Exploration of Needs among Students and Teachers in Schools in Tiruverumbur Block, Tiruchirappalli District: A Feasibility Perspective of a CSR Programme by BHEL

C.Surendran*
M. Phil Research Scholar, Department of Social Work,
Bishop Heber College, Bharathidasan University, Tiruchirappalli – 620017, Tamilnadu, India

Dr.T. Giftson
Assistant Professor, Department of Social Work,
Bishop Heber College, Bharathidasan University, Tiruchirappalli – 620017, Tamilnadu, India

Abstract
This paper introduces the descriptive survey of the Exploration of present position and needs among students and teachers in Government primary and middle schools in Tiruverumbur block, Tiruchirappalli district, Tamil Nadu, India: A feasibility perspective of CSR programme. School education is not only the future of the students, but also the most important contributor to the country's development, which is one of the highest rates in developing countries like India. In today's situation, rural students are essentially competing with private school students in academic schools, where students are not even available for basic facilities. Moreover, global changes such as liberalizations and privatizations along with globalization makes students more difficult to burden. In this context, the study seeks to examine the expectations and needs of teachers and students to meet these challenges and complete them through CSR. This paper endeavours to provide the related reviews pertaining to the Government schools and encourage efforts to meet their needs by firms and significantly reduce the gap between the two. Even though several studies have been conducted in chosen field hardly few studies attempt to explore the steps to be accomplished through CSR at Government primary and middle schools in Tiruverumbur block, Tiruchirappalli district, Tamil Nadu, India.
Keywords: Corporate Social Responsibility (CSR), School Education,Government Schools.

1. Introduction

"*Corporate Social Responsibility is good opportunity for companies to implement social well-being and the country's progress by providing social development, better education and more healthy community. This creates good relationship between the company and society*".

Corporate Social Responsibility is a growing and important part of an Organization's overall strategy. The voluntary compliance of social and ecological responsibility of companies is called CORPORATE SOCIAL RESPONSIBILITY. It is basically a concept whereby companies decide voluntarily to contribute to a better society and a cleaner environment. According to Forbes (2010), corporate social responsibility works in two ways. The company gives back to the society, in turn, people get to know about the company who helped them most and cater to their products and services. In such a way BHEL providing school buildings and other provisions to school studying children Through Corporate Social Responsibility around the BHEL area, researcher focused to around that area to do research has been done to determine how to utilize this support and whether it's insufficient or important, and its purpose is to find out what students and teachers expect on the basis that any kind of assistance can provide them with advanced educational quality and environment. And essential for the company to improve their role of educational Institutions and increase the level of education and encourage students to suit the current competitive world. Today, our public education faces the mounting challenges of standardized testing, strained budgets, teacher retention, and global workforce competition and now a days education is a profitable business , Poor and lower middle stage peoples met struggles to get frequent education to their children, not only higher education, getting school education also in trouble. Government made so many schemes and Acts to providing frequent education to them, like SSA (SarvaShikshaAbhiyan) and RTE (Right to Education Act) but the statistical report gave the highest rate of middle stop and irregular students in rural area which was increased every year. In this circumstance, Government policies are creating to new giant to them, hence those who are unable to prepare themselves to face it, so they cannot uplift their life from poverty. Then automatically expecting support from other hands to getting quality education and carrier development.

2. Review of Literature
Ramandeep Kaur (2013) Majority of India still lives in villages and so the topic of rural education in Indi is of utmost importance. A survey named called the Annual Status of Education Report (ASER), shows that even

Research on Humanities and Social Sciences   www.iiste.org
ISSN 2224-5766 (Paper)   ISSN 2225-0484 (Online)
Vol.7, No.17, 2017 – Special Issue – Organized by Department of Social Work, Bishop Heber College

though the number of rural students attending schools is rising, but more than half of the students in fifth grade are unable to read a second grade text book and are not able to solve simple mathematical problems. Not only this, the level of maths andreading is further declining. Though efforts are being made, they are not in the right direction. The reasons cited for this problem in surveys is the increasing number of single classroom to educate students from more than one grade. In some states attendance of teachers and students is also declining. These are a few reasons why schools have failed to educate rural India.

Abha Chopra et.al (2013) Today, education faces the rising challenges of standardized testing, strained budgets, teacher retention, and global workforce competition. Businesses have begun to take a more targeted approach in their corporate social responsibility programs.Education is an important part of their plans.The bottom line is that educational outreach efforts have the capability to make a real and lasting difference for all players involved.

Dr.Srikant Das et.al (2013) CSR for communities is a key for success in any society for any education institution. On the other side of the coin; access to quality education has become a basic need for everyone, but in many parts of India, education is still a dream especially for tribal children those from rural part of India. The Indian government spends millions of dollars but its actions do not reach them. As a result the tribal children in rural areas continue to live in abject poverty and no hope for quality education. They were demonstrate how one private educational institution can do better than government adopting CSR to help the poor tribal children.

Geethu Anna Mathew et.al (2014) Corporate Education Responsibility is emerging as a new field in the management research. In India, many firms have taken the initiatives of education responsibility practices which have met with educational needs of the society. The study has made an attempt to understand the status and progress and initiatives made by large firms of India in context to Corporate Education Responsibility policy framing and implementation.

Anushree Parekh et.al (2015) School education is a popular subject for CSR: a study by Samhita Social Ventures, based on publicly available information from the top 100 listed companies, shows that more than three-quarters of them implemented at least one programme in education over the last three years. While it is encouraging to have this scale of corporate participation, the efforts are skewed thereby creating an imbalance in the sector.

3. Research Methodology
Aim and Objectives of the study:
- To find out the needs of Government Schools around BHEL area.
- To identify their self-sufficiency to challenge the time to time social changes.
- To identify school children expectation from CSR.
- To understand the relationship between the BHEL and the beneficiaries.

3.1 Sample type and technique
Simple random sampling method adopted to select 120 samples.

3.2 Scope and Significant of the Study
The scope of the study will be to identify the exact requirement and expectations of schools and students, BHEL Company provides building, Computer, tables , chairs, wardrobe, uniforms and other equipment to the government schools through CSR, and it is necessary to find out that any contribution helps to improve the education of today's students, at the same time to find out what students are expecting through BHEL CSR to help them improve, by establishing a close relationship between BHEL and school benefiting from BHEL. The key to this study is that students will be able to improve in the coming period by establishing a close relationship between BHEL and beneficiaries. So that, at present the research is of significant importance. And this study will also enable the government to implement new schemes needed to improve the government schools. The study was conducted with in government schools studying students and schools headmasters in Tiruverumbur block, Trichy district. In which 20 schools and 120 students were selected in the study. Self-prepared questionnaires related to present availabilities, requirements and expectations of the Headmasters and students in schools as tools for data collection.

3.3 Research Design
Descriptive research design has been adopted for the present study tofocus on describing the present position and needs of government schools and students in Tiruverumbur block, Tiruchirappalli.

3.4 Tools of Data Collection
- Structured self-prepared questionnaires are used to collect information from the respondent. During the interview the self-prepared questionnaires were explained to them and summarised their answers at end

Research on Humanities and Social Sciences   www.iiste.org
ISSN 2224-5766 (Paper)   ISSN 2225-0484 (Online)
Vol.7, No.17, 2017 – Special Issue – Organized by Department of Social Work, Bishop Heber College

the interview.

4 Analysis and Interpretations

The collected data are analysis and interpretation as follows

Table – 1: Distribution of Respondents by their Gender

S.No	GENDER	No OFRESPONDENTS (n: 120)	PERCENTAGE
1.	Male	60	50
2.	Female	60	50

Table – 1 indicates that the respondents were 50% male and 50% female.

Table – 2: Distribution of Respondents by their Age

S.No	AGE	No OF RESPONDENTS (n: 120)	PERCENTAGE
1.	5 to 10 Years	87	72.5
2.	11 to 15 Years	33	27.5

Table – 2It is evident from the above table, that majority (72.5%) of the respondents are in the age group of 5-10 years and 27.5 of the respondents are in the age group of 11- 15 years.

Table – 3 :Distribution Of Respondents By Their Educational Qualification

S .NO	EDUCATION	No OF RESPONDENTS (n :120)	PERCENTAGE
1.	I-V Std	87	72.5
2.	VI-VIII Std	31	25.8
3.	IX&X Std	2	1.7

Table – 3It is inferred from the above table, majority (72.5%) of the respondents are I-V, (25.8%) of the respondents are VI-VIII. And (1.7%) of the respondents are IX & X Std.

Table – 4: Distribution Of Location Of School

S .NO	LOCATION OF SCHOOL	No OF RESPONDENTS (n :120)	PERCENTAGE
1.	Rural	15	75
2.	Urban	5	25

Table – 4The above table shows that, majority (75%) of the Schools are running in Rural , one fourth of the school (25%) are in Urban.

Table – 5 :Distribution of Respondents by their Father's Occupation

S .NO	FATHER OCCUPATION	No OF RESPONDENTS (n :120)	PERCENTAGE
1.	Govt	1	0.8
2.	Private	106	88.3
3.	Daily Wages	13	10.8

Table – 5The above table reveals that majority (88.3%) of respondent's fathers are depending to Private sectors for their occupation, (10.8%) of them are depending upon daily wages in various sectors and very few (0.8%) of them are in Government sector.

Table – 6 :Distribution Of Respondents By Their Educational Qualification

S .NO	EDUCATION	No OF RESPONDENTS (n :120)	PERCENTAGE
1.	I-V Std	87	72.5
2.	VI-VIII Std	31	25.8
3.	IX&X Std	2	1.7

Table – 6It is inferred from the above table, majority (72.5%) of the respondents are I-V, (25.8%) of the respondents are VI-VIII. And (1.7%) of the respondents are IX & X Std.

Table – 7 :Distribution Of Number Of Teachers working

S .NO	TEACHERS	No OF TEACHERS (n : 115)
1.	Male	16
2.	Female	99

Table – 7The above table reveals that majority (86%) of female teachers and minimum (13.91%) of male teachers are working in those schools.

Table – 8 :Distribution Of Their Requirements

S. No	Variables	Frequency	Percent
I	Sufficient TOILET facilities		
	Yes	12	60
	No	8	40
II	Had you received any complaints/requirements about toilet facilities from students		
	Yes	8	40
	No	12	60
III	Having Drinking water facilities		
	Yes	18	90
	No	2	10
IV	Having own Playground		
	Yes	13	60
	No	7	40
V	Having sufficient infrastructure		
	Yes	5	25
	No	15	75
VI	Have you received, any kind of facilities through CSR from any organization		
	Yes	5	25
	No	15	75

Table – 8 The above table describes that, more than half (60%) of respondent were satisfied with toilet facilities and rest (40%) of them were not satisfied, entire respondent were agreed and disagreed as the same ratio (40% & 60%) about the complaints against the same issue, majority (90%) of respondent satisfied with water facilities, rest (10%) of them expecting more sufficient water facilities, more than half of (60%) of schools having own playground, remain (40%) of schools not having, majority (75%) of schools not having sufficient infrastructures, only (25%) of the schools are somewhat affordable, majority (75%) of them are not received any kind of facilities through CSR from any organization rest (25%) of them are received a few facilities through CSR.

Table – 9: Distribution Of Their Facilities

S. No	Variables	Frequency	Percent
1	Transport facilities for students		
	Yes	4	20
	No	16	80
2	New admissions in year by year		
	Increased	9	45
	Decreased	11	55
3	Building		
	Yes	7	35
	No	13	65
4	Compound		
	Yes	2	10
	No	18	90
5	Library		
	Yes	1	5
	No	19	95

Table – 9 The above table reveals that, majority (80%) of schools not having own transport facilities , remain (20%) of schools having arrangements for them, more than half (55%) of the school admission were decreased in year by year , nearly half (45%) of school are increasing, majority (65%) of schools not having proper building,

little more than one forth (35%) of schools are having proper building, majority (90 % & 95%) are not having compound and library facilities in their schools, very few (10% & 5%) are having compound and library respectively.

Table – 10: Distribution ofRespondents by Their Opinion About Effectiveness Of The Training

S. No	Variables	Frequency	Percent
I	Did you send any complaints requirement about the facilities to your school		
	Yes	36	30
	No	84	70
II	Have sufficient teachers in your class		
	Yes	105	87.5
	No	15	12.5
III	What kind of facilities you are expecting from your school		
	School Building	7	10.6
	Library	1	1.5
	Toilet Facilities	4	6.1
	Play Ground	1	1.5
	Water	16	24.2
	Table/Chair	3	4.5
	Practical training and Lab	4	6.1

Table – 10The above table shows that three fourth of them (70%) are refused to complaint on the requirements of the facilities, remains (30%) of them were send complaints of the requirements. About the requirements of teacher, majority (87.5%) of respondent feel sufficient teachers were there and few of them (12.5%) feel not sufficient. About requirement for their schools majority (24.2%) expecting water facilities,(10.6%)   are expecting sufficient school building, minimum (6.1 % & 4.5%) of them required toilet facility, Practical training and table chair respectively and few of them (1.5%) are expecting library and playground facility.

5 Suggestion
In light of the findings of this descriptive study, the following recommendations are made to fulfilment of the needs and expectations towards the development of the government schools and their students :
1. More initiative should be shown in promoting students.
2. More attention should be given to the basic facilities and care for the students.
3. Most importantly, it is vital to setup a proper school building.
4. The basic facilities made by the state government are not enough, and there is a need to help improve.
5. Toilet facilities and maintenance in schools are not satisfactory, and should be taken in to consideration in order to improve construction and ensure maintenance.
6. In almost every school, there are no laboratories or practical training procedures, which can play a major role in learning, and contributing to the improvement.
7. To providing facilities to participation in training, field travel, workshop and competitive plans to enhance student's self-confidence and learning can also focus on the most important forms of teaching.
8. The present study were only focussed to Tiruverumbur Block government
9. Primary and middle schools around BHEL Trichy, a future study can be conducted toMoreschools and more corporate companies around Trichy district.
10. To get more effective understanding on this study, a comparative study can be carried out between corporate responsibilities planning for education sectors in various places in Tamilnadu state.

6. Conclusion
Corporate Social Responsibility is good opportunity for companies to implement social well-being and the country's progress by providing social development, better education and more healthy community. This creates good relationship between the company and society. This study reveals, how much the BHEL company has contributed to the development of education for its study, and how the students and schools are using their educational development, in order to find out how BHEL contribution has to be done in the coming years.When the researcher researching different angles, in the coming year , BHEL meets the basic needs of schools and basic needs of students, students will have to contribute to the challenges and make their contributions in order to improve their skills by enabling advanced technologies, such an expectation is the expectation of students and head masters of the schools, and the necessity of today's challenging period.

References

Anupam Sharma and Ravi Kiran(2012) "Corporate Social Responsibility Initiatives of Major Companies of India with focus on health, education and environment", African Journal of Basic & Applied Sciences 4(3): pp. 95-105.

AnushreeParekh and PoorvajaPrakash. (2014). "Education and CSR: Mapping initiatives of the top 100 Companies". Samhita Social Ventures, Mumbai, India.

Bhattacharyya, B. (2009), "Bringing Education to Children of Lesser Gods: Bharti Foundation's Satya Bharti School Programme", Management & Change, Vol.13, No.1, 2009, pp.1-4.

Borman, G.,&Brown, S. (2003) "Comprehensive school reform andachievement: A meta- analysis".Review of Educational Research, 73 (2),125-230.

Comprehensive School Reform Quality Center (CSRQ), (2006a). "CSRQCenter report on elementary school comprehensive school reform models (revised)".Washington, DC: American Institutes for Research.

Joyce, B.R., &Showers, B. (1995). "Student achievement through staff development". White Plains, NY: Longman.

ShrutiMarriya and Abha Chopra. (2013). "Corporate Social Responsibility and Education in India", Issues and Ideas in Education, Vol. 1 March 2013, Chitkara University: Chandigarh.

TATA SM Group. (2010). "Best Practice of CSR in the field if Education in India". TATA SM Group Press, Mumbai, India.