**READING MATERIAL**

**RURAL SOCIOLOGY AND**

**EDUCATIONAL PSYCHOLOGY**

**COURSE NO:BGEE2102**

**B.Sc. (Ag.) Ist YEAR**

**DEPARTMENT OF AGRICULTURAL EXTENSION EDUCATION**

**CENTURION UNIVERSITY OF TECHNOLOGY**

**AND MANAGEMENT, ODISHA**

**COURSE NO: TITLE: FUNDAMENTALS OF RURAL SOCIOLOGY AND**

**EDUCATIONAL PSYCHOLOGY**

**THEORY NOTES**

LECTURE **1. EXTENSION EDUCATION**

**Definition and Concepts:**

The term extension was first used in the United States of America in the first decade of this century to connote the extension of knowledge from land grant colleges to the farmers through the process of informal education.The term extension was first used in the United States of America in the first decade of this century to connote the extension of knowledge from land grant colleges to the farmers through formal education.  In India, extension work was primarily started by F.L. Brayne (1920) in Punjab. The term community development and extension education became more popular with the launching of community development projects in 1952 and with the establishment of the national extension service in 1953, Since then, community Development has been regarded as a programme for all-round development of the rural people and extension education as the means to achieve this objective  
1. Extension Education deals with practical items of information which is useful for rural people which solve their daily problems, especially those relations to agricultural production. (Thorat)

2. Extension Education is an integral behavioural science which contributes towards the understanding and formulation of methods and procedures for bringing planned change in human behaviour.

3. Extension education is education for the betterment of people and for changing their behaviour i.e. knowledge, skill and attitude.

4. Extension education is the dissemination of useful research findings and ideas among rural people to bring out desirable changes in their social and cultural behaviour.

5. Extension education is an applied science consisting of contents derived from researches, accumulated field experiences and relevant principles drawn from the behavioural sciences synthesized with useful technology, in a body of philosophy, principles, contents, and methods focused on the problems of out at school education for adults and youths. (Leagans.J.P.)

6. Extension education in an applied behavioural science, the knowledge of which is to be applied for desirable changes in the behavioural complex of the people.

7. Extension is an education and its purpose is to change the attitude and its purpose is to change the attitude and practices of the people with whom the work is done.

8. Extension education is a science which deals with various strategies of change in the behavioural patterns of human beings through technological and scientific innovation for the improvement of their standard of living.

9. Extension is to teach a person how to think, not what to think, and to teach people, to determine accurately their own needs to find solution to their own problems and to help them acquire knowledge and develop convictions in that direction.   
10. Extension is an out-of school system of education in which adults and young people learn by doing. It is a partnership between government, the land grant colleges and the people, which provider services and education designed to meet the needs of the people

What is Agricultural Extension?

Agriculture is the mainstay of Indian economy. It sustains over 70% of the populations contributes 35.6% to gross national products and adds 39% as it’s share towards exports. The growth in population and migration of the people to the city has led to an increasing demand for agricultural products

Agricultural extension efforts in India have made significant strides towards development of the agricultural sector. The report of the national commission on Agriculture (1976) has emphasized the need for massive extension efforts to modernize the outlook of the farmers and to make them more enterprising and willing to adapt readily to innovations so that agricultural production could be increased.  
  
Agriculture extension is favourite whipping boy in the agricultural system. It is an applied behavioural science, the knowledge of which is applied to bring farmers or people through various strategies and programme of change by applying the latest scientific and technological innovations. Agriculture extension education, its principles, methods and techniques are applicable not only to agriculture but also to other sciences like veterinary, animal husbandry, dairying, health and family planning etc.  
  
To summarize, agriculture extension viewed as an educational programme to be undertaken by public agencies to activate the process of transferring knowledge, science and technology from laboratories to people or farmer and to help them in farm planning, decision making, record keeping, use of inputs, storage, processing and marketing, ensure supplies and services, increase their production, develop people and their leaders, improve their occupation, family, and community life.   
  
Agricultural extension is known as the application of scientific research and new knowledge to agricultural practices through farmer education. The field of extension now encompasses a wider range of the communication and learning activities organized for rural people by professionals from different disciplines, including agriculture, health and business studies.

**Four Paradigms of Agricultural Extension**

Any particular system can be described both in terms of both how communication takes place any why it takes place. It is not the case that paternalistic systems are always persuasive, nor is it case that participatory projects are necessary educational. Instead there are four possible combinations, each of which represents a different extension paradigm. As fallows:

**1.  Technology Transfer (Persuasive+ Paternalistic):**

This paradigm was prevalent in colonial times, and reappeared in the 1970’s when the Training and Visit system was established across Asia. Technology transfer involves a top –town approach that delivers specific recommendations to farmers about the practices they shoud adopt

**2.  Advisory Work (persuasive + participatory):**

This paradigm can be seen today where government organizations or private consulting companies responds to farmers enquiries with technical prescriptions. It also takes the form of projects managed by donor agencies and NGOs those   
participatory approaches to promote pre-determined packages of technology.  
 **3.  Human Resource Development (Educational + paternalistic):**

The paradigm dominated the earliest days of extension in Europe and North America. When universities gave training to rural people who were too poor to attend full time course. It continues today in the outreach activities of colleges around the world. Top-town teaching methods are employed, but students are expected to make their own decisions

about how to use the knowledge they acquire

**4. Facilitation For Empowerment (Educational +Participatory):**  
  
This paradigm involves methods such as experimental learning and farmer-to-farmer exchanges. Knowledge is gained through interactive processes and the participants are encouraged to make their own decisions. The best know examples in Asia projects that use Farmer Field School (FFS) or participatory technology development (PTD).  
That means the provisions of information to farmers on agricultural production technologies designed to increase production protect natural resources and the environment, or achieve some other objective.

**Thrust Areas of Agricultural Extension**

1. Assessment refinement and demonstration of technology / products.

2. Training of farmers.

3. Training of extension personnel areas of technology.

4. Single window delivery system of technology products, diagnostic service and information through Agricultural Technology Information Centres.

5. Development of gender-specific technologies.

6. Creating awareness of improved agricultural technologies among the farmers

Agricultural Extension aims at improving technology dissemination of farm technologies to the farmers.  The Extension system has undergone several changes over a period, in terms of content and delivery approaches.

**Objectives of Extension Education**

Objectives:

1. To raise the standard of living of the rural people by helping them in right use of their resources.  
  
2. To help in planning and implementing the family and village plans for increasing production in various occupations

3. To provide facilities for better family living.

**Specific Objectives:**

1.To provide knowledge and help for better management of farms and increase income.  
  
2. To encourage the farmers to grow his own food, eat well and live well.  
  
3. To promote better social, natural, recreational, intellectual and spiritual life among the people.

4. To help rural families in better appreciation of SWOT in their village.  
  
5. To open new opportunities for developing talents and leadership of rural people.

6 To build rural citizens who are Proud of their occupation  
 Independent in thinking, constructive in outlook Capable, efficient and self-reliant in character. ,having love of home and country in their heart.

**Importance of Extension Education**:

1. Extension uses democratic methods in educating the farmers.  
2. Extension helps in adoption of innovations.  
3. Extension helps in studying and solving the rural problems.  
4. Extension increases farm yields and improve the standard of living of farmers.  
5.Extension makes good communities better and progressive.  
6. Extension contributes to national development programmes.

**Scope of Extension Education:**

It includes all activities of rural development. So extension programmers should be dynamic and flexible. The areas indicating scope of Extension are listed below:

1. Increasing efficiency in agricultural production.

2. Increasing efficiency in marketing, distribution and utilization of agricultural inputs and outputs.

3. Conservation, development and use of natural resources.

4. Proper farm and home management.

5. Better family living.

6. Youth development.

7. Leadership development.

8. Community and rural development.

9. Improving public affairs for all round development

LECTURE 2:

**SOCIOLOGY AND RURAL SOCIOLOGY:**

**Sociology – Introduction:**

The term sociology was created by ***Auguste Comte (1789-1875)*** who is often referred as the **father of sociology** who named it from **two** words, of which one is **Latin** word ‘**socius**’ meaning **companion** and the other is **Greek** word ‘**logos**’ meaning **speech or reasoning**.

SOCIOLOGY





SOCIUS LOGOS

(**Latin**) (**Greek**)

(Companion) (Speech or reasoning)

The etymological (based on the origin of the word) meaning of sociology is thus ‘**the science of society**’. **Sociology** has been referred to as systematized knowledge in thestudy of human social relationships. The content or subject matter of sociology is not literary writing as is assured (thought) by many people. It is a detailed and systematic study of society. There are animal societies also but sociology studies only human societies. Human beings have progressed to a large extent and therefore, sociology is used for the systematic study of the human being in **group relations.** Sociology is concerned with people and without people or human beings there cannot be sociology, it cannot be in **isolation** as its main emphasis is on their relationship with other persons. They stay ingroups and therefore the sociologists study people organized in families, friendship groups, temples, schools, industrial plants and in other organizations. The fundamental process in any society is **interaction** or **social interaction**. In short sociology studies the social behavior of people, their different social groups and the intra and interrelationship of these social groups. **Sociology** is the **web** or tissue of human **interaction** and **interrelationship**

– **Ginsburg**

**Sociology** is the scientific study of human [social behaviour](http://en.wikipedia.org/wiki/Social_behavior) and its origins, development, organizations, and [institutions](http://en.wikipedia.org/wiki/Institution). It is a [social science](http://en.wikipedia.org/wiki/Social_science) that uses various methods of [empirical investigation](http://en.wikipedia.org/wiki/Empirical_method) and [critical analysis](http://en.wikipedia.org/wiki/Critical_analysis) to develop a body of knowledge about human [social actions](http://en.wikipedia.org/wiki/Social_actions), [social structure](http://en.wikipedia.org/wiki/Social_structure) and [functions](http://en.wikipedia.org/wiki/Structural_functionalism). A goal for many sociologists is to conduct research which may be applied directly to [social policy](http://en.wikipedia.org/wiki/Social_policy) and welfare, while others focus primarily on refining the theoretical understanding of social processes. Subject matter ranges from the [micro](http://en.wikipedia.org/wiki/Microsociology) level of individual [agency](http://en.wikipedia.org/wiki/Agency_%28sociology%29) and interaction to the [macro](http://en.wikipedia.org/wiki/Macrosociology) level of systems and the [social structure](http://en.wikipedia.org/wiki/Social_structure).

The traditional focuses of sociology include [social stratification](http://en.wikipedia.org/wiki/Social_stratification), [social class](http://en.wikipedia.org/wiki/Social_class), [social mobility](http://en.wikipedia.org/wiki/Social_mobility), [religion](http://en.wikipedia.org/wiki/Sociology_of_religion), [secularization](http://en.wikipedia.org/wiki/Secularization), [law](http://en.wikipedia.org/wiki/Sociology_of_law), [sexuality](http://en.wikipedia.org/wiki/Sexuality) and [deviance](http://en.wikipedia.org/wiki/Deviance_%28sociology%29). As all spheres of human activity are affected by the interplay between [social structure and individual agency](http://en.wikipedia.org/wiki/Structure_and_agency), sociology has gradually expanded its focus to further subjects, such as [health](http://en.wikipedia.org/wiki/Sociology_of_health), [medical](http://en.wikipedia.org/wiki/Medical_sociology), [military](http://en.wikipedia.org/wiki/Military_sociology), [the Internet](http://en.wikipedia.org/wiki/Sociology_of_the_Internet), and the role of social activity in the development of [scientific knowledge](http://en.wikipedia.org/wiki/Sociology_of_scientific_knowledge).

The range of social scientific methods has also expanded. [Social researchers](http://en.wikipedia.org/wiki/Social_research) draw upon a variety of [qualitative](http://en.wikipedia.org/wiki/Qualitative_research) and [quantitative](http://en.wikipedia.org/wiki/Quantitative_research) techniques. The [linguistic](http://en.wikipedia.org/wiki/Linguistic_turn) and [cultural turns](http://en.wikipedia.org/wiki/Cultural_turn) of the mid-twentieth century led to increasingly [interpretative](http://en.wikipedia.org/wiki/Verstehen), [hermeneutic](http://en.wikipedia.org/wiki/Hermeneutic), and [philosophic](http://en.wikipedia.org/wiki/Philosophic) approaches to the analysis of society. Conversely, recent decades have seen the rise of new [analytically](http://en.wikipedia.org/wiki/Analytical_sociology), [mathematically](http://en.wikipedia.org/wiki/Mathematical_sociology) and [computationally](http://en.wikipedia.org/wiki/Computational_sociology) rigorous techniques, such as [agent-based modelling](http://en.wikipedia.org/wiki/Agent-based_model) and [social network analysis](http://en.wikipedia.org/wiki/Social_network).

**Definitions and scope of Rural Sociology or what is rural sociology:**

Different sociologists have defined rural sociology in different ways. A few definitions may be examined here.

1. Sanderson says that "Rural sociology is the sociology of rural life in the rural environment".

2. Bertand says that in its broadest sense, "Rural sociology is that study of human relationships in rural environment".

3. F. Stuard Chapin defines rural sociology as follows: "The sociology of rural life is a study of the rural population, rural social organisation and the social processes comparative, in rural society".

4. A. R. Desai says that "Rural sociology is the science of rural society...It is the science of laws of the development of rural society".

It is clear from the above mentioned definitions that rural sociology studies the social interactions, institutions and activities and social changes that take place in the rural society. It studies the rural social organisations, structure and set up. It provides us that knowledge about the rural social phenomena.

**Definition**: According to **Smith** rural sociology is the body of facts and principles of thesystematized knowledge, which has developed the application of scientific method in the study of human relationships in rural environment and people, engaged directly or indirectly in agriculture occupation. An extension worker is a **change** agent. Transfer or communication of innovations is the main job of these changes agents. But for introducing improved farm practices, an understanding of the farmer, his social and cultural environment within which he operates, his home, his village and the local region is necessary.

Rural sociology provides such knowledge and makes possible the planning of a strategic approach for the desired changes. It allows constant analysis of the rural situation and within reasonable limits prediction of possible results. From this point of view the main emphasis in the community development programs is on changing human behavior and working with rural people by using educational methods. For doing this, as stated earlier the change agent, must have adequate knowledge and skill in methods of **communication**. In addition to this the change agent must know what is going on, in the minds of rural people, their relationships and interactions, their groups, their institutions, their organizations and the culture they share. All these factors influence the farmers’ behavior. The knowledge regarding these factors is provided by rural sociology. In the absence of this knowledge of rural society the change agent will not be able to plan a proper strategy of change. The change agent at the first instance has to understand their programmes and their objectives. Secondly he must know the currents of thoughts in the minds of the people with whom he works. He needs to understand their motives, their reactions and their receptivity to new ideas. He should also understand why some people are more receptive than others, why some people take the initiative and lead and why others hesitate.

**Rural sociology** is a field of [sociology](http://en.wikipedia.org/wiki/Sociology) traditionally associated with the study of social structure and conflict rural areas although topical areas such as food and agriculture or natural resource access transcend traditional rural spatial boundaries. It is an active field in much of the world, and in the United States originated in the 1910s with close ties to the national [Department of Agriculture](http://en.wikipedia.org/wiki/United_States_Department_of_Agriculture) and [land-grant university](http://en.wikipedia.org/wiki/Land-grant_university) colleges of agriculture.[[1]](http://en.wikipedia.org/wiki/Rural_sociology)

The sociology of food and agriculture is one focus of rural sociology and much of the field is dedicated to the economics of [farm production](http://en.wikipedia.org/wiki/Agriculture). Other areas of study include rural migration and other [demographic patterns](http://en.wikipedia.org/wiki/Demography), [environmental sociology](http://en.wikipedia.org/wiki/Environmental_sociology), [amenity-led development](http://en.wikipedia.org/wiki/Resort_town), public lands policies, so-called "[boomtown](http://en.wikipedia.org/wiki/Boomtown)" development, [social disruption](http://en.wikipedia.org/wiki/Social_disruption), the sociology of [natural resources](http://en.wikipedia.org/wiki/Natural_resources) (including forests, mining, fishing and other areas), rural cultures and identities, [rural health](http://en.wikipedia.org/wiki/Rural_health) care and educational policies. Many rural sociologists work in the areas of [development studies](http://en.wikipedia.org/wiki/Development_studies), [community studies](http://en.wikipedia.org/wiki/Community_studies), [community development](http://en.wikipedia.org/wiki/Community_development) and in [environmental studies](http://en.wikipedia.org/wiki/Environmental_studies). Much of the research involves the Third World.

**Scope of Rural Sociology:** Scope of Rural Sociology in India

India is an agricultural country and village is a basic and important unit of the society. After independence the process of rural reconstruction was started and importance of the rural sociology was recognized. The need of development of the villages and speed of education in the villages were understood and to achieve this community development programme was started. It can be achieved when the planners and administrator correct knowledge of the rural life.

1. It is very essential to develop village because India’s development depends upon the progress of the villages.

2. India is agriculture country and poverty can be removed through improvement in agriculture.

3. Solutions of rural problems can bring the change in the rural society.

4. The country and its society can be reconstructed only through rural developments.

5. For successful implementation of democratic decentralization the village community is to be studied in detail.

6. Rural sociology can help to organize the disorganized Indian in detail.

7. The extension worker must know the rural culture, rural institutions, problems, resources etc. for successful transfer of technology for improvement of agriculture. It can be achieved through the study of rural sociology.

8. Through the technology and communication methods are known to the extension workers. The study of rural sociology helps the extension worker to transfer the technology.

9. For successful implementation of the community development programmes the knowledge of rural sociology is very essential.

**Importance of Rural Sociology:**

India is predominantly an agricultural and rural Country from ancient times. Village is the basic and important unit in the organization of Indian Society. After independence the process of reconstruction of the country has been started and the importance of rural sociology was recognized. If India is to achieve the progress, the villages are to be improved and education has to be spread in these villages. In order to this every attempt is being made to improve the villages of this country in community development programme. This object can be achieved only when the administrators and planners have the correct knowledge of the rural life.

The importance of the Study of Rural Society in India can be Evaluated Under the Following Heads:

1. The village is the basic source of Indian culture. India lives in villages. The birth and development of its culture took place from the villages. India’s progress is based on the progress of villages. Thus it is necessary to develop the villages.

2. India is an agricultural country and poverty of this country can only be removed when the agriculture is improved.

3. Solution of rural problems can bring about change in rural society.

4. The country and its society can be reconstructed only through rural reconstruction.

5. In the interest of democratic decentralization, village community is to be studied in a totality.

6. Rural sociology can help in organizing the disorganized Indian rural structure.

**Rural Sociology – its importance to extension work:**

1. In the context of **community development** and rural development programs deliberate efforts are made to bring about social change in rural areas. This change is brought about not in a **vacuum** but in a structure of human relations, which necessitates the study of rural sociology.

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2. An extension worker is a change agent. He has to bring about **changes** in the rural culture. Therefore, he has to understand the culture in which he has to bring about changes

3. In the **cross-cultural situation**, it is likely that the change agent may develop the **ethnocentric attitude**, which makes him difficult to work successfully. Study of rural sociology helps to overcome this difficulty.

4. Some times. The change agent, while working in rural communities, does not keep the **established pattern of hierarchy**, this creates problems in his working. Rural sociology helps him to understand the same and its importance

5. The **value system** of individuals, families, groups and communities is an important factor to be kept in mind while trying to bring about changes in the farming communities

Therefore, it is necessary for a student of rural development to study the subject of rural sociology to bring about planned change in the rural communities effectively and without resistance

**LECTURE NO.: 3. IMPORTANCE OF RURAL SOCIOLOGY IN AGRICULTURAL EXTENSION AND THEIR INTERRELATIONSHIP,INDIAN RURAL SOCIETY**

**Extension education (Agricultural Extension)** in the field of agriculture isconcerned with agricultural education aimed at assisting people to bring about **continuous** improvement in their physical and social well being through individual and cooperative efforts. It makes available to the villagers, scientific information and also guidance in the application of such information in solving their problems. Villagers are **educated** to change their attitudes so as to raise their standard of living

**Meaning of Extension Education:**

The word Extension is derived from the **Latin** roots ‘**Ex**’ meaning ‘**out**’ and ‘**tensio**’ meaning ‘**stretching**’. Thus the term extension education means the type of education, which is stretched out into the villages and fields beyond the limits of schools and colleges to which formal type of education is normally confined. In other words the word ‘extension’ used in this context signifies an ***OUT OF SCHOOL*** system of education. The three links in the chain of rural development are ***research, teaching*** and ***extension***

|  |  |
| --- | --- |
|  | **EXTENSION** |
|  | **(Latin word)** |
| ‘EX’ | ‘TENSIO’ |
| **(Out)** | **(Stretching)** |





**Definition:**

**Extension education** is the process of **teaching** rural people how to **live** better by learning **ways** that improve their farm, home and community institutions

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**INTERRELATIONSHIP BETWEEN RURAL SOCIOLOGY AND EXTENSION**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.No.** | |  | | **Rural Sociology** | |  | **Extension** | |  | |
|  | |  | |  |  | |
|  | |  | |  |  |  |  | |  | |
| 1. | | It is a **scientific study** of the laws of | | | | | It is **informal** (actually non-formal) | |  | |
|  | |  | |
|  | | the structure and development of | | | | | education for the rural people with a view to | |  | |
|  | | rural society | | |  |  | **develop** rural society on desirable lines | |  | |
|  | |  | |  |  |  |  | |  | |
| 2. | | It studies the **attitudes** and behavior | | | | | It seeks to **modify** or change for the better, | |  | |
|  | |  | |
|  | | of rural people | | |  |  | the attitudes and behavior of village people | |  | |
|  | |  | |  |  |  |  | |  | |
| 3. | | It studies the **needs** and interests of | | | | | It helps rural people to **discover** their | |  | |
|  | |  | |
|  | | rural society | | |  |  | needs and problems and **builds** | |  | |
|  | |  | |  |  |  | **educational programs** based on these | |  | |
|  | |  | |  |  |  | needs and wants | |  | |
|  | |  | |  |  |  |  | |  | |
| 4. | | It | | analyses | rural | **social** | It **fosters** (develops) and utilizes **village** | |  | |
|  | |  | |
|  | | **relationships,** | | | or | group | **organizations** and leadership and | |  | |
|  | | organizations and **leadership** in rural | | | | | **favorable**social processes, to achieve its | |  | |
|  | | areas, the **social processes** like | | | | | objectives of rural development | |  | |
|  | | cooperation, association, competition | | | | |  | |  | |
|  | | etc, among village people | | | |  |  | |  | |
|  | |  | |  |  |  |  | |  | |
| 5. | | It studies **social situations** and | | | | | It makes **use** of such **social data** as a | |  | |
|  | |  | |
|  | | assembles social facts or rural | | | | | basis for building up its **extension** | |  | |
|  | | society | | |  |  | **programs** for rural areas | |  | |
|  | |  | |  |  |  |  | |  | |
| 6. | | It **investigates** the social, cultural, | | | | | It also studies these problems with | |  | |
|  | |  | |
|  | | political, and religious **problems** of | | | | | reference to their **impact on extension** | |  | |
|  | | rural society | | |  |  | **work** in villages | |  | |
|  | |  | |  |  |  |  | |  | |

**INDIAN RURAL SOCIETY:**

**Need for the Study of the Rural Society:**

Rural life is the principal pivot around which whole Indian social life revolves. India is a land of agriculture. Its history, customs and traditions, complex social organization and unity in diversity etc can be understood by the study of rural life.

Rural sociology is the scientific study of rural society. It involves a systematic study of rural society, its institutions, activities, interactions and social change. It not only deals with the social relationships of man in a rural environment but also takes urban surroundings into consideration for a comparative study.

According to A.R Desai rural sociology should be to make a systematic, scientific and comprehensive study of the rural social organization of its structure, function and objective tendencies of development and on the basis of such a study to discover the laws of its development.

T.L Smith says that some investigators study social phenomena that are present only in or largely confined to the rural environment to persons engaged in agricultural occupation.

Such sociological aspects and principles as one derived from the study of rural social relationships may be referred to as rural sociology. Bertrand has observed that in the broadest definition rural sociology is the study of human relationships in rural environment.

Rural sociology is a holistic study of rural social setting. It provides us with valuable knowledge about the rural social phenomena and social problems which helps us in understanding rural society and making prescriptions for its all round progress and prosperity.

1. The study of **rural society** is essential for carrying out a **programme** of rural extension

2. It is important to know some of the characteristics of rural society as people have **distinguishing** features

3. A knowledge of fundamental characteristics of rural situation should contribute much to the **understanding** of the structure of rural society, the way it functions

4. Rural people are studied in terms of their personal and group relations and as members of groups, organizations and institutions

5. Rural society comprises of all persons residing in administrative unit of village as defined by the authorities

**Definition of Society:**

**Society** is defined as a group of people in more or less **permanent** association who are organized for their **collective** activities and who feel that they **belong** together.

A [human](http://en.wikipedia.org/wiki/Human) **society** is a [group](http://en.wikipedia.org/wiki/Social_group) of people involved in persistent [interpersonal relationships](http://en.wikipedia.org/wiki/Interpersonal_relationship), or a large social grouping sharing the same geographical or social territory, typically subject to the same political authority and dominant cultural expectations

**Characteristics of Indian Rural Society:**

**1. Agriculture** is main economic activity of rural people. It is based predominantly on **Agriculture**. **Agriculture** is the main source of livelihood. The land is distributed between certain families. The distribution of land is between a big land owner and rest of the community, possession of which (land) has prestige value

**2. Caste** is **dominant** institution of village. It is peculiar type of grouping found in rural

India. The village is governed to a very great extent by traditional caste occupations, carpenters, cobblers, smiths, washer men, agricultural laborersetc all belonging to separate castes, caste relations are important characteristics of rural life

3. The **religious** and **caste** composition of village largely determines its **character**. Different castes exist in village due to **social distance**. The habitation of each caste is separated from others. The habitation area has usually a distinct name e.g. Harijanawada

4. Each village is **independent**. All villages have their own organizations, authority and sanctions. Every village has **Panchayat** which is village **self government**

5. Village settlements are governed by certain **traditions**. The layout of the village, construction of houses, the dress etc is allowed according to the prescribed patterns of the culture of the area. In different areas a certain degree of diversity (differences between villages in the above aspects of the village life) in village organizations is **peculiar**

6. The rural society is **self-sufficient**. The unit of production in rural society is the **family**, which tries to produce much of its required goods. **Economic production** is the basic activity of rural aggregates (rural groups)

7. As a territorial, social, economic and religious unit, the village is a **separate** and distinct entity

8. It is common to find out a sense of **attachment** towards own settlement site. In rural society people do not have widely diversified tasks in different parts of the community

9. Village is characterized by **isolation**

10. The chief characteristic of rural life is **homogeneity,** there are not many differences among people pertaining to income, status etc.

11. The other characteristics are less density of population, less social mobility, less education, simplicity, traditionalism, fatalism, believing superstitions etc

**Important characteristics of Indian Rural Society:**

Reddy (1985) has stated the following as the characteristic of Indian Rural Society.

1.The village is the unit of the rural society. Its people carry on the business of living together within a distinctive framework of caste and social custom. Caste is a dominant social institution permeating social and economic relations. Traditional caste occupation mostly prevails. Cooperative labour of different castes is required not only for agro-economic activities but also for socio-religious life. The large villages have within its population all the occupational castes, have a comparatively more integrated and self sufficient economic as well as socio religious life than smaller villages.

2.The village as a social and cultural unit possesses a basically uniform organisation and structure of values all over India. Many problems are common to the entire Indian country side.

3.The ethnic, linguistic, religious and caste composition of a village largely determine its character and structure. Some villages of hamlets are inhabited almost exclusively by certain castes as in the case of Agraharams for Brahmins.

Even in a village with mixed population the different castes usually live in different sections of the same village. Inter caste rivalries are present.

4.Women do not have full equality with men in several aspects of life.

5.Indian rural society is predominantly based on agriculture. Possession of land carries with it social and prestige value, besides being considered as an economic asset. In many villages, the land is mostly distributed between two or more castes, or among a few families, or between one big land owner and the rest of the community. Landless labourers and tenants constitute a considerable part of the population depending on agriculture.

6.Every village has its own organisational set up, authority and sanctions. It has its growing body, the panchayat, based on local tradition since long, but now constituted on a regular basis according to provisions of Panchayat Raj.

7.Social distance or isolation has a bearing on the nature of the organisation of a village and of its view on the world. Availability of or nearness to modern means of transport or communications also modifies the setting and fabric of a village.

8.Village settlements are generally governed by certain regional and local traditions. The layout of the village, construction of the house, the dress, the speech, and manners follow the set pattern of the cultural area. Each village possesses an individual of its own. Some have a reputation for generosity, hospitality and fair play, while others are notorious for their meanness and corruption.

**DIFFERENCES BETWEEN RURAL AND URBAN COMMUNITIES**

Rural people are different from those living in urban areas. These differences are mainly due to the environment and its consequent impact on the lives of the people

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S.No.** | **Item of comparison** | | **Rural community** | | | | | | | | |  | |  | **Urban community** | | | | | | | | | | | |  |
|  |  | |  |  |
|  |  | |  |  | |  | | | | | |  | | |  | | | | | | | | | | | |  |
| 1. | General environment | | Closely |  | | associated | | | | | | with | | | Remote from nature. | | | | | | | | | | | |  |
|  | and orientation to | | nature. Direct effect of natural | | | | | | | | | | | | Predominance of man- | | | | | | | | | | | |  |
|  | nature | | elements like | | | | | rains, | | | drought, | | | | made environment | | | | | | | | |  | | |  |
|  |  | | heat, etc, on their lives | | | | | | | | |  | |  |  | | |  | |  | |  | |  | | |  |
|  |  | |  | | | | | |  | |  | | | |  | | | | | | | | | | | |  |
| 2. | Occupation | | Major occupation | | | | | | is | | farming. | | | | Most of the jobs are non- | | | | | | | | | | | |  |
|  |  | | Non-agricultural | | | | | | occupations | | | | | | agricultural and specialized | | | | | | | | | | | |  |
|  |  | | are secondary in importance | | | | | | | | | | |  |  | | |  | |  | |  | |  | | |  |
|  |  | |  |  | | | | | | |  | | |  |  | | |  | | | |  | |  | | |  |
| 3. | Working conditions | | Being | **agriculture** | | | | | | | work | | | in | Work | | | in | | | |  | | closed | | |  |
|  |  | | open air |  | |  | |  |  | |  |  | |  | environment. | | | | |  | |  | | Greater | | |  |
|  |  | |  |  | |  | |  |  | |  |  | |  | isolation from nature. Poor | | | | | | | | | | | |  |
|  |  | |  |  | |  | |  |  | |  |  | |  | fresh air | | |  | |  | |  | |  | | |  |
|  |  | |  | | | | | | | | | | | |  | | |  | |  | |  | |  | | |  |
| 4. | Family | | Works as a unit. More unity or | | | | | | | | | | | | Work | | | in | |  | |  | | different | | |  |
|  |  | | integrity | and | | | | more | | | contacts | | | | occupations and contact is | | | | | | | | | | | |  |
|  |  | | between members | | | | | |  | |  |  | |  | less between members | | | | | | | | | | | |  |
|  |  | |  | | | | | | | |  | | |  |  | | | | | | | | | | | |  |
| 5. | Size of the community | | ‘Agriculturalism’ and | | | | | | | | size | | | of | Large. Less land per person | | | | | | | | | | | |  |
|  |  | | community | | |  | | are | negatively | | | | | |  | | |  | |  | |  | |  | | |  |
|  |  | | correlated. Community is small | | | | | | | | | | | |  | | |  | |  | |  | |  | | |  |
|  |  | | in size. Land to man ratio is | | | | | | | | | | | |  | | |  | |  | |  | |  | | |  |
|  |  | | higher |  | |  | |  |  | |  |  | |  |  | | |  | |  | |  | |  | | |  |
|  |  | |  | | | | | | | | |  | |  |  | | | | | | | | | | | |  |
| 6. | Density of population | | Low density of population | | | | | | | | |  | |  | High density of population | | | | | | | | | | | |  |
|  |  | |  |  | |  | |  |  | |  |  | |  |  | | | | | | | | | | | |  |
| 7. | Material possession | | Less |  | |  | |  |  | |  |  | |  | Different types and more | | | | | | | | | | | |  |
|  |  | |  | | | | | | | | | | | |  | | | | | | | | | | | |  |
| 8. | Homogeneity and | | More homogeneous. Similarity | | | | | | | | | | | | More heterogeneous. Wide | | | | | | | | | | | |  |
|  | heterogeneity | | in social and psychological | | | | | | | | | | |  | variety of interests, | | | | | | | | |  | | |  |
|  |  | | characteristics in the | | | | | | | |  |  | |  | occupations, languages etc. | | | | | | | | | | | |  |
|  |  | | population. Such as beliefs, | | | | | | | | | | |  |  | | |  | |  | |  | |  | | |  |
|  |  | | language etc, | | | | |  |  | |  |  | |  |  | | |  | |  | |  | |  | | |  |
|  |  | |  | | | | | | | | | | | |  | | | | | | | | |  | | |  |
| 9. | Social institutions | | Most of the institutions are a | | | | | | | | | | | | Numerous enacted | | | | | | | | |  | | |  |
|  |  | | natural | outgrowth | | | | | | | of | rural | | | institutions | | | | |  | |  | |  | | |  |
|  |  | |  |  | | | | | | |  |  | | |  | | | | |  | |  | |  | | |  |
|  |  | | social life. Less of enacted | | | | | | | | | | | |  | | |  | |  | |  | |  | | |  |
|  |  | | (approved | | |  | | or |  | | created) | | | |  | | |  | |  | |  | |  | | |  |
|  |  | | institutions | | |  | |  |  | |  |  | |  |  | | |  | |  | |  | |  | | |  |
|  |  | |  | | | | | | | | | | | |  | | |  | | | |  | |  | | |  |
| 10. | Social stratification | | Less among groups and low | | | | | | | | | | | | Different | | | types | | | | of | | groups | | |  |
|  | and differentiation | | degree | of | | differentiation. Gap | | | | | | | | | like | | |  | | professional, | | | | | | |  |
|  |  | | between | | | higher | | | and | | | lower | | | occupational | | | | | etc, and high | | | | | | |  |
|  |  | | classes is less | | | | | |  | |  |  | |  | degree | | | of | | differentiation. | | | | | | |  |
|  |  | |  |  | |  | |  |  | |  |  | |  | Gap between | | | | | | | the | | higher | | |  |
|  |  | |  |  | |  | |  |  | |  |  | |  | and lower classes is more | | | | | | | | | | | |  |
|  |  | |  |  | |  | |  |  | |  |  | |  |  | | | | | | | | | | | |  |
|  |  | |  |  | |  | |  |  | |  |  | |  |  | | |  | |  | |  | |  | | |  |
| 11. | Hierarchy | | Less in number e.g. lower, | | | | | | | | | | | | More in number e.g. upper- | | | | | | | | | | | |
|  |  |  | middle and upper classes | | | | | | | | | |  | | upper, upper-middle, upper- | | | | | | | | | | | |
|  |  |  |  |  |  | |  | | |  | | |  | | lower, middle upper and so | | | | | | | | | | | |
|  |  |  |  |  |  | |  | | |  | | |  | | on |  |  | |  | |  | |  | |  |  |
|  |  |  |  |  |  | | | | |  | | | | |  |  |  | | | | | |  | |  | |
| 12. | Social | contacts and | Less |  | number, | | | | | social | | | | | Large |  | number, | | | | | |  | | social | |
|  | type |  | interaction | | is | | narrow. Primary | | | | | | | | interaction | | | |  | | is | |  | | wider. | |
|  |  |  | contacts | |  | | are | | |  | | | more | | Secondary | | | | contacts | | | | | |  | are |
|  |  |  | predominant. | | | | Personal | | | | | | and | | predominant. | | | |  | | Impersonal, | | | | | |
|  |  |  | relatively | | durable | | | | | relations. | | | | | casual | | and | | | | short-lived | | | | | |
|  |  |  | Man is interacted as a human | | | | | | | | | | | | relations. Man is interacted | | | | | | | | | | | |
|  |  |  |  |  |  | |  | | |  | | |  | | as number and address | | | | | | | | | | | |
|  |  | |  | | | |  | | |  | | | | |  | | | |  | |  | |  | | | |
| 13. | Social mobility | | Occupational | | | | and | | | territorial | | | | | Occupational | | | |  | | and | | territorial | | | |
|  |  |  | mobility |  | is | | less | | | intensive. | | | | | mobility | | is | |  | | found | | | |  | more |
|  |  |  | Normally the migration current | | | | | | | | | | | | intensive. Urbanity | | | | | | | | | |  | and |
|  |  |  | carries | more | | | individuals | | | | | | from | | social mobility are positively | | | | | | | | | | | |
|  |  |  | countryside to the cities | | | | | | | | | |  | | correlated. | | | | Only | | | | in | | | the |
|  |  |  |  |  |  | |  | | |  | | |  | | period |  | of | | social | | | | | | crises | |
|  |  |  |  |  |  | |  | | |  | | |  | | migration is from cities to | | | | | | | | | | | |
|  |  |  |  |  |  | |  | | |  | | |  | | countryside | | | |  | |  | |  | |  |  |
|  |  | |  |  |  | | | | |  | | |  | |  | | | | | | | | | | | |
| 14. | Social control | | Informal |  | control | | | | | i.e. | | | more | | Formal control i.e. legally | | | | | | | | | | | |
|  |  |  | related to the values and | | | | | | | | | | | |  |  |  | |  | |  | |  | |  |  |
|  |  |  | traditions of the society | | | | | | | | | |  | |  |  |  | |  | |  | |  | |  |  |
|  |  | |  | | | | | | | | | | | |  | | | | | | | | | | | |
| 15. | Social change | | Rural life is relatively static and | | | | | | | | | | | | Urban social life is under | | | | | | | | | | | |
|  |  |  | stable |  |  | |  | | |  | | |  | | constant social change | | | | | | | | | | |  |
|  |  |  |  | | | | | | | | | | | |  | | | | | |  | | | |  | |
| 16. | Social | solidarity | Strong sense of belonging and | | | | | | | | | | | | Comparatively | | | | | | less | | | | sense | |
|  | (unity) |  | unity | due | | | to | | | common | | | | | of belonging and unity due | | | | | | | | | | | |
|  |  |  | objectives, | | | | similarities | | | | | | and | | to | dissimilarities | | | | | | | | |  | and |
|  |  |  | personal relationships | | | | | | | | | |  | | impersonal | | | |  | | kinds | | | |  | of |
|  |  |  |  |  |  | |  | | |  | | |  | | relationships | | | |  | |  | |  | |  |  |
|  |  | |  | | | | | | | | | |  | |  | | | | | | | | | | |  |
| 17. | Standard of living | | Low standard of living, | | | | | | | | | |  | | High standard of living | | | | | | | | | | |  |
|  |  | |  |  |  | |  | | |  | | |  | |  |  |  | |  | |  | |  | |  |  |
| 18. | Educational facilities | | Less |  |  | |  | | |  | | |  | | More |  |  | |  | |  | |  | |  |  |
|  |  | |  | | | |  | | |  | | |  | |  |  |  | |  | |  | |  | |  |  |
| 19. | Economy | | Subsistence | | | |  | | |  | | |  | | Cash |  |  | |  | |  | |  | |  |  |
|  |  | |  | | | | | | | | | |  | |  |  |  | | | | | |  | | | |
| 20. | Communication | | Less transport facilities, | | | | | | | | | | bad | | Many |  | transport | | | | | | facilities, | | | |
|  |  |  | roads etc | |  | |  | | |  | | |  | | better |  |  | |  | |  | | roads, | | | |
|  |  |  |  |  |  | |  | | |  | | |  | | communication etc | | | | | | | |  | |  |  |
|  |  |  |  | | | | | | | | | | | |  | | | | | | | | | | | |
| 21. | Society |  | A simple, uni-group society | | | | | | | | | | | | A complex, multi-group | | | | | | | | | | | |
|  |  |  |  |  |  | |  | | |  | | |  | | society | |  | |  | |  | |  | |  |  |
|  |  |  |  |  |  | |  | | |  | | |  | |  | |  | |  | |  | | | | |  |
| 22. | Culture |  | Sacred |  |  | |  | | |  | | |  | | Secular | | (all | |  | | religions | | | | | are |
|  |  |  |  |  |  | |  | | |  | | |  | | equal) |  |  | |  | |  | |  | |  |  |
|  |  |  |  |  |  | |  | | |  | | |  | |  |  |  | |  | |  | |  | |  |  |

**LECTURE NO.: 4**

**SOCIAL GROUP/S - CLASSIFICATION, FORMATION AND ORGANIZATION OF GROUPS, ROLE OF SOCIAL GROUPS IN AGRICULTURAL EXTENSION**

Social structure is composed of **groups**. Organizations, institutions, community etc, are the forms of human associations. Society functions through different forms of human beings to fulfill needs and purposes. Man functions in society through different forms of groups. Man is born is a **social group** and his first association is with his mother. He associates with groups in some way or other. Individual nowhere lives in isolation. This tendency to unite in groups is one of the important characteristics of human beings. **Socialgroups** are the units out of which society is constructed. Study of group is of primaryimportant in the study of society and also important as a part of the total structure of society. **Group** is a medium through which we learn **culture**. The process of socialization takes place in groups

**Definitions of Group:**

A social group consists of two or more people who interact with one another and who recognize themselves as a distinct social unit. The definition is simple enough, but it has significant implications. Frequent interaction leads people to share values and beliefs. This similarity and the interaction cause them to identify with one another. Identification and attachment, in turn, stimulate more frequent and intense interaction. Each group maintains solidarity with all to other groups and other types of social systems.

According to **Chitambar,** a **social group** is a unit of two or more people in reciprocal (to and fro) interaction and in communication with each other

**Maclever**defined **social group** as a collection of human beings who enter into distinctive social relationships with one another

According to **Sharif and Sharif**, a **social group** is a collection of two or more individuals in which there are psychological interactions and reciprocal roles based upon durable contacts, shared norms, interests, distinctive pattern of collective behavior and structural organization of leadership and followership

**Elements of Social Group:**

1. Social unit

2. Psychological interactions and reciprocal roles

3. Durable contacts

4. Distinctive pattern of collective behavior

5. Sharing of norms and interests

6. Pattern of leadership and follower ship

**Types or classification of Social Groups:**

|  |  |
| --- | --- |
| **Type of group/s** | **Based on** |
|  |  |
| Primary and Secondary groups | The type of relationship |
|  |  |
| Formal and Informal groups | Mode of organization and functioning |
|  |  |
| Voluntary and involuntary groups | Structure and type of membership |
|  |  |
| Horizontal and vertical groups | Social class |
|  |  |
| In and out groups | Personal feelings |
|  |  |
| Locality groups | Territory or locality |
|  |  |
| Small and large groups | Size |
|  |  |
| Reference group |  |
|  |  |
|  | 13 |

Based on the type of **relationship** groups are dived in to primary and secondary groups: the details are as follows as given by **Rogers 1960:** Primary groups are **relationship** directed whereas secondary groups are **goal** oriented

|  |  |
| --- | --- |
| **Primary Group** | **Secondary Group** |
|  |  |
| Small in size, often less than 20 to 30 | Large in size |
| Persons |  |
|  |  |
| Personal and intimate relationships among | Impersonal and aloof(distant) relationships |
| members are there | among members |
|  |  |
| Face to face association is there between | Less face to face contact |
| the members |  |
|  |  |
| Permanency is there and members are | Temporary in nature. Members spend |
| together over a long period of time | relatively little time together |
|  |  |
| Members are well acquainted and have a | Members are not well acquainted and |
| strong sense of loyalty or ‘we’ feeling and | anonymity prevails |
| a strong amount of group pressure is |  |
| Present |  |
|  |  |
| Informality is most common i.e. group does | Formality prevails i.e. group often has a |
| not have any name, officers etc | name, officers and a regular meeting place |
|  |  |
| Group decisions are more traditional and | Group decisions are more rational and the |
| non rational | emphasis is on efficiency |
|  |  |
| E.g. family, friendship group, play group | E.g. political groups, labour unions, trade |
| Etc | unions, employees associations etc |
|  |  |

Based on **mode of organization** and **functioning** groups are divided in to formal and informal groups:

|  |  |
| --- | --- |
| **Formal Group** | **Informal Group** |
|  |  |
| These are formally organized and have | These are not formally organized and lack |
| prescribed structure i.e. constitution by-laws | prescribed structure |
| Etc |  |
|  |  |
| E.g. Labour union, village council, students | E.g. family, friendship group, play group |
| union etc | etc |
|  |  |

Based on **structure** and **type of membership** groups are divided in to voluntary, involuntary and delegate groups:

|  |  |
| --- | --- |
| **Voluntary Group** | **Involuntary Group** |
|  |  |
| A person becomes member of the group | Persons become members of the group |
| based on his choice | not according to their choice i.e. by birth, |
|  | by residence, by location etc |
|  |  |
| E.g. friendship group, play group etc | E.g. family, neighbourhood, community |
|  | etc. |
|  |  |
|  | 14 |

**Delegate group:** The members of this group are representative and chosen by groups.E.g. Gram Panchayat, U.N.O., etc.

Based on **social class** groups are divided in the horizontal and vertical groups:

|  |  |
| --- | --- |
| **Horizontal Group** | **Vertical Group** |
|  |  |
| The members of this group are alike or similar | The groups that are composed of |
| in status or position in the class system of the | members from different social strata (social |
| Society | status) and whose membership cuts |
|  | vertically across the horizontal groupings in |
|  | the society |
|  |  |
| E.g. caste | E.g. race, nation etc |
|  |  |

Based on **personal feelings** the groups have been divided in and out groups:

|  |  |
| --- | --- |
| **In Group** | **Out Group** |
|  |  |
| Persons in this group feel that they belong to | Persons in this group do not feel that they |
| that group based on their attitudes of the | belong to that group based on their |
| members towards their own social groups | attitudes |
|  |  |
| E.g. my family, my class, my church etc. | E.g. their family, their class, their church |
|  | etc. |
|  |  |

Based on the size of the groups the groups are divided in to small and large groups:

|  |  |
| --- | --- |
| **Small Group** | **Large Group** |
|  |  |
| The number of members is less than 30 | The number of members is more |
|  |  |
| E.g. family, play group etc. | E.g. political group, labour union etc. |
|  |  |

**Locality Group:**

This classification considers **locality** as one bond for holding groups together or it is based on the territory or locality occupied by the members. E.g. neighbourhoods, communities or villages towns etc

**Reference Group:**

In this group the individual feels **identified** with the group but he **may or may not** be the member of the group, the group influences individual. He shares the objectives of this group, which he accepts. The reference group provides the **standards** that guide behavior even when the standards are contrary to earlier membership groups. To understand the behavior of human beings we must know their reference groups. A reference group may be any group for E.g. Primary group, horizontal group etc. Reference group like friendship group may influence a farmer to accept or reject the adoption of an improved farming practice. **Reference group** is the group which the individual refers for advises on different aspects. An individual may have different reference groups for different purposes. In rural society the individual belongs to a comparatively small number of groups (largely primary) and his behavior is largely determined by them

**LECTURE NO.: 6**

**SOCIAL STRATIFICATION - MEANING, FORMS, CLASS SYSTEM AND CASTE SYSTEM**

**Definitions**:

**social stratification** is a concept involving the "classification of people into groups based on shared socio-economic conditions ... a relational set of inequalities with economic, social, political and ideological dimensions." When differences lead to greater status, power or privilege for some groups over the other it is called social stratification.] It is a system by which society ranks categories of people in a hierarchy. Social stratification is based on four basic principles:

**Social stratification** is the division of population into **two** or **more** layers, each ofwhich is relatively **homogeneous** and between which there are differences in privileges (opportunities), restrictions, rewards and obligations – **Lundberg** 1968.

A pattern of superimposed categories of differential privilege is termed as **social stratification – Cuber**1954. The moment of individuals or groups from one **stratum** ofsociety to another is known as **social mobility.**

**Caste system** and **class system** are two of the major types or forms of socialstratification. Communities are socially stratified in various ways. Sex division is a major sociological difference, age groups and so on. Society is divided into layers, some of which occupy a **higher** position than others. These layers are generally accepted as **socialclasses**. So the principal type of social stratification is seen in the phenomenon of ‘**class**’.The term **CLASS** means a number of individuals in the same society whose status is **similar**. Social status refers to positions of individual or group in **relation** to other. As asociological concept, social status is the difference between higher and lower. According to **Maciver**a **social class** is any portion of a community marked off from the rest of socialstatus. A **social class** has been defined as an abstract category of persons arranged on levels according to **social status**theyposses. There are no firm lines dividing one category from another - **Rogers** 1960

**The social class involves three features:**

a. Hierarchy of status (always graded order)

b. Recognition of superiority and inferiority and

c. Change and mobility is present

**Determinants of social class**: In some societies **occupation** and **income** in other **education** and ownership of **material possessions** in some other **family background** may be important criteria. The basis of criteria among the farmers is the **land ownership**

**Caste:** The term ‘**Caste**’ was derived from the **Portuguese** word ‘**casta**’ meaning lineageor race.

**Definitions:** A **caste** is a social category whose members are assigned a **permanent** status within a given social hierarchy and whose contacts are restricted accordingly –

**Lundberg. Caste** is a closed class. As compared to class, the caste is the most **rigid**,clearly graded type of social stratification. This has been often referred to as one of the extreme forms of closed class systems

**Characteristics of Caste System in India**

1. **Hereditary**

Caste status of an individual is determined strictly by his heredity, i.e. the caste into which one is born. No amount of personal accomplishments or efforts can alter his caste status.

2.**Endogamous**

It endogamous character strictly prohibits inter-caste marriages. Accordingly a person born in low caste can never hope to marry someone in higher caste. Each individual is supposed to marry within his caste and sub-caste. Marrying outside caste makes an individual or ‘without a caste which is the lowest category even below Shudra’.

**3. Hierarchical**

Caste system has a system of superiority and subordination. According to Hindu Caste hierarchy. Brahmin occupies the highest followed by kshatriya, Vaishya and Shudra.

**4. Fixed Occupations**

Members of any caste are obligated to adopt the professions of their caste. Having developed from Varna system the occupation in caste system is definite; son of blacksmith persues the occupation of his lather, son of carpenter becomes carpenter and so on. (With development of industries people belong to many castes have lost their occupation and have taken agriculture or some other occupation).

**5.Restricted Food habits**

Higher castes try maintaining their traditional purity by different food habits. Thus Brahmins will only take ‘Satwil’ or ‘Pure’ food. Kshtriya and Vaishya will take ‘Royal’ food. A Shudra takes ‘Tamsi’ food. Each individual caste has its own laws which govern the food habits. There is no restriction against fruit, milk, butter, dry fruit etc. but food can be accepted only from the members of ounces own or higher caste.

**6.Untouchability:**

In Indian caste system Shudra and out castes are considered to be untouchables. In certain times of day even seeing a shudra is considered to be pollution. Even if shadow of a low caste falls on a Brahmin, latter is said to have been polluted.

**7.Absence of Vertical mobility:**

In a caste system, there is no mobility movement of its members, up or down, the social status ladder. A person’s status at birth is his life time status.

**8.Reinforcement by religious beliefs**:

Religious beliefs have played a significant role in making caste system unavoidable. Religion has described Brahmin as sacred and also an element of reverence and awe is attached to him. In absence of religious support such rigid caste system was not possible.

**Determinants of caste:**

a. The family in to which the individual takes birth and its name

b. The way of dressing

c. The privileges, rewards and restrictions

d. The way of performing religious rights etc

|  |  |  |
| --- | --- | --- |
| **Character** | **Class pattern** | **Caste pattern** |
|  |  |  |
| Value definition of | Applied to any characteristic | Usually applied to biological |
| inferiority and superiority |  |  |
|  |  |  |
| Relevancy in norm role | Less than in caste systems | More than in class systems |
| definitions |  |  |
|  |  |  |
| Self definitions | Labels and awareness may | Rigid labels and awareness |
|  | be vague |  |
|  |  |  |
| Change and expectation | Provided for and expected | Neither provided nor expected |
|  |  |  |
| Material objects | Possession of valued objects | Possession of valued objects |
|  | increases as class position | increases as caste position |
|  | increases | increases |
|  |  |  |
| Justification of system | Pragmatic ‘ this worldly’ | Strong religious endorsement |
| (value definition) | justification |  |
|  |  |  |
| Status | Achieved | Ascribed |
|  |  |  |

**Social interaction**: It is dynamic interplay of forces in which contacts between personsand groups results in a modification of the attitudes and behavior of the participants –

**Sutherland** 1961

**Social processes**: Social interaction, which assumes a repetitive pattern in a specificdirection, becomes a social process. Social processes refer to **repetitive** forms of behavior which are commonly found in social life. E.g. Cooperation, competition, accommodation and assimilation

**LECTURE NO.: 7.**

**CULTURE, DIFFERENT CULTURAL CONCEPTS AND THEIR ROLE IN AGRICULTURAL EXTENSION**

**Culture: meaning, definitions and different orders of culture:**

The **extension education** brings about the changes in the **behavior** complex of the rural people. The behavior is in turn influenced by the cultural factors, extension workers, therefore should have knowledge of the culture of the rural people. *Learned behaviour,which has been organized into patterns and is shared and transmitted among the members of society, is known as* ***culture.***Sociologists have developed the concept of**culture**inorder to explain the regularity in human actions. The sociological meaning of the term culture differs sharply from the literary (bookish) use. In conventional (usual) usage, the word culture is employed to designate only the behavior systems that are regarded as refinements such as paintings, music, art etc. But culture also includes all the activities that are **characteristics** of a given group of people

The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought is known as culture.

In social science, culture refers to **totality** of what is learned by individuals as members of the society. **Culture** is a way of life, mode of thinking, acting and **feeling**. Culture refers to the distinct way of life of a group of people, a complete design of living.

According to **Tylor** culture is the **complex whole**, which includes knowledge, belief, art, moral, law, customs and any other capability and habits acquired by them as **members** of **society.** Culture includes not only the way of making things and doing things, but thepattern of the relationships and attitudes, beliefs and ideas they have and even the feelings with which people respond. In other words culture includes everything the man learns or acquires as member of a particular society. All the members of group share **culture**. All human societies have culture but the contents differ, and all cultures have customs, language, major institutions, and some type of technology, which is shared by the members of the society

According to **Ralph Linton** culture may be the thought in terms of **three** different orders:

Two **overt** (which can be seen) orders of culture are:

1. Material products of industry, implements, tools etc

2. Overt behavioral patterns like customs, folkways etc

One **covert** (which cannot be seen or hidden) order of culture is:

3. Psychological like attitudes, values etc. held by the individuals or groups

The study of culture helps to understand the **behavior** of people in different parts of the world. The desired change cannot be successfully brought about without clear comprehension of the concept of **culture**. Extension worker should have knowledge of elements of culture that are important in relation to his work

**Role of culture in Extension:**

Farmers and their families are members of the society in which they live. In any society there are strong pressures on its members to behave in certain ways. For the farmers, some of these pressures will come from within. In all societies there are accepted ways of doing things and these ways are directly related to the culture of the society. Farmers' attitudes and desires are influenced by their society's culture. If it is customary in a certain community for farmers to scatter seed and plough it into the soil, people will grow up to believe that that is the only correct way of planting. Even if the benefits of other methods are explained to them, their strongly held attitudes may make it difficult for to them change.

Yet not all of these pressures will come from the farmers' own attitudes and beliefs; some will come from other people. Any society expects its members to behave in certain ways. No one is seen by others as an isolated individual. Each person is seen as occupying a position in society, and each position carries expectations with it. In some communities, an unmarried man is expected to work on his father's farm; only when he marries will people expect him to start farming his own plot. A successful farmer may be expected to give food, money and shelter to relatives who have not been so successful, or to pay for his relatives' children to go to school. If a person resists these expectations, those around him will show their disapproval. Because most people like to feel acceptance and approval from those around them, they tend to behave in accordance with such expectations.

An extension agent will be more effective if he understands the social and cultural background of the farmers with whom he works. He will then be better able to offer advice that fits in with the culture of the society, and he can use the structure and culture of the society to the benefit of his work. It is useful, therefore, to examine the main features of societies and cultures that are relevant to extension work.

1. Culture is **dynamic** and continuously **changes** because of internal as well as external forces of stimuli. **Community development** aims at bringing about the changes in the culture of rural people towards desired goals. Scientific understanding of the culture is therefore basic E.g. Improved pig raring in Muslim village is not possible

2. It is possible to record greater success when the improved practices introduced are in **familiar** terms i.e. something that is already present in the culture E.g. Improved ploughwith iron ploughshare

3. Change is more likely to occur in those aspects of culture where there is **lack ofadjustment or stress**, then in those aspects, which are established and fixed. E.g.

Introduction of improved practices in areas which are rehabilitated on account of floods or fire

4. Change in **technology** is usually more readily accounted than change in other aspects of culture E.g. Introducing of improved seed of a crop

**Ethnocentrism:**

**Ethnocentrism** is judging another culture solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for [language](http://en.wikipedia.org/wiki/Language), behavior, customs, and [religion](http://en.wikipedia.org/wiki/Religion)

Norms are the specific cultural expectations for how to behave in a given situation. They are the agreed-upon expectations and rules by which the members of a culture behave. Norms vary from culture to culture, so some things that are considered norms in one culture may not be in another culture. For example, in America it is a norm to maintain direct eye contact when talking with others and it is often considered rude if you do not look at the person you are speaking with. In Asian, on the other hand, averting your eyes when conversing with others is a sign of politeness and respect while direct eye contact is considered rude.

There are four basic types of norms that sociologists commonly refer to: folkways, mores, taboos, and laws.

**Folkways**

[Folkways](http://sociology.about.com/od/F_Index/g/Folkways.htm) are often referred to as "customs." They are standards of behavior that are socially approved but not morally significant. They are norms for everyday behavior that people follow for the sake of tradition or convenience. Breaking a folkway does not usually have serious consequences.

Cultural forms of dress or food habits are examples of folkways. In America, if someone belched loudly while eating at the dinner table with other people, he or she would be breaking a folkway. It is culturally appropriate to not belch at the dinner table, however if this folkway is broken, there are no moral or legal consequences.

**Mores**

Mores are strict norms that control moral and ethical behavior. Mores are norms based on definitions of right and wrong. Unlike folkways, mores are morally significant. People feel strongly about them and violating them typically results in disapproval.

Religious doctrines are an example of mores. For instance, ff someone were to attend church in the nude, he or she would offend most people of that culture and would be morally shunned. Also, parents who believe in the more that only married people should live together will disapprove of their daughter living with her boyfriend. They may consider the daughter’s actions a violation of their moral guidelines.

**Taboos**

A [taboo](http://sociology.about.com/od/T_Index/g/Taboo.htm) is a norm that society holds so strongly that violating it results in extreme disgust. Often times the violator of the taboo is considered unfit to live in that society. For instance, in some Muslim cultures, eating pork is taboo because the pig is considered unclean. At the more extreme end, incest and cannibalism are taboos in most countries.

**Laws**

A law is a norm that is written down and enforced by an official law enforcement agency. Driving while drunk, theft, murder, and trespassing are all examples of laws in the United States. If violated, the person violating the law could get cited, owe a fine, or go to jail.

**CUSTOMS:**

The sociologists have used various terms in order to classify various human acts of behavior. If these various types of human behavior are organized, they are called customs. **Maclever**defined customs as socially **accorded** (agreed) or **accredited** (given) ways ofacting

Customs are the **accepted** ways in which people do things together. Customs are socially **prescribed** forms of behavior transmitted by tradition and enforced by social disapproval ofits violation (not doing). Customs may also be defined as a habitual form of meeting people. Training the young, supporting the aged etc are some of the customs of society. Our acting, our dressing, our worship are controlled to a great extent by customs. We agree most of the customs of the group to which we belong. Custom is usage (habit) it’s essential feature is that it is a generally observed **code of conduct**. Its’ sanction (punishment) is **fear** of public opinion. Human behavior is not individualized. It has some definite forms. It occurs in regular fashion. Customs are thought of as being well-established and **difficult** to change.

Customs are generally a group action. Unconsciously we conform to the customs of our own society. Folkway if transmitted by tradition and followed generation after generation may become **custom.**

The **classification of customs** and their origin are as follows:

**Folkways:**

• Folkways are **expected** forms of behavior but are not rigidly enforced

• Folkways are the **customary** ways of behaving in society, in which society exerts some force for **conformity**

• Folkways are **recognized** ways of behavior in a society

• The Folkways are socially **acceptable** ways of behavior. The customary norms of society that do not imply moral **sanction** (punishment)**.** Folkways are otherwise called as **Usages** sometimes

• The folkways are the **right** ways to do things because they are the **expected** ways. They do not have more sanctions associated with them. People who do not conform may be subject to criticism but would not be penalized

**Examples of folkways are**:

• Good manners

• Entering home only after removal of shoes

• Lady touching the feet of her mother-in-law

• Rajput wearing a turban

• Greeting others with folded hands

• Wearing gender-appropriate clothing

• Respecting the privacy of strangers

• Eating food with the proper utensils

• Wearing somber clothes to funerals

• Saying please and thank you and excuse me.

Thus folkways are accepted as **appropriate** but not insisted upon. Society cannot exercise pressure upon people to conform to regular pattern of behavior. **Folkways** help individuals in a group to order social life in a smooth and harmonious way. People who have similar needs began to satisfy these needs in a similar way in the same environment such actions give rise to **folkways.** Folkways usually arise without prior intention in the process of living. They are the results of frequent **repetition** of petty (little) actions often, by large number of people acting in the same way when faced with some needs. They arise from experience. Non-observance of folkways is not a vital matter, social sanction is relatively mild, but the disapproval is shown by lifted eyebrow expression of moderate surprise or smile

**Mores:**

Mores are the plural of Latin word ‘**More**’. The mores are the customs or patterns of behavior, which are regarded by members of social system as **vital** and **essential** to the welfare of the group. They show what is **right** for the welfare of group. Mores may be defined as those customs, which are held to be **essential** to ethical or moral values of people. Mores are the socially **acceptable** ways of behavior that do involve **moralstandards** (regulations) and violation of **more** may result in severe **social action** or **sanction**, such as ostracism (exclusion of individual or family from the village or society).Religion provides foundation for **mores** of the society.

**Examples of Mores**:

• Inter-dining of high-caste Hindus with out-caste Hindus

• Honesty is one of the recognized mores of the society

• Saluting the National Flag

• Standing during the playing of National Anthem

• Monogamy (having one wife or husband)

• Women and children first in the event of crises

The term **more** is used for those things that are **ought to be done**. It is used for **positive** actions. Mores are insisted upon individuals. Society exerts pressure to conformthe regular pattern and it not followed individual gets penalty from society. Mores are rigidly enforced

**Taboos:**

Generally the term ‘**more**’ is used for the **positive** action or things that ought to be done but the term ‘**taboo**’ is used for the **negative** action and for the things that one **oughtnot to do**. Taboo means forbid. It refers to the prohibitions of the types of behaviorbecause of some magical, supernatural (God) or religious sanction

**Examples of taboo**: Total abstinence (self denial) of eating beef in a Hindu village (eatingbeef in Hindu religion) and eating pork in Muslim religion.

An example of a taboo in some cultures is a man marrying a woman of another race.

In [art](http://dictionary.reference.com/browse/art) school, painting from photographs was taboo.

**Rituals**:

**Ritual** is prescribed form of behavior for **certain occasions** and certain actions are **designated** in prescribed manner. **Ritual** may be defined as a pattern of behavior orceremony, which has become the **customary** way of dealing with **certain situations.**Generally it is discussed as an aspect of religion. Religion is found in all established form of activities. It may include prayers. Military organization and other formally organized groups have adhered to a prescribed form of behavior known as **ritualism**

**Examples of rituals**:

• Playing with crackers on ‘Diwali’

• Celebration of Independence Day

• Celebration of Republic day

**Conventions:**

These are customs regulating more significant social behavior. Parents generally do not care to leave such learning to chance. Parents instruct their children the conventions though often they (parents) cannot explain why the child must confirm

**Examples of Conventions:**

• Being polite to others

• Wearing clothes in public

• Dating or courtship (found in western countries) and engagement practices

• Using knife, spoon or fork for eating etc.

**Differences between mores and taboos:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Mores** | | **Taboos** | |
|  | |  | |
| Mores refer to positive action | | Taboos refer to negative action | |
|  | |  | |
| Mores are the customs regarded by the | | They are the customs which are forbidden | |
| members of the society as vital or essential | |  | |
|  | |  | |
| Things ought to be done | | Things ought not to be done | |
|  | |  | |
| E.g. Monogamy, honesty etc. | | E.g. eating of beef in Hindu religion etc. | |
|  | |  | |
| **Differences between mores and folkways:** | |  | |
|  | |  | |
| **Mores** | | **Folkways** | |
|  | |  | |
| These are socially acceptable ways of | | These are the customary ways of | |
| behavior that involve moral standards | | behaving in society | |
|  | |  | |
| These are rigidly enforced and if not followed | | Persons who do not conform may be | |
| by a person the individual gets severe penalty | | subjected to criticism or be considered | |
| form the society | | ‘strange’ but would not necessarily | |
|  | | penalized | |
|  | |  | |
| Patterns of behavior which are considered | | Expected form of behavior but not rigidly | |
| essential by the society | | enforced | |
|  | |  | |
| If violated the group or society may be | | If violated will not have severe effect on | |
| disturbed or divided | | society | |
|  | |  | |
| E.g. Monogamy, honesty etc. | | E.g. Good manners, greeting others etc. | |
|  | |  | |

**Lecture No: 8.**

**SOCIAL INSTITUTION:**

**Social Institutions:**

Social institutions have been created by man from social relationships in society to meet such basic needs as stability, law and order and clearly defined roles of authority and decision making.

Every organisation is dependent upon certain recognised and established set of rules,

traditions and usages. These usages and rules may be given the name of institutions. These are the forms of procedure which are recognised and accepted by society and govern the relations between individuals and groups.

**Definition**

**Wood ward and Maxwell**

:An institution is a set of folkways and mores into a unit which serves a number of social functions.

**Horton**

:An institution is an organized system of social relationships which embodies certain common values and procedures and meets certain basic needs of society.

**Landis**

:Social institutions are formal cultural structures devised to meet basic social needs.

**Characteristics**

i.Institutions are the means of controlling individuals.

ii.Institutions depend upon the collective activities of men.

iii.The institution has some definite procedures which are formed on the basis of customs and dogmas.

iv.Institution is more stable than other means of social control.

v.Every institution has some rules which must be compulsorily obeyed by the individual.

Five major institutions in rural sociology are political, educational, economic, family and religion.

1.**Political**

: Government as political institution, administers the regulatory functions of Law and order, and maintains security in society. Form of government and its method of working depends on the accepted patterns of behaviour in a society.

For effective implementation of programmes, government may decentralise its functioning by creating local self government like panchayats at different level.

2.**Education:**

is the process of socialisation, which begins informally at home and then formally in educational institutions. Education as an institution helps develop knowledge, skill, attitude and understanding of the people and strive to make them competent members of the society. Education widens the mental horizon of the people and make them receptive to new ideas. .

3.**Economic:**

Economy provides basic physical sustenance of the society by meeting the needs for food, shelter, clothing, and other necessary supply and services.

Economic institutions include agriculture, industry, marketing, credit and banking system, co-operatives etc.

4.**Family:**

It is the most basic social institution in a society, and is a system of organized relationship involving workable and dependable ways of meeting basic social needs.

5.**Religion**:

It is belief in supernatural. Religion constitutes a set of beliefs regarding the ultimate power in the universe, the ideal and proper pattern of behaviour, and ceremonial ways to expressing these beliefs. Religion also provides a foundation for the mores of the society. Taboos in various cultures have religious sanction. Religion

provides a means by which individuals can face crises and ups and downs in life with strength and fortitude.

**Function**

1. Reproduction and perpetuation of the family and human race.

2. Socialisation

3. Provision of economic maintenance and livelihood in many cultures.

4. Provision of love, affection and security to the individual.

5. Provision of class status to the individual of the family into which he has been born.

Definition of Family

Family is defined by Burgress and Locke as a group of persons united by the ties of marriage, blood or adoption; constituting a single household, interacting and inter communicating with each other in their respective social roles of husband and wife, mother and father, son and daughter, brother and sister, creating a common culture.

Eliott and Merrill defined the family as "the biological social unit composed of husband, wife and children".

**Characteristics of family**

Family is the most universal group. Family is classified based on structure (patriarchal or matriarchal) and residence.

1. Patriarchal family

It is the family where male is the head of family inclusive of powers. He is the owner and administrator of the family property and right. To him all persons living in the family are subordinated.

2. Matriarchal family

The authority vests in the woman head of the family. The male is subordinated to her. She is the owner of property and rules over family. This type of family is said to prevail among the primitive people, who led a wandering or hunting life.

3. Based on residence the family is classified as

a) Matrilocal family:

In this type of family husband goes to live in the house of his wife.

b) Patrilocal family:

Wife goes and lives in the house of her husband.

4. Based on themarriage the family is classified as:

i.**Monogamous family:**

In which man marries one woman only at one time.

ii.**Polygamous family:**

In this kind of family one man marries many women at one time.

iii.**Polyandrous family**:

In. this kind of family one man marries many women and lives with all of them or each of them alternatively.

5. The family is also classified based on **ancestry** as follows:

i.**Matrilineal family:**

Here woman is believed to be the ancestor of the family.

ii.**Patrilineal family:**

Here the ancestry continues through the father.

6.**Religion**:

It is belief in super natural. Religion constitutes a set of beliefs regarding the ultimate power in the universe, the ideal and proper pattern of behaviour and ceremonial ways of expressing these beliefs. Religion also provides a foundation for the mores of the society. Taboos in various cultures have religious sanction. Religion provides a means by which individuals can face crises and ups and downs in life with strength and fortitude.

**Class and Caste and Difference between Class and Caste**

A principle difference between class and caste is that class in open for all and social mobility is possible. In the caste system the vertical mobility is not possible. Caste in India has religious background and everybody tries to fulfill the caste duties, but in class system of social stratification religion has place. There the physical and mental qualities are more important.

Caste and Class jointly determine the position of an individual in social strain. Particularly in rural communities where caste system has maintained its rigidity. It forms the basic for economic and special life. In a single village there may be as many as 24 castes and of these are interdependent. Even in the urban society a constant tendency to make caste distinction is observed in the upper and middle classes. Thus the castes have maintained their importance in class system of social stratification.

Difference between Caste and Class:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SR. NO | | Caste | | Class | |
| 1 | | Membership of a cast is hereditary and no amount or struggle and change it. | | A person is placed class by virtue of his acquisition of education, wealth or other achievement. | |
| 2 | | There is no social mobility. | | Social mobility is possible, i.e. it is possible to improve social status | |
| 3 | | Members are normally not conscious of their social status. | | Members are generally conscious of their social status. | |
| 4 | | Caste system expects members of follow certain customs, folkways, rituals etc. | | Social class has no prescribed customs rituals and folkways | |
| 5 | | Inter-caste marriage is not possible, because it will earn wrath of society | | Marriage between two individuals belonging to different classes is possible without earning displeasure of the society | |
| 6 | | Caste system is based on inferiority or superiority of human beings. Therefore, does not promote democracy. | | Social classes are based on superiority or inferiority of social status of an individual. Social classes help in working of democracy. | |
| 7 | | In caste system the members must follow a particular religion. | | Members of social classes may follow any religion | |
| 8 | | Caste system is a closed class system in which hereditary status is the life time status. | | Social classes are open class system in which movement from one class to another is completely unrestricted. | |
| 9 | | In caste system, there is no occupational mobility, i.e. one has to follow occupation of ancestors and it cannot be changed | | As a member of social class one can adopt any occupation and change it at will. | |
| 10 | | Social gap between members of different castes is too wide. | | Social gap is not so wide as in caste system. | |
| 11 | | Caste system is supported on religious grounds as a manifestation of God’s will. | | Social classes have no such religious a support. | |

**Lecture No. 9: Social values, Social control and attitudes - types and their role in agricultural extension**

**Definitions:**

**Social Value**

The function of extension is to bring about desirable changes in the behaviour of people. The overt behaviour or what we call as action is based on attitude. Unlike action, attitude cannot be seen. They can only be inferred by way of tendency to act or react positively or negatively to some stimuli. These tendencies or attitudes in turn are based upon individual's values.

Social values are ideas which help an individual to discriminate whether a particular object or behaviour is good or bad, desirable or undesirable. There are at times rules which govern the action which is known as "Norms". People are expected to behave in accordance with the values held by the individual and in the expected behaviour which is known as "normative behaviour". S.C.Dood. defined the value as "desiderata" (i.e.) anything desired or chosen by someone, sometime. In broad sense value may be considered as attitude related attribute that are projected upon people, objects and situations. Since values, sometimes gives orientation or striving towards a given goal, it can be viewed as motives.

Socio psychological determinants of values

People will be eager to change and many times they accept changes, when changes give prestige to them and/or increase their socio-economic changes. Though change is common every individual will not accept changes. Only some individuals accept the changes.

An analysis of factors that influences the changes were studied by Reddy (1987). They are caste of the individual, age, possession of land and type of tenure, wealth and economic position, hard work and physical stamina, personal characteristics like truthfulness, honesty,

reliability etc. These factors have obvious implications in the introduction of improved practices.

Type of Values

Value may be classified in different ways.

Fraenkel (1976) classified as:

**Moral Value:**

deciding particular alternative as better than other because of its just or more humane

**Real value**:

deciding based on real worth in terms of legal, aesthetic, etc.

**Market value:**

based on how much can be paid value in terms of price

**Personal value:**

based on ones likes and preferences over things of similar nature

**Instrumental Value:**

based on some standards that help us to achieve or acquire other values

Spranger classified as

**Theoretical value**

expressed in the urge for discovery of truth

**Economic value**

based on the criterian of usefulness

**Aesthetic value**:

based around form and harmony

**Social value:**

referring to interest of people on others

**Political value:**

central round power

**Religious value:**

meaning thereby a mystic sense of utility

Major values prevailing

1. Importance of described status

Status of individual in a group is decided by the group to which he belongs. There is an established order of hierarchy of casts in Indian society.

2. Recognition of inequality Still exists on caste basis

3. Patrilineal tendency

Eldest male member of the family has supreme power and tends to act automatically

4. Status of women

Though there is tendency to give greater respect they are still inferior to men.

5. Charity

There is religious significance and approval for giving of aims.

A person with a charitable disposition is respected.

6. Tendency of non-violence

Killing of animals except for the purpose of food is considered to be immoral. It sometimes brings conflict.

7. Respect to old age and elders

They are generally given respect and recognition.

8. Religious attitude

People in rural areas are religious Desired new values

1.Equal status to all.

2.Modification in marriage norms

-(education on intercaste marriage)

3.Charitable disposition

a.Donation irrespective of the eligibility of vagarants to be avoided and channelised to the needy and welfare institutions.

4.Attitude to non-violence

5.Non violence is to be rationalized. Animal spoiling food crops should be prohibited.

6.Respect for the elders and old and due consideration for the younger generation.

7.Religion and technology

Along with faith in religion, people have to develop faith in science and technology.

Some of the values found out in farmers are:

1.Profitability and productivity preference were the highest ranked values for the adoption of improved practices.

2.Scienticism was the lowest ranked value for farming. Various studies suggested that Indian farmers are profit minded. They aim for higher profit and greater productivity.

**Role of Values of Agricultural Extension:**

We have already seen that culture of the people is changing and it is dynamic. The development workers or extension workers are the major strongest forces to bring changes in the culture of rural India. In fact community development programmes are the promotion of cultural changes among rural people towards desired goals. Accepted on that irrespective of the involvement of extension workers the changes happen. But the desired changes in the direction deemed desirable by the government in the rural society only when extension workers are involved the change agents.

Scientific understanding of culture of people among whom extension work operate helps the effective functioning by these workers. This is particularly significant in countries like India. For instance, piggery is not introduced in Muslim areas, poultry farming in Brahmin areas, and the like. Thus, the study on caste structure would reveal certain types of improvements of change. Religious festivals and other local functions form important part of village life.Extension workers can look upon these festivals and meals as potentially useful for technology transfer through exhibition, demonstration, etc. It is generalised that greater success may be anticipated when a new improved practice is introduced in familiar terms something that is already present in the culture. Change is more likely to occur where there is lack of adjustment. For example when village fields are wiped out by flood or fire, that would be the right opportunity to introduce a technology. Several model villages and model settlements have been established with little resistance on the part of people under such conditions. The point is not such calamities are desirable, but when they happen the full advantage can be taken up for development. Some of the recent high yielding varieties of wheat and rice could not make head way due to the colour of the wheat which is not liked by the buyers, poor cooking quality etc. When the extension workers bring this to tthe researcher's knowledge the reseacher would evolve new varieties which do not have these drawbacks. This is a good example of how the value factor can influence both the extension worker and researcher.

**Attitude: Definitions**

**Attitude** is a positive or negative feeling one has towards any psychological object. **Attitudes** are based up on values and attitudes influence our action positively ornegatively. Hence they are covert and not overt

Allport (1935) defined an attitude as a mental or neural state of readiness, organized through experience, exerting a directiveor dynamic influence on the individual’s response to all objects and situations to which it is related. A simpler definition of attitude is a mind set or a tendency to act in a particular way due to both an individual’s experience and temperament.

**Value system**: The values in terms of attitudes taken together as a set form a system,which is called value system of society. E.g. prestige based on caste of individual, status based up on individual’s possession of land etc

**Role of value system in Extension:**

Society places different values on various items which form a part of village life e.g. villagers spend money on daughter’s marriage, building a house etc. Extension worker should understand the **value system** in a village and implement his programs in such a way that the programs are not going to interfere with the value system. Extension worker should think of changing the same (values) before introducing his programs

**Values and Norms**

**Norms and Values**

*“Wash your hands before dinner.” “Thou shalt not kill.” “Respect your elders.”* All societies have ways of encouraging and enforcing what they view as appropriate behavior while discouraging and punishing what they consider to be inappropriate behavior. They also have a collective idea of what is good and desirable in life—or not. In this section we will learn to distinguish between the closely related concepts of norms and values.

**Norms**

*Norms* are the established standards of behavior maintained by a society. For a norm to become significant, it must be widely shared and understood. For example, in movie theaters in the United States, we typically expect that people will be quiet while the film is shown. Of course, the application of this norm can vary, depending on the particular film and type of audience. People who are viewing a serious artistic film will be more likely to insist on the norm of silence than those who are watching a slapstick comedy or horror movie.

One persistent social norm in contemporary society is that of heterosexuality. Children are socialized to accept this norm from a very young age. Overwhelmingly, parents describe adult romantic relationships to their children exclusively as heterosexual relationships. That is not necessarily because they consider same-sex relationships unacceptable, but more likely because they see heterosexuality as the norm in marital partnerships. According to a national survey of mothers of three- to six-year-olds, one in five mothers teaches her young children that homosexuality is wrong. The same survey showed that parenting reflects the dominant ideology, in which homosexuality is treated as a rare exception. Most parents assume that their children are heterosexual; only one in four had even considered whether his or her child might grow up to be gay or lesbian (K. Martin 2009).

**Types of Norms**

Sociologists distinguish between norms in two ways. First, norms are classified as either formal or informal. *Formal norms* generally have been written down and specify strict punishments for violators. In the United States, we often formalize norms into laws, which are very precise in defining proper and improper behavior. Sociologist Donald Black (1995) has termed *law* “governmental social control,” meaning that laws are formal norms enforced by the state. Laws are just one example of formal norms. The requirements for a college major and the rules of a card game are also considered formal norms.

In contrast, *informal norms* are generally understood but not precisely recorded. Standards of proper dress are a common example of informal norms. Our society has no specific punishment or sanction for a person who comes to school, say, wearing a monkey suit. Making fun of the nonconforming student is usually the most likely response.

Norms are also classified by their relative importance to society. When classified in this way, they are known as *mores* and *folkways.Mores* (pronounced “MOR-ays”) are norms deemed highly necessary to the welfare of a society, often because they embody the most cherished principles of a people. Each society demands obedience to its mores; violation can lead to severe penalties. Thus, the United States has strong mores against murder, treason, and child abuse, which have been institutionalized into formal norms.

*Folkways* are norms governing everyday behavior. Folkways play an important role in shaping the daily behavior of members of a culture. Society is less likely to formalize folkways than mores, and their violation raises comparatively little concern. For example, walking up a down escalator in a department store challenges our standards of appropriate behavior, but it will not result in a fine or a jail sentence.

In many societies around the world, folkways exist to reinforce patterns of male dominance. Various folkways reveal men’s hierarchical position above women within the traditional Buddhist areas of Southeast Asia. In the sleeping cars of trains, women do not sleep in upper berths above men. Hospitals that house men on the first floor do not place women patients on the second floor. Even on clotheslines, folkways dictate male dominance: women’s attire is hung lower than that of men (Bulle 1987).

**Norms** are closely associated with values but are clearly differentiated from them

(values). **Values** are the attitudes, held by the individuals, groups or society as a whole, as to whether material or non-material objects are good, bad, desirable or undesirable. *The****rules*** *that govern action directed towards achieving values are called* ***norms.* Norms**arethe accepted and approved forms of behavior that are based on and consistent with dominant **social values** in society. The values and norms go together

A set of social values will always have an accompanying set of social norms or rules that uphold and support values

E.g. of value: Religious worship and respect to god usually is considered value E.g. of value system: Religion

**Examples of norms:** Observance of religious festivals and performance of rituals andworship and other relevant activities are important norms of society towards the value system of religion

**Major values prevailing in rural society or Social values in Indian rural society:**

**1. Importance of ascribed (given by somebody) status**: Status of individual is decidedby the group to which he belongs. There is an established order of hierarchy of castes in the Indian society

**2. Recognition of inequality**: Caste is still a guiding factor. There are inequalities basedon the concept of higher and lower castes which are manifested (brought out) in many ways

3. **Patriarchal tendency**: Father is the head of family. Eldest male member of family hassupreme power and tends to act autocratically

**4.Status of women**: There is a tendency towards giving greater respect and recognitionto women, but they are supposed to be inferior to men. As far as their sphere of work is concerned it is mostly restricted to home management

**5.Greater male dominance**: Boys receive greater attention than girls. E.g. it is generalattitude of parents that daughter(s) need not be highly educated

6.Adherence to well regulated sex relations

**7.Charity**: There is religious significance and approval for the giving of alms (somethingor money or food item given freely to poor). A person with a charitable disposition is respected

**8.Tendency of non-violence**: Killing of animals expect for the purpose of food isconsidered to be immoral

**9.Respect for old aged and elders**: There are fixed norms which guide the behavior ofindividuals towards elders, superiors and old persons

**10.Religious attitude**: People in rural areas are religious. Performance of rituals andceremonies are common in the traditional way

**Types of Values:**

**1. Ultimate values**: Ultimate values are often referred as **dominant values**. These valuesexpress the general **views of society** towards matters such as the nature of the universe and man relation to it and to his fellowmen. These values are found most easily in **social institutions** such as **religion**, government or the family. E.g. The democratic proceedings expressed in the system of government (democracy). Ultimate values are **abstract** (not specific) and often **not** attainable

**2. Intermediate values**: These values are derived from **ultimate values** and are actuallyultimate values that have been rephrased into more reasonable attainable categories.

E.g. **Freedom of speech**, adult franchise (choice, religious freedom, free public education, non-discrimination, adequate housing etc.)

**3. Specific values**: The subdivisions of **intermediate** values are called specific valuesand are almost **unlimited** in number. Specific values must be in conformity with the total value system of which they form the **smallest unit**. E.g. To a farmer with intermediate value of adequate housing the related specific values can be a brick construction with a **flat slab roof**, wide verandah and large court and with provision to livestock housing. Ifpublic education is the intermediate value specific values can be the type of school, room and other facilities and content of courses or instructions etc.

LECTURE NO 10:

**SOCIAL ORGANISATION**

Social organization refers to a group of social positions, connected by social relations, performing a social role. It can also be defined in a narrower sense as any institution in a society that works to socialize the groups or people in it. Common examples include education, governments, families, economic systems, religions, and any people or groups that you have social interaction with. It is a major sphere of social life organized to meet some human needs.

They are patterns of relationships (Role, Status) which is expected to be maintained as per certain rules and regulations, with a focus and functions to be performed, and to bring about some social change e.g.family,religion,economy,polity

Social organizations can take many forms, depending on the social context. For example, for family context the corresponding social organization is the extended family. In the business context a social organization may be an enterprise, company, corporation, etc. In the educational context, it may be a school, university, etc. In the political context it may be a government, political party, etc. Commonly, experts officially recognize these five major social institutions that have been evident in some way in every civilization in history: government, religion ,education, economy and family

To give a simple example: productive institutions are dependent on educational institutions for a skilled workforce, educational institutions are dependent on the government for their funding, and government institutions, in turn, rely on productive institutions to create wealth to finance government spending. Sociologists call this institutional interdependence.  
  
Max Weber concluded that in the history of mankind, organizations evolved towards rationalization in the form of a rational-legal organization, like bureaucracy.   
  
The term organization is in sociology sometimes used interchangeably with the term institution, as when referring to a formal organization like a hospital or a prison. In other parts of sociology, such as the sociology of organizations and especially new institutionalism (also new institutional economics in economics and historical institutionalism in political science), 'organization' and 'institution' refer to two different phenomena. Organizations are a group of individuals pursuing a set of collective goals with established roles, methods of coordination, procedures, culture and space.[2]   
  
Organizations can include political bodies (political parties, Congress, Department of Corrections), social groups (churches, clubs, athletic associations), economic bodies (unions, cooperatives, corporations), and educational bodies (schools, training centers, colleges).   
Institutions are ideas about how something should be done, look or be constituted in order to be viewed as legitimate. Institutions can be defined as a “stable collection of social practices consisting of easily recognized roles coupled with underlying norms and a set of rules or conventions defining appropriate behavior for, and governing relations among, occupants of these roles” .[4] Institutions provide structure, guidelines for behavior and shape human interaction. [5] Institutions are also characterized by social practices that reoccur or are repeated over time by members of a group [6]. Institutions may or may not involve organizations. The issue is complicated by the fact that one may talk of an organization as an institution, and of the institutions that govern an organization, and of organizations that seek to strengthen or destroy institutions.

Social organisations are of two broad types, namely, those which grow out of kinship and those that result from the free and voluntary associations of members. A brief analysis of a few such organizations may be given.

**Family:**

It is the earliest and the most universal of all social institutions. It is also the most natural, simplest and permanent form of social organization. In society, individuals are primarily organized into separate families and households.

Family is generally composed of husband, wife and their children. It may be defined as a group of persons, united either by the ties of marriage or blood relationship, having a common household, a common tradition or culture.

The form and features of family may be different from place to place and country to country but family as a social group exists everywhere. It may rightly be described as the keystone of the social arch. It performs a variety of functions like biological, emotional, economic, educational and cultural.

**Clan:**

The members of a clan are supposed to be the descendants of common ancestors. They usually bear common surname. They are usually found among primitive people and members act through the guidance of a chieftain.

They are associated through common social, religious and cultural ceremonies. Members practice exogamy; they do not marry a person belonging to the same clan. All members worship a totem or a symbolic object like cow, bull, bird etc.

**Tribe:**

A tribe is a wider social organization than clan and has been defined as "a social group of a simple kind, and members of which speak a common dialect, have a common government and act together for such common purpose as welfare." Tribe is usually formed after a stronger clan subordinates a weaker one.

Tribe has a government with a tribal chief as its head. It is organized for military purposes and has a common dialect and language. Though devoid of blood relationship, a tribe maintains solidarity among its members.

**Community:**

One way of organizing individuals on secular lines is through formation of communities and associations. A community is defined as "the total organisation of social life within a limited area." A community is a self-sufficient group based on common life. The area of a community may range from narrow to very broad (even global) limits.

**Association:**

MacIver defines, "An association as a group organized for the pursuit of an interest or group of interests in common." Associations may be of various types including kinship, religious, cultural, recreational, philanthropic, vocational, political groups. Primarily political associations like the state and its coercive agency, the government are part of society.

**LECTURE 11**

**SOCIAL CONTROL**

**Definitions:**

**Social control** is the way in which social order coheres (joins together) and maintainsitself, how it operates as a whole as a changing equilibrium (balance) – Maclever

**Social control** is the sum of those methods by which a society tries to influence humanbehaviour to maintain a given order – Mannheim

**Meaning of social control**: Social control is an influence exerted by the public or societyfor promoting the welfare of the group as a whole

**Means or types of social control**

**Social control is classified in to two categories formal and informal means of social control**

**1. Belief**: Belief in religion controls the behaviour to a great extent

**2. Social suggestions**: we suggest the younger generations many ideas like givingthe examples of great men, celebration of anniversaries of great people etc

**3. Ideologies**: The communication of ideologies like Ghandhiism, capitalism,communism etc by which the social behaviour of the individuals is controlled

**4. Customs**

**5. Folkways**

**6. Mores**

**7. Religion**

**8. Art** and **literature:** A purposeful classical dance as art and religious epics like bible,Ramayana etc

**9. Humour and Satire**: Cartoons, comics etc as a part of humour and satires asindirect criticism of actions harmful to help in maintaining the social values

**10. Public opinion**: In villages people know each other even otherwise the fear of publiccriticism and the need of recognition by individuals makes to control his behaviour

**Formal means of social control**

**1. Law**: Law is a body of rules given by legally authorized bodies and enforced byauthorized agencies like police, judiciary etc

**2. Education**: Education prepares the child for social living by removing his wrongattitudes and learning discipline, honesty and what is right or wrong

**3. Coercion (force)**: Physical coercion like imprisonment or death penalty (throughlaw) and non violent coercion like strike boycott or non cooperation (between individuals and groups) are means of social control

**Role of social control in society or Need of social control:**

Social solidarity is essential for the existence of society.No two persons is alike in their naure, ideas, attitudes and interests. Every individual is a separate personality. There are cultural differences among the individuals. As a matter of fact society is a heterogeneous organization. If every individual is allowed unrestricted freedom to act and behave, it may create social disorder. For an orderly social life social control is necessary. The aims of social control are to bring out conformity, solidarity and continuity of a particular group or society.

Social control is necessary for maintaining order in the society. It is necessary for every society or group to maintain its social order and this is possible only when its members behave in accordance with that social order. An important objective of social control is to maintain the old order. Although enforcement of the old order in a changing society may hinder social progress, yet it is necessary to maintain continuity and uniformity in society.

Without social control social unity would be a mere dream. Social control regulates behavior in accordance with established norms which brings uniformity of behaviour and leads to unity among the individuals. The family maintains its unity because its members behave in a simi-lar manner in accordance with family norms.

No two men are alike in their attitudes, ideas, interests and habits. Even the children of same parents do not have the same attitudes, habits or interests. Men believe in different religions, dress, eat differently and have different ideologies. There are so many differences in the ways of living of the people that at every moment there is the possibility of clash between them. In modern times this possibility has all the more increased because man has become too self-centred. Social control is necessary to protect social interests and satisfy common needs. If social control is removed and every individual is left to behave freely society would be reduced to a state of lawlessness.

Social control is very essential for every society. Without social control, society as well as individual cannot exist. Therefore, the need of social control is very essential. Social control is necessary for the following reasons.

**1. To maintain the old order:**

It is necessary for every society or group to maintain its social order and this is possible only when its members behave In accordance with that social order. An important objective of social control is not to maintain the old order. Family helps in the realization of this objective. The aged members of the family enforce their ideas over the children.

**2. To establish social unity:**

Without social control, social unity would be a mere dream. Social control regulates behavior in accordance with established norms, which brings uniformity of behavior and leads to unity among the individuals. The family maintains its unity because its members behave in similar manner in accordance with family norms.

**3. To regulate or control individual behaviour:**

No two men are alike in their attitudes, ideas, interests and habits. Even the children of the same parents do not have the same attitudes, habits and interests. Men believe in different religions, dress differently, eat different food, marry in different ways and have different ideologies. There are so much differences in the ways of living of the people that at every movement there is the possibility of clash between them. In modern times, this possibility has all the more increased because man has become too self-centred. Social control is necessary to protect social interests and satisfy common need. If social control is removed and individual is left to behave freely, society would be reduced to state of jungle.

**4. To provide social sanction:**

Social control provides social sanction to the social ways of behaviour. There are numerous folkways, modes and customs prevalent in society. Every individual has to follow them. If an individual violets the social norms, he is compelled through social control to observe than. Thus, social control provides sanction to social norms.

**5. To check cultural mal-adjustment:**

Society is subject to change. New invention, new discoveries and new philosophies continue to take birth in society. The individual has to adjust his behavior to the change-taking place in society. But all the individuals cannot adjust themselves to the new conditions. Some become progressive, others remain conservative. When a person from the village moves into the city, he comes across new cultural standards and it is possible that he may wrongly adjust himself to the new cultural environment. He may become a save of passions, visit bar and pass nights in nightclubs. During this transitional period in his social control, it is very necessary otherwise he should become a deviant.

LECTURE 12

**SOCIAL CHANGE:**

**INTRODUCTION**

One invariant in the life of all living and non-living things is change.When it takes place in the lives of interacting human beings, it is termedsocial change. Social change occurs in all societies, slow, perhaps, inprimitive and folk societies and rapid in complex modern societies.

**Social change** refers to an alteration in the [social order](http://en.wikipedia.org/wiki/Social_order) of a [society](http://en.wikipedia.org/wiki/Society). Social change may include changes in [nature](http://en.wikipedia.org/wiki/Nature_%28society%29), [social institutions](http://en.wikipedia.org/wiki/Social_institution), [social behaviours](http://en.wikipedia.org/wiki/Social_behaviour), or [social relations](http://en.wikipedia.org/wiki/Social_relations).

Social change may refer to the notion of [social progress](http://en.wikipedia.org/wiki/Social_progress) or [sociocultural evolution](http://en.wikipedia.org/wiki/Sociocultural_evolution), the philosophical idea that society moves forward by [dialectical](http://en.wikipedia.org/wiki/Dialectical) or [evolutionary](http://en.wikipedia.org/wiki/Evolutionary) means. It may refer to a paradigmatic change in the socio-economic structure, for instance a shift away from [feudalism](http://en.wikipedia.org/wiki/Feudalism) and towards [capitalism](http://en.wikipedia.org/wiki/Capitalism). Accordingly it may also refer to [social revolution](http://en.wikipedia.org/wiki/Social_revolution), such as the [Socialist](http://en.wikipedia.org/wiki/Socialist) revolution presented in [Marxism](http://en.wikipedia.org/wiki/Marxism), or to other [social movements](http://en.wikipedia.org/wiki/Social_movements), such as [Women's suffrage](http://en.wikipedia.org/wiki/Women%27s_suffrage) or the [Civil rights movement](http://en.wikipedia.org/wiki/Civil_rights_movement). Social change may be driven by cultural, religious, economic, scientific or technological forces.

Social change involves a change in the structure or function of societal forms. Social interaction, involving social processes in society, takes place in accordance with existing norms and values in organisations, institutions and other societal forms without alteration in these societal forms and within their framework. Social change, however, involves alteration in the structure and functioning of these values, norms, social roles, habits, obligations of people, or change in lifestyle, life goals, chances, environment or in the composition or organization of their society. When it is viewed within the rural setting, it is termed rural social change. The fact is that changes take place in the rural, sub-urban and urban areas. Change could be in all attributes of a societal unit such as in number, quality and importance. It could be introduced from internal or external sources to the society or both. It could be planned, when it is more effective and predictable, or unplanned. It could be by force, when it is quick with early gains but not enduring, or voluntary, when it is slow but enduring. It could be total, when it is comprehensive or segmental when it affects a part of the system

**Types of Rural Social Change**

Many types of social change are noticeable in the lives of the ruralpopulation of the developing countries such as Nigeria. The varioustypes of such changes are as follows:

1.**Economic change:**

Rural areas of the developing world had undergone some degree of economic change particularly during the post-independence era. In Nigeria for example, with the increased exploitation of petroleum resources, salaries have increased by more than 1,000 percent in government

establishments over the past three decades. A greater number ofroads have been constructed to link rural with urban areas. Somedual carriage express ways have been constructed in theeconomically active parts of the country to link goods from therural areas and major cities to the sea for export. It must beadmitted that changes in the processing, storage and distribution

of economic goods have been rather slow. Storage of agriculturalproducts such as maize, cowpeas and rice is still largely in bags,bottles, guards, bare floor and ceilings of buildings. The practiceof storing in cribs is fairly satisfactory, while the use of silo forgrain storage or refrigeration for preserving fresh fruits, fish andvegetables is becoming a common feature.

2.**Political change**:

This is the change in the distribution andoperation of social and political power. Democratically electedgovernments are now common in the less developed countries ofthe world. For example in Nigeria, a democratic government hadbeen in place since 1999. Although when elections are held, thereis constant accusation of rigging by the competing politicalparties. The law enforcement agencies are frequently accused ofsupporting one political party or the other. The people thereforeplace little confidence in the electoral process of choosingpolitical leaders, yet they have frequently failed to come up witha more acceptable formula.

Changes in the political organization through change in personnelrunning the political system could be advantageous if enoughtime is given each good government to fulfil its promises.

Political change has the following advantages:

(a)A government which is not responsive to the aspirations ofthe people can be changed

(b)Politicians who have outlived the peak of theireffectiveness can be changed

(c)A tyrannical government can be changed

(d)People with better qualifications and greater enthusiasm toserve can be given the chance to serve, and

(e)Political power can be distributed among the varioussocial groups in a country. The impact of political changeis therefore witnessed in both rural and urban sectors of a country.

**3.Technological change**:

This is the continuous process of change within the technical materials and physical practices and objects in a society. The early man started by making use of stones to produce fire and to hunt animals. Today technology change has resulted in using matches to prepare fire and guns to hunt animals.

Perhaps the most striking technological change in the rural areas has been in the area of farming. The changes have taken place in the physical, biological and cultural dimensions of agriculture. Within the physical sphere, the early man used sharp sticks to dig the ground for utilization. Technological change in many less developed countries have resulted in the use of hoes and cutlasses for cultivation. The use of tractor and its attachments such as trailers for haulage of farm produce and inputs, ploughs, harrows and ridges, is more popular in the developed than less developed countries of the world due to the following reasons.

a.Lack of spare parts to repair broken down machines

b. Inadequate number of mechanics to repair the brokendown vehicles

c. Inadequate number of operators to handle the machines

d. Inadequate observance of maintenance schedules

e. Poor adaptability of tools to soil types

f. The costs of the machines are too high for the small scale farmers to afford. However large government company or private farms have used tractors and their attachments to their benefit over the years.

**4.Cultural change:**

Culture consists of material and non-materialaspects. Cultural change is therefore alterations in the non-material and artifacts of the society. The material aspect ofcultural changes is mainly technical. Examples are use ofaluminium cooking pots instead of clay pots, use of metal eatingplates and utensils instead of clay plates and wooden utensils etc.

The change in non-material aspects of culture are also numerous.If the institution of the rural family is considered as social systemin terms of its elements ands processes, the cultural changeswhich had taken place can be elucidated with some examples.

The objective of a typical rural family, in many parts of Nigeriaparticularly in the South, has shifted from marrying for theirchildren and settling them in farming to assisting them to acquireformal education, or at least undergo technical apprenticeshiptraining and then settle to profitable employment. The norm ofnot calling elders by name still persists as a reflection of the valueof respect for age which is universally resistant to change etc.

**5.Behavioural change:**

This includes favourable change in theknowledge, skill and attitude of people as a result of theirexposures to educational experiences. Residents of rural areasare exposed to information which had led to acquisition of betterknowledge, skill and attitude in the economic and social spheres.

**Barriers to Change:**

Agriculture is the major occupation of rural people. Improvements in knowledge of crop and livestock pest and disease control measures, higher yielding crop varieties, better spacing of crops, weeding, cultivation, harvesting, processing, storage and marketing operations had taken place. The skill to practice such knowledge is also taught largely by agricultural

extension workers through the method demonstration technique.

Cultural Barriers to change: The values and attitudes of a culture– asembodied in its tradition - determine how receptive it is tochange. Somecultures view change with scepticism; others withexcitement. Conservativeforces within the rural community canbe identified with the latter. Somerural communities are fatalisticin their approach to nature and the socialenvironment; other ruralcommunities may have a tradition of striving toconquer natureand the social environment. Fatalistic attitudes are sometimes intimately linked with a people’s religious beliefs.

Some cultures may reject innovations because of their belief in their relative cultural superiority (cultural ethnocentricity).Science and technology - the principles of which are in any case universal - can be compared across cultures. It is however difficult to cross-culturally compare social forms, values, institutions, etc

In many rural communities, new programmes have failed because they did not synchronise with accepted and well defined roles in society. Sometimes innovation programmes are grounded because relative values are not sufficiently taken into account. In the case of new varieties of maize in Western Nigeria and New Mexico the quality factor turned out to be very important. In the trade–off between quality and quantity of maize, strongpreferences was revealed for taste at the expense of quantity fromincreased yields of the new variety.

Another cultural barrier to change occurs when demands of innovations are inconsistent with established cultural traits and values. In some Buddhist countries for instance, the religious sanction against the taking of life in any form interferes seriously with pest control programmes that rely on the use of insecticides. Sometimes such incompatibilities can be ingeniously rationalized so that the innovations can win acceptance.

**Factor of Social Change:**

In all societies and in all periods of time. But the rate of change differs from society. In one society the rate is rapid while in another it is slow. There are various factors which determine the rate and direction of social change. Some of the factors are:

I. **Biological Factors**

By biological factors we mean the factors that determine the number, composition, the selection and the hereditary quality of the successive generations. Every human element in society is always changing. If we compare ourselves with our parents, we will know that we are different from them in our make up, ideas and in most other things. No new generations are an exact replica of the old. Each new generation is a new beginning.The changes in population in both number and composition have effect on society.

For example, in a society where the number of girls is greater than the number of male children one will find out a different system of courtship, marriage and family organization from where the case is reverse.

II. **The physical factors**:

The surface of our planet is never at rest. There are slow geographical changes as well as occasional convulsions of nature in storm, earthquakes and floods. These changes in the physical environment sometimes bring about important changes in society. The flood in India may hasten the birth of model village in place of those which have been washed off or they may lead to the construction of dams in order to prevent future floods.

III. **Technological Factors**

Technology affects society greatly. A variation in technology causes a variation in some institution or custom. The introduction of machine technology as a result of the discovery of the new sources energy has made such far-reaching consequences that it is often described as a 'revolution'. Invention and discovery are significant characteristics of our age. The present age is often called the "age of power", the scientific age. For example mechanization has changed not only the economic structure of society but also led to a studydevaluation of old forms of social organization and old ideologies.

IV.**Cultural Factors**:

Cultural factors constitute yet another source of social change. Cultural factors consist of our values, and beliefs, ideas and ideologies, morals and manners, customs and traditions and various institutions. Not only social values direct social changes but they themselves are subject to change. Ideas and ideals, ideologies and philosophies are inherently changeful.

They change with time, and in turn, initiate change in the social order. In some periods ideas of liberty, equality and democracy may be found, in some others, ideas of strict discipline and centralised order may be observed, and still in some other period’s religious orthodoxy or religious non-conformity may prevail.

There is an intimate connection between our beliefs and institutions, our valuations and social relationships. Certainly cultural change involves social change (in so far as it affects human relations) as the social and cultural changes are closely related. “What people think, in short, determines in every measure…what they do and what they want”— Robert Bierstedt.

Culture gives speed and direction to the social change. Actually, the field of social change is limited in comparison with the field of cultural change. Our ways of behaving, living, thinking and acting are very much influenced by the changes in social values. These changes in social values are no doubt influenced, if not determined by the technological factors.

Culture is not something static. No culture ever remains constant. It may undergo change due to immigration, foreign invasion, international trade and contacts, exchange of cultural delegations, conquest of one nation by another, foreign rule, etc.

Further changeability is inherent in culture. Culture not merely responds to the outside influences, but it itself is a force directing social change. It creates itself or develops by itself. It is men who plan, strive and act.

Culture gives cues and directions to social behaviour. Men are beset with stresses and strains for which the past offers no guidelines. New ideologies cause significant changes in the models of group life. It is said that ‘ideologies rule the world’.

The social philosophy of Marxism, for example has swept one-third of the world. Hinduism, Buddhism and Christianity, too wielded great influence on the social institu­tions. ‘No culture ever remains constant and no culture ever develops in isolation.’

**Nature of social change**:

**1. Social Change is Continuous:**

Society is undergoing endless changes. These changes can­not be stopped. Society cannot be preserved in a museum to save it from the ravages of time. From the dawn of history, down to this day society has been in continuous flux.

**2. Social Change is Temporal:**

Change happens through time. Social change is temporal in the sense it denotes the time-sequence. In fact, society exists only as a time-sequence. As MacIver says, “it is a becoming, not a being; a process, not a product”.

Innovation of new things, modifica­tion and renovation of the existing behaviour and the discarding of the old behaviour patterns take time. But the mere passage of time does not cause change as in the biological process of ageing.

**3. Social Change is Environmental:**

It must take place within a geographic or physical and cultural context. Both these contexts have impact on human behaviour and in turn man changes them. Social changes never take place in vacuum.

**4. Social Change is Human Change:**

The sociological significance of the change consists in the fact that it involves the human aspect. The composition of society is not constant, but changing.

The fact that people effect change and are themselves affected by it makes change extremely impor­tant.

**5. Social Change Results from Interaction of a Number of Factors:**

A single factor may trigger a particular change, but it is always associated with other factors. The physical, biological, technological, cultural and other factors may, together bring about social change. This is due to the mutual interdependence of social phenomenon.

**6. Social Change May Create Chain Reaction:**

Change in one aspect of life may lead to a series of changes in its other aspects. For example, change in rights, privileges, and status of women has resulted in a series of changes in home, family relationships and structure, the economic and to some extent, the political pattern of both rural and urban society.

**7. Social Change Involves Tempo (or Rate) and Direction of Change:**

In most discussions of social change some direction is assumed. This direction is most necessarily inevitable. Some­times, the direction is determined ideally. Change towards such a destination is more appropriately regarded as progress.

In actuality, social change may tend towards any direction. The tempo or the rate of change is also not governed by any universal laws. The rate of change varies considerably from time to time and society to society depending upon its nature and character-open and closed, rural and urban and others.

**8. Social Change may be Planned or Unplanned:**

The direction and tempo of social change are often conditioned by human engineering. Plans, programmes and projects may be launched by man in order to determine and control the rate and direction of social change. Unplanned change refers to change resulting from natural calamities such as famines and floods, earthquakes, volcanic eruptions, etc.

**9. Short versus Long-run Changes:**

Some social changes may bring about immediate results while some others may take years and decades to produce results. This distinction is significant, because a change which appears to be very vital today may be nothing more than a temporary oscillation having nothing to do with the essential trends of life, some years later. This is what historians mean when they say that time alone can place the events of the day in their true perspec­tive.

**10. Social Change is an Objective Term:**

The term social change describes one of the cat­egorical processes. It has no value-judgements attached to it. To the sociologist social change as a phenomenon is neither moral nor immoral, it is amoral.

It means the study of social change involves no-value-judgement. It is ethically neutral. One can study change even within the value system without being for against the change.

Bottom of Form

Bottom of Form

**LECTURE NO 13: LEADERSHIP - MEANING, CLASSIFICATION OF LEADERS, ROLES OF A LEADER AND DIFFERENT METHODS IN SELECTION OF A LEADER**

**Definitions of leader:**

A leader is "a person who influences a group of people towards the achievement of a goal".

A leader is a person who leads or commands a group, organization, or country:

**Leader** is one who leads by initiation of social behavior, by directing, organizing orcontrolling the efforts of others, by prestige or power or position

**Leader** is a person who is **spontaneously** considered or chosen as influential in a givensituation. In every society certain individuals operate within groups to guide and influence members to action. These individuals are referred as **leaders**

**Leadership** is defined as an activity in which effort is made to **influence** people tocooperate in achieving a **goal** viewed by the group as desirable – **Rogers and Olmsted**

**Leadership** is defined as the **role** and **status** of **one or more** individuals in the structureand functioning of group organizations, which enable these groups to meet a **need** or **purpose** that can be achieved only through the co-operation of the members of the group -

**Hepple**

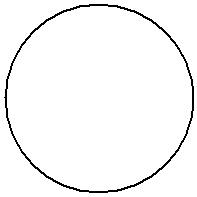
**Classification of leadership or Types of leaders:**

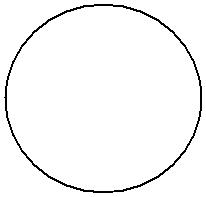
There are several classifications of leaders. For example the leaders may be classified in terms of the types of groups they work with such as **political, military, business,religious, recreational leaders etc. Whyte** has classified leaders in to **4** categories asfollows,

**1. Operational leaders**: those persons who actually initiate action within the group,regardless of whether or not they hold an **elected office**

**2. Popularity leaders**: means in a group a popular person will be elected to a position ofleadership because the members like him. Sometimes such an individual may or may not be the **actual leader** of the group. Such persons holding elective positions do very little about initiating action for the group and are mere **figureheads** or **ornamentalleaders.** They are also called **nominal** leaders

**3. Assumed representative type**: refers to a person selected to work with a committee orother leaders because the latter (Group B) have **assumed** that he represents another group (Group A) they desire to work with; he may or may not be a **leader** of the group (Group A)





Group Group

**A** **B**





ARL

**4. Prominent talent**: e.g. artists and musicians who have exhibited an outstanding abilityand accomplishment in their respective fields. It may include the experts and intellectual leaders

Another classification divides leaders in to 2 categories:

**1. Professional leaders**: the professional leader is one who has received **specific specialized training** in the field. He works **full time** as an **occupation** and is **paid** forhis work. E. G. **Extension Officer**, Gram Sevak, Agricultural Officer etc.

**2. Lay leaders**: the lay leader may or may not have received special **training**, is **not paid** for his work and usually works part time e.g. **youth club president**, Gram Sahayak etc.

Lay leaders also called as **Volunteer leaders, or local leaders or natural leaders.**

These local leaders may be either **formal** leaders or **informal** leaders, depending on whether they are **regular office bearers** of organized groups or not

Perhaps the **most significant** classification form the viewpoint of **modern research** as well as practical application of the results of research is the one designating them into the following **three** types

**1. Autocratic leader**: Autocratic leader is also known as **authoritarian** leader. Heoperates as if he **cannot trust** people. He thinks his subordinates are **never doing** what they should do; that the employee is paid to work and therefore must work. If he is

**a benevolent** (kind) autocrat he may tend to view employees as children andencourage them to come to him with all their problems, no matter what is the nature or magnitude of the problem. The results of his leadership are

a. Most employees develop a sense of frustration, and finally feel insecure in their job

b. Work slows down or stops completely when the supervisor is away

c. The employee’s needs for a feeling of importance and satisfaction are not met

d. Employees are kept dependent on the supervisor; thus they have no opportunity to show initiative

e. Employees frequently either become aggressive or alternatively identify closely with supervisor (submissive yes-men)

**2. Democratic leader**: He shares with the group members the **decision making** and **planning** of activities. The participation of **all** members is encouraged. He works todevelop a feeling of **responsibility** on the part of every member of the group. He attempts to understand the **position** and **feelings** of the employee. If he criticizes, he does so in terms of **results** expected, rather than on the basis of **personalities**. The results of his leadership are

a. Employees produce a larger quantity and higher quality of work

b. Individual and group morale are high

c. Employee’s basic needs to participate and feel important are met

d. Employees feel secure

e. Employees seldom become aggressive

f. The supervisor finds that less supervision is necessary

**3. Laissez-faire leader**: He believes that if you leave **workers alone,** the work will bedone. He seems to have **no confidence** in himself. If at all possible he **puts offdecision-making**. He tends to **withdraw** from the work group. He is often a **rationalizer**. The results of his leadership are

a. Low morale and low productivity within the work group

b. Employees are restless and lack incentive of ‘team work’

c. Another leader often an informal leader arises

d. Problems of administration supervision, and coordination are multiplied and symptoms of disorder ‘**anarchy’** are seen

**Roles of leader in a Group:**

Groups are dependent on **leaders**. A leader is not only a member of group and also is the **focal point** of activity of his group. He plays an important role in group's activity. The important roles of the leader are as follows:

**1. Group initiator**: the most important role of leader is that he should take **initiative** to getthe group in to action

**2. Group spokesman**: if the group is to have outside relations it must be able to speak asa unit and leader is its voice. Leader has the responsibility of speaking for the group and representing the interests of the group

**3. Group harmonizer**: in all groups uniformities and differences are formed. A leadershould be able to resolve differences peacefully. The role of the group harmonizer is to promote **harmony** in the group in line with basic purpose of the group

**4. Group planner**: generally it is assumed that the person chosen for leadership know alittle bit more about the problems which the group is facing and the possible solutions. So the leader has to plan the way by which the group can satisfy its needs. The leader has to plan for the group and with the group

**5. Group executive**: the leader is one who takes important role in conducting **business** ofthe group and he is responsible for seeing that the business of the organization is carried on according to democratic principles. It is the job of the leader that individuals of group accept responsibility of their part of activities in any plan of action adopted by the group

**6. Group educator or teacher**: in most of the groups the leader will have more trainingand experience. So the leader can teach according to the level of understanding of the members of the group so that they can understand his views. In this capacity his chief function is to develop and **train** other leaders so that group is not dependent completely on him

**7. Group symbol or symbol of group ideas**: all social groups have implicit (internal) orexplicit (external) norms or ideals. As a rule persons accepted as leaders are those who have adopted these norms or **ideals** and live by them. The leader must make the members feel that they need ideals and depend upon them for accomplishing what they desire to do, the leader should be not be self interested

**8. Group supervisor**: the leader also acts as supervisor. A good leader **supervises** thework of his peers and subordinates. Professional leaders such as Extension Officers, in addition to serving as leaders of social groups also devote a portion of their time to working with lay leaders and group organizations like youth clubs, cooperatives etc.

**Different methods of selection of both professional and lay leaders: Selection of Professional Leaders:**

**A. Interview:**

1. The **time-honored** and **most widely** used method of selecting persons for position of professional leadership. It is based primarily upon an **interview** and an evaluation of **past academic** and **occupational records** of the individual. A large amount ofinformation concerning a person can be acquired through an **interview**

2. The chief difficulty with the interview is that one can observe and evaluate the applicant only as he answers questions during a **brief** period of time

3. In industry and management there has been an attempt to supplement the interview by subjecting applicants to a **battery of tests**

4. These tests measure ability, aptitudes, attitudes and interests and both the academic training and practical experience

5. The use of a battery of tests along with an interview provides a better basis for selection than using the interview alone

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**B. Performance Tests:**

1. These have been used in certain situations as a part of the basis for selection of professional leaders

2. One type of these is the ‘**Leaderless group tests’** in which seven or eight persons are given a common task to perform and it is left up to the persons involved to determine which person have become the leader

3. Another type of test is to appoint an individual as a **leader** and then observe how well he directs the activities of the members of the group

4. The big advantage of these performance tests is that one can observe the **potentialleader** in a real life situation in which he is functioning as the leader of a group

**Selection of lay leaders:**

**A. Sociometry:**

**1. Sociometry**is concerned primarily with obtaining **choices** in inter-personal relations,such as with whom one would like to work, play etc. or to whom one would go for advice on farming or other problems

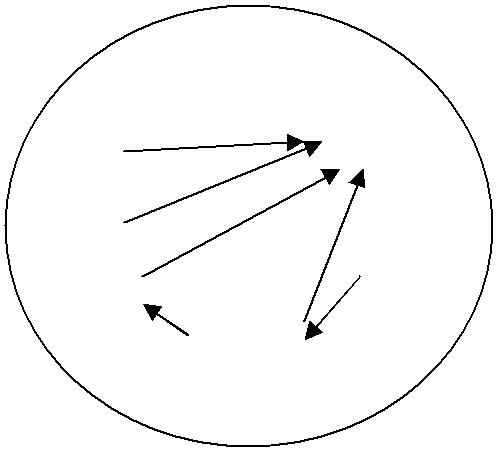
2. It attempts to describe social phenomena in **quantitative** terms

3. It may be used in selecting professional leaders also, but of greater use in selection of lay leaders

4. It is necessary that all the persons involved in a sociometric test **know** one another. These tests are **not** designed to measure vague factor called **popularity**, but it is popularity of acceptance in terms of specific activities

5. Sociograms for the same individuals will manifest (bring out) **differences** when the choices are in relation to different activities. This method is very useful to the extension worker in finding out the natural or local or informal leaders in the villages

6. An extension worker goes into a given area and asks the farmers to indicate whom; they ordinarily consult for **advice** on farming, which the extension worker wants to introduce. Usually after a few interviews, it becomes apparent (clear) which farmer is the influential person on natural leader. The figure below illustrates the Sociometry test



A

H B

G

C

F

E D

**SOCIOGRAM**

30

7. When farmer H is interviewed he may indicate that generally he goes to B for advice on farming, farmers G, F, D may also say that they take advice from farmer B on farming. The farmers A, E and C are depending on farmers H, F and D respectively. Then B is the operational or potential natural leader for these farmers and therefore if extension worker induces farmer B for the adoption of new improved practices it is quiet likely that the other farmers will be influenced by his behavior and adopt the same practices

**B. Election:**

1. Another method widely used in selecting leaders, consists simply of the members of the group **electing** a leader through **voting** or any other method

2. The extension worker can guide or assist the local people in electing the right person for the right job by explaining to the group, the functions of leader in relation to particular problem and outlining the qualifications of a good leader for the given purpose. Election can also be used for selecting persons to receive leadership training who later become the actual leaders

**C. The Discussion Method:**

1. Through discussions (on any subject) the person with sound knowledge and ability is soon recognized and a mere talker easily spotted

2. Discussion gives encouragement and assurance to the potential leader to express himself, and over a period of time may make him more confident in accepting some position of leadership and he emerges as a valuable leader

**D. The Workshop Method:**

1. In this method a large group is broken in to **smaller groups** and the responsibility of the program and decision-making rests upon the smaller units

2. Leadership emerges in each small group. Over a period of time, the extension worker can spot certain leaders who come to the fore (front) in taking responsibilities

3. The extension worker or professional leader in the workshop has the position of consultant, observer, discussion group leader etc.

**E. The Group Observer:**

1. The extension worker should watch (observe) a community or group in action and then he will be able to spot potential leaders

2. He may observe the community in any type of situation. For obtaining the best results, the group should not be aware of that the extension worker is observing them

**Rogers** who designated the local leaders as **opinion leaders** mentions the followingtwo methods to locate these leaders in mass public

1

**F. Key informants:**

1. In a community **key informants** or persons with important information about their community like teachers, VLWs etc may be asked by the extension worker to indicate opinion leaders in that area based on their indications he will select the leader.

**2. Key informant** method is cost saving and time saving when compared to thesociometric method and other methods

**G. Self-designating technique:**

This consists of asking a respondent a series of questions to determine the degree to which he perceives **himself** to be an opinion leader based on the analysis of the answers obtained, the extension workers selects a leader

Lay leaders are otherwise called as local leaders or **informal leaders** or **volunteerleaders**. Professional leaders are otherwise called as **formal leaders**

**LECTURE NO.: 14**

**TRAINING OF LEADERS – LAY AND PROFESSIONAL LEADERS, ADVANTAGES AND LIMITATIONS IN USING LOCAL LEADERS IN AGRICULTURAL EXTENSION**

**Training of Leaders:**

**Meaning of training**: The term ‘**training**’ is used to those activities aimed at improving theability of a person to do his job including acquainting (to know) information, developing abilities, attitudes that will result in greater professional competency. The potential leaders who are selected by various methods, **lack** some of the essential **traits** of leadership, the qualities can be developed by training objectives as follows:

**Objectives of training of leaders:**

1. The objective of training is to develop the essentials of **good leadership** in the selected leaders

2. To give them a perfect understanding of the people, to enable them to understand **group behaviour**

3. Develop competence in group processes i.e. teaching them the methods of **identifying** problems develop cooperative thinking, exchange and analysis of ideas

4. To acquire **technical skills** necessary to carry out a **job**, how to identify problems and plan appropriate procedures. To obtain attitudes, knowledge and skills of dealing with people. To develop in them latest capacities of leadership

**Methods of training of Professional leaders:**

1. **Background courses in college or an institution**: Giving training on general collegeeducation in a college or an institution in **psychology** or **sociology**

**2. Induction training**: apprenticeship experience under the direction of a trained andexperienced leader in the field will enable the new professional leader to develop his abilities for successful leadership

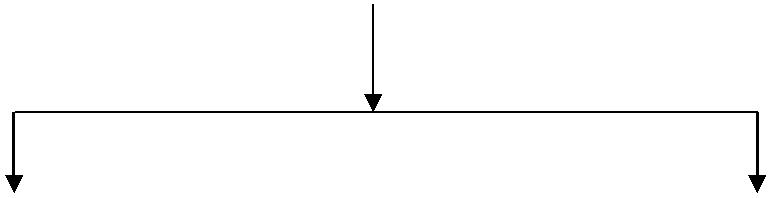
**3. In-service training**: This is training is given to the professional leaders for constantly **improving** their **efficiency** by focusing attention upon the problems they have faced inthe field and the ways to solve them. In-service training has become increasingly **important** in view of the fast changing **technology** in agriculture in recent times

**Methods of training of Lay leaders:** The different methods of training lay leaders areclassified in to **two** types one is **formal** and the other is **informal** as given below

Methods of Training of Lay leaders

**Methods of training of Lay leaders:** The different methods of training lay leaders areclassified in to **two** types one is **formal** and the other is **informal** as given below

Methods of Training of Lay leaders



|  |  |
| --- | --- |
|  | **Formal** |
|  |  |
| 1. | Lecture |
|  |  |
| 2. | Discussion |
|  |  |
| 3. | Symposium |
|  |  |
| 4. | Workshop |
|  |  |
| 5. | Forum |
|  |  |
| 6. | Panel |
|  |  |
| 7. | Field trip |
|  |  |
| 8. | Apprenticeship |
|  |  |
| 9. | Training camps |
|  |  |
| 10. | Direct assistance |
|  | from experts |
|  |  |
| 11. | Buzz groups |
|  |  |
| 12. | Giving |
|  | responsibility to |
|  | local leaders |
|  |  |
| 13. | Audio-visuals |
|  |  |

|  |  |
| --- | --- |
|  | **Informal** |
|  |  |
| 1. | Observations |
|  |  |
| 2. | Reading |
|  |  |
| 3. | Talking |
|  |  |

**Formal methods of training of lay leaders:**

1. **Lecture**: This is probably **most common** method. Through this method local leadersunder training are given enough **material** for thought, but little opportunity for self-expression**.** The lecture method is effective in certain situations, but usually issupplemented by other methods, depending on the objectives to be attained
2. **Discussion**: Discussion usually occurs in a **face to face** or co-acting situation in whichpeople involved, exchange the useful information by speaking with each other
3. **Workshop**: It is essentially a long-term meeting form one day to several weeks,involving all the delegates (participants) in which problems are discussed by delegates in small private groups. The workshop as the name indicates must produce **something** in the end a report, a publication, a visual or any other material object
4. **Forum**: it is assemble (group of people) for discussion of matters of interest and usuallyfollows the other extension teaching methods. In the forum the audience clear their doubts and raise **questions** for additional information
5. **Panel**: it is **informal conversation** for the benefit of the audience by a small group ofspeakers, usually from **2** to **8** in number
6. **Symposium**: this is **short series** of **lectures** in which **3** or **4** speakers explain the **different parts** of a particular subject
7. **Field trip**: in this method a group people go to see and gain firsthand knowledge ofimproved practices in their natural setting
8. **Apprenticeship**: in this the local leaders or the potential leaders see **someone** operating with a view to learn some of the activities and ways of handling the problems in the field of leadership
9. **Training camps**: Training is imparted by organizing **camps** in which several localleaders are involved in the training sessions at the same time
10. **Direct assistance from experts**: this may come in the form of advice from an expert inthe field of leadership
11. **Buzz groups**: in this a large group is divided into smaller units for a short period called **buzz session.** It is also called as **huddle system** or **Phillips 66** in which group of **6** to **8** persons get together after receiving instructions to discuss about a specific issue assigned
12. **Giving responsibility** to local leaders: giving everyone a job by which self confidencemay be attained by achievement in activities useful to the group is essential for development of leadership
13. **Audio-visuals**: These include role playing, socio-drama, demonstration, movies etc

**Informal methods of training lay leaders:**

1. **Observation**: Noticing how others have performed through observation
2. **Reading**: Studying printed material often found in the form of leader hand-books,newsletters, circulars, bulletins etc.
3. **Talking**: Speaking with other leaders in the same or related fields of interest and alsowith members to determine consensus (common opinion)

**Advantages of using local leaders in extension:**

1. Local leaders act as **extension teachers** and this helps in increasing the adoption of improved practices
2. **Cost** of extension is reduced as local leaders are **not paid** for their work
3. Local leaders themselves become **better taught**, because of the experience they gain in teaching and influencing others
4. People accept new idea **more readily** form a local person who has practically tried it, while they may **resist** if the ideas were to come from an extension worker
5. The frequent contacts of extension workers with local leaders raises his **prestige** thereby making him more effective in his work

**Limitations of using local leaders in extension:**

1. Person selected as leader may not have the expected **following** among neighbours or may not be willing to **devote required time** to work, or may be a **poor** teacher
2. Considerable **time** is required to **locate** and **train** local leaders
3. Local leader may try to use prestige connected with position of **personal advantage**
4. The most difficult task of arousing interest on the part of those not interested in extension is too often left to the in experienced local leader
5. Public recognition and publicity given to informal local leaders may sometimes **jeopardize** (spoil) their position and adversely affect their influence

**LECTURE NO.: 15**

**PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY- MEANING, SCOPE AND IMPORTANCE**

Father of Psychology is **Sigmund Freud.** Although human behavior seems to follow certain **general trends,** individuals respond **differently** to elements in specific situations. An individual’s behavior consists not only of his **observable** acts but also of his reactions to **inner states** and different factors of influence. The factors that influence and individual’sbehavior include his **education**, personal factors, situational factors and environmental factors such as persons around him, objects he confronts with situations and conditions in which he lives. So psychologists who are interested in studying human behavior will not only study different aspects of behavior but also what are the **similarities** and differences among human reactions and what causes such behavior. Psychology has its origin from **two Greek** words **psyche** (soul) and **logos** (a rational course or a study)

**Definitions of Psychology:**

**Psychology** is the scientific study of the**behavior**of an individual – **Daniel: Psychology** is the science of **mental activity** of an organism –**Guilford :Psychology**is a science of human behavior

**Psychology** is the science that studies the **responses** which living individuals make totheir environment – **Murthy**

**Psychology** is the science of behavior and adjustment

**Scope of Psychology:** (Scope of Psychology in Agril. Extension)

The application of psychology has a very wider area in the study of human behavior as follows:

1. To identify the **nature** and characteristics of learner
2. The nature of **learning process**
3. The **principles** of teaching and learning process
4. The human **growth** and **development**
5. The **techniques** employed in teaching
6. Identification of **personality traits**
7. Development and adjustment of psychological traits
8. Scientific **measurement** and **evaluation** of psychological traits

**Importance of Psychology:** (Importance of Psychology in Agril. Extension)

The study of psychology as the science of human behavior helps in identifying

1. The **abilities** of individual
2. The **needs** of individual and techniques to be employed to **motivate** them
3. The **hereditary** and **environmental** factors the affect the behavior
4. The levels of **achievement motivation** of the individuals
5. The factors that result in individual, intellectual **differences** and reasons for people becoming **problem men**
6. The factors that lead to **differential perceptions**
7. The causes of **retarded** learning
8. The causes of **emotions** and **frustration** in human beings
9. The causes of **forgetting** and how to improve **memory**
10. The levels of knowledge, attitudes possessed by the individuals
11. The different **psychological traits** possessed by individuals. By the application of different tests and help in evaluation of the behavior of the individual

**Educational Psychology**:

It deals with the behaviour of human beings in educational situations. This means that it is concerned with the study of human behaviour or the human personality, its growth, development and guidance under the social process of education.

When we say that **education** plays a vital role in human behaviour it is imperative (essential) to study the mode of such role the education plays. The desirable changes in behaviour that represent basic features of education are:

**Knowledge**: it is the intimate acquaintance with fact

**Skill**: The ability to do a particular thing

**Attitude**: the **positive** or **negative** feeling one has towards any **psychological object**

**Definitions of Educational Psychology**:

**Educational Psychology** is the branch of psychology that describes and explains the **learning experiences** of an individual and the progress in his educational developmentfrom birth to old age – ***Crow and Crow***

Educational psychology is the study of the psychological aspects of educational situation –

**Scope and its importance of Educational Psychology in agricultural extension:**

1.Educational psychology studies the limitations and qualities of individuals -physical capacity, intelligence, aptitude, interests, etc. which plays a major role in one's learning.

2.Its helps in improving teaching and learning. This branch helps in formulating training programmes for improving the skill of teachers and methods for organizing good learning situations.

3.It helps to have better education through evolution of syllabi for different level of education, preparation of different text books, development of examination patterns,

etc.

4.Psychology attempts to discover the source of knowledge, belief, and customs and to trace the development of thinking and reasoning so as to find the kind of environmental simulation that produces certain type of activity.

5.It will help extension workers to find causes of prejudices, the habit of sticking to old practices and ways of doing things, the doubts and lack of confidence and factors affecting motivation.

**Definition of Psychological trait**: It is a mode of behavior or a collection of certain relatedmodes of behavior e.g. intelligence.

Traits and characteristics are the same thing. A trait is a distinguishing characteristic, feature or quality.  In psychological terms, we usually think about personality traits and behavioral characteristics that define an individual. We all have traits. Psychologists often refer to personality traits or characteristics.  The unique combination of personality traits we each possess makes us individuals.  But, certain traits have become associated with psychological problems. For example, if someone is very neat and orderly, many people might call them obsessive-compulsive. That implies that all orderly people have something wrong with them, and that’s just not true!

Many psychologists have studied personality traits, and have attempted to identify or define all of the different human characteristics. Of course, there is continuing debate about how many different personality traits exist. You might want to think of people possessing personality traits on a continuum. That is, some people have a lot of a particular trait, and others have very little of that trait. If we studied lots of people, we would be able to identify what is an average amount of each trait. That is exactly what psychologists have done.  We all possess some traits more than most people, and possess other traits less than other people, and possess still other traits in about an average amount. The unique combination of traits makes us individuals, and the number of possible combinations of traits is in the millions.

Here are some examples of personality traits psychologists have identified and studied:

* warmth
* emotional stability
* independence
* dominance
* impulsivity
* sensitivity
* imagination
* introversion-extroversion
* suspiciousness
* boldness

**Lecture No.: 16**

**Intelligence - Meaning, types, factors and importance in Agricultural Extension**

**INTELLIGENCE**

**Introduction:**

Among the millions of species that exist on the earth, the **human being** is said to be superior and exclusive (separate) because of its **reasoning** of distinguishing between **right** and **wrong.** The ability to **adopt** to the environment with and to **master situations**, understanding, ability to **command** and capacity to carry on **difficult tasks** by learning and putting the past experience to the most **beneficent** use. This quality, which we describe as **intelligence** is found in different degrees in different human beings.

Intelligence is defined as general cognitive problem-solving skills. A mental ability involved in reasoning, perceiving relationships and analogies, calculating, learning quickly… etc. Earlier it was believed that there was one underlying general factor at the intelligence base (the **g-factor**), but later psychologists maintained that it is more complicated and could not be determined by such a simplistic method. Some psychologists have divided intelligence into subcategories. For example Howard Gardner maintained that it is comprised of seven components: **musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal, and intrapersonal**. Other definitions are: “Intelligence is what you do when you don’t know what to do.” “Intelligence is a hypothetical idea which we have defined as being reflected by certain types of behavior.”

**Definitions:**

**Intelligence** is the ability of an individual to make profitable use of **past experience** –

**Thorndike**

**Intelligence** is the ability demanded in the solution of problems, which require thecomprehension, and the use of symbols – **Grprett**

**Intelligence** is the ability of an individual to adjust himself to the conditions that arise in hisenvironment – **Brown**

**Intelligence** is the ability to adopt oneself to judge well, understand well, reason (think) welland act well – **Binet**

**Intelligence** is the organization of abilities to learn a group of facts with alertness andaccuracy to exercise mental control and display flexibility in seeking the solution of problem

– **Skinner**

**Three types of intelligence:**

According to **Thorndike** intelligence is of **three** types

**Abstract intelligence or cognitive ability:**

1. Abstract means which is not physically existing e.g. alphabets, numbers etc.
2. It is the ability to understand and deal with verbal and mathematical symbols
3. Of the three abilities **abstract intelligence** is one that receives greatest weight and almost pronounced as a correct test of intelligence
4. It is also the ability of manipulating ideas and relationships and more concerned with understanding abstract things
5. **Philosophers** and **Professional people** are high in abstract intelligence e.g.vocabulary, language, relational concepts etc

**Concrete intelligence or mechanical intelligence or motor ability:**

1. Concrete means which is physically existing e.g. implement, object etc
2. It is the ability to understand and deal with things or objects etc., and more concerned with the physical skills of individuals
3. **Industrial and building traders** are high in mechanical intelligence e.g. problemsolving skill and manual skills

**Social intelligence or social ability:**

1. It is the ability to understand and deal with persons
2. It is the ability to understand and apply psychological principles of human relationships
3. **Salesmen, politicians, leaders** possess this intelligence e.g. association with peopleand empathy (understanding people by taking their conditions mentally)

An **ideal person** is one who has **all** the three types of intelligence

**Intelligence** is the product of **heredity** and **environment**. Opportunities to learn varywidely, yet the inherited capacity (capacity taken by birth) as modified (changed or increased) by maturation (development) accounts for a greater part of the individual variability (differences in the intelligence of the individuals). The totality of biologically transmitted factors that influence the structure of body is referred as **heredity**

**Factors affecting Intelligence:**

**G.Brown**a psychologist pointed out that, there are numerous factors which directlyor indirectly affect the intelligence or abilities of the individual and which makeup the behaviour pattern of the individual.

**Important factors that affect the Intelligence:**

1) Heredity and Environment:

Heredity provided the physical body to be developed with certain inherent capabilities while environment provides for the maturation and training of the organism. In 1940 Newman concluded that variations in I.Q. were determined about 68% by heredity and 32% by environment.

During an individual’s life time variation in I.Q. is due to environment, since the heredity cannot change. Improved nutrition health, an stimulus situations would account for this change. Environment of children ages 2 to 4 years appears to be critical since the child normally learns language at this time. Better homes, school, medical facilities, less economic discrimination. Provides a mean for achieving

**2) Age:**

A person who bright or dull in childhood tends to remain bright or dull throughout his life. Growth I intelligence can continue through the early twenties, person achieves his maximum 10 at about 20 years are and remain stable till 10 years and decreases after that. Some abilities remain constant while others decline rapidly due to decline in physical efficiency. It is observed that the more intelligent person has more rapid of mental growth and continues to develop longer than does the mentally less able.

**3) Race and Nationality:**

There is no prominent evidence to show that race in a factor for determining intellectual level. Difference exist between families are due to environment. The differences in races are also due to opportunity for training in early years.

All evidence indicates that there is little or no difference in inherited intellectual capacity due to race. There are differences, mostly due to opportunities for training and learning. The idea of inferior races due to heredity is not true.

**4) Culture:**

 Answer in intelligent test question are highly cultural. Cultural will determine the degree of a person’s attitude and abilities.

**5) Health and Physical Development:**

Physical and mental health is related to one’s ability to gain desired achievement. A mental activity with delicate health, one may not possess enough energy to engage in mental activity to the extent that he achieves success. Physical defects such as in complete maturation of brain cells sensory and physical handicaps many interfere with observable intelligent behavior. Diseases also affect intelligence. Emotional bodies may interferes one’s ability. Unfavorable health affects mental status of the individual.

**6) Sex:**

It is a popular belief that boys are suppose to be more intelligent than girls. The research studies have shown that there is no significant differences between the sexes, on the average, girls seems to show slight superiority in language, memory and appreciation. Differences in intelligence are caused partly by environmental conditions

**7) Social and Economic Conditions:**

Home plays a significance role in the early developmental years. Home conditions influence on behaviours attitude. The financial status or the parents, neighborhood and environmental conditions also affect on the intelligence but due to their soci-economic status.

Mentally defective, People (Feeble – minded): Individuals whose I.Q.’s are below 70 they are called as mentally defective or feeble – minded people. They suffer from lack of mind.

**Measurement of Intelligence:**

One of the oldest and most useful of the tests of behavior is that which is intended to measure and predict the intellectual capacity of man. The test of intelligence hold a very practical origin in selecting grade school children who would profit from different training. Intelligence tests are useful for assessing differences among adults. The intelligence test has been analyzed for its contribution to the understanding of various performance differences among the men.

From the beginning of intelligence testing there have been two parallel trends, one towards performance tests and other towards verbal test-tests in which the instructions are given in words and in which a good deal of the performance is in the farm of words. Performance tests can be given to people who do not know the language or who have not been to school. They are often blind. People with poor vision and hearing or to children whose handicap seem more severe in verbal than in other areas.

BinetTest of General Intelligence:

He noted that the intellectual capacity increase with age, the intelligent person would be less susceptible to distraction, more like to adopt the situation to achieve a goal and likely to criticize his own work.

Mental Maturity:

If you give a child same test twice with enough time between two tests, you will find that his scores would improve as he grew older. He would certainly do better at the age of 18th than at the age of 4 years. However, a time would come when his ability to answer the test questions would no longer improve. A person does not stop learning even he reaches to mental maturity. Generally mental maturity reached some where between 14 to 18th age. The generally accepted figure is 15th year.

**Mental Age:**

It is a degree of intelligence exhibited by an individual in relation to other of his age group. Binet and Simson have development a scale called as mental age scale for measuring brightness and dullness among the individuals.

Binet testing of school children classified individuals into levels of mental development, which is called as mental age. (M.A.)Binet and Simson scale was applied as follows- A child who passes all the eight year old test is regarded as 8 year old mentally, however his actual age (chronological age) may be 6 year. So he is mentally 2 years in advance. Another child with mental age of 8 may be 11 years old means in this case he is retarded in three years. So brightness or dullness in terms of number of years, advance of retardation.

**Intelligence Quotient (I.Q.):**

William Sterm says that you can get a number that would show how intelligent a person. This is by dividing his mental age by his chronological age. The I.Q. is obtained by dividing mental age by chronological age and multiplying by 100. Formula of I.Q. is

     Intelligent Quotient= ( Mental Age/Chronological age)×100

= (MA/CA)×100

The concept of mental maturity raises an interesting problem. Ex. Think of 15 years old with a mental age of 15. Clearly, his I.Q. is 100 or his mental age is still presumable 15 year. Therefore his I.Q. sunk from 100 to 75 I.Q. we must take the denominator age as 15. For avoiding these difficulties Wechsler-Bellevue adult Intelligence scale is used. Here final score is not calculated from mental age values of the tests passed by the person being examine, but from the total number of points made by him on all tests.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | |  |  |
|  |  | **I.Q.Level** | **Character** | |  |  |
|  |  | |  | |  |  |
|  | Below 20 | | Idiot | |  |  |
|  |  | |  | |  |  |
|  | 20 to below 70 | | Feeble minded | |  |  |
|  |  | |  | |  |  |
|  | 70 to 90 | | Dull | |  |  |
|  |  | |  | | |  |
|  | **90 to 110** | | **Average or Normal** | | |  |
|  |  | |  | |  |  |
|  | 110 to 120 | | Superior | |  |  |
|  |  | |  | |  |  |
|  | 120 to 140 | | Very superior | |  |  |
|  |  | |  | |  |  |
|  | 140 to 200 | | Genius | |  |  |
|  |  | |  | |  |  |
|  | Above 200 | | Supreme genius | |  |  |
|  |  |  |  |  |  |  |

**Importance of Intelligence in Extension work:**

1. Intelligence does not follow a set of **stereo** (similar) types of pattern but depends largely on the **complexity of demand** of their environment and the kind of **training** they receive
2. Intelligence remain constant when the conditions remain constant i.e. health, types of education and situation
3. In all, the differences in intelligence can be treated to either **heredity** or **environment** since individual is a product of both
4. **Gifted persons** with higher intelligence can be better utilized by offering broaderopportunities and with programmes for their accelerated growth
5. It is easy to identify the **mentally retarded** people or people with less intelligence and **problem men** (persons with less intelligence due to physiological defects) in ruralsociety and such people should be given special attention while training them in agricultural technologies
6. An extension worker can **increase** his effectiveness by using appropriate techniques for teaching farmers with different levels of intelligence and thereby smooth introduction of the programs of change

**Lecture No.: 17**

**Personality - Meaning, types, factors and importance in Agricultural Extension**

**Meaning:** The word Personality originated from the **Latin** word**Personare**which used tomean the voice of an actor speaking through a **mask**. Later it came to be applied to the **actors** themselves

**Definitions of Personality:**

Several psychologists tried to define the term personality earlier, but failed to indicate what personality means. It was only during early 20th century, when several psychologists explained the concept of personality. Some of the definitions are as follows

*By* ***personality*** *it is now generally meant that it is the organization and integration of a large number of* ***human traits***

**Personality** is the result of what we **start with** and what we have lived through. It is the **reaction mass** as a whole – **J. B.Watson 1919**

A man’s personality is the **total picture** of his **organized**behavior, especially as it can be **characterized** by his fellow men in a **consistent** way –**Dennell 1937**

**Personality** is the **sum total** of an individual’s behavior in social situations. Behaviorinclude not only **overt** acts but **inward** feelings produced by social situation – **Trainer 1957**

**Personality** is the total configuration of individual characteristics and modes of behaviorsthat shape one’s **adjustment** to his **environment**, especially traits that influence his getting along with others and himself – **Hilgard 1962**

The definiti

3on given by **Hilgard** is most **comprehensive** and explains different **dimensions** of personality in terms of traits and the adjustment of individual to his environment

**Types of Personality:**

There are **three** types of personality – ***C.J.Jung*** a. Extrovert b. Introvert and c. Ambivert

**Extrovert and Introvert Personalities (Differences):**

Jung has given this introversion -extraversion type in personality. Introverts will react negatively to situations; withdraw from the society, inwardly, selective. The introvert withdraws from the active participation in the objective world and he is interested in his inner world of thought and fantasy. He will not move freely with others. He won't express out his feelings and inner desires. He is sensitive to criticism, magnifies his failures and occupied with self-criticism.

Extroverts are opposite tointroverts. Extroverts react positively and outwardly expressive. An extrovert is supposed to be thick skinned and relatively sensitive to criticism in his emotional expression, impersonal in argument, neither deeply affected by failure nor much occupied with self analysis of self -criticis

Measurement of personality

The measurement of personality serves both the criterial and practical purposes. When an individual who has difficulties of personnel adjustment comes for help to a psychiatrist, it is valuable to assess his personality. To measure the personality we have to measure the traits of personality. It is possible to measure needs, attitudes, interests, values and other personality characteristics also

**Self-report measures**

Self-report measures rely on information provided directly by participants about themselves or their beliefs. These measures are in a question-and-answer format.There are a number of test formats, but each one requires the respondent to provide information about their own personality. Usually, the measure requires an individual to indicate to what extent a statement describes his or her personality.

Self-report measures are used for both psychiatric and non-psychiatric populations. These measures can be used for a variety of reasons, from diagnostic purposes to helping with career guidance. Some of the more widely used personality self-report measures are the Myers-Briggs Type Indicator, Neo Pi-R, MMPI/MMPI-2, 16 PF, and Eysenck Personality Questionnaire.

**Myers-Briggs Type Indicator**

The Myers-Briggs Type Indicator (MBTI) is based originally on Carl Jung's theory of personality. The MBTI is one of the most popular personality inventories used with nonpsychiatric populations. However, this measure is not widely accepted by measurement oriented psychologists due to the lack of [validity](https://www.boundless.com/definition/validity/) research behind it. The MBTI measures individuals across four bi-polar dimensions: *Extraversion-Introversion, Sensing-Intuition, Thinking-Feeling,* and *Judging-Perceiving.* An individual who falls at one end of each pole may find it difficult to function in a situations which requires a personality trait from the opposite end, and may require practice to reach proficiency.

**Neo Pi-R**

The Revised Neo Pi (personality inventory) is designed to measure personality traits using the five factor model. Each of the five dimensions of personality lies along a continuum of opposing poles. The five factors are: *Openness to Experience, Conscientiousness,* [*Extroversion*](https://www.boundless.com/definition/extroversion/)*, Agreeableness,* and [*Neuroticism*](https://www.boundless.com/definition/neuroticism/)*.*

**MMPI/MMPI-2**

The Minnesota Multiphasic Personality Inventory (MMPI) is the most widely used personality inventory both with psychiatric and non-psychiatric populations. The MMPI-2 is a revised version of the MMPI. The MMPI-2 provides 2 to 3 number code types for interpreting an individual's personality. This test is commonly used to help with the diagnosis of personality disorders.

**16 PF**

The 16 PF (personality factor) inventory measures personality according toCattell's 16 factor theory of personality. The test also provides four second-order indices of personality.. The 16 PF is intended for non-psychiatric populations.

**Eysenck Personality Questionnaire**

The Eysenck Personality Questionnaire is based upon Eysenck's model of personality. The Eysenck questionnaire is based on a large body of factor analytic research and laboratory [experiments](https://www.boundless.com/definition/experiment/). Eysenck's inventory focuses on three dimensions: *psychoticism, extraversion,* and *neuroticism.*

**Behavioural Measures**

Behavioural measures focus on behaviour itself, rather than traits or other underlying factors. Behavioural measures often employ a large number of reports such as self-report measures, behaviour observations, and ratings provided by people familiar with the individual (parents, peers, teachers, sibling, etc.). These measures focus specifically on behaviours rather than traits. Examples of behavioural inventories include the Alcohol Beliefs Scale, [Binge](https://www.boundless.com/definition/binge/) Eating Questionnaire, Compulsive Activity Checklist, Daily Sleep Diary, and Panic Attack Questionnaire. These are just a small sample of the numerous behavioural assessments that are used.The goal of behavioural measures is to assess behaviours which are [maladaptive](https://www.boundless.com/definition/maladaptive/) in order to create therapy plans to target these behaviours.

**Projective Measures**

Projective measures are founded in psychoanalytic theories of personality and involve using ambiguous stimuli to reveal inner aspects of an individual's personality. Projective measures are criticized for having poor reliability and validity, for lacking scientific evidence, and for relying too much on the subjective judgment of a clinician; however, they continue to be popular. Two of the most popular projective measures are the Thematic [Apperception](https://www.boundless.com/definition/apperception/) Measure and the Rorschach test.

**Rorschach Test**

The Rorchach test consists of ten inkblots . The inkblots were created by Herman Rorschach dribbling ink on paper and then folding over the paper to create a symmetrical design. During the test, participants are shown the inkblots and asked what each one might be. Then the test administrator asks questions about the responses such as which part of the inkblot was linked to each response. This test can be used to examine a person's personality charactersitics and emotional functioning, and is thought to measure unconscious [attitudes](https://www.boundless.com/definition/attitude/) and [motivations](https://www.boundless.com/definition/motivation/). It has been employed to detect underlyng thought disorder.

**[Simulated Ink Blot](https://www.boundless.com/psychology/personality/assessing-personality/measuring-personality-various-approaches-including-self-report-behavioral-and-projective-tests/images/simulated-ink-blot/)**

This simulated ink blot is similar to what would be on the Rorschach test. A Rorschach ink blot would be filled in rather than a dotted pattern. The Rorschach is a projective measure.

**Thematic Apperception Test**

The Thematic Apperception Test (TAT) consists of 30 cards (including one blank card) depicting ambiguous drawings. Test takers are asked to tell a story about each picture, including the background that led up to the story, and the thoughts and feelings of the characters. Like the Rorschach test, the results are thought to indicate a person's personality characteristics and emotional functioning.

**Ambivert Personality:**

1. These are place **between** extroverts and introverts. Their behavior is **balanced**. Their psychic (internal) energy is partly directed **inwards** and partly **outwards**
2. They are interested in their own thoughts, emotions and also in other persons and their actions
3. Most of the people in the society belong to **ambivert** personality

*This classification of extrovert, introvert and ambivert is based on the* ***Temperament*** *(natural disposition of mind or natural state of mind) of the individual*

**Importance or role of Personality in Agricultural Extension:**

1. The extension worker should get into **deep study** of knowing the capacities, types and traits of the **personalities** of his clients (farmers) with whom he has to work in order to **plan** and **educate** them. This also helps the extension worker to **select** a suitablefarmer for a certain **purpose**
2. The study of personality of the people enables extension worker to **judge** and follow the method of guiding, by selecting suitable **teaching method**. This enables the extension worker to properly **plan** the programmes to advise the farmers for **desirable changes** in rural communities

**Factors affecting the Personality**:

(i) Biological Factors

(ii) Environmental Factors Biological Factors

The biological factors are of biogenic by nature and include those of heredity, endocrine glands, physique and physical condition, nervous system, etc. A vivid description of these is given below:

**1. Heredity:**

Heredity is indeed, an important factor in personality development. Almost every form of personality has been attributed to heredity. Today it is believed that hereditary traits are transmitted through the genes. This can be clearly understood according to Mendel's theory of dominant and recessive genes.

According to Mendel, genes are the carriers of hereditary traits in the sense that they maintain integrity, particular constitution and properties in unaltered form from one generation to the next.

The traits and skills acquired by the parent may not modify the genes but just pass on to the children just as they are whichever genes carrying hereditary trait is dominant, the trait will pass on to the children from their parents just as it is. For instance, the child inherits complexion, physique, intelligence, etc. from his parents.

**2. Physique:**

Physique refers to the relatively enduring, biological makeup and liabilities of an individual resulting from both genetic and environmental influences which determine his reactive potentialities.

Since ancient periods, it has been accepted that physique effects personality. Kreschmer and Sheldom are credited for their contribution in predicting general personality and behaviour patterns on the basis of mere physique.

**3. Endocrine Glands:**

The endocrine glands are characterized for interaction and interdependence. These glands secrete hormones. Any over-activity or under-activity of these glands can cause increase or decrease in harmones resulting in personality disorder as given below:

**(i) Thyroid:**

Thyroid gland secretes thyroxin. Any excess of the hormone leads to tension and unstableness, whereas its deficiency takes one to imbecile level.

**(ii) Parathyroid:**

This gland is responsible for calcium equilibrium in the body. Over-activity of this gland causes irritation, emotional instability, etc.

(iii) Pituitary. This gland secretes sarnatotropin. It controls the other glands of the body. The excess of this hormone causes aeromegaly whereas its deficiency causes midget.

**(iv) Adrenal:**

This gland secretes cortin and adrenin. Cortin deficiency results in increased fatigability, anaemia, loss of appetite, etc. While adrenin is discharged in times of great emotional stress.

**(v) Gonads:**

This gland secretes testosterone and andresterone that are responsible for growth of male sex organs and estrogens and progestins in females promote sexual maturity.

**4. Nervous System:**

Nervous system too influences personality development. Mental abilities, sensory-motor skill are also determined by the nervous system. The autonomic nervous system and the central nervous system are responsible for personality development.

**5. Environment Factors:**

The environment is everything that affects the individual except his genes. The environment of an individual consists of the sum total of the stimulation which he receives from his conception to birth. As a matter of fact the following environmental factors have to be taken into consideration.

**(a) Home:**

The effect of home in personality has been accepted by everyone. Home has much bearing on the personality development of an individual. Parents behaviour and attitude, their expectations from the child, their education and attention to the child, influences the child's personality.

Mischel found from his study that absence of father effects the socialization of the child. Hurlock pointed out from the basis of his study that "even though children from small and medium sized homes are often played with sibling rivalry and jealously, parental overprotection and suspicion of parental favouritism, they generally make better adjustments to life and are happier than children from large families.' In the same way economic status of the family also influences child's personality.

**(b) School:**

After home school is the next socializing agent, by the fact that the child spends most of his time with his peers. Hellersberg found from his study that after parents the most influencing factor on a person's personality is the school.

In school he comes in contact with his teachers whose personality influences and he adopts his teachers style of life, etc. He sees the teacher as his ideal. His personality is also to a great extent, influenced by peer interaction. His peers whom he like influence him and he tries to adopt whatever he likes in them. The school atmosphere, discipline of the school, etc. also influence the student's personality.

**(c) Maturation and Personality:**

Personality is also influenced by maturation. Maturation improves the coordination of numerous relationships. Maturation provides raw material for learning and determines to a large extent the more general patterns and sequences of child's behaviour.

**(d) Early Experience:**

Personality is also influenced by one's early experiences. If a person suffers bitter experiences, he is often is subjected to undue thwarting at the early stage of life, regress to interests from outer to inner spheres and become self-centred.

**(e) Success and Failures:**

Success and failure also play a key role in the determination of personality. This influences one's adjustment and self-concept Success motivates the individual for more attempts and success in future. It heightens one's level of aspiration and makes the individual about his abilities whereas failure leads to the development of negative traits, i.e., inferiority feeling, low aspiration, escape and blame, etc.

**Lecture No.: 18**

**Perception, Emotions, Frustration - Meaning, types, factors and importance in Agricultural Extension Introduction**

**Meanings:**

**Perception** is usually described as a response to stimulus

**Perception** is an active process, whereby sensory reactions are related to relevant pastexperiences of an individual when confronted with **stimulus** and more structured and meaningful picture is printed in the mind, which is finally perceived as the object. Our reaction to any situation is determined by the way we perceive it. Two different individuals may perceive the same object in two different ways. Therefore perception is very **personal** thing.

**Definitions of perception:**

**Perception** is the process of organizing and interpretation of **sensory data** in terms ofone’s previous experience and present needs – **Ruch**

**Perception** is the process by which impressions, opinions and feelings about an **object** isformed by means of a sensory operation – **KuppuSwamy**

**Perception** is the process of assimilating experiencesexperiences, attaching meaning or value to them and patterns of knowledge and feeling – **Mc David**

**Stages in Perception:**

The different stages involved in perception are:

and relating them to previous ordering them in to organized

1. **Sensation**: It is **meaningful awareness** of object
2. **Attention**: perceptual readiness (the process of focusing upon certain phases orelements of experience and neglecting others)
3. **Understanding**: the **meaning of object** and **what the object is**
4. **Relating to past experience**: Relating the object to past experience and **present needs** for comprehensive usefulness of the object to give meaning
5. **Cognition**: Interpreting and **perceiving** the object

Perception can be regarded as a **meaningful sensation**

**Factors affecting Perception:**

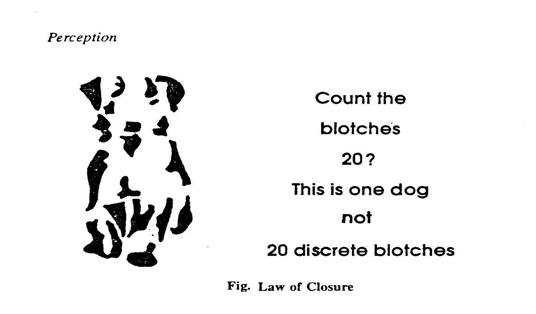
|  |  |  |  |
| --- | --- | --- | --- |
| **I** | **Characteristics of Stimulus** | **II** | **Characteristics of the Perceiver** |
|  |  |  |  |
| A | Nearness | A | Previous experience |
|  |  |  |  |
| B | Likeness | B | Physical conditions |
|  |  |  |  |
| C | Inclusiveness | C | Social factors |
|  |  |  |  |
| D | Closure | D | Levels of knowledge |
|  |  |  |  |
| E | Context |  |  |
|  |  |  |  |

**Characteristics of Stimulus:**

1. **Nearness**: The **physical** nearness or **proximity** of objects to each other makes for theirperception as parts of pattern. Objects nearer to each other are grouped together E.g. A group of persons at a place or in a hall may be perceived together
2. **Similarity**: Similar objects found to be perceived as belonging together. In the figurebelow, it is usually perceived that there are three rows of minus signs and two rows of plus signs because of their similarity. But perceiving five columns is generally rare.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **−** | **−** | **−** | **−** | **−** |
| **+** | **+** | **+** | **+** | **+** |
| **−** | **−** | **−** | **−** | **−** |
| **+** | **+** | **+** | **+** | **+** |
| **−** | **−** | **−** | **−** | **−** |

1. **Inclusiveness**: When all the parts of the objects are included can be perceived better
2. **Closure**: When parts of object are close and maintained equidistance the perception isclear. For example in the figure given below there is one dog not twenty black blotches.



1. **Context**: The way the object as whole is perceived will influence the meaning of thepart. For example the word ‘mass’ give different meanings when used in sociology and physics

**Characteristics of the Perceiver:**

1. **Previous experience**: If the perceiver is already exposed to the object than it is easy toperceive clearly
2. **Physical conditions of the individual**: some defects of the body interfere with theperception
3. **Social factors**: Cultural opportunities, social taboos, values, beliefs effect theindividuals perception of an object
4. **Levels of knowledge**: Sometimes lack of full knowledge will also lead to poorperception

**Importance of Perception in extension work:**

1. **Faulty perception**: If it occurs with farmers about an object, that will have seriousimplication in field. For example if a farmer think that both insecticides and fungicides are chemicals and can be used vice versa it is a faulty perception
2. **Differential perception**: If meaning of an object is not conceived properly it may lead tofaulty adoption by the farmers.
3. When messages are distorted (not clear) (perceived either too much or too less than normal or improperly understood) than the implementation or adoption will also be faulty
4. If the farmers are to perceive the objects or messages properly and accurately the extension worker has to understand the qualities of stimulus and perceiver and then communicate the innovation
5. Perception of the individual mostly depends on his need to the message. Hence the extension worker should communicate only needy messages

**FRUSTRATION**

**Meaning, types, factors and importance in Agricultural Extension**

Every human being is born with inner drives or **needs** that are dynamic forces. Some of such needs are physiological, safety, security, achievement, recognition or approval etc. When needs or goals are **equally** important or have both positive and negative (advantages and limitations) features then individual is in conflict to choose one out of them and to leave others. Some times when needs are not fulfilled or there is some **obstruction** in attainment of need, the resultant factor is **frustration**

**Meaning: Frustration** is a psychological and physiological response, which occurs with theindividual due to some obstacle in his goal directed behaviour

**Definitions**: **Frustration** is a condition where in the **goal directed** behaviour of anindividual is **blocked** or **thwarted**. It is the endless obstacles that block individual complex motion, which produce frustration. When individual’s satisfaction of active or progress to a chosen goal is obstructed, thwarted or interfered it develops certain psychological and physiological responses, which are termed as frustration

**Types of Frustrations**:

1. **Environmental**: The environment around the individual is full of obstacles thatimpede his progress. E.g. famine, drought, flood etc.
2. **Personal**: Due to personal limitations the individual is prevented from realization ofthe goal, such limitations may be physical or physiological e.g. a blind man cannot see the face of his newly born baby
3. **Conflict**: When an individual is confronted with choose one goal out of two equallyimportant, exiting goals he develops frustration e.g. a farmers wants to purchase land and to perform daughter’s marriage but the finances (money) are limited to achieve only one goal

**Factors that lead to Frustration**:

1. Failure to achieve goals: Some time failure to achieve goals may lead to frustration. The failure may be because of high aspirations or inferiority feeling or no opportunities of attainment of need
2. Moral lapses: Moral values of individual clash with society which do not approve as such the net result is frustration
3. Family: The internal demands, jealousies among the members of the family will result in conflicting situations and there by frustration develops
4. Love and affection: The love, attachment, affection or association when lacks and lead to conflicts frustration develops

**Importance of frustration in extension work**:

1. One of the important reasons for development of frustration is unrealistic aspiration.

Train the people to have realistic aspiration to achieve the needs and avoid frustration

1. Frustrations are blocks of progress of individual. Try to create a situation where in frustration do not crop in
2. Negative emotions lead to frustration. Therefore the extension worker should develop positive emotions in people
3. Once frustration develops farmers become inactive and uninterested in any progressive activity
4. Have greater interest for creating favourable attitudes, moral values in people, these are also sources of frustration
5. Do not allow to develop inferiority feeling in farmers, which is a good source of frustration

**EMOTIONS**

**Meaning:** The word **Emotion** is originated from the **Latin** word ‘**emovere’** in which ‘**e’** means **out** and **movere** means **to move.** When we talk about emotion we mean psychological phenomena like fear, anger, grief, love, affection, pleasure etc.

**Emotion** is a **stirred up** state of feeling that is the way it appears to the **individual** himself.

Emotion is a **disturbed** muscular and glandular condition. That is the way it appears to the observer

**Definitions**:

**Emotion** is a state of being **moved** and **stirred up** in one way or other –**Ruch**

**Emotion** is an effective experience that accompanies generalized inner adjustments andmental and psychologically stirred up states in individual that shows itself in his overt behaviour – **Crow** and **Crow**

**Emotion** is a complex state of an individual in which certain ideas and feelings and usuallymotor experiences continues to produce a condition recognizable as stirred up state -

**Wood worth**

**Types of Emotions:**

Broadly emotions can be classified in to **two** types as **Positive** emotions and **negative** emotions

**Positive Emotions**: These are aroused by situations, which **help** and **promote** thesatisfaction of needs and realization of goals. E.g. joy, **happiness**, affection, love etc.

**Negative Emotions**: These are aroused by situations, which **prevent** the achievement ofneeds and realization of goals. E.g. **anger**, jealousness, fear, anxiety etc.

**Effects of Emotions on Individual behaviour:**

**A. Psychological changes:**

1. Excessive secretion of **hormones** from glands
2. **Reddening** of the skin due to excessive pumping of blood into tissues
3. Either **dilation** (widening) or contraction (narrowing) of eye pupils
4. Narrowing or widening of **nostrils**
5. A great variety of responses can be produced by **mouth**, such as narrowing, widening, wide-open, tight lipped, twisted lips etc.
6. Changes in **pitch**, raise or loudness of voice is also noticed

**B. Effects on Behavior:**

1. Sudden fear causes **speech defects**
2. Prolonged emotions cause ***stammering***
3. They interfere with effective perception
4. They affect learning
5. Prolonged fear in children results in delinquency (carelessness), timidity (nervousness) and stubbornness (inflexibility)
6. Negative emotions will interfere with physiological functions of body

**Importance of Emotions in Extension work:**

1. The extension worker as a teacher can achieve greater success in his work by arousing **positive emotions** of the learner. These emotions aid in good **learning**
2. When individuals are emotionally excited (positively) they can do **extraordinary** things. The extension worker should utilize this fact in extension work
3. Pleasant emotions help in accelerating good health
4. Strong emotions may help to break some other **crude** and undesirable emotions
5. Development of positive emotions aid in increasing **creative abilities** of learner
6. Emotions are strong motivating forces of action. The extension worker should arouse right type of positive emotions for preparing the farmers for action.

**Lecture No.: 19. Motivation- meaning, types of motives, theories of motivation, importance of motivation in agricultural extension**

**MOTIVATION**

**Motivation** is the process of initiating a **conscious** and **purposeful** action

Motive means an **urge** (drive or force) or combination of urges, to induce conscious or purposeful action. **Motivation** is a **goal directed** and **need satisfying**behavior. It explains why people do the things they do. It influences a person to do a thing in a certain way.

Motive is something (a need or desire) that causes a person to act.

**Definitions**:

**Motivation** may be defined as **goal seeking** or **goal directed** behavior or activity.Behavior is a function of the person, which is interaction within a situation

**Motivation** is also defined as a stage of the organism in which **bodily energy** is mobilizedand selectively **directed** towards parts of the environment

This definition breaks in to two parts:

1. Mobilization of bodily energy or drive and 2. Direction

**Factors for the Motivation or motivated behavior are:**

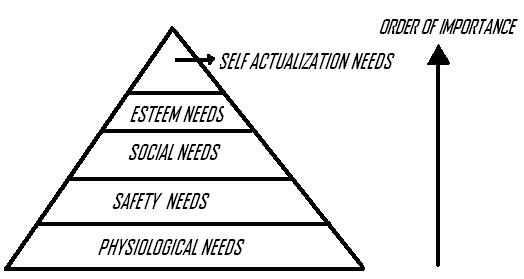
1. Environmental conditions
2. Internal urge
3. Incentive awards

**Classification of Motives or Basic Needs: THEORIES OF MOTIVATION**

**MASLOW’S’ CLASSIFICATION OF NEEDS:**

According to the famous psychologist **Abraham Maslow (1954)**, the needs in order of importance to individuals i.e. the fulfillment of needs starts from the first order and if first order needs are fulfilled the individual thinks of second order and so on as given below

1. **Physiological needs:** These are called first order needs. These needs are necessaryfor survival of the individual e.g. food, clothing, shelter etc. these are most important, if these needs are fulfilled then only the individual steps in to second order needs
2. **Safety needs:** These are second order needs. These needs are for the security of theindividual from physical, physiological, economic and social viewpoints e.g. protection from danger, threatening etc
3. **Social needs:** These are third order needs. Man is a social animal and has an inherentdesire to be with others in some form e.g. friendship, company etc. These are also called **response** needs.
4. **Esteem needs:** These are fourth order needs. The individual likes to get appreciationand recognition from others in the society e.g. power, status, prestige etc
5. **Self**-**actualization:** These are called last order or fifth order or **highest order** needs. Itis self-realization and knowing self or the ultimate purpose of human being e.g. what is human being, how he should live, what is his purpose of living etc.



**Maslow’s Classification of Needs According to order of importance or hierarchy**

The motivations or needs that are more relevant for the rural people are presented as follows

**Importance of motivation in agricultural extension:**

1. Society composes of individuals. Everyone is different from the other and the degree of difference is based on the relative importance each one of us assigns to the different motivating forces and to the various interests we have, which impel us to act as we do
2. The job of the extension worker is to understand the basic wants or incentives of the people with whom he is working
3. He should show the leaner how to satisfy these basic wants by learning new things (i.e. by adopting new methods or practices)
4. The extension worker should find the personal goals of the learner and tie with his teaching goals
5. When people are shown how learning a subject will enable them to gratify (satisfy) a desire or realize a need, they are being motivated to learn
6. A great impetus (momentum or speed) is given to learning when the learner can see that what he learns will be of immediate value to him in making his own life more satisfying
7. A desire or a want therefore, is the most definite and dynamic of motives, from the educational point of view
8. It is possible for extension workers to motivate people to satisfy the four categories of basic needs of security, new experience, response and recognition through the increase of income, provision of new knowledge, skills etc, encouraging farmers to work in groups and awarding prizes, certificates etc to the winners in crop competitions respectively

**Lecture No.: 20**

**Teaching, learning, Learning experience, learning situation - Meaning and Definition, Elements of Learning Situation and its characteristics**

***As long as I live, so long do I learn*** – Sri Ramakrishna Paramahamsa

Definition of Teaching and Amplification:

**Teaching** is the process of providing situations in which **learning** takes place; in otherwords, arranging situations in which the things to be learnt are brought the attention of the learners, their interest is developed, desire aroused, conviction created, action promoted and satisfaction ensured.

**Amplification:**

1. The ultimate purpose of teaching is not merely to **inform** people but to ***transform*** them to bring about the desired changes in their behavior
2. If the learner has not learnt, the teacher has not taught
3. Teaching is not filling a bucket; it is lighting a lamp
4. Teaching is an **intentional** purposeful process, not a bit or miss undertaking
5. Effective teaching is done according to design not drift; it is done by plan, not by trial and error
6. Good teaching, therefore, requires careful planning of content procedures, methods and techniques
7. Good teaching is essentially a good communication and good communication requires sympathetic sharing and clear explaining

Definition of Learning and Amplification:

**Learning** is a process by which a person becomes changed in his behavior through self-activity. **Learning** is a process of **progressive behavior** adaptation

**Amplification:**

1. Learning is something that take place within the learner
2. It takes place within the individual when he feels a need, strives for fulfilling it and experiences satisfaction with the fruits of his labour
3. Learning is the goal of teaching

We must avoid any artificial separation, since teaching and learning are really one process; they are, so to say, the obverse and the reverse of the same coin. We can symbolize this interaction as

Teaching Learning



**Definition of Learning Experience:** It is the **mental and /or physical** reaction one makesthrough seeing, hearing or doing the things to be learned, through which one gains meanings and understandings of the material to be **learned**.

Learning is an **active** process on the part of the learner. Hence a learning experience is not attained by mere physical presence in a learning situation.

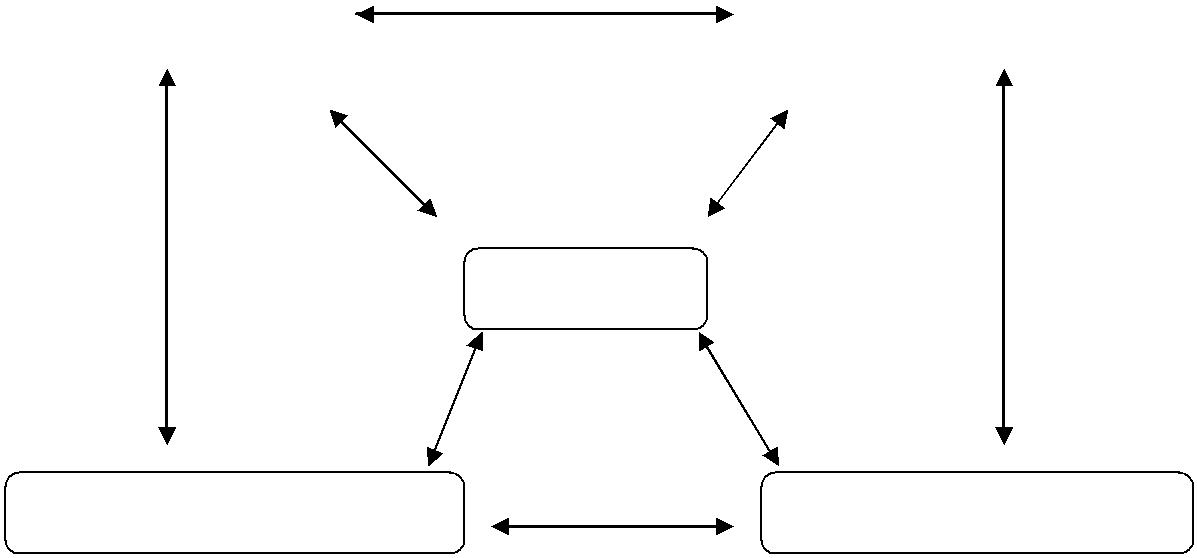
The participant must give undivided attention to the instructor and deep thought to getting the facts understanding their meaning and to seeing their application to his needs and problems

**Definition of Learning Situation**: It is a condition or environment in which all the elementsnecessary for promoting learning are present namely 1. Instructor 2.Learner 3.Subject matter 4.Teaching materials and equipments and 5. Physical facilities

The following diagram is a symbolic representation of the reaction the learner makes to the other four elements and the way these five elements react to each other.



INSTRUCTOR SUBJECT MATTER



LEARNER

TEACHING EQUIPMENT PHYSICAL FACILITIES

**THE 5 ELEMENTS OF A LEARNING SITUATION**

**Criteria for effective learning situation or Characteristics of the elements of Learning situation:** To have an effective learning situation these five major elements should satisfythe following conditions or **characteristics**

1. **Instructor should:** 
   1. Have clear objective
   2. Know the subject matter and have it well organized
   3. Be enthusiastic and interested in the subject
   4. Be able to communicate with learners
   5. Be democratic in his leadership
   6. Allow student participation, ask for it
   7. Be prepared, be prompt, be friendly, be courteous
   8. Use teaching plan
   9. Speak so that all can hear
   10. Set a good example of a good leader and teacher
   11. Be skillful in the use of teaching materials and equipment
2. **Learner should:** 
   1. Have need for information
   2. Be interested
   3. Be capable of learning
   4. Use the information gained
3. **Subject matter or content:** 
   1. Pertinent (related) to learner’s needs
   2. Applicable to real life situations
   3. Taught at intellectual level of learners
   4. Well organized – logically presented
   5. Presented clearly
   6. Challenging, satisfying and significant to the learners
   7. Fits into overall objectives
4. **Physical Facilities:** 
   1. Free from outside distractions
   2. Temperature as comfortable as possible
   3. Well lighted
   4. Adequate space for the group
   5. Furniture comfortable and well arranged
5. **Teaching Equipment and Supplies:** 
   1. Meet the needs effectively
   2. Readily available
   3. Each item used skillfully

**Principles of learning and their implications in teaching. Steps in Extension teaching**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Principle** |  | **Particulars** | |  |  |  |  |  | **Implications for** | |  |
|  |  |  |  |  |  |  |  |  | **teaching** | |  |
|  |  |  | | |  |  | |  |  |  | |
| **Principle of** | ***Learning is*** | 1. Learning | | | is | the result of | | 1. | Begin | at the level | |
| **Association** | ***growth like and*** |  | our experiences | | | |  |  | of the learner | |  |
|  | ***continuous*** | 2. | Experiences | | | that | occur | 2. | New | must | be |
|  |  |  | together | | tend to | | recur |  | related to old | |  |
|  |  |  | together | |  |  |  | 3. | Adjust the pace to | | |
|  |  | 3. | Previous | | learning always | | |  | the | learner’s | |
|  |  |  | sets | the | | stage | of |  | capacity, one idea | | |
|  |  |  | subsequent learning | | | |  |  | at a time | |  |
|  |  |  |  |  |  |  |  | 4. | Bring | the idea | to |
|  |  |  |  |  |  |  |  |  | the attention of the | | |
|  |  |  |  |  |  |  |  |  | learner repeatedly | | |
|  |  |  |  |  |  |  |  |  | and over a period | | |
|  |  |  |  |  |  |  |  |  | of time | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Principle of** | ***Learning is*** | 1. | Learning | varies directly | 1. | Learning | must | |
| **Clarity** | ***purposeful*** |  | with the meaningfulness of | |  | make sense to the | | |
|  |  |  | the material presented | |  | learner |  |  |
|  |  | 2. | Learning | is increased | 2. | Progress | must | be |
|  |  |  | when the learner sees the | |  | constantly |  |  |
|  |  |  | end sought by the practice | |  | appraised |  | and |
|  |  |  |  |  |  | redirected |  |  |
|  |  |  |  |  | 3. | Purpose | must | be |
|  |  |  |  |  |  | kept in sharp focus | | |
|  |  |  |  |  |  |  |  |  |

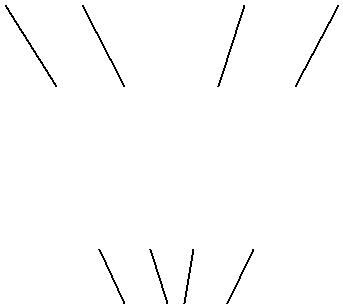
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Principle of self** | ***Learning*** | 1. | It is an active process on | | 1. | Activities | |  |  |
| **activity** | ***results through*** |  | the part of the learner | |  | appropriate to | | | the |
|  | ***self activity*** | 2. | Teachers can only set up | |  | specific |  | learning | |
|  |  |  | the learning situation and | |  | situation | | must | be |
|  |  |  | stimulate a person to learn | |  | used |  |  |  |
|  |  | 3. | The door to learning is | | 2. | Learning | | activities | |
|  |  |  | locked on the inside and | |  | should |  | engage | |
|  |  |  | unless the | learner opens |  | maximum | | number | |
|  |  |  | the door himself, learning | |  | of | audio-visual | | |
|  |  |  | cannot take place | |  | aids. |  |  |  |
|  |  | 4. | Learning | involves |  |  |  |  |  |
|  |  |  | appropriate | activities that |  |  |  |  |  |
|  |  |  | engage maximum number | |  |  |  |  |  |
|  |  |  | of senses |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

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| **Principle of** | ***Learning must*** | 1. | Readiness includes social | | | | | | 1. | Teacher motivation | | | | |
| **Readiness** | ***be challenging*** |  | and intellectual maturity | | | | | |  | of the | student | | | is |
| **(Motivation)** | ***and satisfying*** | 2. | When not ready to act, | | | | | |  | essential in making | | | | |
| **Principle of** |  |  | learner will be annoyed if | | | | | |  | learning |  |  | more | |
| **Rewards** |  |  | made to act | | | |  |  |  | challenging | | |  |  |
| **(Satisfaction)** |  | 3. | A | favourable | | | attitude | | 2. | Standards | |  |  |  |
|  |  |  | accelerates learning and a | | | | | |  | demanded | | | of | the |
|  |  |  | bad | attitude | | | retards | |  | learners | should | | | be |
|  |  |  | learning | |  |  |  |  |  | suitable |  | to | their | |
|  |  | 4. | Consequently | | | | learning | |  | ability or capacity | | | | |
|  |  |  | depends | | primarily | | | upon | 3. | Appropriate | | | and | |
|  |  |  | satisfaction | | | of wants or | | |  | timely | recognition | | | |
|  |  |  | needs, | | in | other | words, | |  | should be given to | | | | |
|  |  |  | upon success | | | |  |  |  | student |  |  |  |  |
|  |  | 5. | Rewards | |  | maintain | | and |  | achievement | | | |  |
|  |  |  | strengthen | | | the | learning | |  |  |  |  |  |  |
|  |  |  | process | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | | | | | |  |  |  |  | | |
|  |  |  |  | | | | | |  |  |  |  | | |
| **Principle of** | ***Learning must*** | 1. | Memorization is temporary | | | | | | 1. | Course |  | content | | |
| **Practice (or** | ***result in*** |  | unless reviewed or put to | | | | | |  | should |  |  |  | be |
| **Law of** | ***functional*** |  | use in a practical situation | | | | | |  | organized | |  | into | |
| **Exercise)** | ***understanding*** | 2. | Practice | |  | leads | | to |  | meaningful units | | | |  |
|  |  |  | perfection | | |  |  |  | 2. | Theory | should | | | be |
|  |  |  |  |  |  |  |  |  |  | related to practice | | | | |
|  |  |  |  |  |  |  |  |  | 3. | Provide |  | activities | | |
|  |  |  |  |  |  |  |  |  |  | that simulate actual | | | | |
|  |  |  |  |  |  |  |  |  |  | use situation | | |  |  |
|  |  |  |  | | | | | |  |  | |  | | |
|  |  |  |  | | | | | |  |  | |  | | |
| **Principle of** | ***Learning is*** | 1. | The intensity of emotional | | | | | | 1. | Strive to | | increase | | |
| **Disassociation** | ***affected by*** |  | feeling | | affects | | learning | |  | pleasant |  | emotions | | |
|  | ***emotions*** |  | differently | | | in | different | |  | and |  | decrease | | |
|  |  |  | individuals | | |  |  |  |  | unpleasant | | |  |  |
|  |  | 2. | The most effective way of | | | | | |  | emotions | |  |  | of |
|  |  |  | eliminating an undesirable | | | | | |  | students |  |  |  | in |
|  |  |  | response is to set up a | | | | | |  | connection with the | | | | |
|  |  |  | desirable substitute | | | | |  |  | learning process | | | |  |
|  |  |  |  |  |  |  |  |  | 2. | Train |  |  |  | the |
|  |  |  |  |  |  |  |  |  |  | expression | | |  | of |
|  |  |  |  |  |  |  |  |  |  | emotions | | in | | the |
|  |  |  |  |  |  |  |  |  |  | right direction | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Principle of** | ***--*** | 1. Learning takes place more | 1. | Select | |  |  | the |
| **Timing** |  | readily when the facts or |  | appropriate | | | | time, |
|  |  | skills are given at the time |  | depending | | | on the | |
|  |  | of just before the time they |  | learning | | |  | activity |
|  |  | are to be used in a |  | (neither too | | | | early, |
|  |  | serviceable way |  | nor too late). | | | |  |
|  |  |  |  |  |  |  |  | |
|  |  |  |  |  |  |  |  | |
| **Principle of** | ***Learning is*** | -- | 1. | The |  |  | general | |
| **Environment** | ***affected by the*** |  |  | physical | | |  |  |
|  | ***physical and*** |  |  | environment should | | | | |
|  | ***social*** |  |  | be | suitable | | | to the |
|  | ***environment*** |  |  | kind | | of | learning | |
|  |  |  |  | taking place | | | |  |
|  |  |  | 2. | Specific | | | physical | |
|  |  |  |  | factors | |  | of | the |
|  |  |  |  | meeting | | |  | place |
|  |  |  |  | should | | be | suitable | |
|  |  |  |  | to | the | | activities | |
|  |  |  |  | selected for use in | | | | |
|  |  |  |  | the |  |  | learning | |
|  |  |  |  | situation | | |  |  |
|  |  |  | 3. | The teacher should | | | | |
|  |  |  |  | recognize | | |  | and |
|  |  |  |  | utilize the effects of | | | | |
|  |  |  |  | the |  |  |  | social |
|  |  |  |  | environment | | | | of |
|  |  |  |  | learning. | | |  |  |
|  |  |  |  |  |  |  |  |  |

**STEPS IN EXTENSION TEACHING**

Based on the four **psychological foundations of teaching** in motivation the six steps in extension teaching have been derived. The conscious attention to organization of teaching activities in a **sequence** greatly increases the **efficiency** of learning. The extension worker, therefore, **plans** and **arranges** situations and activities whereby the things to be learned are called to the attention of the prospective learner, his interest is developed, desire aroused, conviction created, action promoted and satisfaction ensured.



**SATISFACTION**

**ACTION**

**CONVICTION**

**DESIRE**

**INTEREST**

**ATTENTION**

**Steps in Extension Teaching**

(AIDCAS)

**Step – 1: Getting the attention of the learner**

1. Farmers are not always aware of the improvements of scientific research and successful experiences of other farmers. So the first task of the extension teacher is to direct the attention of the farmers to the new or better idea
2. Until the individual’s **attention** is focused upon the change that is considered desirable, there is no recognition of a problem to be solved or a want to be satisfied
3. **Attention** is the starting point to the arousing of **interest**. The extension worker createsa desire for information for of those who are indifferent to improvements in agriculture

**Step – 2: Stimulating the learner’s interest**

1. The fundamental difference between the awareness and interest stages is that in awareness stage the exposure to an innovation may be **accidental** or non purposive, where as the behavior of an individual at latter stage is **purposive**
2. Once attention has been captured it becomes possible for the teacher to appeal to the basic needs of the individual and arouse his interest
3. The teacher in easy stages reveals to the learner how the **new** practice will contribute to the **learner’s welfare**
4. The teacher’s message should be presented attractively and in a manner that requires little mental effort on the part of the learner. The presenting of **one idea** at a time that is definite and specific is another important factor in building interest

**Step – 3: Arousing the learner’s desire for information**

1. The teacher is concerned with continuous stimulation of learner’s interest in the new idea until that interest becomes a **desire** or motivating force sufficiently strong to compel action
2. The teacher explains to the learner that the information **applies** directly to the **learner’ssituation**, that the doing of the thing will satisfy a significant want or need of the learner

**Step – 4: Convincing the learner that he should act**

1. **Action** follows when desire, conviction and the prospect of satisfaction make it easierfor the person to **act** than not to act
2. The extension worker sees that the learner knows **what** action is necessary and **how** to take the action
3. He also makes sure that the learner **visualizes** the action in terms of his own **peculiarsituation** and has acquired confidence in his own ability to do the thing

**Step – 5: Getting action by the learner**

1. Unless the **conviction** is converted into action, the teaching effort is **fruitless**.
2. The extension worker should make the action **easy** to the learner by removing the blocks and annoyances that prevent the action
3. If a serious pest is controlled by the use of a new chemical it will not be adopted by the farmers unless that chemical is readily available at a fair price at reasonable distance
4. If **action** does not follow soon after the desire and conviction have been created the new desire soon **fades** away and people continue as before
5. This phase of extension work is often **neglected**

**Step – 6: Making certain that the learner obtains satisfaction from his action**

1. The end product of the extension teaching effort is **satisfaction** that comes to the farmer as a result of change in behavior i.e. learning a new skill, new knowledge etc.
2. The extension teacher helps the learner in evaluating the progress made and builds the learner’s confidence in his ability to continue action with increasing satisfaction
3. **Satisfaction** is the motivating force for further learning and the goals of the learningshould be simple. The extension teacher should break down the difficult job in to smaller ones that are easier to accomplish
4. ‘A satisfied customer is the best advertisement’ applies to the extension worker as much as to the retail merchant

It must be understood that the above **six** steps in extension teaching often **blend** (mix) with each other and lose their clear-cut **identity.** There is similar **overlapping** in the extension methods used to advance each of the different steps. All methods are not **equally effective** for different stages in this process. Nevertheless, **one** method may,under certain condition, contribute to **several** steps e.g. mass media.

1.Define extension education:

Ans: Extension Education is an integral behavioral science which contributes towards the understanding and formulation of methods and procedures for bringing planned change in human behavior.

2.What is agricultural extension?

Ans:Agriculture extension is favourite whipping boy in the agricultural system. It is an applied behavioural science, the knowledge of which is applied to bring farmers or people through various strategies and programme of change by applying the latest scientific and technological innovations. Agriculture extension education, its principles, methods and techniques are applicable not only to agriculture but also to other sciences like veterinary, animal husbandry, dairying, health and family planning etc.

3.Define Sociology

Ans: **Sociology** is the scientific study of human [social behaviour](http://en.wikipedia.org/wiki/Social_behavior) and its origins, development, organizations, and [institutions](http://en.wikipedia.org/wiki/Institution). It is a [social science](http://en.wikipedia.org/wiki/Social_science) that uses various methods of [empirical investigation](http://en.wikipedia.org/wiki/Empirical_method) and [critical analysis](http://en.wikipedia.org/wiki/Critical_analysis)to develop a body of knowledge about human [social actions](http://en.wikipedia.org/wiki/Social_actions), [social structure](http://en.wikipedia.org/wiki/Social_structure) and [functions](http://en.wikipedia.org/wiki/Structural_functionalism).

4.Define Rural Sociology

Ans: According to **Smith** rural sociology is the body of facts and principles of thesystematized knowledge, which has developed the application of scientific method in the study of human relationships in rural environment and people, engaged directly or indirectly in agriculture occupation.

5.What is the meaning of extension education?

Ans: The word Extension is derived from the **Latin** roots ‘**Ex**’ meaning ‘**out**’ and ‘**tensio**’ meaning ‘**stretching**’. Thus the term extension education means the type of education, which is stretched out into the villages and fields beyond the limits of schools and colleges to which formal type of education is normally confined. In other words the word ‘extension’ used in this context signifies an ***OUT OF SCHOOL*** system of education. The three links in the chain of rural development are ***research, teaching*** and ***extension***

6.Define Group?

Ans: According to **Chitambar,** a **social group** is a unit of two or more people in reciprocal (to and fro) interaction and in communication with each other

7.What is social stratification?

Ans: **Social stratification** is the division of population into **two** or **more** layers, each ofwhich is relatively **homogeneous** and between which there are differences in privileges (opportunities), restrictions, rewards and obligations – **Lundberg** 1968.

8.Define Caste?

Ans: A **caste** is a social category whose members are assigned a **permanent** status within a given social hierarchy and whose contacts are restricted accordingly.

9.What is culture?

Ans: The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought is known as culture.

10. What is Ethnocentrism?

Ans:Ethnocentrism is judging another culture solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for [language](http://en.wikipedia.org/wiki/Language), behavior, customs, and [religion](http://en.wikipedia.org/wiki/Religion).

11.What are folkways?

Ans: [Folkways](http://sociology.about.com/od/F_Index/g/Folkways.htm) are often referred to as "customs." They are standards of behavior that are socially approved but not morally significant. They are norms for everyday behavior that people follow for the sake of tradition or convenience. Breaking a folkway does not usually have serious consequences.

12.What are mores?

Ans: Mores are the plural of Latin word ‘**More**’. The mores are the customs or patterns of behavior, which are regarded by members of social system as **vital** and **essential** to the welfare of the group.

13. What is social institution?

Ans: :An institution is an organized system of social relationships which embodies certain common values and procedures and meets certain basic needs of society.

14.What is social value?

Ans: Social values are ideas which help an individual to discriminate whether a particular object or behaviour is good or bad, desirable or undesirable. There are at times rules which govern the action which is known as "Norms". People are expected to behave in accordance with the values held by the individual and in the expected behaviour which is known as "normative behaviour". S.C.Dood. defined the value as "desiderata" (i.e.) anything desired or chosen by someone, sometime. In broad sense value may be considered as attitude related attribute that are projected upon people, objects and situations. Since values, sometimes gives orientation or striving towards a given goal, it can be viewed as motives.

15.Define attitude?

Ans: Allport (1935) defined an attitude as a mental or neural state of readiness, organized through experience, exerting a directiveor dynamic influence on the individual’s response to all objects and situations to which it is related. A simpler definition of attitude is a mind set or a tendency to act in a particular way due to both an individual’s experience and temperament.

16.What is social organisation?

Ans: Social organization refers to a group of social positions, connected by social relations, performing a social role. It can also be defined in a narrower sense as any institution in a society that works to socialize the groups or people in it. Common examples include education, governments, families, economic systems, religions, and any people or groups that you have social interaction with. It is a major sphere of social life organized to meet some human needs.

17.Define Social control?

Ans:

**Social control** is the way in which social order coheres (joins together) and maintainsitself, how it operates as a whole as a changing equilibrium (balance) – Maclever

**Social control** is the sum of those methods by which a society tries to influence humanbehaviour to maintain a given order – Mannheim

20.What is social change?

Ans: **Social change** refers to an alteration in the [social order](http://en.wikipedia.org/wiki/Social_order) of a [society](http://en.wikipedia.org/wiki/Society). Social change may include changes in [nature](http://en.wikipedia.org/wiki/Nature_%28society%29), [social institutions](http://en.wikipedia.org/wiki/Social_institution), [social behaviours](http://en.wikipedia.org/wiki/Social_behaviour), or [social relations](http://en.wikipedia.org/wiki/Social_relations).

21.Define leader?

Ans: **Leader** is a person who is **spontaneously** considered or chosen as influential in a givensituation. In every society certain individuals operate within groups to guide and influence members to action. These individuals are referred as **leaders**

22.What is educational Psychology?

Ans: **Educational Psychology** is the branch of psychology that describes and explains the **learning experiences** of an individual and the progress in his educational developmentfrom birth to old age – ***Crow and Crow***

23.Define intelligence

Ans: **Intelligence** is the ability of an individual to make profitable use of **past experience**

**Long questions and answers:**

**1.Define extension education.explain the scope and importance of agricultural extension.**

**Ans:**

Importance of Extension Education:

1. Extension uses democratic methods in educating the farmers.  
2. Extension helps in adoption of innovations.  
3. Extension helps in studying and solving the rural problems.  
4. Extension increases farm yields and improve the standard of living of farmers.  
5. Extension makes good communities better and progressive.  
6. Extension contributes to national development programmes.

**Scope of Extension Education:**

It includes all activities of rural development. So extension programmers should be dynamic and flexible. The areas indicating scope of Extension are listed below:

1. Increasing efficiency in agricultural production.

2.Increasing efficiency in marketing, distribution and utilization of agricultural inputs and outputs.

3. Conservation, development and use of natural resources.

4. Proper farm and home management.

5. Better family living.

6. Youth development.

7.Leadership development.

8.Community and rural development.

9. Improving public affairs for all round development

**Q (2.)Define Rural Sociology? Explain the scope and importance of rural sociology**

Ans: **Scope of Rural Sociology:**

India is an agricultural country and village is a basic and important unit of the society. After independence the process of rural reconstruction was started and importance of the rural sociology was recognized. The need of development of the villages and speed of education in the villages were understood and to achieve this community development programme was started. It can be achieved when the planners and administrator correct knowledge of the rural life.

1. It is very essential to develop village because India’s development depends upon the progress of the villages.

2. India is agriculture country and poverty can be removed through improvement in agriculture.

3. Solutions of rural problems can bring the change in the rural society.

4. The country and its society can be reconstructed only through rural developments.

5. For successful implementation of democratic decentralization the village community is to be studied in detail.

6. Rural sociology can help to organize the disorganized Indian in detail.

7. The extension worker must know the rural culture, rural institutions, problems, resources etc. for successful transfer of technology for improvement of agriculture. It can be achieved through the study of rural sociology.

8. Through the technology and communication methods are known to the extension workers. The study of rural sociology helps the extension worker to transfer the technology.

9. For successful implementation of the community development programmes the knowledge of rural sociology is very essential.

**Importance of Rural Sociology:**

India is predominantly an agricultural and rural Country from ancient times. Village is the basic and important unit in the organization of Indian Society. After independence the process of reconstruction of the country has been started and the importance of rural sociology was recognized. If India is to achieve the progress, the villages are to be improved and education has to be spread in these villages. In order to this every attempt is being made to improve the villages of this country in community development programme. This object can be achieved only when the administrators and planners have the correct knowledge of the rural life.

The importance of the Study of Rural Society in India can be Evaluated Under the Following Heads:

1. The village is the basic source of Indian culture. India lives in villages.The birth and development of its culture took place from the villages. India’s progress is based on the progress of villages. Thus it is necessary to develop the villages.

2. India is an agricultural country and poverty of this country can only be removed when the agriculture is improved.

3. Solution of rural problems can bring about change in rural society.

4. The country and its society can be reconstructed only through rural reconstruction.

5. In the interest of democratic decentralization, village community is to be studied in a totality.

6. Rural sociology can help in organizing the disorganized Indian rural structure.

**Q (3):What are the characteristics of indian rural society?**

Ans: Reddy (1985) has stated the following as the characteristic of Indian Rural Society.

1.The village is the unit of the rural society. Its people carry on the business of living together within a distinctive framework of caste and social custom. Caste is a dominant social institution permeating social and economic relations. Traditional caste occupation mostly prevails. Cooperative labour of different castes is required not only for agro-economic activities but also for socio-religious life. The large villages have within its population all the occupational castes, have a comparatively more integrated and self sufficient economic as well as socioreligious life than smaller villages.

2.The village as a social and cultural unit possesses a basically uniform organisation and structure of values all over India. Many problems are common to the entireIndian country side.

3.The ethnic, linguistic, religious and caste composition of a village largely determine its character and structure. Some villages of hamlets are inhabited almost exclusively by certain castes as in the case of Agraharams for Brahmins.

Even in a village with mixed population the different castes usually live in different sections of the same village. Inter caste rivalries are present.

4.Women do not have full equality with men in several aspects of life.

5.Indian rural society is predominantly based on agriculture. Possession of land carries with it social and prestige value, besides being considered as an economic asset. In many villages, the land is mostly distributed between two or more castes, or among a few families, or between one big land owner and the rest of the community. Landless labourers and tenants constitute a considerable part of the population depending on agriculture.

6.Every village has its own organisational set up, authority and sanctions. It has its growing body, the panchayat, based on local tradition since long, but now constituted on a regular basis according to provisions of Panchayat Raj.

7.Social distance or isolation has a bearing on the nature of the organisation of a village and of its view on the world. Availability of or nearness to modern means of transport or communications also modifies the setting and fabric of a village.

8.Village settlements are generally governed by certain regional and local traditions. The layout of the village, construction of the house, the dress, the speech, and manners follow the set pattern of the cultural area. Each village possesses an individual of its own. Some have a reputation for generosity, hospitality and fair play, while others are notorious for their meanness and corruption.

**Q(4):Describe the characteristics of caste system in India?**

Ans: 1. **Hereditary**

Caste status of an individual is determined strictly by his heredity, i.e. the caste into which one is born. No amount of personal accomplishments or efforts can alter his caste status.

2. **Endogamous**

It endogamous character strictly prohibits inter-caste marriages. Accordingly a person born in low caste can never hope to marry someone in higher caste. Each individual is supposed to marry within his caste and sub-caste. Marrying outside caste makes an individual or ‘without a caste which is the lowest category even below Shudra’.

**3. Hierarchical**

Caste system has a system of superiority and subordination. According to Hindu Caste hierarchy. Brahmin occupies the highest followed by kshatriya, Vaishya and Shudra.

**4. Fixed Occupations**

Members of any caste are obligated to adopt the professions of their caste. Having developed from Varna system the occupation in caste system is definite; son of blacksmith persues the occupation of his lather, son of carpenter becomes carpenter and so on. (With development of industries people belong to many castes have lost their occupation and have taken agriculture or some other occupation).

**5.Restricted Food habits**

Higher castes try maintaining their traditional purity by different food habits. Thus Brahmins will only take ‘Satwil’ or ‘Pure’ food. Kshtriya and Vaishya will take ‘Royal’ food. A Shudra takes ‘Tamsi’ food. Each individual caste has its own laws which govern the food habits. There is no restriction against fruit, milk, butter, dry fruit etc. but food can be accepted only from the members of ounces own or higher caste.

**6.Untouchability:**

In Indian caste system Shudra and out castes are considered to be untouchables. In certain times of day even seeing a shudra is considered to be pollution. Even if shadow of a low caste falls on a Brahmin, latter is said to have been polluted.

**7.Absence of Vertical mobility:**

In a caste system, there is no mobility movement of its members, up or down, the social status ladder. A person’s status at birth is his life time status.

**8.Reinforcement by religious beliefs**:

Religious beliefs have played a significant role in making caste system unavoidable. Religion has described Brahmin as sacred and also an element of reverence and awe is attached to him. In absence of religious support such rigid caste system was not possible.

Q(5): Explain the role of culture in extension?

Ans: Farmers and their families are members of the society in which they live. In any society there are strong pressures on its members to behave in certain ways. For the farmers, some of these pressures will come from within. In all societies there are accepted ways of doing things and these ways are directly related to the culture of the society. Farmers' attitudes and desires are influenced by their society's culture. If it is customary in a certain community for farmers to scatter seed and plough it into the soil, people will grow up to believe that that is the only correct way of planting. Even if the benefits of other methods are explained to them, their strongly held attitudes may make it difficult for to them change.

Yet not all of these pressures will come from the farmers' own attitudes and beliefs; some will come from other people. Any society expects its members to behave in certain ways. No one is seen by others as an isolated individual. Each person is seen as occupying a position in society, and each position carries expectations with it. In some communities, an unmarried man is expected to work on his father's farm; only when he marries will people expect him to start farming his own plot. A successful farmer may be expected to give food, money and shelter to relatives who have not been so successful, or to pay for his relatives' children to go to school. If a person resists these expectations, those around him will show their disapproval. Because most people like to feel acceptance and approval from those around them, they tend to behave in accordance with such expectations.

An extension agent will be more effective if he understands the social and cultural background of the farmers with whom he works. He will then be better able to offer advice that fits in with the culture of the society, and he can use the structure and culture of the society to the benefit of his work. It is useful, therefore, to examine the main features of societies and cultures that are relevant to extension work.

1. Culture is **dynamic** and continuously **changes** because of internal as well as external forces of stimuli. **Community development** aims at bringing about the changes in the culture of rural people towards desired goals. Scientific understanding of the culture is therefore basic E.g. Improved pig raring in Muslim village is not possible

2. It is possible to record greater success when the improved practices introduced are in **familiar** terms i.e. something that is already present in the culture E.g. Improved ploughwith iron ploughshare

3. Change is more likely to occur in those aspects of culture where there is **lack ofadjustment or stress**, then in those aspects, which are established and fixed. E.g.

Introduction of improved practices in areas which are rehabilitated on account of floods or fire

4. Change in **technology** is usually more readily accounted than change in other aspects of culture E.g. Introducing of improved seed of a crop

Q(6): Explain the role of social values in agricultural extension?

Ans: culture of the people is changing and it is dynamic. The development workers or extension workers are the major strongest forces to bring changes in the culture of rural India. In fact community development programmes are the promotion of cultural changes among rural people towards desired goals. Accepted on that irrespective of the involvement of extension workers the changes happen. But the desired changes in the direction deemed desirable by the government in the rural society only when extension workers are involved the change agents.

Scientific understanding of culture of people among whom extension work operate helps the effective functioning by these workers. This is particularly significant in countries like India. For instance, piggery is not introduced in Muslim areas, poultry farming in Brahmin areas, and the like. Thus, the study on caste structure would reveal certain types of improvements of change. Religious festivals and other local functions form important part of village life.Extension workers can look upon these festivals and meals as potentially useful for technology transfer through exhibition, demonstration, etc. It is generalised that greater success may be anticipated when a new improved practice is introduced in familiar terms something that is already present in the culture. Change is more likely to occur where there is lack of adjustment. For example when village fields are wiped out by flood or fire, that would be the right opportunity to introduce a technology. Several model villages and model settlements have been established with little resistance on the part of people under such conditions. The point is not such calamities are desirable, but when they happen the full advantage can be taken up for development. Some of the recent high yielding varieties of wheat and rice could not make head way due to the colour of the wheat which is not liked by the buyers, poor cooking quality etc. When the extension workers bring this to tthe researcher's knowledge the reseacher would evolve new varieties which do not have these drawbacks. This is a good example of how the value factor can influence both the extension worker and researcher.

**Q(7): Describe the role of social control in society?**

Ans: **Role of social control in society or Need of social control:**

Social solidarity is essential for the existence of society. No two persons is alike in their naure, ideas, attitudes and interests. Every individual is a separate personality. There are cultural differences among the individuals. As a matter of fact society is a heterogeneous organization. If every individual is allowed unrestricted freedom to act and behave, it may create social disorder. For an orderly social life social control is necessary. The aims of social control are to bring out conformity, solidarity and continuity of a particular group or society.

Social control is necessary for maintaining order in the society. It is necessary for every society or group to maintain its social order and this is possible only when its members behave in accordance with that social order. An important objective of social control is to maintain the old order. Although enforcement of the old order in a changing society may hinder social progress, yet it is necessary to maintain continuity and uniformity in society.

Without social control social unity would be a mere dream. Social control regulates behavior in accordance with established norms which brings uniformity of behaviour and leads to unity among the individuals. The family maintains its unity because its members behave in a simi-lar manner in accordance with family norms.

No two men are alike in their attitudes, ideas, interests and habits. Even the children of same parents do not have the same attitudes, habits or interests. Men believe in different religions, dress, eat differently and have different ideologies. There are so many differences in the ways of living of the people that at every moment there is the possibility of clash between them. In modern times this possibility has all the more increased because man has become too self-centred. Social control is necessary to protect social interests and satisfy common needs. If social control is removed and every individual is left to behave freely society would be reduced to a state of lawlessness.

Social control is very essential for every society. Without social control, society as well as individual cannot exist. Therefore, the need of social control is very essential. Social control is necessary for the following reasons.

**1. To maintain the old order:**

It is necessary for every society or group to maintain its social order and this is possible only when its members behave In accordance with that social order. An important objective of social control is not to maintain the old order. Family helps in the realization of this objective. The aged members of the family enforce their ideas over the children.

**2. To establish social unity:**

Without social control, social unity would be a mere dream. Social control regulates behavior in accordance with established norms, which brings uniformity of behavior and leads to unity among the individuals. The family maintains its unity because its members behave in similar manner in accordance with family norms.

**3. To regulate or control individual behaviour:**

No two men are alike in their attitudes, ideas, interests and habits. Even the children of the same parents do not have the same attitudes, habits and interests. Men believe in different religions, dress differently, eat different food, marry in different ways and have different ideologies. There are so much differences in the ways of living of the people that at every movement there is the possibility of clash between them. In modern times, this possibility has all the more increased because man has become too self-centred. Social control is necessary to protect social interests and satisfy common need. If social control is removed and individual is left to behave freely, society would be reduced to state of jungle.

**4. To provide social sanction:**

Social control provides social sanction to the social ways of behaviour. There are numerous folkways, modes and customs prevalent in society. Every individual has to follow them. If an individual violets the social norms, he is compelled through social control to observe than. Thus, social control provides sanction to social norms.

**5. To check cultural mal-adjustment:**

Society is subject to change. New invention, new discoveries and new philosophies continue to take birth in society. The individual has to adjust his behavior to the change-taking place in society. But all the individuals cannot adjust themselves to the new conditions. Some become progressive, others remain conservative. When a person from the village moves into the city, he comes across new cultural standards and it is possible that he may wrongly adjust himself to the new cultural environment. He may become a save of passions, visit bar and pass nights in nightclubs. During this transitional period in his social control, it is very necessary otherwise he should become a deviant.

**Q(8): Describe the types of social change?**

Ans: **Types of Rural Social Change**

Many types of social change are noticeable in the lives of the rural population of the developing countries such as Nigeria. The various types of such changes are as follows:

1.**Economic change:**

Rural areas of the developing world had undergone some degree of economic change particularly during the post-independence era. In Nigeria for example, with the increased exploitation of petroleum resources, salaries have increased by more than 1,000 percent in government

establishments over the past three decades. A greater number of roads have been constructed to link rural with urban areas. Some dual carriage express ways have been constructed in the economically active parts of the country to link goods from the rural areas and major cities to the sea for export. It must be admitted that changes in the processing, storage and distribution

of economic goods have been rather slow. Storage of agricultural products such as maize, cowpeas and rice is still largely in bags, bottles, guards, bare floor and ceilings of buildings. The practice of storing in cribs is fairly satisfactory, while the use of silo for grain storage or refrigeration for preserving fresh fruits, fish and vegetables is becoming a common feature.

2.**Political change**:

This is the change in the distribution and operation of social and political power. Democratically elected governments are now common in the less developed countries of the world. For example in Nigeria, a democratic government had been in place since 1999. Although when elections are held, there is constant accusation of rigging by the competing political parties. The law enforcement agencies are frequently accused of supporting one political party or the other. The people therefore place little confidence in the electoral process of choosing political leaders, yet they have frequently failed to come up with a more acceptable formula.

Changes in the political organization through change in personnel running the political system could be advantageous if enough time is given each good government to fulfil its promises.

Political change has the following advantages:

(a)A government which is not responsive to the aspirations of the people can be changed

(b)Politicians who have outlived the peak of their effectiveness can be changed

(c)A tyrannical government can be changed

(d)People with better qualifications and greater enthusiasm to serve can be given the chance to serve, and

(e)Political power can be distributed among the various social groups in a country. The impact of political change is therefore witnessed in both rural and urban sectors of a country.

**3.Technological change**:

This is the continuous process of change within the technical materials and physical practices and objects in a society. The early man started by making use of stones to produce fire and to hunt animals. Today technology change has resulted in using matches to prepare fire and guns to hunt animals.

Perhaps the most striking technological change in the rural areas has been in the area of farming. The changes have taken place in the physical, biological and cultural dimensions of agriculture. Within the physical sphere, the early man used sharp sticks to dig the ground for utilization. Technological change in many less developed countries have resulted in the use of hoes and cutlasses for cultivation. The use of tractor and its attachments such as trailers for haulage of farm produce and inputs, ploughs, harrows and ridges, is more popular in the developed than less developed countries of the world due to the following reasons.

a.Lack of spare parts to repair broken down machines

b. Inadequate number of mechanics to repair the broken down vehicles

c. Inadequate number of operators to handle the machines

d. Inadequate observance of maintenance schedules

e. Poor adaptability of tools to soil types

f. The costs of the machines are too high for the small scale farmers to afford. However large government company or private farms have used tractors and their attachments to their benefit over the years.

**4.Cultural change:**

Culture consists of material and non-material aspects. Cultural change is therefore alterations in the non-material and artifacts of the society. The material aspect of cultural changes is mainly technical. Examples are use of aluminium cooking pots instead of clay pots, use of metal eating plates and utensils instead of clay plates and wooden utensils etc.

The change in non-material aspects of culture are also numerous. If the institution of the rural family is considered as social system in terms of its elements ands processes, the cultural changes which had taken place can be elucidated with some examples.

The objective of a typical rural family, in many parts of Nigeria particularly in the South, has shifted from marrying for their children and settling them in farming to assisting them to acquire formal education, or at least undergo technical apprenticeship training and then settle to profitable employment. The norm of not calling elders by name still persists as a reflection of the value of respect for age which is universally resistant to change etc.

**5.Behavioural change:**

This includes favourable change in the knowledge, skill and attitude of people as a result of their exposures to educational experiences. Residents of rural areas are exposed to information which had led to acquisition of better knowledge, skill and attitude in the economic and social spheres.

Q(9): Describe the factors of social change?

Ans: **Factor of Social Change:**

In all societies and in all periods of time. But the rate of change differs from society. In one society the rate is rapid while in another it is slow. There are various factors which determine the rate and direction of social change. Some of the factors are:

I. **Biological Factors**

By biological factors we mean the factors that determine the number, composition, the selection and the hereditary quality of the successive generations. Every human element in society is always changing. If we compare ourselves with our parents, we will know that we are different from them in our make up, ideas and in most other things. No new generations are an exact replica of the old. Each new generation is a new beginning. The changes in population in both number and composition have effect on society.

For example, in a society where the number of girls is greater than the number of male children one will find out a different system of courtship, marriage and family organization from where the case is reverse.

II. **The physical factors**:

The surface of our planet is never at rest. There are slow geographical changes as well as occasional convulsions of nature in storm, earthquakes and floods. These changes in the physical environment sometimes bring about important changes in society. The flood in India may hasten the birth of model village in place of those which have been washed off or they may lead to the construction of dams in order to prevent future floods.

III. **Technological Factors**

Technology affects society greatly. A variation in technology causes a variation in some institution or custom. The introduction of machine technology as a result of the discovery of the new sources energy has made such far-reaching consequences that it is often described as a 'revolution'. Invention and discovery are significant characteristics of our age. The present age is often called the "age of power", the scientific age. For example mechanization has changed not only the economic structure of society but also led to a study devaluation of old forms of social organization and old ideologies.

IV.**Cultural Factors**:

Cultural factors constitute yet another source of social change. Cultural factors consist of our values, and beliefs, ideas and ideologies, morals and manners, customs and traditions and various institutions. Not only social values direct social changes but they themselves are subject to change. Ideas and ideals, ideologies and philosophies are inherently changeful.

They change with time, and in turn, initiate change in the social order. In some periods ideas of liberty, equality and democracy may be found, in some others, ideas of strict discipline and centralised order may be observed, and still in some other period’s religious orthodoxy or religious non-conformity may prevail.

There is an intimate connection between our beliefs and institutions, our valuations and social relationships. Certainly cultural change involves social change (in so far as it affects human relations) as the social and cultural changes are closely related. “What people think, in short, determines in every measure…what they do and what they want”— Robert Bierstedt.

Culture gives speed and direction to the social change. Actually, the field of social change is limited in comparison with the field of cultural change. Our ways of behaving, living, thinking and acting are very much influenced by the changes in social values. These changes in social values are no doubt influenced, if not determined by the technological factors.

Culture is not something static. No culture ever remains constant. It may undergo change due to immigration, foreign invasion, international trade and contacts, exchange of cultural delegations, conquest of one nation by another, foreign rule, etc.

Further changeability is inherent in culture. Culture not merely responds to the outside influences, but it itself is a force directing social change. It creates itself or develops by itself. It is men who plan, strive and act.

Culture gives cues and directions to social behaviour. Men are beset with stresses and strains for which the past offers no guidelines. New ideologies cause significant changes in the models of group life. It is said that ‘ideologies rule the world’.

The social philosophy of Marxism, for example has swept one-third of the world. Hinduism, Buddhism and Christianity, too wielded great influence on the social institu­tions. ‘No culture ever remains constant and no culture ever develops in isolation.’

**Q(10) Describe the nature of social change**

**Nature of social change**:

**1. Social Change is Continuous:**

Society is undergoing endless changes. These changes can­not be stopped. Society cannot be preserved in a museum to save it from the ravages of time. From the dawn of history, down to this day society has been in continuous flux.

**2. Social Change is Temporal:**

Change happens through time. Social change is temporal in the sense it denotes the time-sequence. In fact, society exists only as a time-sequence. As MacIver says, “it is a becoming, not a being; a process, not a product”.

Innovation of new things, modifica­tion and renovation of the existing behaviour and the discarding of the old behaviour patterns take time. But the mere passage of time does not cause change as in the biological process of ageing.

**3. Social Change is Environmental:**

It must take place within a geographic or physical and cultural context. Both these contexts have impact on human behaviour and in turn man changes them. Social changes never take place in vacuum.

**4. Social Change is Human Change:**

The sociological significance of the change consists in the fact that it involves the human aspect. The composition of society is not constant, but changing.

The fact that people effect change and are themselves affected by it makes change extremely impor­tant.

**5. Social Change Results from Interaction of a Number of Factors:**

A single factor may trigger a particular change, but it is always associated with other factors. The physical, biological, technological, cultural and other factors may, together bring about social change. This is due to the mutual interdependence of social phenomenon.

**6. Social Change May Create Chain Reaction:**

Change in one aspect of life may lead to a series of changes in its other aspects. For example, change in rights, privileges, and status of women has resulted in a series of changes in home, family relationships and structure, the economic and to some extent, the political pattern of both rural and urban society.

**7. Social Change Involves Tempo (or Rate) and Direction of Change:**

In most discussions of social change some direction is assumed. This direction is most necessarily inevitable. Some­times, the direction is determined ideally. Change towards such a destination is more appropriately regarded as progress.

In actuality, social change may tend towards any direction. The tempo or the rate of change is also not governed by any universal laws. The rate of change varies considerably from time to time and society to society depending upon its nature and character-open and closed, rural and urban and others.

**8. Social Change may be Planned or Unplanned:**

The direction and tempo of social change are often conditioned by human engineering. Plans, programmes and projects may be launched by man in order to determine and control the rate and direction of social change. Unplanned change refers to change resulting from natural calamities such as famines and floods, earthquakes, volcanic eruptions, etc.

**9. Short versus Long-run Changes:**

Some social changes may bring about immediate results while some others may take years and decades to produce results. This distinction is significant, because a change which appears to be very vital today may be nothing more than a temporary oscillation having nothing to do with the essential trends of life, some years later. This is what historians mean when they say that time alone can place the events of the day in their true perspec­tive.

**10. Social Change is an Objective Term:**

The term social change describes one of the cat­egorical processes. It has no value-judgements attached to it. To the sociologist social change as a phenomenon is neither moral nor immoral, it is amoral.

**Q(11) What are the formal methods of training of lay leaders?**

Ans: 1.**Lecture**: This is probably **most common** method. Through this method local leadersunder training are given enough **material** for thought, but little opportunity for self- expression**.** The lecture method is effective in certain situations, but usually issupplemented by other methods, depending on the objectives to be attained

1. **Discussion**: Discussion usually occurs in a **face to face** or co-acting situation in whichpeople involved, exchange the useful information by speaking with each other
2. **Workshop**: It is essentially a long-term meeting form one day to several weeks,involving all the delegates (participants) in which problems are discussed by delegates in small private groups. The workshop as the name indicates must produce **something** in the end a report, a publication, a visual or any other material object
3. **Forum**: it is assemble (group of people) for discussion of matters of interest and usuallyfollows the other extension teaching methods. In the forum the audience clear their doubts and raise **questions** for additional information
4. **Panel**: it is **informal conversation** for the benefit of the audience by a small group ofspeakers, usually from **2** to **8** in number
5. **Symposium**: this is **short series** of **lectures** in which **3** or **4** speakers explain the **different parts** of a particular subject
6. **Field trip**: in this method a group people go to see and gain firsthand knowledge ofimproved practices in their natural setting
7. **Apprenticeship**: in this the local leaders or the potential leaders see **someone** operating with a view to learn some of the activities and ways of handling the problems in the field of leadership
8. **Training camps**: Training is imparted by organizing **camps** in which several localleaders are involved in the training sessions at the same time
9. **Direct assistance from experts**: this may come in the form of advice from an expert inthe field of leadership
10. **Buzz groups**: in this a large group is divided into smaller units for a short period called **buzz session.** It is also called as **huddle system** or **Phillips 66** in which group of **6** to **8** persons get together after receiving instructions to discuss about a specific issue assigned
11. **Giving responsibility** to local leaders: giving everyone a job by which self confidencemay be attained by achievement in activities useful to the group is essential for development of leadership

**13.Audio-visuals**: These include role playing, socio-drama

It means the study of social change involves no-value-judgement. It is ethically neutral. One can study change even within the value system without being for against the change

**Q(12) Describe the Scope and its importance of Educational Psychology in agricultural extension:**

Ans: 1.Educational psychology studies the limitations and qualities of individuals -physical capacity, intelligence, aptitude, interests, etc. which plays a major role in one's learning.

2.Its helps in improving teaching and learning. This branch helps in formulating training programmes for improving the skill of teachers and methods for organizing good learning situations.

3.It helps to have better education through evolution of syllabi for different level of education, preparation of different text books, development of examination patterns,

etc.

4.Psychology attempts to discover the source of knowledge, belief, and customs and to trace the development of thinking and reasoning so as to find the kind of environmental simulation that produces certain type of activity.

5.It will help extension workers to find causes of prejudices, the habit of sticking to old practices and ways of doing things, the doubts and lack of confidence and factors affecting motivation.

**Q(13) What are the factors affecting intelligence?**

Ans:

**Important factors that affect the Intelligence:**

1) Heredity and Environment:

Heredity provided the physical body to be developed with certain inherent capabilities while environment provides for the maturation and training of the organism. In 1940 Newman concluded that variations in I.Q. were determined about 68% by heredity and 32% by environment.

During an individual’s life time variation in I.Q. is due to environment, since the heredity cannot change. Improved nutrition health, an stimulus situations would account for this change. Environment of children ages 2 to 4 years appears to be critical since the child normally learns language at this time. Better homes, school, medical facilities, less economic discrimination. Provides a mean for achieving a mentally able population.

**2) Age:**

A person who bright or dull in childhood tends to remain bright or dull throughout his life. Growth I intelligence can continue through the early twenties, person achieves his maximum 10 at about 20 years are and remain stable till 10 years and decreases after that. Some abilities remain constant while others decline rapidly due to decline in physical efficiency. It is observed that the more intelligent person has more rapid of mental growth and continues to develop longer than does the mentally less able.

**3) Race and Nationality:**

There is no prominent evidence to show that race in a factor for determining intellectual level. Difference exist between families are due to environment. The differences in races are also due to opportunity for training in early years.

All evidence indicates that there is little or no difference in inherited intellectual capacity due to race. There are differences, mostly due to opportunities for training and learning. The idea of inferior races due to heredity is not true.

**4) Culture:**

 Answer in intelligent test question are highly cultural. Cultural will determine the degree of a person’s attitude and abilities.

**5) Health and Physical Development:**

Physical and mental health is related to one’s ability to gain desired achievement. A mental activity with delicate health, one may not possess enough energy to engage in mental activity to the extent that he achieves success. Physical defects such as in complete maturation of brain cells sensory and physical handicaps many interfere with observable intelligent behavior. Diseases also affect intelligence. Emotional bodies may interferes one’s ability. Unfavorable health affects mental status of the individual.

**6) Sex:**

It is a popular belief that boys are suppose to be more intelligent than girls. The research studies have shown that there is no significant differences between the sexes, on the average, girls seems to show slight superiority in language, memory and appreciation. Differences in intelligence are caused partly by environmental conditions

**7) Social and Economic Conditions:**

Home plays a significance role in the early developmental years. Home conditions influence on behaviours attitude. The financial status or the parents, neighborhood and environmental conditions also affect on the intelligence but due to their soci-economic status.

Mentally defective, People (Feeble – minded): Individuals whose I.Q.’s are below 70 they are called as mentally defective or feeble – minded people. They suffer from mamentia or luck of mind.

**Q(14): Describe the factors affecting personality?**

Ans: **Factors affecting the Personality**:

(i) Biological Factors

(ii) Environmental Factors Biological Factors

The biological factors are of biogenic by nature and include those of heredity, endocrine glands, physique and physical condition, nervous system, etc. A vivid description of these is given below:

**1. Heredity:**

Heredity is indeed, an important factor in personality development. Almost every form of personality has been attributed to heredity. Today it is believed that hereditary traits are transmitted through the genes. This can be clearly understood according to Mendel's theory of dominant and recessive genes.

According to Mendel, genes are the carriers of hereditary traits in the sense that they maintain integrity, particular constitution and properties in unaltered form from one generation to the next.

The traits and skills acquired by the parent may not modify the genes but just pass on to the children just as they are whichever genes carrying hereditary trait is dominant, the trait will pass on to the children from their parents just as it is. For instance, the child inherits complexion, physique, intelligence, etc. from his parents.

**2. Physique:**

Physique refers to the relatively enduring, biological makeup and liabilities of an individual resulting from both genetic and environmental influences which determine his reactive potentialities.

Since ancient periods, it has been accepted that physique effects personality. Kreschmer and Sheldom are credited for their contribution in predicting general personality and behaviour patterns on the basis of mere physique.

**3. Endocrine Glands:**

The endocrine glands are characterized for interaction and interdependence. These glands secrete hormones. Any over-activity or under-activity of these glands can cause increase or decrease in harmones resulting in personality disorder as given below:

**(i) Thyroid:**

Thyroid gland secretes thyroxin. Any excess of the hormone leads to tension and unstableness, whereas its deficiency takes one to imbecile level.

**(ii) Parathyroid:**

This gland is responsible for calcium equilibrium in the body. Over-activity of this gland causes irritation, emotional instability, etc.

(iii) Pituitary. This gland secretes sarnatotropin. It controls the other glands of the body. The excess of this hormone causes aeromegaly whereas its deficiency causes midget.

**(iv) Adrenal:**

This gland secretes cortin and adrenin. Cortin deficiency results in increased fatigability, anaemia, loss of appetite, etc. While adrenin is discharged in times of great emotional stress.

**(v) Gonads:**

This gland secretes testosterone and andresterone that are responsible for growth of male sex organs and estrogens and progestins in females promote sexual maturity.

**4. Nervous System:**

Nervous system too influences personality development. Mental abilities, sensory-motor skill are also determined by the nervous system. The autonomic nervous system and the central nervous system are responsible for personality development.

**5. Environment Factors:**

The environment is everything that affects the individual except his genes. The environment of an individual consists of the sum total of the stimulation which he receives from his conception to birth. As a matter of fact the following environmental factors have to be taken into consideration.

**(a) Home:**

The effect of home in personality has been accepted by everyone. Home has much bearing on the personality development of an individual. Parents behaviour and attitude, their expectations from the child, their education and attention to the child, influences the child's personality.

Mischel found from his study that absence of father effects the socialization of the child. Hurlock pointed out from the basis of his study that "even though children from small and medium sized homes are often played with sibling rivalry and jealously, parental overprotection and suspicion of parental favouritism, they generally make better adjustments to life and are happier than children from large families.' In the same way economic status of the family also influences child's personality.

**(b) School:**

After home school is the next socializing agent, by the fact that the child spends most of his time with his peers. Hellersberg found from his study that after parents the most influencing factor on a person's personality is the school.

In school he comes in contact with his teachers whose personality influences and he adopts his teachers style of life, etc. He sees the teacher as his ideal. His personality is also to a great extent, influenced by peer interaction. His peers whom he like influence him and he tries to adopt whatever he likes in them. The school atmosphere, discipline of the school, etc. also influence the student's personality.

**(c) Maturation and Personality:**

Personality is also influenced by maturation. Maturation improves the coordination of numerous relationships. Maturation provides raw material for learning and determines to a large extent the more general patterns and sequences of child's behaviour.

**(d) Early Experience:**

Personality is also influenced by one's early experiences. If a person suffers bitter experiences, he is often is subjected to undue thwartings at the early stage of life, regress to interests from outer to inner spheres and become self-centred.

**(e) Success and Failures:**

Success and failure also play a key role in the determination of personality. This influences one's adjustment and self-concept Success motivates the individual for more attempts and success in future. It heightens one's level of aspiration and makes the individual about his abilities whereas failure leads to the development of negative traits, i.e., inferiority feeling, low aspiration, escape and blame, etc.

**Q(15): Describe the Importance of motivation in agricultural extension:**

1. Ans: Society composes of individuals. Everyone is different from the other and the degree of difference is based on the relative importance each one of us assigns to the different motivating forces and to the various interests we have, which impel us to act as we do
2. The job of the extension worker is to understand the basic wants or incentives of the people with whom he is working
3. He should show the leaner how to satisfy these basic wants by learning new things (i.e. by adopting new methods or practices)
4. The extension worker should find the personal goals of the learner and tie with his teaching goals
5. When people are shown how learning a subject will enable them to gratify (satisfy) a desire or realize a need, they are being motivated to learn
6. A great impetus (momentum or speed) is given to learning when the learner can see that what he learns will be of immediate value to him in making his own life more satisfying
7. A desire or a want therefore, is the most definite and dynamic of motives, from the educational point of view
8. It is possible for extension workers to motivate people to satisfy the four categories of basic needs of security, new experience, response and recognition through the increase of income, provision of new knowledge, skills etc, encouraging farmers to work in groups and awarding prizes, certificates etc to the winners in crop competitions respectively

Short questions and answers: