

**A STUDY ON TOURISM
IN ATHIRAPILLY**

Project report submitted to the University of Calicut

In partial fulfilment of the requirement for the award of the degree of

MASTER OF ARTS IN ECONOMICS

By

ANNA MARIYA GEORGE (Reg. No.: CCAVMEC001)

Under the supervision of

Mrs. ANN MARY CHERIAN



DEPARTMENT OF ECONOMICS

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

MARCH 2023

CERTIFICATE

This is to certify that the project report entitled “A STUDY ON TOURISM IN ATHIRAPILLY” is a bonafide record of project work done by Ms. ANNA MARIYA GEORGE in partial fulfilment of requirement for the award of the degree of Masters of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for awarding for any degree, diploma, associate ship or fellowship.

Place: Irinjalakuda

Date: 31-03-2023

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I ANNA MARIYA GEORGE, do hereby declare that this project work entitled “A STUDY ON TOURISM IN ATHIRAPILLY” is a bonafide research paper in partial fulfilment of the requirement for the award of the degree of Masters of Arts in Economics under the guidance and supervision of Mrs. Ann Mary Cherian, Assistant Professor of the department of Economics, Christ College (Autonomous) Irinjalakuda. I also declare that this project report has not previously formed the basis of for the award of any degree, diploma, associate ship, fellowship or other similar type of recognition.

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Anna Mariya George

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ACKNOWLEDGEMENT

I acknowledge my profound gratitude and gracious thanks to Mrs. Ann Mary Cherian, Assistant Professor of the Department of Economics, Christ College (Autonomous) Irinjalakuda for her valuable guidance and encouragement throughout the preparation of the project report.

I express my sincere thanks to all the faculty members of the Department of Economics, Christ College (Autonomous) Irinjalakuda for their co-operation and help.

I acknowledge our sincere gratitude to Rev. Dr. Jolly Andrews CMI, Principal, Christ College (Autonomous) Irinjalakuda. I express my sincere thanks to the librarian and other library staff of Christ College Irinjalakuda for their whole hearted co-operation.

I would like to express my gratitude to my parents, sisters, brothers and friends for their timely support and co-operation. Above all, I praise God Almighty who showered his plentiful blessings upon me.

Place: Irinjalakuda

Anna Mariya George

Date:31-03-2023

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**A STUDY ON CONTEMPORARY EMPLOYMENT SITUATION IN IRINJALAKUDA
MUNICIPALITY**

Project report submitted to university of Calicut in partial fulfilment of the requirement for the
award of the degree of

MASTER OF ARTS IN ECONOMICS

By

DEVIKA M. S (Reg. No. CCAVMEC003)

Under the supervision of

DR. SASI. C



**DEPARTMENT OF ECONOMICS
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MARCH 2023**

CERTIFICATE

This is to certify that the project report entitled "**A STUDY ON CONTEMPORARY EMPLOYMENT SITUATION IN IRINJALAKUDA MUNICIPALITY**" is a bonafied record of project work done by **MS. DEVIKA M.S** In partial fulfilment of requirement for the award of the degree of Master of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for awarding for any degree, diploma, associate ship or fellowship.

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I **DEVIKA M.S**, do hereby declare that this project work entitled **“A STUDY ON CONTEMPORARY EMPLOYMENT SITUATION IN IRINJALAKUDA MUNICIPALITY”** is a bonafied research paper in partial fulfilment of requirement for the award of the degree of Master of Arts in Economics under the guidance and supervision of **Dr. SASI.C** , Assistant pro, Department of Economics, Christ College (Autonomous) Irinjalakuda. I also declare that this project report has not previously formed the basis for the award of any degree, diploma, associate ship, fellowship or other simple type of recognition.

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ACKNOWLEDGEMENT

I acknowledge my profound gratitude and gracious thanks to **Dr. Sasi. C**, Assistant professor, Department of Economics, Christ College (Autonomous) Irinjalakuda for her valuable guidance and encouragement throughout the preparation of the project report.

I express my sincere thanks to **Sr. Rosy V.O**, HOD, Department of Economics and all the faculty members of the department of economics, Christ college (Autonomous) Irinjalakuda for their cooperation and help.

I acknowledge our sincere gratitude to **Rev. Dr. Jolly Andrews CMI**, principal Christ college (Autonomous) Irinjalakuda. I express my sincere thanks to **librarian and other library staff** of Christ college Irinjalakuda for their whole hearted cooperation.

I am thankful **all the respondents** in Irinjalakuda Municipality for their kind cooperation.

I would like to express my gratitude to my parents, brothers, sisters, friends for their timely support and cooperation. Above all I praise **God Almighty** who showered his plentiful blessings upon me.

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Date :

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A STUDY ON FURNITURE MANUFACTURING COMPANIES IN THRISSUR DISTRICT

Project report submitted to the University of Calicut in partial fulfilment of the
requirement for the award of the degree of

MASTER OF ARTS IN ECONOMICS

By

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Under the supervision of

Sr. ROSY V O



DEPARTMENT OF ECONOMICS

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MARCH 2023

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON FURNITURE MANUFACTURING COMPANIES IN THRISSUR DISTRICT**” is a bonafide record of project work done by **Ms. EFLIN JACOB** in partial fulfilment of the requirement for the award of the degree of Masters of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for awarding for any degree, diploma, associate ship or fellowship.

Place: Irinjalakuda

Date: 31-03-2023

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DECLARATION

I **EFLIN JACOB**, do hereby declare that this project work entitled “**A STUDY ON FURNITURE MANUFACTURING COMPANIES IN THRISSUR DISTRICT**” is a bonafide research paper in partial fulfilment of the requirement for the award of the degree of Masters of Arts in Economics under the guidance and supervision of **Sr. Rosy V O** head of the department of economics, Christ College (Autonomous) Irinjalakuda. I also declare that this project report has not previously formed the basis for the award of any degree, diploma, associateship, fellowship, or other similar type of recognition.

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ACKNOWLEDGEMENT

I acknowledge my profound gratitude and gracious thanks to **Sr. Rosy V O** Head of the Department of Economics, Christ College (Autonomous) Irinjalakuda for her valuable guidance and encouragement throughout the preparation of the project report.

I express my sincere thanks to all the faculty members of the Department of Economics, Christ College (Autonomous) Irinjalakuda for their co-operation and help.

I acknowledge our sincere gratitude to **Rev. Dr. Jolly Andrews CMI**, Principal Christ College (Autonomous) Irinjalakuda. I express my sincere thanks to the **Librarian and other library staff** of Christ College Irinjalakuda for their wholehearted co-operation.

I am thankful to **all the respondents** in Thrissur district for their kind cooperation.

I would like to express my gratitude to my parents, sisters, brothers, and friends for their timely support and cooperation. Above all, I praise **God Almighty** who showered his plentiful blessings upon me.

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**“DEVELOPMENT OF ADOLESCENT GIRLS THROUGH ICDS:
A CASE STUDY OF SELECTED ANAGANAWADIS IN
KODAKARA GRAMA PANCHAYAT”**

Project report submitted to
CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA
in partial fulfilment of the requirement for the award of the degree of

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By
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This is to certify that the project report entitled “**DEVELOPMENT OF ADOLESCENT GIRLS THROUGH ICDS: A CASE STUDY OF SELECTED ANGANAWADIS IN KODAKARA GRAMA PANCHAYAT**” is a bonafide record of project work done by **MS. ESSIN JOY** in partial fulfillment of requirement for the award of the degree of Master of Arts in Economics under the guidance and supervision of Dr. Jean Maria George and that it has not previously formed the basis for awarding for any degree, diploma, Associate ship or fellowship.

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Date: 31-03-2023

DECLARATION

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ACKNOWLEDGEMENT

I acknowledge my profound gratitude and gracious thanks to **DR. Jean Maria George**, Department of economics, Christ College (Autonomous) Irinjalakuda for her valuable Guidance and encouragement throughout the preparation of the project report.

I express my sincere thanks to Sr. Rosy V.O, HOD, Department of economics and all the faculty Members of the department of economics, Christ college (Autonomous), Irinjalakuda for their co-Operation and help.

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I am thankful to **all the respondents** in Kodakara panchayat for their kind cooperation.

I would like to express my gratitude to my parents, brothers, sisters, friends for their timely support And co-operation. Above all I praise **God Almighty** who showered his plentiful blessings upon me.

Place: Irinjalakuda

ESSIN JOY

Date: 31-03-2023

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**“IMPACT OF MGNREGA IN IMPROVING SOCIO-ECONOMIC STATUS OF RURAL-
POOR: A STUDY BASED ON TRIKKUR GRAMA PANCHAYAT”**

Project report submitted to university of Calicut in partial fulfillment of the requirement for the
award of the degree of

MASTER OF ARTS IN ECONOMICS

BY

JEEVAN T V (Reg. No: CCAVMEC006)

Under the supervision of

Dr. FRANCO T FRANCIS



**POST GRADUATE DEPARTMENT OF ECONOMICS
CHRIST COLLEGE AUTONOMOUS), IRINJALAKUDA
UNIVERSITY OF CALICUT**

MARCH 2023

CERTIFICATE OF THE HEAD OF THE DEPARTMENT

I certify that the project report entitled on “**IMPACT OF MGNREGA IN IMPROVING SOCIO-ECONOMIC STATUS OF RURAL-POOR: A STUDY BASED ON TRIKKUR GRAMA PANCHAYAT**” is a bonafide record of project work done by **JEEVAN T.V** under the guidance and supervision of **Dr. Franco T Francis**, Assistant professor Research department of Economics, Christ college (Autonomous), Irinjalakuda. The project report is worth submitting as an optional paper in partial fulfillment of requirement of Master of Arts in Economics and that it has not previously formed the award of any degree, diploma, associate ship or fellowship.

Place: Irinjalakuda.

Date: 31-03-2023

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I certify that the project report entitled on “**IMPACT OF MGNREGA IN IMPROVING SOCIO-ECONOMIC STATUS OF RURAL-POOR: A STUDY BASED ON TRIKKUR GRAMA PANCHAYAT**” is a bonafide work done by **JEEVAN T V** under my guidance and supervision. The project report is worth submitting as an optional paper in partial fulfillment of requirement of Master of Arts in Economics and that it has not previously formed the award for any degree, diploma, associate ship or fellowship.

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ACKNOWLEDGMENT

The investigator acknowledges his profound gratitude and gracious thanks to Dr. Franco T Francis, Assistant professor, Research Department of Economics, Christ college (Autonomous), Irinjalakuda for his valuable guidance and encouragement throughout the preparation of this project report.

The investigators express their sincere gratitude to **Prof. Sr. Rosy V.O**, HOD Research Department of Economics and all the faculty members of the department of economics, Christ college (Autonomous), Irinjalakuda for their co-operation and help.

The investigator expresses his sincere thanks to **Fr. Dr. Jolly Andrews**, principal, Christ college (Autonomous) Irinjalakuda for providing various facilities.

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Place: Irinjalakuda

Date: 31/03/2023

JEEVAN T V

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**A STUDY ON THE SMALL SCALE CATERING UNITS UNDER
IRINJALAKUDA MUNICIPALITY**

Project report submitted to

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

In partial fulfillment of the requirements for the award of the degree of

Master of Arts in Economics

Submitted by

JOSEPH JOSE

(Reg. No: CCAVMEC007)

Under the guidance of

Dr. FRANCO T FRANCIS



**POST GRADUATE DEPARTMENT OF ECONOMICS
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UNIVERSITY OF CALICUT

MARCH 2023

CERTIFICATE OF THE HEAD OF THE DEPARTMENT

I certify that the project report entitled on '**A STUDY ON THE SMALL SCALE CATERING UNITS UNDER IRINJALAKUDA MUNICIPALITY**' is a bonafide work done by **Joseph Jose** under the guidance and supervision of Dr. Franco T. Francis, Assistant Professor Research department of Economics, Christ college (Autonomous), Irinjalakuda. The project report is worth submitting as an optional paper in partial fulfillment of the requirement of Master of Arts in Economics and that it has not previously formed the award of any degree, diploma or fellowship.

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Date: 31/03/2023

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I certify that the project report entitled on '**A STUDY ON THE SMALL SCALE CATERING UNITS UNDER IRINJALAKUDA MUNICIPALITY**' is a bonafide work done by **Joseph Jose** under my guidance and supervision. The project report is worth submitting as an optional paper in partial fulfillment of the requirement of Master of Arts in Economics and that it has not previously formed the award of any degree, diploma or fellowship.

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DECLARATION

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ACKNOWLEDGMENT

The Investigator acknowledges her profound gratitude and gracious thanks to **Dr. Franco T Francis**, Assistant professor, Research Department of Economics, Christ College (Autonomous), Irinjalakuda for his valuable guidance and encouragement throughout the preparation of this project report.

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Date: 31/03/2023

JOSEPH JOSE

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**A STUDY ON THE REASONS AND IMPACT OF STUDENT
MIGRATION FROM KERALA: A CASE STUDY FROM THRISSUR
DISTRICT**

Project report submitted to

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

In partial fulfillment of the requirements for the award of the degree of

Master of Arts in Economics

Submitted by

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UNIVERSITY OF CALICUT**

MARCH 2023

CERTIFICATE OF THE HEAD OF THE DEPARTMENT

I certify that the project report entitled on **A STUDY ON THE REASONS AND IMPACT OF STUDENT MIGRATION FROM KERALA: A CASE STUDY FROM THRISSUR DISTRICT** is a bonafide work done by **Jyothilakshmi Gopi** under the guidance and supervision of Dr. Franco T. Francis, Assistant Professor Research department of Economics, Christ college (Autonomous), Irinjalakuda. The project report is worth submitting as an optional paper in partial fulfillment of the requirement of Master of Arts in Economics and that it has not previously formed the award of any degree, diploma or fellowship.

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Irinjalakuda

DECLARATION

I, **Jyothilakshmi Gopi** do here by declare that this project report entitled **A STUDY ON THE REASONS AND IMPACT OF STUDENT MIGRATION FROM KERALA: A CASE STUDY FROM THRISSUR DISTRICT** is a bonafide research paper in partial fulfillment of the degree of Master of Arts in Economics under the guidance and supervision of **Dr. Franco T. Francis**, Assistant professor, Research department of Economics, Christ college (Autonomous), Irinjalakuda .I also declare that this project has not previously formed the basis for the award of my degree, diploma, associate ship, fellowship or other similar title recognition.

Place: Irinjalakuda

Date: 31/03/2023

JYOTHILAKSHMI GOPI

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Place: Irinjalakuda

Date: 31/03/2023

JYOTHILAKSHMI GOPI

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CHAPTER 1
DESIGN OF THE STUDY

1.1 INTRODUCTION

Student migration is a dynamic concept that refers to the journey or movement of students across political and cultural frontiers. It is facilitated by the globalization phenomenon, which increasingly erases the constraints of geography on economic, social, and cultural arrangements. This study focused primarily on the reasons for student migration and what are the main reason behind the student migration and the impacts created through the increasing number of student migration.

In back times the concept of studying abroad was based on the assumption that graduates would return to their homelands to serve colonial administrations once they had developed skills and absorbed the values of the colonial rulers. During the colonial period, the majority of student flow came from colonies to the world's capitals. The Fulbright and Colombo Plans were two programs that encouraged the movement of students between countries. Today, the majority of students seeking education abroad are self-funded. The Cold War era had a significant impact on foreign aid and the funding of overseas students. According to the NORKA-Roots initiative, students from Kerala have travelled to as many as 54 countries, including the Isle of Man. The exercise was launched in 2020 to bring all students who go abroad for higher studies onto a single platform. Almost 6.5 lakh students went to other countries for education in 2022, exceeding the number recorded before the pandemic.

This study also focused on the main reason that make big changes in the student migration that is the emergence and increasing number of overseas educational consultancies. An overseas education consultant is critical in assisting students with the simple or painless application or paperwork processing. Students can improve their academic profile and get great jobs by studying abroad. Undoubtedly, studying abroad is an enhanced experience, as it will help enrich your personality.

This study aims to analyze the effects of student migration on domestic education in the region. This project will explore the reasons for student migration, the impact of student migration on the local economy and both students.

1.2 STATEMENT OF OBJECTIVES

The objectives of the study are:

1. To evaluate the various factors which influence the student's migration to foreign countries from the Thrissur district.
2. To examine the socio-economic status of students who are migrated to foreign countries from the Thrissur district

1.3 METHODOLOGY

1.3.1 SOURCE OF DATA

The present study was conducted on the basis of both primary and secondary data was collected through survey method. A detailed questionnaire was prepared to collect data from the selected sample. The required secondary data has been collected from various publishing sources like journals, magazines, economic surveys, GOVT. Educational reports, internet, and official sites of central government, state governments and local governments. For the study, bar diagram and pie chart are used.

1.3.2 RESEARCH DESIGN

The study is designed as an empirical one based on survey method. Several issues relating to the main aspects of the study had been discussed with experts and officials. In order to formulate a framework for this study, the information and ideas obtained from the discussions were well utilized.

1.3.3 SAMPLING DESIGN

The primary data collection was done to analyze the student migration and the reasons and impacts of student's migration from Kerala. Thrissur district in Kerala were selected as an area. 50respondents (25 international migrated students and 25 domestic students) from Thrissur district. Sample survey had been conducted based on a prepared schedule of questions which

cover various aspects relating to opinion about student migration and what are the impact faced due to increasing number of student migration. Which are essential for the present study.

1.3.4 DATA ANALYSIS

Analysis and interpretations are done with the help of statically tools for data analysis, tables and diagrams were used. They were prepared on the basis of percentage and rates.

1.4 SCOPE OF THE STUDY

This study makes use of data gathered from a survey administered to students in Thrissur district in Kerala. It aims to describe and analyze the decision-making process about moving abroad in the future and the drawbacks of Indian educational institutions that cause the increase in the number of international educational consultants in Kerala. The present study is formulated on the basis of both primary and secondary data. A detailed questionnaire is prepared to collect the data from the selected sample through an online platform. The secondary data have been collected from various publishing sources, like newspaper journals, magazines, governmental reports, and also from the internet. For this paper, different types of diagrams are used. This study was designed using an empirically based survey method. For data analysis, tables and diagrams were used. They were prepared on the basis of percentages and ratios.

In today scenario shows that most of the graduate students tries to go abroad for their better future and better opportunity sometimes these migration causes to brain drain to our country. To identify those reasons that cause of increase rate of student migration and identify those drawbacks of our educational system and suggest some important points from our own students through this study. This study mainly focuses on the reasons and impact of student migration from Kerala and evaluate various factors which influence student's migration to foreign countries from Thrissur district and also understand and study about the socio-economic condition of students who are migrated to foreign countries from the Thrissur district.

1.5 SIGNIFICANCE OF STUDY

In a globalized world, university education abroad is a real option. International consultants are also an important factor in the economy for students' migration. There are 47,000 management consulting firms in India and 20,000 management consulting firms worldwide. Employers also look for people who have global experience, cross-cultural competence and language skills. India sends out 300,000 students annually, second only to China (800,000). Despite strong ambitions, the higher education system in India lags behind. In 2016–17, Indians spent \$3.7 billion on "maintenance of close relatives" and "studies abroad," with these two items accounting for 45% of all outward remittances. Worryingly, for a country that runs a perpetual trade deficit, these outflows have grown 13-fold since FY12, from \$279 million. This is greater than many of our major federal social assistance programs. Therefore, the study about the reasons for and impact of student migration is relevant in today's scenario. This study is mainly concerned with gaining an understanding of the reasons for and impact of student migration in Thrissur district, as well as the emergence and increasing number of overseas education consultants that cause a drawback for domestic education institutions and the Indian educational system.

1.6 LIMITATIONS OF THE STUDY

The present study based on survey method. It is not free from limitations. The limitation of the study are as follows:

1. The data was collected from only 50 respondents of Thrissur district in Kerala
2. A detailed study was not possible since money and time limit allowed for the study was short.
3. Some of the respondents were reluctant to disclose some of their personal information.
4. It is difficult to collect data from international students because of their busy schedule life.
5. The lack of response from the sample concerned was one of the important constraints
6. Lack of adequate data from the Governmental and Non – Governmental organizations caused constraints in secondary data analysis.

1.7 REVIEW OF LITERATURE

A review of the literature provides a critical summary of research already done on the concerned topic, recent trends in international education. It provides the reader with a concise overview of the issue at hand. A review of the literature is conducted to generate theoretical and scientific knowledge about particular phenomena. The following studies are related to trends in international study and overseas educational consultants.

According to the **J SALT** article, "recent trends in international migration are reviewed." Changes in the relationships between states due to the presence of a more or less permanent minority population from one state in the other the growing problem of refugees and their impact on the migration policies of developed countries

Krista M. Soria and Jordan Torsi The study examines undergraduate students' participation in study abroad and on-campus global and international activities within nine large public research universities in the United States. Internationalization in home activities may be associated with students' self-reported development of global, international, and intercultural competencies.

Rui Yang argues that globalization is predominantly economic and points out those global exchanges in the economic, cultural, and educational domains continue to be unequal. By exposing the negative side of globalization and its effects on universities, the author aims to counter the uncritical acceptance of it as a positive force for higher education.

According to **Metka Hercog** People who place high importance on work-related factors are more mobile, while people who place higher importance on family-friendly environments and public safety prefer staying in India. The type of university and field of studies work as strong predictors for students' desire to move abroad. Parents' support is crucial for moving abroad, in moral as well as financial terms.

According to **Amba Pande**, India is the world's second-largest student-sending country after China. The number of Indian students abroad has increased four times in the last 14 years. Ninety percent of student migration from India is concentrated in five countries, of which the

United States is by far the largest recipient. The private sector accounts for over One-third of total enrollment and roughly four-fifths of total enrollment in professional education Private deemed universities have grown by more than 100 percent since 2002, though now the government has ceased to accord them the status of a deemed university.

Bass Michiel conducted a study on Indian students in Australia. He explored the Indian overseas students who have left India for Australia for their higher education. He also deals with the entanglements of education and migration in Australia. He found that initially aggression, racism, and violence were not part of the research, but after his field work in Melbourne, he observed that the discourse about Indian students in Australia had become harsher and, at times, plain worrisome. Australians felt that Indian students were everywhere, crowding the streets, etc. The author also argued that imagination is crucial in understanding people's motivations for migration.

Haritha Kaur and Rashmi Aggrawal explain that students go abroad for their higher education, and the majority of them stay there and don't come back. Many factors, such as living standards in foreign countries, educational methods, earnings, and so on, can influence why people do not return. This paper will help students decide which country they prefer for education.

K.C. Zachariah and E.T. Mathew explain in their study that migration has been the single most dynamic factor in an otherwise dreary development scenario in Kerala during the last quarter of the twentieth century. Migration has contributed more to poverty alleviation than any other factor, including agrarian reforms, trade union activities, and social welfare legislation. This article reports the results of the first migration study covering the entire state of Kerala.

N V Vargese explains in his study that cross-border education occurs when a provider, programme, course material, teacher, or student goes beyond national boundaries. This paper attempts to discuss the pattern of cross-border student flows and some plausible explanations for the observed patterns. The dominant flow continues to be toward Europe and the USA, but Australia and New Zealand are becoming attractive destinations for overseas students.

The article by **Dhinesh kallungal** explains Students from Kerala have gone to as many as 54 countries, an initiative of NORKA-Roots has found. India is the world's second-largest student-sending country after China. It is estimated that approximately five lakh Indian students are studying abroad.

According to **CANAM Group**, an overseas education consultant is critical in assisting and assisting students with the hassle-free or easy application or paperwork processing. Students can improve their academic profile and get great jobs by studying abroad. Undoubtedly, studying abroad is an enhanced experience, as it will help enrich your personality.

Georg Wiessala explains the ideas of knowledge transfer and higher education exchange in the relationship between the European Union and countries, regions, universities, and think tanks across Asia in his book. The author offers a unique, in-depth investigation of a range of EU policies and agendas towards Asia.

Ian Hill (2007) described the development of international education as conceived and practiced by the International Baccalaureate (IB) Organization. The inculcation of humanitarian values was, and still is, a major objective of an IB education. The importance the IB places on values education for responsible world citizenship is discussed.

Nadine Dolby and Aliya Rahman (2008) explain in their research on international education that international education has moved closer to the center of educational research throughout the world. The authors identify, describe, and analyze six distinct research approaches to international education. Global political, economic, social, and cultural shifts have shaped the research approach. The authors discuss the target audience and the research community, as well as their strengths and weaknesses.

Allan M. (2010) Findlay explains in his study that international students have been understudied despite their numerical importance. This paper examines the changing characteristics of international student mobility. Social demand theories seek explanations in terms of social and cultural capital. Supply-side theories argue that the global flow of students is powered to a large extent by financial interests.

Ian Hill (2012) described World-class education is international education, as defined by UNESCO, and International Baccalaureate programs are examples of this phenomenon. The IB's 1960s origins in international schools educated the children of globally mobile parents who worked principally in the UN and its agencies, and in embassies and multinational companies.

A Study on the Role of Consultancy in Overseas Education Published in IOSR Journals(2013) Explain that overseas education consultants are experts or counsellors who assist, guide, and direct students in planning their higher education abroad. The study results showed that 66.7% of students visited a consultancy for guidance in the overseas education process. Joining an education consultancy has benefited 88.5% of students.

Parvati Raghu ram (2013) highlights that student migration is a key component of knowledge migration. As knowledge becomes a central part of migrant selectivity, migrants too are involved in knowledge acquisition. It is argued that knowledge institutions need to reach out to people in different parts of the world and produce in prospective students a desire to circulate.

K.C. Zachariah, E.T. Matthew, and S. Irudaya Rajan (2015) Dynamic of emigration and Remittances in Kerala: explain in their study that migration has been the single most dynamic factor in an otherwise dreary development scenario in Kerala during the last quarter of the twentieth century. Migration has contributed more to poverty alleviation than any other factor, including agrarian reforms, trade union activities, and social welfare legislation.

Sarah Wiggins explains International Education Consultants (2016): An Examination of Their Role in Admission and Enrollment of International Students at Private Secondary Institutions in the United States. The United States has seen a significant increase in the number of international students seeking a high school diploma from private secondary schools (Farigaig, 2014). This study looks at how consultants are involved in the international student admission and enrollment processes at these schools in the Eastern United States.

Rajan S. I. and Zachariah K. C. Their study explores the factors causing the decrease in migration from Kerala. The findings reported in this paper are based on a large-scale sample survey on migration conducted from January 1 to March 31, 2018.

Harry Anthony Patrinos and George Psacharopoulos (2020) explain that progress in educational development in the world since 1900 has been slow and uneven between countries. This paper estimates the loss of income and equity associated with not having a faster rate of human capital accumulation. The findings suggest that the welfare loss in terms of per capita income conservatively ranges from about 7 to 10 percent.

Jo Joseph (2022) explains in his publication that Kerala is one of the states in India that has been experiencing a high rate of international migration. According to the Reserve Bank of India, Kerala accounts for about 19 percent of the inward remittances coming to India. The increasing migration of students from Kerala to higher educational institutions outside the state is for better education and career prospects, a UN official has said. Despite the importance of the issue, he claims that our policymaking on international migration is hampered by a lack of high-quality research and empirical data.

Rajesh Abraham (September 07, 2022) reported that the number of students from Kerala going abroad for higher studies has more than doubled to over 30,000. Most are exploring opportunities in Canada, the UK, and Australia. The students and their parents are taking education loans starting at Rs 8 lakh and going up to Rs 35–45 lakh. The total outstanding education loans in banks in Kerala have gone from Rs 9,841 crore in March 2019 to Rs 11,061 crore in 2022. While this is happening, Kerala is attracting migrant workers from other states that are not competency-based.

Vivek Rajagopal (November 28, 2022) reported that the number of students who migrated to foreign countries from Kerala is surprisingly high. The brain drain of a talented generation will have many social impacts. If Kerala's next generation continues to migrate to other countries by mortgaging their properties and getting loans, Kerala will become a land of old people. In 2012, there were 40 lakh Indian students studying abroad. It is expected to cross 75 lakh in 2025, and most of these are Keralites. Migrating for education is one of the easiest ways to obtain permanent residency (PR) or citizenship in developed countries.

1.8 CHAPTER SCHEME

The study on recent trends in international education among students is mainly composed of four chapters.

- The first chapter contains an introductory chapter that includes the objectives of the study, the significance of the study, a review of the literature, the methodology, and the limitations of the study.
- The second chapter contains an overview of the concept.
- The third chapter contains the graphical representation and details that were collected through the questionnaire.
- The fourth chapter is a concluding one that contains a summary of the findings of the study and also provides recommendations and suggestions.

CHAPTER 2

AN OVERVIEW OF INDIAN EDUCATION SYSTEM AND STUDENT MIGRATION –A GENERAL UNDERSTANDING

2.1 HISTORY OF INDIAN EDUCATION SYSTEM

2.1.1 AN OVERVIEW OF INDIAN EDUCATION SYSTEM

The Indian education system is one of the worlds largest and most complex, governed by the Ministry of Education. It comprises levels and stages of education, including Pre-Primary, Primary, And Secondary, Higher Secondary, and Higher Education. Pre-primary education provides a foundation for children before entering primary school, while primary education is compulsory and covers grades 1–5. Secondary education, divided into lower and upper secondary stages, focuses on subject-oriented curricula. Higher secondary education includes grades 11–12, with various streams and disciplines. India's higher education system includes universities, colleges, and institutes funded by the central government or state governments.

TABLE 2.1.2 HISTORY OF INDIAN EDUCATION SYSTEM: A JOURNEY THROUGH TIME

NAME	PERIOD	NAME	PERIOD
Maura Empire	322 - 185 BC	Pala Empire	750 - 1174 CE
Chula Empire	301 BC - 1279 AD	Khilji Empire	1290 - 1320 AD
Kushan Empire	30 - 375 AD	Tughlaq Dynasty	1320 - 1414 AD
Indo-Greek Kingdom	180 BC - 10 AD	Maratha Empire	1674 - 1820 AD
Satavahana Dynasty	230 BC - 199 AD	Vijayanagara Empire	1336 - 1565 AD
Gupta Empire	320 - 550 AD	The Mughal Empire	1526 - 1857 AD
Chalukya Empire	543 - 1156 AD	British Empire	1858 - 1947 AD

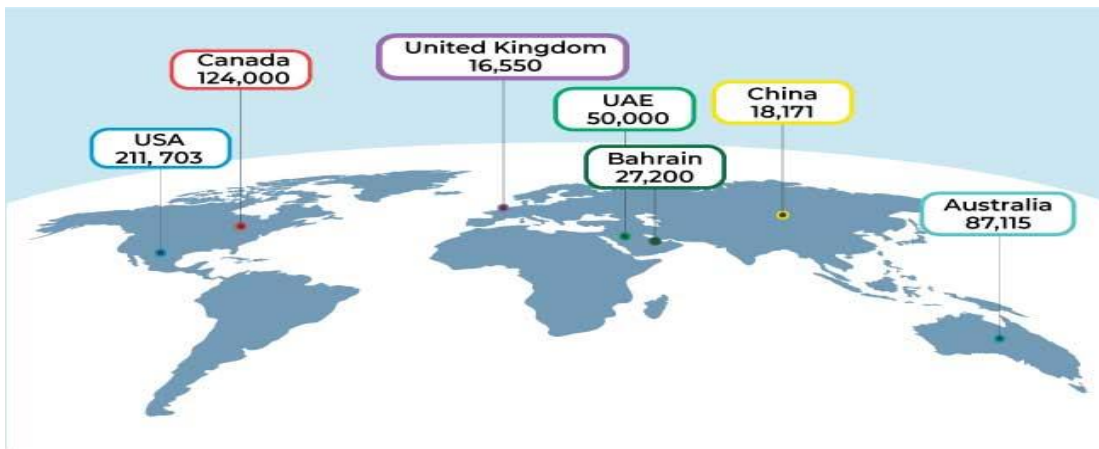
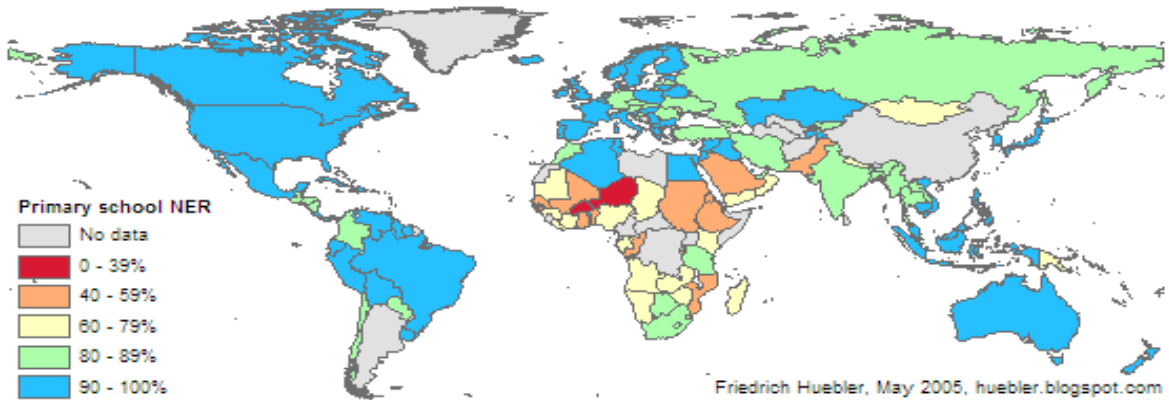
Source: Secondary data

The Indian education system has a rich historical legacy, with various educational systems and institutions. The Aurya Empire (322 BC–185 BC) focused on the study of Vedas, philosophy, and scriptures, with gurus imparting knowledge to a select few. The Chola Empire (301 BC–**1279 AD**) centred on the temple system, with scholars and priests imparting knowledge in various subjects. The Kashan Empire (30 AD–375 AD) influenced Indian and Greek traditions, with Buddhist monasteries and universities playing a significant role in education. The Satavahana Dynasty (230 BC–199 AD) was primarily provided by Brahmins and scholars, with a strong emphasis on Buddhist teachings and scriptures. The Gupta Empire (320 AD–550 AD) was considered a golden age of Indian education, with universities and centres of learning flourishing. The British Empire (1858 AD–1947 AD) introduced Western education, with the English language and Western subjects becoming prominent. British educational institutions focused on subjects like science, mathematics, history, and literature. British values were promoted, and education served as a means to produce a class of Indians loyal to the British Empire. Post-Independence (1947 AD–present) saw the introduction of universal education, the expansion of educational institutions, and a focus on science and technology. The Indian Constitution guaranteed free and compulsory education for all children aged 6 to 14, and efforts were made to increase literacy rates and provide education to marginalised sections of society. The education system also promoted Indian languages and culture, vocational training, skill development programmes, higher education reforms, and women's education and inclusion.

2.2 EMERGENCE OF INTERNATIONAL EDUCATION

International education emerged as a discipline due to intercontinental initiatives aimed at education, learning, and intellectual exchange. It brings together learners and teachers from different countries to learn from each other. The first internationally minded programme to assist these schools was developed in the 1960s. In 2019, 758,154 international students paid full tuition and were enrolled in Australia, representing a 9.7% increase in enrolments in 2018 and a 10.3% annual growth rate over the preceding five years. In 2020, many international universities will adopt the blended learning model, allowing students to start their studies online and transition to campus upon travel bans. The number of Indian students studying abroad rose

from 4, 54,009 in 2017 to 5, and 86,337 in 2019. The US granted visas to approximately two lakh Indian students in 2020. Students now consider China, Japan, and South Korea as viable education destinations. The National Education Policy emphasises the internationalisation of the higher education system.



Source: Secondary data

2.3 EFFECTS OF INTERNATIONAL EDUCATION

2.3.1 STUDENT MIGRATION IN INDIA

Student migration is the movement of students studying abroad for 12 months or more, with India being the second-largest student-sending country after China. India has experienced a

four-fold increase in student migration in the last 14 years, with 90% concentrated in five countries, with the US being the largest recipient. The private sector accounts for over one-third of total enrollment and four-fifths of professional education enrollment. The Indian diaspora's role in the education sector is significant, but India still needs to increase net earnings from foreign students to cross-subsidise domestic students. A right mix of policies and initiatives can curtail student flow and transform India into an education hub that attracts foreign students. With its history, demographic advantage, growing knowledge economy, and rich heritage, India has immense potential to tap the trillion-dollar industry worldwide.

TABLE 2.3.1.1 INTERNATIONAL STUDENTS IN INDIA: 2000-2011 (NUMBERS)

2000	2001	2002	2003	2004	2005	2006	2011
6,988	7,791	8,145	7,738	7,589	11,309	12,374	27,531

Source: Secondary data

2.3.2 NATIONAL MIGRATION

Particularly in big nations like India, migration is an important factor to consider while studying populations. Particularly in industries like manufacturing, information technology, and the service sector, understanding social dynamics is crucial. A person is regarded as a migrant if they are counted at a location other than their birthplace. This may be the result of getting married, starting a new job, or moving back home after a long absence. According to the 2001 census, 307 million individuals in India have moved away from their birthplace, with 84.2 percent doing so from one state to another. A total of 314 million people moved, of which 268 million did so inside their own state, 41 million did so between states, and 1.6% did so outside of it.

TABLE 2.3.2.1 NUMBER OF MIGRANTS BY PLACE OF BIRTH – INDIA 2001

.	CATEGORY	MIGRATION BY PLACE OF BIRTH	PERCENTAGE
A	Total Population	1,028,610,328	
B.	Total Migrations	307,149,736	29.9
B.1	Migrants within the state of enumeration	258,641,103	84.2
B.11	Migrants from within the districts	181,799,637	70.3
B.12	Migrants from other districts of the state	76,841,466	29.7
B.2	Migrants from other states in India	42,341,703	13.8
B.3	Migrants from other countries	6,166,930	2.0

Source: Table D1 India, Census of India 2001.

2.3.3 KERALA MIGRATION

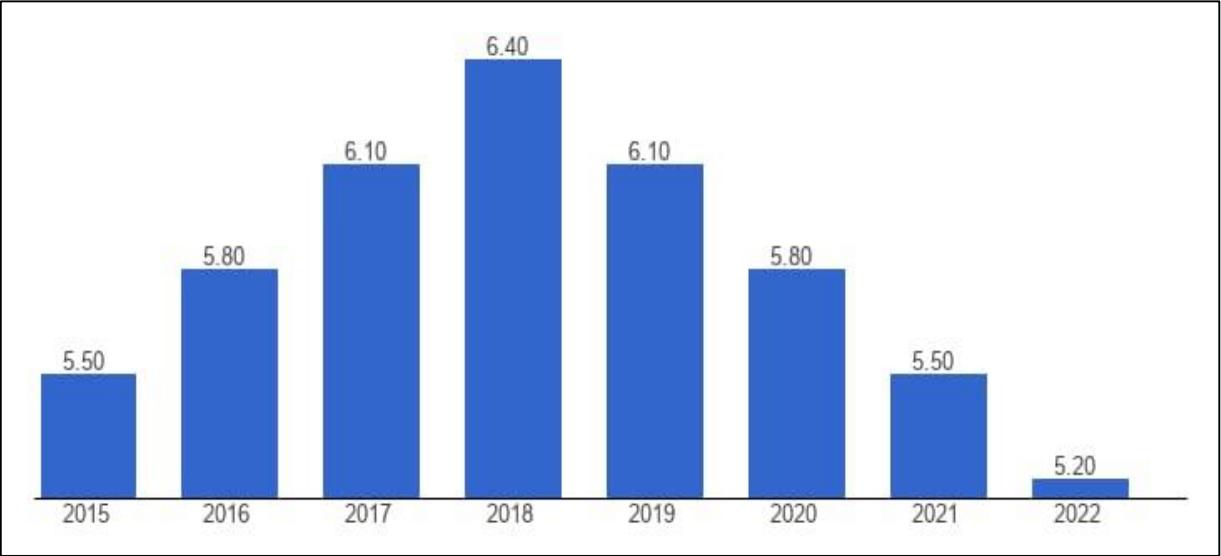
Kerala accounts for 19% of remittances sent to India from abroad, indicating the state's high rate of foreign migration. Kerala has considerably aided in the prosperity of the state since it is the greatest recipient of remittances in the whole world. Keralites who are not residents of Kerala, particularly those who live in the Middle East, have significantly influenced the fields of tourism, retail, health, and education. Their presence outside has enhanced Kerala's exports of goods and services. However, issues like the recession, indigenization in the Gulf, and

automation in the industrial and service sectors impede the development of policies to cope with International migration.

2.3.4 BRAIN DRAIN

Brain drain refers to the migration of educated individuals from one country to another, causing economic growth, limited innovation capacity, and a shortage of skilled labour. India is experiencing this phenomenon, losing its doctors, engineers, and entrepreneurs to developed countries like Europe, North America, and Australia. The term "brain drain" originated in the 1970s when many Indians graduated from elite public institutions but found no financially rewarding opportunities. It is also known as "human capital flight" due to its resemblance to capital flight, where mass migrations of financial capital are involved. India's current socioeconomic problem is brain drain, with a 5.2 index point value in 2022, compared to the global average of 5.21 index points in 2022.

FIGURE 2.3.4.1 MIGRATION RATES IN INDIA



Source: Secondary data

The above graph depicts the migration rates in India. The year 2018 saw a major rise in migration, as depicted in the above graph. Although there has been a decline due to the ongoing pandemic, migration has not decreased drastically. According to the Ministry of External Affairs, over 13.6 million Indian nationals were living abroad as of February 2020.

2.3.5 INTERNATIONAL EDUCATIONAL CONSULTANTS

International education consultants are professionals with expertise in various countries' courses, admissions processes, visa application procedures, and other formalities. As students seek to study abroad, countries are adapting their education policies and visa processes. Consulting agencies stay updated on immigration policies and reforms. They guide candidates on study loans, scholarship opportunities, and financial management in a new country. They also know about language proficiency tests like IELTS and TOEFL, helping aspirants prepare for university admission criteria.

2.3.6 STUDENT MIGRATION IN KERALA

Kerala is experiencing a steady trend of young people moving abroad for higher education due to foreign education fairs, IELTS training centres, and media advertisements. Students from Kerala prefer studying abroad due to job insecurity and the high standard of education there. The central government in parliament provides reliable data on the number of students leaving Kerala for studies. In 2019, 30,948 Malayalees went abroad for studies, a significant increase from 2016. Unofficial figures suggest that the migration abroad of Indian students is rising by 40% annually. The Indian External Affairs Ministry reports 11.33 lakh Indian students in 99 countries, with major countries including Canada, the US, Australia, the UK, New Zealand, and China.

2.3.7 STUDENT MIGRATION ON THRISSUR DISTRICT

The trend of international student migration is growing in Kerala, especially in the culturally important region of Thrissur. The majority of migrant students are from the Christian faith, and they are more likely to be female. 32% of students from Thrissur migrate to Canada and 26% to

Germany, which are both European nations. Government institutions are most impacted by student migration, which often occurs after graduation or after post-graduation. Students from various socioeconomic levels immigrate to other nations, frequently with financial aid like student loans. Students from the Thrissur district follow suit as the educational system adjusts to this tendency as globalization progresses.

2.3.8 ECONOMIC IMPACT OF INTERNATIONAL EDUCATION IN KERALA

Migration has been the single-most dynamic factor in the otherwise dreary scenario of Kerala in the last quarter of the twentieth century. Nearly 1.5 million Keralites now live outside India and send home more than Rs. 4,000 million a year

The economic, social, and organizational growth of a nation is profoundly impacted by student movement. A poorly developed educational system in India, a nation renowned for generating intellectual prodigies, has caused many Indian students to look for chances abroad. However, because refugees have a difficult time integrating into local labour markets, the beneficial benefit of productivity is not clearly shown for refugee movement to emerging markets and developing countries. Recent regulatory reforms, such the creation of a super regulator to oversee university management, show the government's commitment to resolving this problem. To counter outflows of students, most nations where students move also take in international students. For instance, China has half as many international students on its own campuses as it's over 800,000 students enrolled in institutions overseas in 2016. While India's one-way street has more than four times the inbound numbers, Malaysia and Singapore have more inbound students than outgoing ones, which causes an imbalance in the recipient account. When it comes to student migration, the net outflow outweighs the net inflows, which has detrimental effects on the economy. To enhance the net inflow of student migration, radical adjustments are required.

CHAPTER 3

DATA ANALYSIS AND INTERPRETATION ABOUT STUDENT MIGRATION AND ITS CAUSE AND EFFECTS

3.1 PROFILE OF THRISSUR DISTRICT

Thrissur, the cultural capital of Kerala, is a revenue district in the central part of the state, covering an area of 3,032 km². It is home to over 10% of Kerala's population and is surrounded by Palakkad, Malappuram, Ernakulam, and Idukki districts. The district ranks 113th in India and has a population density of 1,026 inhabitants per square kilometer (2,660/sq. mi). Thrissur has a sex ratio of 1109 females for every 1000 males and a literacy rate of 95.32%. The district is becoming a major center of education in Kerala, with the establishment of several schools, colleges, and other educational institutions providing higher and better education.

3.2 DATA ANALYSIS AND INTERPRETATION

This chapter analyzes data on student migration and its impacts, using a random sample of 50 respondents from abroad and Thrissur District. Data analysis involves inspecting, cleaning, transforming, and remodeling data to reach conclusions and inform decision-making. The study uses percentage analysis to analyze data, focusing on 25 domestic and 25 international students. Data analysis is a crucial process for obtaining raw information and making informed decisions.

3.2.1 SOCIO- ECONOMIC PROFILE OF THE RESPONDENTS

In this study mainly 6 variables were used to access the socio- economic profile of the respondents. The variables are age, gender, educational qualification, family income, part time earning and type of educational institution they studied and currently residing country. A brief analysis of the variables is given below.

3.2.1.1 AGE WISE CLASSIFICATION OF THE RESPONDENTS

This classification of the respondents on the basis of age is given in the following table 3.1

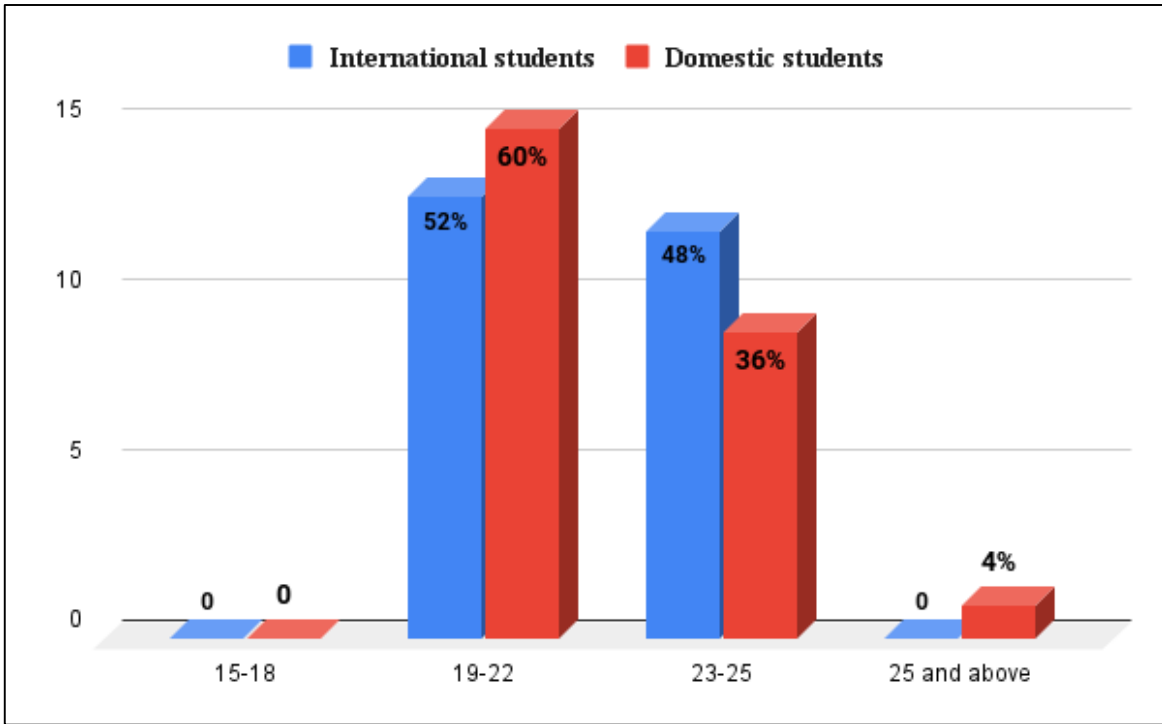
TABLE 3.1**AGE WISE CLASSIFICATION OF THE RESPONDENTS**

AGE GROUP	INTERNATIONAL STUDENTS		DOMESTIC STUDENTS	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
15-18	0	0%	0	0%
19-22	13	52%	15	60%
23-25	12	48%	9	36%
25and above	0	0%	1	4%
Total	25	100%	25	100%

Source: Primary data

Table 3.1 shows that 52% of international students are between 19 and 22 years old, while 48% are between 23 and 25 years old. None of the international students are above 25 or between 15 and 18. Domestic students are 60% between 19 and 22 years old, 36% between 23 and 25 years old, and 4% between 25 and older. The majority of respondents are in this age group, as shown in the figure below.

FIGURE 3.1**AGE WISE CLASSIFICATION OF THE RESPONDENTS**



Source: Primary data

3.2.1.2 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF GENDER

This Classification of respondents on the basis Gender shown in the table 3.2.

TABLE 3.2

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF GENDER

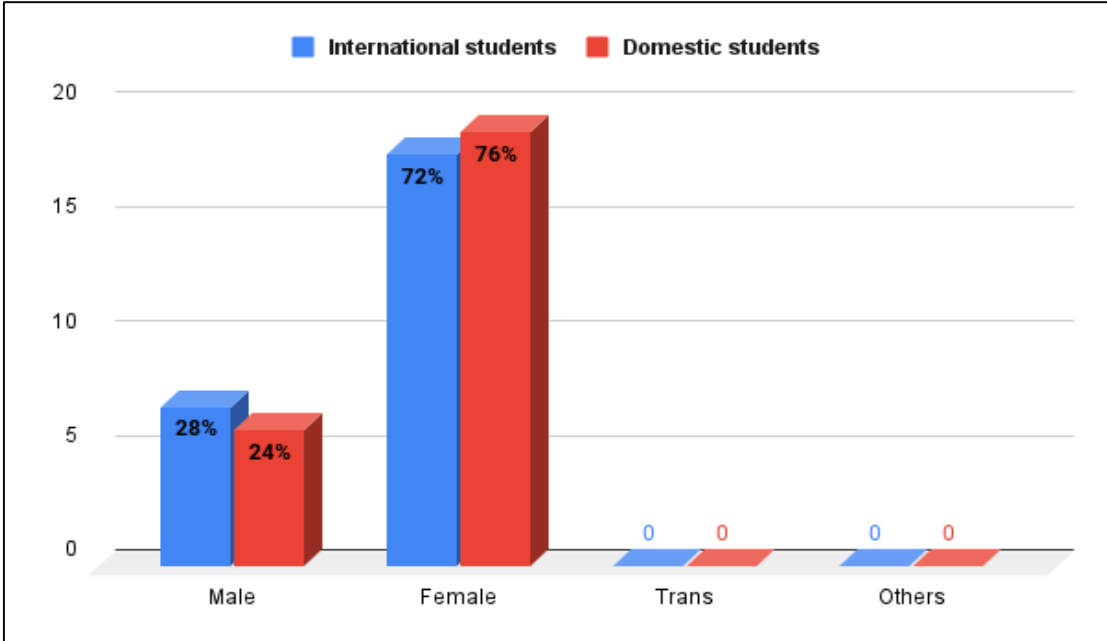
OPTIONS	INTERNATIONAL STUDENTS		DOMESTIC STUDENTS	
	NO. OF RESPONDENTS	PERCENTAGE	NO. OF RESPONDENTS	PERCENTAGE
Male	7	28%	6	24%
Female	18	72%	19	76%
Trans	0	0%	0	0%
Others	0	0%	0	0%
total	25	100%	25	100%

Source: Primary data

From the 50 respondents to the survey we conducted, the majority of the migrants are female (72%), and 28% are male. And among domestic students, the majority are female (76%), and 24% are male. From the bar diagram, we can see the gender classification of international student migration. This is also depicted in the figure given below.

FIGURE 3.2

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF GENDER



Source: Primary data

3.2.1.3 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF RELIGION

This classification of respondents on the basis of religion shown in the table3.3

TABLE 3.3

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF RELIGION

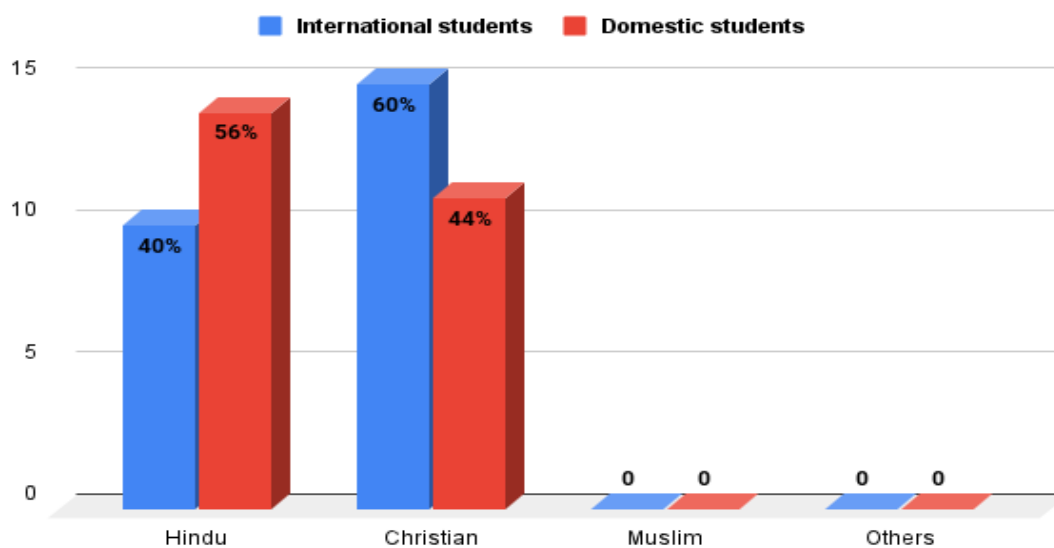
OPTIONS	INTERNATIONAL STUDENTS		DOMESTIC STUDENTS	
	NO. OF RESPONDENTS	PERCENTAGE	NO. OF RESPONDENTS	PERCENTAGE
Hindu	10	40%	14	56%
Christian	15	60%	11	44%
Muslim	0	0%	0	0%
Others	0	0%	0	0%
total	25	100%	25	100%

Source: Primary data

Table 3.3 shows that 52% of respondents identify as Christians, with the Hindu community accounting for 48%. The Christian population, mainly consisting of Christian women, migrates more frequently for educational reasons. The Hindu group has the highest rate of emigration, followed by domestic students and the Hindu community. The Hindu group accounts for the majority of respondents, while the remaining 44% are Christians. This is also seen in the graphic that is provided below.

FIGURE 3.3

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF RELIGION



Source: Primary data

3.2.1.4 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF FAMILY INCOME

The classification of the respondents on the basis of the Family income is given in the table 3.4.

TABLE 3.4

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF FAMILY INCOME

ANNUAL INCOME	FREQUENCY	PERCENTAGE
Below 100000	30	60%
200000-600000	10	20%
600000-1000000	5	10%
1000000 and above	5	10%
Total	50	100%

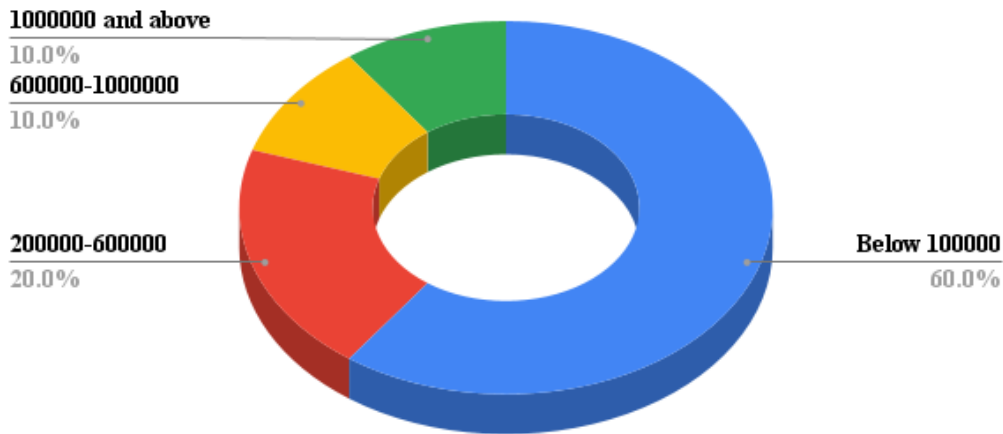
Source: Primary data

Table 3.4 shows the classification of respondents based on family income. 60% of the respondents are earning family income below 100000, 20% of respondents are living with an annual income range between 200000 and 600000, 10% of respondents are living with a family income range between 600000 and 1000000, and the rest of the 10% respondents have family income levels above 1000000. This is also depicted in the figure given below.

FIGURE 3.4

CLASSIFICATION OF RESPONDENTS BASED ON FAMILY INCOME.

FAMILY INCOME



Source: primary data

3.2.1.5 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF TYPE OF EDUCATIONAL INSTITUTIONS THEY STUDIED

The classification of the respondents on the basis of the type of educational institutions they studied is given in the table 3.5

TABLE 3.5

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF TYPE OF EDUCATIONAL INSTITUTIONS THEY STUDIED

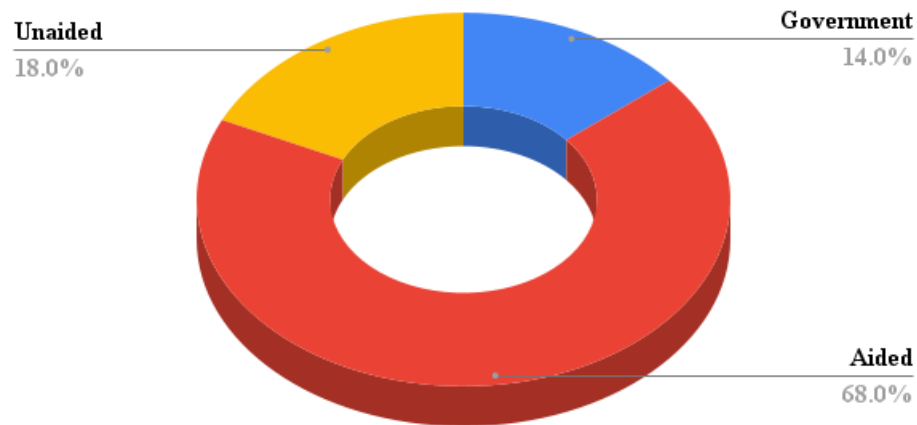
TYPE OF EDUCATIONAL INSTITUTIONS	FREQUENCY	PERCENTAGE
Government	7	14%
Aided	34	68%
Unaided	9	18%
Total	50	100%

Source: Primary data

Table 3.5 shows the classification of respondents based on the type of educational institution they studied at. The majority of them studied in an aided institution (68%), 18% studied in unaided institutions, and the remaining 14% studied at a government institution. This is also depicted in the figure given below.

FIGURE 3.5

CLASSIFICATION OF RESPONDENTS BASED ON THE TYPE OF EDUCATIONAL INSTITUTION THEY STUDIED



Source: Primary data

3.2.1.6 CLASSIFICATION OF THE RESPONDENTS ON THE BASIS OF EDUCATIONAL QUALIFICATION

The classification of the respondents on the basis of the educational qualification is given in the table 3.6

TABLE 3.6

CLASSIFICATION OF THE RESPONDENTS ON THE BASIS OF EDUCATIONAL QUALIFICATION

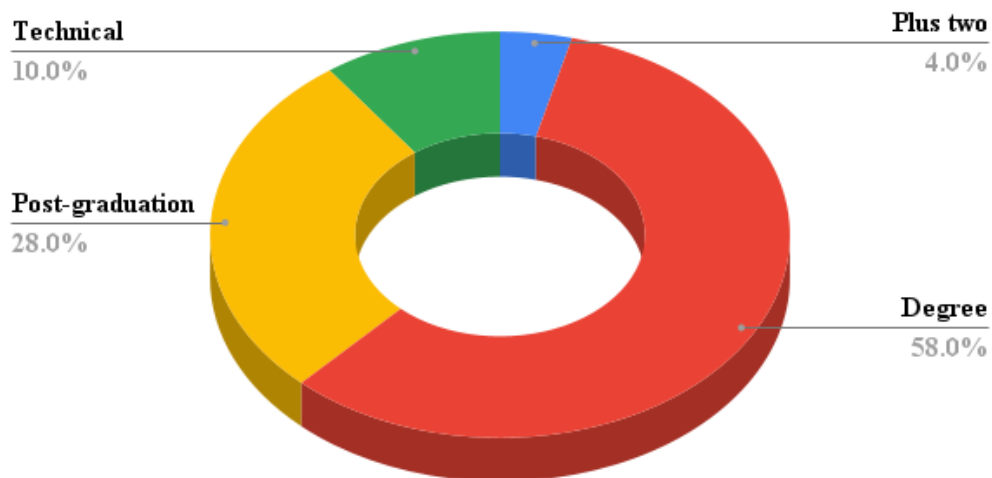
EDUCATIONAL QUALIFICATION	FREQUENCY	PERCENTAGE
Plus two	2	4%
Degree	29	58%
Post-graduation	14	28%
Technical education	5	10%
Total	50	100%

Source: Primary data

Table 3.6 shows the classification of respondents based on their educational qualifications. 58% of respondents are qualified by degree, 28% are qualified post-graduation, 10% are qualified by other courses, and the remaining 4% are only qualified plus two. This is also depicted in the figure given below.

Figure 3.6

Classification of respondents based on the educational qualification



Source: Primary data

3.2.1.7 CLASSIFICATION OF THE RESPONDENTS ON THE BASIS OF CURRENTLY RESIDING COUNTRY

The classification of the respondents based on the residing country is given in the table 3.7.

TABLE 3.7

CLASSIFICATION OF THE RESPONDENTS ON THE BASIS OF CURRENTLY RESIDING COUNTRY

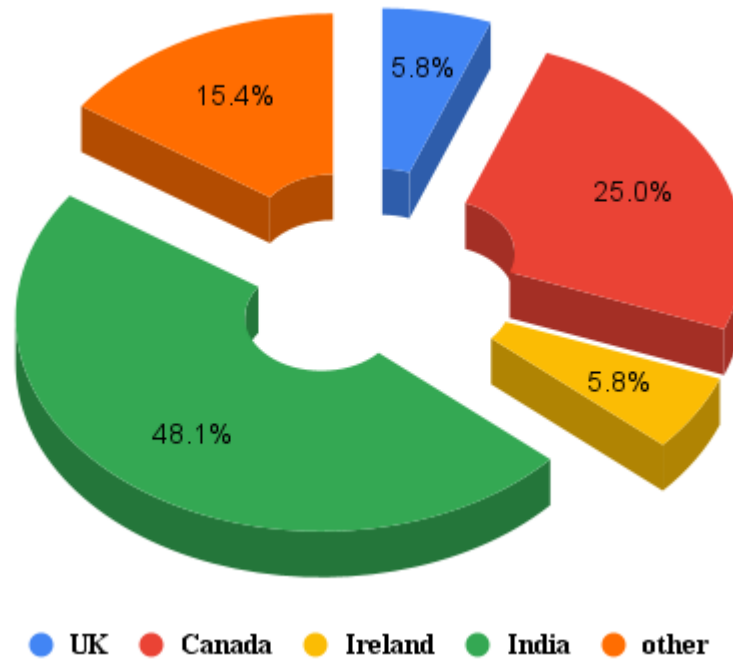
RESIDING COUNTRY	FREQUENCY	PERCENTAGE
UK	3	5.8%
Canada	13	25%
Ireland	3	5.8%
India	25	48.1%
other	8	15.4%
Total	50	100%

Source: Primary data

When we analyzed the data, we found out that the majority of the students(48.1%) were from the UK, Canada, and Ireland. 25% of students went to Canada, while 5.8% went to the UK. 5.8% of students went to Ireland, and 15.4% went to other countries. And also the half of respondents from India. The bar chart given below can explain the data. The classification of respondents based on the residing country. This also depicted in the figure given below.

FIGURE 3.7

CLASSIFICATION OF RESPONDENTS BASED ON THE RESIDING COUNTRY



Source: Primary data

3.2.1.8 CLASSIFICATION OF THE RESPONDENTS ON THE BASIS OF THEY ARE EARNING OR NOT

The classification of the respondents on the basis of they are earning or not is given in the table 3.8

TABLE 3.8

CLASSIFICATION OF THE RESPONDENTS ON THE BASIS OF THEY ARE EARNING OR NOT

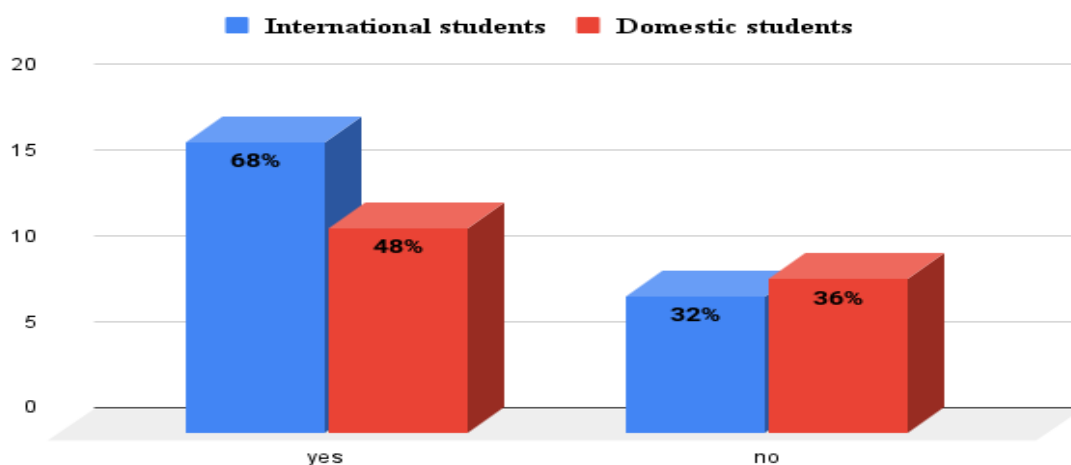
RESPONDENTS ARE EARNING OR NOT	INTERNATIONAL STUDENTS		DOMESTIC STUDENTS	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
yes	17	68%	12	48%
no	8	32%	9	36%
Total	25	100%	25	100%

Source: Primary data

Table 3.8 shows the classification of the respondents on the basis of whether they are earning or not. This table shows that 68% of international students are earning by themselves and 32% aren't. In the domestic study, 48% of respondents are earning; the remaining 36% are earning by themselves. This is also depicted in the figure given below.

FIGURE 3.8

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF THEY ARE EARNING OR NOT



Source: Primary data

3.2.2 OPINION OF MIGRATED STUDENTS AND THE DOMESTIC STUDENTS ABOUT THE REASONS AND

3.2.2.1 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF THEIR REASON BEHIND CHOOSING THEIR RESIDING COUNTRY IMPACTS ABOUT MIGRATION

The classification of respondents on the basis of their reasons for choosing their residing country this classification is mainly concentrated on international students who are migrating for their education. This classification is shown in Table 3.9.

TABLE 3.9

**CLASSIFICATION OF THE RESPONDENTS ON THE BASIS OF THEIR REASON
BEHIND CHOOSING THEIR RESIDING COUNTRY**

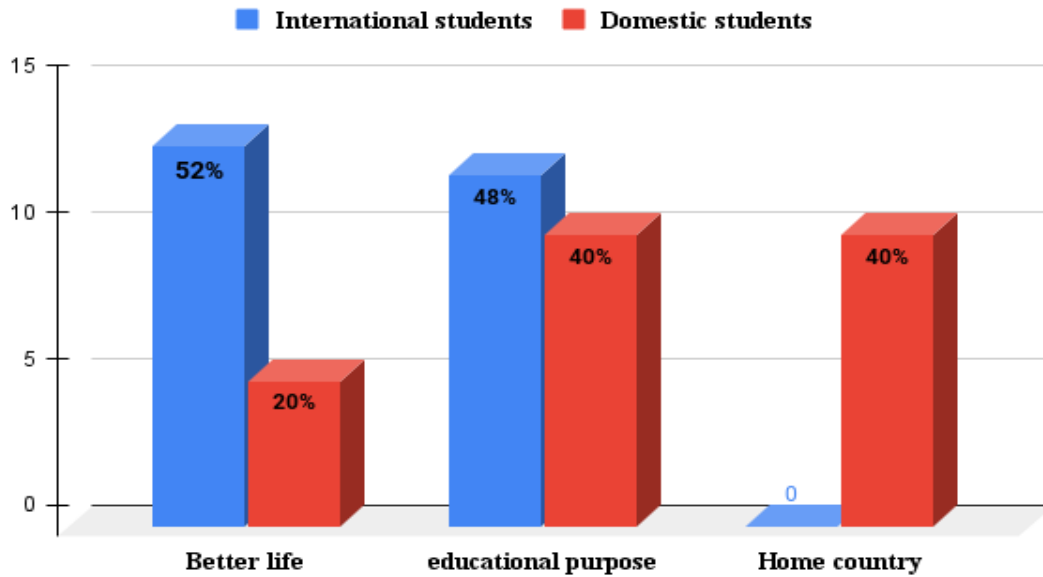
REASON BEHIND CHOSEN COUNTRY	INTERNATIONAL STUDENTS		DOMESTIC STUDENTS	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
Better life	13	52%	5	20%
educational purpose	12	48%	10	40%
Home country	0	0%	10	40%
Total	25	100%	25	100%

Source: Primary data

Table 3.9 shows the respondents on the basis of their reasons for choosing their residing country, in the opinion of the migrated students. 52% of respondents chosen their particular residing country for better life, 48% of respondents chosen the country for educational purpose. In the opinion of the domestic students, 40% of respondents said that they chose the country because it is their home country; 40% of respondents residing there are completing their education for educational purposes; and 20% chose the country because of the better life. This is also depicted in the figure given below.

FIGURE 3.9

**CLASSIFICATION OF RESPONDENTS ON THE BASIS OF THEIR REASON
BEHIND CHOOSING THEIR RESIDING COUNTRY**



Source: Primary data

3.2.2.2 CLASSIFICATION ON THE BASIS OF CHOSEN COURSE

The classification of the respondents on the basis of chosen course. This classification shown in the figure 3.10

TABLE 3.10

CLASSIFICATION OF THE RESPONDENTS ON THE BASIS OF CHOSEN COURSE

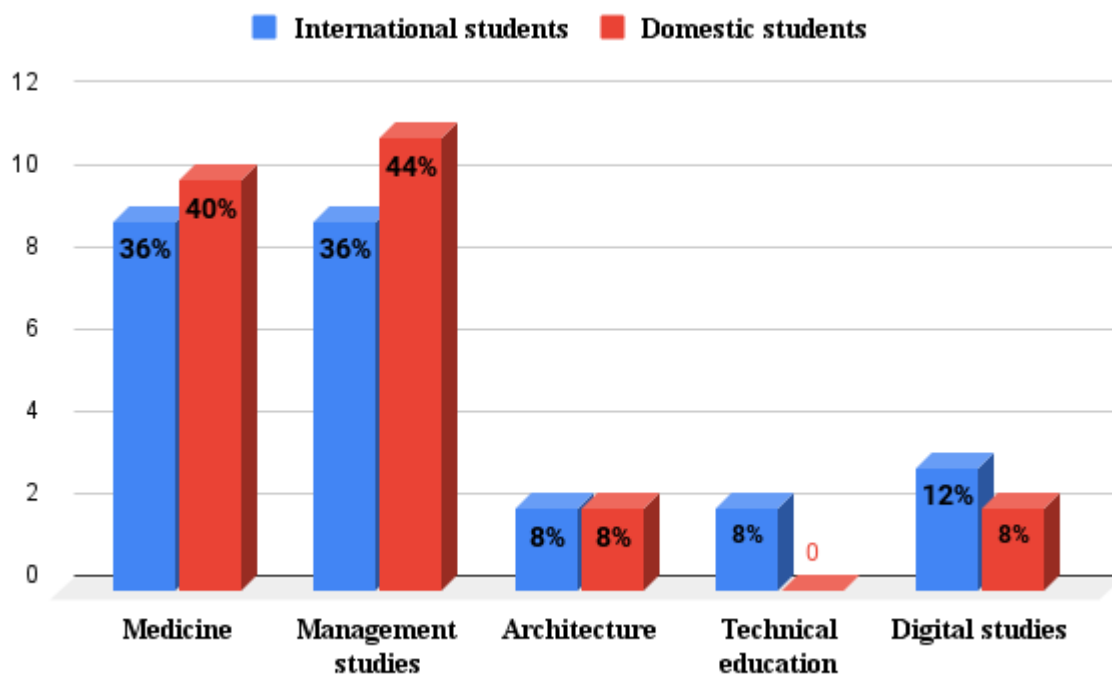
CHOSEN COURSE	INTERNATIONAL STUDENTS		DOMESTIC STUDENTS	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
Medicine	9	36%	10	40%
Management studies	9	36%	11	44%
Architecture	2	8%	2	8%
Technical education	2	8%	0	
Digital studies	3	12%	2	8%
Total	25	100%	25	100%

Source: Primary data

Table 3.10 shows the responses of respondents on the basis of their chosen course in their residing country. Migrated students 36% of students choose business administration as their course abroad, 36% of students (mainly girls) choose medicine as their course, 8% choose architecture as their course, and 8% choose technical education. The remaining respondents from abroad choose digital studies abroad. In India, most of the students (44%) were pursuing management studies; 40% were pursuing medicine; 8% were studying architecture; and the remaining students (8%) were studying digital studies. This is also depicted in the figure given below.

FIGURE 3.10

CLASSIFICATION OF THE RESPONDENTS ON THE BASIS OF CHOSEN COURSE



Source: Primary data

3.2.2.3 CLASSIFICATION ON THE BASIS OF WHAT MADE RESPONDENTS TO STUDY IN A FOREIGN UNIVERSITY

The classification on the basis of what made respondents to study in a foreign university. This classification only concentrated on the international students 17 respondents. This classification shows in the table 3.11

TABLE 3.11

**CLASSIFICATION ON THE BASIS OF WHAT MADE RESPONDENTS TO STUDY
IN A FOREIGN UNIVERSITY**

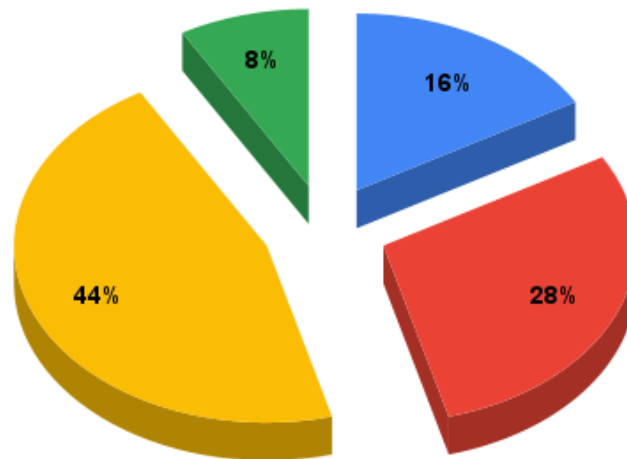
REASON TO CHOOSE FOREIGN UNIVERSITY	NO OF RESPONDENTS	PERCENTAGE
It'll look good on your CV	4	16%
Living in a foreign country is completely different to a holiday	7	28%
Gain a global mind-set	11	44%
Meet a diverse range of people	2	8%
Total	25	100%

Source: Primary source

International students' (25) responses to survey responses on why they selected a foreign university are displayed in Table 3.11. 44% of respondents say they choose a foreign university to develop a global mindset; 28% say they do so because living abroad is very different from taking a vacation; 8% say they do so to meet a diverse group of people; and 16% say it will look good on their resume. This is also shown in the figure that is provided below.

FIGURE 3.11

**CLASSIFICATION ON THE BASIS OF WHAT MADE RESPONDENTS TO STUDY
IN A FOREIGN UNIVERSITY**



- It'll look good on your CV
- Living in a foreign country is completely different to a
- Gain a global mind-set
- Meet a diverse range of people

Source: Primary data

3.2.2.4 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY BELIEVE THAT CERTIFICATES FROM FOREIGN UNIVERSITIES POSES MORE VALUE THAN THE CERTIFICATES FROM INDIAN UNIVERSITIES?

Classification of respondents on the basis of do you believe that certificates from foreign universities poses more value than the certificates from Indian universities? This is shown in the table 3.12

TABLE 3.12

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY BELIEVE THAT CERTIFICATES FROM FOREIGN UNIVERSITIES POSES MORE VALUE THAN THE CERTIFICATES FROM INDIAN UNIVERSITIES?

OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Strongly agree	14	28%
Agree	22	44%
Neutral	20	20%

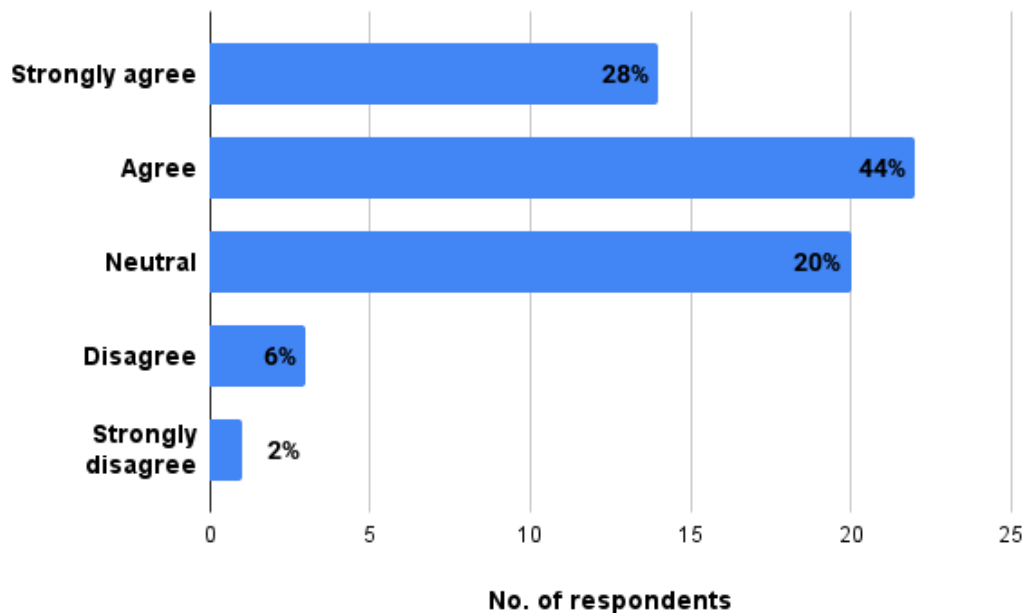
Disagree	3	6%
Strongly disagree	1	2%
Total	50	100%

source: Primary data

Table 3.12 reveals that 50 people participated in our poll, and the majority of the students thought that diplomas from international institutions were more valuable than those from Indian universities. Nearly 72% of students agreed in part or in full that diplomas from foreign colleges are more valuable, while just 8% disagreed. 20% of students had no opinion on the debate. The figure 3.12 below illustrates this.

FIGURE 3.12

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY BELIEVE THAT CERTIFICATES FROM FOREIGN UNIVERSITIES POSSES MORE VALUE THAN THE CERTIFICATES FROM INDIAN UNIVERSITIES?



Source: Primary data

3.2.2.5 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF HOW WILL THEY RATE THE PSYCHOLOGICAL TRAUMA THEY FELT WHEN THEY REACHED ABROAD?

The Classification of respondents on the basis of how will you rate the psychological trauma you felt when you reached abroad? This is shown in the table 3.13.

TABLE 3.13

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF HOW WILL THEY RATE THE PSYCHOLOGICAL TRAUMA THEY FELT WHEN THEY REACHED ABROAD?

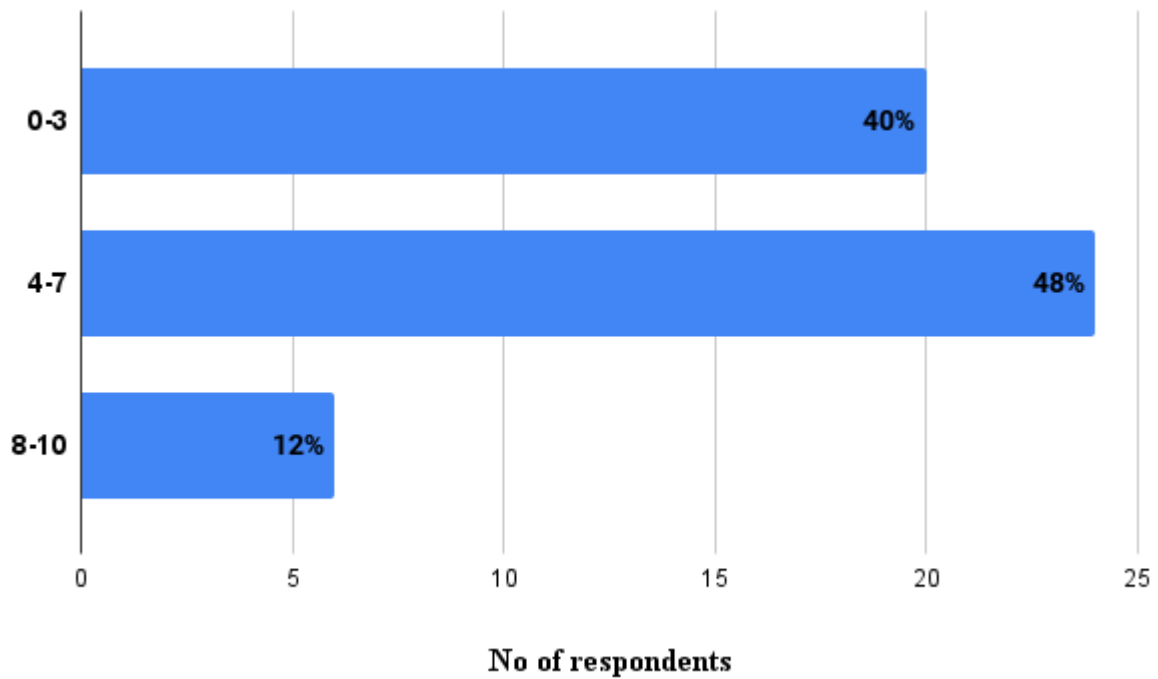
OPTIONS	NO OF RESPONDENTS	PERCENTAGE
0-3	20	40%
4-7	24	48%
8-10	6	12%
Total	50	100%

Source: Primary data

According to Table 3.13, out of the 50 respondents who studied both domestically and overseas for academic objectives, the majority of them suffered psychological distress as they adapted to a foreign environment. On a scale of 0 to 10, we found that 48% of students had moderate psychological trauma, 40% had very low psychological trauma, and 12% had severe mental trauma. Figure 3.13, which is below, shows this.

FIGURE 3.13

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF HOW WILL THEY RATE THE PSYCHOLOGICAL TRAUMA YOU FELT WHEN YOU REACHED ABROAD?



Source: Primary data

3.2.2.6 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DO THEY AGREE THAT INDIAN STUDENTS ARE DISCRIMINATED IN FOREIGN UNIVERSITIES?

This Classification of respondents on the basis of do you agree that Indian students are discriminated in foreign universities? This is shown in the below table 3.14

TABLE 3.14

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DO THEY AGREE THAT INDIAN STUDENTS ARE DISCRIMINATED IN FOREIGN UNIVERSITIES?

OPTIONS	NO.OF RESPONDENTS	PERCENTAGE
Strongly agree	4	8%
Agree	18	36%

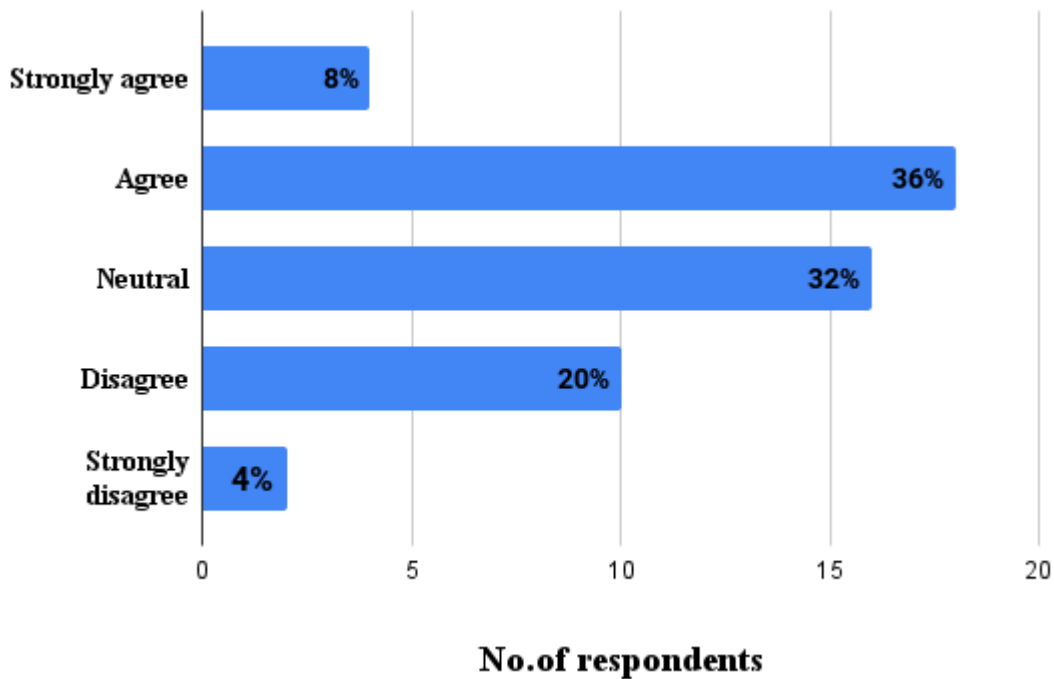
Neutral	16	32%
Disagree	10	20%
Strongly disagree	2	4%
Total	50	100%

Source: Primary Data

The research study we conducted comprised 50 respondents, and most of them believed that Indian students face harassment in foreign universities, as shown in Table 3.14. In foreign colleges, over 44% of students reported experiencing discrimination, while 24% reported not having experienced any. 32% of students selected to have no opinion. The facts are very well clarified in the graph below.

FIGURE 3.14

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DO THEY AGREE THAT INDIAN STUDENTS ARE DISCRIMINATED IN FOREIGN UNIVERSITIES?



Source: Primary data

3.2.2.7 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DO THEY AGREE THAT LANGUAGE WAS A BARRIER FOR THE STUDENT FROM INDIA IN FOREIGN UNIVERSITIES

This classification of respondents on the basis of do you agree that language was a barrier for the student from India in foreign universities this is shows in the table 3.15.

TABLE 3.15

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DO THEY AGREE THAT LANGUAGE WAS A BARRIER FOR THE STUDENT FROM INDIA IN FOREIGN UNIVERSITIES

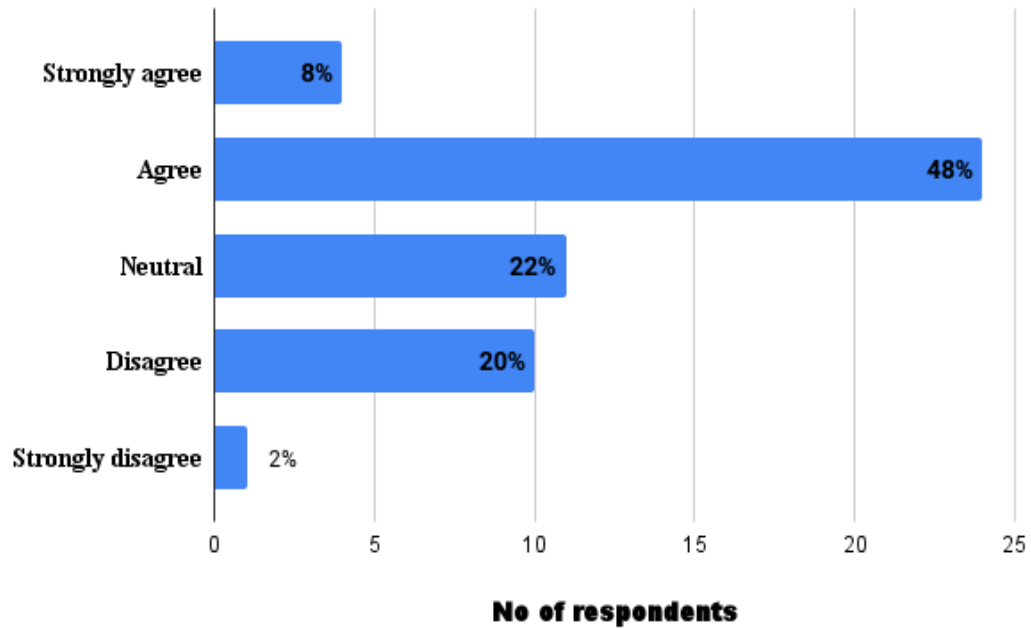
OPTIONS	NO OF RESPONDENTS	PERCENTAGE
Strongly agree	4	8%
Agree	24	48%
Neutral	11	22%
Disagree	10	20%
Strongly disagree	1	2%
Total	50	100%

Source: Primary Data

According to Table 3.15, almost all of international students who migrated from the Thrissur area thought that the language barrier prevented them from enrolling in a foreign university. While 22% of them never experienced language as a barrier, 56% of them experienced linguistic difficulties. The change may be easily seen in the graph 3.15.

FIGURE 3.15

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DO THEY AGREE THAT LANGUAGE WAS A BARRIER FOR THE STUDENT FROM INDIA IN FOREIGN UNIVERSITIES



Source: Primary data

3.2.2.8 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DID THEY FEEL ANY DIFFICULTIES (PHYSICALLY) DUE TO THE CLIMATE IN FOREIGN COUNTRY

This classification of respondents on the basis of did they feel any difficulties (physically) due to the climate change this is shown in the table 3.16

TABLE 3.16

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DID THEY FEEL ANY DIFFICULTIES (PHYSICALLY) DUE TO CLIMATE CHANGE

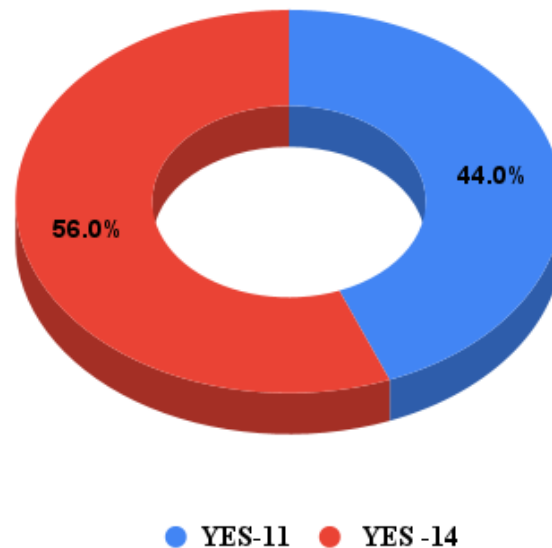
OPTIONS	NO. OF RESPONDENTS	PERCENTAGE
Yes	11	44%
No	14	56%
Total	25	100%

Source: Primary data

Table 3.16 demonstrates that, among the 25 respondents who moved abroad for study, we did not find that climate change was a significant barrier when compared to other reasons. 56% of respondents said they did not think that climate change had an impact on them, while 44% said it had a negative impact. Figure 3.16, which is below, shows this.

FIGURE 3.16

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF DID THEY FEEL ANY DIFFICULTIES (PHYSICALLY) DUE TO CLIMATE CHANGE



Source: Primary data

3.2.2.9 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY THINK THAT THE SOCIO-ECONOMIC CONDITIONS IN INDIA AFFECTED THEIR DECISION TO GO ABROAD.

The classification of respondents on the basis of whether they think that the socio-economic conditions in India affected their decision to go abroad. This is shown in the table 3.17

TABLE 3.17

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY THINK THAT THE SOCIO-ECONOMIC CONDITIONS IN INDIA AFFECTED THEIR DECISION TO GO ABROAD.

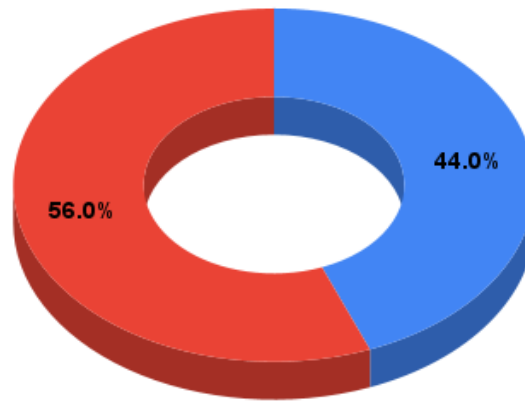
OPTIONS	NO OF RESPONDENTS	PERCENTAGE
Yes	28	56%
No	22	44%
Total	50	100%

Source: Primary data

We received a mixed reaction when we asked about the effect of socio-economic conditions in India and their decision to go abroad .56% agreed that socio economic conditions played vital role in their decision making and 44% had negative response. The pie diagram shown below can explain the data.

FIGURE3.17

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY THINK THAT THE SOCIO-ECONOMIC CONDITIONS IN INDIA AFFECTED THEIR DECISION TO GO ABROAD.



● NO -22 ● YES -28

Source: Primary data

3.2.2.10 CLASSIFICATION OF RESPONDENTS ON THE BASIS WHETHER THEY GET ANY SCHOLARSHIP FOR FEE CONCESSION

This classification mainly concentrates the whether the respondents get any scholarship for fee concession this is shown in the table 3.18

TABLE3.18

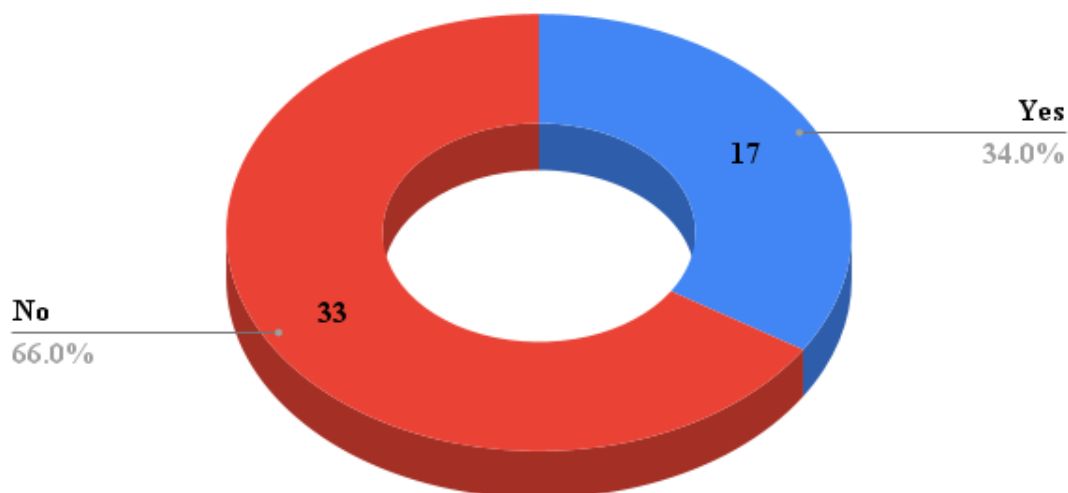
CLASSIFICATION OF RESPONDENTS ON THE BASIS WHETHER THEY GET ANY SCHOLARSHIP FOR FEE CONCESSION

OPTIONS	NO OF RESPONDENTS	PERCENTAGE
Yes	17	34%
No	33	66%
Total	50	100%

Source: Primary data

As part of our research on both students in the Thrissur area, we inquired about scholarships for fee discounts, and Table 3.17 reveals a range of responses. Scholarships for fee reductions were awarded to 34% of student migrants, but not to 66% of them. Below is a figure 3.18 representing the data.

FIGURE 3.18 CLASSIFICATION OF RESPONDENTS ON THE BASIS WHETHER THEY GET ANY SCHOLARSHIP FOR FEE CONCESSION



Source: Primary data

3.2.2.11 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY TAKE ANY FINANCIAL HELP (EDUCATIONAL LOAN) TO GO TO ABROAD?

Classification of respondents on the basis of whether they take any financial help to go abroad is shown in the table 3.19

TABLE 3.19

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY TAKE ANY FINANCIAL HELP (EDUCATIONAL LOAN) TO GO TO ABROAD?

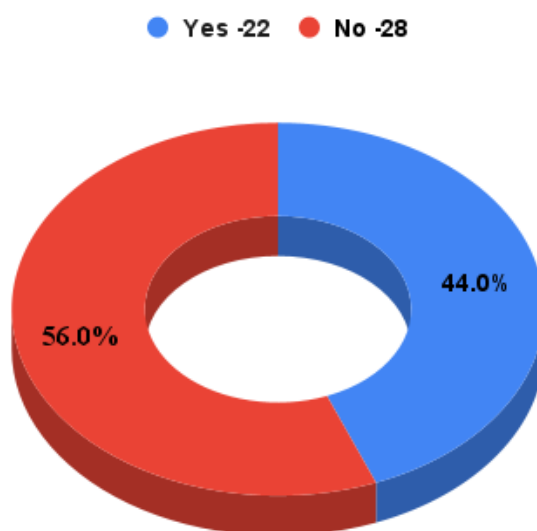
OPTIONS	COUNT	PERCENTAGE
Yes	22	44%
No	28	56%
Total	50	100%

Source: Primary data

In the course of doing research on students in the Thrissur region, we discovered that the majority of respondents who were migrant students attended foreign colleges with the use of financial aid such student loans. 56% of students travelled without any financial assistance, compared to 44% of students who used school loans. The information is explained in the graphical representation below.

FIGURE 3.19

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY TAKE ANY FINANCIAL HELP (EDUCATIONAL LOAN) TO GO TO ABROAD?



Source: Primary data

3.2.2.12 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY WORK AS A PART TIME EMPLOYEE ABROAD?

The classification of respondents on the basis of whether they work as a part time employee abroad is shown in the table 3.20

TABLE 3.20

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY WORK AS A PART TIME EMPLOYEE ABROAD?

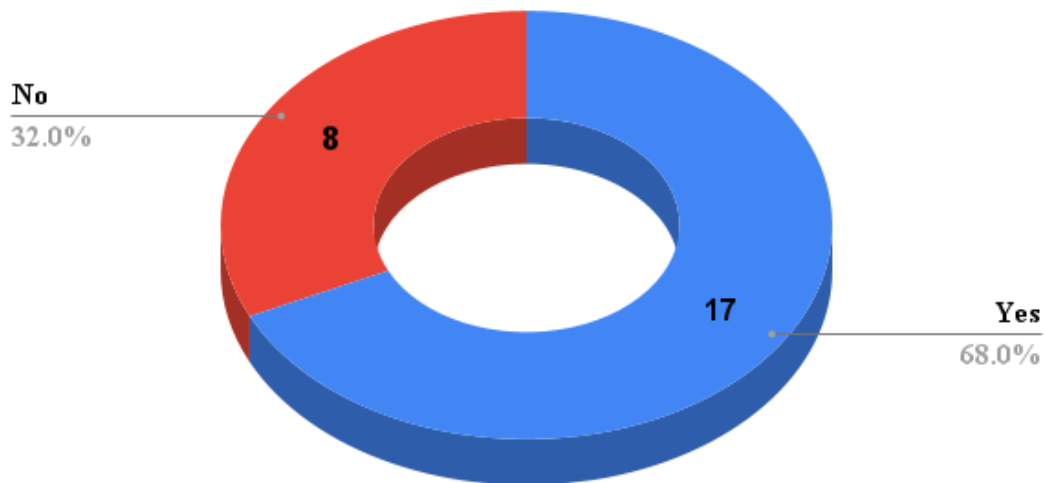
OPTIONS	NO OF RESPONDENTS	PERCENTAGE
Yes	17	68%
No	8	32%
Total	25	100%

Source: Primary data

According to Table 3.20, the majority of students have part-time jobs abroad. In our data domain, 68% of students have part-time jobs, compared to 32% who don't. The change may be easily seen in the pie graphic.

Figure3.20

CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY WORK AS A PART TIME EMPLOYEE ABROAD?



Source: Primary data

3.2.2.13 Classification of respondents on the basis of whether they are satisfied in the working condition there?

This is the classification of respondents on the basis of whether they are satisfied in the working condition in abroad is shown in the table 3.21

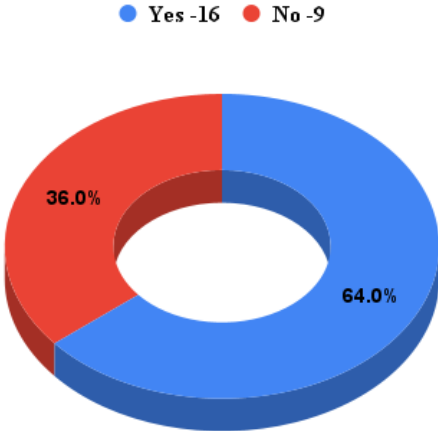
TABLE 3.21 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY ARE SATISFIED IN THE WORKING CONDITION THERE?

Options	Count	Percentage
Yes	16	64%
No	9	36%
Total	25	100%

Source: Primary data

It is surprising that most students are happy with the employment circumstances, as seen in table 3.21, which lists the foreign student migrants in the Thrissur area. According to the pie chart, 64% of students were happy with their working circumstances, while just 36% thought they could be improved. This is depicted in the figure 3.21

FIGURE 3.21 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY ARE SATISFIED IN THE WORKING CONDITION THERE?



Source: Primary data

3.2.2.14 Classification of respondents on the basis whether their part time job affect their academic performance?

Classification of respondents on the basis whether their part time job affect their academic performance is shown in the table 3.22

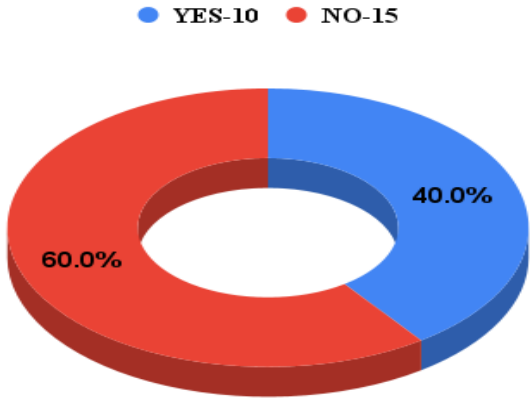
TABLE 3.22 CLASSIFICATION OF RESPONDENTS ON THE BASIS WHETHER THEIR PART TIME JOB AFFECT THEIR ACADEMIC PERFORMANCE?

Options	No of respondents	Percentage
Yes	10	40%
No	15	60%
Total	25	100%

Source: Primary data

According to Table 3.22, the majority of students' academic performance is unaffected by their part-time employment. 40% of students were impacted by the part-time work, whereas 60% of students' academic performance was unaffected. In figure 3.22, it is shown.

FIGURE 3.22 CLASSIFICATION OF RESPONDENTS ON THE BASIS WHETHER THEIR PART TIME JOB AFFECT THEIR ACADEMIC PERFORMANCE?



Source: Primary data

3.2.2.15 classification of respondents on the basis whether they get stressed with their part time job?

Classification of respondents on the basis whether they get stressed with their part time job is shown in the table 3.23

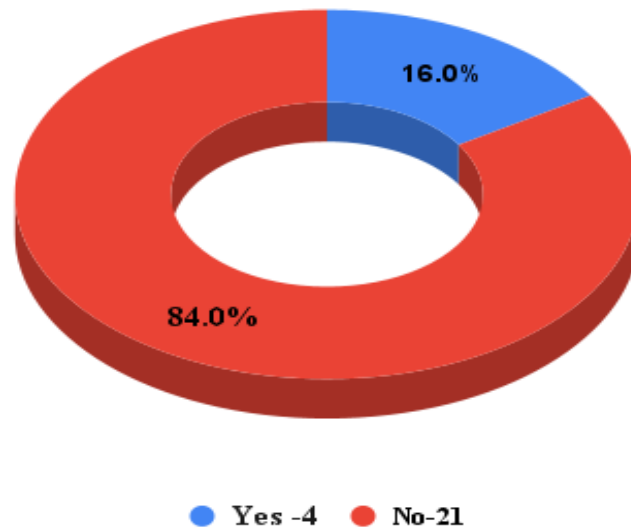
TABLE 3.23 CLASSIFICATION OF RESPONDENTS ON THE BASIS WHETHER THEY GET STRESSED WITH THEIR PART TIME JOB?

Options	No of respondents	Percentage
Yes	4	16%
No	21	84%
Total	25	100%

Source: Primary data

The stress level of students due to their part-time occupations was examined as part of the study on foreign student migration. Surprisingly, we discovered that the majority of students do not experience stress as a result of their part-time occupations. Only 16% of students reported feeling pressured, while 84% reported feeling unstressed. The facts are very well explained in the graph below.

FIGURE 3.23 CLASSIFICATION OF RESPONDENTS ON THE BASIS WHETHER THEY GET STRESSED WITH THEIR PART TIME JOB?



Source: Primary data

3.2.2.16 classification of respondents on the basis what made them select the university that they study in abroad?

The classification of respondents on the basis what made them select the university that they study in abroad is shown in the table 3.24

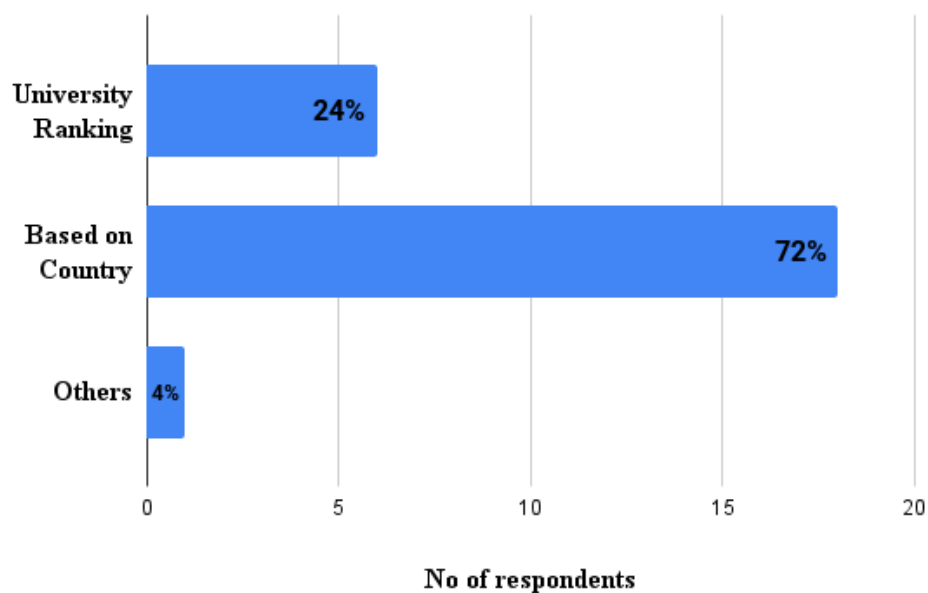
TABLE 3.24 CLASSIFICATION OF RESPONDENTS ON THE BASIS WHAT MADE THEM SELECT THE UNIVERSITY THAT THEY STUDY IN ABROAD?

Options	No of respondents	Percentage
University Ranking	6	24%
Based on Country	18	72%
Others	1	4%
Total	25	100%

Source Primary data

The selection criteria for international universities are shown in Table 3.24. We discovered that the majority of the students took into account both the university rating and the name of the country as part of the study on international student migration. While 24% of respondents solely looked at institution rankings, 72% of respondents only evaluated the county's name. 4% of students cited other justifications for picking the university. The data may be explained using the diagram below.

FIGURE 3.24 CLASSIFICATION OF RESPONDENTS ON THE BASIS WHAT MADE THEM SELECT THE UNIVERSITY THAT THEY STUDY IN ABROAD?



Source: Primary data

3.2.2.17 classification of respondents on the basis of whether they agree that their university provides more job opportunities than Indian universities?

The classification of respondents on the basis of whether they agree that their university provide more job opportunities than Indian universities is shown in the table 3.25.

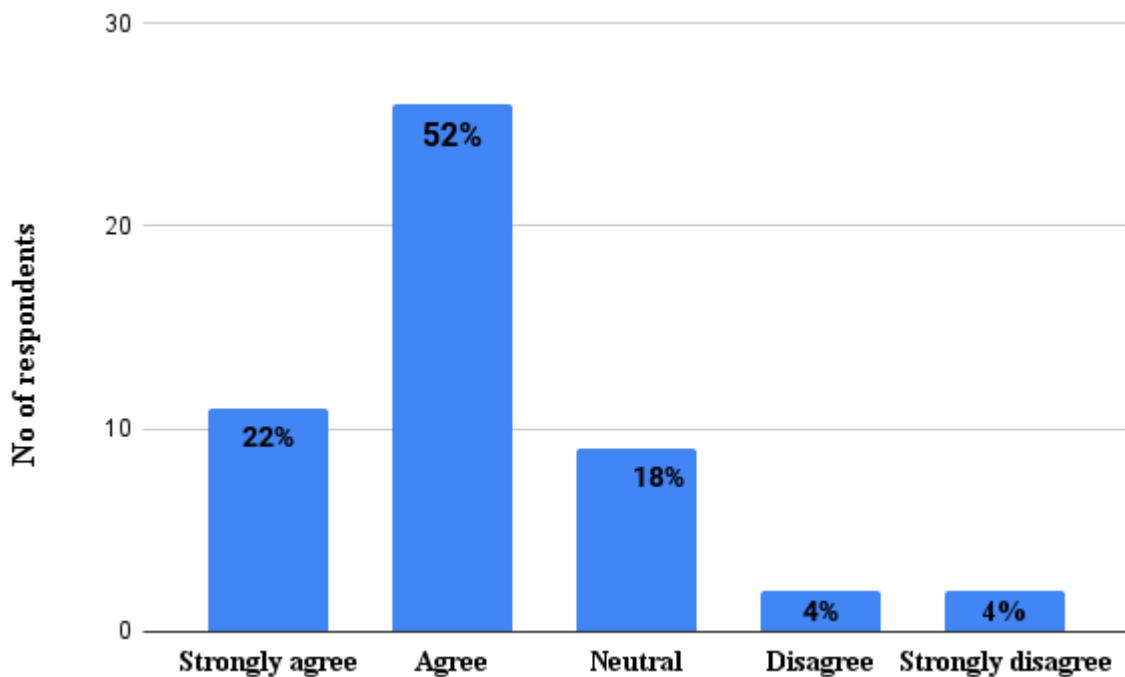
TABLE 3.25 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY AGREE THAT FOREIGN UNIVERSITY PROVIDES MORE JOB OPPORTUNITIES THAN INDIAN UNIVERSITIES?

Options	No of respondents	Percentage
Strongly agree	11	22%
Agree	26	52%
Neutral	9	18%
Disagree	2	4%
Strongly disagree	2	4%
Total	50	100

Source: Primary data

According to table 3.25, the majority of students believe that institutions abroad offer more career chances than universities in India. Only 8% of students thought that Indian institutions offer greater career prospects, while over 74% of students either totally or somewhat agreed that international universities succeed at doing so. Meanwhile, 18% of students opted to be neutral. The data may be explained using the pie figure below.

FIGURE 3.25 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF WHETHER THEY AGREE THAT FOREIGN UNIVERSITY PROVIDES MORE JOB OPPORTUNITIES THAN INDIAN UNIVERSITIES?



Source: Primary data

3.2.2.18 classification of respondents on the basis of opinion about planning to return to India after their studies?

The classification of respondents on the basis of opinion about planning to return to India after their studies shown in the table 3.26.

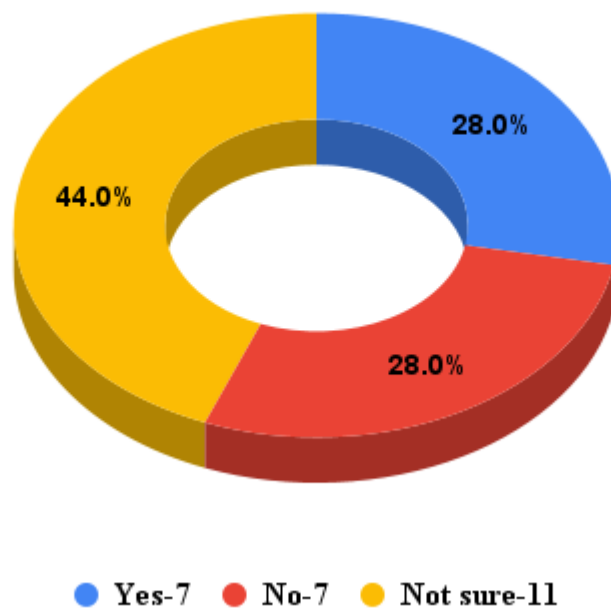
TABLE 3.26 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF OPINION ABOUT PLANNING TO RETURN TO INDIA AFTER THEIR STUDIES?

Options	No of respondents	Percentage
Yes	7	28%
No	7	28%
Not sure	11	44%
Total	25	100%

Source: Primary data

Out of the 25 respondents, Table 3.26 reveals that the majority of them were unsure about the return migration plans. After finishing their education, 44% of students weren't sure if they would go back to India. However, 28% of students said they intended to stay there, and 28% said they would return. The data may be explained using the bar graphic below.

FIGURE 3.26 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF OPINION ABOUT PLANNING TO RETURN TO INDIA AFTER THEIR STUDIES?



Source: Primary data

3.2.2.19 Classification of response of respondents on the basis of studying abroad help their academic or professional life

The Classification on the basis of the response of respondents about the studying abroad help their academic or professional life. This classification shows in the table 3.27

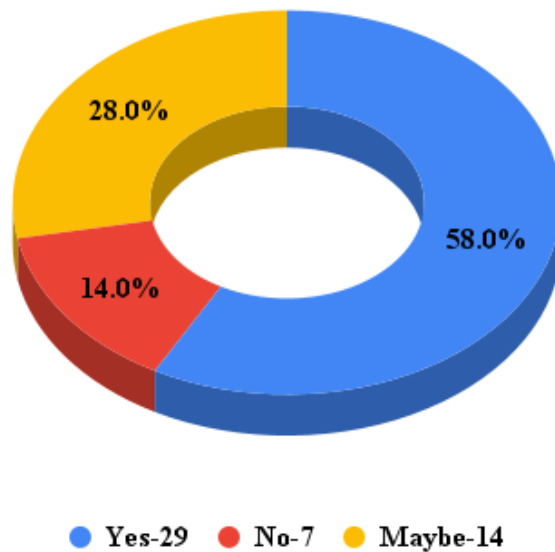
TABLE 3.27 CLASSIFICATION OF RESPONSE OF RESPONDENTS ON THE BASIS OF STUDYING ABROAD HELP THEIR ACADEMIC OR PROFESSIONAL LIFE

Options	Frequency	Percentage
Yes	29	52%
No	7	14%
Maybe	14	28%
Total	50	100%

Source: Primary data

According to whether studying abroad would benefit respondents' academic or professional careers, the replies are categorised in table 3.27. Studying abroad will benefit students academically and professionally, according to 52% of respondents. Only 14% of respondents said it won't, and the remaining 28% said they weren't sure whether it would or wouldn't. Figure 3.27 also features a picture of this.

FIGURE 3.27 CLASSIFICATION OF RESPONSE OF RESPONDENTS ON THE BASIS OF STUDYING ABROAD HELP THEIR ACADEMIC OR PROFESSIONAL LIFE



Source: Primary data

3.2.2.20 Classification on the basis how the respondents know about foreign University

The classification on the basis how the respondents know about the foreign university is shown in the table 3.28

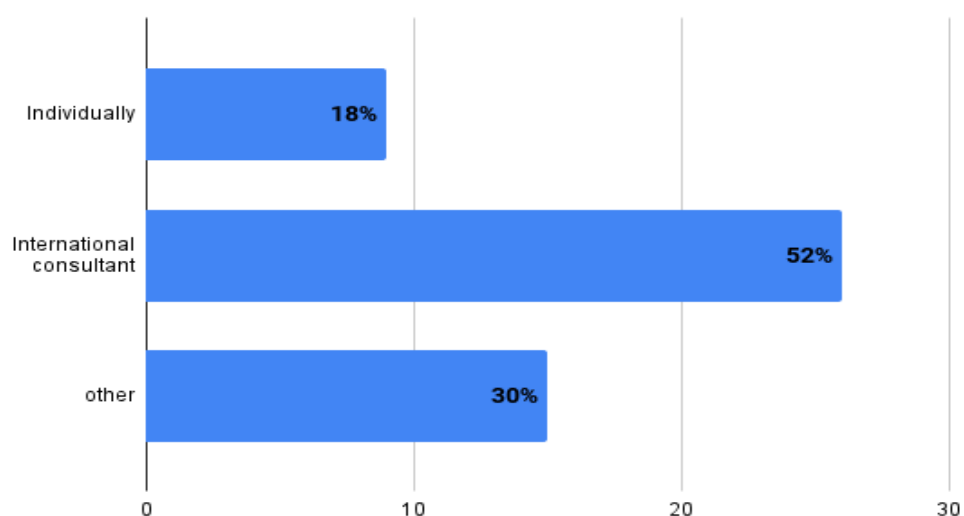
TABLE 3.28 CLASSIFICATION ON THE BASIS HOW THE RESPONDENTS KNOW ABOUT FOREIGN UNIVERSITY

Options	Frequency	Percentage
Individually	9	14%
International consultant	26	41%
other	15	45%
Total	50	100%

Source: Primary data

The table 3.28 shows that 41% of respondents respond that they knew about foreign university through international consultants and 14% of people were know foreign universities by persons and rest of the 45% respond as Nil. This is depicted in the figure 3.15

FIGURE 3.28 CLASSIFICATION ON THE BASIS HOW THE RESPONDENTS KNOW ABOUT FOREIGN UNIVERSITY



Source: Primary data

3.2.2.21 Classification on the basis reason behind choosing particular international consultants

The classification on the basis of reason behind the international students choosing international consultants through the opinion of 25 international students. This classification shows in the table 3.29

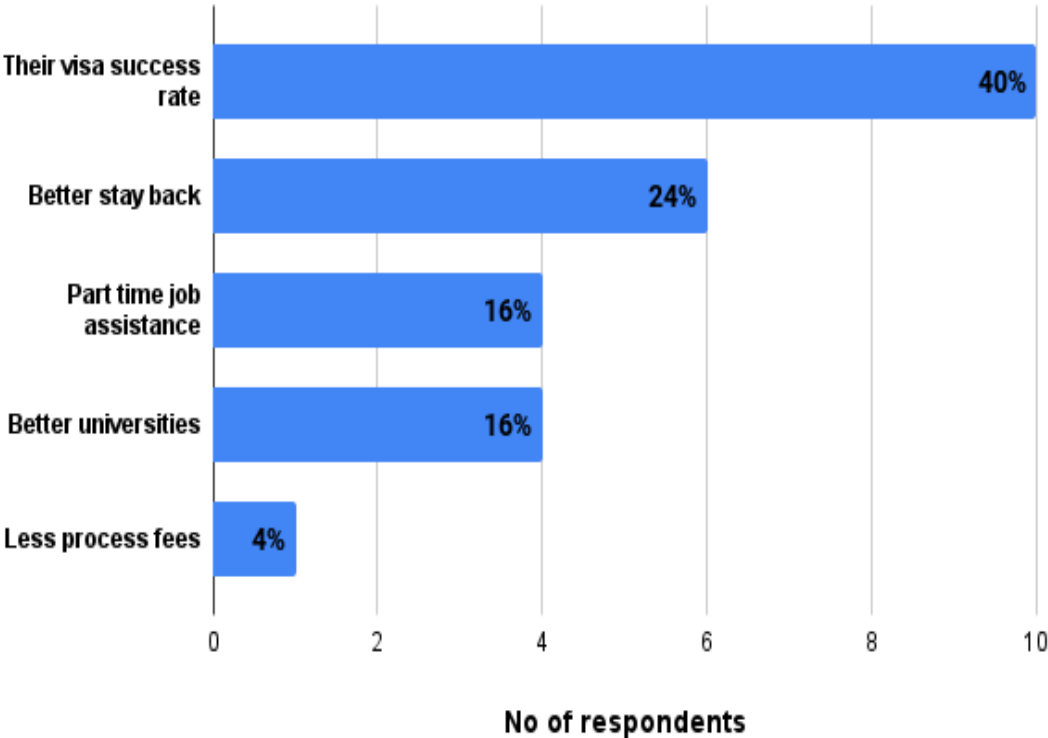
TABLE 3.29 CLASSIFICATION ON THE BASIS REASON BEHIND CHOOSING PARTICULAR INTERNATIONAL CONSULTANTS

Options	Frequency	Percentage
Their visa success rate	10	40%
Better stay back	6	24%
Part time job assistance	4	16%
Better universities	4	16%
Less process fees	1	4%
Total	25	100%

Source: Primary data

According to their selection of foreign advisors, international students are categorised in Table 3.29. International students choose international consultants because, according to 40% of respondents, they have a higher success rate in obtaining visas; 24% think they offer better stay-back assistance; 16% think they offer better part-time job assistance; another 16% think they offer better universities; and 4% think they pick international institutions because they have lower processing fees. The figure in Figure 3.29 shows this.

FIGURE 3.29 CLASSIFICATION ON THE BASIS REASON BEHIND CHOOSING PARTICULAR INTERNATIONAL CONSULTANTS



Source: Primary data

3.2.2.22 Classification of responses on the basis which country is more comfortable for work

The classification of responses on the basis which country is more comfortable for work is shown in the table 3.30

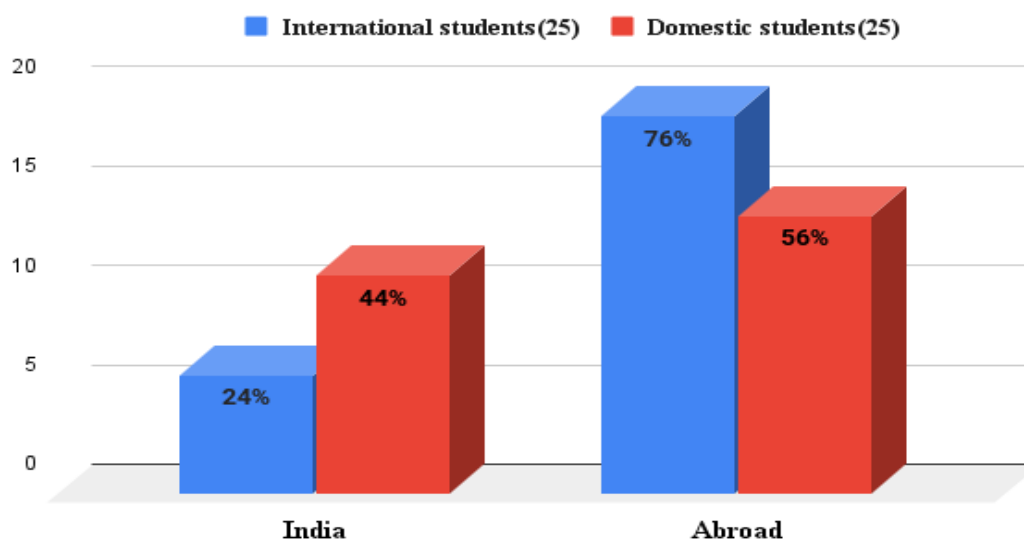
**TABLE 3.30 CLASSIFICATION OF RESPONSES ON THE BASIS WHICH
COUNTRY IS MORE COMFORTABLE FOR WORK**

Which country is more comfortable for work	International students		Domestic students	
	Frequency	Percentage	Frequency	Percentage
India	6	24%	11	44%
Abroad	19	76%	14	56%
Total	25	100%	25	100%

Source: primary data

The classification of respondents' replies based on which nation makes it easier for Indians to work overseas is shown in Table 3.30. 76% of overseas students prefer studying abroad, while 24% say they would rather study in India. Domestic students prefer working overseas 56% of the time, while the remaining 44% of respondents favour India. It indicates that the majority of respondents would rather work overseas in the future. In figure 3.30, it is shown.

**FIGURE 3.30 CLASSIFICATION OF RESPONSES ON THE BASIS WHICH
COUNTRY IS MORE COMFORTABLE FOR WORK**



Source: primary data

3.2.3.23 Classification of respondents on the basis of their opinion about international education and migration will help in our future

The classification of respondents on the basis of their opinion about international education and migration will help Indian education in the future. This is shown in the table 3.31

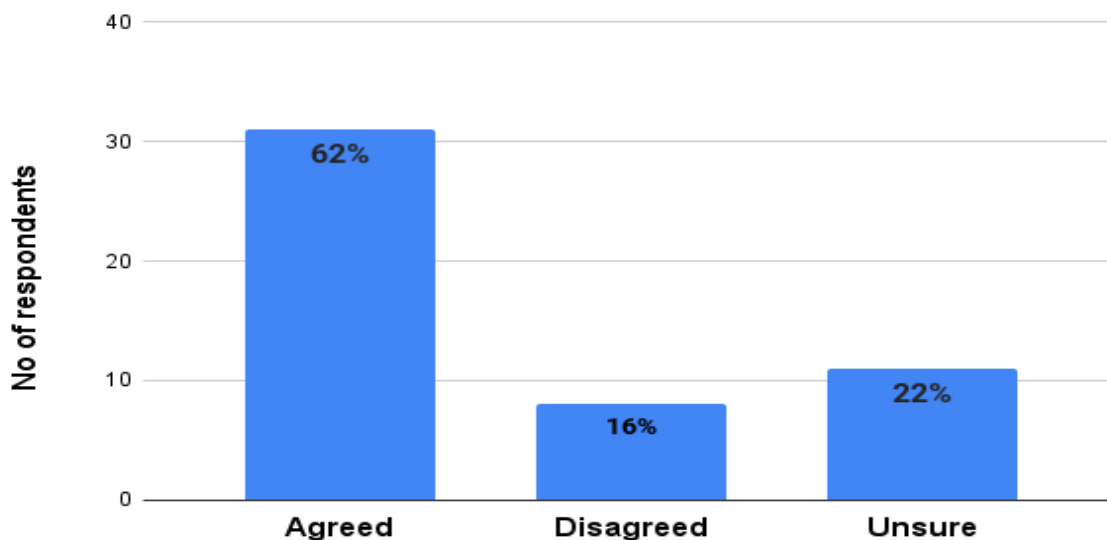
TABLE 3.31 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF THEIR OPINION ABOUT INTERNATIONAL EDUCATION AND STUDENT MIGRATION WILL HELP IN OUR FUTURE

Options	No of respondents	Percentage
Agreed	31	62%
Disagreed	8	16%
Unsure	11	22%
Total	50	100%

Source: Primary data

According to the respondents' beliefs that student migration and foreign education would benefit our future, Table 3.31 categorizes their replies. 67% of respondents said they agreed, 11% said they disagreed, and the remaining respondents said they were unsure. The figure in Figure 3.31 shows this. Figure 3.31 Classification of respondents on the basis of their opinion about international education and migration will help in our future.

FIGURE 3.31 CLASSIFICATION OF RESPONDENTS ON THE BASIS OF THEIR OPINION ABOUT INTERNATIONAL EDUCATION AND STUDENT MIGRATION WILL HELP IN OUR FUTURE



Source: Primary data

3.2.3.24 Classification of respondents on the basis “if they have chance to promote educational system. Which educational system is their priority?”

The classification of respondents on the basis “if they have chance to promote educational system. Which educational system is their priority”? This is shows in the table 3.32

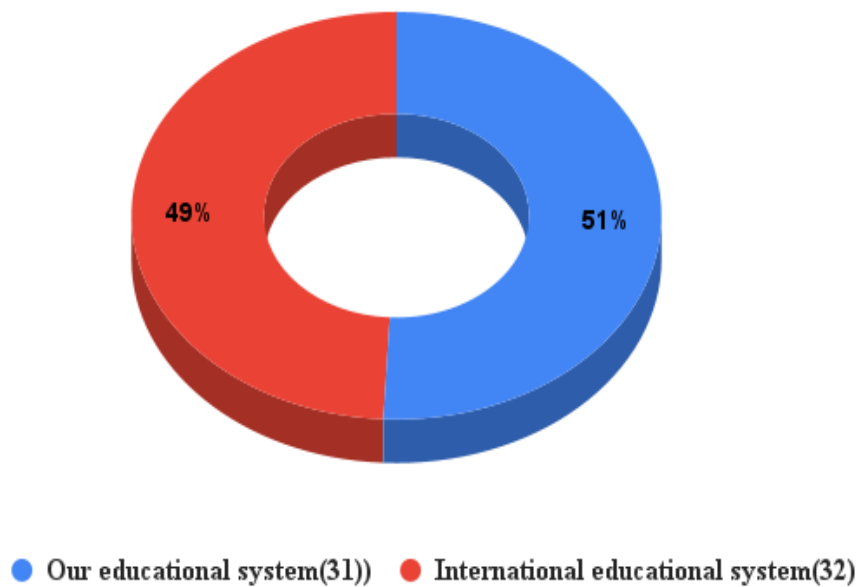
TABLE 3.32 CLASSIFICATION OF RESPONDENTS ON THE BASIS “IF THEY HAVE CHANCE TO PROMOTE EDUCATIONAL SYSTEM. WHICH EDUCATIONAL SYSTEM IS THEIR PRIORITY?”

Option	No of respondents	Percentage
Our educational system	32	51%
International educational system	31	49%
Total	50	100%

Source: Primary data

Table 3.32 lists the respondents' selections for the two educational systems they would want to see in the future. 51% of respondents said they would advocate for our educational system, while 49% would advocate for the global educational system. The figure in Figure 3.32 shows this.

FIGURE 3.32 CLASSIFICATION OF RESPONDENTS ON THE BASIS “IF THEY HAVE CHANCE TO PROMOTE EDUCATIONAL SYSTEM. WHICH EDUCATIONAL SYSTEM IS THEIR PRIORITY?”



Source: Primary data

CHAPTER 4

FINDINGS, SUGGESTIONS AND CONCLUSION

4.1 MAJOR FINDINGS OF THE STUDY

In India nowadays, there is a rise in the number of international students. Indian youngsters are interested in studying and finding employment abroad. Students travel abroad from diverse socioeconomic backgrounds. Students relocate to other nations in order to get a chance to establish themselves. International universities provide students with a new sense of freedom, responsibility, and opportunity. The following conclusions are the result of our research on the migration of foreign students.

- ❖ Most of the students were between the ages of 19 and 22.
- ❖ The 50 replies were split equally between 25 native and 25 foreign students.
- ❖ More women than men move abroad for higher education.
- ❖ Another result is that the majority of students from the Thrissur district who moved to other nations for education are Christians.
- ❖ Hindu students move for further education after Christians.
- ❖ According to the students' educational backgrounds, the majority of them attended government-run universities; just a small number of students from independently run schools studied overseas.
- ❖ The majority of students move away after completing their undergraduate or graduate degrees.
- ❖ Most students travelled to Canada for their studies, although some others went to Ireland.
- ❖ Some students also travelled to the USA and the UK for academic purposes.
- ❖ Many students, including those who studied in Ireland, travelled to Canada for their education.
- ❖ Also for educational purposes, several students travelled to the USA and the UK.
- ❖ To further their studies, every responder moved to a country in Europe.
- ❖ For better opportunities and careers, the bulk of students moved.
- ❖ Their choice to migrate was also influenced by the calibre of the education offered at international institutions and the unemployment situation in India.

- ❖ The vast majority of students consider that diplomas from international institutions are more valuable than those from Indian universities.
- ❖ Students think that educational programmers at international institutions are of high calibre.
- ❖ Upon entering their institution, the majority of students have experienced psychological trauma
- ❖ Few students reported feeling more at ease after they arrived at their university.
- ❖ Indian students face prejudice from other students when they relocate to other nations, particularly European nations.
- ❖ Students from India who move abroad believe that the language would make it difficult for them to thrive.
- ❖ For the Indian students who migrated abroad, extreme climatic variations were a problem.
- ❖ Due to these severe weather conditions, the majority of pupils experienced physical pain.
- ❖ The rising migration of overseas students is influenced by India's socioeconomic conditions. Students in India, the young India, are dissatisfied with the political and economic circumstances of their country.
- ❖ The majority of students used financial aid, such as student loans, to go overseas.
- ❖ Most students who travelled overseas took part-time jobs in their home countries to help pay for their daily expenditures.
- ❖ There are no issues with the working environment for the students.
- ❖ The majority of them have no trouble juggling both their studies and their part-time jobs. This demonstrates that students' financial independence is given more consideration in other nations.
- ❖ Most students who have part-time jobs never experience stress because of their
- ❖ The majority of students with part-time jobs never experience work-related stress. They never considered it to be heavy.
- ❖ Based on their country and university rankings, migratory international students choose their universities.

- ❖ The majority of students firmly feel that attending institutions abroad will increase their employment possibilities.
- ❖ The majority of students are unsure about going back to India after finishing their education.
- ❖ The majority of students move abroad to broaden their horizons.
- ❖ The majority of students moved abroad and discovered information about foreign universities via international organizations.
- ❖ Due to their high success rate in obtaining visas, most students choose overseas universities.
- ❖ The majority of students favour working overseas in the future.
- ❖ The majority of students think that student mobility will be beneficial to our future.
- ❖ Both educational systems are supported equally by students.

4.1.1 Findings from secondary data

The review of secondary data revealed that India is renowned for its excellence in education. However, the Indian educational system is critiqued for failing to give students the employability they need in light of business needs. As a result, the Indian education system is now dealing with a number of issues that demand rapid attention.

- Teacher-Student Ratio: 11.16 lakh teaching jobs remain unfilled in schools, according to the UNESCO State of Education report for India 2021. It demonstrates unequivocally that there is a teacher shortage in public schools
- India's National Education Policy allocates 6% of GDP to education, but only 3.1% was allocated in 2019-20. Dishonest middlemen hold the money, affecting school operations and infrastructure needs. Only a small fraction is sent, affecting the proper management of libraries and labs.
- Ascham's study revealed 169% inflation in education between 2005 and 2011, leading to expensive colleges and institutes in India. High dropout rates result from privatization and business people's control over advanced education.
- Lack of essential infrastructure in the educational system, including restrooms, water sources, power, and playgrounds, affects 95.2% of schools and 3.5% of India's schools.

- High dropout rates at the primary and secondary levels are prevalent in rural India, with over 96% enrollment for students aged 6–14. Factors contributing to these high rates include poverty, lack of toilets, long distances to school, child marriages, patriarchal mindsets, and cultural factors.
- In 2017, 14% of students in India's rural and urban areas attended private schools with English as the medium of instruction. Standardized publications in Indian languages are unavailable, causing difficulties for students from rural backgrounds, government schools, and those not well versed in English.
- With the introduction of the internet and experiential learning techniques, new aspects in mathematics have evolved. The previous education system in India was mostly centered on bookish learning. The previous curriculum emphasized theory and concepts while missing practical experience and directing pupils towards high grades. This has altered with the adoption of the National Policy on Education 2020, which closes the gaps in earlier educational strategies by emphasizing skill-based learning and employability.
- When students leave the country for work prospects overseas, there is a loss of brilliant people who may have benefited the nation's educational system. Most of the top 10th and 12th class students who relocated abroad between 1996 and 2015 did so to the US. The National Skill Development Mission of the Indian government, which seeks to train 400 million people by 2022, would not be sufficient to halt the flow.

4.2 SUGGESTION

- Improve the quality of education by increasing investment in the education sector by providing better infrastructure and resources and hiring highly qualified faculty. Additionally, the government should focus on creating more opportunities for students after graduation so that they can stay in their own country and contribute to the development of the country.
- To provide financial assistance or scholarships to talented students who cannot afford higher education abroad. This will help them pursue their dreams without having to leave their home country. Additionally, it will also encourage other students to stay and get an education in their own country.

- The provision of more placement opportunities will help to decrease student migration and brain drain in the future.
- Initiating more educational policies that provide more resources for education may help provide a better educational framework for the country.
- Provide equal support and reservations to students that help them prefer their own country in the future.
- Provide more practical workshops than theoretical classes and give students an easier-going education system than a tightly scheduled one.
- Implement policy and legislation to raise educational standards, providing greater exposure and employment prospects, competitiveness of Indian institutions, work experience chances, and soft skill workshops. Create an open system for students studying abroad, offer financial aid and scholarships, and give travelers discounts. The government should compile data on Indian students studying abroad, provide open lines of contact, spread knowledge about immigration laws, and assist students who are stressed, anxious, or traumatized.

CONCLUSION

The study on the reasons and impact of student migration from Kerala: a case study from Thirissur district mainly focuses on the increasing number of student migration and the factors that affect and influence the student's decision to go abroad. It also examines the disparity between domestic and international education for both students and identifies the advantages and disadvantages that happen to the economy through the increase in student migration.

From this study, most of the students between the ages of 19 and 25 prefer to go abroad to build a better career, and they are not happy with the current educational system in India. This study shows most of the students migrated through the international institution and took educational loans. Most of the students migrated to work part-time and earn financial independence. Student migrants felt language barriers when they reached a foreign country; this shows that our educational system fails to provide confidence to deal with the language barriers.

It is high time to change the old school educational system of India. The government should formulate policies to attract foreign students and control the net outflow of native citizens.

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APPENDIX I

QUESTIONNAIRE

1. Name of the student?
2. Age of the student?
3. Religion
4. District where the student is from?
5. Currently residing country?
6. Type of educational institution you studied?
 - Government
 - Aided
 - Unaided
 - Others___
7. Annual family income of student?
 - a) Upto200000
 - b) 200000 to 600000
 - c) 600000 to 1000000
 - d) 1000000 and above
8. Do you make money
 - a) Yes
 - b) No
9. Educational qualification?
 - a) 12th
 - b) Degree
 - c) PG
 - d) Others
10. Have you ever studied abroad?

- a) yes
- b) no

ONLY FOR INTERNATIONAL STUDENTS

11. What are the real reason choosing residing country?

12. Course pursuing abroad?

13. What made you to study in a foreign university?

- a) It'll look good on your CV
- b) Brush up on your language skills
- c) Living in a foreign country is completely different in holiday
- d) Meet diverse of people
- e) Gain a global mind-set
- f) Discover new and exciting foods
- g) other

14. Do you believe that certificates from foreign universities possess more value than the Indian certificates?

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Neutral
- e) Strongly disagree

15. Do you believe that studying abroad has helped you in your academic or professional life?

- a) Yes
- b) No
- c) May be

16. Do you agree that foreign universities provide quality education than Indian universities?

- a) Strongly agree

- b) Agree
 - c) Neutral
 - d) Neutral
 - e) Strongly disagree
17. Do you think that the socio –economic conditions in India affected your decision to go to abroad?
- a) Yes
 - b) No
18. Did you get any scholarship?
- a) yes
 - b) no
19. Did you get any financial help like educational loan to go to abroad?
- a) yes
 - b) no
20. How you came to know about overseas universities?
- a) By person
 - b) Through international educational consultants
21. Which educational consultants do you prefer to go abroad?
22. What is the reason to choose that consultant?
- a) Their visa success rate
 - b) Trust worthy
 - c) Less process fees
 - d) Free language training
 - e) Part time job assistance
 - f) More university options
23. What do you think an overseas educational consultant can bring you as a better option for your international education?
24. Did you feel any language barrier problem?
25. Do you believe that the socio- economic condition cause the migration
26. Do you work as a part time employee in aboard?

a) yes

b) no

27. You will have two chances in the future. What will you do if you have the option of working in a domestic or foreign country?

a) India

b) foreign nation

28. Do you agree that your university provides more job opportunity than the Indian universities?

a) strongly agree

b) agree

c) neutral

d) disagree

e) strongly disagree

29. Where will you choose for working or which country is more comfortable for you?

1) India

2) Abroad

30. What is the main difference between Indian education and foreign education?

31. Are you satisfied with the working condition there?

32. Do you get any stress with your part time job?

33. Do you face any problem like climate change and bullying in abroad

34. Are you planning return India after your studies?

35. After studying abroad, what you suggest for Indian educational system?

ONLY FOR DOMESTIC STUDENTS

36. If you have the chance to study abroad in the future what will you choose?

1. India

2. abroad

37. What changes do you want to see in our country's educational system?

38. Do you believe that our education system is far better than abroad?
- a. Yes
 - b) No
 - c) May be
39. In your opinion, what is the main difference between Indian education and foreign education?
40. In your opinion, what are the main factors influence the students to migrate to abroad for studies?
- a) Socioeconomic status
 - b) Social, cultural and personal back ground
 - c) Gain independence
 - d) Job prospects & higher salary
 - e) other
41. Do you ever approach an international consultant for future plan
- a) Yes
 - b) No
42. In your opinion, international education and student migration will help in our better future.
- a) Yes
 - b) No
 - c) May be
43. Do you have a chance to promote educational system which educational system is your priority
- a) Our educational system
 - b) International education
44. Do you think that studying abroad should be encouraged as part of a student's educational experience?

**A STUDY ON THE EFFECTS OF SOARING PETROL PRICES ON
HOUSEHOLDS IN IRINJALAKUDA MUNICIPALITY**

Project report submitted to university of Calicut in partial fulfilment of the requirement for
the award of the degree of

MASTER OF ARTS IN ECONOMICS

BY

KESSIA BENNY (Reg. No: CCAVMEC009)

Under the supervision of

Mrs. ANN MARY CHERIAN



DEPARTMENT OF ECONOMICS

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

MARCH 2023

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON THE EFFECTS OF SOARING PETROL PRICES ON HOUSEHOLDS IN IRINJALAKUDA MUNICIPALITY**” is a Bonafide record of project done by **Ms KESSIA BENNY** in partial fulfilment of requirement for the award of the degree of Master of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for any degree, diploma, associate ship or fellowship.

Place: Irinjalakuda

Date: 31-03-2023

Sr. Rosy V.O

Head of the Department

Department of Economics

Christ College (Autonomous)

Irinjalkudaa

CERTIFICATE

This is to certify that the project report entitled **“A STUDY ON THE EFFECTS OF SOARING PETROL PRICES ON HOUSEHOLDS IN IRINJALAKUDA MUNICIPALITY”** is a Bonafide record of project done by **Ms KESSIA BENNY** in partial fulfilment of requirement for the award of the degree of Master of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for any degree, diploma, associate ship or fellowship.

Place: Irinjalakuda

Date: 31-03-2023

Mrs. Ann Mary Cherian

Assistant Professor

Department of Economics

Christ College (Autonomous)

Irinjalakuda

DECLARATION

I KESSIA BENNY, do hereby declare that this project work entitled “**A STUDY ON THE EFFECTS OF SOARING PETROL PRICES ON HOUSEHOLDS IN IRINJALAKUDA MUNICIPALITY**” is a Bonafide research paper in partial fulfilment of requirement for the award of the degree of Master of Arts in Economics under the guidance and supervision of **Mrs. Ann Mary Cherian**, Assistant professor, Department of Economics, Christ college Irinjalakuda. I also declare that this project report has not previously formed the basis for the award of any degree, diploma, associate ship or fellowship or other similar type of recognition.

Place: Irinjalakuda

Kessia Benny

Date: 31-03-2023

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Place: Irinjalakuda

Kessia Benny

Date: 31-03-2023

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**“A STUDY ON HOUSEHOLD SOLID WASTE MANAGEMENT IN
IRINJALAKUDA MUNICIPALITY”**

Project submitted to

Christ College (Autonomous) Irinjalakuda

in partial fulfilment on the requirement of award of the degree of

MASTER OF ARTS IN ECONOMICS

Submitted By

PAVITHRA VINOD (Reg No: CCAVMEC010)

Under the supervision of

Ms. ANN MARY CHERIYAN



POST GRADUCATE DEPARTMENT OF ECONOMICS

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

AFFILIATED TO UNIVERSITY OF CALICUT

MARCH 2023

CERTIFICATE

This is to certify that the project report entitled "**A STUDY ON HOUSEHOLD SOLID WASTE MANANGEMENT IN IRINJALAKUDA MUNICIPALITY**" is a bonafide record of project work done by **MS. PAVITHRA VINOD** in the partial fulfilment of requirement for the award of the degree of Master of Arts in Economics under my guidance and Supervision and that it has not previously formed the basis for awarding for any degree, diploma, associateship or fellowship.

Place: Irinjalakuda

Date: 31.03.2023

Sr. Rosy V.O.

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This is to certify that the project report entitled "**A STUDY ON HOUSEHOLD SOLID WASTE MANAGEMENT IN IRINJALAKUDA MUNICIPALITY**" is a bonafide record of project work done by **MS. PAVITHRA VINOD** in the partial fulfilment of requirement for the award of the degree of Master of Arts in Economics under my guidance and Supervision and that it has not previously formed the basis for awarding for any degree, diploma, Associate ship or fellowship.

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Place : Irinjalakuda

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Date:31.03.2023

ACKNOWLEDGEMENT

I acknowledge my profound gratitude and gracious thanks to **Ms. ANN MARY CHERIYAN**

Department of economics, Christ College (Autonomous) Irinjalakuda for her valuable Guidance and encouragement throughout the preparation of the project report.

I express my sincere thanks to Sr. Rosy V.O, HOD, Department of economics and all the faculty Members of the department of economics, Christ college (Autonomous), Irinjalakuda for their co-Operation and help.

Here, I acknowledge our sincere gratitude to Rev. Dr. Jolly Andrews CMI, Principal Christ college(Autonomous) Irinjalakuda. I express my sincere thanks to librarian and other library staff of Christ College Irinjalakuda for their whole hearted cooperation. I am really thankful to all the respondents in the Irinjalakuda municipality, for their extreme support and cooperation. .

I would like to express my gratitude to my parents, brothers, sisters, friends for their timely support and co-operation. Above all, I praise **GOD ALMIGHTY** who showered his plentiful blessings upon me.

Place: Irinjalakuda

PAVITHRA VINOD

Date: 31.03.2023

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**CROPPING PATTERN IN PALAKKAD DISTRICT WITH
SPECIAL REFERENCE TO CHITTUR LEGISLATIVE
ASSEMBLY**

Project report submitted to

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

In partial fulfillment of the requirements for the award of the degree of

Master of Arts in Economics

Submitted by

PRABITHA P P

(Reg. No: CCAVMEC011)

Under the guidance of

DR. FRANCO T FRANCIS



**POST GRADUATE DEPARTMENT OF ECONOMICS
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UNIVERSITY OF CALICUT**

MARCH 2023

CERTIFICATE OF THE HEAD OF THE DEPARTMENT

I certify that the project report entitled “**CROPPING PATTERN IN PALAKKAD DISTRICT WITH SPECIAL REFERENCE TO CHITTUR LEGISLATIVE ASSEMBLY**” is a bonafide work done by **Ms PRABITHA P. P** under the guidance and supervision of Dr. Franco T Francis, Assistant Professor, Research Department of Economics, Christ College (Autonomous), Irinjalakuda. The project report is worth submitting as an optional paper in partial fulfilment of the requirement of Master of Arts in Economics and that it has not previously formed the award of any degree, diploma, or fellowship.

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CERTIFICATE OF THE SUPERVISING TEACHER

I certify that the project report entitled “**CROPPING PATTERN IN PALAKKAD DISTRICT WITH SPECIAL REFERENCE TO CHITTUR LEGISLATIVE ASSEMBLY**” is a bonafide work done by **Ms PRABITHA P P** under my guidance and supervision. The project report is worth submitting as an optional paper in partial fulfilment of the requirement of Master of Arts in Economics and that it has not previously formed the award of any degree, diploma, or fellowship.

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DECLARATION

I **PRABITHA P P**, do hereby declare that this project work entitled “**CROPPING PATTERN IN PALAKKAD DISTRICT WITH SPECIAL REFERENCE TO CHITTUR LEGISLATIVE ASSEMBLY**” is a bonafide research paper in partial fulfilment of the degree of Master of Arts in Economics under the guidance and supervision of **Dr Franco T Francis**, Assistant professor, Research Department of Economics, Christ College (Autonomous) Irinjalakuda. I also declare that this project report has not previously formed the basis for the award of any degree, diploma, associate ship, fellowship or other similar type of recognition.

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ACKNOWLEDGEMENT

The investigator acknowledges her profound gratitude and gracious thanks to **Dr Franco T Francis**, Assistant Professor, Research Department of Economics, Christ College (Autonomous) Irinjalakuda for his valuable guidance and encouragement throughout the preparation of this project report.

The investigator expresses their sincere thanks to **Sr. Rosy V.O**, HOD, Research Department of Economics and all the faculty members of the Department of Economics, Christ College (Autonomous), Irinjalakuda for their cooperation and help.

The investigator expresses her sincere gratitude to **Rev. Fr. Dr Jolly Andrews**, Principal, Christ College (Autonomous) Irinjalakuda.

The investigator thanks the **librarian and other library staff** of Christ College Irinjalakuda for their wholehearted cooperation.

The investigator is thankful to **all the Respondents** in Chittur Taluk for their kind cooperation.

The investigator would like to express her gratitude to her **parents, sisters, brothers, and friends** for their timely support and cooperation. Above all praise and thanks to **God Almighty** who showered his plentiful blessings upon me, who guide, shield, and strengthen me at all times.

Place: Irinjalakuda

Prabitha P P

Date: 31-03-2023

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**A STUDY ON WOMEN EMPOWERMENT THROUGH
KUDUMBASREE UNIT WITH SPECIAL REFERENCE
TO KODAKARA PANCHAYAT**

Project report submitted to
CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA
in partial fulfilment of the requirement for the award of the degree of

MASTER OF ECONOMICS

By
SANDRA MANOJ
(Reg.No:CCAVMEC012)

Under the supervision of
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**POST GRADUATION DEPARTMENT OF ECONOMICS
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UNIVERSITY OF CALICUT**

MARCH 2023

CERTIFICATE

This is to certify that the project report entitled “ **A STUDY ON WOMEN EMPOWERMENT THROUGH KUDUMBASREE UNIT WITH SPECIAL REFERENCE TO KODAKARA PANCHAYAT**” is a bonafide record of project work done by **MS. SANDRA MANOJ** in partial fulfillment of requirement for the award of the degree of Master of Arts in Economics under the guidance and supervision of Dr. Jean Maria George and that it has not previously formed the basis for awarding for any degree, diploma, associate ship or fellowship.

Place: Irinjalakuda

Date: 31-03-2023

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This is to certify that the project report entitled “ **A STUDY ON WOMEN EMPOWERMENT THROUGH KUDUMBASREE UNIT WITH SPECIAL REFERENCE TO KODAKARA PANCHAYAT**” is a bonafide record of project work done by **MS. SANDRA MANOJ** in partial fulfillment of requirement for the award of the degree of Master of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for awarding for any degree, diploma, associate ship or fellowship.

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DECLARATION

I **SANDRA MANOJ** , do hereby declare that this project work entitled “**A STUDY ON WOMEN EMPOWERMENT THROUGH KUDUMBASREE UNIT WITH SPECIAL REFERENCE TO KODAKARA PANCHAYAT**” is a bonafide research paper in partial fulfillment of requirement for the award of the degree of Master of Arts in Economics under the guidance and supervision of **Mrs. Jean Maria George**, Assistant professor, Department of Economics, Christ college(Autonomous) Irinjalakuda. I also declare that this project report has not previously formed the basis for the award of any degree, diploma, associate ship, fellowship or other similar type of recognition.

Place: Irinjalakuda

SANDRA MANOJ

Date: 31-03-2023

ACKNOWLEDGEMENT

I acknowledgement my profound gratitude and gracious thanks to **Mrs. Jean Maria George**, Assistant professor, Department of Economics, Christ college (Autonomous) Irinjalakuda for her valuable guidance and encouragement throughout the preparation of the project report.

I express my sincere thanks to **Sr. Rosy V.O**, HOD, Department of economics and all the faculty members of the department of economics, Christ college (Autonomous), Irinjalakuda for their co-operation and help.

I acknowledge our sincere gratitude to **Rev. Dr. Jolly Andrews CMI**, Principal Christ college (Autonomous) Irinjalakuda. I express my sincere thanks to **Librarian and other library staff** of Christ college Irinjalakuda for their whole hearted cooperation.

I am thankful to **all the respondents** in Kodakara panchayat for their kind cooperation.

I would like to express my gratitude to my parents, brothers, sisters, friends for their timely support and co-operation. Above all I praise **God Almighty** who showered his plentiful blessings upon me.

Place: Irinjalakuda

SANDRA MANOJ

Date: 31-03-2023

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**A STUDY ON THE ADVANCEMENT OF THE DIGITAL INDIA
PROGRAMME IN IRINJALAKUDA MUNICIPALITY**

Project report submitted to the University of Calicut in partial fulfillment
of the requirement for the award of the degree of

MASTER OF ARTS IN ECONOMICS

BY

SANEENA M.R (Reg. No: CCAUMECO13)

Under the supervision of

Sr. ROSY. V.O



DEPARTMENT OF ECONOMICS

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

MARCH 2023

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON THE ADVANCEMENT OF THE DIGITAL INDIA PROGRAMME IN IRINJALAKUDA MUNICIPALITY**” is a bonafide record of project work done by SANEENA M. R. in partial fulfillment of the requirement for the award of the degree of master of arts in Economics under my guidance and supervision and that it has not previously formed the basis for awarding for any degree, diploma, associateship or fellowship.

Place: Irinjalakuda

Date:

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Head of the Department

Department of Economics

Christ College (Autonomous)

Irinjalakuda

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON THE ADVANCEMENTS OF THE DIGITAL INDIA PROGRAMME IN IRIJALAKUDA MUNICIPALITY**” is a bonafide record of project work done by **SANEENA M. R.** in partial fulfillment of the requirement for the degree of master of Arts in **ECONOMICS** under my guidance and supervision and that it has not previously formed the basis for awarding for any degree, diploma, associate ship or fellowship.

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Christ College (Autonomous)

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DECLARATION

I SANEENA M. R. do hereby declare that this project work entitled “**A STUDY ON THE ADVANCEMENT OF THE DIGITAL INDIA PROGRAMME IN IRINJALAKUDA MUNICIPALITY**” is a bonafide research paper in partial fulfillment of the requirement for the award of the degree of Master of Arts in Economics under the guidance and supervision of Rev. **Sr. Rosy. V. O**, Head of the Department of Economics, Christ College (Autonomous) Irinjalakuda. I also declare that this project report has not previously formed the basis for the award of any degree, diploma, associate ship, fellowship, or other similar type of recognition.

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ACKNOWLEDGEMENT

I acknowledge my profound gratitude and gracious thanks to Sr. Rosy. V.O, HOD, Department of Economics, Christ College (Autonomous) Irinjalakuda for the valuable guidance and encouragement throughout the preparation of the project report.

I express my sincere thanks to all the faculty members of the Department of Economics, Christ College (Autonomous), Irinjalakuda for their co-operation and help.

I acknowledge my sincere gratitude to Rev. Fr. Dr. Jolly Andrews CMI, Principal Christ College (Autonomous) Irinjalakuda. I express my sincere thanks to the librarian and other library staff of Christ College Irinjalakuda for their wholehearted co-operation.

I am thankful to all the respondents in Irinjalakuda municipality for their kind co-operation.

I would like to express my gratitude to my parents, brothers, sisters, and friends for their timely support and co-operation. Above all, I praise **God almighty** that showered his plentiful blessings upon me.

Place: Irinjalakuda

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Date:

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**A STUDY ON WOMEN ENTREPRENEURSHIP
IN IRINJALAKUDA MUNICIPALITY**

Project report submitted to the University of Calicut in partial fulfilment of the
requirement for the award of the degree of

MASTER OF ARTS IN ECONOMICS

By

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Under the supervision of

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DEPARTMENT OF ECONOMICS

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MARCH 2023

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON WOMEN ENTREPRENEURSHIP IN IRINJALAKUDA MUNICIPALITY**” is a bonafide record of project work done by **Ms. SARA MARIYA GEORGE** in partial fulfilment of the requirement for the award of the degree of Masters of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for awarding for any degree, diploma, associate ship or fellowship.

Place: Irinjalakuda

Date: 31-03-2023

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Head of the Department

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DECLARATION

I, **SARA MARIYA GEORGE**, do hereby declare that this project work entitled “**A STUDY ON WOMEN ENTREPRENEURSHIP IN IRINJALAKUDA MUNICIPALITY**” is a bonafide research paper in partial fulfilment of the requirement for the award of the degree of Masters of Arts in Economics under the guidance and supervision of **Sr. Rosy V O** head of the department of economics, Christ College (Autonomous) Irinjalakuda. I also declare that this project report has not previously formed the basis for the award of any degree, diploma, associateship, fellowship or other similar type of recognition.

Place: Irinjalakuda

SARA MARIYA GEORGE

Date: 31-03-2023

ACKNOWLEDGEMENT

I acknowledge my profound gratitude and gracious thanks to **Sr. Rosy V O** Head of the Department of Economics, Christ College (Autonomous) Irinjalakuda for her valuable guidance and encouragement throughout the preparation of the project report.

I express my sincere thanks to all the faculty members of the Department of Economics, Christ College (Autonomous) Irinjalakuda for their co-operation and help.

I acknowledge our sincere gratitude to **Rev. Dr. Jolly Andrews CMI**, Principal Christ College (Autonomous) Irinjalakuda. I express my sincere thanks to the **Librarian and other library staff** of Christ College Irinjalakuda for their wholehearted co-operation.

I am thankful to **all the respondents** in Thrissur district for their kind cooperation.

I would like to express my gratitude to my parents, sisters, brothers, and friends for their timely support and cooperation. Above all, I praise **God Almighty** who showered his plentiful blessings upon me.

Place: Irinjalakuda

SARA MARIYA GEORGE

Date: 31-03-2023

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**A STUDY ON THE ECONOMIC IMPACT OF FLOOD SINCE 2018
IN IRINJALAKUDA MUNICIPALITY, THRISSUR DISTRICT**

Project report submitted to University of Calicut in partial fulfillment of the requirement for the
award of the degree of

MASTER OF ARTS IN ECONOMICS

By

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Under the supervision of

Mrs. ANN MARY CHERIAN



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CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

MARCH 2023

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON THE ECONOMIC IMPACT OF FLOOD SINCE 2018 IN IRINJALAKUDA MUNICIPALITY, THRISSUR DISTRICT**” is a bonafide record of project work done by **Ms. SONA VISWANATHAN** in partial fulfillment of requirement for the award of the degree of Master of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for awarding for any degree, diploma associate ship or fellowship.

Place: Irinjalakuda

Date: 31.03.2023

Sr. Rosy V.O

Head of the Department

Department of Economics

Christ College (Autonomous),

Irinjalakuda

CERTIFICATE

This is to certify that the project report entitled “**A STUDY ON THE ECONOMIC IMPACT OF FLOOD SINCE 2018 IN IRINJALAKUDA MUNICIPALITY, THRISSUR DISTRICT**” is a bonafide record of project work done by **Ms. SONA VISWANATHAN** in partial fulfillment of requirement for the award of the degree of Master of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for awarding for any degree, diploma associate ship or fellowship.

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DECLARATION

I **SONA VISWANATHAN**, do hereby declare that this project work entitled “**A STUDY ON THE ECONOMIC IMPACT OF FLOOD SINCE 2018 IN IRINJALAKUDA MUNICIPALITY, THRISSUR DISTRICT**” is a bonafide research paper in partial fulfillment of requirement for the award of the degree of Master of Arts in Economics under the guidance and supervision of **Mrs. Ann Mary Cherian**, Assistant Professor, Department of Economics, Christ College (Autonomous), Irinjalakuda. I also declare that this project report has not previously formed the basis for the award of any degree, diploma, associate ship, fellowship or the other similar type of recognition.

Place: Irinjalakuda

Date: 31.03.2023

Sona Viswanathan

ACKNOWLEDGEMENT

I acknowledge my profound gratitude and gracious thanks to **Mrs. Ann Mary Cherian**, Assistant professor, Department of Economics, Christ College (Autonomous) Irinjalakuda for her valuable guidance and encouragement throughout the preparation of the project report.

I express my sincere thanks to **Sr. Rosy V.O**, HOD, Department of Economics and all the faculty members of the Department of Economics, Christ College (Autonomous), Irinjalakuda for their cooperation and help.

I acknowledge our sincere gratitude to **Rev. Dr. Jolly Andrews CMI**, Principal Christ College (Autonomous), Irinjalakuda. I express my sincere thanks to **Librarian and other library staff** of Christ College Irinjalakuda for their whole hearted cooperation.

I am thankful to **all the respondents** in Irinjalakuda municipality for their kind cooperation.

I would like to express my gratitude to my parents, brothers, sisters, friends for their timely support and co-operation. Above all I praise **God Almighty** who showered his plentiful blessings upon me.

Place: Irinjalakuda

Sona Viswanathan

Date: 31.03.2023

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**CONSUMER PERCEPTION TOWARDS ONLINE SHOPPING A
CASE STUDY ON IRINJALAKUDA MUNICIPALITY**

Project report submitted to

CHRIST COLLEGE (AUTONOMOUS) , IRINJALAKUDA

In partial fulfillment of the requirement for award of the degree of

MASTER OF ARTS IN ECONOMICS

Submitted by

VIDYA M

(REG. No. CCAVMEC016)

Under the supervision of

Prof : Mrs. JEAN MARIA GEORGE



**RESEARCH DEPARTMENT OF ECONOMICS
CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA
UNIVERSITY OF CALICUT**

MARCH 2023

CERTIFICATE

This is to certify that the project report entitled **“THE CONSUMER PERCEPTION TOWARDS ONLINE SHOPPING, A CASE STUDY ON IRINJALAKUDA MUNICIPALITY”** is a bonafide record of project work done by Ms. VIDYA. M of the Degree of Master of Arts in Economics under the guidance and Supervision of Mrs Jean Maria George and that it has not previously formed the basis For awarding for Degree, Diploma, Associate ship or Fellowship.

Place: Irinjalakuda

Date: 31/03/2023

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Head of the department
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CERTIFICATE

This is to certify that the project report entitled **“THE CONSUMERS PERCEPTION TOWARDS ONLINE SHOPPING, A CASE STUDY ON IRINJALAKUDA MUNICIPALITY”** is a bonafide record of project work done by **Ms. Vidya. M** of the Degree of Master of Arts in Economics under my guidance and Supervision and that it has not previously formed the basis for awarding for Degree, Diploma, Associate ship or Fellowship.

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Christ College, Irinjalakuda

DECLARATION

I, Vidya. M do here by declare that this project work entitled “**THE CONSUMER PERCEPTION TOWARDS ONLINE SHOPPING A CASE STUDY IRINJALAKUDA MUNICIPALITY** “ is a bonafide research paper in partial fulfillment of requirement for award of the degree of art in economics under the guidance and supervision of **Mrs. Jean Maria George**, Assistant Professor, Department of Economics, Christ College (Autonomous), Irinjalakuda. I also declare that This project report has not previously formed the basis for the award for degree, diploma, Associate ship, fellowship or other similar title recognition.

Place: Irinjalakuda

Ms. Vidya M

Date: 31/03/2023

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I express my sincere gratitude to everyone who assisted me in the development of this Project work. It is my pleasure to acknowledge those who motivated, encouraged and Helped me with this project work

I acknowledge my profound gratitude and gracious thanks to **Mrs. Jean Maria George**, Assistant Professor, Department of Economics, Christ College (Autonomous), Irinjalakuda for her valuable guidance and encouragement throughout the preparation of The project report.

I express my sincere thanks to **Sr. Rosy VO**, HOD Department of Economics and all. The faculty members of the Department of Economics, Christ College (Autonomous), Irinjalakuda for their co-operation and help

I acknowledge my sincere gratitude to **Rev. Dr. Jolly Andrews**, principal Christ College (Autonomous) Irinjalakuda. I express my sincere thanks to librarian and other Library staff of Christ College (Autonomous) Irinjalakuda for their whole hearted cooperation I would like to express my gratitude to my parents, brothers, sisters, friends for their Timely support and co-operation.

Above all I praise God Almighty who showered his Plentiful blessings upon me.

Place: Irinjalakuda

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**A STUDY ON THE MICRO SMALL-SCALE BUSINESS IMPACT: PROBLEM AND
PROSPECTS IN IRINJALAKUDA MUNICIPALITY**

Project report submitted to

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

MASTER OF ARTS IN ECONOMICS

BY

AMRUTHA PS

(Reg. CCAVMCO17)

Under the supervision of

Dr. SASI C



POST GRADUATION DEPARTMENT OF ECONOMICS

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

UNIVERSITY OF CALICUT

APRIL 2023

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This is to certify that the project report entitled “ **A STUDY ON MICRO AND SMALL-SCALE BUSINESS IMPACT:- PROBLEM AND PROSPECTS WITH SPECIAL REFERENCE TO IRINJALAKUDA MUNICIPALITY**” is a bonafide record of project work done by **Ms. AMRUTHA PS** in partial fulfillment of requirement for the award of the degree of Master of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for awarding for any degree, diploma, associate ship or fellowship.

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DECLARATION

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ACKNOWLEDGEMENT

I acknowledge my profound gratitude and gracious thanks to **Dr. Sasi C**, Assistant professor, Department of Economics, Christ College (Autonomous) Irinjalakuda for her valuable guidance and encouragement throughout the preparation of the project report.

I express my sincere gratitude to **Sr. Rosy V.O, HOD , DEPARTMENT** of economics and all the faculty members of the department of economics, Christ College (Autonomous) Irinjalakuda for their co-operation and help.

I acknowledge our sincere gratitude to **Rev. Dr. Jolly Andrews CMI**, principal Christ College (Autonomous) Irinjalakuda. I express my sincere thanks to librarian and other library staff of Christ College (Autonomous) Irinjalakuda for their whole hearted cooperation.

I am thankful to **all the respondents** in Irinjalakuda Municipality for their kind cooperation. I would like to express my gratitude to my parents, brothers, sisters, friends for their timely support and co-operation. Above all I praise **God Almighty** who showered his plentiful blessing upon me.

Place : Irinjalakuda

Ms. AMRUTHA PS

Date. :

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AN ANALYSIS OF FOOD SECURITY AMONG RURAL HOUSEHOLDS IN KERALA

Project report submitted to the University of Calicut in partial fulfillment of the requirement for
the award of the degree of

MASTER OF ARTS IN ECONOMICS

By

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Under the supervision of

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DEPARTMENT OF ECONOMICS

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MARCH 2023

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This is to certify that the project report entitled “**AN ANALYSIS OF FOOD SECURITY AMONG RURAL HOUSEHOLDS IN KERALA**” is a bonafide record of project work done by **Mr. ANAL APPUKUTTAN** in partial fulfillment of requirement for the award of the degree of Master of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for awarding for any degree, diploma, associateship or fellowship.

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DECLARATION

I **ANAL APPUKUTTAN**, do hereby declare that this project work entitled “**AN ANALYSIS OF FOOD SECURITY AMONG RURAL HOUSEHOLDS IN KERALA**” is a bonafide research paper in partial fulfillment of requirement for the award of the degree of Master of Arts in Economics under the guidance and supervision of Rev. **Sr. Rosy V.O**, Assistant professor, Department of Economics, Christ College (Autonomous) Irinjalakuda. I also declare that this project report has not previously formed the basis for the award of any degree, diploma, associateship, fellowship or other similar type recognition.

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ACKNOWLEDGEMENT

I acknowledge my profound gratitude and gracious thanks to **Rev. Sr. Rosy V.O**, HOD and Assistant Professor, Department of Economics, Christ College (Autonomous) Irinjalakuda for her valuable guidance and encouragement throughout the preparation of the project report.

I express my sincere thanks to all the faculty members of the Department of Economics, Christ College (Autonomous), Irinjalakuda for their co-operation and help.

I acknowledge our sincere gratitude to **Rev. Dr. Jolly Andrews CMI**, Principal Christ College (Autonomous) Irinjalakuda. I express my sincere thanks to the **Librarian and other library staff** of Christ College Irinjalakuda for their whole hearted cooperation.

I am thankful to **all the respondents** in the five districts for their kind cooperation.

I would like to express my gratitude to my parents, brothers, sisters, and friends for their timely support and co-operation. Above all, I praise **God Almighty** who showered his plentiful blessings upon me.

Place: Irinjalakuda

Anal Appukuttan

Date:

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**CONSUMER AWARENESS TOWARDS E-WASTE:
A CASE STUDY ON THRISSUR CORPORATION**

Project report submitted to
CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA
in partial fulfilment of the requirement for the award of the degree of
MASTER OF ECONOMICS

By
ANGELA PAUL
(Reg No: CCAVMECO19)

Under the supervision of
Dr. JEAN MARIA GEORGE



**POST GRADUATION DEPARTMENT OF ECONOMICS
CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA
UNIVERSITY OF CALICUT**

MARCH 2023

CERTIFICATE

This is to certify that the project report entitled “**CONSUMER AWARENESS TOWARDS E-WASTE: A CASE STUDY ON THRISSUR CORPORATION**” is a bonafide record of project work done by **Ms. ANGELA PAUL** in partial fulfilment of requirement for the award of the degree of Master of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for awarding for any degree, diploma, associate ship or fellowship.

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This is to certify that the project report entitled “**CONSUMER AWARENESS TOWARDS E- WASTE: A CASE STUDY ON THRISSUR CORPORATION**” is a bonafide record of project work done by **Ms. ANGELA PAUL** in partial fulfilment of requirement for the award of the degree of Masters of Arts in Economics under the guidance and supervision of Dr. Jean Maria George and that it has not previously formed the basis for awarding for any degree, diploma, associate ship or fellowship.

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Date: 31-03-2023

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I **ANGELA PAUL**, do hereby declare that this project work entitled “**CONSUMER AWARENESS TOWARDS E- WASTE: A CASE STUDY ON THRISSUR CORPORATION**” is a bonafide research paper in partial fulfilment of requirement for the award of the degree of Masters of Arts in Economics under the guidance and supervision of **Dr. Jean Maria George**, Assistant professor, Department of Economics, Christ College (Autonomous) Irinjalakuda. I also declare that this project report has not previously formed the basis for the award of any degree, diploma, associate ship, fellowship or other similar type of recognition.

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ANGELA PAUL

Date: 31-03-2023

ACKNOWLEDGEMENT

I acknowledge my profound gratitude and gracious thanks to **Dr. Jean Maria George**, Assistant professor, Department of Economics, Christ College (Autonomous) Irinjalakuda for her valuable guidance and encouragement throughout the preparation of the project report.

I express my sincere thanks to **Sr. Rosy V. O**, HOD, Department of Economics and all the faculty members of the department of economics, Christ college (Autonomous), Irinjalakuda for their co-operation and help.

I acknowledge our sincere gratitude to Rev. **Dr. Jolly Andrews CMI**, Principal Christ college (Autonomous) Irinjalakuda. I express my sincere thanks to **librarian and other library staff** of Christ College Irinjalakuda for their whole hearted cooperation.

I am thankful to **all respondents** in Thrissur corporation for their kind cooperation.

I would like to express my gratitude to my parents, brothers, sisters, friends for their timely support and co-operation. Above all I praise **God Almighty** who showered his plentiful blessings upon me.

Place: Irinjalakuda

Angela Paul

Date: 31-03-2023

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HEALTH EXPENDITURE OF HOUSEHOLDS IN KERALA

Project report submitted to

CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

In partial fulfilment of the requirement for the award of the degree of

MASTER OF ECONOMICS

By

ANITTA MA

(CCAVMECO20)

Under the supervision of

Dr. SASI C



POST GRADUATION DEPARTMENT OF ECONOMICS

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

UNIVERSITY OF CALICUT

APRIL 2023

CERTIFICATE OF THE HEAD OF THE DEPARTMENT

This is to certify that the project report entitled “**HEALTH EXPENDITURE OF HOUSEHOLDS IN KERALA**” is a bonafide record of project work done by **MS. ANITTA MA** of the Degree of Master of Arts in Economics under the guidance and supervision of **Dr. SASI C** and that it has not previously formed the basis for awarding for Degree, Diploma, Associate ship or Fellowship.

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Ms. Anitta M A

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ACKNOWLEDGMENT

I express my sincere gratitude to everyone who assisted me in the development of this project work. It is my pleasure to acknowledge those who motivated, encouraged and helped me with this project work.

I acknowledge my profound gratitude and gracious thanks to **Dr. Sasi C**, Assistant Professor, Department of Economics, Christ College (Autonomous) Irinjalakuda for his valuable guidance and encouragement throughout the preparation of the project report.

I express my sincere thanks to **Sr. Rosy VO**, HOD Department of Economics and all the faculty members of the Department of Economics Christ College (Autonomous) Irinjalakuda for their co-operation and help.

I acknowledge my sincere gratitude to **Rev. Dr. Jolly Andrews**, principal Christ College (Autonomous) Irinjalakuda. I express my sincere thanks to librarian and other library staff of Christ College (Autonomous) for their whole hearted co-operation.

I would like to express my gratitude to my parents, brothers, sisters, friends for their timely support and Co-operation. Above all I praise God Almighty who showered his blessings upon me.

Place: Irinjalakuda

Ms. Anitta M A

Date:

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**SOLAR CONSUMPTION PATTERN IN THRISSUR
DISTRICT**

Project report submitted to

CHRIST COLLEGE (AUTONOMOUS) IRINJALAKUDA

In partial fulfillment of the requirement for the award of the degree of

MASTER OF ARTS IN ECONOMICS

Submitted by

ANJITHA KB

(Register no: CCAVMEC021)

Under the guidance of

Dr SASI C



POST GRADUATE DEPARTMENT OF ECONOMICS
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CERTIFICATE

This is to certify that the project report titled “Solar consumption pattern in Thrissur District” is a bonafide record of project work done by **Anjitha KB** of the Degree of Master of Arts in Economics under the guidance and supervision of Dr Sasi c and that it has not previously formed the basis awarding for Degree, Diploma, Associate ship or Fellowship

Place: Irinjalakuda. St Rosy v o

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Christ College, Irinjalakuda

CERTIFICATE

This is to certify that the project report entitled “Solar consumption pattern in Thrissur District” is a bonafide record of project work done by **ANJITHA KB** of the Degree of Master of Arts in Economics under my guidance and supervision and that it has not previously formed the basis for awarding for Degree, Diploma, Associate ship or Fellowship.

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Assistant professor

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Christ College, Irinjalakuda

DECLARATION

I, Anjitha KB, do here by declare that this project work entitled “Solar consumption pattern in Thrissur District” is a bonafide research paper in partial Fulfillment of requirement for the award of the degree of Master of Arts in Economics Under the guidance and supervision of **Dr sasi C**, Assistant Professor, Department of Economics, Christ College (Autonomous), Irinjalakuda. I also declare that this project report has not previously formed the basis for the award for degree, diploma, Associate ship, fellowship or other similar title recognition.

Place: Irinjalakuda.

Mrs.ANJITHA KB

Date:

ACKNOWLEDGEMENT

I express my sincere gratitude to everyone who assisted me in the development of this Project work. It is my pleasure to acknowledge those who motivated, encouraged and helped me with this project work.

I acknowledge my profound gratitude and gracious thanks to **DR SASI C**, Assistant Professor, Department of Economics, Christ College (Autonomous), Irinjalakuda for her valuable guidance and encouragement throughout the preparation of the project report.

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I would like to express my gratitude to my parents, brothers, sisters, friends for their

Timely support and co-operation. Above all I praise **God Almighty** who showered his Plentiful blessings upon me.

Place: Irinjalakuda

Mrs.**ANJITHA KB**

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