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METHODOLOGY

The present study has been designed to examine the human rights awareness and advocacy role of youth. The study also analysed the trend and incidents of human rights violations in Kerala. The procedure followed for sample selection, development of tools and techniques, the data collection logistics and the mode of analysis have been explained in this chapter.

4.1. Nature of Study

The present study is undertaken among youth in Kerala especially with the youth volunteers of National Service scheme and youth club members of Nehru Yuva Kendra of Thrissur district. The survey method was followed to collect data from the youths. The present investigation was mainly meant to profile human rights protective mechanisms and to reflect on the incidences of human rights violations. The human rights awareness level and advocacy effort of youth on human rights promotions have been analysed. Focus groups were held among youth volunteers, youth club members, NSS programme officers and NYK representatives to record the efforts in inculcating human rights values. Human rights advocacy model was evolved on the basis of the activities of National Service Scheme, and Nehru Yuva Kendra Sangathan

4.2. Method

The present study combined the use of both qualitative and quantitative methods in explanatory sequential mixed method. It has been depicted in figure 4.1. The qualitative method is used to analyse human rights content in the youth welfare
programmes of NSS and NYK and their advocacy efforts on human rights. Incidents of human rights violations were mapped and victimization of youth in violations also were analysed through the mode of qualitative analysis. Focus groups were held to examine the level of participation of youth in the welfare activities and their approach in human rights activism. Human rights awareness and advocacy scale were used to analyse the youth awareness on human rights and their advocacy efforts on human rights education by sourcing the primary data. The secondary data sources have been used to obtain for profiling human rights protective mechanisms and mapping human rights violations in Kerala.

4.2.1. Human Rights Survey

A survey was conducted among the youth with the help of questionnaires for youth and human rights awareness and advocacy scale (HRAAS). The survey was intended to find out the human rights situation and the participation of youth in promoting and protecting human rights in the community. The questionnaire mainly constituted for analysing the youth involvement in the activities of National
service scheme and their advocacy for promoting human rights. HRAAS was taken as a tool to examine youths’ awareness on human rights and their advocacy role to protect and promote human rights.

4.2.2. Content Analysis

Content analysis is taken as one of the major method for analysing the research problem. The annual reports of National Service Scheme and Nehru Yuva Kendra Sangathan programmes were analysed in the study for finding the human rights enrichment in the activities of these two bodies. The study also scrutinized the human rights monitoring mechanism in Kerala in order to develop human rights profile of Kerala. The researcher analysed last five years report of state crime record bureau (during 2009 -2013) and tried to find out the trend and incidents of human rights violations occurred as part of mapping of human rights violations in Kerala.

4.2.3. Case Analysis

Case analysis entails the detailed and intensive analysis with the complexity and particular nature of the case in question. The present investigation was carried out to find out the frequency of occurrence and trends in violations of human rights. The investigation helped to carry out Case analysis of human rights violations against women, children, case on police torture and custodial death, case on displacement and communal violence. Cases on environmental protection, health and water were also carried out. The secondary source of data especially report of State and Thrissur district crime record bureau were used to analyse these cases.
4.2.4. Focus Group

The focus groups were mainly concerned with the participation of youth in the process of human rights protection and promotion. A human rights advocacy model for youth on the basis of the programmes of National Service Scheme and Nehru Yuva Kendra have been evolved. The key informants consisting of NSS programme officers, NSS volunteers, human rights activists, NYK volunteers and youth Club members, participated in the sessions. The focus groups were held with the help of NSS programme officers of each NSS unit and NYK volunteer in each block of Thrissur district.

4.2.5. Problem Tree Analysis

The problem tree analysis is a visual problems- analysis tool that can be effectively used by the community to specify and investigate the cause and effect of a problem and to highlight the relationships between them. As the name implies, this tool resembles a tree. The root of the tree, in the lower part of the drawing, metaphorically represents the cause of the main problem. The tree trunk at the center of the drawing, provide a visual representation of the effects of the main problem. The root causes of human rights violations and its effect on society were analysed through the problem tree.

4.3. Area of Study

The present study has been carried out in Kerala. Kerala is the State with the lowest positive population growth rate in India (3.44%) and has a density of 860 people per km². The state has the highest Human Development Index (HDI) (0.790) in the country according to the Human Development Report 2011. It also has the
highest literacy rate 93.19 percent, the highest life expectancy (Almost 77 years) and the highest sex ratio (as defined by number of women per 1000 men: 1,084 women per 1000 men) among all Indian States. Kerala has the lowest homicide rate among Indian states, for 2011 it was 1.1 per 100,000. For the intensive analysis of the study, survey conducted in Thrissur, which is a revenue district of Kerala situated in the central part of that State. Spanning an area of about 3,032 kms, and home to over 10 percent of Kerala’s population and the youth, it consists of 9 percent of the Kerala’s youth population in the age group of 16-30. According to the 2011 census Thrissur district has a population of 3,110,327 and 705,622 of them was in the age group of 16-30 as youth population. Block wise map of Thrissur has been depicted in figure 4.3.

4.4. Sample

The samples for the study consisted that the youth engaged in the welfare programmes of National Service Scheme under the university of Calicut and Nehru Yuva Kendra. There were 36 NSS units with 3600 volunteers in 26 colleges affiliated with Calicut University. The researcher selected randomly 336 volunteers from 6 NSS units for the Study. Regarding the data collected from the NYK club members, the researcher used cluster sampling method. There were 420 NYK youth clubs spreading over 17 blocks of Thrissur district. Researcher adopted 20 club members as samples from each block with the total of 340 respondents. The composition of the sample on the basis of gender, locale and age are given in Table 4.1
Figure 4.2
A Map of Kerala

Figure 4.3
Area of Study: Block wise Map of Thrissur
4.5. **Secondary Sources of Data**

The researcher used secondary sources of data for the study. The major source of data is

- **Annual reports**: National Crime Record Bureau, Kerala State Human Rights Commission, Nehru Yuva Kendra Kendra - Thrissur, National Service Scheme - Thrissur district Cell, Kerala State Legal service Authority, DELSA-Thrissur, Jana neethi Thrissur

- **Data through Right Information Act**: State Crime record bureau, Kerala State Women Commission, Kerala State SC/ST commission, Thrissur District Crime record Bureau, Thrissur district Police Complaint authority.

![Table 4.1 Sampling Composition](image-url)
4.6. **Tool for Data Collection**

For collecting the relevant data the following instruments were used.

- Questionnaires for youth
- Human Rights Awareness and Advocacy Scale
- Focus group discussion format

4.6.1. **Questionnaires for Youth**

Two separate questionnaires were devised for data collection from the NSS and NYK. Both questionnaires were comprised of four sections. The Part-A of the questionnaire consisted of socio-economic details of the youth pertaining to age, sex, education, occupation, community, family type, marital status, assets and income. The Part-B concentrated to the enquiries related to the participation and involvement of youth on various activities of National Service Scheme and Nehru Yuva Kendra in Thrissur district. Opinion on human rights, youth involvement in the activities for human rights and its protection, observing special event, and the questions regarding the knowledge on human rights violations and its occurrence and their effort were elicited in Part C. Familiarity with the human rights protective mechanisms and human rights education programmes, need for inculcating human rights based approach in the youth welfare policies and programmes were secured from Part D. The opinion and comment of experts from the field of human rights helped for the construction and administration of questionnaire. The questionnaire for NYK club members were attached as Appendix III. A separate questionnaire were devised for NSS volunteer. It has been appended as Appendix V.
4.6.2. Human Rights Awareness and Advocacy Scale (HRAAS)

The human rights awareness and advocacy scale is constructed to analyse the awareness level and their advocacy effort of youth. The scale is mainly focusing on awareness on basic human rights and identifying their role on various social issues. The attempt was to formulate a standardized and dependable device for measuring human rights awareness and advocacy role of youth. The scale was constructed for the quantification and systematization of human rights awareness and advocacy effort of youth. The copy the scale appended as Appendix X and the Malayalam version is also attached.

4.6.2.1. Description of the Scale

Human Rights Awareness and Advocacy Scale (HRAAS) designed as five point Likert scale, which is divided into two parts as human rights awareness and human rights advocacy. The first part is essential for assessing the understanding level of youth on human rights and their advocacy effort on human rights analyzed through the second part of the scale. HRRAS is self-administering if the examinee can understand the direction. It can be administered individually or in a setting. Brief description of the scale areas are given below

**Part 1: The Human Rights Awareness**

This part is intended to assess ability of youth to understand the basic rights of individuals. There are five sub-scales as awareness on human rights values and principles, rights related to humanitarian concerns, rights related to democratic governance, rights of marginalized and awareness on human rights protective
mechanisms. These sub scales will be helpful to appraise the deeper level of consciousness on the rights of human being.

**Human Rights Values and Principles**

Human rights are firmly entitled to each and every person and have some strategies to prevent and protect people from abuse of power, poverty and discrimination. Those values and principles underlying in the human rights, which act as common bond of responsibilities shared by the State and individual throughout the world. The core values and principles are basically counted as dignity, equality, justice, respect, accountability etc. These simple principles and values provide a guide for ethical action in public policy, professional, corporate and daily life. Thus, the subscale on awareness on human rights values and principles will try to assess the ethical consideration of individuals on human rights.

**Humanitarian Concerns**

The principles of humanitarianism means that human kind shall be treated humanely in all circumstances by saving lives and alleviating suffering, while ensuring respect for the individual. Provision of humanitarian assistance must be impartial and not based on nationality, race, religion, or political point of view and it is based on the economic social and cultural rights of individual. The implementation of economic, social and cultural rights may be viewed as a necessary precondition for the enjoyment of other rights. A person without any form of social security will not find much meaning in freedom and personal autonomy. The State shoulders the primary responsibility of making human rights a reality.
They includes; rights at work; right to education; cultural rights of minorities and Indigenous peoples; the right to the highest attainable standard of physical and mental health, the right to adequate housing, the right to food, the right to sufficient and safe drinking water etc. The scale includes the statements on awareness on the rights related to the economic social and cultural rights of individual which is considered to be rights related to the humanitarian concerns.

**Democratic Governance**

The most important precondition for the preservation of human rights is democracy, which are directly linked with governance as well as development. Civil and political rights are the class rights that protect individuals’ freedom from unwarranted infringement by governments and private organizations, and ensure one's ability to participate in the civil and political life of the State without discrimination or repression. The enjoyment of civil and political rights enables people to participate in decision-making, to be fairly represented, to seek redress for discrimination and to conduct business with public officials in an open and transparent manner, without fear. So the civil and political rights of the individual are considered as the essential rights related to the democratic governance or good governance. These fall into two broad categories. The first requires that people are protected from interference or abuse of power by others. The second requires that society is organised in a way that enables all people to develop to their full potential. The respondents reactions towards the statements related concerning casting vote,
freedom of thought, belief, expression and movement, police torturing, arbitrary detention, fair trial and corporal punishment are taken separately in this session.

**Rights of Marginalized**

Human rights are widely accepted as ‘universal’ and particularly concerned with those most marginalized in society, they rarely seem relevant to those very people. Human rights for marginalized group is mainly for the inclusion of vulnerable, marginalised and socially excluded groups in the society; for example, women, people with disabilities, children and people with HIV/AIDS the protection of these groups will be the main concern of the state or government by applying special and need based programme for mainstreaming and development. The rights of women, children, persons with disabilities, SC/ST and other marginalised groups are specifically defined and well written in the international covenants as well as in the Constitution of India. Present sub-scale is mainly focused on the domestic violence, decision making power, rights of aged, reservation for marginalized etc.

**Human Rights Protective Mechanisms**

Human rights are universal. The State has responsibility to protect human rights of its citizen. There are various dimensions of human rights out of which only civil and political rights have been focused upon for a long time. However, today the economic, social and cultural rights are also being given prominence. As such the human rights in the broader sense have paved the way to new laws, charters and covenants. Universal declaration of human rights in 1948 and various covenants on civil and political rights and economic social and cultural rights are major human rights protective mechanisms based on the international obligation of the country.
Accordingly, the statements in the scale included the awareness on human rights mechanisms such as awareness on universal declaration of human rights, international obligation of the State, human rights commission, need for human rights court, personal security, and role of non-governmental organizations.

**Part II- Human Rights Advocacy**

Advocacy is a framework of action based on human rights principles when working with the people. Its principles and current outcomes clearly indicate that not only does it attempt to prevent violations but it creates opportunities for people to take responsibility in addressing life issues. The second part of the HRAAS is related to the human rights advocacy, which trying to find out the youths efforts to protecting and promoting human rights learning and practice. The human rights advocacy part consist three subscales on perspectives of anti-oppressive practice on human rights violations, strengthening and restoring of human rights and human rights education for empowerment.

**Anti-oppressive Practice on Human Rights Violations**

Anti-oppressive practice is an attempt to acknowledge oppression in societies, economies, cultures, and groups, and to negate the influence of that oppression. It involves recognizing and deconstructing the systematic institutional and personal forms of disempowerment used by certain groups over others. The Universal Declaration of Human Rights and the concepts of human rights in general were designed to limit oppression by giving a clear articulation of fundamental freedom and justice to all people. Advocacy requires thinking but more action oriented frame work to protest human rights violations and promoting human rights.
The scale is enriched with statements on child labour, caste discrimination, child abuse, sexual harassment, gender discrimination, displacement and encroachment. Respondents’ agreement or disagreement to statement regarding above were taken to determine their likely effort to protecting human rights on prevent oppressive practice.

**Strengthening and Restoration of Human Rights Mechanisms**

Human rights are fundamental to all people relating to human needs, freedom and duties have to be upheld and nurtured. Nowadays, new forms of human rights challenges have appeared, reflecting in our society which threatens the peace and harmony of the people. The victims of human rights violations are victimized throughout their life without getting legal and public support. In this situation, the relevance of strengthening and restoring human rights mechanisms by introducing reconstructive activities has become very crucial. It focuses on how the people cope with the problems, the oppression, and the injustice they face and advocates the strengths and restoration perspective of social action for achieving the results. The sub scale includes the statements on democratic governance, participatory democracy, need – based and individual centered approach, relevance of human rights training and social responsibility of the individual etc. All these statements are based on the strength and restoration perspectives of human rights protection.

**Empowerment through Human Rights Education**

Human rights education aims to develop an understanding of everyone’s common responsibility to make human rights a reality in each community and in the society at large. In this sense, it contributes to the long-term prevention of human
rights abuses and violent conflicts, the promotion of equality and sustainable
development, and the enhancement of participation in decision-making processes
within a democratic system. So the emancipation of individual or group is possible
through this human rights education. In view of that, the statements in the scale
built-in on the basis of the concept of human rights education for empowerment
which includes relevance of human rights education, its role to maintain peace and
security, helps to establish social relationship and sustainable development.

4.6.2.2. Procedure for Developing the HRASS

The Human rights awareness and advocacy scale (HRAAS) was constructed
and standardized by the investigator. The initial pool of items gathered with the help
of specialists and by referring to the standard literature on the subject was edited
and classified under two major parts as described above. The first part of scale on
human rights awareness consists of five sub scale and the second part with three
components for measuring the advocacy effort of youth. The steps followed in the
construction of the scale are described under the following heads.

Preparation of HRAAS

For constructing the human rights awareness and advocacy scale the
investigator considered many issues related to human rights, its violations and
protection. A thorough review of literature and consultation with experts in the field
helped to identify the thrust areas of human rights.

The initial draft of first part of the scale was ninety two scale items and second
part had sixty two items. In order to establish internal consistency of the scale items
and to eventually improve the scale, the draft was sent to the panel of experts. Some
items were deleted and others were modified in the light of expert’s comments and suggestions. After the expert advice and necessary modification, the number of items in the draft scale was reduced to 148 (eighty in the first part and fifty eight in the second part).

**Piolet Test**

To know about the time and the vagueness, and lack of clarity in the item construction, a pilot test was administered on forty youth those who are volunteering the activities of National Service Scheme (NSS) and Nehru Yuva Kendra (NYK). All necessary instructions were given in detail before administering the test. After the pilot test, the items in the draft scale were limited to seventy four in first part and fifty six in the second part and were printed along with necessary instructions.

**Try out of HRAAS**

The draft scale including 130 statements was administered to 100 youth volunteers of NSS and NYK in Thrissur district of Kerala. The procedure for making responses was clearly explained by giving instructions to the respondents. The subjects were asked to respond to each statement on the scale in terms of their own agreement or disagreement with the statement. The respondent was required to show the extent of his agreement (or disagreement) to a statement by entering a tick (✓) mark in any one of the five columns against it, marked: *Strongly Agree, Agree, Indifferent, Disagree, Strongly Disagree* for the first part of the scale and *More concerned, Concerned, No Concern, Unconcerned, More Unconcerned* for the advocacy part of the scale. All the 130 items were scored in this manner. The
advocacy scale was scored according to the responses of the concern or unconcern of the particular action of the statement

**Item Analysis**

Item analysis was done using the method suggested by Ebels (1991). The script of 100 respondents were scored and arranged in the ascending order based on the total scores obtained by the respondents. Hundred scripts getting the highest scores (top 27%) and hundred getting the lowest scores (bottom 27%) were taken to form the upper and lower groups. These two groups provided criterion groups for the purpose of item analysis. The scores obtained for each item by these two groups were only used for calculating the discriminating power of each item. The discriminating power was obtained by calculating the ‘t’ values using the formula recommended by Edwards. The final scale consisted items selected on the merit of their ‘t’ values. Statements having ‘t’ values significant at 0.05 level were only considered for the final scale. Details regarding the item analysis are given as Appendix VIII.

**Scoring Scheme**

HRAAS for youth is divided into two parts as human rights awareness and advocacy on human rights. The first part of the scale contains five components and second part has three based on the five point Likert scale. The response sheets were scored with the help of previously designed scoring key with scores of 5 to 1 for a positive statement for strongly agree to strongly disagree responses. The scoring scheme was reverse in the case of negative items. The distribution of the statements in HRAAS is given in Table 4.2.
Table 4.2
Distribution of statements in HRAAS

<table>
<thead>
<tr>
<th>Components</th>
<th>Positive statements</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Rights Values and Principles</td>
<td>1,2,5,6,7</td>
<td>3,4,8,9</td>
</tr>
<tr>
<td>Humanitarian Concerns</td>
<td>11,12,14,17,18,19,20</td>
<td>10,13,15,16,21</td>
</tr>
<tr>
<td>Democratic Governance</td>
<td>22,24,25,26,29,30</td>
<td>23,27,28,31</td>
</tr>
<tr>
<td>Rights of marginalised</td>
<td>32,37,38,41</td>
<td>33,34,35,36,39,40</td>
</tr>
<tr>
<td>Human Rights Protective mechanisms</td>
<td>42,43,44,46,47,50</td>
<td>45,48,49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Positive statements</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-oppressive Practice for Human Rights Violations</td>
<td>1,3,4,5,6,8</td>
<td>2,7,9,10</td>
</tr>
<tr>
<td>Strengthening and restoration perspective on Human Rights Mechanisms</td>
<td>14,15,17,19,20</td>
<td>11,12,13,16,18</td>
</tr>
<tr>
<td>Empowerment perspective on Human Rights Education</td>
<td>22,24,25,26,29,30</td>
<td>21,23,27,28</td>
</tr>
</tbody>
</table>

**Finalization of the Scale**

To minimize the possible response-sets of subjects both kinds of statements -positive and negative- were included. Ninety one (fifty five from first part and thirty six from second part) best discriminating items were thus selected. The selected items were rearranged at random more or less in the descending order of the ‘t’ value shuffling the positive and negative statements. Care was taken to keep related statements at some distance from one another. Thus, emerged the final form of the scale, human rights awareness and advocacy scale, preceded with an
introductory note carrying instructions to respondents. The final scale was subjected to statistical treatments in order to establish the reliability and validity of the scale.

**Reliability and Validity of HRAAS**

*Reliability:* For the purpose of examining the reliability of the scale for assessing human rights awareness and advocacy effort on youth, Cronbach’s Alpha Coefficient was used to measure the internal consistency of the items in the whole scale and subscales were given in table 4.3

**Table 4.3**

*Alpha Coefficient of the Sub scales and HRAAS*

<table>
<thead>
<tr>
<th>Scales</th>
<th>Alpha Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: Human Rights Awareness</strong></td>
<td>0.822</td>
</tr>
<tr>
<td><strong>Sub Scales</strong></td>
<td></td>
</tr>
<tr>
<td>Human Rights Values and Principles</td>
<td>0.791</td>
</tr>
<tr>
<td>Humanitarian Concerns</td>
<td>0.813</td>
</tr>
<tr>
<td>Democratic Governance</td>
<td>0.789</td>
</tr>
<tr>
<td>Rights of marginalised</td>
<td>0.804</td>
</tr>
<tr>
<td>Human Rights Protective Mechanisms</td>
<td>0.827</td>
</tr>
<tr>
<td><strong>Part II : Advocacy on Human Rights</strong></td>
<td>0.814</td>
</tr>
<tr>
<td><strong>Sub Scales</strong></td>
<td></td>
</tr>
<tr>
<td>Anti-oppressive practice for Human Rights Violations</td>
<td>0.803</td>
</tr>
<tr>
<td>Strengthening and restoration perspective on Human Rights Mechanisms</td>
<td>0.792</td>
</tr>
<tr>
<td>Empowerment perspective on Human Rights Education</td>
<td>0.813</td>
</tr>
</tbody>
</table>

*Validity:* The investigator depended on construct validity as this is often used in preparation of the scale. Further proper care was taken at the time of
constructing items to maintain content validity and by the item analysis this was further ensured. In addition, the careful definition of the continuum and the selection of the items have been done after consultation with experts. The validity of the scale was assessed by finding correlations between the total scale and scores and the score on each sub-scale using product moment method. Computed values of Pearson ‘r’ ranged from 0.634 to 0.752 as depicted in table 4.4. High correlations show that the subscales enjoy high validity.

Table 4.4
Correlations of the Sub scales with HRAAS

<table>
<thead>
<tr>
<th>Sub Scales</th>
<th>Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I: Human Rights Awareness</strong></td>
<td></td>
</tr>
<tr>
<td>Human Rights Values and Principles</td>
<td>0.752</td>
</tr>
<tr>
<td>Humanitarian Concerns</td>
<td>0.723</td>
</tr>
<tr>
<td>Democratic Governance</td>
<td>0.634</td>
</tr>
<tr>
<td>Rights of Marginalised</td>
<td>0.701</td>
</tr>
<tr>
<td>Human Rights Protective Mechanisms</td>
<td>0.684</td>
</tr>
<tr>
<td><strong>Part II: Advocacy on Human Rights</strong></td>
<td></td>
</tr>
<tr>
<td>Anti-oppressive practice for Human Rights Violations</td>
<td>0.653</td>
</tr>
<tr>
<td>Strengthening and Restoration perspective on Human Rights</td>
<td>0.691</td>
</tr>
<tr>
<td>Empowerment perspective on Human Rights Education</td>
<td>0.712</td>
</tr>
</tbody>
</table>
4.6.3. **Focus Group Discussion Format**

A format was prepared for the conduct of focus group discussions with aim to evolve a human rights advocacy model for youth to intervene human rights culture into the community. The format consist of themes such as human rights content in the activities of NSS and NKYS, Youth perspective on the human right violations, their knowledge on human rights protective mechanism, way to improve the awareness on human rights, need for policy recommendation for inculcating human rights in the activities of NSS and NYKS, need for a model for human rights advocacy, major consist advocacy model and implementation and monitoring mechanisms on the model. The data obtained were used for constructing human rights advocacy model. Copies of the focus group discussion formats used for the session has been appended as Appendix VI and VII.

4.7. **Mode of analysis**

The data obtained for the study were edited, scrutinized, coded and tabulated for the purpose of analysis. The data were analyzed and interpreted by applying SPSS version 20. Percentages analysis and graphical presentations were used for the analysis. The problem tree analysis was used to find the cause and effect of human rights violations in Kerala.