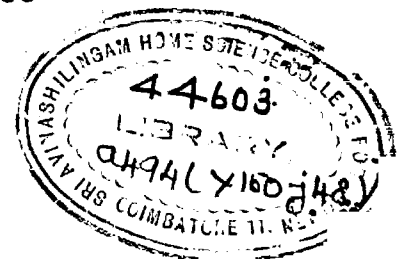


DEVELOPING LEADERSHIP AMONG RURAL WOMEN

By
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INTRODUCTION

The challenges India is facing today are manifold. The single most important problem that afflicts the country today is the lack of responsive and responsible leadership. The Community Development Programme in India, from the very outset has laid stress on this aspect and has outlined many measures to ensure people's help and Co-operation through their leaders.

The local leadership provides a solid foundation for democracy and local development (Ramaswamy, 1972). Because, the 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.

The local organisations with effective leaders are to be developed to bring about desirable changes in our rural areas. The three basic institutions and the other village organisations play a vital role in developing leadership among men, women and youth. Women will always be, and have been an integral part and parcel of any progress and development (Mistry, 1971). Women can stand shoulder to shoulder with men in the village. The Indian woman has established equality with man in all walks of life and

will never return to her former status of a painted doll, a child bearing machine or a mere hanger-on (Aggarwal, 1974). The basic revolution in India was the revolution in the status of women.

Young women of today need training in leadership qualities, because they are going to develop the citizens of tomorrow. The future of the country lies not with the old men, who are wise, but with the young ones, who are ambitious. Good leadership is based on love and co-operation, service and self sacrifice. Only rational youth can lead the nation to greatness by urging people to work and battle with dirt, disease and distress that threaten this ancient land of ours.

It is therefore vital and important in mobilizing and guiding rural youth to play their role in the development of rural communities in India. The aim of youth participation in the development process is not solely to solve the problems of youth, nor participation for the sake, but rather, to bring together the efforts and energy of youth with other groups in the society with the common objective and task of introducing change in the individual members of the community (Salas, 1974).

The success of any youth programme depends to a great degree upon its leadership at all levels.

Good leadership depends on the creation of opportunities for boys and girls to gain valuable experience. It is valuable when it involves constructive effort on their part to meet their own and community needs. The youth cannot play a significant role in the rural community unless there is an organisation. The youth club is a good vehicle through which the energies and talents of the local youth can be harnessed and made use of, for constructive purposes. With this aim, an attempt was made to develop leadership among the youth in a rural community.

II REVIEW OF LITERATURE

The literature was reviewed under the following headings:

- A. Need and importance of leadership
- B. Types of leadership
- C. Traits promoting leadership
- D. Methods of developing leadership
- and E. Youth and leadership.

A. Need and importance of leadership:

Bass (1960) explains that leadership involves recording or organising of a new way of acting as well as the need to overcome resistance to change. Leadership is a process of stimulation, which, by the successful interplay of relevant individual differences controls human energy in the pursuit of a common cause.

Srivatson (1961) mentions that the growth and development of any profession depends essentially on proper leadership. Singh (1974) expresses that for efficient and smooth running of a department in any field, be it political, educational, cultural, business, it is essential that it has the right type of leadership.

With good leadership and discipline in all walks of life, the nation can meet successfully any challenge to her freedom, political or economic (Pande, 1966).

The need for leadership arises in all cases where common and collective action is necessary for matters of common interest. Society needs thinking men who would consider the problems of life with sympathy and understanding. Unless our children learn to think, we can never hope to have good leaders in the future. Let us, therefore, pin our faith in our young boys and girls of today - the fathers and mothers of a great tomorrow - and strive to train them into true leadership (Basu, 1966).

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 a chosen walk of life and then so to develop relationships with one's fellow men that they would be drawn into this striving for excellence (Airan, 1969).

Man is a social being and a social group requires guidance. Guidance is to be given by some one to whose directions and dictations everyone submits. Such a person is known as a leader. 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 the 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 zeal in accordance with the concepts of democracy and socialism (Sachdeva, 1974).

Sulaiman (1963) defines leadership as a highly personal role with the leader carrying full responsibility for the direction of his followers. Leadership is regarded as the process of initiating, directing, organizing or controlling the behaviour of members of the community by those who hold positions of prestige power or authority (UNESCO Research Centre, 1965). According to Sykes (1964), exercising leadership presents the challenge of taking initiative assuming responsibility and thinking creatively. Backman (1964) states that leadership includes the personality characteristics which help a person to contribute to the achievement of the group's goal and to exercise group control.

Ghosh et al (1967) claim that leadership refers to that process whereby an individual directs, guides, influences or controls the thoughts and feelings or behaviour of the other human beings. The development of leadership characteristics is not a days task but it is a life long process.

Cariappa (1967) is confident that given good, honest, efficient leadership tempered with a high standard of personal discipline and character, India will advance by leaps and bounds in every aspect of progress social, economical and industrial.

B. Types of leadership:

The type of leadership has a great influence on the achievement of the group goals and also on the behaviour of the group members. Those individuals who have a greater share of influence are the opinion leaders because they take the lead in influencing the opinion of others. Others seek advice and information from them. Opinion leaders can be classified into two types, monomorphic and polymorphic, on the basis of their sphere of influence. Monomorphic leaders are the sources of information and advice for one subject area, where as the polymorphic leaders provide information and advice on many subjects.

Koch (1974) enumerates three types of leadership, autocratic, democratic and laissez - faire. People who work under autocratic leadership besides developing hostility, have a tendency to feel lack of responsibility for the projects as a whole. In the democratic climate, group participation is encouraged. The members feel that they have a share in the project and a real incentive to make their best contribution. In the laissez - faire

environment there is very little cohesiveness and members may feel of loose ends. It is now realized that a co-operative democratic climate provides the greatest possibilities for individual growth.

Under laissez - faire leadership, the boys accomplished very little, there was a great deal of confusion and discontent. A feeling of friendliness, better morals and unity prevailed under democratic leadership. The boys showed greater pride in their work, reached a higher level of accomplishment and expressed less discontent they did those in the other groups.

C. Traits promoting leadership:

Hurlock (1956) noticed that the leadership had slightly above average intelligence, scholastic achievement, adventuresomeness, desire to lead and ambition to be a leader, personality traits such as dependability, sociability, responsibility, good naturedness, generosity, fairness, good work habits and good social and self adjustments. A leader must be more intelligent than the followers to take initiative, suggest new activities, direct associates and make decisions. In the most traditional study of leaderships, unique characteristics of 'leaders' were sought. But this obscured some important distinctions including the source of authority and the nature of the function to be fulfilled in diverse situation.

In the view of Mussen et al (1956), the adolescent leader surpasses the nonleader in decision making ability, discriminating judgement, firmness of decision, low suggestibility, self confidence and imagination. Mussen et al (1956) also found that the adolescent leader participated in social and leisure time activities, had socially relevant aspects of temperament, extra version, dominance, liveliness and good sportmanship. Crow and Crow (1956) observe that a leader possesses initiativeness intelligent comprehension of the purpose of the groups projects and ability to plan and carryout these plans. He possesses self confidence, stable, emotional attitudes towards himself and among the members. Taylor et al, (1960) state that characteristics which correlate with leadership most highly are originality, ambition, persistence, emotional stability, judgement, popularity, communication skills, insight, cooperation and knowledge. Chagla (1966) expresses that the adolescent leader is an intelligent person, possesses good judgement and has an admirable character.

In psychology, furthermore, the trait approach found a congenial reception because of the psychologists essential interest in individual characteristics. To measure and assess the personality of 'leaders' seemed eminently appropriate to the psychologically - oriented investigator Hollander, (1964). Though essentially a matter of emphasis, traits were selected without regard for situational variants (Vidyarthi) 1967).

D. Methods of developing leadership:

Garg (1960) says that most villages have several natural leaders and as the workers gain experience in village selfhelp development, new leaders will emerge. The extension worker should always figure out ways to use all the natural leaders and to develop new ones. It is especially important to keep watch for young leaders, waking them into new leadership responsibility as they develop.

The emergence of leadership and its functions in a group are determined by the structure, situation and takes of the group. To understand the emergence of leadership we must consider not only the factors in the group situation and in the perception and wants of the follows, but also the psychology of potential leaders. We cannot have leaders without followers, we cannot have leaders without leaders (Krech, 1962).

Truely there are born leaders, but many possess qualities which can be developed with the result that our skill at leading may be appreciably strengthened. Every leader is as much as a product of the setting of his life and times as of his own will to power. How great a leader become may be greatly conditioned by personal factors. But the opportunity to lead is furnished by the total environment (Tread, 1966). Shanmugasundaram (1969), the idea that leadership can be improved and that everyone can

be a leader forces us to disregard the view that leaders are born and not made. It is true that there are born leaders but most of us possess qualities which can be developed so that our ability to lead may be appreciably strengthened.

There are some directions to develop the leader behaviour characteristics among the students. While considering these directions, it should be kept in mind that more than one direction will help a pupil to develop a particular characteristics of leadership and also at the sometime a particular activity or cocurricular activity can help to develop more than one characterestic of leadership among the students (Jamnalal, 1970).

India found its all round and the outstanding leadership in Gandhiji India's freedom struggle is the shining example for such a leadership (Panchayat Aur Insan, 1972). Leadership should not merely imply the ability to run their own affairs for it must take into account the whole question of changing attitudes (John, 1970).

The best leaders can be discovered by a very simple process. When you ask villagers who would be good for doing a certain job, you may find them all recommending one or two names. If the jobs are important, those names recommended are likely to be the names of the people, with real influence.

There are many ways to give credit to deserving leaders.

Some of the simple ways are:

1. Give publicity to the leader through news paper.
 2. Ask leaders advice on important matters and give them important responsibilities.
 3. Invite leaders to go with you on interesting tours.
 4. Give leaders who are so inclined a chance to put on programmes and plays.
 5. Give leaders a chance to meet interesting people who come to the village with you.
 6. Have tours to visit his demonstration.
- and
7. At public meetings give leaders inexpensive awards such as garlands, certificates, books, seeds etc., Ministry of Food and Agriculture (1965).

According to Garg (1960) the following are the ways of developing leadership.

1. Recognition of a leader:

Leaders are human. In that they will be appreciative of recognition both by the extension worker and the villagers. The most simple way to give recognition and develop leadership is to see that the leaders are in the front when tours are conducted in the villages by the workers or the visitors.

1. The leaders should always be incharge of showing visitors around and explaining what the village has done and how it was accomplished.

2. Tours for village leaders should be planned both within and outside the blocks.
- and 3. The leaders should be recognized at public meetings and rewarded in simple ways.

2. Organizing camps:

The village leaders should be brought together in a leaders camp for training from time to time. In these camps which may last for several days at a time, the leaders should have ample opportunity to exchange experience learning from each other and from the extension staff, in respect of progress achieved and problems encountered, in improving all phases of village life. Through these camps the village leaders in attendance will pick up new ideas, gain new experience and inspirations sense of their importance in village development.

3. Leadership ability thrives with opportunity:

They are three common ways or combination by which leadership may develop. Leadership may originate with an individual, or in a group or by doing a job. A person may see some problem that interests him or catch his vision. He thinks that it is needed in the community. Moved by this interest, he takes a few steps and others begin to follow.

It is possible that there is an organized or unorganized group which recognises a need. He wants some action. It chooses a leader and gives him responsibility

to do something about it. Leadership development has always been a serious concern to society, but it has never received the attention from scholars and scientists that it is receiving to day (Malcolm, 1962). When a job is needed to be completed by the community a favourable situation for good initial leadership is considered to be developed, because without good leadership the job cannot be completed.

E. Youth and leadership:

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

Indira Gandhi (1966) calls for sound and effective leadership to develop a proper sense of values in youth. An organisation is a system of continuous activity pursuing a goal of a specified kind. A corporate organisation is an aggregative social relationship characterised by an administrative staff whose activity is oriented exclusively and continuously to achieving the goals of the organisations. In India at present go in the name of rural youth clubs, young farmer's club, Yuvak Mandals, Nari Mandals etc. Young club is therefore very essential in training youths in ways to make a better family member and better citizen of the country.

It is only through local leadership that a rural youth programme may be made available to large numbers of boys and girls (U.S.Department of Agriculture, 1967).

According to Jain (1970), 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 voters in a democracy of which public vigilance is the watch-word, but are also to provide the leadership in every walk of life - political, social, economic or cultural.

India's Community Development Programme offers balanced programme for youth welfare, besides emphasising agricultural production. Youth movement in India is a recent phenomenon. Never in the history of India has youth constituted such a force in social, economic and political fields as they do today. The planning Commission has made recommendations on youth programmes in the Fourth Five Year Plan. The unplanned and unco-ordinated effort at involvement of youths in developmental projects is more conspicuous in rural areas. Rural youth clubs which are supposed to be one of the key agencies of the community development programme are not organised purposefully (Rade, 1974). Since Independence a large number of formal organisations have been set up at the village level and at the District, State and National levels.

The studies of leadership, however, show that the old characteristics of caste and kinship play a prominent role in the election of leaders to those formal organisations. (Kuppuswamy, 1973).

Rajkot and Tejpal, (1974) say that the youth has taken the path of destruction, only because no worth while constructive programme has been presented to channel their activities in which they will feel the growth of personal participation in achieving object beneficial to the country. According to Aggarwal (1974), it was youth who struggled hard to liberate the country from the British yokes. Youth in India in the age group of 15 to 19 years form 35, 866000 in number (The Indian Year Book, 1971-72).

Youth are the venguards of the nation. The youth today will shoulder the nations burdens tommorrow as matural citizens. It on the youth of the country that the immesé responsibility of bringing about a new social order lies. Rao (1974) says that youth constitute 45 per cent of India's total population. But they have not been accepted as an integral part of the changing social structure nor have they been involved fully in the social and economic activities of the nation.

Youth are the most energetic asset of the community, should be fully utilized in changing the traditional rural society to a progressive and democratic one (Garf, 1960).

The chief aim of the youth organisation is to harness the energies of the youths for improving the living conditions in the country and also for the betterment of the youth. Youth programmes are fundamentally within the ^uparview of the important sector of development human resources. Ever since the inception of Community Development in India, organisation of youth programme in the villages has continued to be an important aspect of Community Development movement. India is a land of villages. It is primarily an agricultural country where 83 per cent of the people live in villages. Of the human resources a considerable size of ambitious, enthusiastic, receptive and able group is formed by the youths in the country. Among the youths, the greater number are the Rural Youths in the country (Dubashi, 1960).

There are many youth organisations in India to make use of the young generation for the construction of the new India. They are discussed below:

1. Young Farmer's Association - India:

In recent years, India has made some ~~so-pradie~~ sporadic attempts to organise the rural youths. The agencies which have made such attempts are either the Department of Agriculture or the National Extension service or the combined efforts of both. But very recently in 1955, the IFYE's (International Form 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 country. They met together and decided to have a rural youth organisation, which they named it young Farmer's Association, India. This is a non-political, non-sectarian organisation.

Objectives:

1. To co-ordinate and utilise the creative abilities of rural and rural 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 co-operative spirit 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 organisation in the country have undertaken youth work. The chief of them are:

- a. Bharat Sevak Samaj
 - b. Bharat Sevalal
 - c. Bharat Scouts and Guides
 - d. National and Auxillary Cadet Corps
- and
- e. Y.M.C.A.

a. Bharat Sevak Samaj:

This is a newly organised non-official organisation. This is 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 youths in the country.
 2. To coordinate and correlate the youth activities of other organisations.
 3. To harness the energies of youths for the constructive purpose.
- and
4. To enlighten them with the fundamental problems of land and village.

b. Bharat - Sevadai:

This is also a non-official organisation founded by Dr.N.S.Hardikar. This was started in 1950 as an off-shoot of Hindustan Sevadai 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, self sacrifice, self reliance, simplicity, service and tolerance.
 3. To harness the energies of youths for the constructive nation building activities.
 4. To establish a sense of national unity among the youths irrespective of caste or creed.
- and
5. To train young men and women to act as peace brigades in times of emergencies.

C. Bharat Scouts and guides:

The scouts movement is a movement of national and international in character, which was founded by badon 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 - relent, willing and able to serve the community.
- and
2. To provide the nation with a youth , who is physically, morally and spiritually strong.

D. National and Auxillary Cadet Corps:

This is an official organisation started in 1948 by an Act in the parliament ot 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 of self discipline.
 3. To instill in them the dignity of labour.
 4. To help the youth to become good citizen.
- and
5. To develop them spirit, co-operate life and self confidence and to train them for social service.

e. Young Men Christian Association - India:

1. To assist the young Man's Christian Associations of the states to bring together young man for their physical, social, intellectual and spiritual development.
2. To inspire young men with chirst's ideal of service.
- and 3. To co-operate with the ehurches and other organisations working for the welfare of the people etc.

III METHODOLOGY

The procedure adopted to develop leadership among women in a rural community consisted of the following steps:

- A. Selecting the village
 - B. Initiating the youth club
 - C. Studying the background of the members of the youth club
 - D. Judging the leadership potentialities in the members of the youth club
 - E. Providing experiences to develop leadership qualities in the members of the youth club.
- and F. Assessing the leadership qualities developed in the members of the youth club.

A. Selecting the village:

The village Pappanaickenpalayam in the Periyanaickenpalayam Panchayat Union of Coimbatore District 20 k.m. away from the college was selected for this project, due to the accessibility of the area through public transport facilities and the cooperation evinced by the village people for an earlier adult literacy drive.

B. Initiating the youth club:

'Organising a youth club' was chosen as the means to develop leadership among the women of the village. Prior to

starting the club, good rapport was established by the investigator with the local leaders - both official and non official and the women of the village through frequent visits to the village and informal discussions with them. Information was collected regarding the number of women between 15-25 years of age. The survey revealed that there were 50 such young women in the village. When enquired about their willingness to organize a youth club, 32 girls came forward to join the proposed youth club. After obtaining the permission of the parents and acquiring the place for the club, the youth club was started. The members were also willing to pay a subscription of Re. 1/- per month towards the membership fee.

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

In order to find out the background information about the members, the investigator conducted a survey using an interview schedule (Appendix - 1). The baseline data collected were in terms of the particulars such as the type of family, religion, caste, family composition, educational status, occupation and membership in the community organisations.

All the 32 members belonged to nuclear families, indicating the degeneration of the joint family system in the rural areas. All belonged to Hindu religion. It was interesting to note that there were four girls from the scheduled castes too. Thus there

is a welcome trend in our rural areas towards acceptance of the scheduled caste in community organizations.

A large majority of the girls (63 percent) belonged to agricultural labour class families. The family income ranged from Rs. 100 to 400 per month 50 per cent being in the Rs. 100 to 250 range. While 78 per cent studied up to the primary school level 16 per cent had completed their school finals. There were two illiterates in the group.

With regard to membership of the family members in Community Organizations, it was found that there was no community organization existing in the village, other than the school and the panchayat. However, the brother of one of the 32 members happened to be a member in the panchayat.

All the 32 members were interested to organize themselves into a youth club and take part in the various activities.

D. Judging the leadership potentialities in the members of the youth club:

A checklist as shown in Appendix II, was developed by the investigator to assess the leadership potentialities existing in the members. All the 32 members were approached individually prior to starting any programme in the youth club and the checklist was administered to them. The same checklist was

used at the end of the project to find out the leadership qualities developed in the members as a result of their participation in all the experiences.

E. Providing experiences to develop leadership qualities in the members of the youth club:

As a first step towards development of leadership, the members elected their president, secretary and treasurer for the club. The members sat together, discussed and chalked out the programme for the club with the help of the investigator. They decided to form sub groups also which could be incharge of different tasks to be undertaken by the club. The club also suggested to change the leaders of sub groups every week, so that all members would get chance to exercise their leadership abilities.

All possible experiences within the limited time available to the investigator were provided to the members of the youth club to bring to light and develop their leadership qualities. The activities were planned in consultation with the elected leaders of the club as well as the official and non-official leaders in the community.

The activities were planned in such a way that they developed responsibility, concern for the community, cooperation and team spirit among the members, skill to work with the rest

of the community and initiative. Thus the experiences included field trips, organizing public meetings, participation in community work such as school garden, school lunch, adult education etc., cooking demonstrations, exhibition, leadership camp, celebrating local festivals, arranging for cultural and recreational activities and organizing economically remunerative programmes.

A brief description of each activity undertaken is given below:

1. Organizing a field trip:

As a first step towards leadership development, a one day tour to a nearby historic and religious place by name Perur was undertaken. All the members were involved in all the activities, connected with the trip, namely deciding upon the place, arrangement of transport facilities, collection of money and settling accounts, looking after the day's activities such as prayer, food, punctuality and overall coordination. The members worked in smaller committees and fulfilled their responsibilities. Twentyfive out of the 32 members participated in this activity. This trip served as a spring board for providing the subsequent experiences towards development of leadership (Figure 1).

2. Inaugural meeting of the club:

The members expressed their desire to have a formal inauguration of their club and planned the entire programme. The



Fig. 1
THE YOUTH CLUB
MEMBERS AT PERUR

Commissioner of the Periyanaickenpalayam Panchayat Union and the President of the Panchayat were invited to take part in the function. The members were involved in all the tasks connected with this inaugural function, namely planning the programme in consultation with the leaders, inviting the guests, informing the village people, arranging for the meeting, conducting the formal proceedings of the meeting such as prayer, welcome, vote of thanks, National Anthem etc., looking after the guests and organizing a cultural programme (Figure 2 A & B). All the 32 members took part in this activity.

3. Participation in the school garden project:

To foster team spirit, service mindedness, identification with the community and guiding ability this project was suggested. The project was planned in consultation with the headmaster and the school teachers. The members took up the responsibility to select and collect seeds, cultivate vegetables, look after the garden and arrange for the use of the produce for the school lunch programme. The noteworthy point is that the members worked through the school children themselves by organising them and guiding them to work together for their school garden in simple jobs such as watering, weeding and so on. (Figure 3).



FIG. 2a

INAUGURAL ADDRESS BY THE

BLOCK DEVELOPMENT

OFFICER



Fig 2.6

CULTURAL PROGRAMME CONDUCTED
BY THE YOUTH CLUB MEMBERS



Fig - 3
SCHOOL GARDEN

4. Supervision of the school lunch programme:

As a corollary to the school garden project, this project was also undertaken in order to inculcate community consciousness, techniques of supervision and administration in the members. First the members were well oriented about the various aspects of the school lunch programme by the headmaster. The members divided themselves into small groups of 5 to 6 and supervised the school lunch programme everyday in turns. In addition to helping in cooking and serving the food, their main task was to foster discipline and good habits in the children participating in the school lunch (Figure 4).

5. Demonstration on nutrition:

The youth club was considered to be an agency to disseminate useful information to the rest of the community. As a simple step towards this endeavour, nutrition demonstrations were planned. The investigator imparted to the members of the club the essential subject matter knowledge and oriented them about the techniques of teaching the people. Demonstrations on the use of haybox, janatha refrigerator, smokeless chula and recipes using the locally available resources such as ragi, greens and papaya were conducted. (Figure 5).



Fig 4

SUPERVISION OF THE SCHOOL

LUNCH PROGRAMME



Fig 5

NUTRITION EDUCATION

6. Leadership camp:

In order to revitalize the members and to expose them to people and institutions who are of innovative nature and have progressive outlook, a two days' camp was organized at Sri Avinashilingam Home Science College on 22-12-1974 and 23-12-1974. This staying in a group outside the village, was the first experience to many of the members, which aimed at developing many qualities and broadening the horizon of these young girls. The programme chalked out for the two days is given below:

22-12-1974.

Forenoon : Going round the college.
Meeting the Director of the college,
Dr.(Tmt) Rajammal P. Devadas Avl.

Afternoon : Visit to Maruthamalai Temple

Film show on better mother and child care,
Healthy children and recreational aspects.

23-12-1974

Forenoon : Visit to Pymbozhil pannai, Coimbatore and
Chithamabram park.

The members who attended the camp returned to the village enriched in spirit and with a broader perspective of life.

7. Initiating the ambar charka spinning programme:

The members of the club were interested in initiating a productive activity which would raise their socio-economic status.

The investigator approached the Director of the Khadi and Village Industries, Coimbatore, who agreed to give five ambar charkas for the club. The interested members were given training in spinning by a technical expert. The members started their spinning with great zeal and interest (Figure 6).

This activity helped the members not only to earn extra income and use the leisure time available profitably, but also imparted in them skills in organization. The members took turns to go to the main centre at Coimbatore to get slivers on wholesale and arrange for the sale of the spun yarn of the entire group. Further, team spirit was fostered and consciousness towards national problems was inculcated.

8. Celebrating local and national festivals:

Local and national festivals serve as good avenues to bring forth leadership qualities in youth. Therefore the investigator made use of these splendid opportunities available. Pongal is a famous local festival to designate harvesting. The members of the youth club celebrated Pongal as a community festival, making use of this to educate the local people through meaningful cultural programmes.

The Republic Day on 26th January served as yet another opportunity for the members of the youth club to identify with the community and realize national needs and educate the public.

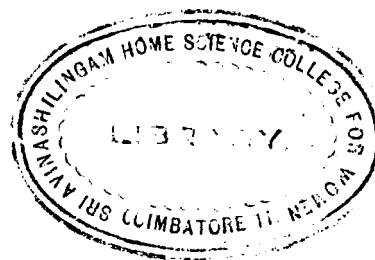




Fig 6

AMBAR CHARKA SPINNING

The members planned the programme with the headmaster and school teachers and took part in the entire celebration, starting from flag hoisting to organizing the children for talks and cultural programmes on themes related to Republic Day.

9. Discussion with local leaders:

In order to expose the members of the youth club to the existing local leaders and to encourage them to discuss about the problems of their village, two discussion meetings were organised. The President of the Panchayat, Panchayat members, school headmaster and teachers and the other local leaders attended the discussion meetings. During the first meeting the problems confronting their village and the developmental programmes to be initiated were discussed. The major problem reported by the group was water shortage, resulting in difficulties for women to do household work for which the leaders suggested deepening the existing well. The developmental programmes suggested were organizing a balwadi and intensifying the adult education drive (Figure 7).

During the second meeting, the members discussed the issue of fund raising for the youth club. Several ideas were put forth and all agreed upon organizing a "Lucky Dip" and sale of prize tickets for the same.

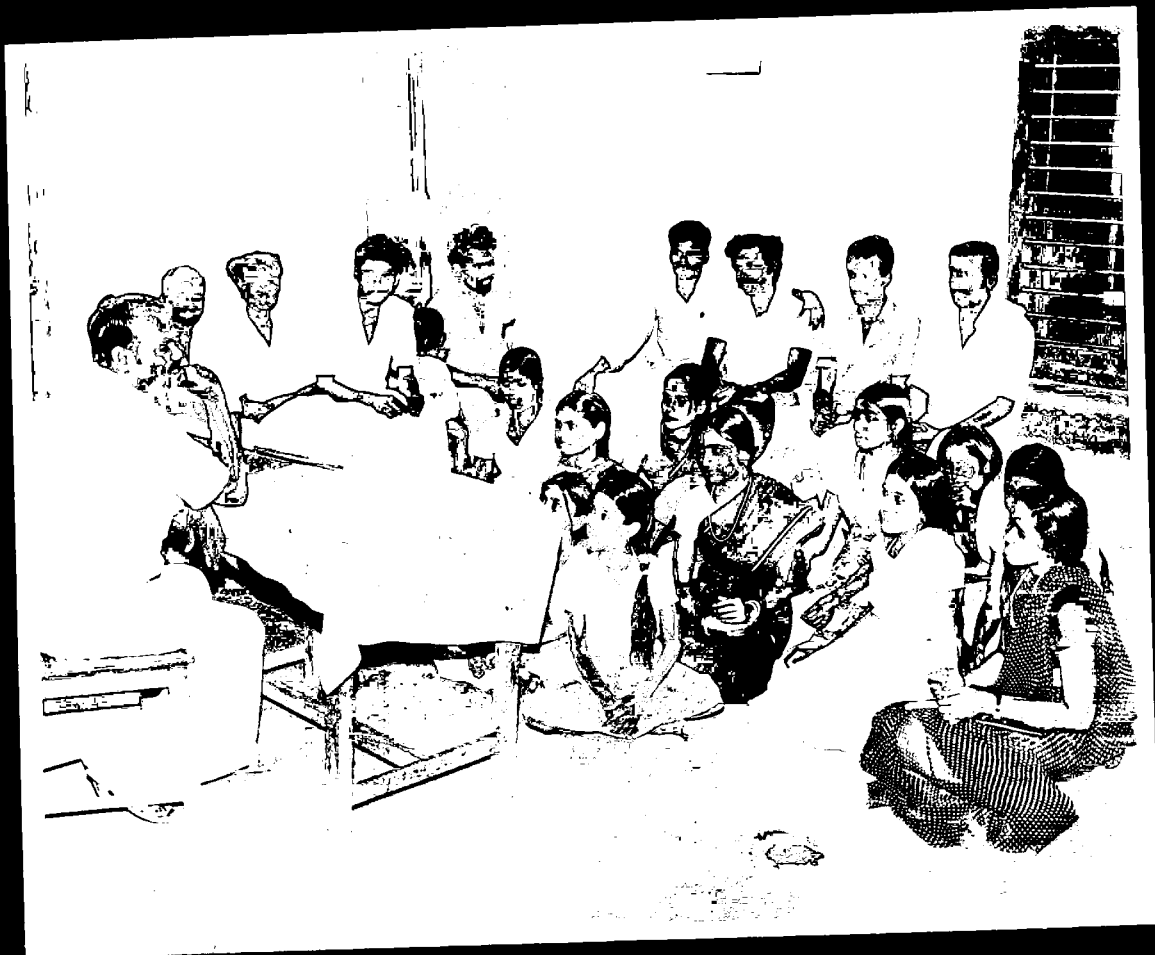


Fig. 7

DISCUSSION WITH LOCAL LEADERS.

10. Organizing a cultural programme:

Awareness about and utilization of existing resources is a mark of leadership. The Seva Nilayam, an orphanage in Coimbatore had a cultural troop which organises "Villupattu" (a folk medium of dissemination of information) on national leaders, festivals and other themes. The members of the club approached this troop and arranged for a performance by them on 20th of January, 1975. The members of the club took the complete responsibility of conducting this programme both on formal aspects of the meeting and proceedings of the programme and on informal aspects of informing the public about the programme and motivating them to attend the performance.

ii. Fund raising project:

Based on the decisions taken during the discussion meetings with local leaders, plans were made to organize the 'Luckey Dip' and raise a common fund for the youth club. Five hundred tickets, each worth Re. 1/- were printed and sold by the members. Rs.150/- were spent for buying the prizes for the winners. The balance Rs.350/- was invested in The Indian Bank to serve as the reserve fund for the club.

12. Adult literacy drive:

Realizing the magnitude of the problem of illiteracy specially among women, the members decided to conduct adult literacy classes in the village. They motivated the illiterates and conducted the classes during late evenings (Figure 8).

13. Organizing film shows:

With the help of the investigator the members of the youth club contacted the Field Publicity Officer, Coimbatore, for the arrangement of educational film shows. All the arrangements were done for the film show with the help of the local leaders. The films screened were related to improved homemanagement in terms of better nutrition, child care, health and family planning. In addition, a few recreational films were also shown.

This activity enabled the members of the youth club to know the sources of information and to utilize film as a medium of communicating useful ideas.

14. Arranging for group discussions:

Group discussions were conducted among the members of the youth club every week. The members divided themselves into sub groups and discussed as to how to strengthen the club further, what could be the programmes and how best the club can serve the community. Discussions in smaller groups were followed by general



Fig 8

ADULT INTERACTION

discussions, when the leaders of the sub groups read out their suggestions and came to a common understanding (Figure 9 A & B).

15. Putting up exhibition:

Exhibition is one of the effective media of mass communication. The members of the youth club organized an exhibition in the school on homemanagement with the help of the investigator. The contents of the exhibition were nutrition, nutritional problems, small savings, kitchen garden and other food production measures and family planning. One of the school teachers inaugurated the exhibition which pointed out the close link between the youth club and the village school. The members took turns and explained the exhibition to the public visiting the exhibition (Figure 10).

The activities such as the school garden, school lunch supervision, amber charka spinning and adult literacy drive which are of an on going nature were continued.

F. Assessing the leadership qualities developed in the members of the youth club:

The leadership qualities developed by the members of the youth club were assessed on the following lines:



Fig. 1-a

GROUP DISCUSSION



Fig 9-6

GROUP DISCUSSION



FIGURE-10

EXHIBITION

1. Participation of the members in the various experiences provided
 2. Comparison of leadership qualities in the members before and after the project
 3. Contribution of the various experiences towards development of leadership qualities in the members
 4. General outcomes of the project
- and
5. Achievements of the project as conceived by the members.

1. Participation of the members in the various experiences provided:

Attendance in various programmes reveals the extent of participation and enthusiasm and willingness of the members which themselves are marks of leadership development. An attendance register was maintained throughout the project to note down the participation of the 32 members of the youth club in the various experiences provided.

2. Comparison of leadership qualities in the members before and after the project:

The checklist (Appendix II) which was used earlier to judge the leadership potentialities in the members prior to providing any experience to them was again administered to the members after all the experiences, at the end of the project

period. A comparison of the responses made by the members before and after the project was done.

3. Contribution of the various experiences towards development of leadership qualities:

The investigator developed a score card (Appendix III) with 35 criteria. This was used to observe and assess the leadership qualities developed by the individual members as a result of exposure to each experience. The average of the scores obtained by the 32 members for each activity would indicate the contribution of that particular experience towards developing leadership qualities in the youth.

4. General outcomes of the project:

In addition to the qualitative development in terms of improved leadership qualities, the project also gave way to a few quantitative outcomes which were enlisted.

5. Achievements of the project as conceived by the members:

The benefits accruing to the members of the youth club and the community and their opinions regarding the various aspects of the programme were found out through an interview schedule (Appendix IV).

IV RESULTS AND DISCUSSION

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

- A. Participation of the members of the youth club in various activities
- B. Comparison of leadership qualities of the members of the youth club before and after the project
- C. Relationship between activities and development of leadership qualities in the members of the youth club
- D. General outcomes of the project
- and E. Opinions of the members of the youth club about the various activities.

A. Participation of the members of the youth club in various activities:

From the register maintained the percentage attendance for each member was calculated. Table I illustrates the percentage attendance of the members.

TABLE I
PERCENTAGE ATTENDANCE OF THE MEMBERS IN THE
YOUTH CLUB ACTIVITIES

S.No.	Percentage attendance	Number of members
1.	51 - 60	2
2.	61 - 70	2
3.	71 - 80	6
4.	81 - 90	14
5.	91 - 100	8

It is encouraging to find that 22 out of 32 members had put in more than 80 per cent attendance with three members having 100 per cent attendance which indicates the great enthusiasm of the members to develop their leadership potentialities.

B. Comparison of Leadership qualities of the members of the youth club before and after the project:

The positive responses given by the members to the various questions eliciting leadership potentialities before and after the programme were tabulated (Table II). The differences indicated the increase in positive responses which in turn pointed out the improvement in the leadership traits of the members as a result of exposure to the various experiences.

TABLE II
COMPARISON OF LEADERSHIP QUALITIES OF THE MEMBERS
BEFORE AND AFTER THE PROJECT

S.No. Leadership qualities	Percentage of members giving positive responses		Difference
	Before the project	After the project	
1. Would you be able to gather people for a c/public function?	19	31	12
2. Are you willing to take up responsibility for a common cause?	9	84	75
3. Are you willing to become a leader?	19	81	62
4. Do you have the ability to address a public meeting?	9	84	75
5. Would you like to seek the help of others in doing a task?	19	84	65
6. Are you prepared to accept the shortcomings in an activity and rectify the errors?	3	75	72
7. Would you value the customs of the society?	19	78	59
8. Will you be able to motivate people to work?	3	84	81
9. Are you interested to find out the problems of the people?	6	84	78
10. Are you able to adjust to different situations?	31	59	28
11. Would you like to share the problems of others?	19	75	56
12. Are you able to delegate responsibilities to others?	41	59	18
13. Would you like to establish contact with local leaders?	39	66	27

Contd...

S.No. Leadership qualities	Percentage of members giving positive responses		Difference
	Before the project	After the project	
14. Are you able to express your ideas to others?	-	91	91
15. Would you be steadfast till the completion of an activity?	22	41	19
16. Do you consider others work as your own?	13	88	75
17. Are you confident in doing a task?	22	72	50
18. Would you like to set a good example to others?	6	88	82
19. Would you like to move with others closely and make friends?	9	91	82
20. Are you able to manage within limited resources?	44	56	12
21. Are you prepared to emulate good examples from others?	13	88	75
22. Would you value the suggestions of others?	19	75	56
29. Would you like to preplan any activity?	19	69	50
²⁴ 30. Are you willing to participate in group activities?	28	72	44

Contd.....

S.No. Leadership qualities	Percentage of members giving positive responses		
	Before the project	After the Project	Difference
25. Are you ready to do anything for the people?	31	69	38
26. Do you like all the people in the village?	9	84	75
27. Are you willing to participate in others' activity?	13	88	75
28. Do you abide by the rules and regulations put forth for the growth?	41	59	18
29. Are you punctual in your habits?	19	81	62
30. Do you know the needs of the group you are in?	31	66	35
31. Would you like to take part in local festivals?	47	53	6
32. Do other people show interest towards you?	19	81	62
33. Are you prepared to discuss with others open heartedly?	25	72	47
34. Do you like to adopt scientific methods of doing work?	47	53	6
35. Are you willing to spare time for others?	19	81	62

Table II points out the positive changes in leadership qualities evinced by the youth club members after the project. The details of changes, pointing out the number of qualities changed and the percentage of members evincing the changes are summarised as follows:

Number of qualities changes	Percentage of members evincing positive changes in leadership qualities
7	upto 25
8	26 - 50
15	51 - 75
5	76 - 100

The leadership qualities such as ability to motivate others, interest to find out the problems of people, ability to express ideas, setting good example to others and sociability improved to the highest measure in a majority of the members (76-100 per cent). On the otherhand, the qualities such as ability to gather the people for public meetings, willingness to take part in local festivals and ability to adopt scientific methods developed only in a few members (below 25 per cent). This may probably be due to the fact that the custom and traditions still prevailing in the rural communities, do not allow the young girls to be exposed to the public to participate in certain activities.

Furthermore, the members themselves required more scientific knowledge in subject matters to be disseminated to the others in the community.

C. Relationship between activities and development of leadership qualities in the members of the youth club:

Table III presents the percentage \bar{A} scores for leadership obtained by the members of the youth club for the experiences provided.

TABLE III

PERCENTAGE SCORES OBTAINED FOR LEADERSHIP BY THE MEMBERS OF THE
YOUTH CLUB FOR VARIOUS ACTIVITIES

S.No.of members	Percentage scores obtained by the members for the various activities															Difference in percentage scores obtain- ed for the first and last activity
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	66	62	62	63	63	64	67	68	69	69	69	70	70	70	73	7
2.	49	49	50	51	51	51	53	53	54	56	58	65	65	66	67	18
3.	58	58	59	62	62	64	65	65	65	66	66	67	69	70	71	11
4.	48	54	54	58	59	59	59	66	63	64	66	67	70	70	71	71
5.	48	49	51	52	52	53	53	47	55	57	60	63	65	67	67	19
6.	49	52	53	53	54	54	47	56	56	56	57	62	72	62	63	14
7.	48	50	51	53	54	47	55	55	57	51	58	58	60	63	64	16
8.	49	51	52	53	53	53	53	54	54	47	55	66	63	66	66	17
9.	45	46	48	48	48	50	49	51	51	54	54	58	58	60	60	15
10.	44	46	48	48	48	49	49	49	50	52	59	66	63	65	66	22
11.	43	45	45	49	49	49	51	51	51	53	57	62	65	65	66	13
12.	47	49	49	49	49	49	51	53	53	53	54	62	66	67	69	22
13.	41	41	43	46	47	48	49	51	51	51	54	56	57	58	60	19
14.	52	53	54	54	54	55	55	55	55	57	57	58	59	60	60	8
15.	43	44	45	46	47	47	48	48	48	51	52	57	60	61	63	20
16.	45	47	47	48	49	49	49	49	51	52	53	59	60	66	63	18
17.	41	40	41	41	41	42	41	43	43	43	44	47	50	53	57	26
18.	33	45	49	51	52	53	51	54	54	54	66	63	64	66	66	33
19.	47	49	49	51	51	52	53	56	57	59	66	62	63	64	66	19
20.	37	42	45	46	46	47	47	49	49	49	49	59	59	60	60	23
21.	41	42	43	44	45	47	47	47	47	47	49	56	58	59	59	18
22.	41	41	42	43	44	45	51	47	47	53	55	57	59	62	63	22
23.	41	45	47	47	47	49	50	49	51	51	53	61	63	65	66	25
24.	46	49	51	51	51	53	53	53	47	47	57	57	59	66	62	16
25.	45	46	47	48	49	49	49	49	49	51	51	59	60	62	63	18
26.	47	48	48	49	49	49	49	49	51	56	56	57	60	66	62	15
27.	43	43	44	44	44	44	46	47	49	49	49	59	63	65	66	23
28.	41	43	44	45	46	47	51	52	52	53	54	59	62	62	63	22
29.	35	46	46	47	47	48	49	49	51	53	53	53	47	58	59	24
30.	30	46	46	46	47	47	49	49	50	50	57	59	60	62	63	33
31.	40	41	42	47	49	49	51	50	51	51	53	54	58	60	60	20
32.	42	45	45	46	46	48	49	50	59	49	51	47	59	59	60	18
Average of per- centage scores	44	47	48	49	50	50	51	52	53	53	56	59	61	63	63	

* These percentage scores were calculated taking into consideration the total scores for each activity obtained by the members, for the leadership qualities on which they were observed.

Example:

$$\frac{\text{ } \times 100}{35 \times 5}$$

Where ~~is~~ the total obtained by each member for one single activity for the 35 qualities judged on the score card, which had 5 as the maximum score for each quality.

It was interesting to note that all the 32 members had improved in their leadership qualities, the increase in scores ranging from seven to thirty three per cent. Table IV gives a summary of the difference in the percentage scores for leadership obtained by the members for the first and the last activity.

TABLE IV

**EXTENT OF IMPROVEMENT LEADERSHIP QUALITIES EVINCED
BY MEMBERS FROM THE FIRST TO THE LAST
ACTIVITY**

S.NO.	Difference in percentage scores obtained by members for the first and the last activity (in range)	Number of members falling in the range
1.	Below 10	2
2.	11 - 15	3
3.	16 - 20	13
4.	21 - 25	11
5.	26 - 30	1
6.	31 - 35	2

It is highly encouraging to note that the cumulative influence of all the 15 experiences provided, was remarkable, resulting in an increase of leadership scores by 16 - 25 per cent in the case of 24 out of 32 members (75 per cent).

When the average of the percentage scores for leadership obtained by the 32 members for each activity was analysed (Refer Table III), it was found that there was a steady increase in this percentage from one activity to another pointing out the added influence of each experience on the

development of leadership traits in the youth (Figure 11).

Table V indicates the number of members who had obtained above 50 per cent scores and below 50 per cent scores for the individual qualities on which the members were judged for their leadership development, using the check list (Appendix II). Appendix V gives in detail the percentage scores obtained by the 32 members for the various qualities on which they were judged. Table V (Figure 12) was derived from Appendix V.

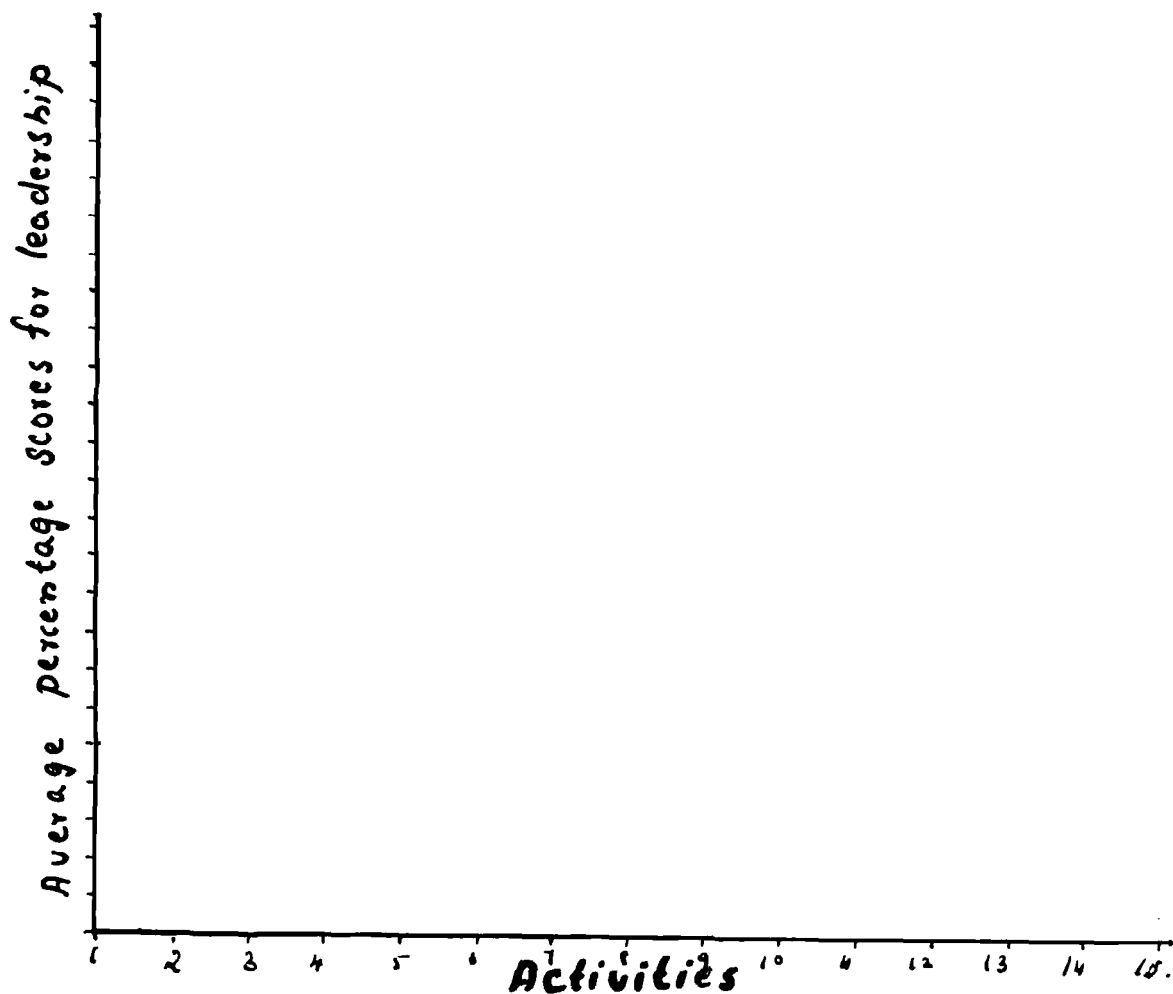


Figure-11.

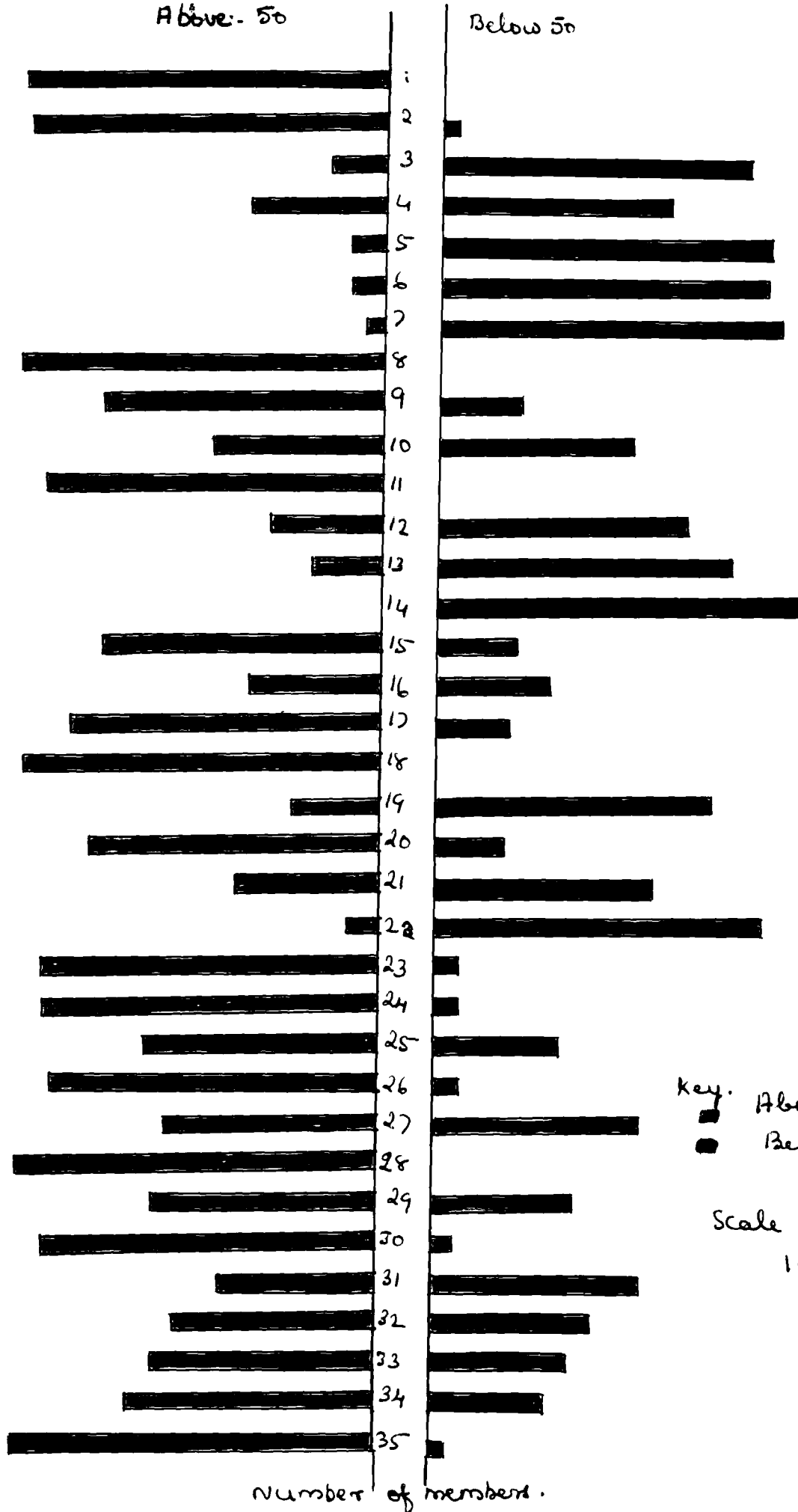
Increase in the average percentage scores for leadership evinced by the members.

1. Field Trip
2. Inaugural meeting.
3. School garden project
4. School lunch supervision.
5. Nutrition demonstration
6. Leadership camp
7. Amhar Charka Spinning
8. Celebration of festivals
9. Discussion with local leaders
10. Cultural programme
11. Fund raising project
12. Adult literacy
13. Film show
14. Group discussion
15. Exhibition.

Above 50

Below 50

476



Key. Above 50
 Below 50.

Scale
 1 cm = 5 members.

Number of members.

Fig 12.
 PERCENTAGE SCORES OBTAINED BY THE MEMBERS FOR VARIOUS QUANTITIES.

TABLE V
 PERCENTAGE SCORES OBTAINED BY THE MEMBERS FOR THE
 VARIOUS QUALITIES

S.No.	Qualities	Number of members obtaining the percentage scores *	
		Above 50	Below 50
1.	Being active	32	-
2.	Sociability	31	1
3.	Organising ability	5	27
4.	Initiatire	12	20
5.	Ability to express	3	29
6.	Ability to judge	3	29
7.	Ability to guide	2	30
8.	Pleasing nature	32	-
9.	Broad mindedness	25	7
10.	Consideration towards others	15	17
11.	Co-operation	32	-
12.	Self-confidence	10	22
13.	Enthusiasm	6	26
14.	Emotional stability	-	32
15.	Earnestness	25	7
16.	Frientliness	12	10
17.	Faith	28	4
18.	Hospitality	32	-
19.	Intelligence	8	24
20.	Service mindedness	26	6
21.	Willingness to listen to others	13	19
22.	Originality	3	29
23.	Patience	30	2
24.	Punctuality	30	2
25.	Willingness to participate	21	11
26.	Simplicity	29	3
27.	Skill at work	19	18
28.	Honesty	32	-
29.	Willingness to underlow ^{go} public work	20	12
30.	Obedience	30	2
31.	Faith in others	14	18
32.	Knowledge	28	14
33.	Selflessness	20	12
34.	Problem solving ability	22	10
35.	Sympathy	31	1

It is highly encouraging to note that all the 32 members obtained an average percentage score of above 50 per cent for qualities such as being active, pleasant nature, co-operation, hospitality and honesty. The percentage scores for qualities such as organizing ability, ability to express, judge and guide, enthusiasm, emotional stability, intelligence and originality were found to be below 50 in majority of the cases. This fact needs further exploration.

D. General Outcomes of the Projects

In addition to the qualitative returns from the project, in terms of improved leadership qualities in the members, there were a few quantitative outcomes too. The fund raising project resulted in the creation of a common fund. The balance from the membership fees collected, from the youth club members and the funds raised amounted to Rs.400 which had been deposited in the Indian Bank, to serve as a reserve fund for the club. Initiation of the Ambar Charka programme was another major outcome, in addition to the school garden started with the efforts of the club members. Thus this project brought forth useful community assets, which are indices of leadership development in a community.

E. Opinions of the members of the youth club about the various activities;

The findings of the final survey revealed the opinions of the members of the club on the various aspects. They are discussed on the following lines:

1. Awareness of the members about the objectives of the club and activities
2. Activities liked by the members
3. Benefits accruing from the club
4. Extent of participation of the local leaders in the activities of the club
5. Opinions about the leaders of the club
- and 6. Suggestions of the members to strengthen the club.

1. Awareness of the members about the objectives of the club and activities;

The members felt that in addition to profitable utilization of leisure time, the club provided opportunities to serve the community. This points out the community spirit developed by the members as a result of exposure to many experiences to work for and with the community.

It was interesting to find that the members could recall all the activities conducted for the club.

2. Activities liked by the members

Table VI gives an idea of the activities liked by the members.

TABLE VI

ACTIVITIES STATED TO BE LIKED BY THE MEMBERS

S.No.	Activities liked	Percentage of members stating
1.	Cultural programme	100
2.	Film show	100
3.	Ambar Charaka Spinning	94
4.	Working in the school garden	78
5.	Putting up exhibition	63
6.	Celebrating local and national festivals	63
7.	Fund raising project	63

It is noteworthy to find that the members liked all the economically remunerative projective as well as educationally and culturally meaningful activities.

The activities not so much liked were study tour (because of the expenses involved) leadership camp (due to lack of suitable time), demonstration (owing to their inadequacy of the skill to conduct the demonstration, public meeting (because of difficulty involved), school lunch supervision (due to difficulty to give time during fixed hours), and adult literacy (owing to lack of interest on the part of the learners). These point out the steps to be taken to overcome the difficulties expressed and the direction in which further course of action needs to be taken to improve the leadership qualities.

3. Benefits accruing from the club:

Table VII shows the benefits from the club both for the members and for the community.

TABLE VII
BENEFITS FROM THE CLUB FOR THE MEMBERS AND THE
COMMUNITY

S.No.	Benefits accruing	Percentage of members stating
A. <u>For the members:</u>		
1.	Profitable utilization of leisure time	94
2.	Improved knowledge in new recipes	78
3.	Learnt spinning	63
4.	Gained subject matter knowledge	47
5.	Visited new places	31
B. <u>For the Community:</u>		
1.	Improved the standard of living of the society	78
2.	Participated in community activities such as the school lunch programme	63
3.	Promoted literacy	47
4.	Could organize entertainment for the benefits of others	31

The outcomes of the project stated in terms of personal gains and benefits to the community reflect the deep concern of the members regarding their contribution towards rural leadership development.

4. Extent of participation of local leaders in the activities of the club:

The members could recall with gratitude the help rendered by the official and non-official leaders in the community towards the success of the activities undertaken by the club. They were satisfied with the co-operation extended by the Commissioner of the Panchayat Union, President of the Panchayat as well as local teachers.

5. Opinions about the leaders of the club:

All the members unanimously agreed that the elected leaders of the club namely the president, secretary and treasurer efficiently executed their activities and expressed their wish that these three can continue to be the leaders in the future also.

6. Suggestions of the members to strengthen the club:

All the members were for continuing the club. However they pointed out a few difficulties also in running the club namely absence of a separate building for the club, financial difficulties, shortage of time and non-cooperation of members and local people in executing some of the activities. The suggestions of the members to overcome these hurdles are presented in Table VIII.

TABLE VIII

SUGGESTIONS OF THE MEMBERS TO STRENGTHEN THE CLUB

S.No.	Help needed	Percentage of members stating
1.	Financial help	100
2.	A separate building for the club	94
3.	Greater involvement of the people in the activities of the club	78
4.	Inclusion of more activities	63
5.	Motivation for more members to join the club	63

The suggestions were positive in nature and reflective of the great enthusiasm generated among the members towards developmental activities.

The investigator has made arrangements to follow up the suggestions put forth by the members. One of the junior M.Sc. students had already been entrusted with the responsibility of guiding the club for future endeavours.

V SUMMARY AND CONCLUSION

An attempt was made to develop leadership qualities among women in the village Pappanaickenpalayam. It was decided to instill leadership qualities among young women through organisations of a youth Club in the village. Thirty two young women became members of the club. The leadership potentialities of these women were judged before and after the project, using a checklist. A variety of 15 experiences was provided, which would foster leadership in women. A score card having 35 criteria was used to observe and judge the leadership quality of each member developed as a result of exposure to each experience. The opinions of the members about the club were also elicited. The major findings of this project are summarised as follows:

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 express 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, co-operation, 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 literacy drive were the major outcomes of this projects, 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 realization on the part of the members of their role in community development.

Thus this project has proved the fact that leadership qualities can be developed among rural women if efforts are taken to group them into community organizations such as youth clubs. It is suggested that all those agencies - official and non-official are concerned with rural developmental programmes should take note of this fact and direct their efforts to provide opportunities to young women for developing and exercising their leadership potentialities.

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A P P E N D I C E S

APPENDIX I

SRI AVINASHILINGAM HOME SCIENCE COLLEGE FOR WOMEN
COIMBATORE 641011

Interview schedule to elicit information regarding the
family background of the youth
club members

1. Name of the interviewee :
2. Name of the village :
3. Type of family :

Joint Nuclear

Religion :

Caste :

4. Socio-economic background:

S. No.	Name of the members	Sex	Age	Education	Occupation	Income per month
--------	---------------------	-----	-----	-----------	------------	------------------

5. Do you have the following organisations in your village?

1. Panchayat
2. Youth Club
3. Madhar Sangam
4. Parent Teacher Association
5. School
6. Balwadi
7. Any other

6. Are you a member of any one of it?

Yes No

If Yes name the organisation

7. Are you willing to become a member of any organization?

Yes No

If Yes name the organization

8. Since how long your family is in the village?

9. Position held by the family members:

S.No.	Member holding the position	Position

10. Any other remarks:

APPENDIX II

Check list to assess the leadership potentialities in the
Youth Club Members

1. Would you be able to gather people for a public function?
Yes No
2. Are you willing to take up responsibility for a common cause?
Yes No
3. Are you willing to become a leader?
Yes No
4. Do you have the ability to address a public meeting?
Yes No
5. Would you like to seek the help of others in doing a task?
Yes No
6. Are you prepared to accept the short comings in activity and rectify the errors?
Yes No
7. Would you value the customs of the society?
Yes No

8. Do you have the ability to motivate people to work?
Yes No
9. Are you interested to find out the problems of the people?
Yes No
10. Are you able to adjust to different situation?
Yes No
11. Would you like to share the problem of others?
Yes No
12. Are you able to delegate responsibilities to others?
Yes No
13. Would you like to establish contact with local leaders?
Yes No
14. Are you able to express your ideas to others?
Yes No
15. Would you be steadfast till the completion of an activity?
Yes No
16. Do you consider others work as your own?
Yes No

17. Are you confident in doing a task?
Yes No
18. Would you like to set a good example to others?
Yes No
19. Would you like to move with others closely and make friends?
Yes No
20. Are you able to manage within limited resources?
Yes No
21. Are you prepared to emulate good examples from others?
Yes No
22. Would you value the suggestions of others?
Yes No
23. Would you like to preplan any activity?
Yes No
24. Are you willing to participate in group activities?
Yes No
25. Are you ready to do anything for the people?
Yes No
26. Do you like all the people in the village?
Yes No

27. Are you willing to participate in other activity?

Yes No

28. Do you abide by the rules and regulations put forth for the group?

Yes No

29. Are you punctual in your habits?

Yes No

30. Do you know the needs of the group you are in?

Yes No

31. Would you like to take part in local festivals?

Yes No

32. Do other people show interest towards you?

Yes No

33. Are you prepared to discuss with others open heartedly?

Yes No

34. Do you like to adopt scientific methods of doing work?

Yes No

35. Are you willing to spare time for others?

Yes No

APPENDIX III

Score card to judge the leadership qualities of the
Youth Club Members

Name of the Member		Activity				
S.No.	Qualities	Scores				
		5	4	3	2	1
1.	Being active					
2.	Sociability					
3.	Organising ability					
4.	Initiative					
5.	Ability to express					
6.	Ability to judge					
7.	Ability to guide					
8.	Pleasing nature					
9.	Broad mindedness					
10.	Consideration towards others					
11.	Co-operation					
12.	Self-confidence					
13.	Enthusiasm					
14.	Emotional stability					
15.	Earnestness					

contd...

S.No.	Qualities	5	4	3	2	1
16.	Friendliness					
17.	Faith					
18.	Hospitality					
19.	Intelligence					
20.	Service mindness					
21.	Willingness to listen to others					
22.	Originality					
23.	Patience					
24.	Punctuality					
25.	Willingness to participate					
26.	Simplicity					
27.	Skill at work					
28.	Honesty					
29.	Willingness to undertake public work					
30.	Obedience					
31.	Faith in others					
32.	Knowledge					
33.	Selflessness					
34.	Problem solving ability					
35.	Sympathy					
Total scores out of 175						

APPENDIX IV

Interview schedule to elicit the opinions of the Youth Club Members about the activities

Name of the Member :

1. What are the objectives of your club?

- 1.
- 2.
- 3.
- 4.
- 5.

2. What were the activities of your club?

- 1.
- 2.
- 3.
- 4.
- 5.

3. What activities have you liked/disliked

Activities liked	Reasons	Activities disliked	Reasons
------------------	---------	---------------------	---------

4. What were the benefits of the club?

a. For yourself

b. For the community

5. How did the others help in your club activities?

Person	Type of help
--------	--------------

B.D.O.

Panchayat President

School teacher

Local leaders

Others (Specify)

6. Would you like to continue the club?

Yes No Reasons

7. What were the difficulties faced in running the club?

8. What help do you require to make the club function better?

9. Whom, would you like to be the leader of your club? Give three preferences?

President	Secretary	Treasurer
I	I	I
II	II	II
III	III	III

10. If given a chance, would you like to become one of the office bearers?

If yes specify, the office

11. How do you think, your club can serve your village better?

APPENDIX V

PERCENTAGE SCORES OBTAINED BY THE MEMBERS FOR THE VARIOUS QUALITIES

S. No.	Qualities	Percentage scores of members for the various activities															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.	Being active	85	69	80	76	64	73	72	65	64	61	67	59	65	67	51	54
2.	Sociability	77	65	75	72	64	65	71	73	75	69	79	76	82	86	67	82
3.	Organising ability	67	47	59	51	47	47	47	44	38	31	35	43	42	49	36	52
4.	Initiative	72	64	69	69	49	57	64	63	49	48	49	53	41	39	55	41
5.	Ability to express	35	52	51	52	44	36	45	33	33	39	22	43	43	43	29	39
6.	Ability to judge	55	44	52	41	41	31	31	35	33	33	32	35	32	37	32	31
7.	Ability to guide	67	41	53	38	49	36	35	33	33	35	39	43	32	44	33	35
8.	Pleasing nature	72	88	75	76	64	77	72	71	63	61	61	65	53	57	55	65
9.	Broad mindedness	63	55	77	65	53	64	57	63	55	52	47	53	55	63	48	65
10.	Consideration towards others	61	48	61	53	49	56	51	53	51	57	51	48	43	49	31	44
11.	Co-operation	76	67	81	77	60	69	67	75	64	68	73	67	61	60	67	53
12.	Self-confidence	63	53	56	56	52	47	51	51	47	43	47	48	45	53	37	52
13.	Enthusiasm	63	43	51	44	47	38	45	51	43	45	41	44	47	56	31	55
14.	Emotional stability	41	36	36	35	49	32	31	33	31	37	31	41	47	49	38	45
15.	Earnestness	75	73	76	69	64	72	64	67	59	28	57	61	51	63	49	49
16.	Friendliness	67	59	64	69	64	64	61	57	52	56	55	67	59	64	48	61
17.	Faith	65	53	68	65	59	67	60	52	61	56	49	69	67	73	56	56

contd...

S. No.	Percentage scores of members for the various activities															
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
18.	61	77	72	65	69	67	69	75	75	53	77	61	72	76	69	67
19.	35	51	47	38	38	43	48	47	43	49	39	45	41	43	41	39
20.	40	59	61	56	51	45	52	52	47	56	56	49	52	59	57	51
21.	56	59	51	43	41	41	47	49	44	40	49	44	52	49	41	39
22.	32	47	49	31	37	20	33	36	36	37	35	43	41	37	47	43
23.	51	67	69	69	72	71	71	43	69	65	68	67	65	64	65	65
24.	48	64	79	57	63	65	68	69	75	59	55	64	61	59	69	64
25.	55	59	53	52	45	41	49	43	48	55	53	45	51	53	45	43
26.	33	63	57	52	44	52	51	63	55	55	69	55	65	67	56	55
27.	31	65	56	49	45	44	53	47	47	64	48	45	47	41	39	43
28.	52	60	65	55	63	67	60	73	57	59	55	60	64	64	59	59
29.	47	59	55	51	48	48	53	55	51	47	49	51	49	49	45	48
30.	49	53	67	68	59	57	71	55	60	64	69	61	56	53	65	51
31.	45	53	51	47	44	38	47	53	44	49	45	49	51	51	44	44
32.	32	45	61	57	49	47	47	52	56	51	37	57	41	43	52	56
33.	45	57	52	49	48	49	52	45	51	48	43	53	48	51	55	48
34.	24	44	64	43	51	52	52	56	57	56	36	57	35	32	59	55
35.	51	59	59	61	57	64	65	72	67	67	56	65	56	60	65	67
	44	56	57	50	48	51	51	52	54	50	48	51	51	51	51	50

contd...

S. No	Percentage scores of members for the various activities															
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
1.	57	60	72	64	64	63	68	65	59	55	60	55	63	61	57	57
2.	44	51	80	69	72	72	72	67	64	67	51	72	52	51	76	77
3.	39	45	45	31	25	28	27	28	31	29	33	41	44	41	37	38
4.	33	47	57	52	41	45	41	44	48	47	45	45	37	41	41	53
5.	34	43	44	25	27	32	37	37	47	40	33	41	37	37	37	37
6.	27	36	44	31	33	32	44	39	37	35	35	39	31	32	57	36
7.	31	30	43	35	69	35	35	35	43	43	33	43	36	36	41	40
8.	57	64	64	61	56	60	61	65	61	59	63	61	65	64	60	63
9.	49	64	60	51	48	55	55	52	52	56	57	49	55	52	48	48
10.	48	60	47	53	43	37	44	45	35	36	57	36	51	53	32	39
11.	51	63	65	63	76	72	75	75	72	75	55	57	61	61	55	51
12.	45	57	43	40	41	43	47	44	44	45	36	41	47	41	44	48
13.	47	55	48	32	32	31	36	45	32	28	49	40	48	52	48	36
14.	28	49	15	27	28	29	33	31	41	39	31	39	35	37	36	33
15.	43	57	57	56	47	57	48	61	61	56	57	59	52	49	56	56
16.	60	61	49	52	53	48	48	44	45	45	53	47	55	59	44	48
17.	51	72	55	49	48	55	45	61	55	60	69	53	55	56	55	51

contd..

S. No.	Qualities	Percentage scores of members for the various activities															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
18.	Hospitality	68	59	84	81	71	73	76	72	69	52	67	67	72	71	68	73
19.	Intelligence	60	52	59	55	57	47	47	49	44	69	49	47	41	56	45	47
20.	Service mindedness	67	59	73	65	53	57	57	61	48	43	61	56	53	59	60	53
21.	Willingness to listen to others	64	47	57	52	56	45	47	63	43	57	44	49	53	53	47	57
22.	Originality	57	45	52	49	52	43	47	41	37	45	35	45	43	48	36	40
23.	Patience	73	59	80	81	65	72	75	72	64	37	72	69	63	65	73	65
24.	Punctuality	81	69	94	65	63	65	69	72	71	65	68	72	54	65	48	53
25.	Willingness to participate	67	55	69	57	55	52	49	55	53	75	53	49	52	47	53	57
26.	Simplicity	56	45	60	68	69	55	53	55	59	48	56	51	67	64	54	63
27.	Skill at work	67	52	59	64	53	51	48	47	73	47	51	53	45	57	47	45
28.	Honesty	73	72	80	69	64	65	69	72	65	65	61	59	54	59	63	63
29.	Willingness to undertake public work	68	55	69	69	57	59	53	55	53	57	51	52	47	57	48	49
30.	Obedience	71	67	81	76	67	71	73	73	60	67	55	59	59	71	72	49
31.	Faith in others	61	51	48	49	56	49	51	47	52	45	44	52	52	48	44	51
32.	Knowledge	68	59	61	59	56	52	44	51	49	47	48	56	44	49	63	40
33.	Selflessness	68	57	63	53	60	53	56	53	51	51	47	53	53	63	49	49
34.	Problem solving ability	69	37	55	48	53	51	57	55	49	55	55	55	44	56	57	32
35.	Sympathy	75	60	81	55	47	67	61	72	63	63	67	56	59	56	52	59
		66	56	66	61	56	56	56	57	54	51	53	55	51	56	50	52

contd....

The percentage scores were calculated taking into account the total of the scores obtained by a member for each quality for the 15 activities.

Example:

$$y \frac{x 100}{15 \times 5}$$

Where y is total of the scores obtained by each member for the 15 activities for each quality judged on the score card, which had 5 as the maximum score for each quality.