

## **Abstract**

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Name of Scholar: **Aftab Alam**

Name of Supervisor: **Prof. Naheed Zahoor**

Name of the Department: **Teacher Training & Non-Formal Education (IASE)**

Topic of Research: **Problems and Challenges Faced by Managing Committees in the Functioning and Quality Control in Government Aided Schools of Delhi**

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### **Findings**

The study analyses the problems of managing committees in managing the functioning and quality control of government-aided schools in Delhi. These schools are governed by strict rules but face a lot of operational problems, especially in human resource management, physical infrastructure, conflict resolution, financial management, academic activities, and overall quality control.

One of the major problems identified in the study is human resource management. The recruitment process for permanent teaching and non-teaching staff is highly bureaucratic and requires NOC from government in initial stage which usually leads to long delays. Some schools have waited for over two decades for final approval even after NOC. They are, therefore, compelled to depend on contractual staff and guest teachers who are underpaid and lack job security. Although 80% of the management committees favour central recruitment to bridge staff shortages, it is alleged that this centralization would detract from schools' autonomy. Induction into newly appointed personnel and in-service training are another headache, as none has been instituted since 2020. A more serious problem would be the fact that there seems to be no transfer policy existing and hence surplus teachers can be moved seemingly at random on government protocols.

Another critical concern is the management of physical resources. Most aided schools suffer from inadequate infrastructure, with 90% of respondents reporting insufficient government funding for classroom maintenance, staffrooms, libraries and laboratories. About 50% of schools lack a sufficient number of classrooms and 40% do not have playgrounds, which limits the overall learning experience. Though state-funded staff are provided in efforts to enhance sanitation and security, schools pay 5% of the salaries. This leaves the schools further burdened. Another alternative way that has been employed to help alleviate the cost is through CSR initiatives, but very few schools have received it.

The study also explores conflict resolution and grievance handling. Managing committees manage any disputes between staff and students as well as 80% that may arise internally. However, 5% of the case are escalated into the Department of Education or judiciaries. The school administrations resolve most disputes related to their staff and external political factors

hinder 10% of it. Despite all these challenges, most managing committees have established mechanisms to address grievances of students and staff effectively.

Financial management is yet another challenge to the schools. The managing committees are expected to pay 5% of salaries of the employees. The funds for infrastructure, educational programs also do not arrive from the central government. In addition, it is prepared at the end of every year without publicizing their financial reports; audits are held only once every five years which lowers transparency and accountability. Still, some attempt to collect other funds through CSR, but people's participation in this process remains very low.

Scholastic and co-scholastic activities have very little input from the schools, as curricula are centrally decided by CBSE and NCERT. No consultation is sought from teachers on the development of curriculum or the changes made therein. No official training is offered to teachers when new educational policies are implemented in the schools. The evaluation patterns and examination time tables are standardized for all the schools. These also include the aspect of non-teaching staff, as the lack of such staff puts more administrative responsibilities on the shoulders of teachers, hence degrading the quality of education. Concerning co-curricular activities, 80% claimed that high budget expenditure, inadequate teachers, and poor facilities were some barriers to extracurricular programs.

This research also addresses the quality control measures in aided schools of Delhi. Many schools lack qualified teachers due to the delay in recruitment, while contractual staff receives less pay that brings instability into the workforce. Moreover, due to the poor investment in digital tools and lack of ICT training, educational quality suffers. Management committees are focused on maintaining excellent relations with parents and communities. In this case, 60% of the schools suffer enrolment because feeder primary schools are missing. Counselling services are also inadequate with 90 percent of schools not having trained counsellors or special educators.

Overall, the study indicates the need for urgent policy changes related to adequate man-power supply, resourceful support and infrastructure development in government-aided schools. The report suggests full autonomy be given to management committees with accountability, more transparency concerning financial matters and further expansions in digitalization be made for results in education. Such challenges need to be met to make sure high-quality education is delivered in the government-aided schools of Delhi.