

Effectiveness of Teaching Techniques with respect to Individual Social Responsibility of Students

Miss. Nisha Manghwani

Parul Institute of Social Work, Parul University, Vadodara, Gujarat

Dr. Rajnikant Parmar, Assistant Professor

Parul Institute of Social work, Parul University, Vadodara, Gujarat

Abstract:

Individual Social Responsibility, its requirements and benefits are growing as a concept gradually from individual to society. ISR has grown out of leading concept of CSR. It can be seen through results of research that Students and teachers recognize the needs of those skills which are top required job skills and still been lacking in students.

These skills an Individual social responsibility is expected from employees in organizations and also as the outcome of education. The study shows the suggestions and requirements for inclusion of ISR, its special teaching techniques and tool to measure ISR in education system and Organizations

Keywords: Individual, Social, responsibility, teaching, techniques, students

Introduction:

This report presents the study on 'Effectiveness of teaching techniques with respect to Individual social responsibility of students'. The study having the variables; teaching technique that requiring teachers inputs, students to do with their own views and ISR that takes us to its parent concept CSR (corporate social responsibility) leading us to manager's opinions.

So based on this analysis with the main objective of understanding the gaps and requirements of

soft-skills and how can it all compile up to individual social responsibility, three different questionnaires were formed. The skills were researched from various sources most used for acquiring jobs like linkedin, indeed and naukri.com. Best teaching methods were compiled through different research articles. National education policy and India Skills report guided the researcher throughout the study.

Following are the concepts, thoughts and background to support and direct the study:

The first teacher of the child is the mother, the second teacher is the father, and the third teacher is the teacher at school. These gurus open the eye of the - mind of the student to the vast world of knowledge, with its two integral dimensions of the secular and the religious. "Human existence depends upon compassion and curiosity leading to knowledge, but curiosity and knowledge without compassion is inhuman and compassion without curiosity and knowledge is

ineffectual." --Victor Weisskopf, nuclear physicist (Shapiro, 2011).

The research tries to:

- To identify the effectiveness of teaching techniques with respect to individual social responsibility of students.
- To identify the importance of individual social responsibility of students as an employee for managers in organizations.
- To identify the individual social responsibility of students.

The major findings of this study has concluded that Individual Social Responsibility carries an important role in getting and doing a good job in any organization. Managers suggest the lacking skills in students, few years of inclusion of ISR and these skills in school curriculum. Students shows the lack in those skills and teachers suggested various factors affecting this gap. Those factors includes education, student's efforts, teaching methods and lacking resources for the same. This also leads us to the assumption of lacking Individual responsibility in teachers themselves.

This study also bounds it's results with various limitations like lack of time and favorable situations for selection of respondents. Lack of previous studies and Individual social responsibility as newly emerging concept; created the demand for a new tool. Being in experimentation stage it lacks the reliability.

Review of Literature:

India skills report (2021) suggest the firsthand lack of work training can and has done to an individual's ability to feed their family as the oldest of 16 children to graduate from high school and college. Even now, more than five years after graduating from college, I am surrounded by my peers, the world's largest youth cohort of 1.8 billion people. I'm aware that we lack the requisite skills to realise our ideas and the promises made to us by our parents. Currently, 263 million children and adolescents are out of school, and millions more are not receiving the education they deserve. That fact, combined with the fact that nearly half of the jobs that young people are trained for today will not be available in the future, creates a frightening environment.

Every young person needs to have the skills and training they need to be active citizens and successful participants in society. On current trends, it is estimated that by 2030, more than half of all young people will be unemployed due to a lack of necessary skills.

Gujarat Samachar, according to an article in Sandesh, Indian express, is based on an Indian skills report. The eighth edition of the India Skills Report (ISR), released today, reveals that less than half of Indian alumnae are employable. According to the survey, 45.9% of graduates will be employable in 2021, down from 46.21 percent in 2020 and 47.38 percent in 2019. [] [

CSR and Sustainability paper discusses:

“Social responsibility is an ethical structure that means that a person has an obligation to collaborate and work with other individuals and organizations for the benefit of society as a whole. Every individual has an obligation to carry out in order to maintain a balance between the economy and the ecosystems.”

“Corporate social responsibility (CSR) is a technique used by corporate citizens to improve the living conditions in communities near their business locations. However, Individual social responsibility (ISR) is being established as a culture within the company, with employees being assigned to various community initiatives as part of their individual responsibility to society.”

(Indiacsr.in) ISR new dimension towards social upliftment discusses that

Individual Social Responsibility (ISR) is critical to achieving Corporate Social Responsibility (CSR).

Many businesses operate solely to make money. Others are serious about giving back to society and providing a valuable service to a group or the whole planet.- of these businesses has a corporate responsibility to its shareholders, patrons, staff, the general public, and the environment in which it operates.

Corporate Social Responsibility (CSR) is achieved by Individual Social Responsibility (ISR)

The Golden Rule — "Do unto others as you would have them do unto you" — is as old as the ISR definition. ISR promotes a practical approach to positively influencing and impacting others in and outside one's immediate circle.

Since a corporation is made up of people, ISR decides the culture of social responsibility that is created. People are becoming more socially conscious, and corporations and businesses must respond by becoming more socially responsible.

Feature.theirworld.org suggest "In the wake of increasing globalization, we have grown into increasingly conscious not only of what we buy, but also of how the products and services we buy are created," according to the International Organization for Standardization (ISO). Output that is detrimental to the environment, child labor, unsafe working practices, and other inhumane conditions are examples of problems that are being brought to light. Both businesses and organizations seeking long-term sustainability and reputation must first recognize that they must behave in accordance with moral and ethical standards."

Allowing for partial relationships between many personal variables, such as the correlation between cognition and motivation, has been used to investigate schoolchildren's success. Students' social and academic success is influenced by contextual variables such as a child's ability to assume communal responsibility. As a result, students who have more responsibilities have a more positive attitude.

Ministry of education suggest Learners are required to have greater autonomy and effort in learning processes, inspecting learning materials, and comprehending content in the educational system. Students must have skills that allow them to initiate, guide, and monitor the search for information, as well as its subsequent processing and storage, in order to develop their knowledge effectively both within and outside of the classroom find out more. They are needed for students to use in order to advance their educational application of results.

Owing to a shortage of soft skills, there has been an increase in unemployment and a reduction in work satisfaction. Workers' technical skills are no longer sufficient to compete in this intensely competitive global workplace. The value of soft skills cannot be overstated.

Research Methodology

Research Objectives:

Main objective: Analyzing the effectiveness of teaching techniques with respect to individual social responsibility of students. This study tries to investigate, if organizations, teachers and students understand the importance of individual social responsibility. Also what of Managers expect from the employees.

Under this descriptive type of study, with random sampling technique;

Three different questionnaires for three groups of respondents which are students, teachers and managers were formed and distributed through online links of google forms. Total 56 responses were collected among which 35 were students of (10th, 12th and final year), 10 were teachers and 11 were managers.

This data was further assessed, edited and presented into pie-chart, tables and graphs. These were later interpreted and described in simple words and language that can be easily comprehended.

Findings

From the data collected from students:

1. Majority respondents are suggesting communication skills, the skills of patience, peace, satisfaction and happiness, positive attitude, confidence, helping nature, interpersonal and social skills that are required to live a good life.
2. Majority of respondents agree on the purpose of education being learning to live a good life.
3. Majority of students are not aware of their financial requirements.
4. This question tries to find out communication of students with the people around them. More than half students talk to classmates, students of other classes, subject teachers, school

- teachers, neighbours either most often or regularly.
5. The reason of not talking to remaining people for majority is not being allowed
 6. Majority institutes provide teamwork, rarely.
 7. All students liked teamwork.
 8. The reason behind importance of teamwork for majority of students is the development aspect.
 9. Majority students get permission to attend activity period, when they have not finished their homework.
 10. For majority of students, 75-100% of times teachers solve their academic problems
 11. Majority students have lead at least 2-4 tasks throughout their school and college events.
 12. Majority students always finish their task as they have decided on time.
 13. For more than majority of students, career and learning is the motivation for coming to school.
 14. Majority think they can balance all the work, assignment and program.
 15. This question tries to analyze the confidence of students by asking what will they do if they fail this exam, majority are okay to give exam again.
 16. Majority will inform someone and leave if teacher is in meeting at the time when student has been asked to stay back for something important bus will leave if he/she stays back anymore. .
 17. Majority chose to learning the lesson and apologize, the resilience skill of students
 18. The above question tries to analyze the analytical skills of students where 12 out of 35 students have justified their answers. Among which majority have written their interests, 18% are suggesting their ability, 9% chooses the subject because of good teaching and remaining 25% are interested in personal growth.
 19. Majority students chose to buy only one pen, this shows the lack of entrepreneurial skills of students.

20. Majority students know how to use docs and paints, this shows the IT skills of students.
21. Majority suggest the purpose of education to each how to live a good life
22. Majority students agree that the purpose of education should be to teach 'how to live life'
23. Majority are not sure if education is full-filling its purpose .
24. Majority students has heard about Individual Social Responsibility
25. 17 out of 35 has written about ISR. Out of 17, 11 has written about individual responsibility towards society

Findings from the Data collected from Teachers:

1. Majority has chosen all of the above skills required to live a good life.
2. 40% has chosen the purpose of education is 'to teach how to live a good life'
3. Majority teachers uses black board method of teaching.
4. Majority teachers uses practical method of teaching.
5. Majority has chosen yes, with the suggestion of focusing individual needs for teaching these skills.
6. Communication, Teamwork, Problem Solving, Organization has got 80% each as the skills that students learn from school based on majority of teacher's perception.
7. The above table shows what all Commercial awareness has been selected by majority respondents.
8. Skills students learn from above table through teaching techniques used by teachers are Communication, Teamwork, Perseverance and motivation, confidence, Leadership as selected by 70% respondents
9. According to majority of teachers, skills lacking in students making it the reason of not getting job are Communication, Confidence and leadership, Perseverance and motivation.

10. Majority teachers agree that ISR is an important skill to be taught in school while 11.1% disagree on the same.
11. Majority teachers agree that ISR can be taught with better teaching practices while 30% disagree on the same.
12. Majority teachers agree that ISR can be measured with one's actions/decision taken in given situation or observation while 50% disagree on the same.
13. Majority teachers model by taking leadership to do the right thing and taking the initiative.
14. Majority selected student's maturity due to age, 62.5% selected education policy, 62.5% suggested teaching resources by teachers as the causes of gap between expected verses actual practices of ISR as suggested
15. Responsibility of different aspects in not being able to provide stimulating environment for learning these skills as suggested by teacher respondents that involves 42.9% of teaching The above pie chart shows that 14.3% respondents suggest few months to make these skills a permanent part of individuality, 14.3% suggest 1-2 years, and 57.1% suggest 3-4 years
16. Majority teachers has suggested Yes teacher for inclusion of ISR in education in school and 14.3 has suggested No.
17. 6th grade is suggested by 3 out of 6 teacher respondents for inclusion of ISR .
18. This question tries to find out teaching techniques that helps in learning CSR based on following suggestions by teachers: Demonstration, field and volunteer work, teamwork, role play, practice based techniques, awareness programs and self-care practices.
19. Majority percent of teachers suggested personal model and kinesthetic learning teaching techniques for teaching ISR
20. Majority agrees, 11.1% disagree and 44.4% responds maybe to get trained in specialized techniques for ISR.
1. Majority has chosen the skill of surviving with peace in all situations as an important skills for good life
2. Majority respondents chose to create employees, 36.4 suggest to teach how to live a good life, 9.1% suggest to learn to be exploratory in life; the purpose of education.
3. Majority respondents think that education is not full-filling its purpose..
4. Communication and Teamwork and confidence, each one has been selected by majority respondents. Problem solving has been selected by 90.9% respondents as topmost required skills for getting job.
5. Organization and ability to work under pressure each one has been selected has top skills for initial training of employees , by majority
6. Percent of ineffectiveness of different aspects as selected by respondents in which :
7. 9.1 For majority; family, education, teaching techniques, classroom environment, curriculum and education policy has been selected by 5,1,2,3,2,3 respectively
8. 9.2 For majority; family, education, teaching techniques, classroom environment, curriculum and education policy has been selected by 2,6,3,1,4,2 respectively.
9. 9.3 For m/ajority; family, education, teaching techniques, classroom environment, curriculum and education policy has been selected by 5,1,2,3,2,3 respectively.
10. For majority; family, education, teaching techniques, classroom environment, curriculum and education policy has been selected 2,1,1,1,2,2 respectively.
11. Majority thinks education is in failure of equipping students with these skills, 9.1 suggest the failure of family.
12. Majority of respondents think that ISR is an important skill to be taught in school.
13. Respondents suggest that 27.3% inability of teaching techniques and curriculum

Findings from responses of HRs/Managers

and 36.4% select curriculum and education policy.

14. Majority respondents suggest few months to make these skills a permanent part of individuality, 27.3% suggest 1-2 years and others suggest 2-3 years, it depends on individual, include it more on subjective basis and entire education system for many years.
15. Majority respondents suggest the inclusion of ISR as a major part of education in school
16. Majority respondents suggest the major role of ISR in performing better at job while other 45.5% are not sure about it.
17. Majority respondents disagree that education system is serving to ISR
18. Majority respondents suggest that 'ISR tool will surely help in assessment and selection of employees.

Conclusions:

Individual social responsibility is an important skill to be taught in school while it is not being inculcated by Education System. It should be included as major part for minimum few months to many years in education system as it plays a major role of ISR in performing better at job.

Most of the skills need special attention through either teaching techniques or education. All of these skills are required may it be for getting a good job or to live a good life which is the purpose of education.

Individual Social Responsibility is a concept which is still growing and it should be formally introduced in education system for minimum 6 months to 4 years. Teachers agree to get trained in special teaching techniques for ISR and Managers suggest that ISR tool will surely help in assessment and selection of employees.

References :

1. Indian skills report 2021
2. Individual Social Responsibility achieves Corporate Social Responsibility; CSR & Sustainability Institute Retrieved from <http://csrand sustainability.com/1-2-individual-social-responsibility-isr-achieves-corporate-social-responsibility-csr/>
3. ISR new dimension towards social upliftment; Indiacsr.in; Retrieved from <https://indiacsr.in/isr-new-dimension-towards-social-upliftment/#:~:text=So%2C%20CSR%20is%20something%20which,their%20in,dividual%20responsibility%20towards%20society>
4. Importance of teaching skills in the classroom; Ministry of Education retrieved from <https://education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1870-importance-of-teaching-skills-in-the-classroom#:~:text=Teachers%20who%20are%20skilled%20at,students%20can%20understand%20is%20crucial.>
5. Feature-theirworld.org retrieved from <https://theirworld.org/feature/every-young-person-deserves-the-skills-to-unleash-their-potential>