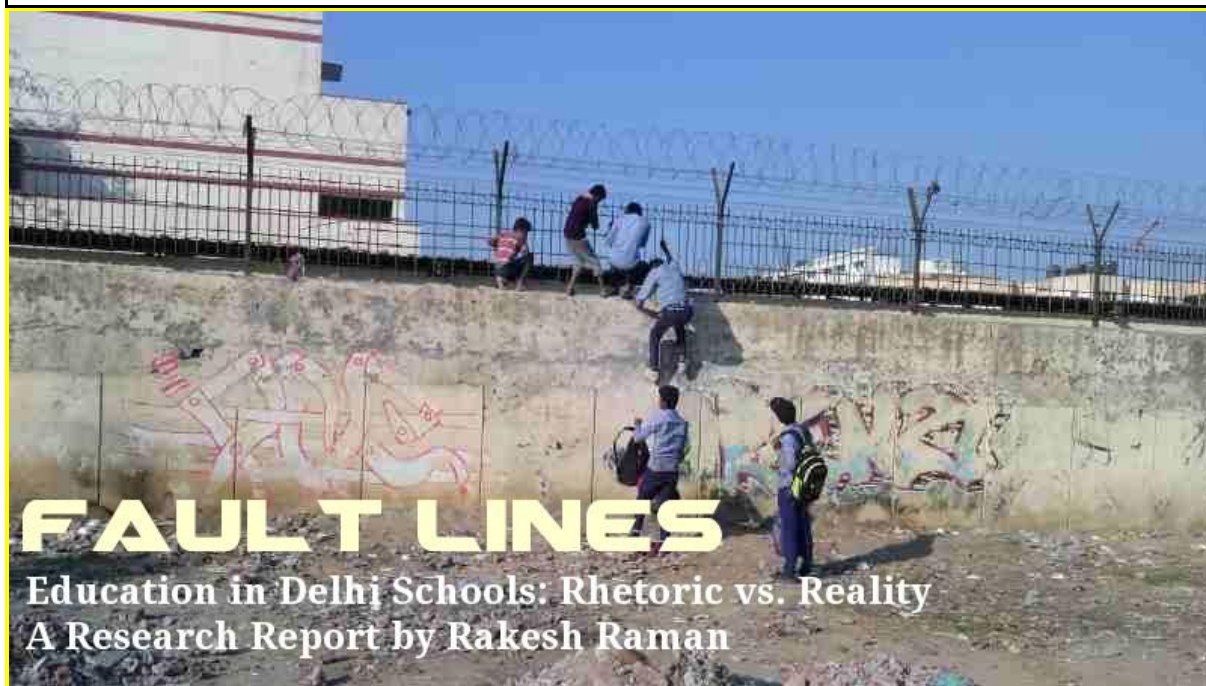


# FAULT LINES



Students of a government school in Delhi cross high walls and barbed wires to abscond from the school. Teachers have no control on students. Photo by Rakesh Raman

## FAULT LINES

**Education in Delhi Schools: Rhetoric vs. Reality**  
**A Research Report on the Quality of Education**  
**in**  
**Delhi Government Schools**

**By Rakesh Raman**

First Released in February 2018  
Updated Version: June 2018

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## REPORT SUMMARY

While the local politicians and top bureaucrats in Delhi Government are going gaga over the hyped quality of education in Delhi schools, there is a marked difference between the rhetoric and reality.

In fact, the quality of school education has been going from bad to worse. But the corrupt government forces are disseminating false propaganda around the education quality just to hide their administrative failures and woo gullible voters.

This report has been prepared by RMN Foundation - a humanitarian organization - which also runs a free education and career counseling centre for deserving children in New Delhi. The report has been prepared after more than 3 years of extensive research which includes door-to-door surveys, interactions with hundreds of Delhi school students, parents, and teachers, and a number of other educational outreach programs.

The author of this research report - **Rakesh Raman** - runs a free school single-handedly (without any support) to provide modern education to deserving children in a poor colony of Delhi. He has interacted with hundreds of students and parents to understand the current education system in Delhi schools.

Under his NGO RMN Foundation, he is running multiple field campaigns and educational outreach programs with the help of student volunteers who study at RMN Foundation school.

He also has written academic as well as supplementary education books to provide modern education to children. He has developed a “Constructive Education Framework” for school students to help them compete in the modern knowledge-driven world.

Earlier, he was associated with the United Nations (UN) through United Nations Industrial Development Organization (UNIDO) as a digital media expert.

The report highlights numerous pitfalls in the current state of school education including irrelevant syllabuses, poor content quality of books, defective pedagogical methods, incompetence of teachers, disturbing teacher-student ratios, and overall lack of administration in local schools.

The report observes that the government schools are being run in a totally free-wheeling manner mainly because the school teachers, bureaucrats in education

department, politicians in government, and top officers in Delhi administration are clueless about the modern education concepts. They never tried to save the decaying education standards.



As part of its ongoing education awareness campaign in Delhi, RMN Foundation has started presenting a street play – चमेली की पढ़ाई – which reveals the problems in the education ecosystem.

The report finds that since there is no correlation between the education being imparted in schools and a student's employability, the joblessness has been spreading like a dreaded disease. While the government has failed miserably to bring even an iota of positive change in the education system, it is squandering huge public money in the name of education.

Finally, the report offers a number of remedial measures that the government must take to improve the quality of education in Delhi schools in order to save the lives and careers of millions of students.

Although the report is focused on Delhi schools, its findings can be applied to all the schools in India.

## **DISTURBING INCIDENTS**

***All the following incidents are real and have been shared with me by Delhi school students and parents. These are only some of the many incidents.***

1. A student of 9th class was given an English test paper in a January 2018 exam. As the student was never taught the English language, she could not complete the paper.

One question in the paper was about writing a diary account of a planned excursion.

A couple of days after the exam, the student asked the English teacher to teach her how to write that diary account. The teacher said she does not have time to teach. When the student insisted, the teacher shouted angrily and silenced the student.

The student could never learn the English language that she was asked to write in the exam. The student inferred that the school teacher herself did not know the English subject that she is supposed to teach in the school.

2. Another student of class 8th asked her Math school teacher to solve a simple sum involving only addition and subtraction. The student showed me the answer which was wrong. In order to convince the student that her teacher was not teaching her properly, I solved the sum for the student on the calculator of my digital tablet.

The student was shocked to learn that her teacher did not understand even the basic arithmetic. When the student told about her perplexity to the teacher, the teacher was embarrassed but refused to accept her mistake.

3. A student of 9th class asked her teacher why he is being taught Sanskrit language while Sanskrit is not required in any contemporary job. The teacher failed to handle this sudden query and said he has to follow government orders.

4. A commerce student of 11th class asked his teacher to teach him in English language because it will never be useful to study commerce in Hindi. The teacher said she will teach only in Hindi but if the student wants he can learn commerce in English on his own.

The student was stunned to take this weird reply from his teacher. I could see the signs of nervousness on his face when the student narrated this experience to me.

5. A school does not open the computer lab because there is no teacher who can operate the computer in order to teach the subject to students.

6. When a 9th class student was not able to perform well in the class, the teacher called her poor father and suggested that he should send his daughter to attend private tuitions.

The father was obviously shocked and wondered if he has to pay for private education, then why are the government teachers being paid their salaries?

7. The mother of a primary school student was painfully worried to know from her son that instead of teaching in the class, the school teacher is always busy on her mobile phone.

The mother concluded that the teacher, who is being paid with public money, mostly relishes Hindi film songs with the mobile phone wire in her ears. However, the mother was so scared of the teacher that she could not complain.

8. I met the principal of a government school and asked him why he is not able to stop the students who cross barbed wires to regularly abscond from the school. The principal told me that he is too scared to stop the students as the belligerent students can attack him.

9. When I asked the principal of another school to change the syllabus and teaching methodology in order to make the students employable, the principal told me that she cannot do it because this is the responsibility of her bosses in the education department.

10. In a meeting with government school students and teachers, an MLA (Member of the Legislative Assembly) in Delhi told poor students that the education quality in their school is so good that soon the students of a popular private school (which is in front of the government school) will come to take admission in that government school. It did not happen even after 2 years because the politician was telling a lie in order to cheat innocent school children.

***There are many more such troubling incidents...***



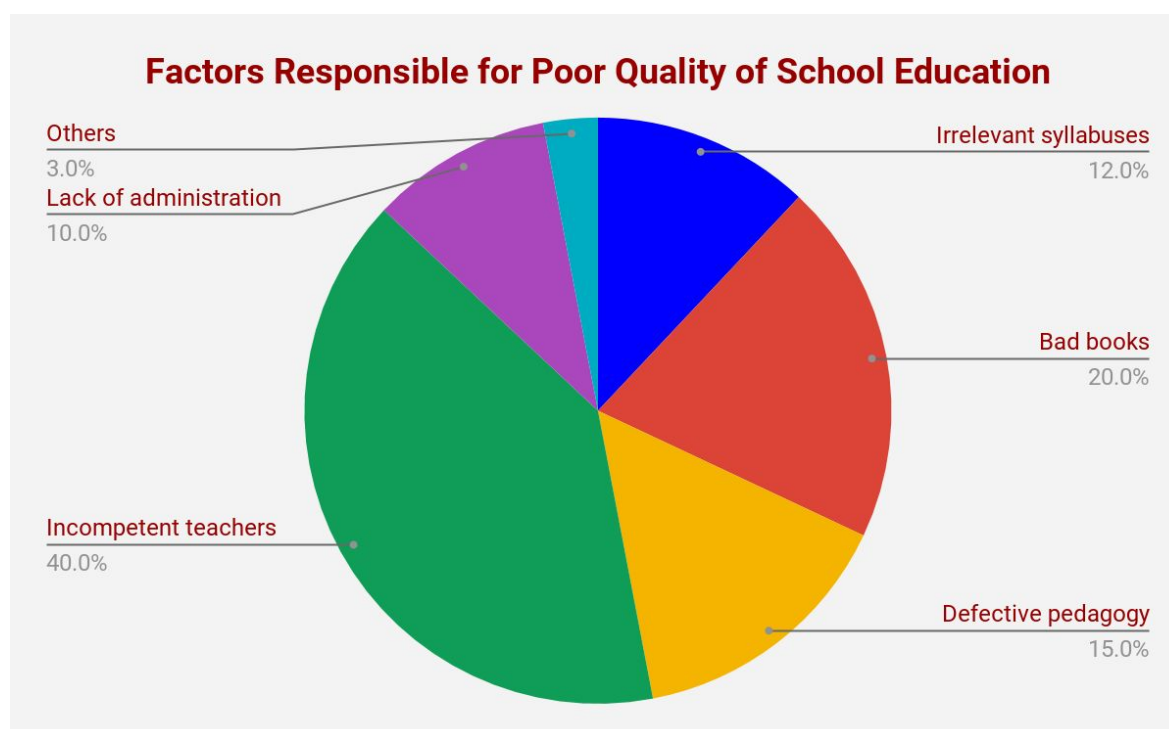
## EDUCATION DILEMMA

The worsening situation of school education in Delhi is also reflected in India's deplorable Human Development Index ([HDI](#)) that totters at a poor rank of 131 in the world. In the Draft National Education Policy ([NEP](#)) also, the Government of India has admitted that there are many flaws in the Indian education system.

Instead of learning from the HDI indicator or the findings of NEP, and improving the education system in local schools, Delhi Government has become a part of the worrisome national trend. Worse, the government is creating a huge hype around school education to hoodwink the ignorant students and parents.

The government schools of Delhi are mostly crowded with students from economically weaker sections of society. The parents of these students are so illiterate that they do not understand the meaning of education.

When students go to schools, parents assume that their children are gaining education in the school buildings; but that is not true. This is a misconception which is being exploited by Delhi's politicians and bureaucrats in the education department. In order to hide the facts about deteriorating education standards, they have not created any empirical models to measure the learning outcomes in schools.



Factors Responsible for Poor Quality of School Education



**RMN Foundation founder and school teacher Rakesh Raman explaining the benefits of modern alternative education to parents.**

After spending 12 years in school, the students realize that they have not learnt anything that can help them progress in their career. Their knowledge level after schooling is negligibly low. As they are not suitable for higher education, they end up loitering in streets. Most become drug addicts and start committing crimes such as thefts, scuffles, and gang wars.

But at that time they do not have any channel to register their complaint to hold the school and school teachers accountable. New students join the schools and this vicious cycle continues. Thus, the government is spoiling the lives and careers of millions of students.



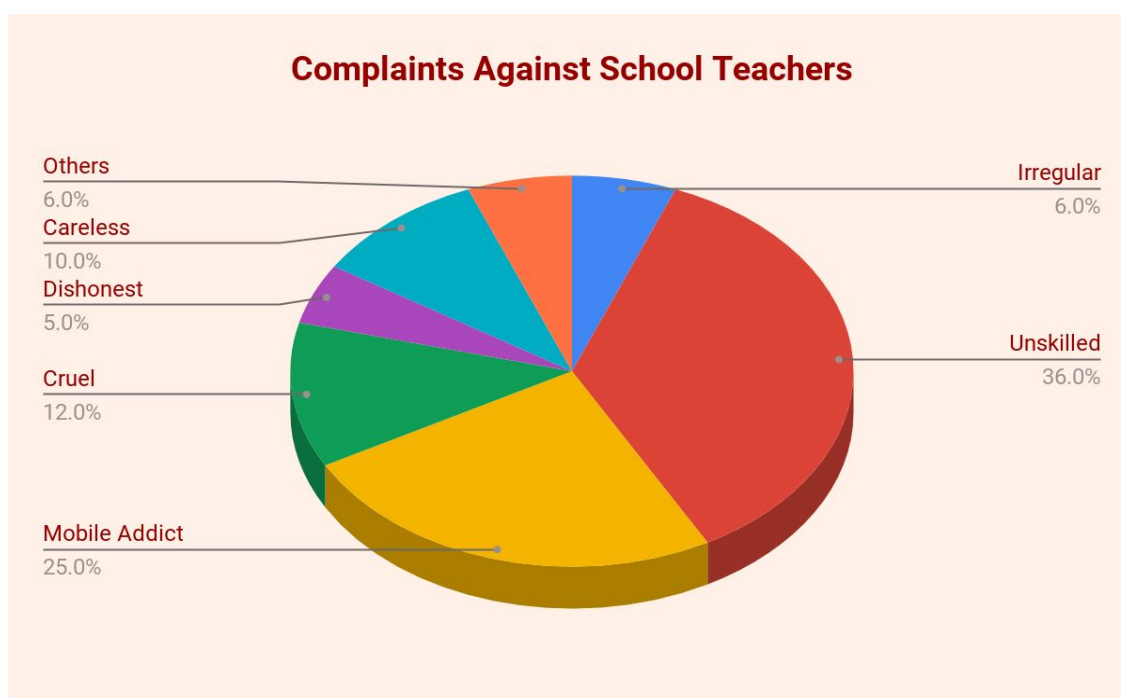
## INCOMPETENT SCHOOL TEACHERS

In the continuously falling Delhi school education standards, the biggest losers are students and their parents – most of whom belong to the disadvantaged section of the society. The primary culprits for this persisting problem are school teachers because they are supposed to take care of the students' careers.

Now it is an open secret that the teachers – guest as well as regular – are so incompetent that they do not deserve any job in schools. They never tried to revamp the archaic syllabuses and obsolete pedagogy in order to make students employable in the contemporary job market.

As a result, joblessness is spreading like a pandemic disease and teachers are responsible for this ugly plight. Students taught by these good-for-nothing teachers cannot be called educated and they never get ready for any work that can give them proper employment.

Moreover, the teachers never tried to acquire new skills that students need to earn their livelihoods in the current cutthroat world. Let alone subject proficiency, most teachers do not know how to properly use English language which is the cornerstone for every modern job in India and abroad today.



**Complaints Against School Teachers**

If government stops protecting them, these government school teachers – who are surviving on public money – will not be able to get any job in the open market

because they do not possess domain knowledge of any subject. Most of these teachers are so raw that they are not even trainable.



स्कूल की बिल्डिंग स्कूल नहीं है। स्कूल का अर्थ तो स्कूल की पढ़ाई है, जो किसी स्कूल में नहीं हो रही।

If they are asked to appear in a proper test in the subjects they are supposed to teach, 9 out of every 10 teachers will fail. Then why do Delhi politicians want to protect them? Answer: Politics – rather dirty politics.

## **DELHI SCHOOLS AND DIRTY POLITICS**

It has been observed that politicians of all political parties that ruled Delhi during the past few decades could never improve school education standards. But the quality of education has particularly deteriorated during the past about 3 years.

While the politicians in Delhi Government headed by chief minister Arvind Kejriwal are playing dirty politics, they want to use teachers as their political agents in schools. The politicians protect all incompetent teachers because they want political favors in return from teachers as they can influence millions of voters - such as parents of local students.

Today, there are nearly 6,000 government or aided schools in which nearly 5 million students are enrolled. A conservative estimate suggests that the number of parents of these students is more than 3 million. This is a massive vote bank.

Obviously, all political parties would like to woo these parents in all types of Delhi elections. At present in Delhi's population of 20 million, there are around 13 million voters. Normally, on average, 60% voters vote in an election. So, it will be safe to assume that roughly 8 million voters vote in a Delhi election. The parties that win elections get somewhere between 30% to 50% votes; other votes get divided among defeated parties.

Going by this formula, the political party that gets about 4 million votes can hope to win an election in Delhi. Now the vote bank of 3 million parents of school teachers looks very big. Almost all of these 3 million voters are poor and uneducated who usually vote in elections. The percentage of educated voters is very low in all Indian elections.

It is extremely easy for Delhi politicians to deceive these uneducated parents of school students by repeatedly telling lies and saying that education quality is very good in schools. But actually the education quality is bad and false education publicity has become a big scandal in Delhi. Poor parents are not aware of this ongoing political fraud.

Instead of empowering the students with quality education, the Delhi Government is creating a dependent society that survives on government dole - such as free water, cheap electricity, subsidized ration, and free health care. The politicians know that it will be impossible for them to cheat the educated and informed citizens. So, they never tried to provide good education to them. Delhi politicians know that in all Indian elections, only poor, uneducated, and ignorant voters vote. That's why they never tried to revamp the education systems.

The ugly education trend in Delhi is a reflection of the national scenario. The Bharatiya Janata Party (BJP) government headed by Prime Minister Narendra Modi was never interested in revamping the education system. Giving least importance to education, Modi handpicked two national education ministers - Smriti Irani and Prakash Javadekar - who themselves are almost uneducated. Modi himself is also not quite educated.

Their aversion to education is evident from the fact in the past over 4 years of Modi government in India, they could not finalize the National Education Policy, although a sketchy [draft](#) of the policy was released in June 2016. While Modi and his party BJP are also dependent on only poor, uneducated voters, they will never create an education system that can educate and empower people.



RMN Foundation school team presenting the street play – चमेली की पढ़ाई – which reveals the problems in the education ecosystem. The street play is being shown in the city as well as villages of Delhi.

Instead of waiting for the final National Education Policy, Delhi Government could have made its own State Education Policy. However, the local politicians preferred to take the easy route of telling lies about education instead of making a policy and saving the lives and careers of millions of children. Moreover, the Delhi politicians, their advisors, and bureaucrats are not capable enough to create a dependable education system.



## EFFECT OF NATIONAL EDUCATION POLICY ON DELHI SCHOOLS

About 2 years ago, the Ministry of Human Resource Development (HRD), Government of India, had released the outlines of the government's Draft National Education Policy, 2016. The 43-page document underlined the challenges in the Indian education system and attempted to provide a framework for the development of education over the coming few years.

The government document highlighted so many flaws in the existing education ecosystem of India that it appears educational institutions are mere stone buildings where no education is happening. After reading the government document which underlines the poor quality of teachers and teaching methods at all levels, all wise parents would wonder why they are sending their children to schools, colleges, and universities.



RMN Foundation school team presenting the street play – चमेली की पढ़ाई – which reveals the problems in the education ecosystem. The street play is being shown in the city as well as villages of Delhi.

The last National Education Policy was made in 1986 with some subsequent tweaks in the early 1990s. So, this was the first major attempt by the Indian government in the past three decades to make a new education framework to provide the right education to the students in India. But the Modi government failed to make a final policy. Here are some excerpts from the draft policy.



## **Challenges in the Education Systems**

The Draft National Education Policy, 2016 finds the following challenges in the education systems of all levels in India. Obviously, the same holds true for school education in Delhi.

- Participation in preschool education remains low
- Large numbers of children leave the school before completing elementary education
- Dropout rates in secondary education continue to be high, especially for socially and economically disadvantaged groups of learners
- Slow progress in reducing the number of non-literates
- Poor quality of education resulting in unsatisfactory learning outcomes
- Quality-related deficiencies include inappropriate curriculum (syllabus), lack of trained educators (teachers), and ineffective pedagogy (method of teaching)
- Majority of preschool educators are inadequately trained
- Unsatisfactory level of student learning
- Poor quality of learning at the primary and upper primary stages affects student learning at the secondary stage
- Poor quality of learning at the secondary stage spills over to the college and university years, leading to poor learning outcomes in the higher education sector

## **Unsatisfactory Quality of School Education**

According to the government document, several factors have contributed to unsatisfactory quality of school education. These are:

- Student and teacher absenteeism
- Serious gaps in teacher motivation and training, resulting in deficiencies related to teacher quality and performance
- Slow progress in the use of information and communication technologies (ICTs) in education
- Inadequate attention to monitoring and supervision of performance
- Many private schools lack the required infrastructure, learning environment, and competent teachers
- The current teacher education and training programmes are inappropriate
- Commercialisation is rampant both in school and higher education sectors as reflected in the charges levied for admissions in private educational institutions
- The proliferation of sub-standard educational institutions has contributed to the diminished credibility of the education system

## **Employability Factors**

The government policy document also reports that:

- Most of the products (students) of the education system lack employable skills
- The utility of higher education in assuring employment remains questionable
- Many graduate and postgraduate students do not get jobs in their respective fields

## **Focus of the Policy**

The Draft National Education Policy, 2016 focuses on:

- Producing students / graduates equipped with the knowledge, skills, attitudes, and values to meet the requirements of the knowledge-based societies
- Improving the quality of education at all levels
- Ensuring quality education for all – children, youth, and adults
- Fostering quality education with a strong focus on reforms related to curriculum, learning materials, pedagogic processes, learning assessment, teacher quality and performance
- Promoting acquisition of relevant skills, including technical and vocational skills, for work and entrepreneurship
- Replacing students' rote learning with creative and innovative thinking and communication abilities
- Ensuring integration of information and communication technologies (ICTs) in education
- Ensuring that the systems of teacher development and management are reformed to ensure adequate supply of qualified and competent teachers

According to the government, existing initiatives will be strengthened and curricula revamped with multi-pronged strategies involving Self Help Groups, Non-Governmental Organisations (NGOs), educational institutions, youth and women's organisations for achieving universal youth and adult literacy.

The government planned to increase the investment in education sector to at least 6% of the country's GDP (gross domestic product). However, the current government spending on education is less than 3% of GDP.



RMN Foundation is working extensively in the education sector, particularly to improve the school education systems.

Delhi Government could have learnt from the findings of the Draft National Education Policy, 2016 in order to address the local challenges. However, it did not happen and Delhi schools continue to use archaic education methodologies with incompetent teachers.

## **VIOLATION OF CHILD RIGHTS**

As a journalist and social activist, I have been running major education reformation campaigns in Delhi and I also have been running a free school for poor children single-handedly (without any support) for the past about 3 years.

While politicians in Delhi Government are patting on their own backs for the school education standards, I regularly meet hundreds of students and parents who tell me that the quality of education in Delhi schools is going from bad to worse.

In order to thwart my efforts, the school teachers are intimidating students and parents who participate in the campaigns that I run to get the quality of education improved in schools. My public campaigns tend to expose the nefarious designs of teachers and politicians.

<b>Factors That Impede Student Education</b>	
<b>Poverty</b>	As parents have limited financial resources, they force their children to do undignified jobs.
<b>Social Evil</b>	Parents force girl students to discontinue education and they are pushed into early marriage.
<b>Uneducated Parents</b>	Since most parents are uneducated, they fail to create an academic culture in their homes.
<b>Poor Communications</b>	Although teachers hold perfunctory meetings with students' parents, they fail to leverage the communications for the improvement of learning outcomes.

Recently, I sent a representation to Lt. Governor of Delhi, the Education Secretary / Director of Delhi Government, the Chief Minister of Delhi, and other concerned departments asking them to work seriously toward improving the education atmosphere in schools.

The Law Department of Delhi Government had forwarded my representation (Subject: Poor Quality of Education in Delhi Schools) to the Director (Education) of Delhi Government. I had given 8 specific recommendations to improve the quality of education in schools.

**DEPARTMENT OF LAW, JUSTICE & LEGISLATIVE AFFAIRS  
GOVT. OF NATIONAL CAPITAL TERRITORY OF DELHI  
8<sup>TH</sup> LEVEL, C-WING, DELHI SECRETARIAT, I.P. ESTATE, DELHI-02.**

No.F.11(77)/Admn/Griv/LJ&LA/16/

Dated:

To

The Director,  
Education Department,  
Govt. of NCT of Delhi,  
Old Secretariat, Delhi-54.

Sub: **Public Grievance(s)/representation(s).**

Sir,

Please find enclosed herewith following grievances/representations/petitions received in this office from various department/ Ministries:

S. No.	Grievancee/Petitioner's name & dated of grievance	Name of the department received from	Brief of grievance
1	Sh. Rakesh Raman LJ/17/19678	e-mail	Reg. poor quality of education in Delhi Schools

It is requested to look into the matter and take appropriate action and to intimate the action taken to the applicant.

Yours faithfully,

Encl: As above.

(Mani Bhushn Malhotra)  
Dy. Secretary (Admn.)  
Dated: 07-12-17

No.F.11(77)/Admn/Griv/LJ&LA/16/ 5268-69

**Copy to the following for information:**

✓ 1 Sh. Rakesh Raman, 463, DPS Apts., Plot No. 16, Sec.-4 Dwarka Phase I, New Delhi-110078.

(Mani Bhushn Malhotra)  
Dy. Secretary (Admn.)

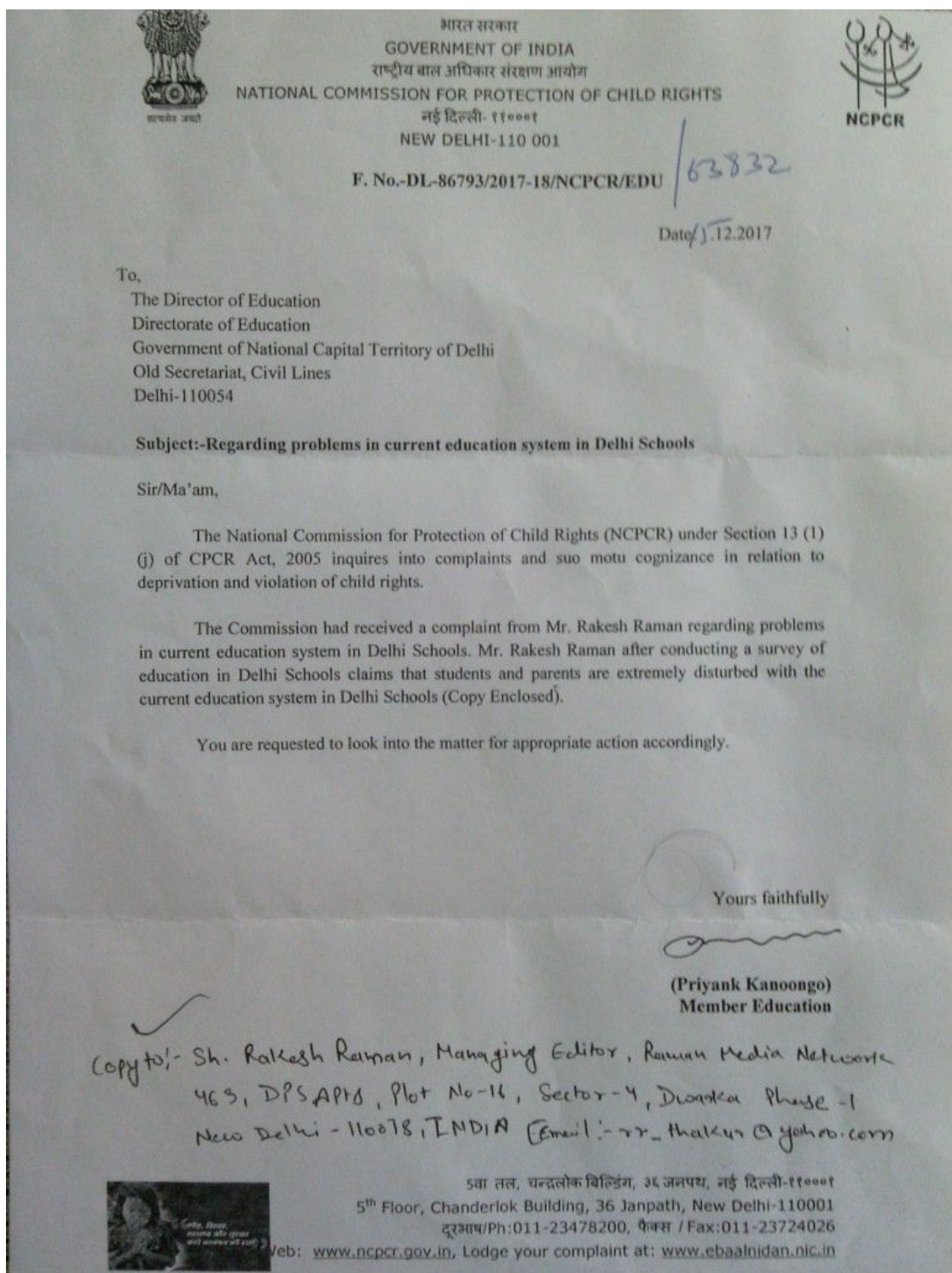
The Law Department of Delhi Government has forwarded my representation (Subject: Poor Quality of Education in Delhi Schools) to the Director (Education) of Delhi Government.

Similarly, the National Commission for Protection of Child Rights (NCPCR) of the Government of India took cognizance of my representation under Section 13 (1) (j) of CPC Act, 2005 regarding deprivation and violation of child rights.

In December 2017, NCPCR informed the Director (Education) of Delhi Government about the findings of a survey that I had done under my NGO RMN Foundation. The survey revealed the problems in the current education system in Delhi schools and

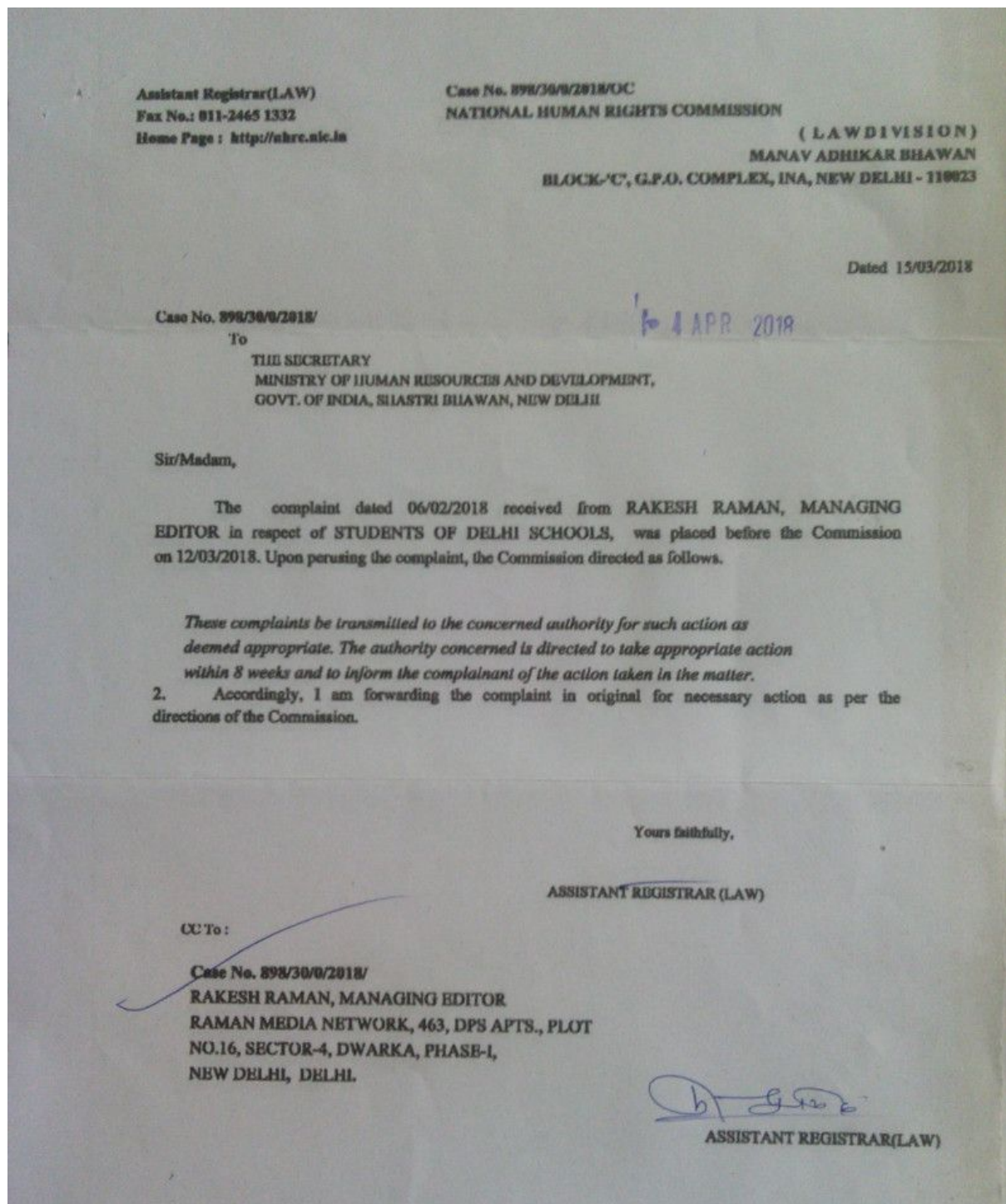


found that students and parents are extremely disturbed with the school education system.



The National Commission for Protection of Child Rights (NCPCR) of the Government of India took cognizance of my representation under Section 13 (1) (j) of CPCR Act, 2005 regarding deprivation and violation of child rights.

But it is shocking to note that the Director (Education) of Delhi Government simply ignored the letters of the Law Department as well as NCPCR, and did not bother to communicate with me.



The letter written by NHRC to the Secretary, Ministry of HRD, Govt. of India. The HRD Ministry ignored the letter.

While I have been repeatedly informing the concerned authorities about the poor state of school education urging them to take remedial measures, they have been



ignoring my requests. As this is also a case of child rights violation, the National Human Rights Commission (NHRC) has taken cognizance of the issue.

Assistant Registrar(LAW)  
Fax No.: 011-2465 1332  
Home Page : <http://nhrc.nic.in>

Case No. 898/30/0/2018/OC  
NATIONAL HUMAN RIGHTS COMMISSION  
(LAW DIVISION)  
MANAV ADHIKAR BHAWAN  
BLOCK-'C', G.P.O. COMPLEX, INA, NEW DELHI - 110023

Dated 15/03/2018

Case No. 898/30/0/2018/  
To  
THE SECRETARY  
DEPTT. OF EDUCATION, GOVT. OF NCT OF DELHI, DELHI  
SECRETARIAT, I.P. ESTATE, I.T.O., NEW DELHI

Sir/Madam,

The complaint dated 06/02/2018 received from RAKESH RAMAN, MANAGING EDITOR in respect of STUDENTS OF DELHI SCHOOLS, was placed before the Commission on 12/03/2018. Upon perusing the complaint, the Commission directed as follows.

*These complaints be transmitted to the concerned authority for such action as deemed appropriate. The authority concerned is directed to take appropriate action within 8 weeks and to inform the complainant of the action taken in the matter.*

2. Accordingly, I am forwarding the complaint in original for necessary action as per the directions of the Commission.

Yours faithfully,

ASSISTANT REGISTRAR (LAW)

CC To:

Case No. 898/30/0/2018/  
RAKESH RAMAN, MANAGING EDITOR  
RAMAN MEDIA NETWORK, 463, DPS APTS., PLOT  
NO.16, SECTOR-4, DWARKA, PHASE-I,  
NEW DELHI, DELHI.

ASSISTANT REGISTRAR(LAW)

The letter written by NHRC to the Education Secretary of Delhi government, which ignored the letter.

Through its letters dated April 4, 2018, NHRC has informed me that it has served notices to the Secretary, Department of Education, Government of Delhi, and the Secretary, Ministry of Human Resource Development, Government of India to take action in order to protect the education rights of school children. But again these education secretaries ignored NHRC notices and did not respond.

GOVT. OF NCT OF DELHI  
OFFICE OF THE ADDL. DIRECTOR OF EDUCATION  
DIRECTORATE OF EDUCATION: OLD PATRACHAR BUILDING  
LUCKNOW ROAD, TIMARPUR, DELHI-110054.

No. HQ Br./2018/Misc/ 714-715 Dated: 07/06/18

To,  
The DDE (School),  
Directorate of Education,  
Govt. of NCT of Delhi,  
Old Sectt., Delhi.

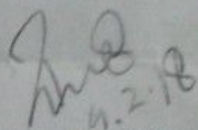
Sub: Grievance/Representation of Sh. Rakesh Raman dt. 07.02.2018 regarding save the lives of school children.

Sir/Madam,

I am directed to forward herewith a letter received from Sh. Rakesh Raman through Email dated 07.02.2018 on above mentioned subject, which is self-explanatory.


The subject matter of letter pertains to your district/branch. It is, therefore, requested that the above mentioned subject matter in the letter may be examined and appropriate action may be taken in the matter and settles the issue expeditiously. The action taken in the matter may please be sent directly with the prior approval of the Competent Authority to the complainant after that submit a copy of ATR to this office.

Encl. As above.

Yours faithfully,  
  
DR. PRAMOD KATIYAR  
Deputy Director of Education (HQ)

No. HQ Br./2018/Misc/ 714-715 Dated: 07/06/18

Copy to:-  
✓ Sh. Rakesh Raman, Managing Editor, Raman Media Network, 463, DPS Apts., Plot No. 16, Sector 4, Dwarka, Phase-I, New Delhi-110078 (You are further requested to liaise with the aforementioned addressee directly for further information in the matter).

  
Section Officer (HQ)

Directorate of Education of Delhi Government informed me that an action is being taken and an ATR (Action Taken Report) will be submitted by the DDE (School). But no action was taken.



Moreover, in February 2018, the Directorate of Education of Delhi Government informed me that an action is being taken and an ATR (Action Taken Report) will be submitted by the DDE (School). However, I did not receive any communication about the ATR. Perhaps, the entire case was dumped unscrupulously by the Education Department of Delhi Government.



RMN Foundation launched the next phase of its education awareness campaign in New Delhi in March 2018.

The arrogance as well as carelessness of teachers, bureaucrats, and politicians in Delhi is spoiling the lives of millions of children and it is clearly an abuse of child rights.



## **CORRUPTION IN EDUCATION**

As there is no accountability for teachers, bureaucrats, and politicians who are working in a free-wheeling manner to waste huge public money, the education standard of Delhi schools continues to be in the doldrums.

While the government's focus is only on construction work, chief minister Arvind Kejriwal is giving an impression that the swimming pools which he opened recently will help improve education standards in schools.

Kejriwal inaugurated 2 new swimming pools in 2 different government schools of the Directorate of Education in Trans Yamuna Area of Delhi. According to an official statement, both the swimming pools have been constructed by Public Works Department at a cost of Rs. 2.28 crore each.

The statement added that Kejriwal appreciated the efforts of the teachers and support staff in improving the standards of education in schools. The Education Minister, Manish Sisodia, stated that Delhi Government is always committed towards providing the best infrastructure for school students, including classrooms, libraries, sports playgrounds, and so on. But what about education?

Both these naive politicians – Kejriwal and Sisodia – fail to understand that the sand-and-cement infrastructure that they are constructing in schools cannot help improve the quality of education which is deteriorating in Delhi's schools.

In fact, Manish Sisodia, who often makes false claims about the quality of education in Delhi schools, has recently admitted that the students even in higher classes of schools cannot read their books.

He has announced the launch of "[Mission Buniyaad](#)" for improving reading levels of children studying in Delhi government schools as well as municipal schools.

Announcing the program, Sisodia referred to the National Achievement Survey (NAS) which has shown that the entire country, including Delhi, has a crisis of learning in schools. The NAS survey reveals that about half of all children in schools are not able to read their grade level textbooks.

If school students even in higher classes cannot read their textbooks, how can Delhi Government claim that education is good in Delhi schools? In fact, the Kejriwal government is splurging state funds in major construction and renovation of schools which has nothing to do with education.

The enormous construction that is happening in the form of building classrooms, swimming pools, etc. will only lead to [more corruption](#) as construction projects consume huge money which can be easily swindled by bureaucrats and politicians.

And this is an open secret now that [corruption has increased](#) manifold during the past three years of Kejriwal's government in Delhi. Among other corruption cases, now Kejriwal and his Aam Aadmi Party (AAP) are in the eye of the storm for a [massive scam](#) in Delhi Government.

The Comptroller and Auditor General (CAG) of India – the top auditor of government accounts – has reported financial misappropriation worth crores of rupees including a multi-crore rupees ration scam in Delhi.

The office of the Lt. Governor (LG) of Delhi must ensure that this corruption should not seep into Delhi's education sphere. In order to save public money, the [LG office](#) should put in the public domain the details of each and every penny that is being spent on education.

In the Delhi Budget 2018, Kejriwal government has allocated Rs. 13,997 crore or 26% of the total outlay of Rs. 53,000 crore for the education sector. But it is expected that for obvious reasons a major part of this money will be spent on construction and renovation projects in schools, because such projects are highly lucrative for bureaucrats and politicians.

However, instead of wasting money on building infrastructure, the focus should only be on improving the basic education system including the curriculums, appointment of good teachers, content quality of books, and so on. For this, the government does not need even a fraction of the money that it has allocated in the budget.

In order to focus just on the quality of school education, the politicians should stop telling lies to Delhi voters that they have improved the quality of education in schools.

## दिल्ली के स्कूलों में शिक्षा का गिरता हुआ स्तर

In order to protect the education rights of children, I am working to help students and parents raise their voice against the injustice being done to them. I had sent the following representation to the government. It is based on a **signature campaign** in which hundreds of harmed students and parents participated.

दिल्ली के स्कूलों में बढ़ते अत्याचार के खिलाफ लोगों ने उठाई आवाज़  
शुरू किया हस्ताक्षर अभियान

गुरु गोविंद दोनों खड़े, काके लागू पाँय ।  
बलिहारी गुरु आपनो, गोविंद दियो मिलाय ।

यह कह कर संत कबीर ने गुरु यानि अध्यापक को भगवान से भी ऊपर का स्थान दिया था। लेकिन आज का अध्यापक भगवान नहीं बल्कि शैतान बन कर रह गया है।

आप सब को यह पता होगा कि आज देश-विदेश में यह कह कर भारत की शिक्षा प्रणाली पर सवाल उठाए जा रहे हैं कि यदि भारत में शिक्षा का स्तर इतना खराब है तो माता-पिता अपने बच्चों को स्कूल या कॉलेज क्यों भेजते हैं। जबकि शिक्षा का एक बड़ा उद्देश्य स्टूडेंट को अच्छी नौकरी के लिए तैयार करना है, भारत में शिक्षा का नौकरी से कोई सम्बन्ध नहीं है। अपनी शिक्षा पूरी करने के बाद जब अधिकतर लोगों को नौकरी नहीं मिलती, तब जाकर उन्हें पता चलता है कि उन्होंने अपनी जिंदगी के कई साल शिक्षा लेने में बर्बाद कर दिये।

यहाँ तक कि भारत सरकार ने अपनी राष्ट्रीय शिक्षा नीति के प्रारूप 2016 (Draft National Education Policy, 2016) में भारत की शिक्षा व्यवस्था में इतनी कमियां बताई हैं कि कुछ लोग तो अपने बच्चों को स्कूल या कॉलेज में भेजना ही बंद कर देंगे। इसमें यह भी कहा गया है कि भारत के स्कूलों में अधिकतर शिक्षक पढ़ाने के योग्य नहीं हैं।

भारत की शिक्षा के गिरते हुए स्तर की बात अब सिर्फ भारत में ही नहीं बल्कि पूरी दुनिया में की जा रही है। उदाहरण के लिए वैश्विक मानव विकास सूचकांक (एच.डी.आई.) – Global Human Development Index (HDI) – में भारत का स्थान विश्व में बहुत नीचे यानि 131 नंबर पर आता है – जो एक चिंता का विषय है। बहुत से छोटे और गरीब देशों में भी शिक्षा व्यवस्था भारत से बहुत अच्छी है।

इस शिक्षा प्रणाली में गिरते हुए स्तर का सबसे बड़ा उदाहरण हमें दिल्ली के स्कूलों में मिलता है जहाँ शिक्षा के निरंतर बिगड़ते हालात को सुधारने की बजाय स्कूलों में अध्यापक एक तरह से बच्चों और उनके माता-पिता पर अत्याचार कर रहे हैं।

हालाँकि राजनीतिक चालबाज़ी करनेवाले नेता दिल्ली की शिक्षा के बारे में झूठे दावे कर रहे हैं, सच्चाई यह है कि स्कूल की बिल्डिंग और स्कूल के कमरों को शिक्षा में सुधार कह कर बताया जा रहा है

जबकि इन कमरों में शिक्षा का नामों-निशान तक नहीं। टीचरों का तो इतना बुरा हाल है कि सीधे-सीधे शब्दों में कहना कठिन है।

जब स्टूडेंट्स और उनके माता-पिता शिक्षा में सुधार की बात करते हैं तो स्कूल टीचर उन्हें डराते और धमकाते हैं या फिर स्कूल में अच्छी तरह पढ़ाने की बजाय उन्हें प्राइवेट ट्यूशन पढ़ने के लिए मजबूर करते हैं। लोग पूछ रहे हैं कि यदि बच्चों ने प्राइवेट ट्यूशन से पढ़ना है तो सरकार अध्यापकों को किस बात के पैसे देती है। यह तो सरकारी धन का दुरुपयोग है।

लोगों का यह भी मानना है कि अध्यापकों का ऐसा चाल-चलन एक सामाजिक बुराई ही नहीं बल्कि एक अपराध है जिसे सिर्फ कानूनी रूप से हल किया जा सकता है और दिल्ली सरकार को कार्रवाई करके ऐसे सभी अध्यापकों को नौकरी से तुरंत निकाल देना चाहिए।

### **बेईमान अध्यापक**

तो क्यों है दिल्ली की शिक्षा का बुरा हाल? वैसे तो हम इसके कई कारण गिन सकते हैं। लेकिन दिल्ली की शिक्षा के सर्वनाश में सब से बड़ा हाथ है स्कूल टीचरों या अध्यापकों का जो भ्रष्टाचार और बेईमानी की एक जिन्दा मिसाल हैं।

जब विद्यार्थियों की स्कूल की शिक्षा खराब होगी तो उनकी कॉलेज की या आगे की पढ़ाई कभी ठीक नहीं हो सकती। सरकारी और प्राइवेट स्कूलों में टीचरों का एक सा ही बुरा हाल है। आज दिल्ली के स्कूल – स्कूल नहीं बल्कि भ्रष्टाचार के ट्रेनिंग सेंटर की तरह चल रहे हैं। टीचर (अध्यापक) क्लास में आते नहीं, जो आते हैं वो पढ़ाते नहीं। बहुत से टीचर पढ़ा सकते नहीं क्योंकि उन्हें पढ़ाना आता नहीं। परीक्षा में टीचर स्टूडेंट्स को नकल खुद करवाते हैं।

और क्लास में पढ़ाने की बजाय टीचर बच्चों को प्राइवेट ट्यूशन पढ़ने के लिए कहते हैं जो एक अपराध ही नहीं बल्कि एक समाजिक बुराई भी है। अगर स्टूडेंट्स ने प्राइवेट ट्यूशन ही पढ़नी है तो स्कूल टीचरों को किस बात के पैसे मिल रहे हैं? यह टीचरों का भ्रष्टाचार नहीं तो और क्या है? जो टीचर स्टूडेंट्स को नकल करके पास करवाते हैं वह चोरी नहीं तो और क्या है?

बहुत से स्कूल टीचरों का तो इतना बुरा हाल है कि उन्हें कुछ सिखाया भी नहीं जा सकता। ऐसे लगता है कि वे पाषाण युग (Stone Age) से सीधे आधुनिक युग (modern world) में आ गए हैं। उनको यह भी पता नहीं है कि स्कूलों में पाठ्यक्रम (syllabus) और किताबें इतनी पुरानी और दिशाहीन हैं कि वह विद्यार्थी को नौकरी लेने में काम नहीं आएंगे।

हालाँकि सरकार स्कूल टीचरों के प्रशिक्षण पर करोड़ों रुपया खर्च करती है, लेकिन यह सब सरकारी पैसे की बर्बादी है। ऐसा समझ लीजिए कि एक गधे को गीत गाना तो सिखाया जा सकता है, लेकिन एक स्कूल टीचर को आधुनिक शिक्षा नहीं दी जा सकती। कृपया इस गधे वाली बात का कोई गलत मतलब न निकालिएगा, यह सिर्फ एक उदहारण है।

बहुत से सरकारी स्कूल टीचरों को पता है कि उनके स्कूल की पढ़ाई और माहौल बिल्कुल खराब है। लेकिन वे इतने बेईमान हैं कि वे अपनी नौकरी के पैसे तो सरकार से लेते हैं परन्तु अपने बच्चों को प्राइवेट स्कूलों में पढ़ाते हैं – हालाँकि प्राइवेट स्कूलों की हालत भी खराब है।

## टीचरों की क्रूरता

टीचरों की क्रूरता और आतंक का कहर उस वक़्त और भी बढ़ जाता है जब वे क्लास में सवाल पूछने पर बेचारे बच्चों या विद्यार्थियों को या तो ऊँची आवाज़ में डराते और धमकाते हैं या उन्हें मारते-पीटते हैं। उसके बाद बच्चा इतना डर जाता है कि क्लास में कभी सवाल नहीं पूछता। ऐसा डरा हुआ बच्चा मानसिक रोगों का शिकार हो जाता है और अपनी पूरी जिंदगी में न तो कुछ सीख पाता है और न ही कुछ अच्छा काम कर पाता है।

यहाँ यह बताना आवश्यक है कि भारत के कानून के मुताबिक, स्कूल में टीचर बच्चों को ऐसी कोई सज़ा नहीं दे सकते जिससे बच्चों को कोई शारीरिक या मानसिक पीड़ा हो। यदि टीचर ऐसा करते हैं तो वह एक कानूनन अपराध माना जाता है जिससे टीचरों की नौकरी भी जा सकती है।

लेकिन स्कूल के बच्चों और उनके माता-पिता को टीचरों ने इस तरह डराया हुआ है कि वे इन टीचरों के आतंक और स्कूल में और कमियों के बारे में कहीं शिकायत नहीं कर पाते। एक तरह से टीचरों ने बच्चों और उनके माता-पिता की आवाज़ को दबा दिया है जो एक मानव अधिकारों का उल्लंघन (human rights violation) माना जाएगा।

अगर कोई शिकायत करने की कोशिश करता है तो स्कूल टीचर उसको अनसुना कर देते हैं और यदि कोई लिख कर शिकायत करने की सोचता है तो स्कूलों में जान-बूझकर ऐसा कोई प्रबंध नहीं किया गया जहाँ शिकायत को औपचारिक रूप से स्वीकार किया जाए। स्कूलों में हर कदम पर धोखा है।

क्योंकि मैं भारत की राजधानी दिल्ली में गरीब बच्चों के लिए एक मुफ्त शिक्षा का स्कूल (free school for deserving children) चलाता हूँ, मैं ऐसे कई दुखी बच्चों और उनके माता-पिता को रोज़ मिलता हूँ जो अपनी आवाज़ स्कूल या सरकार तक नहीं पहुँचा सकते।

## लोगों ने मिलकर उठाई आवाज़

हाल ही में दिल्ली में द्वारका के एक स्कूल के स्टूडेंट्स और माता-पिता ने सामूहिक रूप से पत्र लिख कर प्रिंसिपल को शिक्षा प्रणाली में सुधार करने की मांग की। लेकिन दुख की बात है कि उनकी बात सुनने की बजाय स्कूल के अध्यापकों ने स्टूडेंट्स और उनके माता-पिता को ऐसी मांग करने के लिए डराना शुरू कर दिया है और उन्हें प्राइवेट ट्यूशन पढ़ने के लिए मजबूर किया जा रहा है।

RMN Foundation - जो स्टूडेंट्स को मुफ्त आधुनिक शिक्षा देने के लिए करीब तीन साल से बिना किसी सहयोग के दिल्ली में एक स्कूल चला रहा है - इस मामले में स्टूडेंट्स को उनका शिक्षा का अधिकार दिलवाने की कोशिश कर रहा है। और अब RMN Foundation ने स्टूडेंट्स और माता-पिता के सहयोग से इस अभियान को दिल्ली के और भी स्कूलों में ले जाना शुरू कर दिया है ताकि सरकार की आँखें खुलें और वह शिक्षा प्रणाली में सुधार के साथ-साथ बेईमान टीचरों को जल्दी से नौकरी से निकाले।

**आप दिल्ली के द्वारका स्कूल का केस नीचे पढ़ सकते हैं।**



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## दिल्ली स्कूल स्टूडेंट्स और माता-पिता का पत्र प्रिंसिपल को - शिक्षा प्रणाली में सुधार करो

दिल्ली के स्कूलों में पढ़ने वाले लाखों स्टूडेंट्स और उनके माता-पिता स्कूल में पढ़ाई की बिगड़ती हालत से इतने चिंतित हैं कि रात-रात भर सो नहीं सकते। लोगों का मानना है कि दिल्ली सरकार शिक्षा प्रणाली में सुधार करने की बजाय स्कूलों में कमरे बढ़ाती जा रही है।

पिछले दो साल में RMN Foundation हजारों स्टूडेंट्स और उनके माता-पिता से मिलने के बाद इस निष्कर्ष पर पहुंचा है कि दिल्ली के स्कूलों में शिक्षा का स्तर लगातार गिरता जा रहा है और सरकार हाथ पर हाथ रख कर बैठी हुई है। इसलिए स्टूडेंट्स और उनके माता-पिता की चिंता और भी बढ़ गई है।

इसीलिए दिल्ली के एक स्कूल की सैंकड़ों छात्राओं और स्टूडेंट्स के माता-पिता ने एक सिगनेचर कैंपेन करके स्कूल प्रिंसिपल को शिक्षा प्रणाली में सुधार करने के लिए एक पत्र लिखा जिसे RMN Foundation ने स्पीड पोस्ट से प्रिंसिपल को भेजा। हालाँकि स्कूल प्रिंसिपल को जवाब के लिए 15 दिन का समय दिया गया और November 7, 2017 तक जवाब माँगा गया। लेकिन प्रिंसिपल और टीचरों के लिए शायद यह विषय महत्वपूर्ण नहीं है। प्रिंसिपल ने कोई उचित जवाब नहीं दिया।

आप स्टूडेंट्स और माता-पिता का पत्र और RMN Foundation का पत्र नीचे पढ़ सकते हैं। RMN Foundation इस पत्र के बारे में और दिल्ली के स्कूलों में शिक्षा प्रणाली में सुधार के बारे में जल्दी ही अपना अगला प्रोग्राम घोषित करेगा। दिल्ली के सब स्कूल स्टूडेंट्स और उनके माता-पिता से अनुरोध है कि वे शिक्षा प्रणाली में सुधार के लिए RMN Foundation को सहयोग दें। धन्यवाद।

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सेवा में,  
श्रीमती प्रधानाचार्या जी (The Principal)  
राजकिय उच्चतर कन्या वरिष्ठ माध्यमिक विद्यालय  
सेक्टर - 3, फेज - 3, द्वारका, नई दिल्ली - 110 078

**विषय: शिक्षा का गिरता हुआ स्तर और उसमें सुधार का सुझाव**  
अगस्त 8, 2017

महोदया,

हम आपके स्कूल की छात्राएं हैं। इस पत्र के द्वारा हम आपसे स्कूल की शिक्षा प्रणाली में पूरी तरह से सुधार करने का अनुरोध कर रही हैं। जब हम अपने चारों ओर देखती हैं तो स्कूल की शिक्षा के बाद अंधेरा ही अंधेरा दिखाई देता है। स्कूल की पढ़ाई के बाद कॉलेज में दाखिला बहुत मुश्किल या असंभव है। कॉलेज की पढ़ाई खत्म करने के बाद भी नौकरी नहीं है क्योंकि स्कूल और कॉलेज की पढ़ाई इतनी दिशाहीन है कि यह हमें एक अच्छी नौकरी करने के योग्य नहीं बना सकती।

## शिक्षा का गिरता स्तर

स्कूल का पाठ्यक्रम इतना पुराना और घिसा-पिटा है कि उसे पढ़ने के बाद भी स्टूडेंट अनपढ़ ही माना जाता है। इसका सबसे बड़ा कारण यह है कि पिछले 30 साल में भारत में कोई नई राष्ट्रीय शिक्षा नीति नहीं बनी। पिछली राष्ट्रीय शिक्षा नीति 1986 में बनी थी। भारत की शिक्षा के गिरते हुए स्तर की बात अब सिर्फ भारत में ही नहीं बल्कि पूरी दुनिया में की जा रही है। उदाहरण के लिए वैश्विक मानव विकास सूचकांक (एच.डी.आई.) – Global Human Development Index (HDI) – में भारत का स्थान विश्व में बहुत नीचे यानि 130 नंबर पर आता है – जो एक चिंता का विषय है।

यहाँ तक कि भारत सरकार ने अपनी राष्ट्रीय शिक्षा नीति के प्रारूप 2016 (Draft National Education Policy, 2016) में भारत की शिक्षा व्यवस्था में इतनी कमियाँ बताई हैं कि कुछ लोग तो अपने बच्चों को स्कूल या कॉलेज में भेजना ही बंद कर देंगे। जो विषय हमें स्कूल में पढ़ाए जाते हैं, वे नौकरी लेने में सहायक नहीं हैं।

सरकारी नौकरियाँ न के बराबर हैं। बड़ी कंपनियों में नौकरियाँ हैं लेकिन उन नौकरियों के लिए आधुनिक पढ़ाई चाहिए जो आम स्कूल और कॉलेज नहीं दे रहे। आज के आधुनिक युग में नौकरी के लिए डिग्री से ज्यादा कौशल और योग्यता की जरूरत है। लेकिन ऐसा कौशल और योग्यता हमारी पढ़ाई का हिस्सा नहीं है। इसका परिणाम यह है कि जिसके पास डिग्री है, उसके पास नौकरी नहीं और जिसने नौकरी देनी है उसे योग्य लोग नहीं मिल रहे।

टीचर सिर्फ क्लास में आकर और इधर-उधर की बातें कर के अपने घर वापिस चले जाते हैं। उन्होंने न तो कभी इस पुरानी शिक्षा का हमारे कैरियर में महत्व समझाया और न ही इस पुरानी शिक्षा को बदलने की कोशिश की। इसका परिणाम यह है कि आज डिग्री वाले बेरोजगारों की संख्या बढ़ती जा रही है और बेरोजगारी एक खतरनाक बीमारी की तरह फैली हुई है। हालाँकि टीचर की यह ज़िम्मेदारी है की वह स्टूडेंट्स का कैरियर पाथ (career path) बनाए, लेकिन ऐसा किसी भी टीचर ने नहीं किया। इसका कारण यह है कि टीचरों को शायद खुद ही आधुनिक शिक्षा प्रणाली और कैरियर में उसके महत्व का ज्ञान नहीं है। तो कौन बताएगा हमें हमारे कैरियर के बारे में?

## शिक्षा प्रणाली में सुधार

शिक्षा प्रणाली में सुधार के लिए हमारा सुझाव है कि आप पाँचवी कक्षा तक बच्चों को इंग्लिश, हिंदी, गणित, और कंप्यूटर की आधुनिक शिक्षा दें। केवल उन्हीं बच्चों को अगली कक्षा में करें जो परीक्षा पास करें। पाँचवी कक्षा के बाद शिक्षा को तीन भागों में बाँट दें। यह भाग हैं - आर्ट्स (Arts), कॉमर्स (Commerce), और स्टेम (STEM - Science, Technology, Engineering, and Math).

छठी कक्षा से दसवीं कक्षा तक बच्चों को उनकी योग्यता के अनुसार इन तीन में से किसी एक भाग में शिक्षा दें। उसके बाद दो साल इसी शिक्षा को नौकरी में उपयोग के लिए प्रायोगिक ट्रेनिंग दें। केवल उन्हीं बच्चों को अगली कक्षा में करें जो परीक्षा नकल से नहीं बल्कि अपनी योग्यता से पास करें। ऐसी नई शिक्षा प्रणाली के लिए नये अध्यापकों की आवश्यकता होगी जो स्टूडेंट्स को आधुनिक शिक्षा दे सकें। पुराने अध्यापकों को बदल कर स्कूल में नये अध्यापक रखने होंगे जिनकी सैलरी (salary) उनकी योग्यता और स्टूडेंट्स के परिणाम पर निर्भर होगी।

इस नई शिक्षा प्रणाली को लागू करने के लिए आप जल्दी से सरकार में भी बात करें। और जब तक यह नई शिक्षा प्रणाली लागू नहीं हो जाती, हमें पुराने पाठ्यक्रम से पढ़ाना बंद करें ताकि हम अपना समय स्कूल के बाहर आधुनिक वैकल्पिक पढ़ाई (modern alternative education) में उपयोग कर सकें।

इस बारे में आप अपना निर्णय सार्वजनिक और औपचारिक रूप से तुरंत स्कूल में घोषित करें।  
धन्यवाद

**आपके स्कूल की छात्राएं - अगस्त 8, 2017**

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### **बच्चों के माता-पिता का पत्र**

#### **शिक्षा का गिरता हुआ स्तर और उसमें सुधार का सुझाव**

जैसा कि स्कूल की छात्राएं अपने अगस्त 8, 2017 के पत्र में कह रही हैं, हम बच्चों के माता-पिता उससे पूरी तरह से सहमत हैं। आज की स्कूल की पढ़ाई हमारे बच्चों के किसी काम नहीं आ रही। इसलिए शिक्षा प्रणाली में पूरी तरह से सुधार करके उसे तुरंत आधुनिक बनाया जाए ताकि नयी शिक्षा हमारे बच्चों को अच्छा इंसान बना सके और उन्हें अपनी जीविका कमाने और अच्छी नौकरी लेने में सहायता कर सके।

**बच्चों के माता-पिता अगस्त 8, 2017**

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### **Letter from RMN Foundation to Principal**

To

The Principal / Vice Principal

Government Girls Senior Secondary School

Site - 1, Sector 3, Phase III, Dwarka

New Delhi 110 078

**Kind Attention: Ms. Usha Gupta, Vice Principal**

**October 23, 2017**

**Subject: Representation from students and parents to improve the education system in your school**

Dear Madam,

I am a journalist and social activist. At present - along with my editorial work - I run a humanitarian organization RMN Foundation. This is about the enclosed 8-page representation - signed by hundreds of students and parents - which urges you to improve the quality of education in your school.

In this representation, the complainants have raised a number of critical issues that you need to address immediately. According to the students, the current quality of education is so bad that it is depriving them of their fundamental right to good education. They also complain that teachers in your school are not fully qualified to teach any subject that is required in the contemporary job market. They have urged you to replace all such teachers with properly educated teachers.

Students and their parents observe that in the current system there is no connection between education and students' employability. And instead of taking steps to overhaul the education paradigm, teachers - who are mostly incompetent - are blindly following obsolete education models. Teachers never tried to set the career paths of students in order to make them employable while the ongoing archaic education is not useful for them.

In their representation, the students also have suggested a few remedial steps that you can take immediately. If you think you are not in a position to improve the education system in your school to the entire satisfaction of the aggrieved students and parents, you should formally escalate their concerns to the higher authorities in the Education Department or the Delhi Government.

You are requested to take these remedial steps immediately because all your school teachers are being paid with public money. If your services are not acceptable to students and parents, you are not supposed to be holding your jobs.

**In response to the enclosed representation, you are expected to:**

1. Create a new syllabus for your school students in different classes in consultation with the top employers in the contemporary job market.
2. Create a suitable test for all the teachers in your school keeping in view the new syllabus and subjects that they are supposed to teach. If the teachers are not able to clear the test, you should recommend the termination of their services.
3. Create the career path - along with the employment probability - of each student in different streams of education that you would impart in the new system.

You are also requested to send me your response - including the steps that you have taken to address the above issues - at the address given below within 15 days of receiving this letter. If the students and parents are not satisfied with your response, RMN Foundation will have to seek the right administrative and / or legal remedy to get necessary changes, including replacement of teachers, in your school and for which you will be personally responsible as the head of the school.

**Important Note:** Some students and parents who are participating in this education reform campaign fear that they may be threatened by you, the teachers, or others in your school for raising their voice against the dwindling education system. You are requested to take full precautions so that students' and parents' right to dissent is fully protected and they should not be intimidated or harmed covertly or overtly for participating in this or any future campaign against the flawed education system.

Request you to send me your response within 15 days - latest by November 7, 2017.

Regards

Rakesh Raman

Founder

**RMN Foundation**

463, DPS Apts., Plot No. 16, Sector 4

Dwarka, Phase I, New Delhi 110 078

**Enclosed: 8-page representation signed by students and parents**

**RMN Foundation** is a not-for-profit organization that offers free modern education to deserving children. It is an educational and public charitable Trust registered with the Government of National Capital Territory of Delhi at New Delhi, India. **Website:** [www.rmnfoundation.org](http://www.rmnfoundation.org)

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Although RMN Foundation had sent the above case of Dwarka school to the Education Department of Delhi Government in order to get justice for students and parents, Delhi Government - as it was expected - simply ignored the public concerns.

So, now RMN Foundation has decided to extend this education reformation campaign in more schools of Delhi.

All students, parents, and teachers in Delhi are requested to support this endeavour which is aimed to suitably educate the students in order to help them lead a clean and prosperous life.

As part of the new signature campaign which was launched in November 2017, the following letter is being circulated in different schools and residential areas of Delhi.

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**Signatures of Students**

**दिल्ली में शिक्षा का गिरता हुआ स्तर और उसमें सुधार का सुझाव**



### ऐसी पढ़ाई का कोई फायदा नहीं जो हमें अच्छी नौकरी न दे सके।

हम सब दिल्ली के स्टूडेंट स्कूल में पढ़ाई की बिगड़ती हालत से इतने चिंतित हैं कि रात-रात भर सो नहीं सकते। स्कूल की पढ़ाई इतनी बेकार है कि हमारे भविष्य में काम नहीं आएगी। स्कूल का पाठ्यक्रम इतना पुराना और घिसा-पिटा है कि उसे पढ़ने के बाद भी स्टूडेंट अनपढ़ ही माना जाता है।

स्कूल टीचर क्लास में पढ़ाने की बजाए बच्चों को प्राइवेट ट्यूशन के दलदल में धकेल देते हैं। स्कूल और ट्यूशन के बाद भी जो स्टूडेंट दसवीं (10th) या बारहवीं (12th) क्लास भी पास कर लेता है उसे पहली क्लास की पढ़ाई भी नहीं आती। ऐसे दसवीं और बारहवीं तक के स्टूडेंट न तो अच्छी तरह हिंदी भाषा जानते हैं न गणित। और इंग्लिश भाषा में तो बहुत ही बुरा हाल है। कुछ तो ठीक तरह से बोल भी नहीं पाते। क्या यह है पढ़ाई?

स्कूल की पढ़ाई के बाद कॉलेज में दाखिला बहुत मुश्किल या असंभव है। कॉलेज की पढ़ाई खत्म करने के बाद भी नौकरी नहीं है क्योंकि स्कूल और कॉलेज की पढ़ाई इतनी दिशाहीन है कि यह हमें एक अच्छी नौकरी करने के योग्य नहीं बना सकती। इसका परिणाम यह है कि आज डिग्री वाले बेरोजगारों की संख्या बढ़ती जा रही है और बेरोजगारी एक खतरनाक बीमारी की तरह फैली हुई है।

यहाँ तक कि भारत सरकार ने अपनी राष्ट्रीय शिक्षा नीति के प्रारूप 2016 (Draft National Education Policy, 2016) में भारत की शिक्षा व्यवस्था में इतनी कमियाँ बताई हैं कि कुछ लोग तो अपने बच्चों को स्कूल या कॉलेज में भेजना ही बंद कर देंगे। जो विषय हमें स्कूल में पढ़ाए जाते हैं, वे नौकरी लेने में सहायक नहीं हैं। सरकारी नौकरियाँ न के बराबर हैं। बड़ी कंपनियों में नौकरियाँ हैं लेकिन उन नौकरियों के लिए आधुनिक पढ़ाई चाहिए जो आम स्कूल और कॉलेज नहीं दे रहे।

आज के आधुनिक युग में नौकरी के लिए डिग्री से ज्यादा कौशल और योग्यता की जरूरत है। लेकिन ऐसा कौशल और योग्यता हमारी पढ़ाई का हिस्सा नहीं है। इसका परिणाम यह है कि जिसके पास डिग्री है, उसके पास नौकरी नहीं और जिसने नौकरी देनी है उसे योग्य लोग नहीं मिल रहे।

इसलिए हमारा **स्कूल टीचरों और सरकार से अनुरोध है** कि वे जल्दी से सारा पाठ्यक्रम और पढ़ाई का तरीका इस तरह से बदलें कि वह हमें नौकरी लेने में सहायक हो। इसी तरह स्कूल में टीचर भी वे रखे जाएं जो आधुनिक शिक्षा के बारे में पूरी तरह से जानते हों और हमें वैसा ही पढ़ाएं जो हमें अच्छी नौकरी लेने या अच्छा काम करने में सहायक हो। धन्यवाद।

( Signature campaign started in November 2017 )

स्टूडेंट का नाम	स्कूल का नाम और पता	क्लास / रोल नंबर	सिगनेचर

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### **Signatures of Parents**

दिल्ली में शिक्षा का गिरता हुआ स्तर और उसमें सुधार का सुझाव

ऐसी पढ़ाई का कोई फायदा नहीं जो हमें अच्छी नौकरी न दे सके।

( Signature campaign started in November 2017 )

आज की स्कूल की पढ़ाई हमारे बच्चों के किसी काम नहीं आ रही। इसलिए शिक्षा प्रणाली में पूरी तरह से सुधार करके उसे तुरंत आधुनिक बनाया जाए ताकि नयी शिक्षा हमारे बच्चों को अच्छा इंसान बना सके और उन्हें अपनी जीविका कमाने और अच्छी नौकरी लेने में सहायता कर सके।

#### **बच्चों के माता-पिता - Parents**

नाम	घर का पता	मोबाइल नंबर	सिगनेचर

You can [click here to download](#) the above forms for signatures.

## शिकायतें – COMPLAINTS

While running its education awareness campaigns, RMN Foundation receives hundreds of complaints from school students and parents. Some of the common complaints are listed below.

### शिकायतें

- टीचर क्लास में नियमित रूप से नहीं आता
- क्लास में पढ़ाने की बजाए टीचर एक दूसरे के साथ गप्पें लगाते हैं
- टीचर क्लास में मोबाइल फ़ोन पर बातें करता है
- टीचर क्लास में मोबाइल फ़ोन की तार कान में लगा कर फिल्मी गाने इत्यादि सुनता है
- बच्चे के सवाल पूछने पर टीचर बच्चे को डांडता या मारता है
- टीचर को अच्छी तरह पढ़ाना नहीं आता
- टीचर या खुद प्राइवेट ट्यूशन पढ़ाता है या बच्चों को प्राइवेट ट्यूशन पढ़ने को कहता है
- टीचर अपनी जगह किसी और को पढ़ाने के लिए क्लास में भेजता है
- टीचर कंप्यूटर लैब नहीं खोलता
- टीचर किसी तरह की रिश्वत मांगता है
- टीचर परीक्षा में स्टूडेंट्स को नकल करवाता है
- स्कूल बिना पढ़ाए बच्चे को अगली क्लास में करते जा रहे हैं
- टीचर क्लास में बहुत ज्यादा खाँसी करता है या उसे कोई ऐसी आदत है जो बच्चों के लिए ठीक नहीं
- टीचर शराब या बीड़ी-सिगरेट पीता है
- सरकारी स्कूल टीचर का अपना बच्चा प्राइवेट स्कूल में पढ़ता है
- स्कूल मैनेजमेंट कमेटी (school management committee) ठीक नहीं चलती

## **RECOMMENDATIONS FROM THE CAMPAIGN**

1. Delhi Government should create new syllabuses for different subjects keeping in view the contemporary job market requirements.
2. New books should be developed based on the new syllabuses. Besides covering subjects, these books should also include pedagogical instructions for teachers.
3. Delhi Government should immediately launch a new “teacher eligibility program” in order to assess the employed teachers’ suitability in the modern education ecosystem.
4. Teachers should be asked to appear in a properly designed test covering different subjects. Only those teachers should be retained who clear the test comprehensively. The services of failed teachers must be terminated.
5. The salary of new teachers should be based on the performance of their students in the class and in the job market.
6. The services of teachers who ask students to attend private tuitions must be terminated.
7. Delhi Government should create a special cell to handle each and every complaint from students or parents. Depending on the complaint, the services of teachers must be suspended before initiating legal proceedings against them.
8. Retired teachers - most of whom are clueless about the modern education systems - should never be appointed as teachers.



Corrective Actions	
Action	Description
<b>Change</b>	Change the syllabuses of all the classes and link them with potential jobs.
<b>Replace</b>	Replace all the books with the new books that should have appropriate content quality.
<b>Terminate</b>	Terminate the services of all incompetent teachers.
<b>Hire</b>	Hire new teachers who understand the requirements of the contemporary job market.
<b>Create</b>	Create career path for each school student.
<b>Stop</b>	Stop all forms of private tuitions.



Students at RMN Foundation Free School for Deserving Children in New Delhi, India.

## NATIONAL PERSPECTIVE

Politics plays a major role in violating the right to education of students. No government in India during the past seven decades since the country's independence has shown any inclination to educate its people.

Indian politics and politicians (most of them are uneducated) have been thriving on voters' illiteracy, as mostly the uneducated voters vote and they can easily be deceived and bribed during elections.

It is not in the interest of any government in India to carry out education reforms because politicians and bureaucrats are corrupt and they do not want to face the educated people.

They know that educated people protest and pose difficult questions to the administration while dishonest politicians and bureaucrats want to run the country in a totally freewheeling manner. That is why India continues to be a poor, underdeveloped country.



RMN Foundation has launched an education awareness campaign in Delhi.

In order to suppress parents' possible dissent against the poor quality of education, government bribes them with baits such as monthly allowances and midday meals. And it is shocking to note that the monthly amount of money is decided and distributed to students based on discriminatory parameters such as gender, caste, religion, etc.

Most parents are greedy and send their children to schools only to collect the government dole. Actually, they are not interested in educating their children. This may be the reason that parents in low-income localities produce many children instead of following the family planning norms and restricting the production to two children per family. Large families and unrestrained population growth in India are among the many worrying factors that impede economic development in the country.

With more school-going children, parents try to collect more monetary benefits from the government's corrupt education schemes that tend to carelessly squander taxpayers' money.



RMN Foundation founder and school teacher Rakesh Raman distributing pamphlets that explain the benefits of modern alternative education.

While education remains a distant dream, government is leveraging the high enrollment in schools as a deceitful political tool to [hoodwink the voters](#) and win elections.

The poor state of education in India manifests this harsh reality. Despite tall claims by the government, the education standards are deteriorating continuously. Now, the Indian government supported by the morally corrupt parents is hell-bent to destroy the current as well as future generations by depriving children of their right to good education.



Parents who are not raising their voice against the declining education standards in the country are the worst enemies of their own children.



RMN Foundation has started presenting a street play – चमेली की पढ़ाई – from April 2018 as part of its education awareness campaign in New Delhi.



## **STREET PLAY – चमेली की पढ़ाई – ON SCHOOL EDUCATION**

RMN Foundation is working extensively in the education sector, particularly to improve the school education systems. As part of its ongoing education awareness campaign in Delhi, RMN Foundation has started presenting a street play – चमेली की पढ़ाई – which highlights the problems in the current education ecosystem.

The script of the street play – चमेली की पढ़ाई – reveals the following 12 facts of the education system in Delhi.

1. Politicians of all political parties are telling lies about the quality of Delhi school education which is - in fact - constantly deteriorating.
2. An unprecedented hype is being created around school education by the current Delhi Government while the government has done nothing to save the decaying education systems.
3. The focus of the current government is on school-related construction projects such as swimming pools, rooms, etc. because construction work gives huge opportunity to politicians and bureaucrats to swindle public money.
4. There is no attempt to revamp the syllabuses and books of students.
5. The quality of school teachers is so bad that they are not even trainable. Government is wasting huge money on teachers' training.
6. School teachers are promoting an illegal trade in the form of private tuitions.
7. Almost all school students even after completing their schooling remain duffers who cannot be trained further to compete in the current job market.
8. Since school education is totally directionless, college education cannot make students employable.
9. School of Open Learning (SOL) is a big deception which cannot provide necessary education and skills to students. Only rejected students opt for SOL.
10. Since parents are clueless about the education outcomes, they are being cheated by politicians for electoral advantages.
11. After spending 12 years on school education, students realize that they have wasted all that time of their life. At that stage, all the career avenues are closed for them. They become drug addicts and commit crimes.
12. Parents are the worst enemies of their children who are accepting bad education instead of demanding quality education from the government.

## **PROBLEMS AND SOLUTIONS**

### **Problems in the Current Education System in Delhi Schools**

- No relationship between education and employability of students
- Incompetent teachers who do not understand the evolving pedagogy
- Careless and ignorant bureaucrats in the education department
- Exaggerated hype by naive politicians with a focus on votes
- No Return on Investment (RoI) analysis for expenditure on education
- No method to assess the quality of education

### **Harmful Effects of Poor Quality of Education**

- Spoiling the lives and careers of millions of children
- Increasing joblessness resulting in social unrest
- Increasing crimes in schools as well as the city
- Increasing drug addiction among students
- Wastage of huge public money
- Creation of dependent, idle society which survives only on government dole

### **Corrective Action**

- Termination of the services of incompetent government school teachers
- Termination of the services of bureaucrats responsible for education plight
- Service-Level Agreements (SLAs) by teachers to ensure education quality
- Prosecution of teachers who take government salaries but promote private tuitions
- No budget should be allocated for school infrastructure such as buildings, etc.
- Expenditure should only be on making new curriculum, appointment of good teachers, and content quality of books
- Education in each class must target a particular type of job
- Extreme restrictions should be put on politicians who are making false claims
- Constitution of an independent core committee of external experts to oversee and ensure the quality of education
- An exclusive website should be created by the government to inform the public about each and every penny being spent on education

## **REMEDIAL STEPS TO SAVE SCHOOL EDUCATION**

Now, what should we do to improve the quality of education particularly in Delhi / Indian government and private schools which are supposed to build the foundation for higher education of students?

Here is a list of 13 remedial steps that need to be taken to achieve the desired results.

### **1. Primary Curriculum**

The curriculum for primary education needs to be serially structured with focus on arithmetic, statistics, computer technology, local language (say, Hindi), and English. Other subjects such as general science, social studies, and general knowledge should be treated as secondary subjects on which primary schools should not spend more than 20% of the total teaching time.

### **2. Education Streams**

The students who clear the primary schooling should be offered to join three different education streams:

1. STEM (Science, Technology, Engineering, Math)
2. Management
3. Trade and Commerce

Students should be allowed to choose any of these streams depending on their aptitude and performance in an admission test after the primary level.

### **3. New Syllabuses and Books**

The specially designed courses for each stream stated above will run for seven years (Class 6 – 12). Totally new syllabuses need to be created for these courses. For example, the STEM courses can be further classified into life sciences, information technology, engineering, environmental science, robotics, or math-based microprocessor design.

Similarly, the Management studies can focus on Enterprise Resource Planning (ERP), Human Resource Management, Digital Media Management, and so on.

The Trade and Commerce subjects must include the contemporary financial and economic trends in the local and international markets which are increasingly getting interconnected.

These are just a few examples of the new syllabuses that need to be designed. The idea is to encourage students to apply their education in the new environments keeping in view the employment requirements of the modern world.

Accordingly, all the school books need to be changed as the present books are totally irrelevant and carry unstructured content. Supplementary education, moral education, and soft skills should be integrated with the conventional school education.

#### **4. New Teachers**

It is seen that almost all the teachers in government as well as private schools in India are not competent enough to teach in a modern environment.

The existing teachers in the schools should be asked to appear for a specially created teacher eligibility test to know if they can teach the subjects for the revamped syllabuses of different classes.

Only those teachers who clear the test comprehensively should be retained; others should be asked to take voluntary retirement. New teachers' appointment should also be based on their academic record and performance in the teacher eligibility test. Plus, domain experts should be appointed as teachers and advisors.

#### **5. Crackdown on Private Tuitions**

Although government rules restrict private tuitions, the business of private tuitions has become a big racket in India including Delhi. School teachers, who are not supposed to ask students to take private tuitions, are pushing students into this mud.

If teachers cannot teach students properly in the school classes, why are they being paid salaries? And why are the students who can afford private tuitions being paid monetary allowances in government schools with the assumption that they are poor? School teachers and students must submit affidavits that they will stay away from private tuitions.

The government should declare private tuitions as an illegal trade and carry out a widespread crackdown on private tuition shops most of which are being run by semi-literate people.





Young children forced by parents to sell eatables outside a school building in New Delhi

The services of those school teachers who ask students to take private tuitions should immediately be terminated. Similarly, the students who take private tuitions should be thrown out of the school. The school education systems cannot improve if the students' education is dependent on private shops.

## 6. Role of Parents

Most parents know that the school education is not up to the mark. But when they try to raise their voice against it, they are dissuaded or threatened by school teachers.

The statutory school management committees, which are supposed to have some parents of students as members, exist only on papers. As the voice of the parents goes unheard, the government should create an effective channel through which parents could register their complaints against teachers without any fear.

A proper investigation should be conducted to redress the parents' grievances and strict action should be taken against delinquent teachers.

## **7. Parents' Awareness**

As most Indian parents are uneducated, they do not understand the meaning of education in their children's lives. A large number of parents discontinue their children's education and push them into low-wage employment or early marriage shackles. Such parents are cruel and treat their children as slaves.

In the absence of educational culture at their homes and because of utterly abusive education system in the government schools of India, most such students keep loitering in dirty streets and fall victim to bad habits such as drug addiction, theft, eve-teasing, scuffles, and so on.

Schools should arrange special awareness classes for parents so that they could take care of their children's education. They should also be taught the family-planning norms so that they should not produce more children who become a burden on the entire society.

## **8. Class Promotion**

It is perhaps the worst practice in schools to promote students to the next class without assessing their performance in exams. If a student is not able to clear the exams of a particular class with at least 50% marks, they should never be sent to the next class. The rule should apply to all students of all classes.

The government should also stop the monetary allowance of those students who fail to clear their exams. Why should the public money be wasted on the students who are not capable to learn?

## **9. Examination Surveillance**

All of us know that the corruption level in all types of exams is increasing in India. The students in Class 10 or Class 12 do not know even the basic arithmetic involving addition, subtraction, etc. They cannot write even in Hindi and their understanding of English is pathetic, while school teachers are not quite competent to teach English.

In other words, the knowledge level of students who clear Class 10 or Class 12 exams is worse than even those who are at the primary level in a good education environment. Then how do such students clear Class 10 or Class 12 exams?

This is all because of mass copying in schools allowed by school teachers to show the better performance of schools. If such students are asked to sit again in closely monitored exams, nine out of every ten students will fail.

So, the government should make it mandatory to hold all school examinations under surveillance cameras which could catch the cheating students and corrupt teachers who help students copy and cheat. Special security personnel should also be deployed in examination halls. Then only the deserving students would be able to clear the exams.

## **10. Special Education**

An estimated six out of every ten students in government schools are slow learners. Although they may not be physically challenged, but they are mentally and emotionally challenged mainly because of their vulnerable socio-economic conditions.

Teachers can easily identify such students from their behaviour and performance in class. Such students cannot learn even simple topics such as English alphabet, basic arithmetic including addition, subtraction, etc. Moreover, they cannot sit properly in the class and hesitate when asked to speak.

Schools should create separate special education infrastructure for such students and they should not be taught along with normal students, as it will hamper the pace of teaching.

## **11. Job Market**

In the increasingly shrinking job market of India, it has become almost impossible even for people with academic degrees to get jobs. It does not mean that there are no jobs at all.

In fact, there are many jobs in the private companies, but most degree holders do not fulfill the job requirements. In other words, the degree holders are not qualified enough to handle modern-day jobs because of the poor quality of education in schools and colleges.

In order to increase the employability of students, the schools must coordinate regularly with companies in different industrial segments such as banking & finance, manufacturing, telecom services, tourism, etc. to make dynamic syllabuses based on the skills required for different modern jobs. The skill-based education should begin at the school level.



Students of RMN Foundation school explaining the benefits of modern alternative education to parents in Delhi

## 12. Career Counseling

The schools should have dedicated counseling departments with specially trained counselors who could guide the students at every step of the education lifecycle.

The counselors should be able to tell the difference between a job and education-based career to students and chalk out the complete career path for students.

## 13. Literacy Definition

The prevailing definition of literacy in India is totally false and misleading. A person is considered literate or educated if they can read, write, and do basic arithmetic in day-to-day life.

But this education is of no use. A person should be considered educated if they can get a respectable job with their education and progress in their career with the help of that education.

Among other academic qualities, such an educated person would have a formal certification equivalent to at least the bachelor's degree or graduation degree.

According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO) “literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.”

That is literacy. So, India should accordingly change its archaic definition of literacy and develop a realistic definition. By the new definition, in all probability, the number of educated persons in India will not be more than 5% of the total population.

While school education should only be treated as a foundation for higher education, the persons who have completed only the school education in the current system must be bracketed with uneducated people.

Today, the Indian government boasts that India is a nation of the young people with more than 54% of its 1.3 billion population below the age of 25 years.

But the government does not realize that in the absence of right education, these young people are like time bombs. They will not be able to achieve the right career without the right education. Then in desperation today's young people will become tomorrow's criminals (such as politicians) and bring disaster for India.

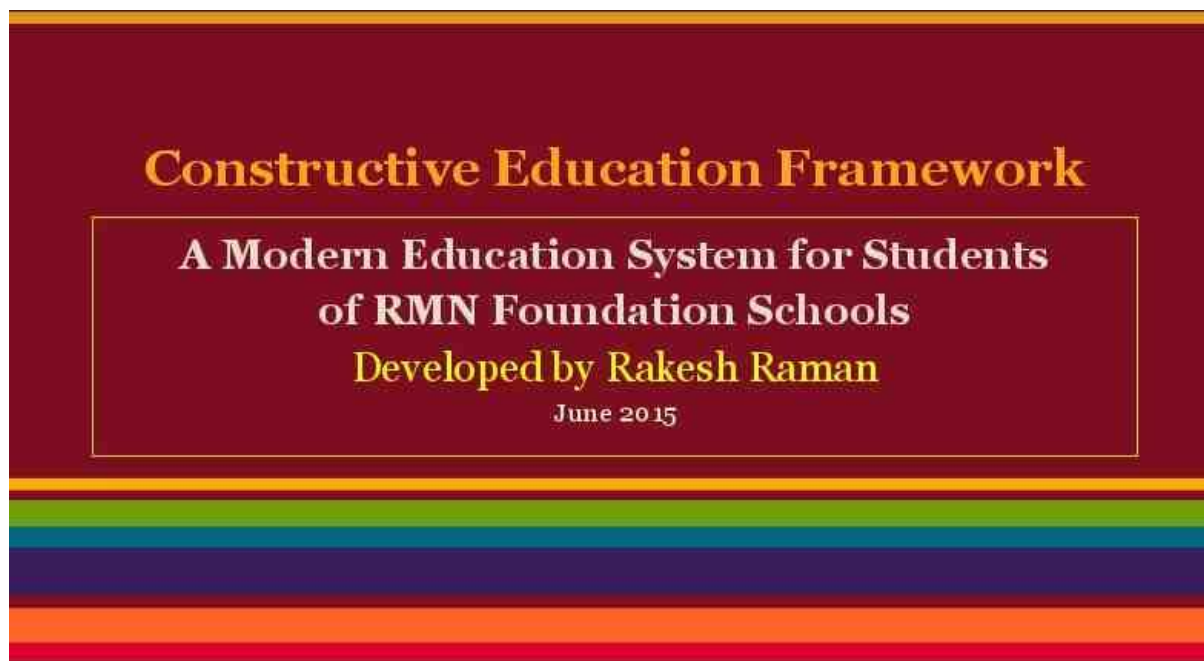
It is, therefore, an imperative to immediately revamp the entire school education system of India to save the lives of millions of children by giving them the right education.



## CONSTRUCTIVE EDUCATION FRAMEWORK

In order to help schools revamp their educational and pedagogical systems, RMN Foundation has developed a curriculum: **Constructive Education Framework**.

It will help those forward-looking schools and parents who believe that the current education system in India is not quite helpful to ensure the right career for their children in the modern knowledge-driven world.



Constructive Education Framework developed by RMN Foundation

### Objectives of Constructive Education Framework

- To connect education with employability
- To focus on skills development rather than on plain theory
- To teach with the principle of “Learning for Earning”
- To produce morally sound and honest people
- To build a clean and prosperous society

Schools and parents who want to adopt this modern system for the education of their children can contact Rakesh Raman of RMN Foundation.

By [Rakesh Raman](#), who is a national award-winning journalist and social activist. He also runs a free school for deserving children under his NGO – [RMN Foundation](#).

## ABOUT THE AUTHOR



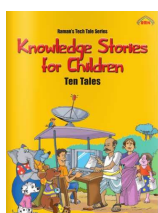
Rakesh Raman is a government's National award-winning journalist and social activist. Besides working at senior editorial positions with India's leading media companies, he had been writing an edit-page column for The Financial Express, a business newspaper of the Indian Express group.

Nowadays, for the past about 7 years, he has been running his own global news services on different subjects. He also has formed an environment-protection group called [Green Group](#) in Delhi. He has created a comprehensive online information service to educate the Indian voters for the upcoming [Lok Sabha election](#) scheduled to happen in 2019.

He is also running an exclusive community-driven online editorial section under the banner "[Clean House](#)" to help the suffering residents of Delhi raise their voice against the growing corruption and injustice in group housing societies where millions of people live.

Earlier, he had been associated with the United Nations (UN) through United Nations Industrial Development Organization (UNIDO) as a digital media expert to help businesses use technology for brand marketing and business development.

### Rakesh Raman's Work for Children's Education



Rakesh Raman has written innovative **storybooks to educate children** in the high-tech area of information and communications technology (ICT) or computers through interesting stories. He also has written a "**Multiple Subject Guide for Primary Learning**" which teaches different subjects to children who study at the primary level.

He also runs **RMN Kids**, which is an edutainment (education and entertainment) [website](#) for children, their parents, and teachers. It is a global online content property covering diverse topics of contemporary relevance for children of all age groups. He has developed a "**Constructive Education Framework**" for school students to help them compete in the modern knowledge-driven world. He also runs a free school for deserving children under his NGO – [RMN Foundation](#).

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