

A Study on Commerce Students Attitude towards Online Classes during Lockdown Period (With Special Reference to Madurai City)

OPEN ACCESS

Manuscript ID:
COM-2021-09023656

Volume: 9

Issue: 2

Month: April

Year: 2021

E-ISSN: 2582-6190

Received: 07.01.2021

Accepted: 21.02.2021

Published: 01.04.2021

Citation:

Parimala, M., and V. Gayathri. "A Study on Commerce Students Attitude towards Online Classes during Lockdown Period (With Special Reference to Madurai City)." *ComFin Research*, vol. 9, no. 2, 2021, pp. 1-8.

DOI:

<https://doi.org/10.34293/commerce.v9i2.3656>




This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

M. Parimala

Associate Professor, Department of Commerce
Lady Doak College, Madurai, Tamil Nadu, India

V. Gayathri

Assistant Professor, Department of Commerce
Mangayarkarasi College of Arts and Science for Women, Madurai, Tamil Nadu, India
 <https://orcid.org/0000-0003-4307-5195>

Abstract

The COVID -19, lockdown period teaches many things to each one of us; all "WH" questions are answered to realize our self like Who we are? How is our life need to be? Which is necessary for life and What are all not important that much. To find the answer to any "WH" questions, critical thinking and knowledge are much important. This lockdown help to unlock our wisdom at the global level. Many of us got a chance to expose talents and skills which is hidden inside of them. Enrolled in online courses, attended webinars which keep each of the active and enthuse to gain more and more knowledge. Arts students get a chance to study basic computer language online courses. Teaching through virtual mode has become the requisite part of educational institutions around the world due to the pandemic crisis of COVID-19. The present study aims to determine the student's attitude towards e-learning, primary data and secondary data were used, primary data has been collected from II and III Year Commerce Students of Lady Doak College and Ambika College of Madurai. By using Convenient Sampling techniques, 120 respondents' datas' are collected with the help of a structured questionnaire. Through e-mail ID, a Google form link was shared to collect the datas'. Tools like Chi-Square, ANOVA, Correlation, t-test and Likert Scaling methods are used to analyze the attitude of the students towards online classes. Even though advantages of e-learning, it would not be meaningful if learners don't adapt to it.

Keywords: e-Learning, Students attitude, Online classes, COVID-19, Satisfaction Level, Lockdown Period.

Introduction

Learning is a continuous process; there is no age limit to learn something new in our life. In the olden days, students go to Gurukulam to learn and equip themselves to be good citizen. Later, so many institutions are started to make the younger citizens be knowledgeable person, Scientists, Doctors, Entrepreneurs etc. The COVID -19 made our routine life itself a tragedy one. All sectors are much affected and freezed. To mold a person as a perfect citizen with social responsibility, education plays a major role. Learning can be the main core not only to the students alone but to the faculties also. Any common changes at a global level may have its impact in any part of the education sector, that this COVID -19 also has its footpath in the education sector too. To stop the spreading of the virus at the global level, educational institutions are forced to shut down, to control the spreading of the virus; because of such reason, virtual platform mode is selected to teach during this lockdown period.

Thus it paves the way towards e-learning. An education institution was in dilemma to conduct the end semesters for the year 2019 and start the next academic year of II and III year students. Issue of mark sheets to the passed out students, Admission for the fresher's those who completed the Higher Secondary Examination. As per the Government order, all Educational institutions are completed 2019-2020 year and started the next academic year of 2020-21 and now end with ODD semesters with the examination. Students are much affected while comparing with anybody else because of this COVID-19; reason is education determines each of them. In this article, an attempt was made to analysis the Commerce Students Attitude towards Online Classes during lockdown period with Special reference to Madurai City". Learning through virtual mode becomes a part of the education sector, in which the students and faculties are connected comfortably. The use of a desktop, laptop, or smartphones and the internet forms a major component of this learning methodology. So e-learning becomes better for all types of sectors, particularly in the educational sector during the lockdown period.

Statement of the Problem

Teaching the students on campus changed and shifted to a new environment through virtual mode, which is new to the faculties and the students during this lockdown period. Faculties are informed to handle the classes through Google meeting link, ZOOM, or MS-TEAM. Not only teaching, evaluation with essay questions, Quizes, assignments also needs to be complete. With the backdrop, the present study aims to identify the attitudes of commerce students towards online classes.

Scope of the Study

Educational institutions are now in a new teaching and learning process with evaluation, which can be new challenges for them. During this COIVID-19 how the institutions performing in a better way for the betterment of students and how students are continuing their learning process through e-learning which can be an adventure for both students and faculties.

Objectives of the Study

- To Study the Attitude of students towards online classes.
- To Analyze the satisfaction level of students during online classes.
- To Know about factors affecting online classes.
- To Identify the health issues because of online classes.

Review of Literature

Neelam Dhamija (2016) "A Study on UG students' attitude towards the academic utilization of E-learning". An attitude scale was developed and the study was carried out on 300 students belonging to arts, commerce and science streams. Differences in attitude between different stream students were observed. The findings revealed that overall it was an affirmative approach towards E-learning among most of the students. There were no differences in attitude between arts and commerce students as well as arts and science students. Also, no differences reported between commerce and science students. Though, significant difference was reported among students concerning gender & rural & urban residence.

Methodology of the Study

Research Design

Descriptive and Analytical Research Design.

Determination of Sample Size

Sample Size: 120 (91 Respondents from Lady Doak College, 29 Respondents from Ambiga College Madurai)

Sampling Technique: Convenient Sampling Technique

Sources of Data

Primary Source: Structured Questionnaire was used to collect the data. Simple Percentage Method, Weighted Average Method, Garrett Ranking Method was adopted to measure the responses.

Method of Data Collection: Google form

Framework of Analysis

Inferential Statistics: t-Test, ANOVA, Chi-Square and Correlation were adopted to measure the responses.

Hypothesis

S. No	H0 / H1	Descriptions	Testing Methods
1	H0	There is no significant relationship between Health issues and duration of conducting online classes to the students.	Chi-Square Test
	H1	There is significant relationship between Health issues and duration of conducting online classes to the students	
2	H0	There is no significant relationship between usage of data and platform using in online classes.	t-test
	H1	There is significant relationship between usage of data and platform using in online classes	
3	H0	There is no significant relationship between Teaching methods and Satisfaction level of students in online classes.	ANVOA
	H1	There is significant relationship between Teaching methods and Satisfaction level of students in online classes.	

Limitations of the Study

- The study is based on the attitudes of Commerce Students alone and the factors given by them are subjective.
- The study covers only two educational institutions in Madurai city so that it may vary with other colleges within or outside of Madurai city.
- Attitudes of students can be changed at any time, so the same respondents' responses may vary in the future.

Analysis and Interpretation

Profile of the Respondents	Frequency	Percent
Age		
18-20	118	98.3
21- 22	2	1.7
Total	120	100

Number of Members in Family		
Two	1	0.8
Three	17	14.2
Four	80	66.7
More than Six	22	18.3
Total	120	100
Have Siblings		
No	14	11.7
Yes	106	88.3
Total	120	100
Number of Siblings Studying		
One	61	50.8
Two	12	10.0
Three	2	1.7
Four	3	2.5
Not Studying	28	23.3
Total	106	88.3
Educational Qualification of Siblings		
Primary	2	1.6
Secondary	10	8.3
Higher Secondary	26	21.7
Under Graduate	29	24.2
Post Graduate	11	9.2
Not Studying	28	23.3
Total	106	88.3
Number of Siblings Attend Online Classes		
No	28	23.3
Yes	78	65
Total	106	88.3
Year of Studying		
II Year	42	35.0
III Year	78	65.0
Total	120	100.0

Academic Details of the Respondents	Frequency	Percent
Name of the Institution in which the Respondents are Studying		
Ambiga College, Madurai	29	24.2
Lady Doak College, Madurai	91	75.8
Total	120	100.0

Details - Online Classes	Frequency	Percent
Online Classes Started on		
June 2020	29	21.7
August 2020	91	73.3
Total	120	100
Have Own Gadget to Attend the Online Classes		
No	21	17.5
Yes	99	82.5
Total	120	100.0
Type of Gadgets Available in Home		
Laptop	3	2.5
Smart Phone	77	64.2
Smart Phone and Laptop	28	23.3
Smart Phone, Laptop, Personal Computer	5	4.2
Smart Phone, Personal Computer	3	2.5
Smart Phone, Tablet	1	0.8
Smart Phone, Tablet, Laptop, Personal Computer	2	1.7
Tablet, Laptop	1	0.8
Total	120	100.0
Type of Gadget Using for Online Classes		
Laptop	8	6.7
Laptop, Tablet	1	0.8
Smart Phone	98	81.7
Smart Phone, Laptop	13	10.8
Total	120	100.0
Number of Subjects Studying through Online Classes		
Four	10	8.3
Five	58	48.3
Six	40	33.3
More than Six	12	10.0
Total	120	100.0
Prior Information to the Online Classes		
No	-	--
Yes	120	100.0
Total	120	100.0
Schedule for Online Classes Given		
No	-	-
Yes	120	100.0
Total	120	100.0

Number of Hours in a Day		
One Hour	28	23.3
Two Hours	2	1.7
Three Hours	82	68.3
More Than 3 Hours	8	6.7
Total	120	100.0
Break Time between the Classes		
No	57	47.5
Yes	63	52.5
Total	120	100.0
Duration of Break Time		
10 Minutes	49	40.8
5 Minutes	14	11.7
Total	120	100.0
Mode of Platform		
Google Class Meet	91	75.8
Zoom	29	24.2
Total	120	100.0
Material used to Deliver the Content		
PPT	56	46.6
Word Documents	38	31.6
Videos	18	15
Other	8	6.6
Total	120	100.0

Smart Phone and Data Connection	Frequency	Percent
Sim Card for Data Connection		
Act-Fibernet	1	0.8
Airtel	50	41.7
Idea	7	5.8
Jio	51	42.5
Vodafone	10	8.3
WIFI	1	0.8
Total	120	100.0
Offer Availed during the Recharge		
No	93	77.5
Yes	27	22.5
Total	120	100.0
Amount Spend to Recharge		
Above Rs.600	10	8.3
Less Than Rs.100	12	10.0
Rs.200 – Rs.400	33	27.5

Rs.400 – Rs.600	17	14.2
Total	120	100.0
Using of Mobile Data		
One Month Data Pack	1	0.8
Hotspot	2	1.7
Integrated Service Digital Network (ISDN)	1	0.8
Through Wireless Modem	1	0.8
Through My Own Network	102	85.0
Through WIFI Connection	13	10.8
Total	120	100
Health Problems while using Smart Phones and Computers		
No	37	30.8
Yes	83	69.2
Total	120	100.0

Types of Health Problem		
Anxiety and Depression	14	11.7
Head Ache	20	17
Eyestrain And Eye Pain	40	33
Neck Pain, Back Pain	4	3.3
Other Problems	5	4.1
Total	83	69.2
Preference of Learning Mode		
Physical Class Room	104	86.7
Virtual Mode	16	13.3
Total	120	100.0
Online Class Gives Relief and Relaxation from the Pandemic Time		
No	74	61.7
Yes	46	38.3
Total	120	100.0

Opinion	Frequency		Percent	
	No	Yes	No	Yes
Are You Already Aware of the Platform Which Now You are Using for the Online Class?	36	84	30.0	70.0
Do You Find any Difficulty to Use the Tools or to Handle the Platform Using for the Online Class?	64	56	53.3	46.7
Is There any Activity/Assessment is Conduct during the Online Class?	10	110	8.3	91.7
Whether the Online Class is Interactive	36	84	30.0	70.0
Whether Your Faculty Well Prepared for the Online Class and Using the Technology in Best Way?	13	107	10.8	89.2
Do You Feel Those Faculties are not Able to Handle and Monitor the Class Effective in Online?	95	25	79.2	20.8
Total	120		100	

Source: Primary data

Likert Scaling

Satisfaction Level of the Respondents Regarding Online Classes

Consider	Highly Satisfied (HS)	Satisfied (S)	Dissatisfied (DS)	Neither Satisfied Nor Dissatisfied (ND)	Highly Dissatisfied (HDS)
Value	5	4	3	2	1

Factors	HS	S	DS	ND	HDS	Mean Score	Rank
I satisfied with the Security Issues	12	30	8	54	16	3.117	X
I satisfied with video and audio clarity during the class	26	39	23	28	4	3.5	VI
Interaction between student and teachers is weak	49	28	20	2	21	3.533	VIII
Delivery of the content are understandable	32	46	5	31	6	3.775	III
Problem papers are easy to understand	20	37	3	53	7	3.5	VI
I don't have any network problems during online classes	18	37	15	47	3	3.433	IX

My family environment is suitable to learn and financially affordable	26	61	12	16	5	3.758	IV
Usage of teaching aid	31	57	1	29	2	3.95	I
I satisfied with assessments and activities of the courses	21	69	10	8	12	3.642	V
Time management is effective in online classes	45	38	9	23	5	3.908	II

Source: Computed data

From the table, it shows the satisfaction level of students in each statement, in which it was found that most of the students were satisfied with teaching aid used in online classes no problem behind the usage of teaching aids, so it has a high mean score of 3.95 and it was ranked as first. Also, many of the students were satisfied with the time management in online classes, so it has mean score of 3.908 and it was ranked second. Video and audio clarity and understanding of problem papers were got the same rank as sixth. Most of the students were not satisfied with the security issues because they don't have

proper security protection and it was ranked as last because the students were are not satisfy with the security issues when compared to other apps.

Chi-Square Test

H0: There is no significant relationship between Health issues and the duration of conducting online classes for the students.

H1: There is a significant relationship between Health issues and the duration of conducting online classes for the students.

Cross Tabulation between Health Issues and Duration of Online Classes of the Students

Particulars		Number of Hours Conducts Online Classes Per Day				Total
		One Hour	Two Hours	Three Hours	More Than Three Hours	
Facing Health Issues	Yes	13	0	62	8	83
	No	15	2	20	0	37
Total		28	2	82	8	120

Source: Computed data

Chi - Square Test Computed Values

Particulars	Value	Df	Asymp. Sig. (2-Sided)
Pearson Chi-Square	137.574 A	8	0.000
Likelihood Ratio	30.065	8	0.000
N. Of Valid Cases	120		

Source: Computed data

The above table, shows usage of more hours in Electronic gadgets causes health issues of the students. Under chi-square test calculation, a significant value (0.05) is greater than the calculated value (0.000). Therefore, there is a significant relationship between health issues and the duration of online classes for the students. So, the null hypothesis is rejected.

t-Test

Paired Sample t-Test

H0: There is no significant relationship between

usage of data and platform using in online classes

H1: There is significant relationship between usage of data and platform using in online classes

Paired Sample Statistics

Variables	Mean	N	Std. Deviation	Std. Error Mean
Usage of Data in Online Class	1.64	120	0.658	0.060
Plat Form Using for Online Classes	1.78	120	0.522	0.048

Paired Samples Correlations

Variable	N	Correlation	Sig.
Use Age of Data in Online Class & Platform Using for Online Classes	120	0.237	0.009

Paired Sample t-Test

Particulars	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t-Value	Df	Sig. (2-Tailed)
				Lower	Upper			
Usage of Data in Online Class Platform Using for Online Classes	0.142	0.737	0.067	0.275	0.008	2.106	119	0.037

Source: Computed data

The above shows that usage of data in online classes and the platform using for online classes were positively correlated at 0.237, $P < 0.0001$). The significant value (0.05) is greater than the calculated value 0.037. There is significant relationship between data usage in online classes and the platform using for online classes. So null hypothesis is rejected.

ANOVA

H0: There is no significant relationship between Teaching methods and the Satisfaction level of students in online classes.

H1: There is a significant relationship between Teaching methods and the Satisfaction level of students in online classes.

ANOVA						
Factors	Anova	Sum of Squares	Df	Mean Square	F	Sig.
Delivery of content are understandable (F1)	Between Groups	21.970	1	21.970	14.579	0.000
	Within Groups	177.822	118	1.507		
	Total	199.792	119			
Interaction between teachers and student in online classes (F2)	Between Groups	17.131	1	17.131	7.673	0.007
	Within Groups	263.461	118	2.233		
	Total	280.592	119			
Problem papers are easy to understand (F3)	Between Groups	30.599	1	30.599	22.007	0.000
	Within Groups	164.068	118	1.390		
	Total	194.667	119			
I satisfied with assessment and activity (F4)	Between Groups	15.839	1	15.839	12.849	0.000
	Within Groups	145.461	118	1.233		
	Total	161.300	119			
Time management is effective in online classes (F5)	Between Groups	10.456	1	10.456	7.037	0.009
	Within Groups	173.863	117	1.486		
	Total	184.319	118			

Source: Computed data

- The above table shows that using teaching methods and the satisfaction level of the students towards online classes, the level of satisfaction was tested in each Factor.
- The P value of a F1 - 0.000, F3 - 0.000, F4 - 0.000 is less than the significance value (0.01).
- Therefore there is a significant relationship between teaching methods and the satisfaction level of students regarding the delivery of the content understanding level of problem papers, Assessment and activity in online classes. so, the null hypothesis is rejected
- The P value of a F2 - 0.007, F5 - 0.009 is more than the significant value (0.05).
- There is no relationship between teaching methods and satisfaction level of interaction between students and teachers in online classes, Satisfaction regarding effectiveness in time management, so the null hypothesis is accepted.

Suggestions

- Students study five to six subjects in a semester through e-learning; time management was a major constraint for them to complete the academic work to look over it.
- Even though virtual learning helps them to improve their knowledge but they face some health issues, so parents and the faculty must take responsibility.
- Lockdown period must utilize properly; using the smart phone by all the time is need to monitor by the parents who are more responsible.
- The major drawback in e-learning is not able to identify the reaction of the students, so other then the academic mode of teaching faculties can arrange for meeting to share the views of students related to e-learning, since it is new for both the side.

Conclusion

Learning through virtual mode during this lockdown period is much useful for the students but they prefer to be attending the classes on campus, where they can get better touch with the faculties and friends of them. Much interested in learning new things through e-learning but because of network issue, data card problems, power cut issues both students and faculties are much affected.

References

- Abbasi, Sahar, et al. "Perceptions of Students regarding E-learning during Covid-19 at a Private Medical College." *Pakistan Journal of Medical Sciences*, vol. 36, 2020.
- Adewole-Odeshi, Egbe. "Attitude of Students Towards E-learning in South-West Nigerian Universities: An Application of Technology Acceptance Model." *Library Philosophy and Practice*, 2014.
- Adnan, Muhammad, and Kainat Anwar. "Online Learning amid the COVID-19 Pandemic: Students' Perspectives." *Journal of Pedagogical Sociology and Psychology*, vol. 2, no. 1, 2020.
- Ali, Naila, et al. "Attitude of Nursing Students towards E-Learning." *Advances in Health Professions Education*, vol. 2, no. 1, 2016.
- Bernard, Robert M., et al. "The Development of a Questionnaire for Predicting Online Learning Achievement." *Distance Education*, vol. 25, no. 1, 2004, pp. 31-47.
- Dhamija, Neelam. "Attitude of Undergraduate Students Towards the use of e-Learning." *MIER Journal of Educational Studies, Trends and Practices*, vol. 4, 2016, pp. 123-135.
- Kisanga, Dalton H. "Determinants of Teachers' Attitudes towards E-Learning in Tanzanian Higher Learning Institutions." *International Review of Research in Open and Distributed Learning*, vol. 17, no. 5, 2016, pp. 109-125.
- Margaret Divya, A., and Suganthi Priya. "A Study on the Impact of Covid-19 on Students Learning Experiences with Special Reference to Madurai City." *ComFin Research*, vol. 9, no. 1, 2021, pp. 11-16.
- Peytcheva-Forsyth, Roumiana. "Factors Affecting Students' Attitudes Towards Online Learning - The Case of Sofia University." *AIP Conference Proceedings*, 2018.
- Saravanakumar, AR., et al. "Educational Technological Vision on Distance Mode (DM) in Teacher Education Programme (TEP)." *Global Web Conference on Multidisciplinary Research and Development*, 2020.
- Ullah, Obaid. "Students' Attitude towards Online Learning at Tertiary Level." *PUTAJ - Humanities and Social Sciences*, vol. 25, no. 1-2, 2017, pp. 63-82.
- Zhu, Yue. "University Students' Attitudes toward Online Learning in a Blended Course." *AARE Annual Conference*, 2013.

Author Details


Mrs. M. Parimala, Associate Professor, Department of Commerce, Lady Doak College, Madurai, Tamil Nadu, India

Ms. V. Gayathri, Assistant Professor, Department of Commerce, Mangayarkarasi College of Arts and Science for Women, Madurai, Tamil Nadu, India, **Email ID:** gayathrivelu135@gmail.com

GST Repercussion on Financial Reporting under IND AS Regime

Heena Tabasum

*Research Scholar, Department of PG Studies and Research in Commerce
Kvempu University, Shimoga District, Karnataka, India*

 <https://orcid.org/0000-0003-1564-061X>

OPEN ACCESS

Manuscript ID:
COM-2021-09023660

Volume: 9

Issue: 2

Month: April

Year: 2021

E-ISSN: 2582-6190

Received: 28.01.2021

Accepted: 09.03.2021

Published: 01.04.2021

Citation:
Tabasum, Heena, and
S. Venkatesh. "GST
Repercussion on Financial
Reporting under IND
AS Regime." *ComFin
Research*, vol. 9, no. 2,
2021, pp. 9-13.

DOI:
[https://doi.org/10.34293/
commerce.v9i2.3660](https://doi.org/10.34293/commerce.v9i2.3660)



This work is licensed
under a Creative Commons
Attribution-ShareAlike 4.0
International License

S. Venkatesh

*Professor and Chairman, Department of PG Studies and Research in Commerce
Kvempu University, Shimoga District, Karnataka, India*

Abstract

Indian economy witnessed the biggest reform ever seen since independence is the GST introduction and application of accounting standards converged with Global standards, namely, IND AS. Both GST and IND AS are scorching topics of the period, as taxing goods or services and accounting can be seen as dependent on each other as they go in tandem with each other. Changes can be witnessed in the field of business, finance, accounting and reporting due to the GST move in India along with changes in tax command. Financial information is the primary source of information to the users to know about the performance of the company, which is prepared by considering the guidelines of IND AS and the transaction value is determined by considering GST law. This paper intends to bring light to the area of impact of GST on reporting of financial performance under the IND AS regime by considering GST aspects like an input tax credit, revenue recognition, events treatment etc., for this purpose, both primary and secondary data has been used. Analysis is done by using some statistical tools, test, graphs, and tables. With GST introduction, every business has changed and do with accounting practices; an attempt has been made to trace such changes and their impact.

Keywords: GST, IND AS, ITC, Disclosure, Revenue Recognition, Financial reporting, PPE

Introduction

Financial reports are demanded by the investors, who are the prime virtue for getting information about its performance, financial position, and profitability. The corporates have to report their performance to both internal and external parties by following the guidelines of Indian Accounting Standards, which are converged with IFRS. Financial reports in our country should be prepared by considering IND AS, which has been significantly changed due to the introduction of GST, as it is a destination-based tax system that bring a paradigm shift in the old indirect tax regime by subsuming most of the indirect taxes. Financial Reporting is the movement of information from the private domain to the public domain. The information communicated to the external parties should be in a proper manner. Such a tool for communicating financial information is the financial statements; such financial statements need to be prepared by considering and following guidelines under Indian Accounting Standards, popularly known as IND AS. Due to enforcement of GST law in the Indian economy, its repercussion can be seen in accounting backed by IND AS.

Concepts

1. **GST:** It is an indirect tax that subsumed most of the indirect taxes in India and levied on the supply of goods or services or both. It is a destination-based value-added tax levied by the Govt. of India on all the stages of the production process, which is meant for a refund for all the parties involved in the stages of production except to the final consumer. The burden of the tax finally falls to the ultimate consumers.
2. **IND AS:** Indian Accounting Standards, abbreviated as IND AS, is the accounting standards adopted by the Companies in India issued under the supervision of the Accounting Standard Board. IND AS are the rules according to which accounting statements have to be prepared. They demand minimum levels of disclosure, establish fundamental principles, delineate the meanings of terms, and stipulate how numbers must be calculated.
3. **Financial Reporting:** Financial Reporting refers to the system of preparing and submitting the financial reports disclosing their financial position and performance with necessary details, notes, statements, and other information to different stakeholders.

Need for Study

Transition to GST in India brings not only changes in tax structure but certainly on complete business, finance, accounting, and reporting. Accounting is a language of business that communicates financial information, performance and position of a company to its stakeholders and shareholders, either existing or prospective. Such information is a tool to make financial and investment decisions. Financial reporting, which includes the financial statements, needs to be prepared as per IND AS, which are converged with IFRS to facilitate uniformity, transparency, comparison and meeting global standard requirements. With the primer of GST, the implication of it is not only restricted to taxation. Its implication goes beyond taxation and it fundamentally impacts various aspects of finance, accounting, and reporting and such changes have to be analyzed carefully.

Objectives of the Study

1. To understand the interplay of GST with IND AS accounting.
2. To highlight the repercussion of GST on IND AS financial reporting.
3. To analyze the perception of accountants towards GST implication on IND AS financial accounting.
4. To offer suggestions based on the findings of the study.

Study Hypothesis

H0: There is no significant impact of GST on IND AS Financial reporting

H1: There is a significant impact of GST on IND AS Financial and reporting

Research Methodology

Data Source: The present study is based on the information which is collected by both the type of data such as, Primary data which is collected by distributing a questionnaire to the respondents and by conducting a personal interview. Secondary data is collected from reviewing various articles, newspapers, magazines, books and different websites.

Sampling: For the purpose of achieving the objectives, the present study undertook a sample of 50 respondents, who are the accountants working in selected companies of Bangalore and a convenient sampling technique has been used.

Statistical Tools and Techniques: For the purpose of analyzing the data collected from various sources, certain statistical tools and techniques have been used, such as tables, percentages and Chi-square test. Results and Discussions: The data from the sources have been analysed and the major findings from the analysis are discussed as below. Hypothesis Testing the Chi-square test has been used to test the formulated hypothesis.

Table 1: Impact of GST on IND AS Financial Reporting

Particulars	Observed (O)	Expected (E)	O-E	(O-E) ²
Yes	45	37	08	64
No	05	13	-08	64