Post Graduate Diploma in Agricultural Extension Management (PGDAEM)

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Course Title: Rural Sociology (2 Credits)

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AEM 201: Rural Sociology (2 Credits)

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BLOCK I: RURAL SOCIOLOGY

UNIT 1 - COMMUNITY STRATEGIC PLAN

Highlights of the Unit

- Introduction
- Community Strategy Plan
- Vision Statement
- Assessment of the community
- Mission statements and goals
- Setting of objectives
- Developing Strategies
- Developing Action Plan
- Evaluation
- Benefits of Strategic Planning
- Let's Sum Up
- Self-assessment questions
- Further Readings/ references

1.0 OBJECTIVES:

After reading this lesson, the learners will be able to:
- Know the importance of developing Vision and Mission for the community
- Understand the importance of strategic plan

1.1 INTRODUCTION

A **community** is a group of people tied together by a common geographical, social, economic, educational and public environment. Communities are also the product of the choices made by its members over time.

1.1.1 Strategic planning

It is a community's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy. Strategic planning became prominent in corporations during the 1960s and remains an important aspect of strategic management. It is executed by strategic planners or strategists, who involve many parties and research sources in their analysis of the community and its relationship to the environment in which it competes.

1.2 COMMUNITY STRATEGY PLAN

Community strategy plan is a detailed blueprint leading to its "vision" – what a community wants to be. A community strategic plan provides direction on how to get there. The important aspect of a strategic planning process is not to have a finished plan but to have and maintain a framework for the paths that should be followed to ensure the future of the community. A well thought-out community strategic plan stresses visioning, goals and objectives, and the plan process (not the plan itself).

The crux of strategic planning is "anticipated" change. In other words, the community plans for the future by envisioning what the future will be like. The obvious questions community leaders need to ask are "How will the future be different?" and, "What decisions can we make now, based on this perception of the future? Ordinary planning and goal setting usually looks at the past and bases the future on historic trends. Strategic planning considers possible future events and trends, and then bases planning and resource allocation on anticipated changes.

1.2.1 Following are some of the reasons for which a community strategy plan is formulated

- To create a vision of what the community wants to become in the future.
- To visualise, how the community's economy, environment and people will be changed.
- To make sure that everyone in the community shares in its well-being.
- To select and agree on some common goals.
- To involve as many people and local community's (e.g. universities, medical centres) as possible in the process.
- To find out how much time, money, and other resources are needed to create change.
- To get the support of Central, State, private and non-profit partners.

The formulated final community strategy plan must answer the following five questions:

1. What do we want our community to become?
2. What are all the possible actions we can take to improve the quality of life in our community, given our vision statement above?
3. How do we organize and proceed to implement our plan?
4. Who is going to lead and who is going to follow to implement our plan?
5. Where do we find all the resources to support

1.2.2 Pre-requisites for developing a community strategy plan

1. Identify a Lead Community

Find a community within community that will provide leadership and support in the early stages of putting together a strategic plan or may have to create a new community if you cannot find or agree on an existing one.

2. Form a Steering Committee

The steering committee will oversee the strategic planning process. Identify people from the community to serve on this committee. They should have the trust and respect of others and should represent different interests within the community. Form a diverse group, rather than the same few people who are always in leadership positions.

3. Involve People

Get many people involved in the planning process. The strategic plan will have greater support if many people are involved. You need to hear from people who have different points of view, even if you do not agree with them. This will help you make decisions with more complete information and avoid some unexpected problems. Encourage minorities or people who have lower incomes to take part in the process.

Think about which local communities can carry out actions in the strategic plan. These may include governmental agencies, community groups, etc. The strongest plans are usually those that include a wide range of community organisations in designing and implementing the strategic plan.

4. Obtain Resources

Developing a strategic plan requires resources: people, places, and things to do the work. Lead community will provide initial support. Think of individuals or agencies that are not directly involved in steering committee, such as state departments, NGOs, Private organisation, etc. Include village groups.

1.2.3 Elements of Community Strategic Plan

Here are all the **major elements of a strategic plan:**

1. Vision Statement

- What values will guide our activity?
- What kind of community do we want to become?

2. Community Assessment

- Trends/conditions (economic, social, etc.) ·
- Problems and barriers, their root causes and their magnitude/severity ·
- Community strengths and opportunities ·
- Ranking or prioritizing of problems and opportunities ·
- Existing resources, assets, capabilities and new resources needed

3. Goals / Missions

Group goals under key issues, such as housing, transportation, employment, and environment and under each major heading, describe:

- What are our long-term goals?
- What is our desired condition?
- What do we want to change (condition, problem, barrier, opportunity)?

4. Objectives

Once a community has developed its mission statement, its next step is to develop the specific objectives that are focused on achieving that mission. Objectives refer to specific measurable results for the initiative's broad goals. A community's objectives are generally laid out how much of what will be accomplished by when.

5. Strategies

- How can we best achieve each goal?
- How will partnerships help us achieve our goal?

6. Action Plans

How strategies will be implemented to accomplish the objectives developed earlier in this process.

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The plan refers to

- Specific (community and systems) changes to be sought
- Specific action steps necessary to bring about changes in all of the relevant sectors, or parts, of the community.

5. Evaluation Process
- How and when will the strategic plan be reviewed and updated?
- How will the community report on progress every year?
- How will the community evaluate its process, outputs and outcomes? ·
- How will members of the community be kept involved and informed?

Fig 1. 'Developing a Community Strategic Plan- A guide for local officials'

1.3 Vision Statements

Creating vision and mission statements are the first two steps in the strategic/ action planning process. Developing a vision and mission statement is crucial to the success of community initiatives. These statements explain organisation's aspirations in a concise manner, and help community focus on what is really important, and provide a basis for developing other aspects of strategic plan. This section provides a guide for developing and implementing community's vision and mission statements.

There are certain characteristics that most vision statements have in common. In general, vision statements should be:

- Understood and shared by members of the community
- Broad enough to include a diverse variety of local perspectives
- Inspiring and uplifting to everyone involved in effort
- Easy to communicate - for example, they are generally short enough to fit on a T-shirt

Here are some examples of vision statements that meet the above criteria:
- Caring communities
- Healthy children
- Safe streets, safe neighbourhoods
- Every house a home
- Education for all
- Peace on earth
- Climate resilient agriculture

1.3.1 Why vision statements?
- Help the community focus on what is really important. Although community knows what you are trying to do to improve the community, it's easy to lose sight of this when dealing with the day-to-day hassles that plague all community. Vision and mission statements help members remember what is important as you go about doing daily work.
- Let other individuals and communities have a snapshot view of whom the group is and what it wants to do. When vision and mission statements are easily visible, people can learn about the community without having to work hard for the information.
- Finally, vision and mission statements are also very helpful in having members who are focused and bound together in common purpose. There are many other reasons to develop vision and mission statements as well. For example, having clear and compelling vision statements can:
- Draw people to common work
- Give hope for a better future
- Inspire community members to realize their dreams through positive, effective action
- Provide a basis for developing the other aspects of action planning process: mission, objectives, strategies, and action plans

First of all, remind members of community that often takes several vision statements to fully capture the dreams of those involved in a community improvement effort.

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Encourage people to suggest all of their ideas, and write them down - possibly on poster paper at the front of the room, so people can be further inspired by the ideas of others. As you do this, help everyone keep in mind.

A caution: try not to get caught up in having a certain number of vision statements for community. Whether you ultimately end up with two vision statements or ten, what is most important is that the statements together give a holistic view of the vision of the community.

1.4 ASSESSMENT OF THE COMMUNITY

1.4.1. Community Assessment
Once you have agreed on a common vision of the future, look at what you currently have. Prepare a profile of the community that describes its economy, environment and people. Some of this information may already be available from government agencies, colleges and universities, planning departments, etc.

Describe trends affecting community, the problems it faces, and the opportunities ahead. What are the barriers to change and the assets you can rely on? Are a lot of people leaving the community? Look at the resources in community. What do they sell? To whom do they sell? Where do people and local businesses buy the things they need? What are community landmarks or attractions? What are the things community is most proud of?

After preparing the community profile, examine the root causes of problems you identified. Ask why this problem exists and continue asking until you find the root cause. By asking "why?" several times, you will realize that the root cause of the problem.

1.4.2 Resource Assessment
After completing the community assessment, look at available or needed resources such as people, organisations, money, facilities, equipment, and other things that can be used to carry out plan. What Central, State, local and private resources could you apply for? Think about creative ways to find additional resources, especially those that do not involve money.

1.4.3. Ranking Problems and Opportunities
During the community assessment, identified opportunities and problems and their root causes. Now rank the issues in order of importance. Rate each problem on one or two factors: the severity (seriousness of the problem) and magnitude (number of people affected). Assign a value to each problem. Opportunities can be ranked be the likelihood

of success, how much benefit you will get or other factors. Limit the amount of time for discussing each problem in public meetings to focus on the most important concerns. Differences of opinion and lack of resources may mean some highly ranked problems or opportunities are left out of the strategic plan in the short run.

1.5 MISSION STATEMENTS/ GOALS

Mission statements are similar to vision statements, in that they, too, look at the big picture. However, they're more concrete, and they are definitely more "action-oriented" than vision statements. Vision statement should inspire people to dream; Mission statement should inspire them to action. Some general characteristics of mission statements are that they are:

- *Concise-* While not as short as vision statements, mission statements generally still get their point across in one sentence.
- *Outcome-oriented.* Mission statements explain the fundamental outcomes of community is working to achieve.
- *Inclusive.* While mission statements do make statements about group's key goals, it's very important that they do so very broadly. Good mission statements are not limiting in the strategies or sectors of the community that may become involved in the project.

1.5.1 MISSION STATEMENTS
The process of writing mission statement is much like that for developing vision statements. The same brainstorming process can help you develop possibilities for mission statement. After having brainstormed for possible statements, you will want to ask of each one:
- Does it describe *what* community will do and *why* it will do it?
- Is it concise (one sentence)?
- Is it outcome oriented?
- Is it inclusive of the goals and people who may become involved in the community?
Together, community can decide on a statement that best meets these criteria.

1.5.2 Obtain consensus on vision and mission statements: Once members of community have developed vision and mission statements, next step might be to learn what other members of community think of them before start to use them regularly.

To do this, you could talk to the same community leaders or focus group members you spoke to originally. First of all, this can help to ensure that they don't find the statements offensive in any way.

Second, you will want to ensure that community members agree that the statements together capture the spirit of what they believe and desire. Community might find it has omitted something very important by mistake.

1.6 OBJECTIVES

Objectives are the specific measurable results of the initiative. Objectives specify *how much* of *what* will be accomplished by *when*, *how much, of what.*

There are three basic types of objectives. They are:

- *Process objectives -* These are the objectives that provide the groundwork or implementation necessary to achieve other objectives. For example, the group might adopt a comprehensive plan for improving agriculture. In this case, adoption of the plan itself is the objective.

- *Behavioral objectives -* These objectives look at changing the behaviors of people (what they are doing and saying) and the products (or results) of their behaviours.

- *Community-level outcome objectives -* These are often the product or result of behavior change in many people. They are focused on change at the community level instead of an individual level. For example, the same neighbourhood group might have an objective of increasing the percentage of people living in the community with adequate housing as a community-level outcome objective.

It's important to understand that these different types of objectives aren't mutually exclusive. Most groups will develop objectives in all three categories.

Objectives should be S.M.A.R.T.+C.:
- *Specific-* That is, they tell *how much* (e.g., 10%) of *what* is to be achieved (e.g., what behavior of

Specific	**S**
Measureable	**M**
Attainable	**A**
Relevant	**R**
Time Based	**T**
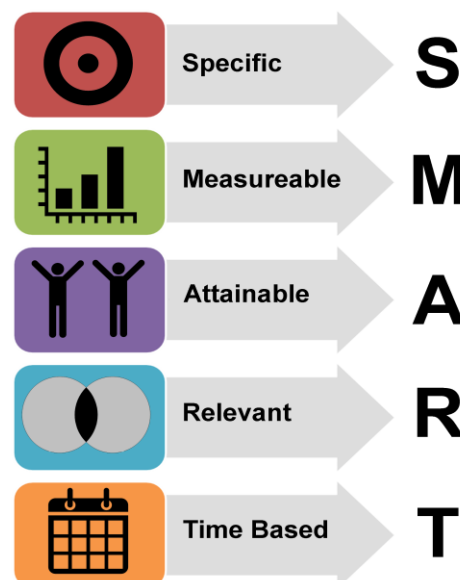
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"Calendar", "People" and "Target" icons from the NounProject.com collection

whom or what outcome) *by when* (e.g., by 2025)?
- *Measurable-* Information concerning the objective can be collected, detected, or obtained.
- *Achievable-* It is feasible to pull them off.
- *Relevant* **to the mission-** Community has a clear understanding of how these objectives fit in with the overall vision and mission of the group.
- *Timed-*Community has developed a timeline (a portion of which is made clear in the objectives) by which they will be achieved.
- *Challenging-* They stretch the group to set its aims on significant improvements that are important to members of the community.

1.6.1 WHY SHOULD YOU CREATE OBJECTIVES?
There are many good reasons to develop objectives for initiative. They include:
- Having benchmarks to show progress.
- Completed objectives can serve as a marker to show members of community, funders, and the greater community what initiative has accomplished.
- Creating objectives helps community keep focused on initiatives most likely to have an impact.
- Keeping members of the community working toward the same long-term goals.

1.7 COLLECTION OF BASELINE DATA ON THE ISSUES TO BE ADDRESSED

As soon as community has a general idea of what it wants to accomplish, the next step is to develop *baseline data* on the issue to be addressed. Baseline data are the facts and figures that tell you how big the problem is; it gives specific figures about the extent to which it exists in community. Baseline data may also measure *community attitudes* towards a problem.

1.7.1 Why collect baseline data?
This information is important because baseline data provides starting points against which can measure how much progress have made. Not only is this information helpful when originally asking for financial (or other) assistance, it can help to show what community has done later in its lifetime. So, early in community's life, it can prove to funders that there really is a very significant problem in the community that needs to be addressed.

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1.7.2 How do you collect this information? There are two basic ways to collect baseline data:

- Collect own baseline data for the information related to specific issues. Ways to gather this information include the use of surveys, questionnaires, and personal interviews.
- Use information that has already been collected. Public libraries, city government, social service agencies, local schools, government departments, etc. may already have the statistics, especially if another community has already done work on a similar issue in the community.

1.7.3 Use objectives to define community's strategies

Finally, once objectives are ready for the next step: developing the strategies that will make them possible.

1.8 DEVELOPING STRATEGIES

A strategy is a way of describing *how* you are going to get things done. It is less specific than an action plan (which tells the who-what-when); A good strategy will take into account existing barriers and resources (people, money, power, materials, etc.). It will also stay with the overall vision, mission, and objectives of the initiative. Often, an initiative will use many different strategies--providing information, enhancing support, removing barriers, providing resources, etc.--to achieve its goals.

Objectives outline the aims of an initiative--what success would look like in achieving the vision and mission. By contrast, strategies suggest paths to take (and how to move along) on the road to success. That is, strategies help you determine how you will realize vision and objectives through the nitty-gritty world of action.

1.8.1 What are the criteria for developing a good strategy?

Strategies for community initiative should meet several criteria. Does the strategy:

- *Give overall direction*? A strategy, such as enhancing experience and skill or increasing resources and opportunities, should point out the overall path without dictating a particular narrow approach (e.g., using a specific skills training program).
- *Fit resources and opportunities*? A good strategy takes advantage of current resources and assets, such as people's willingness to act or a tradition of self-help and community pride. It also embraces new opportunities such as an emerging public concern for neighbourhood safety or parallel economic development efforts in the community.

- *Minimize resistance and barriers*? When initiatives set out to accomplish important things, resistance (even opposition) is inevitable. However, strategies need not provide a reason for opponents to attack the initiative. Good strategies attract allies and deter opponents.
- *Reach those affected*? To address the issue or problem, strategies must connect the intervention with those who it should benefit. For example, if the mission of the initiative is to get people into decent jobs, do the strategies (providing education and skills training, creating job opportunities, etc.) reach those currently unemployed?
- *Advance the mission*? Taken together, are strategies likely to make a difference on the mission and objectives? If the aim is to reduce a problem such as unemployment, are the strategies enough to make a difference on rates of employment? If the aim is to prevent a problem, such as substance abuse, have factors contributing to risk (and protection) been changed sufficiently to reduce use of alcohol, tobacco, and other drugs?

1.8.2 How to develop strategies?

Developing strategies involves brainstorming and talking to community members.

Organize a brainstorming meeting with members of community and members of the community

Remember, people will work best in a relaxed and welcoming environment and can help to achieve this by:

- Making meetings a place where all members feel that their ideas are listened to and valued, and where constructive criticism may be openly voiced. To help meet these goals, you might post some "ground rules" so people feel free to express themselves. Ground rules might include:
    - One person speaks at a time
    - No interrupting each other
    - Everyone's ideas are respected

Review (identify) the targets and agents of change for initiative

- *Targets of change* include all of the people who experience (or are at risk for) this issue or problem addressed by initiative. Remember to be inclusive; that is, include everyone who is affected by the problem or issue or whose action or inaction contributes to it..

- *Agents of change* include everyone who is in a position to help contribute to the solution.

Review vision, mission, and objectives to keep the right track

It is helpful to review mission, vision, and objectives to ensure that strategies are all aligned with the goals expressed in previous work.

1.9 DEVELOPING ACTION PLAN

In some ways, an action plan is a "heroic" act: it helps us turn our dreams into a reality. An action plan is a way to make sure community's vision is made concrete. It describes the way group will use its strategies to meet its objectives. An action plan consists of a number of action steps or changes to be brought about in community.

Each action step or change to be sought should include the following information:
- **What** actions or changes will occur
- **Who** will carry out these changes
- **By when** they will take place, and for how long
- **What resources** (i.e., money, staff) are needed to carry out these changes
- **Communication** (who should know what?)

1.9.1 Criteria for a good action plan
The action plan for initiative should meet several criteria.
- *Complete*? Does it list all the action steps or changes to be sought in all relevant parts of the community
- *Clear*? Is it apparent who will do what by when?
- *Current*? Does the action plan reflect the current work? Does it anticipate newly emerging opportunities and barriers?

1.9.2 Why should you develop an action plan?
There is an inspirational adage that says, "People don't plan to fail. Instead they fail to plan." Because of certainly don't want to fail, it makes sense to take all of the steps necessary to ensure success, including developing an action plan.

There are lots of good reasons to work out the details of community's work in an action plan, including:

- To lend credibility to community. An action plan shows members of the community that community is well ordered and dedicated to getting things done.

- To be sure you don't overlook any of the details
- To understand what is and isn't possible for community to do
- **For efficiency:** to save time, energy, and resources in the long run
- **For accountability:** To increase the chances that people will do what needs to be done

1.9.3 How to write an action plan? Convene a planning group in community to design action plan. This might be the same group of people who worked with to decide group's strategies and objectives. Group should look like the people most affected by the problem or issue.

Once everyone is present, go over communities:

- Vision
- Mission
- Objectives
- Strategies
- Targets and agents of change
- Proposed changes for each sector of the community

Develop an action plan composed of action steps that address all proposed changes.

The plan should be complete, clear, and current. Additionally, the action plan should include information and ideas you have already gathered while brainstorming about objectives and strategies. What are the steps must take to carry out objectives while still fulfilling vision and mission.

Members of the community initiative will want to determine:

- *What* action or change will occur
- *Who* will carry it out
- *When* it will take place, and for how long
- *What resources* (i.e., money, staff) are needed to carry out the change
- *Communication* (who should know what)

Review completed action plan carefully to check for completeness. Make sure that each proposed change will help accomplish group's mission. Also, be sure that the action plan taken as a whole will help to complete mission;

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Follow through. One hard part (figuring out what to do) is finished. Now take plan and run with it! Remember the 80-20 rule: successful efforts are 80% follow through on planned actions and 20% planning for success.

Keep everyone informed about what's going on. Communicate to everyone involved how his or her input was incorporated. No one likes to feel like her wit and wisdom has been ignored.

Keep track of what (and how well) have been done. Always keep track of what the group has actually done. If the community change (a new program or policy) took significant time or resources, it's also a good idea to evaluate what you have done, either formally or informally.

1.10 Evaluation

A strategic plan is never really finished. It will change as community's needs, resources and priorities change. First version will change over time as you learn from experiences and improve it. Think of plan as being in a loose leaf notebook, not as a hardcover book which never changes. Constant evaluation will help you see how well the community is doing, understand the benefits and impacts of certain activities, and make decisions based on better information.

1. **Continuing Public Involvement:** After the initial enthusiasm of developing a community vision and strategic plan, many communities find it difficult to maintain public interest and involvement. This drop off is normal, but over the long term, a strategic plan cannot succeed if it relies on only a few people to implement it. The plan should describe how the community will involve the public. The community always needs a large pool of motivated people. For example, some communities establish working committees or hold regular town hall meetings. It is especially important to reach out to those segments of the community that have not been very active in past community functions.
2. **Progress Reports:** As the strategic plan is being implemented, it is important to have constant communication with the public and agencies that have provided resources to the community. It is easy to forget to tell everyone what you are doing when you are so busy doing the work. However, the individuals and agencies that support the community need to know that their time and money are well spent. The strategic plan should describe how and when you will provide progress reports to the public and

other partners. This will help maintain good partnerships and ensure continued support from inside and outside the community.

3. **Strategic Plan Review and Amendment:** This review can look at both "How is the community doing?" and "How well are the plan's goals being carried out?" It can consider unexpected circumstances and scan the environment for new problems or opportunities. The review team could include some of the people that developed the strategic plan as well as members of the public. The review may identify things that need to be changed in the strategic plan.

   However, it should not immediately revise strategic plan every time, identify something that needs to be changed. Planning experience has shown that an annual review cycle works well and no more than two per year should be allowed. Constant changes can weaken the plan and lead community members to lose interest in the process. The strategic plan should describe an official, public process to change the plan. This will allow those who helped develop the plan to learn about the proposed changes and participate in refining and approving them. Just as the whole community participated to create the plan, they should also help improve it.

4. **Continuing Evaluation:** Every once in a while, you should stop and look at what went right or wrong, learn why it happened and try to prevent similar problems in the future. The strategic plan should describe how and when the community will evaluate the process, outputs and outcomes of the strategic plan. If you already know who will do evaluations, include them in the planning process.

5. **Process:** Did people complete their tasks on time and within budget? A process evaluation helps answer questions such as "What changes are needed in how we are carrying out our plan?" and "How can we do it better?" It may be possible to do a process evaluation at the end of the first year or it may be more effective to do it during the strategic plan's annual review and update.

6. **Outputs:** An output evaluation asks, "How much of what we planned to do did we actually accomplish?" Outputs are usually things that can be counted and that you can see completed in a short timeframe.

7. **Outcomes:** In evaluating the end results of implementing a strategic plan, ask "How successful were we in tackling the long-term problems in our community?" or "How successful were we in achieving our long-term goals?" Outcomes are usually long term (e.g., fewer people living in poverty) and linked to problems and goals.

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1.11 BENEFITS OF STRATEGIC PLANNING

Many positive things can come from the strategic planning process:
- Provides an outline of steps to follow.
- Promotes efficient use of scarce resources.
- Improves coordination
- Builds community consensus.
- Increases public awareness.
- Strengthens the community's competitive position.
- Encourages forward thinking.
- Focuses community efforts on key issues

1.12 LET'S SUM UP

A community is a group of people tied together by a common geographical, social, economic, educational and public environment. Communities are also the product of the choices made by its members over time. Strategic planning is a community's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy. Community strategy plan is a detailed blueprint leading to its "vision" – what a community wants to be. The important aspect of a strategic planning process is not to have a finished plan but to have and maintain a framework for the paths that should be followed to ensure the future of the community. Pre-requisites for developing a community strategy plan are Identify a Lead Community, Form a Steering Committee, Involve People and Obtain Resources. All the major elements of a strategic plan are Vision Statement, Community Assessment, Goals/ Missions, Objectives, Strategies, Action Plans and lastly the most important evaluation process. Creating vision and mission statements are the first two steps in the strategic/ action planning process. Developing a vision and mission statement is crucial to the success of community initiatives.

1.13   CHECK YOUR PROGRESS

1. Write the prerequisites and elements of developing a community strategy plan.
2. What is a vision statement characteristics with examples?
3. Write about the mission statements and types of objectives.
4. Write the criteria for a good action plan and how to write an action plan.
5. Discuss the aspects to be followed for constant evaluation.

6. Enlist the benefits of strategic planning.

1.14 FURTHER SUGGESTED READINGS/ REFERENCES/ LINKS

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4. Strategic Planning for Community Development available at https://www.bookstore.ksre.ksu.edu/pubs/L830.pdf
5. Community Planning tool kit available at https://www.communityplanningtoolkit.org/sites/default/files/CommunityPlanning.pdf

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UNIT-2 - PHYSICAL AND SOCIO-CULTURAL DYNAMICS AND FARMING

Highlight of the Unit

- Introduction
- Physical Structure of Rural Society
- Dynamics of physical structure of a society on farming
- Social structure of rural society
- Social Institutions
- Rural Structure in India
- Let's Sum Up
- Check your progress
- Further Readings/ references

2.0 OBJECTIVES

At the end of this unit, the learners will be able to:
- Explain physical structure of rural society
- Describe the dynamics of physical structure of a society on farming
- Explain Social structure of rural society
- Enlist social Institutions and explain

2.1 INTRODUCTION

In India rural and urban share some common facets of life. They show rural social structure interdependence especially in the sphere of economy, the city dwellers depends on the villagers for various products such as food grains, milk, vegetables, and other raw materials for industry. And the same way villagers depend on urban people for manufactured goods and market. Despite this interdependence between the two, there are certain distinctive features which separate them from each other in terms of their size, demographic composition, cultural moorings, and style of life, economy, employment and social relations.

2.2 PHYSICAL STRUCTURE OF RURAL SOCIETY

It refers to the tangible entities in rural society. Tangible entities include those components which can be measured in a society. According to Chitambar (1993), the major components of the physical structure of rural society are

    a) Patterns of settlement
    b) Resources present in the society
    c) Type and spatial distribution of the houses
    d) Population characteristics

2.2.1 Patterns of settlement

There are different factors that influence the type of settlement and these can be broadly classified under three categories as follows (Sorokin, 1930):

1) **Influence of natural conditions –** Topography of land, soil constitution and water resources are few sub factors that affect the type of settlement. For example, level flat land is ideal for village type of settlement while mountainous terrain suits isolated farmsteads.

2) **Influence of social conditions –** The original tendency of primitive man would have been to live in groups because of their ethnic traditions but in present scenarios with increase in the number of joint families, the dwellings are found to be dispersed.

3) **Influence of agricultural economy –** Agricultural development progressed in various stages. In the initial stages of development, dwellings were light and impermanent, while in today's stage of specialized culture rural habitat is of dispersed type.

Accordingly, the different patterns of settlements identified in India are as follows-

  i) **Isolated farmstead:** In this pattern of settlement, the individual farmer lives in the midst of his farm, and the neighbours may be some distance away depending on the size of their respective farms. This pattern is predominant in states like Kerala and the Malabar Coast.

  ii) **Villages:** In this type of settlement, dwellings of rural people concentrated together with their farmland. The number of dwelling indicates size of the village and it is most common in India.

    Following are the variation of the two types of settlements mentioned above and are prevalent in other parts of the world-

iii) **Line villages:** Here the houses are located along a road, a waterway or any other artery of transportation, each with adjoining strips of land. Due to this pattern of settlement, residents are thus close and easily accessible to one another.

iv) **Round Village/Circular patterns:** Common in Israel, in this pattern houses are arranged in a circle enclosing a central area with the house and yard at the apex of a triangular plot.

v) **Hamlets:** These are small villages located away from other villages or on the fringes of larger villages. Such kinds of settlements may not have adequate supplies and service facilities that may be easily available in the larger village.

vi) **Others:** During specific functions, for instance in India when a temple or mosque or church may be built, few dwelling places will also come up for those visiting these areas. Such kinds of settlements come in this category.

2.2.2   Resources present in the society

Resources refer to any available natural or man-made material or energies that are available to the people for meeting their needs and the needs of the society in which they live. Resources can be classified into natural and man-made. Natural resources include land, water, climate forests or groves and minerals. Man-made resources are those which have been purposively created to meet specific needs, but are available to serve in different ways and include- transport and communication facilities, health and welfare facilities, supply and service agencies, marketing facilities, etc.

Another important resource for any organization or society is the human resource. It is the ability of this resource to convert the other resources whether natural or man-made to serve the needs of the society.

2.2.3 Type and spatial distribution of houses: The type of house prevailing in a particular area is also closely associated with the development in that area. In those areas, where mud roads are present and transportation is mainly through bullock carts, cycle rickshaws, etc., the houses are mostly built of mud walls with some brick houses among them. In these kinds of settlements, houses are crowded close together, with shops adjacent and there is more community feeling among the people. There will be variations in the pattern of distribution of dwellings, its types and the materials used based on various factors of which physical and cultural factors existing in the area is an important one.

2.2.4 Population characteristics: Population refers to the total number of human beings in a society at a particular time and place. Study of population is referred to as

demography. Population characteristics include the size, composition and distribution which can be computed using different analyses such as birth rate, fertility ratio, death rate, life expectancy, age and sex composition etc.

2.3 DYNAMICS OF PHYSICAL STRUCTURE OF A SOCIETY ON FARMING

The physical structure of the rural societies has a great impact on the farming systems in India. Many years ago, when people were living in villages and with lower levels of technology influx, farming was a main source of income for the rural families. Increasing urbanization has led to drastic changes in the physical structure of the society and many people tend to migrate to urban areas. As a result, the number of people resorting to agriculture in rural areas has minimized. For instance fragmentation of families and thus a break-up of the agricultural land holdings have led to smaller landholdings which are less economic for cultivation. Migration to cities as a result of higher literacy levels has led to shortage of agricultural labourers and thereby a shift from agriculture in many of the rural areas.

2.4 SOCIAL STRUCTURE OF RURAL SOCIETY

The world is consists of individuals, who are interacting with one another for the fulfilment of their needs. In this view, they occupy certain roles and status in social life a complying rights and obligations. Their social behavior gets associated with values and norms in the society. There emerge various social units such as community, groups, associations, organizations and institution as a result of social interaction. In this context, social structure is conceive as the patter of interrelated roles and status found in a rural society, constituting a relatively a steady set of social relations. Social structure is an organized pattern of their interrelated obligations and rights of a person's and groups in a system of interaction.

Social structure refers to a particular arrangement of the interrelated institutions, agencies and social patterns, as well as the statuses and roles which each person assumes in the group. It is an abstraction of the network of relationships existing between actors playing social roles. The different elements of social structure include – groups, statuses and roles, cultural values and institutions.

2.4.1 Characteristics
1. Social structure is an abstract identity.

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2. Social structure is dynamic.
3. Social structure has continuity.
4. It is universal and meets the needs of members

2.4.2 Elements of social structure

1. **Groups:** People are arranged in various groups like classes, castes, etc. The group may be as small as dyad, triad or infinite group consisting of several individuals like a nation. Social structure is in fact the arrangement of persons in groups.
2. **Statuses and roles:** Status is a rank or a position that a person holds in a group or society in relation to other persons. The status may be achieved or ascribed. A role is the expected pattern of behavior or functions associated with a given social status. Statuses are occupied while roles are played.
3. **Cultural values:** These are the group conceptions or standards by which things (feelings, ideas, actions, objects, qualities, groups, etc.) are compared and approved or disapproved relative to one another. In fact, these are the principles of behaviours to be followed in a group or society embedded with the culture.
4. **Social institutions:** It refers to established forms or conditions of procedure characteristics of group activity.

2.5 SOCIAL INSTITUTIONS

Park and Burgess define institutions as the normative order of defining and governing the patterns of social action, deemed by the members of the group or society as morally and socially crucial to the existence of group or society.

Horton (1964) defines institution as an organised system of social relationships which embodies certain common values and procedures and meets certain basic needs of society.
Generally there are five basic social institutions in the rural society –

  a) Family
  b) Religion
  c) Economy
  d) Government
  e) Education.

These are known as primary social institutions as

  i) These institutions determine kinship
  ii) Regulate the distribution of goods and services

iii) Provide legitimate use of power

iv) Transmit knowledge from one generation to another

v) Regulate our relationship to supernatural power.

Characteristics

1. Institution is the means of controlling individuals
2. Institution depends upon collective activities of people
3. Institution has definite proceedings which are formed on the basis of customs and slogans.
4. Institutions is more stable
5. Institution consists of a set of rules which must be obeyed by all people
6. Institution has got a definite symbol which may be material or non-material
7. Institution is formed to satisfy the primary needs of people.

Functions

1. Institutions prescribe appropriate ways of acting for people in different situations.
2. Institutions define the statuses, roles and other forms of social relations people are expected to assume in the course of their living.
3. Institutions serve as mechanism of social control and exert pressure for conformity on individuals in society in various ways.
4. Institution serves to provide co-ordination and stability to culture.

2.5.1 Family

It is the most multifunctional of all institutions in society, and is a system of organised relationships involving workable and dependable ways of meeting basic social needs. Family commonly fulfils the following tasks in society:

a) Sex regulation

b) Reproduction and perpetuation of the family and human race,

c) Socialisation and

d) Provision of economic maintenance and livelihood in many cultures

e) Provision of love, affection and security to individuals and

f) Provision of class status to the individual of the family into he has been born within the basic institution of the family are secondary institutions such as engagement, marriage, courtship and relationships with the family into which marriage has taken place.

Family is classified based on structure (patriarchal or matriarchal) and residence:

1. Patriarchal family - It is the family where male is the head of family inclusive of powers. He is the owner and administrator of the family property and right. To him all persons living in the family are subordinated.

2. Matriarchal family - The authority vests in the woman head of the family. The male is subordinated to her. She is the owner of property and rules over family.

This type of family is said to prevail among the primitive people, who led a wandering or hunting life.

3. Based on residence the family is classified as

a) Matrilocal family: In this type of family husband goes to live in the house of his wife.

b) Patrilocal family: Wife goes and lives in the house of her husband.

4. Based on the marriage the family is classified as:

i. Monogamous family: In which man marries one woman only at one time.

ii. Polygamous family: In this kind of family one man marries many women at one time.

iii. Polyandrous family: In. this kind of family one man marries many women and lives with all of them or each of them alternatively.

5. The family is also classified based on ancestry as follows:

i. Matrilineal family: Here woman is believed to be the ancestor of the family.

ii. Patrilineal family: Here the ancestry continues through the father.

2.5.2 Religion

Religion provides a foundation for mores in society. The function of religion is to provide means where man can face the crisis with strength and fortitude. Most religions of the world have the following elements:

a) A set of beliefs regarding the ultimate power in the universe
b) A set of beliefs regarding the ideal and proper pattern of behavior.
c) A set of ceremonial ways of expressing these beliefs

2.5.3 Government

It is also referred as the political institution. It administers the regulatory functions of law and order and maintains security in society. Within this major institution are secondary institutions such as military systems, political forces, legal systems, and diplomatic relations with other countries.

2.5.4 Economy

Such institutions provide basic physical subsistence for society and meet basic needs for food, shelter, clothing and other necessities. Included are the economic institutions of production – agriculture, industry, and the distribution, exchange and consumption of commodities, goods and services necessary for human survival. Secondary institutions included within the major economic institutions are credit and banking systems, advertising, cooperatives etc.

2.5.5 Education

Educational institutions are those institutions which seek to socialise individuals in society or introduce them in formal ways into their social and cultural world. Every new generation must be prepared and trained to play a role in society. This process referred to as the process of socialisation, commences informally at home and then formally in the institution of education.

2.5.6 Role of social institutions in farming

Strong institutions encourage participation in policy processes, build local capacity and establish a culture of learning. In contrast, weak institutions result in inadequate budgets, poor accountability systems, low technical capacity and limited investment and infrastructure. Far too often institutions serve the needs of the well-off and powerful in society. There exist two types of institutions – Formal and Non-formal. The formal are those that have legal recognition while the latter are those based on custom, tradition and social values. Formal institutions provide the framework within which farmers and agribusinesses operate. The policies of a government, such as its industrial policy or levels of investment in infrastructure, will impact on agriculture, as will how effectively disputes over land rights are mediated.

In contrast informal institutions are often based on local culture and customs. They tend to be more easily accessible to poorer smallholder farmers and more responsive to their needs. Local informal institutions are dynamic in nature and are part of a process of

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negotiation rather than a fixed entity. A defining feature of poverty is exclusion from social networks and institutions. Strengthening social institutions can therefore be a driving force for poverty reduction. Indeed, the sustainability of agricultural development projects in some cases has been clearly attributed to local institution building and participation.

However, ideally good or strong institutional frameworks include a balance or complementarity between formal and informal institutions, working together on such issues as the enforcement of property rights, the stimulation of agricultural investment and providing limitations on the activities of powerful groups. Local institutions therefore are integral to building social capital within otherwise excluded or impoverished communities.

2.6 RURAL STRUCTURE IN INDIA

In India rural and urban share some common facets of life. They show rural social structure   interdependence especially in the sphere of economy, the city dwellers depends on the villagers for various products such as food grains, milk, vegetables, and other raw materials for industry. And the same way villagers depend on urban people for manufactured goods and market. Despite this interdependence between the two there are certain distinctive features which separate them from each other in terms of their size, demographic composition, cultural moorings, and style of life, economy, employment and social relations. Rural people live in settled villages.

Three main types of settlement patterns have been observed in rural areas:
i)   The most common type is the nucleated village found all over the country. Here, a tight cluster of houses is surrounded by the fields of the villagers an outlying hamlet or several satellite hamlets are also found to be attached to some villages in this case.
ii)   Secondly, there are linear settlements in some parts of the country, e.g. in Kerala, in Konkan and in the delta lands of Bengal. In such settlements, houses are strung out, each surrounded by its own compound. However, there is little to physically demarcate where one village ends and another begins.
iii)   The third type of settlement is simply a scattering of homesteads or clusters of two or three houses. In this case also physical demarcation of villages is not clear. Such settlements are found in hill areas, in the Himalayan foothills, in the highlands of Gujarat and in the Satpura range of Maharashtra.

2.6.1 Family and Kinship

Family is the basic unit of almost all societies. It is especially true in India where the very identity of a person is dependent on the status and position of his or her family and its social status.

Family is one of the most important social institutions which constitute the rural society. It caters to needs and performs functions, which are essential for the continuity, integration and change in the social system, such as, reproduction, production and socialization.

Broadly speaking there are two types of family:

(a) **Nuclear family** consisting of husband, wife and unmarried children, and

(b) **Joint or extended family** comprising a few more kin than the nuclear type.

Rural family works as the unit of economic, cultural, religious, and political activities. Collectivity of the family is emphasized in social life, and feelings of individualism and personal freedom are very limited.

2.6.2 Lineage and Kinship

Within the village, a group of families tracing descent from a common ancestor with knowledge of all the links constitute a lineage; and the children of the same generation behave as brothers and sisters. They form a unit for celebrating major ritual events. Sometimes the word *Kul* is used to describe these units. Usually these families live in closeness and a guest of one (e.g. a son-in-law) could be treated as such in all these families. These bonds of families may go back to 3 to 7 generations. People do not marry within this group. Such families use a more generic term like being *"bhai-bandh"* of one another.

2.6.3 Caste:

People usually marry within the caste or sub-caste. Members of a caste trace their origin from a common ancestor — historical, mythical or divine. The properties of that ancestor are worthy of being remembered by people; and these are well known to such an extent that a mere mention of that name is enough to recognize the group to which a person belongs.

Here, we have identified two characteristics of caste so far:

(i) It is an endogamous group
(ii) It has a common ancestor

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As a part of this arrangement descendants of a common ancestor are divided into two groups, the smaller exogamous group, and the wider endogamous group.

2.6.4 Village

The Indian village was portrayed as a 'closed' and 'isolated' system. A British administrator in India depicted the Indian village as a monolithic, atomistic and unchanging entity. He observed, "The village communities are little republics, having nearly everything that they want within themselves and almost independent of any foreign relations". Further, he stated that wars pass over it, regimes come and go, but the village as a society always emerges 'unchanged, unshaken, and self-sufficient'. But despite increasing external linkages village is still a fundamental social unit.

People living in a village have a feeling of common identity. They have intra-village ties at familial, caste and class levels in social, economic, political and cultural domains. In fact, village life is characterized by reciprocity, cooperation, dominance and competition. In Indian society, Rural and urban areas are interdependent. Urban people depend on rural areas for food grains, milk, and vegetables whereas, rural people depend on urban area for manufactured goods. Physical structure of rural society is defined based on patterns of settlement, resources present in the society, type of spatial distribution of the houses and population characteristics. Higher literacy, fragmentation of land due to division of family has led to change in physical structure of rural society. Groups, statuses and roles, cultural values and social Institutions frames social structure.

Institution is an organized system of social relationships having common value and procedures. The Basic Social Institutions in rural society are Family, Religion, economy, government and education. Family is a system of organized relationships involving ways of meeting basic social needs.

Case Study 1: Impact of Institutions on Rural Livelihoods:

Case Study of Village Mundoti

In this study primary information was collected from the households of Mundoti village in Kishangarh Tehsil of Ajmer district in Rajasthan, India. The main aim of the study was to analyse the linkages between the Livelihood strategies of the rural area and their Institutional impact on the rural livelihoods. The Sustainable Livelihoods Framework was used to describe different linkages that can be encountered between local institutions and livelihoods. In this village where 75-85 per cent of the total population was dependent on agriculture, unequal distribution of land, income, low literacy levels, technology backwardness, unavailability of water, unavailability of market facilities were some of the constraints faced by them. The institutions taken up in this study area include financial institution, educational institution and government institution. All these institutions are the major source of income, employment and form the very core of day-to-days life. These institutions are responsible for enhancement of personal skills and promote specialization among villages. Existence of these institutions presents a direct relationship between literacy rates. All these institutions are responsible for improvement in standard of living and thus leading to overall development.

2.7 LET'S SUM UP:

In India rural and urban share some common facets of life. They show rural social structure interdependence especially in the sphere of economy, the city dwellers depends on the villagers for various products such as food grains, milk, vegetables, and other raw materials for industry. And the same way villagers depend on urban people for manufactured goods and market. Despite this interdependence between the two, there are certain distinctive features which separate them from each other in terms of their size, demographic composition, cultural moorings, and style of life, economy, employment and social relations. There are different factors that influence the type of settlement and these can be broadly classified under three categories. The physical structure of the rural societies has a great impact on the farming systems in India. Many

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years ago, when people were living in villages and with lower levels of technology influx, farming was a main source of income for the rural families. Strong institutions encourage participation in policy processes, build local capacity and establish a culture of learning. In contrast, weak institutions result in inadequate budgets, poor accountability systems, low technical capacity and limited investment and infrastructure. Far too often institutions serve the needs of the well-off and powerful in society. Despite this interdependence between the two there are certain distinctive features which separate them from each other in terms of their size, demographic composition, cultural moorings, and style of life, economy, employment and social relations. The Indian village was portrayed as a 'closed' and 'isolated' system. A British administrator in India depicted the Indian village as a monolithic, atomistic and unchanging entity.

2.8 CHECK YOUR PROGRESS

1. Discuss the social institutions and their role in Indian society.
2. Explain rural structure in India
3. Explain family and kinship
4. Explain Lineage and kinship

2.9 FURTHER READINGS/ REFERENCES/ LINKS:

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UNIT 3

SOCIAL CHANGE

Highlights of the Unit

- Introduction
- Definitions of Social Change
- Nature and Characteristics of Social Change
- Theories and Process of Social Change
- Factors of Social Change
- Let's Sum Up
- Self-assessment questions
- Further Readings/ references/ Links

3.0 OBJECTIVES

After reading this lesson, the learners will be able to:
- Understand the concept of Social Change,
- Learn the nature and characteristics of social change,
- Study the theories of social change and social change process,
- Know how the factors influence social change.

3.1 INTRODUCTION

Change is natural and inevitable; the nature, our surroundings are changing constantly and this change is perpetual and the societies too change with the time. From the barbaric societies to modern societies have made long journey in the process of change, and this process will continue as long as human race exists. These changes reflect in the structures of society. The institutions of the society have undergone several changes with the passage of time. With the advancement of science and technology and the resultant knowledge, new innovations, rational thinking and new pattern of values had been introduced into the society. This change causes some conflict at the initial stage, but it can be adopted if it acquires wider acceptance.

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The process of change creates a chain reaction in the society, with every action there is a reaction and this becomes a cause for another action. This is a never ending process causing a chain of action and reaction and the result is change. For example, the action of industrialisation is a cause; the reaction is urbanisation. And the urbanisation leads to improved access to education, employment, income, transportation etc., it also phased out the differences between castes, gender inequalities. It also effected the institution of family and a change in the status of women as well as society.

The process of change can be directed through planning or sometimes it is sudden. Since August Comte's time to till date, the social scientists have attempted to study social change and come up with two types of perspectives.

They are:

1) Social Static and
2) Social Dynamic forces.

To understand the change in society, it is necessary to understand the changes taking place in social institutions, social processes and social structures.

3.2 DEFINITIONS OF SOCIAL CHANGE

Kingsley Davis opined that "social change is meant only such alterations as occur in social organization, that is, structure and function of society".

Lundberg and others writes that "social change refers to any modification in established patterns of inter human relationships and standards of conduct".

Ginsberg writes, by social change, I understand a change is in social structure e.g. the size of a society, the composition or balance of its parts or the type of its organization".

From the above definitions it is evident that the change in social structures, functions, and human relationships are considered as social change. *Kingsley Davis and Ginsberg* stressed on structural changes of the society, while *Lundberg* observed the change in inter human relationships and standards of conduct as social change.

3.3 NATURE AND CHARACTERISTICS OF SOCIAL CHANGE

The following sections deal with the nature and characteristics of social change:

1) **Social change is perennial process:** Society consists of people who are living and intelligent species. As life changes each minute to do the society.

2) **Secular:** Social change takes place in all spheres of the society. It will treat everybody equally irrespective of class, caste, creed, religion, rich and poor.

3) **It is the results of action and reaction of various factors:** It is the results of emanated from the interrelations and the action and reaction of the individuals, incidents, and innovation in the society.

4) **It creates chain of action and reaction**: For every change there is a cause transformed into action, and the reaction is the effect of action. So when an action takes place a reaction followed. Again this reaction becomes a cause transforming into action, inviting an effect i.e. reaction, thus creating a chain of action and reaction.

5) **Direction of change:** Social change has direction, this direction can be progressive or regressive. Unless it is a planned change, there is no mechanism to change the direction of the change. Because it is not in the hands of anybody. Once a small change is introduced into the society, it will have a ripple effect. It would spread to all parts of the society in an innumerable ways and facets.

6) **Control of change:** Social change can be controlled if planned. This change is intended and planned. We try to achieve such change through policies, programs and allocations in the budget. Science and technology, our experiences, wisdom helps us to transform the change into a desirable change. However, in the event of natural calamities of change that are undesirable and uncontrollable.

7) **Social acceptance**: For social change, always it is not a smooth ride at the first instance. However, with the passage of time, society may accept the change. Or sometimes may discard or crush the change. So also certain changes may takes place immediately while for others it would take some time to experience the change. Further, the patterns of values in the society will change in tune with the change. As values keep changing, one aspect of value at a particular moment may be wrong but after some time it may become an accepted value in the present day.

8) **Old and new values continuum:** Social change does not replaces old values, patterns or structures of the society immediately. Many a times, old and new values co-exist and form a continuum of values. Villages transform into cities, but cities do not necessarily replace villages completely. Even today villages and cities co-exist and the changes in village have an effect on cities, while a change in cities will have an effect on villages. This kind of continuum is present in case of values too.

9) **Speed of the change:** Change in the society are of two types. One is the change in the structure of the society, the other one is change of the structure itself. The change in

the structure occurs gradually. It is slow, but the change of social structure itself occurs rapidly. This rapid change takes place only through a revolution, war, or a sudden outburst of natural activity like floods, earthquakes, cyclones etc., sometimes, in some societies, the change is welcome and it occurs quickly. This is true in case of societies with favourable living conditions. Whereas in some societies, the change may be due to the unfavourable living conditions of the people.

3.4 THEORIES OF SOCIAL CHANGE

The following are some important theories of social change:
   1) Theory of Deterioration,
   2) Theory of Cyclical Change,
   3) Theory of Linear Change
   4) Theory of Multidimensional Change and
   5) Theories of Conflict.

3.4.1 Theory of Deterioration

According to this theory, societies after reining to their peak stage would gradually diminish. Thus according to the Indian mythology, there are four ages- *Stya Yuga, Treta Yuga, Dwapar Yuga,* and *Kali Yuga*. The *Satya Yuga* was the best where man is honest and happy. Now we are in *Kali Yuga* which means the man in this *Yuga* is dishonest, values deteriorated, and living in unhappy conditions.

3.4.2 Theory of Cyclical Change

According to this theory, societies go through certain cycles. As life under goes into a cycle of changes like- birth, growth, maturity and decline, societies too undergo such cyclical changes. As societies progress, they pass through several stages of change. And these changes recur as in a cycle. *Spengler, Valfred Pareto, Stuart Chapin and Petrim Sorokin* are some sociologists that propounded this theory.

Let us learn in detail about Petrim Sorokin's cyclical theory of change.

1) Pitrim Sorokin's Cyclical Theory of Change:
According to this theory, societies evolve in three stages. First stage is Ideational, second stage is Idealistic and third one is Sensate. However for the convenience of understanding the idealistic societies have been discussed after sensate societies.

- **Ideational Society**: This stage of society is marked by religious, spiritual and institutionalised values. People in this society believe in good. They tend to believe that reality as spiritual. And give importance to spiritual values than material things. There is strong solidarity among the people in these societies.
- **Sensate Societies**: In this stage, people give more importance to material things than to the spiritual values. They believe in what they see and feel. Therefore, these societies also called as materialistic societies.
- **Idealistic Societies**: The societies have a transition period between Ideational society and sensate societies. This transition period is marked by Idealistic societies. In this kind of societies there is a mix of characters from the above two stages. People have both fear and as well as rational and logical thinking stages. People have both fear for god and as well as rational and logical thinking.

After reaching the sensate stage, societies collapse and again the cycle of Ideational, Idealistic and Sensate societies stars.

2) Vilfredo Pareto's Circulation of Elite Theory:

According to this theory, the changes in regime, or revolutions occur when one elite replaces the other. He divided elite social class into two types. They are Speculators and Rentiers. Speculators are like foxes have creativity, power and capability to build political empires, departure from common use but lacking fidelity and are unscrupulous i.e. they do not have principles. While Reantiers are like lions who are loyal, conservative, have faith in religion, patriotic, exhibit solidarity and do not hesitate to use power when it is needed. Power changes from foxes to lions. The ruling elite class always had power and represses the subjects until more fit elite people overthrow them and grab the power. When the rentiers are in power, the social change is slow and steady while speculators are in power, social change takes place rapidly. The presence of these two powers in the society keeps it in an equilibrium state each one's power is being checked by the other, until one of the elite groups grabs the power from the other. This process is a never ending process.

3.4.3 Linear Theories of Social Change

August Comte, Herbert Spencer is the pioneers for the linear theories of social change. According this theory societies are transforming in linear direction.

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1) August Comte's Law of Three Stages (Theory of Social Change):
According to August Comte in his work, "Positive Philosophy" writes that social change takes place in three stages. They are:
     i)   Theological or Fictitious State,
     ii) Metaphysical or Abstract state, and
     iii) Scientific or Positive state.

i)   **Theological or Fictitious State**: In this stage people believe in super natural forces and read real life situations as the expressions of super natural forces or deities or god's will. Kings are believed to have divine rights, and provide security supported by military power.

ii) **Metaphysical or Abstract State**: As civilizations progress, supernatural entities are replaced by abstract forces. Just like political rights transformed into systems of law.

iii) **Scientific or Positive State**: At this stage, the quest for absolute knowledge is abandoned in favour of a modest but precise inquiry into the relative laws of nature. The absolutist and feudal social orders are replaced gradually by increasing social progress achieved through the application of scientific knowledge. It is called positive stage because the existing negative feelings are given way to positive values like universal and human values.

3.4.4 Multi-dimensional Social Change Theories

These theories propose that the societies does not transform in a linear way or unidirectional but the change takes place in multi-dimensions. The famous sociologists that advocated this theory are *Herbert Spencer, William Fielding Ogburn, McIver, Leslie White and Talcot Parsons*.

1) William Fielding Ogburn's Culture Lag:
Ogburn is the first social philosopher to realise the impact of the technology in causing social change. He divided culture into two types. They are:
         i) Physical or material culture and
         ii) Adaptive culture.

- Material culture is physical consisting of physical things, tools, artefacts, equipment gadgets, etc.
- Adaptive culture is psychological. Value system, beliefs, and thought process.

Both are interdependent. When a change is introduced in physical culture or material culture due to technological development, this change does not reflect in the adaptive culture immediately. Material culture changes faster than the adaptive culture creating a lag. Adaptive culture lags behind material culture in respect of social change. This lag is

termed by *Ogburn* as "culture lag". This cultural lag is the result of the resisting powers in the social structure. Thus according to him social change takes place in two dimensions i.e. material and adaptive cultures.

2) Herbert Spencer's Organic Theory of Social Change:

Spencer equated society with an organism or a man in his work "Social Darwinism". Just like a man had several changes in his life like birth, growth, and death, the societies do undergo certain changes in their evolution process. When a change has to happen it has to be happened in all organs of the organism. So do the societies. If a change is introduced in one section of the social system that change will be reflected in almost all parts of the system. He observed that in the evolution process, families formed into lineage, lineage into clan, clans into phratry, phratries into tribe, tribes into race, races into nation.

3.4.5 Theories of Conflict:

According to this theory, social change occurs due to the conflict between various social structures. The major proponents of this theory are *Karl Marx, Lewis Coser, Carl Wright Millis and Bottommore*.

1) Karl Marx's Conflict Theory:

According to *Karl Marx's* Conflict theory, the conflict between agents of production and the production relations leads to class struggle. He held that the society is marked by two classes i.e., the Working class, and the Capitalist class. This class struggle in effect causes social change i.e., a change in the existing values, social structures, and economic relations.

3.5 SOCIAL CHANGE PROCESS

In the process of social change we have come across with certain terms like social evolution and social progress. Now let us examine these terms in brief.

3.5.1 Social Evolution:

Evolution describes a series of related changes in a system of some kind. It is a process in which hidden or latent characters of a thing reveal themselves. The word evolution has been derived from Latin word *'evolvere'* which means *'to develop'* or *'to unfold'* the concept of evolution as a process was first developed by German Sociologist *Von Baer* and subsequently by *Darwin, Spencer* and many others. In the context of social evolution two things are to be observed as to how societies are formed? And how societies are changed?

Spencer, while observing the above two things prescribe the principles of social evolution as follows:

✓ Social evolution is one cultural human aspect of the law of cosmic evolution.
✓ Social evolution takes place in the same way in which cosmic evolution takes place.
✓ Social evolution is gradual.
✓ Social evolution is progressive.

Leonard Trelawney Hobhouse observes that, social evolution is development, planned and unplanned of culture and forms of social relationships or social interaction.

3.5.2 Social Progress:

The word social progress indicates development, growth in a positive way. When a social change is resulted in the development, and overall growth of the society in a positive way then it is considered as social progress. In the words of *Dos Sontos*, progress in the modern age means achievement of such goals and objectives as desired for the progress of man and society. Development, progress, evolution, etc. are various facets that indicate social processes towards social change.

Change is the planned process so do changes in the social system. Societies initially are simple. They started to evolve from families to, groups, communities, villages, towns and cities. Accordingly, social institutions, structures, and values are kept changing. A change in one element affected the other elements of the society creating a chain of action and reaction of changes. These changes however, can be planned for a desirable change. But many changes take place naturally in the course of time. In the process of evolution, societies transformed from homogeneous to heterogeneous, from simple to complex societies. And the social evolution and social progress indicate the process of social change.

3.6 FACTORS OF SOCIAL CHANGE

Change is perpetual and natural, so do the social change. The social scientists attempted to study these changes taking place in the society and come up with several theories. In the earlier section we have learnt theories regarding to social change. The present sections deals with the factors of social change.

The change in the society does not come on its own. There are several factors that lead to Social Change. These factors may be both external and internal and are called as *'Lapier Intervening Factors'*.

They are as follows:

1) Geographical Factors
2) Biological Factors
3) Cultural Factors and
4) Technological Factors

3.6.1 Geographical Factors:

Geographical factors like land, climate, rainfall, temperature, water resources, forests, mountains, mineral resources, flora and fauna etc. have a definite impact on the survival of the mankind and their societies. Based upon the natural resources and climatic conditions certain societies flourish giving rise to very fast and rich culture with well-established social institutions and structures. Some others' perish due to natural calamities. So do their cultures, with prosperity come leisure time; leisure time leads to creativity; and all these contribute to a vibrant culture. And the social change takes place vibrantly in a culture where creativity is more. The social change also takes place rampantly when extreme conditions whether good or bad prevail in a society. One can observe that Europe developed quickly because of its favourable geographic and climatic conditions. This quick pace of development can be attributed to the richness of the culture. The innovations and inventions after the Industrial Revolution are the result of the freedom of expression and creativity that is prevailing in that society. People living in unfavourable climatic and geographical conditions need to work hard to eke out their livelihood leaving them uncreative. So does their culture does not evolve. In these conditions the pace of the social change is very slow.

3.6.2 Biological Factors:

On the basis of biological consideration the following factors contribute to the social change:

a) Natural Selection
b) Social Selection
c) Population

a) Natural Selection:

The concept of natural selection was first introduced in Sociology by *Herbert Spencer*. According to *Darwin's* 'natural selection and fittest of the survival and struggle for existence' theories, the nature's power always keeps all the living beings in an equilibrium state in its eco sphere. In keeping this balance it eliminates those animals

ruthlessly that ate weak, ill and unable to adjust to the environment. Because keeping them in the eco-system means it is burden on the scarce resources like land, water and food. This condition leaves other animals which are health and strong and deserve to live long - to starve. Therefore, only those who are healthy and can adjust to their environment can survive in the nature. Each and every organism in this world struggles to survive in its environment and only such organisms with strength could survive.

In sociological perspective *Spencer* suggested the same process is apt for societies also. Man adjusts himself in the society through a set of structural adjustments. If he is not able to adjust, then he will be eliminated. If people who are physically weak and ill are to be protected, then the social equilibrium disorients. Therefore nature corrects this disequilibrium through malnutrition, diseases, and intolerant living conditions. Therefore, *Spencer* opines that this process selection is necessary for a strong and healthy society.

The process of natural selection is in two ways. First is 'elimination', whatever is not able to adjust in the nature will be eliminated? The second one is 'absorption'. The organisms that survived in the struggle for existence, gets absorbed into the system. Pearson has identified four basic premises for the natural selection, they are:

- Qualities are variables
- The qualities are inherited
- Nature acts through death
- Death rate is selective

b) **Social Selection:** *McIver* is the pioneer for this proposition. Man in the evolution process made necessary arrangements with his environment and made his living tune with it. As civilisation progress he tamed environment with his intelligence and technique. McIver observes 'in so far as force generated within human society and operating through social relationships create conditions which affect the reproduction and survival rates of the population as a whole and differentially of the various groups within it, we can term the process social selection'. In natural selection nature provides only two alternatives do or die. But in social selection, there are several alternatives solutions to be able to fit into the society. Through a man is physically weak he still can survive with his wit and intelligence, with his moral and social attainments. In the society certain things are favoured while others eliminated in tune with consciously formulated or accepted norm. These norms do not require physical strength or wellbeing.

Differences between Natural Selection and Social Selection:

1) Natural selection works through death rate but in social selection the emphasis is on birth rate than on the death rate.
2) In natural selection a weak and ill man has no choice but to be eliminated by the nature. But in social selection though he is weak or ill his otherwise capabilities put into use to survive.
3) Social selection is creative. Creativity plays an important role in evolving values, customs and traditions. Man acts in a creative way in the social selection process.
4) In natural selection competition and conflict are ingredient characters. Whereas in social selection co-operation and kindness are the elemental characteristics.
5) For natural selection there are only two ways either death or adoption to the environment. But for social selection several alternatives are provided through various organisations and institutions for the development and continuity of the human kind.

3.6.3 Types of Social Selection:

Social selection acts in two ways on the societies. They are Indirect Method and Direct Method.

i) Indirect Method: In this method social forces act indirectly on the society and individuals. Sometimes without any intention certain things happen in the society so that the equilibrium of it would get disturbed. In those instances, social forces through various indirect methods would attempt to control the society. For example the rate of reproduction would have an impact on the living capabilities, and social circumstances; bad and unhealthy working conditions reduce productivity and longevity of the labour; through various acts of man environment is getting spoiled with toxic materials due to which there is spread of diseases and increase in death rates. Societies get disturbed in all those situations. Social selection acts through various modes to tackle these problems- like containing population through family planning policies; providing proper working conditions by the employer; conserving the environment through good environment policies etc.

ii) Direct Method: In this method the living conditions, ways and means of living of the people is being conditioned in the socio and economic fabric through social selection process directly. Traditions, customs, norms, values, law and punishment are some of the forms through which social selection process acts directly.

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c) Population and Social Change: In the biological theories, population is another element. In favourable climatic and geographic regions, reproduction rate tends to be high so also cultural progress. However, the rising population exerts pressure on the scarce resources like land, water and other resources. Further, if the population contains more number of old people or children, then the wealth creation is less. The social change also may slow down. In many instances, more population leads to social unrest. Inequalities in population, population mobility, migration, changes in the population component, urbanisation are some reasons for the changes that are taking place in global arena. When social unrest prevails due to the above reasons, the social selection process with the aid of natural selection, tries to put the societies in an equilibrium state.

3.6.3 Cultural Factors

Cultural factors play an important role in social change. And the reflections of the social change are evident in culture. According to *Tylor* culture is "complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities acquired by man as a member of society".

In social life, man is not an independent being, from cradle to grave, he is governed by certain rituals, norms, values, beliefs, customs and traditions etc. that are the components of the culture. The social and cultural values are internalised by the man. Thus his behaviour is modified accordingly. Culture thus influences individuals and society, while determining social relations. However, culture is not static. It will always change. Innovations and inventions in ideas and technological development lead to change in culture. But in the initial stage culture always resist change. Firstly, changes take place in ideas. These ideas later put into practice. Whenever a newer concept or new technology introduced into the society, that concept or technology has to be accepted by the society or people. Society does not approve any change overnight but resist at the first instance. Gradually it reconciles and accepts the change. The concepts or ideas and the technological inventions are also modified according to the needs of the society. At a certain breakeven point the new concepts or ideas and technological inventions get approved or accepted by the society. In the present society, the change in women's status or a change in technology are being introduced and accepted after undergoing through this process.

New inventions, therefore of great people, popular leaders opinions, cultural assimilation, adoption, acculturation, sanskritisation, cultural renaissance, adjustment, assimilation, conflict etc. are some cultural factors that lead to change in the culture finally

resulting into social change. In the process of social change, cultural factors play as guiding principles in directing the change while technological factors acts as tools.

3.6.4 Technological Factors:

The changes that are taking place in the technological field and new inventions becomes as factors for changes in ideology, life style and social relations of the people. Technological development leads to industrialisation and urbanisation. Urbanisation gave rise to several newer ideas and trends. With the upsurge in the technology, almost all fields in the society got mechanised leading to social change. That is the reason why we call present period as an age of technology. Division of labour, specialisation, communications, transportation, education and health facilities contributed for healthy and comfortable living conditions for the man. The following are some changes taking place due to technology:

1) Living standard of societies are improved
2) Productivity will be increased. With increased productivity rises wealth and leisure time. This leisure time contributes to further cultural and scientific inventions and innovations.
3) Socially and culturally, the social institutions, norms, standards, customs and traditions, arts and literature, religious beliefs are prone to changes.
4) Family relations were changed. Joint families are replaced by nuclear families. Earlier family was centre for both production and consumption. But now families are only consumption centres.
5) Women had become economically independent. Her social status, role, her attire and food habits had been changed dramatically. Social customs and traditions too changed accordingly.
6) Migration from villages to cities has been increased. City life is cumbersome while village life is burdensome. Erstwhile self-reliant, self-sustained villages are now poverty stricken and caught in debt. Farmers are committing suicides unable to clear the debts. Younger generation in cities are affected by badly placed western culture and its values. Alcoholism, drug addiction, cigarette smoking, uncivilised dressing, unwanted behaviour in public, psycho tendencies in love affairs, multiple relations, are certain behavioural patterns exhibited by youth in cities. There is an increased tendency of suicidal rate among youth due to maladjustment in the society. They are becoming misfits.

7) The competitions between nations for raw materials was on rise due to industrialisation. This lead to colonization, oppression, invasion, war conditions, disturbed the societies enormously. These disturbances have been settled through necessary changes and adjustments by the societies later. However these changes are drastic and revolutionary.

In fact the effect of technology on the society is immense. Cell phones, computers, internet is in giving place to mechanical and impersonal interactions. The in person heart felt affections and relations find no place and time in this speed, mechanical and automatic life. Hardly does the immediate family get any attention and affection from the individual. With the advent of technology the relations between people turned into mechanical and need based. Not only does people but the relations between countries are also affected largely by the technology. Mass destructive weapons and the resultant increased tension between countries are few contributions of the technology. The conflict and competition between the countries put them in a balanced state. Those nations who get imbalanced are paying the price for being imprudent.

3.7 LET'S SUM UP

Change is natural and inevitable, nature, our surroundings, societies are changing constantly and this change is perpetual. Societies too change with the time. Social change taken place due to various factors. Geographical factors are the basis for the man kind. Land, climate, and other environmental changes give rise to diversity in life. All these affect man's life as well as social life leading to social change. Biological factors through natural and social selection contribute to social change. Population too plays an important role as a biological factor for social change. Our population poses certain challenges causing social change.

Cultural factors are one of the important social change factors. They reflect change and contribute for change. Innovations, in concepts and ideas, and in technology cause changes in the culture leading to social change. The final and important and is playing a tremendous role in social change is technology. The changes that are taking place after automation are rampant and uncontrollable. The development till date is progressive. But from now onwards we should see that the human values, human and social relations should not be deteriorated. The discretion of good and bad lies on us. Adopting good culture leaving behind the bad is necessity of the day. This discretion not only protects us but our coming generations too.

3.8 CHECK YOUR PROGRESS

1) Define social change and explain its characteristics
2) What are the theories of social change?
3) Describe the concepts of social evolution and social progress.
4) What are the factors of social change?
5) How geographical factors contribute to the social change?
6) How biological factors contribute to the social change?

3.9 FURTHER READINGS/ REFERENCES:

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UNIT 4

SOCIAL INTERACTION AND SOCIAL PROCESSES

Highlights of the Unit

> ➢ Objectives
>
> ➢ Introduction
>
> ➢ Types of Social Interaction
>
> ➢ Social Process
>
> ➢ Types of Social Processes
>
> ➢ Let's Sum up

4.0 OBJECTIVES

After studying this lesson, you will be able to understand the:

- social interactions in the society
- different types of the social interactions
- social processes while surviving in the society
- various categories of social processes everyday an individual comes across

4.1 INTRODUCTION

According to Aristotle, the Greek philosopher writes "Man is a social animal. He who lives without society is neither a beast nor God". Thus, man is a social animal by nature. He is born in society lives in society and ends in society. Society is indispensable for human beings. Man won't live without the society. Isolation from society is considered as punishment. Solitary life is unbearable for him. Social life is an essential for man. The form of social life is inherent in human being. Social life is not possible without exchanges. When the interacting individuals or groups influence the behavior of each other it is called social interaction. Social interactions are mutual that not only influence the interacting individuals but also the value of relationships. Social interaction may be defined as that energetic interaction of forces in which contact between persons and groups result in change of the attitudes and behaviour of the participants.

Social interaction is an event which changes the behavior and attitude of the interacting persons. It changes the societal conditions of life of the people. Interaction is essential for

maintaining social life and relationships. It produces group which is the foundation stone of society

In the words of Gillin and Gillin, "social contact is the first phase of interaction". Social contacts are usually recognized through the medium of somebody affecting sense organ. An object can be professed by the sense organ only when that object leads to communication with that sense organ. Hence the ways of communication are crucial additions of social contact. Communication can be from direct person to person or it may take place during some means of long-range contact such as the telephone, telegraph, television etc.

The concept of Social Interaction is crucial to the study of society and social relationships. It represents the dynamic element in society. Definitions Dawson and Gettys define social interaction as a social process whereby men interpenetrate the minds of each other.

4.1.1 Definition

Dawson and Gettyes define Social Interaction as "it is a process by which men interpenetrate the minds of each other".

According to Corkiness, "Social interaction is such a process which influences the overt behavior or state of mind of the individuals."

According to Gillin and Gillin, "By social interaction we refer to social relations of all sorts in functions – dynamic social relations of all kinds – whether such relations exist between individual and individual, between group and group and group and individual, as the case may be".

According to Elredge and Merrill, Social interaction is a general process whereby two or more persons are in significant contact, as a result of which their behavior is modified. It involves a mutual response and an adjustment of behavior to the action of others.

4.1.2 Essentials of Social Interaction

The following are essential for social interaction:
1. At least Two or few people
2. shared relationship between them
3. Persuade on the incident, actions, brain of the persons.

These conditions can interconnect the people between themselves and renovate them into social groups.

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4.2 TYPES OF SOCIAL INTERACTION

Umar Farooq (2014) stated that according to Young and Mack there are two categories of social interaction among people.

Direct or Physical Interaction: it involves material action among the persons like thrashing, stinging, dragging, pushing, killing, scratching, boxing; wrestling, kissing etc. are the illustrations of direct interaction. Two teams playing match and a war between two countries are also examples of this interaction. This type influences other by physical action in diverse ways.

Symbolic Interaction: It involves the use of language and symbols. It means contact through a common language is representational practice. This is the most widespread process in human civilization Human beings express their thoughts through language and it is completed by mutual reaction. The methods of communication formulated by man are more focused and efficient. All civilizations expand and change only through language symbolic interaction. Through language man stores previous knowledge and transmits them to the subsequent generations with a transformation.

Man uses Telephone, wireless, telegraph, postal system, rail, road, sea and air services as means of communication and transportation. Gestures can also be used symbolically. Deaf and dumb communicate their thoughts through voice, and gestures of hands and eyes.

4.2.1 Types of Social Interaction in a Society

It is found in various types in a society.

Between individual and individual: It is the communication between at least two persons. The doctor and the patient, the mother and the child, the customer and the business man are the various examples in this case.

Between individual and group: It is an interaction between one person and more. A teacher teaching his class, a speaker addressing the audience is common examples.

Between group and group: This is observed between two groups of people like two teams of players of football match, two countries of armed forces fighting against each other, two countries administrators discussing a problem.

Between individuals and culture: This form is established when the people pay attention to radio, watch television, study newspaper like pictures and view exhibitions. People

also have interactions with mass media like Radio, T.V., movies, dailies, books, trade fair, drama, fairs and other socio-cultural activities and get social change in their life. The people can also change these media as per their need. In this way shared process between the people and the culture continue.

Social interaction usually takes place in the forms of cooperation's, competition, conflict, accommodation and assimilation. These types of social interaction are called "social processes".

4.3 SOCIAL PROCESS

Society is a dynamic network of social relationships between individuals. People are always engaged in actions of one type or the other. The characteristic ways in which these actions are designed is called social process. Social processes form the basis of society. If there is no social interactions, we cannot create social relationships. Thus to understand social relationships in more detail, an analysis of social processes is necessary.
Definitions According to Mac Iver, social process is the manner in which the relations in between the members of a group, once brought together, acquire a distinctive character. Ginsberg defines social processes as the various modes of interaction between individuals or groups including co-operation and conflict, social differentiation and integration, development, arrest and decay (Vidya Bhushan & Sach Dev, 2006).

According to Horton and Hunt, social processes refer to the repetitive forms of behavior which are commonly found in social life.

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According to Horton and Hunt, social processes refer to the repetitive forms of behavior which are commonly found in social life.

4.3.1 Meaning of Social Process: Social processes refer to forms of social interaction that occur repeatedly. By social processes we mean those ways in which individuals and groups interact and establish social relationships.

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According to MacIver, "Social process is the manner in which the relations of the members of a group, once brought together, acquire a distinctive character".

As Ginsberg says, "Social processes mean the various modes of interaction between individuals or groups including cooperation and conflict, social differentiation and integration, development, arrest and decay".

According to Horton and Hunt, "The term social process refers to the repetitive form of behaviour which is commonly found in social life".

4.4 TYPES OF SOCIAL PROCESSES

Social process can be positive or it can be negative. Accordingly, social process has classified into two broad categories, differently titled with '**conjunctive and disjunctive**, **'associative and dissociative'.**

4.4.1 Associative Process: The associative or conjunctive social processes are positive. These type of social processes work towards the unity and to promote the society.

This category of social processes includes

> ➢ Cooperation,
> ➢ Accommodation,
> ➢ Assimilation And
> ➢ Acculturation Etc.

4.4.1.1. Cooperation: The term 'cooperation' has been derived from two Latin words – 'Co' meaning 'together and Operary meaning 'to work'. Hence, cooperation includes working collectively for the accomplishment of a universal goal or goals. Cooperation is one of elementary progressions of social life. It is a type of social process in which two or more persons or groups work jointly to attain universal goals. Cooperation is the form of social interaction in which all members will have assistance through attain their goals. It is defined by Green as "the continuous and common Endeavour of two or more persons to perform a task or to reach a goal that is commonly cherished. According to Merrill and El Dregde, "Cooperation is a form of social interaction wherein two or more persons work together to gain a common end".

In the words of Fairchild, "Cooperation is the process by which the individuals or groups combine their effort in a more or less organised way for the attainment of common objective", Cooperation involves two essentials:

(i) Common end and

(ii) Organised effort.

When people with same goals realize that individually they cannot reach these goals, they work together for the completion of these goals.

Characteristics: Following are the important characteristics of cooperation:
- Cooperation is a complementary process of social interaction among two or more individuals or groups.
- Cooperation is a sensible process in which individuals or groups have to work sensibly
- Cooperation is a individual process in which individuals and groups individually gather and work jointly for a common aim.
- Cooperation is a stable process. There is continuity in the joint achievement in cooperation.
- Cooperation is a widespread process which is established in all groups, societies and nations.
- Cooperation is stands on two basics such as common end and organised effort.
- Common ends can be enhanced by cooperation and it is essential for the development of individual as well as society.

Types of Cooperation:
Cooperation is of different types. MacIver and Page have divided cooperation into two main types namely, Direct Cooperation and Indirect Cooperation.

(i) Direct Cooperation:
Direct cooperation includes those actions people do together. For example, talking together, functioning together, walking together or pulling the load out of mud together. The necessary character of direct cooperation is that people do the same function which they can also do separately. This type of cooperation is deliberately e.g., cooperation between husband and wife, teacher and student, etc.

(ii) Indirect Cooperation:
Indirect cooperation includes the activities in which people do dissimilar tasks collectively towards a common goal. For example, in construction of a house carpenters, plumbers and masons assist together. This cooperation is based on the code of the

division of labour. Here forth the attainment of the common objective people perform different functions.

A.W. Green has classified cooperation into three main categories such as

        (i) Primary cooperation

        (ii) Secondary cooperation

        (iii) Tertiary cooperation.

(i) Primary Cooperation: Primary cooperation can be observed in primary groups such as the family. In this form, there will be similar interests between the individuals and the group.

(ii) Secondary Cooperation: This form of cooperation is more visible in secondary groups such as Government, industry, trade unions etc. For example, in an industry, each may work for his own wages, salaries, promotion; profits still may work in cooperation with others. In this form of cooperation there may differences in interests among the individuals.

(iii)   **Tertiary Cooperation:** This form of cooperation is based on the interaction among various big and small groups to gather a particular condition. In territory cooperation, the attitude of the cooperating parties is entirely opportunistic; the organization of their collaboration is both loose and sometimes it may fragile.

For example, two political parties with different ideologies may get united to defeat their rival party in an election.

Cooperation is the most basic form of social procedure without which society cannot exist.

According to Kropotkin, it is so important in the life of an individual is that it is difficult to survive without it. Even among the very small animals such as ants and termites, cooperation is marked for survival. Cooperation is the basis of our social life. Cooperation helps society to development. Development can be achieved through integrated action. The excellent progress in science and technology, agriculture and industry, transport and communication may not be possible without Cooperation.

4.4.1.2 Accommodation

Adjustment is the method of life. It can be placed in two ways such as adaptation and accommodation. Adaptation assigns to the procedure of biological modification. On the other hand, Accommodation implies the process of social adjustment. "Accommodation is the achievement of adjustment among people that permit harmonious acting mutually

in social situation. Adjustment can be achieves through the acquisition of behavior pattern, habits and attitudes which are transmitted socially.

Accommodation is the way that enable peoples to work collectively whether they like it or not. Society can scarcely go on without accommodation which not only reduces or control conflict but also enables the individual and groups to adjust themselves to altered conditions. It is the foundation of collective organisation.

As Maclver and Page say, "the term accommodation refers particularly to the process in which man attains sense of harmony with his environment".

According to Ogburn and Nimkoff, "Accommodation is a term used by sociologist to describe the adjustment of hostile individuals or groups."

As Horton and Hunt defines "Accommodation Is a process of developing temporary working agreements between conflicting individuals or groups".

In the words of Gillin and Gillin "Accommodation is the process by which competing and conflicting individuals and groups adjust their relationship to each other in order to overcome the difficulties which arise in competition, contravention or conflict".

Accommodation makes for collective life. It is essential in modem of multifaceted society. In accommodation, the barrier between the groups has been partly broken down, damage of social distance and reserved relations were established whereby groups can work collectively. Hence, accommodation is necessary for social harmony which is very close to cooperation and conflict and thus should take trends on both fields into consideration.

Characteristics of accommodation are:

(i) It is the End-result of Conflict - The involvement of hostile individuals or communities in conflict make them understand the significance of accommodation. Since conflict cannot take place continuously, they make opportunity for accommodation which is the natural result of conflict. If there is no conflict, there is no necessity of accommodation.

(ii) It is both Conscious and Unconscious Process - Accommodation is essentially an unconscious activity since a new born individual accommodates himself with his family, caste, play-group, school, and neighbourhood or with the entire environment

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mechanically. Sometimes, individuals and groups make purposeful and having an open attempt to stop fighting and start working collectively. For example, warring groups enter into pacts to stop war.

(iii) It is a Universal Activity - Human society is a composition of hostile elements and hence conflicts are inevitable. Society cannot function efficiently if the individuals and groups are always occupied with conflicts. They should have to make an effort to determine conflicts; as a result accommodation is an essential in order to resolve the conflict which exists in community.

(iv) It is a Continuous Process - Accommodation is not restricted to any particular stage or to any permanent social situation. One has to accommodate oneself with a variety of situations entire life. The stability of the process of accommodation doesn't break. It is as continuous as man's breathing.

(v) It is a Mixture of both Love and Hatred - In the words of Ogburn and Nimkoff, accommodation is the combination of love and hatred. The form of love makes people to collaborate with one another but it is the hate which leads to create conflicts and to get involved to accommodate with one another.

Methods of Accommodation

Accommodation may be brought in many ways and accordingly may believe various forms, the most important methods are as follows:

1. *Admission of one's Defeat:* Method of accommodation is appropriate between the conflicted parties of imbalanced strength. The stronger group can force the weaker group by their strength. The weak parties should submit to the stronger one out of fear or because of fear of being over powered.

2. *Compromise:* Compromise is an appropriate when the combatant is of equal strength. In this method, each party has disputes to make some concessions and output to requirement of others. The "all or nothing" approach provides way to a readiness to gain others. In other words, it can be said that this method is on the attitude of give and take.

3. *Arbitration and Conciliation:* Accommodation is attained by way of negotiation and reconciliation which entail efforts of the third party to settle on the disagreement between the competing parties. For example, the conflict between the employer and the employee, husband and wife, two friends, labour and management are resolved through- the

intervention of an arbitrator or a conciliator or a mediator. The conciliator proposes only suggestion in order to conclude a conflict. The approval of these suggestions is up to the judgment of the competing parties. It has no compulsory power upon them. The difference of arbitration from conciliation is that the choice of the arbitrator is compulsory on the parties concerned.

4. Toleration: In toleration as a method of accommodation there is no agreement of difference of opinion but there is only the averting of overt disagreement or open disagreement. Toleration in the field of religion where different religious groups exist side by side, having different policies and ideologies.

5. Conversion: In Conversion method one of the challenging parties tries to change his challenger to his view of point by establishing that he is correct and they are erroneous. As a result, the party which has been persuaded is likely to agree the view of other party.

6. Rationalization: Accommodation can be achieved by good reasoning and rationalization. This method involves the taking out of opposing party from the conflict on the base of some unreal clarifications to defend his act. It means an individual or a group rationalizes its behaviour by reasonable exercises and justification.

7. Super ordination and Subordination: Super ordination and subordination are the commonest methods of accommodation which can be found in any society. We can find the relationships among parents and children in a family are based on this method. In democratic situations also there are leaders who give order and the supporters who follow order.

4.4.1.3 ASSIMILATION

Assimilation is a primary social process by which persons belonging to diverse cultures are integrated into one. Assimilation in social relationships indicates the disappearance of cultural differences between different groups of people. Thus, they come to experience, believe and act in the same way as they understand new common traditions, attitudes and accordingly take on a new cultural distinctiveness.
Assimilation is a time-consuming and steady process. It takes at least moderate time for the dissimilar individuals or groups to become similar.

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Characteristics of Assimilation:

1. Assimilation is a related process.

2. Assimilation is universal and found in every place and in all times.

3. Assimilation is gradual as the individual shares the expectations of others and slowly obtains a new set of principles.

This process will not take place in an overnight.

4. Assimilation is a process where individuals are not aware that they are discarding their own values and obtain new set of values.

5. Assimilation is a two-way process as it is based on the principle of give and take. Assimilation takes place when individuals make use of cultural elements from others and integrate them to their own culture. Contact between two groups basically influences both of them. Both the groups abandon their cultural element and replace them with new ones.

Factors Conducive for Assimilation:

Assimilation is intricate process. There are certain factors which smooth the progress of assimilation and other which obstruct or delay it. However assimilation depends upon the domination of either facilitating or retarding factors. Assimilation happen most voluntarily when social associates are of primary group – that is when they are close, private and face to face.

According to Gillin and Gillin, factors favouring assimilation are toleration, equal economic opportunity, understanding manner of the dictating groups towards the minority group, contact to the dominant culture, similarity between the cultures of the minority and dominant groups, and incorporation or intermarriage. On the other hand, factors hindering assimilation are dividing circumstances of life, manner of dominance on the part of the main group, extreme cultural and social differentiations etc.

4.4.1.4 Acculturation

Acculturation is a process whereby an individual or group acquires the cultural characteristics of another through direct or indirect contact and interaction. Acculturation is a process of social, psychological, and cultural change that stems from the balancing of two cultures while adapting to the prevailing culture of the society. Individuals of a differing culture try to incorporate themselves into the new more prevalent culture by participating in aspects of the more prevalent culture, such as their traditions, but still hold onto their original cultural values and traditions. Acculturation is initiated by the conjunction of two or more cultures or subcultures. The dynamics of

acculturation include selective adoption of the value system, and the integration and differentiation processes. It refers to the process by which members of one culture or subculture adapt to the presence of another. This adaptation may take varied forms. The process of acculturation may be accompanied by some degree of shock depending upon how different the new situation is from that to which the individual is acculturated.

Acculturation includes two processes:
(a) The process of contacts between different cultures.
(b) The process which includes the outcome of such contacts.
The process of contact among different cultures may take place through two methods:
      (i) Direct method
      (ii) Indirect method
In direct method, acculturation involves direct social interaction.
In indirect method, acculturation involves exposure to other cultures by means of the mass media of communication.
The process which includes the outcome of such contacts involves three stages in relation to acculturation.
      (i) Assimilation of one group of the culture with other.
      (ii) Modification in the existing culture.
      (iii) Changes in the areas of group identity.

Sometimes it may be happened that a tension continues between new and old cultures which leads to the adaptation of the new as well as the old.
Acculturation can be studied from two points of view:
      (a) From individual point of view.
      (b) From social point of view.

From an individual point of view this is a process of social learning similar to that of adult socialization. Here linguistic communication plays an important role. From a social point of view acculturation implies the diffusion of particular values, techniques and institutions and their modification under different conditions. It may give rise to cultural conflict and to adaptation leading to a modification of group identity.

The situations in which acculturation occurs are of different types:
(i) The kind of situation where elements of culture are forced on a people or where acceptance is voluntary.

(ii) The second situation is where social or political inequalities exists between groups.

(iii) In the third situation, three alternatives are presented.

That is:
(a) Where there is political dominancy but not social.
(b) Where dominance is both political and social.
(c) Where social superiority of one group over another is recognized without political dominance.

In the process of acculturation the borrowed element is always merged with what was present before the contact. As a result, a culture of multiple origins is emerged. So, it is believed that the dynamics of acculturation are creative. If anybody wants to find out the result of acculturation by tracing traits to their origin, is very difficult. The study of acculturation in relation to the whole of culture is very difficult only because of the process of borrowing. Borrowing of cultural elements in this process of acculturation is highly selective. The principles of selectivity are very important in acculturation.

The characteristic features of Acculturation
1. According to Linton, a very special aspect of acculturation is that it is always the impact of a dominant prestige-laden society which influences the backward people. Thus, acculturation studies the influence of a dominant culture on the subordinate culture. However, at least theoretically, it is not true. In practice, the culture of backward people could also influence the dominant groups.
2. Acculturation studies the changes which are almost invariably not spontaneous and automatic, but purposively directed or controlled, at least in part, by the superior society through political domination or market domination.

3. Acculturation has been studied as it is intended to work; namely, to result in ultimate disappearance of the minority, in its cultural and social fusion.

Some of the features of acculturation as stated above are drawn mainly from the studies undertaken during the last few decades, but in theory the process in neutral. It is more or less reciprocal.

Kroeber, in this respect, observes each group of people is also likely to be developing new peculiarities even while it is taking over culture from the others. This is perhaps the most common form of acculturation: across a frontier that remains a frontier, although not a closed one.

Types of Acculturation:
Four acculturation strategies have been identified: integration, assimilation, separation, and marginalization (Berry, 2006).

Integration: Immigrant's preference to maintain both ethnic identity while interacting with other groups (Berry, 2006).

Assimilation: When a person does not wish to maintain his or her cultural identity and take up the cultural identity of the dominant society (Berry, 2006).

Separation: When an individual does not become involved in the dominant culture and instead focuses on his or her own cultural heritage (Berry, 2006).

Marginalization: When the individual has little interest to keep his or her own cultural heritage as well as take up the dominant cultural identity (Berry, 2006).

4.4.2 Dissociative Processes
Social process which leads to negative results is called dissociative processes. These social processes result in disintegration of society. These are also known disjunctive social processes. Examples of dissociative social processes are

> ➢ Competition and
> ➢ Conflict etc.

4.4.2.1 Competition
Competition is mainly fundamental and dissociative from of social processes. It happens whenever there is an inadequate supply of anything that human beings want, inadequate in the sense that all cannot have as a good deal of it as they desire.
Ogburn and Nimkoff say that competition occurs when demand out turns supply. People do not fight for sunshine, air and gifts of nature because they are plentiful in supply. But people fight for supremacy, name, recognition, beauty, position, money, comforts and other things which are not simply accessible. Since insufficiency is inevitable condition of social life, competition will be always visible in all the societies.
It is crucial in social life and played a main role in the continued existence of human beings. It is the fundamental law of life and extremely dynamic. It execute many useful functions in society.

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According to Sutherland, Woodword and Maxwell. "Competition is an impersonal, unconscious, continuous straggle between individuals and groups for satisfaction which, because of their limited supply, all may not have".

As E.S. Bogardus says. "Competition is a contest to obtain something which does not exist in quantity sufficient to meet the demand."

According to Biesanz and Biesanz, "Competition is the striving of two or more persons for the same goal with is limited so that all cannot share it".

Park and Burgess write, "Competition is an interaction without social contract".

Characteristics of competition:

By examining a variety of definitions, the following are the distinctiveness of competition found:

(i) It is widespread: Competition is established in every social order and in every era. It is originated in all the groups. It is an effort which is common not only in human society but also in plants and animals. It is the normal consequence of the universal struggle for survival.

(ii) It is Impersonal: Competition is not an individual action. It is an 'interface without societal contact." The contestant will not have contact and do not know each other. They do not contend with among themselves on an individual level. The concentration of all the competitors is set on the aim or the reward they aspire for. Due to this cause competition is a distant issue.

(iii) It is an Unconscious Activity: Competition happens at the unconscious level. Achievement of aim or the prize is considered as the major purpose of competitors. Seldom do they make out about other contestants. For example, the students of a particular class are busy to get highest marks in the final- examination. They do not consider their classmates as challengers. Of course Students may be cognizant of the competition and much more concerned about marks. Their concentration is focused on the goal relatively than on the contestants.

(iv)   *It is Continuous Process:* Competition never ends and is not an irregular process. When there is shortage in supply of goods there will be competition among the people for their procurement. The desire for position, name, recognition, grandeur, authority and riches are ever increasing in human society.

Forms of Competition:

Competition can be separated into numerous categories or forms. They are economic, cultural, social, racial and political competitions. It prevails all over but emerge in many forms.

1. Economic Competition:
Normally, economic competition is observed in the field of economic activities. It means a competition between the individuals and groups to attain certain material goods. Thus economic competition takes place in the field of manufacturing, expenditure, allocation and exchange of wealth.

2. Cultural Competition: Cultural competition is observed among diverse cultures: It occur when two or more cultures are trying to start their superiority towards the others. This kind of competition may lead to cultural diversities in society. When one culture tries to initiate its supremacy over other cultures, it gives confinement to cultural competition.

In an ancient time, it was observed that there was a strong competition among the Aryans and non-Aryans and occasionally leads to conflict. The sacred competition among the Hindus and Muslims in current scenario is an example of cultural competition.

3. Social Competition: Social competition is primarily initiated in contemporary societies. It is the essential feature of present scenarios. For acquire a high status, popularity, name and fame in society people struggle with each other. Social competition plays a crucial role in the determination of individual's status in society.

4. Racial Competition: Racial competition is notice among diverse races of the world. It takes place when one race trying to establish its supremacy over the other. The entire human society is separated into a number of races and always rises concentrated competition among them.

5. Political Competition: Political competition takes place in all the independent countries, competition is inevitable between the different political parties and even among the different members of a political party to acquire political power. In the same manner, at the international level, there is always diplomatic competition among different nations.

4.4.2.2 Conflict

Conflict is one of the dissociative or disintegrative social processes which were universal and essential social process in all human relations. Conflict arise only when the attention of the competitor is deviated from the objective of competition to themselves. It is a procedure of seeking to acquire rewards by eliminating or weakening the competitors. It is an intentional attempt to oppose, restrict or coerce the will of others. Conflict is a

competition in its occasional, personal, argumentative structure and also goal oriented. Competition seeks to capture its goal by making ineffective the others who also seek them.

According to J.H. Fitcher, "Conflict is the social process in which individual or groups seek their ends by directly challenging the antagonist by violence or threat of violence". As K. Davis defines, "Conflict is a codified form of struggle".

According to A.W. Green, "Conflict is the deliberate attempt to oppose, resist or coerce the will of another or others".

Gillin and Gillin say, "Conflict is the social process in which individuals or groups seek their ends by directly challenging the antagonist by violence or threat of violence".

Characteristics of Conflict

Conflict is main type of social process. It is an element of human society. The main characteristics of conflict are as follows:

(i) It is a Universal Process:

Conflict is a pervasive process. It is present in all places and all periods. It has been in continuation since time immemorial. The cause of the conflicts is the increase of man's self-centeredness and his materialist inclination. Karl Marx has rightly mentioned, that 'violence is the mid-wife of history'.

(ii) It is a Personal Activity:

Conflict is individual and its objective is to eradicate the opposite party. The defeat of the enemy is the major aim in conflict. When competition is individualized it turn into conflict. The people in conflict, will be unable to find vision of their definite goal or objective and try to overpower one another.

(iii) It is a Conscious Activity:

Conflict is a purposeful effort to be against or oppose the will of another. It may lead to loss or injury to persons or groups. The concentration of every party is set on the competitor rather than on the prize or goal, they look for. So deliberately, intentionally or consciously the parties make resist with each other in conflict.

(v)　It is an Intermittent Process:

There is no permanence in conflict. It is infrequent and lacks continuity. It is not as uninterrupted as competition and cooperation. It may take place unexpectedly and may conclude after sometime. The conflict becomes continuous, no society can survive itself. So it is a discontinuous process.

Type of Conflicts:

Maclver and Page have distinguished two fundamental types of conflict.

> ➢ Direct conflict and
> ➢ Indirect conflict.

(i) Direct Conflict:

When a person or a group injures or wipe out the opponent in order to achieve a goal or reward, direct conflicts such as litigation, revolution and war.

(ii) Indirect Conflict:

In indirect conflict, individuals or groups makes efforts to irritate their opponents in an indirect manner. For example, when two producers go on reducing the prices of their commodities and till they become bankrupt, indirect conflict in that case take place.

George Simmel has also distinguished four types of conflict. These are:

(i) War: When all the attempts to conclude the conflict between two States fail, war finally breaks out as it is the only option to the peaceful way of answer. War presents only means of contact amid unknown groups. Though it is dissociative in nature but it has absolutely associative effect.

(ii) Feud: Feud or factional trouble does not take place between the states or nations. It usually occurs amongst the members of the society. This kind of conflict is known as intra-group but not the inter-group conflict.

(iii) Litigation: Litigation is a type of conflict which is legal in nature. To remedy their injustice and to get justice people opt to legal means in the court of law.

(iv) Conflict of Impersonal ideals: It is a conflict carried for an ideal by the individuals and not for themselves. For example, the conflict carried on by certain communities and ideals to establish that their own system can carry a better world order.

4.5 LET'S SUM UP

To conclude, Social interaction is an event which changes the behavior and attitude of the interacting persons. It changes the societal conditions of life of the people. Interaction is essential for maintaining social life and relationships. It produces group which is the foundation stone of society.

Social processes are the forms in which individuals and groups interrelate, correct and re-correct and create relationships and pattern of behavior which are once again changed

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during social interactions. The idea of social process refers to some of the common and frequent forms that social interaction may take. The interaction or joint action is the spirit of social life. Interaction between individuals and groups happens in the form of social process. Social processes refer to type of social interaction that arises again and again.

4.6 CHECK YOUR PROGRESS

1. Write the meaning and essentials of social interaction.
2. Explain types of social Interactions in a society.
3. Describe the meaning of social processes.
4. List and write the associative social processes.
5. List and write the dissociative social process.

4.7 REFERENCES/ SUGGESTED READINGS/ LINKS

1. An Introduction to Sociology by Vidya Bhushan &D.R. Sachdeva, Kitab mahal publishers
2. Social Change in India by B. Kuppuswamy Pulished by South Asia Books.
3. Society in India: Concepts, Theories and Recent Trends by Ahuja Ram, Rawat Publishers

UNIT 5

SOCIAL PROBLEMS

Highlights of the Unit

> - Introduction, Definition and characteristics
> - Rural and Urban social problems in India
> - Nature of social problems
> - Social problems in India
> - Poverty as a social problem
> - Poverty alleviation programs in India
> - Let's Sum Up
> - Check Your Progress
> - Further Readings/ references/links

5.0 OBJECTIVES

At the end of this unit, the learners will be able to
- Define Social problem
- Explain Nature and characteristics of social problems
- Know the social problems and poverty alleviation programs in India

5.1 INTRODUCTION, DEFINITION AND CHARACTERISTICS

5.1.1 Introduction

Social problem is an issue existing in the society affecting few to many individuals in the society. These social problems can be caused due to imbalances arising of exchanges in the day to day life in the rural society. The underlying reasons for such social problems may be inherent in the form of force of caste, religion, gender and race and sometimes the competition for the scarce resources in the social structure. Some social problems are traced to the nature of ancestral societies, their traditions, taboos and practices. Some of the social problems are the outcome of recent influence of transactions of people in the new age influenced by modern media. Some of the common social problems prevailing

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in our society and more particularly in the rural society are; Illiteracy, superstitions, drug abuse, alcohol addiction, child abuse, child marriage, poverty, and unemployment and gender discrimination. These social problems will have the influence on the health of the society and they pose as a challenge to the developmental goals of any evolving societies. In agriculture field also, the social problems can act as hindrance in the spread and dissemination of agricultural knowledge and information among the farmers and farm women.

5.1.2 Definition of social problem

The social problem is an undesirable condition or situation existing in the society that people believe should be addressed to bring an orderliness in the society.

Social problem is "a problem in human relationship which seriously threatens society itself or impedes the important aspirations of many people." (E. Raab and G. J. Selznick)

Social problems are those actions on the prevention of which public money is spent, or the doers of which are punished or otherwise dealt with at the public expense. (Bardara Wootton)

5.1.3 Characteristics of social problem

- Social problems will have injurious effect on the society either in the short term or in the long run.
- Social problems are seen as deviation from the normal situation in the society among the majority of people in the society.
- Social problems are interconnected and they have overarching implications on many other dimensions of the society. For example the illiteracy and unemployment are related. Similarly, the illiteracy and poverty or the unemployment and poverty are related and influence one another.
- Social problems occur in all the societies and the nature and extent of the social problems may differ.
- Social problem directly or indirectly affect all sections of people in the society.

5.2 Rural and Urban problems in India

5.2.1 Rural problems in India

➢ **Small landholdings:** Most of the people are depending on agriculture and are owning a small landholdings. Further, with division of families the land fragmentation is continuing.

➢ **Lack of resources:** Small and marginal farmers suffer from lack of resources and dis-economy of scale in their farming operations.

➢ **Farmers are getting less share in consumer rupee:** Due to immediate requirement of money, lack of storage facility and many other problems, farmers sell their produce to intermediaries at lesser cost. Whereas the intermediaries are selling produce purchased from farmers at higher cost keeping broad margin.

➢ **Poverty:** Poverty is a condition wherein family will not be able to meet their basic needs. It will be caused due to many factors such as lack of resources, illiteracy, unemployment, few earning hands in the family and many more.

➢ **Child marriage:** In the rural areas, girl child's education is given least importance and they will marry off the young girls at an early age.

➢ **Gender Inequality:** Many a times, the girls are discriminated in giving education and other privileges in the rural societies.

➢ **Dowry:** Dowry is a social evil in which the father or the guardian of the bride will have to give either money, jewellery or some other gifts to the bride groom or his family at the time of marriage. This is the social underestimation of the pride of the girl in the society. The marrying male will also show the dominance in the society indicating the gender inequality existing in the society.

5.2.2 Urban problems in India

Though there are several social problems which are common to the rural and urban areas, some problems are more conspicuous in the urban pockets. Some of such problems affecting the urban areas are listed below.

Unemployment: Due to large scale migration from rural areas, the unemployment is seen in urban areas.

Slums: Large scale migration leads to demand for too much space for living and this leads to slums in the cities. Cities like Mumbai, Delhi, Hyderabad, Chennai, Pune etc. have several slums.

Crimes: faced with the problem of inadequate jobs and earning opportunities, they resort to petty crimes for their living. They become habitual offender overtime and they indulge in many serious crimes.

Drug abuse: People in the urban pockets are victims of drug abuse as the drug traffickers will depend on such vulnerable class to meet their illegal money making activities. This

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also leads several other social problems in the society like depression, crime on children and women, theft, etc.

Over population: This is the result of both increasing influx of the population and also the high birth rate due to no access to education and health awareness among the urban poor.

Child Labour: The children are forced by their parents to work in harsh work environments of construction sites and factories disregarding the child's health and education. This will lead to vicious circle of poverty in the family of the child labour.

5.3 NATURE OF SOCIAL PROBLEMS

According to Bernad, the repressive and tense condition, consequent of social problems, may involve three elements:
  (i)   Tension factors which challenge some values of society,
  (ii) Social values which are being challenged and
  (iii) Intense reaction of individuals and groups to challenge.

5.3.1 Characteristics exhibit the nature of social problems
i. Disintegrative
Social problems, directly or indirectly disintegrate the social system and social order. Social problem causes dissatisfaction, suffering and misery. It seriously affects the values of the society. It is always disintegrating and disorganizing. It is pathological. This is harmful for the society as the disintegration will lead to frequent conflicts among different groups.

ii. Multiple Causes
The social problems are not simple to understand and attribute their cause to one reason. They have no single or simple cause. War, poverty, unemployment or crimes do not offer single or simple explanation of their occurrence. Sometimes one problem is so interwoven with other problems that it cannot be solved apart from them.

iii. Inter-Connected
Social problems are inter-connected and inter related due to which these become serious over time with several side effects. For example, as discussed above, unemployment, education, poverty, crime etc. are inter-connected.

v. Relative Concept

Social problem is relative concept. What we call a social problem in our society may not be a problem in other society. Similarly, a social problem today may not be a problem tomorrow. So the social problem is relative in nature with respect to time and place and is dynamic in these aspects.

vi. Functional Value

Social problem, though disintegrative, has functional value since its cure leads to social problem and social development. All social problems in any region serve as lessons to work on preventive measures and social integration efforts.

5.4 SOCIAL PROBLEMS IN INDIA

The major social problems in India are

Rising population: India is the second most populous country of the world after China and it is projected that India will be world's most populous country, surpassing China, by 2025.Overpopulation is caused by number of factors. Reduced mortality rate, better medical facilities, depletion of precious resources are few of the causes which results in overpopulation.

Casteism: Casteism is a major social problem, affecting the rural India which is peculiar to the Indian society. India is a land of several religions. Each religion is sub-divided into different castes and these castes again into sub-castes. The castes in villages are mostly the reasons of societal conflicts.

Untouchability: Untouchability is the result of extreme caste equations in the rural society in which some of the caste people are not allowed to access the common resources of the village or they must isolated outside the villages so that they will not touch the high caste people.

Regionalism: The parochial attitude of the people to identify themselves with a limited territory or the geographical region will lead to regionalisms and in many cases the chauvinistic attitude leading to conflicts in the society.

Linguism and communalism: On the lines of regionalism, the linguism and communalism are the fault lines along which the people show differences between them. The limited identification with a particular language and community will lead to

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conflicts. This leaves serious influence on the society as the governments will suffer to integrate people or float programs of common interest.

Beggary: Beggary is caused by several problems such as lack of education, unemployment, food scarcity, etc.

Unemployment: Unemployment with increasing population, the proportion of unemployed is on the rise. In the agriculture, there is also the presence of disguised unemployment where more hands are on work when there is actually the possibility of doing that with fewer hands.

Poverty: The poverty is discussed in detail in the following section.

Labour problems: In the Indian agriculture, there are incidences of either of labour scarcity or the too many labour drawing very less wages for their labour.

Crime: The crime in the urban situation is discussed above. In the rural areas, the crimes are on account of land disputes, money disputes, caste disputes, etc. The villagers need to be educated to prevent the crime by respecting the law of the land and the importance of maintaining good relations in the villages.

Suicide: Suicide is basically the inability to handle the mental pressure caused either by monetary loss, or the self-pride of the person in the village. The holistic measure of suicide.

5.5 POVERTY AS A MAJOR PROBLEM OF INDIA

Poverty is most common problem existing in India affecting many individuals. As per the report of the Suresh Tendulkar Committee, the population below the poverty line in India in 2009-2010 was 354 million (29.6% of the population) and that in 2011-2012 was 269 million (21.9% of the population). The Rangarajan Committee said in 2014 that the population below the poverty line in 2009-2010 was 454 million (38.2% of the population) and that in 2011-2012 was 363 million (29.5% of the population).According to the recent estimates by World Bank by following a new methodology, the world had 872.3 million people below the new poverty line, India had third highest number of people living in extreme poverty in after Nigeria and Congo in January 2019.

Nearly 65 per cent of India's population lives in villages. The extent of poverty is much higher in villages affecting around 40 per cent of the rural population. Agriculture is a

source of livelihood for majority of the rural population but agriculture accounts for less than 40 per cent of the national income. Unequal distribution of land is seen as the most important reason for this. The large farmers and medium farmers together are about only 12 per cent of the farmers while they account for nearly half of the total cultivable land. The marginal farmers with less than 1 ha land account for more than 60 per cent of the holdings but account for less than 25 per cent of the operational land.

Poverty is not only having socio-economic dimension to it but also having a cultural, political and other dimensions. Hence, the poverty poses as a major problem than it appears in the rural society.

5.5.1 Definition of Poverty

"Poverty is that condition in which a person either because of inadequate income or unwise expenditures does not maintain a scale of living high enough to provide for his physical and mental efficiency and to enable him and his natural dependents to function usefully according to the standards of the society of which he is a member." (Gillin and Gillin)

"A person is rich or poor according to the degree in which he can afford to enjoy the necessaries, the conveniences and the amusements of life" [Adam Smith in his Wealth of Nations]

"Poverty is insufficient supply of those things which are requisite for an individual to maintain himself and those dependent upon him in his health and vigor". (Goddard)

5.5.2 Types of Poverty

Poverty can be classified into following two types
a. Absolute Poverty: This is considered in terms of the ability of an individual in meeting the basic needs like food, clothing and shelter
b. Relative Poverty: This is measured in terms of comparing with some of the set standard of living.

5.5.3 Estimates of Poverty

i) Estimates of Dandekar and Rath: As per the estimates of Dandekar and Rath, as early as in 1960-61 roughly 40 per cent of the rural population and 50 per cent of the urban population were living below poverty line.

ii) Estimates of S. S. Minhas: The study of Dr. Minhas revealed that about 65% of population in 1956-57 and 50.6 per cent of population in 1967-68 in rural India were living below the poverty line.

iii) Planning Commission's Estimates: On the basis of a large sample survey data on consumer expenditure, conducted by the NSSO (National Sample Survey Organization), the Planning Commission estimated poverty in the county at the national and state level. These estimates made by the Commission at an interval of approximately five years, give us some picture about the extent of poverty in India until1990-2000. In 1999-2000, 26.1 per cent of the people, which is 260.3 million people were living below the poverty line. As per the poverty projection made for the year 2007, there were likely to be at 19.3 per cent and 22 per cent million respectively.

5.5.4 Causes of Poverty
  - Heavy pressure of population on resources
  - Inadequate capital and investment
  - Dependence on single enterprise
  - Unemployment
  - Inadequate Economic development
  - Imbalance in regional development
  - Lack of natural resources in the region
  - Lack of education and skills
  - Low productivity of agriculture land
  - Socio-cultural factors
  - Political apathy

To overcome the problem of poverty, Indian government has implemented many programs. The various poverty alleviation program undertaken by the state from time to time are DPAP, DADP, CADP, TRYSEM, NREP, REGP and JRY etc. Poverty alleviation stems from two sources. The first source is the general development of agriculture, industry, manpower development and the services. The second source of poverty alleviation is what is called the beneficiary oriented programs of which the major ones are the NREP, RLEGP, TRYSESM, IRDP and land reform etc.

5.5.5 Major Anti-poverty alleviation schemes

5.5.5.1 National Rural Employment Program: The food for work program (FWP) was restricted and renamed as National Rural Employment Program (NREP) in October, 1980 as a culmination of previous experiences in this field.

5.5.5.2 Rural Landless Employment Guarantee Program (RLEGP): RLEGP was introduced on August 15, 1983, with the objective of
(a) Improving and expanding employment opportunities for the rural landless with a view to providing guarantee of employment to at least one member of every landless household up to 100 days in a year and

(b) Creating durable assets for strengthening the infrastructure so as to meet the growing requirements of the rural economy.

An outlay of Rs. 500 crores to be fully financed by the Central Government was provided under this program in the sixth Plan. The implementation of the program was entrusted to the states and union territories, but they were required to prepare specific projects for approval by a central committee.

5.5.5.3 Integrated Rural Development Program: Integrated Rural Development Programs (IRDP) differed from other rural development programs mainly on the ground that it was based on the assumption of creation of assets and skills which are expected to generate a permanent flow of income for the beneficiaries identified as poorest of the poor. The main thrust of TRYSEM scheme which was an integral part of IRDP was to equip the rural youth from families below poverty line with necessary technical and entrepreneurial skills to enable them to take up self-employment in the fields of agriculture and allied activities, industries, service and business activities.

5.5.5.4 Jawahar Rozgar Yojana: Rural employment measures began with NREP (1980) which was followed by RLEGP (1983). Both NREP and RLEGP were merged into one program called Jawahar Rozgar Yojana, introduced in April 1989. The objective of NREP and RLEGP was to create employment opportunities for unemployed and landless in the rural areas and to create assets for strengthening the rural infrastructure which will lead to rapid growth of economy.

5.5.5.5 Million Wells Scheme: The Million Wells Scheme (MWS) which was earlier a sub-scheme of JRY, is funded by the Centre and States in the ratio of 80:20. The objective of the MWS is to provide open irrigation wells free of cost to poor, small and marginal farmers belonging to SCs and STs and free bonded labor.

5.5.5.6 National Social Assistance Program: The National Social Assistance Program (NSAP) recognizes the responsibility of the Central and State Governments for providing social assistance to poor households in case of maternity, old age and death of bread earner.

5.5.5.7 Prime Minister Rozgar Yozana: PMRY is a self-employment scheme for educated unemployed youth launched during the year 1993-1994. Under this scheme, the youth has to set up a micro enterprise (business or industry) for which 95 per cent of the capital requirement will be advanced as a bank loan.

5.5.5.8 Jawahar Gram Samridhi Yojana: In the year 1999 the Central Government has modified JRY and implemented a new program called Jawahar Gram Samridhi Yojana (JGSY). This program is being implemented as a centrally Sponsored scheme on the cost sharing basis between the Centre and the States in the ratio of 75:25.

5.5.5.9 Swarnjayanti Gram Swarozgar Yojana (SGSY): To begin with Integrated Rural Development Program was the only self-employment program. Beginning with Training of Rural Youth for Self-employment (TRYSEM), a number of allied program such as Development of Women & Children in Rural Areas (DWCRA), Supply of Improved Toolkits to Rural Artisans (SITRA) etc. have been added over the years.

5.5.5.10 Annapurna and Antyodaya Anna Yojana: The Government has launched a new scheme 'Annapurna' to provide food security to the indigent senior citizens. Annapurna will provide 10Kg of food grains per month free of cost of all indigent senior citizens who are eligible for old age pension but are presently not receiving it and whose children are not residing in the same village.

5.5.5.11 Sampoorna Gramin Rozgar Yojana: Under the Sampoorna Gramin Rozgar Yojana (SGRY) set off by the Prime Minister which was launched on September 25, 2001 by merging the ongoing Employment Assurance Scheme (EAS) and the Jawahar Gram Samridhi Yojana (JGSY).

5.5.5.12 Jai Prakash Rozgar Guarantee Yojana: The Jai Prakash Rojgar Guarantee Yojana (JPRGY) has been launched (2002) to provide employment guarantee to the unemployed in the most distressed districts of the country.

5.5.5.13 Rural Housing schemes: The problem of housing is very acute in rural areas. Therefore, various house construction programs have been implemented for the rural poor by the Government. Indira Awas Yojana. Indira Awas Yojana was initiated in 1985-1986 for the development of housing units for the scheduled caste/scheduled tribe (SC/ST) and free bonded laborers in rural areas. Subsequently, the Rural Awas Yojana and Pradhan Mantri Gramodaya Yojana were formulated to give housing facility to the rural poor.

This is one of the recent initiatives undertaken by the Indian government, wherein financial assistance will be offered to the homeless for the development of *pucca* houses. Proper technical supervision, at the micro level (district and block levels) through a National Technical Support Agency would be given to ensure the smooth implementation of the scheme. Approximately two crore dwelling units are planned to be built and is expected to be completed by 2022.

5.5.5.14 Rural employment under MGNREGA: Mahatma Gandhi National Rural Employment Guarantee Assurance. In 2011-12 this National Level Poverty alleviation Program was launched to cover all the jobless people in the rural area. The Act was enacted mandating the Government to give gainful employment of 100 days per year with statutory wages to each person enrolled in the panchayat for job under MGNREGA.

5.6 LET'S SUM UP:

Social problems are issues existing in the society affecting individuals in the Society they are undesirable Condition existing in the Society. They are having injurious effect on society; they are interconnected and are affecting all sections of people in the society. Rural problems in India are poverty. Gender Inequality, child marriage, Dowry and major urban problems are crime, drug abuse, child labour and many more. Major Social problems in Indian are Rising Population, Casteism, untouchability, Regionalism, Beggary, Unemployment, Poverty and Labour problems. Among all Social problems, poverty is main pre-dominant Social problem. Poverty is a situation wherein an individual will not be able to meet his basic needs due to lack of incomes other reasons. Some of the causes of poverty are increasing population, Dependence   on single Enterprise, unemployment, lack of education, low productivity of agricultural land and socio cultural factors. To overcome this problem of poverty, Indian government has

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launched many poverty alleviation programs like DPAP, DAAP, CADP, TRYSEM, NREP, REGP and JRY.

5.7 CHECK YOUR PROGRESS

    1. List down the social problems in India

    2. Write the causes for poverty.

    3. List the Poverty alleviation programmes

5.8 FURTHER READINGS/ REFERENCES/ LINKS:

1. Crime in India 2012 Statistics Archived 20 June 2014 at the Wayback Machine, National Crime Records Bureau (NCRB), Ministry of Home Affairs, Govt of India, Table 5.1, page 385.
2. India Assessment 2014".Retrieved 29 July 2015.
3. "LEGAL I N." *NUJS Law Review. 1 October 2010*. Retrieved 3 January 2015.
4. Vidya Devi Patil (2015). Social Problems in India. Maharashtra: Laxmi Book Publication. p. 29.

UNIT 6 - COMMUNITY MOBILIZATION, DIVERSITY IN COMMUNITY, CULTURAL GROUPS, SOCIO-CULTURAL FACTORS IN AGRICULTURAL EXTENSION

Highlights of the Unit

- Objectives
- Community Mobilization
- Diversity in community
- Cultural groups
- Socio-cultural factors in agricultural extension
- Let's Sum Up
- Check Your Progress
- Further Readings/ references/ links

6.0 OBJECTIVES

At the end of this unit, the learners will be able to
- Define community, community mobilization
- Explain Diversity in community
- List out different type of cultural groups
- Explain socio-cultural factors in agricultural extension

6.1 COMMUNITY MOBILIZATION

6.1.1 Community

A community is a small or large group of people living together in a specified area and having values, norms, identity in common. Community is a social unit of any size that shares common values. Communities range in size and scope from neighbourhoods to national communities to international communities. They can be physical (face-to-face) or virtual (on-line).

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6.1.2 Community Mobilization

Community mobilization is an active process in which the people involved in different sector are brought together to put the effort to address various issues. It brings together local people, opinion leaders, government and all community members and can address health, social or environmental issue. Community mobilization will facilitate the members in community to bring the change. This process of community mobilization includes dissemination information, mobilizing the resources as well as fastening cooperation between public and private sector.

6.1.3 Need of Community Mobilization

- ✓ It can infuse new energy among the community members.
- ✓ Promote local ownership and decision-making
- ✓ Encourage collaboration between individuals and organizations.
- ✓ Provide a focus for planning and implementation efforts of various projects.
- ✓ Create public presence and pressure to change laws, policies, and practices.
- ✓ Bring new community volunteers together (because of increased visibility).
- ✓ Increase access to funding opportunities for organizations

6.1.4 Steps in planning for community Mobilization

1. Conducting a Community Assessment on aspects like who is currently involved, what has been accomplished, and what has not happened, opportunities, barriers, gaps, etc.

2. Involving the right people: Even with right people, it is essential that they are communicating freely.

3. Selecting a strong leader: Appropriate leadership is key to the success of community mobilization effort. This leader needs to become an agent of change who is passionate about the issue and able to organize members of your coalition and its target audiences into change agents. The leader should also ensure that the change he wish to bring about is progressive and not leading to conflict in the community.

4. Defining goals and strategies: The goals will help to define what must be accomplished to achieve the set vision. Strategies identify the actions that are needed to be taken to meet your goals.

5. Developing ways to regularly measure progress: Bringing change is time consuming. Tracking your achievements will help you maintain the momentum necessary for

success. Early in your mobilization planning process, identify your short- and long-term goals, as well as how and when you will measure when you have achieved those goals.

6. Identifying funding and other resources: Besides the planning, mid-course correction with respect to fund utilisation and re allocation for judicious use of the funds will ensure the success of the programme implementation.

7. Implementing the plan and follow up: After implementation, the follow up action is to be suggested along with the withdrawal plan.

6.2 DIVERSITY IN COMMUNITY

Diversity in community means the differences existing in the community with respect to several personal, sociological, cultural and geographical criteria. The diversity in the group acts both as divisive and unifying force depending on the way it is channelized. The diversity is both inherent and essential part of any community. The diversity needs to be respected and the community participation strategies must be planned keeping the diversity of the group in mind.

Each community is diverse in various dimensions. Diversity in community is observed in the following criteria.
- **Age:** In each community, we will find a people of different age group viz., young age to old group
- **Disability:** In community along with normal individuals we also find a people with the disability
- Gender identity and gender expression
- Marriage and civil partnership
- Race,
- Colour, ethnic or national origins
- Religion or belief

6.3 CULTURAL GROUPS

A collection of people who interact and share a sense of unity on account of a common ethnic, ancestral, generational or regional identity. The cultural groups gives us an understanding to posit the strategies and actions of community mobilization.

Organizational culture – Behaviour of humans within an organization and the meaning that people attach to those behaviours. An organization's culture includes its vision, values, norms, systems, countries, symbols, language, assumptions, beliefs, and habits.

6.3.1 Cultures by aspect

- **High context culture –** a culture with the tendency use high context messages, resulting in catering towards in-groups
- **Low context culture –** culture with a tendency not to cater towards in-groups
- **Remix culture –** a society which allows and encourages derivative works
- **Participatory culture –** a culture in which private persons (the public) do not act as consumers only, but also as contributors or producers
- **Permission culture –** a society in which copyright restrictions are pervasive and enforced to the extent that any and all uses of copyrighted works need to be explicitly leased
- **Traditional culture –** a community that chooses to remain focused on subsistence as a major cornerstone of their economic behavior, as well as, adheres to their ancestral belief-systems and mannerism.

6.3.2 Cultural cross-sections

- ➢ Children's culture – cultural phenomena pertaining to children
- ➢ Children's street culture – cumulative culture created by young children
- ➢ Coffee culture – social atmosphere or series of associated social behaviours that depends heavily upon coffee, particularly as a social lubricant
- ➢ Culture of capitalism – the lifestyle of the people living within a capitalist society, and the effects of a global or national capitalist economy on a population
- ➢ Dominant culture – the established language, religion, behavior, values, rituals, and social customs of a society
- ➢ Drinking culture – the customs and practices of people who drink alcoholic beverages
- ➢ Folk culture – traditional culture; traditional cultural traits of a community
- ➢ Low culture – non-transcendent; not worth studying or researching
- ➢ High culture – transcendent in two ways: internationally and timeless
- ➢ Official culture –
- ➢ Political culture –

➢ Popular culture – totality of ideas, perspectives, attitudes, memes, images and other phenomena that permeate the everyday lives of a given society, especially those heavily influenced by mass media.

➢ Safety culture – the way in which safety is managed in the workplace, which often reflects "the attitudes, beliefs, perceptions and values that employees share in relation to safety."

6.4 Socio-cultural factors in agricultural extension

○ **Age:** It is referred to chronological age of the respondents in completed years. Based on the age group, teaching method as well as technology we can suggest will be varying. For young farmers, we can give instructions and can ask them to follow whereas for experienced and old farmers, methods will be different.

○ **Education:** It is the number of years of formal education acquired by the farmers as indicated by the formal standards attained. For literate farmers, while providing the information, we can use the printed material as well as we can inform them about the websites, they can visit and take the information. In case of illiterate farmers, source of information must be simple.

○ **Marital Status**: It is defined as status of farmer whether he is married or unmarried.

○ **Family Size:** It refers to the specific number of members in the family living together in the village. If they are small sized family, farmers need to hire the labours from outside for farming whereas, if they are of large size family, they can use complete family members for all the activities.

○ **Type of family:** It is group of closely related persons living together in a single household with common kitchen. It can be Nuclear family or Joint family.

○ **Farming Experience:** It refers to the number of years respondent has involved in agriculture. Based on farming experience, their knowledge will be enhanced, they will be having higher exposure to the world. When extension agents are guiding to the experienced farmers, they need to consider their experiences and recommend.

O **Risk Orientation:** It refers to the degree to which a respondent is oriented towards risk and has courage to face the problems that he encounters. If the farmers are risk oriented, we can ask them to take up innovative ideas on their farms.

O **Economic Motivation:** It refers to the extent to which an individual is oriented towards achievement of the maximum economic ends such as maximization of farm practices. As compared to the traditional practices, local varieties of the crop, modern technologies will be costlier. Hence, extension agent can recommend farmers with higher economic motivation to take up innovations that are little expensive for poor farmers.

O **Innovativeness:** It is defined as a socio-psychological orientation of an individual to get linked or closely associated with change, adopting innovative ideas and practices. Farmers who are highly active and ready to take up the innovation, it is easier for the extension agents to convince them to adopt new technologies on their farm. It is one of the important trait an extension agent must look into before promoting innovation to the farmer.

O **Farming Commitment:** It is defined as a degree to which an individual is committed to farming as a profession. If a farmer is having higher farming commitment, we can see that whatever difficulty and whatever process involved in farming, they will be ready to accept it.

O **Land Holdings:** It refers to the number of acres of land possessed by the respondents. For an innovation to check on a trial basis, small scale farm need to be considered, so that if an adverse effect happens from the innovation, it can be borne. While adopting it on a large scale, small scale farmers and land that are fragmented and scattered, cannot adopt innovation on their farm.

O **Family Income:** It is an annual income of the respondents' family earning from agriculture as well as other sources during the previous years .It is important to check how many family members are there and how many earning members and dependent members are there in family. After family expenses like food, clothing, children education, part of income they can spend on farming need to be considered.

O **Leisure time activities:** It is defined as the activities involved in by the respondents during their spare time. Whether the farmers leisure time activities is income generating or income wasting activity, need to be found and to be changed in positive

direction. If they go for boozing and gambling, the income will not be generated rather the amount earned will also be lost.

O **Social Participation:** It is the degree of involvement of the respondents from these membership to occupying position in organizations and active participation in the activities of local formal organizations. If a farmer is having higher social participation, they will be having more contact and will be having more knowledge.

O **Mass Media Use:** It is the frequency of usage of various mass media like TV, Radio, Newspaper and other magazines by respondents in their day to day life. If a farmers is having access to information sources they will be having updated information about farming.

O **Extension Contact:** It is defined as the degree of contacts made by the rural youth with different extension workers in order to seek information. Farmers having higher Extension contact will have an idea about an innovation available locally, various schemes they can get benefit from and many more.

O **Extension Participation:** It is the degree of participation by respondents in certain extension education activities. It includes the participation of farmers in the programs like demonstration, meetings, Group discussion, farm and home visit. As we all know, seeing is believing and learning by doing, this concept works out well in extension participation.

O **Cosmopoliteness:** It is the degree to which an individual has developed contacts outside his community. If a farmer is more cosmopolite, they will be having higher access to outside world, modern technologies available, cost range the technology is varying.

O **Training Received:** It is defined as the number of training received on agriculture by respondents. Trainings are provided to the individuals to enhance the skills of an individual. By imparting skill, work will be done with higher efficiency, taking less time with reduced drudgery.

O **Farm Scientist Contact:** It is the degree and extent of contact with the farm scientist by the farmers to seek information on farming. Scientists through their expertise, they will have knowledge on variation in the soil, cropping pattern, effect of climate change

and many other factors. If a farmer is having farm scientist contact, then he can ask for clarifications and can get end to end solutions for his problems.

○ **Leadership:** It is ability of an individual to guide and influence other group of members in a community.

○ **Religion:** Based on their religion, the customs, their traditions will be different and will be having a strong cultural bondage with the practices. For Example, we cannot ask the farmers belonging Muslim to take up Piggery. So Extension agent need to be cautious about these cultural factors

○ **Caste:** Based on their caste, again their traditions and practices will be different.

○ **Tradition:** It is a belief, principle, or way of acting that people in a particular society or group have continued to follow for a long time, or all of these beliefs, etc. in a particular society or group

6.4.2 Social and cultural barriers to extension service delivery: Although cultures and social structures are always changing, the process is often slow. In the short term, there will be features of society and culture that may act as barriers to agricultural development. It is important that the extension agent be aware of the existence of such barriers and to take them into account in his service delivery.

Savile identified such barriers as the following:
Respect for tradition: Many rural societies look upon new methods with indifference and sometimes with suspicion. Respect for elders often results in the attitude that the old ways are best. Farmers not only fear the unknown and untried but they also fear criticism for doing something different from other farmers. In such situations, the motives of extension agents and others seeking to promote change can often be misunderstood. The role of an agricultural extension worker in any nation involves disseminating information on agricultural technologies and improved practices to farm families and ensuring farmers' capacity building through the use of a variety of communication methods and training programs. For success to be recorded in extension service delivery in rural areas, the extension agent needs to understand and be sensitive to social and cultural factors existing in the area.

Belief in one's own culture: Members of all societies believe that their way of life is best. "These new methods of farming may be all right for some people but they are no good

for us." This attitude results in reluctance to try something new. "How can it be better than our way?" and "We know what is best for us" are reactions that extension agents may meet in opposition to suggestions for change.

Pride and dignity: Farmers may be too proud to practice ways of farming that could result in other farmers looking down on them. For example, they might be too proud to carry cattle manure to the fields.

Relative values: Extension agents often emphasize the improved yield or cash return that can be gained by adopting new farm practices. However, farmers may value taste, appearance or some other factor more than the level of output. They may also value their leisure time so highly that they are not prepared to work longer hours on their farms.

Traditional Ceremonies: Ceremonies such as weddings, funerals and religious festivals can take up so much time that the farmer may be unable to work to the maximum efficiency. The farmer is, therefore, unlikely to adopt new methods, which, while they might increase income, would mean that more time had to be devoted to working the farm and less to ceremonial and social obligations. The extension agent needs to understand and to be sensitive to these potential social and cultural barriers to change; however, by carefully selecting what he encourages farmers to do, and how to convey the message, their effect can be reduced. Winning the support of traditional community leaders, for example, may lessen the effects of tradition. Furthermore, by making sure that popular food crops are included in agricultural programs and that the recommended varieties are acceptable on grounds of taste and cooking quality, the extension agent can increase the likelihood of his advice being accepted. Extension programs aiming at introducing new methods should take into account the possible effect on the whole society and its culture, and not merely the technical results of the methods recommended.

6.5 LET'S SUM UP

Community is a Group People of people. Living Together With a Common identity and Values. Community Mobilization is a process of Changing Community for a Common Purpose. It brings together People to achieve to solve social issues. There is a need of Community mobilization to promote local Ownership, provide focus for planning and implementation of project, increase funding Opportunities. Steps involved in community Mobilization are conducting a Community Assessment, involving the right people,

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selecting a strong leader, defining goals and strategies, developing ways to regularly measure progress. Identifying funding resource and implementation. Diversity in community means the differences existing in community. It can be observed in criteria like Age, gender, race, disability, social and cultural barrier to extension service delivery are respect for tradition, belief in one's own culture, pride and dignity, relative values and traditional ceremonies.

6.6 CHECK YOUR PROGRESS

1. Define community
2. Explain Need of community mobilization
3. Detail out about steps in community mobilization
4. Explain about diversity in community
5. List out cultural groups
6. Explain cultural cross sections
7. List out and explain the social cultural factors in agricultural extension.
8. Describe the socio-cultural barriers.

6.7 FURTHER READINGS/ REFERENCES/ LINKS:

1. "Community Mobilization and Participation" (PDF).*Women and Child Development Department, Govt. of Orissa. pp. 197–205.*
2. Delgado-Gaitán, Concha (2001). The Power of Community: Mobilizing for Family and Schooling. New York: Rowman& Littlefield Publishing, Inc. ISBN 978-0-7425-1550-5.
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4. *UNESCO (2002).* "UNESCO Universal Declaration on Cultural Diversity". *UNESCO Universal Declaration On the Cultural Diversity (in French, English, Spanish, Russian, and Japanese). UNESCO.* Retrieved 24 July 2012.

UNIT-7
INDIGENOUS TECHNICAL KNOWLEDGE

Highlights of the Unit

- Objectives
- Meaning and definition of indigenous technical knowledge
- Features and importance of indigenous technical knowledge
- List of indigenous technical knowledge
- Relevance of ITKS to present context
- Let's sum up
- Check your progress
- Further suggested readings/ references/ links

7.0 OBJECTIVES

At the end of this unit, the learners will be able to
- Define the Indigenous Technical Knowledge (ITK)
- Enumerate features
- Importance of ITK
- Knowledge of the ITKs in various sectors
- Validating ITKs

7.1 MEANING AND DEFINITION OF INDIGENOUS TECHNICAL KNOWLEDGE

Indigenous Technical Knowledge is a traditional knowledge that has been developed by the people on their own while finding solution to the problems they are facing. Most of the ITKs are the result of the collective wisdom of the people for several generations through their experiments and observations from day to day life. These ITKs are developed also based on the cultural aspects of the community and it is transferred from

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one generation to the other generation. Some of the most evident and common examples of the Indigenous Technical Knowledge are Keeping neem leaves in the rice to avoid pest, smearing of the cow dung in front of the home, use of turmeric for healing of wounds. In the words of Rehmat Khan Solanki "The only resource in which the poor are rich is their knowledge". These traditional knowledge may be in different forms like music, art, dance, crafts, symbols and the way it is transferred from one generation to the other.

Generally, it is seen that these traditional medications are based on plant formulations, minerals and products of animal origin. The unique advantage is that India is one of the world's 12 mega biodiversity centres having over 45,000 plant species and accounting for 8 per cent of global plant genetic resources and higher share of micro-organisms (Bidwal, 1997). Its diversity is unmatched due to the presence of 16 different agro-climatic zones, 10 vegetative zones and 15 biotic provinces. The country has 15000-18000 flowering plants 23,000 fungi, 2,500 algae, 1,600 lichens, 1,800 bryophytes and 30 million microorganisms. India also has equivalent to ¾ of its land, exclusive economic zone in the ocean harbouring a large variety of flora and fauna, many of them with therapeutic properties (Kamboj, 2000). Also, the cost, inaccessibility, and other problems like side effects associated with the conventional animal health care system have led to the rediscovery of traditional wisdom (Ranganekar, 1996; Deshpande, 2000).

7.2 FEATURES AND IMPORTANCE OF INDIGENOUS TECHNICAL KNOWLEDGE

1. It is a local knowledge
2. It is developed at the grass root level.
3. It is transmitted orally from one generation to next generation
4. It is important component of the global knowledge
5. It helps in solving problem
6. These are the products that can be developed using the available local resources.
7. Sharing this knowledge can help in exchanging the cultural knowledge among different community.
8. It is important part of the lives of the poor people.

7.3 LIST OF INDIGENOUS TECHNICAL KNOWLEDGE

When farmers' identify ITKs with some logic whereas there will be scientific reason behind each of the practice.

Here let us find some of the ITKs with farmers' logic and probable scientific reason.

S.No.	Description of ITK	Farmers Logic	Probable scientific reason
I. Agriculture (Soil Management)			
1.	Burning sugarcane trash in the field	Easy disposal of trash	Ensures sanitation and has soil sterilization
2.	Coconuts garden are applied with 6 to 8 tons of tank silt/red earth per ha.	Improves nut size and yield	Tank silt/red earth improves soil properties and supply nutrients
II. Agriculture (Crop Management)			
1.	Sunflower seed soaked in sour butter milk before sowing	Better germination	Acts as a growth retardant
III. Horticulture			
1.	The cut ends of plant cuttings are pasted with cow dung ball	Better sprouting & rooting Reduces desiccation	Acts as growth promoter
2.	Application of 200 ml butter milk to curry leaf plant every week	Improves aroma	Ensures availability of enzymes, vitamins and micro-nutrients
IV. Sericulture			
1.	Exposing chandrikas to morning sunlight	Hastens spinning activity of worms & dries urine	Warm temperature increases spinning activity of worms and dries urine
2.	Removal of bottom leaves up to 8 inches above ground before chopping	Eliminates soil/dust/yellow and over matures leaves	Prevents soil borne infection and avoids feeding of over-matured leaves

V. Plant Protection			
1.	Spraying cow dung slurry to Sapota and mango plants	Cost effective control for sooty mould	Cow dung is a known disinfectant
2.	Spraying Jaggery solution (0.4%) to Red gram	Controls pod borer	Ants and other insects attracted by Jaggery destroy pod borer eggs
VI. Post- Harvest Technologies			
1.	Neem leaves are put in pulse bags for storage	Controls storage insect repellent	Neem leaves affect hatching storage pests eggs
2.	Bunching local small onion and hanging to the roof	Enhance shelf-life	Hanging prevents rodent damage & the higher temperature & air circulation near the roof has a curing effect
3.	Mixing wood ash for storing pulses	Controls storage pests	The fine powder of ash acts as a physical barrier & also blocks respiration system in storage pests
VII. Animal Health			
1.	100g of fresh papaya seeds are crushed & administered in 1 liter of water to calves	Cost effective deworming medicine	Acts as a Helminter
2.	Administering a handful of salt in 4 liter of water or a handful of salt mixed in cattle feed	Stops diarrhea	Restores electrolyte imbalance
3.	Application of cashew shell oil/fresh cow dung to cattle wounds	Fast healing of wounds	Acts as antiseptic, natural disinfectant and softens the wound site

7.4 RELEVANCE OF ITKS TO PRESENT CONTEXT

In present day situation, Indigenous Technical knowledge are highly important as our soil and environment is highly polluted with the chemicals and having side effects. ITKs

does not have negative effects, instead provide solution to the problems at affordable cost using locally available resources. In agriculture, it is related to the crop production, plant protection, storage, animal husbandry and many more. All these agricultural and allied activities are carried out by the local people who don't have more contact with outside world. Major drawback of the traditional knowledge is that, most of them are not documented and hence it is difficult to validate such ITKs. Rural people and tribal people are the major sources of the ITKs.

Therapeutic value of the medicinal plants in India has been appreciated by the global development agencies and the people having these traditional knowledge are encouraged to take patent on these technologies.

Indigenous knowledge is relevant on three levels for the development process
- It is, obviously, most important for the local community in which the bearers of such knowledge live and produce
- Development agents need to recognize it, value it and appreciate it in their interaction with the local communities. Before using these ITKs, they need to understand and incorporate it.
- Lastly, indigenous knowledge forms part of the global knowledge. In this context, it has a value and relevance in itself. Indigenous knowledge can be preserved, transferred, or adopted and adapted elsewhere

7.4.1 Indigenous technology and agricultural extension

Indigenous technology is the knowledge available in the rural areas. The major sources of these knowledge are farmers, elderly people, heads of the village, NGOs, records, folklore etc. Extension agents' main role in rural area is to identify the problems in the village, help farmers in finding and solving those problems. In context of the indigenous knowledge, they must interview the farmers, document the available knowledge and search for the records available and try to validate these ITKs and integrate them with the modern technologies.

7.5 DOCUMENTATION AND VALIDATION OF ITK

7.5.1 Documentation of ITK: Indigenous technical knowledge will not be documented instead it will be transferred from one generation to the other generation. For validation of ITKs with the scientific reason, documentation is must.

Documenting of these ITKs can be done in different context like documenting variety of practices without scientific validation, prevalent practices present as well as comparing them with the traditional ones, documenting the practices evolved to mitigate the specific problems. Documentation can be done via taking audio recording, video recording, photos and notes.

7.5.2 Validation of ITK: Important steps involved in the validation of ITK are

- Prepare a list of all ITK practices: ITK practices can be listed out and can be categorized.
- Continuum can be prepared for rating the rationality of ITK

Table 7.1 Continuum for rating the rationality of ITK

Sl. No.	Continuum	Weightage
1	Very rational	5
2	Rational	4
3	Undecided	3
4	Irrational	2
5	Very Irrational	1

- Send the list of ITK along with weightage to the experts for their judgement on each Indigenous technical knowledge.
- Based on the scores given by all experts, calculate weighted mean score for each individual score.
- Select practices above mean score
- The ITKs which have got above mean score are considered as rational and hence validated.

7.6 LET'S SUM UP

Most of the ITKs are the result of the collective wisdom of the people for several generations through their experiments and observations from day to day life. These ITKs are developed also based on the cultural aspects of the community and it is transferred from one generation to the other generation. The ITKs are available human and animal health, agriculture and animal husbandry, plant protection, soil and water conservation, etc. This precious knowledge needs systematic integration into the modern research and refine the technologies for making their benefits reach to a large people. The documentation and validation of the fast depleting ITKs must be given due importance to derive their benefits.

7.7 CHECK YOUR PROGRESS

1. Define Indigenous Technical Knowledge.
2. Explain the importance of ITK.
3. List out some of the Indigenous technical knowledge.
4. Explain some of the probable scientific reason for some of the ITKs.
5. Mention farmers' logic for three ITKs.
6. Explain relevance of ITK in the present context.
7. Describe the methodology of validation of ITK.

7.8 FURTHER READINGS/ REFERENCES/ LINKS

1. Rangnekar S. Studies on knowledge possessed by women related to livestock production. Interaction. 1994; 12:103-11.

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UNIT 8 - RURAL LIVELIHOOD SECURITY AND RESOURCES MOBILIZATION

Highlights of the Unit

- Objectives

- Rural Livelihood security

- Resources Mobilization

- Socio-cultural factors in agricultural extension

- Rural Resources and Community Assets

- Principles of program implementation in rural areas

- Let's Sum up

- Check your progress

- Further Readings/ references

8.0 OBJECTIVES

At the end of this chapter, you will be able to
- Describe Rural Livelihood security and resources mobilization
- Explain Socio-cultural factors in agricultural extension
- Enlist rural resources and community assets
- Explain principles of program implementation

8.1 RURAL LIVELIHOOD SECURITY

India, the land of cultural diversities and the emerging power in the world financial map faces a large number of challenges. Even though the per capita income is at national level, the villages have not been empowered properly. The fundamental inequalities in livelihood security, in the basic necessities like food, shelter and clothes, pave the way for impoverishment among rural population. Furthermore, deforestation, declining land productivity, soil erosion and others have negative effects on providing rural livelihood security. The density of population always creates problems in all rural areas. Most of the

rural households depend on agriculture and livestock management for their livelihood. Livelihood security is dependent upon a number of activities and strategies undertaken by Indian rural people to generate income. Some of the livelihood strategies are wage labour, social pension, remittances from household members working in urban area, unpaid domestic and farm labour and illegitimate activities. In rural India, agriculture is considered as an integral part of rural livelihood. So far, it has contributed much to the financial scenario of the country.

Rural people in India in general and especially those from the backward region and sections are most vulnerable to livelihood security. Most of the rural Indian households are dependent upon agriculture and farm related activities for their subsistence. The incidence of poverty in rural India is directly related to prevalence of unemployment and under employment on a large scale. Majority of the rural population is land less and sustains entirely on wage employment. While the self-employment programs are intended to remove poverty on a sustainable basis, there is need to take care of the wage employment needs of the rural poor. The rural workforce continues to suffer due to excessive seasonality of employment, lack of wage employment opportunities and low wage rates. Migration of labour, discrimination between wages paid to men and women, distressed child labour are therefore, common features of rural areas. An effort to provide wage employment, as a short-run strategy for alleviation of rural poverty has been a major component of development planning in India. The major programs under implementation in this direction are the Jawahar Rozgar Yojana (JRY) and Employment Assurance Schemes (EAS). The Million Wells Scheme (MWS) is also one such program of employment on land based activities.

According to the National Sample Survey Organisation (NSSO)'s 61st round of nation-wide survey, unemployment rate has come down as more and more people are becoming self-employed in rural areas. Thus the real meaning and dimension of unemployment is getting changed day by day. Self-employment among the people cannot be considered as real wellbeing. Its scenario is something different. Regular employment scarcity is forcing people to take up low productive and uncertain self-employment options.

8.2 RESOURCES MOBILIZATION

A resource is a source or supply from which a good or service or the benefit is produced.

8.2.1 Types of Resources

Edwards and McCarthy identified five types of resources available to social movement organizations.

➢ **Moral:** These resources can be easily retracted, making them less accessible than other resources.

➢ **Cultural:** Knowledge that likely has become widely, though not necessarily universally, known.

➢ **Social-Organizational:** Resources that deal with spreading the message. They include intentional social organization, which is created to spread the movement's message, and appropriable social organization, which is created for reasons other than moving for social change.

➢ **Material:** Includes financial and physical capital, like office space, money, equipment and supplies.

➢ **Human:** Resources such as labor, experience, skills and expertise in a certain field. More tangible than some of the others (moral, cultural and social-organizational) and easier to quantify.

8.2.2 Resource Mobilization

Resource mobilization is a process of arranging resources from various service providers to meet the necessary goals of the community. It deals in acquiring the needed resources in a timely, cost-effective manner. Resource mobilization advocates having the right type of resource, at the right time, at right price with making right use of acquired resources thus ensuring optimum utilization of the same.

8.3 SOCIO-CULTURAL FACTORS IN AGRICULTURAL EXTENSION (repetition)

Socio-cultural factors in agricultural extension are:

⭘ **Age**: It is referred to chronological age of the respondents in completed years. Based on the age group, teaching method as well as technology we can suggest will be varying. For young farmers, we can give instructions and can ask them to follow whereas for experienced and old farmers, methods will be different.

⭘ **Education**: It is the number of years of formal education acquired by the farmers as indicated by the formal standards attained. For literate farmers, while providing the information, we can use the printed material as well as we can inform them about the websites, they can visit and take the information. In case of illiterate farmers, source of information must be simple.

○ **Marital Status:** It is defined as status of farmer whether he is married or unmarried.

○ **Family Size:** It refers to the specific number of members in the family living together in the village. If they are small sized family, farmers need to hire the labours from outside for farming whereas, if they are of large size family, they can use complete family members for all the activities.

○ **Type of family**: It is group of closely related persons living together in a single household with common kitchen. It can be Nuclear family or Joint family.

○ **Farming Experience:** It refers to the number of years respondent has involved in agriculture. Based on farming experience, their knowledge will be enhanced, they will be having higher exposure to the world. When extension agents are guiding to the experienced farmers, they need to consider their experiences and recommend.

○ **Risk Orientation:** It refers to the degree to which a respondent is oriented towards risk and has courage to face the problems that he encounters. If the farmers are risk oriented, we can ask them to take up innovative ideas on their farms.

○ **Economic Motivation:** It refers to the extent to which an individual is oriented towards achievement of the maximum economic ends such as maximization of farm practices. As compared to the traditional practices, local varieties of the crop, modern technologies will be costlier. Hence, extension agent can recommend farmers with higher economic motivation to take up innovations that are little expensive for poor farmers.

○ **Innovative Proneness:** It is defined as a socio-psychological orientation of an individual to get linked or closely associated with change, adopting innovative ideas and practices. Farmers who are highly active and ready to take up the innovation, it is easier for the extension agents to convince them to adopt new technologies on their farm. It is one of the important trait an extension agent must look into before promoting innovation to the farmer.

○ **Farming Commitment:** It is defined as a degree to which an individual is committed to farming as a profession. If a farmer is having higher farming commitment, we can see that whatever difficulty and whatever process involved in farming, they will be ready to accept it.

○ **Land Holdings:** It refers to the number of acres of land possessed by the respondents. For an innovation to check on a trial basis, small scale farm need to be considered, so that if an adverse effect happens from the innovation, it can be borne. While adopting it on a large scale, small scale farmers and land that are fragmented and scattered, cannot adopt innovation on their farm.

○ **Family Income:** It is an annual income of the respondents' family earning from agriculture as well as other sources during the previous years. It is important to check how many family members are there and how many earning members and dependent members are there in family. After family expenses like food, clothing, children education, part of income they can spend on farming need to be considered.

○ **Leisure time activities:** It is defined as the activities involved in by the respondents during their spare time. Whether the farmers leisure time activities is income generating or income wasting activity, need to be found and to be changed in positive direction. If they go for boozing and gambling, the income will not be generated rather the amount earned will also be lost.

○ **Social Participation:** It is the degree of involvement of the respondents from these membership to occupying position in organizations and active participation in the activities of local formal organizations. If a farmer is having higher social participation, they will be having more contact and will be having more knowledge.

○ **Mass Media Use:** It is the frequency of usage of various mass media like TV, Radio, Newspaper and other magazines by respondents in their day to day life.If a farmer is having access to information sources they will be having updated information about farming.

○ **Extension Contact:** It is defined as the degree of contacts made by the rural youth with different extension workers in order to seek information. Farmers having higher Extension contact will have an idea about an innovation available locally, various schemes they can get benefit from and many more.

○ **Extension Participation:** It is the degree of participation by respondents in certain extension education activities. It includes the participation of farmers in the programs like demonstration, meetings, Group discussion, farm and home visit. As we all know, seeing is believing and learning by doing, this concept works out well in extension participation.

○ **Cosmopoliteness: It** is the degree to which an individual has developed contacts outside his community. If a farmer is more cosmopolite, they will be having higher access to outside world, modern technologies available, cost range the technology is varying.

○ **Training Received:** It is defined as the number of training received on agriculture by respondents. Trainings are provided to the individuals to enhance the skills of an individual. By imparting skill, work will be done with higher efficiency, taking less time with reduced drudgery.

○ **Farm Scientist Contact:** It is the degree and extent of contact with the farm scientist by the farmers to seek information on farming. Scientists through their expertise, they will have knowledge on variation in the soil, cropping pattern, effect of climate change and many other factors. If a farmer is having farm scientist contact, then he can ask for clarifications and can get end to end solutions for his problems.

○ **Leadership:** It is ability of an individual to guide and influence other group of members in a community.

○ **Religion:** Based on their religion, the customs, their traditions will be different and will be having a strong cultural bondage with the practices. For Example, we cannot ask the farmers belonging Muslim to take up Piggery. So Extension agent need to be cautious about these cultural factors

○ **Caste:** Based on their caste, again their traditions and practices will be different.

○ **Tradition**

8.4 RURAL RESOURCES AND COMMUNITY ASSETS

8.4.1 Resource

Resource is an economic factor required to accomplish any activity or means to undertake an enterprise and achieve desired outcome. Three basic resources are land, labor, and capital; other resources include energy, entrepreneurship, information, expertise, management, and time.

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8.4.2 Rural Resources

Rural resource is any material from which a benefit can be derived that is available in the rural areas. Typically, resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable.

Examples of Rural resources are

- **Wildlife:** It refers to undomesticated animals and plant kingdom in their natural environment
- **Labour force**
- **Agriculture**: Agriculture is the science and art of cultivation on soil and the rearing of livestock
- **Horticulture:** Agriculture is the science and art of cultivation on soil and the rearing of livestock
- **Poultry:** are domesticated birds kept by humans for their eggs, their meat or their feathers

- **Animal husbandry:** is the branch of agriculture concerned with animals that are raised for meat, fibre, milk, eggs, or other products. It includes day-to-day care, selective breeding and the raising of livestock.

Resources can be categorized on the basis of renewability
- Non-renewable resources are formed over very long geological periods. Minerals and fossils are included in this category.
- Renewable resources, such as forests and fisheries, can be replenished or reproduced relatively quickly. The highest rate at which a resource can be used sustainably is the sustainable yield.

Major resource available in rural areas are Land and Water.

8.4.2.1 Land: Land is required for the functioning of organisms (All flora and fauna), population and ecosystem. Although land appears to be unlimited resource, yet its exploitation would limit the availability of their indispensable life support system. Land is a scarce resource, whose supply is fixed for all practical purposes. At the same time, the demand for land for various competing purposes is continuously increasing with the increase in human population and economic growth.

The land in India was broadly classified earlier into five categories

(i)   Area under forests,
(ii) Area not available for cultivation,
(iii) Uncultivated lands excluding current fallow,
(iv) Area under current fallow, and
(v)   Net area sown

	1950-51	2017-18
Net sown area	43.77	46.20
Not available for cultivation	14.92	12.11
Forests	14.23	24.39
Fallow land	9.89	8.13

8.4.2.2 Water Resource: Water resources are sources of water that are potentially useful. Uses of water include agricultural, industrial, household, recreational and environmental activities. The majority of human uses require fresh water. 97% of the water on the Earth is salt water and only three percent is fresh water; slightly over two thirds of this is frozen in glaciers and polar ice caps. The remaining unfrozen fresh water is found mainly as groundwater, with only a small fraction present above ground or in the air.

The important sources of water can be classified into two groups:

a) Surface Water: Surface water is found in rivers, lakes, or other surface impoundments. Surface water is naturally replenished by precipitation and naturally lost through discharge to evaporation and sub-surface seepage into the ground.

b) Ground Water: Ground water is water trapped beneath the ground. Rain that soaks into the ground, rivers that, disappear beneath the earth and melting snow are but a few of the sources that recharge the supply of underground water.

The principal issues relating to water are as follows:

i.   Increased demand for water from all sectors;
ii. Lack of a rational water pricing policy impacting demand adversely;
iii. Widespread conflicts over groundwater across the country;
iv. Inefficient management of conflicts by policies and institutions mandated to solve the conflicts; and
v.   New conflicts arising within states.

8.4.3 Community: A community is a small or large group of people living together in a specified area and having values, norms, identity in common.

8.4.3.1 Community Assets

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A community asset is anything that can be used to improve the quality of community life. It can be a person, physical structure or service provided in the community.

8.4.3.2 Why should we use community Assets?

- They can be used for community improvement.
- When External resources are not available, we can use the assets and resources available in the community.
- When community people gain to know assets and resources, they can control their lives.
- For complete understanding of the community, it is essential to know the assets of the community. One of the PRA techniques Resource mapping in extension can help us to know the resources available in that particular area.

8.3.3 Types of Community Assets

Every community—no matter how rich or how poor—has assets that can be identified and mobilized in community work. Assets are untapped potential which can be put into action to improve conditions. Kretzman and McKnight (1993) originally identified three kinds of assets essential in community work—individuals, associations, and institutions. Several years later, Flora, Flora, and Fey (2012) expanded the list from the original three to seven, including some associated with people and others associated with place. Their asset framework includes:

8.4.4 People

1. **Human assets** are the skills and abilities of each individual within a community.
2. **Social assets** are the networks, organizations, and institutions, including norms of reciprocity and the mutual trust that exist among and within groups and communities.
3. **Political assets** refer to the ability of a group to influence the distribution of resources, financial and otherwise.
4. **Financial assets** refers to money or other investments that can be used for wealth accumulation rather than consumption.

8.4.5 Place

1. **Cultural assets** are the values and approaches to life that have both economic and non-economic benefits.

2. **Built assets** refer to anything physically made by humans, include housing, factories, schools, roads, community centres, power systems, water and sewer systems, telecommunications infrastructure, recreation facilities, transportation systems, etc.

3. **Natural assets** include the landscape, air, water, wind, soil, and biodiversity of plants and animals.
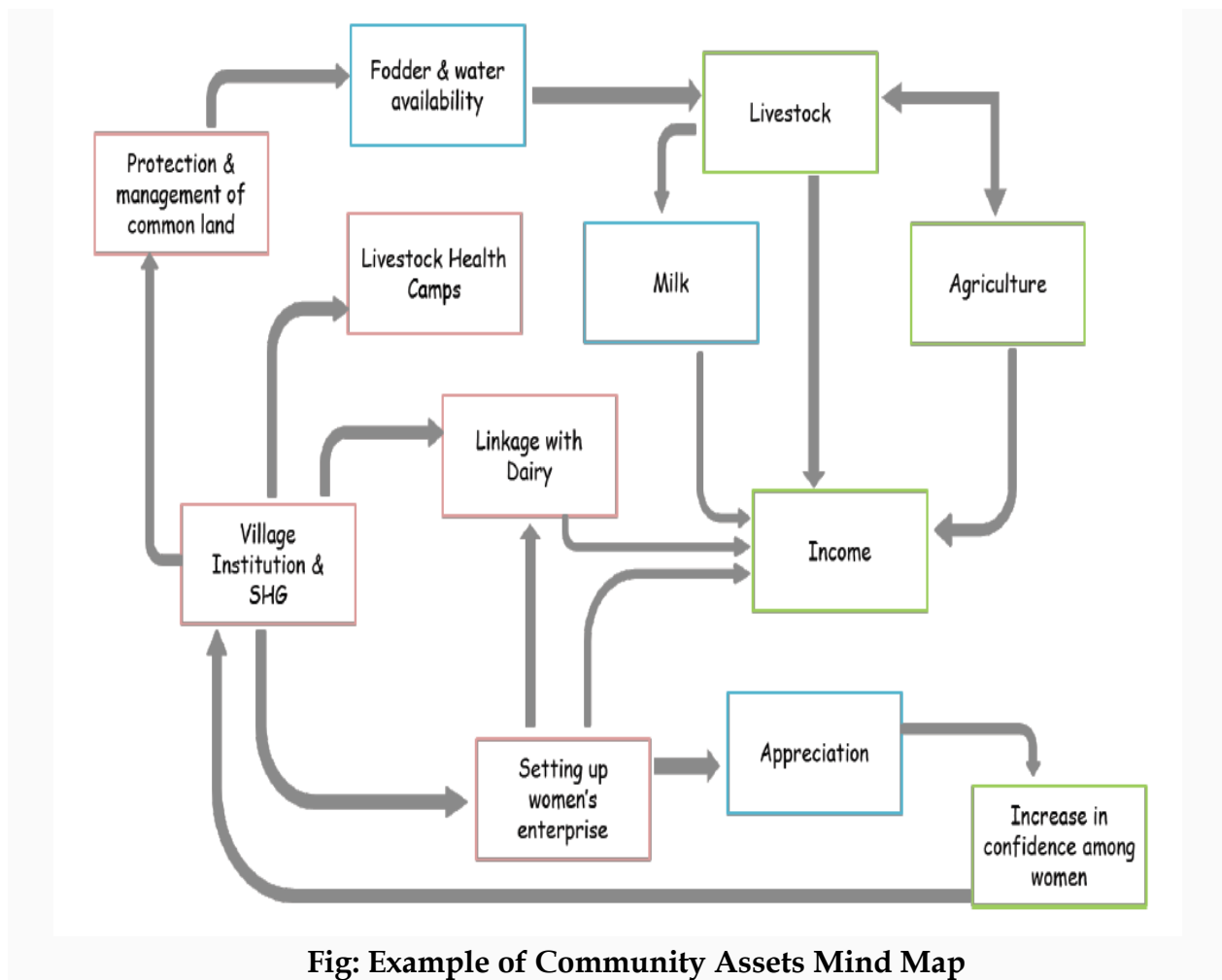

Fig: Example of Community Assets Mind Map

8.5 PRINCIPLES OF PROGRAM IMPLEMENTATION IN RURAL AREAS

1. Defining the needs and assessing goals and objectives

   o   Defining the needs

   o   Ensuring approval of the community members

   o   Allocating and priority given to resources

2. Implementation phase carrying into effect

   ✓   Focusing on and organising for systematic work over time

   ✓   Training and the development of competence

   ✓   Developing a common understanding

   ✓   Implementation with the focus on program

3. Evaluation and maintenance

   ➢   Establishing internal evaluation

   ➢   Evaluating the implementation – what has been done?

   ➢   Evaluating the effects – do they work?

8.6 LET'S SUM UP

Rural People in India are from backwater region generally and are more vulnerable to Livelihood Security. Most of them depend on agriculture and farm related activities for their Livelihood Security. To ensure rural livelihood security, various programs have been launched like Jawahar RozgarYojana (JRY), Employment Assurance Scheme (EAS). Resource is a source from which benefit is derived. Resources can be classified in to Moral, Cultural, Socio-Organizational, Material and Human. Resource Mobilization is a Process of arranging resources /services at right time right place with right price so that will get the right use of the acquired resources. Some of the important rural resources are Wildlife, labor force, Agriculture, horticulture, Poultry, Animal husbandry and many

more. Community asset is anything that can important Quality of Community life. Major Community assets are Human assets, social assets, Political assets and financial assets.

8.7 CHECK YOUR PROGRESS

1. Enlist socio-cultural factors in agricultural extension
2. Describe Rural Livelihood security.
3. Explain Resources mobilization.
4. List out Rural resources.
5. Mention types of assets.
6. Why should we use community assets?
7. Describe Principles of program implementation in rural areas.

8.8 FURTHER READINGS/ REFERENCES/ LINKS

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3. "Land, Livelihoods & Food Security By K.S. Gopal". www.socialwatchindia.net. 2016.
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