

Youth for Governance Fellowship

Impact Report

2022



The Context

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, Participatory Research in Asia (PRIA) has engaged deliberately, actively, and inclusively with young people across India 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, everyday.

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), 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. 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 (GRAAM) and HSF.

Fellowship Goal

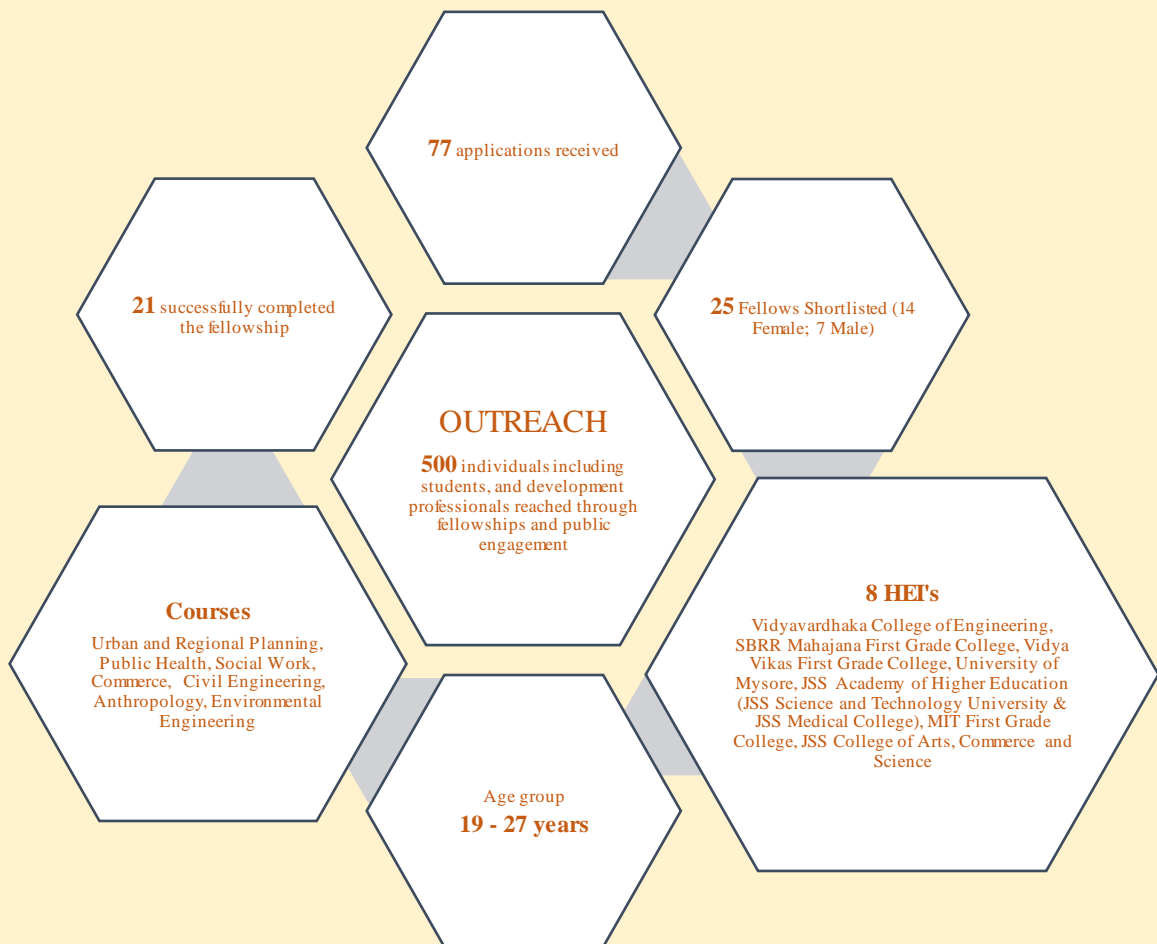
To promote understanding among youth in Karnataka on the values of federalism, principles, and structures of decentralised governance in India, and confidence in Self to promote common good and contribute to participatory governance.

Fellowship Outcomes

At the end of the learning program, Y4G Fellows were expected to have:

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

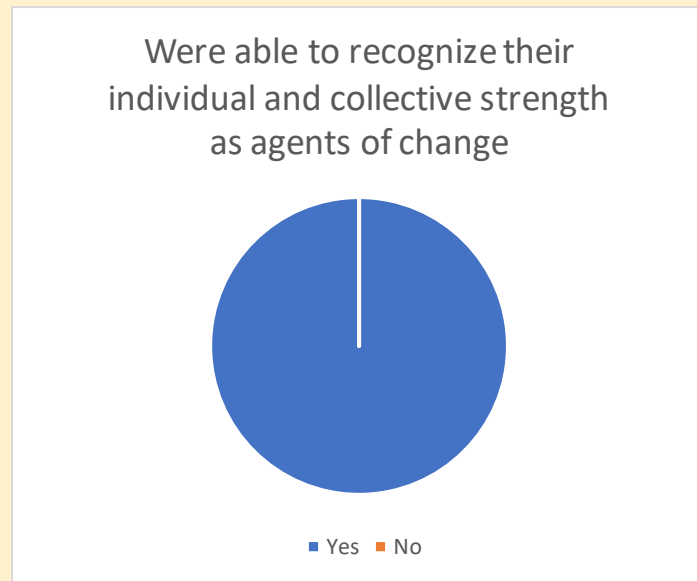
Outreach



Impact of the Y4G Fellowship in Mysuru

An open-ended questionnaire was circulated among the fellows to assess the impact of the first cohort of the Y4G Fellowship in Mysuru. The impact was measured using three outcomes.

Recognized their individual and collective strength as agents of change



“After joining the fellowship, I’ve noticed changes in my behaviour, attitudes, and actions. I have become aware of how crucial it is for the community to contribute to the improvement of Mysuru city. My perspective on sex, gender, and equality altered because of the discussion with the instructors.”

“The fellowship helped us in understanding ourselves and identifying our position in the society.”

The fellowship had a significant role in helping fellows explore who they were

and come to terms with it at the individual level before they could bring changes at larger levels (families and community). Exploring this involved an understanding and reflection on ‘Who am I?’ – the various factors and experiences that influence and shape a person (‘Me’) and understanding the markers of the identity. Through the various sessions, fellows were able to understand themselves, navigate their existing anxieties and build confidence in their ability to change and act independently.

The next step in the learning journey was to understand their position in the society. This included reflecting upon their position within the different social structures and how they are influenced and impacted by associations of gender, caste, socio-economic status, etc., determined by relations of power.



Figure 1: Key takeaways from the Fellowship

It was interesting to see how young people in Mysuru found the session on sex, gender, and sexuality impactful by giving them a new perspective to view society. After the sessions, fellows shared instances of raising their voices against gender inequality and sexual harassment in their families, at their college, and among their peers.

“After the gender session, I went home and discussed gender equality with my father. I asked my father why I was given the opportunity to further my education but not my sister. I attempted to persuade him and make him understand what I had learned during the session. My sister is currently pursuing a Bachelor of Education. I am extremely grateful to the team.”

Another important aspect that the fellows highlighted was that the fellowship has been successful in assisting them in understanding their roles as **active citizens** and instilling the values of being **socially responsible citizens**. Learning from their peers and facilitators, meeting local government officials, and organizing youth-led events during the program, have introduced them to the idea of **‘leadership, agency and empowerment’**. Lastly, the fellowship has not only raised awareness about societal issues, but it also helped them recognise their role as agents of change. Fellows have started taking action by **engaging local communities and institutions to address everyday concerns taking place in their communities**, such as garbage disposal, drainage, and sexual harassment, among others.

Karnataka has recently drafted its second Youth Policy (2022), focusing on the areas of youth development and youth for development. The policy envisions to enable the holistic development of youth in the state and to empower them to bring about constructive societal change. To do this, the policy aims to improve the ecosystem of support for young people, with a focus on building their human and social capital in an equitable manner. Sustainable development is the guiding principle of this policy. One of the key objectives of the policy is to enable young people’s civic and political participation by building leadership qualities and creating avenues for participation. It reiterates the need for programs like Y4G fellowship to involve youth in socio-economic process of development, which the Y4G fellowship has been able to achieve over the past one year.

Becoming an Active Citizen

“The Y4G fellowship has been extremely beneficial to me! It has broadened my understanding of society and my role as a young person. I have been able to gain confidence and also enhance my problem-solving skills. I will always try to utilize these learnings.” --- Chirantan HR, Y4G Fellow, 2022

Chirantan enrolled in the fellowship programme with the primary intention of understanding his role and responsibilities as a young individual and further develop the confidence and courage to carry them out. He recalls how, prior to joining the Y4G programme, he believed that government officials should be held accountable for all social problems and provide solutions. However, the various sessions and interactions with the facilitators assisted him in understanding and reflecting on his role as an active citizen in society, as well as learn ways on how young people can collaborate with the local government institutions and communities to address social problems.

“Fellowship taught me that one should always come forward and contribute (even if it is a small contribution). As a young person, I have started recognising the actions I can take in my community to ensure its proper functioning.”

The self and identity modules, which included sessions on the mental self and gender perspectives, had a significant impact on him. The sessions not only assisted him in developing a theoretical understanding of the subject, but also in increasing his confidence and agency.

“After going through the programme, I can see that I have gained courage to participate in programmes at my college and community. The gender session helped me to see gender equality through a different lens and develop skills to create a gender equal environment.”

Following that, the governance module broadened Chirantan's understanding of his role in holding governance institutions and systems accountable and participatory. He realised that governance is not limited to authorities or a few leaders, but also involves the community and their role in managing and resolving issues.

The program's learnings had such an impact on Chirantan that he was able to use them to engage with the community. He was able to deal with the issue of waste disposal in his neighbourhood by drawing on his community-based study and fellowship experiences and lessons.

“There was a lot of waste being dumped in an open empty plot beside my apartment, which was causing a nuisance in the neighbourhood. I never considered resolving the problem and instead contributed to the same. However, after listening to various sessions and conducting a study, I've stopped throwing trash out in the open and started handing it over to the garbage collector. I even notified the appropriate authorities, who have begun cleaning the open space on a monthly basis.”

Chirantan considers this fellowship to be a crucial and stimulating experience that should be made available to other young people to develop a society full of active citizens.

Understanding Herself and Others: Samhitha's Journey of Self-Empowerment

Samhitha applied for the fellowship in order to gain an interdisciplinary viewpoint on civic issues. Throughout the fellowship, she had the opportunity to learn about the various aspects of being socially relevant in the modern world, particularly in a developing nation like India. She was able to connect the subjects being discussed to her academic objectives and visions after just a few sessions. She gradually came to understand the purposes behind the sessions, and for the first time in a long time, she began to enjoy the discussions around these topics.

"I started participating in the training fully. In addition, having a supportive environment and a space where we could voice our views without fear of being judged gave me a sense of self-worth."

Indian youth are used to hearing how the younger generation is uninterested in contributing to civic or governmental matters. It was surprising for Samhitha to see young people from different backgrounds eagerly participating and wanting to invest their energy with the same enthusiasm and zeal as the coordinators during the fellowship. Through the fellowship, Samhitha acquired confidence in herself and the courage to speak out even outside of fellowship meetings.

"I had been very socially ignorant about governance structures in the past, but this fellowship was the necessary ice breaker that came to me at the right time. Visiting the Mysore City Corporation (MCC) was very resourceful as it gave us a real-life picture of what we learned in the sessions. And, as someone who's going to be voting for the first time soon, the fellowship has been very resourceful in terms of helping us get comfortable with the governance structures and engage in future as well. It was very intriguing to finally understand the magnitude and scale of the democratic government institutions."

Samhitha has begun talking to people about the ideas that have been covered during the fellowships, both intentionally and unconsciously. She has been able to develop a habit of viewing issues in her community from a personal lens and come up with solutions based on her learnings from the fellowship.



Understanding the decentralized governance structure of India

The Y4G fellowship is centered around developing and enhancing understanding of youth on governance structures and their functions in India. The fellowship provided insights to youth in Mysuru on Participatory Governance (understanding principles of federalism, subsidiarity, and constitutional rights), 73rd and 74th Constitutional Amendments Acts and Role of Panchayats and Municipalities in Delivering Governance.

“As a resident of Mysore, I had never been to the MCC’s office, so I was thrilled to have the opportunity to do so as part of the fellowship. However, to my surprise, there were many terminologies and positions that I was unfamiliar with.”

The Y4G fellows were unaware of the governance systems and procedures and found the local institutions inaccessible and ignorant. However, through the fellowship, fellows have been able to learn about them and find out ways by which they can engage with local government institutions and bodies to address everyday community challenges.

“Despite being part of the city and dealing with everyday challenges, we ignore them and do not think about addressing the issue. The programme exposed us to systems and structures and gave us the confidence to address issues at individual and community levels before pointing out the government.”

The interactions with experts and the exposure visit to the MCC to understand the structure and its significance have been found extremely useful. The majority of the fellows stated that through the various sessions and their community-based project, they understood the role of local communities in the development of their city, which they were initially aware of. The sessions on social accountability aided in the development of this knowledge.

“It’s unfortunate that no one talks about local governance institutions and how we can engage with them, as well as the role the community can play.”

Fellows have expressed a willingness to use what they have learned by engaging with local institutions like MCC, community, and HIEs and participating in social change processes.





Making use of the Learnings from the Fellowship to her Everyday Life: Rose's Story of Change

“My understanding of governance structures and institutions was limited. Y4G Fellowship provided a platform for me to understand how each of us is responsible for all the civic issues we encounter and have equal responsibility for solving them.” --- Rose Kurian, Y4G Fellow, 2022

Rose joined the program after being informed by her professor at JSS Medical College. However, completing 9-months into the program, she says it has been quite a stimulating experience - an experience that has changed her perspective on society and social responsibility. During the fellowship, it was the first time that she was able to address an issue faced by her community.

“The area that I lived in has damaged roads, improper rainwater and sewage channels which affects the livelihood of the people residing. I never knew I could do something about it or was unaware of the solution. Only through this fellowship was I able to think outside my comfort zone, and considered speaking with the people who live in my neighbourhood and proposing the issue to the Bruhat Bengaluru Mahanagara Palike to take some action.”

The session on climate change gave Rose insights into how each of our lifestyles and day-to-day activities has an impact on climate. It was through this session that she was able to cut down on unwanted electricity usage, reduce consumeristic behaviours by making excessive and unwanted purchases, and become careful about the usage of water. Her engagement in the fellowship has been able to bring positive changes in her action, attitudes and behaviour. She sees herself as a confident individual with the ability to fulfil her responsibility as a young citizen of the country. She owes this positive change and the ability to make her fellow citizens and government institutions accountable to the fellowship.

“The field visit to MCC was a great experience because we got to speak to the authorities in charge. Through the visit, I learned a lot of things that I was previously unaware of - different government departments, ward samiti and their role, etc.”

As a public health aspirant and a Y4G fellow, she understands the importance of engaging with the local government bodies and wishes to continue doing it.

Taking the learnings from the Program to Engage with the Local Communities

“The primary reason I applied for this fellowship was to learn more about how youth can participate in governance activities and how I can contribute. My point of view on things has shifted! I can critically analyze problems and find solutions more efficiently, than before.” --- Nimisha Bhatu, Y4G Fellow, 2022

Before joining the fellowship, Nimisha’s perspective towards social responsibilities and her role as a citizen was a little narrow. However, over the weeks, when she started interacting with her co-fellows and facilitators, she started reflecting upon the need to become an active citizen.

“I can state that the fellowship was able to deliver information about governance, including the prevalence of workplace sexual harassment, and different amendments, and the importance of Panchayati Raj Institutions.”

The activities used during the session assisted her in sharpening her teamwork, leadership, communication, and problem-solving skills. Alongside these skills, she was also able to enhance her knowledge about governance systems at many levels and dimensions- starting from block level, district level, municipality level, state level, and finally, country level.

“Dr. Sundaram's presentation on the history of policies and how Indian politics have affected or assisted in the evolution of policies over time was very interesting. I learned how policies are created, how resources are allocated, and how crucial partners and beneficiaries are to the success of each policy.”

Nimisha was introduced to community involvement in supporting governance institutions and holding them responsible for providing services through her community-based study on lakes. She understood how crucial local community involvement is to the accomplishment or failure of any initiative or policy.

“During our study of lakes, we came across four examples, two of which were the best representations of how appropriate community participation and strong support helped people in maintaining the lakes, while the preservation of the lakes in the other two examples was not very successful due to a lack of support from the local community.”

When asked about how Nimisha is utilizing the learnings, she shared a few instances where she has been able to utilize the learnings from the fellowship program. The planning of International Youth Day during the training helped her to coordinate and execute events at her college. Whereas by learning about participatory research methodology, she was able to effectively implement a community-based project in Mysuru on the issue of governance and social accountability. She was able to conduct interviews and discussions with local communities and environmentalists. She understood the need to understand the role of communities for whom the policies are being developed.

“As a researcher in public health and a professional interested in the field, I can affirm that the lessons I've learned will be useful to me in developing and implementing new community health-related policies in the future by better understanding the stakeholders, including local community.”

Learnt basic community-based tools to hold governance institutions accountable

The fellowship provided fellows with the skills (stakeholder analysis, social accountability, and community-based tools) to undertake a community-based project around social accountability and participatory governance. It prepared them to identify problems and plan and implement actions using community-based methodologies within urban communities. The aim for them was to critically engage with communities and local government institutions through thoughtful, cooperative, participatory, and responsible action. Through community-based study, fellows documented the lived realities of communities by identifying issues and providing recommendations that can lead to future change. They attempted to influence individuals, urban communities and local governance institutions.

“I made my friends realize the importance of cleanliness and the role they can play in keeping their surroundings clean and healthy. Here, I took the role of a leader, and I shared my ideas with them. Also, I made them actively participate in the various activities and informed them about various systems and their functions like the college administration department and MCC during the hostel admissions.”

Different from conventional research studies, community-based participatory research emphasizes the participation of people in knowledge generation. By learning about this approach and its principles, fellows have been able to understand the relevance of community participation. Additionally, sessions around social accountability, governmental programs and their delivery, and horizontal citizenship have been useful in learning about ways by which governance institutions can be held accountable. Additionally, the exposure visit to the MCC was beneficial to the fellows, as they have been able to change their perspective around local institutions being unresponsive, unwelcoming, and inaccessible. Post the fellowship, fellows, have shared examples of engagement with these local institutions to address community problems.



Citizen's Engagement and Government Should Work Together – Mizna's Exploration

Mizna, with a background in public health, joined the programme to promote primary disease prevention and understand the role of community through the fellowship. The interactive sessions and engagement with diverse individuals provided Mizna, with an overview of the functioning of different government bodies and structures. The visit to the MCC during the fellowship emphasised the value of community involvement, which is required for individuals to interact with the government to bring about changes and improvements in society, resulting in a sustainable ecosystem.

“Social responsibility is essential for transforming society, and each of us must take the first step in that path. If we want to change the community, we must start with ourselves. Effective governance must have the participation of the community members and the society.”

She was able to realise how important social responsibility is to society and how her view on it has changed as a result of participating in the fellowship.

“Through my fellowship project, which was a participatory research project, I have reached out to the community and stakeholders and make them aware of the need for zero waste management. Interacting with the community provided a different perspective on their problems, challenges, and potential solutions.”

Mizna has always been passionate about engaging with the community. However, it was after learning about PRIA's participatory research methodology that she was able to effectively engage with the community. Mizna has already started utilizing the learnings from the program in her current work and wishes to integrate the same in her future endeavours.



Dhanyaa's Journey of Recognizing Mysuru city for What it is and What it can Become with Engaged and Responsive Citizens...

Dhanyaa's intent for joining the fellowship program, was to learn about the urgent problems of Mysuru, and to come up with workable solutions. However, after completing the 9-month program, she is happy to accomplish a lot more than she anticipated.

"I was struck by how many things I didn't know in the first class and realized there was much more to this fellowship than merely dealing with civic issues. I was unaware of the general problems and the communities trying to solve them."

The biggest takeaway for Dhanyaa was learning about the participatory research methodology. After learning about this approach, she has become more inclusive and also speaks out about the issues important to her. She had the chance to network with conservationists during the community-based engagement project, which she would not have had the opportunity to do otherwise.

"I think I've always been socially conscious but have always struggled with knowing whom to turn to for help when a problem arises. My perspective has changed because of this fellowship, and I now see society as a group of people who need a way to express their issues. I've begun to become more sensitive to how other people feel and how critical it is to be socially inclusive to produce a creative output."

Since the beginning of this fellowship, Dhanyaa began to recognise Mysuru for what it is and what it can become if the residents contribute to it. She feels more connected to her surroundings and thinks that the fellows helped her redefine herself positively. Dhanyaa has now begun educating her family and friends about the state of the lakes in Mysore.

"I believe that now I am ready to take challenges and be much more socially responsible while taking every decision."

Despite being a Mysorian, Dhanyaa never had a chance to visit Mysuru City Corporation. The visit during the fellowship helped her get insights into how the corporation works and how citizens can play a role. Additionally, through the sessions on governance, she got a strong framework to reach out to people and raise awareness.

"I believe that I have changed holistically in terms of understanding myself, the governance structure, participatory research and how it is important for the people of our age group. I also believe that I must use these learnings throughout my life as this gives me the sense of citizenship and belonging to my country."

Face-to-Face Trainings Conducted

Three offline workshops were conducted during the different phases of fellowship program in Mysuru.

1st face-to-face Training Workshop¹ – 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.

2nd face-to-face Training Workshop² - A two-day face-to-face workshop was held at Swami Vivekananda Youth Movement’s Office, Mysuru, to give fellows an overview of urban local bodies, along with a hands-on experience of the community based participatory research methodology. Additionally, the workshop also aimed at learning about the issues and concerns, which will be taken up by the fellows for their research work. The workshop was held from 22nd - 23rd May 2022.

3rd face-to-face Training Workshop - A session on 18th December was organized with Y4G fellows to help them prepare the presentations for the ‘Knowledge Sharing Event’ planned on 19th December.

¹ Detailed Report:

https://www.pria.org/knowledge_resource/1658919635_Y4G_1st_Residential_Workshop_report.pdf

² Detailed Report:

https://www.pria.org/knowledge_resource/1673009225_Y4G%202nd%20Training%20Workshop%20Report.pdf

Public Events Conducted

International Youth Day Celebration

To celebrate the occasion of International Youth Day and to provide safe spaces for young people to converse and put forward their opinions and views on issues concerning them, PRIA's Y4G fellows, in collaboration with GRAAM, HSF and University of Mysore organized a fun-filled and stimulating engagement with youth in Mysuru. The International Youth Day celebration was organized at the Vijnana Bhavan in the University of Mysore on August 20, 2022 (Saturday) and brought together around 200 college-going youth. A range of events, including Youthra (street theater competition), poster-making competition, quiz competition, and panel discussion with sustainability experts and youth icons, were facilitated.

Additional Resources

To read the complete report click here: <https://www.pria.org/update-youth-for-governance-30-303>

Videos from the Street Theatre Competition

1. University of Mysore, KIKS - <https://youtu.be/WGD03IAJg8Q>
2. University of Mysore, Department of Social Work - <https://youtu.be/15sPvR8G94E>
3. Mysore Film Institute - <https://youtu.be/xJa2VTSy6g8>



Knowledge Sharing Session to Discuss Research Findings

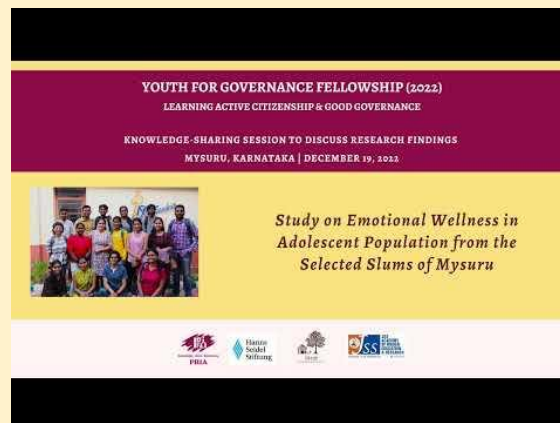
PRIA, GRAAM, and HSF, organised a knowledge-sharing event on the 19th of December at JSS Medical College (Bannimantap Campus). The event was joined by over 100 participants including youth, academicians, development practitioners, and representatives from local government institutions based in Mysuru.

The discussion was centered around the findings of four community-based participatory studies undertaken by Youth for Governance fellows on participatory governance, social accountability, and the provision of inclusive services in Mysuru, Karnataka. These studies ranged from emotional awareness wellness in adolescent populations, to zero waste management, to the ecological impact of development in Chamundi hills, to the role of local communities in keeping the lakes of Mysuru clean.

Study on Emotional Wellness in Adolescent Population from the Selected Slums of Mysuru

Group Members: Padmasakshi, Rituparna, Rose Kurian, Sara Ayachit, Shashank HS

Link to the Group Presentation:



Research Overview: The study aimed to analyze wellbeing and identify its components in selected urban slums of Mysore. It primarily captured the responses of adolescents aged between 10-19 years of two slums: i) 8JHV+M54, 3rd Main Rd, Medar Block, and ii) Bannimantap. Data was also collected from parents, teachers, and health workers using a community-based participatory research methodology that included focus-group discussions, key informant interviews, semi-structured interviews, observation, and arts-based methods.

Research Findings and Analysis:

1. Anger issues, disobedience/misbehavior, children's inclination to pick fights, substance abuse, parental neglect, adolescent transparency, environmental conditions, and suicidal tendencies. Anger issues, particularly among adolescent males, are one of the most pressing concerns; a few adolescents have admitted to having suicidal thoughts on occasion.
2. The adolescent's environment and parents play an important role in ensuring their well-being.
 - a. Parents' involvement in their children's lives was found to be minimal, and they frequently resort to hitting and beating to "correct" their children

- b. Parental neglect, combined with the influence of the environment and peer groups, hams adolescents' behaviour and life choices, contributing to early exposure to substance abuse
 - c. Adolescents were hesitant to share their emotions and problems with their parents and teachers, resulting in a clear communication gap
 - d. A clear gender disparity was discovered, with parents allowing their male children to do whatever they want, even ignoring instances of disobedience by them. In contrast, the female child's life was discovered to be full of constraints
3. Smoking and alcohol consumption among adolescents in the community are on the rise.

Recommendations:

Schools

- 1. To effectively support adolescents through the provision of counselling and guidance services. This would necessitate the placement of counsellors (permanent positions) in each school to assist adolescents in dealing with and overcoming behavioural issues, as well as managing their emotions.
- 2. A safe and healthy environment for the overall growth and development of adolescents can be created by training parents in appropriate parenting styles that educate and encourage them to practice healthy child rearing.

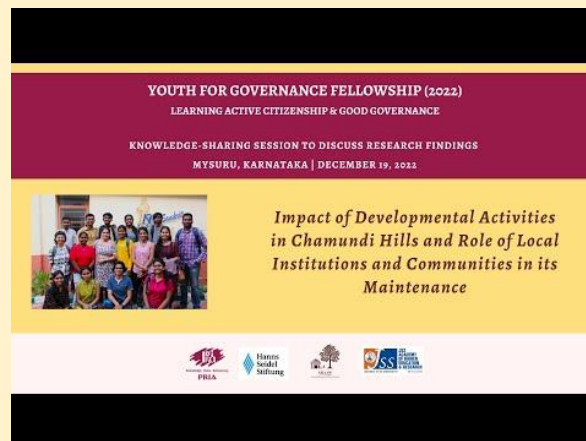
State and Local Governments

- 3. To effectively support adolescents through the provision of counselling and guidance services. This would necessitate the placement of counsellors (permanent positions) in each school to assist adolescents in dealing with and overcoming behavioural issues, as well as managing their emotions.
- 4. Government-run Sneha Clinics should have a counsellor on staff to assess the well-being of adolescents in urban slum areas and provide services and support as needed.
- 5. Involvement and training of local government officials such as the Health Inspector and the Block Education Officer to support and communicate about adolescent health, sexual harassment, and women's and girls' rights.

Impact of Development Activities in Chamundi Hills and Role of Local Institutions and Communities in its Maintenance

Group Members: Akshata Hegde, K. Shraavan Shetty, Geetha N B, Vinutha T S, Hemantha Kumara B

Link to the Group Presentation:



Research Overview: This study was conducted to understand the effects of development activities, specifically changes in the ecology at the Chamundi hilltop, which is home to the famous Chamundeshwari temple (a religiously and historically significant temple situated in Mysuru). The study also evaluated the measures taken by the local government to maintain and clean the area.

To capture the experiences and opinions of diverse stakeholders the study used qualitative research methodology, including focus group discussions and key informant interviews. Environmentalists, employees of forest department, and local government institutions, data-entry operators, cleaning staff, police personnels and temple management, local residents, primary school students and teachers were engaged in a group discussion for gathering information.

Research Findings and Analysis:

1. The waste collection and disposal system in the area are inoperative.
2. Single use plastics and other non-degradable wastes are dumped in open spaces by both the residents and tourists.
3. Water (including drinking water) from the MCC is supplied uphill only once a week and is contaminated.
4. Alcohol consumption by tourists and residents is making the environment in and around the hill unsafe.
5. The rampant deforestation occurring as a result of development activities is exposing the hill to the risk of landslides. Additionally, due to this disturbed ecology, endemic flora and fauna are under threat.

Recommendations:

Local Government Authorities & Citizens

1. Capacities of local authorities responsible for management of the Chamundi Hills and the nearby area should be developed to manage the site.
2. Local authorities, residents and tourists should be held accountable for disrupting the ecosystem of the area.

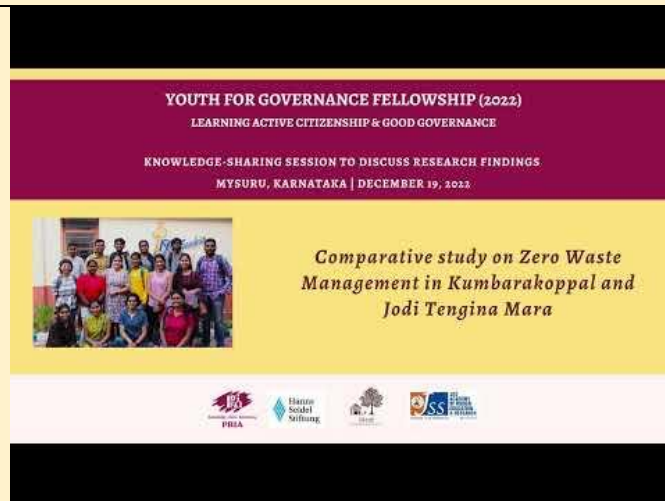
Tourism Ministry

3. Comprehensive tourism planning needs to be developed for the preservation of Chamundi Hill. Ideas regarding the preservation and maintenance of hills could be borrowed for various other hills, for example the implementation of rules regarding private vehicular movement from Himavad Gopalswamy Hills in Chamarajanagar district, Karnataka.
4. Additionally, a awareness campaign should be developed to help residents and tourists understand how their visit to the temple can have a positive and meaningful contribution.

Comparative Study on Zero Waste Management in Kumbarakoppal and Jodi Tengina Mara

Group Members: Chiranthan H.R, Mizna Harmain, Chandana G, Pavan N, Pruthvi Raj

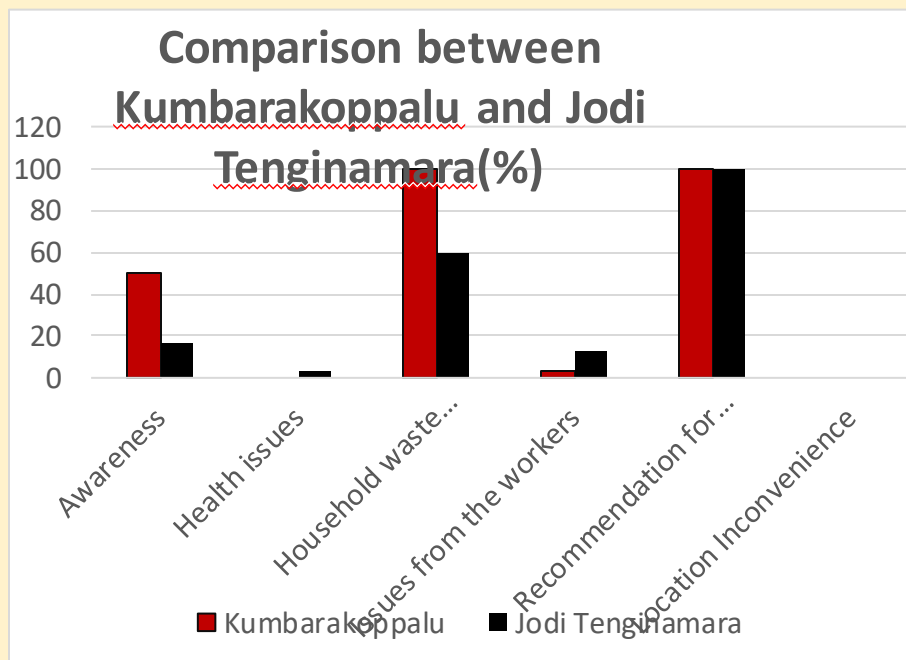
[Link to the Group Presentation:](#)



Research Overview: The objective of the research was to compare the efficiency of Zero-Waste Management Plants (ZWMP) in two urban areas of Mysuru- Jogi Tengina Mara and Kumbarkoppalu ; study the present ZWM practices adopted in both the sites; and analyze the various technical reasons for the failure of ZWMP in various zones. Alongside, during the research, Y4G fellows tried creating awareness among the people, particularly in Jogi Tengina to adopt the program for a better health and clean environment. The data was collected visiting ZWMP at both the location, 5 key-informant interviews (Health inspector, Supervisor, and caretaker), and a questionnaire with around 30 households in both Kumbarkoppalu and Jodi Tengina mara, Bannimantap areas was conducted.

Research Findings:

1. While Jogi Tenginamara operates at 94% efficiency, the Kumbarkoppalu plant operates at 97% efficiency.
2. One of the oldest waste management facilities in Mysuru, Kumbarkoppalu, segregates more waste than other facilities.
3. In contrast to the Jogi Tengina plant area, households near the Kumbarkoppalu facility were more aware of waste segregation and proper management.



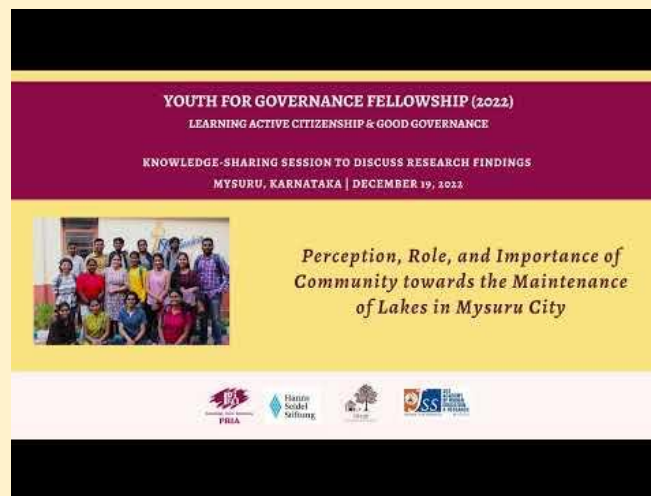
Recommendations:

1. The effectiveness of ZWMP can be increased by raising awareness and educating the public about preliminary segregation.
2. In all the plants, recruiting the necessary number of labourers and employees with supervisors is necessary.
3. Provide safety and security schemes including health services to labourers and other employees engaged in waste management at the ZWMP.

Perception, Role, and Importance of Community towards the Maintenance of Lakes in Mysuru City

Group Members: Nimisha Mathu, Minu Maria Rose, Dhanya A., Meghana Kashyap, Indra Kumar MV, Samhitha D

Link to the Group Presentation:



Research Overview: The study aimed to compare the state of lakes (Kukkarahalli Lake, Lingamudi Lake, Bogadi Lake and Hebbal Lake) maintained by public, private, and CSR organisations and institutions. Additionally, it also sought to assess the contribution and involvement of the local community in managing and preserving lakes. The study was carried out using a mixed-methods research approach. The amount of pollution, vegetative qualities, aquatic biodiversity, and financial prospects for the local population were the factors used to evaluate the performance of chosen lakes. Data was collected through an interview with local visitors, residents, government workers, and local shopkeepers on the premises of the lakes. In addition, group meetings with environmentalists and bird-watching organisations were held to get expert advice on the matter and comprehend the variety and migration of birds near the lakes. Moreover, laboratory analyses of TDS, DO, COD, alkalinity, etc. were done to evaluate the lake water's quality.

Research Findings and Analysis:

Current state of the Lakes in Mysuru

1. Hebbal and Kukkrhalli Lakes, which are managed by Infosys and the University of Mysore respectively, were well-kept, walled, and ideal for the growth of green flora in compared to Bogadi Lake. They are in better shape, supporting aquatic life and maintaining water purity.

2. Bogadi Lake, which was previously meticulously cleaned by Mysore Urban Development Authority, needs care for development and cleanliness. Due to the borewell's proximity to the lake, locals say that their water is murky and smelly. It has an extremely high DO content and is degenerating. It has an offensive odour, is a breeding ground for mosquitoes, and contributes due to air pollution brought on by burning garbage.
3. The Kukkarahalli and Hebbal lakes are still in better condition, sustaining aquatic life and water quality. The higher TDS values can be accounted for by algal or planktonic growth in Kukkarahalli, while in Hebbal it can be due to the treated effluent inlet.

Community Participation

4. In terms of Community Participation, the community has been playing a major role in supporting the maintenance and development of Kukkarahalli lake.
5. Public and commercial entities must work together to maintain the lakes.

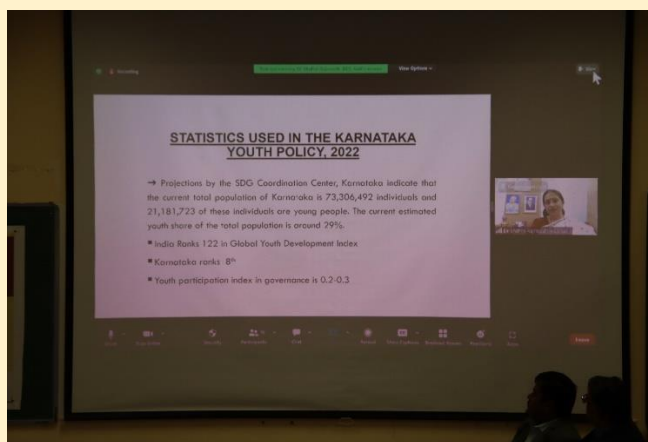
Recommendations

1. The lakes need attention from both public and private organizations for their maintenance and continuous flora.
2. Strong community engagement and participation are required for lake management and maintenance.
3. Before embarking on any development activities in and around the lakes, it is best to consult with experts such as environmentalists and naturalists.

The fellows presented their research findings and recommendations and went through technical discussions with experts from the region to strengthen the recommendations' impact and identify priority areas of action. The technical experts included individuals from academicians, development practitioners, and representatives from local government institutions based in Mysuru.



This was followed by concluding remarks by Dr. Anshuman Karol (Lead – Local Governance and Climate Change, PRIA) on how young people can actively address in issues affecting their everyday lives and play a critical role in making both the citizens and local governance institutions accountable. After the presentation, a valedictory ceremony was organized, in which Dr. **Shalini Rajneesh**, IAS, Additional Chief Secretary to Govt of Karnataka, Department of Planning, Programme Monitoring, and Statistics, addressed the fellows and other young people. Her talk is available: <https://youtu.be/qAgIKE29dJ8>



Scope of Improvement

Feedback received from the fellows

Operational

1. It is advisable to directly approach students for recruitment as opposed to engaging college departments. It will provide every youth with an equal chance to take part in the programme.
2. The selection of fellows can be a bit more diverse.
3. The partnership between GRAAM and PRIA created a little bit of confusion due to difference in the instructions received from both ends.
4. Different colleges have different schedules which made it challenging for fellows to put their combined efforts efficiently during the project. Thus, a mechanism or an approach to inculcate the needs of the fellows should be sought out.
5. It was challenging for fellows who spoke Kannada because the majority of applicants came from English-speaking backgrounds. Despite the assistance and motivation of coordinators and fellows, they were still unable to fully contribute to the fellowship. A mechanism to make the program more inclusive can be thought of.

Modules and Session

1. More sessions on governance, and other civic issues, in the current scenario, and its development through the years, will be helpful for fellows from diverse backgrounds.
2. Exposure visits to several other government institutions and communities can be extremely helpful for the fellows and add to their learnings.
3. An expert who can address the environmental-community dynamics in a society should have been helpful because the majority of the group members showed interest in the environmental problem.

Pedagogy

1. The sessions focusing on governance should be more interactive and engaging.

2. Even though online sessions were good and resourceful, a greater number of offline sessions should be conducted to make the learning more impactful. The offline sessions have been more engaging and interactive.
3. Designing and implementing community engagement requires time, and thus, the fellows can be introduced to the same during the early stages of the program.

Challenges faced by the facilitating team

1. The learning material available on the online platform was not accessed by many fellows; thus, there is a need to design and share learning material in a much more engaging manner.
2. A few Kannada-speaking fellows were unable to participate as effectively as they would have liked due to language barriers. During the sessions, they struggled to share their experiences and perspectives. A mechanism to engage them during the sessions must be sought, with GRAAM's assistance throughout all sessions.

Annexures

List of Fellows

S. No.	Name	Gender	College/Institute
1.	K. Shravan Shetty	Male	Master of Social Work, University of Mysore
2.	Dr. Rituparna Kundu	Female	Master of Public Health, JSS Medical College
3.	Dr. Chandana G. Gowda	Female	Master of Public Health, JSS Medical College
4.	Nimisha Bhatu	Female	Master of Public Health, JSS Medical College
5.	Dr. Minu Maria Rose	Female	Master of Public Health, JSS Medical College
6.	Dr. Padmasakhi	Female	Master of Public Health, JSS Medical College
7.	Hemantha Kumara B.	Male	Master of Social Work, University of Mysore
8.	Vinutha T. S.	Female	Master of Social Work, Vidya Vikas First Grade College
9.	Geetha B.	Female	Master of Social Work, Vidya Vikas First Grade College
10.	Pruthvi Raj K.N.	Male	Master of Social Work, SBRR Mahajana First Grade College
11.	Shashank H. S.	Male	Bachelor of Commerce, MIT First Grade College and pursuing Chartered Accountant
12.	Pavan N.	Male	Bachelor of Engineering (Civil Engineering), Vidya vardhaka College of Engineering
13.	Chirantan H.R.	Male	Bachelor of Engineering (Civil Engineering), Vidya vardhaka College of Engineering
14.	Akshata Nagesh Hegde	Female	Master of Science (Anthropology), University of Mysore
15.	Dhanyaa A.	Female	Environmental Engineering, JSS Science and Technology University
16.	Indra Kumar M.V.	Male	Environmental Engineering, JSS Science and Technology University
17.	Sara Ayachit	Female	Environmental Engineering, JSS Science and Technology University
18.	Meghana Kashyap	Female	Environmental Engineering, JSS Science and Technology University
19.	Samhitha D.	Female	Environmental Engineering, JSS Science and Technology University
20.	Mizna Harmain	Female	Master of Public Health, JSS Medical College
21.	Rose Kurian	Female	Master of Public Health, JSS Medical College
22.	Mehtaaz (Dropped out during the initially days of joining the program)	Female	Master of Social Work, JSS College of Arts, Commerce and Science
23.	Raghavendra Raghu (Dropped out during the initially days of joining the program)	Male	Master of Social Work, JSS College of Arts, Commerce and Science
24.	Sayed Najibullah Hashimi (Dropped out during the initially days of joining the program)	Male	Master of Technology (Urban and Regional Planning, School of Planning and Architecture), University of Mysore
25.	Sourav S. (Dropped out from the fellowship in between the program due to personal emergency)	Male	Master of Science (Anthropology), University of Mysore

Y4G Training Sessions & Modules

Module	Session	Session Recording	Facilitator
Module 1: Understanding Self	Session 1: Physical Self	https://youtu.be/cpnaWTzj-KQ	Ms. Raveena Singh (Individual Freelancer)
	Session 2: Diversity of Self	https://youtu.be/qhXs9oKa7il	Ms. Yashvi Sharma (PRIA) Ms. Neha S Chaudhry (PRIA)
	Session 3: Mental Self	https://youtu.be/q99KcSH2aII	Ms. Anindita Anand (Mind Simplified)
Module 2: Understanding Identities	Session 4: Introducing Identities	https://youtu.be/BarWU3j-jBQ	Dr. Rajesh Tandon (PRIA) Ms. Nikita Rakhyani (PRIA)
	Session 5: Gender, Sexuality, and Identity	https://youtu.be/iXAvsf5prRw	Ms. Nandita Bhatt (MFF)
	Session 6: Navigating Identities	https://youtu.be/BarWU3j-jBQ	Dr. Rajesh Tandon (PRIA) Ms. Nikita Rakhyani (PRIA)
Module 3: Understanding Governance	Session 7: Participatory Governance: Understanding principles of Federalism, Subsidiarity and Constitutional Rights	Session Recording Unavailable	Dr. S. S. Meenakshisundaram
	Session 8: Governance of the People, By the People, For the People: 73 rd And 74 th Constitutional Amendments Acts	Session Recording Unavailable	Mr. Lakshmi Kantha M (CIVIC)
	Session 9: Role of Panchayats and Municipalities in Delivering Governance	Session Recording Unavailable	
Module 4: Understanding Participation and Citizenship	Session 10: What is Participation?	Session Recording Unavailable	Ms. Nikita Rakhyani (PRIA)
	Session 11: Who is an Active Citizen? Concepts and Principles of Horizontal Citizenship	Session Recording Unavailable	Dr. S. S. Meenakshisundaram
Module 5: Understanding Society	Session 12: Power, Inequality and Society	https://youtu.be/VFvF5GVA3bI	Dr. Rajesh Tandon (PRIA) Ms. Nikita Rakhyani (PRIA)
	Session 13: Stakeholder Analysis	Session Recording Unavailable	Nikita Rakhyani (PRIA)
	Session 14: Introduction to Community-based Participatory Research	Participatory Research Methods (9 th October 2022): https://youtu.be/WnCDHew-PyA Documenting findings from community engagement (10 th December 2022): https://youtu.be/ExahDeUVoQE	Nikita Rakhyani (PRIA) Nandita Bhatt (MFF) Dr. Basavaraju R Shreshta (GRAAM)

Module 6: Understanding Social Accountability	Session 15: Relations between Government and Citizens: types of Accountability; Benefits of Social Accountability; Diagonal Accountability; Rights associated With Social Accountability	https://youtu.be/uVvjN8NzDh4	Dr. Kaustuv Bandyopadhyay (PRIA)
	Session 16: Delivering Inclusive Services: How can citizens, and governments (across all levels) ensure the voices of the poor are being heard?	https://youtu.be/TRGjOkdvE6A	Binoy Acharya (UNNATI)
	Session 17: Social Accountability Tools	https://youtu.be/EISaHsX-fu4	Dr. Kaustuv Bandyopadhyay (PRIA)

Questionnaire

Name of the Fellow	
Age	
Gender	
Course/College	
Email	
Contact Number	
<p>Reflecting on the objectives you mentioned in the Y4G application form, how far have you achieved the objective today? (250 – 500 words) Y4G ಫೆಲೋಶಿಪ್ ಅರ್ಜಿ ನಮೂನೆಯಲ್ಲಿ ನೀವು ಉಲ್ಲೇಖಿಸಿರುವ ಉದ್ದೇಶಗಳನ್ನು ಪ್ರತಿಬಿಂಬಿಸುತ್ತಾ, ನೀವು ಇಂದು ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಗುರಿಯನ್ನು ಸಾಧಿಸಿದ್ದೀರಿ ಎಂದು ಹೇಳುವಿರಾ ? (250 - 500 ಪದಗಳು)</p>	
<p>How has participating in the Youth for Governance Fellowship changed your perspective on society and social responsibility? (250 - 500 words) ಯೂಥ್ ಫಾರ್ ಗವರ್ನನ್ಸ್ ಫೆಲೋಶಿಪ್‌ನಲ್ಲಿ ಭಾಗವಹಿಸುವಿಕೆ ಇಂದ ಸಮಾಜ ಮತ್ತು ಸಾಮಾಜಿಕ ಜವಾಬ್ದಾರಿಯ ಬಗ್ಗೆ ನಿಮಗೆ ಇದ್ದ ದೃಷ್ಟಿಕೋನ ಹೇಗೆ ಬದಲಾಯಿಸಿದೆ? (250 - 500 ಪದಗಳು)</p>	
<p>Do you see any changes in your actions, attitudes and behaviors since participating in the Youth for Governance Fellowship? Give some examples. (250 - 500 words) ಯೂಥ್ ಫಾರ್ ಗವರ್ನನ್ಸ್ ಫೆಲೋಶಿಪ್‌ನಲ್ಲಿ ಭಾಗವಹಿಸುವಿಕೆ ಇಂದ ನಿಮ್ಮ ಕಾರ್ಯಗಳು, ವರ್ತನೆಗಳು ಮತ್ತು ನಡವಳಿಕೆಗಳಲ್ಲಿ ಯಾವುದೇ ಬದಲಾವಣೆಗಳನ್ನು ನೀವು ನೋಡುತ್ತೀರಾ? ಕೆಲವು ಉದಾಹರಣೆಗಳನ್ನು ನೀಡಿ. (250 - 500 ಪದಗಳು)</p>	
<p>How has the fellowship enhanced your understanding of the governance structures and their functions? (250 – 500 words) ಫೆಲೋಶಿಪ್ ಆಡಳಿತ ರಚನೆಗಳು ಮತ್ತು ಅವುಗಳ ಕಾರ್ಯಗಳ ಬಗ್ಗೆ ನಿಮ್ಮ ತಿಳುವಳಿಕೆಯನ್ನು ಹೇಗೆ ಹೆಚ್ಚಿಸಿದೆ ಎಂದು ತಿಳಿಸಿ ? (250 - 500 ಪದಗಳು)</p>	

Has there been an instance where you have used the learnings from the program to engage with the community (peers, family, colleagues, etc.)? Elaborate. (250 – 500 words).

ಸಮುದಾಯದೊಂದಿಗೆ (ಗೆಳೆಯರು, ಕುಟುಂಬ, ಸಹೋದ್ಯೋಗಿಗಳು, ಇತ್ಯಾದಿ) ತೊಡಗಿಸಿಕೊಳ್ಳಲು ನೀವು ಫೆಲೋಶಿಪ್ ಪ್ರೋಗ್ರಾಂನಿಂದ ಕಲಿಕೆಯನ್ನು ಬಳಸಿದ ಉದಾಹರಣೆ ಇದೆಯೇ? ವಿಸ್ತಾರವಾಗಿ. (250 - 500 ಪದಗಳು)

Do you see yourself integrating the fellowship program's learnings into your current and future endeavors? If yes, how? (250 – 500 words)

ಫೆಲೋಶಿಪ್ ಕಾರ್ಯಕ್ರಮದ ಕಲಿಕೆಗಳನ್ನು ನೀವು ನಿಮ್ಮ ಪ್ರಸ್ತುತ ಮತ್ತು ಭವಿಷ್ಯದ ಜೀವನದಲ್ಲಿ ಬಳಸಿಕೊಳ್ಳಬಹುದು ಏನು ಅನ್ನಿಸುತ್ತದೆಯೇ? ಹೌದು ಎಂದಾದರೆ, ಹೇಗೆ? (250 - 500 ಪದಗಳು)

What are the five significant learning you have learned from this fellowship?

ಈ ಫೆಲೋಶಿಪ್‌ನಿಂದ ನೀವು ಕಲಿತ ಐದು ಮಹತ್ವದ ಕಲಿಕೆಗಳು ಯಾವುವು?

Make your suggestions to make this Youth for Governance fellowship even more impactful.

ಈ ಯೂತ್ ಫಾರ್ ಗವರ್ನನ್ಸ್ ಫೆಲೋಶಿಪ್ ಅನ್ನು ಇನ್ನಷ್ಟು ಆಸಕ್ತಿದಾಯಕವಾಗಿಸಲು ನಿಮ್ಮ ಸಲಹೆಗಳನ್ನು ಮಾಡಿ.