

L-5: Social Responsibility



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Lesson – 5

Social Responsibility

Learning outcome: At the end of this lesson, you will be able to plan to contribute to the social responsibilities that every professional is morally bound to do in the larger interest of the society to make the world a better living place.

Contents

1.0	INTRODUCTION	3
2.0	ACCOUNTABILITY OF THE TEACHER	3
3.0	SOCIAL RESPONSIBILITY AND TRANSPARENCY IN THE CONTEXT OF EDUCATION SYSTEM	4
4.0	SENSITISING STUDENTS FOR COMMUNITY SERVICE	5
5.0	SUMMARY	5
	BIBLIOGRAPHY	5

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1.0 INTRODUCTION

A teacher in India is considered as an icon of ethics, sincerity and honesty. The teacher's role is not only confined to academics, but also to other social responsibilities, which is the need of the hour for the country. Therefore, the teacher should not only be fair in his/her work, but should be sensitive social issues as well and to imbibe them in the students through various activities. As discussed in earlier lessons, the professionals are the most respected segment of the society. There are many professionals who are practicing to use their knowledge for the benefit of society. Every profession brings some responsibilities to contribute as a knowledgeable, authentic and acceptable source of information, inspiration and ambassador of goodwill and practice. One of them is when a doctor is called upon to talk about importance of basic vaccination of infants. Similarly, a teacher is a source of authentic information and his views and actions are generally regarded with esteem by the society. A teacher being the one of the key persons in grooming citizen of the future has a big share to play concerning social responsibility which is discussed in this lesson.

2.0 ACCOUNTABILITY OF THE TEACHER

It is very important to realize that the main responsibility of sensitization of human beings to good habits and values is with parents and teachers. *The teacher's main role is to make the student realize that the world keeps changing, knowledge is ever-changing or dynamic and process of learning and unlearning are a lifelong activity.* Mainly, the development of good values in the student is very much necessary for building a good nation.

The key *social responsibility* principles are accountability and transparency, which is the responsibility of every professional in his conduct. In the context of quality of life, the term *social responsibility* is a means of achieving sustainability in one's own environment. Adopting these principles can help a person to ensure the long-term viability and success of any process or system of which he is a part.

The teacher working in higher education system is expected to deliver the knowledge and skills in such a way that the students develop abilities to earn their living. The role of teacher is to guide the student in overall development of his personality and also to choose right path for career. S/he is supposed to impart a body of knowledge and skills that are recent and relevant. The *accountability* which is part of the social responsibility of a teacher considerably held high by the society is considered to be a very valued profession by default. Considering this aspect of accountability, the teacher performance is judged and in many developed countries, the teaching contracts are reviewed annually.

ACTIVITY-1

Describe how accountability can be ensured in classroom teaching-learning process. Discuss the description and share your experiences with peers in your organization and post in the E-portfolio.

3.0 SOCIAL RESPONSIBILITY AND TRANSPARENCY IN THE CONTEXT OF EDUCATION SYSTEM

Social Responsibility in the context of education has been considered by educationists and philosophers as well. Forbes, has given the concept of 'socially responsible education'. *'To begin to answer the question of what 'socially responsible education' means, you may ask whether the term 'socially responsible education' describes the contents of an education (i.e., what is hoped that the students will learn, or whether it describes the way in which the education is conducted, or both.* Although many people may assume the term 'socially responsible' will predominantly refer to the contents of an education, some thoughts about the way education conducts itself in regards to social responsibility merit consideration. In fact, the social responsibility of the way education conducts itself is a principal argument for the existence of public education. It is seen as socially responsible that quality education is freely available to all children; and that argument has remained unchanged despite many changes in the contents of public education.

The teacher has to be very clear about his/her role in the development of a student as a citizen of future years. S/he should not be silent on burning issues which threaten the peaceful life of citizens of today and tomorrow in our society. Corporate social responsibility (CSR) is one of the Government of India mandated activities that every organisation is bound to do. Every educational institutional can also take this up. Such issues may include sustainability, unity, literacy, poverty, health and hygiene, blood donation, adopting a village for all round development, development. Activities to reduce of social evils such as dowry, bribes, corruption, female feticide, unfair wages, not caring the aged parents, and such other illegal activities.

Transparency in operations is a much-wanted qualitative characteristic of any process including teaching-learning (T-L). The ultimate quality of output can be judged easily when the process is transparent and it is possible to identify the factors responsible for poor quality. The (T-L) process also can be made transparent with the help of proper policy guidelines and implementation of the same in an institution. Frequent and relevant communication between the administrators of educational institutions and teachers, teachers and student, the parents and administrators and that of administrators with other agencies and stakeholders is very important. IT tools such as web portal, websites facilitate open access to student's performance and (T-L) process in an educational institution will help maintain accountability and transparency in society.

4.0 SENSITISING STUDENTS FOR COMMUNITY SERVICE

Community service is one of the effective tools towards the effort to develop good values, attitudes and other aspects with respect to the 'Affective Domain' of learning. It is the duty of the teacher to inculcate sense of service and self-sustenance in students, through the various courses that s/he will teach and provide opportunities to develop them in the classroom, laboratory and other places. Opportunities should be created for the students to take part in activities like NSS, NCC and the like so that they can see the world in practice with discipline. Internships also offer such opportunities.

The institutions could adopt some villages; guide the students of how to help the community in different ways such as tree plantation, 'biogas plants', and the like. The students could also be encouraged to take part in schemes like 'Unnat Bharat', 'Community Radio Station' activities of the Government of India (you could even initiate yourself for the institute, for which you could refer to the websites <https://www.mib.gov.in/broadcasting/community-radio-stations-0>, <http://crfc.in/>) in different ways (see example in Appendix-1).

Further, the students may be encouraged to visit the field organizations, places of heritage, villages, old age homes, orphanages, places affected by natural disasters and such other places. Since each student have their unique learning styles, many of the activities may not impact all students, but some students or the other.

5.0 SUMMARY

The purpose of education system is not only to give academic knowledge to the students, but also to be *responsive* in making the students responsible to needs of society. Only the teacher and parents can be considered accountable and responsible for grooming responsible citizens of next generation. The sense of *responsiveness* and *responsibility* can be transferred with ease through a good teacher. If that spirit is lost in a teacher such as you, the world can never be at peace, as disparities will remain unattended. Only the teachers and parents can create a peaceful, worthy and prospering society. Therefore, understanding of social responsibilities is very important for a new teacher as discussed in this lesson.

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Appendix – 1**Community Radio Station (CRS): A Case of Social Responsibility**

[**Courtesy:** Dr. Balwinder Singh, Associate Professor, Electronics and Communication Engineering ECE
Department, NITTTT Chandigarh]

FM Community Radio Station (CRS) is such a platform which can be used to reach to masses in a very effective way which can be taken up as social responsibility especially as a technical teacher. There is a policy by the government of India to grant licenses for setting up of CRSs to well established educational institutions and 'Non-profit' organizations like civil society, voluntary organizations and such others. Technical teachers can use CRS to disseminate technical and other knowledge to the people around them.

I got a chance to set-up and operate a CRS for almost 5 years. To operate a CRS is really a satisfying and challenging task as you interact with local population listen to their problems and then find right type of experts to address the same. It brings you very close to the society and the real issues which they deal with. We used to broadcast a diverse range of programs based on various themes like technology advancements, health, career guidance, agriculture, social problems, public affairs, interviews of renowned personalities and such others to address social issues. The CRS was operated by the faculty and staff only on volunteer basis. A core team of five members consisting of teachers and staff members was involved in recording, editing and broadcasting the programmes. The other teachers of the institution used to act as experts in their field of expertise and provided technical knowledge to the people to get maximum advantage of the latest technology. For example, faculty members from Electrical Engineering department provided knowledge of '*Star Rating*' of electrical appliances, electricity saving tips, importance of renewable energy resources and so on. Similarly, faculty members from Civil Engineering recorded their programmes on solid waste management techniques, issues during house construction and so on. Similarly, faculty from all departments participated to record their expertise for the benefit of community. In addition to recording their own programmes, faculty and staff members arranged experts from different fields to provide knowledge on areas other than technical and this contributed to the success of CRS.

A team of students was also constituted for the support of core team to perform various activities. Students used to act as radio jockey (RJ) and provided help in field based activities like interaction with locals to find out their problems. This provided them a chance to get in touch with the society and the same time it also helped them in their career. The students who were actively involved in the CRS activities had greater advantage in placement interviews when the industry was told about their experiences of the involvement in CRS activities. So, being a part of CRS brought a great a sense of satisfaction that I had contributed to the society in a novel and noble way and to some extent fulfil the cause of social responsibility; <http://crfc.in/>

L-5 DISCUSSION FORUM

Start a discussion on the ***social media*** on some of the social responsibilities of yourself as a professional teacher.