iJRASET
International Journal For Research in Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 14 **Issue:** IV **Month of publication:** April 2026

DOI: https://doi.org/10.22214/ijraset.2026.80682

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 14 Issue IV Apr 2026- Available at www.ijraset.com

Bridging Minds, Breaking Barriers: Advancing Inclusive Education for Every Child

Harsha Kataria, Ananya Sengupta, Dr. Harminder Kaur Gujral, Saisimika S., Bhumika Garg
Amity Business School, Amity University Uttar Pradesh
"Give a man a fish and you feed him for a day.
Teach a man to fish and you feed him for a lifetime"
Pehchaan-The Street School

Abstract: ***The present study is a small step of exploring the challenges and prospects of inclusive education for economically weaker children in urban slum areas. It explores key impediments such as poverty, limited access to learning materials, irregular attendance, and diverse levels of comprehension, and analyses their impact on the learning process. The study is based on field observations and experiential engagement with a non-governmental educational initiative, Pehchaan-The Street School, which works towards reducing disparities in educational opportunities. It further investigates the application of activity-based and participatory teaching methods within this context. The findings highlight the effectiveness of innovative and flexible pedagogical approaches in enhancing student learning, development, and overall well-being. The initiative "Education for Every Child" highlights the importance of collaborative action among individuals, communities, and institutions to reinforce such efforts and foster sustainable social development. The experience also cultivates key values such as gratitude, empathy, and a commitment to giving back to society.***
Keywords: Inclusive Education, Economically Weaker Children, NGOs, Experiential Learning, Social Impact, Educational Inequality

I. INTRODUCTION

Education is the foundation of a just, equal, and progressive society. It empowers individuals, nurtures critical thinking, and opens doors to opportunities that shape a better future. However, access to quality education is not uniform across all sections of society. This concern has been recognized by the Government of India through Article 21-A of the Constitution and the Right to Education Act, 2009, which guarantee free and compulsory education to children aged 6–14 years.Children across the world are deprived of education due to various factors such as poverty, gender discrimination, inadequate infrastructure, and social inequality. This paper, based on the theme *"Bridging Minds, Breaking Barriers: Education for Every Child,"* focuses on the elimination of barriers and the need to build bridges for inclusive education. In the context of education, "bridging minds" refers to the integration of diverse communities, perspectives, opportunities, and ideas. "Breaking barriers" emphasizes the urgent need to remove social, economic, and cultural obstacles that hinder access to education.

The present study is based on the work and observations collected from a non-governmental organization operating in the slum areas of the Delhi NCR region. The organization works towards bridging the educational gap by providing free educational opportunities to underprivileged children. The core idea behind the organization is to offer identity and dignity to these children. It aims to bridge the socio-economic divide by ensuring quality education and equal opportunities.The organization also strives to maintain a balance between academic and vocational education. The discussion on its efforts to bridge minds and break barriers is followed by an analytical examination of the need to reconsider the growing institutionalization and commercialization of education in building a just society.

A Flah of Insight

The real difference in education became clear when we looked at the lives of children who grow up in areas like slums and roadside settlements and areas where people do not have a lot of money. It was here that we learned something essential. Children do not always lack education because they are not smart but because they do not have access to schools they do not know about the options they have and they do not have the chance to go to school.

These children live in places where they have to focus on survival and going to school is not something they do every day it is a dream.

©IJRASET: All Rights are Reserved

We saw this when we explored the areas of our study, where children learn in areas and community spaces not in regular classrooms. This showed us that you do not need schools to educate children you just need to want to help them be able to adjust to their needs and be willing to reach out to children who are often ignored by regular schools.

We saw a difference between children who have all the facilities and children who do not have and how this affects their ability to learn and grow. The essential thing we learned was that when people work together, they can make a big difference. Volunteers, communities and small local groups showed us that with limited understanding material they can make a positive change if they have a good reason to do so.

It became clear that it is not one groups job to make sure all children have access, to education it is something we all have to work on together. This changed the way we thought about the problem from looking at it to seeing how small actions can help create a fairer and educated society. Education is essential and it is what we need to focus on. Education can help children who grow up in areas and education can help make a better life for them.

II. METHODOLOGY

A. The Idea and Practice

Based on the survey and observation method, Turning the idea of Education for Every Child to a reality was not enough to watch it from far away. It required people to come forward and engage with the kids.

The methodology was practical and hands-on, based on the principle of understanding by doing while being present with children and volunteers in our study. We collected primary understanding from being there and participating and supplement it with secondary understanding to make it a learning experience of watching, doing and reflecting. Our practice was to go into classrooms where education was offered in simple yet innovative ways. We taught English, Mathematics and General Knowledge but we did not just rely on textbooks. Instead, we used storytelling, games, drawing and quizzes. These activity-based methods made understanding enjoyable and accessible for children who may not have had much prior academic exposure. Along with academics, we also worked on personality and awareness building. We facilitated sessions on cleanliness, communication and moral values which emphasized that education is not about knowledge. It is about shaping responsible human beings. This experience of physically working with them gave us an insight into the difficulties they face and illustrated how flexible and empathetic teaching methods can bridge gaps.Education for Every Child and inclusive education became a reality through effort, human touch and commitment to bringing about change.

B. Creative Process

Being creative was about being involved and making little contributions that mattered. About helping to teach things by giving kids the right materials to learn and doing fun things with them. We tried to see where each child was at and what they already knew so we could reach them Talk to them in betterway . We did things like set up games, helped the kids behave in class and explained essential things such as specific human values. All these things contributed to create a place for kids to learn. We collaborated with volunteers so we could do things more efficiently and help the kids get more excited about learning. Even though what we did was not complex, it made a difference. This indicates that being creative is about not making things complex, but about caring about people being able to adapt and making learning fun for everyone. Being creative was about making contributions that mattered and being involved.

C. Field Work

From our study we learned that the program had a lot of activities to help the students learn and grow. Every session started with thirty minutes of reading to help the students speak better and feel more confident when they talk. The students also learned about Human Values from the NGO every day after the reading session. They would recite a morning prayer which helped them be more disciplined and have a positive attitude. The students got help with their schoolwork like studying for tests and going over the lessons they did not understand. This really helped them remember what they learned. Apart from just volunteer teaching, we also offered the students the utilities they needed to do their schoolwork, like pens and books. This way the students could participate more in class. We, the teachers made learning fun by playing games with the students. These games helped the students remember what they learned and work together as a team. The students really liked the games and it made them want to participate more in class.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

III. RESULT AND ANALYSIS

The final part of the life cycle for the project was the assessment of its effectiveness. In this evaluation, it was observed that it was possible to have a positive influence on students' understanding when stationery items were offered. Students had the opportunity to practice the concepts learned in class and engage in peculiarities of their course. The project also offered for the inclusion of a significant number of individual learning instruments that naturally increased motivation and interest of the students in cultivating good habits of studies. It was observed that the students tended to have more available personal learning material, which some students did not have in their homes. This not only earned them a sense of belonging but also decreased their dependence on a school resource for their learning. There was a noticeable improvement in student attendance, accompanied by a decline in absenteeism and related excuses. Moreover, increased classroom engagement enabled students to demonstrate greater consistency in their learning. It is therefore imperative that educational initiatives of this nature receive sustained support, as they address critical factors that facilitate the pursuit of education and promote equitable access to knowledge.

IV. DISCUSSION

The activities conducted in present study resulted in measurable changes in the understanding engagement and interest of the learners. The interactive activities such as storytelling, games and drawing gained more interest and showed better understanding of the basic concepts. However, most of the learners were struggling with basic skills such as communication in English. We found that irregular attendance of learners and non-availability of learning material hampered learning. But the learners remained interested, responsive and enthusiastic learners, especially when the teacher used a friendly and engaging approach to teaching. These experiences emphasize the role of such organisations in helping bridge the learning gap among children but also highlight existing obstacle such as time constraint, non-availability of study materials and understanding among different levels. Despite this obstacle, the program has offered a learning environment for the learners in an inclusive and supportive manner. The journey emphasizes that education is not only a right but also a vehicle for social change. It indicates that through persistent attempts, emotional support and inclusive teaching methods, a difference can be made. It helps in building the confidence and interest among the students. In summary, this study suggests that though the contribution of organizations is significant, only through joint efforts of the community the goal of "Education for Every Child" be realized.

V. RECOMMENDATIONS

Through this whole study, the organisations can contribute efficiently if they increase access to books, especially reading materials and subject textbooks, to help students practice and learn independently. Increasing the number of teaching days or adding more online or recorded sessions can help match the pace of the school curriculum. Providing basic training to volunteers on handling different understanding levels and effective teaching methods can enhance classroom influence. Conducting awareness drives can encourage parents to prioritize education and ensure their children attend regularly.

VI. CONCLUSION

Ensuring equal access to education for children from economically weaker backgrounds in urban marginalized areas of India is still a major challenge. These children face several obstacles that affect their learning, such as lack of basic learning materials, irregular attendance, and differences in learning styles. The study shows that even though these challenges continue, small efforts—like providing basic study materials and using activity-based teaching methods—can greatly improve children's understanding and interest in learning.

It is important to create learning environments that are experiential, community-based, and inclusive so that every child gets a fair chance to learn. Such approaches not only improve understanding but also make children more active, motivated, and engaged in the classroom. The study highlights that community-driven initiatives can help reduce learning gaps and contribute to building a better society. However, to achieve lasting impact and ensure equal educational opportunities for all, it is essential for communities, schools, and the government to work together in creating a more inclusive and supportive environment. Education is not just a basic right; it is a powerful tool that helps individuals grow and contributes to the development of a better society.

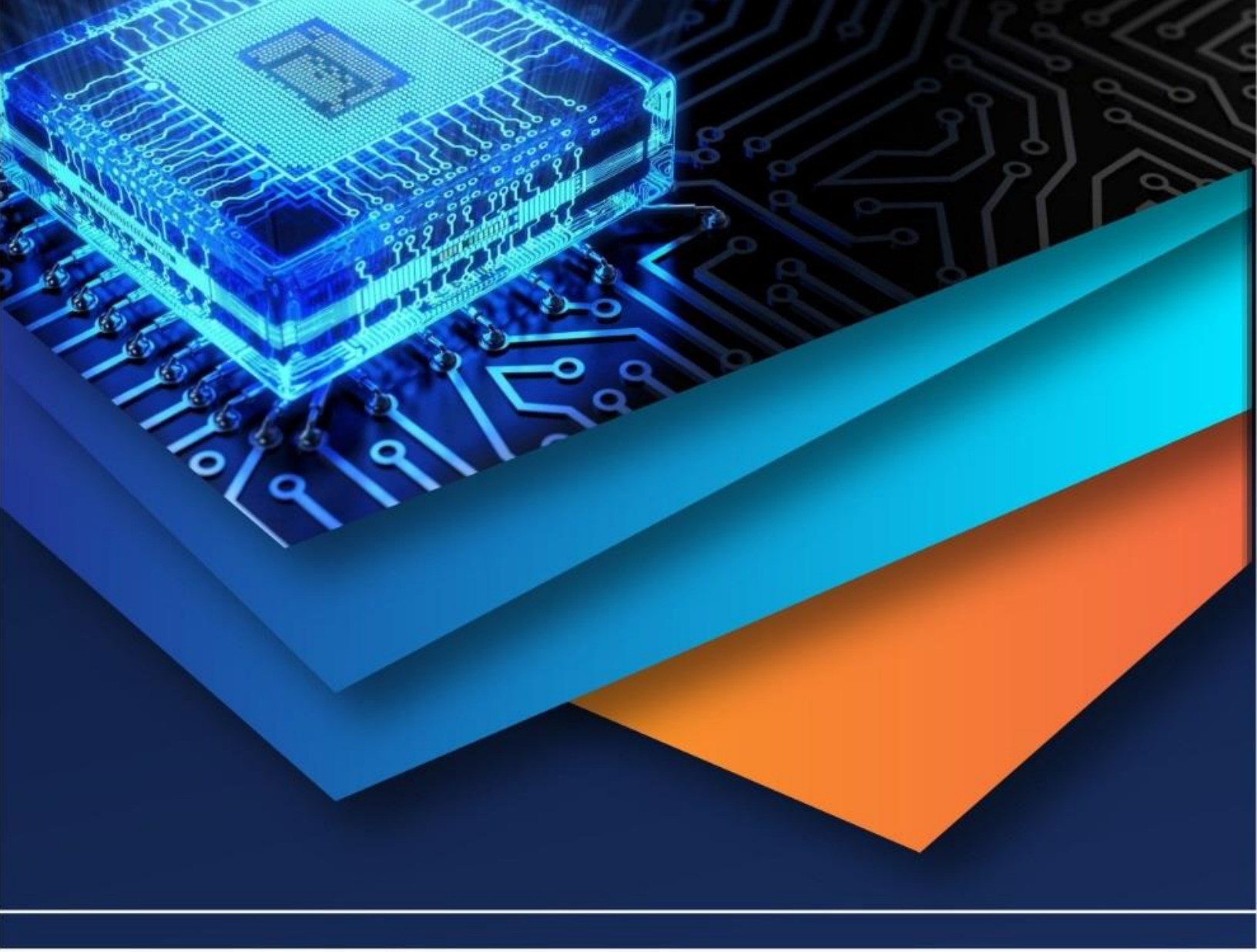
REFERENCES

[1] ASER Centre. (2022). *Annual status of education report (rural)*. ASER.
[2] Banerjee, A. V., & Duflo, E. (2011). *Poor economics: A radical rethinking of the way to fight global poverty*. PublicAffairs.
[3] Drèze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |

[4] Government of India. (2009). *The Right of Children to Free and Compulsory Education Act*. Ministry of Law and Justice.
[5] Kundu, A. (2021). Educational inequality in India: Issues and challenges. *International Journal of Educational Development, 82*, 102–115.
[6] NGO field observations and primary data collected during experiential learning program. (2023).
[7] Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Harvard University Press.
[8] Pehchaan Street School. (n.d.). *Pehchaan Street School*. https://pehchaanstreetschool.org/
[9] Tilak, J. B. G. (2018). *Education and development in India: Critical issues in public policy and development*. Springer.
[10] UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education – All means all*. UNESCO Publishing.
[11] UNICEF. (2022). *Education for every child: Global annual results report*. United Nations Children's Fund.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089 (24*7 Support on Whatsapp)