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Aims and Scope

An EP Journal of Human Resources (EJHR) is a peer-reviewed journal that provides a specialized encouragement and dissemination of research and practice in human resource management research. It is a journal that aims to provide a forum for discussion and debate, and to stress the critical importance of people management to a wide range of economic, political and social concerns. In terms of the discipline focus, all articles broadly focusing on the theory and practice of managing human resources for the benefit of individuals, firms and community at large will be acceptable.

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Teacher's Role in Curriculum Transaction & Curriculum Development in Higher Education

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ABSTRACT

Teacher Education provides a platform to student-teachers to acquire the required knowledge, skill and develop positive attitude, values and beliefs. This can be done with the help of the provided curriculum. After reviewing various researches on the curriculum and significant role of teachers' in framing the curriculum the process of curriculum development was decentralized. The process of curriculum framing and preparation of textbooks be decentralized so as to increase teachers' involvement in these tasks.

INTRODUCTION-

Teachers know the needs of all types of students. Teachers can understand the psychology of the learner. Teachers are aware about the teaching methods and teaching strategies. Teachers also play the role as evaluator for the assessment of learning outcomes. So teachers must possess some qualities such as planner, designer, manager, evaluator, researcher, decision maker and administrator. Teachers play the respective role for the each step of curriculum development process. Curriculum planning involves analysis of philosophy, social forces, needs, goals and Objectives, treatment of knowledge, human development, learning process & instruction, and decision.

Teacher role if Curriculum Transaction-

1. Interpretation of curricular aims

- While interpreting curricular aims teacher plays the role of mediator as follows.....
- Teacher helps the students to know what they need to achieve to succeed in life
- Staff and students have high expectations and strive for excellence
- Learning and teaching takes place in a safe and purposeful environment
- Students are encouraged to have enquiring minds and seek opportunities to become global citizens
- Staff challenge and support students' paths to success

2. Formulation of instructional objectives

- An instructional objective is a description of the result expected from a learning experience. It describes the performance or the behavior expected of the learner at the end of the learning activity. The term instructional objective is used interchangeably with performance, behavioral or learning objective.
- To help the students learn, teachers should clearly spell out the goals or targets, they set out for their class.
- Every teacher should have an idea of what knowledge, abilities, and attitudes they would like the students to develop for that particular educational encounter.
- These goals are expressed in terms of instructional objectives, which will provide focus to the instructional efforts of both the teachers and the students.
- Teacher uses proper methods & techniques for desirable learning outcomes.
- They provide standards for measuring acceptable student behavior.

- They serve as criteria for evaluating the quality and efficiency of instruction.
- They serve as a contract between the learner and the instructor.
- They allow self-evaluation on the part of the learner.

3. Contextualizing the Curriculum

An effective teacher does not blindly transact the curriculum. She/he realizes that the curriculum needs to be contextualized.

The teacher analyses the current situation of the local region, the nation & the world and accordingly synchronizes the curriculum to suit the needs & aspirations of the learner.

e.g.

1. While teaching Science, if the teacher finds that many students in the class are prone to eating junk food, the teacher purposefully includes a discussion on the ill effects of junk food while teaching a topic related to 'Food habits'
2. During a political science class, the teacher must connect the content of the curriculum to the current scenario.

4. Designing varied learning experiences

- Problem-based learning
- Student-centered instruction (Adult learning/Adult education)
- Competency-based (outcomes-based) instruction.
- Substitute active learning projects and experiences for lectures
- Use constructivism in teaching.
- Assign open-ended questions and problems
- Use simulations, role-playing
- Use self-paced or cooperative (team) learning.

5. Curricular adaptation for catering special needs of diverse learners

- The principals and panel chairpersons were supportive to the collaborating teachers and space was created for them to differentiate the school-based curriculum.
- The collaborative planning periods facilitated the teachers to plan each unit in detail for Special needs learners.

6. Varying the content to be covered

- Teachers to exercise their professional judgment in varying the learning content, process and product according to students' needs and abilities, which brought about more effective teaching and learning.
- When planning the units, teachers varied what students needed to learn to match their readiness and abilities.
- When planning the units, teachers varied what students needed to learn to match their readiness and abilities.
- They devoted time and effort to planning and implementing a differentiated curriculum, and monitoring and evaluating the progress of students.
- The success of the collaboration is also attributed to teachers' open-mindedness to new teaching strategies, consistent use of the strategies in class and continuous reflections on what could be done to better cater for students' diverse learning needs.

Teacher as a curriculum developer

- A teacher has to plan thoroughly to achieve his/her goals. For this, teaching strategies are congruent with purpose, plans reflect the diversity of the classroom; lessons have effective assessments constructed within the design.
- The teacher shows an ability to speak and write about the significance of acquired knowledge and cumulative experience ,
- understands theoretical and practical aspects of curriculum development & implementation,
- demonstrates a thorough understanding of one or more teaching models , makes conscious ,creative decisions about the components of lesson design,
- develops on a continuing basis of repertoire of effective and positive classroom management techniques,
- presents materials in variety of ways to accommodate different dominant learning styles,
- Exhibits high standards of professional ethics regarding colleagues. Teacher Role in curriculum evaluation -
- The teacher is qualified to judge if a curriculum provides appropriate instruction at three levels of differentiation: remedial, instructional and advanced.
- A curriculum should include techniques and strategies for teachers to help students at their current academic level.
- The teacher should be able to provide an informed opinion about the usefulness of such activities by mid-academic year.
- Teachers should be consulted about curriculum evaluation because they are ultimately responsible for translating its objectives into specific lessons.
- Teachers are ethically and legally bound to routinely assess students and report their progress.
- A curriculum should help teachers do this by providing a realistic set of goals and suggested techniques to assist students at all ability levels.
- When decisions are made about changes in content, teachers can provide feedback based on their direct interaction with students.
- Teachers routinely use assessment data to design and adapt instruction. They can also use this data to evaluate the effectiveness of a curriculum.
- A teacher's role in curriculum evaluation affects the school's choice of textbooks, as well as the adoption of special programs to augment educational standards.
- Classroom instructors examine the curriculum's objectives to determine the relevance of the materials.
- Over time, teachers gain insight to the effectiveness of a curriculum on their students' long-term academic development.

CONCLUSION-

Educators are beginning to recognize and accept the fact that public education has to be restructured to provide a curriculum that is universally inclusive, gender-free, flexible, competency-based and outcome-focused. The increasing welfare rolls, a rapidly expanding prison system, increasing unemployment, high illiteracy rate, increasing student dropout rate, are challenges that education must face. It is evident that the educational system must work more strenuously to keep pace with technology to enable us to prepare our young people to live a balanced life.

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Socio- Economic Change Among the Tibetan Migrants in Gondia District of Maharashtra

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INTRODUCTION

The Tibetan Plateau is a huge region of south western China consistently above 4000 meters. The region, that was a thriving independent kingdom beginning in the eighth century and developing into an independent country in the twentieth century, is now under the firm control of China. Persecution of the Tibetan people and their practice of Buddhism are widely reported. Tibet closed its borders to foreigners in 1792, keeping the British of India (Tibet's south western neighbour) at bay until the British desire for a trade route with China caused them to take Tibet by force in 1903. In 1906 the British and Chinese signed a peace treaty that gave Tibet to the Chinese. Five years later, the Tibetans expelled the Chinese and declared their independence, which lasted until 1950.

In 1950, shortly after Mao Zedong's communist revolution, China invaded Tibet. Tibet pleaded for assistance from the United Nations, the British, and the newly independent Indians for assistance - to no avail. In 1959 a Tibetan uprising was squelched by the Chinese and the leader of the theocratic Tibetan government, the Dalai Lama, fled to Dharamsala, India and created a government-in-exile. China administered Tibet with a firm hand, prosecuting Tibetan Buddhists and destroying their places of worship, especially during the time of the Chinese Cultural Revolution (1966-1976).

Tibet's history

Tibet has a history dating back over 2,000 years. A good starting point in analysing the country's status is the period referred to as Tibet's "imperial age", when the entire country was first united under one ruler. There is no serious dispute over the existence of Tibet as an independent state during this period. Even China's own historical records and treaties Tibet and China concluded during that period refer to Tibet as a strong state with whom China was forced to deal on a footing of equality. International law protects the independence of states from attempts to destroy it and, therefore, the presumption is in favour of the continuation of statehood. This means that, whereas an independent state that has existed for centuries, such as Tibet, does not need to prove its continued independence when challenged, a foreign state claiming sovereign rights over it needs to prove those rights by showing at what precise moment and by what legal means they were acquired.

China's present claim to Tibet is based entirely on the influence the Mongol and Manchu emperors exercised over Tibet in the 13th and 18th centuries, respectively. To claim that Tibet became a part of China because both countries were independently subjected to varying degrees of Mongol control, as the People's Republic of China does, is absurd. This relatively brief period of foreign domination over Tibet occurred 700 years ago. Tibet broke away from the Yuan emperor before China regained its independence from the Mongols with the establishment of the native Ming Dynasty. Not until the 18th century did Tibet once again come under a degree of foreign influence. The Ming Dynasty, which ruled China from 1368 to 1644, had few ties to and no authority over Tibet. On the other hand, the Manchu's, who conquered China and established the Qing Dynasty in the 17th century, embraced Tibetan Buddhism as the Mongols had and developed close ties with the Tibetans. On the political level, some powerful Manchu emperors succeeded in exerting a degree of influence over Tibet but they did not

incorporate Tibet into their empire, much less China. Manchu influence did not last for very long. It was entirely ineffective by the time the British briefly invaded Tibet in 1904.

From 1911 to 1950, Tibet successfully avoided undue foreign influence and behaved, in every respect, as a fully independent state. The 13th Dalai Lama emphasised his country's independent status externally, in formal communications to foreign rulers, and internally, by issuing a proclamation reaffirming Tibet's independence and by strengthening the country's defences. Tibet remained neutral during the Second World War, despite strong pressure from China and its allies, Britain and the USA. The Tibetan Government maintained independent international relations with all neighbouring countries, most of whom had diplomatic representatives in Lhasa. The attitude of most foreign governments with whom Tibet maintained relations implied their recognition of Tibet's independent status. The British Government bound itself not to recognise Chinese sovereignty or any other rights over Tibet unless China signed the draft Simla Convention of 1914 with Britain and Tibet, which China never did.

Chinese invasion and occupation

The turning point in Tibet's history came in 1949, when the People's Liberation Army of the PRC first crossed into Tibet. After defeating the small Tibetan army, the Chinese Government imposed the so-called "Seventeen-Point Agreement for the Peaceful Liberation of Tibet" on the Tibetan Government in May 1951. Because it was signed under duress, the agreement was void under international law. The presence of 40,000 troops in Tibet, the threat of an immediate occupation of Lhasa and the prospect of the total obliteration of the Tibetan state left Tibetans little choice. From a legal standpoint, Tibet has to this day not lost its statehood. It is an independent state under illegal occupation.

Because China denies Tibetans inside Tibet the right to speak freely, it isn't possible to say exactly what their goals are - but their opposition to China's current rule is clear. China makes no claim to sovereign rights over Tibet as a result of its military subjugation and occupation of Tibet following the country's invasion in 1949-1950. Instead, it bases its claim to Tibet solely on its theory that Tibet has been an integral part of China for many centuries. China's claim to sovereignty over Tibet is based almost exclusively on self-serving Chinese official histories. Chinese sources portrayed most countries with whom the emperor of China had relations, not only Tibet, as vassals of the emperor.

Current Situation of Tibetan Refugees in Exile

After the Chinese occupation of Tibet in 1959, when the Tibetan refugees followed the Dalai Lama in exile in India, Nepal and Bhutan, His Holiness major priorities' were the rehabilitation of Tibetan refugees, education of Tibetan children and preservation of Tibetan culture and identity. To realize these objectives it was necessary during those times to settle all the Tibetan refugees into cohesive homogenous society and setting up of separate schools for refugee children with their own curriculum. With these thought in mind, the Dalai Lama re-established his government in exile to meet both the immediate and long term needs of Tibetan people. The Dalai Lama approached the then Prime Minister of India Mr. Nehru for his assistance in the permanent rehabilitation of the refugees. Pt Nehru accepted and wrote to the government of Indian states, requesting them to make land available to refugees. Mysore state (presently Karnataka) was the first to accept 3,000 Tibetan refugees and offered 1500 hectares of uninhabited jungle land on lease to Tibetan, thus beginning the first Tibetan settlement in exile in a place called Bylakuppe in 1960. Soon after, in 1962 second and third settlements were constructed in Arunachal Pradesh. Gradually settlements started in many different parts of India, mostly in south India. Initially groups of five persons were allotted two and a half hectare of land for building

house and doing agriculture. Since number of refugees coming into exile was increasing and existing settlements were packed already. Agro- Industrial based settlements were created to accommodate the remaining refugees in India. In These settlements, Tibetan refugees partly relied on agriculture and partly on industrial activities. Unfortunately later on some of the settlements failed, largely due to lack of technical knowledge, poor management and limited funding. Since many of the Tibetans knew the traditional Tibetan handicrafts such as weaving carpet, apron making and incense work, the settlements based on these works were also created especially in northern India.

Government and Administration

His Holiness the Dalai Lama and some 80,000 Tibetans crossed the Himalaya to seek refuge in India, Nepal and Bhutan in 1959. For the organization of the refugee community, and more importantly to guide the Tibetan struggle for national self-rule, Tibetan government popularly known as Central Tibetan Administration has been set up in a place called Dharamsala- the seat of Tibetan government in exile and residence of His Holiness the Dalai Lama in India. It is located about 500 km North West of New Delhi in an Indian state of Himachal Pradesh. All The Tibetans, both inside and outside Tibet recognize the CTA as their sole and legitimate government.

Tibetan Government in exile since its modest beginning in April 1959 has evolved into completely democratic institution with its highest executive power elected directly by the people, the parliament in exile consisting of forty six members representing all sections of Tibetans in exile. The Dalai Lama the spiritual and temporal head of Tibet is probably the only ruler in the world, who has voluntarily given up political power step by step on his own initiative. On these very lines, the Tibetan judiciary known as the Supreme Justice Commission has been constituted.

The Department of Religion and Culture seeks to preserve and promote Tibet's spiritual and cultural heritage which is on the verge of extinction in its own homeland. The department gives back up support and services to 223 monasteries and 15 nunneries with 11067 monks and 1230 nuns. The Department of Home is responsible for all rehabilitation schemes for Tibetan exiles. It looks after Tibetan settlements and scattered communities in India, Nepal and Bhutan. The Department of Finance maintains the CTA's spending and generates revenue for running the administration. The main revenue comes from annual voluntary contribution of Rs. 46 per year from the Tibetans living in Indian sub-continent and US \$ 46 from Tibetan living abroad. The Department of Education administers 82 schools of these 64 are in India, 14 in Nepal and 4 in Bhutan. Out of the 80 schools administered by the department of education, 30 are directly run and funded by the Central Tibetan Administration of Tibetan schools of government of India. Department of Education looks after total of 16 schools. The remaining 38 schools are run by autonomous bodies such as Tibetan Children's Village and Tibetan Homes Foundation.

The Department of Security ensures the security of his holiness the Dalai Lama. The department also runs reception centres in Kathmandu, Delhi and Dharamsala to cater to the needs of new refugees arriving from Tibet. The Department of Health caters to the basic health needs of the Tibetan refugees, running 61 primary health care centres and 7 hospitals. It also looks after the Mentse - Khang, The institute for Tibetan Medicine and Astrology with its branches. The Department of Information and International Relations educates Tibetans and international public opinion on the political, human rights and environmental conditions in Tibet via print media, radio and internet. It supervises the work of the offices of Tibet in 13 countries.

Tibetan Settlements in Exile

Today, after more than four decades in exile, there are now total of 12,2078 (TDS*) number of Tibetan population living worldwide. Majority of them are settled in fifty two settlements located in South Asia, Out of which thirty five in India, ten in Nepal and seven in Bhutan. There are now twenty four agricultural based settlements, sixteen agro based settlements and ten handicraft units. Besides, there are Tibetan located in scattered communities in various towns and cities of India.

Socio-Economic Conditions of Tibetans in Exile

When Tibetan first came into exile, most of them were starving or wounded, sick from the low altitude and stunned by the cultural shock of coming into distant world, with the result, many died of disease, hot climate and trauma they have undergone leaving their land. In the beginning, many of them got engaged in road construction works in the hilly states of India. Gradually, they were rehabilitated in the newly created settlements in south and central India. Tibetans were trained in cultivating local Indian crops like maize, millet, rice and mustard and soon after, agriculture became the main source of livelihood. At the same time Tibetans have started selling winter garments especially sweaters in streets of towns and cities of India. Today sweater selling business has become dominant economic activity for Tibetans in India. Although agriculture is a major primary occupation of Tibetans especially for those living in agricultural based settlements in south India.

Percentage Share of Sources of Income

Economic Activities	% Percentage share of income	% age share of workforce
Agriculture & allied activities	8.5	26.4
Artisans and crafts	4.2	5.7
Hotels and restaurant	3.3	1.9
Organized trade or business	30.7	16.2
Professional job	0.6	0.3
Salaried employment	23	20.1
Small enterprises	14.1	12.1
Unorganized trade or business	10.7	11.1
Casual work	4.8	6.2

According to the Tibetan Demographic Survey, as mentioned in the table above, the largest percentage share of income that is forty one percent comes from Tibetan doing trade and business which includes selling garments and doing petty business. The salaried employment, which includes services in army, government and teaching, contributes twenty three percent of the household income, whereas agricultural and allied activities account for twenty six of the total workforce contributing a mere eight percent of the total household income. Apart from the primary sources of income, the Tibetan households also rely on subsidiary sources of income, which include income from sponsorships, government and foreign remittances. Many of the economically deprived households are either being looked after by the government or are supported by the sponsors from abroad.

In 1990's many Tibetans immigrated abroad, especially to the United States, as a result of which their families back home have started receiving money from them. According to the official statistics, an average Tibetan household earns Rs.66800 per year, which translates into Rs. 13100 per capita per annum. Presently Tibetan people's general standard of living can be comparable to surrounding native rural communities; in some areas the economic conditions are far better than native Indian villages. Almost all the settlements are provided with primary and secondary schools, primary health care centre and cooperative societies. There are also monasteries, nunneries and temples in the settlements. The

cooperatives in the settlements play a vital role in settler's life. The cooperatives procure and advance seeds, fertilizers and pesticides, market agricultural produce collectively and provide common services such as tractors, trucks and warehousing. Cooperatives also run small business ventures like carpet weaving workshops and small incense factory. Education of Tibetan children has been the top most priority of Tibetan administration right from the beginning. Today more than 84 schools are set up in India with the help of Indian government and foreign aids. With the result, Literacy rate of Tibetans has almost reached 78 percent and the literacy rate of 99 percent is in the age group between 19 and 25.

Demography of Tibetan Population in Exile.

According to the Tibetan government official statistics, there are now 12, 2078 number of Tibetans living in different parts of the world. The largest number of them is living in settlements in South Asia. Out of the total population, 85,000 live in India, 13,000 in Nepal and 1,500 in Bhutan. So far about 12,153* Tibetans have moved to other parts of the world. The Continent of USA and Canada has the largest number of Tibetans; the figure has reached up to 7000. The next largest concentration of Tibetan refugees in the west is in Switzerland with a population of about 2000.

The present study mainly focuses on the socio-economic and cultural change and assimilation of the Tibetan migrants into the local majority group. Therefore, attempt has been made in addressing these issues. The state of their economic condition and material gain are much better compared to those staying back at home in Tibet. Therefore, they feel much secured and stable though they always nurture a desire for going back to their home country. Quite significant changes have been observed in respect of their value commitment. Most of the migrants, especially those belonging to the middle and lower ages, are found adopting the values of self-aggrandizement, personal happiness, individualism, materialism, etc. A feeling of dissociation from the oldest old at home has emerged among the middle aged and the younger ones. This is the most conspicuous reason for sending the oldest old to the old age homes coming up in the settlement area. There are some changes observed in the context of their cultural orientation. They have started putting dress material in a way the Indians do. Except on certain occasions coinciding with their tradition, on all other days they dress up like Indians. Their food habits have also undergone tremendous change. Unless in their own company, they talk mostly in local language i.e. in Hindi and Marathi. They are found celebrating Ambedkar's Jayanti, taking rallies on Ambedkar's Jayanti and PariNirvan day. They do not strictly observe all their traditional rituals and religious duties. However, they remained to be staunch Buddhist though are not seen to be inclined to all its cardinals and principles in the strictest sense. The value attached to religious education in their home place of Tibet has substantially lessened in the settlement camp. Instead, the individual development oriented or development-centric education in India has been increasingly accepted by them. They have been seen increasingly assimilated into the local community and society due to their long years of stay. Their socio-cultural assimilation is well reckoned in terms of their acceptability of the local language, food, dress material, marriage in local community, economic activities, Indian value system, and free intermingling with the local people, etc. The Tibetan community, the migrants in the Gothangaon settlement camp, want to go back to their home country provided it is declared as sovereign country with absolute control regained by Dalai Lama. The study on the whole makes contributions to both theoretical and pragmatic aspects of the situation of migration from one foreign land to another under compulsion.

New Refugees

Tibetan refugee community in exile is considered as one of the most successful refugee communities in the world. They have managed to rebuild their lives in a completely alien environment achieving almost

total economic self-reliance. Tibetan Administration in exile has succeeded in rehabilitating the refugees in a cohesive society creating an environment where Tibetans have been able to preserve their age long rich cultural heritage and identity. Today, after a long period of life in exile, Tibetan Government and the Tibetan people are passing through a very crucial period. There are many challenges and issues facing the Tibetan exiled community. The most important being the advancing age of Tibet's spiritual leader, the Dalai Lama. Tibetan government in exile headed by the Dalai Lama has left no stones unturned to resolve the issue of Tibet peacefully with the Chinese government since long, but there has been no positive response from the Chinese side, rather they have strengthened their draconian rule in Tibet imposing strict restrictions on Tibetan people their religious activities and Human Rights. Chinese government's population transfer policy aimed at wiping out entire ethnic Tibetan population is a serious concern for the Dalai Lama and his exiled government. The matter has become very serious with the completion of Beijing- Lhasa railway line last year. On the other hand Tibetan Diaspora faces a threat of disintegration as many of the new generation exiles have started moving out from the existing Tibetan settlements and their urge to move to the west makes the situation still worse. Moreover Tibetans already settled in the west are in danger of assimilating into the western culture and life style. Therefore many Tibetans believe that if Tibet issue is not resolved soon in future or during the Dalai Lama's life time, there is every chance of Tibetan identity being wiped out completely from the world. So the period of next ten to fifteen years is going to be very crucial for Tibetans inside and outside Tibet. As His Holiness has already reached 72 years, his growing age is a serious concern to all the Tibetan people. Some are of the opinion that there will be a leadership crisis in Tibetan community after the Dalai Lama, even though he has made all the preparation of future Tibet_ be it laying down a strong democratic institution in exile or setting a policy regarding the Tibetan issue with the Chinese government.

In exiled community, the major challenge we face today is the growing unemployment among the Tibetan youth. According to the Tibetan Demographic Survey, the unemployment rate among the Tibetan youth is as high as seventy five percent. On that, the number of school and college graduates increasing every year, about 1250 students is passing out every year from the schools and colleges in India. The chances of these youth getting employment in our community are very low as total absorption capacity is just five percent. The major factor is the lack of employment opportunities in the settlements and the shift in the economic structure of refugees in exile.

CONCLUSION

The early refugees have adopted agriculture and allied activities as their major source of livelihood and besides agriculture, Tibetans have also started business by setting up sweater business in Indian towns and cities. But the new generation of exiles born and brought up in India which has acquired education and skills evidently are in need of better job opportunities. The new generation of Tibetans can be accommodated either in Tibetan administration service or in other services in exiled community. Thanks to the liberalization policy of Indian government, which has benefited not only the Indian masses, but educated Tibetan youths also by getting jobs easily in the corporate world in major cities, as many Tibetan youths are presently employed in the corporate sector in jobs ranging from executive to providing customer care service. Although, it seems to solve the unemployment problem but this will have a far-reaching consequences on Tibetan community as a whole in future. Until and unless Tibetan administration in exile able to initiate sustainable rural based economy in the settlements, the problem of Tibetan migrating to other places will continue. Tibetan government in exile understands the issue and has policies to make settlement's economy sound and sustainable.

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Agriculture Sector and Rural Development in India: An Empirical Analysis

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ABSTRACT

The present research paper has focused on the role of the agriculture sector in rural development of India. The secondary data were used and it was obtained from various sources like annual reports of agriculture and farmers welfare department, ministry of rural development, census reports, and NSSO data. Agriculture sector significantly contributes to the positive improvement of the economy generally and rural development particularly. India is an agricultural country with 195 million hectares is gross cropped area, 141 million hectares of land as net sown area, the highest percentage of land under cultivation in the world. The country accounts for 17.7 percent of the world's population and ranks in the second largest populated country. The country has about 68.8 percent of the population living in its rural areas and the only source of their livelihood is agriculture and allied activities. The total production of food grains was increased from 259.29 million tonnes in 2011-12 to 284.95 million tonnes in 2018-19. The contribution of agriculture in gross value added at basic prices has continuously fallen in India from 17.72 percent in 2012-13 to 14.09 percent in 2019-20. The share of agriculture in employment declined from about 69.7 percent in 1951 to about 54.6 percent by 2011. The amount of agricultural credits are very much insufficient and the private non-institutional sources still remained a significant contribution in supplying credit to the farmers and rural peoples. To achieve sustainable rural development through agricultural practices, it needed the more than four percent growth rate in agriculture, provision of quality and adequate quantum of inputs such as quality seeds, fertilisers, and their timely supply besides electricity, socio-economic inclusion policy and participation of the rural people in development strategies are the key concerns of the policy.

Keywords: Rural Development, Agriculture Sector, Structural Growth, Rural Livelihood

1. INTRODUCTION:

The agriculture sector and rural area have a mutual association with development, providing food to cities, raw materials to industries, contribute in foreign exchange, market for industry and livelihoods sources to rural people. There is a symbiotic relationship with sustainable development, contributing many ideas about growth, production, distribution, exchange, income, employment, and poverty reduction. The primacy of agriculture as central to rural development in the 1960s, to dwindling investment in the 1980s, and onward to its renewed presence on today's national development agendas. India has seen the high deviations in the conditions affecting agricultural and rural development since 1991, with new opportunities for farmers to economic growth and higher-value farm produce. Agriculture denotes the predominant land use and a major component of the viability of rural areas. Agricultural activities make up the road map of rural livelihood, contributing significantly to the overall rural area in terms of employment, income, infrastructure, market, technology, machinery and business opportunities and quality of the environment.

2. FOOD GRAIN PRODUCTION:

The agriculture sector is the primary source of food grain supply to urban as well as rural citizens. Due to the excess pressure of the population in economic growth, the demand for food is increasing at a fast

rate. If the agriculture sector fails to meet the growing demand for food products, it is found to affect unfavourably the growth rate of the economy and rural development. Raising the supply of food by the agricultural sector has, therefore, great importance for the economic growth of a country. The total production of food grains was increased from 259.29 million tonnes in 2011-12 to 284.95 million tonnes in 2018-19 in India. The first estimate of total food grain production in 2019-20 is 140 million tonnes.

Table 1: Total Food Grains Production of Agriculture in India

Sr. No	Year	Food Grain Production m(in million tonnes)		
		Kharif	Rabi	Total
1	2011-12	131.27	128.01	259.29
2	2012-13	128.07	129.05	257.12
3	2013-14	128.69	136.35	265.05
4	2014-15	128.07	123.96	252.02
5	2015-16	125.09	126.45	251.54
6	2016-17	138.33	136.78	275.11
7	2017-18	140.47	144.55	285.01
8	2018-19 (4 th AE)	141.71	143.24	284.95
9	2019-20 (1 st AE)	140.57	-	140.57

AE: Advanced Estimates

Source: Ministry of Agriculture, Agricultural Statistics at a Glance, 2018.

3. AGRICULTURE SECTOR IN GROSS VALUE ADDED:

The agricultural prosperity contributed considerably in fostering economic as well as rural advancement. The leading industrialized countries of today were once predominantly agricultural while the developing economies still have the dominance of agriculture and it largely contributes to the national income. The contribution of agriculture in gross value added at basic prices has continuously fallen in India from 17.72 percent in 2012-13 to 14.09 percent in 2019-20. Falling share of agriculture and allied sector in GVA is an expected outcome in a fast growing and structurally changing economy. In India, still major contribution of gross value added comes from agriculture and allied sector.

**Table 2: Share of Agriculture Sector in Gross Value Added in India
(Basic year 2011-2012 Prices)**

Sr. No	Year	GVA of Agriculture	Total GVA	% Share of Agriculture
1	2012-13	1523470	8599224	17.72
2	2013-14	1588237	9084369	17.48
3	2014-15	1606140	9719023	16.53
4	2015-16	1615216	10503348	15.38
5	2016-17	1717467	11318972	15.17
6	2017-18	1803039	12104165	14.9
7	2018-19 (AE)	1855632	12906936	14.38
8	2019-20 (AE)	1907605	13540380	14.09

PE: Provisional Estimates, RE: Revised Estimates.

Source: Ministry of Statistics and Programme Implementation, Govt. of India.

4. EMPLOYMENT FOR RURAL PEOPLE:

Agriculture provides employment opportunities for rural people on a large scale. It is an important source of livelihood. In India, averagely 54.6 percent of the total labour force depends upon agriculture. The changing structure of Indian agriculture in terms of employment and landholding. The share of agriculture in employment declined from about 69.7 percent in 1951 to about 54.6 percent by 2011. Among agricultural workforce about 54.9 percent are registered as agricultural labour and the rest, i.e., 45.1 percent as cultivators in 2011. The indicator shows that agricultural workforce shifted from cultivators to agricultural labours. The share of the labour force employed in agriculture has fallen and urban population increased.

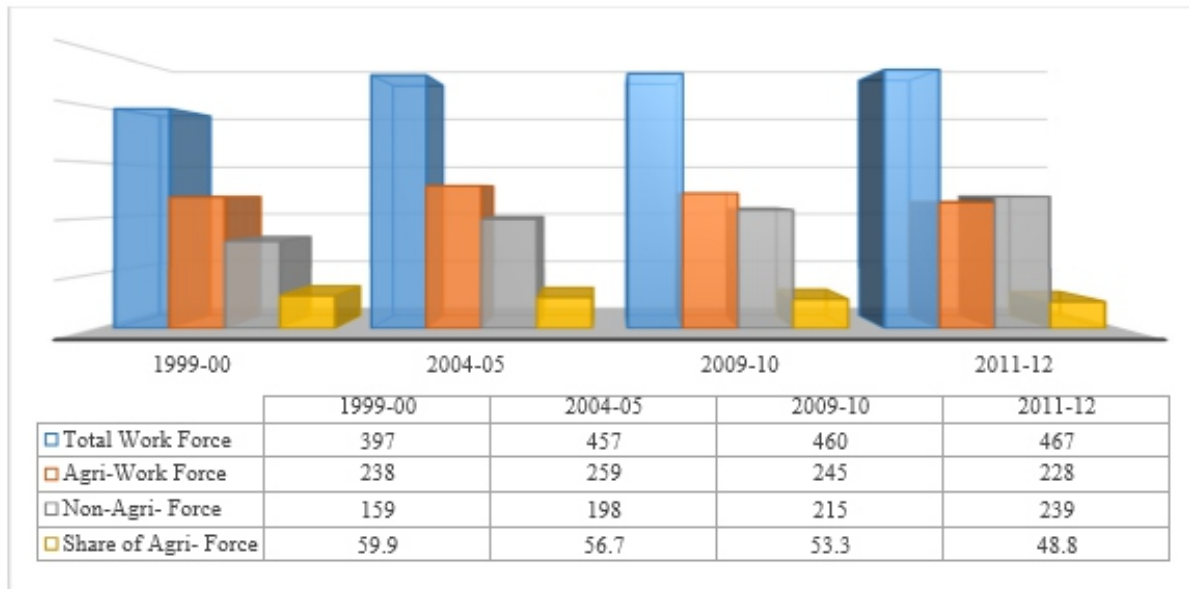
Table 3: Population and Agricultural Workers in India

Sr. No	Year	Total Population	Rural Population	Agricultural Workers		
				Cultivators	Agricultural Labourers	Total
1	1951	361.1	298.6 (82.7)	69.9 (71.9)	27.3 (28.1)	97.2 (69.7)
2	1961	439.2	360.3 (82.0)	99.6 (76.0)	31.5 (24.0)	131.1 (69.5)
3	1971	548.2	439.0 (80.1)	78.2 (62.2)	47.5 (37.8)	125.7 (69.7)
4	1981	683.3	525.6 (76.9)	92.5 (62.5)	55.5 (37.5)	148.0 (60.5)
5	1991	846.4	630.6 (74.5)	110.7 (59.7)	74.6 (40.3)	185.3 (59)
6	2001	1028.7	742.6 (72.2)	127.3 (54.4)	106.8 (45.6)	234.1 (58.2)
7	2011	1210.6	833.5 (68.8)	118.7 (45.1)	144.3 (54.9)	263.0 (54.6)

Source: Agricultural Statistics at a Glance 2004, Ministry of Agriculture, Govt. of India

5. SHIFT MANPOWER IN NON-FARM SECTOR:

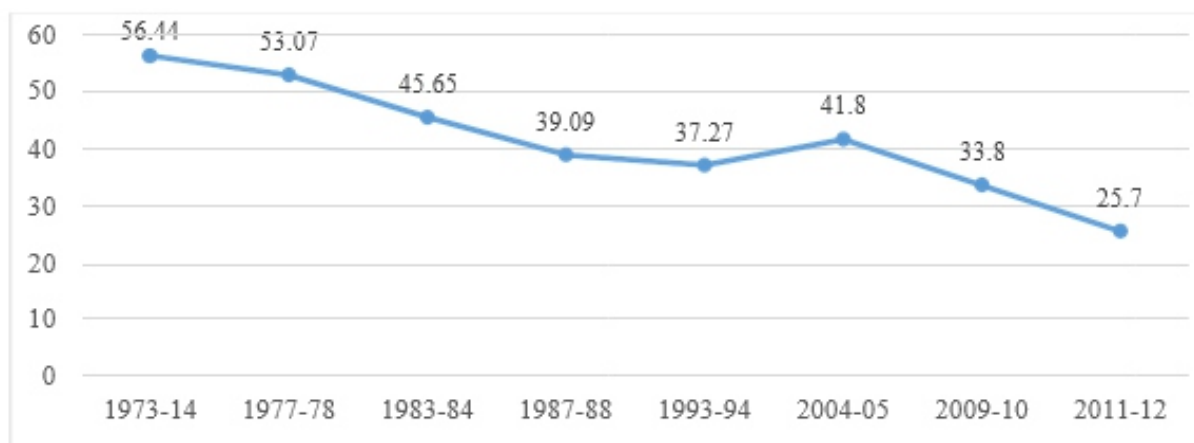
Agricultural development permits the shift of manpower from agricultural to non-agricultural or non-farm sector. In the initial stages, the diversion of labour from agricultural to non-agricultural sector is more important from the point of view of rural development as it eases the burden of surplus labour force over the limited land. Usually, landless workers, marginal and small farmers are engaged in non-agricultural activities such as handicrafts, furniture, textiles, leather, metal work, processing industries, and in other sectors. At an average, only around 2 million people were added to the workforce since 2004-05 compared to around 12 million people that were added to the workforce every year as an average between 1999-2000 and 2004-05. However, the addition to non-agricultural employment has actually been around 6 million people every year since 2004-05, as the workforce employed in agriculture had started declining in absolute numbers and consistently so, since then. The size of the workforce in agriculture declined by around 30.57 million between 2004-05 and 2011-12, although the size of the total workforce increased. The percentage of people employed in agriculture has been consistently declining, from around 59.9 percent in 1999-2000 to 48.8 percent in 2011-12.

Figure 1: Number of Agricultural and Non-Farm Workforce in India (in Millions)

Source: NSSO

6. POVERTY ERADICATION:

Poverty entails more than the lack of income and productive resources to ensure sustainable livelihoods. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion as well as the lack of participation in decision-making. Various social groups bear disproportionate burden of poverty. The revised estimates of rural poverty by planning commission state that, India has achieved to reduce the number of rural poor from 56.44 percent in 1973-74 to about 25.7 percent in 2011-12. According to the recent estimates, 216.5 million people in rural areas are poor and still, close to one third of the total population in India lives below the poverty line and majority of poor lives in villages and rural India. The water shortage, bad weather conditions and reoccurring droughts are also the reasons of poverty in rural areas.

Figure 1: Percentage of Rural Poverty in India

Source: Ministry of Statistics and Programme Implementation & Rajya Sabha Starred Question No. 34, dated on 06.02.2017.

7. SOURCE OF FOREIGN EXCHANGE:

In the world, most of the developing countries are exporters of agricultural products. The ability to import capital goods for industrial development depends crucially on the export earning of the

agriculture sector. If exports of agricultural goods fail to increase at a sufficiently high rate, these countries are forced to incur heavy deficit in the balance of payments resulting in a serious foreign exchange problem. India is trying to diversify its production structure and promote the exports of manufactured goods even though this requires the adoption of protective measures in the initial period of planning.

Table 4: Export of Agriculture and Allied Products from India (in Crore)

Sr. No	Year	Value
1	2014-2015	184316.23
2	2015-2016	160572.21
3	2016-2017	164594.79
4	2017-2018	179070.11
5	2018-2019 (P)	198540.59
6	2019-2020 (P)*	16081.98

Note: *: Upto April 2019. P: Provisional.

Source: Ministry of Commerce and Industry, Govt. of India.

Gross export value of agriculture products was 184316.23 crore in 2014-15 and it was research up to 198540.59 crore in 2018-19. It means that, total export value of agriculture products is continuously growing in India since last decades. The agriculture sector has been one of the main sources of capital investment in the rural area through earning in foreign trade.

8. NUMBER OF SOIL TESTING LABS (STLS) IN INDIA:

The development of agriculture requires infrastructure facilities creating demand for industrial products and the development of commercial sector. The soil testing laboratories are the essential factor in the agriculture sector to verify the nutritional component in the soil for cultivating specific crops. In 2019, there were 7949 soil testing labs working and among them, 6326 labs were mini labs, 1304 labs were static, 165 labs were mobile labs and 154 labs are satiated at the village level. Farmers have been getting more knowledge and information about crop production and increased their qualitative agricultural practices. Therefore, income and new business opportunities have been increased in rural areas through the more demand for labour and various agriculture inputs.

Table 5: Number of Soil Testing Labs (STLs) in India, 2019

Sr. No	Type	Number
1	Static	1304
2	Mobile	165
3	Mini Lab	6326
4	Village level	154
	Total	7949

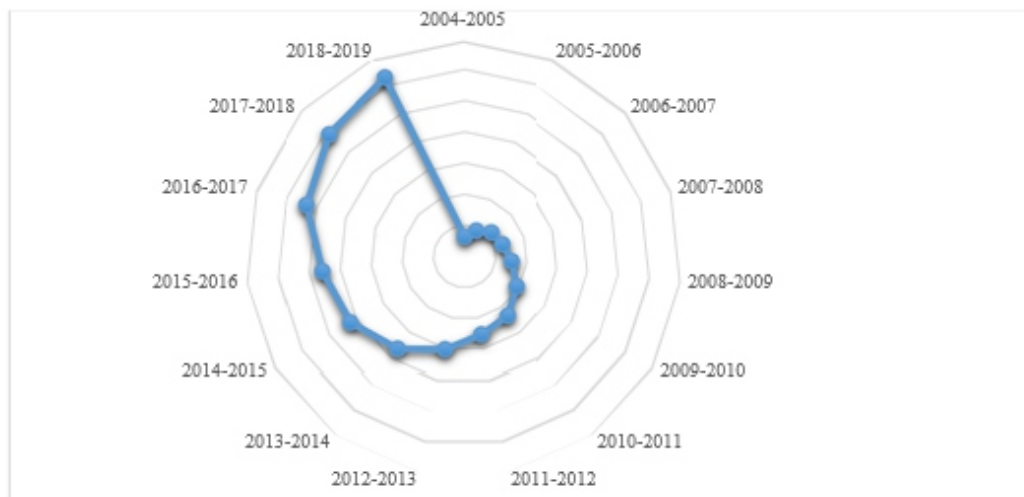
Source: Lok Sabha Unstarred Question No. 453, dated on 25.06.2019.

9. AGRICULTURAL CREDIT FLOW IN INDIA:

Agricultural credit is known as important inputs for conducting overall agricultural and rural development. The Government implemented the institutional credit approach through various agencies like co-operatives, commercial banks, regional rural banks etc. to provide satisfactory credit to farmers and rural people, at a cheaper rate of interest. The agricultural credit has been rising in recent decades for

the increased share of agriculture inputs and production. There was 125309 crore was provided to the agriculture sector 2004-05 and it was increased up to 1256829.62 crore in 2018-19. It means that the farmers were invested averagely 1.25 lakh crore in various from in agriculture as well as rural area. But the major problem of institutional credit faced by lending institutions, particularly the co-operatives banks. The amount of agricultural credits are very much insufficient and the private non- institutional sources still remained significant contribution in supplying credit to the farmers and rural peoples.

Figure 3: Agricultural Credit Flow in India (in crore)



Source: Ministry of Finance, Govt. of India & Rajya Sabha Starred Question No. 131, dated on 29.11.2019.

10. PRODUCTION OF MAJOR LIVESTOCK PRODUCTS:

India's advantage in world livestock is evident from its larger share in the production of milk, eggs, meat, fish, and wool. The milk production has increased from 80.6 million tonnes during 2000-01 to 176.3 million tonnes in 2017-18. Similarly, total egg production has increased from 36.6 billion during 2000-01 to 95.2 billion during 2017-18..

Sr. No	Year	Milk (Million Tonnes)	Eggs (Billion Nos.)	Wool (Million Kgs.)
1	2000-01	80.6	36.6	48.4
2	2006-07	102.6	50.7	45.1
3	2007-08	107.9	53.6	43.9
4	2008-09	112.2	55.6	42.8
5	2009-10	116.4	60.3	43.1
6	2010-11	121.8	63	43
7	2011-12	127.9	66.5	44.7
8	2012-13	132.4	69.7	46.1
9	2013-14	137.7	74.8	47.9
10	2014-15	146.3	78.5	48.1
11	2015-16	155.5	82.9	43.6
12	2016-17	163.7	88.1	43.5
13	2017-18	176.3	95.2	41.5

Source: Ministry of Agriculture, Agricultural Statistics at a Glance, 2018.

CONCLUSION:

The agriculture sector is an essential part of the rural livelihood and rural development in order to meet the wants of rural people. It is a necessity to the creation of self-reliability and employment opportunities for rural people with improving the standard of living in rural areas. Agriculture and allied sector is the path to sustainable development. In current area, the agriculture sector is facing various problem such as natural crises, poor infrastructure, unavailability of electricity, low use of modern machinery and updated technology, unfavourable trade policy, and agricultural extension services. Therefore, agriculture and rural development are suffering through critical situation. To achieve sustainable agriculture and rural development, it needed the four percent growth rate in agriculture, provision of quality and adequate quantum of inputs such as quality seeds, fertilisers, and their timely supply besides electricity, socio-economic inclusion policy and participation of the rural people in development strategies are the key concerns of the policy.

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A Study on Psychological Benefits of Healthy Communication

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ABSTRACT

Communication skills are the fundamental skills that are essential for an individual to be successful in every stage of life. Effective Communication skills have an important role in development of one's personality. Communication helps persons to express themselves in the most influential way. Effective communication skills helps to share information, thoughts, and ideas in the most advantageous way that helps to build relationships based on mutual respect. The aim of this paper is to analyze healthy and unhealthy communication process and also tries to investigate how life success gets affected through good or poor communication skills. The results of this study found that good communication skills are positively related to success in various fields. Workplace success is significantly affected by effective communication skills. Research studies show a positive relation between strong communication skill and self-confidence. Unhealthy communication leads to misunderstandings thereby creating conflicts and violence. Poor communication skills also lead to low self-esteem.

Keywords: *healthy and unhealthy communication, good or poor communication skills, workplace success, self-esteem.*

INTRODUCTION:

Communication is the process of transfer of information from one person to another in a manner which is understandable to the receiver. This transmission of message may be spoken or written or exchange of messages or information by talks or gestures etc. Communication needs a sender, a message, a recipient and a medium and can be over vast distance in time and space. Communication is meaningful exchange of information between two or more participants and involves some steps to make it complete. Components of the communication process include a sender, encoding of the message, selecting of a channel for communication, receipt of the message by the receiver and decoding of the message and ends with the feedback from the receiver. Before we study the effects of good communication skills on success in different domains of life, let us know about its steps and types.

A communication is said to be complete only when the recipient has understood the message. The first step is known as the planning stage in the communication process, where the sender develops or conceptualizes an idea and sends it. Here the communicator prepares the subject matter to be communicated and encodes it that is converts the idea into a form to communicate to others. After encoding the sender develops the message and transmits it to the receiver in oral, written, or nonverbal form like speaking, writing, signaling, gesturing etc. After encoding, the sender selects a suitable medium for conveying it to the receiver. The next step is to transmit the message through the selected medium. Once the senders communicate the message his task ends with the transmission of the message. The next stage involves receiving the message by receiver in the form of hearing, seeing, feeling and so on. The receiver then decodes the message and interprets the message received by the sender. At this point the receiver translates the message and tries to evaluate it. The last and final step of communication process is feedback. Effective communication occurs when both the receiver and the sender allocate the same understanding to the message. It makes the communication process effective and ensures that the receiver has correctly understood the message.

TYPES OF COMMUNICATION:

Verbal communication:- Verbal communication is the use of sound and language to convey a message, desire, idea or concept. Two types of verbal communication are Interpersonal communication and public speaking. Interpersonal communication is a two way exchange of information involving talking and listening by both people, whereas public speaking is delivering of message by one or more people to a group. Verbal communication makes use of language and emotion to produce the desired effect and can be used to inform, inquire, argue and discuss. Verbal communication is important to learning and teaching as well as for building relationships with other people. Though oral communication is spoken verbal communication, it can also employ visual aids and non-verbal elements to convey the meaning of the message being conveyed. This includes speeches, presentations, discussions etc and the lot of importance is given to language, tone, pitch etc to have a greater impact on the listener.

Non-verbal communication: It is the process of conveying a message without use of words. Such non-verbal communication includes body language, gestures, eye movement, facial expression etc. Body language is said to be more honest than the verbal communication and can have a greater impact on the listener than the oral or verbal communication. Non verbal communication is not only body language but also touch, voice, physical environment and appearance. Non verbal communication is classified into three areas which are environmental conditions where communication takes place, physical characteristics of the communicator and behavior of the communicators during the interaction. It involves the processes of encoding and decoding where encoding is generating the information, such as facial expressions, gestures and postures and decoding is interpreting the information based on earlier experiences.

Healthy communication: A healthy communication is that where the focus is on the two parties in the communication with the ability to listen to the other and also be vulnerable. When the two sides in the communication show empathy towards one another and have respect and not blame one another, then the communication is effective and healthy. It is necessary to listen actively and give priority to it. It is necessary to maintain eye contact and a posture which shows openness and non-threatening. A clear perspective of the past, present and future should be there and it is necessary to maintain an honest approach with no preconceived ideas or doubts. If communication is heading to a disastrous path, it is necessary to stop and come back later.

Unhealthy communication: Unhealthy communication lays more focus on topics and other issues. Emotionally the parties start to move away from each other and the number of issues to be discussed starts reducing. Unhealthy communication is resentful and inflexible. Discussions become arguments and important topics are ignored. Dishonesty enters into the communication. There is less of listening and more of interrupting and denials. Arguments and defensive talk now takes over the communication process.

REVIEW OF LITERATURE:

Healthy communication helps to maintain a balance between individual's growths and is the foundation for all relationships. Through Communication we convey our feelings, thoughts to each other and stay connected. Ability to listen actively is an important skill in communication where we listen with our ears, eyes and heart. Conflicts in human relationships can be resolved through healthy communication where win-win solutions are created and everyone can express one's point of view and is heard. Healthy communication can be facilitated among family members by making time for family and have

significant discussions on issues that impact the family. Such family meetings encourage important communication and promote discussion for problem solving, decision making, and cooperation. Maintaining healthy communication is an ongoing commitment and helps strengthen relationships and build self esteem. Effective communication abilities upgrade an individual's capacity to be heard and comprehended.

Effective communication reinforces our certainty and confidence by enabling us to speak out. When we put effort to support and practice communication skills, we're putting resources into ourselves. In addition, being an amazing communicator doesn't simply support us, it facilitate each one of those we endeavor to speak with. When we realize how to convey our message clearly, briefly, and legitimately, we're reducing the chances for miscommunication to arise (and fewer miscommunications imply fewer misconceptions).

Low self-esteem has been identified as an important aspect of violent relationships, for both men and women involved. One way to avoid negative or violent relationships in your own life is by learning how to build your own self-esteem and improving your interpersonal skills. Self-esteem is the way people feel about themselves. We develop self-esteem during our childhoods through the way people, and especially our parents, treat us.

Children who get lots of love and attention when they are young, and have people telling them they are clever and attractive usually have more self-esteem than children who are often told they are stupid or ugly, or ignored. But self-esteem doesn't just stay the same. We can have our self-esteem improved or worsened by the messages we are given, and by what we decide those messages mean. Self-esteem can be improved by learning better communication skills, and achieving personal goals that make us feel good about ourselves.

We can also build other people's self-esteem by giving them compliments and encouragement in the things they are doing. The core of a person's identity is the self-concept that's like a picture you have of yourself. This self-concept is influenced by how old we are, the culture we grow up in, what we look like, our religion, personal achievements, how people react to us, and the messages we give ourselves about these things. Individuals having high self-esteem are likely to have good friendships and self-confidence, and will probably be successful in anything they decide to do. Even when things go wrong people with highself-esteem are better able to cope.

In contrast, people with low self-esteem are likely to have a hard time in life. They're more likely to get into trouble, and they're more likely to end up in unsatisfying or violent relationships as adults. On the other hand, poor communication skills cause recurrent misunderstanding and dissatisfaction. In the United States a LinkedIn survey was conducted in 2016, the results revealed that communication is considered the topmost in the list of the most preferred soft skills amongst the employers.

Good communication skills are essential for making progress in any profession. Good communication skills can help you in getting selected for an interview process. Being able to communicate efficiently can give huge benefits. In workplace individuals having successful interaction skills can carry out their responsibility adequately and do their job effectively. Good communication skills nowadays these days is an unquestionable requirement for better profession execution, as individuals high in these ability can examine issues openly, demand data, cooperate with others, and can likewise build up great human connections. They help in being seen well and in understanding the necessities of people around them.

Awful communications in the working environment have adverse effects on relations as well as on one's success. In this manner we can say that great communication is decidedly identified with working environment achievement in a critical manner.

In spite of the fact that the detriments of inadequate communication with others may not be clear in short time being, but it's crippling affects in the working environment are visible in the long term. A case of poor communication would be the RadioShack layoff notices in 2006. The electronics chain lay off 400 employees by informing employees by email. The organization confronted critical backfire following the move, with many astounded that it utilized email rather than face-to-face meetings. Poor communication strategy by Radioshack resulted from using the incorrect medium of communicating with its employees. The organization's representatives felt dehumanized and consequently got offended by the organization.

Effective communication is significant for administrators, business supervisors, colleagues, and even job applicants. It is essential for them to realize how to use communication technique to help serve their purpose and accomplish their goals. Effective communication is an essential component for organisation success, regardless of whether it is in the interpersonal intra group organisation or external levels. A recent newspaper report said that of every hundred interviews, only five qualified for employability as a result of absence of communication skills.

DISCUSSION:

Messages are given and received by a process called communication. These messages influence our own behaviour and self-concept, and also the behaviour and self concept of others. The way we communicate with others is important because that's how we let people know who we are, what we believe in, what our values are, and how we feel. Most of our communication is expressed without speaking (nonverbally). In fact about 65% of the messages we send out to other people are nonverbal, so a person's body language tells you more about her than what she says. Sometimes body language is used to emphasize what is being said, like when you nod and smile while saying yes, or shrug when you say you don't know. Nonverbal messages can also be used instead of words, for example crying or raising an eyebrow.

Confusing messages can be given when our body language says one thing and our words another. If you're really upset about something and you just smile and try to pretend everything is okay, your body language will probably give you away. This is one way misunderstandings occur, because the other person isn't sure whether to read your body language, or believe what you say. To increase the power of your effective communication skills, you need to do more than increase your confidence and active listening. You'll also need to root out the bad habits. Everyone is guilty of a few conversation faux pas now and again. However, those who allow their relations with others to be dominated by bad communication habits may find themselves struggling to connect. Few signs of poor communication to be avoided are interrupting others, busy with your phone while others are speaking, confused without a clear point, avoiding eye contact and closed body language. All these express poor conversation behavior, which definitely harms a person's ability to make people convince with their ideas. Improving effective communication skills can help a person to have more confidence, become more skilled, and adaptive communicator and also helps to build good relations with others.

Being unforgettable, having people falling madly in love with you is to be willing to share your story. When you share your story, the listener becomes a part of your journey and then you tap into something

in them. Having strong communication skills aids in all aspects of life from professional life to personal life and everything that falls in between. With a business point of view, strong communication results in successful transactions. Information can more accurately and quickly be understood with good communication skills. Good communication skills are necessary for a great career. To be an excellent communicator can facilitate heighten up your career.

CONCLUSION:

The research studies indicate improved relationships at home, work and in social settings by effective communication. It strengthens your associations with others and improves partnership, thereby empowers you to convey difficult negative messages without obliterate the other persons trust. It enhances self-esteem which assists in decision-making, and problem solving. Effective communication consist of number of skills that includes verbal, nonverbal communication, active listening, the ability to manage stress, and the and the ability to perceive and comprehend your own feelings and those of the individual you're speaking with. Developing all these skills helps in achieving success in different domains of life. Research studies have given understanding into the process communication that has led to the improvement of communication tools and procedures. These modifications are valuable in developing the effectiveness of communication.

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Analysis of Spatio- Temporal Change in Crop Combination Pattern of Junnar Tahsil, Pune (Maharashtra)

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ABSTRACT

The Agricultural Regionalization is a very important fact to the farmers help in taking decision for crop cultivation and this may be done with the help of different methods like Crop Combination, Crop Concentration, Patterns of Crop Rotation etc. The Study identifies the basic crop combination of the year 2005-06 and 2010-11 in Junnar tahsil (circle wise), which basically is an agriculture dominated area. Normally crops are grown in a Combination rather than single. The present study is based upon the secondary data collected from Agriculture Department of Junnar tahsil and the Method has been adopted to calculate the value belongs to Wever's Method. The present paper shows comparison of six circles (Rajur, Dingore, Junnar, Otur, Narayangaon and Belhe) in Junnar tahsil for the year 2005-06 and 2010-11. Result shows that Dingore, Junnar and Narayangaon circle have same crop combination pattern in both years, it means there is no change in taking crops in five years in these circles. But Rajur, Otur and Belhe circle have change their crop combination from two to four, three to four and four to one crop combination respectively.

Key words: Agriculture, Crop Combination, spatio-temporal etc.

1. INTRODUCTION-

‘Agriculture’ in agriculture geography implies in subject matter and the geography gives the way of viewing subject matter. The agriculture etymologically the expressions agriculture geography has Greek and Latin roots the Latin term ‘Agricultura’ which has its origin in the words ‘Ager’ meaning the field and ‘cultura’ meaning the Cultivate or culture.

‘The Indian economy hinge on agriculture’ because of about 70 per cent of Indian population is directly depending on agriculture. Agriculture and allied sectors contribute nearly 17.8 and 17.1 Per cent of Gross Domestic Product (GDP) of India as on 2010. the agricultural output however depend on monsoon as nearly 56 per cent of area sown dependent in rainfall. It not only provides food to its teeming (crowded) million, but also provides raw material for those agro based industries.

The study of crop combination constitute as an important aspect of the agricultural in fact its provides a good basis for agricultural regionalization and helps to formulation of strategy (policy) for agricultural development the crop combination for delimiting agricultural regions on the basis of varieties of crops. The method was starts from the observation that single crop situation is rare and that is most areas farmers habitually grow a Variety of crops, therefore ‘crop concentration’ study is vitals.

2. STUDY AREA

Junnar tahsil is located at the northern part of Pune district. The region extends between 19°00’40”N and 19°23’19”N latitudes and between 73°38’33”E and 74°18’34” longitude, Geographical area of the tahsil is 1386.98 sq.km. The physiography of this region has given rise to 3 major characteristics land forms viz. hills and ghat section, the foot hill zone and plain, extend of such features are over around 44, 40 and 16 percent area respectively. The main geological formation in the tract is Deccan trap. The

area is drained by main two rivers viz. Kukadi and Meena. Pushpavati is the principle tributary of Kukadi river. Based upon physical characteristics of soil, they can be divided into four major groups viz. (1) Reddish brown light soil (70 %), (2) Coarse shallow soil (7%), (3) Medium black soil (22%) and (4) Deep black soil (1%). The area covered by different divisions shows a wide variation of rainfall patterns, primarily due to the peculiar physiographic configurations. The main average rainfall varies from about 3000mm at Talegher in west to about 1000mm at Junnar in the central region, to less than 500 mm at Ane in the east. About 60 percent of total geographical area comes under the drought prone.

3. OBJECTIVES

1. To find out Crop Combination of Junnar tahsil by using Weaver's method during the years 2005-06 and 2010-11.
2. To analyse circle wise spatio-temporal change in crop combination pattern of Junnar tahsil.
3. To find out causes of crop combination variation in the study region.
4. Database and Methodology- The entire work is mainly based on secondary data i.e., collected from Agriculture Department of Junnar tahsil. For the calculating crop combination of given region 'crop combination method of Weaver' has been applied. This method applied for the data of the year 2005-06 and 2010-11.

Crop Combination method of 'Weaver'

In the field of agriculture geography weaver was the first who use statistical techniques to establish crop combination for Middle West in United States in 1954. In this attempt for the delimitation of agriculture regions of the Midwest in USA weaver the percentage of total harvested cropland occupied by each crop that held as much as 1 percent of the total cultivated land in each of the 1081 countries covered in his work. He used following formula for calculation of crop combination,

Where,

$$d = \Sigma d^2/n$$

d = difference between the actual crop percentage in given areal unit n = number of crops in given combination

5. RESULT & DISCUSSION

Crop Combination result for the year 2005-06

Sr. No.	Crop Combination	Circles	Crop Combination
1	Two Crop Combination	RAJUR	RW
2	Three Crop Combination	OTUR DINGORE NARAYANGAON	WOS ORW SJW
3	Four Crop Combination	BELHE	SBJW
4	Five Crop Combination	JUNNAR	SOJBW

(Source- Calculated by Researcher)

Crop Combination Region-

1) Two Crop Combination

Two crops, namely Rice and Wheat in Rajur Circle have been found in this combination. Soil, climate and farmers tendency are main factors to determine two crop combination in this circle.

2) Three Crop Combination

Wheat, Onion & Sugarcane these three crops in Otur circle, Onion, Rice & Wheat in Dingore and Sugarcane, Jawar & Wheat have registered as three crop combination in Narayangaon.

3) Four Crop Combination

Sugarcane, Jowar, Bajara & Wheat have appeared as four crop combination in Belhe circle.

4) Five Crop Combination

Jawar, Sugarcane, Bajra, Onion & Wheat crops are found in Junnar circle as five crop combination.

Crop Combination result for the year 2010-11

Sr. No.	Crop Combination	Circles	Crop Combination
1	One Crop Combination	BELHE	W
2	Three Crop Combination	NARAYANGAON	SJW
		DINGORE	ORW
3	Four Crop Combination	OTUR	BOWJ
		RAJUR	SWRO
4	Five Crop Combination	JUNNAR	SOJBW

(Source- Calculated by Researcher)

Crop Combination Region-

1) One Crop Combination

Monoculture is found in Belhe circle. It indicates that farmer's tendency and water availability in Belhe circle tend to give priority to wheat.

2) Three Crop Combination

Three crop combinations is found in Narayangaon and Dingore circle. In these circles, sugarcane, jawar & wheat and onion, rice & wheat have been taken respectively.

3) Four Crop Combination

Otur and Rajur circle have four crop combinations. In which, bajra, onion, wheat & jawar and sugarcane, wheat, rice & onion crops are found respectively.

4) Five Crop Combination

Five crop combinations are found in Junnar tahsil, where sugarcane, onion, jawar, bajra & wheat crops have been taken by farmers.

6. CONCLUSION

The present study identifies the basic crop combination of the year 2005-06 and 2010-11 in Junnar tahsil (circle wise). It shows comparison of six circles (Rajur, Dingore, Junnar, Otur, Narayangaon and Belhe) in Junnar tahsil for the year 2005-06 and 2010-11. Result shows that Dingore, Junnar and Narayangaon circle have same crop combination pattern in both years (after five years), it means there is no change in taking crops in five years in these circles. But Rajur, Otur and Belhe circle have change their crop combination from two to four, three to four and four to one crop combination respectively. Which is a result of climate change, water availability, farmers tendency, market oriented crops etc.

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