UNIT 7 EDUCATION SUPPORTS REQUIRED

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7.1 INTRODUCTION

You have already learnt that education is the responsibility of the state. In a country like India where lots of developments are taking place in education and related areas, demand for more funds would continue so as to keep pace with this development. Spending on education, health care, nutrition etc. is no longer considered as a social measure, these investments are in human resource development — a key factor for rapid economic growth, so there is a need to manage the resources with cost effectiveness. These budgets have to be prepared in a more scientific manner within the frame of the principles of economics because we are managing our education within financial constraints and such a situation demands that we should know what the available resources for education are, and how we can utilize them effectively for quality education to achieve faster economic growth.

7.2 OBJECTIVES

After going through this unit, you will be able to:

- define the resources in education;
- identify different types of resources for education;
- discuss the importance of various resources in quality education;
• explain the process of efficient resource utilization at various levels; and
• explain the role of teachers and managers in efficient resource utilization.

7.3 RESOURCES IN EDUCATION

Educationists have been defined education differently. According to Plato, education is a system which guides the youth to proper logical discourses supported by rules and regulations accepted on the basis of preceding generation. Aristotle had recognized education as a social and practical art. According to him, it is a part of politics since it is equally interesting to all, its training should be common for all children and its organization should be the responsibility of the state. It is evident from the definition that education is in the interest of all the groups and institutions of the society, education is required and give strength to the institution, for its improvement and survival. Every institution has its own important role in a healthy society and for the betterment of society, it is the responsibility of government to educate all citizens. Education is a process where various resources are required in an effective manner. To arrange these resources in a proper manner and in time, as and when required, for completing the educational process is the responsibility of educational administration. For achieving the aims of education it is very much desired that education should be based more on practical experiences because first and foremost the aim of education is to educate an individual to solve the problems of life. To impart this type of education lots of resources are required. The present education from pre-primary to higher education is divided into four stages i.e. pre-primary, primary, secondary and higher education. These are different levels of education and funding and availability of resources and their utilization differ at these different levels of education.

Effective functioning of any institution of the society depends upon the support it gets from various other institutions. In the process of education, government and religious institutions play important roles. The major responsibility of education is with the states. Then comes the responsibility of the local government and lastly, it is the responsibility of the educational institution to utilize all the resources and produce good results.

Inadequate resources constitute a bottleneck in realizing any target. Education in India faces financial constraints. Grants-in-aid received from Government is a major resource, while fees and other resources are meagre. Available financial resources are not sufficient and this non-availability of resources is a great hurdle in achieving the targets of education.

The importance of education in human life has increased in modern times. In this era, a child needs to learn more to lead an effective life. With the advancement of human civilization, the accumulated experience, knowledge and information have increased tremendously and consequently, the need for better education has also increased. Education of an individual is always directed towards the fullest possible growth of the human abilities Education also takes upon itself the responsibility for striking a balance while developing these abilities, so that a harmonious personality can be developed.

The process of education includes various steps in which activities have to be performed, to achieve predetermined objectives. To conduct this process effectively
we need various resources. The major resources for education can be categorized as follows:

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<th>Resources for Education</th>
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<tr>
<td>Financial Resources</td>
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<tr>
<td>(i) Contribution by the State through taxation</td>
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<td>Human Resources</td>
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<td>(i) Teachers</td>
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<td>Infrastructure &amp; Learning Resources</td>
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<td>(i) Physical facilities (building, furniture etc.)</td>
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<td>Other Resources</td>
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<td>(i) Other organisation (ii) Involvement of Community</td>
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<td>(ii) Contribution by the receiver of education through fees</td>
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<td>(iii) Contribution (voluntary donations)</td>
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<td>(iv) Contribution by Industry &amp; Trade</td>
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<td>(ii) Supporting Staff (Lab Assistants Technical Staff)</td>
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<td>(iii) Laboratory</td>
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<td>(iv) Computer or IT Lab</td>
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<td>(v) Sports &amp; Health Services</td>
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Check Your Progress 1

Notes: a) Write your answers in the space given below.
b) Compare your answer with those given at the end of the Unit.

1) Define resources in education.

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2) Discuss the importance of financial resources.

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7.4 TYPES OF RESOURCES

7.4.1 Financial Resources

Independent India with its written constitution took upon itself the major responsibility of the education of its people. Under the directive principles of state policy, the constitution specifically provided for: (i) free and compulsory education up to the age of fourteen; (ii) promotion of educational and economic interests of the scheduled castes and scheduled tribes and other weaker sections of the society. It also provided for equality of opportunity of education for all its citizens
irrespective of caste, creed, sex, religion, etc. In order to achieve equal opportunity in the true sense, it made provisions for protective discrimination by giving special free concessions, financial subsidy and reservation of seats to students from the weaker sections of society. These constitutional provisions required increasing State intervention in education and also a suitable financing policy to support this intervention.

Education was initially included in the State List but was brought under the concurrent list of the activities of the union government after the 42nd amendment of the constitution. Henceforth, the State instead of taking over the education system completely, followed the policy of supporting the endeavour of private bodies on the one hand and starting its own institutions of education on the other. Since the level of educational development was low in India and the educational facilities were poor, the State laid great stress on providing educational facilities for primary, secondary and higher education, as well as for adult education.

The organizational pattern which emerged during the last 50 years can be described as follows:

1) Private managed but government aided schools and colleges;
2) Private managed schools and colleges without government aid;
3) Central and State Government managed schools;
4) Central and State Government supported autonomous institutions like universities and institutions of higher learning; and
5) Private managed universities without government aids.
6) Adult education centres supported and managed both by private bodies and the State.

Although private bodies were allowed to manage and promote education, the content of courses at the school level, was coordinated by the Boards of Secondary Schools in respective States and for the Union Territories, by the Central Board of Secondary Education. At the college and university level it was determined by the respective universities. It may be mentioned here that the direct intervention by the State in determining the content of education was limited. What was to be taught was by and large determined by the respective coordinating agencies and the universities. This practice continues till today. The form of education in terms of number of years of schooling and higher education was, however, determined by the State and Central Governments.

After independence the State gave greater financial support to the development of education by mobilizing resources through taxation. In order to promote the education of its people the State also took specific policy measures. It gave:

i) Fee concessions to weaker sections;
ii) Financial subsidy to students belonging to scheduled castes and scheduled tribes;
iii) Tax rebates to philanthropists and donors who contributed to educational development; and
iv) The State also regulated the fee and kept the rate low in the state supported and state managed institutions of education.
The first two financial policy measures proposed to redistribute the resources for education in favour of the weaker sections. The policy of low fees was to enable the poor sections of the society to benefit from education, i.e., to subsidise their education. The policy of rebate also helped in mobilising funds for education.

Education has to be provided on a large scale and it requires huge amounts of money. This work cannot be done without the help of government. Education takes the nation to the path of progress. So the government has a great responsibility in this regard. The government has to pay attention to all levels of education; neglecting any levels will be harmful for the country. Government has to pay equal attention to primary, secondary, higher, technical and vocational education.

7.4.2 Human Resources

In any educational institution, the human resources required are broadly classified as Teaching Staff and Non-Teaching Staff:

Teaching Staff

The demand on teachers in terms of competence, professionalism and dedication impose on them an enormous responsibility. Expectations are high and needs are seemingly limitless. In many countries, quantitative expansion has often resulted in a shortage of teachers and increase in class size with consequent pressure on the education system. The teaching profession is one of the most highly organised in the world, and it plays a powerful role in education. Teacher’s role should not be restricted to only teaching and learning. The responsibilities of curriculum development, preparation of text books and other reading material and teaching aids should also be transferred to teachers, which traditionally was the responsibility of the ‘expert group’ in the education system. To shoulder all these responsibilities, a teacher requires continuous opportunities for learning, exchange of ideas and views, innovations and experimentations. Continuous learning is unavoidable for their professional growth. Pre-service education of teachers will aim at providing knowledge, skills, attitudes and values necessary to function effectively as teachers and to continue to grow professionally.

The powerful relationship between teacher and learner is central to the teaching process. In order to make this process effective, good teachers are required at all levels of education. At present, in India, teacher education for primary level is of two years duration in most of the states and the entry qualification for primary teachers is high school pass. At the secondary level, the entry qualification is Bachelor’s degree with a graduate level teacher education course of one-year duration. For higher education, National Eligibility Test for lecturer was introduced but there is no pre-service training for teachers at this level, and only in-service programmes are run for their professional improvement.

An important development which contributed significantly to the improvement of both school and teacher education was the establishment of National Council of Educational Research and Teaching (NCERT) as an autonomous body by the Central Government; state governments also established State Institutes of Education (SIE) which were later upgraded as State Councils of Educational Research and Training (SCERT). The NCERT, working on close collaboration with the SIEs/SCERTs, brought about significant improvement in the curricula and textbooks of schools and teacher education. It also organises in-service education
programmes for professional growth of teachers and teacher-educators at all levels. More recently, District Institutes of Education and Training (DIET) have been established with central assistance in all districts, to provide both pre-service and in-service education at the primary level. Thus we now have a network of institutions at district, state and national levels to provide in-service education to teachers and teacher educators at all levels of school and teacher education. They also bring about improvement in curriculum and textbooks.

In 1973, the Government of India set up an advisory body for teacher education entitled the National Council for Teacher Education (NCTE) with the Education Minister, Government of India as its President, and the Director, NCERT, as its Member-Secretary. The Department of Teacher Education of NCERT functioned as its office.

The NCTE as an advisory body of the Government of India functioned until 1993, when the NCTE Act was passed by the Parliament, and NCTE as a statutory organization was created. During this period, (1973-93) the Department of Teacher Education of NCERT tried to implement the recommendations of NCTE and brought about a lot of improvements in teacher education in the country. Through a joint session of U.G.C. Panel on Teacher Education and a committee of NCTE, a draft document on Teacher Education Curriculum Framework was developed in 1976. This document was revised in the light of discussion at two national conferences of teacher educators and was approved in 1978. The NCERT published and widely circulated this document among state governments, universities and teacher education institutions. It prepared supplementary materials in the form of books to help in the implementation of the recommended curriculum. It interacted with universities and state governments and tried to bring about changes in the teacher education curriculum on the lines recommended by NCTE. It interacted with universities and state governments and tried to bring about the changes in teacher education curriculum on the lines recommended by NCTE. As a result of all these efforts, many changes were brought about in teacher education curriculum. The theoretical principles were related to Indian conditions. More time and attention were given to the practical aspects of teacher education. Skills were developed in all these areas before sending them to schools for practice teaching. Working with community and work experience (or socially useful productive work) were introduced as new areas of practical work. More attention was given to practical work in educational technology. Student teachers were also taught to conduct tests and do practical work in administration, scoring and interpreting tests. Student teachers were sent to schools for a block period of time for teaching practice and were also involved in all activities of the school. These were some of the changes brought about through the implementation of the new curriculum framework.

1) The qualifications of primary teachers have been revised from X years to XII years of general education followed by two years of teacher training. Earlier, the requirement was one year of teacher training. Similarly, qualifications of secondary and senior secondary school teachers have also been fixed and raised to graduate and post-graduate levels with the requirement of full-time teacher training. With the establishment of NCTE, the teacher training qualification is being further streamlined. NCTE has now recommended two years of teacher training. The qualifications of college and university teachers

Education Supports Required
have also been revised and upgraded, these teachers are now required to
have a degree at the doctoral or M.Phil levels in the concerned subjects and
qualify in the National Eligibility Test (NET).

2) The need for continuing education for the teaching and educational
administration community has been recognized. Several new initiatives and
infrastructures have been developed to support the training needs of the staff.
The District Institutes of Education and Training (DIETs) have been set up
for frequent and continuing in-service education of primary and elementary
teachers. The extension services movement which was initiated in the mid
1950s for inservice education of the secondary teachers has unfortunately
been closed down. Nevertheless, efforts are on with the State Councils of
Educational Research and Training (SCERT) and Institutes of Advanced
Studies in Education (IASEs) to bring in a new thrust on continuing education
of secondary teachers. The Academic Staff Colleges have been set up in
about 48 universities for providing continuing education, both subject-based
as well as methodology-oriented, to college and university teachers. The
Technical Teacher's Training Institute (TTTIs), Indian Society for Technical
Education (ISTE) and Indian Institute of Technology (IITs) conduct large
number of training programmes for in-service education of technical teachers.
National Institute of Educational Planning and Administration (NIEPA), now
National University of Educational Planning and Administration (NUEPA), at
the national level, and similar state level institutions or the Administrative Staff
Colleges of the states offer training programmes for the educational
administrators – the principals of schools and colleges, District Education
Officers (DEOs) and the staff of the directorates of education. During the
last few - about three - decades, there has been a steady development of
provision for in-service education of teachers for continuous quality
improvement. Whether these efforts have actually resulted in quality
improvement or not, remains a matter of debate, in the absence of empirical
evaluation and data. It does, however, indicate the growing concern of the
state for quality improvement.

3) In the early 1960s, National Council of Educational Research and Training
(NCERT) was set up. During the last few decades of its existence, NCERT
has set up a new standard for curriculum and textbooks in school education.
This has influenced the state practices and increasingly there has been an
articulated concern and effort to improve the quality of textbooks in the
states. Over these years, the textbooks have been supplemented by enrichment
material in the form of workbooks and other such material. In 1962, the
television was pressed into service to complement school education. It has
steadily grown and now there are various programmes. The Central Institute
of Educational Technology (CIET) and the State Institutes of Educational
Technology (SIET) network support the requirement of school television.
(UGC's “Country-wide Classroom” programme offers television programmes
for higher education. IGNOU's programmes on television support the needs
of the students learning through the distance education mode. In order to
feed these television channels, a large number of video programmes in
education have been developed. Besides these three sets of programmes
mentioned above, UGC has developed a number of video courses on
Psychology, History, etc., which are available from ‘Educational International
India'. Similarly, the TTTIs and IITs develop a large number of video programmes on technical education, higher technical and engineering education, etc. The computer-based multi-media is a comparatively recent but fast development. A variety of computer-aided instructional material is now available from various sources, primarily from the private enterprises. While the utilization of computer-aided instructional material is quite restricted in the Indian classrooms, the increase in their export performance indicates their quality and potentiality. However, with the availability and usage of computer at all levels – both within the institutions and at homes- this is becoming an upcoming area of quality management.

Technical qualification is required for supporting staff to teach them at entry point but there is no provision for in-service programme for them. Some of them are highly qualified and are demotivated for present job. Promotional avenues are also very few. There should be provision for incentives in their service to motivate them for efficient resource utilization.

**Administration Staff**

Administration and management of educational institutions is not different from the administration and management of other government organizations. At present in primary and secondary level schools, principals are responsible for administration and management of the school. On the basis of their teaching experience and on handling a few tasks of management, they are appointed as principals and there is no provision for pre-service training. NUEPA is organizing in-service programmes for school Principals but there are not sufficient programmes to cover the whole population of this category. They are more or less responsible for utilization of resources available with them, but only a few who are self-motivated for administration utilize the available resources with them – the others just cope with day-to-day problems and pass their tenure as administrators. Basically, the responsibility of a manager or supervisor does not end with just managing or supervising subordinates; rather it begins with a positive approach and does not end at all. A manager is thus supposed to perform the role of friend, philosopher, guide and teacher too. It is important that he/she develops him/herself for performing these roles. Having been self-motivated is not enough, support from seniors and the organization is also required.

Administration of universities and colleges/institutions of higher learning include academic administration, financial management and control and general maintenance of campus activities. At present, in universities, basically, there are two types of administration, academic as well as general administration; Academic administration is executed by Heads and Deans and general administration by Assistant Registrar, Deputy Registrar, Registrar and Officers in finance and others in-charge of departments. Though pre-requisite qualifications are prescribed, on the basis of promotion schemes most of them get higher posts. Again there is no provision for organizing training programmes within or outside the university campus. Administrators are guided mostly by their previous experiences, and administration is totally based on past experience.

The introduction of HRD system is, thus, essential in any organization for its betterment and overall development. However, it is worthwhile to note that it is the top management of the organization who should genuinely believe in the HRD
philosophy and its introduction based on actual needs and in creating a climate conducive to the organisation’s development. The place of work should be a source of joy and place of enjoyment so that people may give their best to the organization. The employees feel happy if the top management is able to inculcate the feeling in them that the organization belongs to them. This feeling can be generated only when the organization is able to take care of employees’ basic needs through various welfare measures and introduce an appropriate type of managerial system. The employees should also be allowed to discover their own capabilities and potential so that they can become more committed. It is not enough for the top management to take a decision on HRD in a boardroom; it should also take follow up action to implement the decision. It is more important to implement the decision and go all out to introduce HRD system for better performance, higher productivity and output, happiness of workers, career planning and other related matters for the achievement of organizational effectiveness, efficiency and development.

It has been accepted that all training can be categorized under the heads of knowledge, skill, and attitude. At one time little distinction was made between these three training areas. Skills were seen to be acquired when knowledge of the methods and processes of system was passed on, either by word of mouth or in writing. New recruits were expected to become proficient in a job after being told what to do. Those who were unable to absorb the information and apply it fairly were discharged. The approach to attitude in training was negative. Employees were often seen to have the wrong attitude when they failed to meet the employer’s demands. It did not occur to anyone that inculcating the right attitude, i.e. one, which was accepted as constructive, could have a reinforcing effect on learning. The work of behavioural scientists, coupled with pressures from the work force calling the application of fairness and common sense have helped in bringing about a changing approach in recent years. Trainers are now well aware that people cannot be treated as machines, and the extent to which the employer’s goals can be achieved by simply telling them what to do is limited.

### 7.4.3 Physical Resources: Infrastructure and Learning Resources

In building an educational institution, the primary consideration should be that it should cater to the educational needs of the children and should be instrumental in securing future development. Sometimes teachers complain that they have found themselves substantially limited in their teaching work by the infrastructure facilities available to them. They have also felt that classrooms have been built by engineers in a traditional way with the emphasis on expediency and are not improving the teaching/learning process. In addition to serving the educational needs from the point of view of library, laboratory and classrooms, the building also has to be designed aesthetically. It should be appealing to the eye and should be sound in respect of light ventilation and several other considerations which influence the quality of education in the school. It is the educational administrator who is supposed to know best the educational needs and requirements in terms of the size and shape of the classrooms, laboratories, libraries, playgrounds etc.

Instructional method based on practical, experimental and investigative work is mostly carried out in laboratories but also extends to project and fieldwork.
Practical work occupies an important place in the education of scientists and engineers. It is based on the assumption that learning by doing is best for acquiring technical skills. During the past twenty-five years a major re-appraisal of uses and methods in laboratory teaching has taken place. In country like ours, the high cost of laboratory work, makes it difficult to continue providing facilities and resources of the necessary standard. Severe constraints and overloading of timetables lead to serious problems in meeting syllabus requirements in qualitative and quantitative terms. Due to these reasons, there is lot of dissatisfaction with the effectiveness of conventional laboratory work which does not foster the understanding of scientific concepts and the application of scientific principles to solving problems. We may summarize the current goals of practical work thus:

- Teaching technical skills relevant to the subject.
- Understanding scientific principles and the process of scientific enquiry.
- Developing systematic problem solving skills.
- Venturing into the development of professional attitudes, practices and commitments.

The fundamental principles on which laboratory teaching is based are that students teach themselves and each other. Although the students essentially learn through their own efforts, it is the teacher who conducts the experiments, imparts instructions and guidelines. The library is the hub and the centre of the intellectual and literary life of the school and plays the same role in fostering interest in all other subjects, as the laboratory plays for science subjects. In fact even in the case of science subjects it plays an important role. Scientific journals are very expensive and it is not possible for students to buy these, hence library journals provide the latest information and developments in the area.

A library should have computer facilities, since such facilities make the library very effective and time saving and these are the assets for students to be utilized for learning purposes. Through proper regulation of these services, we should make available to students and staff, reading materials of interest and value to them. These institutions also have craft and productive work centres which maintain a balance between theoretical and practical studies. At present in India schools with adequate finances have their own workshops and craft rooms.

Other facilities which provide recreation opportunities and help to perform better in the learning process are sports, canteen, lawns and gardens. For various reasons, they are also helpful in getting effective results. Special events such as dances, exhibitions, celebration of national days and community meetings are good opportunities for improvement in learning level and educational interaction in general. Equipments such as audio-visual aids, black boards, laboratory apparatus, bulletin boards, display boards, machines and other apparatus used for learning various skills are essential resources for learning and helping to produce quality education.

### 7.4.4 Other Resources

Many of the agencies in the area where a school or college is situated can provide resources. We can say that there are sources to provide resources for education i.e. intellectual or information resources, material resources, physical facilities, institutional resources such as library, teaching aids and good will resources.
People or resource persons available in the nearby locality also play an important role besides teachers, who are useful in educational development. These include village leaders/area leaders, members of panchayat, officials of development departments, members of voluntary organizations, radio, T.V. programme participants, cultural groups etc. Many of them are traditional communicators who pass on ideas and messages more effectively.

Check Your Progress 2

Notes: a) Write your answers in the space given below.
     b) Compare your answer with those given at the end of the Unit.

3) “Availability of resources is essential for quality education”. Discuss.

4) Identify the types of resources available for education.

7.5 RESOURCE MOBILIZATION AND UTILIZATION

7.5.1 Resource Mobilization at Various Levels

Most of the finances for education come from the state, which mobilizes most of its resources from taxation. Fees are another source. The Constitution of India provides for free and compulsory education up to the age of 14 years. Thus, with the constitutional provisions no fees or very nominal fees can be charged for school education. This provision for free and compulsory education is applicable till elementary education level.

Private, aided and unaided schools also operate within the system but they charge high fees. Government schools which charge very nominal fees or no fees are inadequately provided funds. Due to non-availability of resources these schools impart low quality of education while the schools charging full cost of education provide high quality education. This type of education is a result of economic inequalities and are against the basic principles of social justice and equality of educational opportunity. The state should provide funds to improve the quality of government schools and help them to come up to the pace of high quality institutions.

At the level of higher education, the situation is different. At present, the number of private universities and colleges has increased tremendously. The government universities are producing good quality products but in the case of private universities
and colleges, there are variations. Some universities are producing high quality products and in some, since resources are less, they are only giving degrees. Though the state mobilizes most of the resources from the middle and lower class people in the form of indirect taxation, it is giving inadequate support to the education of both the classes. The differences between the quality of education provided by government and the private sector has put poor and middle class people in disadvantageous positions and has perpetuated inequalities in higher education and in the job market also.

Resource allocations among the three levels of education are found to be more favourable to higher education, though the constitutional obligation of free and compulsory primary education is not yet achieved in the country.

A major issue in educational financing in India is only at the higher education level. Few courses are run by universities, which are self financed. They are also generating funds by providing land and building on rent but only a few school are experimenting this for generation of funds. Fully aided schools are not taking interest in it. This exercise is possible in urban areas not in villages and small towns. Most of the educational institutions are not cost conscious in their financial management and as a result, the institutes are run as non-viable institutes.

At the institutional level, the major source of finance is fees from students. At primary and secondary levels as we have discussed, there is little scope for collecting fees and the amount received from fees are very nominal in the case of government schools. In the case of private schools all the costs of education is met from the fees paid by the students. At the higher education level, fees are again very nominal and do not cover even 10% of the institutional cost. There is no indiscriminate subsidization at the institutional level, as equal amount of fees are charged from students from all the income groups. As a result, students from lower income and working groups are under represented in higher education particularly in the professional courses.

7.5.2 Efficient Resource Utilization

A variety of resources flow into the education sector – physical, human and financial. They flow from various sectors – central, state and local governments. Foreign governments are also contributing to education of other countries, community resources external and internal resources – institutional and non-institutional resources available within education sector and outside.

No economy can drain the resources for the activity sake, now its conscious effort of government that we are spending this amount for economic growth of the nation, it is considered consumption activity. Human resource development can be considered as a contribution towards faster economic growth. We know well that education these days is public service and provided by Government at subsidized rates. The social resource costs on education are higher than what is paid by the individual households. The institutional cost is largely funded by government. The consumers in this process are not the real paymasters. Others are paying for their education through levies of taxes and this cost also includes all monetary and non-monetary efforts which the community as a whole contributes to the education process. These are the inputs for education and students are the output of the process. And here arises the need to calculate the cost of education unit cost to assess the cost spent on human capital, a real resource of the community.
The resources allocated to education are not necessarily sufficient, and the combinations of various resources are often unbalanced. Mobilisation of resources has been suggested by various committees and commissions. It is the responsibility of institutional management to look into the matter and utilize the resources effectively.

Financial resources play an important role in education. Financing of education should be based on financing for productivity and economic growth, financing for equity, financing for efficiency, and financing for diversity. When emphasis is on quality of education, we have to build a good monitoring system, staff, and to recruit fresh staff, entry qualifications have to be fixed to select effective candidates. NCERT, NCTE, NUEPA and DIETS are making efforts for continuous education of teaching staff, which is required for effective utilization of human resources. Proper utilization of various other sources i.e. infrastructure facilities has also been suggested and institutions are implementing these. They are renting their facilities and generating funds and adding more facilities in schools to produce quality products.

Recognition of the fundamental right to a minimum level of education by government has provided the leeway for further education. Part of this recognition may be attributed to political expediency. Political leadership gets its legitimacy and strength from the degree of its responsiveness to meet social aspirations of the people. Developing nations have become increasingly conscious of the social aspects of economic planning. It is now generally held that economic growth should be a means towards the eradication of hunger, illiteracy, disease and reduction of existing social and economic inequalities. All ailments of society can be removed through quality education for all. At present the education system requires efficient resource utilization on the one hand and mobilization of resources for adding more facilities at the other. As we have pointed out, it is the responsibility of institutional management to generate and manage available resources in an effective manner. For this, proper management techniques should be utilized. Cost benefit analysis is a technique which can help in making better decisions relating to investments. This analysis is a practical way of appraising the desirability of a project involving public expenditure in terms of net social gain to the society. This technique has been primarily developed for use in the private sector and is often unsuitable for the public sector. But in this era of globalization, where competitions are there at every step, to prove our worth and for ensuing our survival, we have to appraise our system on the cost effective scale.

Check Your Progress 3

Notes: a) Write your answers in the space given below.
     b) Compare your answer with those given at the end of the Unit.

5) What do you understand by efficient resource utilization? Suggest measures for effective utilization of resources.

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6) Discuss the role of teachers and educational administrators as resource allocators and managers.

7.6 LET US SUM UP

In the beginning, our discussion focused on education and support required. We have discussed the concept on the basis of facilities required for education. Then we discussed different types of resources in education and efforts made in this direction to improve the condition by the government. We have also noted the importance and role of various resources. Thereafter we discussed mobilization of resources and lastly we tried to understand the necessity to utilize available resources.

7.7 UNIT END EXERCISES

1. Prepare list of resources required at different levels of education for quality education.

2. Identify community resources that can be utilized for effective education process.

3. Suggest measures for efficient utilization and mobilization of resources.

7.8 ANSWERS TO CHECK YOUR PROGRESS

You may elaborate your answers on the following lines:

1) Meaning and scope of various resources in education.

2) Importance of financial resources for effective management of education.

3) i) Resources in Education.
   ii) Importance of various resources in managing educational institutions.
   iii) Define quality.
   iv) Discuss the importance of availability of resources for quality of education.

4) Discuss various types of resources and their further categorization.

5) i) Define efficient resource utilization.
   ii) Why is efficient resource utilization the demand of the hour in education?
   iii) Suggest measures for effective utilization.

6) i) Role of teachers in managing various resources for education.
   ii) Role of administrators in managing various resources for education.
7.9 REFERENCES AND SUGGESTED READINGS


