**Executive Summary**

The Millennium Development Goals – 2011 targets to ensure that by 2015,children everywhere, boys-girls alike will be able to complete full course of primary education. This goes hand in hand with the Right to Education act assuring free and compulsory elementary education. A major chunk of the Indian population which is devoid of primary education or overall schooling is that, which for some reasons is not able to afford it. For this proportion of population majorly, we have the Government aided schools in our country. However the condition and reputation of these schools are very poor. The Government has been working towards improving the condition of these schools by providing proper infrastructure and well trained teachers to the existing government aided schools under the Sarva Shiksha Abhiyan. The objective of this project is to identify the unrecognised problems and the loopholes in the existing schemes for the recognised ones on the basis of field visits in urban and rural government schools of Delhi and secondary research. Thus there has been a special focus on the Government schools of Delhi.

The major issues before proper progress of these schools are: the accountability of teachers present in the school; poor discipline as well as results in these schools compared to the private schools, because of the social background of the students; poor infrastructural facilities in these schools mostly in the rural areas; lack of extracurricular other than sports which mainly help boost the confidence of the school students, like debate competitions; growing dependence of kids on private tuitions and some private input, the dis-incentivisation of a good performance among students till 8th standard due to the law of compulsory promotion; etc. Delhi has an upper hand in terms of infrastructural facilities in these schools because of being the capital and many other factors mentioned.

The solutions recommended are two-fold, **Micro level or school level recommendations and Macro level recommendations.** There are 7 recommendations to be implemented at the school level and two recommendations for macro level implementation. The school level recommendations are, localization of authorities, having proper teacher trainings and regular recruitment, incentivisation of the salaries of the teachers, non-involvement of the government school teachers in non-teaching activities, having remedial classes for students and value education as a compulsory subject. The macro level recommendations are an increase in the total investment and having a Public-Private partnership model for these schools.

Key Findings:

* There is a quiet noticeable difference between government schools of rural and urban areas of Delhi.
* Government of Delhi has taken appreciable steps to improve transparency in school related matters.
* The no admission of students to private schools and those taking private tuitions has been consistently increasing.
* Only 70% of the fund allocated to the Sarva Shiksha Abhiyan is actually used.
* The role of Principal in maintaining discipline in Government schools is very vital.
* The government schools of Delhi are in a much more better position than those of some other states.
* A Government model of schools based on Public-private partnership does exist, known as Model schools.
* It is mandatory for all the government schools in the country to have a School Management Committee, consisting of parents and community members.