

# LEISURE TIME ACTIVITIES OF THE RURAL YOUTH – CRITICAL ANALYSIS



ESTABLISHED BY PARLIAMENT BY NOTIFICATION NO. 225 OF 1916

THESIS SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF

**Doctor of Philosophy**

in

**Extension Education**

Supervisor

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Submitted by

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I.D. No. PX-0836

2014

Enrolment No. 309413

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## ACKNOWLEDGEMENT

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*I bow my head with great reverence in the pious feet of Mahamana Pandit Madan Mohan Malaviya, a man of great vision and founder of the Banaras Hindu University, Varanasi, India, whose everlasting euphoria and desire was to serve the mankind.*

*My indescribable indebtedness begins with the obeisance to the presiding deity of the city Lord Shiva and Bala Ji.*

*I have no word to express my gratitude to my supervisor Dr. B. Jirli, Associate Professor, Department of Extension Education, Institute of Agricultural Sciences, Banaras Hindu University, Varanasi for his inspiring and ingenious guidance, incisive and articulate criticism, cordial discussion, valuable suggestions, everlasting zeal and constant encouragement which assisted me to overcome every problem that came in my way during the period of this investigation and preparation of this manuscript. I shall always remain deeply indebted to him for his affectionate glances and generosity bestowed on me.*

*I feel immense gratefulness to express my heartfelt gratitude for the members of my advisory committee, Prof. A.K. Singh, Department of Extension Education, Late Prof. D.K. Sujan, Department of Extension Education, Dr. P. S. Badal, Department of Agricultural Economics, Dr. Anand Kumar Singh, Department of Horticulture, Institute of Agriculture Sciences, Banaras Hindu University, Varanasi for their judicious, soft spoken, impeccable, benevolent guidance, valuable suggestions and special efforts during the course of this investigation.*

*I express my sincere and heartfelt thanks to my respected teachers Prof. Dipak De, Dr. Kalayan Ghadei, Assistant Professor and Dr. O.P. Mishra, Associate Professor of the Department of Extension Education for their guidance and help to me during my study period.*

*I also express my thanks to Shri Bipram Chaurasiya, Shri H.S. Mishra Shri Rambriksh, Shri Anup Kumar, and Shri Mahendra, staff members of my department for extending their help to me during study period.*

*My special thanks are to Mr. Anil Kumar Pant, Reseach Scholar, Department of Farm Engineering, Pankaj Kumar Ray, Ashok Kumar Gautam, Sundervadui, Research Scholar, Department of Extension Education and my seniors Dr. Manveer Singh, (BSA), Dr. S. Rajendiran (Soil Scientist) Dr. Ram Jiyawan (MI) and Priyanka for their utmost co-operation and guiding me in result and discussion and also preparation of the manuscript.*

*All the words in the lexicon will be futile and meaningless if I fail to express my reverence to my **Late Nana Ji Shri Saryu Prasad** for his love, affection, valuable thoughts and lessons that guided me even in their absence.*

*I am over whelmed with rejoice to avail this rare opportunity to evince my profound sense of veneration and gratitude to my beloved **Grand Father, Grand Mother , Nani Ji, Shri Babu Ram Baba Pita ji, Amma ji, Mausi ji, Mausaji and brother Shri Sanjay Kumar , Bhabhi, Smt. Alka, Sister Manju Lata, Bhatiji Manali, Uncle Dr. Sunil Kumar Verma , Vijay Kumar , Sukesh Chandra, Munna, Hari Prasad , Shiv Kishor , Raj Kishor, maternal uncle Shri Girish Pal, Awdhesh, Arvind, Chandra Kumar and Dharmeshwar , elder brother Sawan Kumar, Vikas, Vishal, Kuldeep, Rahul, Ravi, Ankit, Vivek and Piyush, Sharvesh, Sushil, Anup, and elder sister Kanchan Lata, Kajal, Komal, Muskan, Anju, Sanju, Soni, Anjali, Ruby and Sudha** for their consistent inspiration and encouragement during the entire course of investigation.*

*I feel great contentment to express my gratitude and affection to my friends **Pramod Kumar, Jitendra Kumar, Nirupam Biswas, Sunil, Surendra, Dheeraj Mishra, Arun Kumar, Anurag Bhargav, Pradeep Kumar, Sunil, Chote Bhaiya, Ashok Kumar Rai, Pradeep Kumar, Arun Kumar, Chetan Panwar, Jitendra Kumar, Sravan Taminana, Naresh Chand, Ashok Kumar Yadav, T. P. Singh, Awadh Bihari Rai, Sanjay Kumar Maurya and Amit Kumar** for their vital support and sparing their valuable time to compile and complete my research document.*

*I am getting short of words to express my regards to my seniors **Dr B.K, Mondal, Dr. S.K, Painkra, and Dr. C.M Dev** for their co-operation and help.*

*I extend my sincere thanks from the core of my heart to sweet baby **Shreya Singh, Ms. Archana Singh and Mr. Ashok Kumar, Sundarvadui** for their esteemed co-operation and sincere attention during the reading and writing of this manuscript.*

**Date:** December 2014

**Place:** Varanasi

**(Pushpendra Kumar)**



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# PREFACE

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Since this thesis is written as the final thesis for doctoral degree in Extension Education and primarily aimed to understand leisure time activities of the rural youth: critical analysis The findings of the present study hold a great potential in the youth it may utilized their leisure time in planning and dissemination among rural families.

The work described in this thesis was conducted in Behadar Block of Hardoi District (U.P.) under the Supervision of Dr. B. Jirli, Associate Professor, Department of Extension Education, Institute of Agricultural Sciences, Banaras Hindu University Varanasi. The work has been discussed under following chapters.

*Chapter I* the introduction part which provides much of the general background and an overview of rural youth. Although we know the potential of rural youth we have not given due importance to rural information services..

*Chapter II* the theoretical frame work of the study. An attempt has been made to narrate the basic concepts of the various independent and dependent variables.

*Chapter III* the review of literature deals with the findings of research related work done by scientists from time to time in the past.

*Chapter IV* the thesis highlights the situation and facilities in which the study was conducted. about the situation and environment of the selected study area.

*Chapter V* the research methodology deals with the methodology and systematic procedure adopted for carrying out the research work.

*Chapter VI* the result and discussion deals with the results of this research work. The findings have been discussed with appropriate reasons and support.

*Chapter VII* the summary and conclusion gives brief description of the results of the investigation and the conclusion drawn from this investigation.

Bibliography deals with citation which has been consulted during the course of investigation.

This is a small contribution in the field of extension education. Hope, extension education professionals will like it.

## INTRODUCTION

---

India is one of the oldest civilizations in the world a kaleidoscopic variety and rich cultural heritage. It has received all-around socio-economic progress during the last 67 years of the Independence. India has become self sufficient in Agricultural production, Industrial production and first place in service production behind this situation the youth play very significant role. The Youth of India representing a third of our population constitute a vital and vibrant human resource. It is, therefore, necessary not only to make this vibrant and strong resource of the country beneficiaries of but also valuable partners in the process of our planning and development. In order that young men and women are able to contribute toward national development in a significant way, it is important that they should be able to effectively participate in the process of decision-making. (Source: National Youth Policy 1988).

Article 326 of the Constitution of India provides that election shall be on the basis of adult suffrage i.e.; every person who is a citizen of India and who is not less than 21 years of age shall be entitled to vote at the election provided of the constitution or of any law made by the appropriate legislature on the ground of non residence, unsoundness of mind, crime, or corrupt or illegal practice. The voting age has been lowered from 21 to 18 year by the constitution (61<sup>st</sup> Amendment) Act 1989. (Basu, 1995).

India is largely an agricultural country and so most of our young people live in villages and they are partially engaged in agricultural activities. Hence needs of rural youth are particularly taken care of. Rapid urbanization is leading to migration of youth to urban centers and the rural youth who migrate to cities in search of education and employment are sometimes unable to the situation leading to psychological adjustments and risky behavior. Special efforts are made to help this group of young people. Similarly special programmes have been designed for youth with disabilities,

other marginalized youth, including socially and economically backward sections. It is necessary to engage the youth for productive activities.

Youth is the spring of Life. It is the age of discovery and dreams. India is of largest youth population in the world today. The entire world is eyeing India as a source of technical manpower. They are looking at our youth as a source of talents at low costs for their future super profits. If Indian youth make up their mind and work in close unity with working class people, they can hold the political power in their hands. Indian youth has the power to make our country from developing nation to a developed nation. The youth hopes for a world free of poverty, unemployment, inequality and exploitation of man by man. A world free of discrimination on the grounds of race, colour, language and gender. A world full of creative challenges and opportunities to conquer them. But let us convert these hopes in reality.

The New National Youth Policy recognizes four thrust areas namely, Youth Empowerment, Gender Justice, a Multi Sectoral Approach and emphasis on Information and Research Networks. It has identified the key areas of youth concern like, education, training and employment, health, environment, recreation and sports, art and culture, civics and citizenship, science and technology so that attention could be focused on these areas. The New Youth Policy also endeavors to attach priority to the needs of underprivileged and marginalized youth.

Leisure time is not simply time not spent at work, personal care; housework, shopping, child care, and sleeping are all essential commitment of time which most people would not regard as leisure. Leisure time and activity generally involve:

- Time free of practical commitment such as work and study.
- Activities, which are self-imposed and freely chosen.
- Activities, which the individual considers to be personally enjoyable.

The distinction between “work time”, “committed time” and “leisure time” is some time difficult to make and some activities are not easy to separate. For example, cooking for a family every day may be seen as a real work chore, by a housewife but

it might be seen as an enjoyable leisure pastime by those, who are not compelled to do it every day. The same activity may be work for one person and yet not work for another. (Dumazedier, 1960).

Leisure means activities which are not related to their regular, routine work, but which give them the maximum amount of personal pleasure.

In Indian situations the leisure time refers such as the middle classes goes to the cinema or increasingly watches television. During school holidays families may visit relatives or go briefly to hill resorts where it is cooler. In rural areas, a slack time in the agricultural cycle allows families to go on pilgrimage or attend weddings, which include much feasting. India has many religious festivals, which provide occasions for even more feasting and conversation, perhaps accompanied by music or dance or folk theatre performance.

Time, is an intangible resource to live and to perform various tasks such as rest leisure and various other miscellaneous activities. The time allocation on various activities in each home reflects their interests and personal need of the family.

Time is an important resource available to all in equal amount i.e. ever one has 24 hours. Time being a limited resource one should realize and recognize the importance of it. Youth who are gainfully employed live a many sided life in and out of the home and plays a dual role i.e. working in and outside the home. As a result youth's daily schedule becomes tight and there is greatest demand on youth's time.

The men take part in all agricultural activities, while youth apart from being busy with their household routine also contribute to the field work by doing light works at fields like weeding, hoeing, irrigation, fertilizer application, chemical spraying for insect-pest, disease and weed control on the field, etc. They also take care of the cattle at home. (Kumari 2007)

Science and technology has accelerated the speed of human life. The efforts of keep pace with the fast life are causing mental and physical tension. Diversion and relaxation is needed for the revival of spirit and enthusiasm. Leisure is an unimposed

free time, after the practical necessities of life have been attended to. It is the time spent in activities chosen by the individuals rewarding for own sake (Rice et al., 1967).

In case of daily routine is not fixed agricultural operations are being taken up according to the seasons and the requirements of the crops grown by them. It has been reported that the rural youth has the considerable amount of leisure hour which are not utilized in constructive and productive activities as there is limited opportunities of employment, economic activity and the recreational activity as well as no guidance for utilizing the leisure hours or constructive activities.

The present study had been planned to find out the communication behavior, range, magnitude and on efforts to formulate strategy for judicious utilization of leisure hours in productive and creative activities.

### **Statement of Problem**

Economic incentives, Social and Political exclusion, unemployment, dissatisfaction with public services and break down of traditional family and social networks are among the factors pushing youth in to the combatant role. Youth have vast energy that can be used National reconstruction due to lack of awareness of opportunity they could not success in the life. Some of the youths have more leisure time which they don't use properly. Their leisure time is usually spoiled for different unwanted, unproductive, unlawful activities. In this context the study is an attempt to discovers document and report the document and report the leisure time activities of the rural youth. The finding may be used by different Government and Nongovernmental programmes to bring the youth to main stream of social life and make them use in National development. In the rural areas have no any Institutions or agencies that are provided the jobs or part time jobs of rural youth, only few progamme like MGNREGA etc. in this regard more than youth diverted in to different ill in the society. Now in this time what they do in the free time? Different unproductive, useless unpeaceful and so many evils have been developed to given opportunity about.

1. What they think about leisure time?
2. What they do?
3. What they want to do?
4. What is their daily routine?
5. What is range magnitude of leisure hours available with them?
6. What facility available them?
7. What is their interest pattern?

Therefore to get the answers of above question present study is planned entitled “Leisure time activities of rural youth-critical analysis” of the rural families of Behander block of Hardoi district of Uttar Pradesh. This will help in the process of rural development with the following objectives.

### **Objectives of the Study**

The present study was undertaken with following specific objectives:

1. To study the personal and socio-economic characteristics of the rural youth (Respondents)
2. To study the daily routine of the respondents.
3. To find out the range, magnitude and utilization pattern of the leisure time available with respondents.
4. To find out the interest pattern of the respondents.
5. To study the association of independent variables with dependents variables of respondents.
6. To formulate strategy for the effective utilization of available resources and leisure hours of the respondents.

### **Significance of the Study**

The importance of leisure-time activities in the psychological, cognitive and physical development of young people is recognized in all societies. Leisure-time activities include games, sports, cultural events, entertainment and community service. Appropriate leisure programmes for youth are elements of any measure aimed at fighting social ills such as drug abuse, juvenile delinquency and other deviant behaviour. While leisure programmes can contribute greatly to the development of the physical, intellectual and emotional potential of young people, they should be designed with due care and concern so that they are not used as a means for excluding youth from participating in other aspects of social life or for indoctrinating them. Leisure-time activity programmes should be made freely available to young people (A/RES/50/81) (1995). Kulkarni and Murali (1991) concluded that the rural housemakers spent more time on work related activities of household and farm and less time on leisure time activities.

In view of the above, the present study had been planned to find out the communication behavior, range, magnitude and on efforts to formulate strategy for judicious utilization of leisure hours in productive and creative activities.

### **Limitations of the Study**

The study suffers from the following limitations:

1. The present study has the usual limitation of time and resources to be encountered by student researcher.
2. The items included in the study for detailed investigation are also limited since it is not possible to cover all the areas in a short time.
3. The findings of the study can be generalized to the area of the study and other areas where identical social, cultural, agricultural practices, animal rearing and economic systems exist.
4. Since the respondents generally do not keep any records of household activities, the respondent will be based on their recall basis.

5. The data will be based on expressed responses which might not be completely free from their individual biases and prejudices.

In spite of above limitations, thoughtful attempts will be made to make the study as objective and systematic as possible.

### **Organization of Thesis**

The present dissertation entitled “Leisure Time Activities of the Rural Youth-critical analysis” is presented seven chapters, the first being the introduction. The second chapter deals with the theoretical orientation on leisure and interest of rural youth and the selected independent variables. The chapter third presents the review of literature which provides the ready references of past script which were collected from various sources. The chapter fourth discusses the description of tract of study which provides the glimpses of locale in which the study was carried out. The fifth chapter concerns the setting of the areas, the methodology and procedure used for the measurement of variables, techniques of data collection, sampling and statistical analysis. Sixth chapters deals with the result and discussion regarding personal and socio-economic characteristics, communication behaviour, daily routine, range and magnitude and utilization pattern of leisure time, interest pattern, and association of independent variables to dependent variables of the respondents. The study has been concluded in the seventh chapter where a brief summary was given and conclusions and implications were drawn.



## THEORETICAL ORIENTATION

---

The objective of this chapter is to discuss the theoretical framework of the study. An attempt has been made to narrate the basic concepts of the various independent and dependent variables *viz.*, age, education, caste, family type, family size, leisure time activities, interest etc. in the following manner.

### Age

It refers to the manner of completed years of age as reported by the respondents as the time of interview. In the present study age has been conceptualized as measuring number of chronological age. Past researches have shown that age as a variable plays an important role in communication behavior, leisure time activities and interest pattern of rural youth. Therefore, it has been hypothesized that there is a relationship between age and communication behavior, leisure time and interest pattern of rural youth. The age in which a person is considered a "youth", and thus eligible for special treatment under the law and throughout society varies around the world.

- "Youth... those persons between the ages of 15 and 24 years." - United Nations General Assembly.
- "Youth ... comprises persons between the age of 15 and 24. It is used by ... the World Bank" – World Bank.
- The Commonwealth Youth Programme works with "young people (aged 15-29)."
- "A person... under 21 years of age." - National Highway Traffic Safety Administration
- "People between the ages of 14 and 21." - Wilson School District

- "Youth; an individual from 13 through 19 years of age." - Alternative Homes for Youth, Inc.
- "Youth is defined as any member of society between the ages of 15 and 34" - The Danish Youth Council.

All the above definition shows that the average age of the youth is between the 13-34 years but in my research the age group of respondents between the 15-24 years on the basis of United Nations General Assembly and World Bank.

In Indian context according to Ministry of Youth Affairs and Sports GOI. Has declared the age and programmes of the youth with the help of National Youth Policy. In the National Youth Policy 2003 youth was defined a person of age between 13-35 years but in the current policy documents the youth age-group is defined as 15-29 years with a view to have more focused as well as various policy interventions are concerned. (National Youth Policy-2014, GOI)

## **Education**

According to Dictionary 'education', means disciplines, development and training of mind, character and faculties, instruction and training of young, organized system of instruction as existing in a given state.

According to International Encyclopedia of the Social Sciences, education is an institutionalized form of socialization to adult rules.

There are two types of education, formal and informal education is well organized and characterized by informative action. The informal education is unorganized, indirect and characterized by personal appeal.

Education is the process of socialization, which begins informally at home and then formally in educational institutions. Education as an institution helps to develop knowledge, skill, attitude, and understanding of the people and strive to make them competent members of the society. Education has tremendous influence on the

behavior of individuals. Education widens the mental horizon of the people and makes them receptive to new ideas (Ray, 1991).

In modern society education is much more formal, systematically with dedication opens new vistas for a child irrespective of caste, creed or place. Thus, in the present study, education has been conceptualized and hypothesized that as a variable it plays an important role in communication behavior, leisure time and interest pattern of rural youth.

### **Caste**

The term derived from the Portuguese word *casta* (meaning lineage or race), although in India, the term *Varna* (meaning colour) is used to apply to caste. It is important for all youth who involve and spend the time in their paternal occupation.

Dahama (1976) defined “caste is a collection of families or a group of families bearing a common name, which usually denotes and is associated with a specific occupation, claiming common descent from a mythical ancestor, human or divine, professing to follow the same calling and regarded by those who are competent to give an opinion as forming a single homogeneous community”.

Mazumdar (1962) has pointed out, that in a country, moored in traditions and dominated by stereotypes, where people are bound to castes and not free to form groups, where individualism has not asserted itself, we cannot ignore institutional matrices and caste structure.

According to Trivedi and Pareek (1964), the caste of the family may be written down in the margin. The corresponding sub-item may then be checked.

The scheduled castes have the lowest social prestige. These would include castes like Bhangi, Chamar, Dom etc, in the north Indian villages.

The lower castes include those castes which have very low prestige, but are not included in the group of schedule castes. The examples of north Indian castes in this group would be Jhimar, Dhobi, Nai, and Badai.

The artisan castes are those that pursue some crafts as their main of livelihood, for example Lohar (blacksmith) Kumhar (potter), Darji (tailor), Sonar (goldsmith), Julaha (weaver) etc.

The agricultural castes include those that have farming as their main occupation. In case an agricultural caste is a dominant caste, it may not be included in this category. In some areas Jats may be included in this category, while in some other areas (as in Delhi villages) they are to be included in the category of the dominant caste.

The prestige castes are next in importance to the dominant caste. Brahmins in many areas (where they are not a dominant caste) would come in this category.

The last group is the dominant caste, the caste which dominates in a village. Jats in villages near Delhi, Rajputs in some villages of Uttar Pradesh and Bihar, Bhumihars in some part of Bihar are examples of dominant castes.

Caste is the social status or position of the respondent which is acquired by heredity. It was categorized into four categories General, OBC, SC, and ST as per Govt. of India norms. In the present research the categorization of respondents according to norms of GOI.

In the present study, caste has been conceptualized and hypothesized. Past researchers have shown that caste as a variable plays a vital role in communication behavior, leisure time and interest pattern of the rural youth.

### **Family Type**

It refers to the basic structure of the family. Generally, two types of family were characterized in India. They are nuclear family consisting husband, wife and

their unmarried children. On the other hand, joint family comprises more than two married couples and their children. The respondents were asked about type of family which they are residing in.

The family is an essential basic social institution providing for protection, upbringing and socialization of children. It provides the economic security, love and affection to the family members. Members of the family have different roles in decision-making and as well as participation in physical activities related with earning and home making.

In the present study, family type has been conceptualized and hypothesized that as a variable it play an important role in communication behaviour, leisure time activities and interest pattern of the rural youth.

### **Family Size**

Family size refers to the number of member present in the individual family i.e., total number of family members of the age group of both sexes sharing the same kitchen as reported by the respondents.

In the present study family size has been conceptualized and hypothesized that as a variable it plays an important role in communication behaviour, leisure time activities and interest pattern of the rural youth.

The family type and size is important in research because both variables to correlate the leisure time availability of the youth in their family.

### **Occupation**

According to Trivedi and Pareek (1964), the item of occupation relates to the primary occupation of the head of the family. Generation this also signifies the primary occupation of the family, as the main source of livelihood.

Labourers are those who are engaged by other on wages, or who are casual labourers. Usually they get wages on daily basis and maintain their families with the wages.

Artisans are those who follow their caste occupations tailor, blacksmith, carpenter, washerman, potter, barber, etc.

Traders maintain shops and are engaged in small business and trade activities.

Petty employees include persons who are in employment not carrying high social status. In this will be included what “called class IV employees” in the Government and other organization, employees at lower levels like VLWs., and employees in shops etc.

Cultivators are those who own land and are engaged in agricultural operations on their land as a means of livelihood.

The highest social status is for professions medical, legal and engineering professions and for employment involving administrative responsibilities. In this category people like headmaster, officers in government, supervisory personnel etc. will be included.

Thus, it was assumed that the occupation of the family might have had influence on the communication behavior, leisure time activities and interest pattern of the rural youth.

### **Land Holding**

Size of land holding denotes actual area of land owned by an individual family in terms of standard acres. Size of land holders is also an indicator of economic status in the rural areas. It refers to the total land area farmer owns. It included the area under houses, farm yard, pastures, net cultivable land and any other type of the land owned by the farmers except leased land. The unit of measurement is acres.

Hence, it was assured that the size of land holding of the family might have had influence on the communication behaviour, leisure time activities and interest pattern of the rural youth.

All variables or parameters which are used by the respondents depend on their utilization according to the availability of leisure time.

### **Material Possession**

Operationally, defined as the general material possessed by the respondents including recreational, farm implements, machines, domestic materials, communication and transport.

Material possession is also an indicator of economic status in the rural area. Thus it was assumed that the home and farm material possession of a family might be related to the communication behavior, leisure time activities and interest pattern of the rural youth in the rural areas.

### **Social Participation**

Social participation refers to the degree, with which the respondents were involved in formal organization, as member or office bearers and regularity in their attendance to meetings. Thus, social participation is voluntary sharing in person to group and group to group relationship, behind the immediate household. It refers the amount of participation of beneficiaries in various social institutions such as Panchayat, Co-operative, societies, Kisan Mitra, Youth Clubs, Banks, and NGOs etc.

It was assumed that the social participation of rural women might have had influence on their communication behavior, leisure time activities and interest pattern.

### **Communication Behavior**

It refers the media as a source of information, available with an individual. The present investigation account for as audio, visual, audio visual aid and print media, extension contact through which information flows in the area of investigation

and is utilized by the respondents. There are evidences that the knowledge, thinking and leisure activities are directly or indirectly affected by the use of different mass media, group communication and extension contact. Therefore the variable was found to be most appropriate in light of objectives of the present study.

This variable was operationalized as referred in the communication behavior scale developed by Sujan (1983). The quantification was done with the help of information as their frequencies of use.

### **Time**

The daily, periodic and seasonal time and activity pattern homes reflect the interests, work habits and personal needs of the family.

Time is a valuable source for man and all man lives in time. Time provides an organizing medium for human life a common denominator within which everyone operates. Time is a very limited resource since no day can contain more than 24 hours nor can any of these be stored and served. It is limited in the sense that if it is used up, no more will be available. Life, these days, is a challenge for youth.

### **Daily Routine**

Sujan (2007) stated that man performs multidimensional activities since he leaves the bed in morning to going for bed in the night. The daily routine of man is affected by the growth of science and technology. More specifically man in the society may be classified on the basis of his/her activities and status he/she enjoys in the society, which may be as:

- i. High class families/group
- ii. Middle class educated group
- iii. Middle class uneducated group
- iv. Rural mass
- v. Below poverty level group

Above classification is on the basis of income, facilities, professional status, exposure etc. Further the science and technological revolution brought drastic changes in the life of the people and their daily routine. The exposure is the main source is the main source of progress and development of individual which intern affects the daily routine of individuals. The exposure makes the life of individual faster and makes them busy too busy to satisfy their wishes. This further makes the breakup of human.

- i. **Man as individual** - where he thinks and performs the activities by utilizing the exposure but only in his own context only.
- ii. **Man as family** - when he makes his family whatever he does, he does for his family and remains busy for his family welfare and wishes.
- iii. **Man as social group** - man is a part of society more significantly man makes this society hence he has to devote some of his valuable time to the society and does it according to his engagements and commitments.
- iv. **Man as earner** - every individual earns for himself and for his kin and kiths through what so ever means he adopt i.e. right from beggar to a serviceman or trademan. The individual earns for himself and for his family. The trademan is addition provide opportunities of earning to other s as well.
- v. **Man as gratifier** - all the earning of individual or the group is targeted to achieve what a man wishes, desires or needs. The need of every individual is bifurcated into two physical needs and psychological needs. The fulfillment of there need is satisfaction and gratification of the needs require knowledge. There were the days when information were sought by the people to fulfill their need. But now a day the knowledge is poured in the society through and through. The electronic media throughout the globe is busy in pouring the information round the clock. This curtails the needs and proper, the selective approach among the people in view of necessary knowledge and information. Due to the selective approach the people responsible for broad case selection which added attainment in information. It is why the Info-Jainment approach in coming up fastly and it will be to the back bone of all information

technology of the Millennium. The fast change in this field was noticed during 8<sup>th</sup> decade of the 20<sup>th</sup> century.

One should never forget that any entertainment that becomes the routine it ultimately induces boardum because psychologically the man wants change. The electronic system during the next century will become the routine and the people will be searching for new information technologies but all the technique will be covered through electronic media. To be more clear even then, Nukkar-Natak, Nautanki, Puppet may be shown through electronic media.

### **Leisure**

Leisure regarding to this study the youth have engaged their daily activities like Toilet, bath, religious activities, professional work, house hold work, family obligations, animal grazing, coaching or tuition, family chatting, dinner, sleeping etc. after the completion all these works their remain time is called leisure time. Some other related definitions has been given below.

The leisure is complex phenomenon and open challenging avenues for a sociological study. The very meaning of the word has changed continually. At time it has referred a state of freedom, an absence of obligation, a cluster of activities, at others; it has suggested a mood of contemplation.

Leisure time is not simply time not spent at work, personal care, housework, shopping, child care, and sleeping are all essential commitment of time which most people would not regard as leisure. Leisure time and activity generally involve:

- Time free of practical commitment such as work and study.
- Activities, which are self-imposed and freely chosen.
- Activities, which the individual considers to be personally enjoyable.

The distinction between “work time”, “committed time” and “leisure time” is some time difficult to make and some activities are not easy to separate. For example,

cooking for a family every day may be seen as a real work chore, by a housewife but it might be seen as an enjoyable leisure pastime by those, who are not compelled to do it every day. The same activity may be work for one person and yet not work for another. The following examples illustrate this:

- Decorating your own house yourself is not generally seen as work but would be for the painter you employed to do it for you. Similarly, some people may not see this as “committed time” but as an enjoyable leisure activity.
- Watching a professional football match would be leisure for most people, but not the newspaper reporter who has to write a report on the game, not for players.
- People in professional and managerial work might use their leisure time carry out work related activity, such as business people entertaining clients at home or playing golf with them, or teachers going on school trips with pupils.
- Some jobs involved work –related responsibilities at all time, as in the case of doctors or the police.
- Some people may enjoy their work so much that they take it up as a leisure activity, such as professional musicians.
- Leisure is an activity to which the individuals may freely devote himself outside the needs and obligations of his occupation, his family and society, for his recreation, diversion and personal development (**Dumazedier, 1960**).

Pavelka (2001) define leisure as “the experience of the living in a moment of positive self expression”. Living in a moment means doing something with a particular time period in your life, even if it is sacking out on the sofa watching TV, as long as that activity has positive meaning for you. It means doing something which has something to do with you, and your interest or dreams.

Labone (1996) lamented that the concept of wonder was explored as part of the definition of leisure. Leisure is a social phenomenon constructed through social interaction and individual experiences of leisure are defined by perceived freedom,

intrinsic satisfaction and positive effect. Wonder gives meaning to this vague description i.e. wonder is consistent although leisure of newness vary from person to person and that which is intrinsically satisfying in leisure is the satisfaction of the passion for wonder.

The dictionary of sociology gives leisure as “free time after the practical necessities of life have been attended to” (Fairchild, 1944).

It is interesting to quote that Mundy and Odum (1979) had proved that the passage of time and technological revaluation had increased that the time was expand or diminish as a function of individual perception. Time has been condensed (in a manner of seeking) since 1900 the same 60 minutes can now provide more rapid access to distances, communication networks and production. Also that same hour has been expanded in its potential in relation to other hour.

Our lives have increased in direct relationship to get travel, Telstar and computers. Even when the number of the hours required for sleep and biological maintenance are held constant in a 168 hours week, is more “free time” available for leisure?

The statement of Mundy and Odum and the recent statement of the President of East Germany are even more pointed in this regards.

“In the future, the mutual relation between working-time and work free-time will increase more and more. The meaningful utilization of sometime through education, qualification, creative artistic and sporting self-performance, will become ever more capabilities of individuals in socialistic production. We must pay much more attention to that question in the conscious planning and management of our social development”

Brightbill (1960) Leisure, then, is a block of unoccupied time, spare time, or free time when we are free to rest or do what we choose. Leisure is time beyond that which is required for existence, the things which we must do, biologically, to stay, alive (that is, eat, sleep, eliminate, medicate, and so on): and subsistence, the things

we must do to make a living as in work, or prepare to make a living as in school, or pay for what we want done if we do not do it ourselves. Leisure is time in which our feelings of compulsion should be minimal. It is discretionary time, the time to be used according to our own judgement or choice.

## **Interest**

Etymologically the term interest is derived from two words viz. 'inter' and 'esse', which means to be between. Its etymology suggests that no gap between the object of interest and the mind of person.

According to Bingham (1937), "an interest is a tendency to become absorbed in experience and to continue it".

According to Rummel *et. al.* (1943), "interest is presumably, the reflection of attraction and a version in behavior of feeling of pleasantness and unpleasantness likes or dislikes".

According to Super (1949), "Interest are the product of interaction between inherited aptitudes and endocrine factors on the one hand, and opportunity and social evaluation on the other". Further he had classified interests into four categories, viz., Expressed interest, Manifest interests, Tested interests and Inventoried interests.

According to Thorndike (1935) was also the belief that interests are acquired. He maintained that "a person can be taught new attitudes and tests as surely though not as easily as he can be taught tact and skills. The basic principles of learning by repetition and reward seem to operate with wants, interests and attitudes as they do with ideas and movement".

All these definitions clearly denote that interest are acquired and are related to motivation, attention, needs and attitudes etc.

The study of interests has gained a great impetus in the field of education and guidance. Since 1914 psychologists have been busy in developing reliable and valid

instruments of vocational guidance. The measurement of interest forms the very base of guidance programme. Guilford (1954) is also of the opinion that 'the concept (interest) implies motivation and has reference to activities that are vocational in nature and to those whose board meaning transcend vocations'. Therefore present investigations attempts to measure the vocational interests of rural youth.

### **Youth**

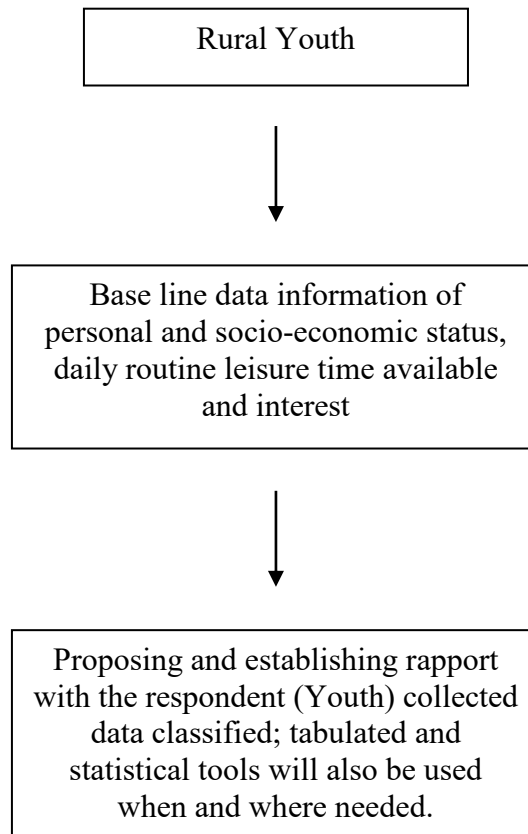
International Year of Youth (2010-11) For the statistical purposes, the UN defines youth as individuals between the ages of 15 and 24.youth do not constitute a homogeneous group; their socio-economic, demographic and geographical situation vary widely both within and between regions. Notwithstanding these differences, regional-level analysis provides a general understanding of their development profile. Some 87per cent live in developing countries and face challenges deriving from limited access to resources, education, training, employment and broader economic development opportunities.

ILO (2012) 'Youth' is defined as the age group 15 to 25 years. There are differences in the way national statistics programme define and measure youth. Definition of youth is based in the part on the end use of the measurement. If one aims to measure, for example, the age span at which is one is expected to enter the labour market, then the statistical definition of 15 to 24 years may be longer be valid, given that more and more young people postpone their entry in to labour market to well beyond the age of 25.alternativeiy there are numerous situations, especially in developing and emerging economy countries, where the typical age of entry in to the labour market may be below 15,in which case the definition between youth and child labour becomes blurred.

### **Theory Formulation under Study**

In India adding 2 million young people to the ranks of unemployment in every year. The plan documents that open unemployment could be as high as 5% at the tenth plan period. This is likely to entail tremendous cost including social unrest. This

statement is also substantiated by number of social scientist. In light of such present study was planned to utilize the traditional talent, youth energy, productive activities of rural youth for developing countries. The study was devoted to findout background, availabilities of leisure hours, daily routine and interest of rural youth. The data will be providing to chalk out the programmes for rural youth through which their talent may be utilized in increasing their socio-economic status.



## REVIEW OF LITERATURE

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Review of literature is very important for any type of research work. This chapter deals with the review of available literature related to different dimensions of the present study. Various books, journals, reports, news papers, M.Sc. and Ph.D. thesis were the sources of the literature review. Searching from the internet websites was also one of the sources of literature of the present study. A comprehensive review of literature is an essential part of every scientific research endeavour. The major role of the review of literature is to acquaint the researcher with the past and contemporary research in the particular field of investigation. It provides information on 'what has been done' and guidance about 'what is to be done'. Other roles of the review of literature are (i) to assist in the delineation of problem area, (ii) to provide an insight into methods and procedure, (iii) to suggest operational definitions of major concepts, and (iv) to provide basis for interpretation of the findings.

An attempt has been made in this chapter to collect and present relevant review of literature related to the present study under following subheads.

1. Personal and socio-economic characteristics,
2. Range magnitude and utilization pattern of the leisure time,
3. Interest pattern and
4. Association of the personal and socio-economic characteristics with communication behavior, leisure time and interest pattern.

### 3.1 Personal and Socio-Economic Characteristics

**Poffenberger (1971)** indicate that a majority of youth in India may not be reached through population education programs (series of extension activities) in the schools. Those who are reached through school programs, particularly in the upper standards, may largely represent upper socio-economic groups who are most likely to

be oriented toward a small family norm. The lower-and middle-level castes with the highest fertility, as well as the majority of girls from all castes in older age groups, must be reached in the foreseeable future through some kind of out-of-school programme.

**Gershuny and Jones (1987)** concluded that the changes in time allocated to paid work, domestic work and various categories of leisure activities were calculated and desegregated for males in full time employment, females in part time employment and non employment females. Finding indicated that a 10 per cent decline in paid work time for males accompanied by substantial increase in time spend in domestic work. Full time employed females showed a 4 per cent decline in paid work time and a 10 per cent decline in domestic work. Child care time increased for all 4 groups, while personal care occupied less time. Leisure time activities were occupied 10 to 13 per cent more time for males, 19 to 21 per cent more for full time employed females and 17 to 20 per cent more for non employed in the UK enjoy substantially more leisure time and spend slightly less time working in 1980's compared with 1961.

**Padama (1987)** concluded that majority (70%) of respondents belonged to the illiterate category followed by 28.34 per cent and 1.66 per cent had primary and high school education.

**Prabha (1988)** reported that two third of the respondents were of young age group (66%), belonged to joint families (61%), and of medium family size (60%). Majority (40%) of the respondents had medium level of education having agriculture as a main occupation (55 per cent). Little more than one-third (39%) of the total respondents belonged to medium farm families and having medium level of media exposure (41%). Majority of the respondent (92 %) belonged to upper caste.

**Radicova (1989)** focussed that the activities were possible at home e.g. household chores, viewing TV and reading newspapers and magazines. The second group had involved a higher energy level of activities, e.g. visiting friends and neighbours. In the third group respondents had left their immediate neighbourhood

for clubs, cinema, courses and sports activities statistical analysis had revealed as how peoples professions were intertwined with their leisure activities

**Kulkarni and Murali (1991)** concluded that among the homemakers interviewed majority of them belonged joint families (56%) and 44 percent belonged to nuclear families. Sixty two per cent of families had an income of below Rs.600/ month and 26 per cent had income between Rs. 600 and 1200/ month. Majority of the families (59%) had 4 to 6 members followed by 1-3 members (21%) in a family.

**Kukrety and Singh (1994)** revealed that high education level, caste, social participation, material possession and high socio-economic status had positive correlation with mass-media utilization.

**Kiran (1998)** reported that the most of the radio listeners (94%) were of high caste.

**Swarnkar and Aggarwal (1999)** revealed that age, education, land holding, annual income, socio-economic status had significant association with the utilization and information sources and channels.

**Mishra (1999)** reported that

- Maximum number of respondents (85.71%) used radio and viewed T.V., while 72.22 percent and 38.10 percent respondents used the newspapers and magazines respectively. Most of the users of the newspaper, radio and television (93.41, 98.15 and 64.81% respectively) used them for news and information while magazines were read by most of the readers (54.17%) for entertainment purposes.
- Most of the media users used media in their free time, except the newspaper readers who used to read the newspapers in the morning.
- About 40 per cent of respondents spent 1/4 -1/2 hr on newspaper and magazine. One fourth of an hour was spent by radio listeners on radio and 85.19 per cent viewed T.V. for more than 1/2 –1 hr.

**Kloep *et al.* (2000)** found that the samples were stratified by age (12, 14 and 16 year olds) and clustered by community in each of the three countries. Thus, a school was selected in each area and, within that school; whole year-groups completed the questionnaire. This resulted in a sample of 4000 rural young people aged 11.8–16.5 years who took part in the school-based questionnaire survey (mean ages and number of respondents: Norway 14.25 years,  $n = 1312$ ; Scotland 14.25 years,  $n = 2212$ ; Sweden 13.86 years,  $n = 867$ —due to differences concerning ages on entry, the Swedish group was significantly younger than the two others). The questionnaire survey had its genesis in a series of pilot qualitative interviews with young people. It was distributed during school hours in the classrooms in autumn 1996 and answered under the supervision of a researcher, who guaranteed anonymity and confidentiality. The questionnaire contained, amongst other items, the question: 'Sometimes when people drink alcohol, they get drunk. Have you ever been drunk in the last 4 weeks?'. Over 60% of the Norwegian, 50% of the Swedish and about 35% of Scottish young people indicated that they had *not* had an alcoholic drink at all, while 3.5% of the Norwegian, 7.2% of the Swedish and 11.2% of the Scottish sample stated that they have been drunk 3 times or more.

**Rathore (2000)** reported that 44.92 percent respondents read the publication at the time of receipt, followed by daily reading (41.02%). Maximum number of respondents (37.50%) devoted more than two hours for reading the publications and 62.50 percent respondents were reading each page one by one in the publication.

**Planning Commission Report (2001)** reported that the percentage distribution of adolescents of different age groups, across different educational levels, one notes that only 49.6% of boys and 30.6% of girls in the 15 to 19 age group have ventured beyond middle school in rural India. The corresponding figures for urban areas are 67.4% for boys and 63.8% for girls, studying in secondary school and above. An overwhelming number of children barely complete primary school with many of them dropping out before they reach class V. thus almost 90% of the adolescent population are therefore perceived as unemployable instead of being an asset to the country. (NCAER/HDI 1994).

**Singh and Mishra (2001)** observed that majority of tribal's (90%) possessed radio followed by T.V. (24%) and news paper (10.5%). Tape recorder (5%), farm magazine (4%) and poster (1.5%) were also available to some extent. Film and fair/exhibition were reported to have been available to only one per cent. It may be concluded that tribal leader, field day, radio and story related to dairy were highly accessible to the Buxa tribal dairy farmers from individual, group, mass and indigenous sources of communication respectively. Neighbour, demonstration, radio and story related to dairy were used up to largest extent from different categories of communication sources by the tribal dairy farmers.

**Thompson *et al.* (2002)** found that the highest educational qualification attained by the majority of respondents was from High School (40.6%). About one in five respondents reported they had no formal educational qualification while slightly over one in ten had a tertiary degree. Approximately 90% of the respondents were in some form of paid employment ranging from full-time (46.1%) to self-employed (3.9%). Although homemakers formed only a small proportion of the total sample (5.6%), over 95% of this group was women. In terms of personal income, 65% of the sample earned less than \$40,000 per year (The 1996 New Zealand Census data showed the average personal income for those aged 40–45 years was NZ\$31,000). Of those earning more than \$70,000 per year, just over 80% were men. About 30% of the respondents reported having a health problem or condition lasting for more than 6 months at the time of survey, 64% of who reported this to be of a physical nature.

**Singh (2002)** has reported that maximum number of respondents (89.52%) had T.V. sets. About 57 per cent of respondents had radio sets. Newspaper and magazine subscribers were to the extent of 30.80 per cent each. She has further revealed that maximum number of respondents (35.24%) had two media available with them followed by one media (29.52%), four media (19.05%) and three media (10.48%). Regarding combination wise availability of mass media she has reported that maximum number of respondents (24.76%) had T.V. as the single media available. An equal number of respondents (24.76%) had combination of T.V. and

Radio followed by T.V., Radio, Newspaper and Magazine (19.04%). They have utilized their time with the availability of time.

**Singh and Mishra (2003)** have reported that the majority of the farm families (72.38%) had a medium level of development message need followed by high (15.24%) and low (12.38%). Majority of the farm families (98.10%) had agriculture information need, followed by health and nutrition (95.24%), education (84.76%), and family planning (54.29%).

**NSS (2005)** among the youth in the age group 15 to 29 years about 53 per cent were workers, 3 per cent were unemployed, 20 per cent attended educational institutions and 24 per cent were non-workers. While 11.5 per cent of all youth received vocational training, about 17 per cent of the unemployed and 16 per cent of the workers did so. About 22 per cent of the regular workers and 16 per cent of the self employed received training. Across employment status, formal training is the highest among regular workers, followed by the self-employed, and lowest among the casually employed. Non-formal training is, however, the highest among the self-employed followed by the regularly employed and then the casually employed. It is noteworthy that the difference in informal training status across activity status is much smaller than formal training status.

**Mishra et al. (2007)** reported that the youths of the today are the hope of tomorrow. They are the backbone of a country. Youths reflect the national potentiality and represent the life blood of a nation. It is golden rule to remobilise the youths for their constructive involvement in any programme aimed at developing the community through the optimum utilization of best available human resource. Despite of being so salient element of building a better rural India, no serious attempt was made to develop the integrated personality of rural youths. The present study was undertaken in Amaniganj block of Faizabad District of eleven Nyay Panchayats. Six Nayay Panchyats and twelve villages were purposively selected, further the list of each sample village was prepared and hundred members were selected through proportionate random sampling method. The majority (71%) respondents were found belonging to middle age 24-59 years, 79% were having participated in one

organization. The education was significant and negatively correlated with social factors.

**Geest (2010)** reported that the young people in the age of 15 to 24 are attending school or improving their skills through vocational training they are more likely to find decent work later on. Those who are no longer in school - the majority in most developing countries, especially in Sub-Saharan Africa - are either working, looking for work or outside the labour force because of child care or cultural barriers to work outdoors, especially for women. As far as data availability allows, this section will sketch some broad trends and patterns of youth employment with a focus on developing countries, and where possible on rural areas.

**Singh and Jirli (2011)** reported that majority of the SHG's members regularly used radio (61.20%) followed by TV (48.83%), newspaper (18.40%) and tape recorder (12%). Among cosmopolite sources of information NGOs were frequently utilized by majority of respondents (44%) followed by VDOs (41.60%) and SMSs (33.60%). Among personal localite sources of information progressive farmers were frequently used by the majority of SHGs member (80.40%) followed by neighbours (71.60%) and friends (66.40%).

### **3.2 Range Magnitude and Utilization Pattern of the Leisure Time**

**Butabaev (1980)** showed that the people had a daily free time of 2.3 to 2.5 hours, and the women 1.9 to 2.0 hours. This is used for radio and radio and television 30 to 35 percent, proportion of the leisure time used for further education varies greatly according to the level of education, only some sections of the older population of spend much time in church going and prayer.

**Gillette (1985)** reported that the illiterates in the world continue to grow. Simultaneously, there are few if any literacy efforts in the world today that do not depend upon the energies and skills (and sometimes ideas) of young people. Youth's participation in the provision of literacy, in some industrialized as well as in many developing countries, is classified according to three patterns: the project pattern, the

programme pattern, and the campaign pattern. The project pattern is not seen to hold out the prospect of enabling youth to make serious inroads into growing illiteracy. Conversely, the campaign pattern seemed largely exceptional. Suggestions made to draw on elements of both the project and the campaign patterns to show ways of enriching schematizing and generalizing him programme pattern.

**Timmer *et al.* (1985)** stated that the investigated time use pattern of children, parental time use as it related to children, and parental age sex and other background characteristics that related to children's time use. Parent's education level correlated negatively with the time spent on television viewing. Higher education level of parents related to more time spent on studying and reading and less television watching by children.

**Kelly *et al.* (1986)** stated that the leisure benefits found in this study were different from those in the study may be explained by the differences in period and culture, but mostly by the differences in the samples of the two studies. While the study examined individuals aged 40 and over, the present study examined those who had recently retired. This focus enabled a deeper understanding of that distinctive period of transition to what may be considered a phase of leisure. This period requires a major adaptation to the enormous increase in available free time. The study provides not only a description of what recent retirees are engaged in, but also shows how they benefit from their activities and achieve a better well-being, which may be considered as a better adaptation to retirement.

**Shaw (1986)** found that the contention of the holistic view those elements of leisure can be found in many different aspects of life. In Shaw's study, 120 adults reported their subjective leisure time, daily free time, and time devoted to recreational activities via a 48 hour diary and interviews. The results indicated that leisure can be experienced in work and other obligatory activities and that not all recreation time or free time is necessarily considered to be leisure. Specifically, average daily subjective leisure time was 7.26 hours, compared with daily averages of 5.26 hours of free time, and 3.22 hours of recreation time, meaning that two hours per day of leisure occurs during no free time, and over four hours per day of leisure occurs during time other

than recreation time. In addition, approximately 8% of recreation time and 15% of free time was reported as being non leisure. Therefore, this study provides evidence that the holistic view is accurate in its assertion that work, education, leisure, and other spheres are intertwined at least to some extent.

**Barbic et al. (1987)** revealed that the most popular activities enjoyed by respondents were at home activities e.g. watching T.V. and reading newspapers, while the least popular were outside activities, e.g. Sports, theatre and travel. Traditional urban leisure activities were becoming more popular, while typical rural activities characterized by informal cooperation and close personal contact were declining only the five bridges is remain as a traditional activity with 41 percent of the hold surveyed having member participating in the new cooperative activities such as women's and young farmers group were advancing slowly.

**Agnew and Petersen (1988)** indicated that the delinquency was positively related to time spent in unsupervised social activities, leisure activities with peers and least favorites leisure activities with parents delinquency was negative relative to time spent to organized leisure activities, passive entertainment and non competitive sports, these had suggested that future research on delinquency had to be given more attention to leisure activities.

**Ibrahim (1988)** found that free time had ranged 4 hours daily during the week of 7 hours on the weekend. Most of the younger respondent had spent the time in the streets playing soccer and other games; time spent on the soccer decreased among older respondents. At home TV watching was the preferred activity. Saudi youth was travel abroad usually go mostly Egypt and Syria. Recommendations were made for youth services improvements.

**Ilisin (1990)** compared with their urban counter parts, peasant had less leisure time and were less active in all leisure categories except gambling, listening to folk music and attending sports events. It was suggested that the under privileged character of their leisure time stems from insufficient cultural offerings in rural environment and from lower than average educational levels.

**Patrushev and Vasily (1991)** found that the time spent by the rural youth watching TV increased by 2-7 times among men, 3-6 times among women, time spent on education and self education among working respondents decreased considerably, to under 20 minutes in daily, in 1965, the most popular activities, were reading books and newspapers watching TV, active sports and passive leisure, 1986, watching TV was first people spend 60 percent of their leisure time at home.

**Ritzer (1993)** conclusion, while our findings suggest that ventures found many aspects of their participation in Raleigh to be worthwhile, their desired consumption of experience and risk was moderated by the structural features of the Raleigh International Organization. In many ways, Raleigh International has marketed itself as a distinctive brand, at the intersection of risk leisure, youth development, and international progress. In pledging a particular experience and outcome, it is essential that Raleigh delivers its promise, which necessarily requires organization and structure.

**Natkar *et al.* (1995)** reported that 55 per cent respondents read newspaper in morning time whereas 35 per cent read in the evening or night time. Only 10 per cent read it at any time when they found leisure in a day further regarding frequency in a week, 50 per cent of them read daily.

**Srivastava *et al.* (1996)** found that majority of the respondents (46.5%) were reading newspapers daily. Maximum time devoted was about one hour (53.5%) followed by about 2 hours. In case of magazines, it was observed that maximum respondents were reading magazine occasionally (53%) and maximum time devoted was about two hours (48%) followed by about an hour (20.5 per cent).

**Bianchi and Robinson (1997)** find that the views through their analyses of time use diary California children age 3-11 years. The results showed that children's of highly educated parents studied and read more and watch television less.

**Robinson and Godbey (1997)** the study reside in Los Angeles County, and the parents are homeowners (with a mortgage) who work at least 30 hours per week.

The families have two to three children, at least one of whom is 8–10 years old, and they self-identify as members of the US middle class. Now at the end of an intensive five-year data collection and data transcription phase, we have assembled a large corpus of in-depth records of daily life from each of these busy, heavily scheduled young families. Saddled as they are with multiple work and home obligations, they provide a useful sample to examine time budgets in the home, particularly how parents actually spend their ‘free’ hours and how much leisure they have. Many studies of US adults have shown how they spend their time, typically through surveys or variants of time-diary studies. They have spent their leisure time (about 4.25hours) with the family.

**Mahoney and Stattin (2000)** Initial comparisons examined whether boys and girls differed on involvement in leisure activities or antisocial behaviour. 76% of boys and 78% of girls reported involvement in 1 or more structured activities. 42% of boys and 40% of girls reported participating in the unstructured Youth Recreation Center (YRC) one or more times a week. The gender difference for antisocial behaviour was also non-significant although the mean level was somewhat higher for males than for females. Antisocial behaviour was compared for persons who were, and who were not, engaged in a leisure activity, regardless of its organizational level. The comparison was made separately for boys and girls. Standardized scores of antisocial behaviour showed little difference for persons participating and not participating in a leisure activity (males: 0.05 vs. 70.10; females: 0.04 vs. 70.04).

**Van et al. (2002)** showed that successful weight maintenance after weight loss(achieved by lifestyle modification and sibutramine treatment) is positively influenced by continued sibutramine treatment during weight maintenance, a greater initial weight loss, and a higher leisure-time physical activity index, derived from the baecke questionnaire, includes activities such as walking and cycling but does not include sports activities. Time spent watching TV has a negative effect on the leisure-time physical activity index. sibutramine treatment initial weight loss and the leisure-time physical activity explain less than 20% of the variation in weight maintenance between person, which indicate that other factors such as those related to eating

behaviour and metabolic susceptibility to weight gain, which were not addressed in this study also play an important role.

**Youth Media Council (2002)** reported that the out-of-school hours constitute a period during which bad things can and do happen, including drinking, smoking, unprotected sexual activity, delinquency and violence. It is nonetheless unfortunate that the reasons most closely associated with a willingness to support out-of-school opportunities are those that arise most often out of concern about the risks and problems associated with these hours. This perspective is reflected in the tone of popular media coverage focused on young people's leisure. Prominent news magazines in the United States lead with headlines such as "Wild in the streets" (Newsweek) and "Teenaged wolf packs" (U.S. News & World Report) when they report on young people's use their leisure time.

**Aitchison (2003)** research about family, leisure and sport has developed considerably in recent times, there remains a notable gap in the literature concerned with the interrelationships between sport, family and disability; perhaps a legacy of the lack of 'inter-subject field discourses.

**Packer (2006)** revealed that the provided evidence that learning for fun occurs in a range of educational leisure settings, such as museums, zoos and aquariums, national parks, and heritage sites. It has explored some of the characteristics of learning for fun, the conditions under which it is likely to occur, and the reasons visitors value it. This information adds to our knowledge and understanding of this important aspect of free-choice learning.

**Ann and Kirk (2006)** found that the sampling phase children participate in a range of sports for fun and enjoyment. The specializing phase involves more sport-specific skill development and a reduction in the range of sport activities. The investment phase signals a focus on one activity and a commitment to intensive training and competitive success. This paper develops research where we previously examined the key features of the sampling phase in the junior section of Forest Athletic Club (FAC) (MacPhail et al., 2003). Continuing our involvement in an

ethnography of FAC we are now able to report and discuss key characteristics of the specialising phase that were evident through young people's involvement at the club. These include a reduction in the number of sporting activities being pursued, enjoyment and success, the notion of deliberate practice and the influence of family, school and club support on those moving into the specialising phase. We note that while some of the key features of the sampling phase carried over to the specializing phase there were subtle differences in how they were practiced. We report characteristics of the specializing phase that were not evident when observing and interviewing the same athletes when they were experiencing the sampling phase. In concluding we suggest how the quality of the sporting experience in the specializing years can increase the likelihood that young people will remain involved in sport.

**Roger (2008)** concluded that youth as an analytical construct can be challenging given demographic, social, cultural, and political realities its role and impact in Asian societies is highly dependent on national policies. However youth policy is mostly inadequate to youth pattern, and fails to create the space which young people deserve. The state youth policy embodies two opposite aspects. It embraces the positive youth development approach, considering young people as resources. In this case youth represent the idealised future, youth is the receptacle of values that each generation transmits to the next and therefore it should be given the best opportunities for development. But at the same time youth policy can be very paternalist and protective towards young people considering them as potential problem in society, as a period of vulnerability.

**Beck and Arnold (2009)** findings indicate that relatively little leisure takes place there. We describe the indoor home leisure activities of middle-class, dual-earner parents, using ethnographic data from 32 Los Angeles-area families of many ethnicities and real income levels. In our analysis, we rely most heavily on systematic scan sampling data in which the locations and activities of each family member were documented by hand-held computer every 10 minutes. Only about 15% of parents' time at home appears to be dedicated to leisure activities. Of that leisure time, nearly all is experienced indoors, much of it in passive and often non-interactive contexts

like watching television. Both mothers and fathers often experience indoor free time in very short, fragmented episodes, although fathers are more likely to have some longer periods of leisure. There are also gender inequalities in how often, when during the day, and where in the house parents spend their leisure time, although these inequalities are more pronounced in some families than others.

**Spiers *et al.* (2009)** concluded the research must continue to examine the fundamental concepts of happiness, peacefulness, quality of life, and leisure satisfaction including how each of these is uniquely and commonly defined, understood, and measured and how relationships between and among these variables are similar and different across cultures. Developing this understanding is critical for social science and perhaps especially for leisure sciences in light of the socio-demographic sea change taking place in Canada and the United States.

**Kaur (2010)** study was conducted on 600 rural adolescents studying 7<sup>th</sup> to 12<sup>th</sup> classes of senior secondary schools of villages of Ludhiana district, Punjab, India. Time use pattern of rural adolescents was investigated by holding personal interview with respondents and cross checked through self reports. Results revealed that children of high socio-economic status families spent more time on academic activities and spent less time on religious activities and household chores as compared to their counterparts from low socio-economic status. Time spent on academic activities was found to be significantly associated with education level of parents.

**Karin (2010)** the findings showed that visiting urban spaces that are open and accessible and where people from various ethnic backgrounds come together is important because cultural changes can occur in places where ideologies coincide. Therefore, these spaces, places where people can meet and interact with each other in a more or less natural way, are important in all cities. Although only the first step toward intercultural understanding, facilitating this step may create open and accessible meeting points where interethnic encounters can take place since mixed neighbourhoods are common in the Netherlands, these parks may create more opportunities for interethnic encounters in the public spaces in these neighbourhoods. Cultural integration can occur in common spaces and is furthered by mutual

understanding. In an increasingly multiethnic society, the challenge for local governments is to support these processes of cultural change. Thus, a better understanding of the role that urban public places can play is valuable. This study showed that people from various ethnic backgrounds valued being in parks together with people who were different from themselves. This positive evaluation can be a starting point for creating more understanding among individuals in multicultural societies.

**Pandey *et al.* (2010)** findings of this study, it is worth to note that all the respondents had the considerable amount of leisure hour available with them. These leisure hours were utilized mostly for non-productive and personal purposes. More so, with the observation it was found that this available leisure hour especially among young generation has been creating social problem in the area and mass-migration. The data revealed that the caste, social participation and the farm power had significant influence on the available leisure hour. The overall interest pattern of the respondents was found positive and significantly affected by education, land, possession of house, farm power and socio-economic status. Therefore, there is need to further revive and restructure the Yuvak Mangal Dal, Mahila Mangal Dal and other similar programmes in view to utilize available leisure hours and interest of the farming community for enhancing their quality of life.

**Mishra *et al.* (2011)** have reported that 91.09% respondents were radio listener while 36.14% respondents watched Television. Majority of the respondents (63.37%) listened radio daily while the respondents who watched TV daily were to the tune of 26.74%. Regarding time spent daily for listening radio and watching TV, maximum 33.66% respondents listened radio 0-30 minutes/day while maximum 39.61% respondents devoted 0-30 minutes/day for watching television.

**Joshi *et al.* (2011)** reported that the youth who strict parental supervision was no less likely than others to enter relationships (25). Findings from a qualitative study of youth in a Delhi slum setting also showed that despite of strict parental supervision, girls found ways of forming romantic friendships and engaging in sexual relations (38). Staying away from home, spending less of their leisure time with

parents was positively associated with premarital sex among males. At the family level, individuals who perceived their family environment to be restrictive or uncomfortable were more likely than others to report sexual experience (28). Further, frequent interaction with peers was positively associated with romantic and sexual relationships for both young women and men (25). Unable to negotiate or say "No" to something that their peers wanted them to do was also associated with premarital sexual activity (37).

### **3.3 Interest Pattern**

**Lerman (1972)** Found that the family income and the educational attainment of the family head both exerted large positive effects on school activity. The much larger quantitative importance of the family head's educational attainment than of family income may imply that encouraging school activity requires more than decreasing financial barriers. Another point of interest is that differences within the highest categories of family income and of school years completed by the family head did not influence significantly the high school decision but played a substantial role in the college decision. In examining income effects, we also found that the negative influence of family income on the youth labour supply largely concerned the degree of youth participation rather than the status of youths as labour force participants or nonparticipants. This conclusion helps explain the relatively small income effects reported in studies of youth labour force participation.

**Neulinger (1981)** observed that the attempting to distinguish between work and leisure, the key factor to consider is perceived freedom. If the activity is one of free choice, it is a leisure activity, whether it is enjoyable or not. However, obligatory activity is classified as work clearly; there are many different types of work and leisure activities.

**Jahoda (1982)** offered a conceptual framework whose starting point was her observation that, in modern, advanced industrial societies, paid work must be understood not merely as a vital economic organ, but also as a central social institution. This institution now serves important psychological functions that in

preindustrial societies were provided outside the domain of paid work. For the vast majority of people, the workplace is now the sole institution capable of satisfying these psychological needs, needs it should be emphasized, that are deemed essential to individual well-being.

**Thomas *et al.* (1985)** prevalence of leisure-time physical activity. The fundamental question "how active is the population in its leisure time?" is the most difficult to answer. While "it all depends on the definition of active" is probably the most scientifically responsible reply, it is not very satisfactory. Estimates of the active population in the eight surveys range from 15 to 78 percent. However, when the definitions are considered and classified into groups, a clearer picture emerges.

**Garton and Pratt (1987)** concluded that adolescent engage in and interest in activities characterised by their sex –stereotype nature although in general the popular pursuit were neither physically nor mentally demanding. There was higher between participation and interest with adolescents participating in activities that interest them.

**Elke Zeijl *et al.* (2000)** explored the role of parent and peers in the leisure activities of young adolescents. Their study investigated the degree to which- pre adolescent and adolescent associate with peers in their leisure times. The study was conducted with 927 juveniles from the age of 10 to 15 through a questionnaire. A leisure kid typology was constructed using principal component analysis for categorical data. Result showed that 10-12 year old kids from the higher social classes were family kids. 14-15 year old boys, especially from higher social class focused on groups, whereas girls of the age preferred dyadic friendship. Pre – adolescent boys and girls who participated in organized leisure activities spent considerable time with the peer group. Children and teens from families with higher status spent more time with peers than juveniles from families with lower social status. The study conducted that for Dutch juveniles, the transition into secondary education, which take place at the age of 12 years, goes together with increased contact with peers and decreasing contact with parents. Through social networking, peers are accessible 24X7 and parents are overlooked.

**Kaplan and Verbraeck (2001)** study from Antwerp, Belgium, Decorte uses observation and interviewing to describe the informal control applied by young drug users in clubs. By observing and engaging with young people in popular nightclubs, this study obtained 25 entrances to the field, which snowballed into more than 100 interviews, allowing informants to describe how they observed their friends' behaviour and thereby learned the different patterns of controlled and uncontrolled drug use (Decorte, 2001). Using observation only as a strategy for recruitment, however, seems to be making the least of what observation and participation can do in a club study.

**Eisenmann *et al.* (2002)** found that overall, 45 per cent reported participating in MPA >3d/wk, 65 percent reported participating in VPA >3 d/wk, and 25 percent reported watching TV >4 h/school day. Boys reporting six to seven bouts of MPA had significantly lower BMI differed significantly lower BMI compared with boys reporting three to five or less than two. The mean BMI differed significantly between the lowest and highest levels of MPA groups in girls. The mean BMI was significantly lower in the highest VPA group compared with the other two groups in both sexes. There was the significant graded response for BMI across all levels of TV. Decreased level of MPA and 3 to 4 days of VPA were significantly associated with an increased risk of overweight boys when compared with those engaging in 6 to 7 d/wk (odds ratio = 1.26 to 1.37). Boys and girls were ~ 20 percent to 25 percent less likely to be classified as overweight if they reported 2 to 3 hours of TV per day and ~40 percent less likely to be classified as overweight if they reported <1 hour of TV per day compared with those who watched >4 hours of TV in general, youth who engaged in less physical activity watched more TV per week.

**Hendry *et al.* (2002)** found that the essay competition was undertaken in cooperation with a local newspaper. Young people between 13 and 17 years were asked to describe in their own words: 'what is it like to be young in Jam land: describe your life now, how it is and how you want it to become'. They were informed that their essays would be used in a research project. Participants were entered in a prize draw. 134 girls and 106 boys sent in essays varying in length between one and 12 pages. In

Norway, some of the adolescents wrote short essays on their thoughts about organized activities and about living in their community.

**MacPhail *et al.* (2003)** continuing our involvement in an ethnography of Forest Athletic Club( FAC) we are now able to report and discuss key characteristics of the specialising phase that were evident through young people's involvement at the club. These include a reduction in the number of sporting activities being pursued, enjoyment and success, the notion of deliberate practice and the influence of family, school and club support on those moving into the specialising phase. We note that while some of the key features of the sampling phase carried over to the specialising phase there were subtle differences in how they were practised. We report characteristics of the specialising phase that were not evident when observing and interviewing the same athletes when they were experiencing the sampling phase. In concluding we suggest how the quality of the sporting experience in the specialising years can increase the likelihood that young people will remain involved in sport.

**Frisby *et al.* (2004)** findings reported here have addressed only one dimension of our theoretical framework. It is hoped that additional research will be done on undermanaged partnerships to deepen our understanding of how this problem manifests itself in local government and in other contexts. More research is needed on the other dimensions of the framework, including how the institutional context of local government, changing competitive environment, and the rise in complexity of partnerships are creating internal changes that foster inadequate partnership management. Case studies of successful and unsuccessful partnerships would provide insights into the role of all partners in managing relations, an important consideration because while local governments are accountable to the public, other partners will undoubtedly expect to have some managerial responsibility. Analyses of the consequences of under-managed partnerships would further highlight the importance of this topic and provide compelling arguments for improving managerial practices. Since local government managers are primarily concerned with maintaining or improving services and programme delivery to the public, it is in their best interests to ensure that cross-sectoral partnerships are effectively managed. Understanding the

structural and process dynamics of under-managed partnerships more fully is an important step in accomplishing this goal. However, a number of other questions related to this topic remain unanswered and further research would help to overcome this gap in the literature.

**Nimrod (2007)** Factor analysis on leisure participation data indicated that there were 13 activity factors. Most activities were included in one of the factors, with the exception of volunteering and meetings with relatives. The percentage of variance explained by the factors was 60.3%. The internal consistency (Cronbach alpha) of each factor is indicated in Table 1. Cronbach's alpha for all those factors together was 0.731. Factor labels came from the author's interpretation of the common characteristics of the correlated data (all or most of them). In some cases, the labels came from the activities that had the highest factor loading.

**Stebbins (2007)** observed that he makes a distinction between two types of leisure, casual leisure and serious leisure. In his view, casual leisure involves activities that are immediately intrinsically rewarding, have short-lived benefits, and require little or no special training. In contrast, serious leisure activities require significant personal effort and even an occasional need to "persevere." Serious leisure activities have durable, lasting benefits. Participants identify strongly with the activity and can even find a "career" in it, meaning that they experience different stages of achievement/involvement in the activity during their lifetime.

**Laura et al. (2009)** find that teens today are less likely than teens in previous generations to believe work will be a source of meaning or purpose in their adult lives. Given that young people's values take shape in adolescence and tend to follow them into adulthood, this decline in the centrality of work will likely affect the workforce for years to come. Since the mid-1980s, teens have become less likely to see work as a central part of their lives. In 1978, three-fourths of teens considered work to be central to their lives. At its lowest point in 2001, a little more than one half (57%) saw work as central. Teens have also become significantly less willing to work overtime, particularly from the late 1990s onward. They also measure work vis-à-vis leisure time: Over time teens have become less willing to continue working if they

don't need the income, and they are now more interested in jobs that leave more time for leisure.

**Russell (2009)** observed that the leisure is a highly desired state of mind or state of being that is realized through participation in intrinsically motivated activities. Implicit in this subjective view of leisure is the idea that leisure is highly valued and must involve a positive state of being to be considered leisure.

**Demant *et al.* (2010)** studies are sociological investigations of youth drug use in the social context of the club. By being present at the club, the researcher tries to gain access to a somehow hidden population of drug users who only to a lesser extent or not at all perceive their drug use as problematic. This is the large group of people who primarily consider their drug use as a leisure activity, and thus as a means for deriving pleasure. In spite of impressive club studies conducted in both Great Britain and the USA, it seems that, broadly speaking, previous efforts can be characterized as very broad and/or quantitative or very particular, sub cultural and exclusively qualitative. Through a methodological discussion of these studies, this article suggests a mixed-methods approach to club studies that combines quantitative data, qualitative interviews and ethnography conducted in the club space. By introducing the concept of 'socionautics', this article suggests that the researcher travels into the social landscape of young people, clubs and drugs and utilizes her ethnographic observations in interviews. An approach like this would cast light upon this very central part of youth leisure life in a systematic and detailed way.

**Lashua (2010)** paper explores a documentary film-making approach to leisure scholarship and practice. Two films – *Crossing the Line* (2007) and *Crossing the Line: Northern Exposure* (2008) produced by young people to address issues of violence and the politics of place – provide the specific focus of the paper. These films illustrate youth perspectives of neighbourhoods; both documentaries share the processes of their production, and both aim to spur discussion about overlooked socio-geographical boundaries that lead to youth exclusion and violence. In the *Crossing the Line* films, the style of interactive, reflexive documentary film-making presents opportunities to create dialogue, introduce young people to creative and

expressive projects and new skills, and empower young people to speak out about the local issues that affect their lives and leisure. By framing some theories of documentary film-making, the paper suggests that leisure scholarship also 'cross the line' to engage with broader concerns and participatory approaches.

### **3.4 Association of the Personal and Socio-Economic Characteristics with Communication Behaviour, Leisure Time and Interest Pattern**

**Soodan (1975)** found a direct relation between educational attainment and free time activity, and whereas the majority of women had not completely given up their domestic role, the majority of the men had begun to involve themselves in household chores. It would be interesting to know from the elderly about the manner in which they would like to spend their leisure time, since it is hard to come by such information for the region as a whole.

**Holman and Jacquart (1988)** indicated that the direction and strength of the relationship between leisure activities and marital satisfaction were contingent on the perceived communication during the leisure activity. It was concluded that differences in magnitude in this relationship at various marital career stages had little substantive meaning.

**Jondhale et al. (1992)** observed that relationship of socio-economic and personal characteristics with performance creative leisure time activities. An attempt was made to know the personal characteristics with creative leisure time activities. Age, education, land holding were found to be not associated with spending leisure time in creative activities while income and caste were positively related with spending leisure time in creative activities.

**Ingole et al. (1993)** revealed that 43 percent of people viewed T.V. daily and 43 percent viewed it from public places. The rural viewers preferred T.V. mainly as an entertaining purpose (86%) followed by other purposes like education (61%) advertisement (36%) and information (15%).

**Dupuis and Smale (1995)** explored that relationship between leisure activity participation and psychological well being and depression in older adults. The participation in passive leisure activities (TV viewing, hobbies and craft ), social leisure and physically active pursuits(walking for exercise and swimming) was assessed, noting the potential moderating effect of sex, age and marital status. Result indicated that participation in hobbies, crafts and visiting friends was positively related to greater psychological well being and lower levels of depressive symptoms among all respondents regardless of sex, age, marital status. A greater diversity of leisure activities also appeared to be associated with higher psychological well being and lower depressive symptoms. Overall finding to suggested that leisure activities with the qualities best able to provide opportunity for freedom of choice, self expression, and creative activity were most likely to bring about higher psychological well being to lower depression among older adults.

**Ani and Kwaghe (1997)** were of the view that age had no significant association with extension agent as a source of information.

**Planning Commission Report (2001)** reported that the Education is perhaps the single most important factor that can positively influence overall development. The positive correlation between women's education and lower fertility, child mortality and other social development indicators is well established. While literacy rates both for males and females have been increasing, the gender gap between males and females in 1991 is less than 10% as against more than 20% in earlier years. A positive trend however is that female literacy rose by 24 percentage points between 1981 and 1991 for girls in the age group of 10 to 14 years and by 22.5 percentage points for girls in the age group of 15 to 19 years. The corresponding increase for boys was only 10.2 and 9.2 percent respectively.

**Larson and Hansen (2003)** suggest that the programs provide youth opportunities to learn prosaically norms and develop social capital. Dubas and Snider (1993) argued that community-based youth programs such as 4-H and Scouts develop leadership skills and connect youth to resource-bearing adults in the community. Research on career and technical clubs suggests associations with positive general

indicators (Plank, 2001; but see Marsh & Kleitman, 2002). Consistent with these findings, in the prior survey, youth in community-oriented programs reported comparatively high rates of experiences related to leadership, prosocial norms, and the development of linkages to the community.

**Coakley (2006)** Family life and expectations for parents have changed dramatically over the past two generations. In the United States these changes have been fuelled by a combination of factors, including a conservative emphasis on traditional family values and fathers as heads of households, a neoliberal emphasis on individualism and the need for fathers to take responsibility for the development of their children, a liberal feminist emphasis on gender equity in family life, and progressive ideas about the meaning of gender and sexuality. As a result of these factors mothers and fathers today are held responsible for the whereabouts and actions of their children 24 hours a day, seven days a week. This standard, never before used in any society as a baseline measure for good parenting, serves as a foundation for linking the character and achievements of children to the moral worth of parents. Because sports are activities in which a child's success is visible and objectively measurable, and because fathers are more likely than mothers to have or claim expertise in sports, the development of athletic skills among children is often monitored by fathers who act as coaches, managers, agents, mentors, and advocates for their child athletes. Therefore, the involvement of fathers in youth sports is grounded in complex cultural changes and it has implications for families and father-child relationships. These implications are discussed in light of new expectations that connect the moral worth of parents to the success of their children

**Deshingkar *et al.* (2006)** found that the district Gaya in Bihar the migration is highest in the blocks of Atree, Parahia, Kochas, Tekari, Imamganj, Barachattee and Dumaria. Gaya has the largest SC population in Bihar More than 50% of the landless or functionally landless SC and OBC households have one or more migrants. Of these 80% are unskilled and poorly educated, in the age group of 17-35 years.

**Mishra *et al.* (2007)** found that the Sixty one per cent respondents were found belonging to middle age category with a mean of 24-59 years. Maximum respondents

(71%) were found belonging to general caste with ninety nine per cent literacy having land holding size below 2.5 acres. Maximum families were of joint type having above 10 members in their families. Agriculture was major occupation of the respondent's family, earning Rs. 40,000 to 60,000 annual income. The houses of the respondents were of pucca type (45%) as well as mixed (27%) and kuccha (25%). Maximum respondents (79%) variables and factors causing failure of rural youth clubs.

**MacDonald and Shildrick (2007)** conclusion from our empirical findings concerns the *interdependency* of the multiple careers that make up youth transitions. Of course, progress (or lack of it) in respect of the economic dimensions of youth transition holds wide repercussions for young people but, we argue, so can the other 'careers' that they pursue. Whilst other aspects of transition (e.g. progress in respect of school-to-work or family careers) strongly influenced the nature and detail of a young person's leisure career, developments in these other spheres were, in turn, strongly influenced by young people's leisure careers, peer networks and sub cultural identities. This was true of all our research participants but we have chosen to demonstrate this in detail by focusing on the leisure and early criminal careers of those young men who had some of the most intractable experiences of social exclusion.

**Edginton and Chen (2008)** revealed that the leisure provides an optimal opportunity for seeking new experiences, gaining knowledge, skills, attitudes, and values. It is a time for self-exploration to reinvent, refocus, renew, and change or be transformed. It is important to constantly seek new knowledge, skills, and attitudes to enable the kind of positive transformation needed to cope with the fast-paced, ever-changing world in which we live. What leisure experiences would you classify as being transformative.

**Gill and Persson (2008)** shows that the striving to organise learning experiences it is important to understand how children perceive and relate to the learning environments they are presented and confronted with. It is important therefore to study how children perceive the notion of 'leisure' as an abstract concept. An example of how concept-mapping can be used to study children's conception of

'leisure-time' is presented. Forty-three Swedish 5th ( $n = 18$ ) and 9th ( $n = 25$ ) class children (average ages: 12 and 16) were presented with otherwise blank A4 pages with the root concept 'leisure-time' encircled and were asked to draw a spontaneous concept-map. For a sub-sample (quasi-experimental design) some additional concept-nodes, based on research findings (levels of location practice), were indicated in their maps. How maps may be analysed using numerical and content analysis, and ranges of hierarchical organisation of descriptive terms is described. About 1000 concepts (with repetitions) were inscribed. On the basis of one map per subject, numerical analysis was used to search for differences in width, depth and hierarchical structure (no age-group (school class) or gender differences were found). Content analysis was used to show how deep gender differences in conceptualisations could lie hidden behind statistical similarities. It is concluded that concept-maps may be used successfully to study abstract concepts such as of children's notions of *leisure*.

**NCEUS (2009)** reported that the NCEUS has examined the issue of skill formation in the unorganized sector. The Commission has carried out a detailed analysis of the socio-economic characteristics of the skilled and unskilled persons based on the latest set of data from the Sixty-first Round of the National Sample Survey in 2004-05. It is estimated that only 11.5 per cent of those in the age-group 15-29 have received (or were receiving) any training, whether formal or informal. Only 2.5 per cent of total unorganised sector workers had formal training while 12.5 per cent had non-formal training. In the organised sector, 11 per cent workers had formal training and another 10.4 per cent had informal training. The Commission recommends the proportion of formal training to increase from 2.6 per cent of the labour force as per the NSS 2004-05 Survey to reach a level of 50 per cent of the labour force by 2021-22. Those targeted would include potential entrants into the labour force as well as the existing pool of workers whose skills require to be upgraded.

**Heather (2009)** presents a day in the life of the Walnut Lake Curling Club. The reflexive analytic story is crafted from ethnographic research undertaken in 18 curling clubs across rural Canada. Contrary to a growing tendency toward

individualized and privatized leisure, curling clubs in rural Canada remain sites for shared leisure. Building on recent

Efforts to position leisure sites as third places, the paper enhances an understanding of curling clubs' construction, dynamism and fluidity. Ethnographic approaches are offered as presenting opportunities to comprehend how third places are constructed, particularly within the changing context of leisure in rural life.

**Parasuraman *et al.* (2009)** reported that the educational attainment not only affects the economic potential of youth, but also their effectiveness as informed citizens, parents, and family members. Article 26 of the 1948 Declaration of Human Rights gives everyone the right to education, and further states that, Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit (United Nations, 1948). It points to continuing and unacceptable differentials in education by residence and gender. In particular, it recognizes the need to address the great disparity in primary and higher education between rural compared with urban areas, and for females compared with males. Contributing to low educational access and attainment, particularly of girls, is the low age at first marriage. Although, the age at first marriage has been increasing over time, a sizeable proportion of girls in India continue to be married at an age when they should still be in school or completing their education. Another important element contributing to low educational attainment is the mismatch between the numbers who need admission to quality higher level educational institutions and the ability of available institutions to them in large numbers.

**Roberts *et al.* (2009)** paper reports findings from interview surveys with 1215 respondents, split between the capital cities (Yerevan, Baku and Tbilisi) and one non-capital region (Kotayk, Aran-Mugan and Shida Kartli) in each of the three South Caucasus countries – Armenia, Azerbaijan and Georgia. The respondents, who were drawn from households in larger representative household social surveys, were all born between 1970 and 1976 and were aged 31–37 at the time of the fieldwork in 2007. Their life stage transitions from childhood to adulthood had roughly coincided with their countries' transitions from communism to post-communism. Data was

collected on the samples' participation in selected leisure activities from age 16 to 30. Similar data was collected on the samples' careers in education, the labour market, housing and family relationships. This information enables us to identify typical leisure careers and how their development was affected by events in other life domains, all in the context of the macro-changes that were in process in each of the research locations. The evidence enables both personal leisure careers and aggregate leisure trends in different socio-demographic groups to be identified. This shows that changes in leisure behaviour between age 16 and 30 were neither widening nor narrowing the differences between the leisure of males and females, or those who married and became parents on the one hand, then, on the other, those who were still single and childless at age 30. In contrast, differences by place, and by social class, grew progressively wider, thus raising the social costs of geographical and social mobility. Changes in leisure behaviour between age 16 and 30 were separating young adults into those who participated in little, if any, structured out-of-home leisure, whose main leisure spending, if any, was on alcohol and tobacco (typically consumed in homes and neighbourhoods), and those whose leisure was characterised by relatively high and sustained participation in sport, consumption of high culture, and going out to bars, cafes, cinema, discos, etc.

**Trussell and Shaw (2009)** study of farm women's perspectives indicated that although family leisure was highly valued by the farm women, it was also inherently contradictory. The farm setting provided positive leisure opportunities that were seen to enhance family relationships. A sense of family togetherness was evident as parents and children could enjoy moments of leisure embedded within their farm work as well as leisure opportunities with extended family members who resided on the property. The relative isolation on the family farm also heightened sibling interactions and the rich landscape created opportunities for children's leisure activities without ever leaving the farm property. For the farm women, however, the positive and idyllic nature of the farm setting was also seen as challenging. Rural life limited their opportunities to spend time with some extended family members (particularly maternal extended family members), and business operations at times constrained valued family leisure opportunities and experiences (e.g., decision making about farm operations, workplace safety concerns). The notion of leisure as

preservation of traditional values was also contradictory, reflecting competing priorities. The parents wanted to use family provide different types of leisure opportunities for their children that would prepare them for a non farming future. This notion of family leisure as contradictory is consistent with previous theorizing about the inevitable co-existence of divergent experiences, expectations, meanings and realities that are associated with family time.

**Quarmby and Dagkas (2010)** paper draws on Bourdieu's key concepts in an effort to understand particular social practices and the effect of family as a social environment and determinant for participation in leisure time physical activity. As an exploratory study, the aim was to elicit children's subjective views of their engagement in leisure time physical activity settings. Adopting an interpretive perspective, six 11 to 14 year old children from intact couple families and single parent families were interviewed in small groups, exploring lived experiences of their participation in physical activity in relation to their family structure. The study suggests that family structure plays a vital role in helping to shape children's dispositions towards physical activity. All children were subject to the transmission of parental beliefs and values towards physical activity though this was further reinforced in intact couple families through joint participation. Moreover, children from single parent families were seen to exhibit more sedentary dispositions that reflected the environment in which they reside. We argue that children's individual habits, as bearing the experiences of their familial backgrounds, provided them with certain desires to participate in physical activity which are mediated by their family circumstance. The study suggests that family structure is becoming a more prominent issue within society, and thus, children's leisure activity from this perspective requires further research that explores this phenomenon in greater detail.

**Butta et al. (2011)** Rural youth in Pakistan play very important role in the political, economic and social development of the country. Many Rural Youth Organizations such as Chand tara, Boy Scouting, Girl Guide Movement, Farm Guide Movement and Farm Girl Guide were introduced in Pakistan. But in-spite of all these efforts, Pakistan had no formal system for organizing and training a bulk quantity of its Rural Youth. And it is time to create awareness among our rural youth about new

technologies for adoption in the field of agriculture and rural development. Keeping in view the about fact present study was designed in 2008 to ascertain self perceived role of Rural Youth in agricultural and Rural development in District Okara, Punjab, Pakistan. The district comprises three tehsils (sub-division) namely Depalpur, Renala Khurd, Okara. From each tehsil, one union council was selected through simple random technique. Two villages were selected randomly from each selected union council and 25 young males whose ages were in the range of 15 - 25 years were selected randomly from each these selected villages, thus, making a total number of 150 respondents. The data were collected with the help of a specifically designed and pre-tested interview schedule. The results showed that 88.0% of the respondents had an education from primary to matric (tenth examination) and above level. Slightly more than one fourth 28.6, 25.7 and 17.2% of the respondents were labourers, farming, farming and playing respectively. On the basis of conclusions it was recommended that for first of all the educational level of the study area should be increased. To establish the cottage industry in villages so that maximum numbers of Rural Youth get employed there and initiate various agricultural developmental programmes for the betterment of Rural Youth.

**Narain *et al.* (2011)** found that the Any kind of tobacco use was found in 537 (11.2%) students; 419 (8.8%) were ‘ever smokers (including current smokers)’ 219 (4.6%) were ‘ever tobacco chewers (including current chewers)’, 179 (3.7%) were ‘exclusive smokers’ and 118 (2.5%) were ‘exclusive tobacco chewers’. The mean age of initiation of these habits was around 12.4 yr. More than 50 per cent of tobacco chewers reported use of khaini at least once. Nearly 70 per cent of boys and 80 per cent of girls  $\leq$  15 yr initiated the habit of tobacco before the age of 11 yr. A significant early uptake of tobacco chewing was reported from private school students as compared to government school students ( $P < 0.05$ ).

**Samsudin *et al.* (2011)** revealed that the present study aims to explore how the youth in the disadvantaged community spend their leisure hours. ‘Leisure hours’ is defined as the waking hours when a person is neither in school nor at work. Data for this study was collected through a set of questionnaire to 695 respondents, who were 15 to 25 years old and were living in high-rise low income apartments in the

suburbs of Kuala Lumpur, the capital of Malaysia. The finding indicates that the youth spent more time with different types of media than the time they spent in physical activities such as sports and games, or by participating in community work, cultural activities or programmes of uniform bodies. They also involved themselves in antisocial behaviour, by way of smoking, playing truant, loafing, drug abusing, drinking alcohol, vandalizing and illegal racing. A cross tabulation analysis shows that abstinence from physical activities is significantly associated with truancy, drug abuse and illegal racing. High media use is significantly associated only with vandalism. Spending more time with the media is certainly a deterrent to antisocial behaviour. The leisure hour activities need to be planned more systematically to inculcate positive values and thereby reduce antisocial behaviour among the youth of the disadvantaged community.

**Roy *et al.* (2012)** found that the term “youth”, according to the United Nations refers to people who are aged between 15 and 24 years. In the Third World countries, about 20 per cent of the population belongs to this age group. Rural youth account for 55 per cent of the world youth population. In India, rural youth constitute over two-and-half times of the size of urban youth. They form a vital human resource. Rural youth, therefore, should be brought into the mainstream of the rural development process in general and agriculture in particular. A study was undertaken to find out the sources of communication and utilization-pattern of the rural youth belonging to farm community in Haryana. Field research was conducted in two village’s viz. Mangal Pur and Newal of Karnal district of Haryana with the help of a well-structured schedule. The major sources of communication of rural youth were personal localite sources followed by mass media and personal cosmopolite sources. More than 90 per cent of the respondents reported that friends and neighbours formed their regular sources of information. Progressive farmers, relatives and village leaders were also found to be good information sources of rural youth, which most of them consulted regularly and some occasionally.



## **DESCRIPTION OF TRACT AREA**

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This part of the thesis highlights the situation and facilities in which the study was conducted. The purpose of this chapter is to make acquaintance the reader about the situation and environment of the selected study area. To acquaint the study area, only that important information's have been presented in the systematic manners which were directly or indirectly related to the study. The chapter comprises the information's related to the administrative distribution, population, density, sex ratio literacy climate and like of the selected locale and people.

### **4.1 State of Uttar Pradesh**

Uttar Pradesh is thickly populated state not only in India but also stands sixth place in world. In area it ranks fifth, after Rajasthan, Maharashtra, Madhya Pradesh and Andhra Pradesh. It covers about 7.35 per cent of total geographical area, but holds 17.64 per cent population of India. Its geographical area is 2, 40,928 square kilometer; whereas the population of the state is 19.98 corers. The state located between 23<sup>0</sup>52' to 30<sup>0</sup>25', North Latitudes and 77<sup>0</sup>3' to 84<sup>0</sup>39' East Longitudes.

The state is bounded by Uttarakhand state and one foreign country Nepal in North, Himachal Pradesh in North-West, Haryana, Rajasthan and Delhi in West, Madhya Pradesh in South-West, Chhattisgarh in South, and Bihar and Jharkhand in the East. Uttar Pradesh, is administratively divided in 18 Zones (Commissionaires) and 75 Districts.

The state has number of diversities in geographical situation, language, cultures, traditions, soil, topography, cropping pattern and so on. Its 70 per cent population is dependent on Agriculture and allied activities as a main occupation. The salient features of Utter Pradesh are as follows.

**Salient Feature's of State Uttar Pradesh**

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<b>Area</b>	:	2,40,928 Square km.
<b>Population (As per census 2011 Provisional data)</b>	:	19,95,81,477
<b>(a) Males (As per census 2011 )</b>	:	10,45,96,415
<b>(b) Females (As per census 2011 )</b>	:	94,985,062
<b>Decennial Growth rate (2001-2011) (As per census 2011 )</b>	:	20.09 percent
<b>Sex Ratio (As per census 2011 )</b>	:	908 per thousand
<b>Density (persons per sq. km.) (As per census 2011 )</b>	:	828 per thousand
<b>Child Population (0-6 years) (As per census 2011 )</b>	:	29,728,235
<b>Child sex ratio (0-6 years) (As per census 2011 ))</b>	:	899 per thousand
<b>Total Literacy Rate (Persons)</b>	:	69.72 percent
<b>a) Male Literacy</b>	:	79.24 percent
<b>b) Female Literacy</b>	:	59.26 percent
<b>Districts</b>	:	75
<b>Cities &amp; Towns</b>	:	689
<b>Development Blocks</b>	:	820
<b>Nagar Nigams</b>	:	12
<b>Members of Lok Sabha from U.P.</b>	:	80
<b>Members of Rajya Sabha from U.P.</b>	:	30
<b>Members of U.P. Legislative Assembly</b>	:	404
<b>Members of U.P. Legislative Council</b>	:	100

<b>Principal Crops</b>	: Paddy, Wheat, barley, Millet, Maize, Urad (Black Gram), Moong (Green Gram) Arhar etc.
<b>Principal Fruits</b>	: Mango, Guava
<b>Principal Minerals</b>	: Lime-Stone, Dolomite, Soap Stone, Gypsum, Bauxite, Glass-sand, Manganese, Non-plastic fire clay etc.
<b>Principal Handicrafts</b>	: Chikan-work, Embroidery, wood work, wooden toys and furniture, Clay -toys, carpet weaving, Silk & Brassware work.
<b>Principal Folklores</b>	: Birha, Chitee, Kajri, Phaag, Rasia, Alha, Pooran Bhagat, Bhartrahari
<b>Principal Rivers</b>	: Ganga, Yamuna, Gomti, Ram Ganga, Ghagra, Betwa, Ken
<b>Principal Folk Dances</b>	: Charkula, Karma, Pandav, Pai-danda, Tharu, Dhobia, Raai, Shaira etc.
<b>Tourist &amp; Historical Places</b>	: Agra, Mathura, Ayodhya Piparhava, Kaushambi, Shravasti, Sarnath (Varanasi), Vindhyachal, Kushinagar, Chitrakoot, Lucknow, Naimisharanya, Mishrikh, Jhansi, Meerut etc.

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Source: Statistical Department UP and Directorate Census Lucknow

## **4.2 District Hardoi**

Hardoi is located at 27°25'N 80°07'E 27.42°N 80.12°E It has an average elevation of 134 metres the district is contiguous of Shahjahanpur and Lakhimpur Kheri districts on the north, Lucknow and Unnao districts on the south, Kanpur and Farrukhabad districts on the west and Sitapur district on the east. The district is located at 110 km from Lucknow (capital of Uttar Pradesh) and 394 from New Delhi (capital of India). The Ganges and several of its tributaries are crossing the south of district. Its area is 5947 km<sup>2</sup>. The record height is 500 ft. In 1995, was the district had 5 km<sup>2</sup> of dense forest and 13 km<sup>2</sup> of open forest. The great temple of God Shiva called as 'Baba Sunasirnath' is one of most alluring and venerated place in Mallawan region, people not only from Hardoi but even from other districts come to visit this heavenly place. The district comes under the Lucknow commissionaires the district headquarter is well connected through rail and road networks with other parts of the state. There is enough opportunity of industrial expansion, utilization of land for agricultural purposes, transport, market, and natural tourist spot and so on.

**Salient features of the District Hardoi**

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Geographical Area	:	5989 km <sup>2</sup>
Population	:	4092845
Male	:	2191442
Female	:	1901403
Sex Ratio	:	899
Population Density	:	684 people per sq. km.

*Literacy*

Male	:	74.39
Female	:	53.19
No. of Tehsils	:	05
No. of C.D. Blocks	:	19
No. of Nayay Panchayats	:	191
No. of Village Panchayats	:	1101
No. of Villages	:	2070
No. of Nagar Nigam	:	14

*Education*

Junior Basic School	:	3020
Senior Basic School	:	1149
Higher Secondary School	:	448
Degree colleges	:	28
Post Graduate colleges	:	3
Universities	:	0
I.T.Is.	:	2
Polytechnics	:	1

*Public Health Centre*

Hospitals and Medicine Centre	:	101
Primary Health Centre	:	77
Community Health Centre	:	10
Family and Maternity Welfare Centre	:	19
Family and Maternity Welfare Sub-centre:		413

*Banks*

Branches of Nationalized Bank	:	98
Branches of Rural Bank	:	60
Cooperative Bank	:	20
Agricultural Development Bank	:	7
Other Bank	:	5

*Temperature*

Maximum	:	44.4 <sup>0</sup> C
Minimum	:	6.6 <sup>0</sup> C
Average Annual Rainfall	:	941mm.

*Irrigation Facilities*

Canal Length	:	1548km.
Government Tube well	:	510
Individual Tube Well & Pumping Set	:	88151
Soil	:	Loam, Sandy Loam, Alluvial.
Livestock Population	:	1490625
Animal Hospitals	:	40
Animal Service Centers	:	57
Artificial Insemination Centers	:	85

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Source: Annual Publication of U.P. Government 2012, District Statistical Magazine 2012.

### **4.3 Description of Selected Community Development Block**

The districts of Hardoi are administratively divided into 19 Community Development Blocks and 5 Tehsils. There is only one Community Development Block which were selected CD Block were Behandar. The brief description the Community Development Block are as follow:

#### **C.D. Block Behandar**

The selected Community Development Block Behandar is administratively under Sandila Tehsil. The selected block is located at a distance of 56 km from the

district headquarter. Its geographical area is 27390 hect. Some important statistical details of Behandar block have been presented below.

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1.	Geographical area (ha)	28379.3 (ha)
2.	Total population	230228
3.	Total literacy percentage	60.50
4.	Female literacy percentage	40.00
5.	Male literacy percentage	55.00
6.	Number of gram panchayat	81
7.	No. of Nayay Panchayat	16
8.	No. of total village	160
9.	Co-operative bank branches	02
10.	Number of hospitals	04
11.	Number of veterinary hospital	02
12.	Number of primary schools	172
13.	Number of junior basic schools	35
14.	Number of degree colleges	12
15.	Number of Intermediate colleges	43
16.	Number of Post office	02
17.	Number of Panchayat Ghar	02
18.	Number of Seva Kendra	16
19.	Number of Seed stores	17

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#### **4.4 Selection of Villages and Respondents**

There are 160 Villages in the Behander Block of Hardoi district. Five Villages namely Hasnapur, Sarehari, Behander Kallan, Gauri Saiyad Talib and Bakui were randomly selected. The selected villages through random sampling technique. Thus a total of 200 respondents were selected for the purpose of study of all the five villages.

##### **4.4.1 Hasnapur Village**

There are 513 families in Hasnapur Village. Total population of this Village is 3529. Total area of the Hasnapur is 711.326 ha. The village Hasnapur is 11 Km away

from the block headquarter and 40 Km away from the district headquarter. The village is located in the Eastern region of the district. People from different religion i.e. Hindu and Muslim are settled in the village. However, the majority of people living in the village are Hindu. Besides this, different caste like kurmi, Brahmins, Baniyas, Yadavs, shekh saiyad etc. are residing in the village.

The village is having the facility of electricity. Hand pumps are the main source of drinking water. A primary school, an intermediate college and a degree college are situated in the village. One health centre and clinic is also situated in the village. The language spoken in the village is 'Hindi' and Awadhi. The most commonly grown crops are wheat, rice, maize and sugarcane. Tonga and Taxi are the main transport facilities available in the village.

#### **4.4.2 Sarehari Village**

There are 436 families in Sarehari Village. Total population of this Village is 2970. Total area of the Sarehari is 809.169 ha. Sarehari is situated 8 Km away from Nagra Block and 48 Km away from the district headquarter. Maximum number of people residing in the village are from 'Hindu' and 'Muslim' religion. However, different castes like Pasi, Brahmin, Prajapati, Yadava and Baniya are residing there in the village. The village is having electricity and water supply. One primary school and one middle school are located in the village. For higher education children of the village have to go to Behander. The language spoken in the village is 'Hindi' and 'Awadhi'. For the transport Bus and Taxi facilities are available.

#### **4.4.3 Behander Kallan Village**

There are 543 families in Behander Kallan Village. Total population of the this Village is 4285. Total area of the Behander Kallan is 971.458 ha. Behander Kallan is situated 1.5 Km away from Behander block and 50 Km away from the district headquarter. Maximum number of people residing in the village are from Hindu and Muslim religion. However, different castes like Kahar, Brahmin, Prajapati, Yadav and Baniya are residing there in the village. The village is having electricity

and water supply. One primary and an intermediate school are situated in the village. and one Degree college for higher education also situated in the Behander Kallan. The language spoken in the village is 'Hindi' and 'Awadhi. Bus and Taxi are the major means of transport in the village.

#### **4.4.4 Gauri Saiyad Talib Village**

There are 371 families in Gauri Saiyad Talib Village. Total population of this Village is 2872. Total area of the Gauri Saiyad Talib is 625.369 ha. Gauri Saiyad Talib village is situated 17 Km away from Behander Block and 45 Km away from the district headquarter. Maximum number of people residing in the village are from Hindu and Muslim religion. However, different castes like Thakur, Brahmin, ,Yadava, Braniya and Harijan are residing there in the village. The village is having electricity and water supply. One primary school is located in the village. For higher education children of the village have to go to Behander. The language spoken in the village is 'Hindi' and 'Awadhi'. For the transport, Auto and Taxi facilities are available.

#### **4.4.5 Bakui Village**

There are 286 families in Bakui Village. Total population of this Village is 2128. Total area of the Bakui is 515.378 ha. Bakui village is situated 7 Km away from Behander Block and 47 Km away from the district headquarter. Maximum numbers of people residing in the village are from Hindu and Muslim religion. However, different castes like Thakur, Brahmin, ,Yadav, Braniya and Harijan are residing there in the village. The village is having electricity and water supply. One primary school is located in the village. For higher education children of the village have to go to Behander. The language spoken in the village is 'Hindi' and 'Awadhi'. For the transport, Auto and Taxi facilities are available.



## **RESEARCH METHODOLOGY**

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The purpose of this chapter is to deal with various methods and procedures used with respect to the selection of study area and the locale of study, sampling designs and selection of variables under study, their empirical measurements and statistical methods employed for the analysis of the data. The present investigation was centered to find out the personal and social characteristics, daily routine, range and magnitude and utilization of the leisure time activities and interest pattern of the rural youth. Therefore respondents of the present study are rural youth. The chapter has been discussed under various heads as follows:

- 5.1 Sampling procedure,
- 5.2 Variables and their empirical measurements,
- 5.3 Preparation of tools
- 5.4 Data collection procedure, and
- 5.5 Statistical analysis of data.

### **5.1 Sampling Procedure**

#### **5.1.1 Selection of locale**

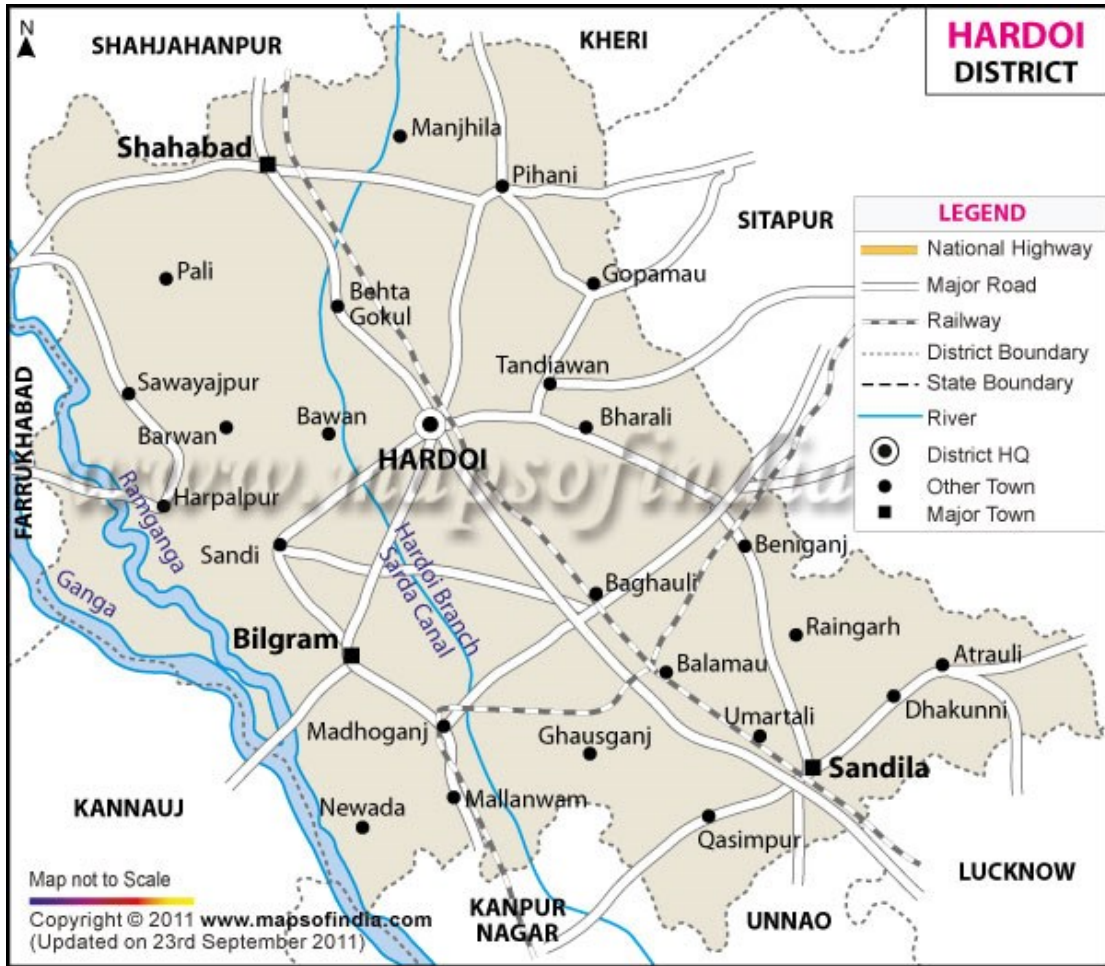
Uttar Pradesh state was selected purposively as the investigator belongs to this state and well acquainted with the respondent's culture and the population of the youth also higher as compared to other states (Census 2011).



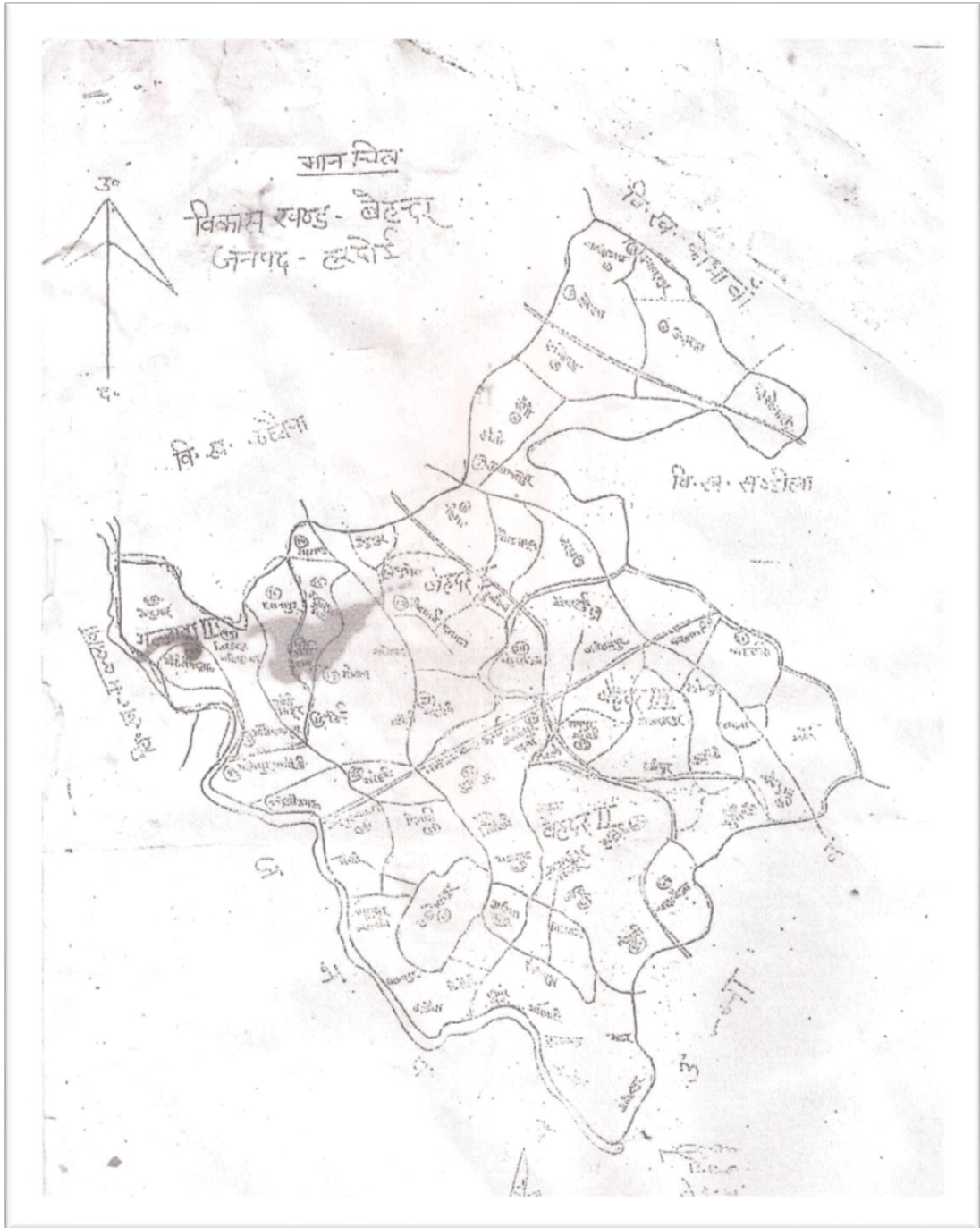
(1) Map of India



(2) Map of Uttar Pradesh



(3) Map of Hardoi



(4) Map of Development Block Behandar

### 5.1.2 Selection of district

Out of 75 districts, only one district i.e., Hardoi was selected purposively for the present study because of convenience and paucity of time of the investigator.

### 5.1.3 Selection of community development (CD) blocks and villages

The district of Hardoi is administratively divided in 19 CD Blocks. Since the proposed study in depth and comprehensive one block i.e., Behandar were selected randomly and out of 160 villages in the selected block, 5 villages' respondents/ youth were selected randomly. These selected villagers have been presented in the table 5.1.

**Table 5.1: Selected CD Blocks, Villages and Respondents of Hardoi Districts**

Name of the selected C.D. block	Total number of villages	Name of the selected villages	Total No. of families of selected villages	No. of Selected families and Respondents(rural Youths 10 per cent, only one youth in each selected family) according to their land possession		
				High	Medium	Low
Behandar	160	i. Hasanapur	513	84 (8)	174 (17)	245 (24)
		ii. Sarehari	436	71 (7)	123 (12)	215 (21)
		iii. Behander Kallan	543	74 (7)	114 (11)	325 (32)
		iv. Gauri Saiyad Talib	371	34 (3)	129 (13)	195 (19)
		v. Bakui	286	35 (3)	65 (6)	174 (17)
Total = 1	160	05	2149	298 (28)	605 (59)	1154 (113)

Note: The values in the parenthesis are percentages

### 5.1.4 Selection of respondents

The respondents are main source of data. Firstly, the lists of rural youth of five villages were prepared according to possession of land of their family/youth.

Thereafter they were classified in three groups. High, Medium and low, which were treated as strata of the youths, further, the youth of each strata were selected in ratio proportion of their population for making the total sample of 200 respondents only one youth was selected in each family.

## 5.2 Variables and their Empirical Measurement

The selection of variables and its empirical measurement was made based on the objectives of the study, collection review of literature and the discussion with experts. The selected variables were categorized in two groups – Independents variables and Dependents variables. The selected variables and their empirical measurement which were used for study have been listed in the table 5.2.

**Table 5.2: Selected variables and their empirical measures**

S.No.	Variables	Empirical measurement
<b>Independent Variables</b>		
1	Education	Measured with the SES Scale developed by Trivedi and Pareek (1964).
2	Caste	As per GOI norms
3	Family type, Family size, Occupation, Social participation, Material possession	Measured with the SES Scale developed by Trivedi and Pareek (1964).
4	Land Holding	Land classification as per GOI
5	Communication Behaviour	Scale developed by Sujan (1983)
<b>Dependent variables</b>		
1	Daily Routine	Scale developed by Mundy and Odum (1979)
2	Range and magnitude of leisure hours	Scale developed by Mundy and Odum (1979)
3	Utilization pattern of leisure hours	Scale developed by Mundy and Odum (1979)
4	Interest Pattern	Interest index developed by Kumari (2007)

## **A. Independent Variables**

### **Education**

Education of the respondent was judged from the level of education, number of years of formal education achieved by the respondents. It was found that as the level of education increases it change the working pattern, daily routine, leisure time activities and interest pattern of the rural youth. Therefore, this variable was found to be appropriate and selected for the present investigation. Educational status of the respondent was operationlized with scale developed by Trivedi and Pareek (1964) with modifications. The score assigned to the different educational levels were as under:

<b>Categories of Education Level</b>	<b>Assigned score</b>
Illiterate	0
Can read only	1
Can read and write	2
Primary School	3
Middle or Higher secondary	4
Graduate and above	5

### **Caste category**

The caste of a person in conceptualized as the caste; one gets at the time of his birth from the parents. Caste has been playing a vital role in the working pattern, daily routine and leisure time through the ages. It is the social status or position of the respondent which is acquired by heredity. It was categorized into three categories as per Govt. of India norms.

<b>Categories</b>	<b>Assigned score</b>
General caste	4
Backward caste	3
Scheduled caste	2
Scheduled tribe	1

### Family type

Nuclear or primary family consists of husband, wife and their children. A number of generations may be living together.

Joint family is an aggregate of more than one primary family on the basis of close blood ties and common residence.

- a. *Single family*: Single family is one which is composed of the husband, the wife, and their unmarried children.
- b. *Joint family*: A joint family is composed of two or more couples and their children including older persons related to them.

Socio-economic status scale developed by Trivedi and Pareek (1964) was used to measure this variable with modification scores assigned to the different categories of family type was as under:

Family Type	Assigned score
Nuclear	1
Joint	2

### Family size

Size of family was operationalized in terms of total number of members present in a family.

Socio-economic status scale developed by Trivedi and Pareek (1964) was used to measure this variable with modification. Source assigned with different categories of family size was as under:

Family Size	Assigned score
Up to 5 members	1
Above 5 members	2

### Occupation

The variable occupation related to the primary occupation of the head of the family. Generally this also signifies the primary occupation the family, as the main sources of livelihood. The occupation of the family was categorized with the score arranged as here under:

Category of Occupation	Assigned score
Agriculture	1
Agriculture + Other occupation	2

### Land holding

It refers as the total land owned or cultivated by the respondent's family. The variable directly related to the earning of the respondents. For the measurement of this variable as per the SES scale developed by Trivedi and Pareek (1964) was with modifications. The categories of land ownership along with their score were as follow.

Categories	Assigned score
Marginal (Less than 1 ha.)	1
Small (1-2 ha.)	2
Medium (2-4 ha.)	3
Large (More than 4 ha.)	4

### Annual income

The annual income was operationally defined as the total earning of a respondents household in a year from all sources. The respondents were grouped in the following five categories depending on their income.

### Annual income

S.No.	Income	Frequency	Percentage
1.	Rs.50001-75000/		
2.	Rs.75001-1,00000/		
3.	Rs.1,00001-1,25000/		
4.	Rs. 1,25001-1,50,000/		
5.	1,50,000 to Above		

### **Material possession**

It was operationalised as the respondent's possession of farm power in terms of animal power, machinery on his farm and certain house hold materials and comforts which indicate his level of living. The measurement and scoring was done in accordance with the SES scale developed by Pareek and Trivedi (1964). The scoring pattern of material possession is as follows:

<b>S.No.</b>	<b>Items</b>	<b>Score</b>
I.	1 Farm animal / Bicycle/ furniture	1
II.	2 Farm animal/ Radio/ T.V. Bullock	2
III.	3-4 Farm animals/ Electricity / Newspaper	3
IV.	5-10 Farm animals / Gobar gas plants/ Pumpset	4
V.	More than 10 farm animals / Tractors	5

### **Social participation**

It refers to the degree of involvement of the respondents in formal organizations either as a member of office bearer.

<b>Category</b>	<b>Assigned score</b>
Not a member of any organization	0
Membership of one organization	1
Membership of more than one organization	2
Office bearer	3
Leaders	4

### **Communication behaviour**

It refers the media as a source of information, available with an individual. The present investigation accounted for as audio, visual, audio-visual and print media, extension contact through which information flows in the area of investigation and utilized by the respondents. There are evidences that the knowledge, thinking and leisure activities are directly or indirectly affected by the use of different mass media, group communication and extension contact. Therefore, the variable was found to be most appropriate in light of objectives of the present study.

This variable was operationalized as referred in the communication behavior scale developed by Sujan (1983). The quantification was done with the help of information as their frequencies of use were scored as 3, 2, 1 and 0 for Most often, often, some time and never, respectively.

## **B. Dependent Variables**

### **Leisure time**

In view of the objective of the study, the thrust was centered to find out the leisure hour available with the rural youth. The leisure refers as the free time available with an individual without any social, personal and family obligation. When we talk about free time it points out how an individual passes his life with daily activities as well as the quantification of it. Broadly speaking daily routine activities have been classified in three time frames with clear distinction of its nature, these are: 'work time', 'committed time' and 'leisure time'.

Time is an important part of the total pattern of living. The daily and weekly time and activity pattern in all home and farm reflect the interests work habits, leisure activities and personal need of the family.

To organize the leisure time of the rural youth for the productive purposes, the leisure time activities were calculated into two dimensions.

1. Daily routine
2. Range, Magnitude and Time utilization pattern of the rural youth

### **Daily routine**

Each and every person engages in various type of activity in their day-to-day life. To make the progress every individual is supported to review to his/her activity need to evaluate their positive and negative issues and progress. To study the daily

routine, range, magnitude and time utilization pattern of the respondents the structured interview schedule based on Mundy and Odum (1979) was developed.

The schedule contained the activities from leaving bed in the morning to going to bed in the night. The responses of respondents about their activities during whole day were recorded in every one hour or one and half hours of interval, which start from morning 5:00 'O' clock. The activities of an individual which rural youth performs in daily life had been started from the daily routine of morning activities to get fresh followed by religious activity, breakfast or lunch, schooling, coaching/tuition or professional/occupational activities, animal husbandry work, cleaning, washing, agricultural activities, sleeping, rest/leisure etc. Further to get the information on the various daily activities were also recorded.

### **Range, magnitude and time utilization pattern**

The utilization pattern of the rural youth was studied during three different seasons of the year i.e., at the rainy, winter, and summer. It was ascertained that the day selected for data collection was normal day of routine household, farm and leisure activities which were to be performed by the rural youth. The selected respondents were asked to answer about time spent on various activities recall method.

Actual working hours of different activities were measured in terms of hours and minutes spent by the rural youth respondents. The data were collected with person to person contact method through the structured interview schedule especially developed for the study on various daily routine activities.

The leisure time activities of the rural youth were measured based on their time utilization pattern. To find out the time utilization pattern of the rural youth whose main occupation was farm and home work, seven major activities were taken into account under the study as given below.

**Leisure time utilization pattern of rural youth**

- 1. Leisure as work**
  - a. Religious
  - b. Artistic and Cultural
  - c. Family oriented
  - d. Group oriented
  - e. Economic and self employing
- 2. Leisure as time**
  - a. Sleeping
  - b. Eating
  - c. Washing
  - d. Travelling
  - e. Meeting
- 3. Leisure as recreation**
  - a. Art ,craft and sewing
  - b. Social club
  - c. Shopping
  - d. Media entertainment
    - i. Books
    - ii. Magazine
    - iii. Mobile
    - iv. Movies
    - v. T.V.
    - vi. Music
    - vii. Radio
  - e. Theater and drama
  - f. Vocations
  - g. Volunteering
- 4. Functional meaning of leisure**
  - a. Talking at any place
  - b. Meeting with relatives

- c. Reading
- d. Playing cards
- e. Dance, music, drama, katha
- f. Cinema
- g. Listening radio
- h. Social work

**i. Leisure as fun**

- a. Games
- b. Craft
- c. Decoding
- d. Kite flying
- e. Gulli-danda
- f. Hide and seek
- g. Kabbaddi
- h. Playing carom
- i. Volley boll
- j. Cricket
- k. Swimming
- l. Playing cards.

**j. Leisure as mass pastime**

- a. Watching T.V.
- b. Listening radio
- c. Reading print media

**k. Leisure as problem**

- a. Crime
- b. Gambling
- c. Drinking
- d. Smoking
- e. Sexual delinquency

**Other miscellaneous activities.**

## **Interest Pattern**

Interest is an object, a person, an activity or a field of occupation as a tendency to give attention to it, to be attracted by it, to like it, to find satisfaction in it. Rural youth play an important role in home, in society in village, in farm and leisure activities. The success of family living and farming depend upon how well the family makes its interests. Therefore, it is necessary that they should have interest pattern of rural youth about vocational (home, farm and leisure time) a standardized interest test was developed for the study, as it was not available at present. Interest is operationalized as the totality of understood information proposed by a person.

A standardized interest test was developed by following the procedures used by Kuder Preference Record (1938), Bureau of Psychology Allahabad Interest Inventory and Singh, Raghuraj Pal, Interest Record (1976).

The content of the test was composed of question, called items. An item pool of interest question was prepared by consulting different sources, such as literature, field extension personnel consultation with experts and the researchers own experience. The item was collected in relation to major field home, farm dairy, leisure time activities etc. finally, thirty items which covered all aspect of interest were selected to form initial test to carry out item analysis for developing a standardized interest test.

All the thirty items collected for construction of the interest test were in the objective form and all items were in choice. This interest test was divided in to seven interest areas. It interest test has been in some vocational interest also included. These interest areas are as follows.

1. Art and Humanities
2. Science
3. Commerce
4. Agriculture
5. Home Science
6. Fine Art
7. Technology

### **5.3 Preparation of Tools**

The study necessitated the collection of data pertaining to assess the time spent by the rural youth in various activities was computed by adding the actual time devoted by his to different activities. The interview schedule was developed on the basis of selected variables and in the light of various objectives of the study. During preparation of schedule the following aspects were considered:

- (i) All questions were designed to obtain the exact information needed,
- (ii) Ambiguity was avoided in forming the questions, and
- (iii) Questions were prepared in an easy and understandable language as respondent's level.

The interview schedule was developed in four major parts as per the objectives. The first part of the interview schedule was devoted to collect the information about the personal and socio-economic characteristics of the respondents, viz.; age education, caste, occupation, house family type and size, land possession, farm material, household material, social participation and others. The second part was concentrated to find out the communication behavior of respondents where the information about the extent of extension contact, group communication and mass communication and mass media exposure availed by the respondents, as well as frequency of contact and liking pattern. The total sum of this scale was taken an account as communication behaviour. The third part of the schedule was pertinent to the daily routine, range and magnitude of the leisure hour available with the respondents and the utilization pattern. The questions related to above aspects were in tabular form open ended questions. The last part of the schedule was developed to find out the interest pattern of the respondents.

### **5.4 Data Collection Procedure**

#### **5.4.1 Establishing necessary rapport**

Prior to data collection possible rapport was established with the respondents. The necessary information's were also collected from the research area. Few

preliminary visits of the research area were also made to build up rapport with the various types of respondents for ensuring necessary help in data collection. Friendly environment was maintained at the time of interview to ensure that the respondents were at ease and express their opinion fairly and frankly.

#### **5.4.2 Method of data collection**

After establishing the rapport with the selected respondents, the questions and statements were asked in Hindi and local dialect according to their understanding and situation. The respondents were interviewed personally by the investigator to get first hand information as well as to get real picture of their work through direct observation. It was made sure those questions were correctly understood by the respondents. The questions were repeated as and when felt necessary.

#### **5.5 Statistical Analysis of Data**

The following statistical tools, procedure and tests were used in the analysis of collected data.

1. Frequency Distribution and Percentage.
2. Correlation Coefficient (r).

#### **Frequency distribution and percentage**

Frequency was applied to know the distribution pattern of the respondents into the different categories of a variable. It was measured as the number of the respondents or responses in particular category. Percentage was used for standardization of size of responses per hundred of such measurement.

#### **Percentage**

$$P = \frac{n}{N} \times 100$$

Where,

n = frequency of a particular cell

N = Total number of respondents in that particular category

P = Percentage

### **Correlation Coefficient (r)**

The correlation coefficient 'r' is known as Pearson's correlation coefficient, since it was developed by Karl Pearson. It is often referred to as product – moment correlation in order to distinguish it from other measures of inter-relationship. This was used to find out the extent of relationship between the scores on independent variables and the scores on dependent variables of the respondents. The formula used was:

$$r = \frac{\text{Cov}(x_1, x_2)}{\sqrt{\text{Var } x_1 \cdot \text{Var } X_2}}$$

$$\text{Cov}(X_1 X_2) = \frac{\sum (x_1 - \bar{x}_1)(x_2 - \bar{x}_2)}{n}$$

Where,

$$\text{Var } (X_1) = \frac{\sum (x_1 - \bar{x}_1)^2}{n}$$

$$\text{Var } (X_2) = \frac{\sum (x_2 - \bar{x}_2)^2}{n}$$

$X_1$  and  $X_2$  are the two variables

r = correlation co-efficient between  $X_1$  and  $X_2$



## **RESULTS AND DISCUSSION**

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The chapter results and discussion, deals with analysis and interpretation of data. The study entitled 'Leisure Time Activities of The Rural Youth: Critical Analysis was conducted. Once data collected, it requires processing the data by classification, tabulation and statistical analysis in view of objectives of the study to arrive at any conclusion. This help to present the results systematically along with interpretation of the result and justification substantiating with past scripts.

Present chapter of the thesis is devoted to present the results of the study along with discussion. To provide the clear understanding and comprehension this part of the thesis has been presented scientifically and systematically in the light of objectives of the study. Therefore the chapter has been presented in the following sub heads:

- 6.1 Personal and socio-economic characteristics of the respondents,
- 6.2 Daily routine of the respondents,
- 6.3 Range magnitude and utilization pattern of the leisure time available with the respondents,
- 6.4 Interest pattern of the respondents, and
- 6.5 Association of independent variables with dependent variables of the respondent

### **6.1 Personal and Socio-Economic Characteristics of the Respondents**

This section presents the description of the respondents on the basis of their personal and socio-economic characteristics. The frequencies and Percentage were calculated for the purpose of discussion.

**6.1.1 Education**

Education is a catalyst in grasping the communicated knowledge. It affects the creative and non creative leisure time activities of the rural youth. The selected respondents are categorized according to their educational background and data has been presented accordingly in the Table 6.1.1.

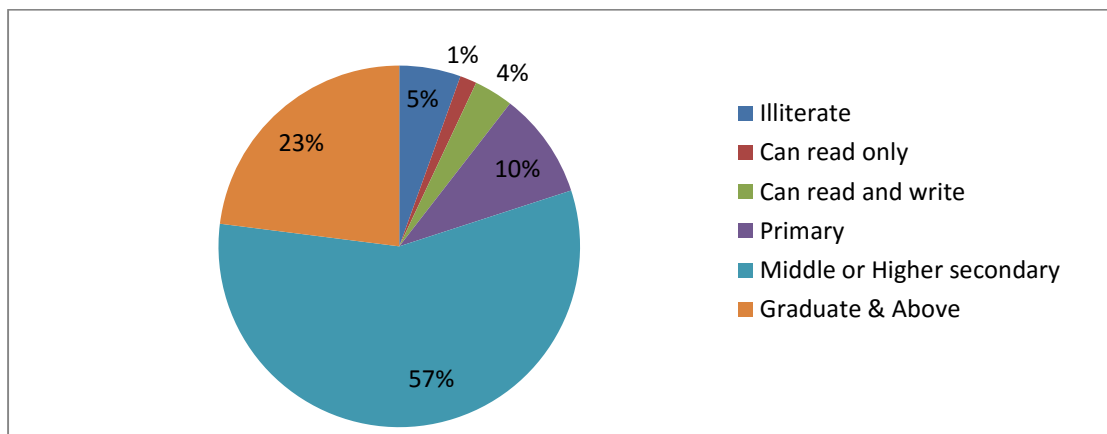
**Table 6.1.1. Distribution of respondents according to their education.**

N=200			
S.No.	Particular	Frequency	Percentage
1.	Illiterate	11	5.5
2.	Can read only	3	1.5
3.	Can read and write	7	3.5
4.	Primary	19	9.5
5.	Middle or Higher secondary.	114	57
6.	Graduate & Above	46	23
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.1.1. Indicates that the maximum number of respondents (57%) had middle or higher secondary followed by Graduate and above (23%), Primary (9.5%), Illiterate (5.5%), Can read and write (3.5%) and Can read only (1.5%).

It can be concluded that more than half of the respondents had their educational standard up to Middle or Higher secondary level.

**Fig. 1 Distribution of respondents according to their education**



**6.1.2 Caste**

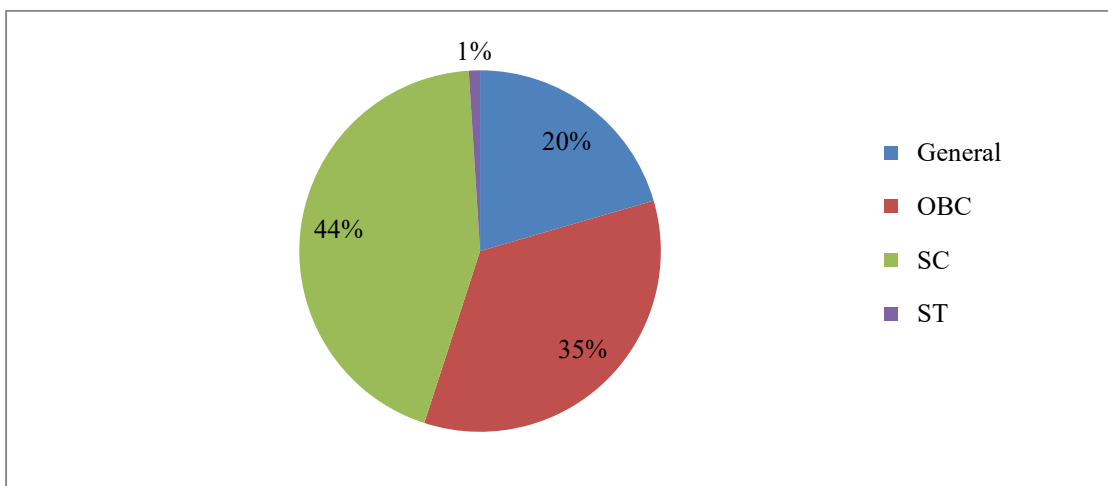
Caste status of a person influences pattern of leisure and recreational activities. The Distribution of respondents on the basis of their caste has been presented in the Table 6.1.2.

**Table 6.1.2. Distribution of respondents according to their caste.**

N=200			
S.No.	Particular	Frequency	Percentage (%)
1.	General	41	20.5
2.	OBC	69	34.5
3.	SC	88	44
4.	ST	2	1
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.1.2. shows that the maximum number of respondents (44%) belonged to Schedule Caste followed by OBC (34.5%), General Caste (20.5%) and Schedule tribe(1%). Therefore, it is concluded that SC were found more as for as caste dominancy in study area.

**Fig. 2 Distribution of respondents according to their caste**



### 6.1.3 Family Type

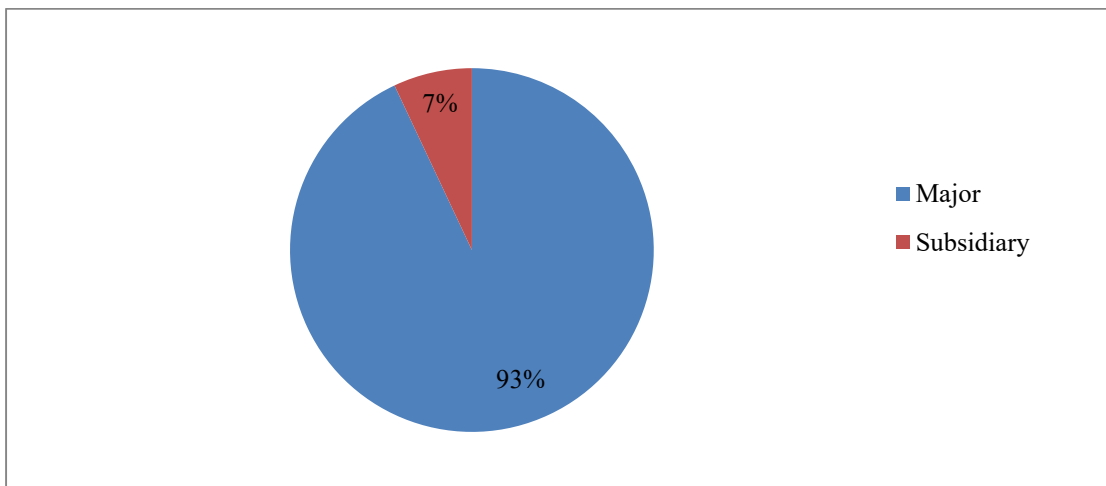
Family plays an important role in leisure time activities. Respondents, on the basis of their family type are presented in the Table 6.1.3.

**Table 6.1.3. Distribution of respondents according to their family type.**

N=200			
S.No.	Particular	Frequency	Percentage (%)
1.	Nuclear	4	2
2.	Joint	196	98
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.1.3. indicates that the maximum number respondents (98%) are belonged to Joint Family followed by nuclear family (2%). Therefore, it can be said that joint family system prevailed dominantly in the study area.

**Fig. 3 Distribution of respondents according to their family type**



### 6.1.4 Family Size

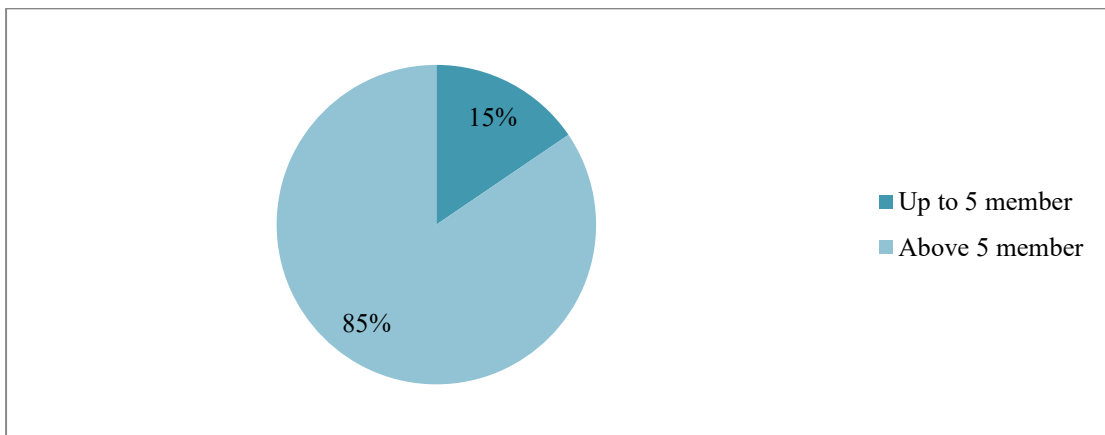
Family plays an important role in leisure time activities. Respondents, on the basis of their family size are presented in the Table 6.1.4.

**Table 6.1.4. Distribution of respondents according to their family size.**

N=200			
S.No.	Particular	Frequency	Percentage (%)
1.	Up to 5 member	31	15.5
2.	Above 5 member	169	84.5
	<b>Total</b>	<b>200</b>	<b>100</b>

It is evident from the Table 6.1.4. that the maximum number of respondent's family size (84.5%) was Above 5 members followed by Up to 5 members (15.5%). In the study area more than 5 members were more dominant in number according to family size of the respondents.

**Fig. 4 Distribution of respondents according to their family size.**



### 6.1.5 Occupation

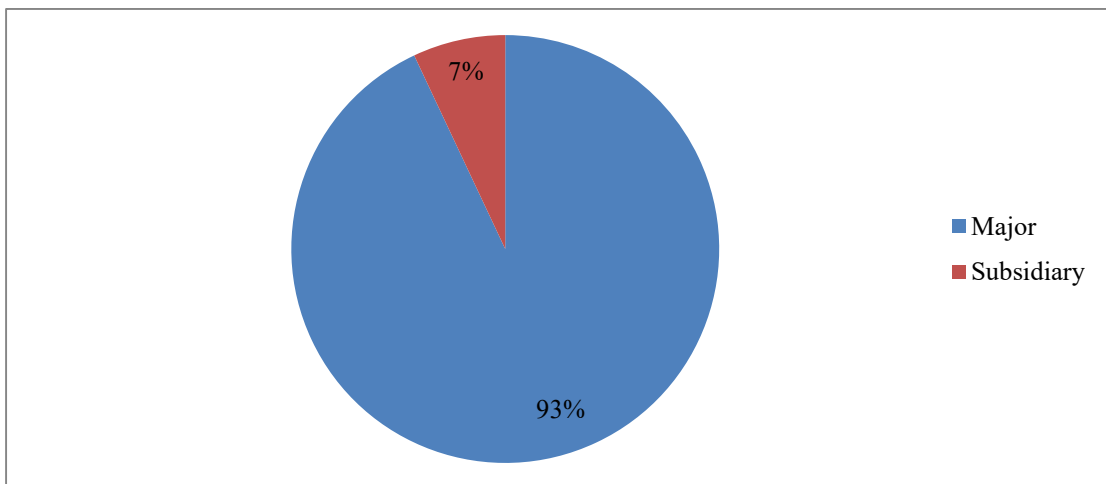
The family occupation of the respondents was considered as main component that largely affected the socio-economic status of the respondents.

**Table 6.1.5. Distribution of respondents according to their Occupation**

N=200			
S.No	Particular	Frequency	Percentage (%)
1.	Agriculture, Agricultural labour	186	93
2.	Service, Business, Caste based occupation	14	7
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.1.5. reveals that (93%) respondents were dependent on Agriculture and allied occupation followed by (7%) of the respondents were engaged in subsidiary (Service, Business and caste based) occupation. Most of the respondents' family reported Agriculture as their main occupation.

**Fig. 5 Distribution of respondents according to their occupation**



### 6.1.6 Land Holding

Land is an important factor for a person and his family. They completely depend on it for their livelihood. It also represents their economic status in the society. Table 6.1.6. highlights the distribution of respondents according to their land holding.

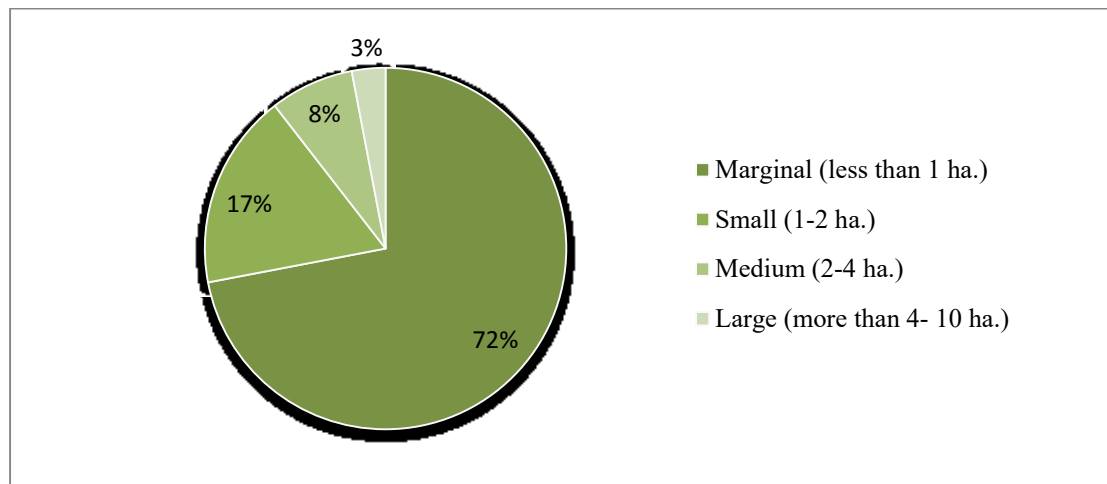
**Table 6.1.6. Distribution of respondents according to their land holding**

N=200			
S.No	Particular	Frequency	Percentage (%)
1.	Marginal (less than 1 ha.)	144	72
2.	Small (1-2 ha.)	35	17.5
3.	Medium (2-4 ha.)	15	7.5
4.	Large (more than 4)	6	3
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.1.6. clearly indicates that 72 per cent respondents had marginal land followed by small 17.5 per cent, medium 7.5 per cent and 3 per cent of the

respondents had the large land holding. Therefore the dominance of youth family mostly was marginal.

**Fig. 6 Distribution of respondents according to their land holding**



#### 6.1.7 Annual Income of family

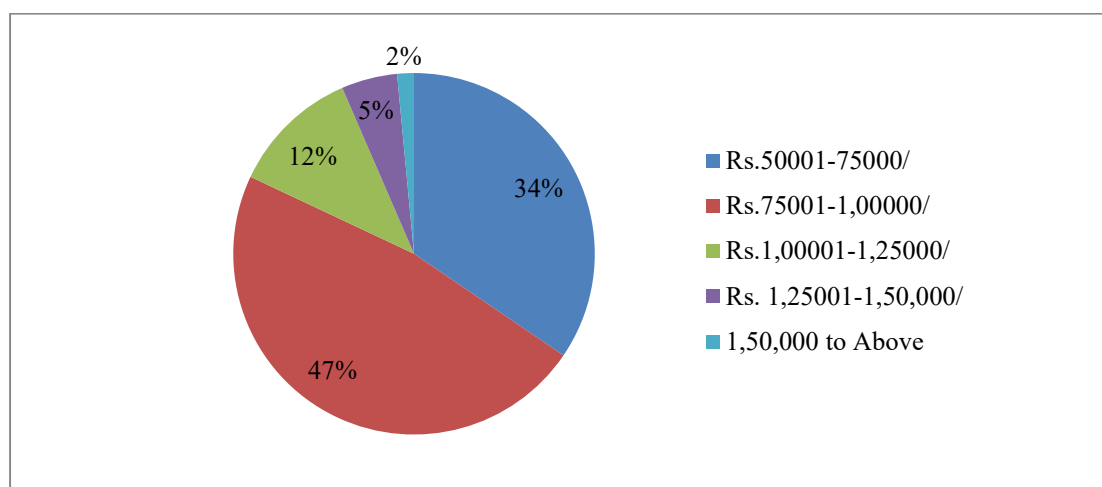
**Table 6.1.7 Distribution of respondents according to their Annual Income of family**

**N=200**

S.No.	Particular	Frequency	Percentage (%)
1.	Rs.50001-75000/	69	34.5
2.	Rs.75001-1,00000/	95	47.5
3.	Rs.1,00001-1,25000/	23	11.5
4.	Rs. 1,25001-1,50,000/	10	5
5.	1,50,000 to Above	3	1.5
	<b>Total</b>	<b>200</b>	<b>100</b>

It is obvious from Table 6.1.7. that (47.5%) respondents were found in such families whose annual income was in the category of Rs. 75,001-1,00000 followed by other categories viz. 34.5 per cent (Rs. 500001-75,000), 11.5 per cent (Rs.100001-1'25000), 5 per cent (Rs. 1,25001-1,50000) and 1.5 per cent (Above-1,50000) respectively. The maximum numbers of respondents' families were observed in Rs. 75001-100000 annual income category in the study area.

**Fig. 7 Distribution of respondents according to their annual income of family**



### 6.1.8 Material Possession

The living standard of a person is recognized with his material possession. The table 6.1.8. highlights the house hold material possession of respondents.

**Table 6.1.8. Distribution of respondents according to their material possession**

N=200			
S.No	Particular	Frequency	Percentage (%)
1.	1 Farm animal / Bicycle/ furniture	47	23.5
2.	2 Farm animal/ Radio/ T.V. Bullock	89	44.5
3.	3-4 Farm animals/ Electricity / Newspaper	48	24
4.	5-10 Farm animals / Gobargas plants/ Pumpset	11	5.5
5.	More than 10 farm animals / Tractors	5	2.5
	<b>Total</b>	<b>200</b>	<b>100</b>

The table indicates that the majority of respondents (44.5%) had two animals/radio/TV/bullock followed by (24%) 2-3 animals/electricity/ news paper and (23.5%) had 1 farm animal/bicycle/furniture, (5.5%) had 5-10 farm animals/gobargas plant/pumpset. Therefore the dominant families in research area were those who had two animals/radio/TV/bullock.

### 6.1.9 Social Participation

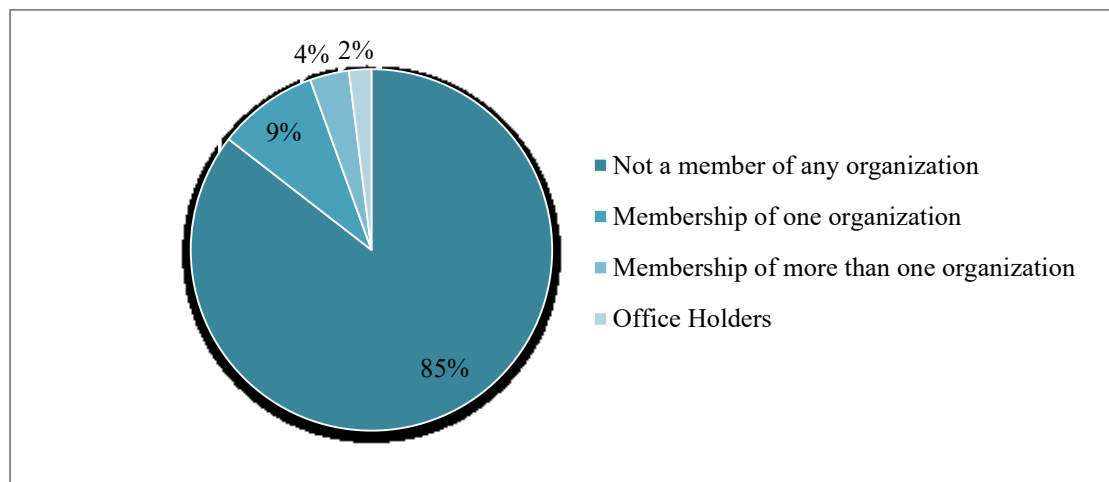
The participation of the respondents in social activities of an organization determines their social status in that society. The social participation is a phenomenon of community living.

**Table 6.1.9. Distribution of respondents according to their Social Participation**

N=200			
S.No.	Particular	Frequency	Percentage (%)
1.	Not a member of any organization	171	85.5
2.	Membership of one organization	18	9
3.	Membership of more than one organization	7	3.5
4.	Office Holders	4	2
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.1.9 reveals that the respondents 85.5 per cent had no social participation in social organizations. A meagre number of respondents (9%) who were member of one organization and (3.5%) respondents had more than one respondents, (2%) respondents were office holder. Therefore the category of respondents is more dominant in no participation of any organization due to unawareness and not known the importance of organization.

**Fig. 8 Distribution of respondents according to their social participation**



### 6.1.10 Communication Behaviour

Communication is a crucial element of the rural youth development. Keeping this in view, communication behaviour were studied in terms of communication variables such a source of information/ communication media and of various communication channels. The following table presents the status of respondents' use of the source of information utilization through frequency distribution.

**Table 6.1.10. Distribution of respondents according to their source of information utilization (S.I.U.)**

N=200

S.No.	Particular	Frequency and %			
		Most often	Often	Sometime	Never
<b>A. Personal Cosmopolite</b>					
I	VLWs.	89 (45.5)	59 (29.5)	27(13.5)	25(12.5)
II	Block officials	61(30.5)	94(47)	33(16.5)	12(6)
III	Scientists	6(3)	21(10.5)	107(53.5)	66(33)
IV	Other (Kisan mitra, NYK.)	14(7)	35(17.5)	106(53)	45(22.5)
<b>B. Personnel Localite</b>					
I	Relatives	8(4)	119(59.5)	70(35)	3(1.5)
II	Neighbors	67(33.5)	47(23.5)	71(35.5)	15(7.5)
III	Local Leaders	136(68)	26(13)	32(16)	5(2.5)
IV	Others(Friends,)	7(3.5)	23(11.5)	131(65.5)	39(19.5)
<b>C. Mass Media</b>					
I	Demonstration	10(5)	49(24.5)	64(32)	77(38.5)
II	Farmers Fair	3(1.5)	60(30)	108(54)	29(24.5)
III	Farm Magazine	9(4.5)	70(35)	82(41)	39(19.5)
IV	News Papers	53(26.5)	87(43.5)	56(28)	4(2)
V	Radio	120(60)	52(26)	25(12.5)	3(1.5)
VI	T.V.	43(22.5)	92(46)	61(30.5)	4(2)
VII	Others(pumplet, folder, magazines)	8(4)	45(22.5)	137(68.5)	10(5)

#### **6.1.10(A) Personal Cosmopolite**

The data presented in Table 6.1.10.(A) reveals that 45.5 per cent of the youth were most often contacted VLWs, whereas 30.5 per cent of the respondents were most often contacted block officials , 7 per cent respondents were most often contacted with others like Kisan mitra , Nehru Yova Kendra's etc. and only 3 per cent respondent were contacted with the scientists.

It can be inferred from the result that VLWs are most preferred source of interaction for rural youth.

#### **6.1.10(B) Personal Localite**

The table 6.1.10. (B) reveals that 68 per cent youth were most often contacted local leader, 33.5 per cent most often contacted neighbours, 4 per cent relatives and 3.5 per cent of respondents were contacted most often with others like Friends, family members etc.

Personal localite sources are the most preferred source of information they are tested and trusted sources, the information obtained from these sources are authentic unambiguous and have practical orientation. Also they are based on the experience of the person who is sharing in case of any doubts the source are available for classification which is an advantageous factor over other sources.

#### **6.1.10(C) Mass Media Source**

The presented data showed that 60 per cent respondents most often listen radio followed by 26.5 per cent most often reading news papers, 22.5 per cent most often watch T.V., 5 per cent demonstration, 4.5 per cent read farm magazine, 4 per cent others pumplets, folders, magazines etc. like that and 1.5 per cent respondents most often attend farmers fair.

Electronic media always preferred over other media. The results observed indicate the same. Because of illiteracy, technicality of literature print media took

back seat factor and youth preferred news paper and T.V. or other which one is easily available.

## **6.2 Distribution of the Respondents according to their Daily Routine**

### **1. Morning activities**

#### **6.2.1.1 Toilet, Bath and Religious activities**

**Table 6.2.1.1. Distribution of the respondents according to their Toilet, Bath and Religious activities**

**N=200**

<b>S.No.</b>	<b>Particular (Time in AM)</b>	<b>Rainy</b>	<b>Winter</b>	<b>Summer</b>
1.	Up to 6.30	171(85.5)	37(18.5)	179(89.5)
2.	6.30-7.00	26(13)	91(45.5)	18(9)
3.	7.00-7.30	3(1.5)	46(23)	3(1.5)
4.	7.30-8.00	0	26(13)	0
	<b>Total</b>	<b>200(100)</b>	<b>200(100)</b>	<b>200(100)</b>

The Table 6.2.1.1 reveals that the morning activities like toilet, bath, and religious activities in the rainy season (85.5%) respondents doing early in the morning up to 6.30AM. and in winter season only (18.5%) doing morning activities up to 6.30AM. most of the respondents (89.5%) in the summer season doing morning activities up to 6.30AM. because in summer due to hard sunny days. The majority of respondents (45.5%) who doing morning activities toilet, bath, and religious activities in winter reason from 6.30 – 7.00AM. due to cold. The respondents (13%), and (9%) in rainy and summer doing morning activities from 6.30 – 7.00AM. respectively, and the majority of respondents who doing morning activities toilet, bath, and religious activities (23%), (1.5%) and (1.5%) winter, rainy , and summer respectively in 7.00 – 7.30.AM. only in winter season (13%) respondents doing morning activities toilet, bath, and religious activities 7.30-8.00AM. remain rainy and summer have done morning activities before 7.30-8.00 AM. as said by the respondents in study area during the time of study.

### 6.2.1.2 Breakfast

**Table 6.2.1.2. Distribution of respondents according to their taken time of Breakfast**

**N=200**

S.No.	Particular (Time in AM)	Rainy	Winter	Summer
1.	Up to 6.30	0	0	4(2)
2.	6.30-7.00	101(50.5)	13(6.5)	124(62)
3.	7.00-7.30	72(36)	44(22)	55(27.5)
4.	7.30-8.00	25(12.5)	99(49.5)	17(8.5)
5.	8.00 and Above8	2(1)	44(22)	0
	<b>Total</b>	<b>200(100)</b>	<b>200(100)</b>	<b>200(100)</b>

Table 6.2.1.2. shows that the only (2%) respondents take Breakfast up to 6.30.AM in summer. The majority of respondents (62%) had breakfast 6.30-7.00AM. in the morning because most of the youth were going to school there school time was 7 O'clock in the morning same as rainy season the respondents (50.5%). and (6.5%) respondents were take breakfast 6.30-7.00AM.in winter. The situation in winter season most of the respondents (49.5%) had breakfast 7.30 -8.00AM. followed by (12.5%) and (8.5%) respondents had breakfast Rainy and summer 7.30 -8.00AM. respectively, not taken breakfast 8.00 to above 8.00AM in summer season only. (22%) and (1%) respondents take breakfast in winter and rainy season respectively.

### 6.2.1.3 Professional Work

**Table 6.2.1.3. Distribution of respondents according to their Professional Work**

**N=200**

S.No.	Particular (Time in AM)	Rainy	Winter	Summer
1.	Up to 6.30	0	0	3(1.5)
2.	6.30-7.00	0	0	96(48)
3.	7.00-7.30	91(45.5)	10(5)	65(32.5)
4.	7.30-8.00	58(29)	27(13.5)	36(18)
5.	8.00 and Above8	51(25.5)	163(81.5)	0
	<b>Total</b>	<b>200(100)</b>	<b>200(100)</b>	<b>200(100)</b>

It is evident from table 6.2.1.3. that respondents (1.5%) went to do professional work in summer up to 6.30AM. the majority of respondents (48%) going

to do work in summer and no any respondents do work in rainy and Winter 6.30-7.00AM. The majority of respondents (45.5%), (32.5%) and (10%) going to do professional work from 7.00-7.30AM. in rainy, summer and winter respectively. The majority of respondents (29%), (18%) and (13.5%) going to do professional work from 7.30-8.00AM. in rainy, summer and winter respectively. The majority of respondents (81.5%) and (25.5%) going to do professional work from 8.00 and Above 8AM. Rainy and winter not in summer. According to season, above table concluded that the more than respondents (45.5%) in rainy 7.00-7.30AM, (81.5%) in winter 8.00- above 8 PM. and (48%) in summer 6.30-7.00AM. started his professional work during the time of study in the study area.

### **6.2.2 Afternoon activities**

#### **6.2.2.1 Professional/Agricultural Work**

**Table 6.2.2.1. Distribution of respondents according to their Professional/Agricultural Work**

**N=200**

<b>S.No.</b>	<b>Particular (Time in HOURS)</b>	<b>Rainy</b>	<b>Winter</b>	<b>Summer</b>
1.	2-3	0	12(6)	10(5)
2.	3-4	9(4.5)	14(7)	16(8)
3.	4 and Above 4	191(95.5)	174(87)	174(87)
	<b>Total</b>	<b>200(100)</b>	<b>200(100)</b>	<b>200(100)</b>

It is apparent from the Table 6.2.2.1. that the respondents (6%) in winter, and (5%) in summer and no any respondents did the professional/Agricultural work 2-3 hours in rainy season, (8%) (7%) and (4.5%), respondents did professional/Agricultural work 3-4 hours in summer, winter and rainy and respectively. And the majority of the respondents (95.5%), (87%) and (87%) did maximum professional/Agricultural work 4 and Above 4hours in rainy, winter and summer season respectively. during the time of study in study area the youths are engaged are in study or in agricultural activities.

6.2.2.2 Lunch and Rest

Table 6.2.2.2. Distribution of respondents according to their Lunch and Rest

**N=200**

S.No.	Particular (Time in HOURS)	Rainy	Winter	Summer
1.	1-2	178(89)	182(91)	168(84)
2	2 and above2	22(11)	18(9)	32(16)
	<b>Total</b>	<b>200(100)</b>	<b>200(100)</b>	<b>200(100)</b>

The Table 6.2.2.2 indicates that the majority of respondents (91%) enjoyed lunch and rest 1-2 hours in winter season therefore the reason behind it the duration of days was short compared to another season. The respondents (89%) and (84%) had lunch and rest 1-2 hours in rainy, and summer season respectively. The remaining of respondents (16%), (11%) and (9%) had lunch and rest 2 and above 2 hours in summer, rainy and winter season and respectively. During of data collection respondents revealed they that are taking more time 2 and above 2 hours of rest in summer season.

6.2.2.3 Family obligations

Table 6.2.2.3. Distribution of respondents according to their Family obligations

**N=200**

S.No.	Particular (Time in HOURS)	Rainy	Winter	Summer
1.	1-2	68 (34)	74(37)	77(38.5)
2	2 and above2	124(62)	126(63)	131(65.5)
	<b>Total</b>	<b>200(100)</b>	<b>200(100)</b>	<b>200(100)</b>

It is evident from the Table 6.2.2.3. that the majority of respondents (38.5%) were doing family obligation work 1-2 hours in summer followed by (37%) and(34%) and completed family obligation work in 1-2 hours in winter and rainy season, respectively. But in the maximum respondents (65.5%), (63%) and (62%) completed family obligation 2 and above 2 hours in summer, winter and rainy season, respectively. due to long days in summer mostly respondents said that they are doing family obligation work in more than 2 hours.

### 6.2.2.4 Meet with friend / Neighbour

**Table 6.2.2.4. Distribution of respondents according to their Meet with friend / Neighbour**

**N=200**

S.No.	Particular (Time in HOURS)	Rainy	Winter	Summer
1.	1-2	180(90)	178(89)	166(83)
2	2 and above2	20(10)	22(11)	34(17)
	<b>Total</b>	<b>200(100)</b>	<b>200(100)</b>	<b>200(100)</b>

Table 6.2.2.4 reported that the majority of respondents (90%) were meeting with friends/neighbour in rainy season for 1-2 hours due to reopen the schools and start the agricultural activities,(89%) and (83%) meet with friends/neighbour 1-2 hours in winter and summer season, respectively and the respondents (17%) spent the time 2and above 2 hours in summer meet with friends/neighbour remaining (11%) and (10%) and respondents meet with friends/neighbour 2 and above 2 hours in winter and summer season, respectively. during my data collection time responded by the youth.

### 6.2.3 Evening activities

#### 6.2.3.1 Marketing

**Table 6.2.3.1. Distribution of respondents according to their Marketing**

**N=200**

S.No.	Particular (Time in PM)	Rainy	Winter	Summer
1.	Up to 4.00	38(19)	35(17.5)	27(13.5)
2.	4.00-6.00	120(60)	116(58)	125(62.5)
3.	6.00-8.00	2(1)	4(2)	29(14.5)
4.	None	40(20)	45(22.5)	19(9.5)
	<b>Total</b>	<b>200 (100)</b>	<b>200(100)</b>	<b>200(100)</b>

It is apparent from the Table 6.2.3.1. that the number of respondents (19%), (17.5%) and (13.5%) doing marketing up to 4.00 PM in rainy, winter and summer season, respectively. The majority of respondents (62.5%), (60%) and (58%) and respondents doing marketing 4.00 -6.00 PM in rainy, winter and summer season, respectively and the (1%),(2%) and (14.5%) respondents doing marketing 6.00 -8.00

PM in rainy, winter and summer season, respectively. remain of respondents had not doing marketing (20%),(22.5%) and (9.5%) any season.

Thus it can be conceded that the maximum number of respondents did marketing 4.00-6.00PM. in all season.

### 6.2.3.2 Grazing Animals

**Table 6.2.3.2. Distribution of respondents according to their .Grazing Animals**

N=200				
S.No.	Particular (Time in PM)	Rainy	Winter	Summer
1.	Up to 4.00	11(5.5)	9(4.5)	9(4.5)
2.	4.00-6.00	44(22)	29(14.5)	50(25)
3.	6.00-8.00	2(1)	1(0.5)	12(6)
4.	None	143(71.5)	161(80.5)	129(64.5)
	<b>Total</b>	<b>200 (100)</b>	<b>200(100)</b>	<b>200(100)</b>

It is clear from the Table 6.2.3.2. that the respondents (5.5%) grazing their animals up to 4.00PM. in rainy season,(4.5%) and (4.5%) respondents Grazing Animals up to 4.00 PM in winter and summer season, respectively. The majority of respondents (25%) grazing animal in summer due to long hot days, (22%) and (14.5%) Grazing Animals 4.00 -6.00 PM in rainy and winter season, respectively and the very few respondents (6%), (1%) and (0.5%) are Grazing Animals 6.00 -8.00 PM in summer, rainy and winter season, respectively. Thus the majority of respondents (80.5%) and (71.5%), (64.5%) are not Grazing Animals in any season said by the respondent during the time data collection.

### 6.2.3.3 Domestic Work/Cattle Management

**Table 6.2.3.3. Distribution of respondents according to their Domestic Work/Cattle Management**

N=200				
S.No.	Particular (Time in PM)	Rainy	Winter	Summer
1.	Up to 4.00	3(1.5)	00	1(0.5)
2.	4.00-6.00	49(24.5)	62(31)	48(24)
3.	6.00-8.00	60(30)	47(23.5)	59(29.5)
4.	None	88(44)	91(45.5)	92(46)
	<b>Total</b>	<b>200 (100)</b>	<b>200(100)</b>	<b>200(100)</b>

It is evident from the Table 6.2.3.3. that the respondents (1.5%), and (0.5%) had Domestic Work/Cattle Management up to 4.00 PM in rainy, and summer season and nobody had said that they do cattle management work in winter season. The majority of respondents (31%) had Domestic Work/Cattle Management 4.00 -6.00 PM in winter season, (24.5%), and (24%) respondents doing Domestic Work/Cattle Management 4.00 -6.00 PM in rainy and summer season, respectively. The number of respondents (30%) who doing the domestic/cattle management work from 6.00-8.00PM.in rainy season followed by (29.5%) and(23.5%) respondents had Domestic Work/Cattle Management 6.00 -8.00 PM in summer and winter season, respectively.

Thus majority of respondents (46%), (45.5%) and (44%) and had not done Domestic/Cattle Management work in any season. Most of the youths said that their parents were doing this work.

#### 6.2.3.4 Coaching/Tuition

**Table 6.2.3.4. Distribution of respondents according to their Coaching/Tuition**

<b>N=200</b>				
<b>S.No.</b>	<b>Particular (Time in PM)</b>	<b>Rainy</b>	<b>Winter</b>	<b>Summer</b>
1	4.00-6.00	21(10.5)	25(12.5)	21(10.5)
2.	6.00-8.00	91(45.5)	80(40)	83(41.5)
3	8.00-10.00	7(3.5)	7(3.5)	19(9.5)
	None	81(40.5)	88(44)	77(38.5)
	<b>Total</b>	<b>200 (100)</b>	<b>200(100)</b>	<b>200(100)</b>

It is obvious from the Table 6.2.3.4. that (12.5%) of the respondents doing coaching/tuition between the 4.00-6.00 PM in winter reason due to cold followed by (10.5%), and (10.5%) respondents doing coaching/tuition between 4.00-6.00 PM in rainy and summer season, respectively. The majority of respondents (45.5%), (41.5%) and (40%) and doing coaching/tuition in between 6.00 -8.00 PM in rainy, summer and winter season, respectively and the (9.5%),(3.5%) and (3.5%) respondents doing coaching/tuition 8.00 -10.00 PM in summer, rainy and winter season, respectively. The majority of respondents had not doing coaching/tuition (44%), (40.5%) and (38%) in any season.

Thus the above table concluded that the maximum numbers of youths attend the coaching/tuition classes in between 6.00-8.00PM in evening, most of the

respondent was said during data collection this time they are feel free and relax after routine classes and agricultural works.

### 6.2.3.5 Family Chatting

**Table 6.2.3.5. Distribution of respondents according to their Family Chatting**

<b>N=200</b>				
<b>S.No.</b>	<b>Particular (Time in PM)</b>	<b>Rainy</b>	<b>Winter</b>	<b>Summer</b>
1.	4.00-6.00	9(4.5)	31(15.5)	14(7)
2.	6.00-8.00	132(66)	141(70.5)	113(56.5)
3.	8.00-10.00	59(29.5)	28(14)	73(36.5)
	<b>Total</b>	<b>200 (100)</b>	<b>200(100)</b>	<b>200(100)</b>

Table 6.2.3.5 reveals that the (15.5%) respondents chat with family members in between the 4.00 -6.00 PM in winter, remain (7%) and (4.5%) respondents chat with family members in between the 4.00 -6.00 PM, summer and rainy season, respectively. The majority of respondents (70.5%), (66%) and (56.5%) chat with Family members 6.00 -8.00 PM in winter, rainy and summer season, respectively and the (36.5%), (29.5%) and (14%) and respondents doing Family Chatting 8.00 -10.00 PM in summer, rainy and winter season, respectively.

Therefore the above table shows that maximum number of respondents belong to category of time in between 6.00-8.00 PM in this time more youths chat with family members.

### 6.2.3.6 Dinner

**Table 6.2.3.6. Distribution of respondents according to their taking time of dinner**

<b>N=200</b>				
<b>S.No.</b>	<b>Particular (Time in PM)</b>	<b>Rainy</b>	<b>Winter</b>	<b>Summer</b>
1.	6.00-8.00	25(12.5)	33(16.5)	20(10)
2.	8.00-10.00	175(87.5)	167(83.5)	180(90)
	<b>Total</b>	<b>200 (100)</b>	<b>200(100)</b>	<b>200(100)</b>

Table 6.2.3.6 shows that (16.5%) respondents took dinner 6.00 -8.00PM winter ,followed by (12.5%), and (10%) respondents took the Dinner 6.00 -8.00PM in rainy and summer season, respectively and the majority of respondents (90%), had taken dinner 8.00 -10.00 PM at night mostly in summer season, remain (87%)

and (83.5%) and had Dinner at 8.00 -10.00 PM in rainy and winter season, respectively

It is evident the above table most of youth took dinner at night 8.00-10.00PM most of the respondents said during summer we people joy the cultural and marriage programmes.

### 6.2.3.7 Sleeping

**Table 6.2.3.7. Distribution of respondents according to their going for sleeping**

**N=200**

S.No.	Particular (Time in PM)	Rainy	Winter	Summer
1.	8.00-10.00	103(51.5)	138(69)	45(22.5)
2.	10.00 and above 10	97(48.5)	62(31)	155(77.5)
	<b>Total</b>	<b>200 (100)</b>	<b>200(100)</b>	<b>200(100)</b>

Table 6.2.3.6 shows that the respondents (69%) were going for sleep from 8.00 -10.00PM in rainy season followed by (51.5%) and (22.5%) respondents going to sleep from 8.00 -10.00PM in winter and summer season, respectively and the majority of respondents (77.5%) are going for sleep 10.00 and above 10PM in summer season followed by (48.5%) and (31%) and going to sleep 10.00 and above 10PM in rainy, and winter season, respectively.

The above table concluded that in winter season due to cold weather most of the respondents going on bed 8.00-10.00 PM and in summer season 77.5 per cent respondents going on bed 10.00 PM and above. The maximum number of respondents was said we people engaged in agricultural works ( harvesting, threshing storage of food grain activities etc. ) that was the reason for going to late on bed.

### 6.2.3.8 Leisure time

**Table 6.2.3.8. Distribution of respondents according to their leisure time**

**N=200**

S.No.	Particular (Time in HOURS )	Rainy	Winter	Summer
1.	Up to 01.00	47(23.5)	92(46)	10(5)
2.	01.00-02.00	143(71.5)	101(50.5)	161(80.5)
3	02.00 to Above	10(5)	7(3.5)	29(14.5)
	<b>Total</b>	<b>200 (100)</b>	<b>200(100)</b>	<b>200(100)</b>

It is obvious from the Table 6.2.3.8. that the majority of respondents (46%) had leisure time up to 01.00 hours in winter season after that (23.5%), and (5%) respondent had leisure time up to 01.00 hours in rainy and summer season, respectively. The maximum number of respondent (80.5%) had 01.00-02.00 hours leisure time in summer season followed by (71%) and (50.5%) of respondents had the leisure time 01.00-02.00 hours in rainy and winter season, respectively. and the respondents (14.5%) had 02.00- Above 02.00 hours of leisure time in summer season (5%) and (3.5%) respondents had the leisure time 02.00- Above 02.00 hours in rainy and winter respectively.

Thus the above table shows that the leisure time availability is more in rainy and summer season reason behind this the long duration of day, hot weather, minimum agricultural works, close schools, change timing of schools, finished the board exams etc.

### **6.3 Distribution of Utilization Pattern of Leisure Hours of the Respondents according to their Leisure Time Activities**

#### **6.3.1 Leisure vis-a-vis work**

##### **6.3.1.1 Religious activities**

**Table 6.3.1.1. Distribution of respondents according to their to do religious activities**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Pooja	92	46
2.	Namaz	17	8.5
3	None of the above	91	45.5
	<b>Total</b>	<b>200</b>	<b>100</b>

It is apparent from the data given in Table 6.3.1.1. that the respondents (46%) were doing pooja after that the 8.5% per cent respondents doing namaz and (45.5%) had not doing religious activities.

Thus, it may be concluded from the table the dominancy of respondents belongs to pooja in religious activities.

### 6.3.1.2 Time spent in Religious activities

**Table 6.3.1.2. Distribution of respondents according to their Time spent in religious activities**

**N=200**

<b>S.No.</b>	<b>Particular (Time in minutes/day)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Up to 20	95	47.5
2.	20 to Above	14	7
3.	None of the above	91	45.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.1.2 indicates that the majority of respondents (47.5%) spent the time up to 20.00 minutes in religious activities and (7%) respondents spent the time 20.00 to above minutes in religious activities. (45.5%) respondents had not spent the time in religious activities. Therefore the maximum numbers of respondents spent their leisure time vis-a-vis work within 20.00 minutes per day in pooja and namaz.

### 6.3.1.3 Economy and self employment

**Table 6.3.1.3. Distribution of respondents according to their Economy and self employment**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Business	16	8
2.	Services	7	3.5
3	Other	17	8.5
3	None of the above	160	80
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.1.3 shows that the majority of respondent (80%) had no employment followed by (8.5%), (8%) and (3.5%) other, business and services respectively. In time of data collection maximum respondents said that they are not doing any job or business, reason was behind its they are not aware of the opportunities.

**6.3.1.4 Time spent in Economic and self employment**

**Table 6.3.1.4. Distribution of respondents according to their time spent in Economic and self employment**

**N=200**

<b>S.No.</b>	<b>Particular (time in hours/day)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Up to 3	10	5
2.	3 and Above	30	15
3.	None of the above	160	80
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.1.4. shows that the majority of respondents (80%) had no spent time in Economic and self employment and (15%)respondents spent 3 and Above hours in Economic and self employment only (5%) respondents spent hours in Economic and self employment activities.

**2. Leisure as Time**

**6.3.2.1 Sleeping**

**Table 6.3.2.1. Distribution of respondents according to their sleeping time**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Afternoon	13	6.5
2.	Night	187	93.5
	<b>Total</b>	<b>200</b>	<b>100</b>

The table 6.3.2.1. shows that the majority of respondents (93.5%) sleeping both time at night and afternoon, and only (6.5%) were sleeping in the noon. Maximum respondents were busy in their daily routine and they had no time for sleeping in afternoon.

**6.3.2.2 Time spent for Sleeping**

**Table 6.3.2.2. Distribution of respondents according to their time spent for sleeping**

**N=200**

<b>S.No.</b>	<b>Particular (time in hours/day)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Less than 6	16	8
2.	6 and Above	184	92
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.2.2. shows that the respondents spent the time 6 and above hours in sleeping (92%) after that the (8%) of respondents spent time less than 6 hours in sleeping. Therefore the maximum number of respondents said during time of data collection, they are slept more than 6 hours in day and night both time.

### 6.3.2.3 Washing cloths

**Table 6.3.2.3. Distribution of respondents according to their Washing clothes**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Morning	114	57
2.	Noon	12	6
3.	Night	6	3
4	Not washing self	68	34
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.2.3 reveals that the majority of respondents (57%) wash their cloth self in morning after that (34%) respondents not wash the cloth self (wash by parents) only few per cent youth (6%) wash cloth in noon time and three per cent washing cloth at night.

### 6.3.2.4 Time Spent in washing cloths

**Table 6.3.2.4. Distribution of respondents according to their time spent in Washing cloth**

**N=200**

<b>S.No.</b>	<b>Particular (time in hours/day)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Less than 1	126	63
2.	1 and Above	6	3
3	Not washing	68	34
	<b>Total</b>	<b>200</b>	<b>100</b>

It is obvious from the Table 6.3.2.4. that the majority of respondents (63%) spent time in washing less than 1 hour followed by (34%) not washing and (3%) spent the 1 and above hours in washing the cloths.

### 6.3.2.5 Travelling

**Table 6.3.2.5. Distribution of respondents according to their Travelling**

N=200			
S.No.	Particular	Frequency	Percentage
1.	Regularly	152	76
2.	Occasionally	34	17
3	No Travelling	14	7
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.2.5. shows that (76%) respondents travelling regularly, (17%) occasionally travelling and only (7%) never travelling. Because the youths are going to schools, market and other works therefore maximum respondents regularly travel.

### 6.3.2.6 Time spent in travelling

**Table 6.3.2.6. Distribution of respondents according to their time spent in travelling**

N=200			
S.No.	Particular (time in hour/ days)	Frequency	Percentage
1.	Less than 1	129	64.5
2.	1 and Above	57	28.5
3	Never Travelling	14	7
	<b>Total</b>	<b>200</b>	<b>100</b>

It is apparent from the data given in Table 6.3.2.6. that the (64.5%) respondents spent less than 1 hour in travelling, (28.5%) respondents spent time one hours to above and (7%) respondents never travelling. Some respondents were never travel because they are girls whose not going to school or farmer or physically disabled.

### 6.3.2.7 Meeting

**Table 6.3.2.7. Distribution of respondents according to their Meeting**

N=200			
S.No.	Particular	Frequency	Percentage
1.	Family	147	73.5
2.	Friends	25	12.5
3	Both	19	9.5
4	Others	9	4.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.2.7 indicates that (73.5%) respondents did meetings with family members followed by friends (12.5%) both (family and friends) (9.5%) and 4.5 per cent others. Maximum youth discuss on different family and social matter with family members meeting.

### 6.3.2.8 Time spent for Meeting

**Table 6.3.2.8. Distribution of respondents according to their time spent for meeting**

**N=200**

S.No.	Particular (time in hours/day)	Frequency	Percentage
1.	Less than 1	168	84
2.	1 to above	32	16
	<b>Total</b>	<b>200</b>	<b>100</b>

It is evident from the Table 6.3.2.8. that the (84%) respondents spent time less than 1 hour in family meeting only (16%) of respondents spent time 1 and above hours in meeting with family, friends and both.

### 6.3.3 Leisure vs. Recreation

#### 6.3.3.1 Art, Craft and Sewing

**Table 6.3.3.1. Distribution of respondents according to their Art, Craft and Sewing**

**N=200**

S.No.	Particular	Frequency	Percentage
1.	Art	4	2
2.	Craft	1	0.5
3	Sewing	17	8.5
4	Never doing above	178	89
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.3.1.reveals that (89%) respondents never did art, craft and sewing only (2%) respondents doing art works, (0.5%)in craft and (8.5%) in sewing doing activities. The Muslim communities' youth and girls are doing sewing and dardoji work in their home.

### 6.3.3.2 Time spent for Art, Craft and Sewing

**Table 6.3.3.2. Distribution of respondents according to their Time spent for Art, Craft and Sewing**

**N=200**

S.No.	Particular (time in hours/day)	Frequency	Percentage
1.	Less than 1	14	7
2.	1 to above	8	4
3	Never doing above	178	89
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.3.2. Shows that the (89%) respondent never spent the time in art , craft and sewing only (7%) respondent spent less than one hour and (4%) respondents spent the one and above hours for Art, Craft and Sewing activities.

### 6.3.3.3 Shopping

**Table 6.3.3.3. Distribution of respondents according to their shopping pattern**

**N=200**

S.No.	Particular	Frequency	Percentage
1.	Holiday	64	32
2.	Festival	53	26.5
3.	Function	27	13.5
4.	Other	35	17.5
5.	Never shopping	21	10.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.3.3. shows that the majority of respondents 32 per cent were going to shopping in holidays followed by (26.5%), (17.5%), (13.5%), and (10.5%) in festival, others, functions and never shopping, respectively. Maximum respondent were going shopping in holidays.

### 6.3.3.4 Time spent in Shopping

**Table 6.3.3.4. Distribution of respondents according to their time spends in shopping**

**N=200**

S.No.	Particular (time in hours/month)	Frequency	Percentage
1.	Less than 2	42	21
2.	2 and Above	137	68.5
3	Never shopping	21	10.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.3.4. reveals that the majority of respondents (68.5%) spent two and above hours time in Shopping therefore (21%) respondents spent time less than two hours and (10.5%) respondents never go to shopping. The respondents who never go to shopping their family members go for shopping.

### 6.3.3.5 Media Entertainment

**Table 6.3.3.5. Distribution of respondents according to their media entertainment**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Print Media	15	7.5
2.	Electronic Media	185	92.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.3.5. indicates that the majority of respondents (92.5%) had used the electronic media like T.V., radio, mobile etc. and only (7.5%) respondents used print media like magazine news paper novel etc.

### 6.3.3.6 Time spent in Media Entertainment

**Table 6.3.3.6. Distribution of respondents according to their time spent in media entertainment**

**N=200**

<b>S.No.</b>	<b>Particular (time in hour per day)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Less than 1	65	32.5
2.	1 and Above	135	67.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.3.6 shows that the majority of respondents (67.5%) spent time one to above hour and (32.5%) spent time less than one hour in Media Entertainment.

### 6.3.3.7 Volunteering

**Table 6.3.3.7. Distribution of respondents according to their volunteering**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Doing	10	5
2.	Not Doing	190	95
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.3.7 reveals that the majority of respondents (95%) were not doing volunteering only (5%) doing volunteering activities, during the time of data collection, said by the respondents every person want to do as volunteer but no profit.

### 6.3.3.8 Time spent for Volunteering

**Table 6.3.3.8. Distribution of respondents according to their time spent for volunteering**

N=200			
S.No.	Particular(time in hours/day)	Frequency	Percentage
1.	Less than 1	7	3.5
2.	More than 1	3	1.5
3	Not volunteers	190	95
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.3.8. shows that (95%) respondents were not volunteers, only (3.5%) respondent spent less than one hour and (1.5%) respondents spent one and above hour's time spent for volunteering. Maximum person not work as volunteer but they are also doing other social work.

### 6.3.4 Functional Meaning of Leisure

#### 6.3.4.1 Meeting with Relatives

**Table 6.3.4.1. Distribution of respondents according to their meeting with relatives**

N=200			
S.No.	Particular	Frequency	Percentage
1.	Occasionally	165	82.5
2.	Regularly	6	3
3	No meeting with relatives	29	14.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table: 6.3.4.1. indicates that (82.5%) respondents meeting with relatives occasionally with the help of phone they do conversation and (14.5%) do no meeting with relatives in month because some girls respondents remain doing their household works. Only (3%) respondents meet with relatives regularly.

**6.3.4.2 Time spent in Meeting with Relatives**

**Table 6.3.4.2. Distribution of respondents according to their time spent meeting with relatives**

**N=200**

<b>S.No.</b>	<b>Particular(time in day/month)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	1to 2	158	79
2.	More than 2	13	6.5
3	No meeting with relatives	29	14.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table: 6.3.4.2. shows that (79%) respondents spent their time in Meeting with Relatives 1-2 day in a month, (14.5%) No meeting with relative only (6.5%) respondent spent more than two days in Meeting with Relatives.

**6.3.4.3 Reading**

**Table 6.3.4.3. Distribution of respondents according to their reading subjects**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Subjective books	119	59.5
2.	Competitive book	39	19.5
3	Both	23	11.5
4	No reading	19	9.5
	<b>Total</b>	<b>200</b>	<b>100</b>

It is obvious from the Table 6.3.4.3. that (59.5%) respondents read subjective books followed by (19.5%), (11.5%) and (9.5%) competitive books, both and no reading, respectively. Most of the youths were going to school and attended the classes.

**6.3.4.4 Time spent in Reading**

**Table 6.3.4.4. Distribution of respondents according to their time spent in reading subjects**

**N=200**

<b>S.No.</b>	<b>Particular(time in hours/day)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	1to 2	133	66.5
2.	More than 2	48	24
3	No reading	19	14.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.4.4. shows that the majority of respondent (66.5%) spent time in reading 1-2 hours in morning and night in day, (24%) respondent spent more than two hour in reading in morning and night both time and (14.5%) respondents not read they are involve in other home works in place reading.

#### **6.3.4.5 Dance, Music, Drama, Katha**

**Table 6.3.4.5. Distribution of respondents according to their participation in dance, music, drama, katha**

**N=200**

<b>S.No.</b>	<b>Particular(time in hours)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Participating	167	83.5
2.	Not Participating	33	16.5
	<b>Total</b>	<b>200</b>	<b>100</b>

It is evident from the Table 6.3.4.5 that the majority of respondents (83.5%) had participated in dance, music, drama, katha. Maximum number of respondents said that they had (listening, saying, and doing) of all above activities and remaining (16.5%) respondents not participated in above activities.

#### **6.3.4.6 Time spent for Dance, Music, Drama, Katha**

**Table 6.3.4.6. Distribution of respondents according to their time spent for dance, music, drama, katha**

**N=200**

<b>S.No.</b>	<b>Particular(time in hours/month)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	1 to 2	158	79
2.	More than 2	42	21
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.4.6. shows that the (79%) respondent spent 1-2 hours in Dance, Music, Drama, Katha, and (21%) respondent spent more than two hour in Dance, Music, Drama, Katha.

### 6.3.4.7 Watch Cinema in Hall

**Table 6.3.4.7. Distribution of respondents according to their watch cinema in hall**

**N=200**

S.No.	Particular( in year)	Frequency	Percentage
1.	Watch less than 5 show	100	50
2.	Watch more than 5 show	35	17.5
3.	Never Watch cinema	65	32.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.4.7. indicates that the majority of respondents (50%) watched less than 5 shows in cinema hall in year and (32.5%) never go to watch cinema in hall, remaining (17.5%) respondents watched more than 5 shows in cinema. In study area some villages are 15-20 km. away from the city therefore 50 per cent respondents watched the movie in cinema hall.

### 6.3.4.8 Show watch most in Cinema hall

**Table 6.3.4.8. Distribution of respondents according to their show watch most in cinema**

**N=200**

S.No.	Particular	Frequency	Percentage
1.	Noon	63	31.5
2.	Evening	47	23.5
3	Night	25	12.5
4	Never attend cinema	65	32.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.4.8. shows that the majority of respondents (32.5%) never go to cinema followed by (31.5%), (23.5%) and (12.5%) go most in cinema noon, evening and night, respectively. Maximum respondents like to watch evening show.

### 6.3.4.9 Social Work

**Table 6.3.4.9. Distribution of respondents according to their participation in social work**

**N=200**

S.No.	Particular	Frequency	Percentage
1.	Doing	193	96.5
2.	Not doing	7	3.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.4.9. shows that the majority of respondents (96.5%) doing social work like helping in marriage, mundane and death ceremony etc. and only (3.5%) respondents had not done the social works.

### 6.3.4.10 Time spent for Social Work

**Table 6.3.4.10. Distribution of respondents according to their time spent for social work**

**N=200**

<b>S.No.</b>	<b>Particular(time in hours/month)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	1to 2	153	76.5
2.	More than 2	40	20
3	Not doing	7	3.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.4.10 shows that the majority of respondents (76.5%) spent 1-2 hours time in social work, (20%) spent more than two hours and (3.5%) respondents did not doing social work.

### 6.3.5 Leisure as Fun

#### 6.3.5.1 Games

**Table 6.3.5.1. Distribution of respondents according to their play games**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Play	174	87
2.	Not Play	26	13
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.5.1 indicates that the (87%) respondents play games like physical games and others 13 per cent respondents do not play any kinds of games.

### 6.3.5.2 Play Game Type

**Table 6.3.5.2. Distribution of respondents according to their play games time**

**N=200**

<b>S.No.</b>	<b>Particular(time in hours/day)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Indoor	34	17
2.	Outdoor	140	70
3	Not Play	26	13
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.5.2. reveals that the majority of respondents (70%) play outdoor games followed by (17%) indoor and (13%) do not play games. The maximum number of respondents play different games for better physical and mental health.

### 6.3.5.3 Decoding

**Table 6.3.5.3. Distribution of respondents according to their play decoding**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Play	41	20.5
2.	Not Play	159	79.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.5.3.shows that the majority of respondents (79.5%) who do not play decoding and (20.5%) respondent, play decoding minimum respondents play decoding during their leisure time.

### 6.3.5.4 Time spent in Decoding

**Table 6.3.5.4. Distribution of respondents according to their time spent in decoding**

**N=200**

<b>S.No.</b>	<b>Particular (time in hours/day)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Less than 1	27	13.5
2.	More than 1	14	7
3	Not play	159	79.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 5.3.5.4. shows that the majority of respondents spent less than one hour in playing decoding (13.5%) and only (7%) respondents spent more than one hour in playing decoding, the majority of respondents who had not play decoding (79.5%).

### 6.3.5.5 Kite Flying

**Table 6.3.5.5. Distribution of respondents according to their kite flying**

<b>N=200</b>			
<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Flying	34	17
2.	Not flying	176	83
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.5.5.shows that (83%) respondents were not flying kite in their leisure time and the and respondents who flying kite only were (17%) in the study area.

### 6.3.5.6 Time spent in Kite Flying

**Table 6.3.5.6. Distribution of respondents according to their time spent kite flying**

<b>N=200</b>			
<b>S.No.</b>	<b>Particular(time in hours/day)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Less than 1	23	11.5
2.	More than 1	11	5.5
3	Not flying	176	83
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 5.3.5.6. reveals that the majority of respondents spent the less than one hour in flying kite (22.5%) and only (15.5%) respondents spent more than one hour in flying kite, the majority of respondents who had flying kite (63%) during the time of data collection responded by the youths.

### 6.3.5.7 Kabaddi

**Table 6.3.5.7. Distribution of respondents according to their play kabaddi**

<b>N=200</b>			
<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Play Kabaddi	119	59.5
2.	Not Play Kabaddi	81	40.5
	<b>Total</b>	<b>200</b>	<b>100</b>

It is obvious from the Table 6.3.5.7.that maximum number of respondents (59.5%) played kabaddi in their leisure time as fun followed by (40.5%) respondents who not play kabaddi, above fifty per cent respondent are reported they are play kabaddi during summer and rainy season in research area.

#### **6.3.5.8 Time spent in Kabaddi**

**Table 6.3.5.8. Distribution of respondents according to their time spent in kabaddi**

**N=200**

<b>S.No.</b>	<b>Particular (time in hours in rainy and summer season )</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Less than 1	49	24.5
2.	More than 1	70	35
3	Not play Kabaddi	81	40.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 5.3.5.8. shows that the majority of respondents (35%) spent more than one hour to Play Kabaddi and only (24.5%) respondents spent less than one hour to Play Kabaddi, and the respondents who had not Play Kabaddi were (40.5%).

#### **6.3.5.9 Play Volley Ball**

**Table 6.3.5.9.Distribution of respondents according to their play volley ball**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Play volley boll	75	37.5
2.	Not volley boll	125	62.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.5.9. indicates that (62.5%) respondents do not play Volley ball and (37.5%) respondents play Volley Ball. Mostly in evening time some youths play volley ball on the village's play ground.

### 6.3.5.10 Time spent in Play Volley Ball

**Table 6.3.5.10. Distribution of respondents according to their time spent play in volley ball**

**N=200**

S.No.	Particular(time in hours/day)	Frequency	Percentage
1.	Less than 1	35	17.5
2.	More than 1	40	20
3	Not play volley boll	125	62.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 5.3.5.10. shows that the majority of respondents do not spend the time in Playing volley ball (62.5%) after that (20%) and (17.5%) respondents spend more than one hour in Play volley ball and less than one hour play volley ball, respectively.

### 6.3.5.11 Play Cricket

**Table 6.3.5.11.Distribution of respondents according to their play cricket**

**N=200**

S.No.	Particular	Frequency	Percentage
1.	Play cricket	121	60.5
2.	Not play cricket	79	39.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.5.11. shows that the majority of respondents (60.5%) play cricket and the respondents (39.5%) do not play cricket. Maximum number of respondents are more interested playing the cricket.

### 6.3.5.12 Time spent in Cricket

**Table 6.3.5.12. Distribution of respondents according to their time spent in cricket**

**N=200**

S.No.	Particular(time in hours/day)	Frequency	Percentage
1.	Less than 1	32	16
2.	More than 1	89	44.5
3	Not play cricket	79	39.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.5.12. shows that the majority of respondents (44.5%) spent more than one hour in playing cricket followed by (39.5%) and (16%) respondents had not played cricket and spent the less than one hour play in cricket, respectively.

### 6.3.5.13 Play Playing Cards

**Table 6.3.5.13. Distribution of respondents according to their play playing card**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Play playing card	86	43
2.	Not play playing card	114	57
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.5.13 indicates that the majority of respondents (57%) who are not playing cards and the respondents (43%) who are playing cards as fun in their leisure hour in the study area.

### 6.3.5.14 Time spent in Playing Card

**Table 6.3.5.14. Distribution of respondents according to their time spent in playing card.**

**N=200**

<b>S.No.</b>	<b>Particular(time in hours/day)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Less than 1	33	16.5
2.	More than 1	53	26.5
3	Not play playing card	114	57
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.5.14. shows that majority of respondents (57%) do not play playing card followed by (26.5%) and (16.5%) respondents have played playing card more than one hour and spend the less than one hour in playing card, respectively.

### 6.3.6 Leisure as Mass Pastime

#### 6.3.6.1 Watching T.V.

**Table 6.3.6.1. Distribution of respondents according to their Watching T.V.**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Watching TV	162	81
2.	Not Watching TV	38	19
	<b>Total</b>	<b>200</b>	<b>100</b>

It is obvious from the Table 6.3.6.1.that the maximum respondents (81%) have watched T.V. Who have not their own T.V. they watch another homes or neighbour home and only (19%) respondents have not watched T.V. as mass pastime.

#### 6.3.6.2 Time spent in Watching T.V.

**Table 6.3.6.2. Distribution of respondents according to their time spent in Watching T.V.**

**N=200**

<b>S.No.</b>	<b>Particular(time in hours/day)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Less than 1	73	36.5
2.	More than 1	89	44.5
3	Not play Watching TV	38	19
	<b>Total</b>	<b>200</b>	<b>100</b>

Table: 6.3.6.2. shows that the majority of respondent (44.5%) watched T.V. as mass pastime more than one hour followed by (36.5%) and (19%) respondents who watched T.V. less than one hour and not watching T.V., respectively as mass pastime reported by the respondents in research area.

#### 6.3.6.3 Listening Radio

**Table 6.3.6.3. Distribution of respondents according to their listening radio**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Listening radio	175	87.5
2.	No Listening radio	25	12.5
	<b>Total</b>	<b>200</b>	<b>100</b>

It is evident from the Table 6.3.6.3. that the majority of respondents who had listened radio as mass pastime are (87.5%) and the respondents had not listening radio (12.5%) only.

#### 6.3.6.4 Time spent in Listening Radio

**Table 6.3.6.4. Distribution of respondents according to their time spent in listening radio**

**N=200**

<b>S.No.</b>	<b>Particular(time in hours/day)</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Less than 1	113	56.5
2.	More than 1	62	31.0
3	No Listening radio	25	12.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.6.4. indicates that the majority of respondents (56.5%) spent the time in listening radio less than one hour and (31%) respondents spent the time in listening radio more than one hour and the rest of the respondents (12.5%) had not listened radio.

#### 6.3.6.5 Reading Print Media

**Table 6.3.6.5. Distribution of respondents according to their reading print media**

**N=200**

<b>S.No.</b>	<b>Particular</b>	<b>Frequency</b>	<b>Percentage</b>
1.	News paper	89	44.5
2.	Magazine	33	16.5
3.	Other	47	23.5
4.	No reading print media	31	15.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.6.5. shows that the media play very significant role for extension of information. The majority of respondents who use the news paper are (44.5%) followed by (23.5%), (16.5%) and (15.5%) in other, magazine and 'no reading print media, respectively.

### 6.3.6.6 Time spent in Reading Print Media

**Table 6.3.6.6. Distribution of respondents according to their time spent in print media**

N=200			
S.No.	Particular(time in hours/day)	Frequency	Percentage
1.	Less than 1	123	61.5
2.	More than 1	46	23
3	No reading print media	31	15.5
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.3.6.6. shows that majority of respondents (61.5%) spent the time in reading print media was less than one hour and (23%) respondents spent time more than one hour and the respondents (15.5%) had no reading in print media in study area.

### 6.3.7 Leisure as Problem

Crime, Gambling, Drinking, Smoking and Sexual delinquency these are the social problems. Most of the activities are done by the youth, at the time when they feel free. In time of the data collection in study area nobody had accepted that they were involved in all of the above leisure problems.

## 6.4 Distribution of the Respondents according to their Interest Pattern

There were seven areas of interest pattern were classified as Art and Humanities, Science, Commerce, Agriculture, Home Science, Fine art, and Technology. The list of interest areas are given below in table number 6.4.1.

### 6.4.1 Distribution of the respondents according to their Interest Pattern

N=200			
S.No.	Particular	Frequency	Percentage
1.	Art and Humanities	27	13.5
2.	Science	38	19
3.	Commerce	8	4
4.	Agriculture	72	36
5.	Home Science	12	6
6.	Fine Art	15	7.5
7.	Technology	28	14
	<b>Total</b>	<b>200</b>	<b>100</b>

Table 6.4.1. reveals that out of seven interest areas, the agriculture (36%) has attracted maximum number attention of respondents followed by Science (19%), Technology (14%), Art and Humanities (13.5%), Fine art (7.5%), Home Science (6%) and Commerce (4%). Maximum number of respondents like to do work in agriculture sector because their family member are engaged in agricultural works some of the respondents was said that we want to better perform in science ,art and humanities and technology also in research area during the period of data collection.

## **6.5 Association between Independent Variables with Dependent Variables of the Respondents**

The deep analysis was made to find out relationship between selected dependent variables and independent variables. The results are presented in the following tables.

### **6.5.1 Correlation between Independent variables and daily routine**

<b>S.No.</b>	<b>Variable</b>	<b>Daily routine</b>
1	Education	0.01497
2	Caste	-0.01867
3	Family type	-0.05716
4	Family Size	0.002628
5	Occupation	0.029762
6	Land holding	-0.04615
7	Income	-0.0885
8	Material Possession	-0.00978
9	Social participation	0.003098
10	Communication behaviour	-0.01655

\*Significant at 0.05 probability level = 0.139

\*\* Significant at 0.01 probability level = 0.182

Table 6.5.1.reveals that the variables education, family size, occupation, social participation had positive correlation with daily routine of the respondents and caste family type, land holding, income, material possession and communication behaviour were negatively correlated with daily routine of respondents.

**6.5.2 Correlation between Independent variables and Range and magnitude of leisure time available with the respondents.**

S.No.	Variable	Leisure hour
1	Education	0.008798
2	Caste	-0.00894
3	Family type	0.114374
4	Family Size	0.061652
5	Occupation	0.021724
6	Land holding	-0.05888
7	Income	-0.04015
8	Material Possession	-0.11294
9	Social participation	0.114415
10	Communication behaviour	-0.1520*

\*Significant at 0.05 probability level = 0.139

\*\* Significant at 0.01 probability level = 0.182

Table 6.5.2 indicates that the time is devoted for leisure time activities was found positively associated with education, family type, family size, occupation, social participation and communication behaviour of the respondents and it may be concluded that the leisure time was not affected. Caste, land holding, income, material possession and social participation were negatively correlated with their leisure time availability. Correlation coefficient between the communication behaviour and leisure hour was found significant at 5 % level of significance.

**6.5.3 Correlation between independent variables and Utilization Pattern of leisure hours with the respondents.**

S.No.	Variable	Utilization Pattern of Leisure Hr
1	Education	0.208488**
2	Caste	0.122206
3	Family type	-0.02749
4	Family Size	0.033357
5	Occupation	-0.02263
6	Land holding	0.192082**
7	Income	0.171947*
8	Material Possession	0.187201**
9	Social participation	0.047789
10	Communication behaviour	0.008041

\*Significant at 0.05 probability level = 0.139

\*\* Significant at 0.01 probability level = 0.182

Table 6.5.3. reveals that the relationship between respondents and their utilization pattern was positively related with education, caste, family size, land holding, income material possession, social participation and communication behaviour. Family size and occupation are negatively correlated with utilization of leisure hours with the respondents. With the utilization pattern of Leisure Hours, education, land holding, Income and Material possession showed significant correlation.

**6.5.4 Correlation between independent variables and Interest pattern of the respondents.**

S.No.	Variable	Interest pattern
1	Education	0.026803
2	Caste	0.147988*
3	Family type	0.004143
4	Family Size	-0.05268
5	Occupation	0.028208
6	Land holding	0.206581**
7	Income	0.099295
8	Material Possession	0.123137
9	Social participation	0.0489
10	Communication behaviour	-0.03949

\*Significant at 0.05 probability level = 0.139

\*\* Significant at 0.01 probability level = 0.182

Table 6.5.4.reveals that almost all variables had direct influence on their interest pattern means these variables increased and the interest pattern of the respondents also increased. The relationship in between interest pattern with respondents were positively related in education, caste, family size, occupation, land holding, income, material possession and social participation. Family size and communication behaviour were negatively correlated with the interest pattern of the respondents. The Correlation coefficient of caste and Land holding, with Interest pattern was found significant at 1% level of significance.



## **SUMMARY AND CONCLUSION**

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The largest number of Youth in India lives in rural areas. The majority of rural youth are engaged in home and farm operations. Youth in villages are working every time starting from the morning preparation of school, field work, etc.

Though quite a few studies have been conducted in the areas of time utilization pattern of rural youth and their interest pattern, in general, there had been limited efforts to study systematically and empirically with respect to farm, home and leisure time activities. Therefore the present study was attempted to find out the factors associated with the range, magnitude and utilization of leisure hours and interest pattern of rural youth. It was also attempted to study the time utilization pattern of selected rural youth for various home and farm activities. Therefore the present investigation was designed to analyze the contribution of rural youth separately. The contribution has been studied in terms of daily routine, range, magnitude and time utilization pattern in farm, home and leisure time activities and interest pattern of rural youth with the following objectives:

1. To study the personal and socio-economic characteristics of the rural youth (Respondents).
2. To study the daily routine of the respondents.
3. To find out the range, magnitude and utilization pattern of the leisure time available with the respondents.
4. To find out the interest pattern of the respondents.
5. To study the association of independent variables with dependents variables of the respondents.
6. To formulate strategy for the effective utilization of available resources and leisure hours of the respondents.

Uttar Pradesh state was selected purposively as the investigator belongs to this state and well acquainted with the respondents' culture and the population of the youth is also higher as compared to other states (Census 2011). Out of 75 districts, only one district i.e., Hardoi was selected purposively for the present study because of convenience and time factor. The district of Hardoi is administratively divided in 19 C.D. Blocks. Since the proposed study is in-depth and comprehensive, one block namely Behandar was selected randomly. The selected C.D. Block Behandar and its 5 villages' respondents/ youth were randomly selected. These selected villagers have been presented further. The respondents are the main source of data. Firstly, the lists of rural youth of five villages were prepared according to possession of land by their family/them. Thereafter they were classified in three groups as High, Medium and Low, which were treated as strata of the youths. Further, the youth of each stratum were selected in the ratio of their population for making the total sample of 200 respondents. Only one youth was selected from each family.

## **MAJOR FINDINGS**

The major findings of the study have been presented under the following sub-heads:

### **7.1 Personal and socio economic characteristics of the respondents**

- 7.1.1 The maximum number of the respondents (57 %) was found to be in the category of middle or higher secondary school education.
- 7.1.2 Majority of the respondents (44 %) were belonging to SC.
- 7.1.3 Majority of the respondents (98 %) were belonging to joint family.
- 7.1.4 The maximum number of the respondents' (15.5%) family size was found to be above five members.
- 7.1.5 The highest number i.e. 93 per cent respondents' families reported that agriculture is their main occupation.

- 7.1.6 The maximum number of the respondents (72%) was found to have marginal land holding.
- 7.1.7 Majority of the respondents (47.5%) were found in the annual income category of Rs. 75001-100000.
- 7.1.8 Majority of the respondents (44.5%) had two animals/ radio/TV/Bullocks.
- 7.1.9 Majority of the respondents (85.5%) had no social participation in any social organization.
- 7.1.10 Maximum number of the respondents (68 %) was found to contact neighbors most often followed by listen radio (60%) and contact VLWs (45.5%) to get various information.

## **7.2 DAILY ROUTINE OF THE RESPONDENTS:**

The rural youth normally got up before 5:00 A.M. and they went to bed at 11:00 P.M. Their activities started from domestic work, professional work to animal husbandry, grazing animals, coaching, tuition, etc.

- 7.2.1 In the summer season, 89.5 per cent of the respondents did morning activities up to 6:30 A.M. followed by 85.5 per cent of the respondents in rainy season. In winter season, 45.5 per cent of the respondents did morning activities like toilet, bath, and religious activities from 6:30 – 7:00 A.M.
- 7.2.2 The majority of respondents (62%) had breakfast at 6:30-7:00 A.M. in the rainy season. 50.5 per cent of the respondents had breakfast at 6:30-7:00 A.M. in summer season and 49.5 per cent of the respondents had breakfast at 7:30 -8:00 A.M. in winter.
- 7.2.3 Majority of the respondents (45.5%) started their professional work during the time of their studies at 7:00-7:30 A.M. in rainy season whereas 81.5 per cent at 8:00 A.M. and above in winter and 48 per cent at 6:30-7:00 A.M. in summer.

- 7.2.4 Majority of the respondents (95.5%) did maximum professional/Agricultural work for 4 hours and above in rainy season followed by 87 per cent each in winter and summer season.
- 7.2.5 Majority of the respondents (89%) had lunch and 1-2 hours of rest in rainy season followed by 84 per cent in summer season.
- 7.2.6 Maximum number of respondents (65.5%) completed family obligations in 2 and above hours in summer followed by 63 per cent in winter and 62 per cent in rainy season.
- 7.2.7 Majority of the respondents (89%) did agricultural activities and 83 per cent met with friends/neighbours for 1-2 hours in winter and summer seasons, respectively.
- 7.2.8 Majority of the respondents (62.5%) did marketing at 4:00-6:00 P.M. in rainy season followed by 60 per cent in winter and 58 per cent in summer seasons.
- 7.2.9 Majority of the respondents (80.5%) were not Grazing Animals in any season.
- 7.2.10 Majority of the respondents (46%) had not done Domestic/Cattle Management work by their own in any season.
- 7.2.11 Maximum number of youth attended the coaching/tuition classes or felt free and relaxed after routine classes and agricultural works during 6.00-8.00 P.M. in the evening all season.
- 7.2.12 Majority of the respondents (70.5%) had a chat with Family members during 6:00 -8:00 P.M. in winter season followed by 66 per cent in rainy season and 56.5 per cent in summer season.
- 7.2.13 Majority of the respondents (90%) had taken dinner during 8:00 -10:00 P.M. at night in summer season followed by 87 per cent in rainy season and 83.5 per cent in winter season.

7.2.14 In winter season, due to cold weather, most of the respondents went to bed at 8:00-10:00 P.M. whereas in summer season, 77.5 per cent of the respondents went to bed at 10:00 P.M. and above.

7.2.15 Maximum number of respondents (80.5%) had 1-2 hours of leisure time in summer season followed by 71 per cent in rainy season and 50.5 per cent in winter season.

**7.3 Distribution of utilization pattern of leisure hours of the respondents according to their leisure time activities.**

7.3.1 Maximum number of the respondents (46%) was doing pooja and 47.5 per cent of the respondents spent time up to 20 minutes in religious activities.

7.3.2 Majority of the respondents (80%) had no time spent in Economic and self employment.

7.3.3 Majority of the respondents (92%) spent 6 hours and above in sleeping.

7.3.4 Majority of the respondents (57%) washed their clothes themselves in morning and time spent in washing was less than 1 hour.

7.3.5 Majority of the respondents (76%) was travelling regularly and 64.5 per cent of the respondents spent less than 1 hour in travelling.

7.3.6 Maximum number of the respondents (84%) spent less than 1 hour in family meetings and the 73.5 per cent respondents did meetings with family members.

7.3.7 Majority of the respondents (89%) never did art, craft and sewing and did not spend any time for these activities.

7.3.8 Majority of the respondents (32%) were going to shopping in holidays.

7.3.9 Majority of the respondents (92.5%) used the electronic media like T.V., radio, mobile etc.

- 7.3.10 Majority of the respondents (95%) were not doing volunteering.
- 7.3.11 Majority of the respondents (82.5%) was meeting with relatives occasionally and with the help of phone they used to do conversation.
- 7.3.12 Majority of the respondents (59.5%) read subjective books followed by competitive books (19.5%) and 66.5 per cent spent time in reading for 1-2 hours each in morning and night every day.
- 7.3.13 Majority of the respondents (83.5%) had participated in dance, music, drama, katha and 79 per cent of the respondents spent 1-2 hours in Dance, Music, Drama, Katha.
- 7.3.14 Majority of the respondents (50%) watched less than 5 shows in cinema halls in a year.
- 7.3.15 Majority of the respondents (96.5%) did social works like helping in marriage, mundane and death ceremony and 76.5 per cent of the respondents spent 1-2 hours in social works.
- 7.3.16 Majority of the respondents (70%) played outdoor games.
- 7.3.17 Majority of the respondents (79.5%) did not play decoding.
- 7.3.18 Majority of the respondents (83%) were not flying kites in their leisure time.
- 7.3.19 Majority of the respondents (59.5%) played kabaddi in their leisure time as fun and 35 per cent of the respondents spent more than one hour to play Kabaddi.
- 7.3.20 Majority of the respondents (62.5%) did not play Volley ball.
- 7.3.21 Majority of the respondents (60.5%) played cricket and 44.5 per cent of the respondents spent more than one hour in playing cricket.
- 7.3.22 Majority of the respondents (57%) was not playing cards.

7.3.23 Maximum number of respondents (81%) had watched T.V. at others' or neighbour's home and 44.5 per cent of the respondents watched T.V. as mass pastime for more than one hour.

7.3.24 Majority of the respondents (87.5%) had listened radio as mass pastime and 56.5 per cent of the respondents spent the time in listening radio for less than one hour.

7.3.25 Majority of the respondents (44.5%) used news paper and 61.5 per cent of the respondents spent time in reading print media for less than one hour.

#### **7.4 Distribution of the respondents according to their Interest Pattern**

7.4.1 Maximum number of the respondents (36%) liked to do work in agriculture sector because their family members are engaged in agricultural works. Some of the respondents wanted to perform better also in science, art and humanities and technology.

#### **7.5 Association between independent variables with dependent variables of the respondents.**

7.5.1 The variables education, family size, occupation, social participation had positive correlation with daily routine of the respondents and caste, family type, land holding, income, material possession and communication behaviour were negatively correlated with daily routine of the respondents.

7.5.2 The time devoted for leisure time activities was found positively associated with education, family type, family size, occupation, social participation and communication behaviour of the respondents and it might be concluded that the leisure time was not affected. Caste, land holding, income, material possession and social participation were negatively correlated with their leisure time availability.

7.5.3 The relationship between respondents' leisure time and its utilization pattern was positively related with education, caste, family size, land holding, income, material possession, social participation and communication behaviour. Family type and occupation were negatively correlated with utilization pattern of leisure hours with the respondents.

7.5.4 The interest pattern of the respondents also increased. The relationship between interest patterns of the respondents were positively related with education, caste, family size, occupation, land holding, income, material possession and social participation. Family type and communication behaviour were negatively correlated with the interest pattern of the respondents.

## **CONCLUSION**

It is concluded that the majority of the rural youth of district Hardoi had participated most in the household activities and the considerable amount of leisure hours were found available with them. These leisure hours were utilized mostly playing games, family obligations, shopping, travelling, resting, electronic media entertainment, attend ceremonies visit friends and neighbor, radio listening, TV watching and mobile chatting .

The data had reveals that the relationship between respondents and their utilization pattern was positively related with education, caste, family size, land holding, income material possession, social participation and communication behaviour. Family size and occupation are negatively correlated with utilization of leisure hours with the respondents. With the utilization pattern of Leisure Hours, education, land holding, Income and Material possession showed significant effect. Therefore it may be concluded that the rural youth has considerable leisure hours with may be utilized as per their interest pattern in productive purposes.

## **RECOMMENDATION**

In view of the result and discussion chapter it is evident that the Indian youth have considerable amount of leisure hours which are basically being used unproductive and wasteful negative efforts. Since the present investigation includes the one objective to formulate strategy for effective utilization of available resources and leisure hours of the respondents. Therefore, the following recommendation is being made in view of postscripts, experiences and analogies:

1. In the beginning of community development programme during 1952 the basic thrust in establishing the Community Development Block to have direct to effective control of Govt. staff with rural people. In the beginning to establishment Nehru Yuva Kendra, Mahila Mangal Dal established without having information on the available leisure hours with the rural youth and their interest pattern therefore all programmes not give any significant result. The objective was all these programmes should be planned and implemented village wise for the judicious utilization of leisure hours according to their interest.
2. In view of cooperative extension services of U.S.A. were utilization of leisure hours was the main criteria for their productive and constructive utilization therefore 4-H club were organized with the basic objectives for leisure education programme. The overall objectives of 4-H club were centered at on individuals who enhance the quality of his/her life for leisure experiences.

In view of above leisure education committee at various level may be constituted or available in the line of 4-H club. The committee may be procure the leisure available with in Indian rural youth as well as their interest pattern thereafter comprehensive leisure education and leisure hour utilization programmes may be developed. This will help to utilize the leisure for productive and constructive purpose which will automatically check the social evils from the society. The broad dimensions of the leisure utilization may be follows:

- (i) Leisure awareness programme
- (ii) Self capability awareness programme

- (iii) Assessment of local resources
- (iv) Decision making
- (v) Social interaction
- (vi) Leisure skill
- (vii) Awareness programme for Youth Development

As special emphasis may be given to youth and adult under the leisure education programme.

3. The extension programme in the area is almost negligible therefore there is need to strengthen and monitor the extension programme with the help of Audio-Video aids and through different folkways.
4. For the constructive utilization of leisure hour mobile libraries may be established which may reach village to village distribute the story books other literature of knowledge, entertainment etc. The mobile library may formulate a time schedule to village visit so the lending literature may be exchanged and continuity of mobile literary may be had. This will promote literacy.
5. The data interest reveals that village rural youth had the interest in agriculture; therefore, the interest of youth in science and technology also and they can better utilize leisure hour in agricultural innovation, sciences and technologies.
6. Especially for youth entertainment, games and sports should be organized on a regular basis by establishing a center or club in each village along with necessary infrastructure.
7. After through of the local resources, market and demand cottage industries may be established which is helpful in providing the employment and sources of income generation during their leisure hours, which were used wastefully and unproductively.

## **SUGGESTIONS FOR FUTURE WORK**

No academic research is completed unless is being conducted in services on all the related efforts of the problemme. Therefore, present study suggests the following areas for overall improvement of socio-economic status of the rural youth as well as their personality development.

1. To findout the socio-personal characteristics of the respondents which effect them in their personality development due to excessive leisure hours.
2. To findout the role of media in utilization of leisure hours.
3. To study the negative roles leisure hours in among the rural youth.
4. To findout the motivational factor and infrastructure development for constructive utilization of leisure hours.
5. To study the daily routine and available leisure hour.

Last but not the least; similar to present study may be conducted in different locale according to agro-climatic situations to conform the data as well as to formulate a model plan for implementation at wider level.



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# APPENDIX

## Ph.D. Research Problem (Questionnaire)

**Pushpendra Kumar**  
Research Scholar

**Dr. B. Jirli**  
Advisor

**Problem:** Leisure Time Activities Of The Rural Youth- Critical Analysis  
**Objectives :** To study the personal and socio-economic characteristics of the rural youth (Respondent)

### General Information

Name of the respondent .....  
Name of the village .....  
Name of the C.D. Block .....  
Name of the District .....

### Independent Variables

1. Age .....
2. Education .....
  - a. Illiterate
  - b. Can read only
  - c. Can read & write
  - d. Primary
  - e. Middle or High school.
  - g. Graduate & Above
3. Caste
  - a. General
  - b. OBC.
  - c. SC.
  - d. ST.
4. Family Type
  - a. Single
  - b. Joint
5. Family Size
  - a. Up to 5 member
  - b. Above 5 member
  - c. Distinctive features
6. Occupation
  - a. Major
  - b. Subsidiary
7. Land holding
  - a. Marginal (less than 1ha)
  - b. Small (1-2ha.)
  - c. Semi medium (2-4ha.)
  - d. Medium (4-10ha.)
  - e. Large (10ha. And above)
8. Annual Income

S. No.	Income	Frequency	Percentage
1.	Up to Rs. 50,001/- to 75,000/-		
2.	Rs. 75,001/- to 1,00,000/-		
3.	Rs. 1,00,001/- to 1,25,000/-		
4.	Rs. 1,25,001 - 1,50,000/-		
5.	Above 1,50,001/-		

### 9. Material Possession

S.No.	Items.	Score
I.	1. Farm animal / Bicycle/ furniture	
II	2. Farm animal/ Radio/ T.V. Bullock	
III	3-4. Farm animals/ Electricity / Newspaper	
IV	5-10 Farm animals / Gobargas plants/ Pumpset	
V	More than 10 farm animals / Tractors /	

**10. Social Participation**

S.No.	Categories.	Score
<b>I</b>	Membership of one organization	<b>1</b>
<b>II</b>	Membership of more than one organization	<b>2</b>
<b>III</b>	Office Holders	<b>3</b>
<b>IV</b>	Leaders.	<b>6</b>

**Communication behaviour**

**11. Sources of Information Utilized (SIU)**

S.No.	Source	Frequency of Use			
		Most often	often	Sometime	Never
<b>A.</b>	<b>Personal Cosmopolite</b>				
I	VLWs.				
II	Block officials				
III	Scientists				
IV	Others				
<b>B.</b>	<b>Personnel Localite</b>				
I	Relatives				
II	Neighbors				
III	Local Leaders				
IV	Others.				
<b>C.</b>	<b>Mass Media</b>				
I	Demonstration				
II	Farmers Fair				
III	Farm Magazine				
IV	News Papers				
V	Radio				
VI	T.V.				
VII	Others.				

**To study the daily routine of the respondents**

**Time**

6 : 00 AM -----

7: 00 AM -----

8: 00 AM -----

9: 00 AM -----

10: 00 AM -----

11: 00 AM -----

12: 00 Noon -----

1 : 00 PM -----

2: 00 PM -----

3: 00 PM -----

4: 00 PM -----

5: 00 PM -----

6: 00 PM -----

7: 00 PM -----

8: 00 PM -----

9: 00 PM -----

10: 00 PM -----

11: 00 PM -----

12 : Midnight -----

1: 00 AM -----

2: 00 AM -----

3: 00 AM -----

4: 00 AM -----

5: 00 AM -----

**Activities**

## Distribution of the respondents according to their daily routine

S. No.	Name of Activities	Season		
		Rainy	Winter	Summer
<b>A.</b>	<b>Morning Activities</b>			
1	Toilet, Bath etc/Religious activities			
2	Breakfast /Lunch			
3	Professional work			
4	House hold work			
5	Other income generating work			
<b>B.</b>	<b>Noon Activities (in hours)</b>			
1	Professional / Agril. Work			
2	Lunch and rest (1-2hours )			
3	Family obligations			
4	Meet with friends/ Neighbour			
<b>C.</b>	<b>Evening Activities</b>			
1	Marketing / Shopping			
2	Grazing Animals			
3	Domestic work (Cattle Management)			
4	Coaching / Tuition			
5	Family chatting			
6	Dinner			
7	Sleeping			
8	Leisure in hours			

## Distribution of utilization pattern of leisure hours of the respondents according to their leisure time activities

1. Leisure vis-a vis work			Frequency	Rank
Religious				
I	What Type?			
II	When and How much time?			
Artistic and Cultural				
I	What Type?			
II	When and How much time?			
Family oriented				
I	What type of family oriented work?			
II	When and How much time?			
Group oriented				
I	What Type?			
II	When and How much time?			
Economic and Self employing				
I	What Time			
II	When and How much time?			
2. Leisure As Time				
Sleeping				
I	When do you go sleep ?			
II	How much time you sleep?			
Eating				
I	When you go to eating?			
II	How much time you taken for eating?			
Washing				
I	When you go to washing cloth?			
II	How much time you spent for washing cloth?			

<b>Travelling</b>			
I	Where are you going for travelling?		
II	How much time you spent in travelling?		
<b>Meeting</b>			
I	Which kind of meeting you attend?		
II	Where are you going for meeting?		
III	How much time you spent their?		
<b>3. Leisure Vs. Recreation</b>			
<b>Art craft and sewing</b>			
I	Are you interested in Art, Craft and sewing ?		
II	How much time you taken for Art, Craft, and Sewing?		
<b>Social Club</b>			
I	You are recreated any social group?		
II	Which kind of social group created?		
III	How much time you spent in social clubs?		
<b>Shopping</b>			
I	When you go to shopping?		
II	How much time you taken in shopping?		
<b>Media Entertainment(Books, Magazine, Movies, T.V, Music, Radio)</b>			
I	Which go to media entertainment?		
II	Which kind of media entertainment interested?		
<b>Theater and Drama</b>			
I	When are you going theater and Drama?		
II	How much time spent their?		
<b>Vocations</b>			
I	When are you going vocations activities?		
II	How much time spent their?		
<b>Volunteering</b>			
I	When do you go?		
II	How much time you spent?		
<b>4. Functional Meaning of Leisure</b>			
<b>Talking at any place?</b>			
I	When and which place?		
II	What type of discussion (talk)?		
<b>Meeting with relatives?</b>			
I	When do you go?		
II	How much time it takes?		
<b>Reading</b>			
I	What do you read?		
II	When do you read?		
III	How much time do you read?		
<b>Dance, Music, Drama, Katha</b>			
I	Where?		
II	When and how much time?		
<b>Cinema</b>			
I	How much time you have gone in a year?		
II	Which show do you go most?		
<b>Social Work</b>			
I	What type?		
II	When and how much time?		

<b>5. Leisure As Fun</b>			
<b>Games</b>			
I	What do you play Game?		
II	Which type of game play?		
III	When do you play game?		
<b>Craft</b>			
I	What do you crafting?		
II	When and how much time spent for crafting?		
<b>Decoding</b>			
I	Do you play decoding?		
II	How much time taken for decoding?		
<b>Kite flying</b>			
I	Do you kite flying?		
II	When and how much time flying kite?		
<b>Gulli-danda</b>			
I	Are you playing gulli-danda?		
II	When and how much time taken for gulli-danda?		
<b>Hide &amp; seek</b>			
I	Are you playing Hide & Seek?		
II	When and how much time spent for Hide & Seek?		
<b>Kabbadi</b>			
I	Do you play Kabaddi?		
II	When and how much time play kabaddi?		
<b>Playing Carom</b>			
I	Do you play carom?		
II	How much time spent in carom?		
<b>Volley ball</b>			
I	Do you play volley boll?		
II	How much time spent in volley boll ?		
<b>Cricket</b>			
I	Do you play cricket?		
II	When & how much time you play cricket?		
<b>Swimming</b>			
I	Are you enjoying swimming?		
II	Where swimming?		
III	When & How much time taken for swimming?		
<b>Playing Cards.</b>			
I	Do you play playing Cards?		
II	When & How much time spent in playing cards?		
<b>6. Leisure as Mass Pastime</b>			
<b>Watching T.V.</b>			
I	When do you watch T.V?		
II	When and how much time?		
<b>Listening Radio</b>			
I	Where of you listen?		
II	When and how much time?		
<b>Reading Print media</b>			
I	Where do you read?		
II	When and how much time you read?		
III	Which type of print media do you read?		

<b>7. Leisure As Problem</b>		
<b>Crime</b>		
I	Are you involving any crime?	
II	When?	
<b>Gambling</b>		
I	Are you involved in gambling?	
II	When and why are you involved in gambling?	
III	How much time spent in these activities?	
<b>Drinking</b>		
I	Do you like drinking?	
II	When & why drinking?	
III	How much time taken in drinking?	
<b>Smoking</b>		
I	Do you smoke	
II	Why & when smoke	
III	How much time taken for this	
<b>Sexual Delinquency</b>		
I	Are you involve in this activities	
II	Why?	

**Distributions of the respondents according to their Interest Pattern**

<b>S.No.</b>	<b>Variables</b>	<b>Frequency</b>	<b>Rank</b>
1	Art and Humanities		
2	Science		
3	Commerce		
4	Agriculture		
5	Home Science		
6	Fine Art		
7	Technology		

