MOTIVATING YOUTH FOR RURAL DEVELOPMENT

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Introduction

INTRODUCTION

Rural India needs strong and vigorous leaders who can cope with the many problems that confront the country. The young people of today will have to take over the various responsibilities of managing the administration, politics, farms, factories and homes of tomorrow.

'Development' is building a bright future for every citizen utilizing his/her contribution (Devadas, 1975). The rural family, as the Food and Agricultural Organisation of the UN (FAO) maintains, is the basic unit of rural development. However, development efforts have so far focused only on economic growth. They need to revise their objectives to include the concept of total development, with the human being at the centre. Total development transcends purely economic dimensions and includes social considerations such as food habits, health practices, living conditions and employability and the whole spectrum of cultural and spiritual self realisation, creativity, quality of life and human rights. (Devadas and Ramathilagam, 1980).

Since the dawn of Independence, India has been making several attempts at rural development starting with the nation-wide Community Development Programme in 1952. It was launched with the objective of bringing about an overall improvement in the rural areas, transforming the mental outlook of the people, instilling in them the ambition for higher living, and the will and determination to work for the achievement of such

standards. The current Integrated Rural Development Programme (IRD) and the concept of area planning are the latest additions to the list of rural development efforts.

Integrated Rural Development aims at total development of the area and the people by bringing about the necessary institutional and attitudinal changes and by delivering a package of services through extension methods to cover not only the economic fields, such as, development of agriculture and rural industries but also the establishment of the required special infrastructure and services in the human areas of health and nutrition, education and literacy, basic civic amenities and family planning with the ultimate objective of improving the quality of life in the rural areas. (Sharma, 1980).

Public co-operation is the essential pre requisite for rural development. People's participation in the Community Development Programme was sought through several institutions and agencies such as the Panchayati Raj, Co-operatives, voluntary organisations and associate organisations like the Youth Associations (Youth Clubs) and Women's Associations (Mahalir Manrams).

Youth is a vital force in national reconstruction. Nevertheless, very limited efforts have been made in the past to create conditions for training youth and building their spirit into community development in order to harness their talents,

energy and creativity. It is an urgent need therefore to realise that India's development, depends on its young people. Youth programmes can make a fourfold contribution in balanced village development (Ministry of Community Development, 1957). Nearly 60 per cent of the vast population of India are youth. They are full citizens. The Constitution of India has conferred many privileges upon them. From the age of 15 or 16 years, young people make independent judgement of events and people. The attitudes and values they acquire in youth will be of lasting help to the nation as a whole. Therefore the country will benefit by inculcating wholesome attitudes and values in the minds of the young people.

The world increasingly and rightly is viewing young people as an asset rather than a problem. Youth are receptive to new thinking. They are willing to innovate. It is therefore of over riding importance to erect structures within which the resources of the young can be marshalled for socially beneficial tasks in the introduction of new crops, in the establishment of rural co-operatives, in the adoption of intermediate technology and in the delivery of health services in the broad field of IRD (Kuriakose, 1976).

According to Haque (1978), the makeup, and the preparation of youth predict the future of the nation. It is very essential therefore, to handle the sensitive youth with care.

Any investment in the younger generation in terms of money or materials would pay rich dividents to the nation. Massive investments, should be made both for formal and nonformal education in order to develop youth. Youth volunteers should be involved in programmes of education for rural development, with a motivation for rural uplift.

The strategy of directed change in agriculture and other fields of life through science and technology needs to take into account the individual recipients' requirements for training. Training is an effective tool in developing favourable attitudes, job competences, confidence and also willingness to adopt new technology. Every year more than five million youth, mostly rural, become earning members in the country. But, unfortunately about two thirds remain untrained and unskilled. An efficient programme of organising such rural youth and imparting vocational training to them is imperative to harness their energies for national development (Kulhari et al. 1977).

Avinashilingam (1967) advocates that a spirit of large hearted tolerance, of mutual 'give and take' and appreciation of ways in which people differ from one another must be cultivated in youth. The educational system should be so shaped and directed that it can inspire the future generations to acquire desirable qualities in the interest of national integration and development. Youth Clubs can fulfil this need.

The main objective of Youth Clubs is to provide an opportunity to youth in the rural areas to acquire the required knowledge, attitudes and skills for effective living and implementation of the development programmes. The clubs help youth also to discover their needs and explore new approaches and trends to fulfil them. Youth Clubs can serve also as organic links between the Village Panchayat, Co-operatives and the School.

Democracy can survive only when there is effective leadership.(Singh and Sharma, 1974). One of the most important objectives of the Community Development Programme in India, which is the largest democracy in the world, is to foster creative leadership amongst youth. The first and foremost step in organising youth for leadership is to train them for better involvement and participation in the programmes to develop the nation. Youth must be motivated to participate in rural development work. This investigation was aimed at organising and training youth from a selected area; to become effective leaders and take up activities for their village and self improvement, with the following specific objectives:

1. Study the aspirations of rural youth,
2. Find out the adult leaders' perception about participation of youth for rural development,

3. Analyse the methods of organising and strengthening youth for rural development,

4. Investigate the factors that determine the participation of youth in rural development,

and 5. Suggest ways and means of motivating the rural youth for active participation in rural development.

It is hoped that the findings of this study will help the rural development workers in studying the interests and aspirations of youth, and take appropriate steps to organise Youth Clubs and utilise the energies of youth for rural upliftment through proper motivation.

Review of Literature

II REVIEW OF LITERATURE

The review of the study was done on the following aspects:

A. Rural development at the cross roads,

and B. Youth in rural development.

A. Rural Development at the Cross Roads

Planning experts, policy makers, administrators, educationists, scientists and social workers regard that rural development is a solution to the problem of poverty in the developing countries. The objectives of rural development encompasses increased productivity and employment and thus higher income for target groups, as well as minimum acceptable levels of food, shelter, education and health. Rural development brings about the necessary institutional and attitudinal changes by delivering a package of services through extension methods to encompass not only the economic field but also the establishment of the required infrastructures and services in the areas of health and nutrition, education and literacy, basic civic amenities and family planning with the ultimate objective of improving the quality of life in the rural areas (Sharma, 1980).

Today's need:

According to Srivatsava (1977), the basic question is to satisfy the primary human needs in rural and backward areas. An approach is needed to upgrade the traditional skills,

improve occupational efficiency and introduce new opportunities for work and production oriented employment. National Institute for Rural Development (1974) and Duraiswamy (1977) are of the view that the rural poor, in view of their circumstances, do not get adequate opportunities to use their talents in the development of their community.

Zaheer (1976) opines that poverty has generally been defined as a form of relative deprivation. Poverty as defined in the Sixth Plan document has a global connotation, whereas strategies for attacking the problems it poses have to be seen as analysed from an operational perspective. The rural poor are: (a) those who have inadequate opportunities for development of owned resources, small and marginal farmers; (b) those who totally lack owned resources both physical and skills, for example, landless labour and artisans, and (c) those constituting socially backward groups, hither to left out of the pale of development programmes for example the tribes (Aurora, 1979). Kehal (1974) views that the poor are caught in a vicious cycle and because of it they have remained poor (Figure 1).

As early as in 1949 itself, Karantha said, what the poor villager wants to modernise his industry and to stand up to such competition, is a power driven machine, cheap and not complicated, easy to install, easy to work and get so efficient

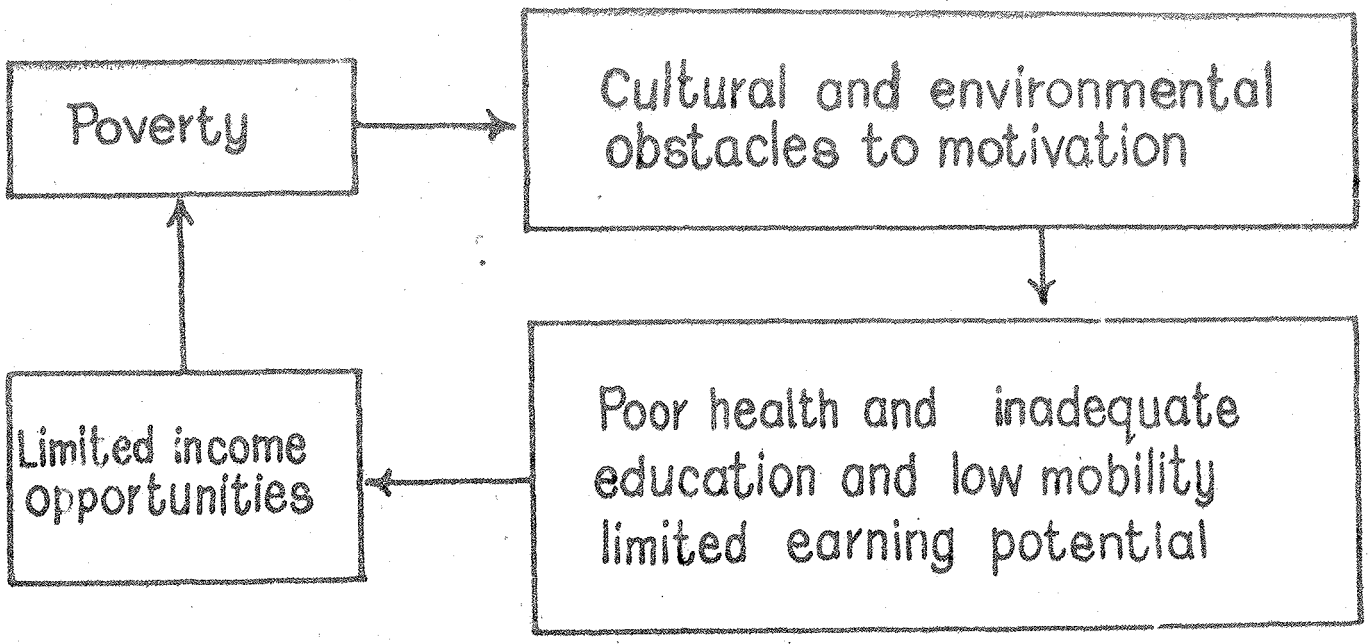


Figure. 1

that he can face the competion of the huge machines. Karantha (1950) again states that in the villages, it is usual for the earning member to support a number of dependents who are not able to find gainful occupation.

Efforts are being taken by the governmental and non-governmental agencies to eradicate the poverty in India. India 1978 gives details about the Community Development Programme in India. Since the launching of the Community Development Programme in 1952 and the introduction of Panchayati Raj later - there are at present 5,026 Community Development Blocks and 2,21,674 village panchayats in India.

The endeavour has been to create a suitable climate and provide a viable infrastructure for the allround development in the rural areas.

The essential specialist services are provided through the extension agency. Integrated Rural Development Programme was launched during 1976, which lays emphasis on tackling problems of unemployment and under employment and rural poverty by mobilisation and optimum utilisation of man power and other resources available in the rural areas (India, 1978).

Special programmes for the weaker sections such as Small Farmers Development Agency, Marginal Farmers and Agricultural Labourers Development Agency, Drought Prone Area Programme, Whole Village Development Programme, Integrated Rural Development Programme, etc., continued to receive special attention (India, 1978). Jaiswal et al (1978) traced that during the 1950's the agricultural development programme a part of the Community Development Programme which was set up with a multipurpose aim of carrying out various socioeconomic development programmes in the rural areas. The Department of Agriculture and Rural Development in the Ministry of Agriculture and Irrigation initiated a number of centrally sponsored schemes concerning agriculture and rural development.

According to Swaminathan (1976), Radhakrishnan (1977) and Subramaniam (1981) advances in technology open up new possibilities of changing the face of poverty. But in the absence

of fundamental socio economic changes, mere technological improvements also may have a perverse effect of aggravating polarisation and producing embarrassing surpluses in the midst of pervasive poverty as witnessed by large buffer stocks of food grains in the midst of hunger among millions of people.

Swaminathan (1976) asserts that on the basis of the malady remedy analysis, the nation can prepare the inventory of tasks-technological task, training task, credit supply task, credit insurance task, and so on, the whole series of inventory of tasks will have to be combined. As the next step, inventory of institutions and infrastructures available in that area must be done. That is what we call as task-~~pp~~ adoption approach. Natarajan (1976) opines that the technology evolved should be appropriate to the local needs and resources.

Singh (1976) states that the rural economy of country is characterised by the poverty, illiteracy and indebtedness of the people, the uneconomically low size of agricultural holdings, poor educational and health facilities, scarcity of drinking water, bad condition of roads or lack of roads, unemployment and so on. Development means the removal of all these evils.

Singh also states that a programme of action to bring about integrated rural development in the country should be based on the following four considerations:

(i) Production, income and employment in each village should increase appreciably.

(ii) Work out a pattern of development applicable to all the five and half lakhs villages of India, the implementation of which will impart an on going character to their progress.

(iii) A bold programme is needed to awaken the masses, makes them keenly desirous of improving their standards of living and then to have an increased economic activity and

(iv) Make a new approach to development planning with emphasis on village reconstruction.

Rao and Kuppuswamy (1976) confirm that by this integrated development we should aim at not only creating certain amenities but to create a change in the existing life and attitude and the task of the people we should aim to inspire and create an urge for development and at the same time provide certain basic community amenities.

Past experience have proved and it is still valid that rural development should emphasise a total attack of all the problems of rural areas. It cannot be segmental attack.

Problems are to be solved in their entirety as the problems are inter related in rural life. Rural development is a process by which the life of rural people is sought to be improved. It should ensure higher income, larger employment, security of life and equity in social and economic hierarchies. These and results are in our focus as objectives of planned economic development. But they remain unfulfilled. Planning models, strategies and administrative dictums appear to be inadequate and the well meant policies did not seep through far enough (Muthayya, 1980).

The reasons as emerged during the discussions on planning for current Five Year Plan period, are well identified and documented. The key limitation seems to be lack of integration and involvement of all in the planning process at the bottom level. The answer is to integrate the activities for comprehensive rural development. In this process, science and technology are brought to play a central role in maximizing the use of resources - natural, human and non human (Rajagopalan, 1976).

Leagans (1960) expressed that rural development in democratic societies is not a matter only, of plans and statistics, targets and budgets, technology and method, material aid and professional staff or agencies and organisations to administer

them. Rather it is effective use of these mechanisms as educational means for changing the mind of and actions of people in such ways that they "help themselves" attain economic and social improvements. Hence the process is one of working with people, not for them; of helping people become selfreliant, not dependent on others; of making people the central actors in the drama not the stage hands or spectators; in short, helping people by means of education, put useful knowledge to work for them. This process is the essence of extension education.

Without central emphasis on change through extension education, rural development programmes could easily drift into a condition of having their major focus on physical and quantitative achievements, thus overlooking qualitative gains. They could over emphasize physical activity and they could be motivated largely by the wish for Government aid promoted through governmental directives. Without emphasis on extension education as the central force, the approach could become something of pragmatic autocratic reliance on mechanical prescriptions of the ~~of~~ targets and a bureaucratic insistance on achieving them by autocratic force rather than democratic leadership (Leagans, 1960).

The educational process alone can help people to effect substantial and permanent improvements in their farms,

homes and communities. Programmes to achieve goals of any kind, whether economic development, social justice, or democractic growth - without emphasis on achieving the educational change in people that motivates and trains them to help themselves, cannot in the long run be successful in a democratic social order (Leagans, 1960).

Economic and social problems confronting people and their leaders are largely man made either by unwise design or by apathetic default. Whether, human problems are man made or imposed by nature, modern man has both the power and the resources to solve them, at least at the minimum level. This can be done through intelligent planning, acceptance of current technology and the application of modern methods through the individual and cooperative effort. But to do this requires acceptance of the idea of progress through educational change by the people and their leaders (Leagans, 1960).

Sharma and Malhotra (1977) opine that one most formidable and fundamental aspect of India's development effort has been to evolve a strategy to ameliorate the social and economic conditions of 50 per cent of the people of India who continue to live below the poverty line expecting something to turn up. Many half baked theories have advanced some adhoc

projects or schemes conceived and implemented inefficiently. Sporadic and isolated attempts launched and landed inadequate. Hence the problem continues to elude solution. Rural politics and administration are relatively complex systems with many sub-operating units and their interlinkages. It is not easy to findout the nature of transactions with their external environment.

Rural development as a concept and as a reality, has suffered intellectual importation, heavily biased by philosophical and methodological assumptions which are quite unrelated to the actual configuration of problem situations. Over the years, it has created ambivalence and equivocation among those who regard rural reconstruction as a faith and a masonry to the soil. It would be neither charitable nor compatible to blame wholly the lack of policy emphasis or even its clear articulation to account for the inadequate pace of rural development but the very nature of the process is extremely complex, requiring multi-dimensional approach and interdisciplinary knowledge (Sharma and Malhotra, 1977).

For accelerating the pace of rural development persistent and timely efforts are necessary to be undertaken but it has to be a package deal. Administrative and financial capabilities of rural governments are to be enhanced granting them greater opportunities for local planning and programme

implementation. The environmental context of the local political system improved by introducing land reforms and special programmes for the rural poor and last but not the least a comprehensive approach suitable to the location has to be adopted to work with minimum of friction and maximum of acceptance. The rural development approach relies heavily on science and technology news (Sharma and Malhotra, 1977).

Bawa (1975) opines that the 'green revolution' signified a technological break through in agricultural but not so much as a change in agrarian structure, leaving unsolved the problems of landless unemployed, underemployed and mass poverty. It is quite clear that the problem of unemployed and underemployed has not come under the grip so far. The 'green revolution' is likely to make the position still worse as the farmers are attracted to mechanisation. Inadequate facilities of infrastructure, credit mechinery and marketing in the face of ever rising costs of overheads dictated by general economic pressures have accentuated the position further. Tens of millions of people in the villages consider that urban settlement is the only hope of survival and bettering their miserable lot. The efforts of developing countries to raise income and living standards of their people, rest in a large measure on the success or failure of a wide variety of individual development projects such as, new industries, agriculture settlement

schemes, roads, urban inffastructures, agro based industries, rural industries and small scale industries.

Sharma (1980) views that as rural development, in essence a multifaceted subject, is a problem causing serious concern especially to developing countries at all stages of development. While it is true that India, the second most populous (626 million - mid 1977), has become the seventh most industrialized nation in the world, efforts to better the economic conditions of 80 per cent of the population who live in the rural areas have only been are partially successful.

Integrated rural development is a strategy package, seeking to achieve enhanced rural production and productivity, greater socio economic equity, spatial balance in social and economic development and broader based community participation in the process of development (Sharma and Malhotra, 1977).

Rural development is a complex phenomenon requiring consistent evaluation and constant vigil so that maximum benefit from the latest management strategies and policies is possible. An effective rural development programme must be backed by substantial learning inputs - formal, informal and non formal (Subramaniam, 1976, Sharma and Malhotra, 1977).

According to Sharma (1980) rural development is a mission and a liberating force. It is a thrust unravelling the potentialities of the latent and overt institutional and

attitudinal changes for the services of the rural poor. Efforts are made to liquidate the vested interests which act as sieves preventing the benefits of development to percolate down to the disadvantaged groups. At best, rural development attempts growth with social justice. When that is achieved, the rural poor could, and would, resolve most of their problems themselves.

Thaha (1979) and Rau (1980) state that integrated rural development is the accepted strategy for the development of rural areas, in the Sixth Five Year Plan. The dual objectives of rural development which have been underlined by the Planning Commission are: (i) increasing the production in agriculture and allied sectors and (ii) generating employment. Special emphasis has been laid on the development of target groups comprising small and marginal farmers, agricultural labourers and rural artisans who either do not own land or have inadequate land. In order to achieve the above objectives, optimum utilisation of land, water and human resources has been emphasised.

In view of the wide variations in the spatial distribution of resource endowments and location, specific area plans have been proposed to be prepared at the grass-root level. In this context, the general concensus is to adopt the Development Block as the planning unit and to integrate the

Block plans with the District and State level plans. It is also the policy of Government of India to dovetail the on going programmes in 300 and odd blocks, with the Integrated Rural Development Programme, depending on their relevance with respect to the areas. At the first instance 2000 Blocks have been proposed to be taken up for planned development. In addition, every year 300 Blocks will be added. Thus, by the end of the Sixth Plan, about 3500 Blocks will be brought under the Integrated Rural Development Programme. In this connection it is worth while to make a critical review of the criteria adopted in the selection of planning units and of the approach to planning itself (Thaha, 1979).

Avinashilingam (1981) states that rural development requires relatively a strong pattern of control and coordination and at the local level. Those rural development projects with relatively strong patterns at the local level seem to be the most successful. This involves strong local leadership, use of mechanisms to generate local commitment for project purposes, local ability, to influence decisions affecting them, representatives who are sensitive to local needs but able to command the resources necessary to get things done and at the appropriate time.

In his address at the FAO World Conference on Agrarian Reform and Rural Development in Rome, Nyerere (1979), the President of Tanzania expressed that rural development and the

diversification of the rural economy which it involves, will not take place without fundamental changes in the present approach to development and to government activities. These have to be redirected in order to encourage rural production and to ensure that the surpluses produced in the rural areas are not used for the development of the urban centres in the interests of the economy of the political elite.

A policy of rural development is thus a policy of national development. Rural development cannot be an extra, tagged on to the other policies of Government. That would be a continuation of the half hearted effort that has been going on until now. Rural development must be a description of the whole strategy of growth- the approach to development, and the prism through which all policies are seen, judged and given priority (Nyerere, 1979).

Rural development means development. It indicates an approach and the order of priorities. It involves every aspect of government and social activities. Rural development is a way of approaching development. It is not something different from it. It has to be tackled at two levels; nationally and internationally. At both levels, it is the only way in which we can hope to defeat absolute poverty as well as relative poverty. Poverty and riches are two sides of a single

coin in the modern world. To abolish poverty, one must create wealth. But the creation of wealth in itself does not abolish poverty. Wealth creation has to be accompanied by at least the reduction of riches, if poverty is to be eradicated (Nyerere, 1979).

At the international level, the struggle for rural development is, in essence, what the demand for a New International Economic Order is all about. There is no simplistic answer to it. Aid, trade, international credit and currency systems, shipping-the law and sea-all these and many other major questions of international relations are involved in the evolution of the a world rural development strategy (Nyerere, 1979).

Ensminger (1972) exhorts that it takes time to grow a tree. It takes time to develop India's basic and most precious underdeveloped resource - the village people. It will take generations of time to bring about the cultural transformation of village India and see the emergence of a new and significant village India - the India of the future. The objectives of integrated rural development should be to contribute to the:

Development of a strong economic base so that people will have most of the resources needed to do most of the things they want to do and needed to be done,

Develop people capable of making decisions based on alternatives and develop institutions through which people can work and to which government can relate,

Provision of parity of socio-economic cultural programmes, services and institutions for all the people regardless of caste,

Provision of employment opportunities in agriculture and non agriculture for all who want to and are able to work, and earn decent living,

and improvement of the quality of human life of all the people.

Devadas and Kulandaivelu (1975 & 1977) perceives development as the task of building a bright future for every citizen utilising his/her contribution. It involves stimulating the initiative of the rural poor families alongside of others. Rural family, as Food and Agricultural Organisation maintains is one of basic dimensions of rural development. Yet it has often been the one most neglected in national rural development planning.

As Avinashilingam (1975) says, everything that is done should have the raising of the rural poor as the aim. Development should be redefined in terms of man, all of man, whole of man, that is in terms of what happens to the last man (Adiseshiah, 1979).

Srivastava (1977) and Adya and Lahoti (1980) believe that rural development programmes should confine their activities to the rural poor and weak of the backward areas and the planning should be done family wise to those falling under the target groups, keeping in view their existing socio economic conditions, competences, capability, education, outlook, family structure, land and resources.

So far the strategies of rural development have suffered glaringly from loose planning (Azad, 1977) and from wide dispersal, fragmentation approach and overlapping of resources and organisations (Sahoo, 1979).

B. Youth in Rural Development

The role played by youth in rural development is reviewed from the following points:

1. Importance of youth
2. Leadership development
3. Organisation of youth

1. Importance of Youth:

India is a land of villages. It is primarily an agricultural country where 83 per cent of the people live in the villages. Of the human resources, a considerable size of ambitious, enthusiastic, receptive and able group is formed by the youth in the country. Among the youth, the greater number are the rural youth (Dubashi, 1960 and Kulhari *et al* 1977).

Youth is the supreme symbol of strength. Youth is always synonymous with vigour, action and change. The young men and women possess great power and have been in the forefront of all revolutionary movements in the world. History is witness to the fact that youth dared and changed the course of events of several walks of life throughout the world. They might have experimented with many ideas and faced failures, but ultimately achieved progress. They have prevented the stagnation of society (Sharma, 1975).

Devadas (1978) states that youth, whether rural or urban, who constitute the country's most abundant and energetic human resource are partners in development. They are the future leaders and vanguards of the nation. They are the community's assets. Their role in various spheres of national development must be defined and their energies and actions channelized towards realising it. They need to be utilized fully for changing the harmful beliefs and practices in the traditional rural or urban society, in order to make it progressive and democratic (Munshi, 1973).

The destiny of the nation lies in the hands of the youth, (Ministry of Community Development, 1957). Oatman(1968) views youth as the very stuff of the country, the keepers of its tradition, its strength and its failures; in short, its

continuity as well as progress. Youth possess the most desired condition of mind and body, 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 and Haque, 1978).

Youth make society youthful and dynamic. Their vigour and energy are the greatest assets of the nation (Aggarwal, 1974). Youth can play an important role in creating the proper climate for the success of various social and economic progress (Shinde, 1974).

Swami Vivekananda placed greatest hope in the youth of India. He said to them, "Accept the challenge of the modern times, stand up to your full heights, reestablish the dignity and divinity of man, go and instruct your bretheren in every village and home that the true religion constists in being dynamic, energetic, full of order and zeal" (Lakshman, 1963).

Deshmukh (1961) stressed that, youth can play a very vital role in the country's agricultural production and community programmes, provided they are properly inspired, initiated and trained to work cooperatively for their economic and socio cultural upliftment. RavindraKalsa (1976) views that the youth are the base for the progress of the country.

As Mahatma Gandhi felt and Srimathi Indira Gandhi feels, it is the village and the rural area which are to be developed first. Therefore, the youth in India can play an important role to develop the villages first and thereby India.

Youth are the best persons to engage in social service (Kumar, 1975). Indira Gandhi (1977) calls upon the youth to make the country's future beautiful. One would have to understand its rural aspect and the nation's personality as a whole. Combined with this, one's determination and discipline would really spur the process of the nation's growth.

Aggarwal (1974) states that the work done by youth during the Bihar flood in 1952-53, at the time of the Bangladesh refuge in flow in 1971, and recently in the drought affected areas has been commendable and admirable. In Youth Camps, young boys and girls not only get a sense of satisfaction but also enjoy working together. It gives them an opportunity to work collectively. The response to youth schemes such as 'Youth Against Famine' and 'Youth Against Dirt' has made it abundantly clear that young people in the country have idealism and dedication to give their best to the task of nation building (Ansari, 1975).

Maurya (1974) suggests that if the Asian societies are to be taken out of their present conditions of poverty, ignorance

and superstition, the young people of Asia would have to take up the challenge and work for the removal of these conditions. Youth can help the country tackle illiteracy and other social problems (Aggarwal, 1974). The educated and uneducated youth should create a social and cultural transformation (Das, 1976).

Youth must have greater opportunity, to recognise that they will get from their country tomorrow what they give her to-day. The nation expects them to aspire and to excel. The worlds of art, of thought and action beckon to them. There are new frontiers to cross, new horizons to reach and new goals to achieve (Indira Gandhi, 1976).

The future of youth depends on how fast and how well development takes place. So youth should first train themselves, and do well in whatever they have chosen to study, take up sports, because health is very important and then, if they can, they should take interest in other constructive programmes (Indira Gandhi, 1976).

Young people can make their constructive contribution to national development, through which society can benefit from the idealism and the sense of dedication of youth (Swami Gambhirananda, 1969 and Ansari, 1975).

According to Devadas (1979), rural and urban development should originate in the minds of youth, who have immense

responsibilities in shaping a new society. National policy should aim at providing opportunities to young people to enable them make constructive contributions to society and fulfil their aspirations through active and fruitful involvement in national efforts towards reconstruction (Munshi, 1973).

Youth is the stage of life, when through training and development, immaturity approaches maturity for work, marriage, social participation and cultural attainment. The period of youth stands for growth, development, preparation, action and leadership (Madan, 1973). Youth means 'action' said Swami Vivekananda. The Indian youth have significant roles to play in the growth and development of the nation. Youth is a complex of social and psychological correlates with its own role pattern, styles of thinking and modes of behaviour. It is a social force characterised by innovation, initiative and dynamism (Rao, 1974 and Nair, 1981).

Youth is a transitional period from childhood and to adulthood. The period of youth is the best time when the setting up of the mind and shaping the characters take place in human beings (Ramakrishna, 1962). Youth constitute about one fifth of the rural population of India. Youth are the store house of dynamism and creative activity that could be moulded in any constitutional and career making activity.

Rural youth with guidance and encouragement could be engaged in many worth while activities (Singh and Rao, 1965 and Singh and Kumar, 1977).

The future of Indian villages will be determined in large measure by their boys and girls. Born in a village, reared in a village, they will continue in predominant numbers to live their lives in a village. They can be led to become the most potent factors in village reconstruction (Alliband, 1980).

2. Leadership Development:

Sulaiman (1962) defines that leadership is a highly personal role with the leader carrying full responsibility for the direction of his followers. Ghosh et al (1967) and Kuppuswamy (1973) reveal that good leadership is based on the love and cooperation, service and self sacrifice.

Singh (1973) and Singh (1968) mention that leadership is a group process through which individuals initiate activities for achieving the common objectives of the community by working together, stimulating their abilities and resources and evolving an effective organisational or hierarchical pattern.

Rural leadership operates in informal situations also, because of the primary and intimate nature of its social interactions. Leadership is always relative to the situation and to group tasks and goals, group structure or organisation and to the population characteristics of the group including their culture.

Leadership is regarded as the process of initiating, directing, organising or controlling the behaviour of members of the community by those who hold positions of prestige power or authority (Sykes, 1974 and USDA, 1967). A leader is required to guide persons from darkness to light and from ignorance to literacy. People require leadership in every sphere of life (Kuppuswamy, 1973). Leadership has played an important role in human history since earliest times.

The present day crisis in India is the crisis of leadership which can give new dimensions to the people's role in accordance with the concepts of democracy and socialism (Cariappa, 1967 and Sachdeva, 1974). Gosh et al (1967) claim that leadership refers to that process whereby an individual directs, guides, influences or controls thoughts and feelings or behaviour of the other human beings. The development of leadership characteristics is not a day's task but it is a life long process. According to Auer and Ewbank (1954) and Airan (1969) the general purpose of any leadership is to mobilize and lead people to a position that is better than the existing one.

Leadership is not so much to "Lead" in the traditional sense as to be able to strive for excellence in the chosen walk of life and develop such relationships with one's fellow men that they would be drawn into the striving for excellence.

Garg (1960) and Singh (1963) say that most villages have several natural leaders. As workers gain experience in village development, new leaders emerge. The extension worker should find ways to use the natural leaders and to develop new ones. It is important to keep watch over the young leaders, giving them new leadership responsibilities as they develop.

The emergence of leadership and its functions in a group are determined by the structure and situation of the group. To understand the emergence of leadership one must consider not only the factors in the group situation and in the perception and wants of the fellows, but also the psychology of the potential leaders. There cannot be leaders without followers, and there cannot be followers without leaders (Kreoh, et al 1962). India found an allround and outstanding leadership in Gandhiji. India's freedom struggle is the shining example for such a leadership (Panchayat Aur Insan, 1972).

Youth leadership in the village cannot be generated artificially. If there is activity on the ground which has

captured the mind and attention of the youth, some one will automatically emerge as the leader to further accelerate that activity or to expand the fields of the activity (Dey, 1967 and Sen, 1969).

Leadership is the single factor that determines the success or failure of a programme (Garg, 1960). In order to improve the condition of the poor rural people, rural youth must be educated and 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).

The success of any extension programme in India depends largely upon the voluntary involvement of the people in the programmes. Local leaders have a great influence on the members of the community with regard to acceptance of or resistance to the new practices advocated. Leaders play a sing 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 (Lokhanda and Moulak, 1966). Aggarwal (1974) points out that in the march to prosperity, the country needs unity, solidarity, preparedness, sacrifice, hardwork, honesty and discipline. It requires leadership of the correct type for handling the youth.

Mahadeva (1965) stressed that, the young people are not so much in need of charitable services as imaginative leadership and intellectual challenge. They need leadership and service from energetic and perceptive adults who find life rich and full and worth sharing.

Dave (1976) urges youth to fully prepare themselves to shoulder the responsibilities of nation building. They should shake off the lack of sensitivity to happenings around them and be prepared to face all problems. Youth should prove themselves capable of taking over the leadership from the older generation. For this, seminars and discussions should be organised which will bring out the opinion of the youth community (Adiseshiah, 1976).

Reddy (1977) said that quicker development of the nation was possible only if it had effective and dynamic leadership. Unless leaders of great eminence bring the people of all regions together, take them into confidence, and inspire them, the nation cannot march ahead.

The success or failure of any developmental programmes depends much upon the capabilities of the leaders, their sincerity, selfless service, and inspiration from high idealsim (Ramaiah, 1976). Leadership traits which is the most patent influence in the dynamics of national development cannot be visualized, apart from the situation in which it functions.

Local leadership provides a solid foundation for democracy and local development. Leaders are to develop the village people to become self reliant, responsible and responsive citizens, capable and willing to participate effectively with knowledge and understanding in the building up of our nation (Ramaswamy, 1972).

Local organisations with effective leaders are to be developed to bring about desirable changes in the rural areas. The three basic institutions and the other village organisations play a vital role in developing leadership among men, women and youth (Avinashilingam, 1968; and Mistry, 1971).

Prasad (1968) states that the youth club work is an educational enterprise. It aims at helping youth to grow into useful, self reliant, independent and responsible adults. Khanna (1965) and USDA (1967) exhort youth to be the leaders of tomorrow to uphold India's honour and freedom.

It is vital and important to mobilise and guide rural youth to play their role in the development of the 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 energies of youth with other groups in the society with the common objective of introducing change in the individual members of the community (Salas, 1974).

According to Samiuddin (1977), a social scientist has to work on two important hypothesis in analysing the leadership pattern in the Indian Villages.

1) Leadership is the property of the group.
2) With a change in the group structure the leadership is also bound to change.

In a case study conducted by Chaudhary (1981), in three selected Districts of Rajasthan, it was concluded that with regard to the factors that have contributed to the securing of the present leadership position, the traditional status of the leaders in the society was found to be the most important. The important ingredients of the traditional status of the leaders were, the family, landed property, income and kinship. Social service record was the second important factor in securing the present position, and the caste factor stood third in the order of importance. Education and occupation also played some role in the process of winning positions of leadership.

Training for Leadership Development

Realising the great role the youth can play and the need to train them for leadership, efforts have been taken to involve youth in national programmes and movements, since the freedom struggle. Many special schemes officials and non-offi cial have been started to harness the potentialities of youth,

specially to meet the rural challanges both in terms of organising and enlightening rural youth and channelising their strength for solving rural problems. The nation wide Community Development Programmes gave due emphasis to the formation of rural youth clubs. The aims and objectives of the ~~ty~~ youth clubs are multidimensional and farreaching in content and contributions (NICD, 1967 and Rao, 1970).

Singh and Singh (1977) opine that the key to progress rests considerably with the quality of youth. But the rural youth in India continue to remain mostly illiterate and uninformed. Rural development depends on a variety of inter related factors of which education is an important one. There have been a number of schemes and programmes to pay attention for increasing the productive efficiency of the rural youth. The idea is to provide such avenues as can utilise the available energy of the youth for productive purposes and prepare them for a fruitful vocation in life.

In order to make use of youth for national development, adults must develop faith and confidence in the younger generation. Young men and women of today need training in leadership qualities. Hardwork is the only means of ~~to~~ success

and the young must from their inception be trained for hard-work and develop iron will and clear vision to enable them to take up the untiring mission of national prosperity (Singh and Singh, 1977).

According to Ulrey (1976) developing leaders and citizens for a social democracy is based on the essential ethical values such as, concern, openness, high integrity, search for truth, affection for others, nonviolence, service motives, tolerance, patience, justice, equity and courage to live such values.

The techniques, methods, institutions, patterns and experiences, essential in leadership training are:

1. Social service work for a period.

2. Group living for a period which emphasizes responsibilities, improved personal relations and local group discipline.

3. Retreats for short periods which are designed to help the individual find himself and his relations with others, and which also are used to build values and programmes.

4. Training and living experience in folk schools.

5. Living in cooperative colony for at least temporary periods.

6. The Ashram type of living meditation and group experiences as evolved by Mahatma Gandhi.

7. Activities based on the brotherhood aspects of religions.

8. Group incentives both economic and noneconomic.

9. Democratic evaluation processes in the administration and operation of programmes.

10. Repetitive use of the democractic group procedures and methods regularly in the life of the individual and family.

11. Regular participation in group dynamics and occasionally the sensitivity training by leaders and other citizens.

12. Training programmes to provide creative group and value experiences.

13. Participation in the repetitive sessions of the village cooperatives, the training and development centres and other democratic institutions.

Ramanujam et al (1977) and Chakraborty (1978) suggest that training in the areas of technical know-how is an important tool both for economic rehabilitation of the youth as well as an effective method in establishing their leadership in the community. In the context of technological development, voca-

tionalisation of youth training in the rural areas holds a promising start. Effective use of these opportunities will depend on the following factors.

1. Identification of effective youth groups in the villages.

2. Preparation of the members of youth group through programmes of recreation, education and occupation.

3. Vocationalisation of youth leadership training programmes.

4. Use of youth clubs as centres of custom service unit and extension services and

5. Forming service cooperatives with trained young men and women to promote economic development programmes on scientific lines.

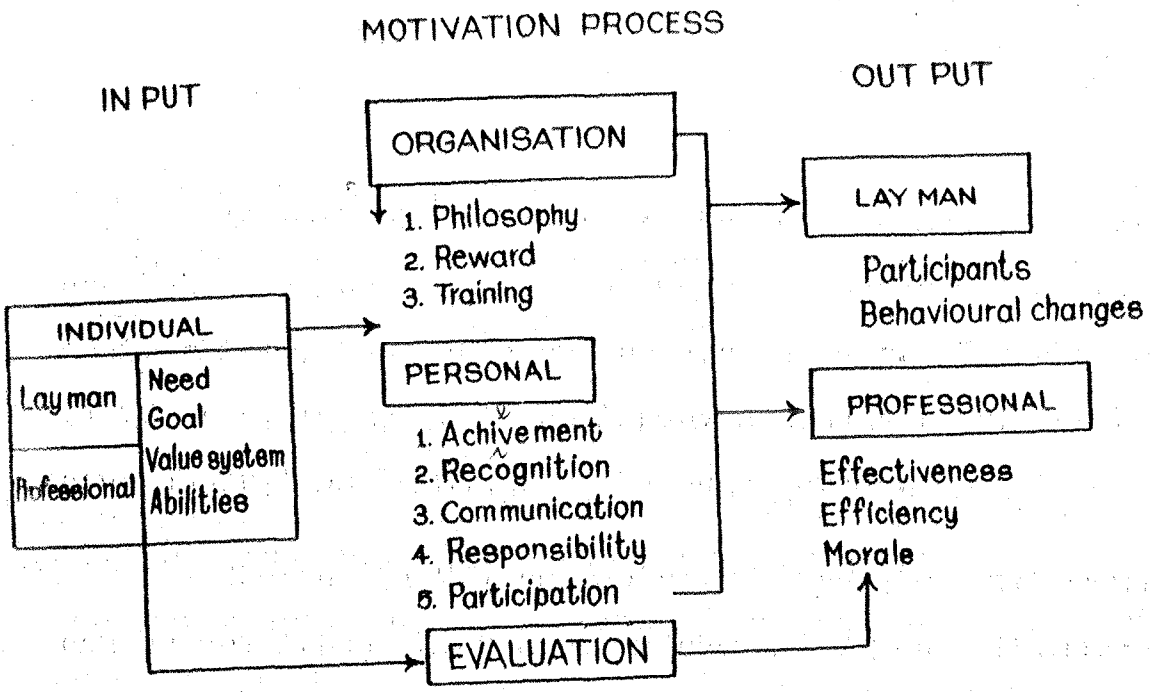
As Singh and Sharma (1974) hold, one of the important objectives of the Community Development Programme is to develop real and creative leadership amongst the village communitties. Youth leadership has been found to be useful for the village. Praharaj and Sinha (1980) pointout that leadership types as obtained in the village differing in levels of development has a significant part to play with regard to socio-economic changes and other related activities.

Adiseshiah (1977) says that non formal education can help the youth in finding ways and means of improving their skills, knowledge and understandings. Sonachalam (1977) states that only by improving the skills, youth can get full employment in the rural areas.

Chester (1977) suggests that training programme can be developed through organisation of young farmers clubs which is a practical educational programme through individual and group projects which are carried out in economic social cultural and recreational fields. The guiding principle of the programme is 'to learn by doing' and 'to earn while learning'.

Since youth are sensitive to new ideas and changes, it is important that youth volunteers are involved in programmes of education for rural development, with the motivation of rural uplift. Training becomes essential for strengthening their awarness and motivation (Gopelwar, 1974 and Kuriakose, 1976).

According to Dahama and Bhatnagar (1980) motivation is the process of initiating a conscious and purposeful action. The model of motivation in extension is given in Figure 2.



A MOTIVATION MODEL FOR EXTENSION

Figure. 2

Singh and Singh (1977) give the results of a study on the "Effectiveness of training of youth leaders at NDRI - Karnal". The objective was to study the socio economic characteristics of youth participating in training programme and determining the extent of knowledge gained in different areas of training by the participating youth. Fifty four members of Nehru Yuvak Kendras attended the five days training and they were evaluated before and after the programme. The findings revealed that education, income and herd size of animals owned by the youth had significant effect on their knowledge levels.

3. Organisation of Youth:

According to Landis (1952), adolescence (Youth) is a period of social crisis, a prolonged seize of agonizing adjustments, which test the mettle of the initiate, sometimes leaving him broken and defeated, or conversely, it may introduce the individual to no major social decisions and change him with few problems of social adjustment. Freidmann (1971) and Gore (1977) claim that the time interval occupied by 'Youth' depends on the type of culture and society in which an individual lives as well as on the social standing he enjoys.

Ramakrishnan (1962) classifies the tendencies of a young mind can be classified as follows:-

a) Wishes to be free from parental authority

b) Craves for recognition and independence

c) Does not like to be treated as child

d) Wants to make his or her own decision

e) Being full of potentialities and energy

f) Full of adventure and curiosity for knowledge

g) Desirous of conquering and mastering any situation of environment.

There are certain needs for every youth and unless these needs are fulfilled to a fair extent they can never be kept satisfied, Crow and Crow (1973). Coole (1966) classified needs of youth into bodily needs, personal needs, social needs and intellectual needs.

Youth are always looking forward to conquering new realms. They have an inherent hunger for doing new tasks and are always ready to face obstacles and overcome difficulties (Srivastava, 1961).

According to Ferton (1965) and Haque (1978) the needs of youth are (1) The need for a healthy body and good physique, (2) The need for feeling of security and success. (3) The need for social adjustment and recognition. (4) The need to take part in many experiences (5) The need for self respect. (6) The need for understanding and (7) The need for developing personality.

In a study of the needs of non school going rural youth, Singh and Haque (1966) observed that the needs of youth in the order of preference were of for good physique, knowledge, fellowship, economic security and achievement and recognition. Youth needs opportunity for self expression, comradeship, community life and national service (Mittal, 1970).

Saraswathi et al (1970) state that youth may face problems due to the sudden physiological changes that accompany

the onset of adolescence. Youth stands for energy and action. To the extent they learn to harness their energies for the betterment of rural society they will require the necessary confidence to undertake bigger tasks in rural development. They are comparatively free from family responsibilities and can under proper guidance, work with greater enthusiasm, interest, community consciousness and fellow feeling, (Chowdry, 1976 and Sebald, 1977).

Youth power is an acknowledged as a moving factor behind all relations for attaining progress and justice. Only youth can bring out humanity from its present cripling crisis-moral, social, economic and political. All eyes are set on them for total and radical changes. All hopes are on them (Sharma, 1975).

Youth make society youthful and dynamic. It is vigour and energy of youth which is the greatest asset of the nation (Aggarwal, 1974 and Shingi et al, 1977). Ahmed (1974) says that the energy of rural youth should be properly harnessed, strengthened and channelised towards constructive activities of the nation.

Dey (1967) says that vitality and creativity are the two qualities which characterise youth. The moment youth ceases, vitality ceases and creativity ceases.

Sharma (1975) states that youth are physically conscious, so that they may make a positive contribution in bringing about a socio economic revolution with in a democratic frame work. Candeth (1976) says that the rural youth are eager to avail themselves of the new opportunities which are being provided. 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. 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.(Sundaram, 1974).

The nation's youth are its 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).

Development programme need to be linked with development of youth of a country. The young individuals are ambitious and enthusiastic. They are receptive, flexible and susceptible to change. Youth have a tendency to explore new grounds, to embark upon hazardous tasks, to defy unworthy traditions, and to undertake experiments in social and economic

fields. One should not forget that the youth are universally responsive to the appeals or new idealism. (Srivastava, 1961). Ramakrishnan (1976) says that present day youth are in a better position to accept challenges and they alone can achieve social justice and equitable distribution of wealth.

The Ministry of Community Development and Cooperation (1957) and Singh et al (1976) view that the programme for rural youth must be such as it meets their problems. It must conserve what is worth keeping and it must initiate that which is worth new adoption. It must meet the challenge of the times.

The youth are always looking forward to conquering new realms. They have an inherent hunger for doing new tasks and are always ready to face obstacles and overcome difficulties. It has been found that they have a genuine interest, in adventures provided they are of their own choosing (Fenley, 1977).

Youth as Rao (1979) remarks, have to play a catalystic role in accelerating the process of national development. Their boundless energy and innate idealism could introduce

to the various development activities, a direction which could bring about the social transformations needed to make it suited for their own future. (Ministry of Education and Social Welfare, 1980).

Chowdhry (1977) explains that from the inception of the programme of Community Development in India, efforts were made to associate various groups in the rural community with the developmental process. Youth Mandals were accordingly promoted as part of the programme in order to involve youth in development work. The main objective of the programme was to help youth to participate in decision making in the process of development. The village people are to be organised to lift themselves. Science and technology are the essential tools but the people are to be organised to understand the permanent and lastly benefit of Integrated Rural Development (Adiseshiah, 1976).

Youth must be prepared for the tasks of society. Social, political, economic and cultural education and training are the main instruments. Their effectiveness and greater relevance call for radical improvements and revolutionary transformation (Kirpal, 1976). The preparation of

young persons for achieving goals of national development is vital, Henry (1972). Hsieh (1978) reveals from a study at Taiwan that young people expressed the strongest learning need in family improvement education, followed by general education, community improvement education, commercial education, agricultural education, industrial education and services education. A non-formal education programme associated with these needs should be developed, with different curricula according to the age group, sex, educational attainment and migration intentions of the young people.

Mehra (1977) said that in the modern times of science ~~of~~ and technology the problem of utilising leisure has taken an acute form. Leisure time for youth has increased to a greater extent. Advancements in the field of technology has been responsible for the increase in leisure time. In a study conducted at National Institute for Rural Development, had found that there is a significant relationship between socio economic status and aspiration, implying that socio economic status is an important determinant of aspiration (Muthayya, 1971). In the mean ratings for ~~all~~ the present and the future, it has been consistently shown that the high socio economic status group has a higher rating compared with the middle and low groups.

Dhagamwar (1979) said whether one is doing good, or is a reformer, or hopes to become a revolutionists, there is only one way to win the trust work with people at the grass roots, that is at the local level and to deal with them. Singh (1979) opines that the community based approach is necessitated more on account of growing technical compulsions and scale imperatives. Whatever may be the programme, active involvement of the people for whom the programme is meant in all stages of its formulation and inplementation is essential (Barnala, 1977).

Henry (1972) explains the functioning of various youth organisations in African communities, such as the Kenya National Youth Service, Dehomey Radio Forums, Botswama Brigades, Ethiopia University Service, Uganda Young Farmers Clubs and non-governmental youth organisations such as YMCA, YWCA, Boy Scouts, Girl Guide Associations, Red Cross Associations and the Associated Country Women of the World, which were involved in community development to some extent or the other.

In 1961 Dubhashi said that it is important, that the parents of young people should be actively interested in the promotion of youth organisations. The youth programme must

go hand in hand with the school programme. The school must develop into a centre of education in the village. The isolation of the youth movement from the school so far and its failure to involve the school teacher has been definitely a factor which has prevented the full growth of youth activities.

Vijaya et al (1970) conducted a study in evaluating and strengthening a rural girls club in Coimbatore District of Tamil Nadu State. They found that qualities such as taking up responsibilities, evaluating projects, evincing interest and enthusiasm in club activities to some extent were inculcated.

The Indian Institute of Public Opinion (1973) states that the youthful manpower will be available for a wide variety of services to the rural community as a whole and especially to other rural youth, provided it is first motivated to undertake such services, properly trained for them and, not last, is reasonably, if not fully, rewarded to make it worth its while to undertake such services.

Sanda (1976) and Okorie (1978) stress that youth participation is essential for the development of a country. Danoewidjojo (1978) conducted a case study with a group of

youth participating in population education and found the result positive.

Organised by the Philippines National Manpower and Youth Council (NMYC), the mobile training programme offers training right in the place where the prospective trainees are, and the skills directly required by local industries. Its specific objectives are to train school leavers and other unemployed individuals in varied industrial and agricultural skills and promote growth and development of industries in the rural areas(Padrilan, 1978).

Illanto (1978) mentions about Batarisan project at Phillippines, which aimed at tapping the technology and resources of the private sector in generating employment opportunities for out of school youth and unemployed young adults in the Phillippines and developing a positive attitude toward the world of work and service to their families and communities.

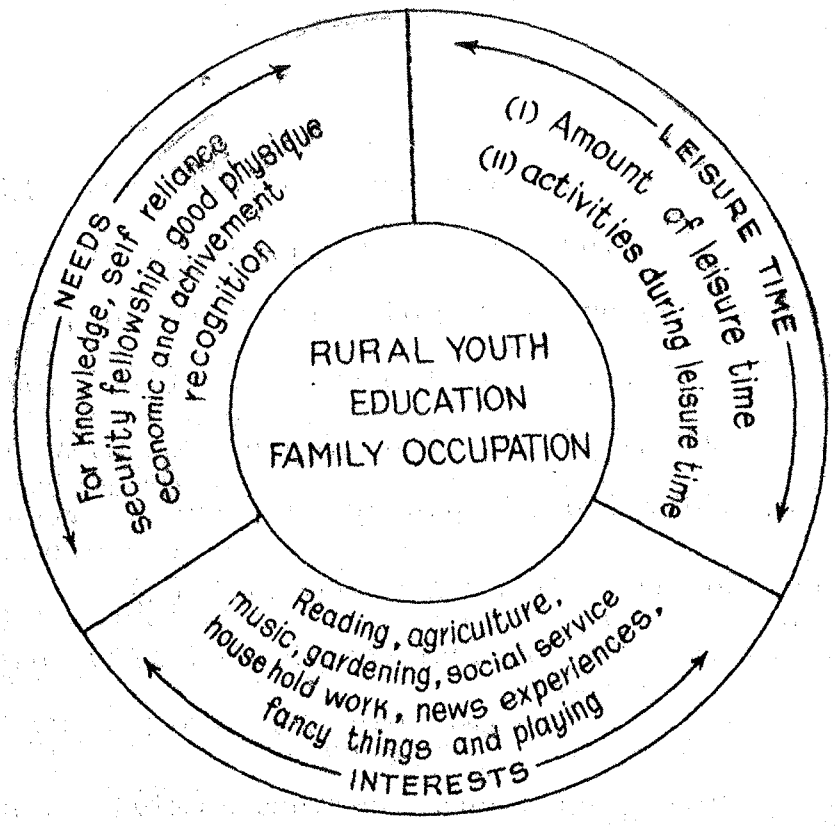
Singh et al (1971) feel that the rural youth must learn to participate in agricultural development programmes so that through them the process of social and economic development may take place with greater speed. The rural youth should learn modern techniques of agriculture, home

making and develop positive attitudes towards life. They refer to the studies conducted in the Kanjhawala Block, of Delhi territory with school going rural boys (Rao, 1964), with school going rural girls (Haque, 1968), and with non school going rural boys (Singh and Haque, 1966). These studies brought out two major conclusions.

(i) A conceptual model based on the findings which will help to understand and predict the behaviour of rural youth (Figure No.3).

and (ii) Practical recommendations to the organisations and agencies associated with youth development work based on the findings that there is no difference in the needs, interests and leisure time activities within each group of non school going boys, school going boys and girls.

The Ministry of Community Development (1957) views that the village youth programme can be expected to make a fourfold contribution in balanced village development. Firstly, village youth can through their own initiative, serve as effective transmitters to their parents and village elders of new ideas, thus serving as effective media for changing traditional village attitudes and creating a climate for early and widespread acceptance of the new methods and practices. Secondly, youth who are early involved



A CONCEPTUAL FRAME WORK FOR UNDERSTANDING RURAL YOUTH'S BEHAVIOUR

Figure. 3

in programmes to expose them to the findings of science in such concrete ways as improved seeds, proper use of commercial fertilizers, artificial insemination, preventing of illness etc., will grow up as adults looking to science for guidance rather than, traditions of the past. Thirdly as village young people learn to work together in group projects and in recreational activities they will move naturally into effective village participation and cooperation. Fourthly, through village youth, experienced in such activities, intelligent and enlightened village leadership will be assured, for the future.

Organising Youth:

Prasad (1970) opinions that youth, a bulk of total population of every country, are the national cream and the future crown, with full possession of physical built and mental tenacity and powers. The vast potentials, mostly latent in contemporary youth, must be throughly explored, systematically examined and understood, and properly tapped for the constructive ends of the nation. Garman and Harwood (1976) state that youth are to be trained to use their energy for constructive purposes. Youth are a strong base and an important part of the village community life. They are eager to learn new idea (Srivastava, 1958). Dey (1962) points out that vitality and creativity are the two qualities which characterise youth.

Kuriakose (1976) states that, according to the 1971 Census of India, the youth population in the age group of 15 to 30, consisted of 131, 328, 762 persons. A youth group which is socially conscious and responsive to the needs of society can be a powerful force. The formation of youth groups is also essential for the purpose of integrating our youth. According to Verma and Lewis (1978), good local organisation and leadership, coupled with help from specialised agencies, can move communities toward development.

Chawdhri (1967) states that community organisation forms the core of Community Development. At each phase of the community development process, community organisation is basic. The National Conference of Social Work (1956) recommended that group experience provides opportunity for individuals to experiment with and develop skills of democratic leadership and fellowship.

According to Butt (1959), the basic reason for joining a group is, every member believes that he can fulfil some need or needs in collaboration with other people that he can not fulfil by himself. A member will remain in a group only so long as he believes it is advantageous for him to stay in it.

According to Chester (1977) the purpose of organising Young Farmers' Clubs is to motivate rural youth, both boys and girls, in a practical way to become competent farmers and better home makers by adapting improved techniques on their farms and homes. Thus every young person becomes the agent of change and makes his club an important institution of community development (Kuriakose, 1972).

The Planning Research and Action Institute (1963) spell out that the purpose of Rural Youth Organisation was to develop people into better cultivators and better people

by making available to farm youth the best knowledge and skills and to build the attitudes, values and habits needed to produce intelligent well-informed useful citizens for the villages, for the state, for India and for the world.

Seth (1978) observes that an educational programme is likely to succeed if it is closely related to the conditions and circumstances of the area as well as to the concrete needs of the potential beneficiaries. We must educate youth, says Srivastava (1961), as they could make direct contributions by transmitting to their parents, neighbours and other members of the community, new ideas to prepare a proper climate for speedy development.

All the earlier experiences indicate that any development programme needs to be linked with the development of the youth of the country. The young individuals, are able, ambitious and enthusiastic. They are more flexible, receptive and succeptible to change. Youth have a tendancy to explore new grounds to embark upon hazardous tasks, to defy unworthy traditions and undertake experiments in social and economic fields, responding to the appeals of new idealism (Srivastava, 1961).

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 and Directorate of Extension, 1967).

Prasad (1970) states very clearly that the role of rural youth in building rural India can never be exaggerated. They must be prepared to shoulder the duties and responsibilities which the Indian situation demands. Youth clubs as Oomen (1969) points out, aim at bringing about economic development and social change.

Bogged in tradition and ridden with prejudice, the rural world is waiting for the break through which only the clean vision and the fresh vigour of youth can provide.

According to Jain and Shah (1976) rural youth is the largest single group of a special kind in India. These young men and women who are and will be, not only the vitals in a democracy of which public vigilance is the watchword, but are also to provide the leadership in every walk of life political, social, economic and cultural. Youth are the guards of the nation. On the rural youth, therefore, rests a great responsibility to direct the life of the community towards social and economic progress. This is a task for which, rural youth must equip themselves well by

learning modern technique of agriculture and home making and developing a progressive attitude towards life (Deshmukh, 1951).

Rural youth must be educated, trained and inspired to recognise their work in true perspective and make wise use of their talents. 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 the heritage, immediate environment and appreciation of traditions (Dharmarajan, 1974).

The chief aim of the Youth organisation is to harness the energies of the youth for improving the living conditions in the country and also for the betterment of youth themselves. Ever since the inception of the Community Development Programme in India, organisation of youth in the village has continued to be an important aspect.

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

Youth Club as a Means of Youth Development:

The youth club programme is a constituent item of the over all Community Development Programme. It was started for changing the attitudes of the village community and creating a climate for widespread adoption of new practices with the help of the rural youth (Jain, 1974).

A Club is an association formed by a group of individuals having a common interest (Srivastava, 1961). Club life is a form wherein members can share the weaknesses, ideas and fears. It is an open and frank atmosphere guided by congenial forces. It helps youth to shake off the complexes, shape them to suit their successful future life (Ramakrishnan, 1962).

Wilson (1956) noted that rural youth work of the right kind, would be important for rural development. Since it would teach them through the process of doing things together while they are at the formative stage.

In a study of educational benefits resulting from youth club activities in village schools, Singh and Prasad (1965) concluded that the rural schools provide very good opportunity for youth club work as a part of extra curricular activities and rural youth can be educated

effectively regarding the benefits of youth club and scientific agriculture through such projects as kitchen gardening.

Rural youth work has been accepted as a way to introduce new ideas into rural life and train leaders and citizens for the future. Rural youth work is educational. It is total development of young people to prepare them for their role as useful citizens (United States Department of Agriculture, 1971) Candeth (1976) states that the rural youth club plays an important and large part in vitalizing youth in the rural areas and supplies them with a long felt need, a place where they can congregate exchange views, stage shows, lead and take part in games. Ramakrishnan (1962) says that club life of youth will give good opportunity for both the youth, and the extension workers to do their job.

Madane (1966) and Seth (1978) say that associating the youth club with social and economic activities will train them in constructive activities, create confidence among them and also give them a sense of security for the future. Vijaya (1970) is of the opinion that organising rural youth clubs for girls can help them to develop sound home management practices, to promote group living, and impart knowledge in the various aspects of life.

The rural youth club is:

1. An educational community organisation of willing rural boys and girls. It teaches through individual and group projects and activities.

2. A programme for organised groups of boys and girls 12-25 years of age under the guidance of extention workers and voluntary adults of the community who are local youth club leaders.

3. A type of out-of-school education for young people carried on largely in the home, on the farm and in the village community.

4. A programme which emphasizes the village as a work-shop where useful work projects of agriculture and home science can be carried out with parents and youth working closely together in a common undertaking.

5. A means of help to young people to help themselves

6. A programme which is planned to meet basic needs and interests of boys and girls.

The Rural Youth Clubs aim according to ¶ The Planning Research and Action Institute (1963), Raisinghan (1954), Directorate of Extension (1960), Srivastava (1961),

Ramakrishnan (1962), Prasad (1963), Ministry of Community Development and Cooperation (1966), Oomen (1969) and Devadas (1978) are :

1. To help train and prepare the country's the most important crop namely, its young people to groom into good, useful, mature and capable citizens and leaders of tomorrow.

2. To give the club members an organisation of their own through which they can plan, work, develop group action, solve mutual problems, learn to abide by majority rule, express themselves and to make their own decisions.

3. To teach by demonstration better practices in agriculture and home science so that family income may be raised, standards of living improved and the satisfaction of farm and home life be increased.

4. To instill in the minds of boys and girls the value and dignity of labour; that to work on the land and in the home is honourable.

5. To help boys and girls realize the value of research and to apply its results in solving every day problems in the field and in the home.

6. To help to promote international good will and to encourage world understanding through sharing of experiences and cultures with youth of other lands.

7. To develop in boys and girls habits of healthful living and to provide them with information and direction in the wise use of leisure time.

8. To give boys and girls an opportunity to "learn by doing" through planned farm and home projects, and by demonstrating to others what they have learned.

9. To help boys and girls to gain an intelligent understanding and appreciation of nature which surrounds them.

10. To instill in youth the elements of sportsmanship and fair play.

11. To help develop better understanding of the dignity and place of youth in the world and the contribution they can make to democracy and world peace.

Singh and Prasad (1965) studied the Educational benefits of youth club activities in the school situation where in they found that the participants had gained significantly in awareness, interest, acceptance, knowledge and skills with respect to youth club work and kitchen gardening project. All the factors such as awareness, interest, acceptance, knowledge and skill were positively related to

each other. However, the relationship between interest and acceptance, and acceptance and knowledge were insignificant.

The organisation and functioning of rural youth clubs as an integral part of the child development programme has not been very effective so far. One of the main bottlenecks in enlarging the scope of 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 (Singh and Prasad, 1965).

Singh and Prasad (1963) and Directorate of Extension (1969) blame that the serious drawback in organising youth clubs was that no systematic procedure was followed and the youth clubs were generally organised in a hurry. They suggest that studies should be conducted in different Community Development Blocks to locate the bottlenecks which might be adversely affecting the growth of the clubs.

The problems encountered in organising rural youth clubs are meagre finance, non-supply of equipment either free or on subsidy basis and the absence of economic projects (Shukla, 1965). But, properly organised clubs, as Meyers (1978) confirms, develop better leaders for the community.

The various steps in organising a Rural Youth Club according to Barooah (19—) are:

1. Visit the homes of prospective members and inform them and their parents about the club's objectives, goals and requirements.

2. Arrange with the village leaders for a meeting place and time.

3. Enlist the aid of the village level worker, Gram Sevak Training Centre staff and Block Officers to assist in organising the clubs.

4. Explain the various projects and their requirements exphasising the project as the foundation of the club.

5. Explain local club activities.

6. Call all the interested youth together for an organisational meeting notify all parents and village officials the reasons for the meetings.

7. Distribute the enrolment forms.

8. Organise the club even with 10 eligible members attending the organisational meeting.

9. The club members should elect the office bearers; a President, a Vice-President, a Secretary and a Treasurer.

10. Members should select their individual and group projects.

and 11. Plan ø special meetings to:-

a. Decide the club plans and meetings

b. Enroll members for their projects.

Martin (1956), Singh and Rao (1965), Gupta (1966) and Nair (1966) suggest that the activities and programmes for the youth club should be need based - based on the felt needs of the people. Nehru (1956) warned that the projects must have coordination to successfully reach the objective. Nanavathy (1961), Prasad and Kreitlow (1965) explain that the purpose of development is not to have mere physical targets, although they are important as visible signs of progress, but to propel the forces of development through the working of the existing peoples organisations and to enable the local leadership to gradually lead the community to its own welfare.

Study and grasp the village situation:

The first essential requirement on the part of youth club organisers is to know and understand the local condition in which they are to work. The need to know the people, their culture and habits, the village functional leaders, the village

institutions and other existing resources or limitations. The fuller grasp of the local situation, to start with, will help them a lot in organizing the youth club.

Contact Village Leaders:

The first step, if carefully followed would lead to the second step smoothly. The key village people, adults or youth, male or female, lay or professional should be approached and stimulated to help in organizing the youth club. It is the right time, when the youth club organisers create interest and understanding among the local leaders without whose cooperation the youth clubs may not function effectively. Many youth clubs fail to serve mainly because they do not get the support of those whose voice counts.

Call a preliminary village meeting:

If the youth club organiser feels that his contacts have aroused awareness and interest in the local leaders and ~~ad~~ activised the youth, he is ready for the next step. He should arrange, after consultation with leaders, a general village meeting in which local leaders, parents, teachers, youth and if possible some senior block personnel should participate. Enough publicity for the meeting should be given well in advance. In a systematic manner, selected local leaders, extension youth club organisers and workers

or other staff should give general talks on youth clubs work emphasizing its purpose and importance. The villagers should be given opportunity to question and clarify their doubts.

Approach active youth and adult advisers:

Now, the delicate part of acquainting villagers about the youth club work is partly over. Most of them are atleast aware of it, if not interested in it. However, they should be regularly contacted and consulted to keep them always in confidence. Besides, this is the crucial stage when the club organiser should associate more with active youth and other village groups like foot-ball teams, kabadi group etc. At this stage, desire in active youth must be created so that they could move for an organized youth club.

Call a meeting of active youths and adults advisers:

After creating a favourable attitude among the active youth and adult advisors the youth club organiser will do better if he calls a meeting of these people. Active village leaders and local school teachers may also be invited to attend the meeting. The meeting should discuss very informally the subject of organizing a youth club and its related aspects. It is assumed here, that the club organiser prior to this meeting, has given enough essential knowledge to active youth

and others about the club programme by and large. Nevertheless, he must emphasize the role and vitality of active youth club. The meeting should, with firm determination, decide to launch a youth club in the village.

Formation of the club:

Donot push hard to call a meeting soon after it has been decided to have a youth club. Give them time to think and discuss among themselves. Help them to clarify their misunderstandings if any, during this period.

Next encourage them to have a meeting for the formation of the club. The active and interested youth, the village leaders and other interested should participate in the meeting. Engough publicity of the meeting will help.

To start with the youth club organiser must appreciate active youth for their enthusiasm and endeavour to have a village youth club. Selected youths should high light a the purpose, impertance and working of the youth club. Finally willing youth should pledge to be the members of the club with all its obligations and responsibilities. Selected village leaders should congratulate youths for their efforts in organising the club and wish them effective success.

Have an enrolment drive:

Now, the youth club is formally organised. Membership is however limited. At this point, the enthusiastic club members should be approached to have an enrolment campaign. Each member, if he works with the determination of contacting 4 to 5 village youth within a week's time, and stimulate them to join the club, the membership will increase appreciably.

So for the office bearers and local leaders are not formally elected. Informally the would be local leaders and active youth are expediting the work.

Election of office bearers and club leaders:

Once the club is formally organised and enough members are enrolled, there is need for electing office bearers and club leaders formally so that the club would start functioning systematically. But after the formation of the club, the members need about a week's time in order to decide who should be the right individual for different office positions.

When the members are enthusiastic about holding the meeting for election, the extension worker should help in calling a meeting as well as in conducting the procedings. A newly formed club needs at least a president, a secretary, a cashier, a small executive committe and an elderly person as adult adviser.

Adequate initial guidance:

The formation of the club does not necessarily assure its effective functioning. Many hurdles arise, particularly in the initial phases of the programme. The youth club members as well as the leaders might not be clear at various points as to what to do and how to do. The challenging job of the youth club organiser is to bring them upto the mark slowly by his regular and practical guidance.

It would be helpful to guide the club in selecting some easy projects in the beginning in which they are interested and could complete easily. This will give them encouragement.

Tomorrow's democracy is based a today's youth. Therefore the success and future of the Indian democracy rest upon how the youth are trained to be. The turning point towards the right direction will be offered only by organisations like youth clubs. Youth clubs should function as effective vehicles for improvement of the rural communities (Government of India, 1969).

Youth Work in India (Administrative Intelligence Unit, 1972)

1. Young Farmer's Association:

In 1955, the IFYE's (International Farm Youth Exchanges) when they were at Delhi for the National Farmers Convention

organised by the Farmers Forum, thought of having an organisation to make best use of the services of IFYE's for the organisation, which they named it Young Farmer's Association, India. This is a non political non sectarian organisation.

Objectives:

1. To coordinate and utilise the creative abilities of rural and rual minded youth for improvement of community life and agriculture.
2. To organise local clubs, rural and rural minded boys and girls to help them to adopt improved farming and homemaking methods through specific programmes which will develop leadership, healthy competition and spirit of cooperation in work and recreation

and 3. To promote international good will and understanding through exchange of young farmers and homemakers.

2. Non-Farming Youth Organisations in India:

Several organisations in the country have undertaken youth work. Among them are:

a. Bharat Sevak Samaj
b. Bharat SevaDal
c. Bharat Scouts and Guides

d. National and Auxillary Cadet Corps
e. NSS
and f. YMCA

a. Bharat Sevak Samaj:

This is a non-official organisation, running with the assistance of the Government of India. The President is the Prime Minister of India.

Objectives:

1. To help to build up the youth in the country
2. To coordinate and correlate the youth activities of other organisations.
3. To harness the energies of youth for constructive purpose.
and 4. To enlighten them with the fundamental problems of the land and villages.

b. Bharat Seva Dal:

This is a non official organisation founded by Dr. N.S.Hardikar in 1950, as an offshoot of the Hindustan Seva Dal which was organised in 1923.

Objectives:

1. To train the youth of the country for a life of discipline and service on Gandhian lines.
2. To instill the qualities of self discipline,

sacrifice, self reliance, simplicity, service and tolerance.

3. To harness the energies of youth for the constructive nation building activities.

4. To establish a sense of national unity among the youth, irrespective of caste or cread.

and 5. To train young ~~and~~ men and women to act as peace brigades in times of emergencies.

c. Bharat Scouts and Guides:

The Scouts movement is a movement, national and international in character, which was founded by Baden Powel of England. It is a school of citizenship through woodcraft.

Objectives:

1. To provide opportunities for developing those qualities of character which make the "good citizen" a man of labour, self disciplines, self-reliant, willing and able to serve the community

and 2. To provide the nation with youth, who is physically morally and spiritually strong.

d. National and Auxillary Corps:

This is an official organisation started in 1948 by an Act of the Parliament, to train the college and high school

students only. This is only an educational organisation and not a political organisation.

Objectives:

1. To build up the character and discipline in the minds of boys and girls.
2. To teach the boys and girls self discipline.
3. To instill in them the dignity of labour
4. To help the youth to become good citizen.

and 5. To develop in them spirit of cooperation and self confience and to train them for social service.

e. National Service Scheme (N.S.S.):

In 1969, the National Service Scheme was evolved with the object of providing students with opportunities to devote their leisure time in the service of the nation. This scheme now known widely as National Service Scheme (NSS) intends to involve the University students in a variety of Social Service and developmental activities along with the normal academic programmes. In envisages to develop among students, a sense of participation in nation building by providing creative outlets for their energies. It is only through active involvement in

constructive programme that the students will be able to contribute to the nation's development efforts and thus move towards assumption of responsible citizenship.

The objectives of the National Service Scheme could be classified under two broad categories.

A. Overall objectives
B. Specific objectives

A. Overall objectives:

The overall objective of the N.S.S. is educational Service to the Community is the activity through which this objective is sought to be attained.

B. Specific objectives:

The more specific objectives of N.S.S. are to arouse the students social conscience and to provide him with the opportunity.

1. To work with and among the people
2. To engage in non-violent and constructive social action.
3. To enhance the knowledge of student and the community
4. To put his scholarship to practical use in mitigating atleast some of the social problems.

5. To gain skills in programme development to enable him to get self-employed

6. To gain skills in the exercise of democratic leadership.

With a view to divert the energy of youth in constructive channels and social service some concrete steps are being taken.

The programme covers four aspects:

1. Institution work:

The students may be placed in selected welfare agencies outside the campus, to work as volunteers;

2. Institutional Projects:

Improvement of Campuses, construction of play fields, swimming pools etc.

3. Rural Projects:

Eradication of illiteracy, minor irrigation works, agricultural operations, health, hygiene, sanitation, development of rural cooperatives, savings drives, construction of rural roads etc. (preferably by adopting villages within the easy reach of colleges).

4. Urban Projects:

Adult education, welfare of slumdwellers, training in civil defence, setting up firstaid posts, hospital work etc. (Narayanaswamy, 1976).

f. Young Men's and Young Women's Christian Association - India:

1. To assist the young men and women, Christian Association of the states, bring together young men and women for their physical, social, intellectual and spiritual development.

2. To inspire young men and women with Christ's ideal of service.

and 3. To cooperate with the Churches and other organisations working for the welfare of the people.

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 inteligence Unit of the Department of Community Development, March, 1972).

The basic idea of the Community Development Programme in India is to bring change through education to the millions of rural families and to assist them in their efforts to create new lives for themselves. It involves helping people

to help themselves, in defining and determining their needs, fixing priorities, and organizing themselves and their resources in such a way as to bring about a realization of their needs and to find solutions to their problems through their own abilities (Gill, 1961 and Katju, 1961).

According to Ensminger (1957) the objectives of community development and the national extension service programmes is to assist each village in planning and carrying out an integrated multiphases family and village plan directed towards increasing agricultural production, improving existing village crafts and industries and organising new ones, providing minimum essential health services and improving health practices; providing required educational facilities for children and an adult educational programme improving housing and family living conditions and providing a programme for village women and youth through:

1. Changing the outlook of the people
2. Developing responsive and responsible leadership.
3. Developing self reliance and responsive citizenship in the people.
4. Increasing the income of the villagers by developing their existing resources.
5. Training village youth for responsibilities.

6. Teaching proper use of their incomes.

7. Closer relationship between village school, village teacher, and village.

8. Giving health education.

One of the Principles of the Community Development Programme in India is that all aspects of village life are to be developed simultaneously, working with men, women, and youth to answer their needs under one integrated approach.

Youth is an important part of the community and contributes a great deal when given sound training in various vocations. Eventually youth become adults, taking up adult responsibilities. They are the citizens of tomorrow. They must be prepared for life with proper training and guidance. Moreover, they must be encouraged to participate in community building. The problem of training youth for community development work is of special importance in India, where vast unutilized human resources exist in the villages. This potential human energy, if properly guided and trained, can bring about widespread changes in the years to come.

Mentioned earlier were the changes in the outlook of the people. Let us see in what direction these changes are required and youth can aid in these changes specifically.

Looking at the objectives of the movement, we conclude that the first change is in the direction of increased employment and increased production.

The second general direction which Community Development and the National Extension Service use to seek change of outlook in the people is self-help and cooperation. Only with a community helping itself can the large scale improvement needed be brought about. Youth programmes can greatly aid community development. Younger generations must be trained to work together so as to inculcate in them the cooperative principles of community work. Group projects for working together in youth clubs provide an excellent chance for development in this direction. The idea of learning by doing is the basis for self-help. Adults, after having had youth training will naturally move into effective village participation and cooperation.

The third direction of change is the outlook of the people in the need for community efforts and working for the common good of the community. The villagers need roads, schools, hospitals, and other community facilities so lacking in the present village life. It is necessary that villagers should feel that all these needs can be satisfied if they make joint efforts. This involves changing the attitudes of the villagers so they will devote a portion of their time and energy to the benefit of the community. Village youth

trained from the beginning can stimulate a better and more responsible community with an awareness for such a need. While working in the clubs, they can set examples for their elders by doing common good and hence influencing the elders to change their attitudes in this respect.

All these changes involve education. Extension in itself is an educational process and education can be more effective if started at an early age. Learning becomes more permanent if administered at an early age. Old age decreases the capacity to learn and the rate of learning. Trained youth can aid the overall development of the country for a longer time than can adults. Any investments in the training of youth is therefore bound to bring better and more lasting results (Gill, 1961).

Relation of Youth Work in Development of Voluntary Leadership in Rural Areas (Gill 1961 and Hanumappa, 1967)

As mentioned in India's Second Five Year Plan the essence of the approach to the community development and the national extension service programme is that people should come together to bring about social change. Government machinery has to help and assist them to build up a new life for themselves. Extension has to motivate them to participate

with increased awareness and responsibility in planning and implementing projects which are material to their progress and well being. The programme provides them with an opportunity to develop themselves and in turn through their active participation, they have to give the programme a distinctive quality and to enlarge its scope and influence as a people's programme. Development programmes are drawn with the full cooperation and discussion of the people and their representatives. If community development is to become effective and is to achieve substantial results, local leadership should necessarily be sound, competent, and enlightened at every stage. Recent democratic decentralization in India has put more and more responsibility on local leadership. There is an obvious need for training local leaders and preparing them to take their place in the programmes Youth work can help to solve this problem to a greater extent in the years to come. The training of young people in club work will prepare them for future responsibilities. Apart from this, extension requires a large number of leaders to help to promote change among individual farmers There appears to be no other way of training and preparing such a large number of voluntary leaders without this work among youth. Trained young farmers will grow up as scientific

farmers, with responsibilities towards their brethern in helping them to change their attitudes and to take new practices in farming and living. With the advancement and enlargement of the scope of community development in India, more and more leaders will be needed to share the responsibilities with extension workers and to release them from their ever increasing load of work. The Fourth Development Commissioners' Conference held in May 1955 stressed the need for training young farmers as leaders.

Efforts should be made toward the development of young farmers by organizing and encouraging the formation of young farmer's clubs. The organization of these clubs and other activities among village youth would act as a process for training of future village leaders.

This work improves citizenship in the young. It improves both home life and community life in its economic, cultural, and social aspects. In the long run, it has helped to develop a finer rural life. India, or any other country, can also expect these improvements as a result of a successful youth programme.

Sinha and Pawar (1973) had taken up an attempt to study the differential characteristics of successful rural

youth clubs and found that the clubs are successful with meaningful programmes and proper guidance for the conduct of the programme. A study by Sherur and Thelagraj (1979) brought to light that the potential youth groups who are most willing to involve themselves in developmental work need educational support and encouragement, security of employment and income and creation of good will in the panchyat to promote their activities. The youths need training in several aspects of working with people of more knowledge about the facilities available to the village, use of developmental agencies and functionaries for improving their villages.

Abhraham (1976) organised youth clubs for girls at Ramichettipalayam and Sundakkamuthur villages of Perur Panchayat Union of Coimbatore District. The major objective of the Youth Clubs being development of leadership potentialities in the rural girls.

The plan of work for the Youth Club included the activities for:

1. Developing leadership qualities in the girls
2. Establishing good school community relationship
3. Educating the girls on health and nutrition

4. Developing ~~a~~ skill and talents in the girls

5. Developing asthetic sense in the girls.

and 6. Raising the economic status of the girls.

The activities were carried out with the participation of local leaders, officials and local people.

The project broughtout the following results:

1. Leadership qualities were developed in the youth club members paving the way for responsible and responsive leadership.

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 home making activities, formation of desirable attitudes, realisation of the benefits from the Youth clubs and adoption of better home living practices.

3. The initiation of Youth Clubs widened the harizon of the young rural girls and motivate them to participate in community services.

4. The Youth Clubs through their membership in the Coimbatore District Branch of the Bharathiya Grameen Mahaliya Sangh become part of a big national organisation for rural women which is a

member of the International Organisation "Association of Country Women of the World".

Aleyamma (1975) conducted a study at the Papanaickenpalayam village of Perianaickenpalayam Panchayat Union, Coimbatore District. The investigator used "Organisation of a Youth Club" as the means for the development as per the interest of the youth members. The major findings of this study were:

1. Regular attendance of the members indicated their enthusiasm to develop their own leadership potentialities.
2. Leadership qualities such as ability to motivate others, interest to find out the problems of people, ability to give ideas, setting good example to others and sociability improved to the highest measure in the case of 76-100 per cent of the members.
3. When the average of the percentage scores for leadership obtained by the 32 members for each activity was analysed, it was found that there was a steady increase in this percentage from one experience to another, pointing out the added influence of each experience on the development of leadership traits in the youth.

4. Judged on the basis of the percentage scores for individual qualities, it was noted that all the 32 members obtained above 50 per cent scores for qualities such as being active, pleasant nature, cooperation, hospitality and honesty.

5. Initiating a common fund worth Rs.400/- for the club, starting an ambar charka spinning programme, organising a school garden and participation in the adult of literacy drive were the major outcomes of this project, the results of which could be quantitatively assessed.

6. A study of the opinions of the Youth Club members revealed their positive attitudes towards the club. There was a definite role realisation on the part of the members of their role in community development.

An attempt was taken up by Vijayalakshmi (1977) to study the interests of youth and organise clubs for them in the following villages of Sarkar Samakulam Panchayat Union, Coimbatore District (1) Kottaipalayam and (2) Vellamada

The investigator, as per the interest of the youth, organised the activities for the girls and boys separately. The findings of the project are the following:

1. The initiation of youth clubs helped the young rural girls and boys and motivated them to participated in rural improvement work such as helping in the school programmes and celebration of national and local festivals there by creating community consciousness.

2. The members of youth clubs were educated in better nutrition, better cooking methods, stitching and tailoring and formation of desirable attitudes. All the members had realised the benefits of the Youth Clubs.

3. The members of the Youth Clubs were inculcated with the leadership qualities paving the way for responsible and responsive citizenship.

A study conducted by Dhanalakshmi (1980) in the selected seven villages of Karamadai Panchayat Union, Coimbatore District, revealed that he youth wanted to get trained in economic improvement programmes. They were interested in organising themselves as Youth Clubs and serve the community.

All the rural youth are to be organised to make them understand their role in the rural community and help themselves as well as their community towards development. The Community Development workers should take sincere steps in organising rural Youth Clubs and help in the functioning of the same.

Chowdhry (1977) is very sure that in view of the climate existing in the country in favour of involving youth in the development process with the scheme of promotion and strenthening of Yuvak Mandals of the Department of Rural Development, participation of the rural youth in the eradication of the social evils and removing prejudices can be enhanced. Experience had shown that if the youth themselves, formulate plans and execute programmes in the fields with which they are concerned, and which are of general interest to them, they are convinced that progress in the country depends largely on their initiative, cooperation and participation. Shiviah (1980) is very strong to say that rural organisations such as cooperatives, Mahila and Yuvak Mandals should be activised and Panchayat Raj Institutions should play promotional and motivational roles.

Research Methodology

III RESEARCH METHODOLOGY

The methodology of the study was on the following lines:

A. Selection of the area

B. Selection of the sample

C. Collection of data

D. Organisation of youth clubs

E. Conduct of the youth club programme

and F. Evaluation and follow up.

A. Selection of the Area

Perianaickenpalayam Panchayat Union area of Coimbatore Taluk, Tamil Nadu was selected for this study, because of the following reasons:

1. The institution, to which the investigator is attached for her research work, is situated adjacent to this Block and the institution has good rapport in the area.

2. The official and non-official leaders envinced their co-operation in the programmes suggested. The youth of the area expressed the need for organising themselves for their own betterment.

Among the villages in the Block, six villages (Figure 4) were randomly selected, to study the opinion of youth towards rural development. Out of these six

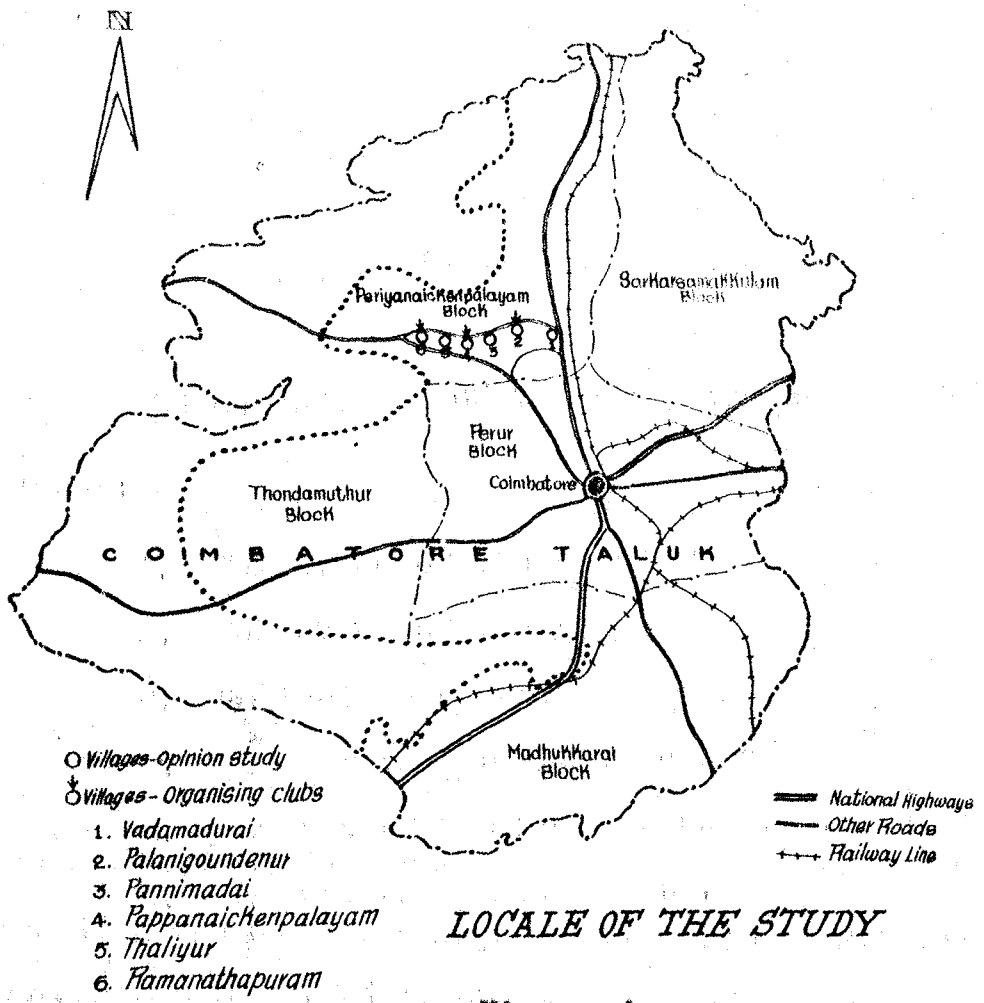


Figure 4

villages three were finally selected (Figure 4) for organising youth clubs, where greater possibilities were observed for co-operative action by the youth and their leaders.

B. Selection of the Sample

The following sampling procedure was adopted for the study:

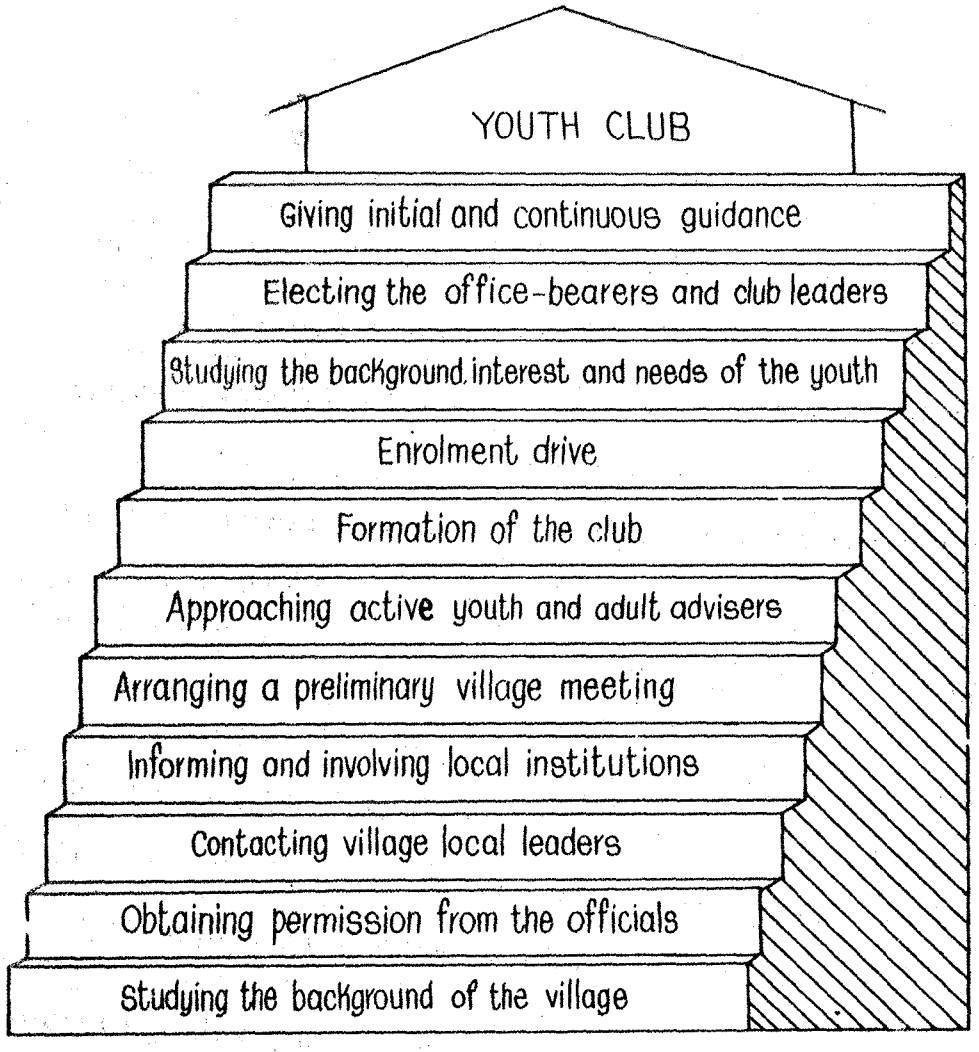
Number of families covered for baseline survey in six villages	: 841
Local leaders (6 x 10)	: 60
Youth located (15 to 30 Yrs) in all villages	: 1165
Youth interviewed (among 1165) for the opinion survey	: 300
In the three villages the number of youth participated in the Youth Club programme	: 146

The youth include boys and girls. The 300 youth among the 1165 were selected based on probability proportional sampling method. The members of youth clubs were included on purely voluntary basis.

C. Collection of Data

The baseline survey was conducted, using a questionnaire given in Appendix I. The 300 youth were interviewed using the questionnaire given in Appendix II to study their opinion about the participation of youth in rural development.

The 60 leaders were interviewed using the questionnaire given in Appendix III before and after the programme. All the members of the youth club (146) were interviewed using the check list given in Appendix IV before and after the programme to know their opinion about youth club and their attitude towards the service for rural people.



HOW TO ORGANISE A YOUTH CLUB ?

Figure 5

D. Organisation of Youth Clubs

The steps outlined by Singh and Prasad (1961) for organising a youth club were kept in view and the steps suitable to the selected area and prevailing conditions of youth in the villages were adopted as in Figure 5.

1. Studying the background of the village

The organiser* (investigator) visited the villages

*The investigator of this research project has been referred to as the 'Organiser' throughout the study.

many times, observed the people by living with them and collected the baseline data through interviews, using a schedule given in Appendix I. The personal contact of the organiser with the village people helped in getting good rapport, for the study and information regarding the culture and habits, village institutions, resources and limitations and extent of co-operation of the people for the programme.

2. Obtaining permission from the officials

This step was included in this study as the Block Development Officer and other authorities must be involved in the programme to channelise the resources for the youth club activities.

3. Contacting local leaders

The key village people, adult, youth, male, female, lay and professional were contacted and stimulated to help in organising the youth. The village leaders were given responsibilities to mobilise youth and to assign suitable responsibilities for the youth club, for the development of the village. To get the opinion of local leaders regarding the youth work for their village improvement, selected leaders of the villages were administered a questionnaire

given in Appendix III. The leaders and youth of villages 1, 3 and 5 gave positive hopes to the investigator to start Youth Clubs in their villages and also they ensured their fullest co-operation in the organisation and running of youth clubs in their villages.

4. Informing and involving local institutions and organisations

As village leaders were considered important, the local institutions such as village panchayat, school and co-operatives and organisations like Mahalir Manram, Parent Teacher Association, and Religious Associations were informed about the organisation of youth club in their village. The cooperation of these organisations and their leaders was enlisted for the successful functioning of the youth club.

5. Arranging a preliminary meeting in the village

After consulting the local leaders and officials, a general village meeting was arranged, in which local leaders, teachers, parents, youth and representatives from the Block Office and Primary Health Centre participated. As the District Co-ordinator of the Nehru Yuvak Kendra (NYK) was also very much interested in the youth programme, he too joined the meeting. The people were well a head informed about the meeting. A cultural programme and a film show

were arranged after the meeting, helped to get a good response from the people. In the three villages, the meetings were conducted in different timings.

With the participation of the local people and the responsible youth members, the organiser of the youth club was able to make the meaning, purpose and importance of organising youth clubs clear. The youth and their parents took the opportunity of posing questions and clearing their doubts.

6. Approaching active youth and adult advisers

After the preliminary meeting, most of the people in the three villages became aware of the programme. To get the confidence of the youth and the adult advisers, the organiser made door to door visit and attended their other group meetings such as sports team at one village and religious team in the other two villages. This helped the youth and the people to get motivated to start youth clubs, both for boys and girls in their repective villages.

An informal meeting was organised with the active youth village leaders and school teachers, who were ready to be the adult advisers. The meeting helped the participants to decide on organising a youth club and its related aspects.

In this meeting the active youth and the adult advisers were given specific responsibilities in organising the club and maintaining the same.

7. Formation of the club

The active youth, the adult advisers, local leaders and the interested youth were helped to organise a meeting to start youth clubs. In this context, the organiser came across certain problems in organising the boys and girls.

There was a big question between two groups of youth in one of the three villages, whether to start a separate youth club in their village other than the sports club, which had most of the village youth as their members. The organiser met that group of youth on different occasions and explained to them the objectives of the sports club and of the youth club, that sports activity can be a part of the youth club programme and as youth club members, they had to go further in their sphere of work for themselves as well as for their village. The youth then understood the need for youth club and organised themselves.

The interference of caste system was a hindering factor in one village, in organising the club. The efforts of the organiser and involvement of local leaders and school

teachers helped in compromising the groups to organise a youth club for rural development. These problems were mostly with the boys' clubs whereas in organising the girls' clubs getting membership for the club was the major problem.

After solving the problems at various steps, the organiser appreciated the active youth and the adult advisers for their enthusiasm and endeavour. The youth and the leaders were requested to express the need for youth activities in their villages. They high lighted the problems in their villages and what they wanted to do for the same. The organiser assigned responsibilities based on their interest, to the active youth, congratulated them for their efforts and for their effective success.

8. Enrolment drive

With limited interested members, the youth club was formaly organised. The enthusiastic club members started an enrolment campaign. At this juncture, a field trip was organised for the youth members, which helped in enroling members for the clubs.

The Central Social Welfare Board, through the Bharathia Grameen Mahila Sangh, provided funds to organise a training

camp for the rural women with public cooperation. This programme motivated the young girls to join the youth club. For the purpose of recognition, girls' club became a part of the women's clubs in the villages, which were registered under the Bharatia Grameen Mahila Sangh. The boys' clubs were registered under the Society's Registeration Act, to help the youth club to be recognised for various purposes.

9. Studying the background, interests and needs of youth

The background, interest and needs of youth in the selected three villages were studied with the help of a checklist given in Appendix IV.

Age:

The age level of the youth club members is given in Table I.

TABLE I

AGE LEVEL OF YOUTH CLUB MEMBERS

S.No.	Age range in years	No. of Youth		Percentage	
		Boys	Girls	Boys (98)	Girls (48)
1	15 - 20	19	19	19.4	39.6
2	21 - 25	46	21	46.9	43.7
3	26 - 30	33	8	33.7	16.7

Occupation:

The occupational pattern of the youth is given in Table III.

TABLE III

OCCUPATIONAL PATTERN OF THE YOUTH

S.No.	Type of occupation	No. of youth Boys	Girls	Percentage Boys (98)	Girls (48)
1	Farming/household work	11	40*	11.2	83.3
2	Business	45	7	45.9	14.6
3	Service	7	-	7.2	--
4	Agricultural labour	35	1	35.7	2.1

*Only six are assisting in farming and 34 do household work.

The major occupations of the young boys were business and agricultural labour. The girls were involved in household work and very few were doing business or agricultural labour.

Income:

The monthly income of the youth is given in Table IV.

TABLE IV

INCOME OF THE YOUTH

S.No.	Income range in Rupees	No. of Youth Boys	Girls	Percentage Boys (98)	Girls (48)
1	Below 100	40	42	40.8	87.5
2	100 - 200	21	3	21.5	6.2
3	200 - 300	15	2	15.3	4.2
4	300 - 400	5	-	5.1	--
5	400 - 500	10	1	10.2	2.1
6	500 - 600	6	-	6.1	--
7	600 - 700	1	-	1.0	--

A majority of the youth earned only below Rs.100/- per month and only very few, 17 per cent of boys and two per cent of girls, earned above Rs.500/- per month.

Marital status:

The marital status of the youth club members is given in Table V.

TABLE V

MARITAL STATUS OF YOUTH CLUB MEMBERS

S.No.	Marital Status	No. of Youth		Percentage	
		Boys	Girls	Boys (98)	Girls (48)
1	Unmarried	80	32	81.6	66.7
2	Married	18	16	18.4	33.3

The youth group (15-30 years of age) had more of unmarried members (82 per cent of boys and 67 per cent of girls).

Education of the heads of the family:

The educational level of the heads of the families of youth club members is given in Table VI.

TABLE VI

EDUCATIONAL LEVEL OF THE HEAD OF THE FAMILY

S. No.	Educational level of the head of the families	No. of youth with those head of the families		Percentage	
		Boys	Girls	Boys (98)	Girls (48)
1	Illiterate	82	12	22.4	25.0
2	Primary	42	14	42.9	29.2
3	Secondary	21	6	21.4	12.5
4	High School	10	15	10.2	31.2
5	Others	3	1	3.1	2.1

Among the parents of the youth club members 25 per cent were illiterate. It is heart warming to note that the literacy level among the heads of the families of youth club members is 75 per cent. The reason may be that there is realisation among the rural people regarding the need for education and it may be due to the influence of coimbatore city in improving their literacy level.

Family occupation:

The family occupation of youth members is given in Table VII.

TABLE VII

FAMILY OCCUPATION OF THE YOUTH

S.No.	Occupation	No. of Youth		Percentage	
		Boys	Girls	Boys (98)	Girls (48)
1	Farming	19	6	19.4	12.5
2	Business	17	18	17.4	37.5
3	Service	11	8	11.2	16.7
4	Agricultural labour	51	16	52.0	13.3

In the families of the boys, 52 per cent had agricultural labour as their main occupation and among the families of girls, 38 per cent had business as their family occupation.

Family income:

The family income of the youth is given in Table VIII.

TABLE VIII

FAMILY INCOME OF THE YOUTH

S.No.	Income Range in Rs.	No. of Youth Boys	Girls	Percentage Boys (98)	Girls (48)
1	Below 1000	23	11	23.5	22.9
2	1000 - 2000	26	17	26.5	35.4
3	2000 - 3000	6	2	6.1	4.2
4	3000- 4000	2	7	2.0	14.6
5	4000 - 5000	22	10	22.5	20.8
6	5000 - 6000	11	1	11.2	2.1
7	6000 - 7000	3	-	3.1	-
8	7000 - 8000	2	-	2.0	-
9	8000 - 9000	-	-	-	-
10	9000 -10000	3	-	3.1	-

In the families of boys as well as girls, 23 per cent had below Rs.1000/- per annum as their family income.

Size of the family:

The size of the family to which the members of the youth clubs belong to is given in Table IX.

TABLE IX

SIZE OF THE FAMILY

S.No.	No. of members in the family	No. of Youth Boys	Girls	Percentage Boys (98)	Girls (48)
1	1 - 3	12	9	12.2	18.7
2	4 - 6	73	31	74.5	64.6
3	7 - 9	13	8	13.3	16.7

A majority of families had 4 to 6 members (74 per cent of the families of youth boys and 65 per cent youth girls).

Needs and interests of youth club members

All the members of the Youth Club had expressed that they were very much interested in youth club organisation and in its functions.

The youth club members had expressed that the club should help in bringing about social consciousness in the young minds of youth members, provide recreational facilities for the youth, show the means and ways of improving the economic condition of the village and the families, bring about the team work among the youth in the village and help in getting library facility.

The objectives of the club as expressed by the members were team work, cooperative thinking, welfare work for the village and service to the poor.

10. Electing the office-bearers and club leader

When the club was formally organised and members were enrolled, they felt the need for electing office-bearers and club leader formally so that the club could start functioning systematically. The youth boys wanted some time to decide about their leaders for different office positions. The girls unanimously elected their leaders in the first meeting itself. The members of the boys' clubs had to meet thrice within a period of 45 days to elect their office-bearers. Every club elected a President, a Secretary, a Treasurer, an Executive Committee and an Adult Adviser.

11. Giving initial and continuous guidance

In spite of the adequate cautious measures taken there were many hurdles, particularly in the initial phases of the functioning of youth clubs. The members as well as the leaders were not clear at various stages as to what to do and how to do. The challenging job of the youth club organiser was to bring them upto the mark slowly by regular and practical guidance.

The office bearers were guided in selecting suitable projects in which they were interested and which they could complete easily. This gave them encouragement.

E. Conduct of the Youth Club programme

The study includes the planning as well as execution of the programme. From the planning stage, upto the evaluation, the youth members, organiser and the local leaders were playing a major role in all the steps. The Department of Extension, Sri Avinashilingam Home Science College for Women, Coimbatore with its National Service Scheme (NSS) team was involved in the guidance and execution of the activities of the youth clubs.



Youth opines



Youth participate in club activity



Adult adviser's role

ACTIVITIES OF YOUTH CLU

Figure.6



Youth in discussion



Youth represents



Club member gets appreciation



Youth represents

TABLE X
INITIAL ACTIVITIES

S.No.	Activities	Methods Used	Agency or person(s) involved
1.	Establishing rapport with the village people	Visit to the individual houses	Organiser and active youth members in the villages
2.	Contacting the village leaders	Group meeting	Organiser, School Headmaster and the active youth members
3.	Establishing rapport with the village people	Mass meeting	Active youth members, organiser and local leaders
4.	Motivating youth to join the Youth Club	Group meeting and film show	Organiser and local leaders
5.	Meeting the parents of youth for motivating them	Individual home visits and informal discussion	Organiser and active youth of the village.
6.	Encouraging youth to become members of youth club	Group discussion	Organiser and youth

The members consulted and planned many action programmes for implementation. The activities selected were so planned that the individual and the group as a whole were involved in the educational process resulting in the development of individual personality, leadership as well as civic sense.

The organiser met the leaders of the three boys' clubs and the three girls' clubs several times. In the discussions they understood each other and the objectives and functions of the youth clubs in rural development programmes. The leaders discussed the various possibilities and programmes they could undertake in their own villages. The boys and girls belonging to each village decided common programmes of development for their own villages.

To establish the youth clubs and introduce some new thinking in the minds of youth club members, the organiser organised certain activities. Those activities were carried out in the villages, with the full participation of youth club members only. The activities decided by the members of the youth clubs and the organiser are given in Tables X, XI, XII and XIII.



Tree Planting



Sports man



Recreate



White Washing



Exhibition

ACTIVITIES OF YOUTH CLUBS

Figure. 7



Dramatisation





← Public meeting

↓



S.No.	Activities	Methods used	Agency or person(s) involved
7.	Enrolling members for youth clubs	Group meeting and individual home visits	Organiser and active youth members
8.	Election of office bearers for the youth clubs	Group discussion of youth club members	Youth club members and Organiser.
9.	Preliminary meeting of the youth club	Group meeting	Youth club members
10.	Inauguration of the youth club	Mass meeting and cultural programme	Block Staff, youth club members, local leaders and village people.
11.	Preparation of plan of work for the youth clubs (Figures 6 and 7)	Group meeting	Youth club members, local leaders and organiser

TABLE XI

ACTIVITIES ORGANISED WITH YOUTH
(BOYS AND GIRLS)

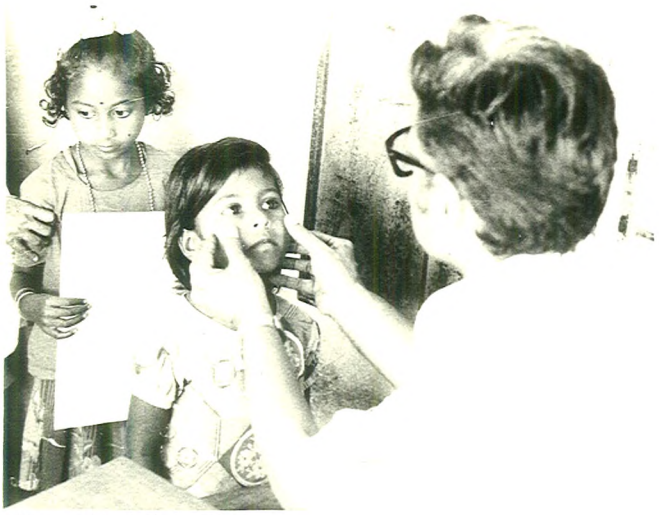
S.No.	Activities	Methods used	Agency or persons involved
	Agriculture		
1.	Giving general idea on improved agriculture	Exhibition and film show	Department of Extension Sri Avinashilingam Home Science College for Women
2.	New innovations in agriculture	Lecture cum discussion and film show	Deputy Agricultural Officer, Perianaickenpalayam
3.	The Role of Tamil Nadu Agricultural University and its functions	Visit to the University	Staff of the Tamil Nadu Agricultural University and Organiser
4.	Dairy and poultry keeping	Group discussion and visit to a farm. Film show	Dairy and Poultry Managers of Tamil Nadu Agricultural University and Organiser

S.No.	Activities	Methods used	Agency or persons involved
5.	Pest and rat control	Lecture cum discussion with an exhibition and demonstration	*Students and Staff of Extension Department of Sri Avinashilingam Home Science College.
6.	Post harvest technology	Lecture cum discussion with an exhibition and demonstration	Students and Staff of Extension Department, Sri Avinashilingam Home Science College.
7.	Agricultural Co-operative Society	Educational visit to TUCAS	Staff of Tudialur Co-operative Agricultural Society and Organiser.
8.	Education on horticulture	Visit to the orchard of TNAU and Botancial Gardens	Orchard Manager, Agricultural Assistants and Organiser

* Selected villages were adopted by the Post Graduate students for their Community and Social Service (CSS) and by the National Service Scheme (NSS) as their areas of work



Puppet show - better health



Health check up



Cleaning Campaign



Exhibition of good health

BETTER HEALTH

Figure. 8

S.No.	Activities	Methods used	Agencies or Persons involved
9.	Help for agriculture at the Block level	Special lecture and discussion with film strip	Film strip and discussion with Deputy Agricultural Officer
	HEALTH (Figure 8)		
1.	Cleanliness campaign	Slogans, posters, skits demonstration and film show	Youth, staff of Primary Health Centre, School children and Organiser.
2.	Medical checkup	Actual checkup for the villagers	Primary Health Centre team, youth, school teachers and village people.
3.	Continuous medical service and health checkup	Service of the health team once in a week	Health team of Sri Avinashi-lingam Home Science College Child Health Centre

S.No.	Activities	Methods used	Agencies or persons involved
4.	Triple antigen vaccination drive	Home visit and public meeting	Youth, Post Graduate students and NSS volunteers of Sri Avinashilingam Home Science College, staff of Primary Health Centre.
5.	Construction of soakage pits	Demonstration	Youth and investigator
6.	Better health practices	Exhibition and film show	Students of Extension Department and the Field Publicity Office.
7.	Health education - personal and environmental	Cultural programme - Drama, song, dance folk music	Youth, NSS volunteers, youth club of adjucent village and school teacher.
8.	Education on better family life	Drama and public meeting	Directorate of Advertising and Visual Publicity (DAVP) and Department of Public Health, Nehru Yuvak Kendra Official and youth.



Suffering without school lunch kitchen



Discussion with local leaders

YOUTH CLUB MEMBERS IN THE SCHOOL

Figure.9



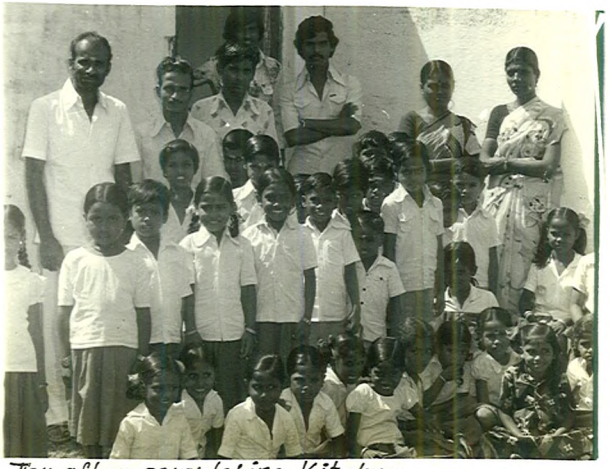
Aids for better teaching



School gardening & fencing



Helping in school lunch distribution



Joy after completing kitchen

S.No.	Activities	Methods used	Agencies or persons involved
9.	Informing people about free eye camp	Door to door visit and 'Tom-Tom'	Block personnel and youth
XI.	**EDUCATION (Figure 9)**		
1.	Organising school enrolment drive	Door to door campaign with posters, mass meeting and discussion	Youth, school teachers and Organiser
2.	Strengthening Parent Teacher Association	Frequent group meetings with demonstrations, discussions, displays and film shows	School teachers, local leaders, youth and organiser
3.	Coaching school children	Individual contact	Children, youth and Post Graduate students of Department of Extension.
4.	Developing school garden	Actual work in the plot	Youth, school children and college students.

S.No.	Activities	Methods used	Agencies or persons involved
5.	Leveling school play ground	Actual work on the grounds	Youth, school children and College students
6.	Helping in midday meals programme of the school	Group discussion and actual supervision	Youth and school children
7.	Construction of school lunch kitchen	Shramdhan	NSS volunteers, NSS Programme Officers, Youth club members, local leaders and school teachers of Ramanathapuram village
8.	Construction of additional classroom	Shramdhan	Youth club members, local leaders, school teachers and Panchayat Union officials.
9.	Sports programme for school children	Coaching and competions	Youth, children and school teachers



Discussion with mothers



Inauguration (V.1)



Children with joy

BALWADI ORGANISATION

Figure.10



Youth in the Balwadi



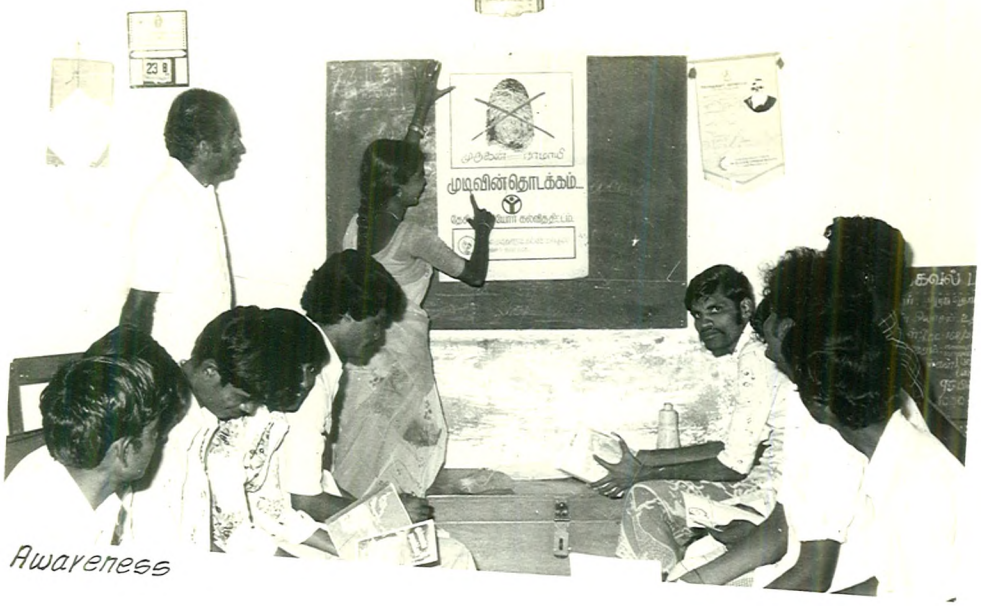
Inauguration (V.3)



Inauguration (V.2)

S.No.	Activities	Method used	Agencies or persons involved
10.	Educational programmes for school children	Story telling, teaching songs, mass drill and performance tests	Youth club members, college students and school children
11.	Celebration of national days and festivals in the school	Mass meetings, cultural programme - folk arts and sports	Youth, college students and school teachers.
12.	Fencing the school	Manual labour	Youth club members and the school teachers
13.	Teaching aids for the school	Flash cards, models and posters	Youth club members
	<u>BALWADI EDUCATION (Figure 10)</u>		
1.	Identification of balwadi teacher	Group meeting and individual contact	Youth Club members and Organiser
2.	Organising Balwadi	Group discussion and individual home visit	Representative from sponsoring agency-Central Social Welfare Board, youth club members and organiser

S.No.	Activities	Used methods	Agencies or persons involved
3.	Balwadi enrolment drive	Home visit and mass meeting	Local leaders
4.	Motivating parents in extending help for smooth running of the balwadi	Individual home visit and group meeting with film strip	Balwadi teacher, youth and organiser
5.	Gardening for balwadi	Actual work	Youth club members and college students
6.	Fencing the balwadi	Actual work	Youth with local leaders
7.	Supervising the balwadi feeding programme and other activities for children	Supervision	Youth club leaders
8.	Organising parents meeting	Group meetings	Youth and the balwadi Teacher



Awareness



Literacy for men

FUNCTIONAL LITERACY IMPROVES....

Figure.11



Women



Women (follow-up)

S.No.	Activities	Methods used	Agencies or persons involved
	ADULT EDUCATION (Figure 11)		
1.	Importance of adult education centre	Discussion with posters charts, handouts and cultural programme	Youth members, NSS Volunteers and Post Graduate students.
2.	Organising adult education classes	All steps in organisation	Department of Extension, Sri Avinashilingam Home Science College and Youth club members
3.	Motivating adult illiterates	Exhibition, mass meeting film show and field trip	Youth, college students and teachers.
4.	Supervising the adult education classes	Supervision	Youth club members, adult education teachers and learners
5.	Plan for followup work	Discussion	Youth, local leaders and neo-literates.



Charts



Demonstration

NUTRITION EDUCATION THROUGH.....

Figure.12



Dramatisation

S.No.	Activities	Methods used	Agencies or persons involved
	Nutrition & Child Care (Figure 12)		
1.	Nutrition education - selection of 5 foods - balanced diet - deficiency diseases	Lecture, discussion, posters, charts, flash cards, flip book, hand outs, filmshow, exhibition and demonstration	Staff of Sri Avinashilingam Home Science College for Women, youth and organiser
2.	Need for kitchen gardening, rotation of crops	Discussion and field trip	Staff of Tamil Nadu Agricultural University.
3.	Distribution of seeds	Individual contact	Youth and village people
4.	Use of hay box	Demonstration cum discussion	Post graduate students and youth.
5.	Use of Janata Refrigerator	Demonstration cum discussion	Post Graduate students and youth

S.No.	Activities	Methods used	Agencies or persons involved
6.	Exhibition on good nutrition	Exhibition of all the materials	Post Graduate students and youth
7.	Infant weaning food	Demonstration	Post Graduate students and youth
	<u>Economic Programmes</u>		
1.	Education on subsidiary occupations	Lecture x cum discussion, film show	Staff of Economics Department of Sri Avinashilingam Home Science College
2.	Education on agricultural importance	Lecture cum discussion with posters and charts Exhibition	Tamil Nadu Agricultural University Block staff and youth
3.	Family budgeting	Discussion with film strip, charts and posters	Staff of Home Management Department of Sri Avinashilingam Home Science College.

S.No	Activities	Methods used	Agencies or persons involved
4.	Kitchen gardening	Discussion with literature	Deputy Agricultural Officer, Perianaickenpalayam
5.	Education on sericulture	Lecture with discussion, charts and posters visit to a farm	Staff of sericulture department.
6	Soap making	Demonstration cum discussion	School headmaster and youth
7.	Education on self employment	Discussion and field visits	Assistant Project Officer, District Rural Development Agency.
8.	Education on small savings	Discussion with posters handouts and film show/ filmstrips	District Small Savings Officer and organiser
9.	Starting post office savings	Discussion with posters, handouts and film show	Organiser, Post Master, School children and youth

S.No.	Activities	Methods used	Agencies or persons involved
	Public Amenities		
1.	Road laying	Actual work	Youth with NSS volunteers
2.	Cleaning the temple	Actual work	Youth club members
3.	Whitewashing huts in the Harijan colony	Actual work	Youth club members and NSS volunteers
4.	Tree planting	Actual work	Youth club members and Post Graduate students
5.	Cleanliness of the common drinking water supply area	Actual work and Supervision	Youth club members
6.	Maintaining the cleanliness of the drinking water	Chlorination of water in due intervals	Youth club members with the staff of Primary Health Centre.

S.No.	Activities	Methods used	Agencies or persons involved
	RECREATION		
1.	Organising and strengthening the sports team	Encouragement and competition	District co-ordinator of Nehru Yuvak Kendra, youth and organiser
2.	Strengthening radio listening practices	Discussion and competition	Youth and organiser
3.	Organising folk arts troop	Discussion and training	Team from nearby village,
4.	Organising a library	Discussion	Students, youth and organiser
5.	Organising a committee for pilgrimage tours	Group discussion	Local leaders and youth
6.	Maintaining the cultural practices of the people	Celebration of village festivals	Local leaders and youth

S.No.	Activities	Methods used	Agencies or persons involved
7.	Group programmes	Picnic trips to nearby places	Youth and organiser
	<u>Civic education and social Participation</u>		
1.	Education on civic responsibilities	Lecture, discussion and film show	Physical Education teacher from any nearby school and youth, Dept. of Extension, Sri Avinashilingam Home Science College.
2.	Responsibilities of youth in village improvement	Discussion and film show	Organiser and Field Publicity Officer
3.	Practice in organisation and co-ordination of programmes	Discussion with film strip	Organiser and youth

S.No.	Activities	Methods used	Agencies or persons involved
4	Awareness about the world around	Visit to the nearby institutions, organisations and meeting many officials and development personnel	Organiser and youth
5.	Citizenship responsibilities of Indian Youth	Discussion cum filmshow	Youth and the Department of Extension, Sri Avinashilingam Home Science College for Women.

TABLE XII
ACTIVITIES ORGANISED WITH BOYS(SPECIAL)

S.No.	Activities	Methods used	Agencies/persons involved
1.	Training in sericulture	Practical training in the field	District Rural Development Agency (DRDA) and Tamil Nadu Agricultural University (TNAU)
2.	Special training in agricultural innovations	Training	District Rural Development Agency and Tamil Nadu Agricultural University
3.	Leadership training	Training	Nehru Yuvak Kendra
4.	Sports suitable for boys	Sports meet	Nehru Yuvak Kendra

Table XIII

ACTIVITIES ORGANISED WITH GIRLS (SPECIAL)

S.No.	Activities	Methods used	Agencies/person(s) involved
1.	Games suitable for girls	Coaching	Students of Sri Avinashilingam Home Science College
2.	Tailoring, stitching and embroidery	Training Programme	DRDA under Training Rural Youth for Self Employment (TRYSEM)
3.	Wire bag making	Training Programme	DRDA under TRYSEM
4.	Home management - to be effective homemakers	Discussion with teaching aids	Staff of Sri Avinashilingam Home Science College
5.	Household cleanliness	Discussion with teaching aids and demonstration	Students of Sri Avinashilingam Home Science College
6.	Proper methods of cooking	Demonstration and discussion	Students of Sri Avinashilingam Home Science College

S.No.	Activities	Methods used	Agencies/person(s)involved
7.	Preparation of new recipes	Demonstration and Discussion	Students of Sri Avinashilingam Home Science College
8.	Care of children	Lecture cum discussion	Staff of Sri Avinashilingam Home Science College
9.	Toys for children	Demonstration cum discussion	Staff of Sri Avinashilingam Home Science College
10.	Prenatal and postnatal care	Lecture, discussion and film show	Medical Officer, Primary Health Centre
11.	Training in public cooperation	Training with other methods in the course of training	Central Social Welfare Board through Bharatia Grameen Mahila Sangh organised by the Organiser and staff of Extension Department of Sri Avinashilingam Home Science College.
12.	Selection and care of clothing	Lecture cum discussion	Staff of Textiles Department, Sri Avinashilingam Home Science College

Initial activities:

From the preliminary steps to organise youth clubs and conduct the baseline survey, it was found that the interests and needs of youth of the three villages seemed to be more or less same and their decision about the plan of work for their youth club was also found similar. Due to this similarity, a common plan of work is given in Tables X, XI, XII and XIII and the results of the study is also discussed as a whole for all the youth of three selected villages.

Table X indicates the steps taken in initiate youth club organisation. The local leaders and the Block staff gave encouraging hands for the investigator to organise youth clubs. Motivating the parents of youth girls was a difficult task for the investigator, but the school teachers helped the investigator in this aspect, as most of the youth girls were the old students of the village school and they obliged to the words of their teachers. The active youth boys met many parents and requested for their co-operation.

The individual contacts at the door steps, group discussions, film shows and public meetings were the notable

methods of organising and initiating youth club activities. All the youth clubs followed the same steps as given in Appendix V in organising themselves. The plan of work was prepared in consultation with the youth members, local leaders and the officials concerned.

Activities organised with boys and girls:

Agriculture

The youth club members were greatly interested in knowing about agriculture and its innovations. With lectures and discussions field trips were arranged to enrich their knowledge in agriculture. A visit to the Central Exhibition of the Tamil Nadu Agricultural University at Coimbatore campus, enlightened the youth regarding the improvements in the field of agriculture.

Health

In the baseline survey, people expressed the need for improving health and cleanliness of the village. The people were not aware of the services of Primary Health Centre at Perianaickenpalayam and they wanted continuous medical services to the villages. The youths were helped to approach the Medical Officer of Primary Health Centre at Perianaickenpalayam and he also participated in all the

important functions of youth clubs in the villages. He arranged for the medical check up of the school children and all the village people. This immediate response was due to the efforts of youth and the NSS campers in the villages.

The NSS volunteers and Post graduate students of Extension Department, Sri Avinashilingam Home Science College with the youth club members arranged a cultural programme with skits, folk arts and dances and an exhibition on "good health". With a team of trained artist, DAVP arranged a drama in two villages where village people and youth from other villages also participated. At this juncture the youth members organised a very big public meeting, involving all the local leaders and officials.

Education

The school was a centre for all the activities of the youth club members. The youth members made it a point to attend all the meetings of the Parent Teacher Associations and the functions in the villages.

In one of the three villages, where there was dire need for a school lunch kitchen, the youth members and the NSS team of Sri Avinashilingam Home Science College took

keen interest in constructing a lunch room. The NSS campers initiated the programme, and the youth with school Headmaster and the local leaders successfully completed the kitchen. In another village, with the help of Panchayat Union, a class room was constructed. In this programme, the youth members gave shramdhan, locally collected cash and kind for the building and co-ordinated throughout the period.

The youth members participated in the school functions, conducted sports and educational competitions for the children. In one of the villages, one of the office bearers of the youth club could develop his artistic skill and prepared charts and posters as teaching aids for the school.

Balwadi Education

In all the three selected villages, there were not balwadi education facilities for the young children. The youth members themselves had requested the organiser to indicate the ways and means to start balwadies in their concerned villages.

Through the Central Social Welfare Board, with the guidance of Sri Avinashilingam Home Science College,

balwadies were sanctioned for all the three villages. The youth members were involved in selection of a place for balwadi and location of balwadi teachers and ayahs. In one of the villages, the building of a youth member was given free of rent for running the balwadi.

Though many difficulties were encountered the youth members particularly the active leaders of the youth club were taking steps for the smooth functioning of the balwadies in all the three villages.

Adult Education

Adult education and functional literacy, as felt by the youth club members, was the prime need of the selected villages. But, it was very difficult for them to motivate the illiterates to attend the adult education classes. With the help of the students of Sri Avinashilingam Home Science College, motivational programmes were organised.

The youth club members selected places for centres, adult education teachers and obtained permission from the concerned authorities to organise centres in their villages. Two centres, one for men and another for women, were organised in one village, one each in the other two villages. The adult education teachers were selected from the youth club members

themselves. The youth club members, in turns, supervised the functioning of adult education centres.

Nutrition and child care

All the youth club members showed great interest in nutrition education programmes. The youth members organised kitchen gardens and also distributed seeds to the families in the villagers who had facilities for organising kitchen gardens, and followed up for the improvement of kitchen gardens. The foods and nutrition Department of Sri Avinashilingam Home Science College and students of Extension Department helped the youth to impart knowledge in nutrition and child care through many methods of communication.

The youth club members, in different groups, visited Sri Avinashilingam Home Science Collge, observed the activities in the college and benefitted from the same. The gramsevikas and Mukhya Sevika were also organised programmes with youth club members, for the welfare of the selected villages.

Economic activities

It was very difficult for the investigator to help the youth members organise many economic activities because

they needed financial investment, which was very difficult to get as well as, delay in the sanction of the same by the financing agencies and organisations. To the extent possible the youth club members were made aware of, with all the suitable economic activities for them. The youth members were introduced to the agencies and institutions through whom they could start self-employment.

With the help of District Small Savings Officer and the NSS Volunteers, small savings drive was organised by the youth in the villages. The nationalised banks and scheduled banks were introduced to the youth for the economic activities as well as to develop the habit of saving.

Public amenities

The youth club members were interested in all the activities. But they need motivation, particularly the girls, to participate in the activities related to public welfare. The youth club members were interested in having good roads, clean and beautiful temple, welfare work for the Harijans and protected drinking water for all.

The overhead tank constructed for one of the villages was to be inaugurated for a long time, but with the efforts of youth club members and NSS volunteers, made it possible

to bring it for use by the village people. The youth club members were appreciated by the local leaders for their efforts towards the improvement of public amenities.

Recreation

Lack of recreational facilities in the villages was a major problem as expressed by the youth club members. In one of the villages, there was an organised sports team. They were encouraged by the investigator and the District Co-ordinator of Nehru Yuvak Kendra to participate in the sports meets in different places. Play materials were also distributed to the youth clubs by the Nehru Yuvak Kendra.

The youth members organised into various groups to learn folk arts with the help of experts and teams performing in other villages.

The youth members organised a library in a small scale, but they were utilising them to the fullest extent. The literature for neo-literates were also collected for the library. The celebration of village festivals, organising tours and picnics were meaningful recreation programmes for the youth club members.

Civic education and social participation

The activities organised to give civic education for the youth members were meaningful. They were ready to take part in social activities and take up leadership responsibilities. With the training given in this area, youth were ready to go out and meet officials, heads of institutions and organise programmes for the village welfare.

The activities in this aspect made the youth to think of village welfare, their role in rural development and organise activities for the same.

Activities organised with boys

Certain activities suitable only for boys, were organised as per the request of youth boys. The Small Farmers Development Agency organised programmes for the boys in the improved agriculture; representatives from boys' youth clubs attended the same. The Nehru Yuvak Kendra arranged leadership training camps, which were attended by the youth club leaders. The games suitable for boys were organised separately for them by Nehru Yuvak Kendra.

Activities organised with girls

The youth girls requested for some special programmes for their clubs. The indoor as well as outdoor games suitable

for girls were arranged by the students of Sri Avinashilingam Home Science College for Women, Coimbatore.

Under the TRYSEM, with the help of Block Office, one training centre in tailoring was organised in one of the villages. The youth helped in organising this centre by meeting the officials concerned. The craft teacher trains the girls in wire bag making and embroidery also.

The girls were interested in cooking, child care and care of clothing, for which special activities were conducted with the help of the staff of Sri Avinashilingam Home Science College for Women, Coimbatore. The home management aspect of education attracted many youth girls and participated in it with full interest.

F. Evaluation and Follow-up

The youth club programme and activities were evaluated on the following lines:

1. Opinion of youth themselves about their youth club work.
2. Economic gain due to youth club work
3. Assessment of the knowledge gained by the youth through knowledge tests (Appendix VI)

4. Assessment of skills learnt by the youth through the scores gained by the youth (Appendix VII).

5. Percentage of attendance of youth for the youth club activities.

6. Assessment of leadership traits acquired by the youth through youth club activities (Appendix VIII) and

7. Opinion of local leaders about the participation of youth in rural development work.

and 8 Study of the factors related to the attendance of the members to the youth club activities.

The results of the evaluation programme are discussed in Chapter IV.

As a followup of these youth club organisations and conduct of the activities, the organiser had planned with the youth club members and the village leaders, to continue the welfare work and develop their villages. They also had decided to work under Nehru Yuvak Kendra and Bharatia Grameen Mahila Sangh, in which case, they will be able to get continuous guidance for future work.

All the six clubs had planned to organise a common leadership training camp, with the help of the concerned organisation to which they are attached.

Results and Discussion

IV RESULTS AND DISCUSSION

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

A. Baseline survey of the selected villages

B. Opinions and interests of youth regarding their participation in rural development

C. Evaluation of the youth clubs

and D. Opinions of village leaders about participation of youth in rural development.

A. Baseline Survey of the Selected Villages

The results of the baseline survey conducted in the selected villages are discussed under the following headings:

1. Background information about the families
2. Education
3. Health and hygiene
4. Food production
5. Expenditure pattern and mode of savings
6. Facilities needed for the village

1. Background information about the families

The details on the size of the families, literacy level of the heads of the families, main occupations, subsidiary occupations, and family income are given in Table XIV.

TABLE XIV

BACKGROUND INFORMATION ABOUT THE FAMILIES

S. No.	Details	Percentage in the category					
		*V1 (136)	V2 (119)	V3 (120)	V4 (221)	V5 (82)	V6 (163)
1.	Size of the family (in numbers)						
a.	0 - 3	24.2	30.3	32.5	39.8	30.5	31.9
b.	4	33.1	17.6	15.0	24.4	19.5	27.0
c.	5	20.6	32.8	29.2	19.2	22.0	26.4
d.	6 and above	22.1	19.3	23.3	16.6	28.0	14.7
2.	Education of the head of the family						
a.	Professional	--	--	0.8	0.9	--	1.2
b.	College	1.5	2.5	2.5	0.9	2.4	1.8
c.	High school	14.0	15.1	13.3	14.5	14.5	12.9
d.	Middle school	21.3	27.7	24.2	21.7	22.0	13.5
e.	Elementary school	28.6	32.8	30.8	31.2	31.7	31.3
f.	Illiterate	34.6	21.9	29.2	30.8	29.4	39.3
3.	Occupation of the head of the family						
a.	Agriculturists/ Farming	48.5	48.7	54.2	49.1	46.9	37.4
b.	Agricultural labourers	41.2	40.3	33.3	37.6	37.8	30.1
c.	Mill workers	0.7	3.4	3.3	1.8	6.4	6.4
d.	Shop keepers	1.5	2.5	1.7	1.4	-	11.8
e.	Others	8.1	5.1	7.5	5.7	8.9	14.3

* Figures in parentheses are the number of families surveyed.

S. No.	Details	Percentage in the category					
		V1 (136)	V2 (119)	V3 (120)	V4 (221)	V5 (82)	V6 (163)
4.	Subsidiary occupation	*(27)	(39)	(44)	(50)	(30)	(45)
	a. Poultry	7.4	7.7	22.7	24.0	20.0	17.8
	b. Dairy	14.4	41.0	36.4	48.0	43.5	26.7
	c. Kitchen gardening	48.2	51.3	36.4	22.0	26.6	40.0
	d. Bee keeping	-	2.6	4.5	2.0	6.6	6.6
	e. Tailoring	-	-	-	4.0	3.3	8.9
5.	Family income (Rs./Annum)						
	a. Less than Rs.2500	36.8	37.8	33.3	33.0	34.2	38.0
	b. 2500 - 5000	47.1	37.8	45.0	45.2	50.0	44.2
	c. 5000 - 7500	15.4	20.3	18.7	19.4	14.6	15.7
	d. 7500 and above	0.7	4.1	3.0	2.4	1.2	2.1

* Figures in parentheses indicate the number of people having subsidiary occupations based on which the percentage for different occupation were calculated.

The size of the family with less than 3 members varied from 24.2 to 39.8 per cent in the selected villages. It is distressing to note that the larger size of families (6 and above) still had a share of 14.7 to 28.0 per cent in the selected villages.

The literacy level of the heads of families indicated that 60.7 to 78.1 per cent of the selected families had the education ranging from elementary to college levels.

Agriculture was reported as the main occupation followed by agricultural labour.

Among the 841 families, 28 per cent had some subsidiary occupation to add to their family income. Kitchen garden was reported as an important subsidiary occupation taken up by 22.0 to 51.3 per cent, followed by Dairy.

A majority of the families came under the income range of Rs.2500/- to Rs.5000/- per annum.

2. Education

The number of children in the school going age in the six selected villages is given in Table XV.

TABLE XV

CHILDREN IN THE SCHOOL GOING AGE

S.No.	Sex	Number of children in the school going age					
		Village					
		1	2	3	4	5	6
1	Male	56 (7.5)	43 (6.9)	45 (7.1)	39 (2.9)	28 (5.6)	59 (6.1)
2	Female	55 (7.4)	38 (6.1)	36 (5.7)	52 (3.9)	51 (10.2)	40 (4.1)

Figures in parentheses are the percentage of children in school going age in the total population.

The children in the school going age were found to be ranging from 2.9 per cent to 10.2 per cent of the total population of the selected villages.

Table XVI gives details regarding the children in the school, attending the school, drop outs and the help they need to continue their education.

TABLE XVI

INFORMATION ON THE SCHOOL GOING CHILDREN REGARDING EDUCATION

S.No.	Details	Percentage in the category					
		Village					
		1	2	3	4	5	6
		(34)	(33)	(25)	(20)	(45)	(60)
1.	Attendance in the School						
	a. Male	75.5	81.0	82.5	79.0	85.5	76.5
	b. Female	72.5	72.5	73.0	69.5	76.0	66.0
2.*	Dropouts from the School						
	a. Male	10.5	12.0	7.2	5.0	8.3	10.0
	b. Female	13.0	14.1	11.1	8.1	11.2	10.2
3.*	Reasons for dropping out						
	a. Working in the farm						
	Male	22.0	16.0	19.4	9.3	16.4	11.2
	Female	6.0	4.0	6.3	6.4	8.0	3.2

S. No.	Details	Percentage in the category (Village 1)	2	3	4	5	6
	b. Taking care of younger ones						
	Male	6.6	5.2	6.3	4.1	3.4	4.3
	Female	20.0	10.1	16.6	14.4	13.7	14.6
	c. Sickness						
	Male	18.0	6.6	12.4	6.5	12.0	5.0
	Female	10.0	6.3	10.5	6.0	10.0	5.0
	d. Girls need not study	14.7	14.1	20.0	17.7	19.5	16.7
4.	Need coaching for the school going children	75.0	71.4	79.2	90.9	45.1	62.6
5.	Willingness to have functional literacy class in the village						
	Male	20.0	18.0	40.8	36.3	30.0	24.3
	Female	10.0	10.5	30.0	20.3	20.0	20.3
6.	Reasons for 'No'	(95)	(85)	(35)	(96)	(41)	(90)
	a. Do not want any learning at this age:						
	Male	22.0	18.0	14.0	22.0	23.0	21.0
	Female	26.0	28.0	30.0	40.0	30.0	40.0
	b. Donot have time to attend class						
	Male	22.0	22.0	24.0	16.0	18.0	13.0
	Female	30.0	40.0	32.0	22.0	29.0	26.0

* Incidence in the family as expressed by the head of the families

The attendance of the male children in the school ranged from 76 per cent to 85 per cent in the selected villages where as that of the females ranged from 69 to 76 per cent.

In the selected villages 28.5 to 70.8 per cent of illiterate respondents expressed their desire to attend adult education classes.

However in villages I and II 70 and 71.5 per cent of the respondents did not want adult education because of their late age and lack of time.

3. Health and hygiene

Details about the health aspects of the family members and the village in general are presented in Table XVII.

TABLE XVII

HEALTH STATUS

S. No.	Details	Percentage of respondents					
		V_1 (136)	V_2 (119)	V_3 (120)	V_4 (221)	V_5 (82)	V_6 (163)
1.	General health condition of the family members						
	a. Good	40	42	51	50	41	43
	b. Fair	34	39	31	20	29	37
	c. Poor	26	19	18	30	30	20
2.	Household cleanliness						
	a. Good	32	25	30	30	25	40
	b. Fair	30	20	35	40	35	35
	c. Poor	38	55	35	30	40	25
3.	Environmental cleanliness						
	a. Good	28	25	32	34	22	31
	b. Fair	28	22	20	30	20	29
	c. Poor	56	53	48	36	58	50
4.	Disposal of waste						
	a. Good	26	21	17	22	18	29
	b. Fair	29	38	34	24	31	25
	c. Poor	45	41	49	54	51	46

S. No.	Details	Percentage of respondents					
		V_1 (136)	V_2 (119)	V_3 (120)	V_4 (221)	V_5 (82)	V_6 (163)
5.	Immunisation for the children in the family						
	a. Yes	58	62	56	64	56	54
	b. No	42	38	44	36	44	46
6.	Improvements needed on the part of health						
	a. Immunisation drive	73	64	73	45	72	63
	b. Vaccination drive	71	65	69	47	71	55
	c. Cleanliness of the streets	71	53	65	51	43	63
	d. Building ditches for drainage	69	71	55	63	53	62
	e. Providing dust bins	63	71	46	51	51	61
	f. Constructing urinals and latrines	52	42	43	38	37	33
	g. Health education	43	25	38	34	41	17
	h. Medical facilities	43	54	73	66	76	41

4. Food production

The various sources of food production under subsidiary occupations are given in Table XIV.

Some families produced vegetables through kitchen gardening worth of Rs. five to eleven per month which is mostly used for home consumption.

Table XVIII gives the reasons for a large number of families not taking up kitchen gardening.

TABLE XVIII

REASONS FOR NOT HAVING KITCHEN GARDEN

S.No.	Details	Percentage of respondents					
		V_1 (123)	V_2 (100)	V_3 (104)	V_4 (210)	V_5 (74)	V_6 (145)
1.	Reasons for not having kitchen garden						
	a. Lack of guidance	37.5	26.9	25.0	13.1	23.2	15.3
	b. Not getting good seeds	30.2	17.7	13.3	14.0	20.7	12.9
	c. Lack of water facility	22.8	22.7	17.5	14.9	37.8	21.5
	d. Lack of space	19.9	19.3	17.5	7.7	39.0	17.2
	e. No time	12.5	16.0	21.7	9.5	23.2	8.6
2.	Help needed						
	a. Providing good seeds	50.4	16.4	17.3	32.5	28.4	29.6
	b. Guidance	41.6	30.7	33.3	31.6	35.6	28.8
	c. Water facility	31.0	21.6	29.7	19.8	25.5	27.4

Figures in parentheses indicate the number of families not having kitchen garden based on which the percentage were calculated.

With proper help kitchen garden can be improved in about 27 to 68 per cent of the families in the six villages.

Poultry

Fortyone families raised poultry in the six villages. Their income from poultry ranged from Rs.25 to 50 per month. Lack of space, finance and incentives were the reasons reported by the families for not taking up poultry.

Dairy

Dairy was an important subsidiary occupation undertaken by 93 families in six villages. They earned Rs.100/- to Rs. 125/- per month through dairy. Lack of finance and space were the reasons given by others for not having dairy.

Beekeeping

Only nine families from the six villages had beekeeping as their subsidiary occupation earning Rs.10/- to Rs.25/- per month.

5. Expenditure pattern and mode of savings

The heads of expenditure and percentage spent on each category are given in Table XIX.

TABLE XIX

EXPENDITURE PATTERN

S. No.	Expenditure (% range)	Percentage of income spent in					
		V_1 (136)	V_2 (119)	V_3 (120)	V_4 (221)	V_5 (82)	V_6 (163)
1.	**Food**						
	Below 50	22.1	21.0	23.4	19.9	25.6	20.9
	51 to 60	27.9	23.5	26.6	23.5	24.3	28.1
	61 to 75	50.0	55.5	50.0	56.6	50.0	51.0
2.	**Clothing**						
	Below 5	50.0	55.5	48.3	61.5	63.4	52.8
	5 to 10	25.7	23.5	25.0	22.6	21.9	28.2
	11 to 20	24.3	21.0	26.7	15.9	14.7	19.0
3.	**Housing**						
	Below 5	19.1	16.0	18.3	21.7	28.0	39.8
	Own house	80.9	84.0	81.7	88.3	72.0	60.2
4.	**Health**						
	Below 5	82.3	79.8	84.2	80.5	71.9	68.7
	6 to 10	17.7	20.2	15.8	19.5	28.1	31.3
5.	**Transport**						
	Below 5	66.1	70.5	62.5	65.6	58.5	69.9
	6 to 10	33.9	29.5	37.5	34.4	41.5	30.1
6.	**Recreation**						
	Below 5	69.9	63.9	70.8	89.6	78.0	72.4
	6 to 10	30.1	36.1	29.2	20.4	22.0	27.6
7.	**Savings**						
	About 5	17.7	17.6	15.8	19.0	20.7	22.0
	Nil	82.3	82.4	84.2	81.0	79.3	78.0

Expenditure on food was maximum, varying from 61 to 75 per cent, in a majority of the families. Since many families owned houses, 16 to 39.8 per cent of the families spent below five per cent of their income on rent.

Savings

The banks and the chit funds were found to be the two major institutions through which people in the selected villages, 45 to 85 per cent and 35 to 60 per cent respectively, saved.

Table XX gives the reasons reported by the respondents for not saving.

TABLE XX

REASONS FOR NOT SAVING

S. No.	Reasons	Percentage of respondents					
		V_1 (136)	V_2 (119)	V_3 (120)	V_4 (221)	V_5 (82)	V_6 (163)
1.	Not aware of the need for savings	33.8	43.8	48.4	49.5	33.5	66.0
2.	Not having extra income to save	42.2	32.6	56.5	52.6	46.0	72.5
3.	Do not get any motivation to save	56.6	58.8	42.5	38.4	48.0	49.5

Inadequate income was found to the main reason for inability to save.

6. Facilities needed for the village

The respondents expressed that they had schools in their village and received some help for health care. The facilities needed were organising Mahalir Manrams, Youth Clubs, Parent Teacher Associations and Balwadis.

B. Opinions and interests of youth regarding their participation in rural development

From the baseline survey, it was identified that there were 1165 youth, in the age range of 15 to 30 years in the six selected villages. Among the total, the proportion of male and female is given in Table XXI.

TABLE XXI

DISTRIBUTION OF YOUTH IN THE SELECTED VILLAGES

S. No.	Sex	Distribution of youth in the villages in Percentage						
		V1 (187)	V2 (213)	V3 (161)	V4 (199)	V5 (140)	V6 (265)	Taking all the villages (1165)
1.	Boys	49.7	50.2	46.6	51.3	54.3	47.5	49.9
2.	Girls	50.3	49.8	53.4	48.7	45.7	52.5	50.1

As there was not much difference between the percentage of the sexes, probability proportional sampling method was used to select 300 youth (both the sexes representing in equal proportion) for the opinion study.

The sample thus interviewed had the distribution as given in Table XXII.

TABLE XXII

DISTRIBUTION OF THE SELECTED YOUTH

S. No.	Sex	Number of youth					
		V1	V2	V3	V4	V5	V6
1	Boys	24	28	21	25	18	34
2	Girls	24	28	21	25	18	34
	Total	48	56	42	50	36	68

The size of the sample depended on the total number of youth in the village.

The details regarding the sample are given in the following order:

1. Background information about the youth
2. Interests of youth in village welfare
3. Youth organisation in the village
4. Expectations of youth from youth clubs
5. Position of youth in the village
6. Interests of youth in their village improvement.

1. Background information about the youth

The information about the selected youth are given in Table XXIII.

TABLE XXIII

INFORMATION ABOUT THE SELECTED YOUTH

S. No.	Details	Number of respondents											
		V_1		V_2		V_3		V_4		V_5		V_6	
		B(24)	G(24)	B(28)	G(28)	B(21)	G(21)	B(25)	G(25)	B(18)	G(18)	B(34)	G(34)
1.	**Age years**												
	a. 15 to 20	8	15	9	11	9	7	11	14	6	6	12	14
	b. 21 to 25	12	6	10	8	4	9	8	6	7	8	13	9
	c. 26 to 30	4	3	9	9	8	5	6	5	5	4	9	11
2.	**Education upto**												
	College	3	0	3	3	3	2	4	3	3	1	4	2
	Secondary	12	6	11	9	11	12	14	9	8	6	15	24
	Elementary	2	14	11	13	4	3	5	8	6	9	12	2
	Illiterate	7	4	3	3	3	4	2	5	1	2	3	6
3.	**Occupation**												
	Agriculture	2	0	3	0	2	0	2	0	4	0	1	0
	Agricultural labour	8	7	9	13	7	11	12	15	4	11	11	17
	Assisting in Agriculture	4	3	4	2	3	3	4	2	3	3	2	3
	Mill work	4	0	2	0	3	0	2	0	4	0	8	2
	Workshop	3	0	4	0	4	0	2	0	3	0	11	0

S. No.	Details	Number of respondents											
		V_1		V_2		V_3		V_4		V_5		V_6	
		B(24)	G(24)	B(28)	G(28)	B(21)	G(21)	B(25)	G(25)	B(18)	G(18)	B(34)	G(34)
	Others	3	2	2	3	1	0	2	0	0	2	1	4
	Unemployed	0	12	4	10	1	7	1	8	0	2	0	8
4.	Income in Rs. Month	*(20)	(9)	(20)	(14)	(17)	(11)	(20)	(15)	(15)	(13)	(32)	(23)
	Upto 100	12	4	9	8	9	6	9	7	8	6	9	6
	101 to 200	4	3	8	4	5	5	9	6	3	4	18	3
	201 to 300	1	1	1	1	0	0	0	1	1	3	4	2
	301 to 400	1	1	2	1	1	0	0	0	0	0	0	1
	401 to 500	0	0	0	0	1	0	1	1	1	0	1	3
	501 and above	2	0	0	0	1	0	1	0	2	0	0	8

* Figures in parenthesis indicate the actual number of youth having some earning of their own, based on which the percentages are calculated

In the selected sample, most of the youth were below 25 years. The illiteracy level among the selected youth ranged from 5.6 to 29.2 per cent only. However even this must be removed. The level of unemployment among the youth ranged from 4 to 14.3 per cent, in the case of males, and 23.5 per cent to 50.0 per cent in the case of females. The reason for the larger per centage of unemployment in the case of girls was that they were engaged in household work and taking care of children at home.

Eighty eight youth earned Rs.100/- month, most of them being agricultural labourers.

2. Interests of youth in village welfare

Table XXIV indicates the interests of the youth in the village welfare.

It is very interesting to note that 44.1 per cent to 92 per cent of the youth had interest in the welfare of their villages mainly because they were closely associated with their village people and concerned with the development of their own near and dear ones. As against this 63 youth did not show any interest for the major reasons: lack of guidance for the welfare work, party politics in the villages, lack of co-operation among the village groups and unable to spare time.

3. Youth organisation in the village:

There were no organisations for the youth in the selected villages. After observing the interests of the selected youth in the welfare of their own villages, the investigator elicited from the youth, the reasons for their not having an organisation of their own, and their interests in starting such an organisation. The expressions of the youth are given in Table XXV.

TABLE XXV

REASONS FOR NOT HAVING YOUTH CLUB

S. No.	Details	Number of respondents											
		V_1		V_2		V_3		V_4		V_5		V_6	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
		(24)		(28)		(21)		(25)		(18)		(34)	
1.	Reasons for not having Youth Club												
	Lack of interest of youth	1	4	14	7	4	1	11	2	3	1	16	13
	Lack of motivation for taking up responsibility	2	4	12	4	6	2	2	6	4	2	3	2
	Lack of co-operation	6	3	12	4	14	1	16	8	2	2	17	4
	Lack of initiative	7	13	0	5	14	7	1	2	12	11	4	5
	Political problem	2	0	8	6	19	14	4	8	3	2	13	2
	Lack of facilities for conducting meetings	1	0	3	4	3	2	3	1	1	1	2	2
2.	Willingness to start Youth Club												
	Willing to start	16	12	8	10	14	18	7	9	12	13	10	5
	Unwilling	8	12	20	18	7	3	18	16	6	5	24	29

The reasons given by the youth for not having an organisation of their own in the village were lack of initiative and political interference in the community welfare activities. Motivation to take up the responsibility and developing co-operative attitude among the youth were required for organising the youth.

4. Expectations of youth from youth clubs

When the youth expressed their willingness to start clubs in their villages, the investigator checked their objectives and expectations. They are given in Table XXVI

5. Position of youth in the village

In the six villages, three youth were members of village panchayat, three girls were members of the Mahalir Manram, five were members of Parent Teacher Associations, nine were members of Co-operative Societies and four were leaders of some political parties.

6. Interests of youth in their village improvement

The interests of youth in village improvement, were recorded under the headings such as health, education, economic improvement, recreation, transport and others as shown in Table XXVII.

Youth had given the areas of development needed for their villages and their interest in those activities. These expressions formed the format for organising the youth clubs. The suggestions given by the youth for the different aspects in Table XXVI for improvement are presented in Figure 13.

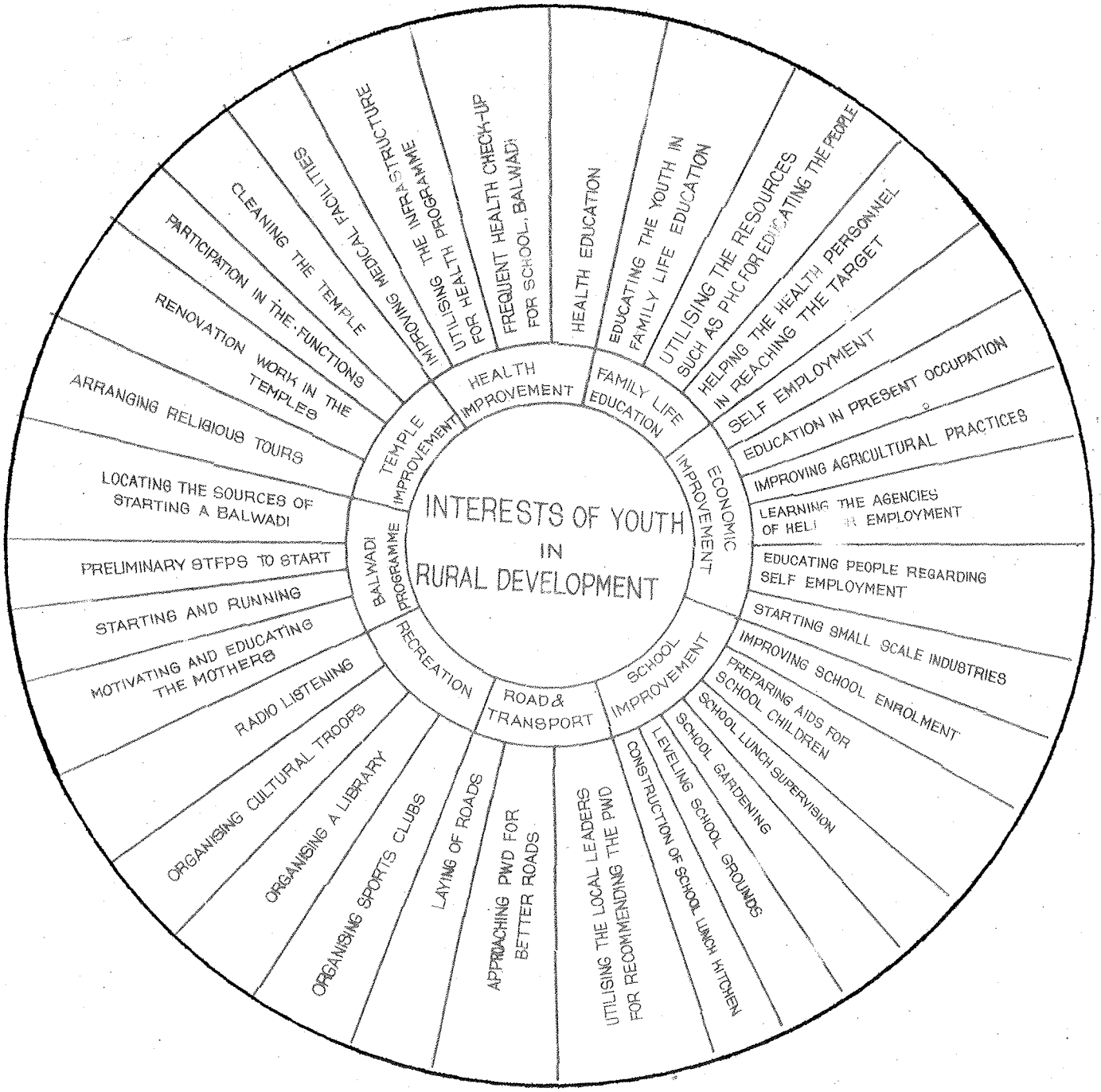

INTERESTS OF YOUTH
IN
RURAL DEVELOPMENT
HEALTH IMPROVEMENT
FAMILY LIFE EDUCATION
ECONOMIC IMPROVEMENT
SCHOOL IMPROVEMENT
ROAD & TRANSPORT
RECREATION
BALWADI PROGRAMME
TEMPLE IMPROVEMENT
FREQUENT HEALTH CHECK-UP FOR SCHOOL, BALWADI
UTILISING THE INFRASTRUCTURE FOR HEALTH PROGRAMME
IMPROVING MEDICAL FACILITIES
HEALTH EDUCATION
EDUCATING THE YOUTH IN FAMILY LIFE EDUCATION
UTILISING THE RESOURCES SUCH AS PHC FOR EDUCATING THE PEOPLE
HELPING THE HEALTH PERSONNEL IN REACHING THE TARGET
SELF EMPLOYMENT
EDUCATION IN PRESENT OCCUPATION
IMPROVING AGRICULTURAL PRACTICES
LEARNING THE AGENCIES OF HELP IN EMPLOYMENT
EDUCATING PEOPLE REGARDING SELF EMPLOYMENT
STARTING SMALL SCALE INDUSTRIES
IMPROVING SCHOOL ENROLMENT
PREPARING AIDS FOR SCHOOL CHILDREN
SCHOOL LUNCH SUPERVISION
SCHOOL GARDENING
LEVELING SCHOOL GROUNDS
CONSTRUCTION OF SCHOOL LUNCH KITCHEN
UTILISING THE LOCAL LEADERS FOR RECOMMENDING THE PWD
APPROACHING PWD FOR BETTER ROADS
LAYING OF ROADS
ORGANISING SPORTS CLUBS
ORGANISING A LIBRARY
ORGANISING CULTURAL TROOPS
RADIO LISTENING
MOTIVATING AND EDUCATING THE MOTHERS
STARTING AND RUNNING
PRELIMINARY STEPS TO START
LOCATING THE SOURCES OF STARTING A BALWADI
ARRANGING RELIGIOUS TOURS
RENOVATION WORK IN THE TEMPLES
PARTICIPATION IN THE FUNCTIONS
CLEANING THE TEMPLE

Figure.13

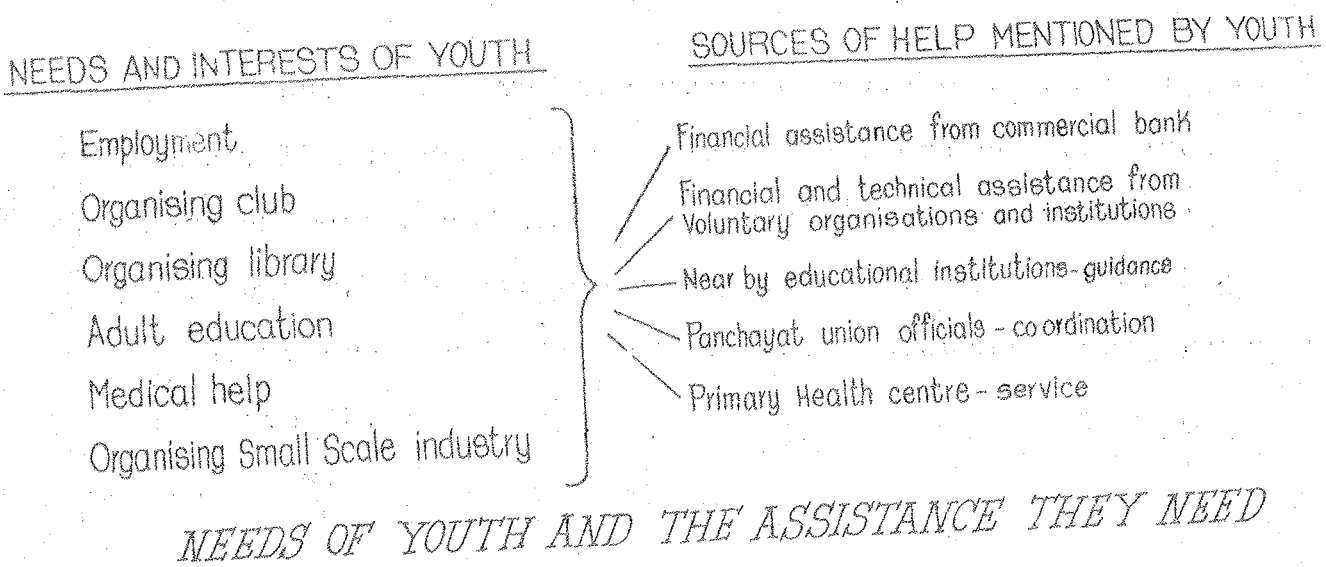


Figure 14

In addition to their interests for rural development the youth had their own needs and interests to be fulfilled towards better standards of living.

For fulfilling their needs and interests youth would like to get the assistances from banks, educational institutions, voluntary organisations and others. The details on the needs and interests of the youth and sources of help mentioned are explained in Figure 14.

To motivate the youth for rural development work, the apportunities were provided through the youth clubs to know about the sources of help mentioned by them.

C. Evaluation of the Youth Clubs

The evaluation of the youth clubs is discussed under the following headings:

1. General outcomes of the youth club activities
2. Opinions of youth about youth club
3. Evaluation of skills learnt by the youth
4. Evaluation of knowledge
5. Evaluation of leadership traits
6. Evaluation of extent of participation and
7. Relationship of the different factors with attendance, skill, knowledge and leadership traits.

1. General outcomes of the youth club activities:

It was very difficult for the investigator to organise the youth, particularly the girls, into groups. The youth and the leaders, though they showed great enthusiasm during the preliminary survey, could not give the required time for the youth club activities. Thirty youth in each club, came forward in the beginning to enrol themselves as members, but due to the changing family needs, getting new occupation, reluctance of parents, migration of youth, it was possible to have only 16 girls (on an average) in each girls' club and 33 boys (on an average) in each boys' club.

The girls were not used to attend any public meeting in the village or outside, before the organisation of youth clubs. But with the motivational activities of youth clubs, their participation in general was good.

Table XXVIII gives details regarding the achievements due to the general activities.

TABLE XXVIII

GENERAL ACTIVITIES OF THE YOUTH CLUB

S.No.	Activities	Beneficiaries
1	Coaching classes	165
2	Parent Teacher Association	156
3	Adult Education	127
4	School enrolment drive	73
5	Balwadis	90
6	Kitchen gardening	224
7	Religious tour groups	40
8	Sports clubs	35
9	Soakage pits	27
10	Cultural troop	15

165 children benefitted with the coaching classes organised by the youth,. The programmes in the Balwadis were in full swing x with the help of the youth, with 90 children below five years in the three villages, getting the benefit.

The teachers of the primary schools and the balwadies expressed that the youth club members helped in strengthening the membership of the Parent Teacher Associations and also their activities. The attendance of the schools and balwadis were improved due to the school enrolment drives organised by the youth at various incidents.

Through the adult education programme, 127 adult illiterates were helped to attend literacy programmes. The adult education teachers expressed that the youth clubs in their villages helped them to organise, execute and evaluate the adult education programmes.

Construction of lunch kitchen in one village was a boon for the school. Thus a hygienic place for cooking was assured. The teachers felt that the youth clubs of the villages were supporting pillars for the school programme. The school gardens developed with the participation of the youth, were not properly maintained in two villages. There the youth felt very much upset. But in one village, it was very well maintained because of the teachers and the ayah.

Twenty seven soakage pits were constructed in the three villages, but the youth felt bad when the pits were not properly maintained by the village people, even with their frequent instruction and supervision.

Details of educational training conducted for youth are given in Table XXIX.

TABLE XXIX

EDUCATIONAL TRAINING FOR YOUTH

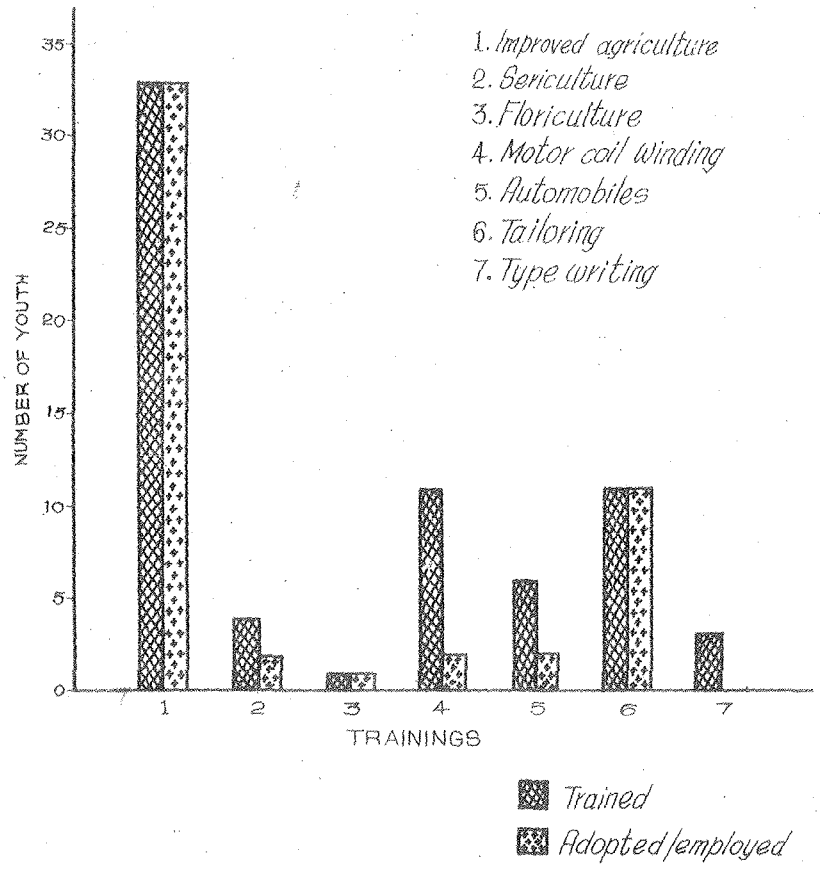
S.No.	Trainings	Number of Participants
1	Nutrition Education and Child Care	64
2	Small Savings	56
3	Training on Public Co-operation among Rural Women	30
4	Leadership Training	18
5	Food Preservation	15

Through the programme of nutrition education and child care, the youth club members and village people became aware of good nutrition and better care of children. The kitchen gardens were established in all the homes of the members of the youth clubs. Janatha refrigerator and Hay box were adopted by 15 members.

The girls were interested in cooking new recipes, embroidery, bag making, and education on child care. As per their interests and requests, demonstrations and programmes were organised with the help of the staff and students of Sri Avinashilingam Home Science College for Women, Coimbatore-641043. A training in public co-operation was arranged with the help of Central Social Welfare Board through Bharatia Grameen Mahila Sangh. This enlightened the youth regarding the role of women in the country, society and in the family. Civic education and social awareness made the youth, particularly the girls, to participate in social events.

Leadership training arranged by the Nehru Yuvak Kendra was attended by 18 boys. Education on small savings was arranged, 56 youth benefitted by the training and also started small savings.

Details of training for the economic improvement of the youth are given in Table XXX and Figure 15.



TRAINING IN GAINFUL EMPLOYMENT

Figure : 15

TABLE XXX

TRAINING FOR ECONOMIC DEVELOPMENT

S.No.	Trainings	Number of participants	Number of self employed
1	Improved agriculture	33	33
2	Sericulture	4	2
3	Floriculture	1	1
4	Motor coil winding	11	3
5	Automobiles	6	2
6	Tailoring	11	11
7	Type writing	3	-

With the education given in the field of agriculture, the youth members having land were experimenting the new innovations. Four boys started sericulture and two are continued it with success. 33 boys attended the training in agriculture organised by S.F.D.A., at Tamil Nadu Agricultural University. One member who underwent training in floriculture is successfully managing his flower garden.

Eleven boys attended the motor coil winding training under TRYSEM and steps are being taken to take up self employment programme. Three boys started a book stall as self employment.

Economic gains due to youth club activities:

Many economic programmes such as agricultural improvements made the youths to increase their income. Sericulture and floriculture had become part of their main occupation, that is agriculture. The average income earned through various activities are given in Table XXXI

TABLE XXXI

INCOME FROM ECONOMIC ACTIVITIES OF YOUTH

S.No.	Activity	Income per month in Rs.
1	Automobiles	450
2	Coil winding	300
3	Type writing	300
4	Tailoring	120

As the outcome of youth club activities, atleast some of them were able to earn for their families.

General Activities:

Every six months, the temples in the villages were whitewashed by the youth. The huts in the Harijan colony were cleaned and whitewashed, as a campaign. The drinking water tank was chlorinated regularly and the cleanliness of the pipe in their area were supervised by the youth. In three villages, pathways inside the villages were paved by the youth. With the efforts of the youth and local leaders, Public Works Department black topped ten kilometres length of a road which made the transport easy and convenient.

The sports team, cultural troop and tour committee of the youth functioned well in the villages. The tour committee arranged five tours all over Tamilnadu for the different groups of village people in different timings. The small libraries set up by youth helped the neo-literates spend time meaningfully. The radio listening practice of the youth was encouraged by the investigator, which became a useful recreation for them.

With the efforts of youth club members, the health condition of the village people improved. All the children in the village were vaccinated and triple antigen was given for 83 per cent of the children in the village.

The youth club members arranged entertainment programmes and motivated rural people on better family living. A free eye camp was organised with the help of block office. Five people were benefitted by admitting themselves in the E.S.I. hospital.

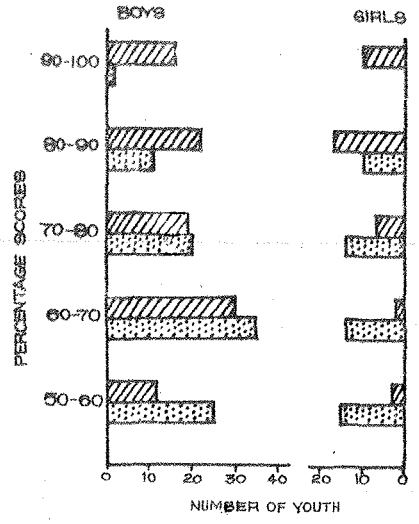
2. Opinion of youth about youth club

The opinions of youth club members about youth club, collected at the beginning and end of the programme, are given in Table XXXII.

TABLE XXXII

OPINION OF YOUTH ABOUT YOUTH CLUB

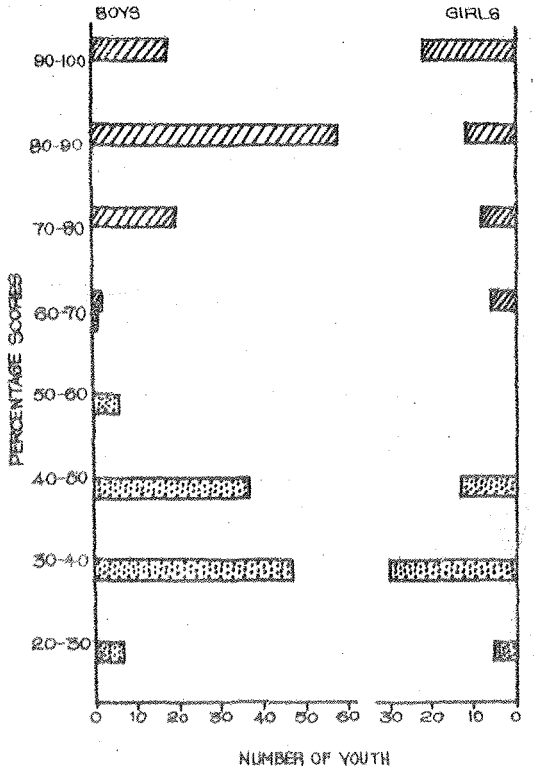
S.No.	Range of percentage scores (opinions)	Number of respondents			
		Boys (98)		Girls (48)	
		Before	After	Before	After
1	50 - 60	30	12	15	2
2	60 - 70	35	30	14	12
3	70 - 80	20	19	14	7
4	80 - 90	11	22	5	17
5	90 -100	2	15	-	10



CHANGE IN OPINION

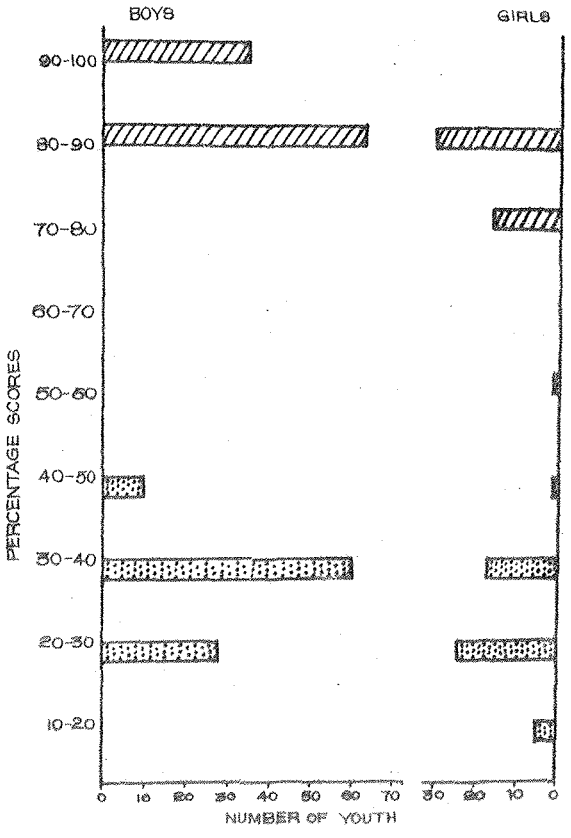
Figure: 16





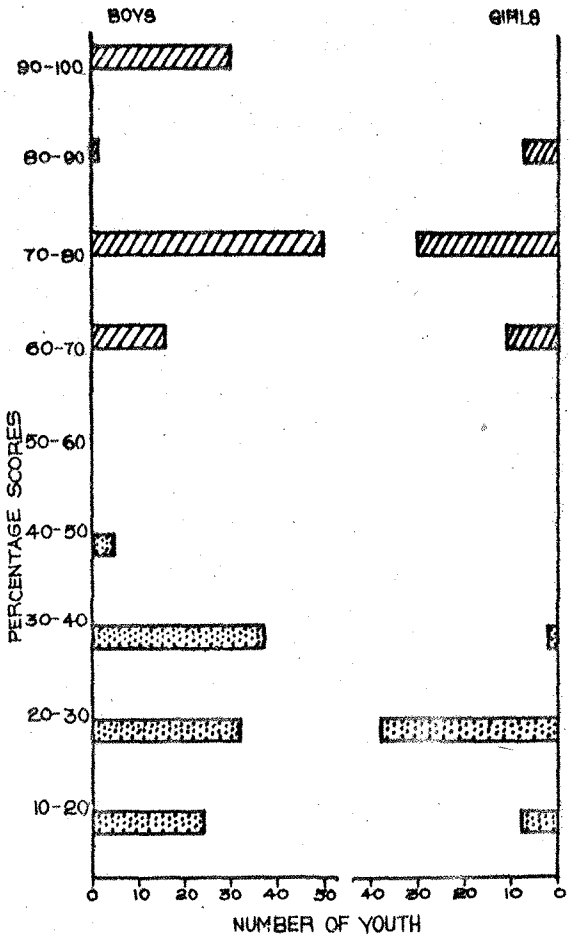
IMPROVEMENT IN SKILLS

Figure: 17



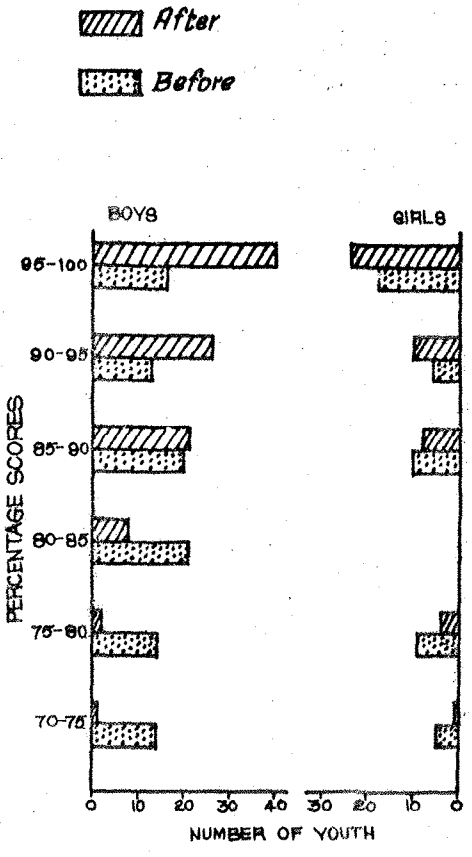
INCREASE IN KNOWLEDGE

Figure: 18



DEVELOPMENT OF LEADERSHIP TRAITS

Figure: 19



EXTENT OF PARTICIPATION OF YOUTH

Figure: 20

The opinion of youth, both boys and girls, changed positively due to their participation in the programmes of the youth clubs (Figure 16).

The average scores obtained by the boys before the programme were 69.69 per cent, and 77.9 per cent after the programme. For the girls, the scores were 67.81 per cent and 82.16 per cent, before and after the programme, respectively.

3. Skill performance:

The improvement of youth in learning skills in various aspects are given in Table XXXIII and Figure 17.

TABLE XXXIII

IMPROVEMENT IN SKILLS

S. No.	Range of percentage scores-skill	Number of respondents			
		Boys(98)		Girls (48)	
		Before	After	Before	After
1	20 - 30	7	-	5	-
2	30 - 40	47	-	30	-
3	40 - 50	37	-	13	-
4	50 - 60	6	-	-	-
5	60 - 70	1	72	-	6
6	70 - 80	-	20	-	8
7	80 - 90	-	58	-	12
8	90 -100	-	18	--	22

The improved scores for the skills of youth due to the activities conducted in the youth clubs was significant (Appendix IX).

4. Knowledge test

The improvement in the knowledge of youth about various aspects before and after the programme are given in Table XXXIV (Figure 18).

TABLE XXXIV

INCREASE IN KNOWLEDGE

S.No.	Range of percentage for knowledge scores	Number of respondents			
		Boys		Girls	
		Before	After	Before	After
1	10 - 20	-	-	5	-
2	20 - 30	28	-	24	-
3	30 - 40	60	-	17	-
4	40 - 50	10	-	2	-
5	50 - 60	-	-	-	2
6	60 - 70	-	-	-	-
7	70 - 80	-	-	-	16
8	80 - 90	-	63	-	30
9	90 -100	-	35	-	-

The youth members were interested in getting the knowledge and thereby improving their living conditions. The increased scores in knowledge tests revealed the fact the activities of youth club helped them to get more knowledge in the different aspects of better living.

The difference in the knowledge scores of youth when statistically analysed, indicates that it is highly significant at one per cent level (Appendix IX).

5. Leadership traits

Leadership traits were assessed before starting youth club and after the programme. The increase in scores for leadership traits are given in Table XXXV (Figure 19).

TABLE XXXV

SCORES FOR LEADERSHIP TRAITS DEVELOPED IN THE YOUTH

S. No.	Range of percentage scores for leadership traits	Number of respondents			
		Boys		Girls	
		Before	After	Before	After
1	10 - 20	24	--	8	--
2	20 - 30	32	--	38	--
3	30 - 40	37	--	2	--
4	40 - 50	5	--	-	--
5	50 - 60	-	--	-	--
6	60 - 70	-	16	-	11
7	70 - 80	-	50	-	30
8	80 - 90	-	2	-	7
9	90 -100	-	30	-	-

The activities conducted for the youth were apt, as they had strengthened the leadership traits. The scores were high after the programme indicating the development of leadership traits in the young minds of youth.

The differences in scores, before and after the programme were statistically significant at one per cent level. (Appendix IX).

This indicates that it is essential to organise the youth in the villages to make them aware of the developing world, give more knowledge of the developments and inculcate in them the leadership qualities. The development of leadership in the young minds of rural youth could build the nation with strong base.

6. Extent of participation: (Attendance)

The attendance of youth for the activities and meetings of the youth club determine the extent of their participation. The percentage attendance of youth for the first and second half of the programmes are given in Table XXXVI and Figure 20.

TABLE XXXVI

EXTENT OF PARTICIPATION OF YOUTH

S. No.	Range of percentage of attendance	Number of respondents			
		Boys		Girls	
		Before	After	Before	After
1	70 - 75	14	1	5	1
2	75 - 80	14	2	9	5
3	80 - 85	21	8	-	-
4	85 - 90	20	21	10	8
5	90 - 95	13	26	6	10
6	95 -100	16	40	18	24

Though all the youth could not attend all the activities and meetings regularly, the percentage of attendance in the latter part of the programme was better than the earlier part of the programme.

However, the statistical analysis indicated that the difference in the percentage of attendance of boys is significant at 5 per cent level and not so in the case of girls (Appendix IX).

7. Relationship of the different factors with the attendance, skill, knowledge and leadership traits:

Scores were given to the youth club members for their attendance, skill performances, knowledge tests and development of leadership traits. The relationship between those scores and certain factors related in the personal background of the youth club members such as education, income, occupation, education of the head of the family and others were studied.

a. Attendance versus other factors

Appendix X gives details regarding the relationship between the attendance scores of the youth and the other factors. Among the 98 boys' families, 22 Heads were illiterate. Fourteen boys from those families, had only 80 to 90 percent attendance for the youth club activities. When the head of family had primary and secondary level of education, as in the case 18 and 14 boys respectively, they obtained 91 to 100 per cent of attendance indicating that the level of education of the parents appeared to have a direct influence on the participation of youth in youth club activities. As far as the girls were concerned, there was no much relationship between the attendance and the education of the heads of families.

Boys coming from farming and agriculture labour families participated to a greater extent in youth club activities (91 - 100 per cent attendance). There was not much relationship between the family occupation and the attendance of girls.

The boys from families with income of Rs.2000/- per annum and below, showed better attendance at 91-100 per cent. The participation of youth was comparatively less (81 - 90 per cent), when the income of the families was above Rs.4000/annum. On the otherhand the relationship between the family income and attendance of the girls was not significant.

There was not any significant relation between attendance and size of families except that in the case of boys, large size families helped to get more attendance.

Age appeared to have no influence on the participation of youth in the youth club activities. As for girls, when they are below 20 years, they are unable to take up independent decisions, where as, when they are above 20 years, they decide to come out and take part in the village welfare activities.

The educational level of youth did not have much incluence on the attendance of youth, whether boys or girls. There was some influence of marital status on the regular participation of boys in the youth club activities. For girls marriage had some influence on the attendance.

Attendance appeared to have helped the boys and girls to develop their leadership traits.

Multiple regression analysis (Appendix XI-A) was done to find out the relationship between the percentage attendance scores of girls and other related variables. The education of the head of the family, family occupation, family income, family size and educational level of youth are negatively related to the percentage of attendance of girls for the youth club activities. However, the relationships were not significant. The coefficients for variables such as age of youth, occupation, income of youth, marital status and opinion of youth about youth club are positively related with the attendance of youth but not significant.

The variables, knowledge of youth, skills and leadership traits are significant at 10 per cent, five per-cent and 10 per cent levels respectively. In the case of

knowledge of youth on youth club activities, it can be interpreted that youth had participated in the youth club activities to gain more knowledge, hence as the knowledge level increased the attendance of the youth for youth club activities also increased. However, in the case of skills, the coefficient was negative. This may be due to the fact that though the skills and attendance are clearly related, the rate of participation of the youth for youth club activities with different range of skills was not positively related.

The leadership traits indicated that when the leadership traits improve, the attendance of the youth also increased. This is possible, because, leadership traits normally include different characteristics and by increase in such qualities, it is possible for the youth to participate with more interest in the youth club activities, which in turn, increases their attendance.

Multiple regression analysis (Appendix XI B) was done to find out the relationship between percentage attendance scores of boys and other related variables. The education of the head of the family, family income, family size, age of youth, education of youth, income and marital status were negatively related to the attendance of boys, also statistically not significant.

The coefficients for variables such as the family occupation of the boys, their knowledge scores and scores for their opinion about youth club were positively related with attendance but not significantly.

b. Knowledge versus other factors:

Appendix XII shows the relationship between the knowledge scores obtained by the youth and the various factors.

The knowledge scores of the youth was influenced by the education of the Head of the family, education of the youth, attendance, skill performance and leadership traits. The marital status had influence on the knowledge scores of the girls.

c. Leadership traits versus other factors:

Appendix XIII gives details regarding the relationship between the scores for leadership traits of the youth and other factors.

The education of the Head of the families, family occupation, family income, age of youth education of the youth, income of the youth, marital status, attendance scores and skill performance influenced the scores for leadership traits.

d. Skill versus other factors:

Appendix XIV shows the relationship between the skill scores obtained by the youth and the various factors.

The scores for the skill performance of the youth were influenced by the factors such as family occupation, family income, family size, age of youth, education of the youth, occupation of the youth, income of youth, marital status, knowledge scores, attendance scores and scores for leadership traits.

D. Opinion of Village Leaders about Participation of Youth in Rural Development

During the initial surveys, it was possible to locate the leaders in the villages and important people holding some positions in the village organisations. After developing proper rapport with them, their opinions were collected.

The leaders were able to give details regarding the community work done in the village where the youth contributed their might. The details regarding the work where youth participated and the number of leaders responded are given in Table XXXVII.

TABLE XXXVII

PARTICIPATION OF YOUTH IN VILLAGE PROGRAMMES

S. No.	Aspects	Number of leaders responded					
		V_1 (10)	V_2 (10)	V_3 (10)	V_4 (10)	V_5 (10)	V_6 (10)
1	Road laying	8	0	6	3	8	0
2	Construction of school building	7	6	7	5	6	4
3	Rennovation of temples	6	5	7	6	6	6
4	Water tank repair	6	0	3	4	8	5
5	Drainage construction	5	5	4	3	6	6
6	Temple electrification	0	0	6	5	4	4
7	Celebration of village festivals	5	5	6	5	8	7

Figures in parenthesis are actual numbers, based on which the percentages were calculated.

Table XXXVII indicates the aspects of welfare work already carried out in the village, where 30 to 80 per cent of the village leaders agreed that the youth had some role or the other in the success of the programmes.

The participation of youth in the village programmes had improved the expectations of the village leaders from the youth. The extent of hope the leaders had in youth carrying out certain programmes, was elicited. Table XXXVIII presents this information.

TABLE XXXVIII

EXTENT OF EXPECTATION OF LEADERS ON THE PARTICIPATION OF YOUTH IN RURAL DEVELOPMENT

S. No.	Aspect of work	Scores for the response of leaders					
		V1	V2	V3	V4	V5	V6
1	Improving health conditions of village	22	24	22	22	25	20
2	Economic improvement	23	23	23	22	24	22
3	Social awareness among people	23	22	22	22	22	22
4	Improving the condition of school	28	22	25	20	25	20
5	Balwadi organisation	25	21	25	23	24	21
6	Better road and transport facility	24	20	23	21	24	21
7	Better public amenities in the village	23	18	27	21	25	21
8	Creating recreational facilities	24	22	23	20	27	20
9	Developing co-operation in the village	24	17	24	22	28	18
10	Bringing about aesthetics in rural atmosphere	26	20	23	21	23	21
	Total scores	242	209	237	214	247	206
	Average scores	24.2	20.9	23.7	21.4	24.7	20.6

Figures in the table indicate the scores (out of a total of 30) given for the response of leaders.

The details of the scores given for the responses of the leaders are in Appendix XV. The average scores depicted in Table XXXVIII indicate that the leaders had 68.7 to 82.3 per cent hope in the participation of youth in different development activities. The leaders of V2 and V6 had only 56.7 per cent and 60 per cent respectively. This may be due to the reason that the leaders had experienced the lack of interest or co-operation among the youth and faced some problems in tackling the youth of their villages.

With the participation of youth in rural development activities, the co-operation of village leaders was expected, to carryout the activities. The response of the leaders when enquired about the extent to which they can participate in the programmes for their village are given in Table XXXIX.

TABLE XXXIX

EXTENT OF COOPERATION ASSURED BY THE LEADERS

S. No.	Extent of co-operation	Number of respondents					
		V_1 *(10)	V_2 (10)	V_3 (10)	V_4 (10)	V_5 (10)	V_6 (10)
1	To the maximum possible	6	1	5	2	4	2
2	To some extent	3	4	3	4	3	3
3	Will not be able to	1	5	2	4	3	5

* Total number of respondents in each village.

Fifty per cent of the leaders of the three villages (V1, V2 and V3) were ready to give cooperation in youth programme.

The reasons given by the leaders who were unable to cooperate with the youth programmes were: their bitter experiences in earlier programmes in the village, inability to spare extra time for welfare work, Government should do the work. Some leaders expressed that today's youth are not giving due respect to the village leaders.

Opinion of the leaders of three villages about the role played by youth in village improvement:

After the conduct of the youth club programmes and activities for the welfare of the villages, the leaders of the three selected villages were approached, to get their opinion about the work done by the youth in their villages.

Participation of youth as evaluated by the leaders:

After the programme by the youth the leaders expressed their views as given in Table XXXL.

TABLE XL

EVALUATION OF PARTICIPATION OF YOUTH BY LEADERS

S. No.	Aspects	Scores for the opinion of leaders		
		V_1	V_3	V_5
1	Improving health condition of village	27	25	28
2	Economic improvement	25	27	25
3	Social awareness among people	28	26	25
4	Improving the condition of school	29	26	27
5	Balwadi organisation	27	29	26
6	Better road and transport facility	29	27	26
7	Better public amenities in the village	25	29	26
8	Creating recreational facilities	27	25	27
9	Developing cooperation in the village	26	26	27
10	Bringing about aesthetics in the village	26	25	24
	Average	89.7	88.3	87.6

Figures in the table are scores given for the opinion of leaders

When the percentage scores are compared with the percentage scores given before the programme, the differences are as given in the following Table XLI.

TABLE XLI

DIFFERENCE IN PERCENTAGE SCORES AS OPINED BY THE LEADERS

S.No.	Aspects	V1			V3			V5		
		Before	After	Difference	Before	After	Difference	Before	After	Difference
1	1	73.3	90.0	16.7	73.3	83.3	10.0	83.3	93.3	10.0
2	2	76.7	83.3	6.6	76.7	90.0	13.3	80.0	83.3	3.3
3	3	76.7	93.3	16.6	73.3	86.6	13.3	73.3	83.3	10.0
4	4	93.3	96.7	3.4	83.3	86.6	3.3	83.3	90.0	6.7
5	5	88.3	90.0	1.7	83.3	96.7	13.4	80.0	86.6	6.6
6	6	80.0	96.7	16.7	76.7	90.0	13.3	80.0	86.6	6.6
7	7	76.7	83.3	6.6	90.0	96.7	6.7	83.3	86.6	3.3
8	8	80.0	90.0	10.0	76.7	83.3	6.6	90.0	90.0	--
9	9	80.0	86.6	6.6	80.0	86.6	6.6	93.3	96.7	3.4
10	10	86.6	86.6	-	76.7	83.3	6.6	76.7	80.0	3.3
	Average	81.2	89.7	8.5	79.0	88.3	9.3	82.3	87.6	5.3

The suggestions given by the leaders indicated the role of government, extension workers, village leaders as well as the youth themselves in getting the strength and energies of youth in rural development.

Summary and Conclusion

V SUMMARY AND CONCLUSION

In three selected villages of Perianaickenpalayam Panchayat Union youth clubs for boys and girls were organised, after conducting a baseline survey in six villages, including these three. Three hundred youth from the 1165 in the six villages were interviewed for their opinions regarding, and interests in rural development. The findings showed that 44 to 92 per cent of the youth were interested in the welfare of their village. They wanted youth clubs to serve for the community, to work in groups with unity and then to improve their own living conditions. Hence six youth clubs were established. Evaluation of the six youth clubs, during and after a period of 24 months gave the following findings:

1. There were 16 girls on an average in each girls' club and 33 boys in each boys' club.

2. As an important outcome, the girls came out of their homes for the first time and participated in the activities and programmes fully.

3. The boys were able to locate new sources of information for village as well as self improvement. They were able to organise a sports team, cultural troop and a tour committee, all of which function effectively. They organised and supervised adult education programmes, and coaching classes for school children. Thirty three

youth members attended the training programmes organised by the SFDA. They brought the health programme into the three villages and benefitted the children and women.

Their opinions, knowledge and skills improved positively. The differences were significant at one per cent level. The difference in the percentage of attendance of boys was significant at 5 per cent level, and insignificant in the case of girls.

4. The education of the head of the family, family occupation, family income, family size and educational level of youth, were negatively related to the percentage of attendance of girls for the youth club activities. The coefficients for variables such as age of youth, occupation, income of youth, marital status and opinion of youth about youth club, were positively related with the attendance of youth, but not significantly.

The education of the head of the family income, family size, age of youth, education of youth, income and marital status were negatively related to attendance of boys, also statistically not significant.

The coefficients for variables such as the family occupation of the boys, their knowledge scores and scores for their opinion about youth club were positively related with attendance, but not significantly.

5. The scores for leadership traits were influenced by the education of the head of the family, family income, size of the family, age of youth, occupation of youth, income, marital status, attendance, skill scores and scores for opinion about youth club.

6. The scores given for skills were influenced by the family occupation, family income, size of the family, age of youth, occupation of youth, income, marital status, knowledge scores, attendance, opinion scores and scores for leadership traits.

7. The village leaders had positive expectations from the participation of youth in youth clubs. They expressed that the youth had become very co-operative in their endeavours due to the youth club programmes. They suggested that proper guidance be given to youth for their effective participation in rural development.

These findings offer a plank to future workers who organise clubs in the rural areas, to obtained their full participation in Integrated Rural Development Programmes.

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Appendices

APPENDIX I

INTERVIEW SCHEDULE TO ELICIT INFORMATION ABOUT THE SELECTED VILLAGES

Date: Name of the Interviewer: Class:

Name of Village/Place: Door No.:

1. General Information:

   Name of the interviewee: Caste:

   Name of the Head of the Family: Religion:

   Occupation and Address:

2. Family Background:

S. No.	Name of the Family member	Age in years	Education			Occupation	Income per month Rs.
			Studied upto	Studying in	Illiterate		

Other Sources of Income: 1. Rent — Amount in Rs./annum

2. Interest

3. Others (Specify)

3. Expenditure Pattern:

S. No.	Items	Amount in Rs./month
1.	Food	:
2.	Clothing	:
3.	Shelter	:
4.	Education	:
5.	Health	:
6.	Transport	:
7.	Recreation	:
8.	Festivals	:
9.	Others, Specify	:

4. Food Production:

S. No.	Items	Whether they have		If no, reasons	If yes income/ month in Rs.	Help needed
		Yes	No			
1.	Kitchen Garden					
2.	Poultry					
3.	Dairy					
4.	Beekeeping					
5.	Others:(Specify)					

5. Education:

a) Would you like to attend the functional literacy classes? Yes No
Reasons

b) Would you like to attend coaching classes? Yes No
Reasons

c) Is there any drop out from the school in your family? Yes No
Reasons

6. Income Management:

a) Do you plan your budget? Yes No
Reasons:

b) Debts

Amount	Reasons for taking	Source	Whether repaying at present

7. Small Savings:

a) Do you save money? Yes No
Reasons:

b) If yes, where do you save?

Bank

Post Office

Hundi

Chits

Others

c) Would you like to increase your income? Yes No

If yes, what are the subsidiary occupations you would like to take up?

8. Health

	Good	Fair	Poor
a) Personal hygiene*(General conditions of family members)			
House hold cleanliness			
Environmental cleanliness			
Disposal of waste			

* Dress Nose Hair

Eyes Face Skin (Scabbies)

b) What health improvements would you like to have?

Cleanliness of road --

Building ditches --

Dust bins --

Urinal --

Latrines --

Others --

c) Do all the family members have taken immunisation? Yes No

If no, who all have not taken? Children Adults

d) Did any family member fall sick in your family during past two years?

Person Sickness Recovered/Not

9. Family Planning

a) What should be the ideal size of the family?

b) What is your preference?

Reasons:

c) Have you planned your family? Yes No

Reasons:

d) If no, do you have the idea to plan your family?

Yes

No

Reasons:

10). a) Facilities available in the village

S. No.	Facilities	Yes	No	Your Participation
1.	Mahalir Manram			
2.	Balwadi			
3.	School			
4.	Youth Club			
5.	Cooperative			
6.	Any other Manram			
7.	Others(Specify)			

b) What type of activities can we undertake for our village improvement?

APPENDIX II

INTERVIEW SCHEDULE TO ELICIT INFORMATION FROM THE YOUTH REGARDING THEIR INTEREST IN RURAL DEVELOPMENT

Name of the Youth: Sex:

Age :

Educational level:

Occupation & Address: Income: Rs. /Month

Youth Club:

1. Are you interested in the welfare of your village?

   Yes ☐ No ☐

   Reasons:

2. Do you have a youth club in your village?

   Yes ☐ No ☐

   Reasons:

3. If yes, are you a member in it?

   Yes ☐ No ☐

   Reasons:

   If yes, what are the activities of the youth club?

Activities completed	On going programmes
1.	1.
2.	2.
3.	3.
4.	4.

If you are not a member of the club, would you like to join now and participate in the programmes?

Yes ☐ No ☐

Reasons:

Organising a Club:

3. If you do not have a youth club, can we start one?

Yes ☐ No ☐

If no, reasons:

If yes, what are your expectations from the youth club, as one of its members?

What should be the objectives of the club?

4. Are you a member of any other organisation in the village?

Organisations	Position Holding
a. Panchayat	
b. Mahalir Mandram	
c. Parent Teacher Association	
d. Co-operative society	
e. Any other, specify.	

Interests of youth in Community Development:

Indicate the activities to be taken up by the rural youth:

S. No.	Aspects	Satisfied with Present situation. Yes	No	If no, steps can be taken up by the youth
(1)	(2)	(3)		(4)
A.	Health and Sanitation of the village			
	1. Proper drainage			
	2. Disposal of waste			
	3. Protected water supply			
	4. Medical facility			
	5. Health Care of Children			
B.	Economic Improvement of the village:			
	6. Employment position of the people.			
	7. Average income of the village people.			
	8. Knowledge about			
	-New farming techniques (equipment, seeds etc.)			
	-Subsidiary occupation (eg. dairy, poultry etc.)			

(1)	(2)	(3)	(4)

C. School Improvement

9. School facilities

- Class rooms
- black board
- teaching aids
- play ground

10. School enrolment

11. Methods of teaching

12. School Garden

13. Drinking water for school children

14. Celebration of festivals

15. Functioning of the P.T.A.

16. School Lunch

- Cooking
- Serving
- Adequacy
- Nutrient content
- Hygiene
- Nutrition Education

(1)	(2)	(3)	(4)
D.	Road and Transport		
17.	Connection with pucca road		
18.	Condition of the road		
19.	Bus facilities		
E.	Recreational Facilities		
20.	Play ground		
	- For Children		
	- For adults		
21.	games materials		
22.	Cultural troop		
23.	Library		
F.	Balwadi Improvement		
24.	Enrolment		
25.	Programme		
26.	Play facilities		
	- indoor		
	- outdoor		
27.	Gardening		
28.	Drinking water		

(1)	(2)	(3)	(4)

29. P T A

30. Space in the class room

31. Celebration of festivals

32. Feeding programme
    - Cooking
    - Serving
    - Adequacy
    - Nutrient content

33. Nutrition Education

34. Health Care

G. <u>Other facilities</u>:

35. Temple
    - Building
    - condition
    - cleanliness
    - temple garden

36. Rationship

37. Shopping facilities/ Shandi

38. Family planning education

Interests of youth in personal improvement:

5. What are the aspects of improvement you would like to have for yourself?

Aspects of Improvement	Help needed

APPENDIX III

INTERVIEW SCHEDULE TO STUDY THE OPINION OF LOCAL LEADERS TOWARDS YOUTH PARTICIPATION IN RURAL DEVELOPMENT

Name of the interviewer:

Age :

Address with Occupation:

Position in the village:

1. Give the details of your role in this village activities.

Year of work :

Activities carried out :

Experiences :

2. What are the achievement of youth in this village?

Aspects	Achievement	Year of Work

3. Give your opinion in the extent of participation of the youth in solving the following problems.

Aspects/Problems	How far you expect the youth to succeed		
	Fully	Partially	Not at all
a. Improving health condition			
b. Economic improvement in the village			
c. Creating social awareness among the people in the village.			
d. Improving the condition of school			
e. Balwadi organisation			
f. Better road and transport facility			
g. Better public amenities in the village			
h. Creating recreational facilities			
i. Developing co-operation in the village.			
j. Bringing about aesthetics in rural atmosphere			

APPENDIX IV

CHECK LIST TO STUDY OPINION OF YOUTH ABOUT THEIR YOUTH CLUB PROGRAMME

Name: Age:

Education:

Occupation:

Income in Rs./month:

Marital Status: Married ☐

Unmarried ☐

Name of the head of the family:

Education:

Family Occupation:

Total Family income/annum:

Number of members in the family:

	2 marks Yes	1 mark No
1. Are you interested in working as a member of youth club?		
2. Are you satisfied with objectives of youth club?		

	Yes	No
3. Are you satisfied with the activities planned for youth club?		
4. Do you hope to get the co-operation of all the members of youth club in the success of your endeavours?		
5. Is it ~~sine~~ sure that you will get the help of your leaders in your activities?		
6. Are you sure that the government officials are helpful in your activities?		
7. Will the school play the role of community centre in your activities?		
8. Do you think that you will be able to utilise all the infrastructure for your ~~village~~ improvement.		
9. Do you think that you will be able to utilise all the infrastructure for your village development.		
10. Do you feel that the youth programme will be a successful programme?		

APPENDIX V

MODEL CONSTITUTION OF YOUTH CLUB IN VILLAGE

ARTICLE I:

Name:

The Organisation shall be named as "Youth Club" (name of the village).

ARTICLE II:

Membership:

(a) The membership shall be open to all girls and boys willing to join it.

(b) The organisation should be split up into two categories.

ARTICLE III:

General Body:

(a) Members of the Youth Clubs will be the members of their respective general bodies.

(b) The general body execute the policies - programmes and plans of the club, it will also approve bud get and expenditure in March each year. It will also elect its office bearers annually.

ARTICLE IV:

Office Bearers:

1. President
2. Vice-President
3. Secretary
4. Treasurer

ARTICLE V:

I. Functions of the Executive Committee

(a) to regulate admissions,

(b) to chalkout programmes,

(c) to promote programmes.

II. Meeting of the Executive Committee

The Committee shall meet fortnightly

III. Programmes recommended.

(as per need)

ARTICLE VI:

Duties of the Office Bearers:

1. President:

(i) to preside over the meetings and conduct these meetings in a parliamentary way,

(ii) to control the deliberations of the meetings,

(iii) to supervise and improve the work of the youth club.

2. Vice-President.

To act as president in presidents absence.

3. Secretary

(i) to maintain the records of the youth club,

(ii) to write down the minutes,

(iii) to take attendance,

(iv) to send notices and arrange meetings with the orders of the President,

(v) to carry on official correspondence on behalf of Youth Club.

(vi) to conduct elections,

(vi) preparation of annual report,

(vii) publicity.

4. Treasurer.

Pledge:

"I solemnly declare that I shall be an active member of the Youth, shall abidely its rules and serve my home, my village, and my nation through the club at the best of my ability".

ARTICLE VIII:

Funds:

The sources of fund shall be as follows:-

(a) membership,

(b) income through the sale of joint products,

(c) donations,

(b) Government aid,

(c) Aids from local bodies.

ARTICLE IX

Control of Funds:

1. The funds will be controlled by the Executive Body.
2. The receipts should be deposited in Post-Office or nearest bank.

ARTICLE X:

Expenditure:

1. The funds will be spent with the approval of Executive Committee.
2. The funds should be utilised purely for the Youth Clubs.

ARTICLE XI:

Withdrawal of Funds.

The withdrawals shall be made by the authority appointed by the Executive Committee.

ARTICLE XII:

Objectives:

1. to make village youth progressive and better citizens.

2. to inculcate the spirit of cooperation

3. to buildup character and health.

ARTICLE XIII:

Motto:

Work and develop community

ARTICLE XIV:

Meetings:

a) the members shall meet once a week

b) the executive committee shall meet atleast once a month.

c) the general body shall meet once a year to conduct annual bussiness.

d) extraordinary meetings could be called by the President by the written request of atleast 1/3 members of the general body.

ARTICLE XV:

Activities

(as per interest)

ARTICLE XVI:

A. Group projects (as per need)

B. Individual projects (as per need)

C. Recreational projects (as per interest)

ARTICLE XVIII

Affiliation:

The youth clubs are to be affiliated to one of the organisations which can help and guide the clubs.

ARTICLE XVIII:

Projects Registers:

These will include,

1. Project register,
2. Attendance register,
3. Accounts register,
4. Evaluation record,

ARTICLE XIX:

Evaluation:

The secretary will consolidate the evaluation under the following heads:

1. Economic betterment by adoption
2. Development of interest initiative and cooperative actions.

APPENDIX VI

KNOWLEDGE TESTS

Test I: Health and Nutrition — 25 marks

1. Mention five foods needed for good eye sight.
2. Mention five foods rich in iron.
3. Mention five food rich in Vitamin C.
4. Mention five crops suitable for kitchen gardening.
5. Indicate whether right or wrong:
   a. Cook rice with enough water
   b. cut vegetables into small pieces
   c. cook greens and strain water
   d. no need for protein in daily meals
   e. carbohydrate gives energy.

Test II: General information — 20 marks

1. Mention two objectives for a boys' club.
2. Mention two objectives for a girls' club.
3. Mention five methods of saving.
4. Mention the date of:
   Independence
   Gandhi Jayanthi
   Republic
   Sarvodaya
   Children's Day
5. How many teachers are there in your village school?

6. Where is your Primary Health Centre?
7. Where is your Panchayat Union Office?
8. Where do you have a bank nearer to your village?
9. Where is the verternary hospital service nearer to your village?
10. Who is the former president of your village Panchayat?

Test III: Education 20 marks

1. List out the role of school in village programmes.
2. Give five points in which the village people can help in school improvement.
3. Mention five aspects PTA's role in developing school community relationship.
4. Who is administering our village panchayat school?

Test IV: Recreation and Public Amenities 20 marks

1. What are the recreational items suitable for our village situation?
2. Which are the agencies, who can help in arranging recreation for the village?
3. What are the basic amenities for a village?
4. Who all can help in setting up these amenities?

Test V: Agriculture 10 marks

1. Give names of two schemes of Rural Development
2. Give two names of fertilizers

3. Give two new paddy varieties

4. Give two names of pesticides

5. Give two new cotton varities.

Test VI: Economic activities 10 marks

1. Mention five suitable subsidiary occupations for our village conditions.

2. List out five agencies helping for economic programmes in the villages.

APPENDIX VII
TESTING THE SKILLS

For Girls

1. **Stitching - 25 marks**

Aspects	Marks
Steps followed	5
Use of accessories	5
Time taken	5
Colour combination	5
Finished product	5

2. **Cooking - 25 marks**

Pre planning	5
Cleanliness	5
Handling of things	5
Time taken	5
Quality of the product	5

For Girls as well as Boys

3. **Soap making - 20 marks**

Preplanning	5
Following the steps	5
Time taken	5
Quality of product	5

4. **Visual aids for school and balwadi children - 20 marks**

Interest in work	5
Mobilising resources	5

Aspects	Marks
Time taken	5
Finished product	5

For Boys

5. Construction of soakage pits - 20 marks

Planning	5
Following steps	5
Time taken	5
Quality of work	5

6. Use of power sprayer - 10 marks

Steps in operation	5
Handling the machin during operation	5

APPENDIX VIII

SCORE CARD TO JUDGE THE LEADERSHIP TRAITS OF THE YOUTH CLUB MEMBERS

Name of the members: Activity

S.No.	Traits	Scores 5	4	3	2	1
1	Co-operation					
2	Initiative					
3	Active					
4	Sociability					
5	Pleasing nature					
6	Broad mindedness					
7	Ability to express					
8	Ability to judge					
9	Ability to organise					
10	Ability to guide					
11	Self confidence					
12.	Enthusiasm					
13.	Group adjustment					
14.	Emotional stability					
15	Honesty					
16.	Earnestness					
17.	Interest in Community Welfare					
18.	Friendliness					
19.	Faith					
20.	Hospitality					

S.No.	Traits	Scores 5	4	3	2	1
21.	Intelligence					
22.	Sympathy					
23.	Selflessness					
24.	Simplicity					
25	Knowledge					
26.	Service mindedness					
27.	Respecting others					
28.	Originality					
29.	Patience					
30.	Punctuality					
31.	Skill at work					
32.	Obedience					
33.	Problem solving ability					
34.	Willingness in public work					
35.	Location of resources					
36.	Hard work					
37.	Ready to sacrifice					
38.	Judgement					
39.	Courage					
40.	Co-ordination					

APPENDIX X

PERCENTAGE OF ATTENDANCE VERSUS OTHER FACTORS

Factors	Range of percentage of Attendance (Boys 98)			
	80-85	85-90	90-95	95-100
Education of the Head of the Family				
Illiteracy	8	6	4	4
Primary	9	15	10	8
Secondary	2	5	8	6
High School	3	2	3	2
Others	2	-	-	-
Family Occupation				
Farming	2	7	3	7
Business	5	5	5	2
Service	3	5	2	1
Agriculture labour	14	11	16	10
Family income/annum in Rs.				
Below 1000	3	8	8	4
1001-2000	2	5	8	11
2001-3000	-	5	1	-
3001-4000	2	-	-	-
4001-5000	9	5	5	3
5001-6000	3	3	3	2
6001-7000	1	1	1	-
7001-8000	2	-	-	-
8001-9000	-	-	-	-
9001-1000	2	1	-	-
Number of family members				
1 - 3	2	5	4	1
4 - 6	21	19	17	16
7 - 9	1	4	5	3

Age of Youth				
15 - 20	6	5	3	5
21 - 25	11	12	14	9
26 - 30	24	11	9	6
Education of Youth				
Primary	-	2	1	1
Secondary	3	5	4	5
High School	12	13	12	10
Others	9	8	9	4
Occupation				
Farming	2	2	2	5
Business	11	17	13	6
Service	4	2	1	-
Agricultural Labourer	7	7	10	9
Youths income/month in Rupees				
Below 100	8	7	1	4
101 - 200	4	8	5	4
201 - 300	6	6	3	-
301 - 400	3	-	2	-
401 - 500	2	4	3	1
501 - 600	1	2	2	1
601 - 700	-	1	-	-
Marital Status				
Unmarried	20	21	21	18
Married	4	7	5	2
Knowledge scores %				
75.1 - 80	-	-	-	-
80.1 - 85	7	6	2	-

85.1 - 90	8	17	13	10
90.1 - 95	8	5	11	10
95.1 - 100	1	-	-	-
Percentage score for skill Performance				
61 - 70	1	-	-	-
71 - 80	4	8	6	2
81 - 90	12	14	16	14
91 - 100	7	6	3	4
Percentage score for opinion about Youth Club				
51 - 60	5	4	1	2
61 - 70	9	11	6	4
71 - 80	6	3	4	5
81 - 90	3	8	7	4
91 - 100	1	2	8	5
Scores for leadership traits				
61 - 70	3	11	2	-
71 - 80	18	15	13	4
81 - 90	1	-	1	-
91 - 100	2	2	8	16

Factors	Range of Percentage of Attendance (Girls 48) 80-85	85-90	90-95	95-100
Education of the Head of the Family				
Illiteracy	2	4	1	5
Primary	4	2	2	6
Secondary	2	1	1	2
High School	2	4	6	3
Family Occupation				
Farming	-	2	1	3
Business	2	2	7	7
Service	2	3	-	3
Agriculture labourer	6	4	2	4
Family Income/annum in Rupees				
Below 1000	1	3	3	4
1000 - 2000	4	4	2	7
2001 - 3000	1	-	1	-
3001 - 4000	-	-	-	-
4001 - 5000	3	3	-	1
5001 - 6000	1	-	4	5
6001 - 7000	-	1	-	-
Number of family members				
1 - 3	1	1	1	6
4 - 6	5	9	8	9
7 - 9	4	1	1	17
Age of Youth				
15 - 20	7	4	3	5
21 - 25	2	5	6	8
26 - 30	1	2	1	4

Education of Youth				
Primary	1	4	3	5
Secondary	1	-	2	4
High School	8	6	5	7
Others	-	1	-	1
Occupation				
Farming	10	10	6	14
Business	-	1	3	3
Service	-	-	-	-
Agriculture labourer	-	-	1	-
Youth's income/xxxxx month in Rs.				
Below 100	-	-	8	4
101 - 200	-	1	-	2
201 - 300	-	-	2	-
301 - 400	-	-	-	-
401 - 500	-	-	-	1
Marital status				
Unmarried	7	7	9	9
Married	3	4	1	8
Leadership Traits				
61 - 70	2	2	2	5
71 - 80	8	8	6	8
81 - 90	-	1	2	4
Percentage scores for skill Performance				
61 - 70	-	1	3	2
71 - 80	1	3	-	4

81 - 90	5	1	2	4
91 - 100	4	6	5	7
Percentage scores for opinion about youth club				
51 - 60	1	-	-	-
61 - 70	3	2	2	3
71 - 80	2	2	2	3
81 - 90	1	6	3	6
91 - 100	1	3	3	3
Knowledge Scores				
50.1 - 55	2	-	-	-
55.1 - 60	-	-	-	-
60.1 - 65	-	-	-	-
65.1 - 70	-	-	-	-
70.1 - 75	-	1	1	-
75.1 - 80	6	2	4	2
80.1 - 85	2	5	2	9
85.1 - 90	-	3	3	6

APPENDIX XI (A)

MULTIPLE REGRESSION ANALYSIS SHOWING THE RELATION BETWEEN ATTENDANCE OF THE BOYS AND OTHER RELATED VARIABLES

		Intercept	Coefficient	SE	't' value
I. Dependant variable					
Attendance		67.8658			
Independant variable					
Education of the head of the family	X_1		-0.2960	0.1013	-0.5393 NS
Family occupation	X_2		+0.3449	0.1426	0.6075 NS
Family income/annum	X_3		-0.0002	0.1198	-1.1175 NS
Family size	X_4		-0.0149	0.0992	-0.0362 NS
Age of youth	X_5		-0.0276	0.1168	-0.1779 NS
Education of youth	X_6		-0.1670	0.1083	-0.2232 NS
Occupation	X_7		-1.0832	0.1252	-1.6857*
Income	X_8		-0.0030	0.1326	0.6957 NS
Marital status	X_9		-0.7750	0.1000	-0.5620 NS
Knowledge scores	X_{10}		+0.2120	0.0933	1.3306 NS
Skills	X_{11}		-0.2128	0.1185	-2.1656**
Opinion about youth club	X_{12}		+0.0172	0.1088	0.3633 NS
Degree of leadership traits	X_{13}		0.3267	0.1400	4.4869***

N.S. = Not Significant

lent variable

lance 58.1866

endent variables

tionof the Head of family	X_1	-0.4614	0.8407	-0.5488	NS
Occupation	X_2	-0.5699	1.1065	-0.5149	NS
income/annum	X_3	-1.1686	5.6873	-0.2040	NS
Size	X_4	-0.8719	0.7449	-1.1703	NS
youth	X_5	0.8864	0.3586	0.2465	NS
tion of youth	X_6	-0.4263	1.3331	-0.3197	NS
ation	X_7	1.2730	1.9732	0.6451	NS
	X_8	0.0103	0.0133	0.7675	NS
l Status	X_9	0.1245	2.5032	0.0497	NS
dge scores	X_{10}	0.2521	0.1387	1.8171	*
s	X_{11}	-02509	0.1243	2.0192	**
n about Youth Club	X_{12}	4.8791	0.0943	0.0516	NS
of leadership s	X_{13}	0.5067	0.2557	1.9810	*

Not Significant
Significant at 10 per cent level
Significant at 5 per cent level

N = 48

R^2 = 0.4331

F = 2.068

APPENDIX XII

KNOWLEDGE SCORES OBTAINED BY THE YOUTH VERSUS OTHER FACTORS

Factors	Knowledge Scores (Range) (Boys 98)			
	80.1-85	85.1-90	90.1-95	95.1-100
Education of the Head of the family				
Illiteracy	7	7	7	1
Primary	6	25	11	-
Secondary	1	8	12	-
High School	1	6	3	-
Others	-	2	1	-
Family Occupation				
Farming	5	6	7	1
Business	1	10	6	-
Service	3	4	4	-
Agricultural Labourer	6	28	16	1
Family income/annum in Rs.				
Below 1000	3	13	7	-
1001 - 2000	2	10	14	-
2001 - 3000	2	1	3	-
3001 - 4000	1	-	1	-
4001 - 5000	5	12	5	-
5001 - 6000	1	7	2	1
6001 - 7000	-	3	-	-
7001 - 8000	1	-	1	-
8001 - 9000	-	-	-	-
9001 - 10000	-	2	1	-

Number of family members				
1 - 3	3	8	1	-
4 - 6	10	31	31	1
7 - 9	2	9	2	-
Age of Youth				
15 - 20	2	10	6	1
21 - 25	7	20	19	-
26 - 30	6	18	9	-
Education of Youth				
Primary	1	-	3	-
Secondary	3	5	9	-
High School	6	26	14	1
Others	5	17	8	-
Occupation				
Farming	2	1	8	-
Business	10	24	11	-
Service	-	4	3	-
Agricultural Labourer	3	19	12	1
Incomeof Youth's/month in Rs.				
Below 100	3	22	14	1
101 - 200	2	11	8	-
201 - 300	6	2	7	-
301 - 400	1	3	1	-
401 - 500	1	6	3	-
501 - 600	1	4	1	-

Marital Status				
Unmarried	10	39	31	-
Married	5	48	3	1
Attendance Scores (%)				
80 - 90	11	27	13	1
91 - 100	4	21	21	-
Percentage scores for skill performance				
60 - 70	-	1	1	-
71 - 80	5	11	4	-
81 - 90	5	29	24	-
91 - 100	5	7	5	1
Percentage scores for opinion about Youth Club				
51 - 60	3	8	1	-
61 - 70	3	17	10	-
71 - 80	4	6	8	-
81 - 90	5	14	3	-
91 - 100	-	3	12	1
Percentage scores for leadership traits				
61 - 70	7	1	8	-
71 - 80	2	31	6	1
81 - 90	-	-	2	-
91 - 100	6	16	8	-

Factors	Knowledge Scores (Range) (Girls 48) 55.1-60	60.1-65	65.1-70	70.1-75	75.1-80	80.1-85	85.1-90
Education of the Head of the family							
Illiteracy	-	-	-	-	4	4	4
Primary	1	-	-	1	6	4	2
Secondary	-	-	-	-	3	1	2
High School	1	-	-	1	1	8	4
Family Occupation							
Farming	-	-	-	-	1	3	2
Business	-	-	-	2	6	5	5
Service	1	-	-	-	2	3	2
Agricultural labourer	1	-	-	-	5	7	3
Family income/annum in Rupees							
Below 1000	-	-	-	-	5	5	1
1001 - 2000	-	-	-	1	6	4	6
2001 - 3000	-	-	-	-	-	2	-
3001 - 4000	-	-	-	-	-	-	-
4001 - 5000	2	-	-	-	1	3	1
5001 - 6000	-	-	-	1	2	3	4
6001 - 7000	-	-	-	-	-	1	-
Number of members in the family							
1 - 3	-	-	-	1	3	3	2
4 - 6	-	-	-	1	11	13	6
7 - 9	2	-	-	-	-	2	4

Age of Youth							
15 - 20	2	-	-	-	6	7	4
21 - 25	-	-	-	1	7	6	7
26 - 30	-	-	-	1	1	5	1
Education of Youth							
Primary	-	-	-	1	4	5	3
Secondary	-	-	-	-	1	4	2
High School	-	-	-	1	8	8	7
Others	-	-	-	-	1	1	-
Occupation of Youth							
Farming	-	-	-	2	11	16	9
Business	-	-	-	-	3	2	2
Service	-	-	-	-	-	-	-
Agricultural Labour	-	-	-	-	-	-	1
Youth's Income/ month in Rs.							
Below 100	2	-	-	2	12	16	10
101 - 200	-	-	-	-	2	-	1
201 - 300	-	-	-	-	-	1	1
301 - 400	-	-	-	-	-	-	-
401 - 500	-	-	-	-	-	1	-
Marital Status							
Unmarried	2	-	-	1	8	11	10
Married	-	-	-	1	6	7	2
Attendance Scores(%)							
80 - 90	2	-	-	1	7	8	3
91 - 100	-	-	-	1	7	10	9

Scores for skill Performance %							
60 - 70	-	-	-	-	3	2	1
71 - 80	-	-	-	1	3	2	2
81 - 90	-	-	-	1	1	3	5
91 - 100	-	-	-	-	7	1	4
Scores for opinion about youth club %							
51 - 60	1	-	-	-	-	1	-
61 - 70	-	-	-	1	4	3	2
71 - 80	-	-	-	-	3	2	4
81 - 90	1	-	-	1	4	7	4
91 - 100	-	-	-	-	3	5	2
Scores for leader-ship traits %							
61 - 70	-	-	-	-	5	4	2
71 - 80	2	-	-	2	8	10	8
81 - 90	-	-	-	-	1	4	2

APPENDIX XIII

SCORES FOR LEADERSHIP TRAITS VERSUS OTHER FACTORS

Factors	Range scores for leadership traits (Boys 98) 61-70	71-80	81-90	91-100
Education of the Head of of the family				
Illiteracy	-	17	1	4
Primary	10	23	-	9
Secondary	3	2	1	17
High School	2	6	-	2
Others	1	2	-	-
Family Occupation				
Farming	3	9	1	6
Business	5	12	-	-
Service	4	6	-	1
Agricultural labourer	-	23	1	23
Family income/annum in Rs.				
Below 1000	4	8	-	11
1001 - 2000	2	4	2	18
2001 - 3000	3	3	-	-
3001 - 4000	-	2	-	-
4001 - 5000	4	17	-	1
5001 - 6000	2	9	-	-
6001 - 7000	-	3	-	-
7001 - 8000	1	1	-	-
8001 - 9000	-	-	-	-
9001 - 10000	-	2	-	-

Number of family members				
1 - 3	5	5	-	2
4 - 6	9	36	1	27
7 - 9	2	9	1	1
Age of youth				
15 - 20	-	16	-	3
21 - 25	7	17	1	21
26 - 30	9	17	1	6
Education of Youth				
Primary	1	3	-	-
Secondary	2	4	1	10
High School	10	27	-	10
Others	3	16	1	10
Occupation				
Farming	-	5	1	5
Business	12	31	-	2
Science Service	2	4	-	1
Agricultural Labourer	2	10	1	22
Youth income/month in Rs.				
Below 100	2	10	2	26
101 - 200	5	14	-	4
201 - 300	3	10	-	-
301 - 400	2	3	-	-
401 - 500	2	8	-	-
501 - 600	2	4	-	-
601 - 700	-	1	-	-

Marital Status				
Unmarried	13	40	1	26
Married	3	10	1	4
Attendance % Scores				
80 - 90	13	34	1	4
91 - 100	3	16	1	26
Percentage scores for skill Performance				
61 - 70	-	2	-	-
71 - 80	7	10	2	1
81 - 90	9	26	-	23
91 - 100	-	12	-	6
Percentage scores for opinion about the youth club				
51 - 60	2	8	1	1
61 - 70	5	22	1	2
71 - 80	4	8	-	6
81 - 90	4	7	-	11
91 - 100	1	5	-	10

Factors	Range of scores for leadership traits (Girls 48)		
	61-70	71-80	81-90
Education of the Head of the Family			
Illiteracy	-	10	2
Primary	6	8	-
Secondary	1	3	2
High School	3	9	3
Others	1	-	-
Family Occupation			
Farming	-	2	4
Business	3	13	2
Service	5	3	-
Agricultural Labourer	3	12	1
Family income/annum in Rs.			
Below 1000	-	8	3
1001 - 2000	5	8	4
2001 - 3000	1	1	-
3001 - 4000	-	-	-
4001 - 5000	2	5	-
5001 - 6000	2	8	-
6001 - 7000	1	-	-
Number of family members			
1 - 3	3	4	2
4 - 6	8	19	4
7 - 9	-	7	1

Age of youth			
15 - 20	4	13	2
21 - 25	6	12	3
26 - 30	1	5	2
Education of Youth			
Primary	1	9	3
Secondary	1	4	2
High School	8	16	2
Others	1	1	-
Occupation			
Farming	8	25	7
Business	3	4	-
Service	-	-	-
Agricultural labourer	-	1	-
Youths income/month in Rs.			
Below 100	9	26	7
101 - 200	2	1	-
201 - 300	-	2	-
301 - 400	-	-	-
401 - 500	-	1	-
Marital status			
Unmarried	7	20	5
Married	4	10	2
Attendance of percentage scores			
80 - 90	4	16	-
91 - 100	7	9	2

Percentage scores for skill performance			
61 - 70	4	2	-
71 - 80	3	5	-
81 - 90	-	10	2
91 - 100	4	13	5
Percentage Scores for opinion about youth club			
51 - 60	-	2	-
61 - 70	6	4	-
71 - 80	1	8	-
81 - 90	3	12	2
91 - 100	1	4	5
Knowledge Scores			
65.1 - 70	-	2	-
70.1 - 75	-	2	-
75.1 - 80	5	8	1
80.1 - 85	4	11	3
85.1 - 90	2	7	3

APPENDIX XIV

PERCENTAGE SCORES FOR SKILLS VERSUS OTHER FACTORS

Factors	Range of Scores for skills (Boys 98)			
	61-70	71-80	81-90	91-100
Education of the Head of the family				
Illiteracy	-	1	13	8
Primary	2	14	24	2
Secondary	-	2	12	7
High School	-	2	7	1
Others	-	1	2	-
Family Occupation				
Farming	-	-	9	3
Business	1	9	7	-
Service	-	3	7	1
Agricultural labourer	1	3	33	14
Family income/annum in Rs.				
Below 1000	-	4	16	4
1001 - 2000	1	4	15	6
2001 - 3000	-	1	5	-
3001 - 4000	-	-	1	1
4001 - 5000	4	4	12	6
5001 - 6000	-	6	4	1
6001 - 7000	-	1	1	1
7001 - 8000	1	-	1	-
8001 - 9000	-	-	-	-
9001 - 10000	-	-	3	-

Number of family members				
1 - 3	-	2	6	4
4 - 6	1	11	47	14
7 - 9	1	7	5	-
Age of youth				
15 - 20	1	2	13	3
21 - 25	1	9	27	10
26 - 30	-	9	18	5
Education of youth				
Primary	-	1	2	1
Secondary	-	1	15	1
High School	1	12	26	8
Others	1	6	15	8
Occupation				
Farming	-	-	9	2
Business	1	10	25	9
Service	-	-	5	2
Agricultural labourer	1	15	19	5
Youths income/month in Rs.				
Below 100	1	4	28	7
101 - 200	1	3	15	2
201 - 300	-	4	6	5
301 - 400	-	1	3	1
401 - 500	-	6	2	2
501 - 600	-	2	3	1
601 - 700	-	-	1	-

Marital status				
Unmarried	2	11	52	15
Married	-	20	6	3
Percentage Scores for knowledge				
80.1 - 85	-	7	5	3
85.1 - 90	2	10	30	6
90.1 - 95	-	3	23	8
95.1 - 100	-	-	-	1
Percentage of attendance				
81 - 90	1	13	27	11
91 - 100	1	7	31	7
Percentage for the opinion of youth abouth the youth club				
51 - 60	-	2	9	1
61 - 70	1	6	17	6
71 - 80	1	3	11	3
81 - 90	-	6	11	5
91 - 100	-	3	10	3
Percentage scores for Leadership Traits				
61 - 70	-	7	9	-
71 - 80	2	11	26	10
81 - 90	-	1	1	-
91 - 100	-	1	22	8

Factors	Range of scores for skills (Girls 48)			
	61-70	71-80	81-90	91-100
Education of the Head of the family				
Illiteracy	-	-	4	8
Primary	2	6	5	1
Secondary	1	1	-	4
High School	3	1	2	8
0 Others	-	-	-	1
Family Occupation				
Farming	-	-	-	6
Business	3	5	3	7
Service	1	2	2	3
Agricultural Labourer	2	1	7	6
Family income/annum in Rs.				
Below 1000	-	-	-	11
1001 - 2000	1	3	5	8
2001 - 3000	1	-	1	-
3001 - 4000	-	-	-	-
4001 - 5000	1	1	3	2
5001 - 6000	2	4	3	1
6001 - 7000	1	-	-	-
Number of family members				
1 - 3	1	3	1	4
4 - 6	5	4	4	18
7 - 9	-	1	7	-

Age of youth				
15 - 20	2	1	6	10
21 - 25	4	5	4	8
26 - 30	-	2	2	4
Education of youth				
Primary	-	3	1	9
Secondary	-	1	1	5
High School	5	4	1	7
Others	1	-	-	1
Occupation				
Farming	3	7	9	21
Business	3	1	3	-
Service	-	-	-	-
Agricultural labourer	-	-	-	1
Youth income/month in Rs.				
Below 100	4	7	9	22
101 - 200	1	1	1	-
201 - 300	1	-	1	-
301 - 400	-	-	-	-
401 - 500	-	-	1	-
Marital Status				
Unmarried	6	3	10	13
Married	-	6	1	9

Percentage scores for knowledge				
51.1 - 60	-	-	2	-
60.1 - 65	-	-	-	-
65.1 - 70	-	-	-	-
70.1 - 75	-	1	1	-
75.1 - 80	2	4	1	7
80.1 - 85	3	2	4	9
85.1 - 90	1	1	4	6
Percentage of attendance				
81 - 90	-	4	6	11
91 - 100	6	4	6	11
Percentage scores for the opinion of youth about youth club				
51 - 60	-	-	1	1
61 - 70	1	4	3	2
71 - 80	2	3	5	2
81 - 90	2	1	3	9
91 - 100	1	8	-	8
Percentage scores for Leadership traits				
61 - 70	4	4	-	3
71 - 80	2	4	11	13
81 - 90	-	-	1	6

APPENDIX XV

EXTENT OF EXPECTION OF LEADERS ON THE PARTICIPATION OF YOUTH IN RURAL DEVELOPMENT

S. No.	V1(10) *F	V1(10) P	V1(10) N	V2(10) F	V2(10) P	V2(10) N	V3 (10) F	V3 (10) P	V3 (10) N	V4(10) F	V4(10) P	V4(10) N	V5(10) F	V5(10) P	V5(10) M	V6(10) F	V6(10) P	V6(10) N
1	** 12 (4)	8 (4)	2 (2)	15 (5)	8 (4)	1 (1)	12 (4)	8 (4)	2 (2)	15 (5)	4 (2)	3 (3)	18 (6)	6 (3)	1 (1)	9 (3)	8 (4)	3 (3)
2	15 (5)	6 (3)	2 (2)	12 (4)	10 (5)	1 (1)	12 (4)	10 (5)	1 (1)	12 (4)	8 (4)	2 (2)	15 (5)	8 (4)	1 (1)	12 (4)	8 (4)	2 (2)
3	12 (4)	10 (5)	1 (1)	15 (5)	4 (2)	3 (3)	12 (3)	12 (6)	1 (1)	15 (5)	4 (2)	3 (3)	12 (4)	8 (4)	2 (2)	15 (5)	4 (2)	3 (3)
4	24 (8)	4 (2)	0 (0)	15 (5)	4 (2)	3 (3)	15 (5)	10 (5)	0 (0)	9 (3)	8 (4)	3 (3)	18 (6)	6 (3)	1 (1)	9 (3)	8 (4)	3 (3)
5	18 (6)	6 (3)	1 (1)	15 (5)	2 (1)	4 (4)	18 (6)	6 (3)	1 (1)	12 (4)	10 (5)	1 (1)	12 (4)	12 (6)	0 (0)	9 (3)	10 (5)	2 (2)
6	12 (4)	12 (6)	0 (0)	9 (3)	8 (4)	3 (3)	12 (4)	10 (5)	1 (1)	12 (4)	6 (3)	3 (3)	15 (5)	8 (4)	1 (1)	12 (4)	6 (3)	3 (3)
7	12 (4)	10 (5)	1 (1)	6 (2)	8 (4)	4 (4)	21 (7)	6 (3)	0 (0)	9 (3)	10 (5)	2 (2)	18 (6)	6 (3)	1 (1)	9 (3)	10 (5)	2 (2)
8	15 (5)	8 (4)	1 (1)	15 (5)	4 (2)	3 (3)	15 (5)	8 (4)	1 (1)	6 (2)	12 (6)	2 (2)	21 (7)	6 (3)	0 (0)	6 (2)	12 (6)	2 (2)
9	15 (5)	8 (4)	1 (1)	6 (2)	6 (3)	5 (5)	15 (5)	8 (4)	1 (1)	15 (5)	4 (2)	3 (3)	24 (8)	4 (2)	0 (0)	3 (1)	12 (6)	3 (3)
10	18 (6)	8 (4)	0	6 (2)	12 (6)	2 (2)	10 (4)	10 (5)	1 (1)	9 (3)	10 (5)	2 (2)	12 (4)	10 (5)	1 (1)	12 (4)	6 (3)	3 (3)

* F - Fully (3 scores); P - Partially (2 scores); N - Not at all (1 score)

** Number of respondents x Scores in the category = Total Scores Example: (4 x 3) + (4 x 2) + (2 x 1)

S. No.	Details	Number of respondents											
		V_1		V_2		V_3		V_4		V_5		V_6	
		Boys (24)	Girls	Boys (28)	Girls	Boys (21)	Girls	Boys (25)	Girls	Boys (18)	Girls	Boys (34)	Girls
1.	Interested	16	16	17	16	14	13	16	23	10	16	15	17
	Not interested	1	1	4	4	4	5	4	2	7	2	16	13
	No idea	7	7	7	8	3	3	5	0	1	0	3	4
2.	Reasons for having Interest	(16)	(16)	(17)	(16)	(14)	(13)	(16)	(23)	(10)	(16)	(15)	(17)
	Interested in the welfare of the people	9	3	7	4	11	2	6	2	7	4	4	2
	Interested in the economic improvement of the people	2	4	5	4	3	3	6	5	3	0	3	0
	Having feeling for the native village	3	0	2	0	0	0	3	0	2	0	0	2
	No response	3	11	3	11	0	10	6	16	4	12	11	15
3.	Reasons for not having interest	(1)	(1)	(4)	(4)	(4)	(5)	(4)	(2)	(7)	(2)	(14)	(13)
	Lack of guidance	0	0	3	1	0	4	2	1	6	2	0	3
	Circumstances are not favourable	0	1	0	0	3	2	3	0	4	2	0	0
	Lack of co-operation	0	0	3	3	3	5	4	0	4	2	13	12
	Unable to give time	1	1	2	1	1	0	0	0	0	0	4	8

Figures in parentheses indicate the number of respondents for the statement.

e	9	4	0	1	4	2	0	0	2	4	1
arn tailoring	0	9	1	0	0	1	0	2	0	3	0
t some loan ities being a r of the club	2	0	0	0	1	0	0	0	0	2	0
end time with ds as a ation	2	7	0	0	8	4	0	0	3	4	2
ke care of ge needs as a (adult education, liness etc.)	8	4	4	1	4	2	2	4	6	2	2
t knowledge about ulture through discussion	4	1	2	2	4	2	3	0	4	3	0
nity											
rganise a sports	4	0	3	1	8	7	0	0	2	0	0
ve clean and village with the of the youth	4	3	3	4	3	2	1	3	4	4	1
t good road to illage	5	2	3	3	6	3	2	0	5	3	1

igures in parentheses indicate number of respondents, who wanted to start a youth

D. Transport									
17. Better road	11	7	16	8	4	5	12	14	5
18. More bus facilities	8	3	12	2	4	3	11	7	2
E. Recreation									
19. Good play ground	12	6	16	7	7	5	9	11	5
20. Locating sources to get play materials	10	6	15	6	12	15	19	13	5
21. Forming a cultural troop	11	8	13	7	14	14	16	15	6
22. Organising a library	13	9	18	8	14	20	20	11	5
F. Balwadi									
23. Organising a balwadi	7	7	7	4	11	5	6	5	6
G. Participation in village festival									
24. Keeping the temple clean and tidy	5	5	9	6	4	4	7	2	0
25. Organising a festival committee in the Youth Club	7	3	6	5	9	4	3	6	2
H. Family life education									
26. Better education on small faimly norms	12	17	18	6	13	16	14	25	11
I. Others									

APPENDIX IX

OMEGA TEST (BOYS)

	Average Scores		Omega Values		Value	't
	Before	After	Ω_1	Ω_2	$(\Omega_1-\Omega_2)$	
1. Opinion about the Youth Club	40.15	84.58	-.1424	+.5473	.6896	6.827
2. Skill	33.22	89.00	-.2453	+.6326	.8779	8.691
3. Knowledge	69.69	77.9	+.2910	+.4033	.1123	1.111
4. Leadership traits	27.12	79.2	-.3379	+.4375	.7754	7.676
5. Attendance	86.32	94.6	+.5697	+.7917	.2220	2.197

$$t = \Omega \sqrt{\frac{2N_1N_2}{N_1 + N_2}} \qquad t = \Omega \times 9.9$$

OMEGA TEST (GIRLS)

	Average Scores		Omega Values		Value	't
	Before	After	Ω_1	Ω_2	$(\Omega_1-\Omega_2)$	
1. Opinion about the Youth Club	37.23	85.34	-.1861	+.5472	-.7333	5.059
2. Skill	29.16	80.64	-.3064	+.4728	-.7792	5.376
3. Knowledge	67.81	82.16	+.2612	+.4911	-.2299	1.566
4. Leadership traits	22.9	74.37	-.4033	+.3541	-.7574	5.226
5. Attendance	89.86	93.47	+.6565	+.7320	-.0755	0.520

$$t = \Omega \times 6.9$$