

CUET · HOME SCIENCE · CLASS XI · CODE 315

Management of Resources

CUET unit: Human Ecology and Family Sciences — Resource Management

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Snapshot

- Introduces the concept of a "resource" as anything used to accomplish activities/goals (time, energy, money, knowledge, skills, materials, etc.).
- Classifies resources three ways: human/non-human, individual/shared, natural/community.
- Lists four universal characteristics of resources — utility, accessibility, interchangeability, manageability.
- Explains why resources must be managed (they are finite) and details the five-stage management process: planning, organising, implementing, controlling, evaluation.
- High-yield CUET chapter because definitions, classifications, and the 5-step process are easy MCQ fodder.

Detailed Notes

2.1 Core concepts

Resource Management is a discipline within HEFS with deep roots in 'home economics', now reframed as a generic decision-science applicable to households, families, NGOs and small enterprises. The vocabulary is built from first principles, which makes this a reliable definition-mining source for CUET.

- A **resource** is anything we make use of while carrying out an activity to accomplish goals; examples include time, energy, money, knowledge, interest, skills and materials (NCERT §4.1, p. 47).
- Anything that is not used by us is **not a resource** — e.g., an unused bicycle lying at home is not a resource to its owner but may be one for somebody else (NCERT §4.1, p. 48).
- Resources can be classified in three different ways: **human / non-human**, **individual / shared**, and **natural / community** (NCERT §4.1, p. 48).
- **Human resources** are central to carrying out any activity and can be developed through training and self-development. Subtypes shown in the figure: Knowledge, Aptitude, Skills, Time, Energy (NCERT Fig., p. 48; §"Human Resources", p. 49).

- **Knowledge** is used throughout life and is a pre-requisite for performing any activity successfully (e.g., a cook must know how to operate gas/chullah) (NCERT p. 49, point a).
- **Motivation/Interest** — "Where there is a will there is a way"; without motivation, even available resources cannot finish a task (NCERT p. 49, point b).
- **Skills/Strength/Aptitude** — individuals differ in aptitude; skills not possessed can be acquired through learning and training (NCERT p. 49, point c).
- **Time** is available equally to all (24 hours/day); once lost it cannot be regained, making it the **most valuable resource**. It has three dimensions — **work time, non-work time, rest and leisure time** — which must be balanced for physical fitness, emotional strength and intellectual alertness (NCERT p. 49, point d).
- **Energy** is essential for individual growth and physical output; energy levels vary with physical fitness, mental condition, personality, age, family background and standard of living (NCERT p. 49–50, point e).
- **Non-human resources** include (a) **Money** — not equally distributed, limited, must be spent judiciously; and (b) **Material resources** — space, furniture, clothes, stationery, food items (NCERT "Non-human Resources", p. 50).
- **Individual resources** are for personal use only (own skills, school bag, clothes); **Shared resources** are available to many members of the community/society and can be natural or community-based (NCERT "Individual and Shared Resources", p. 50).
- **Natural resources** are available in nature (water, mountains, air) and must be used judiciously to protect the environment; **Community resources** are provided generally by government and may be human or non-human — examples: consultancy by government hospitals, doctors, roads, parks, post offices (NCERT "Natural and Community Resources", p. 50).
- **Characteristics of resources** — (i) **Utility**: importance/usefulness; depends on goal and situation (e.g., cow dung is waste but can be used as fuel or manure) (NCERT p. 50–51). (ii) **Accessibility**: varies from person to person and from time to time (e.g., money availability differs across families and across the month) (NCERT p. 51). (iii) **Interchangeability**: almost all resources have substitutes — same function can be done by many resources (e.g., school bus replaced by car, tractor, bullock cart, scooter) (NCERT p. 51). (iv) **Manageable**: resources being limited must be managed to obtain maximum output with minimum input (e.g., wash clothes in one bucket of water, not two-three) (NCERT p. 51).
- **All resources are finite**, hence effective management is essential (NCERT "Managing Resources", p. 51).
- **The Management Process** has **five aspects: Planning, Organising, Implementing, Controlling and Evaluation** (NCERT "The Management Process", p. 52).

- **Planning** — first step; produces a scheme of action to achieve specified goals using available resources. Four basic planning questions: (1) What is our present situation? (2) Where do we want to reach? (3) Gap? (4) How can we reach the desired goals? (NCERT p. 52).
- **Steps in planning:** 1. Identifying the problem, 2. Identifying different alternatives, 3. Choosing between alternatives, 4. Acting to carry out the plan, 5. Accepting the consequences (NCERT p. 53).
- **Organising** — collecting and arranging appropriate resources to implement plans effectively and efficiently (NCERT p. 53, point b).
- **Implementing** — carrying out the prepared plan (NCERT p. 53, point c).
- **Controlling** — ensuring activities produce the desired results; monitors outcomes, provides feedback, checks errors and helps revise the plan (NCERT p. 53–54, point d).
- **Evaluation** — final stage; the end result is compared with the desired result; limitations and strengths are noted for future use (NCERT p. 54, point e).

A resource is defined by use, not by mere existence — not just the everyday equation 'resource = money/land'. The 'unused bicycle' example (p. 48) makes the point: an asset that no one uses is not a resource at all. This functionalist definition opens up time, energy, knowledge and motivation as legitimate resources alongside the material ones. The Indian household context is invoked throughout: family elders' wisdom (knowledge), the daughter-in-law's organisational skill, the LPG cylinder, the bullock-cart, the panchayat-built road — all enter as illustrative examples.

There are three classification axes. The human/non-human axis distinguishes resources that reside in people (knowledge, aptitude, skills, time, energy) from those that are external artefacts (money, space, furniture, equipment). Human resources can be deepened through training and self-development — an empowerment framing crucial for Indian rural women whose human resources are often under-recognised. The individual/shared axis distinguishes private (school bag, personal time) from public (panchayat well, community hall). The natural/community axis distinguishes nature-given resources (water, air, mountains) from those provided by government or collective action (hospitals, roads, parks, post offices, anganwadis). Importantly, these three axes are independent: a skill is human + individual; a school bus is non-human + shared + community; air is non-human + shared + natural.

Resources have four characteristics. **Utility** is the importance/usefulness of a resource for a particular goal — and utility is situational: cow dung is waste in an apartment but a fuel/manure resource in a village (NCERT p. 50-51), which is testable. **Accessibility** is the resource's ease of availability — varying across persons (rich vs poor families) and across time (start vs end of month, peak vs off-season). Money availability across the month captures a quintessentially Indian household reality. **Interchangeability** is the substitutability of one resource by another for the same function — a school bus is replaceable by car, tractor, bullock-cart or scooter depending on context, giving

flexibility in planning. **Manageability** is the property that resources, being finite, can and should be managed to maximise output and minimise input — washing clothes in one bucket rather than two-three.

The five-stage management process is Planning, Organising, Implementing, Controlling, Evaluation (POICE) (NCERT p. 52). Planning is sub-divided into a five-step micro-process: identify the problem, identify alternatives, choose between alternatives, act, and accept the consequences (NCERT p. 53). The macro POICE process and the micro planning process are independent five-item lists; CUET frequently mixes them as distractors.

Organising follows planning and consists of collecting and arranging the appropriate resources — for instance, a family planning a wedding must organise hall booking, catering, transport, invitations etc. Implementing is the actual carrying out of the plan. Controlling is a real-time process that runs concurrently with implementation: it monitors outcomes, gives feedback, detects errors, and triggers mid-course corrections. Evaluation, by contrast, is post-hoc: it compares the achieved result with the desired result, identifies strengths and limitations, and feeds learning into the next planning cycle. The Controlling-vs-Evaluation distinction (concurrent vs post-hoc) is highly testable.

Time is the 'most valuable resource' because it is equally distributed (24 hours to all) yet non-recoverable. Money, by contrast, is unequally distributed but partially recoverable. Indian households often manage time as a collective good — older children's time is mobilised for younger siblings, women's time is mobilised across the joint family. This collective lens fits the three time-dimensions (work, non-work, rest and leisure) and the balance principle.

2.2 Definitions to memorise

Term	Definition	Page
Resource	Anything we make use of while carrying out any activity to accomplish goals	47
Human Resources	Resources central to carrying out activity; developable through training and self-development (knowledge, aptitude, skills, time, energy)	49
Non-human Resources	Money and material resources (space, furniture, clothes, stationery, food)	50
Individual Resources	Resources available to an individual for personal use only	50
Shared Resources	Resources available to many members of the community/society	50
Natural Resources	Resources available in nature — water, mountains, air	50
		50

Term	Definition	Page
Community Resources	Resources available to an individual as member of community, generally provided by government — hospitals, roads, parks, post offices	
Utility	Importance/usefulness of a resource in helping achieve a goal	50
Accessibility	Ease of availability of a resource — varies person-to-person and time-to-time	51
Interchangeability	Property that resources have substitutes for the same function	51
Manageability	Property that resources, being limited, can and should be managed for optimum use	51
Planning	Producing a scheme of action to achieve specified goals using available resources	52
Organising	Collecting and arranging appropriate resources to implement plans	53
Implementing	Carrying out the prepared plan	53
Controlling	Ensuring activities produce desired results; provides feedback and checks errors	53
Evaluation	Comparing end result with desired result; noting strengths and limitations	54
Goal	The end-state for whose achievement a resource is used	47
Motivation / Interest	'Will' to use available resources to complete a task	49
Aptitude	Inherent inclination/talent for an activity — basis for skill-development	49
Skill	Acquired/learned ability to perform an activity	49
Knowledge	Awareness/understanding required to use a resource correctly	49
Work time	Time devoted to productive activities	49
Non-work time	Time devoted to obligatory tasks other than work	49
Rest and leisure time	Time for recuperation and recreation	49
Money	Limited non-human resource, unequally distributed	50
Material resources	Non-human, tangible — space, furniture, clothes, stationery, food	50
Cow-dung example	Illustration of utility being situational	50–51
Bullock-cart example	Illustration of interchangeability	51

Term	Definition	Page
Bucket-of-water example	Illustration of manageability	51
Anganwadi (Indian context)	Community resource provided under ICDS	NCERT framework
Panchayat (Indian context)	Local self-government providing community resources	NCERT framework

2.3 Diagrams / processes to remember

- **Classification tree of Resources** (p. 48): Resources branch into Human (Knowledge, Aptitude, Skills, Time, Energy) and Non-human/material (Money, Space, Furniture, Equipment).
- **Planning diagram with stick figures** (p. 52): Current Status to Future Image Goal, labelled with the four planning questions — present situation, where to reach, gap, how to reach.
- **Three dimensions of time**: work time / non-work time / rest and leisure time (p. 49).
- **Five-stage management process flow**: Planning → Organising → Implementing → Controlling → Evaluation (p. 52–54).
- **Five steps in planning** (p. 53): Identifying problem → Identifying alternatives → Choosing → Acting → Accepting consequences.

For visualisation, picture two parallel staircases. The first is the macro POICE staircase: 'P → O → I → C → E' with each stair labelled (Planning, Organising, Implementing, Controlling, Evaluation). The second is the planning sub-staircase, internal to the first 'P' stair: 'Identify problem → Identify alternatives → Choose → Act → Accept consequences'. Both staircases have five steps but are content-different — a CUET classic trap.

Also keep in mind a 2x3 cross-tab of the classification axes: rows = human/non-human, columns = individual/shared and natural/community. Fill the cells with examples (e.g., skill = human + individual; LPG cylinder = non-human + individual; school bus = non-human + shared community; air = non-human + shared natural). This cross-tab unlocks any classification-style MCQ.

2.5 Key data / processes table

Item	Value / fact	Source
Number of classification axes	Three	NCERT p. 48
Axis 1	Human / Non-human	NCERT p. 48
Axis 2	Individual / Shared	NCERT p. 48

Item	Value / fact	Source
Axis 3	Natural / Community	NCERT p. 48
Number of human-resource sub-types	Five (Knowledge, Aptitude, Skills, Time, Energy)	NCERT p. 48
Time supplied to each person per day	24 hours (equally distributed)	NCERT p. 49
Number of time dimensions	Three (work, non-work, rest/leisure)	NCERT p. 49
Number of non-human resource categories	Two (Money; Material resources)	NCERT p. 50
Number of characteristics of resources	Four (utility, accessibility, interchangeability, manageability)	NCERT pp. 50–51
Cow-dung example illustrates	Utility	NCERT p. 50
Money-across-the-month example illustrates	Accessibility	NCERT p. 51
School-bus / bullock-cart example illustrates	Interchangeability	NCERT p. 51
Bucket-of-water example illustrates	Manageability	NCERT p. 51
Number of stages in management process	Five (POICE)	NCERT p. 52
Order of POICE stages	Planning → Organising → Implementing → Controlling → Evaluation	NCERT p. 52
Number of steps within planning	Five	NCERT p. 53
Four basic planning questions	Present situation? Where to reach? Gap? How to reach?	NCERT p. 52
Why time is most valuable	Once lost cannot be regained	NCERT p. 49
All resources are	Finite	NCERT p. 51
Examples of community resources	Government hospitals; doctors; roads; parks; post offices	NCERT p. 50
Examples of natural resources	Water; mountains; air	NCERT p. 50

2.4 Common confusions / NTA trap points

- Students confuse the **classification "individual/shared"** with "human/non-human" — they are independent axes. Skills can be both human AND individual; a park is both non-human AND shared (community).
- The **5-step planning process** (within Planning) is different from the **5-stage management process**. NTA often mixes the two lists as distractors.

- **Community resources** are mostly government-provided; do not confuse with "natural" resources (nature-given). A government park is community, not natural.
- **Time** is described as the "most valuable resource" because once lost it cannot be regained — students wrongly mark "money" as most valuable.
- **Controlling** vs **Evaluation**: Controlling happens during implementation (monitors and gives feedback to revise); Evaluation happens at the end (compares result vs desired).
- An object only becomes a resource **when used** — an unused bicycle is not a resource. This is a frequent statement-based trap.
- 'Renewable / non-renewable' is NOT one's classification axes — that is a Geography classification, not HEFS.
- Knowledge is the **prerequisite** for using any other resource — without it, no other resource is usable.
- Energy and Time are BOTH human resources, despite their measurable/quantitative feel.
- The four basic **planning questions** ('present?', 'where to reach?', 'gap?', 'how?') are part of Planning, not separate stages of POICE.
- POICE stages are sequential conceptually but Controlling runs concurrently with Implementing — don't think of it as strictly post-implementation.
- The bucket-of-water example illustrates **manageability** (not 'utility') — a frequent confusion.
- Anganwadi and panchayat resources are **community** (provided by government/state), not 'shared natural'.

Practice MCQs

PYQ Alignment

This chapter is a high-frequency CUET Home Science source — definitions of resource categories, the four characteristics (utility/accessibility/interchangeability/manageability), and the five-stage management process recur almost every year in factual-recall, match-the-following and assertion–reason formats. Expect 5–7 questions/year, often paired with one case-based stem (party planning / exam study plan) drawn directly's own examples.