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**STANDING COMMITTEE ON SOCIAL JUSTICE AND  
EMPOWERMENT (2021-22)**

**(SEVENTEENTH LOK SABHA)**

**(MINISTRY OF TRIBAL AFFAIRS)**

**“REVIEW OF THE FUNCTIONING OF EKLAVYA MODEL  
RESIDENTIAL SCHOOLS (EMRS)”**

**THIRTY- FOURTH REPORT**



**LOK SABHA SECRETARIAT  
NEW DELHI**

**April, 2022/Chaitra, 1944 (Saka)**

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**“REVIEW OF THE FUNCTIONING OF  
EKLAHYA MODEL RESIDENTIAL  
SCHOOLS (EMRS)”**

**Presented to Lok Sabha on 01.04.2022**

**Laid in Rajya Sabha on 01.04.2022**



**LOK SABHA SECRETARIAT  
NEW DELHI**

**April, 2022/Chaitra, 1944 (Saka)**

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**COMPOSITION OF THE STANDING COMMITTEE ON SOCIAL  
JUSTICE AND EMPOWERMENT (2020-21)**

**SMT. RAMA DEVI - CHAIRPERSON**

**MEMBERS**

**Lok Sabha**

2. Smt. Sangeeta Azad
3. Shri Bholanath 'B.P. Saroj'
4. Smt. Pramila Bisoyi
5. Shri Thomas Chazhikadan
6. Shri Chhatar Singh Darbar
7. Shri Y. Devendrappa
8. Smt. Maneka Sanjay Gandhi
9. Shri Hans Raj Hans
10. Shri Abdul Khaleque
11. Smt. Ranjeeta Koli
12. Smt. Geeta Kora
13. Shri Vijay Kumar
14. Shri Akshaibar Lal
15. Shri V. Srinivas Prasad
16. Shri Arjun Singh
17. Smt. Supriya Sule
18. Shri K. Shanmuga Sundaram
19. Smt. Rekha Arun Verma
20. Shri Tokheho Yephthomi
21. Vacant #

**Rajya Sabha**

22. Smt. Jharna Das Baidya
23. Smt. Ramilaben Bara
24. Shri Abir Ranjan Biswas
25. Shri N.Chandrasegharan
26. Smt. Geeta *alias* Chandraprabha\*
27. Smt. Mamata Mohanta
28. Shri Narayan Koragappa\*
29. Shri Ram Nath Thakur
30. Shri Ramkumar Verma
31. Shri Ramji\*

\* Nominated to the Committee *w.e.f.* 23.12.2020

# Shri Pashupati Kumar Paras ceased to be Member of the Committee *w.e.f.* 07.07.2021 consequent upon his appointment as Union Minister.

**COMPOSITION OF THE STANDING COMMITTEE ON SOCIAL  
JUSTICE AND EMPOWERMENT (2021-22)**

**SMT. RAMA DEVI - CHAIRPERSON**

**MEMBERS**

**Lok Sabha**

2. Shri Deepak (Dev) Adhikari
3. Smt. Sangeeta Azad
4. Shri Bholanath 'B.P. Saroj'
5. Smt. Pramila Bisoyi
6. Shri Thomas Chazhikadan
7. Shri Chhatar Singh Darbar
8. Shri Y. Devendrappa
9. Smt. Maneka Sanjay Gandhi
10. Shri Hans Raj Hans
11. Shri K. Shanmuga Sundaram
12. Shri Abdul Khaleque
13. Smt. Ranjeeta Koli
14. Smt. Geeta Kora
15. Shri Vijay Kumar
16. Shri Akshaibar Lal
17. Shri V. Srinivas Prasad
18. Shri Arjun Singh
19. Smt. Supriya Sule
20. Smt. Rekha Verma
21. Shri Tokheho Yephthomi

**Rajya Sabha**

22. Shri M. Mohamed Abdulla
23. Smt. Jharna Das Baidya
24. Smt. Ramilaben Becharbhai Bara
25. Shri Abir Ranjan Biswas
26. Smt. Geeta *alias* Chandraprabha
27. Shri N.Chandrasegharan
28. Shri Narayan Koragappa
29. Smt. Mamata Mohanta
30. Smt. Chhaya Verma
31. Shri Ramkumar Verma

**LOK SABHA SECRETARIAT**

- |    |                       |                  |
|----|-----------------------|------------------|
| 1. | Smt. Anita B. Panda   | Joint Secretary  |
| 2. | Smt Mamta Kemwal      | Director         |
| 3. | Shri Krishendra Kumar | Deputy Secretary |

## INTRODUCTION

I, the Chairperson, Standing Committee on Social Justice and Empowerment (2021-22) having been authorized by the Committee, do present, on their behalf, this Thirty-fourth Report on 'Review of the Functioning of Eklavya Model Residential Schools (EMRS)'

2. The Standing Committee on Social Justice and Empowerment (17<sup>th</sup> Lok Sabha) had selected the subject 'Review of the Functioning of Eklavya Model Residential Schools (EMRS)' for examination during 2020-21 and in 2021-22. The Committee were briefed on the subject by the representatives of the Ministry of Tribal Affairs at their sitting held on 30.06.2021 and took evidence on 26.08.2021.

3. The Committee wish to express their thanks to the officers of the Ministry of Tribal Affairs for appearing before the Committee and furnishing the material and information which the Committee desired in connection with the examination of the subject 'Review of the Functioning of Eklavya Model Residential Schools (EMRS)'. They would also like to place on record their appreciation for the valuable assistance rendered to them by the officials of the Lok Sabha Secretariat attached to the Committee. The Committee considered and adopted the Report at their sitting held on 31.03.2022. Minutes of the related sittings are given in the appendix to the Report.

4. For ease of reference, the Observations and Recommendations of the Committee have been printed in bold in the body of the Report.

**NEW DELHI;**

**31 March, 2022**  
**10 Chaitra, 1944 (Saka)**

**RAMA DEVI**  
**Chairperson,**  
**Standing Committee on**  
**Social Justice and**  
**Empowerment**

**REPORT**

**CHAPTER-I**

**INTRODUCTORY**

Ministry of Tribal Affairs (MoTA) was set up in the year 1999 with the objective of providing more focused approach on the integrated socio-economic development of the Scheduled Tribes (STs), the most underprivileged section of the society, in a coordinated and planned manner. Since its inception, Ministry of Tribal Affairs has taken various initiatives for overall upliftment of Tribals across the country. Amongst these, providing quality education to ST students have been among the main focus of the Ministry as educational development is a stepping-stone to economic and social development and is also the most effective instrument for overall empowerment.

1.2 Accordingly, Eklavya Model Residential Schools (EMRSs) was introduced in the year 1997-98 to provide quality upper primary, secondary and senior secondary level education to Scheduled Tribes (ST) and PVTG students (Class 6<sup>th</sup> to 12<sup>th</sup>) in tribal dominated areas, alongwith extra-curricular activities, to enable them to access the best opportunities in education and to bring them at par with the general population. Initially, the Scheme was funded under a Special Area Programme, Grants under Article 275(1) of the Constitution of India. Under this Scheme, 288 schools were sanctioned wherein the State were responsible for providing land, construction of school, recruitment of teachers and management of schools.

1.3 Realizing the importance of the EMRSs, the Government announced in the Union Budget of 2018-19 that the Government is committed to provide the best quality education to the tribal children in their own environment and to realize this mission, it has been decided that by the year 2022, every block with more than 50% ST population and at least 20,000 tribal persons, will have an Eklavya Model Residential School. Eklavya schools will be on par with Navodaya Vidyalayas and will have special facilities for preserving local art and culture besides providing training in sports and skill development. In terms of the aforesaid Budget announcement, Cabinet Committee on Economic Affairs (CCEA), in its meeting held on 17.12.18, *inter-alia* approved the

revamping of the EMRS Scheme. Consequently, a separate revamped Scheme of EMRS was created with the following salient features:

- (i) Set up Schools with a capacity of 480 students each, catering to students from Class VI to XII in every block with more than 50% ST population and at least 20,000 tribal persons.
- (ii) Set up Eklavya Model Day Boarding Schools (EMDBS) in sub-districts with 90% or more ST population and 20,000 or more tribal persons.
- (iii) Minimum land of 15 acres in case of EMRS and 5 acres in case of EMDBS to make available better infrastructure facilities for academic education as well as extracurricular activities.
- (iv) Construction cost of ₹ 37.80 crore per school for plain area and ₹ 48.00 crore for schools in North East, hilly areas, difficult areas and areas affected by Left Wing Extremism.
- (v) Recurring grant of ₹1.09 lakh per student per annum in case of EMRS and ₹ 0.85 lakh in case of EMDBS.
- (vi) Establish National Education Society for Tribal Students as an autonomous Society under the Ministry of Tribal Affairs to establish, endow, maintain, control and manage schools and to do all acts and things necessary for or conducive to the promotion of such schools.
- (vii) Set up Centre of Excellence for sports in tribal majority districts with all related infrastructure (buildings, equipment etc.) including specialized state-of-the-art facilities for two identified sports (including one group sport and one individual sport) which will be common for a State.
- (viii) Utilization of upto 10% seats by non-ST students. Priority shall be given to children of EMRSs staff, children who have lost their parents to Left Wing Extremism and insurgencies, children of widows, children of divyang parents etc.
- (viii) Reservation of 20% seats under sports quota for deserving ST students



who have excelled in the field of sports.

1.4 The Department of Expenditure and Cabinet Committee on Economic Affairs (CCEA) had in 2018, approved setting up of 452 new EMRS/EMDBS in sub-districts. Out of the total 740 (288 old +452 new) schools, which are required to be sanctioned by 31.3.2022, 620 schools were sanctioned by 13.07.2021, out of which 367 are functional. All existing and new schools have been brought under the EMRS scheme. A National Education Society for Tribal Students (NESTS) has since been established which would coordinate with State EMRS societies to manage these schools.

## CHAPTER-II

### ESTABLISHMENT OF EMRSs

#### (I) CONSTRUCTION OF OLD EMRS

As per the information provided by the Ministry of Tribal Affairs on 13.07.2021, 244 schools have been made functional out of 288 schools sanctioned under Article 275(1) of the Constitution of India. As per the provision contained in the Article, funds for construction of the EMRS was dependent on the allocation of funds for the particular State which was subject to submission of pending Utilization Certificates. As informed by the Ministry the Construction work has completed in 202 schools, 66 are under construction and construction is yet to start for 20 schools.

2.2 As regards to the reasons due to which construction work of 66 schools has not been completed and by when construction work of remaining 20 schools is likely to begin, the Committee found from Annexure-I of post evidence reply submitted by the Ministry that the date for completion of work in respect of 66 schools varies between December 2021 to October 2024 except in case of two schools viz. Bajpur, Uttarakhand where there is court stay and in case of Kalimpong, West Bengal, where there is no response. As regards 20 Schools where construction is yet to begin, it has been noticed that in case of 5 schools, tendering process is in progress, land transfer is under process for 6 schools, finalisation of construction agency is under process for 5 schools, DPR preparation is in progress for 2 schools and land identification is in process and forest land diversion is in progress in each school.

2.3 On being enquired about the status of schools where construction has completed, the Ministry of Tribal affairs submitted *vide* post evidence reply:

"195 schools have started functioning from their own building and the remaining 3 schools functioning from other Government buildings."

2.4 On being asked the reasons due to which the several schools sanctioned prior to 2018-19 have not been made functional till date and why in certain cases the construction work has either not started or is in progress, the Ministry *inter-alia* submitted in their written reply that:

"One of the reasons for slow progress of construction under old scheme was that the release of the funds for construction of the EMRSs was dependent upon the share of allocation of funds for the particular State under Article 275 (1) which was subject to submission of pending utilization certificates. Therefore, the period of construction varied in different locations depending upon the availability of funds with the State Governments. The other reasons were delay in identification suitable land in terms of area, accessibility, topography, free from encumbrances, etc. During the process of identification of suitable site, some States have expressed difficulties in identifying an appropriate alternate building for a residential school given the remoteness of the locations."

2.5 On being enquired about the procedure adopted for sanctioning of old schools, the Secretary submitted during the course of evidence that:

“ वर्ष 2018-19 के पहले के जितने विद्यालय थे, उनमें हम ग्रांट देते थे, लेकिन बनाने का और सुपरविजन का काम राज्य सरकार का होता था। 275(1) के ग्रांट में ऐसा नहीं था कि यहां से हम पूरा का पूरा सैंक्शन कर दें, उसमें से कुछ भाग राज्य सरकार अपनी तरफ से भी देती थीं।”

2.6 He further added :

“पहले जो सैंक्शन होता था, उसमें इतना डिटेल में न जाकर जैसे ही लैंड की रिक्रिजिशन आती थी, हम लोग सैंक्शन कर देते थे। बाद में हम लोगों ने पाया कि एक प्लॉट में हमें जमीन नहीं मिली, बीच में या तो रोड है या कोई प्राइवेट जमीन आ गई है या वहाँ पर इतनी पथरीली जमीन है कि वहाँ पानी नहीं मिल सकता है।”

2.7 With regard to the initiatives taken by the Ministry after revamping of the Scheme to ensure that the old schools sanctioned are constructed and made functional in their own buildings within the given timeframe, the Ministry submitted *vide* post evidence reply that:

"Central/State PSUs, CPWD and Engineering Wing of State Governments

have been assigned the work of construction. Regular monitoring of the construction work is being done by NESTS. All the schools are now being constructed on a similar design; however, modifications are being allowed as per site specific requirements."

2.8 The Committee are constrained to note that out of 288 schools sanctioned in 1997-98, that is prior to revamping of the EMRS Scheme in 2018-19, only 244 schools could be made functional. They further find that the construction work of only 202 schools has been completed till date and the construction work of 20 schools is yet to begin, whereas construction work of 66 schools is targeted to be completed by October, 2024. The pace with which the work has been progressing seems to be quite slow as construction work of only 202 schools has been completed despite the Scheme being in existence for more than two decades. Construction work of 20 schools could not begin till date, despite the same being entrusted to Central/State Public Sector undertakings after the revamping of Scheme in 2018-19. The Committee are of the firm opinion that the routine issues relating to tendering process, land transfer, finalization of construction agency, etc. cannot be kept lingering for months and delaying the work inordinately when a target completion date is set. The Committee feel that the Ministry should take dynamic measures to ensure that, at least, all the 288 old sanctioned schools are made functional from their own buildings in a time bound manner in order to achieve the envisaged objectives of the Scheme. The Committee would therefore, like the Ministry to take concrete steps so that the construction work of 66 schools is completed as stipulated and begin the construction work of the remaining 20 schools at the earliest so that all the old schools are made functional from their own building. As the teaching activities have not been undertaken since the pandemic of COVID-19 started, there is all the more urgency that atleast now the tribal children must have school facilities to resume their education, particularly since online mode of education is not feasible for remote tribal areas. Hence, the Committee may be apprised in this regard.

## (II) ESTABLISHMENT OF NEW EMRSs

2.9 As per the revised norms of EMRSs, every block with more than 50% ST population and at least 20,000 tribal persons, will have an Eklavya Model Residential School by the year 2022. As per 2011 census, there are 564 sub-districts across the country *i.e.* blocks/taluka/tehsil having more than 50% ST population and at least 20,000 tribal persons. Out of these sub-districts, EMRS was sanctioned in 102 sub-district at the inception of the Scheme. It was proposed to establish new EMRSs in the remaining 462 sub-districts by the year 2022.

2.10 Wherever density of ST population is higher in identified Sub-Districts (90% or more), it is proposed to set up Eklavya Model Day Boarding School (EMDBS) on an experimental basis for providing additional scope for ST Students seeking to avail school education without residential facility. Accordingly, 12 such EMDBS will be set based on the demand of the concerned State/UT. The features of EMDBS will remain the same as EMRS except that there would be no residential facility, land requirement would be of 5 acres, there would be provision of morning snacks, lunch and evening snacks, transportation facility in convergence with State/UT and recurring cost @ existing ₹85000 per student per year.

2.11 As per the phasing plan, new schools are to be sanctioned in the following manner:

<b>Year</b>	<b>Number of schools to be sanctioned</b>	<b>Schools sanctioned so far</b>
2018-19	50	50
2019-20	150	100
2020-21	150	150
2021-22	152	32
<b>Total</b>	<b>452</b>	<b>332</b>

Out of the 332 schools sanctioned so far, Detailed Project Report (DPR) and Master Layout Plan (MLP) has been approved for 174 schools and construction work has commenced for 100 schools.

2.12 With regard to the procedure laid down for sanctioning of the EMRS, the Ministry submitted to the Committee *vide* the post evidence reply that:

"State Government submits a preliminary land suitability report for each of the locations highlighting the exact location of the land; type of land; area of land identified; status of availability of basic services like approach road, drinking water, electricity; any encroachment etc. This preliminary report is scrutinized by NESTS and on the recommendation to MoTA, "provisional sanction" is accorded. Based on the provisional sanction, State Government is required to complete all land formalities including demarcation of land, land alienation and then transfer of land in the name of State/UT EMRS Society. On completion of the formalities and submission of relevant records, NESTS accords a "formal sanction" to the construction agency to commence the pre- construction work.

Once formal sanction is issued based on availability and suitability of land, pre-construction activities like demarcation of land, survey and soil investigation report, Preparation of Master layout plan (MLP) and detailed project report (DPR) is to be prepared by construction agencies in consultation with respective States. States have been asked to complete Pre-construction activities in 5-6 months. Thereafter, construction work is to be completed in 18 months. Thus a period of 24 months is earmarked for pre-construction activities and construction work."

2.13 In this regard, the Ministry further submitted in their reply that:

"Administrative approval is granted to start construction of schools after scrutiny of MLP and DPR. A dedicated construction wing in NESTS examines these documents and to ensure that these are as per physical and financial norms fixed by NESTS. Funds are provided through NESTS to the construction agency for construction. Quality control agencies from IIT/NIT are being assigned for ensuring quality norms.

A dedicated team at NESTS constantly follows up with states and construction agencies to monitor the progress of construction of these schools. NESTS has appointed construction agency for each of these 452 new schools who are required to work in close coordination with States for pre-construction and construction activities."

2.14 On being asked about the details of funds sanctioned for the construction of new schools since 2018-19, the number of new schools constructed, schools made functional

from their own building and schools functioning from alternate building, the Ministry submitted the following reply:

Year	Fund Sanctioned for new schools (In Lakhs)	Schools made functional from own building	Schools functioning from alternate building
2018-19	2312.00	3	18
2019-20	7212.00	5	35
2020-21	38181.40	12	50
2021-22	17128.83	0	0

2.15 With regard to the measures taken to ensure that the sanctioned Schools are made functional at the earliest, the Ministry submitted to the Committee *vide* post evidence reply that:

"It would take at least 2 years for completion of construction of school after "formal sanction" is granted to State. In the interregnum till the construction of the building is over, the States are encouraged to identify temporary alternate suitable buildings and recruit teachers to make the schools functional. States have been advised to admit students of class 6th to 8th initially in such schools. As per norms, each EMRS school will have classes from 6th to 12th Standard with 480 students. From 6<sup>th</sup> -10<sup>th</sup> there is provision of 30 students each in 2 sections and for 11<sup>th</sup> and 12<sup>th</sup> there would be 3 streams of commerce, Arts and Science [(5x2X30= 300) + (30 X 3 X2=180) = 480 students]. Depending on the size of temporary building and availability of teachers, schools can admit students in different classes, so that by the time construction is completed, the student of class VIII reaches class X. This ensures sufficient number of students and teachers when the school building is completed. However, given the remoteness of the locations and the residential nature of the schools, some States find difficulties in identifying such alternate buildings and prefer to make schools functional only when the construction of the building is complete. Secondly, functionality of school should match with starting of academic session. Based on these limitations and requirements though 620 schools have been sanctioned, only 367 are functional. States are being encouraged to plan recruitment of permanent teachers so that all such schools can be made



functional from next academic session where administrative approval has been given and construction started."

2.16 On being asked whether the Ministry would be able to achieve the target of setting up 740 EMRSs by August 2023, particularly when only 367 schools have been made functional till date and reasons for slow pace of the project, the Ministry submitted before the Committee *vide* post evidence reply that:

"As per the phasing plan approved by CCEA, all 740 schools have to be sanctioned by March 2022. As on date, 620 schools have already been sanctioned and remaining 120 will be sanctioned during this financial year subject to receipt of land details from the concerned States. Further, the completion of construction and making schools functional are two parallel activities which can go together."

Category	Target	Schools Sanctioned	Construction Completed	Under Construction	Not Started
Old Schools (funded under Article 275)	288	288	198+4	66	20
New Schools (As per CCEA approval)	452	332	0	100	232
<b>Total</b>	<b>740</b>	<b>620</b>	<b>198+4</b>	<b>166</b>	<b>252</b>

2.17 The Ministry has set following targets and timelines for sanction of 740 schools, make them functional and complete construction:

(i) Formal sanction of remaining 120 schools (740-620) by 2022 as approved by CCEA. Ministry is aggressively pursuing with States to ensure that suitable land is provided for each such school. Ministry is also considering on case-to-case basis change of location, in the same or neighbouring block in case land is not available in that block or there are issues like forest clearance or litigation pending in courts.

(ii) Make those schools functional where construction has started and permanent teachers have been employed from next academic session of 2022-23.

(iii) Start construction in all 620 schools by March 2022 where provisional sanction has been given and pre construction activities are underway. Out of 620 schools sanctioned, there are 252 schools, where construction is to be started by 31.03.2022.

(iv) Efforts are being taken to complete construction of all sanctioned schools by 2025. Because of the pandemic, work at the ground level was affected. Depending on the improvement in the local situation, construction agencies have been advised to increase the speed of work.

(v) Meanwhile, while the construction of schools is in progress, States are being regularly advised to make the schools functional from alternate buildings provided there is availability of regular teachers for running these schools.

(vi) A dedicated engineering wing has also been setup in NESTS to monitor the progress of schools and facilitate approvals of master layout plans, detailed projects reports, scrutiny of land records etc.

2.18 With regard to the efforts made by the Ministry to make all the schools functional, the Secretary Ministry of Tribal Affairs informed during the deliberations with the Committee submitted that:

“बहुत से अभी स्टॉर्ट नहीं हुए हैं। मैंने अभी राज्य के साथ रिव्यू किया था। कहीं-कहीं पर जमीन पूरी भी नहीं है। हिली एरिया में एक समस्या यह रहती है कि 15 एकड़ का एकसाथ ब्लॉक मिलना और वह भी लेवल पर, वह थोड़ा सा मुश्किल रहता है। हिली एरिया में जमीन का थोड़ा इश्यू रहता है।”

2.19 On being enquired about the provisions for establishing EMRS in a block where the tribal population is less than 20,000, the representative of the Ministry informed during the evidence before the Committee that:

अभी हम लोगों के जो नॉर्म्स हैं, अभी जो गाइडलाइन है, जो कैबिनेट से एप्रूव्ड है, वह यह है कि एक ब्लॉक में, हम ब्लॉक को एक यूनिट मान रहे हैं, वहाँ पर जनजातीय जनसंख्या 20 हजार होनी चाहिए और 50 प्रतिशत से अधिक लोग वहाँ होने चाहिए। हम लोगों का यह एक पैमाना है।”

2.20 On being enquired further about any alternative available so that the sanctioned Schools are made functional at the earliest, in those cases where States/UTs are not able to acquire land for Schools, the Ministry *inter-alia* submitted before the Committee *vide* post evidence reply that:

“Under the new scheme with establishment of NESTS, efforts have been taken to ensure that EMRSs are sanctioned only when suitable land has been identified and the same needs to be certified by the State Government concerned. In very specific instances where States have informed regarding unavailability of land in a particular block, then they have been allowed to locate the school in neighbouring block while giving priority to the students of the original location during admissions. Relaxation have also been given on the quantum of land required based on requests of State Governments, particularly in hilly locations.

Given the fact that States have been advised to ensure that schools are made functional from alternate buildings while the construction of the own building is underway, efforts are being taken to ensure that maximum schools are made functional at the earliest.”

2.21 With regard to the requisite formalities to sanction remaining 120 schools if completed and the target fixed to complete the construction of all 740 schools, the Committee were informed *vide* post evidence reply that:

“18 out of 120 locations have already been sanctioned. The process for the remaining 102 locations is in progress. The same shall be completed once the requisite land is identified by the concerned State Government. The construction of 740 Schools is expected to be completed by March 2025 subject to availability of required funds.”

2.22 The Secretary, Ministry of Tribal Affairs stated that:

“हमारा जो अभी सबसे महत्वपूर्ण लक्ष्य है, वह है – नए एकलव्य विद्यालयों की मंजूरी, उनके

लिए ज़मीन की व्यवस्था का निर्माण करना। 50 से अधिक स्थानों पर जमीन उपलब्ध होने के साथ ही एस्टीमेट वगैरह को स्वीकृत करने की प्रक्रिया कर दी गई है। अभी पिछले महीने हमारे माननीय मंत्री जी ने पाँच एकलव्य विद्यालयों की आधारशिला का शुभारम्भ किया था। उसमें माननीय समिति के सदस्य महोदय ने भी भाग लेकर हमारा उत्साहवर्द्धन किया था।”

2.23 On being enquired about the status of EMBDS and the reasons for introducing this concept, the Committee were *inter-alia* informed by the Ministry in the post evidence reply that:

“452 schools approved to be set up by the Department of Expenditure and Cabinet Committee on Economic Affairs also includes three EMDBS, one each in Rajasthan, Tripura and Gujarat. The work of Schools in Rajasthan and Tripura is in progress, however the work of School in Gujarat is yet to start. No specific request was received from States/UTs for establishment of day boarding schools. However, on an experimental basis it was decided to introduce the concept of day boarding schools during the revamping of the scheme. Proposals were sought from States to establish the EMDBS as per the approval of CCEA. However only 3 such proposals were received, which were duly sanctioned.”

**2.24** The Committee note that the original target, which aimed that 452 new Eklavya Model Residential Schools (EMRSs) including 12 Eklavya Model Day Boarding School (EMDBS) would be set up in the remaining 462 sub-districts by the year 2022 is nowhere near completion and the target year stands revised as 2025 now. The Committee are surprised to note that out of 452 schools proposed to be sanctioned as per the phasing plan between 2018-2019 to 2021-2022, only 350 schools could be sanctioned and the remaining 102 schools are remaining to be sanctioned as the location for these schools is yet to be finalised. It is disappointing that the construction work of only 100 schools could begin till date whereas the construction work of 332 schools is to begin by March 2022, which has just passed. The Committee lament the fact that there is a substantial gap between the number of schools proposed to be sanctioned and the number of schools sanctioned and also with regard to timelines fixed for construction work. The Committee also find the Ministry deficient in complying with the standard period of 24 months fixed for completing the construction work as the present position states that detailed Project Report and Master Layout Plan for 174 schools and construction work for 100 schools could begin out of 350 schools sanctioned till date. Further worrying is the fact that very few schools have their own buildings as only 20 schools have been made functional from own buildings. 103 schools are functioning from alternate buildings since 2018-19 till 2021-22. The Committee are quite apprehensive with regard to the achievement of target even by March 2025 as construction of 252 schools is yet to begin. The Committee have been made to believe by the Ministry that after establishment of National Educational Society for Tribal Students (NESTS) on revamping of the Scheme, things are going to improve substantially but the facts still speak otherwise,

**even after two years of establishment of NESTS. The Committee would, therefore, opine that the Ministry must not take more into background after setting up of NESTS as things are still not progressing satisfactorily, therefore, close monitoring of the pace of work is required to be done by the Ministry to achieve the targets. The Committee, therefore, like the Ministry to set up a stringent in-built mechanism to ensure compliance of norms/timelines fixed with regard to sanctioning/construction/functioning of schools so that the work of making EMRS/EMDBS functional from their own buildings is not delayed and there is no deviation from targets at any stage.**

## CHAPTER-III

### LAND REQUIREMENT FOR CONSTRUCTION OF EMRSs

3.1 As per norms, land has to be provided by the concerned State/UT, as far as possible free of cost, or on nominal cost free from all encumbrances with clear land use for development and expansion of schools. The land identified should be preferably in the vicinity of District/Sub-District headquarters with proper road connectivity. A minimum of 15 acres of Land required for establishing EMRSs and a minimum of 5 acre of Land is required for establishing Eklavya Model Day Boarding School (EMDBS). The Ministry informed that relaxation on the minimum requirement of land can be granted on case to case basis on the specific needs e.g. in North East, hilly areas and LWE affected areas.

3.2 When asked about the justification of the 15 acres of land for required construction of EMRS, the Ministry submitted *vide* Post evidence reply that:

- The school is fully residential with capacity of 480 students (Boys and Girls).
- The constructed area building (School, Girls Hostel, Boys Hostel including warden residence, Kitchen and Dining, 15 type III quarters, 10 type II quarter, principal quarter, guest house and services) requires nearly 02 acres of land for construction.
- Sports Infrastructure consisting of playground, basketball, volley wall, Kho-Kho for boys and girls each, archery requires approximately 07 acres of land
- Land scaping, vegetation garden, skill development centres, Herbal Garden etc require 03 acres of land
- Development works such as road, pathways, parking etc 02 acres of land
- The future provisions of 01 acre of land have been kept for construction of auditorium/multipurpose hall etc.

3.3 As regards the requirement of 5 acres of land as a pre-requisite for EMDBS, the justification provided by the Ministry is as under:

- The constructed area building (School, Kitchen and Dining, and services) requires nearly 01 acre of land for construction.
- Sports Infrastructure consisting of playground, basketball, volley wall, Kho Kho for boys and girls each, archery requires approximately 04 acre of land including other development work.

3.4 The Ministry of Tribal Affairs also submitted the following reasons for delay in identification of land as shared by States are as under:

- Suitable land for construction of EMRS is not available and if the land is available, transfer of land from the revenue department and arrangement of other legal document related to land take time.
- In many locations where land was identified several discrepancies also been noticed and the process of resolving the issues take time
- In many locations identified land was not technically suitable for construction of EMRS. So, the process of identification of alternate land were explored.
- Moreover, in several locations identified land were reported as forest land at later stage requiring filling of application for diversion.

3.5 When asked about the instances of relaxations with regard to quantum of land and also if any, school was allowed in location different from the identified one due to unavailability of land, the Ministry submitted *vide* Post evidence reply that:

"As per the guidelines, relaxations can be granted regarding quantum of land on case-to-case basis whereby States/UTs find it difficult to identify the requisite quantum of land. Relaxation in such cases is granted subject to condition that the available land shall be sufficient to cover all essential features and items are covered by adopting special design of building and layout. This problem was envisaged in the beginning and hence was included in the guidelines."



3.6 On being enquired whether the criteria of population for setting up of EMRS/EMDBS was fixed after due consultation with Stakeholders, the Ministry submitted *vide* Post evidence reply that:

"The criteria was decided based on consultation with relevant line stakeholders including Ministry of Finance, NITI Aayog, Ministry of Social Justice & Empowerment, Ministry of Women and Child Development, Department of Youth Affairs, Department of Higher Education and the National Commission for Scheduled Tribes."

3.7 The Committee observe that a minimum of 15 acres of land is required for establishing Eklavya Model Residential School (EMRS) in a sub-district having 50% ST population and at least 20,000 tribal persons and a minimum of 5 acres of land is required for establishing Eklavya Model Day Boarding School (EMDBS) in a sub-district having 90% ST population. The Committee are perturbed to note that despite a provision of relaxation on the minimum requirement of land in North east, hilly areas and LWE affected areas in the guidelines, several discrepancies such as land not found technically suitable, land falling under forest area, etc. appear and since the process of resolving the issues takes time, there is a delay in acquisition of land required for setting up EMRS in selected districts. The Committee believe that the criteria of minimum area of 15 acres of land in a sub-district having 50% ST population and at least 20,000 tribal persons for construction of EMRS is impractical as a single piece of 15 acres of land may not be easily available in hilly areas. Further, the criteria of 50% ST population and at least 20,000 tribal persons for sanctioning of EMRS and 90% ST population for sanctioning of EMDBS makes identification of land more cumbersome. The Committee hence feel that the guidelines with regard to area/population needs to be revisited as together these stipulation make acquisition of land for setting up of EMRS/EMDBS quite complex. The Committee hence are of the opinion that these should be immediately reviewed and viable solutions worked out so that the delay in acquisition of land can be prevented. The Committee also recommend that such review should be undertaken without compromising upon the infrastructural requirements of EMRS/EMDBS. The Committee desire that such tribal areas with widely scattered tribal population must not be deprived of the benefits of EMRSs/EMDBS which are a means towards their

**educational empowerment. The Committee note that out of three approved EMDBS , construction work of two schools is in progress and work of one school is yet to begin. The Committee desire that the construction work of all the three EMDBS should be completed in time and the Ministry should take necessary steps to encourage/sensitize the States/UTs to submit speedily, proposals for construction of EMDBS so that maximum Tribal students are able to get quality education.**

## CHAPTER-IV

### NATIONAL EDUCATIONAL SOCIETY FOR TRIBAL STUDENTS (NESTS)

4.1 National Education Society for Tribal Students (NESTS) registered under Societies Registration Act, 1860, was established in 2019 as an autonomous body under the Ministry of Tribal Affairs to manage the schools in similar pattern as Navodaya Vidyalaya Samiti. NESTS is mandated to plan, construct, establish, endow and administer the Schools and to do all acts and things necessary for or conducive to tribal education. The NESTS shall function through an Executive Committee under the Chairmanship of Secretary, Tribal Affairs. The Executive Head of the administrative pyramid will be the Commissioner (Joint Secretary level) who shall execute the policies laid down by the Executive Committee. The NESTS will be guided by a Steering Committee headed by the Hon'ble Minister for Tribal Affairs. A Project Management Unit has been setup in the NESTS with consultants hired on contract basis in the areas of Monitoring & Evaluation, Human Resources, Finance, Administration, and Information Technology. A dedicated office space for NESTS was identified, refurbished and completed. NESTS has been functioning from the new space since December, 2020. Out of the 28 posts approved by Ministry of Finance for NESTS, 6 posts have been filled.

4.2 The envisaged Roles and Responsibilities of the National Education Society for Tribal Students *inter-alia* stipulates :

- (i) Operationalisation of the scheme in all its contours.
- (ii) Plan, construct, establish, endow and administer the Schools and to do all acts and things necessary for or conducive to tribal education.
- (iii) Provide good quality modern education-including a strong component of inculcation of values, awareness of the environment, adventure activities and physical education to the tribal children.
- (iv) Provide facilities, at a suitable stage for instruction through a common medium all over the country as per the language norms of CBSE.

- (v) Offer a common core-curriculum of NCERT to ensure uniformity in standards.
- (vi) Facilitate CBSE affiliation of schools.
- (vii) Facilitate conduct of training/capacity building programmes for teaching and non-teaching staff in coordination with the State/UT EMRS Societies.
- (viii) Transfer the admissible Recurring Costs based on the actual requirement as to be projected by the State/UT EMRS Society in the beginning of the financial year for onward transmission to the schools through PFMS.
- (ix) Provide detailed standards and norms for recruitment of Teaching and Non-Teaching staff and continuation of existing staff.
- (x) Review the existing MoUs signed by the State/UT EMRS Society or the State Government with Non-Governmental Organizations (NGOs) regarding running of the existing schools and take appropriate decision to enter into a fresh MoU only if the academic results are found good and any other benchmarks as to be decided.
- (xi) If need be, could entrust the recruitment of teachers for States to an independent agency duly ensuring reservation quota prescribed therein.
- (xii) Aid, establish and conduct other institutions as may be required for the furtherance of the Society's objectives in any part of India.

4.3 As per the Guidelines, EMRS Societies registered under Societies Registration Act or Indian Trust Act or any other corresponding State Act are to be set up at the State/UT level within 30 days from issue of the Guidelines. These State Societies will maintain, control and manage the Schools as per the guidelines and norms formulated by the Ministry of Tribal Affairs, Government of India and undertake other responsibilities as delegated by the MoTA/ NESTS. In order to bring the States on-board for the revamped scheme of EMRS, it was decided to enter into a MoU with the State/ UT EMRS Society by NESTS.

4.4 When asked about the latest position of EMRS Societies in the States/UTs, the Ministry stated that concerted efforts were undertaken to ensure that each and every State/UT having an EMRS is eligible to set up EMRS, also sets up the State/UT Level EMRS Society, duly registered under the Societies Registration Act. Accordingly,

State/UT Level EMRS Society has been established in 27 out of 28 States/UTs. Efforts are being taken to ensure that the Society is in place in the remaining State at the earliest. The MoU basically outlines the roles and responsibilities of NESTS and State/UT EMRS Societies in implementing the revamped programme of EMRS.

4.5 On being asked how far NESTS and State/UT level EMRS Societies have been able to justify their envisaged role when several schools are yet at nascent stage, the Ministry of Tribal Affairs submitted in their written reply that:

"NESTS is mandated to plan, construct, establish, endow and to do all acts and things necessary for or conducive to tribal education whereas State Societies are mandated to maintain, control and manage the schools as per the guidelines and norms formulated by MoTA and NESTS. 367 schools are currently functional and the remaining schools will be functional in next few years. Cumulatively there will be 740 schools with around 3.5 lakh students. This would require a massive administrative set-up for management of the schools. NESTS, since its inception, has taken a number of steps in streamlining construction of schools, capacity building of teachers, CBSE affiliation of schools, facilitating recruitment of teachers etc. 147 schools (out of 367 functional EMRSs) have been made functional after NESTS came into existence."

4.6 On being enquired about the status of EMRS society in the States, the representative of the Ministry of Tribal Affairs submitted before the Committee during the course of the meeting that:

"नेस्ट भी एक सोसाइटी ही है। जैसे हम नेशनल एजुकेशन को सासाइटी कहते हैं, वैसे ही स्टेट को हम लोगों ने एक सोसाइटी रजिस्टर्ड करने के लिए कहा है। वह एक यूनिट की तरह होगी। वह एनजीओ नहीं हुआ, वह एक तरह से स्टेट गर्वनमेंट का ही यूनिट है।"

4.7 On being enquired, how frequently review meetings are held with the State/UT Governments and State EMRS Societies and the directions/instructions issued thereupon, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"Review meetings are held with States/UT Government and State EMRS societies periodically on various issues. The last meeting was held on 06.10.2021 on the issue of construction of EMRSs. Depending on the agenda of the

meeting, decisions are taken and accordingly instructions are issued to the concerned for follow-up on the matters."

4.8 With regard to the structure of PMU set up to monitor the progress of various aspects related to EMRS and guidelines issued to them in this regard along with the inspections carried out by them, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"A PMU has been setup with dedicated human resources in areas like monitoring & evaluation, human resources, finance, coordination, academics, and data management. Apart from this, a civil wing consisting of one chief engineer level officer (retd.) and 8 retired consultants at the rank of Executive engineer and Assistant Engineer has been created for effective supervision and monitoring of pre-construction and post-construction activities of EMRS.

In view of the lockdown due to the prevailing COVID-19 situation, schools remained closed, and many are still closed. In view of this physical inspections have not been possible, however, regular reports and information were sought from the States and the Schools to monitor various aspects."

4.9 On being asked to justify the delay in filling up all the sanction post of NESTS, the representative of the Ministry stated during the deliberation of the Committee that:

“वर्ष 2019 में NESTS की स्थापना हुई। कुल 28 पद हैं। इसमें कमिश्नर और ज्वाइंट कमिश्नर के जो पद डेप्युटेशन के माध्यम से किए जाने थे, वे पूरे किए जा चुके हैं। चूंकि यह नई संस्था है, इसलिए बहुत से लोग डेप्युटेशन पर आने के लिए भी तैयार नहीं थे। उसके बाद हमने एजेंसी को भर्ती करने की जिम्मेदारी दी। उन्होंने भर्ती के लिए आवेदन-पत्र निकाल भी दिए हैं। सारे आवेदन भी आ गए हैं।”

**4.10 The Committee find that National Education Society for Tribal Students (NESTS) established in 2019 to plan, construct, establish, endow and administer the EMRS is expected to do all things necessary to provide good quality modern education to tribal students, common core-curriculum of NCERT, CBSE affiliation of schools, training/capacity building Programmes for teaching and non-teaching staff, review the existing MoUs signed by the State/UT EMRS Societies or the State Governments, etc. The Committee, further, note that the EMRS Societies required to be set up at the State/UT level to maintain, control and manage the schools within 30 days from issue of the Guidelines have been established in 27 out of 28 States/UTs till date. However, the Committee are perturbed to note that only 6 posts in NESTS have been filled up till date, thus leaving 26 posts vacant out of the 28 posts approved by Ministry of Finance. The Committee are unable to comprehend as to how NESTS would be able to justify its role and responsibility with such a set up. As only two top posts have been filled, it can be safely assumed that NESTS would be hardly functional as of now. The Committee are, therefore, of the opinion that no further delay should happen in recruitment of sanctioned strength of NESTS. NESTS should also ensure that the EMRS Societies are established in all States/UTs urgently and MOU with State/UT EMRS Societies or the State Governments is reviewed/signed without any further delay for the smooth functioning of Schools. Keeping the role and responsibility of NESTS that is likely to multiply in future, as they have to run and coordinate for the intended 740 schools with 3.5 lakh tribal students, the Committee further strongly feel that the present sanctioned strength of NESTS perhaps either needs to be reviewed and enhanced or its technical capabilities are of a superior level so that they are able to smoothly run the Schools. In**



**view of the increasingly responsibility of Project Monitoring Units with the increase in pre-construction and post-construction activities of schools in future, the Committee would also like that the number of Experts in Project Monitoring Units is kept adequate to enable them to effectively supervise and monitor pre-construction and post-construction activities of EMRSs.**

## **CHAPTER-V**

### **RECRUITMENT OF HUMAN RESOURCES**

#### **(Teaching and non-teaching staff)**

5.1 A special drive at the Central level in association with the State Governments is initiated to fill up the vacancies of teaching staff at EMRSs with an objective to recruit quality human resources, technically equipped and motivated in order to maintain the quality standards of EMRSs. The recruitment of the teaching staff (Principal, Vice Principal, PGT and TGT) for EMRSs shall be state specific i.e. as per the State, where the schools are located, in accordance with the recruitment rules of the respective State and only eligible candidates having domicile certificate of the State can apply. A roadmap has been devised to recruit the teaching staff for EMRSs by conducting ETSSE-2021, i.e. EMRS Teaching Staff Selection Examination. The recruitment advertisement has been released for total of 3400 vacancies across 16 States/UTs. National Testing Agency (NTA), an autonomous organization under Ministry of Education is to conduct National Level EMRS-Teaching Staff Selection Examination. Vacant positions have been calculated by the respective States, following the State-specific reservation roster. Appointment of teaching staff will be completed by the States/UTs following State-specific reservation roster. The Ministry stated in their background note that due to Covid -19 pandemic, examination for ETSSE-2021 is postponed and Ministry is in consultation with States to start recruitment process.

5.2 On being enquired, whether the teachers available in schools to provide quality education to the students are as per the sanctioned strength, the Ministry of Tribal Affairs stated in their Post evidence reply that:

“As per the guidelines, recruitment of teachers and other related aspects are handled by the State EMRS Society. However, in order to ensure uniformity, NESTS identified 52 posts including Teaching and non-Teaching staff for each school and shared model recruitment rules with the State EMRS Societies for notifying the same at their level. Based on the request of the State EMRS Societies and the concerned State Government, NESTS has taken an initiative of conducting a national level test for selection of teachers while the States shall be

responsible for final selection and posting of the teachers. The data regarding existing staff in the schools is being collected through the online portal.”

5.3 With regard to the criteria fixed for teachers and other staff recruitment and the system available to ensure that competent teachers are available particularly for science subjects at senior level, the Ministry of Tribal Affairs stated in their Post evidence reply that:

“In order to ensure availability of competent teachers for imparting quality education to the students, the criteria for recruitment of teaching staff under EMRS schools have been formulated in the pattern of Kendriya Vidyalayas & Navodaya Vidyalayas. The norms formulated by NESTS for EMRS are as under:

<b>Post</b>	<b>Age</b>	<b>Educational qualification</b>
Post Graduate Teachers	40 years	<p>Two Years Integrated Post Graduate Course from Regional College of Education of NCERT in the concerned subject with at least 50% marks in aggregate.</p> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• Master Degree from a recognized university with at least 50% marks in aggregate in the following subject.</li> <li>• PGT (Physics)–Physics / Applied Physics/ Nuclear Physics.</li> <li>• PGT (Chemistry) Chemistry/ Bio. Chemistry.</li> <li>• PGT (Biology) - Botany/ Zoology/ Life Sciences/Bio Sciences/ Genetics/ Micro Biology/Bio Technology/ Molecular Bio/Plant Physiology provided they have studied Botany and Zoology at Graduation level.</li> <li>• PGT (Maths) Mathematics/ Applied Mathematics.</li> <li>• PGT Information Technology-B. Tech (computer science / IT) / Master’s Degree in Computer Application/ Computer Science/ Information Technology/ M. Tech (Computer Application/ Computer Science/ Information Technology).</li> <li>• B. Ed or equivalent degree from a recognized University (Not applicable on PGT IT).</li> <li>• Proficiency in teaching in Hindi and English medium.</li> </ul>
Trained Graduate Teachers	35 years	<p>Four years integrated degree course of Regional College of Education of NCERT in the concerned subject with at least 50% marks in aggregate.</p> <p style="text-align: center;">OR</p> <p>Bachelor’s Degree with at least 50% marks in the concerned subject/combination of subject and in aggregate. For TGT (Science)- Bachelor Degree in Science with any two of the following subjects: Botany, Zoology and Chemistry.</p>

5.4 On being enquired, whether 3400 posts proposed to be filled for functional schools includes teaching and non-teaching staff are sufficient to meet the requirement of functional schools and are in tune with number fixed by NESTS, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"Advertisement was published for 3400 teaching posts (vacancies) for 16 States. Posts presently held by Contractual /Adhoc teachers were not advertised. So, the vacancies shared by States were sufficient to meet the requirement of functional schools in these States and are in tune with number fixed by NESTS. Recruitment process is on hold due to non-notification on RRs by majority States."

5.5 The representative of the Ministry of Tribal Affairs further informed the Committee during the evidence that:

"हमने जो फिगर लिया है, वह थोड़ा कंजरवेटिव भी लिया है। चूंकि हम भी पहली बार यह वेंचर कर रहे थे। नेशनल लेवल पर इसको कराना है, इसलिए, कंजरवेटिव चलें। क्योंकि अप्वाइंटमेंट स्टेट्स को ही देनी है, इसलिए हमने स्टेट्स से ही फिगर मंगवाए थे। ऐसा न हो कि हम ज्यादा करें और अप्वाइंटमेंट में दिक्कत आ जाए। एजुकेशन डिपार्टमेंट से कई जगह लोग डेपुटेशन पर भी काम कर रहे हैं, जैसे राजस्थान में कर रहे हैं। वहां पढ़ाई का जो स्तर है, उसमें कोई दिक्कत नहीं है। क्योंकि, वे सारे के सारे डेपुटेशन पर हैं। जो डेपुटेशन पर हैं, वे रेगुलर एम्प्लाइज हैं।"

5.6 With regard to the delay in bringing uniformity in recruitment procedure and salary of teaching or non-teaching staff despite revamping of Scheme in 2018, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"NESTS was established in 2019 and became functional towards in 2020 with posting of requisite staff. Soon after this, model Recruitment Rules were drafted and shared with the States. Based on the feedback received from States, the same were modified and the final version was shared with the States which included the minimum qualification, recruitment method, pay scale etc. Thereafter States have been requested to notify these recruitment rules so that the same can be applied to any fresh recruitment."

5.7 During the deliberation with the Committee, the representatives of the Ministry of Tribal Affairs brought to the knowledge of the Committee with regard to the disparity in the salaries of the teachers working in the schools:

”अब तक हम ग्रांट देते थे और टीचर्स के वेतन आदि के बारे में, वे कितना वेतन टीचर्स को दे रहे हैं, कितनों की नियुक्ति कर रहे हैं, हम उनको बताते थे, लेकिन वे राज्य द्वारा ही संचालित थे। जब हमने देखा कि टीचर्स की क्वालिटी सफर कर रही है, क्योंकि वे कांट्रैक्चुअल हैं। जो कान्ट्रेक्ट का टीचर है, उसे अच्छा काम करने का कोई इन्सेन्टिव नहीं रहेगा और वह हमेशा दूसरी जगह नौकरी तलाशता रहेगा।”

5.8 He further added:

”हमने यहाँ से आरआर बनाया और राज्य को कहा कि आपके 52 पद होने चाहिए, 26 टीचिंग के और 26 नॉन टीचिंग के, प्रिंसिपल, वाइस प्रिंसिपल, पीजीटी, टीजीटी आदि के सारे नॉर्म्स हमने फिक्स किए और उसके बाद राज्यों को कहा कि आप स्वयं इनको भर्ती कीजिए और सीबीएसई से एफिलिएट होइए ताकि जो सीबीएसई के नॉर्म्स हैं, उनके अनुसार टीचर्स को वेतन भी मिल सके। उसमें कार्य धीमा चल रहा था तो NEST ने खुद ही पहल करके मतलब हमने आगे बढ़कर एनटीए, नेशनल टेस्टिंग एजेंसी के साथ बात की और पूरे राष्ट्रीय स्तर पर टीचर्स की नियुक्ति के लिए कार्यक्रम बनाया। उसका विज्ञापन भी दिया, जैसे गुजरात से मँगाया तो यहाँ पर 161 टोटल पद उन्होंने बताए कि ये पद खाली हैं। 16 राज्यों में, कुछ राज्यों में चुनाव के चलते नहीं हो पाया, हमने उनको भर्ती प्रक्रिया से अलग कर दिया।”

**5.9 The Committee are constrained to note that the teachers appointed for EMRSs by the States are not in accordance with a uniform criteria for the appointment of teachers for schools despite the existence of the Scheme since 1997-98 as the Ministry did not have control over these schools except for giving grant to the States to establish EMRSs. The Committee have now been informed that a recruitment advertisement have been released for a total of 3400 vacancies across 16 States/UTs as per the criteria formulated on the pattern of Kendriya Vidyalayas and Navodaya Vidyalayas and that the National testing Agency is to conduct national level EMRS-Teaching Staff Selection Examination. However, recruitment process is on hold due to non-notification of Recruitment Rules by majority States/UTs. The Committee feel that had this decision been taken by the Ministry back when EMRS came into existence, the schools could have achieved a uniform standard of education across the Country. The Committee find that the matter is still at a standstill as they have not been able to advertise vacancies of teachers for all the States/UTs as Recruitment Rules framed by NESTS have not been notified by the States/EMRS societies established across States/UTs. Unless all the States are brought on board, the recruitment of teachers would continue to suffer. The Committee would, therefore recommend that all formalities must now be completed and the examinations for the vacancies advertised should be held at the earliest without waiting for States/UTs who have not notified Recruitment Rules and teachers recruited following State specific reservation Roster so that they are adequately trained before posting. NESTS may also follow up with the States/UTs who have not notified model Recruitment Rules framed by them and ensure that these States notify said rules in a specific time period so that the recruitment of teachers for these States is also conducted in a time bound manner.**

**States/UTs still delaying notification of model Recruitment Rules framed by NESTS should be aggressively pursued at appropriate level so that they are notified soon and quality of education imparted in schools is not compromised. The Committee would also like the Ministry to take all necessary action for the recruitment of non-teaching staff too for efficient management of EMRS. They desire to be apprised of the progress at the action taken stage.**

## CHAPTER-VI

### CONSTRUCTION COSTS & BUDGET

6.1 As per the guidelines the Capital Cost fixed for Eklavya Model Residential Schools' complex, including hostels and staff quarters is upto ₹ 37.80 crore for plains and ₹48.00 Crore for North East, Hilly and areas affected by Left Wing Extremism. As regards to Eklavya Model Day Boarding Schools, the capital cost for the school complex, including other facilities is upto ₹14.00 crore and ₹ 20.00 Crore for North East, hilly areas, difficult areas and areas affected by Left Wing Extremism. The Recurring Cost for Eklavya Model Residential Schools @ ₹ 1,09,000/- per child per year is admissible w.e.f. 1.4.2019 whereas Recurring cost of Eklavya Model Day Boarding Schools @ ₹ 85,000/- per child per year is admissible for students enrolled. For procurement of essential non-recurring items like furniture/equipment including for kitchen, dining, hostel, recreation, garden etc., maintenance grant upto ₹ 20 lakh per school may be allowed once in every 5 years. Upgradation of already sanctioned EMRSs on need basis with unit cost subject to a maximum of ₹ 5 crore per school (to be staggered over four years i.e. 2018-19 to 2021-22). However, priority is to be given to earlier constructed schools.

6.2 As per the norms, fund release with regards to construction of new schools and upgradation of existing schools are to be tied to the selection of construction agencies and allotment of work of individual schools to the agencies by NESTS. Upon allotment of work, an agreement is to be signed between NESTS and construction agencies in case of Central/State PSUs. Upon signing of agreement, if applicable, mobilization advance is to be released to the NESTS for further release to construction agencies applicable for new construction. Funds are to be released to construction agencies in installment and the quantum of installment is to be as per the provisions prescribed under GFRs. Subsequent release of funds to construction agencies shall be linked to the physical performance and certificate of fund utilization/fund transfer by the agencies. The maximum permissible cost is based on a school with 480 students and running till 12th Standard. Schools running at lesser capacity and not till 12th standard (in three streams) shall be eligible for recurring cost based on the actual enrolment in the schools.



6.3 Consequent to approval of revamping of EMRSs scheme by CCEA in December 2018, the norms for construction of EMRSs and EMDBS including the Campus layout, built-up area, façade design, material specifications etc. was standardized. It was decided to entrust the construction work to agencies like CPWD and other PSUs (Central and State). Accordingly, the construction work of 452 new EMRSs has been assigned to following agencies based on a standardized building design.

<b>Implementing Agency</b>	<b>No of Schools Assigned</b>
PSUs ( <i>HSCL, NPCC, WAPCOS, TCIL, MANIDCO, MTDC, B&amp;R and EPIL</i> )	370
CPWD	40
State Government	42
<b>Total</b>	<b>452</b>

6.4 The details of funds sanctioned for the construction of new schools since 2018-19, year-wise and the number of new schools constructed, schools made functional from their own building and schools functioning from alternate building, etc. was furnished to the Committee as follows:

<b>Year</b>	<b>Fund Sanctioned for new schools (In Lakhs)</b>	<b>Schools made functional from own building</b>	<b>Schools functioning from alternate building</b>
2018-19	2312.00	3	18
2019-20	7212.00	5	35
2020-21	38181.40	12	50
2021-22	17128.83	0	0

6.5 The Eleventh Finance Commission approved the continuation of the Scheme with

the following Budget:

(₹ in crores)

Particulars	2020-21	2022-23	2023-24	2024-25	2025-26	Total
Capital Costs	3836.12	7356.45	6972.15	2146.50	210.00	20520.95
Recurring Costs	1094.26	1370.69	1648.32	1928.35	2212.15	8253.77
Sports Meet/Cultural Meet, Training Programmes	25.00	25.00	30.00	30.00	35.00	145.00
<b>Grand Total</b>	<b>4955.38</b>	<b>8752.14</b>	<b>8650.47</b>	<b>4104.85</b>	<b>2457.15</b>	<b>28919.72</b>

6.6 On being enquired about the reasons due to which capital costs allocation has a decreasing trend from 2023-24 especially when large numbers of schools are under construction or construction work is likely to begin, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"The budgetary provisions have been worked out based on progress of construction of schools which is expected to peak during 2022-23 and 2023-24 and thereafter there will be progressive decrease in number of schools under construction."

6.7 On being asked whether the budget for recurring costs has taken into consideration the increase in number of students after schools shifts back to their building, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"The budget for recurring cost has been worked out considering the gradual increase in number of students annually ranging from 100000 students in 2021-22 to around 200000 students in 2025-26 at a unit cost of ₹ 1.09 lakh per student."

6.8 As regards to the in-built mechanism available to absorb inflation effect in the estimated annual expenditure per student so that the facilities available to students are not adversely affected for want of funds, the Ministry of Tribal Affairs stated in their written reply that:

"Keeping inflation and other requirement in view the recurring cost was enhanced from ₹ 42000 per student in 2017-18 to ₹ 1,09,000 in 2019-20. The per student norm was revised keeping in view the existing norms of Navodaya Vidyalayas. If required, the recurring cost can be enhanced in future subject to approval of Ministry of Finance and the Cabinet."

6.9 On being enquired about the performance of the Public Sector agencies identified to undertake construction of schools in terms of completion of construction work in time, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"Out of 174 Administrative Approvals and Expenditure Sanctions (AA& ES issued, 104 have been issued in favour of PSUs where construction work has commenced at 43 locations."

6.10 On being asked, whether the period for 18 months fixed is sufficient to complete the construction work and the construction work of how many schools could be completed within the stipulated period, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"The period of 18 months has been fixed for completion of part construction with the approved cost of ₹ 20 (₹ 24 crore for hilly/NE/LWE) to make school functional with entry level classes. Construction is in progress in 100 locations. The work in these locations were hindered due to prevailing COVID-19 during last two waves. However, agencies have been asked to expedite the work to complete within the stipulated period."

6.11 As regards the penal provisions, where the construction work of schools is not completed within the stipulated period, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"If the Construction Agency fails to maintain the required progress or to complete the work and clear the site on or before extended date of completion, it shall, without prejudice to any other right or remedy available under the law to NESTS on account of such breach, compensation @ ₹ 10,000/- (Rupees Ten Thousand Only) per week of delay, subject to max. of 10% of service charges. The decision of NESTS regarding amount of compensation and period of unjustified delay shall be the final and binding on the construction agency. In case CA recovers any compensation for delay or Liquidated damages from its contractor on account of any unjustified delay, the same shall be credit to NESTS."

**6.12 The Committee find that after the revamping of EMRS Scheme, the responsibility of construction of 452 new schools sanctioned since 2018-19, has been entrusted to PSUs and CPWD, except for 42 schools where the State Governments have been entrusted the responsibility. The Committee also find that the budgetary provision for capital cost of ₹ 2146.50 crore has been made for 2024-25 and ₹ 210.00 crore for 2025-26. The Committee are unable to comprehend the reasons for keeping such a low budgetary provision for these two years when only expenditure sanction for 174 schools have been granted till date and expenditure sanction for 278 schools is yet to be awarded. As the construction of schools in remote/hills/difficult tribal areas taken much more time than those in regular areas, there is a high possibility than 278 schools would not be ready in another three years and ₹ 210 crore would be quite insufficient in 2025-26. The Committee are apprehensive about the financial crunch EMRSs may face at that time. The Committee would, therefore, like the Ministry to review the financial allocation made for construction of schools so that there is no financial crisis as allocation is likely to lapse in case of non-utilization. Further, the Committee are sad to note that the construction work is not progressing at the required pace as construction work could begin only at 43 locations out of the administrative and expenditure sanction issued for 104 EMRSs to PSUs for construction. The Committee would, therefore, like the Ministry to regularly review the status of work undertaken and strive to remove all bottlenecks so that the work is completed in a targeted period. The Committee would also like the Ministry to monitor the work entrusted to States and seek compliance to avoid delay on their part.**

## **CHAPTER-VII**

### **CAPACITY BUILDING OF PRINCIPALS AND TEACHERS**

7.1 The Ministry in collaboration with National Institute of Educational Planning and Administration (NIEPA), an autonomous organization established by Government of India organized a capacity building programme in school leadership for EMRS school Heads and Principals. The leadership programme was conducted in an online mode for 10 days' duration from 21st September to 1st October, 2020. The training was attended by 50 EMRS school principals from 12 States. In collaboration with Art of Living Trust, a Teacher Development Programme was organized for the EMRS School Teachers online for 5 days' duration from 28th September to 3rd October, 2020. The training was targetted for 50 regular EMRS school teachers from two States, namely, Karnataka and Telangana. The Ministry in collaboration with Indian Association of Physics Teachers (IAPT), an autonomous voluntary organization, organized a teacher development workshop for secondary level physics teachers of EMRS schools. IAPT organization works for the upgradation of Physics teaching and Physics teachers, through various academic programmes and activities all over India.

7.2 The Ministry of Tribal Affairs informed that the workshop was conducted in an online mode for 5 days' duration from 19th October to 23rd October, 2020. The training was attended by more than 60 EMRS school teachers from 3 States. In order to make this a round-the year process, a calendar of training programmes is being finalized and partnership with other training institutions is also being explored. IT Software Training Programme organized in collaboration with Spoken Tutorial- IIT Bombay for around 50 (PGT) EMRS Teachers of 2 States. Innovation and Entrepreneurship Training Programme organized for EMRS school heads and principals in collaboration with Atal Innovation Mission (AIM), NITI Aayog.

7.3 Further, it has been decided to Include EMRS as a unique entity like KVS, NVS in public portal of National Award to Teachers, MoE and CBSE Affiliation Portal. It has also

been decided to associate EMRS school heads/principals in national level academic forum constituted to take policy level education decisions Pool of Key Resource Persons (KRPs) i.e. best and outstanding EMRS teachers and principals from across the country. Further, School Admission Guidelines, Teacher Performance Evaluation Formats/Annual Performance Appraisal Formats (APAR) etc are also be standardised.

7.4 On being enquired about the facilities available to improve the teaching skills of teachers, the Ministry of Tribal Affairs *inter-alia* stated in their written reply that:

“Collaborations have been established with National apex bodies such as NCERT, NIEPA, NITI Aayog etc. to organise and conduct professional capacity building programmes for EMRS teachers and Principals.”

7.5 With regard to the programmes being developed in collaboration with MoSD&E and Navodaya Vidyalaya Samiti (NVS), the Ministry of Tribal Affairs stated in their written reply that:

"Collaboration has been established by NESTS with MoSD&E with an objective to initiate vocational education courses in EMRSs and build the professional competency of teachers in skill courses. The preliminary objective is to build the professional competency of EMRS teachers in Information Technology. This initiative shall foster Skill Development amongst teachers and students, keeping in view also the apprenticeship and future job prospects of students. An MoU is being signed between NESTS and MoSD&E to formalize the collaboration.

Collaboration has also been established with NVS with an objective to initiate a mentorship plan for EMRSs across the states. The mentorship action plan for effective coalition between NVS and EMRS shall include mentorship of EMRSs by NVS, to facilitate for more effective functioning, coordination, leadership, governance, management etc. The larger objective is to form positive synergy amongst schools, leading to efficient coalition. Co-mapping of JNVs and EMRSs has done by NESTS and the discussion is in progress by NESTS to decide the future course."

7.6 On being enquired during the course of deliberation with regard to Kaushal Vikas(Skill development) in these schools, the representative of the Ministry of Tribal Affairs that:

“कौशल विकास के लिए मिनिस्ट्री की जो स्कीम है, उसके अंदर उनका भी एक प्रपोजल आया है। उसमें यह है कि जहां-जहां पर जिन-जिन स्कूल्स में वोकेशनल टीचर्स हैं, उनको कौशल विकास योजना के साथ जोड़ दिया जाए। इसके अलावा जिन स्कूल्स में वोकेशनल टीचर्स नहीं है, उनको रिस्पेक्टिव आईटीआईज़ के साथ जोड़ दिया जाए। इसके अलावा हमारा माइक्रोसॉफ्ट के साथ एम.ओ.यू. हुआ है, जिसमें उन्होंने आर्टिफिशियल इंटेलीजेंस के लिए पूरे इंडिया में 50 हजार बच्चों का प्रपोजल किया है। इनिशिएली उन्होंने 50 स्कूल्स सैंक्शन किए हैं।”

**7.7 The Committee find that several training Programmes were organized for teachers and Principals of EMRSs during the last two years. However, the participation of schools, Principals and teachers was found to be limited in these Programmes. The Committee are of the opinion that the teachers/Principals training Programme should be periodically organized and participation be made compulsory to upgrade their teaching/ leaderships skills which would enable them in coping with the fast changing scenario of imparting education. The Committee would like NESTS to develop exchange Programmes of Principals/teachers at national/ international level so that they can participate in advanced training Programmes. The Committee appreciate the initiatives such as collaboration with National apex bodies such NCERT, NITI Aayog, NIEPA etc. to conduct professional capacity building Programmes and desire that participation of EMRS teachers should be mandatory therein. Also, the Committee feel that the collaboration between NESTS and the Ministry of Skill Development and Entrepreneurship to initiate vocational education courses would benefit students and teachers in developing skills, hence, necessary action may be taken for an early start of vocational education courses across the EMRSs. The Committee are of the view that concrete steps should be taken to increase the number of Programmes and hence recommend that an annual calendar for professional capacity development Programmes for Principals/teachers may be drawn incorporating various Programmes and shared with all EMRSs and EMDBSs so that maximum participation could be ensured.**



## **CHAPTER-VIII**

### **SCHOOL INFRASTRUCTURE**

8.1 The EMRSs will be compliant to the provisions of the Right to Education Act, 2009 and other norms as prescribed by Central Board of Secondary Education (CBSE) and Navodaya Vidyalaya Samiti. The facilities in school would include State-of-the-art infrastructure; study materials; uniforms (including customized climatic clothing for hilly areas); facilities for preparatory classes for competitive entrance examinations; remedial classes for weak students; medical facilities including telemedicine and tie up with prominent hospitals in the vicinity; provision of adequate purified drinking water and sanitation facilities; scouts, guides, NCC, School bands and related activities; extra-curricular activities like dance, music, painting, trekking, excursions/ exposure visits, study tours to be made part of the curriculum and students to participate in school level competitions in various spheres including academics, sports and co-curricular.

#### **INTELLIGENT EDUCATIONAL INFRASTRUCTURE (Smart-Classes)**

8.2 A project entitled "Establishment of intelligent educational infrastructure (Smart) in Eklavya Model Residential Schools (EMRSs)" has been initiated to enhance the learning and productivity of students in-coordination with the Ministry of Electronics and Information Technology (MeitY) through ERNET India, an autonomous society of MeitY. Ministry has decided that under this project, ERNET shall install the Smart Class facilities in 100 selected EMRS schools and with priority to schools in North-East and remote areas where internet connectivity is not available.

8.3 On being enquired about the current status of smart classes proposed to be established in schools, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"During the year 2021, it was decided to implement Smart Classes in the EMRS. Accordingly, a project is being implemented through ERNET India, an autonomous society under the Ministry of Electronics and Information Technology

to establish smart classes in 175 schools. As per the plan shared by ERNET, 48 schools are to be covered during 2021-22 and the remaining in next year.

8.4 In this regard, the representative of the Ministry of Tribal Affairs informed the Committee during the deliberation held on 13 August, 2021 that:

“दिसम्बर तक हमारा जो टारगेट है, उसमें 50 स्कूल हैं। उनमें कुछ फॉर्मैलिटीज स्टेट्स को करनी है, जैसे अगर कहीं लाइटनिंग हो रही है तो उसके लिए न्यूट्रल की व्यवस्था हो, ऐसी सारी व्यवस्थाएं होने के साथ, हमारा टारगेट है कि हम लोग 50 स्कूल इस साल दिसम्बर में कम्प्लीट कर लेंगे। बाकी 175 स्कूलों में, ‘एरनेट’ और मिनिस्ट्री ऑफ इलेक्ट्रानिक्स एंड इनफार्मेशन टेक्नोलॉजी के थ्रू हर स्कूल में छः क्लासेज ऑनलाइन होंगी।”

### **Establishment of Atal Tinkering Labs(ATLs) in EMRS Schools**

8.5 Collaboration was established with NITI Aayog for establishing Atal Tinkering Labs in EMRS Schools. ATL Labs provide a workspace to school children where young minds give shape to their ideas. Multi-pronged strategy was adopted for ATL establishment in EMRS schools. In first step, all the EMRS schools were encouraged to apply for ATLs directly after cross-checking their eligibility criteria from NITI Aayog website. In second step, a 10-point online parametric assessment tool was administered to do internal research on the status of ATL establishment in EMRS schools. In third step, communication was established with NITI Aayog team to retrieve information for ATL establishment and provide information for ATL establishment in schools.

8.6 The first ATL was established in EMRSs during 2018. Currently ATLs have been established in 13 schools in 6 States. 5 more schools have also been selected for establishment of ATL. Subsequent to establishment of NESTS, concerted efforts have been taken recently to collaborate directly with the Atal Innovation Mission, NITI Aayog to ensure establishment of ATLs in atleast 100 schools. The establishment of ATL is dependent on multiple factors including requisite space, adequate STEM teachers, basic infrastructure and participation in science & innovation events. Efforts are being taken by NESTS to prepare the schools accordingly to meet all the requisites.

8.7 With regard to the requirement for establishment of ATLs in schools, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"The requisites for establishing ATL are as follows:

<b>Criteria</b>	<b>Requirement</b>
<b>Infrastructure</b>	<ul style="list-style-type: none"> <li>• All weather area (1000 sq. ft.) in regular/plain regions</li> <li>• All weather area (750 sq. ft.) in Hilly/Himalayan regions and Northeastern, Island states/UTs</li> <li>• Computer Lab with internet facility</li> <li>• Steady electricity connection</li> <li>• Science Lab (Physics, Chemistry, Biology)</li> <li>• Library and Playground</li> <li>• At least Class/Grade VI to X</li> <li>• School established at least 5 years ago from date of application</li> </ul>
<b>Faculty</b>	<ul style="list-style-type: none"> <li>• Existing Faculty: Mathematics, Sciences and Computer teachers with PGT degree.</li> <li>• Polytechnic/STEM Graduates may be hired as STEM Teachers independently by respective schools</li> </ul>
<b>Reach</b>	<ul style="list-style-type: none"> <li>• Enrolment – Min. 300 students in Class/Grade VI-X in regular/plain regions.</li> <li>• Enrolment – min. 200 students in Class/Grade VI-X in Hilly/Himalayan regions and Northeastern, Island states/UTs.</li> <li>• Regular attendance of 75% &amp; above of the staff &amp; enrolled students during the academic years from 2016-17 to 2019-20</li> </ul>

8.8 On being further enquired about the time by which ATLs are likely/targeted to be established in 100 selected schools/all the EMRS, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"Efforts are being made to provide required support to eligible EMRSs to apply for ATL as and when applications are invited by NITI Aayog."

### **PROCUREMENT OF MOBILE TABLETS**

8.9 The Ministry informed that one critical factor which was statedly raised by several States during Covid -19 pandemic was unavailability of gadgets such as smart phone/mobile devices with the students. To tackle this situation, a Committee was constituted by the Ministry to decide about the mechanism of providing tablets/ mobile devices for students of EMRSs. Through these initiatives, EMRSs were expected to be getting the

much needed technological face-lift with robust technological resourcefulness which shall mitigate the students' learning losses, building adaptive education systems, particularly for students from vulnerable and disadvantaged communities as tribal students.

8.10 On being enquired by the Committee about the status of 30,000 devices planned to be procured through GeM for students in classes 10th to 12th to ensure online education and robust learning management system proposed to be developed by C-DAC for these devices, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"The bid for procurement of tabs was floated on the GeM portal. However, in view of poor response from bidders due to multiple factors, the bid had to be floated once again. Technical evaluation of the bids is under process.

The Learning Management System is under process by Centre for Development of Advanced Computing (CDAC), Mumbai. The draft design was shared with the Ministry and based on the feedback, the same is being revised. However, deployment of the LMS will be dependent on the completion of the procurement of tabs."

8.11 The representative of the Ministry of Tribal Affairs further informed that:

“मैं निवेदन करना चाहता हूँ कि इसके लिए दो बार टेंडर हुआ। जब इनिशियली टेंडर हुआ और उसमें 'मेड इन इंडिया' का क्लॉज आया, तब इंडिया में ऐसी कोई भी कंपनी नहीं थी, जो हमारी स्पेशिफिकेशन्स – 10 इंच का टैब और 3 जीबी की रैम – पर खरी उतरती हो। इस वजह से हमें दो बार टेंडर करना पड़ा। तीसरी बार जो टेंडर किया गया है, उसकी प्रोसेस शुरू हो गई है और जैसे ही यह प्रोसेस पूरी होगी, हमारा जो लर्निंग मैनेजमेंट सिस्टम इस टैब के अंदर जाएगा, फिर चाहे किसी स्कूल में इंटरनेट कनेक्टिविटी हो या नहीं हो, बच्चे उस टैब के माध्यम से पूरी जानकारी ले पाएंगे।“

## **EDUCATIONAL KITS**

8.12 On being enquired about the time by when the process of procuring educational kits is likely to be completed and made available to students across EMRSs, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"The procurement of educational kits is being done through NCERT wherein the tendering process is in progress. MoU has been signed with Microsoft and training of teachers is scheduled to be held."

8.13 With regard to the study conducted to assess the infrastructural requirement of students/teachers in the far flung tribal areas, the Ministry of Tribal Affairs stated in their reply that:

"A detailed analysis was carried out by NESTS to identify the infrastructural requirement of the schools. The same was done in consultation with the Navodaya Vidyalaya Samiti, CPWD and keeping in view the various compliances necessary under the National Building Code, CBSE etc. Accordingly, the infrastructural norms were worked out and a standard uniform design has been finalised for implementation. All the new schools are being constructed based on the new design. Old schools are also being upgraded gradually to ensure availability of requisite infrastructure.

## **MANAGEMENT INFORMATION SYSTEM**

8.14 The Ministry informed that for the effective monitoring of EMRSs across the country, a need to develop its own EMRS-MIS arose. Accordingly, a detailed document for capturing progress/ implementation status of EMRS and document on reporting formats have been developed in accordance with EMRS Guidelines, Bye laws & Rules of NESTS, School Performance Index of NITI Aayog, UDISE document etc. Module designing and website development and advancement are in progress.

8.15 On being enquired about the date when decision taken to set up MIS, expenditure likely to be incurred on it, expected date by which it would be set up and the current arrangement for undertaking the work proposed to be done through MIS, the Committee were informed as under:

"With the establishment of NESTs, it was decided to setup an MIS. Accordingly, the work on developing the same was assigned in January 2021. The MIS is currently under development and several modules have already been

made live for data entry by schools. The technical development of the MIS is likely to be over by March 2022.”

8.16 On being asked, whether any complaint has ever been received with regard to infrastructure, facilities in school, quality of education since revamping of EMRSs Scheme, the Ministry of Tribal Affairs stated in their Post evidence reply that:

“As per the guidelines, State/UT EMRS societies will be responsible for the management of schools sanctioned/established in the State/UT in accordance with the norms and guidelines laid down by the NESTS.”

8.17 As regards to the Grievance redressal mechanism available in schools, the Committee were informed by the Ministry of Tribal Affairs that:

“Day-to-day management and administration of the schools is being done by the State/UT EMRS Society. However, to redress common grievances, if any, regular meetings are being held with the State/UT Governments and the State/UT EMRS Society.”

8.18 On being enquired about the number of students reported to have left school due to poor infrastructure/facilities etc., the Ministry of Tribal Affairs stated in their Post evidence reply that:

“No specific instances have come to notice about students leaving school due to poor infrastructure facilities. The endeavour of the Ministry has been to provide quality infrastructure facilities in all the schools.”

**8.19 The Committee are surprised to note that the provision for Smart Classes & Atal Tinkering Labs in EMRSs and the procurement of mobile tablets and educational kits for students of EMRSs has been delayed so much that the very objective to provide online education to EMRS schools during COVID Pandemic could not materialise. The Committee feel that this delay has made students to suffer irreversibly as they require these facilities well in time to continue their studies in distant mode. The Committee are unable to understand reasons for continued delay in having these facilities in schools. The fact that tenders were called twice under such specifications for which no Indian company could bid shows that the NESTS/Ministry failed to find a workable solution to prevent altogether stopping of learning for tribal school students during COVID pandemic. The Committee feel that Ministry must realise that students cannot be deprived of the right to education due to the non-serious approach of the persons responsible to execute the work. The Committee, therefore, opine that responsibility needs to be fixed for the casual approach in this matter. The Committee find that the Management Information System proposed to be developed has also been lingering for long without any sound justification. The Ministry, therefore must ensure to complete the targets set for establishing online learning system, Smart classes and Atal tinkering labs and also to procure the mobile tablets and educational kits within the laid down timeframe. As the tribal students belong to remote areas and do not possess resources to voice their requirements vigorously, it is the bounden duty of the Ministry to recognize and fulfill their educational requirements well in time. The Committee would, therefore, like to strongly recommend the Ministry to install smart classes, Atal tinkering labs in all the EMRSs in consultation with the concerned Ministries/Departments within a fixed time**

**schedule. The Committee also desire that as the management Information system, which is currently proposed to be developed, could be an effective tool for monitoring of the schools, particularly those set up in far flung areas, should be developed in a time bound manner without further delay.**



## **CHAPTER-IX**

### **PERFORMANCE OF EMRSs**

9.1 As per the old scheme, the management of the schools including admission process was responsibility of the State Government. States have been conducting the admission tests both in online and offline mode for filling the seats. However, in order to ensure uniformity and transparency in the admission procedure for admission in EMRS, NESTS is in the process of developing Admission Guidelines for EMRS Schools. As per the extant guidelines of EMRS, the following provisions pertain to admissions:

- The number of seats for boys and girls will be equal.
- The total maximum sanctioned strength of a school shall be 480 students.
- At the Upper Primary and Secondary level i.e., from class VI to X, every class will have maximum 60 students in 2 sections of 30 students each
- At the Senior Secondary level (class XI & XII), there will be three sections per class for the three streams in Science, Commerce & Humanities. The maximum sanctioned strength of each section should be 30 students. In case of short fall in a section, ST students from other schools may be admitted as per procedure.
- 10% of the seats of EMRSs/EMDBS can be filled up by non-ST candidates (shall not exceed the total strength of 480). Priority shall be given to children of EMRSs/EMDBS staff, children who have lost their parents to Left wing extremism and insurgencies, children of widows, children of divyang parents etc.
- 90% of the seats are reserved for the tribal students.

9.2 On being enquired about the number of students currently studying in Schools against the sanctioned strength, the Ministry of Tribal Affairs stated in their written reply that:

"During the current academic year i.e., 2021-22, 85700 students are currently enrolled in the schools. The admission process is still in progress because of the COVID-19 situation. During the year 2020-21, 14983 students got admitted and during 2021-22, 3536 students have so far been admitted"

9.3 As regards to the performance of the students in class X and XII examinations, the Ministry of Tribal Affairs stated in their written reply that:

"The performance of students of Class X & XII in the Board Examination for the year 2019-20 is as mentioned below:

- 8233 students from 162 EMRS had appeared in class 10<sup>th</sup> Examination out of which 7575 (92.01 %) students cleared class-X examination. 3994 (53%) students secured 1<sup>st</sup> division and around 1377 students scored 90% or more.
- 71 EMRS had produced 100% and 40 EMRSs produced result between 95%-100 % in class-X examination.
- 6333 students from 131 EMRSs had appeared in class 12<sup>th</sup> Examination out of which 5596 (88.36 %) students passed class-XII examination. 3222 (58%) students secured 1<sup>st</sup> division and around 1079 students scored 90% or more.
- Humanities Stream had recorded highest pass percentage of 96% followed by science 90% and 73% Commerce.
- 46 EMRSs had produced 100% result and 22 EMRS between 95% and 100%."

9.4 On being asked whether any mechanism is available to keep a check on the quality of education imparted in EMRSs and also for maintaining good standard of living including food, infrastructure etc., in the schools, the Ministry of Tribal Affairs stated in their written reply that:

"NESTS has been setup with a mandate to ensure proper functioning of the schools through the State/UT EMRS Societies. These State EMRS Societies are required to manage the school in the respective States based on the guidelines prescribed. The State Tribal Welfare/Development Departments also provide oversight in effective functioning of the schools. Apart from this District Level Committees under the Chairmanship of District Collectors have also been constituted by the States for supervision and providing support to the schools.

Apart from this a dedicated online portal is under development where details of the facilities available to students, infrastructure in the school, details of the teachers with their qualification will be made available by the respective schools."

9.5 On being enquired about the students who dropped out mid-way from school or did not complete their education upto class XII, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"Day to day running and management of the schools is the responsibility of the State/UT EMRS Societies. No specific instance of drop-out has come to the notice of the Ministry."

9.6 The Secretary of the Ministry of Tribal Affairs submitted before the Committee with regard to dropout rate that:

“हमें इसको देखना पड़ेगा। हम लोग स्कूलवाइज इसको चेक करेंगे। यह बहुत इंपोर्टेंट चीज है कि बच्चों का ड्रॉप रेट बिल्कुल नहीं होना चाहिए। यह कहना कि ड्रॉप रेट नहीं है, तो बिना इनफोर्मेशन के हम नहीं कह सकते हैं।”

9.7 As regards to the Performance of all the Students in the extra co-curricular activities at National and International Level and any specialized training imparted to such students to enhance their skills, the Ministry of Tribal Affairs stated in their written reply that:

"EMRSs focus on both academic and extra-curricular activities for all-round development of students. Round the year, EMRS students participate in several State level and district level competitions, cultural and sports activities. The performance of EMRS students have also been recognized at National level and International Level. National Level EMRS Sports Meet and Cultural Meet organized by the Ministry provides a national platform for the students to showcase their talent. Specialized training is imparted to students at the school level in different areas including vocational and career guidance, karate, self-defense, computer and IT, skills like agriculture vocation, tailoring and designing etc. Different skill development workshops viz. theatre, art and craft, handicraft, traditional art, music and dance etc. are also being organized in the schools.

9.8 On being enquired about the comparative Analysis conducted with regard to the performance of EMRSs *vis-à-vis* Navodaya Vidyalayas, the Ministry of Tribal Affairs *inter-alia* stated in their written reply that:

"During the last 2 years, with the revamping of the scheme and establishment of NESTS, efforts have been taken to bring the EMRSs at par with JNVs in terms of facilities, quality of education and performance of students with special focus on scholastic and co-scholastic areas.

NESTS has forged collaborations with the national apex bodies and voluntary organizations like National Institute of Educational Planning and Administration (NIEPA), NITI Aayog, Spoken Tutorial, IIT–Bombay, Indian Association of Physics Teachers (IAPT), Art of Living Foundation (AOL), All India Council of Technical Education etc.

Just like JNVs, to promote experimentation and innovations, associations have been initiated with Central Board of Secondary Education (CBSE); National Council of Educational Research and training (NCERT); Centre for Creative Learning (CCL) IIT-Gandhi Nagar and other such bodies of national importance. All of this combinedly provide impetus to EMRS teachers and students to excel in different educational arenas.

Also, students have been encouraged to participate in several competitions such as Ganga Quest, CBSE-WWF Challenge, DAKSHANA Scholarship Test for competitive examination preparation etc. The results of 2019-20 EMRS Board Results of class X showcased 92.01% result; while grade XII Board Results showcased 88.36% result. Concerted efforts are being made to enhance the performance of our students in Boards Classes."

**9.9 The Committee appreciate the performance of EMRS students in examinations as well as extra-curricular activities and are of the view that the responsibility of the Department has been increased now in order to make the requisite infrastructure available timely to students. The Committee are, however, perplexed to note that as it is aimed to bring EMRSs at par with JNVs, the admission guidelines are yet to be framed by NESTS and the dedicated online portal is also under development. The Committee are aware that the management of Schools is the responsibility of State/UT Governments. However, to ensure the uniformity of infrastructure across the schools is now the responsibility of NESTS. The Committee, therefore, desire that necessary action may be taken by NESTS to frame admission guidelines in a time bound manner so that they are uniformly applied by State/UT Governments across EMRSs. The State/UT Governments following their own guidelines, would mean defeating the objective of uniform procedure for admissions in the Schools. The Committee also desire that the online portal should be expeditiously developed so that the details of the facilities available to students, infrastructure in schools, details of the teachers with their qualification are made available by the respective schools on portal for the benefit of the prospective students/teachers.**

## **CHAPTER-X**

### **CENTRE OF EXCELLENCE FOR SPORTS**

10.1 It is intended to have a dedicated infrastructure for setting up Centre of Excellence for sports with State-of-the-Art facilities, equipment and scientific back up along with specialized training, boarding and lodging facilities, sports kit, sports equipment, competition exposure, insurance, medical expenses etc. as per norms of Sports Authority of India. This Centre of Excellence will have specialized state-of-the-art facilities for one identified individual sport and one group sport in each State/UT. CoE for Sports will be co-located with an existing or proposed EMRS. The facilities will not only be restricted to students of EMRS but will also be open for other students on nominal charges (if found feasible) as to be decided by NESTS. Detailed norms with regard to management of the CoE for Sports will be laid down by NESTS in consultation with the Sports Authority of India.

10.2 On being enquired about the number of Centres of Excellence for sports proposed to be set up and the current status thereof and how the requirement of sports is being presently met in these schools, the Ministry of Tribal Affairs stated in their written reply that:

"Fifteen Centre of Excellence for sports are proposed to be set up in tribal majority districts with all related infrastructure (buildings, equipment etc.) including specialized state-of-the-art facilities for two identified sports (including one group sport and one individual sport) in each State/ UT. Presently preliminary sanctions have been accorded for two CoE for Sports. In order to make the initiative impactful, discussions are underway with Sports Authority of India for collaboration under Khelo India programme and detailed standard operating procedure (SoP) is being devised to establish such centres. Facilities for sports is an inherent component in all the EMRSs. Regular coaching is being done for promotion of sporting talent among the students through the physical education teachers in the schools. In order to give a national platform to the students, two National Level EMRS Sports Meet have also been organized."

10.3 On being asked with regard to survey conducted to identify the districts to set up two CoEs for which preliminary sanction has been accorded, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"Establishment of CoE for sports is being done in consultation with Sports Authority of India. The location of the CoE is based on the availability of land within existing EMRSs as decided by the respective State."

10.4 As regards to the financial estimates/allocation for setting up of CoE and the target fixed to set up the proposed CoE, the Ministry of Tribal Affairs stated in their Post evidence reply that:

"An advance amount of ₹ 127 lakh each was released to the two CoE sanctioned. 15 CoE are planned to be established in the country. Financial provisions have been included in the Cabinet Note for continuation of the Scheme of EMRSs during 2021-22 to 2025-26."

10.5 On being enquired about the sport activities in which students in schools participate and whether requisite infrastructure including coach, etc. is available for such sports in all the schools, the Ministry of Tribal Affairs submitted that:

"Some of the sports offered to students in EMRSs include volleyball, badminton, Kabaddi, Kho- Kho, archery, hockey, table-tennis, football, basketball etc. There is a provision of Physical Education Teacher (P.E.T.) in each school. Specialized coaches and instructors for different sports are also engaged by respective States, wherever required."

**10.6 The Committee are astonished to note that the Ministry have not been able to identify location for establishing two Centre of Excellence (CoE) for sports with specialized state-of-the-art for one identified individual sport and one group sport for which preliminary sanction has been issued out of the fifteen such Centres proposed to be set up in tribal majority districts in each State/UT and ₹ 127 lakh sanctioned too. The Committee are perturbed to find that the discussion with Sports authority of India is still underway for collaboration under 'Khelo India Programme' and detailed standard procedure have not been devised to establish such Centres. The Committee are unable to understand the objective of releasing an advance amount of ₹ 127 lakh for two CoEs sanctioned and to include financial provision in the Cabinet Note for continuation of the EMRSs during 2021-22 to 2025-26 when Ministry have not been able to locate places for establishing two CoEs. The Committee wonder as how much time would be required to establish all 15 CoEs. The Committee are also concerned about the financial implication of the delay as the cost of such Centres is likely to increase substantially if there is too much delay in taking decisions. The Committee would, therefore, like the Ministry to take necessary action immediately to complete the modalities in consultation with Sports Authority of India, States/UTs and other stakeholders so that the location not only for two CoE is finalised but location for all 15 CoEs is finalised and timeline should be fixed for completion work of all CoEs.**



## CHAPTER-XI

### AFFILIATION OF EMRSs TO CBSE

11.1 As per the norms all the EMRSs set up are to be affiliated with CBSE. NESTS has already signed the MoU with State/UT EMRS Societies in 25 States/UTs. The remaining 3 States namely Bihar, Tamil Nadu and West Bengal are being pursued at the highest level to shift to CBSE Board. However, these States are insisting on continuation of State Board Curriculum in these schools. As these States have not signed MoU, they are being paid at old rates. NESTS is responsible for ensuring compliance to the conditions as mentioned in the MoU. Efforts are being made to encourage these States to enter into the MoU to bring uniformity in education across EMRSs.

11.2 On being enquired the reasons due to which all the schools have not been affiliated with CBSE till date, the Secretary, Ministry of Tribal Affairs submitted before the Committee during the evidence that:

“हम लोग उसकी प्रक्रिया कर रहे हैं। उनको सीबीएसई में करने के लिए एक प्रोसेस होता है। स्कूलों से पूरी डिटेल्स आती है, राज्य सरकार को रेकमेंड करना होता है। फिर सीबीएसई क्राइटेरिया देखता है कि वहां पर कितने बच्चे और कितने टीचर्स हैं। इसमें इसी लिए थोड़ी देर हो रही है, लेकिन इसमें समस्या नहीं है। कुछ एक राज्य ऐसे हैं, जिन्होंने कहा है कि हम सीबीएसई में नहीं जाएंगे।”

11.3 He further added that:

“बिहार ने सीबीएसई में जाने से मना किया है। हम लोग बिहार से रिक्वेस्ट कर रहे हैं। पश्चिम बंगाल ने भी मना किया है। तमिलनाडु ने भी मना किया है। हम लोग राज्यों से रिक्वेस्ट कर रहे हैं। अगर ये राज्य सीबीएसई को मान लें, तो नवोदय विद्यालय में जैसा स्टैंडर्ड है, वैसा ही स्टैंडर्ड एकलव्य में भी हो जाएगा, लेकिन दो-तीन राज्यों से थोड़ा और डिस्कशन कर के उनको मनाने की आवश्यकता है।”

11.4 With regard to the efforts being made by the Ministry to bring these States on

board, the Secretary, Ministry of Tribal Affairs submitted before the Committee during the deliberation that:

“हम लोग इसको काफी गंभीरता से ले रहे हैं। हम लोग यह चाहते हैं कि सभी राज्य सीबीएसई पैटर्न पर चले आएं। इसका एक लाभ यह भी है कि सीबीएसई में आने से हम लोग उन्हें प्रति बच्चा 1,09,000 रुपये देते हैं। अगर सीबीएसई में नहीं आएं, तो उन लोगों को पुराने पैटर्न के अनुसार थोड़ा कम पैसा मिलेगा। हम लोग इन तीनों राज्यों को समझाने की कोशिश कर रहे हैं कि वे हमारे साथ आ जाएंगे, तो थोड़ा अच्छा रहेगा।”

**11.5 The Committee are surprised to note that 3 States namely Bihar, Tamil Nadu and West Bengal have still not signed MoU and are reluctant to shift to CBSE Board and are insisting on continuation of State Board Curriculum in the schools set up in their States whereas the norms stipulate that all the EMRSs set up are to be affiliated with CBSE in order to grant better sum per child studying in these schools. The Committee would like the Ministry to vigorously pursue with the States and give them a time period to sign MoU with NESTS so that the norms established including affiliation of schools with CBSE Board are applicable to them for smooth running of Schools and the students studying in these schools get standardized education and the uniform standard of education is established across all the EMRSs in the country. In order to bring them on board, the Committee recommend that the Ministry pursue the matter at higher level with the States and sort out the issue fast.**

**NEW DELHI;**

**31 March, 2022**  
**10 Chaitra, 1944 (Saka)**

**RAMA DEVI**  
**Chairperson,**  
**Standing Committee on**  
**Social Justice and**  
**Empowerment**

## APPENDIX

### STATEMENT OF OBSERVATIONS/RECOMMENDATIONS

Sl.No	Para No.	Observations/ Recommendations
1.	2.8	<p>The Committee are constrained to note that out of 288 schools sanctioned in 1997-98, that is prior to revamping of the EMRS Scheme in 2018-19, only 244 schools could be made functional. They further find that the construction work of only 202 schools has been completed till date and the construction work of 20 schools is yet to begin, whereas construction work of 66 schools is targeted to be completed by October, 2024. The pace with which the work has been progressing seems to be quite slow as construction work of only 202 schools has been completed despite the Scheme being in existence for more than two decades. Construction work of 20 schools could not begin till date, despite the same being entrusted to Central/State Public Sector undertakings after the revamping of Scheme in 2018-19. The Committee are of the firm opinion that the routine issues relating to tendering process, land transfer, finalization of construction agency, etc. cannot be kept lingering for months and delaying the work inordinately when a target completion date is set. The Committee feel that the Ministry should take dynamic measures to ensure that, at least, all the 288 old sanctioned</p>

		<p><b>schools are made functional from their own buildings in a time bound manner in order to achieve the envisaged objectives of the Scheme. The Committee would therefore, like the Ministry to take concrete steps so that the construction work of 66 schools is completed as stipulated and begin the construction work of the remaining 20 schools at the earliest so that all the old schools are made functional from their own building. As the teaching activities have not been undertaken since the pandemic of COVID-19 started, there is all the more urgency that atleast now the tribal children must have school facilities to resume their education, particularly since online mode of education is not feasible for remote tribal areas. Hence, the Committee may be apprised in this regard.</b></p>
<p><b>2.</b></p>	<p><b>2.24</b></p>	<p><b>The Committee note that the original target, which aimed that 452 new Eklavya Model Residential Schools (EMRSs) including 12 Eklavya Model Day Boarding School (EMDBS) would be set up in the remaining 462 sub-districts by the year 2022 is nowhere near completion and the target year stands revised as 2025 now. The Committee are surprised to note that out of 452 schools proposed to be sanctioned as per the phasing plan between 2018-2019 to 2021-2022, only 350 schools could be sanctioned and the remaining 102 schools are remaining to be sanctioned as the location for these schools is yet to be</b></p>

		<p>finalised. It is disappointing that the construction work of only 100 schools could begin till date whereas the construction work of 332 schools is to begin by March 2022, which has just passed. The Committee lament the fact that there is a substantial gap between the number of schools proposed to be sanctioned and the number of schools sanctioned and also with regard to timelines fixed for construction work. The Committee also find the Ministry deficient in complying with the standard period of 24 months fixed for completing the construction work as the present position states that detailed Project Report and Master Layout Plan for 174 schools and construction work for 100 schools could begin out of 350 schools sanctioned till date. Further worrying is the fact that very few schools have their own buildings as only 20 schools have been made functional from own buildings. 103 schools are functioning from alternate buildings since 2018-19 till 2021-22. The Committee are quite apprehensive with regard to the achievement of target even by March 2025 as construction of 252 schools is yet to begin. The Committee have been made to believe by the Ministry that after establishment of National Educational Society for Tribal Students (NESTS) on revamping of the Scheme, things are going to improve substantially but the facts still speak</p>
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		<p>otherwise, even after two years of establishment of NESTS. The Committee would, therefore, opine that the Ministry must not take more into background after setting up of NESTS as things are still not progressing satisfactorily, therefore, close monitoring of the pace of work is required to be done by the Ministry to achieve the targets. The Committee, therefore, like the Ministry to set up a stringent in-built mechanism to ensure compliance of norms/timelines fixed with regard to sanctioning/construction/functioning of schools so that the work of making EMRS/EMDBS functional from their own buildings is not delayed and there is no deviation from targets at any stage.</p>
3.	3.7	<p>The Committee observe that a minimum of 15 acres of land is required for establishing Eklavya Model Residential School (EMRS) in a sub-district having 50% ST population and at least 20,000 tribal persons and a minimum of 5 acres of land is required for establishing Eklavya Model Day Boarding School (EMDBS) in a sub-district having 90% ST population. The Committee are perturbed to note that despite a provision of relaxation on the minimum requirement of land in North east, hilly areas and LWE affected areas in the guidelines, several discrepancies such as land not found technically suitable,</p>

		<p>land falling under forest area, etc. appear and since the process of resolving the issues takes time, there is a delay in acquisition of land required for setting up EMRS in selected districts. The Committee believe that the criteria of minimum area of 15 acres of land in a sub-district having 50% ST population and at least 20,000 tribal persons for construction of EMRS is impractical as a single piece of 15 acres of land may not be easily available in hilly areas. Further, the criteria of 50% ST population and at least 20,000 tribal persons for sanctioning of EMRS and 90% ST population for sanctioning of EMDBS makes identification of land more cumbersome. The Committee hence feel that the guidelines with regard to area/population needs to be revisited as together these stipulation make acquisition of land for setting up of EMRS/EMDBS quite complex. The Committee hence are of the opinion that these should be immediately reviewed and viable solutions worked out so that the delay in acquisition of land can be prevented. The Committee also recommend that such review should be undertaken without compromising upon the infrastructural requirements of EMRS/EMDBS. The Committee desire that such tribal areas with widely scattered tribal population must not be deprived of the benefits of EMRSs/EMDBS which are a means towards their educational</p>
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		<p>empowerment. The Committee note that out of three approved EMDBS , construction work of two schools is in progress and work of one school is yet to begin. The Committee desire that the construction work of all the three EMDBS should be completed in time and the Ministry should take necessary steps to encourage/sensitize the States/UTs to submit speedily, proposals for construction of EMDBS so that maximum Tribal students are able to get quality education.</p>
4.	4.10	<p>The Committee find that National Education Society for Tribal Students (NESTS) established in 2019 to plan, construct, establish, endow and administer the EMRS is expected to do all things necessary to provide good quality modern education to tribal students, common core-curriculum of NCERT, CBSE affiliation of schools, training/capacity building Programmes for teaching and non-teaching staff, review the existing MoUs signed by the State/UT EMRS Societies or the State Governments, etc. The Committee, further, note that the EMRS Societies required to be set up at the State/UT level to maintain, control and manage the schools within 30 days from issue of the Guidelines have been established in 27 out of 28 States/UTs till date. However, the Committee are perturbed to note that only 6 posts in NESTS have been filled up till date, thus leaving 26 posts vacant out of the 28 posts approved by</p>

		<p><b>Ministry of Finance. The Committee are unable to comprehend as to how NESTS would be able to justify its role and responsibility with such a set up. As only two top posts have been filled, it can be safely assumed that NESTS would be hardly functional as of now. The Committee are, therefore, of the opinion that no further delay should happen in recruitment of sanctioned strength of NESTS. NESTS should also ensure that the EMRS Societies are established in all States/UTs urgently and MOU with State/UT EMRS Societies or the State Governments is reviewed/signed without any further delay for the smooth functioning of Schools. Keeping the role and responsibility of NESTS that is likely to multiply in future, as they have to run and coordinate for the intended 740 schools with 3.5 lakh tribal students, the Committee further strongly feel that the present sanctioned strength of NESTS perhaps either needs to be reviewed and enhanced or its technical capabilities are of a superior level so that they are able to smoothly run the Schools. In view of the increasingly responsibility of Project Monitoring Units with the increase in pre-construction and post-construction activities of schools in future, the Committee would also like that the number of Experts in Project Monitoring Units is kept adequate to enable them to effectively supervise and monitor</b></p>
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		pre-construction and post-construction activities of EMRSs.
5.	5.9	<p>The Committee are constrained to note that the teachers appointed for EMRSs by the States are not in accordance with a uniform criteria for the appointment of teachers for schools despite the existence of the Scheme since 1997-98 as the Ministry did not have control over these schools except for giving grant to the States to establish EMRSs. The Committee have now been informed that a recruitment advertisement have been released for a total of 3400 vacancies across 16 States/UTs as per the criteria formulated on the pattern of Kendriya Vidyalayas and Navodaya Vidyalayas and that the National testing Agency is to conduct national level EMRS-Teaching Staff Selection Examination. However, recruitment process is on hold due to non-notification of Recruitment Rules by majority States/UTs. The Committee feel that had this decision been taken by the Ministry back when EMRS came into existence, the schools could have achieved a uniform standard of education across the Country. The Committee find that the matter is still at a standstill as they have not been able to advertise vacancies of teachers for all the States/UTs as Recruitment Rules framed by NESTS have not been notified by the States/EMRS societies established across States/UTs. Unless all the States are brought on</p>

		<p>board, the recruitment of teachers would continue to suffer. The Committee would, therefore recommend that all formalities must now be completed and the examinations for the vacancies advertised should be held at the earliest without waiting for States/UTs who have not notified Recruitment Rules and teachers recruited following State specific reservation Roster so that they are adequately trained before posting. NESTS may also follow up with the States/UTs who have not notified model Recruitment Rules framed by them and ensure that these States notify said rules in a specific time period so that the recruitment of teachers for these States is also conducted in a time bound manner. States/UTs still delaying notification of model Recruitment Rules framed by NESTS should be aggressively pursued at appropriate level so that they are notified soon and quality of education imparted in schools is not compromised. The Committee would also like the Ministry to take all necessary action for the recruitment of non-teaching staff too for efficient management of EMRS. They desire to be apprised of the progress at the action taken stage.</p>
6.	6.12	<p>The Committee find that after the revamping of EMRS Scheme, the responsibility of construction of 452 new schools sanctioned since 2018-19, has been entrusted to PSUs and</p>

		<p>CPWD, except for 42 schools where the State Governments have been entrusted the responsibility. The Committee also find that the budgetary provision for capital cost of ₹ 2146.50 crore has been made for 2024-25 and ₹ 210.00 crore for 2025-26. The Committee are unable to comprehend the reasons for keeping such a low budgetary provision for these two years when only expenditure sanction for 174 schools have been granted till date and expenditure sanction for 278 schools is yet to be awarded. As the construction of schools in remote/hills/difficult tribal areas taken much more time than those in regular areas, there is a high possibility than 278 schools would not be ready in another three years and ₹ 210 crore would be quite insufficient in 2025-26. The Committee are apprehensive about the financial crunch EMRSs may face at that time. The Committee would, therefore, like the Ministry to review the financial allocation made for construction of schools so that there is no financial crisis as allocation is likely to lapse in case of non-utilization. Further, the Committee are sad to note that the construction work is not progressing at the required pace as construction work could begin only at 43 locations out of the administrative and expenditure sanction issued for 104 EMRSs to PSUs for construction. The Committee would, therefore, like the</p>
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		<p>Ministry to regularly review the status of work undertaken and strive to remove all bottlenecks so that the work is completed in a targeted period. The Committee would also like the Ministry to monitor the work entrusted to States and seek compliance to avoid delay on their part.</p>
7.	7.7	<p>The Committee find that several training Programmes were organized for teachers and Principals of EMRSs during the last two years. However, the participation of schools, Principals and teachers was found to be limited in these Programmes. The Committee are of the opinion that the teachers/Principals training Programme should be periodically organized and participation be made compulsory to upgrade their teaching/ leaderships skills which would enable them in coping with the fast changing scenario of imparting education. The Committee would like NESTS to develop exchange Programmes of Principals/teachers at national/ international level so that they can participate in advanced training Programmes. The Committee appreciate the initiatives such as collaboration with National apex bodies such NCERT, NITI Aayog, NIEPA etc. to conduct professional capacity building Programmes and desire that participation of EMRS teachers should be mandatory therein. Also, the Committee feel that the</p>

		<p>collaboration between NESTS and the Ministry of Skill Development and Entrepreneurship to initiate vocational education courses would benefit students and teachers in developing skills, hence, necessary action may be taken for an early start of vocational education courses across the EMRSs. The Committee are of the view that concrete steps should be taken to increase the number of Programmes and hence recommend that an annual calendar for professional capacity development Programmes for Principals/teachers may be drawn incorporating various Programmes and shared with all EMRSs and EMDBSs so that maximum participation could be ensured.</p>
8.	8.19	<p>The Committee are surprised to note that the provision for Smart Classes &amp; Atal Tinkering Labs in EMRSs and the procurement of mobile tablets and educational kits for students of EMRSs has been delayed so much that the very objective to provide online education to EMRS schools during COVID Pandemic could not materialise. The Committee feel that this delay has made students to suffer irreversibly as they require these facilities well in time to continue their studies in distant mode. The Committee are unable to understand reasons for continued delay in having these facilities in schools. The fact that tenders were called twice under such</p>

		<p>specifications for which no Indian company could bid shows that the NESTS/Ministry failed to find a workable solution to prevent altogether stopping of learning for tribal school students during COVID pandemic. The Committee feel that Ministry must realise that students cannot be deprived of the right to education due to the non-serious approach of the persons responsible to execute the work. The Committee, therefore, opine that responsibility needs to be fixed for the casual approach in this matter. The Committee find that the Management Information System proposed to be developed has also been lingering for long without any sound justification. The Ministry, therefore must ensure to complete the targets set for establishing online learning system, Smart classes and Atal tinkering labs and also to procure the mobile tablets and educational kits within the laid down timeframe. As the tribal students belong to remote areas and do not possess resources to voice their requirements vigorously, it is the bounden duty of the Ministry to recognize and fulfill their educational requirements well in time. The Committee would, therefore, like to strongly recommend the Ministry to install smart classes, Atal tinkering labs in all the EMRSs in consultation with the concerned Ministries/Departments within a fixed time schedule. The Committee also desire that as the</p>
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		<p>management Information system, which is currently proposed to be developed, could be an effective tool for monitoring of the schools, particularly those set up in far flung areas, should be developed in a time bound manner without further delay.</p>
9.	9.9	<p>The Committee appreciate the performance of EMRS students in examinations as well as extra-curricular activities and are of the view that the responsibility of the Department has been increased now in order to make the requisite infrastructure available timely to students. The Committee are, however, perplexed to note that as it is aimed to bring EMRSs at par with JNVs, the admission guidelines are yet to be framed by NESTS and the dedicated online portal is also under development. The Committee are aware that the management of Schools is the responsibility of State/UT Governments. However, to ensure the uniformity of infrastructure across the schools is now the responsibility of NESTS. The Committee, therefore, desire that necessary action may be taken by NESTS to frame admission guidelines in a time bound manner so that they are uniformly applied by State/UT Governments across EMRSs. The State/UT Governments following their own guidelines, would mean defeating the objective of uniform procedure for admissions in the Schools. The Committee also desire that the online portal should be expeditiously developed so that the</p>

		<p>details of the facilities available to students, infrastructure in schools, details of the teachers with their qualification are made available by the respective schools on portal for the benefit of the prospective students/teachers.</p>
10.	10.6	<p>The Committee are astonished to note that the Ministry have not been able to identify location for establishing two Centre of Excellence (CoE) for sports with specialized state-of-the-art for one identified individual sport and one group sport for which preliminary sanction has been issued out of the fifteen such Centres proposed to be set up in tribal majority districts in each State/UT and ₹ 127 lakh sanctioned too. The Committee are perturbed to find that the discussion with Sports authority of India is still underway for collaboration under 'Khelo India Programme' and detailed standard procedure have not been devised to establish such Centres. The Committee are unable to understand the objective of releasing an advance amount of ₹ 127 lakh for two CoEs sanctioned and to include financial provision in the Cabinet Note for continuation of the EMRSs during 2021-22 to 2025-26 when Ministry have not been able to locate places for establishing two CoEs. The Committee wonder as how much time would be required to establish all 15 CoEs. The Committee are also concerned about the financial implication of the delay as the cost of such Centres is likely to</p>

		<p>increase substantially if there is too much delay in taking decisions. The Committee would, therefore, like the Ministry to take necessary action immediately to complete the modalities in consultation with Sports Authority of India, States/UTs and other stakeholders so that the location not only for two CoE is finalised but location for all 15 CoEs is finalised and timeline should be fixed for completion work of all CoEs.</p>
11.	11.5	<p>The Committee are surprised to note that 3 States namely Bihar, Tamil Nadu and West Bengal have still not signed MoU and are reluctant to shift to CBSE Board and are insisting on continuation of State Board Curriculum in the schools set up in their States whereas the norms stipulate that all the EMRSs set up are to be affiliated with CBSE in order to grant better sum per child studying in these schools. The Committee would like the Ministry to vigorously pursue with the States and give them a time period to sign MoU with NESTS so that the norms established including affiliation of schools with CBSE Board are applicable to them for smooth running of Schools and the students studying in these schools get standardized education and the uniform standard of education is established across all the EMRSs in the country. In order to bring them on board, the Committee recommend that the Ministry pursue the matter at higher level with the States and sort out the issue fast.</p>