

Education Eradication of Poverty: Case Study of Kalinga Institute of Social Sciences

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Framework: India presents a paradoxical picture of poverty amidst in plenty. Despite endowed with vast human and natural resources and achieving substantial progress in many areas during the past sixty years of planned development. It is plausible that poverty and multidimensional deprivation provide evidence of poverty in Country. The proportion of the poor who suffer long duration poverty is likely to be significantly higher in those parts of the country that suffer greater incidence of severe poverty and multidimensional deprivation. Education is described as a tool to eradicate poverty. Since the link between education and poverty is neither a linear nor a simple cause and effect relationship, it can be concerned that lack of education is perhaps the most important reason for poverty. It has been an accepted fact that poverty reduction or eradication through education can never be achieved without the right mix of policies and strategies guided by a strong commitment to achieve it. Any discussion on poverty eradication in India can never be fruitful without a study on the most deprived sections of the society called Scheduled Tribe by the constitution of India.

Description of Practical application: The intervention towards serious knowledge production and praxis about indigenous societies and their real life-world cannot be more timely than now. Globalization has started percolating into interior regions of the world including India. The academia and civil society's role becomes more paramount during this juncture. An organization christened as Kalinga Institute of Social Sciences (KISS) germinated at the start of this liberalization era in 1992-93 has been working with tenacity in order to mitigate any unwarranted ill effects of liberalization and most importantly to realize human rights of tribals. The solution offered through this institution to the age old problem of Indigenous population was holistic education with sustainable livelihood and special emphasis on preservation of indigenous culture. With passage of time KISS has become a beacon of hope for thousands of hapless Indigenous populace dreaming a respectable place for themselves and future generations. KISS, the largest residential Indigenous institute of the world, now houses little more than 25,000 Indigenous children and are provided with holistic education, vocational/skill training, food, accommodation, health care, state of the art infrastructure etc.

Outcome: KISS has demonstrated exemplary achievements in academics and sports with students joining India's elite professional institutions like IITs, IIMs and being part of Indian national teams of various games at international arena like Asian Games, Commonwealth Games and probable for Olympics. World bodies like UN, Universities, International Foundations and organizations have come forward to create a synergy for this endeavor. Strong alumni of 7000 youths have already started impacting Indigenous communities and have become change agents. It becomes more paramount now to bridge imparting of knowledge (teaching), knowledge production (research) and practicing innovation in solutions- with Indigenous population at center-stage for their sustainable development. We all are answerable to the future generation

about the approach we undertook for development and sustainability of its Indigenous life world. And KISS aptly fits the bill reflecting social inclusion and community engagement at its core.

Implications:

Over the last two and a half decades, the education sector has got a lot of attention. Educational attainments have been linked with every single socio-economic indicator used for measuring quality of life. The issues of development and growth engaging with the questions of productivity, income distributions and employment all consider skills acquired through education as an input variable in the production process. In the Indian context, the declining social sector expenditure in the post-reform period, the failing state of the health of primary education and the increased privatization of higher education have seen fierce debates among economists regarding provisioning of social sector goods. At this juncture Kalinga Institute of Social Sciences is working to start its branches in all 30 districts of Odisha, 10 states of India and across 10 countries around the world.