined by socio-economic background.

Delhi has made sustained efforts to realise this vision through the implementation of Section 12(1)(c) of the Right of Children to Free and Compulsory Education Act, 2009. Over the past decade, the collaborative efforts of the Government of the National Capital Territory of Delhi, the Directorate of Education and private unaided schools have enabled more than 40,000 children belonging to Economically Weaker Sections (EWS) and Disadvantaged Groups (DG) to access private school education each year. This is an important step towards making the right to education more meaningful and equitable.

Yet, the true measure of inclusion lies not merely in securing admission, but in ensuring that every child feels welcomed, respected, supported and valued throughout their educational journey. Inclusion must be reflected in a school's everyday culture, teaching practices, peer relationships, participation, access to opportunities and the overall learning environment. No child should feel disadvantaged or distinguished on account of the circumstances into which they were born.

In this context, the present study is particularly valuable. It highlights the experiences and thoughtful practices adopted by schools and teachers to facilitate the meaningful integration of children admitted under the RTE provisions. Initiatives that foster peer acceptance, encourage participation, protect the confidentiality of a child's admission status, engage parents and provide counselling and career guidance demonstrate that inclusion is a shared institutional responsibility, not merely a statutory obligation. Such practices deserve to be documented and shared. The experiences of individual schools can inform the wider education system and help build a culture of knowledge-sharing, professional development and institutional

collaboration. Training and capacity-building should equip school leaders and teachers with the understanding, sensitivity and practical skills to respond to children's diverse learning and social needs.

The Directorate of Education remains committed to an education ecosystem where equity and excellence go hand in hand. This requires sustained engagement among schools, teachers, parents, administrators and other stakeholders, with every child's well-being, dignity and holistic development at the centre.

I hope this study will serve not only as a record of existing initiatives but also as a resource for reflection, learning and informed action. May its insights encourage schools to strengthen inclusive practices and learn from one another.

Delhi has the opportunity and responsibility to demonstrate that inclusive education is not merely a policy aspiration, but a lived reality in our schools. Our endeavour must be to create an environment where every child, irrespective of background, has the confidence to participate, the opportunity to excel and the assurance of belonging.



Ankita Anand, IAS
Director, Education

Table of Contents

Abbreviations 10

Executive Summary 11

Introduction 13

Literature Review 16

Methodology 19

Findings 25

Challenges 26

1. Lower academic and extracurricular participation of RTE students 26

2. Gaps in teacher pedagogy, beliefs, and preparedness for inclusion 28

3. Peer segregation and exclusion 29

4. Family circumstances that constrain learning and well-being 30

5. Financial barriers to participation beyond the classroom 30

Best Practices 32

1. Teachers as facilitators of inclusive practices 32

2. Fostering an inclusive school culture 44

3. Empowering students through equitable opportunities and career readiness 57

4. Engaging parents and community to enable student achievement 63

Way Forward 71

References 74

Annexures 77

Abbreviations

CPD	Continuing Professional Development
CWSN	Children with Special Needs
DDA	Delhi Development Authority
DSEAR	Delhi School Education Act and Rules, 1973
ECCE	Early Childhood Care and Education
EWS	Economically Weaker Section(s)
FGD(s)	Focus Group Discussion(s)
GOI	Government of India
HM	Head Master/Headmistress
ICT	Information and Communication Technology
MHRD	Ministry of Human Resource Development
MUNs	Model United Nations
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
PMOs	Programme Management Offices
POCSO	Protection of Children from Sexual Offences (Act)
PTM(s)	Parent-Teacher Meeting(s)
RTE	Right of Children to Free and Compulsory Education Act, 2009
SEDGs	Socio-Economically Disadvantaged Groups
SEL	Social and Emotional Learning
SES	Socioeconomic Status
TLMs	Teaching-Learning Materials
UNESCO	United Nations Educational, Scientific and Cultural Organization

Executive Summary

Private schools in Delhi have been implementing the mandate of Section 12(1)(c) of the Right of Children to Free and Compulsory Education Act, 2009 (RTE) for the past fourteen years, but enrollment alone does not ensure inclusion and achievement. It requires sustained effort to ensure that all students can participate, learn, and thrive throughout their schooling. Drawing on qualitative research conducted across nine private schools in Delhi, this handbook seeks to document and share lessons emerging from schools' experiences of implementing RTE Section 12(1)(c). It identifies the key challenges that continue to shape students' educational experiences and highlights the practices schools have adopted to address these challenges. By bringing together evidence from diverse school contexts, the handbook aims to support the reflection, learning, and adaptation of inclusive practices across schools.

The handbook draws on the experiences of students, parents, teachers, and school leaders gathered through classroom observations, interviews, and focus group discussions from across nine private schools in Delhi. The study shows that students' participation and achievement are shaped by multiple academic, social, and economic factors. Some students struggle to attain grade-level learning across subjects, making it increasingly difficult to keep pace with the curriculum as academic demands increase. Limited support for learning at home and difficulties engaging with English as the language of instruction further affect students' confidence and classroom participation. Beyond learning, classroom pedagogy, peer relationships, family circumstances, and financial constraints also shape how students experience school, influencing their participation, engagement, and overall educational experience.

Researchers identify the practices that work to strengthen inclusion through approaches that combine inclusive teaching, supportive leadership, equitable opportunities, and strong partnerships with parents and communities. Teachers play a central role by adopting inclusive pedagogies that respond to diverse learning needs while maintaining high expectations for every student. School leaders reinforce these efforts by fostering an inclusive culture, supporting teachers, and creating policies that promote students' safety, participation, and well-being. Schools also create opportunities for students to develop confidence, leadership, and career aspirations by ensuring equitable access to academic, co-curricular, and career development opportunities. Dignified and sustained engagement with parents and communities strengthens the support available to students and contributes to their participation, achievement, and overall well-being.

This handbook is an invitation to schools and educators to critically reflect on how inclusion is experienced within their schools and to take deliberate action to strengthen it. By adapting, institutionalising, and scaling the practices documented here, schools can move beyond access towards advancing the presence, participation, and achievement of all students.

INTRODUCTION



Background and Context

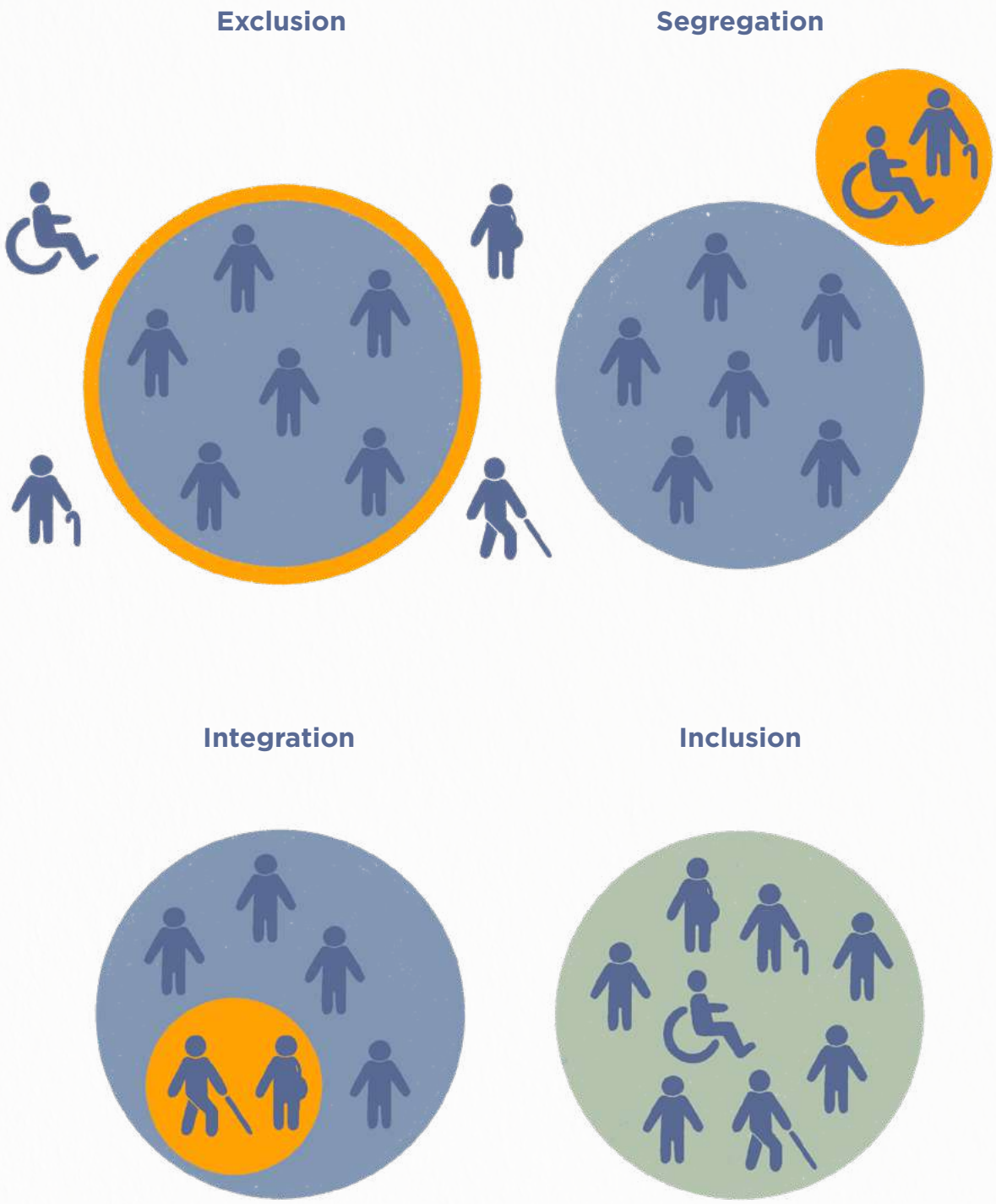
Since 2012, private unaided schools in Delhi have been implementing Section 12(1)(c) of the Right of Children to Free and Compulsory Education Act, 2009, which mandates a 25% reservation of seats for children from economically weaker sections and disadvantaged groups. The policy enables one of the world's largest affirmative action programs for early education, with over 50 lakh[1] children enrolled cumulatively and the potential to enrol over 20 lakh[2] children every year if implemented to its full potential. Delhi alone enrols over 40,000 children under the provision every year[3]. Since its inception, state governments and civil society organisations have focused on enabling access through transparent and efficient admissions and enrolment processes. At the same time, many schools have been devising practices to ensure the success of students enrolled under the provision. Documenting and disseminating such practices is essential to ensure that children from marginalised backgrounds receive the support they need to meet the foundational goal of this policy: enabling inclusion and equity.

Inclusion in schools is necessary to enable students' participation and achievement, whereas exclusion can have the opposite effect, reducing participation and achievement and, in extreme cases, significantly increasing the risk of children dropping out of school altogether (Ainscow, 2024; Juvonen et al., 2019). Research suggests that mixed-income classrooms not only improve academic and socio-emotional outcomes for children with low socioeconomic status (SES) but also cultivate prosocial behaviours among high-SES students without diminishing their academic achievement (Juvonen et al., 2019; Rao, 2019).

[1] Children enrolled in private schools, Department of School Education & Literacy, Rajya Sabha, 2023

[2] Based on latest UDISE estimates

[3] EWS admissions: 48,092 seats filled in Delhi's private schools, Hindustan Times, 7 April 2026



Source: Inter-agency Network for Education in Emergencies (INEE)

RTE Section 12(1)(c) has paved the way for private schools to become more diverse in their student body demographics, but diversity does not automatically translate into social inclusion for all students. School administrators and teachers need to inculcate practices that promote the safety, inclusion, and learning of all students. While some schools and educators adopt inclusive practices in their classrooms, there is a lack of documented practices and shared learning networks among schools, which restricts knowledge sharing, effective implementation or scaling of these practices. This study addresses this gap by examining school and classroom practices that enable or hinder social inclusion.

Introduction to the Study and Handbook

This handbook is based on a study conducted with nine private unaided schools in Delhi, focusing on grades 2, 5, and 8, to provide a comprehensive overview of students' experiences and classroom practices across age groups and grade levels covered by the Right to Education Act, i.e., grades 1-8. The study utilised qualitative methods, including interviews with students, parents, and school leaders; classroom observations; and focus group discussions (FGDs) with teachers to identify challenges and best practices related to the inclusion of students admitted under RTE Section 12(1)(c) (hereinafter referred to as "RTE students").

A research team of four members observed and listened to students' experiences in school, including the challenges they face, how they cope, their social networks, and what they value about their school. The team also focused on the practices schools and teachers adopted, whether intentional or emergent, to address students' inclusion-related challenges. These include pedagogical practices adopted by teachers, inclusive policies, administrative support, equitable access to activities and resources, and parent/community engagement. Overall, the study covers 71 student interviews (including RTE & fee-paying students), 19 RTE parent interviews, 26 classroom observations (averaging 3-4 teaching sessions), 9 FGDs with 60 participant teachers, and 9 school principal interviews.

Purpose of the Handbook and Intended Audience

This handbook is designed to equip school administrators and teachers with evidence-informed practices to strengthen inclusion of students from diverse backgrounds and abilities. We document inclusive practices in schools and classrooms, along with considerations for implementation. The intent is to disseminate what schools do in their contexts, rather than prescribe what they should do. This handbook provides a comprehensive overview of the salient challenges to inclusion, the practices that enable participation and achievement for all students, and recommendations on what schools can do to enable and sustain inclusion for all students.

LITERATURE REVIEW

Policy Foundations for Inclusive Education

UNESCO's 1994 Salamanca Declaration laid the foundation for inclusive education within the broader education discourse. UNESCO's definition of inclusive education has since evolved to "an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination" (UNESCO, 2008). International and national education systems have progressively improved their focus on social inclusion in schools through policies and affirmative action programs, reducing segregation in access to schooling (Mezzanotte & Calvel, 2023).

In India, the commitment to social inclusion in schools found legislative expression in the Right to Education Act, 2009, which, through Section 12(1)(c), prioritises equity and inclusion in school education access for Socio-Economically Disadvantaged Groups (SEDGs) (GOI, 2009). Section 12(1)(c) mandates 25% reservation for Economically Weaker Sections and disadvantaged groups in private schools. While the policy directly addresses segregation in schooling access, its larger vision lies in going beyond access and enabling social inclusion through everyday practice (Lafleur & Srivastava, 2019), as stated by the Government of India (GOI) in 2012:

> **Children from different backgrounds and with varying interests and abilities will achieve their highest potential if they study in a shared classroom environment. The larger objective is to provide a common place where children sit, eat and live together for at least eight years of their lives across caste, class and gender divides in order that it narrows down such divisions in our society.**
>
> (MHRD, 2012)

The clause is thus significant as a policy embodiment of the spirit and principle of social inclusion.

Conceptualising Inclusion

Inclusion in education has historically been understood as a means to support students with special needs; the discourse on inclusive education has since evolved to encompass participation and achievement for all

students (Ainscow, 2005; Mezzanotte & Calvel, 2023). This study uses Ainscow's (2005) widely adopted definition of inclusion in education, which refers to it as the **ongoing process** that enables the **presence, participation, and achievement** of all students who are vulnerable to exclusion from the school's curriculum, culture, and community. Ainscow (2024) further expands the definition of inclusion to include the following:

- Inclusion is an **ongoing process** of finding better ways to respond to diversity.
- Inclusion is the **identification** and **removal of barriers**.
- Inclusion enables the presence, participation and achievement of all students: **Presence** determines where students are educated and how reliably and punctually they attend. **Participation** relates to the quality of their experiences, and **achievement** concerns the outcomes of learning across the curriculum, not merely exam results.
- Emphasis is placed on **groups who may be at risk of marginalisation, exclusion or underachievement**. They are carefully monitored, and the necessary steps are taken to ensure their presence, participation and achievement in education.

This study contextualises Ainscow's definition and Index for Inclusion (Booth & Ainscow, 2002) to RTE Section 12(1)(c) in India, wherein students from socio-economically disadvantaged backgrounds study alongside peers from relatively privileged backgrounds in private unaided schools. In this study's context, this means that students' presence in private unaided schools under RTE Section 12(1)(c) is only the first step towards inclusion. The objective of this study is to understand their participation and progress through schooling, with a particular focus on how schools and teachers ensure that students are seen, heard, supported, and encouraged to enable their participation and achievement.

Research Gaps

While existing research provides some evidence to understand students' experiences after gaining admission under RTE 12(1)(c) (Agarwal, 2024; Damera, 2017; Joshi, 2020a; Lafleur & Srivastava, 2019; Mehendale & Mukhopadhyay, 2014; Namala et al., 2015; Rao, 2019), it remains unclear how schools designed to cater to students from relatively wealthier backgrounds adapt their practices to ensure participation and achievement for all students. Another important gap in the literature is its rare attention to students' voices and perspectives on their challenges and experiences. This study aims to understand and document school and classroom practices that can enable or hinder inclusion, while incorporating students' perspectives, amongst others, by focusing on the following research questions:

What are the challenges faced by schools and students for the inclusion of students admitted under RTE 12(1)(c) in classrooms/schools?

What are the practices adopted by teachers and schools to address these challenges, and how do they enable student participation and achievement?



Methodology

Framework for the Study

Prior to initiating the data collection, the Indus Action research team designed a conceptual framework to guide the study, largely based on two seminal bodies of work: the OECD's (Mezzanotte & Calvel, 2023) Indicators of inclusion in education and Booth & Ainscow's (2002) Index for inclusion, providing a structured lens through which to study both challenges to inclusion and the practices schools and classrooms adopt. The OECD framework focuses on an **inputs, processes and outcomes** approach to identify how each enables student inclusion. Index for Inclusion serves as a self-review and development framework for schools, providing detailed indicators for inclusion across three dimensions: **creating inclusive cultures, producing inclusive policies and evolving inclusive practices**.

The resulting framework guided the development of observation, interview, and FGD tools for the study and the research team's field interactions. It is contextualised to Indian private unaided schools with particular emphasis on RTE 12(1)(c) students. However, the data collection process remained intentionally open-ended to document challenges and best practices that the framework may not capture. The resulting challenges and best practices that emerge are thus an interplay between established frameworks and theories and the lived experiences of students, teachers and other stakeholders.

Table 1: Framework developed by researchers for studying inclusive practices in schools[4]

Inputs	Processes/Practices	Outcomes
Policy	School climate	Educational outcomes
Material and financial resources	Teaching and pedagogical practices	Well-being outcomes
Curriculum	Curriculum	Parents perspective
Teacher education and their continued professional development	Collaboration	Longer-term outcomes
Leadership support for inclusion development of teachers	Support for individuals	

Source: Researchers' own work based on OECD's Indicators of inclusion Booth & Ainscow's Index for inclusion

[4] For complete table with indicators, see Appendix C

Sample and Sites for the Study

The study intended to conduct field research across 10 private unaided schools in Delhi that admit students under RTE 12(1)(c), covering different geographies and fee levels. Purposive sampling is adopted, utilising the following approach:

- **Sampling:** The researchers compiled a list of 24 schools from their network, selecting schools across different Delhi geographies and fee levels. Schools that continued enrollment of RTE students through grade 12 were oversampled to ensure 12th-grade RTE students were included in the study.

- **Outreach:** The researchers contacted school principals and directors via email and phone to share a concept note, research methods, study requirements, and to request an introductory meeting.

- The research team held **introductory meetings** with interested school principals to answer questions and share additional information about the researchers' backgrounds, research protocols, and study requirements.

- **Participation confirmation and preparation:** School's decision to participate in the study was voluntary, and data collection timelines and plans were mutually agreed upon with the school.

Nine schools participated in the study. With the exception of one school, all schools in the sample are built on DDA land[5] and, in compliance with the Delhi High Court orders and the DSEAR Act, continue to provide free education to RTE students through Class 12[6]. Since participation was voluntary, it was difficult to ascertain a balanced sample across fee categories. However, the participating schools represent 7 of 13 Delhi districts with RTE student composition ranging from 10% to 25% (see Table 2). It is worth noting that the schools in our sample are skewed towards the higher-fee end of the private school spectrum[7], and the findings must be interpreted accordingly.

[5] Vacant Seats in Private Unaided Schools on Government/DDA Land, Directorate of Education, Government of NCT of Delhi, 2018.

[6] In the 8 schools where RTE students study up to grade 12, 12th-grade students were also interviewed to gain a long-term perspective on their experiences at the school.

[7] The state average fee in private unaided schools is 46,000 rupees (GOI, 2025)

Table 2: Profile of Participating Schools by District, RTE Coverage and Fee Structure

	Region / District	RTE Coverage (Grades)	Grades in the Study	Total Student Enrollment[8]	RTE Students Enrolled	Annual Fee[9]
1	South West Delhi	Pre-Primary - Grade 12	2, 5, 8 & 12	1,455	171	3.5 Lakh - 4 Lakh
2	South East Delhi	Pre-Primary - Grade 12	2, 5, 8 & 12	1,748	NA	1.5 Lakh - 2 Lakh
3	East Delhi	Pre-Primary - Grade 12	2, 5, 8 & 12	2,874	484	1 Lakh - 1.5 Lakh
4	West Delhi	Pre-Primary - Grade 12	2, 5, 8 & 12	2,957	681	1 Lakh - 1.5 Lakh
5	West Delhi	Pre-Primary - Grade 12	2, 5, 8 & 12	4,111	655	1 Lakh - 1.5 Lakh
6	South West Delhi	Pre-Primary - Grade 12	2, 5, 8 & 12	2,392	442	1.5 Lakh - 2 Lakh
7	North West Delhi	Pre-Primary - Grade 12	2, 5, 8 & 12	2,207	421	2 Lakh - 2.5 Lakh
8	North East Delhi	Grade 1 - Grade 8	5 & 8	1,292	182	50 K - 1 Lakh
9	Central Delhi	Grade 1 - Grade 12	2, 5, 8 & 12	1,973	258	1 Lakh - 1.5 Lakh

[8] RTE coverage (grades), Total student enrollment and RTE students enrollment data is updated based on the UDISE 2024-25

[9] The annual fee range is based on the average annual fee across grade levels, excluding transportation costs, as calculated from fee information available on the school's official website/Mandatory Disclosure section.

Classrooms and Participants for the Study

Within each school, we conducted classroom observations for grades 2, 5, and 8. Additionally, 5 stakeholder groups, i.e. i) RTE students, ii) Fee-paying students, iii) Parents of RTE students, iv) School principals and v) Teachers from grades 2, 5, and 8 were part of the interviews and FGDs. RTE students in grades 5, 8 and 12 were interviewed, representing different age groups and experiences from the perspectives of Primary (grade 5), Middle (grade 8), and Higher Secondary (grade 12) grades (See appendix C). Students in grade 2 were not interviewed because interviews can be intimidating for younger students and pose an ethical risk, even when child-friendly methods are used. However, if students initiated conversations with researchers during classroom observations or breaks, these unstructured conversations were documented and incorporated into the findings, if any.

Research Approach

This study employed qualitative methods, including classroom observations, interviews with students, parents, and principals, and FGDs with teachers across all 9 participating schools. Qualitative methods can help explain the how and why of practices, providing insights into actions that can improve inclusion in schools (Ainscow, 2024). With approvals from an institutional review board and school principals, a four-member research team collected data across the nine schools.

Across all the 9 schools, the following were conducted:

1. **Classroom observations** in grades 2, 5, and 8, focusing on Teacher practices, RTE students' participation and classroom learning environment for half a school day per class (3-4 sessions).

2. **Student interviews** with grades 5, 8, and 12 with both RTE and fee-paying students, covering learning, peer relationships, participation beyond classrooms, well-being, and students' aspirations.

3. **Parent interviews** with one RTE parent each from grades 5 and 8, covering school choice, schooling experiences of children, parent engagement, and future educational pathways for their children.

4. **Teachers' Focus group discussions,** covering teacher beliefs, training on inclusive practices, classroom practices, parent engagement and leadership support.

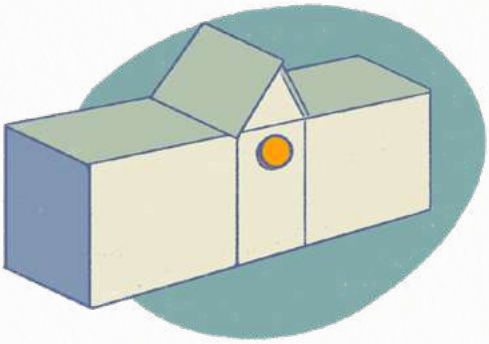
5. **Principal interviews** covering leadership perspective, RTE implementation, school practices for inclusion, teacher capacity building and long-term support for RTE students.

The observations, interviews and FGDs helped triangulate the perspectives of teachers, school principals, students and parents, providing a holistic overview and validating the practices that were most effectively implemented. Consent was sought from all participants, and they were informed about the participants' anonymity, risks, and benefits. For participating students, consent from parents and the student's assent were obtained before the interview.

In compliance with the data collection protocols, no identifying details of participants have been included in the findings. All quotations presented in the findings are either reported anonymously or using pseudonyms to protect identities.

Overall, 159 individuals participated in the study, and 26 classrooms were observed

9 schools studied





9 school principals interviewed

26 classroom observations
(81 sessions, averaging 3-4 sessions in each class)





53 RTE students
(25 Girls, 28 Boys)
18 fee-paying students
(12 Girls, 6 Boys)
interviewed



19 RTE parents interviewed



9 teacher FGDs
(60 teachers totally)

Thematic Analysis and Selection Criteria for Challenges and Best Practices

Data collected through the observations, interviews, and FGDs were documented through notes and transcripts. Interviews were conducted in both English and Hindi, and the final data were translated into English for analysis. Utilising grounded theory and guided by empirical data, framework, and the literature, the researchers developed a codebook organised into three categories: challenges, best practices, and outcomes. The entire dataset was systematically coded in AtlasTI, resulting in 49 distinct codes (22 challenges, 22 best practices, and 5 outcomes). Wherever important data did not align with existing codes, it was iteratively added to the codebook or existing codes were expanded.

The researchers identified broader themes in the challenges and best practices and consolidated them into 5 Challenges and 4 Best Practices clusters. In instances where the challenges and best practices overlap (for instance, RTE students' lower participation in post-school activities reflects both limited peer bonding and background-related challenges), they are listed in the most appropriate category at the researchers' discretion. Further, the frequency of coded themes reflects how often a theme emerged in the qualitative data, not its prevalence across all schools and RTE students. Challenges are not experienced uniformly by RTE students, just as teachers' best practices vary significantly, both across and within schools. The findings, therefore, should be read and interpreted as challenges experienced by some, or in some cases, most RTE students and best practices followed by some or most schools/teachers within the sample.

The following criteria were used to identify and report the challenges and best practices detailed in this handbook:

Table 4: Criteria for inclusion of Challenges and Best Practices.

Challenges	Best Practices
1. Identified as salient challenges within schools, with emphasis on those occurring across at least three schools in the sample. Within each school, triangulation was done to determine whether a challenge persisted across multiple data sources; for instance, if it was observed in the classroom and also shared in student interviews. 2. Considered to have significant consequences for students' inclusion, participation, or learning. 3. Where the schools can take action to mitigate or reduce their negative impact.	1. Identified salient practices within schools, validated across stakeholder groups, with emphasis given to those directly observed in action within classrooms. 2. Described by students or teachers as having a positive impact on their learning or teaching. 3. Replicable across school contexts; and 4. Consistent with existing research on inclusive education, validating practitioners' approach to inclusive education.

Findings

We categorise our findings into i) Challenges faced by the students, teachers and existing practices that may act as barriers to inclusion (Ainscow, 2024a), and ii) Best practices to prevent or resolve these challenges. Lastly, we present a map of how these practices resolve or prevent these challenges from becoming hindrances to the teaching-learning process. While there isn't a precise one-to-one mapping of challenges to best practices, the practices shared in the handbook are the ones the research team considers most important for advancing inclusion.



Challenges

This section details the challenges associated with the implementation of Section 12(1)(c) of the Right to Education Act, keeping the experiences of RTE students at the centre of the analysis. Inclusion in schools is understood not merely as physical presence, but as meaningful participation, learning, and belonging (Ainscow, 2024). Research on RTE implementation in India has pointed to persistent structural gaps between policy intent and everyday practice (Mehendale et al., 2015). This study identifies several structural and day-to-day challenges that continue to affect students' presence, participation, learning, and overall school experience across the participating schools.

1 Lower Academic and Extracurricular Participation of RTE Students

Socioeconomic differences shape students' academic achievement and learning outcomes (Reardon, 2013), with implications for classroom participation, engagement, leadership opportunities, and overall school progress (Booth & Ainscow, 2002). This section explores how these disparities manifest among RTE students and the structural conditions that reinforce them over time.

Academic gaps emerge when students fall behind their classmates and are unable to perform at their subject or grade level. This gap tends to widen as the curriculum shifts from foundational, procedural learning to conceptually demanding content requiring abstract reasoning and higher-order thinking. For example, in Mathematics, many students manage calculations and routine exercises in the primary grades but struggle with formulas, algebra, and higher-order reasoning as they progress. Similar challenges emerge in Science and Social Science, where learning increasingly requires conceptual understanding rather than factual recall. English comprehension further compounds these difficulties, as some students struggle to understand classroom concepts communicated in English and to articulate their thoughts in English during classroom discussions.

Many students lack support at home to reinforce classroom learning, assist with homework, or identify learning difficulties early. As a result, learning gaps accumulate over time, making it harder to keep pace with increasing curricular demands and contributing to lower classroom participation.

This lower participation is shaped not only by students' academic preparedness but also by their confidence in engaging in the classroom. Many students prefer to remain silent rather than seek clarification in front of the class due to fear of judgment, instead approaching teachers

individually. Even when they know the correct answer, some students respond in only a few words to avoid making mistakes while speaking in front of the class.

This reticence also extends to collaborative work, where RTE students often remain in peripheral roles while other classmates lead ideation and problem-solving, with a few appearing disengaged from the lesson altogether. This withdrawal from classroom participation is mirrored in unequal access to extracurricular and leadership opportunities. While the reasons vary across schools, many students feel that opportunities do not reach everyone equally.

Absenteeism compounds these challenges by further widening academic gaps. Prolonged absences lasting several weeks make it difficult for some students to keep pace with the curriculum and often reflect the broader socioeconomic vulnerabilities faced by students and their families.



In middle school, especially Grade 6 to 8, I noticed more academic gaps. Some students struggle because their foundational skills are weak.

Teacher in the FGD

Harsh is notably quiet in class. When asked questions, he gives correct answers but in very few words, 2–3 words. He is aware of this tendency and has articulated the reason clearly: fear of making mistakes, especially in English.

Classroom Observation and Student Interview



2 Gaps in Teacher Pedagogy, Beliefs, and Preparedness for Inclusion

Inclusive learning depends not only on classroom instruction but also on teachers' beliefs about learners, their preparedness to meet diverse needs, and the institutional conditions that support reflection and professional learning (Ainscow, 2024). Student interviews and classroom observations reveal that in some classrooms, instruction is predominantly teacher-centred, with limited opportunities for discussion, questioning, or active participation. In these classrooms, lessons rely largely on explanation, note-taking, and content coverage, leaving relatively little space for dialogue or collaborative learning among the students.

Where teachers responded to student inattentiveness with harsh disciplinary practices, students report becoming more hesitant to ask questions, participate, or seek help. In a few instances, teachers' beliefs and expectations also shape how opportunities are distributed among students, with certain activities often limited to the same group of high-performing students.

While bilingual teaching has real value in an inclusive classroom, a few RTE students also note that teachers and, at times, more privileged classmates would habitually switch to Hindi when speaking to them, inadvertently lowering their confidence and self-efficacy.



3 Peer Segregation and Exclusion

Peers play an important role in shaping students' educational experiences through multiple pathways, including academic support, classroom participation, access to social networks, and the overall classroom environment (Joshi, 2020b). At the same time, homophily, or the tendency for students to form relationships with others who share similar characteristics, makes cross-group friendships less likely to develop naturally and requires conscious and sustained efforts within schools to promote social inclusion (Juvonen et al., 2019b). This challenge captures how RTE students experienced peer relationships within school.

Some RTE students describe their closest friends as other RTE students, even in the middle and senior grades, indicating that shared backgrounds make it easier to discuss personal concerns and school experiences. Language also shapes friendships, with students who are less confident in English preferring similar peers who primarily speak Hindi. Academic level also influences friendship patterns, as some students describe that close friendships often develop among classmates at a similar academic level.

Teachers also observe that these peer differences are less pronounced in the early years of schooling, when students interact more freely. Friendship groups become more defined as students progress through school, and social as well as academic differences become increasingly visible.

> ***Our teachers don't discriminate, but my classmates sometimes do. In activities, only a few students get a chance to participate. Many times, I have not been included in group activities because some students don't want to work with me.***
>
> RTE Student, Grade 12



4 Family Circumstances that Constrain Learning and Well-Being

This challenge captures the difficult home circumstances that some RTE students navigate and how these experiences shape their school lives. Although schools have limited direct control over these circumstances, they significantly influence students' learning, well-being, and participation in school (Mehendale et al., 2015). Across interviews, students describe financial hardship, emotionally difficult family relationships, and household responsibilities that extend beyond school hours, leaving them with limited time for study and rest.

The findings also highlight limited parental involvement in some students' education, often shaped by parents' work schedules, financial constraints, and literacy levels. Teachers describe challenges such as low attendance at parent-teacher meetings, limited communication with families, and parents' inability to provide academic support at home. Where these circumstances persist, they affect students' in school through lower participation, reduced confidence, social withdrawal, and, in some cases, frustration or aggression.

> ***I have daily household responsibilities. I only get about 2 hours to study in the evenings. Until then, I'm busy. I have to take care of my younger brother and prepare food, because both my parents are working.***
>
> RTE Student, Grade 8



5 Financial Barriers to Participation Beyond the Classroom

This challenge captures the financial barriers that limit students' access to opportunities and resources beyond the classroom. While some schools offer fee concessions and subsidies for activities and opportunities beyond the classroom (e.g. competitions, trips, sports

coaching etc.), students and teachers describe several situations in which financial constraints continue to affect participation and access. Students describe feeling left out when they are unable to join school trips, sports activities, competitions, summer camps, career counselling programmes, and similar opportunities because their families can not afford the associated costs.

The challenge becomes even more pronounced in Grades 11 and 12, when students begin preparing for competitive examinations to gain access to higher education opportunities. Many RTE students are less equipped for higher education opportunities as compared to their peers because they lack access to coaching, guidance, or the financial resources needed for preparation.



> ***I have never been able to go on these trips. That is something that has consistently made me feel left out.***
>
> RTE Student, Grade 12



> ***What remains challenging is the last lap after school. I wish I could do a career mapping of every child. After 12th, they are out there, all fending for themselves. The last lap is something we need to work on.***
>
> School Principal

Best Practices

While the challenges described in the previous section are real and persistent, schools and teachers adopt and implement practices that help prevent and resolve them, enabling student presence, participation, and achievement.

This handbook documents existing practices and resources as a starting point for improving inclusion and creating a richer learning environment for all students (Ainscow, 2024). These practices go beyond generic recommendations and are actively implemented by participating schools and teachers in the context of students studying under RTE 12(1)(c). They have been identified through observations, interviews, and discussions with various stakeholders, and focus on preventing and resolving potential challenges. As described in the methodology section, the best practices detailed in this handbook fulfil the following criteria: identified as salient practices within schools; described by students or teachers as having a positive impact on their learning or teaching; replicable across school contexts; and consistent with existing research on inclusive education.

While practices identified are linked to improved student participation and achievement, establishing causal relationships between specific practices and outcomes is outside the scope of this study. The best practices are organised thematically into 4 categories, with specific modalities schools and teachers adopt described along with practical considerations for their implementation.

1 Teachers as Facilitators of Inclusive Practices

Inclusive pedagogy, teacher beliefs, and behaviours are crucial to students' presence, participation and achievement. Inclusive pedagogy refers to "the approach to teaching and learning that supports teachers to respond to individual differences between learners, but avoids the marginalisation that can occur when some students are treated differently" (Florian, 2014). Pedagogical practices such as collaborative learning, attention to students' individual needs and holding high expectations of students increase student participation and achievement, especially for SEDG (Juvonen et al., 2019a; Zubiri-Esnaola et al., 2020) whilst improving pro-social behaviours of relatively wealthier students (Juvonen et al., 2019a; Rao, 2019). Teachers' beliefs about students determine their behaviours, actions, and expectations of students, and can influence students' outcomes, wellbeing, and inclusion in school (Gruijters & Kurian, 2025; Sharma & Sarangapani, 2018).

Teachers as facilitators of inclusive practices is the most salient best practice in the study's data, with 846 citations across all 9 schools. They

cover 7 specific practices related to classroom instruction, teaching methods, and teacher beliefs about students from disadvantaged backgrounds. Inclusive pedagogy features in classrooms primarily through the 5 practices detailed below, which fulfil the criteria for high salience, positive impact on the teaching and learning process, replicability across other schools, and consistency with the literature and framework for this study.

Recommended Practices:

(a) Teachers facilitate collaborative learning

(b) Ensure equitable teacher attention and support

(c) Deliver differentiated and bilingual instruction responsive to students' needs

(d) Appreciate effort and hold high expectations of students

(e) Provide remedial support / extra classes to meet learning benchmarks



Teachers Facilitate Collaborative Learning



What it achieves

Leverages students' strengths, fosters peer bonding, and develops socio-emotional skills and confidence.

Modalities

Group activities for students to participate in and achieve a shared goal.
e.g. completing a worksheet, conducting a classroom presentation/quiz

Pairs or group discussions for problem solving.
e.g. In a primary math session, each student is given a single-digit card and instructed to find their pair to make a sum of 10

Peer assessment to provide constructive feedback.
e.g. peer work evaluation using rubrics, or cross checking peer's worksheets/assignments

Participation with peers and seniors/juniors from school in competitions and extra-curricular activities.

Class-wide collaboration to conduct school activities.
e.g. conducting morning assembly

Non-academic engagement with peers.
e.g. classroom circle times, school hobby clubs



Practical considerations

Requires teacher training in collaborative learning strategies, effective classroom management strategies, teacher assigned-group seating arrangements.

Teachers need to build group-based activities into lesson plans in advance, rather than as an ad hoc addition, to ensure collaborative learning is structured and consistent with curricular expectations.

Teachers need to actively facilitate group work to ensure all students participate; without deliberate facilitation, a few well-performing students tend to take the lead.

Example

Grade 8 students teamed up for a term-long social studies project on researching the history of the seven cities of Delhi. This was a highly experiential task in which group members visited heritage sites together, interviewed locals, and created mind maps, all with support from parent mentors and teachers. The final presentation was not only about memorising notes and speaking in front of the class. Many students, including RTE students, shared their most memorable experiences, how they bonded with their peers, and how they felt this was the most fun they had ever had learning history.

Classroom Observation, Grade 8



Ensure Equitable Teacher Attention And Support



What it achieves

Encourages and improves students' participation, confidence and sense of belonging.

Modalities

Teachers identify and pay equal attention to less participative students, rather than focusing attention on students who actively participate.
e.g. asking questions to students who do not raise their hands, moving around to check students' work, individually working with students who seem confused, cold calling[10] to ask questions in class

Provide a safe, judgment-free environment to enable participation of all students.
e.g. respectful classroom management strategies are used, positive behaviour reinforcement, no labelling or differential treatment based on backgrounds or abilities

[10] When teachers pose a question for everyone in class and then call on specific students to answer, to enable attention and inclusion of all students.

Plan classroom/homework activities based on resources available to all students.
e.g. RTE students may not have access to the internet or laptops/computers at home, so homework activities are designed with this in consideration



Practical considerations

Teachers' awareness, sensitisation and training on effective pedagogical practices for working with students from diverse backgrounds and circumstances.

Quotations



In primary classes, we focus a lot on equal participation. We don't only ask children who raise their hands. We use popsicle sticks or cold calling so that every child gets a chance.

Teacher in the FGD



In junior school, I was quiet and shy, so I sometimes struggled to ask for help, but my teachers were observant and would come to me directly. Teachers reaching out to me proactively in junior school helped a lot before I had the confidence to ask myself.

RTE Student, Grade 12

Deliver Differentiated and Bilingual Instruction Responsive to Students' Needs



What it achieves

Enables participation, a sense of belonging, growth and achievement, even if the student is not at grade level.

Modalities

Enable engagement of children in class through encouragement and flexibility in their participation.
e.g. allowing students to answer in Hindi

Facilitate differentiated lessons and learning materials/ activities catering to different learning levels in class.
e.g. Simplified learning material, differentiated worksheets and assessments for students academically behind grade level

Modify pedagogical approach based on the learning and psychosocial needs of students and using bilingual instruction where necessary.
e.g. asking relatable questions, explaining in Hindi, providing individual support and assigning responsibility



Practical considerations

Teachers need to ensure that differentiation is responsive to students' learning needs and not applied by default based on RTE status.

Differentiated learning requires teacher training and preparation of differentiated resources, increasing teacher workload, so schools must provide adequate support to teachers.

Early assessments to identify the learning level of students.

Teacher communication with peers to identify approaches that individual RTE students respond well to.

Quotation/Example

Creating a safe and flexible classroom environment matters a lot. If children are not comfortable speaking English, let them express themselves in Hindi first, then gradually build their confidence. The goal should not be testing whether a child knows or does not know something, but helping them develop a thought and participate in discussions.

Teacher in the FGD



Learning material tailored to individual students' needs — one of the RTE students who has been performing well was given the higher level sheet

Classroom Observation, Grade 5



Appreciate Effort and Hold High Expectations of Students



What it achieves

Builds students' confidence; helps them set high personal expectations. Teacher appreciation and expectations also reflect in how peers interact with one another.

Modalities

Teachers hold high expectations and do not lower the bar for students because of their background.
e.g. encourage students to go beyond their current level by providing an extra worksheet/book that is challenging and rewarding

Appreciate and encourage students' academic and extra-curricular participation, particularly for less engaged students.

Share constructive feedback for improvement without shaming students.
e.g. ask how students arrived at the solution and provide feedback, correct students' mistakes patiently, encourage participation even if students answer incorrectly, appreciating effort over correct answers

Provide opportunities for engagement and leadership.
e.g. reading in class, nominating students for school/ interschool activities, forming a line, notebook distribution

Weekly updates or check-ins with students to assess progress, support students to reach out to relevant teachers/counsellors if required.

Ask challenging questions and encourage students to find answers rather than giving them away.
e.g. asking students to solve a question on the board and make their thinking visible



Practical considerations

School culture for inclusion of students from disadvantaged backgrounds.

Teacher training or leadership support and encouragement for adopting a growth mindset to address limiting beliefs about students from disadvantaged backgrounds.

Example

The teacher was encouraging for students who seemed nervous. One RTE student was asked to explain how the dictionary is used. The student was nervous and silent, but the teacher encouraged her, shushed other students who were trying to answer, and, after the student explained, asked others to clap for her. Overall, there was no scolding for wrong answers, only encouragement.

Classroom Observation, Grade 5



Provide Remedial Support/Extra Classes to Meet Learning Benchmarks



What it achieves

Bridges learning gaps to enable grade-level proficiency. Allows for focused teacher attention on specific subject competency or literacy gaps.

Modalities

Assessment for identifying academic gaps in the first quarter to plan remediation.

Additional support during school hours through bridge learning programs/literacy programs done in small groups.

Remedial classes post-school hours or on Saturdays, based on learning needs and academic levels of students.
e.g. at the foundational stage, for familiarity with school surroundings, holding a pencil and socio-emotional support

Availability of teachers during free periods and/or over the phone (before exams) to clarify doubts.



Practical considerations

Teachers and students allocate extra time for remedial classes. It can also add to the teacher's existing workload.

Additional remuneration for teachers for conducting extra classes (if applicable).

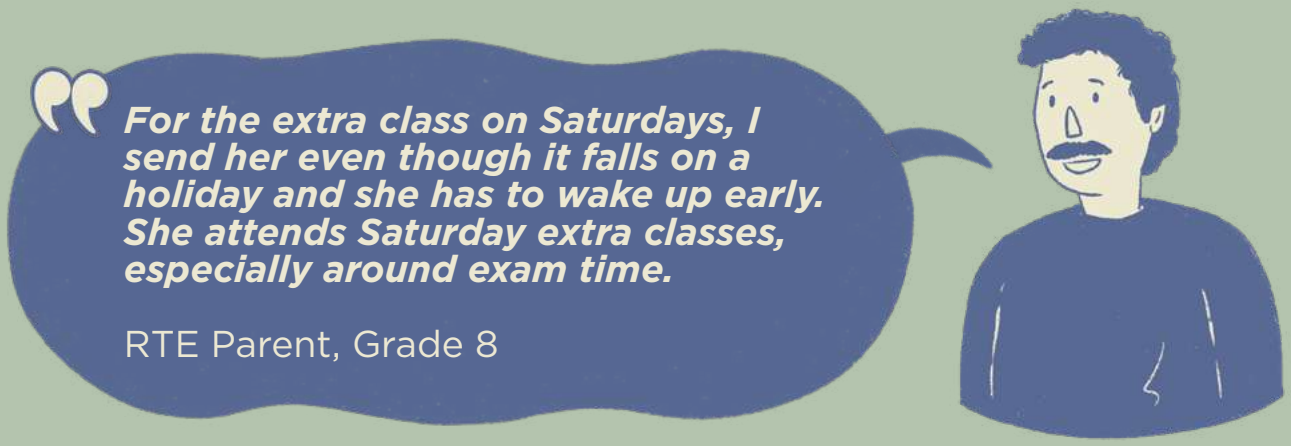
Student progress tracking during the remedial class.

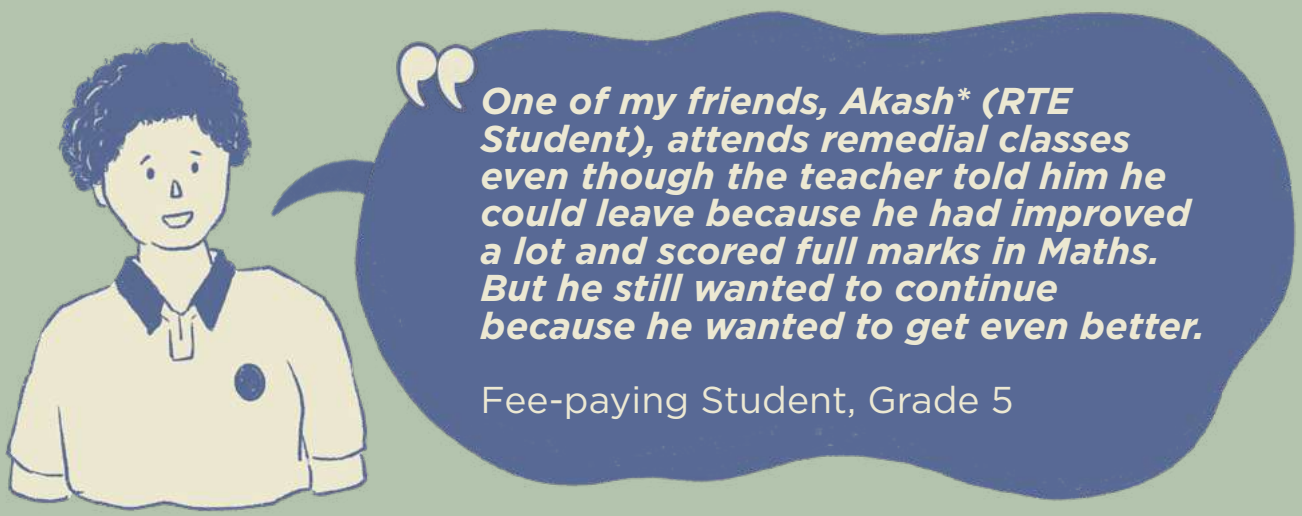
Enable remedial class participation through the provision of snacks, rewarding attendance, and providing transport.

Set fixed timings for doubt-clearing calls/sessions, so student support doesn't come at the cost of teachers' personal/planning time.

School should base remedial class attendance on academic performance, not RTE admission status, so it doesn't become a visible marker of EWS/DG identity.

Quotations





2 Fostering an Inclusive School Culture

In schools with diverse student demographics, school leadership and culture must both meet individual needs and promote student achievement (Ainscow, 2024). Inclusive school cultures respect and listen to the voices of all members of the school community and enable culturally and pedagogically responsive teaching practices that meet students' needs (Armstrong, 2015). Practices such as socio-emotional learning, counselling, collaboration among teachers and stakeholders and addressing resource, systemic or attitudinal barriers can promote an inclusive school culture (Bindhani & Gopinath, 2024; Podiya et al., 2025). Students coming from difficult family environments may require additional support in school and attention from teachers to participate (Allen et al., 2021). The role of school administrators and principals is to ensure a safe and accepting environment for all students and that teachers receive adequate training and support to shoulder the responsibility of imparting an inclusive education (Juvonen et al., 2019a).

Fostering an inclusive school culture is the second most salient best practice in this study, with over 503 citations across all 9 schools. Inclusive school policies, culture, and leadership support encompass specific practices essential to sustainably improving inclusion in schools. 5 of these practices fulfil the criteria for high salience, positive impact on the teaching and learning process, replicability across other schools, and consistency with the literature & framework for this study.

(a) Create a safe space and culture of empathy in school

(b) Maintain non-segregated classrooms, seating arrangements and shuffling of sections.

(c) Institutionalise inclusive school policies, non-labelling and confidentiality of RTE status

(d) Provide teacher training and leadership support, and foster collaboration around inclusive education

(e) Ensuring safety, well-being and participation of all students


ANTI BULLYING PLEDGE
I MAKE A COMMITMENT TO STAND AGAINST
COUNSELL
VIII A
VIII B
WELCOME BACK

Create a Safe Space And a Culture of Empathy in School



What it achieves

Space for children to raise concerns, share thoughts and give feedback, which improves student agency and sense of belonging.

Enables students to participate in academics and extracurricular activities without fear of failure.

Modalities

Discussions/dialogues on empathy and inclusion facilitated through assembly topics, workshops or classroom interactions.

Structured engagement with the community to solve real-world problems.
e.g. social activity projects, NGO collaborations, programs run independently by schools in nearby communities

Teachers value and implement students' perspectives, ideas and feedback.
e.g. taking students' feedback into consideration while sharing plans for the session/day



Structured socio-emotional learning included in the school curricular plan.
e.g. daily circle time facilitating dialogues or activities amongst students, focused on socio-emotional well-being

Teachers' proactive efforts to ensure the presence and academic and extra-curricular participation of RTE students.
e.g. financial, emotional, and psychological assistance to students based on circumstance

Respectful and mindful classroom management strategies.
e.g. calming music, breathing exercises or energisers to calm and centre students



Practical considerations

School culture is shaped by the Principal's/administrators' vision, leadership and actions.

Culture is inculcated over time through consistent practice, so schools and teachers may not see immediate results from new practice(s) they adopt.

Quotation

I think inclusion is already one of the core values of our school, so after all these years, it has become very inherent in the way we think and plan. Even when designing lesson plans, we consciously consider inclusivity. And when we are executing lessons, if we need support, whether material support, manpower, technology, or additional resources, the school is very open to helping us.

Teacher in the FGD



Maintain Non-Segregated Classrooms, Seating Arrangements and Shuffling of Sections





What it achieves

Enables peer bonding, cross-group friendships & exposure to different perspectives.

Enables collaborative learning and opportunities for group leadership.



Modalities

Schools and teachers:
Ensure that class sections and seating arrangements are not segregated by gender, admission category or academic performance.

Enable students' interactions and socialisation with multiple peers, rather than their own group of friends.
e.g. reshuffling of seats/groups weekly or monthly, shuffling of classroom sections every year/alternate year, circle time to enable class-wide discussion and sharing

CWSN students are included in classrooms, and other students are encouraged to support/include them.
e.g. counsellors/shadow teachers support CWSN students



Practical considerations

CWSN students may require a shadow teacher.

Teachers must ensure that groups remain diverse and facilitate opportunities for peer interactions, as students may naturally gravitate towards similar classmates (Juvonen et al., 2019a).

Quotation

We spend time together in school, play sports — I am in the hockey team — and participate in competitions together. The shuffling of sections has meant I have met many more people over the years. Even when separated into different sections, existing friendships are maintained. My friends from different backgrounds have also shaped how I think — exposure to different perspectives broadens you.

RTE Student, Grade 12



Institutionalise Inclusive School Policies, Non-Labelling and Confidentiality of RTE Status



What it achieves

Protects students from stigma, exclusion and discrimination.

Enables a sense of belonging and dignity for all students.

Modalities

Schools:

Maintain confidentiality about the RTE admission status of students.
e.g. in some schools, students themselves are not aware of their RTE admission status

Provide books and uniforms discreetly to RTE parents, to avoid identification of the RTE status.

Enforce an anti-bullying policy.
e.g. parents sign an acknowledgement of the anti-bullying policy at the start of the year, formal warnings are issued to students for violations, multiple violations/escalations may lead to suspension from school

School policies/guidelines limit costs of materials that all students bring to school (e.g. lunch boxes, water bottles, stationery or other materials) & Birthday celebrations to avoid overt displays of wealth.

Establish and run a student-teacher anti-bullying/ disciplinary committee to proactively solve any cases of discrimination and bullying.

Ensure equal engagement and dignity for parents of RTE students.



Practical considerations

Requires school policies and guidelines on anti-bullying, maintaining discretion about students' admission information. Teacher training for teaching students with diverse backgrounds and learning needs.

Teacher training and guidelines for inclusion are proactively shared and discussed by the school.

Quotation



There is a zero tolerance policy for bullying — students and parents sign an acknowledgement at the start of every year that bullying will result in action. The school takes it seriously.

RTE Student, Grade 12



When we come to school functions, there is a chair for everyone — EWS parents sit alongside paying parents, no difference. In registration events, we are also told to come and sit on the sofa.

RTE Parent

Teacher Training, Collaboration and Leadership Support for Inclusive Education



What it achieves

Equips and empowers teachers to adopt practices for meeting the needs of diverse students.

Enables teachers to exchange ideas, address concerns related to RTE students, receive support to improve inclusive classroom practices, and develop a sense of community.

Modalities

Teacher-training for collaborative learning, differentiation, classroom management, socio-emotional learning, addressing conflicts, and teaching CWSN, which equips teachers to implement inclusive practices.
e.g. external facilitators/experts conduct training in specific areas of expertise; school counsellors also lead such training for teachers

Collaboration amongst teachers for classroom and school activities, sharing and solving challenges.
e.g. senior teachers acting as mentors to junior teachers, dedicated post-school hours or Saturdays for continued

professional development and teacher collaboration

Annual refresher training on school policies and guidelines. e.g. POCSO, RTE, Corporal punishment, anti-bullying

Peer/mentor classroom observations for teacher feedback and improvement of teaching-learning practices.

Encouragement and support from school administration to teachers for resources, technology and training requirements for teaching diverse classrooms.



Practical considerations

Dedicated time and facilitation for teacher training and collaboration.

School-level culture, approval and encouragement for collaborations such as classroom observations.

Quotation/Example

We also collaborate a lot as teachers. We have structured sharing slots, faculty meetings, and planning discussions to address classroom challenges and support one another. So professional development is not only formal workshops, but also continuous collaboration within the school community.

Teacher in the FGD



The teachers at School 7 have received a diverse range of training — pedagogy, subject matter, SEL, inclusion, mindfulness, classroom management, etc. The math teacher asked the children to fill out an exit ticket (short formative assessment) at the end of class on the topic. Children said that they receive exit tickets for every subject. Children were aware of the terms' energisers', 'fist to five', and 'cold calling'. Strong evidence that these practices are regular and make up the classroom culture.

Classroom Observation, Grade 8

Ensuring Safety, Well-Being and Participation of All Students



What it achieves

Enables students' inclusion and well-being.
Connection with teachers helps students feel comfortable and participate in class.

Prevents escalation of personal and interpersonal issues like self-harm or bullying by peers.

Modalities

Teachers and counsellors identify students' need for socio-emotional and sickness/physical health support, and take appropriate action.
e.g. psychoeducational assessments and reports to identify learning disabilities and behavioural issues, arranging or encouraging a meeting with a counsellor, informing the parent, sending to the infirmary

Dedicated counsellor who is approachable and regularly checks in on students' well-being and challenges and provides appropriate support.

Socio-Emotional learning sessions by the school



counsellors or teachers, where students have the opportunity to share their emotions and challenges.
e.g. dialogue in class on relevant topics to promote health and well-being, such as academic pressures, importance of sleep, nutrition, etc.

Teacher proactively develops trust and connection with students outside of the classroom.
e.g. informal engagements during lunch breaks, unstructured time in the classroom



Age-appropriate safety workshops by counsellors and experts for students, such as cyber safety programs, adolescence & mental health programs, POCSO, to enable awareness and prevention of bullying and misconduct.

Sensitive and proactive handling of inter-personal conflicts or bullying amongst students.

One-on-one conversations, counselling with students and involving parents in cases of extreme behavioural issues.



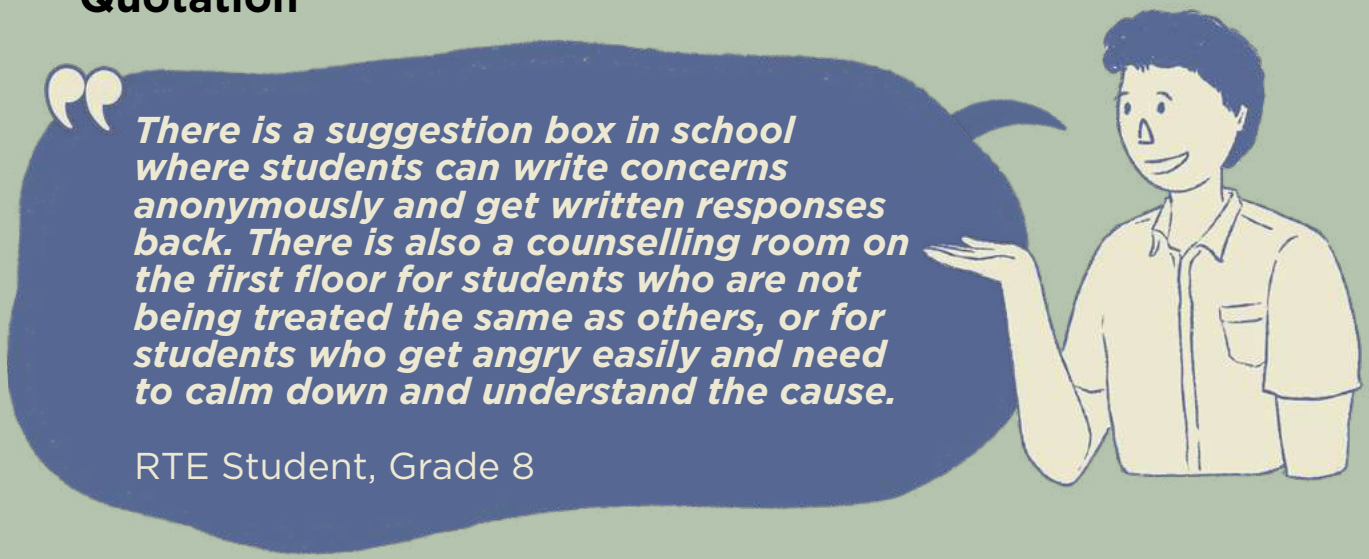
Practical considerations

Presence of School counsellor/Psychologist.

Safe and healthy classroom environment achieved through teacher training on Socio-emotional learning, behavioural management and sensitive conflict resolution.

Schools may require extra effort to bring parents on board if they are not comfortable with the awareness of topics such as menstrual health and sex education being discussed in school.

Quotation



There is a suggestion box in school where students can write concerns anonymously and get written responses back. There is also a counselling room on the first floor for students who are not being treated the same as others, or for students who get angry easily and need to calm down and understand the cause.

RTE Student, Grade 8



Teachers feel that students should have awareness about everything, menstruation, pregnancy, etc. Teachers have urged parents to talk to their kids about it, so the kids don't find out through other means, get wrong information.

RTE Parent, Grade 8

We have a counselling team — three counsellors across junior, middle, and senior school — and three special educators aligned with these sections. Our screening works on two aspects: behavioural and cognitive. The cognitive side includes learning gaps and deficits, while behavioural aspects relate to how the child is functioning more broadly. If the case shows a prominent special educational need, we align the child with a special educator. Based on the reports, we plan our intervention. Children are assigned to special educators based on what they need.

School Principal



3 Empowering Students through Equitable Opportunities and Career Readiness

Equitable opportunities for all students matter at every stage of education and become increasingly important as students move to higher grades. Participation and leadership developed through extracurricular opportunities are strongly and positively correlated with students' academic outcomes and future wages (Rouse, 2012). There is a wide gap in college attendance between low- and high-SES students globally and in India (Abraham et al., 2026). While higher education was beneficial for higher-paying jobs in previous decades, it has now become essential for meeting entry-level job market requirements and decent work and life opportunities (Dalton & John, 2016). Some of the key practices enabling career readiness, especially for low SES students, involve equitable distribution of school resources and opportunities (Booth & Ainscow, 2002), mentoring students, providing guidance for college attendance and career pathways, awareness about financial avenues to support college education and providing leadership opportunities (Dalton & John, 2016).

Empowering students through equitable opportunities and career readiness for all students is the third most salient best practice in this study, with 452 citations across all schools, in varying degrees and by different stakeholders. We find two specific practices that fulfil the criteria for inclusion in this handbook and enable student confidence, reinforce strengths, enhance leadership skills, and, most importantly, help students identify and work towards a career pathway that best suits their interests and strengths.

(a) Provide career counselling & guidance on higher education pathways

(b) Ensure equitable access to school activities, resources and leadership opportunities



Provide Career Counselling and Guidance on Higher Education Pathways



What it achieves

Provides awareness and support to students for higher education opportunities.

Modalities

Career counsellors discuss and identify students' strengths and interests, and build awareness of appropriate higher education opportunities and career pathways.
e.g. counselling sessions, awareness and exposure to career pathways and opportunities

Counsellors bring parents on board to discuss and share opportunities for higher education and potential career pathways for students.

Schools support students till college admissions, providing counselling and, in some instances, financial support for students to attend college.

Connect students to avenues for scholarships and higher education opportunities in India and abroad.



Weekly portfolio development or preparations for college admissions in senior grades.

Maintain a database and engage with Alumni to track students' higher education and career progress.
e.g. alums acting as mentors for students

Exposure to different career pathways for students.
e.g. external speaker sessions pursuing different professions, educational visits, summer internships



Practical considerations

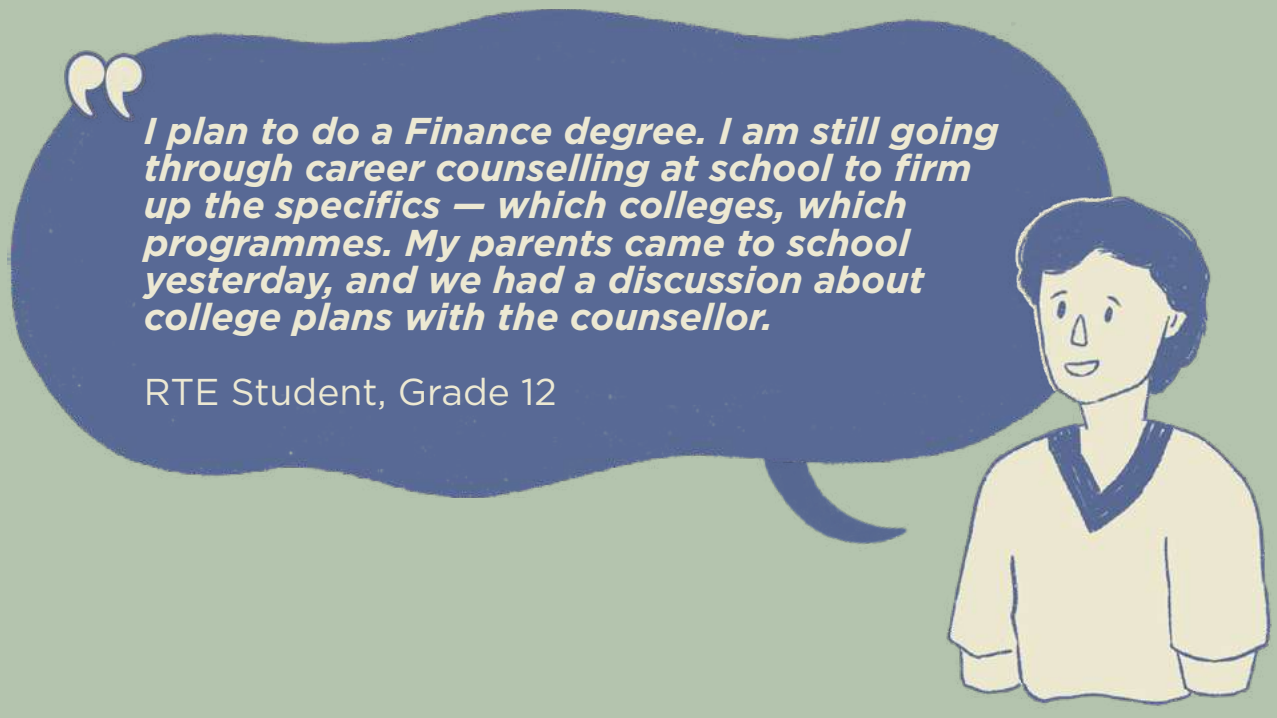
Presence of a career counsellor who actively engages with students.

School-parent engagement for discussions and decisions on career pathways for students.

Teachers ensure students' introduction to counsellors in schools, as some students may be hesitant to approach them directly.

Counselling needs to be based on the context of RTE students, as some students would need to fast-track earnings for families and would not have the luxury of pursuing interest-based career pathways.

Quotation



Ensure Equitable Access to School Activities, Resources and Leadership Opportunities



What it achieves

Mitigates financial or resource-related barriers to students' participation.

Students build confidence in their abilities.

Enables opportunities to work with and lead peers, and to develop social bonding with peers.

Modalities

Equitable interest-based participation of students in sports or other extracurricular activities.

Schools provide materials and resources for students to participate, preventing financial constraints for participation.
e.g. digital devices provided by the school during COVID

Full or partial activity fee waivers for RTE students.
e.g. school trips, extra-curricular activities



Equitable and fair representation of RTE students in activities and leadership opportunities in student-led sessions in class and school-based on their strengths.
e.g. group presentations, conducting class quizzes, class monitors/helpers, sports captains, school captains, and student council members

Opportunities for RTE students to represent the school at external forums and organise school events.
e.g. MUNs, cultural events, sports



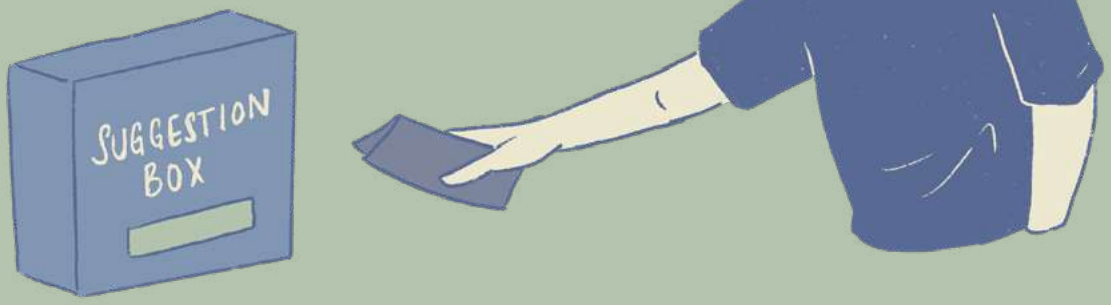
Practical considerations

Where schools cannot fully subsidise high-cost activities like field trips and club events, they can raise funds, including voluntary contributions from wealthier parents and/or staff, ensuring RTE students aren't excluded based on affordability.

Quotation

There is a suggestion box in school where students can write concerns anonymously and get written responses back. There is also a counselling room on the first floor for students who are not being treated the same as others, or for students who get angry easily and need to calm down and understand the cause.

RTE Student, Grade 8



One RTE student who was given responsibility for distributing books was observed to engage more actively thereafter. Everyone has leadership duties, and they are called on throughout the day to fulfil their duties. They are called class angels; there are line, bottle, crayon, prayer, and bag angels.

Classroom Observation, Grade 2

I had a student (RTE) who passed out in grade 12 at our school. He was very good at computer skills, but this child did not have a laptop to practise programming at home. Today, the child is studying at NSIT. For 2 years, when he was doing his 11th and 12th, it so happened that it was during COVID. He had a sanctioned school laptop full-time, and I said it was not a gift for him. You are using it for your studies, and when you finish your studies, you will give it back to the school.

School Principal



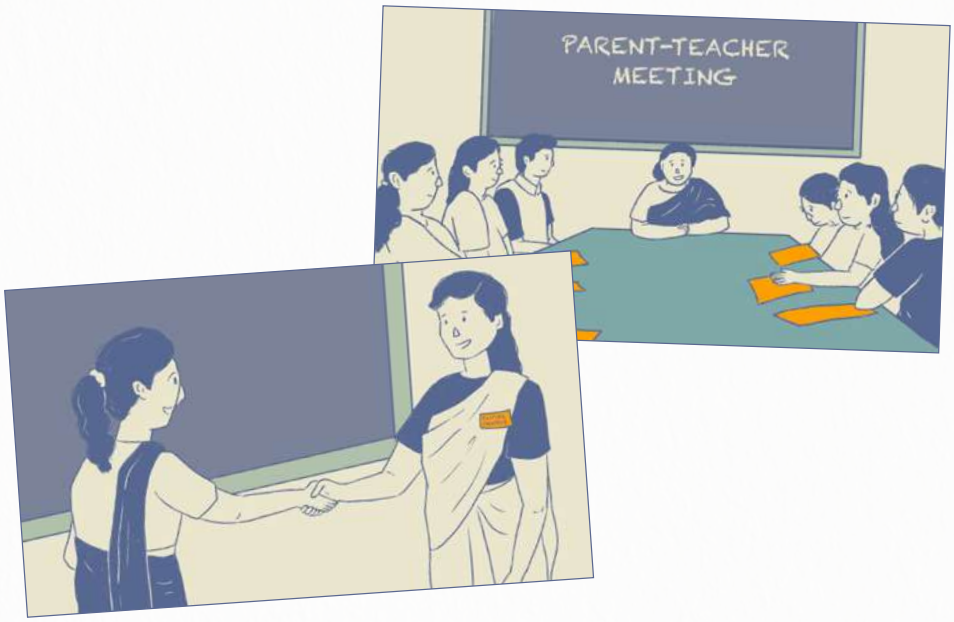
4 Engaging Parents and Community to Enable Student Achievement

Engaging parents and the community is crucial to students' participation and achievement and to enabling an inclusive school culture (Eden et al., 2024). Community engagement extends the boundaries of education beyond the school and leverages resources and people to support students' participation. Practices such as seeking feedback from parents & community, parent capacity building for supporting students' education and wellbeing, regular positive and respectful interactions, conveying important information to the parents on students' progress, involving parents in decision making, volunteering opportunities for parents and involving the wider community enable a positive education culture both within and beyond the schools (Yulianti et al., 2022). This enhances student participation by increasing attendance, improving academic outcomes, and fostering a sense of belonging, and it also fosters a culturally responsive school environment (Kundu, n.d.; Yulianti et al., 2022).

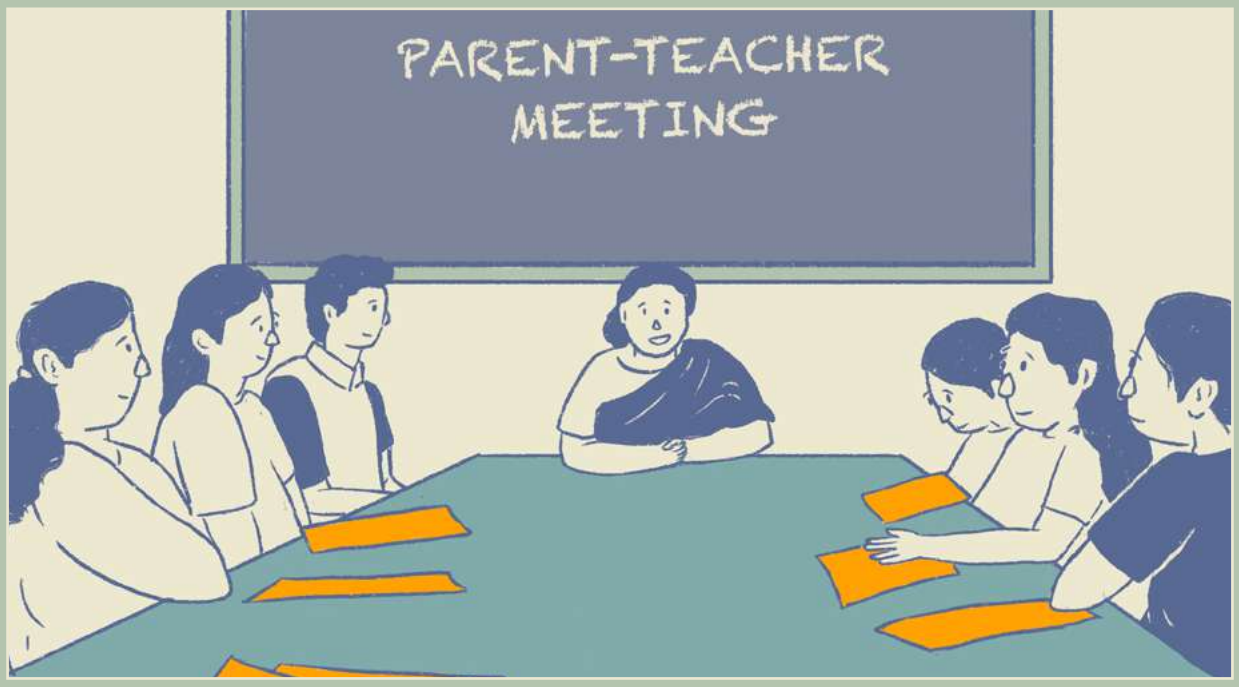
Engaging parents and community to enable student achievement is cited 117 times across all 9 schools. A resounding finding across schools is that parents report positive relationships and experiences with teachers and schools, and that they are treated with respect and dignity. Consistent with the literature, we also find that school-parent and community relationships are associated with greater participation, a sense of belonging, and improved student outcomes. We find two specific practices that fulfil the criteria for inclusion in this handbook:

(a) Active RTE parent engagement

(b) Engage tuition teachers as stakeholder



Active RTE Parent Engagement



What it achieves

Parents feel part of the school community, are involved in their child's education, and are less intimidated to engage with the school.

Modalities

Workshops or capacity building sessions for parents based on the age and requirements of students.
e.g. foundational level: teaching basics to students at home, secondary level: workshops on adolescent issues, mental health, menstruation, etc., general: digital literacy

Enable parent participation and parents' regular engagement in students' progress, well-being and career pathway choices/decisions and feedback on school processes.
e.g. encourage parents to allow children to participate in activities, clarify uninformed absences from school with the parents, schedule engagements with parents for early morning to avoid daily wage loss, and communicate in Hindi or separate meetings with parents of RTE students if they feel more comfortable in separate settings



Parent orientation at the beginning of every year, informing parents about the school's annual plans and any changes in government or school policies or guidelines.

Parents' volunteering opportunities in school.
e.g. parent engagement day in school to teach a specific skill

A dedicated social worker from the school engages with RTE parents and communities.



Proactive listening and addressing parents' concerns through meetings or over the phone.
e.g. class teacher contact is available to parents for urgent concerns

Platforms for RTE and non-RTE parents to interact, which leads to non-RTE parents being empathetic and supporting RTE students academically/financially.



Practical considerations

Time and resources to conduct parent workshops.
e.g. work time for teachers to share progress with parents or address concerns

Dedicated mentor/resource person or Social worker who engages with the families of RTE students.

Home circumstances may affect parents' ability to be engaged in education, and daily wage earners may not be able to take leave to attend PTMs.

Parents may disagree with students' career choices and interests, so the school counsellors need to collaborate with parents to determine what is best for the students.

Quotations

The parent-teacher meetings give us a space to share our thoughts. The teachers take our feedback seriously.

RTE Parent, Grade 5



We explicitly address parents' hesitation, whether it is about attending PTMs, sitting with other parents, or participating in school spaces. We reassure them that no one is judging them and that they belong here as much as anyone else. Once that initial comfort is built, over time it becomes part of the school culture.

School Principal



Engage Tuition Teachers as Stakeholders



What it achieves

Bridges the gap in school and home environments, enables addressing issues related to children's academic progress, and provides guidance on teaching and academic expectations.

Tuition teachers support parents in accessing students' records and information via the school portal. (Parents may find it difficult to access themselves).

Modalities

Engage with tuition teachers on children's progress, alignment with academic expectations and guide teaching, wherever parents are unable to address academic concerns and support with studies.

Invite tuition teachers to regular parent-teacher meetings, to seek updates on the academics, behavioural aspects and home environment, as they can provide information about students' circumstances that parents may be reluctant to share.

Recommend good tuition teachers, based on parents' interest or children's learning needs.



Practical considerations

Sending invitations to tuition teachers for Parent Teacher meetings, and teachers' time allocation for engaging with tuition teachers.

Adding tuition teachers to parent WhatsApp groups and/or the school's digital portal, where student records are updated.

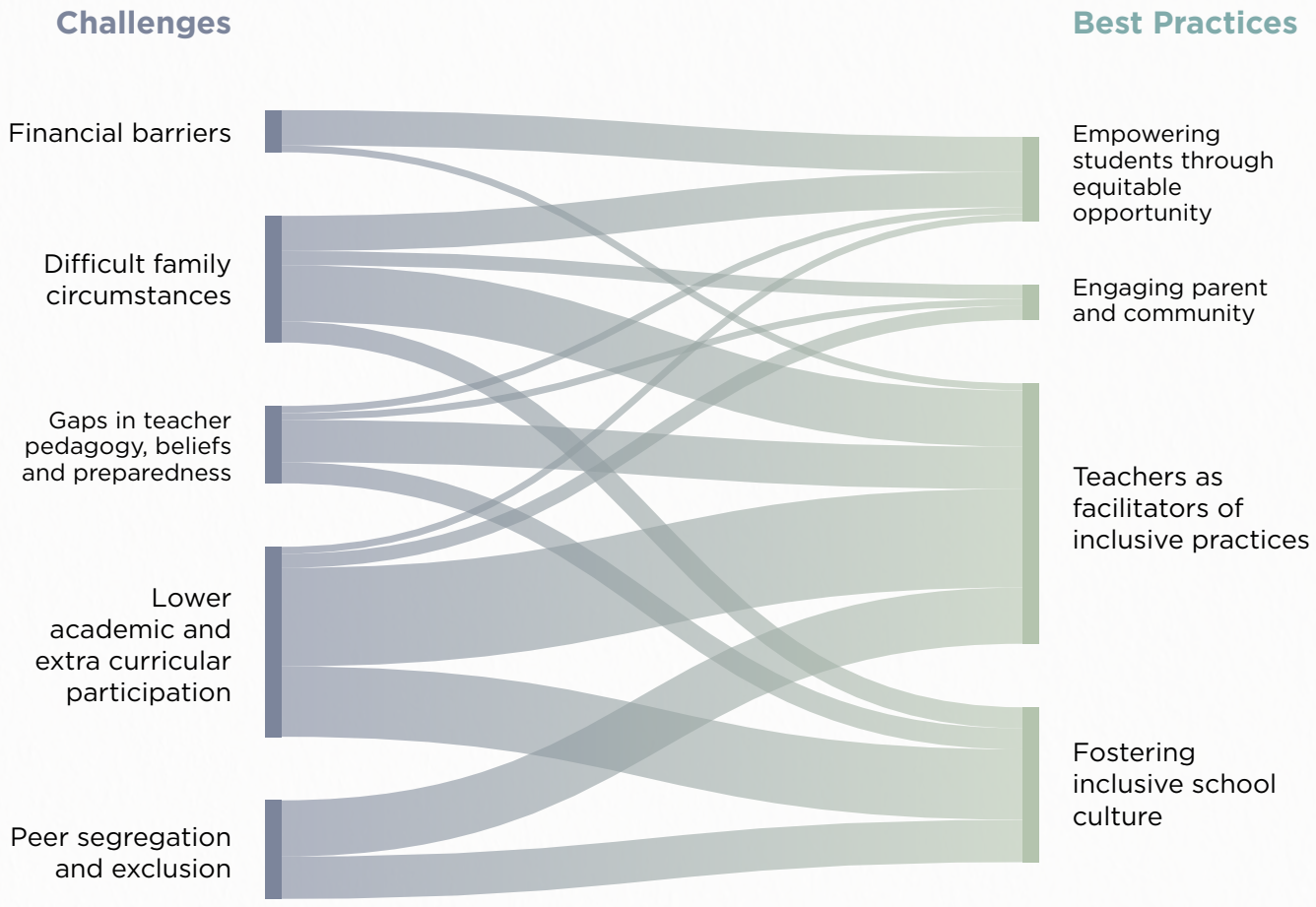
Participation depends on the motivation and time availability of the tuition teacher.

Quotation

> ***We explain to them (tuition teachers) where exactly the child is struggling. Our first aim is for the child to reach at least the basic passing level. We monitor this weekly. If there are behavioural issues at home, the tuition teachers also inform us. Then we adjust accordingly. For example, if there is some family problem, we may extend deadlines and not pressure the child immediately.***
>
> Teacher in the FGD

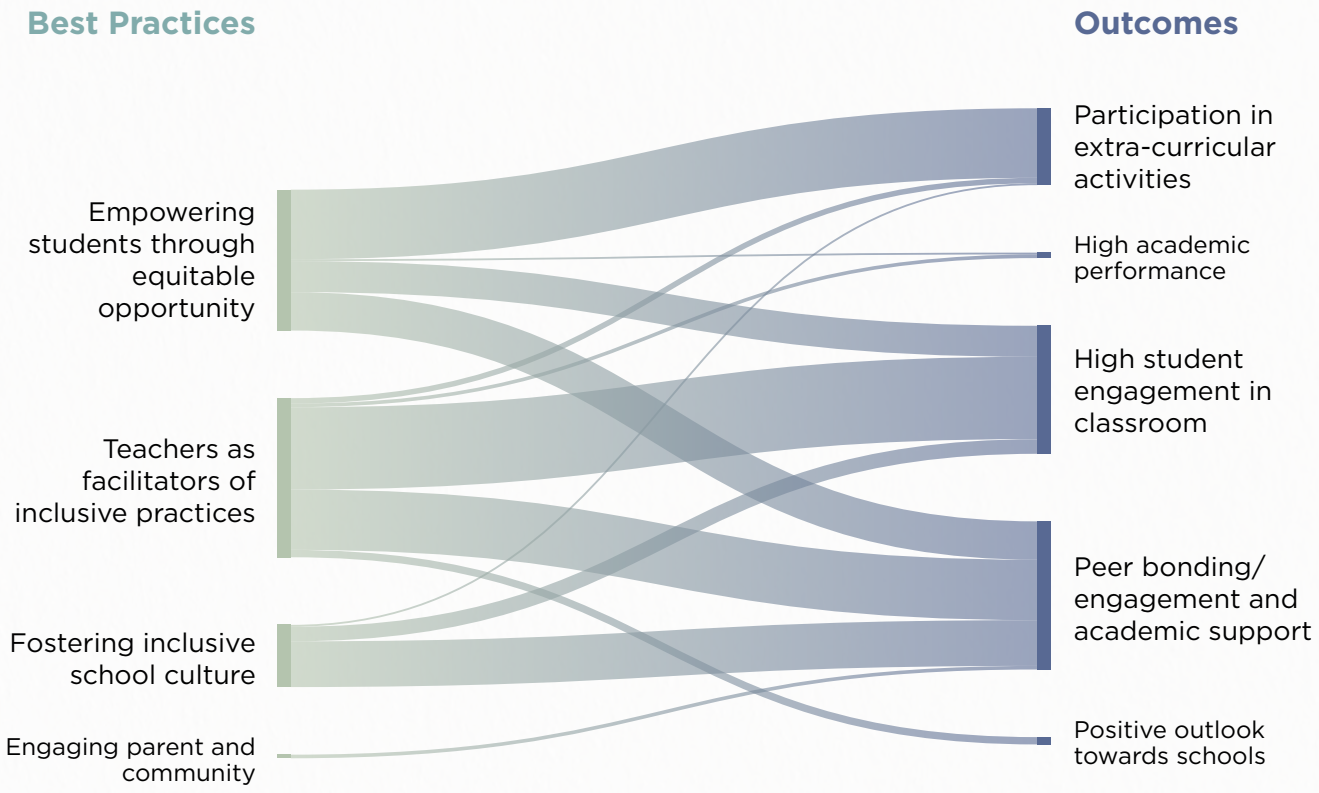


From Challenges to Best Practices



This diagram illustrates how the five challenge themes are connected to the five best-practice themes adopted by schools, with the thickness of each link representing the frequency of co-occurrence between each challenge and practice in the qualitative data. Most challenges are linked to multiple practices, indicating that schools typically adopt overlapping rather than isolated responses. For example, "Inclusive Pedagogy, Teacher Beliefs, and Behaviour" is connected to nearly all challenge themes, underscoring its central role in fostering inclusive school environments and addressing the wide range of barriers faced by RTE students. Given the qualitative nature of the study, link thickness represents the frequency of association between challenges and practices rather than the effectiveness of a practice; therefore, a thinner link should not be interpreted to indicate weaker impact.

Best Practices to Outcomes



This diagram maps the five best-practice themes to the student outcomes identified in the study. Each link represents instances in which a best practice and a student outcome were discussed together in the same interview or observation, indicating a narrative connection between the two. The thickness of each link reflects how frequently this co-occurrence appeared across the qualitative data. Most best practices are connected to multiple outcomes, illustrating how inclusive practices can simultaneously support different aspects of students' academic, social, and emotional experiences. The thickness of the links should be interpreted as an indication of the frequency of co-occurrence rather than the strength or impact of a practice. Consequently, a thinner link does not imply that a practice is less effective or less meaningful.

Way Forward

The findings identify many practices that schools can initiate or strengthen to enable all students to participate and achieve. It is also important to acknowledge that not all schools use the same practices, and there can be several teacher-dependent variations within schools. While this study provides meaningful evidence and a path forward for various stakeholders across the school community, the researchers also identified opportunities that remain under-leveraged for developing inclusive school environments. This section summarises researchers' recommendations on the way forward for stakeholders to strengthen inclusion in schools. The recommendations are organised sequentially from immediate to longer-term actions, so that schools with varying capacities can identify a realistic starting point. Each action, where possible, is paired with simple indicators txphat schools can use to track progress.

School Administrators/Principals and Teachers

1 Recognise and Reflect

- On why inclusive classroom and school practices matter not only for students from disadvantaged backgrounds but also for those from relatively privileged backgrounds.
- On challenges associated with the inclusion of students admitted under RTE 12(1)(c) in their own context, and understanding why addressing them is essential for enabling the participation and achievement of all students.

2 Learn and Prioritise

- Best-practice schools adopt to enable student participation and achievement and reduce peer segregation. The modalities and practical considerations associated with each practice can act as a starting point for implementation.
- **Form an inclusion working group/committee** with representation from the school, CSOs, education experts/researchers, teachers, parents, and school leaders. The committee must **prioritise and plan** a proactive approach to enhancing school and classroom practices that enable inclusion by allocating a budget, appointing a PoC within the school, and sharing the plan with teachers/staff.
- Progress can be tracked through indicators such as whether a committee and PoC are in place, and whether a written plan has been created and shared with staff.

3 Build Accountability for Implementation

- The committee can hold periodic reviews, track progress on schools' inclusion plans and goals, and address challenges collaboratively.
- Co-create a measurable rubric by defining priority practices/parameters for inclusion to evaluate progress on each (e.g., a simple Not Started/In Progress/Achieved scale) and build accountability through self and peer assessments conducted at least once a year.

4 Network and Dissemination

- Schools can come together to build a Community of Practice to share their experiences, discuss and learn from other schools and develop a shared language of practice within the teaching community. The school network can create a feedback loop to share what worked, for whom and in what context.



- Disseminate good practices to showcase success and inspire the wider community of schools and teachers.
- Progress can be measured through the number of convenings of the community of practice, practices shared and documented, the number of participating schools, the existence of a repository and finally the number of schools/teachers that reported adapting the practices learnt from the collective knowledge of the group.

Government

- **Government recognition of inclusive schools** encourages sustained efforts to create an inclusive school environment for all students.
- **Ensuring timely reimbursements** will reduce financial uncertainty among schools and support and encourage parents of RTE students, helping secure a secure schooling future for their children.
- **Enable feedback loops** by studying and learning about how other states implement RTE 12(1)(c), learning from their best practices on awareness, last-mile access, admission support for parents, timely reimbursements, grievance redressal and inclusion within schools. Establishing these channels between states would enable good practices to be identified, adapted and scaled.[11]

[11] Making Inclusion Work for Every Child, Indus Action: A compilation of Best practices across RTE 12(1)(c) implementing states.

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Annexure

Appendix A

Indus Action Initiatives is a policy implementation organisation founded in 2013 and headquartered in New Delhi. It bridges the gap between social welfare legislation and last-mile delivery by supporting citizens to access entitlements and partnering with governments to strengthen public systems. Since its inception, it has facilitated 945,504 Right to Education admissions, enabled 1,741,980 citizens to access labour welfare entitlements, and supported 606,917 people in accessing welfare schemes through Common Service Centres. By 2030, Indus Action aims to enable 30 million vulnerable citizens to access social protection sustainably.

Alstonia Impact is a global consulting firm established in 2018 that partners with philanthropists, governments, impact investors, and development organisations to strengthen social impact. Its work spans strategy, research, and operations excellence & digital transformation, delivering evidence-based solutions across sectors such as education, health, gender, climate, financial inclusion, and property rights. Combining a lean core team with a global network of experts, the firm supports organisations in improving systems and achieving sustainable development outcomes.

The Vasant Valley Centre for Excellence in Education empowers educators through innovative, inclusive, and forward-looking pedagogical practices and leadership development. Its work is anchored in three focus areas: Research, Action, and Capacity Building. It fosters innovation, nurtures best practices, and engages in action research and professional learning. Its goal is to build a vibrant and empowered community of educators equipped to transform school education.

Appendix B

RTE 12(1)(c) Full Clause

Section 12. **Extent of the school's responsibility for free and compulsory education.**

(1) For the purposes of this Act, a school, —

"(a) All Government schools shall provide free and compulsory education to all children.

(b) Government-aided institutions shall provide free and compulsory education to such percentage of students in elementary classes which equals the percentage of recurring aid received by it from the Government to the annual recurring expenditure incurred by the school, subject to a minimum of 25%.

(c) Private unaided institutions and special category schools shall provide free and compulsory education to at least 25% children belonging to disadvantaged groups and weaker sections admitted to class I or pre-primary classes. Such schools would be entitled to reimbursement at the Government's per-child cost. It has also since been clarified that residential private unaided schools, which do not start at class I, would not be required to admit 25% children from disadvantaged groups and weaker sections in their schools."

Appendix C

Framework

Inputs	**Policy**	Policy at the school level for inclusion? (no-bullying)
		Relevant information about the school is made accessible to all students/parents? (home language/sign language, etc.)
	Material and Financial Resources	Are targeted resources provided to disadvantaged children to support their learning needs? (e.g. resources for children with intellectual disabilities)
	Curriculum	Does the curriculum and teaching-learning material reflect/contextualise the background of the children?
	Teacher Education and the Continued Professional Development of Teachers	Have teachers received any education/ training or continued professional development opportunities for enabling inclusive education?
		Is there alignment between the teacher's CPD and students' needs in the classroom?
		Teacher's self-reported self-efficacy in teaching classrooms with children from varied backgrounds.
		Teacher beliefs about socio-economically disadvantaged groups.
	Leadership (Principal/HM/School Management, etc.)	School leaders' values and beliefs about children from disadvantaged backgrounds.
		Knowledge about inclusive educational practices.
Processes	**School Climate**	Opportunities during the school year to include teachers, students, parents, school leaders, and management to discuss feedback and share inputs for an inclusive school climate.
		Inputs from EWS & DG students and parents on bullying prevention, inclusive activities and materials/curriculum are included.

Processes	**School Climate**	Teachers' behaviour towards students from socio-economically disadvantaged backgrounds.
	Teaching and Pedagogical Practices	Percentage of teachers in school reporting that they are teaching students to be inclusive of different socio-economic backgrounds and support students to implement school policies for non-discrimination (if policy exists).
		Is cooperative learning used in the classrooms? (e.g. buddy system, peer tutoring and support, grouping for activities through which RTE students engage with other peers and vice versa)
		Are students with diverse needs (CWSN) actively engaged in the classroom?
		Is remedial learning support available to children who are falling behind grade level academics?
		Nature and type of disciplinary actions for classroom disruptions and problematic classroom behaviour.
	Collaboration	Peer co-operation: Students help/ co-operate with each other through classroom activities. Students value co-operation; they are encouraged to co-operate, and they believe co-operation is important.
		Seating arrangements and grouping of students in activities.
		Teachers' collaboration: Do teachers collaborate to brainstorm and implement inclusive practices in their respective classrooms? Do teachers have opportunities to consult with school leaders and experts on inclusive classroom practices? Do teachers have collective responsibility or structured practices to ensure inclusive practices in the school? Do teachers have the opportunity to observe classes and give/ receive feedback from their peers?

Processes	**Collaboration**	School-community collaboration: Is there teacher-parent collaboration and communication on school practices? Do parents of EWS/DG students know about school practices, and do they have an opportunity to contribute?
	Support for Individuals	Availability and effective use of relevant materials for students with different learning needs? (e.g. differentiated worksheets, tangible TLMs, other technologies)
		Teachers know how to effectively use the assistive materials for students with special learning needs.
		Opportunities for learning advancement are provided to all students. (e.g. participation in co-curricular activities, leadership in class and school)
		Teachers plan and present lesson ideas in multiple ways, catering to students from different socio-economic backgrounds. Provide opportunities for students to demonstrate their knowledge and skills from their own perspectives and experiences. (for example, when talking about taking a trip, students from low SES will have a starkly different experience from high SES students)
		What are the opportunities the school provides for grade 8th students to support their education after the RTE 12(1)(c) scholarship?
		Competitive exams, counselling for career options, and support for students in higher secondary grades.
Outcomes	**Educational Outcomes**	For current students
		Learning achievement for RTE students and fee-paying students. (from school records)
		Dropout and class repetition of EWS and DG students and fee-paying students. (from school records)

Outcomes	**Parents' Perspective**	Improvements/growth observed in the child as a result of their admission in a good school.
		Satisfaction with the child's schooling, performance in school.
	Longer-Term Outcomes	For graduated students
		University enrolment and completion rates.

Appendix D

Field Engagement Plan for Each School

Stakeholders per school	Grade 2	Grade 5	Grade 8	Grade 12*	
RTE students	-	2	2	2	6 interviews
Teachers	2	2	2	-	1 FGD
School leader	1				1 interview
Non-RTE students	-	1	1	-	2 interviews
Classroom observations	1	1	1	-	3 observations
Parents of an RTE student	-	1	1	-	2 interviews
Total per school					11 interviews, 1 FGD and 3 classroom observations

Appendix E

Challenges Category with Salience/Number of Occurrences in the Field Data

Categories	Challenges	Number of Occurrences
Lower academic & extracurricular participation of RTE students	Academic Gap	110
	Lower Participation and Leadership among RTE Students	56
	Academic Pressure	21
	Reduced Confidence in Classroom Participation	98
	Student's Socio-emotional Well-being Challenges	16
	Absenteeism	17
Gaps in Teacher Pedagogy, Beliefs, and Preparedness for Inclusion	Poor Pedagogy/Classroom Instruction and Engagement	79
	Gap in Teacher Training	49
	Limiting Teacher Beliefs & Lower Expectations towards RTE Students	18
	Teacher Workload	9
	Corporal Punishment	8

Categories	Challenges	Number of Occurrences
Family Circumstances that Constrain Learning and Well-being	Difficult Home Environment	42
	Lack of Parents' Involvement in Education	48
	Evident Differences in the Socio-economic Background of Students	29
	Challenges Related to the Background of the Student: Hygiene, Nutrition, Use of Abusive Language	7
Peer Segregation and Exclusion	Segregation Risk in Peer Networks	84
	Bullying by peers	23
	Disturbance by RTE/CWSN students in class	3
Financial Barriers to Participation Beyond the Classroom	Financial Exclusion for Children	59
	Challenges Related to Digital Device Accessibility	9
	Fee/Merit-Based Continuation After Class 8	8
	Limiting Higher Education Access	16
Total	22	809

Appendix F

Best Practices and Outcomes Category with Salience/Number of Occurrences in the Field Data

Categories	Best Practices	Number of Occurrences
Teachers as facilitators of inclusive practices	Ensure equitable teacher attention and support	356
	Teachers facilitate collaborative learning	92
	Deliver differentiated and bilingual instruction responsive to students' needs	93
	Appreciate effort and hold high expectations of students	110
	Provide Remedial support /Extra Classes to meet learning benchmarks	139
	Experiential/Activity or Project-based Learning	58
	Unbiased Peer Conflict Resolution	5
Fostering an inclusive school culture	Create a safe space and culture of empathy in school	114
	Maintain a non-segregated classroom, seating arrangements and shuffling of sections	99
	Institutionalise inclusive school policies, non-labelling and confidentiality of RTE status	80

Categories	Best Practices	Number of Occurrences
Fostering an inclusive school culture	Provide teacher training and leadership support, and foster collaboration around inclusive education	57
	Continuation in the same school till 12th grade	36
	Detailed student reports are shared across grade levels	26
	Active and Responsible Leadership	16
	Ensuring student safety and well-being	68
Empowering students through equitable opportunities and career readiness	Ensure equitable access to school activities and resources and leadership opportunities	283
	Leadership opportunities for students	62
	Dedicated Mentors and Counsellors	30
	Career counselling for current and passed out students	47
Engaging parents and the community to enable student achievement	Active RTE parent engagement	97
	Common platforms for support for RTE parents by non-RTE parents	3
	Engage Tuition teachers as stakeholders	20
Total	22	1891

Categories	Best Practices	Number of Occurrences
Outcomes	High student engagement in the classroom	185
	Peer bonding, engagement, and academic support	256
	High academic performance	11
	Affection/positive outlook towards schools/teachers	11
	Participation in extracurricular and co-curricular activities	29
Total	5	492

Appendix H

Examples of Best Practices from Schools



Educational rights and access


Collaborative learning



Enforcing anti-bullying measures



Annual inclusivity initiative (PRISMATIC)


Students perspectives on inclusion



Effective classroom management strategies


Showcasing summer camp activities



Social-emotional learning


Values and character development


Promoting inclusion and equality

Appendix I

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