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Education of Agrarian Society: A Means to Attain Sustainable Agricultural Aspirations and Productivity

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ABSTRACT: Education being an indicator of progress and prosperity has an inclusive role in developmental activities of the nation. The nation with higher proportion of education have high propensity of happiness and prosperity than the nations with less percentage of education. Agriculture is the back bone of Indian economy and each third individual is directly or indirectly associated to agricultural and its allied sector. Education has a prominent role and it serves as a medium to achieve overall sustainable development of a nation. The people residing in rural areas want to live a prosperous, progressive and happy life; it is education only which can help these people to achieve such aspirations promptly. The paper discusses the role of education and how the education can become the catalyst in overall agricultural productivity and inclusive sustainable development. It will also try to explore the exact agricultural aspirations of the rural people.

KEYWORDS: agriculture, education, technology, productivity, wishes, aspiration

I. INTRODUCTION

India is a universal agricultural inspiration. This is the natural among the people to make their life worth living and fruitful, so adapt new things while progressing. If we look at the people who are engaged with the agriculture related activities, their life seems to be worsened day by day as these people do lack education. If the farmers would be given education, may bring the prosperity in their lives. Education can change their entire outlook towards the agriculture. Due to the education they can adapt new agricultural oriented technologies which may increase overall productivity which in turn may lead sustainable development. Education is the core element in overall development of nation; agriculture is also main catalyst in the GDP growth. History of Indian agro-based economy stands testimony that there was no other source of employment than agriculture. The mass population residing in rural and semi urban are directly or indirectly associated to the agriculture. Their livelihood, education, lifestandard, level of poverty and their future aspirations are somehow connected to the primary source i.e. agriculture (RIGG. J, 2006). The growth in agricultural productivity is the overall growth of individual associated to the sector. Further, more, the concept of sustainable development gives thrust to the agricultural productivity through the means of eco friendly technology and techniques (Anadon, et.al 2016). The pioneers of sustainable development advocates for the rural farming rather than establishing industrial setups over there, they believe agriculture is the only and basic mode to achieve sustainability promptly. Though, the industrial setups seem growing rapidly but their growth is matter of concern for the advocates of sustainable development. The consequences of large industrial basis and ignorance of primary source of economy have delayed the sustainable growth. To achieve the goals of sustainability it is important to educate the contributors and make them aware about the hazards of non sustainable means. Education plays important role of connector between the goals of sustainability and the actions of development.

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II. WHAT IS AGRICULTURAL EDUCATION

Agricultural education teaches the people about agriculture, natural resources and food. The educators teach students a wide variety of skills, including science, math, communication, leadership, management and technology through this literature. Agriculture education is delivered through three interrelated components.

- Classroom or laboratory instruction.
- Experimental learning-learning experiences that usually take place outside the classroom, supervised by the agricultural instructor.
- Leadership education-delivered through student organisations such as the National FFA Organisation, the National Young Farmer Education Association , National Postsecondary Agricultural Student Organisation and others

Agricultural education uses a three circle modal of instruction. These are classroom and laboratory instruction, leadership development and experimental learning. This education first became a part of the public education system in 1917 when the U.S. congress passed the Smith-Hughes Act.

III. IMPORTANCE OF RURAL DEVELOPMENT

The Rural area of every country displays the standard of its resources, Poverty levels, Educational transmission, Living Standard of people and overall development of the nation. The prosperity of rural areas is the prosperity of the nation and any hitches in rural livings are the exertions of nation as whole. Every nation including India wants to grow as developed country but to achieve the growth it is important to grow rural residents as most of the population lives in rural areas. Further, the occupation of rural areas is the farming which has been synonymised with developmental aspect of rural areas;almost every rural individual is dependent on agricultural and its allied sector.For the best advancement, the rural sector needs to be boosted with new technological means for its real development.The rural economy is an example of an agrarian economy. Although farming and agriculture are one of the most important primary activities, the problem lies in the fact that the share in GDP of agriculture sector is on a constant decline (Chandra. R, 2004). At the same time, about two-thirds of J&k states population depends on agriculture. As a result, the productivity is not up to the mark, with conditions only getting worse.

Moreover, public investment declined since 1991 coupled with lack of adequate infrastructure, credit, transport, employment etc. Henceforth the agricultural output has grown at only 3.2% during 2007-2011. All these factors have been denting the process of development. Therefore there is a need to focus on rural development and not just urban development.

IV. IMPORTANCE OF EDUCATION IN AGRICULTURE

We can't underestimate the contribution of education towards agriculture now a days as it was considered in past. The modern agricultural processes and functioning is largely dependent upon the huge contribution from education for it provided a vent to the scientific world to facilitate the agricultural tasks with the best technological inventions.Education has refurbished and rejuvenated the minds of the modern youth towards agricultural sector quite adequately especially the rural youth.India is an agricultural country. Agriculture and its allied activities act as main source of livelihood for more than 80% population of rural India. It provides employment to approximately 52% of labour. Its contribution to Gross Domestic product (GDP) is between 14 to 15%. This growth in itself represents a remarkable achievement in the history of world agriculture. India has achieved significant growth in agriculture, milk, fish, oilseeds and fruits and vegetables owing to green, white, blue and yellow revolutions. All these revolutions have brought prosperity for the farmers. Many factors are responsible for these achievement viz conducive government policies, receptivity of the farmers and also establishment of higher agricultural education institutions. The new breed of skilled human resources were instrumental in generating new technologies, and in its assessment, refinement and finally its dissemination to the farming community through extension methods. In order to sustain, diversify and realize the potential of agriculture sectors, it is necessary to develop skilled

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human resources. Agricultural human resource development is a continuous process undertaken by agricultural universities (Kumar, H. GH. 2017). Agricultural universities impart education in the various disciplines of agriculture viz Agriculture, Agricultural Engineering, Forestry, Horticulture, Veterinary and Animal Husbandry, Dairy Science, Food Technology, Fisheries Science, Agriculture Information Technology, Agro Business Management etc. It imparts education at the level of diploma, degree, masters and doctoral level. At present there are 53 state agricultural universities (SAUs), five deemed to be universities, one central agricultural university and four central universities with agricultural faculty. All these educational institutions get financial and technical support from Indian Council of Agricultural Research (ICAR), New Delhi (Sharma, k. 1985). In Jammu and Kashmir, two agricultural universities were established by state government in Jammu and Kashmir ----- SKUAST Kashmir in 1984 and Jammu in 1999. These Universities were selected for the study area. Organizational climate defined as a psychological state strongly affected by organizational conditions, like systems, structure and managerial behaviour. Organizational climate is perception of how things are in the organizational environment, which is composed of variety of elements or dimensions. Although climate has usually been used to describe organizations, the term can also use to describe people's perceptions of groups, or job assignments in which they work. organizational climate having different dimensions like orientation, interpersonal relationships, supervision, problem management, management of mistakes, conflict management, communication, decision making, trust, management of rewards, risk taking, innovation and change in system and process etc. were considered. Organizational commitment is defined as the relative strength of an individual's identification with and involvement in particular organization. It can be characterized by at least three factors such as a strong belief in and acceptance of the organizational goals and values, willingness to exert considerable effort on behalf of organization and a strong desire to maintain membership in the organization. For the study of organizational commitment various dimension likes organization structures, compensation, training and development, positional tenure, career mobility, level of autonomy, social involvement, participation etc were considered. At present, rapidly changing world scenario organization as well as individual have to match with rapid speed, if one lose the quantum of speed, there growth and development will hinder. So everyone in the organization or university has to cope with it. Such study will helpful for to know the competency of individual as well as the organization as whole. Its outcomes help in building new guidelines for the scientist to do their job effectively and efficiently. It is helpful for the authority and policy maker to plan the future plan of action for the development of individual as well as university as whole. organization can able to take some wise decision in job design, individual autonomy, position structure, consideration, risk taking, growth and development, control over process, recognition etc

V. AGRICULTURAL ASPIRATIONS IN AGRARIAN REGIONS

As the maximum economy of India highly depends upon agricultural sector, the main point to mention here is that this field also must get a regular improvisation in terms of agricultural educational counselling, allotment and implementation of red-hot technological advancements, progression and innovation of agricultural research processes and all other beneficial steps towards it. Likewise, such elements of good agricultural outcomes are always backed with the exceedingly dreamt aspirations of the agrarian people. In every society, all of its branches, administrations or departments generate different aspirations among the people. The aspirations are the key factors towards the success of every sect of the society. After the aspirations get framed within the minds of the people, the hard work to accomplish them becomes obligatory. Hence, the aspirations play a fundamental part for the development in any field of the society. Similarly, the people residing in rural parts also come up with massive aspirations particularly with regard to their prime occupational source i.e. agricultural. Aspirations are increasingly being recognised as an important dimension of well-being people with high aspirations visualise the future and engage in forward-looking behaviour, whereas low aspirations lead to reduced efforts in bringing about the prosperous future.

Understanding farming households' technology choices remains one of the most critical aspects of agricultural research in rural areas. However, many technologies that are known to be effective and potentially highly beneficial have remained widely unused. One reason is that predicting farmer's decisions' concerning agricultural technologies using conventional economic theories is flawed. Human aspirations have a much greater influence on technology choices than hither to believe. (Mausch. K. 2018)

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Some finding and suggestions

The prime intension should be providing the counselling, training and educating the rural youth about the modern technological method of agricultural skills and improving the productivity of the agricultural sector. Moreover, good employment schemes should be launched in rural areas in order to uplift their life standards and also motivate them towards the modernised agricultural occupations by implementing prolific schemes and renovate their financial efforts cheaper on subsidiary grounds. Often villages in our countries are not in sync with the urban areas because of bad connectivity. Eventually, this leads to segregation and a social divide between urban and rural areas. In essence, the infrastructure of rural areas should drastically improve. Even after so many years of Independence, stigmas like caste system still have a grip on rural people. The administration should take an account of all the aspirations of agrarian people without any discriminating error.

Quality education can help in achieving the goal of eradication of such social evils. The dwindling literacy rates in rural India, especially for females, are a major matter of concern. There is a need for land and technical reforms. Modern technologies like organic farming should be incorporated to improve outputs and profits. Lastly, people should be given access to easy credit and loans by improving the banking system in rural areas.

VI. CONCLUSION

It can be easily concluded, that for the development of an economy in both rural and urban areas need to be focused upon. Rural areas need drastic changes in areas like infrastructure, credit availability, literacy, poverty eradication, agricultural development etc. The schemes that are already in place with the aim of rural development need a new outlook and proper updating. Accordingly, the government needs to act for the upliftment of rural India. The agrarian people must be benefited with the proper exposure of the high technologically advanced world and should get inculcated and expertise with the modernised agricultural procedures.

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