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Case Study

BETTER WORLD FOR EVERYONE – A CASE STUDY OF KALINGA INSTITUTE OF SOCIAL SCIENCES, INDIA

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1. PROFILE OF KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS):

Target Population: Tribal children and youth

Geographical working area: Institute located at Bhubaneswar (Odisha), India covering 30 districts of Odisha and also Chhattisgarh, Jharkhand & Assam

Kalinga Institute of Social Sciences: It is a residential institute for 15,000 neglected and deprived tribal children primarily from Odisha and neighboring states (Chhattisgarh, Jharkhand and Assam) located in the eastern part of the country at Bhubaneswar, Odisha (India). As a model institution in the country meant for the tribal population (covering 62 tribes including 13 primitive tribes), it provides education (from Kindergarten to Post graduation), accommodation, food, health care, study material, clothing, vocational training (farm and non-farm sector), games and sports, computer education etc. to the students totally free of cost.

It was established in the year 1993 looking at the growing problems of illiteracy, poverty, malnutrition, child labour, growing Maoism / insurgency concerns, etc. among tribes in the poverty stricken districts of Odisha which constitute about 23% of the total population. KISS been designed to provide an integrated system of learning in which, besides regular education, children are also oriented and equipped to become independent by taking up some gainful activities primarily relating to vocational training. These young men are encouraged to bring in desirable changes in their village by actively participating in the transformation process - rather than looking for greener pastures elsewhere. They are molded as 'change agents' of their community. Now, KISS tribal girls also excel in sports as they have represented India in Commonwealth and Asian Games. KISS is home to 62 tribes including 13 primitive tribes. Raj Kishore, 17, has been at KISS since class one. In 2007, Raj Kishore led the KISS India rugby team at international junior tournament in England. The team returned as unbeaten champions.

1.1 Statement of the Problem

The greatest challenge that the society of India has been facing since independence is the proper provision of social justice to the scheduled tribe people, by ameliorating their socio-economic conditions. According to the 2001 Census, India has 84.3 million Scheduled Tribes comprising 8.1 percent of the total population of the country and constitutes about 23% of the total population of the state of Odisha. Scheduled Tribes constitute the weakest section of India's population. Educationally the tribal population is at different levels of development but overall the formal education has made very little impact on tribal groups. Poverty is an important factor contributing to the low literacy rates, high dropout rates and low participation in higher education among the Scheduled Tribe population.

While the majority of tribal people in India still live in rural areas and forests, they are increasingly migrating to urban areas which can be both voluntarily and involuntarily. Because of a higher incidence of poverty, tribals fail to acquire adequate calories, nutrition and vitamins to keep them immune from various diseases. Poverty and ignorance has also an effect on tribal youths. However parents sacrifice their children's education to the growing needs of their younger siblings in such families and view them as wage earners for the entire clan. Child labour among tribals is also caused by different factors like social traditions, family attitude, customs, and dearth of schools or parental reluctance to send children to school, industrialization, urbanization, migration etc. Among India's 'people at the periphery' are its tribals. Any development process in India should begin with the schemes/programmes meant for scheduled tribes (STs) as they are the most disadvantaged and neglected people in the society.

2. THE APPROACH AND INNOVATION

“Poverty breeds illiteracy. Literacy drives away poverty”

“Given an opportunity, even the weak can excel”

-Dr. Achyuta Samanta (Founder KIIT* & KISS)

* Kalinga Institute of Industry and Technology

All the tribal students of KISS come from below poverty-line families with lower levels of educational attainment and thus are first-generation learners attending school and university. For some, language is a road to upward mobility and for others it is a barrier to even the marginal life of choice and dignity. Different approaches in the classroom and outside by the KISS teachers is instrumental in making the tribal children learn the medium of formal instruction; thereby taking the advantage to carry on higher studies. The tribal children when enters KISS is first introduced to the senior students of his/her own tribe. Hence early socialization of the child takes place amongst the students of the same tribe from whom he enters into the world of the language of formal instruction. Tribal students in KISS have mentors in the institution, some of whom are tribal teachers who bring cultural awareness and sensitivity to the classroom. As tribal faculty, they also have a greater understanding of students' academic and personal situations. In placing a significant value on the students' culture and incorporating it into the experience in a holistic manner, KISS is able to achieve higher retention. Education including boarding, clothing, tuition

and other needs are free for all KISS students. Besides the tribal school, KISS has colleges offering arts, science and commerce.

The vocational training imparted free of cost by KISS helps in upgrading the skills of the tribal youths in various traditional/modern vocations depending upon their educational qualification, present economic trends and the market potential, which enables them to gain suitable employment or become self employed. KISS provides training in computer, compost farming, pisciculture, animal husbandry, art & craft, appliqué, soft toys, tailoring, food processing, painting, driving, bakery, security guard etc. The products made through these vocational activities are marketed and some amount of the profits earned from the sale of these products is given to the students involved in making of the products. The students send the money to their families adding to family source of income. Therefore along with academic excellence, vocational skills are also given priority at KISS.

KISS also provides coaching for disadvantaged tribal students to enable them to successfully compete in examinations for jobs/admission to professional courses. As per provisions in KISS, after successful result in 12th Board, meritorious students are given scope to pursue higher education at KISS in various Degree and Post-Graduation courses. The meritorious students of KISS also join professional courses such as Bachelor of Medicine & Bachelor of Surgery (MBBS), Dental Sciences/Surgery, Nursing, Engineering, Masters in Computer Application (MCA), Bachelors/Masters degrees in Law, Management (MBA), Diploma in engineering, Biotechnology, Film & Fashion, etc. in Kalinga Institute of Industry and Technology(KIIT) University.

KIIT is a sister concern of KISS, where five percent of seats in all professional programs are reserved for meritorious tribal students from KISS and are provided free of cost. These students get jobs through campus placement organized by KIIT University by deed of their performance. 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. This converts these girls from being so called 'liabilities' to 'assets' and be the change agents for their respective communities.

3. COLLABORATION WITH INTERNATIONAL ORGANIZATIONS FOR THE INNOVATION IN EDUCATION AT KISS.

3.1 Czech University of Life Sciences (CULS) Prague with a legacy since 1788 decided to confer the highest degree of the University, Honoris Causa, on Dr. Samanta on 11 3 2013.

3.2 United Nations Population Fund (UNFPA): KISS in partnership with United Nations Population Fund (UNPFA) is implementing a project on "Empowering young people with life skills through building institutional capacity, imparting life skills education and broadening research base for Adolescent Reproductive and Sexual Health (ARSH) and Life Skill Education (LSE)" for about 5000 adolescents in the institute and extend support for promotion of LSE & ARSH in the region from October 2009.

3.3 United Nations Children's Fund (UNICEF): UNICEF in association with KISS has established a Children Development Resource Centre (CDRC) as part of the larger UNICEF-KIIT University joint initiative for the Centre for Children Studies (CCS). The goal is to promote evidence-based policy making

3.4 United Nations Educational, Scientific and Cultural Organization (UNESCO): The project on Groundwater for Emergency Situations (GWES) is a part of the activities of International Hydrological Programme (IHP) of UNESCO. The state of Odisha in general and the coastal regions in particular are more vulnerable to climate-induced natural hazards such as droughts, erratic monsoons, sea level rise, heat waves and cyclonic storms. Assessment of risk of the cyclonic storms and associated floods on drinking water supplies and population, including the students at KISS is being made. This will cater to the need of emergency situation arising due to climate induced natural hazards in the state.

3.5 US Embassy India: Recognising the mission of KISS and contribution to empower poorest of poor, the US Embassy sponsored 'English Access Micro scholarship Program' was launched in KISS on 1st December, 2009. The program has been successful in gradually building up writing, reading, listening & speaking skills in English, for a group of selected students of KISS.

3.6 ORACLE Education Foundation: As per an agreement with Oracle Education Foundation; competition, professional development projects, Think Quest library, local competitions, etc. will be held regularly by KISS under ORACLE's Think Quest programme. This program is instrumental in making students face competitions in different streams consequently to grow and seek opportunities for development.

4. OUTLOOK FOR THE FUTURE:

The prestigious 'KISS Humanitarian Award', instituted by KISS four years ago, is given annually to people with exceptionally high contribution to the society in various fields relating to social issues. Every year an eminent person is selected by the jury for this award. The first recipient of the award in 2008 was Ms. Edna Bomo Molewa, noted social worker & Hon'ble Cabinet Minister, Social development, South Africa National Assembly, Government of South Africa. Eminent Educationist and Physician from South Korea, Dr. Ham Kee-Sun, who is also President & Founder of Hanseo University, received the award in 2009, while the award was conferred on eminent social worker Sir Anerood Jugnauth, His Excellency The President of Mauritius in 2010. The 'KISS Humanitarian Award 2011' was conferred on Rt. Hon Lord Nicholas Addison Phillips, President (Chief Justice) of the supreme court of United Kingdom.

As KISS followed innovative solutions to bring the most vulnerable and marginalized sections of society to the fore-fold of education and simultaneously building their skills for future employability, it can be adopted by other projects as well. The impact of the programme has been manifold. This shows that the model of KISS has been successful and can be replicated on a wider scale in different regions, states and countries in accordance with their socio-economic condition. All these substantial steps and solutions offered and implemented by KISS have been systematically contributing to the United Nations 'Millennium development goals' (MDGs) and 'Nation Building'.

Development Plan of KISS for next 5 years:

- To set up 20 KISS branches for underprivileged sections primarily in different parts of Odisha.
- To set up KISS schools for underprivileged sections in different parts of India particularly in Chhattisgarh, Jharkhand and Delhi.

5. INSPIRATION FOR THE GLOBAL INVESTORS:

Investors in the modern era are heterogeneous group. At one end, we have investors who are having time, efforts and money to invest on a continuous basis ; they are able to keep track of stock price movement regularly and are likely to have diversified portfolio of investments within their own country and also in MNC stocks.

On the extreme end, we have occasional investors who are inspired by the performance of some blue chip corporate. Such investors invest due to the passion they develop towards such corporate, their promoters and their profile. They are likely to have emotional attachments. They do not trade frequently in the stock market especially in such stocks. Such investors are not involved on a full time basis. The case discussed falls under this category.

A longitudinal perspective of a real time case in India is being discussed for the benefit of the participants in general and investors in particular. Motivation to the investors is felt by the authors as equally important as that of guiding factors. Adding value to the society in terms of contribution like that of Dr. Achyuta Samanta is the need of the hour. Investment need not be always in monetary terms.

TWO QUESTIONS FOR DISCUSSION:

- Do you think KISS should expand its operations vertically by scaling up more value added activities for the benefits of students at the existing Odisha campus?
- Do you think KISS should expand its operations horizontally by covering Chhattisgarh, Jharkhand and Delhi. ?

TEACHING NOTES FOR THE CASE

1) Do you think KISS should expand its operations by 20 more KISS schools in Odisha, by scaling up more value added activities for the benefits of students at the existing Odisha campus?

Discussions will be based on the facts and figures captured in the case. However deliberations based on current status of higher education in India will be elicited

- Challenges of providing quality higher education to students , after completing the higher secondary courses will be brought out, during the discussions
- Funding for providing quality higher education to students , after completing the higher secondary courses will be brought out, during the discussions
- Imparting skills for the students based on the performance in SSC, HSC will be highlighted.
- Focused attention for preparing for professional programs will be brought out.
- Based on the experience of KISS, different models of social entrepreneurship to suit the needs of the society matching with the skill, expertise available from out of passed out students of KISS, need to be brought out during the discussions.
- In the long run, need for identifying an USP for KISS to be brought out during the discussions

Question 2: Do you think KISS should expand its operations horizontally covering Chhattisgarh, Jharkhand and Delhi. ?

Discussions will be based on the facts and figures captured in the case.

- SWOT analysis of the existing model will be brought out
- Benefits of replicating the Model in Chhattisgarh , Jharkhand and Delhi to various stakeholders will be brought out, during the discussions
- Challenges in these three different locations may vary and applicability of the existing Model need not be same at these locations. Comparative analysis of these locations to be brought out, with available inputs
- Need for establishing operational feasibility and financial viability even for institutions like KISS (social entrepreneurship) are to be brought out.