

## RURAL SOCIOLOGY AND EDUCATIONAL PSYCHOLOGY

Course no:- EXTN-111

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<b>Suggested Reading:-</b> 1. Ray, G. L. -Extension Communication and Management 2. Dahama O. P. and Bhatnagar, O. P. - Education and Communication for Development 3. Sandhu A. S. -Textbook on Agricultural Communication 4. Chitambar, J. B.- Introductory rural sociology 5. A. R. Desai -Rural Sociology	

## **Sociology**

The term sociology was coined by **Auguste Comte** (1789-1875) who is often referred as the **father of sociology**

The word sociology is derived from the **Latin** word. **Socius** literally meaning friend, companion, associates but in broader sense group or society and the **Greek** Word **logus** means science or study. Thus sociology means basically as a science or study of society.

According to Rogers, sociology is defined as a study of ways in which social experiences function in developing, maturing, refreshing human beings through interpersonal stimulation.

### **Definitions of Sociology**

**Desai A.R.** defines Sociology is the science of society.

**Kimball Young** defines sociology as a systematically and orderly study of man in society that is of group life and of the customs, traditions, institutions, and ways of thinking and living which are linked to group life.

**R. M. Maclver** has defined sociology as the study of the nature of the human relationship. It is the study of human relationship between the individuals. It aims at the discovery of the principles of cohesion and harmony in a social structure, which conditions the activities of social individuals.

**J. B.Gitter** has defined "Sociology as the study of forms and processes of human togetherness". Sociology studies basic principle of human associations.

**F.H. Fiddings** "Sociology is the science of associations of minds, sociology tries to explain the origin growth and structure of society."

### **Meaning of Sociology:-**

Sociology helps us in understanding society, its various institutions human relationship and their manifestation man's social interactions, and socialization. From the above definitions we get three views about what is sociology i.e. sociology is the science of society, it is a study of social relationships and it is a study of the form of social relationships.

It is the study of the sociology of life in the rural environment which systematically studies rural communities to discover their conditions and tendencies and to formulate the principle of progress.

## **Rural Sociology**

Rural sociology is a branch of sociology. It is made up of two terms rural and sociology that is science of rural society. It is the study of the sociology of life in the rural environment, which systematically studies the rural communities to discover their conditions and tendencies and formulate the principles of progress as the term implies. It is limited to the study of various aspects of rural society.

Different sociologists and social thinkers have defined rural sociology in different ways.

**Sanderson** "Rural sociology is the sociology of rural life in the rural environment.

**Bertrand** defined rural sociology is the study of human relationship in rural environment.

**F Stant Chapin** has defined "The sociology of rural life is the study of rural population, rural social organization and the social processes operative in rural society".

Supporting this view T. L. Smith says "Some investigators study social phenomenon that are present only in or largely confined to the rural environment to persons engaged in agricultural occupation. Such sociological facts and principles as are derived from the study of the rural social relationship may be referred to as rural sociology".

**Rogers E.M.:-** Rural sociology is defined as the specialized application of knowledge of rural people in group relationship.

**According to A. R. Desai** "Rural sociology is the science of rural society. The laws of the structure and development of rural governing society"

Rural sociology is the study of the sociology of life in rural environment which systematically studies rural communities to discover their conditions and tendencies and to formulate to discover principles of progress. Rural sociology is therefore the study of rural environment and social facts and social interactions that are found in rural society. As a scientific study it studies the social organizations, structures and set up. It provides us in that knowledge about the rural social phenomenon which can help us in making contribution to the development of rural sociology.

### **Importance of the Study of Rural Sociology**

The importance of rural sociology can be evaluated properly when it realizes the importance of rural society. Rural society presents a scientific picture of rural life. Villages are important because they are the springs to feed urban areas. The importance of rural sociology can be put under following heads.

Man has an urge to know human relationship and this can be satisfied through rural sociology.

**1. Rural population is in a majority:**

In almost all the countries of the world majority of the world resides in villages. It is more true that over 80% population of India resides in villages.

**2. It Gives Complete Knowledge of Village Life:**

Rural sociology gives us complete knowledge of village life. Village is the first unit of development in country. It is a centre of culture of any country.

**3. Rural Reformation:**

Rural reformation is the primary aim of rural sociology. In this context it helps in following works.

**i) Organization:**

Village unit which are disorganized and can be organized through rural sociology. It improved in the co-ordination of various units and helps in bringing an improvement in economic, social and health conditions.

**ii) Economic Betterment:**

Through detailed study of village problems and observation rural sociology gives stress on the importance of increasing the quantity and quality of production. This results in to raising the standard of living.

**iii) Provide Technology and Systematic Knowledge and reforms in Farm Production:**

Main occupation of 80% population of village is agriculture. In order to improving this main occupation of rural people. The earlier researches in rural sociology were made in agricultural college.

**iv) Solutions of Pathological Social Problems:**

Rural sociology examines the social pathological problems and it suggests ways for the improving these problem.

**v) Education:**

The improvement and the development of any community depend on its education. Rural sociology lays stress on education in rural problems.

**vi) Planning for Development:**

Rural sociology encourages the development of various plans for any rural development programme. The work must be carried out according to these plans for the progress in rural society.

**d) Rural Sociology Development Relationships of Village with Industry.**

**e) Rural Sociology is most important in Agricultural Countries:**

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

**Importance of Rural Sociology in India**

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

1. The village is the basic source of Indian culture. India lives in villages. The birth and development of its culture took place from the villages. India's progress is based on the progress of villages. Thus it is necessary to develop the villages.
2. India is an agricultural country and poverty of this country can only be removed when the agriculture is improved.
3. Solution of rural problems can bring about change in rural society.
4. The country and its society can be reconstructed only through rural reconstruction.
5. In the interest of democratic decentralization, village community is to be studied in a totality.
6. Rural sociology can help in organizing the disorganized Indian rural structure.

**Scope of Rural Sociology in Agricultural Extension: Rural sociology works in three areas**

- 1. Accumulation of sociological knowledge:-** Accumulation and use of sociological knowledge and use it for solving the present problems of rural society (subject matter of rural sociology)
- 2. Conducting social research:-** Sociology should direct its efforts in obtaining sociological knowledge by empirical research procedures (research in rural sociology)
- 3. Channelizing social knowledge for solving problems:-** Sociology has to channel its efforts by keeping faith in the methods used in this discipline in solving the problems of rural society (solving the problems of rural society)

### **Importance of Rural Sociology in Agricultural Extension:-**

1. In the context of community development and rural development programs deliberate efforts are made to bring about social change in rural areas. This change is brought about not in a vacuum but in a structure of human relations, which necessitates the study of rural sociology
2. An extension worker is a change agent. He has to bring about changes in the rural culture. Therefore, he has to understand the culture in which he has to bring about changes
3. In the cross-cultural situation, it is likely that the change agent may develop the ethnocentric attitude, which makes him difficult to work successfully. Study of rural sociology helps to overcome this difficulty.
4. Sometimes The change agent, while working in rural communities, does not keep the established pattern of hierarchy, this creates problems in his working. Rural sociology helps him to understand the same and its importance
5. The value system of individuals, families, groups and communities is an important factor to be kept in mind while trying to bring about changes in the farming communities

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

### **Interrelationship between Rural Sociology and Agricultural Extension**

#### **Extension – Meaning**

The word 'extension' is derived from the Latin roots, 'ex' – meaning 'out' and 'tensio' meaning 'stretching'. Stretching out is the meaning of extension.

Extension is an education & its purpose is to change the attitude & the practice of the people with whom the work is done. (Ensminger).

Extension Education is a process of teaching rural people how to live better by learning ways that improve their farm, home, and community.

Extension Education is defined as an educational process to provide knowledge to the rural people about the improved practices in a convincing manner & to help them to take decisions within their specific local condition.

Agricultural Extension is the application of scientific research and new knowledge to agricultural practices through farmer education.

### Interrelationship between Rural Sociology and Extension

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

### Indian Rural Society

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

1. The study of rural society is essential for carrying out a programme of rural extension.
2. It is important to know some of the characteristics of rural society as people have distinguishing features.
3. Knowledge of fundamental characteristics of rural situation should contribute much to the understanding of the structure of rural society, the way it functions.
4. Rural people are studied in terms of their personal and group relations and as members of groups, organizations and institutions.



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

### **Definition of Society:**

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

Society is that group within which men share.

### **Characteristics of Rural Society:**

1. The rural people are closely associated with nature as they live in the environment.
2. Agriculture is main economic activity of rural people. It is based predominantly on Agriculture. Agriculture is the main source of livelihood.
3. The rural communities are smaller than urban communities
4. Rural society is more homogeneous in nature, relatively independent and with a low degree of social differentiation.
5. The chief characteristic of rural life is homogeneity; there are not many differences among people pertaining to income, status, language, cultures, interest and occupation etc.
6. In rural society face to face interaction.
7. Leadership pattern- There is more face to face contact in rural areas and hence the leadership is more on the basis of personal traits of the leaders or their representative.
8. Social mobility- Social mobility means movement from one social group to another. It may be in the occupational mobility from one occupation to another occupation.

### **Differences between rural and urban communities**

<b>Sr</b>	<b>Characteristics</b>	<b>Rural Society</b>	<b>Urban Society</b>
1	Occupation	Agriculture	Non Agriculture
2	Work environment	Open air, close to nature. Mostly related with soil, water, and animal life.	Enclosed away from nature, mostly related with trade, commerce, industry office, work and the like
3	Weather and season	Very important to rural people	Not so important to urban people
4	Skills	Require wide range of skills	Require specialized skills.
5	Work Unit	Family as work unit with more common	Individuals generally form units

<b>Sr</b>	<b>Characteristics</b>	<b>Rural Society</b>	<b>Urban Society</b>
6	Type of family	Joint and extended family with large size	Smaller and nuclear
7	Size of community	Small and scattered	Large and compact
8	Density of population	Low	High
9	Homogeneity and Heterogeneity	Relatively Homogeneous community	Relatively Heterogeneous community
10	Social interaction	Few and personal	Numerous and mostly impersonal
11	Institution	Small and simple	Large and complex
12	Social occupational and physical mobility	Low	High
13	Infrastructure	Little to moderately develop	Well developed
14	Modern home development	Few	Many
15	Mass media development	Low	High
16	Value system	religious	universal
17	Social control	Informal control i.e. more related to the values & traditions of the society	Formal control i.e. legally
21	Communication	Less transport facilities, bad roads etc	Many transport facilities, better roads, communication etc
22	Social stratification and differentiation	Less among groups and low degree of differentiation. Gap between higher and lower classes is less	Different types of groups like professional, occupational etc, and high degree of differentiation. Gap between the higher and lower classes is more

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

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

### **Characteristics of Social Group:-**

- A social group relates only to human beings
- Reciprocal communication is necessary.
- A group may be of any size from two persons to entire population.
- Communication need not to be face to face but it may be indirect also.
- Physical proximity is not necessary.
- The group can be short or long duration.
- Groups can be formed on the basis of various kind of situations.

### **Definitions of Group:**

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

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

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

A group of any numbers of human beings in reciprocal communication with each other.

A social group is a two or more person contact directly or indirectly.

## Types or classification of Social Groups

### A. According to nature of interaction

1. **Primary group:** - Primary group means face to face relations with one another. Primary group have a sort of permanency, are small in size and have the responsibility to socialised individuals. e.g:- Family, Community etc.
2. **Secondary group:** - A secondary group members are not in direct contact with one another. They influence one another indirectly through agencies of communication. A secondary group are large in size, have little face to face contact and maintained more or less anonymous relationship. e.g.:- Political party, co-operative society.

### Difference between Primary group and Secondary Group

Sr.	Primary Group	Secondary Group
1	Primary groups are relationship directed	Secondary groups are goal oriented
2	Small in size, often less than 20 to 30 persons	Large in size
3	Personal and intimate relationships among members are there	Impersonal and distant relationships among members
4	Face to face association is there between the members	Less face to face contact
5	Permanency is there and members are together over a long period of time	Temporary in nature. Members spend relatively little time together
6	Members are well acquainted and have a strong sense of loyalty or 'we' feeling and a strong amount of group pressure is present	Members are not well acquainted and anonymity prevails
7	Informality is most common i.e. group does not have any name, officers etc	Formality prevails i.e. group often has a name, officers and a regular meeting place
8	Group decisions are more traditional and non rational	Group decisions are more rational and the emphasis is on efficiency
9	e.g. family, friendship group, play group etc	e.g. political groups, labour unions, trade unions, employees associations etc

### B. According to mode of organization and functioning

1. **Formal groups:** - These groups have definite roles, rule of operation, a definite system of work etc. The relationship among members is also formal.
2. **Informal groups:** - In informal group there is no organisation, rigidity and formality. The members have strong primary group feeling. These are friendship or common interest.

#### Difference between Formal Group and Informal Group

Sr.	Formal Group	Informal Group
1	These are formally organized and have prescribed structure i.e. constitution by-laws etc	These are not formally organized and lack prescribed structure
2	There is definite role and rules of operation	No definite role and rules
3	More stable group	Stability is less and break any time
4	e.g. Grampanchyat, Labour union, village council, students union etc	E.g. family, friendship group, play group etc

### C. According to nature type of membership

1. **Voluntary group:** - In these types of groups the membership is voluntary and members have no compulsion to participate in the activity of group.
2. **Non Voluntary group:** - In these types of groups the membership are compulsory and member have no choice.

#### Difference between Voluntary group and Non Voluntary group

Sr.	Voluntary Group	Non Voluntary Group
1	A person becomes member of the group based on his choice	Persons become members of the group not according to their choice i.e. by birth, by residence, by location etc
2	E.g. friendship group, play group, gossip group, youth club and readers group in library etc	E.g. family, neighbourhood, community, National group, Religious group and cast group etc.

#### D. According to duration

1. **Permanent group:** - If the relationship of the members lasts over a long time, it is termed as permanent group. There are formalities and defined role to play. The members are tied together by potential ties and formalities. e.g.- Family, Govt. dept

2. **Temporary group:** - When the group lasts for short duration, it is called temporary group. It is collection of the physical bodies in casual way on the street or on stations. e.g. - Crowd, Audience, Mob etc.

**Crowd:** - Crowd is a most elementary type of group. It is an aggregation of human being in which individuals begin to respond as a unit to a common focus of attention and dispersion when their interest vanishes. Crowd is often nameless and it has no leadership or internal organisation. It is most temporary and person on the spot can be a member of it.

**Public:** - Public is secondary group with crowd like behaviour. The members come from different walks of life and have many differences in there but they come together for getting common direction through collective discussion of merits and demerits of an issue.

**Audience:** Audience is a public without interrelation between individuals. But the person is the audience reacts to one's stimulus. Audience includes both listener and spectators. They may be in a theatre, hall or before radio or television.

**Mob:** - Mob is a crowd in positive action and it motivated by anger or either emotional aspects. It usually has leader. The members of a mob may use symbols or slogans to express their emotions.

**Herd:** - Herd is crowd having leader but having strong emotional motivation. The members of herd obey the orders of the leader without question or understanding.

E. **Classification based on Social class:** - People carry their group relation with others influenced by class structure. Accordingly groups classified in two types as follows:

#### 1. Horizontal groups and Vertical groups :-

Sr.	Horizontal Group	Vertical Group
1	The members of this group are alike or similar in status or position in the class system of the society	The groups that are composed of members from different social strata (social status) and whose membership cuts vertically across the horizontal groupings in the society i.e. lower and

		upper work together in close relationship to promote their parties interest.
2	E.g. caste, farmer, carpenters etc,	E.g. race, nation, Political parties etc

**F. Classification based on Personal feeling or belonging:**

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

**G. Classification based on Size**

Sr.	Small Group	Large Group
1	The number of members is less than 30. Each member can identify each other and establish close and direct relationship.	The number of members is more
2	E.g. family, play group etc	E.g. political group, labour union, University, Army etc.

**H. According to the Territorial Limitations:-** Here the limit of territory in which group is functioning is taken into consideration

**1. Natural Territorial group:** - These are the groups where territorial limits have been fixed by nature. Their boundaries and limits are fixed by geographic and climatic situations e.g. Region

**2. Artificial Territorial group:** - Here the territory is fixed artificially by man on a functional basis. e.g.- Village, Taluka, District

**3. Non Territorial group:** - Here the natural and artificial territorial limits do not play any part. e.g.- UNO, FAO, Red Cross etc.

**I. Classification based on the type and quality of relationship:-** Similar to the concept of primary and secondary groups, the group has been classified into following two groups:

**1. Gemeinschaft group:** - Here in which society is most relationship are traditional or personal or after both. E.g. Zaminadar system in India. In which landlords had his tenants who are personally known to him and who had obligation for their welfare and whom tenants fulfilled certain obligations. In such groups written documents contracts were not present while traditional pattern existed and was accepted by society.

**2. Gesellschaft group:** - It is society in which neither personal attachment nor importance of traditional rights, obligations and duties exists. Relationships are based on bargaining and clearly defined agreement. This society flourishes in urban areas and business organisations and associates of wholesalers.

**J. Locality Group:**

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

**K. Reference Group:**

Reference group may be defined as a group with which an individual feels identified the norms and objectives of which he accepts. The reference group provides the standards that guide and influence individuals. To understand the behaviour of human beings we must know their reference groups. A reference group may be any group for E.g. Primary group, horizontal group etc.

Reference group like friendship group may influence a farmer to accept or reject the adoption of an improved farming practice. Reference group is the group which the individual refers for advises on different aspects. An individual may have different reference groups for different purposes. In rural society the individual belongs to a comparatively small number of groups (largely primary) and his behaviour is largely determined by them.

e.g. - Farmers group, Doctors association.

**Factors in Formation groups:-**

There are two important factors in formation of groups.

1. The common interest and needs are satisfied by participating in the group. A group of young farmers come together and form youth club for fulfilling need of obtaining information and inputs for adopting improved farm practices.
2. The member of the group fulfils his needs. It is impossible and unthinkable to live outside the group.

**According to Sorokin, Zimmerman and Galpin classification is based on kinds of situations in which people unite**

1. Community of blood or origin from the ancestors.
2. Marriage



3. Similar in religious and magical belief and rituals
4. Similar in native language and mores
5. Common position and utilization of land
6. Common responsibility for the maintenance of order, payment of taxes etc and common acquisition of certain privileges.
7. Territorial proximity
8. Community of occupational interest
9. Community of various economic type of interest
10. Subjection to the same lord
11. Attachment of same social institution or agency of social and service and social control such as the same police or political centre, school, temple etc.
12. Common defence
13. General living, experiencing and acting together.

#### **Motivation in group formation:-**

In most the cases the people become members of the group by choice. It is observed that the individuals join the groups for the following reasons

1. **Interest in group:** - People are personally interested in the objectives for which the group is organised.
2. **Friends in the group:** - The individual join the group because their friends are already member of the groups.
3. **Friendly relations:** - Friendly atmosphere and effective co-operation among members of the attract the outsiders for joining the group.
4. **Common culture:-** Persons with common culture i.e. common values and purpose come together

#### **Role of Social Groups in Agricultural Extension**

Social group play vital role in the development of the society, for the welfare of the society, extension workers should work in collaboration with the group.

If extension workers can obtain the participation of the groups in the development activities, then his work can be speedily done.

Extension workers should arranged group meeting and discussion in which the members can interact and participate. By this they will be able to play more positive role by participating through groups.

All members participate is lowered in group activities in accordance with their conception of their status in the group. The zest and constancy with which an individual played his role in a group depends upon the degree of honourable recognition given by the group.

In short, the extension workers should obtain the participation of the group in the development programme for advancement of agriculture.

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

### **Culture Meaning:-**

The extension education brings about the changes in the behavior complex of the rural people. The behavior is in turn influenced by the cultural factors, extension workers, therefore should have knowledge of the culture of the rural people. Learned behavior, which has been organized into patterns and is shared and transmitted among the members of society, is known as culture.

Sociologists have developed the concept of culture in order to explain the regularity in human actions.

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

Culture refers to the distinct way of life of a group of people, a complete design of living.

In other words culture includes everything the man learns or acquires as member of a particular society. All the members of group share culture. All human societies have culture but the contents differ, and all cultures have customs, language, major institutions, and some type of technology, which is shared by the members of the society

### **Definition:-**

Culture is the sum total of the ways in which human beings live and transmitted from generation to generation by learning. **(Coon)**

According to **Tylor** culture is the complex whole, which includes knowledge, belief, art, moral, law, customs and any other capability and habits acquired by them as members of society.

Culture is the continually changing pattern of learned behaviour (including attitude, values, knowledge and material objects), which are shared by and transmitted among the members of society.

Culture includes not only the way of making things and doing things, but the pattern of the relationships and attitudes, beliefs and ideas they have and even the feelings with which people respond.

Culture stands for the moral, spiritual and intellectual attainment of man.

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

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

1. Material products of industry, implements, tools etc
2. Overt behavioral patterns of persons like customs, folkways, mores etc
3. **Covert** (which cannot be seen or hidden) order of culture is psychological like attitudes, values etc. held by the individuals or groups

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

**Functions of culture:-**

1. Culture provides basic foundation and design for social living.
2. Culture provides to fulfill biological and socio-economic needs e.g. reproduction, shelter, relationships etc.
3. Co-operation and coordination among the individuals or groups is the products of culture.
4. Culture provides individual a set of ready-made definition of situation.
5. Culture provides a map of all our life activities.
6. Culture acts as a means of social control through norms, folkway, and laws.
7. It defines the pattern of behavioral for individuals so that he acts according to the behavioral patterns prescribes and defined by the society.

**Characteristics of culture:-**

1. **Only human beings possess the culture, other animals do not possess it.** Man has created the culture during the process of controlling himself, others and nature.
2. **Culture is learned:** - Learned through the process of socialization, communication training etc. It is not innate
3. **Culture is transmitted from generation to generation:** - Learned from parents and transmitted to children.
4. **Culture is universal as well as unique:** - Culture is found in all societies, but each society has its own specific cultural pattern.

5. **Culture is a social and not individual heritage of man.** One has to learn the tradition, customs as the society in which he is living.
6. **Culture is integrative:** - While different aspect of culture may pull in different directions, there is consistency and integration so that the society is held together.
7. **Culture builds conformity:** - The pattern of behaviour in a culture is considered as ideal, towards which people are expected to strive.
8. **Culture is static as well as dynamic:** - Culture has permanence but it changes over time.
9. **Culture is relative:** - There is nothing like good culture or bad culture. Culture is interpreted according to a persons or a society own experience.
10. **Culture is diverse:** - Culture varies from country to country and in different areas within a country. Ecological diversity is an important source of cultural difference.
11. **Culture is accumulating.** It goes on increasing in size, act to the funds of his knowledge, regarding the science or literature in each generation. This knowledge is preserved in the form of books, films and pictures.

#### **Importance of Culture:-**

- Culture transforms human animal to man.:- Respects for elders, cooperation and help, mercy to poor etc are behavioral patterns which are the components of culture.
- Culture regulates the behavior of people.
- Concepts like family, state, nation, class are the products of culture and helps coordination and division of labour.
- Culture gives individuals or groups the feeling of unity with the group.
- A culture change is the basic to extension, as through extension efforts we seek to introduce changes in the behavior of the people.
- Culture change takes place through discovery and invention and by diffusion and borrowing. The first comes from within a society and culture, and the second from another culture outside the society.

#### **Structure of culture:-**

The structure of culture consists of various units like cultural trait, complexes and cultural patterns.

1. **Cultural trait:** - Any single idea going to form a culture is called as cultural trait e.g. Pagodi, sari, dhoti and topy are all material traits and to shake hand to greet, to cover face by sari to respect are non material trait.
2. **Cultural complexes:** - Cultural complex is combination of unnaturally attached culture pattern. e.g. thread ceremony in Hindu Brahmin is the example of clusterinity which includes many traits together.
3. **Cultural patterns:** - is an objective expression of a way of doing or believing that is common number of people. It ranges from very simple to the very complex. It becomes the behavior trait of children, youth and adults.

### **Socialization: -**

According to Chitambar J. B. Socialization is the process by which an individual is conducted his social and cultural world.

- Through socialization man is formed into a social being, and no one can avoid this process.
- Every child is born into a social environment.
- Societies transform the untrained human into an effective member of society using such agencies, means, and methods as are socially acceptable.

### **Ethnocentrism:**

“Ethnocentrism is the tendency of man to consider his own culture of high value and superior to all others, and judge other cultures in terms of standard values that exist in his culture.” (Chitambar J. B.)

### **Effects of Ethnocentrism**

- Ethnocentrism promotes loyalty to the group.
- Ethnocentrism promotes greater conformity with in the group.
- Ethnocentrism causes resistance to change in the culture.
- Ethnocentrism serves as hindrance the intercultural and international relations.

### **Acculturation:-**

Acculturation refers to that phenomenon that occurs when people of different cultures come into continuous contact, resulting in subsequent changes in the original cultural patterns of either one culture or both. For example change in food habit, dress, form of speech, values etc.

### **Cultural continuity:-**

The cultural aspects both material and non material do exist and disappear seldom. The past has been useful to the people for present as well as future.

**Cultural inertia:** - The resistance to the change in culture by an individual or groups of the people has been termed as cultural inertia. It has been sometimes an additional useless liability of retaining the cultural behavioural that has no longer any utility.

**Cultural lag:** - Strength and intensity of resistance to changes thus varies because certain aspects of culture persist more than others. Culture lag is tendency for non material aspects of culture persists longer than that of material aspects and occurs when different parts of culture change at an unequal rate, leaving some aspects lagging behind others.

### **Elements of Culture:-In general, culture comprises several elements.**

**1. Customs:** Customs as socially approved ways of acting. Customs are the accepted ways in which people do things together.

Customs are socially prescribed forms of behavior transmitted by tradition and enforced by social disapproval of its violation (not doing).

Customs may also be defined as a habitual form of meeting people, training the young, supporting the aged etc are some of the customs of society.

Our acting, our dressing, our worship are controlled to a great extent by customs. We agree most of the customs of the group to which we belong.

**2. Norms:** - All societies have some norms or rules which specify appropriate and inappropriate behavior. An individual is rewarded or punished as he conforms to or deviate from the rules. Norms are the general rule that governs or regulate social action. **Norms are the blue print of the behavior**, setting limits within which individuals may seek alternate ways to achieve their goals.

**3. Folkways:**

- Folkways are expected forms of behavior but are not rigidly enforced
- Folkways are standard of behavior that are socially approved but not morally significant.
- Breaking of folkways does not serious.
- The folkways are the right ways to do things because they are the expected ways.
- Everyday behaviour

- Examples of folkways are: Good manners, Entering home only after removal of shoes, Lady touching the feet of her mother-in-law, Rajput wearing a turban, Greeting others with folded hands, hairstyle.

#### 4. Mores

Mores may be defined as those customs, which are held to be essential to ethical or moral values of people.

Mores are the socially acceptable ways of behavior that do involve moral standards (regulations) and violation of more may result in severe social action or sanction, such as ostracism (exclusion of individual or family from the village or society).

Society exerts pressure to conform the regular pattern and if not followed individual gets penalty from society.

Examples of Mores: Honesty is one of the recognized mores of the society, Saluting the National Flag, Standing during the playing of National Anthem, Monogamy (having one wife or husband), Women and children first in the event of crises

#### 5. Taboos:

- Generally the term 'more' is used for the positive action or things that ought to be done but the term 'taboo' is used for the negative action and for the things that one ought not to do.
- In other word taboos are restrictions communicated through verbal don'ts and are the unwritten laws of the society.
- Taboo means forbid.
- It refers to the prohibitions of the types of behavior because of some magical, supernatural (God) or religious sanction
- Examples of taboo: Total abstinence (self denial) of eating beef in a Hindu village (eating beef in Hindu religion) and eating pork in Muslim religion, marriage within the family among Hindu it is a taboo.

6. **Cultural laws:** - These are consciously and deliberately formulated behavior patterns. Men are aware of having created them or certainty of having codified them. They are rational and practical in character. Norms that are written official. eg- Driving while drunk, murder

7. **Belief:** - Beliefs are fixed ideas in the mind and we tend to hold them true, they are the facts but not always scientifically true, yet handed down from generation to generation and become the dogma of realization. Beliefs are strong faith over non scientific facts. Beliefs system



is the view of individuals and group about the world in which he lives. A belief system may be defined as an organized body of ideas, attitude and convictions centered around values or things regarded as precious to the group.

### 8. Rituals:

- Ritual is prescribed form of behavior for certain occasions and certain actions are designated in prescribed manner.
  - Ritual may be defined as a pattern of behavior or ceremony, which has become the customary way of dealing with certain situations.
- **Ceremony**:-It is more comprehensive concept within the ritual folks. They are the established procedure of formal and dignified ways to make and impress the importance of an event or occasion.
  - Generally it is discussed as an aspect of religion. Religion is found in all established form of activities. It may include prayers worship. Examples of rituals: Playing with crackers on 'Diwali'. Celebration of Independence Day, Celebration of Republic day

9. **Traditions**: - Traditions are uniform sanctioned habits of thought followed in a society. eg. Cow is pious animal is an accepted thought in Hindu people.

### 10. Conventions:

- These are customs regulating more significant social behavior.
- Parents generally do not care to leave such learning to chance.
- Parents instruct their children the conventions though often they (parents) cannot explain why the child must confirm
- Examples of Conventions: Being polite to others, Wearing clothes in public, engagement practices.

### Difference between Mores and Taboos

Sr.	Mores	Taboos
1	Mores refer to positive action	Taboos refer to negative action
2	Mores are the customs regarded by the members of the society as vital or essential	They are the customs which are forbidden
3	Things ought to be done	Things ought not to be done.
4	E.g. Monogamy, honesty etc	E.g. eating of beef in Hindu religion

### Difference between Mores and Folkways

Sr.	Mores	Folkways
1	These are socially acceptable ways of behavior that involve moral standards	These are the customary ways of behaving in society
2	These are rigidly enforced and if not followed by a person the individual gets severe penalty form the society	Persons who do not conform may be subjected to criticism or be considered 'strange' but would not necessarily penalized
3	If violated the group or society may be disturbed or divided	If violated will not have severe effect on society.
4	Patterns of behavior which are considered essential by the society	Expected form of behavior but not rigidly enforced
5	E.g. Monogamy, honesty etc	E.g. Good manners, greeting others

### Role of culture in Extension:

1. There is lot of difference between the culture and thinking of the people in different societies. The extension worker try to understand the cultural pattern of the area where he intendeds to introduce the development programme.
2. Culture is dynamic and continuously changes because of internal as well as external forces of stimuli. Community development aims at bringing about the changes in the culture of rural people towards desired goals. Scientific understanding of the culture is therefore basic e.g. Improved pig raring in Muslim village is not possible
3. It is possible to record greater success when the improved practices introduced are in familiar terms i.e. something that is already present in the culture e.g. Improved plough with iron ploughshare.
4. Change is more likely to occur in those aspects of culture where there is lack of adjustment or stress, then in those aspects, which are established and fixed. e.g. Introduction of improved practices in areas which are rehabilitated on account of floods or fire.
5. Change in technology is usually more readily accounted than change in other aspects of culture e.g. Introducing of improved seed of a crop

## SOCIAL INSTITUTIONS

### Definitions of social institutions:-

A social institution is an organized system of social relationship which embodies certain common values and procedures and meets certain needs of the society. **(Horton)**

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

Social institution is social patterns that establish the organized behavior of human being in the performance of basic social functions.

### Major social institutions in rural society:

There are five major institutions in rural society. These institutions are present in all societies so there are called as a basic institutions.

1. **Family:**

As an institution provides for care, protection and nature of children.

2. **Educational:**

Institutional imparts knowledge, skills and society acceptable attitudes.

3. **Political/Government:**

Government Institution provide for law orders, settlement of disputes, administration affairs.

4. **Religious:**

Institution prescribes prayers and worship as a part of relation with God.

5. **Economic:**

Institution provides basic physiological needs of the body- food, shelter and clothing. For this society provides farming and industry.

### Definition of family:

Family can be defined as a relatively permanent and socially sanctioned group of parent, and children.

According to Maclver “family is a group defined by sex relationship sufficiently precise and enduring to provide for procreation and upbringing of children”.

Ogburn and Nimkoff say, “Family is more or less durable association of husband and wife with children or of a man and women alone.”

**Characteristics of family:**

1. Permanent marital sexual relationship between husband and wife.
2. Common stay under one roof.
3. Economical interdependence among members.
4. Emotional attachment among members.
5. Acceptable social behavior.
6. Basic unit of society.
7. Members have blood relationship of marriage between man and woman necessary.

**Functions of Family:**

1. It helps in perpetuating the race through procreation.
2. It provides for a means to satisfy sexual needs of man and woman.
3. It helps in socializing the children and makes them acceptable to the society.
4. It means the basic needs of its member.
5. It is the starting point of division of labor.
6. Family as a primary economic unit ensures that economic activities are shared by the family members.
7. It provides for education and vocational training of members so that they can share the economic burden.
8. It arranges to regulate the sex activities of unmarried members of a family in line with the restraints imposed by the society.
9. Family provides the children with a status till he becomes economically independent.
10. Children learn about customs, mores, superstitions and religion while they live in family and thus these are passed on from generation to generation.
11. The family carries out certain recreational activities for the benefit of young children and thus educates and broadens their outlook.
12. Family provides a sense of security to its members.
13. Family contributes towards preservation and enrichment of cultural heritage.
14. Family looks after its aged and disabled members.
15. Family disciplines its members so that the family is held in high esteem.
16. Family nourishes its member with mutual love and affection.

## Characteristics of Indian Rural Family

1. **The Rural Family is Patriarchal in Nature:** Father is head of the family. He shoulders the responsibility towards, government, societies etc. He possesses some authority and takes all the decisions. He settles the marriages of other sub-ordinate members of the family and distributes the work. If father is not alive then mother or elder brother act as a head of family.
2. **Rural Family is Orthodox in Nature:** They generally do not want to change their ways of behavior because of limited education, limited sources, and their occupation depending upon nature. They cannot afford to take risk and hence they follow the old ways of living.
3. **Family Works as the Unit of Production and Unit of Consumption:** All the members of the family members work as a team. The adult family members carry out heavy and major operations in the field like ploughing, sowing, transplanting etc. while children help than in to field operations like watching crops, looking after cattle, picking of fruits, harvesting of vegetables etc. Ladies also helps by carrying the meals to fields. Whatever produces family gets from farm is kept for his own consumption.
4. **Dominance of Family Age:** In the rural area there notices what is known as feminization: The rural people are religious as well as family minded. They always think about the well being of the family. The family pervades in to all acts of individual members of family. They try to protect food name of the family even with the biggest sacrifice. In Urban area people are less attached to the family. Familization is that act in which the name of the family pervades in to all action.
5. **Rural Family is Joint Family:** This joint pattern is showing signs of breaking still however it is a common form in rural area.
6. **Rural Family is Based on Peasant Households:** The family has also peasant neighborhood. All the neighbors of rural family are farmers. They always come in contact with each other and talk is generally centered around the agriculture and allied subject.
7. Rural family is more homogenous, stable, integrated and organically functioning than urban family. The ties, bindings of the members of rural families for instance the husbands and wife parent and children are stronger and last longer than.
8. There is greater discipline and interdependence in the rural families.

## Classification of Family

The families can be classified according to various criteria:

### a) On the Basis of Lineage/Ancestry:

- 1) **Patrilineal Family:** When properly inheritance and reckoning descent along the male line (father).
- 2) **Matrilineal Family:** When it is along the female (mother) line.

### b) On the Basis of Headship:

- 1) **Patriarchal Family:** In this case father is head of the family.
- 2) **Matriarchal Family:** In this case mother is head of the family.

### c) On the Basis of Transfer of Bride Groom/ residence:

- 1) **Patrilocal Family:** There are the families where wife transfer to the husbands house after marriage.
- 2) **Matrilocal Family:** Where husband transfer to the wife's house after marriage. Matrilineal families are matrilocal families.

### 3) Neolocal:-

### d) On the Basis of marriage:

- 1) **Monogamous Family:** In this case the husband marries only one wife.
- 2) **Polygamous Family:** In this case the husband can marry more than one wife.
- 3) **Polyandrous Family:** In this case the wife can marry more than one husband.

### e) Nuclear or Conjugal or Individual Family:

Such a family consists of married couple and their children, and is well separated from other relatives who may pay short visits if at all.

### f) Consanguine Family:

Such a family consists often of grandparents, their sons, their sons' wives and even their sons' grand children. Consanguineal literally means "of one blood". Eldest male member is the head of family.

**Marriage system:** - Marriage is a socially sanctioned union of male and female.

## Joint Family System

The joint family is prevalent in India since the times immemorial. This institution was introduced in India and some other countries by Aryans. It consists of a group of people of common descent, living together under one roof, who worship a common deity, hold common

property. It comprises of male members having a common male ancestors, unmarried female children and females married to male members. The eldest male member is the head of family and its absolute rural. The members of family contribute their labor and receive their share of produce to meet their basic minimum needs.

### **Characteristics of Joint Family**

1. The head of family is its absolute rural.
2. The family owns a common property and the head of family is the trustee of the property.
3. The landed property is prevented from fragmentation. An agricultural family finds it economically profitable to sow larger lands using the larger manpower by joint family.
4. In a joint everyone is assured of meeting his basic minimum needs in turn everyone performs the work allotted to him by the head of family.
5. Commonality of place of living saves lot of expenses which would have otherwise to be made on houses rent of cost of constructing house and cost of the articles of daily use.
6. There is little chance of children going astray as there is always somebody to look after them, even when parents are away for work.
7. In a joint family every member has to do limited work. Everybody gets more time for recreation and leisure.
8. The family has clear-cut division of labor. The members do their work efficiently.
9. In rural India joint family is still considered a matter of pride.

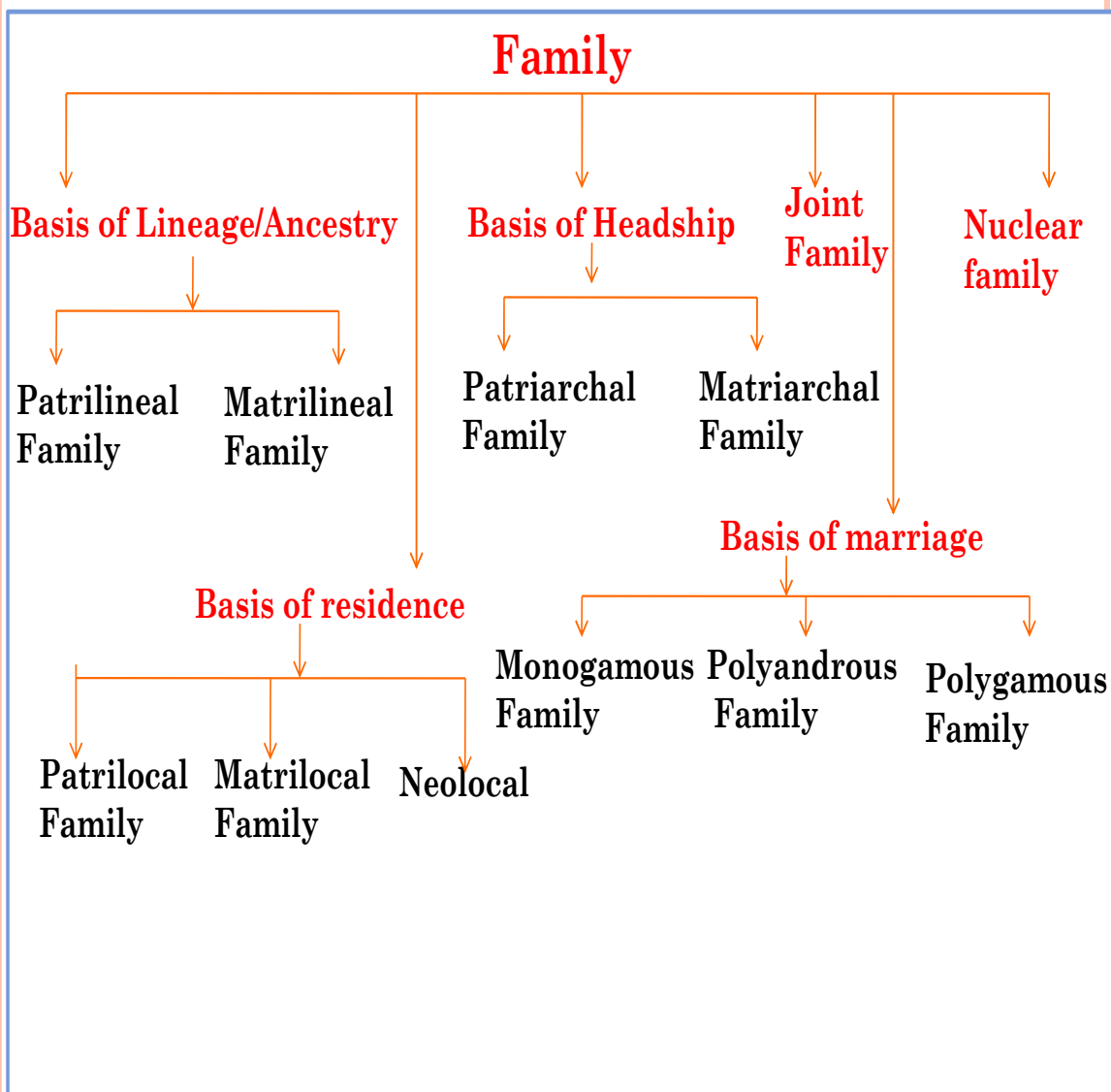
### **Disadvantages of Joint Family System**

1. The joint family under the strict control of head of family tends to be conservative and orthodox. It cannot change with times.
2. Member of family lack initiative because fruits of their initiative will ultimately be shared by other members who may be lazy and idle. Therefore, nobody puts in hard labor, which is so necessary for advancement in standard of living.
3. Due to lack of initiative in its members, the economic condition of the joint family goes on deteriorating.
4. There is disharmony due to generation gap in the family which affects the progress of the family adversely.
5. In a joint family the women look after household chores. Thus their talents are wasted and their lives are rendered miserable

6. The common property is looked after by none and its condition worsens for want of proper attention.
7. Due to diverse temperaments, there is always conflict between males and females and young and old.
8. As a large family has to live in limited space, there is no privacy.
9. Members tend to spend more and more due to the feeling that expenses will be shared by the whole family. This makes the economic condition of family worse.
10. Because of presence of numerous other members of family a harmonious relationship based on mutual love and affection cannot develop.
11. As the responsibility for upbringing of children is shared, there is uncontrolled reproduction. As a result of this the family economy goes down.
12. When a joint family disintegrates, the commonness of property leads to family feuds and often to litigation in courts of law.



## CLASSIFICATION OF FAMILY



### Definition of Religion:

Religion is a set of beliefs regarding the relationship of a man to the supernatural power called God”.

Green says, “Religion is a system of belief and symbolic practices and objects governed by faith rather than by knowledge, which relates to man to unseen supernatural realm beyond the known and beyond the controllable.”

### Basic Function of Religion

- It prescribes different prayers and worships as a part of relation with god.

- It provides idea about the religious life and teaches the people how to live in the life.
- It teaches the moral to the people.
- It acts as a social control.
- It helps in transmitting culture.
- Help to understand truth
- Provide relaxation
- Support during crisis
- Help handicapped
- Guide for desirable behaviour

### **Social Function and Social Roles of Religion – As Motivating and Restraining Agent**

1. In primitive societies religion maintained social cohesion and controlled individual conduct.
2. In civilized societies while it unites group belonging to a particular religion, it is also a cause for conflict between such groups forming part of a large society. Religion provides set of doctrines and beliefs to unite people.
3. Religion has also influence on economic order.
4. In India, Hinduism through its caste system was responsible for systematic division of labor.
5. Religion teaches people to obey the men in authority with reverence and live peacefully and harmoniously.
6. Religion has encouraged literary activity.
7. Religion provides relief from human suffering and pain by explaining these as the type will of the God it soothes human mind and thus it saves people from frustration.
8. Religion plays an important role in shipping other social institutions. Its presence is felt in all activities, be it social political economic or domestic.
9. It encourages people to becomes benevolent and help their poor and needy fellowmen. It promotes tolerance and brotherhood.
10. It helps in creating fear of God in minds of people and thus restrains them from any anti-social activities.
11. It strengthens and rationalizes the group values and thus checks the disintegrating tendency.

### **Functions and Role of social institutions in Agricultural Extension**

The social institution is important instruments for the extension worker. If he works through the institutions in the society. He can take advantage of the role played by the

institutions. The institutions can help extension programme if they are in line with the objectives of the institutions. The roles, status and other forms of social relations are already prescribed and defined. It provides co0ordinations and stability to culture and give sense of security to the individuals.

## **SOCIAL CONTROL**

### **Meaning of social control:**

Social control is an influence exerted by the public or society for promoting the welfare of the group as a whole.

Social control influences people to conform to the mores and encourages them to do right things. Social control is necessary for the stability of society because of human variability and environmental influences.

### **Definitions of Social control:**

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

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

Social control is defined the pattern of pressure which a society exerts to maintain order and established rules in social control.

Social control is defined the system of devices whereby society brings its members into conformity with accepted standards of behaviour.

### **Means or types of social control:-**

Social control is classified in to two categories formal and informal

#### **Informal means of social control:-**

1. **Belief:** Belief in religion controls the behaviour to a great extent.
2. **Social suggestions:** we suggest the younger generations many ideas like giving the examples of great men, celebration of anniversaries of great people etc
3. **Ideologies:** The communication of ideologies like ghandhiism, capitalism, communism etc by which the social behaviour of the individuals is controlled.
4. **Customs**
5. **Folkways**
6. **Mores**
7. **Norms**
8. **Religion**
9. **Art and literature:** A purposeful classical dance as art and religious epics like bible, Ramayana etc

10. **Humor and Satire:** Cartoons, comics etc as a part of humor and satires as indirect criticism of actions harmful to help in maintaining the social values.

11. **Public opinion:** In villages people know each other even otherwise the fear of public criticism and the need of recognition by individuals makes to control his behavior.

#### **Formal means of social control:-**

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

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

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

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

1. **To maintain the old order:** The old members of the family enforce their ideas on the children. Marriages are settled by the elder members of the family and they influence the behaviour of other members of the family.

2. **To establish the social unity:** Without social control the social unity is a dream. The families and society are united because social control regulates behaviour through established norms.

3. **To regulate or control individual behaviour:** No two persons are alike and even the children of same parents are not having same attitudes. If an individual is left free to behave in the society it would be reduced to a jungle. Social control protects the social interests by regulating the individuals' behavior.

4. **To provide social sanction:** Social control provides social sanction through customs, folkways, mores etc

5. **To check cultural mal adjustment:** Society is subject to change and individual tries to adjust to the changing society during this process he or she is likely to develop some habits which may not be right or he may become slave of passions e.g. visiting bars, night clubs etc. Social control helps to stop this mal adjustment

## SOCIAL CHANGE

### Definitions of Social change:-

Social change refers to an alteration in the material and non-material culture of a society.

Social change is a term used to describe variations. - **Jones**

It refers to change that occur in the structure and functioning of a social system, thus pointing to change in: The roles individuals perform; Values and norms; Social structure and institutions; Social relationships among people; Pattern of social interaction; Functions performed by different groups and institutions. “By social change is meant only such alterations as occur in the social organization i.e. the structure and functions of society.” - **Davis**

### Nature of social change

1. Only such changes are designated as social change that affects the bulk of the community. Minor alterations in social life do not usually constitute what is generally accepted as social change.
2. Social change is a universal process. It is founded in all societies and all stages of social evolution.
3. Social change does not always depend on the willingness of society and its members.
4. Speed of social change differs from society to society and in the same society. Many tribal and rural societies change at much slower pace than industrial societies. However, the pace of change of contemporary societies is much faster now than in the earlier stages.
5. Social change has both qualitative and quantitative aspects. Increase in number of household is an example of quantitative change. Changes in the composition of households or changes in roles are the examples of qualitative change.
6. Change is not synonymous with development; it may or may not lead to development.
7. Most of social change that took place in the earlier years was unplanned and undirected. Now planned or directed social change is gaining in importance as a means to achieve societal goals in shorter period in a more orderly fashion.
8. Social change is the result usually of both internal (endogenous) factors (the community itself recognizes the need for change) and external (exogenous) factors, e.g. industrialization, land reforms and urbanization.

## **Dimensions of Social Change**

There are three major dimensions of social change.

### **1. Structural Dimension: -**

Changes in the structural dimension refer to the changes in the structural forms of society involving changes in roles, emergence of new roles, changes in class and caste structure and changes in social institutions such as family, the government, the school or educational system. Some changes in the structure of the rural family, village council or panchayat are take place. Which is also involves is a shift in the location of roles, a modification of number and types of functions performed by various components of society and a modification of channels of commutations among roles.

### **2. Cultural dimension: -**

Changes in the cultural dimension refer to the change that take place in the culture of society such as through discovery, invention, new technology, and contact with other cultures involving diffusion and cultural borrowing. It involves integration of new elements into the culture and replacement of old forms. New forms and elements may be rejected or modified.

### **3. Interactional Dimension: -**

Interactional dimension of social change refers to changes in social relationships in society as identified under five dimensions. Frequency, social distance, instrumentality, directionality and interactive form constitute a schematic arrangement of specific dimension of change in social relationships in terms of which social control in respect of social interaction can be analysed.

## **Factors of Social change**

Social change is a historical process based on various factors of environment and human ingenuity to create conditions for better survival. Major factors of social change are the following:

### **1. The Physical Environment:-**

Physical factors also known as geographical factors include all conditions of natural environment namely climate, earth's surface, water, season, storms and earthquakes that are permanent and independent of human existence. Many changes take place in natural environment and these changes are regardless of human activities. Many social geographers have analyzed the impact of natural conditions on social life. Floods, earthquakes, droughts, famine

and storms, change of season etc. have significant effect on the social relationships and these are modified by such natural occurrences.

## **2. Cultural Factors**

The main cause of social change is the cultural factor. Changes in the culture are accompanied by social changes. Culture gives speed and direction to social change and determines the limits beyond which social change cannot 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.

## **3. Population Factors**

Even changes in the quality of population have an effect on the social organisation as well as customs and traditions, institutions, associations etc. increase and decrease of population, a change in the ratio of men and women, young and old, have an effect on social relationships. Decrease or increase in population has an 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.

## **4. 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 a 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 vary human society are perpetually undergoing change. This does not mean that man always considers the new superior to the old. While he is always, attending to what is new and unique; he wants to preserve what is old. Change is the law of life. When changes do not occur at the appropriate time revolution takes place, wars are fought, epidemics spread, and changes are violently introduced.

## **5. Biological Factors**

Biological factors too have some indirect influence upon social change. Among the biological factors is the qualitative aspect of the population related to heredity. The qualitative aspect of population is based upon powerful and great men and their birth is dependent largely on heredity and mutation. Hence, biological factor play a part in social change in that extent. In the course of human history, it is remarked that there are physical and mental differences among



population distributed in the different countries of the world. This amounts to hereditary differences in races leading to ethnocentrism.

## **6. Technological Factors**

The technological factor has immense influence in social change. To quote Ogburn, "Technological changes society by changing our environment to which we in turn adopt." This change is usually in material environment and adjustment we make to the changes often modifies customs and social institutions. In this way, the 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 is everyday life. Even institutions like family and marriage have not remained immune to the effect of these developments. The explicit effects of the technological advance are labour organisation, division of labour, specializations, high speed of life, increase in production etc. in modern age; technological factors are among the predominant causes of social change.

## **7. Other Factors**

In addition to above mentioned factors, another factor of social change is the appearance of new opinions and thoughts, e.g. changes in the attitudes towards dowry, caste system, female education etc., have resulted in widespread social variations and modifications. In fact, a majority of social revolutions takes place because of the evolution of new ways of thinking. Similarly, war is also a cause of social change because it influences the population, the economic situation, and ratio of male to female etc.

### **Patterns of change:-**

In the process of social change, a system may attain the following status of equilibrium. These are presented as under

1. Stable equilibrium occurs when there is almost no change in the structure or functioning of a social system. Perhaps a completely isolated and tradition system in which the rate of change is almost isolated and traditional system in which the rate of change is almost zero, provide an example of stable equilibrium.
2. Dynamic equilibrium occurs when the rate of change in a social system is commensurate with the system's ability to cope with it. Change occurs in a system in dynamic equilibrium, but it

occurs at a rate that allows the system to adapt to it. In extension work it is always desirable to achieving a state of dynamic equilibrium for the client system.

3. Disequilibrium occurs when the rate of change is too rapid or undesirable, to permit the social system to adjust. The social disorganization that accompanies disequilibrium makes it as a painful and inefficient way for change to occur in system.

## LEADERSHIP

### Definitions of leader:

Leader is a person who exerts an influence over a number of people

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

Leader is an individual in any social situation in which his ideas and action influence the thoughts and behavior of others.

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

Leadership is process of influencing the behavior of the individual in a real situation.

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

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

### Classification based on the types of leadership:-

1. **Traditional leaders:** - They emerge out of tradition and stick to tradition. They are of static type and do not accept change. They have vested interest and have the fear that changes may overthrow them from power position e.g. tribal chief Mulshi Patil, Deshmukh, Inamdar
2. **Caste leader:** - Followers belong to the same caste as that of the leader. The leader provides leadership in matters relating to the caste e.g. Mulla, Pope
3. **Religious leaders:** - become leader by practicing religious doctrines, or performing religious acts or rituals. They advice followers on religious matters. e.g. Pujari
4. **Political leaders:** - they arise out of the political system. e.g. MLA, MP, chief Minister, Prime minister etc.
5. **Functional leaders:** - they are recognized as leaders because of their specialized knowledge and function in the society. e.g. doctors, scientist etc
6. **Opinion leader:** - These are the persons to whom people go for opinion and advice on certain issue. Opinion leaders also act as legitimizes and influence decision making of the opinion seekers. e.g. Sarpanch, Patil

### **Other Classification of leaders:-**

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

- 1. Operational leaders:** those persons who actually initiate action within the group, regardless of whether or not they hold an elected office e.g. Anna Hazare
- 2. Popularity leaders:** means in a group a popular person will be elected to a position of leadership because the members like him. Sometimes such an individual may or may not be the actual leader of the group. Such persons holding elective positions do very little about initiating action for the group and are mere figureheads or ornamental leaders. They are also called nominal leaders e.g. Film personality
- 3. Assumed representative type:** refers to a person selected to work with a committee or other leaders because the latter have assumed that he represents another group they desire to work with; he may or may not be a leader of the group e.g. Rahul Gandhi, Priyanka Gandhi
- 4. Prominent talent:** e.g. artists and musicians who have exhibited an outstanding ability and accomplishment in their respective fields. It may include the experts and intellectual leaders e.g. Lata Mageshkar, A. P. J. Kalam

### **Another classification divides leaders in to two categories:**

- 1. Professional leaders/ Operational leaders:** - the professional leader is one who has received specific specialized training in the field. He works full time as an occupation and is paid for his work. e. g. Extension Officer, Gram Sevak, Agricultural Officer etc.
- 2. Lay leaders:** - the lay leader may or may not have received special training, is not paid for his work and usually works part time e.g. youth club president, Gram Sahayak etc. Lay leaders also called as Volunteer leaders, or local leaders or natural leaders. These local leaders may be either formal leaders or informal leaders, depending on whether they are regular office bearers of organized groups or not. e.g. Youth club President members of grampanchayat

### **Classification based on style of working patterns of leader:-**

- 1. Autocratic leader:** Autocratic leader is also known as authoritarian leader. He operates as if he cannot trust people. He thinks his subordinates are never doing what they should do; that the employee is paid to work and therefore must work. If he is a benevolent (kind) autocrat he may

tend to view employees as children and encourage them to come to him with all their problems, no matter what is the nature or magnitude of the problem. e.g. Zamindar

**2. Democratic leader:** He shares with the group members the decision making and planning of activities. The participation of all members is encouraged. He works to develop a feeling of responsibility on the part of every member of the group. He attempts to understand the position and feelings of the employee. e.g. Sarpanch and members of grampanchayat

**3. Laissez-faire leader:** He believes that if you leave workers alone, the work will be done. He seems to have no confidence in himself. If at all possible he puts off decision-making. He tends to withdraw from the work group.

### **Roles of leader in a Group:**

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

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

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

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

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

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

**6. Group educator or teacher:** in most of the groups the leader will have more training and experience. So the leader can teach according to the level of understanding of the members of the

group so that they can understand his views. In this capacity his chief function is to develop and train other leaders so that group is not dependent completely on him

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

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

#### **Roles of leader in Agricultural Extension**

1. They coordinate the efforts of the group to achieve its goals.
2. They establish proper social climate in the group
3. Leaders assists the group to organize themselves
4. The promote thee spared of messages of extension programme
5. They act as demonstrator for the innovations
6. They create inner and intra group coordination
7. They help in planning and execution of development programmme
8. They encourage other for action
9. They develop self confidence among members
10. They create favorable climate for introducing development programmes.
11. They act as model for members
12. They support and motivate others to make efforts to realize their needs.
13. They help in making effective group decision and develop specific decision making process.

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

Father of Psychology is **Sigmund Freud**. Psychology has its origin from two **Greek** words **psyche (soul)** and **logos** means **science (a rational course or a study)** Thus, literally it means study or science of soul.

### **Definitions of Psychology:**

Psychology is the scientific study of the behavior of an individual – **Daniel**

Psychology is the science of mental activity of an organism – **Guilford**

Psychology is a science of human behavior Psychology is the science that studies the responses which living individuals make to their environment – **Murthy**

Psychology is the science of behavior and adjustment.

### **Definitions of Educational Psychology:**

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

Educational psychology is the study of the psychological aspects of educational situation - **Trow**

Educational psychology is that branch of psychology, which deals with teaching and learning. It takes its meaning from education, social process and from psychology, a behavioural science (**Skinner**).

Educational Psychology is the discipline concerned with teaching and learning processes; applies the methods and theories of psychology and has its own as well (**Woolfolk, 1995**).

Educational Psychology is the systematic study of the development of the individual within educational setting.

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

### **Aim of Educational psychology:-**

The goal of educational psychology is to understand prediction and control of human behavior. Therefore, educational psychology has the following aim:

1. To furnish students with the knowledge and understanding this will help them to improve the quality of instruction.

2. To enhance and enrich the lives of the learner.
3. To study group behavior environmental adjustments improvement of the environment.

### **Scope of Educational Psychology in Agricultural Extension**

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

1. To identify the nature and characteristics of learner
2. The nature of learning process
3. The principles of teaching and learning process
4. The human growth and development
5. The techniques employed in teaching
6. Identification of personality traits
7. Development and adjustment of psychological traits
8. Scientific measurement and evaluation of psychological traits
9. To value the scientific attitude towards education.
10. The educational significance of individual differences in rate and limit of learning.
11. The inner change that occur during learning.
12. The relation of teaching procedures to leaning outcomes.
13. The most effective techniques for evaluating progress in learning.
14. The relative effect upon an individual of formal learning as compared with incidental or informal learning experiences.
15. The psychological impact upon learner's attitude of sociological conditions. Agricultural extension is education and its main purpose is to change the behaviour of farmers. Therefore, knowledge of educational psychology is useful to extension agent for understanding the factors affecting the teaching and learning process.

### **Importance of Educational Psychology in Agricultural Extension**

The importance of educational psychology in agricultural extension is immense as both disciplines deal with human behaviour in educational environment. Following are the some of the reasons which explain the importance of educational psychology in agricultural extension.

1. It helps the teacher to understand the developmental characteristics of children
2. To understand the nature of classroom learning
3. Help to understand individual differences



4. Help to understand effective teaching methods
5. Problem of children
6. Provide knowledge of mental health
7. Help in curriculum construction
8. Help to measurement of learning outcome

### **Role of Educational Psychology in Agricultural Extension**

1. Educational psychology helps the extension agent to know the learner, his interest, attitudes, aptitude, level of aspiration, intelligence, interests, individual behaviour in group, etc. which plays a major role in one's learning.
2. Its main concern is on teaching and learning. This helps in formulating training programmes for improving the knowledge and skill of extension agent and farmers. It also helps in selection of teaching methods and aids for organizing effective learning situations and suggests technique of learning as well as teaching.
3. It helps in imparting better education by organising the subject matter of learning experience, preparation of different text books, development of assessment patterns, etc for heterogeneous learners.
4. Educational psychology helps in acquainting learner with the mechanism of heredity and environment.
5. It also deals with the problem-solving which is very important for extension agent to develop problem-solving skills amongst farmers.
6. It helps extension agent to find causes of prejudices, the habit of sticking to old practices of farming and ways of doing things, the doubts and lack of confidence and factors affecting motivation.
7. It also helps them to know the emotions and feelings of farmers, how farmers learn new practices.

## INTELLIGENCE - MEANING, TYPES, FACTORS AND IMPORTANCE IN AGRICULTURAL EXTENSION

### **Introduction:**

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

### **Definitions:**

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

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

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

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

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

Intelligence is the global or aggregate capacity of an individual to think rationally, act purposefully, and to deal effectively with her/his environment (Wechsler).

Intelligence is the capacity to learn and adjust to relatively new and changing conditions. (Wagnon).

Intelligence is the the ability to adapt, to shape and select environment to accomplish one's goals and those of one's society and culture (Sternberg).

Intelligence is the capacity to do something useful in the society in which we live.

Intelligence is the ability to respond successfully to new situations and the capacity to learn from one's past experiences (Gardner).

### **Three types of intelligence:**

According to Thorndike intelligence is of three type's Abstract intelligence or cognitive ability:

#### **1. Abstract intelligence:-**

Abstract intelligence it is the ability to understand and deal with verbal and mathematical symbols. Out of the three, this is the one that receive greatest weight. Professional people are high in abstract intelligence. For instance, if a farmer knows about iron deficiency in sugarcane, if same mineral deficiency occurs in other crop, he can find it.

#### **2. Mechanical intelligence:-**

Mechanical intelligence it is the ability to understand and deal with things, objects etc and more concerned with the skills of individuals. Industrialists and building traders' are high in this intelligence. For instance, a farmer who is having mechanical skill to perform spraying operation does fast and effectively than those with less mechanical skill.

#### **3. Social intelligence:-**

Social intelligence It is the ability to understand and deal with persons, to apply psychological principles of human relationship. Salesperson, politician, diplomat possess this intelligence.

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

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

### **Theories of Intelligence**

Various theories have been formulated in connection with the structure and organization of the intelligence. Out of these three theories are important.

1. Connection Theory (By Thorndike) or Multi-Factor Theory.
  2. Two-Factor Theory (By Spearman).
  3. Group factor or Primary mantel abilities Theory. (By Thurstone).
- #### **1. Connection Theory or Multi-Factor Theory. (By Thorndike):**

According to him the basis of intelligence are neural connections between stimulus and response that under lie behavior. According to this theory a person might be able to earn success in abstract learning but not in social relationships or in mechanical activities. Successful achievements in two or three areas would result from overlapping of the intelligence rather than functioning of general intelligence. Intelligence is a multitude of atoms of mental ability. This theory is also called as atomistic theory. The main assumption of this theory is that mental activity involves a number of atoms of mental energy which function together.

For example: - A Student well in mathematics may not be well in languages and vice versa.

## **2. Two Factor Theory (By Spearman):**

He says that 'intelligent' behavior is affected by two mental ability factors:

- i. **General intelligence (G.factor)**
- ii. **Specific abilities (S. factors):**

The G and S factors are working together in a unit. Generally G factor of intelligence is not found in the same proportion among all individuals. Variations in G factors are due to individual differences. Concept of a G factor is the physical energy of the individuals. G factor is a general energy that functions in all mental activity, but such as mathematics, language, science or any special ability. G factor is gifted ability of the individual.

## **3. Group Factor or Primary Mental Ability Theory (By Thrustone):**

This theory is most popular because it has led to construction of famous chieqge tests and primary mantel abilities. According to him there is a primary factor operation in different mental activities of a common nature. Thus it is assumed that there are number of group of mental abilities having their own primary factors is to provide unity and cohesion to group of mental activities.

### **Measurement of Intelligence**

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

**Binet test of General Intelligence:**

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

**Mental Maturity:**

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

**Mental Age:**

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

Binet testing of school children classified individuals into levels of mental development, which is called as mental age. (M. A.)

**Binet and Simson** scale was applied as follows- A child who passes the entire eight year old test is regarded as 8 year old mentally, however his actual age (chronological age) may be 6 year. So he is mentally 2 years in advance. Another child with mental age of 8 may be 11 years old means in this case he is retarded in three years.

So brightness or dullness in terms of number of years, advance of retardation.

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

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

$$\text{Intelligence Quotient (I.Q.)} = \frac{\text{Mental Age}}{\text{Chronological Age}} \times 100$$

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

#### The level of intelligence and categorization

Sr. No.	Categories	$\text{I.Q.} = \frac{\text{M. A.}}{\text{C. A.}} \times 100$
1	Genius	170 and above
2	Very Brilliant	160-170
3	Brilliant	150-160
4	Very Superior	140-150
5	Superior	130-140
6	Very Bright	120-130
7	Bright	110-120
8	Average (Superior)	100-110
9	Average (Inferior)	90-100
10	Dull	80-90
11	Dull (Inferior)	70-80
12	Mental defective	65-70
13	Feeble minded	45-65
14	Imbeciles	25-45
15	Idiots	25 and above

#### Factors affecting Intelligence:

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

- 1. Heredity and environment:** heredity provides the physical body to be developed with certain inherent capabilities while environment provides maturation and training of the organism. Newman concludes that the variations in I.Q. or intelligence were determined about 68 % by heredity and 32 % by environment. It means that 68 % of intelligence of the individual comes through heredity and 32 % by environment
- 2. Age:** Brightness or dullness in childhood tends to remain bright or dull throughout his life. The intelligence is maximum at 20 years and remains relatively stable if health and other

factors do not interfere, until around 70 years when it rapidly decreases due to decline in physical efficiency

**3. Health and physical development:** Health and physical development are directly related to mental activity. Physical and physiological defects result in sub-normal intelligence or less intelligence

**4. Race:** As it is race has no influence over the intelligence but certain races which are socio-economically and culturally weak show marginal effect on intelligence

**5. Sex:** Not much difference is noticed as per the sex of the individual. According to Crow and Crow males are slightly superior than females in questions that involve mathematical material and scientific concepts or in performance of certain scientific tasks (work related to science) and girls excel that deal more directly with the humanities (languages, literature, philosophy, fine arts, history etc.)

**6. Social and economic conditions:** if these conditions are good then physical development and mental development will also be fairly good and intelligence will be better

**7. Culture:** - Culture influences the intelligence of the individuals to a degree. It determines the attitude and abilities of the individuals.

#### **Importance of Intelligence in Extension work:**

1. Intelligence does not follow a set of similar types of pattern but depends largely on the complexity of demand of their environment and the kind of training they receive

2. Intelligence remain constant when the conditions remain constant i.e. health, types of education and situation

3. In all, the differences in intelligence can be treated to either heredity or environment since individual is a product of both

4. Gifted persons with higher intelligence can be better utilized by offering broader opportunities and with programmes for their accelerated growth

5. It is easy to identify the mentally retarded people or people with less intelligence and problem men (persons with less intelligence due to physiological defects) in rural society and such people should be given special attention while training them in agricultural technologies

6. An extension worker can increase his effectiveness by using appropriate techniques for teaching farmers with different levels of intelligence and thereby smooth introduction of the programs of change

## **PERSONALITY - MEANING, TYPES, FACTORS AND IMPORTANCE IN AGRICULTURAL EXTENSION**

### **Meaning:**

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

### **Definitions of Personality:**

Personality is the sum total of an individual's behavior in social situations. **-Trainer 1957**

Personality is most comprehensive and explains different dimensions of personality in terms of traits and the adjustment of individual to his environment. **-Hilgard**

Personality is the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustments to his environment. Personality as the quality of an individual's total behavior. **-Woodworth**

Personality comprises an individual's experience, his knowledge, skill, temperament, attitude, habits, character, and physical traits.

Personality is the sum total of ways in which individual reacts to and interacts with others. It is most often described in terms of measurable traits that a person exhibits (Robbins, 2001).

Personality can be defined as a dynamic and organised set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, which they respond to various situations.

**Types of Personality:** There are three types of personality – C.J.Jung

a. Extrovert   b. Introvert and   c. Ambivert

#### **A. Extrovert:-**

1. An extrovert is socially adaptable and interested in people.
2. He likes to make friends and very soon creates a circle of friends around him.
3. He prefers working in company with other people, is talkative and fond of talking.
4. He is self assertive and generally takes things lightly.
5. He never feels embarrassed.
6. He has a keen sense of observation and is attentive. Reformers and social workers are generally extroverts.



**B. Introvert:-**

1. An introvert limits his acquaintance to a few.
2. This person is very conservative and suspicious of the motives of others.
3. He is not social and prefers to remain in the background on certain occasions.
4. He avoids embarrassment and public speaking.
5. He is very reserved, self centre, introspective, absent minded, remains worried and is always day dreaming.
6. He is generally slow and hesitant to take the initiative.
7. Philosophers, poets, and scientists are generally introverts.

**C. Ambivert Personality:**

1. Ambivert types are placed in between extrovert and introverts.
2. Their behaviour is balanced. Their psychic energy is partially directed inwards and partly outwards.
3. They are interested in their own thoughts and emotions and also in other persons and their action.
4. Most of us belong to ambivert type.

**Difference between Extrovert and Introvert Personality**

Sr.No.	Extrovert Personality	Introvert Personality
1	Extrovert type are socially adaptable (adjust to any situation) and interested in people, they go to the extent of scarifying themselves for others	They are socially shy and remain interested in their own feelings and reactions
2	They make quick decisions and execute the plan of action rapidly	Slow in taking decisions and executing the plan of action
3	they are fluent in speech	Not fluent in speech
4	Free from worries	Not like that
5	Not easily embarrassed	Easily embarrassed
6	Usually conservative (do not change)	Not conservative
7	Interested in athletics	Not interested
8	Friendly	Not friendly
9	Like to work with others	Don't like to work with others

10	Neglectful of aliments and personal belongings	Not like that
11	Better at speaking than writing	Better at writing than speaking
12	Enjoy to be with others	Enjoy being alone
13	Take decisions with the help of others	They have independent judgment
14	Attend public or social functions	Different from public or social functions
15	Usually not like that	Strong of ideals
16	Not reserved	Reserved
17	Not fond of books	Fond of books
18	Flexible	Not flexible

### **Factors affecting personality**

An adult's personality is now generally considered to be made up of hereditary and environmental factors and moderated by situational conditions.

#### **1. Heredity:-**

Personality has connection with heredity as most character is hereditary in nature. The nervous system, the ductless glands, the organic drives, the emotions, and capabilities of mental behavior may lead to differences in personality. Heredity influences upon personality may be both direct and indirect. Indirect influences are exerted through group evaluation of genetic trait. Direct influences come from degree of emotional drive and mental alertness.

For example, if you were relaxed and easy going child, it would be result of your genes, and it would not be possible for you to change those characteristics. But personality characteristics are not completely dictated by heredity.

**2. Physical and Environment:** - Food and climate are the most significant aspects of the physical environment as they influence biological development as such personality. Environment to which we are exposed plays a substantial role in shaping our personalities.

**3. Type of culture:** - Culture establishes the norms, attitudes, and values that are passed along from one generation to next and create consistencies over time. The environmental factors that exert pressures on our personality formation are culture in which we raised, our early conditioning, the norms among our family, friends, social groups, social interaction, etc that we experience.

**4. Individual experience:** - The individual personality centers on the concept of identity formation. As child develops, he imitates the personality characteristics of those to him. If he matures properly, he will get integrate this characteristics and achieve the sense of identity. Ideas, habit, values, motives are the integral parts to the personality and are adopted through the process of interactional interaction.

#### **Role of personality in agricultural extension**

- The knowledge of human personality enables the extension agent to judge and follow the method of guiding by selecting suitable teaching methods.
- This helps the extension agent to properly plan the educational programme to accomplish the objectives for a desirable change in the farmers.
- By studying the personality of farmers, extension agent can understand the values and value systems of its clients and can precede his work accordingly.
- By studying the personality of a particular farmer, the extension agent can get a clear idea about his various traits such as sociability.
- If a person found with this trait, then he can be used as a key communicator to promote developmental activities in a particular village.
- Similarly, farmers with traits of empathy, sympathy, generosity can be engaged in trustworthy works like seed distribution etc.
- The extension worker should get into deep study of knowing the capacities, types and traits of the personalities of his clients (farmers) with whom he has to work in order to plan and educate them. This also helps the extension worker to select a suitable farmer for a certain purpose
- The study of personality of the people enables extension worker to judge and follow the method of guiding, by selecting suitable teaching method.
- This enables the extension worker to properly plan the programmes to advise the farmers for desirable changes in rural communities

## **Perception and Motivation**

### **Meanings:**

Perception is usually described as a response to stimulus.

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

### **Definitions of perception:**

Perception is the process of organizing and interpretation of sensory data in terms of one's previous experience and present needs – Ruch

Perception is the process by which impressions, opinions and feelings about an object is formed by means of a sensory operation – Kuppu Swamy

Perception is the process of assimilating experiences and relating them to previous experiences, attaching meaning or value to them and ordering them in to organized patterns of knowledge and feeling – Mc David

## **MOTIVATION**

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

Motive means an urge (drive or force) or combination of urges, to induce conscious or purposeful action.

Motivation is a goal directed and need satisfying behavior. It explains why people do the things they do. It influences a person to do a thing in a certain way. Motive is something (a need or desire) that causes a person to act.

### **Definitions:**

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

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

This definition breaks in to two parts:

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

Factors for the Motivation or motivated behavior are:

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

### **Classification of Motives or Basic Needs:**

### **THEORIES OF MOTIVATION**

#### **MASLOW'S' CLASSIFICATION OF NEEDS:**

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

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

#### **Importance of motivation in agricultural extension:**

1. Society composes of individuals. Everyone is different from the other and the degree of difference is based on the relative importance each one of us assigns to the different motivating forces and to the various interests we have, which impel us to act as we do
2. The job of the extension worker is to understand the basic wants or incentives of the people with whom he is working
3. He should show the learner how to satisfy these basic wants by learning new things (i.e. by adopting new methods or practices)
4. The extension worker should find the personal goals of the learner and tie with his teaching goals

5. When people are shown how learning a subject will enable them to gratify (satisfy) a desire or realize a need, they are being motivated to learn
6. A great impetus (momentum or speed) is given to learning when the learner can see that what he learns will be of immediate value to him in making his own life more satisfying
7. A desire or a want therefore, is the most definite and dynamic of motives, from the educational point of view
8. It is possible for extension workers to motivate people to satisfy the four categories of basic needs of security, new experience, response and recognition through the increase of income, provision of new knowledge, skills etc, encouraging farmers to work in groups and awarding prizes, certificates etc to the winners in crop competitions respectively

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

### **Definitions:-**

**Teaching:-** Extension teaching is a process of creating situations that facilitate the learning process. Creating situation includes providing activities, materials, and guidance needed by the learner.

In other words, arranging situation in which the things to be learnt are brought to the attention of the learners, their interest is developed, desire aroused, conviction created, action promoted and satisfaction ensured.

### **Characteristics of Teaching:-**

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

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

Learning is a process of progressive behavior adaptation.

Any Change of behaviour, which takes place as a result of experience, may called as learning

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

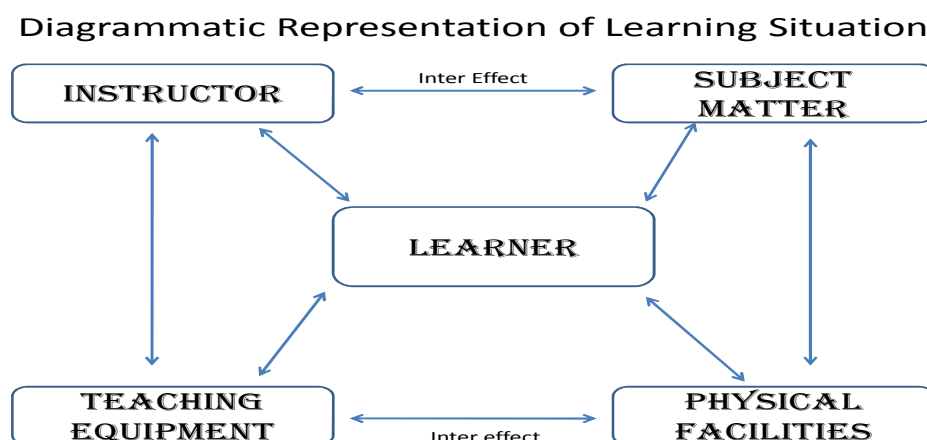
**Learning Experience:** It is the mental and /or physical reaction one makes through seeing, hearing or doing the things to be learned, through which one gains meanings and understandings of the material to be learned.

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

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

### Elements of Learning Situation

1. A Skillful extension worker or instructor
2. Farmer or learner who want and need learn
3. Subject matter in line with the needs and abilities of learner
4. Teaching equipment and material
5. Physical arrangement



Above diagram illustrate learner as a centre and various element needed for learning

### Characteristics of the elements of learning situation:

#### 1. Instructor should:

- Have clear objective
- Know the subject matter and have it well organized
- Be enthusiastic and interested in the subject
- Be able to communicate with learners
- Be democratic in his leadership



- Allow student participation, ask for it
- Be prepared, be prompt, be friendly, be courteous
- Use teaching plan
- Speak so that all can hear
- Set a good example of a good leader and teacher
- Be skillful in the use of teaching materials and equipment

## **2. Learner should:**

- Have need for information
- Be interested
- Be capable of learning
- Use the information gained

## **3. Subject matter or content:**

- Related to learner's needs
- Applicable to real life situations
- Taught at intellectual level of learners
- Well organized – logically presented
- Presented clearly
- Challenging, satisfying and significant to the learners
- Fits into overall objectives

## **4. Physical Facilities:**

- Free from outside distractions
- Temperature as comfortable as possible
- Well lighted
- Adequate space for the group
- Furniture comfortable and well arranged

## **5. Teaching Equipment and Supplies: (Projectors, Physical Models etc)**

- Meet the needs effectively
- Readily available
- Each item used skillfully

**Principals of Learning:**

1. **Learning is Growth Like and Continuous:** Teaching should begin from where the learner is i.e. level of knowledge, understanding and interest. The new idea must be related to old hence it is growth like and continuous.
2. **Learning should be Purposeful:** Learning varies directly with meaningfulness of the subject. Learner must feel that it is useful to him. The objective of learning must be clear and meaningful to learner. The objective must specify the change to be brought out and the subject matter.
3. **Learning Should Involve the Maximum Number of Senses:** Messages reach the human mind through the senses i.e. seeing, hearing, feeling, tasting, smelling etc. more than one sense is to be included in the process of learning so that learning becomes effective.
4. **Learning Must Be challenging and Satisfying:** Learning must be challenging. It should give satisfaction to the learner. It should be based on needs and wants of the learner. Teacher's motivation, timely recognition and favorable attitude accelerate the learning. While negative attitude retard learning.
5. **Learning Must Result in Functional Understanding:** In useful learning the learner should not only acquire new facts and ideas but also understand how to apply them in real condition knowledge is prerequisite for understanding.
6. **Learning is Affected by Physical and Social Environment:** The general physical and social environment should be suitable for learning; physical factors include light, ventilation, furniture, sitting temperature etc. If the social environment is encouraging it helps for the learning process.
7. **Learning Ability Varies among Individuals:** The level of understanding varies according to intelligence of the individual. The level of communicator and the level of the learner must be in the line. So the subject can reach to the learner easily.
8. **Learning is General and Gradual Process Which Requires Several Exposures:** Learning is a slow process and it increases gradually. For complete understanding of the subject several exposures are required complete understanding of the subject bring the change in the learner.

9. **Learning Capacity is significantly high in Adult Life:** Adult normally possess a more capacity to learn. The speed of learning declines after middle age. Learning capacity increases rapidly till the age of 20 years then it remains constant up to around 50 years.

10. **Learning is Active Process On the Part of Learner:** Learning is an individual or personal matter. It is an active process and depends upon the interest of the learner and stimulus of the teacher. The teacher can set up the learning situation and stimulate the person to learn.

11. **Learning Requires Effective Communication:** Communication is the process by which two or more persons exchange ideas for common understanding. Communication is an essence of learning and teachings.

12. **Theory and Practical must be Related:** Theory and practical have always a relationship. Theory relates to why and practical relates to how. Theory explains the structure and practical to its application.

13. **Learning and Teaching is an Intentional Process:** The aim of teaching is to promote learning which will bring the desired change. When the objective of teaching and objective of learning are not clear in learning situation then it will lead to confusion.

14. **Learned Behavior Results in to Changes Farms and Home Practices.**

#### **Factors Influencing Learning**

- **Kind of Material:** It is experienced that some material is harder to remember e.g. poetry is easier to remember than prose.
- **Sense Modality:** General opinion seems to favour vision over learning.
- **Age of the Learner:** Brain and nervous system lose their plasticity and sensitiveness to new impressions in middle and old age.
- **Sex of the Learner:** Girls show superiority over boys of the same age in test of memorizing and in school learning.
- **Motivation:** Greater the motivation more is impressed upon the brain to be remembered.

#### **Steps in Extension Teaching:**

1. Getting the **attention** of the learner.
2. Stimulating the learner's **interest**.
3. Increase the learner's **desire for information**.
4. **Convincing** the learner about the act.
5. Getting **action** by the learner.

## 6. Satisfaction of learner.

1. **Getting the attention of the learner:** - The first step in extension teaching is to make the people aware of the new ideas and practices. The people must first know that a new idea, Teaching practice, or object exists. This is the starting point for change. Until the individuals' attention have been focused on the change that is considered desirable, there is no recognition of a problem to be solved or a want to be satisfied. Teaching methods may be used at this stage are mass methods like radio, TV, exhibition etc and personal contact by the extension agent, contact through local leaders.



### Steps in Extension Teaching (AIDCAS)

2. **Stimulating the learner's interest:** - Once the people have come to know of the new idea, the next step is to stimulate their interest. This may be done by furnishing them more information about the topic in a way they will be able to understand and use. It is necessary to present one idea at a time, relevant to their needs. The important teaching methods at this stage are personal contact by extension agent, contact through local leaders, farm publications, radio, TV, etc.

3. **Arousing the learner's desire for information:-** It means unfreezing the existing behaviour and motivating the people for change. At this stage it is necessary to emphasize on the advantage of the new idea or practice. Visit to demonstrations, farm publications, personal contact by the extension agent, group discussion etc. are important at this stage.

4. **Convincing the learner for action:** - It is the stage of strong persuasion so as to convince the people about the applicability of the new idea or practice in their own situation and that it would be beneficial for them. The people are furnished with adequate information about the idea and how it works. Field day or farmers' day, slide show, personal contact by the extension agent and training are important at this stage.

5. **Getting action by the learner:** - This is the stage of putting the idea or practice into operation. Small scale demonstration with supply of critical inputs may be set up in real life situation of the individuals who come forward. This provides the opportunity of direct experience on the part of the learners. At this stage it is necessary to collect evidence of change such as change in yield, income, employment etc. Demonstration, personal contact by the extension agent, supply of critical inputs and ensuring essential services are important at this stage.

6. **Making sure that the learner obtains satisfaction from his action:** - To produce lasting change, the extension efforts should produce satisfying results. Satisfaction may come from high yield, more income, better health etc. A satisfaction reinforces learning and develops confidence, which generates motivation for further change.