
ASSESSMENT OF CHILD EDUCATION DURING COVID-19 PANDEMIC – WITH SPECIAL REFERENCE TO ASANSOL TOWN

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ABSTRACT

The contribution of education to promoting social and economic advancement is well acknowledged. It creates possibilities that lead to both individual and collective entitlements. In the Indian Constitution, the right to education is listed as a fundamental right. Without a particular level of knowledge, a person's access to these rights is illusory and theoretical, and they are unable to enjoy any of their civil, political, economic, or social rights. Therefore, the right to education has a key position among economic and social rights. Children are given worthwhile growth possibilities through it. Access to education being restricted undoubtedly slows down human advancement and stifles social peace. Right Education is guaranteed under the **Article 21A** of Constitution of India. Children not having access to education amounts to violation of Fundamental rights. National Commission for Protection of Child Rights (NCPCR) in their SOP stated: “**CHILDREN ARE SPECIAL**” and while dealing with them we have to be very mindful of their different needsin every situations they are requiring special attention as every child counts in “**BUILDING THE NATION**”. This paper will attempt to analyze the impact of COVID-19 on Child education is Asansol Town area.

Keywords: Article 21-A, Violation of Fundamental Rights, Social and Economic development, COVID-19, Building the Nation, Right to Education.

Introduction

“Education is the most powerful weapon which you can use to change the World”

- Nelson Mandela

One of the most crucial responsibilities of the State is education. A person's primary needs are for food, clothing, and shelter in addition to education. Nowadays, education is crucial to democracy. For the healthy growth of a country, education is a fundamental right that must be provided to everyone¹. This is because education boosts a nation's citizenry's productivity, which is directly correlated to the wellbeing of the populace.

The child's education must focus on the growth of the child's personality, skills, and mental and physical abilities to ensure their bright future. To understand the true purposes and objectives of human rights, education is required. For the children of India, the historic passage of the Right of Children to Free and Compulsory Education (RTE) Act 2009 represents a watershed moment. For the first time in India's history, the State, with the aid of families and Communities, will ensure children's rights to high-quality basic education.

The Latin term "educare," which means "to raise" and "to bring up,"² is the root of the English word "education." Others claim that the Latin word "Educere," which means "to lead forth" or "to come forth," is where the word "education" comes from. Some other educators think the Latin word "Educatum," which refers to the process of instructing or training is the source of the English word "education."

A person's life can be improved by education. It is likely the most crucial instrument for altering one's life. A child's education starts at home. It is an ongoing process that comes to an end with death. The level of education a person has unquestionably impacts their quality of life. Education enhances information and skills while also fostering the growth of the personality and attitude. Most significantly, education influences people's prospects of finding work. A person with a lot of education is usually quite likely to land a decent career.

¹ 'The Right to Education' < <https://www.unesco.org/en/education/right-education> > accessed 15th July 2022.

² Dr. Gautam Patra 'Meaning, aims and Process of Education' <<http://gtmpatra.blogspot.com/2017/11/meaning-aims-and-process-of-education.html> > accessed 15th July 2022.

In **Mohini Jain v. State of Karnataka** the Supreme Court has held that right to education is a fundamental right under Article 21 of the Constitution³. Mohini Jain, a resident of Meerut (in the State of UP), submitted an application for admission to the MBBS program at a private medical college situated in the State of Karnataka for the semester beginning in February/March 1991. The college administration required her to deposit Rs. 60,000 as the first year's tuition fee and to present a bank guarantee for an amount equivalent to the charge for the subsequent years. The management declined to admit Miss Jain to the medical college after hearing from her father that the requested sum was out of his price range. Miss Jain informed the court that the management had requested an extra sum of Rs. 4.5 lakhs, but the management refuted the claim.

According to the announcement, the college management refused Miss Jain admission because she had not paid the required annual tuition fee of Rs. 60,000/-. In this case, Miss Jain challenged the notification issued by the Government of Karnataka by filing a petition (Writ petition (Civil) No. 456 of 1991) in accordance with Article 32 (1) of the Constitution of India, which states: "The right to move the Supreme Court by appropriate proceedings for the enforcement of the rights conferred by this Part (Part III: Fundamental Rights) is guaranteed."

A two-member bench consisting Justice Kuldip Singh and Justice R. M. Sahai gave the judgment of the case on 30 July. For the first time in the post independent India, right to education of the Indian citizens and the State obligation to secure the right came under scrutiny at the premises of the apex court. It is important to note that this was the time neo liberal economic Policy were knocking at the door of India.

In **Unnikrishnan v. State of A.P.** Supreme Court has held that right to education is a fundamental right under Article 21 of the Constitution and also said that right to free education is available only to the children until they complete the age of fourteen year⁴.

In India, both the public and private sectors contribute to education, with financing and management coming from the federal, state, and municipal governments. Children between the ages of 6 and 14 are guaranteed a basic right to free and compulsory education under different sections of the Indian Constitution.

³Mohini Jain v. State of Karnataka .AIR 1992 SC 1858.

⁴ Unnikrishnan v. State of Andhra Pradesh & Others (1993) 1 SCC 645.

Right to Education In India

Mohini Jain v. State of Karnataka⁵ in schools, the committee noted in its report. Children in these grades had very different levels of access to education and privileges within the educational system. Poor teaching methods were used, and resources were allotted for the improvement of basic education but were ignored and reduced over time.

The NPE of 1986 also identified a number of educational entrenched interests that actively work to thwart desired and admirable improvements to educational institutions. Teachers, the educational establishment, political parties, private tutoring services, high class parents, and to a lesser extent the media are some of these entrenched interest organisations.

Every state had created laws to address the issues of free and compulsory education of weaker children whose parents could not afford their education before education was recognised as a fundamental right. The responsibility for carrying out the task was left to the whims of "local authority," which was to determine the form of Act implementation. As a result, these laws remained more in the character of enabling laws. The "enabling legislations" supporting free and mandatory education in the nation are included in the table below.

The statements from the Ramamurthi Committee that followed were a wake-up call to the difficulties facing children's rights to education in the nation. The UNCRC was subsequently approved by India in 1992 as part of Article 51(c) of the Indian Constitution.

86th Constitutional Amendment⁶ – Right to Education, a fundamental right

The Honourable Supreme Court of India expanded the definition of the right to life in 1992 to include the right to education. The Hon'ble Court also reaffirmed this in the case of J.P. Unnikrishnan v. State of Andhra Pradesh, where it was decided that children's right to an education is included in their right to life under Article 21 of the Indian Constitution.

After that, the Muniram Saikia Committee supported making RTE a basic right for children up to the age of 14, reiterating in its report the imperative for parents to give their children access to primary education.

⁵ Mohini Jain v. State of Karnataka .AIR 1992 SC 1858.

⁶ Constitution of India 1950. art 21-A.

The 86th Constitutional Amendment Act of 2002 added Article 21A to the Indian Constitution, establishing "free and compulsory education to all children in the age bracket of 6 to 14 years" as a basic right in response to the two decisions of the Apex Court and the Saikia Committee. In addition to recognising the right, the clause required the State to take steps to guarantee that it is exercised by all students in neighbourhood schools between the ages of 6 and 14 years.

Right of Children to Free and Compulsory Education Act, 2009

In accordance with Article 21A of the Constitution, the process of passing a core piece of legislation to fulfil the State's duty to provide free and compulsory education to all children began in 2003. The "Right of Children to Free and Compulsory Education Act, 2009" (RTE Act, 2009), which gave effect to Article 21A of the Constitution, was approved by the Parliament in 2009 after several discussions, deliberations, and bill amendments. Every child between the ages of 6 and 14 has the right to free, public, and obligatory education at a neighbourhood school, according to the RTE Act, 2009, which took effect in 2010. It is a child-centered law that seeks to guarantee children's rights to free and compulsory education as well as the provision of quality education by providing the necessary infrastructure and ensuring that schools adhere to certain norms and standards by removing all obstacles (including financial ones) that prevent access to education. "Every kid in the age range of 6 to 14 years has a right to free and obligatory education in a neighbourhood school," according to the act. It is a child-centred law that aims to protect children's rights to free and compulsory education as well as to ensure that schools adhere to specific standards and norms by removing any obstacles (including financial ones) that stand in the way of students' access to education.

Literature Review

A researcher can gain a detailed understanding of the study's design by reviewing relevant literature. Additionally, it aids in illustrating both the area of current study and the results of earlier studies. The importance of the review of related literature is crucial to every research endeavour. It enables the researcher to comprehend earlier work that has been completed. It allows the researcher to understand how to reach the frontier in the field. The information will help the investigation. As a result, data for the particular area of the study may be gathered by reading the pertinent literature.

NATIONAL POLICY ON EDUCATION (1986)

India's education system is currently at a crossroads; neither the pace and form of progress, nor the regular linear expansion, can fulfil the demands of the scenario. Rajiv Gandhi believed that the brightest students should receive the greatest possible education, regardless of their socioeconomic background. When the University Education Commission was established in 1948 and Dr. S. Radhakrishnan was appointed as its head, the process of transformation began. Regarding reform and transformation in university and college education, the Commission provided several really helpful proposals. On their advice, a second commission known as the Secondary Education Commission was established in 1952 to look into the shortcomings of Secondary Education and to bring about desired changes in its policy that would be egalitarians. Dr. A. L. Mudaliar, another eminent educationist, served as the commission's chairman. To provide access to everyone, an effort would need to be undertaken.

165th LAW COMMISSION REPORT, 1998

The study called for the passage of a national law requiring free and mandatory education without first awaiting a revision to India's Constitution. It is essential for India's educational progress. The study then made the suggestion to incorporate private institutions without assistance into the plan for free and required education.

The report recommended eliminating the tuition charge, giving away free textbooks, uniforms, lunches, and other necessities.

Interpreted compulsion as:

- Compulsion on state
- Compulsion on parents
- Compulsion on society

Numerous writers and academics have focused their studies on the development of legislation, jurisprudence, and the 2009 Right to free and Compulsory Act.

As a result, there is a wealth of information in this topic that can be found in many different books, journals, magazines, conference proceedings, theses, dissertations, and reports. Following are reviews that the researcher has completed for books, papers, and journal articles.

The Indian Constitution's founding authors envisioned in Article 45 that "the state shall endeavour to provide, within a period of 10 years from the start of this Constitution, for free and compulsory education for all children till they finish the age of 14 years." This was done in 1950. The "state, within its economic capabilities to make effective arrangements for education" was another demand made by them.

In order to offer some comments on the universalization of school education in India, Niranjana Radhaya, V P wrote a book titled "Universalization of School Education - the Road Ahead." The 86th Constitutional Amendment, which was at the time this book was published, declared free and compulsory education in schools to be a basic right. After 54 years, the nation has merely passed laws and has not yet developed a workable plan for putting it into practice. The Indian Constitution's founding authors envisioned in Article 45 that "the state shall endeavour to provide, within a period of 10 years from the start of this Constitution, for free and compulsory education for all children till they finish the age of 14 years." This was done in 1950. "They also called for the "state, within its economic capacity to make effective provisions for education."

In their book **"Right to Education and Revitalizing Education,"** Aggarwal & Gupta wrote on the various facets of Indian education, notably school education. This book's "A brief history of education reforms in India" part was produced with the intention of shedding light on Indian educational reforms. When discussing the educational history of India, the authors used a historical and analytical method. The Wardha Education Scheme, which Gandhiji endorsed, is the first significant educational reform attempt that the writers of this book have examined. The book "SarvaSikshaAbhiyan" describes the main components, relevance, and significance of the SarvaSikshaAbhiyan (SSA), which aims to provide universal access to basic education.

A research titled **"Rural Context of Primary Education - Searching for the Roots"** was conducted by Bapat and Karandikar. This study concentrated on the fact that India's current educational system, from preschool to higher education, has been imported from the West during the past 200 years in little parts. This system has never been fully embraced by the populace since it overlooked the broad cultural settings of Indian society and the cultural specialties of its many parts. The researchers noted that it is scarcely necessary to remind out that Western cultures have a very different ecological heritage, ethics, and cultural commitment than do eastern countries. These cultures have always been poles distinct in terms of climate,

natural environment, settlement patterns, historical evolution, resulting aims and vocations, and worldviews. They contend that this is the major factor for the ongoing conflict in India between society and education.

In a research named "**Teachers Literacy towards the Child Rights**," Sunita discovered that secondary school teachers had a sufficient degree of knowledge about children's rights. The research that was evaluated revealed that there were limited studies on elementary school teachers' awareness of the 2009 Right of Children to Free and Compulsory Education Act. There hasn't, however, been a research that examines how knowledgeable instructors in West Bengal's Nadia and North 24 Parganas districts are about the Right of Children to Free and Compulsory Education Act, 2009. The purpose of the study is to close the knowledge gaps in the areas connected to the RTE Act of 2009.

Research Methodology

Statement of Problem:

The socioeconomic wellbeing of the populace was firmly upheld as the primary goal of Indian lawmaking, in India the biggest democracy in the world. Education is a right for everyone. The three most important demands of the population are food security, universal access to healthcare, and education for all. One of the biggest issues facing the developing world, particularly in Africa and South-East Asia, is illiteracy, which has been linked to several socioeconomic and ethnic conflicts.

The Right of Children to Free and Compulsory Education Act of 2009 gives both the federal government and state governments primary responsibility for enforcing the law through the provision of schools, qualified teachers, curriculum development, standard monitoring, elimination, and the promotion of equal access. Other stakeholders, including local government officials, parents, communities, and civil society groups, are crucial to the effective implementation of the Act. However, the Government faces a number of difficulties that make it difficult to execute the legislation, including insufficient resources, a lack of capacity to carry out policies, and low levels of knowledge, awareness, and training.

As a result, on August 26, 2009, the Indian government approved the Rights of Children to Free and Compulsory Education Act. However, we have yet to observe the actual effects of

this new provision. Despite all of the attempts to make education free and mandatory for everyone, many youngsters still do not sense a right to school. Since many children are still not attending school, they are deprived of their entitlement to an education. In particular during this pandemic condition, several social and economic reasons are to blame for the hurdles and violations of the right to education⁷.

In accordance with international and national legal standards, all children have the right to an education, but providing access to a high-quality education for all children has proven to be challenging owing to a number of issues. It is well known that Indian women have lower literacy rates, lower enrollment rates, and greater dropout and non-enrollment rates than males. The gender gap has continued to remain significant since India gained independence in 1947, despite the fast expansion of the educational system.

Objective of the research:

1. To assess the level of awareness of different stakeholders on the related provisions of the RTE Act 2009.
2. To understand the roles and responsibilities of individuals/ authority to implement the provisions of the Act effectively within the State.
3. To list out the measures taken by individuals/ authority to effectively implement the provisions of the Act within the State.
4. To list out the constraints faced by individuals/ authority in the effective implementation of the Act during this Covid 19 Pandemic.
5. To critically review/ analyse the accomplishments and gaps in the implementation of the RTE Act 2009 in the State in the last 11 years.
6. To come out with concrete recommendations for the effective implementation of the RTE Act, 2009 in the State.

Hypothesis:

- There Is Lack of Awareness amongst the teachers, parents and schools about the Right to Children to Free and Compulsory Education Act 2009 and it has not helped the weaker section of the Society.

⁷ Styaki Deb 'RTE Act : (Right to Education Act, 2009)' < <https://blog.ipleaders.in/rte-act-right-to-education-act-2009/>> accessed 15th July 2022.

- The Scarcity of Qualified teacher and Staff Poor Infrastructure, Lack of Fund are the hindrances in the implementation of the Act in its true spirit.
- Covid19 Pandemic has affected Right to Education, Especially at Primary Level Seriously.

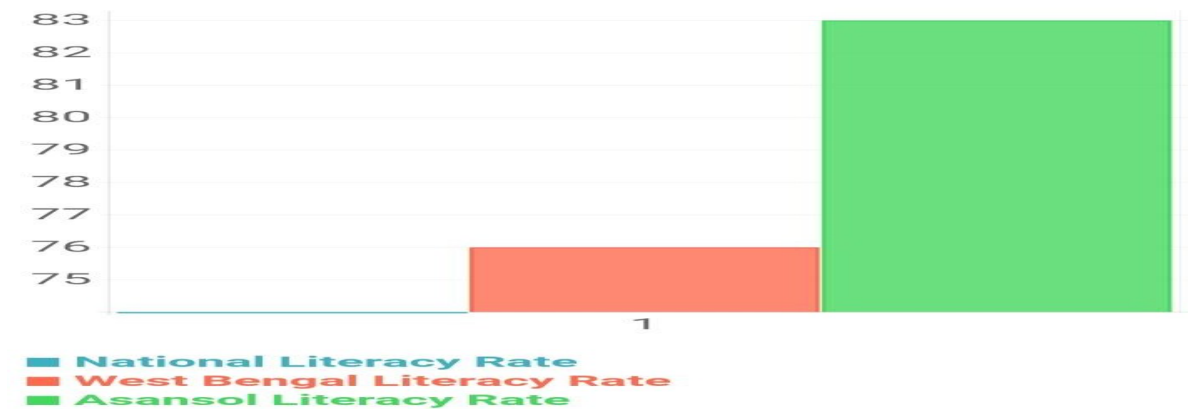
Methodology:

This research is based on Non- doctrinal type pattern. Non- Doctrinal Research is also known as Empirical Research.

Study Area:

The Researcher has conducted this Empirical Research on Asansol Lok Sabha Constituency, Paschim Bardhaman, West Bengal. West Bengal Having literacy Rate of 76.26% (National rate 74.04%) . As per the 2011 Census , the total population of Asansol is 1,243,414 out of Which 646,052 are males and 597,362 are Females .The City has a literacy rate of 83.30%.⁸

Literacy Rate Comparison as per 2011 Census



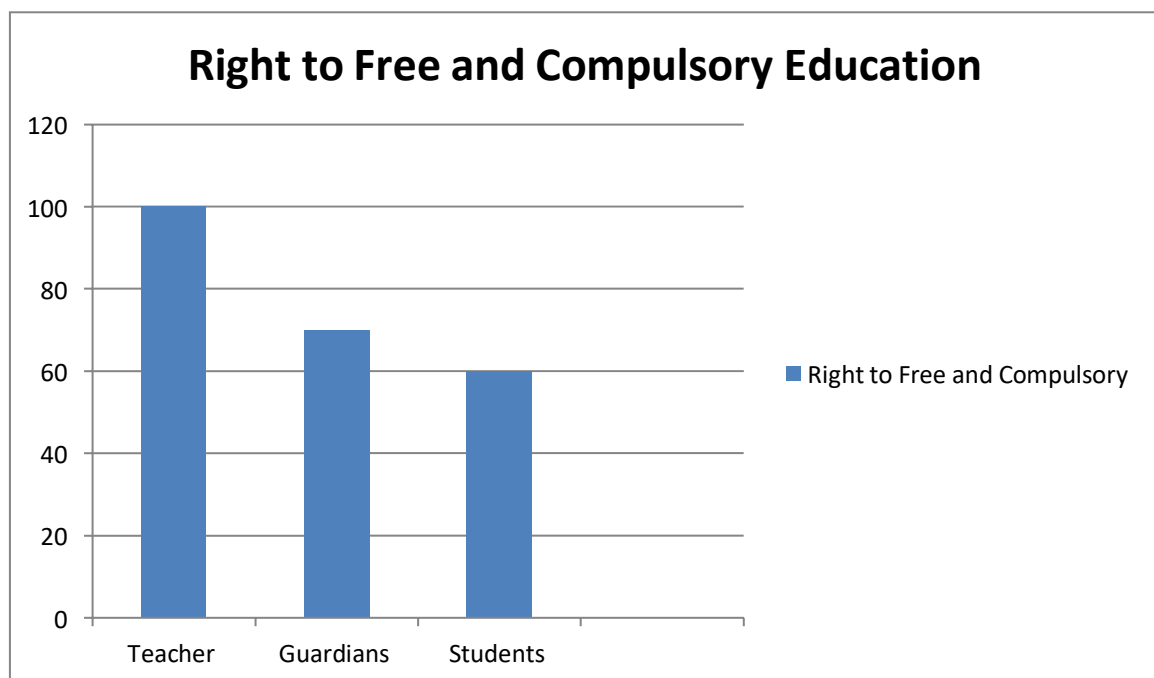
Data Collection & Data Analysis

The Researcher has collected data From School Teachers, Guardians, and Students.

Respondent	Number

⁸ Asansol City Population 2011 – 2022 < <https://www.census2011.co.in/census/city/200-asansol.html>> accessed 15th July 2022.

Teacher	40
Guardians / Parents	30
Students	30

Data analysis:**I. Awareness Regarding Right to Education:**

Out of 40 teachers every one said that they know about Right to Education and it is a Fundamental Rights and they know about Right to Education Act 2009 and its various provisions. They have attended Seminars organized Regarding Right to Education.

Out of 30 Guardians, 21 Said that they know about Right to Education,

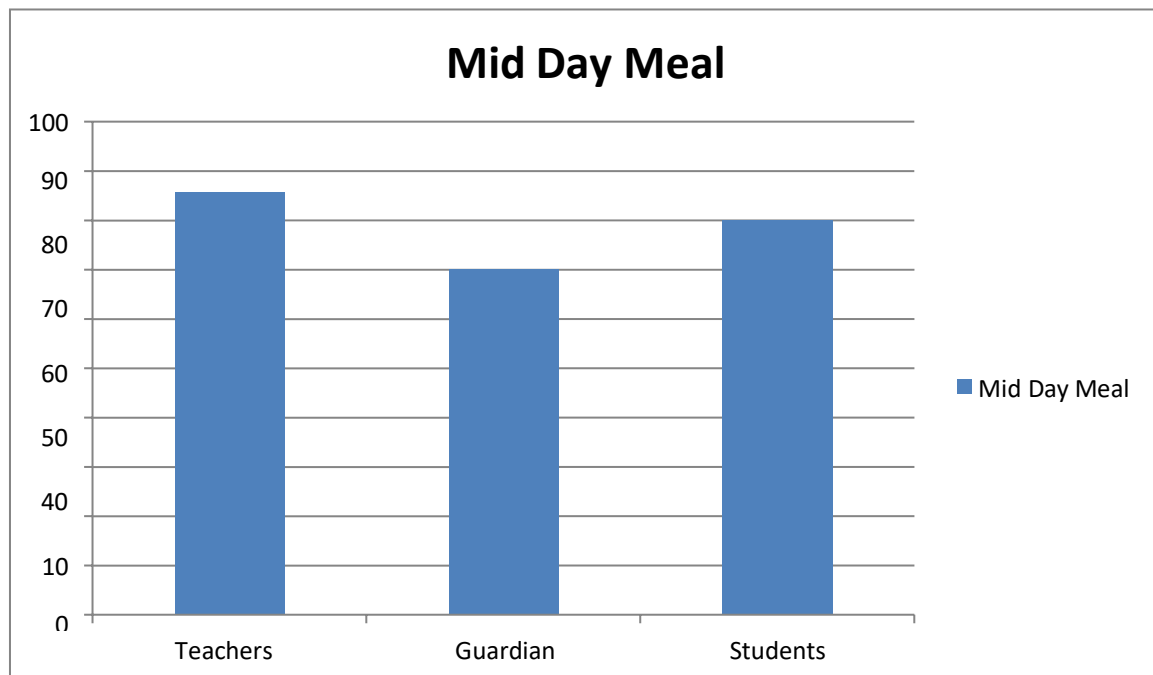
Out of 30 Students, 18 said that they know about this Right.

II. Mid- Day Meal system:

Out of 40 School Teacher 6 said that mid day meal is not provided in their school.

Out of 30 Guardians 9 said that in their children school mid day meal is not provided.

Out of 30 Students 6 said that in their School Mid day meal is not Provided.



III. Infrastructure:

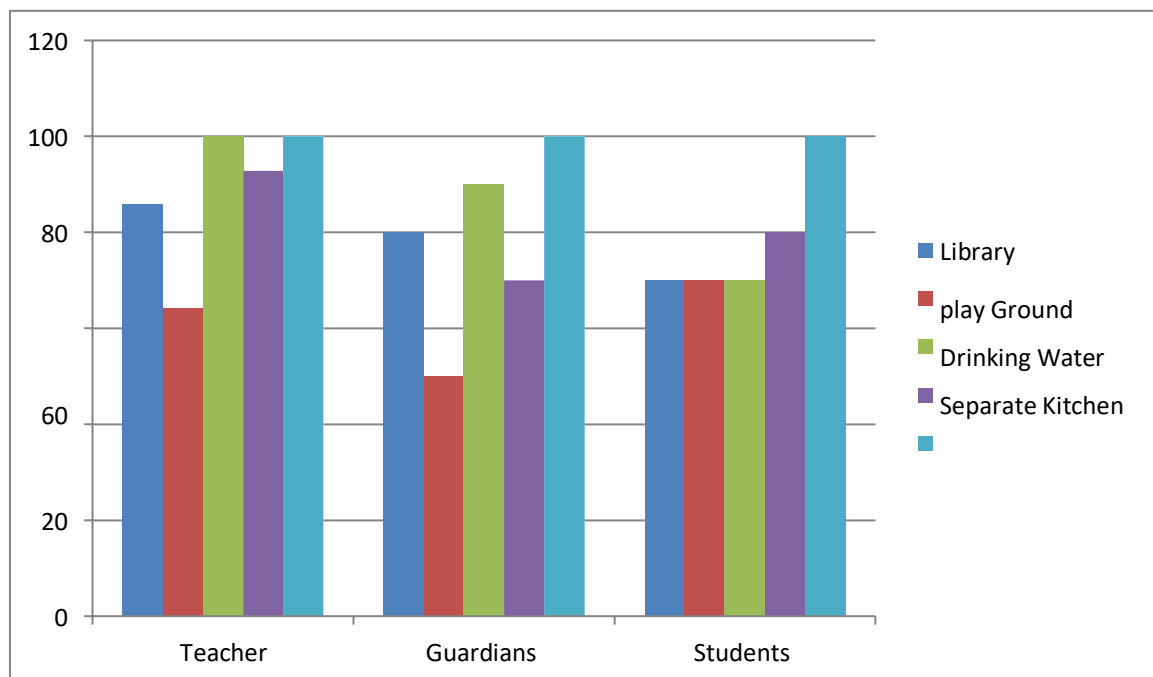
Library, play ground, Drinking Water, Separate Kitchen for Mid-day meal , Separate Toilet Block,

While analyzing the data it is found that 85.72% schools having Separate Library, according to guardians, 80% and 70% according to Guardians and Students.

Regarding Drinking water Teachers- 100%, Guardians- 90% , Students- 70% , said that safe and adequate drinking water is available in their School .

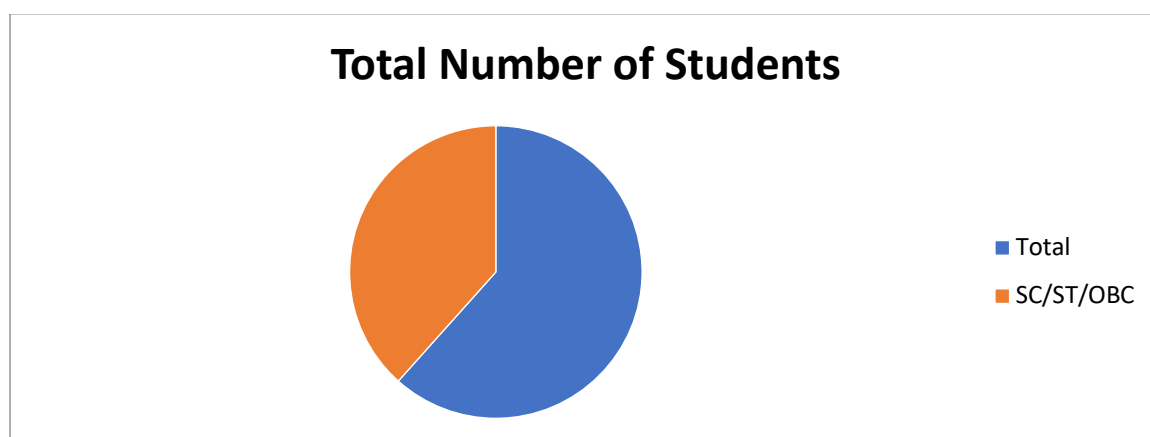
Regarding Separate Kitchen Teachers- 92.8 % , Guardians- 70 % , Students- 80% Admitted they have Separate Kitchen.

Regarding Separate Toilet for Girls and Boys Teacher, Guardians and Students, all of them said there school is having that.



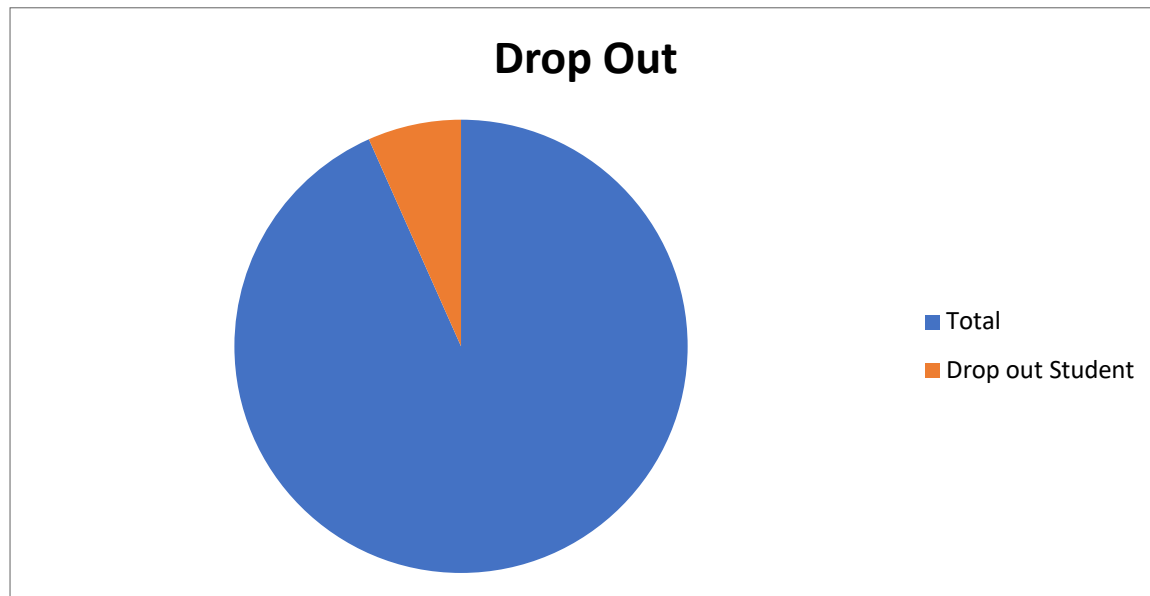
IV. Children Belonging to Disadvantaged Group & Weaker Section of the Society:

After collecting data from the schools from various Corners of Asansol like- Burnpur, Raniganj, Chittaranjan, Jamuria, Etc, as per this data it found that in all over average 62.30% Percent are Studying in this Schools who belongs to Schedule Tribes, Schedule Castes and other Backward Classes Category .



V. Incident of Child Drop out:

While analysing the data regarding Child drop out in School it was found due to child Labour or Child Marriage there are few incidents (7.14%) were noticed by the Teachers . In those cases the student did not completed his/ her elementary Education.



Verification of Hypothesis:

Hypothesis No:1) There Is Lack of Awareness amongst the teachers, parents and schools about the Right to Children to Free and Compulsory Education Act 2009 and it has not helped the Weaker Section Of the Society.

We all know how important education is in determining how our lives will turn out, yet there has been a serious issue with it in our nation. The Indian educational system is battling a number of problems. We cannot dispute the efforts made by the Indian government and institutions to change the current system of education. However, there are still a number of difficulties that need to be resolved.

According to Chapter of Data Collection and Analysis in that part we can see that there according to this Study and as the Survey Results shows, there is Higher awareness among the Teachers, Regarding Right to Education, They have attended seminars also.

But if We compare it with the data of the Parents awareness, it will appear that there is still lack of awareness among parents regarding Right to Education.

Regarding the Sub part of the above Hypothesis that is the Right to Education Act has not help the Weaker Section.

As per the detailed analysis in the previous Chapter , it is before us that 62.30% of students of Total Number are studding in the above Schools are belonging to Sc/ST/ OBC . Those people belonging to the weaker and Disadvantaged group will be suffering if Under the Right to Education Act 2009 , they were not getting free and Compulsory education in there nearest School.

Thus This Hypothesis is Partly accepted that there is lack of Awareness, Specially among parents in my Study Area.

But in Case of The Sub hypothesis it is not accepted, Data is showing that Development have happened to towards the Disadvantaged Groups and helped then to get access to the Right to Free and Compulsory Education.

Hypothesis No: 2) The Scarcity of Qualified teacher and Staff Poor Infrastructure , Lack of Fund are the hindrances in the implementation of the Act in its true spirit.

While analysing the data it is found that 85.72% schools having Separate Library , according to guardians, 80% and 70% according to Guardians and Students.

Regarding Drinking water Teachers- 100% , Guardians- 90% , Students- 70% , said that safe and adequate drinking water is available in their School .

Regarding Separate Kitchen Teachers- 92.8 % , Guardians- 70 % , Students- 80% Admitted they have Separate Kitchen.

Regarding Separate Toilet For Girls and Boys Teacher , Guardians and Students , all of them said there school is having that.

Only 42.85 Percent Teachers have acknowledged that during the Research that they have Completed B-Ed Course.

28.57 percent of the School teacher has said that there is lace of Infrastructure and urgent need of improvement.

So this hypothesis is accepted, that there is lack of infrastructure in some schools and that are the hindrances in the implementation of Right to Education Act 2009.

Hypothesis No 3) Covid19 Pandemic has effected Right to Education, Especially at Primary Level Seriously.

Covid-19 Pandemic has effected all over the World. In India from the Month of March 2020 all the educational Institution are closed. Due to this covid 19 pandemic the Education sector is badly affected. Under the Right of Children to Free and Compulsory Education Act 2009 the free education is in front of serious threat during this pandemic Situation. Teachers, Parents and Students are Suffering various problems during this last Five months. The details Data is discussed in the previous Chapter in data analysis Section. During this Pandemic:

- No Regular Physical Class was Possible.
- Syllabus was not Covered
- Examinations are Post pounded
- Some Schools have been used as Quarantine Centre during this Covid -19 Pandemic .
- Mid Day Meal System got affected.
- All students do not have mobile Connection.
- Poor network Connectivity in Remote Village Areas.(even today 4g network connectivity is not available.
- Teachers are not comfortable with online Technology
- Private Schools are taking fees for those services which they are not providing in this Pandemic.
- Lack of Infrastructure.
- School Documents are not kept in Soft Copy.

- Teachers residing at different district are Facing Problem to Conduct School essential Activities.
- From the data received under this Study it is clear that large number of teacher, Student and Parents are suffering from various problems above mentioned.
- Hence the Hypothesis are accepted

Conclusion and Recommendations

While the COVID-19 epidemic has put the whole world under lockdown, businesses have adopted work-from-home (WFH) policies, with different degrees of success.

But how is the situation in the field of education? Due to school closures in at least 188 nations, more than 91 percent of children worldwide are not in class.

To keep kids interested and on the path to learning, the education industry must adapt to these new difficulties and develop answers. How will the educational system and teachers respond to these difficulties? How will children continue to learn, even as school, by necessity, becomes a digital space?

The Indian government has created highly effective programmes to deliver elementary education across the nation during the past 60 years⁹.

It is hoped that the government of India will be able to realise the objective of providing a high-quality education to all children in the nation within the next ten years with a clear vision, firm will, higher investments, greater dedication, rapid decentralisation, and increased public participation.

There is no indication of when they will reopen, and it has been over a month. This is a pivotal time for the education sector since it is when board exams, nursery school admissions, entrance exams for different institutions, and competitive exams, among others, are held. In India, where there are more than 285 million young learners, school and university closures would not only have a short-term impact on the continuity of learning but also have significant economic and

⁹ 15 initiatives taken by Central Government to improve teaching standards in India: HRD Minister<
<https://www.indiatoday.in/education-today/news/story/15-initiatives-taken-by-central-government-to-improve-teaching-standards-in-india-hrd-minister-1556357-2019-06-26>> accessed on 15th July 2022.

societal repercussions as the days go by without a quick response to halt the COVID -19 epidemic.

The first areas of these restrictions to have an impact on learning and teaching practises included instructional methods and assessment techniques. Few private institutions were able to implement online teaching strategies. Contrarily, low-income private and public schools have totally closed because they lack access to online learning resources. In addition to the lost learning opportunities, the students are under financial and social pressure during this period and are unable to access nutritious meals.

Recommendations:

- Government should make a Clear plan to deal with these Situations.
- Training should be given to Teachers for conducting online classes.
- Government should provide special Internet plans to the Students.
- Fee Reduction in private school.
- Upgrade infrastructure in Schools in remote areas.
- Mobiles should be given to them who cannot afford it.
- There should be too much government Agencies interfering in Right to Education.
- The Age limit should be increased and it should be 0-18 Years.
- Children with Special need should be brought under the Act.
- Special class should be arranged as from last two years regular class has been hampered.

Education is fundamental to human development¹⁰. Thus, the right to education serves as the cornerstone of the nation's and the individual's inclusive growth. The Right of Children to Free and Compulsory Education Act, 2009, which was passed in accordance with Article 21A of the Indian Constitution, recognises and formally guarantees children's right to an education in this context. The Act ensures that all children between the ages of 6 and 14 have access to free and required education. It is undeniable that the law had good intentions. However, the ineffective way in which it has been implemented is turning out to be risky and damaging.

¹⁰ Elizabeth King 'Education is Fundamental to Development and Growth' <<https://blogs.worldbank.org/education/education-is-fundamental-to-development-and-growth#:~:text=Education%20is%20fundamental%20to%20development%20and%20growth,administration%20and%20private%20sector%20growth.>> accessed 15th July 2022.

In order for children to achieve holistic development via the successful realisation of their right to education in its purest form, it is imperative that the State and the community work together and make earnest efforts to provide them with a suitable environment.

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