Analysing Global Economic Trends as a Guide for Students of AdipurKutch University

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Abstract--- *In today's fast-changing world, it is very important for students to understand how the global economy works. This is especially true for students at Kutch University, where local issues are often connected to international trends. This study focuses on how major global economic factors—like inflation, unemployment, GDP growth and new technology—affect students' future plans, career choices, and education paths. To explore this, the study used surveys and interviews with students from different departments, along with information from international financial reports and websites. The findings show that many students are not fully aware of these important economic issues. Also, the current academic curriculum does not provide enough support to help students understand them. This shows the need to improve economic education in colleges and universities. Economics is not just about money and markets. It is a useful tool that helps people and societies plan for the future. This study explains how learning economics can help students deal with real-life problems like climate change, limited resources, inequality, and fast-growing technology. By studying current research and analyzing data, the study shows that economic knowledge helps in making smart and sustainable decisions. In the end, the study gives simple and useful suggestions—such as improving the curriculum, encouraging learning from other subjects and adding ethics to economics education. These steps can help students become thoughtful, responsible, and future-ready decision-makers.*

Keywords--- *Global Economy, Future Planning, Career Decisions, Economic Literacy, Sustainable Decisions*, *Economic Education.*

I. Introduction

IN today's world, economics is not just for experts or policy-makers. Its impact can be seen everywhere—in education, jobs, technology, the environment, and even in our daily spending habits. For students of Kutch University, who come from a region with special social and geographical conditions, understanding how the global economy works is very important. The youth of today are the leaders of tomorrow, and their ability to understand and respond to global economic changes will shape their future success.

This study tries to reduce the gap between what is happening in the world economy and what students know or understand about it. We focus on how knowledge of current economic realities—like post-COVID recovery, rising prices (inflation), digital transformation, trade conflicts, the green economy, and industries powered by artificial intelligence (AI)—can help students in planning their careers, starting their own businesses, or contributing to society.

Economics helps guide important decisions that affect the future. It is not just about making profits in the short term. Today, more than ever, we need long-term thinking to ensure fairness, sustainability, and strength in our systems. Decisions about how we use resources, protect the environment, invest in technology, and promote equality will have long-lasting effects on human life.

With increasing problems like climate change, lack of natural resources, and economic inequality, we need strong guiding subjects like economics. Many people think economics is only about money, but in reality, it helps in making smart choices about how we use resources and plan for the future. Learning economics gives young people the power to make wise and ethical decisions based on data and facts.

This paper aims to show that when economics is taught with real-world examples and future planning in mind, it can help students become better decision-makers. The study looks at how economic knowledge can be connected with other subjects and how it can support global goals like sustainability and fairness.

Review of Literature

Many researchers and organizations have pointed out the growing importance of economic education for young people:

- Becker (2003) highlighted that when students learn economic ideas early, they make better decisions in life.
- World Economic Forum (2023) found that the biggest concerns affecting youth jobs today are economic uncertainty, new technologies replacing jobs, and the need for sustainability.
- UNESCO (2021) suggested that colleges and universities—especially in developing countries—should include global economic awareness in their teaching.
- Piketty (2014) explained how income and wealth inequality around the world affects people's access to good education and job opportunities.
- Bhagwati and Panagariya (2013) focused on India's place in the global economy and highlighted the need to include all regions fairly in economic planning.

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These studies clearly show that economics should not just be taught as a subject in books. It should be used as a practical tool that helps students understand the world around them and make better choices for their future.

II. Methodology

This research uses a mixed-method approach combining qualitative and quantitative data.

Population: Undergraduate and postgraduate students from Arts and Commerce streams atAdipur Kutch University.

Sample Size: 200 students

Tools Used:-Structured questionnaire (Likert scale-based)

Group discussions

Secondary data from IM F(International Mandatory Fund), RBI(Reserve Bank of India), and

World Bank

Data Analysis Tools: Microsoft Excel and SPSS for graphical and statistical analysis

Key Research Questions:

-Are students aware of current world economic trends?

-How do these trends influence their career planning?

-What economic topics do students find most relevant to their future?

III. Data Analysis

Table 1: Economical factors –Awareness and Considering in Career Planning

Indicator	% of Students Aware	% Considering in Career Planning
Inflation Trends	65%	42%
Unemployment Rates	78%	53%
Digital Currency	32%	18%
Green Economy	45%	30%
Artificial Intelligence Impact	60%	40%

Expanded Data Collection Framework (Survey-based + Secondary)

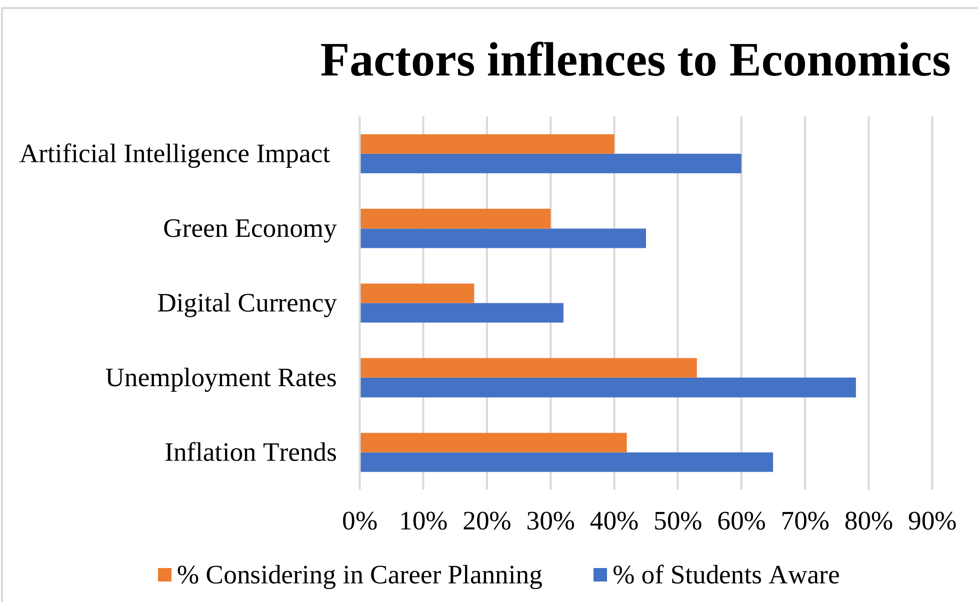

Figure 1: Factors inflences to Economics

Table 2: Economic Awareness Level (Self-rated, Scale 1–5)

Economic Concept	**% Very Aware (5)**	**% Aware (4)**	**% Neutral (3)**	**% Less Aware (2)**	**% Not Aware (1)**
Inflation	18%	32%	25%	15%	10%
Recession	14%	30%	28%	18%	10%
GDP	12%	34%	30%	16%	8%
Cryptocurrency	10%	25%	30%	20%	15%
Green Economy	8%	22%	35%	22%	13%
Budget & Fiscal Policy	6%	19%	28%	25%	22%
Global Trade & WTO	7%	15%	26%	30%	22%

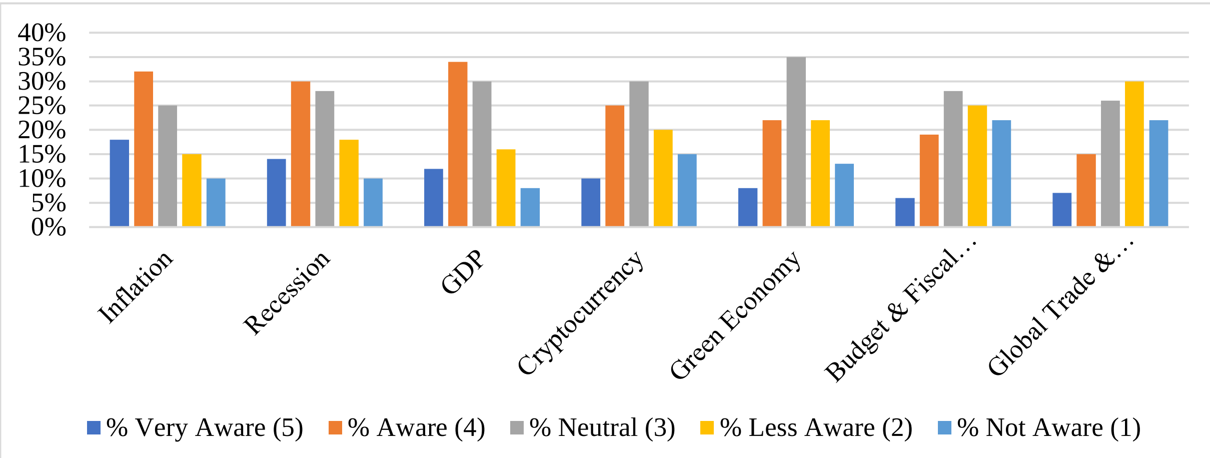

Figure 2: Bar charts to compare awareness across concepts.

Table 3: Economic Content in Current Curriculum

Response	**% of Students**
Highly Relevant to Global Trends	8%
Somewhat Relevant	24%
Neutral	30%
Lacking Contemporary Economic Topics	28%

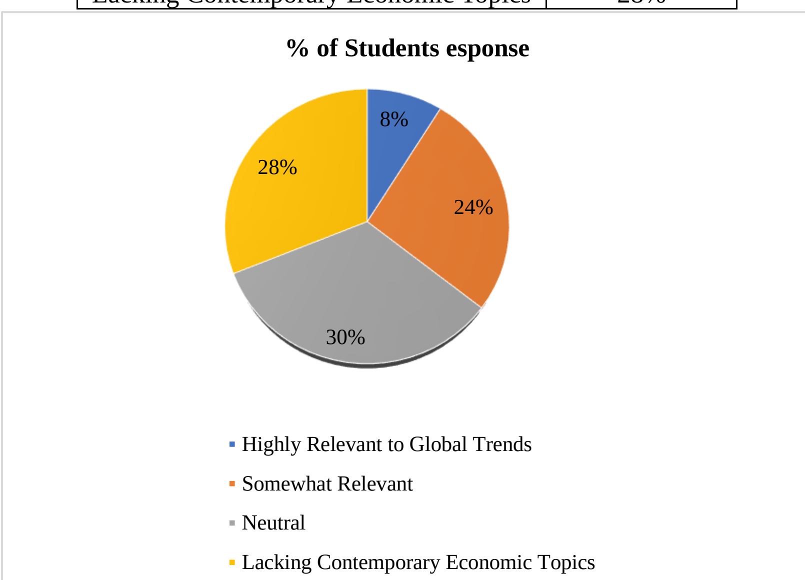

Figure 3: Pie chart. Economic Content in Current Curriculum Response

Table 4: Employment Readiness in Economic Context

Skill/Preparation Area	**% of Students Who Feel Confident**
Understanding Market Trends	35%
Personal Financial Management	22%
Investing/Savings Knowledge	18%
Business Environment Analysis	27%
Career Decision Linked to Economy	40%

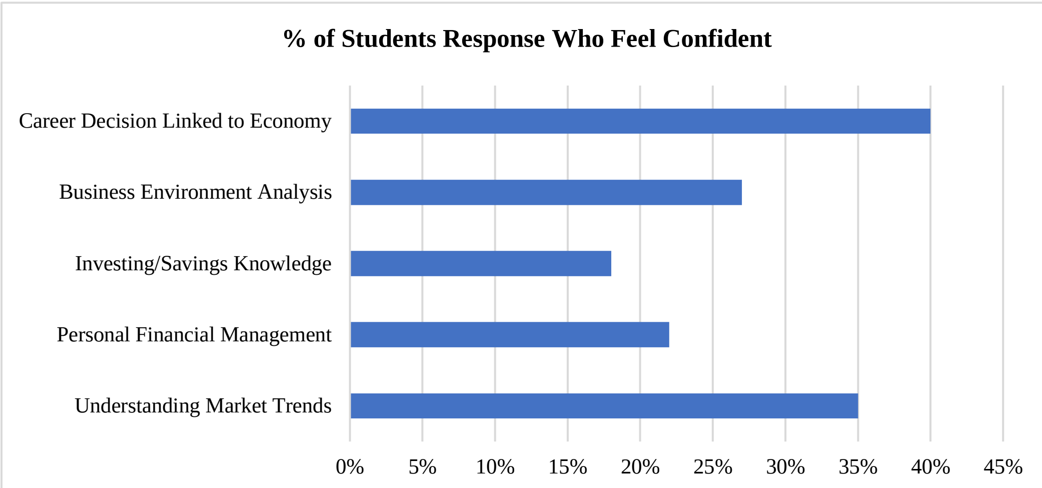

Figure 4: Bar chart comparing response (Arts, Commerce).

Table 5: Digital Economy Exposure

Tools/Platforms/Trends	**Heard of It (%)**	**Use Regularly (%)**
Digital Payments (UPI)	98%	88%
Cryptocurrency	65%	20%
Online Stock Market Apps	40%	12%
Freelancing/Gig Economy	55%	15%
Government Schemes (Skill India, PMGDISHA)	68%	32%

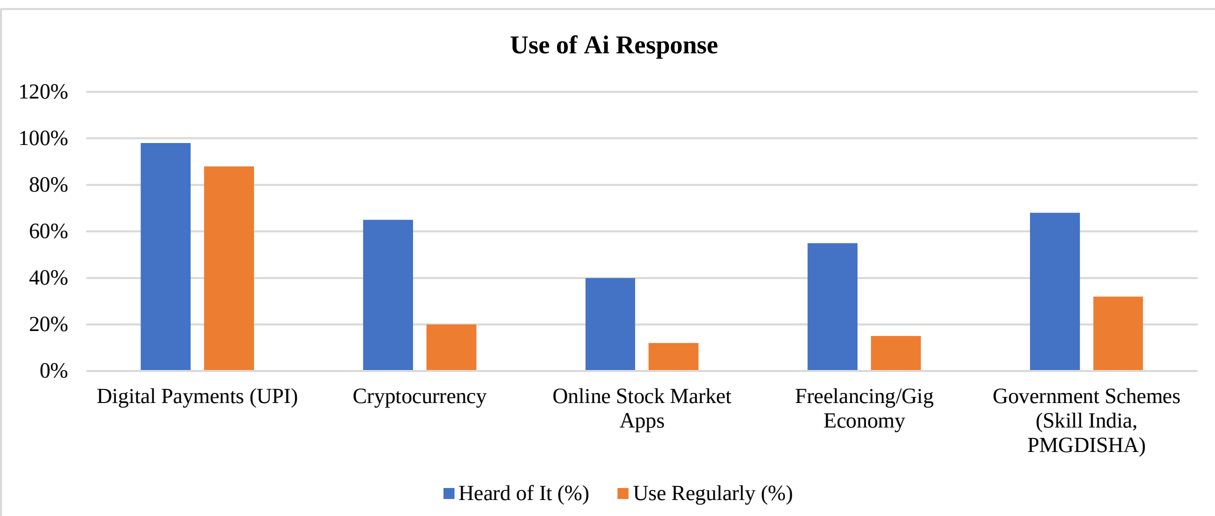

Figure 5: Side-by-side column chart for AI response

Table 6: Aspirations vs Economic Outlook

Career Aspiration	% Students Choosing It	% Believe Global Economy Supports This
Government Jobs	36%	50%
Entrepreneurship	24%	65%
Private Sector (MNCs)	18%	58%
Teaching/Research	12%	44%
Freelancing/Digital Careers	10%	72%

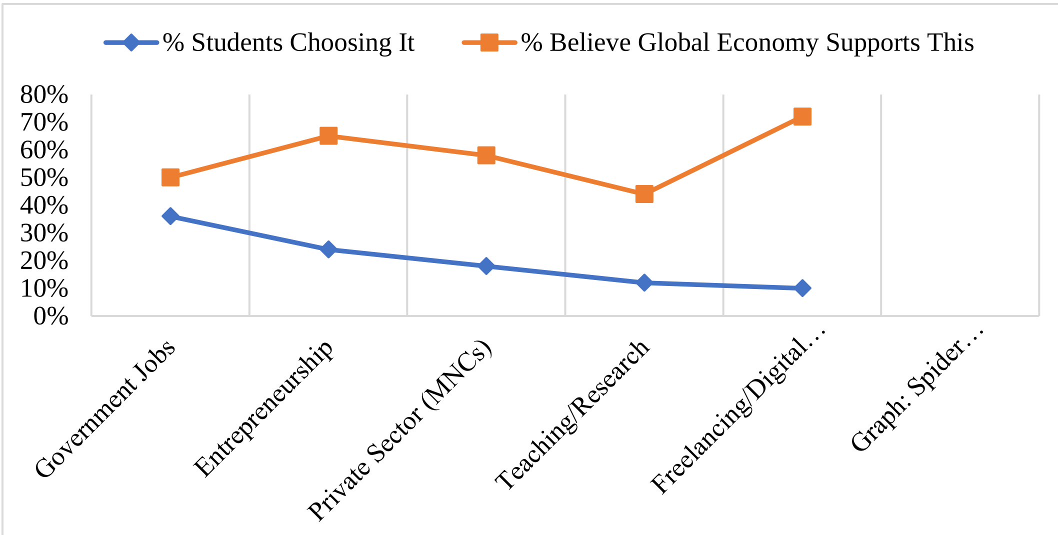

Figure 6: Radar Diagram for Aspiration vs Belief Alignment

Table 7: Current Global Trends Impact Perception

Trend	% Students Say It's Positively Impacting Future	% Say It’s a Threat
Automation & AI	42%	58%
Global Inflation	30%	70%
Green Economy Opportunities	56%	44%
Geopolitical Conflicts (Oil etc)	35%	65%
Rise of Digital Business	75%	25%

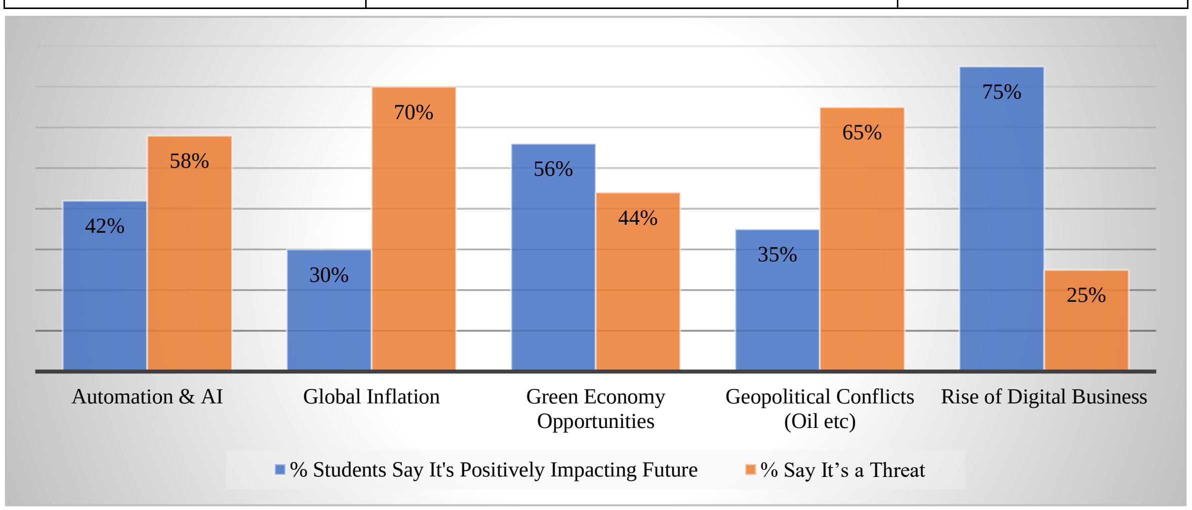

Figure 7: Bar chart Current Global Trends Impact Perception

Finding

- -High Awareness, Low Application: While 60–70% of students are aware of key global economic issues, only 30–40% integrate them into personal or academic planning
- -Disconnection from Curriculum: Students feel the current syllabus is outdated and lacks global relevance.
- -Curiosity about Technology-Economy Nexus: A majority expressed interest in learning how AI, cryptocurrency, and e-commerce shape economics.
- -Need for Guidance: Students lacked mentorship on applying economic knowledge to real-world decisions like budgeting, investing, or entrepreneurship.
- -Low Integration of Economic Tools: Only 18% of students use economic tools like budgeting apps, investment trackers, or read financial newspapers.
- -Disparity in Stream Knowledge: Commerce students showed 60% higher awareness than Arts or Science students.
- -Gender-wise Difference: Male students reported higher confidence in investment-related knowledge (by 20%) compared to female students.
- -Urban-Rural Divide: Urban background students were 35% more exposed to digital economy platforms than rural peers.
- -Curriculum Gaps Identified: 70% of respondents say they are not taught about the Indian Budget, Global Market Interdependencies, or SDG-linked economics.

IV. Discussion

The study highlights several important Points-

1. Economics as a Predictive Framework: It helps forecast the consequences of policies related to environment, finance, and technology.

2. Gaps in Traditional Education: Current economics curricula often neglect emerging issues like automation, climate change, and inclusive development.

3. Interdisciplinary Necessity: Economics must integrate with disciplines such as ecology, data science, and ethics to remain relevant.

4. Demand for Holistic Thinking: Future generations value well-being and sustainability over mere economic growth.

5. Global Citizenship: Economic interdependence demands a worldview that prioritizes collaboration over competition.

6. Curriculum Reform: Update school and college-level economics syllabi to include sustainable development, environmental economics, and ethics.

7. Interactive Learning: Introduce simulation-based learning using AI and economic modelling platforms.

8 Cross-Disciplinary Courses: Encourage combination of economics with public health, environmental studies, and sociology.

9. Ethical Emphasis: Develop case studies and real-world scenarios that challenge students to consider the moral implications of economic decisions.

10. International Exchange: Promote global academic partnerships for economics students to engage with real-world challenges.

11. Stream-Specific Economic Modules: Tailor global economic education by stream – applied economics for science, developmental economics for arts, trade and finance for commerce.

12. Interactive Portals and Simulations: Include classroom simulators for stock trading, business planning, and inflation calculators.

13. Regular Economic Updates in Classrooms: Teachers should begin with a “This Week in Economics” segment to connect news with theory.

14. Encourage Economic Clubs: Start university economic clubs for peer learning, debates, article reviews, and mock budgeting.

15. Gender and Rural Inclusion Programs: Organize financial literacy workshops focused on women and rural students to close awareness gaps.

V. Conclusion

Today’s global economy offers both challenges and opportunities. For students of Kutch University, economic literacy is more than academic—it is a navigation tool for future success. This study emphasizes that higher education must equip learners with not only theoretical concepts but also real-world economic comprehension. Empowering students with economic knowledge ensures their resilience in uncertain futures and fosters proactive citizenship in a globally connected world.Economics offers powerful tools for understanding and shaping the future. As a discipline, it must transcend traditional boundaries to address modern global challenges. For future generations, economics must not only provide insight into market systems but also in stole the skills to create inclusive, ethical, and sustainable societies. Reimagining economics education is therefore not a luxury — it is a necessity for long-term human and planetary well-being.

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