

PRACTICAL MANUAL

**COURSE NO: AEXT 291(NS)
B.SC(AG) II YEAR**

**COURSE TITLE: FUNDAMENTALS OF
RURAL SOCIOLOGY AND
EDUCATIONAL PSYCHOLOGY**

CREDITS: 2(1+1)

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DATE:

EXERCISE NO 1

VISIT TO A VILLAGE TO STUDY THE CHARACTERISTICS OF RURAL SOCIETY

Name of the Village:

Mandal:

District:

CHARACTERISTICS OF RURAL SOCIETY: OBSERVATIONS

1. Economic activities:

S.NO	ORDER OF IMPORTANCE	ACTIVITIES	% OF POPULATION
1	Main economic activity		
2	Secondary economic activity		
3	Tertiary economic activities		
4	Others		

2. Traditional caste occupations of village

- i.
- ii.
- iii.
- iv.

3. Government

4. Village lay out(Diagram)

5. Types of houses

6. Population density

7. Social mobility

8. Education

SNO	LEVEL OF EDUCATION	% OF POPULATION
1	Illerate	
2	Primary school	
3	High school	
4	Inter and degree	
5	Post graduation	

9. Fatalism: Strong belief in fate. Attributing everything to fate.

Examples noticed in the village:

- i.
- ii.
- iii.

10. Superstitions:

- i.
- ii.
- iii.

11. Did you observe homogeneity among villagers in terms of income or status:

Yes or No? Explain.

12. Does the villagers have sense of attachment towards their own settlement site?

Yes or No?

Other characteristics of the village:

1 General environment and orientation to nature:

2 Family : Joint/Nuclear

3 Size of the village :

**4 Material possession (Ag Implements,
House hold implements etc)**

5 Crops grown:

Kharif

Rabi

Summer

6 Soil types

7 Problem soils and their percentage

8 Information about farmers

Small (%)

Medium (%)

Big farmers(%)

9 Irrigation facilities

- 10 Self –Sufficiency
(Cereals, Pulses, Milk, Meat, Eggs etc)**

- 11 Indigenous Technical Knowledge (ITK's).**
 - i)**
 - ii)**
 - iii)**
 - iv)**

- 12 Social organizations/institutions**

- 13 Standard of living**

- 14 Communication facilities**

- 15 Types of groups**

- 16 OTHERS**

Conclusions and Feed back on the visit:

DATE:

EXERCISE NO 2

VISIT TO A VILLAGE TO STUDY THE VILLAGE INSTITUTIONS

Name of the Village:

Mandal:

District:

A) SCHOOL

1) Name of the school

2) Details of school

3) Physical Education

4) Sports

5) Cultural & Community activities

6) Scouting/Sevadal/Youth and other social welfare movements

7) Conducting of exhibitions & Campaigns

8) Organising tours and excursions

9) Organising museum /Library

10) Organising National functions (republic day/Independence day)

11) Teachers and parents association/meetings

12) Examinations

13) Mid day meals.

13) OTHERS

Conclusions and Feed back on the visit:

B) VILLAGE PANCHAYAT

Name of the Village:

Mandal:

District:

1) Village population

2) Number of wards

3) Election of Sarpanch

4) Election of Upasarpanch

5) Members

i. Ward members:

ii. Co-Opted members:

iii. Permanent invitee

iv. Tenure of members

6) GRAM SABHA

i. What is gram sabha?

ii. How many times it is conducted per year?

iii. When was the last gram sabha conducted in the village?

iv. Who can participate in gram sabha?

7) Reservation

8) FUNCTIONS OF GRAM PANCHAYAT

I. OBLIGATORY OR COMPULSORY FUNCTIONS:

II. NON OBLIGATORY FUNCTIONS:

9) POWERS OF GRAM PANCHAYAT

10) FUNDS FOR GRAM PANCHAYAT:

1. Own Funds:

i. Compulsory taxes:

ii. Non compulsory taxes:

iii. Fees:

iv. Auctioning

2. State Government allotments:

3. Center and State governments and finance commission grants:

4. Donations and deposits

11) ACTIVITIES TAKEN UP BY GRAM PANCHAYAT

1. Agriculture
2. Social welfare
3. Health & Sanitation
4. Public constructions
5. Law & Order
6. Feeder roads
7. Lighting facilities
8. Repair of roads/bridges/culverts
9. Plantations in common land
10. Construction of storage godowns
11. Construction & maintenance of temples/mosques/churches)
12. Art & Literature
13. Libraries
14. Public radio &TV
15. Postal services
16. Village chowkidar appointment

17. Village dispute settlement (Land/water/family problems), minor civil (small money disputes), criminal cases (theft, cattle stress passing, public gambling)

18. Maternity and child welfare

19. Birth and death registrations

20. Promotion of cottage & rural industries

21. OTHERS

Conclusions and Feed back on the visit:

10. Activities undertaken

11. Problems faced and how they are solved

12. Bench-Mark surveys

13. Details about water shed area-name of the tank/canal

14. Other information

B) MILK COOPERATIVE SOCIETY

1. Need or importance

2. Members

3. Registration

4. Funds

5. Charges

6. Functions

7. Problems and solutions

8. Details of milk procurement and sales.

Other Information

C) COOPERATIVE SOCIETY

1. Need or importance
2. Members
3. Registration
4. Fees
5. Organizational structure
6. Diagram of Organizational structure

7. Roles and responsibilities
8. Records to be maintained
9. Finances and Budget allocation

- 10 Activities
 - i. Providing Agricultural Inputs
 - ii. Providing loans

 - iii. Maintenance & Lending of farm machinery etc
 - iv. Supply of essential commodities-sugar, edible oil, pulses

 - v. Collection of Ag. Produce & Sale to dealers
 - vi. Others

Conclusions and Feed back on the visit:

DATE:

EXERCISE NO 4

VISIT TO A VILLAGE TO CONDUCT THE SELECTION OF LAY LEADERS BASED ON SOCIOMETRY TECHNIQUE

Name of the Village:

Mandal:

District:

1. **Meaning of Sociometry:** Is concerned primarily with obtaining choices in interpersonal relations, such as with whom one would like to work or take advice on farming or other problems.
2. **Meaning of Sociogram:** Depiction of sociometry in the form of diagram is called as sociogram.
3. **Procedure of conducting sociometry:**
4. **Documentation of the results**

S.No	Name of the farmer interviewed	Name of the farmer from whom advice is taken	Leader
Name of the crop :			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Name of the crop :			
1			
2			
3			
4			
5			
6			
7			
8			

9			
10			
Name of the crop :			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Animal Husbandry			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
Others			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Conclusions and Feed back on the visit:

EXERCISE NO 5

VISIT TO A VILLAGE TO ORGANISE A TRAINING PROGRAMME TO LAY LEADERS.

Name of the Village:

Mandal:

District:

1. Title of training
2. Objectives of training
3. Number of students (trainers)
4. Number of participant farmers
5. A.V. Aids used

Procedure of conducting the training

1. **Pre-evaluation:** Knowledge possessed by farmers before training is tested with the help of a Schedule developed. The questions included in the schedule are:

1

2

3

4

5

6

7

8

9

10

Before starting of the training, schedules are distributed among the farmers and are asked to fill them up. The filled schedules were collected back.

2. Lesson plan

S.No	Topic	Group	Name of the speaker	Time	AV Aids used	Materials used	Remarks
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

3. **Post Evaluation:** Immediately after training is completed, fresh schedules are once again circulated and farmers are asked to fill them once again. Later the schedules are collected back.

The questions answered by farmers in pre and post evaluation schedules were evaluated, scores are given and sum is computed.

Pre evaluation score – post evaluation score = knowledge gain by the farmer.

(The difference between the pre and post evaluation scores is the extent of knowledge gained by farmers due to training programme.)

Evaluation of knowledge gain by illiterate farmers: Illiterate farmers are asked to repeat or explain the procedure what they have learnt which thus reveals how much knowledge or skills they have gained.

4. Questions raised by the farmers and Answers given:

1.

2.

3.

5. Feed back of farmers on training

6. Highlights of training

7. Draw backs of training

8. Suggestions for improvement

DATE:

EXERCISE NO 6

VISIT TO A VILLAGE TO LIST OUT THE TABOOS, FOLKWAYS, RITUALS, SOCIAL VALUES IN THE VILLAGE.

1. **Meaning of Taboo:** Things that are ought not to do. Taboos are negative actions. They refer to prohibited types of behaviour. They occur because of some magical, supernatural or religious sanctions.

Taboos noticed in the village:

S.No	Name of the Taboo	Purpose
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

2. **Meaning of Folk way:** Expected forms of behaviour but not rigidly enforced or Customary ways of behaving/ Recognized ways of behaviour.

Folkways noticed in the village:

S.No	Name of the Folk way	Purpose
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

3. **Meaning of Ritual:** Prescribed forms of behaviour for certain occasions / pattern of behaviour which has become customary with certain situations.

Rituals noticed in the village:

S.No	Name of the Ritual	Purpose
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

4. **Meaning of Social values:** Attitudes held by society that define what society considers correct and of relative importance are referred to as social values.

Social values noticed in the village:

S.No	Name of the Social values	Purpose
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Conclusions and Feed back on the visit

Administration of Test

Score obtained:

Interpretation of score:

Feed Back:

DATE:

EXERCISE NO 8

**ADMINISTRATION OF PSYCHOLOGICAL TESTS TO ASSESS THE PERSONALITY
TYPES OF HUMAN BEINGS**

Administration of Test

Score obtained:

Interpretation of score

DATE:

EXERCISE NO 9

CONDUCTING ROLE PLAY TECHNIQUE BY THE STUDENTS TO EXHIBIT DIFFERENT LEADERSHIP STYLES

Meaning of leader : Leader is a person who is clearly distinguished from other individuals in power, status, vision and such traits of character such as intelligence, integrity, courage, wisdom and judgment. Chitambar (1973)

Meaning of Leadership: 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 & Olmsted

Types of Leaders: **According to Modern Research leaders are of 3 types:**

1. **Autocratic Leaders**
2. **Democratic Leaders**
3. **Laissez – Faire Leaders**

Characteristics of each leadership style

1. **Autocratic Leaders**

2. **Democratic Leaders**

3. **Laissez – Faire Leaders**

PROCEDURE OF CONDUCTING ROLE PLAY

1. Objective of the Exercise:

2. Division of students into groups:

3. Tasks allotted to each group

S.No	Group	Task allotted
1	I	
2	II	
3	III	

4. Criteria for evaluation of performance:

S.No	Criteria	Marks
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Total		

5. Positive and negative points of each group

S.No	Group	Positive aspects	Negative aspects
1			
2			
3			
4			
5			
6			

7			
8			
9			
10			
11			
12			
13			
14			
15			

6. Group wise best performance

S.No	Group	Marks scored	Name of the best performer
1	I		
2	II		
3	III		

7. Role of Observers:

8. Role of Judges:

9. WINNER GROUP:

10. NEW ASPECTS LEARNT IN THE EXERCISE:

11. Feedback

DATE:

EXERCISE NO 10

SIMULATED EXERCISES FOR POSITIVE AND NEGATIVE EMOTIONS

Meaning of Emotion: It is a state of being moved and stirred up in one way or other

Types of Emotions: Two types of emotions are present: Positive and Negative.

1. **Positive emotions:** These are aroused by situations, which help and promote the satisfaction of needs and realization of goals.
2. **Negative emotions:** These are aroused by situations, which prevent the achievement of needs and realization of goals.

Examples of emotions:

1. Positive:
2. Negative:

SIMULATED EXERCISE ON EMOTIONS

PROCEDURE

1. **Objective of the Exercise:**
2. **Division of students into groups:**
3. **Tasks allotted to each group**

S.No	Group	Task allotted
1	I	
2	II	
3	III	

4. **Criteria for evaluation of performance on Emotions:**

S.No	Criteria	Marks
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Total		

5. **Positive and negative points of each group**

S.No	Group	Positive aspects	Negative aspects
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

6. **Group wise best performance**

S.No	Group	Marks scored	Name of the best performer
1	I		
2	II		
3	III		

7. Role of Observers:

8. Role of Judges:

9. WINNER GROUP:

10. NEW ASPECTS LEARNT IN THE EXERCISE:

11. Feedback

DATE:

EXERCISE NO 11

SIMULATED EXERCISES FOR POSITIVE AND NEGATIVE EMOTIONS

PROCEDURE

Objective of the Exercise:

Division of students into groups:

Tasks allotted to each group

S.No	Group	Task allotted
1	I	
2	II	
3	III	

Criteria for evaluation of performance on Emotions:

S.No	Criteria	Marks
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
Total		

Positive and negative points of each group

S.No	Group	Positive aspects	Negative aspects
1			
2			

3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Group wise best performance

S.No	Group	Marks scored	Name of the best performer
1	I		
2	II		
3	III		

Role of Observers:

Role of Judges:

WINNER GROUP:

NEW ASPECTS LEARNT IN THE EXERCISE:

Feedback

DATE:

EXERCISE NO 12

ADMINISTRATION OF EMOTIONAL INTELLIGENCE TEST TO ASSESS THE EMOTIONS OF HUMAN BEINGS

Objective of the Exercise:

Administration of Test

Score obtained in the test by the student:

Interpretation of emotional intelligence of the student with the help of obtained score:

Remarks and Feedback

DATE:

EXERCISE NO 13, 14

CREATING A LEARNING SITUATION UNDER VILLAGE CONDITIONS

VISIT TO A VILLAGE TO ORGANISE A METHOD DEMONSTRATION TO FARMERS.

Name of the Village:

Mandal:

District:

1. Topic of Method demonstration

2. Objectives of the exercise

3. Importance of demonstration

For farmers:

For students:

4. Number of students: entire class is divided into groups

S.NO	GROUP	TOPIC OF DEMONSTARTION	Number of students
1	I		
2	II		
3	III		
4			

5. Number of participant farmers

6. A.V. Aids used

7. Procedure of conducting the demonstration

8. **Pre-evaluation:** Skill possessed by farmers before demonstration is tested by asking few selected farmers to perform the skill.

S.No	Topic	Group	Name of the speaker	Time	AV Aids used	Materials used	Remarks
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Questions raised by the farmers and Answers given:

- 1.
- 2.
- 3.

9. **Post Evaluation:** Immediately after demonstration is completed, few selected farmers are asked to repeat the skill. This reveals how much skills they have gained. The procedure is watched carefully, the defects (if any) are rectified then and there itself.

10. Feed back of farmers on demonstration

11. Highlights of demonstration

12. Draw backs of demonstration

13. Suggestions for improvement

DATE:

EXERCISE NO 15, 16

CREATING A LEARNING SITUATION UNDER VILLAGE CONDITIONS

VISIT TO A VILLAGE TO ORGANISE AN EXHIBITION FOR FARMERS.

Name of the Village:

Mandal:

District:

Number of students participated

Items prepared and displayed

S.NO	ITEM prepared and displayed	Group name	A.V. Aids used
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Questions raised by the farmers and answers given

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**

Feed back