PROMOTING SOCIAL INCLUSION OF EXCLUDED YOUTH GROUPS THROUGH VOLUNTEERING
PROMOTING SOCIAL INCLUSION OF EXCLUDED YOUTH GROUPS THROUGH VOLUNTEERING
CONTENTS

FOREWORD............................................................................................................................................................................v

MESSAGES..............................................................................................................................................................................vi

ACKNOWLEDGEMENTS.................................................................................................................................................................ix

ACRONYMS AND ABBREVIATIONS..........................................................................................................................................xi

EXECUTIVE SUMMARY.................................................................................................................................................................1

LOCATING THE SOCIALLY EXCLUDED IN THE REALM OF YOUTH EMPOWERMENT.................................................................9

PROMOTING INCLUSION OF SOCIALLY EXCLUDED YOUTH THROUGH VOLUNTEERING.........................................................17

FRAMEWORK FOR PROMOTING INCLUSION OF SOCIALLY EXCLUDED YOUTH THROUGH VOLUNTEERING........................................26

ACTION PLAN FOR INCLUSION OF SOCIALLY EXCLUDED YOUTH..............................................................................................33

APPENDICES.............................................................................................................................................................................50

REFERENCES..............................................................................................................................................................................60
Foreword

About 27.5 per cent of the Indian population is in the age groups of 15–29 years. We are emerging slated to be the fourth largest economy by 2025. To make this a reality, this youth population must be empowered and their capabilities honed over the coming years. The National Youth Policy (NYP) 2014 echoes a similar vision. For India to achieve its rightful place in the League of Nations, empowering the youth of the country to achieve their full potential is the key.

Some of the most pertinent challenges faced by youth in our country today are unemployment, discrimination and social exclusion based on gender identities and other factors, and environmental concerns. The National Youth Policy talks in depth about these challenges and incorporates elements to address them through its strategies. Using the framework of the policy, these four Action Plans have been developed by our Ministry with support from the United Nations Development Programme and United Nations Volunteers.

Along with national challenges, these plans are also crucial to aligning our work with the international development agenda. In 2015, the Sustainable Development Goals (SDGs) were agreed upon by members of the United Nations, including India. These goals will shape the world in which young people will make their contribution and also require the contribution of young people to become a reality. These plans collectively, and individually, talk about ensuring youth are at the centre of the development agenda.

A pioneering approach has been brought in to ensure the achievement of the objectives of the NYP 2014 as well as the SDGs. Volunteering has been entwined across all four thematic areas as a realistic and achievable strategy to involve young people in development work. With volunteering as an overarching strategy, all the plans bring to light new issues and strategies in the respective themes. For example, the Action Plan for Social Inclusion – Promoting Social Inclusion of Excluded Youth Groups through Volunteering – talks about the importance of intersectional inclusive practices, while also highlighting the fact that youth themselves are an excluded group in our country. Turn the Tide: Amplifying Social Entrepreneurship through Youth Volunteering, on the other hand, looks at developing the skills of youth to create employment opportunities for themselves and others while addressing pressing social issues through an entrepreneurial lens.

The relevance of volunteering is particularly highlighted in the Action Plan on Engaging Youth Volunteers in Disaster Risk Reduction and Environment Management, where building a cohort of trained youth volunteers is suggested to tackle unexpected disasters in India. Further, in Engendering the National Youth Policy, a strong focus has been to empower the existing voluntary schemes like gender champions and Anganwadi workers under the Integrated Child Development Services scheme to transform existing social norms and behaviours for gender justice and equality.

I am happy that the Ministry is bringing out these Action Plans in these important areas of concern. I hope that the suggested strategies are assimilated into the various other ministries, government agencies and civil society organisations. They can play a vital role in creating a world that is more peaceful, equitable and sustainable than the one we have today.

Dr. A.K. Dubey, IAS
Secretary

Government of India
Department of Youth Affairs
Ministry of Youth Affairs & Sports

110 001, Shastri Bhawan, New Delhi-110 001
Tel. : 23382897, Fax : 23383163, E-mail : secy-ya@nic.in
Message

When the world’s governments adopted the ambitious [Sustainable Development] Agenda 2030 in 2015, it was with the recognition that achieving the 17 Sustainable Development Goals (SDGs) will require the participation of all institutions and individuals. The young, especially, are central to this effort. They have the potential to be a positive force for transformational change. India’s 330-million-plus young men and women will be instrumental in helping realise the SDGs.

The UNDP Youth Strategy 2014–17 identifies support to national youth policy development and implementation as a key area of intervention. In India, the project, ‘Strengthening Nehru Yuva Kendra Sangathan and National Service Scheme’, was conceived with the aim of strengthening youth volunteering infrastructure and supporting the implementation of the Government of India’s National Youth Policy 2014.

Under the National Youth Policy 2014, four key areas of intervention have been identified, with many areas of overlap with the SDGs. Action Plans were developed to achieve the objectives of the National Youth Policy 2014 under four key areas: Social Entrepreneurship; Gender Justice and Equality; Environment and Disaster Risk Reduction; and Social Inclusion. While all four Action Plans work towards Goal 1 (No Poverty), the plans also bring focus to other SDGs.

The Action Plan on Social Entrepreneurship looks at the targets of Goal 8 (Decent Work and Economic Growth). Strategies detailed in the plan suggest facilitating entrepreneurship opportunities for youth in order to build creative, innovative solutions to the most pressing development challenges in India through education and volunteering.

The Action Plan on Gender Justice and Equality provides clear strategies to work towards Goals (Gender Equality) in India. For example, one of the key strategies outlined is to encourage young women to volunteer in their communities, which could help them build skills while also challenging gender inequalities.

Along with an overarching focus on Goal 6 (Clean Water and Sanitation), Goal 14 (Life below Water), and Goal 15 (Life on Land), the Action Plan on Environment and Disaster Risk Reduction also addresses some of the targets of Goal 13 (Climate Action), by strategising prevention and mitigation of natural disasters, involving youth volunteers in climate change–related planning, and improving education and awareness about climate change and environmental challenges.

Goal 10 calls for reducing inequalities based on age, sex, disability, race, ethnicity, origin, religion or economic or other status within a country. The Action Plan on Social Inclusion recognised young people as a marginalised group, laying out a blueprint to effectively approach intersectional marginality due to other factors like sex, disability, caste, ethnicity, religion and others by creating safe spaces for youth and promoting a rights-based approach to youth development.

These four Action Plans together create a strong framework for India to bring together youth volunteers and channel their dynamism and energy towards tackling some of the most pressing national and global development challenges. The Government of India and other stakeholders are already concentrating their efforts to carrying young people along as it seeks to meet these targets. We offer our full support as these Action Plans are implemented.

Mr. Yuri Afanasiev,
UN Resident Coordinator
UNDP Resident Representative, India
Message

Around the world, more than 1 billion people, including many youth, volunteer within and outside their communities. Young people are increasingly acting as agents of change in their communities. Moving from being the beneficiaries of development work, they are leading impactful sustainable development initiatives. The youth are becoming a transformative force for social change and progress in India and around the world.

Volunteerism allows young people a chance to take part in community and national development activities. It gives them a sense of ownership, a chance to understand these issues and their rights, to build character and develop personally. Volunteerism also provides opportunities for youth to interact with other young people, build soft job skills and get a better understanding of employment opportunities they would like to pursue.

While volunteering for development, young people also develop their own skills and talents, and further feed into a pool of skilled professionals creating better opportunities for addressing development goals. This cycle creates a cohort of young people with the potential to change their world and meet development issues head on.

Volunteering has formed part of Indian culture since the very beginning. ‘Society above self’ has been a mantra for the nation, which has helped create some of the largest youth volunteering schemes in the world. Schemes like Nehru Yuva Kendra Sangathan and the National Service Scheme reach out to over 11 million young people in the country and promote volunteerism as a tool for sustainable social change. Along with understanding the potential impact of volunteering, there lies an unprecedented opportunity with over 60 per cent of the population, who are under the age of 35.

Volunteering can play an important role in achieving the goals of the National Youth Policy 2014, and also the Sustainable Development Goals. The four Action Plans developed by the Ministry of Youth Affairs and Sports, UNDP India and UNV India provide concrete and effective strategies to use volunteering for social inclusion, gender justice and equality, social entrepreneurship, and environment and disaster risk reduction.

To tackle these and other development issues, we must focus on volunteering to leave no one behind, including young people. With young volunteers at the centre of development plans, India has the opportunity to pave the way in pioneering youth volunteering models which can be replicated across the world.

Olivier Adam
Executive Coordinator

T. +49 (0) 228-815 2000  A. Platz der Vereinten Nationen 1, 53113 Bonn, Germany
F. +49 (0) 228-815 2001  W. www.unv.org

The United Nations Volunteers (UNV) programme is administered by the United Nations Development Programme (UNDP).
The National Youth Policy (NYP) 2014 envisages an empowering framework for youth in India to ensure their personal development as well as the development of our country. While considering translating this policy into action, the idea of Action Plans in four selected focus areas of the NYP 2014 was shaped. While the four thematic areas reflected the objectives of the policy, volunteering emerged as an interweaving thread to ensure practical implementation of the strategies under these plans.

These Action Plans have been developed by experts in their fields after multiple consultations with the ministry, government agencies, civil society organisations and, of course, youth themselves. Starting with a consultation on International Volunteer Day (December 5, 2015), an expert group on youth development was identified with members from various government departments like NITI Aayog, Ministry of Women and Child Development, Ministry of Skill Development and Entrepreneurship, Ministry of Social Justice and Empowerment, Ministry of Environment, Forests and Climate Change, and many others. The committee also consisted of youth leaders, representatives of youth agencies and organisations, representatives from international organisations like UNDP and UNICEF, and others.

Meanwhile, the individual consultants that were engaged were chosen after careful consideration of their experience and are leaders and experts in their respective fields. Pravah, a leading youth development organisation with more than 20 years of experience, has developed *Turn the Tide: Amplifying Social Entrepreneurship through Youth Volunteering*. Centre for Social Equity and Inclusion, an organization working to promote social inclusion for almost three decades, led *Promoting Social Inclusion of Excluded Youth Groups through Volunteering*. *Engaging Youth Volunteers in Disaster Risk Reduction and Environment Management and Engendering the National Youth Policy* have been created by Ms Ranjini Mukherjee and Ms Leena Patel, respectively, both frontrunners in their fields as well.

Immense effort has been put into the creation of meaningful yet feasible strategies to make the NYP 2014 a reality. While overarching strategies are shared across all four documents, specific strategies keeping in mind relevant ministries, agencies like Nehru Yuva Kendra Sangathan and National Service Scheme, etc, are also in place. I hope that these Action Plans can be incorporated into the long-term strategies of all concerned stakeholders to ensure that young volunteers are at the forefront of development in India.

(Lalit Kumar Gupta)
ACKNOWLEDGEMENTS

Promoting Social Inclusion of Excluded Youth Groups through Volunteering has been developed as an Action Plan for the implementation of the National Youth Policy (2014) under ‘Strengthening Nehru Yuva Kendra Sangathan and National Service Scheme’, a joint project between the Ministry of Youth Affairs and Sports, Government of India, United Nations Development Programme, and United Nations Volunteers.

We thank Ms Annie Namala, the lead consultant for this action plan, for her expertise and inputs in the creation of this plan. Special thanks to the entire team of the Centre for Social Equity and Inclusion (CSEI), including Ms Rahmath EP, Mr Satyendra Kumar, Mr Karandeep Bhagat, Ms Anneka Singh and Mr Rahul Kumar. We also extend our thanks to field researchers and different community-led organisations which supported CSEI in the development of this Action Plan. Discussions with experts in many disciplines have been valuable in the development of this plan, including with Ms Leena Patel, Ms Ranjini Mukherjee and Ms Ishani Sen. We thank all members of the Expert Group Committee for Youth Development in 2016 for their valuable insights for this plan.

This document would not have been possible without the support of Dr A.K Dubey, Secretary (Youth Affairs), Ministry of Youth Affairs and Sports, and Mr Rajeev Gupta, former Secretary (Youth Affairs), Ministry of Youth Affairs and Sports, Government of India. We are also grateful to Mr Lalit Kumar Gupta, Joint Secretary (Youth Affairs), Ministry of Youth Affairs and Sports, Government of India, and National Project Director, ‘Strengthening Nehru Yuva Kendra Sangathan and National Service Scheme’.

We would like to thank Major General (retd) Dilawar Singh, Director General, Nehru Yuva Kendra Sangathan (NYKS), along with other senior staff members of the NYKS including Mr Sunil Malik, Mr M.P. Gupta, Mr Atif Chaudhary, and Mr S.K. Thakur. We also thank Dr Girish Tuteja, former Director, National Service Scheme (NSS), and officials of the Rajiv Gandhi National Institute of Youth Development (RGNIYD) for their valuable inputs.

We are also grateful to Mr Yuri Afanasiev, United Nations Resident Coordinator and UNDP Resident Representative in India, and Mr Jaco Cilliers, Country Director, United Nations Development Programme (UNDP), India. We are appreciative of the constant support offered by Ms Marina Walter, Deputy Country Director, UNDP India, throughout the development of the Action Plan.

We acknowledge the continuous follow-up, feedback and support of Ms Bhavya Goswami, Ms Vriti Vasudevan and Ms Rubina Singh under ‘Strengthening Nehru Yuva Kendra Sangathan and National Service Scheme’ for developing these Action Plans. We acknowledge the support of Mr Narendra Mishra, Mr Krishna Raj and Ms Gul Berry at United Nations Volunteers India, for their guidance and support in the finalisation of the Action Plans.
Promoting Social Inclusion of Excluded Youth Groups through Volunteering
<table>
<thead>
<tr>
<th>ACRONYMS AND ABBREVIATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
</tr>
<tr>
<td>BTech</td>
</tr>
<tr>
<td>BA</td>
</tr>
<tr>
<td>BASF</td>
</tr>
<tr>
<td>CLO</td>
</tr>
<tr>
<td>CSEI</td>
</tr>
<tr>
<td>CSOs</td>
</tr>
<tr>
<td>DHRD</td>
</tr>
<tr>
<td>DYC</td>
</tr>
<tr>
<td>FGD</td>
</tr>
<tr>
<td>FYP</td>
</tr>
<tr>
<td>GNI</td>
</tr>
<tr>
<td>GoI</td>
</tr>
<tr>
<td>HELP</td>
</tr>
<tr>
<td>IEC</td>
</tr>
<tr>
<td>LGBTQI</td>
</tr>
<tr>
<td>MA</td>
</tr>
<tr>
<td>MBBS</td>
</tr>
<tr>
<td>MoHRD</td>
</tr>
<tr>
<td>MIS</td>
</tr>
<tr>
<td>MoMA</td>
</tr>
<tr>
<td>MoTA</td>
</tr>
<tr>
<td>MoYAS</td>
</tr>
<tr>
<td>MoSJIE</td>
</tr>
<tr>
<td>MoWCD</td>
</tr>
<tr>
<td>NCDHR</td>
</tr>
<tr>
<td>NEYGs</td>
</tr>
<tr>
<td>NGO</td>
</tr>
<tr>
<td>NSS</td>
</tr>
<tr>
<td>NSSO</td>
</tr>
<tr>
<td>NYC</td>
</tr>
<tr>
<td>NYKS</td>
</tr>
<tr>
<td>NYP</td>
</tr>
<tr>
<td>OBC</td>
</tr>
<tr>
<td>OHCHR</td>
</tr>
</tbody>
</table>
PESA Act  Panchayats (Extension to Scheduled Areas) Act
PfP  Play for Peace
PR  Panchayati Raj
PRI  Panchayati Raj Institutions
RGNIYD  Rajiv Gandhi National Institute of Youth Development
SC/ST (POA) Act  Scheduled Caste/Scheduled Tribe (Prevention of Atrocities) Act
SC  Scheduled Caste
SCSP  Scheduled Caste Sub Plan
SDGs  Sustainable Development Goals
SEYGs  Socially Excluded Youth Groups
SRHR  Sexual and Reproductive Health Rights
ST  Scheduled Tribe
TSP  Tribal Sub Plan
ULB  Urban Local Bodies
UN  United Nations
UNGA  UN General Assembly
UNV  United Nations Volunteer
YLO  Youth-Led Organisation
YTH  Youth Tech Hub
Socially Excluded Youth Groups and Inclusion under NYP

The National Youth Policy (NYP) 2014 is an opportunity and challenge to build an overarching framework for promoting youth development and engage youth for development and rightly emphasises ‘empowering the youth of the country to achieve their full potential and through them enable India to find its rightful place in the community of nations’. Key strategies and interventions need to be enhanced to meet this objective. Youth, as a category, face social exclusion defined as ‘sections of the population not able to fully participate in the social, economic and political life of their society’. This is reflected in their disproportionate unemployment rates even when education and employment are keys to their empowerment. The 333.3 million (27.5 per cent) youth population in the 15 to 29 years age group while contributing 34 per cent of India’s Gross National Income also reports the highest level of unemployment. It ranges from 6.1 per cent among rural males, 7.8 per cent among rural females, 8.9 per cent among urban males and 15.6 per cent among urban females (NSSO 2011–12) when the overall unemployment rate under the usual status is 2.4 per cent for males and 3.7 per cent for females. The NYP also rightly recognises that ‘youth is less likely to be a homogenous category. Different segments of youth would have different needs and concerns which needs to be addressed’. This paper provides a roadmap on promoting inclusion of socially excluded youth groups in the translation and rolling out of the NYP 2014, with particular focus on youth from Dalit, Tribal and Muslim communities, as well as youth with disabilities.

Large numbers of youth face social exclusion rooted in their caste, religion, ethnicity, gender, disability, sexual orientation, language, location, risky behaviours and various other vectors. They face multiple layers of exclusion which intersect with one another to create a web of exclusion and disadvantages and a vicious cycle of poverty, poor education, poor employment and lack of opportunities to engage with wider society. This complexity can be brought home by visualising and comparing two extreme contexts:

When a Dalit/Tribal/Muslim girl, a disabled teenager from a poor family and living in a remote area – is compared with a similarly aged healthy girl from a well-to-do family, living in a metropolitan area – the conditions, opportunities and engagement of the two girls will differ greatly.

The youth empowerment objective set out in the NYP needs to be realised equally for both girls. The state holds the responsibility to additionally promote an environment and create equity conditions where the disadvantages of the Dalit/Tribal/Muslim girls can be offset. Stereotyping, discrimination and violence are embedded in the process of social exclusion and need special attention. This paper details the multiple disadvantages of socially excluded youth groups...
across the 11 priority areas set out in the NYP to help build strategies to address them.

An example of creating need-based programmes for socially excluded youth was reported by the Scheduled Caste Development Officer in Panoor Block, Kannur District, Kerala state. The process included consultations with the young people to understand their problems and needs, before finalising the following equity provisions:

i. Provide laptops for SC professional students (BTech/MBBS/Diploma/para medical, etc).
ii. Provide assistance to construct study rooms for Scheduled Caste (SC) students, whose house is less than 800 sqf (maximum 1 lakh and room should be 120 sqf and required furniture should be purchased). This project is to prevent SC students from dropping out due to lack of proper space at home to study.
iii. Provide soft skill training such as personality development, leadership, communication, etc, for SC students and enhance their employability skills.
iv. Impart self-employment training, such as fashion designing, embroidery, jewellery making, driving, etc, for SC youth, especially women.
v. Set up permanent coaching centres for SC candidates who seek better employment.
vi. Provide subsidy-based loans for SC youth to launch self-employment initiatives.
vii. Provide study tables, chairs for SC students studying in secondary schools.
viii. Provide career guidance classes for SC students.

### Volunteering Strategy to Promote Social Inclusion

Given the great diversity, spread and differing contexts of young people, the paper places great value in promoting volunteering as a strategy to promote youth inclusion. This paper identifies and documents various forms of volunteering activities among socially excluded youth during the process of the study. The Nehru Yuva Kendra Sangathan (NYKS) and National Service Scheme (NSS), the two instrumental wings of the Ministry of Youth Affairs and Sports (MoYAS) already pay attention to socially excluded youth and track their participation in their programmes. The paper makes further detailed recommendations on enhancing the process of social inclusion beyond representation. Some strategies identified in the paper are: increased engagement of the NYKS and National Youth Corps team with socially excluded youth groups, incorporating social sensitivity module in the trainings, including components on legislations and provisions related to socially excluded youth in the thematic trainings, facilitating English language and computer education, celebrating important days and role models of socially excluded youth through the NYKS and many others. Similarly, recommendations to the NSS include: orientation of NSS youth and coordinators on issues of social exclusion-inclusion, identifying specific needs of the socially excluded youth, adopting habitations of socially excluded youth for camps and NSS village/slum adoption programmes, holding social inclusion dialogues and celebrating role models of socially excluded communities in the college. The case studies highlighted throughout the paper make it amply evident that socially excluded youth groups are vibrant in the areas of both youth development and youth for development, and an inclusion process is beneficial for all youth and the nation as a whole. It re-affirms the need to include equity measures and build mechanisms and strategies to promote social inclusion among youth and across youth and other sections of society.

### Framework and Action Plan for Promoting Inclusion of Socially Excluded Youth Groups

Bringing together various components and dimensions along the social exclusion-inclusion spectrum, the paper developed a framework for promoting inclusion of socially excluded youth through the nodal role of the MoYAS.

The framework recognises the need to underpin youth inclusion on the principles of: (i) respect for diversity; (ii) rights-based approach; and (iii) social equity and social justice. Public education and public spaces are essential for youth from excluded and non-excluded social groups to dialogue together and understand the contexts of disadvantages and privileges of diverse youth groups, build sensitivity and celebrate diversity. An opportunity exists in recognising and identifying youth-led organisations (YLOS) and
community-led organisations (CLOs) from the socially excluded communities to create the safe spaces for excluded youth groups. It underscores the need for institutional mechanisms within the MoYAS and line ministries to identify, track and ensure the inclusion of excluded youth groups in their programmes. Other monitoring mechanisms can also be vigilance committees at the district level, large scale surveys and social equity audits. It is recommended that safe spaces are essential for various youth groups at different levels – for socially excluded youth to analyse and address their disadvantages, for non-excluded youth groups to understand privileges and build sensitivity to the concerns of socially excluded youth groups and interface spaces for respecting and celebrating diversity, and interface spaces to promote social inclusion are important processes and outcomes. The same is detailed under the Action Plan.

The following Action Plan fleshes out the framework for promoting inclusion of socially excluded youth groups by the MoYAS with the active engagement of the NYKS and NSS.

Framework for Inclusion of Socially Excluded Youth

4 CSEI has popularised the term 'Community Led Organisations (CLOs)' to distinguish civil society organisations (CSOs) where the leadership comes from socially excluded communities with the specific intent of addressing the social exclusion of their communities. CLOs are being recognised within the larger CSO populace to acknowledge the distinct demands and challenges they face while undertaking development and rights work. It also recognises the potential and opportunities for deepening democracy and development into unreached areas and communities opened up through the work of CLOs.
<table>
<thead>
<tr>
<th>S.no.</th>
<th>Result area</th>
<th>Activities</th>
<th>Expected outputs</th>
<th>Stakeholders</th>
<th>Timeline</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 1     | Create safe spaces SEYGs to articulate identity issues, barriers and constraints with self and the outside without threat and negation | i) Increase exclusive youth clubs among SEGYs (for example, a club of youth with disability, club of SC youth, club of ST youth, young women’s clubs)  
ii) Identify and support active youth leaders from SEGYs to promote youth clubs  
iii) Identify and support CLOs and YLOs to promote youth development work among socially excluded youth as a major component in their programmes  
v) Develop and disseminate information on legislations, development schemes like SC/ST PoA, Forest Rights Act, SCSP/TSP budgets, scholarships, reservation, etc, widely through panchayats, urban local bodies, schools, colleges and other institutions  
vii) Set aside specific budget provisions within NYKS/NSS to support youth volunteering activities among socially excluded youth | i) More youth from socially excluded communities engage in volunteering activities  
ii) Youth from socially excluded communities recognise their rights and feel confident to discuss their barriers and constraints internally and externally  
iii) Leadership capacities among socially excluded youth are enhanced.  
v) Greater recognition and acceptance of the issues of social exclusion and disadvantaged faced by socially excluded youth  
vii) Sustainability of the objective to increase and enhance youth volunteering among excluded youth | NYK/NSS/line ministries  
Civil society organisations  
Socially excluded youth  
Role models and leaders from socially excluded groups  
Schools and Colleges  
Other bodies, such as, Rotary, etc | Immediate and Intermediate | MoYAS, NYK, NSS, line ministries |
<table>
<thead>
<tr>
<th>S.no.</th>
<th>Result area</th>
<th>Activities</th>
<th>Expected outputs</th>
<th>Stakeholders</th>
<th>Timeline</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 2.   | Promote interfaces between socially excluded and general category youth | i) Develop and disseminate information on different youth groups at the panchayat/block/district/state level as per the functioning of the body  
ii) Celebrate important days/leaders of socially excluded groups at various levels by all youth  
iii) Invite experts/leaders from socially excluded sections to orient youth on social issues  
iv) Hold dialogues between socially excluded and non-excluded youth groups at various spaces – colleges, communities, other institutions  
v) Document and disseminate achievements of the youth from socially excluded communities widely  
v) Set aside specific budget amounts within institutions for promoting inclusion actions | i) Greater appreciation for the diversity among youth  
ii) Recognition of the potential and contribution of different youth groups  
iii) Knowledge enhancement on various social issues for all youth  
v) Greater appreciation of diversity among youth and communities  
v) Inclusion is promoted | NSS/NYK/ Panchayats, ULBs, DYC, State-level Government Officials | Immediate and Intermediate | MoYAS, NYKS, NSS, line ministries |
| 3.   | Strengthen institutions to promote inclusion     | i) Develop ‘Youth Inclusion Lens’ in MoYAS and line ministries  
ii) Develop and disseminate social and gender inclusion policy for the institution  
iii) Designate a nodal person within the institution to promote and track social inclusion in practice  
iv) Design and implement capacity building of leaders and teams within institutions on recruitment (five days including field visits, visits to good practices) and refresher courses once in two years  
v) Make gender and social inclusion monitoring and reporting indicators for institutions at all levels  
vii) Strengthen grievance redress mechanisms within institutions, give priority to complaints on discrimination, exclusion, violence, etc | i) Shared understanding and standards on gender and social inclusion developed within institutions  
ii) Sustained process for gender and social inclusion within institutions  
iii) Better appreciation of diverse youth, clarity of various social issues, review of bias and prejudices  
v) Sustainability of initiatives within institutions | MoYAS, NSS, NYKS, line ministries | Intermediate and long term | MoYAS |
<table>
<thead>
<tr>
<th>S.no.</th>
<th>Result area</th>
<th>Activities</th>
<th>Expected outputs</th>
<th>Stakeholders</th>
<th>Timeline</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 4.   | Monitor, measure and take corrective measures | i) Include indicators on gender and social inclusion in all reporting formats at all levels and in evaluations  
   ii) Reporting on youth specific programme implementation disaggregated along diverse groups of youth, particularly excluded youth  
   iii) Changes are built into the process based on challenges and progress. | i) Issues of inclusion are tracked and course correction taken  
   ii) Designated officers available in MoYAS and line ministries | NSS  
   NYKS  
   Line Ministries  
   DYC | Immediate and Intermediate | |
| 5.   | Promote an inclusive environment in society at large | i) Hold discussions on critical concerns of the socially excluded with empathy and understanding in media, public spaces  
   ii) Promote anti-discrimination laws cutting across various public spaces, provisions and services  
   iii) Include civil society and other organisations, such as Rotary, Lions, to contribute to youth work and youth inclusion | i) Increased understanding on social exclusion among the public  
   ii) Reduction in social barriers and increased participation of excluded youth  
   iii) Increase in the youth development index | MoYAS, NSS, NYKS, line ministries, DYC | Immediate and Intermediate | MoYAS  
   NSS  
   NYKS  
   DYC |
Additional Key Recommendations to the MoYAS for Translating and Rolling Out the NYP 2014

1. Enhanced Youth Profiling and Highlighting:
   - Creating an extensive disaggregated database on youth, youth volunteers, youth-led organisations and organisations working with youth, ensuring marginalised and socially excluded youth are adequately covered and represented in each category.
   - Profiling local youth champions and role models with special focus on disadvantaged and socially excluded youth and their engagements.
   - Mapping needs and aspirations of young people with a positive bias towards young women, disadvantaged and socially excluded youth.
   - Mapping expectations and challenges from young people for volunteering activities.
   - Reorienting the youth conclave and youth festival to recognise and highlight youth diversity, resilience and contribution.
   - High profile awards for youth and volunteers.
   - Develop national communication strategy for increasing visibility of youth related issues.

2. Advisory Bodies:
   Set up national advisory bodies and similar structures at the state and district levels.

3. Enhancing Capacity:
   Build capacities of existing youth workers through certification courses and training programmes for youth and youth workers.

4. Education Strategy:
   Partnership with educational institutions and academia and deepen knowledge building on youth empowerment.

5. National Commission for Youth:
   Set up a national commission for youth.

6. Promote Youth Volunteering

7. Pilot Phase:
   Pilot for learning and scaling up in 29 districts through the ‘Strengthening Nehru Yuva Kendra Sangathan (NYKS) and National Service Scheme (NSS)’ project.

In keeping with the purpose of promoting ‘inclusion of the socially excluded youth in the roll-out and implementation of the National Youth Policy 2014,’ this paper explores various issues related to social exclusion and inclusion in youth empowerment. It highlights the need to recognise youth as a category and promote their full participation in society as a foundation for building ‘empowered India.’ The paper is particularly concerned about young people from socially excluded groups – Dalits, Tribals, Muslim minority and youth with disability, youth who are differently sexually oriented – who are further excluded owing to their identities or particular characteristics, and who constitute 40 per cent of the youth population. The paper argues that empowering India or empowering youth in India needs to be pursued keeping the socially excluded youth groups at the heart of the policy implementation.

Case Study: Upendra Manjhi – Volunteering and Development among Socially Excluded Youth

I am Upendra Manjhi, son of Mishri Manjhi and Sharada Devi from Tajpur village in Jamui district of Bihar. My family is landless and we belong to the Musahar (Dalit) community. I am 30 years old. Our family was in a dire financial situation when I was born and could hardly manage two meals a day. As a baby, I developed rash all over my body and my family had to spend a lot of money on my treatment. My mother says that my sister felt so desperate that she asked my mother to poison me and put an end to our financial trouble. She argued that the whole family was under debt because of me.

Early marriage is common in our village. My brother and sisters got married when they were about 12–14 years old. When I was studying in the 3rd or 4th standard, my father contracted tuberculosis and we had to take him to Patna for treatment. My studies were affected by this and I failed continuously in my class. My brother learnt driving and worked as taxi driver, earning Rs.600/month (1993–2001).

I got married when I was about 22 years old. I have two sons who are twins. We live as a joint family.
with my parents and my brother’s family. We are first generation learners and are engaged in some of the government programmes in my panchayat. My brother is a Shiksha Mitra (supplementary teacher from Mahadalit communities) and I am a Tola Sevak (state intermediary to promote education in the community). I am responsible for ensuring that all Mahadalit children are admitted in schools, that they do not drop out, and to readmit children who have dropped out of schools. I am very keen that all children should study. In my village, I have helped two boys to successfully pass their inter (higher secondary) examination and six boys and girls to pass their matric (secondary) examination, two boys are in the 11th standard and 84 children from class 1 to class 10.

It is not easy to continuously study in our circumstances. I failed in 3rd and 4th standard many times owing to the conditions in my home. For my intermediate studies (senior secondary) I had to cycle 30 km every day to and from the college. When my cycle tyre got punctured, I walked all the way back home. It would take me 90 minutes to two hours each way. As I had to leave home very early, I had no breakfast at home. I did not have money to eat at a wayside hotel or shop or take public transport. I would carry sattu (a local food) with me every day to appease my hunger. But I did not get disheartened. I had made up my mind that I will not discontinue my studies at any cost. When I got married, my wife had just passed her matric exam. I encouraged her to give the inter exam and she is now studying for her BA. My brother studied after he got married and has completed his graduation. My nephews and nieces are studying in schools and colleges now.

Ours is the only village in our panchayat where Musahar children have passed their matriculation exam. In the entire Jamui district, in Bihar, I don’t think there is any Musahar youth who has done his/her MA.

Turning Points

When I was in 4th standard, I was always made to sit at the back of my class. I often obliged and sat at the back. But I remember questioning one day why I had to always sit at the back of the class. That was the point when I started resisting. That was the beginning of my journey of struggle. I was successful by the time I was in the 8th standard.

When I was in 10th standard, we were a total of three Musahar boys who went to school. The other two dropped out that year, and I was the only one remaining. I thought really hard why many of us drop out of school – very few people go to school to begin with and most drop out before their matric exam. I decided that I shall continue to study and see where my journey will take me. And only because of that resolve, I am able to do my MA today.

I took up work with the NGO Centre for Social Equity and Inclusion (CSEI) through the local NGO Paramount Welfare Society, which was initiated by Vishnudev Manji from my community. Initially, we were given training on ‘Khel se Mel’. Khel se Mel helped me improve my confidence. I was able to meet diverse groups of people; I went to several new places and learned how to talk to people. Today I am a certified Khel se Mel (Play for Peace) facilitator. I would not have been where I am, if it was not for that training.

As part of the CSEI programme, I am engaged in promoting education rights of children and young people in Jamui district. We have set up the Bihar Ambedkar Students’ Forum (BASF) as a mechanism to support other young people from marginalised communities to build leadership, access higher education and also contribute to the development of our communities. The BASF is currently spread across six districts with 1,000 youth members. The BASF has provided many opportunities for our members – we organise Jawahar Navodaya School coaching for our children, some of us have become video volunteers and document the issues of our community and use it for highlighting the issues.

From Here

I have come to the conclusion that “there is nothing that I will not eventually be able to learn. Nothing is insurmountable”. I dream of the educational, social, economic and political transformation of my village and my entire community. I want to be a professor and study the issues of Dalit and Mahadalit communities in greater detail and help young minds reflect on these issues. I am currently the co-convener of the BASF and I believe in its potential to transform our youth and our community.
LOCATING the Socially Excluded in the Realm of Youth Empowerment

1.1 Youth an Excluded Category – Need Greater Focus

India looks forward to its youth population dividend to spur its growth and development. The National Policy rightly emphasises ‘empowering the youth of the country to achieve their full potential and through them enable India to find its rightful place in the community of nations’ (NYP 14). Empowering the youth includes the two dimensions of ‘youth development and youth for development’ integrating and interweaving into each other. With the highest youth population in absolute numbers as well as population proportion, youth development takes centre stage to ensure that the young people are equipped with the necessary information, knowledge, skills and attitude to deal with the challenges they face in their growing adolescent years and adulthood. Youth for development involves all those engagements and interventions that youth contribute towards the development of their community, society and nation at large.

Young people in society have a difficult journey from childhood to adulthood, given the value our social system lays on age, with elders having the say in all matters across communities. There are negligible formal and informal spaces for young people to participate, or express themselves, in their communities or in society at large. The majority of youth has no support systems available to travel this path and are simply expected to get by and grow up. If one were to review the position of youth from the lens of social exclusion – where sections of the population are not able to fully participate in the social, economic and political life of their society – youth clearly are a socially excluded section. Young people from socially excluded communities, remote locations, conflict situations and those at risk are further challenged multiple times. Their exclusion is intersected with caste, religion, ethnicity, gender, sexual orientation, class, disability, language, location and various other vectors. Civil society has also paid little attention to youth engagements. There are negligible youth-focused and/or youth-led civil society organisations. Youth budgeting is yet to gain attention even as child and gender budgeting are in vogue.

The sizeable youth population does not yet gel together as a category and is quite fragile in its definitions and understanding, even as the first youth policy was formulated in 1988. A full-fledged Ministry of Youth Affairs and Sports (MoYAS) was set up only in 2000, having been part of the Ministry of Human Resource Development (MoHRD) earlier. The new independent Ministry reflects the recognition of youth as a segment of the population that needs focussed attention and sports as an integral part of that focus. The definition of who is a youth has also undergone considerable changes. In the NYP of 2003, youth were defined as persons in the age group of 13 to 35 years. The Working Group on Youth Affairs

---

1 11th Five-Year Plan Working Group on youth and adolescents.
and Adolescents’ Development for the 12th Five-Year Plan (FYP) recommended the age group as 18 to 30 years. The NYP 2014 defines youth as persons in the 15–29 years’ age group. However, programmatically this age group is yet to take root – NYK clubs visited shared that it is important to have a higher age-group as they do not get adequate opportunities to engage within the 15 to 29 years’ age group. It is seen that countries define their youth age group differently across a spectrum from 10 to 40 years. In Afghanistan, Nigeria and Bangladesh the age definition is 18–35; and in Brunei and Malaysia 15–40. Nepal’s 2010 National Youth Policy defines youth as “women, men and third gender” persons aged 16–40 years old.6 The current age categorisation in India seems to be an effort to align it with the United Nations (UN) and other global category of 15 to 29 years.

The NYP 2014 reports that 27.5 percent of the population falls between 15 and 29 years and contributes 34 per cent of India’s Gross National Income (GNI). The total investment of the Government of India (GoI) on Youth Development in 2011–12 was estimated at Rs 90,000 crore (NYP 2014) within a total anticipated expenditure of Rs 12.5 8 trillion.7 Rs 2,710 annually is spent on every young individual in this age group, through both youth targeted and youth non-targeted interventions. The targeted expenditure is on education, skill development, healthcare, etc, while the non-targeted expenditure includes food subsidies and employment, among others.

It is important to note that 34 per cent of the GNI is contributed by youth in this age group despite their high levels of unemployment. The National Sample Survey Organisation (NSSO) 2011–12 reports unemployment rate at 2.4 per cent for males and 3.7 per cent for females as per the usual status for all age groups. The unemployment rate among youth in the 15–29 years age group varied between 6.1 per cent and 15.6 per cent across different categories, reflecting the acute distress situation. It is 6.1 per cent among rural males, 7.8 per cent among rural females, 8.9 per cent among urban males and 15.6 per cent among urban females (NSSO 2011–12).8 As India is building strategies to promote youth employment and empowerment as the cornerstone for national empowerment, enhancing the youth budget to meet these objectives becomes essential. Countries with much smaller youth populations spend substantial amounts for youth empowerment, for example, in 2013, the government of Austria spent EUR 9.2 million specifically on youth policy measures.9 Finland, in 2013, spent approximately EUR 86.5 million (US$118 million).10

From the above, it is clear that ‘youth’ as a category needs greater attention. Over the past few years, attention on girls and young women has proven effective in increased gender parity in education and improving reproductive and maternal health care. There is growing recognition of the need to give adequate focus on boys and young men. Across the whole spectrum of youth empowerment, additional attention is, without doubt, necessary on youth who are socially excluded and vulnerable. This paper develops strategies for promoting social inclusion of excluded youth groups in the implementation of the NYP 2014.

1.2 Source and Nature of Social Exclusion among Youth

Social exclusion provides a critical window to explain poverty and deprivation faced by youth from marginalised communities. Social exclusion is broadly defined as processes that exclude, prevent or deny equal opportunities to groups or individuals from participating fully in the societies they live in based on their identity or ascribed characteristics. Exclusion is multiplied and overlapped on various counts creating a complex matrix of deprivation among youth along various dimensions, as given here.

---

8 Ibid.
9 http://www.youthpolicy.org/factsheets/country/austria/.
10 http://www.youthpolicy.org/factsheets/country/finland/.
Social exclusion may occur through intentional actions or by default, as they may be embedded in cultural practices, norms and values. Social exclusion helps focus attention on social relations and the processes and institutions that underlie, and are part and parcel of, chronic deprivation. In today’s context, social exclusion is: (a) multidimensional: encompassing social, political, cultural and economic dimensions, and operating at different social levels; (b) intersectional: in that young people in diverse contexts are impacted in a complex manner by all the different vectors of social exclusion – for example, a poor Adivasi girl located in a remote area with disability faces social exclusion.
in multiple ways and has multiple challenges to participate, access resources and opportunities and is less benefited from various provisions. Her exclusion is highly complex compared with a dominant community, rich girl living in an urban location; (c) dynamic: impacting in different ways to differing degrees at different social levels over time; and (d) relational: which focuses on exclusion as the rupture of relationships between people and society, resulting in a lack of social participation, social protection, social integration and power. As such, the impacts of social exclusion are intergenerational poverty, unequal development, low Human Development Index, low participation and unequal benefit share, discrimination, violence and conflict, to name a few.

The above multi-level mapping of exclusion demonstrates that the multi-faceted layers of social exclusion are systemic and occur in multiple spaces and multiple forms. Different youth groups are impacted differentially.

1.3 Disadvantages Faced by Socially Excluded Youth

Youth who face social exclusion are not a homogenous group in themselves and cover a vast diversity across and within each group. Diverse groups experience multiple forms of exclusion, discrimination and violence that are common and specific too. It is important to recognise the diversity and complexity to address them and provide optimum conditions for their participation, development and empowerment.

Dalit, Adivasi and Muslim youth face social exclusion on the basis of their identity leading to various forms of deprivation and disability. They comprise 35 per cent, 23.8 per cent and 33.1 per cent population, respectively, in their communities in the 15 to 34 years’ age group (Census 2011). The large majority lives in rural areas moving fast into urban spaces through migration. Many live in extreme poverty, are first generation learners, with limited marketable degrees or skills. They form the bulk of the unorganised and own account workers in our country.

Only 5 per cent Dalit, 3 per cent Adivasi and another 4 per cent among Muslims access graduate studies. The majority get ‘filtered out’ from educational institutions owing to poor performance, which has its roots in the poor quality of schooling, lack of educational support and discrimination. The dropouts from education enter the vast majority of unorganised workers who constitute 92 per cent of workers. Even if they enter higher education, they are dependent on state colleges, state scholarships and other affirmative action policies to stay on in the system. Many stall their studies, drop out and many study and work at the same time. Apart from arranging money to support their own education, some start supporting their families while studying. In this rigor they lose out on any kind of student activities, building additional skills, accessing soft skills or building up social capital and networks. They remain limited to their habitations and are left out of opportunities that can further their aspirations, talents or careers. In the quest of acquiring decent employment, they spend 15 to 20 years in educational institutions, only to end up working in the unorganised sector as labour or migrate to urban areas in search of employment. This vicious cycle of poverty, exclusion and discrimination infiltrates into other spheres of their life where her/his self, identity and social relevance are questioned every day.

While the majority of young people with disabilities, and other socially excluded youth also face the above situation, they are additionally vulnerable to social exclusion and discrimination due to their evident differences and abilities. Their social engagements and participation is restricted due to lack of disabled-friendly physical infrastructure, attitudinal barriers and discriminatory practices. Physical barriers result in the literal lack of access to spaces and inability to participate in a majority of activities. Attitudinal barriers result in creating low self-image, poor confidence and limited social interface. Many young people in the process of engagement shared that social attitude and stigma limit their effective participation. This paper acknowledges that disabled youth face constraints and barriers across all social groups and additional steps are required to promote their inclusion.

Young people also engage in risky behaviour and practices which further make them vulnerable
and also excluded. Alcoholism and addiction to drugs has become an increasingly vulnerable situation for many young people in rural and urban contexts. Youth who get into conflict with law often get institutionalised, face discrimination and stigma from family and society and also end up as an excluded category. Young people from the LGBTQI categories face discrimination, violence and exclusion. Women across all social groups face gender-based discrimination, exclusion and violence. Thus exclusion is experienced by various groups of young people to different degrees, in different ways and needs our attention. Young people have often shared that the negative labelling, discrimination and stigma limit their self-development and participation and contribution to society. At a time when young people are the country’s biggest national wealth and India’s global positioning is dependent upon its young people, all efforts are essential to create an environment where they can creatively and confidently evolve into their full potential. No young person should be excluded from such potential, and particular attention needs to be paid to the currently excluded youth groups in diverse contexts.

The NYP is intended towards creating multiple avenues for overall development of young population and has prioritised areas that are central to young people’s lives. It is necessary to map and understand the constraints and barriers experienced by the young people who are socially excluded. The following table gives a brief introduction into the same and is by no means comprehensive.

### 1.4 NYP 2014 Priority Areas – Exclusion Experiences of Socially Excluded Youth

#### Table 1: Priority Areas under the National Youth Policy 2014

<table>
<thead>
<tr>
<th>Priority areas under NYP 2014</th>
<th>Forms and nature of exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education</td>
<td>• Youth with disabilities are refused admission in educational institutions; when admitted, adequate physical and infrastructure provisions are not available for their participation, necessary education materials and trained teachers are not available for their learning</td>
</tr>
<tr>
<td></td>
<td>• Dropout rates, especially among girls, is very high after 10th grade</td>
</tr>
<tr>
<td></td>
<td>• Adolescents and young people rarely get a platform to build on their aspirations, career guidance or motivation for further education</td>
</tr>
<tr>
<td></td>
<td>• They generally stay within their own segregated groups and do not cross social boundaries</td>
</tr>
<tr>
<td></td>
<td>• They find it difficult to take an active role in schools/colleges and their talents and leadership roles are not recognised or nurtured there</td>
</tr>
<tr>
<td></td>
<td>• Schools/colleges do not create opportunities or spaces for marginalised youth to participate in school/college processes or decision making</td>
</tr>
<tr>
<td></td>
<td>• Schools/colleges do not help raise the concerns or constraints of marginalised youth</td>
</tr>
<tr>
<td></td>
<td>• Residential schools, welfare hostels, college hostels run by the government are poorly maintained and youth stay there in inhuman conditions</td>
</tr>
<tr>
<td></td>
<td>• Due to poor economic conditions, they are forced to engage in ‘labour work’, sometimes alongside their studies</td>
</tr>
<tr>
<td></td>
<td>• They often have to/try to hide their identities to join the mainstream, which further causes anger, mental stress and dilemmas</td>
</tr>
<tr>
<td></td>
<td>• Migration of the families often disrupts their studies and development</td>
</tr>
<tr>
<td></td>
<td>• Many youth from Dalit, tribal and Muslim minority communities face violence due to caste, religion and ethnicity-based conflict or due to their geographical locations, and their education is disrupted</td>
</tr>
<tr>
<td></td>
<td>• State resources meant to overcome their deprivation and inequalities with other young people are poorly implemented, not implemented on time and many are not able to avail them</td>
</tr>
<tr>
<td></td>
<td>• Early and child marriage owing to traditional mindsets and also protection and safety issues of girl children limits their education and other opportunities negatively</td>
</tr>
<tr>
<td></td>
<td>• Girls have reported low mobility, freedom to make education and career choices</td>
</tr>
<tr>
<td>Priority areas under NYP 2014</td>
<td>Forms and nature of exclusion</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| 2. Employment and skill development | - Skill development operations do not provide infrastructure and equipment support to the needs and constraints of youth with disabilities leading to negligible opportunities  
- Being first generation learners, many are income earners for their families and do not have the time and opportunity to access skills  
- Skills of marginalised youth are not mapped which could be enhanced further  
- Lack of career guidance, information accessibility on skill development opportunities  
- Many are located in remote areas, which makes it difficult to access state provisions and resources in skill development  
- Lack of information/knowledge and incomplete education push them into unorganised labour work  
- Skill development programmes do not typically contain provisions for disabled youth who may want to participate |
| 3. Entrepreneurship | - Marginalised youth are largely engaged in caste-based/family-based occupations or small informal business units  
- Lack information on entrepreneurship types, opportunities, agencies, resources, etc  
- Poor availability and accessibility of finances/loans  
- Lack of entrepreneurial education and support towards initiating entrepreneurial unit  
- Many types of enterprises may not have facilities to support disabled youth |
| 4. Health and healthy lifestyle | - Youth, both boys and girls, rarely get avenues to understand their body and health concerns while growing up  
- Youth with disability do not have support systems to come to terms with their disabilities and explore further opportunities  
- Lack of knowledge on Sexual and Reproductive Health Rights (SRHR) leads to abusive relationships  
- Many young girls in their reproductive age group are anaemic and malnourished  
- Marginalised youth are prone to addiction as they live in environments where alcoholism and addictions are quite common (forced or intentional)  
- Poor living conditions lead to diseases such as tuberculosis (TB), typhoid, etc  
- Marginalised young people are generally undernourished due to their poor economic conditions and the lack of adequate state provisions and services, including discriminatory access to them |
| 5. Sports | - Youth with disability get excluded from all forms of sports, games or physical activities  
- Very few have access to extra-curricular activities where they could explore their interests and talents  
- Existing sports, games and extra-curricular talents among excluded youth/youth with disabilities are hardly recognised or awarded  
- Poor nutrition and anaemia prevents marginalised youth from pursuing their interests and talents in sports and there are no state provisions to address them  
- There are no special promotional schemes for marginalised youth to explore/enhance their traditional skills into sports skills. The same is true for youth with disabilities  
- Lack social network, support and information to make sports as a career  
- Very limited opportunities for youth with disability to enter into sports and games or their competitions  
- They are unable to pursue their sports talents, as current sporting programmes are costly and do not have adequate equity measures |
# Priority areas under NYP 2014

<table>
<thead>
<tr>
<th><strong>Forms and nature of exclusion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. Promotion of social values</strong></td>
</tr>
<tr>
<td>• Socially excluded youth get hardly any opportunity to explore their identity and values with youth from other communities for lack of common spaces. This continues to promote discrimination and stereotypes on the basis of caste, religion, ethnicity, disability, language, etc</td>
</tr>
<tr>
<td>• The lack of common spaces between young people across social groups limits promoting Constitutional values of fraternity, social justice and social inclusion</td>
</tr>
<tr>
<td>• There is fear, hesitation and non-engagement among marginalised youth to articulate and demand norms and values associated with equity and inclusion</td>
</tr>
<tr>
<td>• Community-led organisations (CLOs) and marginalised youth leaders are not adequately linked to youth activities undertaken by the Nehru Yuva Kendra Sangathan or state departments</td>
</tr>
<tr>
<td><strong>7. Community engagement</strong></td>
</tr>
<tr>
<td>• Socially excluded youth generally engage in some or other forms of volunteering work for the community benefits as their commitment</td>
</tr>
<tr>
<td>• They do not get opportunities to further these community engagements into careers or professions and skills</td>
</tr>
<tr>
<td>• Socially excluded youth rarely get a chance to know other communities, and their issues</td>
</tr>
<tr>
<td>• CLOs or religious organisations provide spaces for youth to engage with their communities and are often the first and only opportunities</td>
</tr>
<tr>
<td><strong>8. Participation in politics and governance</strong></td>
</tr>
<tr>
<td>• Do not have adequate functional knowledge of Panchayats (Extension to Scheduled Areas) Act, 1996 or PESA, urban local bodies or functioning of local governance which restrict their political participation</td>
</tr>
<tr>
<td>• The primary space for engagement comes from political parties, who often engage them in their election process or political activities and not into organisational or leadership spaces</td>
</tr>
<tr>
<td>• Non-political/non-religious spaces are not available</td>
</tr>
<tr>
<td><strong>9. Youth engagement</strong></td>
</tr>
<tr>
<td>• Community-based youth platforms exist but are largely informal and connected to youth development issues</td>
</tr>
<tr>
<td>• Lack of youth platforms for youth development</td>
</tr>
<tr>
<td>• Little interface to provide awareness about their rights, government schemes and programmes that could directly benefit them</td>
</tr>
<tr>
<td>• Youth have to explore and find out these schemes and also about any target programme for themselves</td>
</tr>
<tr>
<td>• Excluded young girls are unable to participate in various volunteering and development activities, restrictions in mobility and community controls prevent them doing so</td>
</tr>
<tr>
<td><strong>10. Inclusion</strong></td>
</tr>
<tr>
<td>• Inclusion of youth with disabilities need infrastructure that need to be made available by the state and institutions</td>
</tr>
<tr>
<td>• The hierarchal structure of society, conflict affected areas, caste and communal violence affected areas do not provide social inclusion environment or culture</td>
</tr>
<tr>
<td>• Lack of inclusion perspective among excluded and non-excluded youth/communities</td>
</tr>
<tr>
<td>• Inclusion needs to be actively promoted through social and public education to create a conducive environment for youth to engage in</td>
</tr>
<tr>
<td><strong>11. Social justice</strong></td>
</tr>
<tr>
<td>• Lack of proactive measures from the state to publicise rationale and relevance of social justice provisions</td>
</tr>
<tr>
<td>• No analysis of privileges and power associated with birth and hence no dialogue on privileges and disprivileges and the need for social justice to address disprivileges</td>
</tr>
<tr>
<td>• Marginalised youth are not aware about relevant laws, constitutional safeguards and other mechanisms to protect their rights and work for justice</td>
</tr>
<tr>
<td>• Excluded youth face social stigma and negative propaganda about their involvement in caste/communal, naxal affected areas, youth from Muslim minority communities are often suspected about their patriotism. Youth from the northeastern region are excluded on the basis of their ethnic identities. There are no mechanisms to break these myths</td>
</tr>
<tr>
<td>• Lack of spaces for youth to participate in formal/non-formal institutions at the local levels to promote social justice</td>
</tr>
</tbody>
</table>
Stereotyping, discrimination and violence are embedded in the process of social exclusion and need special attention. Societal norms deny value and worth to excluded youth. This makes it easy to perpetuate stereotypes and myths against them. It also rationalises the discrimination and violence, which serve as the foundations for creating and perpetuating development inequalities and limited social participation. For example, it is assumed that Musahar youth or youth who are visually challenged will not be able to cope with current forms of education and knowledge. This rationalises doesn’t provide additional and adequate equity measures for their participation and learning. It also leads to socially excluded youth’s self-exclusion and limited engagement with other youth. A distinction needs to be made between the self-exclusion by socially excluded youth and social exclusion practiced by others towards them. When socially excluded young people keep themselves aloof and do not engage with other youth, it needs to be understood as self-protection or defense, or because there exists no formal or informal space to engage across social boundaries. Social exclusion practiced by dominant others including youth, on the other hand, needs to be recognised as social exclusion in keeping with existing social norms/values and beliefs. Public education on social inclusion, building formal spaces and mechanisms to promote inclusion and equity measures to address the disadvantages faced by socially excluded youth are strategies to promote inclusion, given the embedded social hierarchies and boundaries.

This chapter serves to locate the nature of social exclusion of youth as whole, the source and nature of social exclusion, specific constraints and barriers faced by socially excluded youth and how these negatively impact their participation and development. It underlines the need for formal public spaces, adequate mechanisms, equity measures and public education to promote social inclusion.
2.1 The National Youth Policy 2014 from Social Inclusion Lens

As per Census 2011, youth population in the 15–29 years’ age group is 333.3 million (27.5 per cent)\(^1\). The youth needs and concerns are addressed by various ministries – Human Resource Development, Skill Development, Labour and Employment, Ministry of Tribal Affairs (MoTA), Ministry of Social Justice and Empowerment (MoSJE), Ministry of Minority Affairs (MoMA), Ministry of Women and Child Development (MoWCD). The large numbers of unemployed young people, high dropouts in education, low enrolment in higher education, low levels of skill development – all point to challenges and gaps in the provisions and implementation by these bodies. The MoYAS, as the nodal body for youth development, faces a huge challenge in providing an overarching framework and coordinating with all relevant ministries for youth empowerment in the country. Its role in promoting innovative and creative strategies to address the gaps and challenges in collaboration with other ministries is central. The NYP 2014 is an effort to provide this framework and coordination while also being motivating and collaborative.

A brief analysis of the NYP from a social inclusion lens is provided below:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Priority areas</th>
<th>Social inclusion</th>
</tr>
</thead>
</table>
| 1. Creating a productive workforce to make a sustainable contribution to India’s development | (i) Education  
(ii) Employment and skill development  
(iii) Entrepreneurship | This objective recognises the heterogeneity of youth and states that special attention should be given to disadvantaged and women youth. Moreover, it states that current schemes and programmes must be reviewed to determine whether they can be successfully extended to marginalised youth for their access and benefit. |
| 2. Develop a strong and healthy generation | (iv) Health and healthy lifestyle  
(v) Sports | This objective recognises that healthcare services are unequally located and access to sports is limited in rural and urban poor areas. |
| 3. Instil social values and promote community service to build national ownership | (vi) Promotion of social values  
(vii) Community engagement | This objective states that India is a ‘diverse nation with respect to ethnicity, religion, language, caste and culture’ and that alongside this is socio-economic disparity and the subsequent need to instil a sense of harmony in youth. Furthermore, it also states the role of youth in mobilising for community service and development programmes – the focus on engagement between different sections of youth has the potential to be a helpful ground for fostering volunteering to promote social inclusion and also the participation of socially excluded youth. |

---

The above analysis of the NYP 2014 from the social inclusion lens demonstrates that inclusion issues are recognised and incorporated to different extents in the design of the policy. They can be further enhanced.

### 2.2 Understanding Youth Volunteering among Socially Excluded Youth

The strategies for youth inclusion need to take cognisance of the diverse vast population of young people across the country and the complexity of multiple exclusions, unequal opportunities and diverse needs and aspirations. As seen earlier, different ministries hold the resources and responsibilities for youth development. The MoYAS is limited in its institutional mechanisms and resources. Further, the current institutional mechanisms within the MoYAS to promote youth development are largely through the two volunteering bodies – the NYKS and NSS. Hence volunteering becomes an important strategy to reach out and enhance the inclusion of socially excluded youth into the programmes of the MoYAS. Volunteering is also gaining recognition globally as a relevant and effective framework for engaging young people and being “universal and accessible to everyone, regardless of their background or social status” (UNV, 2014). The UN General Assembly (UNGA) in 2002 defined volunteerism as activities which are “undertaken of free will, for the general public good and where monetary reward is not the principal motivating factor” (UNGA, 2002). The challenge in our context is to put in place decentralised and democratic structures of volunteering that can promote inclusion of youth from the socially excluded sections.

It needs to be noted that volunteering goes on in all societies and communities, even when it is not formally acknowledged as volunteering. Communities, particularly marginalised ones, survive and support each other through many volunteering activities. Being resource-limited in economic terms, with limited social capital outside their own communities, volunteering becomes an important means of meeting each other’s and the community’s needs. Often these are not recorded or reported and hence less known and acknowledged. Importantly, they may also be very different from recognised and reported forms of volunteering and again are in danger of not being counted. Our engagement with young people from the Dalit, Tribal and Muslim communities made us aware of their volunteering activities in their communities. These were limited to their communities and were measures to meet the urgent and explicit needs within their communities. A very recent example brought this home to us powerfully.

The role of youth volunteers in the Chennai floods in 2015 was greatly acclaimed by all. There were stories of how people connected on mobiles and WhatsApp and provided information and support. There were stories of how people opened up their homes and gave shelter and food to outsiders. Youth made news through their innovative efforts to provide safety and relief to local communities in the Chennai floods in 2015.12 Little was said about how socially excluded youth were engaged in the

---

relief activities or the important role they played in this process. It was well known that the roads were flooded and the drainage blocked. In many places, the slums were totally inundated. It was the young people from the slums who were the first convoys of volunteers and many deaths were prevented by their taking people to safety. In addition, many young people provided support to others in crossing over the dark and filthy waters to safe places. It was the young people from the socially excluded communities who waded through the drainage water and rescued people. Many had innovatively used local tyres and carts to make make-shift transport modes and take people to safety. With the dirtiest of waters swirling around and the gutters blocked, many of the young people from the safai karmachari (cleanliness workers) community saved and rescued people. This is just one example of how volunteering activities by youth from the socially excluded communities may not be known outside their communities and may not be recognised or acknowledged. While acknowledging volunteering as probably the best mechanism for promoting youth empowerment and engagement, special attention needs to be made to understand, document, acknowledge, encourage and draw lessons from the volunteering activities among young people from socially excluded communities. Youth volunteering and development/empowerment needs to be spearheaded through the inclusion process at all levels and in all spheres.

A few examples of volunteering cited by socially excluded youth during this study from different states are cited below:

<table>
<thead>
<tr>
<th>Social group</th>
<th>State</th>
<th>Volunteer activities</th>
<th>Thematic area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adivasi youth</td>
<td>Assam</td>
<td>Help community in land registration process</td>
<td>Land rights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create awareness among community on various government schemes and facilities</td>
<td>Citizenship rights</td>
</tr>
<tr>
<td>Muslim youth</td>
<td>Assam</td>
<td>Rescue and relief during floods</td>
<td>Disaster management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promote peace, harmony and mutual co-existence among the two communities during communal clashes</td>
<td>Communal harmony/ secularism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conducting baseline survey about the community</td>
<td>Research</td>
</tr>
<tr>
<td>Disabled youth</td>
<td>Delhi</td>
<td>Helping people get ration cards and other documents from government departments</td>
<td>Citizenship rights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information dissemination on social media</td>
<td>Citizenship rights</td>
</tr>
<tr>
<td>Muslim youth</td>
<td>Delhi</td>
<td>Coaching community children</td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Campaign against child labour</td>
<td>Child rights</td>
</tr>
<tr>
<td>Muslim youth</td>
<td>Bihar</td>
<td>Facilitating in admission of girls into schools</td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assisting people in filling application forms for government services</td>
<td>Citizenship rights</td>
</tr>
<tr>
<td>Dalit youth</td>
<td>Delhi</td>
<td>Promote civil rights through rallies and meetings</td>
<td>Civil rights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>City cleaning programme with local government</td>
<td>Sanitation and hygiene</td>
</tr>
<tr>
<td>Dalit</td>
<td>Bihar</td>
<td>Career guidance and teaching assistance to community youth</td>
<td>Education and career development</td>
</tr>
<tr>
<td>Tribal youth</td>
<td>Jharkhand</td>
<td>Tree planting drive</td>
<td>Environmental protection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mobilising women to protest against forest exploitation and land protection issues</td>
<td>Forest rights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Motivating girls and boys by helping them to participate in sports tournaments</td>
<td>Sports</td>
</tr>
<tr>
<td>Muslim youth</td>
<td>Kerala</td>
<td>Conduct motivation classes for youth and children for higher education and career guidance</td>
<td>Education and career development</td>
</tr>
</tbody>
</table>
Promoting Social Inclusion of Excluded Youth Groups through Volunteering

The above list is indicative and provides insight into the nature of volunteering issues identified by the youth to support their communities. It shows a strong connect to citizenships, and legal rights as being important to the community. In addition, government services and education are central volunteering contents too.

Volunteering activities are often seen as contributing to the welfare/development of others and hence categorised under youth for development. During the process of this document, youth groups including NYKS youth clubs reported many volunteering activities they undertook within their communities, ranging from blood donation camps, tuitions for marginalised children, making roads, building homes, running libraries, providing information to actively supporting people during disasters and conflicts.

A very effective volunteering engagement of youth from the Scheduled Caste (SC) communities that has stood the test of time is found in undivided Andhra Pradesh. Here, educated young people supported their communities to access government schemes and provisions, SC/ST prevention of atrocities, land rights, gender rights, legislations such as prohibition of manual scavenging, prohibition of devadasi system, child labour, bonded labour, minimum wages, etc. They registered themselves as a Union in 2004. They facilitate agricultural workers access information, and their rights and entitlements from the state. They also monitor discrimination, violence and atrocities on Dalit and Tribal communities and support the families to access legal support. The youth continue to work on a voluntary basis and has a presence in 15 districts across Andhra Pradesh and Telangana covering 1,000 villages in 100 blocks.

The role of volunteering in youth development is not easily recognised but is gaining currency. Volunteering creates opportunities to expose young people to employment spaces and assess their interests and capabilities. It provides young people from socially excluded communities have limited social contact outside their own communities and their access to information, and to social and economic resources, is limited. It is interesting to see what they can do with even a little support extended to them, as seen among the youth of Kusumpur Pahari in Delhi. Thus the youth development dimension of volunteering needs to be highlighted, in addition to the youth for development dimension. Volunteering opportunities are often informal and excluded youth have limited information of, and access to, these opportunities. Additional support mechanisms need to be put in place so that socially excluded youth can access these informal volunteering opportunities.

<table>
<thead>
<tr>
<th>Social group</th>
<th>State</th>
<th>Volunteer activities</th>
<th>Thematic area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal youth</td>
<td>Kerala</td>
<td>Free medical camps and services for the poor</td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Protest against sand mining from the river</td>
<td>Environmental protection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuition classes for community children</td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relief activities during floods</td>
<td>Disaster management</td>
</tr>
<tr>
<td>Dalit youth</td>
<td>Kerala</td>
<td>Social media campaigns on Dalit rights</td>
<td>Civil rights/Human rights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book distribution to needy children</td>
<td>Education</td>
</tr>
</tbody>
</table>

**Youth Volunteering for Development: Promoting Rights and Entitlements**

Dalit Bahujan Shramik Union, in Andhra Pradesh/Telangana, is a voluntary body consisting of youth from Scheduled Caste (SC) and Scheduled Tribe (ST) communities. The forum was initiated with support from a civil society network called Dappu in 2000. The youth were trained on government schemes and provisions, SC/ST prevention of atrocities, land rights, gender rights, legislations such as prohibition of manual scavenging, prohibition of devadasi system, child labour, bonded labour, minimum wages, etc. They registered themselves as a Union in 2004. They facilitate agricultural workers access information, and their rights and entitlements from the state. They also monitor discrimination, violence and atrocities on Dalit and Tribal communities and support the families to access legal support. The youth continue to work on a voluntary basis and has a presence in 15 districts across Andhra Pradesh and Telangana covering 1,000 villages in 100 blocks.

**Youth Volunteering for Development: Promoting Rights and Entitlements**

Dalit Bahujan Shramik Union, in Andhra Pradesh/Telangana, is a voluntary body consisting of youth from Scheduled Caste (SC) and Scheduled Tribe (ST) communities. The forum was initiated with support from a civil society network called Dappu in 2000. The youth were trained on government schemes and provisions, SC/ST prevention of atrocities, land rights, gender rights, legislations such as prohibition of manual scavenging, prohibition of devadasi system, child labour, bonded labour, minimum wages, etc. They registered themselves as a Union in 2004. They facilitate agricultural workers access information, and their rights and entitlements from the state. They also monitor discrimination, violence and atrocities on Dalit and Tribal communities and support the families to access legal support. The youth continue to work on a voluntary basis and has a presence in 15 districts across Andhra Pradesh and Telangana covering 1,000 villages in 100 blocks.
Youth Development through Volunteering

In Kusumpur Pahari, an urban poor area in South Delhi, the youth came together as a voluntary group to enhance their leadership and learning opportunities. They were able to access a computer and internet facilities. It was interesting to see the many uses they gained from this equipment. They used it to access all types of government documents for their community members, they used it to seek information and used it to enrol for internship in corporate houses. Five young people have been supported to gain internship opportunities. They support each other during examinations. Young women reported how their schools did not have commerce and science teachers throughout the year, and other students helped them with the syllabus of an entire year so that they could write their examination. They used this facility to support young people fill in their applications online for higher education in colleges in Delhi. Each of these online applications took them an hour, and youth mentioned how they sat the whole day to fill 10 applications. This clearly shows how small voluntary efforts, even at a local level, can be used to promote development for the young people themselves.

Further, volunteering can become a means to promote social inclusion and social inclusion a means to promote volunteering. Bringing together diverse groups of young people leads to greater understanding about the different backgrounds, strengths, knowledge and concerns across youth groups. Opportunities open up for promoting friendships, respect and collaboration among them, promoting social inclusion. Volunteering and social inclusion has an important role to play in reducing and controlling riots and conflicts. Volunteering can promote citizenship and strengthen democracy. Promoting inclusion through volunteering also enhances youth development.

2.3 Enhancing Inclusion of Socio-Economically Excluded Youth in and through NYKS

The core strength of the NYKS is its large network of 2.95 lakhs Mahila Mandal/Youth clubs spread across all the 623 districts in the country. It is estimated that the youth club membership is about 83 lakhs youth. All of them are engaged in the NYKS programmes as volunteers. Another important volunteer youth group in the functioning of the NYKS is the National Youth Corps (NYC) which support and facilitate the youth clubs and the various activities of the NYKS. They number to about 12000 currently. This volunteer force is facilitated through the staff team of NYKS at the district (District Youth Coordinators), and the regional and national levels.

The Nehru Yuva Kendra Sangathan (NYKS) runs nine core programmes with a focus on ‘youth development’. In addition, it promotes ‘youth for development’ through convergence agendas with different ministries and departments and agencies at district, state and national levels through flagship programmes. A number of youth clubs include SC, ST, Other Backward Classes (OBC) and youth with disability. The membership and participation of youth from socially excluded communities (SC, ST and OBC) and physically challenged youth, are particularly mentioned in the membership, club leadership, etc. Thus, the framework and programmes of the NYKS has basic enabling factors for involving and including youth from socially excluded SC and ST communities and also youth who are physically challenged. The challenge is to expand and deepen programme intervention among socially excluded youth and create interfaces between them and youth in the general category for greater collaboration and inclusion. Added focus is necessary for youth from religious minority groups, particularly Muslim minority youth, given their specific development and participation disadvantages.

The following provides pointers for enhancing youth inclusion in the nine core programmes of the NYKS.

---

15 Given that there are various types of disabilities, wherein ‘physically challenged’ is just one category, it is recommended that the use of ‘persons with disability’ is used.
### Promoting Social Inclusion of Excluded Youth Groups through Volunteering

**1. Youth club development programme**
- Limited visits from coordinators to their clubs
- Marginalized youth in Youth Clubs youth clubs do not get programmes to be implemented in their communities
- Marginalized youth do not have comprehensive information on the diverse programmes of the NYKS

**Strategies for inclusion**
- Increased visits by district coordinators, NYCs and other dignitaries to the youth clubs run by socially excluded youth
- Expand the number of youth clubs among socially excluded communities
- Orientation to all youth clubs on social exclusion and inclusion and issues of the socially excluded youth (Appendix 2)
- Include information on central and state government programmes that are relevant to socially excluded youth (Appendix 3)

**Stakeholders**
- District youth coordinator, the NYC, club leaders, CLOs, PRI representatives

**Monitoring mechanisms**
- Block level monitoring team of the youth club leaders to review club engagement on social inclusion. They may meet periodically and send a report to the DYC.

**2. Training on youth leadership and community development**
- Stereotypes about socially excluded youth prevalent in community and other youth club members/coordinators
- Socially excluded youth have limited social contacts outside their own community

**Strategies for inclusion**
- Information about diversity among youth available in the clubs
- Sensitisation of youth on issues of diversity and plurality in the training
- Activities that promote inclusion and understanding during the leadership training

**Stakeholders**
- District coordinator, NYCs, club leaders, club members,

**Monitoring mechanisms**
- ‘Before-After’ format to assess participants’ understanding; track new clubs formed among socially excluded youth groups after training.

---

**Core programme**

**Issues of exclusion**
- Themes relevant to socially excluded youth are seldom covered in these trainings
- The follow up programmes do not monitor concerns of socially excluded groups, for instance, violence on excluded communities, access to higher education

**Strategies for inclusion**
- Include contents that are relevant to socially excluded youth – such as campaign against untouchability, violence against excluded communities, provisions for people with disabilities, trafficking of girls from tribal areas, etc

**Stakeholders**
- DYC, NYC, club members, experts from the communities

**Monitoring mechanisms**
- Nature of issues taken up by the youth clubs, increase in the number of clubs promoted among socially excluded youth

---

**Human Rights Defenders (HRDs):** A volunteer programme promoted by the National Campaign on Dalit Human Rights (NCDHR) since 2003 – along United Nations guidelines Office of the United Nations High Commissioner for Human Rights (OHCHR) – HRDs act to promote and protect/defend human rights. Two weeks of training, separated by three months of fieldwork, is imparted to the participants. Training includes understanding of human rights, national and global human rights mechanisms, legislations, court/legal mechanisms at various levels, how to track human rights violations, how to conduct fact findings, how to assist victims and witnesses on their rights and access to justice, how to register complaints with the police and other concerned authorities and mechanisms. At present there are more than 500 HRDs’ some are lawyers, some are social activists and yet others are community leaders. They have widely disseminated information on the Scheduled Caste/Scheduled Tribe (Prevention of Atrocities) Act (SC/ST POA) and other relevant legislations. The Department of Human Resources Development has successfully interfaced with the community, administration, civil society organisations and specialised bodies like the SC Commission and National Human Rights Commission. They were actively involved in the National Coalition for strengthening the implementation of the SC/ST POA Act. Their experiences formed the basis for suggesting necessary amendments to the SC/ST POA Act in December 2015, 20 years after the enactment of the law.
The young people and community-led organisations shared stories of how young people from socially excluded communities have achieved great sports feats with a little bit of support. Soni Kumari is the football captain of the Under-16 Girls in India. She is a Dalit girl from a remote village in Bihar. She was a dropout from school and lived with her grandparents as her parents often migrated. The local sports coach noticed her talent when she started casually kicking the ball around when he was practicing with other children near her village. He nurtured her talent, including providing her travel support, uniform support and even nutrition support when necessary. In addition, he was her coach and mentor. Today, Soni Kumari plays for India and was part of the children’s delegation that represented India in the United Nations Summit on Sustainable Development Goals.

The story of Malavath Poorna was acknowledged by the Prime Minister himself. Poorna climbed Everest when she was just 13 years old. She is the youngest girl to climb Everest and comes from a Tribal community in Telangana state. She was encouraged by, and trained under the initiative of, the Director, AP Residential Welfare School.

These talents need to be identified and supported – they can bring great accolades to India at the global level.

<table>
<thead>
<tr>
<th>Core programme</th>
<th>Issues of Exclusion</th>
<th>Strategies for Inclusion</th>
<th>Stakeholders</th>
<th>Monitoring mechanisms</th>
</tr>
</thead>
</table>
| 4. Promotion of sports                  | - Great interest among socially excluded youth for learning and participating in sports  
- Socially excluded youth have social and financial constraints in taking up sports seriously | - Set up sports clubs in socially excluded habitations  
- Promote sports in social welfare hostels, and ashram schools  
- Identify and support talents to take up sports as a career  
- Hold special sports events for youth with special needs | Youth clubs and youth club leaders, local sports teachers, community-led organisations, MoSJE, MoTA, MoMA | Number of young talents identified including those from SE communities, number of talents referred to specialised agencies |
| 5. Skill upgradation programme for young women and men | Programmes often do not meet the aspirations and needs of socially excluded youth | Youth expressed that certain programmes – such as career counselling, computer training, English courses, information on government provisions and schemes like reservation, scholarships, etc – be included | Youth club members, identified trainers | Tracking programs initiated Disaggregated MIS of members who are trained |
| 6. Promoting of folk arts and culture   | Folk arts and culture among socially excluded communities are not highlighted, remain invisible | - NYKS efforts with Madhubani painting can be replicated with other arts and crafts too  
- Documentaries on folk arts and crafts of socially excluded communities | Local folk art experts from excluded groups, youth club members and leaders | Information on arts and crafts identified, and documentaries made |
| 7. Observance of days of national and international importance | Leaders from, and celebrations of, socially excluded communities are not celebrated | - Celebrate important days and leaders from socially excluded communities – Dr Ambedkar, Savitri Bai Phule, Birs Munda, Abdul Kalam Azad, etc | Club members, NYC, DYC, state and national offices | List of celebrations includes these days and leaders |
| 8. District Youth Convention and Yuva Kriti | Issues of socially excluded youth are not known to others | - Give priority to issues of socially excluded communities  
- Create spaces for dialogue between socially excluded and non-excluded youth | MoYAS, MoSJE, MoTA, MoMA, NYKS | List of issues identified, list of issues discussed |
### Core programme

<table>
<thead>
<tr>
<th>Issues of exclusion</th>
<th>Strategies for inclusion</th>
<th>Stakeholders</th>
<th>Monitoring mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adoption of villages and Slums</td>
<td>• Orientation to students and volunteers on youth diversity and inclusion</td>
<td>Programme coordinator, programme officer, CLOs, unit leaders, student volunteers</td>
<td>List of habitations covered predominantly belong to socially excluded youth. students' and volunteers' sensitivity and understanding enhanced, reports of programme</td>
</tr>
<tr>
<td>2. Coordination with voluntary agencies</td>
<td>• Partner with organisations led by socially excluded communities (CLOs)</td>
<td>Programme coordinator, programme officer, CLOs, unit leaders, student volunteers</td>
<td>List of CLOs, programme reports</td>
</tr>
<tr>
<td>3. Special camping programmes</td>
<td>• Design and hold week-long camp on issues of social exclusion-equity-inclusion in communities, in colleges itself</td>
<td>Programme coordinator, programme officer, CLOs, unit leaders, student volunteers</td>
<td>Design of programmes, content covered</td>
</tr>
<tr>
<td>4. Other college level programmes</td>
<td>• Lack of public awareness within colleges</td>
<td>Programme coordinator, programme officer, CLOs, unit leaders, student volunteers</td>
<td>Programme Reports</td>
</tr>
</tbody>
</table>

The Multi-Cultural Resource Centre of Penn State University, the United States, provides orientation programmes to new students from diverse backgrounds, and enables them to interact with many representatives/llaisons from both academic and academic support units. This helps ensure that all students experience a welcoming environment that embraces their diversity.

---

2.4 Enhancing Inclusion of Socially Excluded Youth in and through NSS

The NSS reaches out to more than 3.2 million student volunteers spread over 298 universities and 42 (+2) Senior Secondary Councils and Directorate of Vocational Education all over the country. 16

---

16 http://nss.nic.in/.
2.5 Methodology

To generate an understanding of social inclusion and youth volunteerism, a methodology involving primary research and review of secondary literature was carried out. The observations made from these sources have gone towards the production of the Action Plan.

Starting at the national level, meetings with the NYK and NSS at the Ministry of Youth Affairs and Sports (MoYAS) were undertaken. In addition to this, meetings were also held with the Rajiv Gandhi National Institute of Youth Development (RGNIYD) and Mahatma Gandhi Institute of Education for Peace and Sustainable Development.

At the local level, field visits were undertaken to ascertain current volunteering practices among excluded youth groups. Focus Group Discussions (FGDs) with youth from SC, ST, Minority, Disabled and LGBTQI groups were held. These discussions were carried out with groups of youth numbering between seven to 10 persons. In total, over 100 young people from socially excluded groups were engaged with. In addition, discussions with NYK’s youth club leaders, NSS unit leaders, and programme officers were also carried out in Delhi and Kerala.

In the selection of districts for FGDs, the following considerations were made: the development of the state, their regional locations, rural/urban perspectives and concentration of social group.

The selected states and districts were:

<table>
<thead>
<tr>
<th>SC</th>
<th>ST</th>
<th>Muslim</th>
<th>Disability</th>
<th>LGBTQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bihar: Patna; Kerala: Trivandrum; Delhi: Karol Bagh</td>
<td>Jharkhand: Ranchi; Kerala: Trivandrum; Assam: Golaghat</td>
<td>Bihar: Patna; Kerala: Calicut; Delhi: Jafraibad; Assam</td>
<td>Delhi</td>
<td>Delhi</td>
</tr>
</tbody>
</table>
FRAMEWORK for Promoting Inclusion of Socially Excluded Youth through Volunteering

This primary objective of this paper is to ‘Prepare Action Plan for Promoting Social Inclusion in the Implementation of the NYP 2014 through Youth Volunteering’. The various components that are taken into account are:

1. Review NYP 2014 for its perspective and provisions on social inclusion.
2. Review line ministries’ programmes and budgets to assess the incorporation of needs of socially excluded groups (caste, class, gender, disability and others).
3. Suggest strategies and mechanisms to promote awareness, leadership and political participation of socially excluded youth with special focus on volunteering through NYKS and NSS.
4. Suggest strategies and mechanisms for the MoYAS to monitor progress and take corrective measures.
5. Identify civil society organisations to promote youth social inclusion in volunteering.

3.1 The Framework
This framework recognises social exclusion being embedded in the social and cultural structures and processes in our society and young people from the socially excluded communities and sections negatively impacted through them. Likewise, the framework recognises privileges embedded in the social and cultural structures and processes in our society and young people from privileged communities and sections benefitting from the privileges. Further, the framework recognises the need for purposeful public spaces and public education to create common spaces for interface and inclusion. The framework adopts the volunteering strategy to promote inclusion of socially excluded youth, given the diversity and complexity among young people across different social excluded groups, diverse disabilities and hard-to-reach areas. The roadmap for inclusion of socially excluded youth has to promote an environment for inclusion and active equity measures that are founded on social justice. This chapter outlines the framework for promoting inclusion of socially excluded youth for an empowered India.

**Vision** – Empowered youth for an empowered, inclusive India

**Mission** – MoYAS empowers socially excluded youth through its own programmes and through its nodal role with other ministries

**Objective** – Promote and expand inclusion of socially excluded youth in and through volunteering

**Strategies**

i) Promote purposeful public education and public spaces for social inclusion through volunteering.

ii) Build and strengthen institutional and administrative mechanisms and additional resources for inclusion of socially excluded youth.
iii) Engage youth in designing and monitoring social inclusion processes through volunteering.

**Result Areas**

i) Safe spaces for socially excluded youth groups (SEYGs) to gather information and analyse social exclusion processes and address barriers in self and outside.

ii) Safe spaces for non-excluded youth groups (NEYGs) to gather information and analyse the privileges and power embedded in birth and ascribed characteristics.

iii) Interface spaces where SEYGs and NEYGs can come to understand, respect and volunteer together.

**Values and Norms**

i) Respect for diversity.

ii) Rights-based approach.

iii) Social equity and social justice.

**Monitoring and Engaging Young People**

i) Administrative mechanisms within the MoYAS and line ministries.

ii) Vigilance committees.

iii) Large scale surveys.

iv) Social equity audits.

---

**Figure 2: Framework for Inclusion of Socially Excluded Youth**

- **Values & Principles**
  - Respect for Diversity
  - Rights-based Approach
  - Social Equity & Social Justice

- **Result Areas**

- **Strategies**
  - Promote purposeful public education and social spaces for social inclusion through volunteering
  - Engage youth in designing and monitoring the social inclusion processes through volunteering
  - Build and strengthen institutional and administrative mechanisms and additional resources

- **Vision**
  - Empowered youth for an empowered India

- **Mission**
  - MoYAS promotes social inclusion through its own programme and through its nodal role with other ministries

- **Objective**
  - Promote and expand inclusion of SEYGs in and through volunteering

- **Safe spaces (for SEYGs to address constraints and barriers in self and outside)**

- **Promote interface spaces where the SEYGs and NEYGs can voluntarily come to understand, respect and volunteer together***

- **Safe spaces for NEYGs to gather information and analyse the privileges and power embedded in birth and ascribed characteristics**
3.2 Principles and Strategies in Promoting Inclusion of Socially Excluded Youth in and through Volunteering

3.2.1 Social Inclusion: It can alleviate the effects of social exclusion and is understood as a process by which individuals or groups are facilitated to achieve full participation in the societies they live in. While promoting social inclusion is relevant to youth as a category, it is particularly important from the standpoint of the socially excluded youth who have been historically marginalised or at risk. Youth inclusion involves a process of identifying, understanding and breaking down barriers to participation and belonging of excluded youth, as well as the provision of resources to achieve equality of outcome for all. It also asserts that inclusion is not possible without those being ‘included’ playing a full part in the process. Inclusion involves adapting policies and practices within youth services to remove barriers to learning and participating. Inclusion moves away from labelling young people towards creating an appropriate learning environment for all.

Inclusion of socially excluded youth needs to build and engage in processes across three dimensions:

i) Removal of barriers and constraints which limit socially excluded youth in participation and from achieving their full potential.

ii) Review and rationalisation of privileges of birth and other ascribed characteristics of/with non-excluded youth.

iii) Creation of common volunteering spaces between excluded and non-excluded youth across various boundaries to explore and promote social inclusion.

Principles for Inclusion of Socially Excluded Youth

3.2.2 Respect for Diversity: Respecting the diversity among youth as a rich resource is a cornerstone for promoting youth inclusion in volunteering. Diversity in volunteering means developing a varied team of volunteers that reflects the diversity of people in the community. A diversity approach ensures that all people are welcomed and that difference is celebrated. The benefits of embracing diversity include: (i) new approaches and fresh ideas and even new volunteering roles may emerge; (ii) brings in skills and experiences from different backgrounds; (iii) helps to ensure that the volunteering work is relevant to, and benefits, people from all sections of society; (iv) plays a role in making society more inclusive; (v) creates a wider pool of volunteers; and (vi) complies with constitutional/legal values.

3.2.3 Rights-based Approach: Youth are citizens with rights and duties. In developing the empowerment framework for young people, the rights-based approach which focusses upon their rights and duties is relevant. The Constitution, and in particular the Preamble, provides rights to equality, liberty, fraternity, and social justice in a secular democratic framework. Various legislations add provisions and strategies to translate these values and rights. In addition, the Constitution provides additional rights to socially excluded youth to protect them from discrimination and violence. There are special provisions to promote their education and economic rights. Article 46 of the Constitution mandates “the state shall promote with special care the education and economic interests of the weaker sections of the people, and, in particular of the scheduled castes and the scheduled tribes, and shall protect them from social injustice and all forms of social exploitation.” The rights framework instils confidence among socially excluded youth while exploring their own development and role in society. It is suggested that the youth empowerment framework is built on the strong foundation of a rights-based approach.

3.2.4 Social Equity and Social Justice: It needs to undergird the process of inclusion of socially excluded youth. Social equity for youth includes all those measures that are to be put in place to facilitate historically excluded youth or those...
at risk to overcome their historical exclusion in the social, political and economic arenas. It also includes additional measures necessary to protect and promote socially excluded youth to address discrimination, violence, conflict and development inequalities. Social equity emphasises that equal opportunities can be promoted where the specificities of inequalities are taken into account and are adequately engaged with, on different levels, for different groups. Social Justice recognises historical structures of exclusion and their continuing forms and resultant deprivation as human rights violations. Society at large has obligations to excluded youth groups for injustices committed and being continued. This is based on the understanding of societal responsibility towards supporting marginalised youth to overcome historical and current challenges and these provisions are based on rights and not charity. Social justice has to frame social equity measures in contextual, relevant, adequate and effective ways to overcome previous and current forms of injustices and inequalities.

**Strategies for Inclusion of Socially Excluded Youth**

3.2.5 Creating ‘Safe Spaces’ for Excluded Youth:
Excluded youth tend to be limited to their own habitations and groups. Their social contact with the wider society and youth groups is limited. The external exclusions also create self-exclusions as a means of self-protection and defence. Trust and engagement across youth-diverse groups, at present, are limited. Widening gaps and increasing inequalities, so visible in everyday life, further vitiate the environment. Hence ‘safe spaces’ need to be promoted at the community level or within their own groups for excluded youth as comfort spaces for analysing the nature of social exclusion and its impact on their lives and development. There need to be guided spaces for addressing identity issues, exploring and peer learning. It needs to promote confidence in young people to address the constraints and barriers they experience in their own self and the outside world. Long years of experience in gender mainstreaming show the need for safe spaces for exploration and interfaces with others at appropriate times and ways. An added component that can be explored in these safe spaces is to build knowledge about the nature of volunteering among excluded youth, community needs or youth needs. These spaces can provide insights into the different dimensions of needs and community life around excluded youth. They can become piloting spaces to develop and further adapt strategies for their inclusion. The MoYAS could encourage building these safe spaces for young people in their community spaces and groups as pilot model spaces that can be further integrated across different youth groups.

**Youth Tech Hubs (YTH)** are youth clubs promoted and managed by youth from Dalit and Muslim communities in Delhi with support from Centre for Social Equity and Inclusion (CSEI). Convinced that the agency and leadership of the young people from socially excluded communities are essential to promote sustained development and inclusion of the communities, the YTHs were promoted as a community space for youth in their own habitation. Over the past two years, these centres have evolved into their own spaces providing opportunities for the self-expression, talent exploration, learning and social interface of the members of the YTHs among themselves and with various other communities, youth groups and civil society organisations. In a short span of time, many youth have explored their talents in singing, music, street theatre, acting, Play for Peace, etc. They have turned out to become trainers and coaches. They are currently holding trainings in places such as the RGNIYD and with other CSOs. The initial process of two years is documented in a step-by-step module. The process is evolving and growing and is a good model for youth club for youth development and inclusion, with special focus on socially excluded youth. The NYKS could explore linkages with community-led organisations (CLOs) that currently promote YTHs and strengthen the NYKS-linked youth clubs.

3.2.6 Creating Safe Spaces for Non-Excluded Youth: The accident of birth intentionally and
through various default mechanisms determines the opportunities in the life journeys of all young people. While youth from socially excluded communities are at the negative end of the spectrum, youth from privileged backgrounds are at the positive end of the spectrum. The current social and public discourse does not critically analyse them, rather justifies and further perpetrates these privileges. Such rationalisation prevents any objective space for self or social reflection and young people from privileged backgrounds do not see the necessity to make changes. Even when they may have some indications of larger social issues and the contexts of young people from socially excluded communities, there is negligible space or guidance to further engage with these indications. Caught up in their own contexts and careers with all its market and competitive trappings, they need spaces to analyse and critically review the nature of privileges and opportunities they enjoy, simply because of the accident of birth. Public and social spaces need to be organised where youth from privileged sections are supported to understand the privileges they enjoy and their undue advantages based on the same. Both the NSS and NYKS can be supported to guide and undertake such processes.

3.2.7 Proactively Building Social Interface:
Additional effort is necessary to proactively build social interface across diverse youth groups. In our context, interface has to be actively pursued given that social and mutual support interface across caste, religion and ethnic communities has been historically prohibited and limited by cultural norms. Social groups that are placed at the higher end of India’s social hierarchy have free and unlimited access to engage/interface/dominance those that are below them. Social groups at the lower rung have limited access/interface to those above them. This constraint has to be recognised when it comes to youth volunteering too. It follows that while dominant youth will have volunteering access towards excluded youth groups, volunteering in the reverse direction is not the norm. It is imperative that interface is built between dominant and socially excluded youth to expand and make volunteering inclusive and successful.

Breaking walls on caste, class, gender, religious, ethnic and other marginalised identity

Samjho Toh Express: Friendship beyond Labels

SAMJHO TOH EXPRESS campaign aims at cultivating cross border (across religion, caste, class, gender, region etc.) friendships through an experiential journey which will help the youth in reflecting on and breaking the stereotypes that they hold for ‘others’ (i.e someone from different community, gender, caste, religion, ethnic background etc.). A journey through this campaign will help in internalizing the need to understand the ‘other’. The main objectives of the campaign are:

1. Promoting young leaders and youth led organizations to engage on issues of social exclusion.
2. Enabling a range of stakeholders like youth collectives, civil society groups and media groups to expand and strengthen the concept of fifth space.
3. Enabling active social media engagements to create awareness on issues of social exclusion and friendships beyond borders/labels.
4. Raising resources to support a Youth Centric Consortium to nurture youth led organizations.

3.2.8 Engaging YLOs and CLOs: The need for thought leaders from excluded communities to support and facilitate excluded youth groups are essential in the process. An opportunity exists in recognizing and identifying Youth-Led Organisations (YLOs) and Community Led Organisations (CLOs) from the socially excluded communities to create the safe spaces for

---

20 The Campaign is hosted by Commutiny The Youth Collective Forum across 14 states.
21 CSEI has popularised the term ‘Community Led Organisations (CLOs)’ to distinguish civil society organisations (CSOs) where the leadership comes from socially excluded communities with the specific intent of addressing the social exclusion of their communities. CLOs are being recognised within the larger CSO populace to acknowledge the distinct demands and challenges they face while undertaking development and rights work. It also recognises the potential and opportunities for deepening democracy and development into un reached areas and communities opened up through the work of CLOs.
excluded youth groups. These leaders have deep insights on the barriers and constraints faced by the community and have the potential for long term sustained engagement with the youth to promote change. A study by CSEI and UNDP – ‘Making Growth Just and Inclusive: Partnering Community Led Organisations of the Socially Excluded’ reported many such organizations spread across the length and breadth of the country. There is much potential for the MoYAS to enlist these organizations and engage with them to include young people from the socially excluded communities into their fold. Effective and constructive interface and collaboration can be promoted between the YLOs and CLOs and the NYKS and NSS to promote youth inclusion. These YLOs and CLOs can also contribute considerably to various programs of the NYKS and NSS in building perspective of the socially excluded youth in their programs.

3.2.9: Public Education and Public Spaces: Social inclusion of excluded youth will get an impetus when the larger social environment values and promotes social inclusion. Here the role of public education on social inclusion is central. It is essential that the public spaces are made available where discussions on issues of youth, issues of the socially excluded youth, disadvantages and social equity measures, privileges and opportunities of youth from non-excluded social groups, community objectives of social justice are discussed in a sensitive and objective manner. The coming together of youth from diverse social groups and backgrounds is essential to have this dialogue, understand the different perspectives and promote collaboration and inclusion.

3.2.10: Strengthening Institutional Mechanisms: Even as the MoYAS and other line ministries engage with young people through their programmes, there is little recognition of the youth as a category with distinct demands. There has been negligible effort within the ministries to holistically understand the needs and potential of young people and the role and contribution of the particular ministry towards youth empowerment. Hence special institutional mechanisms or human resources most often is not available within line Ministries to fulfill their role in the youth empowerment process. Within this environment of negligible attention, one does not see any existing mechanisms for understanding the disabilities of socially excluded youth or strategies for addressing them. It is thus essential to identify the specific ways in which different ministries engage with socially excluded youth in their overall mandate and designate nodal persons and resources to promote the inclusion of socially excluded youth in their mandate. Internal mechanism for monitoring and course corrections also needs to be created.

3.2.11 Youth Budgeting: Budget provisions for youth development need to be re-visited and provisions for population proportionate budgets made. Adequate timely investment needs to be made given the high population proportion of the young people and their contribution – present and future – to national development. The concept of Youth budgeting similar to child budgeting and gender budgeting initiatives can be used as pegs to initiate the process. In addition, special budget provisions available for excluded youth can also be incorporated. The development gaps and development inequalities between Scheduled Caste/scheduled tribe and dominant communities were recognized as early as 70s. The Scheduled Caste Sub Plan (SCSP) and the Tribal Sub Plan (TSP) was initiated as a strategy to promote development and reduce the inequalities. These are specific budgets available to every Ministry and department at the union and state levels. Similar provisions are made through the Multi-sector development program for the Minority communities. Additional budgets are also allocated for nomadic tribes in some states. The MoYAS could evolve the necessary frameworks for utilizing these budgets for the youth from these communities, which benefits them best. As a nodal agency MoYAS may need specialized cell within the ministry to promote Youth Budgeting and also engage and guide other ministries to formulate, utilize and track their budgets on youth. Youth budgeting can be planned and allocated for including various interventions to strengthen the strategies and result areas for inclusion of socially excluded youth within the MoYAS programmes and across other line ministries.
3.3 Monitoring Mechanisms

Various monitoring mechanisms are available and are used by the state machinery. The following forms can be explored to monitor the NYP 2014 with an added inclusion lens.

i) Administrative Mechanism within MoYAS and Line Ministries: Recognising that youth as whole and large sections of the socially excluded youth may be outside the scanner of the line ministry, it is desirable that line ministries set up internal mechanism by identifying a nodal officer/cell to focus on the youth section that will fall within their portfolio. The nodal officer/cell will be required to set up tracking mechanisms for ensuring that socially excluded youth are not left out. It is recommended that all reporting and monitoring formats include ‘gender and social inclusion’ indicators to track the participation and benefits shared by the youth from these sections. All evaluation may also include indicators on social inclusion.

ii) Vigilance Committees: Vigilance committees are used by the state at the district and state levels to monitor legal provisions and schemes too. In monitoring the NYP (with added inclusion lens) vigilance committees may be set up at the district levels with the active engagement of the NYKS and NSS representatives to monitor the implementation of the various youth empowerment programs at the district level. This would include the review of the programs under multiple ministries and departments including budgetary provisions and utilization. Excluded youth should be adequately represented in these committees and their issues addressed. All data should be available in a disaggregated form across diverse excluded youth groups and be tracked and made available.

iii) Periodic Large Scale Surveys: Large scale surveys and opinion polls are successfully used in various ways. The UN SDG process included large scale surveys from young people on the ‘world we want’ across the globe and India was an active participant. These surveys can serve as a basis to understand the i) aspirations, ii) needs and iii) challenges faced by young people. The exclusion-inclusion lens can be incorporated into these surveys. Periodic surveys can provide current real-time data on the implementation of the NYP 2014 to take course corrections.

iv) Social Equity Audits: By creating certain additional components to the current Social Audit methodologies, the equity dimensions can be brought out. Equity dimensions in design and implementation of provisions and programs can be assessed through the Social Equity Audits. These would provide relevant information on the participation and benefits accrued to the excluded youth and can be useful to promote youth inclusion.

This chapter provides the outline for setting up an overall framework for promoting inclusion of socially excluded youth in the development programmes in MoYAS as well as line ministries. The framework is decentralised and democratically structured for promoting inclusion through volunteering. The chapter outlines the principles and strategies for building this framework and also for the monitoring mechanisms.
As explained throughout this document, young people as a group are socially excluded in our society in not having adequate spaces to participate in decisions that affect their lives or the society they live in. Young people have not emerged nor been given the space and opportunity to emerge as a category in themselves. Further, youth are not a homogenous group but have to be recognised as containing many sub-groups with specific issues, needs and potential. They are diverse in their identities, beliefs and knowledge, locations, opportunities, gender and abilities, to name a few of these diversities. An unfortunate reality is also that of being divided along various factors along social lines. A large majority of young people face various forms of social exclusion, again reflecting the exclusions embedded in our society. In this regard young people from the SC, ST, Muslim minority, young women, those with disabilities, from the LGBTQI communities were identified in particular. The NYP 2014 is an opportunity to provide space for, and facilitate, youth to emerge as a category that can have voice and can articulate their needs and potential in society, ensuring that socially excluded youth are adequately included. The MoYAS has the NYKS and the NSS as institutional mechanisms to promote youth inclusion through their many existing programmes which include socially excluded youth. The MoYAS has the NYKS and the NSS as institutional mechanisms to promote youth inclusion through their many existing programmes which include socially excluded youth. The MoYAS also has the challenging task of being the nodal agency in this process. This will include working with other ministries to promote inclusion of socially excluded youth within individual ministries. This chapter develops an Action Plan that can translate the framework outlined in Chapter 3 and helps ground it.

The MoYAS has the task of promoting an Inclusive Youth Lens – to ensure that youth as a whole are recognised and counted and socially excluded youth in particular are recognised and counted – in the portfolios of the line ministries. The following section expands on developing an ‘inclusive youth lens’.

4.1 Promoting ‘Inclusive Youth Lens’ across Line Ministries

A huge population of 333.3 million young people in the country is in the 15–29 years age group. The MoYAS depends upon the entire government at the national and state levels to reach this huge population. A majority of the ministries and departments at the national and the state level will be touching upon some dimension of youth development in their portfolios. The MoYAS could facilitate these ministries and departments to develop an ‘inclusive youth lens’ perspective in their portfolios, roles and responsibilities. Some of these ministries are easily identifiable – MoWCD (adolescent and young girls), Ministry of Labour and Employment, Ministry of Skill Development, Ministry of Urban Development, Ministry of Rural Development, Ministry of Panchayati Raj are some of the obvious ones where the concerns and potential of youth need to be incorporated. In addition, some ministries and departments have special responsibilities towards socially excluded young people – Ministries/departments of Social Justice and Empowerment (Scheduled Caste and Persons with Disability), MoTA (Scheduled Tribes), MoMA (Minority communities), etc. An important task for the MoYAS is to help these ministries and
departments promote the ‘inclusive youth lens’ in their roles and responsibilities.

For example: The MoYAS can help the Ministry of Panchayati Raj to develop its ‘youth lens’. Possible steps are:

1. Identify the proportion and diversity of youth in the 15–29 years’ age group that is relevant to PR institutions – as voters and as representatives.
2. Create suitable information, education and communication (IEC) materials, for them to fulfil their respective roles as voters/representatives, that can be disseminated to the youth.
3. Ensure protective and supportive measures for young people from socially excluded groups who would like to contest PR elections, to ensure there is no violence and malpractices against them.

**Important Components of Promoting Inclusion of Socially Excluded Youth in the ‘Youth Inclusion Lens’**: Possible components and processes that can help develop the ‘youth lens’ can be identified as: (i) Creating a Youth Position Paper for the ministry/department, including strategies to promote inclusion of socially excluded youth; (ii) identifying socially excluded youth groups and their population that the ministry/department caters to; (iii) holding periodic consultations with youth to incorporate their needs and aspirations in the ministry/department portfolio, ensuring the voice of diverse and socially excluded youth is included; (iv) demarcating administrative roles within the ministry/department that will cater to, and track inclusion of, the socially excluded youth population covered by the ministry/department; (v) demarcating financial resources that will be set aside for creating equity measures for socially excluded youth and promoting inclusion in the youth programmes; (vi) reporting on youth-specific programme implementation disaggregated along diverse groups of youth, particularly excluded youth; and (vii) setting up grievance redress mechanisms to ensure justice at individual and community levels and for course corrections.

When engaging with the line ministries and departments, it is important to articulate and ensure the inclusion of the socially excluded youth perspective within their role. The line ministry may be helped to identify the diversity of young people it covers and incorporate their voices and participation in building perspectives. The programming should also incorporate ‘equity measures’ to help socially excluded youth overcome their historical and current deprivations and disabilities and achieve equality with other youth.

The Scheduled Caste Development Officer in Panoor Block, Kannur District, reported his efforts to evolve equity measures to address the social and economic barriers experienced by young people from socially excluded groups. The process included consultations with the young people to understand their problems and needs before finalising the equity provisions.

- Give laptops for SC professional students (B Tech/MBBS/Diploma/para medical, etc).
- Provide assistance to construct study room for SC students, whose house is less than 800 sqf (maximum 1 lakh and room should be 120 sqf and required furniture should be purchased). This project is to prevent SC students from dropping out due to lack of proper space at home to study.
- Offer soft skills training such as personality development, leadership, communication, etc, for SC students and enhance their employability skills.
- Provide self-employment training for SC youth, especially for women, and training in fields such as fashion designing, embroidery, jewellery making, driving, etc.
- Set up permanent coaching centres for SC candidates who seek better employment.
- Provide subsidy-based loans for SC youth to launch self-employment initiatives.
- Provide study tables and chairs for SC students studying in secondary schools.
- Provide career guidance classes for SC students.
4.2 Leveraging Volunteerism in Other Ministries

Various other ministries have personnel working as volunteers in their programmes – education volunteers, panchayat volunteers, ASHA workers, Sakhshar Bharat, Bharat Nirman volunteers, etc. A large potential is available in strengthening youth inclusion in the volunteering spirit in these ministries. The NYK and NSS units can be instrumental in promoting youth inclusion through collaborative engagement. For example, NYKS/NSS volunteers could have a collaboration strategy at these programmes at the district and block/panchayat levels, building upon both volunteerism and youth inclusion. The various modules outlined above can be utilised in strengthening volunteerism and youth inclusion through volunteering. It will also be a mutual strengthening of the NYKS/NSS.

4.3 Engaging with Youth-led Organisations and Community-led Organisations

Many young people from socially excluded groups reported their volunteering engagements through local civil society organisations – YLOs and CLOs. These organisations provide opportunities and support to develop themselves and also work with their communities. As already mentioned in Chapter 3, the MoYAS, NSS and NYKS can engage with these organisations to promote the inclusion of excluded youth, with mutual benefits to all stakeholders.

4.4 Using Digitalisation to Promote Inclusion of Socially Excluded Youth Groups

As we move ahead on the path of digital India, socially excluded youth are in an uncertain situation as to how, and whether, they are going to include themselves as part of this digital India. It is also a reality that computer education has been the privilege of a minuscule percentage of excluded youth so far. The majority of excluded youth still do not have access to computers/internet due to their geographical and economic context. A main reason is the cost of such services and the infrastructure availability in their habitations, for instance, internet services. The majority of rural youth use the internet primarily to access examination forms or to check results of some exams, even till a few years ago.

However, the availability of smart cell phones (of different price scales) across regions seems to have evolved a new age connecting point for youth across urban and rural locations, including youth from socially excluded sections. Youth have started exploring ways and means to get connected with each other through social media such as Facebook and even explore the internet for information and knowledge. Though lack of ‘digital education’ for growing youth might be an emerging issue that needs to be tackled, mobile phones have become another way to redefine living and connecting to the world.

Looking at the growing use of mobile phones, even among socially excluded youth, the CSEI has evolved a mobile app under its ‘Higher Education Link Programme (HELP) to improve the transition rate of excluded youth – where youth can access information and knowledge about types of colleges/universities, scholarships/fellowships/ internships and connect with mentors across India. This can be made available to larger youth groups too for career counselling and guidance. It may also be possible for the MoYAS to initiate such apps for a similar purpose.

4.5 Action Plan for Promoting Inclusion of Socially Excluded Youth

Taking the framework evolved in Chapter 3 to promote inclusion of socially excluded youth, the following Action Plan can be adapted by the MoYAS through a five-year timeline. The active engagement of the NSS and NYKS can provide the institutional mechanisms for implementation and engagement with other line ministries and civil society organisations (CSOs).
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Key action</th>
<th>Activities</th>
<th>Expected outcomes</th>
<th>Target group</th>
<th>Timeline (immediate, intermediate, long term)</th>
<th>Priority (as per timeline, resource availability)</th>
<th>Responsible partner (MoYAS, NYKS, NSS, RGNIYD any other ministry/ department/ institution)</th>
</tr>
</thead>
</table>
| 1      | Youth Profiling     | a. Creating extensive disaggregated database on youth, youth volunteers, youth-led organisations and CSOs working with youth, ensuring that socially excluded and marginalised youth are adequately covered and represented in each category | • Extracting information from census on youth disaggregated by age, gender/sexual orientation, education, social groups, disability, employment, etc, and further analysing the data  
• Creating and making available youth profiles disaggregated by age, gender/sexual orientation, social group, region/state, education, disability occupation, needs/aspirations, any other, for policy and programming purposes to duty bearers  
• Developing ICT tool and web GIS platform for generating and analysing database available on the following:  
  • On youth  
  • On youth volunteers separately  
  • Youth-led organisations, youth clubs, young women’s groups  
  • Organisations working with youth  
  • Training centres  
  • Youth resource centres  
  • Youth networks and platforms  
  • Developing a directory of youth organisations (every five years) | • Data on youth, youth volunteers, organisations working with youth available for policy and planning measures  
• Profiles of various youth groups are available for policy making, planning and programming available  
• Adequate information on socially excluded and marginalised sections of youth are available for building equitable and inclusion strategies  
• Information on different models of working with youth and resources available in a given area | Policy makers, government functionaries, youth workers, youth volunteers, CSOs | Immediate | December 2017 | Ministry of Youth Affairs and Sports (MoYAS), Ministry of Statistics and Programme Implementation (MoSPI) |
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Key action</th>
<th>Activities</th>
<th>Expected outcomes</th>
<th>Target group (youth workers, youth volunteers, government functionaries etc.)</th>
<th>Timeline (immediate, intermediate, long term)</th>
<th>Priority (as per timeline, resource availability)</th>
<th>Responsible partner (MoYAS, NYKS, NSS, RGNIYD any other ministry/department/institution)</th>
</tr>
</thead>
</table>
| b      | Profiling of local youth champions/role models with special focus on disadvantaged and excluded youth and their engagements | • Designing criteria for selection of champions  
• Documentation and dissemination of the journey of the role model/champions, issues addressed and their contribution to youth and society including work done by them as evidence ensuring that diverse groups of youth are recognised distinctly  
• Promoting leadership and inclusion of girls and socially excluded youth is mandatory criteria  
• Increasing the visibility of youth champions in public forums | • Role of youth in development will become more visible  
• Innovative strategies to address youth and community needs and aspirations emerge  
• Youth role models emerge | MoYAS, NSS, NYKS, youth organisations and other CSOs | Immediate | December 2017 | District Youth Coordinators (DYCs), Regional Directors (NSS) |
| c      | Mapping needs and aspirations of young people with a positive bias towards women, as well as disadvantaged and socially excluded youth | • Conducting District level situational analysis by UNV DYC  
• Developing a checklist for situational analysis which will also reflect how to capture the aspirations of diverse groups of young people  
• Training and related tools developed to undertake mapping exercise  
• Publishing and sharing of the situational analysis report through mainstream media | • Needs and aspirations of youths will be mapped  
• Better nuanced and focussed strategies and programming for youth | Youth, policy makers and administrators, institutions working with youth, CSOs | Immediate | December 2017 | UNV, DYC, MoYAS |
|        | Mapping expectations and challenges of young people from volunteering opportunities | • Consultation with young people at zonal and national levels  
• Publish outcomes of such consultations, with special mention of expectations and challenges of women, differently abled and socially excluded community | • Needs and challenges of youth will be mapped  
• More focussed strategies for women, differently abled and socially excluded community | Youth, policy makers and administrators, institutions working with youth, CSOs | Immediate | December 2017 | UNV, DYC, MoYAS |
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Key action</th>
<th>Activities</th>
<th>Expected outcomes</th>
<th>Target group (youth workers, youth volunteers, government functionaries etc.)</th>
<th>Timeline (immediate, intermediate, long term)</th>
<th>Priority (as per timeline, resource availability)</th>
<th>Responsible partner (MoYAS, NYKS, NSS, RGNIYD any other ministry/department/institution)</th>
</tr>
</thead>
</table>
| d      | Reorienting the youth festival and youth conclave to recognise and highlight youth diversity, resilience and contribution | • Organise discussions and debates to provide space for youth to discuss their aspirations and needs  
• Engage young people to create youth festivals; young people part of design and agenda setting of the festival  
• Holding interactive sessions across diverse groups of youth to promote collaboration | • Youth aspirations realised  
• Better engagement across diverse youth groups  
• Future collaborations evolve  
• Youth contribution | Youth, youth volunteers, ministry | Intermediate | December 2018 | UNV, DYC, MoYAS, NYKS |
| e      | High profiling of awards: Youth and Volunteers | • Engage with media to highlight the importance of award/ festival at national level  
• Involve the youth awardees in district- and state-level meetings | • Motivation and encouragement of youth  
• National attention on youth issues and contribution  
• Youth from remote areas and disadvantaged youth are recognised and awarded  
• Youth role models emerge | Media, youth awardees, youth-led organisations, CSOs | Intermediate | 2018 | MoYAS, PMO |
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Key action</th>
<th>Activities</th>
<th>Expected outcomes</th>
<th>Target group (youth workers, youth volunteers, government functionaries etc.)</th>
<th>Timeline (immediate, intermediate, long term)</th>
<th>Priority (as per timeline, resource availability)</th>
<th>Responsible partner (MoYAS, NYKS, NSS, RGNIYD any other ministry/department/institution)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Youth Highlighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2     | a. National Communication Strategy and increasing visibility | • Formulate a National Communication Strategy focusing on youth diversity, needs and aspirations, contributions, awareness creation, outreach, advocacy and engagement of social media (internal and external agenda for youth empowerment)  
• Creating a strong tag-line to create visibility about investing in youth (for example, empowered youth, empowered India)  
• Organising slogan contest which can be held at national and local levels  
• Prepare documentaries capturing youth diversity, contribution, achievements  
• Organise media events  
• Create Facebook and Twitter accounts and post regular blogs on social media to provide an interface with youth | • National attention on youth roles and contributions  
• Improved strategy to engage with youth  
• Increased investment on youth empowerment  
• Expanding and deepening the engagement with youth  
• Marginalised and socially excluded youth are covered | Youth, youth-led organisations, CSOs, media organisations | Immediate | Sept 2017–March 2018  
April 2018–December 2018  
April 2018–December 2018 | MoYAS, NYKS, UNV, DYC |
|       | 3 Setting up of National Advisory Bodies and Strengthening of Similar Structures/Bodies at District and State Levels | | | | | | |
|       | a. National Advisory Body | • Setting up of a National Advisory Body including experts, youths, CSOs and youth organisations reflecting social diversity and disadvantaged social groups | • Policy, planning and programming are more contextual and nuanced  
• Real time issues and needs can be included in the youth empowerment strategy and programmes  
• Improved planning and programming in the concerned bodies | Experts from disadvantaged communities | Intermediate | 2018 | MoYAS |
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Key action</th>
<th>Activities</th>
<th>Expected outcomes</th>
<th>Target group (youth workers, youth volunteers, government functionaries etc.)</th>
<th>Timeline (immediate, intermediate, long term)</th>
<th>Priority (as per timeline, resource availability)</th>
<th>Responsible partner (MoYAS, NYKS, NSS, RGNIYD any other ministry/department/institution)</th>
</tr>
</thead>
</table>
| 4      | Capacity Building  | Capacity building programmes on:  
• Understanding youth and how to work with them  
• Understanding needs, diversity, perspectives, gender and identity, volunteer management, etc  
• How to create safe spaces for young people’s engagement  
• Short-term certification training may be developed (could be online)  
• Training of trainers programme on all four thematic areas which will help to create a state-wise pool of trainers  
• Assessment of the existing institutions (ETIs) and training courses  
• Setting up of youth workers’ networks and connecting with them for knowledge sharing  |  
• Increased numbers of youth workers  
• Youth workers emerge from socially excluded communities  
• Knowledge base of youth workers enhanced  
• Better implementation of policies and strategies  
• Innovation from the ground  | Youth-led organisations, training institutions, CSOs, NSS/NYK | Intermediate | 2018–2020 | RGNIYD, UNDP, MoYAS, CSOs |
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Key action</th>
<th>Activities</th>
<th>Expected outcomes</th>
<th>Target group (youth workers, youth volunteers, government functionaries etc.)</th>
<th>Timeline (immediate, intermediate, long term)</th>
<th>Priority (as per timeline, resource availability)</th>
<th>Responsible partner (MoYAS, NYKS, NSS, RGNIYD any other ministry/department/institution)</th>
</tr>
</thead>
</table>
| b.     | Youth (including volunteers) | • Developing online courses on volunteering through NYKS and NSS portals and in the four thematic areas  
• Design programmes for facilitating cross-border exchange (different identities, in terms of caste, religion, sexuality) of opinion, ideas and life experiences  
• IEC material for four thematic areas can be developed (this could be a part of the project)  
• Guidelines on designing of youth volunteering programme  
• Designing volunteer programmes that empower the youth and are youth led  
• Youth and youth work related theme-based booklets developed and made available at youth clubs, panchayats, local bodies, schools and colleges | • Deepened knowledge and skills  
• Youth volunteers emerge from socially excluded communities  
• Healthier relationship among youth across different communities  
• Better translation of the four thematic objectives on the ground  
• Youth volunteers emerge | Youth, youth workers, youth-led organisations, training institutions | Immediate | 2018–2020 | MoYAS, RGNIYD, UNDP |

5. **Institution Strengthening**

a. Setting up appropriate mechanisms at the ministry level for implementation – for example, nodal cells/persons within ministry to promote and track convergence, social and gender inclusion, etc  
• Capacity building of MoYAS government functionaries; and at the state levels  
• Identification of support agencies  
• Council of young people to input the direction of institutions | • Improved strategies and resources to promote youth empowerment  
• Youth voice in decision making | Government functionaries, MoYAS, youth | Intermediate | 2018 | UNIV/UNDP |
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Key action</th>
<th>Activities</th>
<th>Expected outcomes</th>
<th>Target group (youth workers, youth volunteers, government functionaries etc.)</th>
<th>Timeline (immediate, intermediate, long term)</th>
<th>Priority (as per timeline, resource availability)</th>
<th>Responsible partner (MoYAS, NYKS, NSS, RGNIYD any other ministry/department/institution)</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Convergence building with other ministries</td>
<td>• Set up a platform/committee at national and state level to bring together various relevant ministries and government departments to share good practices by the particular ministries, specific to programme engagement and financial investment • Enabling youth connect with other ministries, particularly with ministries focussed on vulnerable and marginalised youth • Relevant ministry’s yearly action plan states its specific initiatives with young people and includes such activities in its annual report • Creating guidance notes for each ministry on how to promote youth volunteerism and engage youth through their core programmes</td>
<td>• Youth agenda gets accepted across ministries as their integral component • Greater clarity in individual ministries on the role and potential of youth in their ministry, purpose and results • Large proportion of youth get covered</td>
<td>Relevant ministries, including MoYAS</td>
<td>Intermediate</td>
<td>2018–2020</td>
<td>MoYAS</td>
</tr>
<tr>
<td>c.</td>
<td>Implementation of gender and social inclusion policy</td>
<td>• Creating an enabling environment at the ministry for the implementation of gender and social inclusion policy • MoYAS creates and share model policies to all institutions to adapt and adopt • Create gender and social inclusion indicators and incorporate them at all reporting levels • Include gender and social inclusion as criteria for selection for all awards • Include women and socially excluded youth in all profiling, awarding and celebrations, etc</td>
<td>• Greater clarity and consensus on promoting gender and social inclusion • Gender and social inclusion becomes fundamental strategies and outcomes at all levels of various institutions • Clarity on institutional mandates and consequences</td>
<td>All ministries</td>
<td>Intermediate</td>
<td>2018</td>
<td>MoYAS, NSS, NYKS</td>
</tr>
<tr>
<td>S. no.</td>
<td>Key action</td>
<td>Activities</td>
<td>Expected outcomes</td>
<td>Priority (as per timeline, resource availability)</td>
<td>Responsible partner (MoYAS, NSS, NYKS, RGNIDY &amp; other ministry/department/institution)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------</td>
<td>------------</td>
<td>-------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Creating a reporting mechanism</td>
<td>• Preparation of detailed Annual Report &lt;br&gt; • Quarterly newsletter &lt;br&gt; • Weekly blogs on the website &lt;br&gt; • Regular posts on social media &lt;br&gt; • Reporting diverse youth groups and inclusion of innovations in reporting</td>
<td>• Visibility of youth work and informed decisions around youth issues</td>
<td>Immediate</td>
<td>NSS, NYKS, MoYAS, UNDP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Youth budgeting</td>
<td>• Advocacy for youth budgeting with various ministries &lt;br&gt; • Leverage special budgets (e.g., Scheduled Caste sub-plan, tribal sub-plan, multi-sector development programme, disability specific budgets, etc.) and resource mobilisation (corporate volunteers) &lt;br&gt; • Including youth development work as a core area of CSR funding</td>
<td>• Ministry will allocate budget for youth development through different ministries &lt;br&gt; • Visible budget for youth sector</td>
<td>Intermediate</td>
<td>MoYAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Partnerships with the private sector</td>
<td>• Partnership with private sector to support positive youth development initiatives (corporate volunteering) &lt;br&gt; • Mobilisation of funds for increased budget for youth development in private sector</td>
<td>• Public-private partnership (PPP) models to support positive youth development initiatives</td>
<td>Long term</td>
<td>Private sector including corporates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action Plan for Inclusion of Socially Excluded Youth
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Key action</th>
<th>Activities</th>
<th>Expected outcomes</th>
<th>Target group (youth workers, youth volunteers, government functionaries etc.)</th>
<th>Timeline (immediate, intermediate, long term)</th>
<th>Priority (as per timeline, resource availability)</th>
<th>Responsible partner (MoYAS, NYKS, NSS, RGNIYD any other ministry/ department/ institution)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Education as a Strategy for Youth Development</td>
<td>a. Partnerships with educational institutes and academia</td>
<td>• Partnerships with educational institutions to do research on aspirations, needs, of young people, role of youth in development, youth development and youth leadership programmes and other youth-related issues &lt;br&gt; • Design online programmes &lt;br&gt; • Collaborate with UGC to set up research policy institutions/bodies on youth development &lt;br&gt; • Collaborate with women studies' units and centre for exclusion and inclusive policies in various universities</td>
<td>• Researched information available on youth issues and youth empowerment &lt;br&gt; • More academic institutions are engaged in youth strategy and planning &lt;br&gt; • Independent data and information on youth issues &lt;br&gt; • Focussed information on socially excluded and marginalised youth issues</td>
<td>Youth, youth development professionals, research scholars and academic institutions</td>
<td>Intermediate</td>
<td>2018</td>
</tr>
<tr>
<td>7</td>
<td>Setting up a National Commission for Youth</td>
<td>a. Setting up a National Commission for youth</td>
<td>• This will be an independent body which will have oversight for youth development, needs, issues and empowerment in keeping with constitutional mandates and progress of youth at the global level &lt;br&gt; • Public consultations to determine the role of the commission in youth development</td>
<td>• Focussed national attention on youth &lt;br&gt; • Youth rights are protected and promoted, violations addressed &lt;br&gt; • International collaboration and cooperation on youth empowerment</td>
<td>Youth</td>
<td>Long term</td>
<td>2018</td>
</tr>
<tr>
<td>S. no.</td>
<td>Key action</td>
<td>Activities</td>
<td>Expected outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Promoting Youth Volunteering</td>
<td>a. Developing strategies to promote youth volunteering with special attention to disadvantaged and socially excluded youth</td>
<td>• Mapping the need of young people from different backgrounds in volunteering opportunities. This can be done as part of the situational analysis mentioned in point no 1c. • Guidelines on designing youth volunteering programmes with focus on creating safe spaces which facilitate learning about self by engaging with community issues. • Informed volunteering programming by NSS and NYKS and other youth organisations which will raise awareness among young people on impact of volunteering in personal and professional growth through mainstream media. • Setting up of NSS self-finance units in private educational institutions. • Promoting volunteering as a culture of service and a part of school education. • Introducing awards at the school level for good practices of promoting volunteering. • Designing and implementing robust volunteering programmes that will include specific activities such as awareness programmes on value of volunteering. • Mapping of existing organisations/programmes on youth volunteering.</td>
<td>Immediate</td>
<td>Intermediate</td>
<td>Long term</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Informed volunteering programming by NSS and NYKS and other youth organisations. • Participation of youth volunteers from different backgrounds. • Increased effectiveness of Volunteering programmes. • Participation of youth in volunteering programmes from different backgrounds. • Volunteering emerges as a capacity building vehicle. • Volunteering is a sought-after activity among young people. • Greater acceptance and recognition of volunteering efforts made by youth. • Volunteering embedded as part of school education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Plan of Action

<table>
<thead>
<tr>
<th>S. no</th>
<th>Key action</th>
<th>Activities</th>
<th>Expected outcomes</th>
<th>Target group (youth workers, youth volunteers, government functionaries etc.)</th>
<th>Timeline (immediate, intermediate, long term)</th>
<th>Priority (as per timeline, resource availability)</th>
<th>Responsible partner (MoYAS, NYKS, NSS, RGNIIYD any other ministry/department/institution)</th>
</tr>
</thead>
</table>
| 9     | Plan of Action | All the above recommendations to be implemented first in 29 districts which are a part of the project – ‘Strengthening of NYKS and NSS’ | Model strategies, mechanisms are evolved and fine-tuned  
District models available for states to adopt and adapt  
Lessons are learnt and improved upon  
At scale adaptation possible after pilot period | NYKS, NSS, CSOs, youth organisations, youth volunteers, media, various government departments | Immediate | 2017–2018 | MoYAS, UNV, DYC, UNDP |

- Training to be organised for young people on developing youth leadership and building an understanding on volunteering and how it is going to add value to their own self
- Highlighting youth volunteering work at different platforms
<table>
<thead>
<tr>
<th>S. no.</th>
<th>Result Area</th>
<th>Activities</th>
<th>Expected Outputs</th>
<th>Stakeholders</th>
<th>Timeline</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 1     | Create safe spaces for socially excluded youth groups (SEYGs) to articulate their identity issues, barriers and constraints with self and the outside world without threat and negation | i) Increase exclusive youth clubs among SEYGs for example, a club of youth with disability, club of ST youth, club of youth with SC status, etc.  
ii) Identify and support active youth leaders from SEYGs to promote youth clubs  
iii) Identify and support community-led organisations (CLOs) and youth-led organisations (YLOs) to promote youth development work among socially excluded youth as a major component in their programmes.  
iv) Develop and disseminate information on legislations, development schemes – such as Scheduled Caste/Scheduled Tribe (Prevention of Atrocities) Act (SC/ST PoA), Forest Rights Act, Scheduled Caste Sub Plan/Tribal Sub Plan (SCSP/TSP), scholarships, reservation, etc – widely through panchayats, urban local bodies, schools, colleges, other institutions  
v) Set aside specific budget provisions within the Nehru Yuva Kendra Sangathan/National Service Scheme (NYKS/NSS) to support youth volunteering activities among socially excluded youth  
vi) Map socially excluded youth groups at the district level and develop a roadmap for their inclusion and benefit from youth policy  
vii) Identify and encourage socially excluded youth to engage in sports activities  
viii) Make provisions for computer learning and English learning in youth clubs of the socially excluded  
ix) Promote and support socially excluded youth to excel in sports activities and participate in state and national events  | i) More youth from socially excluded communities engage in youth clubs  
ii) Youth from socially excluded communities feel confident about discussing their barriers and constraints internally and externally  
iii) Leadership capacities among socially excluded youth are enhanced  
iv) Greater recognition and acceptance of the issues of social exclusion and disadvantaged faced by socially excluded young people  
v) Sustainability of objectives to increase and enhance youth volunteering among socially excluded youth  
vi) Data and qualitative information about different excluded youth groups available  
ix) Socially excluded youth engage and excel in sports  
ix) Aspiration to learn English and computers continues to increase  
x) More engagement and talents are spotted, confidence built  | NYKS/NSS, line ministries, civil society organisations (CSOs), socially excluded youth, role models and leaders from socially excluded groups, schools and colleges, other bodies such as Rotary Clubs, etc.  | Immediate and intermediate | MoYAS, NYKS, NSS, line ministries |
<table>
<thead>
<tr>
<th>S.no.</th>
<th>Result area</th>
<th>Activities</th>
<th>Expected outputs</th>
<th>Stakeholders</th>
<th>Timeline</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| 2    | Promote interfaces between socially excluded and general category youth | i) Develop and disseminate information on different youth groups at the panchayat/block/district/state level as per the functioning of the body  
ii) Celebrate important days/leaders of socially excluded groups at various levels by all youth  
iii) Invite experts/leaders from socially excluded sections to orient youth on social issues  
iv) Hold dialogues between socially excluded and non-excluded youth groups in various spaces – colleges, communities, other institutions  
v) Document and disseminate achievements of the youth from socially excluded communities widely  
v) Set aside specific budget amounts within institutions for promoting inclusion actions | i) Greater appreciation for diversity among youth  
ii) Recognition of the potential and contribution of different youth groups  
iii) Knowledge enhancement regarding various social issues for all youth  
iv) Greater appreciation of diversity among youth and communities  
v) Inclusion is promoted | NSS/NYK/Panchayats, urban local bodies (ULBs), district youth coordinators (DYCs), state-level officials | Immediate and intermediate | MoYAS, NYKS, NSS, line ministries |
| 3    | Strengthen institutions to promote inclusion | i) Develop and disseminate social and gender inclusion policy for the institution  
ii) Designate a nodal person within the institution to promote and track social inclusion in practice  
iii) Design and implement capacity building of leaders and teams within institutions on recruitment (five days including field visits, visits to good practices) and refresher courses once in two years  
v) Create gender and social inclusion monitoring and reporting indicators for institutions at all levels  
v) Strengthen grievance redress mechanisms within institutions, give priority to complaints on discrimination, exclusion, violence, etc | i) Shared understanding and standards on gender and social inclusion developed within institutions  
ii) Sustained process for gender and social inclusion within institutions  
iii) Better appreciation of diverse youth, clarity of various social issues, review of bias and prejudices  
v) Sustainability of initiatives within institutions | MoYAS, NSS, NYKS, line ministries | Intermediate and long term | MoYAS |
| 4    | Monitor, measure and take corrective measures | i) Include indicators on gender and social inclusion in all reporting formats at all levels  
ii) Include gender and social inclusion as indicators in evaluations  
iii) Nodal officer on gender and social inclusion tracks and identifies challenges and course corrections on a half-yearly basis  
v) Changes are built into the process based on challenges and progress | i) Issues of inclusion | NSS, NYKS, line ministries, DYC | Immediate and intermediate | |
| 5    | Promote an environment of inclusion in society at large | i) Hold discussions on critical concerns of the socially excluded with empathy and understanding in media, public spaces  
ii) Promote anti-discrimination laws cutting across various public spaces, provisions and services  
v) Include CSOs, others such as Rotary Clubs, Lions Clubs, to contribute to youth work and youth inclusion | i) Increased understanding on social exclusion among the public  
ii) Reduction in social barriers and increased participation of excluded youth  
iii) Increase in the youth development index | MoYAS, NSS, NYKS, line ministries, DYC | Immediate and intermediate | MoYAS, NSS, NYKS, DYC |
4.7 Concluding Remarks

In keeping with the purpose of promoting ‘inclusion of socially excluded youth in the roll-out and implementation of the National Youth Policy 2014’, this paper explores various issues related to social exclusion and inclusion in youth empowerment. It highlights the need to recognise youth as a category and promote their full participation in society as a foundation for building an ‘empowered India’. The paper is particularly concerned about young people from socially excluded groups – Dalits, Tribals, Muslim minority, youth with disability, youth who are differently sexually oriented – who are further excluded owing to their identities or particular characteristics. It is important to recognise that young people from these communities constitute more than 40 per cent of the youth population. The paper argues that empowering India or empowering youth in India is not possible without including socially excluded youth groups.

The paper makes linkages with volunteering as a key strategy in promoting youth empowerment, given the extent, diversity and complexity of youth across the country. Further, it links youth for development and youth development through volunteering as already existing practices among socially excluded youth. Very often, these are not visible or recognised outside the community, given the nature and depth of social exclusion and segregation faced by these communities.

The paper has developed a framework that provides the basic dimensions through which inclusion of socially excluded youth can be promoted in the NYP. The framework locates itself on the principles of respect for diversity, rights-based approach, as well as social equity and social justice. It lays emphasis on the need to promote an inclusive environment through creating public spaces and promoting public education for social inclusion. Inclusion of socially excluded youth becomes possible when it is embedded in a wider environment of societal inclusion. The framework also outlines possible monitoring mechanisms with youth included.

More importantly, the paper highlights the need for creating exclusive safe spaces for socially excluded youth to articulate and address social exclusion issues related to their identities and other dimensions. Drawing upon the experiences of the women's movement creating safe spaces for women to come together, the paper recommends that the MoYAS along with the NYKS and NSS enhance the efforts to create safe spaces for socially excluded youth groups. In addition, the paper recommends creating interfaces between SEYGs and NEYGs such that they understand each other and build sensitivity and collaborations across diverse youth groups. Public spaces are needed to discuss and debate concerns and issues of various youth groups objectively and sensitively. While recognising existing strategies for including marginalised youth in programmes through the NYKS and NSS, the paper makes an important contribution in identifying simple steps to enhance the process of inclusion in their core programmes. The paper brings the concept of CLOs, which are civil society organisations led by members of socially excluded communities. It suggests that leaders from within the socially excluded communities could contribute to knowledge building on socially excluded youth, mentoring and role models. The paper has identified, and put down, various volunteering practices taken up by socially excluded youth currently. These provide good examples that can be adapted and adopted.

The paper also has four Appendixes:
Appendix 1: Potential list of community-led organisations across 10 states.
Appendix 2: Training list of community-led organisations across 10 states.
Appendix 3: Constitutional and legal provisions, programmes and schemes that have special relevance to socially excluded youth and their communities.
Appendix 4: A set of days and celebrations that have special meaning for socially excluded youth.

Through its various sections, the paper recognises the important role of the MoYAS as the specialised agency for promoting youth empowerment; the ministry also has the challenging task of being the nodal agency for youth empowerment for other line ministries. It recognises the current programmes and provisions for inclusion under the NYKS and NSS. This paper contributes to building knowledge on social exclusion among young people within the theoretical framework and in practice. It suggests, furthermore, possible ways in which the inclusion of young people from socially excluded groups can be enhanced and strengthened. It is hoped that the NYP 2014 will consider the framework and recommendations in its roll-out and implementation.
Appendix 1. Community-led Organisations

The Community-Led Organizations are the Civil Society Organizations led by women and men from Dalit, Adivasi, Muslim or other socially excluded/marginalized Communities. Members of the marginalized communities themselves lead the leadership, decision-making in the organization. The organization agenda also reflect the needs and concerns of the marginalized communities themselves. They have the last-mile connectivity to the most marginalized communities. CLOs provide the opportunities for the leadership and agency building of the marginalized and socially excluded communities. Civil Society Organisations (CSOs) or their leadership on the other hand may not have the experiential knowledge of the issues they are addressing. The term Community-Led Organization (CLO) was evolved by CSEI during the study ‘Making Growth Just and Inclusive: Partnering Community Led Organizations of the Marginalized’.

Important characteristics of the CLOs are i) they are led by the community members who have personal experience of the issues they are addressing. They may even have overcome tremendous barriers from their families, communities, the larger society and even the State in addressing these issues so that an experiential knowledge is evident. They have nuanced understanding of the issues they are taking up. ii) They are located within their communities in terms of their leadership, concerns and context and have great potential in addressing persistent social exclusion issues of their communities; iii) they are role models for other young people in their communities; iv) regardless of the other apprehensions about their abilities to manage programmes they have a unique reach to, and connect with, their respective communities and v) leadership and decision making role was vested in the marginalized communities with whom the organization works.

Following is the list of potential CLOs from 10 states that MoYAS and NYKS/NSS can connect to and collaborate in implementing the programs.
<table>
<thead>
<tr>
<th>S.no.</th>
<th>Name of the organization</th>
<th>Name of chief functionary</th>
<th>Intervention area/district</th>
<th>Contact address of organization</th>
<th>Social group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Blue Hills Society</td>
<td>Dr Amit Phunglo</td>
<td>Dima-Hasao District</td>
<td>Disgao Razi, Haflong,Dima Hasao Phone: 9401687875 Email: <a href="mailto:aps.haflong@gmail.com">aps.haflong@gmail.com</a></td>
<td>ST Male</td>
</tr>
<tr>
<td>2</td>
<td>JHAI Foundation</td>
<td>Abdul Kalam Azad</td>
<td>Barpeta, Guwahati</td>
<td>Phone: 8472823884 Email: <a href="mailto:a.k.azad028@gmail.com">a.k.azad028@gmail.com</a></td>
<td>Muslim Male</td>
</tr>
<tr>
<td>3</td>
<td>The EAST</td>
<td>Hema Das</td>
<td>Sonitpur and Morigaon</td>
<td>Nikamul Satra, Tezpur, PIN – 784001 Phone: 09435007215 Email: <a href="mailto:hemadas2@gmail.com">hemadas2@gmail.com</a></td>
<td>ST Female</td>
</tr>
<tr>
<td>4</td>
<td>Pajhra</td>
<td>Stephen Ekka</td>
<td>Assam State</td>
<td>Sahitya Rathi Path, Dhanoa Nagar, Tezpur – 784001, Sonitpur, Assam Phone: 91-3712-252710, 09435082656 Email: <a href="mailto:pajhra@rediffmail.com">pajhra@rediffmail.com</a></td>
<td>Adivasi Male</td>
</tr>
<tr>
<td>5</td>
<td>DAPON the Mirror</td>
<td>Pabitra Rabha</td>
<td>Assam State</td>
<td>Milanpur, Tangla, Udalguri, BTAD, Assam Phone: 9435384971 Email: <a href="mailto:dapondm@gmail.com">dapondm@gmail.com</a></td>
<td>ST Male on Dwarfism</td>
</tr>
<tr>
<td>6</td>
<td>Jaluguti Agragami Mahila Samity</td>
<td>Rousonara Begum</td>
<td>Morigaon District</td>
<td>Fulbari, Jaluguti, Morigaon, Assam Phone: 9435167406</td>
<td>Muslim Female</td>
</tr>
<tr>
<td>7</td>
<td>Rupahi Kohinoor Club</td>
<td>Gulap Hussain</td>
<td>Morigaon, Nagaon and Sonitpur districts</td>
<td>Rupahi Tiniali, P.O. Rupahi, Nagaon Phone: 09435061017 Email: <a href="mailto:rupahikohinoorclub@gmail.com">rupahikohinoorclub@gmail.com</a>, <a href="mailto:rupahikohinoorclub@yahoo.com">rupahikohinoorclub@yahoo.com</a>.</td>
<td>Muslim Male</td>
</tr>
</tbody>
</table>

**Bihar**

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Name of the organization</th>
<th>Name of chief functionary</th>
<th>Intervention area/district</th>
<th>Contact address of organization</th>
<th>Social group</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Ejad</td>
<td>Akhtari Begum</td>
<td>Kishanganj and Patna</td>
<td>Patna Phone: 09430559191 Email: <a href="mailto:izadpatna@gmail.com">izadpatna@gmail.com</a></td>
<td>Muslim Female</td>
</tr>
<tr>
<td>9</td>
<td>Dashra</td>
<td>Uday Kumar</td>
<td>Patna</td>
<td>Patna Phone: 09955489362 Email: <a href="mailto:Udaydashra@gmail.com">Udaydashra@gmail.com</a>, Udaydashra.org.in</td>
<td>SC Male</td>
</tr>
<tr>
<td>10</td>
<td>Deep Jyoti Kalyan Sansthan</td>
<td>Subodh Ravidas</td>
<td>Nalanda</td>
<td>Nalanda Phone: 09931151871 Email: <a href="mailto:jks_pawapuri@yahoo.com">jks_pawapuri@yahoo.com</a></td>
<td>SC Male</td>
</tr>
<tr>
<td>11</td>
<td>Bihar Ambedkar Students Forum (BASF)</td>
<td>Upendra Manjhi</td>
<td>Jamui</td>
<td>Phone: 08298963200 Email: <a href="mailto:upendraku86@gmail.com">upendraku86@gmail.com</a></td>
<td>SC Male on Youth</td>
</tr>
</tbody>
</table>

**Chhattisgarh**

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Name of the organization</th>
<th>Name of chief functionary</th>
<th>Intervention area/district</th>
<th>Contact address of organization</th>
<th>Social group</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Rachna Manch</td>
<td>Renuka Ekka</td>
<td>Dhamtari, Kanker, Raipur</td>
<td>Dhamtari Phone: 09424215249 Email: <a href="mailto:rachnamanch93@gmail.com">rachnamanch93@gmail.com</a></td>
<td>ST Female</td>
</tr>
<tr>
<td>13</td>
<td>Lok Astha Seva Sansthan</td>
<td>Lata Netam</td>
<td>Block Chhura, District Gariyaband</td>
<td>Darrapara (Keshodar), post - Nahargaon, Tãhšîl + District – Gariyaband (C.G.) 493889 Phone: 07706-296838 09425252939, 9770413275; Mr Hemnaraya: Mobile: 9425252880</td>
<td>ST Female</td>
</tr>
<tr>
<td>14</td>
<td>Jan Jagriti Manch</td>
<td>Ajit Ekka</td>
<td>Raipur</td>
<td>Raipur Phone: 9993796489 Email: <a href="mailto:ajit.ekka@yahoo.com">ajit.ekka@yahoo.com</a></td>
<td>ST Female</td>
</tr>
</tbody>
</table>
### Promoting Social Inclusion of Excluded Youth Groups through Volunteering

<table>
<thead>
<tr>
<th>S.no.</th>
<th>Name of the organization</th>
<th>Name of chief functionary</th>
<th>Intervention area/district</th>
<th>Contact address of organization</th>
<th>Social group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jharkhand</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Jharkhand Mahila Utthan</td>
<td>Neelam Besara</td>
<td>Hazaribagh</td>
<td>Village Lara, P.O. Churchu, Hazaribag, PIN – 825311 Phone: 8986888166, 7765972335 Email: <a href="mailto:jharkhandmahilautthan@gmail.com">jharkhandmahilautthan@gmail.com</a></td>
<td>ST Female</td>
</tr>
<tr>
<td>17</td>
<td>Hope</td>
<td>Manorama ekka</td>
<td>Iohardagga</td>
<td>Phone: 99399992297 Email: manoekkagmail.com</td>
<td>ST Female</td>
</tr>
<tr>
<td>18</td>
<td>Kalanga Bazar Education Trust</td>
<td>Sakina Ahmed</td>
<td>Ranchi</td>
<td>Phone: 90334240435 Email: <a href="mailto:kbet.ranchi@gmail.com">kbet.ranchi@gmail.com</a></td>
<td>Muslim Female</td>
</tr>
<tr>
<td>19</td>
<td>Multi Art Association</td>
<td>Mithilesh</td>
<td></td>
<td>Near Bazar Samiti, Sudna, Daltongnaj, Palamu, Jharkhand Phone: 9031756273 Email: <a href="mailto:maa.palamu@gmail.com">maa.palamu@gmail.com</a></td>
<td>SC Male</td>
</tr>
<tr>
<td><strong>Madhya Pradesh</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Jan Sahas</td>
<td>Asif Sheikh</td>
<td>Devas</td>
<td>Dewas Phone: 07272-408090, 09826423634 Email: <a href="mailto:jansahas@gmail.com">jansahas@gmail.com</a> Web: <a href="http://www.jansahasindia.org">www.jansahasindia.org</a>, <a href="http://www.mailamukti.org">www.mailamukti.org</a></td>
<td>Muslim Male</td>
</tr>
<tr>
<td>21</td>
<td>Pradeepan</td>
<td>Rekha Gujre</td>
<td>Betul</td>
<td>Borgom (jin), Betul, MP Phone: 07121-231969, 264663, 09406936755, 09301810514 Email: <a href="mailto:Pradeepan_05@yahoo.com">Pradeepan_05@yahoo.com</a></td>
<td>SC Female</td>
</tr>
<tr>
<td>22</td>
<td>Adivasi Chetna Sansthan</td>
<td>Benedict Damor</td>
<td>Jhabua</td>
<td>Jhabua Phone: 09425413600, 07392-245650 Email: <a href="mailto:acsssjha@hotmail.com">acsssjha@hotmail.com</a> Web: <a href="http://www.tribaljhabua.org">www.tribaljhabua.org</a></td>
<td>ST Male</td>
</tr>
<tr>
<td>23</td>
<td>Daksh Umbrosh Empowerment Society</td>
<td>Bharti Sonker</td>
<td>Bhopal</td>
<td>Bhopal Phone: 09826564374 Email: <a href="mailto:bharti.sonker@rediffmail.com">bharti.sonker@rediffmail.com</a></td>
<td>SC Female</td>
</tr>
<tr>
<td>24</td>
<td>Nav Disha Sahara Mahila Mandal</td>
<td>Asma Parveen</td>
<td>Ashoknagar</td>
<td>Phone: 09425768508 Email: <a href="mailto:navdisha_sahara@yahoo.co.in">navdisha_sahara@yahoo.co.in</a></td>
<td>Muslim Female</td>
</tr>
<tr>
<td>25</td>
<td>Gopal Kiran Samaj Sei Sansthan</td>
<td>S.P. Nimraje</td>
<td>Gwalior</td>
<td>Gwalior Phone: 09425118370, 0751-2340719 Email: <a href="mailto:gksss85_org@rediffmail.com">gksss85_org@rediffmail.com</a></td>
<td>SC Male</td>
</tr>
<tr>
<td><strong>Maharashtra</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Rachana Vikas</td>
<td>Razia Patel</td>
<td>Maharashtra State</td>
<td>P.17, Suyog Heights, Sneh Paradise, Rambung Colony, Kothrud, Pune – 411038 Phone: 2025436980 Email: <a href="mailto:raziap@gmail.com">raziap@gmail.com</a></td>
<td>Muslim Female</td>
</tr>
<tr>
<td>27</td>
<td>Muslim Gawali Samaj Samitee</td>
<td>Saleem Hasan Mirawale</td>
<td>Maharashtra State</td>
<td>50/351, Ashiyana, Gawalipura, Frezarpura, Amrawati – 444606 Phone: 9923158057 Email: <a href="mailto:mirawalesaleem@yahoo.com">mirawalesaleem@yahoo.com</a></td>
<td>Muslim Male</td>
</tr>
<tr>
<td>28</td>
<td>Samarthy Kalyankari Sanstha</td>
<td>Ranjita Ganesh Pawar</td>
<td>Block</td>
<td>At Sardar Nagar, P.O. Kader, Omerga, Osmanabad, PIN – 413606 Phone: 9765363734 Email: <a href="mailto:Maha.samarthy@gmail.com">Maha.samarthy@gmail.com</a></td>
<td>Nomadic Tribe and De-Notified Tribe (NT-DNT) Male</td>
</tr>
<tr>
<td>S.no.</td>
<td>Name of the organization</td>
<td>Name of chief functionary</td>
<td>Intervention area/district</td>
<td>Contact address of organization</td>
<td>Social group</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td>--------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>29</td>
<td>Kranti</td>
<td>Sunita Bhosle</td>
<td>Block</td>
<td>A/P Ambli, Tal-Shirur, Dist-Pune-412211 Phone: 09527238688 Email: <a href="mailto:socialkranti@gmail.com">socialkranti@gmail.com</a></td>
<td>Nomadic Tribe and De-Notified Tribe (NT-DNT) Female</td>
</tr>
<tr>
<td>30</td>
<td>Parivartan Sheel Sansta</td>
<td>Mr Punjabrao Gawai</td>
<td>Ward</td>
<td>Room 8, Mahatma Phule Chawl, Kranti Nagar, Kandiwali East, 400101 Phone: 7738589212 Email: <a href="mailto:parivartansheelsanstha@gmail.com">parivartansheelsanstha@gmail.com</a></td>
<td>SC Male</td>
</tr>
<tr>
<td>31</td>
<td>Malegaon Industries and Manufacturers Association</td>
<td>Aleem Faizee</td>
<td>Malegaon City</td>
<td>172, Dar-Ul-Amaan, Fort, Malegaon Phone: 9371239892 Email: <a href="mailto:Aleem.faizee@gmail.com">Aleem.faizee@gmail.com</a>, <a href="mailto:Mima.malegaon@gmail.com">Mima.malegaon@gmail.com</a></td>
<td>Muslim Male</td>
</tr>
<tr>
<td>32</td>
<td>Mahatma Jyotiba Phule Swayamsevi Shikhshan Sanstha</td>
<td>Priyanka Jadhav</td>
<td>Pune</td>
<td>Mahatma Jyotiba Phule Swayamsevi Shikhshan Sanstha, Pune, Maharashtra Phone: 9730421224 Email: <a href="mailto:priyajmsw@gmail.com">priyajmsw@gmail.com</a></td>
<td>Nomadic Tribe and De-Notified Tribe (NT-DNT) Female</td>
</tr>
<tr>
<td>33</td>
<td>Solidarity for Developing Communities</td>
<td>Bijay Singh</td>
<td>Behrampur</td>
<td>Holpatna, Behrampur, Badasahi Bam, Orissa Phone: 0680-2205266, 09437828822 Email: <a href="mailto:sfdbcbb@gmail.com">sfdbcbb@gmail.com</a> Web: <a href="http://www.sfdc.org.in">www.sfdc.org.in</a></td>
<td>SC Male</td>
</tr>
<tr>
<td>34</td>
<td>Samajik Seva Sadan</td>
<td>Veronica Dung Dung</td>
<td>4 blocks of Dhenkanal and Sundargarh districts</td>
<td>At Banjikusam, Post - Mahisha Path, Dist. Dhenkanal Phone: 09437864665 Email: <a href="mailto:verodungdung@gmail.com">verodungdung@gmail.com</a></td>
<td>ST Female</td>
</tr>
<tr>
<td>35</td>
<td>Society for Weaker Sections (SWS)</td>
<td>Sofia Sheikh</td>
<td>Bhadrak</td>
<td>Bada Shankerpur, Near Masjid, Bhadrak Phone: 09437000489</td>
<td>Muslim Female</td>
</tr>
<tr>
<td>36</td>
<td>Bold Initiatives, Research and Documentation (Bird Trust)</td>
<td>Farhat Amin</td>
<td>Cuttack</td>
<td>Opposite P.M. Academi, Close to Cuttack Big Bazar, Cuttack Phone: 09861119909 Email: <a href="mailto:swcbdkodisha@gmail.com">swcbdkodisha@gmail.com</a></td>
<td>Muslim Female</td>
</tr>
</tbody>
</table>

**Odisha**

| 33    | Solidarity for Developing Communities | Bijay Singh | Behrampur | Holpatna, Behrampur, Badasahi Bam, Orissa Phone: 0680-2205266, 09437828822 Email: sfdbcbb@gmail.com Web: www.sfdc.org.in | SC Male |
| 34    | Samajik Seva Sadan       | Veronica Dung Dung        | 4 blocks of Dhenkanal and Sundargarh districts | At Banjikusam, Post - Mahisha Path, Dist. Dhenkanal Phone: 09437864665 Email: verodungdung@gmail.com | ST Female |
| 35    | Society for Weaker Sections (SWS) | Sofia Sheikh | Bhadrak | Bada Shankerpur, Near Masjid, Bhadrak Phone: 09437000489 | Muslim Female |
| 36    | Bold Initiatives, Research and Documentation (Bird Trust) | Farhat Amin | Cuttack | Opposite P.M. Academi, Close to Cuttack Big Bazar, Cuttack Phone: 09861119909 Email: swcbdkodisha@gmail.com | Muslim Female |

**Rajasthan**

| 37    | Need Shiksha Evam Shodh Sansthan | Ram Tarun | Alwar | Alwar Phone: 08094894351 Email: dsrtarun@yahoo.co.in | SC Male |
| 38    | Centre for Dalit Rights       | P.L. Mimroth | Jaipur | Jaipur Phone: 09351317611 Email: cdrjaipur@gmail.com Web: www.dmkscdr.org | SC Male |
| 39    | Vasundhara Seva Sansthan      | Peparam Baruwal | Working in 22 villages. Panchayats of Balotra block, Barmer | Barmer Phone: 09672499564 Email: vsskb@rediffmail.com | SC Male |
### S.no. | Name of the organization | Name of chief functionary | Intervention area/district | Contact address of organization | Social group
---|---|---|---|---|---
40 | Kriti Sansthan | Siraj A. Khan | Chittorgarh District And South Rajasthan | Near Noor Mahal School, Nai Abadi NIMBAHERA 312601, District Chittorgarh (Raj) Phone: 08384911127, 09413161664 Email: kritisansthan@gmail.com, sirajakhan@gmail.com | Muslim Male

#### Uttar Pradesh

41 | Astitva | Rehana Adeeb | Muzaffarnagar | Muzaffarnagar Phone: 09456293246, 09457474677 Email: astitiwaup@gmail.com | Muslim female

42 | Jan Vikas Sansthan | Rajmani | Jaunpur | Jamuna Seth Building Naupedra, Jaunpur, Uttar Pradesh Phone: 09450085584 E-mail: jvsleduka@rediffmail.com | SC Male

43 | Tarun Chetna Sansthan | Naseem Ansari | Pratapgarh | Prithirigang Bazar, (Patti) Pratap Garh, Uttar Pradesh - 230135 Phone: 05343- 264412,09415230412 E-mail: tarunchetna@gmail.com Web: www.tarunchetna.org | Muslim Male

44 | Samaj Seva Sansthan | Dharmendra Kumar | Maharajganj | Village and post. Parasa Gidhi, Dist. Maharajganj, Uttar Pradesh Phone: 09839581071 E-mail: samajsevasanstan@rediffmail.com | SC Male

45 | Prayatna Foundation | Naheed Aqueel | Barabanki | Lucknow Phone: 09838783837 Email: prayatnafoundation@rediffmail.com | Muslim Female

46 | Azad Seva Ashram | Rani | Unnao | 4/213, Munni Purva, Purana Kanpur, Dist. Kanpur, Uttar Pradesh Phone: 09956086262 | SC Female

#### Delhi

47 | Ideal Academy | Vijay Kumar | Karol Bagh | Ideal Academy, Raigarhpura, Karol Bagh Phone: 8860006817 Email: vijay_bhaiya77@yahoo.com | SC Male

48 | Nai Umang Nai Soch | Md. Asif | Jafarbaid | Janata Colony, Jafrabad Phone: 9599026835 Email: nunss.ngo@gmail.com | Muslim Male

49 | LEADS | Hemalata | Karol Bagh | LEADS, Rohini, Delhi Phone: 9278038806 Email: leds.jaipur@gmail.com | SC Female

50 | Yuva | Hashib Aalam | Azadpur Mandi | YUVA, Adarsh Nagar, Delhi Phone: 9891483954 Email: hashibalam15@gmail.com | Muslim Male
## Appendix 2. Equity-Inclusion Training Module

This training module is designed to build sensitivity on issues of social exclusion-equity-social inclusion among youth leaders, community leaders and other duty bearers working with young people. It aims to build understanding on the nature and processes of identity-based social exclusion experienced by young people from socially excluded communities like the Scheduled Caste, Scheduled Tribe including particularly vulnerable tribes and religious minorities. In addition, it also is relevant to building sensitivity on other sources of social exclusion, be it disability, sexual orientation, health conditions, etc. It also includes sessions to explore and recognise the strengths and potential across diverse youth groups to promote and facilitate social inclusion building on the diversity and syncretic culture of our society.

<table>
<thead>
<tr>
<th>Session theme</th>
<th>Content</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Objectives</td>
<td>- Introduction of the Participants</td>
<td>PowerPoint (PPT) presentation</td>
</tr>
<tr>
<td></td>
<td>- Introduction of the Training</td>
<td>Play for Peace</td>
</tr>
<tr>
<td></td>
<td>- Participant Expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Norms for the Workshop</td>
<td></td>
</tr>
<tr>
<td>Understanding Social Exclusion, Inclusion</td>
<td>1. Definition and Concepts</td>
<td>PPT presentation</td>
</tr>
<tr>
<td></td>
<td>- Social Exclusion</td>
<td>Play For Peace</td>
</tr>
<tr>
<td></td>
<td>- Social Inclusion</td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td>- Social Equity and Equality</td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>- Social Justice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Privileges and Disprivileges</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Multiplicity and Pluralism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Sources of Social exclusion in Indian Context: Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(gender, caste, ethnicity, religion, HIV-AIDS, disability, etc)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Experiential Understanding on social exclusion</td>
<td></td>
</tr>
<tr>
<td>Barriers/challenges in Promoting Inclusion</td>
<td>1. Preparation of Vulnerability Checklist</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>2. Mapping Barriers/challenges</td>
<td>Chart preparation</td>
</tr>
<tr>
<td></td>
<td>- Structural/systemic Barriers</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>- Stereotypes/assumptions</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>- Discriminatory Practices</td>
<td>PIP</td>
</tr>
<tr>
<td></td>
<td>- Violence/backlash Violence</td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td>3. Analysing Privilege and Non-Privilege (table illustration)</td>
<td>Documentary/video show</td>
</tr>
<tr>
<td></td>
<td>4. Development Impact of Social Exclusion – Data Analysis</td>
<td>Case studies</td>
</tr>
<tr>
<td>Constitutional Mechanisms for Promoting Social Inclusion</td>
<td>1. Legal Provisions</td>
<td>PPT presentation</td>
</tr>
<tr>
<td></td>
<td>2. Policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Programmes</td>
<td></td>
</tr>
<tr>
<td>Promoting Inclusion, Addressing Exclusion</td>
<td>1. Principles and Strategies for Inclusion</td>
<td>PPT presentation</td>
</tr>
<tr>
<td></td>
<td>2. Rights-based Approach vs Charity/welfare-based Approach</td>
<td>Play for Peace</td>
</tr>
<tr>
<td></td>
<td>3. Tools and Good Practices for Promoting Inclusion</td>
<td>Video show</td>
</tr>
<tr>
<td></td>
<td>4. Action Checklist for inclusion</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group presentation</td>
</tr>
</tbody>
</table>

Constitutional Provisions

Directive Principles of State Policy
41. Right to work, to education and to public assistance in certain cases – people with Disability
46. States promote educational and economic interests of weaker sections, particularly Scheduled Castes and Scheduled Tribes

Constitutional Provisions for Scheduled Castes, Scheduled Tribes, Religious Minorities

Social Safeguards – Fundamental Rights
17. Abolition of Untouchability
25. Freedom of conscience and free profession, practice and propagation of religion

Educational, Economic and Public Employment-related Safeguards
15. Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth
16. Equality of opportunity in matters of public employment
335. Claims of Scheduled Castes and Scheduled Tribes to services and posts

Political Safeguards
330. Reservation of seats for Scheduled Castes and Scheduled Tribes in the House of the People
332. Reservation of seats for Scheduled Castes and Scheduled Tribes in the Legislative Assemblies of the States
IX. The Panchayath - 243D. Reservation of seats - Seats shall be reserved for- 1) The Scheduled Castes; ii) The Scheduled Tribes
IXA. The Municipalities - 243T. Reservation of seats

Agency for Monitoring Safeguards
National Commission for Scheduled Castes
National Commission for Scheduled Tribes
National Commission for Minorities
Office of the Chief Commissioner for Persons with Disabilities

Acts and Rules
- Operational Guidelines for Formulation, Implementation and Monitoring of Tribal Sub-Plan Article 25 (1) Grants
- Forest Rights Act, 2006
- The Constitution (Eighty Ninth Amendment) Act 2003
- PESA 1996
- SC/ST (Prevention Atrocities) Act, 1989
- SC/ST (Prevention Atrocities) Rules, 1995
- Protection of Civil Rights Rules, 1977
- Protection of Civil Rights Act, 1955

Schemes and Programmes of Ministry of Social Justice and Empowerment
- Scheme of Grant in Aid to Voluntary Organisations working for Scheduled Castes
- Pre-Matric Scholarship for SCs (IX and X)
- Pre-Matric Scholarship to the children of those engaged in occupations involving cleaning and prone to health hazards
- Post-Matric Scholarship for SC students
- Upgradation of merit of SC students
- Top class scholarship for SC students
- National Overseas Scholarship
- National Fellowship for Scheduled Caste Students
- Babu Jagjivan Ram Chhatravas Yojana
- Free Coaching Scheme for SC students
- Credit Enhancement Guarantee Scheme for the SCs
- National Safai Karamcharis Finance and Development Corporation
- Special Central Assistance to Schedules Caste Sub Plan
- Scheme of Assistance to Schedules Castes Development Corporations
- Self-Employment Scheme for Rehabilitation of Manual Scavengers
- Venture Capital Fund for Scheduled Castes
- Protection of Civil Rights and Prevention of Atrocities
- Pradhan Mantri Adarsh Gram Yojana
Schemes of Ministry of Tribal Affairs

- CP-R: Guidelines for the Scheme ‘Institutional Support for Development and Marketing of Tribal Product’
- CP-R: Guidelines for the Scheme MSP to MFP
- NGO: Vocational Training Centres in Tribal Areas
- Equity support to NSTFDC/STFDC
- DBT Scheme for Post Matric Scholarship, TOP Class Education, Rajiv Gandhi National Fellowship
- R-M: Research Training: Operational Guidelines for the scheme ‘Grants-in-Aid to TRIs’
- R-M: Scheme of Centres of Excellence
- SG: Eklavya Model Residential Schools (EMRS)
- EDU - PRE-MATRIC SCHOLARSHIP (Class IX and X) w.e.f. 01-07-2012; (NEW)
- NGO: Schemes of Strengthening education among Scheduled Tribes Girls in a low literacy Districts
- EDU: Centrally Sponsored Scheme of Hostels for ST boys and ST Girls
- EDU: Upgradation of Merit of ST Students
- EDU: Post Matric Scholarship (PMS) for ST students
- Schemes in Short
- EDU: Establishment of Ashram Schools in Tribal Sub-Plan Areas
- EDU: Top Class Education for ST Students
- EDU: Rajiv Gandhi National Fellowship for ST Students
- SG: Grants under Article 275 (1) of the Constitution of India
- SG: Special Central Assistance to Tribal Sub Plan (SCA to TSP)
- EDU: National Overseas Scholarships for Scheduled Tribe Students
- NGO: Scheme of Coaching for Scheduled Tribes
- EDU: Vocational Training Centres in Tribal Areas
- CP-R: Scheme of Grants-in-Aid to STDCCs for MFP Operations
- CP-R: Scheme of Marketing Development of Tribal Products/Produce
- CP-R: Scheme of Investment in TRIFED
- NGO: Scheme of Development of Particularly Vulnerable Tribal Groups (PTGs)
- NGO: Scheme of Grant in Aid to Voluntary Organisations working for welfare of STs

Schemes of Ministry of Minority Affairs

- Multi-sectoral Development Programme (MsDP)
- Scholarship Schemes
- Free Coaching and Allied Scheme
- Computerisation of the records of State Waqf Boards Scheme
- Equity to National Minorities Development and Finance Corporation (NMDFC)
- Corpus Fund to Maulana Azad Education Foundation (MAEF)
- Maulana Azad National Fellowship for Minority Students Scheme
- Grant in Aid Scheme to State Channelising Agencies of National Minorities Development and Finance Corporation
- Research/Studies, Monitoring and Evaluation of Development Scheme Including Publicity
- ‘Nai Roshni’ - The scheme of Leadership Development of Minority Women Scheme
- ‘Seekho aur Kamao (Learn and Earn)’ - The Scheme for Skill Development of Minorities
- ‘Jiyo Parsi’ - The Central Sector Scheme for Containing Population Decline of Parsis in India
- Padho Pardesh - Scheme of Interest Subsidy on Educational Loans for Overseas Studies for the students belonging to minorities
- ‘Nai Udaan’ - Support for Students clearing Prelims conducted by UPSC/SSC,State Public Service Commission(PSC), etc
- ‘Hamari Dharohar’ - scheme to Preserve Rich Heritage of Minority Communities of India under the Overall Concept of Indian Culture
- Scheme for Strengthening of State Waqf Boards
- ‘USTTAD’ - Upgrading the Skills and Training in Traditional Arts/Crafts for Development
- Nai Manzil - An Integrated Education and Livelihood Initiative for the Minority Communities

Sources:
http://socialjustice.nic.in/SchemeList/index?mid=24541
http://tribal.nic.in/Content/schemes.aspx
http://www.minorityaffairs.gov.in/

Cover Photo Source
https://twitter.com/urbandata/status/695261718344290304
## Appendix 4. Indicative List of National Celebrations for Social Inclusion

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1</td>
<td>First School for Women Opened</td>
<td>Savitribai Phule opened the first school for girls and women for all castes</td>
</tr>
<tr>
<td>January 3</td>
<td>Savitribai Phule's Birthday</td>
<td>The first woman teacher of India</td>
</tr>
<tr>
<td>January 26</td>
<td>Constitution Day/Republic Day</td>
<td>The Constitution, whose chief architect was Dr Bhim Rao Ambedkar, was implemented and the country became the Republic of India</td>
</tr>
<tr>
<td>February 2</td>
<td>Ravidas Jayanti</td>
<td>A revolutionary poet and critical thinker from the Chamar caste (born in 1450)</td>
</tr>
<tr>
<td>February 19</td>
<td>Chhatrapati Shivaji Mahraj Jayanti</td>
<td>A warrior king from the OBC community (born in 1627)</td>
</tr>
<tr>
<td>February 24</td>
<td>Gadge Baba Jayanti</td>
<td>A saintly social reformer (born in 1876), a wandering mendicant who held weekly festivals with the help of his disciples across Maharashtra. His reforms and vision for villages in India is still a source of inspiration for various political parties and non-governmental organisations</td>
</tr>
<tr>
<td>March 8</td>
<td>International Women's Day</td>
<td>Celebrated worldwide; the focus ranges from general celebration of respect, appreciation and love towards women to a celebration for women’s economic, political and social achievements</td>
</tr>
<tr>
<td>March 15</td>
<td>Kanshi Ram Saheb's Jayanti</td>
<td>A social reformer (born in 1934), the founder of BAMCEF All India Backward (SC, ST, OBC) And Minority Communities Employees’ Federation and the Bahujan Samaj Party</td>
</tr>
<tr>
<td>March 10</td>
<td>Savitribai Phule’s Death Anniversary</td>
<td>The first woman teacher of India</td>
</tr>
<tr>
<td>March 25</td>
<td>Ashoka Jyanti</td>
<td>Ashoka the Great was an Indian emperor of the Maurya Dynasty who ruled almost all of the Indian subcontinent from circa 269 BCE to 232 BCE. He was known for his humanist values</td>
</tr>
<tr>
<td>April 11</td>
<td>Jyotiba Phule’s Birthday</td>
<td>An activist, thinker, social reformer, writer and theologist from Maharashtra. He is the founder of the Satyashodhak Samaj</td>
</tr>
<tr>
<td>April 14</td>
<td>Baba Saheb Ambedkar’s Birthday</td>
<td>Considered as the father of modern India. The most-read intellectual of India. He was a champion of human rights of socially excluded communities, particularly Dalits</td>
</tr>
<tr>
<td>May 27</td>
<td>Rama Bai’s Death Anniversary</td>
<td>Wife of Dr B.R. Ambedkar, who supported him in his life and work</td>
</tr>
<tr>
<td>June 9</td>
<td>Birsa Munda’s Death Anniversary</td>
<td>A Tribal freedom fighter and a folk hero, who belonged to the Munda tribe. He fought against the British regime</td>
</tr>
<tr>
<td>June 23</td>
<td>Sant Kabir’s Birthday</td>
<td>Mystic and revolutionary poet from the Dalit community (weaver caste) and a saint of the Bhakti Movement, he was a social reformer who dismissed the caste system</td>
</tr>
<tr>
<td>June 26</td>
<td>Shahaji II Maharaj Jayanti</td>
<td>First Maharaja of the Kingly state of Kolhapur (1874–1922); disbeliever of Brahmanism and the caste system; did various work to promote Dalit/Adivasis/OBCs and Muslims</td>
</tr>
<tr>
<td>July 1</td>
<td>Abdul Qaiyum Ansari’s Birthday</td>
<td>A participant in the freedom struggle of India, born in Bihar. He was known for his commitment to national integration, secularism and communal harmony</td>
</tr>
<tr>
<td>August 28</td>
<td>Ayyankali Jayanti</td>
<td>A very influential Dalit social reformer and poet born in Thiruvananthapuram (Kerala) (1863–1941), a Princely state of erstwhile British India</td>
</tr>
<tr>
<td>September 17</td>
<td>E.V.R. Periyar Jayanti</td>
<td>A social reformer, businessman and politician from the OBC caste, born in erstwhile Madras Presidency (1879–1973), now known as Chennai. A very radical human rights defender</td>
</tr>
<tr>
<td>Date</td>
<td>Name</td>
<td>Details</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>September 20</td>
<td>Narayana Guru Jayanti</td>
<td>A social reformer from the Dalit community, born in Kerala (1854–1928); renounced casteism and led a reform movement</td>
</tr>
<tr>
<td>November 11</td>
<td>Maulana Abdul Kalam Azad’s Birthday (National Education Day)</td>
<td>An Indian scholar and a senior political leader of the Indian independence movement. Following India’s independence, he became the first Minister of Education in the Indian government. He was awarded the Bharat Ratna</td>
</tr>
<tr>
<td>November 15</td>
<td>Birsa Munda Jayanti</td>
<td>A Tribal freedom fighter and a folk hero, who belonged to the Munda tribe. He fought against the British regime</td>
</tr>
<tr>
<td>November 23</td>
<td>Mohammed Abdur Rahman’s Death Anniversary</td>
<td>An Indian freedom fighter, and editor and publisher of the Malayalam daily Al-Ameen which was published from Calicut during 1929–1939. In 1998, the Department of Posts and Telegraph issued a commemorative stamp in his honour</td>
</tr>
<tr>
<td>December 6</td>
<td>Baba Saheb Parinirvan Divas</td>
<td>The day when Baba Saheb Ambedkar died in 1956 in Delhi</td>
</tr>
<tr>
<td>December 10</td>
<td>Human Rights Day</td>
<td>This day is celebrated because, on this day in 1948, the United Nations General Assembly adopted the Universal Declaration of Human Rights</td>
</tr>
</tbody>
</table>
REFERENCES


10. http://nss.nic.in


