

# Global Economic Impact of COVID - 19 Pandemic: An Empirical Study

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## Abstract

*The virus is also commonly known as Coronavirus or SARS-CoV-2, which affects the respiratory system of the human body. Till 5th December'20, 65,257,767 confirmed cases including 1,513,179 deaths had been reported by World Health Organisation. The virus is so dangerous that no spared even Mr Donald Trump, the President of United States of America, British Prime Minister, Boris Johnson and many more renowned personalities of the world. Due to long lock down and interval of economic activities, the world facing an economic recession. In this paper, researcher analyzed global recession and the factors involved in it, and carefully concluded some predictions about the economic condition in post pandemic era.*

**Keywords:** COVID – 19, Economic Recession, Global Economy, Impact Analysis.

## Introduction

The world was introduced with deep trouble – an unknown pandemic named COVID -19 at the end of the year 2019, the deadly virus which placed the world into a standstill situation. The virus is also commonly known as Coronavirus or SARS-CoV-2, which affects the respiratory system of the human body and very much infectious. The birthplace of Coronavirus is the Wuhan province of China, and the first case of COVID -19 was diagnosed in the month of December'2019. Coronavirus belongs to the Coronaviridae virus family. Clinical experiments proved that antibiotic does not work against this virus, and it has an ability to develop bacterial infection. No licensed medication is invented for the disease, and scientists, researchers and doctors are conducting clinical trials for the vaccination which is likely to launch in UK and USA by December '20, but no full-proof argument is set yet in favour of these vaccinations. The virus is so dangerous that no spared even Mr Donald Trump, the President of United States of America, British Prime Minister, Boris Johnson and many more renowned personalities of the world. Till 5<sup>th</sup> December'20, 65,257,767 confirmed cases including

1,513,179 deaths had been reported by World Health Organisation which suppressed the figure caused in both World War I and II, even other earlier pandemics like SARS and MARS. While spearing its death wheel across the globe, the deadly virus made the world spellbound and forced the world to stop all kind of activities which impacted the world economy. Some now world like “social distancing” “ lockdown” was introduced to the human population, which could be considered as the alternatives of medicines and vaccinations. Since the last week of March, economic activities were either controlled wholly or partly in the major developed and developing countries of the world. The Prime Minister of India, Mr Naredra Modi, pronounced a new mantra, “JAAN HAI TO JAHAAH HAI” ( First safeguard your life and then your wealth and economy” to combat with the pandemic and announced “ lockdown” for 22 days which was later extended for about 100 days and opened phase-wise by officering due relaxations in different sectors. Due to the non-performance of industries, the world faced a robust economic recession, and the impact is very pathetic. In this chapter, the researcher has depicted the impact of COVID-19 in the global economy.

## Objectives

The primary objectives of the study are to:

- I. Critically examine the economic impact of COVID-19 in the world.
- II. Explain condition of economic impact in different industrial sector.
- III. Finally, suggests a pathway for policy framework for post pandemic period.

## Research Methodology

The research methodology is the specialised processes or methods used in the detection, collection, retrieval and interpretation of examination and evaluation. The Methodology chapter helps the reader to assess the general validity and efficacy of the sample objectively in a research text. In scientific analysis, all the techniques used by a researcher are considered research methods. The technique of analysis is a structural approach to a dilemma. It is a science about how to do research.

In this paper, research has used secondary data as a prime source of information for the research. All the data has been coined from different offline and online sources such as journals, research papers, blogs and other relevant websites. All relevant datasets are not older than one year, and the selected topic is a newly emerged situation. Later all the datasets have been critically examined and logically analysed by the researcher to represent the final opinion and to write a conclusive statement for the research.

## Formulation of Hypothesis

### Hypotheses

Since this study is applied research, and the results might not be conclusive for this research, multiple theories have been established to answer the research questions based on the research issue. Events are a preliminary theory that could be backed up or not by survey evidence; they were instructions for the investigator in the analysis phase by keeping the investigator right in the right direction. The researchers were ensured that the types of data necessary for performing the study were defined and methods needed for carrying out the analysis. For the analysis, the following zero and alternative hypotheses were developed:

**H1<sub>0</sub>**: COVID – 19 breakout is not the only reason for the economic recession across the globe.

**H1<sub>a</sub>**: COVID – 19 breakouts is the only reason for the economic recession across the globe.

**H2<sub>0</sub>**: Indian economy is not in the better condition aimed pandemic compared to the world economy.

**H2<sub>a</sub>**: Indian economy is in the better condition aimed pandemic compared to the world economy.

**H3<sub>0</sub>**: World economy will not reform firmly and soon will not be back to the earlier condition in the post-pandemic period.

**H3<sub>a</sub>**: World economy will reform firmly and soon be back to the earlier condition in the post-pandemic period.

## Literature review

Coronavirus is not only considered as a pandemic and the crisis for the human civilisation (Zabaniotou, A.,2020), it has a remarkable impact on the financial market and the world economy (Carlsson-Szlezak, P. et al., 2020). Every country of the world at least once faced any pandemic, but the entire global population facing the economic consequences together for the first time (Abodunrin, O. et al., 2020). May researchers possess a different opinion about the financial crisis caused by COVID -19. According to Goodwell (Goodell, J. W.,2020)., other pandemics that broke out in the world earlier had left similar economic impact caused by Coronavirus. However, the majority of the researchers differ with the opinion that the recent breakout of Coronavirus has a much more devastating effect (Kickbusch, I. et al.,2020). Baker, Bloom and Davis revealed in their study that assessing the impact of the economy is essential to speculate the future deficit (Baker S. R. et al., 2020), and have indicated three significant factors such as volatility of the stock market, newspaper based economic uncertainty along with subjective uncertainty in business expectation surveys which could be considered as the most useful real-time measuring process.

An economy is a wide array of interdependent output and consuming practices that help to determine its distribution for finite resources. In an economy, services and products are generated and used in order to satisfy the needs of all those who work and operate inside it (Chen, M. A., 2012). The primary component of an economy is measured by GDP, stock market, supply and demand, cost-benefit analysis (Vogel, H. L.,2020). Gross Domestic Product is again measured by personal consumption, business investment, Government spending and net exports (Kubiszewski, I. et al., 2013). The pandemic has an enormous global scope and effects, poses complex threats for economists, then for the scientific assessment of its impacts within the integrated world economy (Lenzen, M. et al., 2020). Due to the deadly pandemic, most of the countries of the world have introduced either partial or complete lockdown for flattening the curve of the infectious disease. The process ceased every economic activity, and the whole human beings were confined into their home (Ammar, A et al., 2020). As per IMF, in 2020, the world economy is

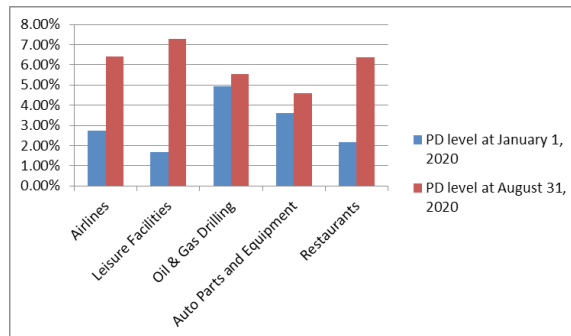
predicted to decline by over three percent (Reinhart, C., and Reinhart, V. (2020). – the most extreme contraction since the “Great Depression” (Crafts, N., and Fearon, P. (Eds.), 2013) of the year of 1930.

After a long waited period of six months, many countries have lifted restrictions and slowly trying to reform their economy (Christensen, T., and Læg Reid, P.,2020), but many of the European countries again set for the second level of complete or partial lockdown during the winter season (Goufo, E. F. D. et al.,2020). The worldwide decreased productivity, life loss, closures of businesses, trade disruptions, and the de-image of the tourism sector have had significant economic consequences (Ozili, P. K., and Arun, T.,2020).

In this stage, Coronavirus might be considered as an “ alarming call” for the leaders of the developed and developing countries on the united fight against the deadly virus for both health and economic prevention. Current global scenario demands a collaborative action on global economic reform. Unfortunately, there had been sufficient information on the expected devastating outcomes on both health and economy due to the infection of Coronavirus, but the whole world failed to take adequate precautions in this regard well in advance. Finally, the delayed initiative of preparedness measures resulted in the war-cry situation across the globe ((Pang, J. et al., 2020). Infectious disease outbreaks and epidemics have grown into global challenges that require concerted intervention through globalisation, urbanisation and environmental improvements (Nii-Trebi, N. I.,2017). While most developed primarily American and European countries, provide adequate real-time monitoring and healthcare networks for handling viral infections dissemination, changes in public health capability, like human and animal surveillance, personnel resiliency and scientific resource build-up, in higher and lower nations need to be encouraged by the national implementation (Castillo-Salgado, C.,2013). The present and likely future demand for petroleum oil are related to broader economic issues that result in price increases because of decreased economic activity driven by the pandemic. Large price reductions were also attributed to the surplus supply anticipated. If oil prices remain below what is wished for, then after the trade and expenditure declines, several petroleum-dependent economies could collapse (World Bank.,2020). Globally, migrant workers offer significant contributions to labour markets, resolving imbalances in both high-and low-skilled jobs. As international travel restrictions and quarantine are likely to continue shortly as countries seek to stem the spread of COVID-19, migrant movements would be restricted, hindering global economic development (Anton P. et. al., 2020).

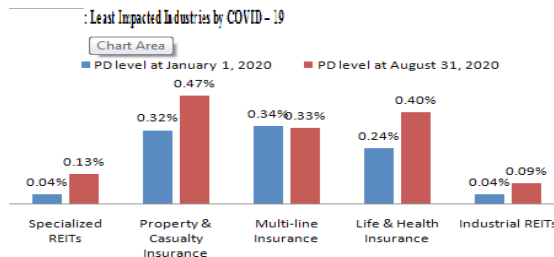
**Worldwide Impact Analysis**

Haydon and Kumar have undergone a survey and proposed a Probability Default Model (Kumar, N., & Haydon, D., 2020). which they have shown five most impacted and five least impacted industries of the world till August ‘2020 Which exhibits that aviation, tourism , oil and natural gas , auto parts and food ( restaurants ) industries ( Figure : 01) are the most affected due to long starchy pandemic. Beside, Specialized REIT, Insurance segments are the least affected industries.



**Fig 01: Most Impacted Industries by COVID – 19.**

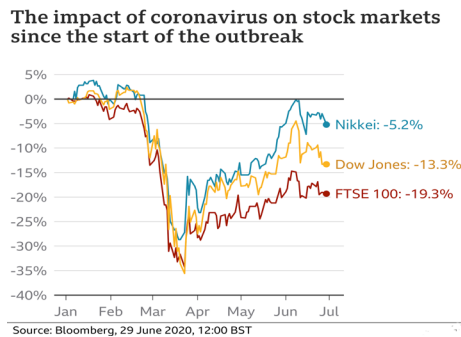
Source: Credit Analytics by Kumar & Haydon



**Fig 02: Least Impacted Industries by COVID – 19.**

Source: Credit Analytics by Kumar & Haydon

World stock market has surged by a notable percentage due to the outbreak of the pandemic. Fig 03 exhibits that Dow Jones of USA, Nikkei of Japan and FTSE of United Kingdom experienced remarkable fall in the stock market.

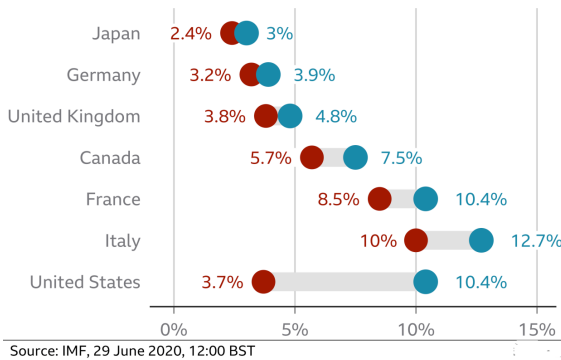


**Figure 03: World Stock Market Effect.**

Most of the European countries have seen a major fall in employment ratio. Japan faced least hit of 3 % whereas European countries like USA and UK ( Shown in Fig : 04).

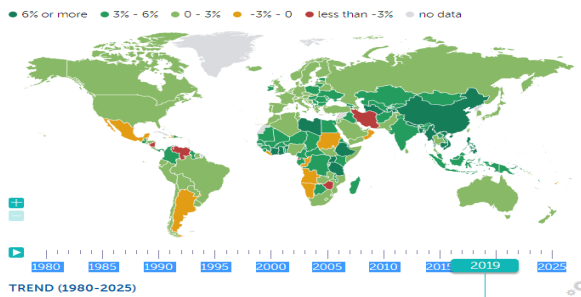
**World economies struggling with rising unemployment**

Yearly unemployment rate change, 2019-2020



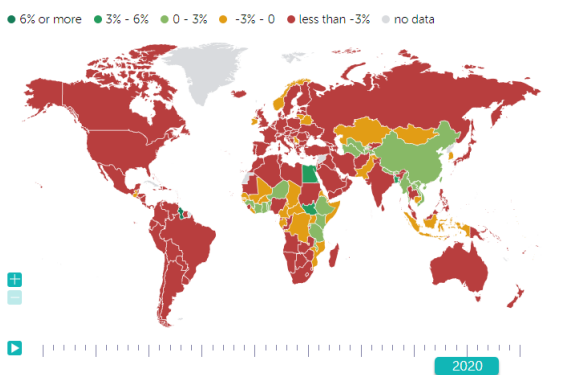
**Figure 04: Unemployment rate of some selected countries ( 2019 – 2010) up to Q2.**

Two different scenarios of world GDP ( 2019 & 2010) is mentioned which is self-explanatory. Fig. 04 and 05 denotes that the world GDP has extensively damaged due the effect of pandemic.



**Fig 04: World GDP Map 2019 .**

Source: IMF

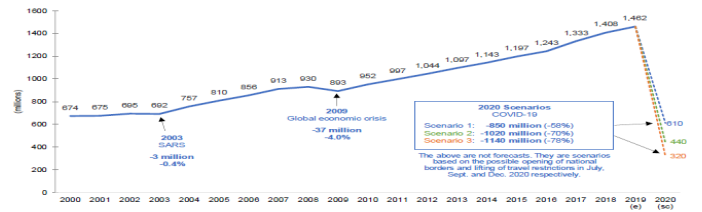


**Fig 05: World GDP Map 2020 .**

Source: IMF

**Aviation and Tourism is the Two Major Industrial Segments Suffered Huge Loss**

IATA reveals that the world of aviation is likely to lose gross revenue of USD 314 billion to USD 371 billion which includes both air and passenger cargo. United Nation World Tourism Organisation mentioned in their statement that the industry faces a loss of USD 910 to 1170 billion in international tourism in 2020 (Fig 04). WTTC also mentioned that a loss of about 197 million jobs in tourism and travel industry in 2020 ( Fig 06 & 07).



**Fig 06: International Tourist Arrival 2020.**

Source: UNWTO

**2020 forecasts – COVID-19 impact on travel and tourism sector**

Region	Total Job Loss (million)			Total GDP Loss (USD billion*)		
	Best-Case	Baseline	Worst-Case	Best-Case	Baseline	Worst-Case
Africa	-7.6	-10.9	-17.4	-53	-75	-120
Asia/Pacific	-59.7	-69.3	-115.0	-980	-1,137	-1,888
Europe	-14.2	-18.4	-29.5	-771	-1,000	-1,608
Latin America/Caribbean	-5.9	-7.7	-12.4	-111	-143	-229
Middle East	-2.7	-3.4	-4.9	-99	-125	-179
North America	-8.1	-11.4	-18.2	-673	-955	-1,520
Total	-98.2	-121.1	-197.5	-2,686	-3,435	-5,543

**Fig 07: Estimated Figure of Job Loss on 2020 in Tourism Sector.**

Source: WTTC

**Discussion on Result**

From the above mentioned analysis , it is can be stated that COVID – 19 has highly damaged the world economy irrespective of developed or developing, and the long-term effect is not yet confirmedly speculated by the economists and scientists. So all these null hypothesis and void and alternative hypothesis can be accepted as proven fact.

**Conclusion**

The year 2020 was an astounding year. The pandemic increased rapidly with severe lockdowns, the size of the government stimulus measures worldwide and the magnitude of the equity rebounds. Most surprisingly, since the beginning of this year, global shares had gone up by around 12% by November, a pandemic result that few would have forecast. A proactively economy and corporate income outlook. People are in the early recovery phase of the cycle after the recession. This involves a prolonged low inflation, low-income growth

rate that favours bond shares. However there are certain short-term risks. After the vaccine reports, markets vulnerable to negative news, investor sentiment has become overly optimistic. Renewed lockups in Europe and North America could include an increase in virus cases, logistical difficulties in distributerizing the vaccine and negative economic growth at the beginning of 2021 if government support measures are too quickly disconnected. The new Biden administration takes power in the US could also produce negative surprises for China, Iran or Russia. The most vital damage that caused by the deadly pandemic is rising debt. of every governments of the world. Most of the government will try to streamline their deficits by rising taxes which may result to the economy is a negative way. With the recovery from Coronavirus by using vaccination, long term Govt bond yields may feel upwards pleasure in 2021. But the whole world economy will come back and fight against the virus and the “ Golden days of Economy” will be back again.

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# General Education and Skill Formation with Respect to Economic Development

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## Abstract

*“Education is the manifestation of the perfection already in man”- This is a famous quotation of Swami Vivekananda which concentrate with the education in a great extent. This quotation has written and published on dated 3rd march 1894 from Chicago, United State of America addressing to Singaravelu Mudaliyar. In the present context the above said quotation expresses a whole systematic approach for the education. Moreover skill Education is a process of development from the cradle to grave. Man becomes gentleman through education and he alone can be educated while the other living organisms are trained while his life is guaranteed by food, it’s glorified by education. However it’s an undeniable fact that no community or society or district or state can prosper without having educated manpower. Hardly a century back, was Education a class privilege, which relatively few people enjoyed. But today everyone has a right to education. With the passing of time and constitutional provisions the efforts are on to provide elementary education to the children belonging to 6-14 age group. Further in India “Samagra Siksha” Has been lunch for covering the school education from Pre primary, Primary, Upper Primary, Secondary and Higher Secondary level. But in the recent era skill development courses are being implemented in the general education in order to universalise the skills in general education. And more and more peoples were being engaged through skill in general education. The deficit of skill education in general education has been reduced gradually. In this context it is very much important to know more about the skill education in general education.*

JEL Classification: A20

**Keywords:** Skill Education, Right to Education, General Education, Deficit of Skill, Education., Elementary Education, Samagra Siksha,

## Introduction

Sarva Shiksha Abhiyan started since 2001-2002 and continued till 2017-18. Now Samagra Sikhya has started which includes Pre primary, elementary, Secondary Education & Higher Secondary levels. The programme is being initiated from the grass root level to identify the problems at the bottom through micro planning. The Right of Children to free and Compulsory Education Act, 2009 that has come in to effect from 1st April, 2010. It is based on the 86th amendment in the Constitution of India. The RCFCE Act, 2009 is that law, which ensures all children of India in the age group of 6 to 14 years, a fundamental right to free and compulsory elementary

education. So following the guidelines the districts have taken various steps for implementation of the RCFCE Act. Vocational Education programme is a Centrally-sponsored Scheme is implemented in Odisha since 1988-89. As such 231 Government Vocational Junior Colleges (GVJCs) are functioning in the state in the premises of 231 Government and Non-Government Aided Colleges of the State. It aims at imparting education at the Higher Secondary stage designed to create middle level skilled personnel who can become self employed by starting their own enterprises. Besides self-employment, the vocational pass outs may opt for jobs in government/private sectors or may pursue higher studies. A student,

who has passed in the High School Certificate Examination from a recognised Board or Council, is eligible to take admission in a vocational trade running in one of the GVJCs in the State. The duration of the course is two (2) years. The examination is conducted by the Council of Higher Secondary Education (CHSE), Odisha, which also issues certificates to the pass outs. Syllabi for all the trades have been prepared by the CHSE in consultation with subject experts in the light of guidelines issued by Pundit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal a constituent body of the NCERT, New Delhi. But gradually the implementation of skill education in general education has been increased in Odisha as well as in all states of India. Moreover the peoples are also very much cunsus regarding the skill education. By this way all most are all the peoples were been engaged in different formal and non formal systems of the Government. In India Samagra Siksha Has been controlling all the school education from Pre Primary level to Higher Secondary level. It includes Vocational and skill education and teacher training institute.

### Review of Literature and Research Gap

It is very important to mention that general education consist a whole educational system, starting from pre primary education to the last level of education without the skill. So that it a very vital factor to review the work assigned it previously. As a result of which it will gives a positive and uncourageous result to the researcher as well as to the society in a great extent. Many books and researcher have been published in the respect. But in spite of the all , this one will helps to analyse the whole atmosphere of the general education comparison with the skill education. It will provide a clear picture in deficit of skill education over general education. By this study more policy and guidelines should be taken into account for effective usefulness of skill education over the general education as a whole.

### Objectives

- i) Look out the trend of general education with population and skill in general education for economic development..
- ii) Importance and benefits of implementation of skill formation/education in general education
- iii) Pro and Cons of Skill education comparative with general education for economic development..

### Methodology and Data

The study is based on the secondary data sources from Directorate of Vocational Education, Odisha, Odisha

Primary Education Prograamme Authority, Ministry of Human Resource Development, NIC district data base of Government, DISE and School report card of the central government as well as state government.

### Analysis and Findings:

#### Implementation of General Education in India:

General education means the education without any technical or professional or skilled educational facilities. General education is universalised in a great extend India on the other hand the shill education or skill formation in general education has a lack of operationalized in all state of India. General Education in Odisha .is being implemented in various way. In Odisha there are some directorate haven established for developing the general education, the directorates are Directorate of Elemetary Education , OPEPA, Directorate of Secondary Education, Directorate of Higher secondary education, Odisha, ELTI etc. Etc.

General Education has the following outcomes when it has been implemented , further trhe following needy points should be look out for the implementation of the same.











- Inclusion of Learning Outcomes.
- Neighbourhood Schools Records Maintained.
- Effectiveness of Curriculum Academic Calendar.
- Enrolment, Attendance and Dropout Rates.
- Need base school Development Plan will be done.
- Proper utilization of child entitlements like uniform, MDM, Text book etc.
- Proper utilization of civil and non civil grants.
- Neighbourhood mapping/ school mapping will done properly.
- Effectiveness of Teacher Training.
- Effectiveness of School Management Committee training.
- 25% Reservation Recognition Norms.
- Pupil-Teacher Ratio Productivity of Teachers.
- Ensuring equity, quality and non-discrimination and effective implementation of different programme under Samagra Shiksha Aviyan Mobilization and awareness building

But in case of skill education it is very difficult to implement at field level. Because in case of general education only some infrastructure and teachers were needs, but in case of skill education there are so many infrastructural necessity, technical equipments and other material were also been required. As a result of which the deficit of skill formation in general education has been increased. But now a day the Govt. is trying to implement the skill education in the way to technical education or vocational education in a great extent. For which the demad for skill education and vocational education has been increased day by day in comparison with geb eral education.

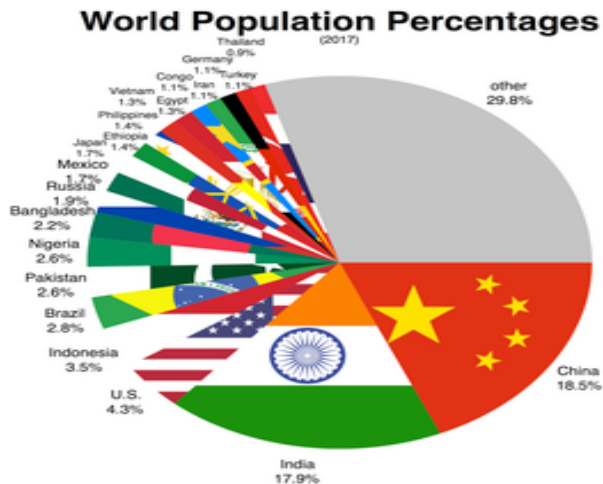
### Analysis of General education of Top Ten populous countries of the world:

The effect of population growth can be positive or negative depending on the circumstances. A large population has the potential to be great for economic development, but limited resources and a larger population puts pressures on the resources that do exist. Population growth helps the process of development in the following ways: First, an increasing population means an increase in the number of working population who can function as active participants in the process of economic growth and development. A slower increase in the population raises the economy positively

SI No	Name of the Country	Population	Total Surface Area	Literacy Rate
1	China	1,41,50,45,928	9.597 million km <sup>2</sup>	96.4
2	India	1,35,40,51,854	3.287M km <sup>2</sup>	74.04
3	USA	32,67,66,748	9.834M km <sup>2</sup>	99
4	Indonesia	26,67,94,980	1.905 million km <sup>2</sup>	95
5	Brazil	21,08,67,954	8.516 million km <sup>2</sup>	91.73
6	Pakistan	20,08,13,818	881,913 km <sup>2</sup>	56.98
7	Nigeria	19,58,75,237	923,763 km <sup>2</sup>	59.60
8	Bangladesh	16,63,68,149	147,570 km <sup>2</sup>	73
9	Russia	14,39,64,709	17.1M km <sup>2</sup>	95
10	Mexico	13,07,59,074	1.973 million km <sup>2</sup>	94.47

World Population (millions, UN estimates)					
SI No	Top ten most populous countries		2000	2015	2030
1		China	1,270	1,376	1,416
2		India	1,053	1,311	1,528
3		United States	283	322	356
4		Indonesia	212	258	295
5		Pakistan	136	208	245
6		Brazil	176	206	228
7		Nigeria	123	182	263
8		Bangladesh	131	161	186
9		Russia	146	146	149
10		Mexico	103	127	148
World total			6,127	7,349	8,501





Source : Census Data

### Recent Trends of General Education in India with Implementation of Skill Development

It also aims at increasing the productivity of the workforce. Skill and knowledge is an influence on the growth and development. Skill building is to improve the efficiency of the labor force in the overall production and yet empower individuals and progress their social acceptance. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this Skill Certification Scheme is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. The National Skill Development Corporation (NSDC) is one of its kind, Public Private Partnership in India aims to promote skill development by catalyzing creation of large, quality for profit vocational institution. In the recent era technologies in education have been implemented in general education for eradication of deficit in skills in education. Hereunder it has been analysed the sector wise enrolment by elementary stage. It has been distinguished the boys and girls database separately. There are nineteen numbers of separate sectors have been analysed with secondary, higher secondary in comparison with two recent years like 2015-16 and 2016-17.

From the academic session 2015-16 the integration of skill subjects in Arts, Science, and in the commerce have been introduced in all govt autonomous colleges. The subjects like Financial Banking and Literacy, Horticulture, Modern Office Management, Information and Communication Technology, Fashion Technology, Electrical Domestic Appliances, Food Processing and Preservation, Paramedical and Health Care (PHC), Travel and Tourism Management, Printing Technology

and Desktop Publication (PT&DP). The specific syllabus and academic course has been developed by the Odisha Govt., where the main objectives and implementation process has also been developed.

**Financial Banking and Literacy:** The main objectives of implementation for implantations of financial banking and literacy in general education is to facilitate end to aware the banking system to the beneficiaries. To aware the electronic transfer system, e-banking system etc.

**Horticulture:** Horticulture is a prime factor for skill development, it also give a livelihood management to the beneficiaries. To know about concept and division of Horticulture. The main objectives is to have understanding on plantation of crops, spices, Medicinal and Aromatics crops, to study details of cultivation aspects of different divisions of horticulture etc. Etc.

**Modern Office Management:** Now a day office management plays an important role for personal skill development. Inter personal skill and body language development is prime factor of office management, which is tainted it to the students by the means for implementation in general education. It also facilitates the development of office management and creates a positive office environment.

**Fashion Technology:** Its main objective is to know the Indian textile industries, and to know the textile technology , supply of raw material etc.

**Electrical Domestic Appliances:** The objectives for implementation of electrical domestic appliances is to understand how electricity as a source of energy, electrical currents, mechanical and formal units, to know the difference between AC and DC voltage and current and to understand the laws of electricity for DC circuits.

**Food Processing and Preservation:** Food processing and preservation is aims to preserve the agricultural products, and to increase potential food processing unit.

**Paramedical and Health Care (PHC):** Primary health care and paramedical systems are also increases understand human anatomy with relation to human body, cell structure, skeleton system, Muscular System, Nervous System, Cardio Vascular System, Respiratory System, Alimentary System, Urinary System, Reproductive System, Special senses and, Head and neck. To have clear understanding on Human Physiology, such as blood, respiratory system, Excretory System, and skill ,To gather complete knowledge and skills on digestive system etc. Etc.

**Information and Communication Technology:** ICT plays an important role for implementation of skill

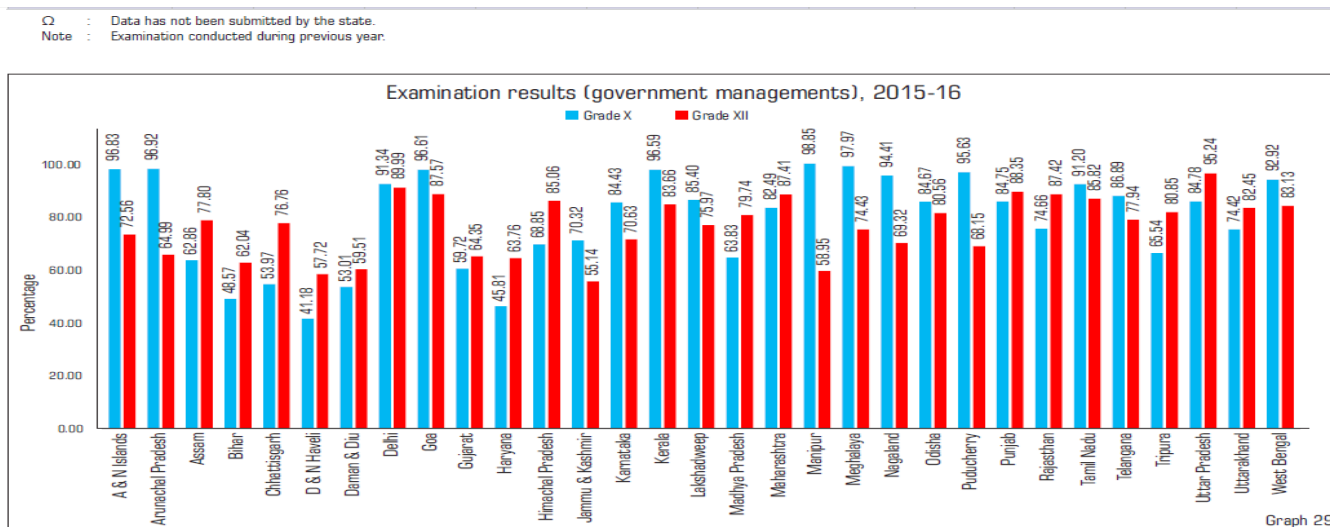
education in general education. Further Information and communication technology is a way for developing the technical attitude mass in general. Digitalisation in every steps of life has been universalised from the day by day increment. The students learn basic computer and learning through the technology is possible through the ICT.

**Travel and Tourism Management:** The main objectives of implementation of travel and tourism is to understand the nature and scope of tourism in India with reference to domestic and international tourism, To have thorough

knowledge on tourism products both natural and manmade. To understand social, cultural and economic importance of tourism.

**Printing Technology and Desktop Publication (PT&DP):** The main objectives of implementation of Printing Technology and Desktop Publication (PT&DP) in general education is to fundamentals of Multimedia and will be able to work using MS WORD which is useful for Desktop Publishing. Student will be able to experience & implement the Desk Top Publishing.

Examination results (government managements), 2015-16



Source : udise.in 2016-17

**Enrolment in Professional Courses:**

Professional education is defined as higher educational programmes that are designed for learners to acquire the knowledge, skills and competencies specific for a particular occupation or grade or class of occupations or trades. Exhaustive lists of Fields of Education are listed in Indian Standard Classification of Education (InSCED)

published by Ministry of Human Resource Development, which are categorized on the basis of academic and professional orientation. Management wise distribution of enrolment into academic and professional education at Post Graduate and Under Graduate levels are shown in below table. Enrolment in courses at integrated level has also been included at appropriate levels and is not considered separately.

Level	Management	Academic			Professional		
		Male	Female	Total	Male	Female	Total
Under Graduate	Government	4988767	4960893	9949660	1205134	860736	2065870
	Govt. Aided	2053384	2438163	4491548	440636	386137	826772
	Private	3112656	3218287	6330942	3802014	2435863	6237877
Post Graduate	Government	749326	3218287	1800694	394595	310219	707814
	Govt. Aided	157126	294112	451238	55465	75454	130920
	Private	157953	255935	413888	528630	452987	981616

The number of universities and similar institutions listed on AISHE portal has increased from 723 in 2013-14 to 903 in 2017-18 by almost 24.9% as shown in the figure 40. Whereas the number of colleges has increased from 36634 in 2013-14 to 39,050 in 2017-18 by about 6.6%.

The Compound Annual Growth Rate (CAGR) is 2.5 during the last 5 years, but in case of integrated courses, the CAGR is 9.4 as shown in below table. Further 706647 numbers of students were reading in higher education in Odisha in the year 2017-18.

Year	Student Enrolment								
	PhD.	MPhil	Post Graduate	Under Graduate	PG Diploma	Diploma	Certificate	Integrated	Grand Total
2013-14	107890	31380	3822219	25500325	276502	2285576	187340	125002	32336234
2014-15	117301	33371	3853438	27172346	215372	2507694	170245	141870	34211637
2015-16	126451	42523	3917156	27420450	229559	2549160	144060	155422	34584781
2016-17	141037	43267	4007570	28348197	213051	2612209	166617	173957	35705905
2017-18	161412	34109	4114310	29016350	235263	2707934	177223	195777	36642378
CAGR	8.4	1.7	1.5	2.6	-3.2	3.4	-1.1	9.4	2.5

Source : RUSA Web

### Development of Skill Education in India:

In order to avoid deficit in skill education over general education the Honorable Prime Minister and Government of India have launched different type of schemes/programme for the shake of the peoples benefit.

Skill India is a campaign launched by Prime Minister Narendra Modi on 15 July 2015 which aim to train over 40 crore people in India in different skills by 2022. It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme".

Deen Dayal Upadhyaya Grameen Kaushalya Yojana, Pradhan Mantri Kaushal Vikas Yojana, Financial Assistance for Skill Training of Persons with Disabilities, National Apprenticeship Promotion Scheme, Craftsmen Training Scheme, Apprenticeship Training, Pradhan Mantri Kaushal Kendra, Skill Development for

Minorities, Green Skill Development Programme are the main schemes launched by the Government of India in the recent years in order to strengthen the Skill education in India.

National Scheme of Apprenticeship Training, Support For Distance Education & Web Based Learning (NPTEL), Indian National Digital Library in Engineering, Science & Technology (INDEST-AICTE) Consortium, National Programme of Earthquake Engineering Education (NPEEE), Technology Development Mission, Direct Admission of Students Abroad, Uchatara Aviskar Yojana are also been implanted for strengthening the skill education in comparison with general education.

### Status of General Education in India upto class XII in India:

Hereunder the detailed figure of General Education in India up to class XII in India has been shown. This is the secondary data collected from the deferent sources of government and private organisation web.

Year	No of Districts	No of Blocks	No of Clusters	No of Villages	No of Schools	Enrolment		
						Boys	Girls	Total
2014-15	680	7257	82077	594473	1516892	134673233	134673233	259470306
2015-16	680	7317 7317	82342	594736	594736	135142807	125454153	260596960
2016-17	701	7448	82641	594182	1535610	131398214	121710191	253108405

Source : UDISE.in

**General Education Status in Odisha**

General education has been mandatory in all over India as per RTE Act. Further hereunder the status and recent trends of elementary education has been shown bellow table.

Year	Primary school	Upper Primary School	Secondary school Having Elementary section
2008-09	35798	19619	8297
2009-10	35929	20426	8196
2010-11	36642	20597	8473
2011-12	37015	21119	8554
2012-13	37075	20898	9298
2013-14	36399	21945	9221
2014-15	36550	22497	9258
2015-16	36760	22795	9423

Sources : OPEA.in, MHRD, UDISE.in

**General Education Status in Odisha in the year 2018-09**

Sl. No.	District Name	Govt		EGS/AIE		Pvt. Recog.		Pvt. UnRecog.		Total	
		No of School	Enrollment	No of School	Enrollment	No of School	Enrollment	No of School	Enrollment	No of School	Enrollment
1	ANGUL	1658	150931	0	0	144	7891	56	1106	1858	159928
2	BALASORE	2792	327071	0	0	204	11408	253	6080	3249	344559
3	BARAGARH	1857	183540	0	0	97	3409	111	3919	2065	190868
4	BHADRAK	1694	179863	0	0	118	4726	130	2115	1942	186704
5	BOLANGIR	2298	233260	0	0	136	4809	60	968	2494	239037
6	BOUDH	698	63770	0	0	35	2976	29	1069	762	67815
7	CUTTACK	2724	192796	0	0	154	5456	369	7590	3247	205842
8	DEOGARH	592	50761	0	0	31	1698	18	647	641	53106

9	DHENKANAL	1576	173629	0	0	108	6466	112	3168	1796	183263
10	GAJAPATI	1234	111720	0	0	26	2379	44	1935	1304	116034
11	GANJAM	3689	553512	0	0	265	16446	72	2209	4026	572167
12	JAGATSINGHPUR	1389	125197	0	0	65	4575	187	7229	1641	137001
13	JAJPUR	2146	229192	0	0	319	13561	99	1705	2564	244458
14	JHARSUGUDA	838	49664	0	0	53	2806	52	1761	943	54231
15	KALAHANDI	2157	179752	0	0	102	4931	138	2703	2397	187386
16	KANDHAMAL	1633	133148	0	0	46	3312	54	2503	1733	138963
17	KENDRAPARA	1959	184522	0	0	208	6667	34	538	2201	191727
18	KEONJHAR	2637	238703	0	0	201	5841	177	4914	3015	249458
19	KHURDHA	1592	218023	0	0	215	22478	441	29120	2248	269621
20	KORAPUT	2263	153947	0	0	31	2231	83	2407	2377	158585
21	MALKANGIRI	247	0	0	0	10	0	4	0	261	0
22	MAYURBHANJ	3925	443913	0	0	182	6768	100	3414	4207	454095
23	NAWARANGPUR	1634	105845	0	0	62	925	25	374	1721	107144
24	NAYAGARH	1154	111101	0	0	102	4003	58	1505	1314	116609
25	NUAPADA	996	93831	0	0	62	4454	32	1307	1090	99592
26	PURI	1972	155233	0	0	204	4820	105	1853	2281	161906
27	RAYAGADA	1751	128404	0	0	30	2156	42	2105	1823	132665
28	SAMBALPUR	1455	67072	0	0	61	1807	141	2611	1657	71490
29	SONEPUR	996	68704	0	0	61	2031	33	863	1090	71598
30	SUNDERGARH	2639	149835	0	0	218	7850	246	4300	3103	161985
	Total	54195	5056939	0	0	3550	168880	3305	102018	61050	5327837

Source : OPEPA WEB Portal

## State level Report on Class wise Enrolment, Category Wise School in Odisha

Sl No	District Name	Govt.		Aided		Unaided		Others		Central Goi		Un- Recognized	
		Total School	Total Enrolment	Total School	Total Enrolment	Total School	Total Enrolment	Total School	Total Enrolment	Total School	Total Enrolment	Total School	Total Enrolment
1	Angul	1644	60629	116	236	98	3608	22	106	4	359	26	1226
2	Balasore	2643	99728	433	3067	133	1406	6	98	3	0	141	2508
3	Baragarh	1809	38027	161	937	96	918	11	0	2	0	45	211
4	Bhadrak	1853	14271	209	403	106	409	1	0	2	0	57	139
5	Bolangir	2369	142058	116	1696	118	5237	39	76	3	0	10	112
6	Boudh	851	23456	25	110	26	641	0	0	2	0	7	47
7	Cuttack	2481	133559	233	5439	88	1383	13	88	2	0	237	10509
8	Deogarh	621	5629	52	386	13	37	32	0	2	0	15	0
9	Dhenkanal	1564	57504	156	2433	104	4443	3	0	2	0	43	889
10	Gajapati	1476	82747	20	1321	49	3490	1	101	2	226	11	542
11	Ganjam	3798	248566	279	3344	301	24991	6	115	4	587	17	355
12	Jagatsinghpur	1550	86341	175	6517	45	7143	0	0	4	851	187	25141
13	Jajpur	2244	172312	343	7660	190	24785	0	0	2	971	62	5406
14	Jharsuguda	740	22346	50	242	41	274	53	0	3	20	36	229
15	Kalahandi	2468	68748	93	728	126	2424	48	48	2	0	44	312
16	Kandhamal	2043	112313	56	1031	61	5339	0	0	2	348	12	643
17	Kendra-para	1965	103233	247	5470	104	7391	4	109	2	0	45	2465
18	Keonjhar	2664	42755	264	761	224	5247	8	0	2	0	44	1830
19	Khurdha	1649	89626	124	2217	203	6277	9	0	11	0	237	4408
20	Koraput	2539	96817	51	1140	69	2224	17	91	5	743	7	0
21	Malkangiri	1375	3108	26	0	27	0	34	0	2	0	1	0
22	Mayur-bhanj	4448	219405	235	3566	145	3338	19	0	3	1	31	565
23	Nawarangpur	1878	121442	46	487	37	1041	37	108	2	71	16	364
24	Nayagarh	1246	17303	107	344	77	105	0	0	2	0	26	0
25	Nuapada	1063	25445	80	10	38	235	23	80	3	15	23	258
26	Puri	2085	47367	230	801	130	1191	0	0	3	141	46	537
27	Rayagada	2128	19699	19	42	76	600	40	0	3	0	4	0
28	Sambalpur	1481	22555	95	578	98	88	8	0	2	0	39	106
29	Sonepur	985	41381	43	263	53	1432	40	0	2	0	19	155
30	Sundergarh	2630	70612	279	5919	179	1243	17	0	6	29	66	717
	Total	58290	2288982	4363	57148	3055	116940	491	1020	89	4362	1554	59674

Source : Opepa Web Portal

### Findings

It has been seen from the above report that defect of skill in general education has been felt after a long period of time. In spite of these the skill formation has been also used in Odisha since 2015-16, which should be implemented earlier. Rather than the general education has also been demanded in a great extent. Gradually the general education institutes and colleges and universities have been increased comparative to the skilled education. And from the above said period the skilled education has been introduced in Autonomous colleges of Odisha along with some selected Secondary Schools and also some selected Higher Secondary Schools. The skilled education should be implemented in all the colleges and in all the higher secondary as well as in the secondary schools.

### Summary and Conclusion:

Consequent upon the above report and the general view it has been concluded that skill education plays an important role in the present context of the society. More and more emphasis should be given to develop the skill environment in all the general education institutions. Rather than the all the labour force should be fully utilised by given the skill education, they are treated as skilled labour. Much more social awareness should have been taken for universalization of skill education in India.

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