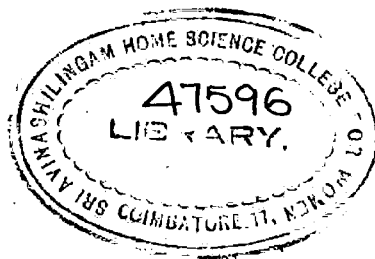


UTILISING THE LOCAL LEADERSHIP FOR THE IMPROVEMENT OF THE VILLAGE

By
Kalsivani, S.



**A Thesis Submitted to the University of Madras
in Partial Fulfilment of the Requirements
for the Degree of Master of Science,
March, 1976.**

ACKNOWLEDGEMENTS

The investigator expresses her heartfelt gratitude to Thiru H. S. Marayanaswami, Lecturer, Department of Home Science Extension, Sri Avinashilingam Home Science College for Women, Coimbatore, for his encouragement and able guidance throughout the study. She also owes her deep sincere thanks and gratitude to Dr. (Mrs) Rajammal P. Devadas, M.A., M.Sc., Ph.D. (Ohio State), Principal, Sri Avinashilingam Home Science College for Women, Coimbatore for permitting her to undertake the study.

A special word of thanks to all the village leaders, headmaster and teachers of the school and parents who had extended their full co-operation in carrying out the action programmes.

TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
	LIST OF TABLES	..
	LIST OF FIGURES	..
	LIST OF APPENDICES	..
I.	INTRODUCTION	.. 1
II.	A SURVEY OF RELATED LITERATURES	.. 9
	A. Importance of the leader	.. 9
	B. Leadership studies in India	.. 10
	C. Leadership studies in other countries	.. 17
III.	METHODOLOGY	.. 20
	A. Selection of the area	.. 20
	B. Selection of the sample	.. 20
	C. General methods of collecting baseline data	.. 20
	D. Procedure adopted for the study	.. 23
	E. Analysis of the data collected	.. 24
	F. Implementing and conducting the programmes	.. 25
IV.	RESULTS AND DISCUSSION	.. 40
	A. Socio-economic background of the families	.. 40
	B. Locating the local leaders	.. 44
	C. Evaluation of action programmes	.. 47
V.	SUMMARY OF FINDINGS	.. 61
	BIBLIOGRAPHY	.. 67
	APPENDICES	.. 70

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1. AGE GROUP OF THE LOCATED LEADERS	. .	25
2. TYPE OF FAMILY	. .	40
3. AGE AND SEX OF THE MEMBERS	. .	41
4. EDUCATIONAL LEVEL	. .	42
5. OCCUPATIONAL STATUS	. .	42
6. MONTHLY INCOME OF THE FAMILIES	. .	43
7. IMPROVEMENTS REQUIRED BY THE PANCHAYAT	. .	44
8. COMPARISON OF LEADERSHIP QUALITIES OF THE LOCATED LEADERS BEFORE AND AFTER THE PROJECT	. .	45
9. ASSESSMENT OF THE KNOWLEDGE OF THE SCHOOL CHILDREN ON NUTRITION AND HEALTH	. .	52
10. CLINICAL EXAMINATION OF THE SCHOOL CHILDREN	. .	54
11. CRITERIA SHEET TO STUDY THE HEALTH AND SANITARY CONDITION	. .	58
12. PARTICIPATION OF THE LEADERS IN VARIOUS ACTIVITIES BEFORE AND AFTER THE PROJECT	. .	60

LIST OF FIGURES

<u>Figures</u>		<u>Page</u>
1. NUTRITION EDUCATION AND DEMONSTRATION	. .	28a
2. KITCHEN GARDEN	. .	31a
3. CONSTRUCTION OF SMOKELESS CHULA	. .	33a
4. PUTTING UP OF THE SCHOOL COMPOUND FENCING AND GATE	. .	33b 33c
5. RAISING THE SCHOOL GARDEN	. .	34a
6. PUBLIC CONTRIBUTION TO THE SCHOOL	. .	35a
7. SCHOOL LUNCH PROGRAMME	. .	36a
8. HEALTH EDUCATION	. .	36b
9. VACCINATION	. .	37a
10. FREE SUPPLY OF MILK TO THE CHILDREN BELOW TWO YEARS	. .	37b
11. BAR DIAGRAM SHOWING THE COMPARISON OF LEADERSHIP QUALITIES BEFORE AND AFTER THE PROJECT	. .	47a
12. BAR DIAGRAM SHOWING THE HEALTH AND SANITARY CONDITION BEFORE AND AFTER THE DRIVE	. .	58a
13. DIAGRAM SHOWING THE EXTENT OF PARTICIPATION OF THE LEADERS IN VARIOUS ACTIVITIES BEFORE AND AFTER THE PROJECT	. .	60a

LIST OF APPENDICES

Appendix

Page

I. A QUESTIONNAIRE TO BE ADMINISTERED TO THE LOCAL PEOPLE TO GET THE SOCIO-ECONOMIC STATUS OF THE VILLAGE	..	70
II. INTERVIEW SCHEDULE FOR LOCATING PERSONS POSSESSING LEADERSHIP QUALITIES	..	73
III. CHECK LIST TO ASSESS THE LEADERSHIP POTENTIALITIES IN THE VILLAGE MEMBERS	..	74
IV. ASSESSMENT OF THE KNOWLEDGE OF THE SCHOOL CHILDREN ON NUTRITION AND HEALTH	..	77

I. INTRODUCTION

Democracy cannot survive without leadership. Any social situation requires democratic leadership. Man is not only a rational being but also 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. The group ranging in size from two persons to an indefinite number is the central unit of society. One of the most striking and universal facts about groups is that they almost have a leader. Leadership appears to be the ubiquitous feature of group life and is probably a necessary condition for an assemblage of individuals to function as a group. To make any development programme one of the people's, it is necessary that the people and their representatives are actively associated at all levels with the planning and execution of development programmes.

Position of India at the time of Independence:

The period immediately preceding the year of Independence 1947 saw some of the best leadership in India. Even in the world context, India, then had in its national movement men of the calibre of Mahatma Gandhi, Nehru, Sardar Patel, Subhas Chandra Bose and Ambedkar. There were persons in other walks of life also - great industrialists like Sri Jamshedji Tata and Birla; Men of literature like Rabindranath Tagore and Sarojini Naidu. This national movement through these leadership succeeded in further strengthening the then existing will of the people for the political freedom, rendered the authority of the foreign power ineffective and created a world opinion favourable to India in her struggle.

Immediately after Independence there was, therefore, a great expectation that there would be a flowering of leadership in India.

Community Development Projects:

The basic idea behind the scheme of community projects was to exterminate the triple enemies - poverty, disease and ignorance from rural India.

In the Community Development Programme, leaders are expected to initiate action which helps the community to adopt improved practices. For Community Development work, the leadership is expected to initiate and coordinate activities of members of various groups in the development of the village.

The aim of Panchayat Raj system is to develop leadership in the village, so that encouragement and initiative can develop among the villagers and they are able to shoulder administrative responsibility in their respective levels.

Development and people's participation:

The community development, however, did lay emphasis on people's participation right from the beginning. To start with people's participation in actual practice was little more than getting contribution from them, in labour, cash, gifts of land and material, for the works programme such as roads, wells, irrigation schemes etc.

The success of any extension programme in India largely depends upon the voluntary involvement of the people in the programmes. No wonder the community development programme in India from the very outset, has laid stress on this aspect and has sought to ensure people's help and cooperation through their leaders.

Garg (1960) says that most villages have several natural leaders and as the workers gain experience in village self help 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. 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 today (Malcom, 1962).

Approaching people through local leaders:

The local leaders have a great influence on the members of the community with regard to acceptance or resistance to new practices advocated. Approaching the village people through their leaders is more effective method in extension programmes.

Types of leadership:

There are several types of leaders, depending on the chief interest in the study of leadership. The pattern of leadership in Indian villages is still primarily based on heredity and caste structure.

Kuppuswamy (1973) defines leadership is that he is a member of the group, who can influence the activities of the group. This implies that leadership is a quantitative variable. 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 peoples zeal in accordance with the concepts of democracy and socialism (Sachdeva, 1974).

Perhaps the most significant classification from the view point of modern research as well as practical application of the results of research is the one designating them into the following types (Koch, 1974).

1. Autocratic leader who operates as if he cannot trust people
 2. Democratic leader who shares with the group members decision making and the planning of activities
- and
3. Laissez Faire leader who believes that if you leave them alone, the work will be done.

According to Bogardus (1969) three types of leadership should be distinguished. That is mental, social and executive.

Groups and Local leaders in the Village:

In a community, there are various types of social and economic groups. Each group may have its own potential leaders. Leadership roles which will be accepted by all sections of the community are complicated because of the existence of different groups in the villages with varying and often conflicting interests. We find the growth of a class of development leaders based on better economic position, education and power, occupation, religion, etc.

Selection of the local leaders:

The selection of local leaders must be done with care. The extension worker should ask local people to suggest persons who are likely to become successful leaders. These would probably include people such as the village headman, school teacher, clergyman, midwife and other people of special ability. Another method is to find out whom the people visit the most (Ensminger, 1961).

Function of the leaders:

Fundamentally the function of a leader is to provide professional and personal satisfaction of the group members. The overall function of leadership is to lead in many different ways with many kinds of groups, under a variety of circumstances. The general function of leadership include helping individuals to become a co-operative group and helping the group.

Ferver (1974) explains that a leader is a person who has the ability to get others to act in a certain and definite way.

Tannenbawn (1961) explains that leadership is interpersonal influence, exercised in situation and directed through the communication process, towards the attainment of a specified goal or goals. Leadership always involves attempts on the part of a leader (influencer) to affect (influence) the behaviour of a follower (influencee) or followers in situation.

Utilising local leaders in the Developmental activities in the community:

Leaders play an important role in the promotion and protection of group values. We can use the local leaders in the developmental activities in the community. The success of the programmes will depend upon the utilisation of the local leaders' effort.

The local leaders provide 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.

Scope and Need for the Study:

Rural India needs strong and vigorous leaders who can cope with many problems confronting farmers and who recognise the importance of co-operative self-help in solving their problems. Leaders can identify the needs and interests of people more easily than extension workers. The result of leadership action will depend upon how effective a relationship exists between leaders and followers. For success in educating the people it is necessary to understand their ideas and attitudes. It is very important to locate leadership in any locality specially in rural areas.

Definition of the terms:

The topic of the study is utilising the local leadership for the improvement of the village.

Utilising	- Making use of the person or material
Local leadership	- The relation between an individual and group built around some common interest and behaving in a manner directed or determined by him (Schmidt, 1960).
Improvement	- for the betterment
Village	- a small group of houses in a particular geographic area or locality smaller than a town.

Objectives of the study:

The objectives of the study are:

1. To locate the local leaders
2. To motivate the local leaders which will lead to the motivation of the community
3. To train the local leaders
4. To find out the felt needs and the local resources through the leaders
5. To execute the programmes which fulfil those needs through the local leaders
6. To evaluate the programmes
7. To arrange for follow-up.

Limitation of the study:

The present study is a very broad one as many of other studies are. As this study involves action programmes it is much time consuming. And hence, because of the time factor at the disposal of the investigator, the present study is limited to one village, namely, Appanickampalayan in Perianaickampalayan Panchayat Union.

Organisation of the Thesis:

The study is presented in five chapters. The first chapter gives a detailed account of the importance of leadership in community activities, position of India at the time of Independence, Community Development Projects, development and people's participation, approaching people through local leaders, types of leadership, groups and local leaders in the village, selection of the local leaders, function of the leaders, utilising local leaders in the

Developmental activities in the community, scope and need for the study, definition of the terms, objectives of the study, limitations and organisation of the thesis.

The review of researches related to leadership carried out in India and in other countries are given in the second chapter.

The third chapter gives the different methods available for carrying out this study and procedures followed for the action programmes related to the study.

The fourth chapter deals with the results and discussions of the study giving emphasis on the success of the different action programmes launched in the village through local leaders. Tabulation, interpretation and graphical representation of the data are also presented in this chapter.

Fifth chapter gives the summary of findings, suggestion, recommendation and conclusion.

Bibliography and Appendices are given at the end of the thesis.

II. A SURVEY OF RELATED LITERATURE

The study of the previous researches done in this field in India and in other countries and findings would throw light on the approach of the present investigation. It would also help in planning and carrying out the present investigation in a methodological way and thus aid the methodology of the present study to a large measure.

Fundamentally the function of a leader is to provide professional and personal satisfaction for the group members. The more satisfaction the leader provides, the larger the group will want the person as a leader. A leader in a profession must be both a "social specialist" who can give and receive affection, release tension, show agreement in a group, and facilitate a feeling of group solidarity. The "task specialist" is one who is outstanding in the professional task being undertaken by the group.

Webster (1960) points that a leader variously as a guide, a conductor, a chief, a commander as the head of a party or sect and as one who precedes and is followed by others in conduct, opinion and understanding. 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. Leadership refers to that process where by an individual directs, guides, influences and controls the thoughts and feelings or behaviour of the other human beings (Ghosh, 1967).

A. Leadership studies in India:

Harynder Singh (1968) conducted a study on, "Basis of village Leadership" in Punjab village concludes that high caste status, younger age, higher educational attainment and large land ownership are important factors in the village leadership.

A study conducted by the Programme Evaluation Organisation of Planning Commission in the year 1965, on "Leadership in Mysore Village" concludes that leadership rests in a fairly large number of leading persons, who command respect and influence in the village because of family size, health, age and other facilities.

Leadership in Panchayat Elections of Uttar Pradesh:

Kamal Krishna (1967)

A study has been carried out by the Planning Research and Action Institute, Lucknow on the Panchayat Election in U.P. to study the present working of Panchayats. The study sample consisted of 40 Panchayats selected from 20 development blocks in 10 district, each district being selected from all the 10 district administrative divisions of the state. The selections were made randomly at all stages. From each Gaon Panchayat are Pradhan, three members of the panchayat and seven Gaon Sabha members were interviewed. In all, 33 Pradhans, 127 members of Gaon Panchayats and 280 members of Gaon subhas were interviewed. From among Government officials and functionaries, the village level worker, the Panchayat Secretary, the Block Development Officer and the Assistant Development Officer (Panchayats) were interviewed.

Characteristics of Elected Members:

Castes:

It shows that the representation of high castes over others has been greater in all the elections. While noted high caste population of the sample villages has been 26.3_{per cent}, only their representatives in the panchayats in the first.

Economic status also effect the procedure. This study shows that the majority of the Panchayat members belong to the middle category.

Thus this study concludes that the castes, educational level and economic status etc., effect the leadership pattern.

A study conducted in Etah District of U.P. to assess the relation of leadership to the adoption of new practices shows that, people with more education are likely to participate more and become leaders in these new organisation (Dube, 1965).

Henry (1960) of informal leadership in a Bombay village concludes that high caste status, powerful economic position of the fact of belonging to the elder group capable of commanding respect from the villages are important factors in village leadership.

A study of Emerging pattern of leadership in Agricultural credit cooperatives: (Chinnaiyan, 1969-1970):

This study was conducted in Anthiyur Block, which is belonging to Coimbatore District.

Caste and Leadership:

This study revealed that caste is one of the most important factors which determine leadership in village cooperatives. More than 73 per cent of the leaders come from high castes and only 26 per cent of the leaders comes from middle castes and there is no leader from low castes. It is appropriate to refer here to a study on caste dominance in cooperative in U.P.

Age and Leadership:

Age is another important criterion on leadership. More than 53 per cent of the leaders fall under the category of the old age group (51 years and above). In the middle age group fall 40 per cent of the leaders (36-50 years) followed by only six per cent of the leaders in the young age group (35 years and below). Thus, senior Readers continue to wield power in the village co-operatives.

Education and leadership:

An important observation revealed by this study is that more than 96 per cent of the leaders are moderately or highly educated and only the remaining three per cent of the leaders were not at all educated.

Family size and leadership:

More than 53 per cent of the leaders come from middle sized families, 20 per cent of the leaders from large sized families and the remaining 26 per cent from small sized families.

Educational status and leadership:

Persons who possess more land and other properties in the village, get opportunities to become as the cooperative leaders. More than 66 per cent of the leaders come from upper economic stratum in the village society.

Another study was done by Krishnaswami in 1970 at Coimbatore District. The study was regarding the pattern of leadership in village Co-operative and Panchayats. They compared these two leadership patterns.

The socio-economic characteristics of leaders effect mostly.

Sex:

There was no place for women in the cooperative leadership, all the cooperative leaders were men. Men also dominated the panchayats as 93.2^{per cent} of the panchayat leaders belonged to this category.

Age:

A good deal of cooperative and panchayat leaders were middle - aged persons (35-50 years). The panchayats had attracted a large number of young people than the cooperative as there were 27 per cent young leaders in the panchayats as against only 15.6 per cent of this category in the co-operatives.

Caste:

The high and predominant castes such as the Gounders, Naidus and Okkaliyas had dominated these institutions. The Harijans had representations only in the panchayats and there was not even a single leader from the community in the cooperatives.

Education:

The cooperative leaders educational status was much higher than that of the panchayat leaders. By and large, it appeared that better educated persons were increasingly coming forward to shoulder the leadership responsibilities in both these institutions.

Occupation:

An overwhelming majority of the leaders, i.e., 93.75 per cent of the cooperative leaders and 62.72 per cent of panchayat leaders belonged to owner cultivator occupational category.

Land ownership:

Most of the cooperative and panchayat leaders were big land holders owing more than 10 acres of land.

Social participation:

Twelve cooperative and twenty six panchayat leaders had reported that they did not, at all participate in formal organisations. Only the political organizations had attracted a large number of leaders. Further, the number of leaders who had participated in the local community activities including school building construction and drainage construction was as below than those who had not participated in them.

Udai Pareek (1966) has brought together a few studies on rural leadership. There are as follows. Singh have identified five types of leaders in a community Development block:

- a. Traditional, who belong to the powerful families of the dominant caste;
- b. Political, the elected leaders;
- c. Opinion - making leaders, to whom village, people go for seeking advice;
- d. Decision-making leaders and
- e. Caste leaders.

It was also found that social status based on caste has influenced leadership even in elections, members of the higher castes get a greater preference than the member of the lower caste; the lower caste members themselves do not prefer the members of their own caste.

Beij Nath Singh reports that kinship and age are two important factors determining leadership in the village; educational attainment is not a factor.

Hallen reports in his study that 40 per cent of the leaders were illiterates and 45 per cent had inherited leadership.

Karungo in his study found that out of six prominent leaders five were of the same caste and were related to each other, that these persons were the leaders in village panchayat, school committee, youth club and cooperative society.

Singh and Arya have set up a paradigm of three pairs of leadership;

- a. authoritarian, non-authoritarian
- b. task oriented - inter personal oriented
- and c. self-oriented - community oriented.

It was found that with respect to value - orientation leaders as well as non-leaders tended to be conservative fatalistic and non-authoritarians.

Into the pattern of the social life of Indian villages there have been introduced a list of new social organisation. This research is a study of selected characteristic that distinguish the members and officers of the new organisations from the rest of the village people.

The data for this study are taken from a larger evaluative study of the India village service as an agent of extension in agricultural and health innovations in U.P. The research was designed to assess the relation of leadership to the adoption of new practices.

Samples:

A random sample of 200 families, living in eleven out of a total of 22 villages in the Marchra area in Etah District, U.P., where I.V.S. has operated, was selected. These eleven villages were purposively selected because they were at different stages of development.

The field survey was carried out by three trained interviewers from November, 1960 through January, 1961. The interviewers were acquainted with the people and had considerable knowledge about local conditions and information was obtained from head of families.

This study seems to support Dube's hypothesis that certain socio-economic characteristics are more important than caste in assessing village leadership pattern. It should be stated that the Lodhi Rajput caste was very predominant in number in this area and the methods of analysis used cannot clearly manifest the influence of a "dominant caste".

The picture that emerges of the new leader is a person of high economic status, some education, good contacts with extension agencies, a large family and a somewhat rational orientation of life.

B. Leadership Studies in other countries:

Rural Leadership and its Emerging pattern in Bangladesh:

This study was an attempt to know the different type of rural leaders and their changing pattern with special reference to the leaders who are emerging in comilla Thana where some programmes are in operation for planned social and economic change.

In these villages the leaders are broadly classified into four categories. They are formal leaders, informal leaders, religious leaders and professional leaders. It was reported that the introduction of developmental programmes had given raise to different kinds of functional leaders such as cooperative manager. He was characterised as a planner, motivator and executor of the rural developmental programmes.

It was found that majority of them were between 26-40 years, married, studied upto secondary level, had farming as a major occupation land-holding within three to seven acres, monthly income around 255 takas, served more than one term, associated with other organisations like union council, school committee, clubs etc., were traditional leaders of the village. It was found a majority of them were satisfied with their position and expressed their desire to continue as managers.

Observation of the Trainer Role: (Tannenbaum):

A case study:

This case study focuses on the trainer, so far as his role is defined by what he perceives and how he acts on these perceptions. A clinical frame of reference is used. Two key hypotheses underlie the clinical point of view. First the trainer is a constant source of motivational stimuli for the group, second

the stimuli put forth by the trainer are a direct function of his total personality organization.

Subjects and method:

The subjects of this investigation were two trainers both of whom are men of established reputation in the field of human relations training. This study was carried out by a clinical research psychologist who observed the subjects as they worked with two sensitivity training groups in an academic setting.

The psychologist attended all sessions for better training groups, a total of 120 hours in all. The psychologist observed the group and trainer from a point outside the circle of the group. The content of all sessions was recorded on tape so that a complete group history would be available.

After each of the group sessions, each trainer met individually with the psychologist for about 30-45 minutes. A total of sixty interviews took place, 30 with each trainers.

Conclusions:

The key conclusions of this study are, first that the five training problems which have been identified and described may will be encountered by all who do human relations training in general and sensitivity, training in particular; and second that these problems arise from the situational context of the training.

The first conclusion is essentially to hypothesize that having problems is a requisite for the trainer. It implies that every trainer is going to have the problem of attaining his training objectives in a given period of time, and that his objective will be conditioned by the nature of the group membership.

The second conclusion is that persons who serve as sensitivity trainers have a vital interest in developing and utilising their ability to exercise influence (leadership) in order to help people be more sensitive and skilful in the handling of interpersonal relations.

In 1974-75 a study, "Developing leadership among rural women" was carried out in Pappanickampalayam in Coimbatore District in partial fulfilment of the requirements for M.Sc. degree. The study provided leadership qualities among young women through organisation of youth club in a village. The leadership potentialities were judged before and after the project using a check list.

The findings of the project are 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 problems of people, ability to express ideas, setting good example to others and sociability improved to the highest measures 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 per centage 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 ember charka spinning programme, organising a school garden and participation in the adult literacy drive were the major outcome 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 realisation on the part of the members of their role in community development.

III. METHODOLOGY

The methods used for this study are drafted under the following headings:

1. Selection of the area
2. Selection of the sample
3. General methods of collecting baseline data
4. Procedure adopted for the study
5. Analysis of the data collected
6. Implementing and conducting of the programmes.

1. Selection of the village:

The village, Appanackalpalayam of Tudiyalur Panchayat, in the Perianaickalpalayam Panchayat Union of Coimbatore District, 20 kilometers away from Coimbatore, with a population of 198 families, was selected for this project, owing to the nearness of the place. Further more, the Panchayat Board member of that village, who was resident of that village, was willing to extend full co-operation towards this venture.

2. Selection of the sample:

Selection of the samples were whole village people. Leadership qualities among all the villagers were utilised for the improvement of the village.

3. General Methods of collecting data:

The person conducting the research needs to decide what is the most practical way to collect the data. The investigator needs to consider the type of device that he will need to get a record of evidence.

Some of the different methods of collecting data regarding local leaders, are as follows:

- a. Mailed questionnaire
- b. Personal interview questionnaires or schedules usually used in interviewing people in their homes
- c. Distributed questionnaires and check lists of all kinds
- d. Case studies
- e. A systematic observation procedure
- f. A systematic study of available records.

The Mailed Questionnaire:

It is a questionnaire sent to respondents who return it by mail. Before deciding to use this method there are certain questions which we need to consider: Can the question on the objectives of study be fitted to a mail^{ed} questionnaire? Can the questions be stated in a clear and understandable fashion without further explanation? What about the people returning them? Are they representative of the group with whom we have been working or of the population?

It is an easy, quick and relatively inexpensive method of obtaining data especially as in comparison with a similar personal interview. It is useful in reaching a relatively homogeneous fairly well educated group.

Personal Interview questionnaire or schedules:

This method used in asking respondents questions and recording the answers. These schedules are filled in by an enumerator or reporter. This method is used in a more formal type of study in which an interviewer calls on a sample of people in a country.

The people who participated have an opportunity to observe and study situations and conditions. They talk directly with people and get their reactions to practices and programmes. The interviewer has an opportunity to explain questions to respondent. Transportation costs and time required in a large area may make the personal interview method impracticable.

Distributed questionnaires or check lists of all kinds:

These are usually handed ^{over} directly to the respondents individually or in groups who answer the questions and hand them back to the person conducting the evaluation. The respondents are asked to indicate their answers to questions by checking or otherwise indicating their answers to a list of statements. These are usually distributed.

The cost is small and they are easy to administer and it is a quick way of surveying the group. These report forms or questionnaires may centre attention on "Practices adopted rather than other kinds of behavioural changes".

Case studies:

A study of one or few individuals or cases a chronological report of the development of a project, an activity of a case story of an individual family. Frequently these are stories of concrete events which are vivid, conversing stories of the effects of a programs. They may constitute important evidence.

A case study gives concreteness to problems and solutions. It presents the situation, reveals the importance of human factors, in organization...shows the difficulty of problems as they arise, often a case study will bring out important factors which are assumed and for that reason unmentioned by respondents interviewed by other methods.

A systematic observation procedure:

A systematic observation procedure is used during farm and home visits. Observation of practices which have been recommended in the country are observed and recorded in some systematic manner.

In this study the extension worker gets first hand information and he can have the item listed on an observation sheet and check them off. It is a costly one for much information and it is impractical to do for much information.

Systematic study of Available records:

An analysis of records and reports involves much more than recording and reforming. Data can be obtained readily from the records without effort of survey. They are reliable if they have been carefully kept. Some limitations in this method is sometimes the records may be incomplete or may not be carefully kept.

4. Procedure adopted for the study:

Among all these methods, the investigator chose the interview schedule for collecting base line data. The interview schedule was developed to elicit details regarding the socio economic condition of the village, facilities available in the village and the suggestion for future activities. The investigator personally met 198 heads of the families and collected data with the help of the interview schedule (Appendix I).

The discussions, formal interviews with schedules and the observation methods were used to locate the persons possessing leadership potentialities and through them many of the developmental activities were carried out.

Interview method:

Frequent visits were made to the village by the investigator in order to identify with the villagers and explain the purpose of the project. The investigator used informal discussion and interview methods to collect data from them. The investigator interviewed all the heads of the families with the help of a schedule (Appendix II) specially evolved for the purpose to find out the local persons possessing leadership potentialities in the village.

From these discussions and interviews, the investigator selected 30 members possessing leadership qualities. From among the 30 persons so selected, 14 persons having leadership potentialities were identified by interviewing them with the help of a tool (Appendix III) evolved for the purpose.

Observation method:

The investigator organised a sports day in the school with the help of school teachers and community people. The people associated themselves with the sports day and participated enthusiastically. The different items in the competitions were conducted by the community people themselves which helped the investigator, in cross checking the persons with leadership qualities by observing the role of the local people in the sports festival.

5. Analysis of the collected data:

The data were analysed by the investigator on the basis of the socio-economic survey findings, the investigator was able to plan the activities, which was done in consultation with selected local leaders and people, according to the needs of the village.

6. Implementing and Conducting of the Programmes:

After locating the local leaders, the investigator contacted the local leaders very often. She was able to locate fourteen local leaders (8 male and 6 Female) who were very enthusiastic and energetic and were eager to involve themselves and others in the developmental programmes of the village.

TABLE 1

AGE GROUP OF THE LOCATED LEADERS

S.No.	Age range	Male	Female	Total
1.	15-30	2	3	5
2.	31-45	3	3	6
3.	46-60	3	-	3
	Total	8	6	14

The table reveals the fact that young leaders are emerging in the villages and they enthusiastically come forward to take up responsibility in the developmental programmes of the village.

These fourteen leaders were very often met by the investigator and much encouragement was given to them. Before launching on the activities, the investigator provided training to the located leaders and oriented them to the activities on hand.

The local leaders were made to realise the need for development programmes in the village and the inspiration they have to give to the villagers in

the developmental activities. Thus the village people's participation through the local leaders made the investigator possible for launching the different developmental programmes in the village based on their needs.

The inaugural meeting was conducted by the local people under the leadership of the Panchayat Board member. He explained about the importance of this project and solicited people's co-operation and participation.

The local leadership was utilised in launching of the different programmes in the village and the leaders were associated in these programmes according to their tastes and interest.

The following are the different action programmes launched in the village through the local leaders. As the villagers respected and regarded the local leaders, the people's participation in all the activities was encouraging.

A. Programmes related to utilising the local leadership among rural women:

1. Organising Mahalir Mawra
2. Nutrition education and Demonstration
3. Health education
4. Wire bag making
5. Child care
6. Storage and Food preservation
7. Labour saving devices
8. Savings, budget making and Account keeping
9. Kitchen garden
10. Check Food and Adultation^{2Y}
11. Field trip.

B. Programmes related to utilising the local leadership among rural youth and men:

a. Programmes related to the improvement of the school

1. School enrolment
2. Physical Exercise
3. Construction of smokeless chula
4. Laying of play ground
5. Putting up of the compound fencing and gate
6. Raising the school garden
7. Nutrition and Health education
8. Vaccination
9. Clinical examination
10. Public contribution to the school
11. School lunch programme.

b. Programmes related to the improvement of the village:

1. Health education
2. Health and Sanitation Drive
3. Vaccination
4. Supply of milk to the children below two years
5. Exhibition
6. Film shows
7. Cultural programmes
8. Giving Food to the low income family children
9. Competition
10. Meetings.

A. Programmes related to utilising the local leadership among rural women:

1. Organising Mahalir Manram:

The Mahalir Manram was organized by the investigator and the local leaders. The convenor and the secretary for that manram were elected by the Mahalir Manram members. The convenor and her groups planned the activities for the meetings.

2. Nutrition Education and Demonstrations:

The Investigator, after locating the leader, gave the orientation and training to that particular person. That leader explained about the need for good nutrition for health, proper methods of cooking by using charts, and she demonstrated three recipes by using the low cost foods. The recipes were Ragi leaf cake, Tomato jam and Ragi keeral Vadai. (Figure 1). Balanced diet for the various age groups were explained by lecture and display method. Puppet show was organized on the theme of nutrition.

3. Health Education:

A knowledge on health is useful and applicable to every day life. It brings vigour, satisfaction and happiness (Devadas, 1968).

Health education class was conducted by one of the mahalir manram members. The investigator imparted the essential subject matter and oriented her about the techniques of teaching people. She explained the subject matter by using charts, posters and flash cards.

4. Wire bag Making:

Mahalir Manram Members were very much interested in knowing the basket making. The members selected one person who was a good bag maker from the manram



FIGURE - 1
NUTRITION DEMONSTRATION

and arranged for demonstration. The Investigator oriented the person before the starting of the class and she explained and demonstrated each process step by step.

5. Child Care:

These classes were taken by the mahalir manram convenor. The person was oriented in this programme by one of the child development postgraduate students of the college. She explained the importance of nutrition and health to the children. The child's behaviour problems, their dressing and habits were also explained by her in a detailed manner. The lecture was followed by discussions.

Another member from the manram talked about the child's personality development during the pre-school stage and imparted the importance of children to the nation.

6. Storage and Food Preservation:

Food storage and preservation methods were brought out in a class by one of the members from the manram and she explained to keep the vegetables and fruits by using the Janatha refrigerator. The convenor explained about another method of vegetables storage such as the use of polythene covers to keep the vegetables.

Both these members explained the items to the women folk by lecture methods using teaching aids.

7. Labour Saving Devices:

The investigator located a person who was very much interested in knowing the labour saving devices. She gave orientation and training to that

person and explained her, how to teach this to other persons. The person demonstrated in a clear way by using the locally available materials. Cooking rice by using hay box was demonstrated. The use of smokeless chula was emphasized and the members were taken to the school to see the working condition of the smokeless chula, which was constructed by local participation, under the leadership of one of the local leaders.

8. Savings, Budget Making and Account Keeping:

The importance of savings was stressed to the mahalir manram members by one of the local leaders, the school teacher. The mahalir manram member convenor arranged the school teacher to give a lecture on saving with the help of the investigator. The school teacher pointed out rate of interest given by various banks and post offices, by using posters and pamphlets.

The available saving methods were explained to them by showing and explaining the post office accounts and how to open an account in it. They were enlightened on the information like, how to fill the form, how to deposit, how much to deposit and duration of depositing money. The proper methods of budget making and account keeping were also explained to them.

9. Kitchen Garden:

In the rural areas people do not take care of vegetables and fruits. They mainly used to give importance to rice, pulses, tubers and grains. So, to improve their nutritional status and to use the drainage water in a useful way, the rural homemakers were motivated to have a kitchen garden. To emphasize this the use of kitchen garden was explained to the people by one of the members.

The member was much enthusiastic and evinced keen interest in this topic. She herself came voluntarily and offered to give and she was given enough orientation by the investigator (Figure 2) ^{through} lecture on this topic. She also collected seeds from the other village people and distributed to the members.

10. Cheek Food Adulteration:

Today adulteration is a major and serious problem in our country. To improve the knowledge regarding the selection of good foods and improve the purchasing power is considered as a most important education. Keeping in this in mind, the investigator fixed the convener, of the manram, and provided orientation and encouragement to her in the aspect of what is adulteration, what are all the adulterated foods, reaction of adulterated food on our health, and how to prevent them.

She collected some of the adulterated materials from the member with the help of the investigator and she explained in a detailed manner and compared it with non-adulterated materials. Posters were shown and examples were given while explaining to them.

11. Field Trips:

Mahalir Manram members and other village people were taken on a field trip to orthopaedic and rehabilitation centre at Coimbatore and Primary Health Centre at Perianaickerpalayam. This was carried out under the leadership of the mahalir manram convener and other local leaders. The leaders themselves planned the field trips, collected money and arranged transport facilities. From the visit to the hospitals and Health centre, the members learnt about the importance of health and hygiene. The Mahalir Manram members along with their children

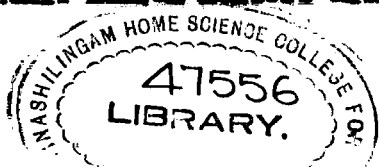




FIGURE - 2
KITCHEN GARDEN

were taken on a field trip to Maruthamalai and Botanical garden of Tamil Nadu Agricultural University as a religious and recreational visit. For this trip one of the members took the leadership and she was oriented by the investigator. The Mahalir Manram members participated in Community Development week celebrations arranged the college.

B. Programmes related to utilising the leadership among rural youth and men:

- a. Programmes related to the improvement of the school
- b. Programmes related to the improvement of the village.

a. Programmes related to the improvement of the school:

There were various programmes carried out by the village youth ^{members} and the men to improve the school condition. They were as follows:

1. School Enrolment:

This programme was carried out by the village youth members under the leadership of one of the enthusiastic village youth member. This leader was located by the investigator with the help of the other local leaders and the village youth. The investigator gave orientation to the leader and he imparted this knowledge to the other youth members in the village. The youths of the village participated in this programme and they divided the whole village according to their strength and they took turns to visit the houses. They met the head of the family and the home makers and explained about the importance of education in today's life, and made them to send their children to the school.

2. Physical Exercise:

Physical exercise is more important to the children to develop their body in a healthy way. The physical exercise classes were conducted to the school

children by the village youth members under the leadership of one of the youth members. The training was given to this person by the investigator and the school teacher.

3. Construction of Smokeless Chula:

The smokeless chula was constructed by the village people under the leadership of one of the local leaders. This leader was located by the investigator by his generous mind and helping nature. He was very much interested in the improvement of the school.

The training and orientation was given to the local leader by the investigator and also by one of the engineers in Coimbatore, and constructed a smokeless chula. He involved all the people to participate in this constructional activity (Figure 3).

4. Laying of the Play Ground:

The play ground was put up by the village people under the leadership of one of parents. He made the youth and other parents to participate in this programme

5. Putting up of the School Compound Fencing and Gate:

This work was done under the leadership of one of the parents of the school. He was oriented by the investigator regarding the importance of school property and materials and how to provide security. He took part in this programme and involved other people to participate in putting up barbed wire fencing and the gate. The money for the materials was collected from the parents by this leader and the school teacher (Figure 4).

33. a.



FIGURE -3
SMOKELESS CHULA



FIGURE-4a.
BEFORE PUTTING UP OF THE COMPOUND
FENCING AND GATE [SCHOOL]



FIGURE - 4.6
AFTER PUTTING UP OF THE COMPOUND
FENCING AND GATE [SCHOOL]

6. Raising the School Garden:

This work was done by the children under the leadership of the school headmaster and one of the parents. The school teacher and the parent were oriented by the investigator. The village people contributed to these programme by giving seeds and plants (Figure 5)

7. Nutrition and Health Education:

Nutrition and Health Knowledge test:

Knowledge test on nutrition and health was conducted by the school teachers to find out the present knowledge of the children regarding these items. The interview questionnaire (Appendix IV) was used for this programme. This programme was conducted by the school headmaster and he took the leadership. The questionnaire varied according to the class and age.

The classes were taken by the school teacher for children to impart knowledge on nutrition and health. The themes of the classes were, importance of nutrition for healthy living, importance of hygienic habits, cleanliness of the surroundings, causes for the incidence of infectious diseases and measures to prevent them. Lecture classes were made interesting by charts, posters and flash cards.

After this education, the nutrition and health knowledge test ^{wcs} conducted by the school teacher by using the same questionnaire.

8. Vaccinations:

Vaccination was given to school children with the help of the health inspector from Perianaickenpalayam Panchayat Union Primary Health Centre. This



FIGURE -5
SCHOOL GARDEN

programme was carried out under the leadership of the school teacher. The teacher contacted the health visitor and organised the programme. The inoculation drive was carried out in the school and in the village. Pamphlets on infectious diseases were distributed to the school, in order to educate the need for vaccination.

9. Clinical Examinations:

Clinical examination was carried out to all the school children to check their general health status. The school teacher took the leadership and approached the school health visitor and arranged this programme.

The Dite injection was given to all the school children by the school health visitor and she gave the aspirin tablets to the children through the teacher. The teacher distributed the tablets to all the children.

10. Public Contribution to the School:

Under the leadership of one of the local leaders who is a philanthropist by himself, the materials for the school were collected. The village people contributed to these programme by giving cash, manual work, vessels like drums and tumblers, time piece, books, slates, pens, pencils and aids (Figure 6). Before this programme the investigator explained to the local leaders about the importance of school and community relationship and importance of the people's participation in school's developmental programmes.

The local leader himself participated in this programme and contacted all the village people and oriented them in their activities.



FIGURE-6
PUBLIC CONTRIPTION TO THE
SCHOOL [WATER DRUM]

11. School Lunch Programme:

Once in a week the school lunch programme was supervised ^{by} one of the Panchayat Board Members. He took the leadership and he was helped by all the parents in the village. The leader explained about the importance of school lunch programme to other parents (Figure 7).

b. Programmes related to the improvement of the village:

1. Health Education:

This programme was carried out by the village youth and men. The investigator oriented and trained the people regarding the cleanliness of the drainage and surroundings. One of the local leaders took initiative in this programme and made all the youth members and people to participate in this programme.

The leader collected the posters on health aspect from the Field Publicity Office and Mass Education office, with the help of the investigator, and put them up at vantage points, like the school building walls community water tank, temple walls and other places in the village, with the help of the local people. As a follow up of that activity, cleanliness of drainage and surroundings were done by the people with great pleasure and enthusiasm (Figure 8).

2. Health and Sanitation Drive:

The Health and Sanitation Drive was carried out for the whole village by the village youth members. The training regarding this programme was given to the village youth by the investigator. A criteria sheet was evolved for studying the Health and Sanitary Condition of the village and the action programme in the form of Health and Sanitation drive was launched by the youth members based on the



FIGURE-7
SCHOOL LUNCH



FIGURE-8
CLEANING THE STREET.

needs as revealed by the survey. All the youth members of the village took great interest in carrying out, the drive as all of them know that "Cleanliness is next to godliness". The Health visitor associated herself with the drive and oriented the local leader in conducting the drive successfully. The drive was carried out by the youth members ^{under} the leadership of one of the village youth members.

3. Vaccination:

The vaccination was given to the whole village people including the infants with the help of the medical personnel from the Primary Health Centre, Perianaickenpalayam. The school teacher took the initiative and organised the programme. Pamphlets and booklets were distributed to the people under the leadership of the school teacher (Figure 9).

4. Free Supply of Milk to the Children below two years:

The milk was supplied daily free of cost to the needy village children below the age of two years. This programme was carried out by the local people under the leadership of the village panchayat president. In this village most of the people were belonging to the low income group. The milk for this programme was supplied by the government (Figure 10). It will ^{be} quite interesting to note that free supply of milk is given only in this village in the Coimbatore District.

5. Exhibition:

An exhibition was arranged by the local people on the theme of 'Nutrition and Health' in the school, with the help of the investigator, Exhibition is one of the effective means of mass communication.

37.a.



FIGURE-9
VACCINATION



FIGURE-10
SUPPLY OF MILK

The Investigator oriented the youth leader, regarding the planning and arranging ^{of} the Exhibition. The leader with the help of others put up a nice exhibition. He divided the people into four groups and the group members took turns and explained the exhibits to the public.

6. Organising film shows:

With the help of the investigator's orientation, the village leader contacted the Public Relation Officer, Coimbatore for screening educational films in the village. The arrangement for these programmes were done by one of the local leaders. The films screened related to better nutrition, health and hygiene, child care and family planning. In addition to these films, a few recreational films were also shown.

7. Organising cultural programmes:

In order to give them recreation, folk songs, kummi, drama, dances and other programmes were arranged by Sri Avinashilingam Home Science College National Service Corps students. The school children also participated under the leadership of the school teacher and village youth members. The theme of the programme was health, nutrition, saving and school enrolment.

Under ^{leadership} one of the youth members the youth club members participated in Folk songs. The theme of the song was the improvement of the village.

8. Distribution of Food to Poor Children:

The noon meal is given daily to the poor non school going children below five years old in one of the houses under the leadership of one of the village leaders.

9. Conducting competitions:

The competitions were conducted by the village people under the leadership of the village panchayat member. The leaders pointed out the different competitions to the people, with the help of the investigator. The competitions varied according to the age and sex. They are, cooking competitions for women, running race for village youth members, passing the ball for adult and old people and tug of war was for the men. The leader arranged all the facilities for these programmes and prizes were distributed to the winners.

10. Meetings:

The meetings were regularly held and many people attended the meetings, when the leaders appraised the people of the present situation, 20 Point programme and encouraged them to work hard and produce more.

IV. RESULTS AND DISCUSSION

Introduction:

The present investigation is "utilising the local leaders for the improvement of the village". After locating the 14 persons possessing leadership potentialities through interview and observation, the investigator oriented them and trained them to carry out different village improvement programmes.

The first section deals with the socio-economic survey of the village like number of families, educational level of the members, occupational status of the members. This is being followed by the different action programmes launched, utilising the local leaders with an evaluative study of each programme.

Results:

Socio-economic Survey:

The following table gives the type of families in the village.

TABLE 2

TYPE OF FAMILY

S.No.	Type of family	Nuclear of family	Percentage
1.	Nuclear	126	64
2.	Joint	72	36
	Total	198	100

Among the total 198 families taken in for the study, 64 per cent were nuclear families and 36 per cent were joint families. This revealed the fact that joint family system is slowly disintegrating due to social changes.

There were in all 1031 members in the 198 families living in the village, Appanickonpalayam. The agewise and sexwise population is given in the following table.

TABLE 3
AGE AND SEX OF THE MEMBERS

S.No.	Age range in years	Male	Female	Total
1.	0-1	16	14	30
2.	2-5	42	31	73
3.	6-12	98	75	173
4.	13-18	119	122	241
5.	18 and above	272	242	514
	Total	547	484	1031

The above table reveals the fact that males were more in number. In all groups except the age group, 13-18, the male population were found to be higher.

TABLE 4
EDUCATIONAL LEVEL

S.No.	Educational level	Number of	
		Male	Female
1.	Illiterates	186	205
2.	Elementary school	128	169
3.	High school	228	109
4.	College level	4	1
5.	Postgraduate	1	-
	Total	547	434

The table shows that there were 228 males and 109 females who had studied upto High school level. There was more of illiteracy among females (205) than males (186). There was only one postgraduate male and four college level men and only one women who had studied upto college level.

TABLE 5
OCCUPATIONAL STATUS

S.No.	Occupation	Number of families	Percentage
1.	Unskilled	118	59.6
2.	Skilled	80	40.4
	Total	198	100.0

It could be seen from the above table that 59.6 per cent of the people were unskilled workers and 40⁴/₁₀₀ per cent of them were skilled workers.

TABLE 6

MONTHLY INCOME OF THE FAMILIES

S.No.	Income in Rs.	No. of families	Percentage
1.	Below 500	170	85.8
2.	501-1000	25	12.5
3.	Above 1000	3	1.5
	Total	198	99.8

The above table shows that majority of the people (85.8 per cent) were belonging to the low income group of below Rs.500 per month; 1.5 per cent of them were belonging to the high income group of above Rs.1000 per month and 12.5 per cent of them were belonging to the middle income group of Rs.501-1000 per month.

Details about Panchayat:

Appanaickenpalayam village is a hamlet of Thadiyalur Panchayat. The President of that Panchayat was staying in the neighbouring village, Thadiyalur. Three panchayat members were staying in the village, Appanaickenpalayam.

Details about the Mahalir Manram:

There was no Mahalir Manram in that village. The homemakers volunteered themselves to become members of Mahalir Manram if organised in their village and they also assured that they will participate regularly in the meetings of the Mahalir Manram.

TABLE 7

IMPROVEMENTS REQUIRED BY THE PANCHAYAT

S.No.	Items	No. of families
1.	Sanitation facility	135
2.	Water supply	98
3.	School facility,	185
4.	Tax reduction	4
5.	Free distribution of foodstuffs to the children	82
	Total	198

Among 198 families in the village, 185 families wanted to improve the school condition, 135 families wanted to improve the village sanitation, 98 families wanted to improve the water facilities and 82 families liked to distribute the food stuffs freely to the children.

Awareness of the public facilities:

Most (85 per cent) of the village people were aware of the public facilities in the village like school, midday meal, water supply, electricity and road facilities. Of these 15 per cent were of the opinion that these facilities were not adequate and they need improvement.

Locating the local leaders:

From the informal and formal discussions, and the interviews, the investigator selected 30 members possessing the leadership qualities. From among the 30 persons so selected, 14 persons having the leadership potentialities were

identified by interviewing them with the help of a tool evolved for the purpose.

Comparison of leadership qualities of the located leaders 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. The difference indicated the increase in positive responses which in turn pointed out the improvement in the leadership traits of the members as a result of the various activities.

TABLE 8

COMPARISON OF LEADERSHIP QUALITIES OF THE LOCATED LEADERS BEFORE THE AFTER THE PROJECT

S.No.	Leadership qualities	Percentage of members giving positive responses	
		Before the project	After the project
1.	Would you be able to gather people for a public function	82	98
2.	Are you willing to take up responsibility for a common cause?	95	100
3.	Are you willing to become a leader?	58	94
4.	Are you prepared to accept the short comings in activity and rectify the error?	30	64
5.	Would you value the customs of the society?	29	75
6.	Do you have the ability to motivate people to work?	65	90
7.	Are you interested to find out the problems of the people	32	84

Contd.....

S.No.	Leadership qualities	Percentage of members giving positive responses	
		Before the project	After the project
8.	Are you able to adjust to different situations?	64	89
9.	Would you like to share the problems of others?	55	76
10.	Would you like to establish contact with other local leaders?	25	65
11.	Are you able to express your ideas to others?	32	76
12.	Would you be steadfast till the completion of an activity?	42	60
13.	Are you confident in doing a task?	22	72
14.	Would you like to set a good example to others?	6	88
15.	Would you like to move with others closely and make friends?	52	98
16.	Are you able to manage within limited resources?	35	70
17.	Would you value the suggestions of others?	42	88
18.	Would you like to pre-plan any activity?	22	69
19.	Would you like to take part in local festivals?	15	70
20.	Are you willing to spare time for others?	42	64
21.	Do other people show interest towards you?	82	100
22.	Are you prepared to discuss with others open-heartedly?	50	82
23.	Are you willing to participate in other activities?	14	65
24.	Are you punctual in your habits?	20	83
25.	Do you like to adopt scientific methods of doing work?	15	62

This table points out the positive changes in the leadership qualities among the located local leaders. The investigator thus provided opportunities for developing leadership in addition to utilising these 14 leaders for development programmes in the village by organising and implementing the following different action programmes. [Figure - 11]

A. Programmes related to utilising the local leadership among women:

1. Organising Mahalir Manram:

The Mahalir Manram was organised by the investigator and the local leaders. There were fortyone members in the manram. The convenor and secretary for that manram were elected by the members. The manram members participated in various activities. Every fortnight the meeting was conducted and 85 ^{per cent} members attended the meetings regularly.

2. Nutrition Education and Demonstration:

All the members participated in this programme. The leader explained each process and gave lecture on importance of nutrition for good health. Discussions were held. The doubts of the members were cleared by the leader.

The recipes were demonstrated by the leader. All of them participated very enthusiastically. The recipes came out very well. In the next meeting they discussed about the previous class work and 22 members use the new recipe in their homes.

The puppet show was shown to the people. The members understood the theme very well and also participated in the follow up discussion. The leader explained the themes very well and she made others also to participate in discussions.

COMPARISON OF LEADERSHIP QUALITIES OF LOCATED LEADERS BEFORE AND AFTER THE PROJECT

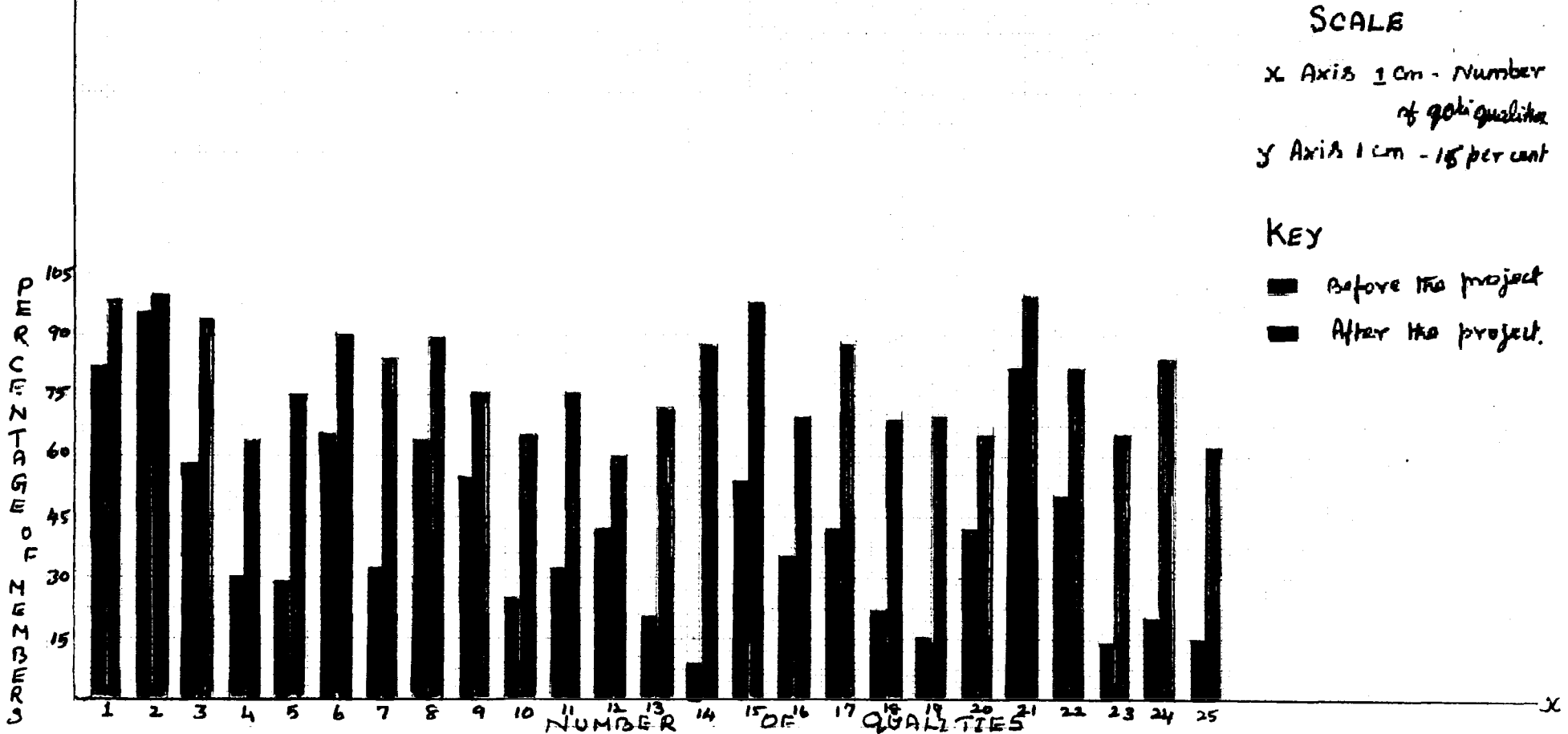


FIGURE-11 [See the table 8. for activities]

3. Health Education:

The Health education class was conducted by one of the mahalir manram members. She used charts and posters for imparting Health education. 35 members participated. There was discussion at the end of the class, and many members cleared their doubts.

4. Wire bag Making:

The members were very much interested in this programme. 38 members participated. The bag making was explained by the leader in a clear way by demonstrations. On a follow up enquiry of the activity, it was observed that 26 baskets had been made by the mahalir manram members. All the mahalir manram members had taken up this activity to be carried out during their free time. This number shows the leader's effectiveness and creative power.

5. Child Care:

A class on Child care was conducted by the mahalir manram convenor, 18 members participated. The doubts of the members were cleared by the leader.

with demonstration and

6. Storage and Food Preservation:

The member explained the japatha refrigerator in a clear way and preparation of jam, pickles with the available items. 25 members participated in this programme. As a follow up of this programme it was found that in all most all the houses, storage and food preservation of food items were done by following the methods discussed in the classes.

7. Labour Saving Devices:

Labour saving devices class was attended by 40 members of the manram. The manram convinced the participants that using of hay box was a labour saving and good cooking method.

8. Savings, Budget Making and Account Keeping:

The school teacher explained about the various methods of savings, budget making and account keeping. 12 members participated and cleared their doubts by putting questions. 15 women had opened saving accounts in the post office and all the women in the village had developed the habit of budget making and keeping accounts.

9. Kitchen Garden:

This programme was started by the Mahalir Manram under the dynamic leadership of the convenor of the manram. They learnt how to channalise the drainage water for constructive purposes by raising kitchen gardens in their houses. The Mahalir Manram members discussed the raising of kitchen garden with their neighbours and friends and persuaded them to raise kitchen garden. They distributed seeds and plants to their friends and neighbours for raising kitchen gardens. In all there were 92 kitchen gardens in the houses of the village. The villagers take in the fresh vegetables from their kitchen gardens in their daily cooking and the excess vegetables are sold at the market. The fruits were sold at the market. The waste water was used to the kitchen garden. Thus, they were able to divert the drainage water for productive purposes through which the sanitary condition of the village also improved.

10. Check of Food Adulteration:

The Mahalir Manram members participated very actively in these discussion classes and evinced keen interest to know the adulterated and unadulterated foods and also how to locate the adulterated contaminous food in order to avoid purchasing the adulterated foods. They in turn explained these to their neighbours and friends in the village. Thus, they have developed a good purchasing habit of buying good unadulterated materials from the shops.

11. Field Trips:

Field trip to orthopaedic and rehabilitation centre, Primary Health centre and Maruthamalai was enjoyed by all the people. They participated in all activities. They themselves formed into committees and fulfilled their needs. It was both educational as well as recreational to all of them.

B. Programmes related to utilising the local leadership among rural youth and men:

a. Programmes related to the improvement of the school:

1. School Enrolment:

In this programme 16 youths participated. The strength of the school was increased by 30, ^{per cent.} The youth members participated in this programme enthusiastically.

2. Physical Exercise:

This was taught to the children, twice in a week by the youth members in the evening times. They took turns and taught them. The children were very much interested in this work, because of the change in their routine work.

3. Construction of Smokeless Chula in the School:

Smokeless Chula was constructed by the village people under the leadership of one of the local villagers. The leader was very much interested in this work. 128 parents participated and they helped in the construction by giving cash and kind. The chula is now being used for cooking in 5 households. *also*.

4. Laying of the Play Ground:

The parents and the youth members participated in this programme. The ground adjacent to the school was levelled making suitable to be used as play ground. More than 50 members participated in this activity.

5. Putting up of Compound Fencing and Gate:

The compound fencing and the gate were put up by the parents under the leadership of one of the parents. 10 members participated. The school was provided with a pucca fencing.

6. Raising School Garden:

The school children and the parents participated in this programme. The parents donated the seeds to the school garden. The vegetables were used for the school midday meals programme.

7. Nutrition and Health Education:

The Nutrition and Health education knowledge test was given to the children before and after the nutrition and health education programme. The knowledge test regarding the health was conducted. For this, the investigator and the teacher divided the children class-wise.

The following table shows the improvement in their knowledge relating to Health and nutrition.

TABLE 9

ASSESSMENT OF KNOWLEDGE OF THE SCHOOL CHILDREN IN NUTRITION AND HEALTH

S.No.	Questions	Percentage of children giving correct answer	
		Before education	After education
I. For Classes I and II			
1.	Do you have the habit of thumb sucking?	89	100
2.	Do you have the habit of nail biting?	64	82
3.	Do you wash your hands before eating?	82	100
4.	Do you wash your plates before eating?	56	100
5.	Do you take bath daily?	45	98
6.	Do you change your dresses daily?	35	84
7.	Do you clean your teeth daily?	66	100
8.	What is the fruit good for eyesight? (Pappaya)	12	64
9.	Why do you take bath daily?	46	80
10.	Are you having the habit of eating the eatables, kept in the open?	26	65
II. For Class III			
1.	What is the advantage of drinking water after boiling?	32	84
2.	Is a milk a whole-some food? If so, why?	11	44
3.	What are the advantages of eating greens?	12	62

Contd....

S.No.	Questions	Percentage of children giving correct answer	
		Before education	After education
4.	What are the nutritious food for improving vision?	15	78
5.	What are the benefits of doing gardening work?	50	85
6.	What is the vitamin required for the development of the bones?	5	28
7.	What are the vitamins known to you?	32	84
8.	Why should the eating places be kept clean?	6	80
III. For classes IV and V			
1.	Is it advantageous to have the cowshed near the dwelling or away from dwelling?	42	85
2.	What are the harmful effects of not keeping the drainage clean?	11	82
3.	What are the advantages of vaccination?	31	80
4.	Which is the bacteria spreading malaria?	24	90
5.	Why should the skin be kept clean?	37	95
6.	Which is the vitamin available in sunlight?	35	92
7.	Why should be fruits purchased from outside be cleaned before eating?	42	95
8.	What is the vitamin available in Tomato? Why should we take it in plenty?	10	98
9.	How to eradicate the mosquitoes from the surroundings?	17	80

It is clear from the above table that children gained more knowledge about Health and Nutrition. ^{through} nutrition and health education provided to them by the teacher who was oriented by the investigator.

8. Vaccination:

The school teacher made all the arrangements for this programme.

Vaccination was given to 132 children in the school.

9. Clinical Examination to the School Children:

Assessment of personal hygiene was done for the children by the school health visitor from the Perianaickampalayan panchayat union. The questionnaire which was used for the clinical assessment was administered for evaluation also. After the clinical examination the health education was given to the children, then the evaluation was conducted.

The infection Dite was given to 106 school children by the school health visitor. She also gave asprine and cotton to the children through the school teacher. The teacher participated in this activity very enthusiastically.

TABLE 10

CLINICAL EXAMINATION OF THE SCHOOL CHILDREN

S.No.	Health condition	Percentage of children having the diseases
1.	<u>Face</u>	
	a. Normal	99
	b. Moonface	1
2.	<u>Eye</u>	
	a. Normal	91
	b. Conjunctival serosis	-
	c. Bitot's spots	9
	d. Corneal xerosis	-
	e. Night blindness	-

Contd.....

S.No.	Health condition	Percentage of children having the diseases
3.	<u>Hair</u>	
	a. Normal	99
	b. Discoloured	1
	c. Properly combed	97
	d. Not well combed	9
4.	<u>Skin</u>	
	a. Normal	76
	b. Dry skin	24
5.	<u>Lips</u>	
	a. Normal	69
	b. Angular stomatitis	31
6.	<u>Tongue</u>	
	a. Normal	100
	b. Red	-
7.	<u>Teeth</u>	
	Normal	79
	Dental carries	21
8.	<u>Musculo skeletal system</u>	
	a. Normal	94
	b. Knock knees	4
	c. Bow legs	2
9.	<u>Others</u>	
	Anaemia	16
	Vitamin B deficiency	10

The above table shows the health condition of the students. Angular stomatitis was the main problem in the children. 31 per cent of them were affected by this problem. 21 per cent of the children were affected by dental carries. Anaemia, Vitamin B deficiency were also present among the children.

Only one child was affected by moco face. These above data explained about the malnutrition in the village. The treatments were made by the school health visitor and the injections, tablets were given to them. Now they are under the treatment of her.

10. Public Contributions:

Public was enthused to donate in the form of cash and materials to the school by one of the leaders. The water drums, plate and tumblers were given by 15 philanthropists of the village to the school, 15 members participated in this activity.

The village people under the dynamic leadership of an elderly man decided that the left over chunnam in their houses after white washing the walls of their houses, should be given to the school and the youths decided to give their labour for white washing free of cost. It is quite encouraging to note that the white washing of school walls was done by the villagers free of cost just before Pongal.

11. School Lunch Programme:

This programme was supervised by the village people once in a month. This was done by the school parents. By this, the relationship between the community and the school was strengthened.

b. Programmes related to the improvement of the community:

1. Health Education:

In this programme the village youths and people participated. 50 members of the village participated in this programme. The programme included Health Education, cleaning the street, proper drainage good food habits and prevention

of disease. As a follow up of this activity, the youth members took turns to look after the cleanliness of the village every day. This programme was carried out under the leadership of a village local leader. He was very much interested in this work.

2. Health and Sanitation Drive:

The youth members launched a Health and Sanitation Drive based on the findings of the survey conducted earlier. Through individual contact, group discussions and meetings, emphasis was stressed on health aspects and keeping the house and its surroundings neat and clean along with personal hygiene. Charts, posters and films were also shown. The youth members divided themselves into groups of two and appraised the villagers for keeping neat and clean through home visits. It was an intensive drive lasting for a month. The same criteria sheet to evaluate Health and Sanitary Condition was used after the drive. The following table reveals the health and sanitary condition before and after the drive based on the criteria sheet observation.

14 youth members participated in this programme. The survey was done by them before and after the project.

TABLE 11

CRITERIA SHEET TO STUDY THE HEALTH AND SANITARY CONDITION

S.No.	Items	Before the drive in percentage	After the Drive in percentage
1.	Keeping the surroundings clean	42	91
2.	Cleaning the street	62	88
3.	Utilising the drainage water for kitchen garden	38	92
4.	White washing the wall of the houses	70	98
5.	Keeping cattle shed neat	43	85
6.	Taking bath daily	30	65

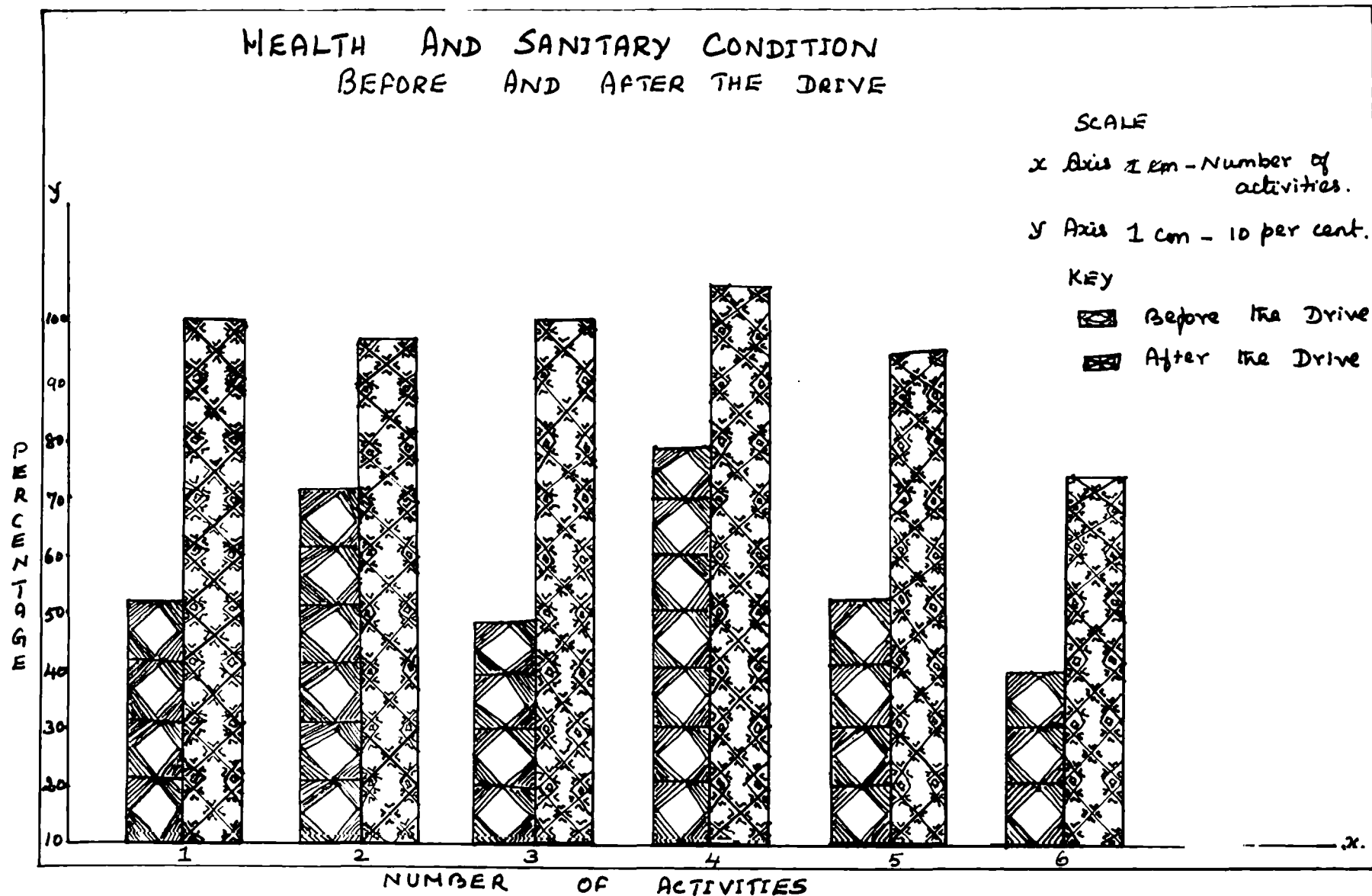
It could be seen from the above table that the Health and sanitation drive had positive impact on the people. [Figure - 12]

3. Vaccination:

The headmaster made all the arrangements for this programme. He convinced the people and made them voluntarily to come forward for vaccination. The vaccination was given to (320 men, 196 women and 132 children).

4. Supplying Milk, freely to the low economic group children.

The milk was supplied daily to the children (below 2 years) who belonged to the low income group. This work was done by the village panchayat. 40 children benefited from this programme.



1. Keeping the surrounding clean.
 4. White washing the walls of the houses.

FIGURE -12

2. Cleaning the street
 5. Keeping the cattle shed clean.

3. Utilising the drainage water for kitchen garden.
 6. Taking bath daily.

S. S. S.

5. Exhibition:

The exhibition was more effective and it was understood by all the people. Eight youth members participated in arranging and explaining the exhibits to the public. The exhibition put up in the school was of two days duration. All the village people, men, women and children visited the exhibition and they learnt many things about nutrition, health and savings.

6. Film shows:

Most of the villagers saw the films screened and they participated actively in the discussion meetings arranged immediately after the screening is over. Some of them clarified their doubts by raising questions. All the people wanted such film shows screened regularly in the village.

7. Cultural programmes:

The different items in the cultural programme were, kummi, dance, villu patu, drama and songs which were arranged by the youth members, giving emphasis on the value of education, health aspects, cleanliness, nutrition, savings etc. (This programme was enjoyed by all the people).

8. Distribution of Food to Poor Children:

The non-school going poor children below five years were given noon meals daily in one of the houses in the village sponsored by the village people under the leadership of one of the village people. 50 children are fed in this programme.

9. Competitions:

18 women participated in cooking competitions and they were evaluated under the criteria like texture, colour, doneness, taste, flavour and neatness

of serving and prizes were awarded to three of them. The convener said that these programmes will henceforth be conducted regularly in the village.

There were many competitors in the running race and passing the ball for adults and tug-of-war for men and prizes were awarded to the winners. The village people wanted such competitions ^{to be} held regularly.

TABLE 12

PARTICIPATION OF THE LEADERS IN VARIOUS ACTIVITIES BEFORE AND AFTER THE PROJECT

S.No.	Activities	Percentage of leaders participated Before launching the project	After the comple- tion of the project
1.	Participation in meetings	22	70
2.	Initiating the activities	32	85
3.	Participation in improvement activities of the village	45	78
4.	Participation in improvemental activities of the school	38	66

The above table shows the extent of participation of the 14 persons having leadership potentialities before the action programme was started and after the completion of the different action programmes carried out utilising them as leaders. It is quite interesting to note that there is greater extent of participation from them as the action programmes developed. This is an indication of the fact that in addition to utilising their services as leaders for developmental activities, some of the qualities required for leadership were also inculcated in them through these action programmes. [Figure - 13]

PARTICIPATION OF THE LEADERS IN VARIOUS ACTIVITIES BEFORE AND AFTER THE PROJECT.

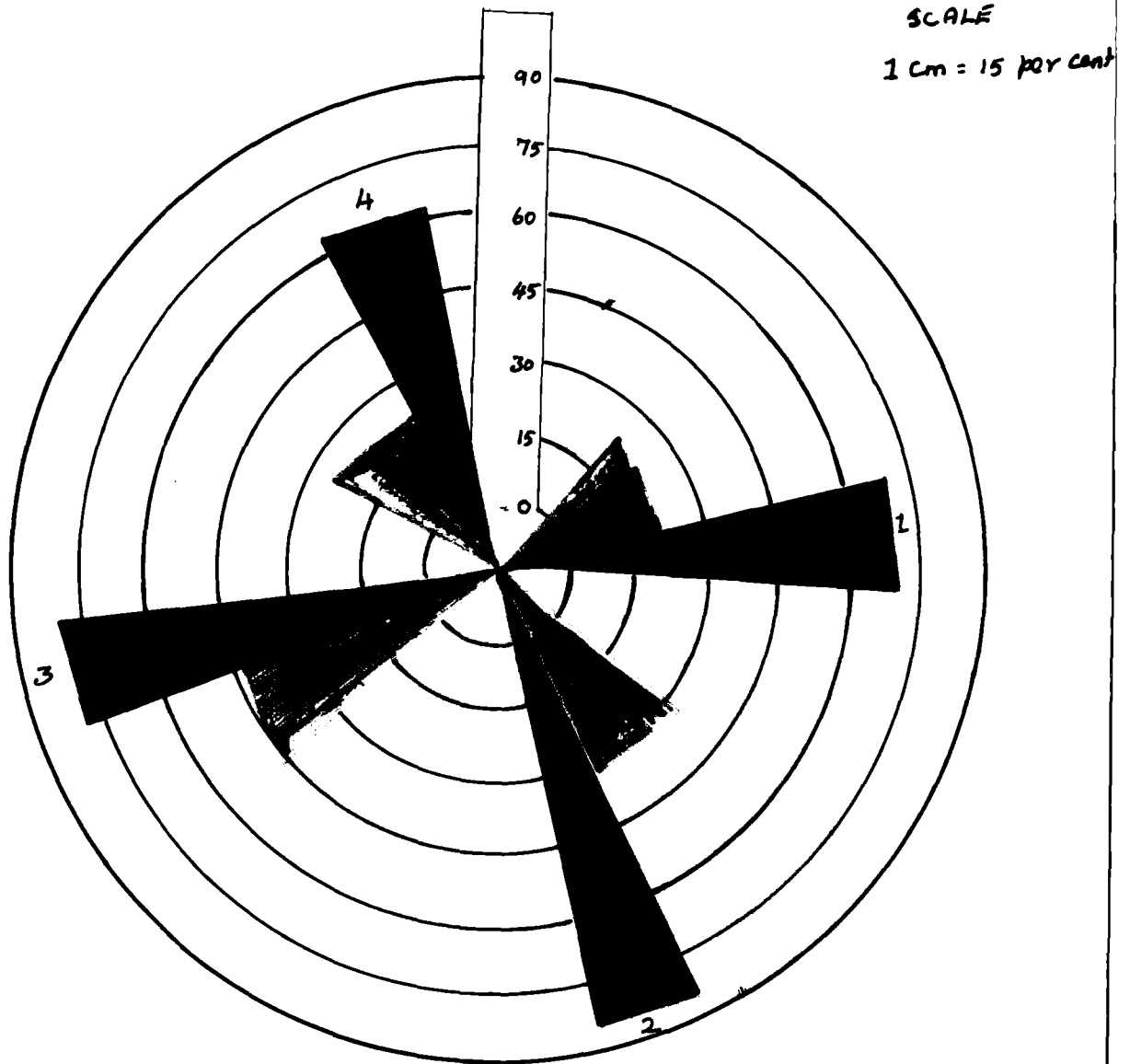


FIGURE - 13

- | | |
|--|--|
| <p>1. Participation in Meetings.</p> <p>3. Participation in improvement activities of the village.</p> | <p>2. Initiating the activities.</p> <p>4. Participation in improvement activities of the school</p> |
|--|--|

KEY



Before the Project



After the Project.

V. THE SUMMARY OF FINDINGS

Introduction

This chapter presents a summary of the findings of the study, 'utilising the local leadership for the improvement of the village Appanickerpālayam'. The project is an action oriented one. The action programmes were initiated by the leaders and hence there was full people's participation. The programmes were planned and executed based on the needs of the people.

The findings are classified under the following headings:

- a. Socio-economic survey
- b. Details about Panchayat
- c. Locating local leaders and orienting them to the programmes
- d. Different action programmes launched utilising the local leadership among women
- e. Different action programmes launched utilising the youth and men.

The Findings:

a. Socio-economic survey:

Appanickerpālayam, situated 20 kilometers from Coimbatore has 198 families with a population of 1031. Of them 391 are illiterates and 357 had high school education. 118 are unskilled workers and 80 were skilled workers. Majority of the families (85.8%) belonged to the monthly income group of Rs.500 and below.

b. Details about Panchayat:

Appanaickenpalayan Village is a hamlet of Tudiyalur Village Panchayat and three Panchayat members were staying in the Village.

c. Locating local leaders and orienting them to the Programme:

Through informal and formal discussions and interviews, 14 persons (eight men and six women) having leadership qualities were identified and were given orientation about the programmes by the investigator.

d. Different action programmes launched utilising the local leadership among women:

- i. A Mahalir Manram with forty one members was organised by a lady member of the village who became the convenor. The Mahalir Manram organised different programmes and met regularly every fortnight and 85 per cent of the members normally attended.
- ii. The convenor of Mahalir Manram conducted nutrition education classes with demonstrations and 22 women use the learnt recipes in their homes.
- iii. 35 members of Mahalir Manram attended the health education classes and participated in the discussions
- iv. The women were taught wire bag making and 38 women in the village make wire bags during the free time and sell them in the market.
- v. The convenor conducted child care classes and 18 women were benefited
- vi. Mahalir Manram organised storage and food preservation classes and 25 women of the village learnt how the food could be preserved.

- vii. A series of demonstration on labour saving devices was arranged and many of the households had switched to using hay box.
 - viii. Savings, budget making and account keeping were being practised by the women
 - ix. 92 houses had put up kitchen gardens and diverted the drainage water for constructive purposes which provided not only fresh vegetables but also nutritious ones
 - x. The people had become cautious in purchasing things from the shop as they have learnt to find out which are adulterated foods
 - xi. Field trips organised by the local leaders were both educational as well as recreational.
- e. Different action programmes launched utilising the local youth and men:
- a. Programmes related to the improvement of the school:
 - i. The youth members convinced the village people about education and enrolled all the school going age children of the village into the school
 - ii. The youth members provided physical exercise training to the school children
 - iii. A smokeless chula was constructed by select band of village people and the villagers had also decided to have the chula in their homes.
 - iv. The Parents and the youth members levelled the school ground making it fit as a playground. Play articles had been donated by the village people.

- v. A barbed wire fencing and a gate were put up in the school compound
- vi. The parents distributed seeds and the school children involved themselves in raising a school garden and the vegetables were used for school midday meal programme
- vii. The school children were given nutrition and health education
- viii. All the children were persuaded to take vaccination and clinical examination
- ix. The village people had donated drums, plates and tumblers to the school for being used for midday meal programme. White washing of the walls of the school during pongal was done by the villagers.
- x. The midday meals programme in the school was carried out in collaboration with the village people.

b. Programmes related to the improvement of the community:

- i. A health campaign was organised by the youth members and villagers, which included health education, clearing the drainage, proper drainage, good food habits and prevention of disease
- ii. A health and sanitation drive lasting for a month was launched by the youth members and good habits on personal cleanliness and sanitation were inculcated.
- iii. All the village people were persuaded to take vaccination.

- iv. Milk is being daily supplied free of cost to the children below 2 years who belonged to the low income group. This is a unique programme in Coimbatore district.
- v. Film shows were regularly arranged and the village people actively participated in the follow up discussions
- vi. Cultural programmes which included kummi, drama, villupattu, dance and songs were arranged by the youth members giving emphasis on the value of education, health aspects, cleanliness, nutrition, savings, etc.
- vii. 50 poor children below five years were given noon meals daily in one of the houses in the village
- viii. Competitions for women, men and children were organised by the local people and many participated and the winners were given prizes.

Recommendations:

There are many persons (called opinion leaders, whose advice is sought and whose statements about matters are listened to) possessing leadership qualities in the rural areas and by organising festivals, melas, sports day etc. opportunities may be given to these persons to exhibit their latent talents in their roles in the successful conduct of the programmes. These persons may be located by the Organisations and Government and they may be given leadership training by calling them together through camps and the government can utilise them for implementing the programmes for the welfare of the society. Thus, the leaders can act as a link between Government and village people.

Conclusion:

Democracy and democratic institutions with local leadership should come up and people's involvement become a reality. There is today within India altogether an understanding of the social fact that village people have, through their different groupings of the people, leaders of their own. Many of these people may not be called leaders by others or by themselves, but they are silently trusted. They are the persons, living in the villages by the hundreds of thousands, who can lead millions of villagers to more effective and more purposeful activities, better than can any other equal number of persons in the nation. If and when these leaders are identified, utilised and developed it will need to be kept in mind that they are leaders of local groups of people who could inspire and lead people in the developmental activities.

As the village leaders are discovered, trained and assisted in helping the people, who look to them for leadership, succeed in mobilising the villagers for effective and sustained village development, then the community programme can be said to be approaching achievement of the goals.

BIBLIOGRAPHY

- Adleshiah, M.
1962
- Adult Education
1953
- Airan, J.W.
1969
- Batten, T.R.
1962
- Bradfield, D.J.
1966
- Browne, G.C., and
Cohn, S.
1959
- Chinnaiyan, R.
1970
- Chatterjee, S.K.
1965
- Datt, R., and
Sundharam, K.P.M.
1975
- Devadas, R.P.
1968
- Dhama, O.P.
1968
- Directorate of
Extension
1961
- Encyclopedia,
1968
- How to develop better leaders, Association
Press, New York, p.41.
- "Training Group Leaders", Association of the
U.S.A., 743 North Wabash Avenue, Chicago-11,
Illinois, p.3.
- The Nature of Leadership, A Practical Approach,
Lalvant, Publishing House, Bombay, pp.1, 2 and 4.
- Training for Community Development, A critical
study of Method, Oxford University Press,
London, p.30.
- Guide to Extension Training, F.A.O. of the
United Nations, Rome, p.121.
- The study of leadership, The Interstate Printers
and Publishers, Inc. Cover page.
- A Study of emerging pattern of leadership in
Agricultural credit Co-operatives in Anthiyur
Block Coimbatore District - Tamil Nadu, Sri
Ramakrishna Mission Vidyalaya Press,
Coimbatore, pp.5 and 6.
- "Village Leadership", Kurukshetra, Vol.13,
No.11, August, pp.24-26.
- Indian Economy, S.Chand and Co (Pvt) Ltd,
Ram Nagar, New Delhi, pp.394 and 395.
- Home Science in Rural Development, Directorate
of Extension, Ministry of Food and Agriculture,
Government of India, p.390.
- Extension and Rural Welfare, Ram Prasad and
Sons, Agra-3, pp.37-40.
- Extension Education in Community Development,
Ministry of Food and Agriculture, Government
of India, New Delhi, pp.336-339.
- Jeres to libe, 13, Encyclopaedia Britannica
Ltd., Chicago, London, pp.824 and 825.

- Ferver, J.
1974
Adult Leadership, Vol.23, No.4, October,
pp.116-118.
- Garg, T.S.
1960
Agricultural Extension, Gaya Prasad and Sons,
Agra, p.214.
- Ghosh, B.M.
1967
"Leadership Pattern - A Study in Urban Community"
Swasth Hind, Vol.XI, No.10, p.283.
- Henry,
1960
Quoted in "Leadership and Political Institution
in India", Oxford University Press, p.521.
- Koch, H.
1974
"Voluntary Leadership" - Today it is really
different"-Adult Leadership, Vol.22, No.8, p.230.
- Krishnaswami, O.
1970
A Study of pattern of Leadership in village
co-operatives and Panchayats, Sri Ramakrishna
Mission Vidyalaya Press, Coimbatore, pp.41-45.
- Kuppuswamy, B.
1974
Elements of Social Psychology, Vikas Publishing
House Pvt. Ltd., Delhi, p.102.
- Lingford, J.
1961
Leadership, Agricultural Extension Service
University of Tennessee Knoxville, Special
circular 391, November, 1.
- Mannam, M.A.
1972
Rural Leadership and its Emerging Pattern in
Bangladesh, Comilla, pp.201 and 202.
- Mildred, B.
1950
Surveys, Polls and samples, Harper and Brothers,
Newyork, pp.35-41.
- Park,
1960
Leadership and political Institutions in India,
Oxford University Press, pp.3 and 358.
- Pareek, V.
1961
Quoted in "Elements of Social Psychology",
Vikas Publishing House Pvt.Ltd, Delhi, p.112.
- Paul, M.
1970
"Emerging Leadership structure in a village
community", Indian Journal of Extension
Education, Vol.VI, No.1 and 2, pp.79 and 85.
- Punit, A.E.
1973
Leadership Dimensions in Rural India,
Karnataka University, Dharwar, pp.215 and 216.
- Rambhai, B.
1959
The Silent Revolution, Jivan Pralakashan
(Regd.) Educational Publishers, Delhi, p.55.

- Savhla, A.H.
1965
Extension in Rural Communities, Oxford University Press, New York, pp.83 and 84.
- Schmidt,
1960
Quoted in "Leadership and Political Institution in India"-Oxford University Press, pp.413-426.
- Singh, S.N.
1968
"Perception of Leadership behaviour", Indian Journal of Extension Education, Vol.IV, No.309, pp.66 and 67.
- Reddy, S.K.
1972
"Performance of Leadership Roles", Indian Journal of Extension Education, Vol.VIII, No.1 and 2, pp.7 and 8.
- Singh, H.
1968
"Bases of Village Leadership", Khadi Gramodyog Bombay, Khadi and Village Industries Commission, Vol.XIV, No.7, p.598.
- Vasudevan, S.
1964
"Community Development in Rural Areas", Social Welfare, Vol.XIV, No.3, p.27.
- Venkatasubbiah, H.
1958
Indian Economy since Independence, Asia Publishing House, Bombay, p.234.
- Vidyarthi, L.P.
1967
Leadership in India, Asia Publishing House, Bombay, pp.297-300.
- Weber, G.A. and
Weber, M.E.
1955
Fundamentals of Educational Leadership, McGraw Hill Book Company, Inc. New York, pp.3, 5 and 8.
- Webster,
1960
Quoted in "Leadership and Political Institution in India", Oxford University Press, p.3.

APPENDICES

APPENDIX - I

A QUESTIONNAIRE TO BE ADMINISTERED TO THE LOCAL PEOPLE TO
GET THE SOCIO ECONOMIC STATUS OF THE VILLAGE

Name of the Investigator: _____ Date: _____
 Name of the Interviewee _____ Religion: _____
 Name of the village: _____ Caste: _____
 Address: _____ Mother tongue: _____
 Type of the family: Joint Nuclear

I Family Background

S.No.	Name of the family members	Relation to the head of the family	Age	Sex	Education Literate	Occupation Status	Income/

II Details about the Panchayat.

1. Name of the President _____

a. Is he staying there? Yes No

b. Is there any Panchayat member in your village?

Yes No

If yes, give the names.

2. What are the improvements you require to be effected by Panchayat?

III. Facilities in the locality.

S.No.	Facilities	Awareness		Adequacy		Reason	Suggestion to improve
		Yes	No	Yes	No		
1	Balwadi						
2	Co-operative						
3	Water						
4	School						
5	Road						
6	Transport						
7	Medical						
8	Library						
9	Recreation						
10	Electricity						

IV. Details about the Mahalir Manram:

1. Is there a Mahalir Manram in your village?

Yes

No

2. a. If no, do you want to join in the Mahalir Manram?

Yes

No

Reason

c. If Mahalir Manram is not there, would you like to Mahalir Manram?

Yes No

d. If yes, would you like to become a member of it?

Yes No

e. Can you come regularly?

Yes No

VI. Details about the future activities.

S.No.	Activities	Contribution by you	Reason
1.	Health and sanitation		
2.	School enrolment		
3.	Nutrition and Childcare		
4.	Leisure time activities		
5.	Subsidiary occupation		

APPENDIX II

INTERVIEW SCHEDULE FOR LOCATING PERSONS POSSESSING
LEADERSHIP QUALITIES

1. Name of the investigator:

Date:

2. Name of the interviewee:

3. Do you consult anybody regarding your family matter?

Yes No

If yes, with whom?

4. Do you consult anybody regarding your professional matter?

Yes No

5. Do you ask the same person for all matters or specific person
for specific matters?

Reason

6. On what basis you select your leader?

Religion Caste Political

Age Rich Helping mind Others

7. What are the qualities possessed by your leader?

1.

2.

3.

APPENDIX III

CHECK LIST TO ASSESS THE LEADERSHIP POTENTIALITIES IN THE VILLAGE 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. Are you prepared to accept the short comings in activity and rectify the errors?

Yes No

5. Would you value the customs of the society?

Yes No

6. Do you have the ability to motivate people to work?

Yes No

7. Are you interested to find out the problems of the people?

Yes No

8. Are you able to adjust to different situations?

Yes No

9. Would you like to share the problems of others?

Yes No

10. Would you like to establish contact with other local leaders?

Yes No

11. Are you able to express your ideas to others?

Yes No

12. Would you be steadfast till the completion of an activity?

Yes No

13. Are you confident in doing a task?

Yes No

14. Would you like to set a good example to others?

Yes No

15. Would you like to move with others closely and make friends?

Yes No

16. Are you able to manage within limited resources?

Yes No

17. Would you value the suggestions of others?

Yes No

18. Would you like to preplan any activity?

Yes No

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

Yes No

20. Are you willing to spare time for others ?

Yes No

21. Do other people show interest towards you?

Yes No

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

Yes No

23. Are you willing to participate in other activity?

Yes No

24. Are you punctual in your habits?

Yes No

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

Yes No

APPENDIX- IV

ASSESSMENT OF THE KNOWLEDGE OF THE SCHOOL CHILDREN
ON NUTRITION AND HEALTH

S.No.	Questions	Percentage of children giving correct answer	
		Before Education	After Education

I For classes I and II

1. Do you have the habit of thumb sucking?
2. Do you have the habit of nail biting?
3. Do you wash your hands before eating?
4. Do you wash your plates before eating?
5. Do you take bath daily?
6. Do you change your dresses daily?
7. Do you clean your teeth daily?
8. What is the fruit good for eyesight?
9. Why do you take bath daily?
10. Are you having the habit of eating the eatables, kept in the open?

Cont

S.No.	Questions	Percentage of children giving correct answer	
		Before Education	After Education

II For Class III:

1. What is the advantage of drinking water after boiling?
2. Is a milk a whole-some food?
3. What are the advantages of eating greens?
4. What are the nutritious food for improving vision?
5. What are the benefits of doing gardening work?
6. What is the vitamins required for the development of the bones?
7. What are the vitamins known to you?
8. Why should the eating places be kept clean?

Cont.....

S.No.	Questions	Percentage of children giving correct answer	
		Before Education	After Education

III For classes IV and V

1. Is it advantageous to have the cow shed near the dwelling or away from dwelling?
2. What are the harmful effects of not keeping the drainage clean?
3. What are the advantages of vaccination?
4. Which is the bacteria spreading Malaria?
5. Why should the skin be kept clean?
6. Which is the vitamin available in sunlight?
7. Why should the fruits purchased from outside be cleaned before eating?
8. What is the vitamins available in Tomato?
Why should we take it in plenty?
9. How to eradicate the mosquitos from the surroundings?