

कृषि महाविद्यालय

Practical Manual

on

Fundamentals of Rural Sociology and Educational Psychology

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Department of Agricultural Extension

College of Agriculture

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Raipur (Chhattisgarh) 492 012

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Practical - 1

Title: Visit to village and study about village institutions and organizations.

Objective: To ascertain the structure, activities and role of different social institutions and organization available in the village for rural development.

Chhattisgarh is an agrarian state with ample of rural population residing in the villages. The socio-economic and communicational aspects of the villagers are largely dependent on rural institutions and organizations particularly to the remote areas. Broadly, these institutions may be classified as formal institutions and informal institutions. Further, these institutions and organizations may be classified according to their constitution into the following heads.

1. Social institutions/Organizations

- i) Family
- ii) Self Help Groups (SHGs)
- iii) Farmer's Interest Groups (FIGs)
- iv) Mahila Mandals
- v) Yuvak Mandals
- vi) Religious Organizations like Ramayan Mandali etc.,

2. Political Institutions

- i) Gram Panchayat

3. Educational Institutions

- i) Schools
- ii) Aanganbadi

4. Health Institutions

- i) Primary health center

5. Agricultural and allied Institutions

- i) Co-operative Society
- ii) Krishi Upaj Mandi
- iii) Animal Health Center

6. Financial Institutions

- i) Bank
- ii) Post Office

Exercise – 1

Title: Study about rural families

Objective: To know the structure and composition of rural families

Family is considered as basic rural institution. It plays an important role in shaping the socio-psychological profile of children. The following aspects of families is to be studied to aware about the constitution and structure of rural families -

Source of Data/information: The students have to collect the information from 6-10 villagers as a group response.

Name of village :

Block : District :

Total No. of families in the village

a) *According to family type:*

No. of Nuclear families

No. of Joint families

b) *According to land holding:*

No. of Landless families

No. of Marginal farm families (up to 1 ha.)

No. of Small farm families (1.1 – 2 ha.)

No. of Medium farm families (2.1 – 4 ha.)

No. of Big farm families (>4 ha.)

c) *According to family size:*

Small families (up to 5 members)

Medium families (6 to 8 members)

Big families (9-12 members)

Very big families (>12 members)

d) *According to caste:*

No. of General castes families

No. of OBC families

No. of SC families

No. of ST families

e) *According to main occupation:*

- No. of families involved in Agriculture
- No. of families involved in Animal Husbandry
- No. of families involved in Agricultural labour
- No. of families involved in other labour
- No. of families involved in business
- No. of families involved in Service
- No. of families involved in caste occupation

f) *According to House type:*

- No. of families having *pucca* house
- No. of families having *pucca+kachcha* house
- No. of families having *kachcha* house

- Name of Respondents (Villagers)
1.
 2.
 3.
 4.
 5.
 6.
 7.

Students have to compile the above information in the following table

Particulars	Frequency (No.)	Percentage	Rank
<i>A. Family type</i>			
i) Nuclear Families			
ii) Joint Families			
<i>B. Land holding</i>			
i) Land less			
ii) Marginal (up to 1 ha)			
iii) Small (1.1 - 2 ha)			
iv) Medium (2.1 - 4 ha)			
v) Big (> 4 ha)			
<i>C. Family size (no. of family members)</i>			
i) Small families (up to 5)			
ii) Medium families (6 to 8)			
iii) Big families (9-12)			
iv) Very big families (>12)			
<i>D. Caste system</i>			
i) General castes families			
ii) OBC families			
iii) SC families			
iv) ST families			
<i>E. Main occupation (family wise)</i>			
i) Agriculture			
ii) Animal Husbandry			
iii) Agricultural labour			
iv) Other labour			
v) Business			
vi) Service			
vii) Caste occupation			
<i>F. House type (family wise)</i>			
i) Pucca house			
ii) Pucca+kachcha house			
iii) kachcha house			

Exercise – 2

Title: Study about Self Help Groups (SHGs)

Objective: To know the structure and functions of SHGs

In many villages several self help groups were formed mainly by the men, women and youth of the village. These groups are formed for a common interest. The activities are generally performed by the members themselves. NABARD has also supported several SHGs being constituted by the rural people.

Source of Data/information: The students have to collect the information from villagers and local leaders for identification of SHG, and then the following information has to be collected from members/office bearers of SHG so that their structure and functions can be assessed:

Name of village :.....

Block :..... District:.....

Total No. of SHGs in the village

a) No. of male SHGs in the village

b) No. of women SHGs in the village

c) No. of youth SHGs in the village

d) Name of SHG under study

Month & Year of start (Registration)

Total No. of Members

Name of sponsoring agency of SHG

Account status of SHG as on

Main activities of this SHG

Name of respondents (member of SHG)

.....

Organizational Structure of SHG under study

Students' observation about the function/activities of SHG

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Exercise – 3

Title: Study about Farmers Interest Groups (FIGs)

Objective: To know the structure and functions of FIGs

In many villages FIGs are also constituted. These groups are mainly constituted based on commodity or enterprise to which the member farmers are associated. This type of groups may be formed formally or informally based on the members and their interest.

Source of Data/information: The Students have to identify the total no. of FIGs available in the assigned village with the discussion of respondent farmers groups. For assessing their structure and activities, the following information has to be collected from the members of a particular FIG.

Name of village :.....

Block :..... District:.....

Total No. of FIGs in the village

a) No. of male FIGs

b) No. of women FIGs

c) Name of FIG under study

Month & Year of start (Registration)

Total No. of Members

Name of sponsoring agency (if any) of FIG

Main activities of this FIG

.....

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.....

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Name of respondents (member of FIG)

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Exercise – 4

Title: Study about Mahila Mandals and Youvak Mandals

Objective: To identify different rural organizations and their role in relation to rural development

Many social activities of villages are performed by some Mahila Mandals and Youvak Mandals. These organizations many times formed according to certain functions or activities in the village. In every village certain Mahila Mandals and Youvak Mandals are found. These are mostly informal organizations and generally formed by same gender/ age group of people. Students have to identify the no. of such groups

Source of Data/information: The Students have to identify the total no. of such groups in the assigned village with the discussion of villagers and study in detail about any one organization:

Name of village :

Block : District :

Total No. of Mahila/yuvak mandals in the village

a) No. of Mahila mandals

b) No. of Yuvak mandals

c) Name of mandal under study

Month & Year of start (Registration)

Total No. of Members

Name of sponsoring agency (if any)

Main activities of the mandal under study

Name of respondents

Exercise – 5

Title: Study about Religious organizations/institutions

Objective: To identify various religious organizations and their functions in relation to rural development

In such type of organizations, the occupation/ Enterprise of individuals are secondary. These groups are formed for performing certain task / activity in the village. Ramayan mandals, Bhajan mandali, Ramlila mandali etc., are the important examples of such organizations. In every village these organizations are commonly found. Activities of these organizations are event specific. The membership is varying from few to some dozens. Out of such several organizations prevailing in the village, students have to study any such organization.

Name of village :

Block : District:

Total No. of such organizations in the village

a) No. of male organizations

b) No. of women organizations

c) Name of organization under study

Month & Year of start (Registration)

Total No. of Members

Name of sponsoring agency (if any)

Main activities

Name of respondents

Exercise – 6

Title: To study the Gram Panchayat

Objective: To know the structure, functions of various officials and role of Gram Panchayat in rural development

Gram Panchayat is also known as the important component for democratic decentralization of governance. A three tier Panchayati Raj System was implemented in the country since 1959. In our state the three tiers are - Gram Panchayat (village level), Janapad Panchat (Block level) and Jila Panchayat (District level). In this study, students have to assess the role and responsibilities of Gram Panchayat. Hence they have to collect the following information from the group of villagers and office bearers of Gram Panchayat.

Name of village :

Block : District:

a) Name of village (s) covered in the Gram Panchayat

b) Village population

c) Total No. of voters in the assigned village

d) Duration of present Gram panchayat

e) Name of Sarpanch

f) Procedure of election of Sarpanch

g) Functions of Sarpanch

h) Total No. of wards in the panchayat

i) No. and name of panch(s) in the village

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.....
.....

j) Procedure of election of panch

.....
.....

k) Name of panchayat secretary (sachiv)

l) Sources of funds of Gram panchayats

.....
.....

m) Functions of Gram panchayat

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.....
.....

n) Who is the members of Gram sabha

o) Role of Gram sabha

.....
.....

Name of respondents.....

.....
.....

Exercise – 7

Title: Study about educational institutions in the village

Objective: To know the status of educational organizations in the village

Education plays an important role in imparting civic sense to the individuals. Now a day's education is one of the central focuses of central as well as state government. The urban literacy status is quite well, now-a-days rural educational programmes is gaining momentum, for which every village has now having schools and other educational institutions like Anganbadi etc. with good infrastructure and facilities. For enhancing interest and enthusiasm in admission and study into the schools, mid day meals are also provided in most of the rural *Anganbadis*, and primary schools, resulting in rapid increase in rural literacy in general and women literacy in particular. Several activities are also undertaken for increasing higher education particularly for the rural people. In addition to education, these schools/institutions plays important role in physical education, sports, cultural and social welfare activities.

Students have to fill the following proforma from an assigned village pertaining to educations institutions. This information can be collected by visiting each institution personally.

Name of village :

Block :

District :

Institution/ Organizations	Govt./ Private	No.of students		Total teachers
		male	female	
(A) Name of village Anganbadi centre				
a)				
b)				
c)				

<p>(B) Name of village primary school</p> <p>a)</p> <p>b)</p> <p>c)</p>				
<p>(C) Name of village middle school</p> <p>a)</p> <p>b)</p> <p>c)</p>				
<p>(D) Name of village high and above school</p> <p>a)</p> <p>b)</p> <p>c)</p>				

Student's observation about educational patterns in the village

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Exercise – 8

Title: To study the health institutions in the village

Objective: To know the status of different health institutions in the village

Health related issues are increasing significantly in every age group of people particularly in the villages. The main reason behind it may be the un-hygienic environment, pollution in air, water, high chemical residues in edible materials and also the habits of the individuals. In many villages, in addition to allopathic treatment, villagers are still having faith on *Jadu-tona* and several non properly educated doctors are also doing practice in the villages.

In this exercise students have to just identify all such treatment measures and ask the group of villagers to answer the following questions.

Name of the village :

Block : District:

- a) Place & name of nearest health centre
- b) If in other village distance from the village
- c) Whether Govt./Private
- d) Whether a medical store is in the village Yes / no
- e) If no, distance from the village
- f) Major diseases/illness/disorders often occurred among the villagers
- g) Is there any Physician in the village Yes / no
- h) Is there any *Vaidya* in the village Yes / no
- i) Is there any *Guniya* in the village Yes / no

Name of respondents.....

Opinion/observations of student about the health services of the village

.....
.....

Exercise – 9

Title: To study the agricultural and allied institutions/organizations

Objective: To know the structure and functions of different agricultural and allied organizations in relation to rural development

Agriculture is the main occupation of villagers. They are also performing other occupations allied with the agriculture like animal husbandry, poultry, horticulture etc. Rice is the main crop of Chhattisgarh of both the wet and dry seasons particularly to the places, where assured irrigation is available. The farmers are dependent on different organizations and institutions for meeting their requirements of agricultural inputs, information, marketing their produce, credit institutions, implement workshops etc. Some of the following institutions are more important pertaining to their agricultural and allied enterprises.

Students have to assess these institutions with the following information to be collected from the staff of the respective institution:

Name of the village :

Block :

District :

Cooperative Society

Name of cooperative society :

Name of village where located :

Distance from the assigned village :

Main activities and functions of cooperative society:

1.

2.

3.

4.

5.

(To be asked from the employee of cooperative society and group of farmers)

Name of nearest Krishi Upaj Mandi :

Name of village where located :

Distance from the assigned village :

Main activities and functions of Krishi Upaj Mandi:

1.....

2.....

3.....

4.....

5.....

(To be asked from the employee of mandi and group of farmers)

Major disease occurred in local animal breeds : 1.....

2..... 3.....

Animal health centre (village) :

Distance from the assigned village :

Village name and distance of animal medicine shop :

Village name and distance of agriculture input shop :

Village name and distance of Implement shop :

Village name and distance of Implement workshop :

Observation of students about the agriculture & allied institutions in the assigned village

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Practical No. 2

Title: To study the rural leadership pattern in an assigned village
Objective: To know various formal and informal leaders available in the village and their functions in relation to rural development

"Leaders are those persons who has clearly distinguished from other individuals in power, status, vision and such traits of character such as intelligence, integrity, courage, wisdom and judgment." Leadership is an important aspect to be studied because they are supposed to be the first person to be contacted in the village. Awareness about the leadership pattern is required for imparting desirable change in the knowledge skill and attitude of villagers in general and amongst the leaders in particular. Several types of leadership pattern is found in the villages. Kimbal Yung has classified the leadership as political leaders, Democratic leaders, public servant leaders, welfare leaders, agitating leaders, principle leaders etc. Auransteen classified leaders as formal & informal leaders. The main functions of leaders is as manager, as planner, as policy maker, as specialist, as group representative, as patron, as mediator etc.

The students have to discuss about leadership pattern in the village in consultation with the group of local people from an assigned village. The following information has to be collected.

Name of the village :

Block : District:

(A) **Formal leaders:** Students have to identify the following formal leaders and their functions from the assigned village-

a) *Sarpanch* is the head of Gram Panchayat

Name.....Age.....Education.....

Main functions/activities of sarpanch

1.....

2.....

3.....

4.....

b) *Patwari* is the main revenue officer in village level

Name.....Age.....Education.....

Main functions/activities of *Patwari*

1.....

2.....

3.....

4.....

5.....

c) RAEO is the main agricultural technology dissemination officer

Name.....Age.....Education.....

Main functions/activities of RAEO

1.....

2.....

3.....

4.....

5.....

d) VFO/ RHEO/ Janpad member etc. (Pl. specify)

Name.....Age.....Education.....

Main functions/activities of RAEO

1.....

2.....

3.....

4.....

5.....

6.....

7.....

Informal leaders: They are the socially accepted persons and their advices are also credible among the villagers. Several informal leaders are available in the villages. Students have to identify the following informal leaders in the assigned village alongwith their functions and activities

a) Dau/ Big farmer/ Goutiya (pl. specify)

Name.....Age.....Education.....

Main functions/activities of Dau/ Big farmer/ Goutiya

- 1.....
- 2.....
- 3.....
- 4.....

b) Village Purohit/ Pujari (Pl. specify)

Name.....Age.....Education.....

Main functions/activities

- 1.....
- 2.....
- 3.....
- 4.....

c) Other like Mahila mandal head/ SHG head/ FIG head etc. (Pl. specify)

Name.....Age.....Education.....

Main functions/activities

- 1.....
- 2.....
- 3.....
- 4.....

Name of respondents

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Opinion/Observation of the students about the leadership pattern in the assigned village

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Practical No. 3

Title: To identify different types of groups in an assigned village

Objective: To know the structure and major functions of various primary and secondary groups available in the village

Human being is always resides in groups. The activities and functions of individuals are hence also governed by the group activities. We can say that the functions of individuals are also governed by the family and their friend circle/ group. The study of groups is therefore important to ascertain the psychological behaviour of individuals. Williams reported that a "social group is given aggregate of people playing interrelated routes and recognized by themselves or others as a unit of interaction." The groups may be classified as primary and secondary groups. The students have to study various groups prevailing in the village.

Name of the village :

Block :District:.....

(A) Primary group: Face to face intimation and cooperation is found amongst the members of such groups. They are naturally formed and size is quite small. The students have to identify the prevailing primary groups and their functions in consultation with the group of villagers as respondent.

Primary groups

Functions and relations among members (pl. tick)

1. *Family*

Relationship among members: Formal / Informal

Relation: Blood relation / Friend / other

Av. Size (No. of members):

Formation: Natural / Induced

Intimacy among members: V. High / High / Medium / Low

Stability: V. High / High / Medium / Low

Sharing habit of members: V. High / High / Medium / Low

Main interest: Common / individual

2. *Sports Teams*

Relationship among members: Formal / Informal

Relation: Blood relation / Friend / other

Av. Size (No. of members):

Formation: Natural / Induced

Intimacy among members: V. High / High / Medium / Low

Stability: V. High / High / Medium / Low

Sharing habit of members: V. High / High / Medium / Low

Main interest: Common / individual

3. *Friend club*

Relationship among members: Formal / Informal

Relation: Blood relation / Friend / other

Av. Size (No. of members):

Formation: Natural / Induced

Intimacy among members: V. High / High / Medium / Low

Stability: V. High / High / Medium / Low

Sharing habit of members: V. High / High / Medium / Low

Main interest: Common / individual

Opinion/Observation of the students about the primary groups in the assigned village according to their role (expected) for rural development

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(B) **Secondary groups:** These groups are also playing important role in individuals' behaviour. The members are having information relations and size of these groups are large

Sec. groups	Functions and relations among members (pl. tick)
1. Political parties	Relationship among members: Formal / Informal Relation: Blood relation / Friend / other Av. Size (No. of members): Formation: Natural / Induced Intimacy among members: V. High / High / Medium / Low Stability: V. High / High / Medium / Low Sharing habit of members: V. High / High / Medium / Low Main interest: Common / individual
2. School	Relationship among members: Formal / Informal Relation: Blood relation / Friend / other Av. Size (No. of members): Formation: Natural / Induced Intimacy among members: V. High / High / Medium / Low Stability: V. High / High / Medium / Low Sharing habit of members: V. High / High / Medium / Low Main interest: Common / individual
3. College	Relationship among members: Formal / Informal Relation: Blood relation / Friend / other Av. Size (No. of members): Formation: Natural / Induced Intimacy among members: V. High / High / Medium / Low Stability: V. High / High / Medium / Low Sharing habit of members: V. High / High / Medium / Low Main interest: Common / individual

4. Association

Relationship among members: Formal / Informal

Relation: Blood relation / Friend / other

Av. Size (No. of members):

Formation: Natural / Induced

Intimacy among members: V. High / High / Medium / Low

Stability: V. High / High / Medium / Low

Sharing habit of members: V. High / High / Medium / Low

Main interest: Common / individual

5. Caste

(ST,SC,OBC,General)

Relationship among members: Formal / Informal

Relation: Blood relation / Friend / other

Av. Size (No. of members):

Formation: Natural / Induced

Intimacy among members: V. High / High / Medium / Low

Stability: V. High / High / Medium / Low

Sharing habit of members: V. High / High / Medium / Low

Main interest: Common / individual

6. Class:

(Upper,Middle,Lower)

Relationship among members: Formal / Informal

Relation: Blood relation / Friend / other

Av. Size (No. of members):

Formation: Natural / Induced

Intimacy among members: V. High / High / Medium / Low

Stability: V. High / High / Medium / Low

Sharing habit of members: V. High / High / Medium / Low

Main interest: Common / individual

7. Other (pl. specify) Relationship among members: Formal / Informal
Relation: Blood relation / Friend / other
Av. Size (No. of members):
Formation: Natural / Induced
Intimacy among members: V. High / High / Medium / Low
Stability: V. High / High / Medium / Low
Sharing habit of members: V. High / High / Medium / Low
Main interest: Common / individual

Opinion/Observation of the students about the primary groups in the assigned village according to their role (expected) for rural development

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Practical No. 4

Title: To Study about village culture

Objective: To know different social values as component of culture in the village life

Culture is one of the most important psychological aspects of behaving individuals in the society. These aspects broadly cover with social values, social norms and customs. Social values are those accepted rules of society which an individual acquire from his family or society and further acts according to these rules and perceptions. These values are largely affected by several factors like religion, institutions, development, reforms, and educational transfer from generation to generation.

Students have to identify some social values like God punished the bad working people, God helps those who help others, Good work pays good result etc. which were prevailing in the village in consultation with the group of respondents:

Name of the village :.....

Block :..... District:.....

1.....

.....

2.....

.....

3.....

.....

4.....

.....

5.....

.....

Name of respondents

.....

Practical No. 5

Title: To study about social norms

Objective: To know different social norms and other components of culture in the village life

Social norms control the behaviour of individuals in the society. Continuant the social set-up without social norms, a society cannot be prevailed for a long. For example a referee controls all the players in a ground using rules and norms and individual players not following such norms may be punished and penalized and may be debarred from the match. Norms are also gives directives to the individuals to move/work in the society and they are uniformly applicable and acceptable to each members of the society. The norms are classified by different workers in their own way. But majority of the workers allows following components of norms laws, customs, mores, fashion, folkways, taboo, rules, stability, rites & etiquette. Students have to identify certain following mores, Taboos and customs by asking from the respondent villagers, may be as a group response.

Name of the village :

Block : District:

a) Folkways - Accepted way of behaving in the society, there is no penalty/ punishment if not observed by an individual e.g., Allowing seat in the bus to ladies.

Students have to asked some folkways observed/follows in the village

1.

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2.

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3.

.....

4.

.....

b) Mores - Such folkways having some compulsorily are comes under mores but punishment is not given if not observed e.g. Touching feet of elders.

Students have to asked some mores observed/follows in the village

- 1.....
.....
- 2.....
.....
- 3.....
.....

c) Taboos - Such mores having compulsorily and also having some punishment if not followed are called taboos e.g., drinking of liquor, molestation of women etc.

Students have to asked some taboos observed/follows in the village

- 1.....
.....
- 2.....
.....

d) Customs - Customs are essentially followed norms in the society. Customs are varied and affected by religion to religion, age and other factors e.g. different marriage activities/ functions are comes under custom.

Students have to asked some customs observed/follows in the village

- 1.....
.....
- 2.....
.....

Name of respondents:
.....
.....

Practical No. 6

Title: To study about rituals & traditions

Objective: To know different rituals & traditions prevailing in the village life

Rituals are the activities of villagers followed prior & post certain ceremony or functions in the village. Worship of plough prior to start ploughing, across lining in the house by cow dung prior to rainy season etc.

Students have to identify the rituals as well as traditions particularly related to agriculture and allied enterprise. The question may be asked from different groups of villager like aged villagers, women etc. regarding identification of rituals and traditions and write in the following place:

Name of the village :.....

Block :.....District:.....

1.....

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2.....

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3.....

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4.....

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5.....

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Name of respondents:

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Opinion/Observation of the students about various elements of culture in the assigned village according to their importance and role in rural development

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Important definitions

Accommodation: When persons in conflict come to terms we called it accommodation.

Assimilation: There is an unconscious adjustment to a changing social scene.

Attention: Attention can be defined as the process of focusing upon certain phases or elements of experience and the neglecting of others.

Beliefs: These are a charter for the rituals, as also a rationalization for the same. These beliefs ensure that the ritual will be observed.

Caste System: It is defined as a collection of families or group of family bearing a common name which usually denotes and is associated with a specific occupation, common descent from a mythical ancestor, human or divine, professing to follow the same calling and regarded by those who are competent to give an opinion, as forming a single homogenous community.

Competition: When impersonal social forces are in opposition, the struggle is called competition.

Conflict: If the circumstances are such, communication may result in conflict or competition. If the opposition between persons or groups is conscious, the process is called conflict. In general, conflicts are destructive to the organization of larger groups.

Cooperative Self Help Approach: It is believed that problem of the villagers can be solved by their coming together.

Cooperative: Willing to work or actually working together to achieve common end or purpose.

Coordination: Means establishing harmonious relationship between the efforts of individuals and groups for the accomplishment of enterprise objectives.

Customs: The accepted ways of eating, meeting folks, wooing, training the young, supporting the aged, etc, are called custom of the society.

Demography: It is study of human population in term of number, classification, proportion etc.

Development: A purposive adoption to alter conditions in technical, economical, social and cultural fields for vice versa, the purpose alteration of those conditions.

Educational Psychology: It is a study of educational growth and behaviour in all its aspects.

Effectiveness: The degree to which goals are attained e.g. social goals, economic goals, and operational goals.

Efficiency: Rates at which farmers adopt recommended practices.

Emotions: Emotion is the mode of experience that accompanies the working of an instinctive impulse.

Explicit: Such regularities as may be perceived with the aid of the eye and the ear are the explicit items of culture.

Folkways: Folkways are group habits. These are the customs or usages that have developed out of experience and are handed down by tradition without purpose.

Free Lancer: Self employed writer, artist, editor or advertising man.

Global Village: A word that is increasingly interconnected by communication technologies and that is tending to words a global culture. The internet and the World Wide Web are example of these interconnections.

Group: It is unit of two or more people in reciprocal communication and interaction with each other.

Implicit: Those which would perceived by us only after we are specially trained to look for all that is not obvious. The motivations and impulses underlying human action, of which the actors themselves may not be conscious, are included in the implicit.

Institutions: An institution is a set of folkways and mores that centers in the achievement of some human end or purpose.

Intelligence: It is the capacity of solving the problems by using past experience and adjusting with new environment.

Interactivity: A degree to which the participants in a communication process have control over, and can exchange roles in their mutual discourse.

Joint Family: Collection of more than one primary family, on the basis of close blood ties and common residence, is called the joint family system.

Knowledge: It is the body of subject matter based upon facts and generalization of the scientific experimentation.

Laws: These are consciously and deliberately formulated behaviour patterns.

Leader: A leader is person who helps the members of the group as an individual; he accepts the responsibility for thinking through problems and working out solutions that need to be discovered.

Leadership: It is a function of group activity expressing its recognized needs through different persons who possess initiative and appropriate ability.

Learning experience: The learning experience is the mental or physical reaction to seeing, hearing or doing the things to be learnt and through which one gains meanings and understanding, useful in solving new problem.

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

Mores: Mores are the folkways which deal with moral aspects. These are ways of doing and thinking, and if they are violated the group may be divided or disturbed. They are the group-shared understandings about what to do in any situation. They define the expected types of behavior for various situations. They guide our decisions, usually without conscious thought. Consequently, our behavior corresponds with what others expect.

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

Need: It may be defined as disparity between a present situation (what is) and a desirable situation (what should be). It refers to something considered necessary or required to accomplish a purpose.

Organization Development: A process of system-wide change designed to make organization more adaptive.

Organization: Are social units or human grouping, deliberately constructed to seek specific goals.

Perception: A perception can be regarded as meaningful sensation. It is the process of filling in, enabling us to interpret a series of fragments as a whole when sensory data are incomplete.

Psychology: Psychology is defined as the science of mental activity of organisms, with the ideas that "mental activity" is virtually the same as behavior or as adjustment to the environment.

Religion: It is the human response to the apprehension of something of power which is supernatural and supersensory. It is the expression of manner and type of adjustment affected by people with their conception of the supernatural.

Ritual: It consists in the observance, according to a prescribed manner, of certain actions designed to establish liaison between the performing individuals and the supernatural power or powers.

Role Expectation: It is the expected work to be done by a person for a group or society for its development.

Rural Development Programmes: The programmes meant for bringing about improvement in the rural life of people. It includes social and economical aspects of rural life.

Rural Development: It is a strategy designed to improve the economic and social life of rural poor.

Rural Sociology: It is the study of sociology of life in the rural environment which systematically studies rural communities to discover their condition and tendencies and to formulate principles of progress.