

**FUNDAMENTALS OF RURAL SOCIOLOGY AND
EDUCATIONAL PSYCHOLOGY
B.Sc. (Ag.) I Semester**



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2020**

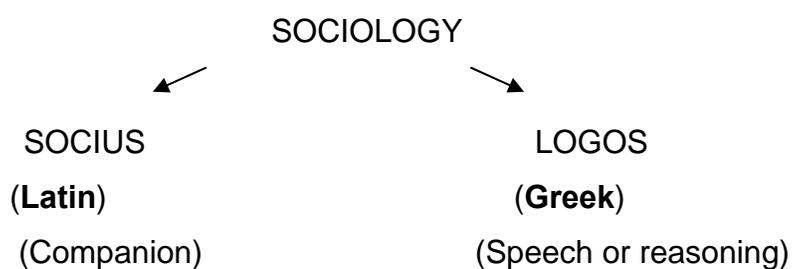
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LECTURE NO.: 1. SOCIOLOGY AND RURAL SOCIOLOGY, EXTENSION EDUCATION, AGRICULTURAL EXTENSION - MEANING AND DEFINITIONS

Sociology – Introduction:

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



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

Definitions and scope of Rural Sociology or what is 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.

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

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

Scope of Rural Sociology: Rural sociology works in three areas

- a. Accumulation and use of sociological knowledge and use it for solving the present problems of rural society (subject matter of rural sociology)
- b. Direct its efforts in obtaining sociological knowledge by empirical research procedures (research in rural sociology)
- c. 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)

Rural Sociology – its importance to extension work:

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

2. An extension worker is a change agent. He has to bring about **changes** in the rural culture. Therefore, he has to understand the culture in which he has to bring about changes
3. In the **cross-cultural situation**, it is likely that the change agent may develop the **ethnocentric attitude**, which makes him difficult to work successfully. Study of rural sociology helps to overcome this difficulty.
4. Some times. The change agent, while working in rural communities, does not keep the **established pattern of hierarchy**, this creates problems in his working. Rural sociology helps him to understand the same and its importance
5. The **value system** of individuals, families, groups and communities is an important factor to be kept in mind while trying to bring about changes in the farming communities

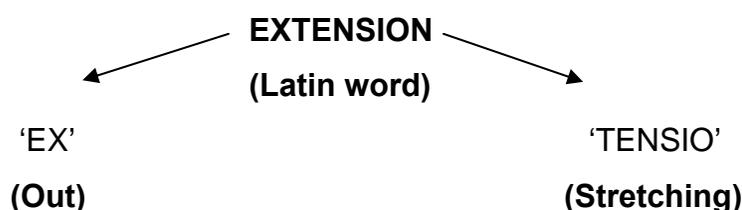
Therefore, it is necessary for a student of rural development to study the subject of rural sociology to bring about planned change in the rural communities effectively and without resistance

LECTURE NO.: 2. IMPORTANCE OF RURAL SOCIOLOGY IN AGRICULTURAL EXTENSION AND THEIR INTERRELATIONSHIP

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

Meaning of Extension Education:

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



Definition:

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

INTERRELATIONSHIP BETWEEN RURAL SOCIOLOGY AND EXTENSION

S.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

LECTURE NO.: 3. CHARACTERISTICS OF INDIAN RURAL SOCIETY, DIFFERENCES AND RELATIONSHIPS BETWEEN RURAL AND URBAN SOCIETIES

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. A knowledge of fundamental characteristics of rural situation should contribute much to the **understanding** of the structure of rural society, the way it functions
4. Rural people are studied in terms of their personal and group relations and as members of groups, organizations and institutions
5. Rural society comprises of all persons residing in administrative unit of village as defined by the authorities

Definition of Society:

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

Characteristics of Indian Rural Society:

1. **Agriculture** is main economic activity of rural people. It is based predominantly on **Agriculture**. **Agriculture** is the main source of livelihood. The land is distributed between certain families. The distribution of land is between a big land owner and rest of the community, possession of which (land) has prestige value
2. **Caste** is **dominant** institution of village. It is peculiar type of grouping found in rural India. The village is governed to a very great extent by traditional caste occupations, carpenters, cobblers, smiths, washer men, agricultural laborers etc all belonging to separate castes, caste relations are important characteristics of rural life
3. The **religious** and **caste** composition of village largely determines its **character**. Different castes exist in village due to **social distance**. The habitation of each caste is separated from others. The habitation area has usually a distinct name e.g. Harijanawada
4. Each village is **independent**. All villages have their own organizations, authority and sanctions. Every village has **Panchayat** which is village **self government**
5. Village settlements are governed by certain **traditions**. The layout of the village, construction of houses, the dress etc is allowed according to the prescribed patterns of the culture of the area. In different areas a certain degree of diversity (differences between villages in the above aspects of the village life) in village organizations is **peculiar**
6. The rural society is **self-sufficient**. The unit of production in rural society is the **family**, which tries to produce much of its required goods. **Economic production** is the basic activity of rural aggregates (rural groups)
7. As a territorial, social, economic and religious unit, the village is a **separate** and distinct entity
8. It is common to find out a sense of **attachment** towards own settlement site. In rural society people do not have widely diversified tasks in different parts of the community
9. Village is characterized by **isolation**
10. The chief characteristic of rural life is **homogeneity**, there are not many differences among people pertaining to income, status etc.
11. The other characteristics are less density of population, less social mobility, less education, simplicity, traditionalism, fatalism, believing superstitions etc

DIFFERENCES BETWEEN RURAL AND URBAN COMMUNITIES

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

S.No.	Item of comparison	Rural community	Urban community
1.	General environment and orientation to nature	Closely associated with nature. Direct effect of natural elements like rains, drought, heat, etc, on their lives	Remote from nature. Predominance of man-made environment
2.	Occupation	Major occupation is farming. Non-agricultural occupations are secondary in importance	Most of the jobs are non-agricultural and specialized
3.	Working conditions	Being agriculture work in open air	Work in closed environment. Greater isolation from nature. Poor fresh air
4.	Family	Works as a unit. More unity or integrity and more contacts between members	Work in different occupations and contact is less between members
5.	Size of the community	'Agriculturalism' and size of community are negatively correlated. Community is small in size. Land to man ratio is higher	Large. Less land per person
6.	Density of population	Low density of population	High density of population
7.	Material possession	Less	Different types and more
8.	Homogeneity and heterogeneity	More homogeneous. Similarity in social and psychological characteristics in the population. Such as beliefs, language etc,	More heterogeneous. Wide variety of interests, occupations, languages etc.
9.	Social institutions	Most of the institutions are a natural outgrowth of rural social life. Less of enacted (approved or created) institutions	Numerous enacted institutions
10.	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

11.	Hierarchy	Less in number e.g. lower, middle and upper classes	More in number e.g. upper-upper, upper-middle, upper-lower, middle upper and so on
12.	Social contacts and type	Less number, social interaction is narrow. Primary contacts are more predominant. Personal and relatively durable relations. Man is interacted as a human	Large number, social interaction is wider. Secondary contacts are predominant. Impersonal, casual and short-lived relations. Man is interacted as number and address
13.	Social mobility	Occupational and territorial mobility is less intensive. Normally the migration current carries more individuals from countryside to the cities	Occupational and territorial mobility is found more intensive. Urbanity and social mobility are positively correlated. Only in the period of social crises migration is from cities to countryside
14.	Social control	Informal control i.e. more related to the values and traditions of the society	Formal control i.e. legally
15.	Social change	Rural life is relatively static and stable	Urban social life is under constant social change
16.	Social solidarity (unity)	Strong sense of belonging and unity due to common objectives, similarities and personal relationships	Comparatively less sense of belonging and unity due to dissimilarities and impersonal kinds of relationships
17.	Standard of living	Low standard of living,	High standard of living
18.	Educational facilities	Less	More
19.	Economy	Subsistence	Cash
20.	Communication	Less transport facilities, bad roads etc	Many transport facilities, better roads, communication etc
21.	Society	A simple, uni-group society	A complex, multi-group society
22.	Culture	Sacred	Secular (all religions are equal)

LECTURE NO.: 4. SOCIAL GROUP/S - CLASSIFICATION, FORMATION AND ORGANIZATION OF GROUPS, ROLE OF SOCIAL GROUPS IN AGRICULTURAL EXTENSION

Social structure is composed of **groups**. Organizations, institutions, community etc, are the forms of human associations. Society functions through different forms of human beings to fulfill needs and purposes. Man functions in society through different forms of groups. Man is born is a **social group** and his first association is with his mother. He associates with groups in some way or other. Individual nowhere lives in isolation. This tendency to unite in groups is one of the important characteristics of human beings. **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

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 behavior and structural organization of leadership and followership

Elements of Social Group:

1. Social unit
2. Psychological interactions and reciprocal roles
3. Durable contacts
4. Distinctive pattern of collective behavior
5. Sharing of norms and interests
6. Pattern of leadership and follower ship

Types or classification of Social Groups:

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

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

Primary Group	Secondary Group
Small in size, often less than 20 to 30 persons	Large in size
Personal and intimate relationships among members are there	Impersonal and aloof(distant) relationships among members
Face to face association is there between the members	Less face to face contact
Permanency is there and members are together over a long period of time	Temporary in nature. Members spend relatively little time together
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
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
Group decisions are more traditional and non rational	Group decisions are more rational and the emphasis is on efficiency
E.g. family, friendship group, play group etc	E.g. political groups, labour unions, trade unions, employees associations etc

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

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

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

Voluntary Group	Involuntary Group
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
E.g. friendship group, play group etc	E.g. family, neighbourhood, community etc.

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

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

Horizontal Group	Vertical Group
The members of this group are alike or similar 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
E.g. caste	E.g. race, nation etc

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

In Group	Out Group
Persons in this group feel that they belong to 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
E.g. my family, my class, my church etc.	E.g. their family, their class, their church etc.

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

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

Locality Group:

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

Reference Group:

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

LECTURE NO.: 5. SOCIAL STRATIFICATION - MEANING, FORMS, CLASS SYSTEM AND CASTE SYSTEM

Definitions:

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

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

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

The social class involves three features:

- a. Hierarchy of status (always graded order)
- b. Recognition of superiority and inferiority and
- c. Change and mobility is present

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

Caste: The term '**Caste**' was derived from the **Portuguese** word '**casta**' meaning lineage or race.

Definitions: A **caste** is a social category whose members are assigned a **permanent** status within a given social hierarchy and whose contacts are restricted accordingly – **Lundberg**. **Caste** is a closed class. As compared to class, the caste is the most **rigid**, clearly graded type of social stratification. This has been often referred to as one of the extreme forms of closed class systems

Characteristics of rigid caste system:

1. The caste system is determined slowly **by birth** and there is no vertical social mobility
2. In other words, caste is a **closed class system** with clearly demarcated status and role of its members. One is borne into a caste, lives and dies in it
3. When a class is somewhat strictly heredity we may called it as **caste – Cooley**
4. An individual is borne into a caste of his parents and can rise no further. Status is determined by birth. Type of caste consciousness acts as a **barrier** to social progress
5. India is cited as the most perfect instance of closed but not open system which is extremely differentiated

Determinants of caste:

- a. The family in to which the individual takes birth and its name
- b. The way of dressing
- c. The privileges, rewards and restrictions
- d. The way of performing religious rights etc

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

Social interaction: It is dynamic interplay of forces in which contacts between persons and groups results in a modification of the attitudes and behavior of the participants – **Sutherland 1961**

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

LECTURE NO.: 6. CULTURE, DIFFERENT CULTURAL CONCEPTS AND THEIR ROLE IN AGRICULTURAL EXTENSION

Culture: meaning, definitions and different orders of culture:

The **extension education** brings about the changes in the **behavior** complex of the rural people. The behavior is in turn influenced by the cultural factors, extension workers, therefore should have knowledge of the culture of the rural people. *Learned 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. The sociological meaning of the term culture differs sharply from the literary (bookish) use. In conventional (usual) usage, the word culture is employed to designate only the behavior systems that are regarded as refinements such as paintings, music, art etc. But culture also includes all the activities that are **characteristics** of a given group of people

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

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

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

1. Material products of industry, implements, tools etc
2. Overt behavioral patterns like customs, folkways etc

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

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

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

Role of culture in Extension:

1. Culture is **dynamic** and continuously **changes** because of internal as well as external forces of stimuli. **Community development** aims at bringing about the changes in the culture of rural people towards desired goals. Scientific understanding of the culture is therefore basic E.g. Improved pig rearing in Muslim village is not possible
2. It is possible to record greater success when the improved practices introduced are in **familiar** terms i.e. something that is already present in the culture E.g. Improved plough with iron ploughshare
3. 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
4. Change in **technology** is usually more readily accounted than change in other aspects of culture E.g. Introducing of improved seed of a crop

Ethnocentrism:

Ethnocentrism refers to the **preferential** feeling we have for the way we do things in our culture. We presume that ours is the best of all cultures and the way we do things is the **right way** to do them. This is common characteristic we find among the people of all cultures. This influences the extension activities some times, which we have to understand and safeguard

Customs:

The sociologists have used various terms in order to classify various human acts of behavior. If these various types of human behavior are organized, they are called customs.

Maclever defined customs as socially **accorded** (agreed) or **accredited** (given) ways 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. Custom is usage (habit) its essential feature is that it is a generally observed **code of conduct**. Its' sanction (punishment) is **fear** of public opinion. Human behavior is not individualized. It has some definite forms. It occurs in regular fashion. Customs are thought of as being well-established and **difficult** to change. Customs are generally a group action. Unconsciously we conform to the customs of our own society. Folkway if transmitted by tradition and followed generation after generation may become **custom**

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

Folkways:

- Folkways are **expected** forms of behavior but are not rigidly enforced
- Folkways are the **customary** ways of behaving in society, in which society exerts some force for **conformity**
- Folkways are **recognized** ways of behavior in a society
- The Folkways are socially **acceptable** ways of behavior. The customary norms of society that do not imply moral **sanction** (punishment). Folkways are otherwise called as **Usages** sometimes
- The folkways are the **right** ways to do things because they are the **expected** ways. They do not have more sanctions associated with them. People who do not conform may be subject to criticism but would not be penalized

Examples of folkways are:

- Good manners
- Entering home only after removal of shoes
- Lady touching the feet of her mother-in-law
- Rajput wearing a turban
- Greeting others with folded hands

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

Mores:

Mores are the plural of Latin word '**More**'. The mores are the customs or patterns of behavior, which are regarded by members of social system as **vital** and **essential** to the welfare of the group. They show what is **right** for the welfare of group. Mores may be defined as those customs, which are held to be **essential** to ethical or moral values of people. Mores are the socially **acceptable** ways of behavior that do involve **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). Religion provides foundation for **mores** of the society

Examples of Mores:

- Inter-dining of high-cast Hindus with out-caste Hindus
- Honesty is one of the recognized mores of the society
- Saluting the National Flag
- Standing during the playing of National Anthem
- Monogamy (having one wife or husband)
- Women and children first in the event of crises

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

Taboos:

Generally the term '**more**' is used for the **positive** action or things that ought to be done but the term '**taboo**' is used for the **negative** action and for the things that one **ought not to do**. 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

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**. Generally it is discussed as an aspect of religion. Religion is found in all established form of activities. It may include prayers. Military organization and other formally organized groups have adhered to a prescribed form of behavior known as **ritualism**

Examples of rituals:

- Playing with crackers on 'Diwali'
- Celebration of Independence Day
- Celebration of Republic day

Conventions:

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

Examples of Conventions:

- Being polite to others
- Wearing clothes in public
- Dating or courtship (found in western countries) and engagement practices
- Using knife, spoon or fork for eating etc.

Differences between mores and taboos:

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

Differences between mores and folkways:

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

Lecture No.: 7. Social values, Social control and attitudes - types and their role in agricultural extension

Definitions:

Values are relative importance or preferences we give to any object, idea or content of experience etc. **Value** is defined as anything desired or chosen by someone. **Social values** are relatively enduring (lasting or permanent) awareness plus emotion regarding an object, idea or person – **Green** 1964. **Social values** are abstract and often unconscious assumptions of what is right and important **Young** – 1959.

Attitude: Definitions

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

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

Role of value system in Extension:

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

Values and Norms

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

Opinion → Attitude → Norm/Social value

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

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

E.g. of value system: Religion

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

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

1. **Importance of ascribed (given by somebody) status:** Status of individual is decided by the group to which he belongs. There is an established order of hierarchy of castes in the Indian society
2. **Recognition of inequality:** Caste is still a guiding factor. There are inequalities based on the concept of higher and lower castes which are manifested (brought out) in many ways

3. **Patriarchal tendency:** Father is the head of family. Eldest male member of family has supreme power and tends to act autocratically
4. **Status of women:** There is a tendency towards giving greater respect and recognition to women, but they are supposed to be inferior to men. As far as their sphere of work is concerned it is mostly restricted to home management
5. **Greater male dominance:** Boys receive greater attention than girls. E.g. it is general attitude of parents that daughter(s) need not be highly educated
6. Adherence to well regulated sex relations
7. **Charity:** There is religious significance and approval for the giving of alms (something or money or food item given freely to poor). A person with a charitable disposition is respected
8. **Tendency of non-violence:** Killing of animals except for the purpose of food is considered to be immoral
9. **Respect for old aged and elders:** There are fixed norms which guide the behavior of individuals towards elders, superiors and old persons
10. **Religious attitude:** People in rural areas are religious. Performance of rituals and ceremonies are common in the traditional way

Types of Values:

1. **Ultimate values:** Ultimate values are often referred as **dominant values**. These values express the general **views of society** towards matters such as the nature of the universe and man relation to it and to his fellowmen. These values are found most easily in **social institutions** such as **religion**, government or the family. E.g. The democratic proceedings expressed in the system of government (democracy). Ultimate values are **abstract** (not specific) and often **not** attainable
2. **Intermediate values:** These values are derived from **ultimate values** and are actually ultimate values that have been rephrased into more reasonable attainable categories. E.g. **Freedom of speech**, adult franchise (choice, religious freedom, free public education, non-discrimination, adequate housing etc.)
3. **Specific values:** The subdivisions of **intermediate** values are called specific values and are almost **unlimited** in number. Specific values must be in conformity with the total value system of which they form the **smallest unit**. E.g. To a farmer with intermediate value of adequate housing the related specific values can be a brick construction with a **flat slab roof**, wide verandah and large court and with provision to livestock housing. If public education is the intermediate value specific values can be the type of school, room and other facilities and content of courses or instructions etc.

Social control:

Definitions:

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

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

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

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. **Religion**
8. **Art and literature:** A purposeful classical dance as art and religious epics like bible, Ramayana etc
9. **Humour and Satire:** Cartoons, comics etc as a part of humour and satires as indirect criticism of actions harmful to help in maintaining the social values
10. **Public opinion:** In villages people know each other even otherwise the fear of public criticism and the need of recognition by individuals makes to control his behaviour

Formal means of social control

1. **Law:** Law is a body of rules given by legally authorized bodies and enforced 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' behaviour
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

LECTURE NO.: 8. LEADERSHIP - MEANING, CLASSIFICATION OF LEADERS, ROLES OF A LEADER AND DIFFERENT METHODS IN SELECTION OF A LEADER

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 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 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**

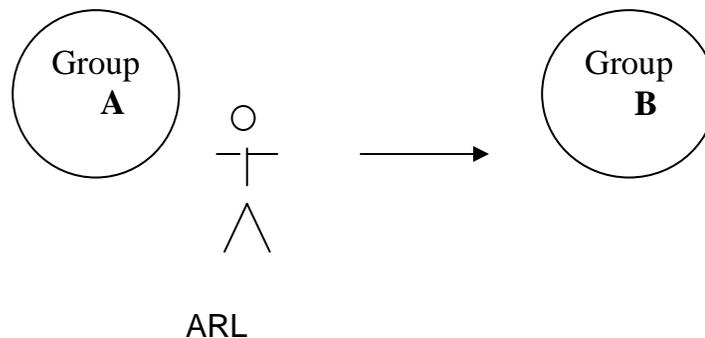
Classification of leadership or Types of leaders:

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

1. **Operational leaders:** those persons who actually initiate action within the group, regardless of whether or not they hold an **elected office**
2. **Popularity leaders:** means in a group a popular person will be elected to a position 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

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



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

Another classification divides leaders into 2 categories:

1. **Professional leaders**: the professional leader is one who has received **specific specialized training** in the field. He works **full time** as an **occupation** and is **paid** 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

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

1. **Autocratic leader**: Autocratic leader is also known as **authoritarian** leader. 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. The results of his leadership are
 - a. Most employees develop a sense of frustration, and finally feel insecure in their job
 - b. Work slows down or stops completely when the supervisor is away

- c. The employee's needs for a feeling of importance and satisfaction are not met
 - d. Employees are kept dependent on the supervisor; thus they have no opportunity to show initiative
 - e. Employees frequently either become aggressive or alternatively identify closely with supervisor (submissive yes-men)
2. **Democratic leader:** He shares with the group members the **decision making** and **planning** of activities. The participation of **all** members is encouraged. He works 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. If he criticizes, he does so in terms of **results** expected, rather than on the basis of **personalities**. The results of his leadership are
- a. Employees produce a larger quantity and higher quality of work
 - b. Individual and group morale are high
 - c. Employee's basic needs to participate and feel important are met
 - d. Employees feel secure
 - e. Employees seldom become aggressive
 - f. The supervisor finds that less supervision is necessary
3. **Laissez-faire leader:** He believes that if you leave **workers alone**, the work will 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. He is often a **rationalizer**. The results of his leadership are
- a. Low morale and low productivity within the work group
 - b. Employees are restless and lack incentive of 'team work'
 - c. Another leader often an informal leader arises
 - d. Problems of administration supervision, and coordination are multiplied and symptoms of disorder '**anarchy**' are seen

Roles of leader in a Group:

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

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

Different methods of selection of both professional and lay leaders:

Selection of Professional Leaders:

A. Interview:

1. The **time-honored** and **most widely** used method of selecting persons for position of professional leadership. It is based primarily upon an **interview** and an evaluation of **past academic** and **occupational records** of the individual. A large amount of information concerning a person can be acquired through an **interview**
2. The chief difficulty with the interview is that one can observe and evaluate the applicant only as he answers questions during a **brief** period of time
3. In industry and management there has been an attempt o supplement the interview by subjecting applicants to a **battery of tests**
4. These tests measure ability, aptitudes, attitudes and interests and both the academic training and practical experience
5. The use of a battery of tests along with an interview provides a better basis for selection than using the interview alone

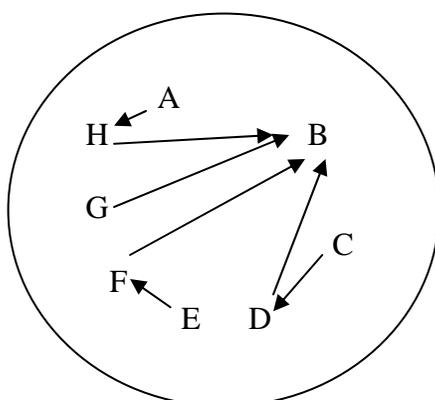
B. Performance Tests:

1. These have been used in certain situations as a part of the basis for selection of professional leaders
2. One type of these is the '**Leaderless group tests**' in which seven or eight persons are given a common task to perform and it is left up to the persons involved to determine which person have become the leader
3. Another type of test is to appoint an individual as a **leader** and then observe how well he directs the activities of the members of the group
4. The big advantage of these performance tests is that one can observe the **potential leader** in a real life situation in which he is functioning as the leader of a group

Selection of lay leaders:

A. Sociometry:

1. **Sociometry** is concerned primarily with obtaining **choices** in inter-personal relations, such as with whom one would like to work, play etc. or to whom one would go for advice on farming or other problems
2. It attempts to describe social phenomena in **quantitative** terms
3. It may be used in selecting professional leaders also, but of greater use in selection of lay leaders
4. It is necessary that all the persons involved in a sociometric test **know** one another. These tests are **not** designed to measure vague factor called **popularity**, but it is popularity of acceptance in terms of specific activities
5. Sociograms for the same individuals will manifest (bring out) **differences** when the choices are in relation to different activities. This method is very useful to the extension worker in finding out the natural or local or informal leaders in the villages
6. An extension worker goes into a given area and asks the farmers to indicate whom; they ordinarily consult for **advice** on farming, which the extension worker wants to introduce. Usually after a few interviews, it becomes apparent (clear) which farmer is the influential person on natural leader. The figure below illustrates the Sociometry test



SOCIOGRAM

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

B. Election:

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

C. The Discussion Method:

1. Through discussions (on any subject) the person with sound knowledge and ability is soon recognized and a mere talker easily spotted
2. Discussion gives encouragement and assurance to the potential leader to express himself, and over a period of time may make him more confident in accepting some position of leadership and he emerges as a valuable leader

D. The Workshop Method:

1. In this method a large group is broken in to **smaller groups** and the responsibility of the program and decision-making rests upon the smaller units
2. Leadership emerges in each small group. Over a period of time, the extension worker can spot certain leaders who come to the fore (front) in taking responsibilities
3. The extension worker or professional leader in the workshop has the position of consultant, observer, discussion group leader etc.

E. The Group Observer:

1. The extension worker should watch (observe) a community or group in action and then he will be able to spot potential leaders
2. He may observe the community in any type of situation. For obtaining the best results, the group should not be aware of that the extension worker is observing them

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

F. Key informants:

1. In a community **key informants** or persons with important information about their community like teachers, VLWs etc may be asked by the extension worker to indicate opinion leaders in that area based on their indications he will select the leader.
2. **Key informant** method is cost saving and time saving when compared to the sociometric method and other methods

G. Self-designating technique:

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

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

LECTURE NO.: 9. TRAINING OF LEADERS – LAY AND PROFESSIONAL LEADERS, ADVANTAGES AND LIMITATIONS IN USING LOCAL LEADERS IN AGRICULTURAL EXTENSION

Training of Leaders:

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

Objectives of training of leaders:

1. The objective of training is to develop the essentials of **good leadership** in the selected leaders
2. To give them a perfect understanding of the people, to enable them to understand **group behavior**
3. Develop competence in group processes i.e. teaching them the methods of **identifying** problems develop cooperative thinking, exchange and analysis of ideas
4. To acquire **technical skills** necessary to carry out a **job**, how to identify problems and plan appropriate procedures. To obtain attitudes, knowledge and skills of dealing with people. To develop in them latest capacities of leadership

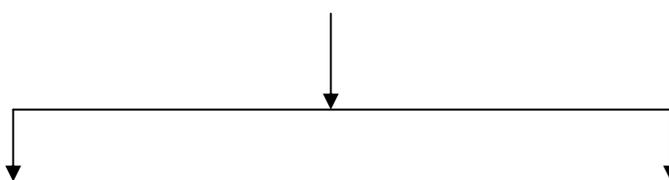
Methods of training of Professional leaders:

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

2. **Induction training:** apprenticeship experience under the direction of a trained and experienced leader in the field will enable the new professional leader to develop his abilities for successful leadership
3. **In-service training:** This is training is given to the professional leaders for constantly **improving** their **efficiency** by focusing attention upon the problems they have faced in the field and the ways to solve them. In-service training has become increasingly **important** in view of the fast changing **technology** in agriculture in recent times

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

Methods of Training of Lay leaders



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

Informal	
1.	Observations
2.	Reading
3.	Talking

Formal methods of training of lay leaders:

1. **Lecture:** This is probably **most common** method. Through this method local leaders under training are given enough **material** for thought, but little opportunity for **self-**

expression. The lecture method is effective in certain situations, but usually is supplemented by other methods, depending on the objectives to be attained

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

Informal methods of training lay leaders:

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

Advantages of using local leaders in extension:

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

Limitations of using local leaders in extension:

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

LECTURE NO.: 10. PSYCHOLOGY AND EDUCATIONAL PSYCHOLOGY- MEANING, SCOPE AND IMPORTANCE

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

Definitions of Psychology:

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

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

Psychology is a science of human behavior

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

Psychology is the science of behavior and adjustment

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

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

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

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

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

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

Introduction to the science of Educational Psychology:

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

Knowledge: it is the intimate acquaintance with fact

Skill: The ability to do a particular thing

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

Definitions of Educational Psychology:

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

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

Trow

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

Lecture No.: 11. Intelligence - Meaning, types, factors and importance in Agricultural Extension

INTELLIGENCE

Introduction:

Among the millions of species that exist on the earth, the **human being** is said to be superior and exclusive (separate) because of its **reasoning** of distinguishing between **right** and **wrong**. The ability to **adapt** 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 **beneficial** 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 – **Grupe**

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**

Three types of intelligence:

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

Abstract intelligence or cognitive ability:

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

Concrete intelligence or mechanical intelligence or motor ability:

1. Concrete means which is physically existing e.g. implement, object etc

2. It is the ability to understand and deal with things or objects etc., and more concerned with the physical skills of individuals
3. **Industrial and building traders** are high in mechanical intelligence e.g. problem solving skill and manual skills

Social intelligence or social ability:

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

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

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

Factors affecting Intelligence:

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

Important factors that affect the Intelligence:

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:** 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. **Intelligence Quotient:** I.Q. rates the levels of intelligence of a person

$$\text{I.Q.} = \frac{\text{Mental age of an individual (MA)}}{\text{Chronological age of an Individual (CA)}} \times 100$$

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

Importance of Intelligence in Extension work:

1. Intelligence does not follow a set of **stereo** (similar) types of pattern but depends largely on the **complexity of demand** of their environment and the kind of **training** they receive
2. Intelligence remain constant when the conditions remain constant i.e. health, types of education and situation
3. In all, the differences in intelligence can be treated to either **heredity** or **environment** since individual is a product of both
4. **Gifted persons** with higher intelligence can be better utilized by offering 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

Lecture No.: 12. 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:

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

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

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

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

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

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

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

Types of Personality:

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

- a. Extrovert
- b. Introvert and
- c. Ambivert

Extrovert and Introvert Personalities (Differences):

S.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

Ambivert Personality:

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

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

Importance or role of Personality in Agricultural Extension:

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

Lecture No.: 13. Perception, Emotions, Frustration - Meaning, types, factors and importance in Agricultural Extension Introduction

Meanings:

Perception is usually described as a response to stimulus

Perception is an active process, whereby sensory reactions are related to relevant 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**

Stages in Perception:

The different stages involved in perception are:

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

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

Factors affecting Perception:

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

Characteristics of Stimulus:

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



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

Perception



Count the
blotches
20?
This is one dog
not
20 discrete blotches

Fig. Law of Closure

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

Characteristics of the Perceiver:

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

Importance of Perception in extension work:

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

FRUSTRATION Meaning, types, factors and importance in Agricultural Extension

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

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

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

Types of Frustrations:

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

Factors that lead to Frustration:

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

Importance of frustration in extension work:

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

EMOTIONS

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

Emotion is a **stirred up** state of feeling that is the way it appears to the **individual** himself. Emotion is a **disturbed** muscular and glandular condition. That is the way it appears to the observer

Definitions:

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

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

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

Wood worth

Types of Emotions:

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

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

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

Effects of Emotions on Individual behaviour:

A. Psychological changes:

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

B. Effects on Behavior:

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

Importance of Emotions in Extension work:

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

6. Emotions are strong motivating forces of action. The extension worker should arouse right type of positive emotions for preparing the farmers for action

Lecture No.: 14. Motivation- meaning, types of motives, theories of motivation, importance of motivation in agricultural extension

MOTIVATION

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

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

Definitions:

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

Motivation is also defined as a stage of the organism in which **bodily energy** is 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:

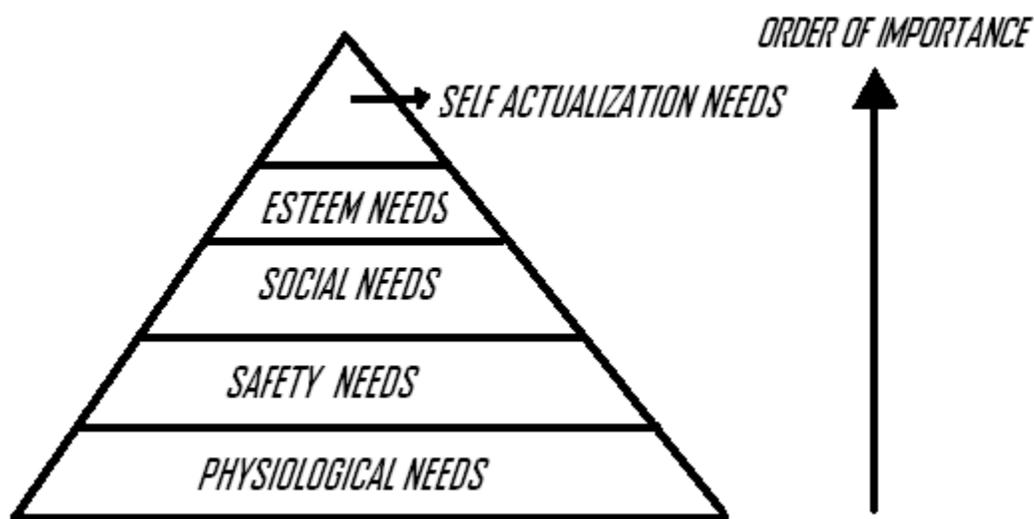
THEORIES OF MOTIVATION

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.



Maslow's Classification of Needs According to order of importance or hierarchy

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

Importance of motivation in agricultural extension:

1. Society composes of individuals. Everyone is different from the other and the degree of difference is based on the relative importance each one of us assigns to the different motivating forces and to the various interests we have, which impel us to act as we do
2. The job of the extension worker is to understand the basic wants or incentives of the people with whom he is working
3. He should show the 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

Lecture No.: 15. Teaching, learning, Learning experience, learning situation - Meaning and Definition, Elements of Learning Situation and its characteristics

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

Definition of Teaching and Amplification:

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

Amplification:

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

Definition of Learning and Amplification:

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

Amplification:

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

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

Teaching \longleftrightarrow Learning

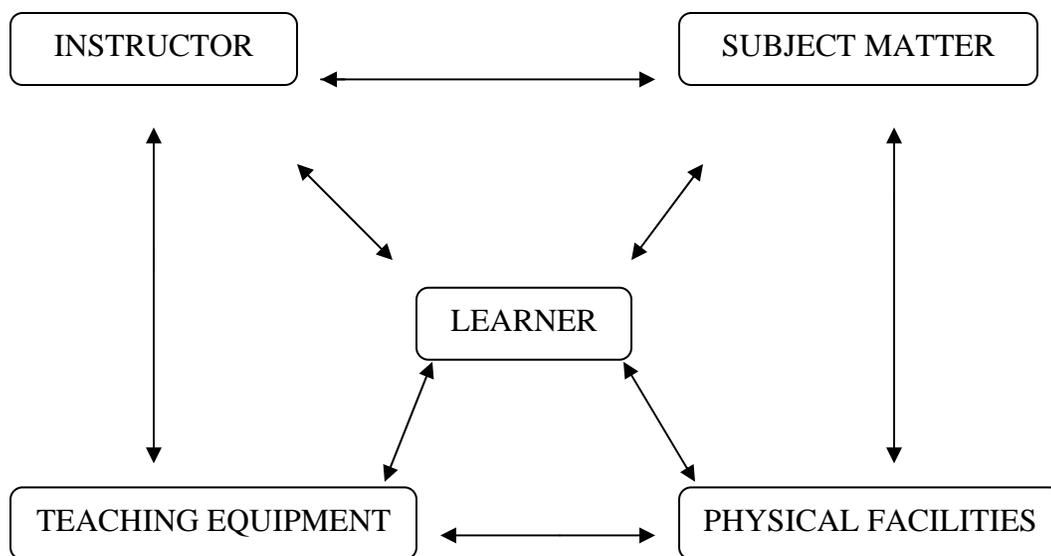
Definition of Learning Experience: It is the **mental and /or physical** reaction one makes through seeing, hearing or doing the things to be learned, through which one gains meanings and understandings of the material to be **learned**.

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.

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

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

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



THE 5 ELEMENTS OF A LEARNING SITUATION

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

1. Instructor should:

- a. Have clear objective
- b. Know the subject matter and have it well organized
- c. Be enthusiastic and interested in the subject
- d. Be able to communicate with learners
- e. Be democratic in his leadership
- f. Allow student participation, ask for it
- g. Be prepared, be prompt, be friendly, be courteous
- h. Use teaching plan
- i. Speak so that all can hear
- j. Set a good example of a good leader and teacher
- k. Be skillful in the use of teaching materials and equipment

2. Learner should:

- a. Have need for information
- b. Be interested
- c. Be capable of learning
- d. Use the information gained

3. Subject matter or content:

- a. Pertinent (related) to learner's needs
- b. Applicable to real life situations
- c. Taught at intellectual level of learners
- d. Well organized – logically presented
- e. Presented clearly
- f. Challenging, satisfying and significant to the learners
- g. Fits into overall objectives

4. Physical Facilities:

- a. Free from outside distractions
- b. Temperature as comfortable as possible
- c. Well lighted
- d. Adequate space for the group
- e. Furniture comfortable and well arranged

5. Teaching Equipment and Supplies:

- a. Meet the needs effectively
- b. Readily available
- c. Each item used skillfully

Lecture No.: 16. Principles of learning and their implications in teaching. Steps in Extension teaching

Principle	Particulars		Implications for teaching
Principle of Association	<i>Learning is growth like and continuous</i>	<ul style="list-style-type: none">1. Learning is the result of our experiences2. Experiences that occur together tend to recur together3. Previous learning always sets the stage of subsequent learning	<ul style="list-style-type: none">1. Begin at the level of the learner2. New must be related to old3. Adjust the pace to the learner's capacity, one idea at a time4. Bring the idea to the attention of the learner repeatedly and over a period of time

<p>Principle of Clarity</p>	<p><i>Learning is purposeful</i></p>	<ol style="list-style-type: none"> 1. Learning varies directly with the meaningfulness of the material presented 2. Learning is increased when the learner sees the end sought by the practice 	<ol style="list-style-type: none"> 1. Learning must make sense to the learner 2. Progress must be constantly appraised and redirected 3. Purpose must be kept in sharp focus
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<p>Principle of self activity</p>	<p><i>Learning results through self activity</i></p>	<ol style="list-style-type: none"> 1. It is an active process on the part of the learner 2. Teachers can only set up the learning situation and stimulate a person to learn 3. The door to learning is locked on the inside and unless the learner opens the door himself, learning cannot take place 4. Learning involves appropriate activities that engage maximum number of senses 	<ol style="list-style-type: none"> 1. Activities appropriate to the specific learning situation must be used 2. Learning activities should engage maximum number of audio-visual aids.
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<p>Principle of Readiness (Motivation)</p> <p>Principle of Rewards (Satisfaction)</p>	<p><i>Learning must be challenging and satisfying</i></p>	<ol style="list-style-type: none"> 1. Readiness includes social and intellectual maturity 2. When not ready to act, learner will be annoyed if made to act 3. A favourable attitude accelerates learning and a bad attitude retards learning 4. Consequently learning depends primarily upon satisfaction of wants or needs, in other words, upon success 5. Rewards maintain and strengthen the learning process 	<ol style="list-style-type: none"> 1. Teacher motivation of the student is essential in making learning more challenging 2. Standards demanded of the learners should be suitable to their ability or capacity 3. Appropriate and timely recognition should be given to student achievement
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<p>Principle of Practice (or Law of Exercise)</p>	<p><i>Learning must result in functional understanding</i></p>	<ol style="list-style-type: none"> 1. Memorization is temporary unless reviewed or put to use in a practical situation 2. Practice leads to perfection 	<ol style="list-style-type: none"> 1. Course content should be organized into meaningful units 2. Theory should be related to practice 3. Provide activities that simulate actual use situation
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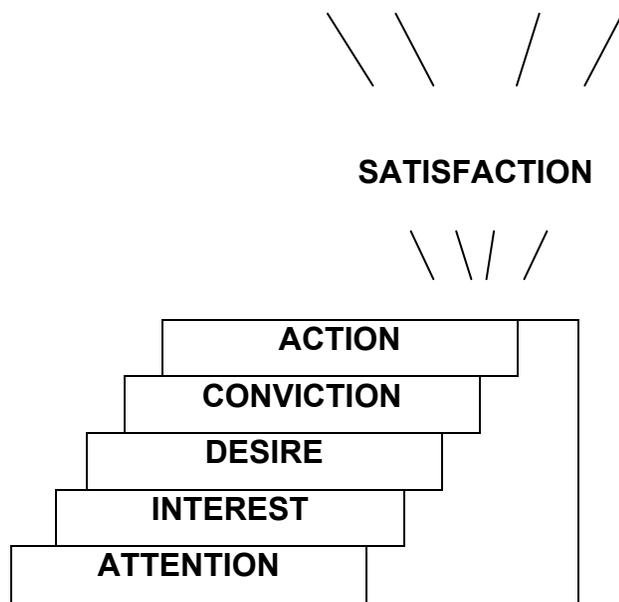
<p>Principle of Disassociation</p>	<p><i>Learning is affected by emotions</i></p>	<ol style="list-style-type: none"> 1. The intensity of emotional feeling affects learning differently in different individuals 2. The most effective way of eliminating an undesirable response is to set up a desirable substitute 	<ol style="list-style-type: none"> 1. Strive to increase pleasant emotions and decrease unpleasant emotions of students in connection with the learning process 2. Train the expression of emotions in the right direction
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Principle of Timing	--	1. Learning takes place more readily when the facts or skills are given at the time of just before the time they are to be used in a serviceable way	1. Select the appropriate time, depending on the learning activity (neither too early, nor too late).
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Principle of Environment	<i>Learning is affected by the physical and social environment</i>	--	<p>1. The general physical environment should be suitable to the kind of learning taking place</p> <p>2. Specific physical factors of the meeting place should be suitable to the activities selected for use in the learning situation</p> <p>3. The teacher should recognize and utilize the effects of the social environment of learning.</p>
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STEPS IN EXTENSION TEACHING

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



Steps in Extension Teaching
(AIDCAS)

Step – 1: Getting the attention of the learner

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

Step – 2: Stimulating the learner's interest

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

Step – 3: Arousing the learner's desire for information

1. The teacher is concerned with continuous stimulation of learner's interest in the new idea until that interest becomes a **desire** or motivating force sufficiently strong to compel action

2. The teacher explains to the learner that the information **applies** directly to the **learner's situation**, that the doing of the thing will satisfy a significant want or need of the learner

Step – 4: Convincing the learner that he should act

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

Step – 5: Getting action by the learner

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

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

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

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