

Dropout of Children from EMRS

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Replying to an un-starred question of Shri S Jagathratchakan and Adv Gowaal Kagada Padavi, the Union Minister of State for Tribal Affairs Shri Durgadas Uikey informed Lok Sabha today that as of 14.07.2025, 479 Eklavya Model Residential Schools (EMRSs) have been made functional out of the 728 approved EMRSs. The Government has undertaken several comprehensive measures to operationalize non-functional Eklavya Model Residential Schools (EMRS), including accelerated infrastructure development through close monitoring and support to implementing agencies, active recruitment to fill teaching and non-teaching vacancies, and collaboration with State Governments to resolve issues related to land, infrastructure, and staffing. Regular training programs are being conducted to build the capacity of teachers and administrative staff, while adequate financial allocations and timely disbursements under the EMRS scheme are being ensured to avoid delays. A robust monitoring and review mechanism has been established to address challenges and ensure effective functioning, and digital learning facilities such as ICT tools and digital classrooms are being provided to ensure continuity of education in the absence of complete infrastructure.

The performance of the Eklavya Model Residential School (EMRS) Scheme is assessed on the basis of key performance indicators such as student enrolment, academic outcomes, dropout rates, quality of infrastructure and residential facilities, capacity-building training for teachers, and the implementation of co-curricular and skill-based programmes. The Scheme is regularly monitored and evaluated at the national as well as the State level, through a multi-tier mechanism, comprising the following levels:

1. Central Level – The National Education Society for Tribal Students (NESTS), an autonomous body under this Ministry to manage and implement EMRS Scheme, oversees overall policy formulation, planning, and national-level review.
2. State Level – The State EMRS Societies are responsible for implementation, supervision, and coordination within the respective States.
3. District Level – The District Level EMRS Management Committees monitor and support the functioning of individual EMRSs within the districts.

In addition, digital dashboards are used to capture real-time data, enabling continuous tracking, performance evaluation, and timely interventions.

These mechanisms ensure a structured review of the functioning of EMRSs and aid in identifying areas requiring improvement. To further strengthen the implementation of the Scheme, several measures have been undertaken, including enhanced budgetary allocations for infrastructure development, regular capacity-building programmes for

teachers, and a special focus on Science, Technology, Engineering, and Mathematics (STEM) education.

To address infrastructural gaps in EMRSs, including expediting construction, strengthening quality monitoring mechanisms, and ensuring timely provision of essential facilities such as hostels, classrooms, and staff quarters, the following initiatives have been taken:-

- i. The construction cost of EMRSs was enhanced in 2021–22 to ₹37.80 crore in plain areas and ₹48 crore in hilly areas (from earlier ₹20 crore and ₹24 crore) for schools approved in 2018-19.
- ii. Construction of EMRSs has been entrusted to CPWD, State Government agencies, and other PSUs to ensure professional execution and accountability.
- iii. Coordination with State Governments to resolve land, forest clearance, and encroachment issues delaying construction.
- iv. Provision of funds for upgradation of old EMRSs at ₹5 crore per school.

- v. Additional funds sanctioned under Article 275(1) for construction of staff quarters, boys' and girls' hostels, approach roads, water facilities, and to bridge infrastructural gaps in old EMRSs.
- vi. Comprehensive review and monitoring mechanisms put in place to ensure timely completion of projects.
- vii. Independent Third Party Quality Assurance (TPQA) agencies engaged to monitor construction quality.
- viii. Structural audits conducted for completed and ongoing buildings to identify and rectify deficiencies.
- ix. Capacity building of implementing agencies and regular review meetings to expedite progress.
- x. Simplification of the payment process through introduction of escrow accounts.
- xi. NESTS carried out its first drive for direct recruitment of 10391 posts through ESSE-2023 and staff selected have been posted in various EMRSs. In addition to the direct recruitment, NESTS also has advised State Governments to depute staff on deputation. Further, directions have been issued to State EMRS Society to engage guest teachers against vacancies, and non-teaching staff on outsourcing basis/local engagement, so that academic activities are not hampered.

Fund Allocated during the last 5 years

Financial Year	Rs. in crore
2020-21	1,200.00
2021-22	1,153.00
2022-23	1,999.90
2023-24	2,471.81
2024-25	4,748.92

NESTS have also recruited teaching and non-teaching staff for EMRSs through the centralized all India recruitment exam during 2023-24. Since, these staff are selected through open examination, best quality teachers have been selected to teach in these schools. Against the remaining vacancies, if any, guest teachers are engaged to ensure that academic activities are not affected.

Further, to ensure equitable access to quality education and the holistic development of tribal students, several facilities are being provided in Eklavya Model Residential Schools. These include well-equipped classrooms with modern teaching aids, science and computer laboratories, and libraries with a wide range of learning resources. Residential facilities are available for both students and staff, with separate hostels for boys and girls, furnished with essential amenities such as bedding, furniture, and hygiene provisions. To promote physical and extracurricular development, schools are equipped with playgrounds, sports equipment, and spaces for activities like music, art, and other cultural programs. Regular health check-ups and access to medical facilities are ensured to safeguard students' well-being. In support of digital education, smart classrooms and computer labs with internet access are provided. Additionally, vocational training and skill development programs are conducted to enhance the employability of students.

As reported by NESTS, the State/UT-wise details of dropout rates of students for the last five years are at **Annexure-I**.

The Government, through the National Education Society for Tribal Students (NESTS) and State Societies, is taking several targeted measures to reduce dropout rates among children of Particularly Vulnerable Tribal Groups (PVTGs) in Eklavya Model Residential Schools (EMRSs). A 5% reservation in admissions has been mandated for PVTG students, and guidelines for EMRS admissions for the academic year 2025–26 have been issued to all State EMRS Societies to ensure strict adherence to this provision. State Governments have been advised to increase enrolment of PVTG students and to run awareness campaigns highlighting the range of facilities offered by EMRSs. These include safe and well-equipped hostel accommodations, particularly for

girls; quality education aligned with the CBSE curriculum to prepare students for higher studies and competitive exams; and the provision of nutritious food to support student health. ICT-based education is being introduced to promote digital literacy and future readiness. In addition, excursions, sports events, and cultural activities are being organized to maintain student engagement and motivation, while also preserving tribal heritage through creative expression. A 1:1 gender ratio in admissions is mandated to ensure equal opportunities for girls. Efforts are also being made to mobilize tribal communities through outreach programs in remote areas. Schools and hostels are being constructed in inaccessible regions to improve access, and students are provided with free education, boarding, uniforms, books, and meals to remove financial barriers. Vocational training and modern subjects such as artificial intelligence and coding are being introduced to attract students and prepare them for future careers. Counselling programs are in place to guide students about career options, and infrastructure is being upgraded along with timely recruitment of qualified teachers to enhance learning outcomes.

Annexure I

State/UT-wise details of dropout rates of students

S. No.	State	2024-25	2023-24	2022-23	2021-22	2020-21
1	Andhra Pradesh	66	7	-	-	Data not maintained centrally
2	Chhattisgarh	88	46	17	2	
3	Dadra & Nagar Haveli and Daman & Diu	5	-	-	-	
4	Gujarat	7	20	6	-	
5	Himachal Pradesh	2	-	-	-	
6	Jammu & Kashmir	3	1	-	-	
7	Jharkhand	6	5	30	25	
8	Karnataka	9	2	9	23	
9	Kerala	-	-	-	-	
10	Madhya Pradesh	71	42	101	14	
11	Maharashtra	68	24	8	3	
12	Manipur	6	7	1	1	
13	Mizoram	13	1	-	-	
14	Nagaland	1	3	-	2	
15	Odisha	87	84	24	6	
16	Rajasthan	45	23	29	2	
17	Sikkim	2	1	-	-	
18	Tamil Nadu	1	14	-	-	
19	Telangana	37	31	8	-	
20	Tripura	12	2	1	-	
21	Uttar Pradesh	18	7	4	33	
22	Uttarakhand	-	1	-	-	
23	West Bengal	5	8	3	-	
	Grand Total	552	329	241	111	

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