

LIFE SKILLS OF THE TRIBAL STUDENTS FACILITATED AT KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS), BHUBANESWAR: A STUDY OF STUDENTS' OPINION

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Abstract

The current trend of development of tribal community reflects that there is a social and cultural gap and gender inequality in India. The general statistics that portray the dismal state of education and literacy among tribal groups ignore important demographic, social, cultural, and economic differences among the various tribal groups. Therefore, there is a need to study the literacy and educational attainment of tribal students to understand that whether such education can confer to human capital attainment of tribal students in the different regions of India particularly to Odisha, more specifically tribal students pursuing education at Kalinga Institute of Social Sciences (KISS). The study employs questionnaire method of data collection to elicit significant findings. The study finds that Kalinga Institute of Social Sciences is doing a wonderful job by bringing up a huge number of tribal children and subsequently bringing their family into the mainstream. It is evident from the study that KISS lays strong emphasis on encouraging students to have massive participation in preparing household items like, candles, phenyls etc, making. Concurrently, KISS also encourages students to participate in drawing images and portraits and other such things of professional interests. Moreover, the study finds that KISS gives very high emphasis on skills training in specific trades as viewed by majority of respondents in all cases and topmost priority is given on training on home craft/Home economics, followed by carpentry or wood work, metal work, and tailoring.

Keywords: Tribes, Tribal Community, Primitive tribes, Tribal schools, KISS, Odisha

INTRODUCTION

The scheduled tribe population represents one of the most economically impoverished and marginalized groups in India. Although scheduled tribes are a minority, they constitute about 8.2 percent of the total population in India ([Census of India, 2011](#)). It has been recognized in India that low-caste households and tribal minorities suffer disproportionately from poverty. According to [Singh \(2004\)](#), "The castes and tribes that were economically weakest and historically subjected to discrimination and deprivation were identified in a government schedule as a target group for reservation policies and there has been a separate allocation of funds and development strategies for the tribals".

The population constitutes a remarkable volume of young population including children, adolescent and adults within the age group of 25 years. This group of tribal population is the major strength and can do

enormous benefits to the community if they get adequate academic support may be at all levels i.e from Kinder Garten (K.G.) to Post Graduate (P. G.). This may either be in the vernacular medium or in the English medium. Therefore, if tribal students are given appropriate academic support, then they can come out with flying colours. The Indian tribal students come across with a new pattern of academic life styles be taking their participation in main stream Indian education and the corresponding changes yield them a different strange experience of acquiring new knowledge beyond their imagination that really creates a very typical problem situation for the tribal children.

The existing trend of social development reflects that there is a social and cultural gap and gender inequality in India. The general statistics that portray the dismal state of education and literacy among tribal groups ignore important demographic, social, cultural, and economic differences among the various tribal groups. Such differences are crucial in understanding the differential literacy rates and human capital attainment of tribal students in India and should form the basis of appropriate policy making. Therefore, there is a need to study the literacy and educational attainment of tribal students to understand that whether such education can confer to human capital attainment of tribal students in the different regions of India particularly to Odisha, more specifically tribal students pursuing education at Kalinga Institute of Social Sciences (KISS). The study is of paramount importance as this will lead to understand how far the tribal children moving towards better lives in future.

AIMS AND OBJECTIVES OF THE STUDY

This study attempts to analyze and evaluate how students of Kalinga Institute of Social sciences (KISS) acquire knowledge and life skills to lead successful lives with their substantial contribution to the society in the longer run. Hence, the basic objective of the present study is to provide a new insight into the pattern of grooming that KIIS has undertaken for the up gradation of poor and downtrodden tribal society.

The key objectives of the present study are:

- To ascertain the scholastic life style of tribal students of Kalinga Institute of Social Sciences (KISS);
- To explore the level of participation of tribal students in various curricular and extra-curricular competitions at state and national levels;
- To investigate the life style adjustments of the tribal students completely different from the tribal culture;
- To investigate the level of satisfaction of students of Kalinga Institute of Social Sciences regarding the methods of teaching imparted by the teachers at KISS; and
- To examine to what extent KISS is responsible in uplifting the economic standard of tribal community as per the vision and mission statements of the institution.

METHODOLOGY

For the present study, a method of random sampling is adopted. A total of 300 questionnaires were distributed among the users comprising of 100 P.G. Students, 100 UG Students, and 100 Alumni of **KISS** at their respective places. Out of which, 92 (92%) P.G. Students; 90 (90%) U. G. Students; and 73 (73%) alumni immaculately responded to the research endeavor at an overall response rate of 85%.

LITERATURE REVIEW

Studies conducted by Pratap, Raju, and Rao (1971) and Desai and Patel, (1981) unfold a very poor state of affair in the management of Ashram Schools meant for tribal children. The teachers appointed there do not pay serious attention to the academic aspects of children and continuous absence from the school dissuades the students to attend the school regularly. Interestingly, the findings of the said studies reveal that the schools are better considered as the source of income than the academic development of the poor tribal

children. Sujatha (2000) observes that, “language poses another major challenge for tribal education. Tribals normally speak local dialects rather than the main state language. Consequently, tribal students feel further alienated when the teachers are not well trained to communicate in the tribal dialects.” Annamalai, (2001) presented that the sophisticated course curriculum promotes a negative self image among tribal children and a sense of inferiority complex about retaining their respective culture, values and traditions followed by their family. Kukanur and Saroja (2003) unfolded that majority of the SC and ST school dropouts belonged to large-sized nuclear families with no landholding and they were found to have parents with little or no education, and who were engaged in agricultural labour work and caste occupation as compared to non-SC and non-ST dropouts.

There arise another significant point associated with drop-out problem is health. The poverty of tribal people doesn't permit them to keep clean their home environment. They don't get nutritious food. Hence, tribal children often suffer from illness. The parents could not treat them timely due to economic scarcity. So they suffer for a long period. During suffering the child remains absent from school and after recovering from illness he loses his appetite for study. However there are few other reasons, which may also be responsible for drop-out problem of tribal students (Mehta & Shepard, 2006; Radhakrishnan, et al, 2006). There are residential Ashram schools for tribal children in many states including Madhya Pradesh, Gujarat, Andhra Pradesh, Rajasthan, Jharkhand, Odisha, Chattisgarh, Maharashtra, and Uttar Pradesh. Ashram schools generally provide admission to children from habitations at least 6-8 kms away from the school. The curriculum of Ashram schools includes agriculture, other life skills as well as general subjects. In addition to the provision of free food, clothing and boarding, many parents in Jharkhand, Odisha and Gujarat prefer Ashram schools as they did not obstruct with the child's education when parents migrated (Hiwase and Kale, 2009). Chakrabarti (2009) examined the role played by economic, social and demographic characteristics in determining the likelihood of participation in higher education for both rural and urban youth in India. Using data from the National Sample Survey (NSS), they examined how household's demand for higher education is governed by its social composition, gender-related aspects, economic background and cost of acquisition of education. Moreover, the study estimated significance of these factors in explaining choice of different stream of studies, for example, Arts, Commerce, Science and Technical Education. Interestingly, Youth belonging to schedule caste (SC) and schedule tribe (ST) background have significantly lower odds of going to a higher educational institution compared to other social groups in rural area.

Akram (2015) analyzed the push factors of rural to urban labour migration and revealed that increasing per capita Net State Domestic Product decreases the number of out-migrants from the rural areas of that state whereas increasing the proportion of population living below poverty line, the proportion of Scheduled Castes and illiteracy rate in the rural area of the state decreases the out-going rural to urban labour migrants from that state. Kaletski and Prakash (2016) comprehended the impact of state-level political reservation for two minority groups–Scheduled Castes and Scheduled Tribes–on the incidence of child labor in India through the estimation of the effect of political reservation on the incidence of child labor by exploiting the state variation in the share of seats reserved for the two minority groups in state legislative assemblies mandated by the Constitution of India. The study banked on the data from state and household-level surveys on fifteen major Indian states. The study revealed that at the household level, Schedule Tribe reservation decreases the incidence of child labor, while Scheduled Caste reservation increases the total number of children working. [Kajekar](#) (2015) analyzed the development and welfare programmes addressing poverty, land alienation, exploitation, education, health care, employment, social development and in their strengthening of service delivery focusing on the tribes of three Districts Dakshina Kannada, Udupi and Uttara Kannada of Karnataka state, the foot hills of the Western Ghats (Sahyadri) Agumbe range in Udupi District and other forest areas in Dakshina Kannada and Uttara Kannada.

ANALYSIS

The data thus collected through the questionnaires were scrutinized and processed through SPSS package for tabulation; analysis and subsequent interpretation of results are given as under:

Table 1: Rate of Response

Category	Questionnaires Distributed	Questionnaires Received	% of response
PG Students	100	92	92
UG Students	100	90	90
Alumni	100	73	73
Total	300	255	85

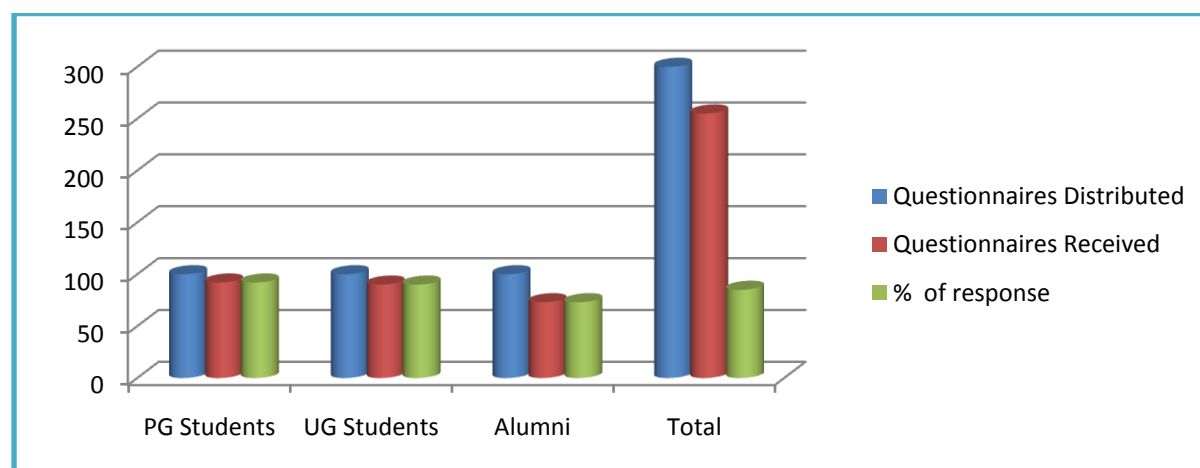


Figure 1: Rate of Response

As shown in table 1 and figure 1, a total of 300 questionnaires were distributed among the respondents representing three different categories namely, P. G. Students (100 distributed; 92 received), UG Students (100 distributed; 90 received), and Alumni (100 distributed; 73 received). Out of the total distributed questionnaires, the investigator could receive 255 questionnaires with the response rate of 85% that held good for the analysis.

DISTRIBUTION OF RESPONDENTS BY GENDER

Distribution of respondents by gender is depicted in table 2 and figure 2.

Table 2: Distribution of respondents by gender

Gender	PG Students		UG Students		Alumni		Total	
	n	%	n	%	n	%	n	%
Male	56	60.87	63	70	49	67.12	168	65.88
Female	36	39.13	27	30	24	32.88	87	34.12
Total	92	100	90	100	73	100	255	100.00
$\chi^2 = 1.7574$ $df=1$ $p=.415327$								

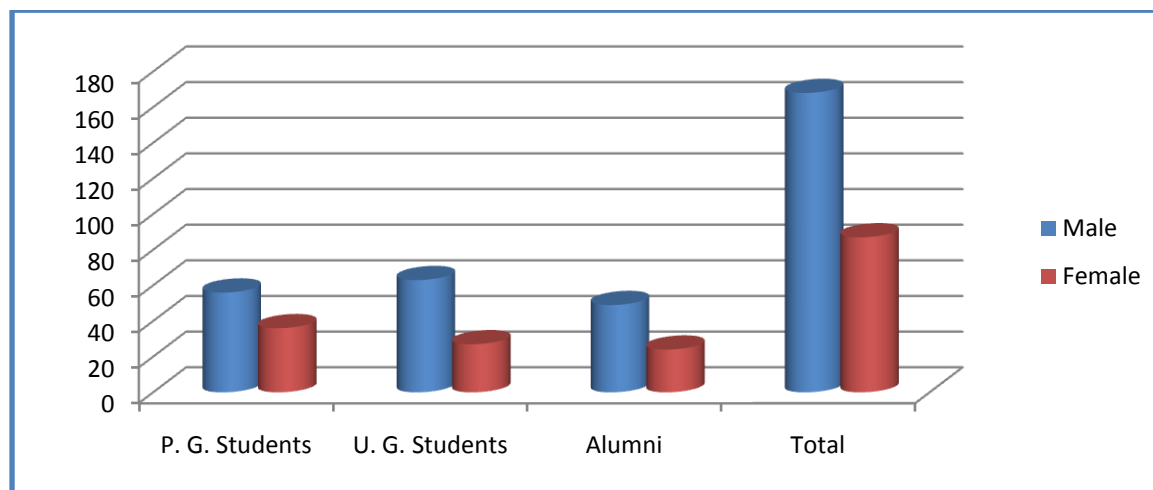


Figure 2: Distribution of respondents by gender

Table 2 (figure 2) reveals that male respondents (168 respondents; 65.88%) are found more than their female counterparts (87 respondents; 34.12%).

DISTRIBUTION OF RESPONDENTS BY AGE GROUP

Distribution of respondents by gender is depicted in table 3 and figure 3.

Table 3: Distribution of respondents by age group

Age group	PG Students		UG Students		Alumni		Total	
	n	%	n	%	n	%	n	%
16to 20	0	0.00	86	95.56	0	0.00	86	33.73
21to 25	83	90.22	4	4.44	21	28.77	108	42.35
>25	9	9.78	0	0.00	52	71.23	61	23.92
Total	92	100.00	90	100.00	73	100.00	255	100.00

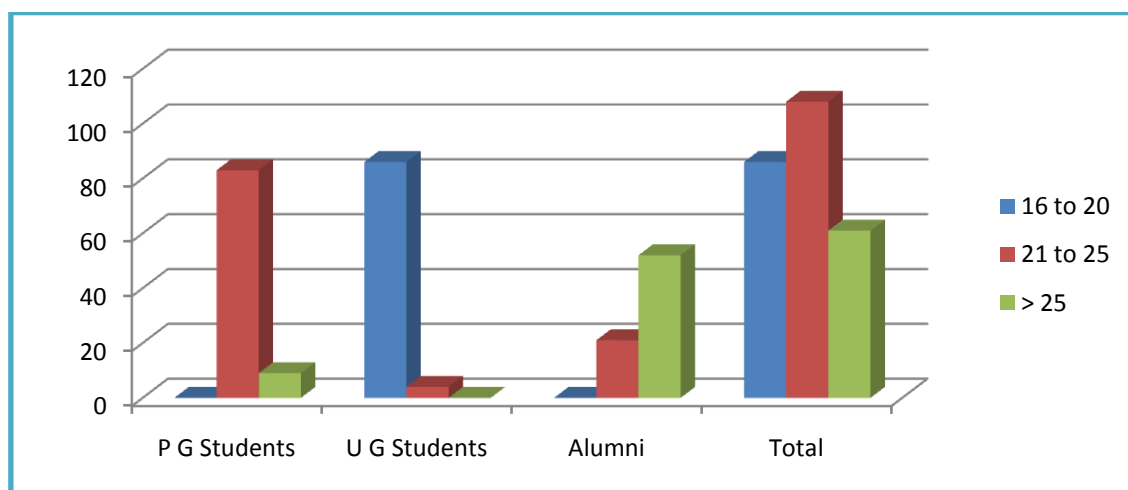


Figure 3: Distribution of respondents by age group

Table 3 (figure 3) reveals that majority of respondents belong to 21 to 25 age group (108 respondents; 42.35%) followed by 16 to 20 age group (86 respondents; 33.73 %). However, > 25 age group (61 respondents; 23.92 %) who happens to be passed out students are found less in comparison to other age groups.

STREAM WISE ENROLLMENT

The respondents were asked to state their respective streams to which they were enrolled. The views of respondents are depicted in table 4 and figure 4:

Table 4: Stream wise enrollment

Streams	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Arts	34	36.96	33	36.67	30	41.10	97	38.04
Science	32	34.78	32	35.56	24	32.88	88	34.51
Commerce	26	28.26	25	27.78	19	26.03	70	27.45
Total	92	100.00	90	100.00	73	100.00	255	100.00
$\chi^2 = 0.4185$ $df = 2$ $p = .980932$								

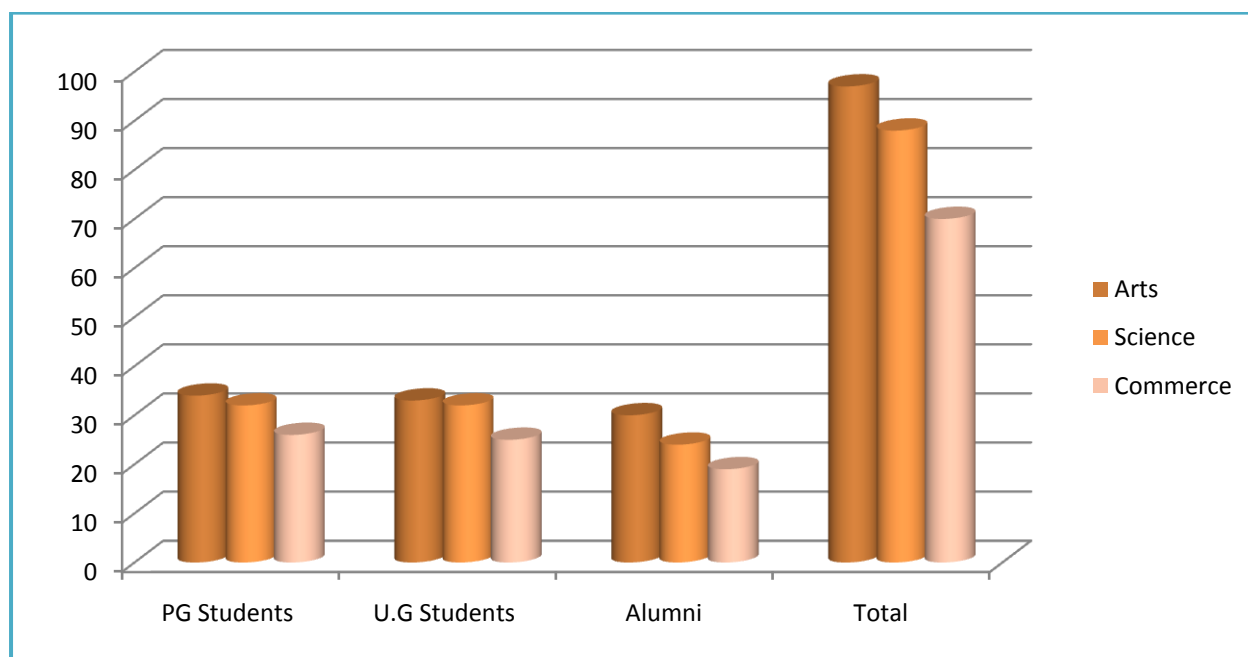


Figure 4: Stream wise enrollment

The null hypothesis is accepted at 5% level of significance it may be inferred that the opinions of respondents are consistent with the data distribution. The χ^2 output rightly corroborates the data distribution as the opinions of respondents are very consistent across the categories. However, as evident from table 4.9, greater chunk of respondents belong to Arts (97 respondents; 38.04 %), followed by Science (88 respondents; 34.51%) and Commerce (70 respondents; 27.45%).

PROVISION OF LIGHT AND WELL VENTILATED SPACES TO LEARN IN

The respondents were asked to indicate if KISS has the provision of fair light and well ventilation spaces to learn in. The views of respondents are depicted in table 5 and figure 5:

Table 5: Provision of light and well ventilated spaces to learn in

Provision of light and ventilation	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Yes	81	88.04	82	91.11	70	95.89	233	91.37
No	11	11.96	08	8.89	03	4.11	22	8.63
Total	92	100.00	90	100.00	73	100.00	255	100.00
$\chi^2 = 3.1913$ $df=1$ $p=.202773$								

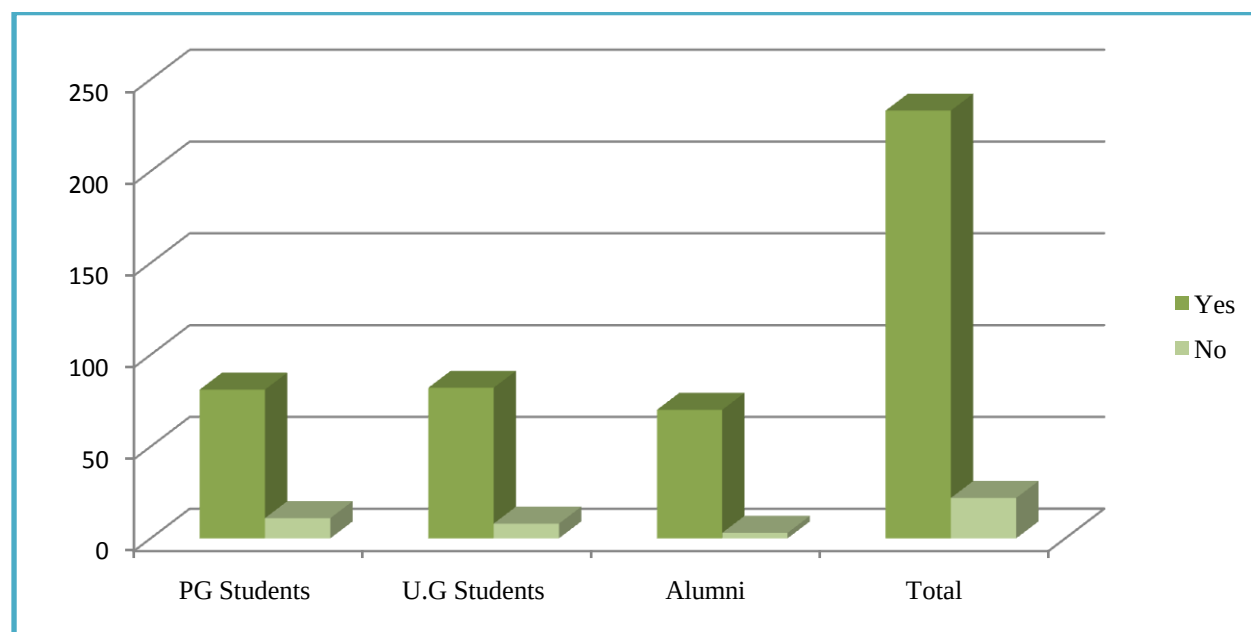


Figure 5: Provision of light and well ventilated spaces to learn in

The null hypothesis is accepted at 5% level of significance it may be inferred that the opinions of respondents are unanimous. It is evident from table 5 that almost all the respondents (91.37%) have expressed their agreement with the provision of light and ventilation at the academic ambience of KISS.

OUTSIDE SAFE SPACES FOR CHILDREN TO PLAY

The respondents were asked to indicate if there are enough safe places for the children to play inside KISS Campus. The views of respondents are depicted in table 6 and figure 6:

Table 6: Outside safe spaces for children to play

Outside places for children to play	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Yes	87	94.57	84	93.33	69	94.52	240	94.12
No	05	5.43	06	6.67	04	5.48	15	5.88
Total	92	100.00	90	100.00	73	100.00	255	100.00
$\chi^2 = 0.1547$ $df=1$ $p=.925569$								

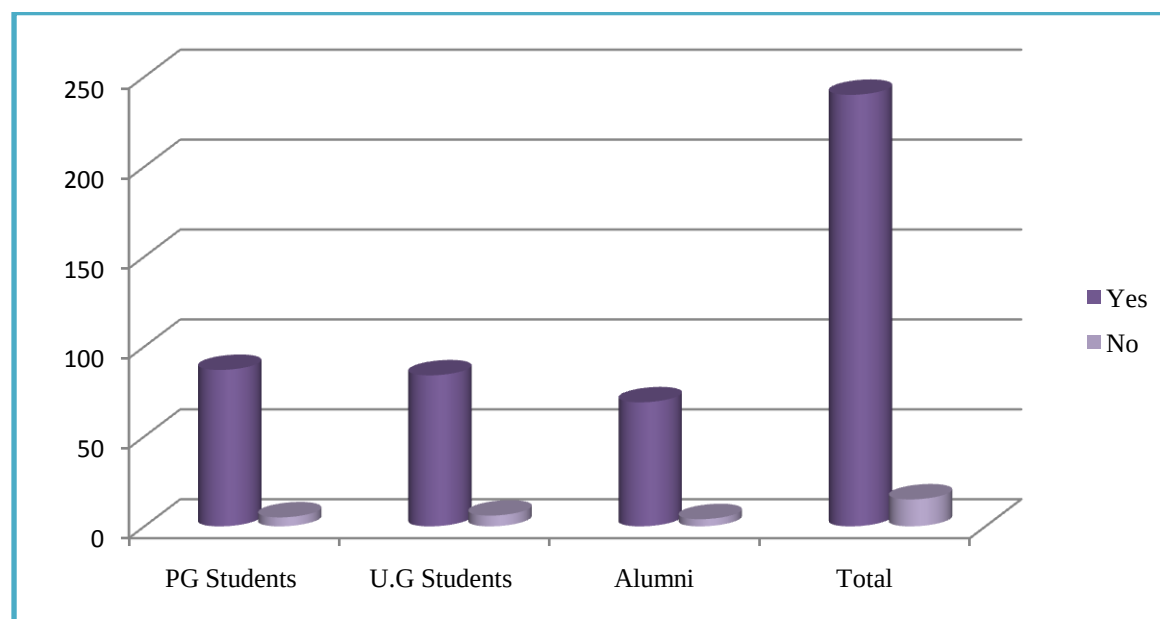


Figure 6: Outside safe spaces for children to play

Table 6 shows that almost all respondents (94.12%) are of views that there are safe places outside teaching arena for the children to play comfortably. The opinion is unanimous across the category of respondents that is further justified by the χ^2 output corroborating the findings. Hence, it is inferred that KISS has created good playgrounds and lawns for the children to refresh and recreate their minds through sports, games, and activities of recreational values.

PROVISION OF ADEQUATE COMPETENT TEACHERS

The study intended to examine if respondents are satisfied with the provision of adequate teachers in KISS. The responses are depicted in table 7 and figure 7.

Table 7: Provision of adequate competent teachers

Adequacy of competent teachers	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Yes	81	88.04	85	94.44	69	94.52	235	92.16
No	11	11.96	05	5.56	04	5.48	20	7.84
Total	92	100.00	90	100.00	73	100.00	255	100.00
$\chi^2 = 3.3695$ $df = 1$ $p = .185492$								

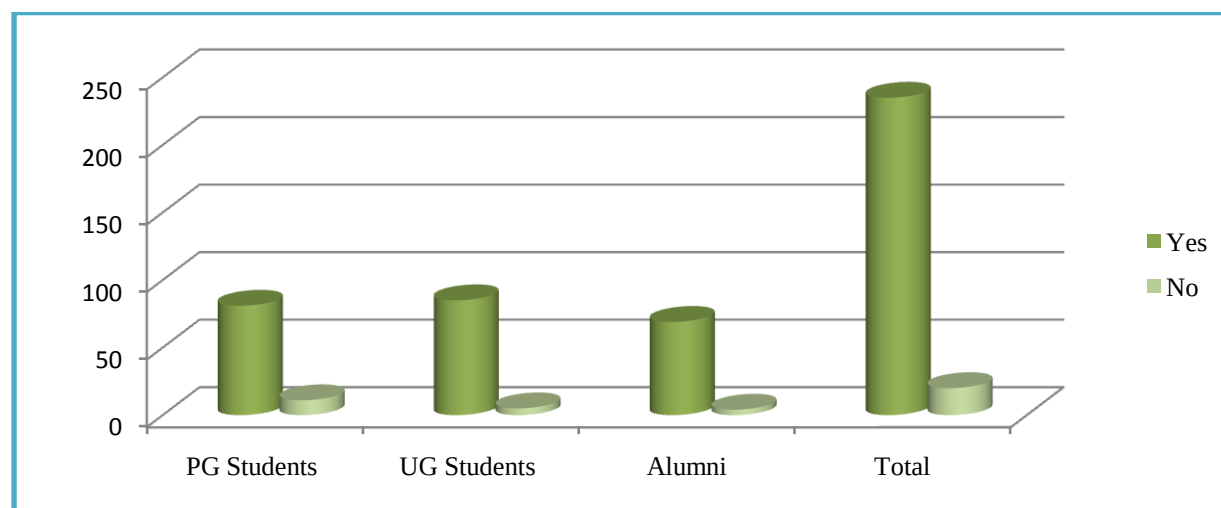


Figure 7: Provision of adequate competent teachers

Table 7 reveals that respondents are utmost satisfied (92.16%) with the provision of adequate teachers in KISS. The chi-square test supports the data distribution that there is no significant difference of opinion across the category of respondents. It is inferred that KISS authority has taken right initiatives to recruit adequate qualified and competent teachers to ensure quality education in Kalinga Institute of Social Sciences.

CLARIFICATION OF PERSONAL DOUBTS FROM TEACHERS

The respondents were asked to indicate through which mode they clarify their doubts from their respective teachers. The answers to this very inquisition are presented in table 8 and figure 8.

Table 8: Clarification of personal doubts from teachers

Clarification of personal doubts	PG Students		UG Students		Alumni		Total	
	n	%	n	%	n	%	n	%
Through personal interaction	58	63.04	42	46.67	61	83.56	161	63.14
Through specific tutorials	34	36.96	37	41.11	29	39.73	100	39.22
Through e-mails	17	18.48	04	4.44	07	9.59	28	10.98
Through telephonic interaction	19	20.65	08	8.89	14	19.18	41	16.08
$\chi^2 = 13.2204$ $df=3$ $p=.039667$								

*Respondents exercised multiple options

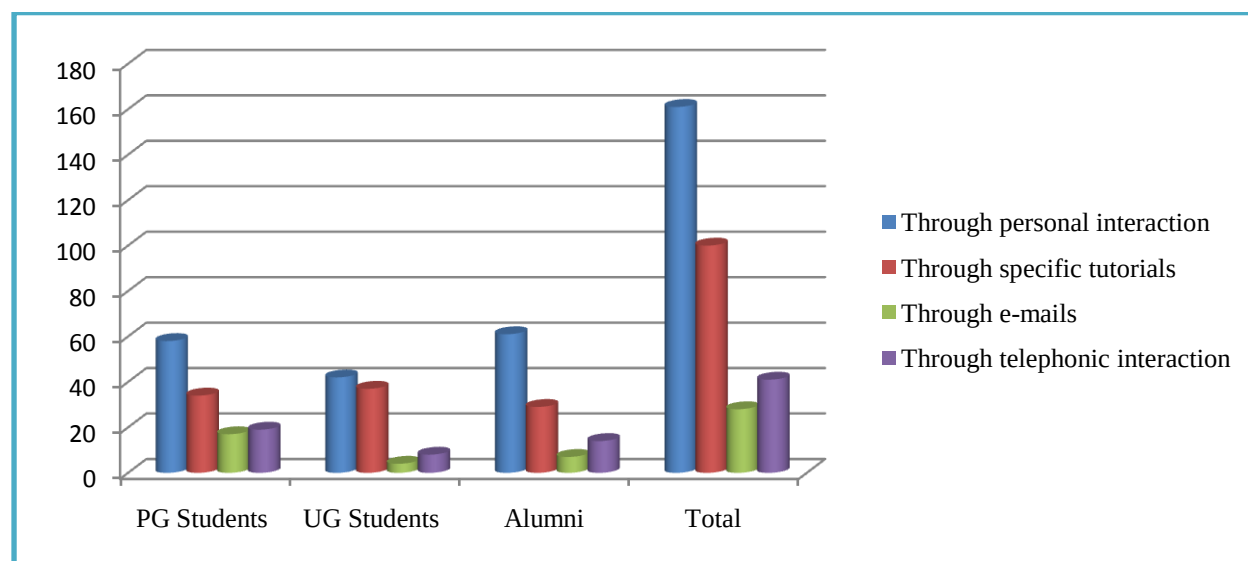


Figure 8: Clarification of personal doubts from teachers

The null hypothesis is rejected at 5% level of significance. While accepting alternate hypothesis, it is inferred that the opinions of respondents are significantly different. Table 8 shows that personal interactions (161 respondents; 63.14%) and specific tutorials (100 respondents; 39.22 %) are the preferred modes of students' interactions with the teachers. However, interactions through e-mails and telephonic communication with teachers are found less may be due to the fact that teachers take up all cases actively through direct interactions with students and through specific tutorials as well.

FREQUENCY OF HOMEWORK ASSIGNED ON MOST SUBJECTS

Respondents were asked to indicate how frequently they are assigned home work on most subjects. The views of the respondents are depicted in table 9 and figure 9.

Table 9: Frequency of homework assigned on most subjects

Frequency of homework assignment	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Every day	47	51.09	58	64.44	65	89.04	117	66.67
Three times a week	32	34.78	14	15.56	03	4.11	49	19.22
Once a week	09	9.78	11	12.22	01	1.37	21	8.24
As and when required	04	4.35	07	7.78	04	5.48	15	5.88
Total	92	100.00	90	100.00	73	100.00	255	100.00
$\chi^2 = 36.9175$ $df=3$ $p=0.00001$								

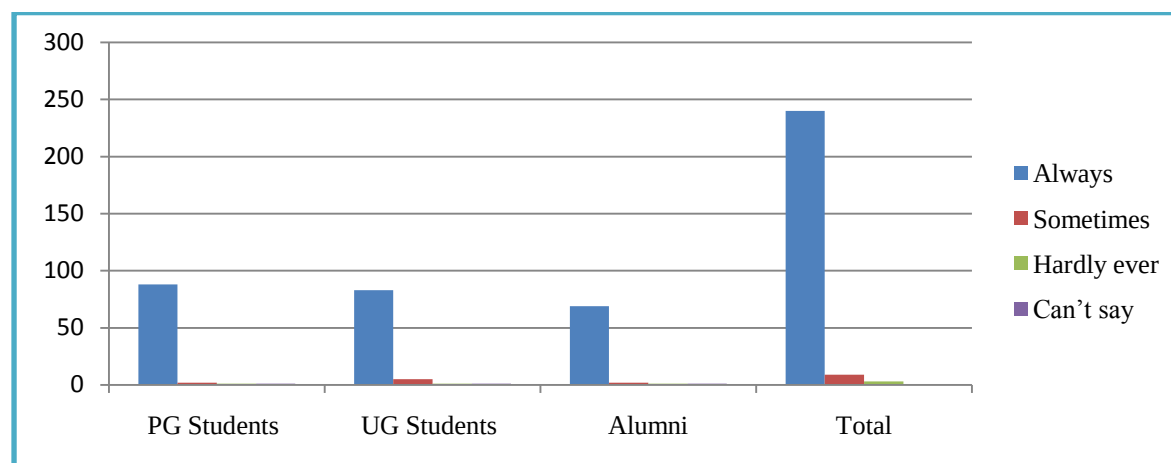


Figure 9: Frequency of homework assigned on most subjects

The chi-square output indicates that there is a significant difference of opinions across categories regarding frequency of homework assigned to them. However, it is found from table 9 that homework on most subjects is assigned every day as evident from majority of views (117 respondents; 66.67%).

IEWS ON MODE OF EVALUATION OF HOMEWORK

Respondents were asked to indicate how their homework assignments are evaluated by teachers. The responses to this question are depicted in table 10:

Table 10: Views on mode of evaluation of homework

Mode of evaluation of homework	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Grade	28	30.43	31	34.44	19	26.03	78	30.59
Comments	47	51.09	69	76.67	54	73.97	170	66.67
Both	59	64.13	52	57.78	63	86.30	174	68.24
$\chi^2 = 7.0472$ df=2 p=.133417								

*Respondents exercised multiple options

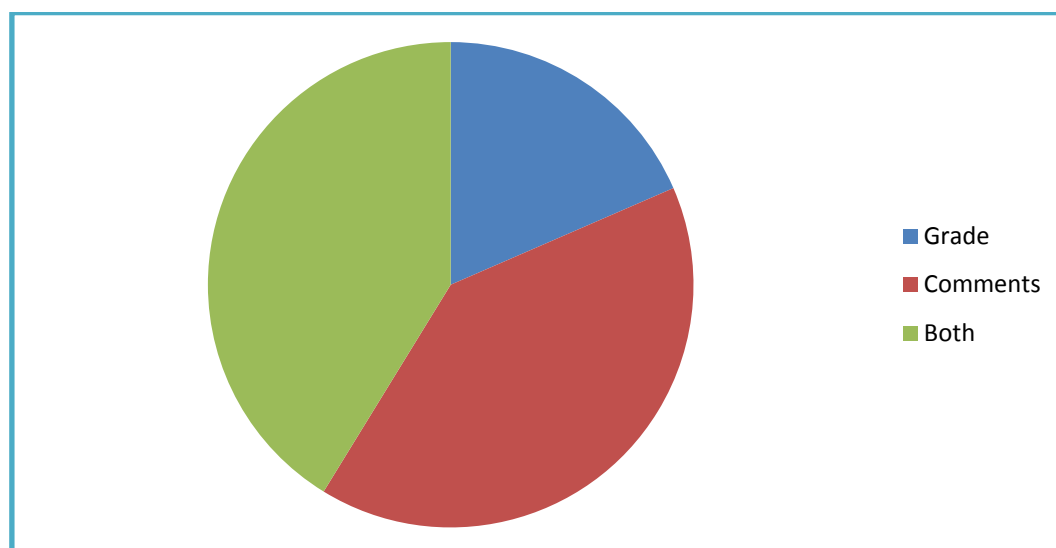


Figure 10: Views on mode of evaluation of homework

The null hypothesis is rejected at 5% level of significance. While accepting alternate hypothesis, it is inferred that the opinions of respondents are significantly different. Table 10 shows that comment (66.67%) are more often given than grades (78 respondents; 30.59%), However, it is found that teachers follow both the practices as evident from the majority of the respondents (68.24%).

LEVEL OF SATISFACTION ON LIBRARY COLLECTION

Respondents were asked to indicate their level of satisfaction on library collection. The views of the respondents are depicted in table 11:

Table 11: Level of satisfaction on library collection

Library collection	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Satisfied	48	52.17	43	47.78	64	87.67	155	60.78
Very satisfied	32	34.78	25	27.78	5	6.85	62	24.31
Dissatisfied	5	5.43	8	8.89	1	1.37	14	5.49
Very dissatisfied	2	2.17	5	5.56	1	1.37	7	2.75
Can't say	5	5.43	9	10.00	3	4.11	17	6.67
Total	92	100.00	90	100.00	73	100.00	255	100.00
$\chi^2 = 28.8022$ $df = 4$ $p = .000343$								

It is evident from table 11 that students are satisfied (155 respondents; 60.78%) and very satisfied (62 respondents; 24.31%) with library collections. Therefore it is deduced that KISS library is well equipped with balanced collections.

FOCUS ON PHYSICAL EXERCISES

Respondents were asked to indicate their interest and choices on different aspects of physical activities. The views of the respondents are depicted in table 12:

Table 12: Focus on physical exercises

Focus on physical exercises	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Yoga classes	41	44.57	34	37.78	18	24.66	93	36.47
Classes on Gymnastics	22	23.91	13	14.44	11	15.07	46	18.04
Coaching on athletics	37	40.22	19	21.11	19	26.03	75	29.41
Coaching on individual games like cricket, football volleyball, rugby, badminton etc	24	26.09	22	24.44	24	32.88	70	27.45
Any other	25	27.17	27	30.00	17	23.29	69	27.06
$\chi^2 = 9.0069$ $df = 4$ $p = .341712$								

*Respondents exercised multiple options

Table 12 shows that focus on yoga classes is more (93 respondents; 36.47%) in comparison to coaching on athletics (75 respondents; 29.41%), and coaching on individual games (70 respondents; 27.45%). However, classes on gymnastics are found comparatively less (46 respondents; 18.04%). It is deduced that KISS has created very nice infrastructure for sports and games.

ORGANIZATION OF EXTRA-CURRICULAR ACTIVITIES AND EVENTS

The respondents were asked to express their views on organization of extra-curricular activities and events periodically organized by Kalinga Institute of Social Sciences. The views of respondents are depicted in table 13:

Table 13: Organization of extra-curricular activities and events

Responses	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Sports Day	87	94.57	83	92.22	69	94.52	239	93.73
Essay/Debate Competitions and Science Quizes	62	67.39	75	83.33	52	71.23	189	74.12
Dance/Song Competitions	54	58.70	62	68.89	49	67.12	165	64.71
Art and Craft Competitions	48	52.17	54	60.00	39	53.42	141	55.29
Annual Function	91	98.91	87	86.67	71	97.26	249	97.65
$\chi^2 = 2.0851$ df=5 p=.978291								

*Respondents exercised multiple options

Table 13 reveals that annual function (249 respondents; 97.65%), Sports day (239 respondents; 93.73%), essay & debate competitions and science quizzes (189 respondents; 74.12 %), dance & song competitions (165 respondents; 64.71%) art & craft competitions (141 respondents; 55.29%) are regularly organized by KISS. Therefore it is inferred that KISS has given due emphasis on the extra-curricular activities par with academic endeavors.

SHARING OF LEARNING EXPERIENCES AND PHYSICAL FITNESS SKILLS BEYOND SCHOOL SETTING

The respondents were asked to state how exchange their learning experiences, acquired knowledge and physical fitness skills they gained from school. The views of respondents are depicted in table 14:

Table 14: Sharing of learning experiences and physical fitness skills beyond school setting

Responses	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Inter school science mela/exhibition	55	59.78	63	70.00	65	89.04	183	71.76
Workshops in other schools	49	53.26	51	56.67	67	91.78	167	65.49
Local marathon run	67	72.83	77	85.56	71	97.26	215	84.31
State level/National level sports competitions	72	78.26	85	94.44	70	95.89	227	89.02
Any other	53	57.61	39	43.33	18	24.66	110	43.14
$\chi^2 = 23.2174$ df=4 p=.003096								

*Respondents exercised multiple options

It is understood from table 14 that, though there is a variation of opinions, there is a very high keenness among respondents on State level/National level sports competitions (227 respondents; 89.02 %) followed by Local marathon run (215 respondents; 84.31%). However, the respondents also have expressed keenness for Inter school science mela/exhibition (183 respondents; 71.76 ^), and Workshops in other schools (167 respondents; 65.49 %). Therefore, it is evident that Kalinga Institute of Social Sciences has taken initiatives in right direction to take care of the all round development of students.

EXHIBITION OF STUDENTS' TALENTS AND STRENGTHS BY THE SCHOOL

The respondents were asked to state how the school publicizes their talents, activities and achievements from time to time. The views of respondents are depicted in table 15:

Table 15: Exhibition of students' talents and strengths by the school

Responses	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Local fairs and exhibitions	47	51.09	29	32.22	67	91.78	143	56.08
Inter-school competitions	46	50.00	42	46.67	65	89.04	153	60.00
Posters/placards demonstrated on holidays of national importance	58	63.04	47	52.22	58	79.45	163	63.92
Articles published through Newspapers	79	85.87	67	74.44	73	100	219	85.88
$\chi^2 = 10.0302$ $df=3$ $p=.123385$								

*Respondents exercised multiple options

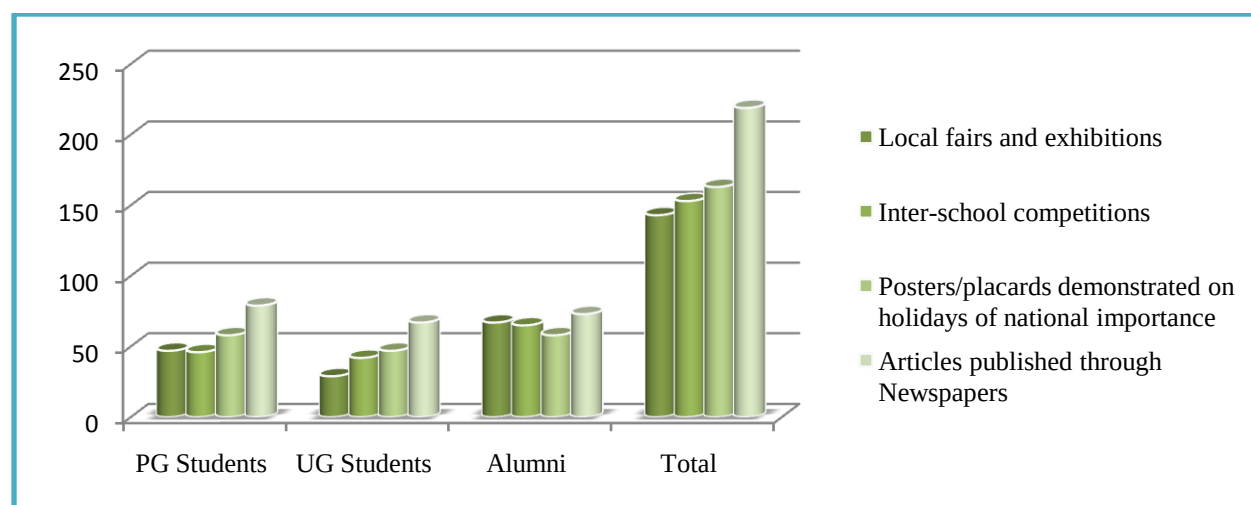


Figure 11: Exhibition of students' talents and strengths by the school

Table 15 shows that the talents of students are exhibited more often through articles published through Newspapers (219 respondents; 85.88%), followed by posters/placards demonstrated on holidays of national importance (63.92%), and Inter-school competitions (153 respondents; 60%). The school also promotes the talent of students through local fairs and exhibitions (143 respondents; 56.08%).

ENCOURAGEMENT FOR PARTICIPATION IN DIFFERENT TRADES/SKILLS

Respondents were asked to state if Kalinga Institute of Social Sciences encourages students to participate different trades of personal and professional interest. The views of respondents are depicted in table 16:

Table 16: Encouragement for participation in different trades/skills

Responses	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Drawing images and portraits	72	78.26	65	72.22	51	69.86	188	73.73
Making crafts	87	94.57	75	83.33	70	95.89	232	90.98
Tailoring	49	53.26	42	46.67	52	71.23	143	56.08
Preparing household items like, candles, phenyls etc	92	100	87	96.67	73	100	252	98.82
Any other	68	73.91	39	43.33	42	57.53	159	58.43
$\chi^2 = 8.4579$ $df=4$ $p=.390064$								

*Respondents exercised multiple options

It is evident from table 16 that KISS lays strong emphasis on encouraging students to have massive participation in preparing household items like, candles, phenyls etc (252 respondents; 98.82%), making crafts (232 respondents; 90.98%). Concurrently, KISS also encourages students to participate in drawing images and portraits (188 respondents; 73.73%) and other such things of professional interests.

SKILLS TRAINING

In another typical inquisition, respondents were asked students of KISS are given different specialized skill training. The views of respondents are depicted in table 17:

Table 17: Skills training

Responses	PG Students (N=92)		UG Students (N=90)		Alumni (N=73)		Total (N=255)	
	n	%	n	%	n	%	n	%
Carpentry or wood work	57	61.96	81	90.00	65	89.04	203	79.61
Metal work	52	56.52	73	81.11	51	69.86	176	69.02
Home craft/Home economics	67	72.83	75	83.33	71	97.26	213	83.53
Tailoring	46	50.00	51	56.67	62	84.93	159	63.35
Any other	59	64.13	43	47.78	43	58.90	145	56.86
$\chi^2 = 13.0076$ $df=4$ $p=.1115888$								

*Respondents exercised multiple options

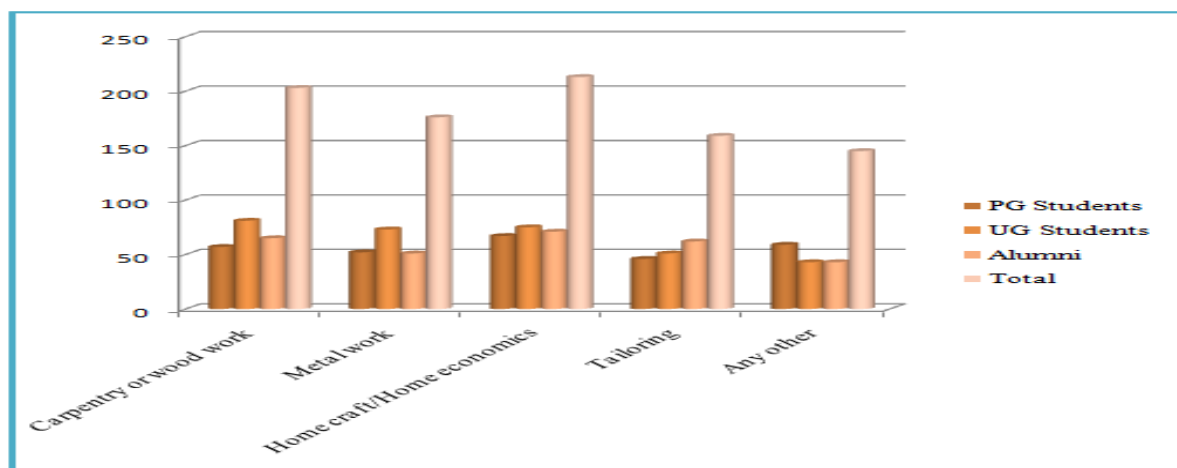


Figure 12: Skills training

Table 17 shows that KISS gives very high emphasis on skills training in specific trades as viewed by majority of respondents in all cases. However, it is understood that topmost priority is given on training on home craft/Home economics (213 respondents; 83.53%), followed by carpentry or wood work (203 respondents; 79.61%). metal work (176 respondents; 69.02%), and tailoring (159 respondents; 63.35%).

KEY FINDINGS

The key findings of the study are given as under:

- The study finds that respondents are utmost satisfied with the provision of adequate teachers in KISS. It is inferred that KISS authority has taken right initiatives to recruit adequate qualified and competent teachers to ensure quality education in Kalinga Institute of Social Sciences.
- Table 8 shows that personal interactions (161 respondents; 63.14%) and specific tutorials (100 respondents; 39.22 %) are the preferred modes of students' interactions with the teachers. However, interactions through e-mails and telephonic communication with teachers are found less may be due to the fact that teachers take up all cases actively through direct interactions with students and through specific tutorials as well.
- It is found from table 9 that homework on most subjects is assigned every day as evident from majority of views (117 respondents; 66.67%).
- Table 10 shows that comment (66.67%) are more are more often given than grades (78 respondents; 30.59%), However, it is found that teachers follow both the practices as evident from the majority of the respondents (68.24%).
- It is evident from table 11 that students are satisfied (155 respondents; 60.78%) and very satisfied (62 respondents; 24.31%) with library collections. Therefore it is deduced that KISS library is well equipped with balanced collections.
- Table 12 shows that focus on yoga classes is more (93 respondents; 36.47%) in comparison to coaching on athletics (75 respondents; 29.41%), and coaching on individual games (70 respondents; 27.45%). However, classes on gymnastics are found comparatively less (46 respondents; 18.04%). It is deduced that KISS has created very nice infrastructure for sports and games.
- Table 13 reveals that annual function (249 respondents; 97.65%), Sports day (239 respondents; 93.73%), essay & debate competitions and science quizzes (189 respondents; 74.12 %), dance & song competitions (165 respondents; 64.71%) art & craft competitions

(141 respondents; 55.29%) are regularly organized by KISS. Therefore it is inferred that KISS has given due emphasis on the extra-curricular activities par with academic endeavors.

- It is understood from table 14 that, though there is a variation of opinions, there is a very high keenness among respondents on State level/National level sports competitions (227 respondents; 89.02 %) followed by Local marathon run (215 respondents; 84.31%). However, the respondents also have expressed keenness for Inter school science mela/exhibition (183 respondents; 71.76 ^), and Workshops in other schools (167 respondents; 65.49 %). Therefore, it is evident that Kalinga Institute of Social Sciences has taken initiatives in right direction to take care of the all round development of students
- Table 15 shows that the talents of students are exhibited more often through articles published through Newspapers (219 respondents; 85.88%), followed by posters/placards demonstrated on holidays of national importance (63.92%), and Inter-school competitions (153 respondents; 60%). The school also promotes the talent of students through local fairs and exhibitions (143 respondents; 56.08%).
- It is evident from table 16 that KISS lays strong emphasis on encouraging students to have massive participation in preparing household items like, candles, phenyls etc (252 respondents; 98.82%), making crafts (232 respondents; 90.98%). Concurrently, KISS also encourages students to participate in drawing images and portraits (188 respondents; 73.73%) and other such things of professional interests.
- Table 17 shows that KISS gives very high emphasis on skills training in specific trades as viewed by majority of respondents in all cases. However, it is understood that topmost priority is given on training on home craft/Home economics (213 respondents; 83.53%), followed by carpentry or wood work (203 respondents; 79.61%). metal work (176 respondents; 69.02%), and tailoring (159 respondents; 63.35%).

CONCLUSION

Comprehending educational system of a given institution carries paramount importance so far as the growth and development of a given society is concerned. More specifically, studies on tribal students on their scholastic life style highlights the inherent qualities of tribal students and the holistic growth of tribal community in particular. The role of such scholastic life style towards generating and promoting the sense of competence, self-efficiency, self-respect and positive self image among tribal children is inevitable. Therefore, the present study attempts to examine if KISS is really trying to facilitate education to poor tribal children with intent to liberate them from the utter state of poverty by bringing them to main stream. Moreover, the study also investigates if the system of education in KISS needs any further improvement. Therefore, it is expected that the findings of the present study will help the administrators, policy makers associated with academic system to take necessary steps to improve and enhance the quality of education offered to poor tribal children not only in KISS but also in various other institutions. Furthermore, it is hoped that the study would serve as a role model for the researchers who will carry out research in the similar footing.

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