

Notes on

Course Title- Rural Sociology and Educational Psychology

Course No- **EXTN-111**

Semester- **I**

Credits- **2+0=2**

Syllabus

Theory

- **Sociology** :Meaning, definition
- **Rural Sociology** : Meaning, definition, scope, importance of Rural Sociology in agricultural extension and interrelationship between Rural Sociology and Agricultural Extension.
- **Indian Rural Society** : Important characteristics, differences between rural and urban societies.
- **Social Groups** : Meaning, definition, classification, factors considered in formation and organization of groups, and role of social groups in agricultural extension
- **Social Stratification** : Meaning, definition, functions, Basis for stratification, forms of social stratification, Characteristics and differences between class and caste system
- **Cultural Concepts** : Culture, customs, folkways, mores, taboos, rituals and traditions – Meaning, definition and their role in agricultural extension.
- **Social Values and Attitudes** : Meaning, definition, types and role of social values and attitudes in agricultural extension.
- **Social Institutions** :Meaning, definition, major institutions in rural society : Marriage, family, and religion, functions and their role in agricultural extension.
- **Social Control** : Meaning, definition, need of social control and means of social control.
- **Social Change** : Meaning, definition, nature of social change, dimensions of social change and factors of social change.
- **Leader** : Meaning, definition, types and their role in agricultural extension.
- **Psychology and Educational Psychology** : Meaning, definition, scope and importance of educational psychology in agricultural extension.
- **Behavior**: Cognitive, affective, psychomotor domain
- **Intelligence** : Meaning, definition, types, factors affecting intelligence.
- **Personality** : Meaning, definition, types, factors influencing personality.
- **Teaching-Learning Process** : Meaning and definition of teaching, learning, Learning experience and learning situation, elements of learning situation and its characteristics, Principles of learning and their implication for teaching.
- **Perception**: Meaning, definition, role of perception in agricultural extension
- **Motivation** : Meaning, definition, role of motivation in agricultural extension

Reference Books Suggested Reading

- 1) Ray, G.L. (2003), Extension Communication and Management. Kalyani Publishers. Fifth revised and enlarged edition.
- 2) Dahama, O.P. and Bhatnagar, O.P. (2003). Education and Communication for Development. Oxford and IBH Publishing Co. Pvt. Ltd.
- 3) Sandhu, A.S. (1993) Textbook on Agricultural Communication: Process and Methods. Oxford and IBH Publishing Co. Pvt. Ltd.
- 4) Chitambar, J.B. (2008). Introductory Rural Sociology. New Age International (P) Limited.
- 5) Sachdeva, D. R. and Bhushan, V (2007). An Introduction to Sociology. KitabMahal Agency.
- 6) Chitambar, J.B. (1973). Introductory rural sociology. New York, John Wiley and Sons.
- 7) Desai, A.R. (1978). Rural sociology in India. Bombay, Popular Prakashan, 5th Rev. ed.
- 8) Doshi, S.L. (2007). Rural sociology. Delhi Rawat Publishers.
- 9) Jayapalan, N. (2002). Rural sociology. New Delhi, Altanic Publishers.
- 10) Sharma, K.L. (1997). Rural society in India. Delhi, Rawat Publishers.

Introduction about Extension Education

Extension Education and Agricultural Extension - Meaning, Definition, Scope and importance.

(Q. - Define Extension/Extension Education/ Agriculture Extension and explain Scope and importance of Extension Education in Agriculture)

Meaning- The word Extension is derived from the Latin roots ‘Ex’ meaning ‘out’ and ‘tensio’ meaning ‘stretching’ i.e. stretching out.

Literally extension means to extend, to spread or to disseminate. But this word is commonly used for conveying useful information and ideas to people. At a time this word is associated with ‘service’ or ‘education’. Extension service means the organization performing extension work and extension education is the education imparted through this organization. Education is an integral part of extension. **Education can be defined as production of desirable changes in the behavioral complex of human being.** Thus extension education is education for rural people out side regularly organized schools and classrooms for bringing out social and cultural development.

Extension- (Definition)

Kelsey and Hearne- Extension is an out of school system of education in which adults and young people learn by doing.

Ensminger- Extension is an education and its purpose is to change the attitudes and practice of the people with whom the work is done.

Definition of extension Education-

“Extension Education is a science which deals with the creation, transmission and application of knowledge designed to bring out about planned changes in the behavior complex of people, with a view to help them live better by learning the ways of improving their vocations, enterprises and institutions.”

According to Scientist-

J.P. Leagans- Extension Education is the process of teaching rural people how to live better by learning ways that improve their farm, home and community institutions.

Definition of Agricultural Extension -

Agricultural Extension may be defined as the special branch of extension education deals with the economic and social aspects of people engaged in or associated with agriculture.

Agricultural Extension is a bridge that fills the gap between Agriculture research station on one hand and farming population on the other by establishing a suitable teaching organization at various levels of administration.

Scope- India is spread over through out country in tiny villages. There are about 72% population engaged in agriculture and more than 60% are illiterate who do not have sufficient food, cloth, shelter and employment. While other developed countries are changing fast with latest technology and research in applied science. Naturally, India has to keep pace with other countries. So development of rural society is must.

The scope of Extension education includes all the activities directed towards development of rural people. It has always engaged in helping people to solve their problems and accept new technology. The following nine areas indicate scope of extension work in rural area.

- 1) Increasing efficiencies in agricultural production.
- 2) Increasing efficiencies in marketing, distribution and utilization of agricultural inputs and outputs.
- 3) Conservation, development and use of natural resources.
- 4) Proper management on farm and in home.
- 5) Better family living.
- 6) Youth development.
- 7) Leadership development.
- 8) Community development and rural development.
- 9) Improving public affairs for all round development.

Importance- Extension education aims to desirable changes in human behavior and bringing about quality changes in feeling, thinking and the ways of doing. Extension education is important and concrete because it deals with applied science consisting the concepts derived from researchers, accumulates principles drawn from behavioral science. All these are synthesized with useful technology in a body of solutions for problem solving. This can be attended by introduction of improved scientific methods of production on the farms.

Through Extension education the relevant technology can be transferred for rising of new crops, livestock, better ways of farm and livestock management, food and home management, nutrition and health related programmes.

In this way Extension education is required to bridge the gap between the research workers and the people at large. There fore Extension education can be regarded as means and methods for teaching the rural people what to desire for satisfying themselves.

Through following points Extension education is importance—

- 1) Extension uses democratic methods in educating farmers.
- 2) Extension helps in adoption of innovations.
- 3) Extension helps in studying and solving the rural problems.
- 4) Extension contributes to national development programmes.
- 5) Extension increases farm yield and improve standard of living of farmer.

Chapter No. - 1

Sociology : Meaning, definition

(Q.- Define Sociology/Rural sociology and explain scope and importance of Rural sociology)

The word sociology is originated from two words i.e. in **Latin ‘Socius’ means companion while in Greek ‘Logos’ means speech, reasoning or calculations.** Here ‘Logos’ is suffixed which indicates scientific study. For example Biology means science of life, Geology means the science of earth and Anthropology means the study of man, Sociology would, therefore, mean the study or theory of companions, concerned with, what goes on when the people get together in groups and inter one another.

Auguste Comte the French Sociologist often referred as ‘Father of Sociology’ (1798-1887) and he first delivered his lecture on sociology as early as 1839.

Gururhe is referred as father of Indian sociology.

Sociology

Definitions: ‘Sociology is the scientific study of people in group relationship’.

Meaning: 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 beings in group relations. Secondly, sociology is concerned with people and without people or human beings, there cannot be any sociology. It cannot be isolation as its main emphasis is on people. These people are not studied as individuals but rather in their relationship with other persons. They stay in groups and therefore the sociologist’s study people organised in families, friendship groups, temples, schools, industrial plants and in other organizations. In short, sociology studies the social behaviour of people, their different social groups, and the intra- and interrelationship of these social groups. Interrelationship is the relationship of individuals within the group. Interrelationship is the relation of the groups among themselves.

Chapter No. - 2

Rural Sociology

Meaning, definition, scope, importance of Rural Sociology in agricultural extension and interrelationship between Rural Sociology and Agricultural Extension.

Meaning: - After knowing sociology, now we will try to understand Rural Sociology. Rural Sociology is the systematic study of people living in rural area and who are living by or immediately dependent on agriculture. As stated earlier, Sociology refers to man regardless of whether his residence is urban or rural. However, the majority of the people live in villages and rural areas and follow patterns of occupation and life somewhat different from those living in urban areas. The way of life they lead is influenced by their rural environment. Sociology is the scientific study of people in group relationships. In rural sociology the focus is on the people living in rural areas.

Rural Sociology is expected to develop greater understanding of the behaviour of rural people and rural society. In addition to providing scientific knowledge about rural society and laws governing its development, it should serve as a guide and suggest practical programmes of reform or construction of that society in the economic, social and cultural fields.

Definitions:

- (1) According to E. M. Rogers: - “Rural Sociology is defined as the specialized application of knowledge of rural people in group relationship.”
- (2) According to F. Stuart: - “Sociology of rural life is a study of rural population, rural social organizations and social processes operative in rural society.”
- (3) According to A. B. Bertarand: - “Rural Sociology is the study of human relationship in rural environment”.
- (4) According to A.R. Desai: - “Rural Sociology is the science of rural society”.

Scope of Rural Sociology:-

Rural sociology is expected to develop greater understanding of the behaviour of rural people and rural society. It should serve as a guide and suggest practical programmes of reform or construction of that society in the economic, social and cultural fields.

The scope of rural sociology is very wide as it studies the relationships and interactions in the village society.

At least rural sociology has to work in three areas namely-

- (i) Rural sociology is the accumulation of sociological knowledge and using it for solving the present problems of the rural society.
- (ii) Rural sociology should direct its efforts in obtaining sociological knowledge by empirical research procedures.
- (iii) Rural sociology has to channel its efforts by keeping faith in the methods used in this discipline in solving rural problems.

It may work towards finding out new methods and procedures, but there should be a belief in the minds of rural sociologists that the problem of the rural society can very well be solved by these methods.

In addition to this, the studies in rural sociology include:-

- (a) Rural social psychology.
- (b) Rural social organizations.
- (c) Rural social values.

All these aspects are of importance in developing programmes for improving rural life. Two third world's population lives in rural areas in developing countries. In India, about 3/4th of the population lives in the rural area of the country. Therefore efforts are being made to improve the rural areas of the country. Most of the programmes like Five Year Plans, Community Development Projects, Integrated Rural Development Programmes, etc. are launched by Government for bringing about desirable changes in the rural areas.

Importance of the study of Rural Sociology

- Rural sociology presents a scientific picture of rural life.
- Villages are important for many reasons because they are the springs to feed urban areas. So rural sociology is an important subject. This importance can be put under the following heads.

- **Science of human relationship :-**

Besides knowing the natural, unnatural, & non-living things around him, man has an urge to know human relationship from close. This urge can be satisfied through rural sociology.

1. Majority of rural population: - In every part of the world, the rural population is more than the urban population on this basis also, it can be said that rural sociology is more important than any other branch of sociology.

2. It gives complete knowledge of rural life: - Rural sociology gives us complete knowledge of village life. The first unit of development in a country is the village & the village is the centre of any country.
3. Rural reformation:-Rural sociology started with the aim of bringing reformation & welfare in society. For this purpose, it helps in following works.
 - a. Organization: - village unit which seem disorganized can be reorganized through the study of rural sociology. Side by side, uniformity can also be brought through it. It improves the co-ordination between various units & helps in bringing an improvement in economic, social & health conditions.
 - b. Economic betterment: - Through detailed studies of village problems & observation, rural sociology lays stress on the importance of increasing the quantity & quality of production. This result in raising standard of living. This is an important function of rural sociology.
 - c. To provide technology & systematic knowledge & reforms in farm production:-The main occupation of the 80% population of villages is agriculture. For the purpose of improving this main occupation of rural people, the earlier researches in rural sociology were conducted in Agricultural colleges.
 - d. Solution of pathological social problems: - Every branch of sociology attempts to study social relationships & the solution of human problems. The study of rural sociology shows that it examines social pathological problems & based on scientific methodology it suggests ways for improving the village conditions.
 - e. Education: - The improvement progress & development of any community depends on its education. Because of this fact, rural sociology lays stress on education for the solution of rural problems.
 - f. Planning for development: - Rural sociology encourages development of various plans for any rural development programmes. For making progress in the rural society, work is carried out according to these plans.
4. Rural sociology develops relationship between the village & Industries.
5. Rural sociology is most important in agricultural countries-

About 90 % of the progress of the world is based on agriculture. It is only in agricultural countries that people realize the importance of rural sociology. For India's all-sided development, the development of rural sociology is very important.

Importance of study of rural sociology in India

- 1) The village is a basic source of Indian culture. India is a country of village. Birth & development of its culture took place from village. Thus it is necessary to develop villages.
- 2) Indian sociology is rural sociology.
- 3) Complete knowledge of society for social development is needed. This helps change Agents or community development workers in knowing felt needs of society & then they can help the villagers in satisfying them.
- 4) Rural sociology can help in organizing the disorganized Indian rural structure.

Interrelationship between Rural sociology and Agricultural Extension

(Q. Explain interrelation between Rural Sociology and Agricultural Extension)

Rural Sociology	Extension
<ul style="list-style-type: none">• It is the scientific study of the laws of structure and development of rural society	<ul style="list-style-type: none">• It is informal education for the rural people with a view to develop rural society on desirable lines
<ul style="list-style-type: none">• It studies the attitude and behavior of rural people	<ul style="list-style-type: none">• It seeks to modify or change for the better attitude and behavior of village people
<ul style="list-style-type: none">• It studies the interest and needs of rural society	<ul style="list-style-type: none">• It helps rural people to discover their needs and problems
<ul style="list-style-type: none">• It analyzes rural social relationship or group organization and leadership in rural area, the social processes like co-operation, association, competitions etc. among village people	<ul style="list-style-type: none">• It fosters and utilizes village organizations leadership and favourable social processes to achieve its objectives of rural development
<ul style="list-style-type: none">• It studies social situations and assembles social facts of rural society	<ul style="list-style-type: none">• It makes use of such social data as a basis for building up its extension programmes for rural areas
<ul style="list-style-type: none">• It investigates the social, political and religious problems of rural society.	<ul style="list-style-type: none">• It also studies these problems with reference to their impact on extension work in village.

Chapter No.- 3

Indian Rural Society

Important characteristics, differences between rural and urban societies.

(Q- Define society / rural society & enlist & explain different characteristics of rural society.)

(Q- Discuss the important characteristics of Indian Rural Society)

Society :- Society defined as group of people who have live together, share common values & general interest, long enough to be considered by other & by themselves as a unit.

Rural society: - It is that society which exists in rural areas where majority of people have agriculture as their main occupation.

Characteristics of rural society

Rural people are different from those living in urban areas. These differences are mainly due to the environment and its consequent impact on the personalities and the lives of the people. Here we are mainly interested in the characteristics of rural people. These characteristics are studied in relation to the urban people. Such rural-urban differences are discussed here.

1) General environment and orientation to nature-

The rural people are closely associated with nature as they live in that environment. They have to face the vagaries of nature like rains, heat, drought etc. It has direct effect on their lives. Due to this they build up their beliefs and convictions about nature. These are different from that of the urban people.

2) Occupation-

Most of the rural people depend on agriculture for their livelihood. The non-agricultural jobs are few and are not of much economic importance. In urban areas most of the jobs are non-agricultural and more specialized. In a factory, the jobs of the foreman, manager and executive are different. A farmer on the other hand must be competent in a variety of skills-soil improvement, repairs to machine, skills in controlling pests and diseases, skills as animal husbandry- man and skills of agricultural economics as business manager as he handles the marketing, distribution, overall planning and operation of his farming enterprise. Farmers thus have to acquire a wide range of specialisation as compared to the urban workers.

3) Size of Community

The rural communities are smaller as compared to urban communities. The land to man ratio is higher in rural areas as most of the rural people depend on agriculture. The density of population per square mile is low as compared to urban areas.

4) Homogeneity and Heterogeneity

Homogeneity is the similarity of social and psychological characteristics in the population such as languages, beliefs, mores and patterns of behavior. In this sense the rural population is more homogeneous. The urban population is more heterogeneous as it comprises persons from a wide variety of sub-cultures, interests, occupations and patterns of behaviors including language.

5) Social Differentiation

There are many urban services namely, educational, recreational, religious, business and residential. These are intentionally organized to serve specific purposes. These services have made the division of labour and differentiated the urban society as per the objective of the services. In contrast, rural society is more homogeneous in nature, relatively independent and with a low degree of social differentiation.

6) Social Stratification

Society is divided into high class and low class groups. The high class group is on the top of the ladder, the middle group is in the centre and the low class group is at the bottom. This gap between the high and low classes is more in urban areas as is evident from the wealthy and poor or palaces and slums. This range is not so wide in rural areas. Most of the rural society tends to belong to the middle class. The very rich and very poor move to the city. The rich move to the city as they desire to obtain more than what is provided by the rural areas. On the other hand, the poor move to urban areas in search of job opportunities, in order to supplement their income.

7) Social Mobility

It refers to the movement from one social group to another. It may be in the occupational mobility from rural to urban areas, from urban to rural areas or within the rural or urban areas. Social mobility is more from rural areas to urban areas. A series of both horizontal and vertical moves are seen in urban areas.

8) Social Interaction

The pattern and type of social interaction is different in urban and rural areas. The rural population is smaller and less dense than the urban population. The rural people have fewer personal contacts per individual. The contacts through various mass media like radio, television, magazines, posters, newspapers, etc., are lower in rural areas. The contacts in rural areas are more face to face, informal and personal. The urban contacts may be frequent but they tend to be more cursory, formal and impersonal.

9) Social Control

Informal social pressures act more as a means of social control in rural areas due to personal and informal contacts. Due to the small size and homogeneity of rural communities there is a more informal atmosphere in rural areas. In urban areas, control is more by formal, impersonal means of law-prescribed rules and regulations with penalties for violation.

10) Leadership pattern

There is more face to face contact in rural areas and hence the leadership is more on the basis of the personal traits of the leaders or their representatives. The leadership in urban areas is more impersonal.

11) Social Solidarity

There is more informal non-contractual personal relationship in rural areas. The cohesion and unity in rural areas is due to common traits, similarity of experiences and common objectives which are shared by rural people. In urban areas unity and experiences are based on differences and dissimilarities, division of labour, interdependence and socialization. There more impersonal, strictly formal and contractual kind of relationship.

Difference between Rural Society and Urban Society

(Q- Define rural society / rural sociology & give the difference between rural society & urban society / rural world and urban world)

Sr. No.	Characteristic	Rural Society	Urban Society
1	Environment	Close/direct contact with nature. Preliminary influenced by natural environmental elements like rain, heat, drought, frost, snow etc. over which there is no control.	Greater isolation from nature, predominance of man made (artificial) environment.
2	Occupation	Agriculture is the fundamental occupation. Majority of population is engaged in agriculture.	No fundamental occupation. Most of people engaged principally in manufacturing mechanical pursuits, trade, commerce, professions and other non-agricultural occupations.
3	Size of community	Size of community is very small in size.	Size of community is large in size.

4	Density of population	Density of population is lower. Land to man ratio is higher.	Density of population is greater. Land to man ratio is lower.
5	Homogeneity and heterogeneity of population	More homogenous in social, psychological traits.	More heterogeneity than rural. (Different type of population is seen in cities, different places, religious, caste, class, race, community, economic and cultural differences, occupational & behavioural pattern also different)
6	Social differentiation	Low degree of social differentiation.	High degree of social differentiation.
7	Social stratification	More rigid. Less social stratification than urban. Gap between high class society and low class society is very low. Most of the people are from middle class.	Less rigid. Urban community is much more stratified than the rural. Gap between high class society and low class society is more. Most of the people are from high and low class.
8	Social mobility	Mobility is less intensive. They follows same occupation, stay in the same village.	Social mobility is more intensive. People change occupation and even leave places in search of new and better occupation.
9	Social interaction	Less numerous contacts. More personal, simpler, face to face, informal, sincere relation.	More numerous contacts. The relations are more cursory, formal, impersonal, short-lived and showy.
10	Social control	Social pressure by community is strong. Conformity of norms is more by informal social pressure.	Control is more by formal impersonal means of laws prescribed rules and regulations.
11	Social change	Rural social life is relatively static and stable.	Urban social life is under constant and rapid social change.

12	Social solidarity	Social solidarity or cohesiveness and unity is more stronger/ greater than urban. Common traits, similarity of experiences, common aims and purposes, common customs and traditions are the basis of unity in villages. Strong sense of belonging and unity.	Social solidarity is less strong than rural, differences and dissimilarities, division of labour, interdependence, specialization, impersonal, strictly formal relationships results comparatively less, senses of belonging and unity.
13	Culture	Sacred (religious) culture.	Secular (non-religious) culture.
14	Leadership pattern	Choice of leadership more on the basis of known personal qualities of individual, due to greater face to face contacts and more intimate knowledge of individual.	Choice of leadership is comparatively less on the basis known personal qualities individual.

Chapter No. 4

Social Groups

Meaning, definition, classification, factors considered in formation and organization of groups, and role of social groups in agricultural extension

(Q- Define Group/ social group. Give classification/types of Group/ Social groups)

Man's life is enormous extent a group life. Human group is the elemental unit for functioning in societies. By group we mean any collection of human beings who are brought into social relationship with one another. Social relationship is the relationship in which members involved are aware of each other's presence. When people cannot achieve any objective individually they come together and work towards the common objective with joint efforts. Social groups are vital for human existence.

Definition of Group/ Social Group-

A social groups can be defined as two or more persons who come together to achieve common objectives.

According to Maclver by group mean "any collection of human beings who are brought into social relationship with one another".

According to Ogburn and Nimkoff "Whenever two or more individuals come together and influence of one another, they may said to constitute a social group".

Considerations to understand the concept of group:

1. Groups always consist of two or more persons and must be capable of mental response.
2. Communication and interaction with each other is essential among the members of the group.
3. Communication and interaction among the one another must be reciprocal two way. One way communication does not constitute group interaction.
4. Group exists as long as reciprocal psychological interaction.
5. Common objectives, interest, values are important and are essential to form a group.
6. Formation of group may be based on various kinds of situations that causes people to unite.

Characteristics of group life:

1. Members of the group are related to each other.
2. Group involves sense of unity and feeling of love and sympathy between the members.
3. Members of the group have sense of we feeling
4. Group exercises a control over the actions of their members and directs them toward common goals.
5. Social groups are dynamic and not static. They change in activity. They may be give up one function and take another.
6. Physical proximity is not necessary to form a group.

Classification of Social Groups:

I) According to the degree of organization:

A well-organised group has well defined objectives. The functioning of such groups is governed by number of rules and regulations. The degree of organization means the number of rules and regulations which govern the functioning of such groups. According to this criteria a groups can be classified in to two types.

- 1) **Formal groups:** These groups have more rules and regulations to govern their functioning. The relationship of the members is governed by these rules. These groups are generally large in size and the members have many restrictions e.g. College, Government department, Army etc.
- 2) **Informal groups:** In these types of groups there are no much formalities, rules and regulations. The degree of organization is less in the sense that the members have not be undergo confinements and strict limitation for behavior and actions. The members have many liberties and very less control as exist in Friendship Group, Gossip group and family group etc.

Difference between Formal Group and Informal Group

(Q- Give the difference between Formal group and informal group)

Sr.No.	Formal group	Informal group
1	There is definite procedure of functioning.	No definite procedure of functioning.
2	There is definite role, rules of operation	No definite role and rules.
3	Rigidity is being enforced on the behaviour.	The members are free to act and think.
4	More stable group e.g. village council, service co-operative, labour union.	Stability is less and break at any time. e.g.- play group.

II) According to nature of interaction:

In this classification the nature of the interaction or the relationship between the members of the group is taken into consideration. According to these criteria the groups can be classified into- 1) **Primary groups** and 2) **Secondary groups**.

Like family and friendship the relationship is direct and face to face. Generally such groups are small in size. Their relations are always personal. In secondary groups the relationship is indirect and such groups are bigger in size and they ar formal in nature eg. Government departments, Industrial Organization etc.

Difference between Primary and Secondary Groups:

(Q- Give the difference between Primary Group and Secondary Group)

Sr.No.	Primary Group	Secondary Group
1	Mutual relations of the members are direct, more intimate, personal and more face to face.	Mutual relations of the members are indirect, impersonal and less face to face.
2	There is continuity of relationship among members and they know each other from childhood.	There is no continuity or permanence of relationship among members and the knowledge of the members is limited only to his work.
3	The position of each person is determined on the basis of family	The position of the member is determined by his work or function.
4	Relationship is natural.	Relationship is formal.
5	The behaviour of the members is controlled by inner powers.	The behaviour of the members is controlled by external powers.
6	Individual depend upon the groups for fulfillment of his needs.	Individual is self-reliant from the point of view of fulfillment of his needs.
7	The membership is compulsory and continued for lifelong.	The membership is optional. He can resign from the membership at any time.
8	The aims of the members are identical or same. There is love and sympathy.	The aims or the interests of the members are not identical or same. Lack of co-operation and sympathy.
9	The size is small.	The size is big and relations are impersonal.
10	Found mostly in villages.	Found mostly in cities.
11	Controls even personal life of its members.	Do not exercise any control over the personal life of its members.
12	The individual becomes its member since his childhood. It can not be acquired.	The individual becomes its member later on its membership is required.
13	Eg. Family, Friendship etc	Eg. Govt Dept., industrial organization, Farmer's union ect.

III) According to the nature of membership:

Here nature or type of membership is taken into consideration e.g. whether the membership is optional or voluntary or compulsory. This depends upon the mode of entrance of the members. The members limit themselves to their own interest.

- 1) **Voluntary groups:** In these types of groups, the membership is voluntary and members have no compulsion to participate in the activity of the group. The withdrawal from such groups is also on voluntary basis e.g. gossip groups, Friendship groups, Youth organization, Library etc.
- 2) **Non- Voluntary groups:** In these groups membership is compulsory and members have no choice. Social conventions and traditions rather than personal choice determine the relationship as observed in a family. Everyone born in a family has to function as a member of a family by compulsion e.g. Caste group, National group, Religious group, Sex group. Age group etc.

XI) Reference Group:

Reference group may be defined as a group with which individual feels identified, the norms and objectives of which he accepts. A reference group may therefore be any group. Primary, formal, horizontal or otherwise and strongly influence the behavior of individual. A family, neighborhood, reference group may influence farmer to accept or reject an adoption of improved farm practice.

Factors consider in affecting formation / integration / organization of group

(Q- Define groups. Explain factors affecting formation of groups)

- 1. Homogeneity of the group** – Greater cohesiveness usually results from common interest or mutually desired satisfactions, shared values, similar characteristics, norms of behaviour and consensus on operational procedures, rules, etc. when members of a group come from different cultural backgrounds, the group becomes less homogeneous in nature and consequently, group integration or cohesiveness is weak. Ethnocentrism within such a group tends to split the group rather than hold it together. On the other hand, when social norms of behaviour and conduct are shared by all members of the group, integration is fostered.

The extent to which shared interests holds the group together depends on the extent to which these interests and satisfactions are served. Individuals join groups with certain motives and expectations. Their effective participation in these groups will depend on the extent to which these expectations are fulfilled.

- 2. Size of Group** – Smaller groups usually exhibit informal and more intimate personal relationship among its members than the groups with a larger membership. A village family operating as a group is thus more intimate in its member relationships. Rural areas are usually characterized by intimate personal relationships.
- 3. Physical Mobility** – The physical movement of an individual or several individuals belonging to a group to another location which separates them from the group to another location which separates them from the group is without doubt a factor which weakens integration and cohesiveness of a group. Group cohesiveness and integration are weakened with members who are transient residents. With transfer of residence, individuals usually related themselves to groups, are drawn away physically and psychologically from the groups in which they previously participated. For e.g. nomadic tribes.
- 4. Effectiveness of communication** – Cohesiveness in a group is a function of the efficiency of communication among its members, bringing about conformity with group norms of behaviour and influencing attitudes so that they are in line with purposes of the group. Thus effective communication within the group can serve to bring about greater cohesiveness in the group.

Chapter No. 5

Social Stratification

Meaning, definition, functions, Basis for stratification, forms of social stratification, Characteristics and differences between class and caste system

(Q. - Define Social stratification and explain function and bases for stratification)

Every society exhibits some system of hierarchy where by the members are placed in positions that are higher to lower, superior or inferior in relation to each other. So in societies people classify one another into categories from higher to lower. The process of defining and ranking such categories is called as stratification.

Definition-

Social stratification is the division of a population into two or more layers, each of which is relatively homogenous and between which there are difference in privileges, restrictions, rewards and obligation.

Social stratification is the division of society into permanent groups or categories linked with each other by relationship of superiority and subordination.

Functions of stratification-

1. A means of accomplishment essential jobs in society- Stratification in society constitutes a means of society's getting some of its essential jobs done by distributing different amounts of prestige, rewards and privilege to various strata. Then rewards society gives serve as incentives to get the various essential jobs accomplished hence rewards must be commensurate with the job to be done or at least adequate to attract individual to do the job. These rewards may be economic, aesthetic or symbolic and give material and /or psychological satisfactions.

2. Regulation and control of Individual and Group Relationships and participation-

Stratification regulates and controls human relationships in society. Prescribed roles and role expectation, norms and standards of behaviour are involved in relationships within each stratum and in intra stratum relationships.

Stratification tends to regulate participation of groups and individual in the total life of society, giving them to certain areas and restricting them to others. Inequality of opportunity or non availability of facilities gives advantages to those in higher strata and deprives those belonging to lower strata thus regulating participation.

3. Contribution to Social integration and structure- Stratification in society has a strong integrative function, serving to coordinate and harmonies units within the social structure. A vivid illustration is the Indian Caste System, which consists of an elaborate complex of castes

involving specific occupations, roles and functions all coordinated and organised under four major castes or Varnas. There is functional inter-dependence and interchange of services that together with other factors serve to integrate and harmonise its various units within the social structure.

4. Simplification- Stratification of society categorises people into different strata, thus simplifying man's world in respect to his relations with other people. While within primary groups it is no problem to know how one should behave toward other individuals because of intimate knowledge of each other, to know how to react in various situations involving several people outside of primary groups is extremely difficult without such classification.

Bases for Stratification-

1. Wealth – in some form as recognized by society measured in quantity or assessed in quality. Living standards displayed and the source of wealth is also significant.

2. Ancestry- referring to the family reputation, length of residence in the area, legitimacy or illegitimacy, racial or ethnic background and nationality.

3. Functional utility of the individual- his occupation as executive, teacher, scientist, unskilled labour, skilled craftsman.

4. Religion- the kind and degree of religion professed and practiced. All societies include some attitude towards the supernatural expressed religion with sets of beliefs and rituals.

5. Biological characteristics- including both age and sex. Adulthood is valued more than infancy and childhood in most of the societies, and males are accorded higher status than females in many societies.

(Q.- Define caste/ class give the characteristics of class/ caste or give the difference between class and caste)

Types and forms of Stratification

1. Caste systems- Caste is defined as a hereditary, endogamous usually localized group having some traditional occupation and decides the particular status in social hierarchy. It is having blood relationship. i.e. Brahmins- Khatriya- Vaishya- Sudras

2. Class system- Class is defined as an abstract categories of persons arranged in levels according to social status they possess. i.e. **Age-** young –old , **Sex-** Male –Female

Economics- richer- uppermiddle- middle- lowermiddle- poor

Difference between Caste and Class

Sr. No.	Caste	Class
1	Membership of a caste is hereditary and no amount of struggle can change it.	A person is placed in class by virtue of his acquisition of education, wealth or other achievements
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 to follow certain customs, folkways, rituals etc.	Social class has no prescribed customs, folkways, rituals etc.
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, it does not promote democracy.	Social classes are based on inferiority or superiority of social status of an individual. Social classes help in working of democracy.
7	In caste system the members must follow as 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 a social class one can adopt any occupation and change it at will.
10	Social gap between members of different castes too wide to be bridged.	Social gap is not so wide as in caste system.
11	Caste system supported on religious grounds as a manifestation of God's will.	Social classes have no such religious support.

Characteristics of caste system in India:

(Q- Define caste system. Explain the characteristics of Caste system)

- 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 status.
- 2. Endogamous:** It is 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 outcaste or 'without a caste' which is the lowest category even below Shudra.
- 3. Hierarchical:** Caste hierarchy. Brahmin occupies the highest position followed by Kshatriya, Vaishya and Shudra.
- 4. Fixed occupations:** Members of any caste are obliged to adopt the professions of their caste. Having developed from Varna system the occupation in caste system is definite, son of blacksmith inherits the occupation of his father, son of carpenter becomes carpenter and so on, (With development of industries people belonging to many castes have lost their occupation and have taken agriculture or some other occupation.
- 5. Restricted food habits:** Higher castes try to maintain their traditional purity by different food habits. Thus Brahmins will only take 'Satwik' or 'Pure' food. Kshatriya and Vaishya will take 'Rajsi' or 'Royal' food. A Shudra takes 'Tamsi' food. Each individual caste had its own law which governs the food habits. There is no restriction against fruit, milk, butter, dry fruit etc. but food can be accepted only from the members of one's own or higher caste.
- 6. Untouchability:** In Indian caste system Shudra and outcastes 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.

Chapter No. 6

Cultural Concepts

Culture, customs, folkways, mores, taboos, rituals and traditions – Meaning, definition and their role in agricultural extension.

(Q.- Define / Give meaning of culture, norms, customs, traditions, folkways, mores, taboos, rituals.)

(Q.- Give the difference between Customs and traditions or folkways and mores)

Meaning: - Culture is the patterns of learned behaviour and the products of behaviour that are shared by the members of a society and are transmitted among (John F. Kuber) the members of the society.

- (i) Culture is the patterns of learned behaviour. It means the individual learns the patterns of culture. A child is not born with culture. He learns it from parents, teachers, playmates and others. The Ferals and Isolate's (the children reared by animals) prove that they did not learn the culture.
- (ii) Culture is also the product of behaviour. The ideas, values and knowledge come to an individual from others which is called non-material culture. The material objects like chair, table, automobile etc., are the products of culture. These are called material culture objects.
- (iii) Culture is shared by the members of a society. The learned behavior and products of learned behaviour is not the exclusive property of a single individual or group, but it belongs to all the members of society and is shared by a large proportion of them.
- (iv) Culture is transmitted among the members of a society. Learned behavior is passed down from one generation to another and is also disseminated among its members. It may be transmitted by word of mouth, by written words, by etchings and paintings on the walls and in various other ways. The new members entering in a society acquire the culture by socialization.

Definitions:-

- 1) Culture is the continually changing pattern of learned behavior and the products of learned behavior (including attitudes, values, knowledge and material objects) which are shared by and transmitted among the members of society. (Jphn, F. Cuber)
- 2) Culture may be defined as the pattern of learned behaviour shared by the members of a society. (Goldschmidt)

- 3) Culture is the socially transmitted system of idealized ways in knowledge, practice and belief along with the artifacts that knowledge and practice produce and maintain-as they change in time. (Arnold, W. Green)
- 4) **Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and other capabilities, habits acquired by man as a member of society.**

Custom: Customs are socially accepted ways of acting. Customs are socially prescribed forms of behavior, transmitted by tradition and enforced by social disapproval of its violation. Customs are uniformly approved ways of acting, we follow in society and transmitted from generation to generation. In other words customs of a society, reflected in the social behavior of its members, serve as model for learning and are reinforced with varying degrees of rewarded.

e.g.- We take blessing from elders persons, people do not eat beef.

Characteristics: - (1) Customs are interwoven.

(2) Vary according to different groups.

(3) Regulate the man action.

Traditions: - Traditions are socially accepted ways of thinking. The uniform sanctioned habits of thoughts, we follow in society and transmitted from generation to generation.

e.g.- Elders person should be respected, fighting for freedom, celebration of festivals, cattle is considered holy.

As a example- Traditions

Customs

- | | |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Elder person should be respected | - We take the blessing from elder persons
- We touch the feet of elder persons to show them response
- We consult with the adult persons. |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|

-
- | | |
|---------------------------------|--------------------------------------------------------------------------------------------------------------|
| 2. Cattle is considered as holy | - People do not eat beef
- Cow is worshiped as goddess
- Bullocks taken in procession at time of pola. |
|---------------------------------|--------------------------------------------------------------------------------------------------------------|

-
- | | |
|---------------------------------------|-----------------------------------------------------------------------------------|
| 3. Natural forces are responsible for | - Coconut is offered at time of harvesting of crop
- Implements are worshiped. |
|---------------------------------------|-----------------------------------------------------------------------------------|

Norms- Norms are the blue print of behavior, setting limits within which the individual may seek alternate ways to achieve their goals. Individuals are rewarded or punished as they confirm to or deviate from the rules (norms). Norms obviously vary in strength and are classified as folkways and mores according to intensity of feeling associated with them.

Folkways – Tradition and corresponding customs together constitute folkways. Folkways are uniformly ways of thinking and acting which people follow in society. Folkways are the customary ways of behaving in the society. Persons who do not conform to the folkways may subject to criticism or be considered strange but would not be necessarily punished.

These are expected forms of behavior but are not rigidly enforced. Greeting elders with ‘namaskar’ by folded hands or taking off shoes before entering holy places are most common. It almost becomes a habit of the people. Entering home only after removal of shoes.

Mores are the patterns of behavior considered essential by the society. They are rigidly enforced, and if not followed, individual is punished by the society. Mores are socially prescribed forms of behavior, transmitted by tradition and enforced by social disapproval of its violation. A prohibition against pork is an important more of Muslim society, Marriage in same caste, Standing during playing National Anthem, Saluting national flag.

Difference between folkways and mores :

Folkways	Mores
1) Violation of folkways not viewed seriously	1) Violation of mores viewed very seriously
2) The change is rapid	2) The change is very slowly.
3) Not deeply in rooted in society.	3) Deeply in rooted in a society.
4) Frequent repetitions of petty acts by large number. Arise from experience	4) The term more is often used for positive action.
e.g. (i) Way of greeting, hair style, habits of taking meals, speaking.	e.g. Respect of elders, mercy towards female monogamy Marriage.

Rituals- are the practices and ceremonies followed by the society in dealing with certain situations. For example in birth, marriage and death in the society certain rituals are observed, Celebration of independence day.

Taboos- The term taboos are used for the negative action, the things that one ought not to do. The word taboo in a strict since refers to prohibitions of types of behavior because of some magical, supernatural or religious sanctions. Gossip is taboos in church, Smoking is taboos. Women are not allowed at cremation ground.

Ethnocentrism- It is tendency of society to consider its own culture as best, and other as inferior

Cultural Lag- Cultural lag means some parts of people's culture do not change as at the same rate as do other parts. It means that one or more phases of culture have moves ahead and that all other phases are lagging behind. It is the gap in material and non material culture.

Characteristics of culture-

(Q. Define culture. Explain characteristics of culture)

- 1.** Only human being posses culture, other animals do not possess it. Man has created culture for controlling himself, others and nature.
- 2.** All societies in the world have culture but each society had different culture from ano another. Indian culture, African culture, Western culture.
- 3. Culture is learned or acquired** after birth and through life consciously or unconsciously through agents influencing directly or indirectly on individuals. It is not innate. Culture is the patterns of learned behaviour. It means the individual learns the patterns of culture. A child is not born with culture. He learns it from parents, teachers, playmates and others.
- 4. Culture is transmitted** from one generation to another generation during the process of socialization and is disseminated among members of society.
- 5. Culture is shared-** The learned behavior and products of learned behaviour is not the exclusive property of a single individual or group, but it belongs to all the members of society and is shared by a large proportion of them. Culture is gratifying- provides specific ways of satisfying man's biological & social needs
- 6. Culture is adoptive-** it must adjust itself to external forces of various kind. For example people living in extreme hot/cold/heat adjust their cultural behaviour to adopt situation.
- 7. Culture is integrative-** Culture has general tendency to maintain consistency & integration so as to hold society together.
- 8. Culture tends to build ideals-** specifies required patterns of behaviour which consider as ideal & followed by its member. It defines situation, goals, attitudes, values & behaviour pattern.
- 9. Culture is gratifying-** It satisfies the man's biological and socio-cultural needs- foods, clothing, shelter and for various relationship with others individuals and group.
- 10. Culture is accumulative-** In each generation culture goes on increasing in size of knowledge, science. It is preserved in books, film, pictures etc.
- 11. Culture is dynamic not static-** Culture is continuously changing. The commonly ways of filling, thinking, acting are continuously changing. eg- untouchability, praying of God for disease cure.

Function of Culture (Importance of culture to society)-

(Q. What is culture and explain importance of culture for society and extension worker?)

Importance of culture for society-

1. Biological demands or needs are satisfied i.e. sustenance, shelter, reproduction etc
2. Culture provides a set of rules which ensure cooperation of individuals in group in adjusting the environmental situation.
3. It provides channels of interaction or communication to the individuals within the group.
4. Culture provides methods of adjustment of group to its internal & external needs.

Importance of study of Culture to an Extension Worker-

1. By the study of cultural norms or accepted rules of conduct i.e. customs, traditions, folkways, mores, values and attitudes of group of people we can understand and predict their behavior.
2. Extension workers are trying to bring about the desirable changes in the culture of the people through rural development programme. Scientific understanding of the culture of the people with whom the extension worker works, is the basic thing to the effective performance of his job, particularly in India where there is greater diversity of culture.
3. Caste, breed and religions are the important factors of culture of Indian people. Extension worker should introduce appropriate improved technology suited to them e.g during initial approach he should not introduce poultry among Brahmins and piggery in Muslim dominated village.
4. Religions festivals, Melas (fairs) are important part of village life when people come together. Extension worker can make use of these occasions for undertaking community development activities like agricultural exhibition, demonstration on improved agricultural technique, social education programmes.
5. Improved practice can be successfully introduced by extension workers if he knows that the similar indigenous practice present in their culture.eg. Introduction of iron plough in place of wooden plough.
6. If extension worker has got understanding of the culture of people, then he will catch the pulse of people & village & will make progress quicker.

Chapter No. 7

Social Values and Attitude

Meaning, definition, types and role of social values and attitudes in agricultural extension.

(Q- Define social value. Explain the types of Social value. Give its role in extension)

Definition

Social values are defined as abstract and often unconscious assumptions of what is right and important.

Social values are defined as ideas as to whether objects or behavior are good, bad, desirable or the like.

Types of Social Values

Three types of values have been identified

1) **Ultimate Values**:-

Every society has a unique set of ultimate values which forms the general framework within which the behaviour of individuals and groups is control or influenced. Often referred to as dominant values, they constitute the core of society's values system. Ultimate values express the general views of society toward matters such as the nature of universe and one's relation to it & to other people. Hence, these values are found most easily in social institutions such as religion, Govt. & the family each of which contains some important social values, e.g. the democratic procedures expressed in the system of Govt.

2) **Intermediate values** :-

Intermediate values are derived from ultimate values. They exist & operate within the framework of ultimate values & are implemented through norms or socially prescribed rules that serve to support & uphold them. Within the frame work of social institution such as religion, Govt. & education are intermediate values such as freedom of speech, religious freedom, free public education & adequate housing etc.

3) **Specific values** :-

The sub division of intermediate values is called specific values. They constitute the personal & group preferences expressed in daily life. To a farmer, the intermediate value is adequate housing and specific values may be represented by a brick construction with a flat slab roof, wide verandah & large area for livestock housing. Specific values in regard to public education may be expressed in terms of the preference of type of school, classroom & other facilities & content of courses of instruction.

Role or functions of Values

- 1) Values provide a ready made means for judging the social worth of persons & pluralities.
- 2) Values focus the attention of people upon material cultural items that are considered desirable, useful & essential.
- 3) The ideal ways of thinking & behaving in any society are indicated by values.
- 4) Values are guideposts for people in their choice & fulfillment of social roles.
- 5) Values act as a means of social control and social pressure.
- 6) Values function as a means of solidarity.

Attitude

(Q.- Define attitude. Explain the characteristics of attitude)

Meaning

Attitude is a tendency to act towards or against some environmental organism which become thereby positive and negative responses. An attitude is a primarily an inert state rather than overt expression. It is basically tendency to act. An attitude is acquired or learned and establish tendency to act towards or against of person, social groups, society or the universe. It is the way a person feels about something- a person, a place, a commodity, a situation or an idea. It expresses an individual's positive or negative feelings about some objects. It describes an individual's feelings, thoughts and predisposition to act toward some object in the environment.

Definition-

According to G.W. Allport, "Attitude is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related.

"Attitude can be defined as positive or negative evaluation of peoples about object, events and activities or about anything in our environment."

"Attitude is the belief, feelings and action tendencies of an individual or group of individuals towards objects, ideas and people."

Attitude is defined as feeling of like, attraction, repulsion, interest toward other persons, objects, situation or ideas.

Change in **attitude** may lead to action.

Characteristics of attitude-

1. Attitude must have an object- Attitudes are formed in relation to objects, persons and value. An attitude is a tendency to react positively or negatively in regard to an object. For example, a person who has a positive attitude towards the religion is likely to enjoy going to worship services, believes that the religious institutions foster morality and may, therefore, contribute financially also.
2. Attitude must have direction- Attitude have a direction, positive or negative, favourable or unfavourable condition. They also vary in degree.
3. Attitude are organized into a system and do not stand loosely or separately.
4. Attitude develops through a consistency among the responses. They are more stable and enduring than opinion.
5. Attitude is not innate, but it is a form or results of individual contact with the environment.
6. Attitude is rooted in motivation and provides a meaningful background for individual's overt behaviour i.e. it is directed behaviour of individual.
7. **Attitudes are learned predisposition-** There is general agreement that attitudes are learned. This means attitudes relevant to purchase behaviour are formed as a result of direct experience with product, word of mouth, information acquired from others, exposure to mass media advertising, the internet and various forms of direct marketing.
8. **Attitudes occur within a situation-** Situation means events or circumstances that at a particular point in time influence the relationship between attitude and behaviour. A specific situation may cause individuals to behave in a way seemingly inconsistent with their behaviour.
9. **Attitude is made to change-** Changes in attitude may be brought through by training and other instructional methods and aids.
10. Socialization helps in attitude formation.
11. Attitude is related to beliefs and social values.

Factors in attitude change-

(Q. Define attitude. Explain factors responsible for attitude change)

1. **Personal experience-** A person's direct experience with the attitude object determines his attitude towards it. The personal experience of an individual, whether it is favourable or unfavourable, will affect his attitude deeply. These attitude which are based on personal experience are difficult to change. For example, an individual joins a new job, which is recommended to him by his friend. But when he joins the job, he find his work repetitive,

supervisors too tough and co-workers not supportive, he would develop a negative attitude towards his job, because the quality of his direct experience with the job is negative.

- 2. Influence of family and friends-** Attitudes like values, re acquired from parents, teachers and peer group members. We observe the way our family and friends behave and we shape our attitudes and behaviour to align with theirs.

Change of attitudes can come about through persuasion of friends or peers. Credibility of the others, especially the peers, is important to effect change. Peers with high credibility shall exercise significant influence as compared to those peers who have low credibility.

- 3. Mass media-** All varieties of mass communications- television, radio, newspapers and magazines- feed their audience large quantities of information. The presentation of news or information is constructed so as to cater to the attitude of the audience. Advertizing message, attempts to alter the attitude of the people towards a certain product or service.
- 4. Providing new information-** New information will help change attitude. Negative attitudes are mainly formed owing to lack of information. Workers generally become pro-union because of the ignorance about the good intentions of the managements. Once they come to know how the management cares for the welfare of the workers, they change their attitude and might turn pro-management.
- 5. Use of fear-** Fear can change attitude. However, the change depends on the degree of fear. Following table explain it.

Degree of fear	Outcome	Reason
1. Low level of fear	People often ignore them	Warning are not strong enough to warrant attention
2.Moderate level of fear	People change their attitudes	People become aware of the situation
3. High degree of fear	People reject the message and refuse to be persuaded	Warnings are too threatening and thus not believable.

- 6. The co-opting approach-** Coopting is another way of changing attitude. This means taking people who are dissatisfied with a situation and getting them involved in improving things.
- 7. Oral persuasion technique-** All the attitude change techniques are not equally effective across different situations. Another way in which attitude can be changed is through oral-persuasion. Oral persuasion techniques are most effective when you use a positive and tactful tone, present strong evidence and use logic to support your position.
- 8. Training sessions-** The use of training sessions in which employees share and personalize their experiences and practice new behaviours can be a powerful stimulant for changing attitude.

Social organization

Definition – Social organization is defined as those classes of human relationship structures wherein people purposefully associate in systematically arranged units to promote and achieve some common purposes or interest that are not specifically expressed in the institution.

Classification of organization

1) On the basis of political structure –

- a) Prescribed organization – Prescribed organization exist in totalitarian societies & are partially or wholly Govt. established and controlled with membership usually compulsory.
e.g. Grampanchyat, Panchyatsamiti, Zillha parished etc.
- b) Voluntary organization – It exists in non totalitarian societies and arise as spontaneous expression of the interest of people in society.
e.g. Bachatgat, Shetkary mandal.

2) On the basis of organizational operation –

Organizations operate within varying degrees of secrecy.

- a) Open organization – The programmes, goals and membership etc. are open for public knowledge.
e.g. – co-operative society, grampanchyat.
- b) Secret organization – Purposes and activities of organization are known only to its members.
e.g. – army.

3) On the basis of admission to membership –

- a) Inclusive organization – Open to anyone who is interested in the purposes of the organization and meets its requirements.
e.g. – recreational clubs
- b) Restricted organization – Open to only those persons who possess predetermined qualifications that characterize the organization and individual.
e.g. association of engineers, doctors

Role or functions of social organization

- 1) An outlet for individual interest – An organization enables a group of persons sharing a common interest in society to associate with one another, working together toward satisfaction of their interest.
- 2) A channel for purposeful action – In fulfilling its goal, an organization may influence social decisions and effect or stimulate social change.
- 3) As a testing ground for new programmes – Because of their modest size and flexibility, organizations can test new programmes and project for possible advantage.

Chapter No. 9

Social control

Meaning, definition, need of social control and means of social control.

(Q. Define social control. Explain means of social control)

Definition – Social control is defined as pattern of influence which society exerts on individual to maintain order and establish rules in society.

Need of Social Control:

Social control needed for stability, order, growth and development of society. There are certain norms of behavior set by the society for its maintenance and development. The members of the society are expected to follow these norms. The social controls which regulates the behavior of the members come under the social control

Means of Social Control

1. **Socialization and Education:** In the process of socialization, people communicate, associate, conform and co-operate together. They are taught the ways of behaving with each other.
2. **Beliefs:** Beliefs are the acceptance of a proposition as true is an important means of social control.
3. **Suggestions and limitations:** Suggestions are the implementation of ideas and feelings in the people. Limitation is the following of behavior of others.
4. **Persuasion:** Persuasion in an attempt to achieve control by convincing argument.
5. **Emotional Appeal:** It is an art of expression of control through domination of feeling. Art expressed in music, painting sculpture, architecture and ceremony exert control system. The acceptable behavior is usually rewarded by societies and their organization.
6. **Rewards:** Rewards that give people status in societies are strong supports of the control system. The acceptable behavior is usually rewarded by societies and their organizations.
7. **Humor and Satire:** Humor is also used to establish a position and gain favourable response. Satire employs wit and scorn as indirect criticism of action felt to be vicious and socially

harmful. Satire exposes by ridicule the falsity and danger of behavior which may accept as normal.

8. Norms- Norms are the blue print of behavior, setting limits within which the individual may seek alternate ways to achieve their goals. Individuals are rewarded or punished as they confirm to or deviate from the rules (norms). Norms obviously vary in strength and are classified as folkways and mores according to intensity of feeling associated with them.

9. Folkways – Tradition and corresponding customs together constitute folkways. Folkways are uniformly ways of thinking and acting which people follow in society. Folkways are the customary ways of behaving in the society. Persons who do not confirm to the folkways may subject to criticism or be considered strange but would not be necessarily punished.

These are expected forms of behavior but are not rigidly enforced. Greeting elders with ‘namaskar’ by folded hands or taking off shoes before entering holy places are most common. It almost becomes a habit of the people.

10. More are the patterns of behavior considered essential by the society. They are rigidly enforced, and if not followed, individual is punished by the society. A prohibition against pork is an important more of Muslim society, Marriage in same caste, Standing during playing National Anthem.

11. Laws – Laws are formally formulated by legislative body based on rationality and practicability which may lack in mores. Laws are the rules made by an authorized Govt. defined specific acts for the purpose of promoting orderly societal operation. These are consciously and deliberately formulated behavioural pattern. In mores there are elements of sentiment and faith, where as in laws, fixed punishment are prescribed for disobedience. The enforcement of laws is placed in hands of designated functionaries, such as judges. Laws generally grow out of mores.

12. Gossip

13. Rumour

14. Ridicule

15. Public Opinion

Chapter No. 10

Social Change

Meaning, definition, nature of social change, dimensions of social change and factors of social change.

Change is shifting of phenomenon from one state to another state.

Definition – Social change involves change in structure or function of societal forms / social systems.

Or Social change is defined as change in social structure and social relationship of social system.

Nature of social change –

(Q. Define social Change. Give nature of Social Change)

- 1) Social change invariably results from interaction of number of factors and not simply from a single factor.
- 2) Social change in one aspect of life gives rise to a chain reaction of changes affecting other aspects. Thus change in rights, privileges and role of women have set chain reaction of changes involving the home, family relationship and structure, the economic and political pattern of both rural and urban society.
- 3) Specific changes may occur in various ways and may be grouped broadly as modifications and replacement of material goods in society and social relationship. For e.g. the modification in diet and food habits in India where those whose basic diet was rice now also eat wheat and wheat products. Eating of meats and eggs has become more common.
- 4) Social change is environmental. That is take place in geographic, physical and cultural context.
- 5) Social change is temporal, but at the same time mere passage of time does not cause change.
- 6) All social change involves human aspect as society is group human being. The environmental, temporal and human aspects of social change are necessary conditions under which changes takes place.
- 7) Social change involves tempo and direction of change.
- 8) Social change classified as planned and unplanned change. Planned changes are subject to influenced by human efforts. Unplanned changes refer to changes resulting from natural calamities such as floods, earthquakes or droughts etc.

Dimension of social change

(Q. Define social Change. Explain the dimensions of Social Change)

Three major dimensions for analysis of social change have been identified by Himes.

1] Structural dimension – Change in structural dimension refer to changes in structural forms of society involving change in roles, emergence of new roles, change in class / caste structure, and change in social institution such as family, Govt., educational system. Modification of number and type of functions performed by various components of society and modification of channels of communication among roles.

2] Cultural dimension - Change in cultural dimension refers changes that take place in culture of society through discovery, invention, new technology, contact with other cultures involving diffusion. It involves integration of new elements into the culture, replacement of old forms, and rejection of some new elements and forms. It is not implied that all that comes to culture is diffused and all that is subjected to the process of diffusion is finally integrated into the culture. Cultural innovation, diffusion and integration are all involved in the process of social change. Both material and non-material aspects of culture are involved.

3] Interactional dimension – The interactional dimension of social change refers to changes in social relationships. Modification and change in structure of the component of society together with alteration of its culture bring about change in social relation. Frequency, social distance, instrumentality, directionality and interactive form constitute specific dimension of change in social relationship.

Factors in social change –

(Q. Define social Change. Explain the factors in Social Change)

1) Geographic factor – Climate and all factors of earth's surface influence one's livelihood. Heat, cold, atmospheric conditions, drought, earthquakes etc. affects social change. Scarcity of topographical factors like soil, gas, chemicals, oil and other minerals influence the possible development of agriculture and industries. The level of land and its general contour also influence development of agriculture, industry, transportation and communication. Geographic factors have varying effect on cultural development of man.

2) Biological factor – Plants and animals form a part of non-human environment. People are influenced by non-human environment. They modify them to serve personal purposes, that is plant and animal life have always utilized to meet basic needs for food shelter and cloth. By using scientific knowledge and skill wild grasses change into high yielding food grains, wild bird of jungle converted to egg producing machine. Non-human environment constantly changes as struggle for survival and existence of one species.

Human being themselves are a part of biological environment. Both the changes in genetic character of human being and changes in density, composition and numbers of population can be important factor in social change. For instance, a genetic change such as an increase in level of natural intelligence. Change in density, numbers and composition of human being. That is movement from rural to urban areas, concentration of population in cities.

3) Cultural Factors – The main cause of social change is the cultural factor. Change in the culture are accompanied by social change. Culture gives speed and direction to social change and determines the limits beyond which social change can not occur. The pace of change of material and non-material culture are not the same although they affect each other. Non material factors are affected by the material culture. Contact with different cultural, diffusion, invention, discovery and borrowing are sources from which some changes in society emanate and emerge.

4) Population factors- Even changes in quantity of population have an effect on the social organization as well as customs and traditions, institutions, associations etc. Increase or decrease of population, change in the ratio of men and women, young and old, have an effect on social relationships. Decrease or increase in population has immediate effect upon economic institutions and associations. The ratio of men to women in society effects marriage, family and the conditions of women in society. In the same way the birth and death rate also influence social change.

5) Psychological Factors- Most sociologists regard psychological factors as important elements in social change. The cause of social change is the psychology of man himself. Man by nature is lover of change. He is also trying to discover new things in the sphere of his life, and is always anxious for novel experience. Because of this tendency, the mores, traditions, customs etc. of every human society are perpetually undergoing change. But this does not mean that man always considers the new is superior to the old.

6) Technological Factors- The technological factors has immense influence in social change. This change is usually in material environment and adjustment we make to the changes often modifies customs and social institutions. In this way increase in the machines and methods due to new discoveries has had a very great influence upon social relationships. The form of society is undergoing change because of the development and invention of electric, steam and petrol driven machines for production, the means of transport and communication and various mechanical appliances in everyday life. Even institutions like family and marriage have not remained immune to the effect of these developments.

7) Other factors- in addition to above factors another factors are appearance of new opinions and thought, eg. Changes in attitudes towards dowry, caste system, female education etc., have resulted in widespread of social variations and modification. War also a cause of social change because it influence the population, the economic situation and the ratio of male and female etc.

Chapter No. 12

Psychology and Educational Psychology

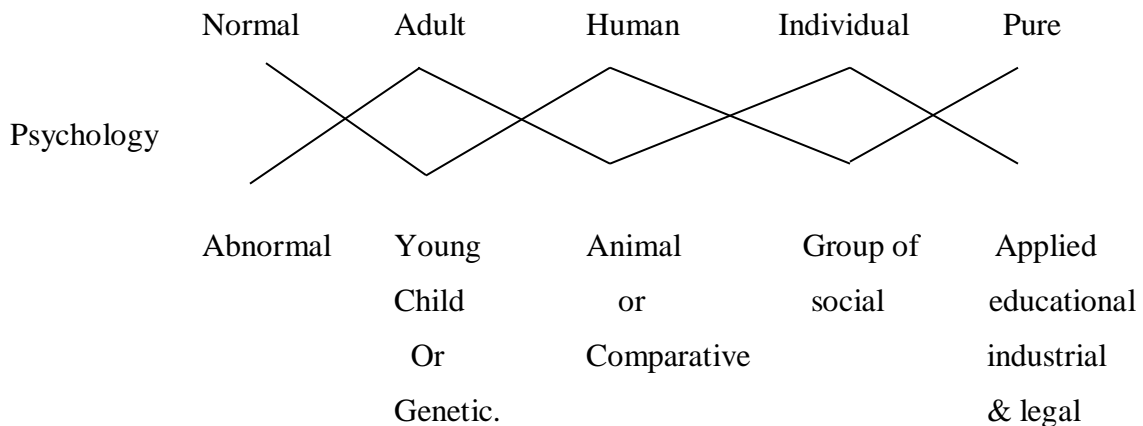
Meaning, definition, scope and importance of educational psychology in agricultural extension.

Meaning:-

The word Psychology is derived from Greek word 'Psycho' meaning soul or self and 'logos' meaning study of Science. Thus simply speaking Psychology is the study of life. **Aristotle** gave birth to this science. Rudolf Goeckel (1590) in his book 'Psychology' use word Psychology Earlier, Psychology was defined as the science of mental life, both of its phenomena and their condition (William James). In 18th century, it was conceived as the science of mind. According to James Psychology was the science of consciousness .McDougall defined Psychology as the science of mind, positive and empirical. Now a days Psychology is defined as science of human behaviour. In short Psychology is the mental activity of the organism with the idea that mental activity is nearly the same as behaviour or as adjustment to the environment.

Branches of Psychology:-

The diagram given below enables to remember various branches of Psychology.



Definition –

Psychology is defined as science of mental activity of organisms, with the idea that mental activity is virtually the same as behaviour or as adjustment to environment.

Psychology is scientific study of human behaviour, adjustment and relationship.

Educational Psychology

Educational psychology deals with the behaviour of human being in educational situations. This means that educational psychology is concerned with the study of human behaviour or human personality its growth development guidance under the social process of education. Education is possible in human beings, hence human learning is the central core of educational psychology both internal and external factors condition of the organism.

Prof. S. P. Gaikwad, College of Agriculture, Baramati

Definition –

Educational psychology is defined as that branch of psychology which study's the behaviour of learner in relation to his educational needs and his environment.

According to Skinner educational psychology is that branch of psychology which deals with teaching and learning.

According to Crow & Crow educational psychology describes and explains the learning experiences of an individual from birth to old age.

(Q.-Define psychology / educational psychology & explain scope and importance of educational psychology in general & in extension education)

Scope –

Educational psychology is the science of education which mainly deals with the problem of teaching and learning and helps the teacher in his task of modifying the learners behaviour and bringing about an all round development of his personality. Their fore scope of such behavioural study has to be limited within the confines of the teaching learning process that is studying the behaviour of learners in relation to their educational environment, specifically for the satisfaction of their educational needs and the all round development of there personality.

For improving process and products of teaching & learning the basic questions involve in teaching learning process must be satisfactorily attended to:

Who is being taught or educated?

By whom is he to be taught or educated?

Why is education to be provided to the learner or what are the objects that are aimed through the teaching learning process?

What is to be taught or what learning experience is to be imparted to the learner for achieving the desired educational objectives?

How, when & where should these learning experiences be satisfactory provided to the learner for achieving the desired educational objectives?

Educational psychology seeks to provide satisfactory solution and answers to all the questions raised above.

Intelligence, ability, aptitude, teaching of assessing lie in scope of educational psychology. Understanding problems of backwardness and maladjustment of learner, functioning child guidance clinic, special schools for the handicapped children's, standardised test & play ways also come under the scope of educational psychology.

Importance:-

The importance of psychology has been recognized in teaching, clinical practice in vocational counseling and guidance in industrial work and in research activities. The practical usefulness of psychology extends into many spheres of life and into many vocations. The psychology also helps in solving the personal problems of the individual and adjusting them to their environment. Proper application of psychological facts and principles help in making people happier and more effective.

Importance in general:-

- 1) It discovers the general laws that explain the behaviour of human being. This helps in controlling and directing human activity.
- 2) It helps in understanding the complex and difficult activity of an adult, so also in understanding the abnormal individual.
- 3) It helps in finding out environmental stimulations that produce certain type of behaviour.
- 4) It helps in analyzing the feelings and emotions.
- 5) It enables to trace the modifications of the activity due to learning from childhood to adulthood.
- 6) It helps to develop methods to measure the activities and abilities of the individual.

Importance in Extension:-

The extension worker has to work in heterogeneous condition. He has to deal with the farmers from different age group, castes, breeds, religions etc. the interests, attitudes, skills, level of intelligence, culture, understandings capacity etc. varies from individual to individual. The knowledge of Psychology helps an extension worker to tackle with the situation in following ways-

- 1) Knowledge of Psychology in general and human behaviour in particular, would help to understand the farmers as human being in proper sense.
- 2) It is possible to find out the causes of narrow-minded and the habit of sticking to old practices.
- 3) It would help to understand doubts, lack of confidence, factors affecting motivation emotions and facings of farmers.
- 4) It gives knowledge about the learning process the level of intelligence, differences which are useful in deciding the approach and method to be used in dealing with farming community.
- 5) It gives knowledge about abilities of human being.
- 6) It helps in making of extension programme more effective by giving knowledge about sense experiences.
- 7) It tells that a person who behaves differently than others is mentally sick and needs your sympathy and treatment.

Chapter No. 14

Intelligence

Meaning, definition, types, factors affecting intelligence.

We are not yet quite sure just what the term “intelligence” involves. However, we may call it as the ability to learn, ability to adapt to the environment, general tendency towards achievements or the ability to think rationally.

Definition:-

Brown:-Intelligence is the ability of an individual to adjust him self to the conditions that arise in his environment.

Wechsler:-Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.

Thorndike:-Intelligence has been defined as the ability of an individual to cope with an environment. It may be thought of as the composite or organization of abilities to learn, to grasp broad and mysterious facts with alertness and accuracy to exercise mental control and to display flexibility and skill in seeking the solution of problem.

(Q.-Define intelligence, give its types & explain factors affecting intelligence.)

Nature of types or areas of intelligence –

1. Abstract intelligence: It is known as professional intelligence, as abilities for language, art, dance and mathematic or science etc. Generalised abilities.

2. Mechanical ability: It is for skill, trade perfection in industrial pursuits, abilities of the individual in technical and mechanical fields.

3. Social abilities: Contacting, mixing with people, salesman, leaders, and teacher have such type of intelligence. They work with people and have greater interest in human aspects.

Factors affecting Intelligence:

1. Heredity and environment:-

Heredity provides the physical body to be developed with certain inherent capacities whereas the environment provides for maturation and trainings. It is proved that the variation in I. Q. is determined 68% by the heredity and 32% by environment. As the heredity can not change, variation in the I.Q. must be due to environment.

2. Age:

Brightness or dullness in the childhood remains the same throughout our life. It is proved that a person achieves maximum I. Q. at the age of 20 years. Thereafter, it remains constant up to the age of about 50 years and then rapidly decreases, if health and other factors do not interfere. Some abilities remain constant while others decline rapidly due to declining physical efficiency.

3. Health and physical development:-

Physical and mental health may be related to one's ability to gain desirable achievements, one with delicate health may not possess enough energy to engage in mental activities. Physical defects or incomplete maturation may affect the intelligence level.

4. Sex:

Few years ago, it was thought that boys and men are more intelligent than girls and women. Men were supposed to be more mechanical than women. But now days, sex is not a limiting factor. The girls are doing well as the boys in a variety of fields.

5. Race:

There is no convincing evidence to show how far race is a factor in determining intellectual level. However, when differences exist between families, as a result of environment, they will be more marked between racial and national groups. In older days, the lower community people were deprived of the educational facilities. Hence, the race was the limiting factor for the intelligence. Now, the situation has been changed.

6. Culture:

Culture influences the intelligence of the individual to a degree. It determines the attitudes and abilities of the individual. This is also not much important factor affecting the level of intelligence.

7. Social and economic conditions:

As the family play the significant role in the early development of individual the conditions at the house exercise considerable influence on behaviour and attitudes. The interests, socio-economic condition of the parents etc. has greater impact on the intelligence level of child.

(Q.-Define intelligence explain different scales used for measurement of intelligence)

Measurement of Intelligence:

Binet and Simon prepared a test of intelligence, containing problem situations which could be scored objectively. Binet expressed the results of his tests in terms of age at which normal children could make the equivalent score. This was called the mental age. In this the results were compared with the capacities expected of a normal person at different ages.

1. The Standard-Binet / Stanford Binet Scale :-

It was originally developed by the French Psychologist Alfred Binet and later revised by an American Psychologist, L. M Terman of Stanford University. According to this scale general intelligence is expressed as an Intelligence Quotient I.Q. This I. Q is based on a ratio between individual's mental and chronological ages. It shows the rate of mental growth as well as position relative to the average. If a child can perform most of the tasks of the test that most 10 year olds can perform, he has a mental age of 10, regardless of whether his actual or chronological age is 6,8 or 14 years. It is used to measure of verbal intelligence. According to this test, the I. Q. can be calculated as follows:

$$I. Q. = \frac{M. A.}{C.A.} \times 100$$

Where,

M. A. = Mental Age

C. A. = Chronological Age

The purpose of multiplying by 100 is just to eliminate the decimals. Different categories indicating different levels of I. Q. have been made.

<u>Level</u>	<u>I.Q. Range</u>
Idiot-----	Below 25
Imbecile-----	25-50
Moron / Feeble-----	50-70
Border line-----	70-80
Low normal-----	80-90
Normal-----	90-100
Superior-----	110-120
Very superior-----	120-140
Near genius-----	140 and above

(Q. Above ranges are definitely asked in objectives in final exam)

Prof. S. P. Gaikwad, College of Agriculture, Baramati

2. Performance Test:-

It is the test to measure the non-verbal intelligence of the individual. Performance test includes the types such as:

a. Form Boards:

It includes the boards with recess into which the individual has to fit the blocks of proper size and shape as quickly as he can.

b. Picture Completion Tests

In which the individual is provided an incomplete picture and is asked to complete the same. The time required, the accuracy and neatness is recorded.

3. The WAIS and WISC Tests / the Wechsler-Bellevue Scale:

The Wechsler Adult Intelligence scale and the Wechsler Intelligence scale for children are combinations of both verbal and performance test. The WISC has been standardized for children of ages two to fifteen years. The WAIS is for age sixteen and above. Both tests consist of two Parts – verbal and performance. The verbal section includes tests of general information, comprehension, vocabulary, similarities between words, arithmetic, and digit span. The performance section includes – digit symbol substitution, picture completion, block design, picture arrangement and object assembly.

In these tests the Psychologist computes the subject's intelligence rating by comparing his test performance with the scores earned by others of his own age group only. If he is at the mean, his IQ is set at 100. If he is one standard deviation above the mean it is set at 115. If he is one standard deviation below the mean, his IQ is 85. The IQs of individuals in the same age group form a normal distribution, with a mean of 100 and a standard deviation of 15.

Chapter No. 15

Personality

Meaning, definition, types, factors influencing personality.

Personality is the organized system of behaviour, attitudes and values that characterizes a given individual and accounts for his particular manner of functioning in the environment. Personality is multi-dimensional. Heredity, learning, perception, thinking, motivation and emotion combine and interact differently in each of us producing the most complex aspect of human behaviour called personality. The shaping of personality takes place, to a large extent, in early childhood because of prolonged and intimate nature of child's interaction with his parents.

Definitions: Personality can be defined as an integrated pattern of traits. Personality is a sum of activities that can be discovered by actual observation of behaviour over a long period of time to give reliable information. It is the end product of our habit system (WASTON).

Personality is the quality of an individual's total behaviour (Woodworth).

Personality refers to the motives and the organization of motives that characterise an individual, and the manner in which he behaves (Wickens and Major).

(Q. - Define personality explain different types of personality.)

Types of Personality:

1. **Introvert:** An introvert person is very conservative and suspicious of the motives of others. He is not social, avoids public speaking, absent minded, very reserved, self centered, not easily adapted, dislikes change, never expresses his emotions and he is always day dreaming.

2. **Extrovert:** An extrovert person is alert to his environment, likes to make friends, has ups and down in mood, likes action and change, generally talkative, has a keen sense of observation and likely to adapt readily.

3. **Ambivert:** Ambiverts are partly introverts and partly extroverts. They are liking for people as well as thoughts.

Jurg says that Introvert people are turn inward upon themselves and their own thoughts; where as extroverts are these whose interests are turned outward upon the environment.

The few characters of introvert and extroverts are as below:

<u>Extrovert</u>	<u>Introvert</u>
1. Alert to his environment	1. Absent minded, day dreams.
2. A good mixer	2. No social contacts
3. Has ups and down in mood	3. Apparently even tempered
4. Express emotions readily	4. Not expensive of emotions
5. Impulsive in action	5. Thinks over before acting
6. Likes change	6. Dislikes change
7. Likes action	7. Likes reflection
8. Adopts readily	8. Not easily adopted

Factors affecting the development of personality:

1. **Biological factors-** Human nature begins with biology. No feature of personality is developed of hereditary influences, but it is mostly due to genes.
 - a) **Endocrine Glands:** The glands of internal secretion release chemicals called as hormones into blood stream. They affect the growth and development of the body as well as the personality because these secretions have important influence on nervous system. These secretions determine the general efficiency which is related to personality.
 - b) **Physique:** The size and physical strength of the person determines the degree in which he reacts to other people.
2. **Environment factors (Social factors).**
 - a) **Home:** The treatment which child received in the home will determine to a large extent the kind of biological trait which he exists.
 - b) **Birth order:** The oldest child is said to be domination his position in the family and identify himself with his parents.
 - c) **Sex:** Sex instincts which child receives from the parents affect the development of personality. Generally male sex becomes master of the authority of family.
3. **Geographic environment-** The food, climate, soil & physical environment, hills, reverse, ocean, ice hills make tremendous effect to the total growth of personality of individual.
4. **Culture-** Cultural heritage, folkways, customs, groups pressure, ideas of religious concepts have also effect on certain traits of individual personality. An individual gets the aspects like cloths, tools, skills, speech and occupation from his culture. Culture has impact on shaping attitudes and habits through the influence of folkways, customs and group ideas. Behaviour can be transferred from parents to child because children are specially prone to imitate their parents. Each culture has its own standard of conduct, which is the society's model for acceptable behavior. Religious society's community boundaries and even social group have influence on the individual.
5. **Unique Experience-** The individual personality centers around the concept of identity formation. As child develops, he imitates the personality characteristics of those close to him. If he matures properly, he will integrate this characteristic and achieve the senesce of identity. Adolescence is a crucial stage. Ideas, habits, Values, motives are the integral parts to the personality and are acquired through the process of interpersonal interaction. Hence, in the process in the personality development, the early year (up to the age of seven year) is most important in laying down the basic personality pattern.

Chapter No. 16

Teaching – Learning Process

Meaning and definition of teaching, learning, Learning experience and learning situation, elements of learning situation and its characteristics, Principles of learning and their implication for teaching.

Definitions-

- **Learning-** ‘Learning is a process in which an individual changes his behaviour through his own efforts.’
- **Learning situation-** is the condition or environment in which all the elements necessary for promoting learning are present.
- **Learning experience-** is the mental &/or physical reaction to seeing, hearing or doing the things to be learnt & through which one gains meaning & understanding which is use full in solving new problem.
- **Teaching-** is the process of arranging situations that stimulate & guide the learning activity towards the goal that specify desired changes in the behaviour of learners.

Elements of Learning-

(Q.-What is learning & explain the different elements of learning situation / process.)

Learning is an active and intentional process on the part of the farmer. It takes place through experiences and therefore, the extension worker should organize effective learning situation in which the rural people can have good learning experiences. These experiences may be through mental or physical action.

Definition- ‘Learning is a process in which an individual changes his behaviour through his own efforts.’

The good learning situation has the following five elements:

- 1) A skilful extension worker.
- 2) Farmers who want and need to learn.
- 3) Subject in line with the needs and abilities of the learners or farmers.
- 4) Teaching equipment and material adequate for the farmers.
- 5) Satisfactory physical arrangement.

The extension worker should skillfully manipulate the elements of the learning situation and provide satisfactory learning experiences to people. As pointed out in figure,

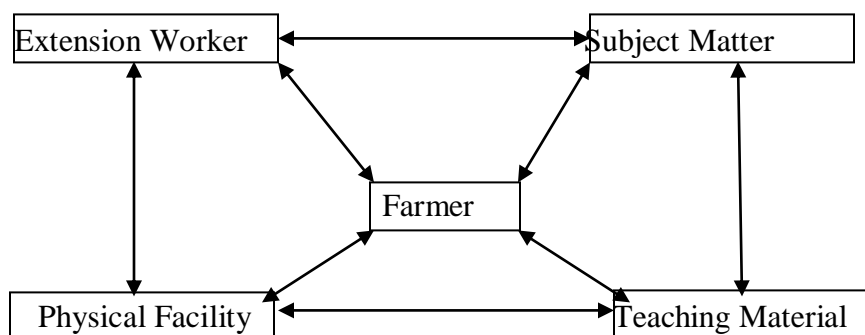


Fig. The Learning Situation

the farmer is a center of the learning situation and the other four elements act on it. The main aim of extension education is to alter the behaviour of the farmers and the other elements are supported to help this process. The success of the learning situation should be judged from the desirable atmosphere it has created for effective learning.

1. Extension worker –

In order to be effective the extension worker must speak clearly so that the farmers can understand him. He must know the level of the farmers in terms of their knowledge of subject matter, level of education, interest in the subject matter, need for the subject matter, and opportunities to apply what is learned. He must be clear about the objectives of teaching and present a vivid picture of the objectives to the farmers. He must be skilful in using the extension methods in order to communicate the messages effectively. Every lesson should be planned properly. Many times the farmers are distracted by the habit of Extension worker. If the extension worker has a habit of repeating the words ‘Do you understand?’ then the farmers may pay attention to this habit more than the subject being taught.

2. Farmer-

The farmers should have interest in the subject matter. They should have the need, the ability to understand and the opportunity to apply the subject matter. They should have mental and physical preparation for learning. After learning they should be clear in their mind regarding the use of the subject matter.

3. Subject Matter-

The subject matter should be in line with the needs and interests of the farmers. It should be properly organized with valid, authentic, factual and applicable information. It should be at a level where it can be understood by the farmers.

4. Teaching equipment-

The teaching equipment and material should be readily available and should be suitable for the subject matter. They should be in working condition so that they can be operated properly.

5. Physical facility-

The physical facilities like light, ventilation, sitting arrangement or the outdoor facilities should be as satisfying and comfortable as possible. All these arrangements should be made available before starting the class or meeting.

Apart from the aforementioned elements, individual points of view, individual difficulties, the opinion of the community about that topic, outside noises and the like, affect learning. The extension worker should try to reduce the bad effects on learning and help in creating a favourable situation so that the farmers can devote more time and energy in learning. In short the situation should be such in which the farmer should be in a position to learn with full concentration. The extension worker, by studying the problems can create a favourable environment in which the rural people can learn effectively. By doing this he would help in achieving the objectives of extension education effectively.

Principles of Learning

Definition- ‘Learning is a process in which an individual changes his behaviour through his own efforts.’

Principle- (Definition) Principle is a statement of policy to guide decision and action in consistent manner.

(Q. Define learning. Explain the principles of Learning)

Principles of Learning-

1. Learning is growth like and continuous-

The extension worker should understand the level of the farmer and should try to develop his understanding. The relationship between the things farmer knows and the new ideas should be clarified with the help of education. The subject should be presented in such way that the farmers should understand it. The new ideas may be repeated intermittently to emphasize its importance.

2. Learning should be meaningful-

The farmer will understand the value of things learned only when he can see its utility in practical life. If immediate opportunity to use the knowledge obtained through learning is

available then the knowledge is retained for longer time. The extension worker should therefore place the objective of learning very clearly and meaningfully before the farmer. While doing this, care has to be taken to see that subject does not go over the heads of the farmers. Extension education programme should be within the physical and economics limits of the people. The clear objectives will serve as guide in understanding the programmes and also at the time of evaluation.

3. In learning maximum senses of learner should be used-

Senses are the gateways of mind. Seeing, hearing, touching, smelling and testing are the five senses through which an individual learns new ideas. In extension mostly the messages are received by people by seeing, hearing, and doing the things. Some people learn by hearing while some believe in what they see. For making teaching effective learners maximum senses should be utilised. So the demonstrations, visual aids and other symbols should be used by extension worker, to make the learning effective.

4. Learning should be challenging and satisfying-

The motivation to learn comes out of the interest of the learners but the learning becomes useful and effective if teacher arranges good learning situation. The extension worker should place a challenging picture of new things before the farmer and convince him that he can have satisfaction by learning new things. While doing this friendly atmosphere should be maintained.

5. Learning should develop functional understanding of learner-

Only acquiring knowledge is not enough for farmer but it must be understood and applied in real life situation. Unless the farmer puts into use what he learned, his learning is of no use in reaching the desired objectives. To develop functional understanding of the farmer it is necessary that he should understand the whole subject as well as different topics and their interrelationships.

6. Learning is affected by physical and social environment-

Physical and social environment creates a favourable background for effective learning. The physical environment includes temperature, light, aeration, ventilation and sitting arrangements. Farmer should require to spend minimum energy in adjusting with environment. Social environment is closely associated with mental makeup of student. Teacher should create a suitable environment.

7. Learning ability varies widely among individual-

There needs to be balance between level of understanding of the farmers and level of communication. Similarly subject should be within the capacity of the farmers ability to learn. Extension programmes should be organized by taking this individual variation into account.

8. Learning requires several exposures before change-

Extension education should result in action by people. The new idea has to be vividly presented through different media in order to make learning fruitful. If extension worker intend to introduce new idea then depending upon nature of new idea he use demonstrations, symbols, visual aids to make learning effective. Research shows that for convincing the new idea, it has to be presented at least six to eight times through different media.

9. The adults have learning capacity-

Learning capacity of individual started from age of six, increases rapidly until age 20, then it begins to level off until around 50. The rate of learning decline about one percent a year after age of 35. The main reason for this declining capacity among adult is their eyesight, hearing capacity and low external motivation.

For this extension worker should show the things clearly, speak clearly by choosing words carefully, proceed steps by step, repeat important ideas, encourage good ideas and avoid punishment.

10. Learning is an active process on parts of learning-

The extension worker can create an atmosphere for learning but farmer will have to learn by himself. For learning new skill farmer must practice them. For creating new attitude he must change present attitude. All the people do not learn at the same time and at the same rate but if they are taught together then learning becomes easier to them. The farmers in such situation not only learn but discuss with their colleagues.

11. Learning requires effective communication-

In communication two or more individual communicate their feelings, ideas, thought and opinion with each other. Communication is necessary for effective extension education. In communication mostly words are used but it can be more effective if visuals and symbols are shown to the people.

12. Theory and practice should be related in learning-

Theory explain why and how of an idea. Sometimes though students understand theory he cannot use it in practice. On other hand in some instance the students knows how to do particular thing but does not know theory behind it. There should be proper balance in these two, helps in acquiring high professional competency.

Chapter No.17

Motivation

Motivation is an important variable in behaviour. Except for simple reflex actions nearly all behaviour involves motivation.

Definition-

Motivation is the process of initiating a conscious and purpose full action.

Motivation is a goal directing and need satisfying behaviour.

Motive means an urge or combination of urges to induce conscious or purposeful actions. Often, it is difficult to recognize individual motivation. One person may study and work hard independently to prepare himself for high level of achievement, another may seek outside help, another may seek easy task to assure his success and so on. Dissimilar motivations may produce similar behaviour. There are numerous variables influencing motives and resultant behaviours. Motivation may be overt (open) or covert (hidden). We are unable to detect the person's motivation from his overt behaviour. The person himself may be unaware of the motivation behind his behaviour. Psychologist have been able to provide a framework for analysis of motivation. This frame work builds upon the concepts of need and drive.

Needs- Needs are psychological (internal) or environmental (external) imbalance that gives rise to drives.

Drives- A drive is a persistent stimulus, usually of physiological origin which demands on adjustive response.

For example – Hungary baby cries for food. If there is body pain your behaviour become disturbed. These body forces which activate human being they are called as drive.

The term drive refers to any internal stimulus condition of the organism which impels it to activity.

Drives are the stimuli that arise from needs. If we have a need for food, we are stimulated by hunger drive. Any strong stimulus that impels an individual to respond of act may serve as a drive. A drive may be physiological, social, intellectual and so on. The word drive and motives are used synonymously. Unlearned drives such as hunger, thirst, sex material, homeostatic and pain reduction drives are rooted in the body's basic needs. Learned drives such as fear, approval achievement, aggregation, dependency etc. are acquired by the individual.

Motives – Motives is defined as a tendency to activity started by a drives and ended by an adjustment. The adjustment is said to satisfy the motive.

Stages of motivation

Motivation process consists of three stages-

1. Drive stage- A strong need activates a drive.
2. Behaviour stage- Once the drive stage is activated the individual is forced to act. The form of behaviour depends on the drives.
3. Need reduction stage- In this stage, the response satisfies the need.

Theories of Motivation

(Q. Define motivation. Explain the theories of Motivation)

Two theories which are particularly relevant to entrepreneurship are given below:

Maslow's Need Hierarchy Theory-

According to Abraham H. Maslow, an American psychologist, a person's behavior is shaped by several needs. These needs are spread in a sequence of priority. An individual first of all tries to satisfy his lower level needs. Once these are satisfied he strives to achieve satisfaction of his higher order needs. This hierarchy of human needs consists of:

- a. Psychological Needs:** These refer to need for air, water, food, rest and sleep. These are the lowest survival needs of every individual. Like any other individual, an entrepreneur also needs money to meet the physiological needs of himself and of his family. Thus, he seeks, economic rewards from his enterprise.
- b. Safety and Security needs:** These imply protection against danger, sickness etc. in case of serious law and order problem, an entrepreneur either closes his enterprise for the day or even thinks of shifting it to a safer place. Successful functioning of the enterprise is a source of safety for the entrepreneur.
- c. Social needs:** this mean need to be accepted by others, need to belong, need to receive attention from others etc. An entrepreneur satisfies these needs by interacting with other entrepreneurs, with his staff etc.
- d. Ego needs:** These consist of selfesteem and esteem of others. Self-esteem implies self-confidence and self-respect. Esteem of others requires recognition or status. Desire to be independent is another ego need. An entrepreneur establishes an enterprise to satisfy most of his ego needs. Ownership and control of a successful enterprise provides him status, personal reputation and sense of independence.
- e. Self Actualization needs:** These include the desire for expressing and proving oneself. These are the strongest motivating force for an entrepreneur. The establishing and successful operating of an enterprise provides him opportunities for self-expression, achievement and growth.

McClelland's Acquired Needs Theory-

According to David C. McClelland of Harvard University, USA, a person acquires three types of needs any time. These needs are:

- a. Need for power which means the desire to dominate and influence others by controlling their actions and the use of physical objects.
- b. Need for affiliation which implies the desire to establish and maintain friendly and warm relations with others.

Need for achievement (N-Ach) which refers to the desire to accomplish something with one's own efforts. It is the urge to excel or the will to do well.

(Q. Define motivation. Explain importance /role of motivation in extension)

Importance / role of motivation in Extension

1. For mobilizing the villagers and extension workers.
2. Knowledge of biological drive/need helps the extension worker to realize the problems of the people. It helps in sympathetic handling.
3. Knowledge of psychological and social drives helps the extension worker to formulate programmes and make effective approaches in changing their attitude.
4. Knowledge of the motivating forces help avoiding conflicts or tensions

Motivation is necessary for mobilizing the village people. Most of the development programmes could not bring the desired results because there was no motivation. Both the extension workers and rural people are to be motivated to achieve the results.

Motivation brings need based approach. It is possible for the extension workers to motivate the people to satisfy the five categories of needs. If there is desire for security, the farmers can be motivated to adopt new practices by convincing them that the new practice will increase their income and enhance their security. If they have a desire for new experience, the extension teaching is oriented towards imparting new skills. Similarly other desires can be met with.

Motivation helps for the better involvement of farmers in development programmes. The role of audio-visuals in motivating farmers needs no emphasis. The proper selection, combination and use of various audio-visuals for the appropriate purpose will act as lubricants for motivation.

Various studies conducted in India indicate that economic motivation is much predominant followed by innovativeness. Among the economic motives also providing better food, clothing and educating for one's children seem to be the dominant motives.

Chapter No. 18

Perception

Meaning- Through our perceptual process, we organize and give meaning to the information which we receive through our senses. Perception enables us to identify objects and situation in our environment. Perception can be regarded as meaningful sensation. No two persons have same perceptual capacity.

Definition- Perception is organizing process by which an individual is helped to know object or substance in it real, appropriate and proper identity through our perceptual phenomenon.

Perception is the process of understanding sensations or attaching meanings based on past experience to signs.

Perception is a process by which an individual maintain contact with the environment.
