

Effective Utilization of Resources in Schools by School Heads

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“Education in School is explored by provision of resources, their maximum utilization and effective management.”

What you will learn?

- 1.0. Introduction
- 2.0. The Process of Effective Resource Management by School Heads
- 3.0. Exploring and Understanding various types of Resources in the Schools
 - 3.1. Human Resources
 - 3.2. Physical Resources
 - 3.3. Financial Resources
 - 3.4. Community Resources.
 - 3.5. Health and Safety Resources
 - 3.6. Professional Development Resources
 - 3.7. Educational Resources
- 4.0. Conclusion
- 5.0. Self Assessment

1.0. INTRODUCTION:

A school can function effectively if a school head utilizes all the resources present in the school and tries to procure the resources from the community for the effective functioning of the school. The school head has the responsibility to bring together various resources and allocate them effectively to accomplish the general goals of the institution. In educational institutions, the members need to understand the impact of resources in enriching the system of education. To achieve educational goals and augment the system of education, it is necessary to manage the utilization of resources in an effectual manner.

To bring about effective growth and development of the students, achieve academic goals and enhance the overall system of education, it is vital to utilize the resources in an appropriate manner. Resources in education are referred to as assets, which have the potential to provide utilization assistance and support, which is needed to achieve the desired goals and objectives. The resources need to be of good-quality, which can be used in a manageable way to achieve desired goals and objectives. The utilization of resources in education is regarded as one of the aspects that is of utmost significance. In order to achieve educational goals and objectives in an effective manner and augment the overall system of education, it is necessary to make use of resources in an operative manner. The school head should possess adequate

knowledge, competencies and abilities that are necessary to make effectual utilization of resources. In schools, it is vital for the school head to conduct an initial survey and analyze the areas in which resources are required to lead to improvement, such as whether it is teaching-learning methods, teaching-learning materials, infrastructure, amenities, libraries, laboratories, or overall school environmental conditions. It is also necessary to manage financial resources, since financial resources are regarded to be of utmost significance in upgrading the overall system of education. Nonetheless equal consideration should also be made for other resources, i.e. human resources, financial resources, physical resources. This module discusses in detail about the process of effective resource management which begins with the school head to find ways to assess their school to identify what resources their students, teachers, and school in general need and how to acquire the necessary resources.

NATIONAL EDUCATIONAL POLICY 2020:

National Education Policy (NEP) 2020 in India is a comprehensive document that outlines the vision and direction for the country's education system. NEP 2020 promotes skill-based education, fostering critical thinking and problem-solving. Inclusivity is a key focus, offering equal opportunities for diverse learners. Emphasis on local languages and cultures provides a global perspective. Improved teacher training and increased funding for better infrastructure.

To achieve the vision of NEP 2020, emphasize by school heads is needed to effectively utilize the resources that would ensure teachers updated with modern teaching methodologies and technology. School heads to focus on issues like accessibility, overall development, quality of teaching, multilingualism, flexible learning, and continuous learning to align with the NEP2020 strategy and reform the Indian educational system.

AIM OF THE MODULE:

The aim of the module is to understand how effectively we can utilize the resources in schools to improve the overall effectiveness of school by promoting student success, and by creating a positive learning environment.

OBJECTIVES:

The objective of this module is to enable the school leadership to identify and utilize all the resources present in the school and find means and ways to procure the most important resources needed for the effective functioning of the school. Below are the basic guidelines to begin with.

- Identify the available resources existing within the school.
- Evaluate whether the available resources are used to their maximum potential.
- Identify the resources lacking needed to achieve maximum productivity and efficiency.

- Evaluate the school’s current resources and determine if any resources can be reallocated.
- Find means and ways to procure the most important resources needed.

A School head should be fully aware of the essential requirements of the resources in various areas of his/her school and should be able to strategically allocate resources and ensure the allocated resources are fully utilized to their true potential. Such schools can reap development and benefit their students. Below is the table discussing differences between resource allocation and utilization.

RESOURCE ALLOCATION	RESOURCE UTILIZATION
Resource Allocation refers to the process of distributing available resources among various tasks, activities, or projects.	Resource utilization, on the other hand, is the actual deployment of allocated resources to carry out tasks or activities. It focuses on how effectively resources are used to achieve desired outcomes.
It involves making decisions on where and how resources such as time, money, personnel, or materials should be assigned to achieve specific goals.	It involves monitoring, measuring, and optimizing the use of resources to ensure they contribute efficiently to the intended goals.
Resources allocation is essentially a strategic planning phase, determining the distribution of resources based on priorities and objectives.	Its more about practical implementation and efficiency in utilizing the allotted resources.

2.0. THE PROCESS OF EFFECTIVE RESOURCE MANAGEMENT BY SCHOOL HEADS

1. Determining the goals of the school
2. School heads identify what resources their school, teachers and students need.
3. The school head examines the school’s current resource pool and determines if any existing resources can be reallocated for student or teacher needs.
4. Utilizing the available resources to achieve desired outcomes.

3.0. EXPLORING AND UNDERSTANDING VARIOUS TYPES OF RESOURCES IN SCHOOLS:

TYPE OF RESOURCES	DESCRIPTION
Human resources	<ul style="list-style-type: none"> • Teachers who transact the curriculum. • Personnel to manage daily school operations. • Guidance counsellors & other support staff for students well being
Physical resources	<ul style="list-style-type: none"> • Classrooms are equipped with desks, chairs, & teaching aids. • Library with books and digital resources. • Laboratory for science experiments. • Sports facilities for physical education. • Restrooms and sanitation facilities.
Financial resources	<ul style="list-style-type: none"> • Government budgets, private donations, grants, and other funding mechanisms
Community resources	<ul style="list-style-type: none"> • Support from parents and local community. • Libraries, Local cultural organizations, and NGOs • Health care support
Health and Safety resources	<ul style="list-style-type: none"> • Periodical health checkups • Security and safety measures. • Providing resources for stress management and mental health support within schools.
Professional developmental resources	<ul style="list-style-type: none"> • Workshops and training for teachers to stay updated with the latest educational practices and methodologies. • Educational research & development program.
Educational resources	<ul style="list-style-type: none"> • Textbooks and educational materials from Libraries • E-learning and Digital resources. • Teaching Learning Materials- Charts, Maps, Models, Experiment kits from Laboratories. Physical Education equipment. • Specialized teachers and staff for students with certain disabilities.

3.1 HUMAN RESOURCES

Human resources are referred to the personnel, who need to augment their knowledge, competencies and abilities which are needed to carry out their duties in a well-organized manner, achieve the desired outcomes and upgrade the overall system of education.

Human resource management is the effective management of people in an institution. It helps to gain a competitive advantage. It exists to improve the skills and knowledge of people in an institution. Its aim is to maximize an individual's ability. This will make the individual work in a well-organized manner, achieve the desired outcomes, and upgrade the overall system of education. The human resources in secondary schools are headmaster, teachers, and other staff members. These individuals need to upgrade their knowledge and competencies on a continuous basis in terms of their job duties. Furthermore, they need to work in collaboration and integration with each other and mutual understanding. The teachers are regarded to render a significant contribution in promoting student learning and leading to their overall growth and development. They need to provide knowledge to the students in terms of academic concepts as well as inculcate the traits of morality, ethics, and resourcefulness among them.

ILLUSTRATION:

This example explores how ABC School strategically implemented flexibility in staff roles among its human resources to utilize the full potential of varied interests of staff members, not restricting them to their subject skills, and create a more satisfied working environment to the staff while the students get benefitted from their teachers untapped potential. A NCC Cadet Social teacher who is highly active in sports also took over the role and responsibility of Physical Education tutor and groomed the students in sports related engagements.

SL.NO	CHALLENGES FACED	STRATEGY IMPLEMENTED	RESULT
1.	Underutilization of varied interests of staff members not restricting them to their subject skills	The school encouraged flexibility in staff roles, allowing individuals to contribute to areas beyond their designated responsibilities.	This approach not only utilized diverse skill sets but also increased job satisfaction among staff members, organizational efficiency and benefitting students.
2.	Shortage of teaching staff in schools.	Multigrade teaching – combine grades	Shortage of staff addressed, and students are

SL.NO	CHALLENGES FACED	STRATEGY IMPLEMENTED	RESULT
			benefitted.
3	Behavioral problems of adolescent child (disruptive, aggression, mental health issues, sex education)	Counsellors or mentor teachers engaged to address the sex education, mental concerns of children and guiding through future educational prospects	Sex education, Behavioral problems of adolescent child addressed. Children receive academic advice.

3.2. PHYSICAL RESOURCES

Physical resource management in schools has a direct impact on the learning environment and is a key determinant of educational outcomes. It is therefore important that school physical resources management practices are aligned with the school improvement plan by linking school assets to basic education service delivery applications like Shaala Siddhi. The financial grants are also directly linked with the physical resources available and owned by the school. These may include school furniture, equipment, buildings, campus, classrooms, offices, textbooks, science lab equipment, library, IT infrastructure, sports equipment, curriculum materials etc., within school. These are the tangible resources that can easily be seen and observed in any institution which can facilitate organizations' activities and processes.

To ensure maximum utilization of physical resources in schools, the school head should question himself the following questions:

SL.NO	QUESTIONS	YES	NO
1.	Are the Classrooms in the school utilized and maintained properly		
2.	Are the library well equipped covering different subject domains		
3.	Is the science lab well equipped covering all types of experiments		
4.	Does the school have sufficient sports and recreational facilities.		
5.	Does the school efficiently manage and upgrade their IT infrastructure to keep up with technological advancements		
6.	Does school /school head take community support to improve physical resources		

SL.NO	QUESTIONS	YES	NO
7.	Does the school have adequate furniture to support the student and staff capacity		
8.	Does the school have supply of water, electricity, and internet		
9.	Does the school have Kitchen Shed/Dining Place?		
10.	Does the school have compound wall? School ground and surrounding premises being cleaned		
11.	Is the school equipped to handle and maintain basic hygiene, sanitation, and overall cleanliness of school premises?		
12.	Does the school have a girl's room; incinerators for sanitary napkins?		
13	Does the School have bulletin board, Display boards, functional labs?		
14.	Does the school have necessary aids to handle students with disabilities		
15.	Does the school head oversee carrying out of periodic maintenance and repair works of school equipment		
16.	Whether Shaala Siddhi self-evaluation report by the school is being uploaded periodically?		

These physical resources play a key role in the attainment of the school's intended objectives. A direct correlation exists between the quality of school facilities and the process of acquiring learning outcomes. The school head should therefore facilitate activities and processes to mobilize, maximize use and maintain physical resources thus providing a well-managed and safe environment for teaching and learning.

ILLUSTRATION:

A School head is transferred to XYZ school. Once he started working in the school, he noticed that there was severe water problem in school leading up to sanitation concerns. The School Head then raised some funds so that they can drill a borewell in their school. Eventually a borewell was setup and now the school has sufficient water, thereby the sanitation issues were addressed.

SL.NO	CHALLENGES FACED	STRATEGY IMPLEMENTED	RESULT
1.	Sanitation problem: shortage of water supply	The problem has been brought to notice of stake holders, SMC members and community elders. Some doners have come forward to help us to donate funds to solve the water problem issue.	Students had improved sanitation with enough water facilities which showed positive impact on student's hygiene.

3.3. FINANCIAL RESOURCES

Financial management is considered with the sourcing, utilization, and the control of funds to add value to the stakeholders and report to them accordingly. Funding may come from government sources, grants, and sometimes private donations. Financial management is important because demand for funds is always greater than the supply of funds. The grants are usually more for higher population of students in a particular school. Since financial resources are predominantly scarce school heads need to make effective and efficient use of finances to achieve objectives of the school. Financial management helps the school to be more accountable to donors and other stakeholders and helps the school to gain the respect and confidence of funding agencies, partners, and beneficiaries. It gives the school a competitive advantage in the mobilization of scarce financial resources and prepares the school for long term financial sustainability.

To ensure maximum utilization of financial resources in the school head need to question himself the following questions:

SL.NO	QUESTIONS	YES	NO
1.	Are the grants and fund received exceeding expenses?		
2.	Does the school retain surplus reserve funds for adhoc and emergency expenses		
3.	Does the school maintain the inventory and financial record keeping		
4.	Does the school head involve the school stakeholders in the planning and budgeting		
5.	Are the financial goals achieved within the planned budget		

SL.NO	QUESTIONS	YES	NO
6.	Does school /school head consider all the risks associated involving financial resources		
7.	Does the school mobilize funds from donors when grants are inadequate?		
8.	Are the proper stakeholders been involved and whether the expenditure is audited?		
9.	Any budget is earmarked for undertaking any innovations in the school?		
10.	Any use of computer applications for financial Management?		

ILLUSTRATION:

A Govt. school serving a diverse student population of 800 with a substantial portion of students coming from low-income households. The school relies on state funding, and with limited grants the school could not achieve its immediate requirement to repair a dilapidated roof in one of its classrooms which poses risk and may cause a potential impact in the school's operations if left unattended. The school committee therefore mobilized funds from external donors, corporate companies and with local political support was able to prioritize critical repairs, by exploring cost-effective ways within the limited budget thus utilizing its financial resources efficiently & effectively.

SL.NO	CHALLENGES FACED	STRATEGY IMPLEMENTED	RESULT
1.	Limited grants hindering the school to conduct immediate critical repairs of dilapidated classroom roof	The school committee mobilized funds from external donors, corporate companies and with local political support was able to prioritize critical repairs, through cost-effective ways within the limited budget	Repair of dilapidated classroom roof carried out, potential hazard and risk eliminated.

3.4. COMMUNITY RESOURCES

The term 'community' refers to members of the school management committee, teachers, learners, parents/ guardians, local residents, associated cultural organizations and

NGOs. Working together with community members is critical to school development. The school needs the support of the community for achieving its objectives and providing quality education to its learners. The active engagement of the school with the community ensures optimal utilization of the school resources, holistic development of learners and better management of the school. The school, therefore, needs to establish a meaningful relationship with the community which could benefit both the school and the community. Community is a school within itself for history, literature, cultural heritage, and natural environments. Community or society can also play an important role in formal education. Community resources for school refer to external assets and support systems available within the local community that contribute to the overall educational experience and well-being of students. These resources extend beyond the school's immediate facilities and personnel, encompassing partnership with local organizations and individuals who provide additional educational, Social, and practical support. The goal is to create a collaborative network that enhances the quality of education, addresses diverse needs, and fosters a positive learning atmosphere for students.

GOVERNMENT SERVICES – LINE DEPARTMENTS: Line departments are government departments at the state or country level which operate in a day-to-day basis and support key functions related to public work. They promote the overall well-being of the citizens; schools therefore take their services and are beneficiaries. Some of the major Line departments in India are those of Health, Defence, Education, Labour, Railways, Transport, Communications, Commerce, and Industry etc.

GUIDANCE SERVICES: Community members can give guidance services to learners. Older members of community, expert of different area can help learners by their valuable guidance. In our schools we always ignore guidance part. A guidance cell is essential in every educational institution, but it is the ground reality that most of the schools are not fulfilling this norm. In such condition guidance service may be given by the community members.

LECTURE OF GUESTS: In the schools, experts of different area can be invited for delivering lectures and presentation. These guests may be expert of any area as social worker, mathematician, doctor, scientist, social scientist, sport person etc. As example- an educational institute may invite a sport person to give lecture unimportance of sports and games in their daily life or a doctor to give a lecture to teenage learners on physical and emotional changes in adolescence

LIBRARIES: Public, private or community library may be used by the learners. Those schools, where reading material is not available in school library can be utilized by the learners in community or public library.

NATURE CENTRES: Many of nature centres offer homeschooling classes and resources, as well as apprenticeship opportunities. Nature centres can be utilized as learning resource like this.

MUSEUMS & HISTORICAL SITES: Learners can visit a local museum for some content. Some museums also offer online resources and materials for curious learners. Learners also may be benefitted by this. For example, a small group of learners experiments with an interactive museum exhibit. They talk about what they see and what they know, to relate it their classroom experience. Any historical site represents a living history for the learners. These sites provide living history experiences and volunteer opportunities through a range of national, state, and local resources, including historic palaces, homes, religious places, historical sculptures, and battlefields of historic significance.

ART CENTRES: Many community art centres offer workshops for young ones, youth and adults in handicrafts, drawing, art history and visual and performing arts etc., and are often accommodate homeschooling groups also, which is beneficial for learners.

VOLUNTEERING: Through volunteering, community can play a significant role as are source centre. Learners can learn so many things by volunteering in community celebrations. They can learn basic human values like, tolerance, fraternity, healthy competition, cooperation, sympathy, empathy, helping others etc. Learners can also participate in real world activities, skill and knowledge building.

TRADITIONAL COMMUNITY KNOWLEDGE RESOURCES: The school may explore the tapping of community resources like knowledge and skills inherited from one generation to another generation in the fields of Arts, handicrafts, agricultural practices; maintaining bio-diversity; local history; local legendary heroes.

ILLUSTRATION:

An ABC school in Vikarabad dist. had faced issues where anti-social elements were jumping school gates in dark and violating school premises especially during the holidays and non-working days, by consuming liquor and food and desecrating the place. This was reported to the local police and to the neighbouring families. This issue was addressed after the police team had started sending random patrols to the school premises in the late hours and neighbouring families also started being extra vigilant and making regular checks.

Another school head found that students were overwhelmed due to the monotonous approach in its curriculum, which is when the school head invited faculties of specialised fields to share their knowledge and experiences in their study, this approach had generated curiosity and gathered interest among student populations on various subject domains.

SL. NO	CHALLENGES FACED	STRATEGY IMPLEMENTED	RESULT
1	Anti-Social elements jumping gates and violating school premises by drinking liquor in holidays and non-working days	The problem has been reported to the local police station and neighboring families adjoining school premises	Communities play a part as neighboring families started being vigilant. Police team have taken notice and deployed random search patrols to the school premises.
2	Monotonous curriculum-based studies overwhelming students	School leader identified subject matter experts in specialized fields within the community and invited them to share their vast knowledge and experiences as guest teachers	Increased interest and exposure of students on various subject domains.

3.5. HEALTH AND SAFETY RESOURCES

Health and safety resources in school refer to various measures, tools and protocols put in place to promote and maintain a safe and healthy environment for students, staff, and visitors. These resources encompass emergency procedures, first aid provisions, safety equipment, educational programs, security measures, regular inspections, staff training, and the establishment of safety committees. The goal is to prevent accidents, address potential hazards and ensure the overall wellbeing of everyone within the school premises. This would include the School head to explore psychosocial hazards (personal interactions) for connections between relationships, communication and health and safety within the school premises, these could include Bullying, cyber bullying, Physical abuse, Verbal abuse, stress, child exploitation, cyber security/cyber stalking, physical injury, infectious diseases, sanitation, school ventilation, mental health, substance use, student conduct related issues, suicidal tendencies, targeted violence, physical security, external and internal threats. Issues related to physical safety of schools should indicate Sign boards, indicating the school zone, silence zone; compound wall; hazards from electrical circuits, water bodies, school water sumps or tanks. Installation of suggestion box / grievance box for the children and to the parents; Toll-free child helpline etc

The guidelines, roles, and actions to be taken on the part of school management, teachers, other school functionaries, community members and parents for implementing the whole school approach of health, safety, and security of children in school. While Health,

safety and security of the child is the prime focus, the guidelines emphasize issues that are either school-based or are related to school transportation or related to outside visits organized by the school. Monitoring violence outside school hours/premises can however not be addressed. Therefore, school safety should not be misinterpreted as moral policing.

The following are the actionable roles and responsibilities of all major stakeholders who are responsible for the effective functioning of the whole school safety approach.

Roles and responsibilities of School/School Management in Whole School Safety:

- In case of occurrence of any untoward incidents e.g., physical, or sexual violence, bullying, injury, etc., the school management should report to the concerned authorities and immediately take necessary action and corrective measures so that the incident should not get repeated.
- Declare and monitor school as corporal punishment Free school and Zero Tolerance to Student's Abuse and Bullying
- Set norms for maintaining regular hygiene (both personal and school hygiene) and sanitization routines.

Roles and responsibilities of School Heads:

- Orient all teachers and students at the beginning of the session regarding the school safety plan using the morning assembly platform.
- Regular meeting with teachers and members of the School Safety Committee to discuss issues related to school safety and security and decide appropriate actions.
- Ensure display of the School Safety and Disaster Evacuation plan at prominent places in the school.
- Sensitizing parents and teachers on releasing child's stress and anxiety by focusing on uniqueness, strengths, his/her coping strategies, attitudes, and values along with the academic areas of improvement and making PTMs as Child-Parent-Teacher-Dialogue
- Daily monitoring of maintenance of sanitation and hygiene particularly in washrooms and drinking water areas, and generally in the entire school premises' including classrooms/canteens, /laboratories/libraries/etc.

Roles and responsibilities of Teachers:

- Supporting the Principal in gently orienting students towards the safety & security in general.
- Teachers should help set classroom norms & standards that support child safety & security.
- Collaboratively develop [with students) healthy classroom norms and conduct of behaviour which ensures a safe and secure classroom environment.

- Being vigilant and observant about unusual behaviours and signs of stress or depression in students and informing and holding discussions with parents accordingly.
- Highlight the strengths of every child not just within the classroom but also in the PTMs to promote self-esteem and confidence.

Roles and Responsibilities of the Parents:

- Developing a friendly relationship with the child to have hesitation/fear-free dialogues.
- Connecting with schools and its related activities to develop a symbiotic relationship.
- Regularly attending the Parent Teacher Meetings and PTA meetings

Roles and Responsibilities of Students:

- Every student needs to follow the guidelines on the safety and security issued by the school principal and teachers, from time to time.
- Stay connected with student groups (Balala Sangam)
- Stay physically active.
- Do not hesitate to seek support from teachers/Counsellors/parents when required.

ILLUSTRATION:

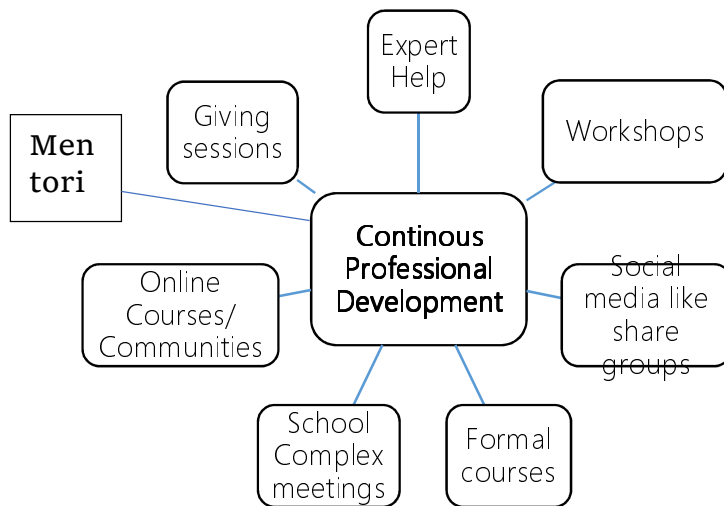
Another school head found that miscreants were causing nuisance by troubling girl students by making gestures and passing remarks. This was reported to the local police and to the neighbouring families. This issue was addressed after the police SHE team had started sending random patrols to the school premises during the school hours making regular checks.

SL.NO	CHALLENGES FACED	STRATEGY IMPLEMENTED	RESULT
1	Miscreants passing inappropriate comments on girl students near school premises.	The problem has been reported to the local police station and SHE teams	SHE teams have taken notice and deployed random search patrols near the school premises and counseled the members involved in this activity.

3.6. PROFESSIONAL DEVELOPMENTAL RESOURCES

At some level, reflection on practice is something every professional must do for yourself, since only you have had your teaching experiences, and only you can choose how to interpret and make use of them. But this rather individual activity also benefits from the stimulus and challenge offered by School administrators. Others' ideas may differ from your own, and they can therefore help in working out your own thoughts and in alerting you to ideas that you may otherwise take for granted. These benefits of reflection can happen in any number of ways, example as below:

- Collaborating with other colleagues
- Expert Help, Formal courses, online communities
- Up keeping with the latest knowledge and market trends
- Attending professional development workshops and conferences
- Giving sessions or reading professional literature in the concerned skills
- School complex meetings



Continuous Professional Development (CPD)

The quality of teaching directly impacts student achievement. When educators participate in professional development, they are better equipped with the tools and strategies to cater to diverse learning needs and styles. By fostering a learning environment that values individuality and creativity, educators can boost student engagement, foster a love for learning, and consequently, improve outcomes.

When it comes to new educators, professional development plays a pivotal role in supporting. The early years of teaching can be daunting, with challenges ranging from lesson planning to classroom management. Targeted professional development support can provide new teachers with the skills and confidence to navigate any challenges, fostering their growth & promoting confidence in their profession.

ILLUSTRATION:

The school head from XYZ school located in Vikarabad district noticed that teachers in his school were lacking skills in a few areas. He made sure that those teachers received professional training to improve their performance abilities in the school.

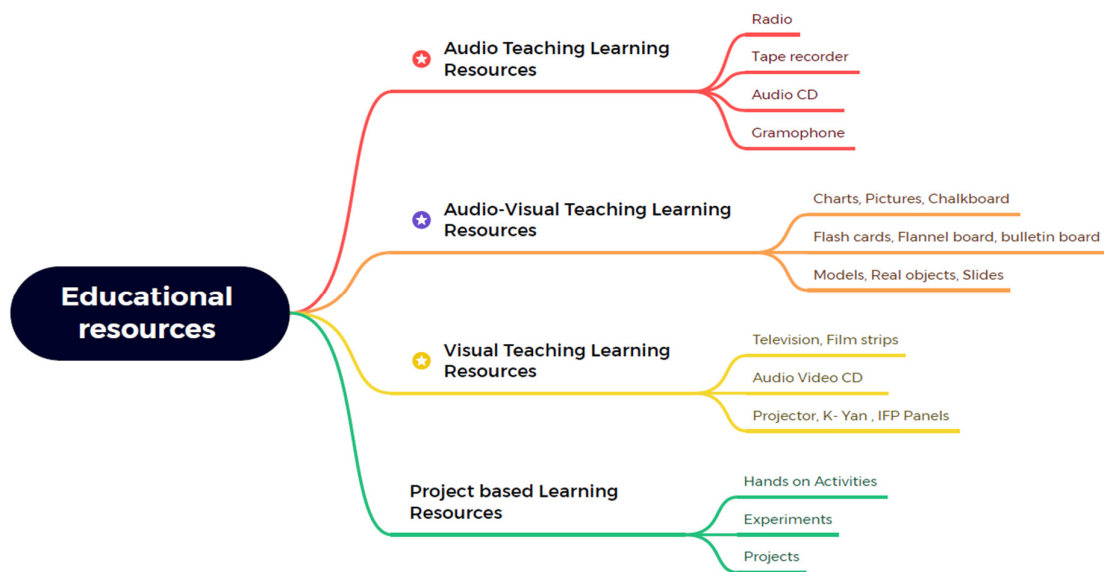
SL.NO	CHALLENGES FACED	STRATEGY IMPLEMENTED	RESULT
1.	Most of the teachers were unfamiliar with usage of technology in the classroom which was limiting their ability to engage students in innovative ways of digital use.	Teachers received training sessions focusing on specific needs ranging from basic computer skills to advanced educational technology applications.	<ul style="list-style-type: none"> • The school observed a rise in teachers’ confidence in integrating technology into their lessons resulting in more engaging and interactive classroom experiences. • Teachers started using WhatsApp groups for effective communication with Students/Parents • Teachers started using Projectors and K-yans to explain the concepts in detail. • Teachers gained confidence to conduct zoom sessions and webinars.
2.	Up skilling and professional developmental sessions may not resonate with all teachers, this also impacts schools overall effective teaching learning	Requirements tailored to the unique needs and interests of teachers by keeping the student’s overall requirement by providing them topics new learnings	<ul style="list-style-type: none"> • Boosts morale, improved job satisfaction, and leads to better student outcomes.

3.7. EDUCATIONAL RESOURCES

Educational resources in school are crucial for fostering effective learning environments. They provide students with diverse materials, tools, and opportunities to enhance their understanding of subjects. These resources, including textbooks, technology and interactive materials support varied learning styles making education more inclusive. Additionally, they help educators tailor their teaching methods, promoting engagement and critical thinking. Access to rich educational resources empowers students to explore, discover, and develop essential skills for academic and real-world success.

In summary, educational resources form the backbone of effective teaching and learning, contributing to the holistic development of students and preparing them for the challenges of the future. It is a Chinese proverb that *“What I hear, I forget; what I see, I remember and what I do, I understand”*. To attain remembering and understanding the content, teaching- learning resources are needed. In teaching-learning process, when a teacher uses these resources, learners use more than one sense organ. Uses of more sense organs make the learning permanent because these resources help to develop the proper mental image. Learners can learn any concept by using various senses like looking, hearing, touching, smelling, and doing. Through teaching-learning resources, the teacher clarifies the content more easily. In teaching, illustration with examples makes learning very successful. Teaching-learning resources provide absolute picture for conceptual thinking.

We can categories these resources in different way as; traditional teaching-learning resources & modern teaching-learning resources



Classification of Educational Resources

ILLUSTRATION:

An XYZ school in Vikarabad district found that the students were less engaged and productive; the result was also poor when traditional teaching methods were being used. Hence the teaching staff had come up with innovative teaching methods by implementing diversified educational resources like visual/auditory, touch and feel hands on experiments, and using modern technologies like Kyan, projectors, and other learning materials like library, laboratory and other project-based teachings. The experiment is an instant success with more students being actively involved and engaged in learning activities and this resulted in positive result and environment.

SL.NO	CHALLENGES FACED	STRATEGY IMPLEMENTED	RESULT
1.	Traditional teaching activities take too much time and are less productive as students tend to become overwhelmed and discouraged.	Audio/Visual teaching learning's, project-based hands-on learning are more engaging with more learning impact	Student's learning outcomes were effective among major population with positive results.
2.	Teacher being the only source of knowledge, students relied more on Teachers to engage them	Introduction to multiple educational resources involving all sensory organs	Educational resources from diversified sources like visual, auditory, touch and feel project-based experiments helped improve Student's overall learning

4.0. CONCLUSION:

This module discusses in detail about the process of effective resource management which begins with the school head to find ways to assess their school to identify what resources their students, teachers and school in general needs and ends when they make the necessary resources available. This includes all the resources which were discussed in detail like human resources, financial resources, professional development resources, educational resources, community resources etc. In conclusion it's not just the school leader, but all the members including, teachers, non-teaching staff and students are all collectively responsible to see through the effective usage of available resources. For this purpose, they need to pay attention towards utilization of resources in an adequate manner. Further this module also discusses various case studies under each of the specific resource areas by giving examples on how school heads acted proactively to utilize and procure resources contributing significantly towards the achievement of desired goals and objectives.

5.0. SELF-ASSESSMENT

Answer the following multiple-choice questions:

1. What is the primary purpose of effectively utilizing resources in a school setting?
 - a. To increase the enrollment of the school.
 - b. To enhance student learning and overall effectiveness of the school.
 - c. To get more funds from the government.
 - d. To impress external stake holders.

2. How can schools effectively utilize community resources to enhance the learning environment?
 - a. Isolate school from the community
 - b. Establish partnerships and involve community members in school activities.
 - c. Conduct fund raising campaigns.
 - d. Provide training to students.

3. What role does professional development of teachers play in resource utilization?
 - a. It enhances teaching methods and promotes optimal resource use.
 - b. Professional development deals with individual growth
 - c. It should be avoided as it adds to the cost of expenditure.
 - d. It has no impact on resource efficiency.

4. How can a school optimize the use of instructional materials to enhance resource efficiency?
 - a. Ignoring the diversity of learning style
 - b. Frequent replacement of material regardless of their condition
 - c. Regularly assessing the materials based on relevance and effectiveness.
 - d. Instructional materials should be designed to the teaching style of teacher.

5. Financial resource optimization in schools is displayed by the following statement.
 - a. Financial management gives the school competitive advantage in the mobilization of scarce financial resources.
 - b. Financial discipline is unwarranted as funding come from government sources.
 - c. Funds are always greater than the demand.
 - d. Employing a private corporate financial consultant will boost the confidence of government school leadership.

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