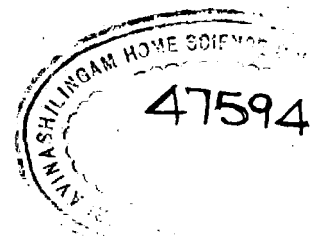


**DEVELOPING LEADERSHIP IN RURAL GIRLS THROUGH INITIATING YOUTH CLUBS**

By  
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## I. INTRODUCTION

Youth are the vanguards of the nation. The youth today will shoulder the nation's burden tomorrow as mature citizens. Therefore, it is on the youth of the country that the immense responsibility of bringing about a new social order lies. Specially in a rural country like India, youth as the most energetic asset of the community should be fully utilised in changing the traditional rural society to a progressive and democratic one.

Democracy can survive only when there is effective leadership. Therefore one of the most important objectives of the Community Development Programme in India which is the largest Democracy of the world, is to foster creative leadership amongst the people (Singh and Sharma, 1974). In this endeavour youths are given due recognition. The aims of the government's youth policy are to provide opportunities to the young people to make constructive contribution to society, fulfil youth aspiration by providing avenues for young people to be actively involved in the national main stream and enable them to contribute fruitfully in the task of national reconstruction. (India, 1975).

Rural India needs strong and vigorous leaders who can cope up with many problems confronting farmers and who recognise the importance of co-operative self-help in solving their problems. As the future farmers and homemakers of the community, young people of today will have to take over the various responsibilities of managing their farms and homes. As our Prime Minister Smt. Indira Gandhi (1972) has exhorted, the rural revolution should originate in the

minds of man and on the youth of the country like the immense responsibility in moulding a new social order.

Realising the great role the youth can play and the need to train them for leadership, efforts have been continuously taken to involve youth in all national programmes and movements including our country's long freedom struggle. Many special schemes—official and non-official, were also started to harness the potentialities of the youth, specially to meet the rural challenges both in terms of organising and enlightening rural youth and chanelising their strength for solving rural problems. The nation-wide Community Development Programme gives due emphasis to the formation of rural youth clubs. Thus the rural youth development work attained a national stature and has become a vital organ of the planned change programme of the country. Broadly speaking, the aims and objectives of the youth clubs are multi-dimensional and far reaching in its content and contributions. (Rao, 1970).

The main objectives of the Youth Club is to provide an opportunity to youth workers in rural areas to acquire the required knowledge, attitudes and skills for effective implementation of the programmes. It also helps them to explore new approaches trends and needs of the development programmes for youths (Kurukshetra, May 1974). Youth clubs can serve as organic links between the village Panchayat, Co-operative and School.

The systematic rural youth club work started in 1952, has made considerable progress in the past few decades. There were 52,200 clubs functioning in (1960-61) which has risen to 96,300 clubs in (1970-71). The average number of clubs per block has increased from 21 in 1960-61 to 23 in 1970-71. The membership per youth club has grown from 18.7 in 1960-61 to 21.7 in 1970-71.

(Administrative Intelligence Unit of the Department of Community Development, March, 1972).

Thus the youth clubs are progressing only slowly but steadily. Statistics also shows that though there was initial spurt in increasing the number of youth clubs as well as members, after the year (1968-69) there had been a decline in both the number of clubs as well as in the membership. The reasons are yet to be explored.

Observation and experiences have shown that though there are youth clubs in the rural areas for boys and young men, the girls are totally neglected. There are hardly rare instances of youth clubs for girls. Our custom and tradition do not permit girls to join the youth clubs for boys. Furthermore the needs and interests and aspirations of boys and girls vary to a great extent. The only available alternative, for young girls in the rural areas, as conditions exist today, is to join the women's club (Mahila mandals or Mahalir Manrams) started in many villages with the initiative of the Block. However the youth are often found, not interested to join the Women's clubs, which cater to the interests of older women. Therefore it is imperative on the part of the government, social workers and voluntary organisations to establish youth clubs for girls in the rural areas and encourage girls to join the same. This idea has special significance at this juncture when we have celebrated the International Women's year in 1975 and are in the threshold of the 'International Women's Decade'.

With this in view, the investigator made efforts to organise youth Clubs for rural girls in two villages. The two fold objectives of these clubs were

1. to enable the young girls of the villages to organise themselves and derive personal benefits in terms of better knowledge, understanding, skills, attitudes and action
- and 2. to help the rural girls to blossom into effective leaders through their participation in developmental activities for the community.

## II. REVIEW OF LITERATURE

The related literature available in the study were reviewed and are presented under the following headings.

- A. Potentialities of youth
- B. Need for mobilising youth for leadership
- and C. Youth Club as a means of mobilising youth.

### A. Potentialities of youths

It is said that the destiny of the nation lies in the hands of the youths. Oatman (1968) views the youth as the very stuff of the country, the keepers of its tradition, its strength and its failings and in short of its continuity as well as progress. Youth is a formative stage. The youth possess the most desired condition of mind and body, which is suitable for utilisation in constructive work. The vast potentials in them are to be thoroughly explored, systematically examined and understood in order to achieve the ends of the nation. (Siddaramiah and Dudhamini, 1972).

It is youth which make society youthful and dynamic. It is the vigour and energy of youth which is the greatest asset of the nation. <sup>(Aggarwal-1974)</sup> Youths can undoubtedly play an important role in creating the proper climate for the success of various social and economic progress (Shinde, 1974).

On a rough estimate 54 per cent of the world's population is below 25 years of age. In India 55 per cent of the population is below 25 years of age.

Of this 82 per cent lives in rural areas. (Vidyasagar, 1974). Broadly speaking the youth population can be divided into the student youth and non-student youth. Both constitute sizeable pockets of power.

Youth have been and will always be an integral part and parcel of any progress and development whether in the village or in the city. The place of youth in a country has to be studied from various angles. Social, educational, legal, economic and cultural factors leave their impressions on an individual. Only when the status of youth is improved the cities can improve and as a whole the country can improve (Sundram, 1974).

Thus the nation's youth are one of the country's most potent and latent resources and it is necessary to organise them and channelise their energies towards desirable goals in the interests of national development (Rade, 1971).

As Avinashilingam (1962) exhorts the history of all revolutionary movements has pointed out that it is the youth who are responsible for the success of any development programmes. Youth, inspite of their several limitations have responded to a greater or lesser extent to the call of the nation. There is much scope for vitalising our youth and realising and harnessing their potentiality and creativity. During the country's struggle for Independence political parties, realising the tremendous force of youth, encouraged them to join agitational activities. The youth formed the vanguard of the revolutionary movement. Youth have been in the fore-front of freedom struggle. They have played a notable role in ushering in the new era of freedom and prosperity (Ranamurthy, 1974).

Swami Vivekananda's greatest hope was the youth of India. It was to the youth that he said, "Accept the challenge of the modern times, stand up to

your full heights, re-establish the dignity and divinity of man, go and instruct your brethren in every village and home that the true religion consists in being dynamic, energetic, full of order and zeal". (Devani, 1963).

Thus all our earlier experiences have indicated that any development programme needs to be linked with development of youth of a country. The young individuals, no doubt, have been found, to be able, ambitious and enthusiastic. They are more flexible, receptive and susceptible to change. Youth have a tendency to explore new grounds to embark upon hazardous tasks, to defy unworthy traditions and undertake experiments in social and economic fields. One should not forget that the youth are universally responsive to the appeals of new idealism. (Srivastava, 1961).

However, a large gap exists between rural youth and the urban youth. Rural youth are not exposed to urbanisation, industrialisation or technology and generally speaking are untouched yet by modernity. They still follow a traditional way of life and are not agitated over the "generation gap". They have not yet faced social conflicts and problems and hence they have drawn little attention. If this is to be changed, greater attention needs to be paid to the rural youth who contribute to the strength of the nation. (Social Change, June 1972).

Youth in rural India is thus not a rootless body of humanity, but consists of young men and women, who skipping out one the formal stages of life, begin their life-roles as mothers, workers, bread-winners and community members at a very early age.

Youth being the integral part of the community, had to contribute its mite to the well being of the society. This was essential in the interest of their own growth and survival and also because of the fact that their status and happiness are invariably linked up with that of the community (Jha, 1967). The greatest revolution in a country, as Jawaharlal Nehru (1963) our late Prime Minister, had exhorted, is the one that affects the status and living conditions of its youth.

Realising the importance of youth welfare, the nation wide Community Development Programme had initiated the organisation and promotion of youth. The Community Development Programme started on October 2nd 1952 on Mahatma Gandhi's Birth Day, aims not only towards rejuvenating the village community but also promoting the welfare of the youth, women and children who form the back-bone of the social system (Prasad, 1963).

#### B. Need for mobilising Youth for leadership:

Youth can certainly deliver the goods if their energies are diverted to constructive purposes and if proper help and guidance are provided to them (Jaipal, 1974).

The role of rural youths in building rural India can never be exaggerated. They must be prepared to shoulder the duties and responsibilities which our Indian situation so earnestly demands. The rural youth must be educated, trained and inspired to the extent that they could recognise their work in true perspective and make wiser use of their talents (Prasad, 1970).

It is therefore vital and important in mobilising and guiding rural youth to play their role in the development of rural communities in India. The aim of

youth participation in the development process is not solely to solve the problems of youth, nor participation for the sake, but rather, to bring together the efforts and energy of youth with other groups in the society with the common objective and task of introducing change in the individual members of the community (Sales, 1974).

Bogged in tradition and ridden with prejudice, the rural world is waiting for the break-through which only the clear vision and the fresh vigour of the youth can provide. On the rural youth, therefore, rests a great responsibility the responsibility of directing the life of the community towards social and economic progress. This is a task for which the rural youth must equip themselves well by learning modern techniques of agriculture and home-making and developing a progressive attitude towards life (Deshmukh, 1951).

The education of youth during the crucial years between 16 and 20 must be such that it arouses in him or her a great desire to learn about his or her heritage, his immediate environment and the appreciation of traditions (Dharmarajan, 1974).

In order to improve the lot of our rural people, rural youths must be educated and trained more than through class room studies. That is they must be trained through practical education which youth clubs will be able to offer. Youth should learn to do by doing, learn to serve by serving and know to sing by singing (Prasad, 1974).

Young men and women of today need training in leadership qualities, because they are going to develop the citizens of tomorrow. The future of the country lies not with the old men, who are wise, but with the young ones, who are

ambitious, Good leadership is based on the love and co-operation, service and self sacrifice. Only rational youth can lead the nation to greatness by urging people to work and battle with dirt, disease and distress that threatens this ancient land of ours.

The success of any extension programme in India largely depends upon the voluntary involvement of the people in the programmes. The local leaders have a great influence on the members of the community with regard to acceptance or resistance to new practices advocated. <sup>Leaders</sup> play a significant role in shaping the destiny of a community Rural or Urban. A new type of emerging leadership is ushering into the society with a confident and sure feet (Lokhande and Moulak, 1966). In the words of Kothari (1965) "while there is no doubt that individual leaders and their socio-economic characteristics have to be studied, it is equally important to study the pattern of leadership that is emerging. In other words, we investigate individual leaders on the one hand and the net work of relationship in which they are placed on the other".

In all villages, leadership is not as competent and self-confident as it should be, which is to be traced largely to the curbs traditionally imposed or are self imposed on self expression of the village communities by the various factors operating in the villages as personal, caste, sectional, functional, political and others (Rao, 1965).

### C. Youth club as a means of mobilising youth:

According to Jain (1970), rural youth is the largest single group of a special kind in India. These young men and women are and will be not only voters

in a democracy of which public vigilance is the watch-word, but are also to provide the leadership in every walk of life - political, social, economic or cultural.

India's Community Development Programme offers balanced programme for youth welfare, besides emphasising agricultural production. Youth movement in India is a recent phenomenon. Never in the history of India has youth constituted such a force in social, economic and political fields as they do today. The Planning Commission has made recommendations on youth programmes in the various Five Year Plans. The unplanned and uncoordinated effort at involvement of youth in developmental projects is more conspicuous in rural areas. Unfortunately the rural youth clubs which are supposed to be one of the key agencies of the Community Development Programme are not organised purposefully (Rade, 1971).

Singh and Prasad (1963) also remark that so far, the organisation and functioning of rural youth clubs as an integral part of the Community Development Programme had not been very effective. One of the main bottlenecks in enlarging the scope of the youth club work has been that neither the youth club members nor the village leaders had been given proper training regarding the 'why' and 'how' of youth development work.

The rural youth organisations in India at present go in the name of rural youth clubs, Young Farmer's Clubs, Yuvak Mandals, Nari-Mandals etc. Youth club is therefore very essential in training youth in ways to make better family members and better citizens of the country. It is only through local leadership that a rural youth programme may be made available to large numbers of boys and girls. (United States, Department of Agriculture, 1967).

As Prasad (1968) states, the youth club work is an educational enterprise. It aims at helping youths grow into useful, self-reliant, independent, mature and responsible adults, who as Khanna (1965) exhorted, are the leaders of tomorrow to uphold India's honour and freedom.

A youth's club is a community organisation. A youth club is an organisation of group of youths under the guidance of Extension workers or local leaders to plan and conduct club programmes and hold regular meetings and carry on worthwhile activities in farming, home making, community improvement and other related areas (United States Department of Agriculture, 1973).

In order to give impetus to the rural development, programmes enlisting people's participation and building up local leadership is unavoidable. For this purpose, people's organisations such as women and youth groups need to be activated at the village level. The focus of activities should be to strengthen people's organisation structure for initiating and sustaining social action for local development (Ram, 1967).

Desai (1974) opines that the youth club have been doing good work for the uplift of the youth folk especially in rural areas, and he also states that through a club, the leader can contact more members. Club meetings, programmes and activities afford a definite opportunity to train and develop leaders in group action and democracy.

According to Plume (1974) since 80 per cent of the population still lives in rural areas, youth club in rural areas is of great importance to the country. The Government's new Five Year Plans offer a tremendous challenge because it affords voluntary organisations, opportunities to participate in various aspects of its development plans. Youth, particularly, rural youth, must have opportunities

of education and training so that they can play their proper role as partners in these development plans.

The activities of youth clubs and community centres covering vast areas of the community's rural populations usually include leadership training, training for farm women in increased agricultural production, family planning, adult education, balwadi, crafts, maternity and health services. This is indeed a very impressive record of achievement (Deshmukh, 1974).

To promote group living and to impart knowledge in the various aspects of life, youth clubs have been organised in the rural areas. The members are taught better nutrition, home and kitchen management, clothing construction and child care, better health, better money management and family planning through the use of methods like home visits, campaigns, films, demonstrations and songs. They are assisted in leadership development (Devadas, 1968).

As Smt. Indira Gandhi our Prime Minister (1974) has rightly exhorted, the women's club should work to involve more and more local people in whatever work or scheme is completed. Rural women should be educated for better living, through mahilar manrams, which are also implementing the programmes.

Yuvak Mandals and Mahila Mandals have become the focal point of the implementation of various schemes concerning the rural development particularly those relating to the mobilisation of the youth and women for the various national constructional programmes. Incentive awards are given to yuvak mandals and mahila mandals which have done outstanding work.

Youth clubs as Oomen (1969) points out aim at bringing about economic development and social change. The specific aims are to:

1. Improve the condition of village youth
2. Educate youth on their duties and responsibilities
3. Eradicate illiteracy among youth
4. Broaden the outlook of youth
5. Create interest in youth to work for common causes
6. Remove social evils
7. Provide recreational opportunities for youth
8. Provide opportunities for economic improvement
9. Provide opportunities for the development of special skills and knowledge.

Savile (1965) gives the aims of youth club as follows:

1. To learn something useful and new for every day living
2. To think together about the needs of the community and of each other
3. To enjoy recreation through games, songs, dance and outings. Youth clubs are thus established to accelerate the on going process of social change in India.

The objectives of the club as Ramakrishna (1962) states, should be to help rural youth, to

1. develop desirable ideals and standards so that they become excellent citizens and homemakers.
2. procure technical information to aid sound homemaking and community life.
3. learn home making practices by doing and demonstrating to others what they learnt.

4. develop intelligent understanding of their environment and appreciation of nature.
  5. learn the values of science and acquire scientific attitudes.
  6. work towards co-operative action
  7. develop habits of healthful living
  8. make intelligent use of leisure
  9. express worthy emotions
  10. cultivate a desire to continue to learn towards fuller and richer lives.
  11. learn methods to increase the standard of living and satisfactions in rural life
- and
12. preserve the best in our ancient culture and foster spiritual values in family life.

The USDA (1971) gives the following as functions of youth club.

1. Providing systematic ways of teaching youth on home living.
  2. Developing co-operative spirit through club work
  3. Providing an excellent opportunity to teach that the youth of the village are responsible citizens
- and
4. Providing for the fulfilment of many of their needs and desires.

According to the Ministry of Community Development and Co-operation (1968), the functions of Women's Club are

1. Home improvement education including home economics.
2. Health education including child care, maternity and postnatal care, family planning etc.
3. Occupational education including the stimulation or remunerative hobbies and utility crafts.
4. Education in auxiliary farm practices towards implementing improved farm methods introduced by the village workers.

5. Education in home extension techniques and demonstration methods
6. Education in the techniques of stimulating group activities amongst rural women, like the setting up of farm women's and homemakers' clubs, nursery schools, creches etc.
7. Education in imparting in-service training to village women voluntarily associating themselves with development programmes so as to bring out potential leadership and to absorb them as extension service workers themselves in their own home surroundings.

The objectives of Rural Youth Programmes according to Srivastava (1961) are to

1. develop Leadership among the rural youth, both men and women
2. develop close fellowship
3. develop desirable values and behaviour patterns necessary for a happy home, community and national life.
4. develop appreciation of rural living
5. have fun and recreation suited to the age of the rural youth
6. learn first-hand home and farm enterprises and to demonstrate to others what has been learnt.
7. build up character and health
8. inculcate discipline, self-help and mutual participation
9. develop scientific attitudes towards life and occupations
10. develop practical thinking and a lively sense of discussion
11. develop knowledge and skills to improve the standard of living
12. develop ~~and~~ proper appreciation of civic and economic responsibilities
- and 13. develop the ability to adjust to the ever changing socio-economic conditions in the country.

According to Prasad (1963) the youth club work is an educational enterprise. It aims at helping youth grow into useful, self-reliant, independent, mature and responsible adults. The objectives of youth club may broadly be

classified into two types - materialistic and non-materialistic.

Materialistic objectives are as follows:

1. Appreciation of the importance of occupations such as farming and homemaking.
2. Development of systematic understanding.
3. Acquisition of scientific and technical knowledge and skills for economic and efficient production.
4. Recognising the vitality of natural resources and developing a willingness to conserve them.
5. Serving as a medium to educate rural people about up-to-date scientific methods of cultivation.

The non-materialistic objectives are:

1. Developing high ideals for rural community life and wholesome and group living.
2. Inculcating a desire for skills in group efforts for solving common rural problems.
3. Creating an interest in learning by doing.
4. Fostering leadership and citizenship quality and abilities.
5. An ambition and aspiration for continuing learning.

It is fascinating to read the list of various activities which are being carried on in the hundreds of villages in the country by our youth clubs for the welfare of youth. This is but a step towards raising the status of youth in our custom ridden society (Rao, 1974).

Through the youth club the village youth are expected to broaden their mental horizon and learn various profitable activities like bee keeping, spinning with charka, tailoring embroidery etc. Their attention is focussed on certain programmes like elementary health measures including child care, environmental sanitation, better nutrition and dietary habits, beautification of the home by local arts, cultural activities like reading news papers, magazine etc, training

in doing domestic chores in such a manner that requires less time and effort than at present and knowledge about family planning. It is not necessary that all these items should be taken up at a time. They work mainly on the interests and abilities of the women in that particular area and concentrate on them. These would enable the youth to learn thoroughly and try to practice the same at home.

In short the club work plans to bring about desirable changes in participants, in their knowledge, understandings, skills, attitudes and actions. The main idea is to educate youth to develop in them the qualities of sensitivity of the kind which could help them adjust personally and socially in this dynamic area.

### III. PROCEDURE

The procedure adopted to organise rural youth clubs for girls consisted of the following steps.

- A. Selecting the rural areas
- B. Organising the youth clubs for girls
- C. Studying the background of the members of the youth clubs
- D. Planning the activities of the youth clubs
- E. Carrying out the activities of the youth clubs
- and F. Evaluating the activities of the youth clubs.

#### A. Selecting the rural areas:

Two villages namely Ramachettipalayam and Sundakkamuthoor of Perur Panchayat Union of Coimbatore District 15 km. away from the college were selected for the project. These two were adjacent villages, the distance between them being only one kilometer. These villages were selected owing to the easy accessibility of the places through public transport facilities, good rapport established in these villages through the earlier camps held for the student members of the National Service Corps of Sri Avinashilingam Home Science College in the year 1974 and also due to the co-operation evinced by the leaders of the projects contemplated.

#### B. Organising the youth clubs for girls:

Before organising the clubs, the investigator established good rapport with the women of the village and with the officials and non-official leaders

through frequent and continuous visits and formal and informal discussions with them. The women were exposed to the idea of starting a youth club for girls in their respective villages.

For convenience, those who were in the age range 13-25 years were considered 'youth'. A rapid survey of the villages revealed that there were 55 youth (girls) in Ramachettipalayam village and 62 youth (girls) in Sundakkamuthoor village. Thirty girls from Ramachettipalayam (55 percent) and 35 girls from Sundakkamuthoor (56 percent) were willing to join the clubs with the consent of their parents.

C. Studying the background of the members of the youth clubs:

An interview schedule (Appendix I) was administered to the members of the youth clubs for finding their socio-economic background. The base line survey called for information on the type of family, religion, caste, family composition, educational status, occupational status and social participation.

Table I illustrates the socio-economic background of the members of the youth clubs.

TABLE I  
SOCIO ECONOMIC BACKGROUND OF THE MEMBERS OF THE YOUTH CLUBS

| S.No. | Socio economic details                      | Percentage of members in the category   |                                       |
|-------|---|---|---------------------------------------|
|       |   | Ramachettipalayam<br>(Total 30 members) | Sundakkamuthoor<br>(Total 35 members) |
| 1.    | <u>Type of family:</u>                      |   |                                       |
|       | a. Joint family                             | —                                       | 20                                    |
|       | b. Nuclear family                           | 100                                     | 80                                    |
| 2.    | <u>Religion:</u>                            |   |                                       |
|       | a. Hindu                                    | 100                                     | 97                                    |
|       | b. Scheduled caste                          | —                                       | 3                                     |
| 3.    | <u>Occupational pattern<br/>of parents:</u> |   |                                       |
|       | a. Agriculture                              | 77                                      | 81                                    |
|       | b. Skilled workers                          | 23                                      | 19                                    |
| 4.    | <u>Educational level:</u>                   |   |                                       |
|       | a. Primary                                  | 64                                      | 52                                    |
|       | b. Secondary                                | 33                                      | 42                                    |
|       | c. Collegiate                               | 3                                       | 6                                     |

In Ramachettipalayam all belonged to nuclear families and in Sundakkamuthoor 80 percent belonged to this type of family. This shows the slow degeneration of joint family system from our rural scene due to the changing social conditions. Hindu religion was predominating in both the villages. It was notable to see that a scheduled caste member was also present in Sundakkamuthoor which again points to the changing trend to admit 'Harijans' in the

community organisations. This change may be attributed to the educational status and changes in the younger generation. A large majority belonged to the agricultural or non-agricultural labour class families and had only a poor economic status. It was interesting to note that there were no illiterates among the youth club members.

The community organisations which existed in the villages were only schools, panchayats and mahilar manrams and only three girls from Ramachettipalayam, one girl from Sundakkamuthoor were members of the mahilar manram. The father of one girl from Ramachettipalayam village and the brothers of two girls were members in the panchayat. All the members in the youth club were greatly interested to organise themselves into a youth club and to take part in various activities.

#### D. Planning the activities of the youth clubs:

The major objective of the youth clubs being development of leadership potentialities in the rural girls, planning the programme was directed towards this direction. As a basis for planning the leadership potentialities in the members of the youth clubs were explored.

A criteria sheet (Appendix II) was formulated to assess the leadership potentialities, in the girls who were willing to join the youth clubs. The criteria sheet was administered to all the members of the youth clubs prior to starting any programme in the clubs. (Obviously it was again administered to them at the end of the project to note down changes in the leadership qualities as a result of their participation in all youth club programmes as expressed by members themselves).

At the first phase, the members of the youth clubs elected their presidents, secretaries and treasurers for their clubs. The members were divided into sub groups consisting of five members in each group to work in rotation for some of the community activities, to be undertaken by the clubs. Thus there were six sub-groups in Ramachettipalayam village and seven in Sundakkamuthoor village. Leaders were, elected for the sub groups every week, so that all the members would get the chance of developing leadership qualities and become responsible citizens. The specific activities for the youth clubs were decided in consultation with the members and their leaders. While planning the activities, great emphasis was given to those, which would be beneficial both for the members and for the village community at large. Thus programmes resulting in the development skill, responsibility, co-operation and team spirit and service mindedness were chalked out.

None of the two villages had a building of their own, for common purposes. Therefore, it was necessary to find venue for the youth clubs. The members of the youth clubs from both the villages agreed to meet in one common place for their activities. For the sake of convenience, the Panchayat Union Primary School at Ramachettipalayam was chosen as the meeting place. A decision to collect a membership fee of 25 paise per member per month was taken, in consultation with all the members.

E. Carrying out the activities of the youth clubs:

A brief description of the various activities carried out in the youth clubs is given in the subsequent paragraph under the following headings:

1. Activities for developing leadership qualities in the girls.
2. Activities for establishing good school community relationship.

3. Activities for educating the girls on health and nutrition.
  4. Activities for developing skills and talents in the girls.
  5. Activities for developing aesthetic sense in the girls.
- and
6. Activities for raising the economic status of the girls.

1. Activities for developing leadership qualities in the girls:

The youth club members of both the villages were provided with a number of opportunities to develop their leadership potentialities, the chief among them being the following:

- a. Inauguration of the clubs
  - b. Group discussions
  - c. Field trips
- and
- d. Valedictory function.

a. Inauguration of the clubs:

The youth clubs in both the villages were formally inaugurated. (Ramachettipalayam on 6th August, 1975 and Sundakkamuthoor on 8th August, 1975). The Regional Field Publicity Officer, the President of the Panchayat, Panchayat members and Panchayat Union officials were invited to participate in the meeting and explain the significance of organising youth clubs for girls in the rural areas. The members of the club themselves were assigned the responsibilities in connection with the inaugural function namely planning the programme in consultation with the leaders, inviting the guests, informing the other village people, arranging for the meeting, conducting the formal proceedings of the meeting such as prayer, looking after the guest etc. The meetings were followed by cultural programmes by the National Service Corps students of Avinashilingam Home Science

College, Coimbatore. A cultural troop from Sevanilayam, an orphanage in Coimbatore was also invited to give a "Villupattu on Gandhiji" to expose the youth club members to the talents of the available sources of information. A filmshow was also conducted with the help of the Public Relations Officer, Coimbatore.

b. Group discussions:

In addition to the group discussion the youth club members of both the villages had discussions with their respective local leaders, Panchayat President Panchayat members, School Headmaster and teachers twice in each village during the project period, in order to introduce themselves to the leaders and discuss the problems of the village and also the improvements required. The developmental programmes suggested were speeding up the construction of balwadi buildings sanctioned for both the villages from the Panchayat Union, organising a library, starting economic activities and also about education programmes.

Weekly group discussions were conducted for the members of both the youth clubs to chalk-out programmes for the clubs and evaluate earlier performance. For the sake of convenience the members were subdivided into smaller groups, after a general discussion. The subgroups discussed how to strengthen the club and how the club could serve the community. Worthwhile suggestions such as helping in balwadi, in school lunch programme, and school garden, assessing the nutritional disorders in balwadi children, stitching undergarments for children, selling them at cheap price to the mothers, conducting parent teacher association etc. emerged out of these group discussions.

c. Field trips:

As a means of developing leadership qualities, and to widen their horizon of knowledge a common field trip was arranged for the two youth club members to the Tamil Nadu Agricultural University, Coimbatore and also to a religious place nearby by name Perur. The members of both the clubs were involved in all the activities connected with the trip namely deciding upon the place, arrangement of transport facilities, collection of money and settling accounts, looking after the day's activities such as prayer, food, punctuality and overall co-ordination. The members worked in various committees and carried out their responsibilities successfully.

d. Valedictory functions:

A joint valedictory function was arranged at Sundakkamuthoor Village. Dr. Balakrishnamoorthy of the Primary Health Centre of the Perur Panchayat Union was invited as the chief guest. Panchayat President, local leaders and people were also invited for the meeting. The youth club members themselves undertook the responsibilities for the proceedings of the meeting, namely prayer, welcome speech, reading reports, cultural programme, expressing thanks to all those who helped towards the success of the clubs and singing National Anthem. Prizes were all also distributed to the winners of the various competitions conducted. Further, the informal tasks such as planning the programme, inviting guests, informing village people and arranging for the meeting were also completely shouldered by the members of the youth clubs.

## 2. Activities for establishing good school community relationship:

The youth club members were trained not only in leadership qualities but also were utilised to build up good relationship between the local community organizations namely school, balwadi and Panchayat and the rest of the community. Activities provided to this effect were:

- a. Celebration of national and local festivals
- b. Assistance in the balwadi
- c. Assistance in the school lunch programme
- d. Developing school garden
- e. Establishing parent teacher association
- f. Preparation of teaching aids for the school
- g. Organising libraries in the school
- h. Preparation of low cost toys for the balwadi
- i. Assistance in the construction of balwadi building
- and j. Completion of the urinals in the school.

### a. Celebration of national and local festivals:

Celebration of national and local festivals helps as a good means to bring out leadership qualities and also enable<sup>One</sup> to become responsible and responsive citizen of the nation. Therefore the investigator made use of both the national and local festivals which fell during the project period, for creating consciousness among the members of the youth clubs. The youth club members took active part in arranging for and celebrating national festivals such as Independence Day, Children's Day and Republic Day in their respective villages. These festivals provided opportunities for the members of the youth clubs to identify

with the local schools, balwadis and the community at large and to realise the national needs and also to educate the rest of the community on these festivals. The members planned the programme with the Headmaster, school teachers and balwadi teacher and chalked out the entire celebration such as flag hoisting, organising the children, offering cultural programme on themes related to the national leaders and distribution of sweets to the children.

The local festivals conducted were Deepavali, Karthigai Deepam and Pongal. The members of the youth club celebrated the above community festivals.

b. Assistance in the balwadies:

Both the villages selected, had a balwadi each under the Applied Nutrition Programme (ANP). The project's assistance in the balwadi' was undertaken to inculcate in the girls awareness about the needs of the community and to develop techniques of supervision and administration among them. Members of the clubs were well oriented with the various aspects of balwadi feeding programme and they themselves divided into sub groups for supervising the programme every day in rotation. The main task was to foster discipline and good habits in children participating in the feeding programme and also help in serving the meals. Further the mothers of the children and the other beneficiaries in the ANP feeding programme were given education on nutrition, health and sanitation aspects. The girls decided to help the children by teaching nutrition songs and stories with the help of flash cards. (Appendix III). They also stitched under garments for the balwadi children and sold to the parents at cheap rates. The activities were undertaken in consultation with the parents themselves. Local contributions were collected out of which a set of toys were purchased for the balwadies (Figure 1,2).



FIGURE 1

NUTRITIONAL EDUCATION GIVEN TO THE  
MOTHERS OF BALWADI CHILDREN



FIGURE 2

YOUTH CLUB MEMBERS TEACHING THE  
BALWADI CHILDREN

c. Assistance in the school lunch programmes:

As in the case of the balwadi feeding programme the members of the youth clubs turns in assisting in the school lunch programmes in their respective villages which enabled them to inculcate team spirit and community consciousness. In addition to helping in serving the meal, the main tasks were to foster discipline and good habits in the children participating in the school lunch programme.

d. Developing school gardens:

To develop team spirit, service mindedness, community consciousness and guiding ability this project was suggested. The project was planned in consultation with the youth club members, Headmaster, and school teachers. The members took the responsibility of collecting the seeds, cultivating vegetables, looking after the garden and arranging for the use of the produce for the school lunch programmes. A noteworthy feature was that the members worked through the school children themselves by organising them and guiding them to work together for their school garden in simple jobs such as watering, weeding and so on.

e. Establishing parent teacher associations:

The youth club members of both villages intivated the school authorities to organise and strengthen the parent teacher association, so as to have a link between parents and teachers and also to awaken the parents to the needs of their children and the school. The youth club members approached the parents through individual home visits and through the school children to build up rapport and invited them for the parent-teacher association meetings. By this project the youth club members were able to establish good school community relationship.

In a similar way parent teacher association were organised in both the balwadis also, in order to attain better co-operation from parents for the proper functioning of the balwadies.

**f. Preparation of teaching aids for the school:**

The members of the youth clubs prepared a set of aids namely charts, flash, cards and models for the schools. The school children assisted in the production of such aids.

**g. Organising libraries in the school:**

The investigator with the help of the active participation of youth club members and Headmasters of the schools organised libraries in the respective schools, with one hundred books and pamphlets. The cost of the books were met by the youth club members, the school children contributing 15 paise per head. This enabled the girls as well as the school children to develop good reading habits. Arrangements were made to issue books for a period of one week for a person, the responsibility of issuing being looked after by the school teachers and the youth club president.

**h. Preparation of low cost toys for the balwadi:**

The youth club members and the mothers of balwadi children of both the villages were taught how to make toys out of low cost, indigenous and waste materials such as powder tin, tin lids, bamboo, coconut shell, card board boxes, rugs and so on. The investigator arranged for the demonstration with the assistance of a senior M.Sc. student of Sri Avinashilingam Home Science College, majoring in Child Development. A set of such toys were prepared and donated to the balwadis. (Figure 3).



FIGURE 3

DEMONSTRATION ON LOW COST TOYS

1. Assistance in the construction of balwadi building:

The Panchayat Union Perur had sanctioned construction of buildings for the balwadies in both the villages. But due to many constraints, the construction work was delayed, causing a number of difficulties with regard to space. Therefore, a team of local leaders from both the villages went to the Panchayat Union Commissioner to represent their problems. The youth clubs also identified themselves with the task and joined the team to meet the commissioner. With the sustained efforts of both the officials and the non-officials, the building work was started in October 1975 and the inauguration of both the buildings took place in the month of January 1976. Thus the youth club members could see the fruits of the labour.

j. Completion of the urinals in the school:

The construction of the urinals in the primary school Ramachettipalayam was undertaken with public donations by the National Service Corps students of Sri Avinashilingam Home Science College, during the camp in the village in June 1975. The work remained incomplete due to want of additional funds. The youth club members of the village undertook the responsibility of completing this task. The funds were raised from the local people of Ramachettipalayam and the construction of urinals were completed. (Figure 4).

3. Activities for educating the girls on health and nutrition:

Efforts were made to impart knowledge on health and nutrition to the members of the youth clubs and also to make use of these clubs as vehicles for educating the rest of the community. Attempts made in this direction were:

- a. Nutrition education classes
- b. Classes on health and sanitation



FIGURE 4.

COMPLETED WORKING BY THE  
EFFORT OF THE YOUTH CLUB  
MEMBERS



- c. Organising an exhibition
  - d. Arranging for filmshows
- and
- e. Construction of soakage pits.

a. Nutrition education classes:

This project was undertaken since the youth clubs were ready to be the agencies to disseminate useful information both for the members and non-members. Emphasis was given to aspects such as utilisation of low cost, locally available foodstuffs, proper methods of cooking and storage, use of simple labour-saving devices, initiating food production programmes through kitchen gardens and poultry, identification of nutritional disorders and the requirements of foodstuffs for various age groups. Lectures, cooking demonstration and use of charts, posters and flash cards were the methods of teaching adopted by the investigator. Demonstration of the use of 'hay box' (a fire less cooker) for cooking rice, and 'Janatha Refrigerator' (vegetable cooler) for storing vegetables fascinated the members of the youth clubs. (Figure 5, 6, 7).

b. Classes on health and sanitation:

Special lecturers and discussions on health and sanitation were arranged with Dr. K.R.Krishnan, Medical Officer, Coimbatore Municipality and Mr.Krishnamurthy, Health Inspector of the Perur Panchayat Union. Both the clubs joined together for these lectures and discussions. Further the investigator conducted classes on health and sanitation using charts, posters, flash cards and films. Vaccination drives against small pox were conducted in both the villages by the youth club members with the assistance of the health team of the Panchayat Union. A clinical check up was also arranged with Dr.Krishnan's help, for the benefits of the



FIGURE 5

COOKING DEMONSTRATION BY THE  
YOUTH CLUB MEMBERS



FIGURE 6

Way Box DEMONSTRATION



FIGURE 7

A SET OF FLASH CARDS USED  
FOR TEACHING NUTRITION

balwadi children and expectant mothers in both in the villages. The youth club members assisted in this programme and also learnt as to how to identify symptoms of major nutritional disorders. (Figure 8,9).

c. Organising an exhibition:

The members of the two youth clubs enthusiastically joined together and took part in organising an exhibition on health, sanitation and nutrition at Ramachettipalayam village. The Panchayat President inaugurated the exhibition. The members shouldered the responsibilities of preparing the exhibitions putting them up, motivating the public to visit the exhibition and also explaining to them the contents of the exhibition (Figure 10).

d. Arranging for film shows:

The youth club members, with the help of the investigator, contacted, the public Relations officer, Coimbatore and The Regional Field Publicity Officer, Coimbatore for the arrangement of film shows. During the project period films were screened thrice in Ramachettipalayam and twice in Sundakkamuthoor. All the necessary arrangements were done for the film shows, by the youth club members with the help of the Panchayats President, and local leaders. The films screened were related to improved home living in terms of better nutrition, child care, health and sanitation, family planning, projects that can be carried out in youth clubs, cottage industries and labour saving devices for cooking. In addition, a few recreational films were also screened. Since film shows were arranged in the late evenings in the public place, the other village people also gathered and benefitted by seeing those films.



FIGURE 8

YOUTH CLUB MEMBERS TAKING THE WEIGHT  
OF  
BALWADI CHILDREN



FIGURE 9

YOUTH CLUB MEMBERS TAKING THE HEIGHT  
OF BOLWADI CHILDREN

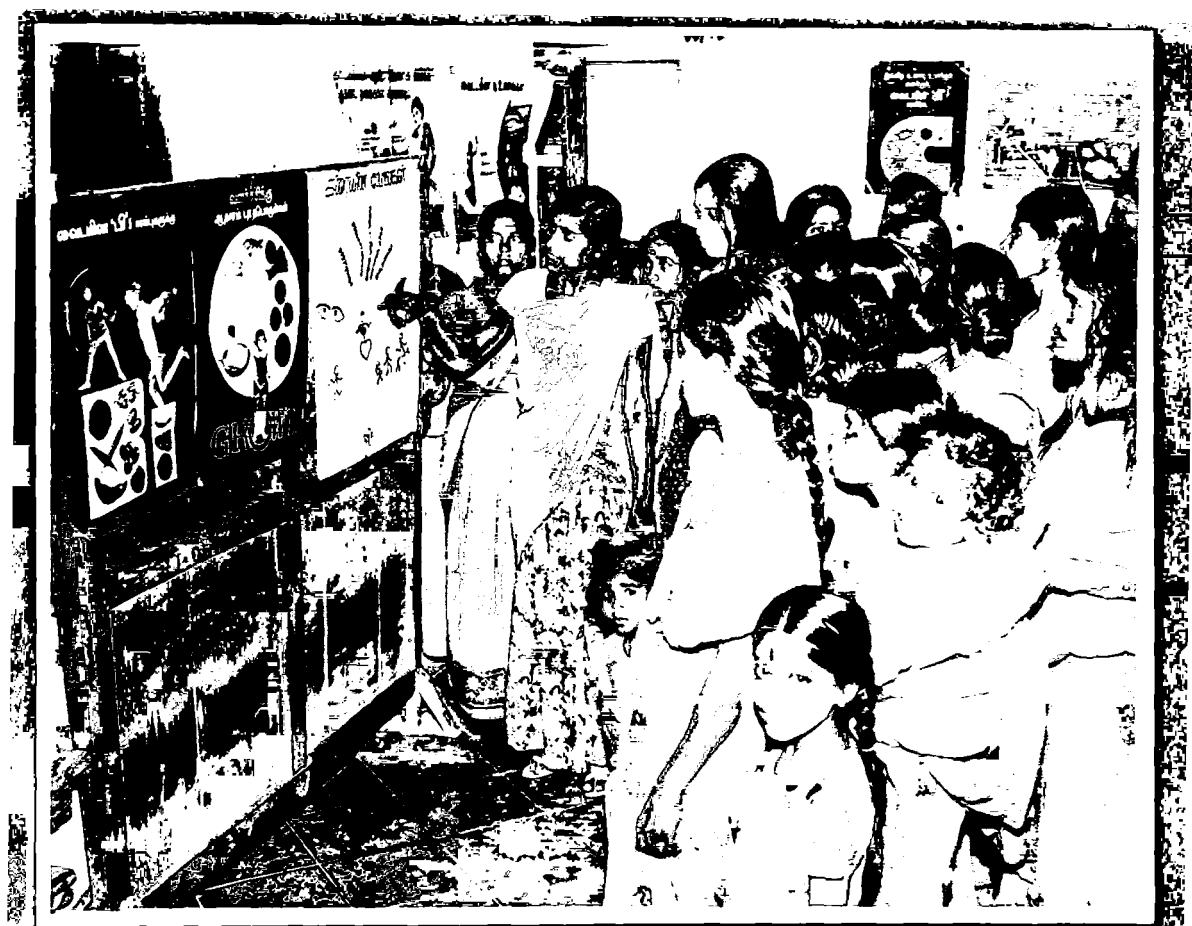


FIGURE 10

YOUTH CLUB MEMBERS EXPLAINING THE  
EXHIBITION

TO THE LOCAL PEOPLE

e. Construction of soakage pits:

As a measure to drive away dirt and disease, the youth club members were made to realise the need for proper drainage for sullage through the construction of soakage pits. Demonstration of how to dig a soakage pit was organized in the house of one of the members. The members went round the village and located spots where there was a scope for digging common soakage pits. Then soakage pits were made with the joint participation of the youth club members and the student members of the National Service Corps of Sri Avinashilingam Home Science College, Coimbatore.

4. Activities for developing skills and talents in the girls:

A careful observation of the members of the youth clubs revealed the several talents of the girls. Efforts were made to bring out such talents and develop the same, which are enumerated below:

- a. Organising cultural programmes
  - b. Imparting skills in stitching
  - c. Initiating an adult literacy drive
- and
- d. Conducting competitions.

a. Organising cultural programmes:

In addition to attending the cultural programmes conducted by the National Service corps students of Sri Avinashilingam Home Science College and Seva Nilayam in Coimbatore, cultural programmes were organised by the youth club members themselves. The members of the club at Ramachettipalayam gave performance in the village on Children's Day (14th November) the theme being

good nutrition. Folk methods of dramatisation namely kummy, puppet show, and skits were made use of. The members of the clubs took the whole responsibility of conducting the programme both on formal aspects of the proceedings of the meeting and on informal aspects of informing the public about the programme and motivating the local people to attend the cultural programmes.

The members were trained in conducting puppet shows and they gave a performance for the benefits of the village people (Figure 11).

b. Imparting skills in stitching:

Classes on stitching and clothing construction were arranged for the members of the youth clubs, taking the help of a senior M.Sc. student of Sri Avinashilingam Home Science College for Women, specialising in Textiles and Clothing. The members evinced great interest in learning embroidery, fabric painting and stencil printing.

c. Initiating an adult literacy drive:

The fact that none of the members of the youth clubs was illiterate served as a favourable point. Realising the magnitude of the problem of illiteracy, specially among rural women, the members of the youth clubs came forward to conduct literacy classes for the women. They motivated the women of the village towards realising the need to become functionally literate.

d. Conducting competitions:

In order to assess the skills developed by the members, a number of competitions were conducted separately for both the clubs. Knowledge tests on nutrition and quiz programmes were part of the competition. The other competitions

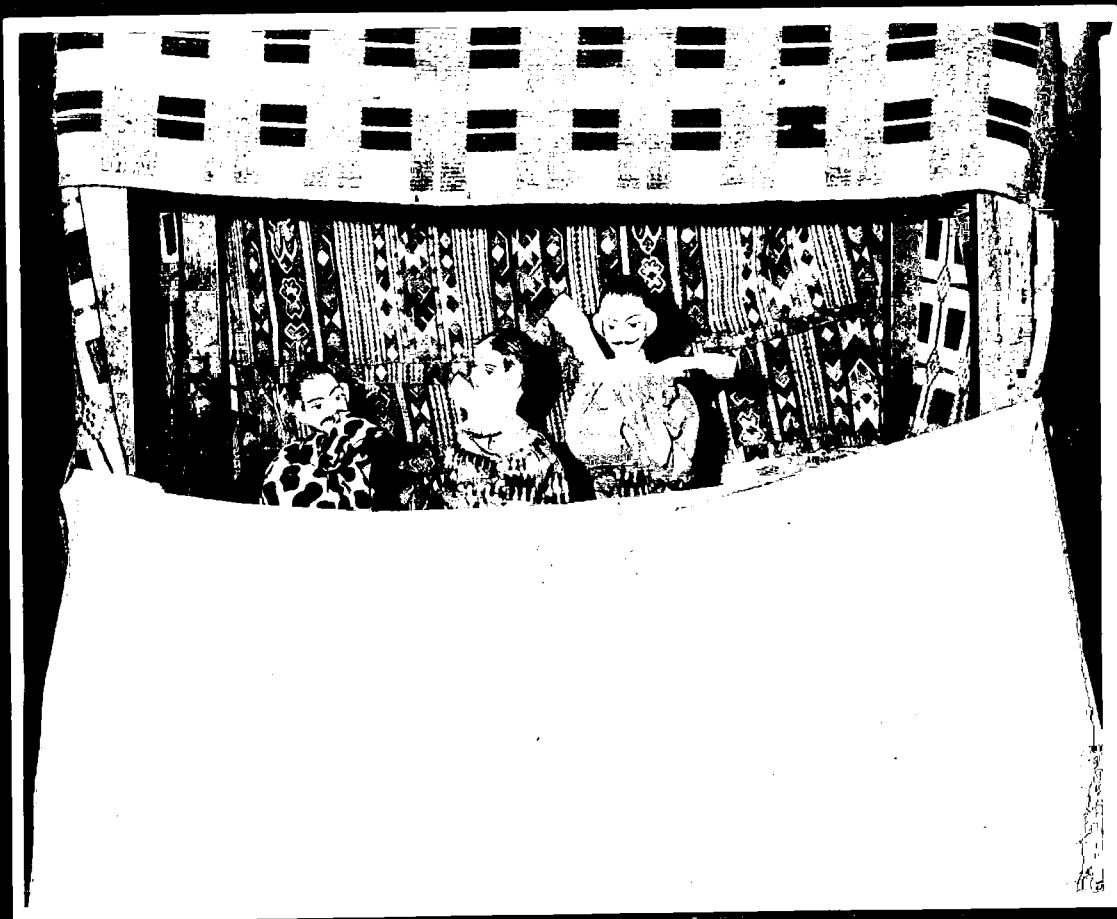


FIGURE II

PUPPET SHOW BY THE YOUTH CLUB  
MEMBERS

were on cooking, embroidery, stitching and preparation of low cost toys, floor decoration, maintenance of kitchen garden and also sports. Prizes were awarded to the winners in these competitions, on the occasion of the valedictory function.

#### 5. Activities for developing aesthetic sense in the girls:

The youth club members were taught simple means of home decoration such as flower arrangement, floor decoration and so on. Special classes were conducted by a senior M.Sc. student of Sri Avinashilingam Home Science College, majoring in Home Management. The members were also instructed as how to make use of locally available and waste materials such as old powder tin, card board, bamboo, coconut shells etc. for producing decorative articles and flower vases.

#### 6. Activities for raising the economic status of the girls:

Having in mind the poor socio economic status in the villages, attention was paid to the initiation of a few remunerative activities too, which are as follows:

- a. Kitchen garden drive
  - b. Starting poultry units
  - c. Making useful household articles
- and
- d. Ambar charka spinning programme.

#### a. Kitchen garden drive:

The youth club members were motivated to take to kitchen gardening from the view points of both improving the nutritional status and cutting down family expenditure on food. The members were taken on a field trip to the Tamil Nadu Agricultural University, Coimbatore, where they received instruction on the

maintenance of kitchen gardens. The model kitchen garden in the University was also visited. The investigator promoted this activity by announcing a prize for the best maintained kitchen garden by the members (Figure 12).

b. Starting Poultry Units:

In Ramachettipalayam village four youth club members were interested in starting poultry units in their houses and necessary arrangements was made with the help of Poultry Extension Centre, <sup>c</sup> Makkupalayam of Perianaikampalayam Panchayat Union to supply birds. The members purchased 5-15 birds each as a means of raising their income. Members were able to get Rs.1-4 Rs. per day. (Figure-13).

c. Making useful household articles:

On request from the members themselves, the investigator made arrangements for special classes by a craft teacher from Coimbatore on payment by the girls themselves. The girls were taught making wire bags and jute bags, useful for shopping purposes. The teacher also made arrangements for selling the bags made, which fetched an income for these members (Figure 14).

d. Ambar Charka Spinning programme:

Attempts were made to initiate ambar charka spinning programme in these two villages with the help of the Director, Khadi and Village Industries, Coimbatore. This project could not be implemented, for want of adequate space and electricity facilities in the village. However four members from Sundakka-muthoor village were helped to buy ambar charkas on their own, on instalment basis who had started earning income of Rs.2 per day (Figure 15).



FIGURE 12

KITCHEN GARDEN OF ONE OF THE  
YOUTH CAMP MEMBERS



FIGURE 13

WIRE BAG MAKING BY THE YOUTH CLUB  
MEMBERS



FIGURE 14

AMBAR CHARRA SPINNING

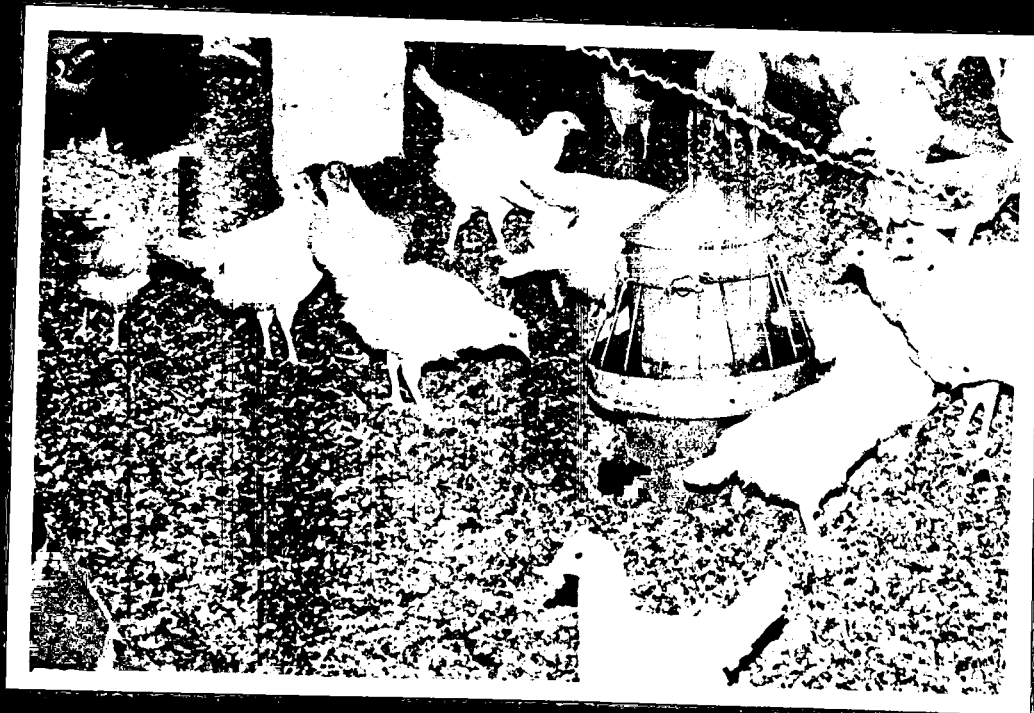


FIGURE 15

POULTRY UNIT OF ONE OF THE  
YOUTH CLUB MEMBERS

Thus a variety of activities to cater to the different tastes and to fulfil the felt and unfelt needs of the rural youth (girls) were implemented during the project period of six months. The detailed plan of work is given in Table II.

Another noteworthy feature of the youth clubs was that they were registered under the Bharathiya Grameen Mahila Sangh, a national organisation for the upliftment of rural women by paying Rs.8/- per club for registration.

TABLE II  
PLAN OF WORK

| S.No. | Purpose  | Method                                | Date    | Places                               |
|-------|--|---------------------------------------|---------|--------------------------------------|
| 1.    | Creating rapport   | Home visit and informal talk          | 7.7.75  | Ramachettipalayam                    |
|       |  |                                       | 8.7.75  |                                      |
|       |  |                                       | 10.7.75 |                                      |
|       |  |                                       | 11.7.75 | Sundakkamuthoor                      |
|       |  |                                       | 13.7.75 |                                      |
|       |  |                                       | 15.7.75 |                                      |
| 2.    | Meeting girls  | Village visit                         | 18.7.75 | Sundakkamuthoor<br>Ramachettipalayam |
| 3.    | Getting help from local leaders                                      | Approaching local leaders             | 25.7.75 | Sundakkamuthoor<br>Ramachettipalayam |
| 4.    | Gathering girls  | Individual contact                    | 28.8.75 | Sundakkamuthoor                      |
|       |  |                                       | 1.8.75  | Ramachettipalayam                    |
|       |  |                                       | 2.8.75  |                                      |
| 5.    | Motivating the parents and villageets about the need for youth clubs | General meeting filmshow & Villupattu | 6.8.75  | Ramachettipalayam                    |
|       |  |                                       | 12.8.75 | Sundakkamuthoor                      |
| 6.    | Base line survey   | Home visits                           | 11.8.75 | Ramachettipalayam                    |
|       |  |                                       | 14.8.75 | Sundakkamuthoor                      |

Contd.....

| S.No. | Purpose                                       | Method                                | Date               | Places                              |
|-------|---|---------------------------------------|--------------------|-------------------------------------|
| 7.    | Raising the economic standard                 | Informal talk                         | 12.8.75            | Ramachettipalayam                   |
| 8.    | Teaching decorative stitches                  | Demonstration and display of articles | 13.8.75            | Ramachettipalayam                   |
| 9.    | Independence Day celebration                  | General meeting                       | 15.8.75            | Sundakkamuthur<br>Ramachettipalayam |
| 10.   | Stitching handkerchief                        | Demonstration                         | 22.8.75            | Sundakkamuthur                      |
| 11.   | Ragi Leaf cake preparation                    | Cooking demonstration                 | 23.8.75            | Ramachettipalayam                   |
| 12.   | Need for saving and good nutrition and health | Film show                             | 25.8.75            | Ramachettipalayam                   |
| 13.   | Importance of saving                          | Demonstration of hundies              | 28.8.75            | Sundakkamuthur                      |
| 14.   | Teaching fuel saving method of cooking        | Hay box demonstration                 | 1.9.75             | Ramachettipalayam                   |
| 15.   | Kitchen garden                                | Distribution of seeds                 | 26.9.75<br>27.9.75 | Ramachettipalayam<br>Sundakkamuthur |
| 16.   | Proper methods of cooking                     | Informal talk                         | 29.9.75            | Sundakkamuthur                      |
| 17.   | Teaching balwadi children                     | Teaching songs                        | 1.10.75            | Ramachettipalayam                   |
| 18.   | Gandhijayanthi Day celebration                | General meeting competition           | 2.10.75            | Ramachettipalayam<br>Sundakkamuthur |
| 19.   | Teaching balwadi children                     | Songs                                 | 3.10.75            | Ramachettipalayam                   |
| 20.   | Observation of feeding programme              | Visiting Balwadi                      | 4.10.75<br>5.10.75 | Ramachettipalayam<br>Sundakkamuthur |

Contd.....

| S.No. | Purpose                                       | Method                | Date                                     | Places                              |
|-------|---|-----------------------|--|-------------------------------------|
| 21.   | Teaching how to make flower carpet            | Demonstration         | 6.10.75                                  | Ramachettipalayam                   |
| 22.   | Kitchen arrangement                           | Demonstration         | 7.10.75                                  | Sundakkamuthur                      |
| 23.   | Flower arrangement                            | Demonstration         | 10.10.75                                 | Sundakkamuthur                      |
| 24.   | Flower vases with available resources         | Demonstration         | 11.10.75                                 | Ramachettipalayam                   |
| 25.   | Importance of health and hygiene              | Informal talk         | 17.10.75                                 | Ramachettipalayam                   |
| 26.   | Clinical assessment of balwadi children       | Lecture               | 20.10.75                                 | Ramachettipalayam                   |
| 27.   | Assessing the health condition of children    | Clinical assessment   | 21.10.75                                 | Ramachettipalayam<br>Sundakkamuthur |
| 28.   | Low cost toys making                          | Demonstration         | 25.10.75                                 | Ramachettipalayam                   |
| 29.   | Stitching under garments for balwadi children | Discussions           | 30.10.75                                 | Ramachettipalayam                   |
| 30.   | Teaching how to stitch skirt & Panties        | Method Demonstration  | 31.10.75                                 | Ramachettipalayam                   |
| 31.   | Fabric painting & stencil printing            | Demonstration         | 2.11.75                                  | Ramachettipalayam                   |
| 32.   | Stitching under garments for balwadi children | Demonstration         | 4.11.75<br>5.11.75<br>7.11.75<br>8.11.75 | Sundakkamuthur<br>Ramachettipalayam |
| 33.   | Childrens Day celebration                     | Meeting               | 14.11.75                                 | Ramachettipalayam<br>Sundakkamuthur |
| 34.   | Wheat laddu                                   | Cooking demonstration | 21.11.75                                 | Sundakkamuthur                      |
| 35.   | Keerai vadai                                  | Cooking demonstration | 22.11.75                                 | Ramachettipalayam                   |

Contd.....

| S.No. | Purpose   | Method                         | Date   | Places                              |
|-------|---|--------------------------------|--|-------------------------------------|
| 36.   | To help balwadi in serving midday meal                  |                                | 24.11.75                                     | Ramachettipalayam                   |
| 37.   | Kulandai Amudu  | Cooking Demonstration          | 29.11.75                                     | Ramachettipalayam                   |
| 38.   | To teach wire bag making                                | Demonstration                  | 1.12.75<br>2.12.75<br>3.12.75<br>4.12.75     | Ramachettipalayam<br>Sundakkamuthur |
| 39.   | To visit Botanical garden Tamil Agricultural University | Field trip                     | 8.12.75                                      |                                     |
| 40.   | Organising Library                                      |                                | 9.12.75                                      | Ramachettipalayam                   |
| 41.   | Visiting the temple in Perur                            | Field trip                     | 12.12.75                                     |                                     |
| 42.   | Health and hygiene                                      | Lecture and charts puppet show | 15.12.75                                     | Ramachettipalayam                   |
| 43.   | Teaching embroidery,                                    | Demonstration                  | 2.1.76<br>3.1.76<br>6.1.76                   | Ramachettipalayam                   |
| 44.   | Teaching jute bag                                       | Demonstration                  | 19.11.75<br>20.11.75<br>23.11.75<br>26.11.75 |                                     |
| 45.   | Republic Day celebration                                | Meeting                        | 26.1.76                                      | Ramachettipalayam<br>Sundakkamuthur |
| 46.   | Inaugurating balwadi building                           | Meeting                        | 3.2.76<br>5.2.76                             | Ramachettipalayam<br>Sundakkamuthur |
| 47.   | Mahila mandal registered under B.G.M.S.                 | Home visit                     | 6.2.76                                       | Ramachettipalayam<br>Sundakkamuthur |

Contd....

| S.No. | Purpose  | Method                 | Date               | Places                              |
|-------|--|------------------------|--------------------|-------------------------------------|
| 48.   | Imparting knowledge                            | Exhibition             | 8.2.76             | Ramachettipalayam                   |
| 49.   | Testing the skill and knowledge                | Competition            | 9.2.76<br>10.2.76  | Ramachettipalayam<br>Sundakkamuthur |
| 50.   | Evaluating the parents teachers & club members | Observation & Question | 12.2.76<br>13.2.76 | Ramachettipalayam<br>Sundakkamuthur |
| 51.   | Valedictory function                           | General meeting        | 14.2.76            | Sundakkamuthur                      |

#### F. Evaluation of the Youth Clubs:

The outcomes of the youth clubs were evaluated in terms of the

1. Leadership qualities developed by the members of the youth clubs

and 2. behavioural changes in the members of the youth clubs.

#### 1. Leadership qualities developed by the members of the youth clubs:

Evaluation of this aspect was done on three angles namely,

a. Self evaluation by the members of the youth clubs

b. Assessment of the leadership qualities of the members of the youth clubs by the investigator

and c. Evaluation of the contribution of youth clubs by local leaders and parents of the members of the youth clubs.

#### a. Self evaluation by the members of the youth clubs:

The investigator helped the members of the youth clubs to evaluate themselves in terms of the leadership qualities they possessed, using a criteria sheet (Appendix II). This was done once in the beginning as soon as the clubs were started and once again at the completion of the project. The differences in

the answers to the questions in the criteria sheet indicated the percentage of members improving in the leadership qualities, as expressed by themselves.

**b. Assessment of the leadership qualities of the members of the clubs by the investigator:**

A check list (Appendix IV) was administered by the investigator in the beginning to identify the leadership potentialities in the members. The investigator kept a close watch over the members throughout the project period and again evaluated them using the same check list. From this the increase in the percentage of members possessing the various qualities was assessed.

**c. Evaluation of the contribution of youth clubs by local leaders and parents of the members of the youth clubs:**

All efforts to make the impact of the youth clubs on the rural community were made, by designing projects and providing experiences for the members to take part in local organisations and community service, and thereby develop and strengthen local leadership. Therefore, the impressions of the rural community about the youth clubs were elicited using a questionnaire (Appendix V). The respondents were school Headmaster, teachers, balasevika and the parents of the members of the youth clubs.

**B. Behavioural changes in the members of the youth clubs:**

Behavioural changes in the members of the youth clubs were assessed in terms of

1. Improvement in knowledge
2. Development of skills

3. Formation of desirable attitudes towards the activities of the youth clubs

and 4. Adoption of the messages learnt in the youth clubs.

1. Improvement in knowledge:

Many of the activities and experiences provided to the members of the youth clubs pertained to health and nutrition. Therefore the investigator planned to assess the nutritional knowledge of the members which in turn would indicate the general receptiveness of the members to new knowledge. A nutritional knowledge test (Appendix VI) was administered prior to starting the project and also was repeated at the completion of the project. The difference in scores obtained by the members revealed the changes in terms of knowledge.

2. Development of skills:

Competitions were conducted to judge the skills developed by the members in cooking, stitching and preparation of toys utilising indigenous and waste materials.

3. Formation of desirable attitudes towards the activities of the youth clubs:

The attitudes of the members of the youth clubs had towards their clubs were found out based on the following:

- a. Extent of participation of the members of the youth clubs in the various activities
- b. Benefits accruing to the members from their participation in the youth clubs
- c. Views of the members about the various activities of the youth clubs

and d. Suggestions given by the members for the improvement of the youth clubs.

a. Extent of participation of the members of the youth clubs in the various activities:

The extent of participation of the members in the various activities was judged from the attendance register maintained for both the clubs. This would reveal the inclination of the members to participate in the various experiences provided.

b. Benefits accruing to the members from their participation in the youth clubs:

The statement of benefits from their participation in the youth clubs would also indicate the positive attitudes of the members towards their clubs. Therefore this was used as an index for knowing the attitudes of members. A schedule (Appendix VII) was administered to the members at the completion of the project, which called for information on the benefits derived by the members from the youth clubs.

c. Views of the members about the various activities of the youth clubs:

The opinions of the members of the youth clubs on the various activities and experiences provided were elicited through the schedule given in Appendix VIII.

d. Suggestions given by the members for the improvement of the youth clubs:

Suggestions are reflective of careful evaluation of a project or process. Therefore suggestions of the members of the clubs for improvement were taken as indicators of their attitudes towards the youth clubs and their judgement of the performance of the clubs. These suggestions were elicited through the schedule presented in Appendix VIII.

**4. Adoption of the messages learnt in the youth clubs:**

The adoption of the ideas and messages was judged in terms of,

- a. the extent of adoption of the message for home improvement
- and
- b. the extent of participation of the members in community activities.

**a. The extent of adoption of the messages for home improvement:**

The investigator kept a record of the members who followed up the activities taught or the message communicated in the youth clubs, in their own homes. For instance, the number of members who have adopted 'Hay box' method of cooking or 'Janata Refrigerator' as a result of their attending the demonstrations was noted down.

**b. The extent of participation of the members in community activities:**

The investigator maintained a record of the members who continued to take part in community activities such as assistance in the school lunch programme, school garden project, balwadi feeding programme, educational programme and games in the balwadis. The cumulative record indicated the extent of participation of the members.

Chapter IV deals with the outcomes of the two youth clubs, on the above stated lines.

#### IV. RESULTS AND DISCUSSION

The results of the study are presented and discussed under the following headings:

- A. Leadership qualities developed by the members of the youth clubs
- and B. Behavioural changes evinced in the members of the youth clubs.

A. Leadership qualities developed by the members of the youth clubs:

This aspect of discussion is done from three angles namely,

- 1. Self evaluation by the youth club members
- 2. Investigator's evaluation of the youth club members
- and 3. Evaluation of the youth clubs by the local leaders and parents of the members of the club.

1. Self evaluation by the youth club members:

The answers to the questions in the check list both before the after the project are given in Table III. The difference indicates the percentage of members stating that they had developed the specific leadership qualities, as a result of their participation in the youth club activities.

TABLE III

## LEADERSHIP QUALITIES DEVELOPED BY THE YOUTH CLUB MEMBERS.

| S.No. | Leadership qualities                              | Percentage of members possessing the qualities |                   |            |                    |                   |            |
|-------|---|--|-------------------|------------|--------------------|-------------------|------------|
|       |   | Y1   |                   |            | Y2                 |                   |            |
|       |   | Before the project                             | After the project | Difference | Before the project | After the project | Difference |
| 1.    | Interest to work in groups                        | 22   | 83                | 61         | 32                 | 75                | 43         |
| 2.    | Ability to listen to others                       | 47   | 84                | 37         | 22                 | 81                | 59         |
| 3.    | Ability to motivate others                        | 19   | 88                | 69         | 17                 | 85                | 68         |
| 4.    | Ability to adjust                                 | 41   | 91                | 50         | 22                 | 65                | 43         |
| 5.    | Interest to share ideas                           | 36   | 89                | 53         | 15                 | 78                | 63         |
| 6.    | Ability to guide                                  | 3  | 88                | 85         | 2                  | 81                | 79         |
| 7.    | Faith in others                                   | 47   | 88                | 41         | 56                 | 94                | 38         |
| 8.    | Willingness to follow group rules and regulations | 33   | 96                | 63         | 46                 | 93                | 47         |
| 9.    | Ability to solve problems                         | 6  | 72                | 66         | 2                  | 56                | 54         |
| 10.   | Ability to take initiative                        | 13   | 72                | 59         | 5                  | 69                | 64         |
| 11.   | Ability to plan work                              | 44   | 84                | 40         | 41                 | 78                | 37         |
| 12.   | Self confidence                                   | 32   | 91                | 69         | 7                  | 83                | 76         |
| 13.   | Service mindedness                                | 13   | 76                | 63         | 23                 | 56                | 33         |
| 14.   | Ability to express ideas before an audience       | 3  | 69                | 66         | 2                  | 45                | 43         |
| 15.   | Willingness to take up leadership                 | 6  | 91                | 85         | 3                  | 82                | 79         |
| 16.   | Interest to interact with leaders                 | 19   | 88                | 71         | 12                 | 76                | 64         |
| 17.   | Ability to interact with officials                | 3  | 69                | 66         | 2                  | 58                | 56         |
| 18.   | Interest for exploration                          | 31   | 84                | 53         | 2                  | 59                | 56         |

Note:- Y1 is the youth club at Ramachettipalayam village  
 Y2 is the youth club at Sundakkamathur village  
 These keys will be used throughout this chapter.

More than 60 per cent of the members of the youth clubs of both the villages improved tremendously in their leadership qualities namely willingness to take up leadership responsibility, ability to guide, interest to work with other leaders, ability to motivate others and self confidence. The other qualities in which remarkable improvement was found were ability to solve problems, ability to express, service mindedness, interest to work with officials, ability to share ideas, and willingness to take initiative. On the whole, the exposure of the members to the various projects of the youth clubs gave the assurance and confidence to the members that they were developing in their leadership potentialities (Figure 16).

## 2. Investigator's evaluation of the youth club members:

The investigator's observation and assessment of the leadership qualities developed by the members of the youth club are given in Table IV.

# LEADERSHIP QUALITIES DEVELOPED BY THE YOUTH CLUB MEMBERS.

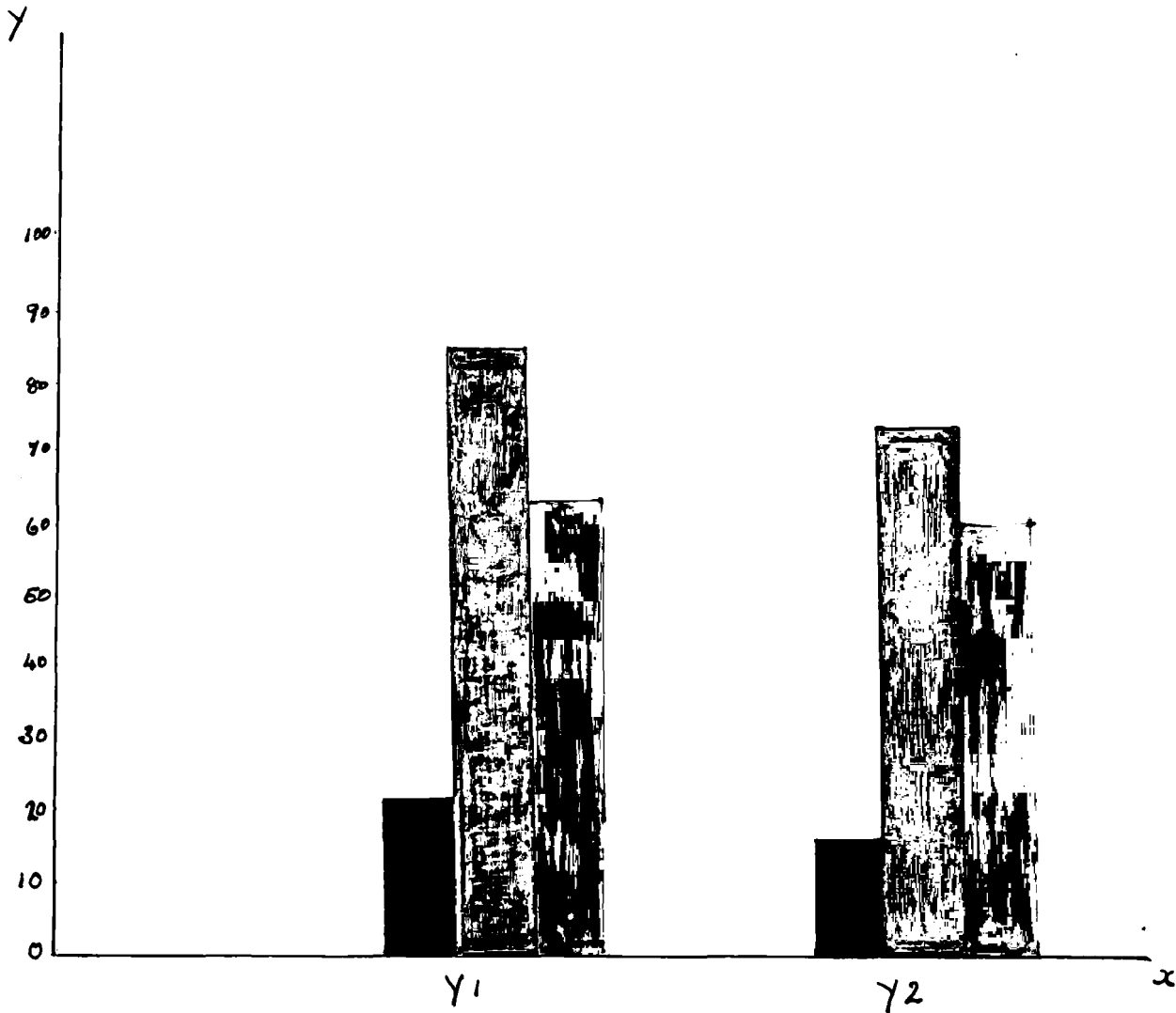


FIGURE 16

Y1 - YOUTH CLUB 1

Y2 - YOUTH CLUB 2

■ BEFORE THE PROJECT

■ AFTER THE PROJECT

■ DIFFERENCE IN SCORES

TABLE IV

LEADERSHIP QUALITIES DEVELOPED BY THE MEMBERS OF THE YOUTH CLUBS  
AS EVALUATED BY THE INVESTIGATOR

| S.No. | Leadership qualities  | Percentage of members possessing the qualities |                         |                                       |                               |                              |                                  |
|-------|-----------------------|--|-------------------------|---------------------------------------|-------------------------------|------------------------------|----------------------------------|
|       |                       | Y1   |                         | Per-<br>cent-<br>age<br>incr-<br>ease | Y2                            |                              |                                  |
|       |                       | Before<br>the<br>project                       | After<br>the<br>project |                                       | Before<br>the<br>proj-<br>ect | After<br>the<br>proj-<br>ect | Perce-<br>ntage<br>incr-<br>ease |
| 1.    | Co-operation          | 21   | 78                      | 57                                    | 27                            | 75                           | 48                               |
| 2.    | Punctuality           | 35   | 86                      | 51                                    | 21                            | 76                           | 55                               |
| 3.    | Self confidence       | 12   | 75                      | 53                                    | 18                            | 66                           | 48                               |
| 4.    | Originality           | 6  | 51                      | 45                                    | 3                             | 45                           | 42                               |
| 5.    | Faith in others       | 28   | 86                      | 58                                    | 31                            | 78                           | 47                               |
| 6.    | Patience              | 50   | 88                      | 38                                    | 45                            | 92                           | 47                               |
| 7.    | Friendliness          | 45   | 91                      | 46                                    | 42                            | 86                           | 44                               |
| 8.    | Service mentality     | 9  | 62                      | 53                                    | 12                            | 82                           | 70                               |
| 9.    | Organising ability    | 6  | 51                      | 45                                    | 3                             | 48                           | 45                               |
| 10.   | Ability of expression | 4  | 52                      | 48                                    | 4                             | 56                           | 52                               |
| 11.   | Judgement             | 3  | 45                      | 42                                    | 3                             | 48                           | 45                               |
| 12.   | Ability for guidance  | 6  | 51                      | 45                                    | 3                             | 56                           | 53                               |
| 13.   | Simplicity            | 48   | 91                      | 43                                    | 39                            | 89                           | 50                               |
| 14.   | Skill in doing work   | 12   | 82                      | 70                                    | 18                            | 76                           | 58                               |
| 15.   | Activeness            | 45   | 88                      | 43                                    | 48                            | 89                           | 41                               |
| 16.   | Hospitality           | 52   | 96                      | 44                                    | 28                            | 72                           | 44                               |
| 17.   | Sociability           | 32   | 78                      | 46                                    | 35                            | 58                           | 23                               |
| 18.   | Sympathy              | 15   | 56                      | 41                                    | 18                            | 48                           | 30                               |
| 19.   | Enthusiasm            | 26   | 68                      | 42                                    | 38                            | 78                           | 40                               |
| 20.   | Obedience             | 51   | 94                      | 43                                    | 62                            | 96                           | 34                               |

While all the members of the two youth clubs showed definite improvement in the various leadership qualities, the investigator could notice remarkable improvements with regard to qualities such as skill in doing work, punctually and

service mentality in the case of both the clubs and in qualities such as co-operation, self confidence and faith in others in Ramachettipalayam club and in ability to express as well as guide others and in simplicity in the case of the clubs members of Sundakkamuthoor.

3. Evaluation of the youth clubs by local leaders and parents of the members of the clubs:

The rural community as represented by local leaders and parents of the club members could pinpoint the outcomes of the youth clubs (Table V).

TABLE V

EVALUATION OF THE YOUTH CLUBS BY LOCAL LEADERS AND PARENTS OF THE MEMBERS OF THE CLUBS

| S.No. | Outcomes  | Percentage of leaders and parents stating      |  |
|-------|---|--|--|
|       |   | Ramachettipalayam<br>Total respondents<br>(36) | Sundakkamuthoor<br>Total respondents<br>(44) |
| 1.    | Construction of the balwadies was speeded up                      | 100  | 100  |
| 2.    | Cultural programmes were educational to the entire community      | 86   | 92   |
| 3.    | Vaccination drive benefitted the villages                         | 73   | 76   |
| 4.    | Celebration of national festivals created community consciousness | 62   | 58   |
| 5.    | All round improvement of the girls was made possible              | 54   | 49   |

Thus the community around could also enumerate the outcomes of the youth clubs, which is indicative of the positive role of such clubs in nation building.

**B. Behavioural changes evinced in the members of the youth clubs:**

The behavioural changes taking place in the members as a result of their participation in the various activities of the youth clubs were observed to be the following:

1. Improvement in nutritional knowledge
  2. Development of skills
  3. Formation of desirable attitudes towards the activities of the youth clubs
- and
4. Adoption of the messages learnt in the youth clubs.

**1. Improvement in nutritional knowledge:**

Table VI presents the improvement in the nutritional knowledge of the members of the youth clubs, as a result of their exposure to the activities and programmes in connection with nutritional improvement.

TABLE VI

## IMPROVEMENT IN THE NUTRITIONAL KNOWLEDGE OF THE MEMBERS OF THE YOUTH CLUBS

| S.No. | Percentage scores<br>(in range) | Percentage of members in the range |                      |                       |                      |
|-------|---------------------------------|------------------------------------|----------------------|-----------------------|----------------------|
|       |                                 | Y1                                 |                      | Y2                    |                      |
|       |                                 | Before the<br>project              | After the<br>project | Before the<br>project | After the<br>project |
| 1.    | 10-20                           | 30                                 | —                    | 40                    | —                    |
| 2.    | 21-30                           | 47                                 | —                    | 58                    | —                    |
| 3.    | 31-40                           | 23                                 | —                    | 2                     | —                    |
| 4.    | 41-50                           | —                                  | —                    | —                     | —                    |
| 5.    | 51-60                           | —                                  | 7                    | —                     | 2                    |
| 6.    | 61-70                           | —                                  | 23                   | —                     | 17                   |
| 7.    | 71-80                           | —                                  | 33                   | —                     | 43                   |
| 8.    | 81-90                           | —                                  | 20                   | —                     | 29                   |
| 9.    | 91-100                          | —                                  | 17                   | —                     | 9                    |

It is highly interesting and heart warming to note that the opportunities provided to the members of the youth clubs to improve their nutritional knowledge such as exhibition, puppet show, cooking demonstrations and use of visual aids were beneficial to a great extent reflecting in a remarkable improvement in the nutritional knowledge scores of the members.

A comparison of the improvement in knowledge scores reveals that more members of Sundakkamuthur village (81 per cent) obtained more than 70 per cent scores when compared to only 70 per cent from Ramachettipalayam. This may perhaps be due to the higher educational standard of the girls in the former village.

## 2. Development of skills:

The skills developed by the members of the youth clubs as judged through the competitions conducted in preparing a recipe, stitching and toy making with waste materials are shown in Table VII.

TABLE VII  
SKILLS DEVELOPED BY THE MEMBERS OF THE YOUTH CLUB

| S.No. | Percentage scores<br>(Range) | Percentage of members in the range |    |           |    |            |    |
|-------|------------------------------|------------------------------------|----|-----------|----|------------|----|
|       |                              | Cooking                            |    | Stitching |    | Toy making |    |
|       |                              | Y1                                 | Y2 | Y1        | Y2 | Y1         | Y2 |
| 1.    | 0-10                         | -                                  | -  | -         | -  | -          | -  |
| 2.    | 11-20                        | -                                  | -  | -         | -  | -          | -  |
| 3.    | 21-30                        | 4                                  | 2  | -         | -  | -          | -  |
| 4.    | 31-40                        | 20                                 | 39 | -         | -  | -          | -  |
| 5.    | 41-50                        | 43                                 | 28 | -         | -  | -          | -  |
| 6.    | 51-60                        | -                                  | -  | 18        | 20 | 43         | 6  |
| 7.    | 61-70                        | 33                                 | 31 | -         | -  | -          | -  |
| 8.    | 71-80                        | -                                  | -  | 36        | 33 | 48         | 48 |
| 9.    | 81-90                        | -                                  | -  | 45        | -  | -          | -  |
| 10.   | 91-100                       | -                                  | -  | 46        | 47 | 9          | 46 |

Nearly one third of the members developed good <sup>skill in</sup> cooking, while 65 per cent members developed good talents in stitching, in both the villages. On the other hand, there is wide variation in the percentage of members of the two clubs developing skills in toy making. More number of members of the youth club at Sundakkamuthoor evinced skills in toy making when compared to those in the other village owing to the fact that the school going girls of the former village were fascinated by this project.

**3. Formation of desirable attitudes towards the activities of the youth clubs:**

The attitudes of the members towards the clubs were elicited from the

- a. Extent of participation of the members of the youth clubs in the various activities
  - b. Benefits accruing to the members from their participation in the youth club
  - c. Views of the members about the various activities of the youth clubs
- and
- d. Suggestions given by the members for the improvement of the clubs.

**a. Extent of participation of the members of the youth clubs in the various activities:**

From the attendance registers maintained for both the clubs, the percentage of attendance of the members was calculated.

Table VIII illustrates the percentage attendance of members of both the clubs, for the various activities.

TABLE VIII

**ATTENDANCE OF MEMBERS IN THE YOUTH CLUBS FOR THE VARIOUS ACTIVITIES**

| S.No. | Percentage attendance<br>(Range) | Percentage of members |     |
|-------|----------------------------------|-----------------------|-----|
|       |                                  | Y 1                   | Y 2 |
| 1.    | 40-50                            | 7                     | 3   |
| 2.    | 51-60                            | 35                    | 9   |
| 3.    | 61-70                            | 16                    | 18  |
| 4.    | 71-80                            | 24                    | 36  |
| 5.    | 81-90                            | 39                    | 27  |
| 6.    | 91-100                           | 9                     | 7   |

A large majority of the members of both the clubs had an attendance of more than 60 per cent, which is highly encouraging and indicative of the enthusiasm of these young rural girls in acquiring novel experiences (Figure 17).

In order to find out as to which activities were appealing to the club members the attendance for the various activities was compared (Table IX).

TABLE IX

## COMPARISON OF ATTENDANCE OF THE MEMBERS FOR THE VARIOUS ACTIVITIES

| S.No. | Activities                                     | Percentage attendance of the members |     |
|-------|--|--------------------------------------|-----|
|       |  | Y 1                                  | Y 2 |
| 1.    | Activities for developing leadership qualities | 94                                   | 72  |
| 2.    | Participation in community service             | 72                                   | 56  |
| 3.    | Activities for developing skills               | 67                                   | 63  |
| 4.    | Educational projects                           | 66                                   | 81  |
| 5.    | Activities for raising the economic status     | 63                                   | 69  |
| 6.    | Activities for enhancing aesthetic sense       | 42                                   | 51  |

It is interesting to find that activities meant to develop the leadership potentialities in the youth elicited maximum participation on one village (Ramachettipalayam). This village is a compact village and the members were approachable to one another. On the other hand the other village Sundakkamuthoor was bigger in size and scattered in nature, which inhibited interaction between one another. Furthermore, 21 out of the 35 members of the club in this village were school going as against only six out of 30 in Ramachettipalayam village.

# COMPARISON OF ATTENDANCE OF MEMBERS FOR THE VARIOUS ACTIVITIES

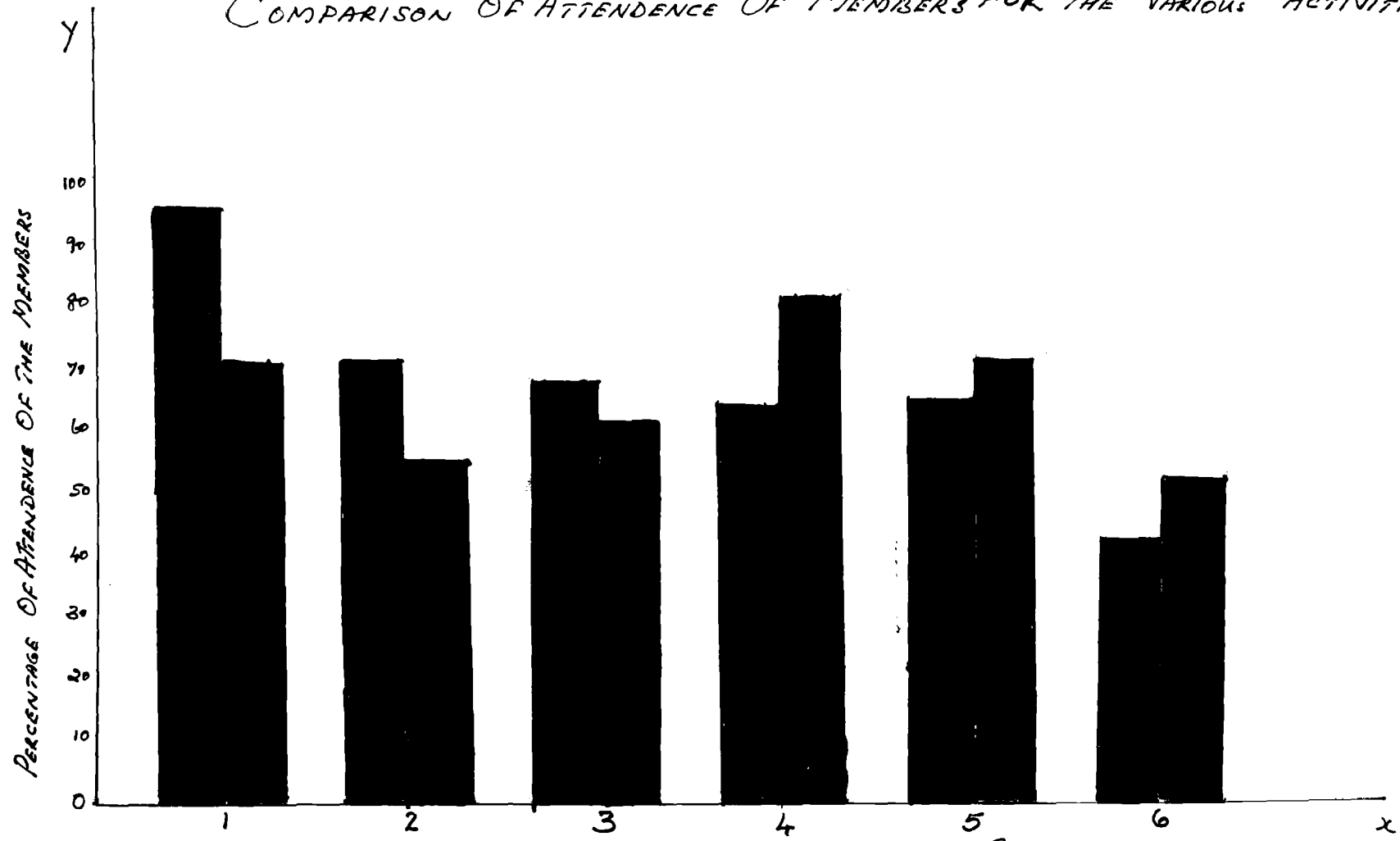


FIGURE 17

1. ACTIVITIES FOR DEVELOPING LEADERSHIP QUALITIES
2. PARTICIPATION IN COMMUNITY SERVICES
3. ACTIVITIES FOR DEVELOPING SKILLS
4. EDUCATIONAL PROJECTS
5. ACTIVITIES FOR RAISING ECONOMIC STATUS
6. ACTIVITIES FOR ENHANCING AESTHETIC SENSE

■ Y1  
■ Y2

This may probably be the reason as to why the members of the youth club at Sundakkamuthoor derived greater participation in the educational projects. The same reasons can be attributed to greater participation of the members of the youth club of Ramachettipalayam village in community service, when compared to those from Sundakkamuthur village (Figure 1J).

Activities meant for developing aesthetic sense did not elicit good response for the obvious reason of poor socio economic status of these rural girls. On the other hand, the remunerative activities also did not have full participation from the members since all could not afford to invest capital for initiating these economic activities.

b. Benefits accruing to the members from their participation in the youth club:

The benefits from the youth clubs as seen by the members are enumerated in Table X.

TABLE X  
BENEFITS FROM THE YOUTH CLUBS AS VIEWED BY THE MEMBERS

| S.No. | Benefits  | Percentage of members stating |    |
|-------|---|-------------------------------|----|
|       |   | Y1                            | Y2 |
| 1.    | Could visit new places                                | 100                           | 72 |
| 2.    | Learnt to use low cost labour saving devices          | 82                            | 86 |
| 3.    | Could improve knowledge on health and nutrition       | 78                            | 75 |
| 4.    | Learnt activities which would fetch income            | 62                            | 58 |
| 5.    | Learnt new skills (recipes)                           | 54                            | 58 |
| 6.    | Learnt to organise and conduct festivals and meetings | 43                            | 48 |

The members could specify the benefits from their participation in club activities, which are indicative of their need for exploration and improvement of knowledge and skills, mainly personal in nature. However more than 40 per cent members had expressed their participation in community activities, reflective of their favourable attitudes.

c. Views of the members about the various activities of the youth clubs:

The priorities laid down by the members of the youth clubs on the various experiences provided to them are given in table XI.

TABLE XI

VIEWS OF THE MEMBERS ABOUT THE VARIOUS ACTIVITIES OF THE YOUTH CLUBS

| S.No. | Experiences liked by the members            | Percentage of members stating |     |
|-------|---|-------------------------------|-----|
|       |   | Y1                            | Y2  |
| 1.    | Hay box demonstration                       | 100                           | 89  |
| 2.    | Demonstration of low cost vegetable storage | 100                           | 91  |
| 3.    | Cultural programme                          | 100                           | 100 |
| 4.    | Putting up exhibition                       | 100                           | 100 |
| 5.    | Jute bag making                             | 100                           | 100 |
| 6.    | Field trip                                  | 90                            | 88  |
| 7.    | Kitchen garden                              | 83                            | 80  |
| 8.    | Film shows                                  | 70                            | 91  |
| 9.    | Stitching                                   | 63                            | 47  |
| 10.   | Cooking demonstration                       | 60                            | 51  |
| 11.   | Flower arrangement                          | 43                            | 43  |
| 12.   | Fabric painting                             | 37                            | 17  |
| 13.   | Celebration of festivals                    | 33                            | 26  |
| 14.   | Kitchen arrangement                         | 23                            | 11  |
| 15.   | Anbar charka spinning                       | -                             | 100 |

Demonstration of the use of low cost and labour saving devices, cultural programme, exhibition, handicrafts, kitchen garden, field trips and cooking demonstration were preferred by a majority, of more than 60 per cent members in both the clubs. The economic programme namely ambar charka spinning was liked by all who participated in this activity.

d. Suggestions given by the members for the improvement of the youth clubs:

Table XII shows the suggestions given by the club members to improve the clubs.

TABLE XII

SUGGESTIONS OF THE MEMBERS FOR THE IMPROVEMENT OF THEIR CLUBS

| S.No. | Suggestions   | Percentage suggesting |    |
|-------|---|-----------------------|----|
|       |   | Y1                    | Y2 |
| 1.    | Continued help from the local leaders                                   | 93                    | 96 |
| 2.    | Guidance from Mukhya sevika or gram sevika                              | 82                    | 81 |
| 3.    | Financial help from Panchayat Union for conducting community activities | 72                    | 75 |
| 4.    | Technical assistance from Sri Avinashilingam Home Science College       | 61                    | 58 |

The suggestion given by the members of the clubs are positive and reflective of the identification, the clubs have made with the local community and their realisation of the role of officials and voluntary organisations.

4. Adoption of the messages learnt in the youth clubs:

This part of the discussion deals with two aspects:

- a. the messages adopted in the homes by the members  
and b. the extent of participation of the members in the community activities.

a. Messages adopted in the home by the members:

Table XIII presents the extent of adoption of messages useful for home improvement.

TABLE XIII

EXTENT OF ADOPTION OF MESSAGES USEFUL FOR HOME IMPROVEMENT

| S.No. | Messages adopted                | * Percentage of members adopting |    |
|-------|---------------------------------|----------------------------------|----|
|       |                                 | Y1                               | Y2 |
| 1.    | Novel recipes                   | 68                               | 36 |
| 2.    | Janatha Refrigerator            | 60                               | 46 |
| 3.    | Flower arrangement              | 46                               | 56 |
| 4.    | Hay box                         | 40                               | 54 |
| 5.    | Fabric painting                 | 10                               | 21 |
| 6.    | <u>Remunerative activities:</u> |                                  |    |
| a.    | Kitchen garden                  | 73                               | 90 |
| b.    | Handicrafts                     | 60                               | 66 |
| c.    | Poultry**                       | 57                               | -  |
| d.    | Stitching                       | 47                               | 27 |
| e.    | Ambar charka spinning           | -                                | 11 |

\* These percentages were worked out based on only the number of members of the clubs who were present for the specific activities and not on the total number of members of the clubs.

\*\* 63 per cent of the youth club members from both the villages already had poultry units. Hence this percentage was calculated taking into account only those who had no poultry units at the time of starting the club.

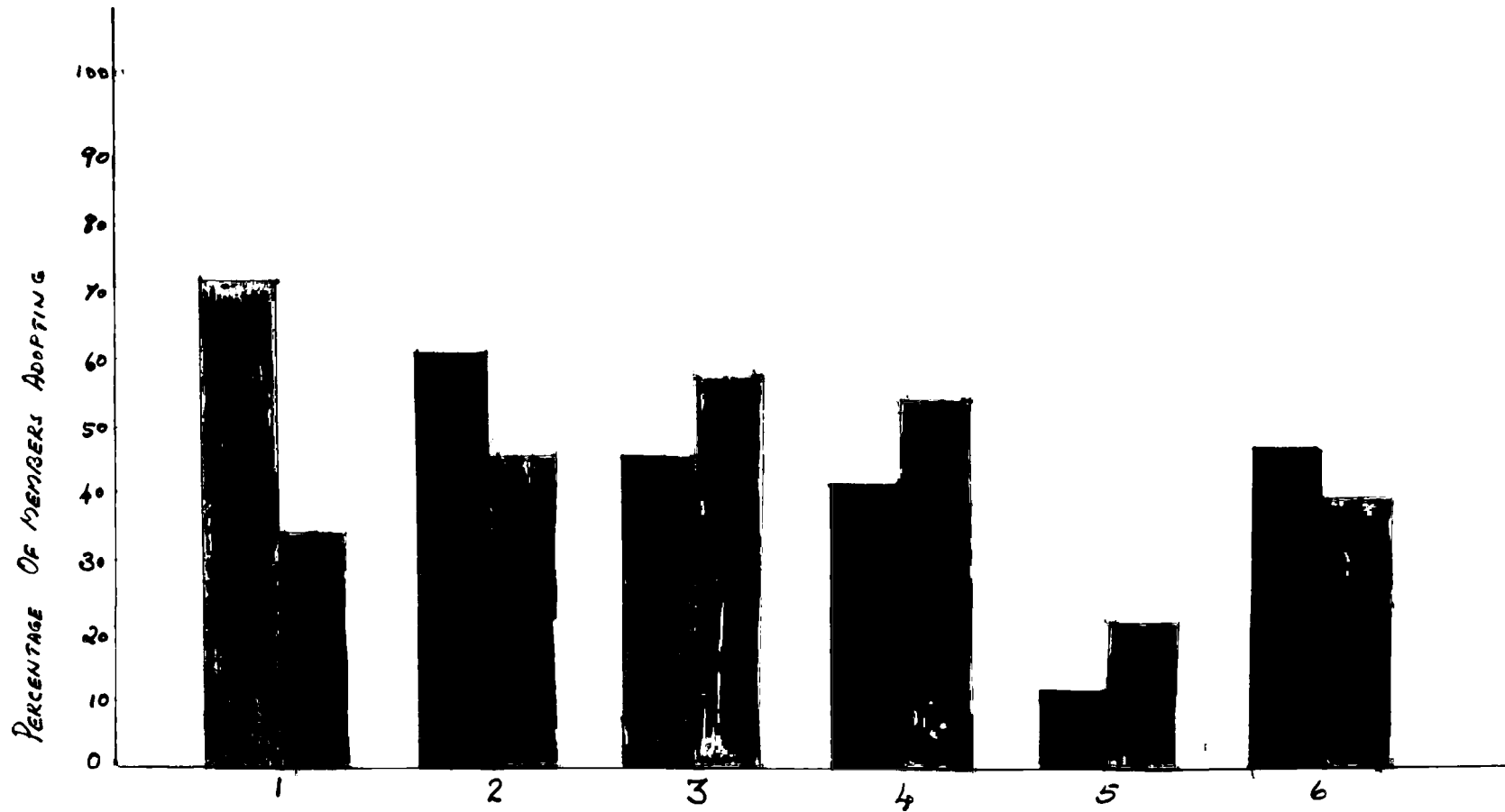
Among the non-remunerative activities novel recipes found a greater adoption followed by the use of 'Janatha refrigerator' and 'hay box'. These reflect that these ideas were within the reach of the youth club members. Further, flower arrangement using locally available cheap resources was also found to be acceptable while 'fabric painting', though it aroused initial enthusiasm could not be adopted owing to economic reasons.

In the case of remunerative activities kitchen gardening was adopted by a large majority and also sale of handicrafts. Stitching was not popular in Sundakkamuthoor for obvious reasons of lack of time on the part of the school going youth club members. Eleven per cent members from Sundakkamuthoor bought ambar charkas individually, to raise income (Figure 18 ).

b. Extent of participation of the members in community activities:

The frequency with which the members of the youth clubs participated in the community organisations is seen in Table XIV.

# EXTENT OF ADOPTION OF MESSAGES USEFUL FOR HOME IMPROVEMENT



1. NOVEL RECIPES

FIGURE 18

2. JANATHA REFRIGERATOR

3. FLOWER ARRANGEMENT

■ Y1

4. HAY BOX

■ Y2

5. FABRIC PAINTING

6. REMUNERATIVE ACTIVITIES

TABLE XIV

## EXTENT OF PARTICIPATION OF THE MEMBERS IN COMMUNITY ACTIVITIES

| S.No. | Participation in community organisations           | Percentage of members participating |              |             |        |              |             |
|-------|--|-------------------------------------|--------------|-------------|--------|--------------|-------------|
|       |  | Y1                                  |              |             | Y2     |              |             |
|       |  | Da-ily                              | Twice a week | Once a week | Da-ily | Twice a week | Once a week |
| 1.    | Helping in school lunch                            | 17                                  | 20           | 63          | 21     | 15           | 64          |
| 2.    | Helping in the school garden                       | 17                                  | 30           | 43          | 39     | 21           | 40          |
| 3.    | Helping in balwadi feeding programme               | 13                                  | 27           | 60          | 24     | 21           | 55          |
| 4.    | Helping in balwadi (teaching nutrition and health) | 7                                   | 16           | 77          | 15     | 24           | 61          |
| 5.    | Organising games in balwadi                        | 17                                  | 44           | 49          | 6      | 24           | 70          |
| 6.    | Stitching undergarments for balwadi children       | 33                                  | 23           | 44          | 42     | 15           | 43          |

Table XIV reveals the desirable attitudes developed by the members of the youth clubs towards the existing community organisations and their acceptance of their role as emerging leaders, in improving these community organisations. Motivation and recognition should be given to these members to sustain the identification they have developed with their own rural communities.

## V. SUMMARY AND CONCLUSION

Youth clubs were organised in two villages, Ramachettipalayam and Sundakkamuthoor with 30 and 35 members respectively. Some activities were common and some were conducted separately for both the clubs.

The out comes of the project are the following:

1. Leadership qualities were developed in the youth club members, paving the way for responsible and responsive citizenship.
2. Behavioural changes were observed in the members of the youth clubs which were in terms of better nutritional knowledge, improvement in skills in cooking, stitching and other essential homemaking activities, formation of desirable attitudes, realization of the benefits from the youth clubs and adoption of better home living practices
3. The initiation of youth clubs widened the horizon of the young rural girls and motivated them to participate in community services such as helping in the school and balwadi programmes and celebration of national and local festivals thereby creating community consciousness.
4. The youth clubs through their membership in the Coimbatore District Branch of the Bharathiya Gramsen Mahila Sangh, became part of a big national organisation for rural women which is a member of the International organisation "Associated Country Women of the World". This was indeed a commendable honour for these active young girls from the tiny village, who may blossom into great leaders in the future.

Thus the youth clubs for girls, in the short duration of their existence, brought forth both personal benefits for the members and helped the community at large. Suitable follow up work must be undertaken in these newly established clubs till they become self sustaining. The Block personnel, specially the Lady extension officers must extend their technical guidance and help to nurture these clubs. Incentives in the form of wide publicity and constant encouragement from officials, non-officials, parents and local leaders are also essential to lead these clubs in the path of progress and achievement.

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APPENDICES

APPENDIX I

INTERVIEW SCHEDULE TO BE ADMINISTERED TO THE RURAL YOUTH  
GIRLS TO ELICIT INFORMATION REGARDING NEEDS AND  
INTERESTS OF RURAL YOUTH GIRLS

Name of the Investigator :

Name of the Interviewee :

Name of the Village :

Type of Family : Nuclear  Joint

1. Family Background:

-----  
Sl. No. Name of the members Relation to the head of the Family Age Sex Educational Qualification Illi-terate Lite- Study- rate ing Occupation Income  
-----

-----  
2. Have you got a mahilamandal in this village?

Yes  No

3. Are you a member in the Mahilamandal?

Yes  No

4. If yes, what are the activities of your mahilamandal?

1 2 3 4

5. Do you like the idea of starting a separate youth club?

Yes

No

Reasons:-

1

2

3

4

6. How should the youth club be different from the mahāla mandal?

7. What help do you require to start such a club?

8. How Often should the youth club meet?

9. Among the women in your village whom do you consider as a leader or one fit to be a leader?

(give 3 names in the order of priority)

a)

1

2

3

b) Reasons:

1

2

3

4

10. What should be the activities of your youth club?

Group Projects

- a) School Gardening
- b) Food Preservation
- c) Home improvement
- d) Adult literacy
- e) Stitching

Individual Projects

- a) Kitchen Garden
- b) Pickle making
- c) Stitching
- d) Wire bag making

APPENDIX II

CRITERIA SHEET FOR SELF EVALUATION BY THE MEMBERS  
TO ASSESS LEADERSHIP QUALITIES

1. Are you interested to work in groups? Yes  No
2. Do you have the ability to listen to others? Yes  No
3. Do you have the ability to motivate others? Yes  No
4. Do you have the ability to adjust? Yes  No
5. Do you have the interest to share ideas? Yes  No
6. Do you have the ability to guide? Yes  No
7. Do you have faith in others? Yes  No
8. Are you willing to follow group rules and regulations? Yes  No
9. Do you have the ability to solve problem? Yes  No
10. Do you have the ability to take initiative? Yes  No
11. Do you have the ability to plan work? Yes  No
12. Do you have self confidence? Yes  No
13. Do you have service mentality? Yes  No
14. Do you have the ability to express ideas before the audience? Yes  No
15. Are you willing to take up leadership? Yes  No
16. Do you have the interest to interact with others? Yes  No
17. Do you have the ability to interact with officials? Yes  No
18. Do you have interest for exploration? Yes  No

APPENDIX III

NUTRITION SONGS TAUGHT TO THE BALWADI CHILDREN

1. பஞ்சை நிறக் கீரை  
செய்யுநிறத் தக்காளி  
வெள்ளைநிறப் பால்  
அப்படி என் பன்ன  
செய்யு நிற ரத்த ஓட்டத்திற்கு  
தினமும் வேண்டும் கீரை  
உறதியான உடல் வளர்க்கிக்கு  
பால் பழங்கள் காழ்கள் (பஞ்சை நிறக்கீரை)  
பஞ்சை நிறக் காழ்கள் அவசியத் தேவையே  
மஞ்சள் நிறக் காய்களையும் உள்ளது  
உயிர்க் சத்து (பஞ்சை நிறக் கீரை)

2. தக்காளி, காரட், கீரையும்  
கள்ளுக்கு ஒலியை தருமாமே  
நெல்லி, கொய்யா, எலமிச்சையும்  
பல்லிக்கு ஒலியைத் தருமாமே

3. சின்ன சின்ன கண்ணனுக்கு என்ன வேண்டும்  
வெள்ளை வெள்ளையாழி இருக்கும் பாஷ் வேண்டும்  
சின்ன சின்ன குழந்தைகளுக்கு என்ன வேண்டும்  
பருப்பு கீரைபுடி பாவாடி வேண்டும்

APPENDIX IV

CHECKLIST FOR EVALUATING LEADERSHIP QUALITIES OF THE  
MEMBERS BY THE INVESTIGATOR

| S.No. | Leadership qualities | Members                 |
|-------|----------------------|-------------------------|
|       |                      | 1, 2, 3, 4, 5...30...35 |
| 1.    | Co-operation         |                         |
| 2.    | Punctuality          |                         |
| 3.    | Self confidence      |                         |
| 4.    | Originality          |                         |
| 5.    | Faith in others      |                         |
| 6.    | Patience             |                         |
| 7.    | Friendliness         |                         |
| 8.    | Service mentality    |                         |
| 9.    | Organising ability   |                         |
| 10.   | Ability to express   |                         |
| 11.   | Judgement            |                         |
| 12.   | Ability for guidance |                         |
| 13.   | Simplicity           |                         |
| 14.   | Skill in doing work  |                         |
| 15.   | Activeness           |                         |
| 16.   | Hospitality          |                         |
| 17.   | Sociability          |                         |
| 18.   | Sympathy             |                         |
| 19.   | Enthusiasm           |                         |
| 20.   | Obedience            |                         |



APPENDIX VI

NUTRITIONAL KNOWLEDGE TEST ADMINISTERED TO THE YOUTH  
CLUB MEMBERS.

1. What are the food containing vitamin C?
2. Which vitamin is good for eye sight?
3. Which nutrient is good for the growth of bones and Heart?
4. What are the foods containing Vitamin B?
5. Which vitamin is good for nerves?
6. What is the good method for cooking rice?
7. Which vitamin is essential for nerves?
8. What are the foods containing iron?
9. Which is the best method for cutting vegetables?
10. Which is the fuel saving devices for cooking?

APPENDIX VII

SCHEDULE USED TO FIND OUT THE OPINIONS OF THE MEMBERS  
ABOUT THE YOUTH CLUBS

1. What are all the activities you had learnt?
2. Which activity do you like most? Why?
3. Do you like to have any modification of any activity?
4. Do you want to conduct any activity again which you consider important?
5. Have you got any suggestion for improving the activities of the club?
6. Will you continue to be a member in the club?
7. Will you take initiative to make others join in the club?

8. What are the benefits you got from joining the club?
9. What are all the activities which were interesting? Why?
10. What are the new skills learnt by joining in the club?