

Report on

“Impact Assessment Study on Activities of Kalinga Institute of Social Science (KISS) and Its Role in Addressing SDGs”

Submitted

by



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Submitted

to



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Abbreviations

ASCI	Administrative Staff College of India
ACE	American Council of Education
AIDS	Acquired Immune Deficiency Syndrome
AIML	Artificial Intelligence & Machine Learning
ALMS	Automated Learning Management System
APPI	Azim Premji Philanthropic Initiatives
ARSH	Adolescent Reproductive and Sexual Health
AFS	American Field Service
AIDs	Acquired immune deficiency syndrome
AWC	Anganwadi center
BDO	Block Development Officer
BPO	Business Process Outsourcing
CHIRAG	Creative Hub for Innovation & Reciprocal Research and Action for Gender Equality.
COVID-19	Corona Virus Disease
CFR	Commitment For Results
CGE	Computable General Equilibrium
CSO	Central Statistics Office
CSR	Corporate Social Responsibility
DWO	District Welfare Officer
EAMS	English Access Micro-Scholarship
FIFA	Federation of Association Football
FPA	Family Planning Association
FGD	Focus Group Discussion
GCRF	Global Concerns Research Fund
GHG	Green House Gases
GRB	Gender Response Budgeting
GRTA	Global Research Translation Award
HIV	Human Immunodeficiency Virus
ICMR	Indian Council of Medical Research
IEC-BCC	Information, Education and Communication, and Behavioral Change Communication
IFA	Iron and Folic Acid
ITDA	INTEGRATED TRIBAL DEVELOPMENT AGENCY
ITES	Information Technology Enabled Services
IVRS	Interactive Voice Response System
IYCN	Infant and Young Child Nutrition
IGNOU	Indira Gandhi National Open University
KALIA	Krushak Assistance for Livelihood and Income Augmentation
KGBV	Kasturba Gandhi Balika Vidyalaya
KISS	Kalinga Institute of Social Sciences
KIIT	Kalinga Institute of Industrial Technology
KIMS	Kalinga Institute of Medical Sciences
LNOB	Leave No One Behind

LWE	Left Wing Extremism
LB	Local Business
LJ	Local Jobs
MCH	Maternal and Child Health
MTB-MLE	Mother Tongue Based Multi-Lingual Education
MIS	Management Information System
MHRD	Ministry of Human Resource Development
NAAC	National Assessment and Accreditation Council
NALCO	National Aluminum Company Limited
NFHS	National Family Health Survey
NGO	Non-Governmental Organization
NRC	National Register of Citizens
NSS	National Service Scheme
NEP	National Educational Policy
NSSO	National Sample Survey Office
OECD	Organization for Economic Co-operation and Development
ODK	Open Data Kit
PPE	Personal Protective Equipment
PRADAN	Professional Assistance for Development Action
PDS	Public Distribution System
PVTG	Primitive Vulnerable Tribal Groups
PHEIC	Public health Emergency of International Concern
PG	Post Graduate
PMU	Program Management Unit
REC	Rural Electrification Corporation
RT PCR	Reverse Transcription Polymerase Chain Reaction
SDG	Sustainable Development Goals
SHG	Self Help Groups
SRH	Sexual and Reproductive Health
SBI	State Bank of India
STI	Sexually transmitted infections
SCI	Science Citation Index
SBCC	Strategic Behavioral Change Communication
SC	Scheduled Cast
SFS	Sustainable Food Systems
ST	Scheduled Tribe
SWAYAM	Study Webs of Active-Learning for Young Aspiring Minds
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TIGR2ESS	Transforming India's Green Revolution by Research and Empowerment for Sustainable food Supplies
TVET	Technical and Vocational Education Training
UKRI	United Kingdom Research and Innovation
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
US	United Nations
UNDP	United Nations Development Program

USAID	United States Agency for International Development
UPSC	Union Public Service Commission
VHND	Village Health and Nutrition Day
VR	Virtual Reality
WASH	Water Sanitation and Hygiene
WPR	Work Participation Rate
WHO	World Health Organization

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EXECUTIVE SUMMARY

The Problem: Odisha has the maximum number of tribes and particularly vulnerable tribal groups (PVTGs) among all Indian states and UTs, comprising 9 percent of the country's population. However, despite constitutional promises of social justice, these scheduled tribe (ST) communities are still living in deplorable conditions, with high poverty rates, low literacy levels, and limited access to basic healthcare and education facilities. While a few governments and private residential schools exist, the benefits are limited by poor infrastructure, teacher absenteeism, lack of toilets, barriers between tribal and mainstream languages, hidden costs of education, family pressure, high opportunity costs of pursuing education, and so on. As a consequence, many of these tribal pockets in the state of Odisha are susceptible to left-wing extremism.

The Beacon of Hope: Amid these challenges, one individual stood out with his groundbreaking and revolutionary initiative to empower tribal communities through education. **Dr. Achyuta Samanta** (an Educationist & Philanthropist), with his strong passion, patience, and unwavering commitment, founded the Kalinga Institute of Social Sciences (KISS) in 1993 to provide education to indigenous children in India's remote hinterlands despite acute financial hardships. Dr. Samanta realized that education was the key to breaking the cycle of poverty and empowering individuals and communities. The journey that began in 1992-93 with just 125 students grew in scale and scope. Over the last three decades, KISS has emerged as the world's largest residential educational institute for tribal children catering to the needs of over 80,000 indigenous children by providing free food, education, accommodation, and healthcare facilities.

The Mandate & Focus Areas: KISS proudly adheres to a 3E approach, i.e., *Educate, Enable, and Empower*, while ensuring that the model prioritizes indigenous control of education. It aims to preserve the culture, heritage, and traditions of India's diverse tribal communities and fulfill the United Nations Sustainable Development Goals (SDGs) 2030 in its entirety. KISS's vision is that no child should be deprived of education because of poverty, and it aims to reach over two million children directly in the next decade. KISS's vision serves as an inspiration to all those who seek to make a difference in tribal societies by focusing on – (i) preserving, protecting, and promoting indigenous language, (ii) vocational training, (iii) holistic education through innovative learning methods, (iv) preventing students from dropping out, (v) inculcating positive values and change in students, (vi) gender equality and girl child empowerment, (vii) ensuring short-run and long-run health wellbeing, (viii) protecting indigenous cultural identity, (ix) preserving nature and adopting



green initiatives, (x) providing humanitarian assistance through relief and aid, (xi) promoting physical activities/fitness through sports and games, (xii) embedding SDGs into institutional strategy.

The Purpose: This study aimed at conducting an impact assessment of the role of KISS in addressing the SDGs. Specifically, the study aimed to – (1) estimate the economic impact of KISS on the local economy; (2) evaluate the institutional impact of KISS on multi-level systems; and, (3) review the performance of KISS's flagship projects.

Data, Approach, & Methodology: The study adopted a combination of qualitative and quantitative techniques to derive insights that were both deep and wide. Both primary and secondary data were used. Primary data was collected using focus group discussions (FGDs), personal interviews, and transect walk methods. In addition, the study collected data on key parameters using a structured questionnaire that was designed to collect information from the faculty, non-teaching staff members, and major vendors of KISS. Responses were received through Google Forms from a sample of 243 faculty and non-teaching staff members and 17 major vendors of KISS. The study team visited KISS located in Bhubaneswar and also the satellite centers and project implementation sites in the four tribal districts of Odisha, namely, *Bolangir*, *Kalahandi*, *Koraput*, and *Rayagada*. Further, the performance of nine (09) select flagship projects of KISS was evaluated. **Measurement Tools:** To address objective (1), the study estimated the economic impacts of KISS on the local economy using the demand-side (backward linkages) approach. To address objective (2), the study adopted the 'Commitment for Results' (CFR) evaluation framework for evaluating the institutional impact. Finally, to address objective (3), the select flagship projects were evaluated through an 'investigative case study' approach following the OECD-DAC evaluation framework of 1991 (and revised in 2021).

Economic Impact of KISS on the Local Economy: The generation of local businesses due to activities related to KISS is a little more than ₹ 101 crore. Out of this, about ₹ 50.8 crores are generated from the expenditures of the economic agents directly involved with KISS, i.e., faculty, staff, students,

visitors, and the institute itself. Direct purchases by the economic agents generate the strongest impact (50 percent), followed by business stimulated through local individuals other than the faculty and staff members of the institution (35 percent) and purchases made by the local vendors in support of institution-related business (15 percent). The value of the expenditure multiplier is found to be **1.12**. It implies that every ₹1 amount of autonomous spending by KISS generates additional spending worth ₹1.12 in the local economy of BMC alone. As has turned out to be, an increase in spending of ₹1 by KISS caused economic activities in the local economy to increase more than proportionately. Concerning the gross district domestic product (GDDP) of Khordha for the year 2018-19, activities of KISS constitute about **0.34 percent** of the size of the entire district economy.

The Impact upon Job Creation: The impact upon employment was measured from the aggregation of direct and indirect jobs created by the services from which the economic agents who are directly involved with KISS get benefitted. The value of the job multiplier is ₹ **3,64,305 per worker** or 0.00000274 jobs for every ₹ of direct expenditure. The jobs generated directly or indirectly by KISS's activities would rise to **2,789 jobs** annually.

Institutional Impact of KISS: *Advanced Curriculum Design and development* were found to be excellent. As regards, *digital database and record keeping*, it was found to be poor due to a lack of data collection on the well-defined performance measure. KISS has fair *feedback systems* that have contributed to assessing deficiencies and determining gaps to achieve a better outcome. The *teacher- student ratio* as per the New Education Policy NEP should be 25:1 and that of the Institute is just fair (46:1 for the primary level). The average enrolment for elementary to higher secondary level is 9000 students per year, which is considered excellent for the *student enrolment and profile* category. KISS has well-qualified in-house as well as international faculty as well as very good *student performance and learning outcome*. Here, the students undergo *vocational training* as part of the education curriculum which helps to transform them into skilled entrepreneurs. The study found KISS excellent in the *development of the pedagogy of multi-language teaching*. KISS has an exceptional pool of faculty engaged in multidisciplinary research and has commendable *research publications and awards*. KISS has ably developed *smart utilities* including classrooms, mechanized kitchens, waste management systems, automatic laundry machines, and others. The KISS *library* is a resource hub for students and faculty. The *student participation and activities* at KISS are satisfactory. Concerning *checking child marriages in many tribal districts of Odisha*, KISS imparts life skill-based sexual health education to adolescent students which have generated awareness amongst adolescent students at a large scale. Facilities like the provision of sanitary pad



units, incinerators, and a dedicated gynecologist to counsel the girls have helped lower dropout rates of girls. KISS also promotes diversity by celebrating different tribal festivals and thereby preserving and protecting the indigenous culture.

Performance of KISS's Flagship Projects & Contribution to SDGs: In 2013, KISS in partnership with the Bernard van Leer Foundation (BvLF) introduced ***Mother Tongue Based Multi-Lingual Education*** (MTB-MLE) to – (i) make holistic mainstream education more accessible to the young tribal children and fill the gap between home and school language, and (ii) promote the growth of indigenous languages and culture. KISS received the UNESCO *King Sejong Literacy Prize* in September 2022 for its MTB-MLE. SDG#4 focuses on education and aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Given that SDG#4 is the basis for all other SDGs, in the absence of MTB-MLE, none of the other SDGs will be achievable. MTB-MLE system also contemplates reducing inequalities (by providing a level-playing field to the indigenous communities) and, hence, contributes directly to the objective as envisaged by SDG#10.

KISS conceptualized ***Mission UDAY***, a multi-stakeholder project, aimed at creating change agents in the community and building young leaders who would engage in social development processes and influence their peers for the betterment of their communities. ***Contribution to the SDGs:*** The program helped in reducing the vulnerability of the indigenous youth (SDG-10) by encouraging better work (SDG-8) and equal opportunities (SDG-5) for all. This endeavor helped to reduce poverty (SDG-1) and prevented the indigenous youth from participating in the armed left-wing extremist and Maoist organizations (SDG-16). It continuously builds the capacities of youth via training and mentorship programs (SDG-3) in partnership with various organizations (SDG-17) to establish sustainable communities (SDG-11).

Conceptualized by Azim Premji Philanthropic Initiatives (APPI), KISS implemented an intervention called – “***Nua-Maa***” – meaning new mother – in collaboration with APPI and SAKHA (transgender CBO network) to promote behavioral changes in maternal, infant, and young child nutrition (IYCN) and sanitation. This program also aimed to address the prevalent taboos, superstitions, and harmful behavior by refining existing customary beliefs and practices with the required knowledge and attitude. ***Contribution to the SDGs:*** The program effectively addressed several SDGs through the promotion of health and hygiene behaviors (SDG-3 & 6) and providing better employment opportunities to the transgender community (SDG-5 gender equality, SDG-8 decent work, and economic growth, SDG-10 reduced inequalities).

With the support of the United Nations Population Fund (UNFPA), KISS implemented **Life Skills Education (LSE) based Adolescent Reproductive Sexual Health (ARSH)** education in 2009 to enable adolescents to deal with the demands and challenges in their life effectively. The program aimed at imparting reproductive and sexual health education driven by core life skills benefitting the tribal adolescents. During the FGDs, it was testified that the number of cases reported in the dispensary, related to the menstrual disorder, reduced significantly as a result of this program. In 2014, the Government of Odisha owned the project and scaled it to all the residential and non-residential schools with support from UNFPA. This collaboration subscribes to SDG-17 of strengthening global partnerships. This also paved the ground for achieving SDG-10 & SDG-16 to reduce inequality and to build effective, accountable, and inclusive institutions at all levels. The intervention successfully addressed the SDGs by providing quality education (SDG-3) for better health outcomes (SDG-4) to all adolescent students (SDG-5).

In collaboration with other organizations of National and International repute, KISS implemented two interventions i.e., **TIGR2ESS** and **CHIRAG** to present an evidence-based lobby for the development and reinforcement of sustainable food systems. *Contribution to the SDGs:* Through developmental partnerships (SDG-17), this initiative addresses a range of SDGs, from eradicating poverty (SDG-1) and hunger (SDG-2) to guaranteeing excellent health and wellbeing (SDG-3), sustainable consumption and production (SDG-12), and gender equality (SDG-5).

In collaboration with the US Department of State, KISS started **English Access Micro-Scholarship (EAMS)** Program to provide significant English-language learning experience to bright non-elite tribal students between the age group of 13 years to 20 years and encourage critical thinking and open-mindedness. *Contribution to the SDGs:* This initiative envisioned providing a seamless English language learning experience to the deprived and non-elite section of society to make them proficient in the language, thereby achieving reduced inequality (SDG-10). The program is a standard illustration of global partnerships leading to impactful results (SDG-17). Peaceful and inclusive societies for sustainable development are also fulfilled through this intervention (SDG-16). This initiative is in line with SDG-5 of gender inclusivity and women empowerment since nearly 54 percent of the trained personnel were female.

The **Skill and Entrepreneurship Development Program**, provides enormous opportunities for tribal students to work on campus and, in this process, gain experience as well as an entrepreneurial



skillset. The program provided an opportunity for students to “earn while you learn” by engaging them in product development, preparation, and maintenance. *Contribution to the SDGs:* The program has successfully augmented the skills of girls who represent 70 percent of the trained students, thereby fulfilling SDG-5 of bringing about equality in educational opportunities. It also helped in enhancing the status quo of the students by supporting them to earn in cash or in kind thereby fulfilling SDG-4 quality education for all. It successfully addresses SDG-1 by inculcating sustainable livelihood skills through vocational education and opportunity to innovate thereby reducing poverty amongst the indigenous communities. By and large, the students in the skill development program were underprivileged and economically weak. This was done keeping in mind SDG-10 of reducing inequality within the community/country.

KISS believes in ‘*Sports for Empowerment*’ and takes immense pride in its sporting tradition and achievements. The institution has imbibed a culture wherein all children actively engage in sports from a young age. A large chunk of the athletes has gone on to represent the country on the global stage and earned successful careers from it. The foundation has built state-of-the-art training facilities for 24 different sports on campus. More than 5100 students from KISS participate in over 37 sports. World-class coaches have been appointed to elevate the performance of the athletes. The sports facility includes infrastructure for outdoor sports as well as indoor sports, and 16 sports complexes inclusive of swimming pools, an Indoor stadium, and a common sports stadium. With support from the institution, the tribal community has been able to make use of their natural talent in sports to earn a living. Gaining recognition in any field empowers an individual and helps them become independent.

Projects and partnerships: To further the goal of achieving excellence through innovation, KISS established **smart classrooms** that offer its students access to quick and smart learning technology. The **Entrepreneurship Skill Development Programme** aimed to develop the capacity of indigenous forest produce gatherers. KISS partnered with Bosch for the **Industry-Academia Collaboration** for a skill development initiative that focused on capacity building and skill development of the youth. Another successful innovative practice is the Kalinga Fellowship that is a joint partnership between the Bridge Institute, KISS, Ashoka Foundation, FXB India, Prajwala, UNWOMEN, and the US Consulate Hyderabad to address the issue of sexual harassment at the workplace. KISS has been accredited by Give India to promote an effective and efficient giving culture that expands opportunities for India's poor. In collaboration with **Japan International Cooperation Agency**



(JICA), KISS implemented a project “***Strengthening the Disaster Risk Management Capacity***” to enhance the preparedness and capacity of local governments and communities that will help in better management of complex risks in case of natural and biological hazards.

KISS-DU: KISS has been accorded the Deemed University status by the Ministry of Human Resource Development (HRD), Govt. of India on 25/08/2017. KISS has become the first University exclusively for tribal students. The University has introduced seven new innovative areas in the first phase with the approval of UGC to provide impetus to research in tribal legal studies and tribal rights, tribal resource management, tribal culture and heritage, tribal languages, tribal medicine and tribal technology, Indic studies etc. A **Tribal Advisory Council** (TAC) was constituted on 19th July 2021 with eminent persons from the tribal community to ensure inclusivity of the tribal perspective from the tribal representatives for designing the policies and strategies meant for tribal upliftment. Following the recommendation of the TAC, KISS-DU inducted 14 outstanding indigenous persons with no formal education but extensive domain knowledge as **Professors of Practice** in April 2022.

KISS amid COVID-19 Pandemic: KISS & KIIT were at the forefront in providing **relief measures** to the most marginalized and vulnerable groups. To mitigate the academic loss due to the lockdown, KISS was one of the first institutes in the state to offer **online classes** and provide continued education. Despite efforts made by KISS to maintain the academic schedules of its students, in the absence of structured campus life, indigenous students are prone to drop out. The Kalinga Institute of Medical Sciences (KIMS) with support from the Government of Odisha set up India’s first 500-bedded **COVIDHospital** equipped with a dedicated medical team of doctors, nurses, paramedics, housekeeping staff, and other facilities. As part of a large community intervention, KISS supplied **cooked food** to the pandemic-affected people as well as front-line workers like doctors, nurses, policemen, transgender community, sex-workers and many others.

Conclusions: The study finds that the economic effects of KISS are crucial as they tremendously contribute not just to the growth of the local economy but also to a large extent to the entire economy of Odisha. In line with the 17 SDGs earmarked to attain peace and prosperity for people and the planet, KISS has taken decisive steps at the local level with education, food security, and healthcare at the forefront. Its decentralized structure, and involvement of indigenous alumni, parents, and indigenous leaders in decision-making make it a complete ecosystem for sustainable development and a precursor to many such institutions in the world. Showing incredible determination and patience even when the odds were stacked against him, Dr. Samanta has continued with his mission and passion. He has given his life to the education and development of indigenous people. He is working towards Zero Hunger, Zero illiteracy, and Zero Poverty with full dedication & devotion for which he has received ovations and accolades worldwide for cloning of sustainable, tested, and successful model of indigenous empowerment.

Recommendations: The present study puts forth key recommendations to augment the contributions of KISS in building human capital and achieving education-led sustainable and inclusive human development in the country. **(1)** KISS may tie up with Ed-Tech enterprises to provide comprehensive learning to the students using automation. **(2)** KISS should engage with the virtual repository of learning resources like the National Digital Library of India (NDLI), among others. **(3)** KISS must create an alumni cell and maintain updated database to promote the institutional brand, mentor students, and facilitate internships and job prospects. **(4)** For proper record accessibility, the KISS should build a central digital repository. **(5)** KISS can collaborate with academic/policy think tanks to harness its rich data/information repository and publish articles/reports with nationally/globally reputed publishers. **(6)** It is necessary to raise adequate funds for Nua-Maa and MTB-MLE projects from both the government and the private sector to scale up the interventions, regionally and nationally. **(7)** It is extremely crucial for KISS to have a strong social and press media presence. Digital marketing of activities will help the Institute to solidify its reputation and credibility globally. **(8)** KISS should step forward in the documentation and sharing of its institutional practices and community-led interventions. This will pave the way to improve its performance and productivity and increase larger collaborations and dissemination of knowledge.

CHAPTER – 1

INTRODUCTION

Key Highlights:

- ✓ Background of the study
 - Human Development Status of Scheduled Tribe (ST) Community vis-à-vis Other Social Groups in India
 - Addressing Tribal Education in the East Indian State of Odisha: The Challenge
 - The (R)Evolution of KISS
- ✓ Bringing about a change in tribal societies through 13 major interventions
- ✓ Objective(s) of the study
- ✓ Relevance of the study

1.1. Background of the Study

Kofi Anan, the former Secretary General of the United Nations, and Nobel Peace Laureate, once aptly proclaimed, “*Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.*” The quote underlines the significance of knowledge and information as one of the most precious resources that humankind can possess. It implies that the more knowledgeable people are, the better our society/community will be. He further stated, “*Education is a human right with immense power to transform. On its foundation rests the corner stone of freedom, democracy, and sustainable human development*”¹. In fact, numerous scholars hold a converging view that the stride and nature of socio-economic development trajectory in a country is determined by its human capital and not by its physical resources (Sen, 1995; Becker, 1993; Schultz, 1988; Marshall, 1890; Engels, 1845; Smith, 1776; Harbison, 1973). While education plays a crucial role in building human capital, human capital is vital for achieving sustainable human development in a nation.

¹ For details, see UNICEF Report (1999, 4).

Education-led sustainable and inclusive human development, in turn, would allow a nation to design the route towards achieving the Sustainable Development Goals (SDGs) of the United Nations 2030 agenda (Conceição, 2019).

1.1.1 Human Development Status of Scheduled Tribe (ST) Community vis-à-vis Other Social Groups in India

As per the Census (2011), India is home to 104.2 million scheduled tribe (ST) people, constituting around 8.6 percent of the total population. It has the second largest concentration of ST population in the world after the African continent (Velusamy, 2021). Around 93 percent of its ST population reside in rural areas and eke-out their livelihood from agriculture and allied activities (Census, 2011). There are about 700 tribes in India (MoTA, 2012-13) out of which 75 groups are identified as particularly vulnerable tribal groups (PVTGs). However, human development indicators of the STs in India have remained abysmal as compared to other social groups (UNDP, Factsheet 2011). This is despite an array of welfare initiatives. For instance, more than 3/4th of the ST population in India is estimated to be multi-dimensionally poor (Ibid.).

Table 1.1: Status of STs vis-à-vis Other Social Groups in India

Sl. No.	Indicator	STs	All Social Groups / All-India
1	Literacy Rate (%)	59.0	72.8
2	Drop-out Rate (%)	70.5	49.1
3	Infant Mortality Rate (per 1000 live-births)	62.1	57.0*
4	Child Mortality Rate ((per 1000 live-births))	35.8	18.4*
5	Workforce Participation Rate (WPR)	60	53

Note: *denotes social groups other than the STs

Source: Compiled from Census (2011) and NSSO (2010)

Table 1.1 illustrates the disadvantaged position of STs in India vis-à-vis other social groups. Gaps in terms of literacy rate, drop-out rate, infant and child mortality rates are glaringly high between the STs and other social groups. Further, majority of the ST population are involved in the informal sector without any job security (Paltasingh and Paliwal, 2014). Overall low human development of ST community is likely to impede the progress of India in achieving the SDGs.

1.1.2 Addressing Tribal Education in the East Indian State of Odisha: The Challenge

Majority of tribes and PVTGs in India are concentrated in the East Indian state of Odisha. While Odisha is home to 62 types of tribal groups, around 13 of these belong to PVTGs (MoTA, 2012- 13). The major tribes in the state include – *Birhor, Gond, Juang, Khond, Korua, Oraon, Santhal, Tharua*, etc. Many PVTGs almost entirely depend on forest resources for deriving their livelihood. According to Census (2011), the literacy rate for STs in India is 59 percent whereas that for the total population is 73 percent – a literacy gap of 14 percentage points. In Odisha, the gap in the literacy rate of STs is more than 18 percentage points, as compared to the gross population of the state. Due to lack of education, the tribal groups also remain unaware of various other means of livelihood earning skills of the mainstream population.

Due to abundance of mineral and natural resources, Odisha has attracted a number of development projects (Mishra & Mishra, 2016). Since most of these resources are geographically located in deep-forest areas around tribal population (CSE, 2008), effectuation of these projects has resulted in large-scale displacement of people from their home and hearth (Mishra & Mishra 2017a). Land alienation coupled with deforestation (Mishra et al., 2022), environmental degradation (Mishra & Mishra, 2017), loss of agriculture land (Mishra and Pujari, 2008) has often led to poverty, impoverishment and marginalization (Mohanty, 2012; Ambagudia, 2010) of the tribal community. Since the tribal communities reside in remote forests/hilly terrains with limited or no access to the mainstream society, they remain largely deprived of access to adequate educational or healthcare facilities and the prevailing standards of living (Paltasingh and Paliwal, 2014; Xaxa, 2014). While a few government and private residential schools exist, the benefits are limited by poor infrastructure, teacher absenteeism, lack of toilets, barriers between tribal and mainstream languages, hidden costs of education, family pressure, high opportunity costs of pursuing education, and so on. Further due to this, many of these tribal-pockets in the state are susceptible to left wing extremism (LWE)².

² Currently, 10 districts in Odisha are designated as LWE-hit including – *Bargarh, Bolangir, Kalahandi, Kandhamal, Koraput, Malkangiri, Nabarangapur, Nuapada, Rayagada* and *Sundargarh*. For more details, see The New Indian Express, 04th May 2022. URL: <https://www.newindianexpress.com/states/odisha/2022/may/04/odisha-built-its-fight-against-left-wing-extremism-brick-by-brick-2449378.html#:~:text=Only%2010%20districts%20are%20currently,%2C%20Nuapada%2C%20Rayagada%20and%20Sundargarh.>

1.1.3 The (R)Evolution of KISS

In the words of Dr. Achyuta Samanta – a noted entrepreneur, social worker, and founder of Kalinga Institute of Social Sciences (KISS) and Kalinga Institute of Industrial Technology (KIIT), *“Education is the third eye of a child. While God has gifted two eyes to see and experience this beautiful world, education provides the third eye to know, learn, and grasp the world in true sense.”*



Dr. Achyuta Samanta, an Educationist & Philanthropist, and Founder of KIIT - KISS

Dr. Samanta, at the age of 4 years, lost his father that plunged the whole family (including 7 siblings and a widow mother) into extreme poverty and misery. With little money to fall back on, the family languished in their distant hometown in Odisha, frequently going days without a square meal. The enervating recollections of his childhood instilled the importance of education in the young mind of Dr. Samanta. Having completed his masters in chemistry with great difficulty to become an academic, Dr. Samanta yearned to do something to help the poor and the destitute. He had learnt it the hard way that hardship, poverty, ignorance, and illiteracy can deprive people of livelihood generating abilities. Thus, was born a vision of a world free from hunger, poverty, illiteracy and ignorance. In pursuit of realizing his vision, Dr. Samanta travelled extensively and lived with the alienated *Juang* tribal community in *Kendujhar* district, *Bhumija* and *Kolhas* of *Mayurbhaj* district with the purpose of get first-hand experience in understanding their diverse ways of life, livelihood, and problems faced by them. During his course of stay within and interaction with the tribal communities, Dr. Samanta realised that lack of education was the single most important cause of their underdevelopment, despite a slew of welfare measures by the government and NGOs.

With his strong passion, patience, and unwavering commitment, he founded the Kalinga Institute of Social Sciences (KISS) to provide education to indigenous children in India's remote hinterlands. Dr. Samanta's journey towards establishing KISS began with his own poverty-stricken childhood and his experiences with hunger and poverty from the age of five to twenty. He realized that education was the key to breaking the cycle of poverty and empowering individuals and communities.

When he established the Kalinga Institute of Industrial Technology (KIIT), a self-financing institution, Dr. Samanta also started working towards his dream of KISS. However, in the early 1990s, when India was just beginning to integrate with the global economy and huge strides in education were missing in Odisha, the government chose not to intervene, and private organizations lacked the courage to create waves of change. With limited or no finances, Dr. Samanta founded KISS with a belief that education could empower people.

Starting KISS was not easy, and the first ten years were filled with setbacks. The common man viewed the initiative as an intrusion, and the organization faced numerous challenges. However, the thought process behind KISS was based on two critical pillars: procedural and substantive. Procedurally, KISS offered free education from Kindergarten to Post Graduation and beyond in a fully residential campus. It is not like a patch work. It is a complete solution as the institution believes that half education is more dangerous than no education. Substantively, Dr. Samanta implemented a unique financial model for sustainable functioning of KISS, contributed by the stakeholders of KIIT. KISS is sustainable without depending on any major funding for its functioning and operations on external factors. It has been operating without any flaw since the last 30 years and has been appreciated as the best model for tribal empowerment by one and all. It has become a role model for others to emulate.

KISS began with 125 indigenous students in 1992-93, and since then, it has grown in scale and scope, catering to 80,000 indigenous children. The students come from 62 different tribal groups within the region, of which 13 are Particularly Vulnerable Tribal Groups (PVTGs). KISS proudly adheres to a 3E approach, i.e., Educate, Enable, and Empower, while ensuring that the model prioritizes indigenous control of education. The organization aims to preserve the culture, heritage, and traditions of India's diverse tribal communities and fulfill the Sustainable Development Goals 2030 in its entirety. KISS's vision is that no child should be deprived of education because of poverty, and it aims to reach over two million children directly in the next decade. Dr. Samanta's vision for KISS goes beyond just providing education to tribal children. He aims to empower these communities to take control of their lives and shape their future. His dedication to this cause is truly inspiring and serves as a reminder that with passion and

perseverance, even the most daunting challenges can be overcome. It serves as an inspiration to all those who seek to make a difference in the world by focusing on –

FOCUS AREAS

Holistic Education

KISS empowers neglected and deprived tribal children by providing food, shelter, healthcare and education free of cost in its residential facilities. The foundation's ultimate goal is to enhance the quality of life of the tribal community by providing them access to quality education. The KISS model is already making progress in tackling problems such as illiteracy, poverty, malnutrition and child labour in its three decades of existence. An institution that was conceptualized to help the tribals, KISS houses 62 communities, including 13 PVTGs. Once a child is admitted, it covers everything from education, lodging, meals, and medical care to vocational and athletic training. A child can join from Standard I and study all the way up to a PhD. In addition to basic education, the institute simultaneously imparts life skills to ease a child's transition into adult life, and subsequently, join the workforce. In fact, many students of KISS go on to pursue professional courses at KIIT University as 5% of its seats are reserved for tribal students. This model is already bearing fruit, resulting in white-collar and self-employed jobs.

Gender Equality and Girl Child Empowerment

At KISS, 65% of student body is female. The tribal girls are on an equal footing with boys. Girls have brought laurels in all spheres including academics, sports, arts among others. Female representation in higher education and sports is at par with males. In fact, KISS has produced several female athletes who have represented India in Commonwealth and Asian Games. A safe residential facility and a community of fellow tribal students encourage girls to attend school and complete their education. Innovative teaching methods such as the award-winning mother tongue-based multilingual education programme make learning simpler. Awareness of the repercussions of early marriage has resulted in eliminating child marriages and unwanted pregnancies. A stringent Gender and Sexual Harassment Committee has ensured the safety of women at the institution. Initiatives such as the Kalinga Fellowship, Kanya Kiran have been introduced to unite leaders in different sectors - corporate, government and civil society and create an environment of zero tolerance towards sexual assault and trafficking of girls. A conscious effort has been made to maintain at least 65% enrolment of female students and employ a greater ratio of female staff, which is currently about 70% of the total strength.

SDGs

In line with the 17 Sustainable Development Goals (SDGs) earmarked by the United Nations to attain peace and prosperity for people and the planet, KISS is taking decisive steps at the local level, with education, food security and healthcare at the forefront. The institute is educating and equipping thousands of tribal children to lead a prosperous life. The Mega Kitchen at KISS, which made its way to a National Geographic documentary, feeds its students with balanced meals cooked in an eco-friendly method. A mega laundry unit helps wash clothes in an energy-efficient manner. A hundred-bedded hospital in association with Kalinga Institute of Medical Sciences enables free health checkups and treatment of KISS students on campus. Smart classrooms installed in collaboration with Oracle facilitates interactive learning for the students. The award-winning mother tongue-based multilingual education program has helped reduce language constraints. Vocational skill training such as tailoring, food processing, animal husbandry is reaping rewards, enhancing the employability of tribal students.

Sports for Empowerment

KISS takes immense pride in its sporting tradition and achievements. The institution has imbibed a culture wherein all children actively engage in sports from a young age. And the results speak for themselves. A large chunk of the athletes have gone on to represent the country on the global stage and earned successful careers from it. A typical day for a student at KISS begins with physical exercise followed by a practice session of their favourite sport. This routine not only helps our students excel in their game but also stimulates better performance in academics and other areas. The institute has built state-of-the-art training facilities for 24 different sports on campus. World-class coaches have been appointed to elevate the performance of the athletes. With support from the institution, the tribal community has been able to make use of their natural talent in sports to earn a living. Gaining recognition in any field empowers an individual and helps them become independent. Sport is undoubtedly one of the best sources of enjoyment, entertainment, and empowerment.

Skill Development

Vocational education and skill development are an integral part of the curriculum at KISS. Along with formal education, it plays an important role in the empowerment of tribal students. Each student is imparted with vocational training in one of the 50 trades offered at the institute as per their talent and interest. Obtaining occupational skills help tribal students develop into successful entrepreneurs or become fit for corporate work life. The institute offers vocational training in diverse fields such as tailoring, appliqué work, food processing, chemical production, animal

husbandry, pisciculture among others. Entrepreneurship skill training is also provided with the support of the British Council and UNDP. State-of-the-art computer labs, library and internet facilities help students learn more about their topics of interest. The 'earn while they learn' initiative introduced by the foundation provides an added incentive to the students. Products made by students during training meet the demand of the institute as well as the KIIT group of institutions. Proceeds of the products created during vocational training are distributed to the students. This enables them to 'earn while they learn' and motivates them to up-skill.

Voice of Indigenous Rights

Tribals are one of the most isolated people on the planet - displaced, neglected and muted over the years. They are denied equal opportunity and support, resulting in the rise of Naxalism, malnutrition, poverty, child labour, early girl child marriage, human trafficking and illiteracy. Realizing such exclusions of tribals from the economy, KISS was born to address their challenges and improve their quality of life through education. The foundation has come a long way since, educating thousands of tribal children through innovative learning methods and looking after their basic necessities free of cost at the residential facilities. The goal is to liberate the underprivileged people so that they can voice their needs, bring about positive change in the community and reside in a more inclusive and fair society. The foundation empowers not only students from marginalized communities but also their families and the entire community. It's a lifelong mission to ensure that tribal voice is accorded due respect and that their people are empowered.

Climate Crisis

The effects of climate change are becoming more and more visible across the planet and the poorest communities are bearing the brunt of this crisis. Collective action across all levels of society is the need of the hour. The KISS model practices and encourages taking a sustainable approach to daily life. The campuses are built in a way that uses renewable infrastructure wherever possible. A steam-powered Mega Kitchen feeds thousands of children every day. The institutes use grid-connected solar panels to generate electricity. Rainwater harvesting has been adopted to collect, filter and reuse rainwater. Solar rooftop water heaters have been installed to heat water that is used in the institute. The institute has installed sewage treatment plants to treat waste before disposal. Food waste is converted to biogas which is then used to prepare steam for cooking. The slurry collected from biogas is converted into manure for gardening. The institution has taken an active approach to practice the 'Recycle, Reuse and Reduce' mantra in a bid to heal the planet.

As a Model Institution

As a model institution in the country meant for the indigenous population (covering 62 tribes including 13 PVTGs), KISS, starting from 125 students has now grown to be world's largest residential institution providing education (from class Kindergarten to Postgraduate and Doctorate Levels), accommodation, food, healthcare, study material, clothing, vocational training, games and sports, computer education to the students for free. KISS has today housed over 80,000 indigenous and marginalized children (30,000 in main campus, 40,000 alumni, 10,000 in satellite centers) from the most backward parts of Odisha and neighboring states. These children are nurtured for their excellence and sustainable development. The model has been running successfully for over 30 years now through its strong commitment to holistic education with an indigenous control. Its tremendous impact over the years, is testified in the promotion of holistic education, girl child education, vocational and Life Skill Education, healthcare, assured career opportunity, scientific temper and humanism, cleanliness and hygiene and sustainable development. KISS has successfully arrested extremism, hunger and malnutrition, child labour, early girl child marriage, superstitious practices, half education, deforestation and dropout.

KISS has run as a successful model applauded by thought leaders, policymakers, academicians, social workers from all over the globe. KISS works within the paradigm of appropriate micro- planning to ensure future sustainability. Its decentralized structure, involvement of indigenous alumni, parents, indigenous leaders in decision making makes it a complete ecosystem for Sustainable Development and a precursor to many such institutions in the world. KISS certainly leads the way in creating certain firsts. The larger beauty of it lies in the fact that the goals as the world seeks to achieve in 2030, are the goals addressed by KISS since its inception for the last 30 years. Over the years, KISS has acquired recognition as an apex institute and an unquestionable centre of indigenous learning, education and holistic development. Showing incredible determination and patience even when the odds were stacked against him, Dr. Samanta has continued with his mission and passion. He has given his life towards the education and development of indigenous people. He is working towards Zero Hunger, Zero illiteracy and Zero Poverty with full dedication & devotion for which worldwide he has received ovations and askance for cloning of sustainable, tested and successful model of indigenous empowerment.

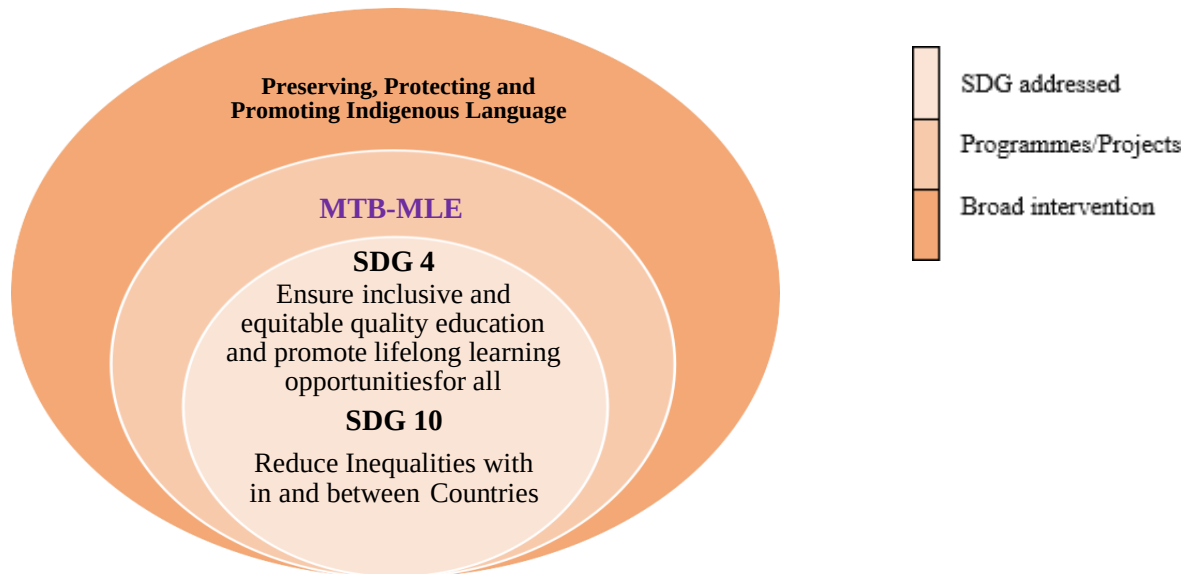
1.2. Bringing About a Change in Tribal Societies: Major Interventions

With a belief to break the vicious cycle of poverty and bring about social inclusivity, since its inception, KISS has been making concerted efforts in responding to the Sustainable Development Goals (SDGs), trying to eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality, empower women, and ensure environmental sustainability. It has introduced various intervention projects that brought about change in the life of indigenous communities that address the SDGs.

Therefore, KISS in its own way has made to develop global partnerships. Some of the major interventions are as follows:

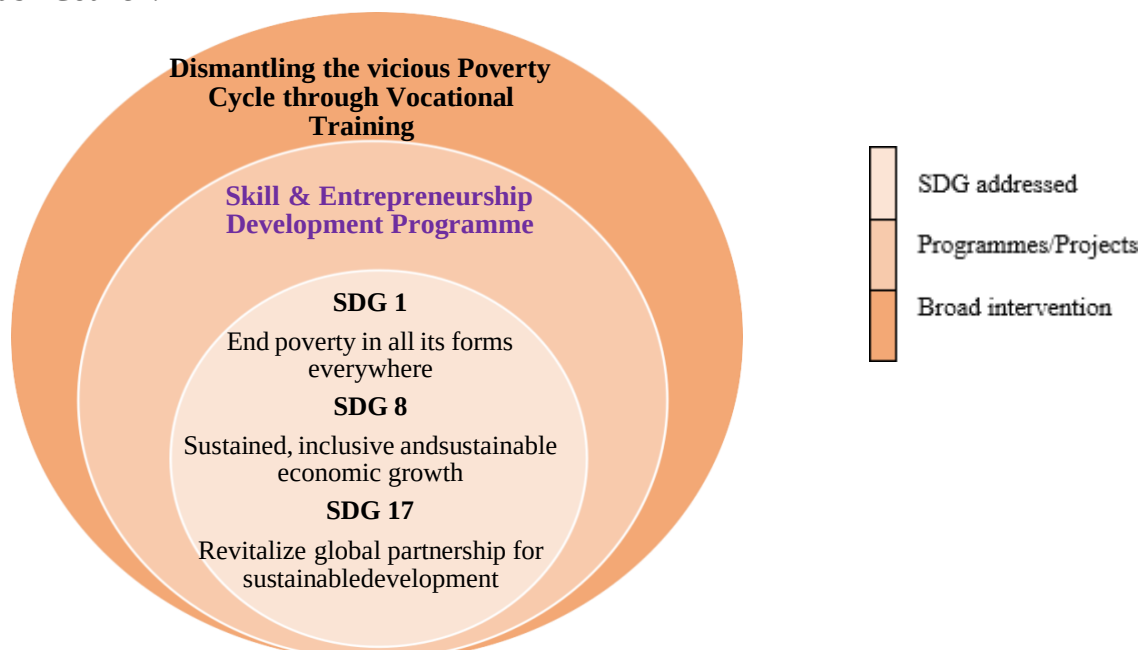
1.2.1 Preserving, Protecting and Promoting Indigenous Language

Bridging and maintaining the gaps between home and school could be difficult, especially when teachers and students do not speak same language. It is worth the school's time and effort to build strong bridges that will not only allow students to communicate effectively and bring a balance between their two most important worlds but also preserve their mother-tongue/home language. KISS acts as facilitator in mainstreaming the education to indigenous students without disturbing their linguistic cultural roots. It promotes early education of students influenced by their peers belonging to same tribe. The teachers at KISS strive to develop culture sensitive environment and mother tongue-based teaching methods while gradually transforming into the school language thus, enacting upon SDG #4 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This pedagogy of multi-lingual education has not only helped students to grasp the academic concepts quickly but also resulted in enhancing the overall personality of an indigenous child. Mother tongue-based multilingual education (MTB-MLE) system also contemplates to reduce inequalities (by providing a level-playing field to the indigenous communities) and hence contributes directly to the objective as envisaged by SDG#10.



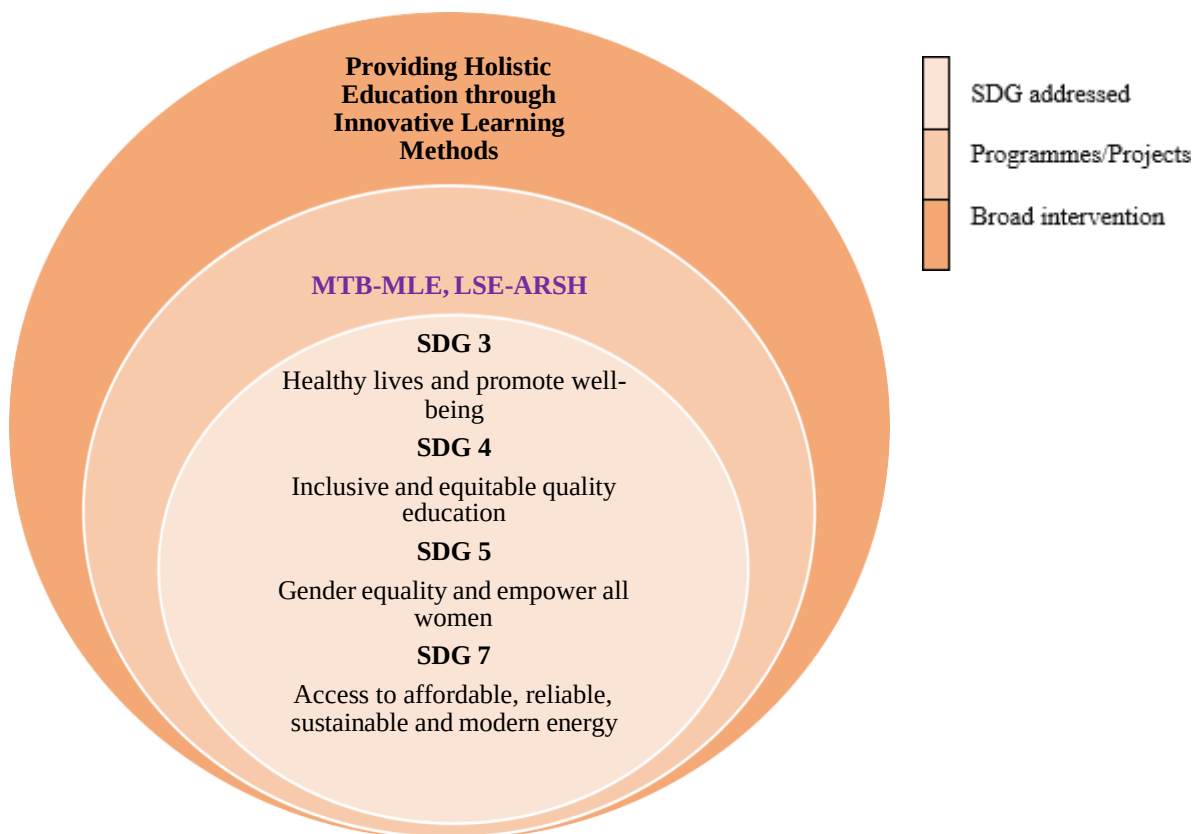
1.2.2 Dismantling the Vicious Poverty Cycle through Vocational Training

Suitable employment opportunities or transform in an entrepreneur and overcome the poverty chain. It is also worth noting that many KISS students have secured their position in the civil services, government sector jobs, and multi-national companies of repute and managed to build their own business besides others. **Young Women Social Entrepreneurship Development Programme** was launched in partnership with the British Council to train female master trainers on advanced social enterprise training. This training workshop that nurtured two master trainers have now successfully completed training 100 young girls. The initiative directly addresses SDG#1 to end poverty by creating a livelihood means, SDG #8 of inclusive economic growth by catering to women, and SDG #17 of revitalizing global partnerships by teaming up with British Council.



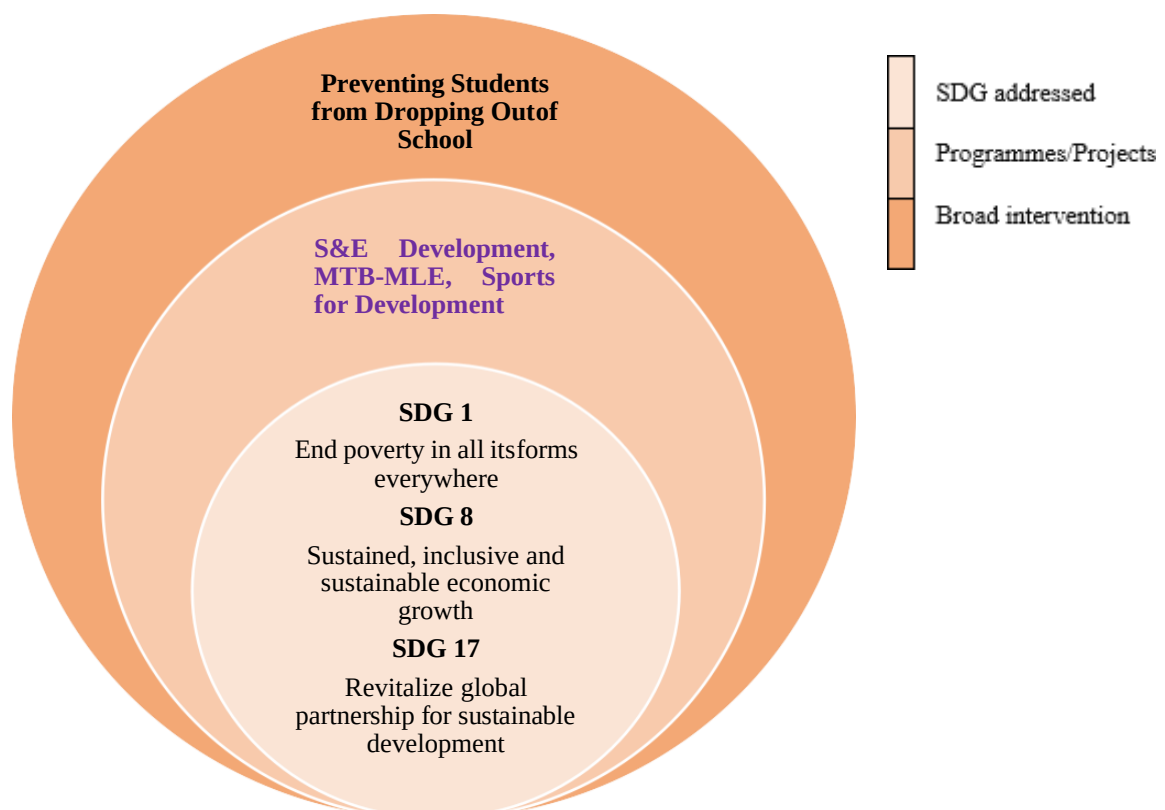
1.2.3 Providing Holistic Education through Innovative Learning Methods

Holistic education is a comprehensive approach of teaching in which educators strive to meet students' emotional, social, ethical, and academic needs through integrated learning. Students are given whole child supports (services that support academic and non-academic needs, also known as wraparound supports) that entails providing opportunities that are tailored to a child's abilities and emotions. KISS has made diligent efforts in addressing SDG #3 to promote well-being by providing holistic education to its students. KISS strived to achieve this by integrating innovative learning methods like use of IEC-BCC material to impart reproductive and sexual health education, designing culture sensitive classrooms for tribal students, English access class, vocational education, celebration of indigenous festivals & traditions, yoga and sports etc. The implementation of MTB-MLE is also a step towards designing innovative learning methods. With this approach, children develop strong competence in their mother tongue which in turn accelerates the process for them to learn other languages at higher level. SDG #4 & #5 of ensuring equitable education to all and promoting gender equality has been rightfully addressed here.



1.2.4 Preventing Students from Dropping Out of School

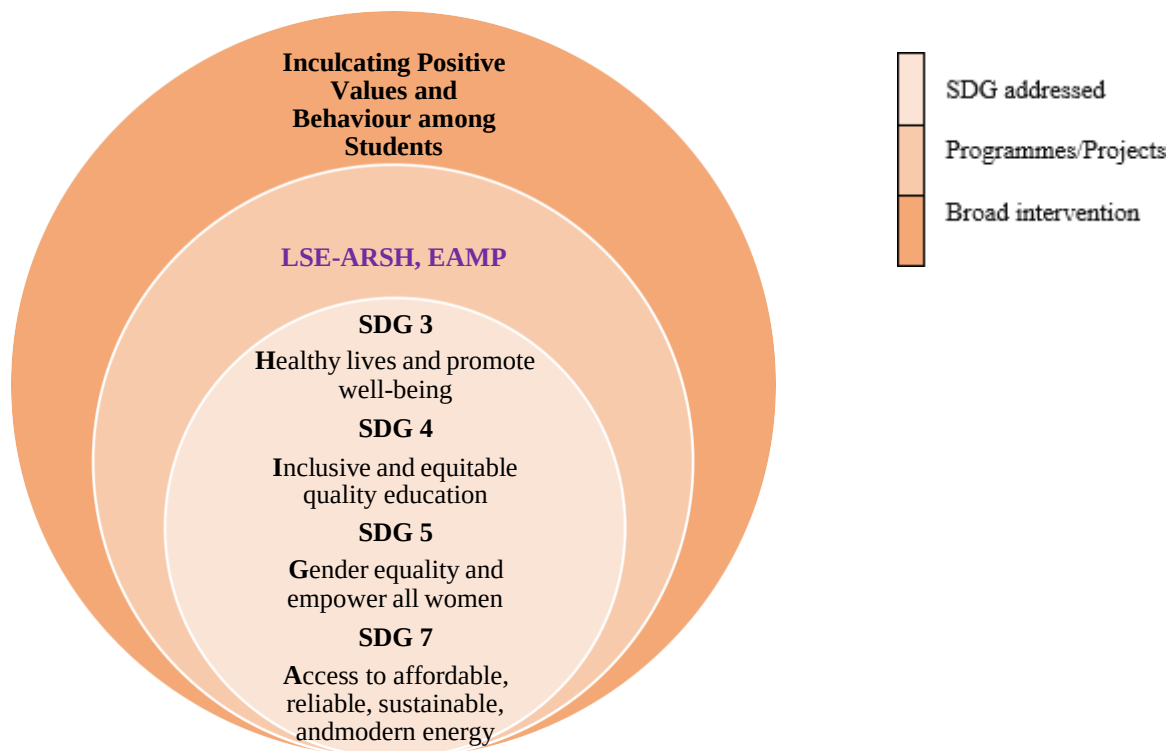
School dropout not only harms the economic and social well-being of an individual, but also lowers the country's literacy rate and create a non-innovative environment. In India, the issue of dropout is of particular importance and interest especially amongst the PVGTs. The students report several reasons for dropping out of school, but it is mainly due to a clash between family values and myths and school. KISS has been exceptional in preventing students' dropout rate by providing mother-tongue based education in the early years, hygienic and nutritious food, health facilities, vocational education, organising cultural activities as per tribal traditions in an exuberant environment including excellent state of art sports infrastructure. SDG #1 of ending poverty for all and #8 of sustainable economic growth is met through these initiatives. Further, KISS also orients the students and discuss their day-to-day challenges through weekly coaching & mentoring session. This has also resulted to put an end to child labour amongst many tribal children.



1.2.5 Inculcating Positive Values and Behavior among Students

Instilling moral values in students serves as a moral compass that can help them avoid the negative influences of peers, social media, and society in general as they grow into teenagers and then adults. KISS instilled strong ideals and good behavior in its indigenous students by

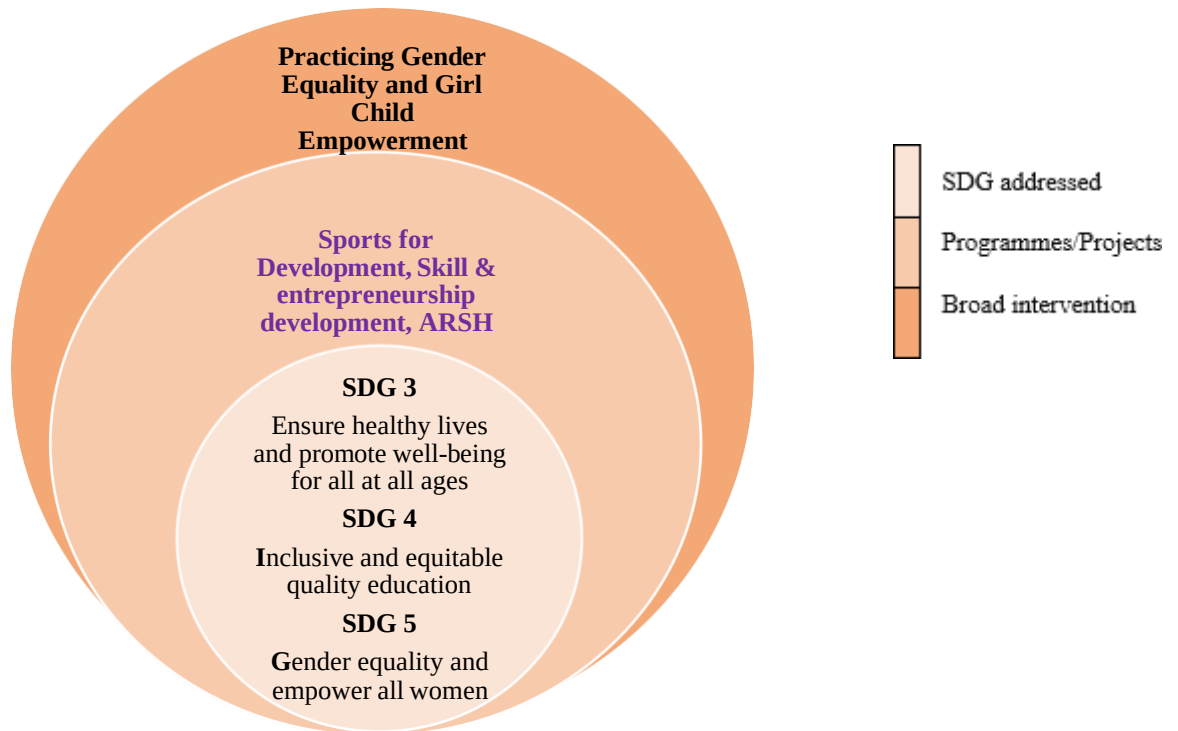
imparting Lifeskills educations, Reproductive and Sexual health education, skill/ vocational training and coaching & mentoring sessions along with the formal education. This has prevented the indigenous adolescents from engaging in smoking, substance abuse, alcohol consumption, unprotected sex and child marriage etc., while it also developed a sense of social responsibility. KISS fulfils SDGs#3, #4, #5 and #7 of promoting well-being, equitable quality education, gender equality and globalpartnerships through this intervention.



1.2.6 Practicing Gender Equality and Girl Child Empowerment

Gender inequality stagnates social progress. Women and girls account for half of the world's population and thus half of its potential. KISS advocates for gender equality and female empowerment. 60% of the total students at KISS are female students and are treated equally with their male counterparts in all endeavors. They have achieved equal success in all areas including academics, skills development, sports, and cultural activities and emerged as doctors, engineers, lawyers, national/international sports persons etc. Innovative initiatives, such as the Kalinga Fellowship unites leaders in different sectors like corporate, government and civil society to create an environment of zero tolerance to sexual assault and trafficking of girls in Asia. It is envisaged that, early association with KISS has helped in tracking and preventing child marriages amongst these tribal girl students. Social Entrepreneurship Development Programme is a workshop launched specially to train young girls on social enterprise and their

Challenges, Marketing Strategies, Accounting for Social Enterprise, Legal and Policy issues, Project Management, etc. Apart from promoting an inclusive environment for growth and empowerment of female students as laid down in SDG #5, SDG #3 & #4 of promoting well-being & equitable quality education are also addressed through this intervention.

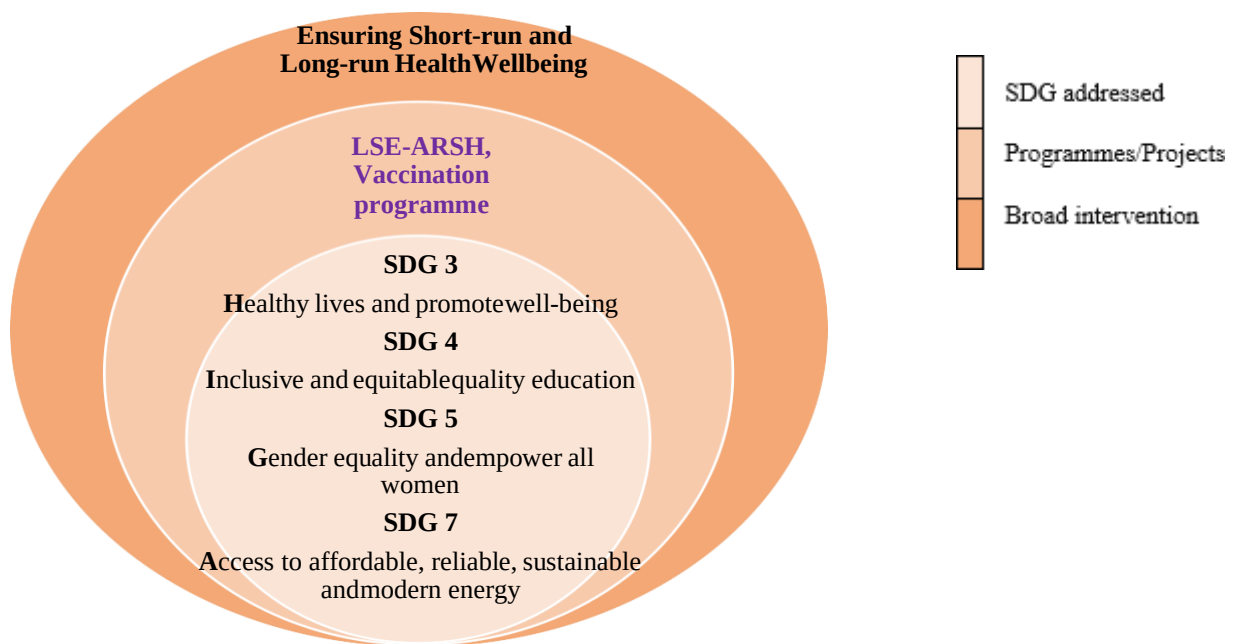


1.2.7 Ensuring Short-run and Long-run Health Wellbeing

The pervasive malnutrition, lack of access to clean water and hygienic living conditions, inadequate maternal and child health care (MCH), and inadequate national health and nutritional services are a few factors that contribute to the poor health conditions amongst the indigenous population of a country. KISS has been taking strides to achieve SDG #3 - good health and wellbeing being of the indigenous students. It has a well-built kitchen facility that provides nutrient-rich meals to its students. It also has a healthcare infrastructure in place to address the healthcare emergencies/needs of its students. KISS collaborated with the Max Foundation to administer timely vaccination to its students. These partnership-facilitated vaccinations for various diseases such as MMR, Typhoid, Hep-B, etc. on a yearly basis benefitting around 2000 children. KISS facilitates the implementation of SDG #4 of equitable quality education through innovative learning by the use of IEC-BCC to disseminate information related to health and wellbeing. It has been instrumental in addressing the adolescent health concerns of the indigenous students by including Adolescent Reproductive and Sexual Health education in its curriculum. KISS gives access of sanitary napkins to girl students, generates awareness and conducts counselling sessions around the menstrual health

management. It ensures physical & mental wellbeing of the tribal adolescent girls (SDG #5) while breaking the myths and taboos around mensuration and adolescence.

At the community level, KISS in collaboration with other organisation implemented a community intervention to break the myths, taboos around the MCH, and worked towards promoting health and hygiene behaviours for MCH. This step was one of its kind because they engaged the transgender community in disseminating the information related to maternal and child health and hygiene behaviours.

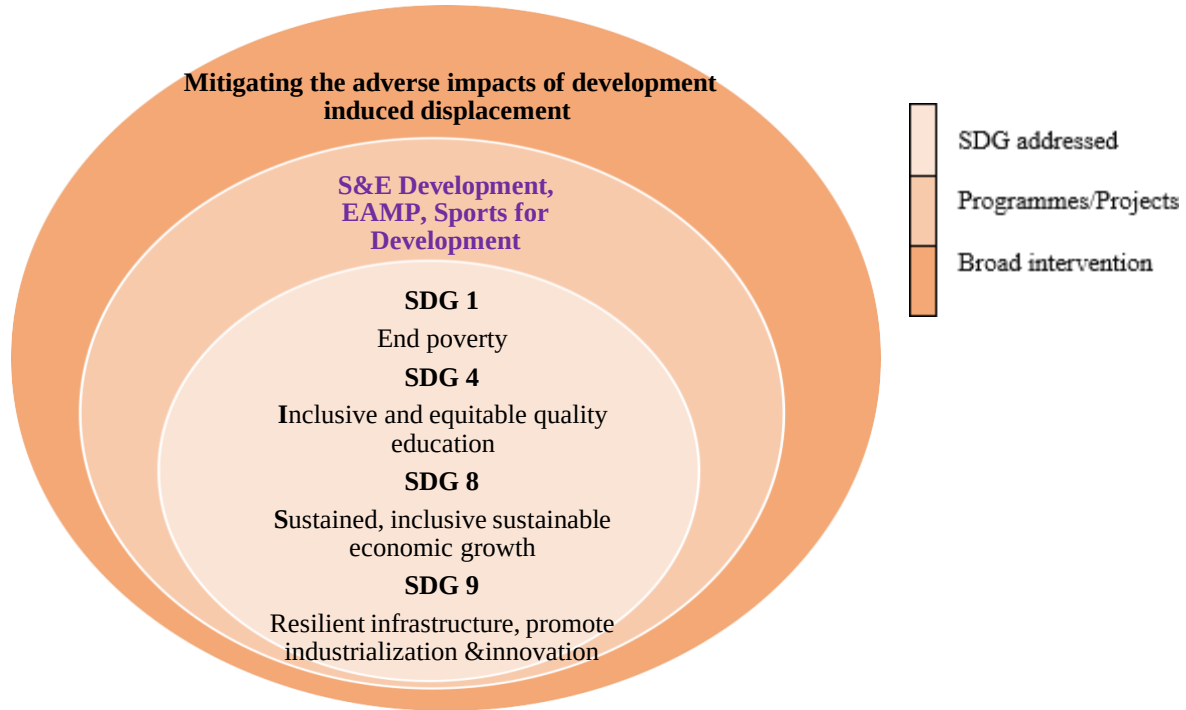


1.2.8 Mitigating the Adverse Impacts of Development-induced Displacement

Odisha is a state with vast deposits of various valuable minerals and other resources that have remained unutilized or underutilised for a variety of reasons. This led to setting up of large development projects like multipurpose river valley projects – Hirakud Dam, Rengali Dam, Upper Kolab, Indravati, Subarnarekha etc. Most of the project were constructed in areas dominated by the tribal communities because of their voluntary or involuntary displacement from their homeland. KISS provides free education, food, accommodation and health care facilities to children from such displaced families and those who are expected to be displaced because of various development projects. Besides formal education, KISS also addresses SDG #4 & 8 of ensuring inclusive and equitable quality education & promoting sustained, inclusive and sustainable economic growth by providing vocational & industrial training under its skill development program that pave way for their sustainable livelihood.

Further, it fulfils SDG #9 since it has world-class sports infrastructure facility that has nurtured large number of students into successful sports person in various disciplines. The

students represent the state/country in national and international championships. Many students of KISS have earned awards and recognition in cash and/or kind while as many as 37 students (both boys & girls) backed a job opportunity in the government sector during the year 2022-23.



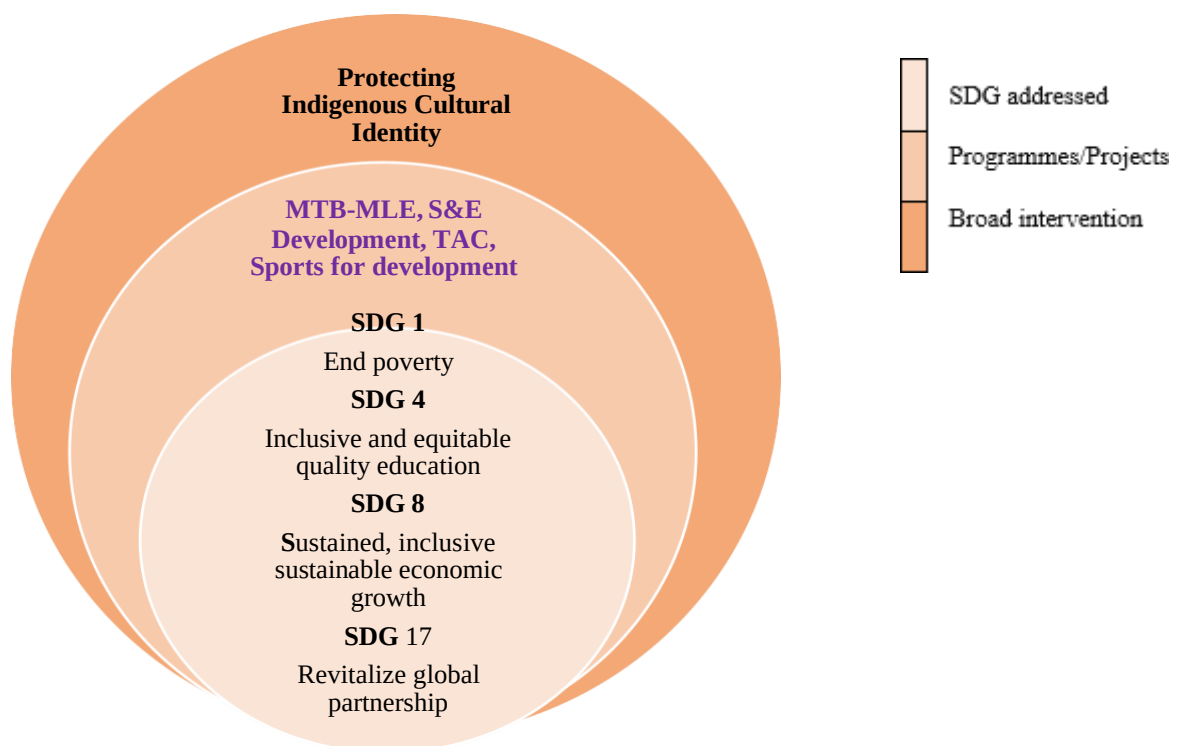
1.2.9 Protecting Indigenous Cultural Identity

Languages are the most powerful tool to preserve and promote cultural identity. Given that, the linguistic diversity is being threatened globally and this affects the indigenous people the most. As a result of such linguistic erosion, a lot of traditional indigenous knowledge that is usually passed down from generation to generation is in danger of disappearing forever. This loss is irreplaceable and irreparable.³ KISS provides education to sixty-two (62) indigenous communities including thirteen (13) PVTGs. It strives to protect this diverse indigenous culture by celebrating the indigenous sports, festivals and traditions. KISS has also placed multi-lingual classrooms facility that facilitates better learning outcomes and preserves the cultural identity of the indigenous students. It regularly conducts coaching and mentoring sessions for its students and parents-teachers meeting to keep the parents informed about their child's progress a program at KISS. This initiative addresses SDG #1 i.e. to end poverty, SDG #4

³ Cognitive-learning through Language for Academic Proficiency (DEC, 2019) CLAP FOR QUALITY EDUCATION Bernard Van Leer Foundation Kalinga Institute of Social Sciences

equitable education and SDG #8 sustained economic growth. Cultural identity of the indigenous community is aimed to be preserved through MTB- MLE as mentioned earlier.

Furthering to SDG #17 to strengthen the means of implementation and revitalizing global partnerships, KISS has constituted a Tribal Advisory Council (TAC), which advises on the matters related to the welfare and advancement of the tribal students pursuing education at KISS and overall institutional development of KISS. Further, in April-2022 KISS-DU formally admitted 14 excellent indigenous knowledge practitioners from tribal origins as Professors of Practice. As Professors of Practice, they are tasked with periodically educating tribal students and research scientists on diverse realms of indigenous knowledge and practice.

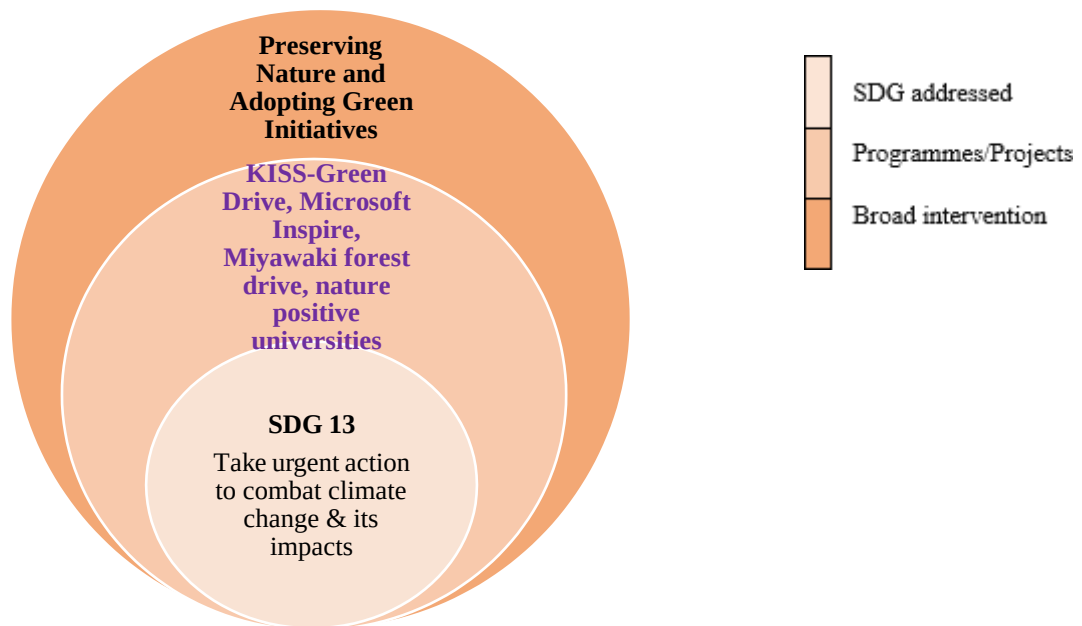


1.2.10 Preserving Nature and Adopting Green Initiatives

Human survival is impossible in the absence of a healthy ecosystem. Therefore, preserving the nature for a healthy ecosystem in accordance with SDG #13 has emerged as a critical issue that needs attention in order to combat climate change and global warming. KISS has 3 steam based fully mechanized kitchen facility with solar water heating systems, a Biogas Plant that process the food waste into biogas that in turn is used for cooking purposes.

KISS has been recognized for its outstanding work in preservation of nature especially forest through its KISS Green Drive. The staff and students of KISS plant various plants and took

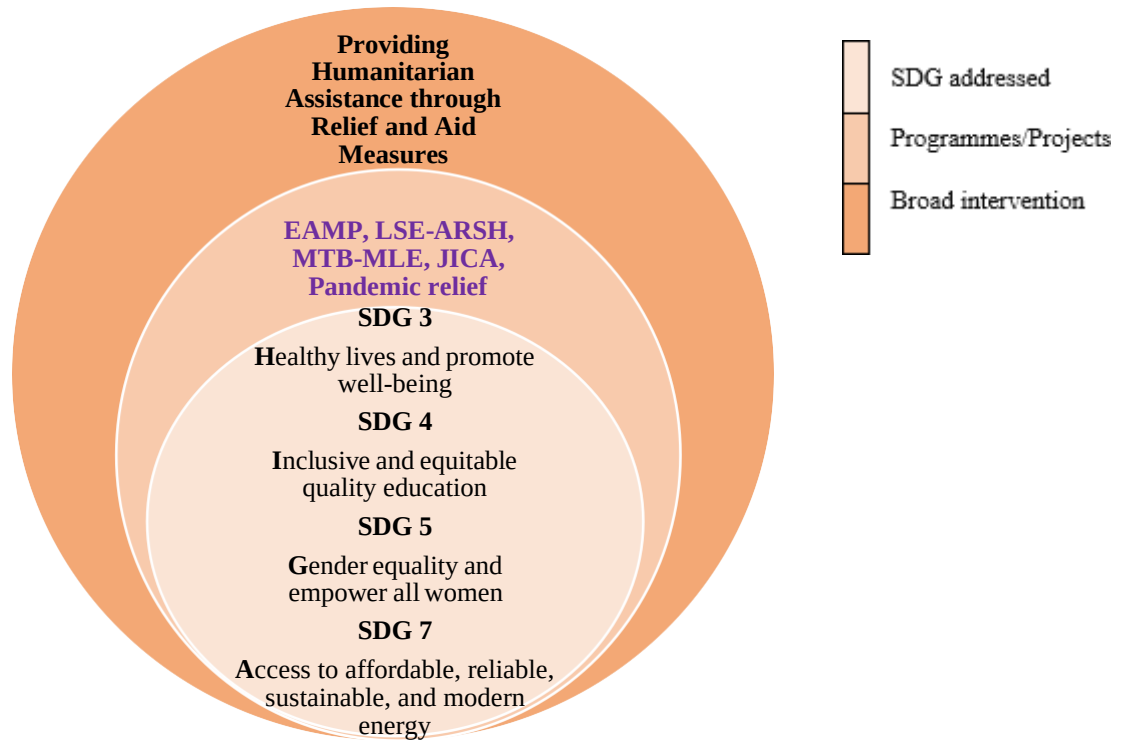
goodcare of them. The KISS Green Drive was a massive plantation operation to regenerate the forests and green areas that were destroyed during Cyclone Fani. Besides this, in July 2022 KISS also achieved another significant milestone by making its Bhubaneswar campus as the first Miyawaki forest site in Odisha. It also joined the network of Nature Positive Universities that is a partnership between University of Oxford, UNEP Youth & Education, and the UN Decade on Ecosystem Restoration.



1.2.11 Providing Humanitarian Assistance through Relief and Aid Measures

The imposition of Covid-19 lockdown unleashed unprecedented challenge as millions of people were pushed below the poverty line as they suffered loss of livelihood and unemployment/income. Deeply moved by the plight of vulnerable and marginalized people affected by the pandemic, the Kalinga institute has been a pioneer in providing relief and necessities to alleviate their suffering, adhering to SDG #3, #4, #7 of promoting well-being for all, equitable quality education and access to sustainable energy. KISS established a COVID-19 hospital for a treatment of COVID effected patients, provided cooked food to frontline workers, continued education and morale building to its students through Kalinga TV etc. In addition to this, KISS spearheaded the evacuation of stranded international citizens during the COVID pandemic alongside collaborating with the state governments and local self-governing bodies to provide relief and aids in the form of food and medical care to the homeless, stranded migrants, slum dwellers, daily earners, transgenders, beggars and animals on the street who were hardest hit by the pandemic.

The Japan International Cooperation Agency (JICA) sent 8 volunteers to Odisha, India as Rugby coaches to build capacities of Rugby players from KISS and KIIT and other surrounding school/institutes in Bhubaneswar. KISS has also adopted two old age homes in Chandragiri, Odisha where majority of the population is Tibetan.

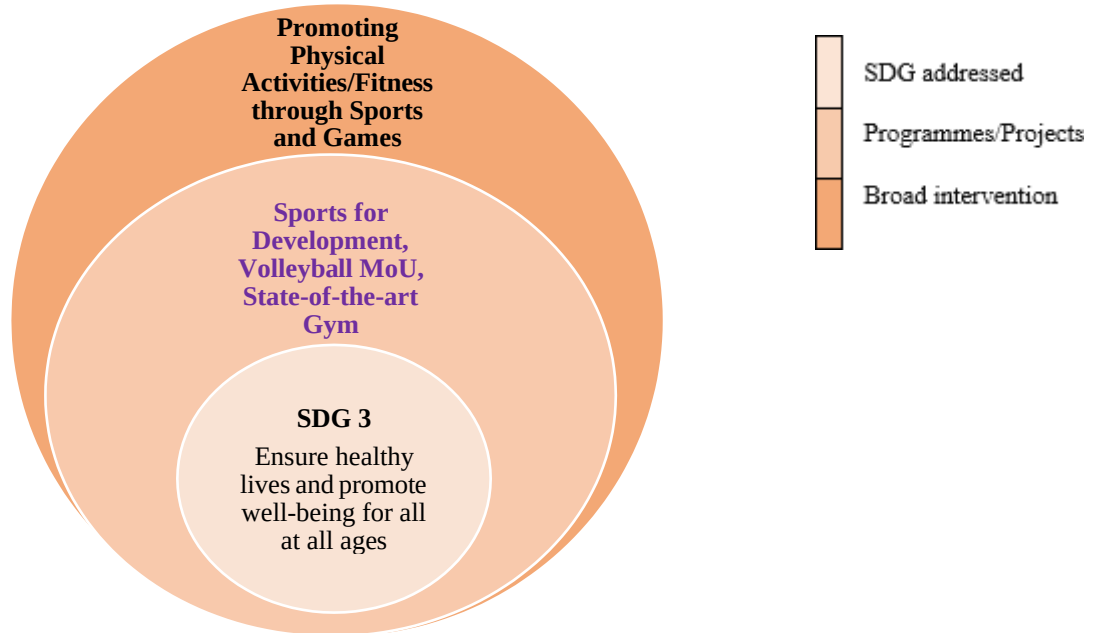


1.2.12 Promoting Physical Activities/Fitness through Sports and Games

Right from the inception of Kalinga Institute of Social Sciences and Kalinga Institute of Industrial Technology sports has been an integral part of education. KISS has a world class sports infrastructure and gym & health club that offers enormous sports training from an early age, thus, complying with SDG #3. The state-of-the-art sporting, fitness and gaming facilities available include 16 international standard sports complexes with gyms, swimming pools, synthetic volleyball, basketball and tennis courts, indoor badminton, billiards, table tennis, yoga and squash courts. Over the years it has been successful to bring out sports persons who represented the country in National and International competitions/championships. KISS has also hoisted a large number of National and International tournaments. FIFA, the world's football governing body, recently agreed to deepen its relations with KISS Bhubaneswar and collaborate on a programme named "Football for Schools." This is a significant stride forward for Indians, as well as a proud moment⁴.

The International Volley Ball Federation (FIVB) entered into an MoU with KISS to contribute

to the growth and development of youth volleyball in India and South Asia. In addition to promoting volleyball in India, KISS will become a knowledge hub for volleyball training and other educational opportunities linked to the sport. KISS will also serve as a training camp centre for young volleyball national teams, offering athletes with training and general educational programmes.

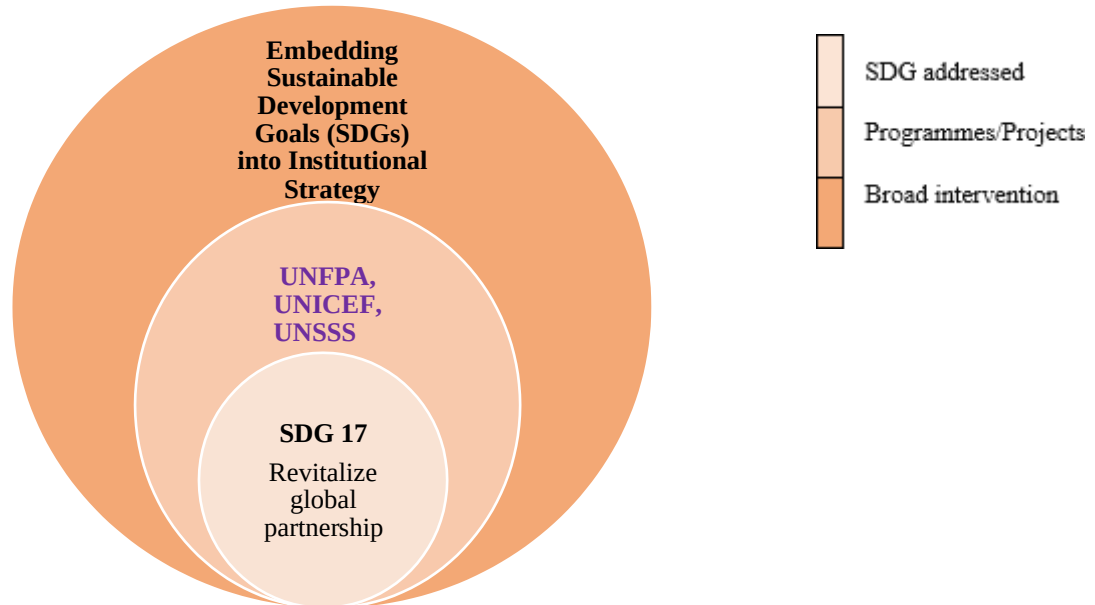


1.2.13 Embedding Sustainable Development Goals (SDGs) into Institutional Strategy

KISS is an educational institute and non-governmental organisation that works tirelessly to empower indigenous communities in Odisha. The vision of sustainable development is central to its work ethos. Indeed, the institute is driven by the conviction of a better world, free from hunger, poverty, and illiteracy. KISS has made sincere efforts to encourage analysis, policy advocacy, and local action for the SDGs innovative initiatives/interventions. The initiatives of KISS ensured a learning environment that nurture and empowered the youth to pave the way for a sustainable future, that foster a vision of sustainable development for Odisha's diverse indigenous and rural hinterlands.

⁴ <https://kiss.ac.in/category/posts/sports/>

KISS forges multi-stakeholder partnerships in adherence with SDG #17, for sustainable socio-economic development with UN bodies, civil society organisations, foundations, and corporates to synergies human development. Some of the eminent partnerships to achieve the SDGs are with UNICEF, UNDP, UN ECOSOC, Delhi Government, Odisha Government, TCS, Oracle, US Department of State, Hanseo University, US Consulate General, TISS, University of East Anglia, University of Cambridge's TIGR2ESS project to name a few.



1.3. Objective(s) of the Study

The overall objective of this study is to conduct an impact assessment on the role of Kalinga Institute of Social Sciences (KISS) in addressing Sustainable Development Goals (SDGs). Specifically, the study aims to –

- Estimate the economic impact of KISS university on the local economy;
- Evaluate the institutional impact of KISS university on multi-level systems; and,
- Review the performance of KISS's flagship projects

1.4. Relevance of the Study

Educational institutes today are more than just a means of acquiring knowledge, skills, and credentials. They provide a platform for students to pursue the freedom they value, liberate their thoughts, and grooming patterns, resulting in the liberation of the community as a whole. KISS, since its inception in 1993, has been successfully addressing the challenges faced by the marginalised section of the society. This was achieved through structured interventions that

aimed to meet the SDGs and eradicate extreme poverty and hunger by providing universal primary education to the indigenous population of Odisha. It is envisaged that such interventions might have caused an unswerving employment opportunity varying from business owners, shop assistants and service providers (stationery shops, retail shops, food and vegetable stores, café joints etc.) in their local communities. The current study is carried out to report the institutional and economic impact of KISS on the indigenous communities and local economies.

Rest of the report is as follows: While **Chapter-2** presents the approach and methodology of the study, **Chapter-3** brings out the economic impact of KISS activities on the local economy. **Chapter-4** evaluates the institutional impact of KISS through multi-criterion systems. **Chapter-5** critically reviews the performance of flagship projects of KISS in bringing about real change in the lives of beneficiaries. **Chapter-6** discusses the contribution of KISS in promoting sports and games at regional, national, and global levels. **Chapter-7** ekes out the journey of KISS Deemed -to-be-University whereas **Chapter-8** enumerates the role of KISS in providing relief aid during COVID-19 and **Chapter-9** concludes with putting forth key policy suggestions.

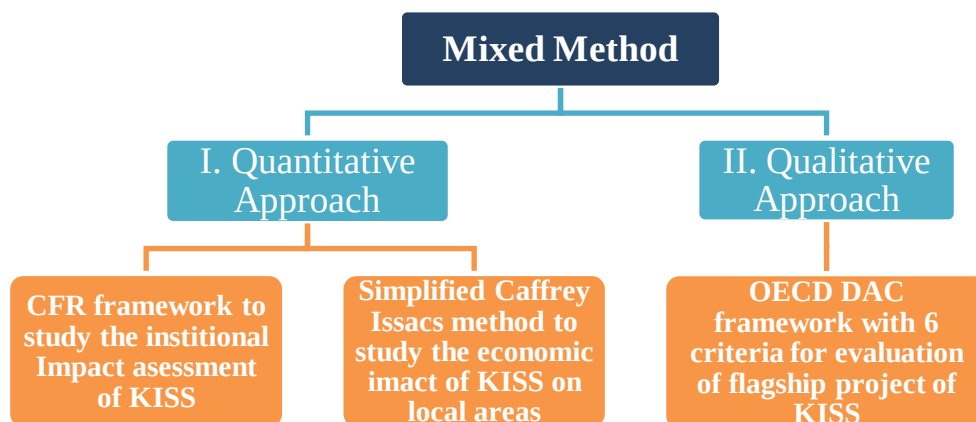
CHAPTER – 2

APPROACH & METHODOLOGY

Key Highlights:

- ✓ Creation of Project Team
- ✓ Kick off- Meeting with the Key Officials of KISS
- ✓ Preparation of Data Collection Tools
- ✓ Field Visit by ASCI Team
- ✓ Quantitative Approach
 - Institutional Impact
 - Economic Impact
- ✓ Qualitative Approach
 - Impact Evaluation of KISS's Flagship Projects

Any evaluation work involves comparing attainments against a target. This study adopted a mixedmethod i.e., Qualitative and Quantitative present the impact assessment. An exploratory research/desk research was conducted mainly through secondary sources such as annual reports, events, Census (2011), and district statistical handbooks (Khordha) and primary data was collectedthrough FGD, personal interview and questionnaires. Overall, the methodology involved segregation and analysis of data (quantitative and qualitative), evaluation and comparing them withdefined guidelines and standards.



The following steps details the Approach and methodology of the study:

2.1. Creation of Project Team

The work demanded active engagement, focused attention, detailed documentation, customized handholding, tailor-made interventions, constant correspondence, and regular follow-up. Therefore, ASCI engaged dedicated resources in project-mode from the very first day, to make a sincere endeavor to bring the task to fruition, in entirety. ASCI formed a study team that consisted of Faculty members, Consultants, Senior Research Fellow, Research Associate and Field Investigators. Subject matter experts for academic and administrative support and secretarial assistance were engaged on need basis. The team was equipped with dedicated facilities and resources for computing, communication, and office automation.

2.2. Kick off- Meeting with the Key Officials of KISS

ASCI team, consisting of senior faculty members, made a 3-day visit to KISS at Bhubaneswar, Odisha during April 2022. During the visit, the team discussed the proposed methodology designed to study the impact assessment of KISS. The visits were helpful to:

- a) Understand the capacity and capabilities of the KISS institutions in terms of human resource, operation, administration, finance, and risk management
- b) Learn about the policies of the institute in terms of gender, child protection, sexual harassment, social inclusion, administrative and financial functioning of the institution
- c) Discuss the flagship projects of KISS with the respective project leaders and finalize eight (08) flagship projects for evaluation and documentation
- d) Discover the contributions made by KISS during the Covid-19 pandemic for the indigenous pollution of the state

2.3. Preparation of Data Collection Tools

(i) Secondary Data Collection

The secondary data was sourced through the annual reports, newsletters, census reports, KISS website and district statistical handbooks of Khordha, and others.

(ii) Primary Data Collection

A survey questionnaire for faculty and staff of KISS was developed. Besides, templates to collect the data on various aspects of the institution, faculty and staff members, and local vendors were developed (Annexures- II & III).

2.4. Field Visit by ASCI Team

The ASCI team comprising of two senior faculty members and two Research Associates made a field visit to Bhubaneswar and other intervention districts of KISS during July 2022 (25th – 30th July 2022). The field visit was guided by following activities:

Sl. No.	Date	Activity
1	25-07-2022	- Interaction with Local Vendors of KISS (Key Suppliers) at KISS, Bhubaneswar - FGDs with beneficiaries of English Access Micro-Scholarship (EAMS) at KISS, Bhubaneswar
2	26-07-2022	- FDG with the beneficiaries of Skill & Entrepreneurship Development Program and MTB-MLE - Meeting with the Finance officer of KISS - Workshop for the HoDs of various departments of KISS to train them on using the survey instrument to fill the data online. The HODs assisted the faculty and staff from their department to fill the data online.
3	27-07-2022	- Visit to satellite centre of Bolangir district, Bhubaneswar and held an FGD with the Principal, faculty and beneficiaries - Meeting with the project leader of LSE-ARSH project and held an FGD with its beneficiaries at Kalahandi
4	28-07-2022	Held an FGD with the beneficiaries of Mission UDAY, TIGR2ESS & CHIRAG projects at Koraput district
5	29-07-2022	Travelled to the project intervene district i.e. Rayagada of NUA-MAA project. Watched live performance on Maternal and Child health nutrition by the Transgender groups and held an FGD with the facilitators as well as the key beneficiaries of the project

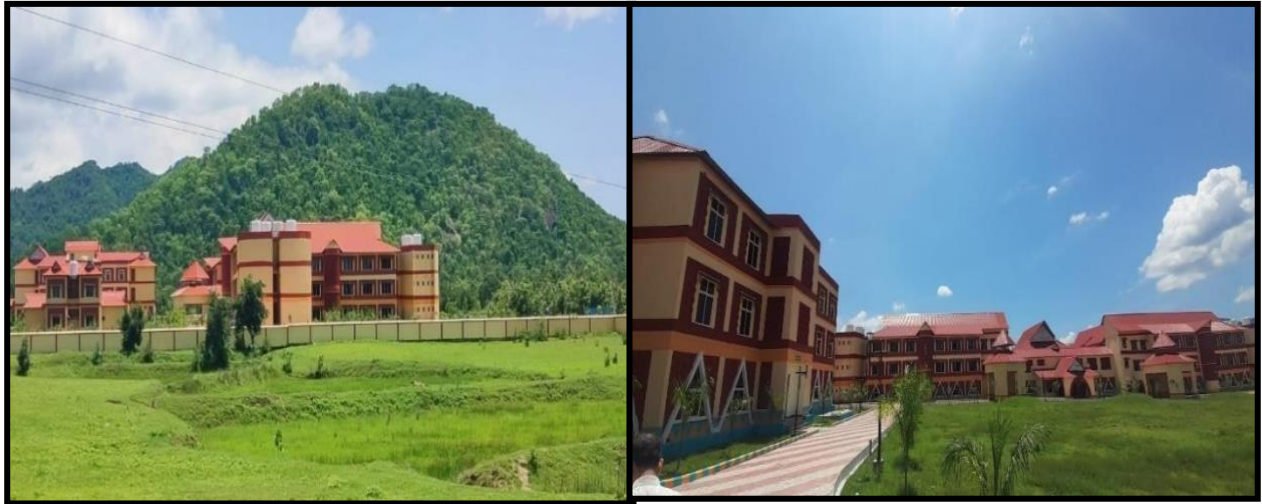


Figure 2.1: KISS Satellite Centre at Bolangir District

2.5. Quantitative Approach

2.5.1 Institutional Impact of KISS

The present study adopted the ‘Commitment for Results’ (CFR) evaluation methodology for evaluating the institutional impact of KISS. A distinct advantage of using CFR tool lies in its analytical approach that minimizes the subjectivity of the assessments and evaluates all levels using the same methodology. However, to begin with, a benchmark/target for measuring the ‘quality’ of CFR were agreed. The set targets were clear, unambiguous, and aligned with the vision, mission, and objectives of KISS. These were useful to determine whether various initiatives are improving the ‘quality’ of CFRs over time. The guidelines comprised of both qualitative and quantitative criteria. The performance of each criterion was assessed on scale of 5 that includes: Excellent, Good, Fair, Poor and Very Poor. The guidelines comprised of both qualitative and quantitative criteria. While the quantitative criteria captured risks and limitations in a numerical way, qualitative criteria were applied to assessment areas for which a numerical analysis is not feasible but can be measured against the agreed CFR Guidelines. This is detailed in Chapter 4.

The present study will evaluate the institutional impact of KISS using CFM at multiple levels as presented in Figure 2.2.



Figure 2.2: Components of CFR for Evaluating the Institutional Impact of KISS

2.5.2 Economic Impact of KISS on Local Economy

Besides offering education and investigation with a focus on tribal studies, Kalinga Institute of Social Science (KISS) also plays a potentially important role in the regional/local economic development by interacting with the government as well as with private companies as key players of economic growth and development.

The fundamental objective of an economic impact assessment study is to gauge the growth in the region's activities attributable to the presence of the University (Elliot et al., 1988). In the present study, therefore, attempts are made to – (a) estimate the direct and indirect economic effects of KISS through an analysis of expenditure flows⁵; and (b) estimate the economic impacts of KISS on the local area with microeconomic models. The study will adopt the demand-side (backward linkages) approach to address the stated objective(s). This is because when a University demands *inputs* with an aim of creating the *output* desirable by the society, it tends to create a perceptible impact upon the regional/local economy. The study will use both primary and secondary data. The territorial scope of economic impact assessment and the sample size was finalized in consultation with KISS representatives.

⁵ This includes expenditures incurred by the University, faculty members, administrative and services staff, students and their families, and local businesses related to KISS.

Figure 2.3 displays the conceptual framework used by the current study, which is based on the adapted/simplified ACE approach (Garrido-Yaserte & Gallo-Rivera, 2010). The Model is subsequently explored in depth in chapter 4. Other methods that use secondary data/information to indirectly estimate the impact on local economy include input-output method⁶ and the Ryan short-cut method (Ryan, 1981; Ryan and Malgieri, 1992). Other methods include the Keynesian local multiplier model (Bleaney et al. 1992; Canterbury City Council 2001), and Computable General Equilibrium (CGE) models (Giessecke and Madden 2005). Source: Adapted version of Simplified Caffrey-Isaacs ACE Model (Garrido-Yaserte & Gallo-Rivera, 2010)

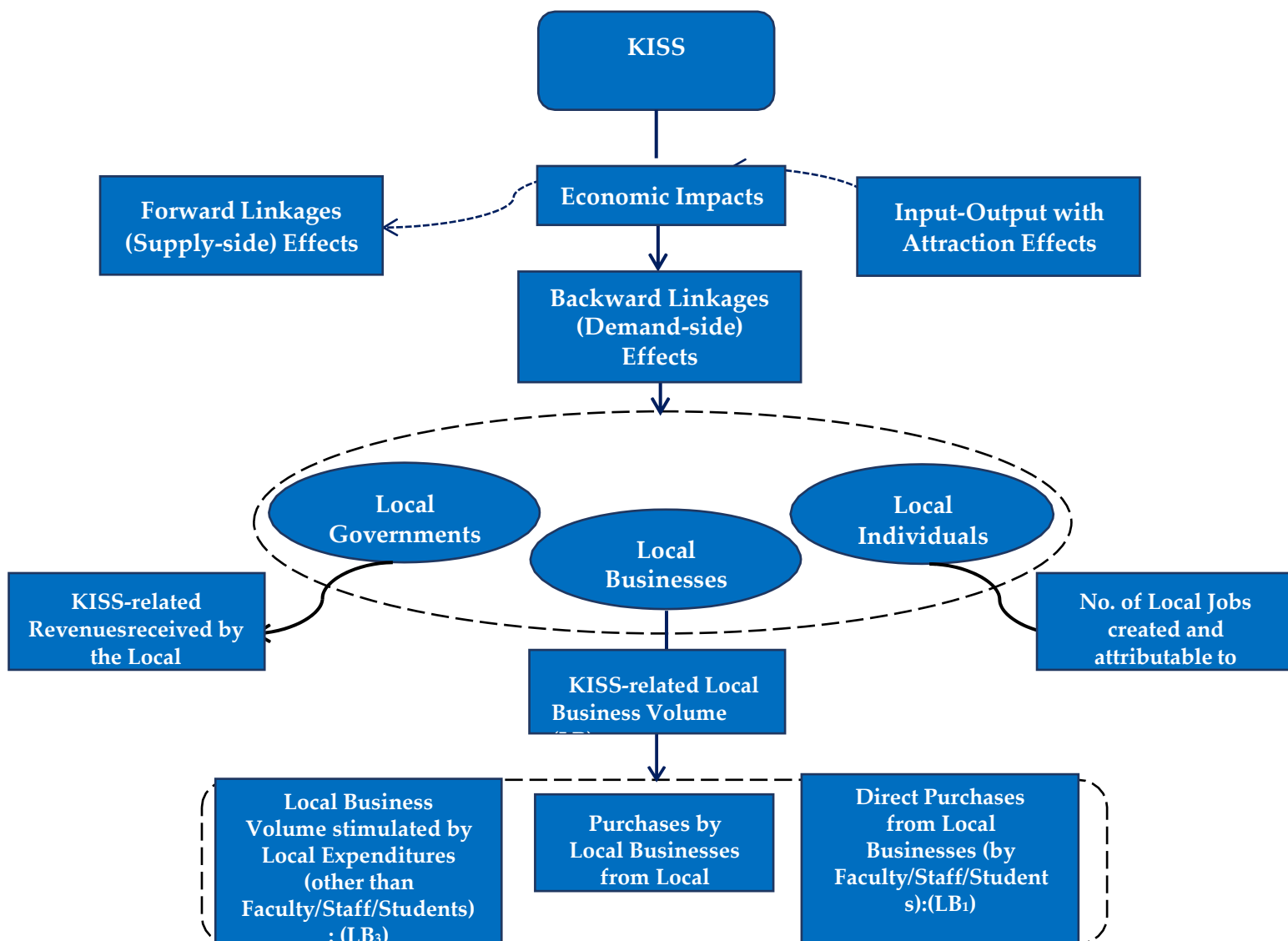


Figure 2.3: Conceptual Framework for Estimating Economic Impact of KISS

⁶ This method is applicable when the input-output table of the location of the university is available.

2.6. Qualitative Approach

2.6.1 Impact Evaluation of KISS's Flagship Projects

The performances of eight (08) select flagship projects of KISS were evaluated. These eight (08) projects were selected during the kick-off meeting of the project. The projects include –

(i) Mission UDAY; (ii) Life Skills Education (LSE) based Adolescent Reproductive Sexual Health (ARSH) education; (iii) Mother Tongue based Multi-Lingual Education Program (MTBMLE); (iv) English Access Micro Scholarship Program; (v) Creative Hub for Innovation & Reciprocal Research and Action for Gender Equality (CHIRAG); (vi) Transforming India's Green Revolution by Research and Empowerment for Sustainable Food Supplies (TIGR2ESS); (vii) Sports for Development; (viii) Nua-Maa; and (ix) Skills and Entrepreneurship Development Program. Impact evaluations of these flagship projects are included in Chapter 5.



Figure 2.4: Applying Evaluation Criteria Thoroughly (OECD-DAC Framework, 2021)

The select projects were assessed through an ‘investigative case study’ approach following the Organization for Economic Co-operation and Development (OECD) Development Assistance Committee evaluation framework of 1991 (and revised in 2021). The OECD-DAC framework (2021) has established six evaluation criteria – (i) relevance, (ii) coherence, (iii) effectiveness, (iv) efficiency, (v) impact, and (vi) sustainability. These criteria provide a normative framework that will be used to determine the merit or worth of each of the select projects. Figure 2.4 illustrates the overall meaning of each criterion and summarizes them through a broad question.

CHAPTER – 3

ECONOMIC IMPACT OF KISS ON LOCAL ECONOMY

Key Highlights:

- ✓ Estimation Approach
- ✓ Territorial Scope of the Economic Impact
- ✓ Estimation Technique
 - Model Specification for Local Business Volume
 - Model Specification for Local Jobs
- ✓ Findings: The Economic Impact of KISS on Local Economy

KISS plays a potentially important role in the regional/local economic development by interacting with the government, private companies, as well as with other non-government organizations (NGOs), as key players of economic growth and development. These are over and above what KISS offers through education and investigation with a focus on tribal studies. The present Chapter, therefore, assessed the direct and indirect economic effects of KISS on the local economy.

3.1. Estimation Approach

The economic influence of an institute can be analyzed from three different perspectives (Florax, 1992) – (i) backward linkages / demand-side effect (input); (ii) forward linkages / supply-side effect (output); and (iii) input-out with attraction effect (Pellenbarg, 2005). The difference between backward linkages and forward linkages, on the one hand, and attraction effects, on the other, is that in case of the former two approaches the marginal effects can be deduced whereas in case of the later the effects may or may not accrue regardless of whether the University was founded (Garrido-Yaserte and Gallo-Rivera, 2010). The fundamental objective of an economic impact assessment study is to gauge the growth in the region's activities attributable to the presence of the University (Elliot et al., 1988). The present study, therefore, – (a) estimated the direct and indirect economic effects of KISS through an analysis of expenditure flows; and (b) estimated the economic impacts of KISS on the local area through the use of microeconomic models. The study adopted the demand-side (backward linkages) approach to address the stated objective. This is because when an Institution demands inputs

with an aim of creating the output desirable by the society, it tends to create a perceptible impact upon the regional/local economy.

3.2. Territorial Scope of the Economic Impact

The economic impact of a unique institution such as KISS has different territorial scope. The effects on the local economy are noticeable and can be comfortably identified. But usually, these effects surpass the local boundaries and spread to regional, national and even global levels. This is possible especially in case of KISS considering that it maintains and promotes contacts related to the international academic and scientific community. Thus, it is important that in this study the territorial scope be defined to evaluate the economic impacts. For the ease of analysis, the study considered the geographical boundary of Bhubaneswar Municipal Corporation (BMC) as the ‘local economy’. Hence, all the primary agents of KISS staying within the BMC were identified as residing locally.

3.3. Estimation Technique

Simplified Caffrey-Isaacs or American Council of Education method, widely known as the ACE model, was used to estimate the economic impact of KISS on local economy. ACE method, proposed by Caffrey and Isaacs (1971), has been extensively used (with adapted versions) to quantitatively estimate the economic impact of educational establishments in their local realm. Caffrey and Isaacs (1971) divided the economic impacts into three distinct groups – (i) upon local businesses, (ii) upon local individuals, and (iii) upon local administration. While Leslie and Lewis (2001) identified eight categories to estimate the economic impact, Garrido-Yaserte and Gallo-Rivera (2010) found evidence that institution-related local business volume and generation of local jobs attributable to the presence of the Institution constitute bulk of the gross economic impact. As compared to all other methods, the simplified ACE model has an advantage of estimating the impacts directly from surveying the principal agents of the institution (i.e., faculty, staff, students, vendors, and visitors, etc.). Other methods that use secondary data/information to indirectly estimate the impact on local economy include input-output method and the Ryan short-cut method (Ryan, 1981; Ryan and Malgieri, 1992). Other methods include the Keynesian local multiplier model (Bleaney et al. 1992; Canterbury City Council 2001), and computable general equilibrium (CGE) models (Giessecke and Madden 2005).

3.3.1. Model Specification for Local Business Volume

The Caffrey-Issacs simplified ACE method is composed of institution related – local business volume (LB) and local jobs (LJ). LB constitutes of the direct purchases made by the institution, faculty, staff and visitors from the local business (LB₁); the purchases made by local businesses (in support of their institution-related business volume) from local sources (LB₂); and the amount of local business volume stimulated by the expenditure (through Institution-related income) by local individuals other than faculty, staff, or students (LB₃).

$$LB = LB_1 + LB_2 + LB_3 \quad \dots (1)$$

$$LB_1 = LB_{11} + LB_{12} + LB_{13} + LB_{14} \quad \dots (2)$$

The direct purchases of goods and services by the institution (LB₁₁) from the local business is only a proportion (e_U) of the institution's total expenditures (E_U), excluding wages and salaries ($W_{F,S}$), transfers and internal payments (X_{FU}), taxes and other payments to the local governments (R_U).

$$LB_{11} = (e_U)(E_U - W_{F,S} - X_{FU} - R_U) \quad \dots (3)$$

The purchases of personal goods and services by institution faculty and staff households (LB₁₂) are composed of two groups – those residing locally within the local community and those residing outside the community. For locally residing faculty and staff, both rental housing (LB_{12.1}) and non-housing expenditures (LB_{12.2}) are considered. For non-local faculty and staff, only non-housing expenditures are considered (LB_{12.3}).

$$LB_{12} = LB_{12.1} + LB_{12.2} + LB_{12.3} \quad \dots (4)$$

The rental housing expenditures by local residents (LB_{12.1}) is a proportion of total disposable income of faculty and staff ($DI_{F,S}$). This proportion is obtained from the product of the proportion of faculty and staff residing locally (f_L) and the proportion of local faculty and staff who rent housing (f_H). The non-housing expenditures by local residents (LB_{12.2}) are the product of (f_L), ($DI_{F,S}$), and the proportion of a local resident's total expenditures spent on non-housing items ($e_{NH_{F,S}}$).

Lastly, the non-housing expenditures by non-local residents ($LB_{12.3}$) is the product of the estimated average local expenditures by each non-local faculty and staff member ($E_{F,S}$) and the proportion of faculty and staff not residing locally ($1 - f_L$) and the gross number of faculty and staff (FS).

$$LB_{12} = f_L f_H DI_{F,S}(eH_{F,S}) + f_L DI_{F,S}(eNH_{F,S}) + (1 - f_L)FS(E_{F,S}) \quad \dots (5)$$

Model LB_{13} that represents gross expenditure by students involve four items. Students will be divided into three groups – boarders, local students, and non-local students. LB_{13} involves the consolidated expenditures (housing and non-housing) of boarders ($LB_{13.1}$); the expenditures by local students on rental housing ($LB_{13.2}$); the expenditures by local students on non-housing ($LB_{13.3}$); and local expenditures by non-local students ($LB_{13.4}$).

$$LB_{13} = LB_{13.1} + LB_{13.2} + LB_{13.3} + LB_{13.4} \quad \dots (6)$$

The sub-model $LB_{13.1}$ is the product of proportion of students who are boarders (S_B), consolidated housing and non-housing expenditures of boarders (eC_B), and proportion of the gross expenditure that the boarder is likely to make in the local environment (e_L).

The sub-model $LB_{13.2}$ is the product of proportion of students who are local non-boarders (S_{NB}) and the average expenditure they incur on housing rental (eH_{NB}). Similarly, the sub-model $LB_{13.3}$ is the product of proportion of students who are local non-boarders (S_{NB}), the average expenditure they incur on non-housing expenditures (eNH_{NB}), and proportion of the gross expenditure that the non-boarder is likely to make in the local environment (e_L).

Finally, the sub-model $LB_{13.4}$ is the product of proportion of students who are non-local (S_{NL}), the average expenditure they incur on non-housing expenditures (eNH_{NL}), and proportion of the gross expenditure that the non-local student is likely to make in the local environment (e_L).

$$LB_{13} = S_B eC_B e_L + S_{NB} eH_{NB} + S_{NB} eNH_{NB} e_L + S_{NL} eNH_{NL} e_L \quad \dots (7)$$

Visitors will be categorized into three broad groups – relatives of the students; guests staying in KISS guest houses for conferences, seminars, meetings, and several such congregations; and other visitors, if applicable.

Now the local expenditures by visitors (LB14) are estimated by the total number of visitors in each category (V_n) by the estimated local expenditures for each such visitor (E_n), and sum results for n categories.

$$LB14 = \sum_{i=1}^n V_n E_n \quad \dots (8)$$

Models LB₂ and LB₃ indicate the additional volume of local business activity stemming from stimulus provided by the purchases of goods and services considered in the other LB models. Model LB₂ estimates the volume of purchases by local concerns in support of their institution-related business. The coefficient m_p represents the proportion of receipts from institution-related purchases used in order to buy goods and services from local sources.

$$LB_2 = m_p LB_1 \quad \dots (9)$$

Model LB₃ represents personal-income-based business activities in the local community. Hence some of the receipts by local businessmen will be compensated to local residents in the form of wages, salaries, and so on, and a share of this income will be spent for the daily purposes by its recipients. The coefficient (m_i) represents the proportion of income received from local college-related business activity that is spent and represent locally.

$$LB_3 = m_i LB_1 \quad \dots (10)$$

3.3.2. Model Specification for Local Jobs

The following model can estimate the total number of local jobs attributable to the presence of KISS, denoted by LJ:

$$LJ = F + [j \times (LB_1 + GE)] \quad \dots (11)$$

The model adds KISS related expenditures (LB₁) to the operating costs of government-provided municipal and public-school services apportionable to KISS-related influences (GE). Their sum is then multiplied by the number of full-time jobs per unit of direct expenditures in the local environment (j) and added to the number of faculty and staff members (F).

Sub-model GE estimates the operating cost of government-provided municipal services (GE_1) and those related to operational public-school services (GE_2), which is apportionable to KISS-related influences.

$$GE = GE_1 + GE_2 \quad \dots (12)$$

$$LJ = F + (j)[LB_1 + \left\{ \left(\frac{F+S}{POP_{LD}} + \frac{FH_L + SH_L}{POP_{LR}} \right) (B_M) + \left[\frac{CH_{PSF} + CH_{PSS}}{CH_{PS}} \right] (B_{PS}) \right\}] \quad \dots (13)$$

The operating costs of government-provided municipal services (GE_1) is estimated as proportion of local government's budget for all municipal services except schools (B_M) multiplied by the average local population who are KISS-related (term in the first parenthesis of equation 13). The average local population is estimated from two rates – (i) the ratio of total number of faculty & staff and students ($F+S$) to the total local population (POP_{LD}); and (ii) the ratio of total number of household members of faculty & staff and students ($SH_L + FH_L$) to the total local resident population (POP_{LR}).

The operating costs of government-provided operational public-school services (GE_2) is estimated as proportion of local government's budget for all public schools (B_{PS}) multiplied by the ratio of total number of faculty and staff children attending local public schools ($CH_{PSF} + CH_{PSS}$) to the total number of children attending public schools (CH_{PS}).

Finally, the multiplier effect (k) will be estimated by the ratio of gross impact of KISS on local business volume (LB) to its gross budget for a specific year (B).

$$k = \frac{LB}{B} \quad \dots (14)$$

The share of LB in local/regional gross domestic product (GDP) will indicate the significance of KISS in boosting the local economy.

3.4. Findings: The Economic Impact of KISS on Local Economy

An assessment of economic impact of KISS on the local economy of Bhubaneswar Municipal Corporation has been realized using simplified Caffrey-Isaacs (American Council of

Education) method. Table 3.1 summarizes the local business volume created by the activities of KISS in the local economy, i.e., BMC. The findings are based on the response received through google forms from a sample of 243 faculty/staff members and 17 major vendors of KISS. The survey questionnaires used in the study to collect information from the faculty/staff members and vendors are presented in Annexure-II & III.

Table 3.1: Summary of the Local Business Volume generated by the activities of KISS in BMC

S.N.	Items	Impact	
		Value (₹ in lakhs)	Percentage Share (%)
Total Impact (Business Volume) – [(1) + (2) + (3) + (4)]		₹ 10,156.83	100.00%
1	Institution Expenditures (LB_{11})	₹ 3194.26	31.45%
2	Faculty and Staff Expenditures (LB_{12})	₹ 1884.16	18.55%
3	Local Business Volume Generated by Vendors (LB_2)	₹ 1,523.52	15.00%
4	Local Business Volume Stimulated by Local Individuals (LB_3)	₹ 3,554.89	35.00%

Source: Authors' Elaboration

The generation of local businesses due to activities related to KISS is a little more than **₹101.00** crore. Out of this, about **₹50.80** crore are generated from the expenditures of the economic agents directly involved with the institution, i.e., faculty, staff, students, visitors, and the institution itself. Direct purchases by the economic agents generate the strongest impact (50 percent), followed by business stimulated through local individuals other than the faculty and staff members of the institution (35 percent) and purchases made by the local vendors in support of institution-related business (15 percent).

The detailed break-up of the gross impact generated by the institution in the local economy alongside the value of expenditure multiplier is shown in Table 3.2. Within the category of institution expenditures, purchases incurred by KISS on local businesses constitute the largest share (50.4 percent), followed by expenditures on salaries and wages (26.68 percent).

Table 3.2: Break-up of the Local Business Volume, Gross Impact, and Multiplier Effect

S.N.	Items	Impact	
1.1	Institution Expenditures	Value (₹ in lakhs)	Percentage Share (%)
	Gross Institution Budget (E_U)	₹ 9042.16	
	Institution personnel expenditures ($W_{F,S}$)	₹ 2,412.19	26.68%
	Institution expenditure on transfers and internal payments (X_{FU})	₹ 254.12	02.81%
	Institution expenditure on taxes and other payments to the local governments (R_U)	₹ 38.09	0.42%
	Institution expenditure on local business	₹ 4,557.29	50.40%
	Proportion of expenditure on local business (e_U)	0.504	
	Other expenses*	₹ 1780.48	19.69%
	Direct purchases of goods and services by the institution from local vendors (LB_{11})	₹ 3194.26	100.00%
1.2	Faculty and Staff Expenditures		
	Proportion of faculty and staff residing locally (f_L)	0.54	
	Proportion of local faculty and staff paying housing rentals (f_H)	0.49	
	Proportion of expenditure of local faculty and staff on housing rentals ($eH_{F,S}$)	0.12	
	Proportion of expenditure of local faculty and staff on non-housing rentals ($eNH_{F,S}$)	0.26	
	Gross Annual Disposable Income ($DI_{F,S}$)	₹ 1250.62	
	Rental expenditures by local faculty and staff ($LB_{12.1}$)	₹ 40.06	02.13%
	Non-rental housing expenditures by local faculty and staff ($LB_{12.2}$)	₹ 179.54	09.53%
	Non-rental housing expenditures by non-local faculty and staff ($LB_{12.3}$)	₹ 1,664.56	88.34%
	The purchases of goods and services by faculty and staff households (LB_{12})	₹ 1884.16	100.00%
1.3	Gross expenditures by students (LB_{13})	Captured in 1.1	
1.4	Local expenditures by visitors (LB_{14})		
1	Direct purchases by the Institution, Faculty, Staff, Students, and Visitors from local businesses (LB_1) – [(1.1) + (1.2)]	₹ 5,078.41	50.00%
2	Local business volume generated by vendors related to Institution (LB_2)	₹ 1,523.52	15.00%
3	Local business volume stimulated by local individuals (LB_3)	₹ 3,554.89	35.00%
4	Total Impact (Business Volume) – [(1) + (2) + (3)]	₹ 10,156.83	100.00%
5	Multiplier Effect: (Total Impact / Budget)	1.12	
6	Total Impact / GDDP Khordha (%)	0.34	

*Organizing conferences, seminars, meetings, sporting events, and several such congregations

Source: Authors' Elaboration

Similarly, non-rental housing expenditures by non-local faculty and staff constitute the lion share (88.34 percent) in the expenditures incurred by faculty and staff households, followed by non-rental housing expenditures by local faculty and staff (9.53 percent).

Usually, economists are more interested in understanding how infusions of capital in an economy positively affect growth /income. It is generally believed that capital investments of any kind will spur a snowball effect on various aspects of economic activity. The multiplier effect, as the term indicates, provides a numerical value or estimate of a magnified expected increase in income per dollar of investment. The multiplier value indicates what impact a change in an autonomous spending will have on total spending and, hence, on the aggregate demand in an economy. In Table 3.2, the value of expenditure multiplier is seen to be **1.12**. It implies that every ₹1 worth of autonomous spending by KISS generates an additional spending worth of ₹1.12 in the local economy of BMC alone. As has turned out to be, an increase in spending of ₹1 by KISS cause economic activities in the local economy to increase more than proportionately. With reference to the gross district domestic product (GDDP) of Khordha for the year 2018-19 (Mishra and Nathan, 2020), activities of KISS constitute about **0.34 percent** of the size of the district economy. Due to lack of availability of data, the study was not able to estimate the multiplier value with respect to the size of the local economy. However, the importance of the estimated gross value of economic activities will be greater if compared with other territorial frames (such as Bhubaneswar sub-division / municipality) closer to its area of influence.

Table 3.3: Estimation of Jobs generated by KISS in the Local Economy

S.N.	Model/Sub-models	No.
Jobs generated in the locality due to the presence of the Institution [(1) + (2) × {(3) + (4)}]		2,789
(1)	Total Number of Institution faculty and staff	1,394
(2)	Number of full-time jobs generated from each rupee spent in the locality	0.00000274
(3)	Local expenses related to the Institution	5,078.41
(4)	Operating costs of government-provided municipal services (₹ in lakh)	42,848.47
(4A)	Operating costs of government-provided municipal services provided to the Institution (₹ in lakh)	428.58
(4B)	Operating costs of government-provided operational public-school services (₹ in lakh) – (No such provision in the local area)	—

Source: Authors' Elaboration

The impact upon employment is measured from the aggregation of direct and indirect jobs created by the services from which the economic agents who are directly involved with the institution get benefitted (See Table 3.3). The estimated impact on jobs relies on a fundamental yet weak assumption that as low as 1% of the average BMC budget of the last 3 years is used for providing municipal services apportionable to KISS. The value of the job multiplier is ₹ 3,64,305 per worker or 0.00000274 jobs for every ₹ of direct expenditure. It can, therefore, be inferred that the jobs generated directly or indirectly by the Institution's activities would rise to 2,789 jobs annually.

Based on the findings, it may be concluded that the economic effects are extremely crucial. They contribute tremendously not only to the growth of the local economy but also to a large extent to the economy of Odisha. This Chapter on the economic impact will go a long way to serve as a benchmark (or referral point) for KISS. The Chapter will highlight the role which the KISS community plays in the development of the local economy. It will also enhance the knowledge of the stakeholders on the multiplying effects of KISS's economic activities within its immediate vicinity.

Nevertheless, the obtained estimations of simplified ACE model can be improved and better approximations of the expenditure flows can be obtained from other parameters such as – (i) visitors (parents/relatives/guests/etc.) who stayed in guest house / hotels for conferences, seminars, meetings, sporting events, and several such congregations; (ii) expenditures of the local businesses to local sources; local expenditures by individuals whose incomes are related but they do not work for the institution directly; (iv) out of pocket expenditures incurred by the students; expenditures incurred by the institution on accommodation, food and logistics. The estimated economic impact of KISS on both business volume and jobs constitutes a conservative estimate of the aggregate impact. The methodology used in the Chapter is simple, low-cost, and allows periodic estimates. The findings hold valid so long as the analysis of the study is characterized as being static. Although KISS also generates long-term economic effects, capturing such impacts (such as the quality of life) is beyond the scope of this study but leaves an interesting area for future research.

CHAPTER – 4

INSTITUTIONAL IMPACT OF KISS

Key Highlights:

The institutional impact study carried out on seven (7) dimensions using a CFR Framework

- ✓ Curricular Aspects
- ✓ Teaching-Learning and Evaluation
- ✓ Research, Innovations and Extensions
- ✓ Infrastructure and Learning Resources
- ✓ Student Support & Progression
- ✓ Governance, leadership & Management
- ✓ Institutional Values and Best Practices

Institutional impact study analyses behavioral and functional aspect of the institute according to both empirical rules (informal rules-in-use and norms) and theoretical rules (formal rules and law). It also studies how individuals and groups create institutions, how institutions function in practice, and how institutions affect each other, individuals, societies, and the community.⁷

This chapter entails the institution impact study of KISS carried out by ASCI using a CFR Framework. The CFR framework will help to measure the performance of KISS in relation to establishing parameters through analysis. A 5-point rating system was applied throughout the seven (7) Dimensions listed below:

5-Point Rating Scale	1	2	3	4	5
Quality	Very Poor	Poor	Fair	Good	Excellent

The seven (7) Dimensions:

4.1 Curricular Aspects.	4.2 Teaching-Learning and Evaluation
4.3 Research, Innovations and Extensions	4.4 Infrastructure and Learning Resource
4.5 Student Support & Progression	4.6 Governance, leadership & Management
4.7 Institutional Values and Best Practices	

⁷ Institutional analysis, Wikipedia, the free encyclopedia

These 7 dimensions are further categorized into various parts with specific ranking order, as explained underneath. CFR Framework mapping is enclosed as Annexure-I

4.1. Curricular Aspects

- a) Advanced Curriculum Design and development (Graded 5) - Academic performance and curriculum development are important pillars of KISS. KISS has meticulously worked towards development of:

- ✓ Indigenous language specific transition curriculum where the students during their formative age (Class I, II & III) begin education in their mother tongue and gradually progress to the school language.
- ✓ Reproductive health curriculum to facilitated Sexual and Reproductive health education amongst the adolescent,
- ✓ English language curriculum that provided the indigenous students a meaningful English-language learning experience
- ✓ Skill development curriculum that focused on evolutionary development of skills with age-appropriate custom designed skilling activities

In addition to the above, KISS also inculcated essential elements of sustainable food systems (obtained from project TIGR2ESS-CHIRAG) into the curriculum of postgraduate courses from Tribal sciences to Zoology and Botany while it also started a Post Graduate course - Food Science and Technology in 2021-2022. KISS' advanced curriculum and academic components have been spread among multiple locations for administrative ease and achieve better student outcomes

- b) Digital database and record keeping – (Graded 1) – The benefits of integrating the institutional data in a central location are more prominent than ever in the ever-changing world of digital storage technology. Considering large-scale interventions of the institution for uplifting the lives of the PVTG especially through its flagship projects it is essential that KISS establish a central data repository system in place. Lack of data collection on well-defined performance measure are likely to impact on predicting the student and institutional outcomes in the coming years.
- c) Feedback Systems – (Graded 3) – A well-defined feedback system in an organization improves performance at all levels. The feedback can be verbal, written or gesticulated. KISS has a fair feedback process that has contributed in assessing deficiencies and determining gaps to achieve better outcomes.

4.2. Teaching-Learning and Evaluation

- a) Teacher Students Ratio (Graded 4) – The student each ratio of KISS as compared to the respective standards is as follows:

Table: 3.1 Student Teacher Ratio of KISS

	Primary level (CLASS I-V)	Upper Primary level (CLASS VI-VII)	Secondary level (Class VIII-X)	Higher Secondary (Class XI-XII)
Ratio of PTR at KISS (Avg. of data from last 5 years, 2016-17 to 2020-2021)	46:1	42:1	41:1	67:1
Ratio of PTR as per NEP	25:1	25:1	25:1	25:1

As per the New Education Policy (NEP-2020), a student-teacher ratio (PTR) of under 30:1 will be ensured at the level of each school; areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1. Since KISS provides education to the PVTGs, a ratio of 25:1 is considered. Table 3.1 illustrates the student-teacher ratio at KISS, in comparison to the standards of NEP-2020.

- b) Students Enrollment and Profile (Graded 5) – KISS is not just a home for children from tribal origins, but also for the poorest indigenous parts of country. It aims to provide formal education and a sustainable living for such children. The data (2016-17–2020-21) presents that KISS has an average enrolment of 9000 students per year from elementary to higher secondary level, which is considered excellent.

Teacher Profile and Quality (Graded 5) – Keeping in view of holistic development of students, KISS recruits the best faculties and provide concurrent training to orient them with the goals and objective of the institution. Such highly skilled in-house faculty provides students the first-rate information on variety of themes from formal education to extra-curricular activities and sports. Many international faculties also engage in training the students at KISS on variety of themes. The faculty at KISS nurtures the students to become better individual and earn a sustainable livelihood.

- c) Student Performance and learning outcomes (Graded 4) – KISS has been making concerted efforts towards holistic development of child. In this endeavor it introduced a various project that enhanced the capacity of students and provided them ocean of opportunities. Some of its intervention project provided opportunity to students to study at the USA - a fully funded student exchange program, numerous students were trained at KISS in various sports discipline who represented country in international championship/tournaments, bridging the gap between the home language and schools language during formative age of students with the help of 35 days transition curriculum, vocational training helped the students to earn while they learn, exposure to various cultures including indigenous culture etc. However, KISS fails to record the data of the student outcomes which could help in predicting the future.
- d) Providing vocational trainings (Graded 5) – KISS works with an aim to break the intergenerational poverty chain. In this regard students at KISS undergo vocational training as a part of education curriculum in areas like as handicrafts, sewing and embroidery, painting amongst others. The training provides opportunity to generate sustainable livelihood under "Earn While You Learn" program and thereby transform them into skilled entrepreneurs or professions that fit in the job market.



Fig: ASCI team interacting with Project leaders, trainers, and students of Skill development

- e) Development of the pedagogy of multi-language teaching (Graded 5) – KISS is a residential educational institute for children belonging to various tribes. Learning becomes difficult for these children when they begin school as the language used as the language of teaching is different from their mother tongue. KISS realised the need to fill this gap between the home language and school language of its students and introduced 35 days transition curriculum. The curriculum helps in smooth transition of the students in their

formative age by beginning education in mother tongue and gradually progress to the language of instruction at school thereby achieving improved learning outcomes.

4.3. Research, Innovations and Extension

a) Research publications and awards (Graded 4) – KISS Deemed University has an exceptional faculty engaged in cutting-edge multidisciplinary research. The faculty at KISS have a long history of acclaimed and highly regarded publications to their credit. So far, KISS has published 69 articles in reputed journals like SCI journals, Scopus etc. and 12 books published by renowned publishing house like Elsevier, Springer, amongst others. In addition to this, students of KISS were awarded in various national and International championships. At institutional level KISS received following prestigious awards:

- ✓ MTB-MLE intervention of KISS has received the prestigious UNESCO King Sejong Literacy Prize, in September 2022.
- ✓ KISS received Leadership Award by National Commission for Scheduled Tribes, Govt. of India, in February 2019.
- ✓ KISS won the prestigious 18th Energy Globe Award at the Presidential Palace in Tehran, January 2016 etc.
- ✓ KISS won International Green Gown Award for Mission Uday.

While KISS has been making huge contributions in the field of research and development, very little is put in position where others can see and learn for their advantage.

b) Smart Utilities in Institution (Graded 4) – KISS in collaboration with Oracle, established smart classrooms that facilitate access to smart teaching technology to make learning more interesting and interactive both for teacher and students. Besides this, it has full-mechanised kitchens with solar water heating systems, Biogas plant to process the food waste into biogas which in turn is used as a fuel in cooking purposes, an automatic laundry machine to wash the laundry, waste management system, rainwater harvesting etc. KISS strives to provide innovative infrastructure with state-of-art experience while consciously maintaining sustainable and eco-friendly low carbon footprint in the campus.



Fig: Satellite center of KISS with Smart Utilities

- c) Collaboration with other universities (Graded 5) - KISS collaborates with numerous institutions and Organizations across India to develop and implement concepts. As a result, there is reciprocal gain and knowledge sharing. Diversified collaborations include the Delhi Government, NGOs such as Guide Star India and CAF India, as well as corporate enterprises such as Tata Steel and NALCO⁹.

4.4. Infrastructure and learning resources

- a) Library as a learning resource (Graded 4) – KISS with support from the Tata Steel had set-up a 150-seater library building. It has over 1,018,434 books, 16,806 bound volumes, 665 current subscriptions to print journals, magazines, newspapers, and many other resources like student's project reports (4.3+ Million), CDs (2813), videos (555) etc. It is the major resource center for both students and faculty/staff of KISS and KIIT. Addition to the above it also provides access to 169,470 e-books, 2982, 43,193 e-journals and rare books.¹⁰

⁸ <https://kiss.ac.in/about/infrastructure/>

⁹ <https://cdn.kiss.ac.in/wp-content/uploads/2020/08/Collaboration-KISS.pdf>

¹⁰ <https://kiit.ac.in/campuslife/library/>



Fig: Library setup in collaboration with Tata Steel

b) Physical Facilities (Graded 5) – KISS is the largest residential education institute for tribal students in the world that provided free food, accommodation, education, and healthcare facilities to indigenous students from KG-PG. It is built on a 100 acres land and spread across 35,00,000 square feet of built-up area. It is equipped with:

- ✓ Three dining halls with capacity of serving 10000 students at one time
- ✓ State of the art full Mechanized Kitchen that facilitates steam-based cooking.
- ✓ Wi-Fi enabled campus and with (CCTV) cameras security all across the campus
- ✓ Fully secured campus with 24 hours surveillance through CCTV (Close Circuit Television) cameras.
- ✓ 850 KW Solar power plant that also facilitates Solar water heating system for Mechanized Kitchen
- ✓ 200 bedded in-house medical facility supported by Kalinga Institute of Medical Science
- ✓ Reverse Osmosis Drinking Water plant to provide safe drinking water and a Biogas Plant that processes food waste into biogas, which is used as fuel for cooking.
- ✓ Innovative Science Park for students that makes learning the concepts easy and fun.
- ✓ An automatic laundry machines for washing clothes
- ✓ Bakery Unit & Curd Unit
- ✓ An excellent state of art sports facility that trains students in various sports disciplines.

c) Introduction of new age technologies like AI & ML in education - (Graded 1) - Education technology has evolved dramatically over the previous decade, altering education consumption in a variety of ways. In response to the Covid-19 epidemic, many e-learning portals have sprouted up. Cloud computing is expanding digital

educational resources that may be given over the internet with little management effort. Similarly, Virtual Reality (VR) offers a virtual environment for real-time learning, allowing students from a wide range of financial backgrounds and social levels to get access to high-quality education. Given that, KISS has not introduced such automation technologies into its formal education.

- d) Developing and operationalizing innovative learning materials – (Graded 3) – KISS since its inception has been making concerted efforts towards making learning easy and fun for its students. The MTB-MLE intervention by KISS helped to overcome the challenge of poor retention of indigenous students from the elementary schools by bridging the language gap. Besides this introduction of smart classrooms, innovative learning material to impart life skill education, peer engagement in imparting the Adolescent sexual and reproductive health education, use of innovative pedagogy and IEC-BCC tools accompanied by counselling sessions to address the adolescent health and hygiene concerns of the adolescent students amongst others are some of the innovative learning methods adopted by KISS. Given that, KISS needs to establish an Automated Learning Management System (ALMS) that can assist the students to study in a lucid manner and comprehend knowledge quickly and effectively.
- e) Ensuring an enabling learning environment (Graded 4) – KISS has been instrumental in creating an enabling learning environment focussed on holistic development of student from those communities who never reached the thought of formal Education. KISS does not focus on drawing boundaries between a clever and weak students but on ensuring equality and creating equal opportunities for every child. Its systematic approach laid the groundwork of providing free education, free nutritious food, free accommodation, skill-based vocational training; diversity and inclusive education through MTB-MLE program and celebration of tribal traditions and cultures. KISS has been challenging the traditional education system with its innovative pedagogy and value system creating a bridge between community and education system as a whole.
- f) Providing equal systems/infrastructure to women (Graded 5) – Social norms and practices prevent the Indigenous women/girls access to education. KISS has been instrumental in providing equal opportunities to girl students as compared to their male counterparts. 60% of the total students at KISS are girl students. The institution has been making concerted efforts towards uplifting the lives of these indigenous women

by empowering them, encouraging them to: become leaders and change makers, Doctors, Engineers, Lawyers, Civil officers, Entrepreneur etc. KISS also encourage and train girl students in various sports disciplines who then represented the country in international championships.

4.5. Student Support and Progression

- g) Student participation and activities (Graded 4) – The basic thought behind institutionalizing KISS was empowerment of tribal children through free of cost holistic education. The students at KISS participate and excel not only in academics but also in extracurricular activities like peer education, community awareness campaigns, vocation training, conferences, workshops, cultural events etc. The state-of-art sports facility in the university enables student engagement in various sports, and for competing and winning titles in international tournaments, providing a win-win situation for both students and the university. Since its inception, KISS is determined to empower the indigenous students and make them self-reliant. In this endeavor, it has well demonstrated that if underprivileged children are given the opportunity, they could overstep others.
- h) Alumni Engagement – (Graded 2) – KISS Alumni are the most prestigious resources of the institutes and has greatly contributed to its success. Given that, KISS do not have any Alumni data records or an Alumni association club that can promote interaction and networking among alumni and the students of the Institute in the area of academics, research, outreach, and innovation.
- i) Career development for students (Graded 5) – KISS integrated vocation training in its curriculum that develops marketable skill amongst its students with paid incentives, English learning experience with exposure to visit the USA, placement and employment guidance to the UG and PG students, extensive sports training and opportunities to participate in national and international events etc. The direct consequence of this has contributed to career development of students and helped them secure employment opportunities and leadership positions across the world in various sectors.
- j) Checking child marriages in many tribal districts of Odisha (Graded 4) – It is observed that the school dropout rate of indigenous female students is higher than the male

students as they are often victims of child marriage, sexual exploitation and social norms. In this regard, KISS imparts Life skill based sexual health education to Adolescent students. The intervention uses multiple approaches from classroom training and peer interaction to counselling sessions to address the concerns of adolescents. The program generated massive awareness amongst adolescent students and developed them as change makers of their community. It also empowered the girl students and brought down the common practice of child marriage across various districts of the state.

- k) Providing special care to mental and physical health of tribal adolescent girls (Graded 5) – Special care is essential to tribal adolescent girls, as they are the future child bearer/mothers. KISS provide special care and attention to the mental and physical health of Adolescent girls through life skill and sexual health education. Counselling session at group and individual level are organized to address their health and hygiene related concerns. The institute has a designated counselling room for girl students equipped with reading material, posters and other resources. A dedicated gynecologist counsel the girl students on health and hygiene practices especially menstrual hygiene practices. KISS manufacture the sanitary napkins and has a sanitary napkin dispenser placed at the girl's hostel. Besides this, an incinerator for safe disposal of the sanitary napkins is also available. The spillover effect of this is reduced cases of sexually transmitted diseases, lowered the number of drops and morale build amongst the girl students.

4.6. Governance, Leadership & Management

- l) Institutional Vision and Leadership (Graded 4) – Dr. Achyuta Samanta, the founder of KISS laid the foundation of the institute with a vision of a world free from hunger, poverty, illiteracy, and ignorance. The institute been instrumental in provide formal education and holistic development of children from indigenous communities with disturbing their culture and traditions. In this endeavour, KISS managed to develop global collaborations through its flagship projects that aimed to attain the sustainable development goals
- m) Internal Quality Assurance System (Graded 4) – KISS was granted Deemed to be University by the Ministry of Human Resource Development (MoHRD) in August- 2017. The infrastructural facilities meet the standards of NAAC. The NAAC requires

universities to have an efficient internal quality assurance system in place. In line with this, an Internal Quality Assurance System was established by KISS-DU.

- n) Resource Mobilization (Graded 3) – Resources are extremely important for continued operation, growth and expansion of KISS. KISS has an extra-ordinary team of resources that include academic, research and advocacy, sports and development, management, finance, administration, technology, subject matter experts, innovation and creation, vocational trainers etc. The institution also provides concurrent trainings and capacity building programs to its resources and provide opportunities for growth. However, KISS needs to enhance the existing resources or acquire new resources to meet the current technology driven business needs.
- o) Providing access to regular and nutritious meals to students (Graded 5) – Providing nutritious food to all students of KISS for three times a day is way to end hunger. KISS has an impressive steam based mega kitchen that prepares 1-lakh meals each day. Students eat meals that comprise of protein, fiber and nutrient-dense ‘Dalma’ several times a week. Dalma is stew of sorts that consist of lentils and minimum six to seven varieties of vegetables. Meat is served twice a week besides fruits, mudhi (puffed rice), cornflakes, milk, fish, and eggs included in the meals. Such nutritious food provision has curbed starvation and malnutrition among the students at KISS.
- p) Providing necessary medical arrangements to curb the health ailments of tribal students (Graded 5) – Malnutrition, lack of safe drinking water, unhygienic living conditions, poor maternal and child health-care services, lack of sexual health awareness, and no access to health facilities all contributes to the poor health of India's tribal population. KISS cares for its children and has established a medical facility within its campus. The medical facility overcomes most of the healthcare challenges of its students at zero cost. KISS combats malnutrition by providing nutritious meals 3 times a day to all its students. Further, the Life skill based sexual education generates awareness related to the sexual health and hygiene behaviors to Adolescent students (especially menstrual hygiene). This has improved the health of tribal students at KISS.
- q) Arranging Immunization & COVID -19 drive for the students (Graded 5) – KISS regularly organizes immunization drives for its students where children are also educated on prevention from malaria, hepatitis, chickenpox, flu and other infectious diseases. KISS was at the forefront in the fight for Covid-19 relief and provide handholding support to the most marginalized

and vulnerable group of people. It set up India's first 500-bedded COVID hospital equipped with ultra-modern facility, a dedicated team of doctors and 50 critical care beds. It successfully treated 15000+ COVID positive patients, conducted 12000+ RT PCR test, discharged 150+ COVID positive women, and established 1050+ COVID beds.

- r) Connecting with tribal people and their community (Graded 5) – KISS provides a holistic education from kindergarten to the post-graduate level the tribal/indigenous children. In this endeavor, KISS has thrived to prevent child marriage, child labor, early pregnancy, substance abuse and others through its Life Skill Education program. Further it facilitated skill development amongst its students through its vocational training program that enhanced the skilling, innovation and entrepreneurship capacities of the tribal communities. KISS has been instrumental to manage and bring about much-needed social change by reforming the lives and minds of tribal who were living in Maoist and Naxalite insurgent hinterland of Odisha.

4.7. International Value and Best Practices

- s) Providing relevant capacity building and introduction of Life Skill Education (Graded 5) - KISS launched the "Life Skills Education (LSE) - Adolescent Sexual and Reproductive Health (ARSH)" initiative at KISS in collaboration with the United Nations Fund for Population Activities (UNFPA). The key objective of this intervention was to enhance knowledge and skill among the inhabiting tribal adolescents by imparting Life Skill Education and creating an enabling environment for Reproductive and Sexual Health. Within 2 years of the launch of program (i.e. 2009-2011), KISS emerged as a resource institute with profound experience in developing and disseminating information on LSE-ARSH. It successfully builds the capacities of about 100 DIET (District Institute of Education and Training) teachers. These DIET teachers in turn provided handholding support to 500 Head Masters, 1500 Government teachers and 7900 School Management Committee members in conducting the sessions at schools.
- t) Integration of Life Skills Education (LSE) and Adolescent Reproductive Sexual Health (ARSH) with the formal education (Graded 5) – 30 planned sessions i.e. one session per week was earmarked on the school timetable of students from Class VI – IX for LSE-ARSH. Besides this, chapters from science, social studies and language subjects were also identified and to transact the LSE sessions. In view of encouraging group learning, activity-

based LSE sessions were designed. Inclusion of case studies, group work and role-play amongst others made the session participatory and brainstorming. Various communication and resource materials were used in teaching that included thematic charts, case studies, facilitators guide for teachers to facilitate the LSE sessions.

- u) Promoting diversity by celebrating different tribal festivals (Graded 5) – KISS provides holistic education to sixty-two (62) tribes that includes thirteen (13) primitive tribes practicing diversified cultures and traditions. Nevertheless, KISS celebrates various tribal festivals like Sakrat Parab, Maghe Parab, Chaita Parab and other festivals like Jagannath Rath Yatra, Holi, Diwali, Raksha Bandhan, Basant Panchami etc. with traditional zeal. There has been no instance of diversity becoming a barrier to relationships among students belonging to different tribes. Therefore, to such celebration, the cultural identity of the tribal children is also protected.
- v) Sensitizing the tribal students regarding the conservation and protection of forest and success of KISS GREEN drive (Graded 5)- With aim to restore the green cover destroyed due to cyclone Fani, a massive plantation drive was initiated by KISS. As part of this campaign plants saplings were given to the students and staff members to plant at a place of their choice in the campus. The campaign was driven by a slogan “Go Green” and many students adopted the trees and took care of them. In this endeavor, it contributed to conservation and protection of forest and curb climate change.
- w) Adhering to all SDG Goals (Graded 5)- KISS since its inception has been tirelessly working towards creating a world a world free from poverty, hunger and illiteracy. Therefore, sustainable development has been at the core of its DNA since inception. The flagship projects, trainings, research, collaborations, achievements, campaigns’, inclusive education etc. of KISS addresses all the 17 SDGs of United Nations.
- x) International Connections (Graded 5) – KISS has established global alliances for the sustainable development of the underprivileged. It collaborated with UN agencies such as the UNFPA, UNICEF Foundations, and other embassies. ECOSOC conferred UN Special Consultative Status to KISS. The Founder of KISS delivers sessions on SDGs at various international forums, including the UNSCC in Bonn, Germany, where KISS as an NGO has been recognized as a successful model of SDG implementation.

CHAPTER – 5

DOCUMENTATION OF FLAGSHIP PROJECTS OF KISS

Key Highlights:

Documentation and performance review of *eight flagship projects* following their relevance, objectives, approach & methodology, quantitative & qualitative impact, contribution to SDGs and SWOC.

- ✓ Mother Tongue-Based Multi-Lingual Education (MTB-MLE)
- ✓ Mission UDAY
- ✓ NUA-MAA
- ✓ Life Skills Education Adolescent Reproductive Sexual Health (LSE-ARSH)
- ✓ TIGR2ESS CHIRAG
- ✓ English Access Micro-Scholarship (EAMS)
- ✓ Skill Development

5.1. Mother Tongue-Based Multi-Lingual Education (MTB-MLE)

5.1.1 Relevance of the Project

MTB-MLE is one of its kind initiatives that promotes holistic development of a child during their formative age of pursuing formal education. It involves instruction in a child's first language, usually with the intention of gradually progressing to a second language or third language at a later point of time in primary school (ACDP, 2015). In other words, in a multilingual context, children commence their studies in a familiar local language, and subsequently, they are introduced to those same concepts in the predominant regional language. The New Education Policy (NEP), introduced on July 29, 2020, also envisages that the medium of instruction until at least Class-V (but preferably till Class-VIII and beyond), wherever possible, will be the mother tongue / local language for both the public and private schools. However, the concept of using mother tongue as the medium of instruction is not new to the primary education system in India. Article 350A of India's Constitution states that every state and local authority should strive to provide "*adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups*". The Kothari Commission Report (1964-66) suggested that in tribal areas, the local tribal language should be the medium of instruction for the first two years of school. The regional

language, taught separately, should become the channel of instruction only by the third year. Further, the Right to Education Act (2009) also clearly states that *“the medium of instruction in schools, as far as practicable, should be the child’s mother tongue”*.

The annual status of education report (ASER, 2019) found that in rural India only 16.2 percent of pupils enrolled in Class-I could read Class-I level text whereas only 39.5 percent could sum single-digit numbers orally. According to the Census (2011), there are 121 languages in India spoken by 10,000 or more people. Out of these, 22 languages are included in the eighth schedule of India’s Constitution, and they account for the mother tongue of nearly 97% of population in the country (Ibid.). India, thus, presents a strong case for adopting an MTB-MLE model for linguistic and educational development of the country. The East Indian state of Odisha occupies a unique position in the tribal map of India. It has the maximum number of tribes and particularly vulnerable tribal groups (PVTGs) among all Indian states and UTs. However, as per the Census (2011), 32.59 percent of population in Odisha is below poverty line. The literacy rate for STs in Odisha is 52.24 percent whereas that for the state’s total population is 72.87 percent – a literacy gap of nearly 21 percentage points. At the national level, the gap in the literacy rate of STs is about 14 percentage points, as compared to the gross population of the country. Due to lack of education, the tribal groups also remain unaware of various other means of livelihood earning skills of the mainstream population. One of the key determinants of how long a tribal child will continue in the school system is the medium of instruction the child faces in the foundational years of learning. A glance at the Census (2011) data reveals that there is a significant disparity in school dropout rates between ST students and those belongs to other social groups within the state. For example, between Class I-V, the dropout rate for ST students is 35.5 percent as compared to 26.9 percent amongst other students. Between Class I-VIII, the dropout share of ST students is 55.1 percent as compared to 40.5 percent amongst other students. Between Class I-X, 70.9 percent of the ST students are observed to dropout as opposed to 49.1 percent in case of students of other social groups taken together.

5.1.2 Objectives

MTB-MLE is an ongoing project that is basically designed to address language gaps during early foundation years of education. Specifically, the project aims to –

- a) Make holistic mainstream education more accessible to the young tribal children enrolled at KISS and eventually filling the gap between home and school language
- b) Promote the growth of indigenous languages and culture while building abilities of children towards a smooth assimilation into formal education

5.1.3 Approach & Methodology

Bernard van Leer Foundation (BvLF) provided a grant to KISS to establish the first Resource Centre on mother tongue based early childhood education in India. It is being used by KISS as well as other external stakeholders such as the State Governments of – Odisha, Jharkhand, Chhattisgarh, and other tribal dominated states; Anganwadi workers; NGOs working with tribal children; and businesses whose corporate social responsibility (CSR) interventions are in the tribal areas. The implementational methodology of KISS's MTB-MLE project include the following 18 broad steps.

Step#1: Baseline Survey

A baseline survey is conducted every year to gather data/information on socio-economic-demographic status of parents, their occupation, food consumption pattern, livestock holding, housing structure, assets possession, income sources, access to government schemes, availability of bank account, and so on. Information is also captured on access to basic amenities such as fuel used for cooking purpose, source of electricity for lighting purpose, and the like. Further, village-level information regarding facilities available for road transportation, education, health, sanitation, etc., are also captured. In addition, basic information with respect to the pre-educational background, ambition, and behavioral traits of the children are collected through a structured interview schedule.

Step#2: Awareness Raising & Mobilization

Peer educators, teachers, other key functionaries of KISS were oriented on the MTB-MLE system before the parents meeting held at KISS university premises. Subsequently, two stakeholder meetings were held, one each at the district and community levels, in physical mode during the field visit. Tools used to conduct the stakeholder meetings included focus group discussions, transect walk, poster presentations, role play, and so on.

Step#3: Identification & Selection of MTB-MLE Teachers

Advertisement for MTB-MLE teachers was rolled out, shortlisted candidates were interviewed, and selected candidates were imparted induction training.

Step#4: Identification of Resource Personnel

Resource personnel were identified for capacity building of the MTB-MLE teachers, resource development and designing. Nodal officers from the state departments of – ST & SC and School & Mass Education, Government of Odisha, were consulted for identifying pedagogic experts, language experts, child psychologists, writers, artists, designers, editors, orthographers, and so on. These personnel were empaneled with KISS.

Step#5: Capacity Building of Teachers

Capacity building of teachers is done through a series of training, practical demonstrations, and deliberations on the aspects MTB-MLE, classroom management, language and cultural background of children, appropriate teaching practices, interdependence of MT and second language development, and so on.

Step#6: Identification of Community Stakeholders

The programme team of KISS visited the target district every year to identify the relatively more under-privileged / needy parents/communities.

Step#7: Development of Learning Resource Materials

Several workshops were conducted to identify the language gaps. Project Consultants were hired who developed the resource materials and curriculum on basis of language gaps. Importantly, digital teaching aids (i.e., TLMs) were prepared through a series of trainings and workshops. In addition, cartoon movies were developed comprising of alphabetic songs in seven tribal languages.

Step#8: Classroom Preparation

Smart classrooms were designed and used for facilitating early education. Further, numerous digital audio-video teaching aids containing animated movies, curriculum-based songs, stories, and games were developed. In addition, 16 classrooms were designed portraying the socio-cultural lives of the indigenous communities. Moreover, the teachers were imparted basic skills for operating smart classrooms.

Step#9: Student Profiling

Profiling of students was carried in several phases. First, the incoming students were categorized on basis of their mother tribal language. Second, relatively weaker students from Class-I & II were identified for rendering additional attention. Finally, a daily record of their attendance, health issues, and progress were maintained by the teachers. Assessment tools were prepared and followed by the teachers.

Step#10: Language Mapping

An orientation programme was conducted annually for the teachers on a specified language mapping tool developed and revised by KISS.

Step#11: Creation of Resource Hub

Infrastructure capital were developed including posters, play tools and books such as games, clay, stationary, activity sheets, reading zone with pedagogic book materials, and so on.

Step#12: Organizing Workshops for developing MT-based MLE Modules

Workshops were organized to orient the new teachers on MLE compulsorily for seven days.

Step#13: Developing Bridge Curriculum

A bridge curriculum for 35 days was developed for the newly joined Class-I students. The modules of the bridge curriculum focused on providing transact multilingual classes to those children who were lagging with language gaps. Such children were identified by the teachers and the gaps between L1 and L2 were bridged.

Step#14: Teaching Learning Method

Regular meetings with the teachers were held to take note of classroom transactions. Periodic monitoring and review of the classes, session plan, teacher guidebook, and transition curriculum were carried out. Teachers were then trained on teaching methodology on basis of the feedback received.

Step#15: Developing Teaching Learning Materials (TLM)

Quarterly meetings of stakeholder at various levels involving government functionaries, parents, community members, teachers, experts, and so on were conducted. All stakeholders were involved in the process of proof-reading, editing, designing TLM from the perspective of child psychology, culture, and pedagogy.

Step#16: Developing Training Manual

Training manuals were developed by the RPs for conducting the training of trainers (ToT). RPs from the Dept. of School and Mass Education (Govt. of Odisha) also contributed to developing the training manual.

Step#17: Encouraging Participative Learning as a Classroom Strategy

Teachers ensured a participative learning environment in the classroom. Every pupil is encouraged to ‘speak’ which in turn stimulates learning. ‘Speaking’, more than ‘communication’, requires the pupil to express ideas and feelings which in turn reins in clarity of thoughts and boosts confidence. Hence, the focus lies on ‘speaking to learn’ rather than ‘speaking to communicate’. Class discussions, small group discussions, one-on-one discussions, use of audio/video tapes, films were used.

Step#18: Developing Classroom Assessment Tools

Tools were developed by the RPs and pedagogic experts for assessing the performance and development of Class-I & II children. Assessments were carried out periodically.

Step#19: Creation of Language Lab

A separate center was established by the name of ‘Centre for Language Learning’. The center now houses a language lab where all play tools/materials, miniatures, tribal-centric objects, and so on are developed and placed.

Step#20: Programme Management Plan

Formal interactions were held regularly with the teachers, guardians, community members, and other stakeholders for sensitizing and/or orienting through workshops and trainings. Formal capacity building programmes were conducted for the teachers. Formal meetings / panel discussions were also held with the educationists, administrators, language experts, etc. Services of the Print/Electronic media were utilized for promoting the MT-based MLE and its concepts.

5.1.4 Impact

a) Quantitative Impact

The MTB-MLE project attained several milestones since its inception in the year 2013. Some of the tangible outcomes include the following – (i) 25,000+ indigenous children have benefited so far from the programme; (ii) 150+ teachers have been skilled and 50+ resource teachers created to sustain the programme; (iii) 08+ smart classrooms with pictorial representations have been created; (iv) a language lab has been established; and, (v) learning tools have been developed, initially in 13 tribal languages such as *Kui, Saura, Santal, Munda, Sadri, Desia, Kuvi*, etc., and subsequently in all tribal dialects spoken by the children.

b) Qualitative Impact

KISS has emerged as the nodal center for tribal mother tongue-based education in Odisha. With the support of the RPs, a large repository of books, primers, and teaching learning materials (TLMs) have been developed. Pictorial messages and imagery work in the smart classrooms facilitated self-learning and development process. Issues related to language, health, level of understanding of about 40,000 children could be addressed. The benefits of resource hub were reaped by student interns from both national and international institutions. Appropriate cognitive and reasoning skills were developed among the children. The classroom strategy to encourage ‘talking’ enabled the teachers to break the ice and drew the children to speak/interact and inhibit their thinking. The involvement of peer groups has helped to manage the socio-economic stress of the new entrants and ensured their retention in the school. One children’s magazine that was launched, ‘*Kusuma*’, provides space to children’s creativity. An ‘alphabet-based’ animated movie has been developed in Kuvi language which aids the tribal children in learning ‘Odia’ alphabets in their mother tongue. Importantly, KISS received the UNESCO *King Sejong Literacy Prize* in September 2022 for its MTB-MLE.

c) Contribution to the SDGs

The SDG#4 focuses on education and aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. This is possible only when the education system responds to and reflects the linguistic diversity of society, and hence, the need for multilingual education based on mother tongue. Given that SDG#4 is the basis to all other SDGs, in the absence of MTB-MLE, none of the other SDGs will be achievable. MTB-MLE system also contemplates to reduce inequalities (by providing a level-playing field to the indigenous communities) and, hence, contributes directly to the objective as envisaged by SDG#10.

5.1.5 SWOC

Strengths	Weaknesses
• MTB-MLE education system of KISS is a well-established strategy to improve proficiency of tribal child at the elementary level in first language and subsequently in other languages. • While the programme preserves endangered indigenous language and cultural identity, it also tends to enhance cognitive skills and improve class attendance of tribal children. • It also reduces (cognitive) inequalities faced by tribal children during elementary education by providing them a level playing field.	• Periodical assessment of the impact of MTB-MLE programme is absent from the present model. Impact assessment in the current form is merely limited to gauging the attendance and retention rate of the tribal children. Although improving the retention rate serves as the major objective, this programme omits to study the impact of MTB-MLE on students’ achievement in language and other subjects taught in tribal languages.

Opportunities

- KISS's MTB-MLE model is an improvement over the other major models of the globalized and intercultural world. It presents a strong case for replication of the model in various tribal predominant districts of the state.
- KISS can collaborate with Government of Odisha in its recently started project in December 2021 called – '*Samhati*' – that also intends to address the language issues encountered by tribal students during their foundational years of schooling. Currently, in '*Samhati*', the Scheduled Castes and Scheduled Tribes Research and Training Institute (SCSTRTI) and the Academy of Tribal Language and Culture (ATLC) are implementing the project.
- Subsequently, the benefits of the programme can be scaled up at national level. Banking upon the innovativeness of delivery, KISS can seek funding from voluntary organizations and other agencies such as Centre for Innovations in Public System (CIPS) Hyderabad, Ministry of Tribal Affairs (GoI), UNDP, leading private corporate (Reliance, Wipro, Bajaj, etc.) and public sector undertakings (subsidiaries of CIL, IOCL, etc.) through CSR funds, and so on. KISS can contribute as a knowledge partner in replicating its own MTB-MLE education model elsewhere in the country.
- Currently, the tribal languages are the medium of instruction from Class-I till Class-V. Language mapping is carried out and learning tools are developed for all tribal dialects spoke by children. However, the programme could benefit from the standardization of these languages.
- Efforts could be directed towards synching the textbooks developed in tribal languages with the syllabus of Odisha State Board and the New Education Policy 2020.

Challenges

- The language base of the Indigenous communities in Odisha is hugely diverse. With 21 spoken languages divided further into 74 dialects, the task of implementing MTB-MLE education is itself quite challenging. In the absence of an adequate pool of trained staff, documentation process, inadequate monitoring, etc., can limit the efficiency and effectiveness of the programme.
- Currently, the programme is being funded singularly by KISS. However, developing new learning materials for languages not standardized or those which do not have a script would require substantial funds. In the absence of a sustained flow of funds to meet this additional cost could jeopardize the sustainability of the programme.

5.2. Mission UDAY

“We cannot always build the future for our Youth, but we can build our Youth for the future”.
Franklin D. Roosevelt.

5.3.5. Relevance of the Project

India is home to 84 million tribal people, which accounts for eight percent of India’s total population. Although tribal population as a percentage of total population varies across states, in the entire country tribal belts/pockets observe high social and economic deprivation. The proportion of STs population among the rural population living in poverty is high. It is about 15% — double that of their share in the total population of India¹¹. Deprivation is also high in terms of human development indicators such as education and health.¹²

The tribal youths are characterized by under representation, struggling with poverty, early marriage, teen-age pregnancy, lack of identity, distress migration, poor health, and unemployment. There are many such examples where high socio-economic deprivation has led to social unrest in tribal areas and thus widens gaps in education, health, transport, and housing. Tribal regions also observe lack of livelihood opportunities for youth.

The state of Odisha which is the eleventh largest state in India has the third highest tribal population in the country. Nearly 18 districts of the state are affected by left wing extremism and the situation is particularly challenging in some of the tribal dominated southern districts of Odisha. There are many instances of child marriage, teenage pregnancies, sexual and reproductive health issues, Migration/ Livelihood, and unskilled labor. The people face greater difficulty in accessing information and benefits of different government schemes and programs. All these factors expose young boys and girls to exploitation and risk-taking behavior including risk of joining armed left-wing extremist groups.

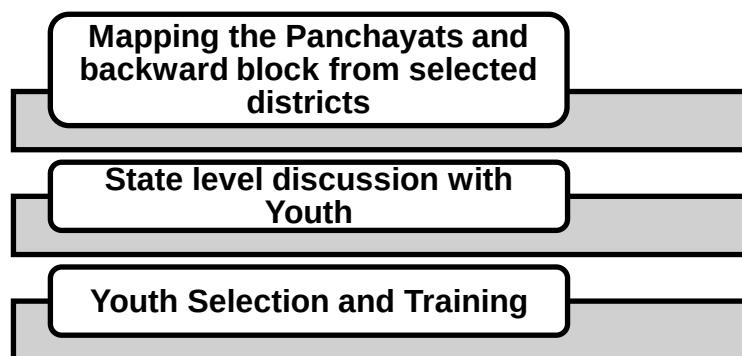
The problems of tribal youth could only be addressed by reducing vulnerabilities and mainstreaming them. Hence, there is a pressing need to adopt suitable mechanisms that reflect change in engagement and types of interventions required, including multi-sectoral approaches. In this backdrop, KISS conceptualized Mission UDAY which is a multi-stakeholder project envisioned to address the challenges faced by young people from vulnerable tribal communities of Odisha and seeks to position youth at the core of development initiatives of the state. The project aimed at creating change agents in the community and build young leaders who would engage in social development processes and influence their peers for the betterment of their communities.

5.3.6. Objectives

- ✓ Reduce vulnerabilities of young people from tribal communities and mainstream them through training and mentoring programmes.
- ✓ Create a cadre of tribal youth leaders who would be change agents in their respective communities, engaging in social issues and helping them to take advantage of welfare programmes.
- ✓ Develop a model for youth engagement in conflict affected areas

5.3.7. Approach and Methodology

The project adopts multi stakeholder approach where a leading development agency, State Government, academic institution, and corporate sector successfully contributed to the success of the project.



Step:1 Mapping the Panchayats and backward block from selected districts

As a first step, intervention districts and blocks in Odisha were identified in consultation with the district administration. The backward districts and blocks were selected based on development indicators and community vulnerabilities. The parameters like percentage of tribal population, Left Wing Extremist (LWE) afflicted regions, literacy rates and accessibility are also taken into consideration for selection of districts and blocks. Thus, tribal dominated four southern districts namely Malkangiri, Koraput, Rayagada and Kandhamal (covering 38 backward blocks) were identified as intervention districts.

Step: 2 State level discussion with Youth

A dedicated project team was created under the project. The Mission UDAY project team made physical visits to several backward areas, interacted with the tribal youth, and motivate them to take up work that would up-lift their community and provide a better living condition for their family.

Subsequent to the field visits, a state-level consultation workshop was organized involving the teenagers/youth from intervention districts, and their needs and aspirations were weighted. A list of their concerns was prepared. The list served as base to design the training program and appropriate training material. Several meetings and workshops were held with the experts from the National Rural Livelihood Mission (NRLM), Odisha Livelihood Mission (OLM), ORMAS, Institute of Entrepreneurship Development (IED), Centre for Youth and Social Development (CYSD), KIIT Skill PMU, and others to finalize the training modules including content, methodology, activities for the program. The training materials were thoroughly reviewed by a wider group of experts and finally the training program was piloted at state level.

The module covers topics like

- Leadership and Life skills such as poultry farming and agriculture that will generate livelihood for the family
- Reproductive health and hygiene to educate them to avoid child marriages, sexual abuse, and other abusive practices
- Awareness about various Government schemes for the STs
- Community Mobilization and Safe migration

In addition to the above, the youth were continuously provided guidance to promote social entrepreneurship for community development.

Step: 3 Youth Selection and Training

A district level meeting was held under the chairmanship of District Collector. The list of attendees included government officials such as BDO, PA-ITDA, DWO, Special officers of Micro Projects, and NGOs who brainstormed and assessed the ground level implementation roadmap of the project. A selection committee comprised of the District Sports Officer, members from a local NGO, and a member of Project UDAY (as advised by the district collector) took charge to select the prospective youth for the program. The committee in consultation with other key stakeholders identified the following criteria for selection of volunteers.

- The youth between the ages of 18-35 who completed minimum education till class-7 are eligible to enroll for the training and participate in the program.
- Equal number of nominees from each block to be selected and these nominees must be resident of the district.
- There will be equal participation opportunities for both male and female

- The individuals working under government-sponsored projects, and self-help groups with strong communication and leadership skills to be preferred.

Several nominations were received from various organizations such as Biju Yuva Bahini, WSHGs, KISS parents committee, NGOs, other Government agencies and Village Development committee. Following the selection process, the youth attended 10 days residential training programme to become familiar with the project objectives and set of activities essential for project implementation at the community level.

5.3.8. Impact

a) Quantitative

- 1522 youth volunteers from the indigenous community were successfully trained at the state level, therefore surpassing the target of 1000. The most significant impact is the involvement of 48% percent girls' trainees which addresses one of the most pressing SDG – 5 of empowering all girls.
- 5 young leaders of this program have become agents of change by joining the Panchayat Raj Institutions (PRI). These young minds are an inspiration for the tribal youth to get a head start on their journey towards self-sustenance.
- 2774 community awareness programs were conducted in the 3 districts which created a surge of awareness among the youth resulting in 164 Social Action projects being accomplished. This exercise gave rise to 50 rural tribal youth entrepreneurs.
- 2504 youth enrolled in a livelihood-based skill development program under this intervention which is indicative of the fact that these tribal youth were actively seeking alternate livelihood options which was justly provided by this initiative.
- As many as 722 youth volunteers from the select districts were a part of the capacity-building program and emerged as agents of change to bring about behavior change related to health and generate awareness against the social stigmas amongst the indigenous community.
- In order to bring about a social-societal change, about 88 dynamic village committees were created to observe the occurrence of child marriages in their communities and to take appropriate steps to prevent them. Active counselling against child marriage and its deplorable repercussions helped create awareness at a mass level.
- 173 tribal youngsters were engaged in skill-based training which paved the way to

reduce their vulnerability and equip them with the adequate skill set to seek other livelihood options. As a result of this, 17 various skill development verticals such as agriculture, BPO (non-voice), electrician, healthcare, ITES, retail, solar energy, tailoring, and welding, etc. provided employment opportunities to the trained volunteers.

- Under the intervention, individuals who undertake poultry farming and fishing for livelihood generation received Rs. 10,000 as seed money. During the project, 164 such seed grants were distributed in 4 districts of Odisha, incentivizing the others to undertake similar activities and make use of the available beneficial policies.
- 324 indigenous individuals received benefits through Mission UDAY under the Madhu Babu Pension Yojana. Madhu Babu Pension Yojana was started by the Department of Social Security and Empowerment of Persons with Disabilities, Government of Odisha to help the elderly, disabled, and other impoverished people.
- As a result of the conspicuous success of the initiative, in April 2018, Mission-UDAY was introduced in 19 blocks spread over the three tribally dominant districts of Rayagada, Koraput, and Malkangiri in the state of Odisha. As a result of its positive outcomes, the project was further expanded to 6 blocks of Kandhamal and 13 blocks of Rayagada and Koraput. This was possible to achieve through active support from the District Administration.
- During the pandemic, the communities in media dark areas in the state suffered due to lack of access to information related to preventive measures of COVID-19. In this regard about 215 leaders were trained to spread awareness regarding COVID-19 and its vaccination process which served the dual purpose of generating their sustenance as well as social work.
- The program established SBI customer point and engaged SHG women as banking correspondents of State Bank of India (SBI). This helped the farmers to save time by avoiding banks visits. Resultant to prevent wage loss. Besides this, the SHG workers were able to generate higher income, spending of which boosted the local economy.
- The SBI customer points also benefitted the local traders as they were able to operate their loans transfers to deposit accounts locally, purchase and sell products locally resulting in flow of liquid cash in the local economy.

b) Qualitative Impact

The impact of Mission Uday is not just limited to some mere quantitative achievements, rather the project has brought about significant change in the lives of many people by making them a change agent in their respective communities, engaging in social issues, and helping them to take advantage of welfare programmes. The programme promoted youth as change agents by involving them in organizing community level awareness program and Social Action Projects. There are many such example: Thus, Salami Sashankar, a 27-year woman from Toyaput village of Laxmipur Block (one of the Naxal affected areas) of Koraput district, a volunteer of UDAY has become “Bank Madam” by reaching out to people from more than 20 tribal hamlets adjoining Toyaput Village for providing banking services to the customers at their door through her workstation during COVID 19 pandemic. During her community visit she carried withdrawal slips, deposit slips, stamp pad, biometric device to verify the client details, bank register and liquid cash. Later, she was selected as Business correspondent agent of SBI, Laxmipur Branch.

Ambika from Tentuligumma Gram Panchayat of Boipariguda block of Koraput District assisted 20 women in her Gram Panchayat to create bank accounts in their names with the assistance of an Anganwadi Worker. She has also recruited women in her neighborhood to join Self-Help Groups. She now intends to teach women about various government schemes that could help them to start their own business.

Bhima, a surrendered “Naxal” now undertakes various awareness programs in his community ranging from prevention of child marriage, improving the quality of education, linking government schemes for livelihood opportunities and so on. He has been successful in bringing about positive change in his community.

c) Contribution to the SDGs

The program successfully addressed the Sustainable Development Goal as it helped in reducing the vulnerability of the indigenous youth (SDG-10) by encouraging for better work (SDG-8) and equal opportunities (SDG-5) for all. In this endeavor, it helped to reduce poverty (SDG-1) and prevented the indigenous youth from participating the armed left-wing extremist and Maoist organizations (SDG-16). It continuously builds the capacities of youth via training and mentorship programs (SDG – 3) in partnership with various organisation (SDG-17) with an aim of establishing sustainable communities (SDG-11).

5.3.9.SWOC Analysis

Strength	Weakness
• The programme has trained the tribal youth on sustainable livelihood, promoted them as change agents and induced among them the ability to take personal/collective decisions without external influence • The programme helped the tribal youth to access information and resources about various Government schemes/benefits that helped them to take advantage of welfare programmes. The programme helped the tribal youth to build self-confidence, having positive- thinking about the ability to make change. It has also helped them to increase their positive self-image and overcome stigma • The tribal youth were trained and certified in different Skill Development programs like Digital Literacy, Rural Entrepreneur Development, leadership, and active citizenship. Many volunteers were engaged in Odisha Livelihood Mission Program and thus, they were involved in the growth process and changes that is never ending and self-initiated ▪ The programme saw involvement of SHG members who have taken many initiatives to stop selling liquor. They also worked with front line health executives and Beju Maa, the transgender community to ensure 100 % institutional delivery in their community and awareness generation on safe motherhood and nutrition.	• The project suffers due to poor reporting and monitoring framework. The reporting from the field has been inadequate, irregular, and inconsistent. During covid, it was hard to monitor and take stock of week-by-week activities. It was also tough to physically monitor the progress.

Opportunities

- Mission Uday has addressed the problem of extremism in a completely unique way. There is a large scope of replication of the project in all LWE affected districts of India. To start with, KISS may allocate a small budget to conduct a dissemination workshop in Odisha involving the Government so that the wonderful achievement of the project does not just remain as reports but gets translated into actionable results on the ground. In order to achieve this, social media platform needs to be used extensively.
- In order to strengthen the dissemination process not just amongst stakeholder but nationally, it is recommended that an annual conference be held every year involving the district administrators of the LWE affected districts in which KISS could present the outstanding impact of the project work and proceedings of the conference be disseminated through web portal. It is felt that other national health stakeholders including representatives from states, local bodies, NGOs may also be encouraged to participate in the conference.
- KISS may also collaborate with development institutes/banks/NGOs for creating employment opportunities for the trained volunteers

Challenges

- Due to a rigid socio-economic norm, the tribal people took long time to accept the programme
- In the initial phase, the programme saw low level of involvement of the district level officials and civil society to facilitate linkage of youth
- The training delivery were shifted to virtual mode during pandemic and hence the entire methodology of training including the content, delivery had to be redesigned leading to delay in operations.
- As the training programmes were shifted to virtual mode during pandemic, internet was a prerequisite. However, there was almost zero network connectivity in the major areas of the intervention block leading to delay of the project.

5.3. NUA-MAA

5.3.1. Relevance of the project

Maternal Health and Infant & Young Child Nutrition (IYCN) are critical aspects of healthcare. Women have distinctive nutritional needs throughout their life – especially during pregnancy and breastfeeding as the nutritional vulnerability at this point of time is greatest.

Lack of micronutrients in the diet like – iodine, iron, folate, calcium, and zinc may cause maternal mortality, anemia, pre-eclampsia, hemorrhage etc. during pregnancy. These deficiencies can cause serious birth defects like stillbirth, low birthweight, and undeveloped cognitive ability and reduced productivity in children. The USAID (United States Agency for International Development) recognizes 1,000 days between pregnancy and a child's 2nd birthday as “The 1,000-day Window of Opportunity.” Ensuring the right nutritious diet and care for pregnant/ lactating mothers and infant during these 1000 days is fundamental for health and well-being of mothers and their child.

As per a report of Ministry of Tribal Affairs – 2021-22, there are considerable gaps between the health outcomes of India's tribal population vis-à-vis general population. Maternal mortality, under-five mortality, and malnutrition rates are much higher among tribal groups due to lack of access to basic right to quality healthcare services. The National Family Health Survey 4 (NFHS-4) (2015-2016) report reveals that under 5 Mortality among the tribal population was 57.2 per 1000 live births compared to 38.5 among others and the infant mortality rate (IMR) 44.4 per 1000 live births versus others of 32.1. This prevailing condition is because the scheduled tribes (STs) for centuries have been neglected from policy point of view. The education and access to quality health care services and basic sanitation practices remain grossly underdeveloped.

Therefore, generating awareness on importance of nutritional practices and health of women, infants and young children is one way to improve maternal nutrition practices. In view of this, KISS in collaboration with various other stakeholders participated in implementing an intervention called NUA-MAA. “**NUA MAA**,” means a new mother. It is an initiative implemented to promote key behaviors on maternal, Infant and Young Child Nutrition (IYCN) and Sanitation addressing the first 1000 days of life. The intervention aimed to bring about behavior change in areas with minimal media outreach. Azim Premji Philanthropic Initiatives (APPI) conceptualized the program. APPI in collaboration with KISS and SAKHA (transgender CBO network) implemented this pilot initiative as a part of media and behavior change strategy under Odisha Multi-Sector Nutrition Action Plan (ONAP), Government of Odisha.

5.3.2. Objectives

- ❖ To build an effective SBCC (Strategic Behavior Change Communication) community outreach strategy for positively influencing behavior on MCH (mother & child health) issues from results of this initiative.
- ❖ Addressing prevalent taboos, superstitions, and harmful behavior by refining existing customary beliefs and practices with required knowledge and attitude.
- ❖ Creatively use the talent and cultural traits of transgender for removing societal odds including stigma and discrimination.

5.3.3. Approach & Methodology

The 5-step approach to implement NUA-MAA is as follows:

Step: 1 Stakeholder Identification and Engagement with government:

Azim Premji Philanthropic Institute (APPI) with a clear vision brought together several stakeholders to implement this intervention. These include:

- **SAKHA:** An organisation that works for the rights of the transgender community in Odisha usually recognized as an LGBT CBO (Lesbian, Gay, Bisexual, and Transgender – Community based organisation). It acts as a Project Management Unit (PMU).
- **Bangla Natak:** It is a social enterprise based in Kolkata that uses culture-based approaches to promote inclusive and sustainable development for the protection of women, children, and indigenous people. The content for Behavior Change Communication (BCC) was developed by Bangla Natak.
- **Kalinga Institute of Social Sciences (KISS):** An organisation with a wide network and vast experience in implementing social projects. It acted as Technical Support Unit (TSU).
- **Government Hospitals and Chief District Medical Officers:** Supported in collaboration with the frontline health workers (Anganwadi worker's ad ASHAs) and SAKHA thereby creating an enabling environment for service delivery.
- **Collaboration with Governments:** APPI's MoU with the Government of Odisha to eradicate malnutrition and promote development of women in the state and KISS's long-term relationship with the district and state government went a long way towards bringing Sakha the visibility and legitimacy to pilot Nua Maa program.

Step: 2 Content Development

Bangla Natak developed the program content in the form of stories/scripts/posters/pamphlets for performing street plays and to deliver the key behavior changes messages. The content centered around the first 1,000 days of a child's development. The key messages were delivered to the community **Phase-I:** Emphasized on removal of superstitious and cultural misconceptions around institutional delivery, diet, especially on consumption of Iron and calcium tablets and vegetables for pregnant women. **Phase-II:** Key messages for the lactating mothers that include importance of administering colostrum within one hour of delivery and importance of exclusive breastfeeding. **Phase-III:** Education on right time of complementary feeding along with the diet to be followed by mothers with children between the ages of 7 months to 2 years.

Step: 3 Mobilization, Selection and Orientation of Transgender

SAKHA, with its prior experience and expertise in working with the transgender community was responsible in mobilizing and orientation of Transgender groups to participate in implementation of the program. They mobilized and oriented transgender who were well versed with the traditions and customs of a tribal dominated community.

Step: 4 Capacity Building

Bangla Natak conducted a 4-day training program for a batch of 60 transgender that included orientation on performance-based storytelling and counselling of the pregnant women, lactating mothers and their care givers at household and community level. KISS provided the space to conduct these trainings and workshops. The Mass Communication department provided training to the Transgender on photography, videography and recording case stories which improved field documentation. The trained transgenders were referred as facilitators of the program. Their training was followed by a mock-drill/practice session prior to performing in the implementation areas.

Step: 5 Implementation

The program was implemented in two blocks of Rayagada District of Odisha i.e., Gunupur and Rayagada. It covered 64 villages in 20 Gram Panchayats (GPs) over a period of 18 months. Each Nua Maa conducted over 9 performances and 20 house visits in a month.

- The facilitators (Transgender) of Nua-Maa visited Anganwadi centers (AWCs) and ASHA (Accredited Social Health Activist) in their area and met with the workers to gain

considerable knowledge on handling maternal and child health care related issues.

- At community level, the facilitators performed their traditional dance while singing and playing musical instruments followed by street plays to deliver the key behaviors change messages on importance of adequate nutrition to pregnant women, IYCN (Infant and Young Child Nutrition) and WASH (Water, Sanitation and Hygiene).
- These performances were followed by personal household visits during which they reinforced the key messages to the people and tracked the behavior changes in the community. They would put up IEC materials like posters and pamphlets at the beneficiaries' homes during their visits.
- The frequency of performances was decided based on size of the village. There was a gap of 7 days between street performances and subsequent household visits.
- The key behavior changes messages related to **pregnant women** involve (i) intake of IFA (Iron and Folic Acid) supplements during pregnancy, which prevents anemia or low hemoglobin and (ii) creating awareness amongst the pregnant/lactating mothers and care givers on frequency and adequacy of meals emphasizing of including the green leafy vegetables in the diet along with a lot of yellow/orange fruits every day.

With respect to **Infant and Young Child Nutrition (IYCN)** – (i) Educating the pregnant women and caregivers about the importance of breast feeding within one hour of childbirth, (ii) exclusive breastfeeding of infants up to 6 months, (iii) introducing solid/ semi- solid/ soft food like dal (lentils), deep yellow/orange fruits/vegetables and dark green leafy vegetables, dairy products, and eggs to the infant only after 6 months.

Water, Sanitation and Hygiene (WASH) – (i) Practicing handwash and sanitation practices (ii) Handwashing before handling food for babies.

5.3.4. Impact

5.3.4.1 Quantitative

5.3.4.1.1 During the interactive sessions conducted by ASCI, the beneficiaries and facilitators conveyed (i) **a reported decrease** in the number of malnutrition cases among children. This was possible because parents/care givers have started to send the acutely malnourished child to the Nutrition Rehabilitation Centers (NRCs).

5.3.4.1.2 **60 transgenders** were trained as facilitators to perform folk theatre followed by counselling of pregnant women to influence key behaviors. The project was able to create job opportunity for **42 transgenders**. Towards the end of 2020, the

Municipality too employed **6 transgenders** from Rayagada. The facilitators (TGs) were successful in effectively addressing health and hygiene related concerns. The TGs increased awareness related to health and hygiene behaviors especially among new mothers and counselled them to adopting the healthy behaviors.

- The two-tiered Behavior Change Communication (BCC) strategy for healthy, beneficial, and positive behavioral practices was effective in “social modelling” and created a buzz amongst community. It has shown reported increase in the awareness level and adoption of desired behavior.
- The Stakeholders of the program contributed diverse, complementary, and synergistic experience and expertise to make it effective in refining existing customary beliefs.

5.3.4.2 Qualitative

The program instated social recognition and respect for transgenders and established a positive relationship between them and the local community by giving them the opportunity to act as social changemakers. It also ensures better health and less exposure to risk from sex work and begging. 29-year-old transgender facilitator Trisha shared during FGD that she quit her previous job of begging and sex work after joining the NUA-MAA team and realized that there was no scope of growth or respect for individuals in fringe work. The project gave her an opportunity to see the world through new lens and live a life of dignity. The program also aided in dismantling the social taboos and superstitions around pregnant women. Suprabha Palka, 22-year pregnant woman believed in an age-old belief that consumption of raw papaya and bananas during gestation leads to unwanted abortion. In her words, “*Nua Maa explained me the scientific facts revolving around these myths. Although I was little scared in the beginning about taking such decisive step, but later I managed the courage and added bananas and papayas in moderation to my diet.*”

5.3.4.3 Contribution to SDGs

The program effectively addressed several Sustainable Development Goals through promotion of health and hygiene behaviors (SDG-3 & 6) and providing better employment opportunities to the transgender community (SDG-5 gender equality, SDG-8 decent work and economic growth, SDG-10 reduced inequalities).

5.3.5. SWOC Analysis

Strengths	Weakness
The strength of the project lies in its program design that enabled a multi stakeholder partnership approach to emerge where different partners brought in diverse expertise and complementary skills to enhance the quality of implementation. SAKHA played a critical role in communicating messages on IYCN and WASH, Bangla Natak designed content, scripts, production development and built capacities to deliver these messages, KISS provided technical and monitoring support and the government in service delivery. In India, it is considered auspicious to invite transgender to bless the newborn, pregnant women, and newly married couples. This served as an opportunity to involve the transgenders as transformational catalysts in educating the family members especially the women. The newly married women are usually more comfortable interacting with transgender than Anganwadi or ASHA, especially if they are of the same age group. Therefore, the transgender played a major role by delivering key messages on maternal & child health and sanitation through a performance-based counselling and story-telling approach at community and household level.	- It was reported by the stakeholders during the FGDs conducted by ASCI that retention of competent staff was a challenge. Positions for program managers, coordinators remained vacant for months leading to sluggish management. - In some cases, messages were not clearly communicated due to language barrier. - Repetition of performances on the same theme in one village acted as a deterrent for some to attend the plays. - For data monitoring and evaluation, launching an OKD tracker was planned as part of strategy. However, it did not work on some mobile devices due to compatibility errors and scant internet connectivity in major areas. It also received mixed responses as it was launched in the 3rd phase of the project. - Retention of transgender was a challenge as they dropped out of the program mainly due to opportunity cost of earning more through begging in trains and sex work.

Opportunities	Challenges
Transgenders can emerge as change makers in the society and claim wider acceptance in community. By partnering with like-minded institutions like CFAR (Centre for advocacy and research), or TWEET Foundation (Transgender Welfare Equity and Empowerment Trust), there is opportunity to mainstream the transgenders while addressing objectives laid down in the earlier section.	- Prevailing social taboos restricted a chunk of pregnant women from attending social gatherings in fear of “evil eye.” - Some project villages were very hard to reach; rivers and mountains were major barriers to reach the target beneficiaries especially during the rainy season. As a result, ambulances found it difficult to reach remote areas, and hence some women did not opt for institutional deliveries. In other areas, restricted mobile networks made it difficult to organize ambulance pickups. - The COVID-19 lockdown caused the program to pause. This caused demotivation amongst the transgender/facilitators and hence they returned to their previous work for their livelihood.

5.4. Life Skills Education Adolescent Reproductive Sexual Health (LSE-ARSH)

5.4.1. Relevance of the project

Adolescent population (10-19 years) in India is 253.2 million i.e., 19.2% of the total population i.e., every fifth person in India is an adolescent (Census 2011). Adolescent in low-income groups, rural and tribal areas are susceptible to several preventable and treatable health problems, such as early & unintended pregnancy, unsafe sex leading to STI/HIV/AIDS, nutritional disorders like malnutrition, anemia & overweight, alcohol, tobacco and drug abuse,

mental health concerns, injuries & violence. According to a 2019 report by the Family Planning Association (FPA), India, 14% of pregnancies amongst women aged under 20 are unplanned and over 34% of adolescent married girls admitted to being physically, emotionally, or sexually assaulted. **50% of maternal deaths among girls from 15-19 years of age occur mainly due to unsafe abortion practices.**

Under such conditions, an advocacy and promotion of Reproductive and Sexual Health is a necessity and a solution. School and Educational institutes can play a critical role to educate and establish healthy behaviors amongst adolescent students. They are the key drivers for bringing about change through community-based interventions like, outreach by counselors; facility-based counselling; and strengthening of Adolescent Friendly Health Clinics across levels of care. Considering this, KISS in Partnership with United Nations Population Fund (known as United Nations Fund for Population Activities, UNFPA), implemented – “Life Skills Education (LSE) based Adolescent Reproductive Sexual Health (ARSH)” in 2009. The program aimed at imparting reproductive and sexual health education driven by Core Life Skills benefitting the Adolescents especially the tribal Adolescents.

5.4.2. Objectives

- ❖ To enhance knowledge and skills among tribal students in school and college by imparting LSE and creating an enabling environment for improved Reproductive and Sexual Health.
- ❖ To build capacity of KISS as a resource center to support and expand LSE and to broaden research base in areas of ARSH.

5.4.3. Approach & Methodology

The Life Skills included in the intervention were inspired by 10 core life skills by World Health Organization (WHO). They are as follows:

i. Leadership and communication skills	vi. Reproductive health education & concerns.
ii. Decision making skills	vii. Safe and effectively handling the instances of harassment including sexual harassment
iii. Cope-up with the emotion and stress	viii. Sensitize on gender discrimination
iv. Education and age-appropriate information on Physical, psychological, and social changes during puberty	ix. Cope-with the peer pressure and avoiding substance misuse.
v. Practice healthy behaviors, personal hygiene, and nutrition	

KISS with its recorded experience in the field of social sciences and tribal education identified the teachers from its faculty and staff who were responsible to impart LSE-ARSH. These teachers along with the Program Management Unit (PMU) members developed and integrated culturally sensitive resource material & communication tools. Several materials such as pictorial books and posters, dockets on ARSH and adolescent issues, playing cards on healthy practices, flip books on growing up process and healthy practices, paper discs on menstrual cycle, cloth aprons on functioning of different organs of the human body amongst others were developed. In addition to this, KISS has also devised creative art forms by way of street plays, theatre, and puppetry. These folk-art forms were exhibited in tribal exhibitions organized during the state festival every year. A user-friendly interactive website hoisted by KISS to provide information and resources for the adolescents. The material developed for the program was thoroughly reviewed, tested, and implemented only after approval from the State Level Ethical Committee.

i. Imparting LSE-ARSH to Adolescent students of KISS

After the finalization of the resource material and communication tool kit, the intervention was implemented at KISS by adopting following strategies:

- a. Classroom Sessions on LSE-ARSH:** 30 planned sessions with one session per week was earmarked on the school timetable of students from Class VI – IX. Besides this, chapters from science, social studies and language subjects were also identified and the LSE session were transacted. In view of promoting group learning, activity-based LSE sessions were planned that made the sessions participatory. It included case study discussions, group work and role-play amongst others. Various communication and resource materials were also included like thematic charts, case studies, facilitators guide for teachers to facilitate LSE sessions.

A Management Information System (MIS) was also developed to track the LSE sessions. At the end of each month, this MIS tracked & recorded the Monthly review of class wise attendance for LSE sessions, Availability of IEC material at teachers' common room for their use and reference, Availability of 30 Session charts with each facilitator/teacher and students for easy reference and Preparation of session plans developed by teachers.

- b. Peer Education: An effective channel of reaching Adolescents:** Peer volunteers were identified and trained to provide counselling, and knowledge sharing in an informal setting during leisure hours at hostels. All the peer educators were provided an identification card and documentation diaries to record the activities undertaken by them.

- c. **Question Box Approach:** Some adolescents usually fail to express or discuss their concerns related to SRH during classroom session. This could be due to fear of embarrassment, rejection or social stigmas attached to it. Keeping this in view, KISS introduced the Question Box Approach. In this approach, question box was prepared and placed at strategic locations in the campus such as hostels, dispensaries, classroom corridors and dining halls that were accessible to students. The students anonymously dropped their questions/concerns related to SRH. Each Friday, the designated officers (Usually by Project Management Unit of the LSE-ARSH project) and review cases dropped by students to refer those concerns for counseling opened question boxes.
- d. **Counselling services by teacher counsellors for better health:** KISS had a counselling facility with trained faculty much before to introduction of LSE-ARSH. This stands as a backbone to the LSE-ARSH intervention. Dedicated Teacher Counsellors from KISS are involved in providing counselling support to the Adolescents (individual and group settings). The counseling services at KISS are multilayered as follows:
- **First level** – The teachers who are oriented on counseling services identify the adolescent with problem due to their long-standing relationship with the students and provide services at their end.
 - **Second level** – Resource persons trained in counseling offer services at the counseling centers after school hours. Often group counseling is conducted on matters like stress management, personal hygiene, besides addressing issues on personal matters.
 - **Third level** – Four professional counselors attend to specific problems of the adolescent children who visit the school once a week on specific hours of the day.
- e. **Co-Curricular activities: an effective means for internalizing life skills and ARSH:** Co-Curricular activities is considered as an effective means for internalizing life skills and ARSH. KISS promoted this intervention by conducting co-curricular activities like drawing, debate, slogan writing, role play etc. within the KISS campus.
- f. **Establishment of Sanitary Napkin Unit for Management of menstrual hygiene:** A sanitary Napkin Production unit and an incinerator for safe disposal of sanitary pads was set down in at the ladies' hostel of KISS. This was achieved with support from UNFPA. It aimed to arrest the Reproductive Tract Infections (RTIs) thereby promoting menstrual hygiene behaviors. The hostel supervisors and health attendants were engaged in producing the sanitary pads. They worked in 3 shifts per day to meet the needs. Further, the peer educators and students also supported in producing the sanitary pads in their leisure. The records for sanitary pad production and distribution were maintained by a designated in

charge (usually the hostel superintendent).

g. Exposure Visits to public utility places: a common means for functional skill building:

The Adolescent students were regularly exposed to the public utility services like Post office, Railway station and High court, All India Radio (AIR), Hospital, Sports Authority of India, and Historical places to learn and develop the functional skills.

ii. Implementation of LSE-ARSH outside KISS

The OSFDC (Odisha Scheduled Caste & Scheduled Tribe Development Finance Co-operative Corporation Ltd) invited the UNFPA to pilot this intervention in identified five districts of the state namely Ganjam, Kandhamal, Keonjhar, Nabarangapur and Rayagada. Considering the impact, the intervention made on the students and faculty of KISS, a proposal was submitted to Government of Odisha (GoO) jointly by KISS and UNFPA to scale up the intervention to state level schools and communities. This was agreed and a tri-party agreement between the School & Mass Educations Department (S & ME), KISS and UNFPA was made. Following strategies were adopted to implement the program:

a) Imparting education through DIET teachers: District Institute of Education and Training (DIET) is a nodal agency that provided academic and resource support at the grassroots level for the success of various strategies and programs undertaken in the areas of elementary and adult education. It is set-up by the Directorate of Training Education (TE) & State Council of Education Research & Training (SCERT). DIETs perform multiple tasks in school education like planning and organization of in-service and pre-service training programs, curriculum and material development, evaluation, and assessment in school education etc. There are such 58 training institutes operational in the state offering pre-service and in-service. With an aim to expand the LSE-ARSH program, Department of S&ME involved the DIETs for training the teachers on LSE-ARSH during their other teacher training programs. In this endeavor, 30 DIETs centers were identified, and 60 faculty members were trained on the LSE-ARSH. These trained teachers acted as the master trainers and integrated the LSE-ARSH as a part of their regular trainings organized at the state level schools.

b) Peer Education: Every year 150 peers from KISS university were oriented to perform innovative and interactive programs during summer vacation. This was to sensitize their adolescent friends at community level and identify a list of their health issues and organize counselling session/Focus Group Discussions (FGDs)/ seminars at KISS.

c) Co-Circular Activities organized by KISS for Community awareness: KISS organizes street plays at nearby schools and localities, state level mela and exhibitions by peer

educators on ARSH issues to generate public awareness and advocacy on LSE-ARSH outside the KISS campus.

At the district level environment building workshops were organized and key stakeholders were sensitized on the need of life skills based SRH education and action plan. At the same time the community level sensitization program was also organized for Parent Teacher Association (PTA) and School Management and Development Committees (SMDC) for inviting feedback and support in favor of the intervention.

5.4.4. Impact

5.4.4.1 Quantitative

- With 3 years from the launch (2009-2012), the intervention grew beyond the boundaries of KISS covering **121 schools** and further extended to **17** Kasturba Gandhi Balika Vidyalayas (KGBVs). In 2013, it expanded further to **4** more districts i.e., Gajapati, Kalahandi, Koraput, Malkanagiri covering all the tribal residential schools and KGBVS. As a result of government support and collaboration, in 2012, the LSE-ARSH program reached **131 schools from 9 districts of Odisha through 840 trained** teachers covering approximately **5500 students**. These 9 districts were Ganjam, Kandhamal, Keonjhar, Nabarangapur Gajapati, Kalahandi, Koraput, Malkanagiri and Rayagada. In 2014, the intervention further extended to all tribal residential high schools and KGBVs in the state covering **318 tribal residential schools and 182 KGBVs** there by reaching out to around **70000 adolescents** in total, thus achieving the intended goal of broadening the base for research in ARSH.
- It was reported during the FGDs conducted by ASCI, that the **number of cases reported in the dispensary, related to menstrual disorder, reduced significantly as a result of this program.**
KISS emerged as a resource hub with robust experience in developing and disseminating information on LSE-ARSH. Through this initiative, KISS has built its own capacity and has emerged a pioneer in research and training on ARSH.
- For LSE-ARSH, KISS imparted training to build capacities of about **100 DIET teachers** for providing handholding support to the teachers to conduct the sessions, **500 Headmasters, 1500 Government teachers and 7900 School Management Committee members** about local school intervention through training and orientation thereby creating an enabling environment for reproductive and sexual health related concerns at institutional level.

- The Post Graduate students of KISS belonging to social science discipline and faculties were involved in the research process to document components of the initiative. KISS published over **51 research papers** on Life skills and ARSH issues of which around 24 Research papers were presented at National and international conferences. These papers will serve as ready reckoners for interested stakeholders.
- Furthering the vision of expanding its base and outreach, KISS organized a **master trainer training** on LSE and ARSH for NSS Program Officers, Women and Child Development Department Officers and NGO functionaries working for adolescent education in the state, in association and under the umbrella of UNFPA.

5.4.4.2 Qualitative

Apart from the impacts that quantify the success of the program, LSE-ARSH was able to garner qualitative achievements as well.

- Social inhibitions like shyness, embarrassment and self-consciousness develop into a powerful fear that prevent the adolescent from speaking up or expressing their concerns related to Sexual and Reproductive Health (SRH). Introduction of Question Box Approach was an effective means of imparting education and addressing queries on ARSH and generating awareness to a greater extent. LSE- ARSH helped in leveraging the potential of adolescents in the tribal community by augmenting their knowledge on reproductive & sexual health consequently shedding inhibitions and stigma attached to the topic. This initiative empowered the trained students to discuss adolescent health with their community/villagers thereby, acting as critical game changers. One of the beneficiaries, 21-year-old economics graduate Divya Minz, shares that ***“The training was a turning point in my life. People from my village seek my advice. Over a period, I have been successful to bring about change in my village as people have started to accept the fact that education improves the quality of life. As a result, many children from my community started going to school and this gives me immense satisfaction”***.
- During the FGDs conducted by ASCI, it was reported at large that the intervention was effective in building capacities of young, energetic, and resilient cadre of peer educators who aided in minimizing harmful behavior of the tribal adolescent through active counselling on sexual health issues, these peer educators successfully promoted healthy behaviors amongst adolescents. The students reported that this training taught them to overcome their inhibitions that was lacking prior to attending the LSE-ARSH workshop. This shift in behavior from highlighting their limitations and fear of not getting approval from society to focus on their strength was a competent outcome of this

initiative **21-year-old** student, **Basanti Badanayak**, from a remote tribal village **Sarsara in Sundergarh district**, was a very shy and introvert person before attending the **LSE-ARSH training**. She now believes that the life skill education teaches students communication skill, which is very essential to cope up in a larger environment. She is a peer educator now and speaks openly about the menstruation to the adolescent girls in her school and community.

- ❖ The participatory approach undertaken by the teachers was designed as an interactive activity-based program to induce maximum interaction between the teachers and students. This cultivated a relationship of mutual trust and confidence between the teachers and students.
- ❖ Organizing community level sensitization programs for Parent Teacher Association (PTA) and School Management and Development Committees (SMDC) of the state for inviting feedback and support favoured the intervention by bringing together diverse views and collective thoughts for future interventions.

5.4.4.3 Contribution to SDGs

Recognizing the impact and penetration of the program, in 2014 the Government of Orissa owned the project and scaled it to all the residential and non-residential schools of the state with support from UNFPA. This collaboration subscribes to SDG-17 of strengthening global partnerships. This also paved the ground for achieving SDG-10 & SDG-16 to reduce inequality and to build effective, accountable, and inclusive institutions at all levels. The intervention successfully addressed the Sustainable Development Goals by providing quality education (SDG-3) for better health outcomes (SDG-4) to all adolescent students (SDG-5).

5.4.5. SWOC Analysis

Strengths	Weakness
▪ Over the period of 7 years of its operation, KISS has developed a network with many organizations such as National Rural Health Mission (NRHM), School and Mass Education	▪ The reporting and monitoring framework of the program has scope for improvement. Efficient record keeping of the sessions and student registration is essential to track progress and take corrective measures to

Dept., Govt. of Odisha, Dept. of Women and Child Development, Govt. of Odisha, Nehru Yuba Kendra (NYK), NSS (National Service Scheme), Odisha State AIDS control Society (OSACS). These partnerships and collaborations enabled the state wise launching of LSE program as a part of the course curriculum. Research suggests that most students prefer to learn about reproductive & sexual health issues from their peers. Thus, it was necessary for the program to open this approach in reaching out to the adolescents through peers. It proved to be an efficient tool for knowledge dissemination.	achieve the set targets. Snowballing effect that leads to development of interpersonal relationships, and healthy relation between teachers and students was not documented effectively.
<u>Opportunities</u> The study evidence suggests that LSE-ARSH has positively impacted the lives of over 7000 tribal children over the years and expanded to 318 tribal schools in Odisha. There were many deterrents to a girl child's education continuity in tribal areas and these often lead to elevated school dropout rates. LSE-ARSH has been successful in imparting effective counselling on sexual & reproductive health to the female students thereby preventing school drop-outs, early marriages, and others. This indicates the enormous opportunity that the project holds in bettering the lives of tribal	<u>Challenges</u> - One of the major challenges for effective implementation of the project was securing the participation of adolescent girls due to social inhibitions like self-consciousness and embarrassment related to the topic. - In the remote tribal areas, it was difficult to convince the parents to participate in community level meetings and share their concerns regarding ARSH. Therefore, limited co-operation from the parent community hindered the feedback channel.

children from other districts as well. The project model has proven to be a success, therefore, its sustainability through expansion and replicability in other districts should be the focus of the hour.

- Documentation of success stories and best practices of the program can serve as a spring board for sustainability across the state. State level dissemination workshops involving key stakeholders including govt officials, KISS representatives, District administrations, some beneficiaries of the project and reputed NGOs, will facilitate the dissemination of tangible and intangible impact of the project. Stakeholder consultations can be arranged with district administrators to explore the scope of replicability of the project in other districts.

5.5. TIGR2ESS and CHIRAG

5.5.1.Relevance of the project

Food is more than just a necessity. The production, distribution, and consumption of food is inextricably linked to the local political economy. Control over the production and distribution of food has long been recognized as one of the most fundamental aspects of exercising population control. Considering the social diversity and inequality in India, food often becomes an important aspect of group boundaries. Despite significant changes in food consumption patterns over the past decades, diversity in food consumption patterns remains an important, albeit underappreciated, aspect of India's political economy of food.¹³ Food consumption and eating habits are critical pillars of health and health promotion. Major adjustments in dietary patterns and nutritional transitions are occurring across the world towards more diverse diets accompanied by significant health implications¹⁴ such as obesity and hypertension, as well as

non-communicable diseases such as diabetes, heart disease, and stroke. These dietary changes are also responsible for raising concerns related to increased land, water, and energy resource use, greenhouse gas emissions, unequal access to healthy food, and food security.¹⁵ Food security remains one of India's most pressing policy objectives. While food availability in India has increased significantly in recent decades, owing primarily to productivity gains from the 'green revolution,' the challenge of providing adequate food and nutrition to every citizen of the country remains unresolved¹⁶. This is more prevalent amongst the indigenous communities mainly due to geographical isolation, low literacy, substandard living conditions and meagre access to health facilities.

The data from 2011 Census, ICMR reports, state report of Food Security, NFHS and NSSO presents that although infrastructure services and access to food and health systems have largely progressed in last decade, there has not been much improvement in the malnutrition challenges in Odisha. The indigenous community of Koraput and Kandhamal district reported high prevalence of malnourishment while having high production of various agricultural produce as compared to the other district of the state.

In relation to this, KISS aimed to study the food consumption behaviours and nutrition outcomes across socio-demographic and agro-ecological contexts in the said districts of Odisha. In this regard, in collaboration with other organizations of National and International repute implemented two interventions i.e., TIGR2ESS and CHIRAG that had a potential to present an evidence-based lobby for the development and reinforcement of Sustainable Food Systems with an overarching goal of attaining the SDGs.

¹³ Abha Gupta, and Deepak K Mishra (July 2015) "Food Consumption Pattern in Rural India: A Regional Perspective", Jawaharlal Nehru University, published in Journal of Economic & Social Development, Vol - X

¹⁴ Kearney. J (27th September, 2010) "Food consumption trends and drivers" published in PubMed National Library of Medicine, National Centre of Biotechnology Information

¹⁵ Bhartendu Pandey, Meredith Reba et.al (October 2020), "Urbanization and food consumption in India", Published in Scientific Reports, <https://www.nature.com/articles/s41598-020-73313-8>

¹⁶ Rao N.D., et al. (March 2018) "Healthy, affordable and climate-friendly diets in India." Published in Elsevier - Global Environmental Change.; Vol 49:154–165.

5.5.2.Objectives

TIGR2ESS

- To understand food practices and nutrition outcomes across socio-demographic and agro-ecological contexts
- To develop knowledge and practices taking care of health and nutrition aspects of tribal communities of Koraput and Kandhamal districts of Odisha.

CHIRAG

- To address the health and nutrition welfare and empowerment of communities, particularly women and children
- To build and exchange relevant and contextual information and practices by the virtue of face-to-face and virtual platforms.
- Conducting evidence-based advocacy to ensure political uptake and institutional acceptance

5.5.3.Approach & Methodology

TIGR2ESS is a GCRF Award (Global Concerns Research Fund) UKRI funded, UK India crop research initiative aimed at addressing food security challenges. TIGR2ESS involved 30 participating institutions, including research institutes from the United Kingdom, as well as higher education, and non-governmental organizations (NGOs) from throughout India, working on six flagship projects.

TIGRE2SS majorly involved collection of data related to food behaviours of tribal communities of intervention district of Odisha. This data served as the foundation for seeking real-world solutions through another GRTA (Global Research Translation Award) project, CHIRAG (Creative Hub for Innovation, Reciprocal Research, and Action for Gender Equality).

The targeted audience of the project was a diversified portfolio comprising not only tribal women and children, but also primary level government functionaries, local leaders including panchayat members at village and block levels in Koraput and Kandhamal districts of Odisha.

Methodology:

TIGR2ESS:

i. Interview and Focus Group Discussions:

Approximately 24 interviews were conducted across 6 villages, 2 in each block. The interview was conducted for both men and women in the age – group of 18-60 years. In addition to this 12 similarly stratified focused group discussions (FGDs) were conducted in these villages. The interviews were audio recorded with permission from the participants, and later translated into English.

ii. Baseline Data Collection

Subsequently baseline data collection was done through surveys. The survey included use of various participatory tools like community food maps, social resource maps, seasonal calendars and transect walks in selected villages. The community food maps were used to explore people's perspectives on local food production systems, enablers, and barriers to accessing food from markets, the Public Distribution Systems (PDS), or any other community-based nutrition programs. The seasonal maps captured year-round patterns of food cultivation and consumption.

The primary data was collected by 6 local field researchers in the local Odiya and Desiya languages using the pen and paper method. The data was collected around the following criteria:

- | | |
|---|--|
| • Consumption of staple food | • Seasonality of crop production |
| • Access to Public Distribution systems(PDS) | • Divisions of labour |
| • Access to markets | • Seasonal employment opportunities |
| • Availability of kitchen gardens | • Social structure and interactions in community |
| • The role of community, NGOs and CSO programmes. | • Access to water and fuel |
| • Food Taboos | • Agro-ecology |
| • Changes in food intake through the year | • Seasonal rituals related to food consumption |

iii. Data Analysis

The collected data was then analysed that presented a list of indigenous cuisines and facilitated a better understanding of:

- ✓ the intra-household, gender-differentiated labour allocation,
- ✓ the energy expenditure patterns related to the productivity-enhancing agricultural interventions and
- ✓ the gender roles influenced by agricultural development interventions to nutrition outcomes in rural households.

The data generated through this intervention served as a base for seeking the real-world solutions through another GRTA Sustainable Food Systems project – CHIRAG.

CHIRAG

i. Establishment of IVRS

KISS established a user-friendly Interactive Voice Response System called CHIRAGVani that functioned as follows:

- The listener gave a missed call to a 10-digit mobile number (9266021666) and received a call back within seconds.
- Following this a welcome message with brief description of the platform and how this can be used was explained.
- The listener then chooses the concerns from the pre-recorded contents using their keypad or record their concern/ queries/experience in their own voice and language.
- Subject related to production options, technology, market access, diets, consumption behaviours, state entitlements, and their link to health and nutrition outcomes were addressed through this IVRS system.
- The new user concerns relevant for wider community were published on the platform. A dedicated team was in place to monitor and update the platform thereby making it a combination of pre-existing contents and user voices.

The information was provided in Odia, Kui, and Desia tribal languages. CHIRAGVaani brought together the studio created material via IVRS service, as well as posting and moderation of user provided content. The platform-form is free and functions 24X7.

This interactive audio community media platform was supported by a smartphone application.

ii. Creative Practices: Participant Filming

In view of engaging with the communities and learning and documenting their practices, a

participant filming approach was adapted. In this regard 22 youth volunteers belonging to the indigenous community (of Kandhamal and Koraput district) were trained to operate cameras, edit videos, and write blogs, resulting in knowledge documentation and exchange at local level. As a result of this, more than six (6) films each related to forest food, cultivated produce and its process cum preparation, cultural activities related to harvesting, etc. of 6-10 minutes each were filmed. Further, another 6 are under final editing stage.

The training workshops were facilitated by KISS with continue support from the professionals of University of East Anglia, UK.

iii. Curriculum Development

Curriculum development approach was a direct way to enable communities to recover the traditional knowledge about diet and health. The project partner PRADAN developed a seven-module curriculum on Sustainable Food Systems that was piloted by engaging 17 young volunteers over 10 days. The modules focused to:

- ✓ Create an awareness of dietary diversity in ensuring good health
- ✓ Examine the role of indigenous knowledge and traditional food practices in contributing towards dietary diversity
- ✓ Critically examine gender inequality within household in terms of access to food and nutrition
- ✓ Understand the role of indigenous/traditional knowledge in contributing towards food/nutrition security and sustainability
- ✓ Reflect on food choices and practices that can promote sustainable food system

Through guided discussions and dialogue, the pilot critically examined and reflected on participant experiences, choices, and local and cultural contexts. A range of training aid like videos, pictures, exposure visits, and mapping exercises were used to make the sessions interactive. It helped the participants to learn about the latest trends and shifts happening in the agriculture patterns, food production and consumption habits. The result of the training presented a need to build resources in Hindi and indigenous languages.

iv. Involving the Youth – as agents of Change:

Youth have been critical to attaining sustainable development, particularly in underdeveloped nations where they are mostly concentrated. Youth participation in agriculture and related agri-food industries is critical to the future of our food. Therefore, project CHIRAG engaged the youth as "change makers" to promoting sustainable food systems. Their involvement includes the following:

a) CHIRAGVaani

The youth were involved in the operation of CHIRAGVaani. They diligently connected with the communities and derived the information for CHIRAGVani. They were also involved in communicating and spreading the 10-digit mobile number among the community besides being involved in continuous developing and updating the CHIRAGVani content.

Digipreneurs

Youth volunteers were trained and involved in filming the community practices, editing and documentation and called as Digipreneurs.

b) Community reporters

The adolescents who participated in the study were also trained to identify issues concerning critical topics such as food insecurity, dietary variety, knowledge, attitudes, and behaviours connected to food systems. This contributed to the greater research base, as well as different organising of campaigns and policy initiatives. It also provided data to the free online course - "Creative communication, extension, and community resource management for sustainable development".

5.5.4. Impact

- The data collected through TIGR2ESS helped in analyzing the food practices across social sectors and agro-ecological contexts besides serving as foundation to develop research manuscripts on spatial poverty traps, food entitlements, and overall food insecurity experience. Furthering the objective of the initiative to develop knowledge and practices on sustainable food practices, academic blogs on climate change and food security facilitates in the knowledge development of the local youth.
- Evidence based advocacy for sustainable outcomes resulted in active involvement of legislators to leverage greater funds for SDGs. It also served as a knowledge repository to develop a curriculum on sustainable food systems for postgraduate students of KISS and design the online course on SWAYAM platform.
- The baseline information from TIGR2ESS served as a basis for seeking GRTA project – CHIRAG, for sustainable food solutions. With the involvement of local youth by giving them a learning platform, this initiative hits the right note by corroborating the objectives of SDG 4 i.e., inclusive education and SDG 10 of reducing inequality through grassroot activities like community based IVRS platform, participant film making as creative practice and curriculum development for sustainable food systems.

- Through increased implementation and developmental partnerships (SDG – 17), these initiatives address a variety of SDGs, from eradicating poverty (SDG – 1) and hunger (SDG-2) to guaranteeing excellent health and wellbeing (SDG-3), sustainable consumption and production (SDG-12), and gender equality (SDG-5).
- CHIRAGVaani served as platform for active dissemination and development of knowledge and information sharing resultant in creation of indigenous knowledge repository, thereby building a sustainable communication medium for information dissemination and in turn instilling the sense of digital inclusivity in the rural youth.
- The data served as an extensive tool to gather information on food production and consumption behavior of people in Koraput and Kandhmal districts of Orissa. It facilitated a lot of community interactions through FGDs and Personal Interview. The information generated during this was converted into animated short films imparted information related to Food habits, Forest foods, Food safety standards of packaged processed food, and food groups. Besides this a recipe book of 50+ indigenous food traditions of Odisha state were also documented.
- In collaboration with various domain experts an online course titled - '*Creative Communication, Extension and Community Resource Management for Sustainable Development*' was started. The program was hoisted on the SWAYAM portal of Ministry of Human Resources Development. Along with this, a dedicated course was launched by KISS on Food Science and Technology that is split across 4 semesters. KISS also included essential elements of sustainable food systems into the curriculum of postgraduate courses from Tribal sciences to Zoology and Botany. This is a step towards institutional acceptance and nationwide recognition in Sustainable Food Systems.
- KISS incorporated the fundamental lessons on sustainable food systems in the curriculum of postgraduate courses from Tribal sciences to Zoology and Botany. This revised curriculum provided a comprehensive understanding of food production and consumption in rural India, with a focus on indigenous knowledge and practices. It further emphasized on sustainability of food, consumption of balanced diet, deficiency disorders, and dietary requirements of locally available food items.
- Besides this, KISS introduced a dedicated course on Food Science and Technology in 2021-2022 that is split across four semesters.

- ✓ The first semester begins with basics in food and nutrition concepts including indigenous health and nutrition.
- ✓ The following three semesters delivers extensive learning on food analysis, preservation, storage, modern concepts of nutraceuticals and sustainable management of tribal natural resources.
- ✓ The final semester has a component of fieldwork where the students create short films on various themes on consumption practices and traditional food items.

Free Online learning for practitioners across India

KISS in collaboration with various domain experts a massive online course titled - ‘Creative Communication, Extension and Community Resource Management for Sustainable Development’ was launched during September 2021. The course was hosted by Indira Gandhi National Open University (IGNOU) on SWAYAM portal of Ministry of Human Resources Development (MHRD). Postgraduate researchers, academics and frontline extension workers from NGOs and government are eligible to enroll in this course.

The course provided the learners with knowledge and skills on the most cutting-edge creative tools in extension, training, and advocacy for the well-being and empowerment of rural and urban communities, particularly indigenous women and children.

Use of IVRS system during COVID-19 Pandemic:

KISS made use of CHIRAGVaani – a functional IVRS system to address the concerns of indigenous communities of Odisha related to COVID-19, disseminate information on safety protocols followed and update the indigenous communities of Odisha about the do's and don'ts amongst others.

5.5.5. SWOC Analysis

Strengths	Weakness
The project is one of its kind focusing on providing extensive learning opportunity to students through focused curriculum ranging from food analysis, preservation, storage, modern concepts of nutraceuticals to sustainable management of tribal natural resources. Online course on Sustainable food systems on SWAYAM Platform gives students the access to learn digitally which enhances the digital literacy among participants and stakeholders; the use of IVRS to generate information on Sustainable food systems is one of the most innovative practices implemented by KISS which aims for digitalization of the vulnerable sections of society.	ChiragVANI was curated as a digital learning and information dissemination tool, however there is a need for creating the digital infrastructure first which is essential for effective implementation of the project. Many people could not make use of this innovative initiative, due to poor network connectivity in rural pockets and limited or no access to mobile phone to women. There was also a lack of mobile phone usability among the elderly people. Therefore, as a first step to ensure successful implementation of the project, it is necessary to educate the target audience on mobile phone usability and creating the relevant digital infrastructure.

Opportunities	Challenges
• There is opportunity to develop digipreneurs across state and further scale-up to national level to generate employment opportunities amongst youth. • Documentation and record keeping of micro-films created by the digipreneurs on various aspects of indigenous knowledge systems from across India can be done by creating a repository on either the website or application which will serve as a knowledge hub for national and international researchers. • The impact of this project can be scaled by translation of the course into Odia and other languages for wider access and scalability. • Support to FPOs/cooperatives of local youth and women to grow, process and prepare nutritious local foods for supply to government food security and nutrition programs in addition to wider market linkages.	• Lockdowns and shutdowns, trade restrictions, and confinement measures have prevented farmers from accessing markets, including the purchase and sale of their produce, and agricultural workers from harvesting crops, disrupting domestic and international food supply chains and access to healthy, safe, and diverse diets. It had an impact on the policy advocacy of intervention. It also hindered the process of engaging and training of local resources.

5.6. English Access Micro-scholarship (EAMS)

5.6.1.Relevance

One of the most significant aspects of culture is Language. Languages are not only means to communicate, but also a way to convey individual values, beliefs, and ideas. When a language becomes extinct, a piece of humanity's cultural inheritance is lost. Linguists are also losing a chance to gain a deeper grasp of the expression of the human ability of language.¹⁷ In a democratic setting, each co-existing language is expected to perform its own distinctive purpose. Given a multilingual environment, each is expected to have the same status as the

others and to be equally available to the people. Nonetheless, a closer examination of this reveals that English appears to have assumed a hegemonic role in multilingual environments and established a language hierarchy.¹⁸

Pragmatically, in our increasing globalized world restricting people to their own language when only a few speak the language can be very limiting. This is especially true for the indigenous groups. For them the choice is not so much between English and their mother tongue but more a choice between the language of the dominant society around them and their tribal language.¹⁹

In recent years, emphasis on the relevance of indigenous culture concerns and concepts are increased. Given that, teaching English to the indigenous population is even more challenging. This is mainly because these communities are not aware of the fact that the Education and English learning will result in a behavioral change. It is usually observed that the indigenous students receive the score low in theoretical exams. The influence of mother language has been a significant risk in this situation. Students can grasp or command other topics taught in their mother tongue, but they fall far behind in the realm of competency due to a lack of understanding of the English language.²⁰ In general, an English learning unit that incorporates indigenous cultural elements such as dress, food, authentic relics, music, dance, and film will most likely include opportunities for students to share their culture as well as collaborate on learning tasks. Specific cultures can be studied, and various bilingual or trilingual (Hindi, English, and an indigenous language) educational interventions can eventually help students improve their English ability.²¹ Therefore, Kalinga Institute of Social Sciences (KISS) in collaboration with US Department of States started English Access Micro-scholarship (EAMS) Program. It has been a meticulously developed and well-managed intervention. It provides opportunities to talented non-elite 13 to 20-year-olds a meaningful English-language learning experience, Quality education of SDG 4 for indigenous pupils and the spiral impact on obtaining greater employment while furthering one's education.

¹⁷ Sánchez. G. (2008) “*Las lenguas aborígenes de América y de Chile; Enseñanza de las lenguas originarias y del inglés*” [The aboriginal languages of America and Chile; Teaching of original languages and English]. Paper presented at the Indigenous English Language Program in Temuco, Chile.

¹⁸ Bolton. K and Kachru. B (2004) “World Englishes – Critical concepts in Linguistics” Vol II published in Routledge Taylor & Francis Group

¹⁹ Viswa Bharati Vidyodaya & UNESCO (August 2020), “To be taught in a language other than one's own has a negative effect on learning”: Teaching experiences with English medium in Adivasi education” Published in Tribal Cultural Heritage in India Foundation

²⁰ Gautam. M (February 2013) “Teaching English to tribal students: Problems and prospects” published in National Conference

²¹ Barfield. S and Uzarski. J (2009) “Integrating Indigenous Cultures into English Language Teaching” published in United States and Chile English Teaching Forum

5.6.2.Objectives

- ❖ To provide a significant English-language learning experience to bright non-elite 13 years to 20 years.
- ❖ Improving students' appreciation of U.S. culture and values.
- ❖ Encouraging critical thinking and open-mindedness and improving performance in regular school classes.
- ❖ A combined Domino Effect in getting gainful employment and for higher studies.

5.6.3.Approach & Methodology

The English Access Micro Scholarship Program (Access Program) is an extremely successful training program that educates the students on English speaking, writing, and reading skills, as well as an understanding for American Democratic ideas and culture through classroom sessions. The program is a blend of several creative teaching tools that assists the students to overcome their anxiety and learn the language with ease. The program follows an oral-aural, learner-centred, and activity-based approach.

Methodology

5.6.3.1 Development of EAMS Curriculum:

The US Embassy designed curriculum for EAMS program. It involved 360 hours of mandatory training within 2 years is pre-requisite to complete the course. However, during exigencies a mid-intensive training is organized to complete the course. The timetable of the program necessitates that the students are engaged in activities and multimedia-driven 90 mins session. Typical Icebreakers are often included in a 90-minute session, followed by 30 minutes of pair/group work before activities using the textbook/workbook. The remaining 30 minutes are frequently spent on rehearsals for performing arts, inter-class exchanges, and so on. Standard textbooks by Cambridge are used to teach the students. Besides this, technologically aided add-ons such as DVDs, Web-resources (Audio, Video, Activities), and books are included into the curriculum. Each student receives a dictionary and stationery.

5.6.3.2 Deployment of Trainers/Teachers at KISS:

KISS facilitates the entry of trainees for the program while the embassy shortlists and finalize the trainees. Initially the number of trainees for the course were 6 i.e., 4 permanent staff and two 2 substitute staff members (one teaching staff from KISS). The substitute staff

was responsible to continue the program in absence of the permanent staff. Recently the embassy revised its mandate to 4 staff members. However, the number of trainees varies per the strength of the students.

5.6.3.3 Teaching aids for effective delivery of the program:

The framework for effective delivery of the program includes learner-centred, oral-aural, and activity-based approach. Teaching aids adopted to facilitate this include:

- Logistics - Projectors, PCs, speakers, Kindle tablets, Smartphones, etc.
- Resources - Our NG online repository, interactive websites/games, downloaded clips, PDFs, Textbooks, Workbooks, Library, Realia, etc.
- Mediums - e-Class (Zoom/Meet), Emails, WhatsApp, face-to-face etc.) followed by reflection activities.

A dedicated EAMS Lab is present at the KISS campus. The room provides space to facilitate activities that include quizzes, riddles, puzzles, role-plays, skits, dialogues, dramatization group discussions, debates, language games and simulating real-life scenarios.

5.6.3.4 Selection of Students

The class teachers float the idea of the EAMS amongst the students. Subsequently the students present their interest to participate in the program. The class teachers select the students based on their caliber. Initially the students between the age of 13-20 were eligible for the course, which later was revised to 13-15 and 18 -26. This was because students belonging to class 10,11 and 12 usually discontinue the program if they choose to pursue their higher education outside KISS. The number of students accommodated per batch was decided by the embassy. It varied for every batch depending on the available funds and number of civil societies linked with them.

5.6.3.5 Evaluation and Certification:

Evaluations are conducted on a regular basis to assess student development as well as the efficacy of the contents and methods. Students needed to clear the examination that is a combination of written and oral test to attain a course completion certificate.

5.6.4. Impact

5.6.4.1 Quantitative

- One of the most desired objectives of this initiative is to convert opportunity for education into meaningful employment or means of sustenance. KISS has ably achieved the feat -
 - ✓ **67 alumni** from 2009 – 2019 batch of EAMS course have confirmed placements in various companies of repute and 13 students received an opportunity to visit USA under student exchange program, fellowship and participation in events thereby promoting Indian-American cultural exchange.
 - ✓ **26 students** secured public sector/government jobs.
- The students received the **opportunity to present**, attend seminars, and workshops conducted by US Ambassadors, Consul-Generals, State Department officials, RELOs, Program officers, and English Language Fellows which significantly opened the gateway for intellectual stimulation and cultural diversity.
- EAMS has significantly contributed to **gainful employment** over a period of 13 years. Since its inception, the program has provided employment opportunities to over 950 individuals as trainers of the EAMS program.
- The program included development activities such as periodic exposure tours to shopping malls, planetariums, Nandan Kanan Zoo, tribal museums, Gopalpur cyclone-affected villages, and so on to provide the tribal students with exposure and learning by practice with the goal of improving their classroom performance.
- The program's efficacy stems from the **dynamic character of its curriculum**, which is devised and given by well-trained and constantly updated instructors.

5.6.4.2 Qualitative

Some of the qualitative achievements of the program is derived from the experience of the beneficiaries.

- The uniqueness of the program lies in its holistic intellectual and emotional development approach by celebrating American holidays and months such as the Fourth of July, Thanksgiving, Halloween, Black History Month, and so on to build appreciation of the US culture.
- During the FGDs, it was reported by the beneficiaries that they have perceived

significant confidence change after participating in EAMS. The visit to US was a cultural inauguration for most of the tribal students who were ignorant of the outside world. Personality development through this program has led to beneficiaries like Shanti Murmu to become a flag bearer of empowerment for her community. She emerged as a speaker on Youth Empowerment at conferences such as TEDx, the UN Women Conference, and the Global Leadership Camp in South Korea, among others.

- The program has also provided numerous international opportunities to the students which has not only helped them gain confidence but also steered them towards professional careers. One such example is Maheshwar Munda, who was not confident in English language and struggled to speak and write exams in English but is now preparing for medical entrance test – NEET.

5.6.4.3 Contribution to SDGs

This initiative rightly envisioned to provide seamless English language learning experience to deprived and non-elite section of the society to make them proficient in the language thereby achieving reduced inequality (SDG-10). The program is a standard illustration of global partnerships leading to impactful results (SDG-17). SDG-16 which talks about peaceful and inclusive societies for sustainable development is also fulfilled through this intervention. This initiative is in line with SDG-5 of gender inclusivity and women empowerment since more than 50% (54%) of the trained personnel were female.

5.6.5. SWOC Analysis

Strengths ▪ This program has abetted in increasing the employability of the about 500 indigenous students who have successfully completed the course and are now confident to take up job roles where which English communication is imperative. ▪ The student exchange program helped in personality development through intellectual stimulation and cultural exchange of trained students through opportunity to attend and participate in the events at US and exposure to the US diversity.	Weakness ▪ Making the students competent to use technology is essential for the success of such a program. ▪ It was reported during the FGDs that employee retention was a challenge due to inadequate remuneration. ▪ Lack of database makes it difficult to track the alumnus of the program. This ultimately makes it difficult to record the effectiveness of the program.
Opportunities ▪ This program was implemented by the US embassy with a vision to provide smooth English language learning experience to the derailed sections of the community; KISS can replicate the program for long term sustainability and for a wider set of participants by learning from the best practices of this program and develop a Learning Management System where the reference course material, presentations, recorded sessions, attendance and weekly/monthly schedules will be made available to all registered participants.	Challenges ▪ Covid-19 Pandemic during 2019-2021 resulted in online session causing to limited or no access by the students ultimately effecting the quality of the program.

5.7. Skill Development

5.7.1.Relevance

The Economic growth and social development of any country is driven by the skills and knowledge of its workforce. Global mega trends such as the technological advancements, urbanization, climate change, demographic shifts, and the globalization of value chains are changing the nature of work and skill demands. The 21st century job market needs a comprehensive set of skills to succeed. These skills are composed of Cognitive skills, Socio-emotional skills, technical skills, and Digital skills.²²

The government of India aims to transform India into a highly competitive, developing, and productive middle-income country. This is because, the country has a diversifying economy from agro-based to manufacturing and service based, resulting in an increase demand for skilled labour force. It is estimated that, every year more than 12 million youth between the age of 15 and 29 are expected to enter India's working population for the next two decades. The current position presents that only 2.3% of the India's workforce has received formal skill training.²³

It is envisaged that, skill development at young age can make a positive impact on the country's future workforce. Schools can act as leavers of change by establishing strong foundation for a thriving future. Easy introduction of skill development through holistic education in the school curriculum abridge the transition from student to a professional. The National Education Policy (NEP) 2020 gives considerable attention to Technical and Vocational Education Training (TVET). This helps in integration of vocational education into all educational institutions – schools, colleges, and universities. In this regard, the Kalinga Institute of Social Sciences introduced the “Skill and Entrepreneurship Development Program” in October-2020 targeting the livelihood generation for the indigenous communities and transforming them into entrepreneurs or professions that fit in the job market.

5.7.2. Objectives

- ❖ Prepare an individual for life, for better economic and civic amenities
- ❖ Make education practical and useful. It can fulfil the need of life in a better way

²² Skill Development (Jul, 2021) The World Bank

²³ Skilling India (June, 2017) The World Bank

- ❖ Enhance the competency or efficiency of an individual in a particular Vocation/Skill
- ❖ Opens more avenues or channels for self-employment
- ❖ Give a platform to trainee's concept of "Earn while you Learn"

5.7.3. Approach & Methodology

Skill Development Program at KISS is a synergic relationship of education with productivity, economic development & individual prosperity. It is also called a vocational training/education and has become an integral part of KISS along with the formal academics and plays an important part in empowerment of tribal students. Every student at KISS undergoes this vocational education as per his or her talent and/or interest. It is designed to impart essential occupational skills among tribal students to mould them into successful entrepreneurs & shape them to fit in the job market.

This program provides enormous opportunities to work on campus and in this process, student gains an experience and thereby achieving two main objectives i.e., Continuous Educational growth as well as Entrepreneur skill and experience development at various levels with opportunities to work at the living labs of the institute. It manufactures products to meet the in-house requirement of KIIT and KISS. Currently the vocational training is offered in following products:

- 1.1. **Chemical:** Phenyl, Hand wash, Floor wash, Vehicle wash, Liquid detergent, Cloth whitener, Utensil care, Sanitizer, Candle, Soap.
- 1.2. **Apparel:** Salwar Shirt, Pant, Tunic Frock, shirt, half pant, shirt, full pant, Mask making.
- 1.3. **Drinking Water:** Packaged drinking water.
- 1.4. **Handicrafts & Utility:** Applique, Shopping Bags, Tribal painting, File folder, Coir item.

A remarkable feature of this program is that it enables the students to '**Earn While They Learn.**' Products are made in large quality and KIIT, a large University with an area of 25 sq. km, 18000 students and 5000 staff, require these products in large number and therefore is a ready market. The management distributes one third of the surplus from such sale of products among children engaged in a particular vocational education. Students either send this money to their parents living in villages in abject poverty or deposit in their bank accounts for their future. The program provides the students to acquire skill in a vocational trade that will enable them to earn their livelihood. In this regard, the students at KISS are divided in four age groups-

- **Sub junior (VI – VII class):** Students are involved in Painting, Rakhi making and Utility.
- **Junior (VIII – X Class):** Students are involved in Painting, Applique, Tailoring (Hemming only) and Button stitching.
- **Senior (+ 2 and +3):** Apparel, Painting, Home Utility, Chemicals
- **Super senior (PG):** Apparel, Painting, Handicrafts and Utility, Chemicals, Coir

The vocation training is accompanied by industrial visits. This serves as an opportunity for students to learn about manufacturing business on large scale.

The implementation of the program involves 7 steps as follows:

- STEP:1 Identification of trade as per demand: KIIT serves as a ready market to sell the products of Skill development program. The trade requirement of students and staff of KIIT is identified as per the demand.
- STEP:2 Selection of trainees: The individuals with a recorded experience of at least 5 years of working in the industry/trade are selected as trainers for the program.
- STEP:3 Counselling & Selections Tests: The students from class VI are oriented and counselled about various skilling programs available at KISS therefore allowing to enrol in the program as per their interest. The students also take a selection test (like eye check-up for tailoring) to get admitted in a skilling program.
- STEP: 4 Content Development /Training of trainer: The senior and experienced staff of KISS are involved in development of skill appropriate content and conduct training of trainers. For example: The apparel training material is developed based on National Skills Qualifications Framework (NSQF).
- STEP: 5 Product based Training: Training is given to students based on the products and involves various mode of intervention like Activity based training, classroom training, video-based training approach are used to train the students.
- STEP: 6 Internal Monitoring/ assessment: One dedicated project management team is formed who reviews the program and conducts weekly meeting (usually on a Friday). The meetings aim to seek information on the number of students trained and number of products made.
- STEP: 7 Production through trainees/professional: Students who complete the training are allowed to work independently and prepare products on large scale.

5.7.4. Impact

5.7.4.1 Quantitative

5.7.4.1.1 As per the data provided by KISS, **the number of students** that enroll for the skill development program increased by 65% (1503 to 4341) and 18% (4341 to 5160) in 2019 and 2020 respectively. With over 70% (2018-20) of the total participation being girls during 2018-20, it is evident that the program was successful in enhancing the skills of girl students, therefore not only making them ready for entrepreneurial and job opportunities.

5.7.4.1.2 The program provided an opportunity for students to “**earn while you learn**” by engaging them in product development, preparation, and maintenance. As a result of this, the products are made on a large scale. Kalinga Institute of Information Technology (KIIT) needs these products and is a ready market. One third of the surplus earned out of selling these products is distributed amongst children engaged in the specific vocational training. Students either send their earnings to their family or deposit in a bank account as their savings, thus creating a pathway for transforming them to sustainable entrepreneurs.

5.7.4.1.3 The program successfully imparted skills to **1,10,003 students** various vocational/skill development course like Tailoring, Painting, Chemicals making, Knitting, Food processing, Appliques, Soft toy preparation, Coir etc during 2018-2020 with over 50%(5478) of them earning incentives through the program which is a means of creating livelihood generation opportunities for them.

- The program focused on evolutionary development of skills with age-appropriate custom designed skilling activities that helped to inculcate systems and **design thinking** amongst the students that is an integral skillset for entrepreneurs.

5.7.4.2 Qualitative

The impact of any program is derived from the experience and opportunities of its beneficiaries. Some of the qualitative achievements are enumerated below.

5.7.4.2.1 The program has created a pathway for transforming the trained students into sustainable entrepreneurs. One such example is beneficiary **Surendra Purty**, who was a student registered in the skill development program and is now a trainer for tailoring. Another student, **Lagura Singh**, was a student of MBA at KIIT and participated vocational training in chemical preparation at KISS. After his education, he joined as

KISS as Staff and carried out activities in the Director's office while assisting in training for Preparation of Chemical under skill development program.

5.7.4.2.2 This program allowed girls to achieve financial autonomy and pursue the career in which they are given the training in. **Sambari Chala** enrolled in to the vocational training in Stitching/Tailoring and is looking forward to opening a boutique soon. **Bharati Singh** enrolled to Handicrafts and Utility training under Skill Development program. She utilized her learnings at KISS in further training other young girls at her village.

5.7.4.3 Contribution to SDGs

The program has successfully augmented the skills of girls who represent 70% of the trained students, thereby fulfilling SDG-5 of bringing about equality in education opportunities. It also helped in enhancing the status-quo of the student's by supporting them to earn in cash or in kind thereby fulfilling SDG-4 quality education for all. It successfully addresses SDG-1 by inculcating sustainable livelihood skills through vocational education and opportunity to innovate thereby reducing poverty amongst the indigenous communities. By and large, the students in the skill development program were underprivileged and economically weak, this was done keeping in mind SDG-10 of reducing inequality within the community/country. This eventually helped them achieve higher goals without any financial burden or being exploited by the society.

5.7.5. SWOC Analysis

Strengths	Weakness
The program model proposes education while earning sustainable livelihood and therefore trains the students through age-appropriate skill development programs. The opportunity to innovate and sell the products inculcates entrepreneurial skillset in the students.	- Lack of data collection on well-defined performance measures are likely to impact on predicting the student outcomes in the coming years. In addition to this, the data related to alumnus of the program who have continued to pursue their career in the learned skill should be collected. - Socio-economic changes amongst trainees were not clear as post training income was not being mapped and tracked.

Opportunities	Challenges
▪ The students who have been trained through the program and have achieved performance edge can be encouraged to register as trainers at the “Skill India” portal. ▪ Incubation funding support or seed grant opportunities can be explored for the trained students who possess the required skillset and intention to start an entrepreneurial venture. ▪ Documentation of best practices and impact across the individual, community, can serve as a reference point for future strategic collaborations with organizations, especially those located in semi-urban or rural regions.	▪ Vocational training was difficult during COVID-19 pandemic as were no facilities and infrastructure to conduct online training. ▪ Almost all the women do their household chores and are engaged either in labour, working on their land or taking care of domestic animals. Therefore, attending 30 days training is a tough task for them. ▪ Temperament of students and well-defined counselling techniques that will help student recognize their interest is of utmost importance. Lack of such facility leads them to complete the program without developing the skill.

CHAPTER – 6

SPORTS FOR DEVELOPMENT

Key Highlights:

- ✓ Background
- ✓ Sports for Development at KISS
 - Facilities
 - Identification of talent and development
 - Discipline wise Sports talent produced by KISS & KIIT
- ✓ Collaborations and Partnerships for sports events at KISS

6.1. Background

According to the World Health Organization (WHO)²⁴, various factors influence the human health that include environment (21%), heredity (21%), the quality of the health-care system (8%), and lifestyle (50%). It is imperative that lifestyle has the maximum influence on human health. There is a mountain of scientific evidence supporting the benefits of sport and physical activity as part of a healthy lifestyle at all phases of an individual's healthy life.

Athletic training and academic study are inextricably linked. They represent opposite sides of the same coin. Sports in education are considered an important part of the curriculum, alongside theory sessions. It contributes to the formation of an individual's personality and to the holistic development of a person. In some ways, this subject is a practical demonstration of all the disciplines learned in school. Every sport, in some way, is based on the fundamentals of physics, math, and, at times, geography.²⁵

The tribal communities are strong and live longer because of their physical activities like hunting skills of archery, spear and rock throwing, and stalking animals. Performing such, activities require skills such as running, jumping, and swimming; wrestling amongst others.

²⁶Pertinently, in india indigenous sporting events have always drawn huge participants as 20% of the nation's population involves rural youth. While kabaddi and kho kho are famous nationwide, boat racing, archery, and many other sports like mallakhamba, kushti, different

²⁴ WHO, (2010). *Global recommendation on physical activity for health*. Geneva: WHO.

²⁵ What Are the Benefits and Importance of Sports in Education?, published in "The Knowledge Review".

²⁶ James S. Guidangen, Kalinga State University, :Sports and socio-cultural programs of the kalinga state university, tabuk city, kalinga, published in "International Journal of Advanced Research Management and Social Sciences

forms of martial arts, are specific to certain state or region. Despite this being the case, the sport has not flourished to its fullest, thanks to the rich and poor divide.²⁷

6.2. Sports for Development at KISS

Right from the inception of Kalinga Institute of Social Sciences and Kalinga Institute of Industrial Technology, Prof. Achyuta Samanta, Founder – KISS and KIIT tried to emphasize on inculcating sports as a part of academics. With the committed efforts made by the team of KISS & KIIT, a sports department was established.

KISS in its curriculum integrated sports education at an early age of five and were extensively trained sport of their interest. The sports facilities at KISS include:

- Infrastructure for outdoor sports such as volleyball, basketball, lawn tennis, cricket, football, baseball, kho-kho, handball, hockey, softball, rugby, swimming, archery, and various track and field athletics
- Infrastructure for indoor games such as - Table tennis, Chess, Carom, Badminton, Indoor Basket Ball, Billiards, Boxing, Indoor Volley Ball, Judo, Karate, throw ball, Multi-Gym, Pool Ball, Snooker, Weightlifting and wrestling.
- 16 sports complexes inclusive of swimming pools and Indoor stadium and a common sports stadium, which is used by KISS and KIIT for various sports events. The stadium is built in an area of 29 acre and has the capacity to organise day & night matches of various sports such as cricket (turf wicket), Hockey (astroturf), kabaddi, Football, Volleyball, Kho-Kho, Throw ball, Basketball, Rugby, Handball, Netball and Track & Field (400m)
- Sports complexes of KISS & KIIT are the hub for indoor sports activities with facilities for Basketball, Volleyball, Table Tennis, Badminton, Billiards & Snooker (air conditioned), Chess, Carom, Health Club, 12 Station Multi - gym and Yoga Centre.

Identification of Talent and development:

- | | |
|----------------|--|
| Step: 1 | The students applying for various sports are screened. The screening involves wing wise matches among the students and performance-based selection of players. |
| Step: 2 | The selected candidates are provided an extensive training in sports of their choice and prepare them for inter college and other competitions. |
| Step: 3 | Based on performance and interest of the candidate is further trained with focus on development of physique for future national & international championship. |

²⁷ Ali Asgar Nalwala (Jan 2020), The Free Press Journal, India's indigenous sports finally on the rise

Discipline wise Sports talent produced by KISS & KIIT:

SI. No	Sports Distribution	Total
1	Archery	220
2	Athletics	324
3	American Football	88
4	Badminton	200
5	Baseball	220
6	Basketball	394
7	Body Building	2
8	Chess	336
9	Cricket	316
10	Cycling	31
11	Football	385
12	Handball	23
13	Hockey	105
14	Judo	144
15	Kabaddi	278
16	Karate	62
17	Kho-Kho	387
18	Kick Boxing	32
19	Lawn Tennis	227
20	Power lifting	22
21	Rope Skipping	86
22	Rugby	415
23	Sepal Takraw	46
24	Shooting	3
25	Soft Tennis	50
26	Softball	48
27	Swimming	4

28	Table Tennis	135
29	Tug of War	82
30	Volleyball	332
31	Weightlifting	3
32	Yoga	48
33	Australian Football	6
34	Squash	4
35	Water Polo	31
36	Fencing	7
37	Gymnastic	40
	Total	5136

International sportspersons of KIIT & KISS:

SI. No	Sports Distribution	Total
1	Athletics	9
2	Archery	3
3	Badminton	3
4	Shooting	1
5	Chess	15
6	Lawn Tennis	3
7	Volley Ball	1
8	Soft Tennis	4
9	Football	2
10	Rugby	27
11	Australian Football	1
12	Base Ball	6
13	Karate	8
14	Kho-Kho	2
15	Judo	1
16	Fencing	1

17	Basketball	1
18	Hockey	3
	Total	82

6.3. Collaborations and Partnerships for sports events at KISS

1. Khelo India University Games (KIUG)

Kalinga Institute of Industrial Technology (Deemed to be University) hosted the largest-of-its-kind sports extravaganza i.e., the Khelo India University Games (KIUG) – 2020 held from February 22 to March 1, 2020. The event was inaugurated by Shri. Narendra Modi, Hon'ble Prime Minister of India through Video conferencing in the presence of Chief Guest, Shri Naveen Patnaik, Hon'ble Chief Minister of Odisha, and host dignitaries. The event went on for 9 days with 4000 top athletes from 250 universities across the country showcased their talents in 34 events spanning 17 sports disciplines. It turned KIIT into a Mini-India.

KIUG – 2020 is the most prestigious meet under the Govt. of India Flagship Khelo India, a national program for encouraging and developing sports in India. It is a multi-disciplinary meet and was launched in 2018. This sports meet is slated to be an annual event under the aegis of the Ministry of Youth Affairs and Sports of India, Ministry of HRD, Sports Authority of India (SAI) and Association of Indian Universities (AIU).

2. FIFA KISS Partnership:

KISS in partnership with FIFA organized the world's first ever FIFA Football for school program at KISS. It was launched on 27th October 2021 by Shri Naveen Patnaik, Hon'ble Chief Minister of Odisha. The Football for School program is an ambitious program of FIFA that aims to contribute to the education, development, and empowerment of around 700 million children.

Sports Achievements of Students at KISS:

- Rugby has been a popular sport across various countries while it now started to gain currency in India. KIIT & KISS have continued to play an important role in popularizing this sport in India and Odisha since 2005. KIIT University is the first university to sponsor Indian Men and Women Rugby Teams.
- KISS emerged as champion in under 13 international Rugby Tournament held at Manchester, U.K. from during June 2011 (19th to 23rd, June 2011). The KISS U-13 team won the championship by overcoming tough competitors from teams of 6 different countries which include South Africa, Thailand, England and Tobago & Trinidad.

- KISS U-13 Girl's Rugby team representing India bagged a champion's trophy of Touraid U-13 Girls International Rugby Tournament 2014. This was held at Saracens Allianz Park, London, UK from March 5 – 14 2014. There were eight international team's participation in the tournament that included teams from Brazil, Colombia, Hong Kong special Administrative Region of People's Republic of China, St Lucia, Trinidad & Tobago, Swaziland, and Uganda. In addition to these 12 teams from UK also participated in the tournament.
- KISS India Rugby team outplayed South Africa to win the U-14 Rugby world cup held at London in 2007. The KISS team was recognized as The Jungle Crows, and possessed a passion to win for India.
- Given the state-of-art infrastructural facilities, over the last 10 years KIIT & KISS organized more than 100 national and international sports events in its campus besides other state level events.
- KIIT and KISS have produced many firsts in sports:
 - India's fastest Woman and Fastest Man with a National record in 100m category
 - Gold medal in women's track-and-field at the world University Games.
 - Provided 125+ players in 17 different sports discipline who represented India in various international level sports meets including Olympics, Asiad, Common Wealth Games etc.
 - Hosted the 1st Khelo India University games in 2019-20, 3 National Volleyball Championship 2019-20 and World Junior Chess Championship 2016.
 - Organized Annual Inter University Cricket Tournament (KIIT Premier League – KPL) with a cash prize of 5 lakhs for the winners and 3 lakhs for runner-up.
 - Conducted KIIT International Chess Festival in collaboration with All India Chess Federation (AICF) and International Chess Federation (FIDE) with a prize money of 25 lakhs.
 - Engaged more than 250 sports staff in 33 different sports discipline to cater to the rising skill development needs of students.
 - Allotted an Asian University Volleyball Championship 2020-21.
 - Establish world class sports infrastructure.

CHAPTER – 7

Innovative Practices of Kalinga Institute of Social Sciences – Deemed University (KISS-DU)

Key Highlights:

- ✓ KISS-DU Innovative Council
 - Centre for Indigenous Innovation and Entrepreneurship (KISS Indigenous Incubator)
 - Centre for Sacred Groves
 - Centre for Indigenous Languages and Narratives
 - Centre for Indigenous Knowledge on Herbal Medicines and Therapeutics
 - Centre for Indigenous Science and Technology
 - Centre for Indigenous Cultural Heritage and Diversity
 - Centre for the Study of Indigenous Peoples across the Globe
- ✓ Innovative Laboratories
- ✓ Landmark Innovative Practices
 - Tribal Advisory Committee
 - Professors of Practice
 - Professors Emeriti
 - Tribal Students as Faculty

7.1. Background

Kalinga Institute of Social Sciences - Deemed to be University (KISS-DU) stands out on the academic map of India and the world as a uniquely charitable institution of higher education that is devoted to the education and social development of thousands of tribal students.

KISS has been accorded the Deemed University status by the Ministry of Human Resource Development (HRD), Govt. of India on 25/08/2017. KISS has become the first University exclusively for tribal students. The University has introduced seven new innovative areas in the first phase with the approval of UGC to provide impetus to research in tribal legal studies and tribal rights, tribal resource management, tribal culture and heritage, tribal languages, tribal medicine and tribal technology, Indic studies etc.

The importance and justification of an institution like KISS-DU lies in educating the tribal youth and catalyzing their socio-economic empowerment because of its location in Odisha, the state with 62 tribal groups, the highest quantifiable index of ethnic and cultural diversity in India. In them are included the 13 PVTG (particularly vulnerable tribal groups) – which is also

the highest number among all the states. Imaginably, therefore, this is an onerous task for a private university such as KISS-DU that utilizes its own resources to provide free quality education in twenty-three postgraduate programmes and free lodge and board in safe, academically conducive environment.

KISS-DU is conscious of addressing the **Sustainable Development Goals** and has taken care in this regard through its teaching, research, and extension as well as outreach activities.

State-of-the-art facilities that is available in the university includes

- Fifty-two smart class rooms that are Wi-Fi enabled with projectors for teaching-learning transaction
- Thirteen well-equipped laboratories
- ICT facilities and other learning resources for academic and administrative purposes
- Two separate hostels with all essential amenities for boys and girls
- Adequate number of toilets for boys, girls, staff members and for the physically challenged students and staff
- Automated well-furnished Library with Integrated Library Management System (ILMS) and digitisation facility
- Reading Room for two hundred students
- One high-tech seminar hall
- Two State-of-the-art Conference Halls
- One mini-conference hall/ Discussion hall in the Library
- One State-of-the-art Auditorium
- Dispensary for the students (KISS Hospital)
- Five playgrounds
- One gymnasium
- One Yoga Centre
- One amphitheatre for cultural activities
- Twenty-four hours water and electric supply in the campus
- The campus is Wi-Fi and the students have access to internet from any location of the campus
- Provision of ramp for the physically-challenged students and staff members
- Functional wellness centre, and a 100 bed hospital in campus. The students also have access to super speciality hospital (KIMS) in cases of emergency.

Teaching-learning pedagogy

Girls from ST community and PVTGs are given due priority in the admission process. The students are inducted into the enrolled courses and oriented for a week under the *Deeksharambh* programme. A well-maintained and transparent online system is maintained in the entire enrolment process. The teaching-learning pedagogy followed emphasizes that indigenous as well as innovative teaching and learning methods with the use of modern teaching aids. The university focuses on learner-centric education such as participative learning, experiential learning, collaborative learning and self-learning modes. They are given access to the vast digital resources which makes their learning more creative and dynamic. The faculty also prepares curriculum-based Learning Management System (LMS) and e-resources such as MOOCs and supplement the *e-Pathshala* for easy access of the students.

A number of methods, such as a detailed induction programme and interactive early classroom sessions, are in place to identify the relatively weaker students at the earliest. Likewise, advanced students are identified on the basis of classroom, examination and extracurricular performances. Career advancement programmes are undertaken by expert professionals to make the students ready to face the challenges of the job market by the Training and Placement Centre (Competitive Preparation Centre-CPC). In addition to the core courses, the students are offered a range of courses on tribal life, culture, indigenous science and technology, literature and language, etc. both within their respective Schools and in interdisciplinary programmes.

Career advancement support and placement

Holistic development of youth is the main focus of the university. To ensure the same, a number of activities is undertaken by the university. This also includes laying emphasis on their job placements and career options. To ensure the same;

- Several assistance schemes are in place to meet the above objectives.
- A well-knit registered alumni association has been set up.
- A Training and Placement Cell cum Competitive Preparation Centre (CPC) organises regular training programmes for entrepreneurship and various recruitment examinations. The university follows the Bucket System in this regard where; students are given skill training as per their aptitude and preferences. This has ensured that students qualify examinations such as NET/JRF and other recruitment tests from time to time.
- A robust mentoring system, in which every member of the faculty is assigned between 10 to 25 students for regular interaction on a weekly basis on various subjects including career support and placements.

Governance & Management

A democratic, de-centralized and transparent administrative process is the hallmark of the governance. Hence, clear guidelines, standard operating procedures, and well-defined status, duties and responsibilities of the various functionaries as well as members of faculty facilitate the smooth functioning of various bodies, from the Board of Management to the individual executive units is observed. The Institutional Development Plan and strategic plan have been developed that guide the development activities. Various e-governance tools such as SOUL (ERP) and Tally have been implemented for administration, accounts, admission and examination regulations.

Appointments and promotions are made based on merit and according to UGC rules and regulations. Service rules for the employees are in place, along with various welfare measures for the teaching and non-teaching staff. A Human Resource Development Centre regularly conducts *Deekhyarambh* (faculty development programme). A regular faculty performance assessment system also contributes to faculty development. Faculty members are incentivized for publications and conferences and encouraged to seek out prospects of grants and consultancy from government and non-government institutions.

An Internal Quality Assurance Cell has been functioning since 2019, conducting regular talks on various aspects of New Education Policy, 2020, Cyber Security, Intellectual Property Rights (IPR), Research Methodology, etc. apart from carrying out academic and administrative audits. It has led the discussions leading to the signing of institutional collaborations and MoUs with various national and international agencies. It has been instrumental in securing the ISO certification for the university and is currently working on the various aspects of the first cycle of NAAC accreditation.

A grievance redressal cell is in place, with a detailed booklet on how to record grievances, and the overall process of grievance redressal. The university has a Students' Council, consisting of an Executive Body nominated by a Collegium (Electoral College). This Executive Body has various societies, namely the Cultural society, Athletic Society, Students' Welfare Society, Science Society and Debating Society. All these office bearers help organize cultural events of tribal songs and dances, fine art displays, extra-curricular events such as debating, lectures, seminars, sporting events, etc. The Students' Council has been instrumental in upholding the democratic and participative academic ethos of KISS-DU.

KISS-DU also has a clear and wide-ranging gender policy and annual gender sensitization

action plan, setting up implementing and monitoring agencies with an expansive and effective mandate. A Gender Cell is in place, along with the Internal Complaints Committee on Sexual Harassment at Workplace, in compliance with the relevant UGC directives. Gender-friendly institutions such as adequate safety measures, counselling cells and day care facilities for children have been made available.

The Alumni Association plays an active role in the outreach programmes, apart from organizing annual alumni meets. Plantation drives, Swachh Bharat, Kanya Kiran, volunteering in distribution of food and other relief supplies during the Pandemic, blood donation are only some ready examples of the kind of their multifarious activities undertaken by the alumni association.

Innovative measures and best practices

- An efficient energy use policy is in place, aided by alternative energy sources and adequate energy conservation measures. There are regular energy audits and well-oiled waste disposal system, including clear arrangements for solid, liquid, and e-waste management and recycling systems.
- Green campus initiatives are undertaken that range from water harvesting to green transport to huge plantation drives. Green and environmental audits are regularly carried out.
- The university has a policy for barrier-free campuses and a detailed handbook on diversity and inclusion. The entire standard provisions for the specially abled (*Divyang*) such as special washrooms, ramps and signages are in place. An independent agency to research and recommend policies and practices for greater inclusiveness and diversity has been set up.
- Special lectures and workshops are organised around the year, upholding constitutional values and celebrating various national days. The university regularly holds ceremonies and lectures celebrating national and tribal heroes and commemorative ceremonies for major local and national icons and events.
- Codes of conduct, governed by the university ethics policy, are in place for students, teachers and other staff members.
- The university is renowned for its illustrious sporting tradition. The vibrant sports facilities provided here have produced several sportspersons representing their country at national and international events such as the Asian Games and the Olympics. With an impressive range of 24 different sports, KISS-DU, in partnership with its sister

concern KIIT University, is one of the country's leading centers for student sports. KISS-DU functions as a full-fledged sports training complex. It is as well-equipped as any national or international sports training school in terms of human and equipment infrastructure.

- Special attention to the promotion, protection and preservation of tribal languages and literature. Several innovative initiatives have been launched in that direction, of which Mother Tongue Based Multilingual Education project has recently received the UNESCO King Sejong Literacy prize for 2022.

Kalinga Institute of Social Sciences Deemed to be University (KISS-DU) ensures productive transformation of students by catalysing their social empowerment; and in that direction, it hastaken strategic measures to implement innovative practices and make sustainable partnershipsthat aims to elevate the lives of the indigenous communities.

7.2. KISS-DU Innovation Council

With the vision to establish a central body to co-ordinate the functions of research centers, KISS-DU has set up “KISS-DU Innovation Council” with seven innovative research centersunder it. The mandate of the council is to augment the research skillsin young tribal students by imparting knowledge and training to ultimately build a robust eco-system for incubation and start-ups.

- Centre for Indigenous Innovation and Entrepreneurship (KISS Indigenous Incubator)*

This Centre was established with a view to create an enabling environment for the birth and growth of start-ups at the university. It aims to leverage the student and alumni capital to create a vibrant incubation support Centre to provide allied services that include mentoring, financial & legal aid, technological assistance, among others. The Centre handholds the students and faculty in their innovative endeavors and creates an opportunity to commercialize the products/services that are curated. KISS-DU periodically organizes invited lectures, panel discussions and bootcamps to sensitize the students about state startup policies, startup idea generation, intensive entrepreneurship workshop accompanied by the idea pitching session. To achieve the end goal of nurturing potential entrepreneurs, strategic partnerships and networks will be developed with Entrepreneurship Development Institute of India (EDII), Department of Science and Technology (DST), Confederation of Indian Industry (CII), Ministry of Micro

Small and Medium Enterprises (MSME), Tribal Co-operative Marketing Development Federation of India (TRIFED), National Bank for Agricultural and Rural Development (NABARD), National Innovation Foundation (NIF), and others as may be necessary.

ii) *Centre for Sacred Groves*

Through this Centre, KISS-DU tries to protect and preserve the cultural rights of tribal students by working towards protection of the sacred groves that are considered auspicious for many sections of the tribal community. The said tribal communities are generally deprived of basic education and this is a classic example of culturally sensitive community-based practice of natural resource management. There are 62 different tribal communities in Odisha, who have their own culture, beliefs and customs surrounding the sacred groves. KISS-DU is practically the only educational institution in India that works for rights of these tribal communities, therefore, to document their practices concerning the sacred groves and preserving them as it is in nature, is of utmost importance. The university will try to obtain authentic information through field study and document the practices, beliefs, myths, practiced in relation to the sacred groves. The Centre will also strive to study the potential threats to the groves due to urbanization, tourism, and other macro interventions. In view of this, KISS-DU has conducted seminars and webinars on the importance of conservation of these special ecological niches.

iii) *Centre for Indigenous Languages and Narratives*

Language is central in preserving the culture in our society and acts as a repository of traditional knowledge, values, culture and unique worldviews. KISS-DU has already been working in the sphere through the MTB-MLE project, and this Centre furthers the same objectives of preservation, protection and promotion of indigenous languages and dialects (mother tongue) in Odisha. The once widely spoken KUVI language in Odisha, has been enlisted as one of the endangered languages by the UNESCO. With the purpose to reverse the endangerment, KISS-DU organized a workshop to increase the usage of mother tongue languages in the state. At the “Janjatiya Gaurav Divas Celebrations” at KISS-DU in November 2022, *Kuvi Lokgeet* (folk song) was performed by KISS students as part of tribal cultural performances.

Another important step taken by this Centre is conducting a workshop for preparation of multilingual glossaries of subject specific technical terms in Indian languages. The “KISS language club” is introduced to build the self-confidence of students by communicating in their native language. The language club not only enables the students to improve their translation

skills in a multilingual set-up, but also promotes inter-ethnic exchange of cultures and languages among tribal students. Students engage in presentation of a topic in their mother tongue followed by the same in English, Hindi or Odia, extempore, debates, role plays, mock interviews, and other activities.

iv) *Centre for Indigenous Knowledge on Herbal Medicines and Therapeutics*

The purpose of this Centre is to encourage educated tribal population to engage in recovery and conservation of traditional herbal medicines. It wishes to impact education at the village level through the help of self-help groups, panchayat raj, etc. on marketing and storing the medicinal herbs at the local level. The forest areas of the tribal belt in the state is rich in medicinal herbs, which directs the objective of the Centre to implement a micropropagation system for the mass production of indigenous herbal medicine. For promotion of research related to the herbs, the institution will take initiatives to establish a Green House within the premise.

v) *Centre for Indigenous Science and Technology*

The Centre for Indigenous Science and Technology was established to study the technologies and techniques used by indigenous farmers for organic farming, modern farming and ecosystem management and introduce latest trends and technologies related to agriculture. The Centre, both singularly, and in partnership with other organizations, conducts public outreach programmes like seminars, webinars, workshops to generate awareness on sustainable agricultural practices. As a curtain raiser to the celebration of the International Year of Millet 2023 (IYoM 2023), the School of Comparative Indic Studies and Tribal Science and the Centre for Indigenous Science and Technology, KISS-DU jointly organized a one-day national seminar on ‘Millets: Miracle Foods for Future’. Other knowledge sessions on Indigenous Knowledge, Intellectual Property Rights, were also organized. Through buzz mining, the Centre will explore recent trends in the research area which will help the indigenous agricultural producers to gauge market trends related to farming practices.

vi) *Centre for Indigenous Cultural Heritage and Diversity*

Through this Centre, KISS-DU aims to curate an archive of indigenous heritage based on documentation of their culture, rituals, beliefs and practices. The documentation will consequently be mapped with its location, ecology and cosmology. A state-wise list of experts

in indigenous cultural heritage is to be prepared, which will act as a resource pool of indigenous knowledge practitioners. KISS-DU invites special lectures/sessions on the tribal philosophy by distinguished faculty across the country to achieve the said goal.

vii) *Centre for the Study of Indigenous Peoples across the Globe*

This Centre has a global outlook dedicated to acquire a wider understanding of the indigenous people across socio-economic realities. The research initiatives under this Centre are directed towards understanding the intellectual and cultural traditions of the indigenous peoples across the globe. KISS-DU conducts webinars on policy integration of tribal, reinterpretation of tribal development, among others to familiarize the post graduate and research students with different perspectives of tribal advancement. To foster international networking and collaboration, KISS partnered with Otani University, Japan to promote academic exchange in education and research, and nurture academic cooperation through exchange programs and research projects.

7.3. Innovative Labs

- **Nano Innovation Laboratory** was established in the year 2020 to facilitate research in Nano science and technology. The purpose for setting up the lab include synthesis and production of nanoparticles, investigation of electrical properties, optical, antibacterial, photocatalytic properties and enhancement of these properties.
- **Language lab** was established by KISS-DU as a part of the MTB-MLE project to support and guide teachers with different techniques, innovation and handholding support in imparting mother tongue-based education.

7.4. Landmark Innovative Practices

- **Tribal Advisory Committee**

TAC was constituted on July 19, 2021 with eminent persons from the tribal community. The purpose for establishing such a committee was to ensure inclusivity of the tribal perspective from the tribal representatives for designing the policies and strategies meant for tribal upliftment. Practices such as this will help in protecting the interest of the tribal population. The distinguished members of the TAC come from diverse walks of life that include social work, academia and public service.

TAC is spearheaded by its Chairman, Dr. Kanhu Charan Mahali, a former IPS officer, and the team presently comprises of 19 other practitioners.

In the words of Mr. Satya S. Tripathi, Chancellor, KISS-DU, “TAC will infuse new thoughts and ideas in the sphere of education to the students of KISS-DU by proposing, suggesting, and validating the works done on campus.”

Based on the recommendations of the Tribal Advisory Committee, following changes have been implemented:

- 7.1.1 Engagement of 14 Professors of Practice, who are field level experts, without any formal education
- 7.1.2 Constitution of three research chairs - Birsa Munda, Sahid Laxman Naik and Pandit Raghunath Murmu
- 7.1.3 Setting up of a working committee for the protection of tribal culture, diversity and heritage

- **Professors of Practice**

Following the recommendation of the Tribal Advisory Committee, KISS-DU inducted 14 outstanding indigenous persons as professors of practice (PoP) in April 2022. This is a historic move in an academic setting where the invited professors have no formal education but extensive domain knowledge. These resource persons are invited to the campus as faculty and are appointed to teach the students various aspects of tribal languages, songs and dances, weaving, herbal medicine and therapeutics, story-telling as part of Anthropology, Language Teaching, Tribal Literature and Indigenous Technology. The students engaged in this experiential learning imbibe the importance of traditional value system.



Smt. Gurubari Sisa

Professor of Practice, Gadaba dance

Some notable Professors of Practice and the tribal teachings –

Professors of Practice	Subject
Smt Laxmi Sabar	Saura Painting (Idital) Traditional healing
Shri Pabitra Patra	Herbal Medicine
Smt Shinde Wakada	Shawl weaving (Kapadagandh)
Smt Sambari Sisha	Bonda Ethnic Costume
Shri Limbadhar Majhi	Kutia Kandha Music

- **Professors Emeriti**

KISS-DU has engaged former vice-chancellors and other distinguished retired academicians as Emeritus Professors of the institution. They advise the management on innovative research to solidify the reputation of the University at the global front. Some of the illustrious professors include – Prof Asok Kumar Das, Vice-Chairperson, Odisha State Higher Education Council and Former Vice-Chancellor, Utkal University; Prof Siba Prasad Adhikary, Former Vice-Chancellor, Fakir Mohan University, Balasore, Odisha; Prof. Atanu Kumar Pati, Executive Member, Odisha State Higher Education Council and Former Vice-Chancellor, G M University.

- **Tribal students as faculty**

KISS-DU inducted three meritorious tribal students as faculty at the Department of Education under the School of Tribal Heritage and Tribal Indology. This move has opened a gateway of opportunities for high-performing students at the University to strive for social recognition.



Tribal students inducted as faculty

Ms Jashmi Hembram, Dr. Hisi Soren,

CHAPTER – 8

KISS Amidst COVID-19 Pandemic

Key Highlights:

- ✓ Background
- ✓ COVID-19 in Odisha
- ✓ Measures undertaken by KISS during the COVID-19 Pandemic: Planning & Coordination, Implementation and Monitoring in terms of -
 - Academic measures
 - Health & Hygiene
 - Relief and aid
 - Awareness Campaigns
 - Moral keep-up
 - Sports and fitness

8.1. Background

Covid-19, possibly the world's largest pandemic, caused an economic crisis that was likely more radical and global than ever before. It defined the global health crisis of the 21st century and is conceived as the greatest challenge the world faced since the world war-II. The Covid-19 hit the Asian countries in late 2019 causing notable disruption on an unprecedented scale. Responses to this outbreak ranged from social distancing measures and school closures to travel restrictions and nationwide lockdowns, resulting in reduced access to essential healthcare services and widespread economic disruption.²⁸

India was the 2nd most affected country with more than 2.5 million cases. The first case of Covid-19 in India was reported on 30th January, 2020 and announced a national wide lockdown on 24th March, 2020 to contain its spread. The consequence of lockdown was felt in terms of livelihood loss especially of the migrant workers, closure of all the educational institutions and economic downturn or increased marginalization of the vulnerable groups. The Government of India (GoI) made consistent efforts in response to the COVID-19 and strengthened the healthcare systems to respond to all aspects COVID-19 management. These efforts were strongly backed by the research and development capacity of the country especially in

²⁸ Direct and indirect effects of the COVID-19 pandemic and response in South Asia, UNICEF

developing the vaccine. India introduces its own vaccine “Covaxin” on 16th January, 2021 and successfully administered over 2.04 doses (as of August 2022).²⁹

8.2. COVID-19 in Odisha

Even before the Covid-19 case/cases were reported in the state, Odisha was the first state to announce lockdown, established first covid-19 testing facility at Regional Medical Research Centre (RMRC) in Bhubaneswar, publicize preventive measure to combat Covid-19 spread and set-up a Covid-19 hospital. The sarpanchs and elected representatives played a crucial role in educating the local communities about the health and hygiene related to COVID-19. Use of social media platforms, generation of a medical helpline number to address the concerns and medical needs and development of IEC BCC material for education and awareness generation amongst the public especially the most marginalized and vulnerable communities of the state. Besides this, the state also announced a slew of packages for returned-migrant workers, farmers and wage earners.³⁰

Odisha is a home to migrant workers who returned to state due to the Covid-19 lockdown that posed additional challenges to combat the disease. The state witnessed a spike in the number of cases due to return of the migrant workers. To contain the spread of virus during this time, the migrants were found and quarantined, drones were used for surveillance and disinfecting crowded spaces in districts with high public footfall, with minimal risk to frontline coronavirus warriors. Additionally, Odisha engaged Women Self Help Groups (SHGs) to assist with raising awareness, ensuring public health and hygiene, and providing food security to poor and vulnerable groups in rural and urban areas, particularly during the lockdown.³¹

The experience of Odisha in disaster management helped the state to swiftly respond to the Covid-19 pandemic. The state was leading from front in fight against COVID-19 and was duly recognised by the Government and National & International media for its endeavours.

²⁹ Effective Response in the face of a Pandemic: Measures Adopted by the Government of India to Combat COVID-19, Dec-2021, Press Information Bureau, Ministry of Information and Broadcasting, Government of India.

³⁰ COVID-19 and the economy of Odisha Challenges and Way Forward, Orissa Economics Association Bhubaneswar

³¹ Report on Response to COVID-19 Odisha by CDRI

8.3. Measures undertaken by KISS during the COVID-19 Pandemic: Planning & Coordination, Implementation and Monitoring

The Kalinga Institute of Social Sciences and Kalinga Institute of Industrial Technology was at the forefront in the fight for Covid-19 relief and provided handholding support to the most marginalized and vulnerable group. As consequence of its activities to combat covid-19 it successfully addressed the major SDGs like Leaving No One Behind (LNOB), mobilization of adequate and well directed finances, strengthening institutions for integrated solutions, effective implementation of science, technology and innovation and working to achieve behavioral change outcomes that are sustainable.³² The measures undertaken by KISS during the COVID-19 Pandemic are as follows:

a) Academic Measures:

In March 2020, all the educational institutions in India were temporary shutdown due to upsurge in the COVID-19 Pandemic. Millions of students from pre-kindergarten to secondary school have been affected by school closures. In April 2021, the Ministry of Human Resource Development declared an alternative guideline on continuing the formal education online. The shift from face-to-face to distance learning highlighted the vast inequalities that exist within the education system, both between and within states. Children with disabilities, students in remote locations, children of migrant workers, refugees and asylum seekers, or those whose families have lost their source of livelihood and incomes had limited or no access to education or have fallen further behind their peers. This could force many children to drop out of school even after 'normalcy' was restored.³³

KISS and KIIT ensured that students suffer minimum academic loss as result of COVID- 19 lockdown. KISS was one of the first institutes in the state to offer online classes and provide continued education. The students of KISS belonged to economically weak indigenous families living in remote areas of the state. Therefore, offering online classes on a platform like zoom was not the best way to reach them all. Therefore, KISS started an e-learning initiative through Kalinga TV, that broadcasts the classes every day. Students were also provided study material

³² 'We Are There For You': Joint Initiative By KISS Foundation And KIIT To Help The Needy, 13 June 2021, The Logical Indian

³³ UNICEF and UNESCO, Oct-2021, India Case Study Situation Analysis on the Effects of and Responses to COVID-19 on the Education Sector in Asia

and Textbooks at their doorstep at the start of new academic year. This massive operation took 15 days of planning and 10 days and 25 buses to implement ³⁴

In spite of efforts made by KISS to maintain the academic schedules of its students, in the absence of structured campus life, the indigenous students are vulnerable to dropout. The dropout rate was considerably high amongst girl students as they married due to low income, social and family pressure. To prevent this in addition to the education material, dry food items (food grains) and sanitary napkins (adolescent girls of KISS) were also supplied on monthly basis at doorstep to the students.³⁴

b) Health and Hygiene:

The covid-19 outbreak was declared as Public Health Emergency of International Concern (PHEIC) and the virus was then spreading too many countries and territories. While there was still much to learn about the virus, all that was known was that it spreads via direct contact with the respiratory droplets produced by an infected person or touching the contaminated surfaces. National governments of various countries continued to grapple with the challenges to meet medical needs of their populations to fight COVID-19. During April 2020, The Kalinga Institute of Medical Sciences (KIMS) with support from Government of Odisha had set up India's first 500-bedded Covid Hospital equipped with ultra-modern facility and 50 critical care bed. The hospital was established at KIMS with a dedicated medical team of doctors, nurses, paramedics and housekeeping staff. It followed WHO and ICMR guidelines for the COVID management.³⁵ In anticipation of the possible positive cases in districts, the satellite centres of KISS in Kandhamal, Bolangir and Mayurbhanj districts of Odisha were converted into a Covid hospital and quarantine centre with support from the district administrators. In a Nutshell, KIMS treated 15000+ COVID positive patients, conducted 12000+ RT PCR test, discharged 150+ COVID positive women, and established 1050+ COVID beds.

c) Relief and Aid measures

The imposition of Covid-19 lockdown unleashed unprecedented challenge as millions of people were pushed below the poverty line as they suffered loss of livelihood and employment/income. Deeply moved by the plight of vulnerable and marginalized people

³⁴ Even During Pandemic, KISS Keeps 30000 Tribal Students Connected to Studies, Sep-2020, Publish in "The Hindu",

³⁵ Covid-19 pandemic: KIIT & KISS rise to the occasion, May 4, 2020 Publish in "The Hindu".

affected by the pandemic, the institute was a pioneer in providing relief and necessities to alleviate their suffering. In collaboration with the state governments and local self-governing bodies provided Relief and Aids to the homeless, stranded migrants, slum dwellers, daily earners, trans genders, beggars, frontline workers, and animals on the street who were hardest hit by the pandemic. Some of the initiatives were as follows:

- Children of deceased Covid parents in Odisha receive free education at KISS for two academic years i.e., 2020-21 and 2021-22. This was widely praised as a noble humanitarian gesture.
- As part of a large community intervention, food and other essentials were distributed to over 3 lakh pandemic-affected people, especially the disadvantaged people living in various slums, stranded migrant laborers, and people living in containment zones.
- Community outreach activities were conducted that included distribution of a one-month supply of food to the Tibetan population in Chandragiri and the Padmasambhava Monastery in Jiranga. (A Tibetan settlement area in Eastern Odisha), It also adopted two old age homes in Chandragiri and provided PPE to healthworkers and supported Hospital in Jiranga.
- KISS in association with the U.S. Embassy provided a handholding support in evacuation of its nationals stuck in Odisha and surrounding areas due to lockdown.
- KIIT and KISS provided a handholding support to the red-light areas of Bhubaneswar. In this regards KISS & KIIT collaborated with Sakha, and the Azim Premji Philanthropic Initiatives (APPI) and distributed rations and essential items to the transgender community in Bhubaneswar, Rayagada, and a few other districts of Odisha
- During lock-down, KISS delivered cooked food to needy and disadvantaged people in 15 districts of Odisha.
- A large number of essential health hygiene products to women and girls across various districts of the state.
- Under its “Looking beyond the windows” initiative, cooked food was delivered to on duty Policemen, in Bhubaneswar, Puri and Cuttack during lockdown. Besides these fruits, vegetables, biscuits, and other food materials were sourced and distributed to animals like monkeys, cattle and dogs, in and around the campus and financial assistance to more than 10 ‘Goshalas’ in Puri, Bhubaneswar and Cuttack were also provided.³⁶

d) Awareness Campaigns and Spill over Impacts

During the Covid-19 Global lockdown, the world was grappling with the menace of the new virus which no one knew much about. The social isolation made it even more challenging as it led to anxiety amongst the people. During such crisis, awareness campaigns helped to address the raising concerns amongst people and help achieve long-lasting behavioral changes. In light of this, following awareness building activities were undertaken:

- Webinar on COVID-19 awareness and prevention, it's impact on Live & Livelihood, Role of Nurses in management of COVID-19, Entrepreneur opportunities during and post COVID-19 etc. were conducted that reached almost 500,000+ people in the state.³⁷
- Mission-Uday a Flagship project of KISS that involved tribal youth to bring about a change in the believes and practices in the community was utilized to generate massive awareness campaigns on social distancing, use of mask, hand washing and respiratory hygiene.³⁶ It engaged 500+ youth volunteers and cover about 200 villages in six districts (Rayagada, Malkangiri, Koraput, Kandhamal, Bolangir, and Gajapati) of the state.³⁷
- The students of KISS were educated on health and hygiene related practices to prevent Covid-19 through Kalinga TV. The students further disseminated the knowledge and information in their respective hometown/villages.³⁶
- Under a flagship project of KISS – “CHIRAG”, an IVRS system named CHIRAGVANI was developed to generate awareness related to sustainable food and nutrition to the indigenous communities. This IVRS system was used during the pandemic to disseminate information and address concerns related to COVID-19.
- KISS conducted a Survey for UNDP on “Impact of COVID-19 on Migrant Laborers” with the objective of analysing the immediate impact of the lockdown with special emphasis on the livelihoods of migrant community. The project helped in understanding the range of impact on the livelihood of daily wagers and the likely solutions to overcome such impact.

³⁶ Our Intervention during the ongoing pandemic, Kalinga Foundation

³⁷ Sustainability Report 2020, SDG-3: Good Health and Well Being, Kalinga Institute of Industrial Technology
<https://cdn.kiit.ac.in/wp-content/uploads/2021/11/SDG-3.pdf>

e) Moral Keep-up

The COVID-19 pandemic had exposed the public to a fog of confusion around the rudiments of uncertainty and change in lives. The worries and anxiety around the impact of COVID-19 was overwhelming while restrictions like altered routine, financial stress and social distancing made it even more challenging. This effected the children more due to limited or no opportunities to participate in extra-circular activities, reach out to supportive adults at school etc. In view of this Prof. Achyut Samanta delivered video messages to the students of KISS through Kalinga TV to inspire and keep up their spirits high. In addition to this, he interacted with parents and alumni representatives of KISS on regular basis through virtual conferencing.

f) Sports and Fitness

Sports are an inherent part of KISS and it nurtured talented and passionate students into sportsperson who represent the state and country in various sports discipline. In view of continued sports education to the KISS students, the sports department of KISS has been providing regular online coaching to its students especially in Rugby, Judo and Archery etc., that helped them in maintaining their fitness.

While KISS's response to the pandemic has been a quiet success, it becomes critical to remain vigilant and sustain the efforts for future emergencies. The leadership of KISS instils hope that the institute was indeed up to the task!

CHAPTER – 9

Recommendations

Key Highlights:

- ✓ Recommendations to augment the contributions of KISS / KISS-DU in building human capital and achieving education-led sustainable and inclusive human development in the country.
 - Engaging with Ed-tech enterprises
 - Creating a digital repository of learning resources
 - Maintenance of alumni cell and database
 - Updating digital records
 - Collaborating with academic think tanks
 - Adequate budgetary provision for key projects
 - Building a social media presence
 - Strategic dissemination of Institutional Activities

The core objective of the present study was to assess the overall impact of the activities of Kalinga Institute of Social Sciences (KISS) University and analyze its role in addressing sustainable development goals (SDGs). Specifically, the study – (a) analyzed the institutional impact of KISS at multi-level systems; (b) estimated the economic impact of KISS on the local economy; and (c) examined the KISS's flagship projects in bringing about real change in the lives of the targeted beneficiaries. The study adopted mixed methods research approach to collect, analyze and integrate both qualitative and quantitative data. Both primary and secondary sources of data were examined to address the stated objective(s) of the study. Based on the findings and conclusions articulated in Chapters 3 to 5, the research team of ASCI puts forth the following recommendations to further augment the contributions of KISS in building human capital and achieving education-led sustainable and inclusive human development in the country:

1. Improve Access to Education and Address Learning Gaps through Technological Advances

In the era of Education 4.0, artificial intelligence and machine learning in education are being touted as the key drivers of growth and innovation. KISS-DU may tie-up with Ed-Tech enterprises to provide comprehensive learning to the students using automation. In addition, innovative digital tools for virtual learning environments may be adopted such as Automated Learning Management System (ALMS).

2. Engage with virtual repository of learning resources

Although KISS houses a state-of-art library, it needs to update conventional digital repository with new database such as Harvard Business Review, Google Books, etc. and construct it in a way that it is easily accessible by both teachers and students. To begin with, it can provide tabs in the library that allows access to free online library databases like the National Digital Library of India (NDLI), among others. Besides it introduction of a smart phone application to access the digital resources will facilitate access to resources from anywhere.

3. Maintain updated Alumni database

Building alumni connect is essential to promote institutional brand, mentor students, facilitate internships and job prospects. Hence, KISS must create an alumni cell and maintain an updated database.

4. Maintain and Update Digital Records

For proper record accessibility, the University should build a central digital repository.

5. Collaboration with Academic/Policy Think-tanks

KISS has a huge repository of data and information, especially with regards to tribal education and welfare. KISS-DU can collaborate with academic/policy think-tanks to harness this data/information and publish articles/reports with nationally/globally reputed publishers.

6. Provide Adequate Budgetary Provision

Lack of adequate budgetary provision has hindered the scaling up of key flagship projects of KISS, especially MTB – MLE and Nua Maa projects. Hence, it is necessary to raise adequate funds for these projects from both the government and the private sector in order to scale up the interventions, regionally and nationally.

7. Build Social/Press Media Presence

It is extremely crucial for KISS to have a strong social and press media presence. Digital marketing of activities will help KISS to solidify its reputation and credibility globally.

8. Strategic Dissemination of Institutional Activities

KISS should step forward in documentation and sharing its institutional practices and community led interventions. This will pave a way to improve its performance and productivity and increase larger collaborations and dissemination of knowledge.

Annexure I (CFR Mapping)

Commitment For Results (CFR) Framework Mapping

Dimension	Criteria	Target	Data Mapping (Qualitative/Quantitative)	Numbers
Curricular Aspects	Advanced Curriculum Design and development Digital Database and record keeping Feedback system	Academic Flexibility and Curriculum enrichment and implementation Ease of access to digitalized cloud database for the institution Proper execution of a feedback system in the institute		5
				1
				3
Teaching-Learning and Evaluation	Teacher Student Ratio Student Enrolment and Profile Teacher Profile and Quality Student Performance and Learning Outcomes Providing vocational training Development of the pedagogy of multi language teaching	Per teacher allotment to students Total enrollment of students and tribal diversity in their backgrounds Best quality of faculties for betterment of students Reaping the benefits of "Holistic Education" and defying stereotypes Breaking Intergenerational poverty chain Facilitating for bridging the language gap		4
				5
				5
				4
				5
				5
Research, Innovations and Extension	Research Publications and Awards Smart Utilities in University Consultancy Collaborations with other universities	Reputed paper publications in Sci, Scopus etc. Smart Kitchen and Esg integrated utilities Consultancy profitability Joint venture with other universities in India for developing ideas and implementing them		4
				4
				5
Infrastructure and Learning Resources	Library as a learning resource Physical facilities Introduction of new age technologies like AI & ML in education Developing and operationalizing Innovative learning materials Ensuring a enabling learning environment Providing equal systems/infrastructure to the women	Good spacious and quality library with knowlegable repository for students Sports equipments and Fields Strengthening learning support services like Automated Learning management Systems (ALMS) with Artificial Intelligence and Machine learning for students Reaping the benefits of "Holistic Education" and defying stereotypes Reducing drop-outs and providing a holistic learning experience Promoting gender equality in learning and infrastructural resources		4
				5
				1
				3
				4
Student Support and Progression	Student participation and activities Alumni Engagement Career development for Students Checking child marriages in many tribal districts of Odisha Providing special care to mental and physical health of tribal adolescent girls Enrollment of children of the displaced families	Events and Programs organised for Students for their exposure, and their development in participation rate Previous alumnis of KISS collaborating with KISS and their contribution and connectivity Breaking Intergenerational poverty chain Promoting Gender Equality, Women Empowerment & reducing Child Marriage Improved Health Conditions Mitigating the effects of Voluntary/Involuntary Displacement of Tribal Communities and their children		4
				2
				5
				4
				5
				4
Governance, Leadership and Management	Institutional Vision and Leadership Internal Quality Assurance System Resource Mobilization Providing access to regular and nutritious meals to students Providing necessary medical Arrangements to curb the health ailments of tribal students Arranging Immunization & COVID -19 drive for the students Connecting with tribal people and their community	A proper Vision and Mission of Organisation and adhering to those norms, at the same time showing leadership capabilities in the inlin educational industry Proper process in reviewing, evaluating, assessing or ensuring the quality of the education provided and /or research undertaken. Optimum resource mobilization to accomplish the objective of the organisation. Improved Health Conditions Mitigating the effects of Voluntary/Involuntary Displacement of Tribal Communities and reducing the indogenous communal problems		4
				4
				3
				5
				5
				5
Institutional Values and Best Practices	Providing relevant capacity building and introduction of Life Skill Education (LSE) Integration of Life Skills Education (LSE) and Adolescent Reproductive Sexual Health (ARSH) with the formal education Promoting diversity by celebrating different tribal festivals Sensitizing the tribal students regarding the conservation and protection of forest and success of KISS-GREEN Drive. Adhering to all SDG Goals International Connections	Reaping the benefits of "Holistic Education" and defying stereotypes Celebrating Diversity All Sustainable Development Goals are followed Connecting and developing connections with abroad institutions and organisations for strengthening and revitalizing the Global Partnership		5
				5
				5
				5
				5
				5

Annexure II (Faculty & Staff Questionnaire)

- **What is your employment Status?** _____
 - a) Full-time 'Regular' Faculty
 - b) Part-time 'Temporary' Faculty
 - c) Full-time 'Regular' Staff
 - d) Part-time 'Temporary' Staff

- **What is your Gross Salary?** _____ (Rs. Monthly)

- **What is your Take Home Salary?** _____ (Rs. Monthly)

- **Where do you stay (i.e., your primary local residence)?** _____
 - a) Within KISS Campus
 - b) Rented/Leased House outside KISS campus
 - c) Owned/Relative House outside KISS Campus

If "a", please skip to Q6.

- **If not in KISS campus, then where is your primary residence located?** _____
 - a) Locally within Bhubaneswar MC
 - b) Outside Bhubaneswar MC but within Khordha district
 - c) Outside Khordha district

If (a), Q8 is not applicable
If (b), skip to Q8
If (c), skip to Q9

- **If your primary local residence is in Bhubaneswar MC, would you have lived here had you not worked at KISS University?** _____
 - a) Yes
 - b) No

- **If you are residing locally within Bhubaneswar MC, what is your gross:**
 - a) Rental Housing Expenditure: _____ (Rs. Per month)
 - b) Expenditures on Goods and Services: _____ (Rs. Per month)

[Put '0' wherever no expenditure is incurred]

- **If you are residing outside Bhubaneswar MC, but within Khordha District. What is your gross:**
 - a) Rental Housing Expenditure: _____ (Rs. Per month)
 - b) Expenditures on Goods and Services: _____ (Rs. Per month)

[Put '0' wherever no expenditure is incurred]

- **Provide your best estimate regarding where your expenditure is spent. Without including rental expenditure, what percentage of your expenditure is spent in the following regions, but not on the KISS campus? [Total must equal 100%]** _____

- a) Locally Within Bhubaneswar MC : _____%
- b) Outside Bhubaneswar MC: _____%
- c) Outside Khordha district: _____%

[Put '0' wherever no expenditure is incurred]

- **Do you have children of school-going age?**

- a) Yes
- b) No

- **If “a”, then how many children? _**

- **Name of the School(s)? ____**

- **Type of School?**

- a) Public/Government
- b) Private
- c) Public and Private Both (in case where at least one child in a family/household study each in a public and a private school.

- **Whether the school is located within Bhubaneswar MC?**

- d) Yes
- e) No

Annexure III (Vendor Questionnaire)

- **What is the Name of your company?** _____
- **What is the Year of Establishment?** _____
- **What is your business type/sector?** _____
- **How much do you spend annually (on an average) to meet the requirements of all your clients? In other words, what is your gross business purchase?** _____(₹)
- **Out of your gross annual business purchase, how much do you spend to support KISS University's requirements?** _____(₹)
- **Would you have continued doing your business if KISS University didn't exist?**
 - a) Yes
 - b) No
- **From where do you buy the majority of raw materials for your business?**
 - c) Within Bhubaneswar MC
 - d) Outside Bhubaneswar MC, but within Khordha District
 - e) Outside Khordha district
 - f) Other States
- **How many employees are currently employed at your company?** _____(No.)
- **How much do you spend annually on salaries and wages?** _____(₹)
- **Is your company involved in any community investment?**
 - a) Yes
 - b) No
- **If 'Yes': How much, on an average, do you spend on community investment within Bhubaneswar MC or Khordha district?** _____(₹)

Annexure IV (Recent projects and partnerships):

1. Life Skills Education for Adolescents in Special Schools of Odisha – Project Samarthya

Kalinga Institute of Social Science (KISS) has been implementing the LSE programme in collaboration with UNFPA since 2009. It has developed in-house resources and management capacity to address the needs of children from vulnerable and marginalised communities. The implementation of LSE programme for children with special needs (CWSN) necessitates extensive effort in developing resource and communication materials considering the varied disabilities (blind, deaf, and dumb, and physically/mentally challenged) of students.

KISS's previous experience has been as an asset in implementing the project for the special school for CWSN children. KISS advocated the need and importance of LSE education and helped to build capacities of stakeholders (teachers and school management) of the special schools. While the program proposed to cover 8700 CWSN students, it ended up with enrolments from 157 special schools across the state (Odisha).

2. Strengthening DRM capacity under Covid 19 Pandemic in Cyclone/Flood Prone Area

In collaboration with Japan International Cooperation Agency (JICA), KISS implemented a project “Strengthening the Disaster Risk Management capacity”. The project aimed at better integration of varied aspects of biological hazards into existing planning and decision-making mechanisms for Disaster Risk Management (DRM) at the local level in the state of Odisha. It is envisaged that such an integration with enhanced preparedness and capacity of local government and local communities will help in better management of complex risks of natural and biological hazards. It will also facilitate an effective and sustainable localization of the targets and priorities of action envisioned under the global framework of SFDRR.

3. Engage and train indigenous youth volunteers & Civil Society Organisations in five districts of Odisha to create awareness on Covid 19 with support from US Consulate, Hyderabad.

The COVID-19 pandemic and lockdowns led to people deal with myriad emotions all at the same time. In such circumstances, it was important to create awareness and build capacities of people at the margins with minimum or no access to proper information about resilience and recovery from COVID-19. In this regard KISS in collaboration with US Consulate Hyderabad engaged the indigenous youth who reached out to the most vulnerable and marginalized

communities and disseminated all relevant and important information about the pandemic while embracing the goal of SDGs i.e., ‘Leaving no one Behind’. It also made use of mass media and other online social networking sites to support the communities and community led organizations to build resilience.

4. Technology driven smart classrooms

KISS with support from Oracle established smart class rooms that offered its students access to quick and smart learning technology, as well as more interactive, globally connected classes. These provided indigenous students to access the audio-visual clips and learn from the technology-driven interactive teaching methods. Students were given access to the books through well-stocked libraries in its campuses. These approaches played an important role in ensuring that students had easy access to quality education with improved learning outcomes.

5. Initiative on Entrepreneurship Skill Development Programme for Indigenous Forest Produce Gatherers

The livelihood of indigenous communities is dependent on forest products. To strengthen the supply chain and marketing mechanism, KISS launched the Entrepreneurship Skill Development Programme in collaboration with the Government of India's TRIFED, with a focus on developing the capacity of indigenous forest produce gatherers.

This programme was created to give Indian tribes more financial power and self-sufficiency by involving them in all stages of NTFP (Non-Timber Forest Products)-based enterprises. Under the Van Dhan Mission, it aims to build the capacity of tribes and assist them in becoming successful entrepreneurs.

6. Work with Migrant Communities

During the COVID-19 Pandemic, KISS facilitated smooth in-migration and out-migration of the workers. It worked towards building capacities of indigenous youth in various aspects such as livelihood, safe migration, government entitlements who in-turn further educated their respective communities. KISS also regularly conducts sensitization programs at community level for the youth dropout (vulnerable to migration) to participate in skill development programmes.

7. Scoping Study on Impact of COVID 19 on Migrant Labourers

KISS in collaboration with UNDP carried out a study on socio-economic impact assessment of the COVID-19 pandemic induced lock down that severely affected the lives of migrant workers. This study was carried out on 1500 migrant households covering 5 migration prone

districts of Odisha i.e., Malkangiri, Rayagada, Koraput, Bolangir and Kandhamal. It captured information with a special emphasis on female migrant workers.

8. Industry Academia Collaboration for Skill Development

KISS partnered with Bosch for the Industry Academia Collaboration for Skill Development initiative and establish an Industry Academia Collaboration Centre in the KISS premises. The initiative was aimed at eliminating unemployment by skill development of indigenous youth. Both the organisation agreed to work on five domains as follows: -

- Skill Development of youth
- MSME Capacity Building
- Trainers Capacity Building
- Developing Industry-ready Social Service Professional
- Capacity Building of Non-profit Sector (NGOs)

9. Kalinga Fellowship

Kalinga Fellowship is a partnership between the Bridge Institute, KISS, Ashoka Foundation, FXB India, Prajwala, UNWOMEN and the US Consulate Hyderabad. It was started in Odisha in 2017 to address the issue of sexual harassment at the workplace and in the State of Telangana in 2018 with the focus on gender-based violence. This alliance facilitated the leaders from the Government, Business and Civil Society to jointly seize opportunities to collaborate, coordinate and collectively work towards the UN's vision of - Generation Equality (SDG-5).

10. TCS Free Employability Training

KISS has been facilitating a free 100 hours of employability training to students by Tata Consultancy Services (TCS) at its campus as well as at a district level. The students from 4th, 5th and 6th semester graduate of KISS are eligible for the program. The programme features 40 Hours internal training, followed by 100 Hours by TCS. These 40 Hours are coordinated by TCS, Bhubaneswar office while the 100 Hours of training are coordinated by TCS, Kolkata office in consultation with KISS. The program ran for 5 years (i.e., 2015-2020). In 2020, after the successful completion of the last batch of TCS' Free Employability Training programme, 11 students received full time employment opportunity at TCS.

11. Compassionate Integrity Training

In 2019, UNESCO MGIEP and Life University jointly conducted 'Compassionate Integrity Training' at KIIT and KISS Universities as part of initiatives to bring concepts of compassionate living to higher education spaces in India. Compassionate Integrity Training

was created under the auspices of Life University's Centre for Compassion, Integrity, and Secular Ethics (CCISE). It is a multi-part training programme that teaches basic human values as skills in order to improve individual, social, and environmental well-being. CIT focused on building compassionate integrity by covering a range of skills from self-regulation and self-compassion to compassion for others and engagement with complex systems. This was a pilot programme introduced for the first time by UNESCO MGIEP, Indian higher educational institutes, under the banner of their pan-India Kindness Campaign. The first Indian university partners of this revolutionary training are KIIT/KISS and O. P. Jindal University.

To achieve SDG 4-7, UNESCO MGIEP projects aimed at mainstreaming socio-emotional learning in education systems, innovate digital pedagogy, and placed youth as global citizens at the centre of the 2030 Agenda for Sustainable Development. As a result, the collaboration between MGIEP, Life University, and KIIT/KISS contributed to the United Nations Sustainable Development Goal 4-7 of education for building peaceful and sustainable societies around the world by developing capacities to comprehend rising complexities through a deeper understanding of self, others, systems, and interdependencies.

12. The Alliance of Universities to Reinforce teacher training curriculum to Outcast Radicalism and promote equality in Asian societies (AURORA)

The AURORA project is a 3-year program with focus on issues of inclusion, diversity, and integration of socioeconomically disadvantaged groups. It is supported by the European Union's Erasmus + Program. It aims to develop a curriculum reform program in India and Nepal that will promote inclusive education through teacher training program at the Bachelor of Arts (BA) and Master of Arts (MA) levels by introducing new courses in educational program, faculty and teacher workshops, student leadership training and student activities, democratic values, and combat radicalism to be implemented from the beginning of school. In a nutshell, the project aims to train and build capacities of teachers from India and Nepal.