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**Right to education during Covid 19 situation**

Aditya Sharma

## INTRODUCTION

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In India, educational structures have a rich and exciting history. It is believed that in the early days, education was orally shared by scholars and scholars, and information was transmitted from one age group to the 21st century. the RTE Act includes the terms "free and obligatory". "Free education" means that no child other than a child admitted by her parents to a school without appropriate government support will be liable to pay any fees or charges. Or any costs that can be prevented. From continuing and completing primary education. "Compulsory education" is the obligation of the government and local authorities to provide and ensure the enrolment, completion and completion of primary education by all children in the 6-14 age group. With this in mind, India has moved forward within the framework based on the legally binding rights of the central and state governments to exercise the fundamental rights of the children enshrined in Article 21A of the Constitution in accordance with the provisions of the RTE. . The devastating and devastating effects of the cover have put the world at its core. In addition, most governments around the world have temporarily shut down educational institutions in an effort to stem the spread of the 19 pandemic. Also in India, the government, which is part of a nationwide lockout, has closed all educational institutions as a result of students ranging from children to school to postgraduate students.

These nationwide closures are affecting more than 91% of the world's student population. Many other countries have implemented basic closures that have affected millions of additional students. UNESCO is supporting countries in their efforts to mitigate the immediate impact of school closures, especially for vulnerable and vulnerable communities, and to facilitate continuing education for all. Each through distance learning. A UNESCO report estimates that the pandemic will affect more than 290 million students across 22 countries. UNESCO estimates that about 32 students are affected in India, including students in schools and colleges. The impact of the 19th Framework on the right to education is known worldwide. Of the 1.5 billion students who did not attend school in March, nearly 1.1 billion in 146 countries are still affected today. Once many countries have officially begun the process of reopening schools, it is time for civil society organizations (CSOs) to suspend and reflect on what has happened.

Technological advances and the need for social change create a constant need and demand for appropriate changes to the education system. The Covid-19 epidemic has severely disrupted the

education system. Worldwide, schools are closed, thereby threatening the learning and education of children. In these difficult and difficult times, it is imperative that all participants in the education system, such as central / state / local authorities, technology publishers and education professionals, become rescuers and work together to ensure adherence. The right to education.in the current situation where one can not walk out of the house, teaching and learning online or practical classes with the help of video calling sites have become a good solution. Although online learning is no substitute for regular study for all-round learning, virtual rooms can ensure continued learning in these difficult times. Other important learning aids available are radio and television, e-mail, e-mail, messaging, What Sapp, and local volunteers from the neighbourhood. It helps to design a program that has a year-round curriculum.

The need for an online system to reach students from EWS and those in remote and rural areas is urgent and urgent. Problems and challenges are plentiful for these children since they may not have access to the internet, learning gadgets. Etc. And for young children whose parents, if illiterate, cannot support them for online learning. Promoting personal communication through teachers' phones to students and local volunteers can help. There are challenges for both teachers and students for internal evaluation, online correction. However, no matter what the problem, when joint efforts are made with high will and commitment, the education of the children is the backbone. For the growth and development of any society must continue.

Covid-19 issues make it not only the creation and maintenance of, but also the constant updating of online education data. Efforts should be made to make children aware and technology-savvy and e-learning should be incorporated into their daily learning habits. This may require consultation with both the child and the parent. The digital divide has so far extended across India, further separating the wealthy from the underprivileged and tech-savvy from the tech-poor, with millions of children are struggling to meet the challenges of online classrooms.

The COVID-19 pandemic that has forced people into their homes and forced schools, colleges, and universities to take virtual classes blew up educational dreams with ample conditions: a computer or at least a smartphone, a proper Internet connection, and an uninterrupted power supply. The field of education, which never reached the real level, is now potholed, vibrant, and bumpy-lumpy as students, and their teachers, in villages, cities, and towns struggle to cope with the demands of the times. For example, children in a small town area on the floodplain of the Yamuna River along the Delhi-Noida border have never had it been so easy. To reach the



school, they used to cross the river by boat, just minutes away. Students also don't have such an option. Like Sumit Wadakar, who attends the same school, and his father, Laxman Wadakar, worked as a security guard at the Mumbai Film City. He honestly said that his salary is not enough to buy a smartphone.

In Srinagar, the situation is different, but the helplessness is the same. The parents of Sheikh Sulayman Mushtaq can afford his private school education, but the Kashmir Valley has only 2G connections. The slow speed means that 10th class pupils cannot transfer large files and attend live-streaming courses on their computers. When students struggle with connectivity issues, insufficient screens, and no electricity, teachers also get into trouble. Jeyashwari RC Nadar teaches mathematics to 5th and 6th class children at a school in Mumbai. During class, she uses a transparent tray from the refrigerator as a mobile stand. She said about 10-15 students in the class were unable to take online sessions. She said that even for those students who can participate, it is difficult because mathematics specifically requires one-on-one interaction with students to better understand. Jaishwar Sulochana teaches Hindi and history at a school in the densely populated Dharavi slum in Mumbai which is considered the largest slum in Asia, stated that many of her students live in one-room houses.

Background noise disrupts their concentration. Moreover, although most families have smartphones, some students cannot attend classes because their parents take the device from them whenever they go to work. The requirement is to equip these students with mobile phones and tabs so that they can at least attend online classes. She said: Teaching students through online courses is not satisfactory.

### **PROBLEMS FACING RURAL EDUCATION IN INDIA**

- Teachers of rural schools in a small town and villages get a low income. Many teachers have not received their salaries in the lockdown so there is a possibility that teachers give less attention to children while teaching online.
- Most schools do not have appropriate infrastructure. So they don't get most of Computer education and other facilities. In this pandemic period, most of the teachers who don't have computer knowledge, are unable to teach students online.

•Unable to obtain supplementary education. Provide quality education to growing students means more teachers need to be trained so that they can maintain sufficient personalized student-teacher engagement.

## **CHALLENGES**

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1. Lack of hardware facilities which hinders the reliability of e-learning.
2. Lack of policies, strategies, plans, and monitoring and control to ensure cross-departmental and multi-stakeholder participation.
3. Lack of knowledge of the use of e-learning materials and services provided.
4. A problem in finding willing technicians to training illiterate rural areas of India.
5. Primary schools did not teach computer courses or skills so it is difficult for students to attend online classes whose parents are illiterate.
6. Insufficient skills of trainers or kiosks operators.
7. Content development is irrelevant and participatory.
8. Unable to provide services to rural areas.

The Indian Supreme Court, via two judgements, exempted all minority schools (aided and unaided), generally understood to mean religious and linguistic minorities, from the operation of the RTE Act, thereby diluting the fundamental right guaranteed under the statute. Reportedly, many private schools in the country have sought exemptions falsely claiming minority statuses, so that they can be excluded from the provisions of the RTE Act, thereby vastly affecting a child's access to education services.

## **POSITIVE IMPACT OF COVID-19 ON EDUCATION**

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Rise in use of Learning Management Systems: Use of learning management systems by educational institutions became a great demand. It opened a great opportunity for the companies those have been developing and strengthening learning management systems for use educational institutions Enhance the use of soft copy of learning material: In lockdown situation students were not able to collect the hard copies of study materials and hence most of the students used of soft copies materials for reference. Improvement in collaborative work- There is a new opportunity where collaborative teaching and learning can take on new forms. Collaborations can also happen among faculty/teachers across the world to benefit from each other

## CONCLUSION

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COVID-19 has impacted immensely to the education sector of India. Though it has created many challenges, various opportunities are also evolved. Education is a human right and an indispensable means of achieving other human right this situation is not in the favour of favour of human. It's been too difficult to study in this situation in any manner the covid 19 do not violates right to education,. The government of every country gives their best to provide education to everyone. Before the spread of the 19th framework, "learning from poverty" was already high. School closures are essential to reduce the spread of IDI 19, however, the state must take the necessary steps and implement effective measures to protect the right to education. The education system in India is embracing the shift caused by epidemics to teaching and learning. In times of crisis, when vulnerable groups of society need more protection, it is unfortunate that they are the most vulnerable.

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