

Role of Residential Educational Institutions in Empowerment of Tribal

(A Case Study of Kalinga Institute of Social Sciences, KISS, Odisha)

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ABSTRACT

Education is a pre-requisite of socio-economic development. The central and state governments are keen to realize the goal of Universalization of Elementary Education (UEE). Ashram schools and residential institutions are being established to ensure adequate attendance and minimize waste in education. KGBVS were established for encouraging girl's education. Kalinga Institute of Social Sciences (KISS) was established in the year 1993 with an aim to provide free education to tribal students. The strength of KISS in the academic session 2013-2014 is around 20, 000. It is a home away from home for the tribal children. KISS provides hostel, food, education (both formal and vocational) to these children free of cost. The students are given special training on life skill education (LSE) which helps them to build their career and personality. They are also benefited a lot from Micro English Access Programme. The present paper is an attempt to reflect the role of residential institutions in general and KISS in particular in the empowerment of tribal through all round education.

Introduction

Education is a pre-requisite of socio-economic development and empowerment. Education for the tribal people, as for anyone else is a matter of great importance. The importance of education as an agency of modernization as well as a source of employment has long been realized in the plans for tribal welfare (Vidyarthi, 1990: 385). It is assumed that the formal education would enable the tribal people to meet the present and future confrontations especially in the market and consumer cultural milieu while eventually integrating them in the national mainstream. Education promotes social mobility and increases their level of consciousness of their rights against exploitation. In short, education is instrumental in reshaping the quality of life of the tribal (Sachchidananda, 1990).

The colonial government appointed the Indian Education Commission (1882) emphasizing the need to educate the tribal people. In the pre-independence period, Christian Missionaries and Voluntary Organizations like Bharatiya Adimjati Sevak Sangha worked for the spread of education among the tribal people. In 1948, the United Nations proclaimed Universal Declaration of Human Rights and its article 26 says, "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory." After independence, the promotion of education of Tribes was made the constitutional obligation of central as well as state governments (Hasnain, 1999: 197).

Ever since India gained independence a considerable amount of money and resources have been spent so that the unprivileged, underdeveloped and neglected tribal people could get a fair deal (Srivastava, 1978: 252). Facilities of coaching

centers, pre-matric scholarships, ashram schools, free textbooks and other study materials, mid-day meals, etc. were provided to the tribal students. In spite of the governmental concern to educate the tribal, their literacy level is very low and the gap between the literacy levels of the general and tribal population is wide (Ratha and Behera, 1990: 231). As per 2001 census, literacy rate among tribal population records 37.37 per cent in Odisha as against 47.11 per cent in India (Garnaik and Barik, 2012).

Table 1: Literacy of Scheduled Tribe in Odisha

Year	Total Literacy	Tribal Literacy	Disparity
1961	21.66	7.36	14.30
1971	26.18	9.46	16.72
1981	34.23	13.96	20.27
1991	49.09	22.31	26.78
2001	63.08	37.37	25.71
2011			

Source: 2001 census report

Table 2 Literacy Rates of Scheduled Tribes (STS) of India from 1961 to 2001

Year	Male	Female	Total
1961	13.83	3.16	8.53
1971	17.63	4.85	11.30
1981	24.52	8.04	16.35
1991	40.65	18.19	29.60
2001	59.17	34.76	47.10
2011			

Source: Internet Selected Educational Statistics, Government of India, Ministry of Human Resources, and Statistics Division 2007.

The literacy rate of India which was 12 per cent in the year 1947 reached up to 74.04 per cent in the year 2011. The female literacy level is 65.46% where the male literacy rate is over 80%. Average literacy rate of Orissa is 73.45 percent. Male literacy rate in Orissa is 82.40 per cent. Female literacy rate in Orissa is 64.36 percent (Census, 2011). Because of several problems like geographical problems, economic problems, social problems, psychological problems, problems in curriculum, problems in infrastructure, problem relating to language etc. it was observed that the tribal literacy rate particularly the female literacy rate is always far below the national or state average.

The central and state governments are keen to realize the goal of Universalization of Elementary Education (UEE). An important scheme to educate the tribal child has been the setting up of ashram school; residential institutions aiming at a system of education related to tribal life. As per 275 (1) 100 residential educational institutions were established under the tribal sub plan. In Odisha a total 106 sevashramas at the primary level, 101 at the ME level and 174 residential schools are there at the higher secondary level. These schools not only ensure adequate attendance and minimize waste in education but also encourage the tribal children to join such schools in order to save them from long travelling to attend their schools (Nath, 2012). It attracts more number of pupils, offers a good climate for study and besides other things produces good results-surely better than the other primary schools. KGBVS is implemented as an integral part of SSA in Educationally Backward Blocks for encouraging girl's education.

Review of Literature

Education has a very important role to play for promotion and protection of human rights. Education makes us aware about our civil and political right often called as the first generation rights and the social, economic and cultural rights as the second generation rights.... Being a tool to spread awareness and information and assimilating, creating and disseminating knowledge amongst its recipients, education can play a crucial role at each of levels for promotion and protection of human rights (Mohapatra, 2012).

Education is the single most important means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being. It is not only applicable for man but for 94 tribal women also (Dash *et al*, 2013).

Literacy rate of PTGs in Odisha Present s a dismal picture .In all most all cases of primitive tribes, literacy percentage is far behind of scheduled tribe in the State. Among the PTGs Didayee tribe of Kudugulugumma in Malkangiri district has the lowest literacy rate (5.48) and Chakutia Bhujia has the highest literacy rate (34.87) wide gender gap in literacy of PTGs is another important fact (*Barik*, 2013).

Poor economic condition is a great hindrance to success in tribal education. Education and economy in the tribal society are inseparable and a large proportion of wastage and dropouts can be explained in terms of the use of the children by the families for economic purpose (Vidyarthi, 1990: 386).

The medium of instruction is a constraint in the sense that text books do not exist in many tribal languages and it is difficult for the little children to comprehend subject teaching along with language learning (Sachchidnanda, 1990: 405).

There is a complete neglect of girl's education. The status of women among some of the Scheduled Tribes is extremely low and they are not able to comprehend the necessity for girl's education (Sachchidnada, 1990: 405).

The tribal female education has not received the required attention. Therefore, illiteracy gripping the tribal female folk distorts the female role models and perpetuates ignorance and superstition among them (Ratha and Behera, 1990: 236).

Mohanty's (1999: 25) analysis reveals that the educational standard among the Kondh female children is very low. Parents do not feel like sending the girl children to school as it affects their household economy ...The girl child also does not find the existing curriculum useful as she fails to utilize in her practical life. Many parents do not send their girl to the schools where more boy read and male teachers teach.

The purpose of the Ashram School is to bring about the total development of tribal children with an emphasis on vocational education which can train them to stand on their own legs and become idealistic and selfless independent citizens of the nation. As the schools are residential, it can reduce the incidence of student's absenteeism in school, improve the standard of education at the primary level and reduce the burden of their parents from incurring expenditure on their children's education (Garnaik and Barik, 2012).

Against this background the present study is an attempt to analyse the role of residential educational institution in general and Kalinga Institute of Social Sciences (KISS) in particular in the empowerment of tribal through all round education.

Research Questions

The study raises the following research questions:

1. Is KISS different from other residential educational institutions meant for tribal children?
2. How is KISS different from other such above mentioned institutions?
3. Does it contribute towards the empowerment of tribal children and their community?
4. What are the contributions of KISS towards the empowerment of tribal?

Objectives of the Study

Against the above research questions the objectives of the present study are

- To explore the role of KISS in the enhancing the tribal literacy, enrollment and retention
- To find out the different activities undertaken in KISS for the all-round development of the tribal children
- To unfold the role of vocational wing in the emergence of sustainable livelihood means in future for the tribal
- To unfurl the variety of extra-curricular activities at KISS and their role in the personality development of the tribal children
- To analyze the overall contribution of KISS for the education and empowerment of tribal

Significance of the Study

Tribal empowerment and tribal education both are very important topic for research and study. The proposed study will unfold the role of KISS in the empowerment of tribal through all round education. The all-round education provided at KISS, the innovative method of teaching, mentoring etc. will come to light which can be adopted by other educational institutes that are providing education to the tribal. KISS can be role model for other residential educational institutions.

Methodology

Selection of Area

Selection of the area holds an important position in any type of research work. The researchers choose Kalinga Institute of Social Sciences (KISS) for the study because this institution is a unique institution that offers free education to tribal students of all over the India along with free lodging and boarding facilities.

KISS is situated in Odisha where tribal population constitutes 22.1 percent of the total population of the State and 9.7 per cent of the total tribal population of the country. A total number of 62 tribes are residing in Odisha. (Foot note) Malkangiri district has the highest proportion of STs (57.4 per cent) followed by Mayurbhanj (56.6 per cent), Rayagada (55.8 per cent) and Nabarangapur (55 per cent). The major tribals living in odisha are Kondh, Gond, Santal, Kolha, Munda, Saora, Shabar and Bhottada, Bhumij, Bhuiya, Oraon, Paroja and Kisan.

Selection of the Topic

Selection of the topic is also an important aspect for the researcher. Education has a tremendous impact on the development tribal children and community. Therefore, the proposed study is an attempt to explore the role of KISS in the empowerment of tribal women through girl's education.

Methods of Data Collection

The presents study is mostly qualitative by nature. However, a few quantitative presentations have also been made. Data were collected both from primary and secondary sources.

Since the study is a case study of KISS the sample for the study constitutes a varied group of the KISS family. Primary data were collected from the students, few of their parents and some teachers of KISS through the methods of interview, observation, case study, focused group discussion (hereafter FGD). Interview of faculties were also taken. Three separate semi-structured interview schedules were used for the collection of data from the students, their parents and teachers. Case studies of some selected students were also taken.

Secondary data were collected from the books, journals, paper and internet. Data on KISS were collected from the annual reports, other reports and website of KISS.

Limitations of the Study

There are certain flaws in the present study. It is the case study of one residential educational institution. So its findings can't be generalised in the context of all residential schools. Many unique facilities are provided here which all such kinds of institutions may not/cannot provide.

Findings of the Study

Kalinga Institute of Social Sciences (KISS): An Overview

Kalinga Institute of Social Sciences (KISS) was founded by Dr. Achyuta Samanta in the year 1993, with the philosophy that empowerment through education is the only way for concrete emancipation of the tribal population of the state. One of the broad objectives being a student joining the school not only gets higher education but also leaves the campus with a job in hand or training to earn livelihood by being an enterprenuer. KISS provides free education from Kindergarten to Post-Graduation with vocational and extracurricular training with free lodging and boarding facilities for twenty thousand tribal children. The institute focuses on true empowerment through extracurricular activities, vocational activities and training. The students have earned recognition in academics, vocational capabilities and global recognition in sports also. It is the largest school for the tribal children in the world. Students from all 62 tribal groups including PTGs are studying here. Students from outside Odisha like Jharakhand and North east are also studying here. It can be called as a home away from home for these children.

The vision of KISS is to

“build up KISS as a preferred centre of learning for the poorest of the poor sections of the society with a focus on formal and livelihood education and scope for all-round development”.

The Mission of KISS is

*“To eradicate poverty and hunger through education; To bring tribal children to mainstream, at par with others in the society; To preserve tribal heritage, culture and values”; To mould tribal children as ‘**change agents**’ for their community”.*

KISS is a unique residential educational institution because it provides opportunity for

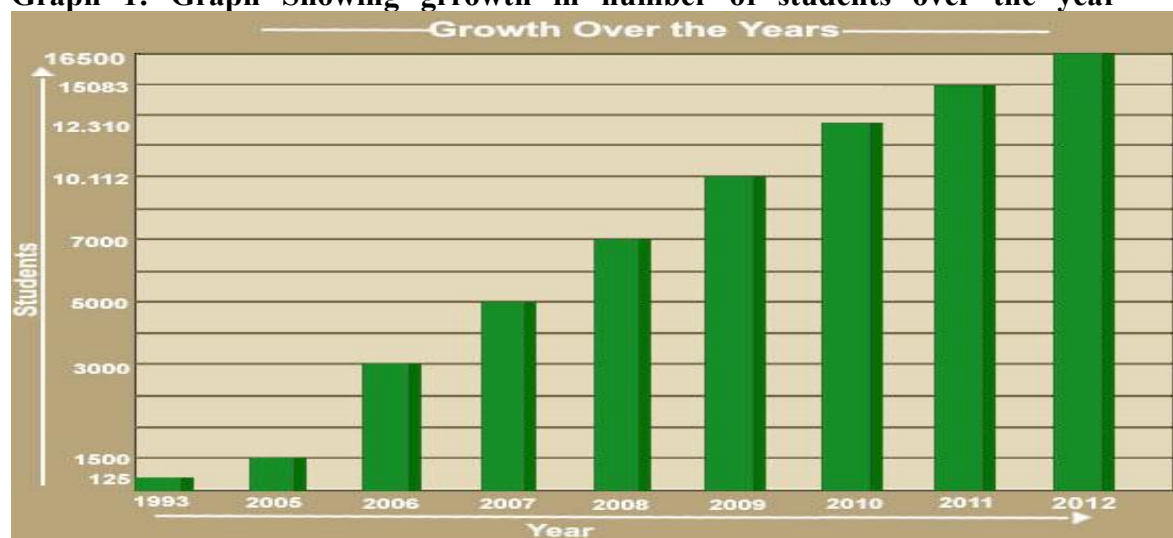
1. Education with accommodation, food, study material health care free of cost
2. Livelihood training
3. Training for leadership and personality development
4. Sports and Extra-curricular activities
5. Cultural integration

Table 1: Table Showing Students Strength of KISS in Chronological Order

Year	1993	2005	2006	2007	2008	2009	2010	2011	2012
Students	125	1500	3000	5000	7000	10,112	12,310	15,083	20,107

Source: Annual Report of KISS (2012)

Graph 1: Graph Showing growth in number of students over the year



Source: Annual Report of KISS (2012)

Table 2: Class wise Distribution of Students

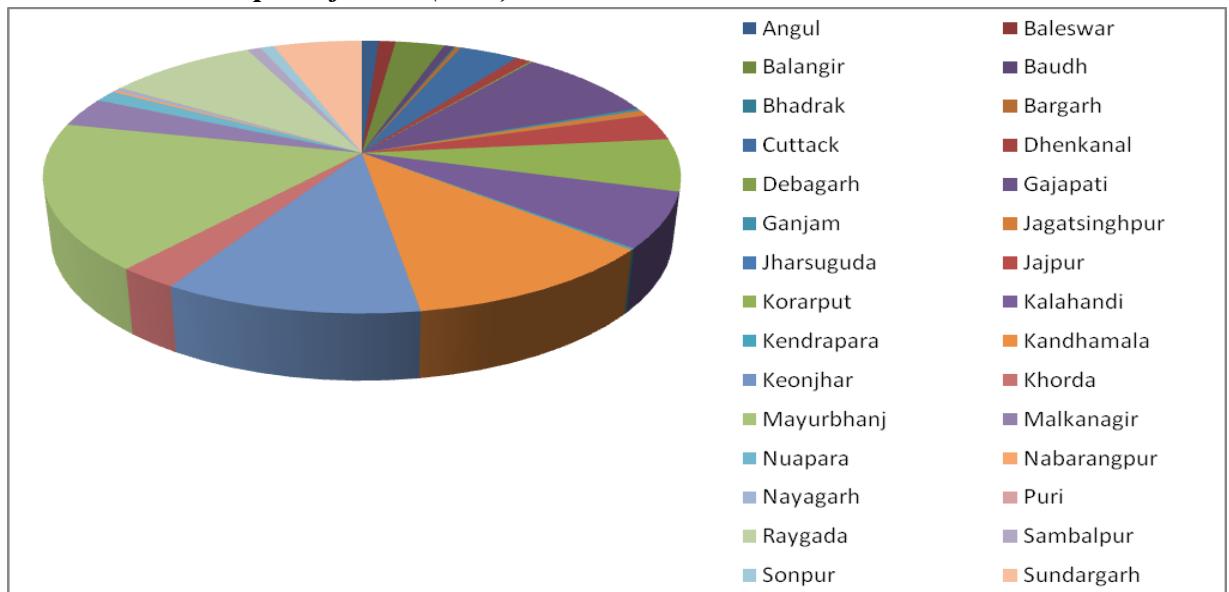
CLASS	BOYS	GIRLS	TOTAL
I	1485	1025	2510
II	947	785	1732
III	965	684	1649
IV	1030	625	1655
V	940	720	1660
VI	890	785	1675
VII	745	892	1637

VIII	855	662	1517
IX	418	297	715
X	471	229	700
Total	8746	6704	15450
+2 (Arts, Science, Commerce)	795	610	1408
+3 (Arts, Science, Commerce)	850	638	1485
PG	122	107	229
KISS Students Pursuing Higher Education at KIIT	850	685	1535
Total College	2617	2040	4657
Grand Total	11363	8744	20107

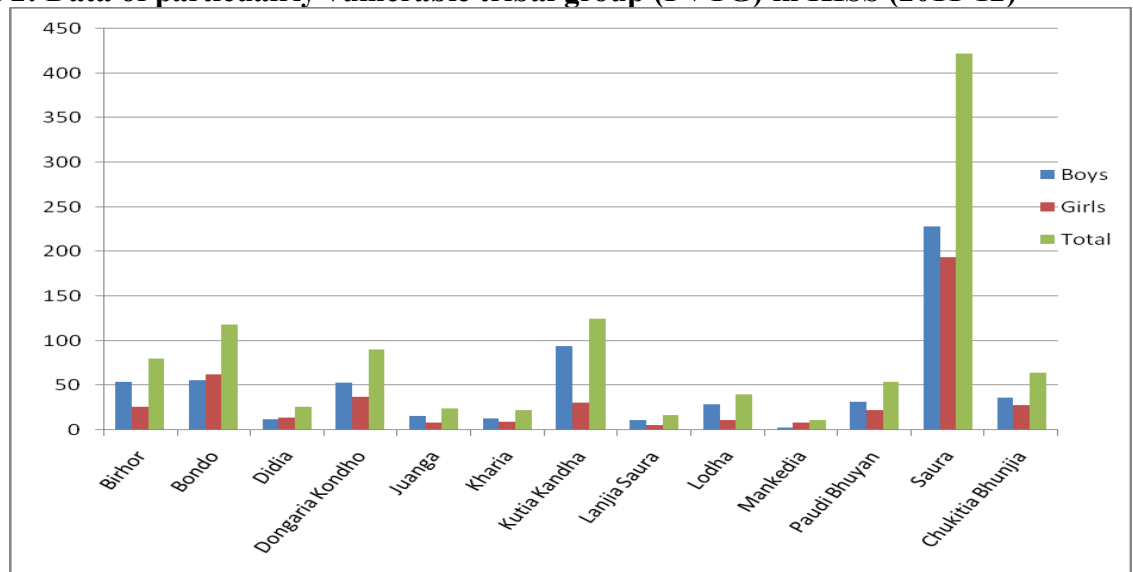
Source: Annual Report of KISS (2012)

Graph 2: District wise Student's Data (2011-12)

Source: Annual Report of KISS (2012)



Graph 2: Data of particularly vulnerable tribal group (PVTG) in KISS (2011-12)



Source: Annual Report of KISS (2012)

Facilities Provided to Students at KISS besides Regular Formal Education

Professional/Technical Education

Every year 300 meritorious students from KISS are provided free higher education in Bachelor of Medicine and Bachelor of Surgery (MBBS), Dental Sciences/Surgery, Nursing, Engineering, Masters in Computer Application (MCA), Bachelors/Masters degrees in Law, Management (MBA), Diploma in engineering, etc in KIIT Group of Institutions.

KISS boys and girls are ahead in the field of education because of quality education they receive at KISS. They have got the opportunity to pursue their education in NIT and IIMs on the basis of their own merit. KISS is also preparing them so that they can compete and find place in top institutes in India like IITs and other institute of National importance.

Pre Recruitment Training (PRT) and Coaching Classes for Competitive Examinations

The students are also given coaching classes for competitive examinations like OAS and banking etc. KISS is also making their foundation strong to make them succeed in examination for All India Services like IAS and IPS. Experienced persons from KIIT group of institutions and other institutes are invited as resource persons for the coaching class. Many students have cleared the examinations of Staff Selection Commission (SSC), police department and defense services.

Vocational Education

Vocational education is an integral part of the curriculum at KISS which plays an important role in empowerment of tribal students. The main aim of the vocational training programme is to help them in finding alternative livelihood opportunity. It links education with productivity, economic development and individual prosperity. Vocational education provided at KISS instils the spirit of giving value to physical labour. Every student undergoes vocational education in one of the 50 trades offered as per his or her talent and interest. It is designed to impart necessary occupational skills among tribal students to mould them into successful entrepreneurs. This lays the foundation of future employment/self-employment of the student and their community.

KISS has been providing training on Computer Training, Painting, Composite Farming, Photo Framing, Food Processing, Incense Sticks, Animal Husbandry, Food Processing and Preservation, Arts and Craft, Medical Attendant, Tailoring, Security Guard, Appliqué, Bakery, Soft Toys, Chemicals Products, Driving, Recycle Paper etc.

The dignity of labour has its true expression in KISS through the concept of 'Earn while you learn'. The products made through these vocational activities are marketed and the profits earned from the sale of these products are given to the students involved in making of the products. Students have the option to send this money to their parents living in villages in abject poverty adding to their family income or to deposit in their bank accounts for their future.

Micro English Access Programme

The students also take benefit of micro English access programme implemented at KISS. The basic purpose of this program is to upgrade the student's skill in reading, writing, speaking and listening in English and appreciation of American & Indian Democratic principles and culture. Several innovative teaching aids have been prepared to motivate the students to shed off their fear and learn the language. The program has been successful in gradually building up the communication skill in English. Now the program provides a foundation of English language skills to 350 talented students between the age group of 14 to 16 years from disadvantaged section and gives participants English skills that lead to better jobs and educational prospects in their future endeavours.

Mother Tongue Based Education in the Primary Level

Tribal children have limited contact with the state language, and tend to speak in their own local dialect...The use of the tribal language in the initial years can develop a sense of comfort for the tribal child. Tribal language instruction makes the process of education and learning easier and more natural and it inculcates a sense of assimilation. With the support of Bernard Van Le Foundation KISS has started Mother Tongue Based Education in the Primary Level.

Life Skill Education (LSE) and Adolescent and Reproductive Sexual Health (ARSH)

With the support of (UNFPA), KISS has been implementing a project on "Empowering young people with life skills" and endeavouring to hone the abilities of its adolescents through Life Skills Education (hereafter LSE) and Adolescent Reproductive Sexual Health (ARSH) to enable them to deal with the demands and challenges in their life effectively. It instils confidence and competence to face the challenges in the modern world.

Life skills can be divided into three broad categories (social skill, thinking skill and negotiation skill)

- Social skills: Self-awareness, Empathy, Interpersonal relations and Effective communication.
- Thinking skill: Critical thinking and Creative thinking, Problem solving and Decision making.
- Negotiation skill: Dealing with emotion and Coping with stress.

The approaches adopted for Life Skills Education in KISS are:

- Course Basis Transaction
- Counselling
- Curricular Activities
- Peer Education

The approaches to education is towards overall personality development of tribal boys and girls; develop a deep sense of social responsibility, expose to the life opportunities and developing competencies to contribute effectively in the socio-economic development of the country. Trainings of LSE programmes have helped in generating and promoting the sense of critical thinking, problem solving, competence, self-efficacy, self-respect and positive self-image among tribal children. LSE and Adolescent Reproductive Sexual Health (hereafter ARSH) integrated with the formal

education has helped in restricting the tribal children and youth in engaging in smoking, substance abuse, consumption of alcohol, unprotected sex etc.

Outcomes of the Education and Intervention KISS on the Students

Arresting Drop out Menace of Tribal Children

KISS provides a playful and interesting learning atmosphere for the tribal students. It has created inclination of all students (especially primary students) towards education. Carefully planned Curricula, innovative methods of teaching and use of mother tongue in the early days of schooling has ensured almost zero drop-out. The absence of corporal punishment and incorporation of innovative pedagogy has ensured almost cent per cent retention in school and college.

Promoting Gender Equality by Ensuring Education of Tribal Girls

Education is everybody's human right. This is more relevant with regard to girl's education. No girl, however poor, however desperate her family's condition, is to be excluded from school. There is no acceptable excuse for denying her the opportunities to develop to her fullest potential (Devi, 2009). Tribal women are at the lowest strata in terms of literacy and educational attainment in Indian society. The girl children have been deprived of their right to education due to the apathy of the parents, engagement in household works and taking care of their younger siblings, cultural practice, distance of the school from their home etc. The major problems are the poor enrolment and retention of tribal girl children.

With regard to the literacy rates, female literacy has raised considerably in the past four decades both in urban as well as rural areas. Moreover the percentage of Schedule Tribe girls in higher education has been gradually increasing (Rani, *et al*, 2011). KISS has increased girl's enrolment and retention and hence promoted girl's education by providing a safe and secure environment at KISS. Various platforms are given for flourishing their potencies and talent. They have developed their communication skills, exhibited their thoughts and potencies in different arenas. They are actively participating in curricular and extracurricular activities and have gained distinction in the domain of sports in national and international events like representing India in Asian Games. All these have converted these girls from being 'liabilities' in to 'assets' and be the change agents for their respective communities.

"No Society can claim to be a part of modern civilization unless it provides an enabling environment for empowering women and give them equal opportunity" KISS is an example of empowering girl child through education". Dr. Nirupama Rao, Indian Ambassador to U.S.A.

Rashmita Singh (Balesore district, Kolha tribe), a girl continuing B. SC 3rd year shared her experience of participating in a youth programme at Delhi in the following way.

"I went to Delhi in aeroplane. This is my 1st journey in aeroplane. It was something which I had not thought even in my dream. In the programme I discussed about health, education, and food and environment problem of the tribal of our State. I felt very happy and empowered. It all happened because of KISS. Thanks to KISS.....Thanks to Samant Sir (Founder of KISS)".

Reducing Morbidity Rate

Due to unhygienic practices very often tribal children at their native places become the prey of fatal communicable diseases. Promotion of hygienic health habits like hand washing, nail cutting, purgation has ensured the health of the children in KISS. With the support of “Peer Educators” such activities are promoted in the institution. The trained peer educators are successfully organizing awareness sessions for improving health and hygiene among the students. The good practices like hand washing, cleaning of utensil, nail cutting, hair cutting and cleaning the dress etc. are promoted by the peer educators. Apart from that the students are made aware about personal hygiene through role plays, puppet shows and other cultural mediums. The hygienic health practices in the institution have reduced the child morbidity in KISS. The children are made aware about how to combat malaria and other diseases which affect the tribal population frequently.

Under the LSE and ARSH project, KISS promotes awareness amongst girl students on reproductive health that enriches the knowledge and skills of adolescent girls, who would be the future mothers. Girls receive individual counselling for their health issues. There is a counselling room for girls that has been made more user-friendly with the addition of posters and reading materials. LSE and ARSH make the students aware regarding the combat of HIV/AIDS.

Positive Behavioral Changes and Personality Development through LSE

LSE has tremendous impact on the life and activities of the students and peer educators. The peer educators are able to express themselves well and also to convince and counsel their friends and junior. It has not only much impact on them but also on their families and villages. It has produced the following effect among adolescents. Such as increased pro social behaviour, increased ability to plan ahead, improved self-image, increased leadership quality, better adjustment among friends, developed the communication skills, resist negative peer pressure gives self-confidence etc. LSE has immensely benefited the students in dealing with issues such as prevention from substance abuse, arresting drop-out menace by counselling, and personality development of the students.

The Adolescent Reproductive Sexual Health (ARSH) programme has taught personal hygiene practices to adolescents and removed many myths and misconceptions from their mind. It has also helped in dealing with issues such as prevention from HIV/AIDS. These students trained in ARSH are the torch bearers of their community. They pass on the information to their family members which helps in developing healthy practices and hence are instrumental in reducing the infectious and communicable diseases etc. in their community including child morbidity and mortality.

Haraprasad Hepruka perusing PG 6th year in the subject Political Science says

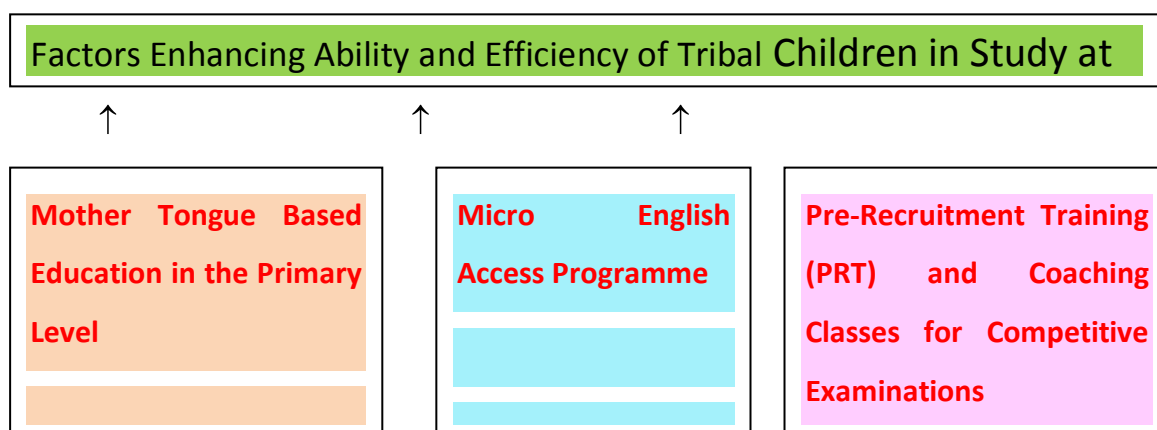
“After joining KISS in the year 2007 many changes took place within me. My attitude, behaviour and way thinking changed gradually. After getting training and exposure from Life Skill Education Project, I learnt lots of skills to deal with day to day problems. I feel the information and knowledge provided to us should reach to all youths so that they can look forward for more confident and healthier future. LSE has made me a responsible human being of a society. It is my pleasure and luck that I got the chance to read in KISS which is a best platform to move forward”.

Academic Achievements of Students of KISS

Academic Achievements

Kumari Purnima Murmu, a class 9th student of KISS (Santal Tribe) participated in the **20th National Children's Science Congress - 2012** held at Banaras Hindu University and presented a paper on “A Solution towards reduction and management of LPG and electricity in Kalinga Institute of Social Sciences (KISS)”.

Bahalin Minz, a +3 IInd Year Science student participated in “**The ICPD Beyond 2014 Global Youth Forum**” as a part of the Indian delegation, held in Bali, Indonesia from 4th to 6th December 2012. **Laxman Hembram** (Grade IX) Participated in International Children and Youth Conference on Environment 2009 organised by United Nations Environment Programme (UNEP) in Seoul, South Korea. The other extra ordinary achievements of KISS Student include representation in India at “Global Walk-Green Earth” in Korea, National Formosa University, Taiwan, UNEP Youth Conference, Chiang Mai Rajbhat University, Thailand.



Achievements in Sports

Tribal are known for their physical stamina and mental prowess. However, they lag behind in the field of sports because of lack of exposure and opportunity. Recognizing this, KISS has made arrangements to hone skills of tribal children in various organized sports. Training and facilities are provided for different kinds of indoor and outdoor games and sports like rugby, weight lifting, boxing, karate and judo, kabadi, kho kho, volley ball, cricket, hockey, net ball, basketball, soft ball, high jump, long jump, javelin and short foot. Exceeding all expectations, tribal students of KISS have made the country, State of Odisha, tribal community and KISS proud, winning international Rugby tournaments in U.K., Australia, France, Laos, etc. They regularly win accolades at national and state level in various sports. Outstanding achievements of KISS tribal students at international and national level sports meets prove the effectiveness of KISS' model of tribal empowerment. Some of the achievements are students of KISS selected in the under 13 Boys Rugby Team to play matches with the teams in London (June, 2011) and students of KISS played and won Rugby games in Australia (2008) and France (2009).

The Process Empowerment through Multi Facet Interventions

Mother Tongue Based Learning	Micro English Access Programme	Vocational Education	Pre-Recruitment Training	Sports and Extra-Curricular Activities	Life Skill Education (LSE)
A sense of comfort in classroom	Increase in English Knowledge	Instils value to physical labour	Pre Recruitment Training	Exposure to outside world	Understand express themselves well
Makes curriculum easier	Fluency in English Speaking	The scheme of “Earn while you learn”	Coaching Classes in bank and OAS	Increase self confidence	Developed pro social behaviour, leadership quality
Makes teaching-learning natural	Improvement in writing ability in English	Adding to their family income	Increase knowledge in English, GS and Reasoning	Proves their physical stamina and capability	Increase in self-confidence and image
Increases interest in Study	At par with the students of general class	Alternative livelihood opportunity	Better prepared for competitive examination	National, International recognition helps to get job	personal hygiene and healthy practices
Arrests drop out and absenteeism	Jobs in the competitive world	successful entrepreneurs	Jobs in the competitive market	Brought glory to KISS and tribal community	Convince and counsel their friends and junior

Impact of Intervention of KISS on the Kisan’s Parents, Family and Community

Awareness about Different Plans and Programmes for Tribal

Several efforts of the government fall flat as the less literate tribal people are unable to avail those opportunities. In that direction KISS has taken a great lead in educating the tribal children so that the educated tribal children could take a leading role in making their parents and neighbour aware about the different schemes and provisions of the government. The educated tribal adolescent children get information about various plans and programmes of the government and inform their parents about the scheme and the process etc. This has enabled their fellow parents and neighbours to take benefits of the welfare programmes.

Financial Support to the Parents Breaking Intergenerational Chain of Poverty

Quality education concomitantly with vocational training with the scheme of 'earn while you learn' has enabled the tribal students of KISS to remit some money back home and hence contribute to the family income. Further these children send out all the scholarship money and other support of the government as and when provided to their parents staying in the remote villages amid poverty. Besides along with education and lodging facilities, food, clothing, study material, professional coaching and medical facilities are provided to the students free of cost. This has reduced the tribal parent's burden of educating their children. Therefore these children have become the assets for their parents reducing their economic burden and poverty.

Emerging Entrepreneurship among the Students and Parents

Vocational training provided by KISS lays foundation for future employment/self-employment of the student and their community. The average student those who do not get opportunity for white collar jobs return back to their villages with ample knowledge and training in vocational education. Depending on the availability of raw material, suitable environment the educated adolescents start their own firm. This has also encouraged the other tribal in their village and community to take up such activities and establish firms/start business of their own. Hence, sustainable livelihood for tribal is being addressed through the vocational education provided at KISS.

Combating Child Labour

Provisions of free education, food, health facilities, vocational activity amid playful and interesting learning atmosphere at KISS has attracted many tribal parents to send their children to KISS for study instead of engaging them in household activities and other economically productive activities. That is why every year thousands of application are received for admission of new students in each class. The total strength of KISS is increasing year by year keeping in view the heavy demand which has touched 20,000 in the year 2013. The spillover effect has stopped child labour.

Reducing Child Marriage, Promoting Gender Equality and Women Empowerment due Girl's Education

The free education, food, health facility etc. has elongated the educational-period of tribal girls. The percentage girls continuing in higher education in college and university is almost equal with that of the boys. Awareness about repercussions of early marriage has resulted in checking this menace. This has converted these girls from being wrongly considered 'liabilities' in to 'assets' and be the change agents for their respective communities.

The tribal girls at KISS are at equal footing with their male counterparts and have brought laurels in all spheres including academics, sports, etc. Many tribal girl of KISS have joined higher education such as medicine, engineering, law etc. KISS tribal girls also excel in sports as they have represented India in Commonwealth and Asian Games. KISS encourages girl education through its innovative teaching methods.

Improved Health Conditions, Reduced Child Mortality and Morbidity

The Kissians have played a great role in reducing the health ailments of tribal by making them aware about the hygienic practices. Health counseling for both boys and girls has made them aware about the need for proper sanitation, hygiene and healthy habits. They have become the change agents in their families and communities. Whenever they go back to their villages they make their family members and community aware about health and hygiene. This has been very helpful for reducing

mortality and morbidity. Students get awareness regarding the combat of HIV/AIDS, malaria and other diseases and they in turn pass on the information to their families.

Promoting National integration by Mainstreaming Tribal

KISS is home to 62 tribes including 13 primitive tribes. Students from various tribes celebrate tribal festivals like *Sakrat Parab, Maghe Parab, Chaita Parab* etc. and other festivals like *Jagannath Rath Yatra, Holi, Diwali, Raksha Bandhan, Basant Panchami* etc. with traditional fervor thereby celebrating diversity. The tribal art, craft, dance and music has been a part of KISS. In all the functions and occasions the students perform different different tribal dance. Thus each sub-culture has enriched the campus. The students participate in the National tribal dance festival and Adivasi Mela etc. which helps in preserving tribal culture and bringing national integration on the other hand.

Preserving Tribal Culture

Co-curricular activities of KISS bring out the hidden talents of the students to the fore. These activities provide a platform to the students to exhibit their potential and excel in their extra-curricular passions. Various cultural programmes are regularly organised to provide a platform to students to showcase their talents through dance, drama, music and other performing arts. They are also given training on Odishi and Classical. Through co-curricular activities the children are taught to save their traditional and cultural heritage and remain integrated to their societies.

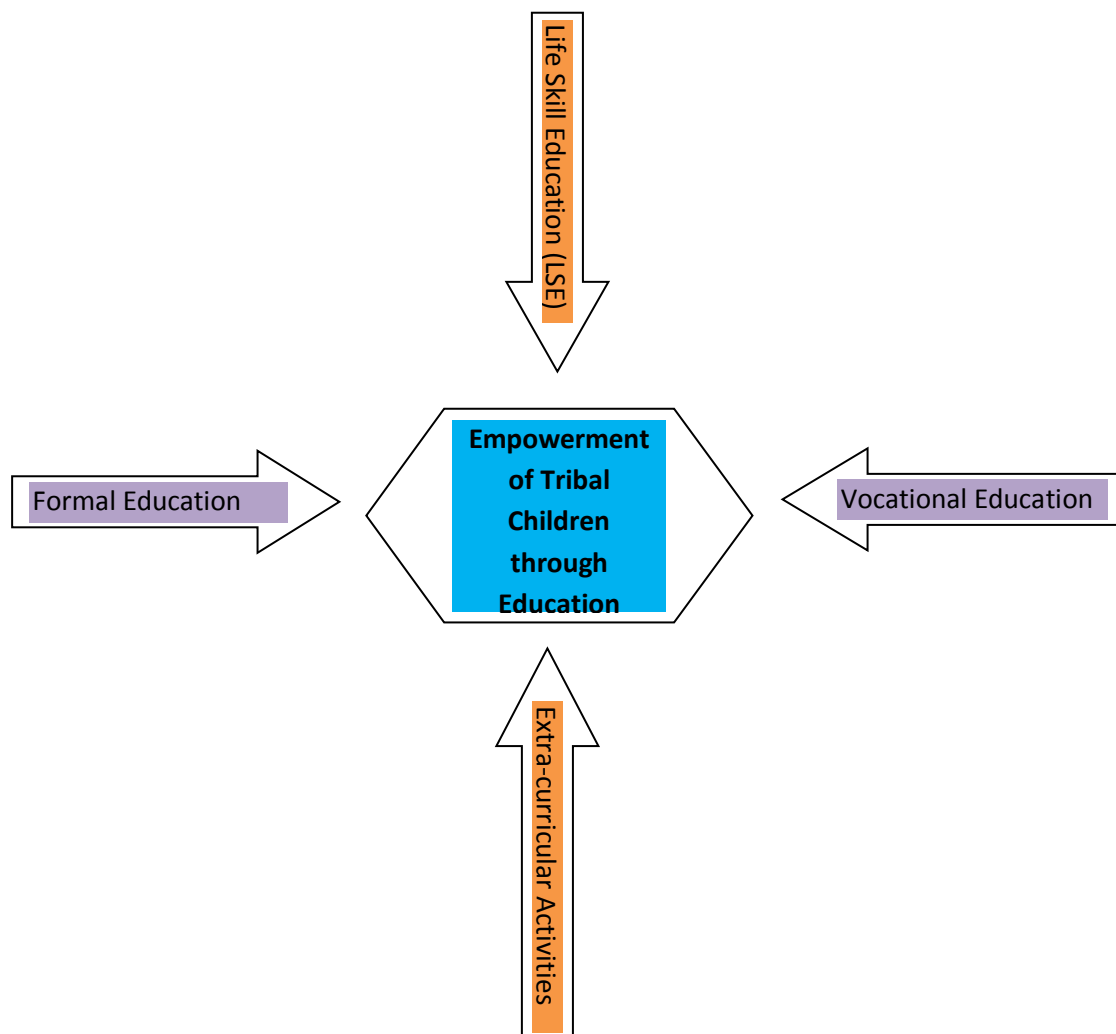
Diagram Representing Impact of KISS on Tribal Communities



Conclusion

Quality infrastructure ensures quality education and quality education ensures masses participation in education programs (Buzdar and Ali, 2011). The high quality infrastructure along with holistic integral education at KISS prepares the tribal children growing into young men with knowledge, skills, progressive outlook, believe in dignity of work. The vocational training has enabled the tribal youth to gain suitable employment or become self-employed. The tribal students get wide exposure by travelling and meeting students and dignitaries from various parts of the world during various programmes. KISS endeavor has stopped children from entering the Naxalite/Maoist movements. They have become the 'change agents' of their community. In other words, KISS has not only 'educated tribal children' but also has 'raised tribal populace'.

Power is the basic requirement of the empowerment which comes through wealth and knowledge that are acquired through education. There is a very strong correlation between triple 'E'. Triple 'E' means Education, Economy and Empowerment. Education brings "economic development" which in turn leads to empowerment. KISS is empowering the tribal children by providing formal education, vocational education and life skill education.



- ✓ “In coming days, poor, neglected and illiterate tribal would certainly be able to join the mainstream society through KISS. They would be able to make valuable contribution for development of their community and society at large”.

Dr. A. Samanta, Founder, KISS, KIIT University

- ✓ "KISS shows how to convert constitutional guarantee for the tribal into reality."

Shri Kapil Sibal, Hon'ble Minister of Communication and Information Technology and Minister of Human Resource and Development, Govt. of India

- ✓ “Growth and Prosperity of a nation come directly through education and KISS is doing a marvellous job to educate the tribal children of our country”.

Shri Montek Singh Ahluwalia, Hon'ble Deputy Chairman, Planning Commission of India

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