

## ② Rural Sociology & Educational Psychology

(community)

(self)

i) Social Groups

ii) Association / Institution / Community

iii) Culture / Civilisation

born into  
(ascribed)  
(pre defined)

i) learning

ii) Motivation

iii) Leadership

status is of two types →

- ascribed
- attained

def. feature  
Eg.

### • Community

Membership in community is pre defined & the second thing is, membership is involuntary. (ascribed)  
Eg: Tribal com. Communities are imp. social groupings :: they contribute to bringing people together. We can fall back on these communities in hrs of crisis.

Association is a grouping or coming together of people for a specific purpose,

Eg: Cricketer's association

Institution is a social grouping which has a purpose and is governed by a set of rules & regulations

Eg: Schools provides standard operating procedures creates order from chaos.

\* Understanding society requires us to make sense of the different types of social groupings. Many social groups come up involuntarily, and some others are voluntarily created for a certain purpose. i.e.

social gr. :: serve the purpose of channelising the different views in society.

They may be of many types like -

• association, institution & community

In a diverse & heterogeneous country like India social groups are both a threat and opportunity.

communal disputes cultural aspect

• Social groups are not merely about individuals but about value systems, opinions and life styles which are associated with these individuals.

C/W  
11/09

Topic: Agriculture Extension Education

& Rural Sociology

Agriculture Extension Education & Rural Sociology are two of the most critical components of disseminating awareness about agricultural operations & its relevance in everyday life.

These disciplines are imp. to help both ruralites to understand the different ways to improve their own life (agr. ext. educ.) and also for external experts to get an idea about rural life (rural sociology).

In other words, rural sociology and agr. ext. educ. are disciplines in themselves. They are scientific methodologies to understand, explore and disseminate the different aspects of facets of rural social life.

Most importantly these disciplines help us understand rural social structure, organisation and social processes. → However there is a difference in the focus of these disciplines. In case of agri. ext. educ. the focus is to make efforts for helping the rural people understand new programmes & schemes.

for their development. It is more about awareness and applications of rural development schemes. On the other hand, rural sociology as a discipline tries to map the different aspects of rural social life & social change.

Agr. Extension owes its origin to Latin words:

'Ex' → out & 'tensio' → stretching. → (1 marks)

Thus, extension refers to an out of school system of education. Started → 1914 (USA).

However, we need to differentiate b/w extension education, ext. service & ext. process.

Learning & teaching with & from rural people  
Eg: Ext. edu : A. Learning about farming practices.

Ext. service : B. Awareness about fertilisers scheme.

Ext. process : C. Teaching women to make baskets.

There are three aspects of agri-extension : ext. educ., ext. service, ext. process

\* Agr. Ext. Educ. is an applied science which draws from physical, biological and social sciences. It synthesises these concepts and principles to educate out of school rural farmers.

As a pedagogical technique it first started in 1914 in USA. It is different from extension service which is more about skilling farmers with knowledge about new agricultural schemes and techniques.

Kesley and Hearne emphasise nine areas of agricultural extension.

- 1) Efficiency in agricultural production.
- 2) Efficiency in marketing & distribution.
- 3) Conservation of natural resources.
- 4) Farm management.
- 5) Family welfare.
- 6) Youth development.
- 7) Leadership development.
- 8) Community development.
- 9) Public affairs.

Extension education thus aims at a comprehensive development of the life of a rural farmer. It tries to instill among farmers a scientific attitude of farming and appreciating agrarian cultures.

It is a way to appreciate rural lifestyles, attitudes and orientations. It is a two way channel where we try to bring scientific info. to village people and take the problems of villagers to research institute to find scientific solutions.

Agricultural extension education is critical in the present times because it provides the link between expert scientific research and common agricultural needs.

Agr. ext. services play the crucial role of explaining the common people how specialised scientific research can be helpful to solve their farming problems.

\* Rural sociology is the science of rural society.  
As per AR Desai rural sociology is the study of socio-logical life, in rural setting, to discover tendencies, and conditions for formulating principles of progress.  
In other words rural sociology is the study of human relationships in rural situations.

Rural sociology as a discipline therefore tries to develop a scientific approach to understand rural social structure and processes. It is an effort to observe social phenomena and its relationship to environmental resources.

Rural sociology in recent years has developed under the impact of new changes in the economic structure. Unlike traditional rural sociology which focused on understanding rural social structure and distribution of resources to diff. communities. New rural sociology however tries to see how impact of urbanisation, mechanisation and commercialisation of agriculture has influenced rural social life. With new changes in the economy people from with no access to capital have now found it. Even if they were never members of dominant castes, they now have technological know how and knowledge about market opportunities. Under such a changing scenario rural sociology needs to understand how rural communities are keeping up with modernisation and urbanisation. Villages are no more isolated, self contained units. They are constantly in touch with changes in cities and are influenced by it.

Most importantly with emerging opportunities in cities the rural farming community does get financial help from other non farm sectors. Indian agriculture is mostly affected by unpredictable rains and hence seasonal migration of labourers is a recurrent phenomenon. The money gained by short-term employment in the urban construction sector or industrial sector provides an additional source of income to rural households. On one hand agriculture is no more a <sup>profitable</sup> ~~lucrative~~ employment option but at the same time, opportunities like this helps communities to diversify their involvement in agricultural activities. For eg. even if they might suffer from small size land holdings availability of credit facilities or marketing issues, the new social changes in rural society helps them overcome these problems.

Rural sociology therefore focuses on understanding both the static aspects of rural community and its dynamic components.

### \*Rural Sociology of Educ.

1. Agriculture Extension vs R.S
2. Changes in rural social life
3. Basic concepts: society, community, association, institution, social groups.
4. Dominant Caste
5. Agrarian class Structure

CW  
03/10

## \*Educational Psychology\*

L. Sigmund Freud (Father)

3. Key Approaches to understand Human Psychology
2. Learning
3. Motivation
4. Cognition
5. Intelligence

### 3. Key Approaches to understand Human Psychology

<u>APPROACH</u>	<u>KEY PROPONENTS</u>	<u>THRUST AREA</u>
1. Behavioural	Watson & Pavlov	Observable events & stimulus & response
2. Biological	OLDS, SPARRY	Bodily structures & underlying biochemical processes
3. Humanistic	ROGERS, MASLOW	Rationality & intelligence
4. Psychoanalytic	FREUD, JUNG, ADLER	Unconscious motives & expressions
5. Cognitive	PIAGET, CHOMSKY	How people acquire, store & process info.

• Human behaviour is a dynamic entity. It is influenced by miscellaneous factors, psychology as a subject helps us to understand the different ways in which humans think, relate, understand and interact.

There are primarily five approaches that help us understand dynamics of human behaviour. Each of these approaches emphasise upon diff. facets of human personality. Firstly, the psychoanalytic approach of 1900 was primarily given by Freud, Jung & Adler, they argued that human psychology could be better understood if one diagnosed the unconscious

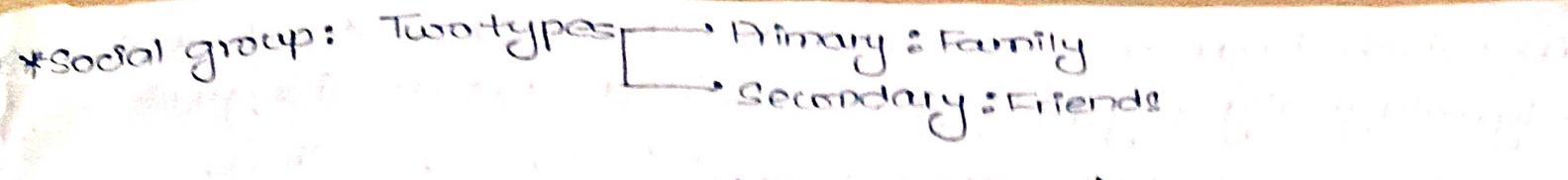
... had the unconscious elements in humans. It argued that the unconscious motives & experiences in early life govern personality and mental disorder/constitution.

Secondly, the behavioural approach of 1930 onwards was given by Watson & Pavlov, such an approach argued that the external environment had an effect on the overt behaviour of individual.

Thirdly, the humanistic approach of 1950's was popularized by Rogers and Maslow. It argued that human psychology is shaped by rationality and intelligence. Humans are potentially rational entities to adapt differently to given situation.

Finally, the biological approach to understand human behaviour was popularized by Olds and Sperry in 1950's. It argued that, the ~~psyches~~ physiological aspects of individuals shaped their psychological attributes. In other words, an individual's functioning can be explained in terms of her/his bodily structures & underlying biochemical processes.

Fifthly, the cognitive approach of 1950's was given by Piaget and Chomsky. Such an approach found that human behaviour cannot be fully understood without examining mental processes. One needs to understand how individuals acquire, store & process info. Thus to conclude, human psychology is a dynamic entity and requires a multi dimensional approach to understand it. It maybe influenced by experience events, rationality, cognition and biological construct.



## Psychology (Sigmund Freud)

### 1. Unconscious

0-1 Oral

1-3 Anal

3-6 Phallic

6-9

4-12

>12

### 2. Relationships

Dilemma in humans: pleasure vs. restriction

Human psychology is dynamic in nature, Sigmund Freud, the father of psychology is credited with developing a comprehensive account of what constitutes human psychology. For Freud, a human being's psychology is the culmination of her/his experiences through childhood. The different stages of development of a child (e.g.: oral, anal, phallic) ultimately determine two core components of his/her personality → a) unconscious b) relationships

## \* Psychology & Agriculture\*

1. Psychology is derived from Greek word 'psyche' → soul

'logos' → science

## 2. Key features of Psychology

- studies human behaviour
- studies human needs and desires (maggie)
- drives, needs and desires (cereals)
- explores role of unconscious : ID (Libidinal instincts)
- explores role of unconscious : EGO (Balancing)
- explores role of unconscious : SUPEREGO (moral principle)

Psychology as a discipline tries to help us understand and explore the secrets of human behaviour. It is a scientific study of human personality and the ways in

for which humans accommodate in their external environment, etymologically psychology is derived from the greek words : 'psyche' (soul) & 'logus' (science). Thus, psychology is the science of human behaviour. It tries to describe, understand, predict & control human behaviour. It is also a way to examine how individuals negotiate b/w their internal and external worlds.

Primarily psychology as a subject has three key purposes

- (a) Explore the diff. aspects of human behaviour like learning, perception, motivation & leadership.
- (b) It tries to examine the interrelationship b/w instinctual drives, basic needs and desires.

Thirdly and finally psychology tries to unpack the role of 'unconscious' in human behaviour. Just as Freud argues, that one needs to understand the tussle between 'Id' (Libidinal instinct), 'Ego' (Balance principle), and 'SuperEgo' (morality principle).

1. Worldview of farmers (belief, custom,
2. Find causes of prejudices
3. Client cognition levels & learning levels
4. Relationship b/w formal education & incidental learning.

The role of psychology in agri. ext. educ. is important in four ways:

- (a) It helps us understand the worldview (beliefs, customs, knowledge) of farmers.

- ⑥ It helps us find the causes of prejudices that prevail in rural communities.
- ⑦ It helps us understand different ways in which farmers cognise (connect to) and learn from their environment.
- ⑧ It helps us find appropriate ways in which topics of formal education can be imparted through incidental or applied learning.

CJUO  
30/10/23

<u>HVE</u>	
Body	
Mind	Soul
Patriotism	Morality
Intelligence	Emotions
Works: Evidence	Spirituality
Works: Faith	↓ ready value bias

<u>RS &amp; Educ. Psych</u>	
	Freud's
	ID - Pleasure principle
	Ego - Social regulation
	Superego - Balancing act

## Ques 1. Social Change - Concept

2. Factors of Social change

3. Theories of S. change

4. Sanskritisation, Westernisation, Modernisation - Brintha

5. Globalization v/s Glocalization - George Ritzer

Whichever  
arrange pages.

Change is the law of nature. It refers to a difference in anything that is observed over a period of time. Sociologists have highlighted upon diff. aspects. Scholars like Kingsley Davis and Maciver see social change as a change in relationships. But for Jones, social change refers to variations in or modifications of any aspect of social process. A diff. view Gillin & Gillin sees social change as a variation in accepted modes of life. These changes can occur due to alteration in geographical conditions, cultural composition of the population, due to diffusion of new ideas. In this sense, social change can bring about changes, in the system or of the system. Social changes can therefore be - endogenic & exogenic in nature.

The most imp. factors of social change are:

changes in demographic structure of a society: eg: sex ratio determining marriage pattern.

Physical/geographical changes like earthquakes / floods.

Technological factor which bring out revolution. eg: mobile tech.

Changes in means of production. eg: consumption of processed & packaged food.

Q. Why?

## Motivation

1. Fulfil basic necessities.
2. Realisation of skill set.
3. Gain social prestige.

Human behaviour is dynamic in nature, and requires people to understand the various reasons that motivate people to act in a certain manner. There are primarily three key reasons that guide and motivate people to work:

- (i) Fulfilment of basic necessities.
- (ii) Realisation of skill set of individuals.
- (iii) Need to gain social prestige.

There are primarily three major theories that explain motivation of individuals to work:

Maslow's Hierarchy of Needs  
As per Herbert Maslow, individual work maybe motivated by one of the following five types of needs; These needs are hierarchically arranged in the following order.



Physiological needs refer to requirements like food, clothing and shelter.

Security needs include motivation to work so as to prevent job loss or threat of retrenchment.

The third level of motivation for work comes from the need to fulfil social needs. Social needs refer to the acceptance and affiliation of the worker at the place of work.

At the fourth level of motivation lies the ego needs level which refers to goals like- self esteem, status and recognition.

At the fifth & highest level there exists the motivation of self-actualization. This need for it ensures that employees are motivated and content to use their talent creatively and achieve their fullest potential in the given work set up. It needs to be noted that Maslow's theory of hierarchy of needs provides us a graded road map to work. It explains why and how human beings' motivation to work changes at different points in time.

Prejudice → General feeling about which there's no evidence.  
Stereotype → when prejudices are used to create a picture about a person/ phenomenon.  
Discrimination → when we use our stereotypes to be the guiding principle of our behaviour towards people.

Hence, as per Maslow's hierarchy of needs, a worker who is operating at the social needs level will be motivated by opportunities to connect with coworkers and work as team. For him/her, salary, benefits and job security are no longer primary motivation for doing the job. Therefore, as agri professionals working in a project, we need to be aware of the level at which workers are operating. Only then we can provide the right opportunity to fulfil needs at the appropriate level.