First Training Workshop

Youth for Governance Fellowship 2022, Mysuru

Date: 18th – 20th May 2022

Venue: Satya Hall, SVYM, CA2, KIADB Industrial Housing Area
Ring Road, Hebbal, Mysuru-570 016

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Background

India is the largest democracy in the world today, with half the country's population below 25 years of age. Engaging India's youth to learn to express themselves democratically, get involved in social change processes and to engage with governance institutions to achieve inclusive and equitable socio-economic development is crucial. This largest group of youth in any country, at any time in history, can become responsible for achieving good governance in the country. As motivated, active citizens, who understand the vertical separation of powers and decision making across local, provincial, and federal levels, they can contribute to the participatory functioning of governance institutions as per the Indian constitution.

Since 2017, in line with the organisation's long-term strategy, PRIA[1] has engaged deliberately, actively, and inclusively with young people across India (62 cities) and beyond as part of its Youth-n-Democracy (YnD) program. The vision was to support and foster our democracy and its democratic institutions, in which aware, active, and engaged citizens make democracy function in their lives, every day. At present, the YnD program in being implemented in Delhi, Chandigarh, and Mysuru.

Karnataka launched its first State Youth Policy in the year 2012, reflecting the aspirations and the needs of youth across the state. The policy was informed by a study on "Perceptions, Aspirations, Expectations and Attitudes of the Youth of Karnataka", conducted by the Karnataka Knowledge Commission. The study points out the dichotomy between individual autonomy and being part of a group identity. This is a dilemma for most young people. The study indicated two critical facts regarding politics, economics and governance: 1) Youth of Karnataka were unhappy with the inability of governments to meet the expectations of common people, and 2) Youth from newly empowered social groups and disadvantaged sections were increasingly frustrated with the injustice that the system meted out to them.

To meet the expectations and aspirations of Karnataka's youth, it was important to involve them in governance, through an understanding of the policy making, planning and implementation processes across multiple levels and institutions (local, provincial and federal). PRIA in partnership with Hanns Seidel Foundation (HSF)[2], as part of its Youth-n-Democracy initiative, developed a 9-month Youth for Governance (Y4G) learning program for college students (18 to 25 years) to develop a cohort of youth in Karnataka who develop a willingness to contribute to the participatory functioning of governance institutions in their future life. (List of First cohort of fellows in annexures)

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[1] **About PRIA**: Established in 1982, PRIA (Participatory Research in Asia) is a global centre for participatory research and training based in New Delhi. To know more: www.pria.org

[2] **About HSF:** The Hanns Seidel Foundation, founded in 1967, is a German political foundation, supporting India's federal-democratic structures, its safety architecture, promoting regional dialogue and improving communal water management system. To know more: www.india.hss.de

According to the Times Higher Education[3], the University of Mysore constitutes 122 affiliated colleges and five constituent colleges, with approximately 53,000 students. As an education hub, with conducive living conditions for students, it is an ideal location for the collectivization of a large heterogeneous group of youth coming from different socio-economic backgrounds from across India. Thus, the Fellowship is currently being offered to youth studying in Higher Education Institutions in the city of Mysuru, in Southern Karnataka in partnership with Grassroots Research and Advocacy Movement[4] (GRAAM) and HSF.

Y4G Fellowship Overview

Y4G Fellowship Goal: To promote understanding among youth in Karnataka on the values of federalism, principles, and structures of decentralised governance in India, and confidence in Self to promote common good and contribute to participatory governance.

Y4G Fellowship Outcomes:

At the end of the learning program, Y4G Fellows would have:

- Recognised their individual and collective strength as agents of change
- Understood the decentralised governance structure of India (principles of federalism and subsidiarity)
- Learnt basic community-based tools to hold governance institutions accountable

Program Timeline: Jan 2022 – December 2022

Fellowship Modules and Sessions:

Module 1 Understanding Self	Module 2 Understanding Identities	Module 3 Understanding Governance	Module 4 Understanding Participation and Citizenship	Module 5 Understanding Society	Module 6 Understanding Social Accountability	Research With the People
Session 1: Physical Self	Session 4: Introducing Identity	Session 7: Participatory Governance: Understanding Principles of Federalism	Session 10: What is Participation?	Session 12: Power, Inequality and Society	Session 15: Relations between Government and Citizens: Types of Accountability; Benefits of Social	Session 18: Group research on social accountability and participatory governance in Mysuru: Selection of

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[3] https://www.timeshighereducation.com/world-university-rankings/university-mysore
[4] About GRAAM: GRAAM is a development research and policy engagement initiative in India. To know more: www.graam.org.in/

		Subsidiary and Constitutional Rights			Accountability; Diagonal Accountability; Rights Associated with Social Accountability	research topics, areas, tools, etc,
Session 2: Diversity of Self	Session 5: Gender, Sexuality and Identity	Session 8: Governance of the People, By the People, For the People: 73rd and 74th Constitutional Amendments Acts	Session 11: Who is an Active Citizen?: Concepts and Principles of Horizontal Citizenship	Session 13: Stakeholder Analysis	Session 16: Delivering Inclusive Services: How can citizens, organisations, and governments (across all levels) ensure the voices of the poor are being heard	Session 19: Presentation of draft finding
Session 3: Mental Self	Session 6: Navigating Identities	Session 9: Role of Panchayats and Municipalities in Delivering Governance		Session 14: Introduction to Community Based Participatory Research	Session 17: Social Accountability Tools - Public Expenditure Tracking Surveys - Social Audit - Participatory Budgeting	

Orientation of the Fellows

The fellowship officially began with its orientation session on 1st May 2022. This induction was primarily a brief introduction to the program by the GRAAM team in Mysuru. In addition, as part of the orientation fellows were introduced to PRIA's Sexual Harassment of Women at Workplace and Child Protection policy. They have also completed an Online Training Capsule on Understanding the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

First Training Workshop – Orientation to Youth for Governance Fellowship

A three-day face-to-face workshop was held at Swami Vivekananda Youth Movement's Office, Mysore, to build a common understanding of the Fellowship and activate the participants as a group. The workshop was held from 18-20th May 2022. Ms. Nikita Rakhyani (Youth Engagement – Lead, Participatory Research in Asia (PRIA)), Ms. Samiksha Jha (Programs – Lead, Martha Farrell Foundation), and Ms. Rashmi Gopal (Consultant, GRAAM) were the resource persons/facilitators for the training workshop. During the training, our facilitators engaged with the fellows using Participatory Training Methodology[5] and through these methodologies the fellows were introduced to each other and the program in detail.

Day 1

Session 1: Welcome and Introduction to the Fellowship

The session was facilitated by Ms. Nikita Rakhyani. She welcomed the participants and introduced them to the coordinators and other facilitators from PRIA and GRAAM. After a brief round of introduction, fellows were asked to introduce themselves through an ice-breaker activity in which they shared the following three things about themselves:

1. Name
2. College/Course
3. Something which they associate with the most. E.g., I associate myself with 'Air' because I always try to bring freshness to the lives of people.

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[5] Participatory Training Methodology To know more:
https://www.pria.org/knowledge_resource/A_Manual_for_Participatory_Training_Methodology_in_Development_1.pdf
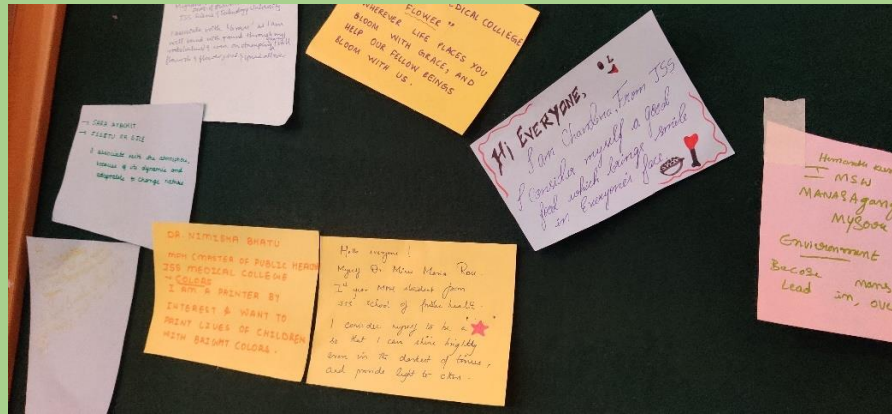
Meet Y4G Fellows! *(Examples of how the fellows described themselves)*

1. I associate myself with a forest. It is the heart/reason behind world's good health.
2. I associate myself with good food, as it brings smiles to everyone's faces.
3. I am a star. I wish to shine brightly in the darkest times and provide light to others.
4. I associate with trees. They are down-to-earth/deep-rooted and provide calmness and peace in everyone's life.
5. I associate myself with water because I like to go with the flow.
6. I associate myself with Rose. Wherever life takes, I would like to bloom with grace and helps our fellow beings bloom along with you.

Later, the cohort was involved in another interesting activity called 'Know Your Buddy!'. The purpose of the activity was to help them know each other in a little more and get energized and activated as a group. The facilitator played music and asked the fellows to move around the room. Whenever the music stopped, a question was displayed on the projector screen, and fellows were asked to form groups of three to discuss their responses.

Know your Buddy - Ice-breaker activity

Ms. Rakhyani began the next part of the session by giving an overview of PRIA followed by a detailed outline of the fellowship – its objectives, structure, design, outcome and the online learning management system (Moodle). Further, Mr. B.R. was invited to give a brief overview of GRAAM through a short video which can be accessed here.

The mode of delivery of sessions and a tentative timetable was also shared with them so that they could plan their calendar for the duration of the fellowship. It was decided that every Saturday between 5pm to 7pm online sessions would be conducted. Different sections of the Moodle (login details, modules, session recording, details of IT Team, etc.) were discussed thoroughly. The team, along with the fellows decided upon some norms to follow. The purpose was to help the entire group to function in a conducive learning space. A list of dos and don'ts were discussed, related to consent, sexual harassment, attendance, community engagement, etc.

Session 2: Understanding Democracy in Everyday Life

The foundation of the Fellowship is based on the [principles of practising Democracy In Everyday Life (DiEL)](). The purpose of this session was to support fellows in learning these principles and build their capacities to practice these principles during the Fellowship. This session used a range of methods to help fellows understand and learn about DiEL. Fellows were asked to reflect and share their understanding of democracy and how it is pronounced in their mother tongue.
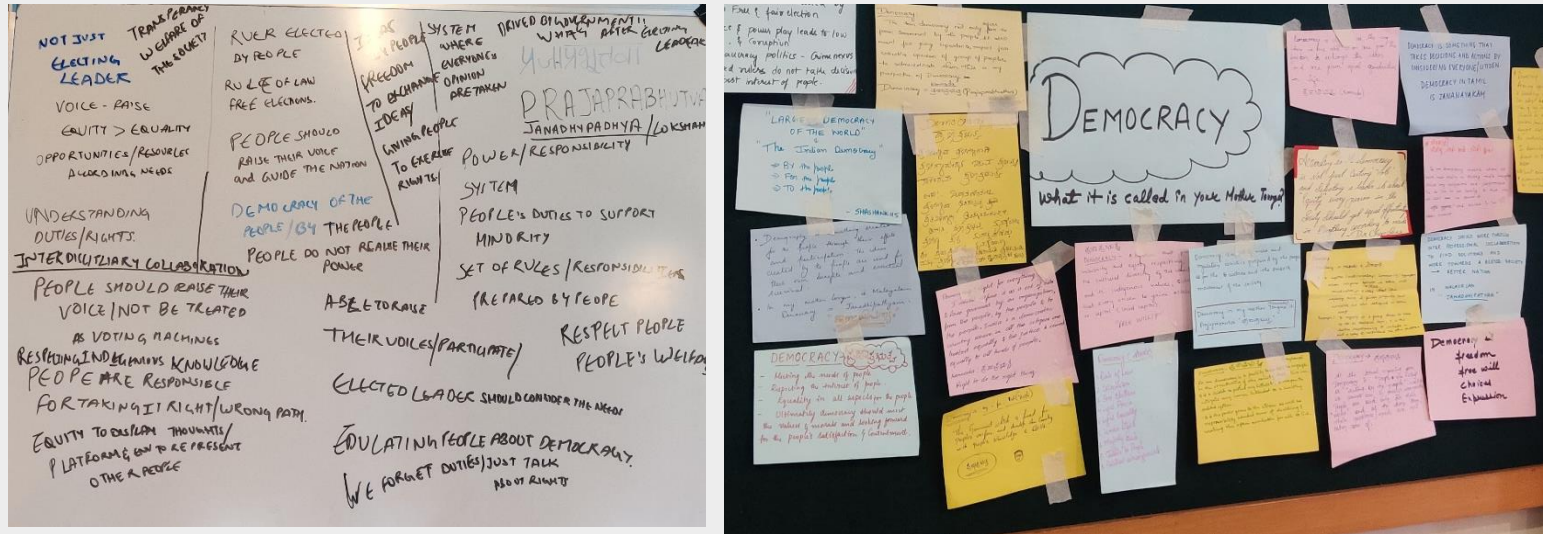
Democracy as defined by the fellows

While some fellows defined democracy as 'equity over equality', 'understanding one's rights and duties', others associated democracy with the usual definition i.e. 'of the people, by the people, for the people'. The fellows also associated the concept of democracy with electing leaders and realizing one's responsibilities and accountability.

To further deconstruct the meaning of democracy in everyday life, fellows were instructed to click pictures of things/situations within the training facility that represents their definition of democracy. During this activity, fellows captured diverse ways of representing the values of democracy. For instance, a tea counter stacked with glasses (this picture represented the effort of involving individuals using a bottom-up approach), a picture of washroom signs (male, female and disabled - represented the idea of being inclusive) and a picture of drainage system (being an active citizen). In addition, there were other pictures that portrayed several values and principles of democracy, such as having dialogues, being inclusive and tolerant, and having access to correct information. This was followed by a debrief session in which the facilitator tried to link the initial impressions of democracy as shared by the fellows with the captured photographs. One of the significant shifts that came out of the discussion was that - democracy is personal and is practiced by individuals on an everyday basis. Democracy is also reflected on how people engage with each other and communities, how they raise their points and negotiate in classrooms, offices, and other public and personal spaces.
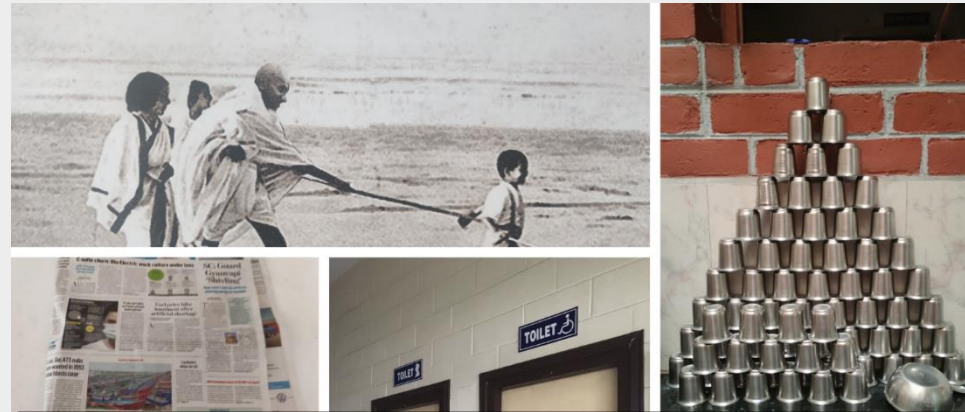
Photographs representing Democracy – Captured by fellows during the session

After the discussion on democracy, a game called the Dice of Democracy was used to facilitate a discussion amongst the fellows. For the purpose of this game, they were divided into mixed groups of three, and each group was asked to nominate one member for rolling the dice on the 'Game Board'. Upon landing on a value, they were asked to pick up cards corresponding to the value (E.g., If the dice landed on Language Diversity, a corresponding card was picked). Each card had the description of a situation that was later discussed in their groups.

Examples of Situation Cards:

FREEDOM OF EXPRESSION
1. You are a young professor at a college. There is a new rule which has imposed a dress code for students. In response to the rule, students have launched a protest within the campus. You agree with the students and want to join their protest. What will you do if your department condones your act of solidarity with the students?

SEXUALITY
1. You have been best friends with Amit ever since you were 3 years old. You are both teenagers now and you have witnessed that unlike other boys, Amit never acts masculine. Instead, he plays dress up with you and always wears feminine clothes. The other boys in your school make fun of him for being feminine and you also get embarrassed about being his friend. But you want to be there for your best friend and take a stand for him. How will you create an open environment for Amit to discuss his concerns with you?

FOOD
1. You are a college student eating in a restaurant; suddenly a group of men enter the restaurant and start thrashing the customers and staff. The group accuse the restaurant owner of selling pork and therefore they lodge a complaint for making the area unsanitary. Since you are a regular customer at the restaurant, you see that a lot of daily wage labourers depend on the restaurant for their daily meal. Do you think it is right for the men to order the restaurant to be closed for selling pork in a crowded market?
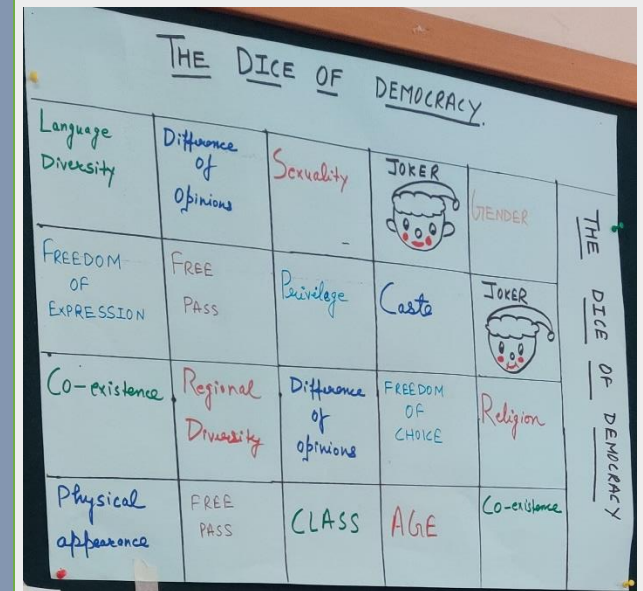
Game Board – The Dice of Democracy

After the discussion in small groups, fellows shared the key points from the discussion with the larger group. These conversations led to a thoughtful and engaging conversation around the issues of reservation, affirmative action, etc. Interestingly, fellows were not only sharing their perspectives but were also trying to understand each other's perspectives but also shared their own opinions.

This was followed by a debrief, the idea of Democracy in Everyday Life was discussed in detail. As citizens we study, play, work and live together, every day, in society. But we are all different. We differ because of our upbringing. We differ on account of religion, caste, economic status, language, and genders. Even when we have the same religion, socio-economic status and language, the experiences and opinions of different genders vary. In the same office, various colleagues may have different opinions and analysis of the same problem. In all generations, youngsters disagree with their parents and elders in the family and community, because experiences and views differ. As aware, active, and engaged citizens, we make democracy function in our lives, every day, in various ways.

- Listening to different opinions and views is a democratic act.
- Respecting different views, even if expressed by a few, is a democratic act.
- Valuing other's knowledge, even when ignored by authorities, is a democratic act.
- Encouraging others to share their views and speak up on what they like and do not like, is a democratic act.
- Encouraging conversations across people with different views and opinions is a democratic act.
- Facilitating agreements to be, act, work and live together, despite differences, is a democratic act.
- Constantly questioning attitudes towards differences in views of others, and different others, is a courageous democratic act.

Fellows were encouraged to practice these principles and values and try creating a safe space of each other in this fellowship and community members they will be working with.

Session 3: Introduction to Gender Perspectives

The session on gender perspectives was facilitated by Ms. Samiksha Jha. Ms. Jha works as Programs- Lead with Martha Farrell Foundation (MFF)[6].

The purpose was to develop a critical understanding of sex and gender and the power dynamics between the two concepts. This discussion was initiated through an activity called – Power/privilege Walk. Fellows were blindfolded and were instructed to stand in

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[6] About MFF: Martha Farrell Foundation supports practical interventions which are committed to achieving a gender-just society and promoting life-long learning. To know more: www.marthafarrellfoundation.org

lines. The facilitator read out statements, based on which fellows had to take a step forward or backward. These statements focused on understanding how power is expressed and how it influences gender stereotypes, roles, and other societal institutions.

Power Walk Statements

1. Move 1 step forward if you love Mysore City
2. Move 2 steps forward if you can go to other states/countries for pursuing higher education without any backlash/questions.
3. Move 1 step backward if you are responsible for cooking food in your house.
4. Move 2 steps backward if you feel scared to travel/roam alone during the night.
5. Move 1 step forward if you can marry the partner of your choice.
6. Move 1 step backward if you have ever faced any discrimination in your school/college or from family based on your gender.
7. Move 1 step backward if you have ever felt scared/judged/criticized the basis of your gender.
8. Move 1 step forward if you have led anything on your own – project/event/programme.
9. Move 1 step forward if you do not have any night curfew timings.
10. Move 1 step backward if you have ever sexual harassment.

After all the statements were read out, fellows were asked to remove their blindfolds and reflect upon their positions and the position of others. Some shared their gender had been a limitation, however, some fellows also shared that they have never experienced gender discrimination.

The facilitator concluded the discussion a brief theoretical overview of the concept of Sex and Gender. She said, 'It is important to be sensitive towards gender dynamics and issues that communities face in their everyday life'.

Power/privilege walk activity

> Overnight Reflection Exercise:
>
> - Reflect on everyday life situations and experiences which represent power dynamics.

Day 2

Session 1: Introduction to Sexual Harassment of Women at Workplace Act 2013 and PRIA's Policy

The second day started with a discussion on their experiences of power dynamics (as part of the overnight exercise). These situations included – teachers/students in college, elders (family and relatives)/youngsters in school, employer/employee in the office, etc. Building on this discussion, the facilitator introduced the issue of Sexual Harassment at Workplace and oriented fellows to PRIA's policy on the same.

> *"Sexual Harassment"* spans a wide range of actions and behaviors. Whether or not a particular action or behavior constitutes sexual harassment is determined by the effect it has had on the recipient. The term has been defined by the Sexual Harassment of Women at Workplace (Prevention, Prohibition, Redressal), Act 2013, as any unwelcome sexually determined behaviour, which could be all or any one of the following:
>
> - Physical contact
> - A demand or request for sexual favours
> - Sexually coloured remarks
> - Showing pornography
> - Any other physical, verbal, or non-verbal conduct of a sexual nature.
>
> The Sexual Harassment of Women (Prevention, Prohibition and Redressal) Act 2013 was enacted to provide protection against sexual harassment of women at workplace and for preventing and addressing complaints of sexual harassment. PRIA acknowledges its legal responsibility to provide a safe working environment free from sexual harassment and discrimination for all its employees (all genders) through the functioning of its Internal Committee for the prevention, prohibition and redressal of sexual harassment called Committee For Gender Mainstreaming and Awareness in PRIA (CGAMP).

To conclude the session, PRIA's policy handouts[7] and the details of the committee members were shared with the fellows.

Session 2: Group Building Activity 1

One of the objectives of the fellowship is to build and promote active citizenship among youth. This requires developing horizontal relations between individuals and communities and learn how to function as a group. Thus, the next segment of the training involved a series of exercises that helped fellows develop an understanding around group processes.

The first activity was called Making the best of the Resources. In this activity, fellows were divided into three groups. Each group was given the same type and amount of resources in addition to some resources that they were supposed to use collectively. Group Resources included rope, cardboard, leaves, chart paper, A-4 size sheets, sketch pens, sticks, and scissors, and shared resources included tape and gum. Fellows were given 60 minutes to plan, design, and develop a product from the given resources.

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[7] About PRIA' Committee on Gender Awareness and Mainstreaming in PRIA (CGAMP): https://www.pria.org/committee-on-gender-awareness-10-2-0

1st Position: Representing the low-cost environment friendly products

May 19, 2022, 15:27

2nd Position: Representing the rural-urban migration

3rd Position: Representing the impact of industries on environment in Mysore.

MODEL INDUSTRY

Later, groups presented the products and their rationale behind them. Interestingly the products were focused on the theme of growing urbanization and climate change. Post the presentations, the winner was decided based on two parameters - How **creative/thoughtful** and **stable** the product was?

This was followed by debriefing. Fellows were asked to reflect upon their experiences of working in teams and the strategies which were involved in developing this product. The fellows reflected on the group dynamics during the activity such as shared leadership and division of roles and responsibilities. To conclude the discussion, the facilitator linked their learning and experiences to the theoretical understanding of the different aspect of group processes.

> **Key points[8] about group processes derived from the discussion:**
>
> - Difference between teams and groups
> - A team has a definite structure, and the members have definite roles and functions which may be assumed or assigned. Members usually have complementary skills and competence to accomplish the task. A team has a functional hierarchy.
> - Processes of Small Groups – Participation, Communication, Leadership, Conflict Resolution, and Problem Solving

Session 3: Activity on Self: River of My Life[9]

The idea of the session was to develop a foundation for the module on Self. The metaphor of rives was used in this activity in order for the fellows to reflect and map their life journey and acknowledge the influences and contributions of various significant Others including their strengths/weaknesses, and opportunities/threats.

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[8] About groups and teams: https://www.pria.org/knowledge_resource/A_Manual_for_Participatory_Training_Methodology_in_Development_1.pdf

[9] The initial plan was to conduct a session on Understanding Karnataka's Youth Policy and its relevance (half-day). However, as the new Karnataka Youth Policy is under process, the team decided to conduct this activity.

Day 3

Session 1: Debrief of River of My Life

The last day began with a discussion on the River of Life activity. The fellows shared that they felt overwhelmed in the process of introspecting their journey, identifying their strengths/weaknesses, and concerns that they are passionate about.

Session 2: Group Building Activity 2

The next session was again a team-building activity but focused around finding out important civic issues concerning fellows. Fellows were instructed to identify one issue and develop storyboards representing the following three aspects:

1. *Current situation*
2. *What do you want the situation to be like?*
3. *What should be done to achieve the vision/goal? (Stakeholders engaged, how can the community be engaged)*

After developing the storyboards, all the groups presented the same. The facilitators provided them input on the issue and how it was approached, the type of stakeholders involved, identified solutions and so on.

Storyboard prepapred by Group 1

Storyboard prepapred by Group 2

Storyboard prepapred by Group 3
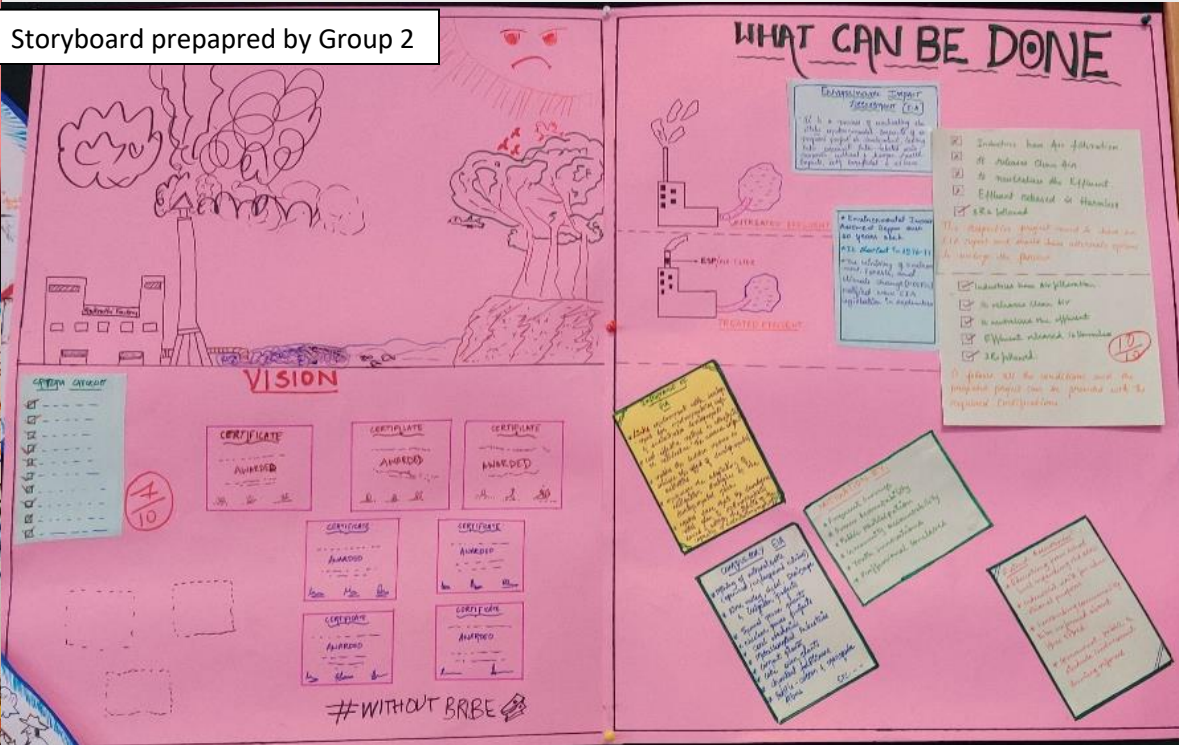
Session 3: Feedback and Expectations of the Fellows

Fellows were given time to reflect and prepare a short write-up about what they hope to achieve in the fellowship. These reflections were shared in the group.

Expectations of the fellows can be accessed from here.

> *Feedback from the fellows:*
>
> - The sessions were engaging, and the space was welcoming
> - It was interesting to interact with each other and work in groups
> - We would like some more face-to-face sessions
> - The gender perspective sessions were nice
> - We would want opportunities to meet with more experts and influencers

Session 4: Closing Plenary – Interaction with the Experts

The closing plenary involved interaction with experts. Professors from the JSS Medical College and Dr. Basavaraju R Shreshta (Executive Director, GRAAM) were invited to join this discussion. Mr. D Sudhanva (MD and CEO, Excelsoft) was also invited to deliver a special talk. Mr. Sudhanva spoke about his journey of bringing change into society. He also emphasized on the role of youth in India and how higher education institutions offer limited safe spaces to engage in such conversations. It is important to have fellowship programs, such as this, that focus on building an understanding of self and society and promote active citizenship.

The plenary was concluded by Dr. Shreshta, who encouraged fellows to learn about their roles and responsibilities while they become active citizens and gradually contribute to the governance system in Mysuru and India.

ANNEXURES

List of Resource Persons

1. **Ms. Nikita Rakhyani**
   Youth Engagement – Lead, PRIA
2. **Ms. Samiksha Jha**
   Programs – Lead, Martha Farrell Foundation
3. **Ms. Rashmi Gopal**
   Consultant, GRAAM

Training Design

Time	Session Details
Day 1: 18ᵗʰ May, 2022	
9:30 am – 10:00 am	**Registration of the Fellows** Ms. Rashmi Gopal
10:00 am – 11:15 am	**Welcome**
11.15 am – 11.30 am	Tea/Coffee Break
11.30 am – 1.00 pm	**Introduction to the fellowship** Ms. Nikita Rakhyani Mr. Bhagavan BR (Sr. Manager - Strategic Consultation and Partnerships, GRAAM)
1:00 pm – 2:00 pm	Lunch
2:00 pm – 3:30 pm	**Understanding Democracy in Everyday Life** Ms. Nikita Rakhyani
3.30 pm – 4.00 pm	Tea/Coffee Break
4.00 pm – 5.30 pm *(Plus, overnight reflection)*	**Introduction to Gender Perspectives** Ms. Samiksha Jha
Day 2: 19ᵗʰ May, 2022	
10.00 am – 12.00 pm	**Introduction to Sexual Harassment**

	Ms. Samiksha Jha
12.00 pm – 12.15 pm	Tea/Coffee Break
12.15 pm – 1.15 pm	**Group Building Activity 1**
	Ms. Nikita Rakhyani
1.15 pm – 2:00 pm	**Lunch**
2.00 pm to 3.30 pm	**Continuation**
	Group Building Activity 1 – Presentations and Debrief
	Ms. Nikita Rakhyani
3.30 pm to 4.30 pm	**River of Life – Mapping their life Journeys**
	Ms. Nikita Rakhyani
Day 3: 20ᵗʰ May, 2022	
10.00 am – 11.00 am	**River of Life – Mapping their life Journeys – Debrief**
	Ms. Nikita Rakhyani
11.15 am – 11.30 am	Tea/Coffee
11.30 am – 01.00 pm	**Understanding Civic Issues**
	Presentations by the Fellows
	Ms. Nikita Rakhyani
	Ms. Rashmi Gopal
1.00 pm – 2.00 pm	Lunch
2:00 pm – 3:00 pm	**Presentations by the Fellows**
	Ms. Nikita Rakhyani
	Ms. Rashmi Gopal
3.00 pm – 5.30 pm	**Closing plenary**
	Feedback and Expectations from the fellows
	Ms. Nikita Rakhyani
	Interaction with the Experts
	- Dr. Anil Bilimale and Dr. Sowmya, JSS Medical College
	- Mr. D Sudhanva, MD and CEO, Excelsoft
	- Dr. Basavaraju R Shreshta, Executive Director, GRAAM
	Including tea/coffee break

List of Fellows

S. No.	Name of the Fellows	College/Department
1.	Sayed Najibulllah Hashimi	M. Tech. Urban and Regional Planning, School of Planning and Architecture, University of Mysore
2.	K. Shravan Shetty	Master of Social Work, Mansagangotri Campus, University of Mysore
3.	Dr. Rituparna Kundu	Master of Public Health, JSS Medical College
4.	Dr. Chandana G. Gowda	Master of Public Health, JSS Medical College
5.	Nimisha Bhatu	Master of Public Health, JSS Medical College
6.	Dr. Minu Maria Rose	Master of Public Health, JSS Medical College
7.	Dr. Padmasakhi	Master of Public Health, JSS Medical College
8.	Hemantha Kumara B.	Master of Social Work, Mansagangotri Campus, University of Mysore
9.	Vinutha T. S.	Master of Social Work, Vidya Vikas First Grade College
10.	Raghavendra Raghu	Master of Social Work, JSS College of Arts, Commerce and Science
11.	Geetha B.	Master of Social Work, Vidya Vikas First Grade College
12.	Pruthvi Raj K.N.	Master of Social Work, SBRR Mahajana First Grade College
13.	Shashank H. S.	Chartered accountant Intermediate Student and Bachelor of Commerce, MIT First Grade College
14.	Mehtaaz	Master of Social Work, JSS College of Arts, Commerce and Science
15.	Pavan N.	Bachelor of Engineering, Civil Engineering, Vidya Vardhaka College of Engineering
16.	Chirantan H.R.	Bachelor of Engineering, Civil Engineering, Vidya Vardhaka College of Engineering
17.	Akshata Nagesh Hegde	Department of anthropology, Manasaganotri campus, University of Mysore
18.	Sourav S.	Department of anthropology, Manasaganotri campus, University of Mysore
19.	Dhanyaa A.	Environmental Engineering, JSS Science and Technology University
20.	Indra Kumar M.V.	Environmental Engineering, JSS Science and Technology University
21.	Sara Ayachit	Environmental Engineering, JSS Science and Technology University
22.	Meghana Kashyap	Environmental Engineering, JSS Science and Technology University
23.	Samhitha D.	Environmental Engineering, JSS Science and Technology University
24.	Mizna Harmain	Master of Public Health, JSS Medical College
25.	Rose Kurian	Master of Public Health, JSS Medical College