



Lifelong Learning and Earning: An Economic Perspective With Reference To Rural Areas

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ABSTRACT

This paper focuses more on the importance of awareness about economic perspective in general, rural people in particular in determining Lifelong Learning and Earning. Lifelong Learning (LLL) is key element to the new economic and social strategy. It is guiding principles to the education and training system. It enhances not only social inclusion, personal development, but also competitiveness and employability. As man is social animal, he has to survive with respectable profession in the life. Earning money is more important by engaging a work either in public sector or in private sector in the society. Earning money levels are different from urban to rural areas. In Rural areas people depend more on Agriculture and its allied activities for their livelihood and income earning. The profession should be income basis for the individuals for lifelong in which they can meet their necessities properly. But as technology advances, mechanization is being implemented in agricultural activities. This results in unemployment problem in rural areas. So rural people have to get awareness about economic factors like demand, supply, price budget and understanding on the economic problems like inflation, poverty, unemployment, population growth, recession, corporate economic crimes etc keep the people distance from the bad effects and gives way to find the solutions to the problems. As globalization took place and WTO policies are affecting the agriculture and its allied sectors. Hence, employment opportunities and incomes of rural people also are being affected badly. Where there is no awareness of economic factors, there is possibility to fell down the morals in economy. So, rural people must have awareness about key and changing economic factors and government programs for employment opportunities. This awareness makes rural people and society to formulate good economic strategy for lifelong learning and earning.

KEYWORDS : Life Long Learning, Rural Development, Economic Scenario

Introduction:-

Lifelong learning which is also known as LLL is the Life Long voluntary and self-motivated pursuit of knowledge for either personal or professional reasons. It enhances not only social inclusion, active, citizenship and personal development, but also competitiveness and employability. The term learning is not only confined to childhood or the classroom, but takes place through out life and in a range of situations. Learning can be seen as something that takes place on an ongoing basis from our daily interactions with others and with the world around us.

Lifelong learning and earning styles should be reached to rural people. Because they are facing the problems like seasonal unemployment and disguised unemployment. In agriculture sector there will be agricultural activities for some months only. Remaining time there do not have any work. So there is more need to encourage different life long learning and earning styles in rural areas.

As 1996 was declared as the year for life long learning, many programmes have promoted new partnerships, new curricula and new assessment methods. Four settings can be distinguished as a frame for life long learning. They are general initial education, vocational education and training, professional development, personal development. These four settings must be framed by keeping rural people in view. Then only fruitful results will occur.

Rural life style and problems:-

Majority of people in rural areas depends on agriculture and its allied activities for livelihoods and income. If any problem arises in agriculture they will lose their income. They are not aware of the changing economic scenario in the world. Because of illiteracy they are not migrating to other places where work is available. They can engage in agricultural activities only. They cannot engage industrial and service sector activities. Besides this, they are faces the problems like seasonal unemployment, disguised unemployment suppression of dominate political people in village, caste discrimination, social barriers, illiteracy, lack of nutrition food etc. Environment problem is also affecting badly agriculture and rural activities. All these are obstacles for learning and earning of rural people.

Economic concepts and awareness of rural people:-

Rural people are not much aware of the economic concepts like consumption, production, exchange, distribution, cost, revenue, profit, demand, supply, budget, consumer surplus, business cycles, taxes etc. If they are aware of all these concepts, they are not cheated by business people, middlemen and others. They are earnings money and spending money without having any budget and planning. In addition to this they depend on suggestions from other for their life style.

Awareness of problem in the economy:-

Rural people are not also aware of different economic problems in the economy. The problems like poverty, unemployment, inflation, population growth, regionalism, environmental degradation etc. Through he is perfect in his work environment, the rural person is becoming as victim of these problems. Moreover, economic crimes like micro credit cheatings, chit fund cheatings, bank frauds, non-banking financial cheatings, IP's etc., are badly affecting the life style of rural people.

Awareness of changing economic scenario:-

Rural people in underdeveloped countries like India depend for livelihood on caste based occupations. As technology advances and extended through out world countries, people are loosing their employment opportunities. Ready made goods are occupying the place of goods made by rural people. Globalization, privatization, liberalization, enhancement of gender equity, different trade agreement of associations at international level are affecting the livelihood of rural people. They are not aware of all these changing factors properly.

Lifelong Learning for Farmers:-

Inadequate informal human resource development among millions of farm families in many Commonwealth countries has been one of the major causes for the livelihood insecurity. The didactic mode of agricultural extension has limitations in addressing this problem in these countries. In addition to this, capacity building becomes effective, only when it is linked to social capital and financial capital. The Lifelong Learning for Farmers (L3F) initiative developed a model linking the capacity building of farming community particularly women through ODL and flexible and blended learning and linked

the process with social and financial capital. The evidence during 2012-2015 showed that the Lifelong Learning for Farmers (L3F) model could reach large number of farmers at a lesser cost and was able to enhance the empowerment and livelihood security of marginalized farming households, particularly women in countries like Kenya, Uganda, India, Sri Lanka, and Mauritius. Research studies established that every \$1 invested yielded \$9 worth of social returns to the farming communities. Financial institutions discovered that they earned 8 times more income from L3F participants and the cost of capacity building using ODL was 6 times lower than that of conventional face-to-face training. These results have attracted the attention of major government and international agencies, private sector and financial institutions as a win-win strategy leading to development which includes viable business opportunities. Thus the effectiveness and efficiency have been established and the stage is set for expansion.

Until now the "development" in L3F was perceived from social, economic and financial angles. However, the experiences during 2012-2015 showed that there is the need to transit to "sustainable development" emphasizing a process which is socially equitable, economically viable, financially feasible and environmentally sustainable. During 2015-2021, the focus would be to scale up L3F at the provincial, national and international level convincing governments, civil society, industries, financial institutions and development institutions/organizations regarding the viability and advantages of the L3F approach for all the stakeholders. They will be encouraged to reach large number of farming communities, particularly marginalized communities, women and youth, and provide them with opportunities for strengthening their livelihoods in a sustainable manner. This period will signify the transition from the local level model to a self-sustaining proliferation and internalization process at the provincial, national and international level.

In India, there is one agricultural extension worker for every 1,150 farmers. Add in "landless labourers" and each extension worker has the impossible task of serving 2,500 people. Common wealth Of Learning has been exploring whether technology can help scale up extension services. Many villages in India are equipped with information and communications technologies (ICT) kiosks as a result of governmental or commercial initiatives. Since each kiosk provides its village with Internet and telephone connections, the possibility exists for these kiosks to provide useful information and bridge that last mile to the individual farmer. However, the impact of the kiosks has been limited by the top-down manner in which they were originally introduced. By simply conveying knowledge on new agricultural technologies from researcher to farmer, this system ignored the experience and innovation that farmers had to offer.

Role of government:-

To determine the life style of the rural people government plays a crucial role. The fate of the rural people depends on the policies, programmes, schemes of the government. Programmes by the government are sound in philosophically, but in implementation they are unsound. Rural people are unaware of government programmes and schemes. Sometimes, officials and people's representatives are committed to misuse the funds allocated to the development of rural areas. So the government has to take steps to motivate and bring awareness among rural people about programmes and schemes.

Role of NGO's and voluntary organizations:-

The service motive non-government organizations and voluntary organizations play a crucial role in determines livelihood of rural people. By organizing awareness programmes, NGO's and voluntary organization must bring awareness among rural communities. By doing research they have to find out the requirements, existing position and cooperate to government and make efforts to fulfill them in rural areas.

Measures to life long learning and earning in rural areas:-

- 1) Literacy rate should be increased by providing adult education to rural people.
- 2) Strengthening the caste based occupations by providing advance technology.
- 3) Awareness programmes should be organized on changing economics scenario in the world.

- 4) Training programmes to be organized suitably to the rural work environment.
- 5) By improving skills, they should be transferred to other sector for livelihood.
- 6) Measure should be taken for people participation in rural development programmes.
- 7) Women labours force should be encouraged to participate in economic activities.
- 8) N.G.O's and voluntary organizations must be encouraged to serve the rural people for their long earning.
- 9) Suitable rural industries must be started at relevant places where raw materials are available
- 10) Availability of credit should be made easy for self-employment and rural indebtedness to be reduced as much as possible.
- 11) Rural sports should be enhanced by providing proper facilities to encourage rural people to utilize their talents.
- 12) Rural banking should be strengthened for smooth running of rural economic activities.

Conclusion:-

More than half of the population is living in rural areas. Lifelong learning and earning steps to be focused more in rural areas, especially in developing countries. Developed countries have taken number of steps for life long learning and earning for their citizens. Every country has to take proper steps to provide lifelong learning and earning for their citizens as per their economic social, political cultural situations, especially in rural areas.

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