

**"A STUDY ON THE IMPACT OF COVID – 19 ON SMALL SCALE ENTERPRISES IN
THOOTHUKUDI DISTRICT"**

Project submitted to Department of Commerce

ST. MARY'S COLLEGE (AUTONOMOUS), THOOTHUKUDI

Affiliated to

MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI

In partial fulfilment of the requirements of

BACHELOR OF COMMERCE

Submitted by

NAME

MARTINA. J

MENAKA. K

MUTHULAKSHMI

NAGADEVI. M

SHALINI PONMALAR. M

REG. NO

18SUCA27

18SUCA28

18SUCA29

18SUCA30

18SUCA44

Under the Supervision and Guidance of

MS. TINY JOSE, M. Com, B. Ed (SET)



DEPARTMENT OF COMMERCE (SSC)

ST. MARYS'S COLLEGE (AUTONOMOUS), THOOTHUKUDI

(Re-accredited with "A+" Grade by NAAC)

MARCH 2021

DECLARATION

We have declared that the project entitled "A STUDY ON THE IMPACT OF COVID - 19 ON SMALL SCALE ENTERPRISES IN AND AROUND THOOTHUKUDI DISTRICT" is submitted in partial fulfillment of the requirements for degree in our original work done under the guidance and supervision of MRS. Tomy Jose Mathan, B.Ed (NET). This project has not previously formed the bases of award of any similar titles and it represents entirely an independent work.

Name of the students	Register No	Signature of the students
MARTINA J	18SUCA27	J. Harbira
MENAKA K	18SUCA28	K. Menaka
MUTHULAKSHMI M	18SUCA29	M. Muthulakshmi
NAGADEVI M	18SUCA30	M. Nagadevi
SHALINI PONMALAR M	18SUCA44	M. Shalini Ponmalar

Place: Thoothukudi

Date: 29.03.2021

CERTIFICATE

It is certified that this short term project work entitled " A STUDY ON THE IMPACT OF COVID - 19 ON SMALL SCALE ENTERPRISES IN AND AROUND THOOTHUKUDI DISTRICT" is submitted to St Mary's college(Autonomous), Thoonthukudi affiliated to Manonmaniam Sundaranar University is partial fulfillment of requirement for the degree of Bachelor of commerce and is a record of work done by the Department of Commerce, St Mary's college (Autonomous), Thoonthukudi during the year 2020 - 2021 by the following students.

Name	Register No.
MARTINA J	18SUCA27
MENAKA K	18SUCA28
MUTHULAKSHMI M	18SUCA29
NAGADEVI M	18SUCA30
SHALINI PONMALAR M	18SUCA44

Guide

Maia Sahaya Rosigano,

Head of Department

Director

Director

Self Supporting Courses
Mary's College (Autonomous)
Thoonthukudi - 628 001.

Lucia Rose

Principal

Principal

St. Mary's College (Autonomous)
Thoonthukudi - 628 001.

Signature of the External Examiner

AGKNOWLEDGEMENT

We acknowledgement the abundant blessings and grace of God Almighty who has always been our source of energy and knowledge.

We extend our sincere thanks to **Rev. Dr. Sr. A.S.J. Lucia Rose M.Sc.,PGDCA.,M.Phil.,Ph.D.** Principal, St. Mary's college (Autonomous) Thoothukudi, for the constant encouragement and blessings for doing this work successfully and our Self Supporting Course Director **Rev. Dr. Sr. F. Mary Joyce Baby M.A., M.Phil.,Ph. D** and our department staff who have helped us in our work.

It is our pleasure to extent our thanks to the Head and Associate Professor of the Department of Commerce **Mrs. P. Maria Sahaya Rossiyana M.Com., M.Phil ., NET**, for her valuable suggestions and encouragement in completing work.

We express our deepest sense of gratitude to our guide **MS. Tiny Jose M.com., B.Ed.,(SET)**. Assistant Professor, Department of Commerce, for the excellent and untiring guidance throughout the entire process of completing our project.

Finally, we record our sincere thanks to our parents and friends for their encouragement during the work.

With deep sense of gratitude, we thank all who have responded whole heartedly to complete our project.

-The Group

CHAPTERIZATION

CHAPTER	TITLE	PAGE NO.
I	INTRODUCTION AND DESIGN OF THE STUDY	1-7
II	THEORETICAL FRAMEWORK OF THE STUDY UNITS	8-16
III	ANALYSIS AND INTERPRETATION OF DATA	17-46
IV	FINDINGS AND SUGGESTIONS	47-48
V	CONCLUSION	49
	ANNEXURE I BIBLIOGRAPHY ANNEXURE II QUESTIONNAIRE	

LIST OF TABLES

TABLE NO.	TITLE	PAGE. NO.
3.1	Age wise classification	18
3.2	Gender wise classification	19
3.3	Educational qualification wise classification	20
3.4	Monthly income wise classification	21
3.5	Percent of Business in operation during the pandemic	22
3.6	Months taken to recover business	23
3.7	Percent of employees unable to come to work	24
3.8	Financial problem during the outbreak	25
3.9	Percent of company considered layoffs during the pandemic	26
3.10	Cut of in percentage of staff	27
3.11	Percent of company's cash flow before pandemic	28
3.12	Percentage of cashflow shortage during pandemic	29
3.13	Consideration to deal shortage of raw material	30
c 3.14	Methods of adult in fulfilling contracts	31
3.15	Problems faced during epidemic	32

3.16	Expectations of Company's total revenue in 2020	33
3.17	Expectations of other company	34
3.18	Expectation of company's raw materials	35
3.19	Peer's expectations of raw materials	36
3.20	Government relief measures	37
3.21	Mitigating the impact of COVID-19 crisis	38-39
3.22	Personal feeling about novel corona virus	40
3.23	Type of company	41
3.24	Introduction of cashless transaction	42
3.25	Opinion about contribution of business	43
3.26	Expectation of closure	44
3.27	Numbers of full-time employees	45
3.28	Opinion about the new normal	46

CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY



1.1 INTRODUCTION:

The COVID 19 pandemic in India is part of the worldwide pandemic of corona virus disease 2019 (COVID-19) caused by severe acute respiratory syndrome corona virus 2 (SARS-CoV-2). The first case of COVID-19 in India, which originated from China, was reported on January 2020. India currently has the largest number of confirmed cases in Asia, and has the second-highest number of confirmed cases in the world after the United States with more than 10.3 million reported cases of COVID-19 infection and more than 1,54,000 deaths as of February 2, 2021. The per day cases peaked mid-September in India with over 90,000 cases reported per day and have since come down to below 15,000 as of 2021 January.

In July 2020, India's Ministry of Information and Broadcasting claimed the country's case fatality rate was among the lowest in the world at 2.41% and "steadily declining". By mid-May 2020 six cities accounted for around half of all reported cases in the country – Mumbai, Delhi, Ahmedabad, Chennai, Pune and Kolkata. The last region to report its first case was Lakshadweep, on 19 January 2021, nearly a year after the first reported case in India. On 10 June, India's recoveries exceeded active cases for the first time. Infection rates started to drop significantly in September, and the number of daily new cases and active cases stated to decline rapidly. A Government panel on COVID-19 announced in October that the pandemic had peaked in India, and may come under control by February 2021. This prediction was based on a mathematical simulation assuming that India reached herd immunity, the so called "Indian Supermodel". A comparison of the predicted and actual cases is available on its homepage. In a paper on an improved simulation model published February 2021 the same authors estimate the immunity of the India population to be close to 60% and claim that India might be the only major economy that has successfully implemented a herd immunity strategy. India has over 30 anti-COVID vaccines in various stages of development and a national vaccination drive was started on 16 January 2021. India began the world's largest COVID vaccination drive on January 16 and 18 days the country has successfully vaccinated over 4.1 million healthcare workers.

The outbreak of corona virus disease (COVID-19) has severely affected the global and India economy. Major victims of the COVID-19 outbreak are Micro Small and Medium sized enterprises (MSMEs). The outbreak of Corona virus disease-2019 (COVID-19) has severely affected national and global economies. Various enterprises are facing different issues with a certain degree of losses. Particularly enterprises are facing a variety of problems. Such as decreases in demand, supply chain disruptions, concentration of export orders, Raw Material shortage and transportation disruptions, it is quite clear that enterprises around the globe are experiencing the significant impact of COVID-19 outbreak on their

businesses. We argue that major victims of COVID-19 outbreak are the Micro, Small and Medium sized enterprises (MSMEs).

Business which functions on a small-scale level involves less capital investment a smaller number of labor and fewer Machines to operate is known as a small business. Small scale Industries or small business are the type of industries that produces goods and services on a small scale. These Industries play an important role in the economic development of a country. The owner invests once a Machinery, Industries and Plants or take is a lease or hire purchase. These industries do not invest more than one crore. Few examples of small-scale Industries are paper, toothpick, pen, bakeries, candles, local chocolate etc. Industries and are mostly settled in urban area as a separate unit. Characteristics of small-scale industries ownership: They have a single owner so it is also known as a sole proprietorship.

The small-scale enterprise conducts analysis and provides evidence-based guidance for the design and implementation of SME policies. It also serves as an important repository of SME policy responses in times of crisis. Given the rapid pace of developments, the overview of country responses is not comprehensive and, in some cases, includes intended policy responses that are still a work in progress, or simply at the stage of public announcements. At the same time, whereas surveys since February show that SMEs and entrepreneurs are extremely worried about the impact of COVID-19 on their liquidity position and business survival, the most recent business surveys show some confidence improvements. Possibly related to the significant policy effort to address the SME liquidity gap and the lifting of lockdown measures in a number of countries. In this context the policy perspective is gradually shifting from liquidity support measures for SME survival, which still remains a priority in most countries to support for recovery.

The first case of infection with the novel corona virus in India was registered on March 1, 2020. With the aim to contain the contagion, the Government of India introduced a state of emergency in mid-March, which entailed closure of all businesses except for grocery stores, pharmacies, and banks. By the time most of the restrictions were lifted in early to mid-May, eighteen programs aimed at mitigating the economic and social impact of the crisis were adopted, with a total value of USD 84.4 billion (4.8% of GDP). Scholars both abroad and in India have tried to assess the economic and social costs that the pandemic imposes on national economies and the global economy. These analyses underscore that in its scale and scope, the current crisis surpasses the financial crisis of 2008-2009 and is comparable to the Great Depression of 1929-1933 in the United States and the wartime devastation of 1939-1945 in Europe. Not surprisingly, leaders of many countries have drawn parallels between fighting the pandemic and mobilizing for war, increasing public spending commensurately.

This paper aims to contribute to the discussion in academic and policy circles by assessing the extent to which the employees of small and medium-sized enterprises (SMEs) have been affected by the crisis. As SMEs account for most of the private-sector employment and value added in both advanced and emerging economies, targeted public assistance to those businesses is crucial to post-crisis recovery.

The paper is structured as follows. Section 2 below provides a review of the literature on SMEs and recent empirical studies on the impact of the pandemic in various countries. Based on that evidence, four hypotheses on the impact of the crisis on businesses in India are advanced. In the third section, the methodology used for gathering and analyzing primary data is discussed. The fourth section is devoted to the results of data analysis, including both descriptive and inferential statistics. The final section offers a discussion of the findings, main conclusions, and policy implications of the study, as well as its limitations.

During the early stages of the outbreak, the number of cases doubled approximately every seven and a half days. In early and mid-January 2020, the virus spread to other Chinese provinces, helped by the Chinese New Year migration and Wuhan being a transport hub and major rail interchange. On 10 January, the SARS-CoV-2 genetic sequence data was shared through GISAID. On 20 January, China reported nearly 140 new cases in one day, including two people in Beijing and one in Shenzhen. A retrospective official study published in March found that 6,174 people had already developed symptoms by 20 January (most of them would be diagnosed later) and more may have been infected. A report in *The Lancet* on 24 January indicated human transmission, strongly recommended personal protective equipment for health workers, and said testing for the virus was essential due to its “Pandemic Potential”.

The outbreak of coronavirus disease-2019 (COVID-19) has severely affected national and global economies to a certain degree or losses. Particularly enterprises are facing a variety of problems such as decrease in demand, supply chain disruptions, among others. Nevertheless, it is quite clear that enterprises around the globe are experiencing the significant impact of COVID-19 outbreak on their business. The direction and character of government subsidies, the facilities for term loans offered by government-sponsored institutions, the infrastructure facilities and the general investment opportunities afforded by the government have a great bearing on entrepreneurship development. The central budgets have also had some promotional measures such as the reduction of excise duties on a wide range of articles, sizeable reduction in income taxation so as to enable entrepreneurs to finance their expansion from their own resources. The Industrial Development Bank of India funds the enterprises in some industries for replacement and modernization. Investment allowances to industries is entitled to

initial depreciation allowance and elimination of surcharge. Thus, fiscal budgetary and monetary policies go a long way in promoting industries in our country.

A small-scale enterprise is a business that is not large, in terms of its size, scope of operation, financial involvement and the workforce involved. Most small-scale enterprises are owned by one entrepreneur. Sometimes a small-scale enterprise is said to be a firm that is independently owned and operated and which is not dominant in its field of operation. In general, we should recognize that a small-scale business must have few employees, limited capital investment and small-scale operation.

As far as the development of the rural and urban in Nigeria is concerned, the role of small-scale enterprises cannot be under-estimated. The present administration realizes the importance of these small-scale ventures hence the various policies being put in place to encourage their growth. The small-scale business has the potentiality to reduce the rate of unemployment in Nigeria and thus to contribute to the Gross Domestic Product (GDP) and economic growth of the nation.

The COVID-19 outbreak has changed how all of us view the world. Every part of people's lives in India has been affected, as well as the economy, politics, culture and society. It is important to understand how the owners of small business, start-ups and the self-employed are faring amidst this lockdown. Most of these economic ventures navigate the boundaries of the formal and informal sectors. The people working in these sectors have been generally excluded from debates on the economic impact of the COVID-19 pandemic. While there have been discussions about paying one's domestic workers, security guards, guardedness and other house helps, what about other small business and self-employed workers.

1.2 OBJECTIVES

1. To find out the impact of covid-19 on small scale enterprises in Thoothukudi district.
2. To study the impact of economics pandemic on employment in small scale enterprises.
3. To find how small-scale enterprises promoted sales during pandemic.
4. To suggest measures to improve the present situation of small-scale enterprises in Thoothukudi.

1.3 STATEMENT OF THE PROBLEM:

Thoothukudi a district which has a wide range of small-scale enterprises. The employers of small-scale enterprise faced many problems during COVID-19 pandemic. During the pandemic the central and state government have taken active steps to promote and foster the

growth of small-scale industries. These measures have been particularly effective; but many of the problems of production, distribution and finance still continue to affect the small-scale industries. While some of them are more or less common to a wide range of small industries, others have particular relevance to a group of industries situated in rural and backward areas. In the study an attempt is made by the researchers to find the impact of COVID-19 on small scale enterprises. Thus, the researchers deal to undertake a research on the small-scale enterprise during COVID-19 in Thoothukudi district.

1.4 REVIEW OF LITERATURE:

Ramakrishnan P (1975)¹ in his study on new entrepreneurship in small scale industries in Delhi found that enterprises were prepared to pay back loans with high rate of interest to non-banking sources to avoid bank formalities.

Hrishikesh Bhattacharya (1984)² in his article on the Problems Faced by the small-scale Entrepreneurs located in Howrah and Calcutta of West Bengal found that the need of proportionate increase in capital was inversely to the size of the small firms. It was also observed that, smaller the firm, lesser was its chance to command finance from banks because it does not have any track record of past year's performance. The bank managers feel shaky in sanctioning the required amount of loan because they were unable to judge the capability of prospective borrowers on the basis of projections only.

Harish B (2008)³ Quality has always been an issue in the sphere of Small and Medium enterprises- be it the quality of the product or of the management. This issue assumes substantial significance when the organization begins to grow in size. When there is a step-up in the management levels, the leaders have to delegate the responsibility and authority down the line to all individuals. Even before that the managers of small-scale enterprises should ensure that quality culture is instilled in the genes of the organization. Imbibing the ISO quality principles early in the system in a right spirit will help the small organization to professionalize the management and embark on path of growth.

Jayshri J Kadam (2011)⁴ Small scale entrepreneurs face a lot of problem while availing loan facility from commercial banks as well as Government agencies. Financial institutions ask for a lot of information & data, are not in a position to offer guarantee required by the banking sector.

Ludovica Ioana (2011)⁵ The role of small and, medium enterprises are worldwide acknowledged for their unique contribution to the economic development. Both the developed countries and the ones in course of development realize that the SMEs and the entrepreneurs play a vital role in the

industrial development of a country. So, there is no surprise that the political strategists have often thought that the SMEs can become the “seed” of economic revival. It is necessary that while the observance of thresholds regarding the average number of employees is compulsory, a SME can choose between observing either the threshold regarding the turnover in a year or the one regarding the total assets. It is not necessary to satisfy both criteria and one of them can be exceeded without losing the status of SME.

1.5 CONSTRUCTION OF TOOLS:

The researchers had a discussion with group of employees of small scale business. Based on the discussion the researcher constructed a questionnaire. Then it was pretested and necessary changes were incorporated in the revised questionnaire. 50 copies questionnaire were taken and distributed. A copy of questionnaire is appended.

1.6 APPLICATION OF STATISTICAL TOOLS:

The collected data was analysed by using Percentage analysis method and the data is presented using Pie chart., Bar Diagram and Tables.

1.7 SAMPLING DESIGN:

A sample of 50 respondents residing in various parts of Thoothukudi was selected on a random basis. The questionnaire was useful for collecting a great source of information.

1.8 SCOPE OF THE STUDY:

The present study aims at finding the economic impact of COVID-19 on small businesses. The results shed light on both the financial fragility of many small businesses, and the significant impact COVID-19 had on these businesses in the days after the COVID-19- related disruptions began. The results also provide evidence on businesses’ expectations about the longer-term impact of COVID-19, as well as their perceptions of relief programs offered by the government. Therefore, this study is useful for scholars and academic researchers, as the current study forms a basis upon which future research on COVID-19 impact on same will be established. The findings may be resourceful in providing viable information to academicians, researchers and consumers on various concepts related to how COVID-19 affected small scale enterprise. Small and Medium sized enterprises apply a central role in the Indian economy. They are a Major source of entrepreneurial skills innovation and employment. SME business are the biggest contributor to the economy of any country and the same goes with Indian economy in fact SME

is one of the most crucial sectors of Indian economy as for as the number of employments generated from this segment.

1.9 LIMITATIONS OF THE STUDY:

Conducting this study in a rural area will present two limitations.

1. The duration of the study is limited to three months.
2. Sample size is limited to 50 respondents therefore finding of this study cannot be generalized.
3. Data collected may not be representation of the entire population.
4. This study was limited to the willingness and capabilities of the respondents appropriately answering the questions and information given by the respondents which may be correct or not.

1.10 CHAPTER SCHEME:

The chapter scheme includes,

Chapter 1 - Introduction and design of the study.

Chapter 2 - Theoretical framework of the study units.

Chapter 3 - Analysis and Interpretation of data.

Chapter 4 - Findings and Suggestions.

Chapter 5 - Conclusion.

Appendix Annexure 1 Bibliography.

 Annexure 2 Questionnaire.

CHAPTER II

THEORETICAL FRAMEWORK OF THE STUDY UNITS



2.1 HISTORY:

In India, Small and Medium Enterprises (SME) is a generic term used to describe Small Scale Industrial (SSI) units and medium-scale industrial units. “Any industrial unit with a total investment in its fixed assets or leased assets or hires-purchase assets up to Rs.10 million is considered as a SSI unit and investment up to Rs. 100 million is considered as a medium unit”. In addition, an SSI unit should neither be a subsidiary of any other industrial unit nor can it be owned or controlled by any other industrial unit.

The SSI sector produces a wide range of industrial products such as food products, beverage, tobacco and tobacco products, cotton textiles, wool, silk, synthetic products, jute, hemp & jute products, wood & wood products, furniture and fixtures, paper & paper products, printing publishing and allied industries machines, appliances and electrical machinery. SSI sector also has a large number of services industries. The small-scale sector in India comprises of a diverse range of units from traditional crafts to high-tech industries. The number of SSI working units (registered & unregistered) in India totalled 11.4 million in 2003-04-80.5 percent of which are proprietary concerns and 16.8 percent are partnership firms and private limited companies. Small-scale and cottage industries play a very vital role in the country’s economy despite the phenomenal growth in the large-scale sector. In fact, the small-scale sector is playing a vital role in the growth of national economies the world over and is considered to be the engine of growth in most countries. The small- scale industries are labour intensive and provide employment to nearly 1.86 crores persons in the country. The emphasis on Village and Small-Scale Industries (SSIs) has always been an integral part of the India Industrial strategy, more so after the Second Five Year Plan. It was envisaged that Village and Small-scale Industries would play an important role as producer of consumer goods and absorber of surplus labour thereby addressing to the problems of poverty and unemployment. Other advantages of small industries are that they ensure a more equitable distribution of national income, enhance balanced regional industrial development, act as a nursery for entrepreneurship and facilitate mobilization of local resources and skills which might otherwise remain unutilized. Consequently, the government of India had been encouraging and supporting the promotion of small-scale Industries through deliberate such as protection from large-scale industries, capital subsidies, differential tax treatment, reservation etc.

The Government continues to provide to the small scale, inter-alia, through the policy of reserving items for exclusive manufacture in the small-scale sector. Industrial undertakings other than the small-scale industrial undertakings engaged in the manufacture of items reserved for exclusive manufacture in the small-scale sector are required to obtain an industrial licence and undertake an export obligation of 50 per cent of the annual production. However, the

condition of licensing is not applicable to such industrial undertaking operating under 100 per cent Export Oriented Undertakings Scheme, the Export Processing Zone and the Special Economic Zone Schemes.

The reservation policy was introduced in 1967 an attempt to protect SMEs from competition from corporations and 44 goods were specified to be exclusively manufactured by SMEs (Large Corporations were allowed to enter this sector on condition that 50% of their produce would be exported). As a result, SMEs dominated readymade garments, leather goods, auto-components, electrical appliances and the hand tool industries. Over the years, the number of items reserved for SMEs increased and it stood at over 800 in 1989. However, the Abid Hussain Committee set up by the Government of India which submitted its report in January 1997 observed that the reservation policy was inconsistent with the current trade reforms which allow free import of a large majority of the goods and most of the remaining can be imported under the special Impact licence. The number of reserved items has, therefore, been coming down.

Industries undertaking with investment in plant and machinery up to Rs. 1 crore qualify for the status as small-scale or ancillary industrial undertaking with effect from 24 December 1999. The investment limit for tiny units is Rs.25 lakh. The Small-Scale Industry sector had emerged as a dynamic and vibrant sector of the Indian economy in recent years, displaying phenomenal growth in the field of production, employment and dispersed development in general and exports in particular.

The Small-Scale sector contributes amply to other socio-economic aspects such as reduction in income inequalities, product diversification, dispersed development of small industries and Directorate of Industries and Commerce. The Directorate of Industries and Commerce is the nodal agency for planning and implementing various schemes for the promotion of small- scale Industries in Tamil Nadu. It provides various service through the District Industries Centres such as registration of SSIs, training of entrepreneurs, Industrial guidance, promotes Village and Small Industries by organising Industrial Co-operatives (particularly for march, tea & coir industries) and identifies and promotes craftsmen and artisans engaged in the handicrafts industry.

The Department of Industries and Commerce also implements a variety of program to provide financial assistance, technical support and guidance service to the existing as well as new industries. These programs are implemented with an accent on the development and modernization of industries, up-gradation of technology and quality control. It operates through a network of District Industries Centres (DICs), one in each district, headed by a General Manager with other sectors of the economy.

Small business discovered was of about more than 4000 years ago, Small business flourished in almost all ancient cultures, Arabs, Babylonians, Jew, Greeks and Romans contained a substantial population of small business. To protect the customers, Hammurabi, the king of Babylon introduced the first business laws. Adam Smith published “Wealth Nations” in 1776. He was describing an economy in which local small business was virtually being the only economic entities. At beginning of the known history of small business, the cottage industries thrived the period. The sub-Continent industry, suffered a serious setback during British rule. India industries not receive any patronage before Second World War.

To trace the complete history of commerce back to its inception, we must travel to a time when woolly mammoths still walked the Earth. People exchanged cows and sheep in trade as far back as 9000 BC. The first proper currency extends as far back as 3000 BC in Mesopotamia.

The first retail stores take up the mantle a bit further down the line. By 800 BC in ancient Greece, people have developed markets with merchants selling their wares in the Agora in the city centre. These ruins are Government.

Flash forward a couple thousand years and we have our modern mammoths retail giants like Walmart, Costco and Target. Costco and Target. At its simplest definition, retail is the sale of different goods and service to customers with the intention to make a profit. Retail includes selling through different channels, so items purchased online both apply. The definition of retail is expensive enough that it includes the traveling merchants of antiquity all the way to sprawling shopping malls, big-box stores and ecommerce platforms.

2.2 MEANING OF SMALL BUSINESS ENTERPRISES:

Small business may be defined in various ways e.g. in terms of investment, number of persons employed, volume of output and sales, technique of production etc. However, in India, small business is defined by government, as consisting of the following four types of businesses:

2.2.1 Small scale industries:

The investment in plant and machinery is up to Rs. 1 crore.

2.2.2 Ancillary industrial undertakings:

The investment in plant and machinery should not to exceed Rs. 1 crore and the undertaking must sell not less than 50 % of the output to other industrial undertakings.

2.2.3 Export-oriented units:

The investment in plant and machinery is up to Rs. 5 crore and the unit must export at least 30 % of its output by the end of three years from the commencement of production.

2.2.4 Tiny units:

The investment in plant and machinery is up to Rs. 25 lakhs.

2.3 CHARACTERISTICS OF SMALL BUSINESS ENTERPRISES:

Some of the salient characteristics of small business enterprises are stated below:

2.3.1 Limited Investment:

In a small business enterprise, capital is supplied by an individual or a small group of individuals. As per the senses of small-scale units in India, mostly small business enterprises are run as sole- proprietorship and partnership.

2.3.2 Personal Character/ Owner – Management:

A small business is identified with its owners who themselves act as managers. Managers as such have maximum motivation to work as they themselves happen to be the owners also at the same time.

2.3.3 Labor Intensive:

Small business enterprises are mostly labour – intensive. The machinery and equipment used are not very sophisticated and operated manually.

2.3.4 Unorganized labor:

Small business enterprises employ a smaller number of workers as compared with big business enterprises. Workers of these units do not form labour unions and remain unprotected.

2.3.5 Local Area of Operations:

The area of operations of small units is generally local as they have less capital and less marketing facilities at their disposal. There is a local touch between employer and employees: and also, between employer and customers though products of some small-scale enterprises are exported to many countries of the world.

2.4 FUNCTIONS OF SMALL-SCALE BUSINESS:



2.4.1 Buying:

A retailer buys a wide variety of goods from different wholesalers after estimating customer demand. He selects the best merchandise from each wholesaler and brings all the goods under one roof. In this way, he performs the twin functions of buying and assembling of goods.

2.4.2 Storage:

A retailer maintains the ready stock of goods and keep it in stock.

2.4.3 Selling:

The retailers sell goods in small quantities according to the demand and choice of consumers. He employs efficient methods of selling to increase his sales turnover.

2.4.4 Grading and Packing:

The retailers grade the goods which are not graded by manufacturers and wholesalers. He packs goods in small lots for the convenience of consumers.

2.4.5 Risk – bearing:

A retailer always keeps stock of goods in anticipation of demand. He bears the risk of loss due to fire, theft, spoilage, price fluctuations, etc.

2.4.6 Transportation:

Retailers often carry goods from wholesalers and manufacturers to their shops.

2.4.7 Financing:

Some retailers grant credit to customers and provide the facility of return or exchange of goods. In some cases, home delivery and after sale service are provided by retailers.

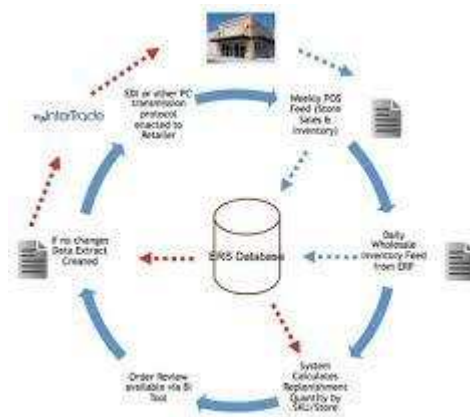
2.4.8 Sales promotion:

A retailer displays goods. He carries out publicity through shop decoration, window, display, etc. He maintains direct and personal contacts with consumers. He persuades consumers to buy goods through personal selling.

2.5 HOW RETAIL WORKS

Retailers make money by raising prices well above their cost of labour, equipment, and distribution. Retailers can sometimes make more money if they bypass the wholesaler and purchase directly from the factory. Some large retailers often manufacture best-selling items themselves. This is called vertical integration.

This price increase is known as a mark-up or the retailer's profit margin. It's typically 100 percent (double the cost) at each stage. That's called "Keystone mark-up". It's needed to cover costs and provide enough profit to pay stockholders or private owners.



2.6 IMPORTANCE OF SMALL AND MEDIUM ENTERPRISES:

1. Favours flexibility and innovation many technological processes and innovations are attributed to small and medium-size enterprises (SMEs). Since large enterprises tend to focus on improving the old products to produce more quantities and obtain general benefits of dimensional economy, such companies are not as flexible as the SMEs.

In order to be successful, the SMEs focus on creating new products or services; hence, they are capable of adapting faster to the changing requirements of the market. SMEs play a vital role in shaping a country's economy. They can be considered an attractive and huge innovative system. Due to the socially and economically beneficial effects of the SMEs, the sector is considered an area of strategic interest in an economy.

2. Creates a more competitive and healthier economy Small and Medium-sized enterprises stimulate competition for the design of products, prices, and efficiency. Without SMEs, large enterprises would hold a monopoly in almost all the activity areas.

3. Assists big enterprises Small and Medium-sized enterprises help large companies in some areas of operation that they are better able to supply. Hence, SMEs are dissolved immediately; the big enterprises will be forced to be involved in more activities, which may not be efficient for these enterprises. Activities such as supplying raw materials and distributing the finished goods created by big enterprises are developed more efficiently by SMEs.

The significance of small and medium-sized enterprises is also recognized by the governments. Hence, they offer regular incentives to SMEs, such as easier access to loans and better tax treatment.

2.7 ADVANTAGES OF SMALL MEDIUM ENTERPRISES:

- **Small Scale Enterprises closer to their customers.** It is one of the most obvious advantages. Medium and especially small businesses will deal more directly with their customers, which will enable them to meet their needs more accurately and to offer a more individualized service, and even establish some bond with their users. Once you know the business, the client's link with the SME will often be simpler than with a large company.
- **Small Scale Enterprises more flexible.** Because of their size and simpler structure, they will have a greater capacity to adapt to changes. In addition, it will help them to be closer to their customers, which will allow them to know the variations in the market before anyone else. For example, they will have greater capability to reduce their supply in times when there is no usual demand.
- **Small Scale Enterprises able to better detect and take advantage of small market niches.** As long as your eyes are wide open, an SME will have a greater capability to detect and satisfy very specific needs of its customers than a large company may or may not detect, or will not have an interest in covering, by being a bit too small for it.
- **Small Scale Enterprises can make decisions faster.** In SMEs, decision-making will normally fall on a person or a small group. This will make them much more agile by making resolutions than large companies, where often require complex decision-making mechanisms involving a lot of people and teams.
- **Small Scale Enterprises easier to link the staff to the company.** Greater proximity to management and a more global vision of the business (in large companies each employee's work is less comprehensive and more specialized) will make it easier to emotionally connect the worker with the company's objectives. This will often increase your motivation, and therefore your productivity.
- **Everyone knows each other.** Within a small or medium-sized company it is easier to form bonds and know the qualities of others. This can be used to increase performance and improve teamwork. In addition, in certain situations, such as problem solving, it will be much easier to share the tasks, among the people who are more knowledgeable or better qualified to solve them.

- **Communication will be easier.** By being closer, it will be easier for the different members of the company to communicate with each other. This will enable new ideas to flow and problems to be solved as a them.

2.8 DISADVANTAGES OF SMALL MEDIUM ENTERPRISES:

- **Small Scale Enterprises more difficulties to find funding.** Normally, SMEs do not have the financial power that large companies have. For this reason, they will usually need external financing, which will also be more limited and in worse conditions, without the ability to access financial instruments available to large corporations, such as listing on stock markets, capital increases, etc.
- **Small Scale Enterprises may be difficult to reach a large number of customers and earn their trust.** The task of reaching its customers can be very hard for an SME. The financial power of large companies allows them to make themselves known through mass media by advertising, but for small and medium companies, reaching a significant number of customers can be a task that requires years of effort. In addition, being less well-known than its larger competitors, SMEs may find it more difficult to convey to their customers the security that a large company can offer them.
- **The costs are higher.** SMEs will have enormous impediments to benefit from the economy of scale, which will cause costs to be higher in certain types of business, as well as creating difficulties to adjust the prices offered to users.
- **Small Scale Enterprises not easy to endure prolonged periods of crisis.** Despite being more flexible in dealing with changes, the lack of financial capability can cause major problems for an SME if it is forced to endure long periods of crisis. For this reason, during economic depressions, small and medium-sized enterprises often face enormous difficulties to survive, which causes the closing of many of them.
- **Low bargaining power with suppliers and customers.** Being a large company, and therefore generating huge amounts of business, provides a position of power when negotiating with suppliers and customers. For an SME, it is much more difficult to achieve beneficial conditions and are often forced to give in more than they would like.
- **Access to less skilled personnel.** Given the greater limitations that an SME usually offers to develop a career (there will be fewer possibilities of advancement), it will be more difficult to attract talented and well-prepared workers who will usually be more tempted to develop their skills in a large enterprise. However, this does not mean that an SME cannot attract talent, but will often have to offer other incentives.

- **Small Scale Enterprises will have more difficulty in accessing technology.** Unfortunately, and again for financial reasons, an SME will have more difficulties to adept to technological changes, which could lead to obsolescence. However, there are very interesting technological solutions that SMEs can access.

2.9 CATEGORIES OF SMALL-SCALE ENTERPRISES:

2.9.1 Small Scale Industry:

- They invest in fixed assets of machinery and plant, which does not surpass than one crore.
- For export improvement and modernization, expenditure ceiling in machinery and plant is five crores.

2.9.2 Ancillary Small Industrial Unit:

- This industry can hold the status of an ancillary small industry if it supplies a minimum 50per cent of its product to another business, i.e. the parent unit.
- They can produce machine parts, components, tools or standard products for the parent unit.

2.9.3 Export Oriented Units:

- It is an Industrial or a company whose expenditure an machinery and plant does not exceed Rs.25 lakhs.

2.9.4 Small-scale service and Business:

This industry can possess the status of an export-oriented unit if it exports exceeds 50 per cent of its manufactures.

- It can opt for the compensations like export bonuses and other grants awarded by the government for exporting units.

2.9.5 Small Scale Industries Owned by Women:

- An enterprise operated by women entrepreneurs in which they alone or combined share capital minimum of 51 per cent.
- Such units can opt for the special grants from the government, with low-interest rates on loans, etc.

2.9.6 Tiny Industrial Units:

- It is an Industrial or a company whose expenditure on machinery and plant does not exceed Rs. 25 lakhs.

2.9.7 Small Scale Service and Business:

- It is a fixed asset investment on machinery and plant excluding land and building should not surplus Rs. 10 lakhs.

2.9.8 Micro Business Enterprises:

- It is a tiny and small business sector.
- The investment in machinery and plant should not exceed Rs. 1lakh.

2.9.9 Village Industries:

- The industries which are located in rural areas and manufacture any product performs any service with or without the utilization of power is called village industries.
- They have fixed investments on capital as per head, workers, and artisan, which does not exceed Rs. 50,000.

2.9.10 Cottage Industries:

- It is also known traditional or rural industries.
- These industries are not covered by the capital investment criterion.

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA



DATA ANALYSIS AND INTERPRETATION



This chapter deals with the Analysis and Interpretation of collected data. The purpose of data analysis and interpretation phase is to transform the data collection into creditable evidence and about the development of the intervention of performance. Analysis of data plays a dominant role in the completion of projects. Data collected are tabulated for easy understanding and good presentation. Tables and diagrams assisted the researchers to analyse the data.

The researchers fifty respondents and data were collected through questionnaires. The analysis was done on the survey conducted among the respondents. Each questionnaire is analysed individually. The analysis is performed with percentage analysis.

DEMOGRAPHIC ANALYSIS

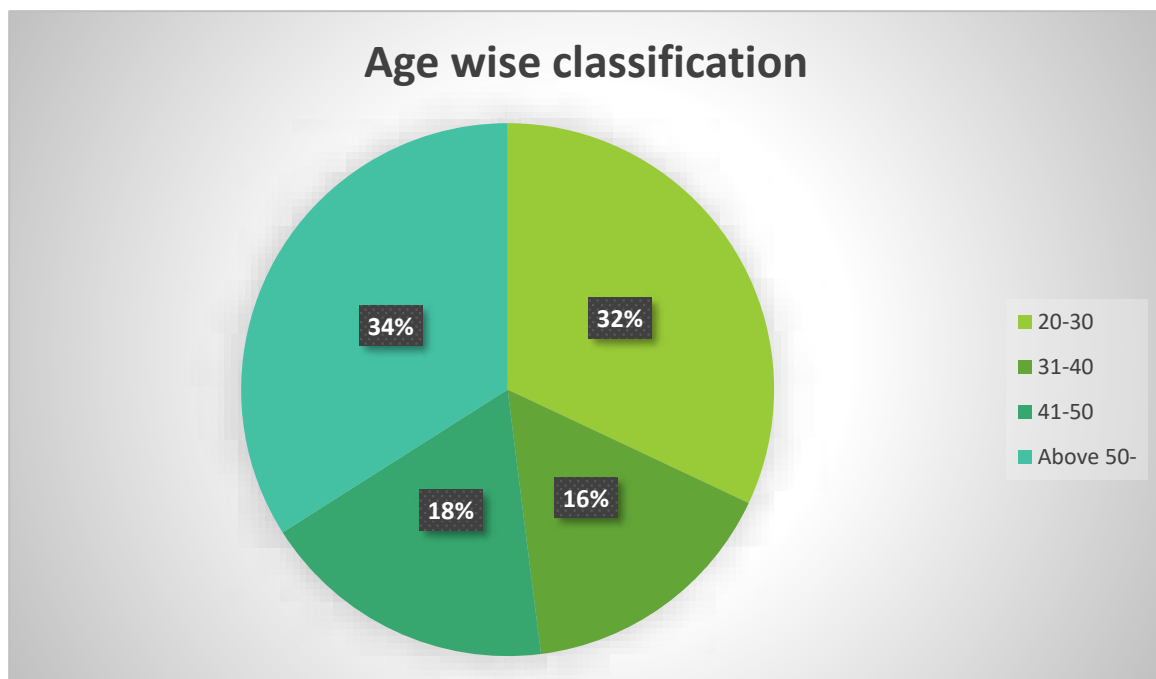
Table 3.1

AGE WISE CLASSIFICATION

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE (in %)
20-30	16	32
31-40	8	16
41-50	9	18
Above 50	17	34
Total	50	100

Figure 3.1

AGE OF CLASSIFICATION



Source: Primary Data

Inference:

From the table, it is analysed that most of the respondents belong to the age category of above 50 years. The least belongs to the age category of 31-40 years.

Interpretation:

Thus, it is inferred that 34% of respondents are above 50 years old.

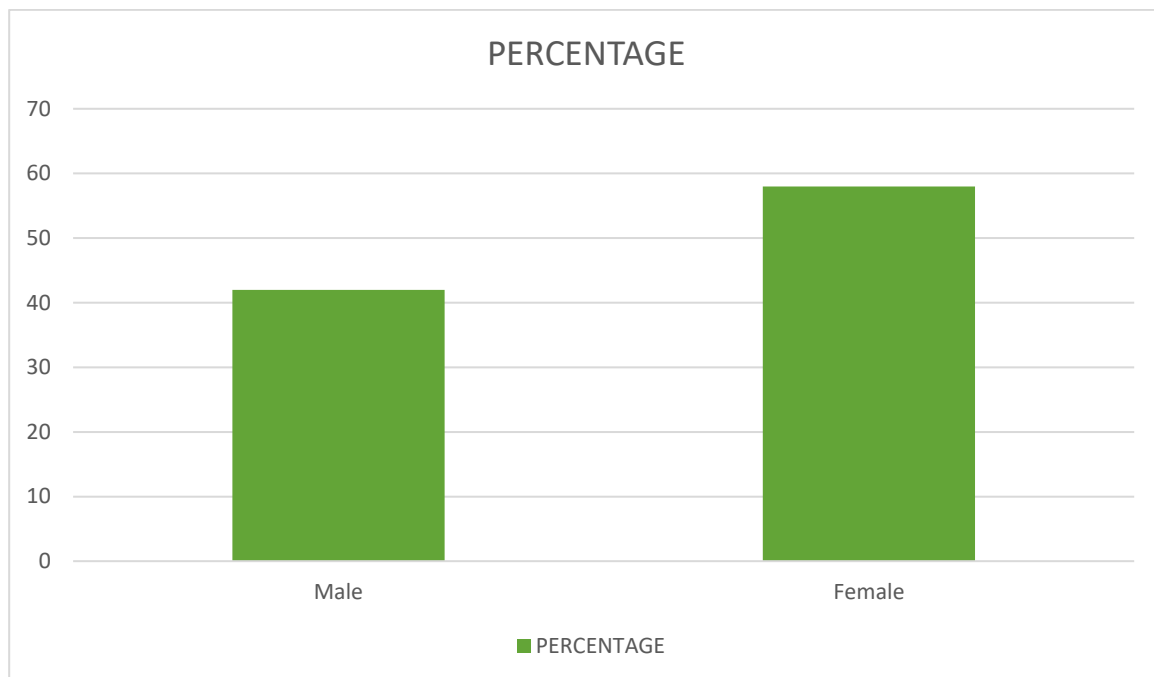
Table 3.2

GENDER WISE CLASSIFICATION

PRTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Male	21	42%
Female	29	58%
Total	50	100%

Figure 3.2

GENDER WISE CLASSIFICATION



Source: Primary Data

Interpretation:

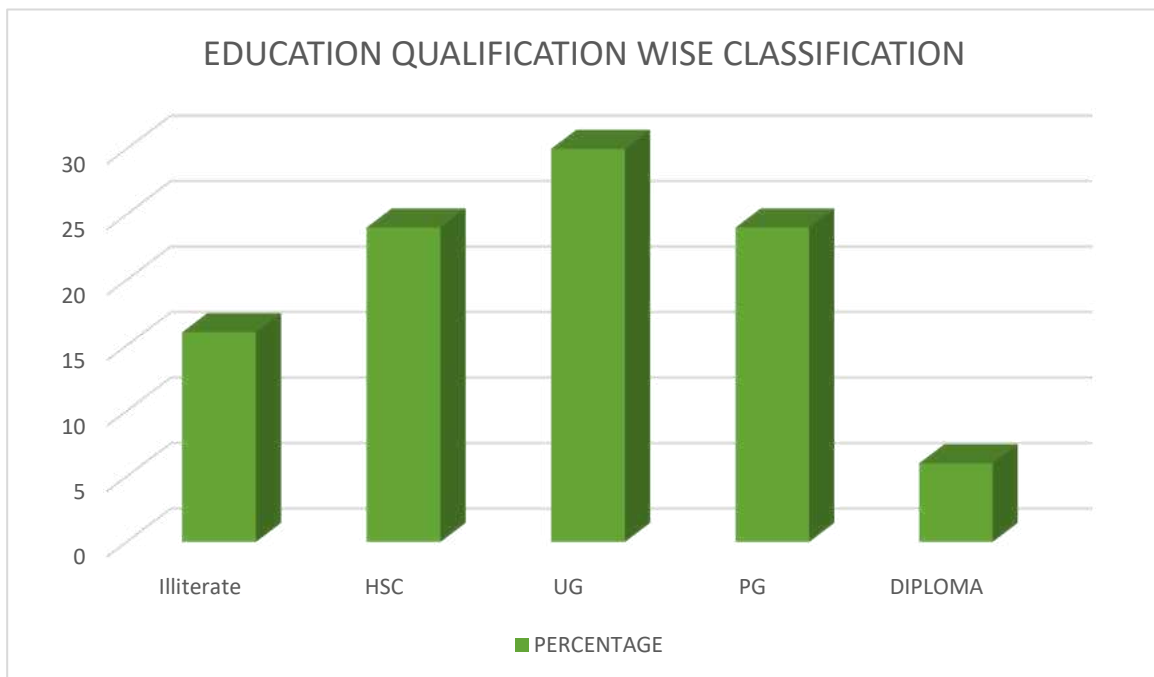
Thus, it is inferred that 58% of the respondents are female.

Table 3.3

EDUCATIONAL QUALIFICATION WISE CLASSIFICATION

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Illiterate	8	16%
HSC	12	24%
UG	15	30%
PG	12	24%
Diploma	3	6%
Total	50	100%

Figure 3.3



Source: Primary data

Interpretation:

Thus, it is inferred that 30% of the respondents are UG.

Table 3.4

MONTHLY INCOME WISE CLASSIFICATION

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Less than Rs.20,000	22	44%
Rs.20,000 – Rs.50,000	20	40%
Rs.50,000 – Rs.1,00,000	7	14%
Rs.1,00,000 – Rs.4,00,000	1	2%
Total	50	100%

Figure 3.4



Source: Primary Data: Interpretation:

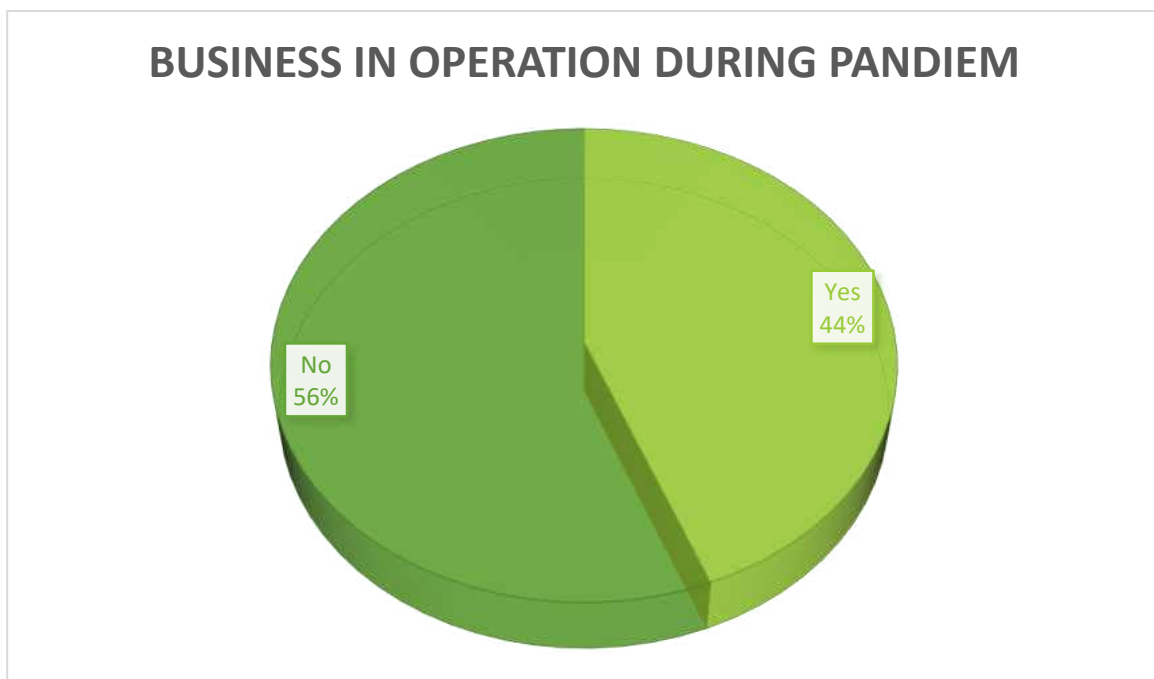
Thus, it is inferred that 44% of the respondents earn an income Less than Rs.20,000.

Table 3.5

PERCENT OF BUSINESS IN OPERATION DURING PANDEMIC

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Yes	22	44%
No	28	56%
Total	50	100%

Figure 3.5



Source: Primary Data

Interpretation:

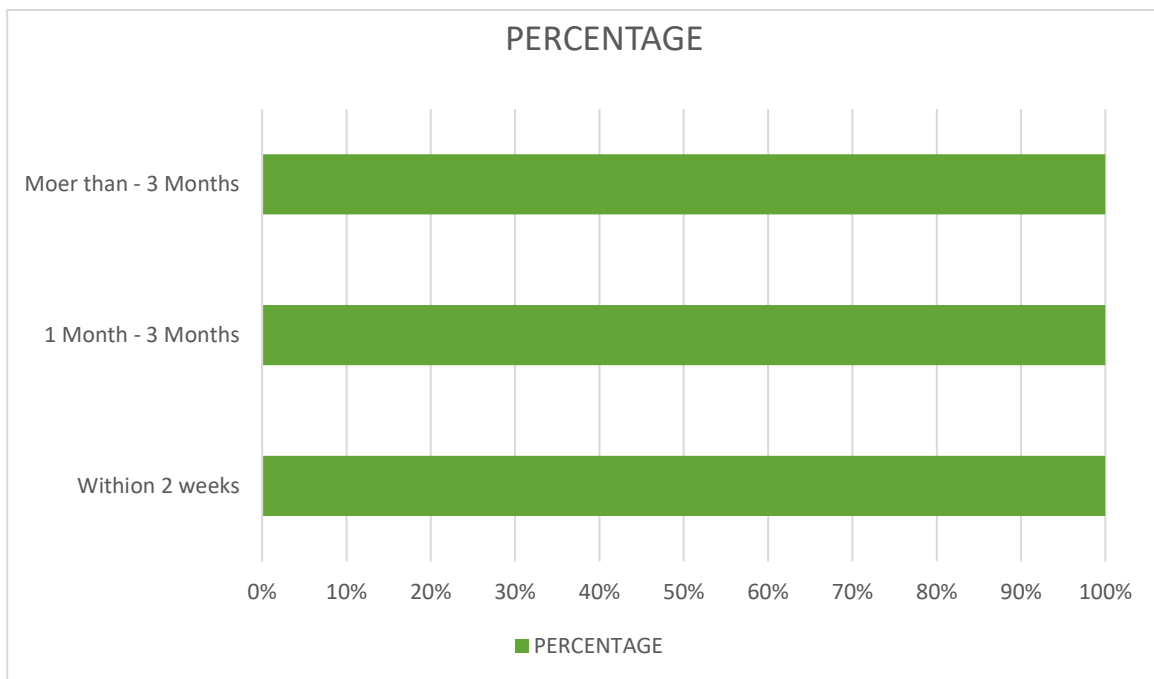
Thus, it is inferred that 56% of the respondents No.

Table 3.6

Months taken recovered business

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Within 2 Weeks	13	26%
1 Month – 3 Months	24	48%
More than - 3 Months	13	26%
Total	50	100%

Figure 3.6



Source: Primary Data

Interpretation:

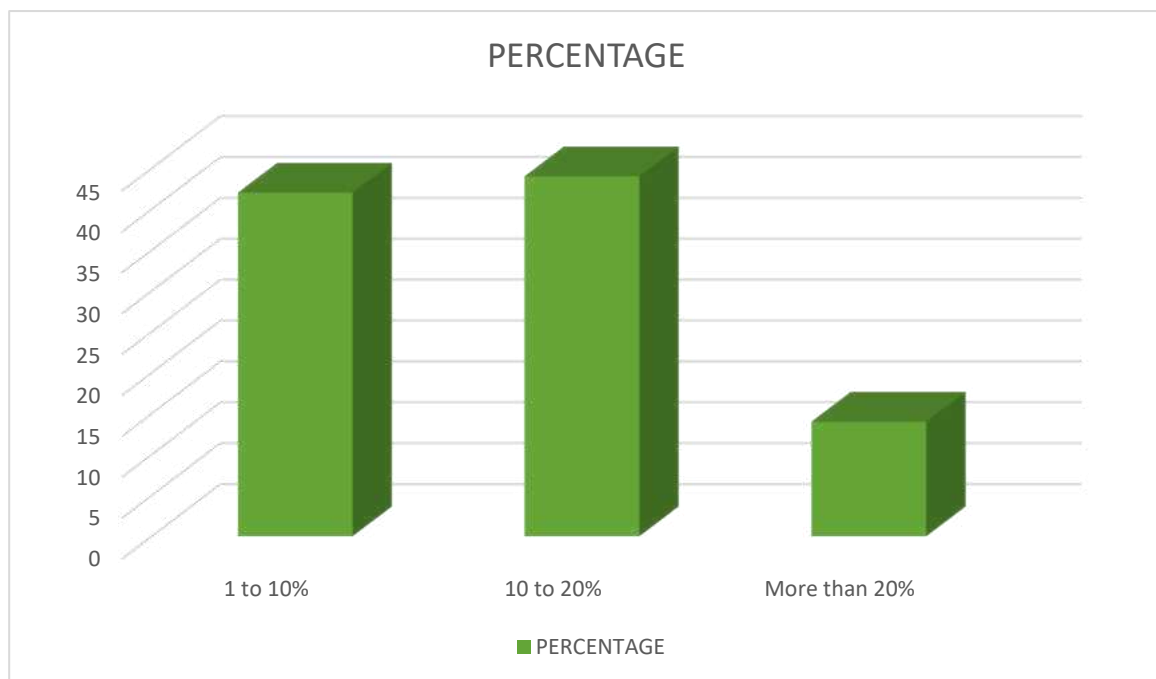
Thus, it is inferred that 48% of respondents 1 Month – 3Months.

Table 3.7

PERCENT OF EMPLOYEES UNABLE TO COME TO WORK

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
1 to 10%	21	42%
10 to 20%	22	44%
More than 20%	7	14%
Total	50	100%

Figure 3.7



Source: Primary Data

Interpretation:

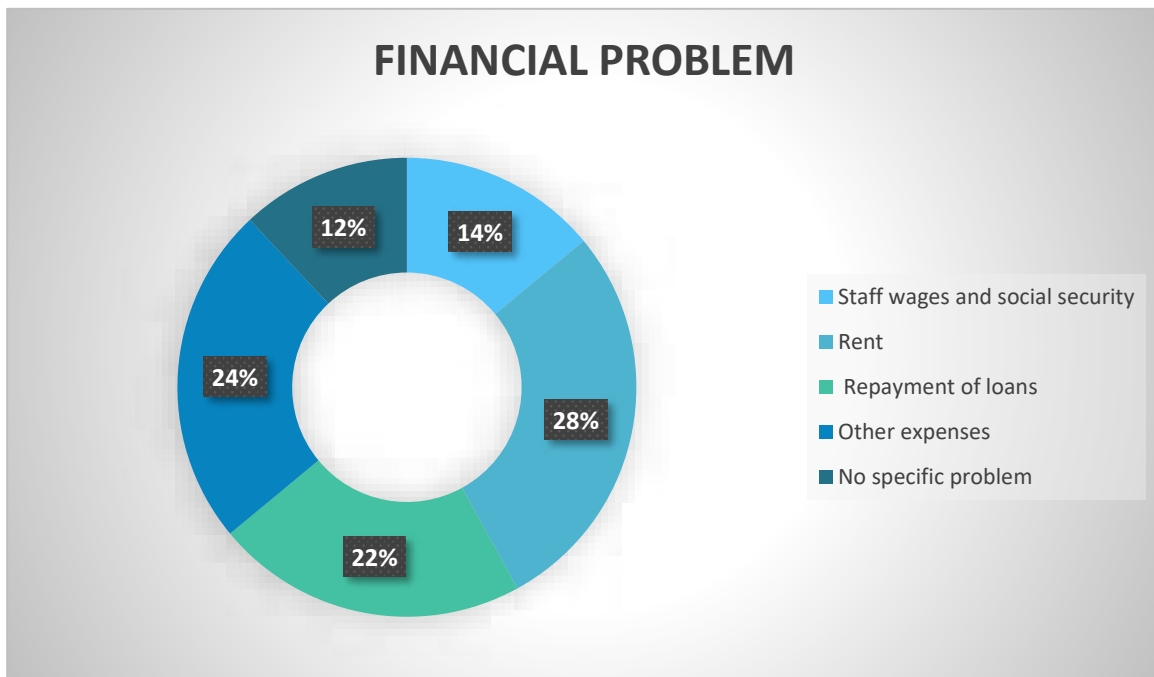
Thus, it is inferred that 44% respondents 10 to 20%.

Table 3.8

FINANICIAL PROBLEM DURING THE OUTBREAK

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Staff wages and Social security charges.	7	14%
Rent	14	28%
Repayment of loans	11	22%
Other expenses	12	24%
No specific problem	6	12%
Total	50	100%

Figure 3.8



Source: Primary Data

Interpretation

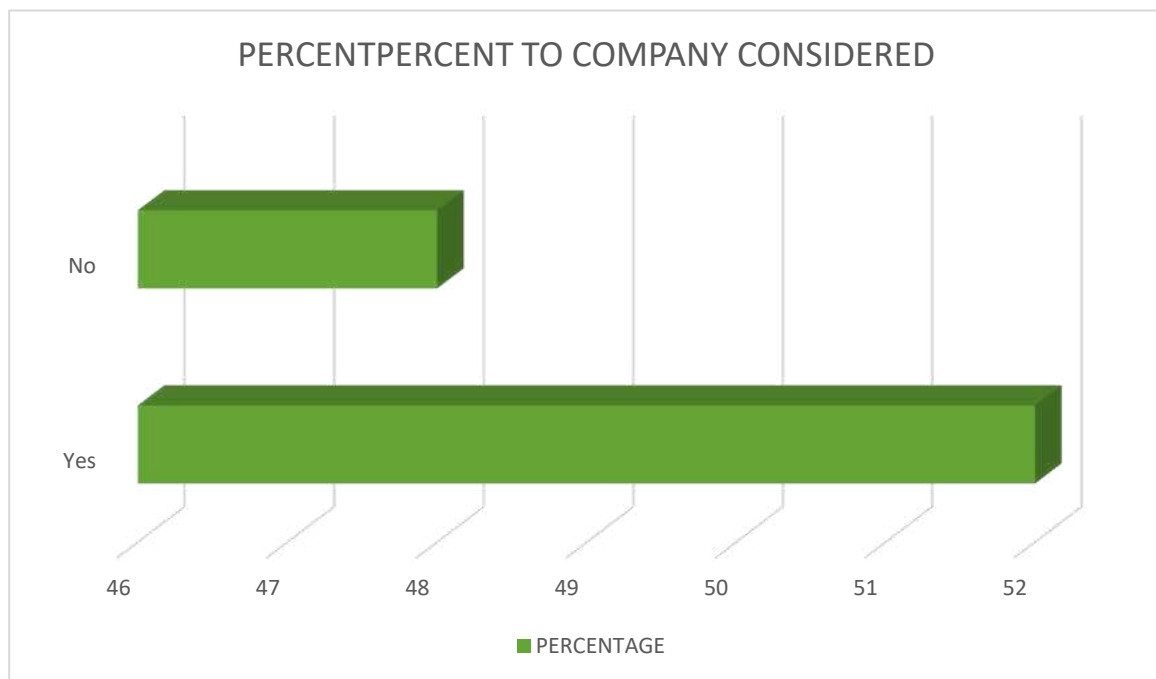
Thus, it is inferred that 28% of respondents Rent.

Table 3.9

PERCENT OF COMPANY CONSIDERED LAYOFFS

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Yes	26	52%
No	24	48%
Total	50	100%

Figure 3.9



Source: Primary Data

Interpretation:

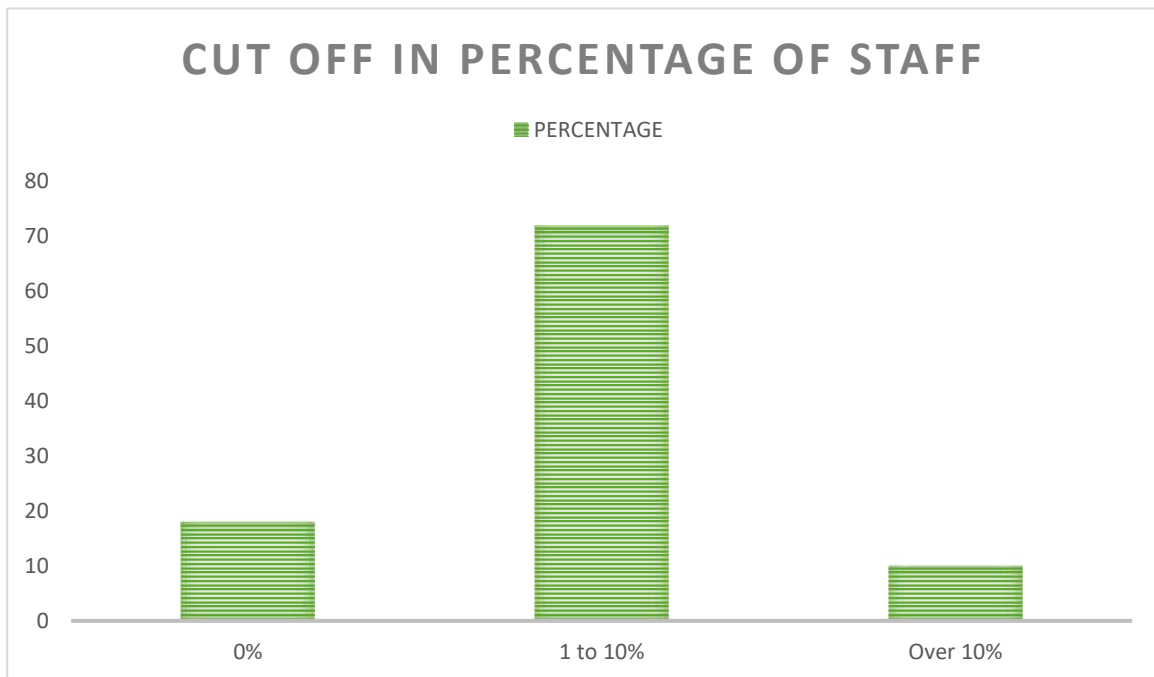
Thus, it is inferred that 52% of respondents Yes.

Table 3.10

CUT OFF IN PERCENTAGE OF STAFF

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
0%	9	18%
1 to 10%	36	72%
Over 10%	5	10%
Total	50	100%

Figure 3.10



Source: Primary Data

Interpretation:

Thus, it is inferred that 72% of respondents of 1 to 10%.

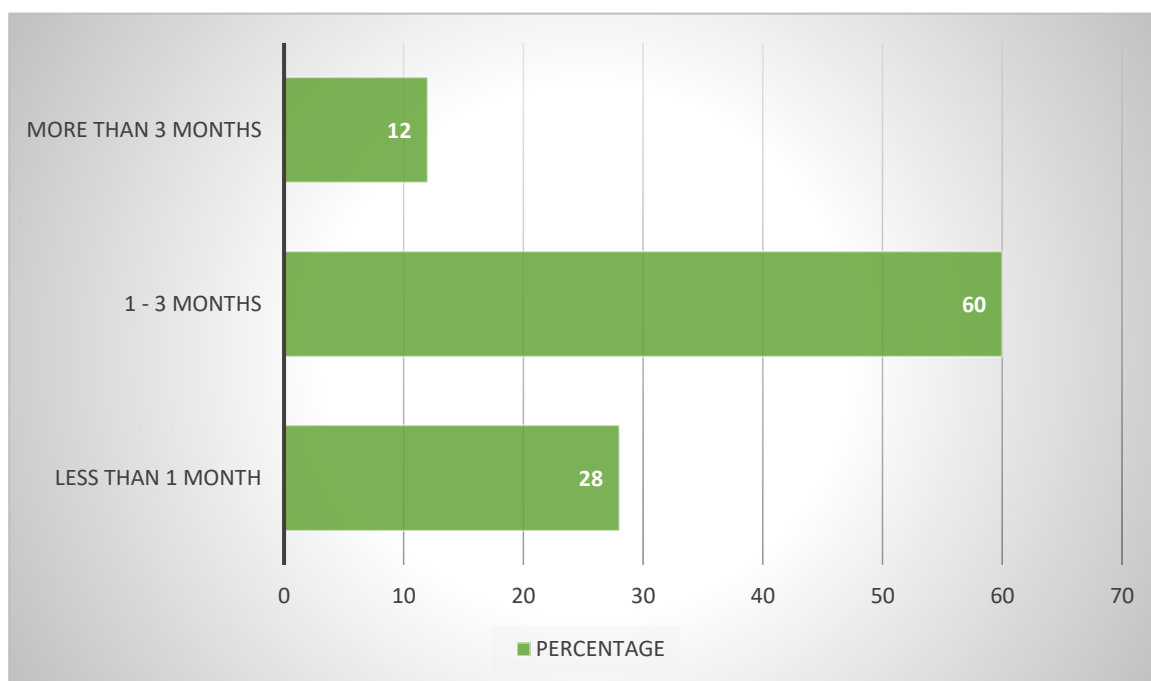
Table 3.11

PERCENT OF COMPANY'S CASH FLOW

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Less than 1 Month	14	28%
1 – 3 Months	30	60%
More than 3 Months	6	12%
Total	50	100%

Figure 3.11

PERCENT OF COMPAANY'S CASH FLOW



Source: Primary Data

Interpretation:

Thus, it is inferred 60% of respondents 1 – 3 Months.

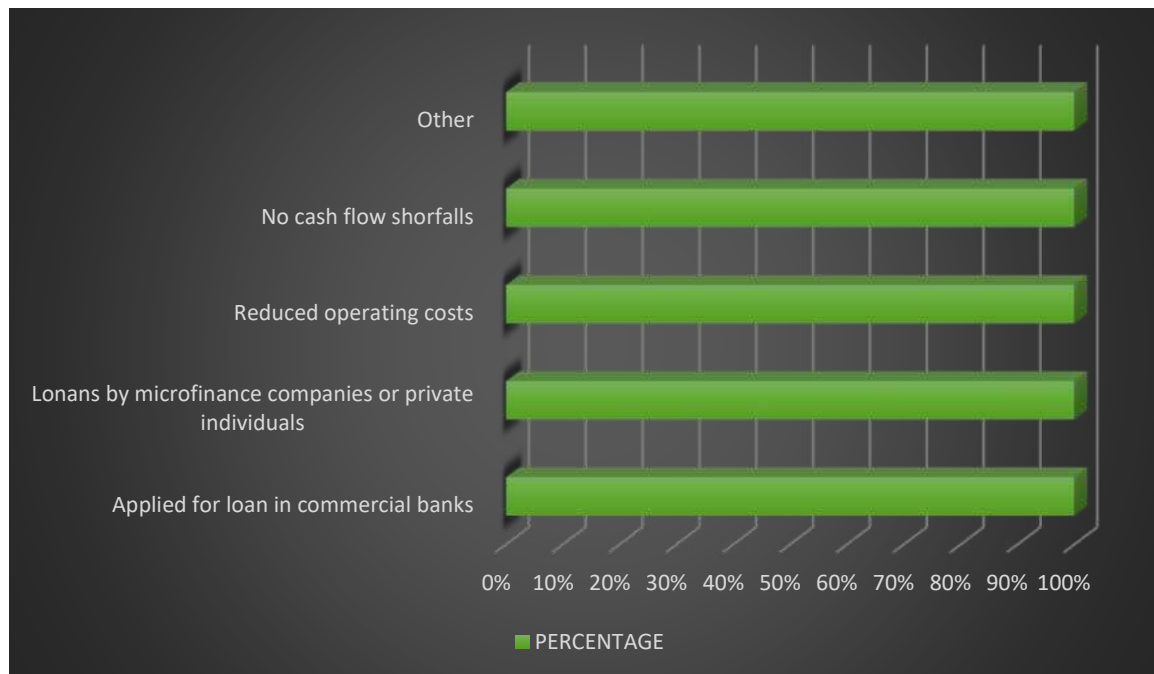
Table 3.12

PERCENT OF CASH FLOW SHORAGE

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Applied for loan in commercial	7	14%
Loans by microfinance companies or private individuals	12	24%
Reduced operating costs	14	28%
No cash flow shortfalls	9	18%
Other	8	16%
Total	50	100%

Figure 3.12

PERCENT OF CASH FLOW SHORAGE



Source: Primary Data

Interpretation:

Thus, it is inferred 28% of respondents Reduced operating costs.

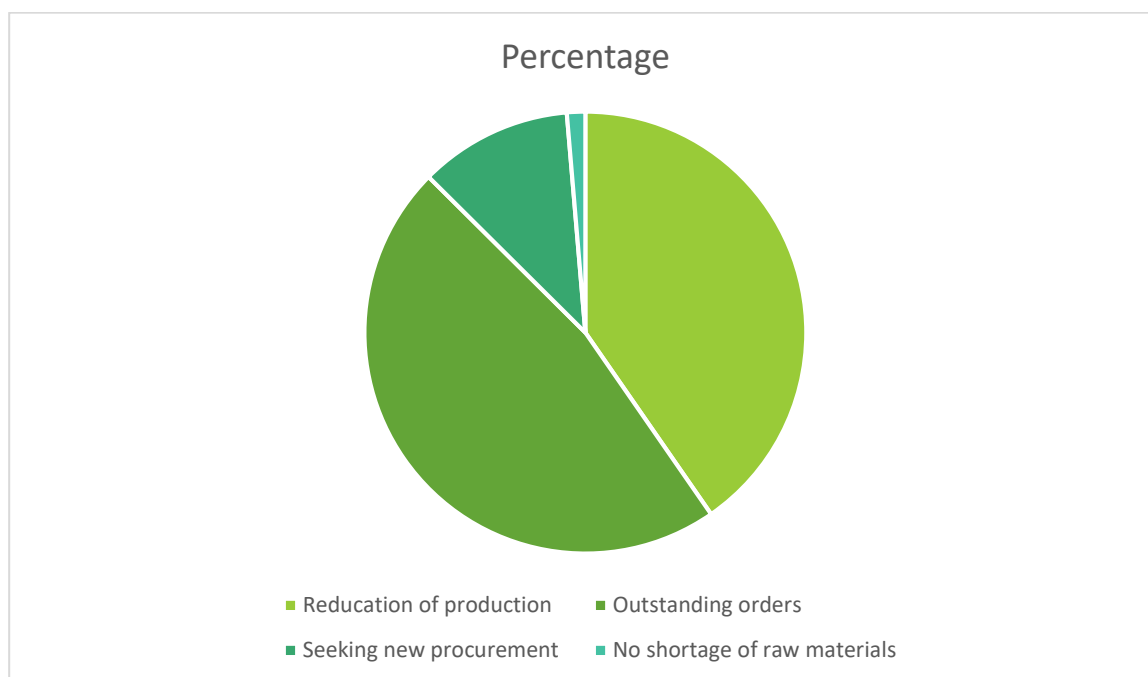
Table 3.13

CONSIDERATION TO DEAL SHORTAGE OF RAW MATERIAL

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Reduction of production	18	36%
Outstanding orders	21	42%
Seeking new procurement channel	5	10%
No shortage of raw materials	6	12%
Total	50	100%

Figure 3.13

CONSIDERATION TO DEAL SHORTAGE OF RAW MATERIAL



Source: Primary Data

Interpretation:

Thus, it is inferred 42% of the respondents Outstanding orders.

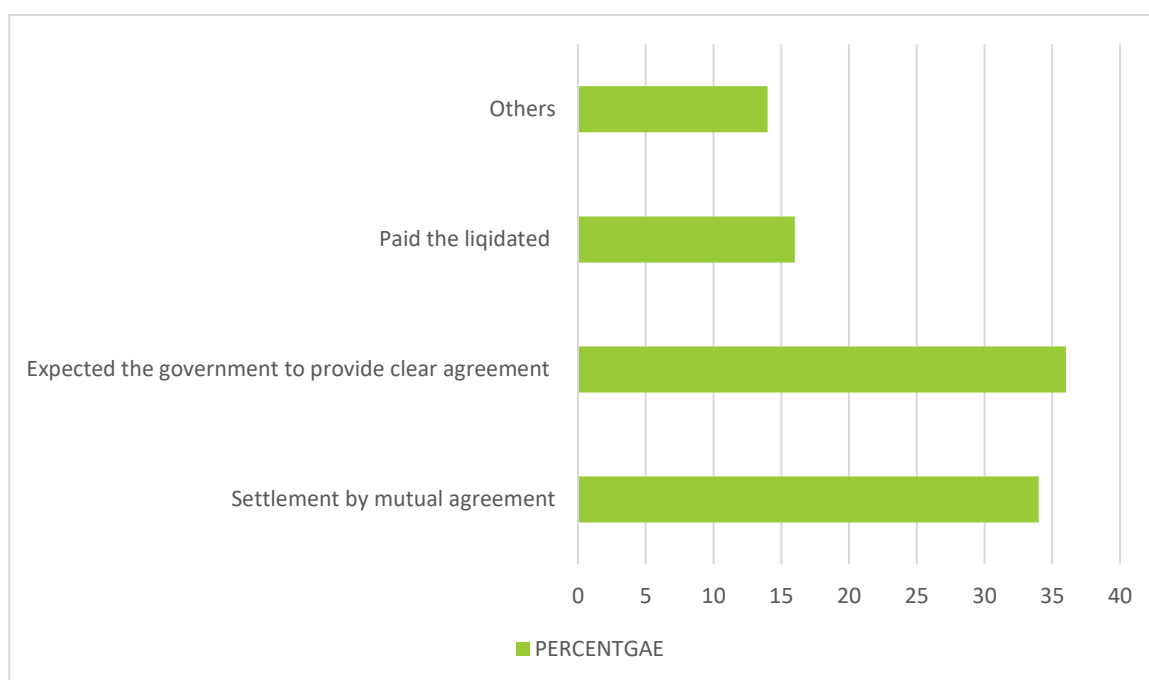
Table 3.14

METHODS ADULT IN FULFILLING CONTRACTS

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Settlement by mutual agreement	17	34%
Expected the government to provide clear agreement	18	36%
Paid the liquidated damages	8	16%
Others	7	14%
Total	50	100%

Figure 3.14

METHODS ADULT IN FULFILLING CONTRACTS



Source: Primary Data

Interpretation:

Thus, it is inferred that 36% of the respondents of Expected the government to provide clear agreement.

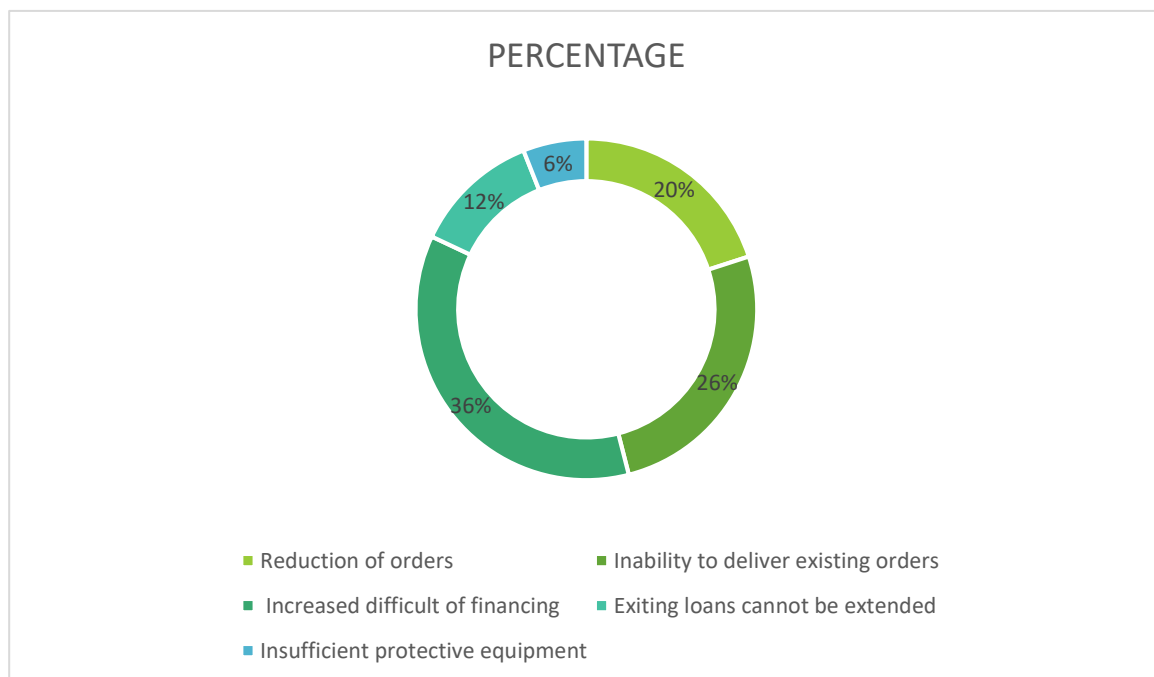
Table 3.15

FACED DURING EPIDEMIC PROBLEMS

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Reduction of orders	10	
Inability to deliver existing orders	13	26%
Increased difficult of financing	18	36%
Exiting loans cannot be extended	6	12%
Insufficient protective equipment	3	6%
Total	50	100%

Figure 3.15

FACED DURING EPIDEMIC PROBLEM



Source: Primary Data

Interpretation:

Thus, it is inferred that 36% of the respondents Increased difficult of financing.

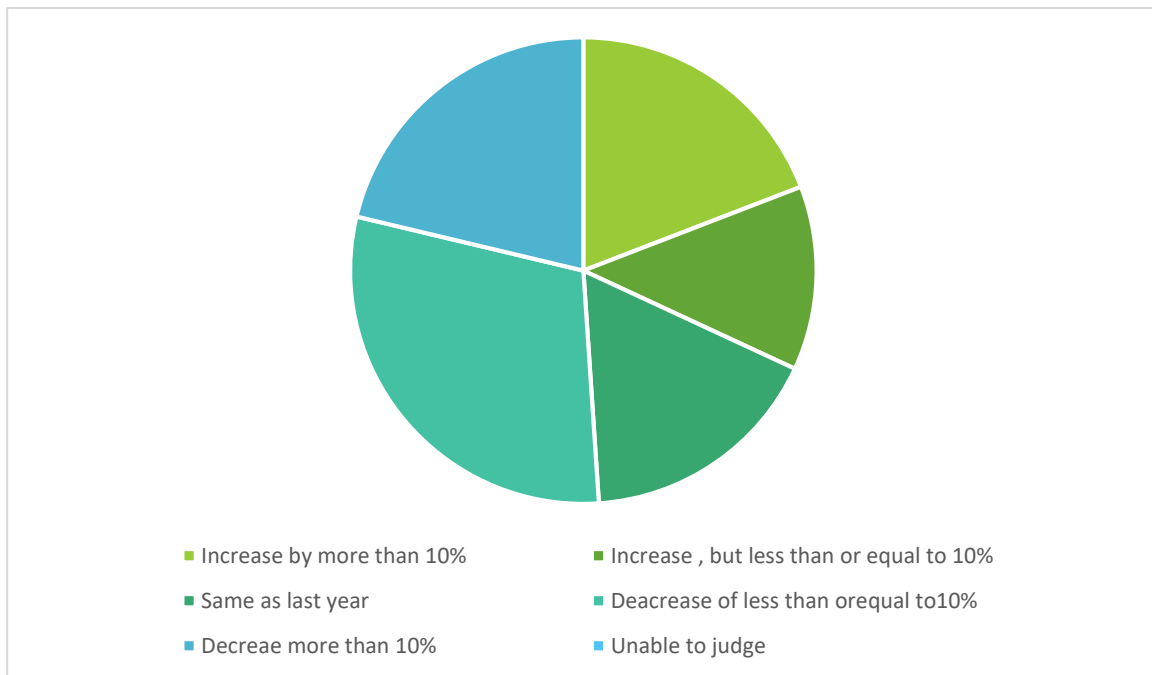
Table 3.16

EXPECTATION OF COMPANY'S TOTAL REVENUE

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Increase by more than 10%	9	18%
Increase, but less than or equal to 10%	6	12%
Same as last year	8	16%
Decrease of less than or equal to 10%	14	28%
Decrease of more than 10%	10	20%
Unable to judge	3	6%
Total	50	100%

Figure 3.16

EXPECTATION OF COMPANY'S TOTAL REVENUE



Source: Primary Data

Interpretation:

Thus, it is inferred that 40% of the respondents Decrease of less than or equal

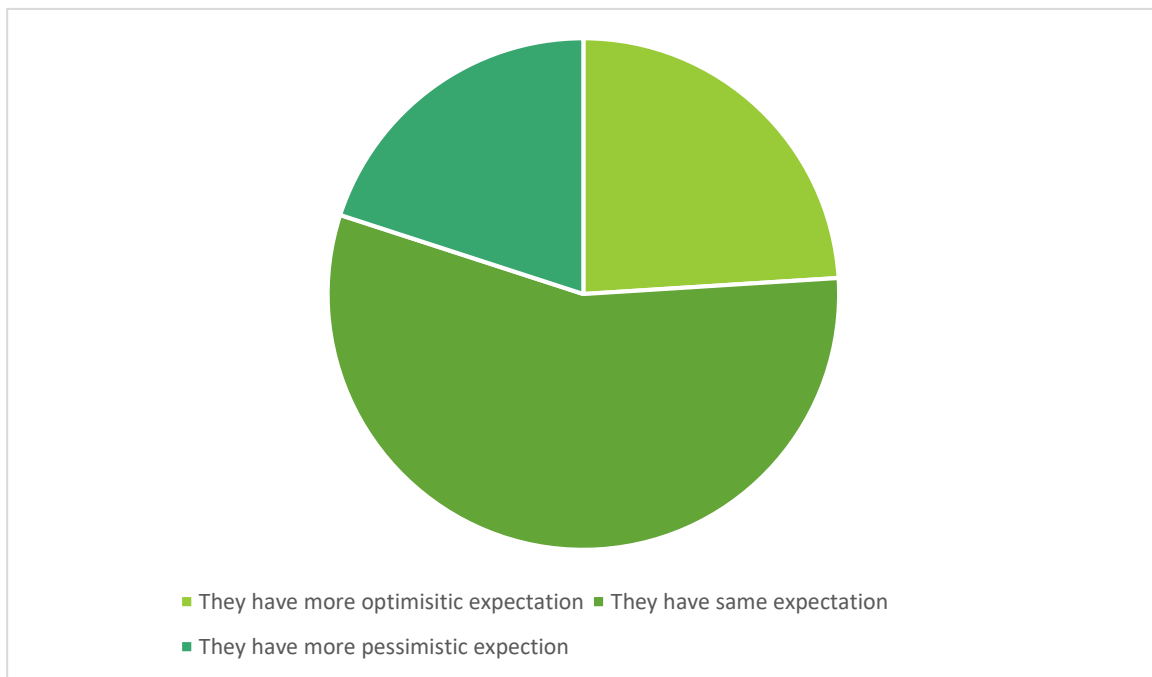
Total 3.17

EXPECTATIONS OF OTHER COMPANY

PARTICULATS	NO. OF RESPONDENTS	PERCENTAGE
They have more optimistic expectation	12	24%
They have same expectation	28	56%
They have more pessimistic expectation	10	20%
Total	50	100%

Figure 3.17

EXPECTATIONS OF OTHER COMPANY



Source: Primary Data

Interpretation:

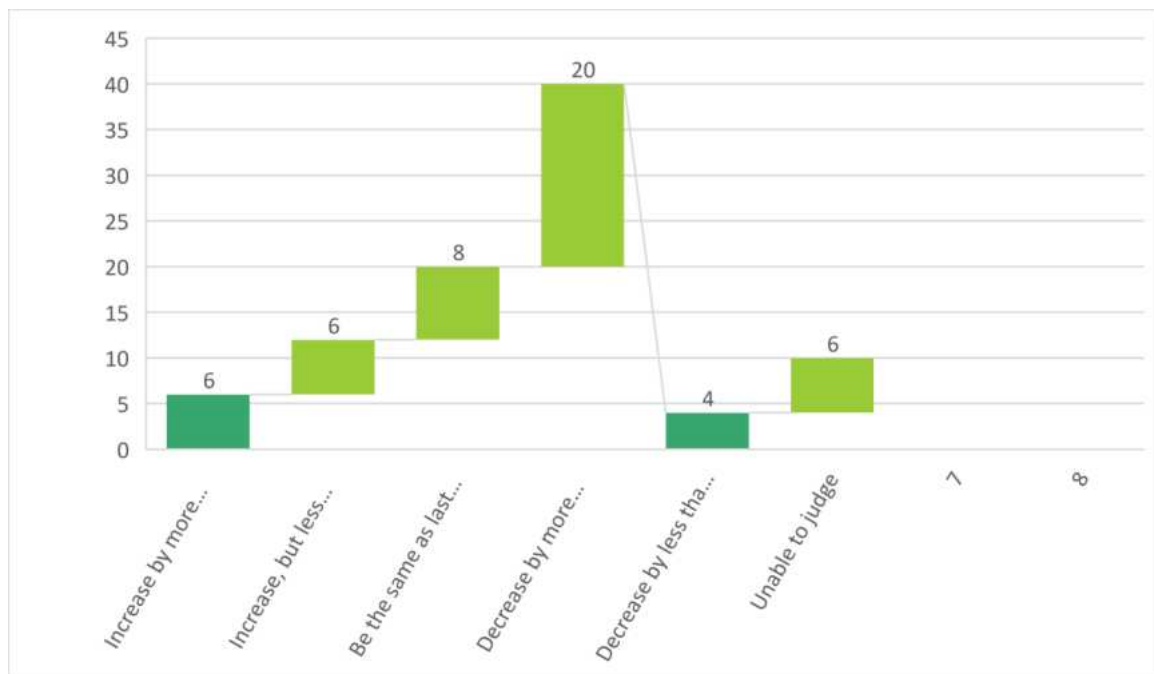
Thus, it is inferred that 56% of the respondents of They have same expectation.

Table 3.18

EXPECTATION OF COMPANY'S RAW MATERIALS

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Increase by more than 10 percent	6	12%
Increase, but less than or equal to 10 percent	6	12%
Be the same as last year	8	16%
Decrease by more than 10 percent	20	40%
Decrease by less than 10 percent	-	-
Decrease by more than 10 percent	4	8%
Unable to judge	6	12%
Total	50	100%

Figure 3.1



Source: Primary Data

Interpretation:

Thus, it is inferred that 40% of respondents Decrease by more than 10 percent.

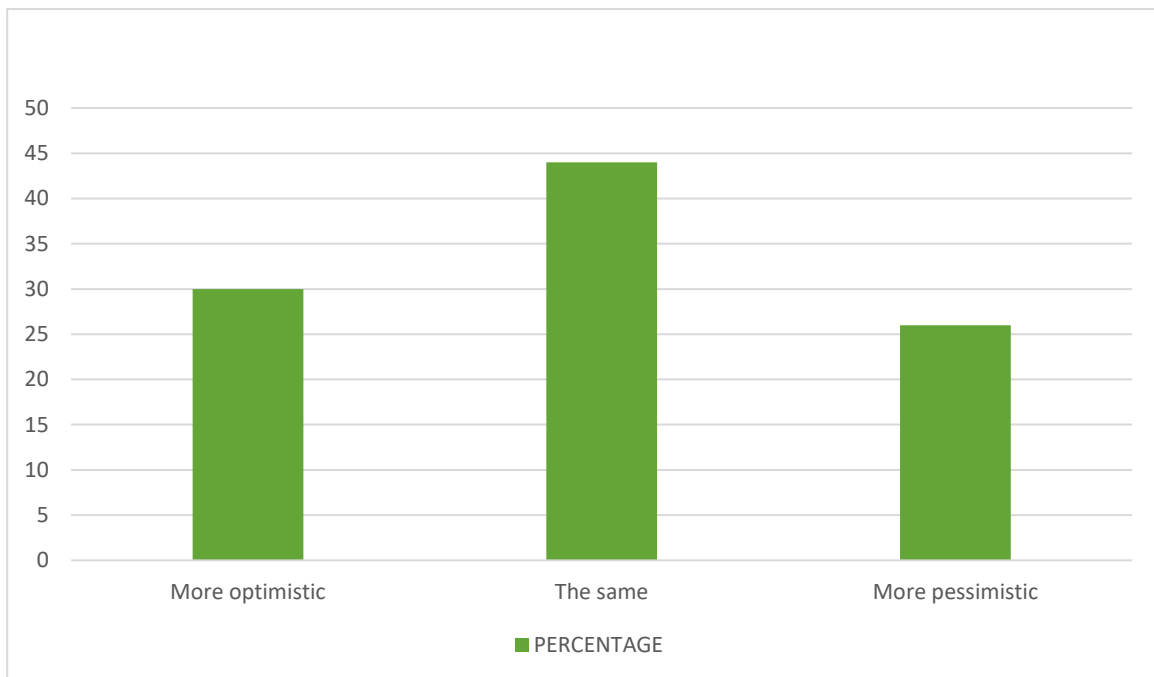
Table 3.19

PEER'S EXPECTATIONS OF RAW MATERIALS

PARTICULARS	NO. OF RESPONDENTS	PERCENTAE
More optimistic	15	30%
The same	22	44%
More pessimistic	13	26%
Total	50	100%

Figure 3.19

PEER'S EXPECTATIONS OF RAW MATERIALS



Source: Primary Data

Interpretation:

Thus, it is inferred that 44% of the respondents The same.

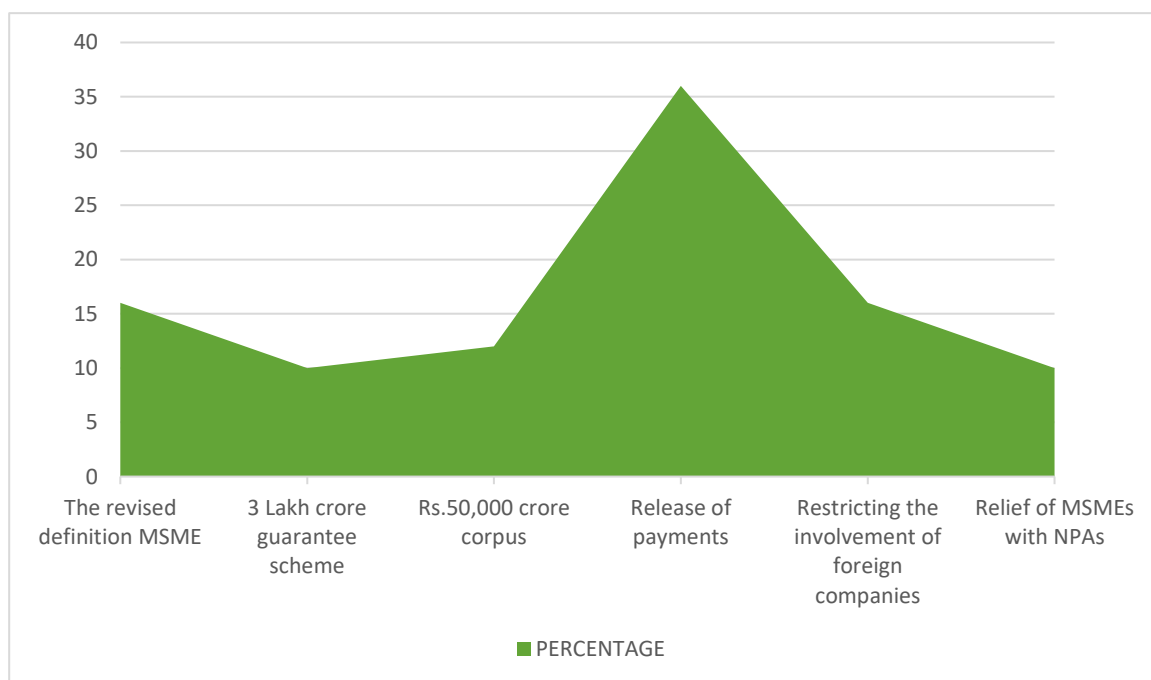
Table 3.20

GOVERNMENT RELIEF MEASURES

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
The revised definition MSME	8	16%
3 Lakh crore credit guarantee scheme	5	10%
Rs.50,000 crore corpus	6	12%
Release of payments	18	36%
Restricting the involvement of foreign companies	8	16%
Relief of MSMEs with NPAs	5	10%
Total	50	100

Figure 3.20

GOVERNMENT RELIEF MEASURES



Source: Primary Data

Interpretation:

Thus, it is inferred that 18% of the respondents Release of payments.

Table 3.21**MITIFIGUTING THE IMPACT OF COVID – 19 CRISIS**

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
We ensured that products are disinfected	8	16%
We tried to detect potentially infected people	6	12%
We ensured that employees with symptoms stay away from the workplace	8	16%
We regularly disinfected shared spaces	9	18%
We applied social distancing in shared areas	10	20%
We made it obligatory for employees to use PPF	8	16%
We shared information regularly by gience rules	1	2%
Total	50	100%

Figure 3.21**MINIFIGUTING THE IMPACT OF COVID – 19 CRISIS**



Source: Primary Data

Interpretation:

Thus, it is inferred that 20% of the respondents We applied social distancing in shared areas.

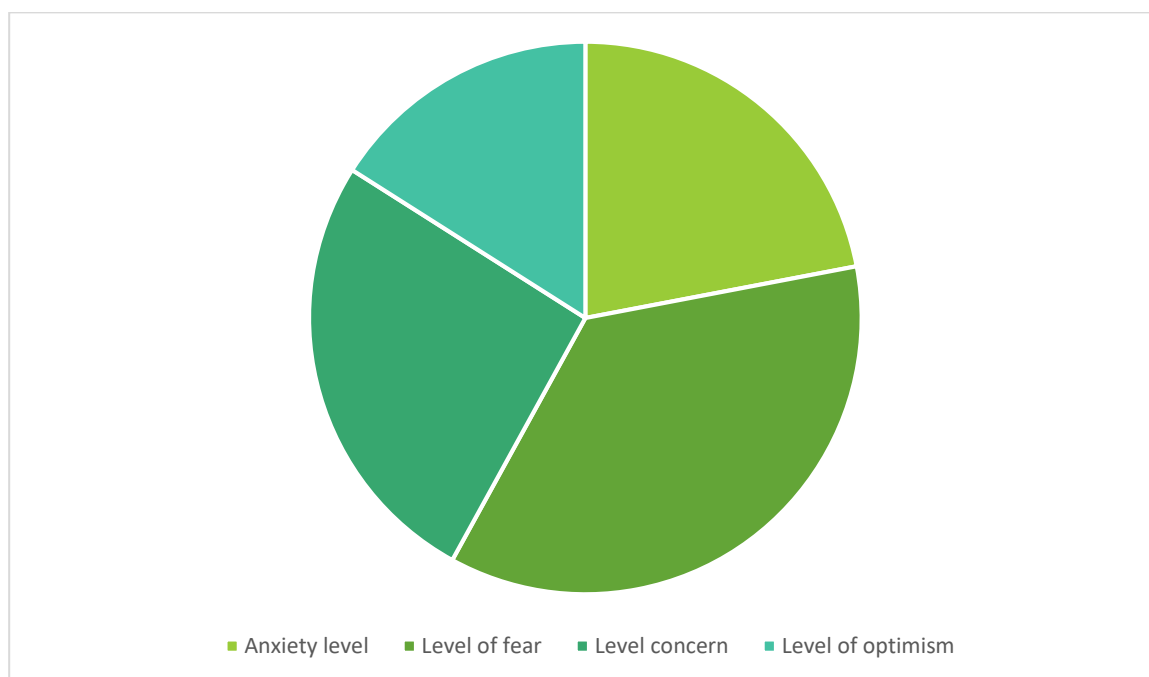
Total 3.22

OWN FEELING ABOUT NOVEL CORONA VIRUS

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Anxiety level	11	22%
Level of fear	18	36%
Level of concern	13	26%
Level of optimism	8	16%
Total	50	100%

Figure 3.22

PERSONAL FEELING ABOUT NOVEL CORONA VIRUS



Source: Primary Data

Interpretation:

Thus, it is inferred that 36% of the respondents of Level of fear.

Table 3.23

TYPE OF COMPANY

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Agriculture, forestry, animal husbandry, fisheries	16	32%
Mining industry	10	20%
Manufacturing industry – wholesale and retail trade	10	20%
Transport, storage	13	26%
Accommodation and catering	1	2%
Total	50	100%

Figure 3.23

TYPE OF COMPANY



Source: Primary Data

Interpretation:

Thus, it is inferred that 32% of the respondents of Agriculture, forestry, animal husbandry, fisherie

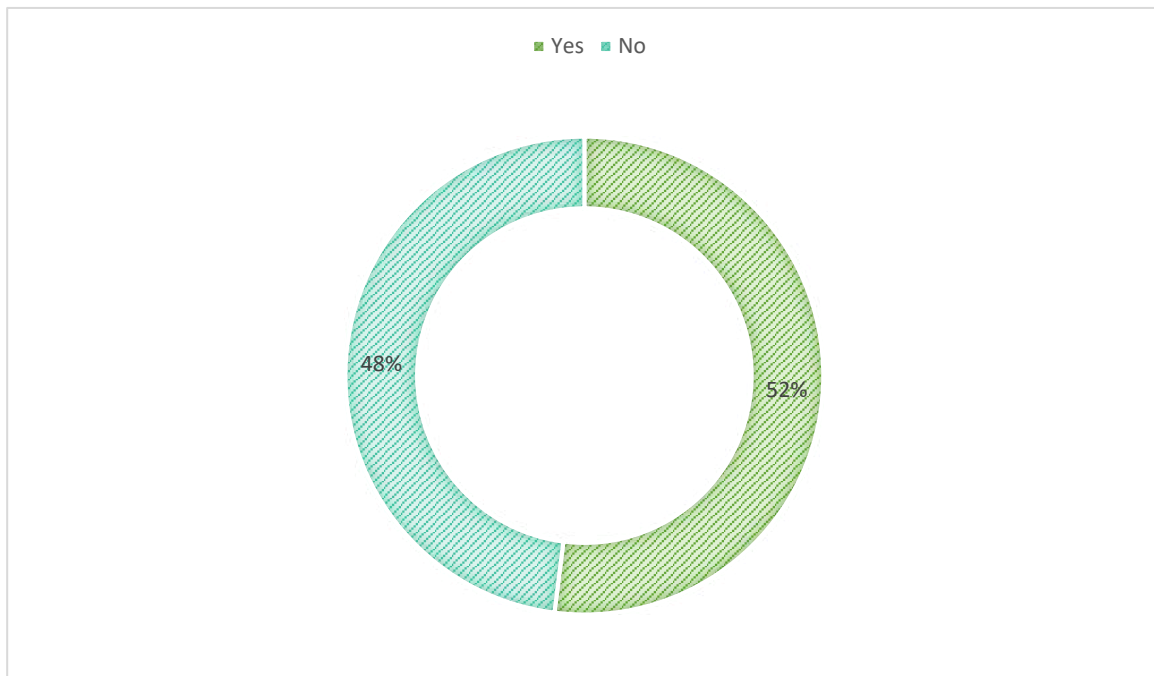
Table 3.24

INTRODUCTION OF CASHLESS TRANSACTION

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Yes	26	52%
No	24	48%
Total	50	100%

Figure 3.24

INTRODUCTION OF CASHLESS TRANSACTION



Source: Primary Data

Interpretation:

Thus, it is inferred that 52% of the respondents of yes.

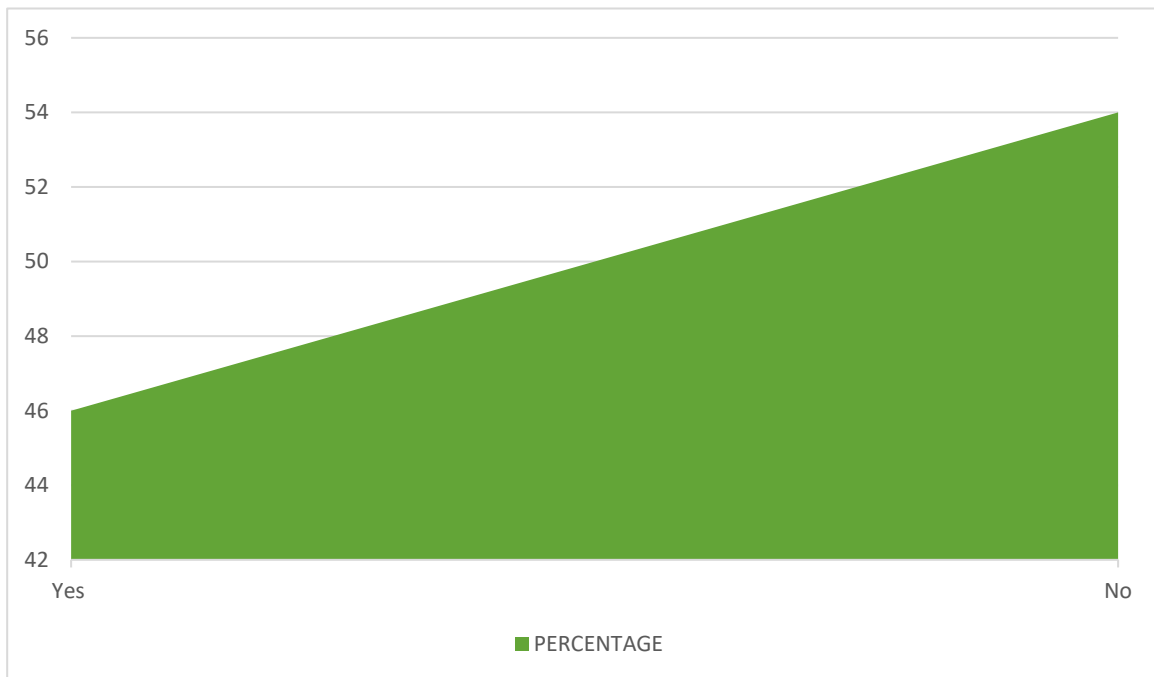
Table 3.25

OPINION ADULT CONTNATION BUSINESS

PARTICULARRS	NO. OF RESPONDENTS	PERCENTAGE
Yes	23	46%
No	27	54%
Total	50	100%

Figure 3.25

OPINION ADULT CONTRIATION BUSINESS



Source: Primary Data

Interpretation:

Thus, it is inferred that 54% of the respondents No.

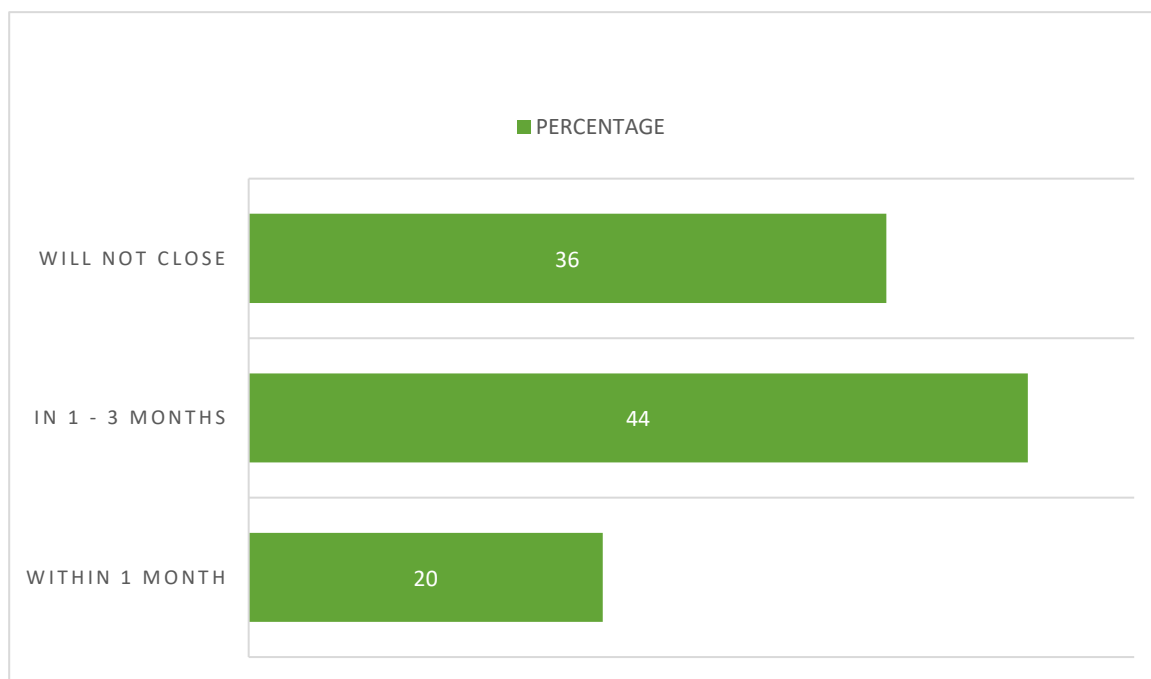
Total 3.26

EXPECTATION OF CLOSURE

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Within 1 month	10	20%
In 1 – 3 months	22	44%
With not close	18	36%
Total	50	100%

Figure 3.26

EXPECTATION OFCLOSURE



Source: Primary Data

Interpretation:

Thus, it is inferred that 44% of the respondents In 1 – 3 month

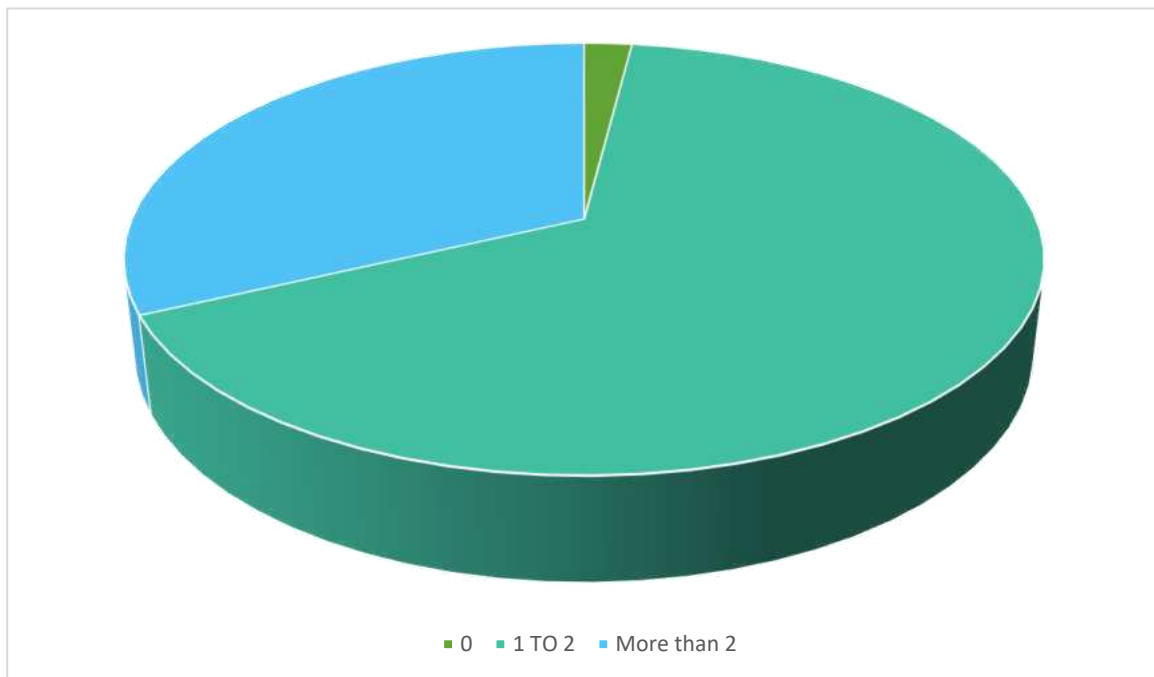
Table 3.27

NUMBERS OF FULL TIME EMPLOYEES

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
0	1	2%
1 – 2	33	66%
More than 2	16	32%
Total	50	100%

Figure 3.27

NUMBERS OF FULL TIME EMPLOYEES



Source: Primary Data

Interpretation:

Thus, it is inferred that 66% of the respondents to 1 – 2.

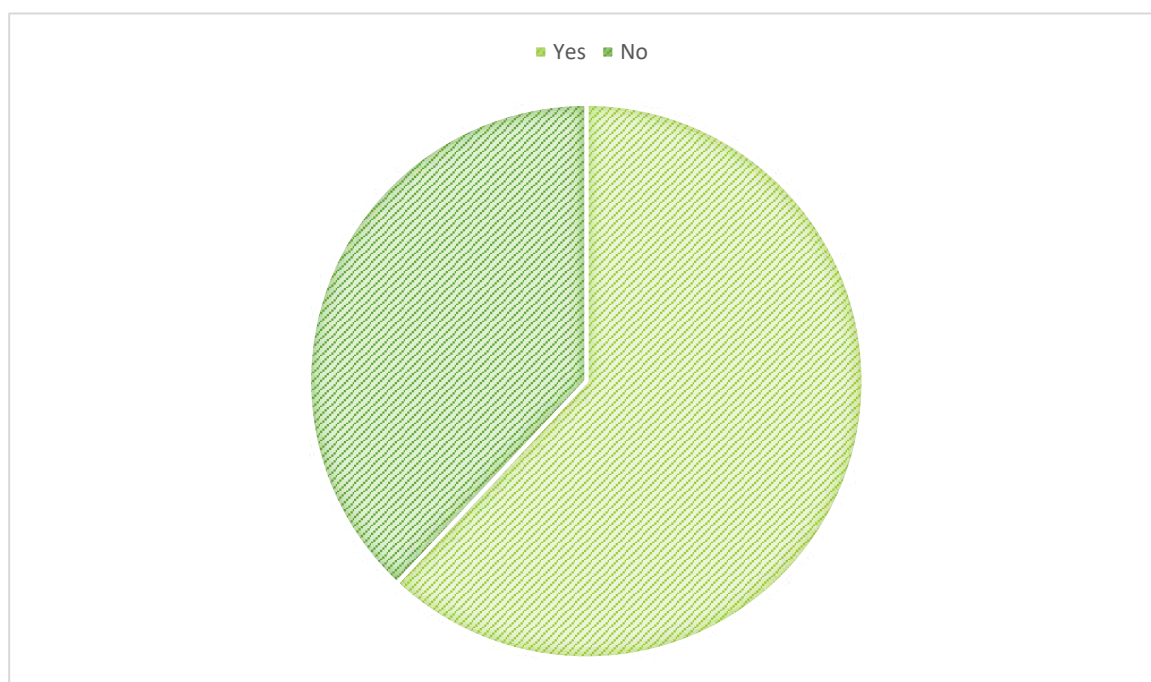
Table 3.28

OPINION ADULE THE NEW NORMAL

PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
Yes	31	62%
No	19	38%
Total	50	100%

Figure 3.28

OPINION ADULT THE THE NEW NORMAL



Source: Primary Data

Interpretation:

From the table it is analysed that Majority 62% of the responses the least to the 88% of the respondents company ready for the new normal.

CHAPTER IV

Findings & Suggestions



FINDINGS:

The findings of the study are,

1. 34% of the respondents under the age category of above 50years.
2. 58% of the respondents are female.
3. It is found that 30% of the respondents under graduate's holders.
4. It is found the 44% of the respondents earn an income between less than Rs.20,000
5. It is found that Majority 56% of the respondents of says that business was not in operation.
6. 48% of the respondent's business recover in 1 Month-3 Months.
7. 44% of the respondents of 10 to 20% their of says employees were unable to come to work.
8. 28% of the respondents is says Rent was the most significant. Financial problem for the company during the outbreak.
9. 52% of the respondents of Yes, their company considered layoffs because of the pandemic.
10. 72% of the respondents says to 1 to 10%.
11. 60% of the respondents 1Month-3Months.
12. It is found that Majority 28% of the respondents reduced operating costs to deal with the cash flow shortage.
13. 42% of the respondents Outstanding orders.
14. 36% of the respondents Expected the government to provide clear agreement.
15. 36% of the respondents Increased difficult of financing.
16. 28% of the respondents Decrease of less than or equal to 10%
17. 56% of the respondents They have same expectation.
18. 40% of the respondents Decrease by more than 10 percent.
19. 44% of the respondents The same.
20. It is found that Majority 36% of the respondents says Release of payments to be of the government relief Measures.
21. 20% of the respondents We applied social distancing in shared areas.
22. 36% of the respondents Level of fear.
23. 32% of the respondents Agriculture, forestry, animal husbandry, fisheries.
24. It is found that Majority 52% of the respondents says that they introduced cash less transaction.
25. 54% of the respondents No.
26. 44% of the respondents in 1-3 Months.
27. 66% of the respondents 1-2
28. It is found that Majority 62% of the respondents says Yes. Company ready for the new normal.

SUGGESTIONS:

The suitable suggestions for the study are,

- The government should introduce more calculation for small-medium enterprises tax year 2020-21.
- Small business should get support from the banks to overcome the present crises.
- Business should carry of the income instead of cutting the numbers of employees.
- Introduce digitalization in small business like digital payment.

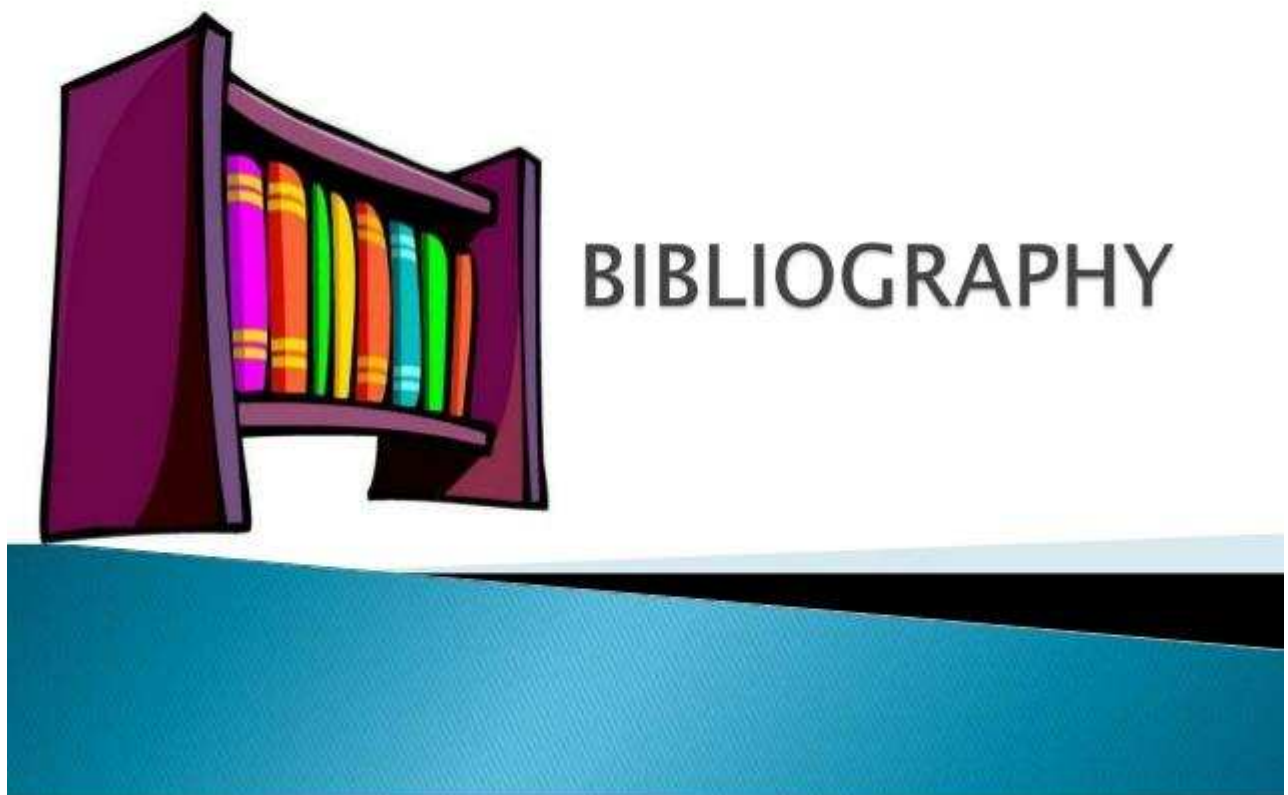
CHAPTER V



CONCLUSION:

Small and medium enterprises play an important role in the economic development of the state and the country and the world. Today, small businesses have many advantages and disadvantages. The present study aims at finding the economic impact of COVID – 19 on small businesses. The results shed light on both the financial fragility of many small businesses, and the significant impact COVID – 19 had on these businesses in the days after the COVID – 19 related disruptions began. The results also provide evidence on businesses' expectations about the longer-term impact of COVID – 19, as well as their perceptions by the government. Therefore, this study is useful for scholars and academic researchers, as the current study forms a basis upon which future research on COVID – 19 impact on same will be established. The findings may be resourceful in providing viable information to academicians, researchers and consumers on various concepts related to how COVID – 19 affected small-scale enterprise.

ANNEXURE I



BIBLIOGRAPH

BIBLIOGRAPHY:

1. **Jayshri J Kadam, (2011)** Small scale entrepreneurs face a lot of problem while availing loan facility form commercial banks as well as Government agencies.
2. **Harish B (2008)** Quality has always been an issue in the sphere of small and Medium enterprises be it the quality of the product or of the management.
3. **Hrishikesh Bhattacharya (1984)** In his article on the problems faced by the small-scale entrepreneurs located in Howrah and Calcutta of West Bengal found that the need of proportionate increase in capital was inversely related to the size of the small firms.
4. **Ludovica Ioana (2011)** The role small and medium enterprises is worldwide acknowledged for their unique contribution to the economic development.
5. **Ramakrishnan, P (1975)** In his study new entrepreneurship in small scale industries in Delhi found that enterprises were prepared to pay back loans with high rate of interest to non banking sources to avoid bank formalities.

WEBILIOGRAPHY:

- a) https://en.m.wikipedia.org/wiki/COVID-19_pandemic_in_India
- b) https://en.m.wikipedia.org/wiki/Ministry_of_Micro,Small_and_Medium_Enterprises
- c) <https://byjus.com/commerce/meaning-nature-and-types-of-smallbusiness/>
- d) <https://integriaims.com/en/advantages-and-disadvantages-for-smes/>
- e) <https://byjus.com/commerce/meaning-nature-and-types-of-small-business/>

ANNEXURE II



QUESTIONNAIRE

**“A STUDY ON THE IMPACT OF COVID-19 ON SMALL SCALE
ENTERPRISES IN AND AROUND THOOTHUKUDI DISTRICT”**

QUESTIONNAIRE

Respected Respondent:

As a part of academic requirement I request you to kindly fill the following questions and assure that the information given by you will be used only for academic purpose and will be kept confidential PLEASE FILL DETAILS.

THANK YOU

Personal Details:

1. Name (Optional)

2. Age

- a) 21 years-30 years b) 31 years-40 years
c) 41 years-50 years d) above 50 years

3. Gender

- a) Male b) Female c) Transgender

4. Educational qualification

- a) Illiterate b) Higher secondary c) UG
d) PG e) Diploma

5. Monthly income

- a) Less than Rs.20,000 b) Rs.20,000-Rs.50,000
c) Rs.50,000-Rs.1,00,000 d) Rs.1,00,000-Rs.4,00,000

6. Was your business in operation during the pandemic?

- a) Yes b) No

7. Within what time the company's business recovered?

- a) Within 2 weeks. b) 1Month-3Months.

c) More than 3 months.

8. Because of the pandemic, what percentage of your company's employees were unable to Come to work.

a) 1 to 10% b) 10 to 20% c) more than 20.

9. Please choose the most significant financial problem for your company during the outbreak.

a) Staff wages and social security charges.

b) Rent .

c) Repayment of loans.

d) Other expenses.

e) No specific problem.

10. Did your company considered layoffs because of the pandemic?

a) Yes b) No

11. What percentage of staff did you cut?

a) 0% b) 1 to 10% c) over 10%

12. How long did your company's cash flow, during the pandemic, maintain the company's operation?

a) Less than 1 month b) 1-3 months c) More than 3 months.

13. What are than main means you considered to deal with the cash flow shortage?

a) Applied for loan in commercial banks.

b) Loans by microfinance companies or private individuals.

c) Reduced operating costs (lay-off and salary out-off).

d) No cash flow shortfalls.

e) Other.

14. What is the main means you are currently considering to deal with the shortage of raw Material?

a) Reduction of production.

- b) Outstanding orders.
- c) Seeking new procurement channel.
- d) No shortage of raw materials.

15. During pandemic, what measures did you considered to deal with difficulties in fulfilling contracts.

- a) Settlement by mutual agreement.
- b) Expected the government to provide clear agreement.
- c) Plaid the liquidated damages.
- d) Others.

16. Are there any other business problems the company is facing due to the epidemic?

- a) Reduction of orders.
- b) Inability to deliver existing orders.
- c) Increased difficult of financing.
- d) Exiting loans cannot be extended.
- e) Insufficient protective equipment.

17. Do you expect your company's total revenue in 2020 compared to 2019 to

- a) Increase by more than 10%
- b) Increase, but less than or equal to 10%
- c) Same as last year.
- d) Decrease of less than or equal to 10%
- e) 1Decrease of more than 10%
- d) Unable to judge.

18. Do you think most companies your industry have the same expectation as you?

- a) They have more optimistic expectation.
- b) They have same expectation.
- c) They have more pessimistic expectation.

19. How you expect your company's raw materials and total operating costs in 2020

Would be compared to 2019?

- a) Increase by more than 10 percent.
- b) Increase, but less than or equal to 10 percent.
- c) Be the same as last year.
- d) Decrease by more than 10 percent.
- e) Decrease by less than 10 percent.
- f) Decrease by more than 10 percent.
- g) Unable to judge.

20. What do you think of your peer's expectations of raw materials and total operating costs are compared to your own judgment?

- a) More optimistic.
- b) The same.
- c) More pessimistic.

21. In the face of the impact of the epidemic, government at all levels and financial institutions have announced relief measures. Which policy do you believe is the most effective for your company?

- a) The revised definition MSME.
- b) 3Lakh crore credit guarantee scheme.
- c) Rs.50,000 crore corpus.
- d) Release of payments.
- e) Restricting the involvement of foreign companies.
- f) Relief of MSMEs with NPAs.

22. Which physical measures did your take to mitigate the impact of COVID-19 Crisis?

- a) We ensured that products are disinfected.
- b) We tried to detect potentially infected people (temperature measurements, random tests etc).
- c) We ensured that employees with symptoms stay away from the workplace.
- d) We regularly disinfected shared spaces.
- e) We applied social distancing in shared areas (cafeteria, open office etc).

f) We made it obligatory for employees to use PPF (masks etc).

g) We shared information regularly regarding hygiene rules.

23. Please rate your own feeling about novel corona virus on the following scale,

a) Anxiety level (not at all anxious to very anxious).

b) Level of fear (not at all afraid to very afraid).

c) Level of concern (not at all concerned to very concerned).

d) Level of optimism (very negative pessimistic to very positive).

24. What industry is your company in?

a) Agriculture, forestry, animal husbandry, fisheries.

b) Mining industry.

c) Manufacturing industry-Wholesale and retail trade.

d) Transport, storage.

e) Accommodation and catering.

f) Others please specify: _____.

25. Have you introduced cashless transaction?

a) Yes b) No

26. Do you think there is a risk that your business will permanently shut down because of this crisis?

a) Yes b) No

27. If so, when could this closure occur?

a) Within a month b) in 1-3months c) will not close

28. How many full-time1 employees does the business have at present?

a) 0 b) 1-2 c) more than 2

29. Is your company ready for the new normal?

a) Yes b) No

30. Suggestion: _____.

**BEHAVIOURAL STUDY OF PROFESSORS DURING PANDEMIC IN
THOOTHUKUDI DISTRICT**

A project submitted in partial fulfilment of the requirements for the award of degree of

BACHELOR OF COMMERCE

Submitted by

Abigail. R	18SUCA01
Aunisha. R	18SUCA03
Bala Sugeena .S	18SUCA05
Deepthi Valentina Fernando. S	18SUCA08
Angalaeswari. M	16SUCG03

Under the guidance of

MS. P. MARIA SAHAYA ROSSIYANA M.Com, M. Phil, NET

Assistant Professor

Department of Commerce (SSC)

St. Mary's College (Autonomous), Thoothukudi.



ST. MARY'S COLLEGE (AUTONOMOUS), THOOTHUKUDI

(Reaccredited with A+ Grade by NAAC)

Affiliated to Manonmaniam Sudaranar University, Tirunelveli

MARCH 2021

DECLARATION

We have declared that the project entitled “Behavioral study of professors during COVID-19 pandemic in Thoothukudi district” submitted is partial fulfilment of the requirements for the award of the degree of Bachelor of Commerce is our original work done under the guidance and supervision of Ms.P. Maria Sahaya Rossiyana M.Com, M. Phil, NET. This project has not previously formed the basis for the award of other degree or other similar titles, and it represents entirely as independent work.

Name of students	Register no	Signature
R. ABIGAIL	18SUCA01	
R. ANUISHA	18SUCA03	
S. BALA SUGEENA	18SUCA05	
S. DEEPTHI VALENTINA FERNANDO	18SUCA09	
M. ANGALAEESWARI	16SUCG03	

Place:

Date:

ACKNOWLEDGEMENT

First of all, we would like to thank God almighty for his abundant blessings showered upon us throughout this project. We would like to express our heartfelt thanks to our Principal **Rev, Dr. Sr. A. S. J. LUCIA ROSE, M.Sc.,M.Phil,Ph.D.PGDCA.,** St. Mary's College (Autonomous), Thoothukudi and our Self Supporting Course Director **Rev Dr F.MARY JOYCE BABY,** St. Mary's College (Autonomous), Thoothukudi for their continuous encouragement.

We wish to express our deepest sense of gratitude to our guide and Head of the Department **Mrs.P.MARIA SAHAYA ROSSIYANA, M.Com, M. Phil., NET,** Department of Commerce (SSC), St. Mary's College (Autonomous), Thoothukudi for her relentless effort and encouragement throughout the research work.

We also extend our thanks to all the faculty members of the Department or Commerce (SSC) for the completion of our research work.

We wish to extend our heartfelt thanks to our beloved parents for their blessings, encouragement and advice that helped us to make our efforts a success. We gratefully acknowledge our entire friends and classmates for their valuable help and suggestions during the conduct of this study. We thank all the respondents who gave their valuable information and suggestions to make this project a grand success.

CERTIFICATE

It is certified that this short term project work entitled "Behavioral Study of Professor during COVID-19 Pandemic " submitted to St. Mary's college (Autonomous) affiliated to Manonmaniam Sundaranar University is done in partial fulfilment of the requirements for the award of the degree of Bachelor of Commerce and is a record soft work done in the Department of Commerce (SSC), St. Mary's college (Autonomous), Thoothukudi during the year 2020-2021 by the following students.

Students Name	Register No.
R. ABIGAIL	18SUCA01
R. ANUISHA	18SUCA03
S. BALA SUGEENA	18SUCA05
S. DEEPTHI VALENTINA	18SUCA09
M.ANGALAEESWARI	16SUCG03

Signature of the Guide

Signature of the HOD

Signature of the Director

Signature of the Principal

Signature of the External Examiner

**BEHAVIOURAL STUDY OF PROFESSORS
DURING PANDEMIC IN THOOTHUKUDI
DISTRICT**

CHAPTERIZATION

CHAPTER	TITLE	PAGE NO.
I	Introduction and design of the study	7
II	Profile of the study	11
III	Data Analysis and Interpretation	33
IV	Findings and Suggestions	73
V	Conclusion	78
Annexure I	Questionnaire	80
Annexure II	Bibliography	87

CHAPTER 1

INTRODUCTION & DESIGN OF THE STUDY

INTRODUCTION & DESIGN OF THE STUDY

I.1. Introduction:

Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the **teaching profession**. The profession had its drastic transformation in the year 2020 due to the affect of COVID-19 around the globe, changing the earth into a different place by taking actions of isolation or quarantine methods. Millions affected by the deadly virus, bringing innovation to various professions by using technological advancement in its full face. The students turned their homes into classrooms for their self and so was the teachers. Turning ambiance from home to workspace/classroom was however new to both teachers and students. Teachers turning their dining tables and doors into work space. The blurred sight between personal and professional life was vanishing bring out a whole new era in the profession of teaching. The concise communication and confronting personal life challenges all in the same place has increased the mental pressure bringing out various health issues combined with the fear of getting affected by COVID19. The twin year bringing new changes into the world also has its impact in the line of teaching too.

I.2.OBJECTIVES:

1. To study the opinion of professors towards work from home.
2. To analyze the efficiency of teaching professionals during pandemic.
3. To study the perception and preference of professors before and after COVID19.
4. To determine the stress level of professors.
5. To know the obstacles faced by the professors.
6. To seek remedy for the issues faced by the professors.

I.3.STATEMENT OF PROBLEM:

The corona virus disease has impacted every segment of life such as commercial establishment, education, economy, religion, sports etc. The COVID-19 pandemic has affected education system worldwide leading to the total closure of educational institutions. In response to the closure of educational institution, the teaching professionals are recommended to teach the students through distant learning programs and limit the disruption of education. The teaching professionals faced many challenges in e-teaching. Their efficacy and sense of accomplishment increased but there was changes in their mental and emotional behavior.

Thus in this study an attempt is made to analyze the impact of teaching professionals during COVID-19.

I.4. Study Methodology:

This section attempts to describe the methodology of the present study. It includes the period of study sampling techniques, collection of data and analysis of data.

I.5. Area and Period of study :

The study is conducted to the professors working at various colleges in Tuticorin. The primary data was collected from the months of December 2020 to February 2021 from the professors at Tuticorin district.

I.6. Sampling design:

The data collected are origin in nature. It is first hand information. For the collection of data a research team was chosen 50 (respondents) from tuticorin district by adopting a convenient sampling method.

I.7.Collection of data:

The data required for the study have been collected from both primary and secondary sources. The primary data were collected through questionnaire and secondary data were collected through internet, personal confessions, newspapers, magazines and the like.

I.8. Processing of data:

After the collection of primary the data, the research team has thoroughly verified the data and arranged them for further analysis. A master table has been prepared to sum up all information contained in the questionnaire. A required number of tables are formed there from. Thus the data collected through questionnaires were tabulated, classified and analyzed on the basis of charts, diagrams, percentage, ranking method five-point scaling test.

I.9. LIMITATIONS:

In spite of various advantages mentioned above, the following limitations are inevitable.

- The study is restricted to colleges only at Tuticorin district. So the result may not be applicable to other areas.
- The sample size is only 50 respondents which may not reveal the picture of the whole population in the study area.
- Some respondents were very uncommunicative and did not voluntarily supply certain information,
- The findings of the study may be applicable to the period in which it has been done. It may be unsuitable for other period.
- Due to the time constraints, only the most important information has been taken for the study.

CHAPTERISATION:

Chapter 1: Introduction & Design of the study.

Chapter 2: Profile of the study.

Chapter 3: Analysis & Interpretation of the study.

Chapter 4: Findings, Suggestions & Conclusion.

Chapter 5: Conclusion

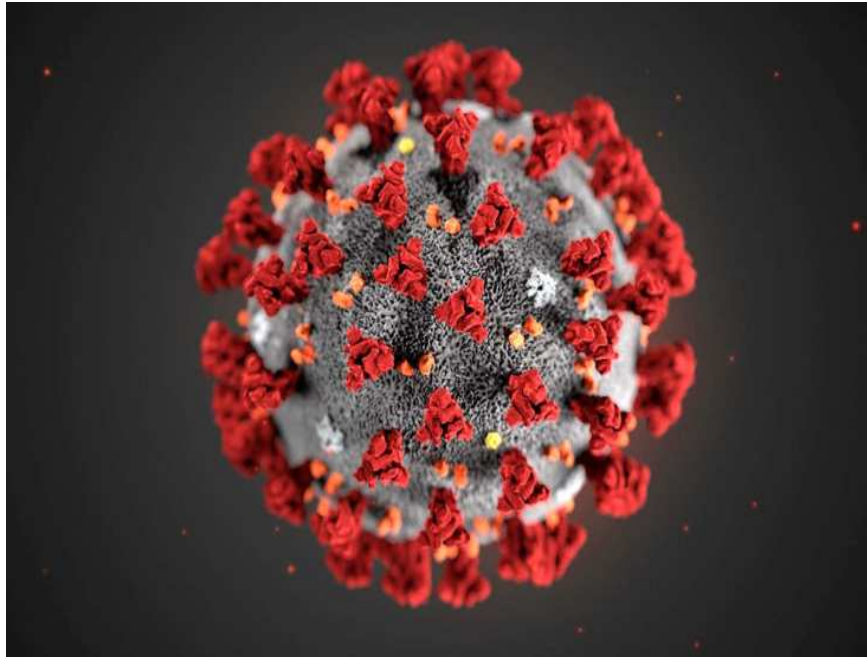
Annexure 1: Questionnaire.

Annexure 2: Bibliography.

CHAPTER II

PROFILE OF THE STUDY

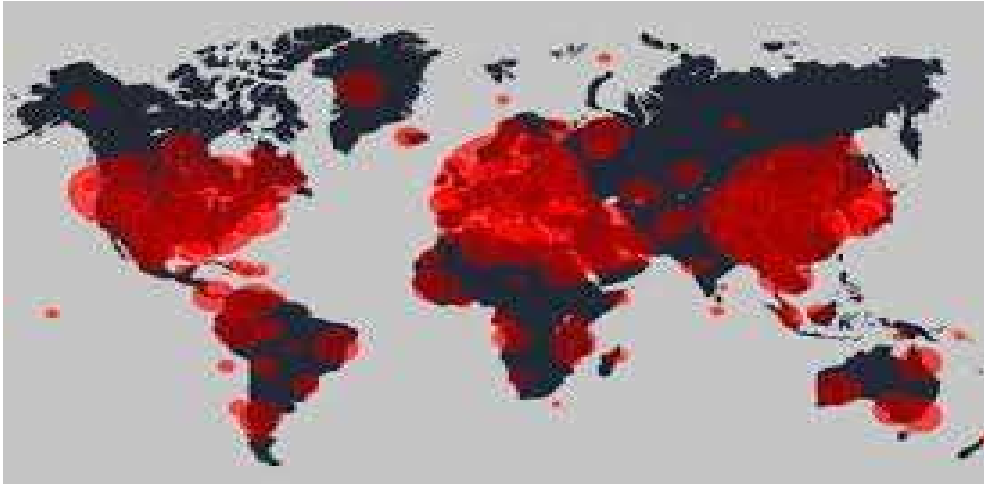
PROFILE OF THE STUDY



II.1. Introduction:

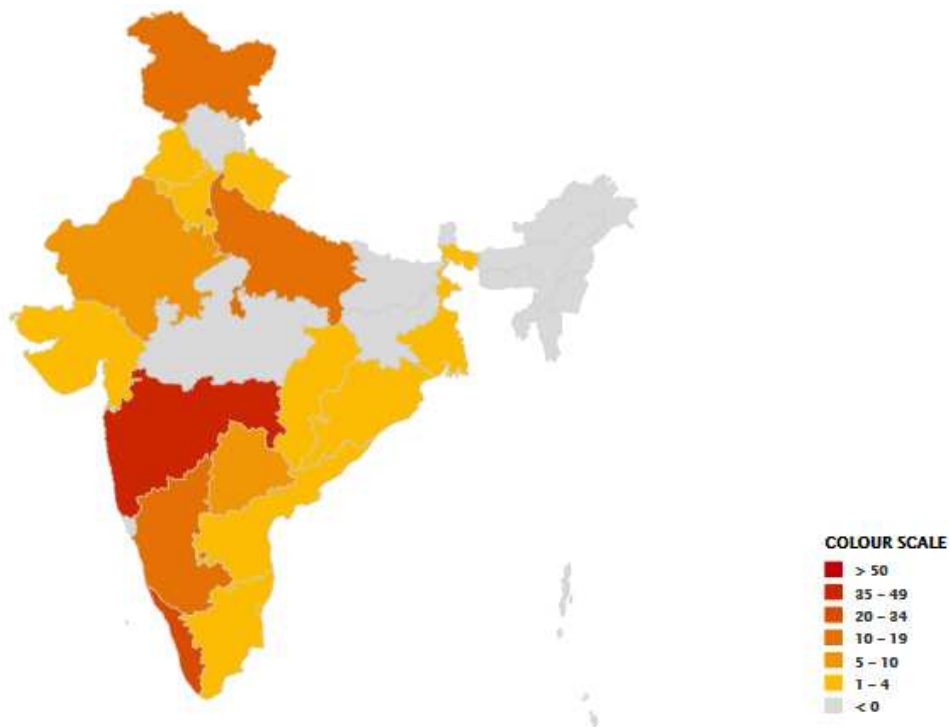
The world today had its drastic disruption owing to novel corona virus which has the lead the earth in an ongoing closure of schools, colleges, churches, offices and all public gathering. In 2019 the pandemic has left us to understand the epidemiology and the highly restrictive life that has turned tables. The symptoms are as common as flu or cold which was first neglected and when found to be a new branch of virus called SARS-Cov-2, discovered first at Wuhan, China on December 2019, affecting 215 countries around the globe. Technology playing its vital role brought out various changes in all fields of work. One of such changes was schooling at home, the teaching professionals had to work from home and teaching was done through online. Work from home, quarantine and isolation were some of the methods that are used to stop the spread.

II.2. COVID-19 WORLDWIDE:



The SARS-CoV2 or corona virus had its first outbreak at Wuhan, China on December 2019 and became a pandemic in 215 countries around the globe. It was declared as a global pandemic by WHO. Its symptoms are very close to common cold and fever, most importantly the symptoms vary from person to person. Some of its common symptoms are cough, cold, fever, fatigue, respiratory problems, loss of smell, loss of taste, low spO2 levels, nasal congestion, headache, muscle pain, multi-organ dysfunction. Spreads through airborne transmission in indoors, physical contact with the infected people, touching contaminated surfaces etc. The person affected can transmit the virus to another even before he shows any symptoms. The virus transmitting from mother to baby rarely happens. Confirmed COVID-19 cases were 52000 in the first month of the outbreak and nearly 90% of the confirmed cases are currently outside China. In Europe nearly 100000 cases in the month of March. England, USA, Italy, India, Germany, Japan, Korea are few of the countries who faced the worst impacts of SARS-CoV2.

II.3. COVID-19 IN INDIA:



COVID-19 in India is a part of world pandemic. India currently has the largest number of confirmed cases in Asia, and has the second-highest number of confirmed cases in the world after the United States with more than 10.3 million reported cases of COVID-19 infection and more than 154,000 deaths as of February 2, 2021. The per day cases peaked mid-September in India with over 90,000 cases reported per day and have since come down to below 15,000 as of 2021 January. In July 2020, India's Ministry of Information and Broadcasting claimed the country's case fatality rate was among the lowest in the world at 2.41% and "steadily declining". By mid-May 2020, six cities accounted for around half of all reported cases in the country – Mumbai, Delhi, Ahmedabad, Chennai, Pune and Kolkata. The last region to report its first case was Lakshadweep, on 19 January 2021, nearly a year after the first reported case in India. On 10 June, India's recoveries exceeded active cases for the first time. Infection rates started to drop significantly in September, and the number of daily new cases and active cases started to decline rapidly. A Government panel on COVID-19 announced in October that the pandemic had peaked in India, and may come under control by February 2021. India has over 30 anti-COVID the first SARS-CoV2 case was recorded in Kerala.

II.3. MEASURES:

New Delhi: The World Health Organization declared the novel corona virus or COVID-19 as global pandemic on March 11.

Indian nationals are strongly advised to avoid all non-essential travel abroad. On their return, they can be subjected to quarantine for a minimum of 14 days. The Delhi government declared corona virus as an epidemic in the state with 6 confirmed cases. Schools and colleges where exams are not being held will also remain closed. Union Ministry of Road Transport and Highways advised states and Union Territories to take all steps for sanitization of public transport vehicles and terminals. This is to ensure sanitation of seats, handles and bars at all bus terminals are disinfected. The ministry also suggested that the public transport should display public health messages in vehicles, bus terminals and bus stops and asked states and UTs to take expeditious action and mobilize all necessary support in this regard.

- Any foreign national who intends to travel to India for compelling reason is directed to contact the nearest Indian Mission. While all incoming travelers, including Indian nationals, arriving from or having visited China, Italy, Iran, Republic of Korea, France, Spain and Germany after 15th February, 2020 shall be quarantined for a minimum period of 14 days.

II.3.1. Precautionary Steps:

While the virus scored globally, the government took proactive measures to control its spread in India. It conducted heavy screenings and mandatorily quarantined incoming International travelers and also conclusively suspended all visas, except for diplomats and employment, till April 15. All cross-national borders were sealed, and railway operations were suspended.

Further, all schools, gyms, malls, clubs, hotels, community halls, etc. were shut. But due to the increased risk of the spread of the virus, on March 24, the Prime Minister announced a complete 21-day lockdown for the entire nation, banning people to move out of their houses. This act, thus, severely restricted the community spread of the virus.

II.3.2. Informative Steps:

To curb the growing panic and to distribute viable information, the government provides authentic information on the virus, its spread, preventions, guidelines, helpline numbers, registered cases, death toll, etc. on the Ministry of Health's official website.

II.3.3. Medical Steps:

The government has designated 72 centers across the country for the diagnosis and treatment of COVID-19. As per the WHO estimate, there should be 3 beds/1,000 people while India has only 0.7 beds/1,000 people. Thus, to provide for more isolation wards, the government converted 20,000+ railway coaches into isolation stations. Meanwhile, the centre has also ramped up steps to develop a vaccine for the pandemic.

II.3.4. Financial Steps:

On the other hand, the RBI (Reserve Bank of India) undertook emergency measures cutting various interest rates to a record low to increase liquidity in the economy by over Rs. 3.7 lakh crores. It also ordered a 3-month EMI moratorium from banks and financial institutions such as Tata Capital, as well as provided relief for taxpayers by deferring the ITR and GST filing dates until June 2020. Moreover, to help low-income households, migrant workers and daily wage laborers cope with the situation, the government has issued relief packages (worth Rs. 1.7 lakh crores for food and direct cash transfers), opened shelter homes, and other securities.

The Indian government is leaving no stone unturned in battling corona virus. However, whether or not the Government has successfully contained the spread of COVID-19 in the country, only statistics can tell.

India went into a 21-day lockdown starting from midnight, March 24, 2020, as an endeavor to halt the spread of corona virus. To bolster the country's economy that is staggering under the deadly outbreak, the government has decided to undertake specific relief measures.

In a media briefing, Finance Minister Ms. Nirmala Sitharaman announced the steps that the government has decided to take for the same. Let's have a look:

Corona virus Announcement by Finance Minister

- Ms. Sitharaman announced that the government has deferred the last date for filing the income tax return for the previous financial year to June 30, 2020.
- If there is any delay in payment, the interest levied will be lower, 9 percent instead of 12 percent.
- The scheme for resolving tax disputes, Vivad se Vishwas, has also been extended to June 30. The program offers relief on the 10 percent interest on the principal amount till March 31, and that deadline has been deferred till June 30.
- The last date for the obligatory seeding of Aadhaar with PAN has been pushed from March 31 to June 30.
- Notices under the Income Tax Act will also be issued at a later date.
- Ms. Sitharaman declared that the deadline for filing GST returns for March-April-May has also been moved to June 30.
- As a relief to companies with an annual turnover lower than Rs 5 crore, the late filing of GST returns would not attract any penalty or interest.
- For companies having more than Rs 5 crore annual turnover, no late fine will be imposed if the GST filing deadline is crossed by up to 15 days. After that, a diminished rate of 9 percent will be charged as interest.

The rule about holding mandatory general board meetings every two quarters has been relaxed. If a board meeting is not held for 2019-20, it will not be considered an infringement. Under ordinary circumstances, you need to maintain a minimum bank balance in your savings account, or else you attract a fine. Under the altered conditions of the corona virus catastrophe, the government has decided to relinquish the charges for not maintaining such balance.

- Ms. Sitharaman said that for the coming three months, debit-card holders would be able to withdraw cash from all ATMs, even those not belonging to their home banks, without having to pay any extra fees.

To prevent companies from being driven to insolvency, the government increased the threshold limit for triggering bankruptcy under Insolvency and Bankruptcy Code from Rs.1 lakh to Rs 1 crore.

II.3.5. WELFARE MEASURES:

On March 15, the government announced financial assistance of a total of Rs 60 crore to various departments, such as health, transport etc, to take precautionary measures to combat COVID-19. On March 24, the government announced the distribution of cash support of Rs 1,000 to all entitled family cardholders. Further, they were also eligible for free supply of essential commodities such as rice, dal, sugar, etc, during the month of April, through the Public Distribution System (PDS).

Common corona virus symptoms that you need to look out for if you or your loved ones fall ill:

- Runny nose
- Sore throat
- A persistent cough
- Headache
- Shortness of breath and difficulty breathing
- A high temperature

The symptoms mentioned above can surface after 2 to 14 days of exposure to the virus. The infection becomes serious if it spreads to the lower respiratory tract. Symptoms of the disease turning severe include:

1. Cough with mucus
2. Bronchitis
3. Chest pain while breathing or when coughing
4. Pneumonia, with high fever
5. Severe acute respiratory syndrome (SARS)
6. Kidney and other organ failures

On March 30, the government announced a cash assistance of Rs 1,500 per month to be credited into the bank accounts of differently-abled persons. It also announced that transgenders without ration cards, were eligible to receive 12kg of rice, 1kg of dal, and 1 litre of cooking oil, from fair price shops (FPS).

Further, a cash assistance of Rs 1,000 was announced for:

- (i) All ration card holders through FPS,
- (ii) Registered auto drivers and construction workers,
- (iii) Members of TN Cine Welfare Board, and
- (iv) Match factory workers.

On April 2, the government announced a concession package to manufacturers of COVID-19 related medical equipment, who will commence production before July 31, 2020. The package applied to both MSMEs and large manufacturers of equipment, such as, ventilators, Personal Protection Equipment (PPE) kits and medicines. Some of the concessions include:

- (i) 30% capital subsidy, up to Rs. 20 crore,
- (ii) 100% stamp duty waiver,
- (iii) 6% interest subvention for capital loans for two quarters,
- (iv) Commencement of manufacturing without prior approval, and
- (v) Provision of necessary land on priority basis for short-term/long-term leases, etc.

Rs 50 lakh grant was announced to the families of frontline workers in the event of their unfortunate demise. If infected by COVID-19, they are eligible for Rs 2 lakh assistance towards treatment costs. In certain cases, if eligible, their kin would also receive a government job offer.

On April 7, the government announced that MLALAD funds could be utilized for COVID-19 prevention and containment activities. A total of Rs 1.25 crore can be utilized towards prevention, containment, treatment, and purchase of medical equipment, PPEs etc.

II.3.6. HEALTH MEASURES:

On April 2, the government released a list of designated COVID-19 hospitals in the state. Instructions were issued to refer all COVID-19 positive cases exclusively to these designated hospitals. However, willing citizens were also permitted to approach private hospitals, at their

own cost. Private hospitals were further instructed to establish dedicated fever clinics to cope with the increasing load of flu and fever cases.

Amidst a rise in the number of cases, on April 4, the government issued instructions to:

- (i) Avoid all kinds of religious gatherings,
- (ii) Hospitals to not show religious bias in treating patients, and
- (iii) Doctors to coordinate with the government and check in on the mental health of quarantined patients via video conferencing facilities such as Skype.

On April 5, the government issued cluster containment measures to stop the transmission, morbidity, and mortality associated with the further spread of COVID-19. This was in response to the large number of imported infections from the attendees of the Nizamuddin conference in Delhi.

Various guidelines were issued towards (i) treatment protocol of COVID-19 positive patients, (ii) appropriate management of suspect cases of COVID-19, (iii) dead body management, (iv) criteria for classification of hotspots, and (v) protocol for use of Rapid Antibody Tests in hotspot areas.

As a measure to develop immunity against COVID-19, the government, on April 25, also recommended providing Zinc and Vitamin tablets, and herbal powder to all personnel on frontline duty in containment areas.

II.2.7. OTHER MEASURES:

a) Administrative: Eleven committees have been formed to coordinate implementation of various welfare programmes. In all districts, Crisis Management Committees have been formed under the district collector.

b) Education: The conduct of semester examinations in universities and colleges is postponed to the beginning of the next academic year, as and when the institutions reopen. Private colleges and schools were also instructed to not compel students/parents to pay pending dues for 2019-20 or advance fees for 2020-21.

c) Industry: On April 22, the government released a list of industries classified as continuous process industries. These are companies where the production lines are functioning 24/7. The list includes (i) refineries, (ii) large steel plants, (iii) large cement plants, (iv) sugar mills, (v) large paper mills, (vi) tyre manufacturers etc.

d) Technology: The government launched a Whatsapp Chat Bot for providing latest information and guidance related to COVID-19 in both Tamil & English.

II.3. EDUCATION:

On 16 March, the union government declared a countrywide lock-down of schools and colleges. On 18 March, CBSE released revised guidelines for examination centers. This includes maintaining a distance of at least 1 meter between the students taking the exam with a class not having more than 24 students. If the rooms of the examination centers are small, divide the students and made them sit in different rooms. On 19 March, CBSE and JEE main examinations were postponed till 31 March.

On 20 March, Maharashtra government cancelled examinations for class 1 to 8 and promoted the students to the next classes, whereas examinations for class 9 and 11 were postponed till 15 April. Madhya Pradesh Board of Secondary Education postponed board exams for class 10 and 12 and asked school principals to promote or detain students of class 5 to 8 based on their performance in previous terms. Board exams of class 10 and 12 were postponed in Kerala. Assam government cancelled all exams till 31 March. The Union Public Service Commission also postponed the interview for the Civil Services Examination 2019 to be held from 23 March to 3 April. The SSC exams in Tamil Nadu and Puducherry were postponed to 15 April. Due to the widespread all students in both college & school were declared pass. Their classes and exams were conducted online ie. online schooling was practiced. Working for a prescribed number of hours.

II.4. ADVANTAGES:

1. Teaching from home eliminates the daily commute, allowing the professors to take advantage of those extra hours, whether for extra sleep or extra time with family and friends.
2. Working from home offers more flexibility when it comes to the schedule. They can have a better balance of life and work.
3. Classrooms filled with fluorescent lights and neutral colors can affect workplace productivity. Working from home allows the professors to control their work environment.
4. As an online educator, the professors need not provide supplies or decorations for the classroom when working from home, further reducing your workplace expenses.
5. Working from home also reduces the need to spend on formal work clothes.
6. They can also save the transport cost.
7. As an online educator, the professors can use technology to draw students deeper into specific topics. They can bring their lessons to life in a completely different way.
8. Involves willingness and deliberation to face unknown situations along with a stable psychological state to deal with the changes positively. It includes understanding the change and ability to adapt to the change.
9. Involve knowing one's strengths and weaknesses to manage one's emotions and organize oneself in a way that one can act appropriate to the situation. It also involves determination, optimism, diligence and empathy.
10. They are more likely to feel happier and more energized working from home and therefore less chance of their immune system being negatively impacted by burnout.
11. By working in isolation the COVID-19 cases are reduced. They feel safe to work from home.

12. Working from home can feel like a break even though they are still working. They will feel more energized, therefore they will not feel the need to take much leave.
13. Decreases the need for domestic workers (housemaid, drivers and nannies) on the long term.
14. Working from home increases their willpower.
15. The preplanning capacity of the professors are increased.
16. The ability to motivate our self is an important skill. The professors while working from home gets self motivated.

II.5. DISADVANTAGES:

1. Lack of motivation make the professor's life difficult, and can adversely affect their efficiency. Though self-motivation works to a certain extent, it is not always enough to keep a man going. That's where the use of external motivation comes into play.
2. The major factor that many people face while working from home is that they find it difficult to concentrate on work and constantly get distracted one way or the other. While the family is just one factor that breaks their concentration, other concentration killers include noise from members or neighborhood activities etc.
3. They suffer from musculoskeletal pain, eye strain, back pain, leg pain, headache etc. They face both physical and mental health problems.
4. They feel much stressed by working for long hours and with new methods they are more frustrated.
5. The student teacher conversation was missing.
6. Evaluating online exam result in mental frustrations and slow networking also affect their efficiency.

II.6. TRADITIONAL TEACHING AND ONLINE TEACHING:



Various scholars have considered **traditional teaching** as the method developing theoretical thinking, whereas **modern teaching** develops practical skills, pragmatist and able to be oriented to the frenetic development of the world.

- **Blended Learning Will Dramatically Increase**

The remote teaching and learning efforts that all our professors and students are now engaged in do not resemble what we think of as traditional online education. Quality online learning programs are high-input operations, requiring both time to develop and significant investments to run. Many of us are worried that the rapid shift to remote learning will tarnish the reputation of online education. This does not mean, however, that the COVID-19-necessitated move to universal remote teaching will be all bad for student learning. The biggest future benefits of virtual instruction will come after our professors and students return to their physical classrooms.

The necessity of teaching and learning with asynchronous (Canvas, Blackboard, D2L) and synchronous (Zoom) platforms will yield significant benefits when these methods are layered into face-to-face instruction. We will come back from COVID-19 with a much more widely shared understanding that digital tools are complements, not substitutes, for the intimacy and

immediacy of face-to-face learning. Residential courses will be better for the practice that professors have received in moving content online, as precious classroom time will be more productively utilized for discussion, debate and guided practice.

- **Online Education Will Be a Strategic Priority at Every Institution**

Very few colleges and universities were doing absolutely nothing with online education pre-COVID-19. There was wide variation, however, in the degree to which online education was central to an institution's strategic planning.

This will all change after COVID-19. In the future, every president, provost, dean and trustee will understand that online education is not only a potential source for new revenues. Instead, online education will be recognized as core to every school's plan for institutional resilience and academic continuity.

This post-pandemic understanding will change how schools plan for, manage and fund online education. Gone will be the days when individual schools within a university will be able to go their own way with online education.

Previously decentralized and distributed online course development and student support functions will be centralized, subject to institutional planning and cross-campus governance. Management of online learning will be integrated into existing academic leadership structures and processes.

- **Existing and Potential OPM Partnerships Will Be Rethought**

If there is one big thing that COVID-19 has taught us, it is that it is a mistake to outsource core educational capabilities. Teaching and learning are core capabilities of every single institution of higher education. Schools that invested in their learning design resources, by both hiring instructional designers and by reorganizing campus learning organizations into integrated units, were able to manage relatively efficiently the transition to COVID-19-required remote teaching and learning. We suspect that those schools that are dependent on online program management providers to run online programs had a harder time in making this transition. (Although in fairness, the research to support or contradict this hypothesis has not yet been done.)

This is not to say that in the future that school will, or should, stop partnering with OPMs. As the OPM model continues to unbundle, the scale and intensity of university/company partnerships will likely increase. OPMs have expertise in market research and digital marketing for online programs that few schools can, or even should, attempt to replicate. What will happen more and more is that campus instructional design capabilities will be centralized and augmented. Schools will move away from all-inclusive revenue-share models for partnering with OPMs in developing and running online programs.

II.7. VARIOUS APPLICATIONS USED FOR E-TEACHING:

The various applications used by professors were:

1. Zoom
2. Whatsapp
3. Google classroom
4. Microsoft teams
5. Google Meet
6. WebEx

1. ZOOM:



Zoom Video Communications, Inc. (or simply **Zoom**) is an American communication technology company headquartered in San Jose, California. It provides video telephony and online chat services through a cloud-based peer-to-peer software platform and is used for teleconferencing, telecommuting, distance education, and social relations.

1. Annotate on screen share as educators, you may require your students to present their work to the rest of the class for a live review. On Zoom, the most common method to do so is through screen sharing. On other video conferencing platforms, students send a PDF or image of the worked solutions to the teacher. The teacher then screen shares that piece of work and annotates it in an online lesson. This process can be tedious and may result in time wasted fumbling around with the technical controls. Fortunately, Zoom enables educators to directly annotate on students' screen share. This feature is convenient as teachers can interject and begin marking up the screen in response to the work that students share. User annotating on Zoom's screen share using a tablet. Photo by Zoom.

2. Easy for participants to join: No password required when scheduling Zoom sessions, teachers will typically send the link to a scheduled Zoom session to students. Students can then easily join the Zoom lesson without signing in with a registered Zoom account. If teachers wish to speed up the administrative process for students to participate in the online lesson, they can also opt to disable password protection. This function is useful when managing a meeting that comprises over a hundred participants.

3. Collaborative whiteboard Zoom also has a whiteboard function that educators can activate for an online lesson. The whiteboard on zoom offers users the basic options of a pen tool or a text box. However, Zoom's whiteboard lacks a highlighter tool, a function that some may view as essential for reviewing and annotating students' work. Zoom's online whiteboard is collaborative and it enables students to collectively brainstorm ideas or create a mind map summarizing their learning outcomes.

4. Gallery view is more conducive for large group meetings an iconic feature of Zoom is its gallery view. Most video conferencing platforms feature calls where the active speaker (i.e. the person who is speaking) is broadcast to everyone's screen. However, Zoom enables the user to toggle between the active speaker and gallery view. By giving users the choice to view all the participants in the call, the gallery view is more intimate and thus better resembles physical meetings.

2. WHATSAPP:



shutterstock.com · 593508881

The underlying purpose of WhatsApp is to facilitate communication, and at its most basic level, education is nothing but communication. WhatsApp can provide a channel through which teachers can achieve faster and more seamless communication with their students. It can also increase the level of communication between students and create another venue for learning Education Strategies for WhatsApp

Here are some basic strategies that educators can utilize to take advantage of the core abilities of WhatsApp:

1. Use the Group Chats feature to create learning and study groups
2. Create audio lessons that can be sent directly to students
3. Stay in contact with students outside the classroom
4. Send out problems or assignments to students even when they are not in class
5. Stay in contact with parents
6. Send videos to students
7. Send graphics such as pictures or charts directly to students
8. Send report cards directly to the parent's phones
9. Facilitate real-time communication between students and teachers.
10. Facilitate real-time communication between teachers and parents.
11. Teachers can also maintain communication with students.

Some reasons why educators should use WhatsApp in the classroom and beyond:

It allows free unlimited messaging it can be used directly over the Internet via WhatsApp Web. WhatsApp can be used on Wi-Fi without a data plan. Unlike some messaging solutions, WhatsApp can be used to send videos, audio messages, and pictures. WhatsApp is a cross

platform solution. WhatsApp can be used to reach students via the technology they are most familiar with: their phones use of Whatsapp for educational purposes. WhatsApp can be used to reach students and parents that do not utilize other communication methods, such as landline telephones and email WhatsApp is very cost effective.

3. GOOGLE CLASSROOM:



Spread the love of a free online learning platform, Google Classroom for several benefits for students and teachers. Here are 10 reasons why teachers should give it a try. Accessibility Google Classroom can be accessed from any computer via Google Chrome or from any mobile device regardless of platform. All are uploaded by teachers and students are stored in a Classroom folder on Google Drive. Users can access Classroom anytime, anywhere. Students no longer have to worry about crashed computers or hungry dogs. Exposure Classroom provides students with exposure to an online learning system. Many college and university programs now require students to enroll in at least one online class. Exposure to Google Classroom may help students transition into other learning management systems used in higher education. Paperless Teachers and students won't have excessive amounts of paper to show since Classroom is completely paperless. When teachers upload assignments and assessments to Classroom, they are simultaneously saved to Drive. Students can complete assignments and assessments directly through Classroom, and their work is also saved to Drive. Students can access missed work due to absences and locate other resources they may need. Time Saver Classroom is a huge time saver. With all resources saved in one place and the ability to access Classroom anywhere, teachers will have more free time to complete other tasks. Since Classroom can be accessed from

a mobile device, teachers and students can participate through their phones or tablets. Communication built-in tools make communicating with students and parents a breeze. Teachers and students can send emails, post to the stream, send private comments on assignments, and provide feedback on work. Teachers have full control over student comments and posts. They can also communicate with parents through individual emails or through Classroom email summaries which include class announcements and due dates. Collaborate Classroom for several ways for students to collaborate. Teachers can facilitate online discussions between students and create group projects within the Classroom. In addition, students can collaborate on Google Docs which have been shared by the teacher. Engagement Most digital natives are comfortable with technology and will be more apt to take ownership in their learning through use of technology. Classroom shows numerous ways to make learning interactive and collaborative. It shows teachers the ability to differentiate assignments, include videos and web pages into lessons, and create collaborative group assignments. Differentiation through Classroom, teachers are easily able to differentiate instruction for learners. Assigning lessons to the whole class, individual students, or groups of students takes just a few simple steps when creating an assignment on the class work page.

4. Microsoft teams:



Let students, faculty, educators, and staff meet, work together, create content, and share resources in Office 365 Education — featuring the simple, intuitive power of Microsoft Teams. Collaborate with ease Meet for free with up to 300 students or community members and access persistent chat to ensure everyone stays connected for learning or work. Engage learners organise classrooms and assignments, collaborate and share files, and access class materials in one central

location. Elevate day-to-day work Access Insights for the school and classroom, use apps and integrations to reduce workloads, and build community, all on a safe and secure platform.

Microsoft Teams features and benefits:

- Assign, track, and grade class assignments.
- Share your screen or presentation in real time.
- Screen sharing, easily read conversations and chats in a more personalised format, all in Microsoft Teams.
- Immersive reader Collaborate in Microsoft Teams using a freeform, infinite digital canvas.
- Breakout Rooms Make discussions and teamwork easier by dividing classes into small groups in Microsoft Teams.
- Whiteboard Collaborate together on a shared digital canvas with Microsoft Whiteboard, integrated in Teams.

6. WebEx:



Webex Meetings

Education is changing across teaching, learning, and administration. Students are more digitally engaged than ever before. Teachers must reach more students in more places through remote access and distance learning. Deliver better education experiences with Cisco WebEx.

Transition to Virtual learning enable education regardless of where students save faculty time driving across campus for office hours or training engage students in a connected student community. Protect classes and student data, WebEx helps you keep remote learning secure and student data private in accordance with FERPA and COPPA in addition to your own privacy and security policies.

- WebEx for hybrid and distance learning.

WebEx Classrooms, a secure and easy-to-use web-based learning experience to join or host class sessions, listen and search recordings, track class attendance, and more.

- Better student/teacher engagement

Breakout into small groups to share ideas, collaborates on projects, and edits. Crystal clear audio/video HD audio and video transforms virtual classrooms into lifelike experiences for students and teachers.

- Learning never stops

Keep collaborating before, during, and after lessons with 1:1 and group messaging, rich content and le sharing, video calls, and more.

- Integration with your LMS

If your institution uses Moodle, Blackboard, Sakai, Canvas, or D2L, you can integrate WebEx into your LMS.

- Security you can trust

Strong encryption to meet the most stringent security requirements. Every detail captured Record lessons for on-demand viewing in easy-to-share MP4 formats.

- Two-way engagement,

Digital white boarding, co-editing and interactive polling mean students and teachers are always engaged, together.

CHAPTER III
DATA ANALYSIS AND INTERPRETATION

III.1. INTRODUCTION:

Though professors have many common aspects, they differ in many respects. These differences are usually significant. There are some differences in personal or demographic characteristics of individuals. Hence in this chapter, an attempt is made to examine the social and psychological profile of the respondents and their satisfactory opinion and perception towards their behavior during the COVID-19 pandemic.

Analysis of data plays an important role in the completion of project. 50 respondents were met by the research team and the data were collected through questionnaires. Data collected through questionnaires was analyzed and interpreted. The interpretation of the data was made by using the pie chart, diagrams, percentage, ranking method five-point scaling test. Graphical diagram will give an exact idea about the character of the data. The data collected in any statistical investigation like questionnaire are known as raw data. They are huge and confusing. This project gives you a brief about the behavior of professors during pandemic. Analysis is intended to provide the foundation upon which we are confidentially conducting our own survey

TABLE 3.1

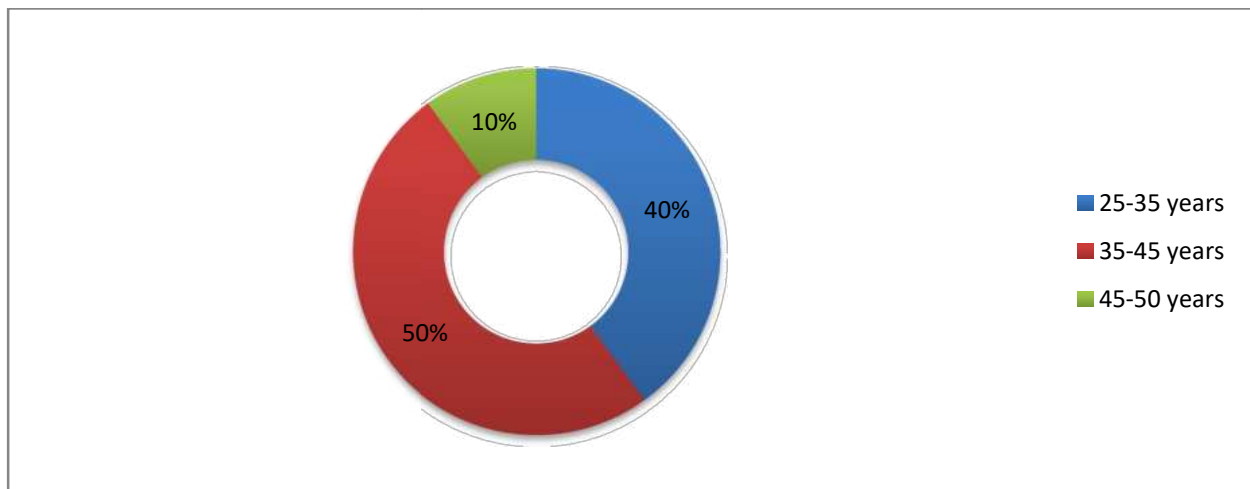
AGE WISE CLASSIFICATION

Age:

AGE(in years)	NO. OF RESPONDENTS	PERCENTAGE (%)
25 – 35 years	20	40
35 – 45 years	25	50
45 – 50 years	5	10
TOTAL	50	100

Source: Primary data

AGE WISE CLASSIFICATION



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (50%) of the respondents are in the age group of 35-45 years, 40% of the respondents are in the age group 25-35 years and the remaining 10% of the respondents are in the age group of 45-50 years.

Majority (50%) of the respondents are in the age group of 35-45 years.

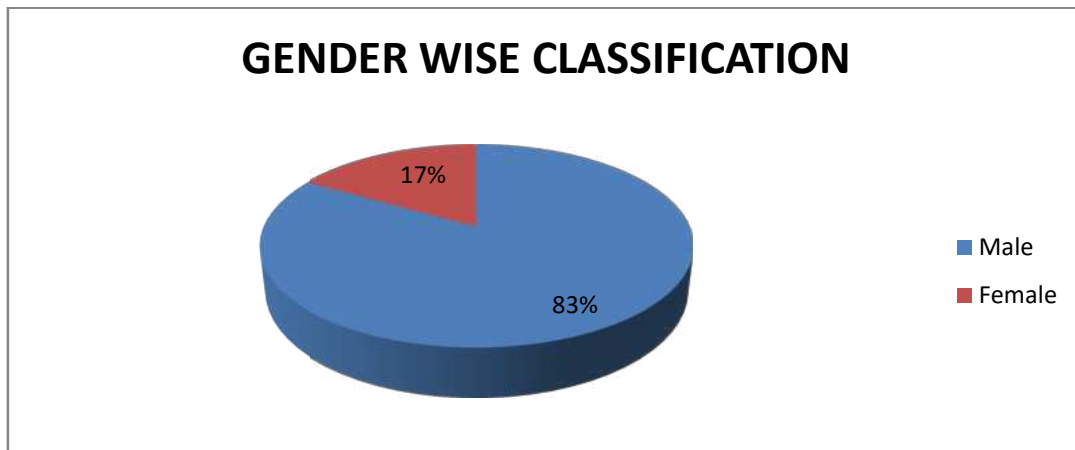
TABLE 3.2

GENDER WISE CLASSIFICATION

Gender:

GENDER	NO. OF RESPONDENTS	PERCENTAGE (%)
Male	8	16
Female	42	84
TOTAL	50	100

Source: Primary Data.



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (84%) of the respondents are female, 16% of the respondents are male.

Majority (84%) of the respondents are female.

Table 3.3

SALARY WISE CLASSIFICATION:

Salary:

SALARY	NO. OF RESPONDENTS	PERCENTAGE (%)
10000-20000	39	78
20000-30000	6	12
30000-40000	2	4
40000 and more	3	6
TOTAL	50	100

Source: Primary Data



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (72%) of the respondents receive salary from 10000-20000, 12% of the respondents salary is from 20000-30000, 4% of the respondents salary is from 30000-40000 and 4% of the respondents salary is 40000- more.

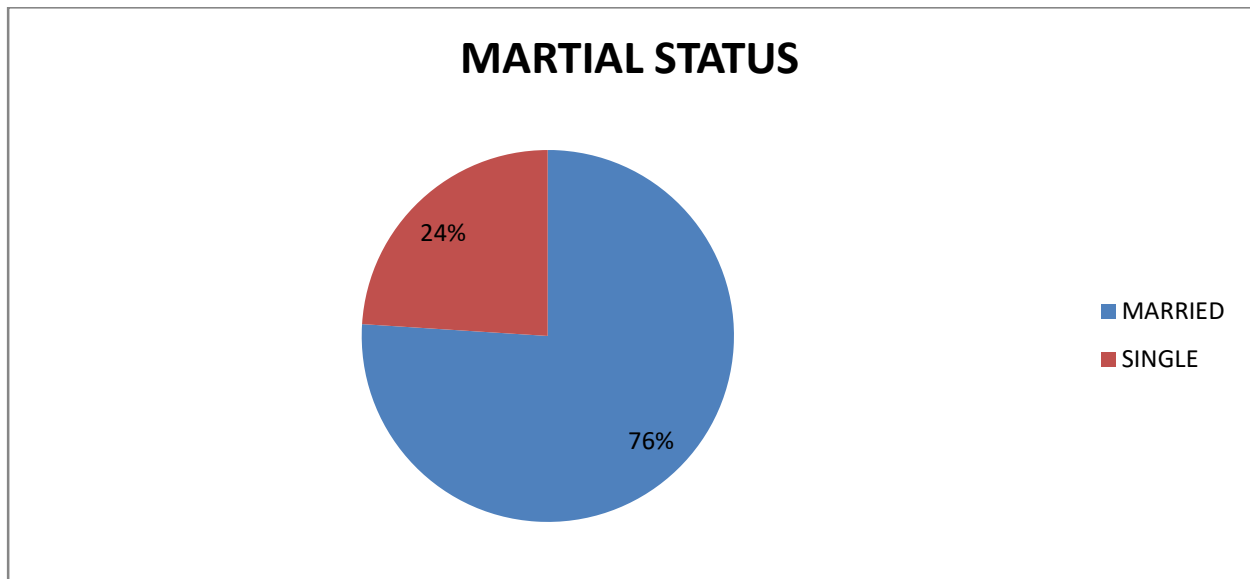
Majority (72%) of the respondent's salaries are from 10000-20000.

TABLE 3.4
MARTIAL STATUS:

Martial Status:

MARTIAL STATUS	NO. OF RESPONDENTS	PERCENTAGE (%)
Married	37	74%
Single	13	36%
TOTAL	50	100%

Source: Primary Data.



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (76%) of the respondents are married, 24% of the respondents are single.

Majority (76%) of the respondents are married.

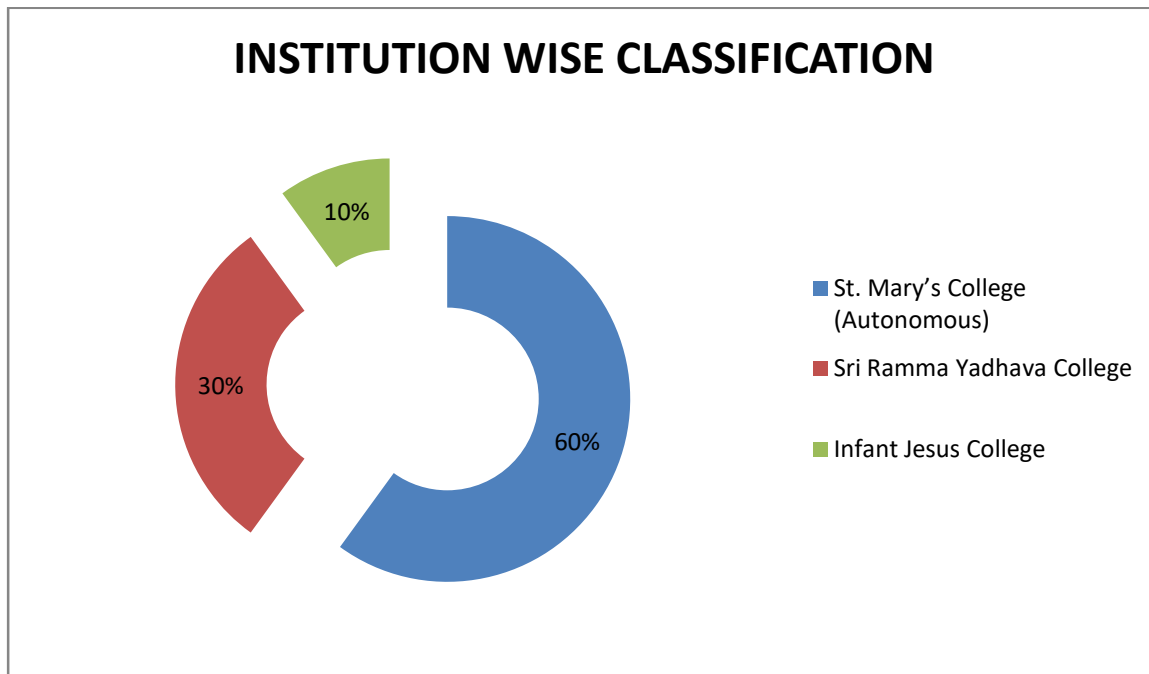
TABLE 3.5

INSTITUTION WISE CLASSIFICATION:

Name of the Institution:

NAME OF COLLEGE	NO. OF RESPONSES	PERCENTAGE
St. Mary's College (Autonomous)	30	60%
Sri Ramma Yadhava College	15	30%
Infant Jesus College	5	10%
TOTAL	50	100%

Source: Primary Data



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (60%) of the respondents are working in St. Mary's College (Autonomous), 30% of the respondents work in Yadhava college of Arts and Sciences and the remaining 10% of the respondents work in Infant Jesus College.

Majority of the respondents (60%) are working in St. Mary's College (Autonomous).

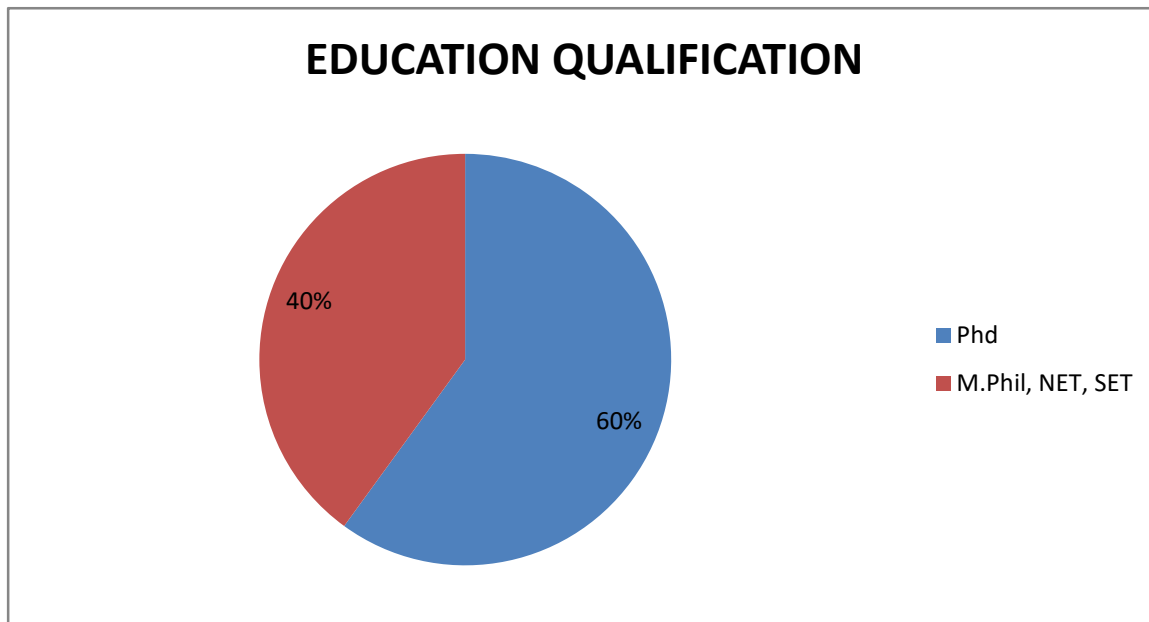
TABLE 3.6

EDUCATION QUALIFICATION:

Education Qualification:

EDUCATION QUALIFICATION	NO. OF RESPONDENTS	PERCENTAGE (%)
Phd	30	60%
M. Phil, NET, SET	20	40%
TOTAL	50	100%

Source: Primary Data



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (60%) of the respondents have completed their Phd, and 40% of the respondents have completed their M. Phil, NET, SET.

Majority of the respondents (60%) have completed their Phd.

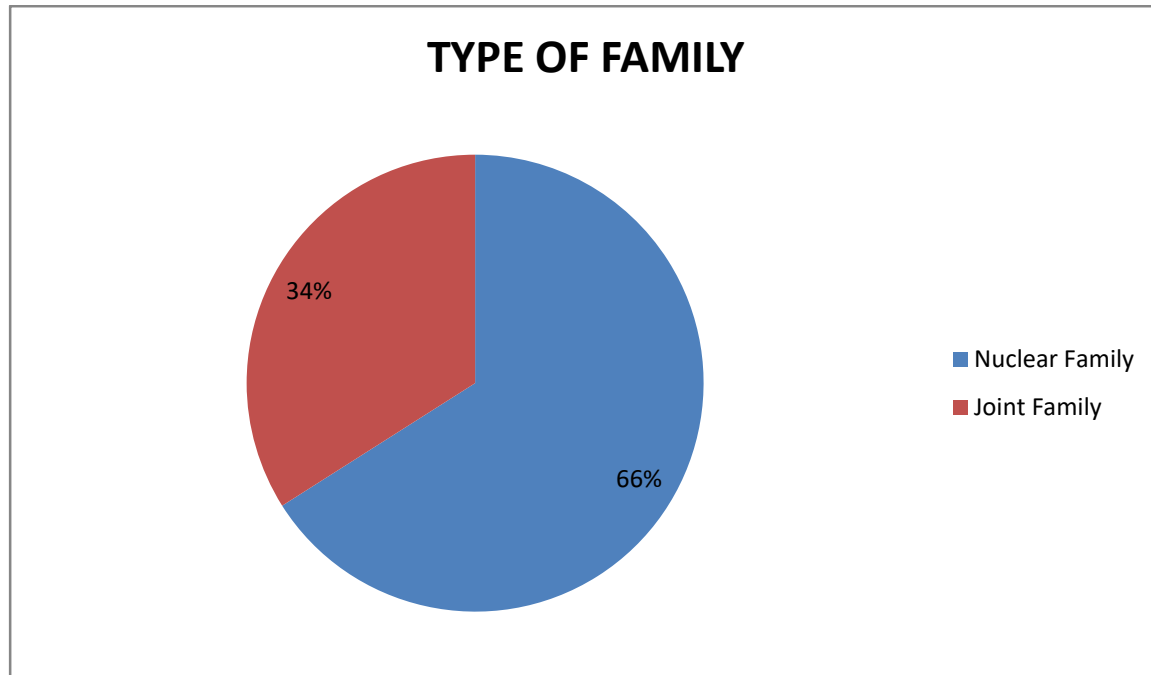
TABLE 3.7

TYPE OF FAMILY WISE CLASSIFICATION:

Type of Family:

TYPE OF FAMILY	NO. OF RESPONDENTS	PERCENTAGE (%)
Nuclear Family	33	66%
Joint Family	17	34%
TOTAL	50	100%

Source: Primary Data



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (66%) of the respondents are from Nuclear family, and 34% of the respondents are from Joint Family.

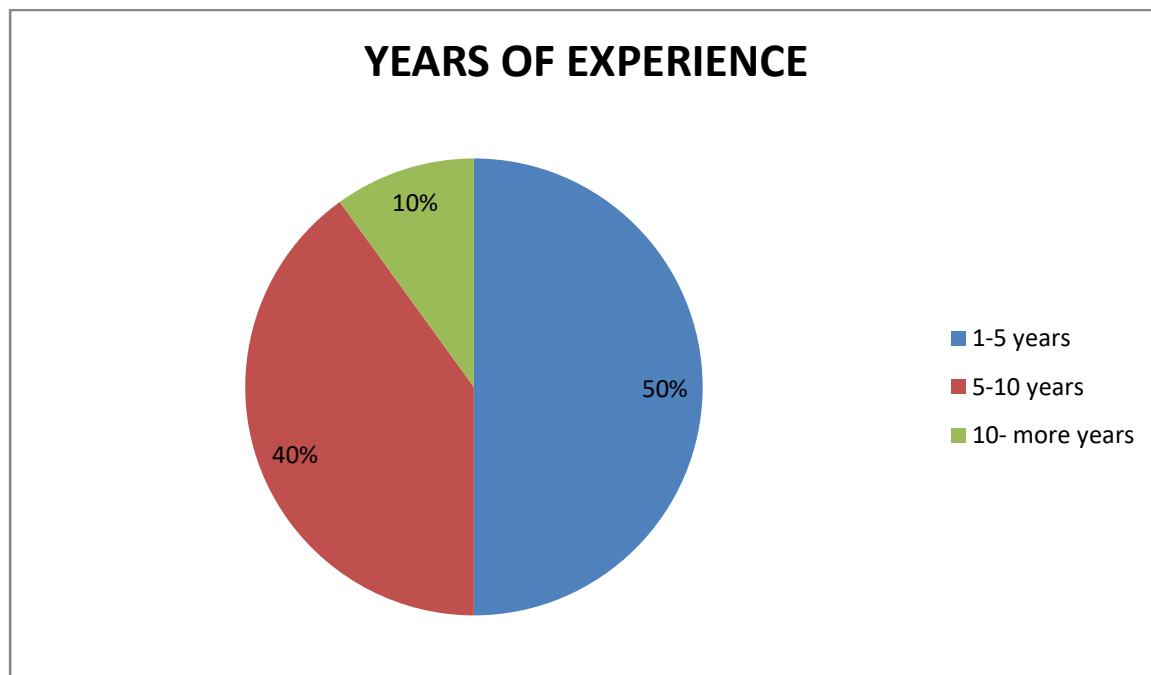
Majority of the respondents (66%) are from Nuclear Family.

TABLE 3.8
YEARS OF EXPERIENCE

Year of experience:

YEARS OF EXPERIENCE	NO. OF RESPONDENTS	PERCENTAGE (%)
1-5 years	25	50%
5-10 years	20	40%
10 and more years	5	10%
TOTAL	50	100%

Source: Primary Data.



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (50%) of the respondents have working experience for 1-5 years, and 40% of the respondents are have working experience for 5-10 years and 10% of the respondents are have working experience for 10- more years .

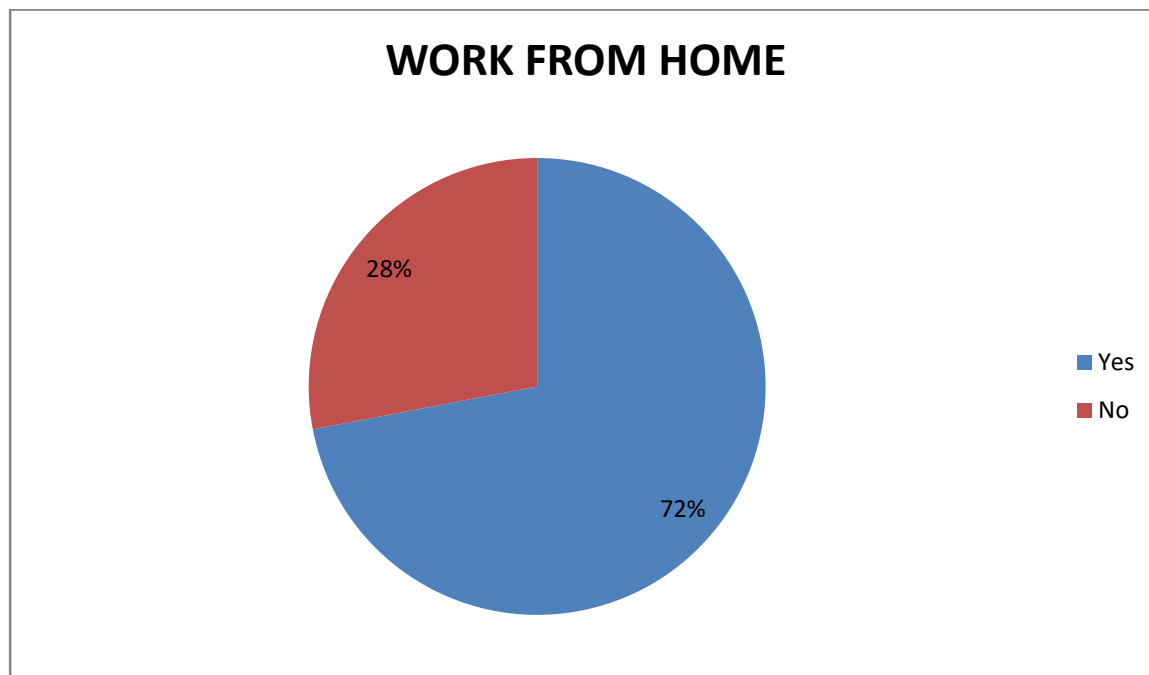
Majority of the respondents (50%) of the respondents have working experience for 1-5 years.

TABLE 3.9

WORK FROM HOME CLASSIFICATION:

WORK FROM HOME	NO. OF RESPONDENTS	PERCENTAGE (%)
Yes	36	72%
No	14	28%
TOTAL	50	100%

Source: Primary data



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (72%) of the respondents worked from their homes, and 28% of the respondents didn't work from their homes

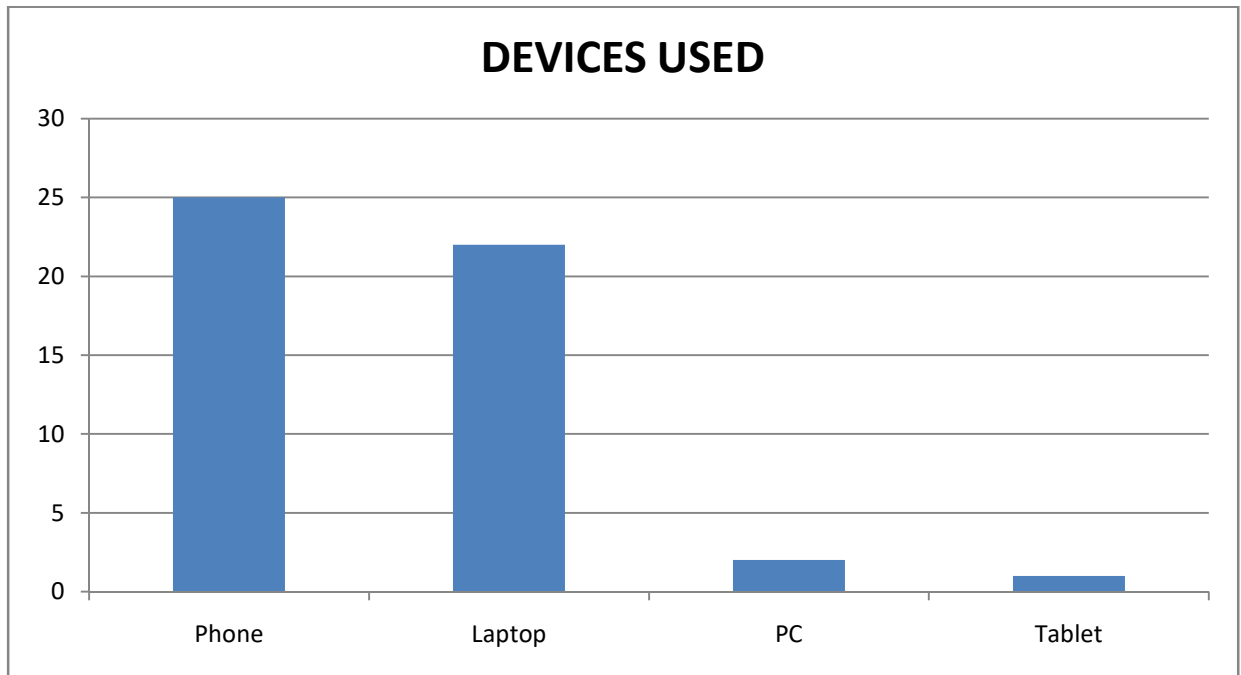
Majority (72%) of the respondents worked from their homes.

TABLE 3.10

DEVICES USED FOR ONLINE TEACHING:

DEVICES USED	NO. OF RESPONDENTS	PERCENTAGE (%)
Phone	25	50%
Laptop	22	44%
PC	2	4%
Tablet	1	2%
TOTAL	50	100%

Source: Primary Data.



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (50%) of the respondents are using their Phones, 44% of the respondents are using their Laptop and 4% of the respondents are using their PC and the balance 2% are using their Tablet for taking Online classes.

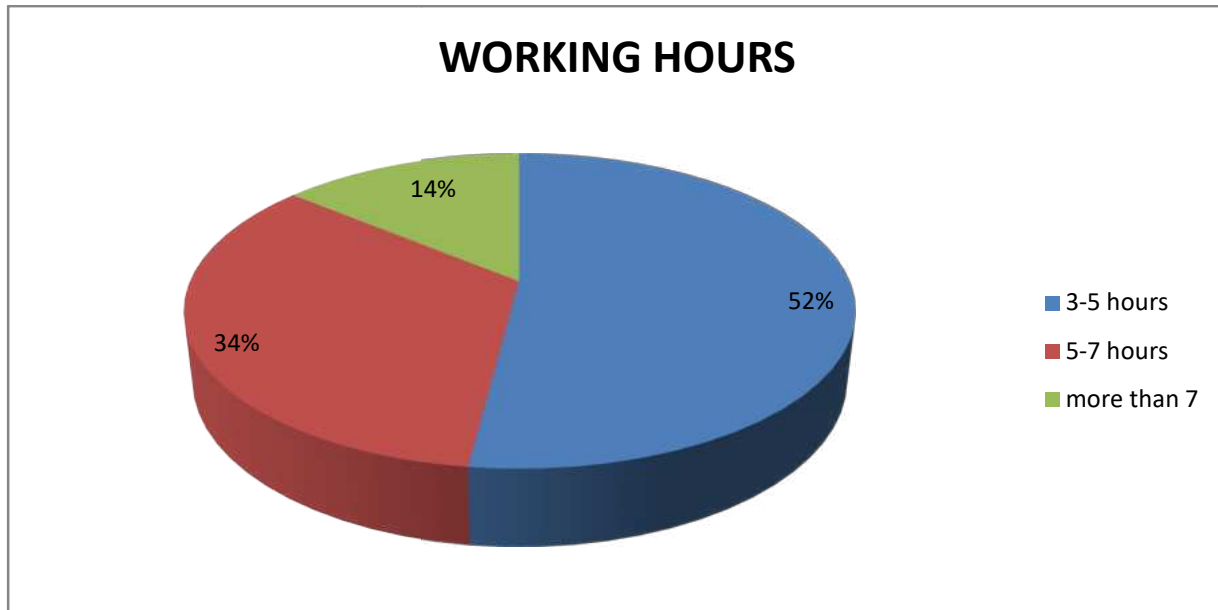
Majority of the respondents (50%) are using their Phones for taking online classes.

TABLE 3.11

WORKING HOURS CLASSIFICATION:

WORKING HOURS	NO. OF RESPONDENTS	PERCENTAGE (%)
3-5	26	52%
5-7	17	34%
TOTAL	50	100%

Source: Primary Data



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (52%) of the respondents work from 3-5 hours, 34% of the respondents worked from 5-7 hours and 14% of the respondents worked for more than 7 hours.

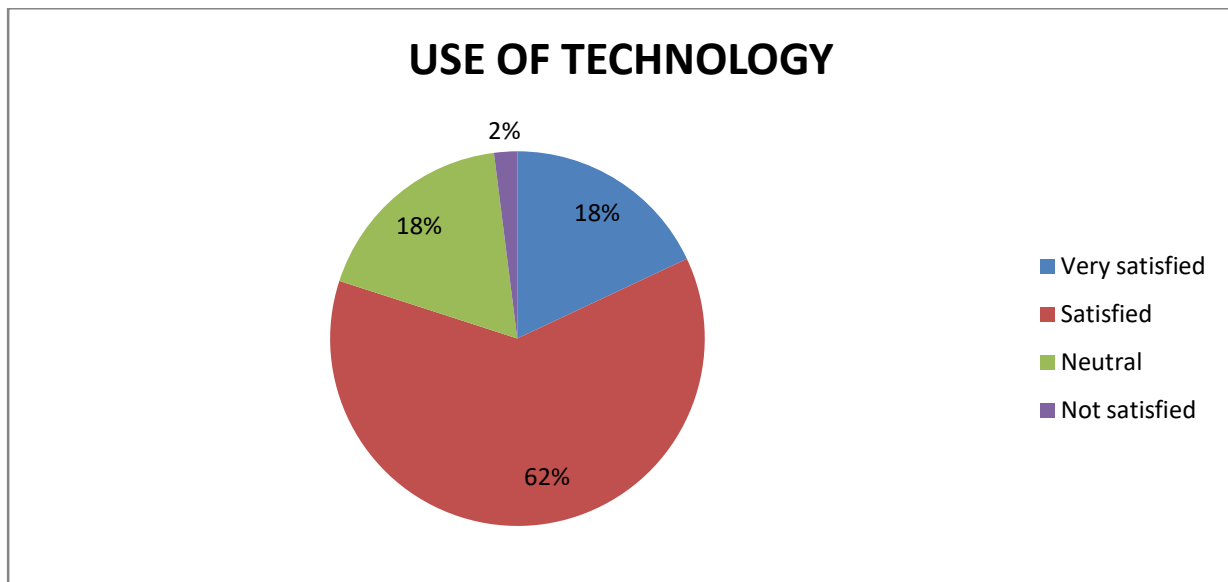
Majority of the respondents (52%) worked for 3-5 hours.

TABLE 3.12

SATISFACTION WITH THE USE OF TECHNOLOGY:

USE OF TECHNOLOGY	NO. OF RESPONDENTS	PERCENTAGE (%)
Very satisfied	9	18%
Satisfied	31	62%
Neutral	9	18%
Not satisfied	1	2%
TOTAL	50	100%

Source: Primary Data



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (62%) of the respondents are satisfied with the technology they are using, 18% of the respondents are very satisfied with the technology they are using and 18% of the respondents are neutral with the technology they are using and 2% of the respondents are not satisfied with the technology they are using.

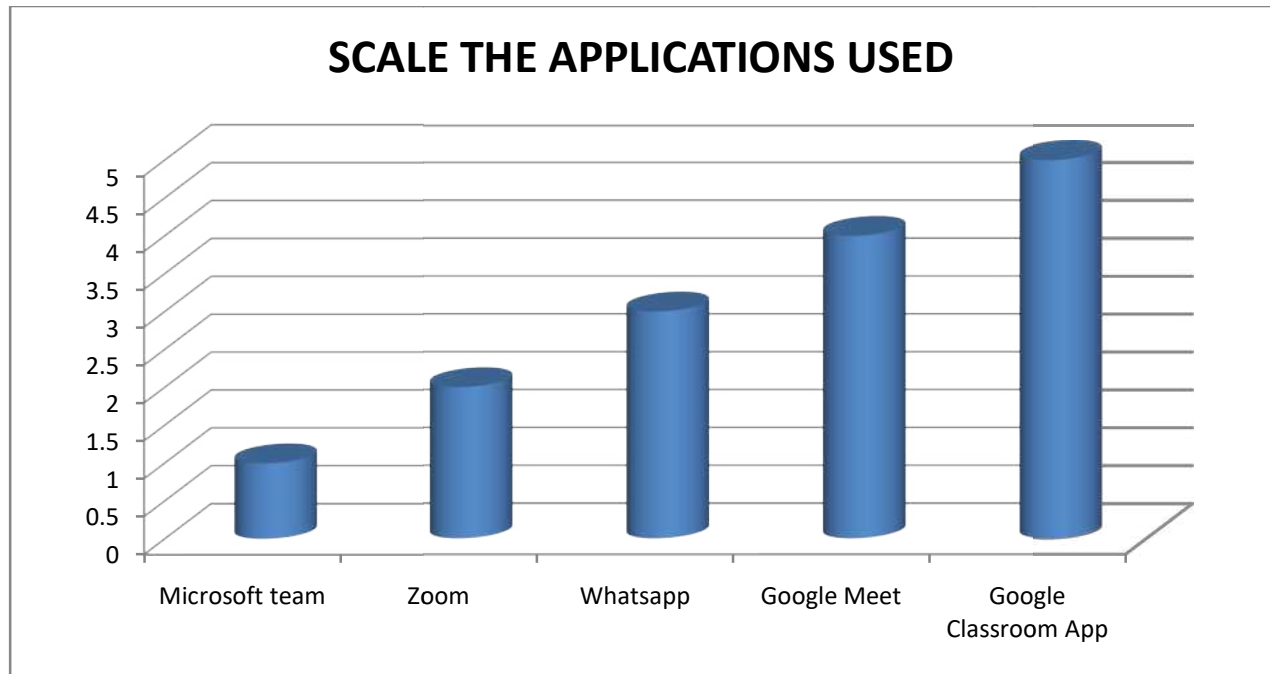
Majority of the respondents (62%) are satisfied with the technology they used.

TABLE 3.13

SCALE THE APPLICATIONS USED:

Scaling	5	4	3	2	1	Total Number of Responses	Weight Total	AVG Total	Rank
Zoom	17 (85)	11 (44)	9 (27)	5 (10)	8 (8)	50	174	3.48	II
Google Meet	10 (50)	14 (56)	14 (42)	4 (8)	8 (8)	50	164	3.28	IV
Microsoft Team	17 (85)	11 (44)	15 (45)	5 (10)	2 (2)	50	186	3.72	I
Google Class Room	9 (45)	14 (56)	11 (33)	7 (14)	9 (9)	50	157	3.14	V
Whats App	15 (75)	12 (48)	9 (27)	7 (14)	7 (7)	50	171	3.42	III

Source: Primary Data



Inference:

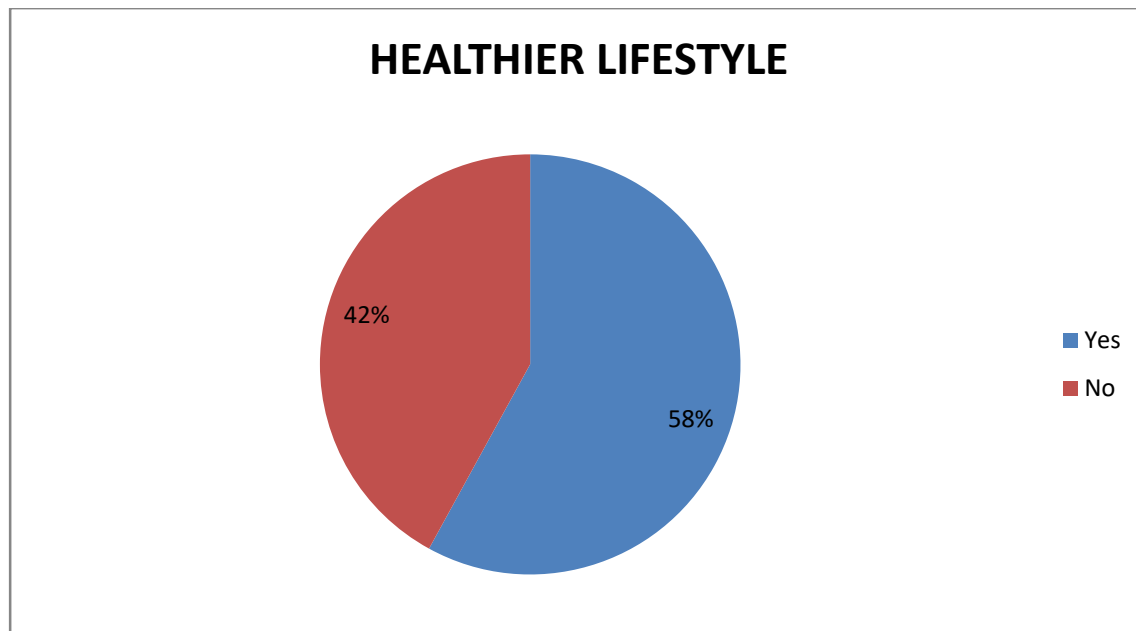
The above five Point Scale, exhibits the rating of the respondents regarding the challenge faced by them during pandemic period. The above table clearly states that, majority of the respondents have given 1st rank for “Microsoft Team” with a maximum average score of 3.72, which is followed by the other challenges according to the ranks given by the respondents, “Zoom” is ranked 2nd, “Whatapp” is ranked 3rd, “Google Meet” is ranked 4th, and the least rank was given to “Google class room” with the least score of 3.14.

Majority of the respondents stated that "Microsoft Teams" is the most used application by the Professors with the maximum average score of 3.72, and the least importance have to be given to "Google class room" with the least score of 3.14.

TABLE 3.14
HEALTHIER LIFESTYLE:

HEALTHIER LIFESTYLE	NO. OF RESPONDENTS	PERCENTAGE (%)
Yes	29	58
No	21	42
TOTAL	50	100

Source: Primary data.



Inference:

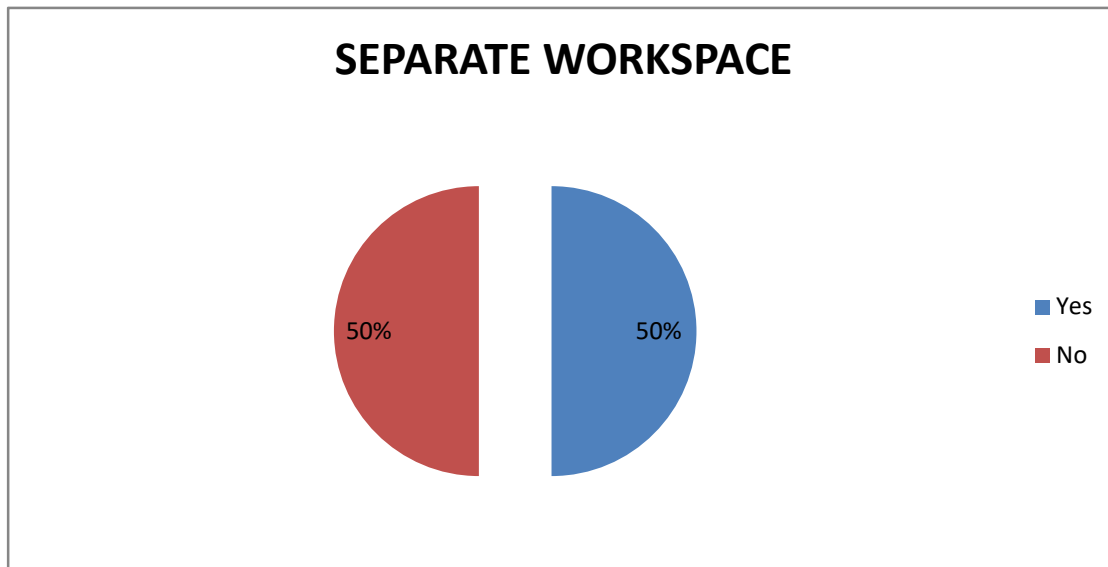
From the above table, it is clear that out of the total respondents taken for study majority (58%) of the respondents are rated as yes and 42% of the respondents are rated as no.

Majority (58%) of the respondents are rated as yes for having healthier lifestyle.

TABLE 3.15
SEPARATE WORKSPACE:

SEPARATE WORKSPACE	NO. OF RESPONDENTS	PERCENTAGE (%)
Yes	25	50
No	25	50
TOTAL	50	100

Source: Primary data.



Inference:

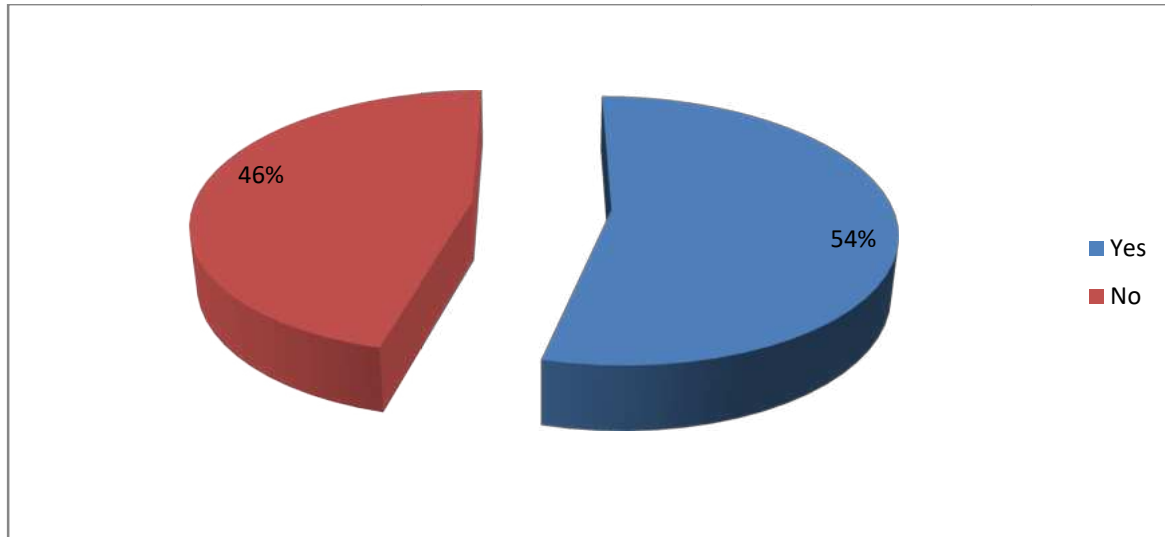
From the above table, it is clear that out of the total respondents taken for study majority (50%) of the respondents are rated as yes and 50% of the respondents are rated as no.

Majority (50%) of the respondents are rated as both yes and no on having a separate work space.

TABLE: 3.16
GOOD WORK LIFE BALANCE:

GOOD WORK LIFE BALANCE	NO. OF RESPONDENTS	PERCENTAGE (%)
Yes	27	54
No	23	46
TOTAL	50	100

Source: Primary data.



Inference:

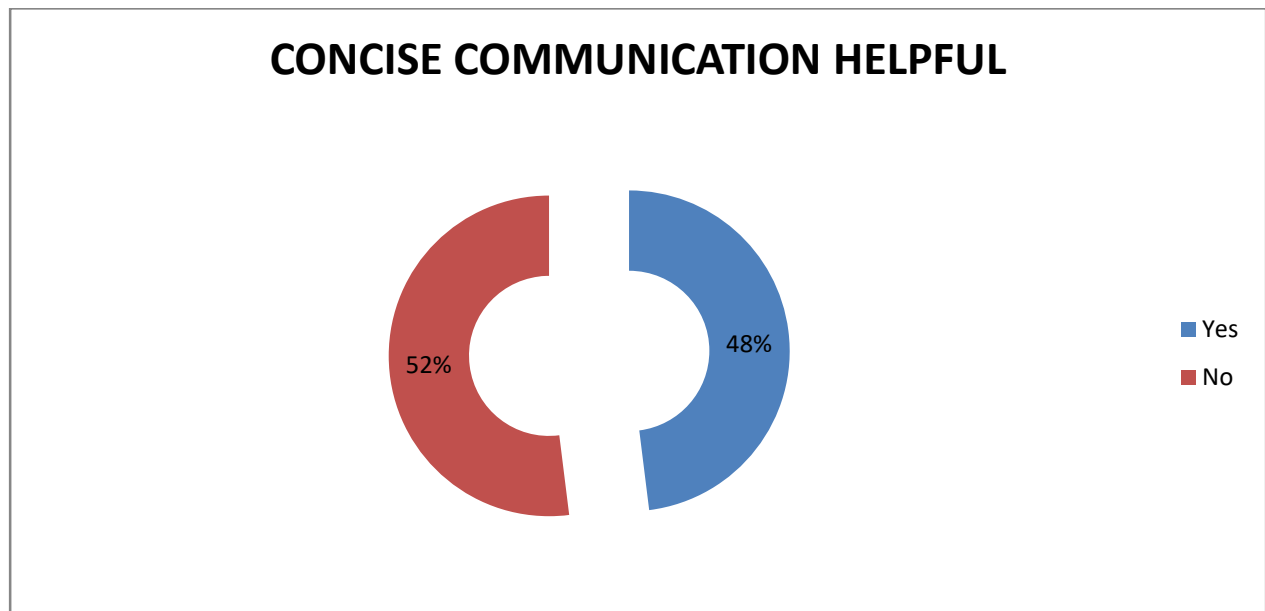
From the above table, it is clear that out of the total respondents taken for study majority (54%) of the respondents are rated as yes and 46% of the respondents are rated as no.

Majority (54%) of the respondents are rated yes as they have perfect work life balance.

TABLE: 3.17
CONCISE COMMUNICATION:

CONCISE COMMUNICATION HELPFUL	NO. OF RESPONDENTS	PERCENTAGE (%)
Yes	24	48
No	26	52
TOTAL	50	100

Source: Primary data.



Inference:

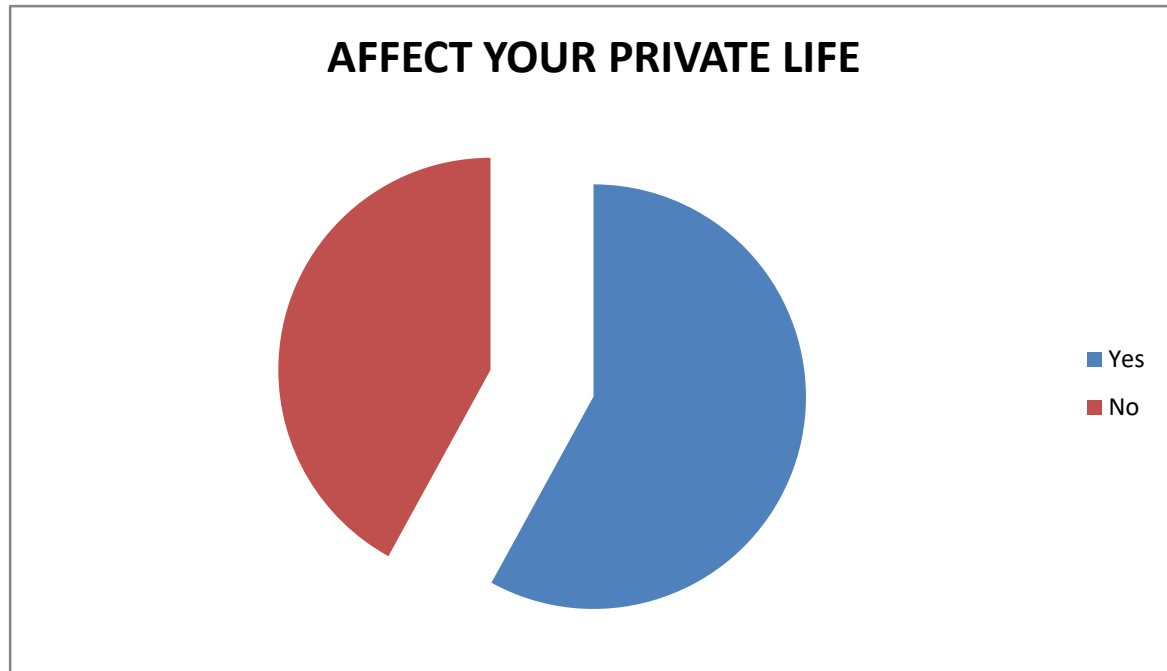
From the above table, it is clear that out of the total respondents taken for study majority (52%) of the respondents are rated as no and 48% of the respondents are rated as yes.

Majority (52%) of the respondents are rated no as the concise communication was not helpful.

TABLE: 3.18
AFFECT YOUR PRIVATE LIFE:

AFFECT YOUR PRIVATE LIFE	NO. OF RESPONDENTS	PERCENTAGE (%)
Yes	29	58
No	21	42
TOTAL	50	100

Source: Primary data.



Inference:

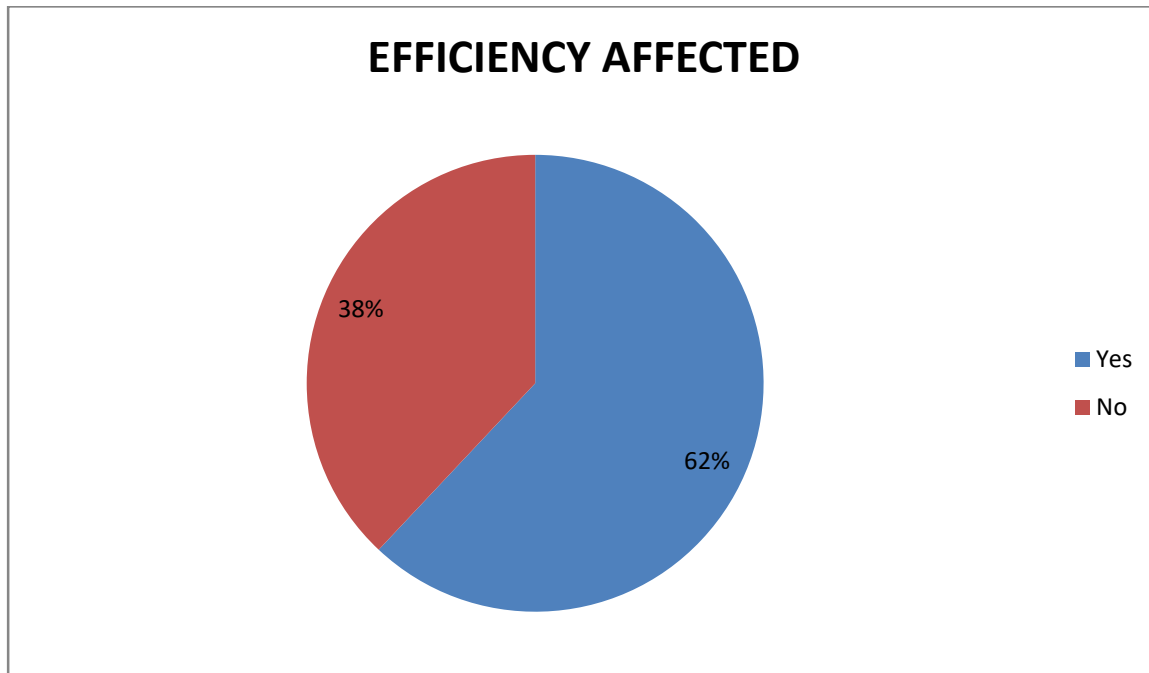
From the above table, it is clear that out of the total respondents taken for study majority (58%) of the respondents are rated as yes and 42% of the respondents are rated as no.

Majority (58%) of the respondents are rated yes as it affected their private life.

TABLE: 3.19
EFFICIENCY AFFECTED:

EFFICIENCY AFFECTED	NO. OF RESPONDENTS	PERCENTAGE (%)
Yes	31	62
No	19	38
TOTAL	50	100

Source: Primary data.



Inference:

From the above table, it is clear that out of the total respondents taken for study majority (62%) of the respondents are rated as yes and 38% of the respondents are rated as no.

Majority (62%) of the respondents are rated yes as their efficiency was affected.

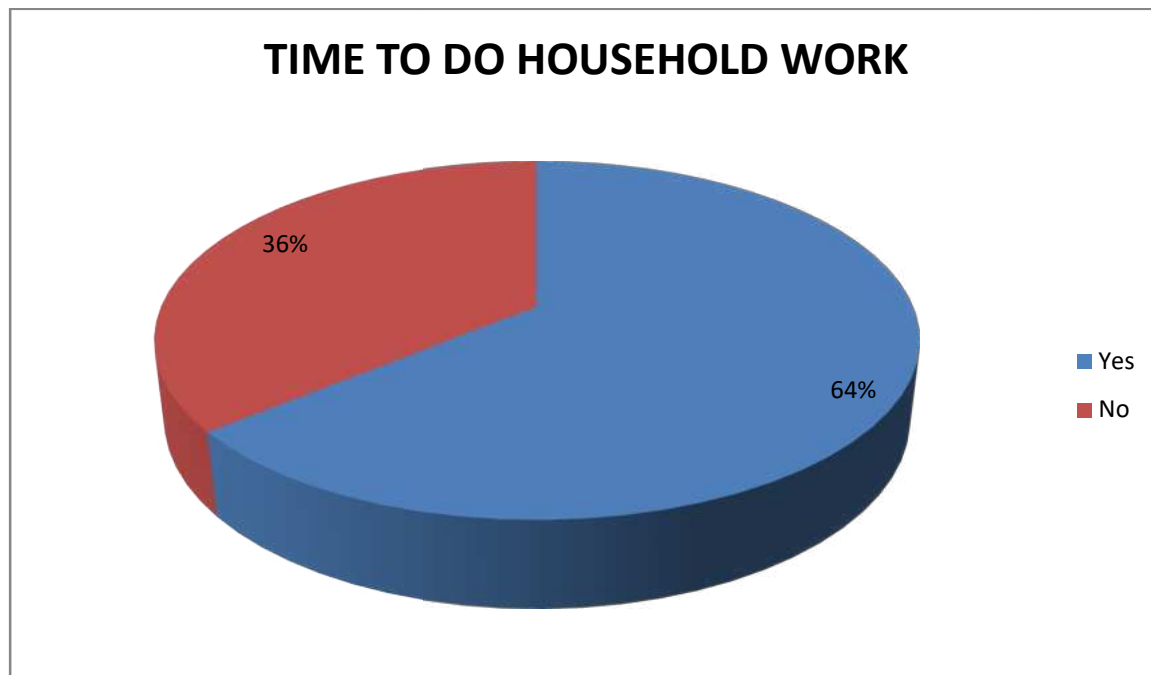
TABLE: 3.20

TIME TO DO HOUSEHOLD WORK:

Did you have time to do household work?

TIME TO DO HOUSEHOLD WORK	NO. OF RESPONDENTS	PERCENTAGE (%)
Yes	32	64%
No	18	36%
TOTAL	50	100%

Source: Primary data.



Inference:

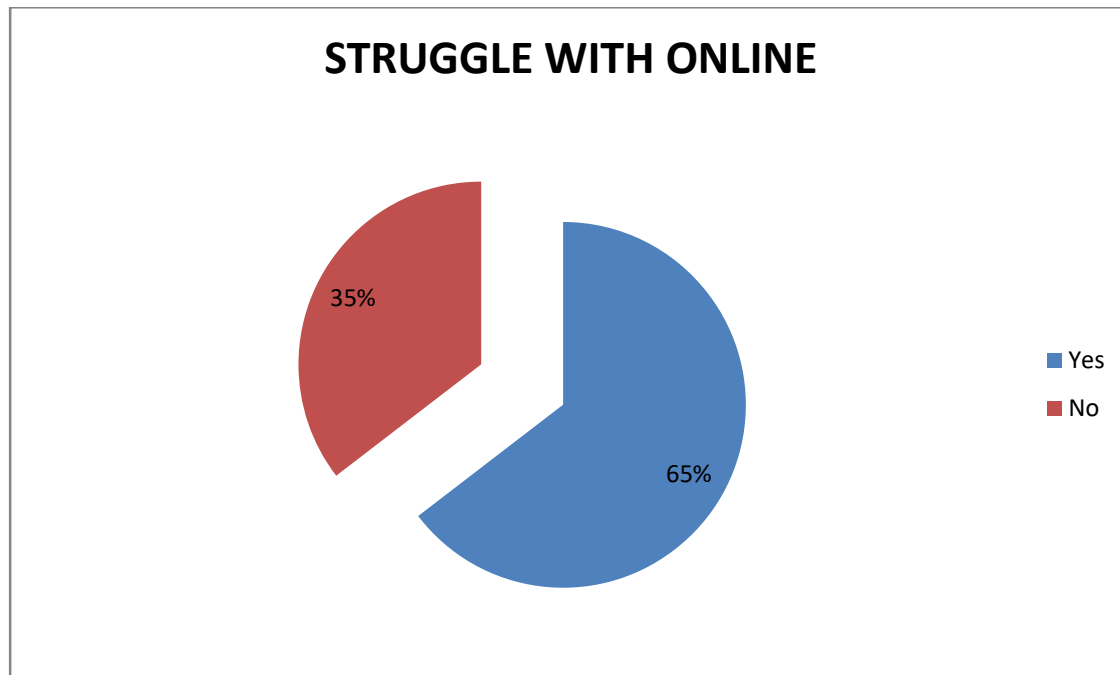
From the above table, it is clear that out of the total respondents taken for study majority (64%) of the respondents are rated as yes and 36% of the respondents are rated as no.

Majority (64%) of the respondents are rated yes as they had time to do household work.

TABLE: 3.21
STRUGGLE WITH ONLINE:

STRUGGLE WITH ONLINE	NO. OF RESPONDENTS	PERCENTAGE (%)
Yes	33	66
No	17	34
TOTAL	50	100

Source: Primary data.



Inference:

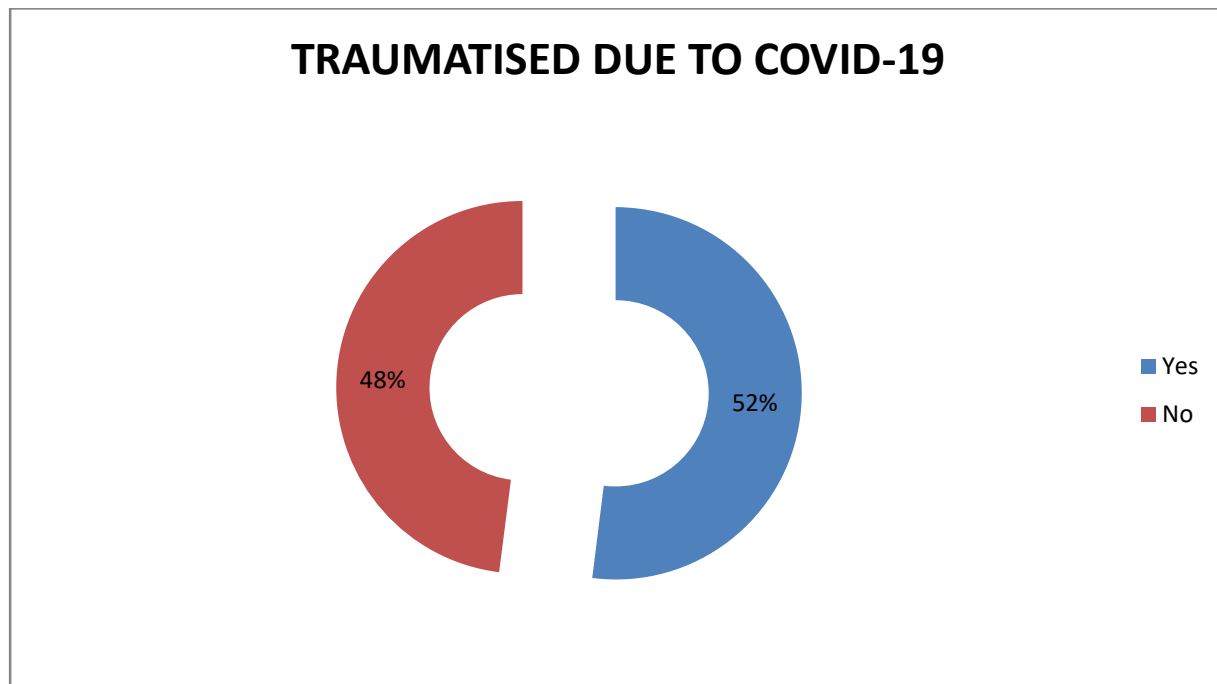
From the above table, it is clear that out of the total respondents taken for study majority (66%) of the respondents are rated as yes and 34% of the respondents are rated as no.

Majority (66%) of the respondents are rated yes as they struggled with online class.

TABLE: 3.22
TRAUMATISED DUE TO COVID-19:

TRAMATISED CASES DUE TO COVID-19	NO.OF RESPNDENTS	PERCENTAGE (%)
Yes	26	52
No	24	48
TOTAL	50	100

Source: Primary data.



Inference:

From the above table, it is clear that out of the total respondents taken for study, the majority (52%) of the respondents has rated as yes and 48% of the respondents are rated as no.

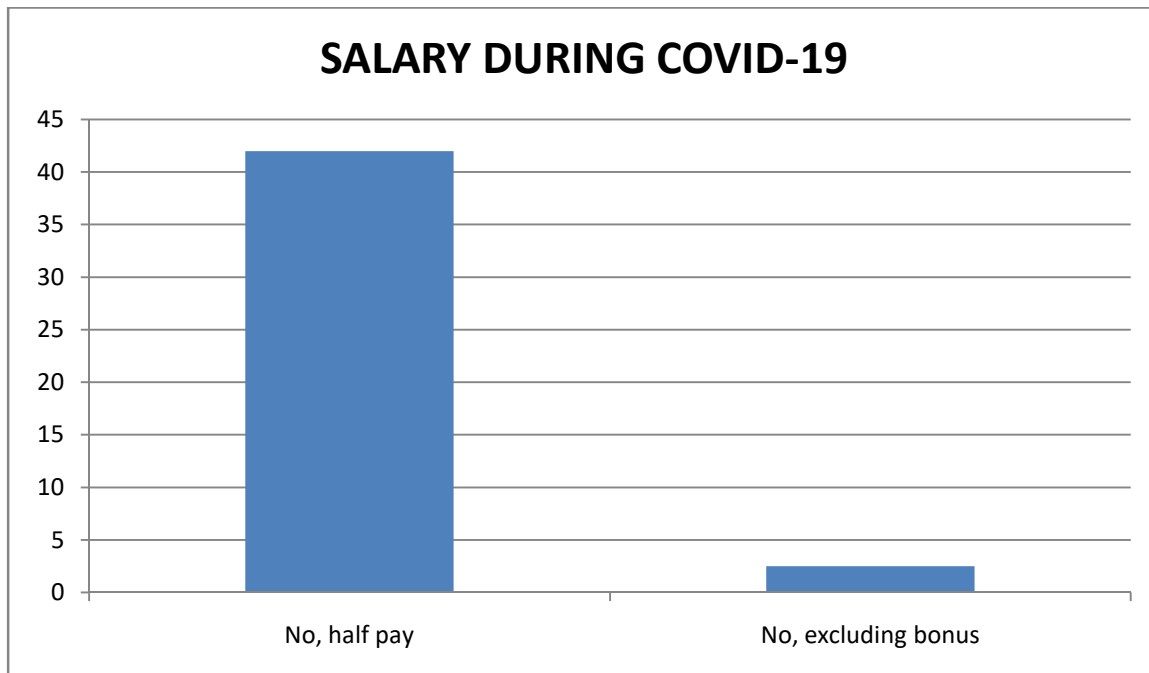
Majority (52%) of the respondents are rated yes as they were traumatized due to covid-19 cases in their locality.

TABLE3.23

SALARY DURING COVID-19:

SALARY DURING COVID-19	NO.OF RESPNDENTS	PERCENTAGE (%)
No, half pay	42	84
No, excluding bonus	8	16
TOTAL	50	100

Source: Primary data



Inference:

From the above table, it is clear that out of the total respondents taken for study, the majority (84%) of the respondents has received half pay and 16% of the respondents has received salary excluding bonus.

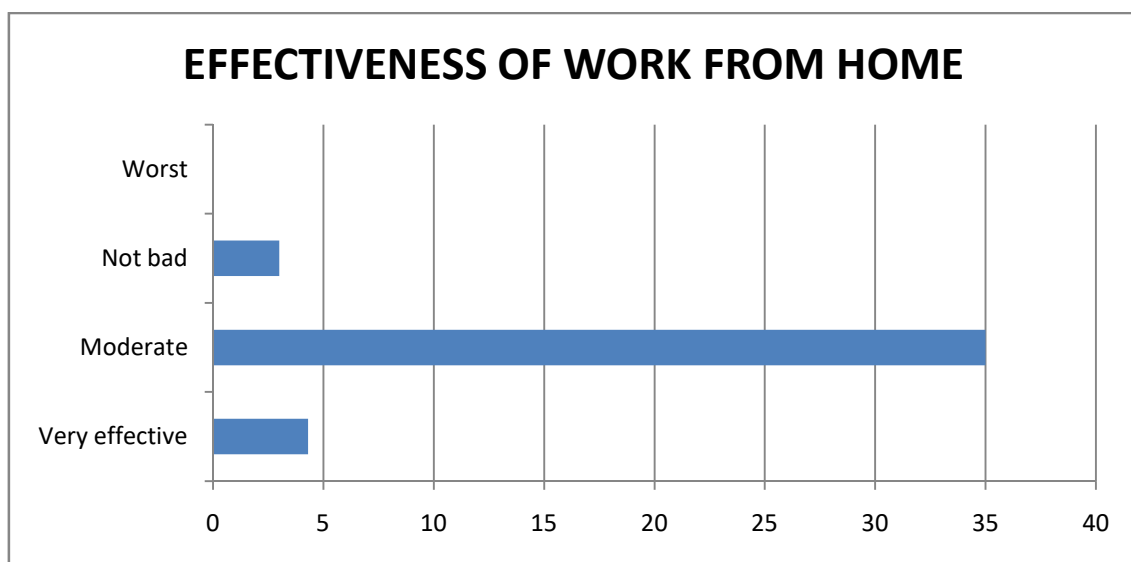
Majority (84%) of the respondents have received half pay.

TABLE 3.24

EFFECTIVENESS OF WORK FROM HOME EXPERIENCE:

EFFECTIVENESS OF WORK FROM HOME	NO. OF RESPONDENTS	PERCENTAGE (%)
Very effective	12	24%
Moderate	35	70%
Not bad	3	6%
Worst	0	0%
TOTAL	50	100%

Source: Primary Data



Inference:

From the above table, it is clear that out of the total respondents taken for study, the majority (70%) of the respondents has moderate level of experience and 24% of the respondents have very effective level of experience, 6% of the respondents had experienced not bad level of experience and 0% had experienced worst level of experience.

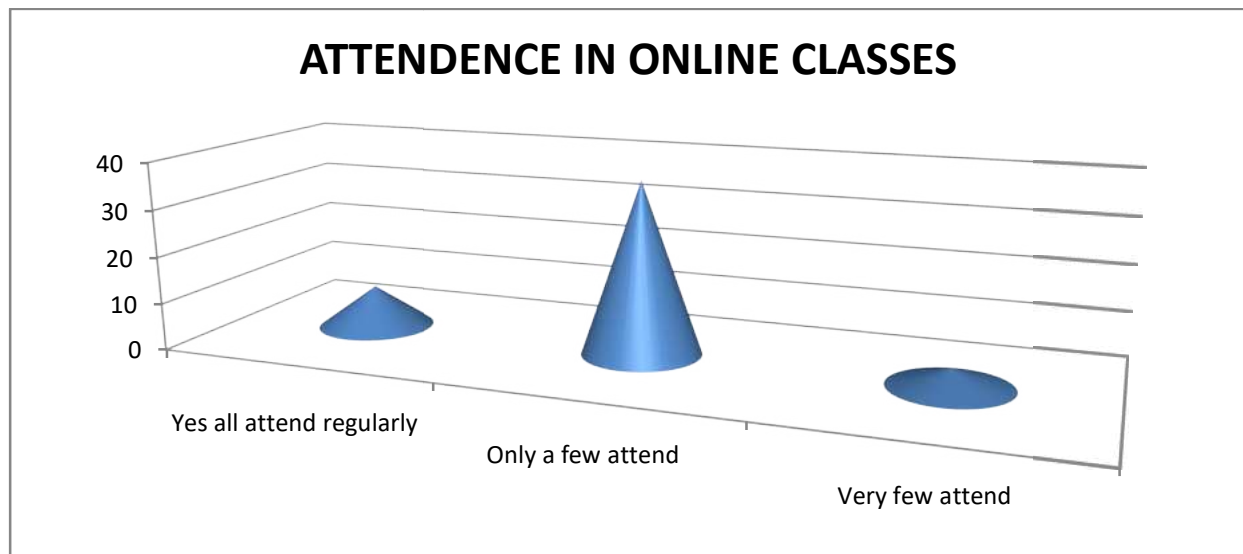
Majority (70%) of the respondents has moderate level of experience.

TABLE 3.25

ATTENDENCE IN ONLINE CLASSES:

ATTENDENCE IN ONLINE CLASSES	NO. OF RESPONDENTS	PERCENTAGE (%)
Yes all attend regularly	9	18
Only a few attend	37	74
Very few attend	4	8
TOTAL	50	100

Source: Primary Data



Inference:

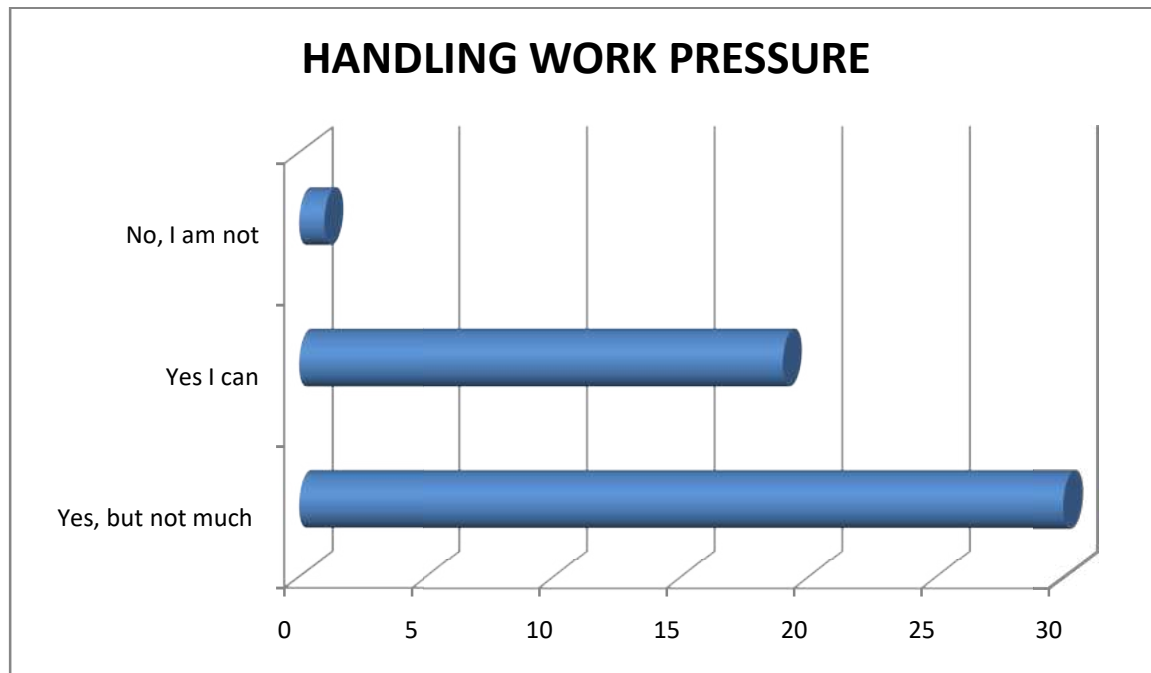
From the above table, it is clear that out of the total respondents taken for study, the majority (74%) of the respondents had said only a few of their students attend online classes and 18% of the respondents had said most of their students attend online classes, 8% of the respondents had said very few of their students attend online classes

Majority (74%) of the respondents had said only a few of their students attend online classes.

TABLE 3.26
HANDLING WORK PRESSURE:

HANDLING WORK PRESSURE	NO. OF RESPONDENTS	PERCENTAGE (%)
Yes, but not much	30	60%
Yes I can	19	38%
No, I am not	1	2%
TOTAL	50	100%

Source: Primary Data.



Inference:

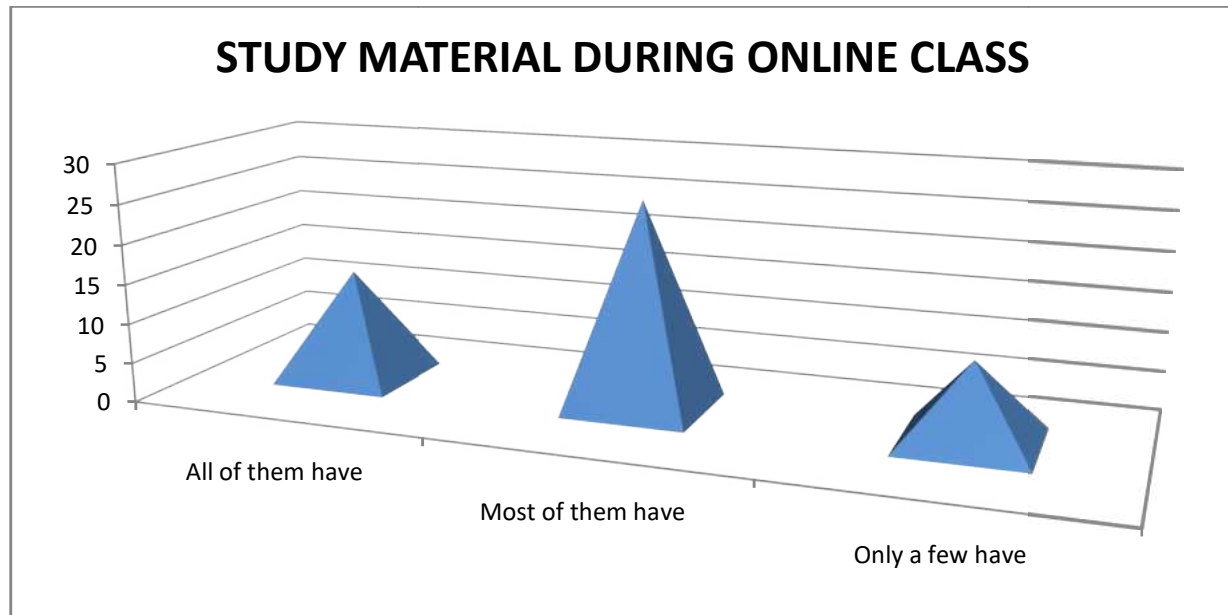
From the above table, it is clear that out of the total respondents taken for study, the majority (60%) of the respondents had said that they can handle work pressure but not much, 38 % of the respondents had said that they can handle work pressure, 2% of the respondents had said that they cannot handle work pressure.

Majority (60%) of the respondents had said that they can handle work pressure but not much.

TABLE 3.27
STUDY MATERIAL DURING ONLINE CLASSES:

STUDY MATERIAL DURING ONLINE CLASSES	NO. OF RESPONDENTS	PERCENTAGE (%)
All of them have	14	28%
Most of them have	26	52%
Only a few have	10	20%
TOTAL	50	100%

Source: Primary data



Inference:

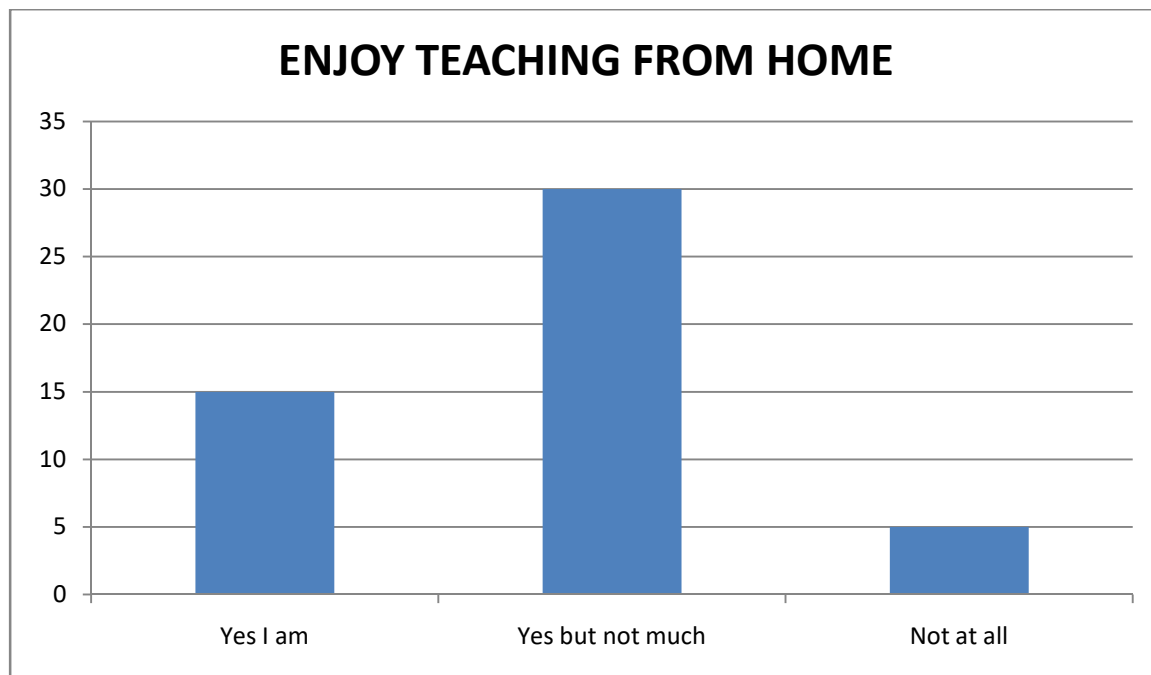
From the above table, it is clear that out of the total respondents taken for study, the majority (52%) of the respondents had said that most of their students have their material, 28 % of the respondents had said that all of their students have their material, 18% of the respondents had said that only a few of their students have their material.

Majority (52%) of the respondents had said that most of their students have their material.

TABLE 3.28
ENJOY TEACHING FROM HOME

ENJOY TEACHING FROM HOME	NO OF RESPONDENTS	PERCENTAGE (%)
Yes I am	15	30%
Yes but not much	30	60%
Not at all	5	10%
TOTAL	50	100%

Source: Primary Data



Inference:

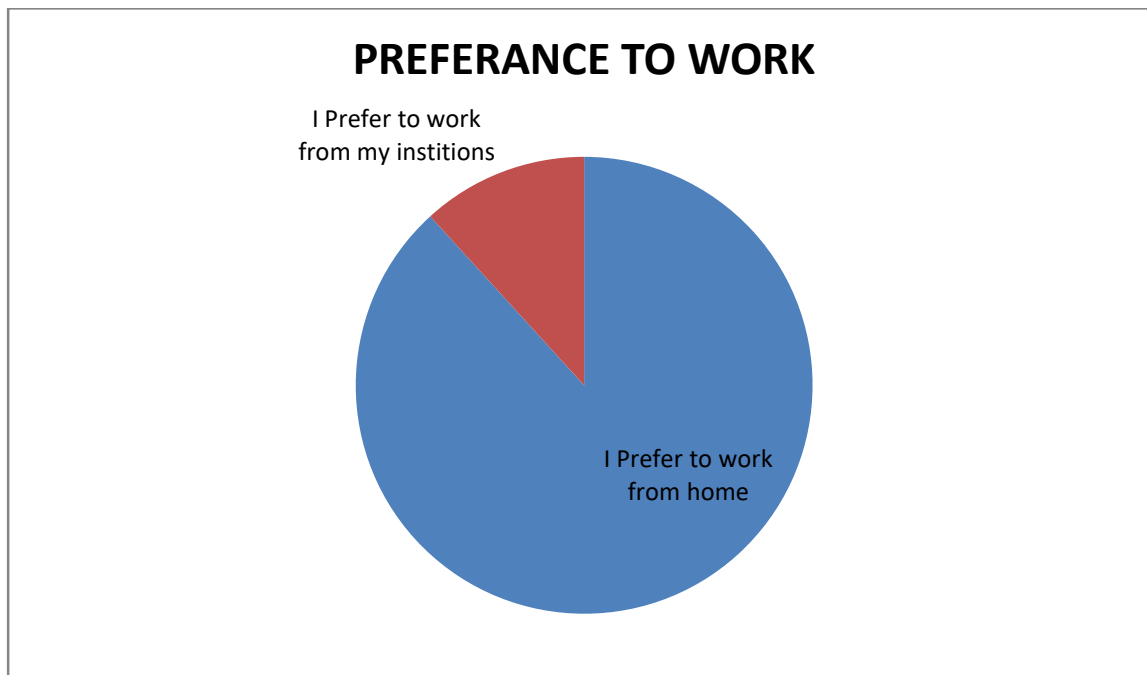
From the above table, it is clear that out of the total respondents taken for the study majority 60% of the respondents enjoy teaching from home but not much, 30% of the respondents enjoy teaching from home, 10% of the respondents don't enjoy at all.

Majority 60% of the respondents enjoy teaching from home but not much.

TABLE 3.29
PREFERENCE TO WORK

PREFERENCE TO WORK	NO OF RESPONDENTS	PERCENTAGE (%)
I prefer to work from home	12	24%
I prefer to work from institution	38	76%
TOTAL	50	100%

Source: Primary Data



Inference:

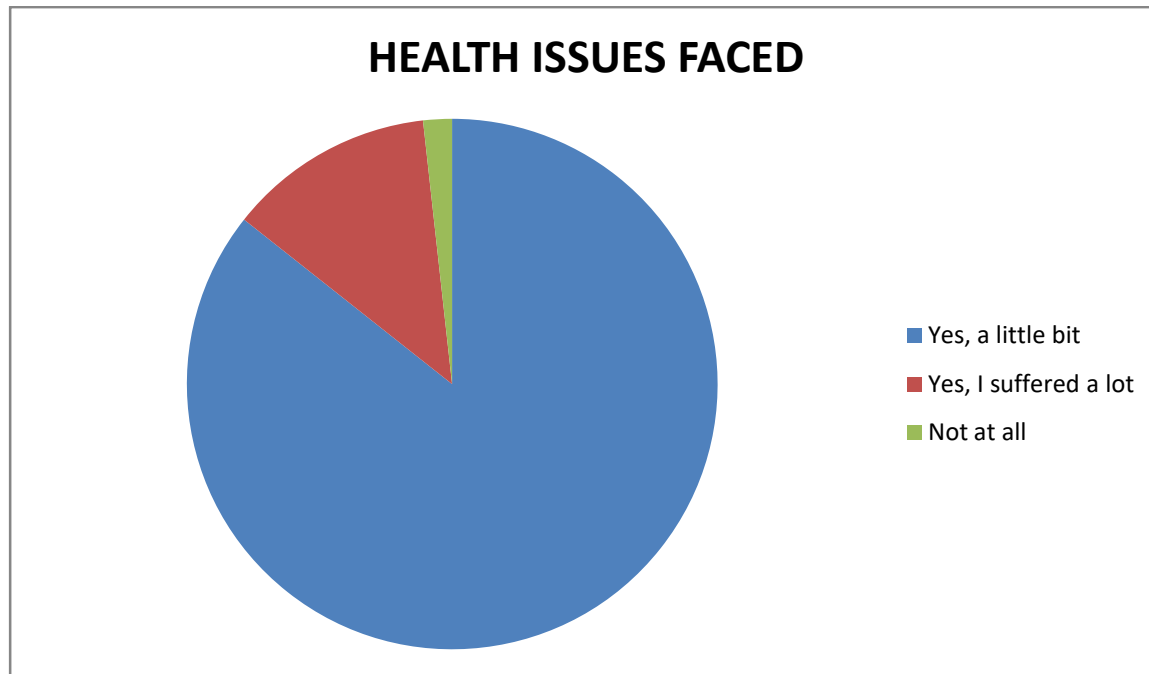
From the above table, it is clear that out of the total respondents taken for the study majority 76% prefer to work from institution, 24% of the respondents prefer to work from home.

Majority of (76%) respondents prefer to work from institution.

TABLE 3.30
HEALTH ISSUES FACED

HEALTH ISSUES FACED	NO. OF RESPONDENTS	PERCENTAGE (%)
Yes, a little bit	34	68%
Yes, I suffered a lot	5	10%
Not at all	11	22%
TOTAL	50	100%

Source: Primary Data.



Inference:

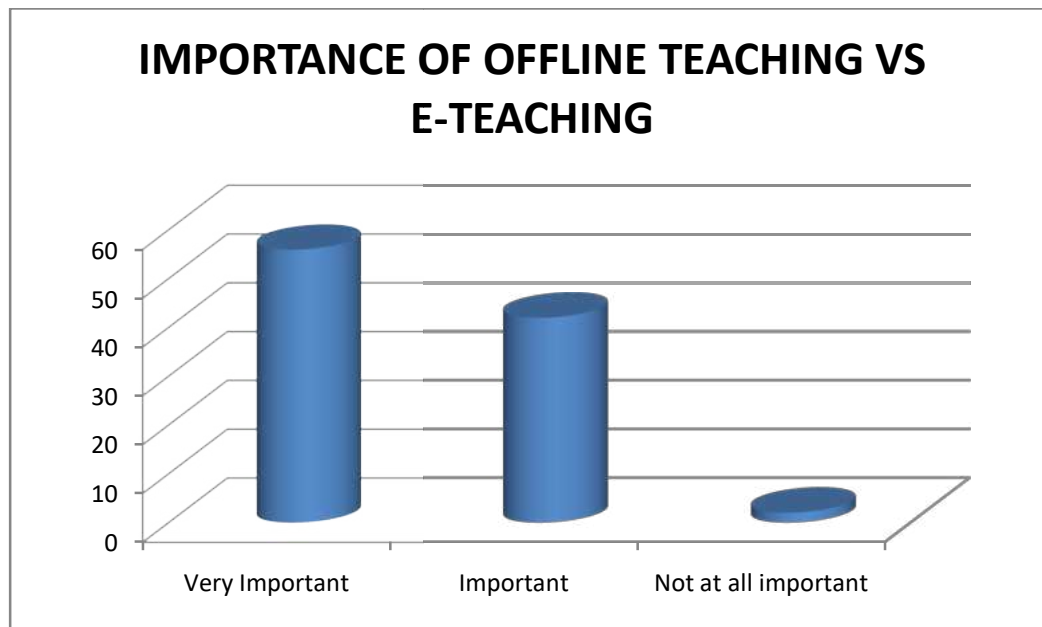
From the above table, it is clear that out of the total respondents taken for study majority (68%) of the respondents are suffered a little bit of health issues and 22% of the respondents are suffered a lot of health issues and the remaining 10% of the respondents are not at all suffered.

Majority (68%) of the respondents are suffered a little bit of health issues.

TABLE 3.31
IMPORTANCE OF OFFLINE TEACHING VS E-TEACHING

IMPORTANCE	NO. OF RESPONDENTS	PERCENTAGE (%)
Very Important	28	56
Important	21	42
Not at all important	1	2
TOTAL	50	100

Source: Primary Data.



Inference:

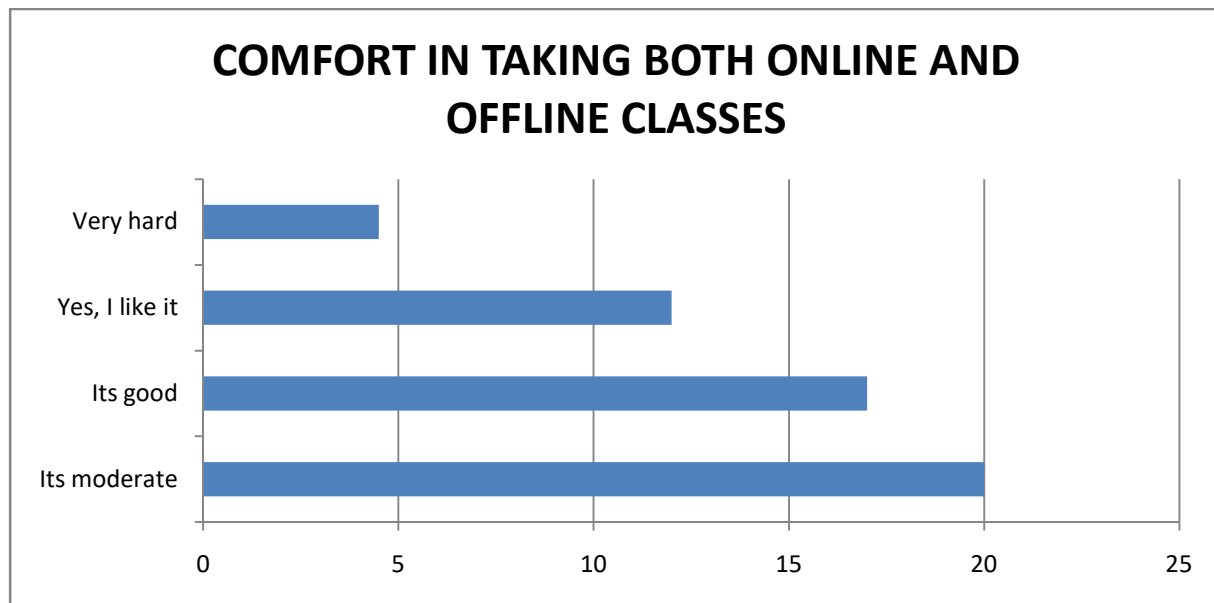
From the above table, it is clear that out of the total respondents taken for study majority (56%) of the respondents are rated E-teaching as very important and 42% of the respondents are rated E-teaching as important and the remaining 2% of the respondents are rated E-teaching as not at all important.

Majority (56%) of the respondents are rated E-teaching as very important.

TABLE 3.32
COMFORT IN TAKING BOTH ONLINE AND OFFLINE CLASS

COMFORT IN TAKING BOTH ONLINE AND OFFLINE CLASS	NO. OF RESPONDENTS	PERCENTAGE (%)
It's moderate	20	40%
It's good	17	34%
Yes, I like it	12	24%
Very hard	1	2%
TOTAL	50	100%

Source: Primary Data.



Inference:

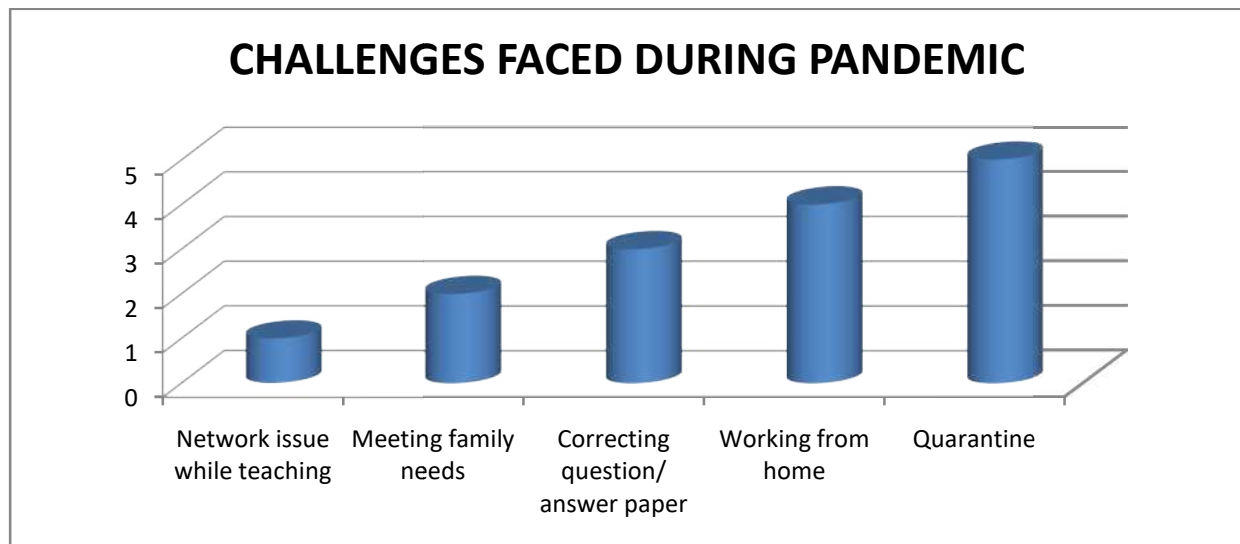
From the above table, it is clear that out of the total respondents taken for study majority (40%) of the respondents are moderately comfortable with their teaching and 34% of the respondents are rated as good and 24% of the respondents are comfortable teaching both online and offline and the remaining 2% of the respondents are not at all comfortable.

Majority (40%) of the respondents are moderately comfortable with their teaching.

TABLE 3.33
CHALLENGES FACED DURING PANDEMIC

Rating	5	4	3	2	1	Total Number of Responses	Weight Total	AVG Total	Ran k
Meeting family needs	17 (85)	11 (44)	9 (27)	5 (10)	8 (8)	50	174	3.48	II
Working from home	10 (50)	14 (56)	14 (42)	4 (8)	8 (8)	50	164	3.28	IV
Network issue while teaching	17 (85)	11 (44)	15 (45)	5 (10)	2 (2)	50	186	3.72	I
Quarantine	9 (45)	14 (56)	11 (33)	7 (14)	9 (9)	50	157	3.14	V
Correcting question/answer papers	15 (75)	12 (48)	9 (27)	7 (14)	7 (7)	50	171	3.42	III

Source: Primary Data.



Inference:

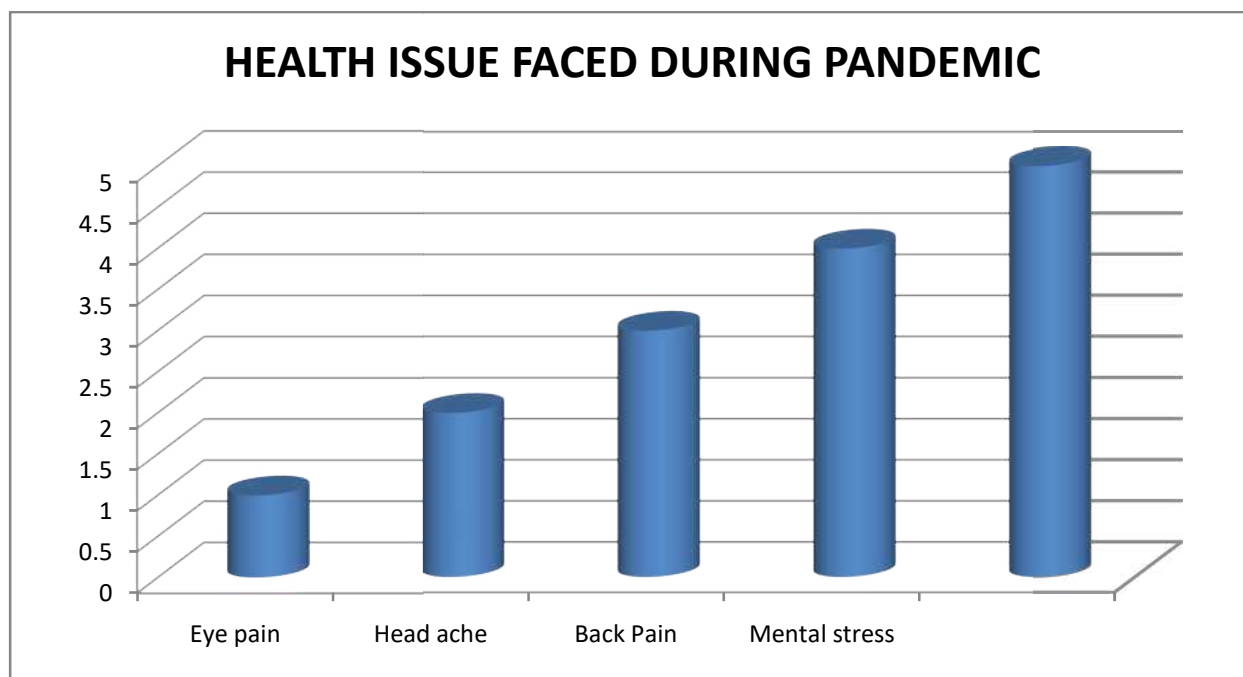
The above five Point Scale, exhibits the rating of the respondents regarding the challenge faced by them during pandemic period. The above table clearly states that, majority of the respondents have given 1st rank for “Network issue while teaching” with a maximum average score of 3.72, which is followed by the other challenges according to the ranks given by the respondents, “Meeting family needs” is ranked 2nd, “Correcting question/answer papers” is ranked 3rd, “Working from home” is ranked 4th, and the least rank was given to “Quarantine” with the least score of 3.14.

Majority of the respondents stated that "Network issue while teaching" is the most biggest challenge faced by the Professors with the maximum average score of 3.72, and the least importance have to be given to "Quarantine" with the least score of 3.14.

TABLE 3.34
HEALTH ISSUE FACED DURING PANDEMIC

Rating	5	4	3	2	1	Total Number of Responses	Weight Total	AVG Total	Rank
Eye pain	35 (175)	5 (20)	3 (9)	2 (4)	5 (5)	50	213	4.26	I
Head ache	21 (105)	16 (64)	5 (15)	6 (12)	2 (2)	50	198	3.96	II
Back pain	23 (115)	9 (36)	12 (36)	3 (6)	3 (3)	50	196	3.92	III
Mental stress	14 (70)	16 (64)	9 (27)	8 (16)	3 (3)	50	180	3.6	IV
Others	10 (50)	12 (48)	6 (18)	13 (26)	9 (9)	50	151	3.02	V

Source: Primary Data.



Inference:

The above five Point Scale, exhibits the rating of the respondents regarding the major health problems faced at the time of E-teaching. The above table clearly states that, majority of the respondents have given 1st rank for “Eye pain” with a maximum average score of 4.26,

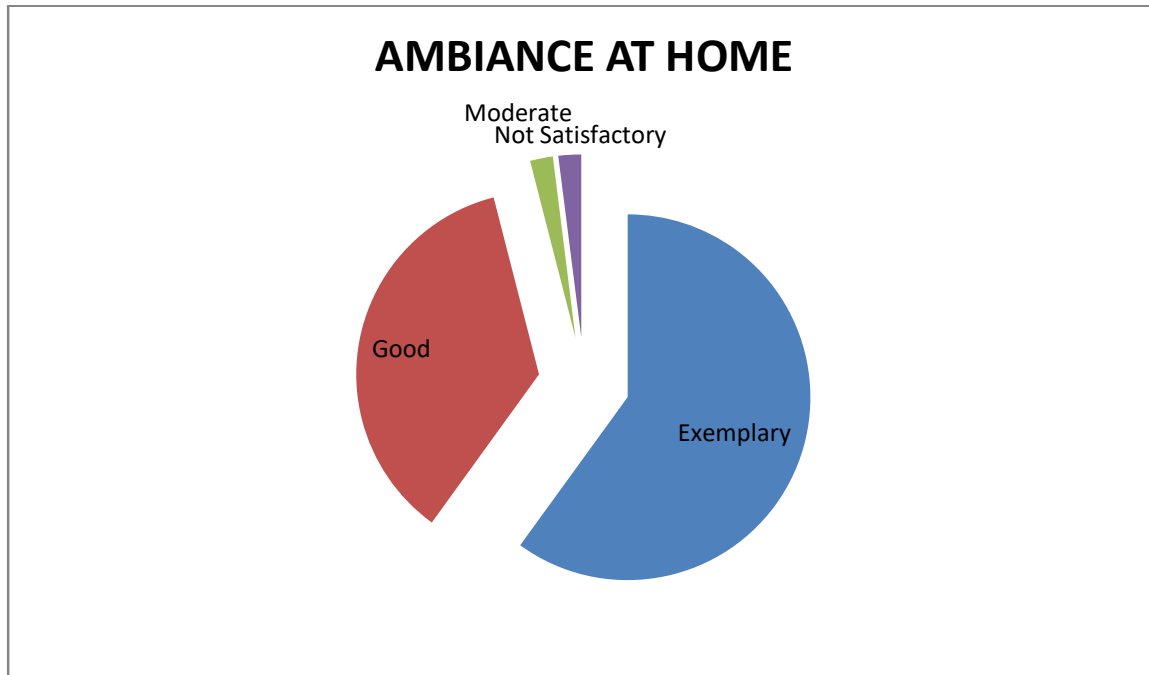
which is followed by the other problems according to the ranks given by the respondents, “Head ache” is ranked 2nd, “Back pain” is ranked 3rd, “Mental stress” is ranked 4th, and the least rank was given to “Others” with the least score of 3.02.

Majority of the respondents stated that "Eye pain" is the major health problem faced at the time of E-teaching with the maximum average score of 4. 26 and the least importance have to be given to "Others" with the least score of 3.02.

TABLE 3.35
AMBIANCE AT HOME:

AMBIANCE AT HOME	NO. OF RESPONDENTS	PERCENTAGE (%)
Exemplary	30	60%
Good	18	36%
Moderate	1	2%
Not satisfactory	1	2%
TOTAL	50	100%

Source: Primary Data



Inference:

From the above table, it is clear that out of the total respondents taken for the study majority 60% of the respondents have exemplary ambiance at home, 36% of the respondents have good ambiance at home and 2% of them have both moderate and not satisfactory ambiance at home.

Majority 60% of the respondents have exemplary ambiance at home

CHAPTER – 4

FINDINGS AND SUGGESTIONS

FINDINGS AND SUGGESTTION

IV. 1. INTRODUCTION:

The following are the findings towards the behavior of professors during COVID-19 pandemic in Thoothukudi district. The summary of the following findings is the logical outcome of analysis of interpretation carried out in the previous chapter. The findings have become possible on the basis of formal discussion as well as interviews with the respondents.

IV.2. FINDINGS:

- Majority (50%) of the respondents are in the age group of 35-45 years.
- Majority (84%) of the respondents are female.
- Majority (72%) of the respondents salaries are from 10000-20000.
- Majority (76%) of the respondents are married.
- Majority of the respondents (60%) are working in St. Mary's College (Autonomous).
- Majority of the respondents (60%) have completed their Phd.
- Majority of the respondents (66%) are from Nuclear Family.
- Majority (72%) of the respondents worked from their homes.
- Majority of the respondents (50%) are using their Phones for taking online classes.
- Majority of the respondents (52%) worked for 3-5 hours.
- Majority of the respondents (62%) are satisfied with the technology they used.
- Majority (58%) of the respondents are rated as yes for having healthier lifestyle.
- Majority (50%) of the respondents are rated as both yes and no on having a separate work space.
- Majority (54%) of the respondents are rated yes as they have perfect work life balance.
- Majority (52%) of the respondents are rated no as the concise communication was not helpful.
- Majority (58%) of the respondents are rated yes as it affected their private life.
- Majority (62%) of the respondents are rated yes as their efficiency was affected.
- Majority (64%) of the respondents are rated yes as they had time to do household work.
- Majority (66%) of the respondents are rated yes as they struggled with online class.
- Majority (52%) of the respondents are rated yes as they were traumatized due to covid-19 cases in their locality.

- Majority (84%) of the respondents have received half pay.
- Majority (70%) of the respondents has moderate level of experience.
- Majority (74%) of the respondents had said only a few of their students attend online classes.
- Majority of the respondents (50%) of the respondents have working experience for 1-5 years.
- Majority (60%) of the respondents enjoy teaching from home but not much.
- Majority of (76%) respondents prefer to work from institution.
- Majority (68%) of the respondents are suffered a little bit of health issues.
- Majority (56%) of the respondents are rated E-teaching as very important.
- Majority (40%) of the respondents are moderately comfortable with their teaching.
- Majority of the respondents stated that "Network issue while teaching" is the most biggest challenge faced by the Professors with the maximum average score of 3.72, and the least importance have to be given to "Quarantine" with the least score of 3.14.
- Majority of the respondents stated that "Eye pain" is the major health problem faced at the time of E-teaching with the maximum average score of 4.26 and the least importance have to be given to "Others" with the least score of 3.02.
- Majority 60% of the respondents have exemplary ambiance at home
- Majority of the respondents stated that "Microsoft Teams" is the most used application by the Professors with the maximum average score of 3.72, and the least importance have to be given to "Google class room" with the least score of 3.14.

IV.3. SUGGESTIONS:

The professors should receive the right amount of salary even if they work from home. The work load should be reduced in order to make them stress free. The government should provide necessary devices and data for the professors to take online classes. They shouldn't be given overtime work. Regular holidays should be given to the professors. They shouldn't be compelled to work if they have any health issues. The salary of the professors shouldn't be reduced if they take leave due to health issues. They should get a break of half an hour for each 2 hours. Option must be given to them to take online classes from home or institutions. If they are preferring to take class taking online classes from institution, they should be provided with masks and sanitizers as safety gears.

The professors take so much efforts to boost their students knowledge and skills so the students should understand the professor's efforts and behave accordingly in online classes. Motivational sessions can be conducted. The institutions should take steps to relieve them from stress. The students should cooperated to the questions asked by the professors in the online classes. It creates a school like ambiance.

CHAPTER V
CONCLUSION

CONCLUSION:

The COVID-19 pandemic and its disruption have created an opportunity for the restructuring of the optometry educational system. The quick transitions to online mode assisted in keeping continuity of optometry education programs, effectively fitting in the purpose of completion of the current academic year. The use of internet technology in optometry education are set to become a new normal. The transition became quick and smooth because of the educators as they showed adaptive and collaborative attitude. The educators brought the lessons into life in a complete different way.

ANNEXURE-I

ANNEXURE- I

BEHAVIOURAL STUDY OF PROFESSORS DURING COVID 19

QUESTIONNAIRE

1. Name:

2. Age:

3. Gender:

a) Male ☐ b) female ☐ c) Transgender ☐

4. Address:
.....
.....

5. Salary:

.....

6. Email Address:

.....

7. Phone Number:

.....

8. Marital Status:

a) single ☐ b) married ☐

9. Name of the Institution:

.....

10. Education Qualification:

.....
11. Type of family:

a) Joint Family ☐ b) Nuclear Family ☐

12. Year of experience:

13. Do you work from home?

a) Yes ☐ b) No ☐

14. What device do you use for teaching?

a) Phone ☐ b) PC ☐ c) Laptop ☐ d) Tablet ☐

15. How long do you work?

a) 3-5 Hours ☐ b) 5-7 Hours ☐ c) More than 7 hours ☐

16. Are you satisfied with the technology you are using for work?

a) Very satisfied ☐ b) Satisfied ☐ c) Neutral ☐ d) Not satisfied ☐

17. Scale the applications you use the most?

	5	4	3	2	1
Zoom					
Google Meet					
Microsoft Team					
GoogleClass Room					
Whats App					

18. Does work from home make your lifestyle healthier?

a) Yes ☐ b) No ☐

19. Do you have a separate work space at home?

a) Yes ☐ b) No ☐

20. How peaceful is the ambiance at home for Teaching?

- a) Exemplary ☐ b) Good ☐ c) Moderate ☐ d) Not satisfactory ☐

21. How effective was work from home experience for you?

- a) Very effective ☐ b) Moderate ☐ c) Not bad ☐ d) Worst ☐

22. Do you feel you have a good work life balance?

- a) Yes ☐ b) No ☐

23. Are you enjoying teaching your students from home?

- a) Yes I am ☐ b) Yes, but not much ☐ c) No, I am not ☐

24. Was the concise communication with your students helpful?

- a) Yes ☐ b) No ☐

25. Are your students attending online classes regularly?

- a) Yes all attend regularly ☐ b) Only a few attend ☐ c) Very few attend ☐

26. Did all students have proper study material?

- a) All of them have ☐ b) Most of them have ☐ c) Only a few have ☐

27. Does long working hours affect your efficiency?

- a) Yes ☐ b) No ☐

28. Work from home did it affect you private life?

- a) Yes ☐ b) No ☐

29. Did you face any health issues due to e-teaching?

- a) Not at lot ☐ b) Yes a little bit ☐ c) Yes I suffered a lot ☐

30. Do you prefer to work from home or your institution?

- a) I prefer to work from my home ☐
b) I prefer to work from my Institution ☐

31. How important was offline teaching compared to e-teaching?

- a) very important ☐ b) important ☐ c) not at all important ☐

32. Did you receive the right amount of salary during COVID-19?

- a) Yes ☐ b) No ☐

c) If no, upto what extend?

- Half pay ☐
- Excluding Bonus ☐

33. Do you feel stressed working from home?

a) Yes ☐

b) No ☐

34. Are you able to handle your work pressure?

a) Yes I can ☐

b) Not really ☐

c) Not at all ☐

35. Rate the biggest challenges faced by you during pandemic period?

	5	4	3	2	1
a) meeting family needs					
b) working from home					
c) network issues while teaching					
d) quarantine					
e) correcting question / answer paper					

36. Did you have time to do household work?

a) Yes ☐

b) No ☐

37. Rate the major health problems faced at the time of e-teaching?

Eye pain	
Head ache	
Back Pain	
Mental Stress	
Others	

38. Did you struggle with teaching online for the first time?

a) Yes ☐ b) No ☐

39. Where you traumatized by positive COVID 19 cases in your locality?

a) Yes ☐ b) No ☐

40. How hard was it to correct exam papers through online?

a) Very hard ☐ b) Hard ☐
c) Moderate ☐ d) Easy ☐

41. Are you comfortable to teach in online and offline mode?

a) Yes I like it ☐ b) Its Good ☐
c) Its moderate ☐ d) Very hard ☐

42. Suggestions:

.....
.....

ANNEXURE-II

ANNEXURE II

BIBLIOGRAPHY:

<https://en.wikipedia.org/wiki/Teacher>

<https://www.who.int/southeastasia/outbreaks-and-emergencies/novel-coronavirus-2019/protective-measures>

<https://www.who.int/southeastasia/outbreaks-and-emergencies/novel-coronavirus-2019/protective-measures>

<https://zapier.com/blog/best-video-conferencing-apps/>

**BEHAVIOURAL STUDY OF PROFESSORS DURING PANDEMIC IN
THOOTHUKUDI DISTRICT**

A project submitted in partial fulfilment of the requirements for the award of degree of

BACHELOR OF COMMERCE

Submitted by

Abigail. R	18SUCA01
Aunisha. R	18SUCA03
Bala Sugeena .S	18SUCA05
Deepthi Valentina Fernando. S	18SUCA08
Angalaeswari. M	16SUCG03

Under the guidance of

MS. P. MARIA SAHAYA ROSSIYANA M.Com, M. Phil, NET

Assistant Professor

Department of Commerce (SSC)

St. Mary's College (Autonomous), Thoothukudi.



ST. MARY'S COLLEGE (AUTONOMOUS), THOOTHUKUDI



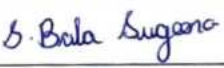


(Reaccredited with A+ Grade by NAAC)

Affiliated to Manonmaniam Sudaranar University, Tirunelveli

MARCH 2021

DECLARATION

We have declared that the project entitled "Behavioral study of professors during COVID-19 pandemic in Thoothukudi district" submitted is partial fulfilment of the requirements for the award of the degree of Bachelor of Commerce is our original work done under the guidance and supervision of Ms.P. Maria Sahaya Rossiyana M.Com, M. Phil, NET. This project has not previously formed the basis for the award of other degree or other similar titles, and it represents entirely as independent work.

Name of students	Register no	Signature
R. ABIGAIL	18SUCA01	
R. ANUISHA	18SUCA03	
S. BALA SUGEENA	18SUCA05	
S. DEEPTHI VALENTINA FERNANDO	18SUCA09	
M. ANGALAEESWARI	16SUCG03	

Place:

Date:

CERTIFICATE

It is certified that this short term project work entitled "Behavioral Study of Professor during COVID-19 Pandemic " submitted to St. Mary's college (Autonomous) affiliated to Manonmaniam Sundaranar University is done in partial fulfilment of the requirements for the award of the degree of Bachelor of Commerce and is a record soft work done in the Department of Commerce (SSC), St. Mary's college (Autonomous), Thoothukudi during the year 2020-2021 by the following students.

Students Name

R. ABIGAIL
R. ANUISHA
S. BALA SUGEENA
S. DEEPTHI VALENTINA
M. ANGALAEESWARI

Register No.

18SUCA01
18SUCA03
18SUCA05
18SUCA09
16SUCG03

Maria Sahaya Rosiyano
Signature of the Guide

Maria Sahaya Rosiyano
Signature of the HOD

Jorge
Signature of the Director

Director
Self Supporting Courses
St. Mary's College (Autonomous)
Thoothukudi - 628 001.

Lucia Rose
Signature of the Principal

Principal
St. Mary's College (Autonomous),
Thoothukudi - 628 001.

[Signature]
Signature of the External Examiner

**A STUDY ON CONSUMERS' PREFERENCE TOWARDS LAKME
PRODUCTS IN THOOTHUKUDI DISTRICT**

Project submitted to Department of Commerce

ST. MARY'S COLLEGE (AUTONOMOUS) THOOTHUKUDI

Affiliated to

MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI

In partial fulfilment of the requirements of

BACHELOR OF COMMERCE

Submitted by

NAME OF THE STUDENTS

REGISTER NUMBER

M. BUVANESWARI

18SUCA06

T. DANIEL SHEKINA

18SUCA07

M. ESSAKIAMMAL

18SUCA10

R. FATHIMA SHERIN

18SUCA11

H. HAVELINA MORAIS

18SUCA12

Under the Supervision and Guidance of

MS. M.R. JERISHA M.Com., MPhil.

Assistant professor

DEPARTMENT OF COMMERCE (SSC)



ST. MARY'S COLLEGE (AUTONOMOUS), THOOTHUKUDI

(Reaccredited with 'A' Grade by NAAC)

MARCH (2020-21)

DECLARATION

We hereby declare that the project entitled "A STUDY ON CONSUMERS' PREFERENCE TOWARDS LAKME PRODUCTS IN THOOTHUKUDI DISTRICT" is submitted by the **B.COM** is our original work done in partial fulfilment of the requirement of the work done under the guidance and supervision of **Ms.M.R.JERISHA M.Com., M.Phil.** This project has not previously formed the basis for the award of any degree, diploma, and fellowship or any other similar titles and it represents entirely an independent work on the part of us.

Name of the Students	Register Number	Signature of the Students
A. Buvaneswari	18SUCA06	A. Buvaneswari
T. Daniel Shekina	18SUCA07	T. Daniel Shekina
S. Esakiammal	18SUCA10	S. Esakiammal
R. Fathima Sherin	18SUCA11	R. Fathima Sherin
H. Havelina Morais	18SUCA12	H. Havelina Morais

Place: Thoothukudi

Date: 29/3/2021

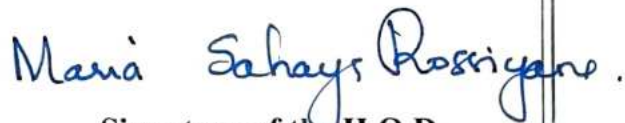
CERTIFICATE

This is to certify that the project entitled "A STUDY ON CONSUMERS' PREFERENCE TOWARDS LAKME PRODUCTS IN THOOTHUKUDI DISTRICT" is submitted to St. Mary's College (Autonomous), Thoothukudi affiliated to MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI in partial fulfilment of the requirements for the degree of "Bachelor of Commerce" and is a record of work done by the Department of Commerce (SSC) during the year 2020-21 by the following students.

Name	Register No.
A. Buvaneswari	18SUCA06
T. Daniel Shekina	18SUCA07
S. Esakiammal	18SUCA10
R. Fathima Sherin	18SUCA11
H. Havelina Morais	18SUCA12



Signature of the Guide



Signature of the H.O.D



Signature of the Director
Director

Self Supporting Courses
St. Mary's College (Autonomous)
Thoothukudi - 628 001.



Signature of the Principal
Principal

St. Mary's College (Autonomous)
Thoothukudi - 628 001.

Signature of the External Examiner

ACKNOWLEDGEMENT

First of all, we would like to thank the Almighty Lord for his abundant blessings showered upon us throughout this project.

We would like to express our heartfelt thanks to our **Principal Rev. Dr. Sr.A.S.J. Lucia Rose, M.Sc., PGDCA., M.Phil., Ph.D.**, for her active support and guidance during the course of our studies in this Institute.

We express our beloved thanks to our **Director of Self-Supporting Course Rev.Dr.Sr.F. Mary Joyce Baby, M.A.,M.Phil** for her encouragement in academic activities.

It is our pleasure to extend our thanks to the **Head of the Department of Commerce (SSC) Mrs. P. Maria Sahaya Rossiyana, M.Com, M.Phil. NET**, for her kind co-operation, help, guidance and encouragement for preparing this project report.

We express my sincere gratitude to our Guide **Ms.M.R.Jerisha, M.Com., M.Phil**, for her kind hearted co-operation. In spite of her busy schedule she has helped us a lot in completing this report successfully.

We take this opportunity to thank all the faculty members of the Department of Commerce (SSC) for their constant inspiration, assistance and resourceful guidance throughout our project.

We wish to express our heartfelt thanks to our beloved parents, sisters and our dear friends for their encouragement and advice which helped us to make our effort success.

CONTENT

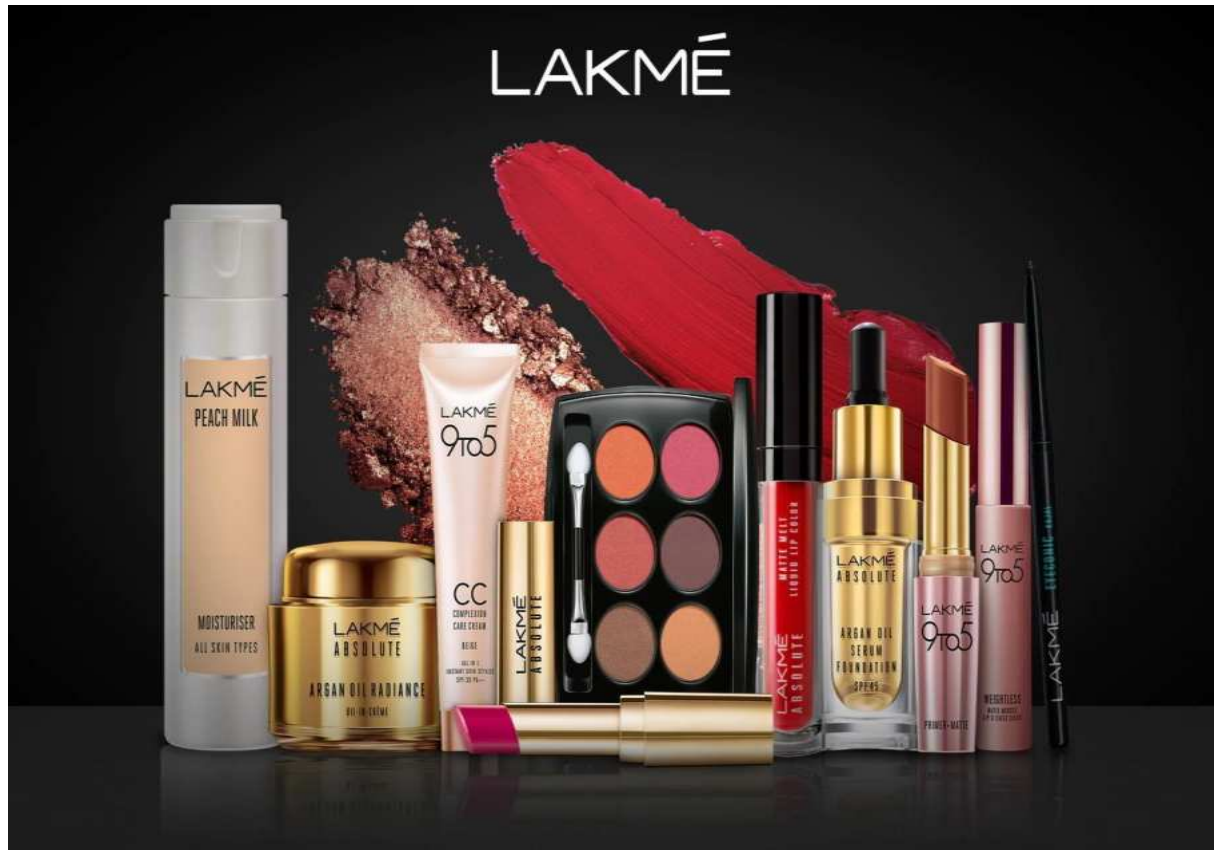
CHAPTER	TITLES	PAGE. NO
I	INTRODUCTION 1.1 Introduction 1.2 Statement of the problem 1.3 Review of literature 1.4 Objectives of the study 1.5 Scope of the study 1.6 Collection of data 1.7 Construction of tools 1.8 Sample design 1.9 Period of study 1.10 Limitations of the study 1.11 Frame work analysis 1.12 Scheme of the report	1-7
II	REVIEW OF LITERATURE	8-11
III	PROFILE OF THE STUDY	12-41
IV	ANALYSIS AND INTERPRETATION OF DATA	42-68
V	FINDINGS AND SUGGESTIONS	69-70
VI	CONCLUSION	71
	ANNEXURE-I Questionnaire	72-76
	ANNEXURE-II Bibliography	77

LIST OF TABLES AND CHARTS

TABLE NO	TITLE	PAGE NO
4.1	Gender wise classification	43
4.2	Age wise classification	44
4.3	Marital status classification	45
4.4	Education wise classification	46
4.5	Occupation wise classification	47
4.6	Income wise classification	48
4.7	Area living wise classification	49
4.8	Respondents using Lakme products	50
4.9	Respondents' frequent usage of Lakme products	51
4.10	Respondents need for using Lakme products	52
4.11	Type of Eye products preferred by respondents	53
4.12	Type of Lip products preferred by respondents	54
4.13	Type of Nail products preferred by respondents	55
4.14	Type of Face creams and Skin care products preferred by respondents	56
4.15	Respondent's brand is out of stock will they purchase any other brand	57
4.16	Lakme products are better than another product	58

4.17	Media respondents got attracted through advertisements of Lakme	59
4.18	Cost of money spend on Lakme products	60
4.19	Respondents given a chance to change the Lakme product	61
4.20	Occasions intends to buy the Lakme products	62
4.21	Lakme product makes you feel young	63
4.22	Easy mode of buying the Lakme products	64
4.23	Reasons for buying Lakme products	65-66
4.24	Satisfaction level of respondents on Lakme products	67-68

CHAPTER I



INTRODUCTION AND DESIGN OF THE STUDY

CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY



INTRODUCTION:

Within a short span of the last five-six years, the use of cosmetics by Indian consumers has increased significantly with more and more women and men taking greater interest in personal grooming, increasing disposable incomes, changing life styles, influence of satellite television and greater product choice and availability.

This cosmetics and personal care industry have been growing at an average rate of 20% for the last few years. The growing Indian cosmetics market offers promising prospects for international brands. The growth rate in the cosmetics market reflects an increasing demand for beauty care products in India. Perfumes and fragrances, skin care and hair care products are some of the major segments with promising prospects for U.S companies.

Penetration of most cosmetic and toiletries is very low in India. Current consumption of many products is well below that of many countries in Asia. The low market penetration of many cosmetics and personal care products offers room for growth.

The urban population with increasing purchasing power is the major force driving demand for cosmetics and toiletries. India is a very price-sensitive market and mass-markets products constitute the major part of the cosmetics and toiletries market. India's import of cosmetics and toiletries and intermediate raw materials is around US\$ 120 million, of which the U.S. has a share of approximately 10 percent. The objective of the study report is to analyze the teenager's satisfaction level of different brands, particularly focused on the LAKME products.

Although Indians are strongly attached and committed to their tradition and culture, the advent of television and the awareness of western world are changing the taste and

costumes of India. The 'morphing' of India is suitable and the changes are not visible for the first time. However, the market liberalization process that began in 1998 along with the crowning of these Indians as Miss World and Miss Universe during the preceding years have made Indian women more oriented which has made Indians as one of the most valuable consumers in the world.

Every luxury brand has to design a unique pricing strategy in order to get a freehold in the Indian market. This orientation in facts extends to the spread family friends as well as brands with identities that support family values tend to be popular and accepted easily in the Indian market.

Indian consumers are associated with values of nurturing care and affection. These values are for more dominant than values of ambition and achievement. Products which communicate feelings and emotions get with the Indian consumers. The domain of teenager's behavior is complex on account of the mind-blowing variety of tastes and needs of individuals. The psychology of consumers while making purchase decision cannot be ignored irrespective of the essential things, cosmetics or luxury items, other factors like peer social groups, opinions of family members and advertisements appearing in the print and electronic media also influence the consumer buying behavior. We will develop new ways of doing business that will allow us to double the size of our company while reducing our environment impact.

INTRODUCTION OF LAKME UNILEVER PRIVATE LTD



Lakme is the Indian women's Beauty Sutra-inspiring expression of her unique beauty and sensuality. Lakme expert products and services that are borne out of true understanding of the needs of the Indian women. They help the Indian women in expression of her self-sensual, original, expressive, alive and intuitive. Lakme inspires her to unleash the potency of her femininity, beauty and sensuality.

Key Facts:

Lakme was the first major beauty brand in India and takes pride in being the expert on Indian Beauty for over 50 years. It is a complete beauty brand spanning color cosmetic, skin care and hair styling products and extending to beauty services through the network of Lakme Beauty Salons. Its bond with beauty and fashion is manifested through the Lakme Fashion Week, which is now the largest fashion event of its kind in the country. Lakme has a foot print of over **1200** assisted sales outlets, which is the largest span of outlets with “**Beauty Advisors**” in the country.

Our vision:

Unilever products touch the lives of over 2 billion people every day - whether that's through feeling great because they've got shiny hair and a brilliant smile, keeping their homed fresh and clean or by enjoying a great cup of tea, satisfying meal or healthy snack.

A clear direction:

The four pillars of our vision set out the long-term direction for the company – where we want to do and how we are going to get there:

- We work to create a better future every day
- We help people feel good, look good and get more out of life with brands and services that are good for them and good for others.
- We will develop new ways of doing business that will allow us to double the size of our company while reducing our environment impact.

Code of business principles:

- **Standard of Conduct:** We conduct our operation with honesty, integrity and openness and with respect for the human rights and interests of our employees.

- **Obeying the Law:** Unilever companies and our employees are required to comply with the laws and regulations of the countries in which we operate.
- **Employees:** Unilever is committed to diversity in a working environment where there is mutual trust and respect where everyone feels responsible for the performance and reputation of our company.
- **Consumers:** Products and services will be accurately and properly labeled, advertised and communicated.
- **Business Partners:** Unilever is committed to establishing mutually beneficial relations with our suppliers, consumers and business partners.

1.2 STATEMENT OF THE PROBLEM:

Today the consumers are ruling the market that is why the famous author —**Philip Kotler** described the consumers as the king markets are highly complex. To meet this environment, a firm has to be constantly innovating and understanding the latest consumer's need and wants. The study on consumers opinion help to know who the consumers are, what they want, how they use them, from where they buy, when they buy and how they react with the product it also enables to know what motivates and induces the consumer to use a particular product.

Many brands of products are made available in the market. But consumers prefer for a particular branded of products to purchase them. The study also helps to know various marketing variables such as price and product features of Lakme product.

1.3 LITERATURE REVIEW:

1. Kamen, R987; Poiesz and Verhallen, R989:

When consumers perceive an advertisement for a certain brand as promoting another, it is not only ineffective, but even counterproductive it produces an effect that the advertiser specially wants to avoid.

2. A. Sengupta and Noopur Agarwal:

Not only the consumer behavior but the perception of consumers, may be the subject of people buying the products of Lakme (Poiesz and Verhallen, R989). Correct identification and confusion are not perfectly related. It is possible that the recipient of the message cannot attribute any particular brand to an advertising message, in which case he/she is not really confused, but simply does not have any idea.

3. Anil Chopra, Business Head, Lakme Lever:

“Below the line initiatives are extremely important in the cosmetic segment since the buying experience is as important as brand image and advertising. Significant focus is on sales counters, beauty advisors and dealer aids. We constantly integrate a lot of the above the line campaigns like 'Whose watching your lips' with below the line initiatives”.

4. AC Groot, JP Nater, R Lender (1987):

Analyzed the reasons for use of cosmetics. For the purpose of study, the 1609 respondents were interviewed to know the adverse effects. 12.2 percent reported that they face problem like irritation while using cosmetics.

5. Malhotra (2003):

Stated that the main reason for the boom in cosmetic industry is increasing fashion and beauty consciousness coupled with rising income and the focus on health and fitness.

1.4 OBJECTIVES OF THE STUDY:

The objectives of the study are,

- To identify the factors that influence consumers to purchase Lakme products in Thoothukudi district.
- To determine the buying behavior of consumers towards Lakme products in Thoothukudi district.
- To know consumers perceptions and suggestions towards Lakme products in Thoothukudi district.
- To find out the satisfaction level of consumers using Lakme products in Thoothukudi district.
- To offer valuable suggestions and recommendations towards Lakme products in Thoothukudi district.

1.5 SCOPE OF THE STUDY:

The research pertains to finalize the present consumers preference of cosmetics in the study with special reference to Lakme cosmetics products in Thoothukudi district. The study helps to gain knowledge about the different types of Lakme products, factors influencing the consumers to prefer a particular brand and the problems faced by them on using such

brands. The consumers while making preference towards brand they are influenced by external, internal factors and other factors like product features, quality, price and so on....

1.6 COLLECTION OF DATA:

Audience: Consumers of Lakme products in Thoothukudi district.

Primary data:

Primary data are usually collected from the source—where the data originally originates from and are regarded as the best kind of data in research. The Data was collected from 60 consumers by distributing questionnaire to different types of face beauty care users.

Secondary data:

Secondary data means information that are already available i.e., it refers to the data which have already been collected and analyzed by someone else. The data was collected from websites, journals and magazines.

1.7 CONSTRUCTION OF TOOLS:

The study had a discussion with consumers preference towards Lakme products in Thoothukudi District. Based on the discussion, a questionnaire was constructed to elicit the required information from the respondents. 60 copies of questionnaire were taken and circulated among the respondents. A copy of the questionnaire is appended.

1.8 SAMPLE DESIGN:

60 Respondents were selected by convenience sampling method. Questionnaire was supplied and after much guidance for accumulating primary information.

1.9 PERIOD OF THE STUDY:

The study has been conducted during the period ranging from December to March 2021 with full involvement.

1.10 LIMITATIONS OF STUDY:

The following are the limitations of the study, they are

1. Times plays a havoc role in data collection so the sample size is restricted to 60.
2. There is a chance of biased response from the consumers.

1.11 FRAME WORK ANALYSIS:

Regarding the study of “Consumer’s preference towards Lakme products in Thoothukudi district”. Researcher collected all primary and secondary data to make a clear view of the project. The data collected through questionnaire and schedules were tabulated, classified and analyzed on the basis of,

- ✓ Use of pie chart
- ✓ Bar diagram
- ✓ Percentage analysis method
- ✓ Simple Ranking method
- ✓ Likert scale

1.12 CHAPTERISATION:

CHAPTER 1: Introduction and design of the study

CHAPTER 2: Review of the Literature

CHAPTER 3: Theoretical framework of the study

CHAPTER 4: Analysis and Interpretation of Data

CHAPTER 5: Findings and Suggestions

CHAPTER 6: Conclusion

ANNEXURE

Annexure-I

Questionnaire

Annexure-II

Bibliography

CHAPTER II



REVIEW OF LITERATURE

CHAPTER II

REVIEW OF LITERATURE

Indira Priya Dharshini (2016) has studied —consumer satisfaction on personal care products of HUL. Now a day most business organizations are operating in a complex and competitive environment where demands are constantly changing. In this era of intense competition, especially within the FMCG sector, one can achieve success only after having a thorough understanding about their largest consumer preference and satisfaction. Personal care industry is composed of hair care, skin care and cosmetics. HUL is India's largest fast moving consumer goods company with a heritage of over 60 years in India and touches the lives of two out of three Indian. HUL is looking to diversify its beauty and personal care portfolio and is also working on expanding its distribution network. In research consider that price factor influences the buyer buying products.

Kameswara (2015) —studied on consumer attitudes and perception on personal care products and cosmetics, generally it is not an easy task to process the factors influencing the consumer to accept certain personal care and cosmetics while assessing is multi-dimensional. Also, it is not always simple to establish the connection between the physiological perception and reaction of the consumer response of in case of personal care or cosmetic products, not only based on sensory properties of the products and its physical status, but it is also associated with other factors like previous knowledge, previous experience as well as consumer attitudes and beliefs. In the present globalized scenario, the consumers today are much more demanding in terms of quality and safety, product labeling, determination of products to implement certain healthy standard quality products. This used to study the information of consumer perception and consumption of personal care products.

AC Groot, JP Nater, R Lender (1987) analyzed the reasons for use of cosmetics. For the purpose of study, the 1609 respondents were interviewed to know the adverse effects. 12.2 percent reported that they face problem like irritation while using cosmetics.

Jane E Workman, Kim KP Johnson (1991) investigated the effect of cosmetics in the impression formulation. In the study 85 under graduate females were viewed with heavy cosmetics, moderate cosmetics and no cosmetics and they were looked into their attractiveness, femineity, personal temperament, personality and morality. The study revealed that there is no significant difference between use of cosmetics and personal temperament and personality traits, but there is significant difference between attractiveness, femineity and morality and the use of cosmetics.

Michelle Guthrie, Hye-Shin Kim, Jaehee Jung (2008) revealed the effect of facial image and cosmetic usage in perception of brand personality. It was stated that the consumers' facial image influenced the total quantity of cosmetic used by the respondents and not the variation in quantity in different situation. Also noted that there is a relationship between facial image and brand perception.

Vanessa Apaolaza (2010) stated that people who use cosmetics buy this product primarily for emotional reason. The most important factor that influences their behavior was their desire to look beautiful. The study shows that both the emotional and utility aspects of cosmetic brand had a significant impact on consumer satisfaction but the emotional component had a greater effect. The result was that the consumer satisfaction was greatest when cosmetic brand helps to strengthen positive emotions through the perception of caring for oneself and for removing feelings of worry and guilt about taking care of one's appearance.

Andrew Mc Dougal (2010) in his study stated that the main reason for the growth in cosmetic sector is that the human being spent more for the cosmetics owing to the concern for beauty and at the same resulted in the growth in cosmetic sector.

Fyi (2011) attempted a study on the emotion behind women choosing certain cosmetic brands. It was understood from the study that the women buy cosmetic mainly for emotional reasons. The utility and emotional factor had greater impact on women's preference on cosmetic brand. The study also pointed out that success of cosmetic brand depends on whether it succeed in making women overcome the worry and guilt of not taking care of them self by using the product being advertised.

Siddharth Shriram Skimp and K Sinha (2012), evaluated the product variables which effects the purchase decision. The different variables include the texture of the product, promised effect, previous usage experience and the suitability of skin. The study concluded that the market for male cosmetic product is still Niche Market in India. The important variable which influenced the purchase was the texture of the product, promised effect, usage and suitability to skin.

Shukla Monika (2013) made an attempt to study the factors affecting impact of advertisement of selected cosmetics items of consumer choice. The respondent's opinion towards advertisement of fairness cream, personal characteristics, demographic factors were taken into account and it was found that consumers practice related to advertisement of fairness cream affected the impact of advertisement of product on their choice in a significant manner.

Sangeeta Gupta, Simple Arora (2013) in their study on the factors influencing the consumption pattern of cosmetics by male, revealed that the media is playing vital role in attitudinal change in the societal context. It was also stated clearly that there is certainly a strong bond between self-image, media and societal expectation with respect to the consumption of cosmetics among the urban males in Delhi.

Rajul Dutt (2013) in his paper "A Cross cultural comparative study of female consumer behavior with regard to purchase of cosmetics in the United States and India", tried to explain how consumer behavior is influenced by the culture of the individuals in India. He also attempted to uncover the key facets of culture involved in shaping the decision on the cosmetic purchased by the females. The study revealed that the society to which they belong, the culture and the sub culture play a significant role in the purchase of cosmetic products.

Umesh Maiya and Mavy Miranda (2013) in their study on buyer behavior towards cosmetics, found that modern women have a strong desire and urge for enhancing their beauty. The twin factors which everybody focused on were the Quality and Price. It also stated that consumers realize the value for the money they spend.

Ligo Koshy (2017) in a study on the factors influencing the buying behavior of face care product among youth stated that improved technology, better education, advancement

in science and economic growth has provided people with increased purchasing power. The influence of media had made people are more conscious towards beauty, hygiene and better life style. The study revealed that female consumer gave prime importance to brands name of products followed by the ingredient and advertisement respectively.

Kisan Shivaji Rao Desai. The study was to analyze the buying process and the effect of media communication on buying behavior on consumers. The results showed that different factors have significant influence on buying behavior and it also contributes to the knowledge of various cosmetic companies as they can easily understand the purchasing of consumers.

Anute, Nilesh & Deshmukh, Anand. (2015) In their research paper collected the information related to consumer behavior from 200 respondents in Pune city. They concluded that most of the customers prefer domestic brand, they like organic products and they get the information regarding various brands through television. They further said that most of the people prefer Lakme brand and the important factor in purchase of cosmetic product is quality and they give least importance to packaging of the product.

Anjana. S. (2018) in her research attempted to identify the factors affecting the consumers buying behavior towards cosmetic products. She concluded that quality, price, brand, packaging, advertising are important factors affecting the consumers' behavior in cosmetics segment.

Oberoi Parul, Oberoi Prerna (2018) conducted a researched on 400 respondents in Delhi NCR to understand the consumer behavior towards the cosmetic products. They concluded that social factors are important influencers on consumer behavior towards cosmetics.

Sumathi& Dr. Begum Mustiary (2016) conducted a study in Mangalore city and studied the impact of advertisement on consumer behavior of cosmetic products. Customers, taste, preferences and awareness of brands influences their purchase decisions. They further said that environmental and psychological factors also influence the customers' taste and preferences.

CHAPTER III



PROFILE OF THE STUDY

CHAPTER III

PROFILE OF THE STUDY

COMPANY PROFILE:

Lakmé is an Indian brand of cosmetics, owned by Unilever and run by CEO Anil Chopra. Lakme started as a 100% subsidiary of Tata Oil Mills (Tomco), part of the Tata Group; it was named after the French opera Lakmé, which itself is the French form of Lakshmi, the goddess of wealth, also renowned for her beauty. Indian cosmetic Lakme was started in 1952, famously because the then Prime Minister, Jawaharlal Nehru, was concerned that Indian women were spending precious foreign exchange on beauty products, and personally requested JRD Tata to manufacture them in India. Simone Tata joined the company as director, and went on to become its chairman. In 1996 Tata sold off their stakes in Lakmé Lever to HLL, for Rs 200 Crore (45 million US\$), and went on to create Trent and Westside. Even today, when most multinational beauty products are available in India, Lakme still occupies a special place in the hearts of Indian women.

Lakme also started its new business in the beauty industry by setting up Lakme Beauty Salons allover India. Now HUL (Hindustan Unilever Limited) has about 110 salons all over India providing beauty services. Lakme' has been ranked as 47th most trusted brand in India by The Brand Trust Report. The company is the title sponsor for Lakme Fashion Week (LFW) a bi-annual fashion event which takes place in Mumbai.

LOGO:

For the first decades of the brand's history, its logo was composed of a simple manichrome lettering with nothing special in it. The inscription could change its color depending on the background of the cosmetics packaging and was more "an addition", than the "face" of the brand. The first logo with personality was created for the brand in 1996.

1996 - 2011

LAKMÉ

The Lakme logo, introduced in 1996, featured a dark pink logotype executed in the uppercase of a stylish and smooth sans-serif typeface. The letters featured their clean straight lines' tails rounded from one side and pointed from the other, which added playfulness to the emblem, showing the brand's purpose and unique style. The smooth lines also elevated the Eastern roots of the brand and the Asian understanding of beauty. As for the color, deep pink, close to purple, shade was meant to celebrate femininity and passion. The color also stands for love, warmth, and, of course, beauty, which the brand aims to give to each and every one of its customers.

2011 – Today

LAKMÉ
INSPIRED HAIRCARE

The redesign of 2011 changed the typeface and color palette of the Lakme visual identity, elevating the emblem's look and making it modest and strong. The new logotype for its letters extended and more solid, while the monochrome color palette made the inscription look professional and evokes a sense of expertise and authority. There was also an emblem, created for the brand in the same year. It is usually used on its own but sometimes is placed near the logotype. The solid fuchsia circle with a white "L" on it. The letter resembles the typeface of the official version, yet had its angles softer, and lines — longer.

HISTORY OF LAKME:

"An ally to the classic Indian woman, Lakmé inspires her to express the unique beauty and sensuality within... enabling her to realize the potency of her beauty".

From the very beginning:

Though India won its freedom in 1947 its economy remained unstable for many years. The upper-class Indian women were spending valuable foreign exchange on cosmetics whereas for the middle-class, they had no access to quality makeup due to unavailability of cosmetic market in the then rural India. Middle class and lower-class women used home-made beauty enhancing products such as surma, multanimitti.

- Lakmé was the first Indian cosmetic brand which introduced makeup to Indian women and it takes pride in being an expert on Indian beauty for over 50 years.
- In a country ruled by Britishers for over 100 years, their sophisticated culture imbibed in the very core of India; a brand-named Lakshmi lipstick or Lakshmi Kajal would not have worked for Indian ladies who were used to buying foreign cosmetic.
- Hence, the biggest difficulty was to come up with a brand that would be accepted by women throughout India. So, J.R.D Tata, founder of Lakme, on request of the then PM Jawaharlal Nehru came up with the brand identity that appealed to all classes of women. So, the name of Lakmé was settled.
- In 1952, after series of extensive market research by experts from every field to determine need of Indian skin & color, Lakme started as 100% subsidiary of Tata Oil Mills.
- The significant improvement in Lakmé's retail sector came with the entry of Simone Tata, the French wife of Naval H Tata who joined Lakmé as managing director in 1961 and rose to become its chairman in 1982.
- Being a French woman with eccentric taste she understood the core formula of the brand and the result of her hard work made Lakmé the household name it became.
- In 1996 Lakmé was sold to Hindustan Unilever for 200 crores. The Tata industry believed that the dedicated FMCG company could do better justice to the brand owing to its rapid growth in retail sector.

- As of today, Lakmé provides wide range of products, ideal for a variety of Indian skin tones, provides a comprehensive beauty experience. One of the most trusted cosmetic brands in India, Lakmé Combines international cosmetic technology with an in-depth understanding of the Indian woman's needs.
- The manifestation of the Lakme Fashion Week, the largest fashion event of its kind in the country, clearly depicts Its bond with beauty and fashion.

SWOT Analysis:

Strength

1. Lakme was the first major beauty brand in India with a legacy of over 60 years.
2. Has a foot print of over 1200 assisted sales outlets, which is the largest span of outlets with "Beauty Advisors" in the country.
3. Vast range of products and services offered.
4. Has a strong market share across India.
5. Lakme started its new business in the beauty industry by setting up Lakme Beauty Salons all over India.
6. Lakmé brand boasts over 300 products, used in professional hair salons in over 70 countries around the world.
7. Brand extension to beauty services through Lakme Beauty Salons.

Weakness

1. People with sensitive skin avoid skincare products.
2. Intense competition means limited market share growth for Lakme.

Opportunities

1. Improving its bond with beauty and fashion is through the Lakme Fashion Week, which is now the largest fashion event of its kind in the country.
2. Lakme Beauty Training Academies can boost the brand's presence.
3. Global reach by advertising and tie ups can increase the company's business.

Threats

1. International brands coming into the domestic cosmetics market can be a threat to the market share held by Lakme over the years.
2. Availability of cheap local brands and imitations.
3. Global operations of Lakme can be affected by fluctuating market scenario.

What Made Lakmé Acceptable?

- Simone was instrumental in introducing most of the Lakmé products, like mascara, face powder, lipstick, foundation creams, compacts, nail enamel, toners, and more.
- Besides being affordable, the company also focused on creating a brand image via its aggressive marketing strategies. In fact, their very first advertisement was an amalgamation of modernity and Indianness. The brand's first face was supermodel Shyamoli Verma, a heartthrob in the '80s.
- The company wanted a familiar face in their educational campaign, which aimed at breaking the social taboo around cosmetics.
- Adorned with Lakmé make-up, she played Indian musical instruments like the sitar and flute, and a tagline read - 'If color be to beauty what music is to mood, play on'.
- After this, they leveraged India's fandom for Bollywood beauties and roped in actresses like the ever-graceful Rekha, and later, the 1994 Miss World, Aishwarya Rai Bachchan, to be brand ambassadors.

Lakmé At Present:

- The Tatas sold Lakmé to Hindustan Unilever, the rapidly growing company in the FMCG sector in 1996. Today, the company has over 300 diverse products that are sold in more than 70 countries worldwide.
- Their wide price range, starting from Rs 100 to the most expensive ones at Rs 1,000, caters to every kind of audience.

- Despite the cut-throat competitions from homegrown as well as international cosmetic brands, Lakmé has managed to thrive in the industry over the years. It is probably one of those brands that have transformed society in more ways than one.
- As for my aunt Meeta, Lakmé is her go-to brand even today. Over the years she has seen it grown and accepted in society. And while many mistakenly associated the 70-year-old homegrown brand as 'foreign', for her, it will always be a patriotic gift.

EYE PRODUCTS:

1. Lakme Eye conic Kajal:

Clear winner on the list! No eye makeup look is complete without dark kohl rimmed eyes! Lakme Kajal is one of the best-selling kajal's in the Indian market today. It is easy to use without any hassle of sharpening. The formula is creamy and glides on easily without any tugging or pulling. It gives a dark black hue and sets into a waterproof and smudge proof finish. It feels comfortable on the eyes and easily stays put for 6 plus hours. And, there are 9 different shades to pick from. In addition, Lakme has very recently come up with an improved version of eye conic kohl pencil that claims to last up to 22 hours without smudge. Price: Rs 210



2. Lakme Absolute Kohl Ultimate:

Lakme Absolute Kohl Ultimate is a cult product from Lakme & a HG product for many girls! It comes in an attractive pencil form with a smudger at one end & a sharpener at the other end. The texture of the kohl is buttery smooth & glides on with ease. It is amazingly pigmented and gives a rich black color. It sets quickly into a smudge-proof and waterproof

finish. The wear time is also great with a minimum of 6-7 hours. All in all, a great pick for all the kohl lovers out there! Highly recommended! Price: Rs 725 for 1.2 gm.



3. Lakme Absolute Gel Addict:

This Lakme gel eyeliner comes in a catchy packaging along with a brush. The texture is extremely smooth and glides on like a dream. It spreads evenly on the lids and can also be used as a base for eye shadow. This is a long-lasting liner that stays put for straight 6 plus hours. The colors are well pigmented & you get 7 pretty shades to choose from. It has to be the top selling Lakme eye product in Indian market. It's totally worth the price and gives high end kohl pencils a run for their money. Price: Rs 800 for 2.3 gm



4. Lakme Absolute Illuminating Eyeshadow Palette:

This is the first time Lakme has come up with its eye shadow palette. It comes in 2 variants, namely Gold & Silver and both of these contain 6 individual colors. The texture of these Lakme eyeshadows is soft and applies easily. The shades are subtle & pigmentation

needs to build up for a proper color. These are quite long lasting & stay on for 6 plus hours.

Price: Rs 995 for 7.5 gm



5. Lakme Eye conic Lash Curling Mascara:

This is an everyday use mascara and is great for those who are on a budget. It comes in a catchy packaging and is easy to carry around. It has a curved wand which helps in easy application. It gives a little lift to the lashes and is easy to apply on the lower lashes too. In addition, since the Lakme mascara is not waterproof, it is easy to remove as well. Price: Rs 350



6. Lakme Absolute Gloss Artist Eyeliner:

This is a great pick for those who love liners with glossy touch! True to its name, it settles into a glossy finish on the lids and is highly pigmented. A single stroke gives an

intense black color. It lasts for 5-6 hours and is smudge proof as well as waterproof. Price: Rs 600 for 2.5 ml



7. Lakme 9 To 5 Eye Quartets:

These Lakme eyeshadows are another great offering from the Lakme 9 to 5 makeup collection. They come in a square case along with an applicator. They have a velvety smooth texture and apply evenly on the lids. Most of the colors are well pigmented and blend effortlessly. The lasting power is around 5-6 hours & you get 4 different palettes to pick from. Again, the top Lakme eye makeup product ever! Price: Rs 600 for 7 gm



LIP PRODUCTS:

1. Lakme Forever Matte Liquid Lip Color:

We bring you the most-wanted and bestselling lipstick of Lakme. This steal deal is a treat for self-indulgence or a perfect gift to your ladies. Available in 30 exciting shades, this lip color has an intense matte payoff that lasts long and looks freshly applied for up to 16 hrs. These deeply pigmented shades provide your lips with long lasting colors that just don't

budge! Whilst the color payoff is intense the texture is lightweight and very comfortable on the lips! Easy to apply, it glides on effortlessly and stays forever fresh! Price: Rs.295 for 5.6 ml



2. Lakme Absolute Matte Ultimate Lip Color with Argan Oil:

Lakmé Absolute introduces a new Matte Ultimate Lip color with Argan oil - a glamorous matte lipstick range suited for every occasion. From deep plum to fierce red, the collection comprises of 12 trendy shades with a lightweight formula enriched with luxe argan oil that nourishes your lips and keeps it from drying. Every bullet has a soft velvety matte texture that comfortably sits on your lips and provides a bold, intense color payoff. Sport a sensational pout with the ultimate lip color. Price: Rs. 450



3. Lakme Cushion Matte Lipstick:

An exclusive new matte lipstick with a revolutionary soft matte formula that makes matte lips feel soft and comfortable. The soft matte formula is enriched with rose oil extracts

from France which give your matte lips a moisturized, comfortable feel. Its non-drying formula doesn't dry your lips and leaves them feeling soft and looking intensely matte. Lakmé Cushion Matte is a water-resistant soft matte lipstick that gives you a long lasting intense matte color and cushion soft lips all day. Choose from 20 vibrant matte shades and wear cushiony soft lips for a variety of occasions. Price: Rs. 275



4. Lakme Absolute 3D Lipstick:

The new Lakmé Absolute 3D Matte Lip Color helps you add a new dimension to your lips! It is matte with a hint of shine, for glamorous lips with added dimension. Experience rich color payoff in a single stroke. Its long-lasting formula will keep your lips looking glamorous all day. Express your many dimensions with the new Lakmé Absolute 3D Matte Lip Color Range. Make a bold statement everyday with long-lasting, intense color payoff that is the perfect addition to your makeup routine. Give your lips the definition it needs and experience the future of lip color with the new range of Lakmé Absolute 3D Lip Color. Price: Rs.640 3.6g



5. Lakme Lip Love Chapstick:

Get soft lips all day with all new Lakme lip love! With 22 hours of intense moisture and SPF 15 that helps protect your lips from the harmful rays of the sun you can say bye to dry lips! With Lip Love get intense lip care with just the right touch of color, choose from 6 vibrant shades and 1 colorless variant. The innovative color-changing 'instant pink' variant which is sheer and on application, transforms into a shade of pink that is unique only to you. One quick swipe and you can seal in the moisture to get soft lips all day. Price: Rs.150



6. Lakme 9 to 5 primer + cream:

"Lakmé 9to5 Primer + Crème Lipstick has a built-in primer that glides on lips for a smooth long-lasting crème finish. This crème lipstick gives your lips an intense color payoff in just one stroke. This collection of crème lipsticks is enriched with Shea butter and Vitamin E which help to moisturize and condition, and give lips day long intense color. Lakme 9TO5 Primer + Crème Lipstick has a smooth texture and hides creases on your lips, giving you a flawless look!" Price: Rs.400 for 3.6 g



7. Lakme Absolute Plump and Shine Lip Gloss:

Extra shine, extra plump & extra glossy! 3D by nature, this super chic Plump & Shine Lip Gloss by Lakmé contains Marine Collagen & high-shine pigments that keep your lips full and hydrated at all times. It lasts 6 hours long and redefines pout perfection. Price:Rs.400



8. Lakme Enrich Lip Crayon:

"Lakme is India's No.1 color cosmetics brand offering a wide range of high-end, world-class color cosmetics and skincare products. Lakme has a vast product range specially crafted by experts for the Indian skin. The brand has also been redefining fashion in India with Lakme Fashion Week, India's premier fashion event. The Lakme Enrich Lip Crayon is a newly formulated lip color crayon, for a soft texture and smooth matte finish. Get soft and colorful lips every day, in 10 different shades of your choice. The Lakme Enrich Lip Crayons contain a high level of mineral powders, giving your lips a soft matte finish. It also contains a rich mixture of olive oil and jojoba oil which condition your lips. Sketch your lips, and make them your canvas with the new Lakme Enrich Lip Crayons." Price: Rs.220 for 14.4g



9. Lakme 9 to 5 Lip Liner:

The Lakmé 9to5 Lip Liner gives you long lasting and ideal definition sans touch-ups. With its super gliding, never felt before satiny finish, the texture suits your lips effortlessly. The perfect shades for work wear, these waterproof lip liners have high color pay off. It's the first and key step to perfect lips. Price: Rs.340 for 1.14 g



NAIL PRODUCTS:

1. Lakme Absolute Gel Stylist Nail Colors:

Gel perfection on your nails is now a dream come true with Lakmé Absolute Gel Stylist nail colors. It delivers hi-shine, has great coverage and is available in rich and intense colors. Recommended by Lakmé Makeup Experts, get professional finish gel nails every single time. Price: Rs.250 for 15 ml



2. Lakme Color Crush Nail Art:

Stargaze has 20 new and stunning shades that highlight each texture vividly and redefine the beauty of nail art. Inspired for the varied galaxies; it has a shimmery matte finish. One coat of application is all that you will need for picture-perfect and super trendy looking nails. Made for every mood, choose from the pearlescent unicorn, metal finish chrome, glitter-mixed effect courtesy glitterati and shimmer with dazzling micro-particles for that crazy circus effect. It's time to let your nail art do the talking and tell your story!

Price: Rs.155 for 6 ml



3. Lakme 9 to 5 Primer + Gloss Nail Color:

Get everyday perfect nails with Lakmé 9to5 Primer + Gloss Nail Color. The perfect Primer + Gloss Nail Color range has colors that dry quickly, giving your nails a long lasting, intense, glossy shine. Now coat your nails with vibrant color that stays through your busy work days. Available in a wide range of 19 bright colors and 1 Top Coat that gives an added glossy finish. A nail paint for everyday use, these shades are simply a must-have! Price: Rs.144



4. Lakme True Wear Nail:

Trendy shades on the go and for every mood, Lakmé True Wear Color Crush nail enamel make the world a better place! Long-lasting by nature and chip-resistant, Lakmé True Wear Color Crush coats your nails to perfection; giving them a vibrant and elegant look. It has color lock technology and is resin-based, making it a perfect choice! Add a stroke of classic color to your nails with Lakmé True Wear Color Crush Nail Color. A color for all seasons and occasions, the shades are simply a must-have. The Lakmé True wear Color Crush Nail Color comes with Color Lock Technology that ensures the color stays on your nails for long. Price: Rs.96 for 9 ml



5. Lakme Nail Color Remover:

Lakmé Nail Color Remover prevents excessive dryness around the nails, removes color completely & strengthens the nails. It's the one product you need between your manicures! Get this small bottle of Lakme's Nail Color Remover right away! You do not need to use too much of the product to remove the nail paint color. The bottle has a plastic stopper with a small hole in it, hence making it easier to control the quantity of the product, when using it. As it is richly enriched with Vitamin E, it prevents excessive drying around the nails. The Lakmé Nail Color Remover completely removes the nail paint till the last bit of its color. Price: Rs.95 for 27ml



SKIN CARE:

1. Lakme 9 TO 5 Matte Moist Mattifying Moisturizer:

Lakme 9to5 Matte Moist Mattifying Moisturizer moisturizes your skin while giving you the matte look. It's the moisturizer re-invented. The unique oil-less formula is enriched with the goodness of pure green tea extracts, it is beautifully light weight and is proven to keep skin moisturized for 12 straight hours*. That is not it, it magically mattifies skin instantly to control the production of excess oil for 12 long hours* and visibly reduces pores to give you gorgeous, shine-free skin all day! No more blotting or powdering.

Price: Rs.279 for 50 g



2. Lakme 9 To 5 Naturale Aloe Aqua Gel:

Nourish your skin, especially if it's stressed, with the goodness of aloe vera. This lightweight and non-sticky gel gives a soothing effect, provides the perfect base for makeup and protects your skin from daily and harsh exposure to city pollution. Ideal for all skin types, it's the perfect solution to get that fresh and glowing look, especially on no makeup days.

Price: Rs.160 for 50 g



3. Lakme Gentle & Soft Deep Pore Cleanser:

Nourish your skin while you cleanse it with the Lakme Deep Pore Cleanser. This skin cleanser gently extracts dirt, oil, makeup, and other impurities from your skin after a long day. The natural avocado content in this cleanser replenishes your dry skin with its nourishing qualities. Enriched with the antioxidant properties of Vitamin E, this cleanser conditions your skin leaving it soft and supple. It cleans your clogged pores gently and lets your skin breathe. With the Lakme Deep Pore Cleanser, your skin feels visibly cleansed, purified, and nourished. Make cleansing a vital part of your skincare regime with this cleanser and get a flawless skin. Take a little cleanser on a cotton ball and apply evenly over your face and neck to cleanse the dirt and impurities. wash your face normally after cleansing with the deep pore cleansing milk. Price: Rs.140 for 60 ml



4. Lakme Absolute Perfect Radiance Skin Brightening Serum:

Get a fresh and radiant glow everyday with Lakmé Absolute Perfect Radiance. With the power of precious micro-crystals, the high- resolution clarity of a crystal is now captured in this new range. This luscious skin brightening serum is concentrated with Vita-Resorcinol that diminishes the formation and transfer of skin darkening pigments and precious micro-crystals known to polish your skin. Price: Rs.975 for 30 ml



5. Lakme Absolute Argan Oil Radiance Overnight Oil-in-Serum:

Enriched with Argan Oil, combined with the power of a serum, this lightweight formula nourishes your skin overnight. All you need is 1-2 drops at bedtime to improve the overall quality of your skin. A deeply nourished, radiant look is in store for you with the regular application of this almost magic-like potion. Price: Rs.975 for 15ml



6. Lakme Sun Expert Ultra Matte Gel Sunscreen SPF 50 PA+++:

Get 97% protection from harmful UV rays with Lakme's all new gel format sunscreen. Non-sticky and lightweight by nature, the Lakmé Sun Expert Ultra Matte Gel Sunscreen SPF50 is ideal to use in Indian weather conditions and perfect for those with oily skin. It spreads effortlessly and gives your skin an ultra-matte finish. Price: Rs.228 for 50 ml



7. Lakme Blush and Glow Sheet Mask:

(Flavors: Strawberry, Pomegranate, Watermelon, Kiwi & Lemon)

Lakme brings to you its first range of exciting Sheet Masks from blush and glow. If you are facing dull, dry, patchy skin that is yearning for some hydration that is infused with the goodness of your favorite fruits. If your skin wants to get a glow that feels like a fruit facial. Our sheet masks are meant to give you exactly that! Now soak your face in the goodness of 100% pure fruit extracts with the range of Lakme Blush & Glow Fruity-licious Sheet Masks. As you leave on this delightfully refreshing sheet mask, your face gets a burst of freshness and a gorgeous fruit-kissed glow. In just 15 minutes you feel rejuvenated like just out of a fruit facial. What's more, the light, breathable fabric fits your face perfectly and smells oh! so delicious. It's the ultimate way to pamper and nourish your skin and make it look fresh and feel soft and supple. Just tear, wear and get the glow. Price: Rs.80 for 20 ml



8. Lakme Blush & Glow Gel Face Wash:

(Flavors: Peach, Berry, Kiwi, Lemon, Strawberry)

Use the Lakme Blush and Glow Gel Face Wash to give your skin a gorgeous fruit-kissed glow, every day. Formulated by Lakme Salon experts & enriched with goodness of rich fruits extracts. The face wash has fruit anti-oxidants and beads that cleanse your skin washing away dirt and other impurities. For the best results. Follow this simple Blush & Glow regime every day for a fruit-kissed glow every day. The beautiful texture & fragrance will make you fall in love instantly. Price: Rs.115 for 50 g



FACIAL CREAMS:

1. Lakme 9 to 5 Primer + Matte Perfect Cover Foundation:

Lakmé 9to5 Primer + Matte Perfect Cover Foundation glides on your skin for a smooth and even skin tone. It blends effortlessly on your skin for a perfect, natural look. A foundation so versatile, your skin is bound to love it as well as look flawless no matter what! This foundation gives you medium to high coverage as it is buildable in nature for your convenience and as per the occasion. With SPF 20 and long wear formula, this foundation will keep your skin looking natural and flawless through the day! Price: Rs.347 for 25ml



2. Lakme Absolute 3D Cover Foundation:

The Lakme Absolute White Intense Skin Cover Foundation is perfect foundation leaves your face enriched and your skin luminous. The Lakme Absolute White Intense Skin Cover Foundation contains vitamin B3 to nourish and keep your skin cells purified. The water-based formula of this foundation spreads softly over your skin and blends in with your complexion to give you an instant glow. The mousse sets on your face, ensures that your pores and fine lines are concealed, to give you a smooth final finish. The foundation lasts up to 16 hours and with its SPF 25, protects your skin from the harmful effects of the sun. Price: Rs.600 for 15 g



3. Lakme Absolute Blur Perfect Makeup Primer:

The Lakme Absolute Blur Perfect Makeup Primer is the perfect start for a flawless, professional makeup finish. The Lakme Absolute Blur Perfect Makeup Primer's silky blur formula instantly brightens primes, softens blemishes and pores and creates a smooth skin surface to prep for makeup application. Makeup glides on effortlessly and blends seamlessly for a more vibrant, color true finish. The Lakme Absolute Blur Perfect Makeup Primer is the perfect canvas for makeup or wear-alone over your moisturizer for instant smoothness and radiance. Price: Rs.239 for 10.0 g



4. Lakme Absolute Face Stylist Blush Duos:

Get that salon-like expert + professional finish with the Lakmé Absolute Face Stylist Blush Duos. The luminous and silky formula gives a natural-looking radiance to your skin. This gives your cheeks a hint of color that blends in effortlessly for a luminous finish. Price: Rs.600 for 6g



5. Lakme Absolute Illuminating Shimmer Brick:

A blush palette with a hint of shimmer that's been specially crafted by our backstage expert. With four luminous and silky shades that effortlessly blend into your cheeks, this is your chance to embrace a soft and rosy glow to your face. Price: Rs.580 for 10 g



6. Lakme 9 to 5 Flawless Matte Complexion Compact:

For an oil-free, even and natural complexion, this is a perfect pick! The Lakmé 9 To 5 Flawless Matte Complexion is a compact that brings out your amazing skin tone and enhances your beauty. It is fortified with a unique Vitamin E formula to nourish your skin and give it a radiant look that lasts you all day. Price: Rs.400 for 8 g



7. Lakme Absolute Mattereal Mousse Concealer:

Introducing Lakmé Absolute Mattereal Mousse Concealer, a creamy mousse concealer that helps mask imperfections and blemishes effortlessly. The concealer leaves a matte effect on skin which reduces the appearance of fine lines and pores. It comes with an

applicator to blur imperfections, deliver a medium to high coverage and give precise coverage. For the woman on the go, this concealer is a must-have makeup essential as its unique mousse formula gives seamless texture to skin. Available in 6 versatile shades that suit Indian skin tones, it is the perfect tool to cover flaws and give a smooth and natural complexion. Kiss imperfections goodbye with this mousse concealer! - Conceals imperfections flawlessly- Minimizes the appearance of dark spots and pores- Sets with a smooth matte finish that makes skin even- Fine powder masks fine lines - Delivers medium to high coverage About Lakmé. Lakmé is India's No. 1 color cosmetics brand offering a wide range of high-end, world-class makeup and skincare products. Price: Rs.480 for 9 g



8. Lakme Absolute Perfect Radiance Skin Brightening Night Crème:

Get a fresh and radiant glow everyday with Lakmé Absolute Perfect Radiance. With the power of precious micro-crystals, the high-resolution clarity of a crystal is now captured in this new range. This Skin brightening Night Creme with precious micro-crystals and skin brightening vitamins, intensely nourishes your skin through the night, so that you can wake up to an illuminated look and a smooth feel. Price: Rs.425 for 50 g



9. Lakme Absolute Hydra Pro Overnight and Day Gel:

Feel an Instant rush of hydration with Lakme Hydra Pro Range. WAKE UP to hydrated, Plump Skin! Lakme Absolute Hydra Pro Overnight Gel helps boosts skin's hydration ability while you're asleep. So, you wake up to plump, hydrated skin that's ready for the day. Luxurious gel formula is infused with advanced HA-PENTA complex & Hyaluronic acid. Hyaluronic acid is the revolutionary water bank molecule for skin and Pentavitin is proven to hydrate skin deeply. For Superior results use Lakme Absolute Hydra Pro Gel Crème during the day and Hydra Pro Overnight gel before going to bed to get supple and fresh-looking skin. Price: Rs.725 for 50g



10. Lakme Absolute Skin Firming Day and Night Crème

Lakmé Youth Infinity Skin Firming Day Creme is endowed with anti-ageing properties; it makes your skin look younger after every use, whilst removing wrinkles and blemishes from your skin. Lakmé Youth Infinity Skin Firming Night Creme formulated with Insta-Collagen Boosters, is an anti-ageing cream that tightens your skin elasticity whilst the luminizing pearls give you a brighter glow. Price: Rs.850 for 50 g



Legacy of Lakmé:

The Beginning In 1952, under the personal request of then Prime Minister Jawaharlal Nehru, JRD Tata launched Lakmé as a subsidiary of Tata Group. Simone Tata joined as Director and later became its CEO, spearheading its exponential growth into a household name. Let's take a trip down memory lane, and peek into how Lakmé Salon came into being.



1950

Pt. Jawaharlal Nehru invites the Tata to launch the first Indian beauty cosmetic brand.



MID 1960'S

Lakme expands into skin care, introducing moisturizers and sun care products. Around this time, Lakme also launches its salon business as a centre of learning and to understand consumers preference.



1995

Lakme Lever Limited formed a joint venture between HUL & Lakme Limited.



1998

Lakme Beauty Salon begins expansion through franchises.



2000

Lakme partners with Fashion Week, and there's no looking back. In the years to come, the name 'Lakme' becomes synonymous with Indian fashion and glamour.



2013

Lakme has a network of 240 salons spread across 50+ cities and towns. More than 170 of these are franchise salon owned by 100+ entrepreneurs.



"An ally to the Classic Indian Women, Lakme inspires her to express the unique beauty and sensuality within.... enabling her to realize the potency of her beauty."

The contemporary Indian beauty expert - Lakmé continuously innovates to offer a wide range of high performance and world class cosmetics, skincare products, and beauty salons. Combining international cosmetic technology with an in-depth understanding of the Indian woman's needs, Lakmé also offers its consumers a comprehensive beauty experience through its products that are ideal for a variety of Indian skin tones.....

Lakme Marketing Mix (4Ps) Strategy:

Marketing Mix of Lakme analyses the brand/company which covers 4Ps (Product, Price, Place, Promotion) and explains the Lakme marketing strategy. There are several marketing strategies like product/service innovation, marketing investment, customer experience etc. which have helped the brand grow. Marketing strategy helps companies achieve business goals & objectives, and marketing mix (4Ps) is the widely used framework to define the strategies. This article elaborates the product, pricing, advertising & distribution strategies used by Lakme.

Lakme Product Strategy:

The product strategy and mix in Lakme marketing strategy can be explained as follows:

Lakme is one of the leading cosmetics brands in the world. Lakme has a wide range of products and services in its marketing mix, which are well portrayed in its website and stores. Lakme offers the following to its customers:

- 1. Look book** - to take inspirations from Lakme's signature looks

2. Lakme Makeup - which includes products for eyes, face, lips and nails and all these products are well categorized in two categories - application area and range

3. Skin needs - hydration, anti-aging, skin brightening, cleansing, skincare and makeup, moisturizing, sun protection

4. Skin regimes - skin gloss, perfect radiance, youth infinity

5. Lakme Salon - which offers show stopping collection, runway menu, salon offers, franchise options, teaching academy, gift cards, loyalty programs, salon locators, etc.

a) The runway menu includes various categories for hair, hand and feet, skin, essentials, innovation and bridal. The hair category includes services related to color, extensions, care, form, styling and textures. The services can be pre booked from the website. Lakme Fast fab is its unisex salon. Lakme Absolute salons are its exclusive salons which provides special grooming and styling options to the premium customers.

6. Lakme Fashion Week Store for gallery of previous fashion shows and latest trends and looks - Lakme also has a bridal stylist website, which has styles to inspire brides with bridal beauty, fashion, inspirations, healthy options and wedding extras. It has separate websites for Lakme, Lakme India and Lakme bride.

Lakme Price/Pricing Strategy:

Lakme has targeted its major customers in India, and priced its products accordingly. Lakme also came up with a new range a 9 to 5 collection which was targeted for the working ladies and its prices were slightly higher than the basic products. Also, Lakme has a completely exclusive range for models and glamour world. It has outreached to the population in urban and rural areas and hence its prices are set accordingly. As a result of the customer friendly pricing strategy, Lakme stands out as the leading domestic brand for cosmetics in India. This gives an insight in the pricing strategy of Lakme.

Lakme Place & Distribution Strategy:

Lakme has made sure to be available in all parts of the country with utmost ease and convenience. It has a well-designed website, it is easily available in all kind of stores including retail outlets, convenience shops, hyper markets, malls, etc. Lakme has its salons widespread across major cities in India and is coming up with projects in new cities as well. Lakme has more than 300 products and they are available in more than 70 countries.

Lakme Promotion & Advertising Strategy:

Lakme has never stood back in spending money in advertising. Through its rigorous ad campaigns involving leading actresses and promotions in televisions, online ads, magazines, newspapers, etc. Lakme has always maintained a position in the minds of customers. Lakme has been aggressive in its promotion strategy. Its brand ambassadors include Indian film stars like Shraddha Kapoor, Kareena Kapoor, Katrina Kaif and other leading models. Lakme has its well- developed training centre in Chennai, Delhi and Mumbai to train people in becoming professionals. It also has its R&D lab which explores various new techniques of product application, formulation and design. It also organizes Lakme India Fashion Week twice a year to maintain its visibility and popularize the brand through all possible means. All these activities help Lakme to promote its brand positively and maintain a good relationship with customers. Hence, this completes the Lakme marketing mix.

CHAPTER IV



DATA ANALYSIS

&

INTERPRETATION

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

Introduction:

Analysis is must for any research to derive a conclusion. The analysis of the data plays a predominant role in analyzing the result of various factors. The completion of the project depends upon the analysis and interpretation of the collected data.

The data are tabulated and interpreted by the research and presented in the form of bar diagram, pie chart, cones and cylinder chart. These diagram and charts give a bird's eye view for the entire data which helps in summarizing and presentation of the collected data in a systematic manner.

This chapter deals with the analysis and interpretation of data regarding consumer level of satisfaction and preference towards Lakme products. Data are collected from 60 respondents and tabulated for easy understanding and good presentation, which assists the researcher to analyze the data efficiently.

The data collected have been analyzed using the following statistical tools:

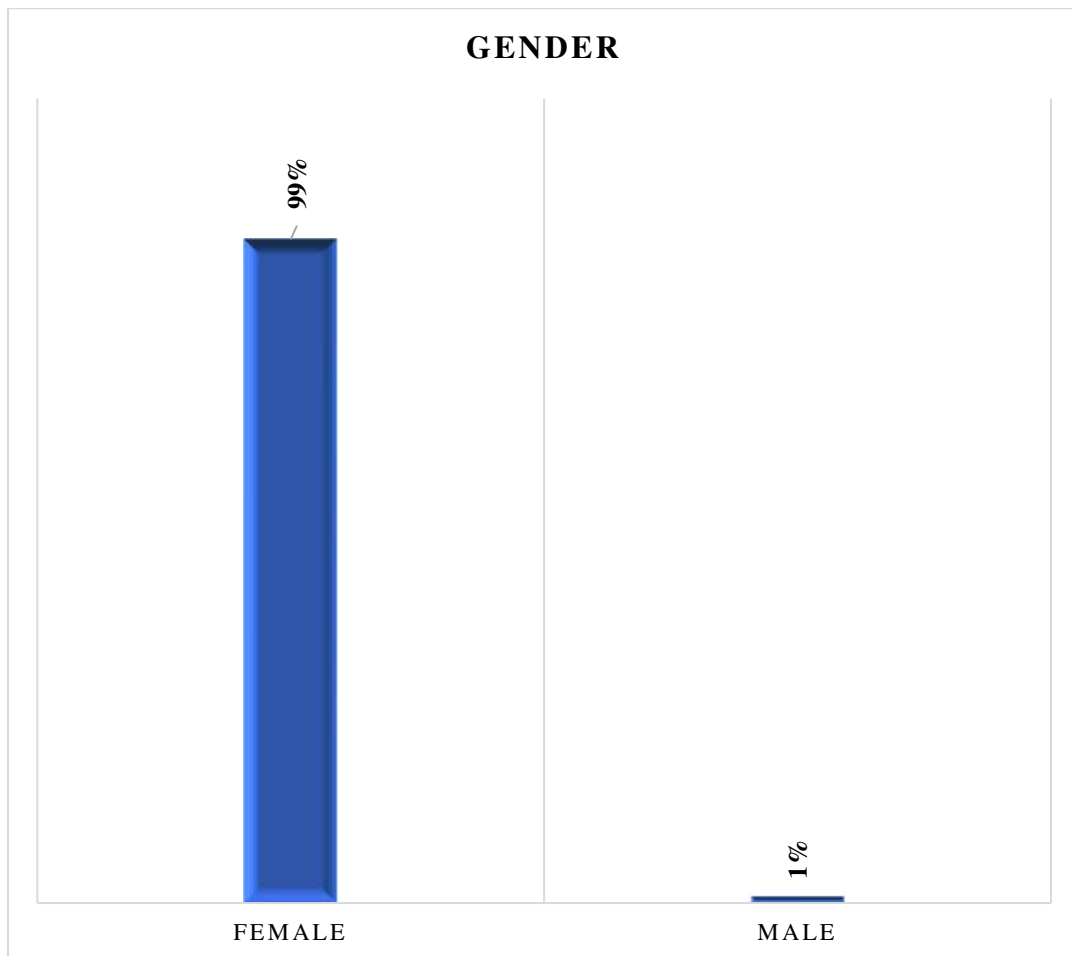
- Pie chart
- Bar diagram
- Percentage analysis method
- Ranking method
- Likert's scale

TABLE 4.1

TABLE SHOWING GENDER WISE CLASSIFICATION

Particulars	No. of Respondents	Percentage
Male	1	1%
Female	59	99%
Total	60	100%

Source: Primary data



INFERENCE:

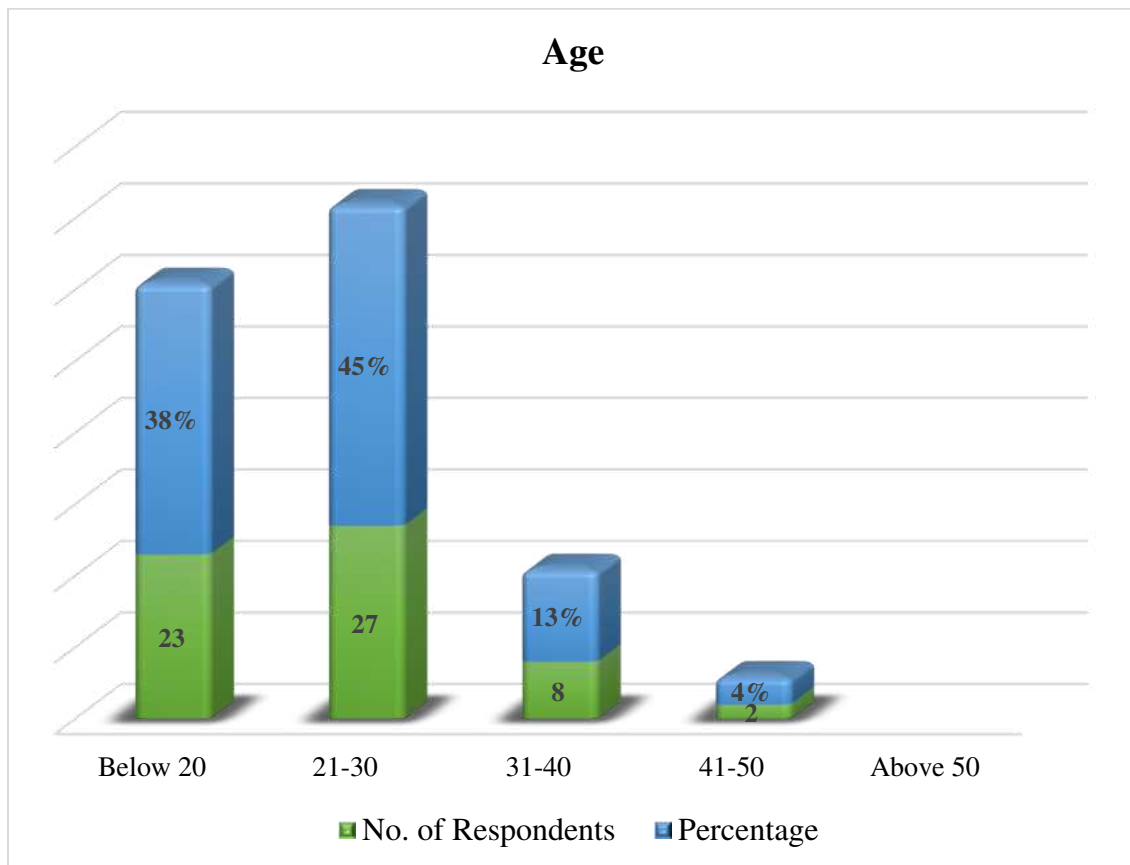
The above table shows that 99% of the respondents are female and only 1% of them is male. Thus, majority of the respondents are females who use Lakme products.

TABLE 4.2

TABLE SHOWING AGE WISE CLASSIFICATION

Particulars	No. of Respondents	Percentage
Below 20	23	38%
21-30	27	45%
31-40	8	13%
41-50	2	4%
Above 50	-	-
Total	60	100%

Source: Primary data



INFERENCE:

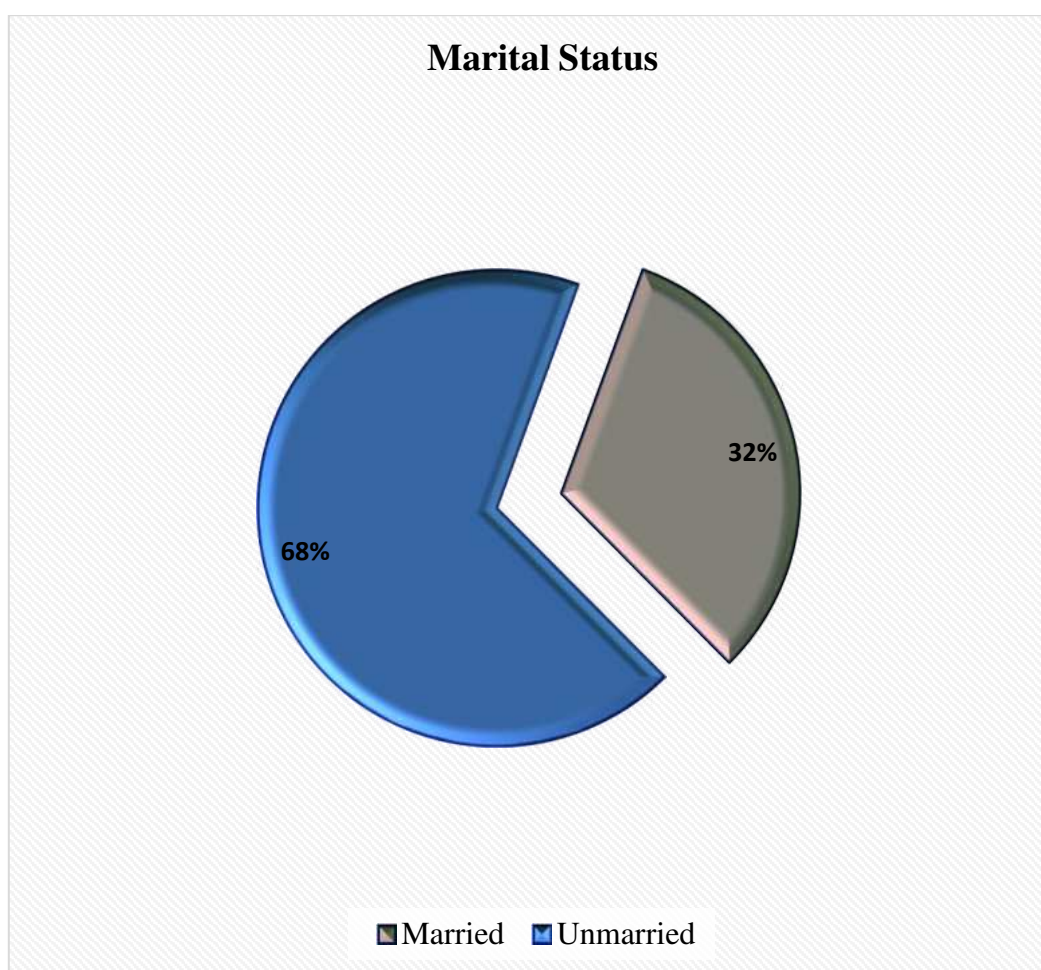
The above table shows that 38% of them are below 20 years, 45% of them are between 21-30 years, 13% of them are between 31-40 years and 4% of them are between 41-50 years. Thus, the age groupers between 21-30 years use Lakme products at the highest.

TABLE 4.3

TABLE SHOWING MARITAL STATUS WISE CLASSIFICATION

Particulars	No. of Respondents	Percentage
Married	19	32%
Unmarried	41	68%
Total	60	100%

Source: Primary data



INFERENCE:

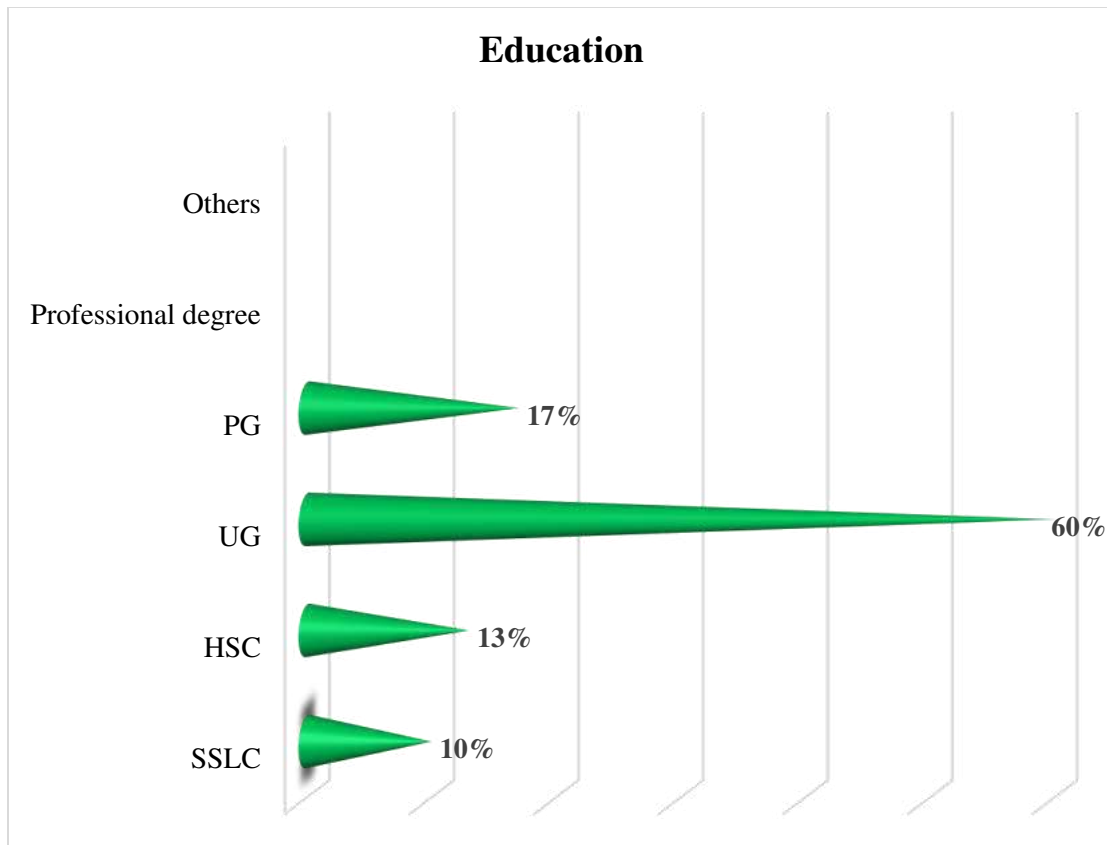
The above table shows that 68% of the respondents are unmarried and 32% of the respondents are married. Thus, majority of the respondents are unmarried.

TABLE 4.4

TABLE SHOWING EDUCATIONAL QUALIFICATION

Particulars	No. of Respondents	Percentage
SSLC	6	10%
HSC	8	13%
UG	36	60%
PG	10	17%
Professional degree	-	-
Others	-	-
Total	60	100%

Source: Primary data



INFERENCE:

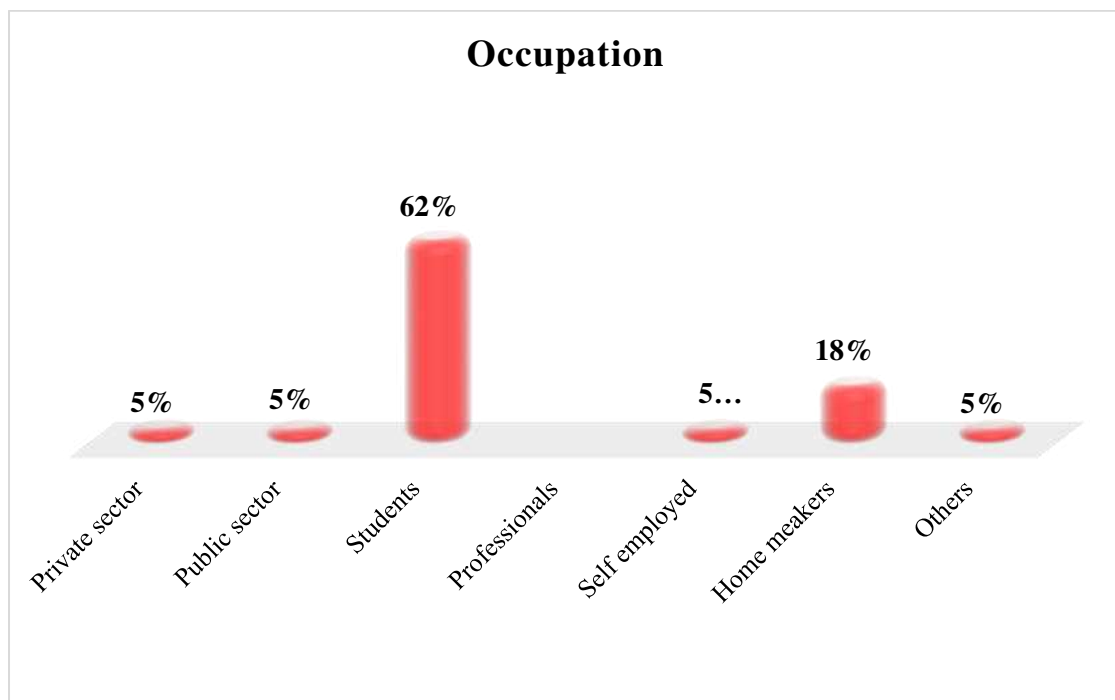
The above table shows that 10% of them are SSLC students, 13% of them are HSC students, 60% of them are UG graduates and 17% of them are PG graduates.

TABLE 4.5

TABLE SHOWING OCCUPATION WISE CLASSIFICATION

Particulars	No. of Respondents	Percentage
Private sector	3	5%
Public sector	3	5%
Students	37	62%
Professionals	-	-
Self employed	3	5%
Home makers	11	18%
Others	3	5%
Total	60	100%

Source: Primary data



INFERENCE:

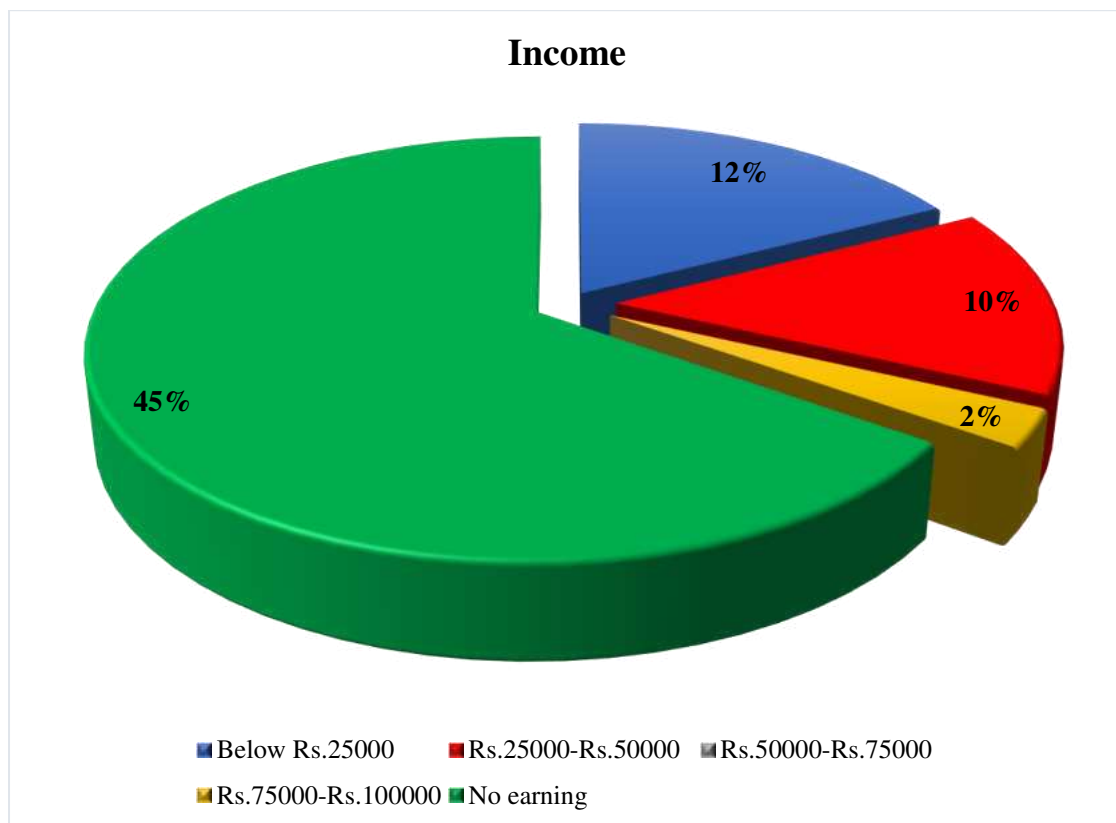
The above table shows that 5% of the respondents are private sector employees, 5% of them are public sector employees, 62% of them are students, 5% of them are self-employed, 18% of them are home makers and 5% of them are others.

TABLE 4.6

TABLE SHOWING INCOME WISE QUALIFICATION

Particulars	No. of Respondents	Percentage
Below Rs.25000	7	12%
Rs.25000-Rs.50000	6	10 %
Rs.50000-Rs.75000	-	-
Rs.75000-Rs.100000	2	2%
No earning	45	45%
Total	60	100 %

Source: Primary data



INFERENCE:

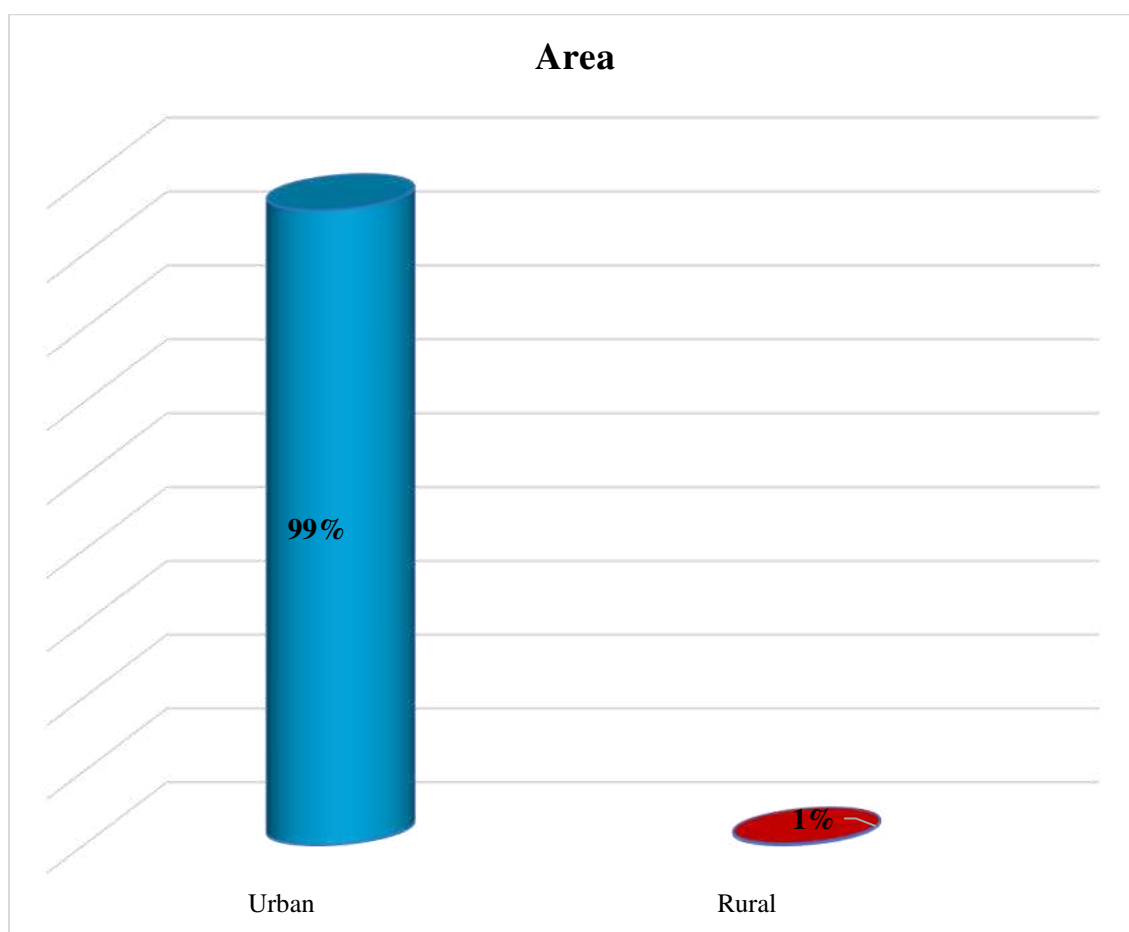
The above table shows that 12% of them are earning below Rs.25000, 10% of them are earning Rs.25000-Rs.50000, 2% of them are earning Rs.75000-Rs.100000 and 45% of them are not earning.

TABLE 4.7

TABLE SHOWING AREA WISE QUALIFICATION

Particulars	No. of Respondents	Percentage
Urban	59	99%
Rural	1	1%
Total	60	100 %

Source: Primary data



INFERENCE:

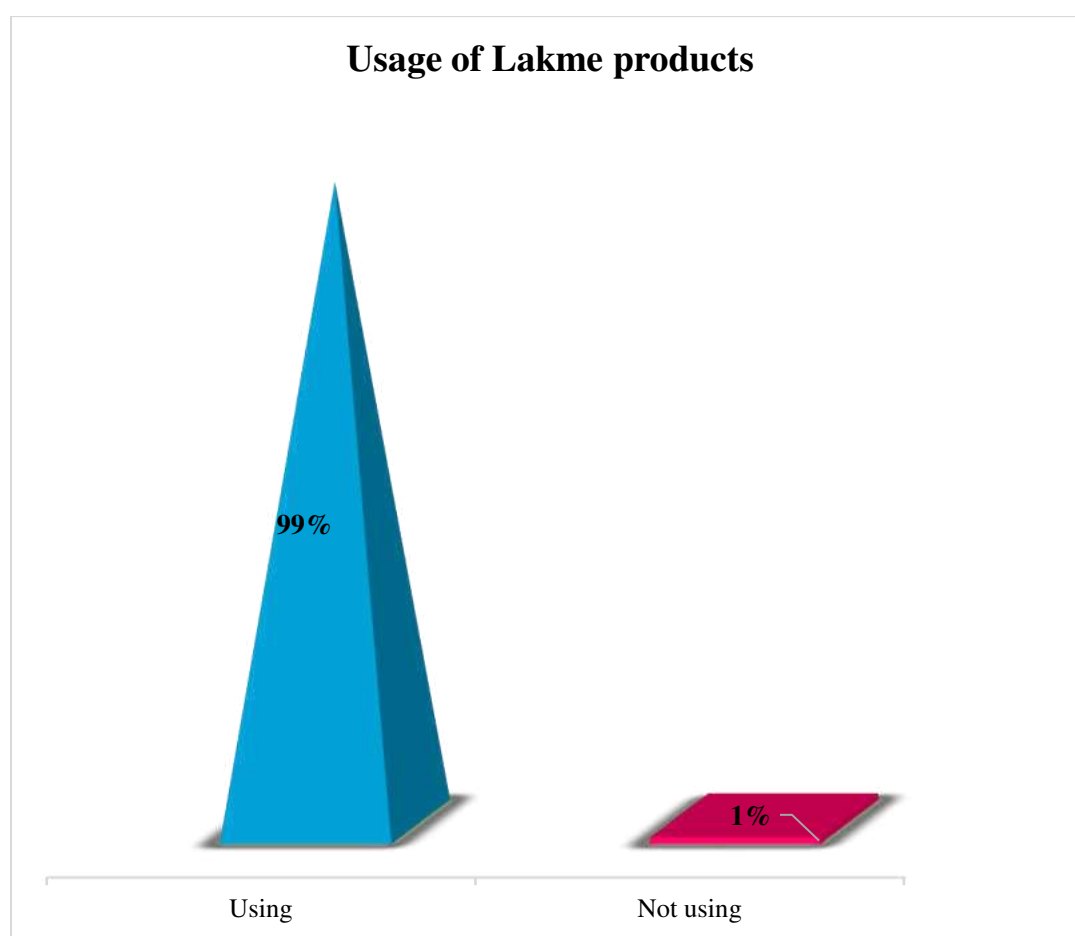
The above table shows that 99% of the respondents are from urban area and 1% of the respondents are from rural area.

TABLE 4.8

TABLE SHOWING THE NUMBER OF RESPONDENTS USING LAKME PRODUCT

Particulars	No. of Respondents	Percentage
Using	59	99%
Not using	1	1%
Total	60	100%

Source: Primary data



INFERENCE:

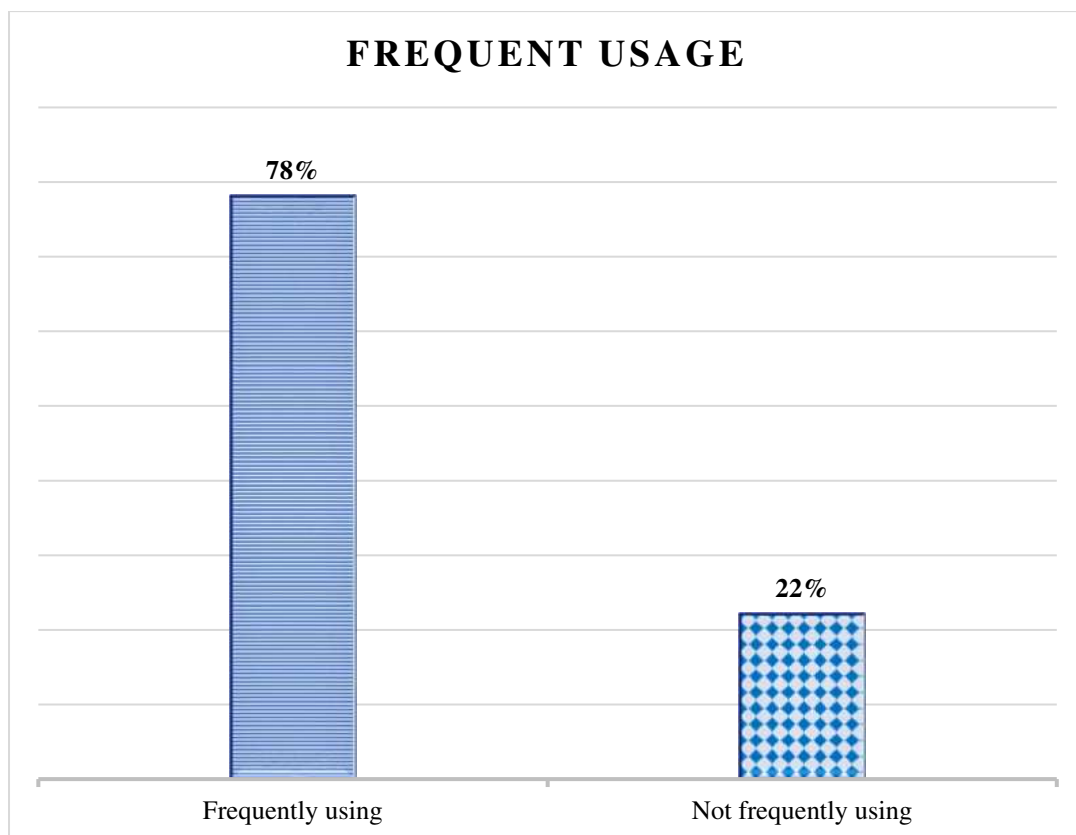
The above table shows that 99% of the respondents use Lakme products and 1% of the respondent is not using it.

TABLE 4.9

TABLE SHOWING THE RESPONDENTS FREQUENT USE OF LAKME PRODUCTS

Particulars	No. of Respondents	Percentage
Frequently using	47	78%
Not frequently using	13	22%
Total	60	100%

Source: Primary data



INFERENCE:

The above table shows that 78% of the respondents are frequently using and 22% of the respondents are not frequently using Lakme products.

TABLE 4.10
RESPONDENTS NEEDS FOR USING LAKME PRODUCTS

Particulars	No. of Respondents	Percentage
Eyes	25	29.06%
Skin	24	27.90%
Lips	20	23.25%
Nails	17	19.76%
Total	86	100%

Source: Primary data

INFERENCE:

Note: In the survey out of 60 questionnaire the respondents have preferred to use more than one product in selecting the needs for using Lakme products.

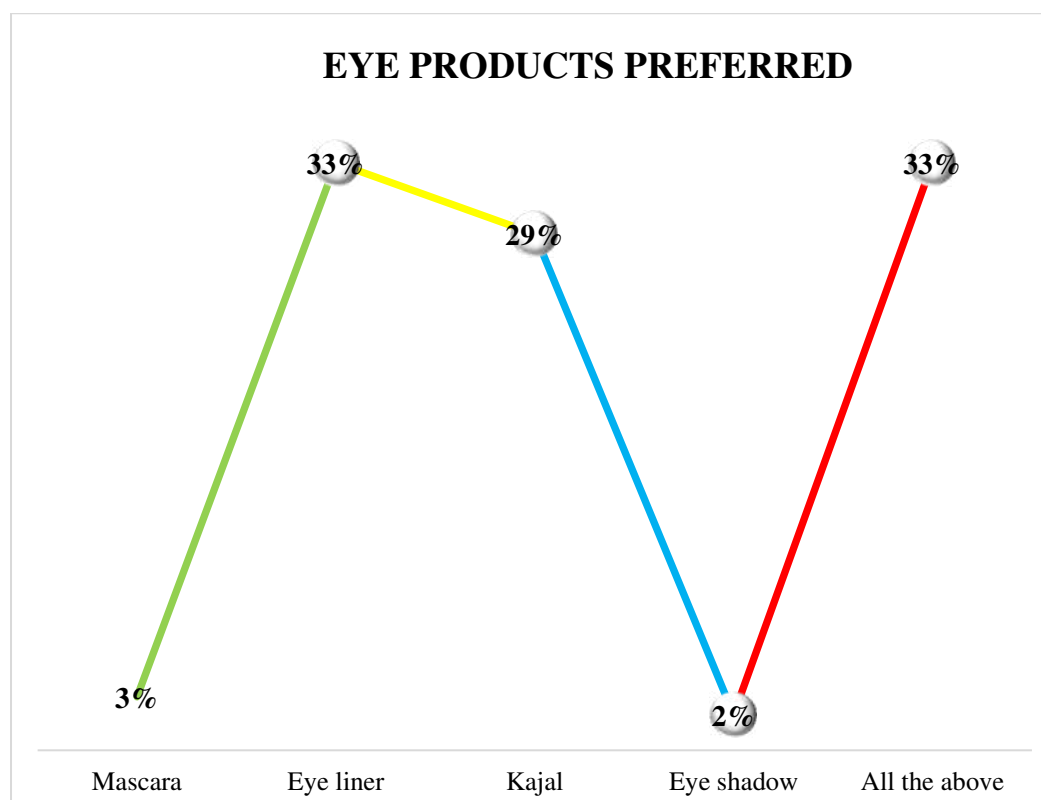
In the above table the respondents have not only selected one product for their needs they had selected more than one. According to that the Eye products of Lakme was preferred in first place and then they have preferred Skin products of Lakme in second place followed by Lip products of Lakme in third place and the Nail products of Lakme in fourth place.

TABLE 4.11

TABLE SHOWING THE TYPE OF EYE PRODUCTS PREFERRED

Particulars	No. of Respondents	Percentage
Mascara	2	3%
Eye liner	20	33%
Kajal	17	29%
Eye shadow	1	2%
All the above	20	33%
Total	60	100%

Source: Primary data



INFERENCE:

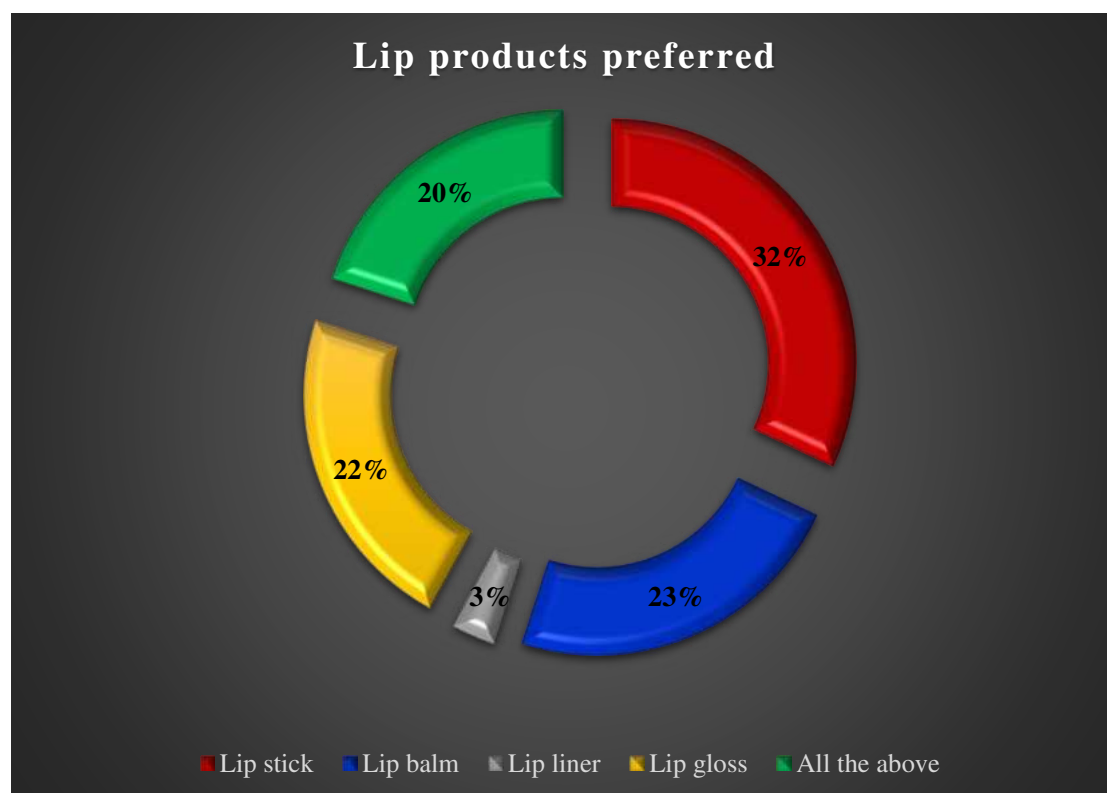
The above table shows that 3% of them use mascara, 33% of them use eyeliner, 29% of them use kajal, 2% of them use eye shadow, 33% of them use all the above eye products of Lakme.

TABLE 4.12

TABLE SHOWING THE TYPE OF LIP PRODUCTS PREFERRED

Particulars	No. of Respondents	Percentage
Lip stick	19	32%
Lip balm	14	23%
Lip liner	2	3%
Lip gloss	13	22%
All the above	12	20%
Total	60	100%

Source: Primary data



INFERENCE:

The above table shows that 32% of them use lip sticks, 23% of them use lip balm, 3% of them use lip liner, 22% of them use lip gloss and 20% of them use all the above lip products of Lakme.

TABLE 4.13

TABLE SHOWING THE TYPE OF NAIL PRODUCTS PREFERRED

Particulars	No. of Respondents	Percentage
Nail colors	33	55%
Nail shiner	8	13%
Nail art	3	5%
All the above	16	27%
Total	60	100%

Source: Primary data



INFERENCE:

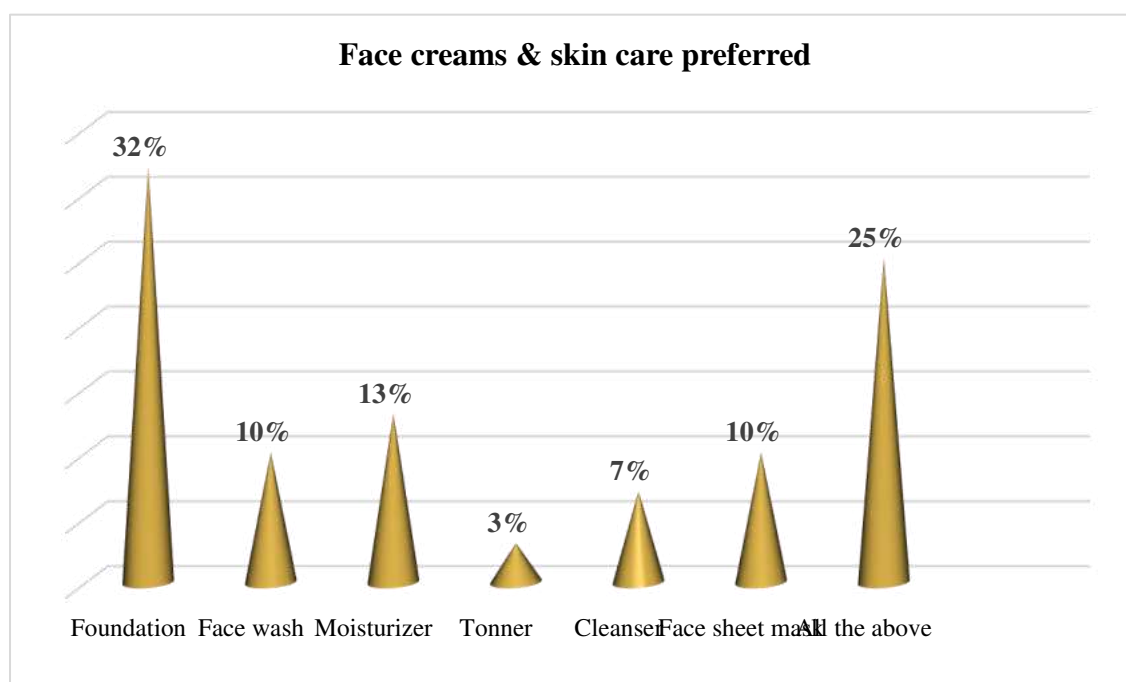
The above table shows that 55% of them use nail colors, 13% of them use nail shiner, 5% of them use nail art and 27% of them use all the above nail products of Lakme.

TABLE 4.14

TABLE SHOWING THE KINDS OF FACE CREAMS & SKIN CARE PREFERRED

Particulars	No. of Respondents	Percentage
Foundation	19	32%
Face wash	6	10%
Moisturizer	8	13%
Tonner	2	3%
Cleanser	4	7%
Face sheet mask	6	10%
All the above	15	25%
Total	60	100%

Source: Primary data



INFERENCE:

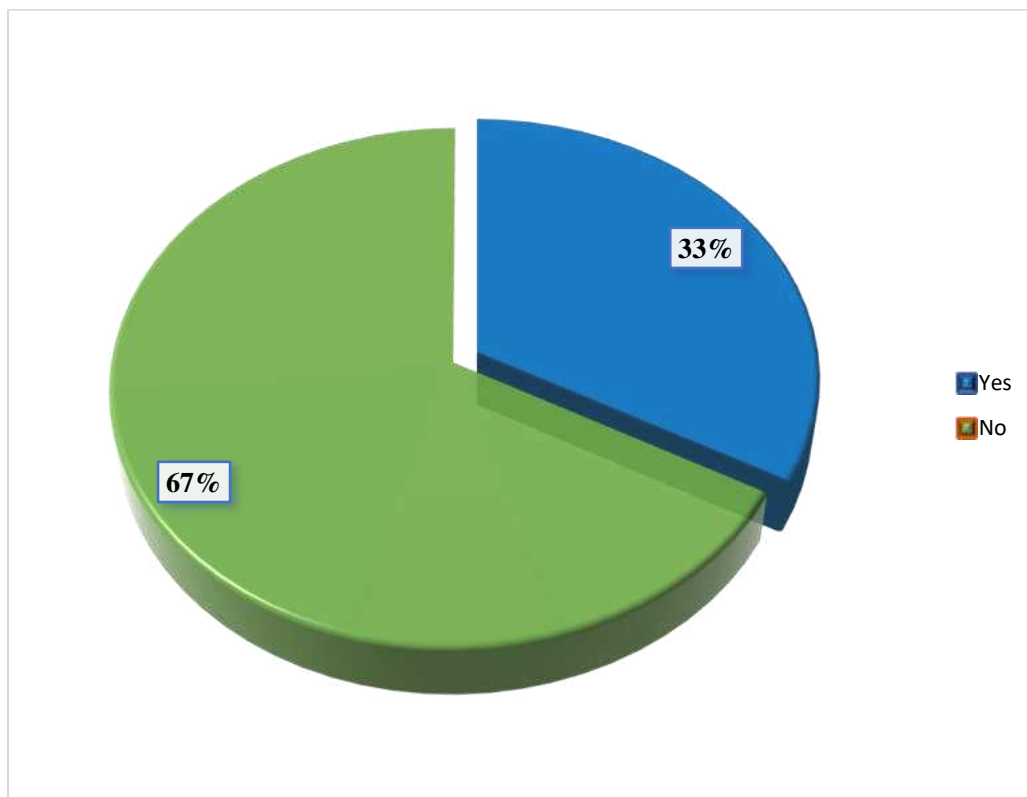
The above table shows that 32% of them use foundation, 10% of them use face wash, 13% of them use moisturizer, 3% of them use tonner, 7% of them use cleanser, 10% of them use face sheet mask and 25% of them use all the above face creams and skin care products of Lakme.

TABLE 4.15

TABLE SHOWING THAT THE RESPONDENTS WOULD BUY ANY OTHER BRAND IF THEIR BRAND IS OUT OF STOCK

Particulars	No. of Respondents	Percentage
Yes	20	33%
No	40	67%
Total	60	100%

Source: Primary data



INFERENCE:

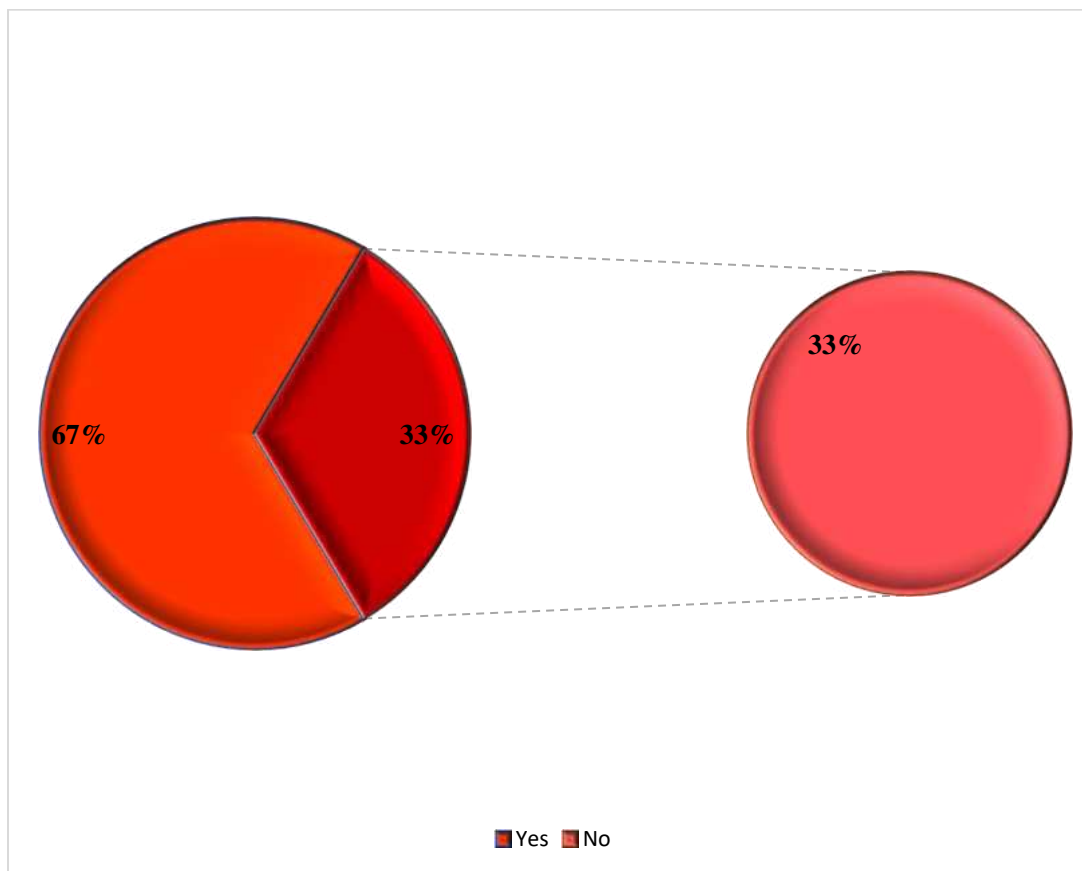
The above table shows that 67% of the respondents has said that they will not buy any other brand if their particular brand (Lakme) is out of stock and 33% of the respondents has said that they will change to any other brand if their particular brand (Lakme) is out of stock.

TABLE 4.16

TABLE SHOWING THAT THE RESPONDENTS PREFERRED BRAND LAKME PRODUCTS IS BETTER THAN ANOTHER PRODUCT

Particulars	No. of Respondents	Percentage
Yes	40	67%
No	20	33%
Total	60	100%

Source: Primary data



INFERENCE:

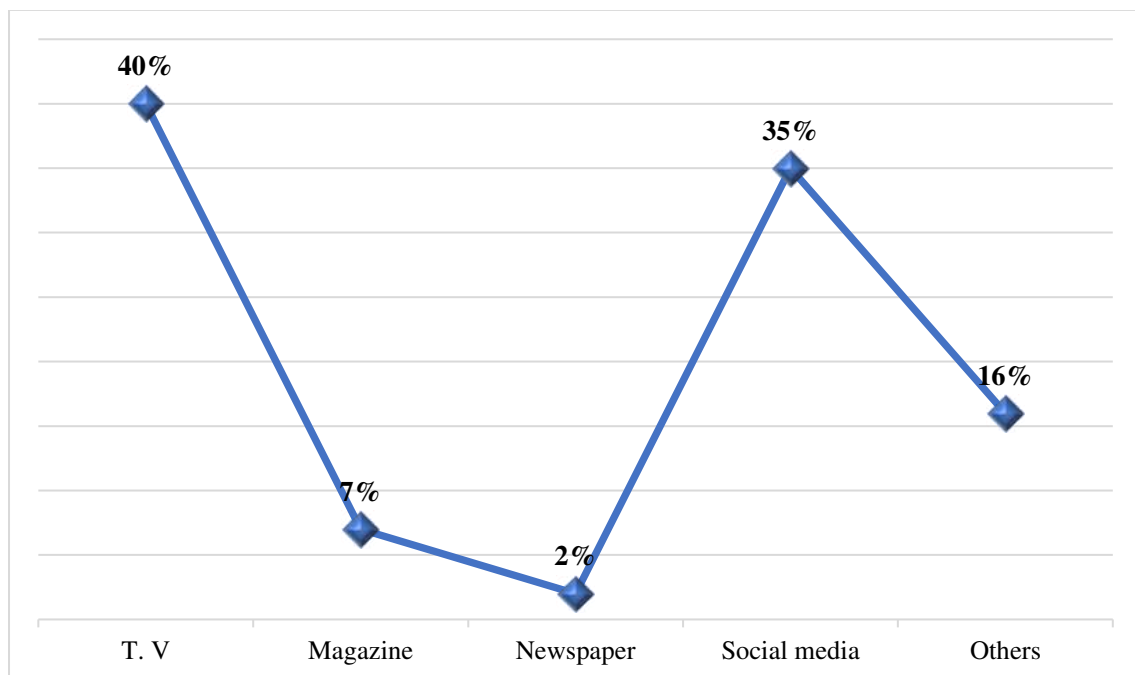
The above table shows that 67% of the respondents has said their preferred brand Lakme is better than other brands and 33% of the respondents has responded as other brands are better than Lakme products.

TABLE 4.17

TABLE SHOWING THAT BY WHICH MEDIA THE RESPONDENTS GOT ATTRACTED TO BUY LAKME PRODUCTS

Particulars	No. of Respondents	Percentage
T. V	24	40%
Magazine	4	7%
Newspaper	1	2%
Social media	21	35%
Others	10	16%
Total	60	100%

Source: Primary data



INFERENCE:

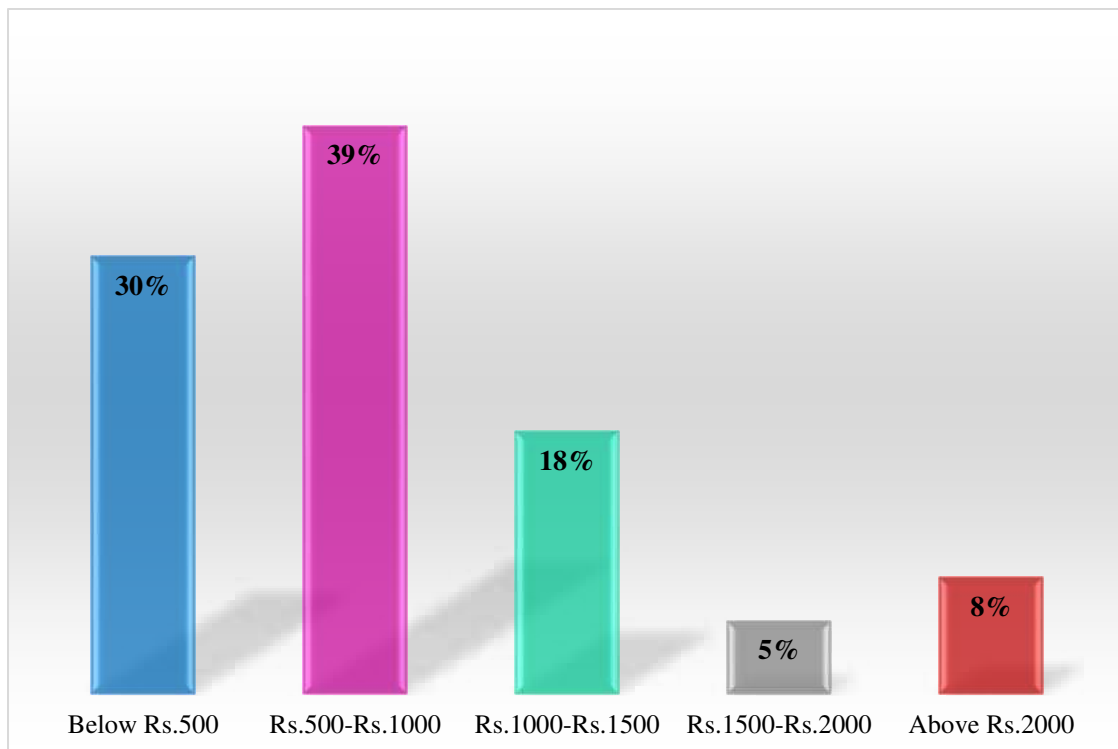
The above table shows that 40% of them were attracted by T. V, 7% of them by magazines, 2% of them by newspaper, 35% of them by social media and 16% of them by other modes.

TABLE 4.18

TABLE SHOWING THE AMOUNT SPEND BY THE RESPONDENTS ON LAKME PRODUCTS

Particulars	No. of Respondents	Percentage
Below Rs.500	18	30%
Rs.500-Rs.1000	23	39%
Rs.1000-Rs.1500	11	18%
Rs.1500-Rs.2000	3	5%
Above Rs.2000	5	8%
Total	60	100%

Source: Primary data



INFERENCE:

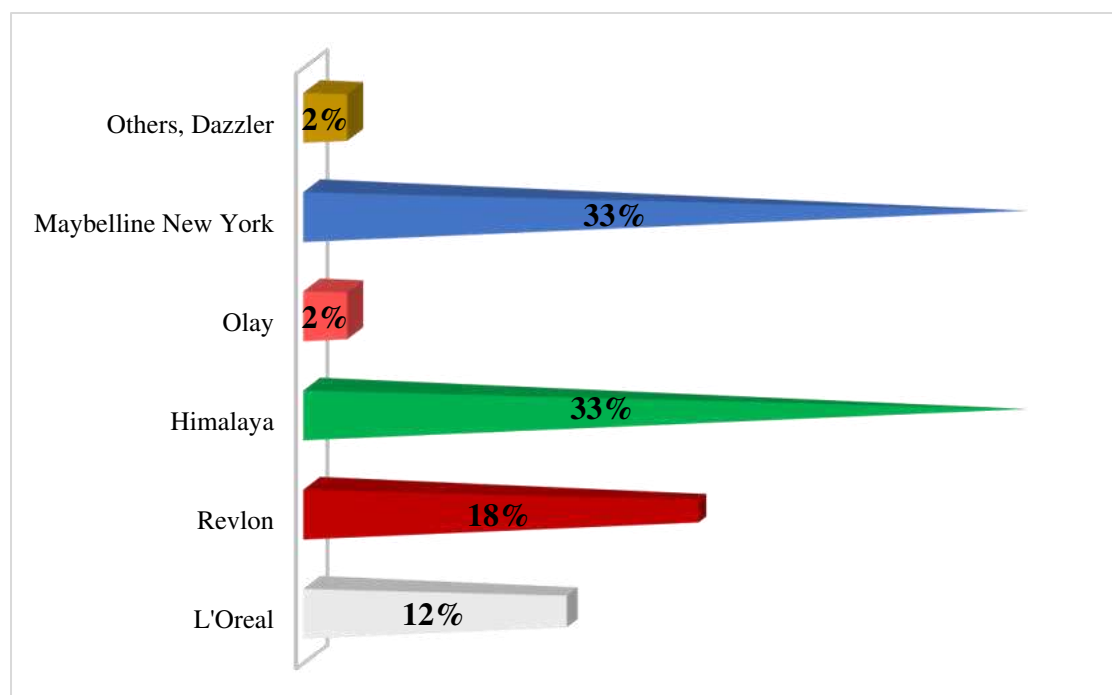
The above table shows that 39% of the respondents spent below Rs.500, 39% of them spent Rs.500-Rs.1000, 18% of them spent Rs.1000-Rs.1500, 5% of them spent Rs.1500-Rs.2000 and 8% of them has spent above Rs.2000 for their brands.

TABLE 4.19

TABLE SHOWING THAT IF THE RESPONDENTS ARE GIVEN A CHANCE TO CHANGE LAKME PRODUCTS WHICH ONE WOULD THEY GO FOR

Particulars	No. of Respondents	Percentage
L'Oréal	7	12%
Revlon	11	18%
Himalaya	20	33%
Olay	1	2%
Maybelline New York	20	33%
Others, Dazzler	1	2%
Total	60	100%

Source: Primary data



INFERENCE:

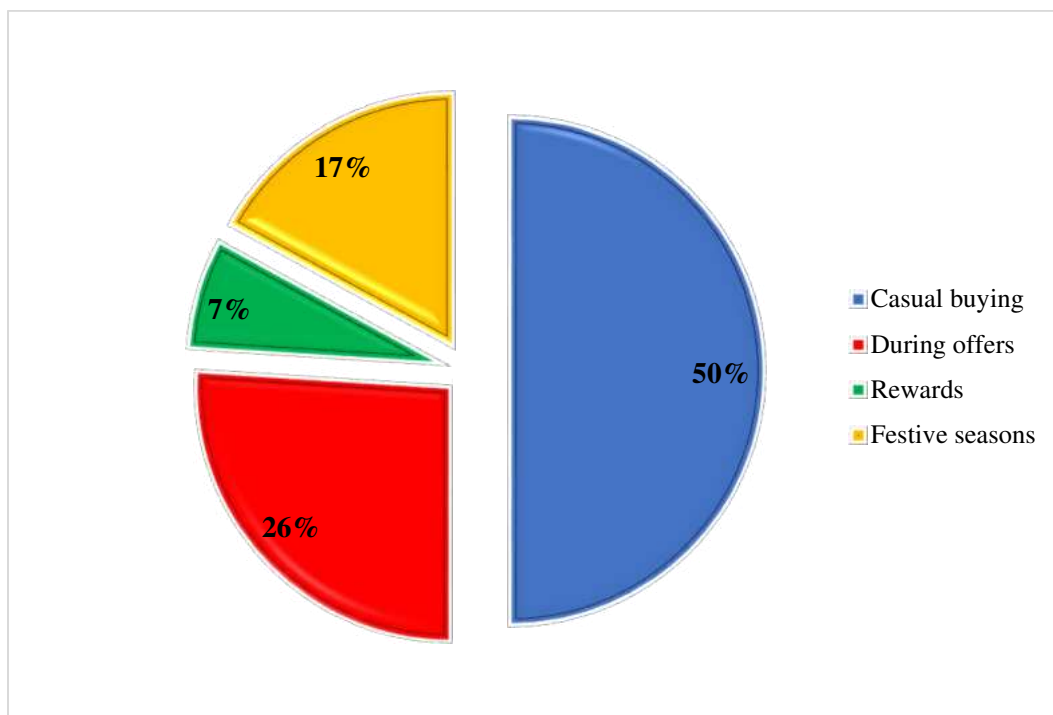
The above table shows that if the respondents are given a chance to change their brand 12% of them to L'Oréal, 18% of them to Revlon, 33% of them to Himalaya, 2% of them to Olay, 33% of them to Maybelline New York and 2% of them use another brand particularly Dazzler.

TABLE 4.20

TABLE SHOWING ON WHAT OCCASION DO THE RESPONDENTS BUY THE LAKME PRODUCTS

Particulars	No. of Respondents	Percentage
Casual buying	30	50%
During offers	16	26%
Rewards	4	7%
Festive seasons	10	17%
Others	-	-
Total	60	100%

Source: Primary data



INFERENCE:

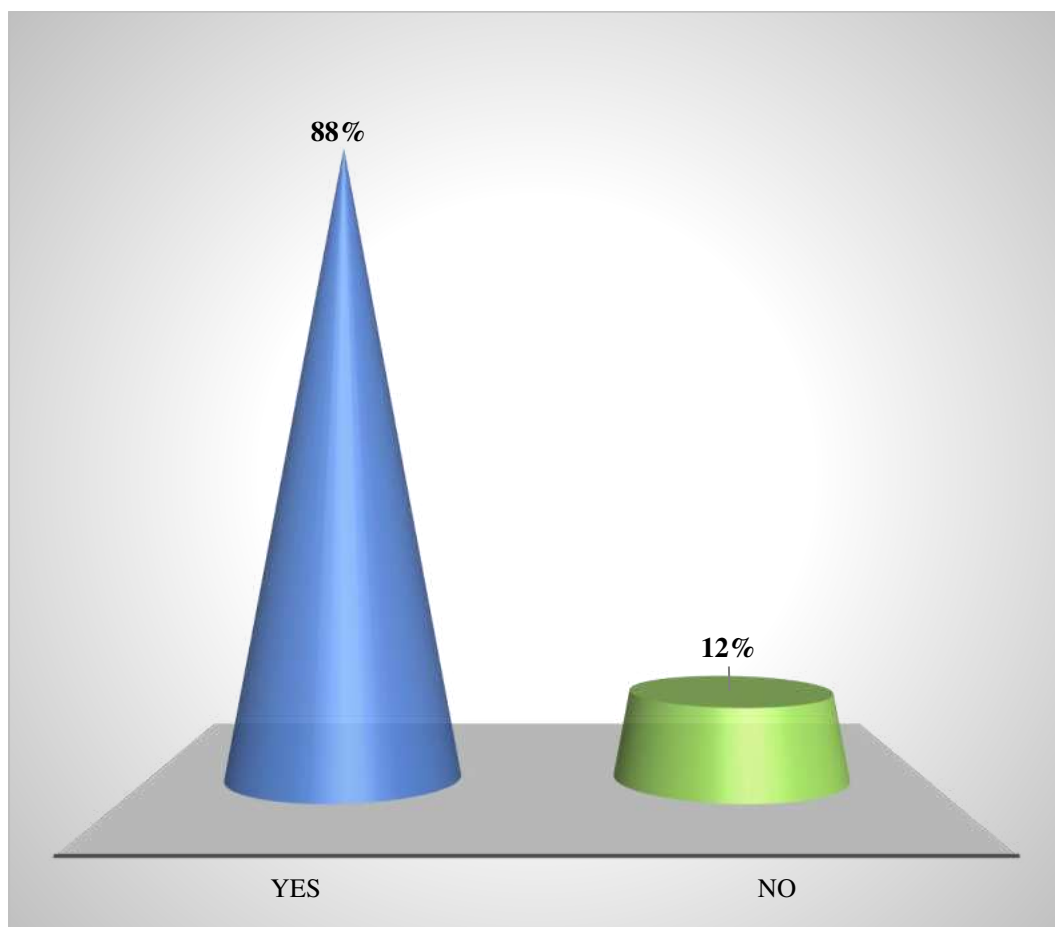
The above table shows that the respondents buy Lakme on casual buying 50%, during offers 26%, on rewards 7% and during festive seasons 17%.

TABLE 4.21

TABLE SHOWING THE RESPONDENTS FEEL THAT LAKME PRODUCTS MAKE THEM FEEL YOUNG

Particulars	No. of Respondents	Percentage
Yes	53	88%
No	7	12%
Total	60	100%

Source: Primary data



INFERENCE:

The above table shows that 88% of the respondents felt that Lakme products has made them feel young and 12% of them has respondent as they didn't feel young by using Lakme products.

TABLE 4.22

TABLE SHOWING THE RESPONDENTS EASY MODE OF BUYING THE LAKME PRODUCTS

Mode of buying	I	II	III	IV	V	Total	Average Mean	Rank
Retail shop	80	44	24	20	15	183	3.05	III
Flipkart	135	52	33	10	4	234	3.9	I
Amazon	95	44	51	16	5	211	3.51	II
Snapdeal	40	56	21	42	9	168	2.8	IV
Others	55	28	6	24	27	140	2.33	V

Source: Primary data

PARTICULARS	RANK
Flipkart	I
Amazon	II
Retail shops	III
Snapdeal	IV
Others	V

INFERENCE:

The above table clearly shows that Flipkart takes the first position, Amazon by second position, Retail shops by third position, Snapdeal by fourth position and other modes by fifth position.

TABLE 4.23**TABLE SHOWING THE RESPONDENTS REASONS FOR BUYING THE LAKME PRODUCTS**

Particulars	I	II	III	IV	V	VI	VII	VIII	TOTAL
Brand value	200	84	48	30	12	6	6	1	387
Quantity	8	21	12	5	68	36	32	8	190
Quality	72	105	84	55	8	9	4	4	341
Shades	56	84	96	75	4	9	6	3	333
Price	8	7	24	55	48	33	20	10	205
Innovation	80	56	60	100	16	6	6	3	327
Convenience	8	35	18	10	52	48	20	10	201
Others	16	35	18	15	32	27	20	20	183

Particulars	Total	Average Mean	Rank
Brand value	387	6.45	I
Quantity	190	3.16	VII
Quality	341	5.68	II
Shades	333	5.55	III
Price	205	3.41	V
Innovation	327	5.45	IV
Convenience	201	3.35	VI
Others	183	3.05	VIII

PARTICULARS	RANK
Brand value	I
Quality	II
Shades	III
Innovation	IV
Price	V
Convenience	VI
Quantity	VII
Others	VIII

Source: Primary data

INFERENCE:

The above table shows that brand value takes the first place, quality by second place, shades by third place, innovation by fourth place, price by fifth place, convenience by sixth place, quantity by seventh place and other reasons by eighth place.

TABLE 4.24**TABLE SHOWING THE RESPONDENTS SATISFACTION LEVEL ON LAKME PRODUCTS**

Particulars	SA (5)	A (4)	N (3)	D (2)	SD (1)	TOTAL
Overall quality	32	18	6	3	1	257
	160	72	18	6	1	
Purchase experience	7	25	26	-	2	215
	35	100	78	-	2	
Usage experience	23	24	13	-	-	250
	115	96	39	-	-	
Reasonable price	10	22	22	5	1	215
	50	88	66	10	1	
Variety of shades & colors	16	30	13	1	-	241
	80	120	39	2	-	
Style range	21	23	15	1	-	244
	105	92	45	2	-	
Worth the money for the product	16	20	20	4	-	228
	80	80	60	8	-	
Advertised collections are available in stores	10	21	16	11	2	206
	50	84	48	22	2	

Particulars	Total	Mean score	Rank
Overall quality	257	4.28	I
Purchase experience	215	3.58	VI
Usage experience	250	4.167	II
Reasonable price	215	3.58	VII
Variety of shades & colors	241	4.016	IV
Style range	244	4.067	III
Worth the money for the product	228	3.8	V
Advertised collections are available in stores	206	3.43	VIII

Particulars	Rank
Overall quality	I
Usage experience	II
Style range	III
Variety of shades & colors	IV
Worth the money for the products	V
Purchase experience	VI
Reasonable price	VII
Advertised collections are available in the stores	VIII

Source: Primary data

INFERENCE:

Thus, the majority of the respondents' reason for buying Lakme products is for the quality of the product, followed by the usage experience, by style range, variety of shades & colors, worth the money for the products, purchase experience, reasonable price and advertised collections available in the stores.

CHAPTER V



FINDINGS & SUGGESTIONS

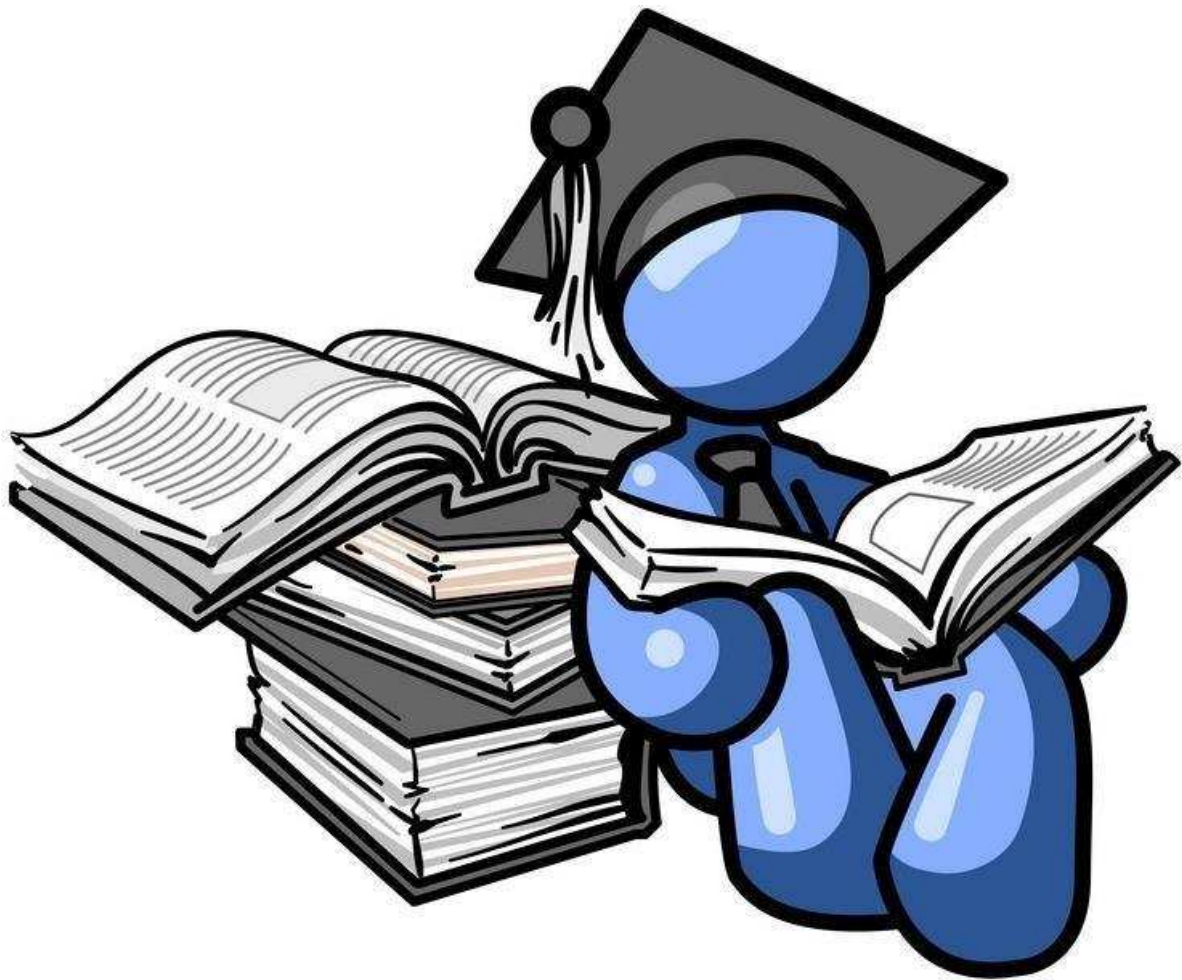
FINDINGS:

- ✓ Majority 99% of the consumers prefer Lakme products.
- ✓ Majority 45% of the consumers are between 21-30 years old.
- ✓ Majority 68% of the consumers are unmarried.
- ✓ Majority 60% of the consumers are Under Graduates.
- ✓ Majority 62% of the consumers are students.
- ✓ Majority 33% of them use eyeliners and another 33% of them use all the eye products of Lakme.
- ✓ Majority 32% of the consumers use lipstick.
- ✓ Majority 55% of the consumers are using nail colors.
- ✓ Majority 32% of the consumers are using foundation.
- ✓ Majority 78% of the consumers are frequently using Lakme products.
- ✓ Majority 67% of the consumers will not purchase any other brand if their brand Lakme is out of stock.
- ✓ Majority 67% of the consumers feel that their preferred brand Lakme products is better than any other product in the market.
- ✓ Majority 40% of the consumers are attracted by the advertisements of Lakme products by watching it on television and 35% of them are attracted by social media.
- ✓ Majority 39% of the consumers spend Rs.500 -Rs.1000 to buy Lakme products.
- ✓ Majority 33% of the consumers has responded as if they are given a chance to change the Lakme products they would go ahead with Himalaya and Maybelline New York.
- ✓ Majority 50% of the consumers has said that they are intended to buy Lakme products on casual buying and at times they buy on special occasions.
- ✓ Majority 88% of the consumers has responded as Lakme makes them feel young.
- ✓ Majority 33% of the consumers use all the Eye products of Lakme products.
- ✓ Majority 19% of them are using Lip stick and 32% of the consumers are mostly using the foundation of Lakme products.
- ✓ Majority of the respondents had ranked Flipkart as first rank for easy mode of buying.
- ✓ Majority of the respondents has ranked Lakme brand value as first place for popularity.
- ✓ Majority of the respondents has ranked overall quality as satisfaction level of using Lakme products.

SUGGESTIONS:

1. Consumers of Lakme products are well known about the product range provided by the brand.
2. From the survey, it is clear that through advertisements majority of the consumers are young people and the products offered by Lakme exactly matches the demand of the youth. This makes Lakme products ahead of its competitors.
3. Often the product range displayed in the ads are not available in stores, so it should be ensured that product ranges are available in retail shops all the time.
4. The chemical contents of Lakme products should be reduced because now a days we are more polluted from the environment. Hence, as a first step we can bring a natural change in our cosmetics of our daily usages.
5. Price of the products should be reduced so as to retain the loyal consumers of the Lakme products and to increase the frequency of consumers because now a days most of the consumers are buying organic products though they are highly rated. So, we can bring a change in the price.
6. The main reason or the factor that influenced the consumers to buy Lakme is the variety of shades and colors, innovation and brand value for its quality.

CHAPTER VI



CONCLUSION

CONCLUSION:

Lakme cosmetics are primarily used to enhance the consumers facial beauty. Most of the people use cosmetics for making themselves attractive. Naturally, a person grooming himself or herself perceives that their level of confidence and happiness would increase. Now a day more of men also interested to use cosmetic products. Lakme should launch new categories of beauty products for men. Consumer buying behaviour is the important factor to forecast the sales of any products in a particular area. So, the company should keep a close eye on market situation. Even though their prices are high, consumer are much satisfied while buying the Lakme products due to their quality and effectiveness. Thus, Lakme products are playing a vital role in satisfying the wants of the consumers. The company can improve the design and look to attract more customers.

It is believed that beauty products promote a sense of emotional well-being of the women. The cosmetic products in the present era have moved from luxury category to most essential category. Hence, the marketers of cosmetic products have to be vigilant and should be able to realise the needs of the present-day cosmetic users. They should be thoroughly studied about their behaviour towards the purchase and use of cosmetics. The different factors such as quality, ingredients and safety of cosmetic products found influencing the buying decision of cosmetic consumers.



ANNEXURE I

QUESTIONNAIRE

A STUDY ON CONSUMERS PREFERENCE TOWARDS LAKME PRODUCTS

Personal details:

1. Name:
2. Gender: a) Female b) Male
3. Age: a) Below 20 b) 21-30
 c) 31- 40 d) 41-50
 e) Above 50
4. Marital status: a) Married b) Unmarried
5. Education: a) SSLC b) HSC
 c) UG d) PG
 e) Professional degree f) Others, specify_____
6. Occupation: a) Private sector b) Public sector
 c) Student d) Professional
 e) Self-employed f) Home maker
 g) Others, specify _____
7. Income: a) Below Rs.25000 b) Rs.25000-Rs.50000
 c)Rs.50000-Rs.75000 d) Rs.75000-Rs.100000
8. Area of living: a) Urban b) Rural

Product details:

9. Do you use Lakme products? a) Yes b) No
10. How many months/years you have been using Lakme products?
a) In months b) 1 year c) 2 years d) More than 2 years
11. Do you like Lakme products? a) Yes b) No
12. Do you use Lakme products frequently? a) Yes b) No
13. Do you agree that Lakme products are affordable a) Yes b) No
14. Who among the following uses Lakme products often?
a) Women b) Men
15. For what need you use Lakme products
☐ Eyes ☐ Lips ☐ Nails ☐ Skincare & creams
16. Do you use Eye products? a) Yes b) No
17. Mention what type of Eye products you prefer?
a) Mascara b) Eye liner c) Kajal
d) Eye shadow e) All the above
18. Do you use Lip products? a) Yes b) No
19. Mention what type of Lip products you prefer?
a) Lip stick b) Lip balm c) Lip liner
d) Lip gloss e) All the above
20. Do you use Nail products? a) Yes b) No
21. Mention what Nail products you prefer?
a) Nail colors b) Nail shiner c) Nail art d) All the above
22. Do you use Face creams & skincare products? a) Yes b) No

23. Mention what kind of creams & skincare products you prefer?

- a) Foundation b) Face wash c) Moisturizer d) Tonner
e) Cleanser f) Face sheet mask g) All the above

24. How many members in your family use Lakme products?

- a) 1 person b) 2 persons c) More than 2 persons

25. When was your last purchase of Lakme products?

- a) In months b) 1 year c) 2 years d) More than 2 years

26. What is the expiry period of your Lakme products?

- a) Below a year b) 1 year c) 2 years d) More than 2 years

27. How many products you own for your use?

- a) 1 b) 2 c) 3 d) More than 3

28. Who suggested you to buy Lakme products?

- a) Friends & relatives b) Advertisements c) Self-decision

29. Do you think Lakme is a popular brand? a) Yes b) No

30. Will you prefer a new brand of cosmetics when special offers are provided? a) Yes b) No

31. If your brand is out of stock will you purchase other brands? a) Yes b) No

32. Do you feel that your preferred brand Lakme products are better than another product? a) Yes b) No

33. Do you think that cosmetics is an essential commodity? a) Yes b) No

34. Do you think Lakme is a better competition to another brand? a) Yes b) No

35. Will you look for advertisements related to Lakme products? a) Yes b) No

36. By which media you often get attracted through advertisements?

- a) T.V b) Magazine c) Newspaper d) Social media e) Others

37. Will you recommend other to buy Lakme products? a) Yes b) No

38. How much do you spend on Lakme products?

a) Below Rs.500 b) Rs.500-1000 c) Rs.1000-1500

d) Rs.1500-2000 e) Above Rs.2000

39. Rank the buying intention of Lakme products?

1) Retail shop

2) Flipkart

3) Amazon

4) Snapdeal

5) Others, specify

40. Is the celebrity advertisements for Lakme induce you to buy? a) Yes b) No

41. If you are given a chance to change the Lakme products, which

one would you go for?

a) L'Oréal b) Revlon c) Himalaya d) Olay

e) Maybelline New York f) Others, specify

42. Rank the reason for buying Lakme products

1) Brand value

2) Quantity

3) Quality

4) Shades

5) Price

6) Innovation

7) Convenience

8) Others, specify

43. On what occasion do you intend to buy the Lakme products?

- a) Casual buying b) During offers c) Rewards
d) Festive seasons e) Others, specify_____

44. Do you feel that Lakme products make you feel young? a) Yes b) No

45. Answer the applicable one regarding the satisfaction of Lakme Products.

(Strongly agree-5, Agree-4, Neutral-3, Disagree-2, Strongly disagree-1)

Particulars	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Overall quality					
Purchase experience					
Usage experience					
Reasonable price					
Variety of shades & colors					
Style range					
Worth the money for the products					
Advertised collections are available in stores					

46. Give your suggestion about this brand

ANNEXURE II

BIBLIOGRAPHY

1. Kothari. CR (2005) – Research Methodology Methods and Techniques, 4th edition
2. L R Potty (2011) – Research Methodology
3. 1. Bernstein, Douglas A. (5 March 2010). Essentials of Psychology. Cengage Learning. pp. 123–124. ISBN 978-0-495-90693-3. Retrieved 25 March 2011.)
4. Elizabeth A. Minton, Lynn R. Khale (2014). Belief Systems, Religion, and Behavioural Economics. New York: Business Expert Press LLC. ISBN 978-1-60649-704-3.
5. E. Bruce Goldstein (2009) 'Sensation and Perception; 8th Edition, University of Pittsburgh and University of Arizona ISBN-10: 0495601497 | ISBN-13:9780495601494, pp. 5–7
6. Gregory, Richard. "Perception" in Gregory, Zangwill (1987) pp. 598–601.
7. J. Scott Armstrong (1991). "Prediction of Consumer Behaviour by Experts and Novices". Journal of Consumer Research (Journal of Consumer Research Inc.) 18: 251–256 i:10.1086/209257.
8. Kaneswaran Rao Poranki (2014) & Dr. Abdulbaset Hasouneh, 'Preferences towards male deodorants consumers and retailers in Saudi Arabia'-International Journal of Current Research, Vol. 6, Issue, 04, pp.6420-6427, April, 2014. Available online at <http://www.journaljournalcra.com>
9. Kuester, Sabine (2012): MKT 301: Strategic Marketing & Marketing in Specific Industry Contexts, University of Mannheim, p. 110.
10. Lynn R. Kahle, Angeline G. Close (2011). Consumer Behaviour Knowledge for Effective Sports and Event Marketing. New York: Routledge. ISBN 978-0-415-87358-1.

WEBLIOGRAPHY

1. www.google.com
2. www.lakmeindia.co.in
3. www.hindustanunilever.com
4. www.feminindia.com
5. www.invogue.com

**A STUDY ON SUCCESS FACTORS OF ENTREPRENEURS PERCEPTION IN
THOOTHUKUDI DISTRICT**

Project submitted to Department of commerce

ST. MARY'S COLLEGE (AUTONOMOUS), THOOTHUKUDI

Affiliated to

MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI

In partial fulfillment of the requirements of

BACHELOR OF COMMERCE

Submitted by

NAME	REG. NO
M. JAYA RAMYA	18SUCA14
R. JENITHA	18SUCA15
J. JESU JERUSHA	18SUCA16
R. JEYANTHI	18SUCA17
R. KIRUBA LAKSHMI	18SUCA20

Under the Supervision of

Dr. J. ANGEL BEULAH GRACELIN M.Com., M.Phil., Ph.D.,



DEPARTMENT OF COMMERCE (SSC)

ST. MARY'S COLLEGE (AUTONOMOUS), THOOTHUKUDI

(Reaccredited with 'A+' Grade by NAAC)

Thoothukudi

MARCH 2021

DECLARATION

We have declared that the project entitled "A Study on success factors of entrepreneurs perception in thoothukudi district" is submitted in partial fulfillment of the requirements for the degree in our original work done under the guidance and supervision of **Dr. J. ANGEL BEULAH GRACELIN M.Com., M.Phil., Ph.D.**, Assistant professor of commerce. This project has not previously formed the bases of award of any similar titles and it represents entirely an independent work.

Name of the students	Register No.	Signature of the students
M. Jaya Ramya	18SUCA14	M. Jaya Ramya
R. Jenitha	18SUCA15	R. Jenitha
J. Jesu Jerusha	18SUCA16	J. Jesu Jerusha
R. Jeyanthi	18SUCA17	R. Jeyanthi
R. Kiruba Lakshmi	18SUCA20	R. Kiruba Lakshmi

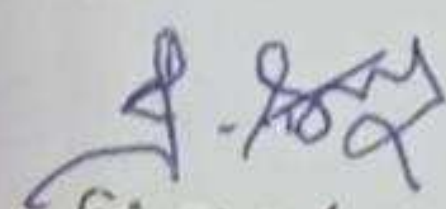
Place:

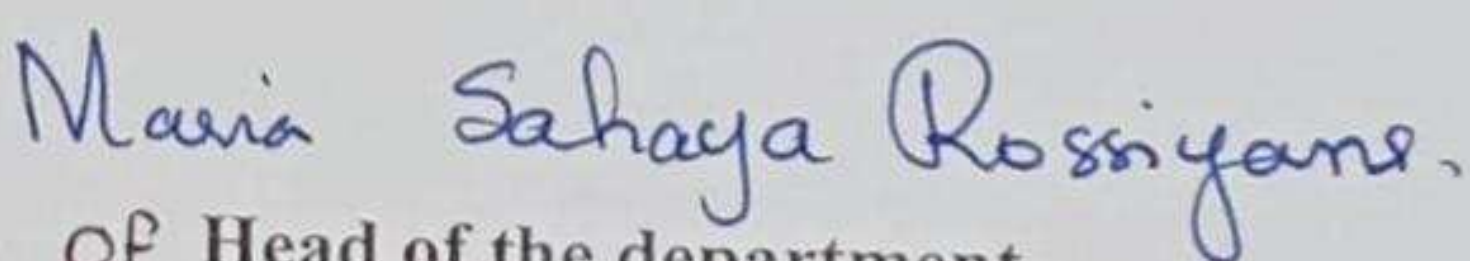
Date:

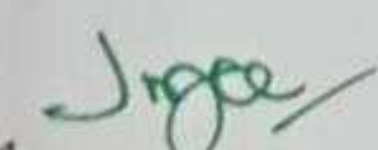
CERTIFICATE

It is certified that this short term project work entitled “A Study on Success Factors of Entrepreneurs Perception in Thoothukudi District” is submitted to St. Mary's College (Autonomous), affiliated to **Manonmaniam Sundaranar University** is partial fulfillment of the requirements for the degree of **Bachelor of Commerce** and is a record of work done in the Department of Commerce (SSC), St. Mary's College (Autonomous), Thoothukudi during the year 2020 – 2021 by the following students.


Name	Register No.
M. Jaya Ramya	18SUCA14
R. Jenitha	18SUCA15
J. Jesu Jerusha	18SUCA16
R. Jeyanthi	18SUCA17
R. Kiruba Lakshmi	18SUCA20


Signature of the Guide


Signature of Head of the department


Signature of the Director
Director
Self Supporting Courses
St. Mary's College (Autonomous)
Thoothukudi - 628 001.

Signature of the External Examiner


Signature of the Principal
Principal
St. Mary's College (Autonomous)
Thoothukudi - 628 001.

ACKNOWLEDGEMENT

First of all, we would like to thank God the Almighty for showering his abundant blessings upon us throughout this project.

We would like to express our heartfelt thanks to our principal **Rev. Dr. Sr. A.S.J.Lucia Rose, M.Sc., PGDCA., M.Phil., Ph.D.** for her active support and guidance during the course of my studies in the Institute.

We express our beloved thanks to our Director of Self Supporting Courses **Rev. Sr. F.Mary Joyce Baby, M.A., M.Phil** for her encouragement in academic activities.

It is our pleasure to extend our thanks to the Head and Assistant Professor of the Department of Commerce (SSC) **Mrs. P. Maria Sahayana Rosiyana, M.Com., M.Phil., NET**, for her kind co-operation, help, guidance and encouragement for preparing this project report.

I express my sincere gratitude to our guide **Dr. J.Angel Beulah Gracelin, M.Com., M.Phil., Ph.D** for her kind hearted co-operation. Inspite of her busy schedule she has helped us a lot in completing this report successfully.

I take this opportunity to thank all the faculty members of the Department of Commerce (SSC) for their constant inspiration, assistance and resourceful guidance throughout my project.

I extend my heartfelt thanks to my beloved Parents, Sisters and my dear friends for helping us to complete this project efficiently and effectively.

TABLE OF CONTENTS

CHAPTER NO.	TITLE	PAGE NO.
I	INTRODUCTION & DESIGN OF STUDY	1
II	REVIEW OF LITERATURE	9
III	PROFILE OF THE STUDY AREA	12
IV	ANALYSIS & INTREPRETATION OF DATA	17
V	FINDING, SUGGESTION & CONCLUSION	37
ANNEXURE 1	QUESTIONNAIRE	43
ANNEXURE 2	BIBILOGRAPHY	45

LIST OF TABLES

S. NO.	TITLE	PAGE NO.
4.1	CLASSIFICATION OF ENTREPRENEURS BY TYPES OF OCCUPATION	19
4.2	CLASSIFICATION OF ENTREPRENEURS ACCORDING TO AGE	21
4.3	EDUCATIONAL STANDARD OF THE ENTREPRENEUR	23
4.4	CLASSIFICATION OF ENTREPRENEURS ON THE BASIS OF FAMILY SIZE	25
4.5	CLASSIFICATION OF ENTREPRENEURS ON THE BASIS OF TYPES OF FAMILY	26
4.6	CLASSIFICATION OF ENTREPRENEURS BY MARITAL STATUS	28
4.7	CLASSIFICATION OF ENTREPRENEURS BY ORGANISATIONAL TYPE	30
4.8	MONTHLY INCOME OF THE ENTREPRENEURS	31
4.9	SOURCES OF BORROWINGS OF THE ENTREPRENEURS	32
4.10	MAJOR PROBLEMS OF THE ENTREPRENEURS IN TERMS OF MARKETING	33
4.11	FACTORS INFLUENCING TO THE ENTREPRENEURS	35
4.12	REASON FOR SUCCESS OF THE ENTREPRENEURSHIP	36

S. NO	TOPIC	PAGE NO.
4.1	CLASSIFICATION OF ENTREPRENEURS BY TYPES OF OCCUPATION	20
4.2	CLASSIFICATION OF ENTREPRENEURS ACCORDING TO AGE	22
4.3	EDUCATIONAL STANDARD OF THE ENTREPRENEURS	24
4.4	CLASSIFICATION OF ENTREPRENEURS ON THE BASIS OF TYPES OF FAMILY	27
4.5	CLASSIFICATION OF ENTREPRENEURS BY MARITAL STATUS	29

CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY

INTRODUCTION

Entrepreneurs are heroes of today's marketplace. The passion and drive of entrepreneurs move the world of business forward. They challenge the unknown and continuously create the future. An entrepreneur is a multi role character performing the roles of owner, manager, financier and promoter (Schumpeter, 1949). Entrepreneurs are individuals who recognize opportunities where others see chaos or confusion. They are aggressive catalysts for change within that marketplace. Enterprises and Entrepreneurs have been in the center stage of „modernization“ since the days of Industrial revolution.

Many developing countries including India are in a stage of transition. They are striving to move from subsistence – oriented, tightly integrated, inward looking local economy to a surplus seeking, market led, outward looking local economy, such a move is possible only with the emergence of a multitude of small scale enterprise in all walks of life. This requires building up a wider base of population capable of entrepreneur's behavior.

MEANING OF ENTREPRENEURS

The word “Entrepreneurs ” is derived from the French verb „entrepreneur“ it means “to undertake”. In the early 16th century, the Frenchmen who organized and led military expeditions were referred to as “entrepreneurs”.

DEFINITION OF ENTREPRENEUR

According to A.H. Cole “entrepreneurship” is the purposeful activity of an individual or a group associated individuals undertaken to initiate, maintain or aggrandize profit by production of distribution of economic goods and service”.

CHARACTERISTICS OF ENTREPRENEURS

To be a successful entrepreneur, a person has acquire and develop certain qualities, which can be inculcated by training and motivation. The essential entrepreneurial qualities are high achievement motivation, taking initiative and seeking personal responsibility, hard working, nature drive and energy, time management, long term involvement and self confidence.

Entrepreneurship is a multi dimensional concept and it is necessary to consider many factors and perspectives. The characteristics of an entrepreneur that contributes to success are the result of his achievement motivation. The characteristics achievement motivated persons as identified by have discussed of “Functions of entrepreneurship in India”.

Successful entrepreneur must be a person with technical competence, initiative, good judgment, intelligence, leadership qualities, self-confidence, energy attitude, creativeness, fairness, honesty, tactfulness and emotional stability.

ENTREPRENEURSHIP IN INDIA

In India, the supply of domestic entrepreneurship before independence come Mainly from three trading communities, namely parses, gujarat is and marvaris. Parsees who migrated from parses in the 18th century. They had set up merchant

Houses for overseas trade and also acted as brokers for the European traders at Bombay and Surat.

ROLE OF ENTREPRENEURSHIP IN ECONOMIC DEVELOPMENT

Industrial development could be said to be a major component of economic development and industrial development envisages entrepreneurial development that is entrepreneurial development leading to industrial development and the later leading to economic development, and so, the emphasis of entrepreneurship development.

Effectiveness of small enterprises or business units depends upon the entrepreneurial and managerial capabilities of those involved in the business. Management and entrepreneurial skills must be blended with each other in the small enterprise.

In a developing country like India, the role small time entrepreneurs is supporting and backing up the governmental efforts to accelerate the harnessing of the vast resources. The infrastructure that was built during the process has given rise to men and material. The contribution of these private enterprise is quite significant both in terms of employment and National Income.

ENTREPRENEURIAL DEVELOPMENT PROGRAMME

Entrepreneurship development programme may be defined as “a programme designed to help an individual in strengthening his entrepreneurial motive and in acquiring skills and capabilities necessary.

For playing his entrepreneurial role effectively. It is necessary to promote his understanding of motives and their on entrepreneurial values and behavior for this purpose”

The main objectives of an Entrepreneurial Development Programme are as follows:

1. To identify and train potential entrepreneurs.
2. To develop necessary knowledge and skills among the participants.
3. To impact basic managerial understanding.
4. To provide post – training assistance.

IMPORTANCE OF ENTREPRENEURS

The importance of entrepreneurs to progress cannot be more succinctly expressed than Zinkin’s statement , “No entrepreneurs. No development”. Indeed, the inactivity or scarcity of entrepreneurs has for sometimes been the factor seen by many Asian countries as a major hindrance to economic development.

The presence of abundant natural resources, skilled and unskilled labour and capital in the form of cash or technology has no proven itself sufficient enough to result in a flurry of entering zeal among the people. Joseph Schumpeter, the first major writer to highlight the human agent in the process of economic development believed that the economy was propelled by the activities of persons “who wanted to promote new goods and new methods of production, or to exploit a new source of materials or new market” not merely for profit but also for the purpose of creating.

Economic growth was bound to be slow unless there was no “adequate supply of entrepreneurs looking out for new ideas and willing to take the risk of introducing them”.

ENTREPRENEUR MOTIVATION

The respondent entrepreneurs were motivated primarily by the desire to create something new, the desire for autonomy, wealthy and financial independence, the achievement of personal objectives and the propensity for action.

The successful entrepreneurs may motivate the prospective or potential entrepreneurship. Women Development of industries and commerce give guidelines to promote women entrepreneurship. In addition to that newspaper, journals, television and radio publish and relay the interviews of successful entrepreneurs to motivate potential entrepreneurs. The entrepreneurs must have the ambition to start a small business and to come to utilize the support schemes provided by the State Government of Tamilnadu. Though they may obstacles they must have the courage to become entrepreneurs.

The excitement of entrepreneurship was another major motivator - this was nicely captured by one comment : “We are not sure what’s coming down the surge but it is a thrill”. Importantly, most entrepreneurs stressed that the objectives was never money for its own sake.

OBJECTIVES OF THE STUDY

- ✓ To study about the Entrepreneurs’ perception in Thoothukudi district.
- ✓ To study about the income and expenditure pattern of the male and female entrepreneurs.

- ✓ To study about the problems of the entrepreneurs.
- ✓ To study the problem, if any, and offer suggestions to improve the performance of entrepreneurs.

METHODOLOGY

RESEARCH DESIGN

The study is descriptive in nature. Descriptive studies aim at portraying accurately the characteristics of a particular group.

SOURCE OF DATA

Data may be obtained either from the primary source or the Secondary Source. The study is based on primary data collected from entrepreneurs secondary data were also collected from journals report and dailies.

METHOD OF DATA COLLECTION

The primary data was collected through questionnaire from entrepreneurs. Under this method, a list of questions pertaining to the survey was prepare and send to the various informants.

AREA OF STUDY

The present study is based is based on the primary data collected from the Thoothukudi district.

PERIOD OF STUDY

This study focused on the data collected by sampling survey pertaining to the month of December 2020 to March 2021.

SAMPLE DESIGN

The investigator has selected a part of the population. Random sampling method was adopted to study the problem. In the present study 50 respondents are selected in Thoothukudi district.

STATISTICAL TOOLS USED

The statistical tool like percentage, Diagram, Column chart, cone chart, pyramid chart and line chart were used for the analysis of data. Percentage analysis were used to analysis the data.

SCOPE OF THE STUDY

In this study, the success factors of entrepreneurs perception in Thoothukudi district are analyzed with a view to identify the various aspects of their age, income, expenditure, savings, borrowing, and capital structure. Reasons for the success of the Entrepreneurship hours of work, and customer satisfaction.

LIMITATIONS OF THE STUDY:

1. The researched has collected data only from the Thoothukudi district and not from the entire district.
2. The researcher has studied about the perception of the entrepreneurs only and not a detailed study about the entrepreneurs.

CHAPTER SCHEME

CHAPTER I - INTRODUCTION & DESIGN OF THE STUDY

CHAPTER II - REVIEW OF LITERATURE

CHAPTER III - PROFILE OF THE STUDY AREA

CHAPTER IV - ANALYSIS & INTERPRETATION OF DATA

CHAPTER V - FINDING, SUGGESTIONS AND CONCLUSIONS

CHAPTER II

REVIEW OF LITERATURE

B. N. Neelima and T. shyam swaroop (2000) started that entrepreneurs should take entrepreneurs should take initiate steps to provide better service to the society whatever the product is produced by the entrepreneurs, the concerned product must deliver more and more benefit to the society. This is harmful to the society in the health point of view. The wastages of the product does not bring any inconvenience to the society. The wastages should be disposed to air pollution. The behaviour of an entrepreneur result not only entrepreneurial result not only entrepreneurial development but also development of a country.

A study by S.K.shrivastava and R.D.Maurya (2000) suggested that impact of self employment generation programme an entrepreneurship development among scheduled caste and scheduled tribes. People of rural area reveals that the entrepreneurs from prime minister Rozgaryojana and training of rural youth for self employment. However, a majority entrepreneurs from development of women and children"s rural areas category have river fed to their unemployed position again as few of them took upon new occupation.

Dr.B.Sakunthalla, S,Vijayal reddy, Dr.B.Ramachandra reddy,(2002) explains entrepreneurship is a complex phenomenon viewed differently by difficult people. Some think of entreprenenurs primarily as „innnovators“ with dynamism in their approach. The main functional area though which banks earn help in developing entrepreneurship is the deployment of credit. The timely availability of adequate credit at reasonable rates of interest with flexible repayment conditions can so along way in entrepreneurship development.

Pulak mishra and Ramakante Prusty(2003) in their study entitled “entrepreneurship in India” revealed that the existing government support system in India Includes a number of entrepreneurship promotional measures in terms of reservation of items for small scale industries, reservation of items of government, purchases, price preference, priority for utility services, financial incentives, financial support system, Providing infrastructural facilities, marketing services, training information dissemination, monitoring of the system, Consultancy. Very little attention has been paid in developing an enterprising conducive environment and entrepreneurial attitudes”.

K.K.Khullur (2003) stated that the linkages between technical institutions“ and industry have been strengthened in terms of curriculum development, resource sharing, Joint research project, apprenticeship training for students, exchange faculty and expects on mutual basis, consultancy and sponsored research, counting education education programme sandwich co operative programme and the concept of adjunct professorship.

In concept to meet the change of unemployment and to create an environment of Self employment entrepreneurship development programmes have been encouraged for developing entrepreneurship special programmes have been launched by the central and state government at diploma and degree level.

G. Ganesan, Dr. Mohammad Jaffar (2004) stated that Entrepreneurship is something which everyone of us may have in our system. Depending on the level of entrepreneurship and the right environment that makes to be created, Some may have good entrepreneurship as a business Person and it some may excel in finding new production in order to achieve cost benefit and better productive. But one thing common in all these activity in a sense of belonging and commitment to the profession and society. It is that entrepreneurship in us that is required for successive in micro enterprises.

Mr. Kiran Mazumdar-shaw (2004) stated that, “ Today most Indian Scientists work in isolation with limited wnthusiasm to apply their scientific work for commercial gain. India must formulate and incentivized plan where sceientists may be encourage to create market intellectual Property and Pursue entrepreneurial as piration”.

Joel edwinraj (2005) found that the entrepreneurship is the lifeblood of any economy. It is a continuous process and it is growing. Entrepreneurship is a purposeful activity indulged in initiating and maintaining economic activities for the production and distribution of wealth. Rural entrepreneurship will be able to contribute the supply of right type of entreprenenurs.

Dr.A.Palanivelu and S.Rajanarayana (2005) stated that entrepreneurship is the dynamic process of creating increment wealth. Individual who assume the majors risks in terms of equity, timely and career commitment or provide value for some product or service create the wealth.

CHAPTER III

PROFILE OF THE STUDY AREA

CONCEPT

An entrepreneur is a man who has the capacity for adjustment and the ability to innovative and make correct judgment. Many developing countries including India all in a stage of transition entrepreneurs all hero's today's market place.

An entrepreneurs is an individual who create a new business, bearing most of the risks and enjoying most of the rewards. The entrepreneurs is commonly seen as innovator, a source of new ideas, goods, services, and business or procedures.


DEFINITION

Joseph Schumpeter – “Entrepreneur is an innovator who brings economic development through new combinations of factors of production”.

ENTERPRISE

Enterprise is another word for a profit business or company but it is most often associate with entrepreneurial ventures. People who have entrepreneurial success are often referred to as “Enterprising”. There are many forms of Legal enterprises, with the most common in the U.S.

Any undertaking a concern firm or company; a project or untrue especially one involving financial risk and uncertainty also initiate, spirit or creative energy; the willingness to undertake risk.

 Technology that enables people to collaborate and / or from online communities. The application of web 2.0 to the enterprise.

- ✚ A new set of technologies models and methods use to develop and deliver business software.
- ✚ The next generation of collaboration.
- ✚ The ability of snap together software services to enable business agility.
- ✚ The next generation of collaboration.
- ✚ The democratization of information and content, centric system.
- ✚ The use of emergent social software platforms within companies, or between companies and their partner or customers.
- ✚ A user - Centric approach to working enterprise focused content systems.
- ✚ The next generation of enterprise content Management.
- ✚ Exposing the collective wisdom of a networked, workplace, partner and custom base.
- ✚ Leveraging Metatags to tap into collection wisdom.

INNOVATION

The word innovation comes from the latin word innovates, which means “To renew or change”. Innovation generally refers to the creation of better or more effective product, processes technologies or ideas that are accepted by environment.

MANAGEMENT

Management is the process of designing and maintaining an environment in which individual, working together in groups, efficiently accomplish selected aims.

SOLE PROPRIETORSHIP

- A sole proprietorship is the ownership of a business by one person, who receives all of the profit but is responsible for all debts and obligations as well.
- It is the most common business format in the united states.

PARTNERSHIP

Partnership is the relation which subsists between persons carrying on business in common with a view of profits.

WHOLESALE

- According to Philip kotler,

“Wholesaling consists of the sale and all activates in selling goods or services to those who buy for resale business use”

- According to American Marketing Association

“Wholesalers sell to retailers or other Merchants and or industrial institutional and commercial users, but do not sell in signification to ultimate consumers.

RETAILER

The word retailer has been derived from the French word “Retail” which means to sell in small quantities, rather than in gross. A retailer is a person who purchases a variety of goods in small quantities from different wholesales and sell them to the chain of distribution from the producer to the consumer.

SAVINGS

- To some people, its money in the bank.
- To some its buying stocks or contributing to a pension plan.

- But to Economists, saving means only one thing, consuming less out of a given amount of resources in the present in order to consume more in the futures.

BORROWING

Educational or policy borrowing

- Copying or emulating successful practice as it is manifest in other countries. “(Phillips & Schweinfurt 2007)
- A rational and objective quest to identify and learn from the evidence concerning the universal features of best practice” (Morris 2012)

GOVERNMENT INDUSTRIAL POLICY

Its refers to any type of selective intervention or government policy that attempts to alter the structure of production toward sectors that“s are expected to offers better prospects for economic growth than would occur in the absence of such interaction.

GOVERNMENT INDUSTRY

Public sector includes public goods and government services such on the military, law enforcement, infrastructure (Public roads, Bridges, Tunnels, Water supply, Sewers, Electrical girder telecommunication, etc...) Public education, along with health care and those working for the government itself,

THOOTHUKUDI PORT

Thoothukudi city serves as the headquarters of Tamilnadu Mercantile Bank Limited. Major educational establishment in the city includes government Thoothukudi medical college, Fisheries College and research institute, Tamilnadu maritime academy, V.O. Chidambaram College, Kamaraj College, Anna University Thoothukudi campus and

Government Polytechnic College. V.O Chidambaranar port trust is one of the fastest growing major port in India. Thoothukudi is an emerging energy and industrial hub of south India.

Thoothukudi is a port city, a municipal corporation and an industrial city in the state of Tamilnadu. The city lies in the coromandel coast of Bay of Bengal. Thoothukudi is the capital and head quarters of Thoothukudi district. It is located about 590 kilometers 367 miles southwest of Chennai, 190 kilometers 118 miles northeast of Thiruvananthapuram and 580 kilometers 360 miles southeast of Bengaluru. According to confederation of Indian industry, Thoothukudi has the second highest human development index in Tamilnadu next to Chennai. Thoothukudi serves as the headquarters of Tamilnadu Mercantile Bank Limited. Major educational establishment in the city includes Government Thoothukudi Medical College, Fisheries College And Research Institute, Tamilnadu Maritime Academy, V.O. Chidambaram College, Kamaraj College, Anna University Thoothukudi Campus and Government Polytechnic College.

TYPES OF INDUSTRY

There are four types of industries. There are Primary, Secondary, Tertiary & Quaternary. Government Play in Industrialization

Government intervenes to ensure successful industrialization because market fails to allocate resources efficiently what is in a way that equates social marginal costs with social marginal benefits.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

Once the collection of data is over, the next step is arrange for processing and analysis of the data so that inferences can be made resulting in formulation of the ones. Processes implies editing, coding, classification and tabulation of collected data, so that they are amenable to analysis.

PROCESSING OPERATIONS

Editing is the first step in processing. Editing involves a careful scrutiny of the completed questionnaires to detect errors and omissions and to correct these when possible. The next step is coding. Coding refers to the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes. The researcher should give code numbers for each question and response to facilitate easy tabulation.

Classification of data is the third step in processing. Classification is the process of arranging data in groups or classes on the basis of common characteristics. Tabulation is the process of summarizing raw data and displaying the same in compact form

(Statistical tables) for further analysis. Analysis of data is made possible through tables. Therefore, tabulation is a very important step.

In this chapter, the result of the study of Success Factors of Entrepreneurs' Perception in Tuticorin district is discussed.

TABLE 4.1
CLASSIFICATION OF ENTREPRENEURS BY TYPES OF
OCCUPATION

S.No	Type of occupation	No. of entrepreneurs		Percentage of Respondent
		Male	Female	
1	Producers	7	2	18%
2	Wholesalers	6	4	20%
3	Retailers	8	5	26%
4	Dairy farm owners	2	5	14%
5	Service Providers	8	3	22%
	Total	31	19	100%

Source : Survey Data

Table 4.1 indicates the classification of entrepreneurs by types of occupation. The researcher chosen 31 male and 19 female entrepreneurs each from producers, wholesalers, retailers, dairy farm owners and service providers, totally 50 respondents around the Tuticorin District.

CHART 4.1
CLASSIFICATION OF ENTREPRENEURS BY TYPES
OF OCCUPATION

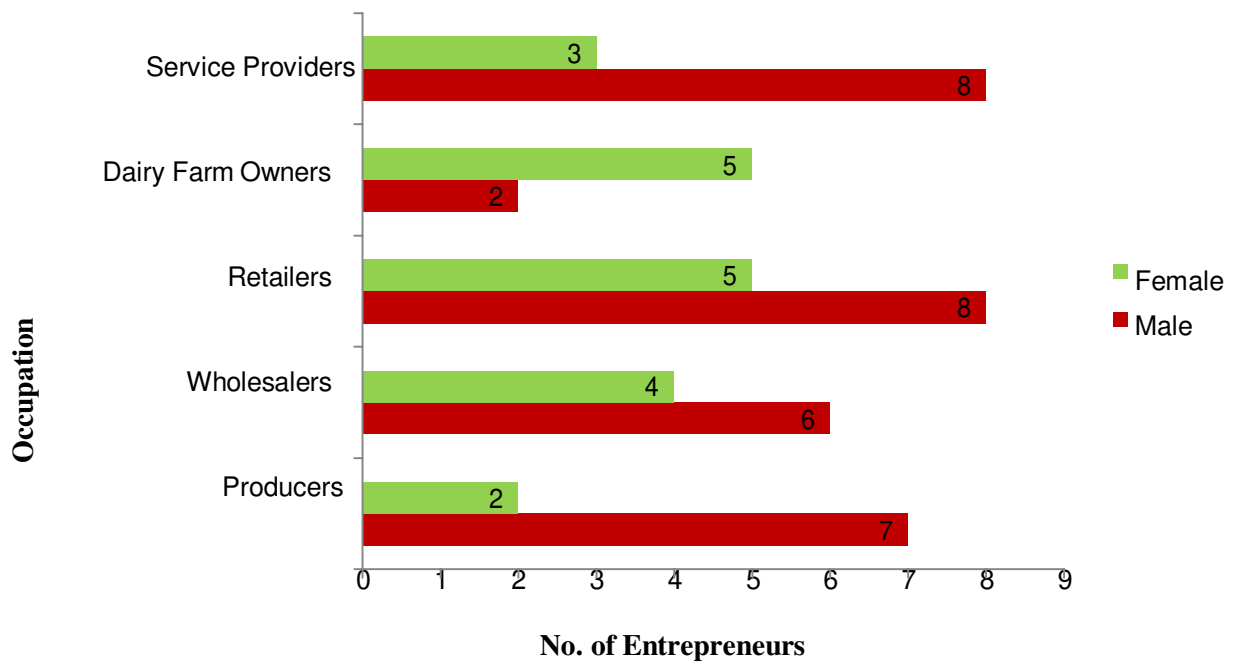


TABLE 4.2
CLASSIFICATION OF ENTREPRENEURS ACCORDINGS TO AGE

S.No	Type of occupation	No. of entrepreneurs		Percentage of Respondent
		Male	Female	
1	Up to 20 years	2	1	6%
2	21-30 years	7	4	22%
3	31-40 years	1	5	12%
4	41-50 years	16	7	46%
5	51-60 years	5	2	14%
	Total	31	19	100%

Source : Survey Data

The above table 4.2 reveals that the classification of entrepreneurs according to age. Out of 50 samples of male and female respondents 3 of the respondents are from the age group up to 20 years, 11 of the respondents are from the age group of 21 – 30 years, 6 of the respondents are group at 31 – 40 years, 23 of the respondents are from the age group of 41 – 50 years, 7 of the respondents are from the age group of 51 – 60

CHART 4.2
CLASSIFICATION OF ENTREPRENEURS ACCORDINGS TO
AGE

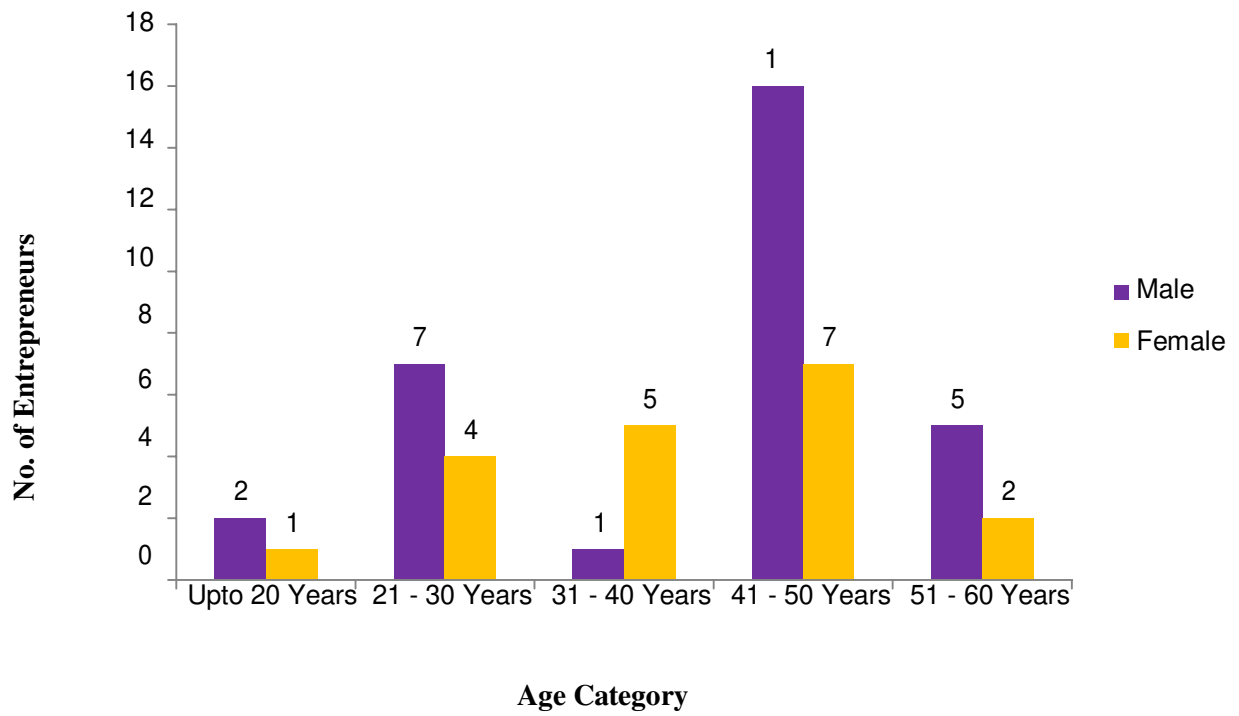


TABLE 4.3
EDUCATIONAL STANDARD OF THE ENTREPRENEURS

S.No	Educational standard	No. of entrepreneurs		Percentage of Respondent
		Male	Female	
1	Upto S.S.L.C	8	7	30%
2	Higher Secondary	7	3	20%
3	Graduate	12	8	40%
4	Professional	4	1	10%
5	Total	31	19	100%

Source : Survey Data

It is found from the above Table 4.3 out of 50 respondents they survey reveals that 5 of them are professional 20 of them are graduates, 10 respondents fall under category of higher secondary, 15 respondents come under the category up to S.S.L.C.

CHART 4.3
EDUCATIONAL STANDARD OF THE ENTREPRENEURS

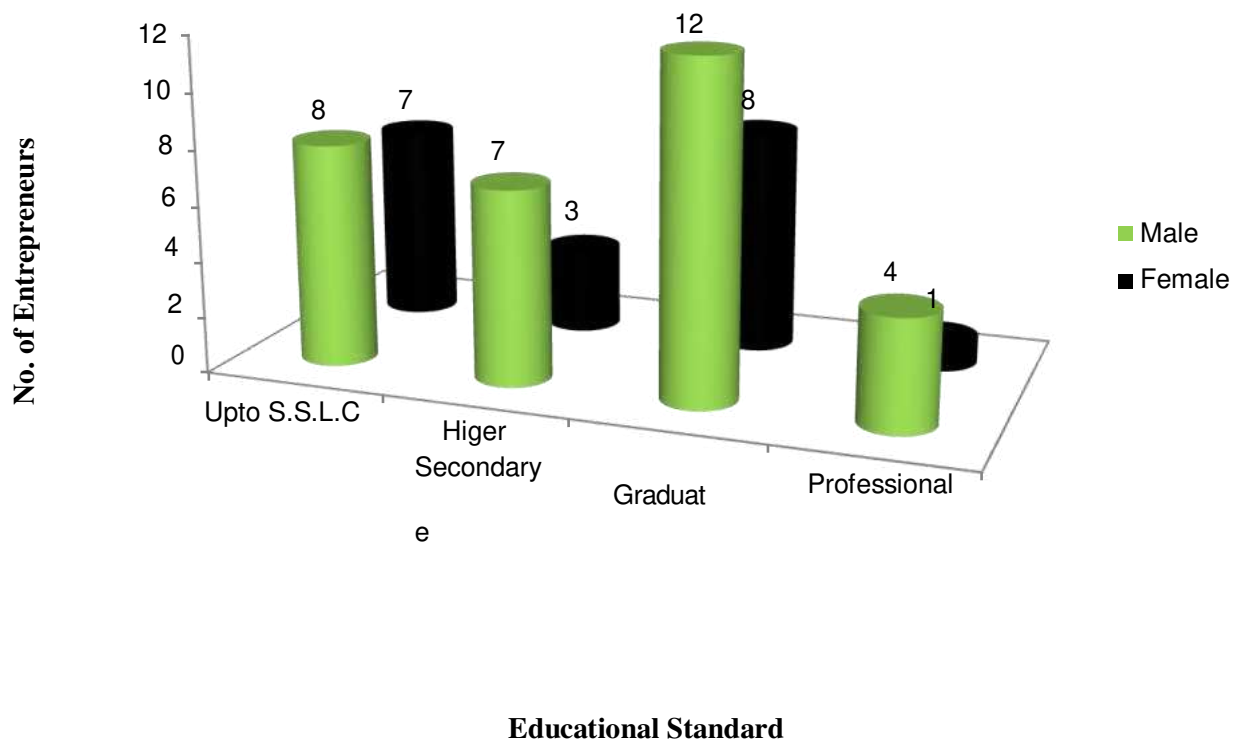


TABLE 4.4
CLASSIFICATION OF ENTREPRENEURS ON THE BASIS OF
FAMILY SIZE

S.No	Size of the family	No. of entrepreneurs		Percentage of Respondent
		Male	Female	
1	1-3	5	8	26%
2	4-6	17	7	48%
3	7-9	6	3	13%
4	Above 9	3	1	8%
5	Total	31	19	100%

Source : Survey data

The above tables 4.4 show the family size of the entrepreneurs. Most of the entrepreneurs 24 dependents ranging between 4 to 6. This is nearly 9 of the entrepreneurs have dependents ranging between 7 to 9 and 13 of the entrepreneurs have dependents ranging between 1 to 3. The least number of entrepreneurs have dependents above 9 in number.

TABLE 4.5
CLASSIFICATION OF ENTREPRENEURS ON THE BASIS OF
TYPES OF FAMILY SIZE

S.No	Size of the family	No. of entrepreneurs		Percentage of Respondent
		Male	Female	
1	Joint family	16	7	46%
2	Nuclear family	15	12	54%
	Total	31	19	100%

Source : Survey data

The above table 4.5 indicates that the entrepreneurs family in which they are two types of families. First one is the joint family and the other is nuclear family. Out of 50 respondents 23 of them live in joint family and 27 of them live in nuclear family respectively. Out of 32 joint family respondents 16 are males and the remaining 7 are females. Out of 27 nuclear family respondents 15 are males and 12 females. The survey shows that the Nuclear family respondents are in majority.

CHART 4.5

CLASSIFICATION OF ENTREPRENEURS ON THE BASIS OF TYPES OF FAMILY SIZE

Classification of Entrepreneurs on the Basis of Types of Family

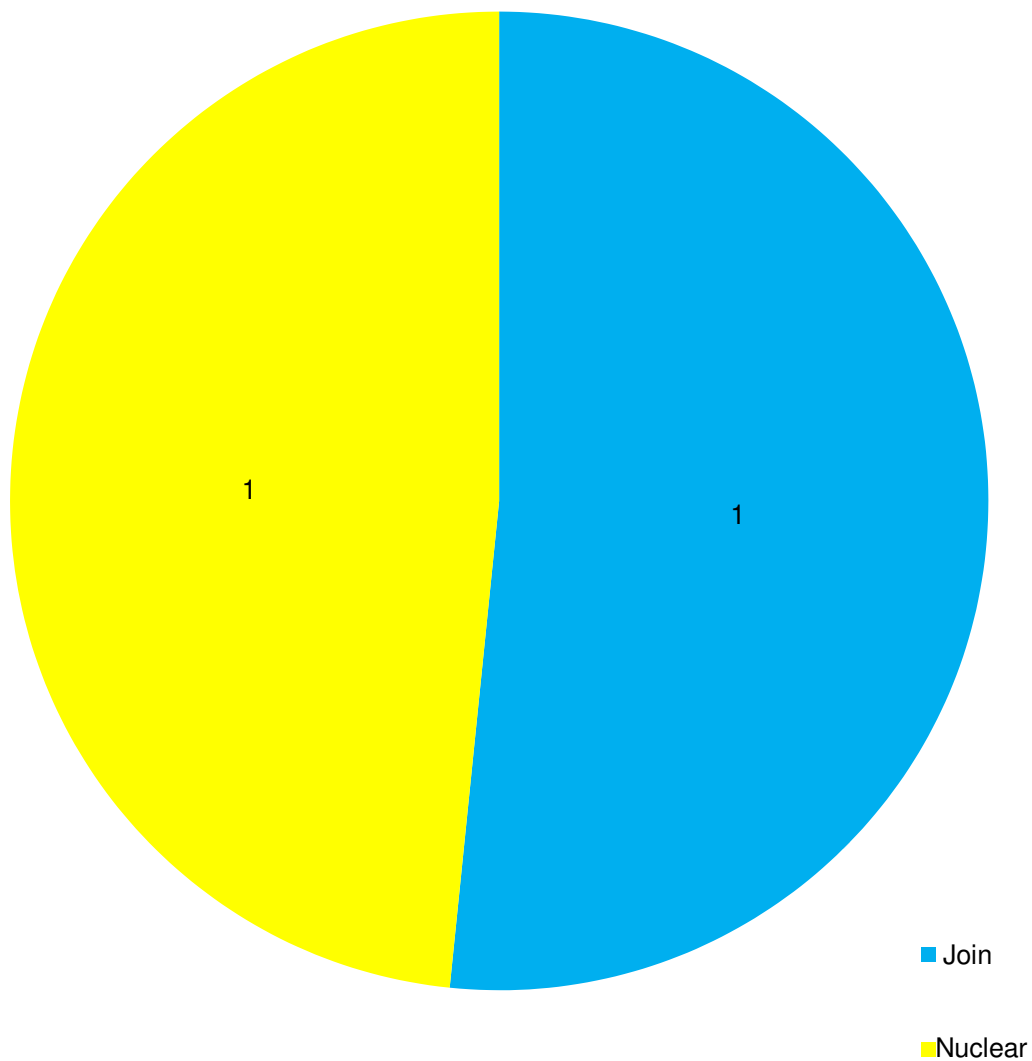


TABLE 4.6
CLASSIFICATION OF ENTREPRENEURS BY MARITAL STATUS

S.No	Marital Status	No. of entrepreneurs		Percentage of Respondent
		Male	Female	
1	Married	21	15	72%
2	Un Married	10	4	28%
	Total	31	19	100%

Source : Survey data

The above table 4.6 indicates that the classification of entrepreneurs according to the marital status of the respondents. Out of the 50 respondents 36 are married and 14 are unmarried out of 36 married respondents 21 are male and 15 are female entrepreneurs. Out of 14 unmarried respondents 10 are male and 4 are female entrepreneurs. From the above table, it is noted that the unmarried female entrepreneurs are very few.

CHART 4.6

CLASSIFICATION OF ENTREPRENEURS BY MARITAL STATUS

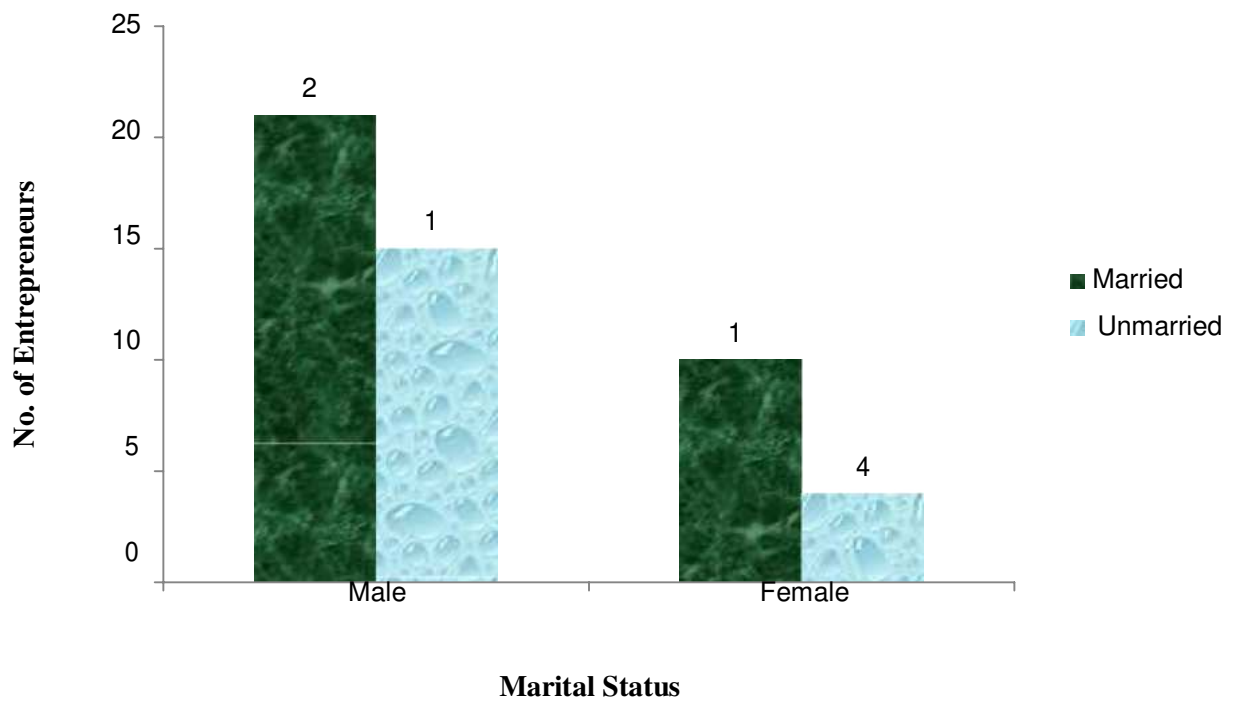


TABLE 4.7
CLASSIFICATION OF ENTREPRENEURS BY
ORGANIZATIONAL TYPE

S.No	Organizational type	No. of entrepreneurs		Percentage of Respondent
		Male	Female	
1	Sole proprietorship	20	6	52%
2	Partnership	6	11	34%
3	Joint Stock	5	2	14%
	Total	31	19	100%

Source : Survey data

In the above table 4.7 entrepreneurs are grouped by their organizational type. It could be seen from the table the sole proprietorship of the male and female respondents is accountant for 26, 17 of them are in partnership firms and only 7 of them are in joint stock company out of the 50 respondents.

Majority entrepreneurs in the sole proprietorship which is followed by the entrepreneurs engaged in the partnership.

TABLE 4.8
MONTHLY INCOME OF THE ENTREPRENEURS

S.No	Income	No. of entrepreneurs		Percentage of Respondent
		Male	Female	
1	10,000 – 25,000	10	11	42%
2	25,000 – 40,000	6	4	21%
3	40,000 – 60,000	5	4	20%
4	Above 60,000	8	-	16%
	Total	25	25	100%

Source : Survey Data

The above table 4.8 indicates of male and female entrepreneurs. Out of 50 respondents, 21 entrepreneurs earn the income below up to Rs. 10,000 – 25,000/-, 11 entrepreneurs earn income range between Rs. 25,000 – 40,000, 10 entrepreneurs earn income range between Rs. 40,000 – 60,000, 8 entrepreneurs earn income range above Rs. 60,000.

TABLE 4.9
SOURCES OF BORROWINGS OF THE ENTREPRENEURS

S.No	Sources borrowings	No. of entrepreneurs		Percentage of Respondent
		Male	Female	
1	Bank	22	10	64%
2	LIC	3	2	10%
3	Post Office	4	3	14%
4	Other Financial Institutions	2	4	12%
	Total	31	19	100%

Source : Survey Data

The above table 4.9 indicates the sources of borrowing to the entrepreneurs. Most of the respondents, about 5 are borrowing money from LIC, and 32 respondents are borrowing money from banks 7 respondents are borrowing From Post Office and 6 respondents are borrowing money from other Financial Institutions. It seems the Post Office and banks are the major sources of entrepreneurs for borrowing money to face their financial needs majority of the 32 entrepreneurs borrow from Bank.

TABLE 4.10
MAJOR PROBLEMS OF THE ENTREPRENEURS IN TERMS OF
MARKETING

S.No	Problems	No. of entrepreneurs		Percentage of Respondent
		Male	Female	
1	Lack of knowledge of how to market the product and whom to contact	6	3	18%
2	Heavy competition with big enterprises	11	7	36%
3	Exploitation by middleman and difficulties in collection of due	5	2	14%
4	Inadequate sales promotion avenues	-	3	6%
5	Lack of up graduation of technology, research and development and quality control.	6	3	18%
6	Inadequacy availability of land plots and premises.	3	1	8%
	Total	31	19	100%

Source : Survey Data

The above table 4.10 indicates the marketing problems. Now a day, marketing problem is common to all entrepreneurs.

Most of them find it difficult to market their product. They do not possess the knowledge of how to market their products and whom to contact for this purpose. Woman face marketing problems still more than male entrepreneurs.

In the above table 9 respondents did not know how to market their products, 18 respondents could not compete with big enterprises, 7 respondents stated that they are exploited by middlemen and find difficulty to collect dues from their sale debtors, 3 respondents stated that they did not have adequate land plots and premises for production process respectively, 9 of the total number of respondents face the problem is lack of knowledge of how to market the product and whom to contact.

TABLE 4.11
FACTORS INFLUENCING TO THE ENTREPRENEURS

S.No	Sources borrowing	No. of entrepreneurs		Percentage of Respondent
		Male	Female	
1	Strong desire to do something independent in life	9	4	26%
2	Technical knowledge and manufacturing experience	6	5	22%
3	Business experience in the same or related life	11	7	36%
4	Financial assistance from institutional	2	2	8%
5	Heavy demand and profit	3	1	8%
	Total	31	19	100%

Source : Survey Data

The above table 4.11 represents the factors influencing to the entrepreneurs. Out of 50 respondents 13 of them have strong desire to do something independent in life and 4 of them get financial assistance from institutional sources and 4 of them get heavy demand and profit and 11 of them using technical knowledge and only few of them 18 of them is business experience in the same or related life respectively.

TABLE 4.12**REASONS FOR SUCCESS OF THE ENTREPRENEURSHIP**

S.No	Reasons	No. of entrepreneurs		Percentage of Respondent
		Male	Female	
1	Hard work	18	6	48%
2	Self confidence	2	3	10%
3	Existing business background	3	4	14%
4	Support by family members	5	2	14%
5	Planning and Execution	2	2	8%
6	Ability to calculate risks	1	1	4%
7	Luck	-	1	2%
	Total	31	19	100%

Source : Survey Data

The above 5 respondents the reason for success of the entrepreneurs. Majority of the 24 entrepreneurs get success because of their hard work and next they have self confidence with them, 7 of them have business background, 7 of them have family members support, 4 of them got success of planning and execution of their ideas and only few respondents are able to calculate the risks and very few have luck.

CHAPTER V

SUMMARY OF FINDINGS, SUGGESTION AND

CONCLUSTIONS

The analysis and interpretation of data of the present study, throws light on the success factors of entrepreneur's perception in Thoothukudi districts, is presented in the previous chapter. This chapter deals with important findings, suggestion and conclusion.

FINDINGS

OCCUPATION

The survey reveals that the researcher has chosen 10 respondents each from Producers, Wholesalers, retailers, dairy farm owners and service providers.

AGE

The survey reveals that majority of the male and female entrepreneurs Come under the age of 41 – 50 years.

EDUCATIONAL STANDARD

It is observed from the survey that majority of the male and female Entrepreneurs are graduates and they account to 20 in number.

SIZE OF FAMILY

Majority of the 24 entrepreneur's size of family dependents ranging Between 4 to 6 respectively.

TYPES OF FAMILY

The survey reveals that out of 50 respondents 23 of them are living in joint family and 27 of them are living in nuclear family.

MARITAL STATUS

The survey reveals that out of 50 respondents, 36 are married and 14 are unmarried.

ORGANISATIONAL TYPE

The study reveals that out of 50 respondents 26 entrepreneurs are engaged in the sole proprietorship.

FINDINGS

Considering the income of the respondents (producers, wholesalers, retailers, dairy farm owners, service providers) it has been found from the survey that 21 of them earn income of Rs 10,000 – 25,000 respectively.

BORROWINGS

The survey reveals that out of 50 respondents 32 of them borrow from Bank and 7 of them borrow from the post office.

MARKETING PROBLEMS

Out of 50 respondents, 18 of them face major problems in heavy competition with big enterprises.

FACTORS INFLUENCING THE ENTREPRENEURS

Out of 50 respondents, 18 of them have Business experience in the same or related life. Also, it is found that 13 of the respondents get strong desire to do something independent in life.

REASONS OF SUCCESS OF ENTREPRENEURSHIP

Majority of the 24 entrepreneurs are success in their business because of their hard work and support by family members for their success.

SUGGESTIONS

1. The entrepreneurs should try to enhance the quality of the product and hence the customer satisfaction may be improved.
2. Entrepreneurs are the pillars of the business. Innovation is the primary factors of the entrepreneur. Hence they have to take the risk and uncertainty in order to produce the goods for the society aspects.
3. It has been found that large scale industries dominate the market and they do not allow the small scale industries to come up. Purchase of raw materials can be made on co-operative basis. The government should take measures to help the small scale industries to market their product and acquire industrial premises and machineries.
4. The entrepreneurs must have urge to learn new technical methods and take training under experts. This training programs may be organized by government.
5. Banking institutions should provide financial support to set up new ventures and priority has to given to manufacturing units, rather than business or service organization.
6. Government has constructed a very strong support system but there are many obstacles and the ultimate benefit of the various agencies in the support system should be enhanced.
7. Proper training at all stages of growth and development should be arranged for the entrepreneurs.
8. To provide proper training and marketing assistance to the entrepreneurs.
9. To provide more emphasis on quality aspects, advertisement, consumer awareness and branding and packaging.

10. The entrepreneurs must have the ambition to start a small business and to come forward to utilize the support schemes provided by the government of Tamilnadu.
11. The entrepreneurs recommended that constant counseling service may be organized to meet the special needs of small scale units in different districts of the country.

CONCLUSION

For economic development of any country, the development of entrepreneurs are the prime movers at the economic activities. They are the pioneers in the field of economic development. The country which is rich in entrepreneurship can attain economic augmentation. The entrepreneurs constantly strive to innovate new methods to serve the country. The entrepreneurs organize the economic ventures for producing goods and services at lower cost with objects of maximization at new employment and setting up of business. So entrepreneurs may be treated as the emerging the potential for economic development, especially in less developed or under developed countries. In the era of globalization, the development of entrepreneurship is the key factor of ushering economic prosperity and well being of any country.

The entrepreneurs need to re-orient his attitude and develop special leadership qualities necessary for taking decisions based on wider implications rather than trotting the narrow path of urge satisfying action alone. This problem, therefore is one of the growing from professional entrepreneurs on to a professional manager and finally into an administrator in order to successfully come out of the growth crisis which he starts facing once his enterprise grows from a small business into a large enterprise.

**A STUDY ON SUCCESS FACTORS OF ENTREPRENEURS PERCEPTION
IN THOOTHUKUDI DISTRICT**

QUESTIONNAIRE

1. Name of the Respondent :
2. Sex : a) Male b) Female
3. Age :
 a) Below 25 years b) 26 - 35 years
 c) 36 - 45 years d) Above 46 years
4. Marital Status :
 a) Married b) Unmarried
5. Nature of the Family :
 a) Joint Family b) Nuclear Family
6. Size of the Family :
 a) 1-3 b) 4-6 c) 7-9 d) above 9
7. Educational qualification :
 a) upto SSLC b) HSLC c) Graduate
 d) Illiterate e) Professional
8. Organizational Type :
 a) Sole Proprietorship b) Partnership c) Joint stock Company
9. Occupation :
 a) producers b) wholesalers c) Retailers d) service providers
10. Monthly Income :
 a) 10000 - 25000 b) 25000 - 40000
 c) 40000 - 60000 e) above 60000

11. Mode of savings :
 - a) bank
 - b) LIC
 - c) Post office
 - d) other financial institution
12. Major problems encountered faced to the entrepreneurs in terms of Marketing?
 - a) Lack of knowledge of how to market the product and whom to conduct
 - b) Heavy competition with big enterprises
 - c) Exploitation by Middle man and difficulties in collection of dues.
 - d) Inadequate sales promotion avenues
 - e) Lack of up gradation of technology, research and development and quality control
 - f) Inadequate availability of land plots and premises.
13. Factors influencing to the entrepreneurs.
 - a) Strong desire to do something independent in life.
 - b) Technical knowledge and / or manufacturing experience.
 - c) Business experience in the same or related life.
 - d) Financial assistance from institutional sources\
 - e) Heavy demand and profit
14. Reasons for successful of the entrepreneurship
 - a) Hard work
 - b) self confidence
 - c) planning and execution
 - d) support by family members
 - e) planning and execution
 - f) ability to calculate
 - g) Lack

BIBLIOGRAPHY

1. [ACS 92] ACS Z.J., AUDRETSCH D.B., FELDMAN M.P., “Real effects of academic research: comment”, *American Economic Review*, vol. 82, no. 1, pp. 363–367, March, 1992.
2. [ACS 84] ACS Z.J., *The Changing Structure of the US Economy: Lessons from the U.S. Steel Industry*, Praeger Publishers, 1984.
3. [ACS 87] ACS Z.J., AUDRETSCH D.B., “Innovation market structure and firm size”, *Review of Economics and Statistics*, vol. 69, no. 4, pp. 567–575, 1987.
4. [ACS 88] ACS Z.J., AUDRETSCH D.B., “Innovation in large and small firms: An empirical analysis”, *American Economic Review*, vol. 78, no. 4, pp. 678–690, 1988.
5. [ACS 89] ACS Z.J., AUDRETSCH D.B., “Entrepreneurial strategy and the presence of small firms”, *Small Business Economics*, no. 1, pp. 193–213, 1989.
6. [ACS 05] ACS Z.J., AUDRETSCH D.B., *Entrepreneurship and Innovation*, 2005 Summer Institute of the Entrepreneurship, Growth and Public Policy Division of the Max Planck Institute of Economics, 2005.
7. [ACS 05] ACS Z.J., AUDRETSCH D.B., BRAUNERHJELM P. *et al.*, *Growth and entrepreneurship: An empirical assessment*, December 2005.
8. [ACS 94] ACS Z.J., AUDRETSCH D.B., FELDMAN M.P., “R&D spillovers and recipient firm size”, *Review of Economics and Statistics*, vol. 76, no. 2, pp. 336–340, 1994.
9. [AIM 10] AIMAR T., L’“école autrichienne d’économie, une problématique de l’ignorance: du subjectivisme à la neuroéconomie”, *Revue d’économie politique*, vol. 120, pp. 591–622, 2010.
10. [ALD 07] ALDRICH H.E., KIM P., “Small worlds, infinite possibilities? How ...

**A STUDY ON STRESS MANAGEMENT OF HIGHER SECONDARY EDUCATION
STUDENTS DURING COVID-19 PANDEMIC PERIOD IN THOOTHUKUDI
DISTRICT**

*A Project submitted in partial fulfillment of the
requirements for the award of the degree of*

BACHELOR OF COMMERCE

Submitted by

NAME	REG. NO.
JOSEPHINE MONICA.J	18SUCA18
KAVIYA SELVA MATHI.K	18SUCA19
KRISHNA RAMYA.K	18SUCA21
LEEMA SNOWLIN.G	18SUCA22
SAJEETHA.S	18SUCA39

Under the guidance of

Dr. B. GEETHA MAHESWARI, M.Com., M.Phil., MBA.,NET., Ph.D.

Assistant Professor

Department of Commerce (SSC)

St. Mary's College (Autonomous), Thoothukudi.



ST.MARY'S COLLEGE (AUTONOMOUS), THOOTHUKUDI

(Reaccredited with Grade by NAAC)

Affiliated to Manonmaniam Sundaranar University, Tirunelveli

MARCH 2021

DECLARATION

We have declared that the project entitled "A Study On Stress Management Of Higher Secondary Education Students During COVID-19 Pandemic Period In Thoothukudi District" submitted in partial fulfillment of the requirements for the award of the degree of Bachelor of Commerce is our original work done under the guidance and supervision of **Dr. B.GeethaMaheswari, M.Com., M.Phil., MBA.,NET., Ph.D.** This project has not previously formed the basis for the award of any other degree or other similar titles and it represents entirely an independent work.

Name of the Students	Register No.	Signature
JOSEPHINE MONICA.J	18SUCA18	J. Josephine Monica
KAVIYA SELVE MATHI.K	18SUCA19	K. kaviyaselvarathi
KRISHNA RAMYA.K	18SUCA21	K. Krishna Ramya
LEEMA SNOWLIN.G	18SUCA22	G. Leema Snowlin
SAJEETHA.S	18SUCA39	S. Sajeetha

Place: Thoothukudi

Date: 29.03.2021

CERTIFICATE

It is certified that this short term project work entitled "A Study On Stress Management Of Higher Secondary Education Students During COVID-19 Pandemic Period In Thoothukudi District" submitted to St. Mary's college (Autonomous) affiliated to ManonmaniamSundaranar University is done in the fulfillment of the requirements for the award of the degree of Bachelor of Commerce and is a record of work done in the Department of Commerce (SSC) , St.Mary's College (Autonomous),Thoothukudi during the year 2020-2021 by the following students.

Student Name	Register No.
JOSEPHINE MONICA.J	18SUCA18
KAVIYA SELVA MATHI.K	18SUCA19
KRISHNA RAMYA.K	18SUCA21
LEEMA SNOWLIN.G	18SUCA22
SAJEETHA.S	18SUCA39


Signature of the Guide


Signature of the HOD


Signature of the Director
Director
Self Supporting Courses
St. Mary's College (Autonomous)
Thoothukudi - 628 001.


Signature of the Principal
Principal
St. Mary's College (Autonomous)
Thoothukudi - 628 001.

Signature of the External Examiner

ACKNOWLEDEMENT

First of all we would like to thank God almighty for his abundant blessings showered upon us throughout this project . We would like to express our heartfelt thanks to our Principal **Rev. Dr. Sr. A. S. J. Lucia Rose, M.Sc., M.Phil ., Ph.D., PGDCA**, St. Mary's College (Autonomous), Thoothukudi and our Self Supporting Course Director **Rev.Dr.Sr.F.Mary Joyce Baby, M.A.,M.Phil.,Ph.D** , St. Mary's College (Autonomous), Thoothukudi for their continuous encouragement.

We wish to express our deepest sense of gratitude to our **guide Dr.B.Geetha Maheswari, M.COM., M.Phil., MBA., NET., Ph.D.**, Assistant Professor, Department of Commerce(SSC), St.Mary's College (Autonomous), Thoothukudi for her relentless effort and encouragement throughout the research work .

We also express our sincere thanks to **Mrs.P.Maria Sahaya Rossiyana, M.Com ., M.Phil ., NET**, Co-ordinator , Department of Commerce (SSC) . St. Mary's College (Autonomous) for her keen interest and constant source of inspiration during the study .

We also extend our thanks to all the faculty members of the Department of Commerce (SSC) for the completion of our research work .

We wish to extend our heartfelt thanks to our beloved parents for their blessings, encouragement and advice that helped us to make our efforts a success . We gratefully acknowledge all our friends and classmates for their valuable help and suggestions during the conduct of this study. We thank all the respondents who gave their valuable information and suggestions to make this project a grand success .

CHAPTERIZATION

CHAPTER	TITLE	PAGE NO.
I	INTRODUCTION & DESIGN OF STUDY	1
II	PROFILE OF THE STUDY & REVIEW OF LITERATURE	
III	ANALYSIS & INTERPRETATION OF THE STUDY	
IV	FINDINGS, SUGGESTIONS & CONCLUSION	
Annexure I	QUESTIONNAIRE	-
Annexure II	BIBLIOGRAPHY	-

LIST OF TABLES

Table No.	Particulars	Page No.
3.1	Gender wise classification	
3.2	Class wise classification	
3.3	Nature of school	
3.4	School syllabus wise classification	
3.5	Parent occupation	
3.6	Parent occupation	
3.7	Parent monthly income classification	
3.8	Nature of residence	
3.9	Nature of house	
3.10	Type of house classification	
3.11	Hostel student classification	
3.12	Usually coming to school	
3.13	Device used for online learning	
3.14	Own device for online learning	
3.15	Mode of purchase of own device	
3.16	Option absent of regular attendance of online class classification	
3.17	Option about the mode of attending online class	
3.18	Reason for not attending online class classification	
3.19	Online class preference	
3.20	Reason for online class	
3.21	Reason for online class dislike	
3.22	Spending the time during online class	
3.23	Compulsion of payment of school fees classification	
3.24	Switching video during online class	
3.25	Reasons for keeping off the video during the online class	
3.26	Internet access to device	
3.27	App used for online class	
3.28	App Consumes lot of mobile data	
3.29	Source of general knowledge other than school book	
3.30	Best app suitable	
3.31	Going for tuition for extra coaching	
3.32	Reason for home learning	

3.33	Opinion of the students towards teachers	
3.34	Students towards home environment	
3.35	Student towards physiological problem	
3.36	Opinion towards physical problem	

Chapter 1

1.1 INTRODUCTION:

Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, usually for the purpose of and for the motive of improving everyday functioning. Stress produces numerous physical and mental symptoms which vary according to each individual's situational factors. These can include physical health decline as well as depression. The process of stress management is named as one of the keys to a happy and successful life in modern society. Although life provides numerous demands that can prove difficult to handle, stress management provides a number of ways to manage anxiety and maintain overall well-being. The act of laughing helps your body fight stress in a number of ways. Take up a relaxation practice. Relaxation techniques such as yoga, meditation, and deep breathing activate the body's relaxation response, a state of restfulness that is the opposite of the fight or flight or mobilization stress response.

The COVID-19 pandemic forced schools around the world to shut down their campuses indefinitely and move their educational activities onto online platforms. The schools were not prepared for such a transition and their online teaching-learning process evolved gradually. As the education system was done with the online mode of studying many of the students had many stress by listening to the online class. As sitting more time front of screen of laptop, system, mobile makes the students to feel stress. During that that time many students did not attend the class but the education is very important for everyone.

Education is the process of facilitating learning, or acquisition of knowledge, skills, values, belief and habits. Educational methods include storytelling, discussion, teaching, training and directed research. Education frequently takes places under the guidance of educators, but learners may also educate themselves. Education can take in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education is commonly divided formally into such stages as pre-school or kinder garden, primary school, secondary school and then college, university or apprenticeship. A right to education has been recognized by some government, including at the global level. Article 13 of the United Nations 1996 international covenant on economic, social and cultural rights

recognized a universal right to education. In most regions education is compulsory up to certain age.

India has always been famous for gaining education since the Vedic period. The dynasties which ruled this land of knowledge were taking more care of the education and giving knowledge to the world. Due to this, India was esteemed high in the eyes of the world and even the foreigners of that time were interested in gaining knowledge from this rich country. Therefore from all around the world people came to India and gained a variety of knowledge which they spread all over the world. Due to this, India was given great recognition throughout the world and ancient universities in India were famous for imparting knowledge. Education is an effort of the senior people to transfer their knowledge to the younger members of society and in maintaining the perpetuation of culture.

1.2 STATEMENT OF PROBLEM:

Online learning offers teachers an efficient way to deliver lessons to students. Online learning has a number of tools such as videos, PDFs, podcasts and teachers can use all these tools as part of their lesson plans. By extending the lessons plan beyond traditional text books to include online resources, teachers are able to become more efficient educators. Online education is that it allows students to attend classes from any locations of their choice. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Additionally, online lectures can be recorded, archived, and stored for future reference. This allows students to access the learning material at a time of their comfort. Online learning reduces financial cost. Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of students. Since online classes can be taken from home or location of choice, there are fewer, changes of students, missing out on lessons. Every student has a different learning style. Some students are visual while some students prefer to learn through audio. Similarly, some students thrive in the classroom and other students are also learners who get distracted by large groups. The online learning system with its range of options and resource, can be personalized in many ways. It is the best way to create a perfect learning environment suited to the needs of each student. The most obvious advantage of online learning comes down to economics. A half-day of traditional training is equivalent to one-hour e-learning course e-learning increases productivity. Online

learning cuts many of these costs, including those associated with hiring an instructor, booking a facility, printing materials and travel. Online learning allows students to learn in their own style and to their own speed. Which helps then absorbs more information. If someone needs more time with particular topics. They can go through it as slowly and as many times as they need.

For many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time with online learning. There is also a greater chance for students to be easily distracted by social media or other sites. Therefore, it is imperative for the teachers to keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson. Another key challenge of online classes is Internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a consistent internet connection for students or teachers.

There can be a lack of continuity in learning for the child. This is determined to the education process. Students can learn a lot from being in the company of their peers. However in a online classes, there are minimal physical interaction between students and teachers. This often result in a sense of isolation for the students. In this situation, it is imperative that the school allow for other forms of communication between the students, peers, and teachers. This can include online messages, emails and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation. Online learning requires teachers to have a basic understanding of using digital forms of learning. However, teachers have very basic understanding of technology, sometimes they don't even have the necessary resources and tools to conduct online classes. To combat this it is important for schools to invest in training teachers with the latest technology updates. So that they can conduct their online classes seamlessly. Many parents are concerned about the health hazards of having their children spend. So many hours staring at a screen. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen. A good solution to this would be to give the students plenty of breaks from the screen to refresh their mind and their body.

Hence, Research team has conducted a research to know the opinion about the perception of the students towards the current education system during COVID-19 Lockdown period in THOOTHUKUDI District.

1.3 OBJECTIVES:

- ✓ To Understand the nature of stress and its impact on health and behavior.
- ✓ To Recognize the stressors and signs of stress in the respondents day-to-day life.
- ✓ To Recognize the cognitive components of stress, especially the effects of one's automatic thoughts and internal dialogue on appraisal of stressors.
- ✓ To know various relaxation methods to reduce physical and mental stress.
- ✓ To Learn cognitive techniques to increase accurate appraisal of stress.
- ✓ To Integrate cognitive and behavioral coping strategies in their daily life.

1.4 RESEARCH METHODOLOGY:

Primary method of data collection is used for the present study such as questionnaire and observation methods. All the information and data are properly classified and arranged in a tabular form. Simple ranking, Five-point scaling technique, percentage method, charts and diagrams are used as statistical tools for research.

1.5 COLLECTION OF DATA:

The data required for the study have been collected from both primary and secondary sources. The primary data were collected through questionnaire and secondary data were through journal, magazines, internet, and the like.

1.6 PROCESSING OF DATA:

After the collection of primary data, the research team has thoroughly verified the data and arranged them for further analysis. A master table has been prepared to sum up all the information contained in questionnaire. A required number of tables are formed there from.

1.7 SAMPLING DATA:

The data collected are original in nature. It is first hand information. For the collection of data, 76 respondents consisting of male and female are selected by convenience sampling method.

1.8 SCOPE OF THE STUDY:

Thirty parents are taken as sample for the purpose of the pilot study in the study area. The pilot study was undertaken to find out the flaws in the questionnaire and necessary changes were made to get the correct information related to subject matter. The period of data collection for the study is January-March 2021.

1.9 AREA & PERIOD OF THE STUDY:

This study is conducted for various classes of people who are scattered in different areas of the Thoothukudi. The primary data were collected during the month of January to March 2020 from the parents of the students studying different syllabus in the study area.

1.10 IMPORTANCE OF THE STUDY:

The study may be useful in the respect:

- This study brings to light the factor influencing the study environment of students in the study area.
- This study helps the parents to know about the various facilities provided and courses offered in different school in Thoothukudi.
- It is useful to the readers to know the reason for why the students switch over from one school to other.
- With the help of this study, school management and parents can feed back about the needs and demand of the students in the study area and can take necessary steps to improve their study environment.

1.11 LIMITATIONS OF THE STUDY:

The following limitations are inevitable which are explained below.

- This study is restricted to Thoothukudi town only. So the result may not be applicable to other areas.
- The sample size is only 76 which may not reveal the true picture of the whole population.
- As the data were gathered through questionnaire, we cannot expect that it is hundred percent factual.

- Some respondents were uncommunicative and did not voluntarily supply certain information.
- The findings of the study may be applicable to the period in which it has been done and it may be found unsuitable for the other period.
- Being illiterate, some of the respondents could not answer the questions properly. Hence the researcher had to use the interview schedule method.

1.12 FRAME-WORK ANALYSIS:

The data collected was analyzed through questionnaire by using the following statistical tools namely:

- ✓ Bar Diagram
- ✓ Pie-Chart
- ✓ Percentage Analysis
- ✓ Simple Ranking Analysis
- ✓ Five Point Scale Ranking Analysis

1.13 CHAPTER SCHEME:

Chapter 1 - Introduction and design of the study.

Chapter 2 – Profile of the study & Review of the literature.

Chapter 3 – Analysis and Interpretation of the study.

Chapter 4 – Findings, Suggestions & Conclusion.

Annexure – 1

Bibliography

Annexure – 2

Questionnaire

Chapter II

2.1 INTRODUCTION:








Stress is the “wear and tear” our minds and bodies experience as we attempt to cope with our continually changing environment. Stress mainly occurs when the pressure is greater than the resource. Stress is not something bad but it all depends on how we take it, Most of the stress we experience is self-generated. It is generated on how we perceive life, whether an event makes us feel threatened or stimulated, encouraged or discouraged, happy or sad depends to a large extent on how we perceive ourselves. Self-generated stress is something of paradox, because so many people think of external causes when they are upset. But one should recognize that we create most of our own upsets in our daily life through our way of responding to things in a negative way which may be due to lack of awareness or our inability to perceive things as they are ought to be.

2.2 WHAT IS STRESS?

Stress is the reaction that people experience due to excessive pressures or other types of demand placed upon them. It arises when they worry that they can't cope. Stress is the “wear and tear” our minds and bodies experience as we attempt to cope with our continually changing environment.

2.3 DEFINITION:

Stress occurs when the pressure is greater than the resource. FEELINGS OF STRESS is caused, when people are:

-  Worried
-  Tensed
-  Tired
-  Frightened
-  Elated
-  Depressed
-  Anxious

Anger

at this juncture, there is a need to discuss about the principle given by Stephen Covey. His way of reaction to a small 10% of uncontrollable event happened to him in the morning. 10% of life is made up of what happens to you. 90% of life is decided by how you react. The education sector in India is evolving, led by the emergence of new niche sectors like vocational training, finishing schools, sector-specific programmes and e-learning. The Indian education system, considered as one of the largest in the world, is divided into two major segments of core and non-core education. While Schools and higher education constitute the core group, the non-core business consists of pre-schools, vocational training and coaching classes. India has emerged as a strong potential market for investments in training and education sector, due to its favorable demographics (young population) and being a services-driven economy. Higher education is not immune to this problem. According to the St. Louis Psychologists and Counseling Information and Referral, the process of stress management is one of the keys to a happy and successful life in modern society. Although life provides numerous demands that can prove difficult to handle, stress management provides a number of ways to manage anxiety and maintain overall wellbeing

.2.4 CHARACTERISTICS

The Characters of Stress can be mainly classified into two major factors:

 External stressors

 Internal stressors

2.4.1 EXTERNAL STRESSORS:

➤ Physical Environment:

- Noise
- Bright Lights
- Heat
- Confined spaces

➤ Social Interaction:

- Rudeness
- Bossiness

- Aggressive by others
 - Bullying
- Organisational:
 - Rules
 - Regulation
- Major Life Events:
 - Birth
 - Death
 - Lost job
 - Promotion
 - Marital status change
- Daily Hassels
 - Commuting
 - Misplaced keys
 - Mechanical breakdowns
- “Red-tape”:
 - Deadlines

2.4.1 INTERNAL STRESSORS:

- Lifestyle choices:
 - Caffeine
 - Lack of sleep
 - Overloaded schedule
 - Negative self -talk
- Mind traps:
 - Unrealistic expectations
 - Taking things personally
- Personality traits
 - Perfectionists
 - Workaholics
 - Exaggeration

- Rigid thinking
- Negative Self Talk
 - Pessimistic thinking
 - Self criticism
 - Over analysing

The overall purpose of this analysis is to gain a better understanding of the phenomenon of stress among scholars in tertiary education. Teachers' work has always been considered to be very stressful. The aim of this research has been to find out how they combat stress operatively and strategically in a educational institution.

The case study method was used and data was collected in interviews / questionnaires. This paper gives an in-depth insight into this issue in a context of education institution the study examined the impact of academic stress among the students. Stress management encompasses techniques to equip a person with effective coping mechanisms for dealing with psychological stress. Students have different expectations, goals and values that they want which is only possible if they are integrated with that of the institution. Taking into account the present level of stress, sources of stress, the stress management techniques should be introduced that would be useful for the students. The various criteria like physical, psychological, individual, demographical and environmental factors of stress also should be taken for account the stress levels among the students.

2.5 TYPES OF STRESS:

2.5.1 Time Stress:

Time stress is one of the most common types of stress that we experience today. It is essential to learn how to manage this type of stress if you're going to work productively in a busy organization. First, learn good time management skills. This can include using To-Do Lists or, if you have to manage many simultaneous projects, action Programs. Next, make sure that you're devoting enough time to your important priorities. Unfortunately, it's easy to get caught up in seemingly urgent tasks which actually have little impact on your overall objectives. This can leave you feeling exhausted, or feeling that you worked a full day yet accomplished nothing meaningful. Your important tasks are usually the ones that will help you reach your goals, and

working on these projects is a better use of your time. Our article on The Urgent/Important Matrix explains how to balance urgent and important tasks, and our article on prioritization helps you separate tasks that you need to focus on from those you can safely put off. If you often feel that you don't have enough time to complete all of your tasks, learn how to create more time in your day. This might mean coming in early or working late, so that you have quiet time to focus. You should also use your peak. working time to concentrate on your most important tasks – because you're working more efficiently, this helps you do more with the time you have. For instance, if you're a morning person, schedule the tasks th helps you learn how to prioritize your tasks and schedule them during your most productive times of day.

You can leave less important tasks, like checking email, for times when your energy levels drop. Also, make sure that you're polite but assertive about saying "no" to tasks that you don't have the capacity to do.

2.5.2 ANTICIPATORY STRESS

Anticipatory stress describes stress that you experience concerning the future. Sometimes this stress can be focused on a specific event, such as an upcoming presentation that you're going to give. However, anticipatory stress can also be vague and undefined, such as an overall sense of dread about the future, or a worry that "something will go wrong". as anticipatory stress is future based, start by recognizing that the event you're dreading doesn't have to play out as you imagine. Use positive visualization techniques to imagine the situation going right. Research shows that your mind often can't tell the difference, on a basic neurological level, between a situation that you've visualized going well repeatedly and one that's actually happened. Other techniques – like meditation – will help you develop focus and the ability to concentrate on what's happening right now, rather than on an imagined future. Consider setting aside time daily – even if it's only five minutes – to meditate. Anticipatory stress can result from a lack of confidence. For example, you might be stressing over a presentation that you're giving next week, because you're afraid that your presentation won't be interesting. Often, addressing these personal fears directly will lower your stress. In this example, if you put in extra time to practice and prepare for tough questions, you'll likely feel more prepared for the event. Last, learn how to overcome a fear of failure: by making contingency plans and analyzing all of the possible

outcomes, you'll get a clearer idea of what could happen in the future. This can help diminish your fear of failure and give you a greater sense of control over events.

2.5.3 SITUATIONAL STRESS:

Situational stress means recognizing the "automatic" physical and emotional signals that your body sends out when you're under pressure. Situational stress means when the person is in a scary situation that you have no control over. This could be an emergency. More commonly, however, it's a situation that involves conflict, or a loss of status or acceptance in the eyes of your group. For instance, getting laid off or making a major mistake in front of your team are examples of events that can cause situational stress.

Situational stress often appears suddenly, for example, you might get caught in a situation that you completely failed to anticipate. To manage situational stress better, learn to be more self-aware. For example, imagine that the meeting you're in suddenly dissolves into a shouting match between team members. Your automatic response is to feel a surge of anxiety. Your stomach knots and feels bloated. You withdraw into yourself and, if someone asks for your input, you have a difficult time knowing what to say. Conflict is a major source of situational stress. Learn effective conflict resolution skills, so that you're well prepared to handle the stress of conflict when it arises. It's also important to learn how to manage conflict in meetings, since resolving group conflict can be different from resolving individual issues. Everyone reacts to situational stress differently, and it's essential that you understand both the physical and emotional symptoms of this stress, so that you can manage them appropriately. For instance, if your natural tendency is to withdraw emotionally, then learn how to think on your feet and communicate better during these situations. If your natural response is to get angry and shout, then learn how to manage your emotions.

2.5.4 ENCOUNTER STRESS:

Encounter stress revolves around people. You experience encounter stress when you worry about interacting with a certain person or group of people – you may not like them, or you might think that they're unpredictable. Encounter stress can also occur if your role involves a lot of personal interactions with customers or clients, especially if those groups are in distress. For instance, physicians and social workers have high rates of encounter stress, because the people they work

with routinely don't feel well, or are deeply upset. This type of stress also occurs from "contact overload": when you feel overwhelmed or drained from interacting with too many people.

Because encounter stress is focused entirely on people, you'll manage this type of stress better by working on your people skills. To find out how good your people skills are, take our quiz, and discover the areas that you need to develop. A good place to start is to develop greater emotional intelligence. Emotional intelligence is the ability to recognize the emotions, wants, and needs of yourself and of others. This is an important skill in interacting with others and in building good relationships. It's also important to know when you're about to reach your limit for interactions in the day. Everyone has different symptoms for encounter stress, but a common one is withdrawing psychologically from others and working mechanically. Another common symptom is getting cranky, cold, or impersonal with others in your interactions. When you start to experience these symptoms, do whatever you can to take a break. Go for a walk, drink water, and practice deep breathing exercises.

Empathy is a valuable skill for coping with this type of stress, because it allows you to see the situation from the other person's perspective. This gives you greater understanding and helps you to structure your communications so that you address the other person's feelings, wants, and needs. The first step in successful stress relief is deciding to make a change in how you manage stress. The next step is identifying your stress triggers. Some causes of stress are obvious — job pressures, relationship problems or financial difficulties. But daily hassles and demands, such as commuting, arranging day care or being overcommitted at work, can also contribute to your stress level. Positive events also can be stressful. If you got married, started a new job and bought a new house in the same year, you could have a high stress level. While negative events in general are more stressful, be sure to also assess positive changes in your life. Once you've identified your stress triggers, you can start thinking about strategies for dealing with them. Sometimes the solution may be as easy as turning off the TV when the evening news is too distressing. Or, when you can't avoid a stressful situation, try brainstorming ways to reduce the irritation factor. And don't feel like you have to figure it out all on your own. Seek help and support from family and friends. You may want to ask them what stress-relief techniques have worked well for them. And many people benefit from daily practice of stress reduction techniques, such as mindfulness, tai chi, yoga, meditation or being in nature. Stress won't

disappear from your life. And stress management isn't an overnight cure. But with practice, you can learn to manage your stress level and increase your ability to cope with life's challenges.

2.5.5 THE OCCUPATIONAL STRESS INDICATOR

Before any workplace intervention to reduce stress is made, it is important to assess the needs of the organisation and its employees as it should not be assumed that a stress management workshop would be helpful in all situations. At this stage questionnaires completed by staff or key personnel can provide useful information. The OSI can be used as it evaluates occupational stress by analysing five key factors:

2.6 Factors of the stress:

2.6.1 Sources of Pressure:

Factors intrinsic to the job itself, The managerial role, Relationships with other people Career and achievement Organizational structure and climate, Home/work interface.

2.6.2 Locus of control

Organisational forces, Management processes Individual influence, Total control How the individual copes with the stress experienced, Involvement, Time Home and work relationships, Logic, Task strategies, Social support.

2.6.3 Wear and tear:

People are changing to Stress is the “wear and tear” our minds and bodies experience as we attempt to cope with our continually changing environment. Stress mainly occurs when the pressure is greater than the resource. The topic here is: How the individuals self perception influences their response to stress and how the theory of self-perception works on or under the conditions of stress.

From the statement of Hans Sale: “stress is not necessarily something such situation where they can’t even restrain to small things and changes in life Stress is the “wear and tear” our minds and bodies experience as we attempt to cope with our continually changing environment. Stress mainly occurs when the pressure is greater than the resource. The topic here

is: How the individuals self perception influences their response to stress and how the theory of self-perception works on or under the conditions of stress.

From the statement of Hans Sale: “stress is not necessarily something bad, it all depends on how you take it”. This clearly states that, the way stress is being perceived varies with each individual and the influence of stress either in a positive or in a negative manner depends on how the individual perceives it. So there is a need to know about the individual.

2.6.4 Changes in the Economic Situation:

The way stress is being perceived varies with each individuals and influence of stress either in a positive or in a negative manner depends on how the individual.

Additional measures include curfews, quarantines, and closing of non-essential stores, schools, and universities. As many universities suspended classroom teaching and switched to online teaching, the lives of students have changed drastically. While social distancing measures may successfully slow down the spread of the infection and relieve the public health systems, they may eventually increase the social isolation of students and affect their psychological well-being and mental health. Being under a lot of pressure to perform academically, students are prone to developing mental health problem. The social networks of students have been argued to be an important factor in buffering stress and helping them to be more effective . Reduced social interactions, a lack of social support, and newly arising stressors associated with the COVID-19 crisis could potentially affect students’ mental health negatively.

2.6.5 Changes in Social Networks:

The social relationships of individuals are likely to be affected by the crisis in different ways. Social relationships are conduits of social support. In times of crisis, social support may be more important than ever. But at the same time, physical proximity and opportunities for interaction are important in developing and fostering social ties . As face-to-face interactions and random encounters are minimized due to the social distancing measures, it is likely that individuals focus on those relationships that are spatially close, most meaningful, or most established. Those may partly be found outside the student community, for example, in the household, in the family, and within established friendship circles.

2.6.6 Changes in mental health:

Changes in social networks due to the COVID-19 crisis may directly affect individuals' mental health. Most individuals have a fundamental motivation to socially interact reduction of social interactions, as is likely to be caused by the crisis and distancing measures, can lead to lower mental health. A number of COVID-19-specific stressors could further affect individuals' mental health.

Among those are worries about one's own physical health, the health of others, the potential economic impact, and—in the case of students—the impact of a changed educational environment on the progress of their studies and future job market opportunities. However, some individual stressors may be reduced at the time of crisis, as society slows down. Those may, for example, include the stress of work, such as rigid study time tables, or social stressors such as Fear of Missing Out. We expect that during the COVID-19 crisis, some aspects of students' mental health will improve (e.g., aspects of daily stress) *while others will worsen* (e.g., loneliness). To get a better understanding of factors explaining change in health

2.7 The effects of stress:

Personal relationships, Organisational processes, Organisational design and structure. The job itself, Achievement, value and growth, Total job satisfaction, Mental health Physical health This provides a wealth of information about how the staff perceive the organisation and the effects of stress upon them. In addition to the individual profile of an employee, a group profile is also provided which highlights what employees believe are the main causes of their stress. If the management, trade unions, the employees and other relevant parties agree that a stress management workshop or course may be beneficial then a pilot scheme can be set up. In some cases the decision to run a stress management course may only be taken by the management. This can lead to problems of implementation if employees and the trade union perceive that the management are totally blaming the staff for their own levels of occupational stress. A month prior to the workshop employees are asked to complete the OSI questionnaire. They are informed that only the trainer/consultant (and themselves) the questionnaire and the subsequent printed report, which will highlight their own perceived occupational stressors and recommendations to help them reduce their levels of stress. They are also asked to keep a stress diary for a typical

work day i.e. monitor and record the (apparent) causes of stress. An organization's objectives for continual improvement, including the performance of its personnel, might be affected by a number of internal and external factors including changes in markets, technology, innovation and the requirements of customers and other stakeholders. Such changes may require an organization to analyze its competence – related needs.

2.8 DIFFERENT APPROACHES OF STRESS:

- ❖ **Negative Stress**
- ❖ **Positive Stress**

2.8.1 NEGATIVE STRESS:










It is a contributory factor in minor conditions, such as headaches, digestive problems, skin complaints, insomnia and ulcers. Excessive, prolonged and unrelieved stress can have a harmful effect on mental, physical and spiritual health.


2.8.2 POSITIVE STRESS

Stress can also have a positive effect, spurring motivation and awareness, providing the stimulation to cope with challenging situations. Stress also provides the sense of urgency and alertness needed for survival when confronting threatening situations.

2.9 DIFFERENT TRAITS OF STRESS:

2.9.1 STRESS AT WORK:


-  The drive for success
-  Changing work patterns
-  Working conditions
-  Overwork
-  Under-work
-  Uncertainty
-  Conflict
-  Responsibility
-  Relationships at work


 Change at work

2.9.2 PHYSICAL SYMPTOMS


 Sleep pattern changes

 Fatigue


 Digestion changes

 Loss of sexual drive

 Headaches

 Aches and pains

 Infections


 Indigestion

 Dizziness

 Fainting

 Sweating

 Trembling


 Tingling hands & feet


 Breathlessness


 Palpitations

 Missed heartbeats

2.9.3 MENTAL SYMPTOMS


 Lack of concentration

 Memory lapses


 Difficulty in making decisions•


 Confusion


 Disorientation

 Panic attacks






2.9.4 BEHAVIORAL SYMPTOMS:

 Appetite changes - too much or too little• Eating disorders - anorexia, bulimia

 Increased intake of alcohol & other drugs• Increased smoking• Restlessness

 Fidgeting• Nail biting • Hypochondria

2.9.5 EMOTIONAL SYMPTOMS:

-  Bouts of depression
-  Impatience
-  Fits of rage
-  Tearfulness
-  Deterioration of personal hygiene and appearance.

2.10 STRESS MANAGEMENT IN EDUCATION

2.10.1 Psychology of stress in schools:

Asking for help is not a sign of weakness, says Marc Smith. Stress is a natural biological response and back in the day when wild animals roamed freely and early humans spent much of their time hunting and gathering the body's response to stress was vital for our survival. Stress allows our biological system to prepare itself to do something – either attack or run away. Acute stress represents that immediate panic which drives the fight or flight response but if this stress continues we begin suffer from a more chronic condition, this can not only impact on us psychologically but can also lower our immune system, making us more vulnerable to physical illness. Psychologically, the stress we feel is often based on our individual perception of a situation and this is why some people appear to suffer more than others. American psychologist Julian Rotter describes this as our 'locus of control' or the extent to which an individual feels that they have control over a situation. Locus of control can be internal, in that we believe we have control over our lives, or external, where we believe that the environment controls events. Realistically most of us fall between these two dimensions but we may favour a particular one.

Unfortunately, our locus of control is very difficult to change because it probably developed through a combination of geof genetics and early socialization.

2.10.2 Stress in students: Causes & symptoms:

Unlike adults, who can communicate about how stress impacts their lives, children and teens may not recognize or even have they're feeling. Students are experiencing stress at growing rates, with a 2014 American Psychological Association study finding teens in the U.S. are more stressed than adults.

2.10.3 Stress in Elementary school:











However, parents and teachers can watch for short-term behaviors and physical symptoms that manifest when stress becomes a problem. Since age plays a major role in how stress affects us, here are some common causes and symptoms for students in elementary school to help identify when there may be a concern.





2.11 Causes of Stress:

Taking important tests: While most kids don't enjoy taking tests, it can cause extreme stress in some children. Those with extreme test anxiety may end up completely shutting down during exams, which can directly impact a student's grades. Presenting an oral report: Getting up in front of the class is scary for students worried they will do something embarrassing and become the fodder for peer gossip Physical Education (PE): In addition to the dread of being picked last when the class divides into teams, kids often must prove they've met fitness standards (curl-ups, push-ups, etc.) in front of the group each semester. Standing out in the crowd: Whether it's for being tardy, eating an unusual-looking lunch or not of attention can be stressful for young children.

Being in danger: School lockdowns, fire drills, tornado drills ... kids are reminded about potential dangers on a regular basis

2.12 Symptoms:

-  Upset stomach
-  Headaches
-  Vague aches and pains
-  Changes in appetite
-  Bedwetting
-  Nightmares
-  Worrying/anxiety
-  Fidgeting
-  Nail biting
-  Separation anxiety

-  Refusing to go to school
-  Physical aggression
-  Crying often
-  Difficulty sleeping

2.13 How teachers can help limit student stress:

Because children and teens spend most of the day in classrooms, teachers can play a powerful role in limiting stress. One way to “displace nervous energy,” according to mental health professional Stefanie Juliano, is to allow students to use standing desks, sit on exercise balls or even work on the floor. She also suggests creating a quiet, serene corner by adding a beanbag chair, relaxing pictures and positive saying.

Below are some additional ideas teachers can use to limit stress in the classroom:

- Limit homework overload.
- Teachers can work together as a team to avoid piling on too much homework on the same nights or Scheduling tests on the same day.
- Keep kids moving.
- No matter how old students are they can benefit from moving around the room, working at “stations,” taking stretching breaks, etc.
- Play music .
- No matter how old students are they can benefit from the moving around the room, working at “station”, taking stretching breaks, etc.
- Classical music is great for the classroom and can serve as a model for students when they study at home.
- Schedule time to organize.
- In the lower grades, desks can get messy quickly but in older grades lockers can get out of control too. Taking time out to throw away old papers and sharpen pencils can help students feel more in control.
- Listen.
- Talking.

- Talking about issues bothering students doesn't have to take up a lot of instructional time. Even five minutes going over concerns, writing them on the board and addressing them later can help students put them aside.

2.14 Stress management in classroom activities:

Jessica Tappana, a mental health therapist who works with students of various ages, calls things that stress them out “cling-ons.” Here are three strategies she teaches to students that teachers can use for wiping these stressors away.

Brush it off Beginning at the top of the head use your hands to gently brush down the face and front of the body, flicking away the negative energy. Then repeat for the back of the body, arms and sides. When finished, shake your hands and stomp your feet!

Leave it at the door Place a small paper shredder, paper, pens and a trash bin by the classroom door. Ask students to write a word or sentence that represents something causing them stress and then have them shred it! The problem won't disappear, but the activity encourages them to leave stress outside the classroom.

Me the tree Sometimes when we are stressed, it feels like we are floating above the earth so it's important to ground your feet and reconnect. Stand tall and bend your knees a bit and imagine your body is a tree trunk. Pretend that there are roots growing out of your feet and picture them growing into the earth.

Then imagine your arms are branches and reach out and stretch into the sunshine!

2.15 Parent Tips for Reducing Stress:

When children suffer from stress, it affects the entire family. Because parents are used to being able to fix problems, not knowing how to intervene can be frustrating and even add to stress in the home. Fortunately, parents can take action by instituting the following tips to reduce symptoms of toxic stress.

2.15.1 Don't over schedule:

Psychologists say teens need time to decompress and develop naturally through non-goal related activities. Lessons, sports teams and other activities

may be helpful when it's time to apply to college, but should be scheduled around what works best for each child in moderation.

2.15.2 Ensure the right amount of sleep:

In addition to improving physical and emotional health, sleep reduces student inattention, and aids student learning and memory skills. When kids don't get enough sleep, they are at a greater risk of depression, suicidal thoughts and self-harm. So how much sleep is enough?








The American Academy of Pediatrics advises children ages 6-12 get a minimum of 9-12 hours of sleep per night, with 8-10 hours recommended for teens. Parents can help by encouraging children and teens to shut off screens at least an hour before bedtime and by limiting access to screens within their child's bedroom.

2.15.3 Serve a healthy diet:

Children develop a taste for healthy food when they are exposed to it early on. Family meals should include a variety of fruits and vegetables and foods made from whole grains and protein according to U.S. guidelines. Parents should also limit processed foods and those containing sugar which may be linked to sleep problems and depression.

2.16 Understanding the Common Reactions COVID-19 Pandemic:

As the implications of COVID-19 pandemic continue to unfold globally and in our community, it's normal for people to experience a wide range of thoughts, feelings and reactions including:

-  Feeling stressed or overwhelmed
-  Anxiety ,worry or fear
-  Racing thoughts
-  Sadness , tearfulness ,loss of interest in usual enjoyable activities
-  Physical symptoms , such as increased heart rate ,stomach upset, fatigue, or other uncomfortable sensations
-  Frustrations ,irritability ,or anger
-  Restlessness or agitation

- ✚ Feeling helpless
- ✚ Difficulty concentration or sleeping
- ✚ Feeling disconnected from others
- ✚ Apprehension about going to public spaces
- ✚ Troubles relaxing

2.17 Incorporate exercise into the day:

The Physical Activity Guidelines for Americans by the CDC recommends at least one hour of exercise per day for children and adolescents to strengthen cardio fitness and keep depression and anxiety at bay. Surprisingly, just 1 in 3 children get physical exercise each day. Parents should encourage younger children to exercise by turning off screens and sending them outside to play. Teens may need more structured activity like organized sports. Model self-care is getting enough sleep, eating nutritious foods and exercising are all important for good mental health. The best way to teach children these self-care strategies is for parents to follow them too.

Strategies to Cope with Stress, Anxiety or Distress focusing on the actions that are in our control may help you to keep away the stress, anxiety and distress within you. The ways include, learn how to protect yourself and others from COVID-19: follow regular advisories of Indian Govt. released through UGC, MoH time to time. Acknowledge and Accept Your Feelings maintain your day-to-day activities as much as possible: Eg. Immune boosting Diet, Exercise (e.g., walking, stretching, running, cycling), Perform Meditation & simple Yoga, Sleep, or Anything makes you happy. Make a conscious shift to focus on the activities we are able to do, or those that we may have more opportunity to do if we're at home. Some ideas could be to

- Keep learning and maintaining your study
- Read a book
- Listen to a podcast
- Try out a new hobby or skill (e.g., cook a new recipe, play an instrument, learn a language, learn how to sew, gardening).

Stay connected: Helps to cope with challenges, brings sense of comfort, stability. Remember that physical distancing does not need to mean social disconnection so stay connected remotely. Eg.

- Call, text, or video-chat with friends and family update the information
- Share quick and easy recipes
- Start a virtual book or movie club
- Schedule a study hours and reach out the subject teachers for clarifications
- Join an online group or peer forum

Seek accurate information to find the authentic source of information which gives factual information avoid too much exposure to News channels. Set limits around news and social media. Stay up to date with university advice and support. Such as, important information, including course-specific updates and other advices by the co-ordinators and faculty.

2.18 Conclusion

There was a moderate to high level of stress among students at the start COVID-19 outbreak. This study found a significant correlation between a high level of stress. The integration of online learning and stress management programs would help mitigate the stress of students during distance learning.

REVIEW OF THE LITERATURE

The review of literature is an essential component of a research investigation which gives necessary inputs for the researcher to frame the research study on the elected topic. The basic objective of this chapter is to analyze the previous findings so that it will help to know the gap in earlier studies and to justify the research problem selected by the researcher for the study purpose. Keeping in mind the objectives of the research, the review of related literature is organized in the following way:

Nandamuri and Gowthami(2011) studied the stress among students of professional studies and claimed that curriculum and instructions parameters were most responsible for stress with 86 percent, followed by 63 percent for placement related issues, assessment and team work issues accounted for 41 percent and 24 percent respectively. The study further identified various micro issues responsible for stress, and listed twelve sub issues related to curriculum and instruction. Once the sub issues of each parameter are identified, it provided improved vision to the academic administrators for initiating efforts to reduce the gravity of academic stress.

Busari (2012) found that stress was leading to depression among secondary school students and Is linked with affect on academic achievement. Introduction to preventive measures, teaching life Skills and other therapeutic techniques should be taken in to serious consideration.

Kaur (2014) acknowledged that mental health of teenagers get affected due to the academic stress. Girls with academic stress were found to have poor mental health as compared to the boys. This was accounted on the study that parents at times put pressure and strain on students that leads to deteriorated mental health.

Subramani and Kadhiravan (2017) revealed the link between academic stress and mental health among students. He endorsed that academic stress and mental health are correlated and that students are cramped with the academic structure. Parents and schools pressurize the students way too much for the higher grades that disheartens the students, further to add on there is not enough support from the parents and school in terms of guidance. The students are mentally healthy when they perform constructively in the academic forums. They also propounded that students from private schools are more pressurized as compared to students from government schools due to the excess of homework and other academic related

assignments. Significant difference in mental health of students from private and government schools was found. He asserted that students from private schools have a different nurturing and vast exposure as compared to government school students who belong to poor socio economic background and lack of exposure. This is one of the reasons for the escalation of stress.

Reddy et al. (2018) in their study concludes that stream wise difference in stress does exist in students. It is important to deal with stress at personal, social and institutional level. Remedies such as feedback, yoga, life skills training, mindfulness, meditation and psychotherapy have been found useful to deal with stress. To identify the main reason of stress is the key to deal with it. Professionals can develop tailor made strategies to deal with stress. The integrated well being of the students is important not only for the individual but for the ins utitute as well.

CHAPTER – III

3.1 INTRODUCTION:

Analysis is must for any research to derive a conclusion. The analysis of the data plays a predominant role in analysis the result of various factors. The completion of the project depends upon the analysis and interpretation of the collected data.

The data are tabulated and interpreted by the research team and are presented in the form of bar diagram, pie-chart, cones charts. These diagram and charts gave a bird's eye view for the entire data which helps in summarizing and presentation of the collected data in a systematic manner.



3.2 Gender wise Classification:

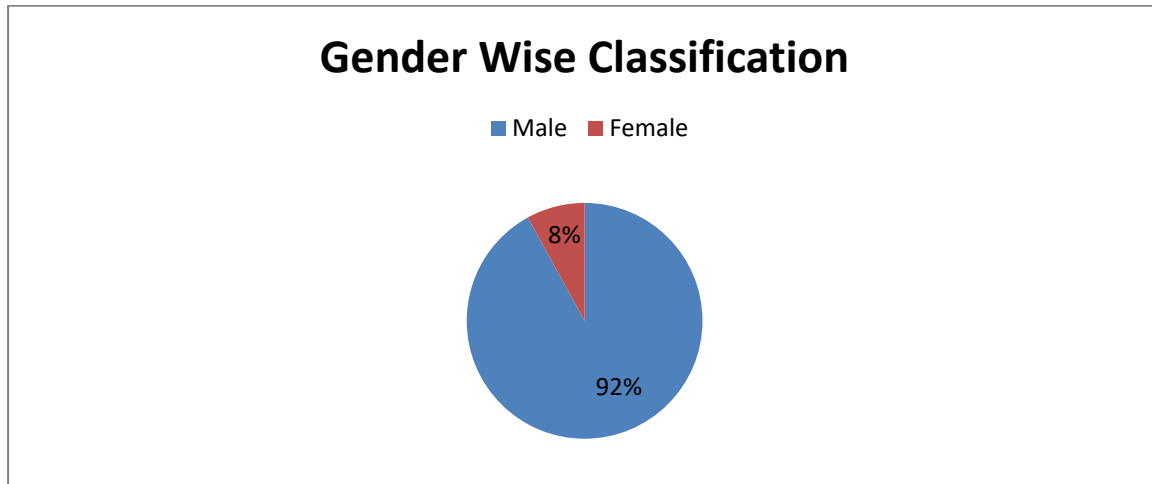
Table 3.1

Gender wise classification

Gender	No. of Respondents	Percentage (%)
Male	28	36.78
Female	48	63.22
Total	76	100.00

Source: Primary data

Chart 3.1



Inference:

From the above table 3.1, it is observed that 36.78 percent of the respondents are male and the remaining more than half of respondents 63.22 percent of the respondents are female.

Majority 63.15 percent of the respondents are female, as they are most interested in studies, while compared to their opposite gender.

3.3 Class Wise Classification:

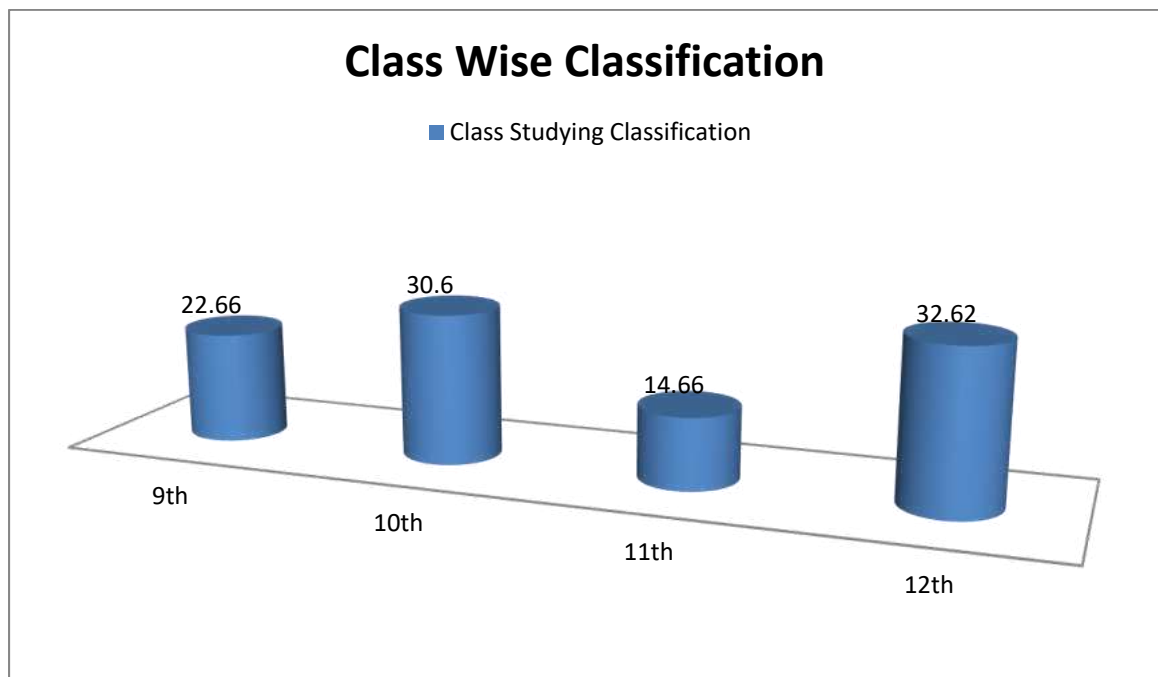
Table 3.2

Class wise Classification

Class Studying	No. of respondents	Percentage (%)
9 th	17	22.66
10 th	23	30.60
11 th	11	14.66
12 th	25	32.62
Total	76	100.00

Source: Primary data

Chart 3.2



Inference:

From the table 3.2, it is observed that 22.66 percent of the respondents are the students studying 9th std. students, 30.66 percent of respondents are 10th std. students, 14.66 percent of respondents are 11th std students, and the remaining 32.89 percent of the respondents are 12th std. students.

Majority 32.89 percent of the respondents are the students studying 12th standard.

3.4 Nature of School:

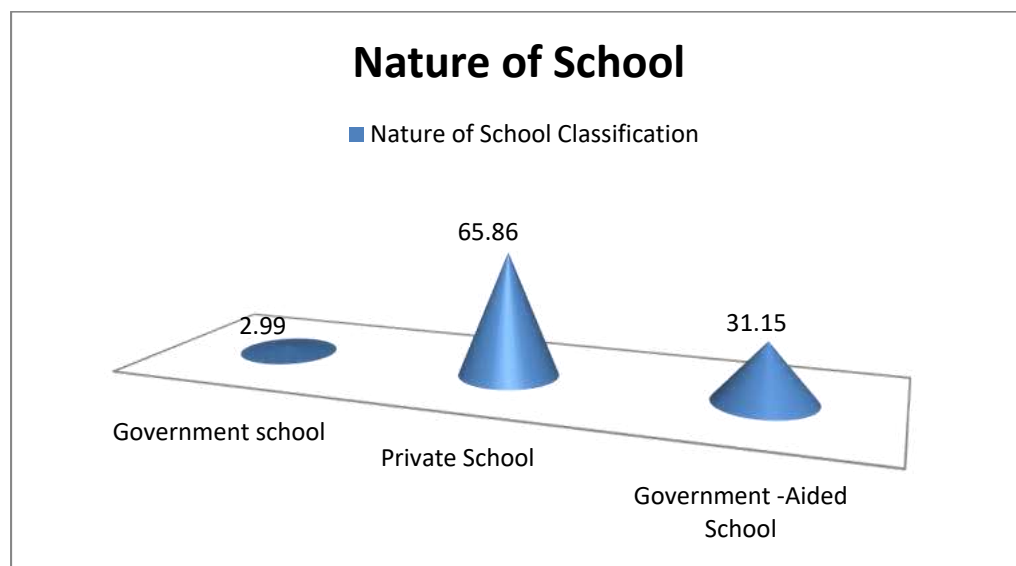
Table 3.3

Nature of School

Nature of School	No. of respondents	Percentage (%)
Government school	2	2.99
Private school	50	65.86
Government-aided school	23	31.15
Total	76	100.00

Source: Primary data

Chart 3.3



Inference:

From the above table 3.3, it is observed that only 2.63 percent of the respondents are studying in government school, 65.78 percent of the respondents are studying in private school and remaining the 30.67 percent of the respondents in government-aided school.

Majority 65.78 percent of the respondent are studying in private schools.

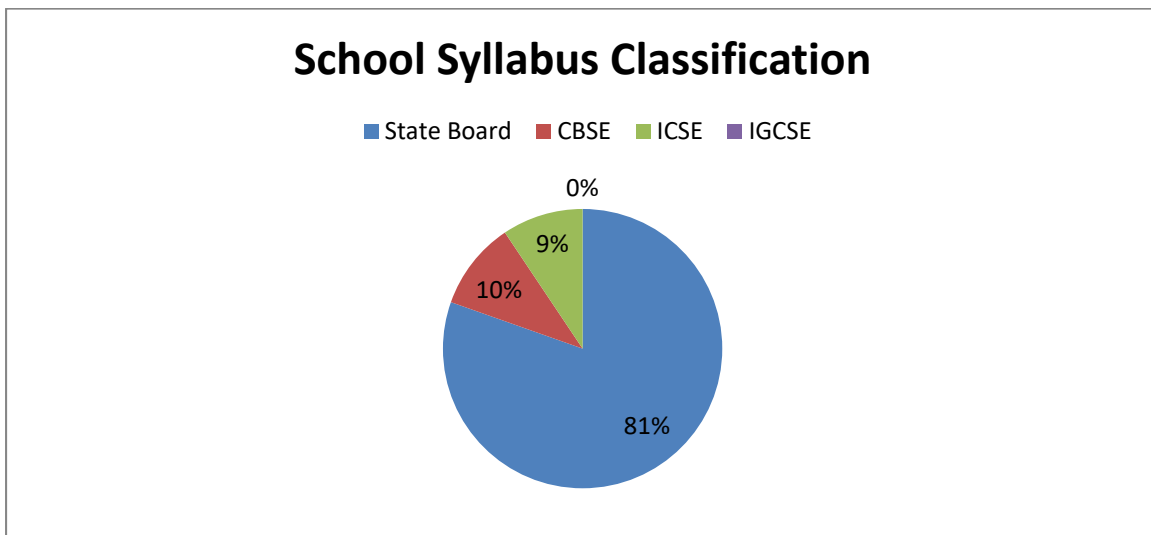
3.5 School Syllabus wise Classification:

Table 3.4
School Syllabus Classification

School Syllabus	No. of respondents	Percentage (%)
State Board	60	80.4
CBSE	7	10.21
ICSE	6	9.39
IGCSE	0	0
Total	76	100.00

Source: Primary data

Chart 3.4



Inference:

From the above table 3.4, it is observed that 80.4 percent of respondents are studying in state board syllabus, 10.21 percent of the respondents in CBSE syllabus, 9.39 percent of the respondents in ICSE syllabus, and no respondents is studying IGCSE syllabus in Thoothukudi the study area.

Majority 80.4 percent of the respondents is studying state board syllabus in the study area.

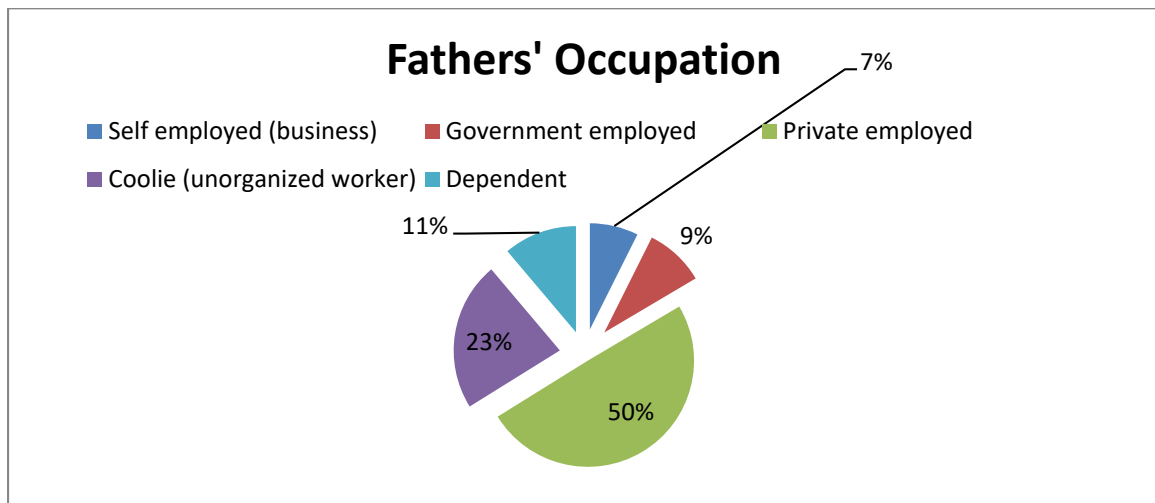
3.6 Parent Occupation:

Table 3.5
Parent (fathers') Occupation

Occupation	No. of respondents	Percentage (%)
Self employed (business)	35	46.1
Government employed	4	5.3
Private employed	22	28.9
Coolie (unorganized worker)	10	13.2
Dependent	5	6.5
Total	76	100.00

Source: Primary data

Chart 3.5



Inference:

From the table 3.5, it is observed that 46.1 percent of the respondents' fathers are self employed (business), 5.3 percent of the respondents' fathers are government employed, 28.9 percent of the respondents' father are private employed, 13.2 percent of the respondents' father is an coolie (unorganized worker), and the remaining 6.5 percent of the respondents' father is an dependants other family members' income.

Majority 46.1 percent of respondents are self employed .

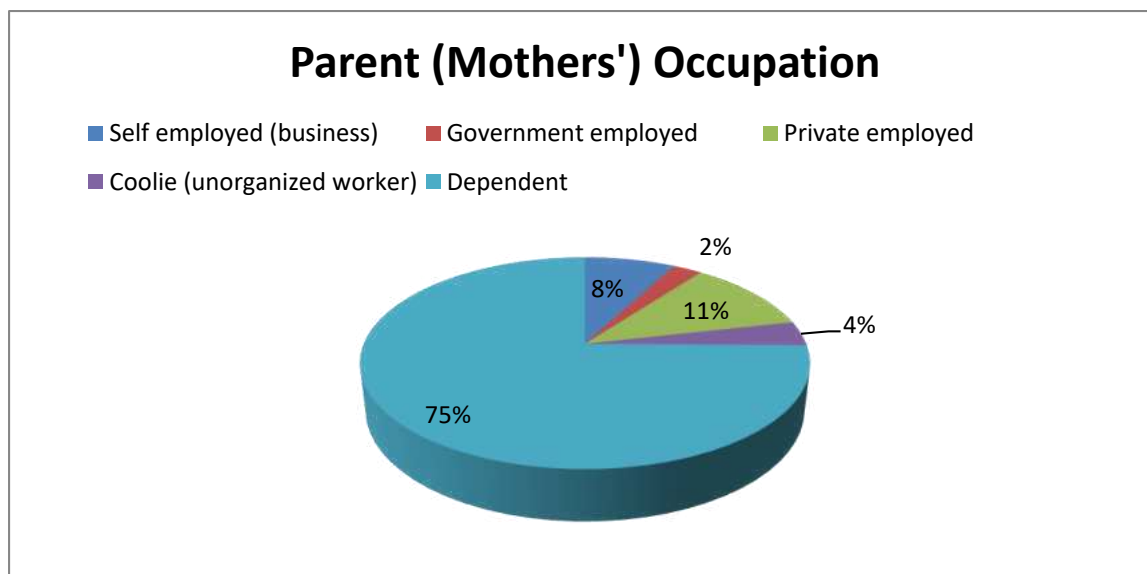
3.7 Parent Occupation:

Table 3.6
Parent (Mothers')Occupation

Occupation	No of respondents	Percentage (%)
Self employed (business)	2	2.64
Government employed	2	2.64
Private employed	9	11.84
Coolie (unorganized worked)	3	3.94
Dependent	60	78.94
Total	76	100.00

Source: Primary data

Chart 3.6



Inference:

From the table 3.6, it is observed that 2.64 percent of the respondents' mother are self employed (business), 2.64 percent of the respondents' mother are government employed, 11.84 percent of the respondents mother are private employed, 11.84 percent of the respondents' mother are coolie (unorganized worker), and the remaining 78.94 percent of the respondents' mother is an dependent or homemakers.

Majority 78.94 percent of the respondents' mothers are dependent as they are not going for work and they fully depend on some one in family.

3.8 Parent Monthly Income:

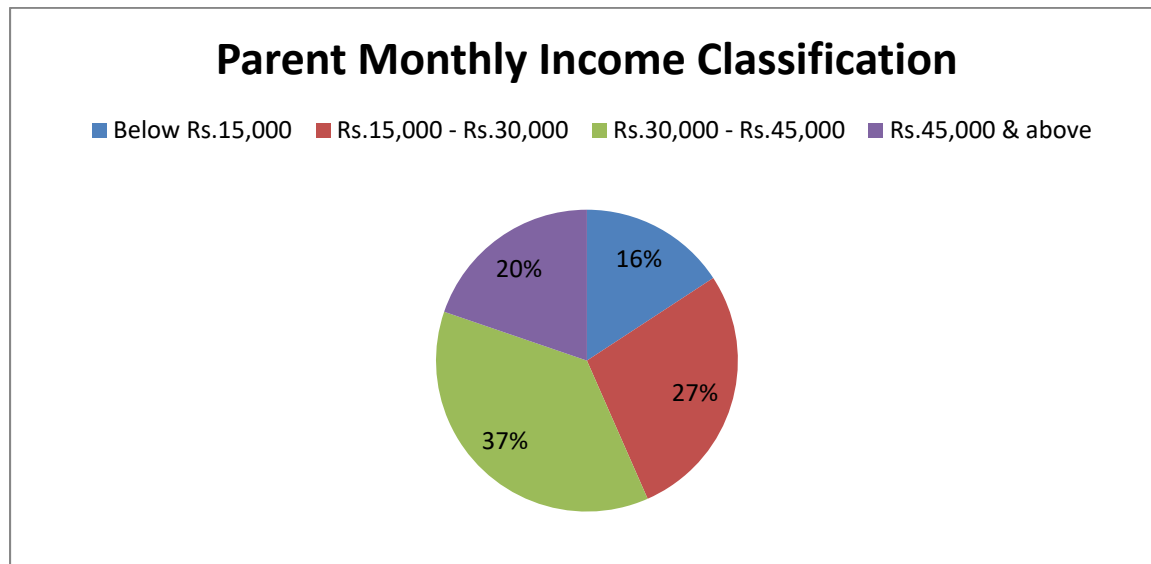
Table 3.7

Parent Monthly Income Classification

Parent Monthly Income	No. of respondentS	Percentage (%)
Below Rs.15,000	12	15.78
Rs.15,000 – Rs.30,000	21	27.63
Rs.30,000 – Rs.45,000	28	36.84
Rs.45,000 & above	15	19.75
Total	76	100.00

Source: Primary data

Chart 3.7



Inference:

From the table 3.8, it is observed that 15.78 percent of respondents' parent earns below 15,000 income, 27.63 percent of respondents' parent earns Rs.15,000 – Rs.30,000 income, 36.84 percent of respondents' parent earn Rs.30,000 – Rs.45,000 income and 19.75 percent of respondents' parent earn Rs.45,000 & above income.

Majority 36.84 percent of respondent's parent's earn Rs.30,000 – Rs.45,000 income as their monthly income.

3.9 Nature of Residence:

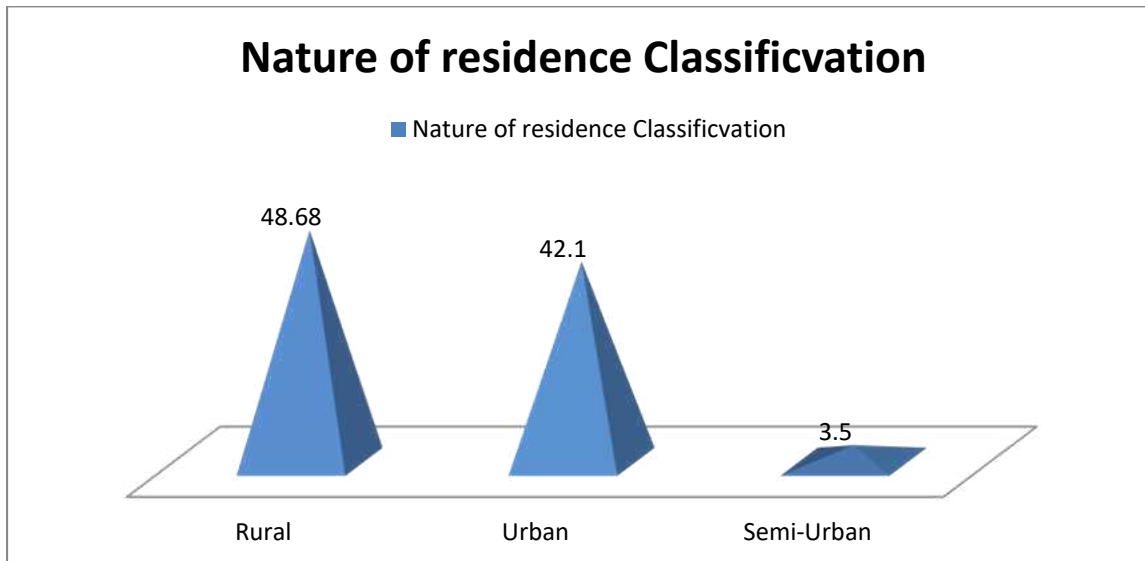
Table 3.8

Nature of Residence Classification

Nature of residence	No. of respondents	Percentage (%)
Rural	37	48.68
Urban	32	42.10
Semi-Urban	7	9.22
Total	76	100.00

Source: Primary data

Chart 3.8



Inference:

From the table 3.9, it is observed that 48.68 percent of respondents have their residence rural area, 42.10 percent of respondents are from urban area and remaining 9.22 percent of respondents are from semi-urban areas.

Majority 48.68 percent of respondents taken for study have their residence in rural areas.

3.10 Nature of House:

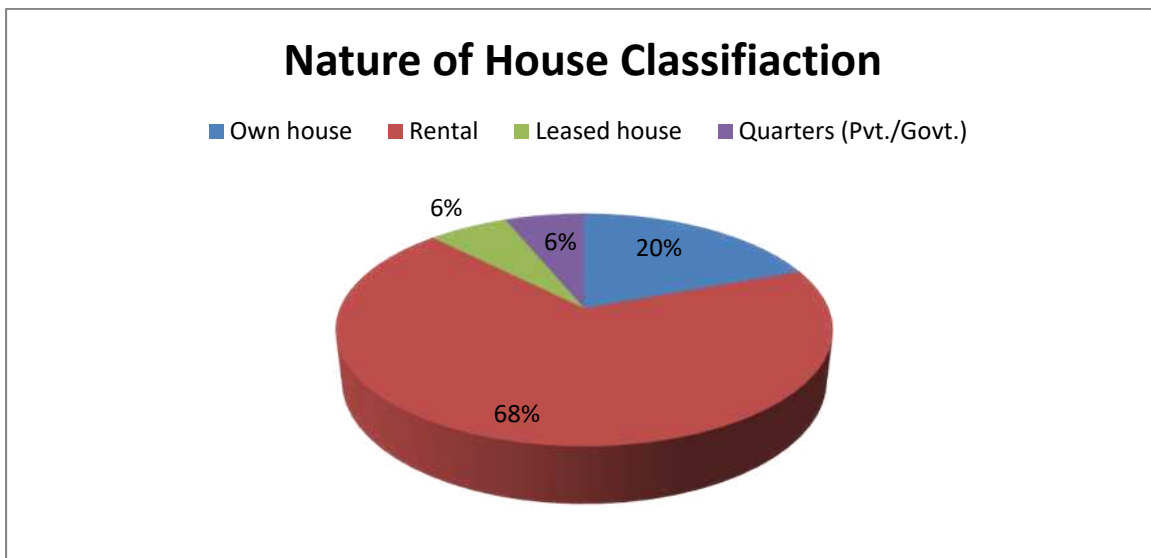
Table 3.9

Nature of House Classification

Nature of House	No. of respondents	Percentage (%)
Own house	50	65.78
Rental	22	28.96
Leased house	2	2.63
Quarters (Pvt. /Govt.)	2	2.63
Total	76	100.00

Source: Primary data

Chart 3.9



Inference:

From the table 3.9, it is observed that 65.78 percent of respondents is have resided in their own house, 28.96 percent of respondents is living in rental house, 2.63 percent of respondents are living in leased house, and remaining 2.63 percent of respondents are living in quarters (pvt. /govt.).

Majority 65.78 percent of respondents are resided in own house.

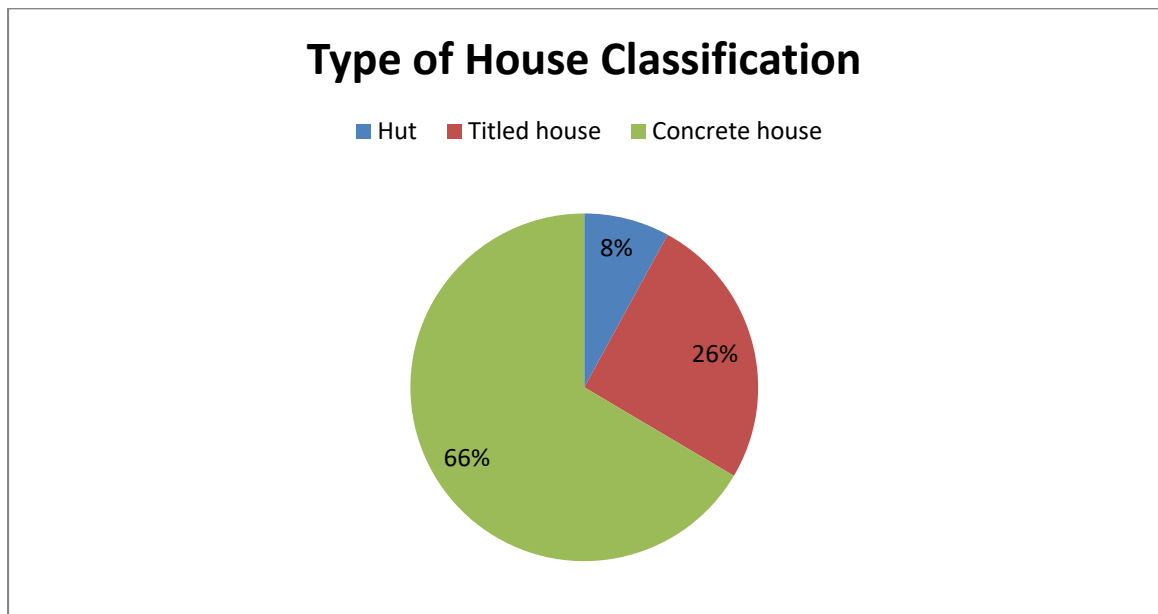
3.11 Type of House:

Table 3.10
Type of House Classification

Type of classification	No. of respondents	Percentage (%)
Hut	4	5.2
Titled house	20	26.31
Concrete house	52	68.49
Total	76	100.00

Source: Primary data

Chart 3.10



Inference:

From the table 3.10, it is observed that 5.2 percent of respondents' are residing in hut house, 26.31 percent of respondents' are residing in titled house and the remaining 68.49 percent of respondents' are residing in concrete house.

Majority 68.49 percent of respondents residing in concrete house as they need their shelter.

3.12 Hostel Student Classification:

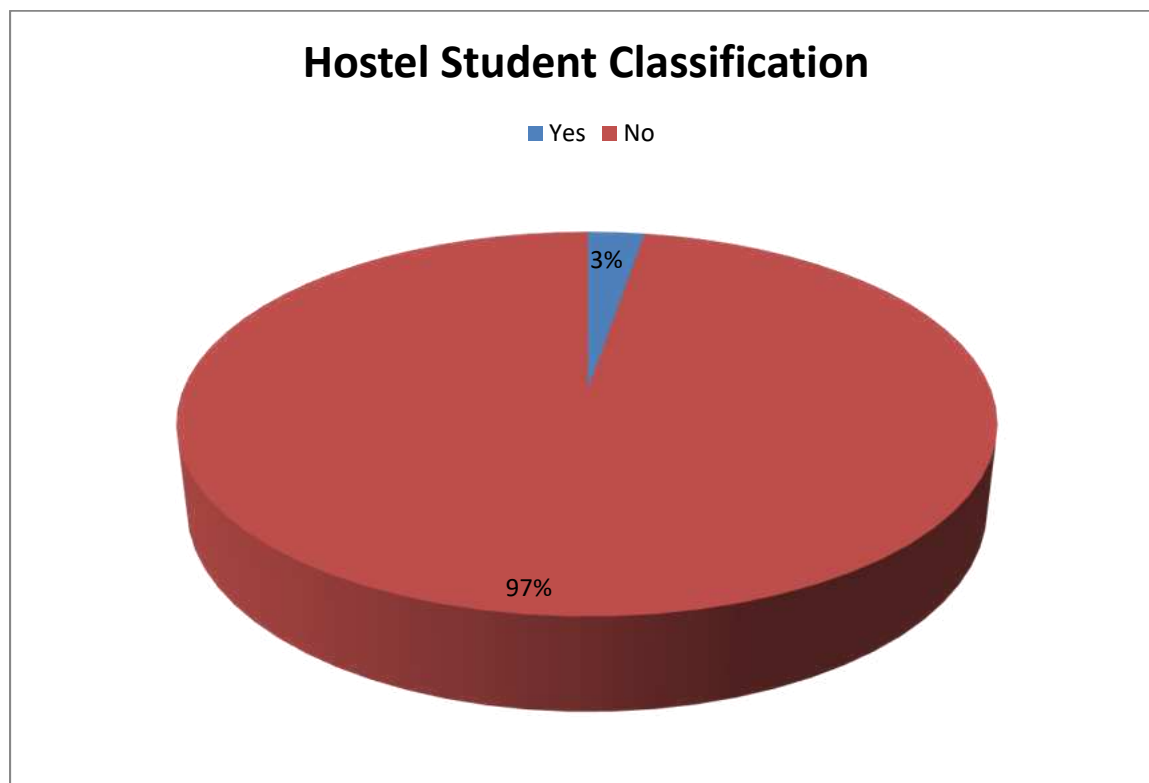
Table 3.11

Hostel Student Classification

Option	No. of respondents	Percentage (%)
Yes	2	2.64
No	74	97.36
Total	76	100.00

Source: Primary data

Chart 3.11



Inference:

From the table 3.11, it is observed that 2.64 percent of respondents are hostel students and the remaining 97.36 percent of respondent are not hostel students.

Majority 97.36 percent of respondent are day scholars coming to school daily.

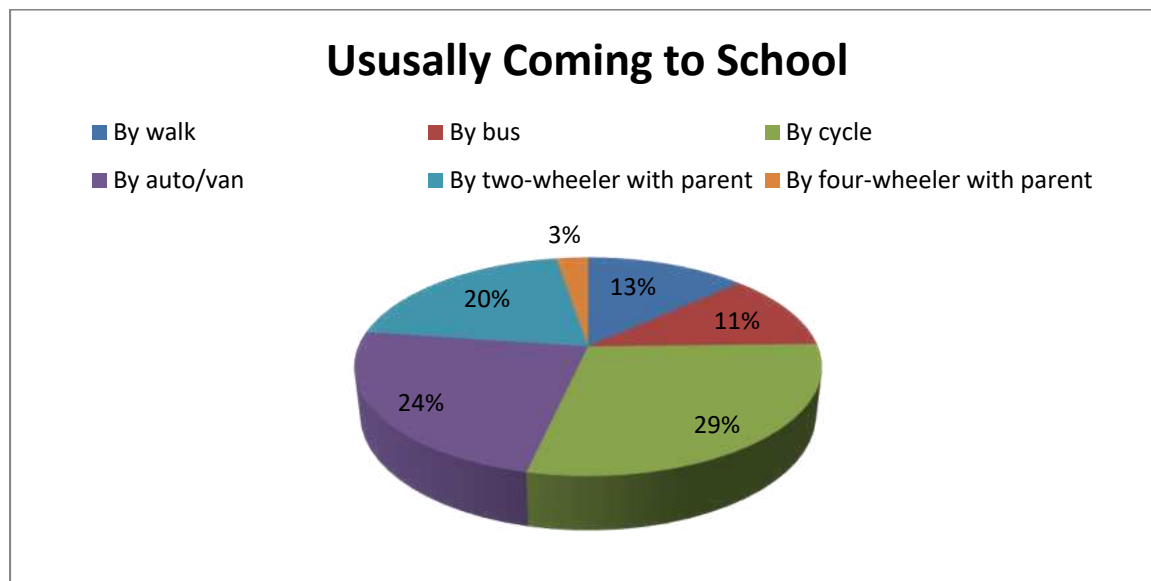
3.13 Usually Coming to School:

Table 3.12
Usually Coming to School

Coming to school	No. of respondents	Percentage (%)
By walk	10	13.23
By bus	9	11.39
By cycle	21	28.91
By auto/van	18	23.68
By two-wheeler with parent	14	20.16
By four-wheeler with parent	2	2.63
Total	76	100.00

Source: Primary data

Chart 3.12



Inference:

From the table 3.12, it is observed that 13.23 percent of the respondents' have said they usually come to school by walk, 11.39 percent of the respondents' have said that they go to school by bus, 28.91 percent of the respondents' have said that they go to school by cycle, 23.68 percent of the respondents' have said that they come to school by auto/van, 20.16 percent of the respondents' have said they come to school by two-wheeler with their parent and the remaining

2.63 percent of the respondents' have said that they come to school by four-wheeler with their parent.

Majority 28.91 percent of the respondents' has said that they usually go to school by cycle when we go in cycle the pollution can be controlled.

3.14 Device used for Online learning:

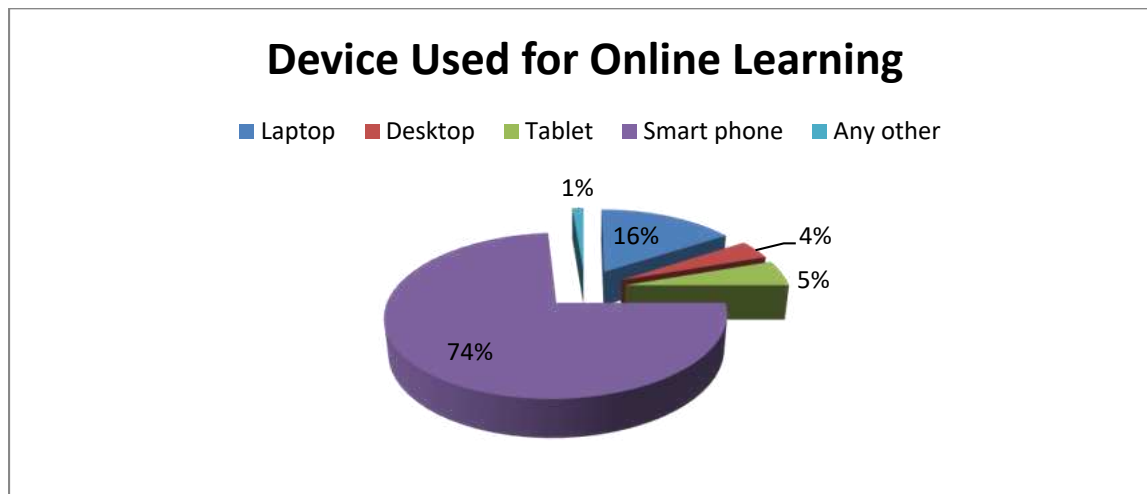
Table 3.13

Device Used for Online Learning

Device	No. of respondents	Percentage (%)
Laptop	12	15.79
Desktop	3	3.94
Tablet	4	5.27
Smart phone	56	73.68
Any other	1	1.32
Total	76	100.00

Source: Primary data

Chart 3.13



Inference:

From the table 3.13 , it is observed that 15.79 percent of respondent uses laptop for attending online class , 3.94 percent of respondent uses desktop for attending online class ,5.27 percent of respondent uses tablet for attending online class ,73.68 percent of respondent uses for attending smart phone ,1.32 percent of respondent uses other device for attending online class.

Majority 73.68 percent of respondent uses smart phone for attending online class as it easy to from one place to another place at anytime.

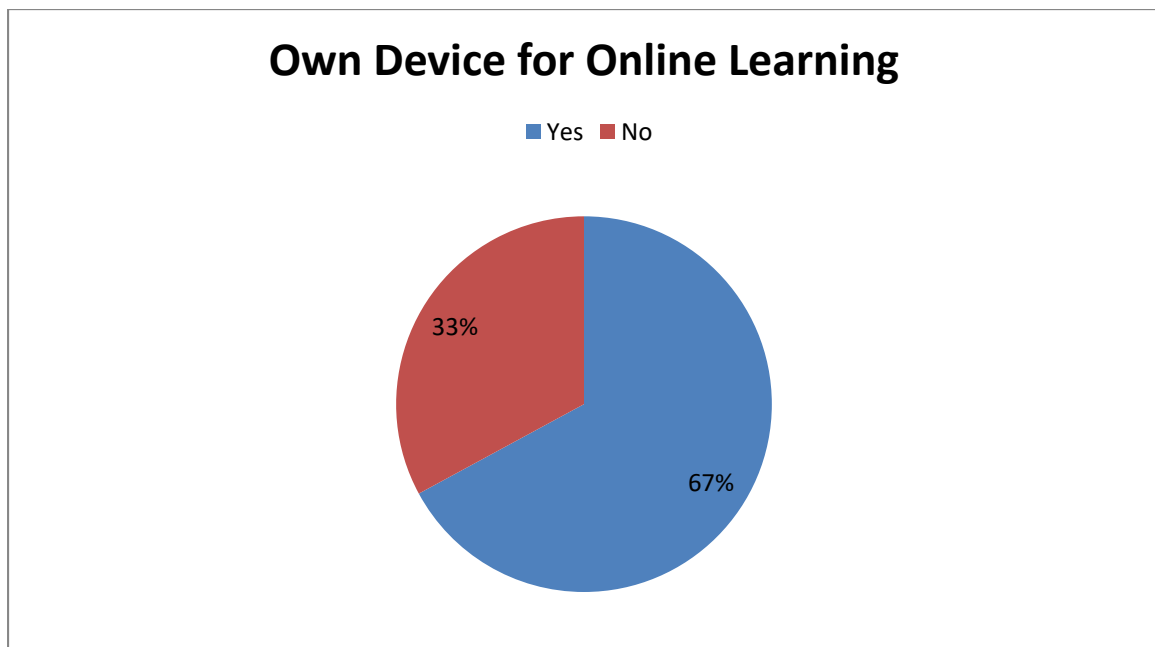
3.15 Own Device for Learning:

Table 3.14
Own Device for Online Learning

Own device for online learning	No. of respondents	Percentage (%)
Yes	51	67.10
No	25	32.90
Total	76	100.00

Source: Primary data

Chart 3.14



Inference:

From the table 3.14, it is observed that 67.10 percent of respondent uses own device for attending online class, 32.90 percent of respondent uses others device for attending online class.

Majority 67.10 percent of respondent uses own device for attending online class as class are conducted in zoom app.

3.16 Mode of Purchase of Own Device:

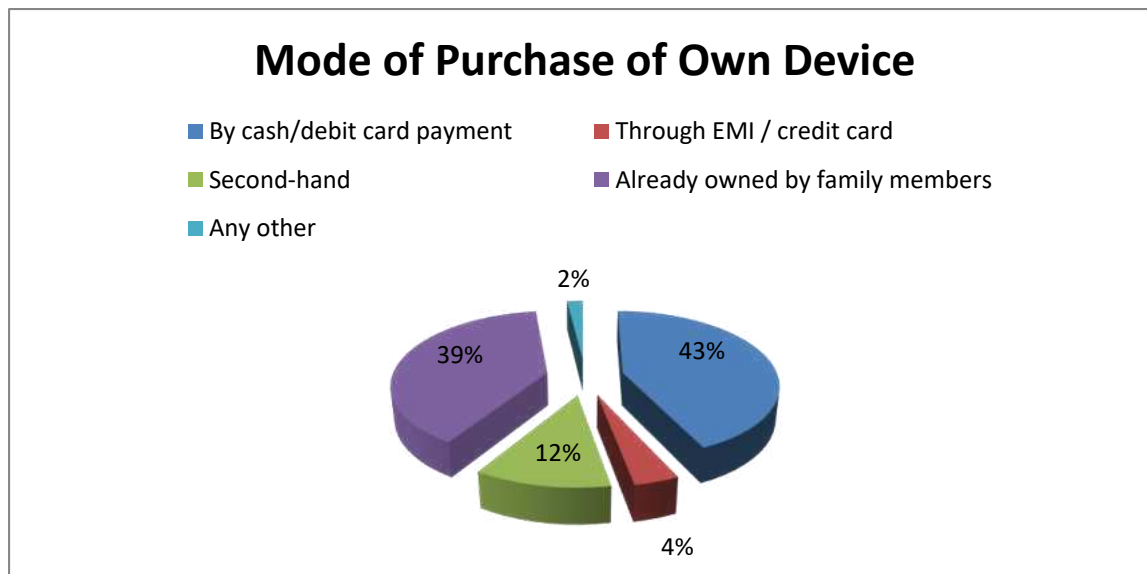
Table 3.15

Mode of Purchase of Own Device

Mode of purchases	No of respondents	Percentage (%)
By cash/debit card payment	22	43.14
Through EMI/credit card	2	3.92
Second hand	6	11.77
Already owned by family members	20	39.21
Any other	1	1.96
Total	51	100.00

Source: Primary data

Chart 3.15



Inference:

From the table 3.15, it is observed that 43.14 percent of respondent buy their own device by cash/debit payment, 3.92 percent of respondent buy their own device by EMI/credit card, 11.77 percent of respondent buy their own device by second hand, 39.21 percent of respondent uses their family members mobile, 1.96 buy their own mobile by any other mode of purchase.

Majority 43.14 percent of respondent buys their own device by cash/credit payment because most mobile shop doesn't have EMI systems.

3.17 Opinion About Regular Attendance of Online Class Classification:

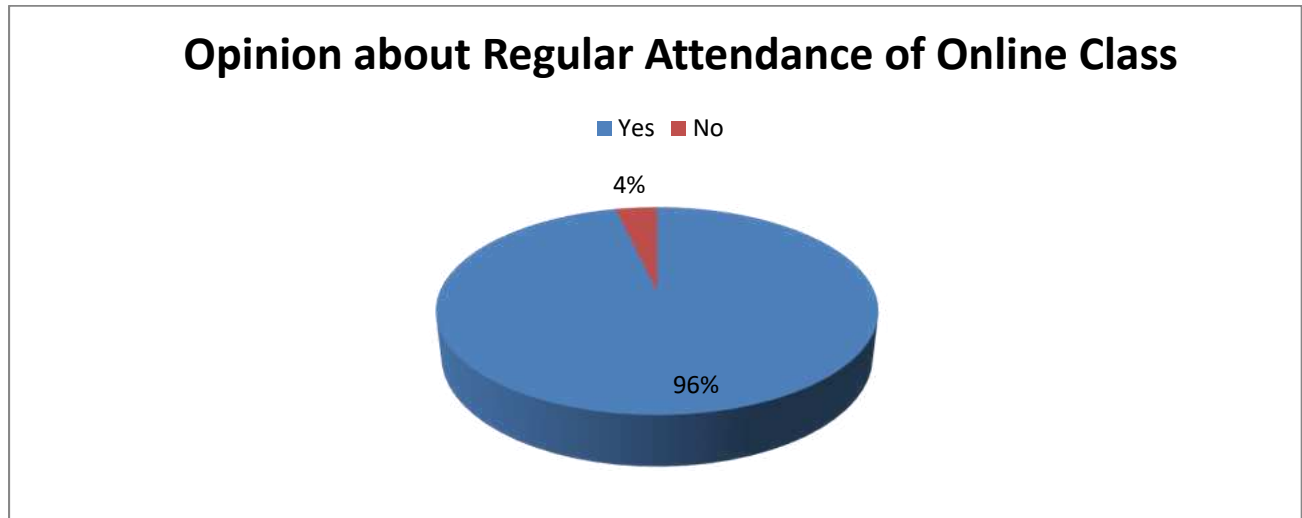
Table 3.16

Opinion about Regular attendance of Online Class Classification

Attendance of Online Class	No. of respondent	Percentage (%)
Yes	65	85.52
No	11	14.48
Total	76	100

Source: Primary data

Chart 3.16



Inference:

From the table 3.16, it is observed that 85.52 percent of respondents have attended online classes regularly and the remaining 14.48 percent of respondents have not attended the classes regularly.

Majority 85.52 percent of respondents have attended online classes regularly.

3.18 Option About the Mode of Attending online Class:

Table 3.17

Option about the Mode of Attending Online Class

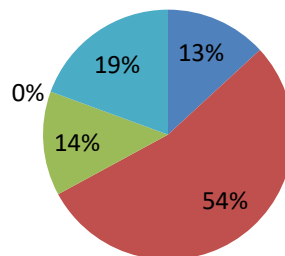
Mode of Attending	No. of respondents	Percentage (%)
Attended the classes with my classmate	10	13.15
By using my parent's device	41	53.94
By using my sibling's device	10	13.5
By using neighbor's device	0	0
With my own mobile	15	19.41
Total	76	100.00

Source: Primary data

Chart 3.17

Opinion about the Mode of Attending Online Class

■ Attended the class with my classmate ■ By using my parent's device
■ By using my sibling's device ■ By using neighbour's device
■ With my own mobile



Inference:

From the table 3.17, it is observed that 13.15 percent of respondent is attending the online class with their classmate's device, 15.93 percent of respondent is attending the online class with parent's device, 13.5 percent of respondent is attending the online class with sibling's device, and 19.41 percent of respondents are attending the online class with their own device.

Majority 19.41 percent of respondent is attending online class with their own device as due to COVID-19 many parent bought new mobile for the their children's

3.19 Reasons for Not Attending Online Classes Classification:

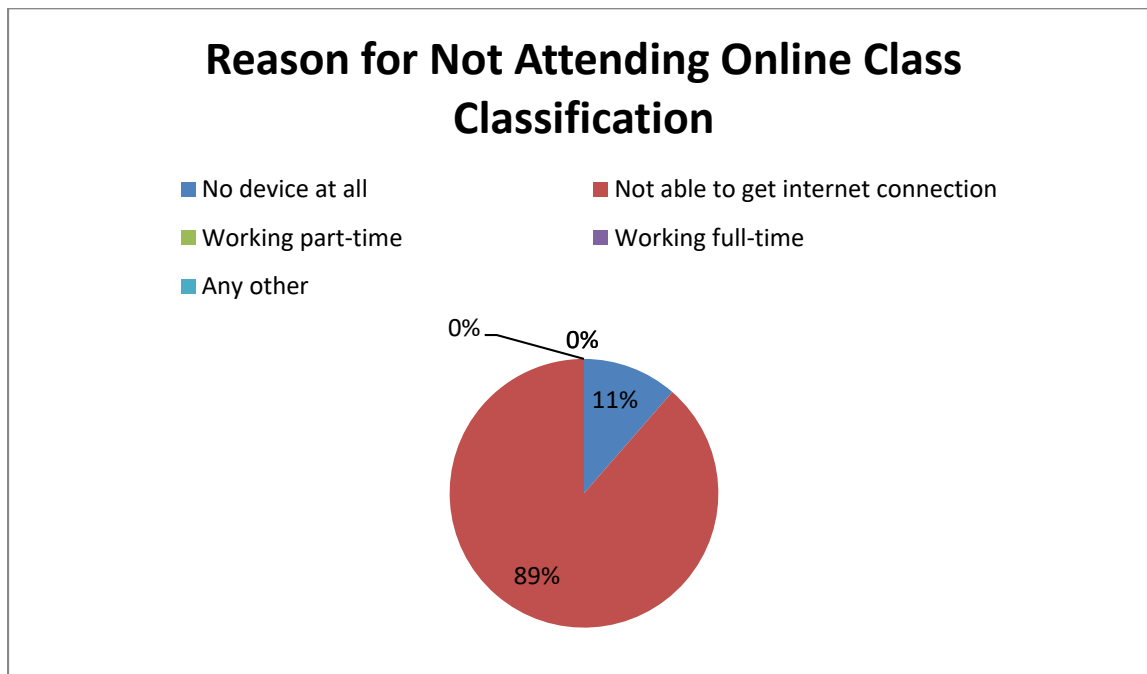
Table 3.18

Reasons for Not Attending Online Classes Classification

Reason for not attending	No. of respondent	Percentage (%)
No device at all	4	36.36
Not able to get internet connection	7	63.64
Working part-time	0	0
Working full-time	0	0
Any other	0	0
Total	11	100.00

Source: Primary data

Chart 3.18



Inference:

From the table 3.18, it is observed that 38.38 percent of respondent is not having their own device, 63.64 percent of respondents are not able to get their internet connection.

Majority 63.64 percent of respondents are not able to get the internet connection because the cost of the internet is being high so many low cost people cannot afford it.

3.20 Online Class Preference:

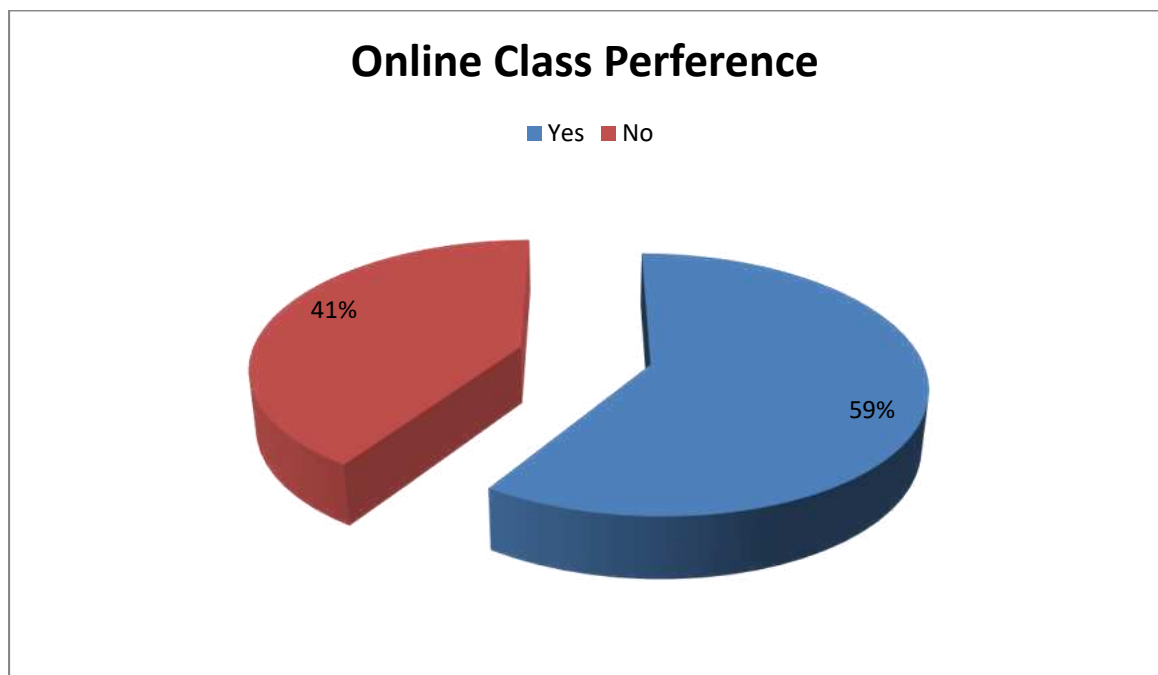
Table 3.19

Online Class Preference

Online class	No. of respondent	Percentage (%)
Yes	45	59.21
No	31	40.79
Total	76	100.00

Source: Primary data

Chart 3.19



Inference:

From the table 3.19, it is observed that 59.21 percent of respondent likes online class and 40.79 percent of respondent doesn't like online class.

Majority 59.21 percent of respondent likes online class because it is easy to learn from home.

3.21 Reasons for Online Class Like:

Table 3.20
Reasons for Online Class Like

Reasons	Opinion of the respondents					Total	Total score	Average score	Rank
	(SA)	(A)	(N)	(DA)	(SDA)				
Can attend the class anywhere and at anytime	15	18	9	2	1	45	179	3.97	I
	75	72	27	4	1				
Independent way of learning	10	29	2	3	1	45	179	3.97	I
	50	116	6	6	1				
Material is accessible in 24*7	11	19	11	3	1	45	171	3.8	III
	55	76	33	6	1				
No close monitoring of teachers	8	20	7	8	2	45	159	3.533	IV
	40	80	21	16	2				
Open book exams	18	14	7	3	3	45	176	3.911	II
	90	56	21	6	3				

Source: Computed primary data

Inference:

From the table 3.20, it is exhibits the opinion about online learning class as a result of liking online class during COVID-19 pandemic period, it is observed that respondent have given I rank for attending the anywhere and at anytime, and for independent way of learning, II rank for open book exam, III rank for accessing the material for 24*7, IV rank for no close monitoring of teachers.

Majority 3.977 percent of respondents have given I rank for for attending the class any where and anytime, and the least IV rank for no close monitoring of teachers.

3.22 Reasons for Online Class Dislike:

Table 3.21
Reason for Online Class Dislike

Reason	Opinion of the respondents					Total	Total score	Average score	Rank
	(SA)	(A)	(N)	(DA)	(SDA)				
Communication skills get decreased	6	17	5	1	2	31	117	3.774	V
	30	68	15	2	2				
Asking doubts to the teachers become more difficult	8	17	5	-	1	31	124	4	III
	40	68	15	-	1				
No close interaction with friends	7	19	3	1	1	31	123	3.967	IV
	35	76	9	2	1				
No better understanding	9	16	5	-	1	31	125	4.032	II
	45	64	15	-	1				
Home environment is not suitable for learning	5	18	5	1	2	31	116	3.741	VI
	25	72	15	2	2				
Health issues due to more screen time	12	16	2	-	1	31	131	4.225	I
	60	64	6	-	1				
Increase in stress being inside closed walls	8	17	4	1	1	31	123	3.967	IV
	40	68	12	2	1				
Any others	4	5	20	1	1	31	103	3.322	VII
	20	20	60	2	1				

Inference:

From the table 3.21, it is exhibits the opinion about online learning class as a result of not liking online class during COVID-19 pandemic period, it is observed that respondent have given I rank for health issues due to more screen time, 11 rank for no better understanding, III rank for asking doubts to the teachers become more difficult, IV rank for increase stress being inside

closed walls and for no interaction with friends, V rank for communication skills get decreased, VI rank for home environment is not suitable for learning, VII rank for any other (specify).

Majority of the respondents have given I rank for health issues due to more screen time and the last IV rank for others.

3.23 Spending the time during online class:

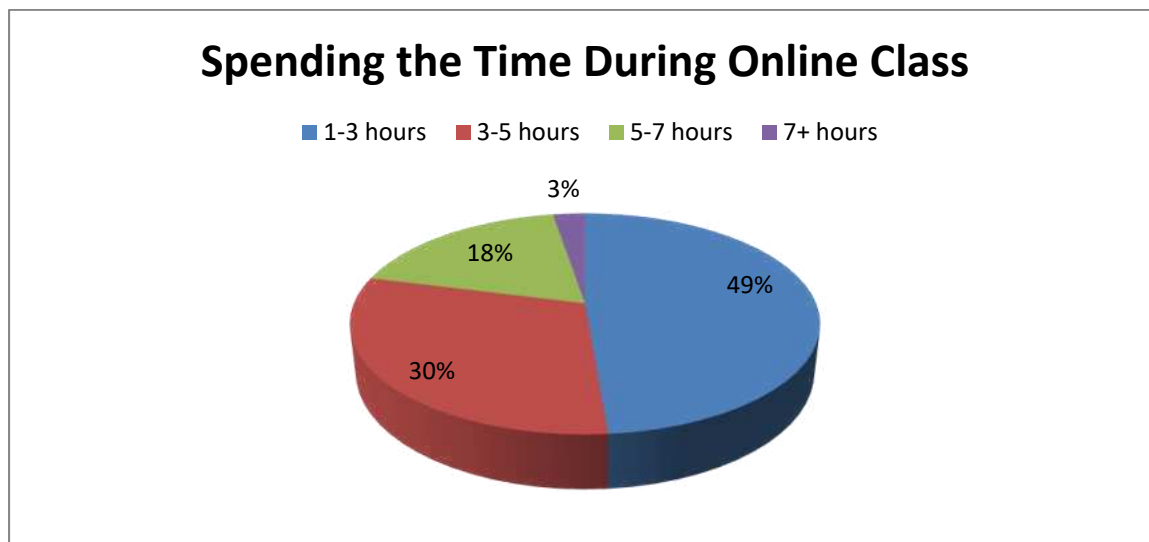
Table 3.22

Spending the Time during Online Class

Hours	No. of respondent	Percentage (%)
1-3 hours	37	48.68
3-5 hours	23	30.27
5-7 hours	14	18.42
7+hours	2	2.63
Total	76	100.00

Source: Primary data

Chart 3.20



Inference:

From the table 3.22, it is observed that 48.68 percent of respondent spends 1-3 hours for online class, 30.27 percent of respondent spent 3-5 hours for online class, 18.42 percent of respondent spends 5-7 hours for online class, and 2.68 percent of respondent spends 7+ hours for online class.

Majority 48.68 percent of respondent spending 1-3 hours for online class because too much of using mobiles cause eye irritation and eye pain.

3.24 Compulsion of School Fees:

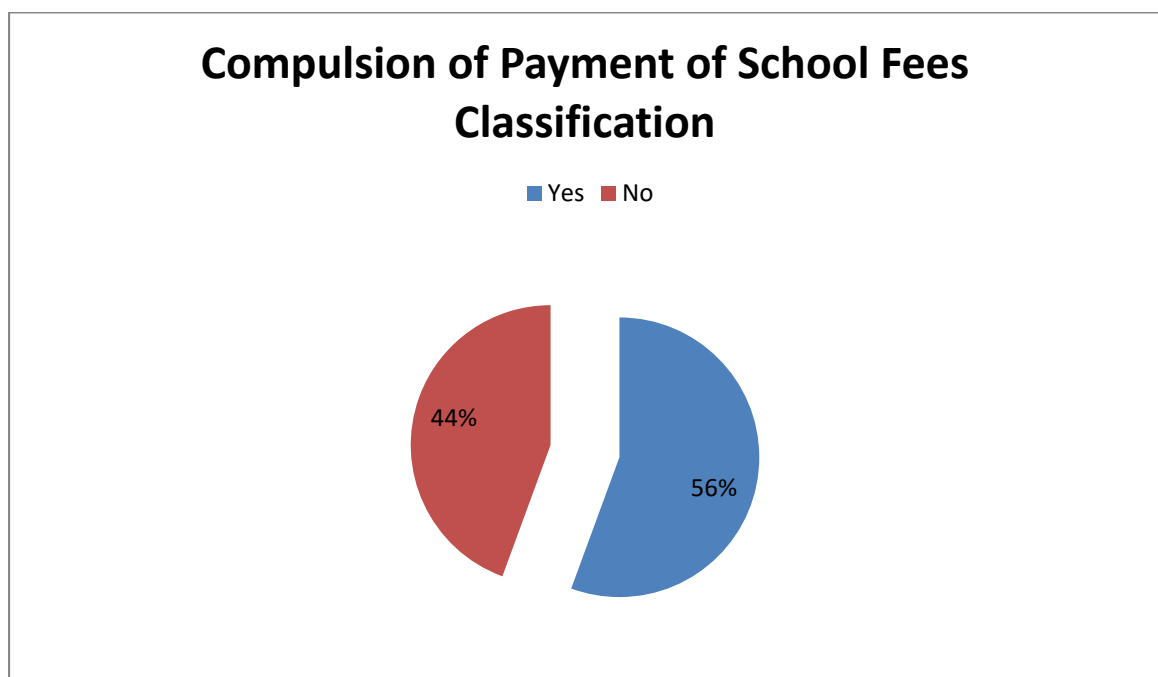
Table 3.23

Compulsion of Payment of School Fees Classification

Compulsion of school fees	No. of respondents	Percentage (%)
Yes	43	55.6
No	33	44.4
Total	76	100.00

Source: Primary data

Chart 3.21



Inference:

From the table 3.23, it is observed that 56.6 percent of the respondent has said yes, and 44.4 percent of the respondent has said no. 56.6 percent of the respondents has said yes there was compulsion to pay the school fees during the COVID-19 many parents faced lot of problems with money because there was a full lockdown in India.

Majority 48.68 percent of respondent spending 1-3 hours for online class because too much of using mobiles cause eye irritation and eye pain

3.25 Switching Video During Online Class:

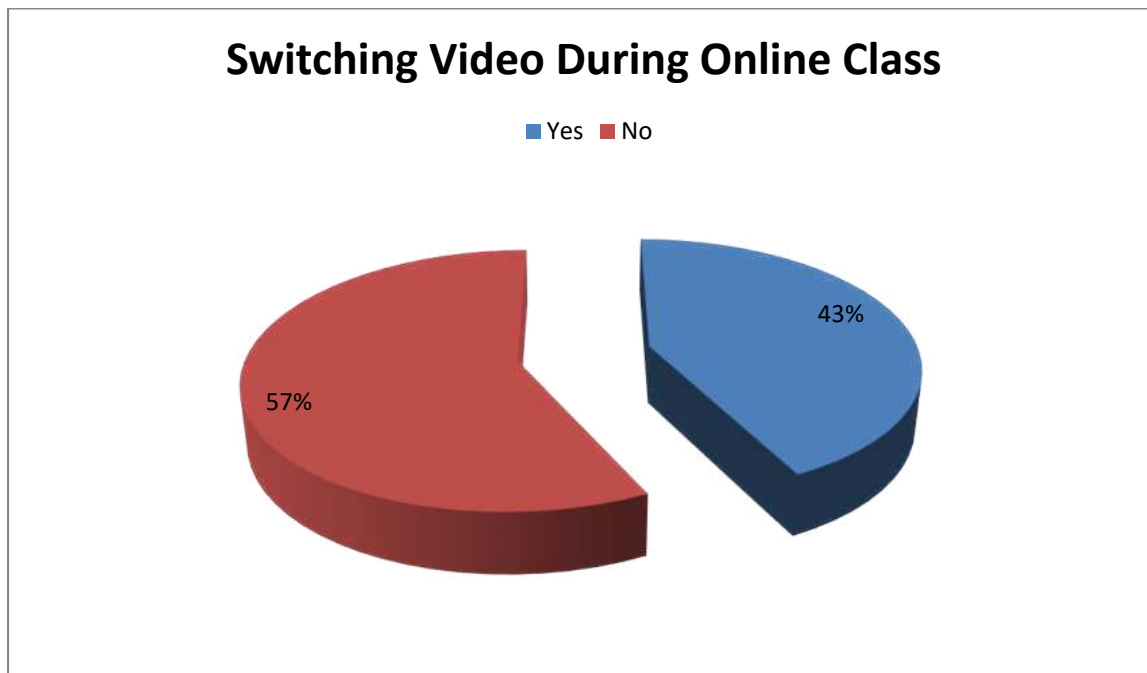
Table 3.24

Switching Video During Online Class

Option	No. of respondents	Percentage (%)
Yes	32	42.66
No	44	57.34
Total	76	100.00

Source: Primary data

Chart 3.22



Inference:

From the table 3.24, it is observed that 42.66 percent of the respondent has said yes for keeping on the video during the online class, and 57.34 percent of the respondent has said no for keeping the video on during the online class.

Majority 57.34 percent of the respondent has selected no because if they keep the video on then the internet will be fast consumed.

3.25 Reason for Keeping Off the Video During the Online Class:

Table 3.25

Reason for keeping off the Video During the Online Class

Reason	Opinion of the respondents					Total Score	Total	Average Score	Rank
	SA	A	N	DA	SDA				
It consumes lot of net package	22	14	7	1	0	189	44	4.29	I
	110	56	21	2	0				
Teachers does not insist to do	11	23	7	2	1	173	44	3.39	III
	55	92	21	4	1				
Surrounding disturbances in my home	7	20	6	6	5	150	44	3.40	VI
	35	80	18	12	5				
I was not presentable	9	20	6	6	3	158	44	3.59	V
	45	80	18	12	3				
It gains undesired attention	12	19	8	4	1	174	44	3.95	II
	60	76	24	8	1				
Feels uncomfortable	15	20	3	2	4	172	44	3.90	IV
	75	80	9	4	4				

Source: Computed primary data

Inference:

From the table 3.25, it is observed that how the students doesn't on the video during the online classes, it is observed that the respondent I rank is given for it consumes lot of net package, II rank is given for it gains undesired attention, III rank is given for teachers do not insist to do, IV rank is given for feels uncomfortable, V rank is given for I was not presentable, VI rank is given for surrounding disturbances in my home.

Majority of the respondents' have give I rank for it consume lot of net packages and last rank for surrounding disturbances at home.

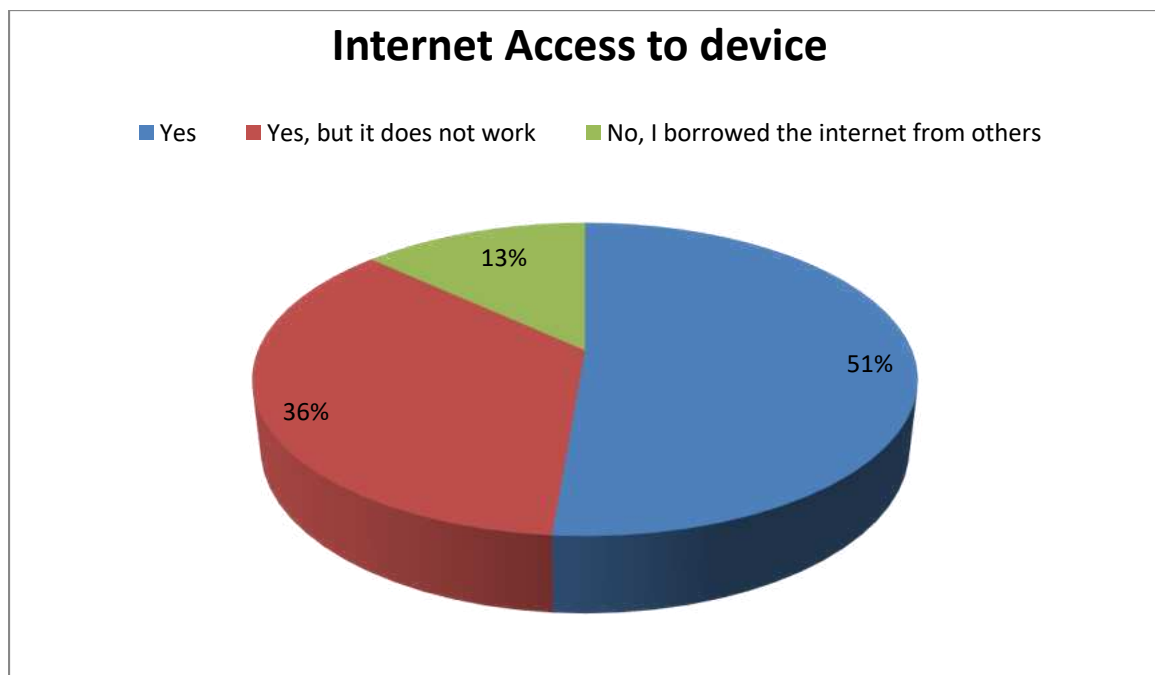
3.27 Internet Access to Device:

Table 3.26
Internet Access to Device

Opinion	No. of respondents	Percentage (%)
Yes	39	51.31
Yes, but it does not work	27	35.52
No, I borrowed the internet from others	10	13.17
Total	76	100.00

Source: Primary data

Chart 3.23



Inference:

From the table 3.26, it is observed that 51.31 percent of the respondents has said yes, 35.52 percent of the respondents has said that yes, but it does not work, and 13.17 percent of the respondents has no, I borrowed the internet from others.

Majority 51.31 percent have said that yes that was perfectly internet facility is there.

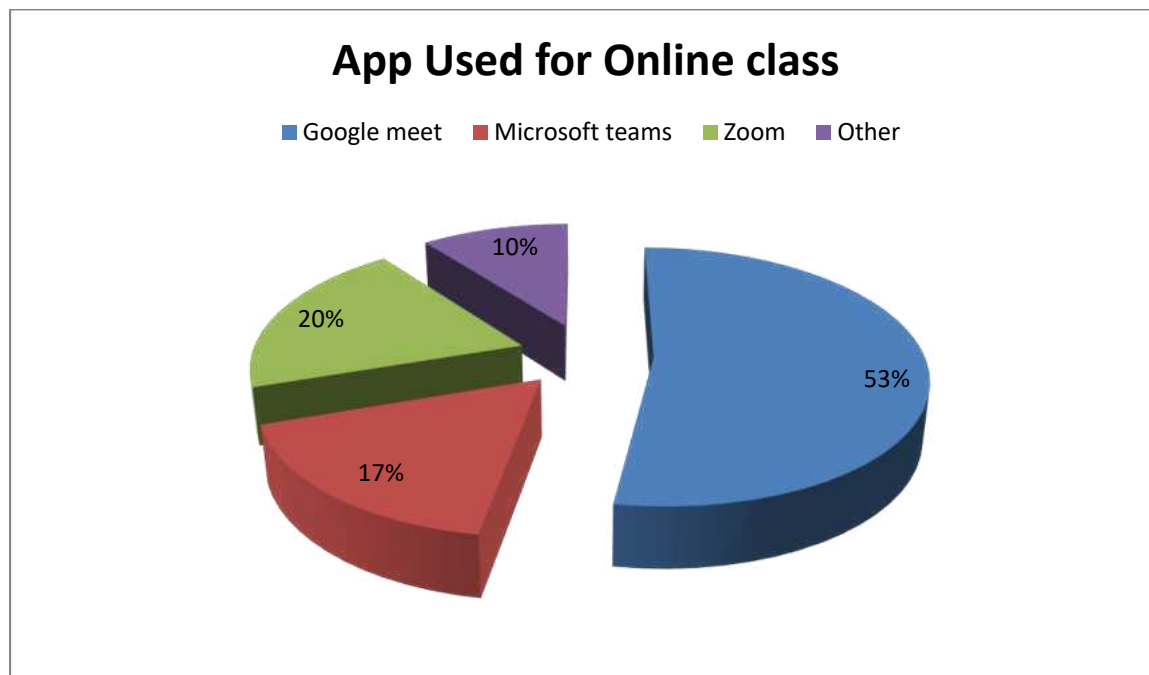
3.28 App Used for Online Class:

Table 3.27
App Used for Online Class

App used	No. of respondents	Percentage (%)
Google meet	40	52.63
Microsoft teams	13	17.13
Zoom	15	19.84
Jio meet	3	3.9
YouTube	5	6.5
Total	76	100.00

Source: Primary data

Chart 3.24



Inference:

From the table 3.27, it is observed that 52.63 percent of the respondent has said google meet, 17.13 percent of the respondent has said that microsoft teams, 19.84 percent of the respondent has said zoom, 10.4 percent of the respondent has said that others.

Majority 52.63 percent of the respondent has said that their using google meet as google meet is easy for the students to use google meet.

3.29 App Consumes Lot of Mobile Data:

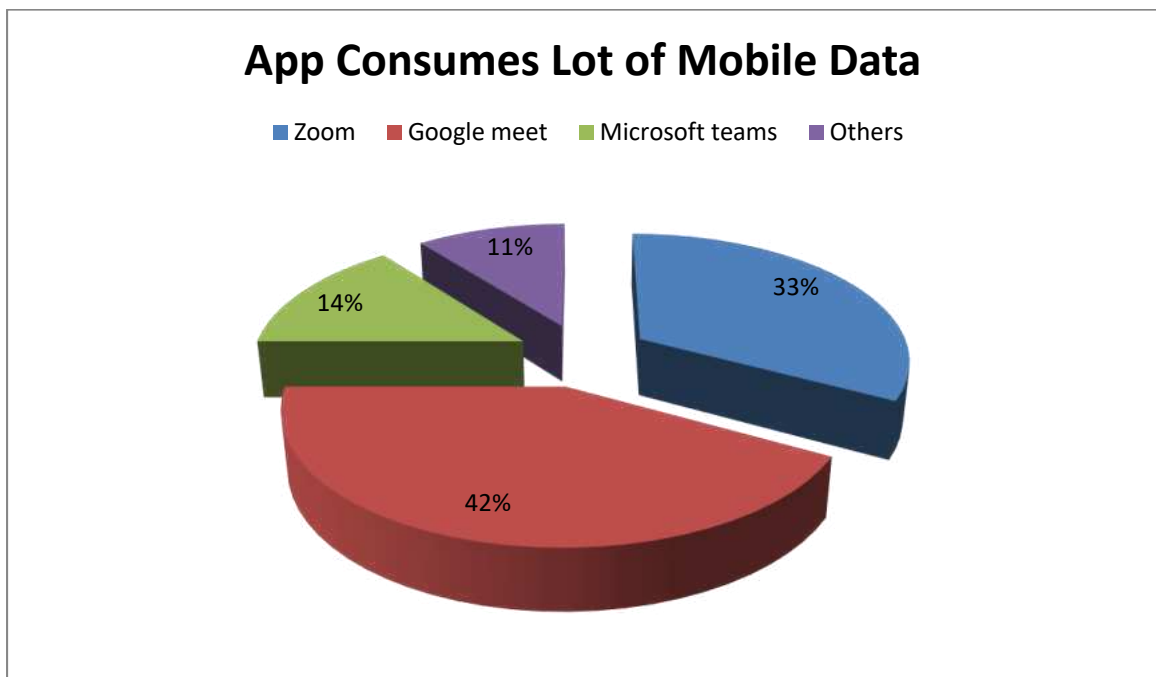
Table 3.28

App Consumes lot of Mobile Data

Meeting app	No of respondents	Percentage to total (%)
Zoom	25	32.89
Google meet	32	42.12
Microsoft teams	11	14.47
Others	8	10.52
Total	76	100.00

Source: Primary data

Chart 3.25



Inference:

From the table 3.28, it is observed that 32.89 percent of the respondent has said zoom, 42.12 percent of the respondent has said that google meet, 14.47 percent of the respondent has said that Microsoft teams, and 10.52 percent of the respondent has other apps.

Majority 42.12 percent of the respondent has said google meet because many of the students use google meet.

3.30 Source of General Knowledge Other Than School Books:

Table 3.29

Source of General Knowledge Other Than School Book

Source of knowledge	Opinion					Total score	Total	Percentage	Rank
	SA	A	N	D A	SDA				
Press Media (newspaper, magazine, book,)	8	24	37	4	1	256	76	3.36	V
	40	96	11 1	8	1				
Audio Media (radio, FM...)	19	17	37	3	0	280	76	3.68	IV
	95	68	11 1	6	0				
Visual Media(T.V)	37	18	17	4	0	316	76	4.15	I
	185	72	51	8	0				
Digital Media(google chrome, News app)	29	29	14	4	0	311	76	4.09	II
	145	116	42	8	0				
Social Media(whatsapp, Face book, Twitter)	28	28	14	6	0	306	76	4.02	III
	140	112	42	12	0				

Source: Computed primary data

Inference:

From the table 3.29, it is observed that how the students gets their general knowledge, I rank is visual media, II rank is from digital media, III rank is for social media, IV rank is audio media, V rank is for press media.

Majority of the respondents' have given I rank for visual media and last rank for press media.

3.31 Best App Suitable:

Table 3.30
Best App Suitable

App Used	Opinion					Total Score	No. of response	Avg. score	Rank
	Very Good	Good	No Opinion	Bad	Very Bad				
Whatsapp group	38	23	12	2	1	328	76	4.31	I
	190	92	36	4	1				
Google meet	23	21	28	3	1	290	76	3.81	IV
	115	84	84	6	1				
Microsoft Teams	17	38	19	2	0	298	76	3.92	III
	85	152	57	4	0				
Zoom	5	29	38	3	1	262	76	3.44	VI
	25	116	114	6	1				
Face book	10	31	28	4	3	269	76	3.53	V
	50	124	84	8	3				
Google Classroom	22	39	13	2	0	309	76	4.03	II
	110	156	39	4	0				
Others	9	12	49	5	1	251	76	3.30	VII
	45	48	147	10	1				

Source: Computed primary data

Inference:

Table 3.30 exhibits the opinion about their online learning improved as a result of coaching in online app. Majority of the respondents have given the I rank for WhatsApp, II rank for Google Classroom, III rank for Microsoft teams, IV rank for Google meet, V rank for Face book, VI rank for Zoom, VII rank for others last rank for improvement in online app

Majority of the respondents' have given I rank for whatsapp and the last rank for the others.

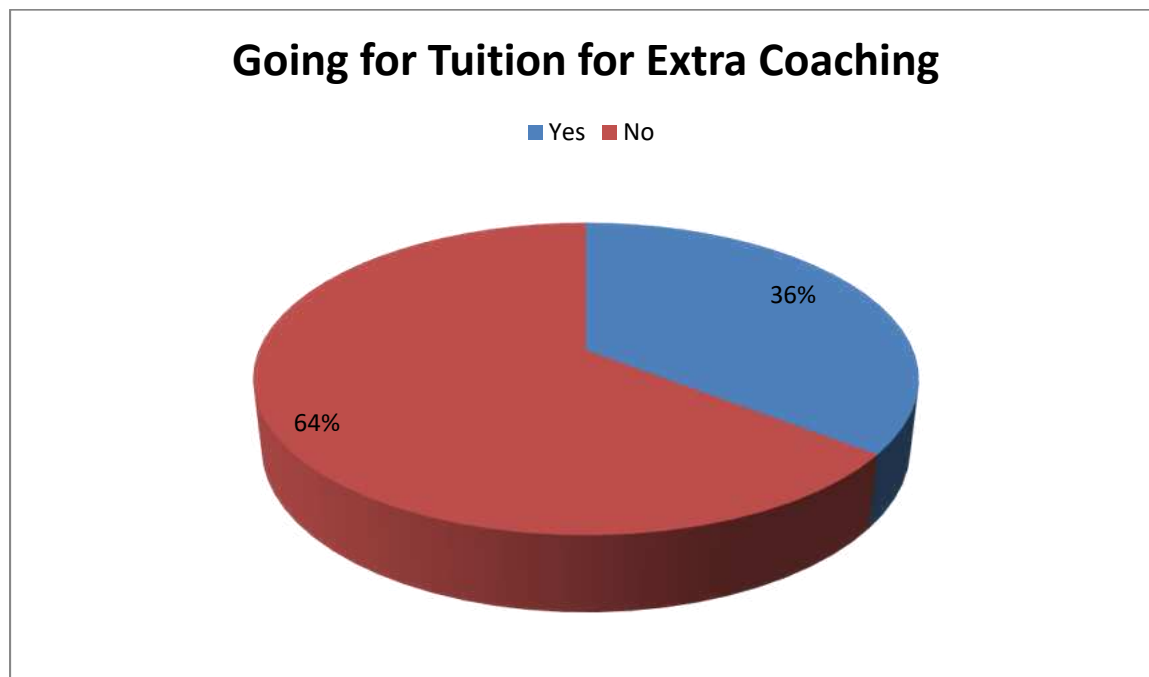
3.32 Going for Tuition for Extra Coaching:

Table 3.31
Going for Tuition for Extra Coaching

Going for tuition	No. of respondents	Percentage (%)
Yes	27	35.53
No	49	64.47
Total	76	100.00

Source: Primary data

Chart 3.26



Inference:

From the table 3.32, it is observed that 35.53 percent of the respondent has said yes, 64.47 percent of the respondent has said that no.

Majority 64.47 percent of the respondents have not gone Tuition for Extra coaching due to COVID-19.

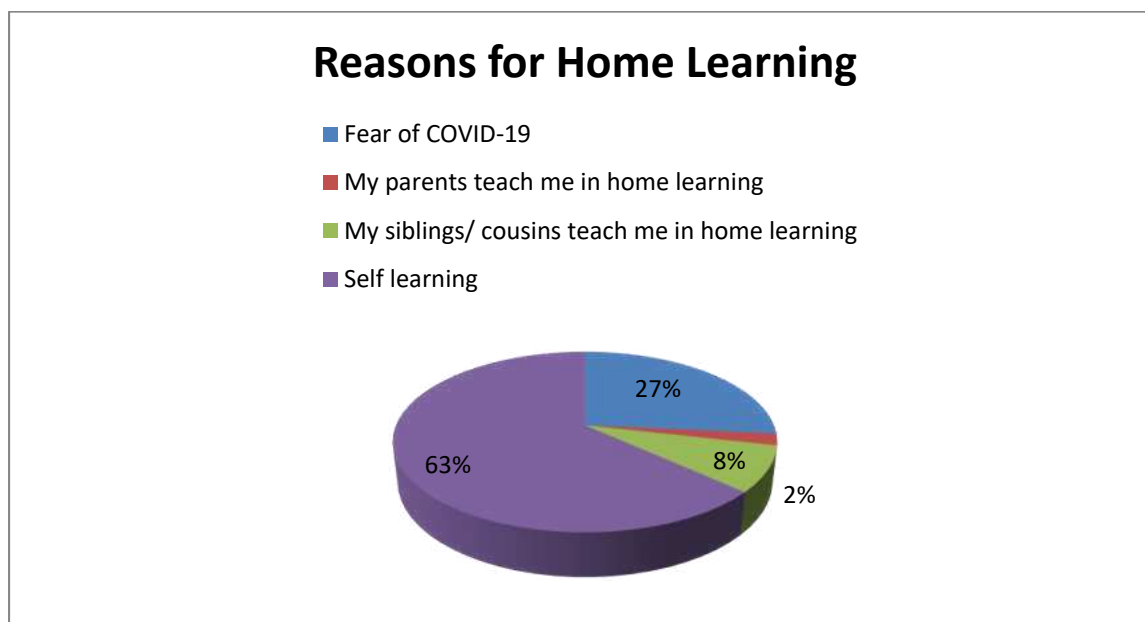
3.33 Reasons for Home Learning:

Table 3.33
Reasons for Home Learning

Reason	No. of respondents	Percentage (%)
Fear of COVID-19	13	26.53
My parents teach me home learning	1	2.04
My siblings/cousins teach me in home learning	4	8.16
Self learning	31	63.26
Total	49	100.00

Source: Primary data

Chart 3.27



Inference:

From the table 3.32, it is observed that 26.53 percent of respondent prefer home learning due to fear of COVID-19 19,2.04 percent of respondent prefer home learning because their parents teach them ,8.16 percent of respondent prefer home learning because their siblings /cousins teach them ,63.26 percent of respondent prefer home learning due to self learning.

Majority 63.26 percent of respondent chooses self learning as it is easy to attend the exam when they understand and learn.

3.34 Opinion of the Students Towards Teachers:

Table 3.33
Opinion of the Students Towards Teachers

Reason	Opinion					Total score	Total	Percentage	Rank
	SA	A	N	DA	SDA				
Enough subject material was given by the teacher	19	24	9	20	4	262	76	3.44	V
	95	96	27	40	4				
Class was well organized by the teacher (black board teaching, PPT class etc...)	14	45	7	6	4	287	76	3.77	III
	70	180	21	12	4				
Well preparation and presentation of subject by teacher	16	45	10	0	5	295	76	3.88	II
	80	180	30	0	5				
Clear clarification of doubt by teachers	15	49	8	0	4	299	76	3.99	I
	75	196	24	0	4				
Teachers have a good communication skill during the online classes	16	45	10	0	5	295	76	3.88	II
	80	180	30	0	5				
Other	15	11	50	0	0	269	76	3.53	IV
	75	44	150	0	0				

Source: Computed primary data

Inference:

From the table 3.33, it is observed that how the student satisfaction about the teacher during online class, it is observed that I rank is given for clear classification of doubt by the teachers, II rank is given for teachers have a good communication skills during the online classes and for well preparation and presentation, III rank is given for class is well organized by the teacher, IV rank is given for others for which the teachers is doing, V rank is given for enough subject material.

Majority of the respondents' have given I rank for clear clarification of doubt and the last rank for giving the enough subject materials.

3.35 Students Towards Home Environment:

Table 3.34
Students Towards Home Environment

Reason	Opinion					Total score	Total	Percentage	Rank
	SA	A	N	DA	SDA				
Noisy environment	28	22	18	7	1	267	76	3.51	IV
	140	88	24	14	1				
Stress faced due to interrupted internet	36	32	8	0	0	332	76	4.36	I
	180	128	24	0	0				
No comforts for learning	25	27	18	6	0	299	76	3.93	II
	125	108	54	12	0				
Increased quarrels with siblings	28	20	20	4	4	292	76	3.84	III
	140	80	60	8	4				
Increased unwanted quarrels with parents	18	22	19	9	8	261	76	3.43	V
	90	88	57	18	8				

Source: Computed primary data

Inference:

From the table 3.34, I rank is given for stress face due to interrupted internet, II rank is given for no comfort for leaning, III rank is given for increased quarrel with the sibling, IV rank is given for noisy environment, V rank is given for increased unwanted quarrel with parents.

Majority of the respondents have given I rank for stress faced due to interrupted internet and the last rank was given for increased unwanted quarrel with parents.

3.36 Students Towards Psychological Problems:

Table 3.35

Students Towards Psychological Problems

Reason	Opinion					Total score	Total	Percentage	Rank
	SA	A	N	DA	SDA				
Fear of public exam and future	36	13	12	10	5	293	76	3.85	II
	180	52	36	20	5				
Addiction to mobile phones	27	30	6	5	8	291	76	3.82	III
	135	120	18	10	8				
Mood swings	23	24	12	6	11	270	76	3.55	VII
	115	96	36	12	11				
An average student becomes an a dull student	25	30	7	5	9	285	76	3.75	IV
	125	120	21	10	9				
Increase in stress being inside closed walls	28	26	10	3	9	299	76	3.93	I
	140	104	30	6	9				
Has become worse in time management	27	24	8	8	9	280	76	3.68	VI
	135	96	24	16	9				
Lack of concentration	28	22	9	9	8	281	76	3.69	V
	140	88	27	18	8				

Source: Computed primary data

Inference:

From the table 3.35, exhibits the opinion about their psychological problem improved as a result of coaching psychological problems. Majority of the respondents have given the I rank for Increase in stress being in side closed wall, III rank for fear of public exam and future, III rank for addiction to mobile phone, IV rank for an average students become a dull students, V rank for lack of concentration, 6^{VI} rank for has becomes worse in time management, VII rank for mood swings last rank for improvement in psychological problems.

Majority of the respondents' have given I rank for increase in stress being inside the closed walls and last rank is given for mood swings.

3.37 Opinion Towards Physical Problems:

Table 3.36

Opinion Towards Physical Problems

Reasons	Opinion					Total score	Total	Avg.Score	Rank
	SA	A	N	DA	SDA				
Eyes got affected by prolonged screen time	42	22	11	1	0	333	76	4.38	I
	210	88	33	2	0				
Ears got affected by due to usage of headphones	36	26	10	4	0	322	76	4.23	II
	180	104	30	8	0				
Frequently head ache during online classes	38	15	12	9	2	306	76	4.02	III
	190	60	36	18	2				
Obesity problem	21	27	14	9	5	278	76	3.65	VII
	105	108	42	18	5				
Insomnia	28	20	12	12	4	284	76	3.73	VI
	140	80	36	24	4				
Decrease in memory power	31	24	9	10	2	295	76	3.88	IV
	150	96	27	20	2				
Health issues due to COVID-19	31	20	9	16	0	294	76	3.86	V
	155	80	27	32	0				

Source: Computed primary data

Inference:

From the table 3.36, it is observed that I rank is given for eyes got affected by prolonged screen time, II rank is given for ears got affected due to usage of headphones, III rank is given for frequent headache during the online class, IV rank is given for decrease of memory power, V th rank is given for health issue due to COVID-19, VI th rank is given for insomnia, VII th rank is given for obesity problem.

Majority of the respondents' have given I rank for eyes got affected for prolonged screen time and the last rank is given for obesity problem.

3.38 Conclusion:

Our findings support the notion that the current COVID-19 pandemic is making a significant negative impact on mental health of college students. College students who exhibit greater academic and life difficulties may be particularly vulnerable to higher mental health distress. The current pandemic may further exacerbate already existing problems. The timeline of the pandemic is uncertain further impacting students' academics, lives, and mental health. With a host of negative consequences associated with poor mental health, further research is needed to address additional risk factors (i.e., substance use, coping mechanisms, social support, family and peer relationships dynamics) that are associated with mental health in this population. Additional studies investigating the effect of pandemic on mental health of faculty may provide a better understanding of the impact of COVID-19 on higher education. Our findings suggest that college health service providers and administrators need to consider proactive measures to support the mental health and well-being of students. Mental health interventions and professionally trained counselors could help students address academic and financial concerns, which may alleviate mental health burden of the COVID-19 pandemic. In public health emergencies like this, many students will have special needs and emerging challenges that will require responsive programming by colleges.

Chapter – 4

4.1 INTRODUCTION:

The following are the findings towards students' satisfaction about the present education system from 9th to 12th in Thoothukudi. The summary of the following of findings is natural and logical outcome of analysis of integration carried out in the previous chapter. These findings have become possible on the basis of formal discussion as well as interview with 76 respondents.

4.2 FINDINGS:

- ✚ Majority 63.15 percent of the respondents are female, as they are most interested in studies, while compared to their opposite gender.
- ✚ Majority 32.89 percent of the respondents are the students studying 12th standard.
- ✚ Majority 65.78 percent of the respondent are studying in private schools.
- ✚ Majority 80.4 percent of the respondents is studying state board syllabus in the study area.
- ✚ Majority 46.1 percent of respondents are self employed / engaged.
- ✚ Majority 78.94 percent of the respondents' mothers are dependent as they are not going for work and they fully depend on some one in family.
- ✚ Majority 36.84 percent of respondent's parent's earn Rs.30, 000 – Rs.45, 000 income as their monthly income.
- ✚ Majority 36.84 percent of respondent's parent's earn Rs.30, 000 – Rs.45, 000 income as their monthly income.
- ✚ Majority 65.78 percent of respondents are resided in own house.
- ✚ Majority 68.49 percent of respondents residing inconcrete house as they need their shelter.
- ✚ Majority 97.36 percent of respondent are day scholars coming to school daily.
- ✚ Majority 28.91 percent of the respondents' has said that they usually go to school by cycle when we go in cycle the pollution can be controlled
- ✚ Majority 73.68 percent of respondent uses smart phone for attending online class as it easy to from one place to Majority 67.10 percent of respondent uses own device for attending online class as class are conducted in zoom app

- ✚ Majority 43.14 percent of respondent buys their own device by cash/credit payment because most mobile shop doesn't have EMI systems.
- ✚ Majority 85.52 percent of respondents have said yes many students attend the online class regularly.
- ✚ Majority 19.41 percent of respondent is attending online class with their own device as due to COVID-19 many parent bought new mobile for the their children's
- ✚ Majority 63.64 percent of respondent cannot able to get the internet connection because the cost of the internet is being high so many low cost people cannot afford it.
- ✚ Majority 59.21 percent of respondent likes online class because it is easy to learn from home.
- ✚ Majority 3.977 percent of respondents have given I rank for for attending the class any where and anytime, and the least IV rank for no close monitoring of teachers.
- ✚ Majority of the respondents have given I rank for health issues due to more screen time and the last IV rank for others.
- ✚ Majority 48.68 percent of respondent spending 1-3 hours for online class because too much of using mobiles cause eye irritation and eye pain.
- ✚ Majority 57.34 percent of the respondent has selected no because if they keep the video on then the internet will be fast consumed.
- ✚ Majority of the respondents' have give I rank for it consume lot of net packages and last rank for surrounding disturbances at home.
- ✚ Majority 51.31 percent have said that yes that was perfectly internet facility is there.
- ✚ Majority 52.63 percent of the respondent has said that their using google meet as google meet is easy for the students to use google meet.
- ✚ Majority 42.12 percent of the respondent has said google meet because many of the students use google meet
- ✚ Majority of the respondents' have give I rank for visual media and last rank for press media.
- ✚ Majority of the respondents' have given I rank for whatsapp and the last rank for the others.

- ✚ Majority 64.47 percent of the respondent has said no because due to COVID-19.
- ✚ Majority 63.26 percent of respondent chooses self learning as it is easy to attend the exam when they understand and learn.
- ✚ Majority of the respondents' have given I rank for clear clarification of doubt and the last rank for giving the enough subject materials.
- ✚ Majority of the respondents' have given I rank for stress faced due to interrupted internet and the last rank was given for increased unwanted quarrel with parents.
- ✚ Majority of the respondents' have given I rank for increase in stress being inside the closed walls and last rank is given for mood swings.
- ✚ Majority of the respondents' have given I rank for eyes got affected for prolonged screen time and the last rank is given for obesity problem.

4.3 SUGGESTIONS:

Get Enough Sleep

Students, with their packed schedules, are notorious for missing sleep. Unfortunately, operating in a sleep-deprived state puts you at a distinct disadvantage. You're less productive, you may find it more difficult to learn, and you may even be a hazard behind the wheel. Don't neglect your sleep schedule. Aim to get at least 8 hours a night and take power naps when you need them.

Practice Visualization

Using guided imagery to reduce stress is easy and effective. Visualizations can help you calm down, detach from what's stressing you, and turn off your body's stress response. You can also use visualizations to prepare for presentations and score higher on tests by vividly seeing yourself performing just as you'd like to.

Exercise Regularly

One of the healthiest ways to blow off steam is to get regular exercise. Students can work exercise into their schedules by doing yoga in the Morning, walking or biking to campus, or reviewing for tests with a friend While walking on a treadmill at the gym. Starting now and keeping a regular Exercise practice throughout your lifetime can help you live longer and enjoy Your life more.

Take Calming Breaths

When your body is experiencing a stress response, you're often not thinking. As clearly as you could be. A quick way to calm down is to practice breathing Exercises. These can be done virtually anywhere to relieve stress in minutes, And are especially effective for reducing anxiety before or even during tests, As well as during other times when stress feels overwhelming

Practice Progressive Muscle Relaxation (PMR)

Another great stress reliever that can be used during tests, before bed, or at other times when stress has you physically wound up is progressive muscle relaxation (PMR). This technique involves tensing and relaxing all muscles until the body is completely relaxed. With practice, you can learn to release stress from your body in seconds. This can be particularly helpful for students because it can be adapted to help relaxation efforts before sleep for deeper sleep, something students can always use, or even to relax and reverse test-induced panic before or during a test

Listen to Music

A convenient stress reliever that has also shown many cognitive benefits, Music can help you to relieve stress and either calm yourself down or Stimulate your mind as your situation warrants. Students can harness The benefits of music by playing classical music while studying, playing Upbeat music to “wake up” mentally, or relaxing with the help of their Favorite slow melodies.

Get Organized

Clutter can cause stress, decrease productivity, and even cost you money. Many students live in a cluttered place, and this can have negative effects on grades. One way to reduce the amount of stress that you experience is to keep a minimalist, soothing study area that's free of distractions and clutter. This can help lower stress levels, save time in finding lost items, and keep roommate relationships more positive. It can also help students gain a positive feeling about their study area, which helps with test prep and encourages more studying. It's worth the effort.

Eat a Healthy Diet

You may not realize it, but your diet can either boost your brainpower or sap you of mental energy. A healthy diet can function as both a stress management technique and a study aid. Improving your diet can keep you from experiencing diet-related mood swings, light-headedness, and more.

Try Self-Hypnosis

Students often find themselves "getting very sleepy" (like when they pull all nighters), but—all kidding aside—self-hypnosis can be an effective stress management tool and a powerful productivity tool as well. With it, you can help yourself release tension from your body and stress from your mind, and plant the seeds of success in your subconscious mind with the power of autosuggestion.

Use Positive Thinking and Affirmations

Did you know that optimists actually experience better circumstances, in Part, because their way of thinking helps to create better circumstances in Their lives? It's true! The habit of optimism and positive thinking can bring Better health, better relationships, and, yes, better grades. Learn how to train your brain for more positive self-talk and a brighter future With affirmations and other tools for optimism. You can also learn the Limitations to affirmations and the caveats of positive thinking so you aren't Your self Working against yourself

4.4 CONCLUSION

Our findings support the notion that the current COVID-19 pandemic is making a significant negative impact on mental health of college students. College students who exhibit greater academic and life difficulties may be particularly vulnerable to higher mental health distress. The current pandemic may further exacerbate already existing problems. The timeline of the pandemic is uncertain further impacting students' academics, lives, and mental health. With a host of negative consequences associated with poor mental health, further research is needed to address additional risk factors.

ANNEXURE

1. BIBLIOGRAPHY

2. QUESTIONNAIRE

BIBLIOGRAPHY

Books

- ❖ Gupta S.P., Statistical methods, Sultan Chand & Sons Publishers, New Delhi, 1991.
- ❖ Chandan J.S., Statistical for business & Economics, Vikas Publishing House PVT.ltd., New Delhi, 1998
- ❖ Broad brand Crash Course, MC Graw HILL, August 2001.
- ❖ Telecom made simple” publishes, September 2001.

MAGAZINES

- Indian Journal of Marketing
- Southern Economist

WEBSITE

1. WHO: Mental health and psychosocial considerations during COVID-19 outbreak
2. <https://www.mohfw.gov.in>
3. <https://www.youtube.com/watch?V=uHB3WJsLJ8s&features=youtu.be>
4. <https://www.mohfw.gov.in/pdf/MindingourmindsduringCoronaeditedat.pdf>
5. <https://www.youtube.com/watch?V=iuKhtSehp24&features=youtu.be>
6. Behavioral Health: Psycho-Social toll free helpline -0804611007
7. Mobile App: Arogyasethu

1. <https://services.unimelb.edu.au/counsel/resources/wellbeing/coronavirus-covid-19-managing-stress-and-anxiety>

2. Find the latest information from WHO on where COVID-19 is spreading: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports/3>. Advice and guidance from WHO on COVID-19

3 : <https://www.who.int/emergencies/diseases/novel-coronavirus-2019> <https://www.epi-win.com/>

4. Addressing social stigma:
https://www.epiwin.com/sites/epiwin/files/content/attachments/2020-02-24/COVID19%20Stigma%20Guide%2024022020_1.pdf

5. Briefing note on addressing mental health and psychosocial aspects of COVID-19:
<https://interagencystandingcommittee.org/other/interim-briefing-note-addressing-mental-health-and-psychosocial-aspects-covid-19-outbreak>

6. WHO reference number: WHO/2019-nCoV/MentalHealth/2020.17.
<https://www.mohfw.gov.in/>

RESPONDENTS SCHOOL:

- Holy cross school
- Star school
- C.M school
- K.V.S school
- The vikasa school
- Kamaraj school
- AKMS
- Kanchi school
- Sacred heart school

- Kamalavathi school
- Velammal school
- Victoria girls school
- St.Joseph school
- Subbiah vidyalayam school
- St. Antony's school
- St. Francis school
- Government school
- K.T Kasalra school
- DMNS school
- Alagar public school
- Karapettai school
- Spic nagar school
- Caldwell school
- Hindu senior school
- TNDT school

**A STUDY ON STRESS MANAGEMENT OF HIGHER SECONDARY EDUCATION
STUDENTS DURING COVID-19 PANDEMIC PERIOD IN THOOTHUKUDI DISTRICT**

Personal information:

Name of the Respondent: _____

1. Gender

- a) Male b) Female

2. Class now you are studying

- a) 9th b) 10th c) 11th d) 12th

3. Name of the school: _____

4. Nature of school studying

- a) Government school b) Private school c) Government – aided school

5. School Syllabus

- a) State board b) CBSE c) ICSE d) IGCSE

6. (a). Parent occupation (father)

- a) Self employed (business) b) Government employed c) Private employed
d) Coolie (unorganized worker) e) Dependant

6. (b). Parent occupation (mother)

- a) Self employed (business) b) Government employed c) Private employed
d) Coolie (unorganized worker) e) Dependant

7. Parent monthly income

- a) Below Rs.15, 000 b) Rs.15, 000-Rs. 30,000
c) Rs.30, 000-Rs.45, 000 d) Rs.45, 000 & above

8. Nature of residence

- a) Rural b) Urban c) Semi-urban

9. Nature of House

- a) Own house b) Rental c) Leased house d) Quarters (Pvt. / Govt.)

10. Type of house

- a) Hut b) Tiled house c) Concrete house

11. Are you the hostel student?

- a) Yes b) No

12. If No, How do you usually come to School?

- a) By walk b) By bus c) By cycle d) By auto/Van
e) By two-wheeler with parent f) By four-wheeler with parent

Research Information:

13. Device used for online learning

- a) Laptop b) Desktop c) Tablet d) Smart phone e) Any others (Specify) _____

14. Do you have your own device for Online learning?

- a) Yes b) No

15. If yes, mode of purchase

- a) By Cash/ Debit Card payment b) Through EMI/Credit card c) Second-hand

- d) Already owned by family members e) Any others (Specify) _____

16. Did you attend the Online Classes regularly?

- a) Yes b) No

17. If Yes, How did you attend Online Classes?

- a) Attended the classes with my classmate b) By using my parent's device
c) By using my sibling's device d) By using neighbor's device e) With my own mobile

18. If No, Reason.....

- a) No Device at all b) Not able to get Internet connection
c) Working Part-time d) Working Full-time e) Any others (Specify) _____

19. Do you like online class?

- A) Yes b) No

20. If Yes, rank the reason (please (✓) tick)

S.NO	REASON	SA	A	N	DA	SDA
1.	Can attend the class anywhere and at anytime					
2.	Independent way of learning					
3.	Material is accessible in 24*7					
4.	No close monitoring of teachers					
5.	Open book exams					

21. If No, rank the reason (please (✓) tick)

S.N O	REASON	SA	A	N	D A	SDA
1.	Communication skills get decreased					
2.	Asking doubts to the teachers become more difficult					
3.	No Close Interaction with friends					
4.	No Better understanding					
5.	Home Environment is not suitable for learning					
6.	Health issues due to more screen time					
7.	Increase in stress being inside closed walls					
8.	Any Others(specify)					

22. How much time do you spend each day in online classes?

a) 1-3 hours b) 3-5 hours c) 5-7 hours d) 7+ hours

23. Is there any compulsion was made from school management to pay the school fees?

a) Yes b) No

24. Did you switch on the video during Online classes?

a) Yes b) No

25. If No, rank the reasons (please (✓) tick)

S.NO	REASONS	SA	A	N	DA	SDA
1.	It consumes lot of net package					
2.	Teachers does not insist to do					
3.	Surrounding disturbances in my home					
4.	I was not presentable					
5.	It gains undesired attention					
6.	Feels uncomfortable					

26. Do you have proper internet access to device for learning in online?

a) Yes b) Yes, but it does not work c) No, I borrowed internet from others

27. Which meeting app did you use for Online classes?

a) Google meets b) Microsoft Teams c) Zoom d) Others (specify)

28. Which meeting app takes more mobile data during online class?

a) Zoom b) Google meet c) Microsoft teams d) Jio meet e) YouTube

29. Rank the Source of general knowledge other than school books during Lockdown period.

(please (✓) tick)

S.NO	Source of Knowledge	SA	A	N	DA	SDA
1.	Press Media (Newspaper, Magazines, books....)					
2.	Audio Media (Radio, FM....)					
3.	Visual Media (TV...)					
4.	Digital Media (Google Chrome, News Apps....)					
5.	Social Media (Whats App, Face book, Twitter.....)					

30. Rank the best app suitable for Online learning?

S.NO	APPS USED	Very Good	Good	No Opinion	Bad	Very Bad
1.	Whatsapp Group					
2.	Google Meet					
3.	Microsoft Teams					
4.	Zoom					
5.	Face book Room					
6.	Google Classroom					
7.	Others (specify)_____					

31. Are you going for tuition for extra coaching?

a) Yes b) No

32. If No, major reason for home learning?

a) Fear of COVID-19 b) My parents teach me in home learning
c) My sibling / cousins teach me in home learning d) Self learning

NOTE: SA-Strongly Agree A-Agree N-Neutral SDA-Strongly Disagree

33. Satisfactory opinion of the Students towards Teachers

Please (✓) tick

S.NO	OPINION	SA	A	N	DA	SDA
1.	Enough subject material was given by the teacher					
2.	Class was well organized by the teacher (black board teaching, PPT class etc....)					
3.	Well preparation and presentation of subject by teachers					
4.	Clear clarification of doubts by Teachers					
5.	Teacher have a good communication skill during the Online classes					
6.	Others specify.....					

34. Satisfactory opinion of the students towards Home environment.

Please (✓) tick

S.NO	OPINION	SA	A	N	DA	SDA
1.	Noisy Environment					
2.	Stress faced due to interrupted internet					
3.	No Comforts for learning					
4.	Increased quarrel with siblings					
5.	Increased unwanted arguments with Parents					

35. Satisfactory opinion of students towards psychological problem

Please (✓) tick

S.NO	OPINION	SA	A	N	DA	SDA
1.	Fear of Public Exams and future					
2.	Addiction to mobile phones					
3.	Mood swings					
4.	An average student becomes a dull student					
5.	Increase in stress being inside closed walls					
6.	Has become worse in time management					
7.	Lack of concentration					

36. Satisfactory opinion of students towards physical problem

Please (✓) tick

S.NO	OPINION	SA	A	N	DA	SDA
------	---------	----	---	---	----	-----

1.	Eyes got affected by prolonged screen time					
2.	Ears got affected due to usage of headphones					
3.	Frequent head ache during Online classes					
4.	Obesity problem					
5.	Insomnia					
6.	Decrease in memory power					
7.	Health issues due to COVID 19					

37. Suggestions if required

Questionnaire

A study on contribution of female employees towards their family

(with special reference to Thoothukudi district)

Project submitted to Department of commerce

ST. MARY'S COLLEGE (AUTONOMOUS) THOOTHUKUDI

Affiliated to

MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI

In partial fulfilment of the requirement of

BACHELOR OF COMMERCE (GENERAL)

Submitted by

Name	Reg.No
MAHALAKSHMI. M	18SUCA23
MAREESWARI. S	18SUCA24
MARI SELVI. G	18SUCA25
MARI SELVI. M	18SUCA26
SANGEETHA. L	18SUCA40

Under the supervision of

Ms. Machado Sneha John, M.com, NET

DEPARTMENT OF COMMERCE (SSC)



ST. MARY'S COLLEGE (AUTONOMOUS), THOOTHUKUDI

(Re-accredited with 'A+' Grade by NAAC)

Thoothukudi

March 2021

DECLARATION

We have declared that the project entitled "A STUDY ON CONTRIBUTION OF FEMALE EMPLOYEES TOWARDS THEIR FAMILY" is submitted in partial fulfilment of the requirements for the degree in our original work done under the guidance and supervision of **Ms. Machado Sneha John, M.com, NET.** This project has not previously formed the bases of award of any similar titles and it represents entirely an independent work.

NAME OF THE STUDENTS	REGISTER NO.	SIGNATURE OF THE CANDIDATES
MAHALAKSHMI.M	18SUCA23	M. Mahalakshmi
MAREESWARI. S	18SUCA24	S. Mareeswari
MARI SELVI. G	18SUCA25	Gi. MariSelvi
MARI SELVI. M	18SUCA26	M. MariSelvi
SANGEETHA. L	18SUCA40	L. Sangeetha.

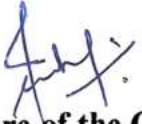
Place: Thoothukudi

Date: 29. 03. 2021

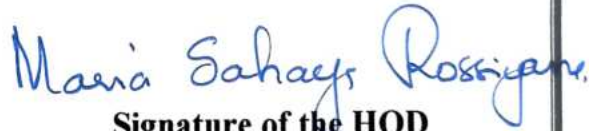
CERTIFICATE

It is certificate that this short term project work entitled "A STUDY ON CONTRIBUTION OF FEMALE EMPLOYEES TOWARDS THEIR FAMILY IN THOOTHUKUDI" is submitted to St. Mary's College (Autonomous) Thoothukudi, affiliated to MANAONMANIAM SUNDARANAR UNIVERSITY TIRUNELVELL. In partial fulfilment of requirement for the degree of Bachelor of Commerce and is a record of work done in the Department of Commerce, St. Mary's College (Autonomous), Thoothukudi during the year 2020-2021 by the following students.

NAME	REG. NO
MAHALAKSHMI.M	18SUCA23
MAREESWARLS	18SUCA24
MARI SELVI.G	18SUCA25
MARI SELVI.M	18SUCA26
SANGEETHA.L	18SUCA40



Signature of the Guide



Signature of the HOD



Signature of the Director
Director

Director

Self Supporting Courses

St. Mary's College (Autonomous)

Thoothukudi - 628 001



Signature of the Principal
Principal

Principal

St. Mary's College (Autonomous)

Thoothukudi - 628 001.

Signature of the External Examiner

ACKNOWLEDGEMENT

First of all, we would like to thank almighty lord for his abundant blessings showered upon us throughout this project. We would like to express our heartfelt thanks to our **Principal Rev. Dr. Sr. A. S. J. Lucia Rose M.SC., PGDCA., M.Phil.** and our self supporting course **Director Rev. Sr. F. Mary Joyce Baby M.A., M.Phil.** And our department staff who have helped us in our work.

We wish to express our deepest sense of gratitude to **Mrs. P. Maria Sahaya Rossiyana M.com., M.Phil., NET Head of the Department of Commerce and our guide.** We must say that without their relentless efforts and sustained encouragement, this project would not have been possible.

We wish to express our heartfelt thanks to our beloved parents for their blessings, encouragement and advice that helped us to make our efforts a success. We gratefully acknowledge all our friends and classmates for their valuable help and suggestion during the conduct of this study. It is humble to thank toes who have indulged in this project to make it a grand success.

CONTENTS

Chapter	Titles	Pg. No.
I	Introduction	1-14
II	Profile of the Study	15-22
III	Analysis and Interpretation	23-73
IV	Findings and Suggestions	74-77
V	Conclusion	78
	Annexure-I Questionnaire	
	Annexure-II Bibliography	

LIST OF TABLES

Tables.no	Title	Page no
3.01	Education	23
3.02	Marital status	24
3.03	Family	25
3.04	Personal Annual Income	26
3.05	Family Annual Income	27
3.06	Position of employment	28
3.07	Type of job	30
3.08	Working experience	32
3.09	Types of problem faced during going to work place	33
3.10	Mental or physical problem faced due to over work load	34
3.11	Types of the problem	35
3.12	Missing time with family and Friends	37
3.13	Feeling bad about going to work	38
3.14	Reason for feeling bad about going to work	39
3.15	Hardest part of going to work	41
3.16	Ability to balance work life	43
3.17	Facing personal problems due to job	44
3.18	Savings	45
3.19	Spending salary	46
3.20	Satisfaction with work and salary	47
3.21	Satisfaction with work	48
3.22	Spending salary to themselves or to their family	49
3.23	Mentally Stressful	50

3.24	Handling work pressure	51
3.25	Long working hours affecting to you	52
3.26	Rating of job satisfaction	53
3.27	Working time	54
3.28	Balancing work pressure	55
3.29	Spending free time	56
3.30	Quiting job due to family situation	58
3.31	Working hours	59
3.32	Family helps to take care their children	60
3.33	The person who take care of children	61
3.34	Financial independents	62
3.35	Reason for decide to go work	63
3.36	Working for long hours / Over time / Even on holidays	65
3.37	Feeling about going to work	66
3.38	Taking family situation	67
3.39	Male domination at work	68
3.40	Job fits with their qualification	69
3.41	Motivation	70
3.42	Unique strength that women possesses to be successful in career	72
3.43	Equal remuneration for both gender	73

LIST OF CHARTS

Chart.no	Title	Page no
3.01	Education	23
3.02	Marital status	24
3.03	Family	25
3.04	Personal Annual Income	26
3.05	Family Annual Income	27
3.06	Position of employment	29
3.07	Type of job	31
3.08	Working experience	32
3.09	Types of problem facedduring going to work place	33
3.10	Mental or physical problem faceddue to over work load	34
3.11	Types of the problem	36
3.12	Missing time with family and Friends	37
3.13	Feeling bad about going to work	38
3.14	Reason for feeling bad about going to work	40
3.15	Hardest part of going to work	42
3.16	Ability to balance work life	43
3.17	Facing personal problems due to job	44
3.18	Savings	45
3.19	Spending salary	46
3.20	Satisfaction with work and salary	47
3.21	Satisfaction with work	48
3.22	Spending salary to themselves or to their family	49
3.23	Mentally Stressful	50

3.24	Handling work pressure	51
3.25	Long working hours affecting to you	52
3.26	Rating of job satisfaction	53
3.27	Working time	54
3.28	Balancing work pressure	55
3.29	Spending free time	57
3.30	Quiting job due to family situation	58
3.31	Working hours	59
3.32	Family helps to take care their children	60
3.33	The person who take care of children	61
3.34	Financial independents	62
3.35	Reason for decide to go work	64
3.36	Working for long hours / Over time / Even on holidays	65
3.37	Feeling about going to work	66
3.38	Taking family situation	67
3.39	Male domination at work	68
3.40	Job fits with their qualification	69
3.41	Motivation	71
3.42	Unique strength that women possesses to be successful in career	72
3.43	Equal remuneration for both gender	73

INTRODUCTION

Many women today are facing choices that their mothers never had to face. One of those choices is whether or not to go back to work after having child. This was practically unheard of in the 1950. In the 1990's it is not whether the mother will or will not go back to work, rather a question of when. When did the choice become set in stone? Why do the mothers of today have to work outside the home versus working in the home much like their mother's child.



For centuries women have been viewed as the caretakers of the family. However, as more women are either earning higher salaries than their spouses or taking on the role as the “bread winner” of the household, that view gets a little more complicated. According to an analysis by the Pew Research Center, 40% of all household with children under the age of 18 include mother who are either the sole or primary source of income for the family-this number greatly increased from the 11% in 1960. These mother who are the primary financial supporters of the family are divided into two groups. 37% are married and have or higher salary than their husband while 63% are single mothers.

When one thinks of the subject of working mothers many differing opinions come to mind. What will happen to the child, will the mother have sufficient time to bond with the baby, how will household chores be divided, and so on. When thinking of working women two models come to mind. One of which is paid employment that has a protective and beneficial mediating effect. Employment protects women against certain negative aspects of being full time homemakers and mothers- such as monotonous housework, dependence on the male partner for financial and emotional support, increases self – esteem because they are contributing to the world they live in. These women receive a renewed interest in life

because they are in the think of it.

STATEMENT OF THE PROBLEM

Indian women are allowed to work in today's life; but still they are facing lot more problem in social as well professional life to balance both as priority need. Indian working are not supposed to do extra hour's duty or night shift work as lack of family support. In case of married working women are not allowed many times to go business tour as not permitted by family member. Also women are not getting enough maternity leave at workplace even if she wants to paid leave then also it's not consider due to organizational constraint because of this she loses her job or compromise more. If women are in higher position at workplace she has many more responsibility then also they have to come at home right time, cook, clean, take care of their family member. It creates more stress & its effect to some health problem. Due to lack of leave, sometimes working women are not able to attend family function. Working women do not properly take care of family member. Working women having very young child, they are forced to leave child for work responsibility and she has to think about day care maid for child who might not be faithful enough. Although she has to hire child care at home which whom they have to pay more. This creates more tension and stress to her & lack of concentration in their work. Gender discrimination is another problem faced by women in case of pay. In some companies women employees are paid less salary then men. This research is to find out more challenges faced by Indian working women. Still in 21st century there is a belief that women are not capable enough to work in some professional field like transportation, civil construction, electricity department, etc.

OBJECTIVES OF THE STUDY

- To know the challenges faced by working women in work and family ➤ To study about usage of salary.
- To know the occupational stress and family difficulties of working women.
- Balancing work life and family life.
- Raising children while managing the high powered position at work.
- To know the job will secure women financially.
- To study about equal respect and appreciation.

METHODOLOGY

This is an explanatory study on the contribution of female employees towards their family in Thoothukudi . Both descriptive and analytical methods have been used to explore contribution of female employees. This study is based on primary data and secondary data.

SOURCES OF PRIMARY DATA

Primary data were collected from 100 working women in organized sector. For then collection of primary data an Interview schedule was developed. Before its application among response pretesting was carried out after. After altering the structured questionnaire, on the results of pretesting it was employed to make sample survey.

SECONDARY DATA

The secondary data were collected from the newspaper and website.

CONSTRUCTION OF TOOLS

The primary data have been collected with the help of the questionnaire. The questionnaire used in the study has been structured by the researches themselves. The variables to be studied have been identified with the preliminary study with some respondents of organized sector.

LIMITATIONS

- This study is restricted to Thoothukudi town only. So the result may not be applicable to other areas.
- Some respondents were uncommunicative and did not voluntarily supply certain information.
- The time duration assigned for the study was restricted.
- Difficulties in meeting the respondents.

Review of literature:

1. Vijaya mani(2013) has uncovered the central point impacting the work life parity of ladies experts in India. For example, part clash, absence of acknowledgement, authoritative government issues, sex operation, elderly and youngsters consideration issues, nature of well being, issues in time administration and absence of fitting social backing.

2. Shalini and Bhawar(2012) reported in their study, nature of work life is being utilised by the association as a key apparatus to pull in and hold the representatives and all the more essentially to help them to work life parity with equivalent consideration on execution and duty at work.
3. K. Santhanalakshmi et al' (walk 203) have inspected that the Instructive foundations should address the work life off-set related issues among their stuff, particularly ladies also take an all. 4. Niharika and Supriya (2010) have considered the work based variables and family related components that are considered to add to work life equalization. Work based variables are flexi time alternative to work low maintenance and flexibility to telecommute and the family related variables are tyke care office and adaptability to deal with crises at home.
5. Masako SETO et al, (2004) have analyzed the impacts of business related components and Work Family Clash on depressive manifestations among working ladies living with youthful youngsters in a Japanese City.
6. Goyal K.A, Agrawel A (2015) in the paper titled " Issues and challenges of Work life balance in banking industry of India" explained that Work life balance policies and programs are an investment in an organisation for improving productivity, reducing absenteeism, achieving improved customer services, better health, flexible working as well as satisfied and motivated workforce especially in banking industry.
7. Singh S. (2013) mentioned Role stress theory in his paper Titled "Work- Life Balance : A Literature Review" wherein the negative side of the work- family interaction has been put under the spotlight. Recently, the emphasis has shifted towards the investigation of the positive interaction between work and family role as well as roles outside work and family lives, and scholars have started to deliberate on the essence of work- life balance.
8. Jang (2008), studied "The relationship between work-life balance resources and the well- being of working parents" which aimed to study how working parents cope with work- life demands. The study used 27 working parents with either ill or disabled children in New Jersey. It was mixed research with both qualitative and quantitative results. The result talks about the effect of formal and informal workplace support in enhancing the well being of employees with the children in general and those with a chronically ill or disabled child in particular.
9. Murthy M. and Shastri S. (2015) observed various issues in Work Life Balance of Parents in the paper titled "A Qualitative Study on Work Life Balance of Employees working in private sector", like parenting issues: Need more time for children, Showing work frustration on children. Marital issues:

Need more time of spouse, not able to give time to spouse. Role conflict/ Role guilt: Doubtful about how good they are in the roles that they play at home... eg. as a mother or as a daughter in law.

10. Phyllis and Yun (2002) mentioned strategies in paper titled "Effective work life strategies, working couples, work conditions, gender and life quality" focuses on dual earner families. It was concluded and discussed in the study that the work life strategies and work conditions are different among genders. For example, some families prefer husbands working for a long hour and women to work part time or fewer hours.

11. Kumari T. (2011) in the paper titled "Impact of Stress on Work-life Balance of Women employees with reference to BPO and Education sectors in Bangalore" analysed the impact of work life balance of women employees in Education and BPO sectors conclusion is drawn that stress level between the women employees is different in different sectors. Though there is difference in their professions based on the work and life balance we can say that stress level in the work environment might be different but they say that at home their stress level is equal. As per the results, stress level impact is different in both the sectors.

12. Bhandari K., Soni H. (2015) in the paper titled "Impact of Gender, Age and Work Experience on satisfaction towards Work Life Balance (with special reference to Bank Of Baroda, Udaipur)" showed that Male employees are less satisfied than Female employees because female employees get maternity leave and males don't get any parental leave to take care of his newly born baby and his wife. Paternity benefit as retention tool is considered as main factor for work life balance of fathers. It's too hard for male employees to take time off during work to take personal/family matters as male employees have all the responsibility of family including his parents, wife and children rather than female employees. So company should be flexible with respect to family responsibilities.

13. Employees today spend most of their time on their job than ever before (White et al., 2003). They are working the equivalent of an extra month per annum. Being overworked can lead to work-home conflict, in which the pressures from work and family domains are mutually incompatible (Bacharach et al., 1991). Such conditions propose concerns over well-being and WLB issues (Jennings and McDougald, 2007). Workers now are questioning the amount of time and energy devoted to work (Maxwell and McDougall, 2004). Having imbalanced life, strained relationships and passionless life leads to ineffective performance in life both at work and at home (Bobdey, 2010). Many now value the idea of WLB and consider it to be an important criterion of success (Jennings and McDougald, 2007).

14. Child care responsibility is still a constraint for working women as well as it has an influence on labour market assessment of parents, specifically mother with younger children (Wattis et al., 2013). Women without children were significantly higher in occupational commitment compared to women with children; contrary to this, women having younger children outperformed women having older children. The work-related stressors were evidently greater than those of family function associated stressors (Balaji, 2014). Women employees perceive WLB policies as organisational support to employee's family life and create a WLB supportive culture in the firm which leads to affective commitment.
15. The goal of understanding and observing various aspects of WLB has been mostly accomplished by the Western European and the Anglo Saxon countries (Chandra, 2012) followed by the Eastern European countries (Shaffer et al., 2011). Gradually, researchers from other nations have recognised the importance of examining the work-family domains (Poelmans et al., 2005). The Asian countries have just started focusing on the work-life interface (e.g., Hassan, 2010; Cooke and Jing, 2009; Verma et al., 2009; Bhatnagar and Rajadhyaksha, 2001).
16. WLB is a significant predictor of employees' health and well-being, a major research has been undertaken to check the antecedents of this construct (Chawla and Sondhi, 2011). Women often neglect to take concern about their own health and personal needs because of work surplus and time limitations (Mathew and Panchanatham, 2011). Health problems such as psychological health, gynec health, digestive problems and physical health are negatively correlated with WLB (Sujata and Singh, 2011). Organisation implements WLB policies and flexible work arrangements that enable women employees to make use of policies and engage more efficiently to contribute to organisation success. Work life programs such as employee assistance programs, child care and elder care programs, fitness and recreation programs, counselling programs (Cascio, 2000; De Luis et al., 2002) and other personal support programs can help employees to manage and balance their work life and personal life effectively (Wang and Verma, 2012). Women make use of flexible work arrangement as a source because women tolerate greater responsibility for domestic chores than men (Davis et al., 2007).
17. Women perceive their role in family domain as social identity because societal perceptions differ from one individual to another individual (Bem, 1993; Haar and O'Driscoll, 2005).
18. Women socialisation of emotional differences at an infant age makes them to feel low in self-confidence and less in perceived self-efficacy. These problems are manifested within women and it lacks to identify communal and ideological issues (Adkinson, 1981; Betz and Hackett, 1997). Women who can able to juggle the balance between work and personal life can contribute to organisational success and drive towards their goals (Nirmala, 2013).

19. According to Vinokur et al. (1999), family domain is considered to be important for women lives and importance of work is considered as a central domain for men, so as these two domains are facing steady growth in the economy, the role played between these two domains is considered to be the potential sources of conflict. Women experiences stress, mental health and physical well-being get affected when role of women changes in the workforce. These changes will have a negative spill over effect on family, work and dependants (Bielby, 1992; Matthews and Rodin, 1989; Menaghan, 1991; Repetti et al., 1989).
20. Women perceive their role in family domain as social identity because societal perceptions differ from one individual to another individual (Bem, 1993; Haar and O'Driscoll, 2005).
21. Women socialisation of emotional differences at an infant age makes them to feel low in selfconfidence and less in perceived self-efficacy. These problems are manifested within women and it lacks to identify communal and ideological issues (Adkinson, 1981; Betz and Hackett, 1997). Women who can able to juggle the balance between work and personal life can contribute to organisational success and drive towards their goals (Nirmala, 2013).
22. In contemporary times, women are as professionally qualified as the men and the incomes they earn are equally significant. Their working hours as well as the stress and strain of work is in no way less than a man (Parmar, 2010). Economies across the world have begun to treat women as a precious segment of human resource that contributes to development and progress (Batra, 2011; Kumar, 2011). With the rise in the number of working women and mothers the demographic foundation of the stay-at-home mothers evaporated (Shapiro et al., 2007). They are now equal bread winners and they work out of home like men (Bedi, 2008). Therefore, their working hours, stress and strain of work is in no way less than men folk (Parmar, 2010). WLB and job satisfaction are positively correlated which leads to organisational commitment. Work life imbalance is caused due to social, psychological factors, type of job, job satisfaction, working environment, schedule at home and life phase.
23. In the work life literature it is cited that, numerous studies came out with factors affecting WLB which is a negative sign for the employees to have a proper balance (Barnett, 1998; Greenhaus and Parasuraman, 1999; Haas, 1999). Even though research on positive outcomes of WLB is scanty, still it gains a considerable attention among employees in order to have a right balance. It is pertinent to add to this fact, employees' physical health and well-being is dependent on the balance they have between work and personal life. Therefore WLB is found to be a forecaster to find the antecedents of this construct (Chawla and Sondhi, 2011).
24. Women are obliged to take over the responsibilities of both professional and personal lives, which is a herculean task for the women professionals. During the past recent years, the responsibilities of

women professionals have changed vividly and they places increased emphasis on their work roles rather than the familial roles which blurs the traditional culture practised by every women (Barnett and Hyde, 2001; Schultheiss, 2006). It is supported by the literature cited by (White and Rogers, 2000), most of the American families are dual-income households and places a greater importance for their professional lives rather than their personal lives. It is evident from the literature that, American women are looked forward to employ in the workforce for a maximum period of 30 years which creates a negative sign in managing work and family roles, i.e., WFC, instead of viewing them in a positive aspect.

25. A report published by ILO titled as “Women and the future of Work- Beijing +20 beyond” has been emphasizing upon the negative repercussions of violence in the world of work. The report explained that in some cultures threat of violence has been the reason for limiting women in the home sphere. Violence in some service sector like as health, education, and tourism have been a cause for concern in protecting these workers.

26. Avais, Wassen and Shah (2014) in their study “A case study on problems of Working Women in city Sukkar” findout the various types of problems that working women face like as domestic problems as well as official matters. The study was explorative in nature to investigate the problems of working women in Sukkar. They identified a maximum number of problems of working women they face from morning to evening. The working women have dual work roles in one front they have roles related to caring and rearing, in another front, they have to handle out the issues of sexual, emotional, and financial abuse outside and inside the home. The study mainly focused on that sexual harassment is a ground reality in working women of Sukkar and there is a need for the implementation of the legislation passed by the government.

27. Nawaz, Afzal &Shehzadi (2013) in their study “Problems of formally employed women: a case study of Bahawalnagar, Pakistan” highlights the problems faced by working women informal sector in Bahawalnagar. By using a stratified random sampling method, data collected from four public sectors departments like as police, nursing, teaching and college lecturers. By using the descriptive analysis method, the result of the study revealed that policewomen faced low social status and non-recognition of their jobs, nurses faced unscheduled working hours and low wages and school teachers want higher wages for their work. The study mainly examines the social and domestic problems of formally employed women as well as verifies the behavior of family members and social circle of formally employed women towards their job in the focused area. The study concluded that the working women of Bahawalnagar faced various social and workplace problems like as; their working hours are too long, most of the respondents face unavailability of transportation, most of the respondents have no job security, they have very low allowance, they are facing gender discrimination and the problem that is especially related to school teachers and nurses is of low wages. The problems of policewomen in the present study are related

to their long and spontaneous work hours. They are ranked low in social as well as professional hierarchy. The study is limited to 100 sample size and formal sector only.

28. Rani (2013) in her study titled “Marital Adjustment Problems of Working and Non-Working Women, in contrast to their Husband” tries to find out the marital adjustment issues of working women teachers. A sample of 80 women (40 working and 40 non-working women) collected for this purpose through random selection. The result revealed that non-working wives are facing more marital adjustment problems in comparisons to their partners. Working women, who are married, have dual responsibilities at home and work spheres. They need more co-operation and adjustment to manage both spheres. The dual roles expectations promote overstrain among married working women. These dual role expectations lead to the situations where married working women have not the proper time for their spouses. This causes marital maladjustment. The study concludes that working women are facing maladjustment at both fronts-home and office.

29. Goyal and Parkash (2011) examined the problems of women entrepreneurship in their study “Women Entrepreneurship in India- Problems and prospects”. The study highlights that the educated women of India have to go to a long run for achieving their equality in Indian society. The study evaluates the factors that are responsible for the encouragement of women for becoming entrepreneurs. Major reasons like as Male-Chauvinism, patriarchal thinking and lack of confidence are the main obstacles in the path of women. The outdated thinking and social pressure discourage women to go forward in the field of entrepreneurship. Indian women give more emphasis to family ties and responsibilities. Besides this Indian Constitution provides the equal rights to women, the governmentsponsored activities have only benefited to just a small section of educated women, the need of the hour is to awareness among all the other sections too. Highly educated, professionally qualified and technically sound should be encouraged for managing their own business.

30. In another study Nisa (2013) highlighted the triple role of working women, as housewives, mothers, and workers. This study titled as “Time constraint of Working Mothers- a Sociological study” attempts to examine the relationship between working mothers work status and family environment and its consequential effects on the adjustment of their children. A majority of the respondents (96%) confessed that they did not get sufficient time to spend with their children, even when they returned from their office majority of respondents (94%) were not in a position to attend their children. The analysis revealed that mother’s presence is necessary for the child’s physical as well as mental development and in her absence the problems are inevitable.

31. “Work stress of women employee: a literature review” titled as a study of Kundaragi and Kadakol. In their study, they revealed the theoretical form of stress. Eustress and distress are the two types of stress. If someone views a situation positively he or she can cope with any situation. Stress in a

negative sense becomes the reason for the distress. The environment, social, physiological stressors, and thoughts are the main sources of stress. Women employee can do the work enthusiastically when they get the stress positively. The unreasonable demands of others can create a situation where women employee takes stress in negative manners, and the distress among them affects their mood, activity and daily routine.

32. Maurya and Agarwal in their study “factors affecting stress and well-being of women employee” proposed a theoretical formation that encourages towards the well-being of women employees. The research explored the literature and pointed out that the well-being of female workers at workers should not be neglected. The work conditions should be according to the wellness of female employers. The overall performance and quality of the work of the employee demonstrate the well-being of the employee. The good well-being of female employees increased the turnover and performance of the institutions.

33. Nagaraju and Nandini (2013) in their study analyses the occupational stress among women employees of the insurance industry. The study tries to measure the influence of age factor in occupational stress. With the use of random sampling method, data has been collected from 100 respondents who are working in the insurance sector. The questionnaire prepared for measuring the stress and satisfaction level of working women in the insurance industry. Results discovered that role isolation, some demographic variables influence the level of stress among working women. In the insurance industry targets are unrealistic and unattainable, and demands long hours. The long hours of field work pressurized the employees to do over time that affects their family life, mental health, and work capacity. By the use of meditation, physical work, exercise and morning walk employees can manage their mental health status.

34. Joshi et al. (2014) examine the stress of working women in the education field. The study utilizes the sample of 50 Assistant Professors of different streams of BhilaiMahilaMahavidyalaya Hospital Sector, Bhilai. By using self-designed questionnaire the study revealed that excessive work was the main reason the increasing rate of stress among working women. Over expectations and overburden of responsibilities made them anxious and depressed. They have to act, react and perform according to the role demands, they cannot say no to their families and office authorities.

35. Raghunath in his work titled as “Mental health of middle-aged working women” assessed the mental health of middle-aged working women. In the middle age, social, psychological and biological changes affect the dual roles of working women. The middle age brings fear, tension, anxiety, menopause, loss of memory with it. The study consisted sample size of 60 women with the help of quota sampling method. Results revealed that 92% of middle-aged working women are facing mental health-related issues. The study suggested that coping strategies should be modified for the welfare of the middle-aged working women.

36. Babu & Vembu in their work “occupational stress experienced by women employees in the banking sector” explained the effect of stress on the experience of working women in the banking sector in the Thiruvavur district of Tamilnadu. The physical and psychological stress among the workers not only affects their health in one hand, but also affects the performance and financial growth of the institutions in another hand. Stress among the employees creates an environment where their progress is stunted by absenteeism and they lost their focus on work. Employees under stress faced immediate challenges in their psychological health as irritation, bad mood, less interest in work, tension, troublesome relationship with colleagues, etc. The study highlighted the three-level workplace stress as the individual level, group level, and organizational level. The researchers concluded that in the public sector for the bank employees the main stressors are poor work conditions, work overload, lack of social support, poor work relationship and less participation in decision making and technological changes in the organization.

37. Priya (2013) in “a study on job stress of women employees in IT and ITeS industries, Tamilnadu” utilized the sample of 384 respondents to analyze the impact of job stress on the physical and psychological well-being of women employees. Job insecurity, unreasonable demands, less interpersonal communication between employer and employees, long work hours, not adequate time for family, role demands at home and work sphere are the causes behind workplace stress among working women. The study revealed that a meeting deadlines and job insecurity are the main reason for stress among working women. Working women in IT and ITeS industries are facing more psychological stress than physiological stress. By getting support from management working women can reduce their job stress.

38. Kumar (2016) in his study carried a primary survey of 600-700 working women of organized sector and 600-700 working women of an unorganized sector of Hyderabad-Karnataka region. The primary objectives of the study were to highlight the working conditions of working women that may create the ill-health of working women. The awareness among working women for a regular medical check-up, to find out the particular psychological and physical health problems of working women is lacking. The study finds out that even though working women are economically secured, but they are negligence towards their own health due to lack of time for self at different ages.

39. Suman and Chatterjee (2015) in their research article titled as “psychological and physical well-being in working women” compared the health status of working and non-working women by using standard short form SF-36 questionnaire. The study highlights that if the work pressure on working women reduces, then it will be automatically good for the psychological well-being of working women. The study compared the housewives with working women and revealed that because of less physical functioning and role limitations, housewives faced less number of problems as compared to working women.

40. Gobalakrishnan and Gandhi (2013) in their study “Working Women and their problems in daily life: A Sociological Analysis” conducted a survey on the women who are working in the colleges in the Tiruvannamalai District to find out their daily life’s problems. Even though most (72%) of the respondent is living in the joint family, but they are expressing the problems like anxiety, depression and inferiority complex in their daily life. The economic condition of the family pushes them to go to work, but nobody supports them in the family matters. So the study suggested that when the married women go for work, then the family members, including the husband should support them in various household activities and that they relieve them from various problems and the pressure of family as well as both environment.

This is the detailed representation of our project profile provides survey of the respondent personal profile, including the other aspects of the respondents job and nature.

2.1.1 DOCTOR



NAME: Anushya . K

AGE: 24

NATURE OF JOB: Doctor

NO. OF YEARS IN EXPERIENCE: 2 years

ANNUAL INCOME: Rs 2,75,000

Anushya is a Doctor with the experience of 2 years. She decided to go for a job because her aim is to serve the people. She feeling proudly and enjoying by serving service to the people.

2.1.2. NURSE



NAME: Magarajothi. L

AGE: 24

NATURE OF JOB: Nurse

NO.OF YEARS IN EXPERIENCE: 5 years

ANNUAL INCOME:Rs. 1,25,000

Magara jothi was worked at government hospital and private hospital. She decided to go for a job because her aim is to become a nurse. She loved to do serving the people. At the same time helping her family by financial support.

2.1.3. SHIPPING COMPANY



NAME: Chandra.L

AGE: 41

NATURE OF JOB: Deputy manager in shipping company

NO. OF YEARS IN EXPERIENCE: 11

ANNUAL INCOME:Rs. 2,00,000

She is working in a shipping company for 11 years as a Deputy manager. She decided to go for a job because she don't think she'd be fulfilled as a stay at home and this is her ambition too. She's supporting her family financially.

2.1.4. POST OFFICE



NAME: Ramalakshmi. T

AGE: 26

NATURE OF JOB: Postal assistant

NO. OF YEARS IN EXPERIENCE: 8 years

ANNUAL INCOME: Rs. 80,000

She decided to go for a job because her ambition is to do job. In her working days she faced alot. But she said that overcoming obstacles is the unique strength that every working women possesses to successful in career.

2.1.5. TEACHER



NAME: Lilly pushpam. C

AGE: 57

NATURE OF JOB: Teacher in govt school

NO. OF YEARS IN EXPERIENCE: 18 years

ANNUAL INCOME: 2,50,000

From childhood her ambition is to become a teacher. Because she loves to teach that she knows. She said that during pandemic shift to online education with most focus on virtual education to accomplish the set of aims and objectives. But only a handful of schools could adopt such methods and low income government schools are quite insufficient to adopt the same.

2.1.6. GOVERNMENT OFFICIAL



NAME: Sankaranarayani. K

AGE: 24

NATURE OF JOB: Junior Revenue Inspector

NO. OF YEARS IN EXPERIENCE: 2 years

ANNUAL INCOME:Rs 1,80,000

She decided to go for a job because of family situation. She appointed by written exams. She said that inner peace is the unique strength to be successful in career. She supporting her family financially.

2.1.7. POLICE



NMAE: Santhana Mari. B

AGE: 23

NATURE OF JOB: Police constable

NO. OF YEARS IN EXPERIENCE: 2 years

ANNUAL INCOME: Rs 2,25,000

From childhood her ambition is to become a police. She is serving so many services and sacrificed alot at very young age. She said that every day is a new beginning is the secret mantra for her.

2.1.8. ADVOCATE



NAME: Narmada devi. M

AGE: 39

NATURE OF JOB: Advocate

NO. OF YEARS IN EXPERIENCE: 14 years

ANNUAL INCOME: Rs. 2,25,000

She is advocate around 15 years. She faced alot by being an advocate and overcomed from that. She has seen a so many cases both civil and criminal cases by her experience.

Table 3.01

EDUCATION

	Frequency	Percent
Illetrate	0	0
Primary level	0	0
HSLC	8	8.0

Graduate	68	68.0
Post graduate	24	24.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 8% of working women have completed HSLC
- 68% of working women have completed graduate
- 24% of working women have completed post graduate

EDUCATION

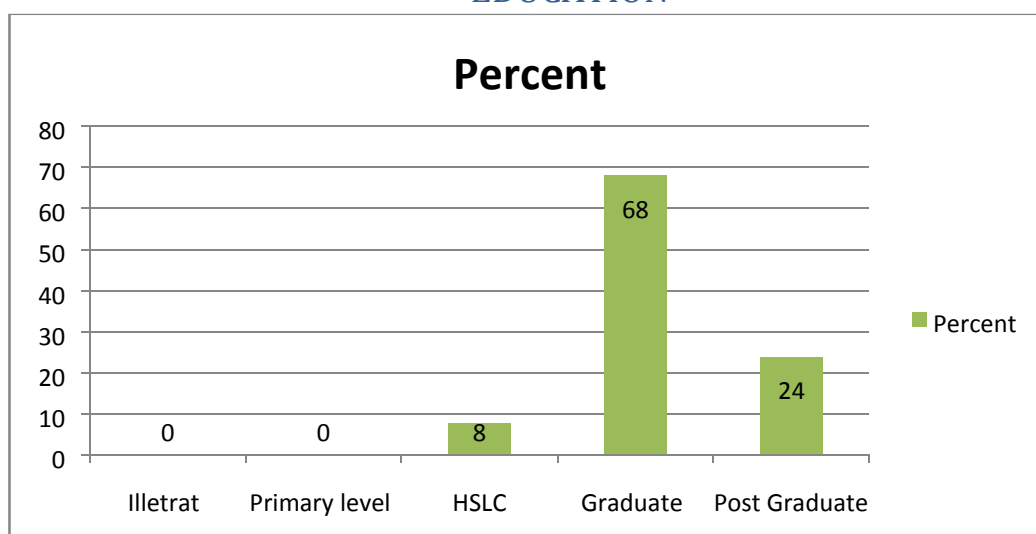


Table 3.02

MARITAL STATUS

	Frequency	Percent
Married	76	76.0
Single	24	24.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above frequency table shows,

- 76% of working women are married
- 24% working women are single

MARITAL STATUS

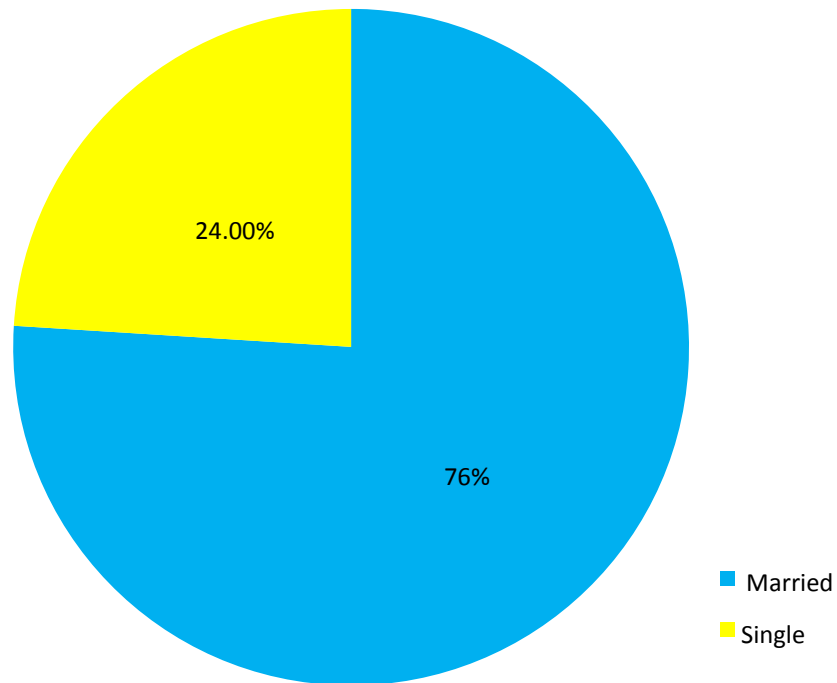


Table 3.03

FAMILY

	Frequency	Percent
Joint Family	8	8.0
Nuclear Family	92	92.0
Total	100	100.0

SOURCES: Primary data

INFERENCE:

The above table shows,

- 8% of working women are under joint family
- 92% of working women are under nuclear family

FAMILY

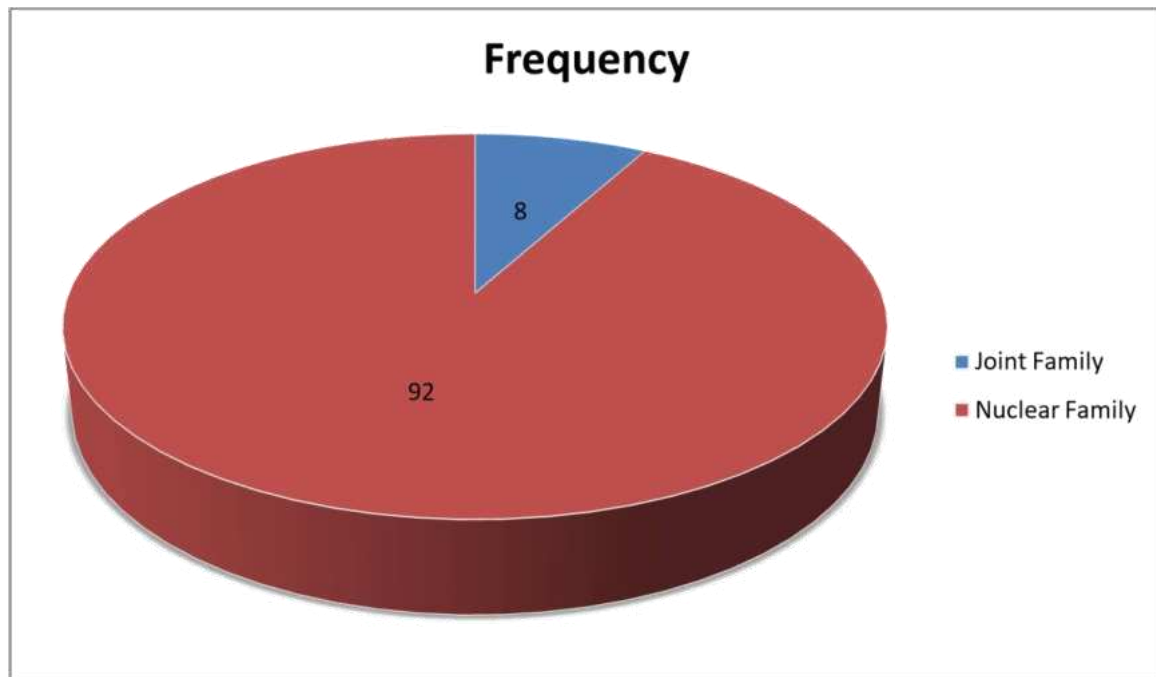


Table 3.04

PERSONAL ANNUAL INCOME

	Frequency	Percent
50,000-1,00,000	0	0
1,00,000-1,50,000	16	16.0
1,50,000-2,00,000	18	18.0
Above 2,00,000	66	66.0
	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 16% of working women earns 1,00,000-1,50,000 as their personal annual income
- 18% of working women earns 1,50,000-2,00,000 as their personal annual income
- 66% of working women earns above 2,00,000 as their personal annual income

PERSONAL ANNUAL INCOME

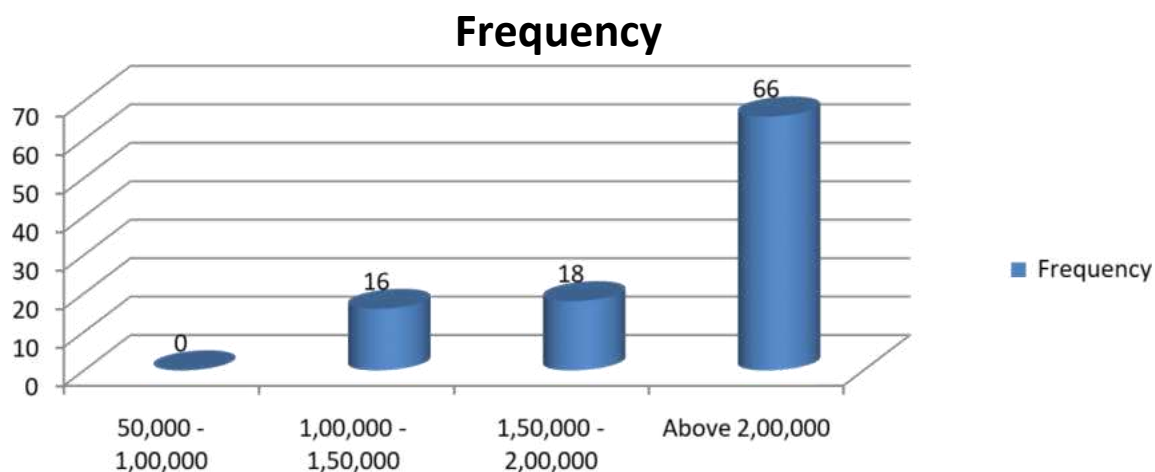


Table 3.05

FAMILY ANNUAL INCOME

	Frequency	Percent
1,00,000-1,50,000	0	0
1,50,000-2,00,000	9	9.0
2,00,000-2,50,000	7	7.0
Above 2,50,000	84	84.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 9% of working women earns 1,50,000-2,00,000 as their family annual income
- 7% of working women earns 2,00,000-2,50,000 as their family annual income □ 84% of working women earns above 2,00,000 as their family annual income

FAMILY ANNUAL INCOME

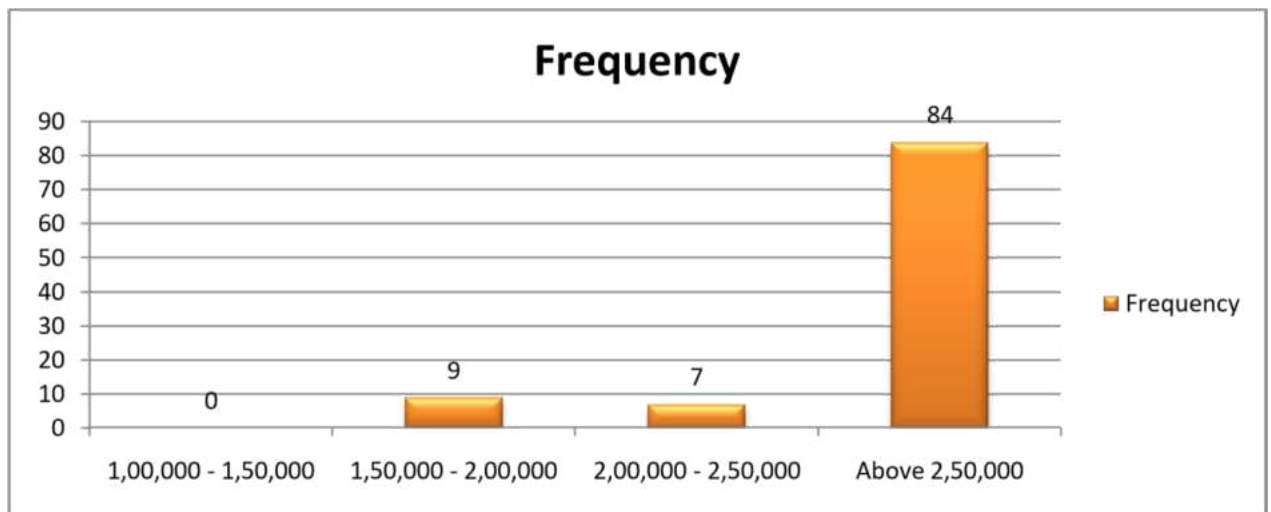


Table 3.06
POSITION OF EMPLOYMENT

	Frequency	Percent
Teacher	10	10.0
Lecturer	10	10.0
Doctor	10	10.0
Nurse	10	10.0
Police	10	10.0
Advocate	10	10.0
Shipping company	10	10.0
Bank	10	10.0
Post office	10	10.0
Government official	10	10.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 10% of working women are teachers
- 10% of working women are lecturers
- 10% of working women are doctors
- 10% of working women are nurse

- 10% of working women are police
- 10% of working women are advocate
- 10% of working women are shipping company staffs
- 10% of working women are bank staffs
- 10% of working women are post office staffs
- 10% of working women are government officials

POSITION OF EMPLOYMENT

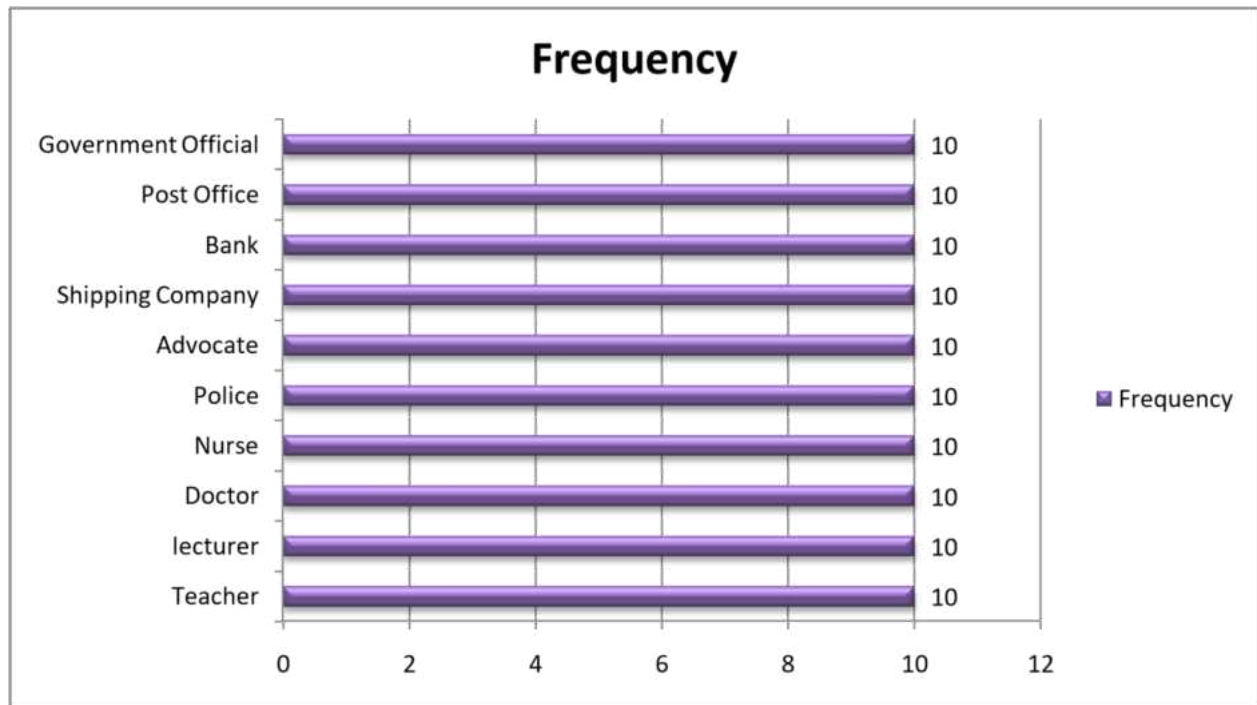


Table 3.07

TYPE OF JOB

	Frequency	Percent
Production	0	0
Service	90	90.0
Trade	10	10.0
Agriculture	0	0
Handmade	0	0
Others	0	0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 90% of working women are involved in service type of job
- 10% of working women are involved in trade type of job

TYPE OF JOB

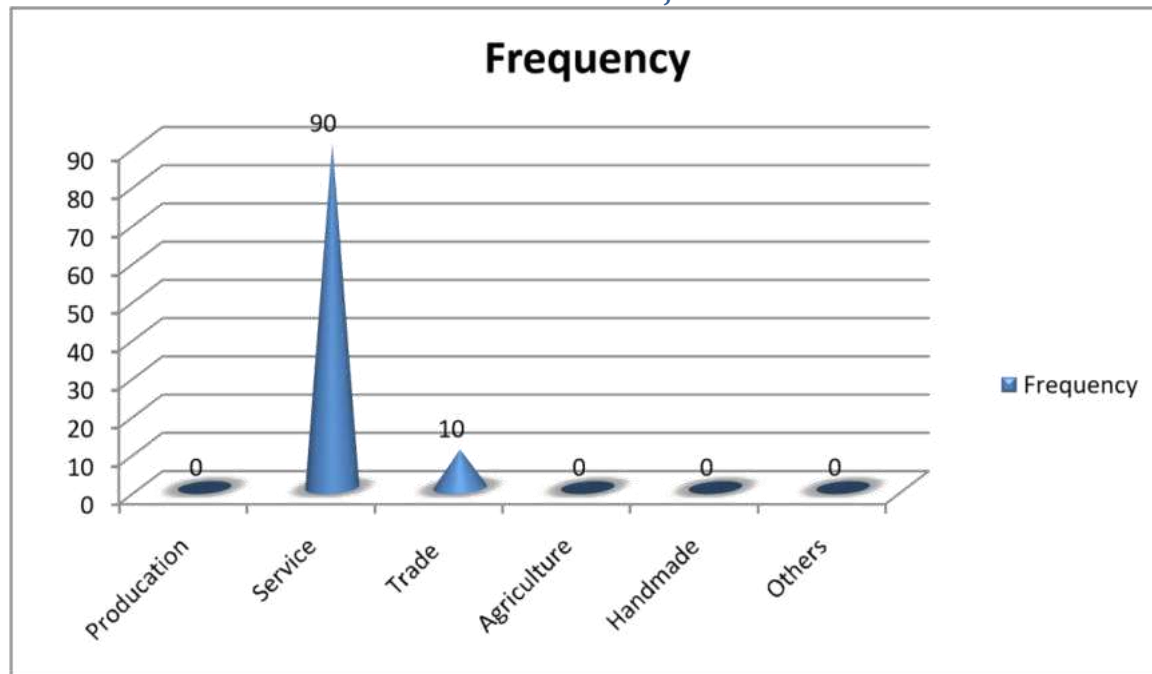


Table 3.08

WORKING EXPERIENCE

	Frequency	Percent
Below 5 years	52	52.0
6-10 years	5	5.0
11-15 years	6	6.0
Above 15 years	37	37.0
Total	100	100.0

SOURCES: Primary INFERENCE:

The above table shows,

- 52% of working women have been working below 5 years
 - 5% of working women have been working 6-10 years
 - 6% of working women have been working 11-15 years



Table 3.09

TYPES OF PROBLEM FACED DURING GOING TO WORK PLACE

	Frequency	Percent
--	-----------	---------

Long distance from home to work	64	64.0
Social insecurity	0	0
Time management	36	36.0
Dealing with harassment	0	0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 64% of working women facing long distance from home to work during going to work place.
- 36% of working women facing social insecurity during going to work place.

TYPES OF PROBLEM FACED DURING GOING TO WORK

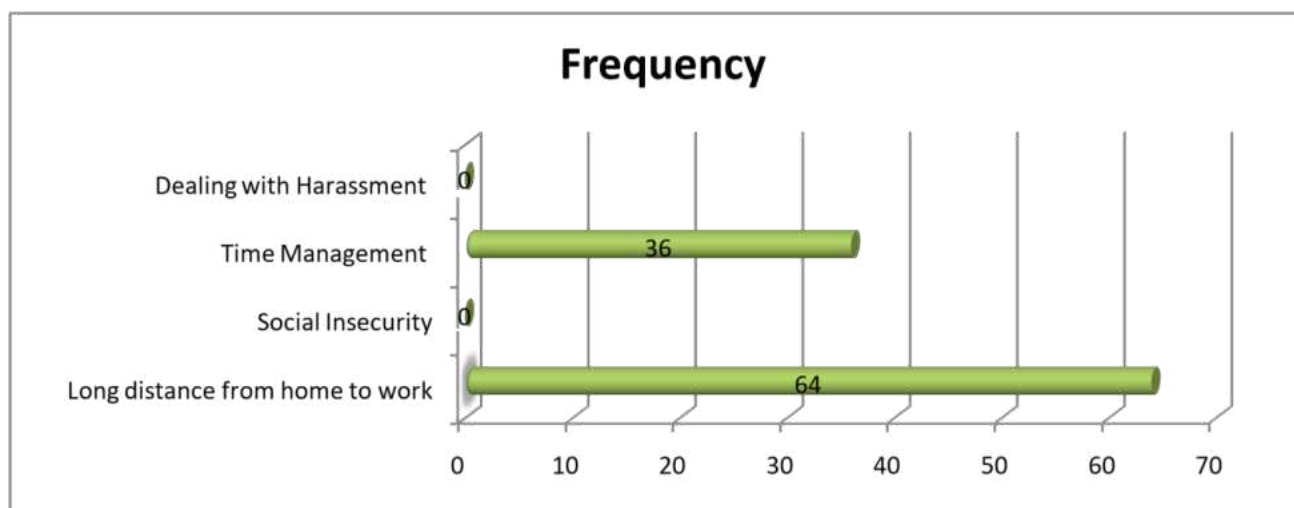


Table 3.10

MENTAL OR PHYSICAL PROBLEM FACED DUE TO OVER WORK LOAD

	Frequency	Percent
Yes	76	76.0
No	24	24.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 76% of working women accepting that their mental or physical problem in case of over work load.
- 24% of working women not accepting that their mental or physical problem in case of over work load.

MENTAL OR PHYSICAL PROBLEM FACED DUE TO OVER

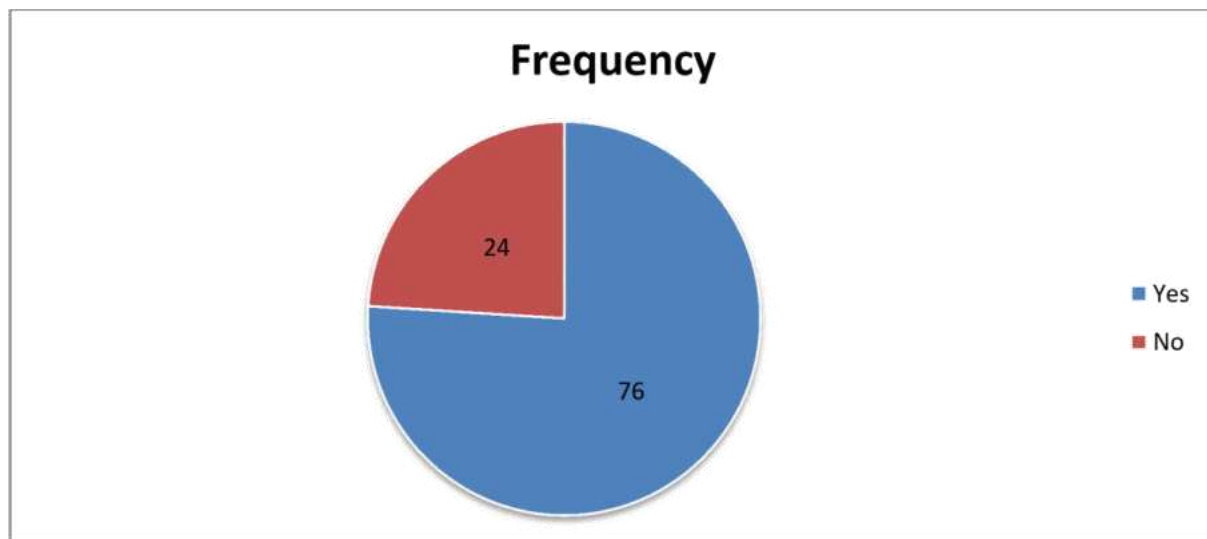


Table 3.11

TYPES OF THE PROBLEM

	Frequency	Percent
--	-----------	---------

Finding the me time	24	24.0
---------------------	----	------

Anger	11	11.0
Strees	35	35.0
Depression	18	18.0
Conflict	6	6.0
Frustration	4	4.0
Mental fatigue	2	2.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows

- 24% of working women faced finding the me time due to over work load.
- 11% of working women faced anger due to over work load.
- 35% of working women faced stress due to over work load.
- 18% of working women faced depression due to over work load.
- 6% of working women faces conflict due to over work load.
- 4% of working women faced frustration due to work over load.
- 2% of working women faced mental fatigue due to work over load.

TYPES OF THE PROBLEM

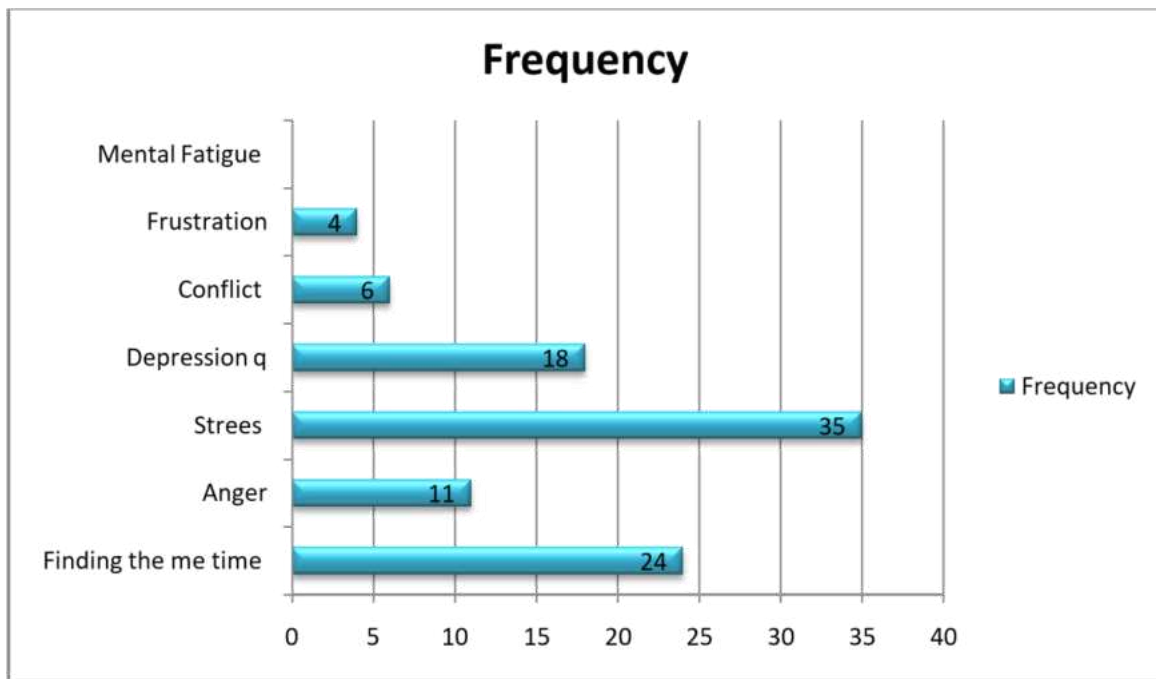


Table 3.12

MISSING TIME WITH FAMILY AND FRIENDS

	Frequency	Percent
Yes	100	100.0
No	0	0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 100% of working women strongly accepting that they missing out quality time with their family and friends because of work.

MISSING TIME WITH FAMILY AND FRIENDS

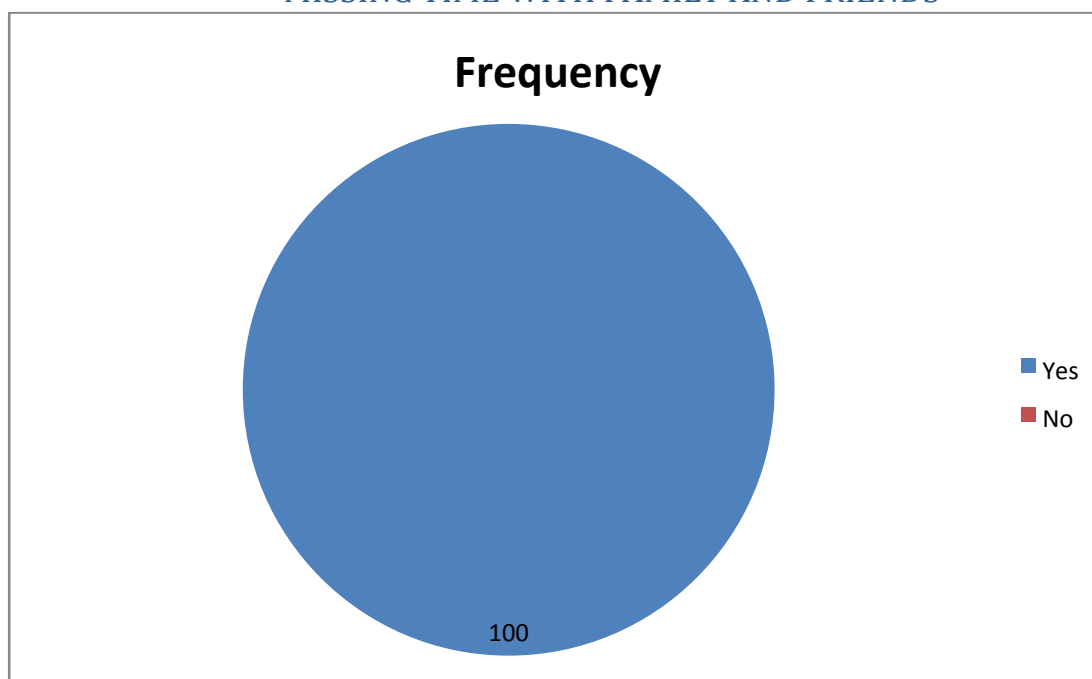


Table 3.13

FEELING BAD ABOUT GOING TO WORK

	Frequency	Percent

Yes	3	3.0
No	97	97.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 3% of working women feeling bad about going to work.
- 97% of working women not feeling bad about going to work.

FEELING BAD ABOUT GOING TO

Frequency

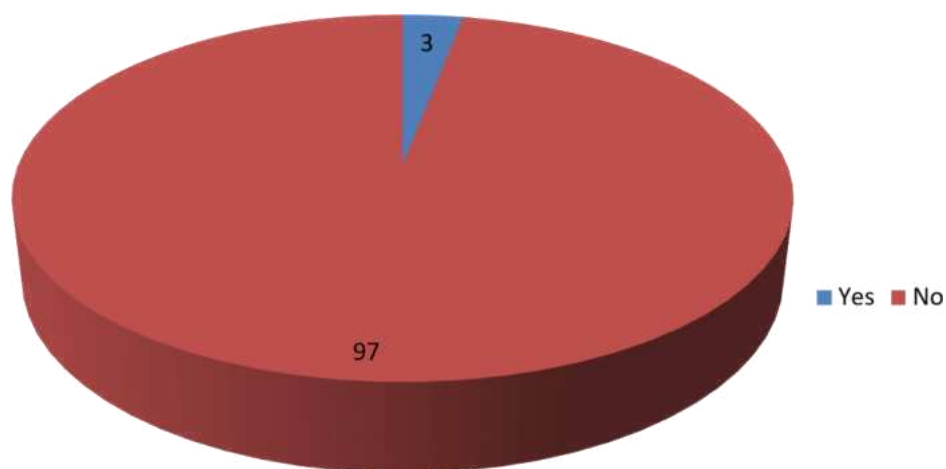


Table 3.14

REASON FOR FEELING BAD ABOUT GOING TO WORK

	Frequency	Percent
Can't taking care of children	1	33.3

Can't spend time with family	1	33.3
Work pressure	1	33.3
No time for myself	0	0
Total	3	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 33.3% of working women feeling bad about going to work because of can't taking care of children.
- 33.3% of working women feeling bad about going to work because can't spend time with family.
- 33.3% of working women feeling bad about going to work because work pressure.

Reason for feeling bad about going to work

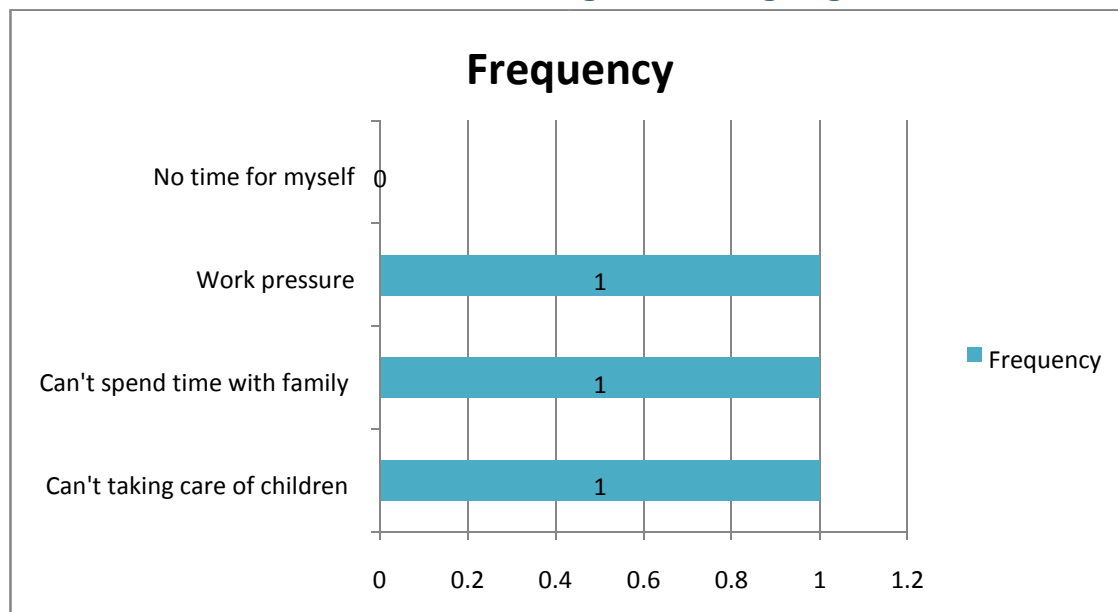


Table 3.15

Hardest part of going to work

	Frequency	Percent
Lack of time with partner	5	5.0
Lack of time with myself	17	17.0
Guilt that I can't do everything perfectly	11	11.0
It's not hard	67	67.0
Total	100	100.0

SOURCES: Primary data

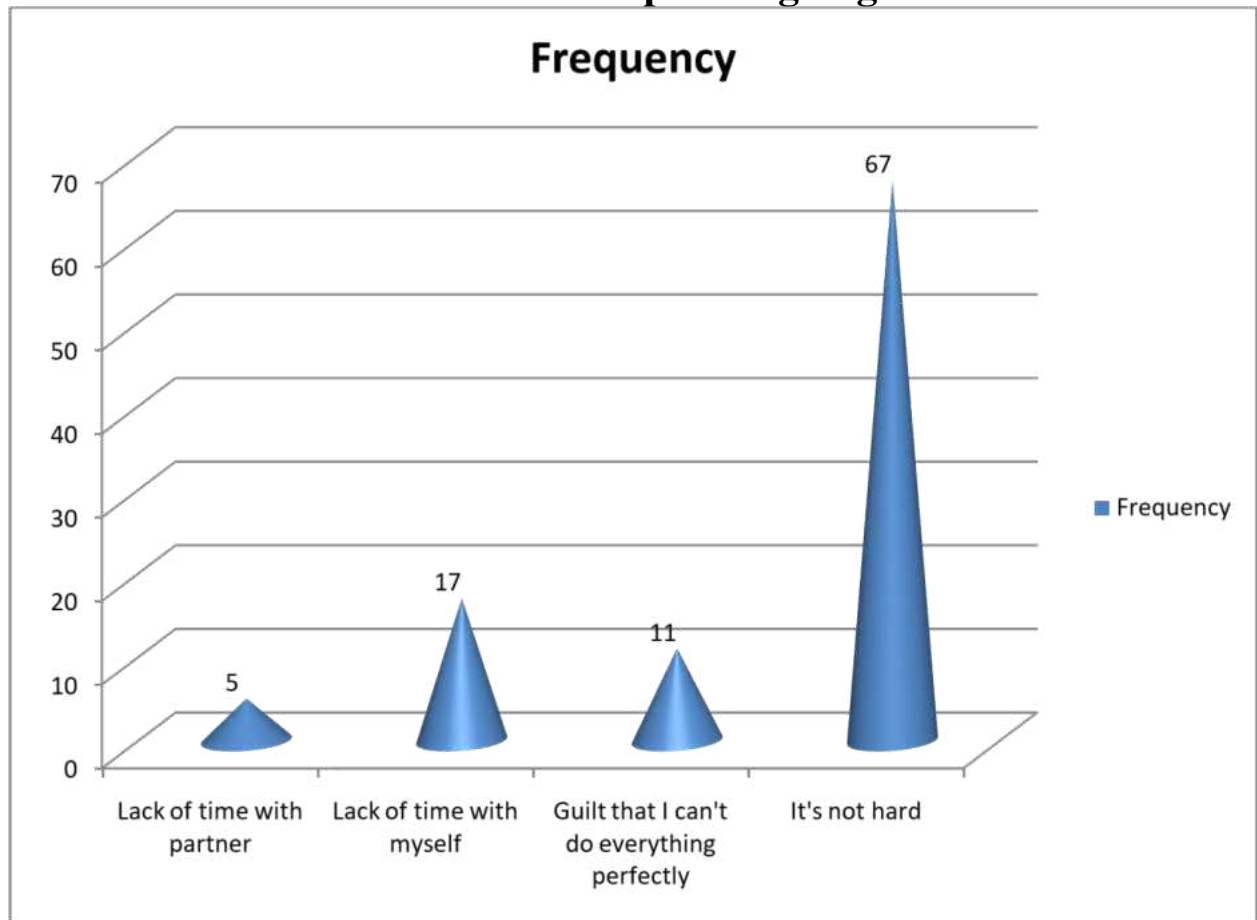
INFERENCE:

The above table shows,

- 5% of working women said that hardest part about being working women is lack of time with partner.
- 17% of working women said that hardest part about being working women is lack of time to myself.
- 11% of working women said that hardest part about being working women guilt that I can't do everything perfectly.
- 67% of working women said that hardest part about being women it's not hard.

Percent

Hardest part of going to work



Percent

Table 3.16

ABILITY TO BALANCE WORK LIFE

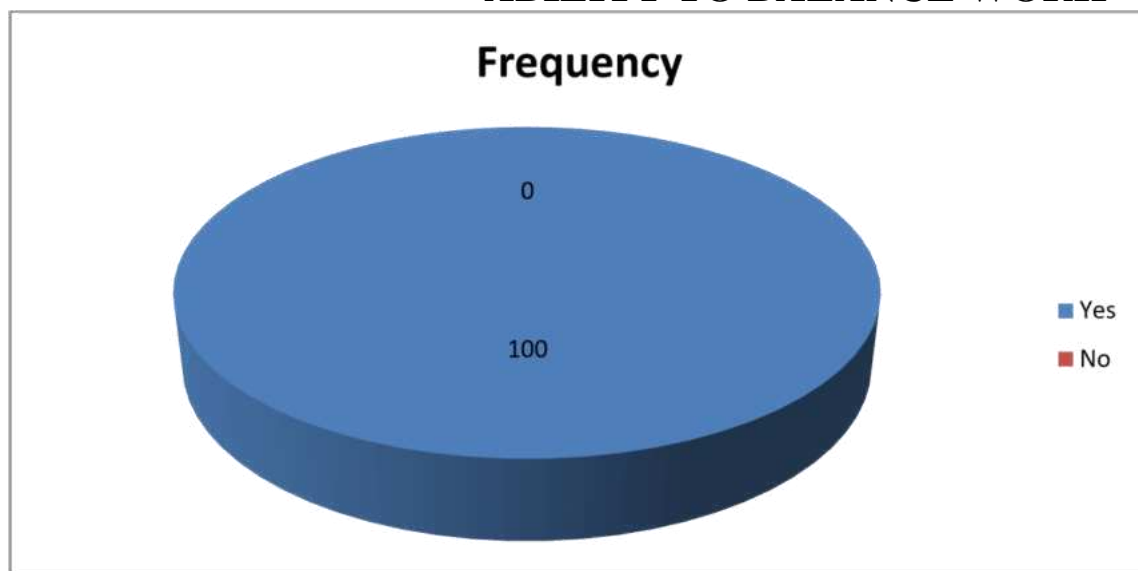
	Frequency	
Yes	100	100.0
No	0	0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 100% of working women said that strongly able to balance their work life.

ABILITY TO BALANCE WORK



Percent

Table 3.17

FACING PERSONAL PROBLEMS DUE TO JOB

	Frequency	Percent
Yes	0	0
No	100	100.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

100% of working women strongly agreed that they have not faced any personal problems due to their job.

FACING PERSONAL PROBLEMS DUE

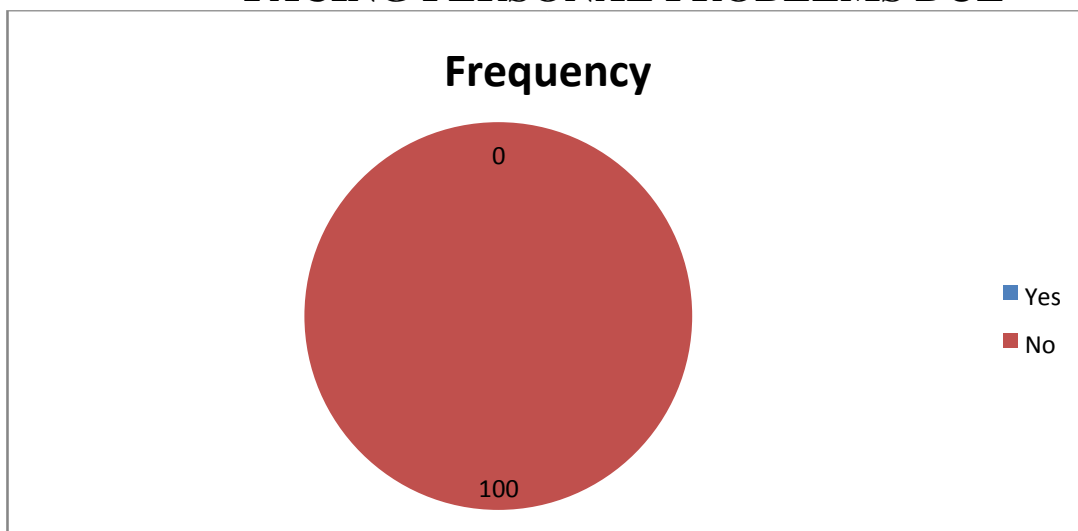


Table 3.18

Percent

SAVINGS

	Frequency	
Bank deposit	22	22.0
Jewellery	67	67.0
Fixed deposit	11	11.0
Chit fund	0	0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 22% of working women saving their income on bank deposit
- 67% of working women saving their income on jewellery
- 11% of working women saving their income on fixed deposit

SAVINGS

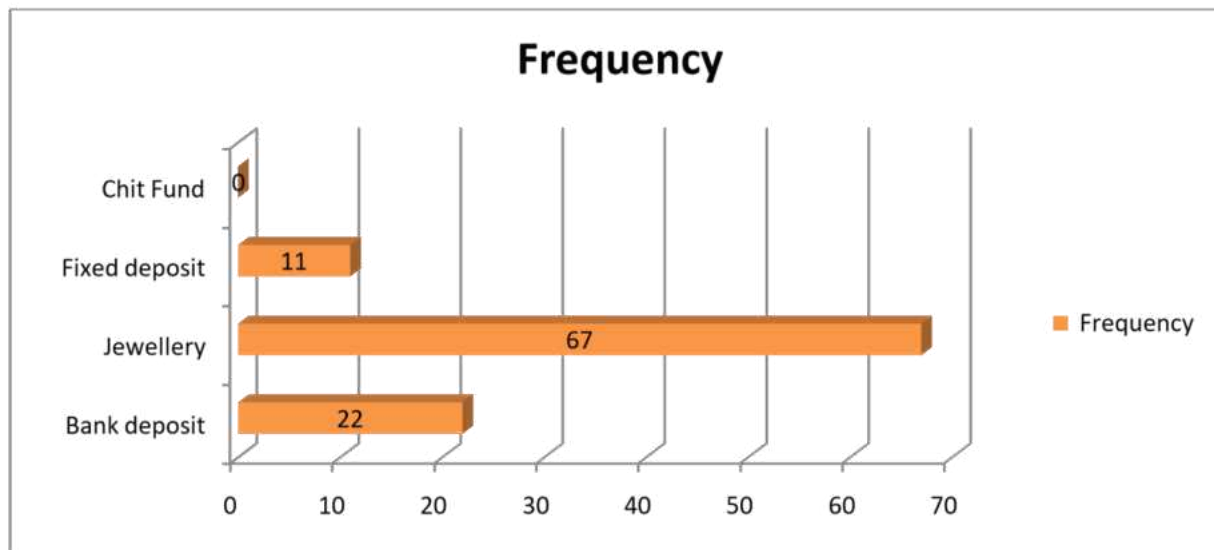


Table 3.19

Percent

SPENDING SALARY

	Frequency	Percent
Education	78	78.0
Health	0	0
Savings	8	8.0
Groceries	6	6.0
Repayment of debt	8	8.0
Total	100	100.0

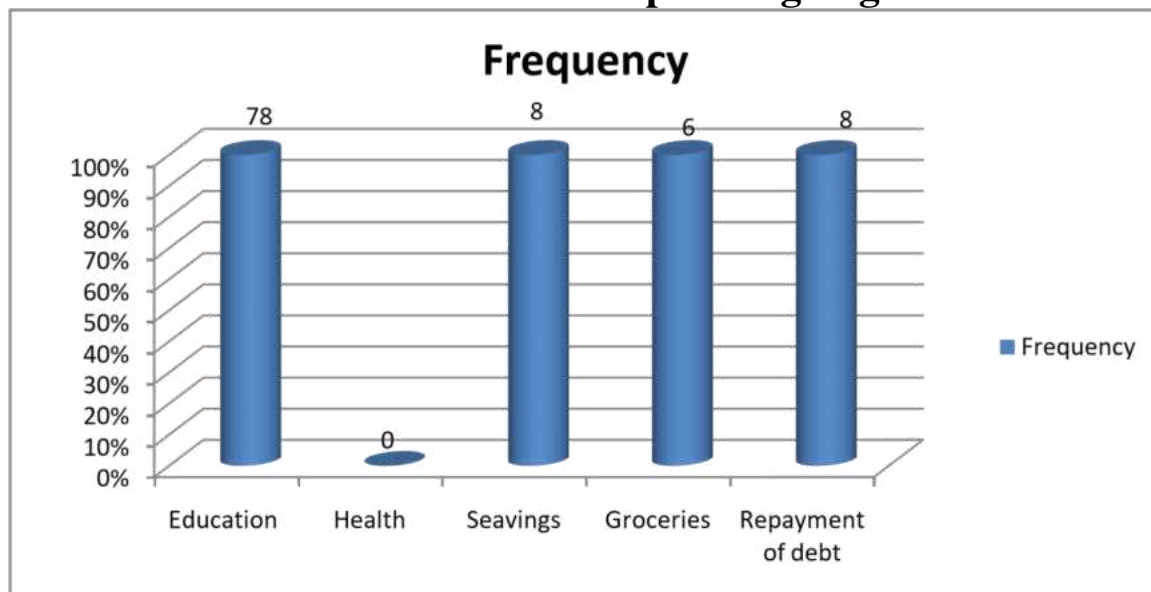
SOURCES: Primary data

INFERENCE:

The above frequency table shows,

- 78% of working women spending their salary on education
- 8% of working women spending their salary on savings
- 6% of working women spending their salary on groceries
- 8% of working women spending their salary on repayment of debt

Hardest part of going to work



Percent

Table 3.20

SATISFACTION WITH WORK AND SALARY

	Frequency	
Very satisfied	7	7.0
More than satisfied	58	58.0
Satisfied	12	12.0
Partly satisfied	23	23.0
Not at all satisfied	0	0
	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 7% of working women very satisfied with their work and salary
- 58% of working women more than satisfied with their work and salary
- 12% of working women satisfied with their work and salary
- 23% of working women partly satisfied with their salary

Hardest part of going to work

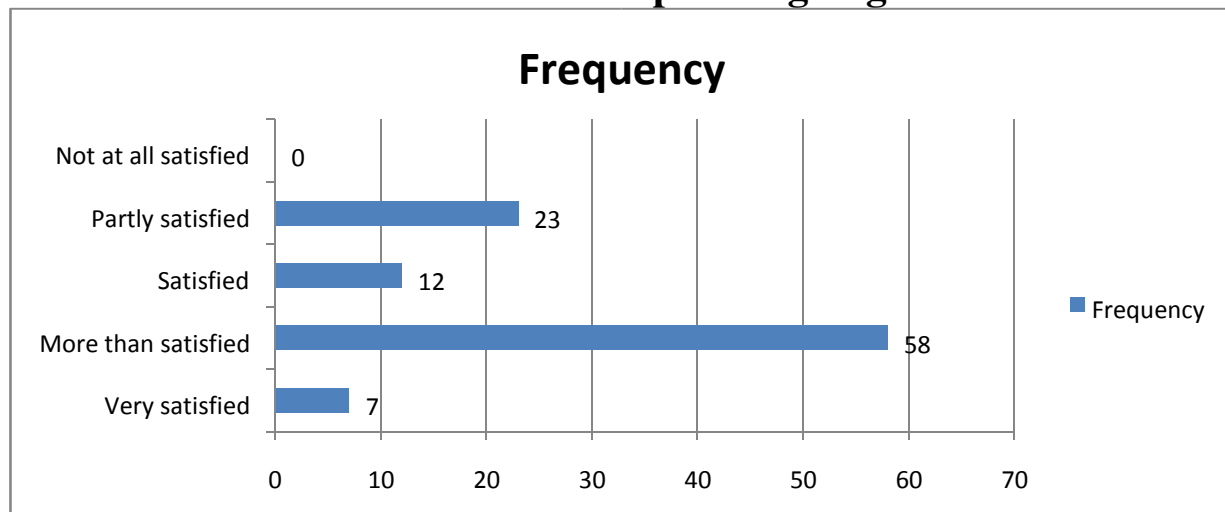


Table 3.21

SATISFACTION WITH SALARY

	Frequency	Percent
Very satisfied	20	20.0
More than satisfied	18	18.0
Satisfied	27	27.0
Partly satisfied	23	23.0
Not at all satisfied	12	12.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 20% of working women are very satisfied with their salary
- 18% of working women are more than satisfied with their salary
- 27% of working women are satisfied with their salary
- 23% of working women are partly satisfied with their salary
- 12% of working women are not at all satisfied with their salary

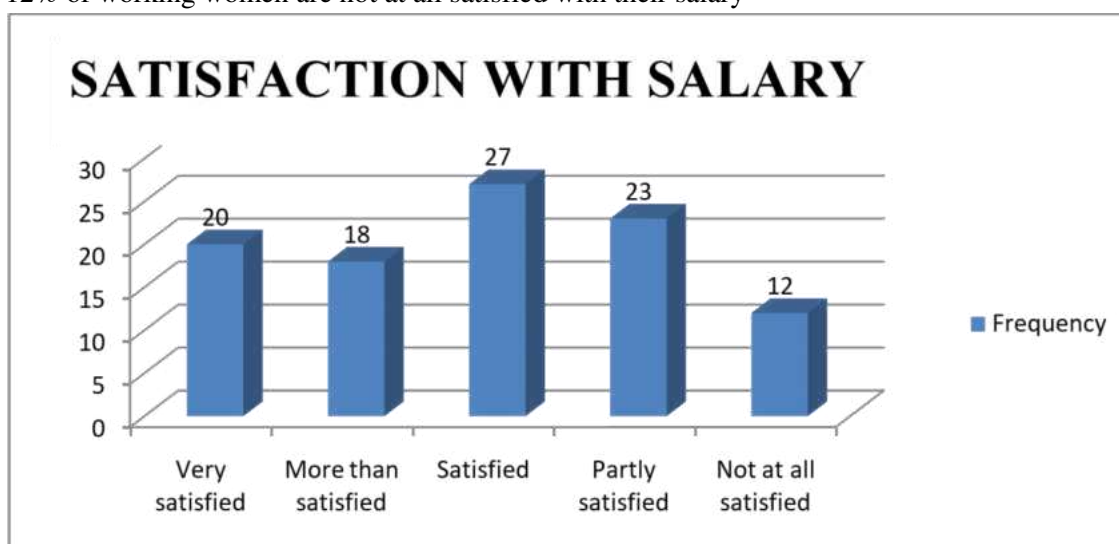


Table 3.22

SPENDING SALARY TO THEMSELVES OR TO THEIR FAMILY

	Frequency	Percent
To themselves	0	0
To their family	100	100.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

□ 100% of working women are spending their salary to family

**SPENDING SALARY TO THEMSELVES OR TO
THEIR FAMILY**

Frequency

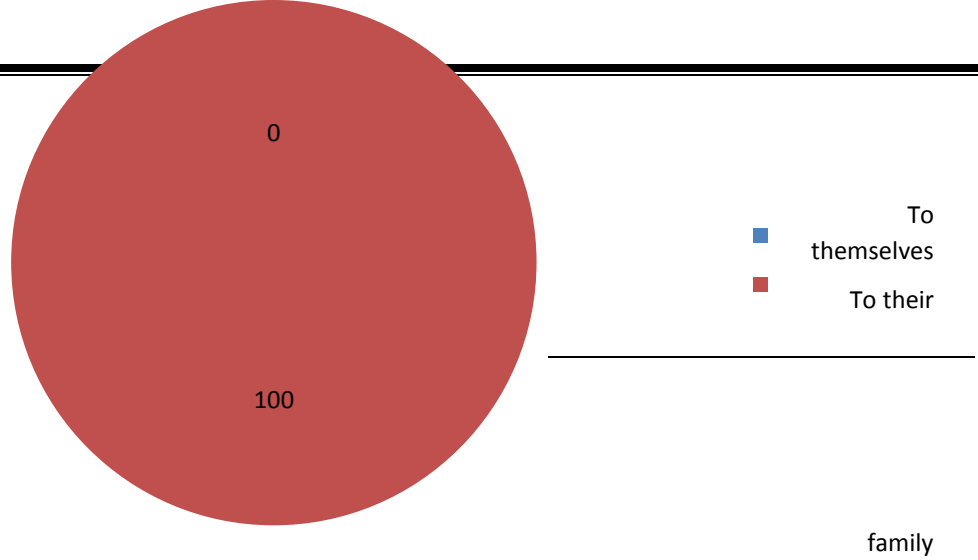


Table 3.23

MENTALLY STRESSFUL

	Frequency	Percent
Yes	13	13.0
No	87	87.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 13% of working women are mentally stressful
- 87% of working women are not mentally stressful

MENTALLY STRESSFUL

Frequency

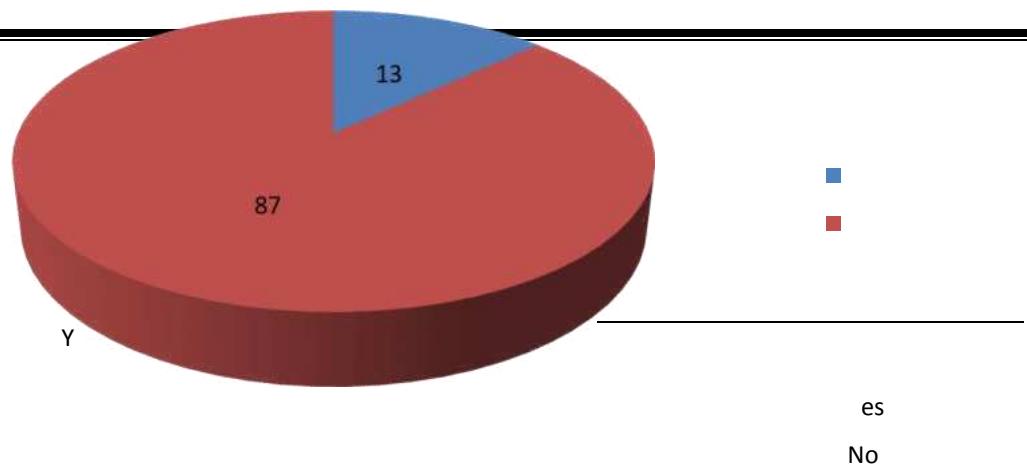


Table 3.24

HANDLING WORK PRESSURE

	Frequency	Percent
Remain calm	67	67.0
Stay focussed	20	20.0
Getting help	7	7.0
Taking some breaks	6	6.0
Total	100	100.0

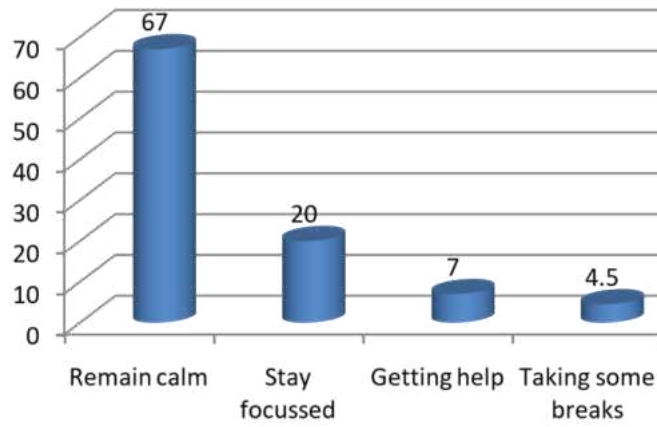
SOURCES: Primary data INFERENCE:

The above table shows,

- 67% of working women handling their work pressure by remain calm
- 20% of working women handling their work pressure by staying focussed
- 7% of working women handling their work pressure by getting help
- 6% of working women handling their work pressure by taking some breaks

HANDLING WORK PRESSURE

Frequency



Percent

Table 3.25

Long working hours affecting to you.

	Frequency	
Yes	2	2.0
No	98	98.0
Total	100	100.00

SOURCE : Primary data INFERENCE:

The above table shows,

- 2% of working women are accepting the long working hours affecting them.
- 98% of working women are not accepting the long working hours affecting them.

LONG WORKING HOURS AFFECTING TO YOU.

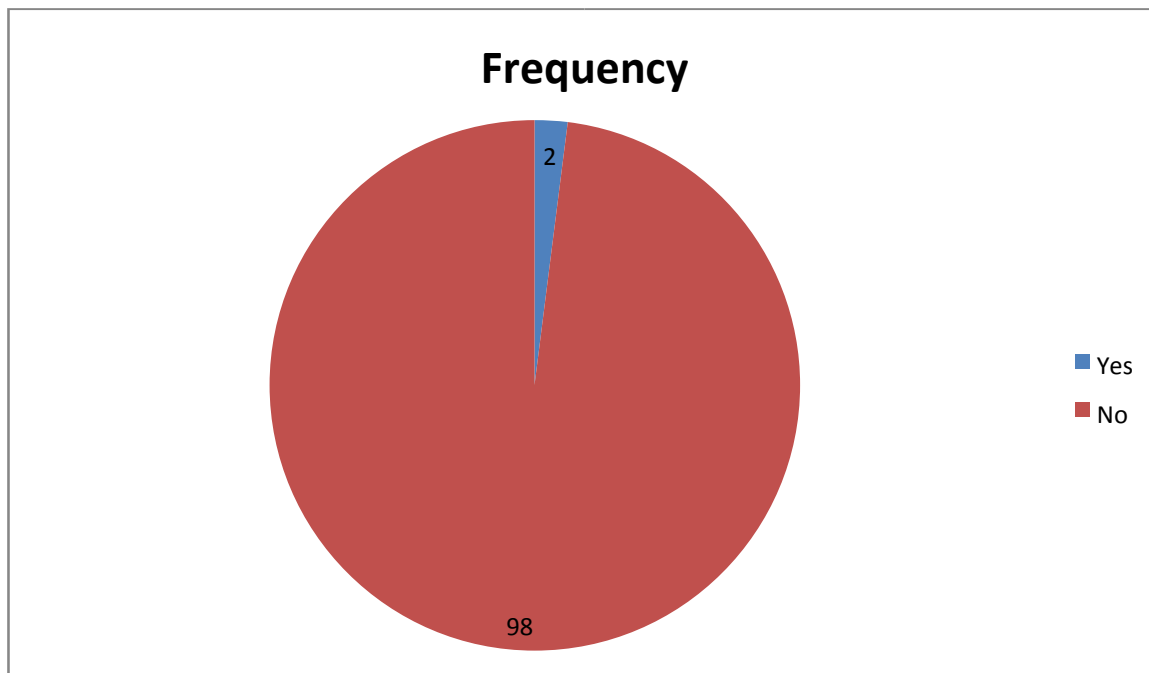


Table 3.26

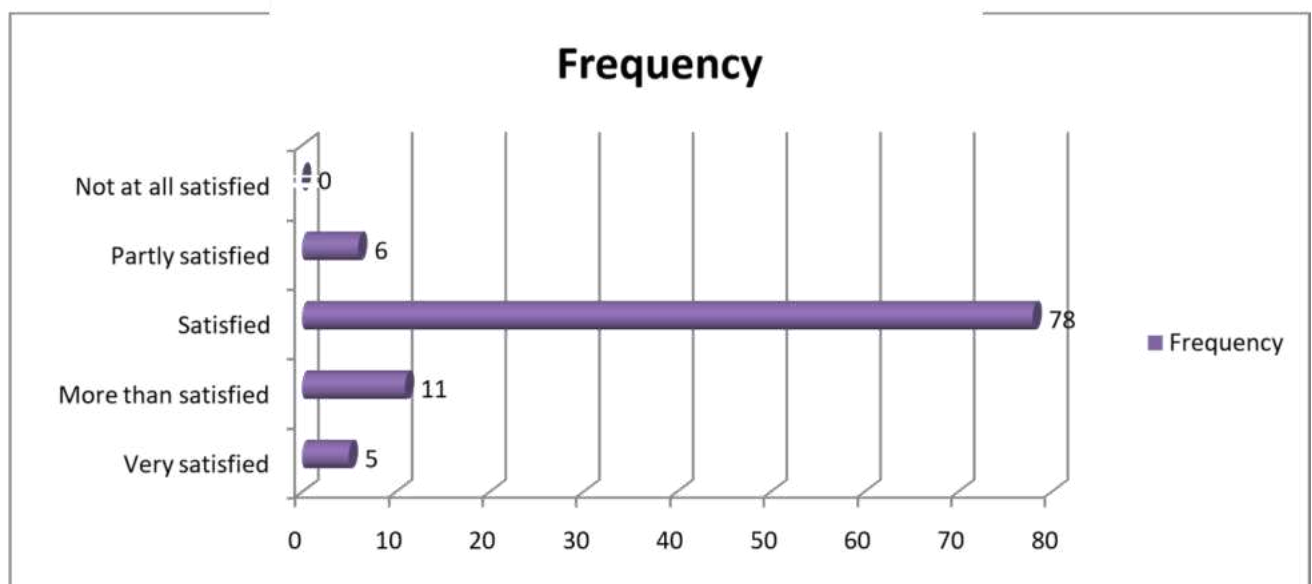
RATING OF JOB SATISFACTION		
	Frequency	
Very satisfied	5	5.0
More than satisfied	11	11.0
Satisfied	78	78.0
Partly satisfied	6	6.0
Not at all satisfied	0	0
Total	100	100.00

SOURCE : Primary data INFERENCE:

The above table shows,

- 5% of working women are very satisfied with their job satisfaction
- 11% of working women are more than satisfied with their job satisfaction
- 78% of working women are satisfied with their job satisfaction
- 6% of working women are Partly satisfied

RATING OF JOB SATISFACTION



Percent

Table 3.27

WORKING TIME

	Frequency	
Full time	70	70.0
Shift time	30	30.0
Part time	0	0
Total	100	100.00

SOURCE : Primary data INFERENCE:

The above table shows,

- 70% of working women are working in full time
- 30% of working women are working in shift time

WORKING TIME

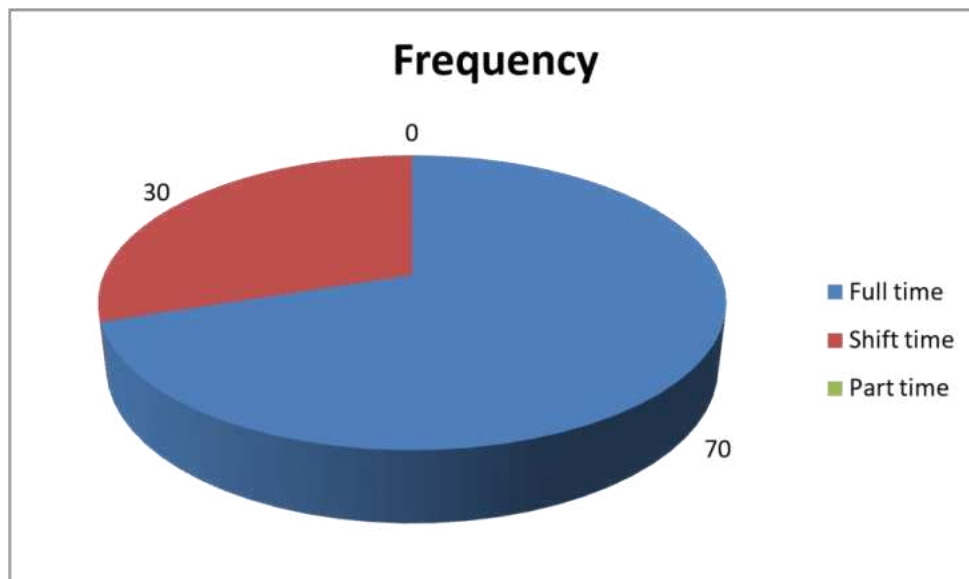


Table 3.28

BALANCING WORK PRESSURE

	Frequency	Percent
Career brake	0	0
Spending time with family	92	92.0
Holidays	5	5.0
Doing something I love	3	3.0
Total	100	100.00

SOURCE : Primary data INFERENCE:

The above table shows,

- 92% of working women are spending time with family
- 5% of working women are like holidays
- 3% of working women are doing something I love

BALANCING WORK

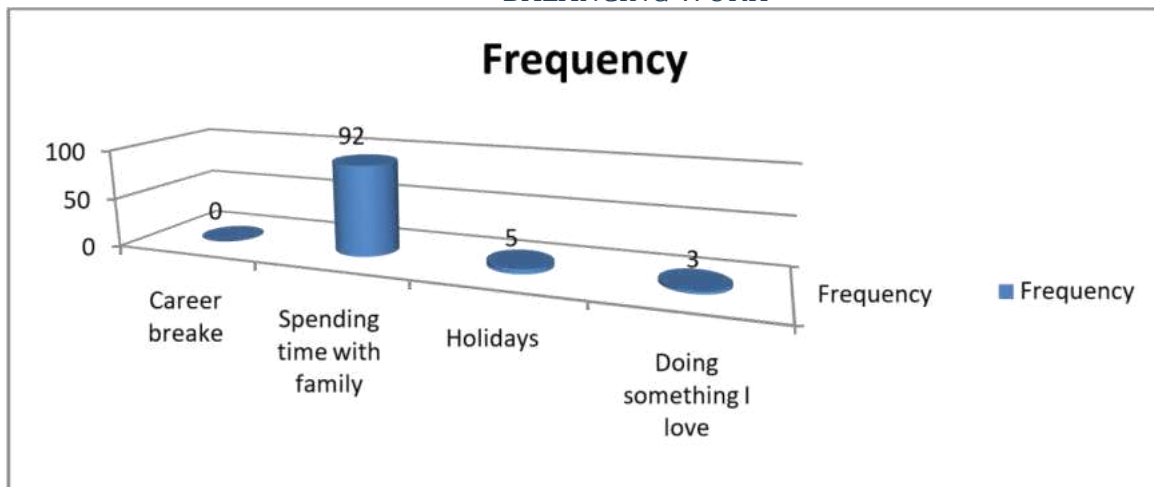


Table 3.29

SPENDING FREE TIME

	Frequency	Percent
Household works	13	13.0
Games	0	0
Music	67	67.0
Reading books	2	2.0
Park	0	0
Spending time with family	18	18.0
Total	100	100.00

SOURCE : Primary data INFERENCE:

The above table shows,

- 13% of working women are spending their free time in household works
- 67% of working women are spending their free time in music
- 2% of working women are spending their free time in reading books
- 18% of working women are spending their free time in spending time with family

Spending free time

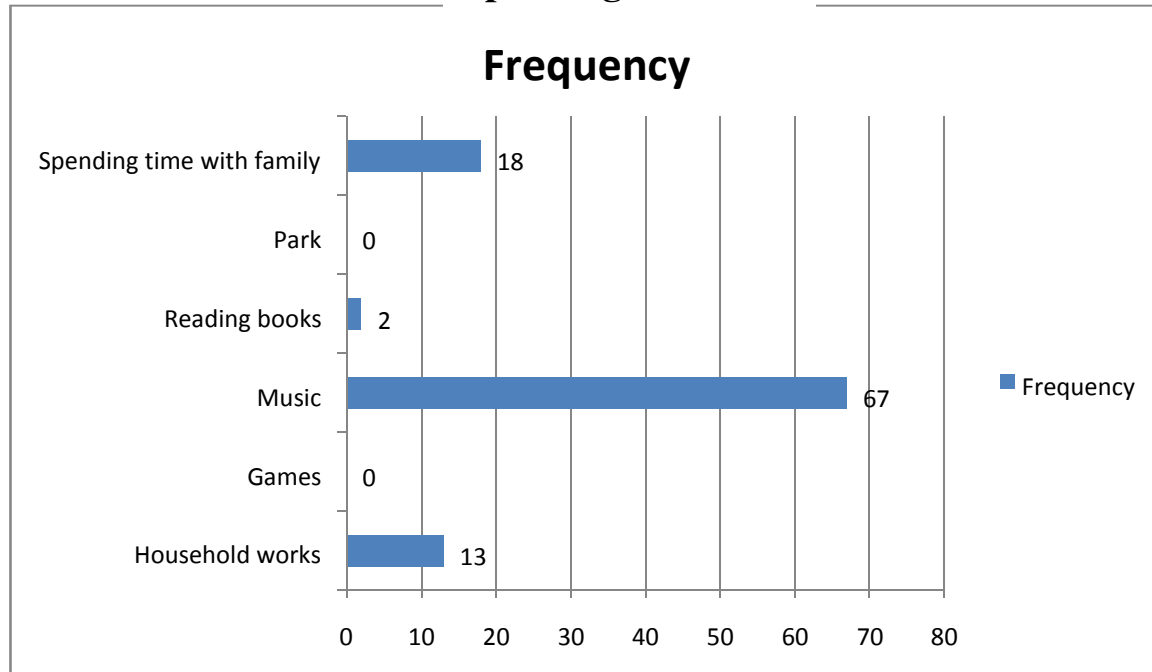


Table 3.30

QUITTING JOB DUE TO FAMILY SITUATION

	Frequency	Percent
Yes	12	12.0
No	88	88.0
Total	100	100.00

SOURCE : Primary data INFERENCE:

The above table shows,

- 12% of working women are ready to quit their job due to family situation
- 88% of working women are not ready to quit their job due to family situation

QUITTING JOB DUE TO FAMILY SITUATION

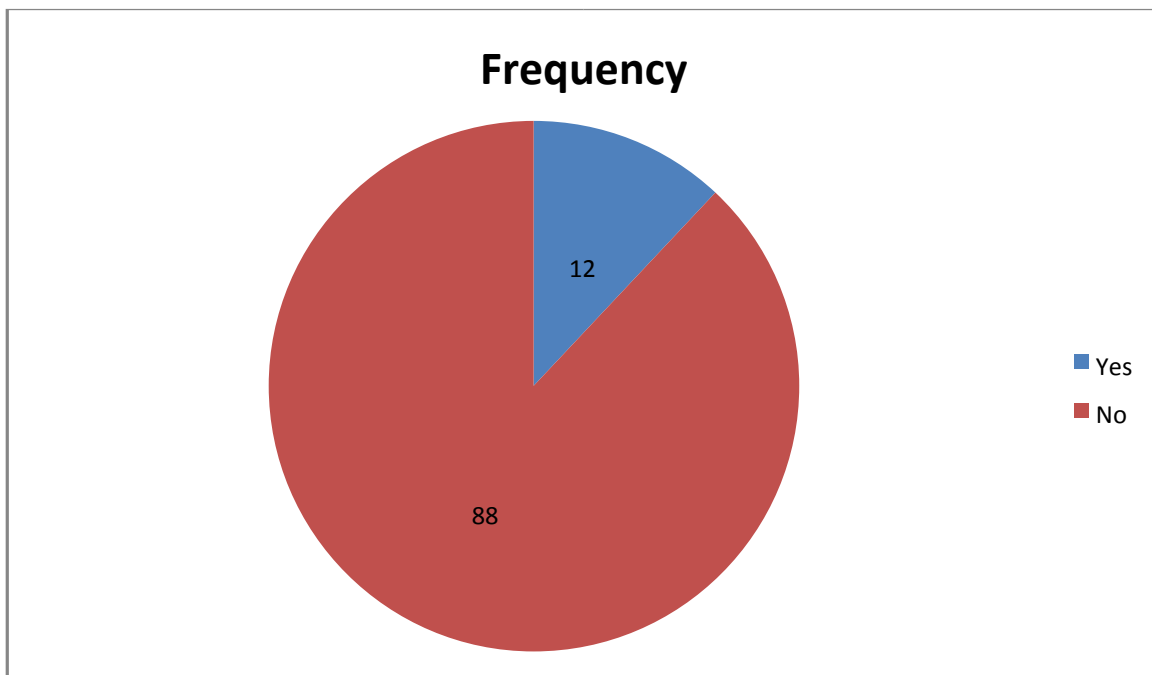


Table 3.31

WORKING HOURS

	Frequency	Percent
Yes	87	87.0

No	13	13.0
Total	100	100.00

SOURCE : Primary data INFERENCE:

The above table shows,

- 87% of working womens are family comfortable with their working hours
- 13% of working womensarefamily do not comfortable with their working hours

WORKING HOURS

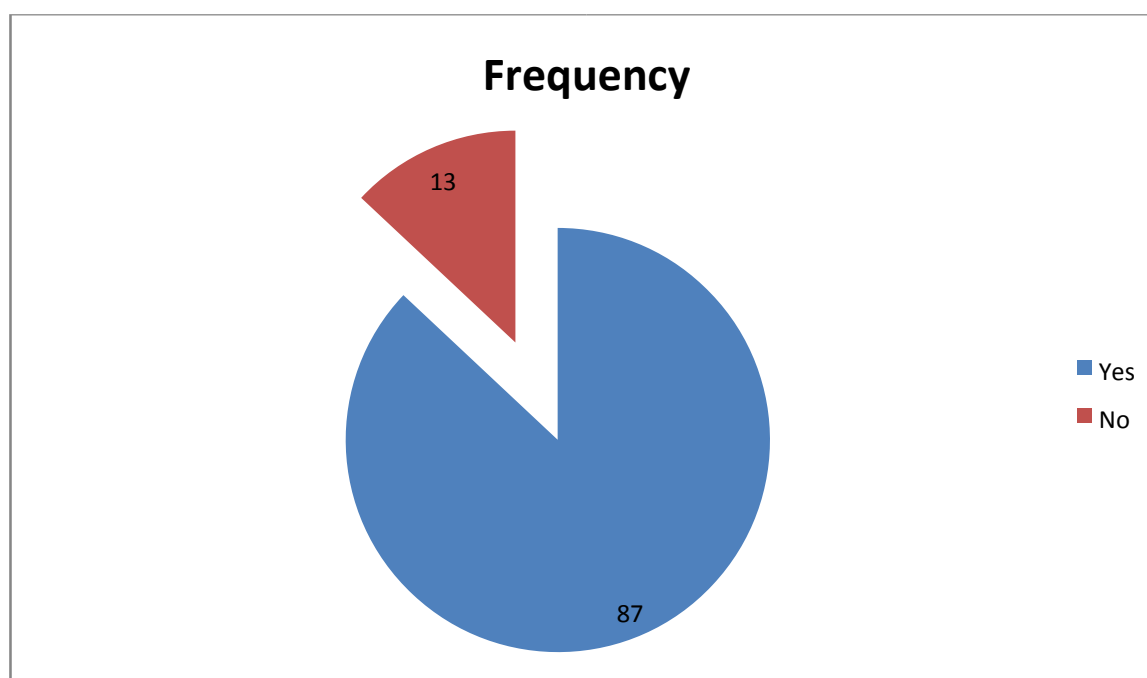


Table 3.32

FAMILY HELPS TO TAKE CARE OF THEIR CHILDREN

	Frequency	Percent
Yes	93	93.0
No	7	7.0
Total	100	100.00

SOURCE : Primary data INFERENCE:

The above table shows,

□ 93% of working womens are family helps to take care of their children

□ 7% of working womens are do not helps to take care of their children

Family helps to TAKE care of their children

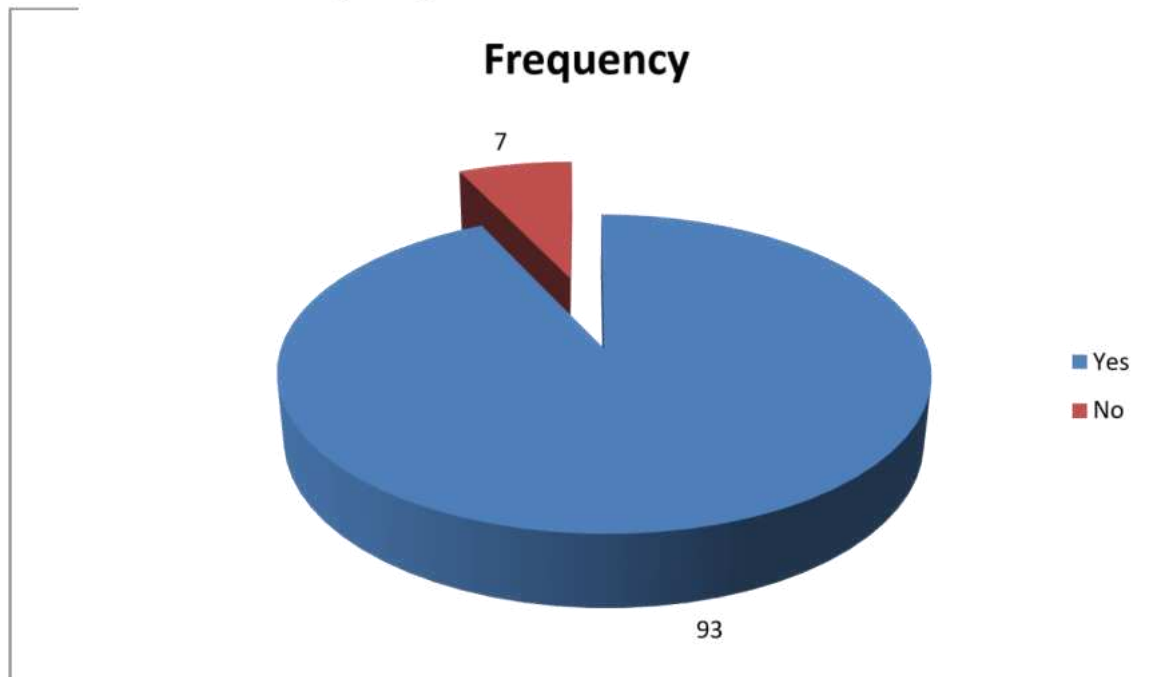


Table 3.33

THE PERSON WHO TAKE CARE OF CHILDREN

	Frequency	Percent
My parents	53	53.0
In laws	40	40.0
Maid	0	0
Day care	0	0
Total	93	93.0

SOURCE : Primary data INFERENCE:

The above table shows,

- 53% of working womensare own parent take care of women's their children
- 40% of working womensin laws take care of women's their children

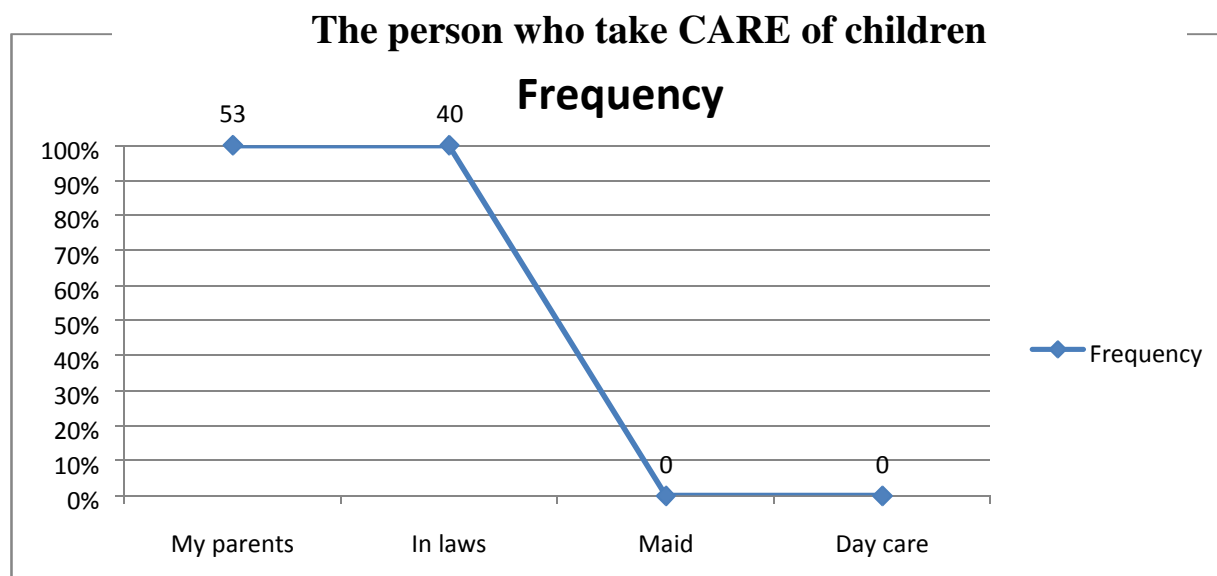


Table 3.34

FINANCIAL INDEPENDENTS

	Frequency	Percent
Yes	16	16.0
No	84	84.0
Total	100	100.00

SOURCE : Primary data INFERENCE:

The above table shows,

- 16% of working womens are financial Independents □ 84% of working womensare not financial Independents

FINANCIAL

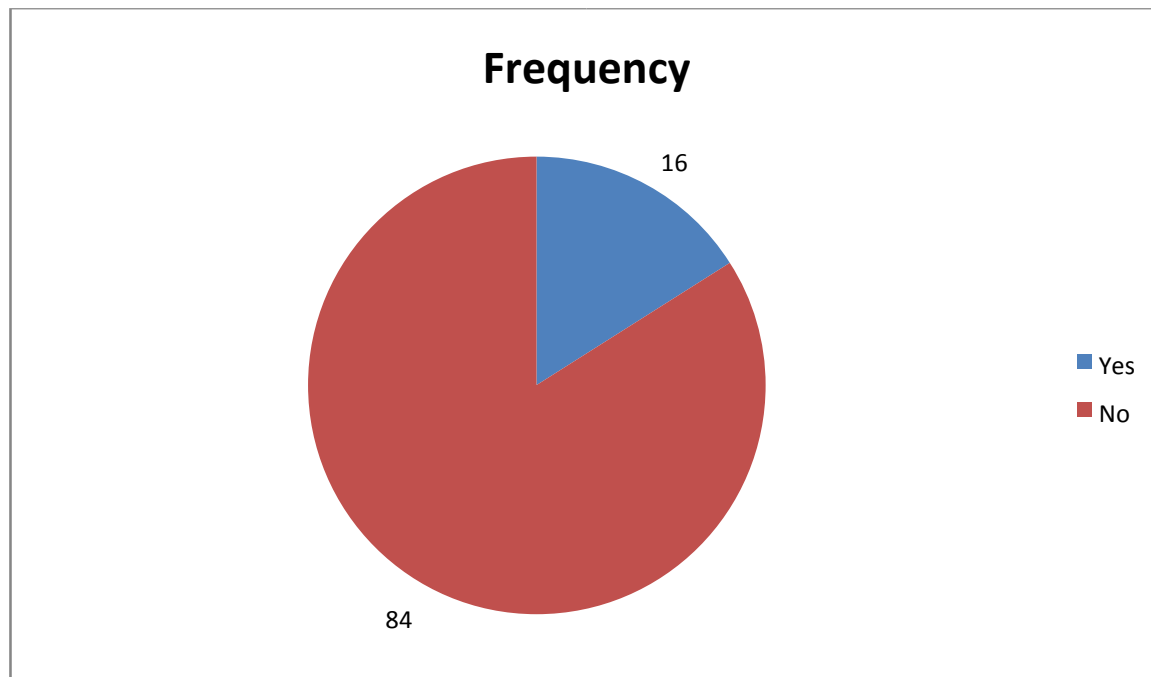


Table 3.35

REASON FOR DECIDE TO GO WORK

	Frequency	Percent
It's my ambition	81	81.0
Financial independence	9	9.0
Family situation	10	10.0
I don't think I'd be fulfilled as a stay at home	0	0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 81% of working women going to work because of ambition
- 9% of working women going to work for financial independence
- 10% of working women going to work due to family situation

REASON FOR DECIDE TO GO WORK

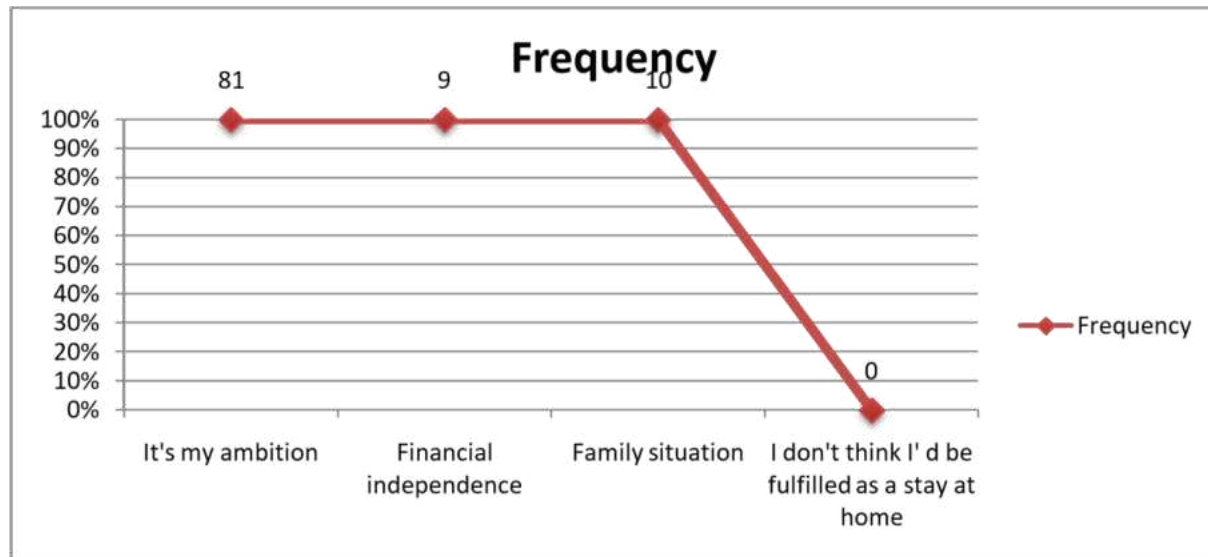


Table 3.36

WORKING FOR LONG HOURS / OVER TIME/EVEN ON HOLIDAYS

	Frequency	Percent
Yes	18	18.0
No	82	82.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

▣ *18% of working women are working for long hours/over time/even on holidays*

- 82% of working women are not working for long hours/over time/even on holidays

□

WORKING FOR LONG HOURS / OVER TIME/EVEN ON HOLIDAYS

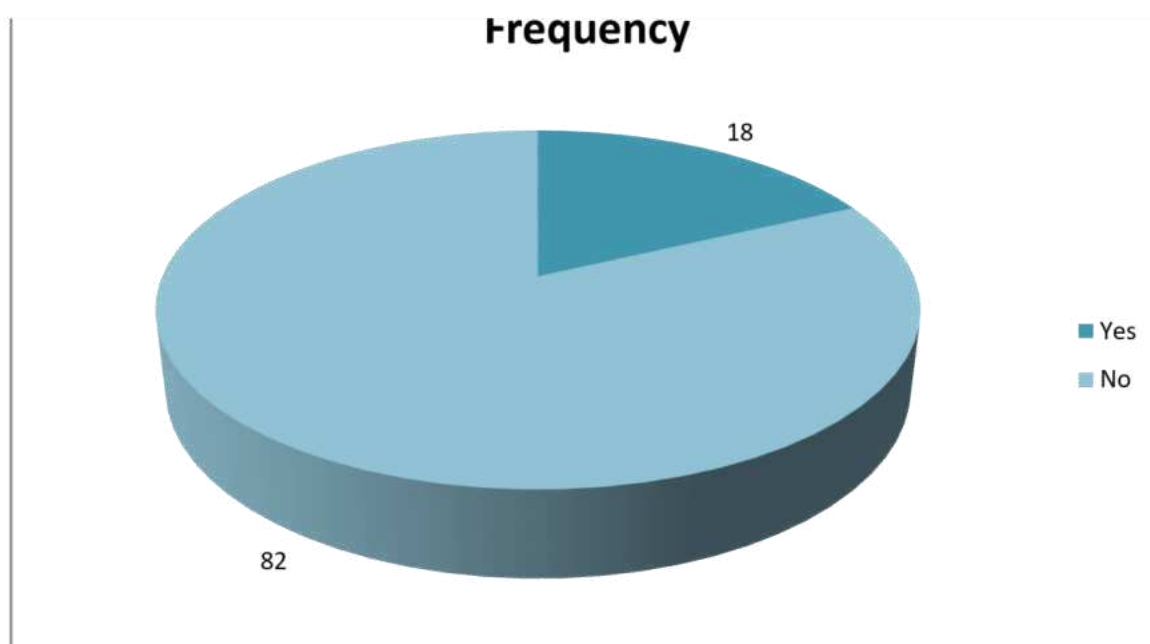


Table 3.37

FEELING ABOUT GOING TO WORK

	Frequency	
Proud	78	78.0
Enjoying	12	12.0
Family situation	10	10.0
Total	100	100.0

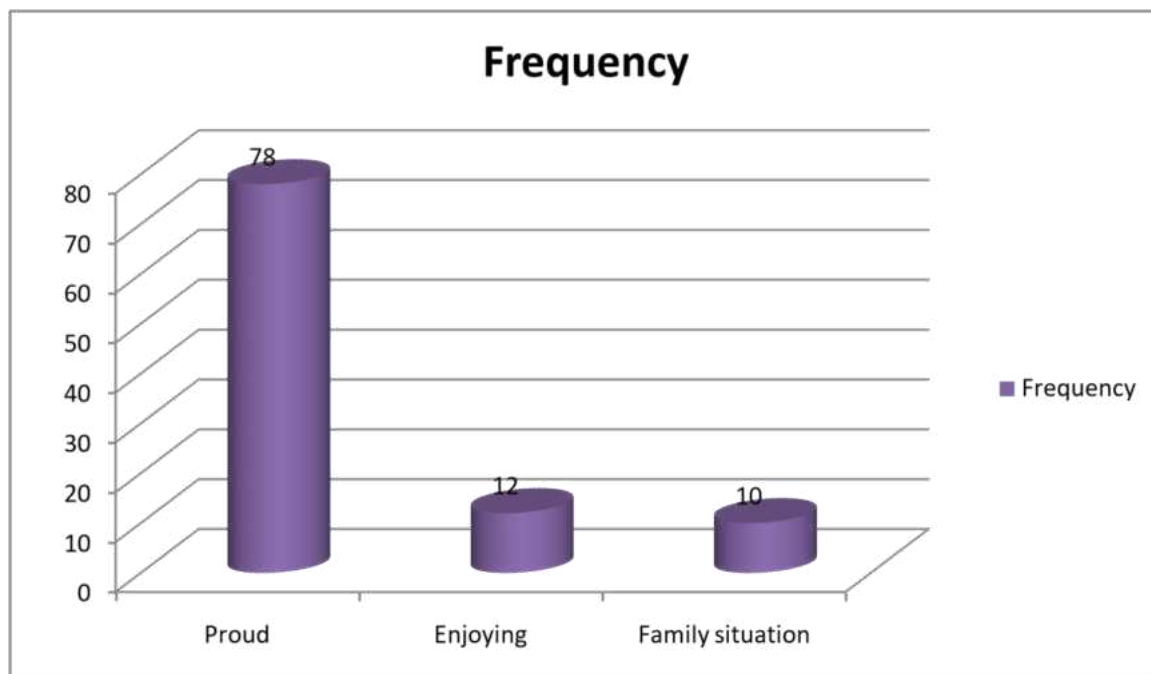
SOURCES: Primary data INFERENCE:

The above table shows,

- 78% of working women are feeling proud about going to work
- 12% of working women are enjoying about going to work □ 10% of working women going to work for family situation

FEELING ABOUT GOING TO WORK

Table 3.38



Percent

TAKING FAMILY SITUATION

	Frequency	
Me	19	19.0
Husband	77	77.0
Elders	4	4.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

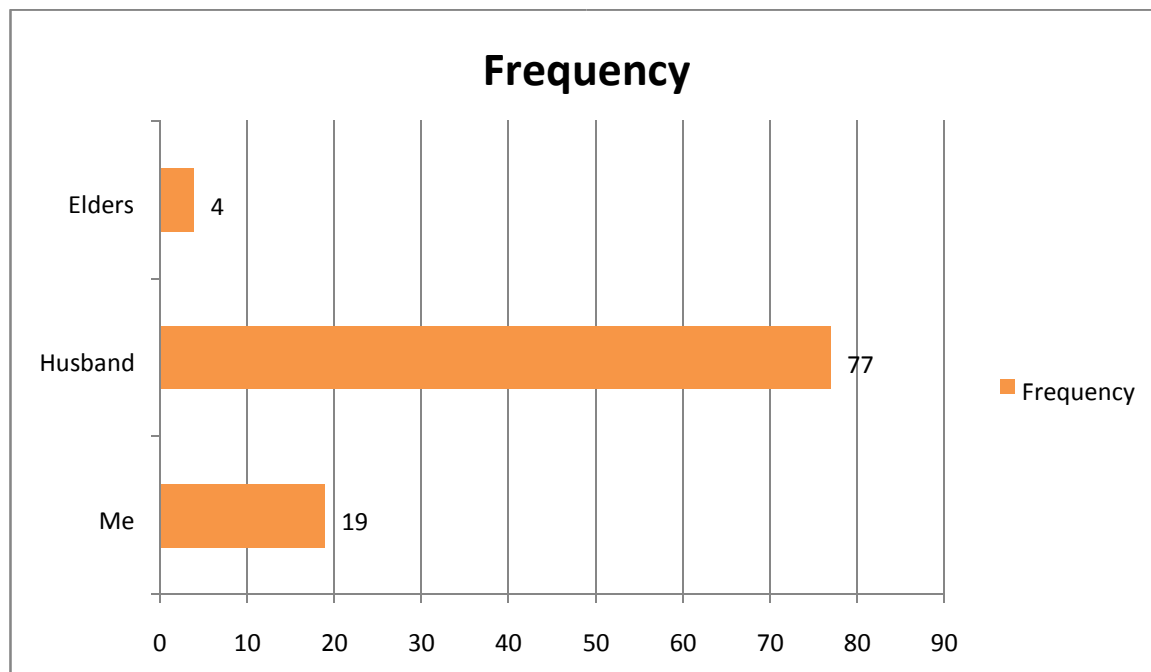
The above table shows,

- 19% of working women took their family decision
- 77% of working women's husband took their family decision
- 4% of working women's elders took their family situation

TAKING FAMILY SITUATION

Table 3.39

MALE DOMINANCE AT WORK



		Percent
	Frequency	
Yes	8	8.0
No	92	92.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 8% of working women said that there is male dominance at their work
- 92% of working women said that there is no male dominance at their work

MALE DOMINANCE AT WORK

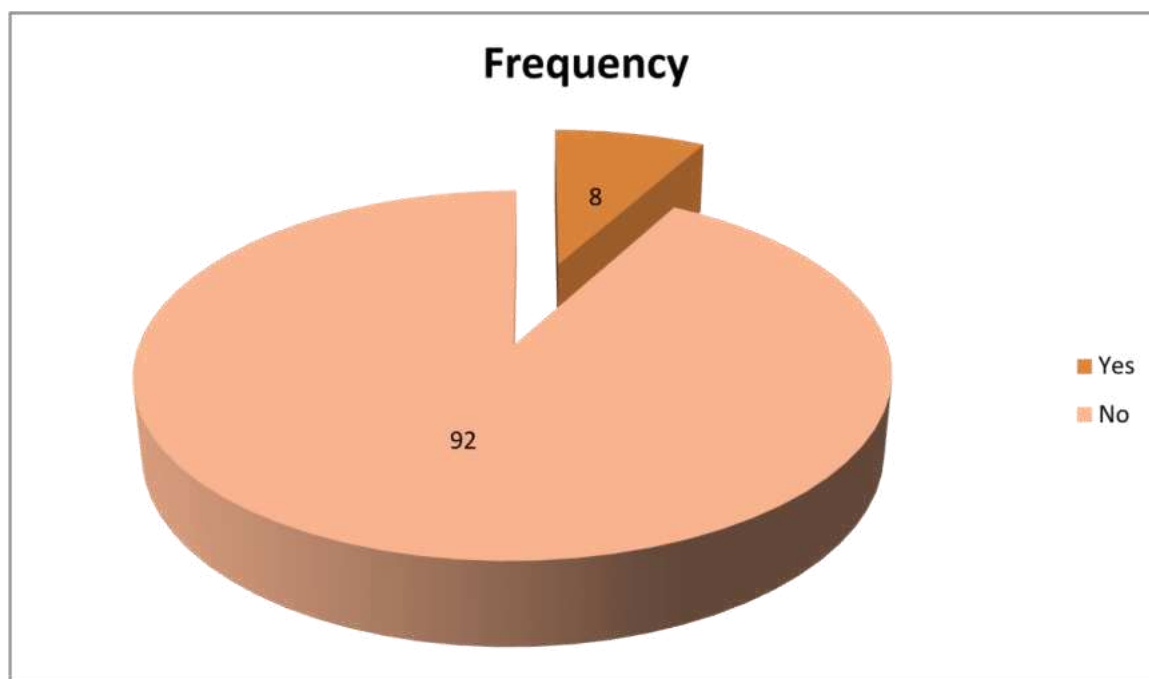


Table 3.40

JOB FITS WITH THEIR QUALIFICATION

	Frequency	
Yes	100	100.0
No	0	0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

100% of working women accepting that their job fits with their qualification

JOB FITS WITH THEIR QUALIFICATION

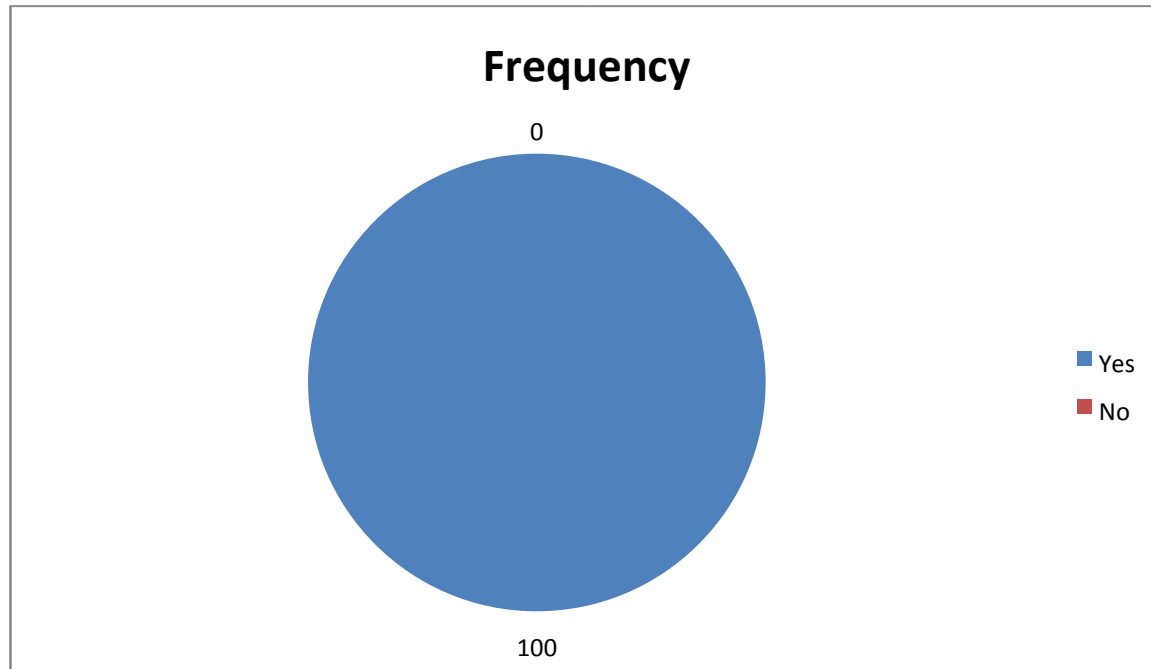


Table 3.41

MOTIVATION

	Frequency	
Husband	78	78.0
Children	10	10.0
Well wisher	12	12.0
No one	00	0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 78% of working women are motivated by their husband □ 10% of working women are motivated by their children
- 12% of working women are motivated by their well wisher

MOTIVATION

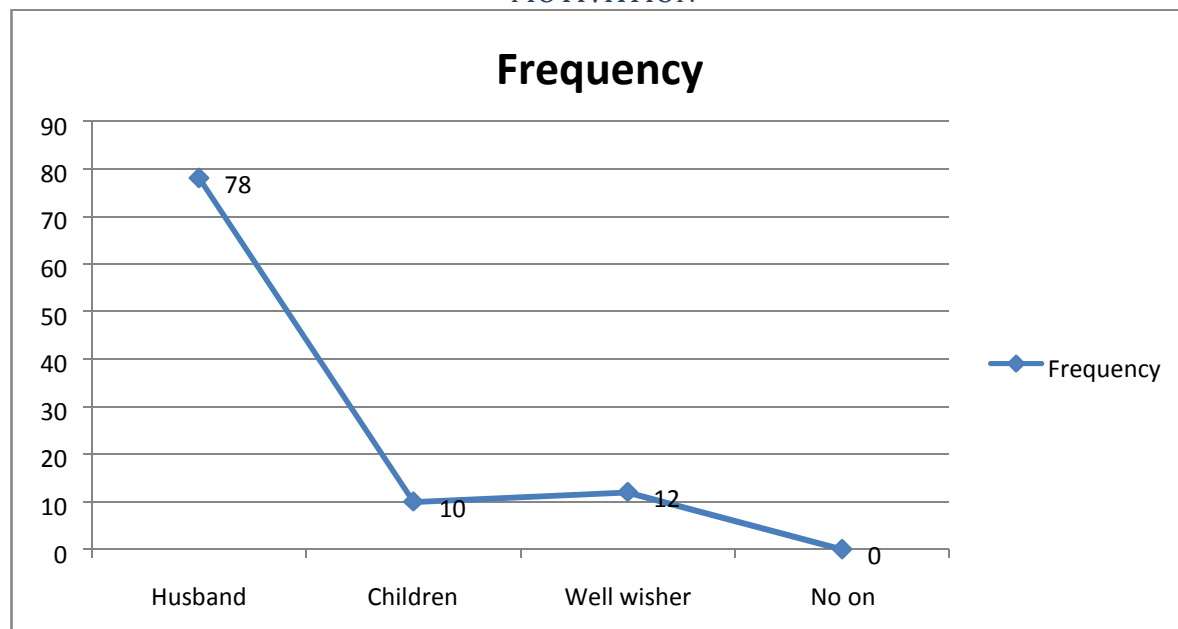


Table 3.42

UNIQUE STRENGTH THAT WOMEN POSSESSES TO BE SUCCESSFUL IN CAREER

	Frequency	Percent
Soft hearted	28	28.0
Inner peace	61	61.0
Overcome obstacles	11	11.0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

- 28% of women said that soft hearted is the unique strength that women possesses to be successful in career
- 61% of women said that inner peace is the unique strength that women possesses to be successful in career
- 11% of women said that overcoming obstacles is the unique strength that women possesses to be successful in career

MOTIVATION

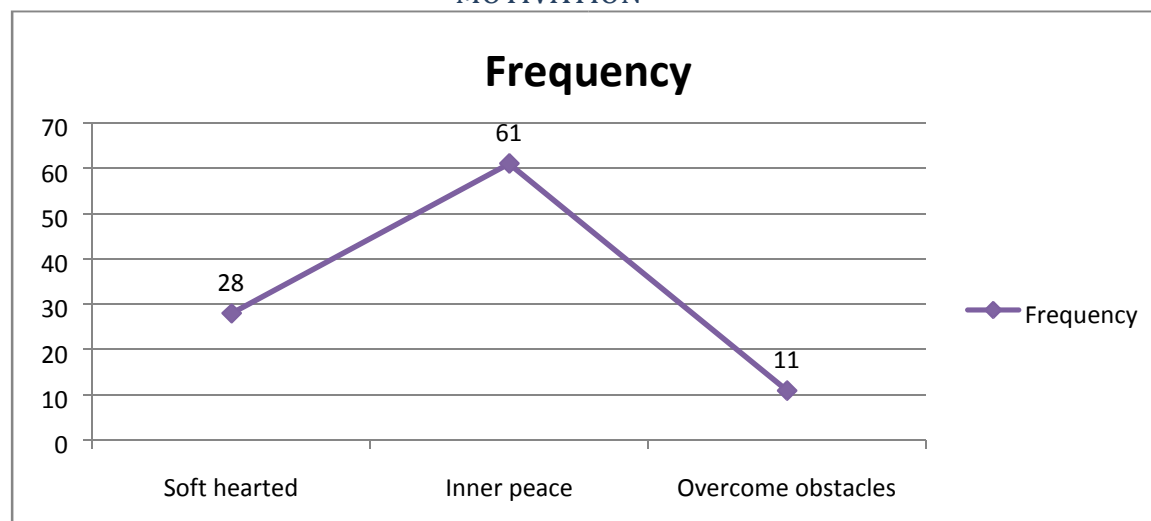


Table 3.43

EQUAL REMUNERATION FOR BOTH GENDER

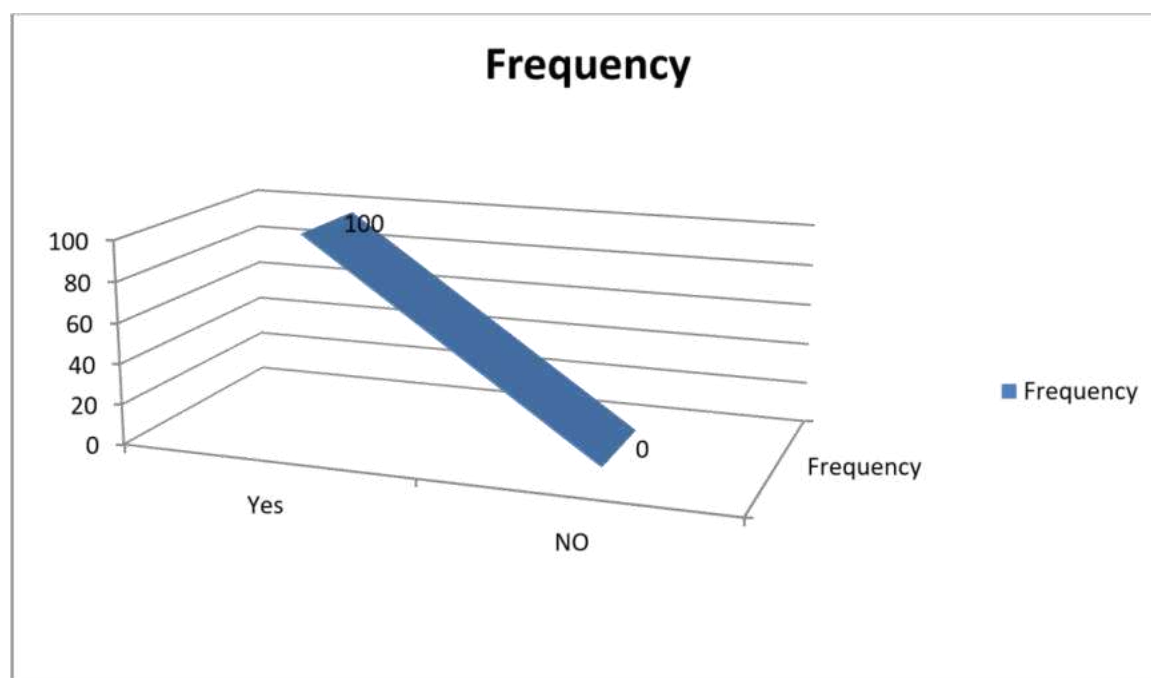
	Frequency	Percent
Yes	100	100.0
No	0	0
Total	100	100.0

SOURCES: Primary data INFERENCE:

The above table shows,

100% of working women accepting that their company proving equal remuneration for both the gender

EQUAL REMUNERATION FOR BOTH GENDER



FINDINGS

The findings of the study were based on the response of the respondents.

1. Majority of working women are graduates which covers 68%.

2. 76% of working women are married.
3. 92% of working women belong nuclear family.
4. Majority of the working women earns 1,50,000-2,00,000 as their personal annual income which covers around 66%.
5. 84% of working women belongs to a family which covers an annual income of Rs. 2,00,000.
6. Majority of working women are engaged in service type of job which covers 90% and 10% of working women are under trade type of job.
7. 52% of working women are working below 5 years and 37% of working women are working above 15 years of experience.
8. 64% of working women are facing long distance from home to work during going to workplace.
9. 76% of working women accepting that they are facing mental or physical problem
10. 35% of working women stressed due to workload and 24% of working women getting anger and 2% of working women faced mental fatigue due to over workload.
11. 100% of working women strongly agreed that they missing out quality time with their friends and family.
12. 97% of working women are not feeling bad about going to work.
13. 67% of working women said that it's not hard about being a working women.
14. 100% working women are strongly agreed that they have ability to balance their work life.
15. 100% of working women said that there is no personal problems due to the job.
16. 67% of working women saving their income on jewellery.
17. 78% of working women spending their major part of income on education.
18. 58% of working women are more than satisfied with their work and salary and 23% of working women are partly satisfied with their work and salary.
19. 100% of working women are spending their salary to family.

20. 67% of working women are handling work pressure by remain calm.
21. 97% of working women said that they are not affected by long working hours.
22. 78% of working women are satisfied with their job.
23. Majority of the working women working for full time which covers 70% and 30% of working women working for shift time.
24. 92% of working women balancing their work pressure by spending time with their family and 3% by doing something they love.
25. 67% of working women spending their free time in music and 2% of working women in reading books.
26. Majority of the working women are not ready to quit their job which covers 88%.
27. 87% of working women's family are comfortable with their working hours.
28. Majority of the working women's family helps to take of their children which covers 93%.
29. 53% of working women's parents helps to take care of their children.
30. Majority of the working women are not financially independent which covers 84%.
31. 8% of working women decided to go work because of their ambition and 9% of them decided to go because of financial independence.
32. Majority of the working women are not ready to work for long hours, over time and even on holidays which covers 82%.
33. 78% of working women feeling proud about going to work and 10% of working women are going to work because of family situation.
34. 77% of working women's husband took their family decision and 4% of working women's decision elder's took their family decision.
35. 92% of working women said that there is no male dominance at their work and 8% of working women said that there is some male dominance at their work.
36. 100% of working women agreed that their job fits with their qualification.

37. 78% of working women motivated by their husband and 10% of working women motivated by their children.
38. 61% of working women said that inner peace is the unique strength that women possess to be successful in career.
39. 100% of working women accepting that their company providing equal remuneration for both the gender.

SUGGESTION

1. A structured time management technique with enough efforts solves every challenge that is faced in a day by day.
2. Gear up by waking up early and set aside the thoughts of work. Start structuring the works of priority.
3. Completing domestic chores in the early morning is the easiest thing to start up with the day so that after coming back from work you are having enough time to spend it with family or as you like.
4. Commuting on two wheelers to work is the best option to reach work and back home which helps in saving more time.
5. Make sure you do not let anyone down or let anyone have a chance to point a finger at you or your work capabilities.

6. During the break, free time or mealtime check your home and family and whatever things that is crucial, it is imperative for the working women to be professionally accountable.
7. Pre-arrange for the next day, while you are resting in the evening or just before going to bed.
8. Try to align all the work according to the significance and do not avoid tasks which are difficult or stressful for later consequently making it worse.
9. Even when your work demands team effort and you need to help your co-workers, learn to agree to associate and when to disagree.
10. At home, you can always ask your family members or spouse to help you out with a few chores. At work, you can clearly state how much baggage you will be able to carry.
11. All the challenges a working women faces is essentially difficult ones, as managing home and work is definitely stressful. However, always try to be optimistic as it will energize you at work and home both.
12. Have a healthy relationship with your colleagues and managers and spend enough time. You can opt for other family members to take care of some household chores and take care of your kids to reduce work from home.
13. Speak up and manage a time schedule with your spouse, share how and when one can help the other. Managing children and their activities will be helpful towards becoming a responsible father.
14. Spend your free time qualitatively; valuable 'me' time maintenance is a must. These moments are not involved with your work or family life but just individual self. Get away, meet up friends or go for shopping or a movie, spend a worthy social lifetime.
15. As you carry on to increase your steps you will progress closer to your aims and find yourself with all the necessary time you require for the stuffs you want do.

CONCLUSION

The researcher has reviewed many studies focused on working women's stress and strains when it comes to the balance between paid work and family responsibilities creating an effect on emotional intelligence. Women are working in all manufacturing and service sectors throughout the world. In many developed countries, women's are facing different issues such as sexual, mental harassments in work place, safety issues in travelling in different modes of transport after office hours, flexible working time, child care facility, non-cooperation from family members, gender biasness in promotional policies and decision making. Beside these issues many working women are balancing dual role (work and family) effectively and solving day to day problems in both work and family life. All working women receives the support from family members, organisation and government policies for their problems and take proper steps to rectify their different issues to balance their work and life, which will leads to run a peaceful life in work and family and paves way for hyper growth and development of the country.

A STUDY ON CONTRIBUTION OF FEMALE EMPLOYEES TOWARDS THEIR FAMILY

(With special reference to Thoothukudi district)

Respected Respondent !

We the B.Com students of St.Mary's college, Thoothukudi undergoing a project on the topic "A study on contribution of female employees towards their family" with reference to Thoothukudi district. Under the guidance of Ms. Machado Sneha John, M.Com, NET. As a part of academic requirement I request you to kindly fill the following questions and assure that the information given by you will be used only for academic purpose and will be kept confidential PLEASE FILL IN ALL DETAILS.

THANK YOU

Yours Faithfully

1. Sangeetha.L
2. Mahalakshmi.M
3. Mareeswari.S
4. Mari selvi.G
5. Mari selvi. M

PERSONAL DETAILS:

1. Name:

2. Age:

3. Educational qualification:

(a) Illetrate (b)Primary level (c) HSLC (d) Graduate (e) Post
graduate

4. Marital status:

(a) Married (b) Single

5. Family:

(a) Joint (b) Nuclear

6. Personal annual income:

(a) 50,000-1,00,000 (b) 1,00,000-,1,50,000
(c)1,50,000-2,00,000 (d) above 2,00,000

7. Family annual income:

(a)1,00,000-1,50,000 (b) 1,50,000-2,00,000
(c) 2,00,000-2,50,000 (d) above 2,50,000

8. Position of employment:

9. Type of job:

(a) Production (b) service (c) Trade
(d) Agriculture (e) Handmade (f) others

10. How long you have been working?

(a) below 5 years (b) 6-10 years (c) 11-15 years
(d) above 15 years

To know the challenges faced by working women in work and family:

11. Types of problem do you face during going to workplace?

- (a) long distance from home to work
- (b) social insecurity
- (c) time management
- (d) dealing with harassment

12. Do you have any kind of physical or mental problem incase of over work load?

- (a) Yes
- (b) No

13. If Yes, what?

- (a) finding the me time
- (b) anger
- (c) stress
- (d) depression
- (e) conflict
- (f) frustration
- (g) mental fatigue

14. Do you usually miss out quality time with your family and friends because of work?

- (a) Yes
- (b) No

15. Do you feel bad about going to work?

- (a) Yes
- (b) No

16. If Yes, what is the reason about feeling bad?

- (a) can't taking care of children
- (b) can't spend time with family
- (c) work pressure
- (d) no time for myself

17. What is the hardest part about being a working women?

- (a) lack of time with partner
- (b) lack of time to myself
- (c) guilt that I can't do everything perfectly
- (d) It's not hard

18. Do you feel that you are able to balance your work life?

(a) Yes

(b) No

19. On hard days, what motivates you to get up and start your day?

20. Did you faced any personal problems due to your job?

(a) Yes

(b) No

To study about usage of salary:

21. How do you save your income?

(a) Bank deposit

(b) Jewellery

(c) Fixed deposit

(d) Chit fund

22. On what elements you spend your salary?

(a) Education

(b) Health

(c) Savings

(d) Groceries

(d) Repayment of debt

23. Are you satisfied with your work and salary?

(a) Very satisfied

(b) more than satisfied

(c) Satisfied

(d) Partly satisfied

(e) Not at all satisfied

24. Are you satisfied with your salary?

(a) Very satisfied

(b) more than satisfied

(c) Satisfied

(d) Partly satisfied

(e) Not at all satisfied

25. Do you spend your salary to your family or to yourself?

(a) To my family

(b) To myself

26. Does your company provides any special allowance especially for women?

(a) Yes

(b) No

To know the occupational stress and family difficulties of working women:

27. Are you feel mentally stressful?

(a) Yes

(b) No

28. How do you tackle it:

29. Are you satisfied with your working premises?

(a) Yes

(b) No

30. How do you handle work pressure?

(a) Remain calm

(b) Stay focused

(c) Getting help

(d) Taking some breaks

31. Is long working hours affecting you?

(a) Yes

(b) No

32. How would you rate your job satisfaction?

(a) Very satisfied

(b) more than satisfied

(c) Satisfied

(d) Partly satisfied

(e) Not at all satisfied Balancing work

life and family life:

33. What is your working time?

(a) Full time

(b) Shift time

(c) part time

34. How do you want to spend your time to balance your work pressure?

(a) Career break (b) Spending time with family

(c) Holidays

(d) Doing something I love

35. How do you spend your free time?

(a) Household works

(b) Games

(c) Music

(d) Reading books (e) Park (f) Spending time with family

36. Do you quit your job due to family situation?

(a) Yes (b) No

37. Is your family comfortable with your working hours?

(a) Yes (b) No

Raising children while managing a high powered position at work:

38. Is your family helps to take care of your children?

(a) Yes (b) No

39. If yes, who?

(a) My parents (b) In laws (c) Maid (d) Daycare

To know the job will secure women financially:

40. Are you financially independent?

(a) Yes (b) No

41. What made you decide to go work?

(a) It's my ambition (b) Financial independence

(c) Family situation (d) I don't think I'd be fulfilled as a stay at home

42. Do you work for long hours or over time and even on holidays?

(a) Yes (b) No

43. If yes, why?

(a) Incentive (b) passion towards work

(c) To escape from household work

44. How do you feel about going to work?

- (a) Proud (b) Enjoying (c) Family situation

To study about equal respect and appreciation:

45. Who took family decision?

- (a) Me (b) Husband (c) Elders

46. Is there any male dominance at your work?

- (a) Yes (b) No

47. Is your job fits with your qualification?

- (a) Yes (b) No

48. Who motivates you?

- (a) Husband (b) Children (c) well wisher (d) No one

49. What unique strength do women possesses to be successful in career?

- (a) Soft hearted (b) Inner peace (c) Overcome obstacles

50. Does your company pay equal remuneration for both gender?

- (a) Yes (b) No

BIBLIOGRAPHY:

- <https://www.google.com>
- <https://www.workingwomen.com>
- Wikipedia
- The One Minute Manager by Kenneth Blanchard, Ph.D. and Spencer Johnson, M.D.
- Rising Strong by Brene Brown

**A COMPARATIVE STUDY ON FOOD STYLE FOLLOWED BY PEOPLE TOWARDS
RESTAURANTS AND ROADSIDE EATERIES OF THOOTHUKUDI REGION**

Project submitted to Department of commerce

ST. MARY'S COLLEGE (AUTONOMOUS) THOOTHUKUDI

Affiliated to

MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI

In partial fulfilment of the requirements of

BACHELOR OF COMMERCE

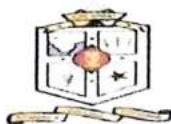
Submitted by

NAME	REGISTER NO
M. Nagavalli	18SUCA31
P. Nandhini	18SUCA32
P. Nivetha	18SUCA33
M. Pon Kaleeswari	18SUCA34
M. Siva Sankari	18SUCA47

Under the supervision and Guidance of

Dr. ANNE DEVOTTA M.Com.,M.Phil.,Ph.D.

DEPARTMENT OF COMMERCE (SSC)



ST. MARY'S COLLEGE (AUTONOMOUS), THOOTHUKUDI

(Re-accredited with 'A+' Grade by NAAC)

Thoothukudi

March 2021

DECLARATION

We have declared that the project entitled "A COMPARATIVE STUDY ON FOOD STYLE FOLLOWED BY PEOPLE TOWARDS RESTAURANTS AND ROADSIDE EATERIES OF THOOTHUKUDI REGION" is submitted for the B.Com degree is our original work done in partial fulfilment of the requirement of the work done under the guidance and supervision of Dr. ANNE DEVOTTA M.Com., M.Phil., Ph.D. This project has not previously formed the basis for the award of any similar titles and it represents entirely an independent work on the part of us.

NAME OF THE CANDIDATES	REGISTER NUMBER	SIGNATURE
NAGAVALLI. P	18SUCA31	M. Nagavalli
NANDHINI. P	18SUCA32	P. Nanthini
NIVETHA. P	18SUCA33	P. Nivetha
PONKALEESWARI. M	18SUCA34	M. Ponkaleeswari
SIVA SANKARI. M	18SUCA47	M. Siva Sankari

PLACE: THOOTHUKUDI

DATE : 29.03.2021

CERTIFICATE

We hereby certify that the report entitled "A COMPARATIVE STUDY ON FOOD STYLE FOLLOWED BY PEOPLE TOWARDS RESTAURANTS AND ROADSIDE EATERIES OF THOOTHUKUDI REGION" is submitted to St. Mary's College (Autonomous) Thoothukudi, affiliated to MANAONMANIAM SUNDARANAR UNIVERSITY TIRUNELVELI. In partial fulfilment of requirement for the degree of Bachelor of Commerce and is a record of work done in the Department of Commerce, St. Mary's College (Autonomous), Thoothukudi during the year 2020-2021 by the following students.

NAME OF THE CANDIDATES	REGISTER.NO
NAGAVALLI. M	18SUCA31
NANDHINI. P	18SUCA32
NIVETHA. P	18SUCA33
PONKALEESWARL. M	18SUCA34
SIVA SANKARI. M	18SUCA47
Signature of the Guide	Signature of the H.O.D


Signature of the Director

Self Supporting Courses
St. Mary's College (Autonomous)
Thoothukudi - 628 001.


Signature of the External Examiner


Signature of the Principal
Principal

St. Mary's College (Autonomous)
Thoothukudi - 628 001.

ACKNOWLEDGEMENT

First of all, we would like to thank Almighty Lord for his abundant blessings showered upon us throughout this project.

We would like to express our heartfelt thanks to our principal **Rev. Dr. Sr. A. S. J. Lucia Rose M.SC., PGDCA., M.Phil., Ph.D.**, and our self supporting course director **Rev. Sr. F. Mary Joyce Baby M.A., M.Phil.** and our department staff who have helped us in our work.

We wish to express our deepest sense of gratitude to **Mrs. P. Maria Sahaya Rossiyana M.com., M.Phil., NET**, Head of the Department of Commerce (SSC) and our guide **Dr. Anne Devotta M.Com., M.Phil., Ph.D.** We must say that without their relentless efforts and sustained encouragement, this project would not have been possible.

We wish to express our heartfelt thanks to our beloved parents for their blessings, encouragement and advice that helped us to make our efforts a great success.

We gratefully acknowledge all our friends and classmates for their valuable help and suggestions during the conduct of this study. It is humble to thank those who have indulged in this project to make it a grand success.

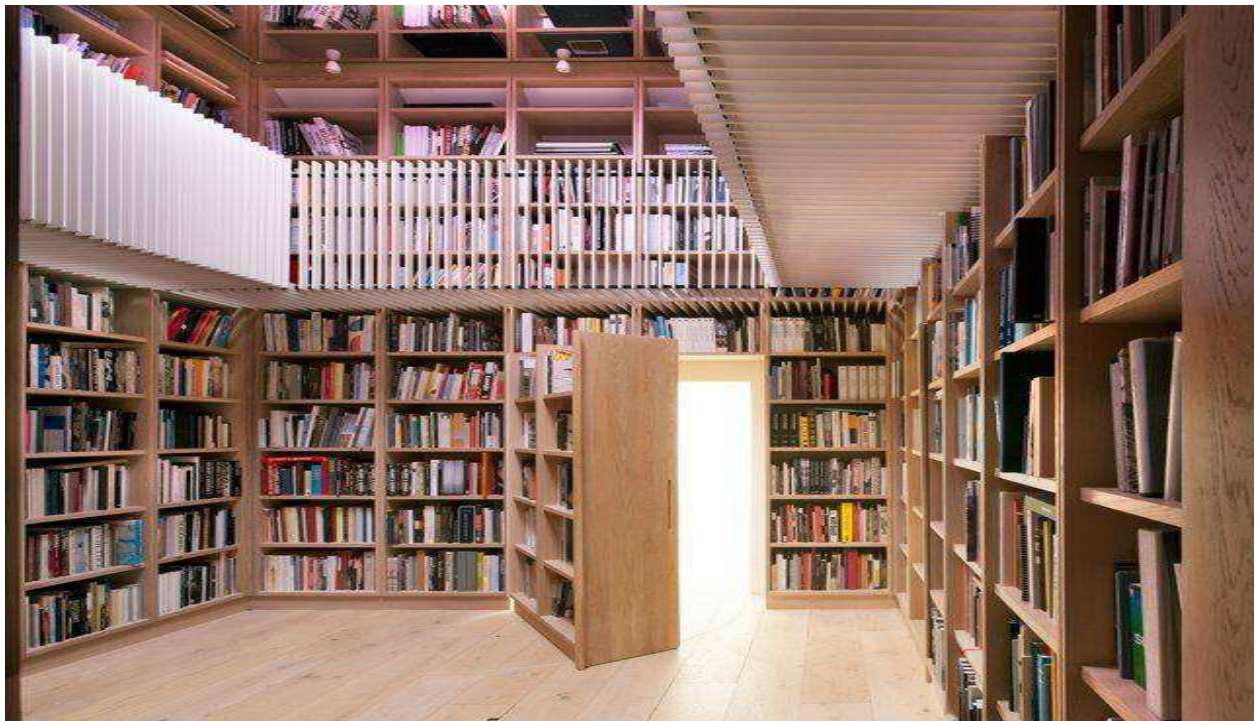
Chapter	Content	Page. No.
I	Introduction	1
II	Profile of the Study	7
III	Reviews of Literature	22
IV	Analysis and Interpretation of the data	27
V	Findings, Suggestions and Conclusions	64
Annexure	I Bibliography II Questionnaire	

LIST OF TABLES

TABLE	TITLE	PAGE NO.
4.1	Age wise classification	28
4.2	Gender wise classification	30
4.3	Marital status of the respondents	32
4.4	Monthly income earned	34
4.5	Family type wise classifications	36
4.6	Choice of food dining	38
4.7	Preference towards food dining	40
4.8	Kinds of menu preferred by respondents	42
4.9	Kind of facilities expected by respondents	44
4.10	Consumer opinion towards GST	46
4.11	Availability of food menu	48

4.12	Preference towards roadside eateries	50
4.13	Comfortability of seating arrangements	52
4.14	Satisfactory level on cheap rate offered by roadside eateries	54
4.15	Factors affecting your opinion towards roadside eateries	56
4.16	Factors affecting your opinion towards restaurant	58
4.17	Best food dining roadside eateries in Thoothukudi	60
4.18	Best food dining restaurant in Thoothukudi	62

CHAPTER - 1



INTRODUCTION

CHAPTER 1

1.1 INTRODUCTION:

1.1.1 FOOD:

Food is any substance consumed to provide nutritional support for an organism. Food is usually of plant, animal, or fungal origin, and contains essential nutrients, such as carbohydrates, fats, proteins, vitamins, or minerals. The substance is ingested by an organism and assimilated by the organism's cells to provide energy, maintain life, or stimulate growth. Different species of animals have different feeding behaviours that satisfy the needs of their unique metabolisms, often evolved to fill a specific ecological niche within specific geographical contexts.

1.1.2 CONSUMER:

A consumer is a person or a group who intends to order, orders, or uses purchased goods, products, or services primarily for personal, social, family, household and similar needs, not directly related to entrepreneurial or business activities.

1.1.3 RESTAURANT:

A restaurant is generally an establishment where the public may obtain meals or refreshments. The term restaurant has its origins in Paris, when A. Boulanger started as a soup vendor in 1765. A sign on the door said "**RESTAURANT**", referring to the restorative quality of the soups and broths served within entrees and main courses joined the menu, and the modern restaurant. As with so many ideas that evolve over time, restaurants now serve a larger role in society they have become places of social contact, of discovering new cultures and tastes from far-away lands, of spending an evening with your loved ones, of clinching business deals over a glass of wine, and so forth. All this, of course, in addition to the basic functions of "restoring" people with the help of good food, service and ambience. Restaurants differ based on their orientation towards a certain type of food or beverage, a specialized activity, a particular style of

service or a combination of these. For instance a coffee shop is oriented towards coffee and conversation, a discotheque towards dance and liquor, a quick service restaurant towards dishing out pre-prepared food quickly on order, a fine dining restaurant towards a certain kind of cuisine, a takeaway towards delivered packaged meals. Anyone planning to start a restaurant will have to take note of these diverse functions and orientations, and cater to the different (and ever changing!) needs and expectations of prospective clients.

1.1.4 ROADSIDE EATERIES:

Roadside Eateries consists of ready-to-eat foods or drinks sold by hawker, or vendor, in a street or other public place, such as a market or fair. It is often sold from a portable food booth, food cart or food truck and meant for immediate consumption. Some roadside eateries are regional, but many have spread beyond their region of origin. Most roadside eateries are classified as both finger food and fast food, and are typically cheaper than restaurant meals. The types of roadside eateries varies among regions and cultures in different countries around the world. According to 2007 a study from the **FOOD AND AGRICULTURE ORGANISATION,(FAO)** 2.5 billion people eat through roadside eateries every day. A majority of middle-income consumers rely on the quick access and cheap service of roadside eateries for daily nutrition and job opportunities especially in developing countries. Today, people may purchase food from roadside eateries for a number of reasons, such as convenience, to get flavourful food for a reasonable price in a sociable setting, prompt service, to try ethnic cuisines, or for nostalgia. Rising concerns of roadside eateries includes health hazards and sanitation issues, illegal usage of public or private areas, social and ethical problems, and traffic congestion.

1.2 STATEMENT OF THE PROBLEM:

The project is based on the comparative study on both Restaurants and Roadside Eateries in Thoothukudi Region. According to this research study, reasons for people preferring outside dining, need and for its comforts are being satisfied. The study exhibits that how consumers are

aware of healthy food habits and important role played in day to day survival. It states the customer know when, where, how and why this channel has been chosen for food dining. Keeping in view of the above facts, the research team has made a research regarding the customer's satisfaction and perception towards food dining in Thoothukudi region. It is believed that this study will attract the attention of the people of food dining and other eminent personalities involved in the research work related to the food dining.

1.3 OBJECTIVES:

1. To know the availability of varieties of food stuffs in restaurants compared to roadside eateries.
2. To compare and study the monetary value spent by the customers in restaurants and roadside eateries.
3. To discover the truth on customers preferences and taste towards their choice of restaurants and roadside eateries.
4. To unearth the various hygienic practices followed by restaurants and roadside eateries.
5. To analyse the structure of cost charged on food stuffs among the customers by the restaurants to that of roadside eateries.

1.4 RESEARCH METHODOLOGY:

The data required for the study have been collected from both primary and secondary sources. The primary data were collected through questionnaire and secondary data were collected through internet, journals and magazines.

1.5 AREA AND PERIOD OF THE STUDY:

This study is conducted for various classes of people who are scattered in different areas of Thoothukudi. The primary data were collected during the month of January 2021 to March 2021

from the customers in Thoothukudi, which has been the selected area of study.

1.6 SAMPLING DESIGN:

A Sample of 50 respondents were selected at random from the different parts of Thoothukudi. Required data were collected from those respondents through questionnaire method. The questionnaire was duly circulated and collected. With the collected data the results were analysed and interpreted.

1.7 NEED OF THE STUDY:

Study will make to understand how far food is important the hygienic way it has to be consumed, the consumer's perception on food and what are the various reasons behind buying/dining food outside people preferences towards consumption of food through outward dining and also the underlying reason behind for outward consumption. The present study was confined to students, employees, business men in Thoothukudi.

1.8 LIMITATIONS OF THE STUDY:

In spite of various advantages mentioned above, the following limitations are inevitable.

- This study is restricted only to the Thoothukudi region. So the result may not be applicable to other area.
- The sample size is only 50 which may not reveal the true picture of the whole population in the study area.
- Some respondents were very uncommunicative and did not voluntarily supply the study with necessary information. Hence we cannot expect that the data collected through questionnaire is hundred percent reliable.
- The findings of the study may be applicable to the period in which it has been done; it may be unsuitable for latter period.

- Being illiterate, some of the respondents could not answer the question properly. Due to the time constraints, only the most important information has been taken for the study.

1.9 CHAPTER SCHEDULE:

The project report is classified into 5 chapters:

CHAPTER 1

1. Introduction
2. Statement of the problem
3. Objectives
4. Research methodology
5. Need of the study
6. Limitations of the study
7. Chapterisation

CHAPTER 2

The second chapter contains the Profile of the study.

CHAPTER 3

The third chapter opines review related to the study.

CHAPTER 4

The fourth chapter deals with Analysis and Interpretation of the data.

CHAPTER 5

The fifth chapter summarizes the findings, suggestions and conclusion.

ANNEXURE

1. Questionnaire
2. Bibliography

CHAPTER - II



PROFILE OF THE STUDY

CHAPTER II

2.1 INTRODUCTION:

Thoothukudi cuisine offers some of the very best and authentic culinary delights for the tourists. These dishes are made in a very traditional way to keep its authenticity alive from generations to generations. Most of the curries in Thoothukudi are prepared with basic veetu masala, which is made from coriander seeds, red chilly, turmeric root, cumin seeds and parboiled rice. Just like other parts of our country, fast food is spreading its wings in the streets of Thoothukudi as well. Being a tourist city it is a must have in terms of business and serving people. Although there is still lack of availability of big brands such as KFC, McDonalds and Pizzahut here, but many local restaurants such as Balamurugan, Anjappar Chettinad Restaurant and Kondiya Fresh Foods offer similar preparations of fast food here.

2.2 VARIOUS RESTAURANT AND ROADSIDE EATERIES SITUATED IN THOOTHUKUDI REGION:

S.NO	RESTAURANTS	ROADSIDE EATERIES
1.	Samudra Restaurant	Kumar Nightclub
2.	Bell Harbour Restaurant	Alwar Nightclub
3.	Anjappar Restaurant	Saravanathi Nightclub
4.	CoCo Family Restaurant	Andavar Nightclub
5.	Muthu Family Restaurant	S.K Nightclub
6.	Sangamithra Muliti - Cuisine	Anand Nightclub
7.	Arabian Restaurant	Famous Nightclub
8.	Kani Restaurant	Arasan Nightclub
9.	Samurai Restaurant	Rajamani Nightclub
10.	Soorya Restaurant	Jayaganesh Nightclub

2.2.1 SAMUDRA RESTAURANT:



Samudra restaurant is located in Ettayapuram Road. An authentic pure vegetarian restaurant specializing in North indian and South Indian dishes and chaat items. All the foods are pure vegetarian. The specialize in dosas, uttapams and idlys. They also have an extensive list of curries. There is something for everyone at Samudra Restaurant. Catering service are also available for all your special occasions.

2.2.2 BELL HARBOUR RESTAURANT:



Bell Harbour restaurant is located in South Beach Road near lady of Snows and it is very good reputation in the locality. It is having a function hall which is a very good place for gatherings and family functions. Both quality and quantity of the food was well and good. One of the best restaurant with affordable price Seafood and briyani. Hotel caters both vegetarian and Non vegetarian at equal priority. It is a oldest important restaurant at Tuticorin. There are many varieties of Sea food in this hotel.

2.2.3 ANJAPPAR RESTAURANT:



Established in Thoothukudi in the year 1964, Anjappar is the pioneer in bringing the foods of the famed Chettiars to the people world around. Over the years they mastered the art of using spice to give one's taste buds the best food experience. Anjappar's humble beginnings started in Thoothukudi more than 50 years back offering the Chennai some typical Chettinad food. As time passed, Anjappar became synonym for Chettinad Cuisine. The people's demand as led us to take this experience overseas. Anjappar has been accommodating the changes of time by increasing their standards to cater the ever-growing necessities of today's taste hunters. And now Anjappar Restaurants have preserved the culinary traditions and served as one of the most outstanding Ambassadors of Chettinad Cuisine. 50 years of experience and 50 outlets to date, Anjappar is spreading its wings to give customers a homely dining experience. The freshness of its products and the use of secret home around recipes bring the food lovers in search of those unique dishes that can be found only at Anjappar.

2.2.4 COCO FAMILY RESTAURANT:



Making way for a hearty meal is Coco Family Restaurant in Thoothukudi. Established in the year 2016, this place is synonymous with delicious food that can satiate all food cravings. It is home to some of the most appreciated cuisines. So as to be able to cater to a large number of diners, it occupies a favourable location at Thoothukudi, Santhosh Nagar, Mangalagiri, Near Municipality Office, Tirunelveli Bypass Road, Thoothukudi is where one can visit the venue. Courtesy to this strategic location, foodies in and around the neighborhood can walk in to this eating house conveniently without facing any hassles related to commuting to this part of the city. It is one of the most sought after Restaurants in Thoothukudi. The www.coco.org.in offers complete information of the restaurant. This is a one of the renowned Restaurants in Thoothukudi. Coco Family Restaurant at Thoothukudi makes sure one has a great food experience by offering highly palatable food. The various services offered at the venue include Pure Vegetarian , Punjabi , South Indian , Andhra , Gujarati , North Indian , Jain , Indian , Home Delivery , Same Day Delivery , Air Conditioned , Egg less Cake Available , Online Cake Booking Available , Wifi Available , Non Veg Available , Buffet , Breakfast Available , Candle Light Dinner , Birthday / Group Parties , Parking Available . The restaurant welcomes guests from 05:00 - 23:00 allowing diners to relish a scrumptious meal between the functional hours. The price range of the food at the restaurant ranges from 1. One can make their payment via

Cash, Master Card, Visa Card, Debit Cards, Credit Card, American Express Card, Diners Club Card. This is a JD Verified restaurant. This listing is also listed in Restaurants, Bakeries, Caterers, Home Delivery Restaurants, Cake Shops, Inexpensive Restaurants (Below Rs 500), Pure Veg Restaurants, South Indian Restaurants. From a total number of 300+ ratings, the eating house has been rated a 4.1.

2.2.5 MUTHU FAMILY RESTAURANT:



Muthu family restaurant was located in V.E Road, Thoothukudi. This restaurant is in catering service for more than 75 years. It has amalgamated the healthy cooking concepts, that they learnt from the modern science and our overseas experience. It has very strict rules of not using Ajinomotto, dalda and coloring agents. The restaurant is pleased to serve consumers with and rich variety of cuisines that starts from medicinal herbs and millet based food items till continental dishes. Menu includes traditional, continental and slim diet foods too. Along with the culinary skills invented, gathered and cherished over the generations by ancestors.

2.2.6 SANGAMITHRA RESTAURANT:



Sangamithra restaurant is located in Palai Road, Kamaraj Nagar, Thoothukudi. It is a multi-cuisine restaurant. There are varieties of food that are Chinese food, South Indian, Arabic food etc. Sangamithra multi-cuisine restaurant is a non-vegetarian restaurant in Thoothukudi. This restaurant has online order services. The restaurant welcomes guests from 11:00am - 10:00pm, allowing diners to relish a scrumptious meal between the functional hours.

2.2.7 ARABIAN RESTAURANT:



Arabian restaurant is located in South New Street, near to Mak Complex Shanmugapuram, Thoothukudi. Established in the year 2015, this place is synonymous with delicious food that can satiate all food cravings. It is home to some of the most appreciated cuisines. So as to be able to cater to a large number of diners, it occupies a favourable location at Tuticorin Central Bus Stand. Order food online from Arabian Restaurant, Thoothukudi locality, and get great offers and superfast delivery on Zomato. It is a vegetarian and non-vegetarian restaurant. These

cuisines have been influenced by the climate, cultivating possibilities, as well as trading possibilities.

2.2.7 KANI RESTAURANT:



Kani restaurant at Thoothukudi Central Bus Stand makes sure one has a great food experience by offering highly palatable food. It is well maintained ambience. Food taste, hygiene and family friendly restaurant with all credit/debit cards acceptable. Bar is available just besides exit of parking area. The popular attractions include Our Lady of Snows Basilica (1.7 miles) and Holy Trinity Church (1.7 miles). Some of the more popular amenities offered include free wifi, free breakfast, and an on-site restaurant. This restaurant offers an airport shuttle for guests and it conveniently offers meeting rooms, a banquet room and conference facilities.

2.2.8 SAMURAI RESTAURANT:



Samurai restaurant first opened its doors on December 1979. Samurai restaurant place is synonymous with delicious food that can satiate all food cravings. It is home to some of the most appreciated cuisines. So as to be able to cater to a large number of diners, it occupies a favourable location at Chidambara Nagar. This restaurant has good service and variety of vegetarian and non-vegetarian foods. This is one of the renowned Restaurants in Thoothukudi. It has more customer's due to its customer service and customer satisfaction. They have more food varieties and all side dishes. It is very spacious two wheeler and four wheeler parking area. It is a multi-cuisine restaurant.

2.2.10 SOORYA RESTAURANT:



Soorya restaurant is located in Melur Bangalore street, opposite to new bus stand and this restaurant is also located in Athimarapatti, Thoothukudi is one of the top restaurants in Athimarapatti. They provide a wide variety of options for eating. The restaurant welcomes guest from 6:30am - 11:00pm allowing diners to relish a scrumptious meal between the functional hours.

2.3 TYPES OF ROADSIDE EATERIES:

2.3.1 KUMAR NIGHTCLUB:



Making way for a hearty meal is Kumar Night Club in Thoothukudi. Established in the year 1991, this place is synonymous with delicious food that can satiate all food cravings. It is home to some of the most appreciated cuisines. So as to be able to cater to a large number of diners, it occupies a favourable location at Melur Thoothukdi. Chitra Complex Ground Floor, Near Old Bus Stand & Velavan Hyper Market, Palayamkottai Road, Melur Tuticorin is where one can visit the venue. Courtesy to this strategic location, foodies in and around the neighborhood can walk in to this eating house conveniently without facing any hassles related to commuting to this part of the city. It is one of the most sought after Home Delivery Restaurants in Melur Tuticorin. This is a one of the renowned Home Delivery Nightclubs in Thoothukudi. Kumar NightClub at Melur Tuticorin makes sure one has a great food experience by offering highly palatable food. The various services offered at the venue include Home Delivery ,

Catering Services . The nightclub welcomes guest from 11:00 - 23:00 allowing diners to relish a scrumptious meal between the functional hours. One can make their payment via Cash. This listing is also listed in Home Delivery Nightclubs, Non Vegetarian Delivery Nightclubs with offers. From a total number of 100+ ratings, the eating house has been rated a 4.1.

2.3.2 ALWAR NIGHTCLUB:



Alwar Night Club is located in Palayamkottai Road, Thoothukudi. This acts as a one-stop destination servicing customers both local and from other parts of Thoothukudi. Over the course of its journey, this business has established a firm foothold in it's industry. The belief that customer satisfaction is as important as their products and services, have helped this establishment garner a vast base of customers, which continues to grow by the day. This business employs individuals that are dedicated towards their respective roles and put in a lot of effort to achieve the common vision and larger goals of the company. In the near future, this business aims to expand its line of products and services and cater to a larger client base. In Thoothukudi, this establishment occupies a prominent location in Palayamkottai Road. It is an effortless task in commuting to this establishment. Alwar worked for eight years in another parotts joint before starting his own in 1983.

2.3.3 SARAVANATHI NIGHTCLUB:



Saravanathi Nightclub is located in Palayamkottai Road, Meenakshipuram, Thoothukudi. This nightclub is an acknowledged catering establishment. This caterer has impressed countless clients with their impressionable outdoor catering services. They have set their own standards in the hospitality and service industry. The nightclub welcomes guest from 9:30am - 10:00pm allowing diners to relish a scrumptious meal between the functional hours. This catering firm caters to all kinds of occasions, be it a corporate event, birthday, private party, a full-scale wedding reception or a charitable event. Undoubtedly it is one of the best caterers in Palayamkottai Road, Thoothukudi. Google users awarded the score of 4.6 for Saravanathi nightclub.

2.3.4 ANDAVAR NIGHTCLUB:



Andavar nightclub is situated Polpettai road, Thoothukudi. It is a non-vegetarian

nightclub. One of the most famous nightclub in Thoothukudi. This nightclub is an accommodation in Tamil Nadu. This nightclub scored 4.2 in the Google rating system. In this nightclub, the opening hours is from 12:30pm to 11:00pm. The Nightclub have all Non-vegetarian recipes. Also it has many branches across Thoothukudi.

2.3.5 S.K. NIGHTCLUB:



S.K means S. Kaliyappan nadar known for older people. S.K nightclub is located at Uchimahaliyamman kovil street, Mattakadai Bazzar, Thoothukudi. The goods and services description in this nightclub for providing only food. The entity type of this nightclub is Proprietorship. Nature of business of this nightclub is retail business and wholesale business. S.K. Nightclub is registered on 01/07/2017 and it is registered under GST in Tamil Nadu state only as per database. This nightclub is very old non-vegetarian nightclub in Mattakadai bazaar. The Google rating of this nightclub is 4.1

2.3.6 ANAND NIGHTCLUB:



Anand nightclub is situated at Ettayapuram Road, Meenakshipuram, Thoothukudi. The opening hour of this nightclub is from 6:30pm – 11:00pm. This nightclub scored 4.9 in Google rating system. There are many types of features and varieties of dishes in this nightclub.

2.3.7 FAMOUS NIGHTCLUB:



The Famous nightclub in Shanmugapuram, reportedly 50 years old. No bouncers. No guest lists. No dress code. Yet, it's legendary. The famous nightclub were among the first ones that came up in the Sixties.

2.3.8 ARASAN NIGHTCLUB:



This nightclub is located at Anna Nagar, Doovipuram, Thoothukudi. The features of this nightclub is great service, food delivery, dinner, lunch, breakfast, great location, birthday party, friendly staff, cosy atmosphere, family dinner, wedding and anniversary. The opening hours of this nightclub is from 1:00pm to 11:00pm. The Google rating system if this nightclub scored 4.1.

2.3.9 RAJAMANI NIGHTCLUB:



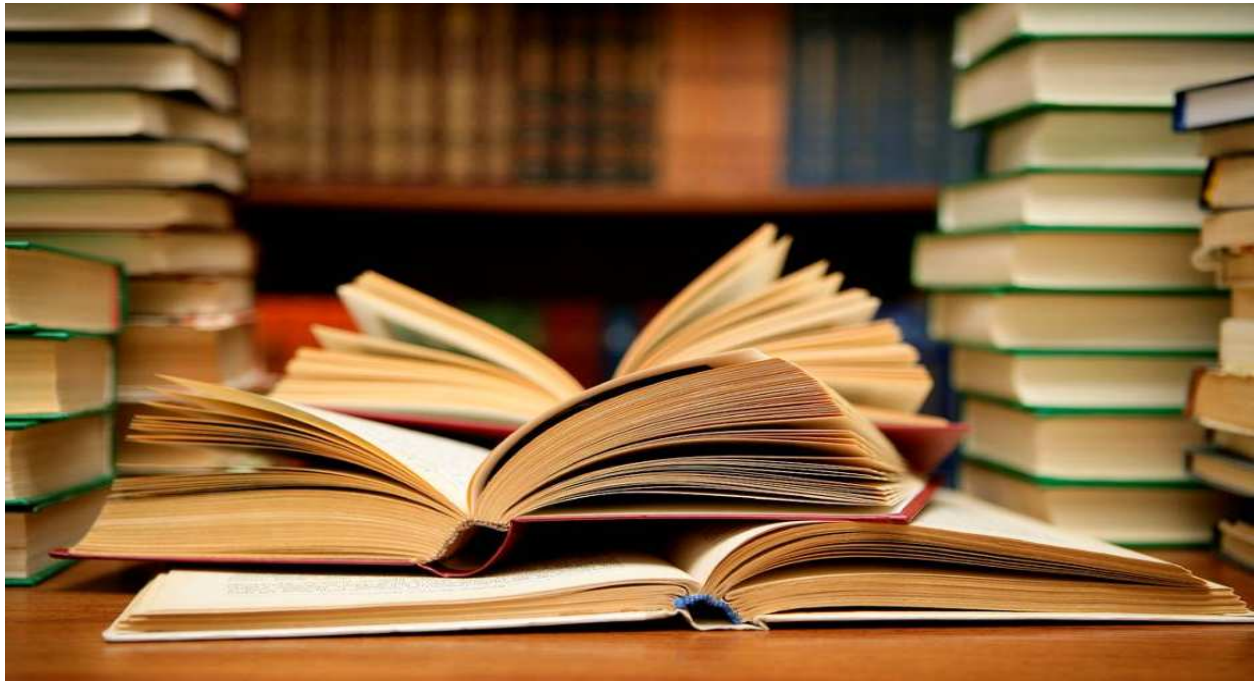
Thoothukudi Rajamani nightclub was started by Mr.E.P. Rajamani in 1969. He deserves

the name for introducing fried parotta in Thoothukudi. The Rajamani nightclub also were among the first ones that came up in the Sixties. This nightclub is situated at Sivan kovil street, Shanmugapuram, Thoothukudi. The review from the web for Justdial is 4.6 and Nightclub Guru is 5. Total Google review summary is 4.9 has scored. This nightclub is a traditional nightclub in Thoothukudi. This is a top player in the category nightclubs in the Thoothukudi.

2.3.10 JAYAGANESH NIGHTCLUB:

Jayaganesh nightclub in Kilashanmugapuram, Thoothukudi. The Google rated is 3.6 based on 24 ratings and reviews. Making way for a hearty meal in Jayaganesh nightclub in Thoothukudi established in the year 2000, it is home to some of the most appreciated nightclub. So as to be able to cater to a large number of dinners, it occupies a location at kilashanmugapuram. It is one of the most sought after nightclubs in kilashanmugapuram. This is a one renowned nightclub in Thoothukudi. The nightclub welcomes guests from 6:00 pm to 9:00 pm.

CHAPTER – III



REVIEW OF LITERATURE

CHAPTER III

3.1 REVIEW OF LITERATURE

This deals with the collections of reviews on previous studies carried on various food diners, customers preferences on restaurants and roadside eateries, different aspects on consumption of food, etc. The following were the reviews collected for the present study of the research work.

1. Girish Deorel, Pranav Shete (2016)

Online food ordering has been adopted by majority of restaurants offering delivery of food. The customers using online food ordering have been showing gratitude with the technology and marked that online ordering has met the expectations. The advantages of online ordering are improved order certainty, enhanced yield, and improved customer relationship management. These will probably cancel out the costs and operational threats for most restaurants. Savings and convenient. Survey has found that when a consumer prepares a mind to purchase online food he or she is affected by multiple factors. The main crucial identified factors are time saving, and convenience. People compare prices in online food delivery website and apps and then review all feedbacks and rating about product before making the final selection of the dish. Thus the restaurants have to make proper strategies to increase the consumers level of trust on them by getting feedbacks, encouraging the customers to share reviews about their food and also to create awareness of their presence in online food market by displaying the merchandise of the online food delivery website, app or portal.

2. Mustafa Abbas Bhotvawala et.al (2016)

As opposed to 'Delivery as a Service' companies, aggregator delivery services generate a platform for consumer to navigate through a many restaurants hosted on their websites, discovering restaurants and placing orders manually. The study was based on the comparison of growth and operating strategies of four such food ordering and delivery companies in a booming

Indian market (Swiggy, Zomato, FoodPanda, and TinyOwl). The market is expected to grow 40% annually owing to larger disposable income from a wealthier middle class (also with long, erratic working hours). Growing incomes have encouraged the creation of an increasingly health-conscious middle class, desiring meals which may substitute nutritional values of home-cooked meals. Aggressive growth strategies have not been as rewarding elsewhere in the food-service industry. However, the future seems brighter for the online food industry, as India catches up with developed markets (where online food orders take upwards of 30% of market share).

3. S S Sangle. et al (2016)

Customer would be more delighted if online food ordering services given an option of delivery and confirmation email will be sent to customer regarding order status. In current scenario every online food ordering and delivery service firm has mobile app on various app stores and almost many people in urban areas carry smart phone. When order is placed through mobile app itself because of GPS which is already installed in every smart phone. App also shows the estimated time of the delivery.

4. Y Prabhavathi. et al.(2014)

When research conducted on preference and spending pattern of consumers some factors were identified as affordability, social influence, healthy menu and service quality. Lifestyle also plays a critical role in consumption of food and restaurant provide satisfaction by improving the taste of food also relaxation with friends. In food ordering and delivery service lifestyle may be a deciding factor in consumption of food and beverages are available on food ordering and delivery services. Taste will be most important factor in serving the food but in online food ordering and delivery services restaurant owner is totally unaware about to whom his order is going to be delivered. As order will be delivered at consumer's doorstep restaurant ambience is not considered as key factor in food delivery services.

5. karmran Ahsanet. al (2013)

In food ordering and delivery services cloud services are playing very vital role in food ordering and delivery services such as customer service, relationship management, supply chain management, etc. Due to technological moment food ordering and delivery services wants to ensure that ordered that ordered food must deliver at right place at right time and to right person.

6. Caroline Opolski Mederies and Elisabeta salary (2013)

The cost, atmosphere, Freshness of food and locality were the attributes most investigated by the researchers. The food quality and taste were perceived as important by consumers for every types of hotels. On choosing fast-food restaurants the price and tempo of service were the most important key factors. On selecting other types of restaurants, the most relevant factors were the food quality and taste, followed by attributes related to service. Price was shown to be deciding factor for the students students, lower-income people and individuals who take food less frequently. With respect to gender, women perceived the preferences of their families and the safety of food as more important than men. Differences in the degree of importance given to the selection factors were observed according to the meal context. This review showed that research, applying appropriate methods, is needed to broadly understand the choices of differing establishments by consumers.

7. Serhat Murat Alagoza and Haluk Hekimoglu (2012)

The theory of reasoned action (TRA) (Ajzen and Fishbein, 1980) and the theory of planned behaviour (TPB) (Ajzen, 1985) is used to examine the relationship between behaviour and attitude. Technology acceptance model is the combination of this two models. states that the attitude of the students differ according to the ease of online food ordering system and belief

of the safety also helps in building attitude against online food ordering system. Belief can also be termed as trust which is important in creating loyalty. Innovations and external influence also indicate some impact on attitude of the customers. Innovation can be done in packaging of food which will be delivered to customer. Online food delivery firms can use customized packaging to increase brand visibility.

8.Kimes & Laque (2011)

Online food Ordering service is a vital part of restaurant business. Some food supply chain restaurants like Pizza Hut, Dominos, Mc Donald's have created mobile apps so that customer can place order through mobile apps. But since telephone is still most preferred way of ordering food. Online to ordering service owns most of the restaurant data on their websites, while telephone is restricted to the particular hotel or restaurant. Using mobile app will provide more convenience to consumer.

9.Chris (2011)

Some company believes that some restaurant can promote instantly and customer can book tables overnight But the fact in today's scenario some restaurant are not able to attract customer because there is huge penetration in Indian market especially in urban cities wherein customer are more selective and people don't have enough time to visit restaurant. In such case restaurant owners make alliance with food ordering and delivery services to deliver food to customer. Food delivery services also more visibility to restaurant.

10. Zeithamal & Bitner, (2003)

In food delivery business Service Encounter does not happen frequently because in online food ordering and delivery business there is no direct interaction with restaurants. Consumers usually rely on information updated on restaurant search engine portals. Customer make their choices, perception by reading reviews and ratings given by critics and seasoned customers. Sometimes phone encounters happen, but that happens between food consulting firm (www.redseer.com-Feb18) states that food delivery sector is continuously increasing 15% per quarter.

CHAPTER – IV



ANALYSIS AND INTERPRETATION

CHAPTER-IV

ANALYSIS AND INTERPRETATIONS

This chapter, deals with Analysis and Interpretations on t “A Comparative Study on Food Style Followed by People Towards Restaurants and Roadside Eateries of Thoothukudi Region”. To analyse and to interpret the collected data percentage analyses was applied and the results were obtained .

This chapter is to present the analyzed data and paraphrase it in appropriate manner. For the purpose of analysis ,the following statistical tools are applied

- ❖ Percentage analysis
- ❖ Simple ranking method
- ❖ Bar diagram
- ❖ Pie-chart

TABLE 4.1
AGE WISE CLASSIFICATION

S.No	Age	Number of respondents	Percentage
1.	18-30	20	40%
2.	30-40	7	14%
3.	40-50	13	26%
4.	Above 50	10	20%
	Total	50	100%

INFERENCE:

The above table shows that 40% of the respondents are in between 18-30 years of age 14% of the respondents are in between 30-40 years of age 26% of the respondents are in between the age group of 40-50 and 20% of the respondents are above 50 years age. Thus, majority of the respondents are fall in the age group of 18-30.

FIGURE 1
AGE WISE CLASSIFICATION

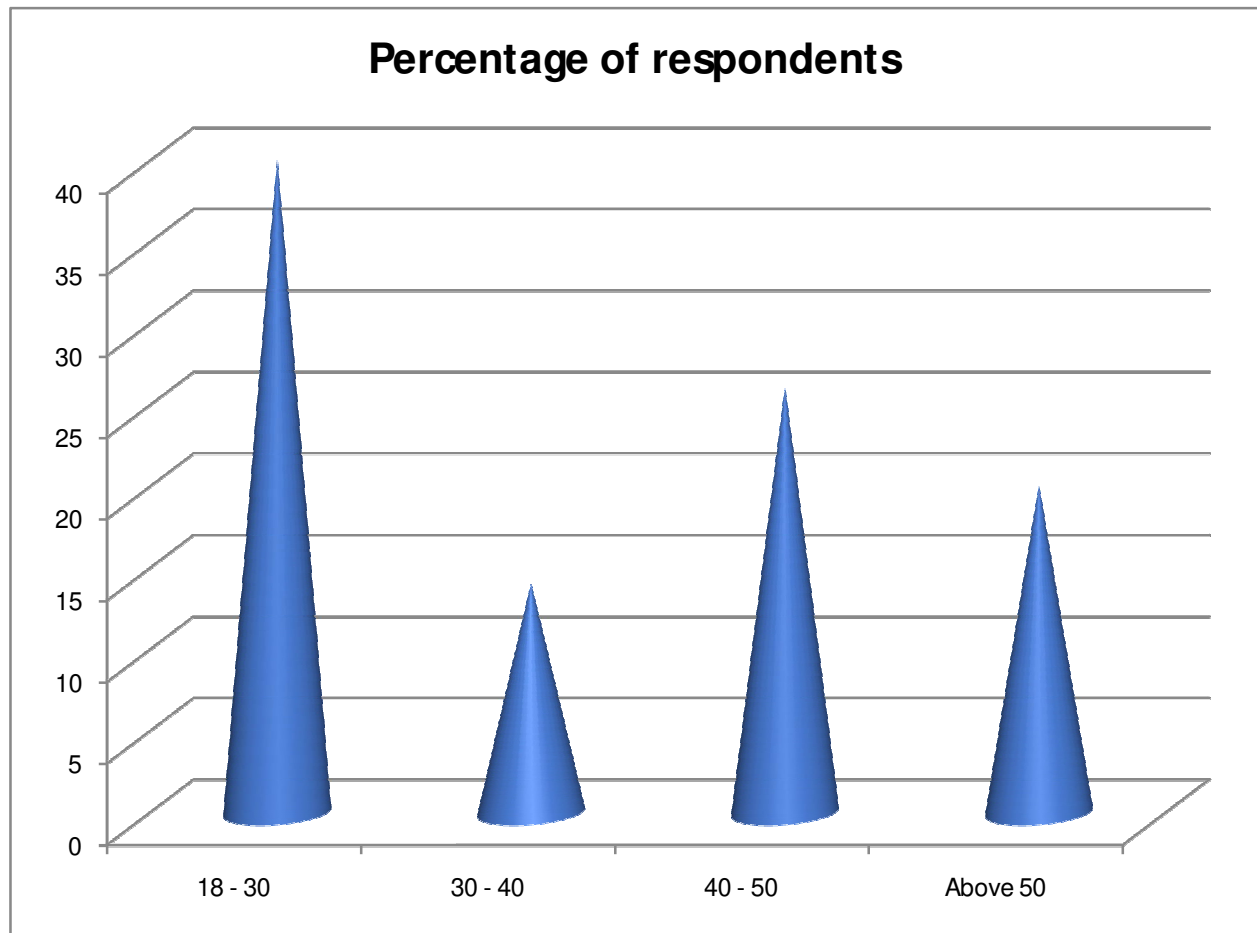


TABLE 4.2
GENDER WISE CLASSIFACTION

S.NO	GENDER	NO OF RESPONDENTS	PERCENTAGE
1.	Male	32	64%
2.	Female	18	36%
	Total	50	100%

INFERENCE:

The above table shows that 64% of the respondents are male and 36% of the respondents are female. Thus, majority of the respondents are male.

FIGURE 2
GENDERWISE CLASSIFICATION

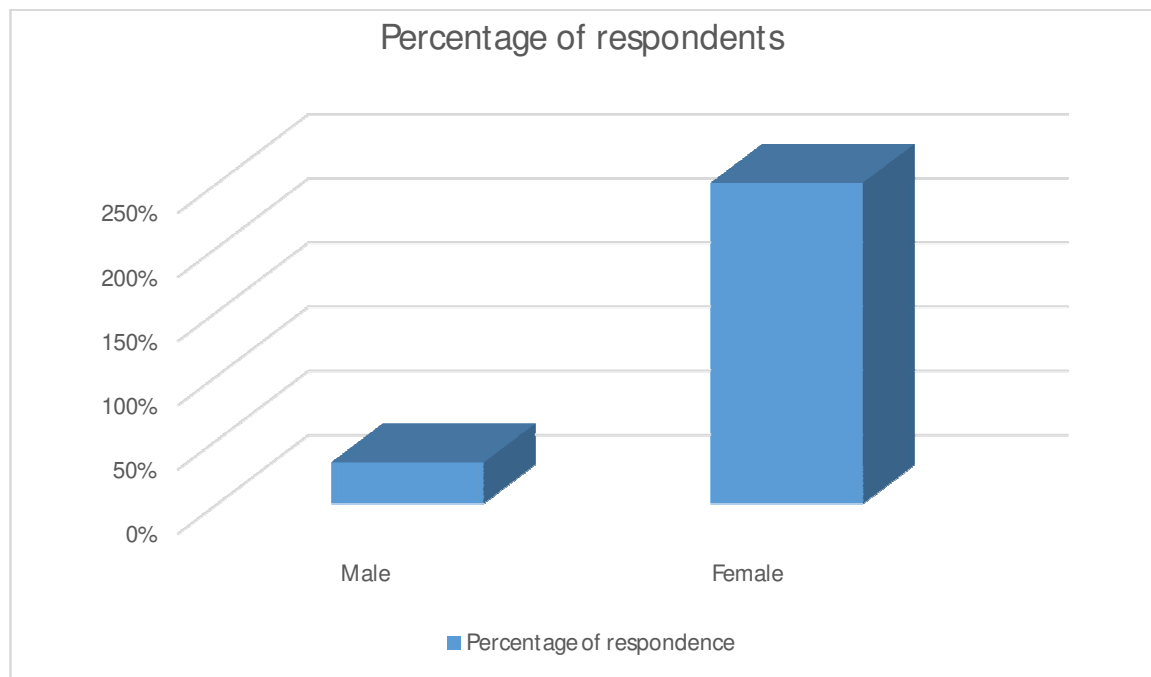


TABLE 4.3
MARITAL STATUS OF THE RESPONDENTS

S.No	Marital status	No. of respondents	Percentage
1.	Married	34	68%
2.	Unmarried	16	32%
	Total	50	100%

INFERENCE:

The above table shows the 68% of the respondents are married and 32% of the respondents are unmarried. Thus, majority of the respondents are Married.

FIGURE 3
MARITAL STATUS OF THE RESPONDENTS

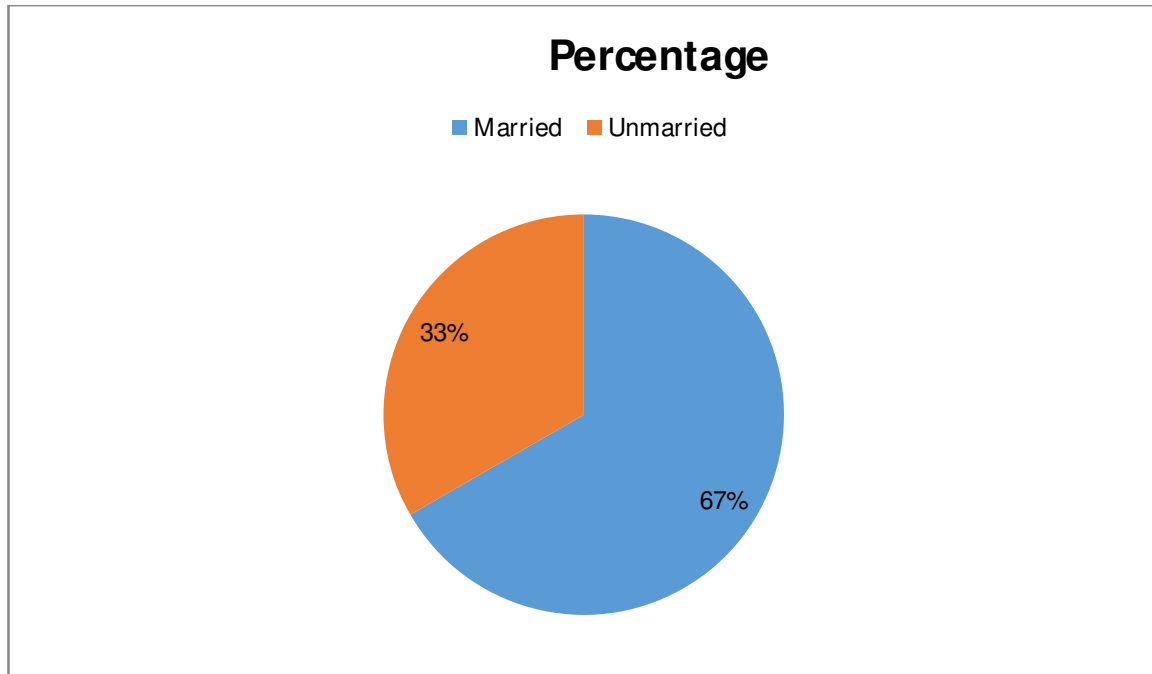


TABLE 4.4
MONTHLY INCOME EARNED

S.No	Monthly Income	No. of respondents	Percentage
1.	25,000 – 50,000	29	58%
2.	50,000 – 1,00,000	9	18%
3.	1,00,000 – 1,50,000	12	24%
4.	1,50,000 – 2,00,000	-	-
	Total	50	100%

INFERENCE:

The above table shows that 58% of the respondents earn a monthly income between the range of 25,000-50,000 rupees ,18% of the respondents earn a monthly income between the range of 50,000-1,00,000 rupees, 24% of the respondents earn a monthly income between the range of 1,00,000-1,50,000 rupees. Thus, Majority 58% of Respondents earn a monthly income.

FIGURE 4
MONTHLY INCOME

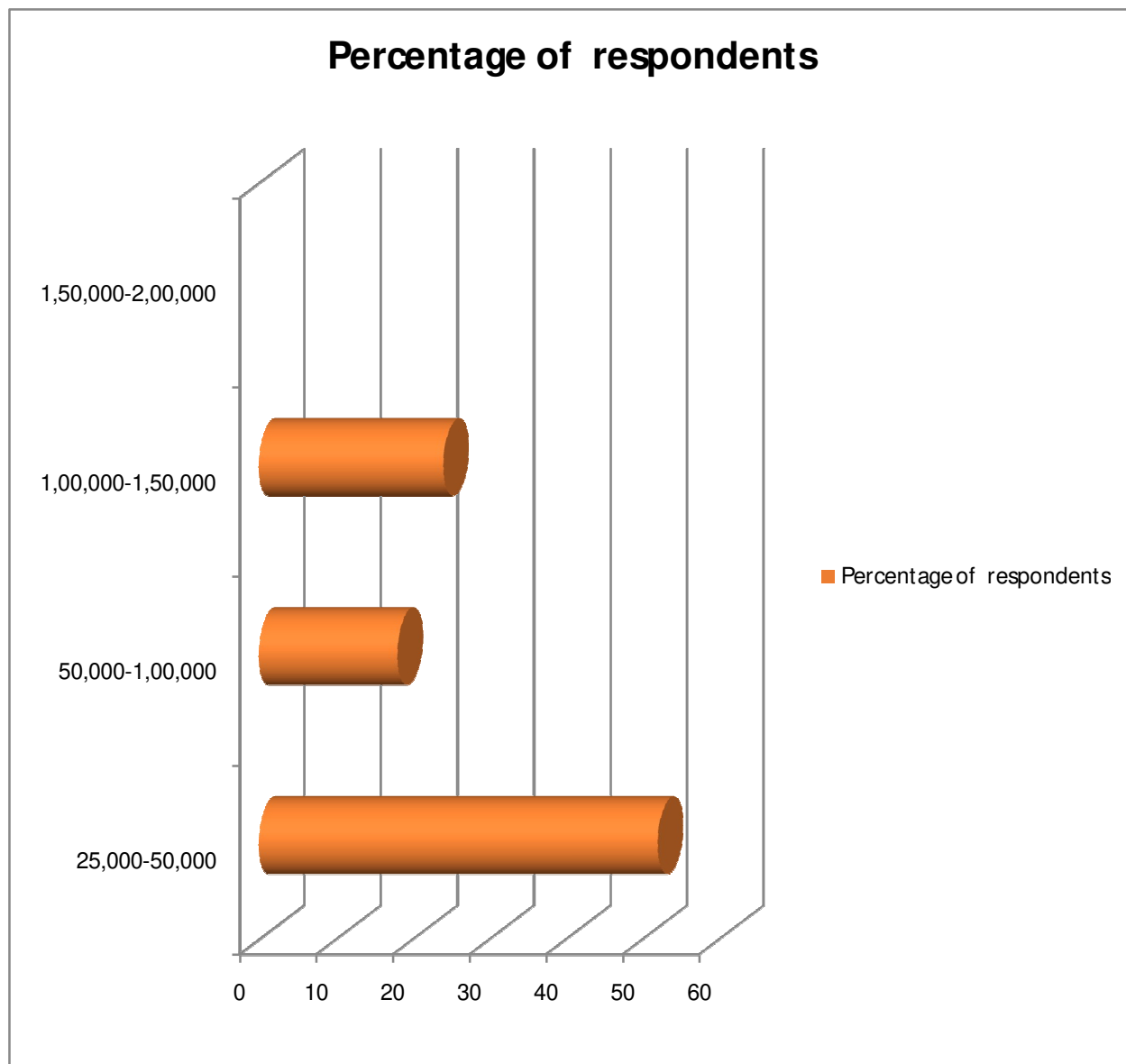


TABLE 4.5
TYPE OF FAMILY

S.No	Family type	No of respondents	Percentage
1.	Nuclear family	44	88
2.	Joint family	6	12
	Total	50	100

INFERENCE:

The above table shows the 88% of the respondents are nuclear family and 12% of the respondents are joint family. Thus, majority of the respondents belong to nuclear family.

FIGURE 5

FAMILY TYPE

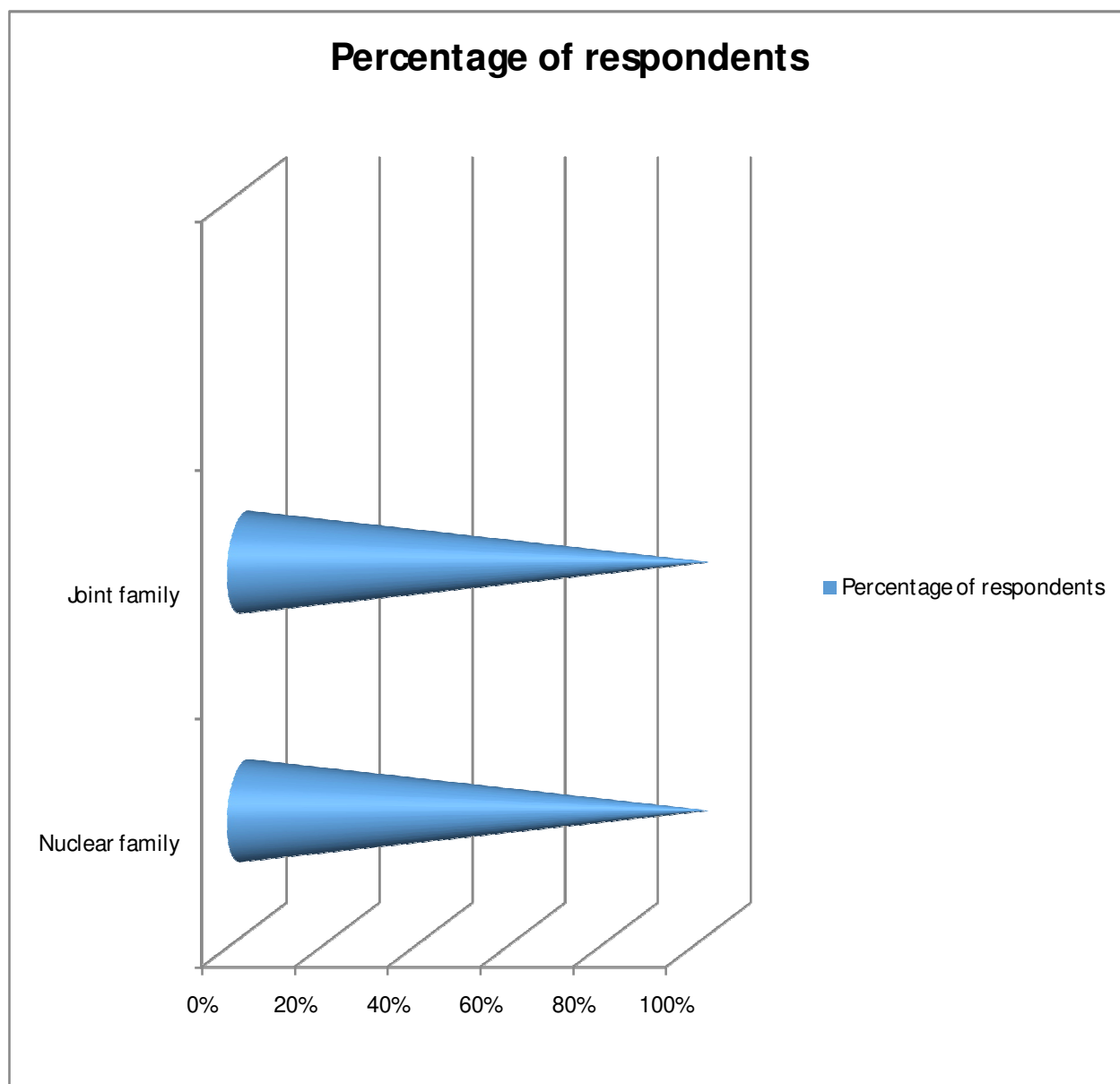


TABLE 4.6
CHOICE OF FOOD DINING

S.No	Choice	No of respondents	Percentage of respondents
1.	Restaurants	10	20%
2.	Roadside eateries	7	14%
3.	Both	33	66%
	Total	50	100 %

INFERENCE:

The above table shows the 20% of the respondents prefer restaurant and 14% of the respondents prefer roadside eateries and 66% of the respondents are choose both. Thus, majority of the respondents choose both restaurant or roadside eateries for their dining.

FIGURE 6
CHOICE OF FOOD DINING

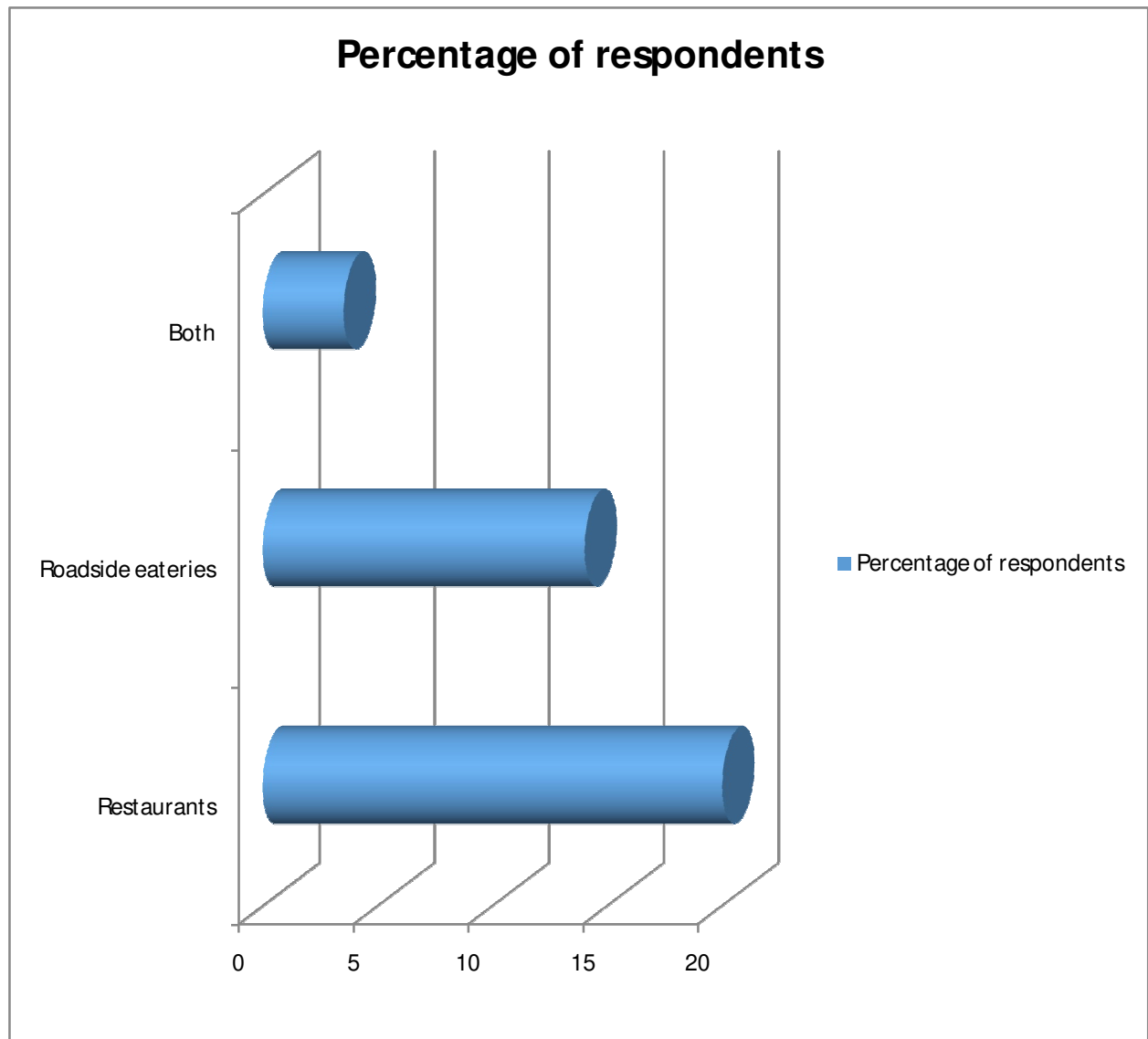


TABLE 4.7
PREFERENCE TOWARDS FOOD DINIING

S.No	PREFERENCE/OCCASSIONS	No of respondents	Percentage
1.	Festivals	10	20%
2.	Family occasions	20	40%
3.	Parties	5	10%
4.	Re-union	15	30%
	Total	50	100%

INFERENCE:

The table shows the 20% of the respondents prefer dining outside during festivals and 40% of the respondents prefer dining outside during family occasions and 10% of the respondents prefer dining outside during parties and 30% of the respondents a prefer dining outside during re-union .Thus, the majority of the respondents prefer dining outside during family occasions.

FIGURE 7
RESPONDENTS PREFERENCE ON FOOD DINING

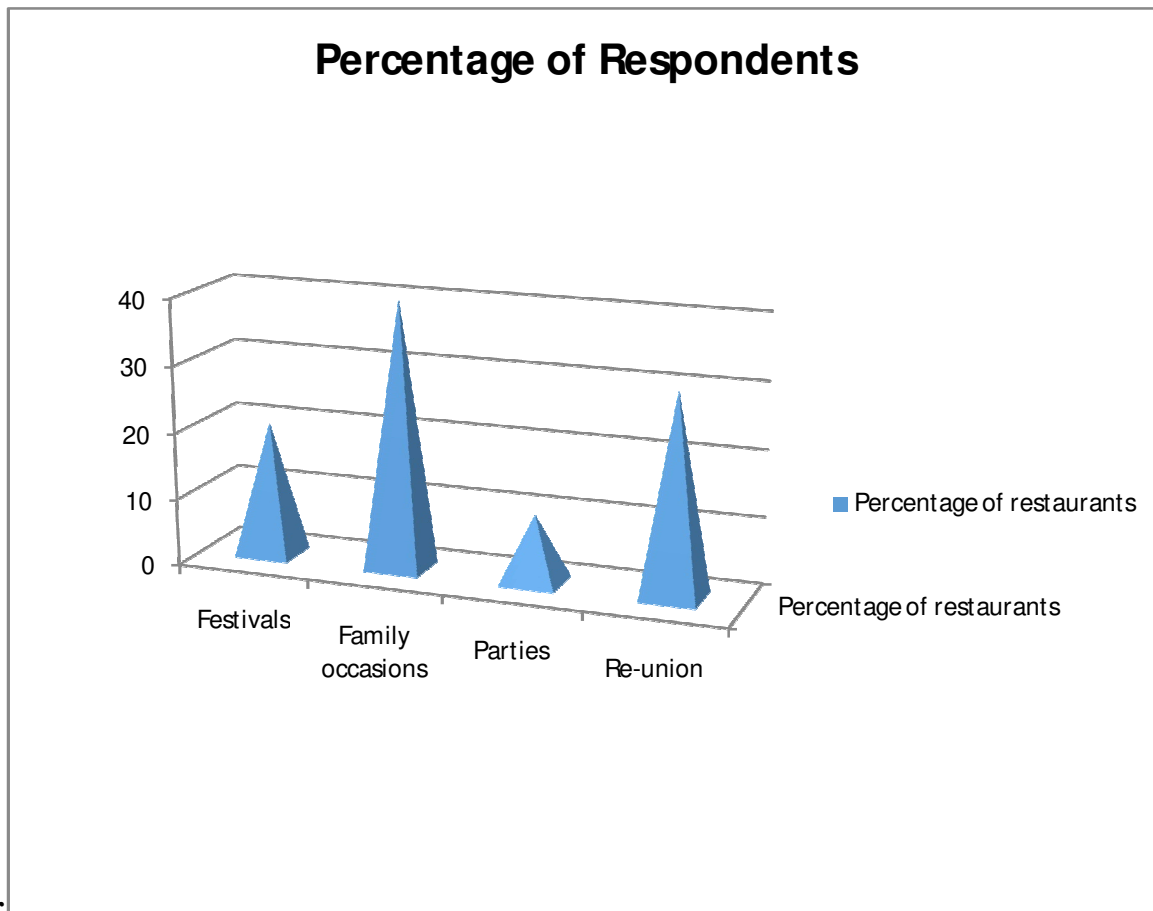


TABLE 4.8
KINDS OF MENU PREFERRED BY RESPONDENTS

S.No	Kind of Menu	No of respondents	Percentage
1.	Indian	36	72%
2.	Chinese	4	8%
3.	Continental	3	6%
4.	Others	7	14%
	Total	50	100%

INFERENCE:

The above table shows the 72% of the respondents have selected Indian Cuisine and 8% of the respondents have selected Chinese menu 6% of the respondents have selected continental and 14% of the respondents go for other types of food menu. Thus, the majority of the respondents have opted for Indian menu.

FIGURE 8

KINDS OF MENU

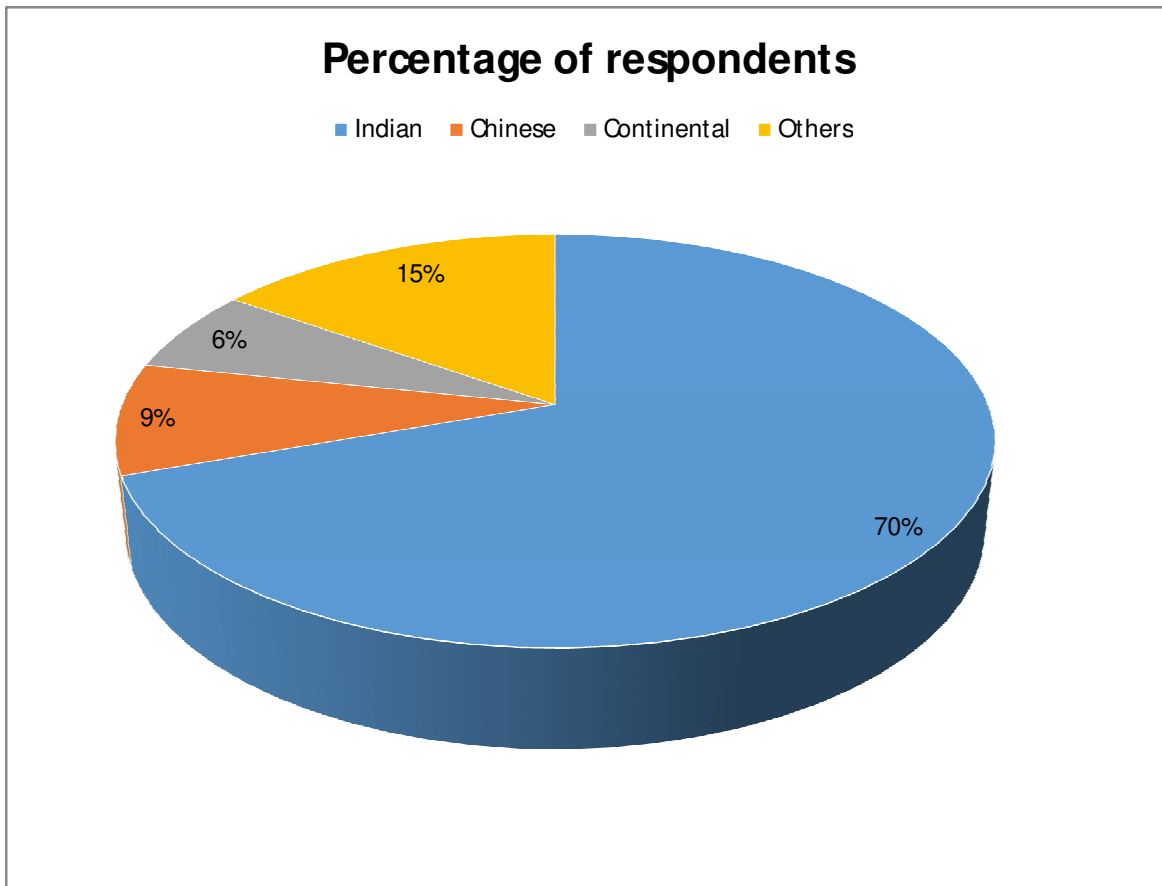


TABLE 4.9

KIND OF FACILITIES EXPECTED BY RESPONDENTS

S.No	Types of Facilities	No of restaurants	Percentage
1.	Google pay	7	14%
2.	Parking facility	5	10%
3.	Offers coupons & discounts	4	8%
4.	All the above	34	68%
	Total	50	100%

INFERENCE:

The above table shows the 14% of the respondents expect Google pay facilities and 10% of the respondents expect good parking facilities and 8% of the respondents expect offer coupons & discounts and 68% of the respondents expect all the above. Thus, majority of the respondents expect all the above facilities to be provided to them while dining outside.

FIGURE 9
KINDS OF FACILITIES

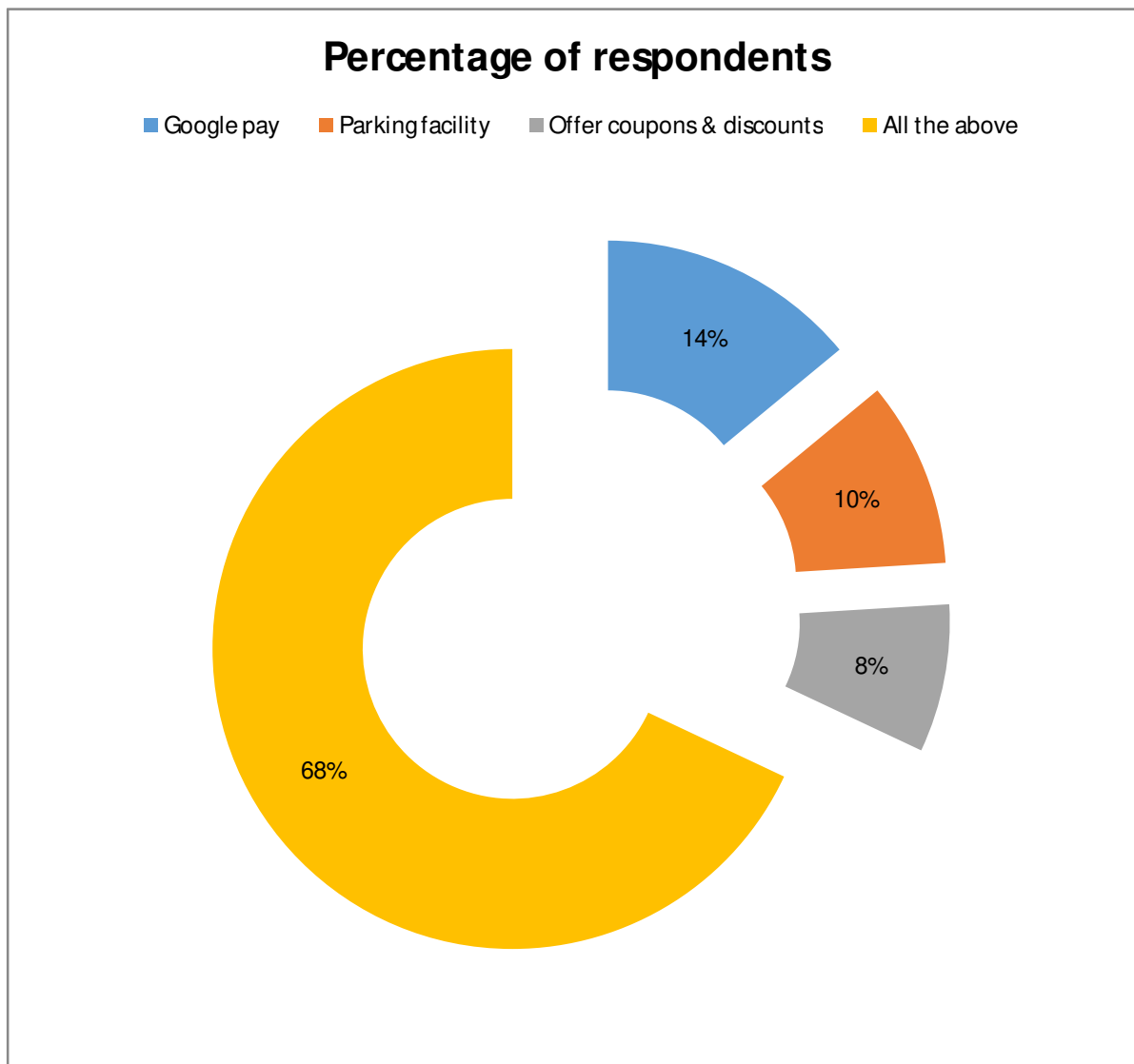


TABLE 4.10
CONSUMER OPINION TOWARDS GST

S.No	Opinion of GST	No of respondents	Percentage
1.	Reasonable	16	32%
2.	Unreasonable	34	68%
	Total	50	100%

INFERENCE:

The above table shows the 32% of the respondents think that GST charged is reasonable and 68% of the respondents think that GST charged is are unreasonable. Thus, majority of the respondents believe that GST Charging is unreasonable.

FIGURE 10
CONSUMER OPINION TOWARDS GST

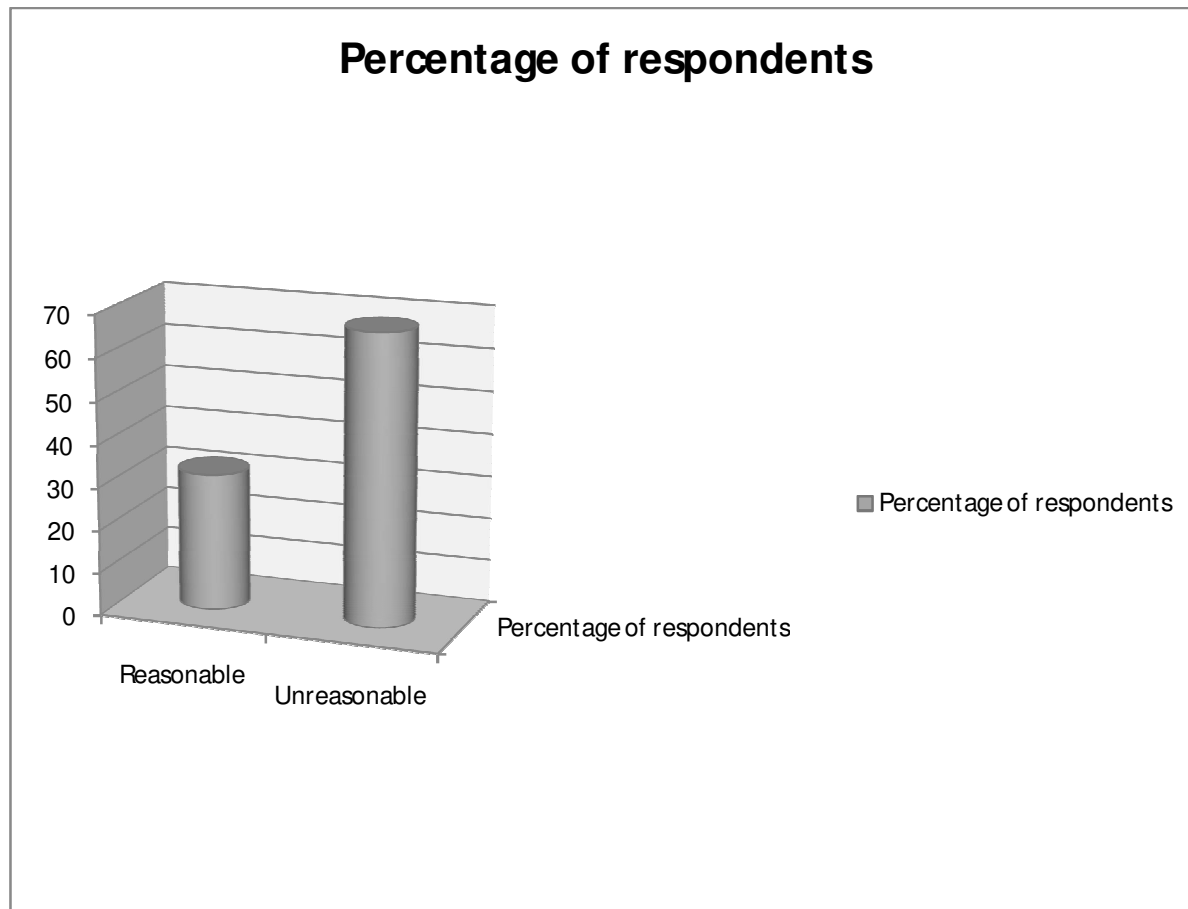


TABLE 4.11
AVAILABILITY OF FOOD MENU

S.No	Availability of Food Menu	No of respondents	Percentage
1.	Available	32	64%
2.	Unavailable	18	36%
	Total	50	100%

INFERENCE:

The above table shows the 64% of the respondents say that their expected menu is available and 36% of the respondents say that it was unavailable. Thus, majority of the respondents states that they consumed their expected menu.

FIGURE 11

AVAILABILITY OF MENU

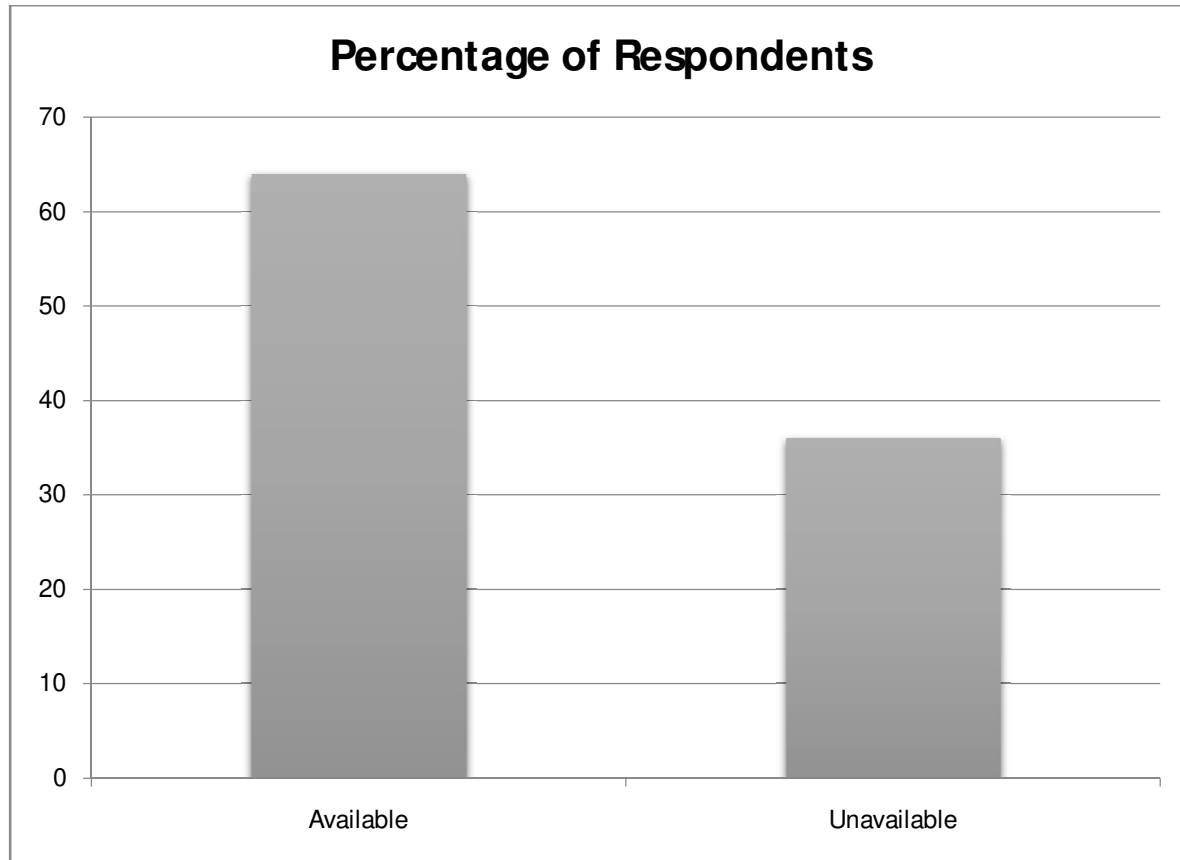


TABLE 4.12

PREFERENCE TOWARDS ROADSIDE EATERIES

S.No	Preference towards Roadside Eateries	No of respondents	Percentage of respondents
1.	Cost	18	36%
2.	Time	1	2%
3.	Taste	31	62%
	Total	50	100%

INFERENCE:

The above table shows 36% of the respondents prefer roadside eateries for its cost and 2% of the respondents prefer on the basis of0 consumption time and 62% of the respondents prefer taste. Thus, majority of the respondents go for road side eateries for its taste.

FIGURE 12
PREFERENCE TOWARDS ROADSIDE EATERIES

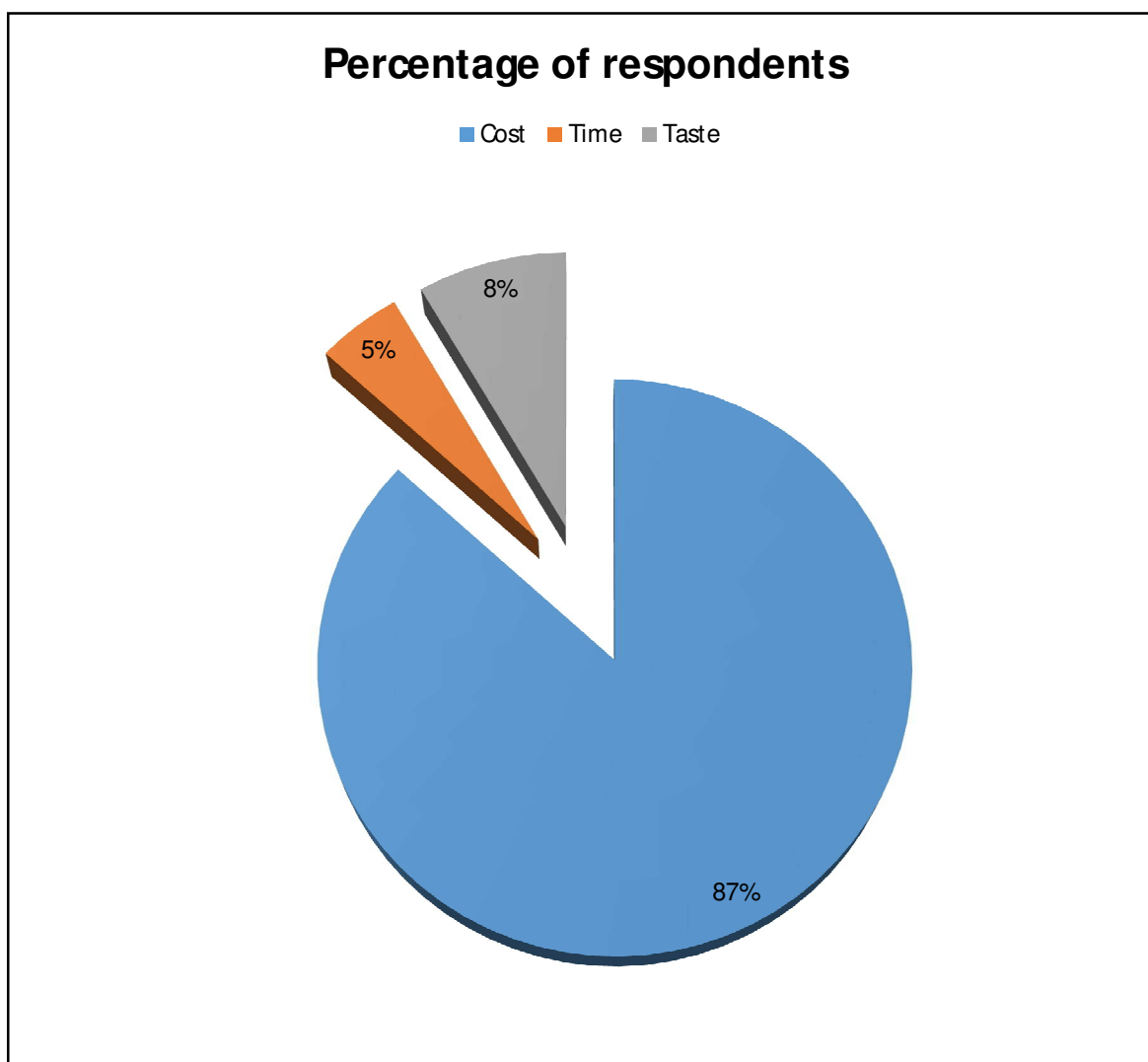


TABLE 4.13

COMFORTABILITY OF SEATING ARRANGRMENTS

S.No	Seating Arrangements	No of respondents	Percentage of respondents
1.	Comfortable	30	60%
2.	Non-Comfortable	20	40%
	Total	50	100%

INFERENCE:

The above table shows the 60% of the respondents are comfortable in seating arrangements and 40% of the respondents are feel that they uncomfortable in seating arrangements. Thus the majority of the respondents feel happy and comfortable in seating arrangements.

FIGURE 13

SEATING ARRANGEMENTS

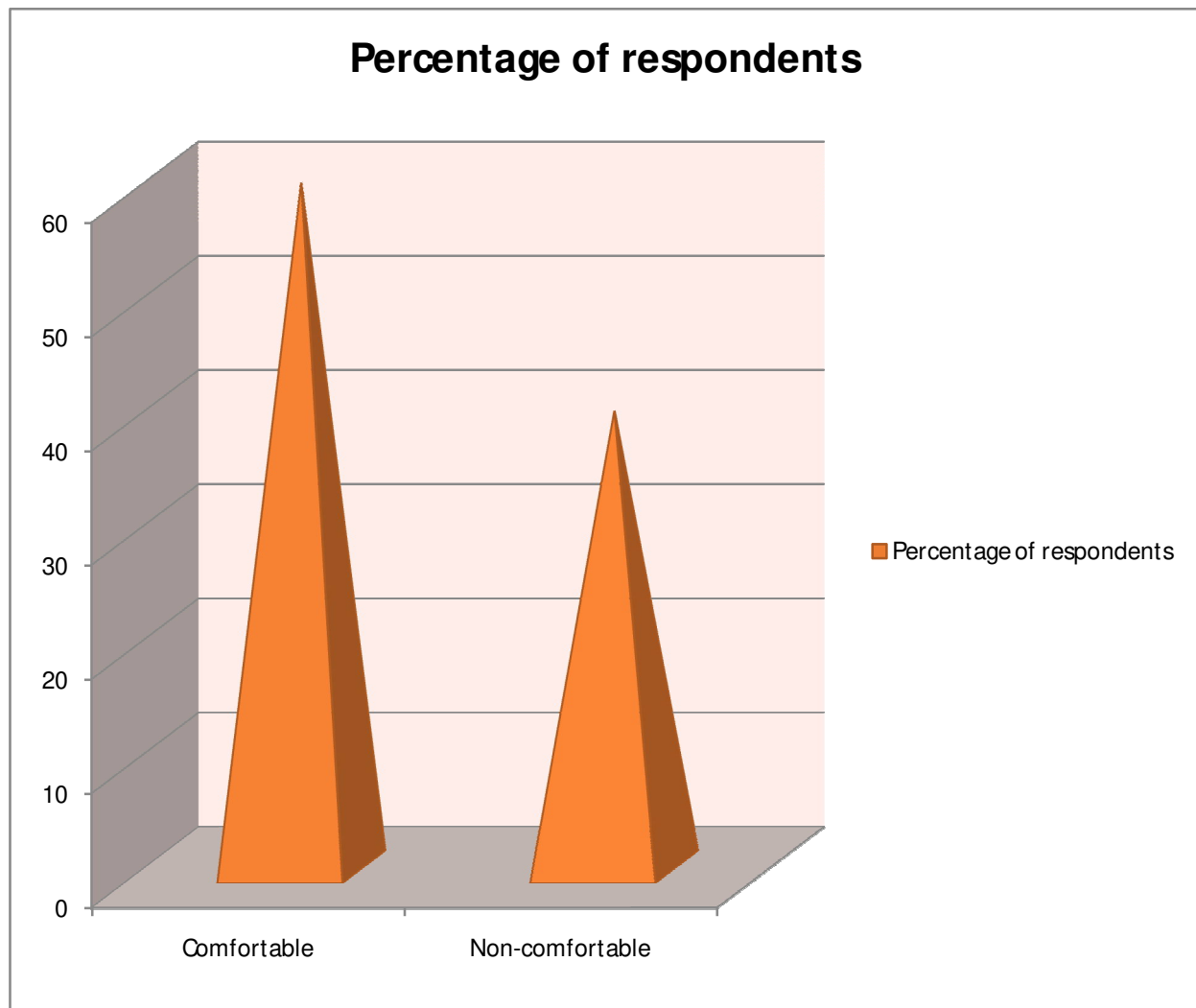


TABLE 4.14
SATISFACTORY LEVEL ON CHEAP RATE OFFERED BY
ROAD SIDE EATERIES

No. of Respondent		Percentage
Satisfied	Non Satisfied	
42		84%
	8	16%

INFERENCE:

The above table shows the 84% of the respondents are satisfied at cheap rate and 16% of the respondents are not satisfied on cheap rate offered. Thus, majority of the respondents are satisfied at cheap rate of offered by roadside dining.

FIGURE 14

SATISFIED OR NOT SATISFIED AT CHEAP RATE OF ROADSIDE DINING

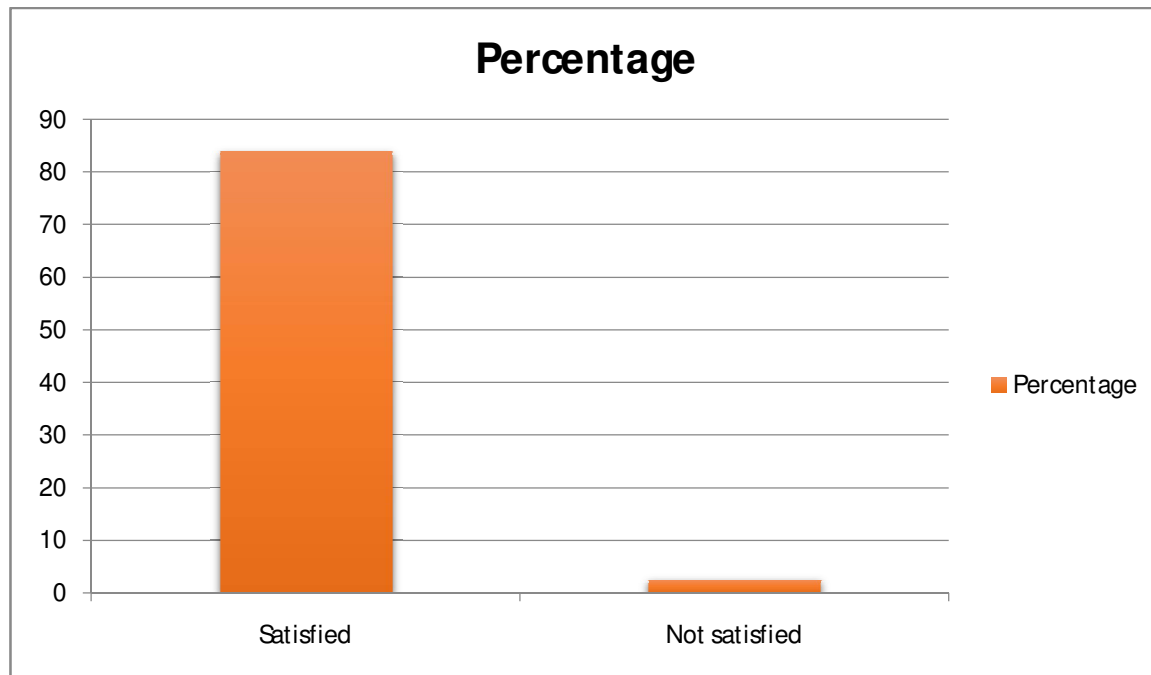


TABLE 4.15

FACTORS AFFECTING YOUR OPINION TOWARDS ROADSIDE EATERIES

Particulars	Total	Mean Score	Rank
Quality	162	3.24	II
Availability of Varieties	170	3.4	V
Quantity	171	3.42	I
Cleanliness	128	2.56	VIII
Interior Decoration	133	2.66	VI
Parking Facilities	132	2.64	VII
Service	156	3.12	III
Location	180	3.6	IV

Particulars	Rank
Quantity	I
Quality	II
Service	III
Location	IV
Availability of Varieties	V
Interior Decoration	VI
Parking Facilities	VII
Cleanliness	VIII

INFERENCE:

The above table depicts the ranks occupied by each attributes of food dining in roadside eateries quantity has been ranked first place, quality taking by the second place, service taking by the third place, location taking by the fourth place, availability of varieties taking by fifth place, interior decoration taking by the sixth place, parking facilities taking by the seventh place, cleanliness taking by the eighth place.

TABLE 4.16

FACTORS AFFECTING YOUR OPINION TOWARDS RESTAURANT

Particulars	Total	Mean Score	Rank
Quality	193	3.86	I
Availability of Varieties	168	3.36	IV
Parking Facilities	181	3.62	III
Cleanliness	181	3.62	IV
Service	191	3.82	II
Quantity	173	3.46	V
Location	168	3.36	VII
Interior Decoration	166	3.32	VIII

Particulars	Rank
Quality	I
Availability of Varieties	II
Parking Facilities	III
Cleanliness	IV
Service	V
Quantity	VI
Location	VII
Interior Decoration	VIII

INFERENCE:

The above table depicts the ranks occupied by each attributes of food dining in restaurants quality has been ranked first place, availability of varieties taking by the second place, parking facilities taking by the third place, cleanliness taking by the fourth place, service taking by fifth place, quantity taking by the sixth place, location taking by the seventh place, interior decoration taking by the eighth place.

TABLE 4.17**BEST FOOD DINING ROADSIDE EATERIES IN THOOTHUKUDI**

Particulars	Total	Mean Score	Rank
Kumar Night Club	260	5.2	VIII
Alwar Night Club	244	4.88	XI
Saravanathi Night Club	252	5.04	VII
Andavar Night Club	276	5.52	III
S.K. Night Club	232	4.64	X
Anand Night Club	318	6.36	I
Famous Night Club	263	5.26	IV
Arasan Night Club	259	5.18	VI
Rajamani Night Club	263	5.26	V
Jeyaganesh Night Club	304	6.08	II

Particulars	Rank
Anand Night Club	I
Jeyaganesh Night Club	II
Andavar Night Club	III
Famous Night Club	IV
Rajamani Night Club	V
Arasan Night Club	VI
Saravanathi Night Club	VII
Kumar Night Club	VIII
Alwar Night Club	IX
S.K. Night Club	X

INFERENCE:

The above table shows First place has been offered to Anand Night Club, by second place to Jeyaganesh Night Club, third place by Andavar Night Club, fourth place by Famous Night Club, fifth place by Rajamani Night Club, sixth place by Arasan Night Club, seventh place by Saravanathi Night Club, eighth place by Kumar Night Club, ninth place by Alwar Night Club, tenth place by S.K. Night Club.

TABLE 4.18

BEST FOOD DINING RESTAURANT IN THOOTHUKUDI

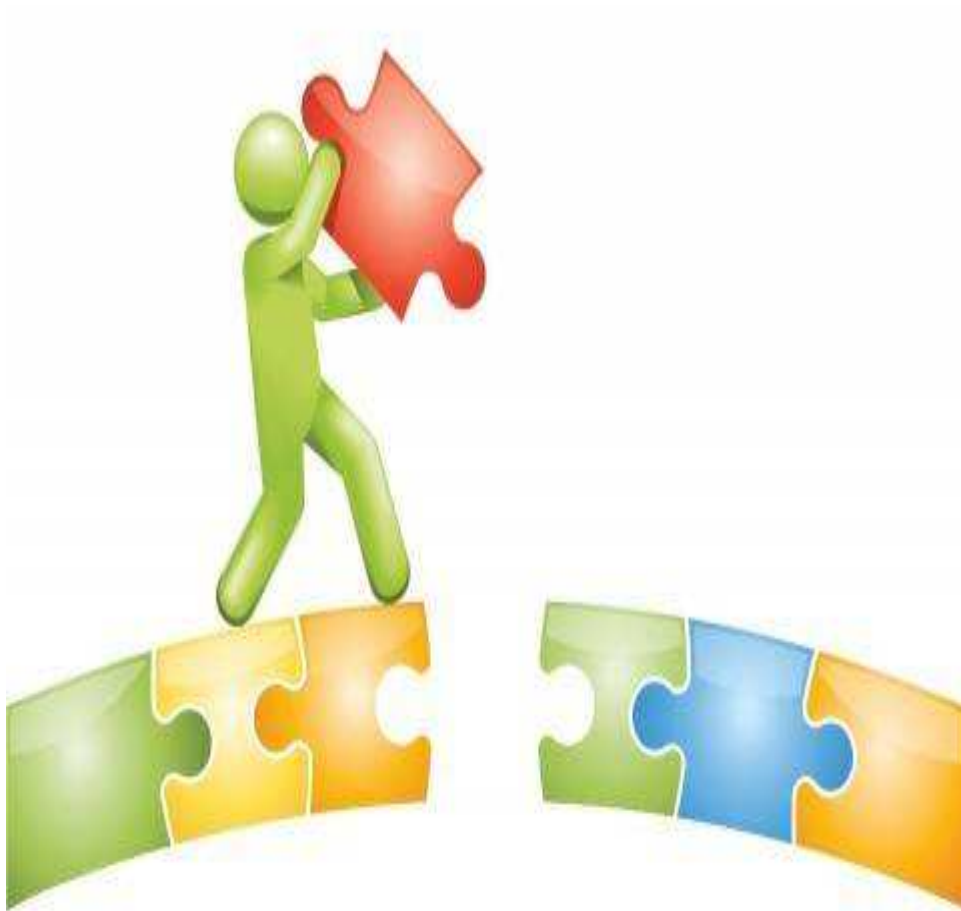
Particulars	Total	Mean Score	Rank
Samudra Restaurant	213	4.26	VII
Bell Harbour Restaurant	220	4.4	IX
Anjappar Restaurant	180	3.6	X
Coco Family Restaurant	243	4.86	V
Muthu Family Restaurant	207	4.14	VIII
Sangamithra Multi-cusine	254	5.08	III
Arabian Restaurant	264	5.28	II
Kani Restaurant	239	4.78	VI
Samurai Restaurant	248	4.96	IV
Soorya Restaurant	269	5.38	I

Particulars	Rank
Soorya Restaurant	I
Arabian Restaurant	II
Sangamithra Multi-cusine	III
Samurai Restaurant	IV
Coco Family Restaurant	V
Kani Restaurant	VI
Muthu Family Restaurant	VII
Muthu Family Restaurant	VIII
Bell Harbour Restaurant	IX
Anjappar Restaurant	X

INFERENCE:

The above table shows First place has been offered to Soorya Restaurant, by second place to Arabian Restaurant, third place by Sangamithra Multi-cusine, fourth place by Samurai Restaurant, fifth place by Coco Family Restaurant, sixth place by Kani Restaurant, seventh place by Muthu Family Restaurant, eighth place by Muthu Family Restaurant, ninth place by Bell Harbour Restaurant, tenth place by Anjappar Restaurant.

CHAPTER – V



**FINDINGS, SUGGESTIONS AND
CONCLUSION**

CHAPTER V

5.1 INTRODUCTION:

The following are the findings restaurant and roadside eateries in Thoothukudi region. The summary of the following findings are natural and logical outcomes of analysis and interpretations out in the previous chapter. These findings have become possible on the basis of formal discussion with 50 respondents.

5.2 FINDINGS:

- Majority of the respondents are male (i. e) 64.7%.
- Majority of the respondents are married (i. e) 68%.
- Majority of the respondents have earned an income in between Rs. 25,000 – 50,000 in amount of (i. e) 58%.
- Majority of the respondents are Nuclear family (i. e) 88%.
- Majority of the respondents have chosen in both restaurant and roadside eateries (i. e) 66%.
- In the ranking majority of the respondents have chosen “Soorya Restaurant” as the best shop in Thoothukudi which has been given first rank with the highest average score of 1 and they have given least important for “Anjappar Restaurant” with the lowest score of 10.
- Majority of the respondents have chosen Indian food (i. e) 72%.
- Majority of the respondents prefer go for roadside eateries for its taste (i. e) 62%.
- Majority of the respondents are satisfied at cheap rate offered by roadside eateries (i. e) 84%.
- It is inferred from the ranking techniques used that majority of the respondents have ranked “Quality” as first main factor for their maintenance and the score was give First rank with the highest average is 62%.

5.3 SUGGESTIONS:

The following suggestions are offered by the research team to customer satisfaction as enumerated from the research findings.

- ❖ The study would enhance the level of satisfaction and respond favourable towards customer relationship and the food dining.
- ❖ The servant food display is also an attractive method for attracting the minds of the people especially the customers.
- ❖ The foods have to differentiate themselves from others in their offers and special discounts.
- ❖ The business should promote attractive foods especially for the youth because for food types and taste.
- ❖ Foods can be created among the customers to select the types and to know about the recent trends.
- ❖ To develop the facilities of the restaurant so as to know the better and understanding of customers.

CONCLUSION:

A Restaurant or an roadside eatery, is a business that prepares and serves food and drink to customers. Meals are generally served and eaten to the premises, but many restaurants also offer take-out and food delivery services. Many prefer to eat but the roadside eatery. Because majority of the respondents prefer roadside eateries for its taste. In this study the researcher tries to study, reasons for people preferring outside dining, needs and comforts are being satisfied. The study exhibits that how consumers are aware of healthy food habits and important role played in day to day survival. Keeping in view of the facts, the research team has made a research regarding the customers satisfaction towards food dining. It is believed that this study will attract the attention of the people of food dining and eminent personalities involved in the research work related to the food dining.

Therefore, from the study the researchers concluded that respondents prefer to have food from Roadside eateries. The study was conducted by giving out number of 50 questionnaire to random people. Based on the responses got the researchers analysed the study by using the statistical tools such as Bar diagram and Pie charts.



BIBLIOGRAPHY



BIBLIOGRAPHY

BOOKS:

- ❖ Adams, Carol. *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*. NY: The Continuum Publishing Company, 1990.
- ❖ Allen, Brigid, ed. *Food: An Oxford Anthology*. NY: Oxford University Press, 1994.
- ❖ Apicius. *Cookery and Dining in Imperial Rome*. Trans. Joseph Dommers Vehling. NY: Dover, 1977.
- ❖ Bayard, Tania, trans. *A Medieval Home Companion: Housekeeping in the Fourteenth Century*. NY: HarperCollins, 1991.
- ❖ Black, Maggie. *The Medieval Cookbook*. London: British Museum Press, 1992.
- ❖ Brillat-Savarin, Jean Anthelme. *The Physiology of Taste*. Trans. M.F.K. Fisher. San Francisco: North Point Press, 1986.
- ❖ Cosman, Madeleine Pelter. *Fabulous Feasts: Medieval Cookery and Ceremony*. NY: George Braziller, Inc., 1976.
- ❖ Curtin, Deane W., and Lisa M. Heldke, eds. *Cooking, Eating, Thinking: Transformative Philosophies of Food*. Bloomington: Indiana University Press, 1992.
- ❖ Dumas, Alexandre. *Dumas on Food*. Trans. Alan and Jane Davidson. London: Folio Society, 1978.
- ❖ Fisher, M.F.K. *The Art of Eating*. NY: Macmillan, 1990.

WEBSITE:

- Fed World: U.S. Department of Commerce: <http://www.fedworld.gov/>
- Florida Agricultural Information Retrieval System (FAIRS), <http://edis.ifas.ufl.edu/>
- Food & Agriculture Organization of the United Nations <http://www.fao.org/>



QUESTIONNAIRE

QUESTIONNAIRE

A COMPARATIVE STUDY ON FOOD STYLE FOLLOWED BY POEPL E TOWARDS RESTAURANTS AND ROADSIDE EATERIES OF THOOTHUKUDI REGION

1. Name:

2. Age:

- a) 18 - 30 b) 30 - 40
- c) 40 - 50 d) Above 50

3. Gender:

- a) Male b) Female

4. Marital status:

- a) Married b) Unmarried

5. Occupation:

- a) Government Employee b) Private Employee
- c) Self Employed d) Dependents

6. Monthly Income:

- a) 25,000 - 50,000 b) 50,000 - 1,00,000
- c) 1,00,000 - 1,50,000 d) 1,50,000 - 2,00,000

7. Place of Residence:

- a) Rural b) Urban
- c) Semi - Urban

8. Family type:

- a) Nuclear b) Joint family

9. Which one do you choose for food dining?

- a) Restaurants b) Roadside eateries c) Both

TICK THE APPLICABLE ONES FOR THE RESTAURANTS:

10. How far is your visit?

- a) Preplanned b) Spontaneous

11. When do you prefer food dining?

- a) Festivals b) Family occasions
c) Parties d) Re-union

12. What type of food do you like to have?

- a) Vegetarian b) Non-vegetarian c) Both

13. What kind of menu do you like to select?

- a) Indian b) Chinese
c) Continental d) Others (specify)

14. What kind of facilities would you expect to overall during your dining?

- a) Google pay b) Parking facility
c) Offer coupons & discounts d) All the above

15. Do you think GST is reasonable?

- a) Yes b) No

16. Whether the items mentioned in the menu are available?

- a) Yes b) No

17. Your opinion towards Restaurants?

S.NO	FACTORS	H.S	S	M	D.S	H.DS
1.	Quality					
2.	Availability of varieties					
3.	Parking facilities					
4.	Cleanliness					
5.	Services					
6.	Quantity					
7.	Location					
8.	Interior decoration					

(HS - Highly Satisfied; S - Satisfied; M - Moderate; DS - Dissatisfied;

HDS - Highly Dissatisfied)

TICK THE APPLICABLE ONES FOR THE ROADSIDE EATERIES:

18. Why do you prefer roadside eateries?

a) Cost b) Time c) Taste

19. Are the seating arrangements comfortable?

a) Yes b) No

20. Do you feel that food supplied in roadside eateries are hygienically preferable?

a) Yes b) No

21. Do you have easy access to roadside eateries?

a) Yes

b) No

22. Are you satisfied to get tasty food at cheap rate?

a) Yes

b) No

23. Factors affecting your opinion towards roadside eateries?

S.NO	FACTORS	H.S	S	M	D.S	H.DS
1.	Quality					
2.	Availability of varieties					
3.	Quantity					
4.	Cleanliness					
5.	Interior decoration					
6.	Parking facilities					
7.	Services					
8.	Location					

(HS - Highly Satisfied; S - Satisfied; M - Moderate; D.S - Dissatisfied;

H.DS - Highly Dissatisfied)

**TICK THE APPLICABLE ONES FOR BOTH RESTAURANTS AND ROADSIDE EATERIES:
(IF BOTH RANK ACCORDINGLY)**

24. Rank the best food dining as per your priority in Thoothukudi?

S.NO	RESTAURANTS		ROADSIDE EATERIES	
1.	Samudra Restaurant		Kumar Nightclub	
2.	Bell Harbour Restaurant		Alwar Nightclub	
3.	Anjappar Restaurant		Saravanathi Nightclub	
4.	CoCo Family Restaurant		Andavar Nightclub	
5.	Muthu Family Restaurant		S.K Nightclub	
6.	Sangamithra Muliti – Cusine		Anand Nightclub	
7.	Arabian Restaurant		Famous Nightclub	
8.	Kani Restaurant		Arasan Nightclub	
9.	Samurai Restaurant		Rajamani Nightclub	
10.	Soorya Restaurant		Jayaganesh Nightclub	

25. Suggestions on customers preference towards restaurants and roadside eateries / nightclubs:

S.NO	FACTORS	RESTAURANTS	ROADSIDE EATERIES
1.	Time Consuming	(a)Yes (b)No	(a)Yes (b)No
2.	Door delivery	(a)Yes (b)No	(a)Yes (b)No
3.	More varieties	(a)Yes (b)No	(a)Yes (b)No
4.	Hospitality / Services	(a)Good (b)Satisfactory (c)Not satisfactory	(a)Good (b)Satisfactory (c)Not satisfactory
5.	Did you face any issues based on	(a)Health (b)Payment (c)Parking facilities	(a)Health (b)Payment (c)Parking facilities
6.	Are you satisfied with parking facilities	(a)Yes (b)No	(a)Yes (b)No

**A STUDY ON COLLEGE STUDENTS ATTITUDE TOWARDS
ENTREPRENEURSHIP IN THOOTHUKUDI**

Project submitted to Departments of Commerce

ST.MARY'S COLLEGE (AUTONOMOUS) THOOTHUKUDI

Affiliated to

MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI

In partial fulfilment of the requirements of

BACHELOR OF COMMERCE

Submitted by

NAME

REG. NO

A. POORNISHA

18SUCA35

K. PREETHI

18SUCA36

K. RAJAKANI CHRISTINA

18SUCA37

B. SOWMIYA

18SUCA50

Under the Supervision of

Ms. S. Lyrics Miruna.,M.Com.,NET.,SET.,MBA.,DAF.,PGDCAB.



DEPARTMENT OF COMMERCE (SSC)

ST.MARY'S COLLEGE (AUTONOMOUS), THOOTHUKUDI

(Reaccredited with 'A+' Grade by NAAC)

**Thoothukudi
(MARCH 2021)**

DECLARATION

We declare that the project entitled "A study on college students attitude towards entrepreneurship in thoothukudi" is submitted in partial fulfilment of the requirements for the degree in our original work done under the guidance and supervision of Mrs. S. Lyrics Miruna, M.Com., NET., SET., MBA., DAF., PGDCAB. This project has not previously formed the bases of award of any similar titles and it represents entirely an independent work.

Name of the students	Register No.	Signature of the students
1. A. Poornisha	18SUCA35	A. Poornisha
2. K. Preethi	18SUCA36	K. Preethi
3. K. Rajakanichristina	18SUCA37	K. Rajakanichristina
4. B. Sowmiya	18SUCA50	B. Sowmiya

Place: Thoothukudi

Date: 29-3-2021

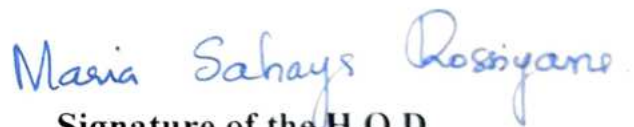
CERTIFICATE

It is certified that this short term project work entitled "A study on college students attitude towards entrepreneurship in thoothukudi " is submitted to St. Mary's college (Autonomous) affiliated to **Manonmaniam Sundaranar University** is partial fulfilment of the requirements for the degree of **Bachelor of Commerce** and is a record of work done in the Department of Commerce (SSC), St. Mary's College (Autonomous), Thoothukudi during the year 2020 – 2021 by the following students.

Name	Register No.
A. Poornisha	18SUCA35
K. Preethi	18SUCA36
K. Rajakani christina	18SUCA37
B. Sowmiya	18SUCA50



Signature of the Guide



Signature of the H.O.D



Signature of the Director

Director

Self Supporting Courses
St. Mary's College (Autonomous)
Thoothukudi - 623 001.



Signature of the Principal

Principal

St. Mary's College (Autonomous)
Thoothukudi - 628 001.

Signature of the External Examiner

ACKNOWLEDGEMENT

First of all we would like to thank Almighty lord for this abundant blessings showered upon this throughout this project.

We would like to express our sincere thanks to our principal **Rev. Dr. Sr. A.S.J. Lucia Rose, M.Sc., M.Phil. PGDCA., Ph.D.**, and our Self-Supporting Course Director **Rev.Dr.Sr.F.Mary Joyce Baby** and our Department staffs who helped us in this project work.

We wish to express our deepest sense of gratitude to **Mrs. P. Maria Sahaya Rossiyana, M.Com., M.Phil., NET**, Head of the Department of Commerce (SSC) and to our guide **Mrs. S. Lyrics Miruna M.Com.,NET.,SET.,MBA.,DAF.,PGDCAB** for their relentless effort and encouragement.

We wish to express our heartfelt thanks to our beloved parents for their encouragement and advice which helped us to make our effort success.

We gratefully acknowledge all our friends and classmates for their valuable help and suggestions during the course of study. We thank all the respondents who gave their valuable information and suggestions to make this project a grand success.

CHAPTERIZATION

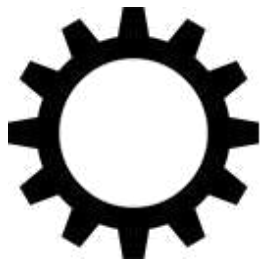
SL. NO	PARTICULARS	PAGE .NO
1	INTRODUCTION AND DESIGN OF THE STUDY	1
2	THEORATICAL ASPECTS AND PROFILE OF THE STUDY AREA	5
3	REVIEW OF LITERETURE	17
4	DATA ANALYSIS AND INTERPRETATION	22
5	FINDINGS,SUGGESTIONS AND CONCLUSION	41

LIST OF TABLES

Table.No	Title	Page .no
4.1	Age wise classification	23-24
4.2	Marital status wise classification	24-25
4.3	Educational wise classification	25-26
4.4	Awariness about business	26-27
4.5	Interest to commence business	27-28
4.6	Safest career path in future	28-29
4.7	Institute have a placement cell	29-30
4.8	Institute have an entrepreneurship development cell	30-31
4.9	Barriers and difficulties to start a business	31-32
4.10	Procedure for commencing a new business	32-33
4.11	Regulation to startup business	33-34
4.12	Awareness of entrepreneurship development agency/institution	34-35
4.13	Entrepreneurship development programme in institution	35-36
4.14	Institution conducted programme related to future	36-37
4.15	Interest in Owning business after completing degree	37-38
4.16	Level of agreement	39
4.17	Attitude towards entrepreneurship	39
4.18	Ranking classification of problems	40

CHAPTER-I

INTRODUCTION AND DESIGN OF THE STUDY



Introduction

CHAPTER-2

**THEORETICAL ASPECT AND PROFILE OF THE STUDY
AREA**



CHAPTER – 3

REVIEW OF LITERATURE



CHAPTER-4

DATA ANALYSIS & INTER PRETATION



Data Interpretation

CHAPTER -5

FINDING SUGGESTIONS AND CONCLUSION



1.1 INTRODUCTION :

The shortage of job opportunities in the formal sector is one of the major problems faced by the graduates in the country. Because of this shortage entrepreneurship was viewed with great interest and encouraged ever since in a many economies, more so in developing and under developed economies. Internationally entrepreneurship is deemed to be of vital importance for economic development and growth desperate desire for growth among the developing countries have placed the spotlight squarely on entrepreneurship as a major factor in the success of capitalist economies. If we want entrepreneurship to be considered as a potential career or job option, we have to raise the level of awareness of entrepreneurial qualities already present in the society in general and the students in particular. The third world policy makers are especially interested in entrepreneurship and its noticeable economic impact on developing societies they view entrepreneurship, small business venturing and job creation as a counterbalancing high unemployment, slow economic growth and high birth rates prevailing in many third world economies. Entrepreneurship is currently fashionable in many developed countries. It is a golden age of entrepreneurship. Present day entrepreneurs have the skills and funding that entrepreneurs of the past decades only dreamt about. Just as important, becoming an entrepreneur has become an acceptable alternative to working for a corporation. Entrepreneurs are the new heroes and role models. Magazines are developed for their exploits, books are written for their benefit, and society applauds their initiative and independence.

Entrepreneurship development today has assumed great significance as it is a key to economic development. The objective of industrial development, regional growth and employment generation depend upon entrepreneurial development. Entrepreneurs are the seed of industrial development and its fruits are greater employment opportunities, increase in per capita income, higher standard of living and balanced regional development.

1.2 OBJECTIVES OF THE STUDY :

1. To investigate the attitude of college students towards entrepreneurship.
2. To college students view entrepreneurship as a future career.

3. To identify the analyse whether factors that influence entrepreneurship intention among college students.
4. To study the different types of perceived barriers faced by the college students while selecting entrepreneurship as a carrier.

1.3 DESIGN OF THE STUDY :

1.3.1 RESEARCH METHODOLOGY :

The present study on challenges of entrepreneur in Thoothukudi district which goes under research methodology through types of researches, sampling design, method of data collection, duration of the study and tools used.

TYPE OF RESEARCH :

The type of research is empirical and descriptive in nature as both primary and secondary data are used for the study.

1.3.2 SAMPLING DESIGN :

The data collected are original in nature. It is first-hand information. For the collection of data, 50 respondents consisting of students attitude towards a business in Thoothukudi district of Tamil Nadu were selected by convinence sampling method.

1.4 SCOPE OF THE STUDY :

The study has been carried out to find out the attitude of students towards entrepreneurship and entrepreneurial careers. The study deals with only graduates undergoing their studies in thoothukudi city. The study is restricted to only final year students of institutes and does not include the students who have passed out or started their business.

1.5 DURATION OF THE STUDY :

The present study was conducted during the month of December 2020 to March 2021 in Thoothukudi city.

1.6 LIMITATIONS OF THE STUDY :

In spite of various advantages mentioned above, the following limitations are inevitable.

1. This study is restricted only to the thoothukudi town. So the result may not be applicable to other area.

2. The sample size is only 50 which may not reveal the true picture of the whole population in the study area.

3. Some respondents were very uncommunicative and did not voluntarily supply certain information. Hence we cannot expect that the data collection through questionnaire is cent percent factual.

4. The findings of the study may be applicable to the period in which it has been done, it may be unsuitable for the other period.

Due to the time constraints, only the most important information has been taken for the study.

1.7 TOOLS USED:

1.7.1 PERCENTAGE ANALYSIS:

Percentage analysis is the method to represent raw streams of data as a percentage (a part in 100 -percentage) for a better understand data.

1.7.2 SIMPLE AVERAGE RANKING:

Ranking question calculate the average ranking for each answer choices so you can determine which answer choices was most preferred overall. The answer choice with the largest average ranking is the most preferred choice.

The average ranking is calculated as follows,Where:

W= Weight of ranked position

X=Response count for answer choices

$$\frac{X_1W_1+X_2W_2+X_3W_3+.....X_nW_n}{\text{Total response count}}$$

1.7.3 WEIGHTED AVERAGE:

On the basis of the frequency of ratings for each attribute, average weighted scores have been calculated with the help of following formula:

$$\text{Weighted Average} = (\sum WX)/(\sum W)$$

1.8 CHAPTER SCHEME:

The project report is classified into five chapters:

CHAPTER 1

The first chapter deals with introduction and research design.

- Introduction
- Objectives of the study
- Design of the study
- Scope of the study
- Duration of the study
- Limitations of the study
- Tools used

CHAPTER 2

The second chapter contains the theoretical aspects and profile of the study.

CHAPTER 3

The third chapter deals with Review of the related study.

CHAPTER 4

The fourth chapter deals with Analysis and Interpretation of the data

CHAPTER 5

The fifth chapter summarizes the findings, suggestions and conclusion.

References:

- Bibliography
- Annexure

THEORETICAL ASPECT AND PROFILE OF THE STUDY AREA:

2.1 INTRODUCTION:

Entrepreneurship plays an eminent function in creating an avenue for employability for rural communities, providing self-employment for those who have started- up a business of their own and enhancing the economic status of the rural sector as well. Entrepreneur ship has transformed many entrepreneurs into successful business persons and generated income for rural communities. Entrepreneurs in rural area have transformed their vicinity into trading hubs thus enabling them to become urbanized areas.

Entrepreneur is an Economic Agent who plays a vital role in the economic development of country. Economic development of a country refers steady growth in the income levels. This growth mainly depends on its entrepreneurs. An Entrepreneur is an individual with knowledge, skills, initiative, drive and spirit of innovation who aims at achieving goals. An entrepreneur identifies opportunities and seizes opportunities for economic benefits.

Entrepreneurship is a dynamic activity which helps the entrepreneur to bring changes in the process of production, innovation in production, new usage of materials, creator of market etc. It is a mental attitude to foresee risk and uncertainty with a view to achieve certain strong motive. It also means doing something in a new and effective manner.

2.2 DEFINITION OF ENTREPRENEURSHIP:

According to A.H Cole "Entrepreneurship is a powerful activity of an individual or group of associated individuals, undertaken to initiate, maintain or aggrandize profit by production or distribution of economic goods or services "

According to Peter F Drucker "Entrepreneurship is neither a science nor an art. It is a practice. It is knowledge base. Knowledge in entrepreneurship is a means to an end, that is, by the practice.

Richard T. Ely and Ralph H. Hes, briefly stated:

The entrepreneur organizes and operates an enterprise for personal gain. He pays current prices for the materials consumed in the business, for the use of the land, for the personal services he employs, and for the capital he requires. He contributes his own initiative, skill, and ingenuity in planning, organizing, and administering the enterprise He

also assumes the chance of loss and gain consequent to unforeseen and uncontrollable circumstances. The net residue of the annual receipts of the enterprise after all costs have been paid, he retains for himself.

Joseph Schumpeter's vision on entrepreneurs is as follows:

The function of the entrepreneur is to reform or revolutionize the pattern of production by exploiting an invention or, more general. An untried technological method of producing a new commodity or producing an old one in new way, opening a new source of supply of materials or a new outlet for products, by organizing a new industry.

2.3 HISTORY OF ENTREPRENEURSHIP IN INDIA:

The history of entrepreneurship is important world wide, even in India In the pre-colonial times the India an trade und business was at its peak. Indians were experts in smelting of metals such as brass and tin Kanishka Empire in the 1st century started nurturing Indian entrepreneurs and traders.

Following that period, in around 1600 AD., India established its trade relationship with Roman Empire. Gold was pouring from all sides. Then came the Portuguese and the English. They captured the Indian sea waters and slowly entered the Indian business. They forced the entrepreneurs to become traders and they themselves took 8 the role of entrepreneurs. This was the main reason for the downfall of Indian business in the colonial times which had its impact in the post-colonial times too. The colonial era make the Indian ideas and principles rigid.

15 Entrepreneurship is the result of three dimensions working together conducive framework conditions, well-designed government programmes and supportive cultural attitudes. Across these three perspectives of entrepreneurship, Two major conclusions are apparent. Firstly, the economic, psychological and sociological academic fields accept that entrepreneurship is a process Secondly. Despite the separate fields of analysis, entrepreneurship is clearly more than just an economic function.

2.4 CONCEPTS & CHARACTERISTICS OF ENTREPRENEURSHIP:

❖ Interest and Vision

The first factor for entrepreneurial success is interest. Since entrepreneurship pays off according to performance rather than time spent on a particular effort, an

entrepreneur must work in an area that interests her. Otherwise, he will not be able to maintain a high level of work ethic, and she will not likely fail. This interest must also translate into a vision for the company's growth. Even if the day-to-day activities of a business are interesting to an entrepreneur, this is not enough for success unless she can turn this interest into a vision of growth and expansion. This vision must be strong enough that she can communicate it to investors and employees.

❖ **Skill**

All of the interest and vision cannot make up for a total lack of applicable skill. As the head of a company, whether he has employees or not, an entrepreneur must be able to wear many hats and do so effectively. For instance, if he wants to start a business that creates mobile games, he should have specialized knowledge in mobile technology, the gaming industry, game design, mobile app marketing or programming.

❖ **Investment**

An entrepreneur must invest in her company. This investment may be something less tangible, such as the time she spends or the skills or reputation she brings with her, but it also tends to involve a significant investment of assets with a clear value, whether they be cash, real estate or intellectual property. An entrepreneur who will not or cannot invest in her company cannot expect others to do so and cannot expect it to succeed.

❖ **Organization and Delegation**

While many new businesses start as a one-man show, successful entrepreneurship is characterized by quick and stable growth. This means hiring other people to do specialized jobs. For this reason, entrepreneurship requires extensive organization and delegation of tasks. It is important for entrepreneurs to pay close attention to everything that goes on in their companies, but if they want their companies to succeed, they must learn to hire the right people for the right jobs and let them do their jobs with minimal interference from management.

❖ **Risk and Rewards**

Entrepreneurship requires risk. The measurement of this risk equates to the amount of time and money you invest into your business. However, this risk also tends to relate directly to the rewards involved. An entrepreneur who invests in a franchise pays for someone else's business plan and receives a respectable income, while an

entrepreneur who undertakes ground breaking innovations risks everything on an assumption that something revolutionary will work in the market. If such a revolutionary is wrong, she can lose everything. However, if she is right, she can suddenly become extremely wealthy.

2.5 TYPES OF ENTREPRENEUR:

❖ Innovative entrepreneur

These entrepreneurs have the ability to think newer, better and more economical ideas of business organization and management. They are the business leaders and contributors to the economic development of a country.

Inventions like the introduction of a small car 'Nano' by Ratan Tata, organized retailing by Kishore Biyani, making mobile phones available to the common man by Anil Ambani are the works of innovative entrepreneur.

❖ Imitating entrepreneurs

These entrepreneurs are people who follow the path shown by innovative entrepreneurs. They imitate innovative entrepreneurs because the environment in which they operate is such that it does not permit them to have creative and innovative ideas on their own.

Such entrepreneurs are found in countries and situations marked with weak industrial and institutional base which creates difficulties in initiating innovative ideas.

In our country also, a large number of such entrepreneurs are found in every field of business activity and they fulfill their need for achievement by imitating the ideas introduced by innovative entrepreneurs.

Development of small shopping complexes is the work of imitating entrepreneurs. All the small car manufacturers now are the imitating entrepreneurs.

❖ Fabian entrepreneurs

The dictionary meaning of the term 'fabian' is "a person seeking victory by delay rather than by a decisive battle". Fabian entrepreneurs are those individuals who do not show initiative in visualizing and implementing new ideas and innovations wait for some development which would motivate them to initiate unless there is an imminent threat to their very existence.

❖ Drone entrepreneurs

- ❖ The dictionary meaning of the term 'drone' is "'a person who lives on the labour of others'. Drone entrepreneurs are those individuals who are satisfied with the existing mode and speed of business activity and show no inclination in gaining market leadership. In other words, drone entrepreneurs are die-hard conservatives and even ready to suffer the loss of business.

- ❖ **Social Entrepreneurs**

Social entrepreneurs drive social innovation and transformation in various fields including education, health, human rights, workers' rights, environment and enterprise development.

They undertake poverty alleviation objectives with the zeal of an entrepreneur, business practices and dare to overcome traditional practices and to innovate. Dr. Mohammad Yunus of Bangladesh who started Grameen Bank is a case of social entrepreneur.

2.6 FUNCTIONS OF AN ENTREPRENEUR:

1. Innovation:

An entrepreneur is basically an innovator who tries to develop new technology products, markets, etc. Innovation may involve doing new things or doing existing things differently. An entrepreneur uses his creative faculties to do new things and exploit opportunities in the market. He does not believe in status quo and is always in search of change.

2. Assumption of Risk:

An entrepreneur, by definition, is risk taker and not risk shirker. He is always prepared for assuming losses that may arise on account of new ideas and projects undertaken by him. This willingness to take risks allows an entrepreneur to take initiatives in doing new things and marching ahead in his efforts.

3. Research:

An entrepreneur is a practical dreamer and does a lot of ground-work before taking a leap in his ventures. In other words, an entrepreneur finalizes an idea only after considering a variety of options, analyzing their strengths and weaknesses by applying analytical techniques, testing their applicability, supplementing them with empirical findings, and then choosing the best alternative. It is then that he applies his ideas in practice. The selection of an idea, thus, involves the application of research methodology by an entrepreneur

4. Development of Management Skills:

The work of an entrepreneur involves the use of managerial skills which he develops while planning, organizing, staffing, directing, controlling and coordinating the activities of business. His managerial skills get further strengthened when he engages himself in establishing equilibrium between his organization and its environment.

However, when the size of business grows considerably, an entrepreneur can employ professional managers for the effective management of business operations.

5. Overcoming Resistance to Change:

New innovations are generally opposed by people because it makes them change their existing behavior patterns. An entrepreneur always first tries new ideas at his level.

It is only after the successful implementation of these ideas that an entrepreneur makes these ideas available to others for their benefit. In this manner, an entrepreneur paves the way for the acceptance of his ideas by others. This is a reflection of his will power, enthusiasm and energy which helps him in overcoming the society's resistance to change.

6 Catalyst of Economic Development:

An entrepreneur plays an important role in accelerating the pace of economic development of a country by discovering new uses of available resources and maximizing their utilization.

2.7 QUALITIES OF A SUCCESSFUL ENTREPRENEUR:

1. Successful entrepreneurs are ambitious.

And how could they not be- you have to have ambition (and bucket loads of it!) in order to be a successful entrepreneur.

This means that they actively seek out problems, and have the ambition to fix them. Doing so comes to them as a habit; it is their state-of-mind. Everyone doesn't have this ambition, and this is one quality that defines an entrepreneur.

2 Successful entrepreneurs proactively find and seek-out opportunities.

One of the things that defines an entrepreneur is his/her ability to search for potential opportunities. Because that is what being an entrepreneur is all about: finding potential problems and opportunities, and providing real, tangible solutions to these problems.

Identifying or discovering an opportunity comes naturally to them, and it is actually a big part of being an entrepreneur in the first place

3. Successful entrepreneurs are focused, goal-oriented, disciplined, well-organized and meticulous.

Getting a business running from the ground-up isn't easy, and understandably so. The fact is the a small percentage of startups go on to survive beyond the first year and become big businesses and hence only a small number of entrepreneurs really go on and make it big.

Those who do have the discipline to follow their game-plan, and work on achieving their short term and long-term goals and objectives. They are focused on ensuring that their businesses work.

Now already a couple years old, they have built up their reputation by releasing wildly successful products like Thrive Leads and Thrive Content Build.

4. Successful entrepreneurs are hard workers who love what they do.

Successful businessmen love what they do. To them, work isn't simply 'work', it's their life! Successful entrepreneurs never look at it as their day-jobs their '9 to 5's or 'something that they do in the day', their business is their life and they work extremely hard to accomplish their goals.

That doesn't mean that they are workaholics or are married to their jobs -they set boundaries, and know how to work hard and work smart!

5. Successful entrepreneurs are not afraid to take risks.

Good entrepreneurs don't fear taking risks, they take them on head-on. They have to take risks every day-it is part of running a business. The thing though about taking risks is that successful entrepreneurs take calculated risks, not foolish ones. This means that they weigh the pros and cons, of every decision that they face, take the advantages and disadvantages of every move into

consideration, look at all possible outcomes and make a calculated and informed decision taking everything into consideration.

Taking risks is part of the game, however taking calculated risks brings about a positive outcome most of the time, and when it doesn't.

6. Successful entrepreneurs are not afraid to make mistakes, und face failure.

In fact, they understand that it's all a part of the game, and they use each and every failure and every mistake that they make is a learning experience. You'd be hard-pressed to find even a single entrepreneur who hasn't made a bucketload of mistakes! The cold, hard truth is that every entrepreneur will end up making mistakes-some small and some big- und will fail numerous times But each of these incidents will be a learning experience for a successful entrepreneur, and each of these instances will be an opportunity of him\her to emerge better and stronger.

7. Successful entrepreneurs have a knack for innovation and creativity.

Successful entrepreneurs can usually be identified by their ambition to innovate this involves developing new ideas, methods, processes, products, services, and above all, new solutions that met new requirements and provide more value to stakeholders.

Besides, a large part of being successful in business relies upon improvement and positive change and all good entrepreneurs have the vision to be creative and innovative in order to bring about this sort of change and improvement.

8. Successful entrepreneurs know what it takes to be successful.

They challenge themselves to learn more and do more. They understand that all businesses are affected by certain internal and external factors-some of which are out of their control or beyond their abilities.

They understand these limitations and either build their own capacity so that they can get what they need, or work with people with different expertise and experience in order to overcome these barriers.

9. Successful entrepreneurs have excellent role models.

These role models are people that they aspire to be people that they look up to, and people who provide them with inspiration and the guidance that they need to be successful.

A role-model could be anyone-such as someone from within your social circles, friends or family, or a famous personality who they look up to (Steve Jobs. Michael Dell. Ridhard Branson. Bill Gales all cone to mind here and are just a few examples).Having a role-model, especially if he or she is your mentor too. Can really take an entrepreneur to unprecedented heights of success, make him truly unstoppable!

10. Successful entrepreneurs are leaden.

That is perhaps the simplest way to put it successful entrepreneurs are natural leaders, and possess many leadership qualities. They are good at managing all aspects of their professional and personal lives. They have the ability to make big decisions, and the right decisions.

They can provide guidance and good opinions to others. They have good communication skills. They are people-oriented, and can get a group of people to work towards the attainment of a common goal while getting the best out of them. They are respected by their peers. They are self motivated. Successful entrepreneurs are competitive.

Profile of the study area :

2.17 Introduction :

Thoothukudi District (also known as **Tuticorin District**) (Tūttukkuṭi Māvaṭṭam) is one of the 37 districts of tamil nadu district in southern India. The district was formed by bifurcation of Tirunelveli district on 20 October 1986. Thoothukudi is the capital and the main town of the district. The district is known for pearl cultivation, with an abundance of pearls being found in the seas offshore. It was formerly ruled by one of the oldest kingdoms in India, the Pandyan Dynasty with the port of Korkai through which trade with Rome happened.^[2] The archaeological site at Adichanallur holds the remains of the ancient Tamil civilization.

2.18 Geography:

Thoothukudi district is situated in the south-eastern corner of Tamil Nadu. It is bounded by the districts of Tenkasi and Virudhunagar on the north, Ramanathapuram on the east, Tirunelveli on the west and Gulf of Mannar on the east and southeast. The total area of the district is 4621 km².

2.19 EDUCATIONAL FACILITIES

The district has educational institutions with primary, middle, high and higher secondary schools numbering 1020, 306, 51 and 46 respectively. Technical education is provided in 2 industrial training institutes and 2 polytechnics. There are 3 teacher training colleges, besides 11 arts and science college in the district. Educational facilities are available

in Tuticorin from primary to post level. Technical institute both engineering and fisheries are also available.

2.20 BANKING INSTITUTIONS

The district has adequate number of Bank branches and cooperative credit societies. There are 17 branches of state bank group, 64 branches of nationalised banks 28 branches of regional rural bank, 40 branches of cooperative banks, 28 branches of private sector banks. Investment cooperation (TICC) and 150 primary agricultural cooperative credit societies altogether there are 311 branch offices including the PACS catering to the needs of the people in providing financial assistance. The total number of banks/financial institutions operating in the district. The district has 180 branches of public sector, private sector Regional Rural and co-operative Banks of which, 50 are urban, 60 are semi-urban and 70 are rural in nature.

2.21 INDUSTRIAL DEVELOPMENT

The district constitutes 70% of the total salt production of Tamilnadu and meets 30% of the salt requirement of our country. There are two industrial estates, one at Kovilpatti with 11 units and the other at Tuticorin with 20 units. The former is managed by SIDCO and the latter by SIPCOT. Small scale industries such as match industries, food based and metal based industries are generally concentrated in Kovilpatti and Tuticorin Taluks. There are 1925 SSI units registered in the district. Major industries numbering 12 are established in the district. They are engaged in the production of cotton and stable yarn, caustic soda, PVC, Rexin, fertilizes, soda ash, carbon-di-oxide gas in liquid etc. The important major industries are southern petrochemical industries corporation Ltd., Two research centre viz., (i) Research centre for Marine salt and (ii) Salt and marine chemical research centre have been established at Thoothukudi by the central and state governments respectively. Thoothukudi is one the main centres for production of salt in this country. This paves the way for salt-based industry. Pearl and Chunk fishing from deep sea around Thoothukudi is rare and unique incidents in this country. Pearl and chunk fishing are widely prevalent in the deep sea near the town. Hence, this town is otherwise known as "Pearl city".

2.22 Employment

The total workers in the district were 6,78,811, out of which male workers were 4,31,784 and female workers, 2,47,027. The rural workers were 4,32,127 while urban workers were 2,46,684. The employment pattern shows that there were 67,307 cultivators, 1,23,988 landless agricultural labourers, 35,183 persons in household industry, and 3,61,818 other workers. There were 90,215 marginal workers in this district (District Statistical Hand Book 2009-2010, Thoothukudi District).

2.23 Literacy

The literacy rate in Thoothukudi district is explained in the following table.
Table: - The Literacy Rate as per Census 2011 Data of Thoothukudi District

Category	Literacy Level		
	Male	Female	Total
Tamil Nadu	82.14	65.46	74.04
Thoothukudi	92.42	81.77	86.52

2.24 Salt production:

The district constitutes 70 per cent of the total salt production of Tamil Nadu and 30 per cent of that of India. Tamil Nadu is the second largest producer of Salt in India next to Gujarat.

2.25 Transport:

National Highway 45B, 7A and State Highways SH-32,33,40,44,75,76,77,93,176 connect to other parts of the State. Government buses connect the district with other parts of state. Vanchimaniyachi and Tuticorin station are major stations of Indian railway. The Port of Thoothukudi provides container services. Tuticorin Airport is situated near Vaigaikulam and

currently has flights from Chennai, Bengaluru. Thoothukudi is the one of the cities which is having four ways of transportation (Road ways, Airways, Seaways and Railways).

2.26 Education Institutions:

There are numerous educational institutions, colleges, schools providing education. The Agricultural College and Research Institute, Killikulam was established in 1984 – 85 as the third constituent College of Tamil Nadu Agricultural University.

Colleges:

- V.O.Chidambaram College
- St.Mary's College
- Kamaraj College
- Holy Cross Home Science College for Women
- Bishop Caldwell College
- A.P.C Mahalakshmi College

Schools

- Star Matriculation Higher Secondary School
- Caldwell Higher Secondary School
- Victoria Girls Higher Secondary School
- Paul Matriculation School
- St Thomas Matriculation School

Coaching Centre:

- Suresh IAS Academy
- Sam's IAS Academy
- ICE Education centre
- Pearl Academy
- Deva Academy for NEHISTORICAL POPULATION

Review of literature

Carter, Gartner, Shaver & Gatewood (2003) explored and compared the reasons that nascent entrepreneurs and non-entrepreneurs start enterprises and make career choices. The results of their research indicated that the main reasons individual's start enterprises are self-realization, financial success, roles, innovation, recognition and independence.

Wang & Wong (2004) investigated the determinants of interest in entrepreneurship among university students in thoothukudi. Gender, family experience with business and educational level were found to be significant factors in entrepreneurial interests.

Zhao et al. (2005) found a positive relationship between entrepreneurial self-efficacy and intentions to start a business. Simply put, entrepreneurial knowledge refers to an individual's appreciation of the concepts, skills and mentality expected of an entrepreneurship (Jack & Anderson, 1999, p. 118).

Massad and Tucker (2009) articulate that this knowledge can be acquired and developed through consistent exposure to entrepreneurship activities.

Turker (2009) Accordingly, entrepreneurial learning is associated with the development of entrepreneurial knowledge. Identifies two distinct types of entrepreneurial knowledge that complement each other when determining new venture creation processes. The first type of knowledge relates to individuals' ability to recognize entrepreneurial opportunities. This involves the discovery and evaluation of new venture opportunities. Recognizing business opportunities involves being able to identify a market or a group of people facing a particular problem. Solving this problem often involves the development of an innovative or new approach.

Ethen Duygules in his study of 170 students tried to investigate whether entrepreneurs and non entrepreneurs have systematically different psychological characteristics, especially in terms of proactive behaviour or personality. He used the entrepreneurship model proposed by thoothukudi (1997). The model suggests that among other things, those certain entrepreneurial activities and these characteristics make them different from non entrepreneurs. It was found that 67.9 % of the students were found to be entrepreneurially inclined. The income of the family and profession of the family members was found to be a significant factor that influences the entrepreneurial orientation of students. a strong

relationship between proactive behaviour and entrepreneurship orientation was found in the study.

Malin, B. Morris, K. Alan C, Jennie, E., in a study of 50 students, facing career decision respondent asked the to indicate on a scale from 0-100 how likely it was for them to start a firm within the next 5 years, how attraction starting a firm for the average person was, how attractive it was for them, how feasible for the average people was to start a fun and how feasible it was for them. Additional an 18 item measure on intentions using likes scale was used. It was found that social norms and self efficacy had a direct relationship on desirability and feasibility respectively. It was also found that desirability and feasibility were associated with entrepreneurial intention. Those with strong intentions had a strong desirability towards new ventures.

Evan, d (2005), investigated the role of entrepreneurial attitudes and entrepreneurial self-efficacy on an individual's intention to engage in entrepreneurial behaviour. Their sample consisted of 50 students surveyed at the beginning of their first entrepreneurship class in programs in thoothukudi between 2020 and 2021. They measured the entrepreneurial intentions of the students using a 7 point scale ranging from very unlikely (1) to very likely (7) over eight items measuring intentions to engage in a range of entrepreneurial behaviour. Their result found that individuals who prefer more income, more independence and more ownership have high entrepreneurial intentions. The study found no relationship between risk propensity and entrepreneurial intention significant positive relationships were also found between entrepreneurial self efficacy and entrepreneurial intention.

Erich, J (2003), in his study examined key factors influencing student's intent to create a new venture. He investigated the affect of individual's attitude in general and towards self-employment on their choice of entrepreneurial career. The sample for his study consisted of 50 students from of universities in thoothukudi. The attitude towards entrepreneurship was the most relevant predictor of entrepreneurial intent among students. Similarly the attitude towards autonomy had a strong and highly significant impact on student's interest to becoming an entrepreneur. Attitude towards money have a strong positive impact on entrepreneurial intent. The university actions to foster the aspiration to start a business leads to the stronger willingness to become an entrepreneurs.

Dooglas, E., (1999), in his study investigated the relationship between the intention to start ones own business and individuals attitude towards income, independence, risk and work effort. Results of his study suggest that individuals having more positive attitude towards independence and risk are characterised by higher willingness to become an entrepreneur.

Francisco, L in his study of students tested the intention model of entrepreneurship. The model assumes that external variables (demographic or background characteristics) do not directly effect the intention of performing a given behaviour or behaviour itself. That effect would be only indirect, through their influence on the antecedents as: entrepreneurial knowledge, perceived feasibility (self-efficacy). It was found that attitude towards entrepreneurship and perceived feasibility has greatest affect on intention / social norms, on the other hand, contribute very weakly to explaining intention. A high co-relation was found between attitude and feasibility. Knowing an entrepreneur and being familiar with the business environment makes students more confident about their own capacity of becoming entrepreneurs.

Maragaret, E (2008), in her study of final year management students of universities in Thoothukudi investigated their aspiration to start their own business. It was found that only 12.4% of the would be graduates aspire to start their own business. The reasons for not standing their business were found to be no take off funds, inadequate preparation to face demands of business and poor attitude of towards.

Fitzsimmons and Douglas in their study of 414 students investigated the Entrepreneurial interaction of these students. The respondents were asked to Evaluate a series of hypothetical career profiles and decide on attractiveness of Each profile presented. The hypothetical scenarios presented were based onThoothukudi in a study of University students tried to validate the intention model of entrepreneurship. The result confirmed the validity of the model. The demographic, variables, personality traits, social economic variables, experience and education were found to have an indirect effect on the intention to be an entrepreneur. The entrepreneurial intention among Andalusian students was found to be low (61%) as compared to a similar study carried out in thoothuudi (68.2%).

Dominique et all in their study investigates what can be called entrepreneurial spirit? How does an entrepreneurial spirit arise prior to the decision to set up a business? How can the components of an enterprising spirit be defended? What are the possible teaching

methods valuable within the engineering college training? The enterprising spirit was thought of as a set of positive attitudes as regards the notion of enterprise. The expression of an enterprising spirit was thought as the intention to create a business. The components of the intention to be an entrepreneur were found to be a) favourable attitude as regards entrepreneurship b) Interiorised social standards related to an entrepreneurial behaviour and c) The feelings of having entrepreneurial skills of self control and ability to get to success. Josee in his study presented a longitudinal study of entrepreneurial intentions among University students enrolled in business Administration program. The sample for the study was 50 third year undergraduate business students from thoothukudi. The study found that the probability of launching their business in the next three years at 25% which is fairly low. In the long run the probability was found to be 61% perception of desirability and perception of feasibility variables explained 49% of the variation in the long term intention to start a business, compared to only 82% in case of short term intention. The perceptions of desirability the feasibility of starting a business significantly explain the intention to go into business at some point in life.

Othman and Ishak (2009) investigated the influence of attitude on choosing a career in entrepreneurship among graduates in thoothukudi. The sample consisted of 50 participants of the graduate entrepreneurial scheme. The findings showed that graduates had a high inclination towards entrepreneurship which in turn was related to high aspiration level. Graduates were also found to have a high attitude profile towards entrepreneurship in all the attitudinal components achievement need, internal locus of control, competitiveness, autonomy and monetary value, based on demographic, educational and situational factors. It was found that internal locus of control; monetary value and autonomy were significant factors that inspire graduate towards entrepreneurship. Shepherd and Douglas in this study investigated career decision making through comparing career decision maker's attitudes towards independence, risk, work effort and income. They examined four main attitudes of people who are in the process of choosing between career alternatives and expected that these attitudes were associated with the degree of intention to become an entrepreneur.

These attitudes were i) independence, ii) financial risk, iii) hard work and iv) income. The sample for the study consisted of 50 final year students at a top mid west business school. The result of the study found that income was the most important attribute in impending career decision maker's choice among career alternatives. The second most important career attribute was independence, third was risk and fourth was work effort

required. Those who had a stronger intention to become an entrepreneur had a more positive attitude towards independence than those who had a weaker intention to become an entrepreneur. Those who had a stronger intention to become an entrepreneur also had a more positive attitude towards risk he less negative attitude, than those with a weaker intention to be an entrepreneur.

Rozan, M., (2001) in his study investigated the entrepreneurship dimensions that perceive desirability towards entrepreneurial intention. The sample consisted of 129 information technology entrepreneurs from thoothukudi.

Henderson & Robertson (2000) in this study of 117 final year undergraduate students of business studies to investigated what the respondents knew about entrepreneur and examine the influence on young people as they pursue their career choice. It was found that all the respondent had it positive immersion about entrepreneurs. The most frequently associated keywords with the term entrepreneur were "risk taker", motivated, ambitious and successful. In examining who are what influenced respondents career choices the dominant factors were their own experience together with family views. Teachers and career guidance counselors were perceived to have little impact.

4.1 INTRODUCTION

This chapter aims at studying the challenges of students entrepreneurs with special preference to Thoothukudi area. It is based on the primary data which were collected by the research team with the help of an interview schedule. Though people have many common aspects, they differ in many respects. These differences are usually significant. There are some differences in personal or demographic characteristics of individuals. Hence in this chapter, an attempt is made to examine the socio- economic profile of the women entrepreneurs in different sectors of the study area.

Analysis of data plays a dominant role in the completion of project. Tables and diagrams assist the research team to analyze the data. 50 respondents were and data were collected through questionnaires. Each question in the questionnaire is analyzed individually, sufficiently tabulated and represented graphically.

This chapter is devoted to present the analyzed data in an appropriate manner. For the purpose of analysis, statistical tool like

- ❖ Percentage analysis
- ❖ Bar diagram
- ❖ Pie-chart
- ❖ Simple ranking method
- ❖ Five-point scaling test have been used.

TABLE 4.1**AGE WISE CLASSIFICATION:**

Age	No. of respondents	Percentage (%)
17 – 18	5	10
18 – 19	25	50
Above 20	20	40
Total	50	100

Sources: Primary Data

From the above table, it is clear that out of the total respondents, 50% of respondents belong to the age group of 18 - 19, 40% of respondents belong to the age group of above 20, 10% of respondents belong to the age group of 17 – 18.

Majority 50% of respondents belong to the age group of 18 – 19.

CHART 4.1

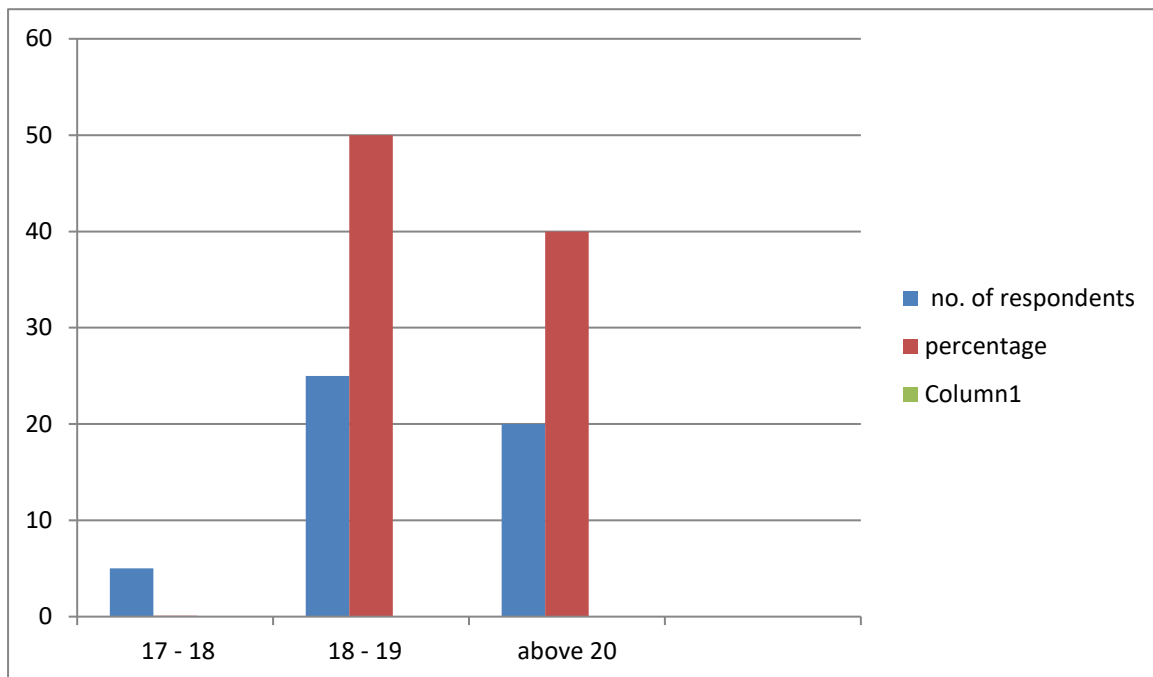


TABLE 4.2

MARITAL STATUS WISE CLASSIFICATION:

Marital status	No. of respondents	Percentage(%)
Married	5	10
Unmarried	45	90
Total	50	100

Sources: Primary Data

Inference:

From the above table 4.2, it is clear that out of the total respondents taken for study, 90% of the respondents are unmarried, 10% of the respondents are married.

Majority 90% of respondents are married.

CHART 4.2

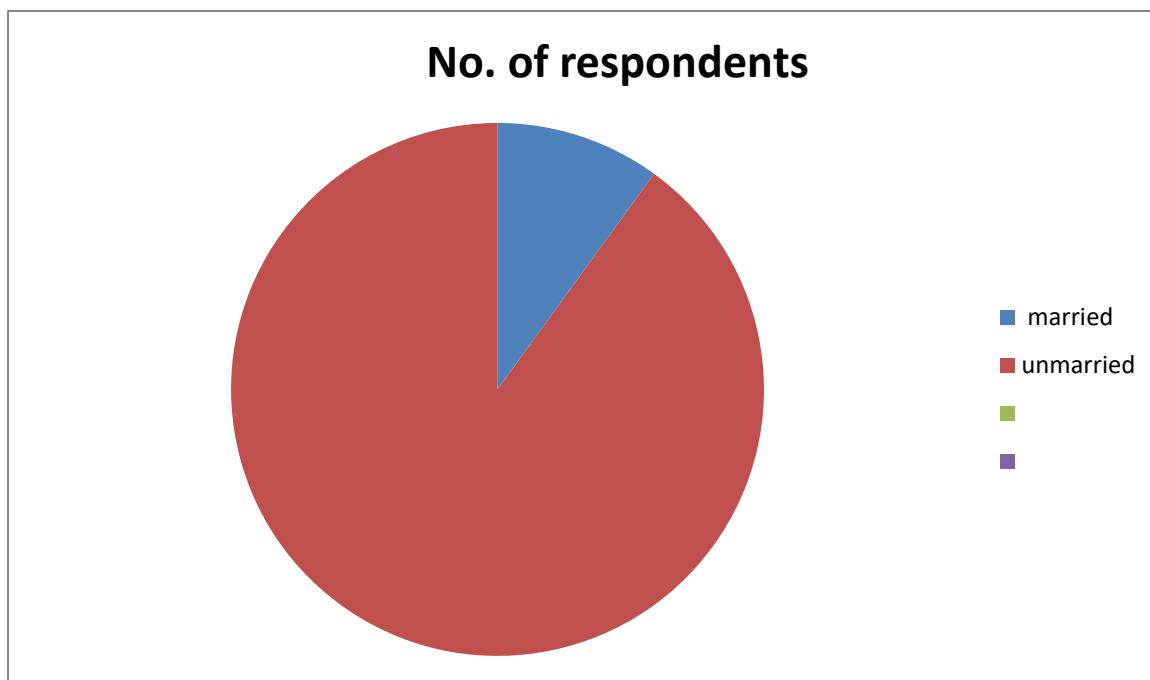


TABLE 4.3

EDUCATIONAL WISE CLASSIFICATION:

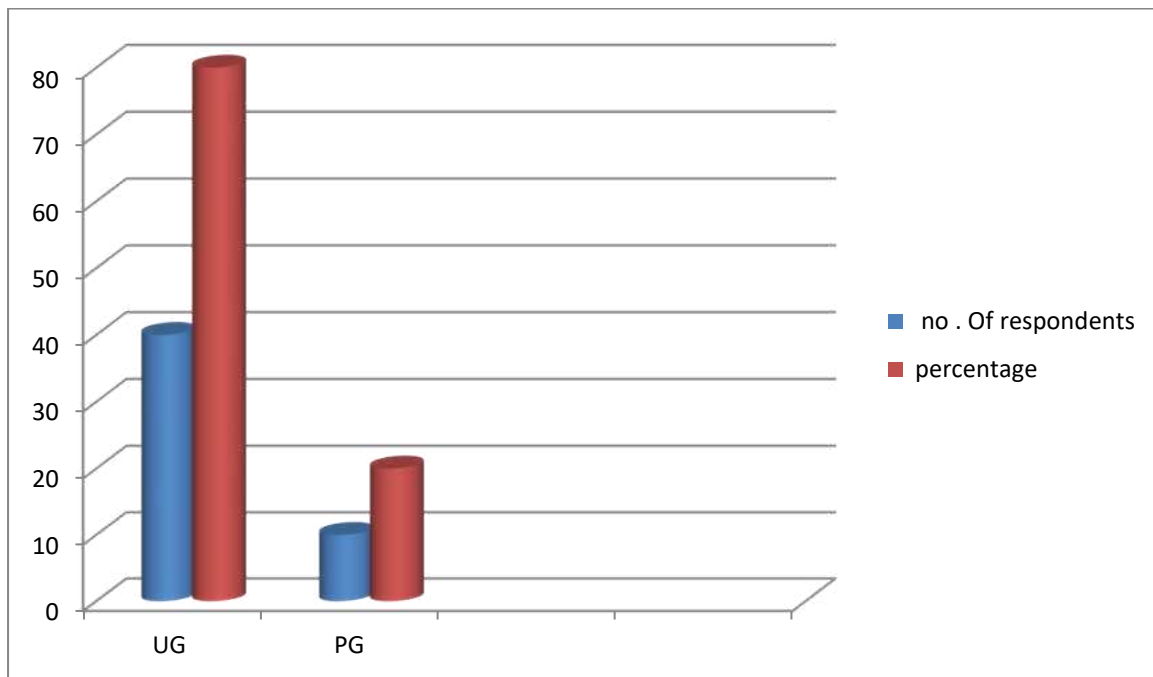
Education	No. of respondents	Percentage (%)
UG	40	80
PG	10	20
Total	50	100

Sources: Primary Data

From the above table, it is clear out of the total respondents, 80% of respondents have completed UG, 20% of respondents have completed PG.

Majority 80% of the respondents have completed UG.

CHART 4.3



4.4 TABLE

AWARNESS ABOUT BUSINESS:

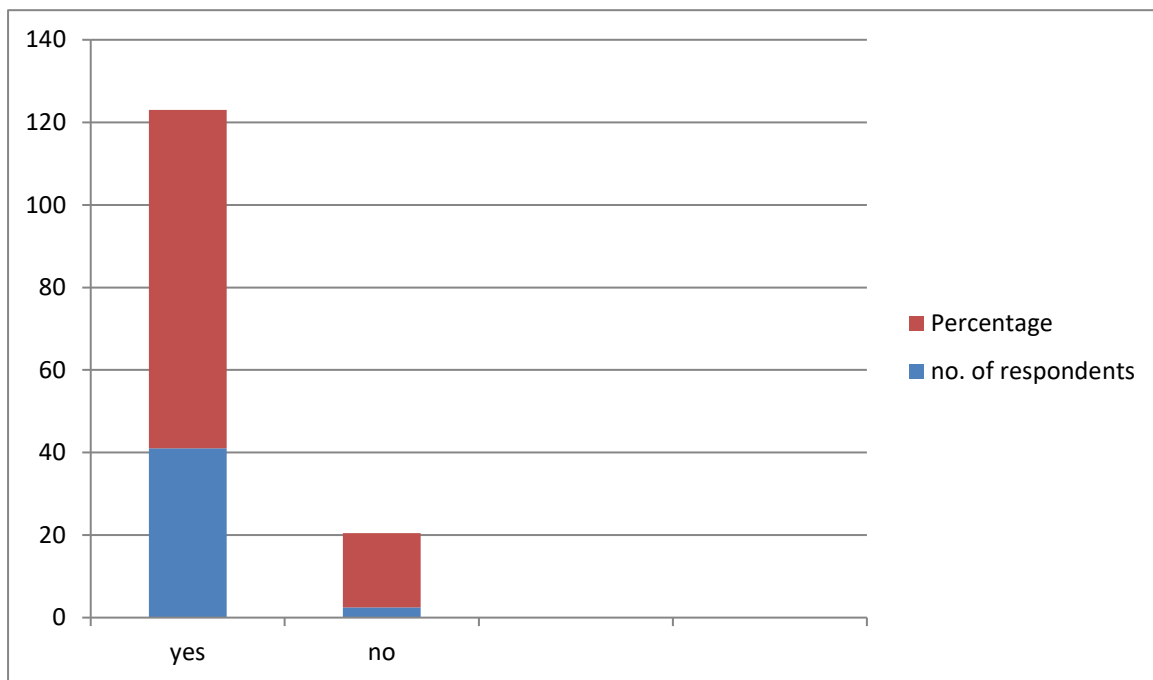
Particulars	No. of respondents	Percentage (%)
Yes	41	82
No	9	18
Total	50	100

Sources: primary data

From the above table, it is clear out of the total respondents, 82% of respondents are aware about business 18% of respondents have not aware about business.

Majority of 82% respondents will be aware about business.

CHART4.4



4.5 TABLE

INTEREST TO COMMENCE BUSINESS:

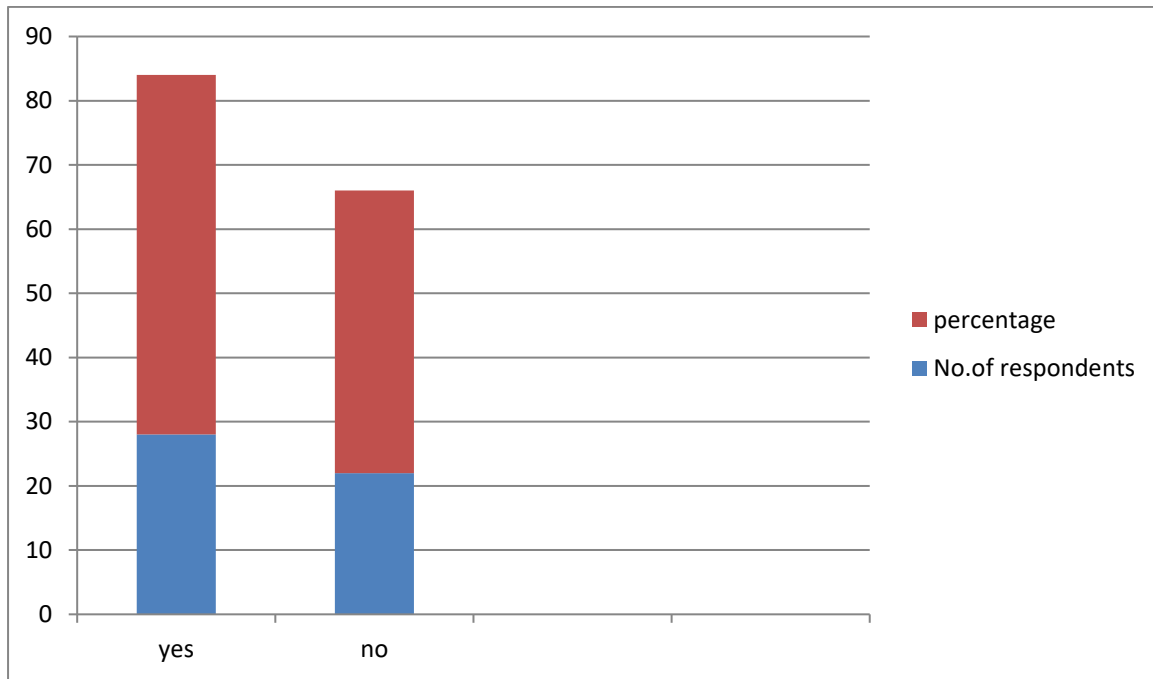
Particulars	No. of respondents	Percentage (%)
yes	28	56
no	22	44
Total	50	100

Source: primary data

From the above table, it is clear out of the total respondents, 56% of respondents interested to commence business 44% of respondents have not interested to commence business.

Majority of 56% respondents have interested to commence business.

CHART 4.5



4.6 TABLE

SAFTEST CARRER PATH IN FUTURE:

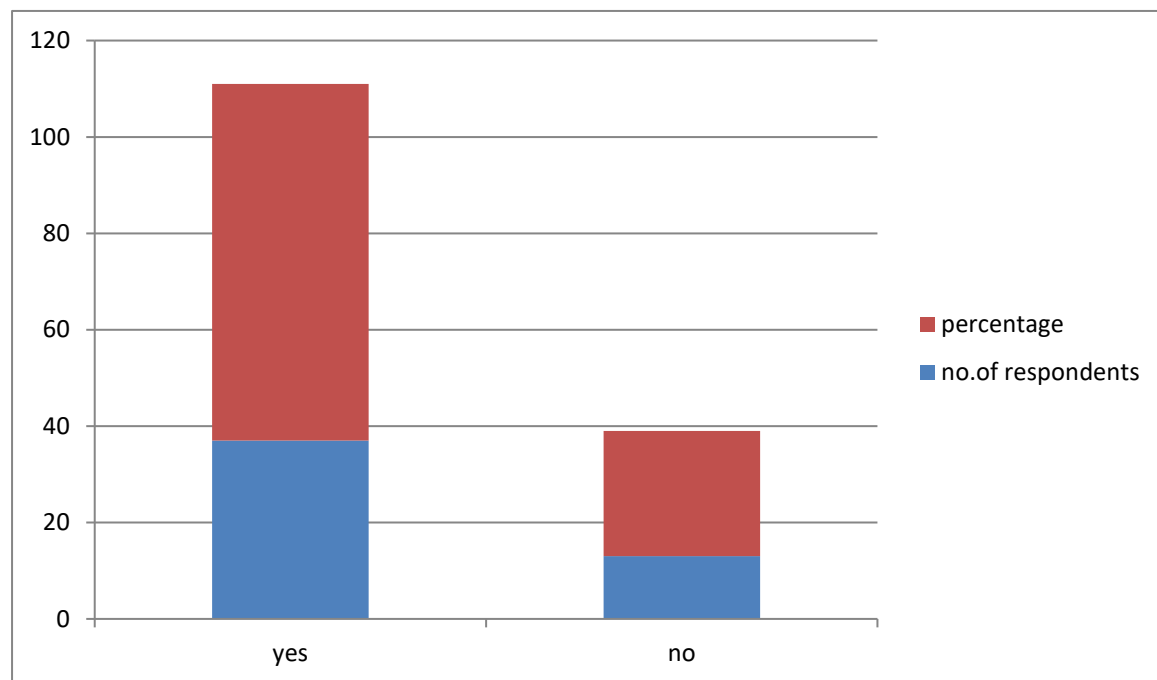
Particulars	No. of respondents	Percentage (%)
Yes	37	74
No	13	26
Total	50	100

Sources: primary data

From the above table, it is clear out of the total respondents, 74% of respondents feel safest career path in future 26% of respondents feel not safest career path in future.

Majority of 74% respondents feel safest career path in future.

CHART4.6



4.7 TABLE

INSTITUTE HAVE A PLACEMENT CELL:

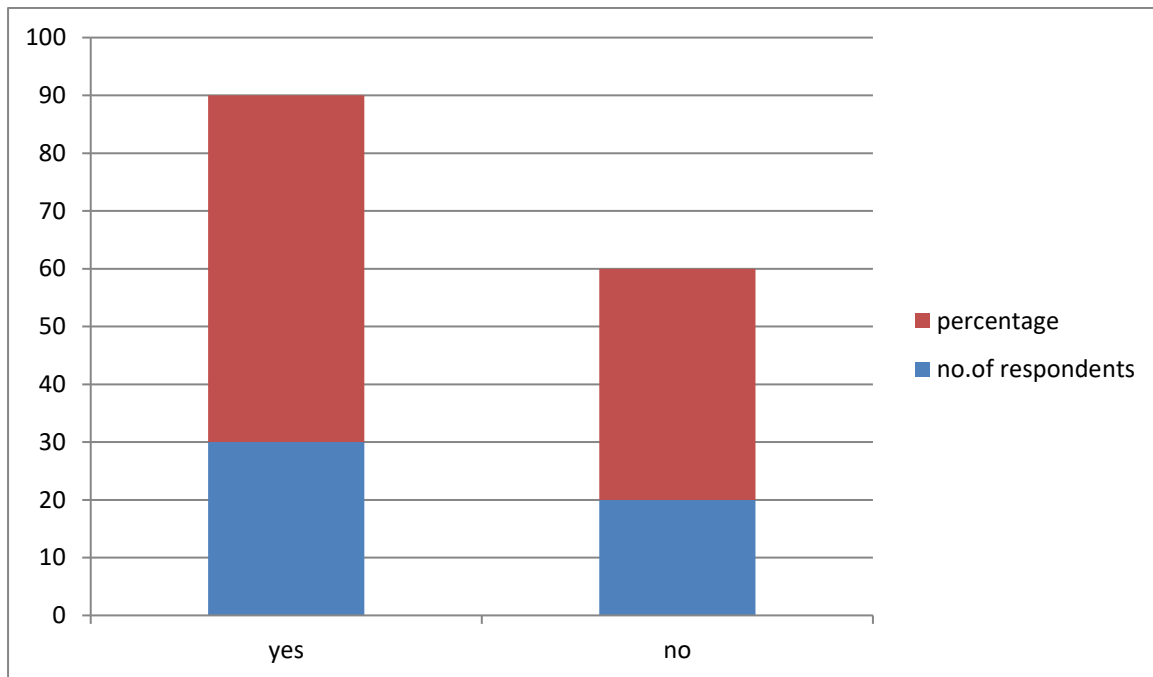
Particulars	No. of respondents	Percentage (%)
Yes	30	60
No	20	40
Total	50	100

Sources: primary data

From the above table, it is clear out of the total respondents, 60% of the respondents institute have a placement cell 40% of the respondents institute have not a placement cell.

Majority of 60% respondents institute have a placement cell.

CHART 4.7



4.8 TABLE

INSTITUTE HAVE AN ENTREPRENEURSHIP DEVELOPMENT CELL:

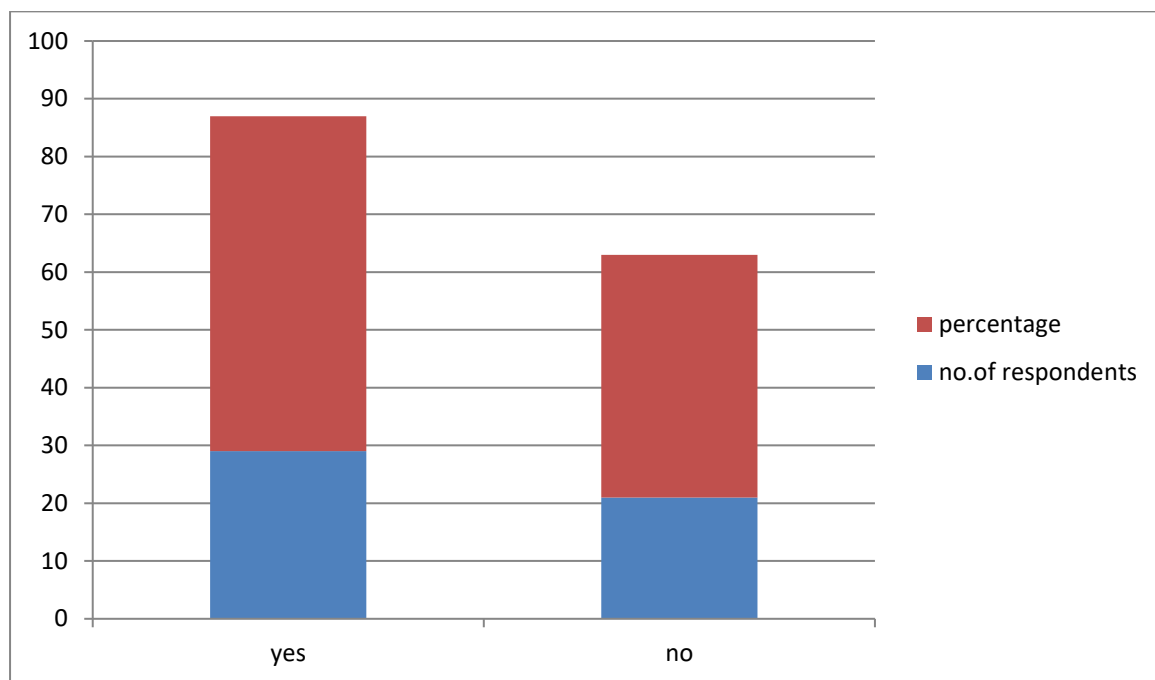
Particulars	No. of respondents	Percentage (%)
Yes	29	58
No	21	42
Total	50	100

Sources: primary data

From the above table, it is clear out of the total respondents, 58% of the respondents institute have an entrepreneurship development cell 42%not have an development cell in institute.

Majority of 58% respondents institute have an entrepreneurship development cell.

CHART 4.8



4.9 TABLE

BARRIERS AND DIFFICULTIES TO START A NEW BUSINESS:

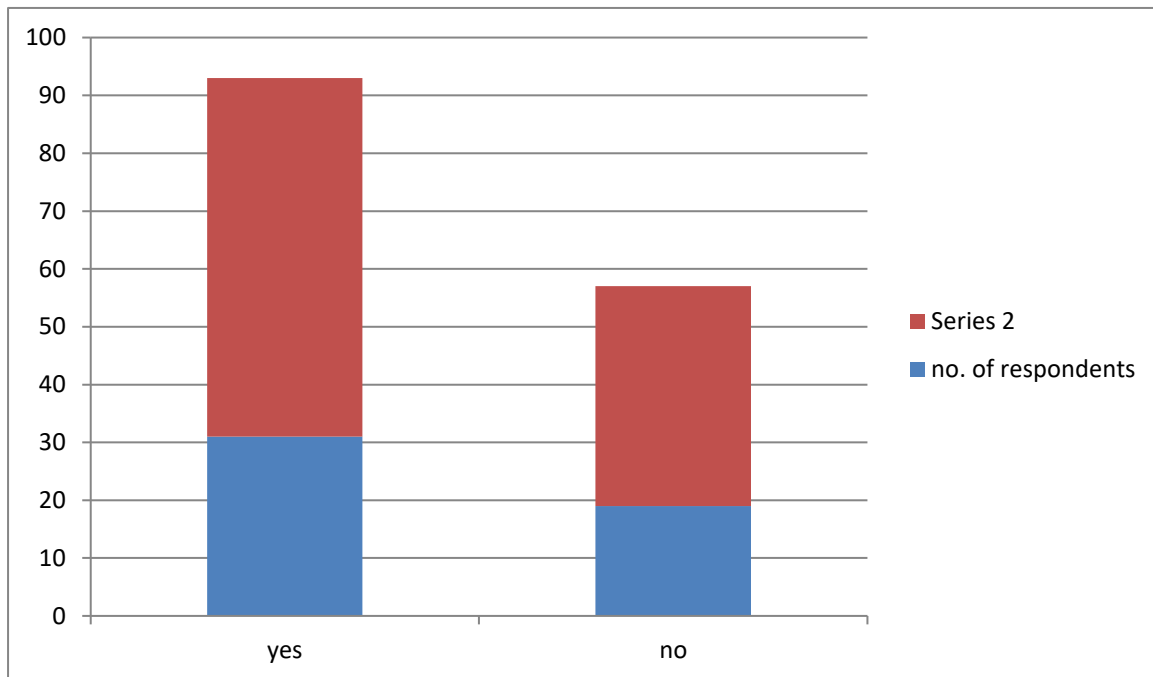
Particulars	No. of respondents	Percentage (%)
Yes	31	62
No	19	38
Total	50	100

Sources: primary data

From the above table, it is clear out of the total respondents, 62% of respondents have barriers and difficulties to start a new business 38% of respondents not have barriers and difficulties to start a new business.

Majority of 62% respondents have barrier and difficulties to start a new business.

CHART 4.9



4.10 TABLE

PROCEDURES FOR COMMENCING A NEW BUSINESS:

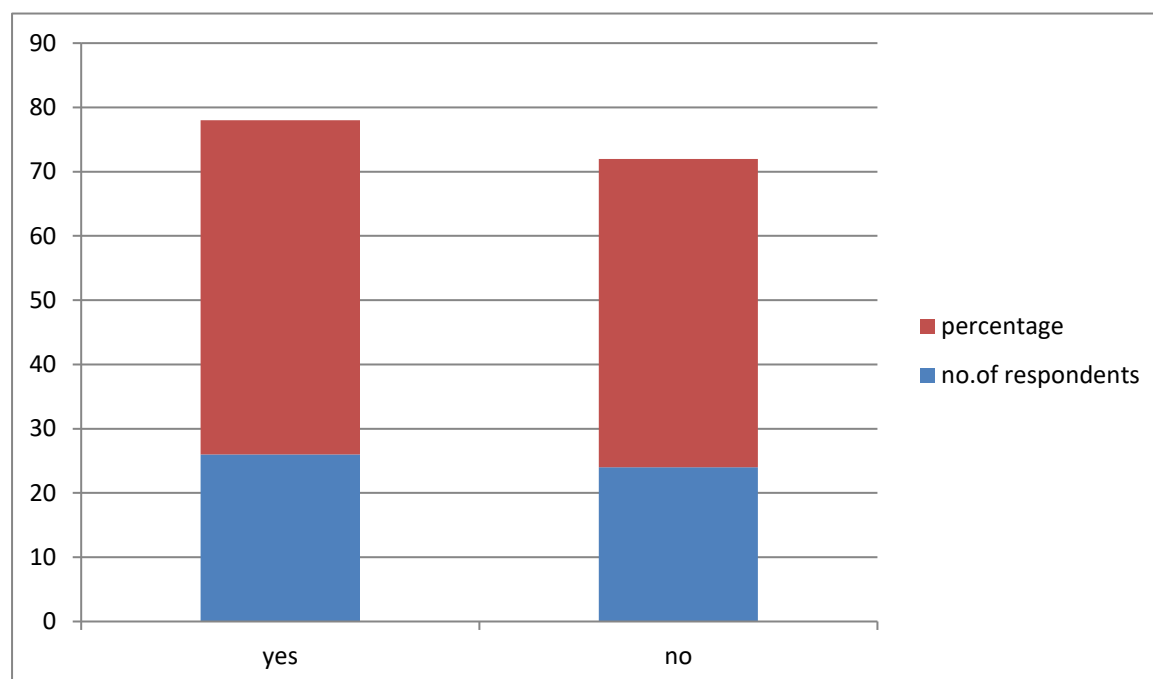
Particulars	No. of respondents	Percentage (%)
yes	26	52
no	24	48
Total	50	100

Sources: primary data

From the above table, it is clear out of the total respondents, 52% of respondents know about procedure for commencing a new business 48% of respondents don't know about procedures for commencing a new business.

Majority of 52% respondents know about procedure for commencing a new business.

CHART 4.10



4.11 TABLE

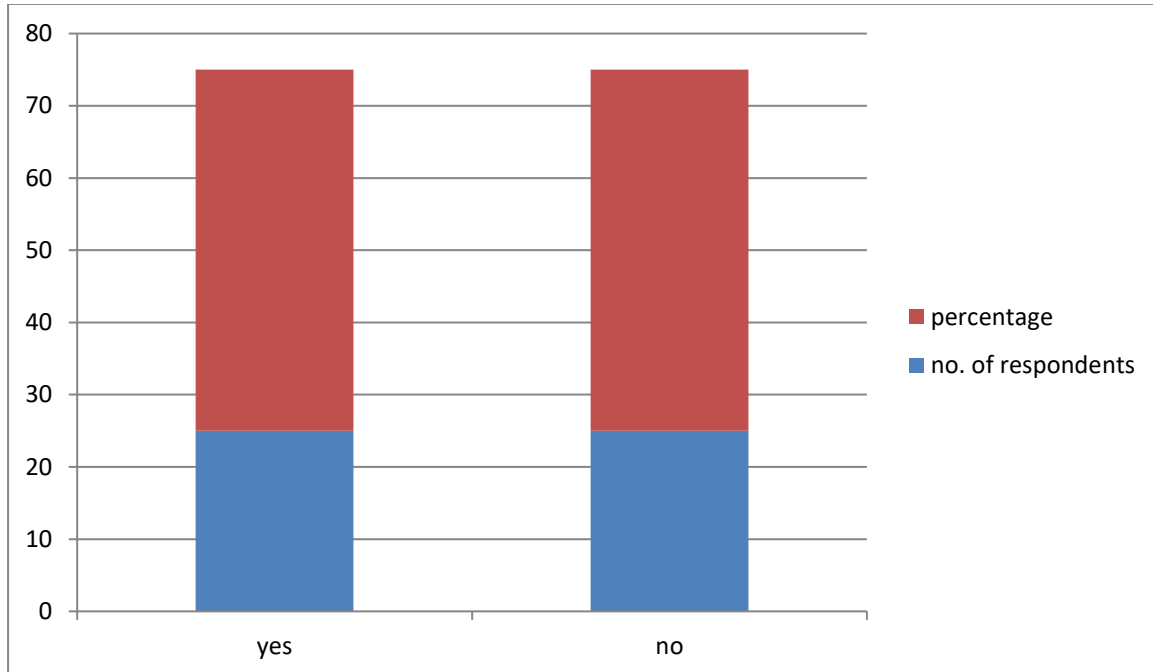
REGULATION TO START-UP A BUSINESS:

Particulars	No. of respondents	Percentage (%)
Yes	25	50
No	25	50
Total	50	100

Sources: primary data

From the above table, it is clear out of the total respondents, 50% among these regulation to start up a business will have an equal opinion.

CHART 4.11



4.12 TABLE

AWARE OF ENTREPRENEURSHIP DEVELOPMENT AGENCY/INSTITUTION:

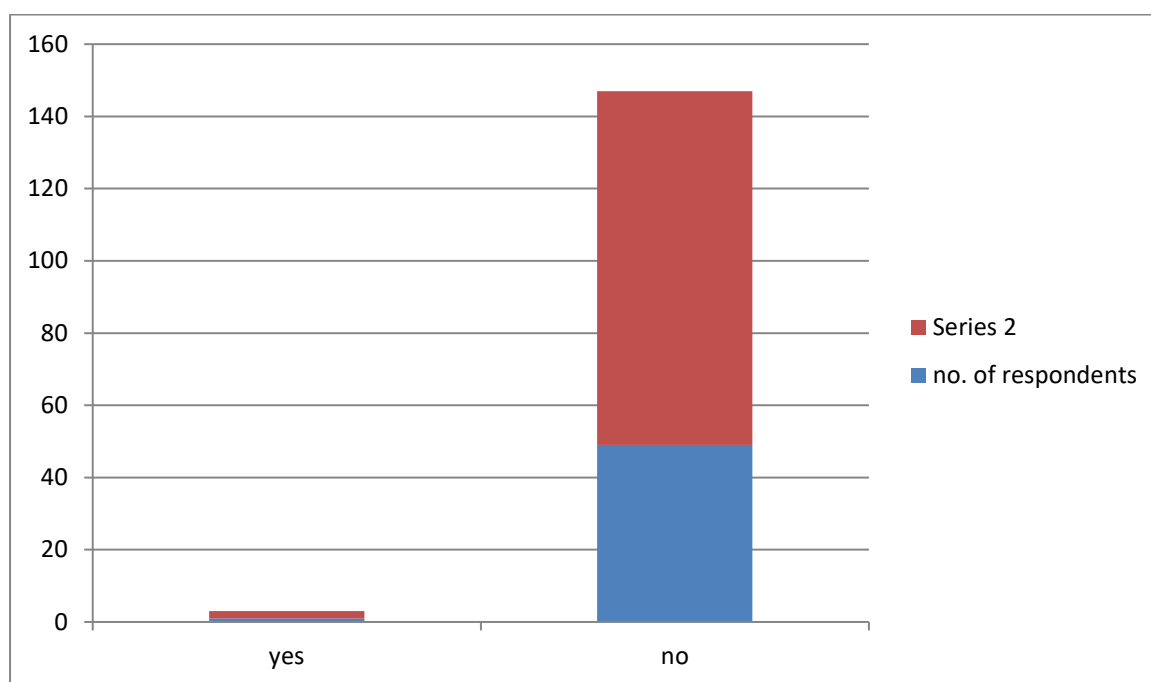
Particulars	No. of Respondents	Percentage (%)
yes	1	2
No	49	98
Total	50	100

Sources: primary data

From the above table, it is clear out of the total respondents, 98% of respondents have aware of entrepreneurship development agency/institution 2% have aware on development.

Majority of 98% respondents don't have aware of entrepreneurship development agency/institution.

CHART 4.12



4.13 TABLE

ENTREPRENEURSHIP DEVELOPMENT PROGRAMME IN YOUR INSTITUTE:

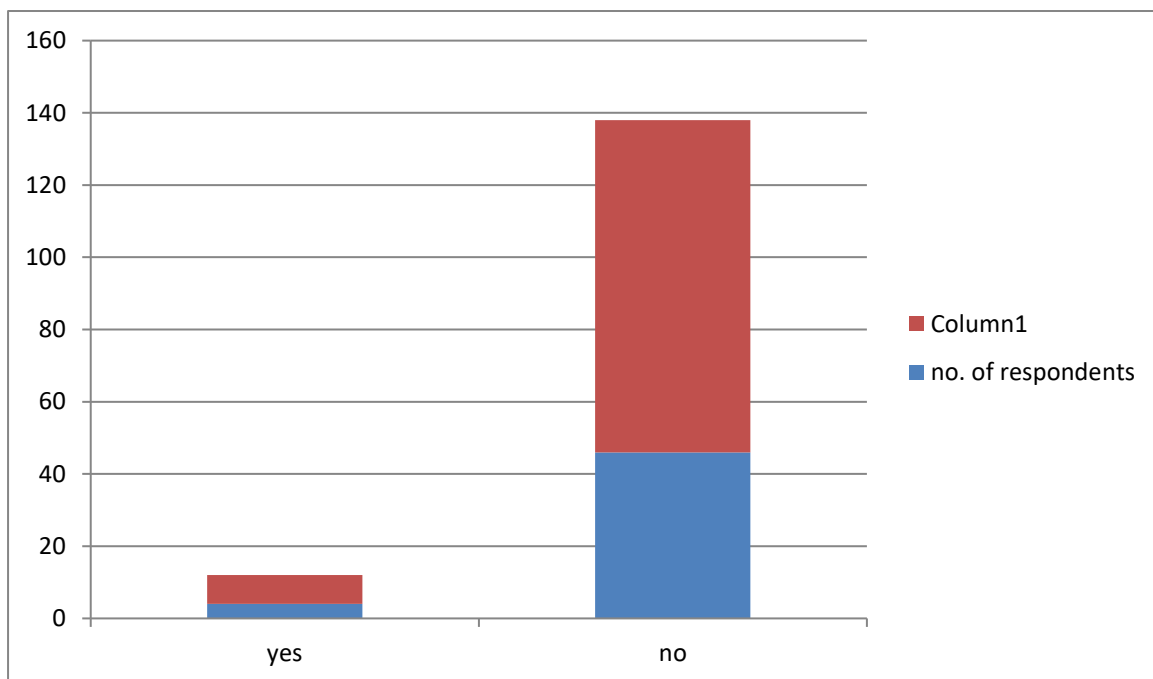
particulars	No. of respondents	Percentage (%)
yes	4	8
no	46	92
total	50	100

Sources: primary data

From the above table, it is clear out of the total respondents, 92% of respondents not having development programme in institute 8% of respondents only have development programme in institute.

Majority of 92% respondents not having development programme in institute.

CHART 4.13



4.14 TABLE

INSTITUTE CONDUCTED PROGRAMME RELATED TO ENTREPRENEURSHIP:

particulars	No. of respondents	Percentage (%)
yes	2	4

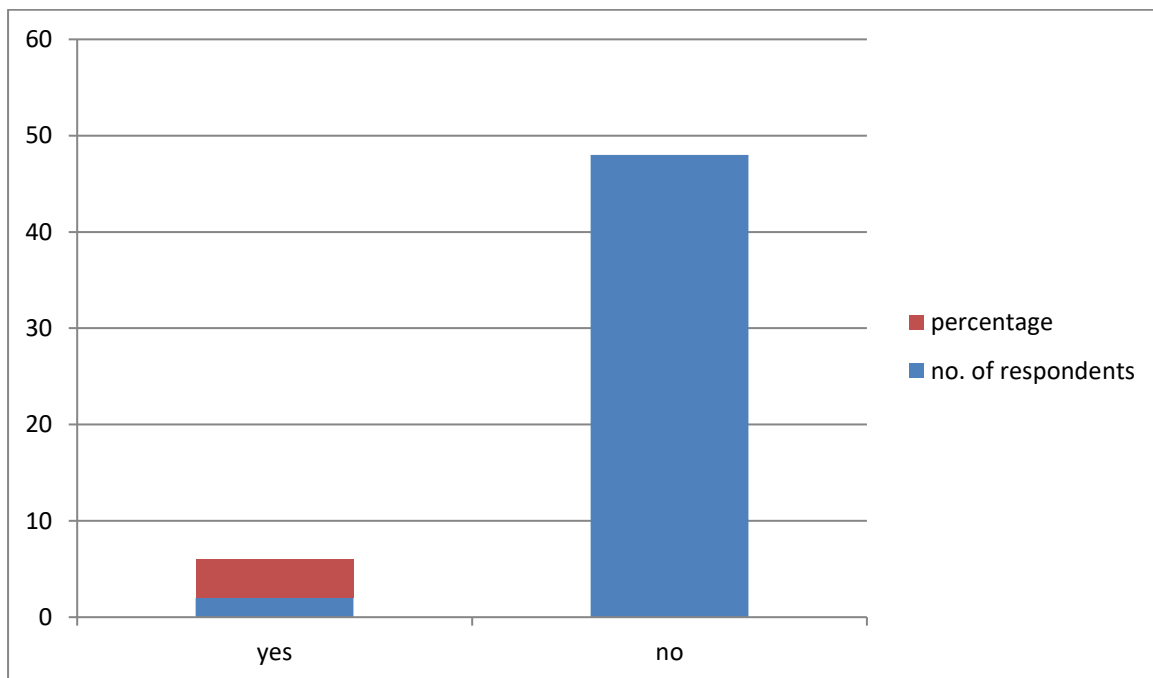
no	48	96
total	50	100

Sources: primary data

From the above table, it is clear out of the total respondents, 96% of respondents not conduct programme related to entrepreneurship 4% conduct the programme.

Majority of 96% respondent not conducted programme related to entrepreneurship.

CHART 4.14



4.15 TABLE

INTEREST IN OWNING BUSINESS AFTER COMPLETING DEGREE:

particulars	No. of respondents	Percentage (%)
Uninterested	17	34
Neutral	20	40

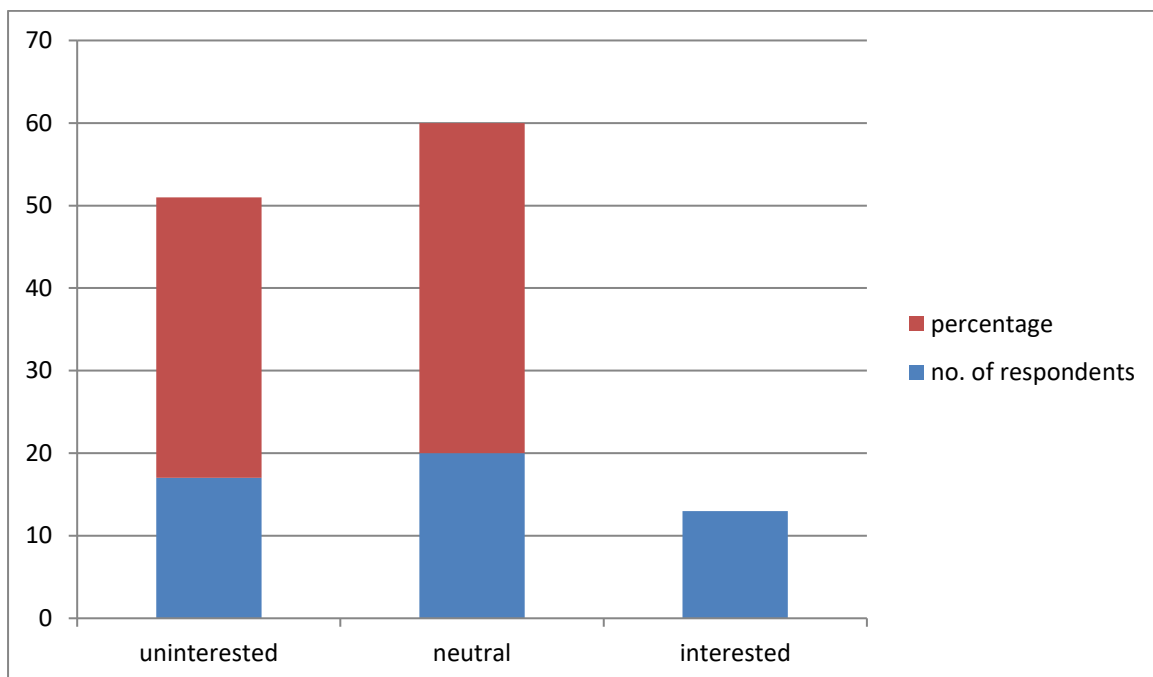
interested	13	26
total	50	100

Sources: primary data

From the above table, it is clear out of the total respondents, 40% of respondents gave neutral, 34% gave uninterested and 26% gave interested to create own business after completing a degree.

Majority of 40% respondents gave neutral to create a own business after completing a degree.

CHART 4.15



4.16 TABLE

LEVEL OF AGREEMENT:

Statement	DA	N	A	Weighted Score	Rank
Students with the knowledge required to a business	4	7	39	22.5	I
Infrastructure in place of institute to support business	7	31	12	17.5	III
Entrepreneurship development	11	10	29	19.7	II

Sources: primary data

From the above table, it is clear out of the total respondents taken for study Ist rank is for knowledge required to a business, II rank is for entrepreneurship development, III rd rank is for infrastructure of institute to support business.

Majority of Ist rank is for students knowledge required to a business.

4.17 TABLE

ATTITUDE TOWARDS ENTREPRENEURSHIP:

Statement	DA	N	A	Weighted score	Rank
Career option in todays globalized world	3	3	44	23.5	I
Venturing is a risky business	2	21	27	20.8	II
Rewarding career	13	14	23	18.3	IV
Decent job venture into entrepreneurship	27	18	25	13	V
Lot of money to a business	11	8	31	20	III

Sources: primary data

From the above table, it is clear out of the total respondents taken for study, Ist rank is for career option in todays globalized world, IInd for venturing is a risky business, IIIrd rank is for lot of money to a business, IVth rank is for rewarding career, Vth rank is for decent job venture into entrepreneurship.

Majority of Ist rank is for career option in todays globalized world.

4.18 TABLE

RANKING CLASSIFICATION OF PROBLEMS:

Problems faced	Average Rank score	Rank
1. Difficult to starting a new business	3.92	IX
2. There are not many institute provide finance new business	4.08	VIII
3. Lack of finance is one of the main reason	4.4	VII
4. sound technical knowledge to start a new business	5.4	IV
5. cannot start a business if do not have good knowledge of product or service	5.62	II
6. you cannot be a successful entrepreneur if you don't have sound technical knowledge	5.52	III
7. lack of technical knowledge prevents students from starting a business	6.18	I
8. challenges really stretch my abilities rather things do easily	5.3	V
9. It is more important to do a job well than try to please people	4.7	VI

Sources: primary data

From the above table, it is clear out of the total respondents, I st rank is for lack of technical knowledge, IInd rank is for cannot start a business have good knowledge of product or service, IIIrd rank is for don't for sound technical knowledge, IV th rank is for sound technical knowledge to start a new business, Vth rank is for challenges stretch rather things do easily, VI th rank is for more important job well than try to please people, VII th rank is for lack of finance is one of the main reason, VIII th rank is for there are many institute to provide new business, IX th rank is for difficult to starting a new business.

Majority of Ist rank is for lack of technical knowledge.

5.1 INTRODUCTION:

The following are the findings on the challenges faces by student entrepreneurs in Thoothukudi the summary of the following findings is the natural and logical outcome of Analysis and Interpretation carried out in the previous chapter. These findings have become possible on the basis of formal discussion as well as interviews with 50 respondents

5.2 FINDINGS:

- Majority (50%) of the respondents belong to the age group of 18-19.
- Majority (90%) of the respondents belong to unmarried.
- Majority (80%) of the respondents belong to UG.
- Majority (82%) of the respondents belong to aware about business.
- Majority (56%) of the respondents belong interested to commence business.
- Majority (74%) of the respondents belong to feel safest career in future.
- Majority (60%) of the respondents belong to institute have a placement cell.
- Majority (58%) of the respondents belong to institute have an entrepreneurship development cell.
- Majority (62%) of the respondents belong to barriers and difficulties to start a new business.
- Majority (52%) of the respondents belong to procedure for commencing a new business.
- Majority (50%) of the respondents belong to regulation to start up a business have equal opinion.
- Majority (98%) of the respondents belong to not aware of entrepreneurship development agency/institution.
- Majority (92%) of the respondents belong to not have development programme in institute.
- Majority (96%) of the respondents belong to not conducted programme related to entrepreneurship.

- Majority (40%) of the respondents belong to gave neutral to create own business after completing a degree.
- Majority 1st rank is for student knowledge required to a business.
- Majority 1st rank is for carrier option in today's globalized world.
- Majority 1st rank is for lack of technical knowledge.

5.3 SUGGESTION:

- To enhance the student entrepreneurs talent and experience in business, proper skill-oriented training may be provided.
- Educational institutions offer courses, which will help to inculcate the entrepreneurial skill among the society.
- Student entrepreneurs have to be innovative.
- Student entrepreneur's managerial skills always boost the satisfaction level and the image of student entrepreneurs in the society.
- They try to have good rapport with the various financial, technical institutions and organizations and different departments of Government engaged in entrepreneurship development activities.
- Existing entrepreneurs associations can be strengthen through linkages, with other student's associations groups and club.
- Awareness of business opportunities and support services offered by both government and non-governmental organization shall be targeted at students as this can motivate student to enter business.
- Special provision should be made for student entrepreneurs, allowing them to get credit up to higher limits on easier terms and conditions.
- Student entrepreneurs might be allowed to introduce their products through mass media and fairs or exhibitions at a concessionary rate. The student entrepreneur products
- In order to overcome sluggish demand for some of their products, student entrepreneurs must develop new industries especially in rural areas.

- District Industries centers should make use of assisting student in their trade and business guidance.
- Making provision of micro credit system and enterprise credit system to the student entrepreneurs at local level
- .A student entrepreneur's guidance cell shall be set up to handle the various problems of student.
- The Entrepreneurial Development programs Models need to be more dynamic and flexible to the needs of the student entrepreneurs.

CONCLUSION:

Thus it may be concluded from the analysis that the new generation student entrepreneurs should take cognizance of the student entrepreneurial environment with a practical and theoretical understanding of entrepreneurship. Skill up gradation on aspects like marketing strategies should be constantly updated through proper networking facilities. The training on marketing and information technologies would determine the success of enterprises. The mass media influence on social behaviour is quite significant. It is hoped that this dissertation has done a little to make the pathway easier for others to follow in the days and years to come. The best is yet to be! The dissertation has gone into an in-depth study of the socio-economic background and personality traits of the prospective student entrepreneurs. It has been possible, to a large extent, to identify the factors that ultimately distinguished between good performer and poor performer of entrepreneurship. The findings of the study though confined to a small geographical area have wider relevance of entrepreneur.

REFERENCE:

- Rani, C., 1986, Potential Student Entrepreneurs- A study, SEDME 13 (3), pp.13-32
- Brush, and Hisrich, 1988, Student Entrepreneurs: Strategic Origins impact on Growth, frontiers of entrepreneurship research, Massachusetts, USA
- Anna , V, 1990, Socio- Economic Basis of Student entrepreneurship, SEDME, VOL. 17, NO.1
- ` Chandra 1991, Development of Student Entrepreneurship in India, Mittal Publications, New Delhi, p.70.

- Shah 1991, Fostering Student Entrepreneurship - A study of Distinctive Features, research report, serial 3, National Institute of Entrepreneurship and Small Business Development, New Delhi.
- Klein,1995, Returning to work: A Challenge for Student, World of Work, I.L.O.,NO.12,May/June.
- Sarayadhi and Begam, 1995, Student Entrepreneurship: Institutional Support and Problems, New Delhi: Discovery Publishing House, p15.
- Zapalska, October 1997, A Profile of Student Entrepreneurs and Enterprises in Poland, Journal of Small Business Management Vol.35. No.4
- Singla and Syal, Group Entrepreneurship for Student entrepreneurship and business, Rowat publication, Jaipur, 1998, p.24
- V. Balu, "Student Entrepreneurship in India- Problems and Prospectus", Third Concept, Vol.12, No.139, p.41.
- Meera Bal (1998), "Student Entrepreneurs in the European Union" Southern Economy, Vol38, June 15, p.11-13. Print to PDF without this message by purchasing novaPDF (<http://www.novapdf.com/>)
- Jeyanthi. Student Entrepreneurs and Micro Credit- kurukshetra, March1999.
- Anitha and A.S. kaxmisha (1999), Student Entrepreneurship in India, Southern Economy, Vol38, June 15, pp. 11-13, 15.
- Neetima . "Training Student for Entrepreneurship 2000. p 123 andvol.1v.
- Sukumar Basu, "Student and Economic Development," Deep & Deep Publication Pvt. Ltd. New Delhi, 2000, p.100
- Sangita Kamdar .2002 Student and Economic Development one India one People, May 2004.
- Rasheeda Bhagat, 2003 *India Interior*, The Hindu, July 16, 2004, p.4
- Sakthi DasGupta. Student Organizing for Socio-Economic Security. The Indian Journal of Labor Economic, Vol.46 .no.1.2003
- Natarajan.c, et.al. Competencies of the Student Entrepreneurs Third Concept, Nov.2003:
- Dhulasi Birundha Varadharajan et.al. Achieving Student Empowerment Through Student Entrepreneurship-IASSI quarterly.Vol21No.1. 2003

BIBLIOGRAPHY

BOOKS:

- Entrepreneurship Development –P.Saravanavel
- N.D.Kapoor, Industrial law, Sultan Chand & sons, New Delhi
- P.C. Tulsian, Business and corporate Law, Tata McGraw Hill Edition

WEBSITE:

- www.google.com
- [www,yahoo.com](http://www.yahoo.com)
- www.studententrepreneurship.com
- www.economicdiscussion.net

**A STUDY ON COLLEGE STUDENTS ATTITUDE TOWARDS
ENTREPRENEURSHIP IN THOOTHUKUDI
QUESTIONNAIRE**

1. Name:

2. Gender

a) Male b) Female c) Other

3. Age (in years)

a) 17-18 b) 18-19 c) Above 20

4. College attended (Degree)

a) UG b) PG

5. Educational information of family members

a) Father b) Mother c) Brother d) Sister

Mention the educational information:

6. Occupational information of family members

a) Father b) Mother

7. Marital status

a) Married b) Unmarried

8. Annual income of the family:

9. Are you aware about what is business?

a) Yes b) No

10. Are you interested to commence business?

a) Yes b) No

11. Do you agree entrepreneurship is a safest career path in future?

a) Yes b) No

12. Does any of your family member/close relative own a business?

a) Yes b) No

If yes, mention the type of business:

13. Does your institute have placement cell?

a) Yes b) No

14. Does your institute have an entrepreneurship development cell?

a) Yes b) No

15. Are you facing barriers and difficulties to start a new business?

a) Yes b) No

16. Do you aware about the procedures for commencing a new business?

a) Yes b) No

17. Did you know about government policies and regulation to start-up a business?

a) Yes b) No

18. Are you aware of any entrepreneurship development agency/institution?

a) Yes b) No

If yes/please mention:

19. Have you attended any entrepreneurship development/awareness programme?

a) Yes b) No

If yes please mention

Name of the programme:

Conducting agency:

Duration:

Place:

20. Has any institution/agency conducted any entrepreneurship development/awareness programme in your institute?

- a) Yes b) No

If yes: a. name of the institution/agency

b. type of programme conducted

c. duration

21. Has your institute conducted any programme related to entrepreneurship recently?

- a) Yes b) No

If yes: a. type of programme

b. resource person

c. duration

22. How interested are you in setting your own business after completing your degree

- a) uninterested b) neutral c) interested

23. Give your level of agreement for the below given statements:

Statement	Disagree	Neutral	Agree
1) The institute helps the students with the knowledge required to a business.			
2) There is a well functioning infrastructure in place in the institute to support business/start up for the students.			
3) The entrepreneurship development and project management paper in the syllabus provide students with the necessary knowledge required to start a business.			

24. Attitude towards entrepreneurship:

Statement	Disagree	Neutral	Agree
1) Entrepreneurship can be considered as a career option in today's globalized world.			
2) Venturing into entrepreneurship is a risky business.			
3) Entrepreneurship is a rewarding career.			
4) Those who cannot get a decent job venture into entrepreneurship.			
5) You require lots of money to start a business.			

25. Rank the problems that hinders you to become an entrepreneur: Ranks 9 upto 1

Problems	Rank
1) It is really difficult to get finance/ loans for starting a new business.	
2) There are not many institutions providing finance for new business.	
3) Lack of finance is one of the main reasons why many students don't start a business/firm.	
4) You should have a sound technical knowledge to start a business.	
5) You cannot start a business if you do not have good knowledge of the product or service.	
6) You cannot be a successful entrepreneur if you don't have sound technical knowledge.	
7) Lack of technical knowledge prevents students from starting a business.	
8) I like challenges that really stretch my abilities rather than things I can do easily.	
9) It is more important to do a job well than try to please people.	

A STUDY ON SOCIO-ECONOMIC PROFILE OF FISHING INDUSTRY

IN THOOTHUKUDI DISTRICT

Project submitted to Department of Commerce

ST.MARYS COLLEGE(AUTONOMOUS)THOOTHUKUDI

Affiliated to

MANOMANIAM SUNDARANAR UNIVERSITY,TIRUNELVELI

A Project submitted in partial fulfilment of the

Requirements for the award of the degree of

BACHELOR OF COMMERCE

Submitted by

NAME	REGISTER NUMBER
S.SELSIA	18SUCA42
S.SENICA	18SUCA43
T.SHERINA AASMI	18SUCA45
R.SILUVAI AROCKIYA REBANCY	18SUCA46
E.SNOWVIYA	18SUCA48
B.STANICA	18SUCA52

Under the guidance of

DR. R.JENIFER TRINA, M.Com., M.Phil., MBA., PHD

Assistant professor



Department of Commerce (SSC)

ST.MARY'S COLLEGE (AUTONOMOUS), THOOTHUKUDI

(Reaccredited with 'A+' Grade by NAAC)

MARCH 2021

DECLARATION

We have declared that the project is entitled "A STUDY OF SOCIO-ECONOMIC PROFILE OF FISHING INDUSTRY IN THOOTHUKUDI DISTRICT" submitted in partial fulfilment of the requirements for the award of the degree of **Bachelor of Commerce** is our original work done under the guidance and supervision of **DR. JENIFER TRINA, M.COM., M.Phil., MBA., PHD.** This project has not previously formed the basis for the award of any other degree or other similar titles and it represents entirely an independent work on the part of us.

NAME OF THE STUDENTS	REGISTER NUMBER	SIGNATURE
S.SELSIA	18SUCA42	S. selsia
S.SENICA	18SUCA43	S. Senica
T.SHERINA AASMI	18SUCA45	T. Sherina Aasmi
S.SILUVAI AROCKIYA REBANCY	18SUCA46	S. Siluvai Arockiya Rebancy
E.SNOWVIYA	18SUCA48	E. Snowviya
B.STANICA	18SUCA52	B. Stanica

PLACE: Thoothukudi

DATE: 29.03.2021

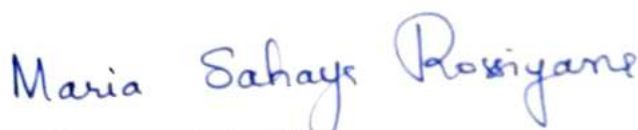
CERTIFICATE

It is certified that this short term project work entitled "A STUDY ON SOCIO-ECONOMIC PROFILE OF THE FISHING INDUSTRY IN TUTICORIN DISTRICT" submitted to St.Marys college (Autonomous) affiliated to MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI is done in partial fulfilment of the requirements for the award of the degree of "BACHELOR OF COMMERCE" and is a record of work done in the Department of Commerce (SSC) during the year 2020-2021 by the following students.

NAME	REG NO
S.SELSIA	18SUCA42
S.SENICA	18SUCA43
T.SHERINA AASMI	18SUCA45
R.SILUVAI AROCKIYA REBANCY	18SUCA46
E.SNOWVIYA	18SUCA48
B.STANICA	18SUCA52



Signature of the Guide



Signature of the HOD



Signature of the Director
Director

Self Supporting Courses
St. Mary's College (Autonomous)
Thoothukudi - 628 001.



Signature of the Principal
Principal

St. Mary's College (Autonomous)
Thoothukudi - 628 001.



Signature of the External Examiner

CHAPTER – I



INTRODUCTION & DESIGN OF THE STUDY

INTRODUCTION:

Thoothukudi District in Southern Tamil Nadu in the Gulf of Mannar region which is situated between India and Sri Lanka .The Gulf of Mannar region house the densest of the fisher folk population and in rich as compared with the Coromandel Coast & Palk Strait regions, housing around 450 of the 2020 species of fish found in India (20 percent).This makes it the single richest coastal area in terms of fish diversity in India. The major varieties that are exploited here include Mackerel, Tuna, Pomfret, sharks coda, flat fish, Ocean perch, Cat fish, Shrimps prawn Lobster and crab. The decline of these during the 1960's is mainly Attributed to the anthropogenic and natural factors.

Thoothukudi is known as “Pearl City” due to the pearl fishing carried out in the town. It is a commercial seaport which serves the inland cities of Southern in India and is one of the sea gateways of Tamil Nadu. It is one Of the major seaports in India with a history dating back to the 6th Century A.D, The city is believed to be significant antiquity and has been ruled at Different times by the early Pandyas, Medieval, Cholas, Later Cholas, Later pandyas. The city is administered and had a population of municipal Corporation covering an area of 353.07km (136.32 SQ mi) and has a Population of 237,830 in 2011.The urban agglomeration on had a Population of 410,760 as of 2011.

IMPORTANCE OF THE STUDY

The Constraints faced by the fishermen due to fishing ban is faced every year. Fishing ban is imposed by the Tamilnadu government for 61 days to repair and tune up the boats for fishing. It is enforced from April 15 to June 14 to facilitate the breeding of fish and conservation of fish stock in marine ecology. During this period fisherman face a lot of Financial problems, Health problems, Poverty and Depression .Thus this study is also an effort to analyse the relationship between variables such as age, education, marital status and experience and the amount of stress faced by them at work in terms of Negative and Positive effects of fishing ban.

STATEMENT OF THE PROBLEM

As fisheries is one of the important sector in India, it provides employment to millions of people and contributes to food security of the country. The socio economic conditions of small scale fishers, especially non mechanised craft owners are far satisfactory .For the fisher folk in the small scale sector, daily earnings from fisheries are low, fluctuating and often uncertain affecting their livelihood security. For them outward movement to non -fishing activities is difficult because of their social conservativeness, lack of knowledge opportunities and poor skill.

OBJECTIVES:

- To study the socio-economic status of Fishermen in Thoothukudi district.
- To analyse income and expenditure and asset structure of fisheries house hold.
- To evaluate the extent of credit facilities available to fisher men.
- To suggest remedial measures to overcome the problems faced by fisher men.
- To measure the effect of a fishing ban on fisher men's life.

LIMITATIONS OF THE STUDY:

In spite of various advantages mentioned above, the following limitations are inevitable.

- This study is restricted only to the Thoothukudi town. So the result may not be applicable to the other areas.
- The sample size is only 55 which may not reveal the picture of the whole population in the study area.

- Some respondents were very uncommunicative and did not voluntarily supply certain information.
- The findings of the study may be applicable to the period in which it has been done, it may be unsuitable for the other period.
- Due to the time constraints, only the most important information has been taken for the study.

SOURCE OF PRIMARY & SECONDARY DATA

The data required for the study have been collected from both primary and secondary sources. The primary data were collected through questionnaire and secondary data were collected through Internet, newspaper and magazines.

SAMPLING DESIGN

The data collected are original in nature. It is first information. For the collection of data, the research team has chosen 55 fisherman from Tharuvaikulam, Theraspuram, Coastal and other nearby areas by adopting a convenience sampling method.

AREA & PERIOD OF THE STUDY

The study is conducted for various classes of people who are scattered in different areas of Thoothukudi. The primary data were collected during the months of December 2018 to February 2019 from the local fisherman community in Thoothukudi, the study area.

PROCESSING OF DATA

After the collection of primary data, the research team has thoroughly verified the data and arranged them for the further analysis. A master table has been prepared to sum up all information contained in the questionnaire. A required number of tables are formed there from. Thus the data collected through questionnaires were tabulated, classified and analysed on the basis of charts, Diagrams, Percentage, Simple Ranking method and Five -Point Scaling test.

RESEARCH METHODOLOGY

This section attempts to describe the methodology of the present study. It includes the period of the study Sampling techniques, Collection of data and Analysis of data.

CHAPTER SCHEDULE

The project report is classified into four types:

CHAPTER 1

- The first chapter deals with Introduction and Research Design.
- Introduction
- Statement of the problem
- Objectives of the study
- Methodology
- Limitations of the study
- Chapterization

CHAPTER 2

- The second chapter contains the Profile of the study Area.

CHAPTER 3

- The third chapter deals with Analysis and Interpretation of the data.

CHAPTER 4

- The fourth chapter summarizes the Findings, Suggestions and Conclusion of the study.

CHAPTER – II



PROFILE OF THE STUDY AREA

CHAPTER II

PROFILE OF THE STUDY AREA-THOOTHUKUDI DISTRICT

INTRODUCTION

Nearly 57 percent of the fisher folk engaged in fish seed collection were females and 43 percent were males. Fishing is a major, natural renewable and open access resource industry of the country and the marine fish production in India increased from 14.30 lakhs tonnes in 1985 to 38.30 lakh tonnes in 2014. This industry apart from providing cheap protein food to the population generates an economy in 3651 fishing village all along the 8129 km coastline of India. All fisheries generate 5.4 million tons of valuable animal protein and feed about 200 million people every year, meeting the basic human needs such as nutrition, food security and sustainable livelihood

According to the CMFRI Census 2010, there are 3,288 marine fishing villages and 1,511 marine fish landing centres in 9 maritime states and 2 union territories. The total marine Fisher folk population was about 4 million comprising 864,550 families. Nearly 61 percent of the fisherman families were under BPL category. The average family size was 4.63 the overall sex ratio was 928 females per 1000 males. Almost 58 percent of the fisher folk were educated with different levels of education. About 38 percent marine fisher folk were engaged in active fishing with 85 percent of them having full time engagement. About 63.6 percent of the fisher folk were engaged in fishing and allied activities.

An economically sustainable system must be able to produce goods and services on a continuing basis, to maintain manageable levels of government and external debt, and to avoid extreme sector imbalances, which damage agricultural or industrial production.

An environmentally sustainable system must maintain a strong and stable resource base, avoiding over exploitation of renewable resource systems or environmental sink functions and depleting non-renewable resources only to the biodiversity, atmospheric stability and other ecosystem functions not ordinarily grouped as economic resources.

FISHING INDUSTRY IN THOOTHUKUDI – AN OVERVIEW:

Thoothukudi district is situated in the southern part of Tamilnadu and it covers an area of 4,175 square km. It has a coastal length of 163.50 kilometers accounting for 15.20 percent of the total coastline of the state. This district is surrounded by Virudhunagar and Ramanathapuram districts on the north and Gulf of Mannar on the east and Tirunelveli district on the west. According to the 2011 census, Thoothukudi had a population of 17, 50,176 of which male and female were 8, 65, 021 and 8, 85, 155 respectively. The district has a total of 21 coastal villages. The total fishermen population of this district was 69, 558 among them, the male population was 35,828 and female population was 33,730.

SWOT ANALYSIS OF THOOTHUKUDI FISHING INDUSTRY:

STRENGTH:

The following are the strength of fishing industry in the study are:

- Potential source of food and nutritional security.
- Tool for Poverty alleviation and Women empowerment.
- Vast Fisheries resources in India.
- Contribution to the world's second largest fish population.
- 3.41% of marine and inland world fish production.

WEAKNESS OF FISHING INDUSTRY IN THOOTHUKUDI DISTRICT:

FISHING SYSTEMS:

Catamarans and Vellums were the main fishing crafts in the marine fisheries sector in Tamilnadu until the mid-1980s. The lack of wood for boat building, coupled with the need to travel longer distances, meant switching over to the FRP boats and motorization. The active support provided by the Government for motorization and upgrading of boats was an added incentives for many fishers to buy new crafts. In addition, a specialization of fishing gears has taken place in the sectors. Addition to mounting investments. Increasingly, the traders have taken on the role of financiers for replacement of crafts and gear and this has led to an outsider-ownership of boats. In the traditional fishing sector, the social and economic difference between the owner and the crew members was not very clear, whereas with investments, the social and economic stratification within the community has become more pronounced.

INCREASING UNCERTAINTIES

There have been major changes in the climatic conditions as a result of which experienced fishermen are unable to predict a good season and availability of species. Cyclonic weather in the Bay of Bengal is usually considered to be conducive. There has also been an gears, which is increasing their investment cost.

LACK OF INFRASTRUCTURE FACILITIES AND STORAGE FACILITIES:

Since most of the catches are low value fishes and are channelized in the domestic fish marketing alone, the intrinsic problems affecting the domestic fish marketing like, lack of infrastructure and basic amenities invariably affect the marketing of low value fishes. Low value fishes are mainly preferred by a narrow spectrum of low and middle income consumers and the demand often fluctuates with seasons and availability and prices of high value species. Sun drying is the only practice used to preserve low value fishes, which is mostly done in unhygienic conditions resulting in low consumer preference. Heavy expenses involved in storing and bringing by catch to the shore in a suitable situation by the multi day fishing units, reduce the profit margin of the fishermen. Because of lack of adequate storing facilities, the fishermen are forced to sell their catches immediately.

MARKETING CHANNELS:

The profitability of a business enterprise depends on the efficiency of its marketing strategy. Fishermen in the study area have been confronting problems in the purchase of crafts and gears as well as in the sale of fish. As they are indebted to middlemen, they are forced to sell the fish in the landing itself at an unprofitable price. Sometimes traders who offer them loans exploit them by compelling them to sell the fish at a low price.

OPPORTUNITIES IN FISHING INDUSTRY IN THOOTHUKUDI DISTRICT:

The following are the opportunities in fishing industry in Thoothukudi district.

INCREASING DEMAND:

The present main challenge to the fishery sector in India is, therefore, to sustain the fishery production to meet the increasing demand to the next decade by keeping in the view that increasing fish production is no longer possible. Extra efforts are needed to properly manage the capture fisheries and to prevent their over exploitation. The warning signal has been alarming on the sustainable use of fishery resources because the catches in most areas exceeded the sustainable level. And hence there is a need to develop a suitable model to conserve the fishery resources. The model which could be the most effective with the problem of conservation is given below. In the 45 days uniform fishing ban period there was the restriction of use of fishing vessels and this alone is not the most effective way of ensuring sustainability. Any attempt to conserve the fisheries resources would be incomplete without an effective restriction mechanism on both the number of fishing vessel (mechanized as well as non-mechanized) and duration of fishing operation. These restrictions must be compatible with each other and should not impose a high social cost to the fishermen by restricting employment opportunities.

FISHING QUOTAS:

Fishing quotas are worth considering as a system to restrict too many fishermen in the mechanized sector. For this careful estimation of the total available resources (X) and the Maximum Permissible Catch (MPC) or the Maximum Sustainable Yield (MSY) should be done and recruited every year by the Department of Fisheries. This process should also involve fisheries research institutes, NGO's. But these fishing quotas should clearly determine what percent of resources can be exploited by the traditional and mechanized sectors respectively. This could either be determined by taking into account the past catch records, the average catch by both sector over the years. But in this, we should consider that trawler fishing is not just a source of livelihood, but also a question of identity and culture which should be taken into account. As per the Government regulations, the mesh size of the code end of the trawl net should be 25mm. However, many of them are not following this which resulted in catching juvenile fishes of valuable species and which is now being considered as trash fishes. So this should also be followed correctly. Alternate livelihood opportunities for fishing communities. During the 45 days fish ban period the fishermen are in lack of employment and loss of income and hence fishermen should be aware of some alternate livelihood Oporto

members, preferably youth, from each fishermen family or co-operative society should be given training in open sea floating cage culture.

OTHER ALTERNATIVE LIVELIHOOD OPPORTUNITIES:

The other alternative livelihood opportunities is preparation of value added fish products like fish balls, fish wafers, fish cutlets, fish pickles, prawn etc. Preparation of these products will give the fishermen income and employment during the fish ban period. In addition of these, the government is providing a relief amount of Rs.200/- per day and/ or Rs.9, 000/- for 61 days and hence fishermen can meet their needs during these 61 days fishing ban period.

THREATS IN FISHING IN THOOTHUKUDI DISTRICT:

PROBLEMS RELATED TO FISH CATCHES:

There has been a general perception amongst the fishers as well as the administrators that there has been a decline in marine fish catch in the state both with respect to diversity of species as well as quantity, although this is not revealed in the 178 available statistics. The artisanal fishers attribute the decline to the mechanized sector. Trawl fisheries were widely held to have resulted in the depletion of many species, damaging breeding grounds. Other causes given for the declines include pollution through prawn farming, industrial effluents and shrimp seed collection.

LOW PER CAPITA AVAILABILITY OF FISH:

Even if the overall fish catches may have, there is a unanimous perception that the per capita availability of fish to the poorer producers, processors, traders and consumers has reduced. This has serious implications in terms of the food and economic security of a large number of people, for whom fisheries is the only source of livelihood.

DESTRUCTIVE FISHING SYSTEMS:

Increasing number of people and boats, longer fishing duration, small sizes, destructive fishing systems such as bombing, shrimp seed collection, destruction of molluscan and coral reef fisheries etc. are some of the changes taking place in the small-scale sector. The specialized hook and lined fishing and knowledge of fishing locations have decreased in recent the rising popularity of gillnets. Many fishermen argued that mechanized boat fishing has negatively affected fish stocks in the inshore zone. Artisanal fishermen regularly suffer damages to their nets when other boats damage them with either their propellers or trawling equipment.

IMPACT OF THE CHANGES:

The decline in fish catch in the inshore waters has necessitated increasing investments in fishing equipment in order to reach farther out, stay longer at the fishing grounds and reach the shore faster. These technological changes have in turn increased pressure on fishing. The poorer fishers who cannot invest in

more efficient fishing systems have been marginalized from the fishing activity itself. As a direct result of the reduced fish catch in the artisanal sector, fish processing for dry fish has declined. Species such as anchovies and ribbon fish which were consumed exclusively in dried form have all shown a serious decline. Many boat owners are affected by the low fish catches, and appear to be increasingly dependent on traders for loans. The inability of boat owners to pay back the loans in time has resulted in smaller amounts being advanced to them. In addition, the low supply of prawns has also resulted in traders reducing advances. The overall reduction in marine fish catch may have forced many fishermen to look for other employment sources. Women on the other hand have increased their presence in the petty fish trade earning some marginal income to support their economically deprived families. The number of women in the petty fish trade has been going up as a result of increasing employment in the traditional fishery sector. Low income levels from fishing have resulted in an increased burden on the women to support the family. This coupled with increasing alcoholism among the men has impoverished many families.

MARKETING TECHNIQUES ADAPTED BY FISHERMEN

Fishermen sell their catch to the middlemen. The middlemen often buy fish at a low price and sell it to the people in the village and to nearby hotels at a higher rate. Naturally a good amount goes to the fishermen. FISHER MANAGEMENT IN PERIYAR LAKE 153 Socio Economic Status of the Fishermen to them. As the fishermen were often given the price in advance, they were forced to sell their catches to these middlemen. However the middlemen have defined getting high profit in this business though they admit that they get some profit “during certain seasons”. The Fisheries department doesn’t seem to be much helpful to the fishermen in this regard. The fishermen had to take loan from the “financiers” at high interest often, though the Fisheries Department has various schemes to help the fishermen. Usually there will be good harvest during the Southwest monsoon and the tribes gain good “returns”.

During this time most of the fishermen get more than 50 kg. of fish a day season (January to May) their catches may come down to half a kilogram. According to the fishermen, unless they get 5kg. of fish a day their effort would be a ‘waste’. The ‘middlemen’ were of the opinion that cyprinids and Tor are in great demand today although many people show interest in reocliomis. The fishermen often buy their nets from Kumarakom, in Kottayam district, from velars who are also a fishing community of the area as sea as second hand material since the tribes cannot afford to buy new nets. The Fisheries Department also supplies the nets. The tribes get the gear pieces and they join it together for use. At least 4 to 15 such pieces are necessary for a full net.

The fishermen seem to be satisfied with fishing and they would not give up fishing even if they were offered alternative employment. In the off season they meet their livelihood by collecting minor forest produce and doing manual labours in nearby farms. They had no complaint about the forest officials or the Forest Department but were satisfied with them for its attitude towards them, they were never afraid of the wild animals.

TYPES OF BOAT USED FOR FISHING CATCHES:

MOTOR LAUNCH:



A Motor Launch is a small military vessel in royal navy service. It was designed for harbour defence and submarine chasing or for armed high-speed air-sea rescue. Some vessels for water police service are also known as motor launch.

KATTUMRAM:



Today the kattumaram refers to a type of single-hulled boat made from several lashed and shaped logs in tamil-speaking areas in eastern India. On the coast of Malabar they call them catamarans.

CANOE (VALLAM):



The main difference between canoe and boat is that the canoe is a type of boat and the boat is smaller water craft. Most modern canoes are made of molded plastic or composites such as, fiber glass. Were developed by cultures all over the world, including some designed for use with sails or outriggers.

CUTTER BOAT:



A Cutter boat is generally a small to medium sized vessel depending on its role and definition. Historically it was a smallish single-or doubled-masted, decked sail craft designed for speed rather than capacity. As such it was gaff-rigged, with two or more head sails and often a spirit of some length with a mast sometimes set farther back than on a sloop.

SOCIO ECONOMIC NATURE OF FISHING INDUSTRY

Normally there are 12-14 members in the crew in the large size mechanised boats who operate by shifts. They get a daily wage of 500 from the boat owner and further the profit is divided among the crew and the boat owner in the ratio 40:60 after deducting the operating costs, which included diesel, icing and fuel. The ratio is 50:50 in the case of traditional crafts. In some cases, the profit is divided into eight parts, five parts for the owner and the crew and the remaining three for engine, crafts and gear; one each.

The fisherman land the catch from their vessels and they are sold only through middlemen who are called Vattakkarans. They finance the boat owners by providing them loans and the boat owners are indebted to them. Vattakkaran plays the role of an auctioneer and also settles the payment on a daily basis to the fisherman immediately after the sales. The commission rates that prevail are between three to nine percent depending upon the amount loaned to the boat to the owner. But mostly it is a sizable 6.25 percent.

The sale is carried out in heaps or in lots, instead of on a kilograms basis, as it speeds up the sales. The system seems to fetch the fisherman a better price, as several traders participate in an auction conducted by a single auctioneer. The fish are sold for local consumption and to other states like Kerala.

FISHING BAN PERIOD

Fisherman in Rameswaram are utilizing the 61 days fishing ban imposed by Tamil Nadu government to repair and tune up the mechanized boats for fishing. The 61-day annual ban on fishing by mechanised boats for fishing. The 61-day annual ban on fishing by mechanized boats in Tamil Nadu was imposed on April 13 midnight. Three main fishing harbours of Tharuvaikulam, Thoothukudi and Chinnamuttom are experiencing this ban.

Around 650 boats operated from these harbours would be anchored during this period. The fishing ban is imposed April 15 and June 15 every year during the breeding seasons for fishes. Fish prices see a huge rise in the range of 50-75%. The fisherman are using the ban period to carry out major overhauling of their vessels and preparing nets for the next season.

CONCLUSION

A socially sustainable system must achieve distributional equity, adequate provision of social services including health and education, gender equity and political accountability and participation. Be considered as important to limit the exploitation rate of fish stocks, so that sufficient fish survive to reach maturity when among the various measures for sustainable marine fisheries development identified by the FAO, the following could be able to spawn the next generation. This can be done in two ways: firstly controlling of overfishing by reducing the fishing effort and secondly by technical measures such as proper selection of gear and mesh size for target species, avoidance of seabed disturbance/ bottom scraping,

dynamite fishing, capturing of juveniles, capturing of brood stocks, fishing in closed fishing season, fishing in banned area and coral mining, etc.

Besides, marine pollution control, use of electronic equipment in fishing and fish aggregating devices, introduction of sea ranching programs are also to be considered as important measures for sustainable use of fishery resources. It is widely quoted that the depletion is due to introduction of trawler fishing techniques, which scrape the bottom of the sea and end up catching juvenile fish.

CHAPTER-II



REVIEW OF LITERATURE

REVIEW OF LITERATURE

- “We don’t have any work during this period so we undertake boat maintenance work. We fix the boats; once the ban comes to close we have to rely on our boats. We spend nearly Rs 5-6 lakhs to ready our boats for the fishing season,” said Raja, a fisherman from the region
- Meanwhile, Dharmapichai, a fisherman of Thoothukudi, appealed to the government to ensure that families of all active fishermen get financial assistance of Rs 5,000 on time. Sources from the fisheries Department in Thoothukudi said around 20,000 families from 23 coastal villages would benefit due to the scheme.
- In Ramanathapuram district, which has a coastline of 237 km covering 180 villages, around 35,000 families would benefit from this scheme. E Kathavarayan, Regional Deputy Director of Fisheries, Ramanathapuram, said the around 4,000 families in Tirunelveli district with seven coastal villages would avail the benefit

CHAPTER- III



ANALYSIS & INTERPRETATION OF THE STUDY

CHAPTER III

ANALYSIS & INTERPRETATION OF THE STUDY

INTRODUCTION

Data analysis is a process of inspecting, cleansing, transforming and modelling data with the goal of discovering useful information, information, conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, while being used in different business, science, and social science domains. In today's business, data analysis is playing a role in making decisions more scientific and helping the business achieve effective operation.

Interpretation of data refers to the task of drawing inferences from the collected fact after an analytical and experimental study. In fact, it is a search for broader meaning of research findings. "In one sense, interpretation is concerned with the collected data, partially overlapping analysis. Interpretation also extends beyond the data of the study to include the results of other research, theory and hypotheses". Thus, interpretation is the device through which the factors that seem observed by researchers in the course of the study can be better understood and it also provides a theoretical conception which can serve as a guide for further research.

CHAPTER-IV



FINDINGS & SUGGESTIONS

CHAPTER IV

FINDINGS, SUGGESTIONS & CONCLUSION OF THE STUDY

INTRODUCTION:

The following are the findings on work stress of the fisherman community in Thoothukudi, the study area. The summary of following findings is the natural and logical outcome of Analysis and interpretation carried out in the previous chapter. These findings have become possible on the basis of formal discussion as well as interview with 55 respondents.

FINDINGS:

- 38.18 percent of the respondents belong to the Age group 18-30 years.
- 30.90 percent of the respondents had Qualification up to 8-12th standard.
- 34.55 percent of the respondents had 5-10 years of Experience.
- 47.27 percent of the respondents Monthly income fall between 10,000 to 20000
- 63.64 percent of the respondents were married.
- 61.82 percent of the respondents were from the Nuclear family.
- 70.90 percent of the respondents had 3-6 Family members.
- 54.55 percent of the respondents belong to the urban area.
- 34.55 percent of the respondents undertake fishing, than labour, supervision, marketing and other works.
- 40 percent of the respondents have their own boats for fishing.
- 49.09 percent of the respondents use 3 to 6 types of nets for fishing.
- 36.36 percent of the respondents sojourn in sea around 7 to 10 hours.
- 36.36 percent of the respondents have Motor launch, than canoe (vallam), kattumaram, cutter boat and other.
- 36.36 percent of the respondents go to sea for fishing Daily.
- 38.18 percent of the respondents earn between Rs.1000 to Rs.2000 as their per day.
- 56.36 percent of the respondents agree that their daily earning is not sufficient to fulfil their family needs.

- Respondents wanted to switch over to other occupations due to the under employment problem.
- Respondents are affected by stress and depression during fishing followed by Cardio vascular disease, musculoskeletal disease, urinary problems, dermatological problem and Respiratory disease.
- Respondents stated that cyclone is the often faced Natural Hazards during Fishing followed by Excessive hot weather, sea current, Ocean storm and Tsunami.
- Respondents often faced financial problems as the occupational stress followed nature imbalances, Irregular demand problem, peer group pressure, family commitments and occupational disease.
- Respondents stated that sea pollution/water pollution is the reason for Decline/fluctuation in fish catches followed by industrial effluents, Shrimp seed collection, Destruction of coral reefs and Bombing.
- 30.92 percent of the respondents face depression during the Fishing Ban.
- Respondents stated that more profit to country boats as positive effect of fishing ban followed by rise in fish rate, more demand for fish, and results in more fish catches in future, less competition for country boats and enormous growth of fish population.
- 50.90 percent of the respondents do wholesale selling.
- 63.64 percent of the respondents sell their fish catches immediately after landing.
- 45 percent of the respondents take 1-2 days to sell the fish catches.
- Respondents repaired their boats and nets during the fishing ban followed by go for vacation, Do part time job, sell fish, Do fishing in other states and Do fishing in other countries.
- Respondents stated that the specific nature of the fishing method is faced occupational risk during fishing followed by small working area psychological stress, physical pain, irregular maintenance of fishing vessel, exposure to solar radiation, weather condition in sea.

SUGGESTIONS OF THE STUDY

Based on the findings and views expressed by the fishermen, the following made for the improvement of the fishermen to improve their lifestyle and fishing ban period measures of the respondents.

- The Government should offer a special training school for fishermen community for the young generation who finished their education. This school would provide training for net making, repairing of crafts, fish retailing and for healthy fishing practices by using latest technologies and also give the basic knowledge of sea waves, by utilizing the knowledge of traditional fishermen.
- The Government shall provide the most essential life saving devices like floating rings, life jackets and masks to all the fishing workers at free cost to take with them in the boat while fishing in order to avert accidents in the sea.
- The lack of precautionary or preventive measures fishermen at the sea could take to seek help or provide location information to facilitate tracking during high alerts and emergencies like cyclones etc... Need to be taken up on priority.
- The government should create more awareness about the location specific app, so it will help for those who are venturing to deep sea fishing.
- The sport and cultural activities are limited among fishermen communities and recreational facilities are comparatively lesser that is the main reason for they still like to play gambling at free time and the youth also follow the same pattern.
- Providing employment opportunities to the fishermen and fisherwoman during fishing ban period will enable them to minimize their borrowings, to meet out the consumption expenditure to a certain extent.
- As the fishermen spend whatever they earn the government should insist on compulsory small saving schemes apart from the existing schemes on the part of fishing workers while selling the fish.
- The government should make more awareness about the schemes which already exist, because most of the respondents are unaware of some scheme.

CHAPTER –V



CONCLUSION:

The work of marine fishermen is considered one of the most dangerous and life threatening professions all over the world. There are some common features of the fishing occupation, such as; exposure to cold, wind, rough seas, substantial participation of physical effort, and frequency of injuries during work, unpredictability and abruptness of threats, equipment failure, every day psychological stress, and constant economic pressure. At the same time, the specificity and variety of hazards, depending significantly on geographical-climate and cultural factors, makes the dissimilarity of problems and solutions substantial in different sectors of fishing. Though the Government is giving a lot of concessions and welfare to the fishermen community, they are unaware of them. Hence, the government and NGO's has to extend their hands to create awareness among fishermen communities about occupational disease, safety measures, various financial supports provided by the government .

ACKNOWLEDGEMENT

First of all we would thank the Almighty Lord for his abundant blessings showered upon us throughout this project'

We would like to express our heartfelt thanks to our **Principal Rev.Dr.Sr.A.S.J.LUCIA ROSE, M.SC., PGDCA., M.Phil., Ph.D.**, for her good support and guidance during the course of our studies in this institute.

We express our beloved thanks to our **Director of Self -Supporting Course Rev.Dr.Sr.F.MARY JOYCE BABY,M.A.,M.Phil** for her encouragement in academic activities.

We also express our sincere thanks to the Head of the Department of Commerce (SSC) **Mrs. P. MARIA SAHAYA ROSIYANA, M.Com, M.Phil. NET**, for the kind co-operation, help, guidance and encouragement for preparing this project report.

We wish to express our sincere thanks to our Guide **Dr. R. JENIFER TRINA, M.com., M.Phil., MBA., PHD** for her cooperation. Assisatnt Professor, Department of Commerce (SSC) St.Marys College (Autonomous), Thoothukudi for her relentless effort and encouragement throughout the project work.

We also extend our thanks to all the faculty members of the Department of Commerce (SSC) for the completion of our research work.

We wish to extent our heartfelt thanks to our beloved parents for their blessings, encouragement and advice that helped us to make our efforts a success. We gratefully acknowledge all our friends and classmates for their valuable help and suggestions during the conduct of this study. We thank all the respondents who gave their valuable information and suggestions to make this project a grand success.

**A STUDY ON DIGITALIZATION DURING COVID-19 AND ITS
IMPACT AMONG THE COLLEGE STUDENTS WITH REFERENCE
TO THOOTHUKUDI DISTRICT.**

Project submitted to Departments of Commerce (SSC)

ST.MARY'S COLLEGE (AUTONOMOUS) THOOTHUKUDI

Affiliated to

MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI

In partial fulfilment of the requirements of

BACHELOR OF COMMERCE

Submitted by

NAME OF THE STUDENTS

REG. NO

G. SRI SARIGA

18SUCA51

S. STIBANI

18SUCA53

S. SWETHA

18SUCA54

M. THEEFA

18SUCA55

M. UMA MAHESWARI

18SUCA56

R. VEENA PRIYA

18SUAC57

Under the Supervision of

DR. T. PRIYANKA M.Com. , MBA, Ph.D.



DEPARTMENT OF COMMERCE (SSC)

ST. MARY'S COLLEGE (AUTONOMOUS), THOOTHUKUDI

(Reaccredited with 'A+' Grade by NAAC)

Thoothukudi

MARCH 2021

DECLARATION

We hereby declare that the project entitled "A STUDY ON DIGITALIZATION DURING COVID-19 AND IT'S IMPACT AMONG COLLEGE STUDENTS WITH REFERENCE TO THOOTHUKUDI" is submitted in partial fulfilment of the requirements for the degree in our original work done in partial fulfilment of the requirement of the work done under the guidance and supervision of **DR. T. PRIYANKA M.Com. , MBA, Ph.D.** This project has not previously formed the basis for the award of any degree, diploma, and fellowship or any other similar titles and it represents entirely an independent work on the part of us.

Name of the Students	Register Number	Signature of the Students
G. SRI SARIGA	18SUCA51	G. Sri Sariga
S. STIBANI	18SUCA53	S. Stibani
S. SWETHA	18SUCA54	S. Swetha
M. THEEFA	18SUCA55	M. Theefa
M. UMA MAHESWARI	18SUCA56	M. Uma Maheswari
R. VEENA PRIYA	18SUCA57	R. Veena priya

Place: Thoothukudi

Date: 29.03.2021

CERTIFICATE

This is to certify that the project entitled “A STUDY ON DIGITALIZATION DURING COVID-19 AND IT’S IMPACT AMONG COLLEGE STUDENTS WITH REFERENCE TO THOOTHUKUDI” is submitted to St. Mary’s college (Autonomous), Thoothukudi affiliated to MANONMANIAM SUNDARANAR UNIVERSITY, TIRUNELVELI in partial fulfilment of the requirements for the degree of “Bachelor of Commerce” and is a record of work done by the Department of Commerce (SSC) during the year 2020-21 by the following students.

NAME OF THE STUDENTS

G. SRI SARIGA

S. STIBANI

S. SWETHA

M. THEEFA

M. UMA MAHESWARI

R. VEENA PRIYA

REG. NO

18SUCA51

18SUCA53

18SUCA54

18SUCA55

18SUCA56

18SUAC57


Signature of the Guide


Signature of the H.O.D


Signature of the Director
Director
Self Supporting Courses
St. Mary's College (Autonomous)
Thoothukudi - 628 001.


Signature of the Principal
Principal
St. Mary's College (Autonomous)
Thoothukudi - 628 001.

Signature of the External Examiner

ACKNOWLEDGEMENT

First of all, we would like to thank the Almighty Lord for his abundant blessings showered upon us throughout this project.

We would like to express our heartfelt thanks to our **Principal Rev. Dr. Sr.A.S.J. Lucia Rose, M.Sc., PGDCA. , M.Phil., Ph.D.,** for her active support and guidance during the course of our studies in this Institute.

We express our beloved thanks to our **Director of Self-Supporting Course Rev.Dr.Sr.F. Mary Joyce Baby, M.A.,M.Phil.** for her encouragement in academic activities.

It is our pleasure to extend our thanks to the **Head of the Department of Commerce (SSC) Mrs. P. Maria Sahaya Rossiyana, M.Com, M.Phil. NET,** for her kind co-operation, help, guidance and encouragement for preparing this project report.

We express my sincere gratitude to our Guide **DR. T. PRIYANKA M.Com. , MBA, Ph.D.** for her kind hearted co-operation. In spite of her busy schedule she has helped us a lot in completing this report successfully.

We take this opportunity to thank all the faculty members of the Department of Commerce (SSC) for their constant inspiration, assistance and resourceful guidance throughout our project.

We wish to express our heartfelt thanks to our beloved parents, sisters and our dear friends for their encouragement and advice which helped us to make our effort success.

CONTENT

CHAPTER	PARTICULARS	PAGE. NO
1	INTRODUCTION <ul style="list-style-type: none">❖ Introduction❖ Statement of the problem❖ Objectives❖ Scope of the study❖ Collection of data❖ Period of study❖ Area of study❖ Methodology❖ Limitation of the study❖ Chapterisation	1-6
2	PROFILE OF THE STUDY	7-9
3	ANALYSIS AND INTERPRETATION OF DATA	10-44
4	FINDINGS AND SUGGESTIONS	45-48
5	CONCLUSION	49-50
	ANNEXURE <ul style="list-style-type: none">➤ Bibliography➤ Questionnaire	

LIST OF TABLES

TABLE NO.	PARTICULARS	PAGE NO.
3.1	Gender	11
3.2	College type	12
3.3	College place	13
3.4	Students Occupation	14
3.5	Students monthly Income	15
3.6	Do you own a mobile	16
3.7	Which model are you using	17
3.8	Which network data are you using	18
3.9	How much data has been used in online classes	19
3.10	How many hours have been taken in online classes	20
3.11	Battery level charge	21
3.12	While using so many applications mobile will get hang	22
3.13	Are you able to understand the lessons which are taught through online classes	23
3.14	Which SIM is the fastest network while using in online class	24
3.15	Which application was easier to attend the online class	25
3.16	Which application uses more network data while being in online classes	26
3.17	Did online classes affect mental health	27
3.18	Which teaching environment was very useful and helpful in better learning	28
3.19	What device do you use for online class	29

3.20	What activities do you find most engaging in these online classes	30
3.21	How is it for you to stay focused on your online class	31
3.22	Do you enjoy online classes	32
3.23	How effective has online class learning been for you	33
3.24	Which application is in best rating	34
3.25	During Online classes, how excited you were there while using various applications	35
3.26	How difficult is to connect internet in computer	36
3.27	How comfortable with downloading and installing the application in mobile	37
3.28	How comfortable with spending several hours at a time on a computer or any other gadgets	38
3.29	Do you like new technologies which may require new approaches to learning	39
3.30	Does the online learning is the same in class and at the home	40
3.31	Are you attending online classes regularly	41
3.32	What are the problems faced during online classes	42
3.33	How was your experience with digital media	43
3.34	Can online teaching provide the same benefits as face to face lectures	44

CHAPTER - I



INTRODUCTION

DIGITALIZATION DURING COVID-19 AND ITS IMPACT AMONG COLLEGE STUDENTS: A STUDY WITH REFERENCE TO THOOTHUKUDI DISTRICT.

CHAPTER I

1.1 INTRODUCTION:

On March 11, 2020 World Health Organisation (WHO) declared Covid-19 as a pandemic. Covid-19 has affected more than 4.5 million peoples worldwide (WHO). In India, the first affected case of Covid-19 was detected on 30 January 2020 in the state of Kerala and the affected had a travel history from Wuhan, China (Wikipedia). In India, the first death was reported on March 12, 2020 and the nation observed Janta Curfew for a day on March 22, 2020. India again observed 14 hours Janta Curfew on March 24 to combat the Coronavirus pandemic and assess the country's ability to fight the virus. Then, the 1st phase of lockdown was announced by the Prime Minister on March 25, 2020 for 21 days. Monitoring the effects of virus, Indian Government has been extending the lockdown period in different phases and the lockdown 5.0 was declared on April 30 which is effective from 1st June to 30th June 2020. In all the phases of lockdown starting from lockdown1.0 to lockdown 5.0, the educational institutions throughout the nation have never got any relaxation to start their educational activities. Thus, pandemic Covid-19 impacted significantly on the education sector. According to the UNESCO report, Covid-19 has affected nearly 68% of total world's student population as per the data taken during 1st week of June 2020. Outbreak of Covid-19 has impacted about 1.2 billion students and youths across the globe by school and university closures. Several other countries have also implemented localized closures impacting millions of additional learners. In India, more than 32 crores of students have been affected by the various restrictions and the nationwide lockdown for Covid-19 (Wikipedia). Most Governments around the world have temporarily closed educational institutions in an attempt to control the spread of the pandemic Covid-19. This worldwide closure has impacted drastically the world's student population. Governments around the world are making efforts to diminish the immediate impact of closure of educational institutions particularly for more vulnerable and disadvantaged communities and trying to facilitate the continuity of education for all using

different digital modes of learning. According to a survey report of the Ministry of Human Resource Development (MHRD), Government of India, conducted on higher education it was observed that there are 993 universities, 39931 Colleges and 10725 standalone institutions listed on their portal, which contribute to education (DNS Kumar, 2020). Even though the country has been adapting to the new-age learning, but there still lies an obstacle in achieving entire success as only 45 crore people of our total population of the country have access to the internet/e-learning. The people residing in rural areas are still very much deprived of the technologies and therefore hampering the cause of online education. The Covid-19 pandemic taught the entire society on how necessity is the mother of invention by allowing educational institutions to adopt online learning and introduce a virtual learning culture. The pandemic has been steering the education sector forward with technological innovation and advancements.

1.2 STATEMENT OF THE PROBLEM

Due to the social distancing and Coronavirus lockdown in India, the higher education institutions were shut down in the mid of their academic semester, resulting instructional activities that are designed in a face to face teaching-learning pedagogy. In view of this crisis, this study examines and assesses the impact of digital social media to reach and retain the academic activity of the students of higher education. Thus these groups have decided to find out the impact faced by the College students during Covid-19 in Thoothukudi.

Due to the Novel Coronavirus lockdown of 40 days (first and second phase), in all the institutions, a total of about 10 million academic hours will be compromised, which will be rather difficult to compensate. The University Grants Commission through its advisory instructed all the institutes to continue classes in online mode as per feasibility and engage ICT tools available for use in academic discourse. The faculty members of the university and colleges are also requested by its advisory to make use of the various online tools in order to reach out to the students. To assist this endeavour, there are many open access tools available, which are already used by many universities and colleges to reach out to students located in remote areas. With the availability of high-speed mobile networks, online live classes from home became a reality and many success stories have emerged in the process of engaging the students effectively using different online applications. Despite the fact that the attendance rate in the classes is not more than 80 percent in aggregate due to the poor network connectivity, it

restricts a sizeable number of students to avail of these opportunities.

The pandemic has been steering the education sector forward with technological innovation and advancements. The pandemic has significantly disrupted the higher education sector. A large number of Indian students who are enrolled in many Universities abroad, especially in worst affected countries are now leaving those countries and if the situation persists, in the long run, there will be a significant decline in the demand for international higher education also.

1.3 OBJECTIVES

- To study the impact of digitalization among the college students during Covid-19.
- To assess the problems faced by the college students on digitalization during Covid-19.
- To examine the satisfactory level of the college students on Digitalization during Covid-19.

1.4 SCOPE OF THE STUDY

The study is mainly focused on the purpose of education is to achieve upward mobility. Online courses certification programs have been able to provide inexpensive education to the masses and also save time, energy and money.

Electronic-learning through certified online courses provides a wide range of courses that caters to the core interests of the student, thus creating a fertile arena for future advancement. There are some students has been chosen from each college in Thoothukudi district. The research is mainly conducted to know how the impact is faced by the college students during this Covid-19 has changed their normal education to digital education.

1.5 COLLECTION OF DATA

PRIMARY DATA

Primary data were collected from the college students in various Thoothukudi colleges with the help of questionnaire.

SECONDARY DATA

It was collected from websites and newspaper.

PERIOD OF THE STUDY

This research work was done during the period from 3 months (December 2021 to March 2021). Since this very limited period researches did a comprehensive study.

1.6 AREA OF STUDY

The area of study is limited within the geographical area in Thoothukudi district.

1.7 METHODOLOGY

in huge loss of knowledge diffusion and students' access ctivities that are designed in a face to face teaching-learning pedagogy. In view of this crisis, this study examines and assesses the impact of digital social media to reach and retain the academic activity of the students of higher education.

A number of discussions were made besides the respondents with the college students

and the data has been collected through primary and secondary sources.

1.8 LIMITATION

- The study is mainly based on the information given by the students and the factors given by them are subject to their beliefs and attitude.
- Due to time and economic constrain of the research, number of respondent has been average to so,
- The study mainly covered a colleges in Thoothukudi Districts.

1.9 CHAPTERISATION

CHAPTER 1

This first chapter deals with introduction

- ❖ Introduction
- ❖ Statement of the problem
- ❖ Objectives
- ❖ Scope of the study
- ❖ Collection of data
- ❖ Period of study
- ❖ Area of study
- ❖ Methodology
- ❖ Limitation
- ❖ Chapterisation

CHAPTER 2

The second chapter contain profile of the study.

CHAPTER 3

The third chapter deals with analysis and interpretation of data.

CHAPTER 4

The fourth chapter summarizes findings and suggestions.

CHAPTER 5

The fifth chapter consists of conclusion.

ANNEXURE:

- 1) Questionnaire
- 2) Bibliography

CHAPTER – II



PROFILE OF THE STUDY

CHAPTER II

PROFILE OF THE STUDY

The proliferation of digital technologies is bringing radical changes in the way education is being delivered and received. The outreach of educational programs is improving day by day with the digitalization of education. Digital education is providing both teachers and students new opportunities to teach and learn thereby ensuring greater participation in the overall learning process.

With the advent of new technology-aided learning tools such as smart boards, MOOCs, tablets, and laptops, etc. has transformed the way education is being imparted in schools and colleges. The internet of things (IoT) is further proving to be one of the most cost-effective ways to educate young minds. It is also a powerful system to integrate a world-class learning experience for everyone. The education tech companies are constantly working to find innovative solutions to increase access to education by people who currently are struggling to get proper education facilities.

According to online reports, the population of young people from across the world reported having taken online courses in the past is ever-expanding. The best part of digital education is that you can create resources just once and use it multiple times for the generations to come. Thus saving on a lot of resources and efforts. At the same time, digital education empowers teachers to customize educational products based on the personalized need of individual learners.

Digital education is also helping in pioneering the concept of collaborative learning where all the minds can converge to create a unique learning experience that transcends national boundaries. Universities and colleges have launched digital tools to foster access to education online in order to bring social inclusion.

In general, digital transformation is a radical and comprehensive shift in the use of technology with the aim of improving company performance. One of digital transformation is a change caused or influenced by the

use of digital technology in every aspect of human life. Digital transformation is as the use of technology with the aim to generally improve the performance or reach of a company.

Another definition is from, where digital transformation is the third and highest level of digital skills achieved. It happens when the digital use also facilitates innovation, creativity and it encourages significant changes in the professional or knowledge fields. In addition, digital transformation is “a change in all strategies quickly because the demands must change, the operations must be digital and extended supply chain relationships must be extended.

It aims to change business models and company operations in a good way in order to classify themselves into digital maturity categories. These factors can be classified into: company characteristics, lack of qualified personnel, limited knowledge of the technology needed, infrastructure, lack of marketing, adoption of ICT and e-commerce, lack of technology road maps and ecosystems for digital transformation, ensuring the environment reliable.

Digital transformation is an effort to accelerate business by using technology tools and looking at opportunities that can help business processes, so that the target market is wider. When businesses are forced to change because of a pandemic, the advantage is that they can intensify promotions through online applications. As the result, they can solve problems in sales and logistics channels. Digital transformation can work if there is a commitment of SMEs, such as in offering products through social media, giving discounts, and so on. There are four things that can be implemented for digital transformation: (1) ensuring business to remain competitive, (2) bringing efficiency in business processes. (3) Increasing customer satisfaction and (4) making it easier for business people to make various strategic decisions.

Digital transformation is very useful when businesses are forced to shift, suppose that online applications can solve two problems at once, namely sales and logistics. The supply chain can start relying on online platforms that can connect business people with raw supply producers.

There are three things related to digital adoption, first, the urgency of digital transformation is not just about technology, but more about how businesses can compete more intensively because it can reduce costs in many aspects.

Second, improving digital knowledge and skills related to business. The fact is that not all businesses need a website, some only need to promote through the appropriate channels. Lack of understanding often makes digital transformation decision taken is less appropriate to the needs of the business itself. Third, using integrated e-wallet services.

CHAPTER - III



ANALYSIS AND INTERPRETATION OF DATA

CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

Data analysis is the process of looking at and summarizing data to extract useful information and develop conclusion. Analysis of data play a dominant role in the completion of the project. Data collected or tabulated for easy understanding and good presentation. Tables and diagrams assist the researcher to analyse the data.

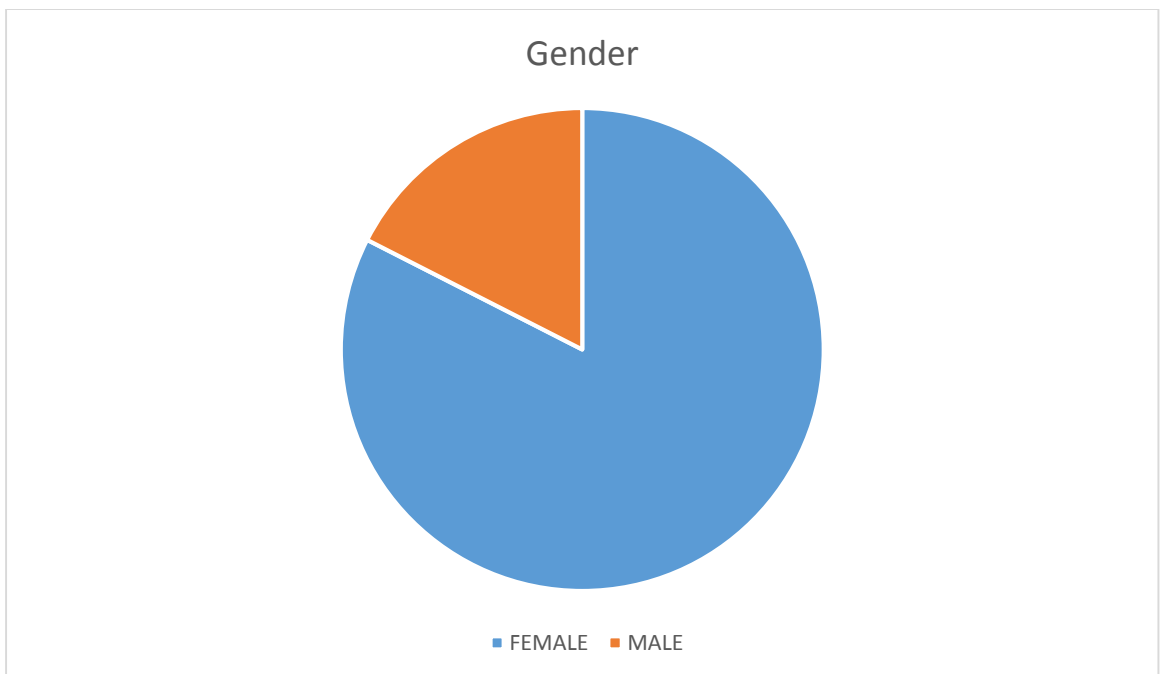
120 respondents were met and data were collected. The analysis was carried out based on the survey conducted through respondents. Each question in the interview schedule is analysed individually with percentage method.

The diagram and charts of the entire data helps in summarizing and presentation of collected data in a systematic manner.

TABLE 3.1

Gender:

S.NO	GENDER	NO. OF RESPONDENTS	PERCENTAGE
1	FEMALE	99	82.5%
2	MALE	21	17.5%
	TOTAL	120	100%



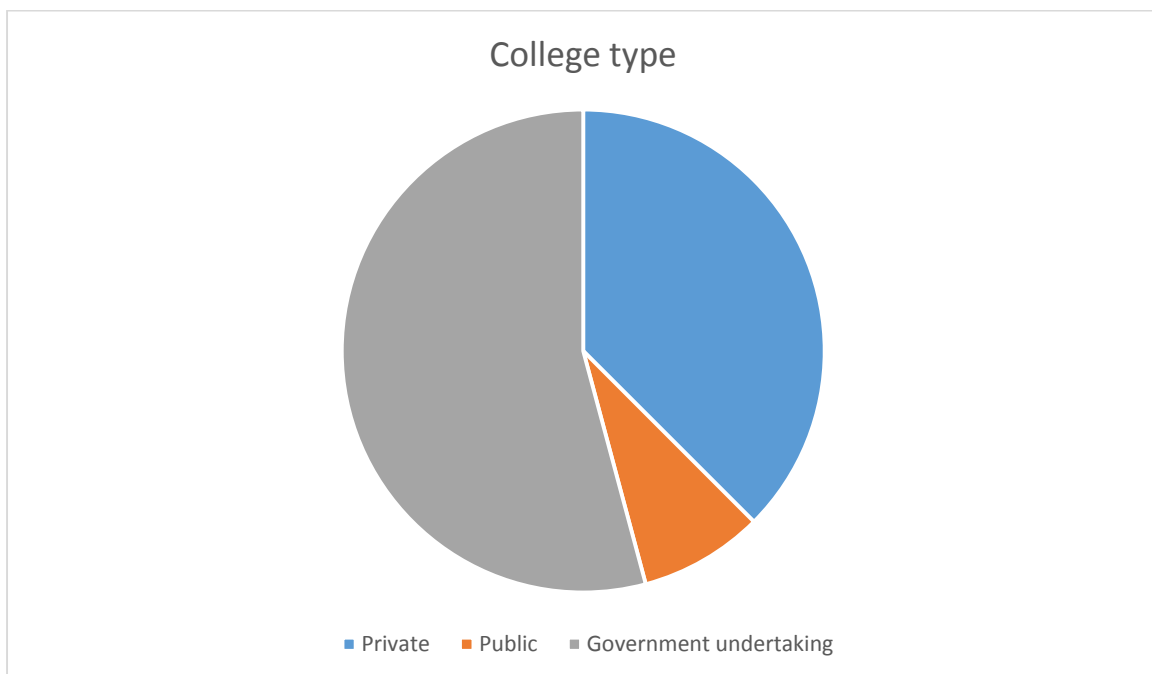
INFERENCE:

From the above data, it show that 82.5% of respondents are female and 17.5% of respondents are of male.

TABLE 3.2

COLLEGE TYPE:

S. NO	COLLEGE TYPE	NO. OF RESPONDENTS	PERCENTAGE
1	Private	45	37.5%
2	Public	10	8.33%
3	Government undertaking	65	54.17%
	Total	120	100%



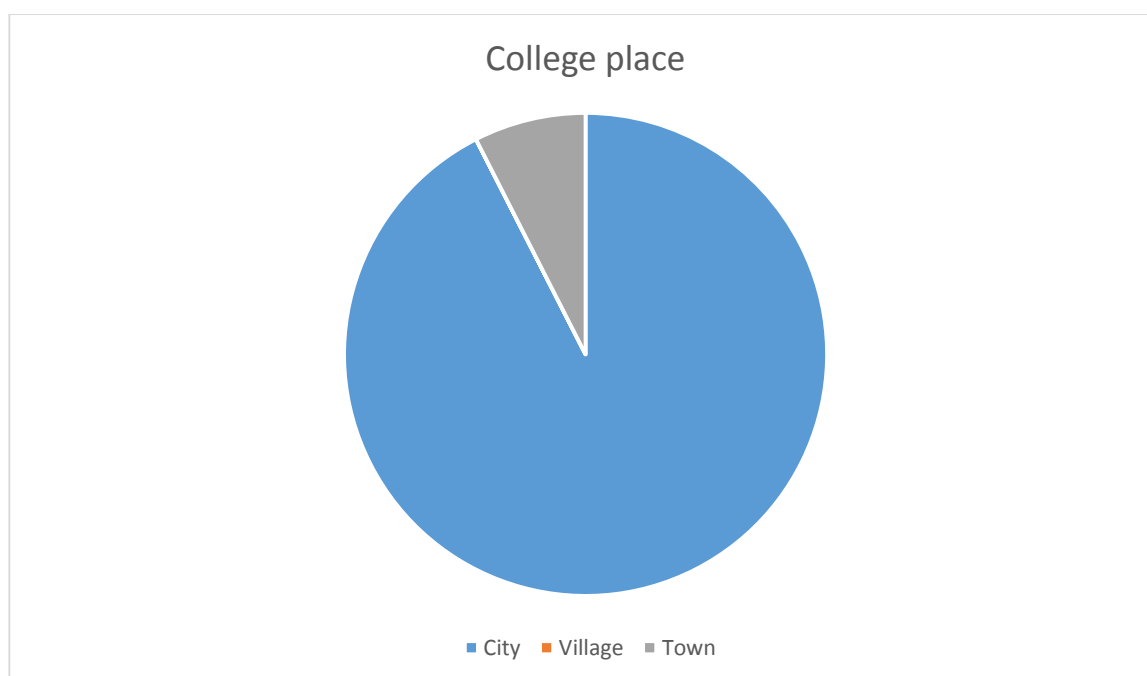
INFERENCE:

From the above data, it show that 37.5% of respondents are Private College, 8.33% of respondents are Public College and 54.17% of respondents are Government undertaking college.

TABLE 3.3

College place:

S.NO	COLLEGE PLACE	NO. OF RESPONDENTS	PERCENTAGE
1	CITY	101	92.5%
2	VILLAGE	0	0%
3	TOWN	9	7.5%
	TOTAL	120	100%



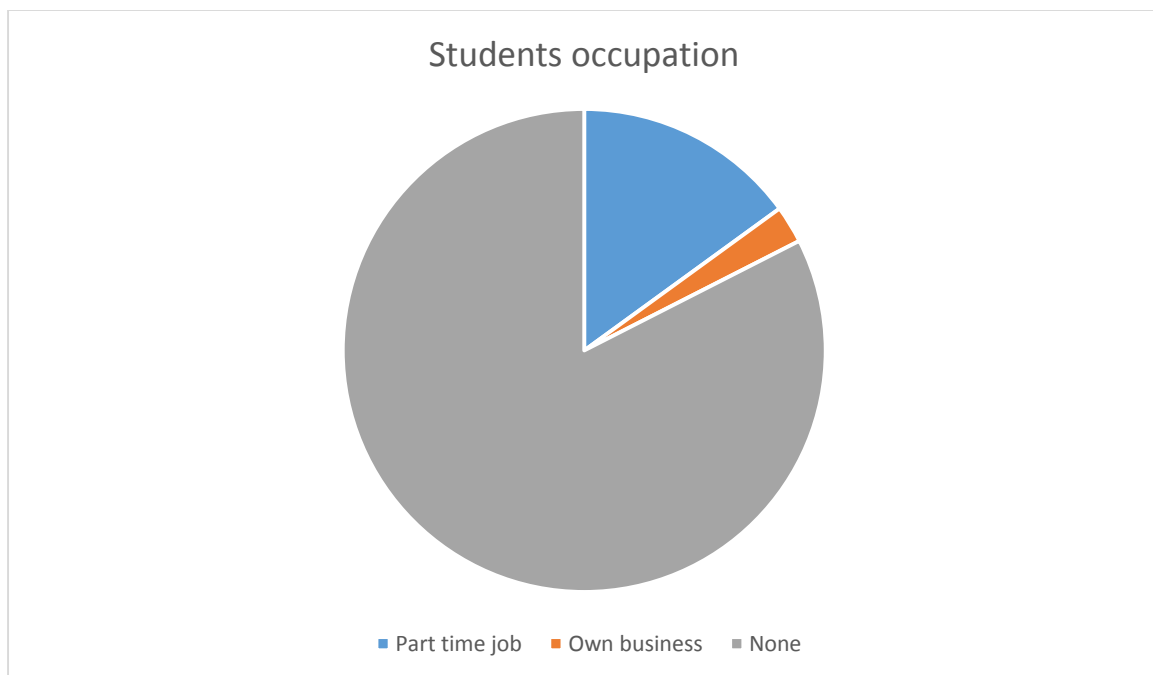
INFERENCE:

From the above data, it show that 92.5% of respondents are of City, 0% of respondents are of village and 7.5% of respondents are of Town.

TABLE 3.4

Students Occupation:

S.NO	Students Occupation	No. of Respondents	PERCENTAGE
1	PART TIME JOB	18	15%
2	Own business	3	2.5%
3	None	99	82.5%
	Total	120	100%



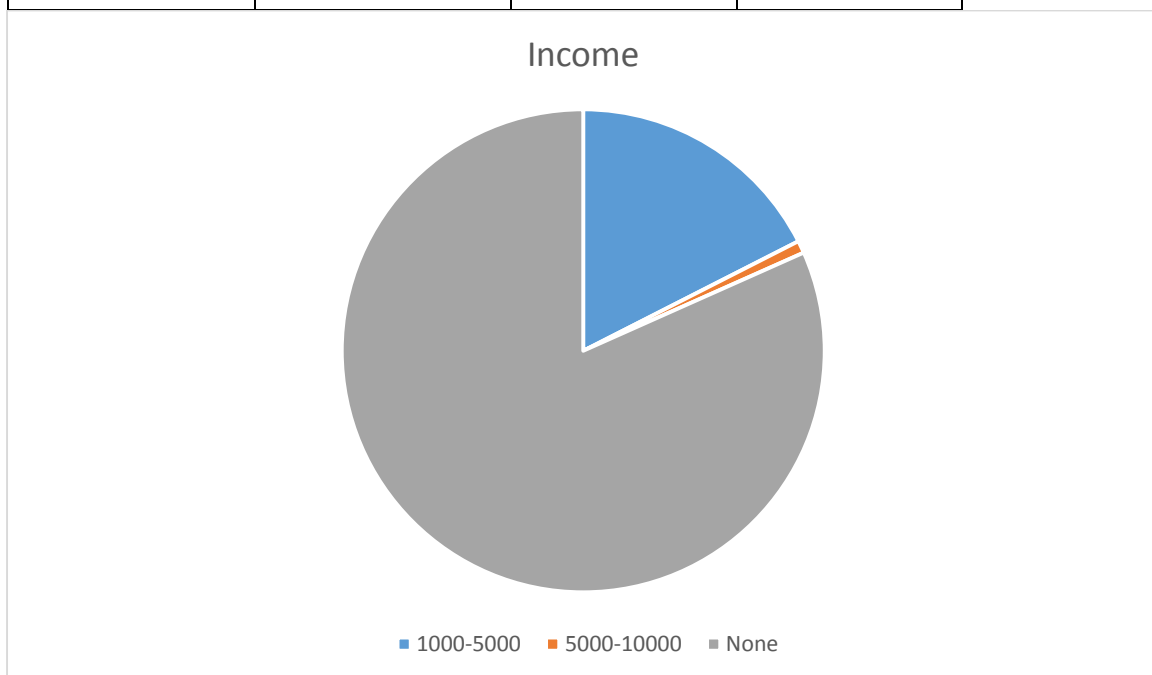
INFERENCE:

From the above data, it show that 15% of respondents are Part time job, 2.5% of respondents are Own business and 82.5% of respondents are None.

TABLE 3.5

Student's monthly income:

S.NO	Income	No. of respondents	Percentage
1	1000-5000	21	17.5%
2	5000-10000	1	0.83%
3	None	98	81.66%
	Total	120	100%



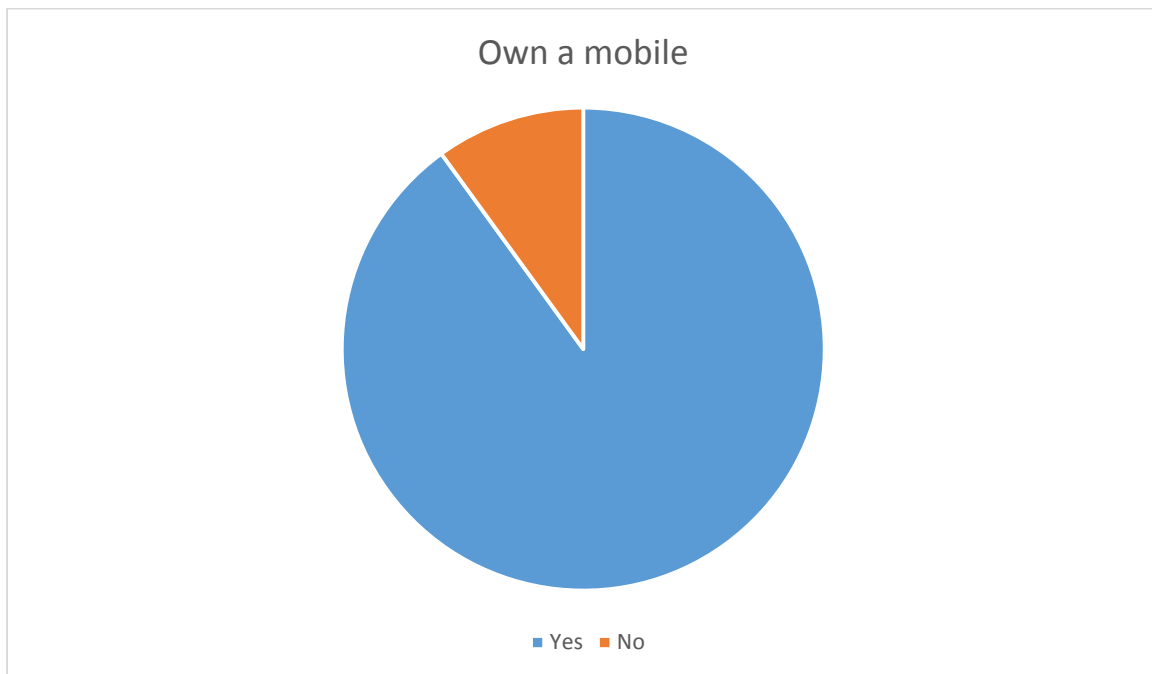
INFERENCE:

From the above diagram, 17.5% of respondents are 1000-5000, 0.83% of respondents are 5000-10000 and 81.66% are of respondents are of None.

TABLE 3.6

Do you own a mobile

S.NO	Own the mobile	No. of respondents	Percentage
1	Yes	108	90%
2	No	12	10%
	Total	120	100%



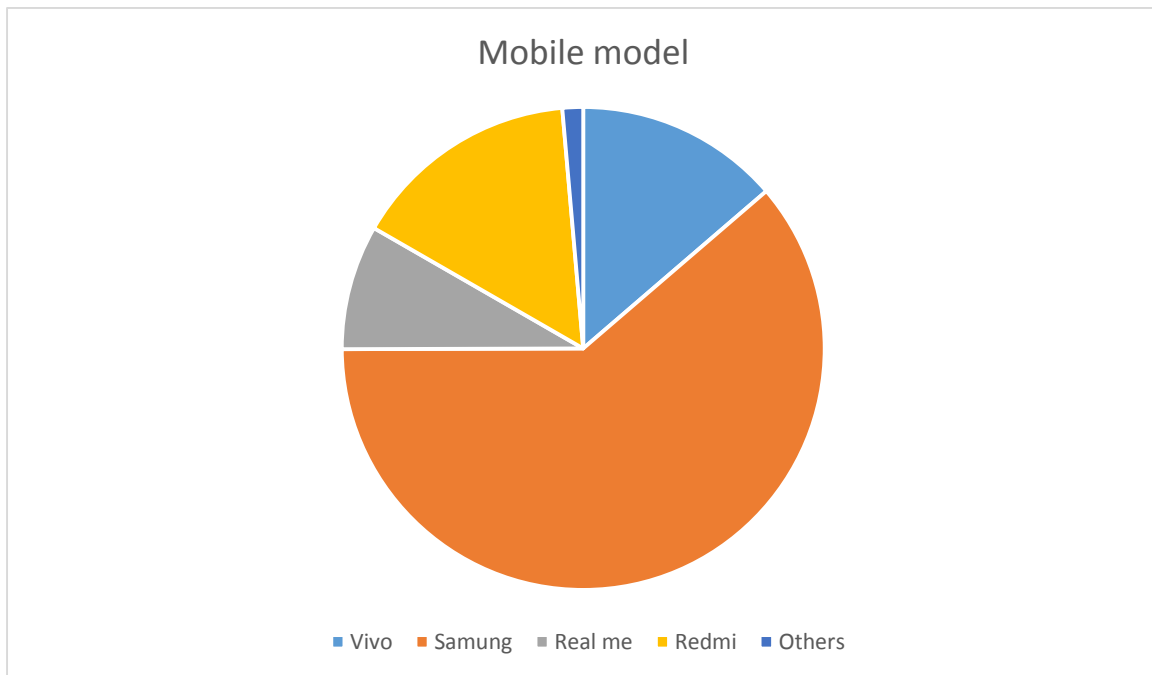
INFERENCE:

From the above diagram, 90% of respondents are of yes and 10% of respondents are of NO.

TABLE 3.7

Which model are you using

S.NO	MOBILE MODEL	NO. OF RESPONDENTS	PERCENTAGE
1	Vivo	58	48.33%
2	Samsung	44	36.66%
3	Real me	6	5%
4	Redmi	11	9.16%
5	Others	1	0.83%
	Total	120	100%



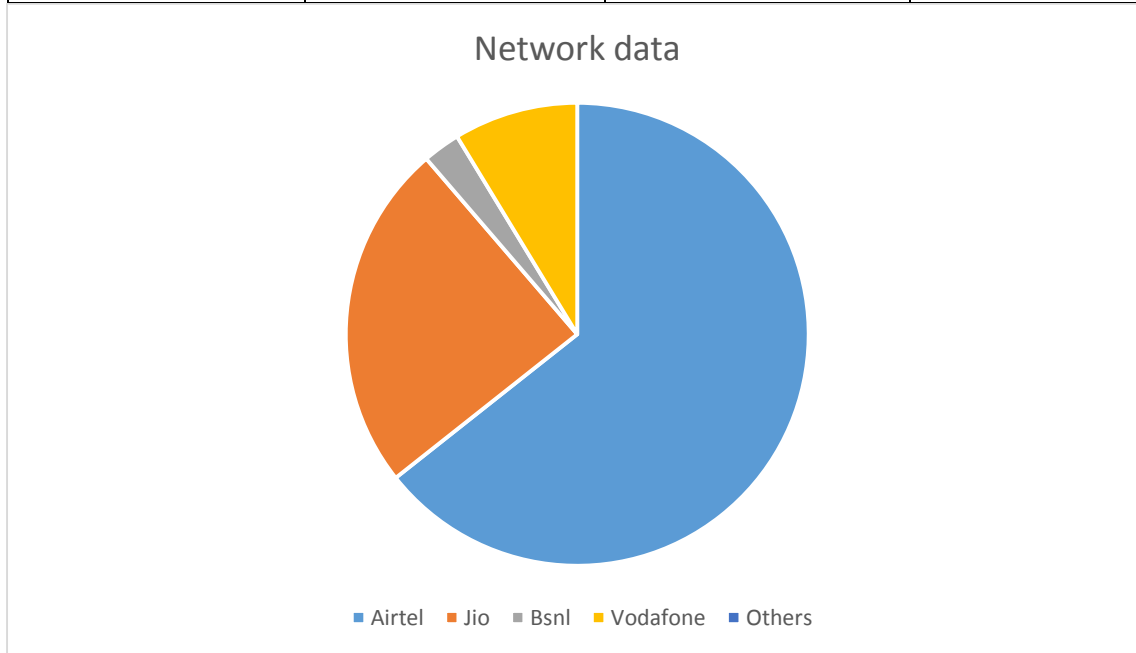
INFERENCE:

From the above diagram, 48.33% of respondents are using Vivo, 36.66% of respondents are using Samsung, 5% of respondents are using Real me, 9.16% of respondents are using Redmi and 0.83% of respondents are using Others. Majority the respondents are using Vivo.

TABLE 3.8

Which network data are you using

S.NO	NETWORK DATA	NO. OF RESPONDENTS	PERCENTAGE
1	Airtel	74	61.66%
2	Jio	28	23.33%
3	Bsnl	3	2.5%
4	Vodafone	10	8.33%
5	Others	5	4.16%
	Total	120	100%



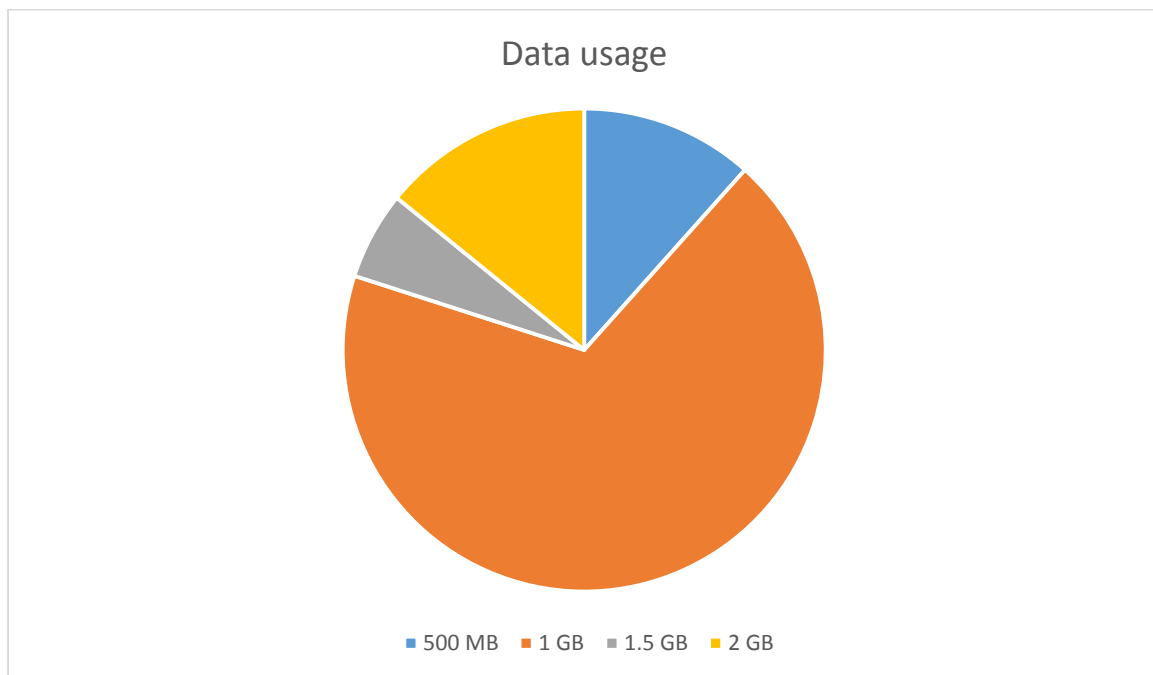
INFERENCE:

From the above diagram, 61.66% of respondents are using Airtel, 23.33% of respondents are using Jio, 2.5% of respondents are using Bsnl, 8.33% of respondents are using Vodafone and 4.16 % of respondents are using Others. Majority the respondents are using Airtel, that is 61.66%.

TABLE 3.9

How much data has been used in online classes

S.NO	USAGE OF DATA	NO. OF RESPONDENTS	PERCENTAGE
1	500MB	45	37.5%
2	1 GB	58	48.33%
3	1.5 GB	5	4.16%
4	2 GB	12	10%
	Total	120	100%



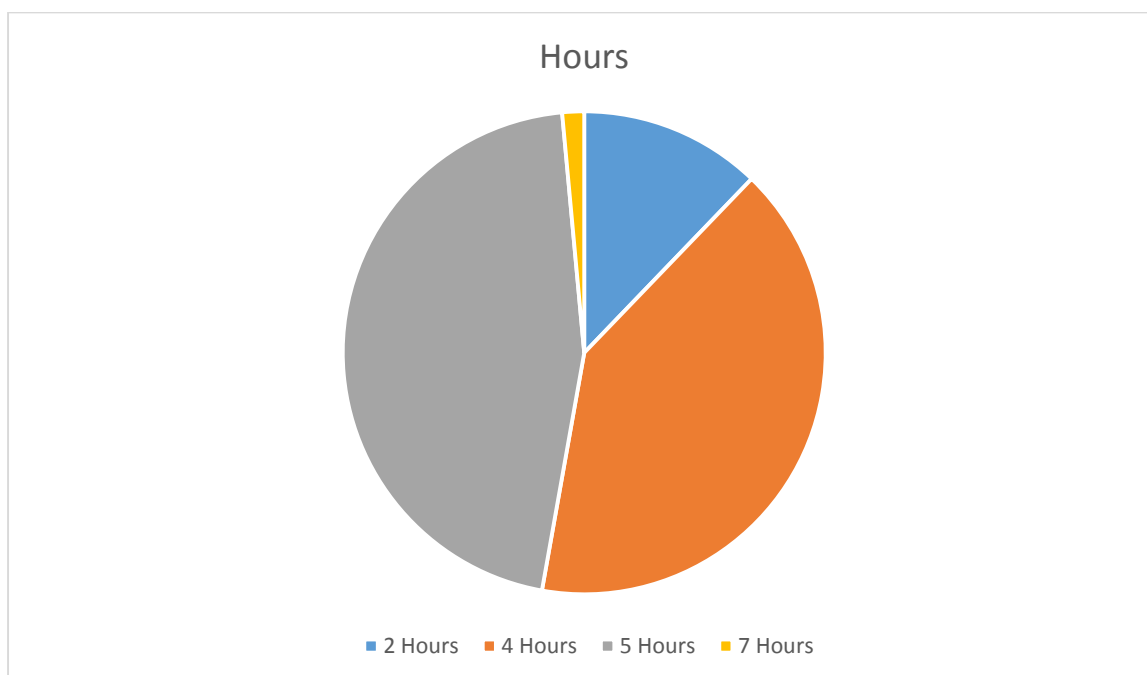
INFERENCE:

From the above diagram, 37.5% of respondents has been used 500 MB, 48.33% of respondents has been used 1 GB, 4.16% of respondents has been used 1.5 GB and 10% of respondents has been used 2 GB. Majority of the respondents used 1 GB of data for online classes.

TABLE 3.10

How many hours have been taken in online classes

S.NO	HOURS	NO. OF RESPONDENTS	PERCENTAGE
1	2 Hours	12	10%
2	4 Hours	40	33.3%
3	5 Hours	45	37.5%
4	7 Hours	23	19.1%
	Total	120	100%



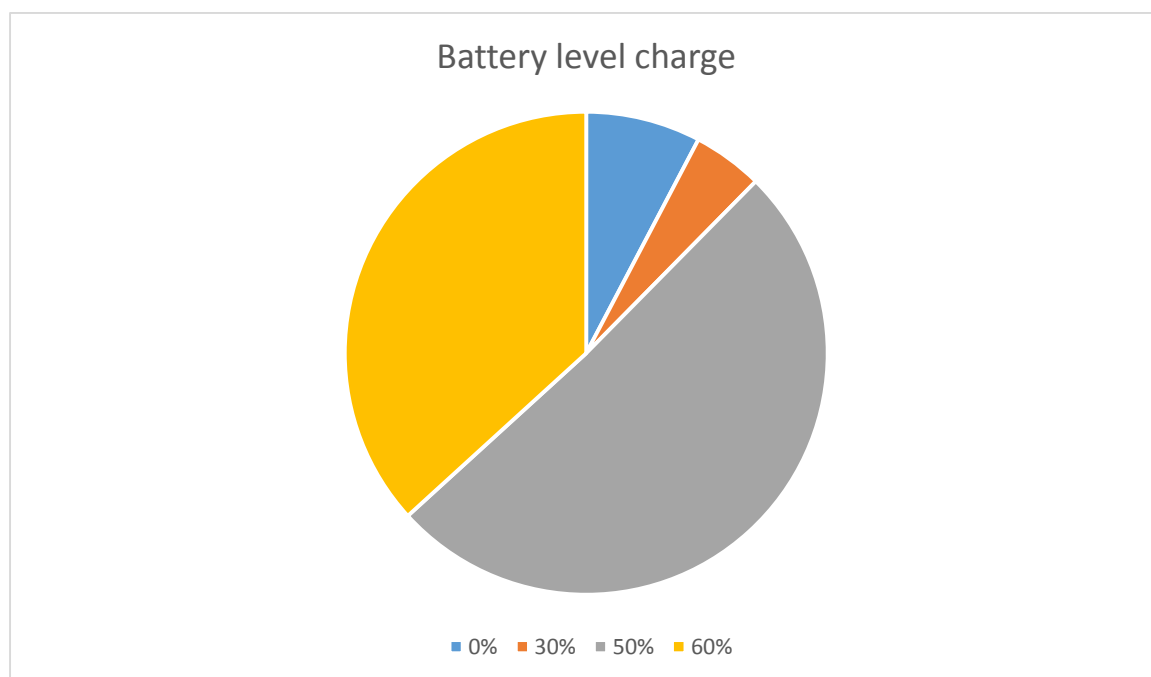
INFERENCE:

From the above diagram, 10% of respondents were there in Online classes for 2 Hours, 33.3% of respondents were there in Online classes for 4 Hours, 37.5% of respondents were there in Online classes for 5 Hours and 19.1% of respondents were there in Online classes for 7 Hours. Majority 5 hours have been taken in online classes.

TABLE 3.11

Battery charge level:

S.NO	BATTERY CHARGE LEVEL	NO. OF RESPONDENTS	PERCENTAGE
1	0%	2	1.66%
2	30%	6	5%
3	50%	65	54.16%
4	60%	47	39.16%
	Total	120	100%



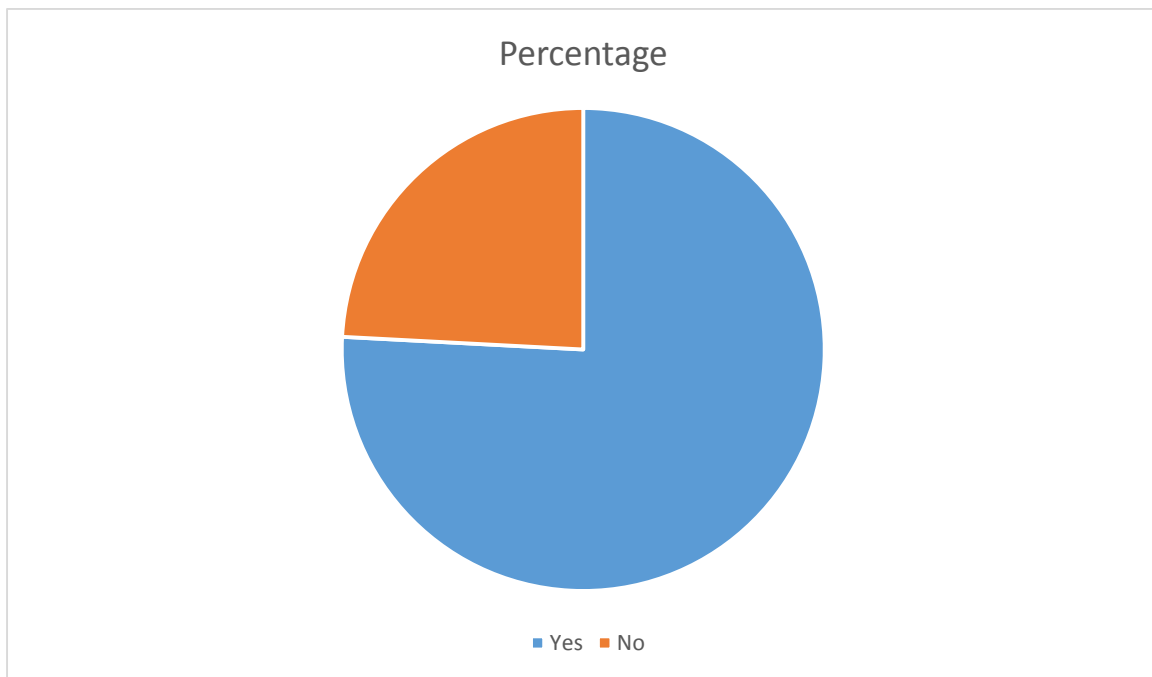
INFERENCE:

From the above diagram, 1.66% of respondents are of battery level while they complete their online classes will be 0%, 5% of respondents are of battery level while they complete their online classes will be 30%, 54.16% of respondents are of battery level while they complete their online classes will be 50% and 39.16% of respondents are of battery level while they complete their online classes will be 60%. Majority 50% of battery charge will be there while the online class gets over.

TABLE 3.12

While using so many applications mobile will get hang

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
1	Yes	91	75.83%
2	No	29	24.16%
	Total	120	100%



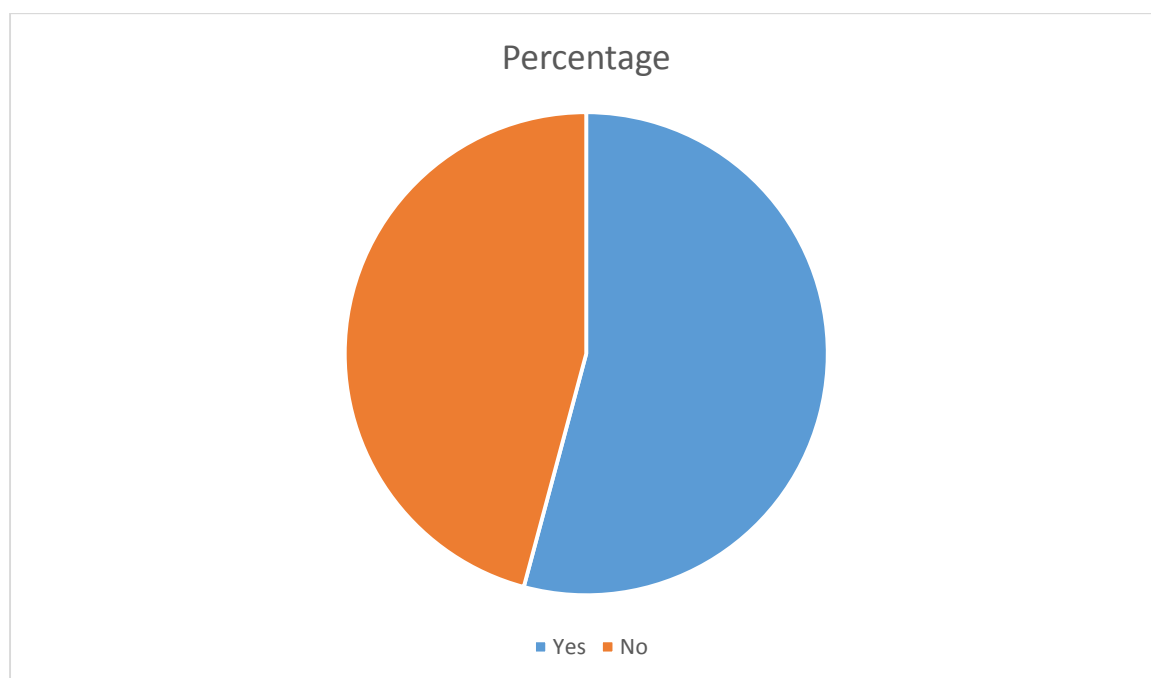
INFERENCE:

From the above diagram, 75.83% of respondents are saying that their mobile will get hang while they use so many application and 24.16% of respondents are saying that their mobile will get hang while they use so many application. Majority, the respondents are saying that their mobile gets hang while they use so many application.

TABLE 3.13

Understand the lessons which are taught through online classes:

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
1	Yes	65	54.16%
2	No	55	45.83%
	Total	120	100%



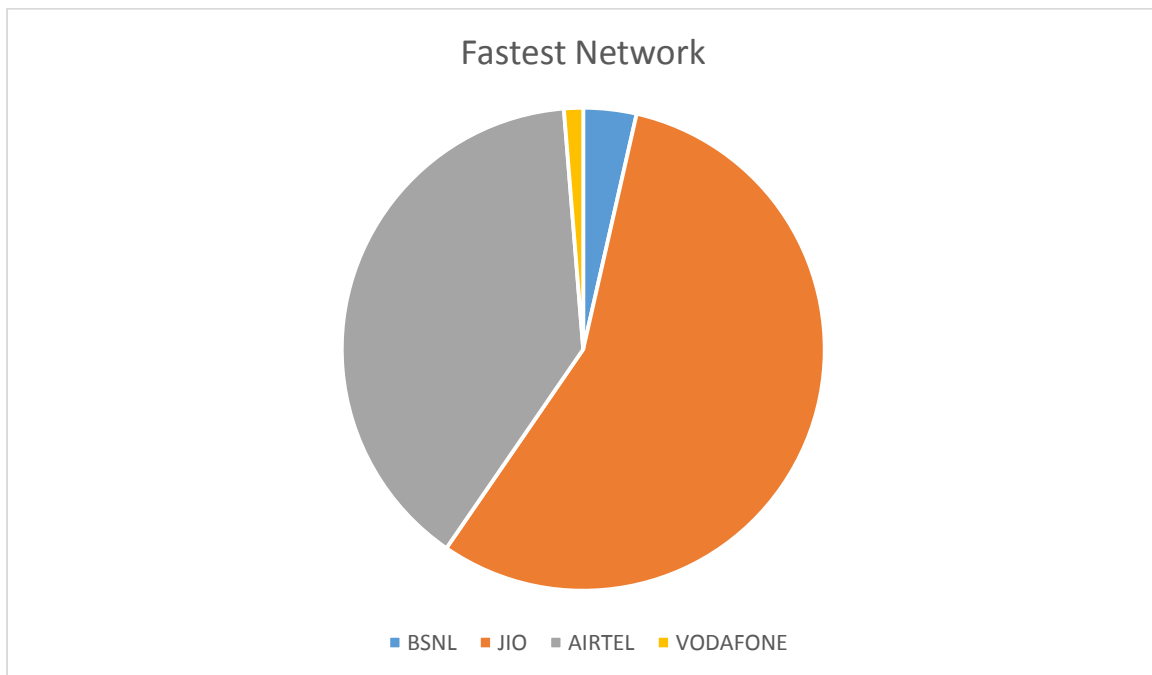
INFERENCE:

From the above diagram, 54.16% of respondents understand the lessons through online classes and 45.83% of respondents are saying that they are not able to understand the lessons through online classes. Majority, the respondents are understanding the lessons through online classes.

TABLE 3.14

Fastest network:

S.NO	FASTEST NETWORK	NO. OF RESPONDENTS	PERCENTAGE
1	Bsnl	4	3.33%
2	Jio	63	52.5%
3	Airtel	44	36.66%
4	Vodafone	9	7.5%
	Total	120	100%



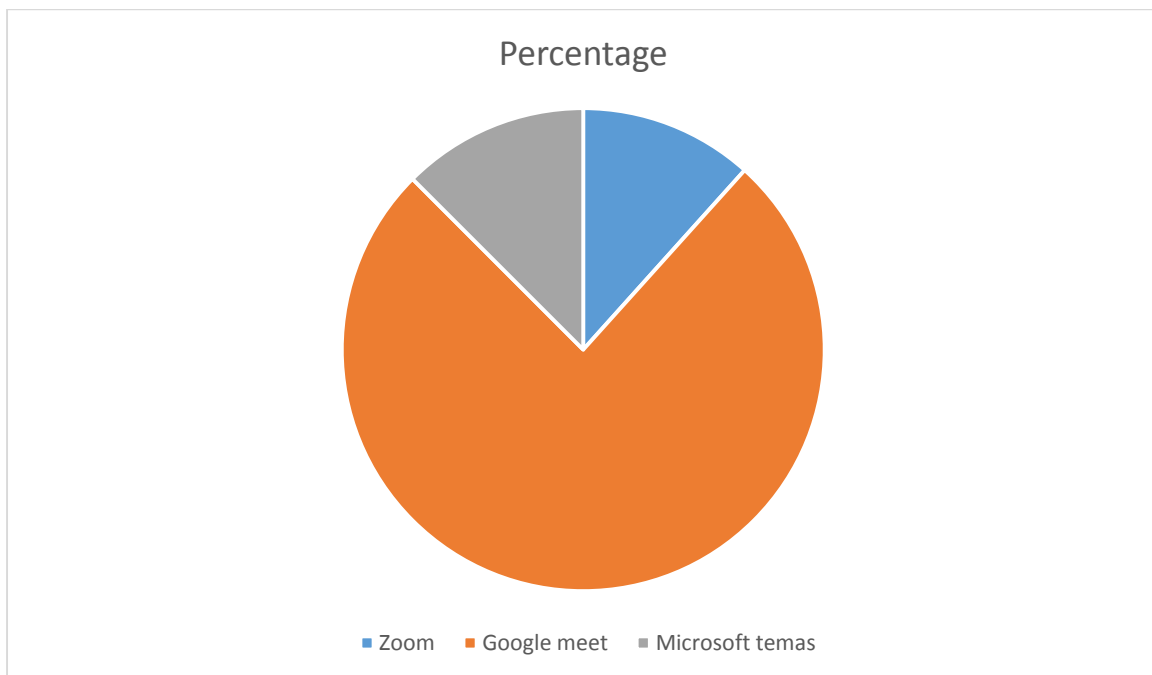
INFERENCE:

From the above diagram, 3.33% of respondents are of BSNL, 52.5% of respondents are of JIO, 36.66% of respondents are AIRTEL and 7.5% of respondents are of VODAFONE. Majority, respondents are saying that the JIO is the fastest network.

TABLE 3.15

Which application was easier to attend the online class

S.NO	PARTICULARS	NO.OF RESPONDENTS	PERCENTAGE
1	Zoom	14	11.66%
2	Google meet	91	75.83%
3	Microsoft Teams	15	12.5%
	Total	120	100%



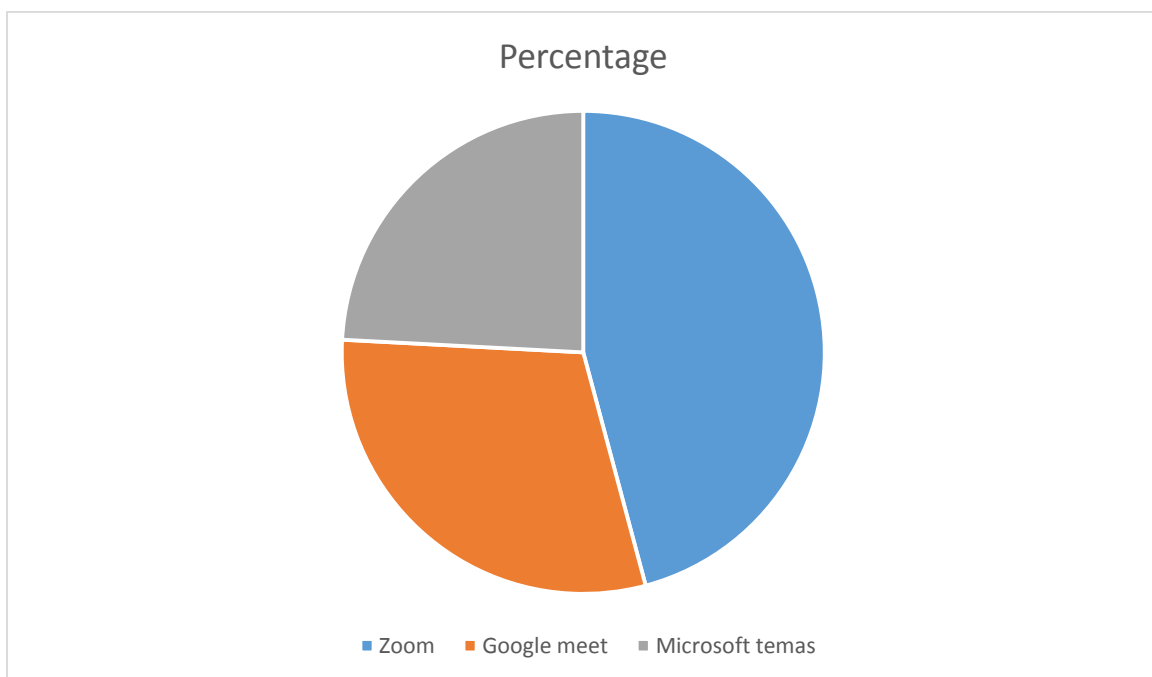
INFERENCE:

From the above diagram, 11.66% of respondents are of Zoom application, 75.83% of respondents are of Google meet and 12.5% of respondents are of Microsoft Teams. Majority, respondents are saying that Google meet is the easy to attend the online class.

TABLE 3.16

Which application uses more network data while being in online classes

S.NO	PARRICULARS	NO. OF RESPONDENTS	PERCENTAGE
1	Zoom	55	45.83%
2	Google meet	36	30%
3	Microsoft teams	29	24.16%
	Total	120	100%



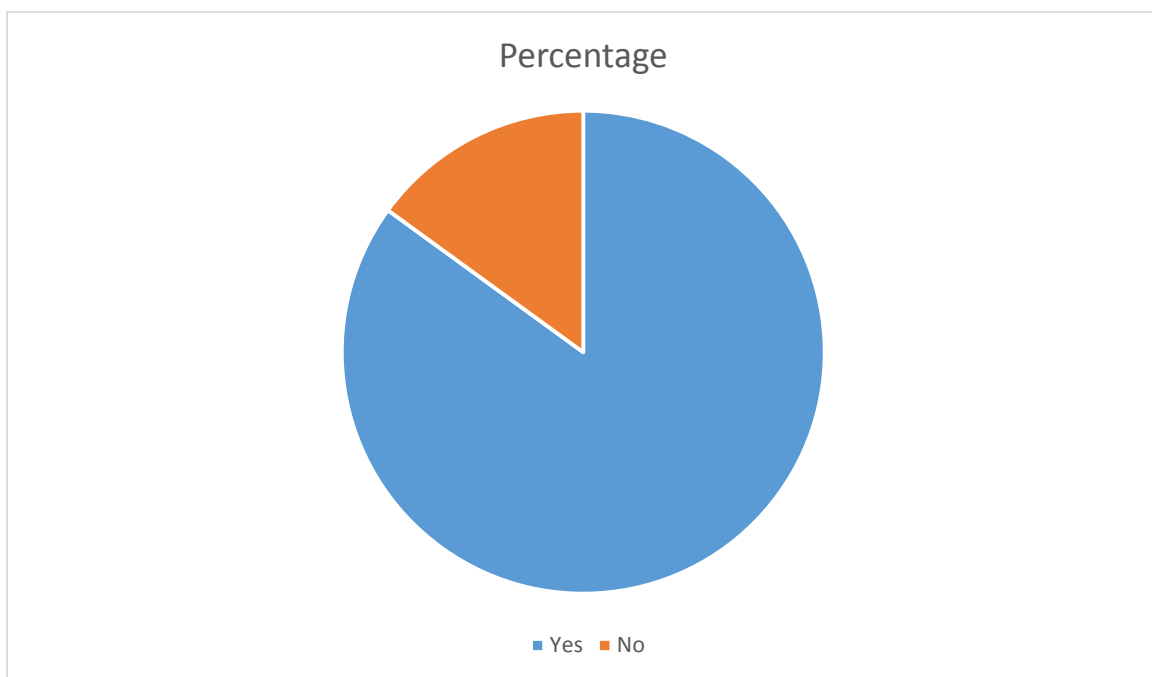
INFERENCE:

From the above diagram, 45.83% of respondents are of Zoom, 30% of respondents are of Google meet and 24.16% of respondents are of Microsoft teams. Majority, respondents are saying that Zoom uses more network data while being in online class.

TABLE 3.17

Did online classes affect mental health

S.NO	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
1	Yes	102	85%
2	No	18	15%
	TOTAL	120	100%



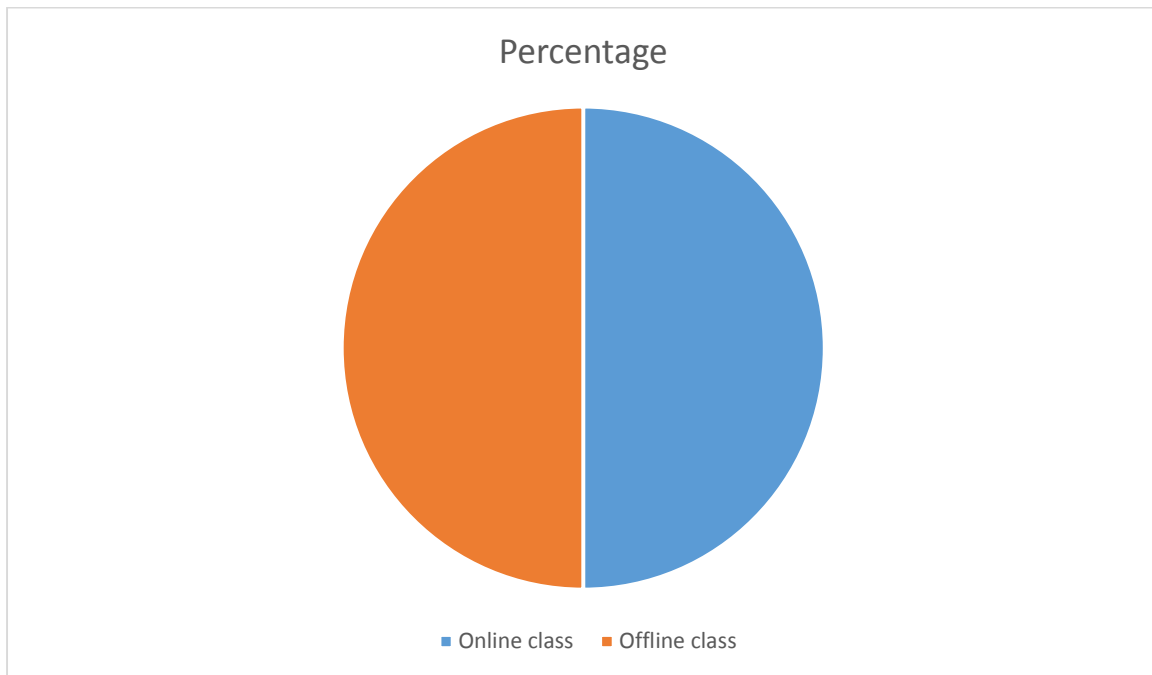
INFERENCE:

From the above diagram, 85% of respondents are of Yes and 15% of respondents are of No. Majority, respondents are saying that they are affecting mental health because of more usage of mobile.

TABLE 3.18

Which teaching environment was very useful and helpful in better learning

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Online class	60	50%
2	Offline class	60	50%
	Total	120	100%



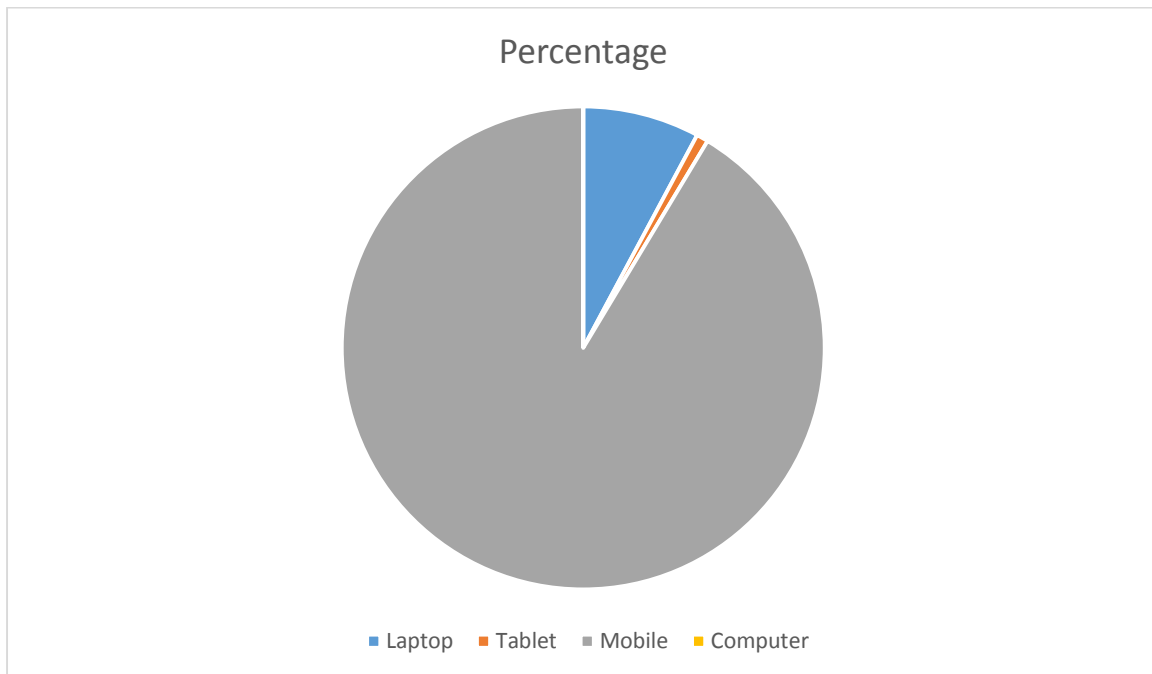
INFERENCE:

From the above diagram, 50% respondents of Online class and 50% respondents of Offline class. Here both are in equal respondents.

TABLE 3.19

What device do you use for online class

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Laptop	4	3.33%
2	Tablet	1	0.83%
3	Mobile	115	95.8%
4	Computer	0	0%
	Total	120	100%



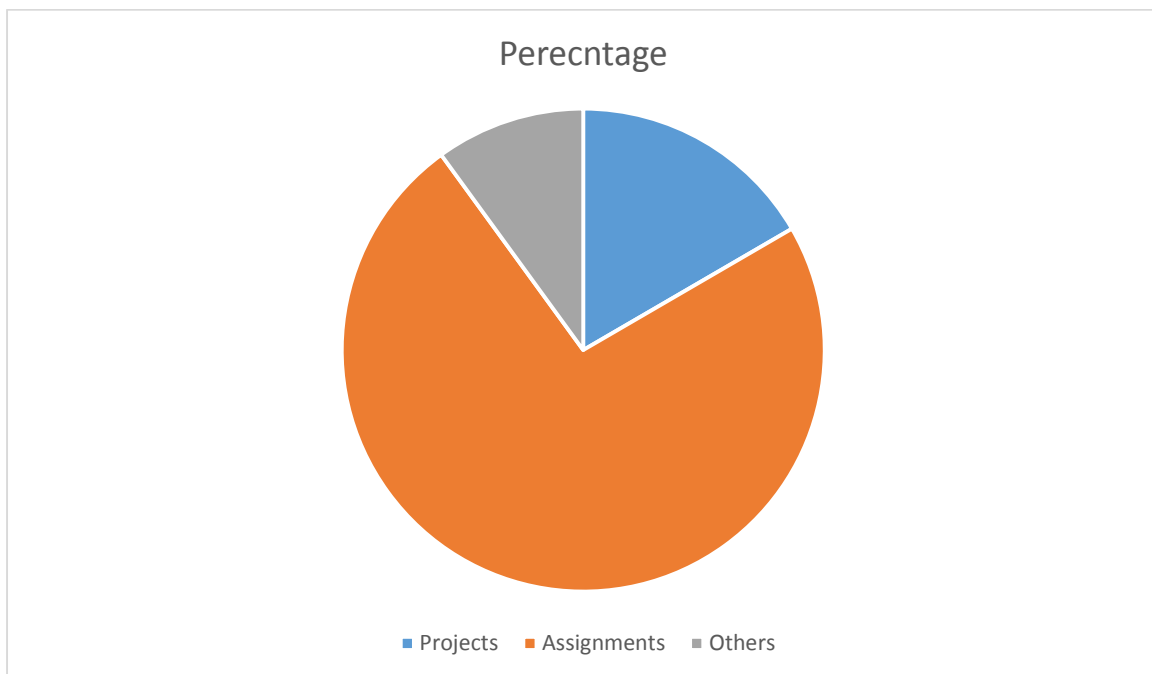
INFERENCE:

From the above diagram, 3.33% of respondents are using Laptop, 0.83% of respondents are using Tablet, 95.8% of respondents are using Computer and No one is using Computer for online classes. Majority, respondents are using mobile for their online classes.

TABLE 3.20

What activities do you find most engaging in these online classes

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Projects	20	16.6%
2	Assignments	88	73.3%
3	Others	12	10%
	Total	120	100%



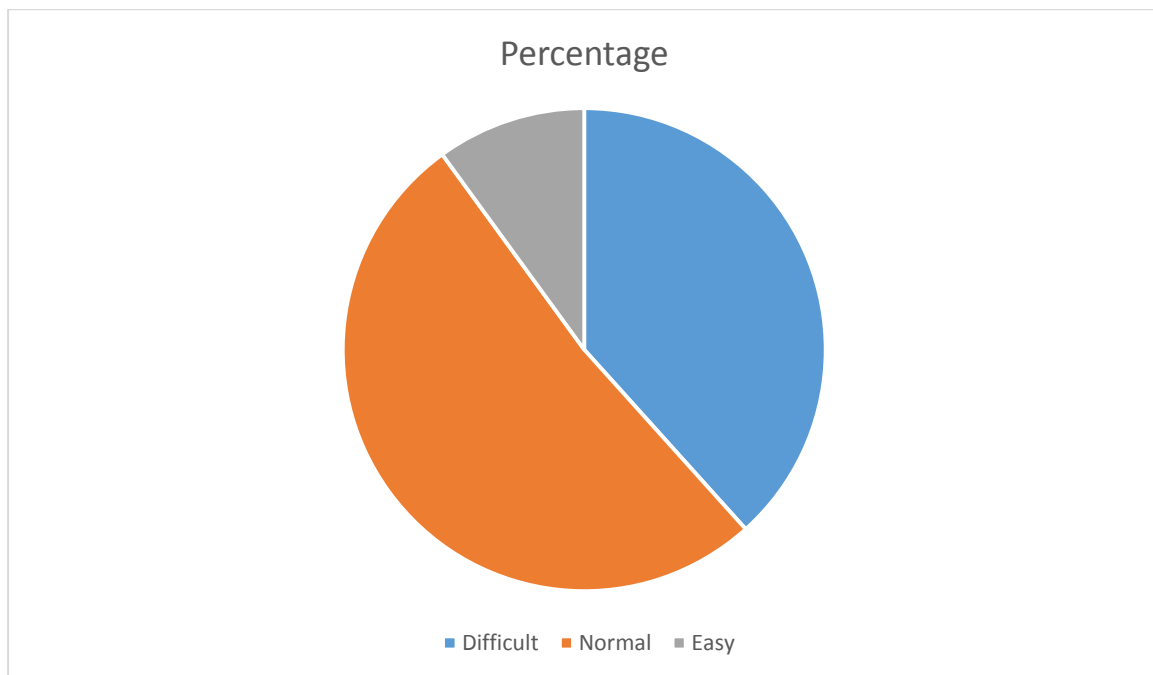
INFERENCE:

From the above diagram, 16.6% of respondents are of Projects, 73.3% of respondents are of Assignments and 10% of respondents are of Others.

TABLE 3.21

How is it for you to stay focused on your online class

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Difficult	46	38.3%
2	Normal	62	51.6%
3	Easy	12	10%
	Total	120	100%



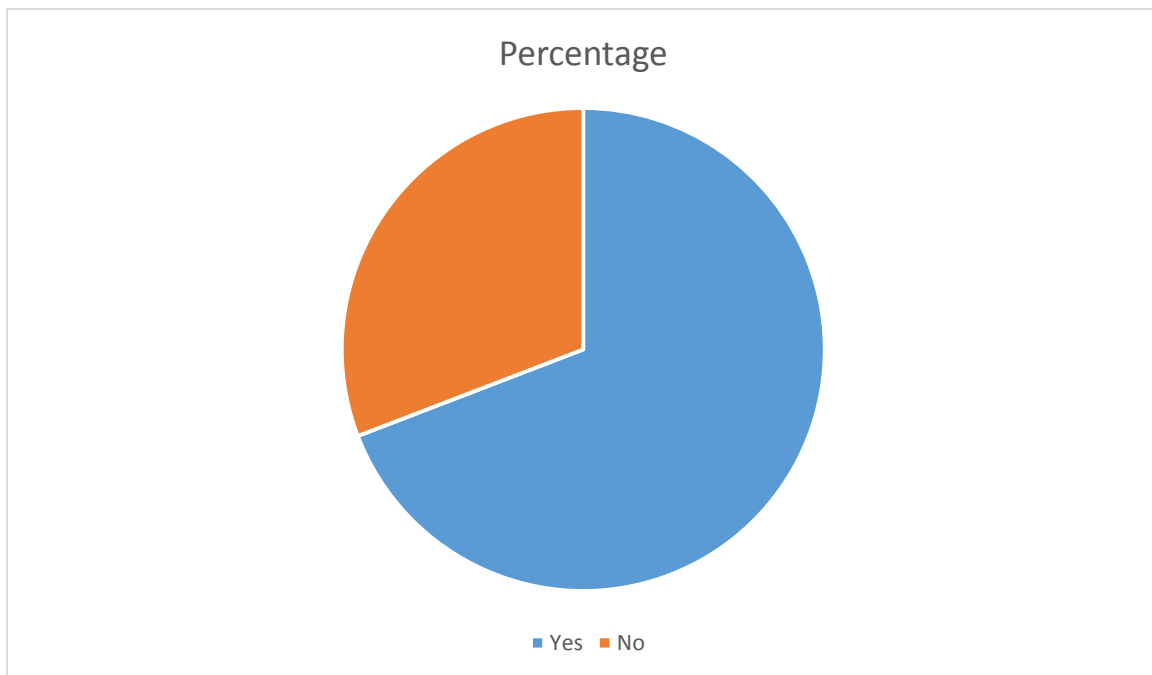
INFERENCE:

From the above diagram, 38.3% of respondents are difficult, 51.6% of respondents are Normal and 10% of respondents are easy.

TABLE 3.22

Do you enjoy online classes

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Yes	83	69.1%
2	No	37	30.9%
	Total	120	100%



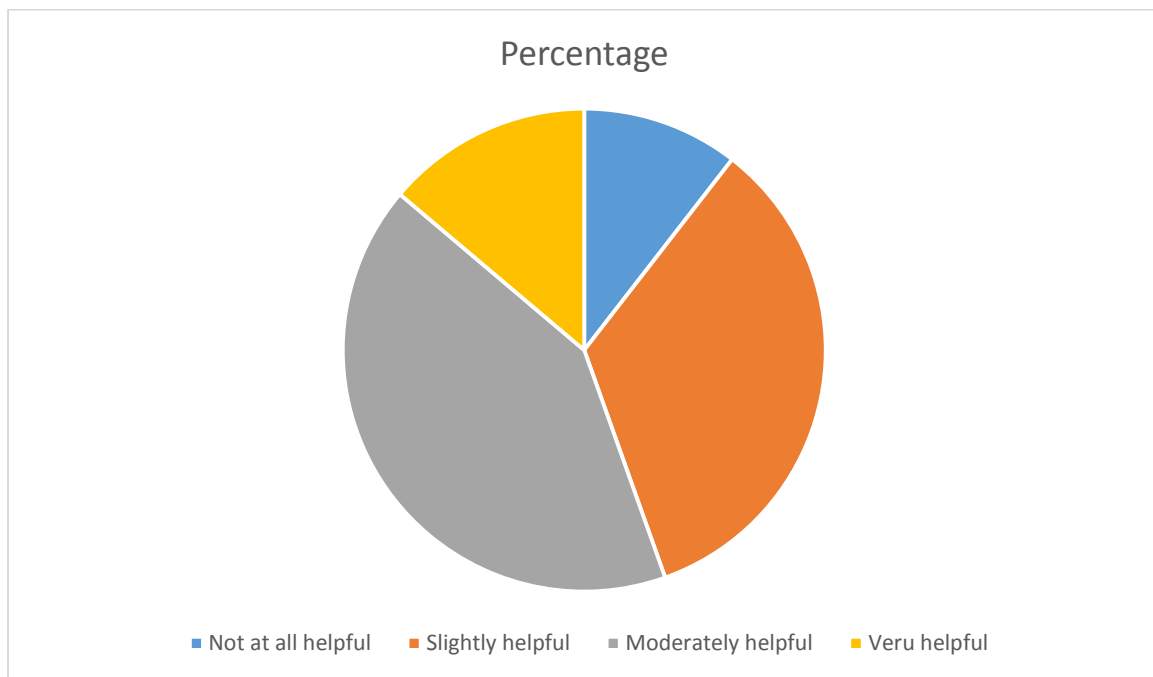
INFERENCE:

From the above diagram, 69.1% of respondents are saying, Yes and 30.9% of respondents are saying No. Majority, respondents are saying that they are enjoying the online class.

TABLE 3.23

How effective has online class learning been for you

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Not at all helpful	36	30%
2	Slightly helpful	32	26.6%
3	Moderately helpful	39	32.5%
4	Very helpful	13	10.8%
	Total	120	100%



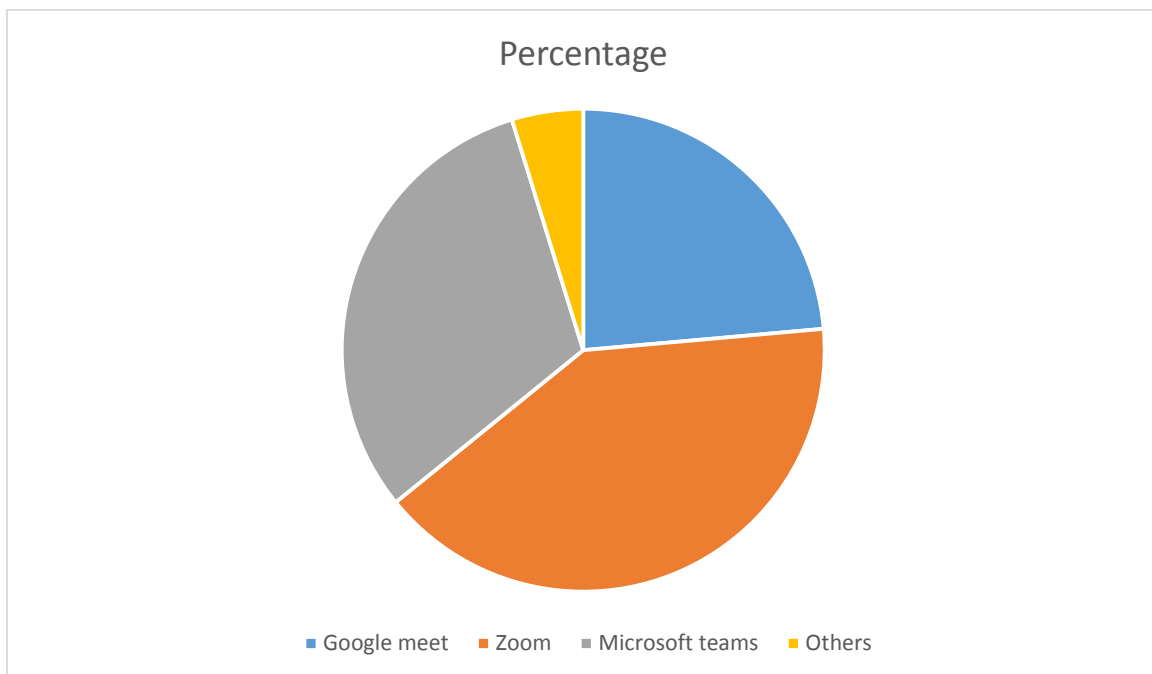
INFERENCE:

From the above diagram, 30% of respondents are of not really helpful, 26.6% of respondents are Slightly helpful, 32.5% are Moderately helpful and 10.8% are very helpful.

TABLE 3.24

Which application is in best rating

S.NO	PARTICULAR	NO. OF THE RESPONDENTS	PERCENTAGE
1	Google meet	88	73.3
2	Zoom	17	14.1
3	Microsoft teams	13	10.8
4	Others	2	1.66
	TOTAL	120	100%



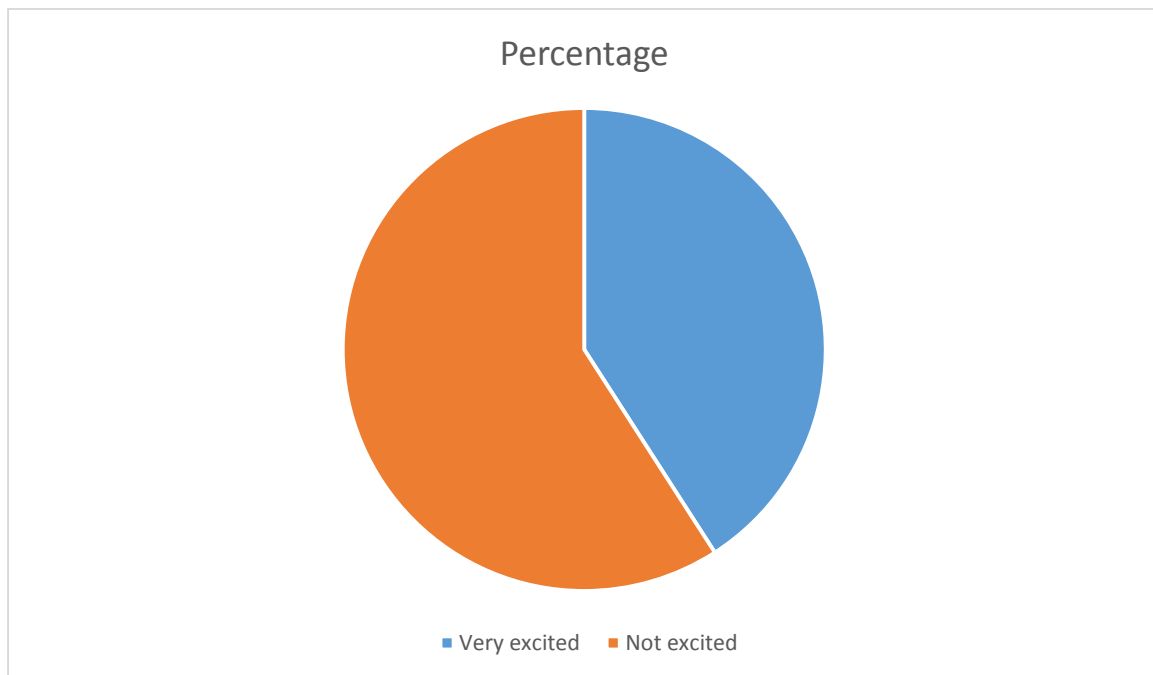
INFERENCE:

From the above diagram, 73.3% of respondents are Google meet, 14.1% of respondents are Zoom, 10.8% of respondents are Microsoft teams and 1.66% of respondent are Others. Majority Google meet in good rating.

TABLE 3.25

During Online classes, how excited you were there while using various applications

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Very excited	49	40.9%
2	Not excited	71	59.1%
	Total	120	100%



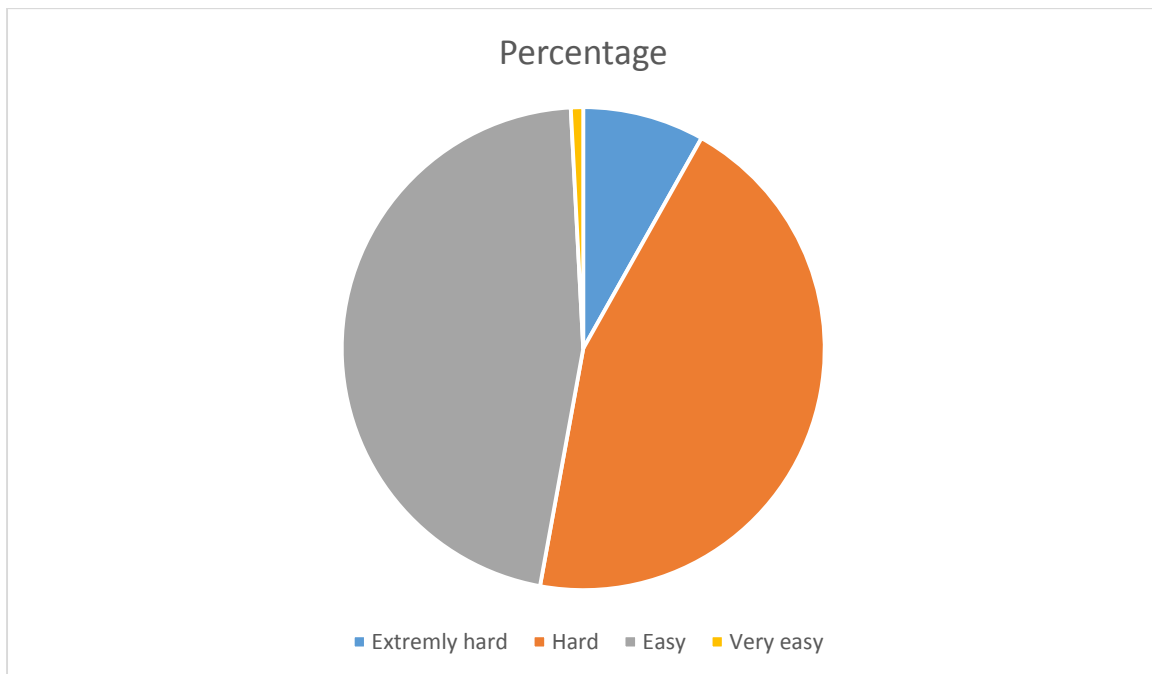
INFERENCE:

From the diagram, 40.9% of respondents are Very excited and 59.1% of respondents are Not excited. Majority respondents were not excited in using various application.

TABLE 3.26

How difficult is to connect internet in Computer

S.NO	PARTICULAR	NO. OF THE RESPONDENTS	PERCENTAGE
1	Extremely hard	9	7.5%
2	Hard	54	45%
3	Easy	56	46.6%
4	Very easy	1	0.83%
	TOTAL	120	100%



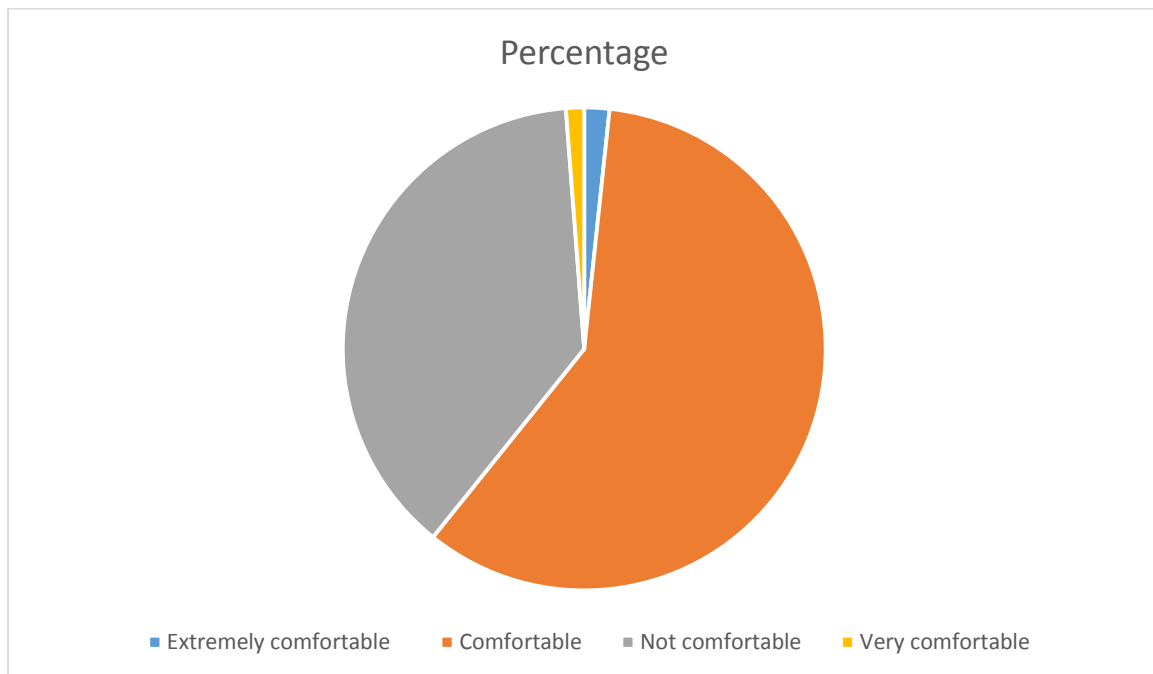
INFERENCE:

From the above diagram, 7.5% of respondents are Extremely hard, 45% of respondents are Hard, 46.6% of respondents are Easy and 0.83% of respondents are Very easy. Majority, the respondents were easy to connect internet in computer.

TABLE 3.27

How comfortable with downloading and installing the applications in mobile

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Extremely comfortable	2	1.66%
2	Comfortable	70	58.3%
3	Not comfortable	45	37.5%
4	Very comfortable	3	2.6%
	Total	120	100%



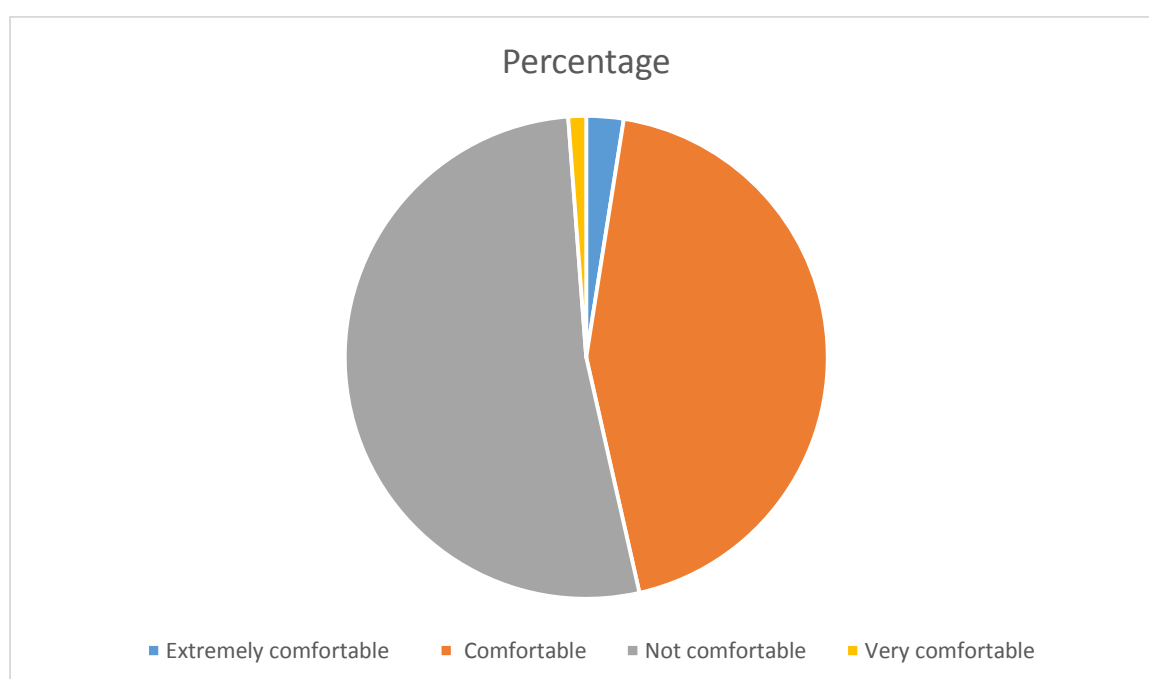
INFERENCE:

From the above diagram, 1.66% of respondents are Extremely comfortable, 58.3% of respondents are Comfortable, 37.5% of respondents are not comfortable and 2.6% of respondents are Very comfortable. Majority, respondents are comfortable with downloading and installing the application in mobile.

TABLE 3.28

How comfortable with spending several hours at a time on a computer or any other gadgets

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Extremely comfortable	3	2.5%
2	Comfortable	53	44.1%
3	Not comfortable	63	52.5%
4	Very comfortable	1	0.83%
	Total	120	100%



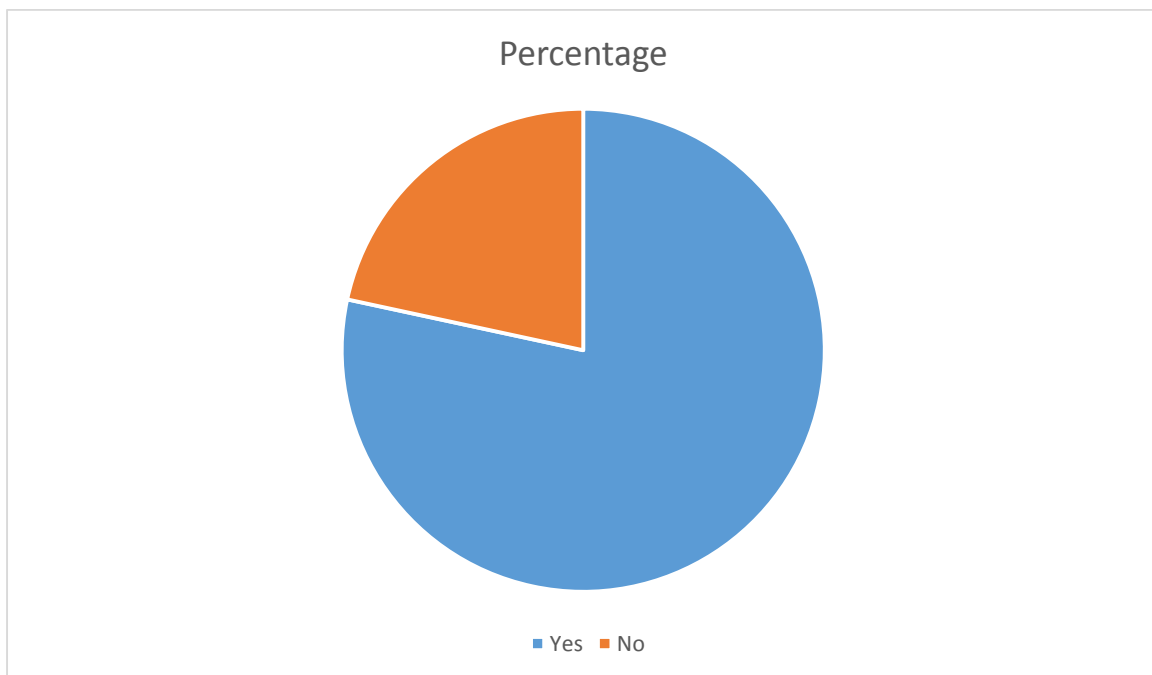
INFERENCE:

From the above diagram, 2.5% of respondents are extremely comfortable, 44.1% of respondents are Comfortable, 52.5% of respondents are Not comfortable and 0.83% of respondents are Very comfortable.

TABLE 3.29

Do you like new technologies which may require new approaches to learning?

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Yes	94	78.3%
2	No	26	21.6%
	Total	120	100%



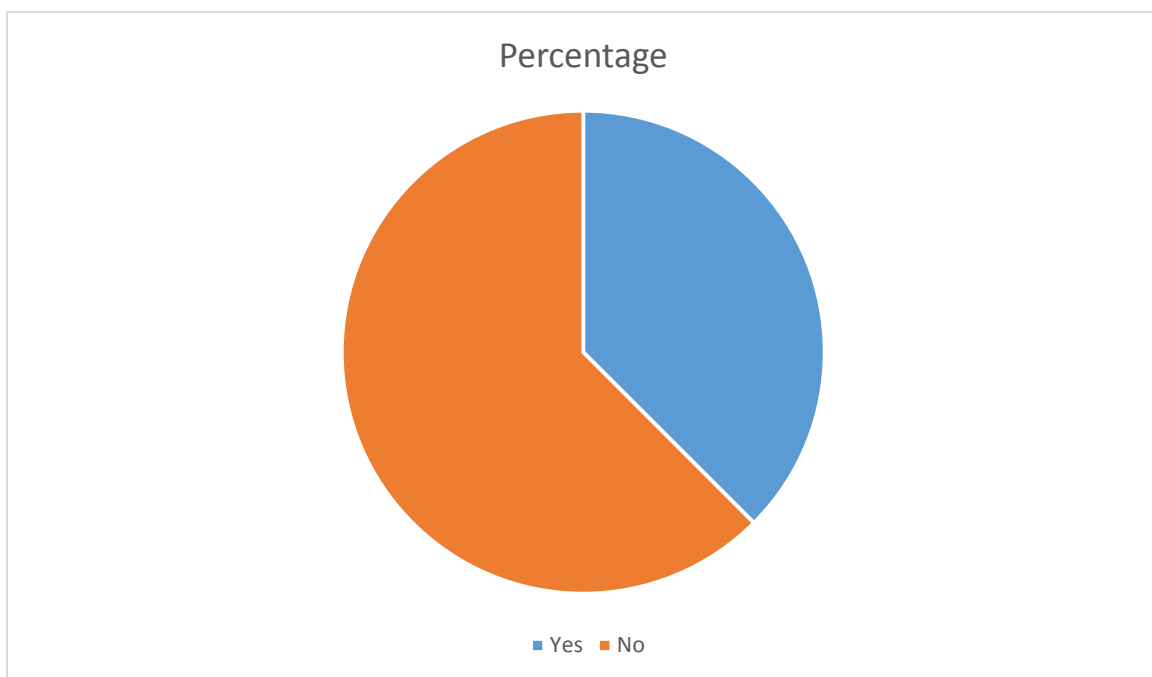
INFERENCE:

From the above diagram, 78.3% of respondents are Yes and 21.6% of respondents are No. Majority, respondents like new technologies which may require new approaches to learning.

TABLE 3.30

Does the online Learning is the same in class and at the home

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Yes	45	37.5%
2	No	75	62.5%
	TOTAL	120	100%



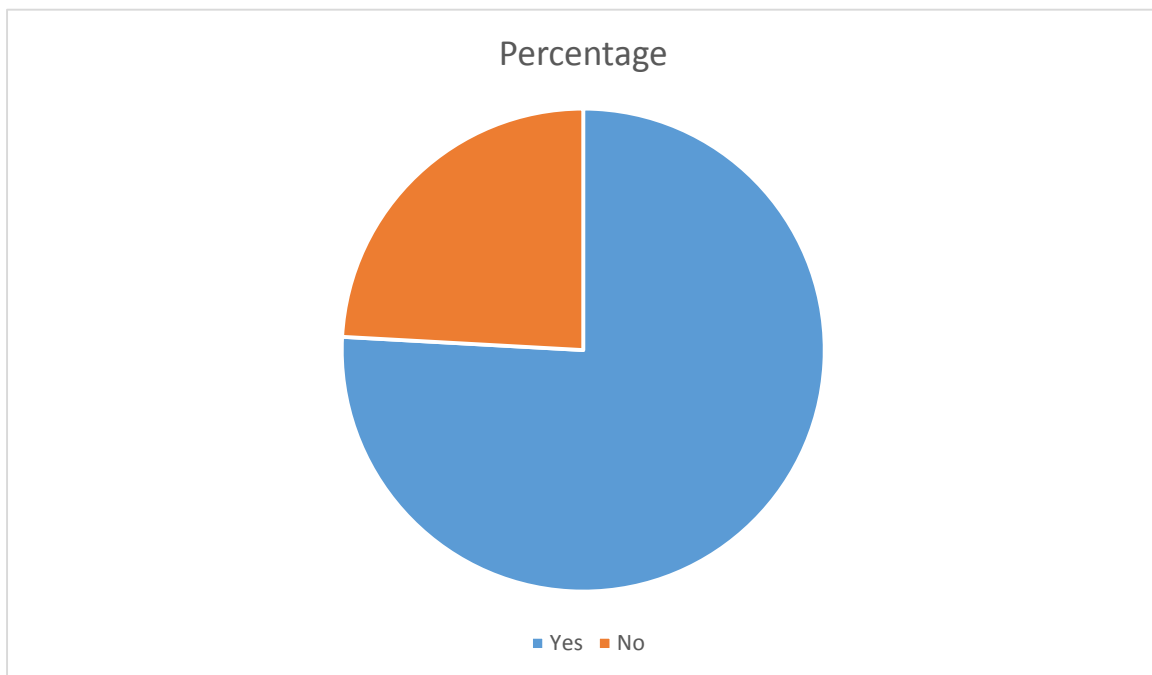
INFERENCE:

From the above diagram, 37.5% of respondents are saying that the online learning is the same in class and at the home and 62.5% of respondents are saying that online learning is not same in class and at the home.

TABLE 3.31

Are you attending online classes regularly

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Yes	91	75.8%
2	No	29	24.2%
	Total	120	100%



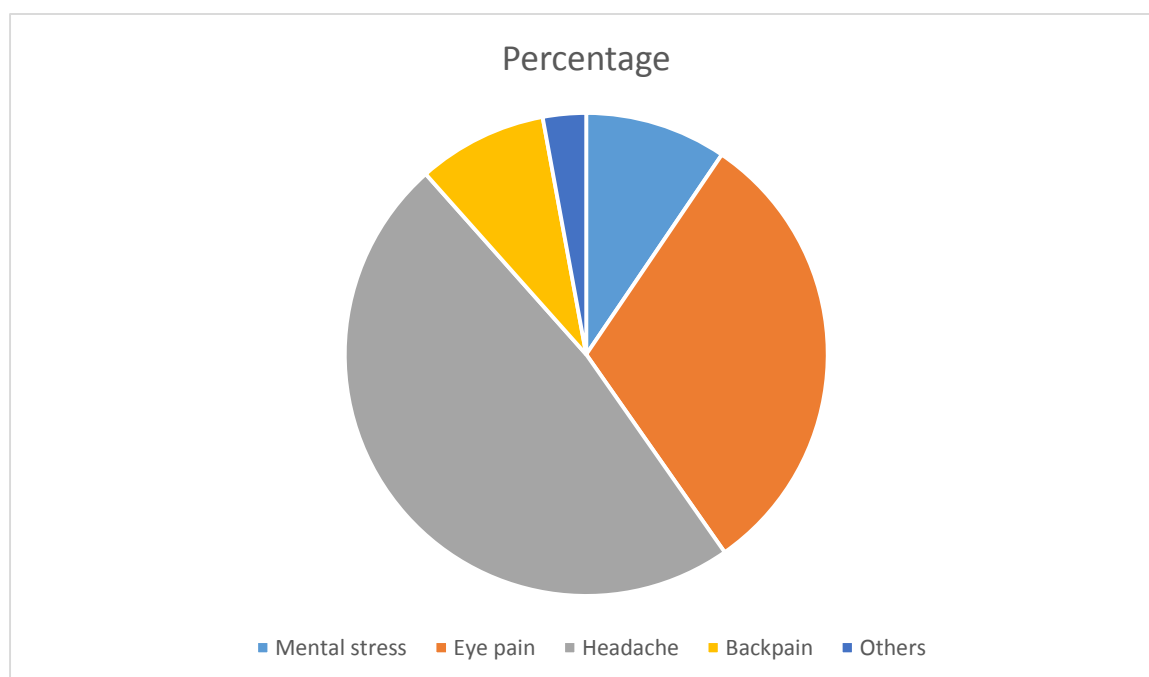
INFERENCE:

From the above diagram, 75.8% of respondents are attending online classes regularly and 24.2% of respondents are not attending online classes regularly. Majority, the students are attending online classes regularly.

TABLE 3.32

What are the problems faced during online classes

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Mental stress	26	21.6%
2	Eye pain	32	26.6%
3	Headache	50	41.6%
4	Backpain	9	7.5%
5	Others	3	2.5%
	Total	120	100%



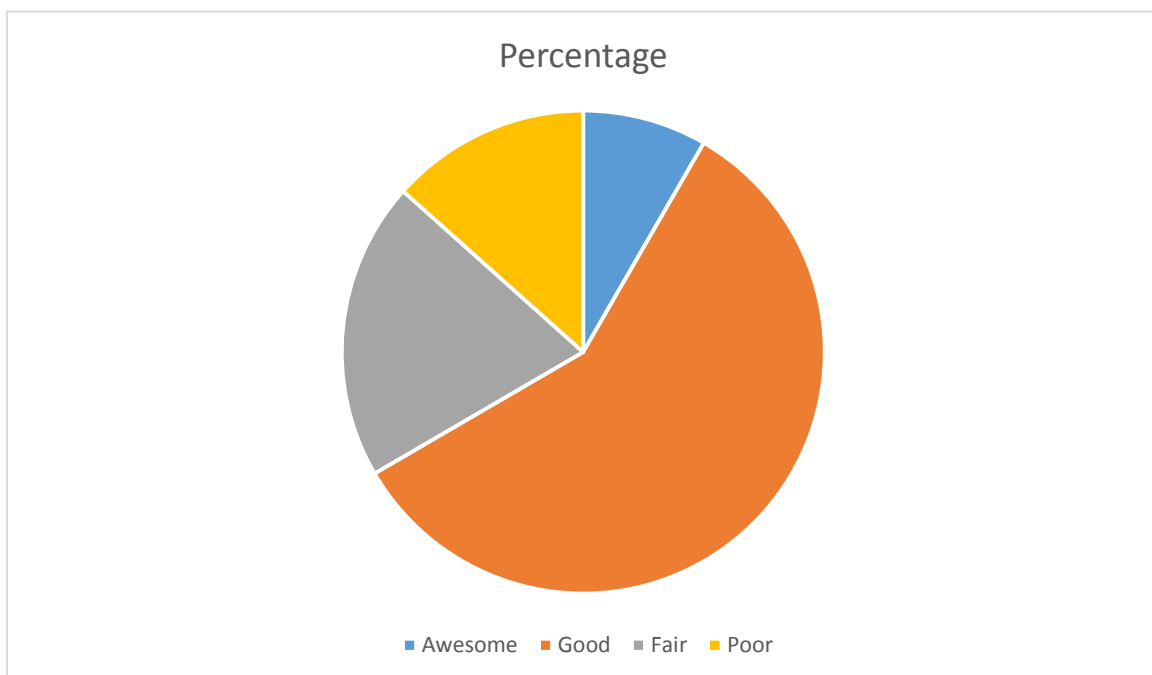
INFERENCE:

From the above diagram, 21.6% of respondents are faced regarding mental stress, 26.6% of respondents faced regarding eye pain, 41.6% of respondents faced regarding headache, 7.5 % of respondents faced regarding back pain problem faced during online classes, 2.5 % of respondents are others. Majority, the students are having headache during online classes.

TABLE 3.33

How was your experience with digital media

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Awesome	10	8.33%
2	Good	70	58.3%
3	Fair	24	26%
4	Poor	16	13.3%
	Total	120	100%



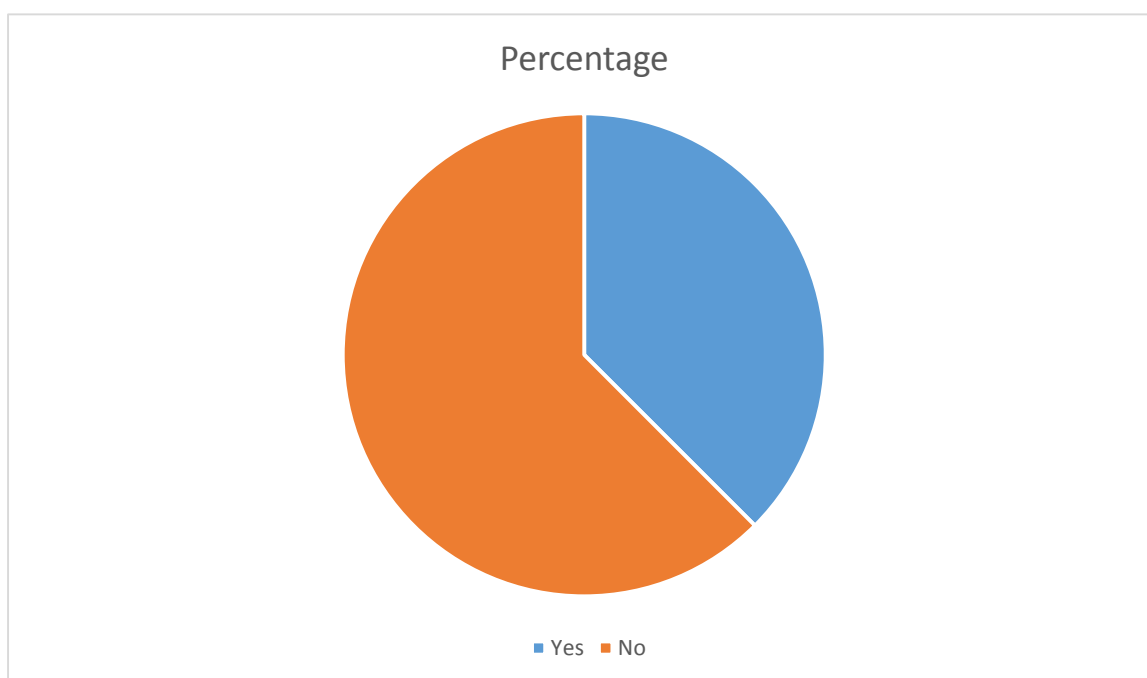
INFERENCE:

From the above diagram, 8.33% of respondents are Awesome, 58.3% of respondents are good, 20% of respondents are Fair and 13.3% of respondents are Poor. Majority, students were good in experience with digital media.

TABLE 3.34

Can online teaching provide the same benefits as face to face lectures?

S.NO	PARTICULARS	NO. OF THE RESPONDENTS	PERCENTAGE
1	Yes	45	37.5%
2	No	75	62.5%
	Total	120	100%



INFERENCE:

From the above diagram, 37.5% of respondents are Yes and 62.5% of respondents are No. Majority, the students are saying that online teaching will not provide the same benefits as face to face lectures.

CHAPTER – IV



FINDINDS AND SUGGESTIONS

CHAPTER IV

SUMMARY OF FINDINGS AND SUGGESTIONS

4.1 INTRODUCTION

In this chapter the researchers has submitted the data analysis performed in the previous chapter into major findings and along with them a few suggestion were given. On the basis of findings and suggestions, conclusions were drawn. This chapter is discussed in a concise manner rather than descriptive form.

4.2 Findings

- ❖ It is observed that 82.5% of respondents are female.
- ❖ From the study it was found that 54.17% of respondents are government undertaking college.
- ❖ Majority 92.5% of respondents are of city.
- ❖ From the study, it was found that 82.5% of respondents are none in Students occupation.
- ❖ From the above data, 81.66% of respondents are of none in Students monthly income.
- ❖ From the study, 90% of respondents are of yes that means each students are using their own mobile.
- ❖ From the study, 48.33% of respondents are using Vivo.
- ❖ From the study, 61.66% of respondents are using Airtel.
- ❖ From the study it was found that, 48.33% of respondents has been used 1GB data has been using online classes.
- ❖ From the study, 37.5% of respondents were there in online classes for 5 hours.
- ❖ Majority of 54.16% of respondents are of battery level while they complete their

- ❖ online classes will be 50%.
- ❖ Majority of 75.83% of respondents are saying that their mobile will get hang while they use so many applications.
- ❖ Majority of 54.16% of respondents understand the lessons through online classes.
- ❖ From the study, 52.5% of respondents are of JIO. It means JIO network is the fastest network.
- ❖ From the study, 75.83% of respondents were saying that Google meet was easier to attend the online class.
- ❖ From the study, 45.83% of respondents were saying that Zoom uses more network data while being in online class.
- ❖ Majority of 85% of students were affected mental health because of online classes.
- ❖ From the study, here the teaching environment was very useful and helpful in better learning.
- ❖ From the study it was found that, 95.8% of respondents are using computer and no one is using computer for online classes.
- ❖ From the study, 73.3% of respondents are saying that the most engaging in these online classes are assignment.
- ❖ It is observed that, 51.6% of respondents were normally focused on the online classes.
- ❖ Majority of 69.1% of respondents are saying that they are enjoying online classes.
- ❖ From the study, 32.5% of respondents were saying that online class is not really helpful.
- ❖ From the study, 73.3% of respondents were saying that Google meet is in the best rating.
- ❖ Majority of 59.1% of respondents are not excited while using various application.
- ❖ It is observed that, 46.6% of respondents are easy.to connect the internet in computer.
- ❖ From the study it was found that, 58.3% of respondents are comfortable with

downloading and installing the applications in mobile.

- ❖ From the study, 52.5% of respondents are not comfortable with spending several hours at a time on a computer or any other gadgets.
- ❖ Majority of 78.3% of respondents like new technologies which may require new approaches to learning.
- ❖ Majority of 62.5% of respondents are saying that the online learning is the same in class and at the home.
- ❖ Majority of 75.8% of respondents are attending online classes regularly.
- ❖ Majority of 41.6% of respondents faced regarding headache during online classes.
- ❖ From the study was found that 58.3% of respondents are good with their experience with digital media.
- ❖ Majority of 62.5% of respondents are saying that the online teaching didn't provide the same benefits as face to face lectures.

SUGGESTIONS

- Recorded lectures, One big benefit of digital learning is that some of your classes will be recorded. This means that if you miss something, or realise later that you don't quite understand a particular topic, you can go back and watch the class again to get the answers you need.
- Instead of online learning, teachers can provides in You tube streaming that we came able to use easily.
- In online class there will be network issues so teachers can send us a video so that once we download it that will be easy way to learn.

- There should be a break time between two hours.
- Continuous classes are affecting mental health and in this research students are having head ache because of this usage of gadgets.
- In a traditional classroom, Some students find comfort in group studies, lively group discussion, and thus easy access to professors or their fellow students. However, these moments do not arise in online learning. For some, these face-to-face interactions are a must to bring the material to life.

CHAPTER – V



CONCLUSION

CHAPTER - V

CONCLUSION

In a world where digital social media has taken a significant role in teaching and learning, any modern pedagogy much accounts for students' findings, analysing, and applying knowledge from a growing number of constantly changing sources. This requires higher-order skills like critical thinking and the ability to learn more independently, as well as in larger groups, both in person and online (Persaud, 2019). This study focused on the impact of digital social media on student academic life in higher education during the Novel Coronavirus (COVID19) pandemic crisis. The study explains the impact of self-isolation, quarantine and lockdown due to the pandemic on the academic schedule of the students of Indian higher education. After studying the phenomena that are of interest to the study, and transcribing the various responses of the participants, even though some of the responses were not transcribed because they were all communicating the same idea; the results reveal that social media is widely used by students of higher institution. Opportunities and benefits of digital social media for academic purposes incurred by the students became visible only after the crisis took place. Although digital education based online learning was not systematically implemented in India, even in the open and distance learning as a whole, because it was not an essential pedagogy until the pandemic struck the world and the Indian state in particular. The present Coronavirus crisis has revolutionised the entire higher education architecture of the country through e-tools for teaching and learning, since there's no other option for continuation of the academic activities. There are some limitations of this study, considering the number of participants involved and the methodology adopted due to the COVID-19 lockdown in India. Nevertheless, the success of the use of digital social media as an alternative of the face to face classroom teaching depends on the commitment of the faculty members of higher educational institutes and how they consider their role in such a situation when individuals engaged in other occupations like doctors, other health workers, police, administrators, journalists are waging a war against the virus, the teaching fraternity is required to equip the new age

students with knowledge and teach them the value of time. It is only responsibility and accountability to the service that can enable teachers to engage their students by providing quality instructions to utilise this lockdown period because nobody knows for how long the lockdown extends in the country and how socially and economically it could impact the lives of many. This article concludes quoting feedback of a student, “The phrase ‘hope for the best and prepare for the worst’ is what we are learning every day”.

ANNEXURE – I



BIBLIOGRAPHY

BIBLIOGRAPHY

WEBSITES:

- ❖ <https://www.researchgate.net>
- ❖ <https://onlinelibrary.wiley.com>
- ❖ <https://www.ncbi.nlm.nih.gov>
- ❖ <https://www.nber.org>

ANNEXURE – II



QUESTIONNAIRE

DIGITALIZATION DURING COVID-19 AND ITS IMPACT AMONG COLLEGE STUDENTS WITH REFERENCE TO THOOTHUKUDI.

1. Name:

2. Age:

3. Gender:

4. Name of the Institution:

5. Department:

6. College Type:

a) Private b) Public c) Government undertaking

7. College place:

a) City b) village c) Town

8. Students Occupation:

a) Part time job b) Own business c) None

9. Students monthly Income:

a) 1000-5000 b) 5000-10000 c) None

10. Parents Education:

Father:

Mother:

11. Parents Occupation:

Father:

Mother:

12. Parents income:

Father:

Mother:

13. Do you own a mobile?

- a) Yes b) No

14. How many siblings are there?

- a) One b) Two c) Three d) None

15. How many siblings are using gadgets during online classes?

- a) One b) Two c) Three d) Five

16. Which model are you using?

- a) Vivo b) Samsung c) Real me d) Redmi e) Others

17. Which network data are you using?

- a) Airtel b) Jio c) Bsnl d) Vodafone

18. How much data has been used in online classes for one day?

- a) 500 MB b) 1 GB c) 1.5 GB d) 2 GB

19. How many hours have been taken in online classes?

- a) 2 hours b) 4 hours c) 5 hours d) 7 hours

20. If you are using your mobile, what will be your battery charge, while the online classes get over?

- a) 0% b) 30% c) 50% c) 60%

21. While using so many applications mobile will get hang?

- a) Yes b) No

22. Are you able to understand the lessons which are taught through online classes?

- a) Yes b) No

23. Which SIM is the fastest network while using in online class?

- a) BSNL b) JIO c) Airtel d) Vodafone

24. Which application was easier to attend the online class?

- a) Zoom b) Google Meet c) Microsoft Teams

25. Which application uses more network data while being in online classes?

- a) Zoom b) Google Meet c) Microsoft Teams

26. Did online classes affect mental health?

- a) Yes b) No

27. How the online classes affect mental health?

- a) Resulting a little sleep
- b) Failure to eat for long period
- c) Limited physical activity
- d) Depression

28. Which teaching environment was very useful and helpful in better learning?

- a) Online class b) Offline class

29. What device do you use for online class?

- a) Laptop b) Tablet c) Mobile d) Computer

30. What has been the hardest part about completing your class work?

- a) Converting into a pdf
- b) Uploading that pdf into the classroom application
- c) Scanning

d) Sending that pdf through Mail

31. What activities do you find most engaging in these online classes?

a) Projects b) Assignments c) Others

32. How is it for you to stay focused on your online class?

a) Difficult b) Normal c) Easy

33. Do you enjoy online classes?

a) Yes b) No

34. How effective has online class learning been for you?

a) Not at all helpful

b) Slightly helpful

c) Moderately helpful

d) Very helpful

35. Which application is in best rating?

a) Google meet b) Zoom c) Microsoft teams d) Others

36. During Online classes, how excited you were there while using various applications?

a) Very excited b) Not excited

37. How difficult is to connect internet in Computer?

a) Extremely hard b) hard c) Easy d) Very easy

38. How comfortable with downloading and installing the applications in mobile?

a) Extremely comfortable

b) Comfortable

c) Not comfortable

d) Very comfortable

39. How comfortable with spending several hours at a time on a computer or any other gadgets?

a) Extremely comfortable

b) Comfortable

c) Not comfortable

d) Very comfortable

40. Do you like new technologies which may require new approaches to learning?

a) Yes b) No

41. Do you have device to access for learning in online class?

a) Yes

b) Yes, but it doesn't work well

c) No, I share with others

42. Does the online Learning is the same in class and at the home?

a) Yes b) No

43. Are you attending online classes regularly?

a) Yes b) No

44. What are the problems faced during online classes?

a) Mental stress

- b) Eye pain
- c) Headache
- d) Back pain
- e) Others

45. How was your experience with digital media?

- a) Awesome b) Good c) fair d) poor

46. Do you come across any family problems during online class?

- a) Yes b) No

47. If 'Yes' what are the problems faced:

- a) Getting scolding's from parents for high usage of mobile
- b) Problem faced in recharging the mobile often
- c) Problem faced between the siblings in usage of mobile during online classes
- d) Problem faced regarding health issues
- e) Others: _____

48. The particular application you are using for online class:

Particular	Excellent	Very good	Good	Bad	No opinion
a)Zoom					
b)Google meet					
c)Microsoft team					
d)Google classroom					

49. Can online teaching provide the same benefits as face to face lectures?

- a) Yes b) No

