

# **KALINGA INSTITUTE OF SOCIAL SCIENCES**



## **EVALUATION STUDY-2010**

**BY**

**DIVERSIFIED ENERGY SOLUTIONS (P) LTD**



**INDIA**

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**2010**

## **ACKNOWLEDGEMENT**

The evaluation team would like to express its sincere thanks to KISS staff members for their co-operation and contributions. We are indebted to the students, parents, respected members of the society who provided us with valuable insights to understand the overall impact of KISS interventions. We also acknowledge our gratitude to the Founder of KIIT & KISS Dr.Achyut Samanta for his crucial support and inputs.

# Table of Contents

EXECUTIVE SUMMARY .....	4
1. INTRODUCTION.....	5
1.1 BACKGROUND.....	5
1.2 METHODOLOGY.....	5
1.3 EVALUATION TERMINOLOGY.....	5
1.4 EVALUATION LIMITATIONS AND LESSONS LEARNED .....	7
2. OVERVIEW.....	7
2.1 INDIAN CONTEXT.....	7
2.2 ORISSA CONTEXT.....	9
3. KALINGA INSTITUTE OF SOCIAL SCIENCES- AN OVERVIEW .....	12
3.1 GENESIS.....	12
3.2 VISION & MISSION .....	15
3.3 AIM.....	15
3.4 OBJECTIVES OF KISS.....	15
3.5 CULTURE.....	16
3.6 LEGAL STATUS .....	17
3.7 KIIT: A SELF-FINANCING PROFESSIONAL ORGANIZATION.....	17
3.8 DR ACHYUT SAMANTA- SOCIAL INNOVATOR, ENTREPRENEUR AND VISIONARY.....	18
4 OTHER ACTIVITIES .....	19
4.1 NETWORK & ADVOCACY.....	19
4.2 EXTRA CURRICULAR ACTIVITIES .....	19
5. PARTERSHIPS & LINKAGES .....	23
5.1 MACRO LEVEL .....	23
5.2 MICRO LEVEL.....	24
6. MAJOR FINDINGS .....	25
CASE STUDIES .....	26
7. CONCLUSION & RECOMMENDATION .....	29
APPENDIX I: TERMS OF REFERENCE .....	32
ANNEXURE II: EVALUATING AGENCY PROFILE.....	36
APPENDIX-III: KISS FACILITIES .....	38
APPENDIX – IV: KISS ORGANIZATION STRUCTURE.....	40

## EXECUTIVE SUMMARY

Kalinga Institute of Social Sciences is one of the largest residential institutes for tribal children. It's just not a school but an institution that is involved in providing holistic development of mind and body for young children who are deprived of quality education, physical development and a future.

The brainchild of Dr. Achyut Samanta, KISS has emerged as an innovative model of education. Influenced and motivated by his own childhood poverty and deprivation, Dr. Samanta founded KISS in 1993. It started with 293 children from adjoining slums of KIIT campus in Bhubaneswar. It currently houses 12000 tribal children from different tribal areas of Orissa. Dr. Samanta has been the main force behind the growth and expansion of KISS. His hard work, determination and a very impressive education model has made KISS the connoisseur of tribal education.

A few areas where KISS needs to further strengthen its work is in making the model an universal model for education and not remain an island of excellence. It should develop its monitoring and evaluation framework which will help in assessing progress and planning for the future.

The most critical element of KISS' model is sustainability and self reliance. KISS' education model emphasises on preparing children to earn their livelihood in future and hence vocational training is a very important part of the curriculum. Our interaction with the children accentuated the novel approach of KISS. Instead of denying the right to education and development to the tribal children, KISS provides them education and training to have a bright future. We observed that most of the children interviewed for this study wanted to pursue medicine and wanted to become doctors in future. KISS has given them a right to choose their vocation as well as dream of a future unheard of in their communities and families and to borrow a few lines from Sri.Aurobindo which describe the children of KISS- "***We do not belong to the past dawns, but to the noon of the future***".

# **1. INTRODUCTION**

## **1.1 Background**

Diversified Energy Solutions (DES) is pleased to present this report on the evaluation of Kalinga Institute of Social Sciences. DES was engaged by KISS to conduct the evaluation in 2010.

The evaluation findings and recommendations are intended to support KISS in the development of more effective partnerships and programmes.

This final report presents the findings, conclusions and recommendations of the evaluation.

## **1.2 Methodology**

### **Evaluation Objectives and Framework**

Based on consultations with stakeholders inside and outside KISS, the original evaluation objectives outlined in the ToRs (see Annexure I) were as follows:

- To describe and analyze KISS' experience to date in setting up of a holistic educational institution.
- To identify the key strengths, areas for improvement and lessons learnt by KISS.

## **1.3 Evaluation Terminology**

**Time-frame:** The evaluation focused on the time frame 1993-2010

## **Evaluation Team**

The Diversified Energy Solutions' Evaluation Team consisted of the following members:

- Dharitri Patnaik – Team Leader/Social Development Expert
- Anwikshika Das – Evaluator/Social Anthropologist

## **Evaluation Process**

The evaluation was managed by KISS and data collection and analysis were carried out by the DES Evaluation Team in close consultation with KISS.

There were three major sources of data for this review: People, documents and site visits.

- **People:** Children in KISS, the primary stakeholder, teachers and the Principal were interviewed for the evaluation
- **Documents:** The Evaluation Team reviewed and analyzed numerous KISS reports and documents
- **Site visits:** Evaluators visited the KIIT and KISS campuses to conduct interviews and meet with the students and other stakeholders

## **Methods of Data Collection and Analysis**

Key methods of data collection were document review, semi-structured face-to-face interviews, observations during field visits and e-mail correspondence.

## **1.4 Evaluation Limitations and Lessons Learned**

The Evaluation was done in a very short time frame and the Evaluation Team faced a number of limitations related to design, data and planning that contributed to a considerable amount of loss of time. The evaluation relied mostly on secondary data. It is recommended that future evaluations need to consider the limitations.

## **2. OVERVIEW**

### **2.1 Indian Context**

In spite of being the largest democracy in the world, India hasn't yet been able to ensure implementation of policies aimed at the economic and social well being of a majority of its people. The country has come a long way since 1947 witnessing different economic perspectives of development and alleviation of poverty over the time. The initial Nehruvian era of planning revolved around industrialization as a prime instrument of poverty reduction through a much centralized state controlled planned economy aimed at enhancing self sufficiency and increasing public savings and investments. Since the mid nineteen sixties, the era of *Garibi hatao* helped bring agriculture in the fore-front with the state playing a decisive role towards promoting as well as facilitating growth of agriculture. Indeed with the rise of Green Revolution, stocks of food grains increased manifold, though in spite of interventions like nationalization of banks and price controls the growth rate could not exceed beyond 3.5 percent a year. The period beginning after 1977 once again witnessed efforts of enhancing industrial growth through relaxation of controls on inputs on the one hand, and on the other injection of a series of subsidies through a wide range of anti- poverty schemes. The growth rate however saw an improvement hovering around a figure of 5.5 per cent. This was followed by what can be called as the structural adjustments and reforms phase that vigorously opened up the economy to private and foreign investments with the State changing its role from that of the prime controller of investments to an agency facilitating the growth of market driven enterprises and

entrepreneurship. This though was expected to divert government funds more to the social sectors, in reality that could not be realized particularly on the face of continuing fiscal deficit. Combined with the programmes of structural adjustments and growing credence on liberalization, the era of the post nineteen nineties witnessed a rising economic growth along with high returns from tax revenue. The recent years have indeed witnessed a high growth rate ranging from 8 to 9 per cent. Evidently however, such growth performances haven't been able to place any significant impact on the welfare of the poor and the poorest lots in the country.

Realizing the massive ramifications of such exclusions of the poor from the economy and their increasingly reducing access to health, education and other social security measures, the government has now placed an emphasis on 'inclusive growth' that must include highly convergent social protection schemes, carefully carved out capacity building programmes, enhancement of the resource base of the poorest, universal access to quality primary and post primary education and health measures and facilitating a growth of farm and non-farm activities in tandem, albeit through a robust mechanism that can systematically exclude the better off sections from eating into the privileges meant for the poor. Needless to say that much would depend on the modalities of raising revenue and organizing allocations and spending along with reinforcing the existing and creating newer institutions which can ensure that benefits reach the poor. Newer instruments such as the right to information (RTI), an emphasis on rights based approach to development, employment guarantee at rural sites, strengthening of the local self-governance structures at different levels, universalization of education in the countryside, willingness and participation in partnering with people and civil society organizations on part of the government are some of the methods that seem to have touched and affected parts of the countryside. While on the one hand, such approaches have immense potentials of poverty alleviation and ensuring entitlements to the poor, they have also provided a scope for the public- private and the GO-NGO partnership in '**reaching the unreached**'. Carefully dovetailed within varying contexts of spaces and states, these approaches together with capacity building of the poor can initiate and bring changes in their lives.

Combinations of such efforts will need to be different across states in the country, for they have had different trajectories in development and are different in terms of their socio-economic bases(s) and share of chronic, marginal and vulnerable poor.

## **2.2 Orissa Context**

Orissa houses some of the most under-privileged and socially excluded sections of the population and is one of the poorest states in India in terms of access to development programmes and per capita income. Characterized with a low growth, high incidence and density of poverty, dismal state of human development and lack of occupational diversity, the state poses a challenge to the analysts and practitioners of development alike. In spite of its being predominantly an agrarian economy over several decades, it could hardly ever witness any robust agricultural growth since the colonial days. Much of its area has remained untouched by new farm technologies leading to stagnant output and low crop productivity. Unfortunately, even during the post- reform period, the state has remained in a quartile of the 'least performing' states in terms of growth as well as effective governance.

Significantly, contribution of agriculture in the GSDP has been declining progressively since the early nineteen eighties, though the share of employment in the sector to the total employment has not undergone any notable change. This suggests a fall in the labour productivity in agriculture. Such a phenomenon is acutely pronounced in most tribal regions in the State which are also characterized by an acute shortage of infrastructure and market linkages as well as pronounced lack of literacy. Broadly, the western half of the State and particularly its northern and southern regions lag behind the Coastal region on most of the development indicators in rather serious proportions. For example, while the average State literacy rate is 63 per cent, it stands at 80 percent in Khurda and only 31 per cent in Malkangiri. The Southern region of the State including Koraput, Malkangiri , Rayagada and Kalahandi are pockets of intense poverty with more than 90 percent of the tribal population in them being poor and vulnerable. Notably, as much as 32 per cent of the tribal population in the State lives

outside of the 'schedule area' that excludes them from some specific government privileges and programmes. Indeed around 50 per cent of the population in the state living in its Northern and Southern regions lives in 'isolation' where physical and social infrastructure have not yet arrived on a scale, capable of creating even a semblance of synergy between development schemes and human well being. With nearly 45 per cent of its villages and hamlets having less than 500 heads as population, they simply remain out of the purview of programmes like the *Pradhan Mantri Gram Sadak Yojana*. Scattered character of settlements coupled with bureaucratic apathy at different levels, make it difficult to include all in the scheme of development. This also makes it tough to monitor the quantum and quality of service delivery by schools and health centers particularly during the rains and weeks immediately after that.

The progress on social sectors in the State has generally been low. As against the male literacy rate of 76 per cent, the female literacy rate is only 51 per cent; ***the drop-out rate of tribal students each year has been more than 50 percent and in as much as seven of the thirty districts, female literacy rate is below 30 per cent.*** Core indicators of health point at a poor picture, for the Maternal Mortality Rate (MMR) and Infant Mortality Rate (IMR) are much higher than the national average with more than half of the children in the 1-5 age group being under-nourished in the rural and tribal pockets.

Much vulnerable to disasters and calamities such as droughts, cyclones and floods, the State often falls behind by their major strikes that often recur in varying intensities. Between 1980 and 2002 the State witnessed as many as 15 droughts and 12 floods and yet it does not have any definite long term measures of dealing with persistent drought conditions especially in regions of its Western half. Under the circumstances, agriculture often becomes risky and the poor farmers tend to migrate out for shorter as well as longer duration to cities within and outside of the State. The situation is compounded often by development induced displacement of people from specific regions. During the last five decades, the tribals have lost thousands of hectares of land in projects related to construction of dams and establishment of industries and mines. Estimates show that nearly two lakhs of people, a majority of them being tribals have

been displaced of their land between 1951 and 2000. A pronounced absence of re-settlement policy for long has resulted in further pauperization of displaced households, and the newly introduced displacement policy of the 2005 still remains shrouded with its ineffective implementation.

Orissa is one of the most educationally backward states in India. With high levels of poverty, and a large rural population located in remote forest regions, the state faces many challenges in the universalization of Primary Education. With a vast tribal population speaking many languages and dalit communities excluded from the mainstream it has been difficult to reach out to and provide meaningful education to the most deprived sections. Gender discrimination continues to be a problem with girls denied access to education due to lack of infrastructure such as toilets, safe passage to and from distant schools and parental attitudes resulting from extreme poverty.

### **3. KALINGA INSTITUTE OF SOCIAL SCIENCES- AN OVERVIEW**

#### **3.1 Genesis**

KISS was established in the year 1993 in Bhubaneswar, with a capacity of 125 tribal slum children. The institution has seen remarkable growth over the last few years. The students come from nearly all the 30 district of Orissa and 62 tribal groups including 13 primitive tribes. The demand for such a school has led to the groundwork for establishment of 20 such schools in the tribal dominated districts of Orissa.

The school seeks to address various concerns related to tribal development including tribal children's education, livelihood, health concerns, cultural integration, sports and development, etc. by creating an appropriate forum for debates and promoting awareness on right to education amongst the tribal communities through innovative learning and lifelong education.

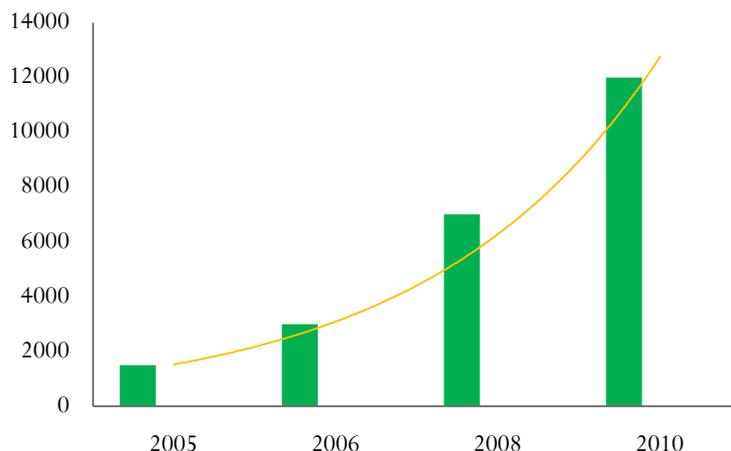
Holistic Education with emphasis on life skills empowers the children from marginalized communities and brings a qualitative change in their life by ensuring their livelihood. KISS has been strategic in addressing the problems and the interventions have been planned accordingly.

Since its inception, the school has been rendering commendable service in the field of education. It imparts value education in a stress free and child friendly, healthy environment. The children are getting formal education with residential facilities up to Graduation level, they are also provided with vocational training for sustainable economic security. The school is recognized by the Board of Secondary Education Orissa, Council of Higher Secondary Education of Orissa and affiliated to Utkal University, Orissa, India. Presently the school has tribal children from almost all the districts of Orissa from Class-I to Graduation level. KISS aims to give a right direction to the life of the child. Among the children there is a growing commitment towards perfection.

The schools set up by the Government for the tribal children at times fail to impart quality education due to a number of reasons. Some of the reasons include poor facilities, poor infrastructure, bad management and most of the times inaccessibility. As majority of the tribal population in this part of the country are located in remote, hilly areas; schools in the plains become inaccessible to them. This has resulted in low enrollment or huge drop out amongst the students. Compounding issues of acute poverty, illiteracy, backwardness and exploitation in the tribal regions has resulted in agitations which further grow exponentially into violent actions motivated by radical ideologies. The tribal youth and children due to lack of education and hence lack of livelihood/employment opportunities get exploited either by traders and other such classes or by the radical ideologies. This initiative of KISS has helped thousands of children and drop-outs / unemployed youth to liberate themselves from the clutches of exploiters. But bringing children from their villages has not been an easy task. As extra hands to the families means extra source of income, it was an arduous task to convince the parents. And sending children to a faraway place 'only' for education wasn't a reason enough to convince parents. Finally, they sent their children to KISS as education, accommodation, food, health services and all the other necessities of life was being provided free of cost. The 'earn while you learn' concept of KISS further motivated parents to allow their children to join KISS. It trains each of the students in some vocational skill or the other. 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. Children send the money back to their families adding to their source of income. This lays the foundation of future employment/self employment of the student and their community. Not only education and vocational training; students with a leaning towards sports are also given a scope to hone their skills. Today KISS has a very successful rugby team (boys and girls), who have won several championships all over the world. Thus, emphasis is given on all-round development and each of the students is provided with an opportunity to excel in whichever fields they aspire to do so. And employment / job facilities are created for each of the students who pass out from the institute irrespective of any field. Thus,

KISS has adopted its own strategy by way of using/ combining resources already existing or by discovering new resources or services/ service delivery methods.

### **Enrollment of Students in KISS 2005-2010**



Over the last five years KISS has witnessed exponential growth. In 2005 it had 1500 students, 3000 in 2006, 7000 in 2008 and 12000 in 2010 as shown in the graph above. For a capacity of 1500 seats, 50,000 applications were received for the current academic school.

In order to meet the growing demand for similar institutes such as KISS schools are coming up in few neighboring states including Jharkhand, Chhattisgarh, Madhya Pradesh, Karnataka, etc. This model will also be replicated in Nepal, Cambodia, Thailand and Vietnam.

## **3.2 Vision & Mission**

### **Mission**

**To bring a paradigm shift from mere schooling to innovative learning with emphasis on continuous lifelong education**

### **Vision**

**To build up KISS as a preferred centre of learning for the poorest of the poor tribal children of the society with a focus on formal and livelihood education and scope for all-round development**

## **3.3 Aim**

- To provide employment opportunities to the tribal communities.
- To give them an opportunity to upgrade their skills by providing them with exposure in and outside the state.
- To provide a combination of formal education with vocational training.
- To offer a multitude of vocational training courses.
- To provide a choice of livelihood activities for the tribal children.

## **3.4 Objectives of KISS**

One of the main objectives of the Kalinga Institute of Social Sciences is to provide free education to the unattended and neglected tribal and underprivileged children. The adopted motto – “Perfection through practice”, is largely to achieve the following objectives.

- a. To impart all-round education which can make students physically fit, mentally alert, intellectually capable, emotionally balanced, socially responsible and morally forthright.
- b. To inspire creativity among students, along with a sense of ‘determination’ and ‘purpose’ towards the action they undertake - so that they acquire knowledge

and skills to weigh and consider outcomes with reason, empathy and intuitive judgment.

- c. To train students to be self – reliant, resourceful and able to effectively manage the challenges of life while harmoniously adopting to constant changes in the environment with self – confidence, general awareness, self-control and mature symbiotic relationships.
- d. To instill human values among the students and mould them to become men and women of character – to act as agents of positive change in the society for creating a better future and improving the standard of life.
- e. To enable the children to earn a decent livelihood by practicing both farm and non-farm activities after leaving the campus.

### 3.5 Culture

Recognizing the diversity in the social fabric the school has adopted the following features as its organizational culture to achieve total quality management.

- **Discipline:** growth oriented and effectively balanced with freedom of expression.
- **Student:** Teacher interaction -a right balance between formality and informality.
- **Interpersonal Relations:** a right balance between independence and interdependence.
- **Inter- personal Relation:** KISS provides an atmosphere to have a right balance between sensitivity and courage. It encourages the Dignity of labour to help the student to realise the importance of work-through social service and self-reliance.
- **Group Dynamic:** Right from the students of class I to the principal, of the institute there is a bond of love and respect to each other, which is reflected in the every day activity in the class room, play ground and in the work place as a whole.

- **Leadership:** Contributes apart from controlling the students, teachers at the primary school take care of the students and at the secondary level they act as 'friend, philosopher and guide.'
- **Competitiveness:** apart from extending cooperation and support to their peers, students are encouraged to compete with teams of other schools.
- **Religious tolerance:** unity is the essence of all religion is the experience of the students by visiting different religious institutions.

### 3.6 Legal status

KISS is registered as a not-for-profit organization. The model is that of self sustainability than dependence on external funds and grants. The model includes cost-recovery through the sale of goods and services to a cross section of partnering institutions – public and private, as well as to target population groups. To meet the expenses of the organization and scale of its activities, KISS mobilizes resources from various grant making institutions as well as financial institutions.

### 3.7 KIIT: A Self-Financing Professional Organization

The Kalinga Institute of Industrial Technology occupies an enviable place and is regarded as a great centre of learning in India. With ten campuses in Bhubaneswar and spread over an area of 175 acre of land, it is a great Institute and a capstone of education today. KIIT has the distinction of being the youngest institution in the country to be accorded University status. Within a very short span of time, Kalinga Institute of Industrial Technology has grown from an ITI training centre to an internationally recognized technical educational institute with comprehensive infrastructure and academic facilities. Started as an ITI centre, the centre expanded to house various programmes like Degree & Diploma in Engineering, Masters in Technology, Masters in Computer Application, and Masters in Business Administration etc. The growing focus of the institute is on advanced technological and scientific research.

### **3.8 Dr Achyut Samanta- Social Innovator, Entrepreneur and Visionary**

Dr. Samanta has always drawn motivation by the experience of his childhood days. He had lost his father at the tender age of four. His poor and deprived family strengthened Dr Samanta's resolve to achieve success. Though it was difficult to pursue his education, he did struggle and completed his M. Sc degree in Chemistry in 1986. He served for 10 years as a lecturer in various colleges under Utkal University but gave up his job to set up KIIT. In 1992 at the age of 27, Dr. Samanta established KIIT Society as its Founder with an Industrial Training Institute under it with only 12 students and two faculties. Through his exemplary entrepreneurship, he could transform this small initiative to a Deemed University in the year 2004, which offers B.Tech, M.Tech MCA and MBA programmes. All these are achieved within a short span of 12 years and he became the youngest Chancellor in the country. Amid the huge success of KIIT as an educational institution, social service has been the core philosophy of Dr.Samanta's life. Under his guidance, KISS has taken several direct initiatives for the development of tribal and other underprivileged sections of the society.

His resolve and belief to provide free and quality education with food and accommodation to the thousands of needy and neglected tribal children in remote inaccessible parts of our state is rooted in his experience from his childhood days. ***He firmly believes that "only education can release human from the bondage of poverty" and the mentor continues to propagate the value of education among the impoverished children of the state.***

## **4 OTHER ACTIVITIES**

### **4.1 Network & Advocacy**

In this age of globalization, sharing of knowledge and technology has become essential and inevitable. Otherwise an individual or an organization becomes incompetent and dormant. Kalinga Institute of Social Sciences shares its education strategy with other schools through the education watch programme that networks schools across the country. It proposes to undertake the following activities in the coming years.

- Emerging rights based issues like “Education for tribal Children” will be addressed through workshops at different level.
- Training, advocacy, research and consultancy
- Conventions and knowledge fairs with children

#### **Education Watch**

KISS shares its experience and knowledge with other NGO’s and GO’s working in similar areas. The organization facilitates the spread of its core competencies for the greater benefit of a large number of people. It aims at ensuring better management of programs that leads to a sustainable process of development of a large geographical area.

### **4.2 Extra Curricular Activities**

#### **Weekend Entertainment**

Children go out of their classrooms in every weekend for a sightseeing to nearby places to enrich their knowledge.

#### **Special classes**

Specialization Classes inspires and encourages the children to express themselves freely. The plethora of activities provides unlimited opportunities to the children to explore their areas of interest. Intensive coaching is available through 'specialization classes' that can identify the aptitudes of the students to excel in their chosen discipline.

### **Sports**

Separate play facilities and experienced trainers are available for outdoor games like Rugby, cricket, football, tennis, basketball, volleyball, kho-kho and badminton. Similar facilities are also extended to indoor games such as table tennis, carom, chess, etc.

### **Physical Exercise**

School provides Gym for physical fitness to all the sports students with special diet in the morning and evening time.

### **Personality Development**

Students compete in areas of self expression such as debates, quiz, elocution, mono-acting, science talk, essay writing, poetry recitation, 'antakshari', dumb charades, mock interview, bravery test, etc. for development of their personality.

### **Meditation Vedic Recitation and Yoga**

Meditation and Vedic Recitation is done by the students in every evening and that emanates positive vibrations and activates the memory cells of the individual. Meditation helps in improving the powers of concentration and provides an opportunity for introspection.

### **Music**

Besides the above, the students in KISS are also trained on music and yoga. Trained and experienced teachers have been assigned to teach yoga for development of the

mind and body. Yoga helps in improving the powers of concentration and in relieves stress from mind and body. Music also provides entertainment and is a great source of enjoyment in the tribal world. Therefore, students find this class extremely fascinating and it is also found that, in the music there is ample of talent among the students.

### **Seminar**

Seminar on farm and non-farm activities are organized in the school campus to upgrade the knowledge of students on different vocational activities.

### **Learner's Park**

The proposed learner's park in the school will be an added attraction for its inmates and outsiders. The park will showcase various tribal heritage in the form of models, replicating the village lifestyle of the tribal communities like the Bonda, Paraja and Juanga villages with respective tribal handicrafts, artifacts, herbarium of medical plants and other things unique to the tribal culture. 'A home away from home' will find a true expression in the proposed park.

### **Guardian Meet**

Education demands the improvement of students and seeks strong parental cooperation. The school has arranges parents/guardians and teachers meeting in series to provide ample opportunity to interact freely and exchange views, opinions and suggestions for the improvement in the teaching-learning process of the school. Besides this, these meeting serve as good platforms for teachers and management members of the school to convince parents/guardians on the value of education, about the future perspective of the school and motivate parents/guardians to admit their children into the same.

## **Picnic, Excursion & other Entertainments**

The school has always attached a lot of significance to exposure visits of the students. Picnic, excursions are the refreshment programmes which give freshness in the mind and body. The visits are intended to act as refreshment from the day to day classes in school and are an extension of the learning process that is based on their individual experience in the visit. It helps to understand the facts and figures those are normally not discussed in the classes. The students also tend to have an idea about the geography and the overall environment of the place. These exposure visits go a long way in enhancing the knowledge and skills of an individual.

Entertainment in the campus includes film shows on different educational programmes and subjects relating to national geography and cultural programmes those are held in the previous years of the school.

## **The School Day**

The school has initiated a move to use 'Child Book' for assessment of the child's progress in the school. Largely, it is a monitoring tool and this card contains several information relating to the child.

The card contains all personal information of the child, his/her family members, hobbies, preferences, future plans, observations of mentor, vocational activities, assistance, health support and capacity building support etc. This card is a complete database of the child and it is designed to fulfill the larger goals. It also helps in the selection of a course for higher education, career or profession.

## 5. PARTERSHIPS & LINKAGES

KISS works in collaboration with various organizations and agencies across the board- from international to local, from government to corporate, non government organizations and UN agencies. These partnerships and linkages have provided KISS the opportunity to showcase its work, leverage funds to sustain itself and in scaling up the model to other places where it is deemed necessary.

### 5.1 Macro Level

Sno	Organization/Agency	Areas of Collaboration
1.	<b>Government of India</b> <ul style="list-style-type: none"> <li>Ministry of Tribal Affairs</li> <li>Women &amp; Child Development</li> </ul>	<ul style="list-style-type: none"> <li>Identify youth or drop-outs for vocational training</li> <li>Leverage schemes, stipends and scholarships to students for pursuing education including higher education</li> </ul>
2.	<b>United Nations Population Fund (UNFPA)</b>	<p>UNFPA'S first south-east Asian centre on life skill education has been set up at KISS.</p> <p>This will overcome knowledge and skills deficit for life skills education in the state of Orissa. The Programme addresses concerns of tribal adolescents who are highly vulnerable and have fewer opportunities to access information.</p>
3.	<b>Embassy of United States of America in India</b>	<p>US Government has selected KISS to implement US Embassy's innovative project - <b>English Access Micro Scholarship Programme</b>. It provides a foundation of English language skills to 14-18 years for better future prospects. This will enhance job value of the students.</p>
4.	<b>ICICI Bank Foundation</b>	<p>Under the '<b>Read to Lead</b>' programme of the ICICI Bank, elementary education of underprivileged students between the age group of 3-14 years including girls and tribal children from the remote rural areas is carried forth.</p>
5.	<b>EXIM Bank</b>	<ul style="list-style-type: none"> <li>EXIM Bank has been one of KISS' main partners in promoting the Rugby team at the state, national and international levels.</li> </ul>

		<ul style="list-style-type: none"> <li>Assisted KISS in constructing a Rugby stadium</li> </ul>
6.	<b>Give India Foundation</b>	KISS has been received an accreditation by the Give India Foundation
7.	<b>IT Companies -Oracle, Microsoft and others</b>	<ul style="list-style-type: none"> <li>ICT learning materials, software, Support for innovative, interactive learning.</li> <li>Support in setting up of kiosks in the rural levels as a source of livelihood for the tribal youth.</li> </ul>
8.	<b>Universities at the National and international level</b>	<ul style="list-style-type: none"> <li>Research and training programmes</li> <li>Exchange programmes</li> </ul>
9.	<b>Corporate houses</b>	<ul style="list-style-type: none"> <li>Tribal displaced children from project areas and peripheral areas of the corporate to study at KISS. The drop-outs and youth also join either for vocational training or for pursuing their education at KIIT University's ITI or any other centres/schools.</li> <li>Recruit students from KISS for jobs.</li> <li>Assist in setting up libraries, sponsoring various sports teams, etc</li> </ul>

## 5.2 Micro Level

<b>Slno</b>	<b>Organization/Agency</b>	<b>Areas of Collaboration</b>
1.	<b>Government of Orissa</b> <ul style="list-style-type: none"> <li>Department of Scheduled Castes &amp; Scheduled Tribes Welfare Department</li> <li>Scheduled Caste &amp; Scheduled Tribes Research &amp; Training Institute</li> <li>Rural Development Department</li> <li>Employment &amp; Labour Department</li> <li>Women &amp; Child Development Department</li> </ul>	Government schemes and Scholarships for Tribal students  Employment for Tribal students

## 6. MAJOR FINDINGS

The evaluation assessed the progress against the objectives of KISS. Following are the major findings of this study. A few case studies have been depicted to capture the essence of KISS' contribution to bringing about change in people's lives.

Slno	Objectives	Interventions	Impact
1.	To impart all-round education which can make students physically fit, mentally alert, intellectually capable, emotionally balanced, socially responsible and morally forthright	KISS education system provides holistic education.	<ul style="list-style-type: none"> <li>• 12000 children presently enrolled in KISS who have access to quality education.</li> <li>• Students from 60 tribal communities in its campus, which includes all 13 primitive tribes of the state. <ul style="list-style-type: none"> <li>• Students participated in International and National level competitions and tournaments</li> </ul> </li> </ul>
2.	To inspire creativity among students, along with a sense of 'determination' and 'purpose' towards the action they undertake - so that they acquire knowledge and skills to weigh and consider outcomes with reason, empathy and intuitive judgment		In KISS the pass percentage in High School Certificate Examination has been 100%

3.	To enable the children to earn a decent livelihood by practicing both farm and non-farm activities after leaving the campus		Vocational training is imparted to the students to prepare them to earn their own livelihoods. Students trained and recruited by corporate.
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KISS is purely a residential tribal school, which houses about 12000 students and 375 teaching and non-teaching staff.

### Case studies

#### Laxman Hembram

Laxman Hembram hails from a tribal village Bambod in Mayurbhanj district. He is a class X student in KISS. He has been studying in this school for the past two years. Earlier he was studying in his village. His elder brother also studied in this school and he was an inspiration for Laxman to join KISS. “There has been a huge amount of change in me and my life ever since I joined this school”, says Laxman. Being from a tribal background he was very shy and an introvert but now has become confident. He believes that he has received the best form of education and knowledge here. He thoroughly enjoys the classes and other activities that are carried out in the school. Laxman is a bright student and has a good future. He is one of the 100 students selected for learning English. He has also participated in science exhibitions and has been a winner in many such competitions.

**Laxman dreams of being a doctor and working in his own village for his own people. “People in my village are very superstitious when it comes to diseases and sickness. I want to become a doctor and make them understand the importance of medicine”.**

Studying in the school has instilled the confidence in him to dream big and to realize his dreams. “I can feel the change in myself, it’s a different me”, Laxman said proudly.

## **Jamuna Pingua**

Jamuna Pingua is a 15 years old girl belonging to the Munda tribe from Jharkarmapatna village in Mayurbhanj. She is a student of class X and had joined this school after completing class V in her village school. Her father is a farmer and mother works as Anganwadi worker. She has five brothers and sisters all of them are married. She is the only girl in her family who is still pursuing her studies and wishes to become a doctor in future.

Jamuna believes she has transformed a lot, ever since she joined KISS tribal school. ***“Education in my village school was not good. There were very few teachers with no proper education, but here the teaching is different and more fun to learn”***, says Jamuna. She further added that coming from a tribal village she had learned no manners, etiquettes and was not able to speak in front of people. Now she has not only become competent in studies but also learnt the basic manners and behaviour.

She also likes other activities like sports and vocational training imparted to them in KISS. She is extremely fond of sports and loves playing rugby and other such games.

“Looking back I feel I have done the best thing ever by joining KISS. Had I not come here I don’t think I would have been able to complete my studies and would have dropped out of school by now”, said Jamuna with a sense of satisfaction. ***“I wish to fulfill all my dreams which once I had never thought of in my life and all this would have never happened had I not joined here”***, added Jamuna.

## **Prashanti Rani Nayak**

Prashanti Rani Nayak, another tribal girl from Mayurbhanj district has a similar story to tell. Prashanti belongs to the Gondh tribe from a village called Pahadabanga in the district. “Our school is very different from the school in my village. Here apart from the courses we learn so many other things which helps us improve our understanding”. The teachers and students are all very supportive and helpful. She is learning to make appliqué works and tailoring as part of her vocational training classes. She says that she has developed a sense of competition which helps her to study hard.

**“We study together and seeing others studying around us brings about a competitive spirit in me and motivates me to study harder”.** She aspires to become a doctor and have her own clinic in the village where she can help the poor and needy.

### **Rajesh Sarkila**

Rajesh Sarkila is a 13 years old tribal boy from a very remote village Khilapur in Koraput district. He is a student of class V and has been studying here since class III. A teacher in Rajesh’s school informed his parents about KISS and the facilities available here. Later he joined the school and there has been no looking back since then.

He is not only a good student but also very good in tailoring. He is also good in sports and plays Rugby for the school team. Like his friends he also feels that he would have never been able to complete his studies if he had not joined KISS. Every time he goes back to his village he suggests his friends in the village to join this school. **“This school has shown a path to my life. I can think of my future and am sure a birth future ahead. People from the village where we come are illiterate and ignorant. I want to become a teacher and show the world my potential and also educate the people of my village. Everyone wants to be a doctor or an engineer but I want to be a teacher and educate people”**, said Rajesh flashing a smile.

## 7. CONCLUSION & RECOMMENDATION

KISS strives to address the issues relating to tribals and their underdevelopment including tribal children's education, livelihood, health concerns, cultural integration, sports and development. Review of KISS' interventions depict that by providing an institution and platform for learning and imparting life skills has brought significant change in the lives of individuals who otherwise would have remained poverty stricken and with lack of access to their rights. Instead of getting desperate and joining the naxalite movement, children from tribal communities now have access to education, healthcare and livelihood. KISS needs to delve further into the issues at the community level from where the children are from so that the problems are addressed at the source.

### **Effectiveness**

#### ▪ **Retention and enrollment**

One of the major problems in tribal areas is retention and enrollment especially of girl children. KISS through its innovative teaching and learning methods have addressed this issue. This converts them from being 'liabilities' to 'assets' and be the change agents for their community. KISS can hold awareness campaigns at the community level to encourage children to study and go back to school. It can collaborate with local schools and transfer its knowledge base to them.

#### ▪ **Sports and extra-curricular activities**

Tribals have physical attributes suitable for sports. Facilities exist for football, rugby, hockey and other popular sports, where the students can hone their skills. Our Under-14 Boy's rugby teams were the World Champions in London (2007). KISS should strengthen its work with the respective government departments to identify and develop sportspersons and infrastructure.

## **Cultural Integration**

Interaction is arranged with outside world for their cultural integration. At the same time, students are encouraged to learn about the heritage of diverse tribal group they belong to.

- **Accessing higher education**

KISS provides opportunities and platform for higher education to pursue their ambitions.

## **Sustainability**

- ***'Earn while you learn'***- KISS provides tribal children a unique opportunity to earn while they learn. Vocational training is an integral part of the basic education curriculum and the products from this activity are marketed. Students involved in a particular vocation trade bag the proceeds from this.
- **Livelihood training** – Each student undergoes vocational training in a trade of her/his choice. This lays the foundation for future employment / self-employment of the student and their community.

## **Partnerships**

UNFPA's first south-east Asian centre on life skill education has been set up at KISS. This will overcome knowledge and skills deficit for life skills education in the state of Orissa. The programme addresses concerns of tribal adolescents who are highly vulnerable and have fewer opportunities to access information.

US Government has selected KISS to implement US Embassy's innovative project - English Access Micro Scholarship Programme. It provides a foundation of English language skills to 14-18 years for better future prospects. This will enhance value of the students in the job market.

KISS apart from setting up more institutions should advocate with government to adopt its model in all the government run tribal schools. This would ensure coverage of a larger area and making the best use of the model of education that KISS has created and experimented with over the last few years. Public-Private partnerships can be explored to scale it up.

KISS needs to work in tandem with other community based organizations, non governmental agencies working in the remote tribal areas to reach the unreached and work in a more collaborative and comprehensive manner to address the underlying causes of poverty and marginalization.

### **Review & Reflection**

KISS should have a department dedicated to Monitoring and Evaluation. Regular review and reflections need to take place so that challenges can be identified and addressed. SMART objectives and monitoring indicators seeking gender disaggregated information and data need to be set and progress should be tracked accordingly. This would make KISS an effective, empowered and learning organization. Knowledge sharing, documentation of impact of KISS on lives of marginalized children communities need to be done and shared. It is recommended that KISS has an annual review and reflection process involving all its stakeholders and has an external evaluation once in two years. These reviews and evaluations should analyse the challenges and lessons learnt and built on the strengths of KISS.

KISS' work is commendable and one of its kind in Asia. The dedication of Dr Samanta and his team speaks volumes about their commitment to the cause- bringing change to people's lives and education as a means to end poverty and marginalization. This model should not be an island of excellence but rather scaled up and adopted by the government and other agencies working in the education and socio-economic development sector.

## **APPENDIX I: TERMS OF REFERENCE**

### **AN EVALUATION STUDY OF KALINGA INSTITUTE OF SOCIAL SCIENCES, ORISSA**

#### **A. Background Information**

Dr. Achyuta Samanta (social innovator, entrepreneur and visionary), founder of KIIT University and Kalinga Institute of Social Sciences has always been motivated by the experience of his childhood days. He lost his father at the tender age of four and it was a compulsion for his family to take up odd menial jobs to make ends meet. His mother used to husk paddy in others' courtyard to arrange some broken rice for the family. The gruel prepared from the broken rice, the wild spinach grown on the side of the village ponds were all that he and his family had, to sustain. Even the kerosene oil for the lamp to study was not there and he had to go to his Head Master's house to do his home work. This feel of hunger and the experience to live under severe adverse conditions made him feel the pain of the poor tribals / indigenous population.

In spite of all the hardships, deprivation and poverty, he managed to complete MSc degree in chemistry in 1986. He then took up teaching for almost ten years in various colleges under Utkal University. It is during this tenure that he realized the power of education. Education for him is a liberating and democratizing force that emancipates the weaker section of the society from the strong clutches of backwardness, poverty and suppression. It was thus very important for him to have a value based education system, which can bring development in the real sense. Education that brings in awareness and knowledge to individuals finally empowers the society as a whole. This is the motto with which Dr. Samanta started his journey.

At the age of 27, he established the Kalinga Institute of industrial technology (KIIT) society in 1992 as its founder Secretary and also an Industrial Training institute. Through exemplary entrepreneurship, he transformed this humble beginning into a deemed university in the year 2004, offering B.Tech, M.Tech, MCA, MBA and a whole lot

of professional programmes within a span of 12 years and became the youngest Chancellor in the country. In its decade old journey, KIIT has set many milestones and bench marks that are unique in the history of educational institutions in the country. KIIT has recorded four entries in the Limca book of Records –“for being the Youngest Deemed University”, “for having the Youngest Chancellor”, “for having the Largest Tribal institute in Asia” and “the only Centre to facilitate education from ITI to PhD”. KIIT University also became the youngest University to become a member of Association of Commonwealth University (ACU) which is the oldest association of Universities in the World and the First University in India to become a Member of University Mobility in Asia Pacific (UMAP). KIIT University today has become one of the most renowned universities offering a wide range of professional courses. **By setting up this world class institute where more than 15,000 students study under various streams/schools, his main dream was to create an equal level playing field for the tribal / indigenous students of the state as well as the nation.**

He realized that the low literacy level in the tribal/indigenous areas was causing huge disparities and was pushing the tribals/indigenous population especially children and youth towards the clutches of backwardness, exploitation and poverty. The literacy rate of the tribal/indigenous population in India that is as low as 29.6 % further leads to the disparities getting compounded because of the high drop-out rate and low participation in higher education. The state of poverty adds up to the reasons of high dropouts as education for children becomes a burden for the tribal/indigenous people. This leads to many social evils including children & youth joining the Maoists, acute poverty, growing superstitions, destruction of environment, child labor and exploitation, child marriages, etc.

Realizing that these problems are in abundance in poverty stricken districts which consist of large no of tribal/indigenous population, the Kalinga Institute of Social Sciences (KISS) was established in the year 1993 for providing formal and vocational (in both farm and non-farm sector) education to thousands of neglected and deprived tribal/indigenous children who are the most under developed and disadvantaged social groups of the country living in abject poverty and in some of the most

inaccessible remote corners of the country. KISS believes in “Giving Education to a deprived child is giving sight to the blind”. As part of its social responsibility, Kalinga Institute of Social Sciences was established to cater to the needs of marginalized/vulnerable communities.

KISS, the residential institute for 12000 neglected and deprived tribal/indigenous children provides education from Kindergarten to Post Graduate level. As a model institution in the country meant for the tribal population (covering 62 tribes including 13 primitive tribes), the institution provides students with Accommodation, Food, Health Care, Study Material, Clothing, vocational training (farm and non-farm sector), Games and Sports, Computer Education etc. totally free of cost. Students from the remote tribal/indigenous areas from different parts of the country come together and get a platform / forum to excel in their life and achieve heights which otherwise would have been difficult to even dream about. KISS and the students have achieved some remarkable distinctions lately. Some of it being ISO certification for KISS, UNESCO has agreed to partner with KISS; UNFPA has set up its centre at KISS campus that provides life skill education; US Embassy has supported the English Access Micro scholarship Program Centre; Rugby team will be traveling abroad to play matches; KISS students have achieved cent percent results in the exams; many national / international organizations and corporate bodies are partnering with KISS for various activities and programmes, etc. ([www.kissorissa.org](http://www.kissorissa.org))

The academic achievement of KISS in the 10th Board examination and +2 Science examinations have been phenomenal. In the academic session 2009-10, students of KISS have secured 100% result in Higher Secondary (Class 12) Commerce and Arts, where as 96% in science. Among them, 50% have secured first division while other students have passed in second and third division. It is laudable that seven students, belonging to the Primitive Tribes like Saura, Kutia Kandha, Juanga and Khadia, appeared the examination and have passed with good marks. Pass record of the tribal students of KISS is much higher than the State level passed percentage in general colleges.

Along with the academic development the School also gives adequate emphasis on the physical development of tribal students. Under the guidance of expert coaches, the students have been provided with coaching on different games like football, hockey, athletics, Rugby etc. Our students have also participated in different State, National and International level competitions and won glory for the School. Recently three Rugby team members have been selected as volunteers to represent India in Commonwealth Games in 2010.

To enrich the physical and mental strength of the students, yoga and meditation classes are conducted under the guidance of experts in the relevant field. To make the tribal students self sufficient and to ensure their sustainability, special arrangements have been made to provide vocational trainings. With this aim the Institute has been providing vocational trainings on Knitting, tailoring, recycling of paper, paintings, food processing, appliqué, horticulture, etc. The vocational unit has also been preparing candle and phenyl for internal and external consumption.

### **B. Scope of work**

- **To describe and analyze KISS' experience to date in setting up of a holistic educational institution.**
- **To identify the key strengths, areas for improvement and lessons learnt by KISS.**

The results of the evaluation will be used for strengthening the ongoing strategies, provide corrections if needed and guiding future programming and in this context the evaluation study will extract lessons for future interventions, propose improvement and outline areas of focus/strategic interventions.

### **C. Expected outputs from the Impact Assessment Study**

The key product expected from this evaluation study is a comprehensive analytical report that should, at least, include the following contents:

- Executive summary
- Introduction

- Description of the evaluation study methodology
- An analysis of the situation with regard to the outcome, the outputs and the outcome-output linkages;
- Key findings (including best and worst practices, lessons learned)
- Conclusions and recommendations, including suggestions for future programming.
- Annexures

#### **D. Methodology**

The following elements should be taken into account for the gathering and analysis of data:

- Desk review of relevant documents and reports.
- Discussions with the Management and other staff and other key individuals.
- Field/site visits – Evaluators visited the campuses to conduct interviews/case studies and meet with students and other stakeholders.
- Consultation meetings with various stakeholders.
- Finalize the report.

**Methods of Data Collection and Analysis:** Key methods of data collection were document review, semi-structured face-to-face interviews, case studies, observations during field visits and e-mail correspondence.

#### **E. Evaluating Agency**

The Evaluation study has been assigned to Diversified Energy Solutions (P) Ltd( DES). A management consulting firm specializing in social impact studies, strategic planning and energy issues.

### **ANNEXURE II: EVALUATING AGENCY PROFILE**

**Diversified Energy Solutions Pvt. Ltd (DES):** Diversified Energy Solutions Pvt. Ltd (DES) is a process driven Project Management and Consulting Company delivering projects of various verticals and profit centers. One of the companies’ primary

operations is in executing turnkey based contracts and follows research oriented work processes with focus on quality and timely delivery. Our core driving elements is its human capital comprising of social scientists, civil and electrical engineers, management consultants, financial experts, energy efficiency consulting, implementation partner of leading national and International companies and officials holding multiple government portfolios on our Advisory.

**Dharitri Patnaik:** Dharitri has more than 15 years of experience in International Development with expertise in Impact Assessment, Community Development, Strategic Planning, Policy Advocacy and Public-Private Partnerships. She is a founding Director of Diversified Energy Solutions (Pvt) Ltd. Prior to this she was Director- Partnership Development & Education in WaterHealth International, USA, Director – Programs in CARE USA, Consultant-UNIFEM for One UN in UNIFEM HQ in USA, Head-Knowledge Management/Shared Learning in ActionAid International, UK, Regional Advocacy Officer and Programme Officer in ActionAid India, Coordinator- Research and Documentation in UNICEF & Govt of Orissa’s State Urban Development Agency, Orissa, India. She has published work on impact assessments, evaluations, taking stocks and human rights. She has a Masters degree in Public Administration from Harvard University, USA and Masters in Social Work from Tata Institute of Social Sciences, Mumbai, India.

**Anwikshika Das:** Anwikshika has a Masters in Anthropology from Central University, Hyderabad, India. She conducts socio-economic studies, research and documentation for DES. She has been associated with DES since March 2010.

## **APPENDIX-III: KISS FACILITIES**

### **School Building**

The school was started in a rented house at the I.R.C. village and later shifted to Patia. Presently the school has its own infrastructure facilities, which include school's administration department, classrooms and separate hostels for both boys and girls. Considering the rising demand for admissions and the needs of the tribal children in subsequent years the school management has decided to undertake construction of new buildings including additional sanitation facilities inside the campus.

### **Hostel**

The school provides comfortable and free hostel accommodation separately for boys and girls. It can accommodate 10000 children with spacious dormitories, individual cots with cupboards. It also provides round-the-clock security and vigil for the safety of the inmates. For sick children there is provision for special diet and doctors round the clock. The dormitories for boys and girls are housed in separate buildings. The hostel is divided into number of houses. The house master who lives with the students is accountable for the overall well being of the wards in his house. They are assisted by House Matrons who are in charge of health, hygiene, housekeeping and diet and student leaders ensure discipline and punctuality.

The personalized care and counsel and topped with friendly warmth and co-operation among peers makes the school truly 'a home away from home'.

### **Library**

The school has adequate library for its teaching and non-teaching staff and students. A librarian has been appointed to look after the school library. As part of value addition library has an excellent collection of books covering wide variety of subjects. The

collection includes, collection of books on Tribal culture, Collection of books on Great Personalities, Collection of books on Vocational Training, Collection of books on Livelihood Projects, collection of books on computers and collection of Short Stories.

In order to motivate the students to develop the habit of newspaper reading the school provides Oriya dailies and one English daily news paper for the students.

### **Computer Centre**

21st century is the age of information and communication. Computer occupies an important place in strengthening the communication and information network. Realising the need for computer education KISS has opened a Computer Education Centre in the campus. The tribal students have interest in computer classes. This has motivated the management to augment the opening of Bachelor in Computer Application for those students who wish to opt for a career in computers.

### **Health & Hygiene**

Health care at KISS has always received great priority since its inception. The school has a dispensary with doctors and nursing staff to take care of the students for minor diseases. Regular health monitoring is done for all the students and the health card is updated with information relating to the child's state of health. Special sick beds are housed inside the campus for the sick inmates and the doctors, staff, surrogate mothers and senior students take total care of the sick and ailing ones. The Kalinga Institute of Medical Sciences (KIMS), a wing of KIIT is located close to the school campus and doctors are available round the clock for any emergency. When required, resident nurses attend to the affected children in the sick room. Special diet is provided to the patient. Each student is covered under health insurance for Rs. 50,000.

# APPENDIX – IV: KISS ORGANIZATION STRUCTURE

