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ENVIRONMENT AND SOCIAL SYSTEMS ASSESSMENT

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INDIA

FOR

Skills: National ITI Upgradation program (P507910)

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Education (Lead Practice Area)

South Asia Region

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Abbreviations and Acronyms

ADB	Asian Development Bank	NIMI	National Instructional Media Institute
BPL	Below Poverty Line	NPMU	National Program Management Unit
CAP	Corrective Action Plan	NSDC	National Skill Development Corporation
Capex	Capital expenditure	NSTI	National Skills Training Institute
CHS	Community Health and Safety	OHS	Occupational Health and Safety
CITS	Craft Instructor Training Scheme	Opex	Operational expenditure
CSTARI	Central Staff Training and Research Institute	PAB	Project Approval Board
CTS	Craftsmen Training Scheme	PAD	Program Appraisal Document
DLI	Disbursement Linked Indicator	PAP	Program Action Plan
DLR	Development Linked Results	PforR	Program for Results
DGT	Directorate General of Training	PMC	Program Management Consultants
E&S	Environmental and Social	POM	Program Operations Manual
EHS	Environment, Health and Safety	PPP	Public Private Partnership
EIA	Environmental Impact Assessment	RA	Results Area
EMP	Environmental Management Plan	RCA	Root Cause Analysis
ESSA	Environmental and Social Systems Assessment	SC	Scheduled Caste
FLFP	Female Labor Force Participation	SD	Skills Development
FY	Financial Year	SIDH	Skill India Digital Hub
GDP	Gross Domestic Product	SIMO	Skill India Mission Operation
HSIC	Hub and Spoke Industry Consortium	SIP	Strategic Investment Plan
IFSA	Integrated Fiduciary System Assessment	SPMU	State Program Management Unit
IMC	Institute Management Committee	SPV	Special Purpose Vehicle
INR	Indian Rupee	SSC	Sector Skill Council
ITI	Industrial Training Institute	ST	Scheduled Tribe
MIS	Management Information System	SIMO	Skill India Mission Operation
MoEFCC	Ministry of Environment, Forests and Climate Change, Government of India	STRIVE	Skills Strengthening for Industrial Value Enhancement
MSDE	Ministry of Skill Development and Entrepreneurship, Government of India	TRUE	Total Resource Use and Efficiency
NCVET	National Council of Vocational Education and Training	VTIP	Vocational Training Improvement Project
		WB	World Bank

Skills: National ITI Upgradation Program (P507910)

ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT

SUMMARY

Introduction

1.   An Environmental and Social Systems Assessment (ESSA) was conducted by the World Bank E&S team for the proposed Skills: National ITI Upgradation program (NITIUP - P507910) of the Ministry of Skill Development and Entrepreneurship (MSDE), Government of India supported by a Program-for-Results (PforR) financing instrument of the World Bank. Following the requirements of the World Bank PforR Policy, these rely on country-level systems for the management of environmental and social effects.[1] ESSA Team assessed the extent to which the Program's environmental and social management systems are consistent with six-core environmental and social principles (hereafter *Core Principles*) contained in the PforR Policy and corresponding Key Planning Elements.

2.   This ESSA Report is organized into five Chapters introducing the Program, Purpose, Objectives of ESSA, Description of Environmental and Social Characteristics of the Program Region, Potential Environmental and Social Effects, Assessment of Environmental and Social Management Systems, and Implementation Capacity based on PforR Policy of the Bank and its Core Principles; Environmental and Social Inputs to the Program Action Plan, and Details on Consultation and Disclosure.

Program Boundaries of the PforR Operation

3.   The Program Development Objective (PDO) is to increase the number of graduates, enhance their employability and labor market outcomes, and strengthen the governance and management of selected ITIs in the Program area. The scheme proposes a Hub-Spoke model for upgradation of ITIs. The following Results Areas are envisaged under the Program (in brief):

4.   RA1: Empowering ITIs for Higher Performance. This RA will focus on the governance and management reforms and upgrading of ITIs through the creation of hub-and-spoke consortia (HSICs) as outlined in the first component of the government program above. The governance structures introduced will enable additional private mobilization beyond Program-targeted ITIs, three years from Program closing at the rate tracked through the Program.

5.   RA2: Creating a State/UT-Level Enabling Environment for the ITI Ecosystem. Activities in RA2 focus on building the capacity of states and UTs to facilitate the selection and creation of HSICs, grant increased autonomy to HSICs, monitor the performance of HSICs, create platforms for public-private sector dialogue across all relevant economic sectors, with the appropriate stakeholders to foster better labor market outcomes of ITI graduates; strengthen data systems and liaise with relevant central and state government agencies to enhance coordination and promote synergies that support the objectives of the program, including linkages with relevant labor migration initiatives.

6.   RA3: Strengthening Central-Level Capacity in Policy Coordination, Program Management, and Monitoring and Evaluation. This RA will support two main activities. Each NSTI will develop and implement a five-year SIP for transformation into world-class institutes specializing in vocational teacher training, with strategic partnerships with international industry partners and/or international education agencies such as institutes for training of trainers and universities. The second activity under RA3 focuses

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[1] *"Effects" is used throughout this document to refer collectively to benefits, impacts, and risks. The term "benefits" refers to positive consequences and the term "impacts" refer to adverse or negative consequences of actions taken. Risk is used to denote the potential for loss or damage of something of environmental and social value. Risk is typically expressed in terms of probability and severity of consequences occurring in the future.*

on strengthening the institutional capacity of MSDE and relevant central agencies to coordinate, assure quality, and monitor and evaluate the Program.

Program Implementation Arrangements

7.   The institutional and implementation arrangements will be at three levels: national, states/UT, and hub-and-spoke ITIs consortium levels to balance national leadership with decentralized implementation.

8.   At the national level, MSDE through the DGT and its subunits will be responsible for overall government program coordination and management. The Director General of DGT, supported by the Director of Projects, will oversee the day-to-day operation of the Program with support from a competitively recruited National Project Management Unit (NPMU). The NPMU will include specialized units, such as technical, monitoring and evaluation (M&E), financial and procurement, and E&S management. The NPMU can include a competitively hired project management consultant (PMC) to provide technical expertise to the specialized units. Its role will be to support implementation and monitoring of the Program and coordinate with the states/UT that will be part of the Program. The DGT with the support from the NPMU will also be responsible for coordinating and managing Program activities linked to the five selected NSTIs under RA3. The DGT has prior experience of successfully implementing World Bank-financed operations.

9.   At the state/UT level, a State/UT Steering Committee (SSC) will provide overall guidance and strategic direction for the implementation of the Program. The Director of the SSD department with support from a competitively recruited State Project Management Unit (SPMU) will oversee the day-to-day operations of the Program. The SPMU will include various functional units, including technical, M&E, financial, and E&S management to ensure adequate Program implementation. The SPMU can also include a competitively hired PMC to provide technical expertise to the specialized units.

10.   Each HSIC will be responsible for program implementation for the ITIs at the cluster level. The HSIC will be structured as a Section 8 company or as any other body corporate that ensures greater accountability for results.

Environmental and Social Systems Assessment

11.   This Program will be implemented through the Program for Results (P4R) instrument, as part of which a comprehensive assessment of the environmental and social systems is undertaken during the Preparation. This assessment helps to gauge the adequacy of environmental and social systems at national, state and ITI levels. The objective of ESSA is to ensure consistency with six "core principles" outlined in the World Bank's Guidance on Environmental and Social Systems to effectively manage the Program risks and promote sustainable development. These principles are:

Core Principle#1: Program E&S management systems are designed to (a) promote E&S sustainability in the Program design; (b) avoid, minimize, or mitigate adverse impacts; and (c) promote informed decision-making relating to a Program's E&S effects.

Core Principle #2: Program E&S management systems are designed to avoid, minimize, or mitigate adverse impacts on natural habitats and physical cultural resources resulting from the Program. Program activities that involve the significant conversion or degradation of critical natural habitats or critical physical cultural heritage are not eligible for PforR financing.

Core Principle #3: Program E&S management systems are designed to protect public and worker safety against the potential risks associated with (a) the construction and/or operation of facilities or other operational practices under the Program; (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials under the Program; and (c) reconstruction or rehabilitation of infrastructure located in areas prone to natural hazards.

Core Principle #4: Program E&S systems manage land acquisition and loss of access to natural resources in a way that avoids or minimizes displacement and assists affected people in improving, or at the minimum restoring, their livelihoods and living standards.

Core Principle #5: Program E&S systems give due consideration to the cultural appropriateness of, and equitable access to Program benefits, giving special attention to the rights and interests of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities, and to the needs or concerns of vulnerable groups.

Core Principle #6: Program E&S systems avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes.

12.   The specific **objectives** with which the ESSA was undertaken include the following:
- Identify potential environmental and social benefits, risks and impacts applicable to the program interventions.
- Review the policy and legal framework related to management of environmental and social impacts of the program interventions.
- Assess the institutional capacity for environmental and social management system within the program system.
- Assess the program system performance with respect to the core principles of the PforR instrument and identify gaps, if any.
- Describe actions to be taken to fill the gaps that will be used as input/s to the Program Action Plan.

ESSA methodology

13.   The ESSA was carried out through a combination of site visits with direct consultations with the stakeholders, and desk-based exercises with virtual interactions/consultations. It included a review of the completed and ongoing works of similar nature at ITIs, and borrower's systems including policies, guidelines, regulations, standards, and procedures including the Environmental and Social Management Framework for the earlier Vocational Training Improvement Project (VTIP) and ESSA of Skill India Mission Operation (SIMO) and Skills Strengthening for Industrial Value Enhancement (STRIVE) Program. States and ITIs in various physical regions of the country were covered by site visits and utilizing the possibility of virtual platforms. The ESSA team also ensured that the consultations were evenly spread across the hierarchy of institutions involved, including Central and State level agencies (such as Central Staff Training And Research Institute (CSTARI), NSTIs, MSDE, State Departments), ITI level officials, Contractors and Engineers of the agencies that implements works for it is (such as various levels of offices of the PWD, Housing Board, Contractors), industry partners who set up and operate specific workshops and instruction platforms at ITI premises, students, instructors, administrative staff at ITIs, and the communities. The team reviewed the capacity of existing systems at the National, State, and ITI levels to plan (including cases of Private party supported /operated ITIs) and implement effective measures for the environmental and social management of the Program and determine if any additional measures are required to strengthen it to manage risks and enhance benefits. Sample ITIs and other stakeholders in the states of Maharashtra, Madhya Pradesh, West Bengal and Tamil Nadu were visited in person for this assessment; in addition to discussions with various other State/UT offices including Andaman & Nicobar, Andhra Pradesh, Odisha, and Assam to confirm the findings.

14.   The ESSA specifically delved into systems and institutional capacities (planning, implementation, supervision and monitoring) for a) environmental due-diligence of the proposed interventions in various institutes and ITIs across the Country; b) regulations and monitoring; and incorporation of screening for potential risks, alternative analysis, feasibility, design, implementation, and operations; (c) process followed for multi-party virtual stakeholder consultations at the state and district level and interactions of program agencies with Central/State/ITI officials, engineers, contractors and communities, (d) Teaching – Learning at ITIs, NSTIs.

Summary of Environmental and Social Risks and Impacts of the PforR

15.   The ESSA included a detailed assessment of environmental and social risks and impacts of the RAs and interventions related to the DLIs proposed in the PforR. The assessment concluded the following:

Environmental Risks and Impacts
16.   **The Program aims to enhance the infrastructure, facilities, and the overall teaching-learning environment in selected ITIs and NSTIs, which is expected to yield significant environmental benefits, and ensures a future workforce with a positive culture on safety, with adequate skills in EHS**. The Program Environmental and Social Systems Assessment (ESSA) has rated the overall environmental risk as "***Substantial***." This rating is due to two main factors: (i) the unknown extent of construction or upgradation activities (such as construction and/or upgradation of workshops, hostel facilities, classrooms, etc) across 1000 ITIs and 5 NSTIs in diverse environmental and geographical settings some of which may be in/near sensitive receptors, with large-scale constructions being considered a Significant risk according to National Environmental Regulations[14]; and (ii) the insufficient capacities of the Program's implementing agencies to manage Environmental, Health, and Safety (EHS) risks and the risk of multi-agency co-ordination at the National, State and ITI levels by the proposed (new) institutional system.

Social Risks and Impacts
17.   The program is expected to have significant positive social impacts, such as: (i) improving employment outcomes for trainees under this program through improved quality of trainings. In particular, this would benefit various vulnerable groups such as women, Scheduled Tribes, Scheduled Castes and Persons with Disabilities in terms of their participation in the labour force; (ii) improvement in enforcement of good labour practices, and human resource management in the operation of ITIs as well as in the planning and execution of civil works under the Project. There would be improvements in systems for monitoring and tracking compliances and improved HR practices; (iii) improvement in safety for women trainers, trainees and other participants in the ITI ecosystem through strengthened implementation of the POSH Act. This will contribute to providing an enabling environment for enhancing female labour force participation; (iv) improvement in the grievance redressal mechanism in the ITI ecosystem, making it more accessible, responsive and accountable to all stakeholders.

18.   The key social risks involved in the program include: (i) exclusion of vulnerable groups from program benefits, accessing ITIs and subsequent employment opportunities. These include women, Scheduled Tribes, Scheduled Castes and Persons with Disabilities; (ii) Risk of unfair labour practices in the civil works as well as management of trainers and other administrative staff in ITIs and NSTIs; (iii) Risk of SEA/SH with increased number of adolescent girls and women as trainees, trainers and staff under the program; (iv) Risks arising out of inadequate grievance redressal mechanisms.

Findings from the Analysis of Applicable E&S Systems: Policy, Legal and Regulatory Framework Governing the Program

19.   ***Assessment and Management of Environmental Risks and Impacts:*** National/State systems or regulations are not in place to screen, avoid, assess, mitigate, or manage environmental risks and impacts of the type of activities envisaged, unless these are part of large building construction projects (>20,000 sqm; <1,50,000 sqm) or area development projects (Covering an area ≥ 50 ha and or built up area ≥1,50,000 sqm). Large constructions or area developments are not yet ruled out under the Program. However, usual works expected under the Program such as workshop, hostel or classroom construction or upgradation which are of smaller extents is neither explicitly mandated by regulations to follow any screening or assessment mechanism nor are there capacities or systems for managing these. The proposed Program is much wider in scope than the earlier Projects/Programs supported by the World Bank, with large scale construction envisaged in around 1000 institutions (200 Hubs and 800 Spokes; and 5 NSTIs). The institutional capacities for Environmental Risk management as part of earlier Projects and Programs were not well institutionalized during the respective Project/Program period, and hence not

transcended beyond the Program duration or institutions. There is also no existing system to plan and improve legacy non-compliances.

20.   ***National and State Regulations and Systems for Minimizing Pollution and Health & Safety:*** The Program activities, including construction and Teaching-Learning, are governed by existing pollution and Health and Safety standards and guidelines at National and State Levels. Program agencies must be made aware of these regulations to ensure adherence, and monitoring to ensure safe and pollution free learning environment and nurturing future skilled technicians with positive safety culture. There is no system or mechanism in place to address non-compliances including legacy ones. Enforcing Environment, Health & Safety (EHS) is crucial during upgrades, operations and Teaching-Learning at these NSTIs and ITIs. Although regulations and guidance exist, awareness and compliance are minimal.

21.   ***National/State Regulations and Systems for protection of Natural Habitats, and Cultural Heritage:*** Regulations, standards and guidelines for protection of Natural Habitats, and Cultural Heritage applicable to the Program activities are in place; even though Program agencies need more awareness to adhere to regulations during works and Teaching - Learning. There is also no system or existing mechanism to improve legacy non-compliances and impacts on Natural Habitats or cultural heritage.

22.   ***Social Inclusion:*** From a social inclusion perspective, the overall legal and policy framework was found to be adequate. The legal framework on inclusion of vulnerable groups including women, Scheduled Tribes, Scheduled Castes and Persons with Disabilities is found to be strong. There also a strong enabling policy environment through dedicated facilities for multiple vulnerable groups as well as other incentives. However, there are various socio-economic and systemic barriers which inhibit the practical realization of these inclusion initiatives.

Findings from Analysis of Institutional Arrangements (Capacities) for Implementing the PforR and Managing E&S Risks

23.   ***Environmental:*** Program agencies across various levels include graduates in Engineering disciplines (such as Civil, Mechanical, Electrical, Computer, etc.) who have undergone comprehensive training in Health and Safety and Pollution management as part of their qualifications. However, an evaluation of institutional arrangements for the PforR indicates that key implementing agencies possess limited capacities and experience in managing environmental risks, including risk identification, planning, and environmental management related to works and Teaching – Learning activities. There is a noticeable deficiency in capacities for environmental management, health, and safety, as well as in promoting a safety culture essential for producing ITI graduates skilled in EHS, critical for the future workforce. Significant efforts are required to enhance the capacities of Program management agencies, instructors, and students in pollution control and health and safety management.

24.   ***Social****:* The assessment found that there is a significant gap in the institutional capacity to manage risks and address issues related to inclusion, citizen engagement, gender and other social aspects. Further, there are gaps in the monitoring and reporting systems and capacity related to social risk management at the ITIs, grievance redressal mechanisms, and stakeholder engagement. Further, where civil works are involved in construction and upgradation of facilities, there are no mechanisms for monitoring and reporting of labour welfare and compliance with legal requirements on labour. At an institutional level, there is a paucity of trainers and one of the factors includes the widespread system of *ad hoc* and contractual recruitment and dismissal. In the absence of a Human Resource Policy to safeguard the interests of trainers, these issues remain a challenge.

Findings from Assessment of Program System Consistency with Core Principles of Bank's PforR Financing

25.   The ESSA assessed program system consistency with the six core principles of ESSA. The broad summary of the assessment is as follows:

Core Principle #1 (Adequacy and Appropriateness of the Program's E&S Management Systems)

▪ The Program's environmental and social management procedures do not explicitly follow the avoid-minimize-mitigate-compensate or offset E&S risk mitigation hierarchy especially when the construction/upgradation are less than 20000 sqm built up area; as expected under the Program. Capacities, opportunities and priority are minimal to manage environmental risks including legacy non-compliances,

  o to manage the environmental risks associated with the proposed Program, MSDE shall develop systems to screen, assess, manage and mitigate environmental risks and impacts of all Program activities at various levels, and EHS in Teaching – Learning,

  o Environmental management plans (EMPs) shall include mitigation measures for impacts and risks on biodiversity, pollution prevention, linked facilities, possible use of contaminated land (if encountered), and vulnerability of sensitive receptors, climate impacts, etc.,

  o Prior to developing plans for upgradation, an Environmental Audit shall be carried out to identify and incorporate the required aspects in plan to fill the gaps on legacy non-compliances in existing facilities. This includes fire safety and other permits, licenses, absence of mechanisms to safe keep hazardous materials, etc.,

  o Appropriately Qualified Environmental experts and OHS experts shall be appointed at National / State, SPV/ITI levels (all applicable institutional levels) to ensure screening, audit, EMP preparation, implementation, supervision and reporting (quarterly) of works and other Program activities,

  o Safety-First Cell shall be established at Program Implementation/Management units at National, State, HSIC as may be applicable to ensure Safety upskilling, through training and certification on safety in all ITIs and NSTIs during Teaching - Learning, to ensure full PPEs and standard awareness materials, and training,

  o The details of systems and capacities (above) shall be included in Environmental Guidance, as part of the Program Operations Manual and shall be in place before the start of Program Activities (including prior results).

  o There is a robust framework on social inclusion for various vulnerable groups including women, Scheduled Castes, Scheduled Tribes, Persons with Disabilities etc. There are also additional measures like dedicated facilities, hostels, reservations and other incentives. However, there is a gap in implementation on the ground as enrollment figures for these groups remains low.

  o There is a gap in the implementation of the requirements of the POSH Act to prevent sexual harassment of women at the workplace. The Internal Complaints Committees to be constituted as per the Act are not operationalized or actively functioning as envisaged in most implementing agencies and ITIs. It is critical to strengthen this aspect as there are large numbers of vulnerable adolescent girls entering the workspace and creating a safe environment for them is required.

  o There are currently multiple grievance redressal mechanisms operating simultaneously. However, there are no common SOPs for their operation nor any comprehensive system for reporting and monitoring.

  o Stakeholder engagement is part of the curriculum development and updation process. At the ITI level stakeholders including industry are consulted in an opportunistic and adhoc manner. This system requires planning and strengthening for more effective engagement.

Core Principle #2 (Impacts on Natural Habitats, Physical and Cultural Resources)

▪ To the extent known and identified, if there are any potential adverse impacts of project activities and/or interventions on **recognized** (at National/State levels) natural habitats, physical cultural property, the activities and/or interventions are avoided, or managed. There are no formal procedure or guideline that mandates project proponents to follow the mitigation hierarchy principle in the management of risks on natural habitats, physical and cultural property except critical habitats and biodiversity hotspots, and recognized physical and cultural properties covered under National/State

regulations. The program shall adopt exclusions (in line with P for R Exclusions) to avoid impacts and risks on non-recognized habitats and cultural properties,

- o Screening shall be ensured for all investments under the Program, to identify and avoid / mitigate/manage risks and impacts on recognized and other cultural resources and natural habitats,
- o There shall be training programs to update the Program agencies on regulations, use these for better planning (for example: Siting guidance), and systems in place to monitor and manage risks and compliance,
- o Further, few legacy non-compliances (esp. impacts on neighboring natural features due to deposition of wastes and wastewater from ITIs, probable impacts on facilities neighboring or housed in cultural properties) were observed in facilities visited during the ESSA preparation. These shall be identified through an Environmental Audit prior to upgradation planning and all gaps shall be addressed in the Plans, Designs and Estimates.

Core Principle #3 (Protection of Public and Worker Safety)

- ▪ National and state laws governing public and workers' safety, prevention of child and forced labor, etc. are robust and adequate. Program implementing agencies (including PWD who carries out construction) lack the required resources and skills to ensure that contractors engaged in implementing the Program activities comply with the laws in letter and spirit.
- ▪ There is a gap in the system for monitoring labour law compliance as there is a fragmentation of responsibility and authority where civil works are carried out. Most civil works are conducted by the Public Works Department (PWD) of the respective state, which hires contractors for the works. The contract documents may contain stipulations to comply with labour laws and undertake other relevant steps to ensure a safe working environment for labour and the host community. However, the responsibility for oversight is divided between the PWD and the Labour Department.
- o Design for upgradation and new construction, or equipment installations shall follow the Environmental Guidelines, including required clauses in Bid Documents, and ensuring construction supervision. Enforcing regulations, and monitoring and reporting on pollution and OHS are very important in all program activities including those for prior results.
- o Preparation and use of Environmental Guidelines for the Program and adherence/compliance to regulations shall be verified by third party / independent Environmental Audit process; and as part of IVA verification for applicable Dis/DLRs.
- o EHS in ITI Teaching - Learning is very important for nurturing a future work force who may be involved in various Projects/Programs throughout the country and abroad. It is important to note that in ITI workshops, adolescents (children of 14-18 years as per National Regulation) get trained in activities that involve potential hazardous and flammable materials and processes. This is a very important risk not only in the proposed improved facilities, but also in all ITIs and NSTIs; and requires strong supervision and training on Health & Safety and overall Environmental Management as per the National Regulations2. NCVET accreditation guidelines point out the need to ensure safety at workshops. However, EHS is not prioritized, and the capacities to supervise and ensure EHS especially at workshops is minimal.
- o EHS upskilling of ITI instructors and students is very important. OHS modules shall be developed specifically for each trade and disseminated through efficient modes (online, Offline) and a work force shall be developed with competence on OHS and positive safe culture. There shall be a focal institute or cell on OHS with dedicated curriculum and responsible for OHS oversight in all ITIs (Hubs & Spokes) and NSTIs.
- o There are no systems currently for monitoring and reporting on the contractor's compliance with contractual obligations related to labour. The PWD issues work contracts, but monitoring remains ad hoc.

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2 The Child & Adolescent Labour (Prohibition & Regulation) Act, 1986; The Factories Act, 1948

Core Principle #4 (Management of Land Acquisition, Loss of Access to Natural Resources and Involuntary Resettlement)

▪ This Core Principle is not applicable. No involuntary acquisition of land for the activities planned under this project is currently envisaged. All infrastructure requirements for ITIs and NSTIs would be met within the footprint of land already available with the government. Any activities which involve involuntary acquisition of land would be excluded from the Program. When securing any land required for Program activities, the following shall be adhered to in order to ensure no adverse effects:
  o The land in question must be free of squatters, encroachers or other encumbrances
  o No physical relocation should result from securing the land required
  o There should not be any restrictions on access or transit as a result of securing such land
  o There should be no significant adverse impacts on the livelihoods as a result of securing the land.

Core Principle #5 (Cultural Appropriateness, Equitable Access to Program Benefits, Rights of Tribal and Underserved Communities)

▪ There is a strong legal framework to safeguard the interests of Scheduled Tribes in India, including various policy and regulatory initiatives to support the skilling requirements of tribal youth, in particular. Some Schedule Five[3] states like Mizoram have framed and adopted state level policies as well. The Government of India (GoI) has the Special Central Assistance to Tribal Sub Scheme (SCA to TSS) as a flagship program to improve welfare of tribal people with special financial assistance for scholarships, skill development, reservations in government jobs and public institutions. In addition, there is an array of incentives like scholarships, fee waivers, refundable fees, stipends (including for hostellers and day scholars), free start-up tool kits etc.

▪ However, during the assessment, it was observed that the implementation of such interventions on the ground is inconsistent. The tribal ITIs are mostly located in the tribal districts in the remote areas. The quality of these ITIs was observed to be lower than that of the general ITIs in terms of equipment, infrastructure and trained instructors during the STRIVE assessment. It was also observed that tribals have difficulty in continuing in jobs due to various factors including geographical and cultural constraints. The ITIs for minorities are also seen to be of lower quality than general ITIs in terms of equipment and infrastructure.

▪ Some of the key factors contributing to the low enrollment are poor local level employment opportunities in tribal areas, inadequate staff for specific trades in tribal ITIs who reside in the tribal areas, geographic inaccessibility, poor hostel facilities in many tribal ITIs, including lack of hygiene, sanitation and mess facility, absence of culturally contextualized trades and poor outreach and communication about schemes and job opportunities

Core Principle #6 (Avoidance of Social Conflict)

▪ While there are certain parts of India where there are some conflicts, this project will not exacerbate these risks. Accordingly, this core principle does not apply.

Environmental and Social Risks and Management

Environmental
26. To mitigate environmental risks, the Program will implement the following measures: (a) exclude high-risk environmental activities (as in the Banks PforR Guidance), conduct screenings to avoid sensitive receptors, and address legacy non-compliances identified through an Audit and implementing its findings while constructing/upgrading; (b) apply an EMP for construction works, addressing direct, indirect,

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3 The Indian Constitution makes special provides for the administration of states which are predominantly inhabited by tribal groups, which devolve greater administrative autonomy to local self governing institutions

cumulative and induced pollution and safety risks, including those from linked activities; (c) strengthen institutional supervision and monitoring mechanisms for both Construction and Operations. Additionally, there is a need for system improvement in the Teaching-Learning framework concerning the overall safety and housekeeping of the workshop, its equipment, material and fuel management, processes, and quality supervision on safety, as it is important to ensure as per National Regulation that adolescents (between 14 to 18 years as per National Regulations) are trained in a safe environment. Critical Environment, Health, and Safety (EHS) considerations have been integrated into the Program through: (i) establishing a Safety-First Cell at NPMU for co-ordination with States and H&Ss to ensure EHS, promoting better environmental management (Total resources use and efficiency (TRUE) campuses) and 'safety culture' in teaching -learning; (part of respective DLIs/DLRs for National, H&S governance and infrastructure upgradation) and (ii) developing a robust environmental management system at the Program level (national, UT/state, hub-and-spoke (SPVs), and ITIs), which includes the preparation and use of Environmental Guidance (as part of Program Operation Manual) and ensuring appropriate capacities at all levels (PAP#01).

Social

27.   The Program Environmental and Social Systems Assessment (ESSA) has rated the overall social risk as "Moderate." This is on account of the following risks: (i) exclusion of vulnerable groups from program benefits, accessing ITIs and subsequent employment opportunities. These include women, Scheduled Tribes, Scheduled Castes and Persons with Disabilities; (ii) Risk of unfair labour practices in the civil works as well as management of trainers and other administrative staff in ITIs and NSTIs; (iii) Risk of SEA/SH with increased number of adolescent girls and women as trainees, trainers and staff under the program; (iv) Risks arising out of inadequate grievance redressal mechanisms.

28.   In order to manage these risks, systems will be strengthened for overall social risk management. Human resource capacity would be enhanced at all levels of the institution for social. Mechanisms for monitoring and reporting on social aspects including grievance redressal mechanisms would be strengthened. There is also a requirement for enhancing systems to manage the risks related to safety of women at the workplace, particularly trainees and institutional strengthening for this would be prioritized. The gap in terms of monitoring of compliance of labour laws by contractors would also be strengthened. These measures would be implemented through inputs into the Program Action Plan, Program Operations Manual, and some would be linked to disbursements as well.

29. *Exclusions:* The following activities will be excluded from the program (also for prior results[4]) because of the high environmental and social risks:
   General
   1.   All activities excluded as per the World Bank's P for R policy (as in Bank's PforR Guidance Manual)
   Environmental
   2.   New Construction/Upgradation / Rehabilitation or repairs to existing Buildings or campuses or facilities in campuses that do not follow National/State/Local Body Regulations or Guidance for siting, works, management and disposal of wastes (various types), and wastewater and others; except when the proposed development includes measures to comply with regulations
   3.   Any activity involving purchase or use of Asbestos, or harmful lead-based products. In case of removal and disposal of existing asbestos specially developed Standard Operating Procedures shall be followed strictly to minimize adverse impacts.
   Social
   4.   No large-scale changes in land use or access to land and/or natural resources.
   5.   No land acquisition and/or resettlement would be undertaken under the Program. The project activities would not involve any construction where private land acquisition is required or any land for which clear title or any recognizable claim is not available with the government.
   6.   No physical relocation should result from securing the land required

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4 All Program activities including those considered for prior results shall follow these Exclusions

7. There should not be any restrictions on access or transit as a result of securing such land
8. There should be no significant adverse impacts on the livelihoods as a result of securing the land
9. No activities that involve the use of forced or child labour;
10. No activities which could lead to marginalization of, or conflict within or among, social groups

Inputs to DLIs / DLRs on Environmental Aspects

30. Various applicable IRIs and DLIs for institutional strengthening and capacity building include the requirement to ensure EHS compliance and reporting on EHS Compliance & Program Action Plan on Environmental aspects. This ensures Resource allocation (both funds and manpower), ensuring EHS compliance during Teaching – Learning in workshops, and its reporting. This has been included in the DLI verification Protocol and will be reflected in the 'Environmental Guidance' of the POM. EHS Compliance will be verified by the IVA for disbursements based on applicable DLIs.

Ensuring EHS Compliance in Teaching & Learning

31. It is proposed to ensure EHS compliance through 'Safety-First' Cells at all levels including HSIC and at NSTIs to ensure that EHS is imbied into the Work Culture of ITI pass outs; so that they are 'Industry Ready'. As noted during ITI and NSTI visits for the preparation of this ESSA, and highlighted in Tracer Studies of various States under the STRIVE Program (P156867), there remains an opportunity to enhance Environmental, Health, and Safety (EHS) practices, particularly safe work areas (Life and Fire Safey), awareness, use of Personal Protective Equipment (PPE) and the overall 'safety culture' within workshops. Observations from site visits revealed that less than 5% of students or staff utilize PPEs, primarily limited to welding shields. Adequate funding and dedicated efforts are crucial to ensure improved EHS standards.

32. In sectors where trades and craftsmanship are central, involving tools and equipment in workshops and work sites, effective training requires elevated EHS standards. Emphasizing health and safety training for both staff and students creates a workforce with a positive safety culture, confidence, and lower incident rates, making them prepared for industry work. Instructors should also receive advanced EHS training and international Occupational Health and Safety (OHS) certifications, such as NEBOSH, to properly oversee the adolescents being trained in jobs (some hazardous activities involving welding, electrical etc.) under workshop conditions. Hence, it is proposed to have Safety-First Cells at all applicable levels of institutional setup (such as National, State, Hub & Spokes etc. as may be applicable), to ensure EHS in ITI Teaching Learning (including accreditation of Trainers, regular roll-out of EHS Trainings, OHS certification of Instructors, and provision & use of appropriate PPEs and Awareness Material) and Transforming ITIs into TRUE Campuses. Safety-First cells shall continue beyond Program duration and function to ensure EHS and safety culture. Detailed activities contributing actions to its completion are presented in ***Annexure VIII***.

DLI on Social Aspects

33. Based on the ESSA findings, the key gaps will be addressed through different channels. These would be inputs into the Program Action Plan (PAP) and the Program Operation Manual (POM) and would cover aspects related to institutional staffing, grievance redressal mechanisms, measures to ensure safety at the workplace for women etc. In addition, monitoring and reporting of contractual obligations related to labour at worksites emerges as a critical gap. The measures to address this gap and strengthen institutional systems would be linked to disbursements and would be detailed in the PAD.

Inputs to the Program Action Plan (PAP)

Environmental
- Proposed PAP: Implement a robust subproject Environmental Management System to do facility audit, screen, prepare, implement Environmental Management Plans with Disaster Management Plans, monitor and report; with capacities, resources at National, State, H&Ss

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34. <u>Proposed System:</u> Findings of the screening and facility audit (can be a unified checklist if there is confirmation that all infrastructure will be developed in existing campuses) shall be included in the design, EMP and EMoP and budget and responsibilities shall be allocated to ensure its implementation. The Program shall ensure the findings of the Facility Audit are implemented, so that overall learning environment is improved with direct correlation to ITI performance, skilling, and jobs. The Program must develop and follow a sustainable infrastructure design incorporating the end–to–end approach for all program activities thus preventing pollution and safety risks, including compounded risks during climate hazards. The need to make Environmental Screening, Facility audit of existing Infrastructure and develop standard guidelines for design a part of SIP and preparation and use of EMP, EMoP, Bid documents and Contract agreements to ensure its implementation; and shall be made part of the Program Operations Manual. The Program shall support disaster preparedness, mitigation, and emergency response through adoption of good design and mitigation measures for climate risks integrated into EMPs. This shall apply to prior results as well and continued throughout the Program.

35. <u>Proposed Capacities:</u> It is recommended to ensure appropriate capacities for Environmental and Social Management at all levels (Environmental Management Unit at NPMU, SPMU, Hubs & Spokes), during preparation, Implementation, regular supervision and monitoring. Project Management and Supervision consultants shall also be mandated to identify environmental and social risks and hazards, train contractors and workers, and supervise all construction packages and report on EHS (half yearly) and incidents (within 48 hours). Safety First Cells constituted (through Office Order) at all levels shall eventually take up the responsibility of EHS management during Operation of ITIs. This shall continue even after the end of Program Activities and is part of Sustainability Plan to ensure continued oversight on EHS and to instill safety culture in ITIs. Program Mid and end term Environmental Audits to report on EHS aspects and its implementation in line with Environmental Guidance are also proposed. Detailed description of the proposed capacities in terms of number and qualifications of the staff at various levels is presented in **Annexure III.**

36. Program Action Plan on Environmental Aspects is presented in the following **Table.**

Table A: Recommended Program Action Plan (PAP) on Environmental Aspects

Action description	Source	Responsibility	Timing	Completion measurement
▪ **Implement a robust subproject Environmental Management System to do facility audit, screen, prepare, implement Environmental Management Plans with Disaster Management Plans, monitor and report; with capacities, resources at National, State, H&Ss (HSIC)**	▪ Environmental Systems Assessment	▪ MSDE, DGT PMUs & All IAs	▪ Constitute before initiation of Activities including Prior results and continue throughout the Program	▪ Safety-First Cells, Qualified Experts all levels ▪ Follow Environmental Guidance (with EHS Policy) ▪ Implement EMP with DMP, emergency response through design, climate risk mitigation ▪ ESSA compliance confirmed by Mid, End Term Environmental Audit

Social:

37. Program Action Plan on Environmental Aspects is presented in the following **Table.**

Table B: Recommended Program Action Plan (PAP) Social Aspects

Action description	Source	DLI#	Responsibility	Timing	Completion measurement
Strengthen institutional capacities and reporting on social risk management	ESSA		DGT / PMU	Within 3 months of project effectiveness Within 9 months of project Effectiveness Within 9 months of project effectiveness	• Skilled social staff designated for program. • Develop and adopt the screening and Social Management Plan for upgradation of ITIs and integrate in the bid documents. • Monitoring and reporting systems to track social outputs and outcomes are adopted.
Develop and adopt ICT system for evidence-monitoring and reporting of labour welfare mechanisms as per contractual requirements for all civil works with budget and resource allocation.	ESSA		PMU	Within nine months of effectiveness	Digital platform using ICT tools for tracking and reporting contractual performance on real time basis developed and adopted by PMU and implemented by SPVs.
Establish systems for conducting and acting on beneficiary (trainees and Industries) feedback.	ESSA		DGT / State	Annual	Systems for citizen feedback established and operational. Feedback would be sought through beneficiary feedback surveys conducted in the first year (to establish baseline), at mid-term and end term of the program.
Strengthen systems on safety for women (students and teachers) at workplace	ESSA		State SPV	Within three months of effectiveness	Undertake mid-term and end term audit of the workplace safety. Strengthen the implementation of POSH Act including ICCs, awareness and training, and reporting.
Strengthen systems for monitoring and reporting on grievances	ESSA		All IAs	Within three months of effectiveness	• Establish SoP for strengthening GRM including consistent timebound resolution, escalation and closure of grievances across the Program • Establish system for tracking, aggregating and reporting on grievances related to the program from all sources • Establish toll free number for grievances for the Program
Develop and adopt Human Resources Policy by all implementing partners for all	ESSA		PMU	Within three months of effectiveness	• HR Policy developed and adopted by national PMU. To be implemented by state PMUs, NSTIs and SPVs

Action description	Source	DLI#	Responsibility	Timing	Completion measurement
employees, contracted and ad hoc staff.					• SPVs to develop their SoPs to operationalize HR Policy

Recommendations for Implementation Support

38. The Bank's implementation support should focus on building the environmental and social management capacity of program agencies through: (a) Guidance on establishing the Environmental Management System and Safety-First Cell on OHS, (b) Review of ToRs for Environmental and Social experts in various agencies, (b) guiding the preparation of the Environmental and Social Guidance Document as part of POM, including Screening and Auditing Formats, EMPs, guidance on setting up systems and procedures for screening, monitoring, and reporting on environmental effects under the Program; (c) ToRs for Third Party Environmental Audit to track the overall performance of the Program on environmental risks management, and (d) guidance for the awareness and competence building on environmental and social issues at all levels. The Bank would also support in reviewing the OHS training modules, ToRs and the process of developing and capacitating the Safety-First Cell on EHS. The Safety-First cells shall be strengthened to continue implementing EHS even after Program duration. The POM shall be reviewed in detail by the Program PMU and ensure that adequate resources are allocated to implement PAP & DLIs, and this shall be clearly mentioned in the POM. The POM shall be discussed with relevant Bank team members and confirmed before start of the Program to ensure implementation of the required environmental and social management and EHS measures.

Disclosure and Consultations

39. The team undertook consultations at the State and ITI / NSTI levels (during the development of the instrument) with relevant stakeholders including institutions, government departments, voluntary organizations, and communities. Consultations were also held with NSTI and CSTARI, and MSDE. The findings of the ESSA and the proposed DLIs were collectively discussed during the full-day Workshop with MSDE on February 11, 2025. The draft ESSA (with its summary translated to the local language: Hindi); will be disclosed on MSDE and select State websites by March 2025, to enable its wider reading before consultations. Final ESSA will also be disclosed in-country and on the World Bank's external website before appraisal completion, after incorporating the comments and suggestions that emerge from reviews and consultations.

Way Forward

40. The Program shall ensure that Environmental and Social Management Capacities are existent and functional with required designated/hired and capacitated EHS experts at various applicable Program institutional levels. Environmental and social Guidance documents shall be ready by the start of program activities, to guide all Program activities. All Program activities including those that shall be considered for 'prior results' shall follow the Design guidelines, Exclusions, Screening, and mitigation measures, EMP with Pollution management, health and safety requirements. Resources and capacities to implement EMP and manage EHS in contracts shall be included in the Bid documents, implemented, monitored and reported. A Safety – First cell shall be created to ensure EHS management and upskilling students and instructors on EHS. The key recommendations are made part of the DLIs and Program Action Plan. Adequate resources shall be ensured for the timely and effective implementation of environmental and social measures included in DLIs and PAPs under respective RAs; and this shall clearly be included in Program Expenditure Framework and Program Operations Manual.

1 INTRODUCTION TO THE PROGRAM AND ITS ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT

1.1 Background and Context

1. **In July 2024, the Government of India requested support from the World Bank and Asian Development Bank (ADB) to develop a new skilling program focused on the transformation of ITIs to deliver more, better-skilled workers.** The new program builds on previous national skilling programs implemented in the skilling sector since 2015. The government's program is emphasizing a holistic approach for transforming ITIs into well-performing skilling institutions to address skills gaps and mismatches and improve labor market outcomes, through granting more academic, financial, and managerial autonomy, integrating the private sector more thoroughly into the ITI governance and management, all within an enhanced accountability framework. Both the World Bank and ADB have provided technical advice for this newly structured skilling program, drawing on global and domestic best practices in TVET skilling and institutional and participatory arrangements.

2. Together with the ADB financing, this Program-for-Results (PforR) financing will support all government program activities except high-value contracts and High E&S Risk activities as per the Bank's P for R Guidance, including land acquisition. Program activities are grouped under three interrelated results areas (RAs). Financing for the Program totals approximately US$6 billion for three result areas (RA), including a US$900 million IBRD loan and a US$900 million ADB loan. The Program area will be defined through an agreed list and the detailed information on the geographic scope of the Program area will be finalized in the POM.

1.2 Program Design and Components

Program Boundaries of the PforR Operation

3. The PDO of the Program is to increase the number of graduates, enhance their employability and labor market outcomes, and strengthen the governance and capacity of selected Industrial Training Institutes (ITIs) in the Program area. The scheme proposes a Hub-Spoke model for upgradation of ITIs. The following Results Areas are envisaged under the Program:

4. **RA1: Empowering ITIs for Higher Performance.** This RA will focus on the governance and management reforms and upgrading of ITIs through the creation of hub-and-spoke consortia (HSICs) as outlined in the first component of the government program above. The governance structures introduced will enable additional private mobilization beyond Program-targeted ITIs, three years from Program closing at the rate tracked through the Program. Under RA1, each HSIC will: (i) develop and implement a five-year holistic Strategic Investment Plan (SIP) with Key Performance Indicators (KPI), centering on delivering demand-driven trades and increasing the employability of graduates; (ii) build the capacity of ITI trainers to design and provide diversified and industry-relevant gender neutral courses, including introducing new courses and updating existing courses which not only incorporate industry standards and best practices but also integrate green sustainability mindset to support green jobs, and soft-skills; (iii) upgrade existing ITI infrastructure (both physical and digital), with planned contributions from industries up to one-sixth of capital, with state-of-the-art equipment and facilities, while ensuring the climate resilience of ITIs using energy-efficient appliances, renewable sources of energy, and rainwater harvesting structures and complying with the provisions of Rights of Persons with Disabilities Act 2017; (iv) provide innovative student services, including job placement and post placement support, career counselling, employment services, remedial classes for addressing gaps in foundational learning, internship and apprenticeship opportunities, and image-promoting activities (social marketing campaigns, skills competitions); (v) develop partnerships with industries to boost training delivery and employment opportunities; (vi) develop a comprehensive

feedback system covering trainees (from enrollment until after graduation), families and communities, trainers, administrators, and employers, to inform a broad view of the performance of ITIs; (vii) ensure trainer vacancies are filled and that trainers receive the necessary training to effectively implement newly introduced and revised courses; (viii) develop and maintain production units to generate revenues, and (ix) strengthen the inclusion of women, persons with disabilities (PwD), and other marginalized groups.

5. **RA2: Creating a State/UT-Level Enabling Environment for the ITI Ecosystem.** Activities in RA2 focus on building the capacity of states and UTs to: (i) facilitate the selection and creation of HSICs around specific priority industries including industries with potential to address climate vulnerabilities, with the appropriate legal and organizational structures; (ii) grant increased autonomy to HSICs with regards to course development; operation, management, and financing of HSICs, and management of contractual and part-time trainers and industry experts for the HSICs; (iii) monitor the performance of HSICs based on key KPIs including enrollment and employment outcomes); (iv) create platforms for public-private sector dialogue across all relevant economic sectors, with the appropriate stakeholders to foster better labor market outcomes of ITI graduates; (v) strengthen data systems including carrying out regularly skills audits, employer surveys, and ITI faculty satisfaction surveys, and supporting the use of data for decision-making and dissemination of good practices; and (vi) liaise with relevant central and state government agencies to enhance coordination and promote synergies that support the objectives of the program, including linkages with relevant labor migration initiatives.

6. **RA3: Strengthening Central-Level Capacity in Policy Coordination, Program Management, and Monitoring and Evaluation.** This RA will support two main activities. The first activity is outlined in the second component of the government program above. Each NSTI will develop and implement a five-year SIP for transformation into world-class institutes specializing in vocational teacher training, with strategic partnerships with international industry partners and/or international education agencies such as institutes for training of trainers and universities. This transformation of NSTIs will enable them to play a catalytic role in shaping policy and research in the TVET sector in India, as well as providing a bigger supply of better-qualified trainers to work in the ITI system (in both government and private ITIs). The second activity under RA3 focuses on strengthening the institutional capacity of MSDE and relevant central agencies to coordinate, assure quality, and monitor and evaluate the Program. Strengthening the institutional capacity of these agencies will be done through: (i) facilitating public-private dialogue platforms (in line with RA2) and coordinating with relevant sectoral ministries and national programs;[5] (ii) developing/revising administrative and regulatory guidelines for enhanced institutional autonomy of NSTIs and other relevant agencies; (iii) streamlining the course and curriculum approval processes to enable HSICs to develop and revise courses (in line with RA1); (iv) improving data systems to collect, monitor, and evaluate Program indicators and relevant outcomes for Program impact, including tracking alignment of ITIs, public employment services, with the demands of both migrant-sending and destination labor markets; and (v) carrying out advocacy, dissemination, and adoption of good practices of skill training and industrial linkages in the ITIs.

7. Through RA3, the Program will also support the institutional capacity of MSDE and relevant central agencies, the state/UT-level agencies, and the HSICs, to carry out Program implementation. Program support will include: (i) hiring staff responsible for procurement and financial management activities, E&S management and adherence to good practices and standards, technical oversight, and monitoring and evaluation; (ii) recruiting an Independent Verification Agency (IVA); (iii) carrying out critical sectoral studies, such as female participation in ITI training, performance-based financing evaluation, research for improving climate change resilience, and others; and (iv) carrying out national skills audits and surveys, tracking

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[5] Examples of national programs are the national apprenticeship promotions and employment subsidy scheme.

trainees into employment, and supporting the use of data for decision making (in line with RA2). Particularly, the Program will support an impact evaluation of the National Scheme for ITI Upgradation to measure outcomes and identify good practices to be scaled up to other ITIs not supported under the Program.

Program Implementation Arrangements

41.   The institutional and implementation arrangements will be at three levels: national, states/UT, and hub-and-spoke ITIs consortium levels to balance national leadership with decentralized implementation.

42.   At the national level, MSDE through the DGT and its subunits will be responsible for overall government program coordination and management. The Director General of DGT, supported by the Director of Projects, will oversee the day-to-day operation of the Program with support from a competitively recruited National Project Management Unit (NPMU). The NPMU will include specialized units, such as technical, monitoring and evaluation (M&E), financial and procurement, and E&S management. The NPMU can include a competitively hired project management consultant (PMC) to provide technical expertise to the specialized units. Its role will be to support implementation and monitoring of the Program and coordinate with the states/UT that will be part of the Program. The DGT with the support from the NPMU will also be responsible for coordinating and managing Program activities linked to the five selected NSTIs under RA3. The DGT has prior experience of successfully implementing World Bank-financed operations.

43.   At the state/UT level, a State/UT Steering Committee (SSC) will provide overall guidance and strategic direction for the implementation of the Program. The Director of the SSD department with support from a competitively recruited State Project Management Unit (SPMU) will oversee the day-to-day operations of the Program. The SPMU will include various functional units, including technical, M&E, financial, and E&S management to ensure adequate Program implementation. The SPMU can also include a competitively hired PMC to provide technical expertise to the specialized units.

44.   Each HSIC will be responsible for program implementation for the ITIs at the cluster level. The HSIC will be structured as a Section 8 company or as any other body corporate that ensures greater accountability for results.

Table 1: Alignment between Government's Program and the P for R Program

	Government program	PforR Program	Reasons for non-alignment
Objective	To increase the number of graduates, enhance their employability and labor market outcomes, and strengthen system governance and management of selected institutions.	To increase the number of graduates, enhance their employability and labor market outcomes, and strengthen the governance and management of HSICs in the Program area.	The Program will support the entire government program except for: - high-value contracts - high E&S risk activities including land acquisition
Duration	*2025–2030*	*2025–2030*	
Geographic coverage	National	Program Area	*n.a.*
Results areas	RA 1–3	RA 1–3	*n.a.*
Overall financing	US$7 billion	US$6.0 billion, of which US$3 billion from the Government of India, US$2 billion from the state governments, and US$1 billion from the private sector (industry partners in the HSICs). Out of the central share of US$3 billion, US$1.8 billion will be financed by ADB and the World Bank, each providing US$900 million.	The PforR will finance eligible activities as defined in the Program Expenditure Framework.

1.3 Expenditure Framework

8.   The Program Expenditure Framework (PEF), derived from the government program, outlines the financial structure and budgetary allocations necessary to achieve the expected outcomes under the three RAs. The PforR Program accounts for about 86 percent of the overall government program, and 46 percent of it will be financed through counterpart funding—central budget, state budget, and private sector (industry partners in the HSICs).

Table 2: Program Expenditure Framework and Financing Sources

Expenditure category	Government program (US$ million)	Proposed PforR Program (US$ million)		
		Government program	ADB funding	World Bank funding
Upgradation of existing ITIs as HSICs with improved course offering				
Upgradation of 200 ITIs as hub ITIs	1,895	1,624	244	244
Capital costs	*1,237*	*1,060*	*159*	*159*
Operational costs	*658*	*564*	*85*	*85*
Upgradation of 800 ITIs as spoke ITIs	3,815	3,270	491	491
Capital costs	*2,240*	*1,920*	*288*	*288*
Operational costs	*1,575*	*1,350*	*203*	*203*
Course development (new and revision)	929	796	119	119
Subtotal	6,639	5,690	854	854
Capacity augmentation of NSTIs				
Upgradation of 5 NSTIs (capital costs)	117	100	15	15
In-service and pre-service training of trainers and operation costs	58	50	8	8
Subtotal	175	150	23	23
Governance, institutional capacity building, and project management support				
Capacity building of central and state departments and bodies	23	20	3	3
Office expenditure	12	10	2	2
IT and digital infrastructure	70	60	9	9
TA support	12	10	2	2
PMU support	47	39	6	6
Media advocacy	12	10	2	2
Evaluations, field studies, and other studies commissioned under the scheme	12	10	2	2
Sub-total	**187**	**160**	24	24
Total program cost	**6,888**	**6,000**	**900**	**888**
Financing cost (World Bank front-end fee)	2	0	0	2
Total financing	**7,000**	**6,000**	**900**	**900**

9.   **Program Beneficiaries.** The direct beneficiaries include present and future trainees of ITIs who will benefit from better-quality training and education, estimated at a total of 2 million trainees by Program closing. The Program will also benefit trainers and principals by professionalizing and capacitating them through a more modern system of staff training and, in the case of institutional leadership, greater managerial autonomy. Indirect beneficiaries also include the overall ITI ecosystem and India's economy by producing better-educated and more-skilled workers with technical and skills relevant to the needs of the labor market.

1.4 Introduction to ESSA

10.   As discussed in Section 1.1, since the program is supported by the World Bank's PforR financing instrument, it would rely on country-level systems for the management of environmental and social effects. The PforR Policy of the Bank requires that the Bank conduct a comprehensive ESSA to assess the degree to which the relevant PforR Program's systems promote environmental and social sustainability and to ensure that effective measures are in place to identify, avoid, minimize, or mitigate environmental, health, safety, and social impacts consistent with the six core environmental and social principles contained in Section III of the PforR Policy (hereafter, Core Principles), as may be applicable or relevant under PforR circumstances.

11.   The ESSA (i) identifies the Program's environmental, health, safety, and social effects, (ii) assesses the legal and policy framework for environmental and social management, including a review of relevant legislation, rules, procedures, and institutional responsibilities that are being used by the Program; (iii) assesses the implementing institutional capacity and performance to manage potential adverse environmental and social issues; and (iv) recommends specific actions to address gaps in the program's environmental and social management system, and in the policy and legal framework and implementation capacity.

12.   ESSA guides actions to ensure environmental and social management within the program at all levels. The ESSA also informs decision-making by the relevant authorities in the borrower country and aids the Bank's internal review and decision process associated with the program. The ESSA has been prepared in close coordination with the MSDE, and its Program agencies including States & ITIs. The findings, conclusions, and opinions expressed in this document are those of the World Bank.

1.5 ESSA Methodology

13.   The methodology focused on understanding the program activities, benefits, and risks associated with various activities, environmental and social conditions, and the existing institutional mechanism at various levels for implementation, management, policies, and regulatory aspects. This is to understand the gaps and recommend an action plan to not only address the gaps but also to ensure sustainable environmental and social effects under the program.

14.   Towards this, an assessment of the government's program and various associated activities was made; mainly focusing on the proposed upgradation of facilities and services, which has a higher probability of risks and impacts. The assessment also took into consideration locational differences in activities, compliance with applicable policies and regulations, institutional capacities, and tools to support these. This helped in understanding the gaps and formulating the required actions to ensure that the proposed program activities are environmentally and socially acceptable.

15.   The following are the tasks involved in Environmental and Social Assessment:

Task 1: Screening and scoping of environmental and social risks of proposed activities

- *Subtask 1.1: Understanding the Ongoing Program*

16.   The World Bank team undertook a comprehensive review of program documents and other available details to understand the program and the extent and nature of various activities involved. In preparing the ESSA, a review of available secondary data was carried out, including extensive references to earlier Projects and Programs, available Environmental and Social Assessments. Reports on program implementation, past studies, and newspaper/media reports were also reviewed. The team also held detailed discussions with the representatives of the various Government Departments, and other stakeholders involved in the program to understand the ongoing program and its activities. In-depth interviews and semi-structured focus group

discussions were held with officials across constituent agencies and departments at the Central Level and in various States.

- ***Subtask 1.2: Review of locational aspects and sensitivities of the ongoing and proposed program (including site sensitivities, community/stakeholder-related sensitivities)***

17.   The team reviewed the program activities *viz a viz* the locational characteristics to understand the differentials in risk profiles in varied geographies of the country, through a comprehensive review of available documents/literature, audit reports, site visits, discussions with stakeholders. The locations were chosen to ensure diversity in the stage of project implementation, demographical characteristics, local culture, regional considerations, industry presence and terrain. For discussions on the Program and its risk management, to ensure sufficient spread of the sample; various Program States and ITIs were covered through consultations in person and utilizing the possibility of virtual platforms. Further, focused discussions on specific subjects such as social and environmental management and health and safety during the construction stage were conducted among the functionaries at the State and local levels. The ESSA team also ensured that the consultations were evenly spread across the hierarchy and support agencies by consulting Assistant Engineers, Executive Engineers, and Superintending Engineers of various departments (such as PWD in different in different states/projects) and agencies (private agencies especially where MDB supported works were held) that undertakes construction on behalf of ITIs.

18.   A careful stakeholder mapping was carried out to ensure that all relevant stakeholders are covered in the consultation process. Discussions and 'site reviews' were undertaken from December 2024 – February 2025. Key stakeholders including ITI heads, teachers and other staff, students, Private parties engaged in Public-Private Partnerships with ITIs, NGOs, industries, state government functionaries, were consulted and in certain cases the views expressed and suggestions during larger program-related meetings were noted. Discussions were also held with State and District offices of regulators including the Pollution Control Board, service providers like the Water Supply and Sanitation Departments, Local bodies and their overarching agencies. During these consultations, the respondents shared how they are involved in the ITI works, their role, impacts and risks, and the suggestions to address risks and gaps. The task team had detailed semi-structured questionnaire-based discussions with departments/ officials who manage the programs in regions with different climatic conditions[6] (appropriateness and longevity of the equipment and construction technology, waste and waste water management, overall hygiene, greening, labor working conditions, overall safety during extreme events such as rainfall, cyclones, flash floods, coastal conditions, dust and heat, need for special considerations, emergency response, and resilient recovery procedures).

19.   The States & ITIs are in distinct geographic areas, such as (i) coastal plains and inland plains Eg: Indo-Gangetic Plains, Coastal States extending from Gujarat in the West coast to Kerala & Tamil Nadu to the South Peninsular India to West Bengal to the East; and Island Territories of India such as Andaman and Nicobar and Lakshadweep, (ii) High hills of some Northern mountainous States, (iii) Plateau and moderately Hilly areas Eg: Deccan Plateau, Malwa Plateau. They are also located in parts of the country having distinct socio-economic and cultural characteristics. Some of the characteristics relevant from a social perspective which were considered during the sampling for field visits included covering areas having predominantly tribal communities, presence of other vulnerable groups, proximity to industrial hubs and urban centers.

20.   The ESSA team undertook consultations and site visits at distinct geographically and environmentally distinct locations including the States of Maharashtra, Madhya Pradesh, West Bengal, Delhi, Mizoram and Jharkhand. The team also visited NSTIs including a women-only NSTI in Kolkata. Such discussions helped in

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[6] *Special considerations are necessary in different regions in response to climatic conditions. Some examples: In areas prone to heavy rainfall and flood, special emergency response procedures are necessary. Equipment performance can vary due to weather conditions and elements, especially humidity, heat, or dust. It is also necessary to ensure safety against floods, cyclones, slips and tree falls.*

understanding the environmental and social risks under which teams in such areas operate and the additional measures required to address some of them. Discussions also centered on the upgradation to existing infrastructure and construction of completely new infrastructure as well to indemnify risks. To ensure that all issues are covered as exhaustively as possible the team prepared detailed checklists or questionnaires which are available in *Annexure VI*, whereas a description of the Program Geographies and their Socio-economic and Environmental Characteristics are presented in *Annexure II*.

- *Subtask 1.3: Review of similar programs and their risks and benefits*

21.   A study of similar programs and assessments of other ongoing Government programs and Bank Projects / Programs in the sector and region, involving Construction of buildings and other facilities, capacity building, and consultancies were carried out to understand the risks and benefits associated with such programs and activities. This includes SIMO, STRIVE, DAKSH, VTIP etc.

Task 2: Review of Regulatory Aspects

- *Subtask 2.1: Applicable regulatory / policy-related aspects to various program activities (including construction, consultancies, and capacity development).*

22.   The World Bank undertook a comprehensive literature review of existing policies, regulations, and standards at the National, State, and Local level applicable to overall environmental management and various Program activities. A review of subproject documents, and supervision documents of previous and ongoing World Bank projects/Programs in the sector were also conducted. The Bank also reviewed the existing policies, Environmental Management Frameworks (EMFs) of other completed and ongoing projects supported by the Bank and other Multilateral and Bilateral agencies for understanding the frameworks used to manage environmental aspects in similar programs. This includes EMF and ESSAs of VTIP, SIMO and STRIVE as well as ADB requirements.

- *Subtask 2.2: Review of compliance levels of ongoing programs*

23.   The Bank team discussed with Central Agencies, States, ITIs, NSTIs, Local Bodies and various departments involved and regulatory agencies to understand the compliance to regulations and policies that support better environmental effects. The Bank discussed the procedures followed for taking permits/consents labor management, and for other various program activities.

- *Subtask 2.3: Assessing the gaps in regulations and mechanisms*

24.   The Bank team assessed the level of compliance with existing regulations, especially on pollution and OHS, and siting in sensitive areas. Mechanisms were formulated to address the gaps in regulatory compliance identified as part of the above subtasks.

Task 3: Assessment of the environmental and social benefits and risks of the proposed program

- *Subtask 3.1: Review of Environmental Benefits and Impacts of proposed Program activities and their magnitude and likelihood*

25.   Through the above tasks, the Bank team reviewed the risks and benefits associated with various program activities, considering the Core Principles of ESSA. The team also assessed the magnitude and likelihood of risks and benefits associated with this program which will be implemented in multiple geographical locations of the country. During state visits, the ESSA team held several meetings with head of offices, staff, including those directly involved in implementing the initiatives: the contracts, and the procurement department (to understand the responsibilities for environmental and social considerations in the contracts with vendors) and officers of implementing departments and contractors. This was essential to understand their perceptions about the benefits and risks of these programs and how the systems could be improved. The details of the stakeholders consulted are available in *Annexure V*.

Assessment of Environmental and Social Benefits

26.   The task team assessed the environmental benefits due to the proposed Program. The following were the components of the analysis:

Environmental benefits (larger) of each program intervention in terms of

a. Improved infrastructure and Facilities at the Hubs & Spokes: Improving the campus environment, facilities, structurally safe and functionally appropriate learning & workspaces leading to better healthy and safe teaching, learning environment; and overall better management of pollution to the benefit of all stakeholders,

b. Improved EHS while operating the facilities created for learning (especially in workshops/laboratories): Better health and safety outcomes of management of wastes, wastewater, energy / other resource savings, greening, climate change, increased environmental awareness, and other environmental performance,

c. Skilling on OHS and Green jobs: Improved learning on EHS grooming instructors and students to sustainable and safe work practices in their future jobs; inculcating the safety culture,

d. EHS during expected Construction activities: Better management of pollution and wastes during works, preventing disturbance to environment and communities during works, Better Health and Safety of workers, communities and students during construction.

Social benefits (larger):

a. Overall, it is expected that there would be an improvement in the quality of training provided and available to trainees. There would also be an improvement in the overall infrastructure and methodology of trainings. The trainings are also expected to align better with the job market which would enhance employment opportunities for trainees.

b. The hub and spoke model is expected to improve the access of ITIs and training courses in relatively remote areas as well.

c. The hub and spoke model is also expected to provide improved human resource management in terms of trainers (full-time as well as contractual) and administrative staff.

d. The Program is expected to provide better access to technical training for vulnerable groups including women, Scheduled Tribes, Scheduled Castes and Persons with Disabilities.

Assessment of Environmental and Social Risks

27.   Existing and probable **environmental** risks due to various activities were assessed with respect to the core principles. The following were the components of the analysis:

- Types of environmental risks experienced during the project cycle (construction of infrastructure and provision of better facilities/equipment, their operations and management; teaching and learning in ITIs) as reported by various reports and studies, students, staff, officials, and as observed during site visits and discussions. These are especially related to environmental management, natural habitats and heritage, health and safety of students, staff, workers, and communities, including the risks during special occasions and disasters,

- Appropriateness of the efforts and considerations to ensure environmental risk management during project design and implementation,

- National state regulations and guidance for environmental risk management viz a viz actual compliance and implementation, awareness levels of these at National, State and it is on these regulations that are aimed at better environment, health and safety.

    11. Existing and probable social risks due to the proposed activities were assessed in reference to the ESSA core principles:

- The risks were assessed in relation to the process of commissioning, construction and operation of the ITIs. This included management of labour, management of human resource personnel during the operation of the institutes, and the inclusion and safety of students, staff, workers and communities through all these activities. The assessment also looked at systems related to grievance redressal management and compliance with key relevant social legislations.

- The institutional capacity to manage these social risks was assessed.

- National and state level regulations for managing risks in relation to the activities and core principles were assessed in terms of awareness, compliance, implementation and monitoring mechanisms.

- *Subtask 3.3: Arriving at possible risk avoidance, mitigation, management, and benefit enhancement measures*

28. An understanding of the benefits, risks, their severity; and availability of frameworks/standards/guidelines/regulations to manage it led to recommending possible management measures. To validate the risks and benefits, the bank team discussed with stakeholders and the various sections of this document have been written in consultation with the program teams.

Task 4: Assessment of Institutional Capacities and constraints

- *Subtask 4.1: Review of the existing institutional mechanism at State/ Program and ULB Levels to manage the Program activities its risks, benefits, and regulatory requirements*

29. Review of Program documents, Government Orders, and discussions with various departments and implementing agencies helped in understanding the existing institutional mechanism for planning, designing, implementing, supervising, and monitoring the program. Roles, responsibilities, and capacities of various institutions involved at the National, State, ITI levels were reviewed. The review focused on the management of environmental and social aspects in an existing program and previous Bank-supported projects, mainly risk avoidance, reduction, mitigation, and management and enhancing the benefits during project design, implementation, and Monitoring and Evaluation (M&E) stages. To understand institutional aspects and gaps, the team undertook a) multi-party stakeholder consultations at the state and ULB levels, b) in-depth interactions with Program agencies; and c) interactions with Regulators.

- *Subtask 4.2: Gap Assessment in terms of capacities, tools, and interagency linkages co-ordination*

30. Following the previous subtask, a gap assessment was undertaken on the need and provision of management mechanisms to manage environmental risks and enhance benefits. This included gaps in staff and resource supply, availability of guidance/frameworks and appropriate tools (hard /soft), and coordination mechanisms between agencies to manage the environmental aspects well during all stages.

- *Subtask 4.3: Assessing the need to strengthen the existing mechanism to manage the environmental aspects of the proposed program*

31. Based on the gap assessment conducted during the subtask above, recommendations were made to strengthen existing mechanisms to manage environmental aspects. This includes suggestions on required staff capacities at the National, State, and ITI levels; frameworks to be followed for better environmental effects, tools, and mechanisms to ensure long-term management. This highlighted the possible opportunities for improving environmental performance including the following:
(a) Developing Institutional capacity of partnering agencies at all levels to effectively manage environmental risks and ensure compliance to existing regulations and guidance.

(b) Developing procedures to avoid, mitigate, and manage environmental risks, and

(c) Design of training and capacity-building activities to ensure risk avoidance and enhancement of benefits.

(d) Developing systems for monitoring and reporting, to adopt timely actions to ensure better environmental performance

(e) Integrating EHS in ITI curriculum for the best skilling outcomes

32.   During the Appraisal Mission, the preliminary findings – benefits, risks, gaps, and recommendations were shared with MSDE, State level functionaries, and ITIs. A draft ESSA was shared with MSDE and other agencies for comments in March 2025 and subsequently for disclosure and consultations, and based on the consultations and feedback received, the report was revised for final disclosure. Details of the stakeholders consulted are presented in *Annexure V*. The methodology for ESSA preparation (environmental aspects) is presented in *Figure 1* here*.*
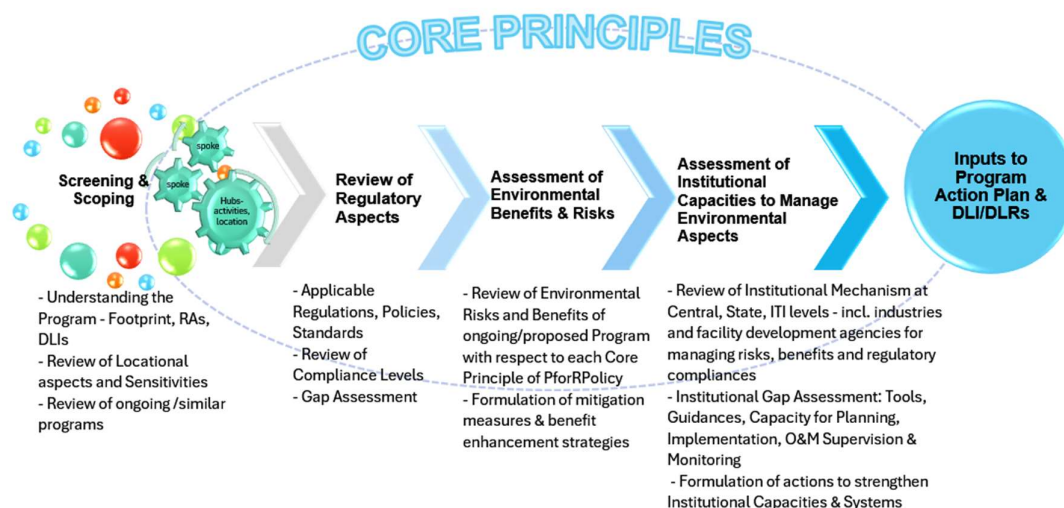

Figure 1: Methodology adopted for Environmental Systems Assessment

1.6 The organization of ESSA Report

33.   This report is the ESSA for *Skills: National ITI Upgradation Program* and discusses the assessment of E&S systems and capacities for the Program. The report is organized into seven Chapters, as follows:

- *Chapter 1: **Introduction to the Program***: presenting the overall program context and the details of the Governments program this program would support scope, and result areas of the Bank-financed PforR, the program implementation arrangements, and identification of environmental and social effects of program activities, ***Purpose and Objectives of ESSA*** and its methodology and organization of this Report. It also refers to ***Annexure II*** *that includes the **Environmental Characteristics of the Program Region*** where program activities will be implemented and set the background for analysis of Environmental aspects.

- *Chapter 2: **Potential Environmental and Social Effects*** discusses Result Area (RA) wise Environmental and Social Effects (Benefits, Risks, and Opportunities to manage these),

- *Chapter 3: **Assessment of Environmental and Social Management Systems and Implementation Capacity*** discusses the guidance on E&S management for PforR Financing of the Bank, discusses the systems, regulatory aspects, gaps, and proposed actions to bridge the gaps through a systematic description of E&S effects to be considered as part of each of the ESSA 6 core principles namely; Environmental and Social Management, Natural Habitats, and Cultural Resources, Public and Worker Safety, Land Acquisition, Indigenous Peoples and Vulnerable Groups; and Social Conflict. It presents an assessment of the adequacy and consistency of the program's environmental and social management systems and related implementation capacity against the Core Principles and Key Planning Elements,

- *Chapter 4:* presents the ***Environmental and Social Inputs to the Program Action Plan*** for mitigating impacts and risks and enhancing environmental & social benefits and overall E&S management. This section lists the actions that the ESSA Team recommends be undertaken to address the system and capacity gaps and shortcomings identified in Section 3, which are grouped into two categories: (a) those

that have been mainstreamed into program design and DLIs, and (b) those that are to be included in the Program Action Plan,

- *Chapter 5:* is on **Consultation and Disclosure** and describes the key formal and informal consultations undertaken as part of the ESSA process, important input and recommendations received, and how and when the ESSA was disclosed.

2 POTENTIAL ENVIRONMENTAL AND SOCIAL EFFECTS OF THE PROGRAM

1. The following sub-sections discuss the Program activities planned under its Results Areas and their effects and risks. This helps understand the potential environmental and social effects of each activity. The expected works at ITI / NSTI levels are expected to be in existing campuses, and hence mostly moderate except in case of large construction above 20000 sqm area. As large constructions are yet not ruled out from the Program, the Program Environmental and Social Systems Assessment (ESSA) has rated the overall environmental risk as "Substantial." This rating is due to two main factors: (i) the unknown extent of construction or upgradation activities across 1000 ITIs and 5 NSTIs in diverse environmental and geographical settings of multiple States of India; some of which may be in/near sensitive receptors, with large-scale constructions being considered a Significant Risk according to National Environmental Regulations[7]; and (ii) the absence of capacities of the Program's implementing agencies to manage Environmental, Health, and Safety (EHS) risks; and the risk of multi-agency co-ordination at the National, State and ITI levels.

2. A detailed description of the Program activities in terms of its type of work and guidance, institutional responsibilities for implementation, supervision, and monitoring; impacts and risks, and opportunities for improvement are presented in this chapter. A discussion on the existing environmental regulatory regimes in the country and for States as applicable for the proposed program is presented in *Annexure I*.

3. *Observations from the visit to representative ITIs / NSTIs in Madhya Pradesh, Maharashtra and West Bengal and other ITIs visited as part of earlier Projects and Programs:*

a. *Infrastructure and Facilities at ITIs:* Overall, some Government Industrial Training Institutes (ITIs) were found to be in poor structural and functional condition, with issues such as rusted truss work, dilapidated walls and floors of workshops, and poorly maintained tools and equipment. Exceptions included refurbished computer or COPA classes, audio-visual rooms, and a few modern pieces of equipment procured mostly under the STRIVE initiative or through corporate social responsibility (CSR) support. Workshops often had service ducting filled with dust and waste, a pest menace, unclean toilets, improper storage and disposal of fuel, chemicals, and cleaning cotton without adherence to regulations, and inadequate segregated storage or management of biodegradable and non-biodegradable waste. In contrast, ITIs operated by private agencies under public-private partnership (PPP) arrangements, which are relatively new, as well as privately owned ITIs, were better maintained and offered superior quality buildings, spaces, services, and facilities. Buildings constructed under the Vocational Training Improvement Project (VTIP) were mostly in a dilapidated condition due to lack of maintenance. However, most campuses visited had available land for further construction, moderate day lighting and ventilation in old campuses compared to low natural lighting and ventilation in many new campuses, water supply from borewells and public sources, ramp access for individuals with disabilities, and separate toilets for boys, girls, and staff.

The maintenance of campus facilities, including toilets and solid and liquid waste management, was rated from good to average in colleges run by private institutions, whereas it was poor in Government ITIs. Fire safety measures were generally inadequate, limited to randomly placed firefighting equipment, which was often poorly maintained without updated licenses, blocked exit ways, and sand buckets filled with waste. Most staff and students were unaware of how to use the firefighting equipment. Additionally, signages, evacuation drills, and standing fire orders were missing in all cases.

b. *Teaching & Learning:* As per NCVT MIS, of the 12657[8] ITIs in India, 2573 are Government ITIs while the rest are Private. ITIs provide trade training (Engineering, non-Engineering and Divyaang - mostly

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7 If area is >20000 sqm, <1,50,000 sqm; it is Category B as per EIA notification, 2006 requiring Environmental Clearance at State Level

8 https://ncvtmis.gov.in/Pages/ITI/TradeStats.aspx; accessed on 3 Jan 2025

NSQF 3, 3.5, 4) in Sectors including Automobile, Chemical, Construction, Construction material and Real estate, electronics and hardware, fabrication, agriculture, food processing and preservation, healthcare, production and manufacturing, IT and ITES, mineral and mineral processing safety and security, leather and leather goods, textiles and apparels, travel tourism and hospitality, cutting sewing, horticulture, Lift and Escalator mechanic, Plastic Processing Operator and others. The most popular courses electrician courses offered by 12657 ITIs and fitter courses offered by 9976 ITIs; and others such as Welder, Mechanics Diesel, Wireman, Electronic Mechanics, Computer Operator and Programming assistant, Cosmetology, Painter, Plumber etc. Of the 3417628 seats, most are distributed among electrician, welder, electronic mechanic, Fireman and the like. Minimum Age for admission is 14 years, with 10th pass for two-year engineering trades and 8th pass for some trades of one year duration.

It was observed that, in most of the Government, Private and PTP ITIs visited, the students of 14 – 18 years (adolescents as per National Regulation) or beyond, were not using PPEs, safe protocols were not followed while working with electricity, fuels, fire or machines. Awareness materials were non-standard with no uniform standards on safety displayed. Incidents are not recorded, and first aid kits are often absent. NCVET norms and national state regulations points out the importance of working safely in such trades / areas (with activities involving electricity, rotating equipment, pumps, paints and fuels, work pits, heavy equipment etc. under supervision by competent supervisor, use of PPEs, and proper training and awareness. Even though there are few exceptional cases of Private and Government ITIs where safety is prioritized (for Eg: Dollyganj ITI in Port Blair, Andaman & Nicobar Islands); in all facilities visited, safety and housekeeping in the workshop and facilities to store wastes in a segregated manner (till wastes are channelized to local bodies and auctioned through Government or private mechanisms) need improvement. Workshop wastes and materials such as fuels (even when in small quantities and reused), grease, cotton and waste used for cleaning spilt/dripped fuel and oil, are not stored separately or arranged to be disposed as hazardous wastes. Many times, these are disposed or burned in the open in campuses. Thus, overall safety and housekeeping of the workshop and its processes need improvement, mainly as it is not congenial for adolescents to get trained in unsafe environment, without proper supervision by trained and certified supervisors.

4.   For the **social** systems assessment, the team visited ITIs in Maharashtra, Madhya Pradesh, West Bengal, Jharkhand, Mizoram and Delhi. The team also visited NSTI, Kolkata and CSTRAI in Kolkata. The key findings are reflected in the following assessment and the detailed consultations are recorded in *Annexure V*.

2.1 Assessment of Environmental Effects

5.   Key Environmental risks categories of Program activities and possible measures to mitigate and manage these are presented here: (Risk categories are presented from Substantial – Low)

Table 3: Key Environmental Risks of Program Activities

Sl No	Program RAs	Program Activities	Environmental Risks	Risk Category	Measures to mitigate risks	Responsibility & Mechanism to ensure implementation of proposed measures
1	**RA1: Empowering ITIs for higher performance.**	- Major civil works including construction or upgradation of buildings, hostels, workshops etc., equipment, consultancy services, workshops, and operating costs; Operational Improvements	- Need more attention to regulatory requirements on Pollution and Health and safety during construction and Operations - Teaching-Learning – adolescents (as per National Regulations) involved in workshop activities, processes and near materials that are hazardous as per National regulations, needing better awareness and supervision	Moderate to Substantial	- In case of new construction or upgradation, and/or when there are no new constructions or upgradations, all institutions that do not follow Regulations (legacy non-compliance) shall be supported to improve compliance and better environmental performance based on an Audit while preparing ISP or Plan Program activities - The Program implementation arrangements at respective levels shall arrange permits and licenses on time as applicable	- Dedicated unit or arrangement for Environmental Management within Implementing Agencies at National, State, and Hub & Spoke Consortium and ITI levels are responsible; implementation is through their appropriately qualified (designated/hired) Environmental Experts available full time for the Program. Screening, Audit, EMP & EMoP Preparation, incorporation in Bid documents, implementation Supervision, shall be ensured and reported as part of Quarterly Progress reports
2	**RA2: Creating State-level Enabling Environment for the ITI ecosystem.**	- Minor works, furniture and equipment, as well as consultancies, and workshops	- Existing / legacy non-compliance & unsafe learning & building environment - Noncompliance to regulatory requirements (aimed at Pollution management & safety) for new Program activities, resulting in pollution & health and safety risks augmented - Works in existing & new building or campuses may impact Health & Safety, Heritage areas, CRZ areas, Protected or sensitive areas or		- Develop institutional capacities at all Program levels including National, State, Consortium/ITI levels for managing Environmental Risks and impacts - The Program shall prepare, use the screening sheets & exclusion criteria for high-risk projects/activities (as per Banks P for R Guidance) & guide PIUs/Consultants to exclude such projects at the Concept stage. This will be further crosschecked during mid and end term Program Environmental Audit - The Program shall conduct Environmental Audit of existing institutions and include all measures to address the gaps in	- Guidance Manual on environmental shall be detailed out as part of POM - 6 monthly (or as required) Training on environmental aspects of Program Planning, Implementation, Supervision for officials at all levels through National Program Implementing Agency - Integrating appropriate H&S training into course curriculum through CSTRI

Sl No	Program RAs	Program Activities	Environmental Risks	Risk Category	Measures to mitigate risks	Responsibility & Mechanism to ensure implementation of proposed measures
			habitats or their buffers through Pollution & disturbance - Possible locational and purchase related risks activities due to absence of screening, planning, management - All works in existing & new building or campuses activities which may impact Health & Safety, Heritage areas, CRZ areas, Protected or sensitive areas or habitats or their buffers - Unsustainable resource use		pollution management, H&S in the Plans for improving infrastructure and facilities - The Program agencies will Prepare EMP and incorporate in Bid documents for implementation by Contractors and Consultants as applicable - Supervise implementation, monitor, supervise, report on EMP and EMoP implementation - Conduct Facility Environmental Audit to understand the Gaps on regulatory requirements, service provision, structural requirements, water, sanitation and wastes and ensure comprehensive development while upgrading	
3	RA3: Strengthening the Central Capacity in Policy, Coordination, Monitoring and Evaluation.	- MIS, ITI Learning resources & Learning Management systems, Central agencies capacity improvement, Constituting a Safety Cell	- Minor works or equipment purchase at Centers of Excellence - Delay in MIS creation and use - Unsustainable resource use	Low to Moderate	- Preparation and Use of MIS (integrated with Program MIS or separate in case of no Program MIS) for monitoring risk mitigation actions, status of development of Centers of Excellence on Health and Safety, Guidance on Green jobs - Follow Environmental regulations, guidance's, EMP and EMOP Preparation and implementation as above in case of any work or equipment purchase for Safety-First Cell	

2.2 Assessment of Social Effects of the Program

The key social risks categories of Program activities and possible measures to mitigate and manage these are presented here

Table 4: Key Social Risks of Program Activities

Sl No	Program RAs	Program Activities	Social Risks	Risk Category	Measures to mitigate risks	Responsibility & Mechanism to ensure implementation of proposed measures
1	**RA1: Empowering ITIs for higher performance.**	- Major civil works including construction or upgradation of buildings, hostels, workshops etc., equipment, consultancy services, workshops, and operating costs; Operational Improvements, ToT in ITIs and NSTIs	- Non-compliance with applicable labour laws resulting in risks for labour. - Risk of involuntary relocation for squatters or encroachers on the worksites. - Construction induced adverse impacts on host communities in the vicinity of the construction site.	Moderate	- In case of new construction or upgradation, and/or when there are no new constructions or upgradations, systems to monitor compliance with labour laws will be developed and implemented. - The Program implementation arrangements at respective levels shall arrange permits and licenses on time as applicable	- Dedicated personnel or unit for management of social risks within Implementing Agencies at National, State, NSTI and Hub & Spoke Consortium and ITI levels; implementation is through Social Experts available full time for the Program. Screening, incorporation of social requirements into bid documents and implementation supervision, shall be ensured and reported as part of QPRs
2	**RA2: Creating State-level Enabling Environment for the ITI ecosystem.**	- Minor works, furniture and equipment, as well as consultancies, and workshops.	- Possible locational and purchase related risks activities due to absence of screening, planning, management - Enhanced risk of SEA/SH due to increase in women's interface at institutes and other bodies in the ITI ecosystem		- Develop institutional capacities at all Program levels including National, State, NSTI, Consortium/ITI levels for managing Social Risks and impacts - The Program shall prepare, use the screening sheets & exclusion criteria for high-	- Manual on social aspects shall be detailed out as part of POM - 6 monthly (or as required) Training on social aspects of Program Planning, Implementation, Supervision for officials at all levels through National Program Implementing Agency - Integrating appropriate social sustainability, inclusion and labour

Sl No	Program RAs	Program Activities	Social Risks	Risk Category	Measures to mitigate risks	Responsibility & Mechanism to ensure implementation of proposed measures
					risk projects/activities (as per Banks P for R Guidance) & guide PIUs/Consultants to exclude such activities at the Concept stage. - Strengthen implementation of the Prevention of Sexual Harassment at the Workplace Act	related training into course curriculum through CSTRI - Monitor the establishment and functioning of Internal Complaints Committees and implementation of the POSH Act in all institutes at the national, state and consortium levels.
3	**RA3: Strengthening the Central Capacity in Policy, Coordination, Monitoring and Evaluation.**	- MIS, ITI Learning resources & Learning Management systems, Central agencies capacity improvement, constituting Safety cell	- Design of systems not adequately informed by regulatory framework and stakeholder concerns	Low to Moderate	- Preparation and Use of MIS (integrated with Program MIS or separate in case of no Program MIS) for monitoring risk mitigation actions - Follow applicable labour laws and other regulatory requirements in case of any work or equipment purchase for ensuring EHS by Safety – First Cell	- Dedicated personnel or unit for management of social risks within Implementing Agencies at National, State, NSTI and Hub & Spoke Consortium and ITI levels - Manual on social aspects shall be detailed out as part of POM

2.3 Summary of E&S effects

6.   The key environmental effects of the program are summarized as follows:

Environmental Benefits

- Improved Skilling of ITI students and capacities and resources for Teaching, that would ensure better living environment in the long run
- Improved infrastructure, equipment and facilities at ITIs (Hubs and Spokes) and Central organizations that ensures clean, sustainable, healthy, safe teaching-learning environment for the students, staff, and the communities
- Overall Program management that focuses on Environmental aspects ensures sustainable systems (during planning, construction & operations)
- Skilling on new avenues such as Green Jobs contributes to conservation of the environment and promoting sustainability; through transition to a low-carbon, resource-efficient community and also support economic growth and job creation in eco-friendly industries and a socially inclusive economy
- Improved focus on Health and Safety trainings for the Staff and students creates a new workforce with positive safety culture, high self-esteem, lesser exposure to incidents

Environmental Risks

- Less attention to regulatory requirements, Pollution during construction and Operations and Teaching-Learning (especially since adolescents are getting trained/working due to lack of awareness and capacities in workshops)
- Existing / legacy non-compliance & unsafe learning & building environment
- Possible locational and equipment purchase related risks activities due to absence of screening (to avoid high risk activities), planning (including legacy non-compliance and risks), management
- Noncompliance to regulatory requirements (aimed at Pollution management & safety) for new Program activities, resulting in pollution & health and safety risks augmented
- Works in existing & new building or campuses may impact Health & Safety, Heritage areas, CRZ areas, Protected or sensitive areas or habitats or their buffers through Pollution & disturbance
- All works in existing & new building or campuses activities which may impact Health & Safety, Heritage areas, CRZ areas, Protected or sensitive areas or habitats or their buffers
- Unsustainable resource use
- Minor works or equipment purchase at Centers of Excellence
- Delay in monitoring tools, impacting overall positive effects

7.   The key social effects of the program are summarized as follows:

Social Benefits
- Improving employment outcomes for trainees under this program through improved quality of trainings. In particular, this would benefit various vulnerable groups such as women, Scheduled Tribes, Scheduled Castes and Persons with Disabilities in terms of their participation in the labour force
- Improvement in enforcement of good labour practices, and human resource management in the operation of ITIs as well as in the planning and execution of civil works under the Project. There would be improvements in systems for monitoring and tracking compliances and improved HR practices
- Improvement in safety for women trainers, trainees and other participants in the ITI ecosystem through strengthened implementation of the POSH Act. This will contribute to providing an enabling environment for enhancing female labour force participation

- Improvement in the grievance redressal mechanism in the ITI ecosystem, making it more accessible, responsive and accountable to all stakeholders
- Improved skilling on key social issues such as workers rights, civic responsibilities and creating a safe working environment for women.

Social Risks

- Exclusion of vulnerable groups from program benefits, accessing ITIs and subsequent employment opportunities. These include women, Scheduled Tribes, Scheduled Castes and Persons with Disabilities
- Risk of unfair labour practices in the civil works as well as management of trainers and other administrative staff in ITIs and NSTIs
- Risk of SEA/SH with increased number of adolescent girls and women as trainees, trainers and staff under the program
- Risks arising out of inadequate grievance redressal mechanisms

3 ASSESSMENT OF ENVIRONMENTAL AND SOCIAL MANAGEMENT SYSTEMS AND IMPLEMENTATION CAPACITY

3.1 Guidance in P for R Financing

1.   As per the P for R Financing of the Bank: A *Program system* is constituted by the rules and "arrangements within a program for managing potential environmental and social effects,"[9] including "institutional, organizational, and procedural considerations that are relevant to environmental and social management"[10] and that provide "authority" to those institutions involved in the program "to achieve environmental and social objectives against the range of environmental and social impacts that may be associated with the Program."[11] This includes existing laws, policies, rules, regulations, procedures, and implementing guidelines, etc. that apply to the program or the management of its environmental and social effects. It also includes inter-agency coordination arrangements if there are shared implementation responsibilities in practice.[12]

2.   Program *capacity* is the "organizational capacity" the institutions authorized to undertake environmental and social management actions to achieve effectively "environmental and social objectives against the range of environmental and social impacts that may be associated with the Program."[13] This ESSA has examined the adequacy of such capacity by considering, among other things, the following factors:

   a) The adequacy of institutional organizations and division of labor, and the likelihood that the applicable E&S management systems can meet their goals.
   b) The adequacy of institutional capacity (staff, budget, availability of implementation resources, training, etc.) to carry out defined responsibilities under the applicable Program system.
   c) The effectiveness of interagency coordination arrangements where multiple agencies or multiple jurisdictions are involved.
   d) The past performance of the implementing agencies in ensuring that the rules and procedures are being followed.

3.   An assessment of the environmental and social management systems was carried out by the Bank team in co-ordination with the borrower (various States and central agencies) to understand the adequacy of existing capacities to manage environmental and social effects identified as part of ESSA including management of risks and impacts (regular and during emergencies) and to enhance benefits. Capacity to manage risks and impacts and enhance benefits were reviewed in terms of institutional capacities and gaps, the existence of appropriate legal and regulatory frameworks, procedures, tools, and guidance at the National, State, and Program level to effectively implement and manage the E&S requirements. Assessments are carried out to understand if the program's environmental and social management systems are consistent with the core principles and key planning elements contained in the PforR Policy and whether the involved institutions have the requisite capacity to implement these systems' requirements. Gaps identified through the assessment are proposed to be addressed through a set of actions that are compiled as Environmental and Social inputs to the Program Design, DLIs/DLRs, and Program Action Plan.

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[9] *Drawn from Bank Guidance: Program-for-Results Financing Environmental and Social Systems Assessment, The World Bank Effective July 2019*
[10] *Ibid*
[11] *Ibid*
[12] *Ibid*
[13] *Ibid.*

3.2 Assessment of Core Principles - Environment

3.2.1   Core Principle 1: Environmental Management Procedures

National Systems for Environmental Assessment

3.2.1.1   Rules, regulations and Standards on Environmental Assessment, Biodiversity, Pollution Prevention and Health and Safety

4.   ***National/State Level:*** In India, MoEFCC is responsible to lead the activities on the Environment agenda, including planning, promotion, co-ordination, and implementation. Broadly, the role of the MoEFCC includes (i) Conservation and survey of flora, fauna, forests, and wildlife; (ii) Prevention and control of pollution; (iii) Afforestation and regeneration of degraded areas; (iv) Protection of the environment and (v) Ensuring the welfare of animals. The above responsibilities are effectively discharged with the support of a host of robust policies and legislations promulgated at the National level and aimed at conserving and protecting the environment. Besides, important policies such as the National Conservation Strategy and Policy Statement on Environment and Development, 1992; National Forest Policy, 1988; Policy Statement on Abatement of Pollution, 1992; and the National Environment Policy, 2006 also guide the MoEFCC's work. In the implementation or enforcement side, agencies such as the Central Pollution Control Board (CPCB), Forest Department, Department of Archeology, Coastal Regulation Zone (CRZ) Authorities, and others are the technical arms of MoEFCC which carry out specific legal and regulatory functions. They provide permitting and clearance functions when required in projects/programs. Monitoring is undertaken directly through relevant agencies, or state counterparts. Separate committees are constituted for specific issues such as Forests and Biodiversity, and others, while a capacitated National Green Tribunal (NGT), a judicial body[14] acts as the environmental watch-agency setting stringent standards and monitoring the issues and non-compliances on the ground.

5.   The above National-level regulatory and institutional systems are full-grown, in place and reasonably enforced across all sectors all over the country. Although individual states may also have promulgated state regulations on the same/similar themes, the National level regulations are the basic umbrella, under which the state-level regulations are created, and are expected to follow at the minimum. Various environmental regulations at the National and State Levels and their applicability to the program are discussed in detail in ***Annexure I***.

6.   Key regulations, rules and guidance governing the Proposed activities that are important for construction / upgradation of buildings, developing/improving and operating liquid and solid waste management systems on campus, equipment purchase, teaching - learning, trainings, and ITI Operations include: (i) Environmental Impact Assessment (EIA) Notification 2006, (ii) CRZ Notifications, (iii) The Air Act, (iv) The Water Act, (v) National Building Code, and the Building Regulations of the Local Body, (vi) Forest Acts, (vii) Special Area Regulations, (viii) AMASR Act, (ix) Fire Safety Regulations, (x) Waste management Rules (Including Hazardous Waste, E-Waste, Municipal solid waste, Bio Medical Waste, Plastic Waste, Batteries Management, Construction & Demolition wastes etc), Noise Pollution (Regulation and Control) Rules and its amendments etc. In addition, there are many rules and regulations applicable to specific activities. There are guidance including categorization of industries, siting criteria as per Master Plans and PCBs, Standards for Discharge of Wastewater into the environment, Guidance on contaminated sites, Tree Acts and guidelines on tree transplantation and compensatory plantations, consent conditions for Concrete Plants and DG sets etc. that may be applicable to specific activities. While EIA Notification 2006 mandated Environmental Clearance (EC) at State Level for proposed building construction above 20000 sqm or 150,000 sqm of campus area, in 2015 this requirement was waived for educational institutions. However, this requirement has been reinstated as of 2022 by the MoEFCC. Hence, new buildings of more than 20000 sqm or in campuses more than 150,000 sqm will need EC.

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14 A specialized judicial body equipped with expertise solely for the purpose of adjudicating environmental cases in the country.

Existing Systems at MSDE/DGT/ITIs/other supporting agencies, and Recommendations:

Key Gaps observed in ensuring Environmental management systems:

7.   *Existing system:* Usually, the construction or upgradation of facilities is carried out by Central Public Works Department in case of buildings for National Level Agencies, and the respective State Public Works Department or in some States by other Government Agencies (such as the Housing Board) who have experience in building construction activities. In case of private ITIs this is done by private contractors whom they hire. The system for managing the environmental aspects including regulatory requirements is met when the need arise, as in the case of a plan for new construction. ITI raises the need for upgradation in their Institute Development Plans (IDPs) that shall be ready by April 15 of every year. The implementing department takes the responsibility to meet the regulatory compliances such as clearances or permits. There is no system or mechanism to audit existing facilities and plan, design, monitor and ensure compliance in existing campus or structures to arrive at the environmental improvement requirements (such as Fire Safety, greening, regulatory aspects etc) or screening of the proposed investment and its location for sensitivities, assessment of environmental impacts in case of buildings not more than 20000 sqm area, or more than 1.5 hectares campus area, that do not attract Environmental Clearance. NCVT Guidelines for ITI accreditation requires Building, Electrical and Fire Safety Certificates. It also lays down the essential and desirable safety requirements for all Institutes including those seeking new affiliation.

8.   *Gaps observed*: In all the ITIs visited, there is room for design interventions best suited to deal with climate and other risks; and environmental enhancements, including resource efficiency and adopting a circular economy; and most importantly, adopting environmental best practices that would add to the overall enhancement of program effects and benefits. Absence of mechanisms to promote environmental sustainability and OHS in project designs by incorporating design considerations in DPRs, and tools/formats and capacities at various implementing agencies to review, monitor, and enforce Pollution management, O&M of assets for long-term pollution management, OHS, CHS, O&M of assets are notable.

9.   Fire Safety regulations and Health & Safety of *Teaching – Learning* need considerable improvement in all it is and NSTIs throughout the country despite the need to follow this as per regulations and attempts through MDB supported Programs and Projects. NCVET guidelines are not explicit on maintenance and training on fire safety equipment, renewal of fire safety certificates, Fire storage and plumbing to ensure availability of water etc. and hence, beyond the initial accreditation requirements, these are usually not maintained well. Lightning arrestors are observed in new buildings. Electric lines are laid crisscrossed, with possible trampling in many workshops and activity areas of campuses. Transformer rooms and panel areas are exposed in many cases without safety signs. Ducting is not well maintained, with pests and dust accumulated resulting in pulling of wires out of the ducts during maintenance, especially in old buildings. Continual maintenance is not ensured barring some Private ITIs. Incident reporting protocols and Corrective Action Plans are not recognized in NCVT norms. General guidelines for response during Natural Disasters are presented in NCVT norms, however planning and design to avoid and minimize these are not seen adopted. NCVET norms need updation to include the measures to address the gaps identified.

Gaps can be thus consolidated:

-   Planning of new infrastructure to consider siting and other regulations and area and resource allocations for these,

-   Designs to suit the purpose, ensuring regulatory requirements for ventilation, lighting, health and safety of workers, visitors, communities nearby, water, sanitation, waste management, resource efficiency, ease of maintenance and long-term sustainability

-   Systems to supervise, monitor, report on Environmental Performance, and Incident management for construction and continually during operations

-   Gaps in EHS focus and implementation at all levels

10.   *Experience in earlier MDB Operations*: In the earlier World Bank supported projects/programs such as VTIP and STRIVE, the infrastructure created were minimal. Notwithstanding the same, the activities were mainly coordinated by DGT at the central level or NSDC, MSDE and other central agencies; and executed by ITIs through government agencies like PWD. Small works were executed locally by local contractors or by hiring workers. In all cases, gaps were observed in planning, design, supervision to ensure good infrastructure development, overall environmental management, and operation and maintenance. Key areas that needed improvement include quality and usability of buildings and facilities, environmental footprint of the equipment and fixtures, adherence to siting criteria, worker health and safety during construction, overall upkeep of the environment including housekeeping, sanitation facilities, asbestos management, fuels and hazardous waste management, and solid and liquid waste management in the campus specifically the workshops. The following are the experiences on Environmental Management under the Past three operations of the World Bank:[15]

- STRIVE (PforR, Moderate Environmental Risk) assessments (ESSA of STRIVE) assumed that institutional mechanism of VTIP will continue, but that did not materialize, as the Program level systems were not well subsumed into ITI management beyond the Project though there was an Environmental Management Framework (EMF) for VTIP. Under STRIVE, all 200 Program ITIs prepared Environmental Action Plans, but its comprehensive implementation was not achieved due to non-allocation of funds for the same. Following long term deliberations by WB E&S teams, NPMU of STRIVE (DGT) sent a circular that E&S actions can be included for funding under Results Area 2, but most States/ITIs were not aware of this, as E&S co-ordinators changed continuously at ITIs. There was high turnover (5 officers during the Program Period) of E&S nodal officer (designated, with varying capacities) at all levels, specifically at the DGT / PMC level, hence the continuity of Program E&S implementation was not well achieved specifically and more critically on Occupational Health at workshops & Safety or Hazardous Waste Management. To the end of the Program, there was agreement to undertake additional online trainings on OHS (IGnITE (Indo-German Initiative for Technical Education) Safety course[16]), and to report on E&S implementation using an online Google form, and with this, half yearly (though delayed) progress reports were prepared since 2021. Trainings were conducted to improve the capacities of E&S Focal points at States & ITIs. However, there were challenges due less capacities and lack of subject expertise and co-ordination issues.

- VTIP (IPF, Safeguards Category B): EHS performance and EMF compliance varied between VTIP States. Gujarat, Goa, Maharashtra and Punjab displayed good environmental practices, while Andhra Pradesh and Tamil Nadu did not perform to that extend as per Program Reports. The required Environmental Management Sustainability Plan was still missing at ICR. Overall, the infrastructure created as part of VTIP lacked maintenance and deteriorated by the end of the Project period (10 years). Some of the equipment purchased under VTIP were not used, for want of supporting infrastructure, spares, or operators. Centers of Excellence constructed, and toilets and other facilities developed under VTIP were observed dysfunctional and dilapidated during the site visits for this ESSA.

- SIMO (PforR, Moderate Environmental Risk): As reported in ICR of SIMO, no dedicated environment and social specialist within the PMU or PMC led to limited oversight and support. Although the PAP actions were completed by mid-term, there was no monitoring of the application of the guidelines developed around crowd management or migrant labor participation. After completing the PAP items, the environment and social initiatives were not tracked or monitored.

The above experiences present the need for (i) A robust environmental management system – through a dedicated Environmental Management Cell / Unit - for works with dedicated and qualified capacities at all levels to ensure country systems are followed and reported equally by all States, continuous training, and

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time bound monitoring and reporting mechanisms using an MIS that is accessible and transparent; (ii) adequate allocation of funds for EHS, and overall campus development in all Program ITIs or Hubs and Spokes, (iii) permanent capacities on EHS through curriculum revamp and focal institution development

11.   *Improvements Suggested to ensure Environmental Management system in proposed Program:* Program activities include upgradation of existing structures, and construction of new buildings in existing campuses. Such activities would need proper system to screen, audit and plan to correct legacy non-compliances, assess the risks and impacts, and regulatory requirements, prepare EMP and Environmental Monitoring Plan (EMoP) and include these in bid documents for implementation, and supervise, monitor and report. This is also important for purchase and installation of major equipment. Long term maintenance of ITI infrastructure, facilities, and equipment is important and NCVET norms shall be updated including these and establishing a system and capacities for continual monitoring and safe keeping of the premises to ensure EHS.

12.   Assessment shall include risks and impacts during construction and purchase of equipment's, O&M of facilities and *Teaching – Learning* at ITIs and NSTIs. This includes those related to siting criteria, regulatory requirements in terms of waste and wastewater management, pollution management, occupational and community health and safety, resource efficiency, circular economy and climate change, impacts on biodiversity and cultural heritage. Consultations with students, parents, teachers, communities shall be an integral part of design, implementation and operations for better results.

13.   A Facility Audit of the existing campus and facilities and screening would help understand the legacy and probable future risks and impacts of each Program activity. This would help integrate measures to minimize the environmental risks and impacts and ensure sustainability during all stages. To monitor, course correct and learn about the integration of environmental aspects in the Program it is important to have midterm and end-term Environmental Audits of representative sample of the activities supported by the Program.

3.2.1.2   Environmental Management: Assessment of Program Capacities

14.   Existing *Institutional Mechanism*

   i. *Infrastructure Improvement:* Currently, the upgradation or development of new infrastructure, and purchase are managed at the respective institute level. Depending on the location, the planning, design, construction activities and repair and maintenance are carried out by government agencies involved in construction such as the public works department, housing board, other such agencies. These agencies arrange required permissions from the local bodies and other agencies. In many cases it is observed that the start of construction activities and permissions are often delayed by absence of fire and safety permits and other clearances. At the ITIs, there is no specific focal point to understand and manage the requirements with respect to environmental management and regulatory compliance. Junior and Assistant Engineers of PWD or government departments who have other overlapping responsibilities on works for various Government departments, supervise and report to the Executive Engineers on work quality. System and Capacities for reporting EHS need substantial improvement.

   ii. *Teaching – Learning:* There are various institutions in MSDE that are involved in various aspects of ITI Teaching – Learning. These include CSTARI that develops the ITI curriculum, NIMI that develops teaching – learning material based on the curriculum prepared by CSTARI, NSTI that performs as centers of specific skilling also to trainers/instructors.

15.   *Experience in earlier World Bank supported Projects and Programs:* The awareness of the Program agencies, and capacities to plan, design, supervise, monitor, and maintain sustainable infrastructure and facilities was 'low' in earlier Programs and Projects. The institutional arrangement for environmental management, which was expected to be sustained from one program to another, did not function as anticipated. Institutional capacities relied on existing staff at the Industrial Training Institutes (ITI), State Directorates, and the central Directorate General of Training (DGT), either through an 'assigned' focal/nodal person (mostly training officers) with other highly demanding departmental responsibilities; or part-time environmental 'or' Social expert of the Project Management Consultants. Due to capacity constraints,

variations in Environmental and Social (E&S) capabilities across states, and high staff turnover, outcomes largely depended on individual capacities and interests. Overall, the institutionalization of an environmental management system was not achieved. Financial constraints regarding the implementation of E&S related interventions were also reported during Implementation Support Missions and at the Closing Workshop. Continuous support, supervision, and training by the World Bank were critical in achieving compliance with safeguards/environmental aspects and the successful execution of Program Action Plans.

16. *Proposed Institutional Mechanism for the Program:* The Program will be implemented by MSDE at the National level with a Hub and Spokes mechanism (Hub and Spoke Industries Consortium – HSIC) at local level, with key ITIs forming the Hubs that support and manage activities in the Hub ITIs, as well as the Spoke ITIs around. For ITI-level interventions some may resort to the support of PWD or Project Management Consultants for implementation, depending on their location and their need for additional capacities to implement these interventions. However, the exact arrangement will be known when Hubs and Spokes are selected implementation mechanisms are agreed. However, there will be coordinating body at MSDE (NPMU) and at the State (SPMU) and/or Hubs. Institutional Mechanism Proposed for the Program is hence at National, State and Consortium/H&S levels. Institutional mechanism for environmental aspects will be finalized in the POM in line with ESSA recommendations.

17. *Observed Gaps and Improvements Suggested to ensure Environmental Management Capacities for the proposed Program:*

18. Key Gap observed is the following:

- Capacities (qualified human resources at Program agencies and continuous capacity building on environmental management) to supervise, monitor and manage risks and impacts, and ensure sustainability

19. Considering the scale of works under the Program it is important to have appropriately qualified and experienced Environmental and OHS experts at the Program agencies at National, State and Hubs, designated and capacitated EHS focal points at ITI levels. While the Environmental and Health and Safety coordinators at the National level coordinates with the State/consortium Hubs, designated capacities at States and Hubs shall closely interact with various ITIs, Program / Project Management Consultants and Implementing Agencies for timely permits, clearances, to oversee environmental management and OHS/CHS will help systematizing effective environmental management, supervision, and reporting. Trainings and peer to peer exchanges from similar projects on best practices and environmental management will help in overall capacity strengthening at the State & ITI levels to ensure long term sustainable outcomes. Dedicated trainings and certification shall be arranged for OHS focal persons at ITIs not only to ensure worker and community safety during implementation of works, but also to instructors and students ensure high standards of OHS in ITI teaching – learning environment.

Environmental Management: Recommendations

20. To address the gaps highlighted through the assessment, ESSA recommends the following:

(a) For Construction/Upgradation and Operation of Facilities

- Environmental management through Environmental and Health and Safety management capacities at National, State, Consortium and ITI levels (as applicable) to ensure screening, Facility Environmental Audit of existing facilities, address legacy non-compliances, pollution and safety issues, provide inputs to plan and designs, coordinate clearances and permits, preparation of EMP and its incorporation in Bid documents, supervise its implementation and monitoring.
- Support disaster preparedness, mitigation, and emergency response through adoption of good design and mitigation measures for climate risks integrated into EMPs.
- MIS to clearly track and manage environmental management is important considering the minimum capacities and frequent turnover of EHS focal points in earlier Projects/Programs

- Ensure compliance to legacy compliance issues and improved environmental management including water, sanitation, waste management, Life and Fire Safety, greening.
- Preparation of environmental guidance for Program activities and ITI operations.

(b) For Teaching - Learning
- Review and improve EHS focus (Trade wise) in the curriculum and teaching – learning material
- Strengthened EHS focus through Safety-First Cells

Detailed ***Table*** presenting the Assessment of Environmental aspects against Core Principle 1 is presented in ***Annexure VII***.

3.2.2   Core Principle 2: Natural Habitats and Physical Cultural Resources

21.   This core principle applies only to those Program activities which may impact habitats or cultural resources (For example, works or activities in the banks of water bodies including in coastal zones, water bodies, city lakes, hazard-prone areas, notified eco-sensitive zones, near forest areas, or in heritage buildings or premises used for any purpose or are valued by the communities; or discharge of waste, waste water or sludge). Proposed program activities will be implemented in existing ITI (or other existing campuses in case of National Institutes), with minimal possible risks on natural habitats and Physical Cultural Resources (PCR). However, such risks cannot be completely ruled out as some ITIs operate in campuses near sensitive areas, and in heritage buildings. In addition, (a) disposal of wastewater, and wastes from program facilities, (b) noise levels and vibration and resultant (mostly construction stage) risks and impacts on air, water, land, cultural heritage and biodiversity, may be expected to have a minor impact on these resources if encountered in or near existing campuses of any of the 200 Hubs or 800 Spoke ITIs in different parts of the country, planned to be upgraded under this Program.

Assessment of Program Systems

22.   *Existing Regulations:* National and State level laws and regulations exist for the guiding activities in/near natural habitats, critical natural habitats, in the proximity of protected monuments, and for the management of chance finds. These include the Forest Conservation Act 1980 which regulates the use of forest land for non-forest purposes including the construction of buildings; the Wildlife (Protection) Act 1972 which prohibits activities that are harmful to protected species and areas; Eco-Sensitive Zone Notifications that regulate up-gradation/ development activities in ecologically sensitive areas around existing protected areas; Wetland (Conservation and Management) Rules 2017 that regulate activities in notified wetland areas; CRZ Notification 2019 that regulates construction activities in coastal areas; State/local level Rules and bylaws that regulate the cutting of trees and provide for compensatory afforestation, Ancient Monuments and Archeological Remains Act 2010 etc. Also, there are multiple notifications, rules, and permit/license requirements, and guidelines to prevent impacts of new developments, wastes and wastewater management, and discharge/disposal of rejects, inerts, treated sewage. However, implementation of guidelines and regulations need much improvement in ITIs and NSTIs specifically with respect to management of wastes (incl. hazardous waste even when it is minimal quantity).

23.   Certain aspects of Program activities may impact sensitive resources, which can be mitigated by adhering to siting guidelines, regulations, and permit conditions. Some areas require additional diligence and guidance, such as the disposal of treated sewage, sludge management (from STP, ETP), and the potential introduction of alien species in landscaping works. The Program must establish clear exclusion criteria and guidance on these matters prior to the commencement of activities. Additionally, there may be instances of legacy non-compliance with regulations and existing facilities that are in or affecting sensitive environmental components, which may not be explicitly recognized by current regulations but remain important for communities and biodiversity.

Experience from other National / State level Programs:

Infrastructure development was not at a large scale in earlier ITI projects/programs; barring VTIP. A screening checklist was utilized for projects involving new infrastructure development. Local authorities also require clearances and permits related to siting when approving building plans. Therefore, siting-related compliances are largely adhered to, with variation between States. However, there were difficulties in improving infrastructure, and monitoring of guidelines and regulations, particularly concerning waste management (including minimal quantities of hazardous waste) from ITI classrooms, workshops and hostels, and wastewater management.

Assessment of Program Capacities:

24.   Awareness and capacities at the National, State, Consortium and ITI levels of this Program on existing legal/regulatory regimes or the need to follow National/State/Local regulations are less. There is no dedicated responsibility at any level to ensure that requisite permits/licenses are arranged for the works/facilities before start of works or to periodically update such licenses and follow license/permit conditions especially with respect to natural habitats and physical cultural resources. It is important to improve capacities and awareness of regulations and clearance procedures before initiating any activity.

Recommendations:

Based on the gaps identified through the assessment, the ESSA recommends the following activities to be undertaken by the Proposed Environmental Management Unit, with suitable institutional capacities at all levels:

(a) For Construction/Upgradation and Operation of Facilities

- o Prepare and Use Exclusion criteria, Facility Environmental Audit tool to evaluate existing impacts, and design guidance to avoid high impacts and risks on recognized and not-recognised Natural Habitats and Physical Cultural resources (applicable for prior results)

- o Environmental enhancement measures shall be built into the design itself, respecting the natural habitats and cultural resources. This includes activities to retain existing trees as much as possible and follow compensatory plantation norms of ten times the no: of cut trees, green belt around all facilities, prohibition on the use of alien species, the greening of campus, material recycling and reuse including C&D wastes & waste water (so that wastes would not impact habitats or cultural resources), energy saving measures including selection of fixtures and appurtenances with energy star ratings, better water and sanitation, etc. IDP and ISP shall include these with resources allocated.

- o Develop institutional capacities to list out and follow applicable regulations (National, State, Consortium, ITI) and timely receipt and update of permits for all program activities and records kept in MIS.

- o Include training on regulatory provisions and protection of natural habitats and cultural resources for implementing agencies.

(b) Teaching - Learning

- o Develop institutional Capacities at all levels to monitor impacts if any on natural habitats and cultural resources through training; and for overall environmental upkeep

- o Include Environmental Management in curriculum for trade specific management of wastes and wastewater

A Detailed *Table* presenting the Assessment of Environmental aspects against Core Principle 2 is presented in *Annexure VII*.

3.2.3   Core Principle 3: Public and Worker Safety

25.   The works include the construction of classroom blocks, workshops and other facilities at ITIs and NSTIs under the Program, purchase and installation of equipment etc. Some works are likely to have risks or impacts on health and safety unless managed well. There could be construction and O&M stage risks emerging from improper design, construction, and O&M practices; mainly health and safety risks to host communities, workers who construct or carry out operations and maintenance, and other staff at locations of works, pollution due to smoke/noise/dust during construction and maintenance activities and pollution of water sources nearby due to discharge of solid and liquid wastes. There are also chances of disaster risks and impacts mainly due to climate/hazard proneness of some areas (such as cyclones and floods along the coastal areas, and landslides). Further, ITIs are learning centers for the country's future workforce. It is important to ensure that students and instructors understand and practice safety in their teaching-learning environment and carry this forward to future works.

26.   Occupational Health and Safety (OHS) aspects of Construction, Operation and Teaching – Learning (esp. in Workshops) under the Program include overexertion and posture-related discomforts, carrying of heavy loads and injuries to workers, slips (into pits mainly for foundations) and fall, work at heights (for example; works above 2m height), striking objects and moving machinery, large equipment, and vehicles as in construction/demolition, traffic conflicts, and other hazards due to fuels (used in diesel generators, machinery) / chemicals/paints and solvents, electrical hazards on site, burst of water and waste water pipes while utility shifting, and poor water, sanitation and other facilities at the labor camps. Child labor and hazardous work conditions for those between 14 to 18 years are also important. All hazards specifically High Energy Hazards and Fire Risks shall be carefully mitigated and managed during construction.

27.   Community Health and Safety related issues include general work site hazards due to poor housekeeping or barricading (with reflectors, especially during situations when light is less, and during emergencies), poor work site lighting, machinery, and materials on-site, labour camps, temporary disturbance to existing water/sewerage systems in case of upgradation works, increased incidence of communicable and vector-borne diseases and movement safety. It is very important to close (permanently or safely but temporarily, if work remains for next day) the opened pits and trenches however small or big they may be, when workers move out of the pit or trench, with adequate lighting, awareness boards and watch and ward. It is important to have watch and ward to prevent students and communities from entering the workspaces after class, or work hours. In case of an outbreak of communicable disease such as COVID 19 type pandemic-related risks, the interaction of workers/workspace with communities need good attention.

28.   Disaster risks and impacts, primarily due to the climate and hazard proneness of certain areas (such as cyclones and floods along coastal regions, and landslides), must also be considered. Given that ITIs function as learning centers for the nation's future workforce, it is crucial to ensure that these environments promote and practice safety, thus instilling safe work practices in the students' future professional endeavors.

Assessment of Program Systems

29.   *Existing Systems*: The works; and teaching and learning at ITIs would benefit from including careful considerations on the health or safety of students, staff, visitors and workers, during the construction and repairs, and in teaching-learning. The country has appropriate regulations including Building and Other Construction Workers Act and Rules, Public Liability Insurance Act, The Factories Act, and others to ensure OHS and CHS. Labour Codes (Draft) are also drafted by the Government of India for discussions. The regulations clearly mandate the need for following safety procedures and standards on site, insurance for workers, supervision responsibilities, accident reporting and support, maintenance of records on site. There are clear rules on management of various wastes (so that they do not create health and safety impacts on workers and communities), and fire and life safety. The contract agreement used by the public works department includes explicit mention of applicable regulation and mandates public works department who is the principal employer as responsible for ensuring that the contractor follows this. There is also a provision to remedy and deduct the cost for such remedy from the contractor in case they failed to do so. However,

these are not followed or monitored and reported for the works undertaken through government departments. Such systems do not exist also in case of the works undertaken by the private contractors (mainly for Private ITIs).

30.   Old, dilapidated, and unsafe buildings shall be utilized only after appropriate strengthening and holistic redevelopment. Asbestos is frequently used, primarily for roofing workshops or sheds on existing old ITI campuses. The removal and disposal of asbestos must be handled with care during upgrading or reconstruction activities. Additionally, any work involving the purchase and use of asbestos and lead-based paints is prohibited under the Bank-supported Program using an 'Exclusion Criteria'. Occupational Health and Safety (OHS) and Community Health and Safety (CHS) risks shall be assessed, and safety considerations and mitigation measures included in Bid Documents. Learnings on OHS and CHS from previous Programs and Projects (supported by the MDBs) will also aid in the implementation of this Program.

31.   Probable environmental issues during the construction stage include Noise and vibration due to construction and demolition work, localized erosion of materials and soil especially during rains/cyclones, disturbance to water bodies/water sources, local air quality impacts during excavations (for foundations), and material transport through unsurfaced roads, or open stacking of materials, stacking and use of hazardous materials or chemicals, and fuels (used in construction or in workshops), wastes, and wastewater discharges. Probable environmental issues during O&M include noise and vibration of machinery and work processes, transport-related air pollution during material transport, discharge of treated sewage, wastes (including solar panels, e-waste, batteries, waste oil, oil absorbent cloths etc.), excavated soil, sludge; and odor, and fire risks of gases used. In addition, the use of banned pesticides, and removal of topsoil, and invasive species need attention in case of greening efforts.

32.   Safety consideration is also missed out during *Teaching – Learning*. Students are spotted without essential safety gears of appropriate quality and size in Public and Private ITIs and NSTIs. Guidance to implement and train on Health and Safety is absent. During trades of welder, fitter, mason, turner and even modern trades it is important to prepare training modules, arrange OHS certification for trainers and students, and provide them appropriate safety gears, proper standard awareness materials for all workshops etc.

Assessment of Program Capacity

33.   Though the regulations require Project proponents and contractors to fully adhere to OHS, and CHS and Labour laws during works and operations; and adequate supervision through a safety committee and trained safety officers, the works (mainly by small and medium-sized contractors to whom works are awarded by the PWD/other government agencies, or Private) are carried out without adequate safety considerations, supervision, monitoring or reporting. Junior and Assistant Engineers supervise works and report to the Executive engineers. However, systematic supervision, reporting or remedies on work zone safety are yet to be in place.

34.   Multiple layers of contractors and subcontractors and workmen hired daily from labor suppliers add to the poor safety culture. Though the Labour Commissioner is responsible for Labour related aspects, it is noteworthy that there is no specific institutional responsibility or capacity at National, State or program levels to ensure safe work practices and monitor these; to avoid impacts on communities, workers, and others. While engineers, workers, and communities are aware of the structural improvement needs, awareness on the need to follow and enforce safe worksite practices and, labor facilities are minimal.

35.   In ITI Teaching – Learning, there is no certified Health and Safety related coordination at National, State level or in ITIs to train or guide, and ensure safe practices. It is important also to review unsafe situation and practices and include better facilities in ISP and IDP. The supervisors and foremen would benefit from improved trainings on safety. Students would benefit from improved knowledge on work hazards including high energy hazards, and safety requirements. Improved sense of safety and safety culture will help develop a market-ready work culture and contribute to ITI trained workmen's 'branding' and self-esteem.

Recommendations

Based on the gaps identified through the assessment, the ESSA recommends the following activities to be undertaken by the Proposed Environmental Management Unit, with suitable institutional capacities at all levels:

(c) For Construction/Upgradation and Operation of Facilities

o   Institutional mechanism (at all levels) to guide contractors on safe practices, coordinate with various departments, enforce monitoring of work safety, get required permits and record maintenance, incident reporting, RCA, CAP and follow up. Certified EHS Officer at applicable levels to co-ordinate and ensure safety in works and teaching – learning.

o   Bid documents to be updated to focus on OHS, CHS and identify all life and fire safety issues hazardous works requiring work permit, works in disaster prone areas/climate related and safety.

o   Organize training programs for implementing agencies on safe work practices, EHS and monitor these during construction and operations, integrate monitoring of EHS aspects in MIS.

o   A Hazard assessment shall be conducted by the contractor to prepare OHS Plan. OHS briefing shall be provided to workers daily (toolbox talks); mainly as workers might be different during most workdays, considering the volatile labor supply in India. Subcontractors also should have the required capacities to monitor, and guide OHS and CHS. Hazardous installations, materials, safety measures, emergency exits, etc. should be marked appropriately and equipment shall be labeled. All workspaces shall be provided with signages in the local language, Hindi and English (with details of site engineer, and authorities) and work areas/machinery storage areas barricaded with hard barricades and adequate lighting and reflectors shall be provided to avoid falls. Hazards may be physical hazards due to rotating equipment, noise, vibration, electrical hazards, welding/hot works, painting works, site traffic, heat wave/temperature at work area during summers, flooding, cyclones; and working at heights. Chemical hazards are not expected, except in the case of fuel used for diesel generators; chlorine or other chemicals used; and cooking facilities used in labor camps if any. Work involving Asbestos is avoided, while radiological hazards are not expected. However, works involving legacy asbestos on old buildings shall be carefully managed using SOPs. The Guidance shall ensure that any work in confined spaces is based on a work permit and well informed and organized with prior intimation to authorities and carried out by workmen of adequate expertise and PPEs in addition to emergency response arrangements. Wastes like (existing) asbestos if encountered need proper stacking, transport, and disposal in line with good practices; and shall not be disturbed (eg: drilling, breaking, poor stacking). There shall be mechanisms to guide and ensure the use of PPEs by all staff and workers, monitor the works, surveillance of worker health, and training. There shall be a works register on-site to record worker attendance, insurance details, Identification details, health details, and an accident register to record all incidents/ accidents including indicative incidents. Incident Investigation training shall be provided to Supervisors.

o   Communities shall be informed in advance about works in nearby areas and probable disturbances. There shall be no pollution or impacts on their properties or drinking water sources or religious structures/common properties due to works. Material transport shall be well managed to prevent impacts on communities. Drivers and vehicles shall have required licenses and approvals, and there shall be minimal interactions of people/students with construction vehicles and equipment. There shall be appropriate barricading or temporary buffers to prevent impacts on communities due to smoke, dust, fall of materials, etc. Training shall be provided for emergency response. It is important to follow any pandemic safety protocols if applicable.

o   Accidents/incidents under the Bank supported Program shall be reported within at the earliest (preferably within 24 hours to the Bank) and the program shall investigate the cause and adopt prevention/control mechanisms in all sites immediately. There shall be effective GRM also accessible to workers. Child (up to 14 years) labor shall not be used for any work and those in the 14-18 years age bracket shall not be involved in any hazardous activities, and this will need regular monitoring.

(d) Teaching - Learning

o Safety-First cell to co-ordinate EHS aspects in teaching learning, distribution of appropriate PPE and awareness materials on safety, monitoring safety education imparted, and coordinate certificate courses on Safety. Resources shall be allocated for all the above.

o Certified EHS Officers at Safety-Cells to co-ordinate and ensure safety in works and teaching – learning, and audit of safety trainings imparted in line with curriculum, and safe work practices disseminated.

3.2.4 *Applicability of Core Principles 4, 5, 6 to Environmental Aspects*

36. **Other Core Principles (4 (Land Acquisition), 5 (Indigenous People), 6 (Social Conflict))** are not found applicable to Environmental Aspects of this Program.

37. A detailed *Table* presenting the Assessment of Environmental aspects against Core Principles are presented in *Annexure VII.*

3.3 Assessment of Core Principles – Social

3.3.1 *Core Principle 1: Environmental and Social Management Procedures and Processes*

38. This core principle is applicable in terms of social management procedures and processes as one of the key principles of service delivery. A strong legal framework underpins the social sustainability principles of the ITI ecosystem. Prominent laws and policies like the Apprentice Act of 1961, National Policy for Skill Development and Entrepreneurship-2015, Rights of Persons with Disability Act 1995 etc. safeguard the rights and interest of the trainees. Other applicable governing laws related to labor and employee rights and welfare include the Minimum Wages Act 1948, Payment of Wages Act 1936, Employee State Insurance Act 1948, and other social security provisions like the Maternity Benefits Act 1961 etc. For anticipated civil and infrastructure upgradation works; laws like the Building and Other Construction Workers (Regulation of Employment and Conditions of Service) Act 1996 and Inter-State Migrant Workers Act 1979 are relevant. In addition, many states have developed state level policies.

39. The Government of India and State government's policy framework is adequate in terms of social inclusion. The Government of India provides for reservation of ITI seats for women, Scheduled Tribes (ST), Scheduled Castes (SC), Other Backward Castes (OBC) and Persons with Disabilities (PwD). Apart from reservation of seats, there is an incentive (stipend) system for women, SC, ST students and youth from other vulnerable groups. The percentage of reservations and quantum of stipends may vary with each state depending on its demography. The legal framework laying down the reservation policy of the government is well defined and is being implemented in all the states. There are ITIs and NSTIs reserved for women. ITIs in some states also have separate wings for SC population in some states. Additionally, there are also separate ITIs for STs in certain districts which have a substantial percentage of ST population. Apart from these, some ITIs may cater to specific vulnerable social groups in certain districts. From an inclusion perspective, it is also noted that the course content is developed by NIMI is 12 different languages and the Anuvadini software is also used for the same.

40. There is, however, a gap in the practice of these inclusive policies on the ground. In terms of institutional structure as well, there is no dedicated team, cell or personnel which looks at social risk management, issues of inclusion, gender and accessibility.

41. *Training:* Elements of social sustainability, diversity and inclusion, financial literacy, gender sensitization are integrated into the core syllabus of all trainees. In addition, the core syllabus includes modules covering key legal requirements related to labour welfare, sexual harassment of women at the workplace, and other dimensions of financial and legal literacy. Soft skills related to communication and overall human resource management are also included in the trainings at the ITIs and NSTIs.

Gender Inclusion

42.   Despite special provisions by the government to encourage women's active enrollment. ITIs face perpetual challenge in getting healthy representation from women and transgender trainees. Seats reserved for women are often not filled and vacant seats are filled by male candidates. For instance, it was observed as part of the Environment and Social Systems Assessment for STRIVE program that almost 50 percent of the students at the Women's ITI in Nizamabad were male. In 2014-2018, the total enrollment of women trainees was only 37% in all ITIs. Women also have a low representation in apprenticeship opportunities with a study on ITIs (n=367 ITIs) suggesting only 11% women apprentices. A report by NITI Aayog suggest that 16.83% of total ITIs in India are women exclusive ITIs, yet, only 6.6% of female candidates sought admission in ITIs. A tracer study of ITI Graduates from 2014-2022 in Mizoram indicate a skewed gender distribution of students graduated from government ITIs, with 68.27% male students in comparison to 31.73% for female students[1].

43.   Women are mostly present in non-engineering trades like dress making, COPA etc. while their presence is negligible in engineering trades including construction, real estate, logistics etc. Similarly, the quality of the ITIs for women are observed to be poor compared to the general ITIs. In case of women ITIs and NSTIs, the selection of trades is done to prioritize those which are more popular among women trainees. This was also observed at the Women's NSTI, Kolkata. This limits the number and quality of trainers and the placement opportunities in exclusive women institutes. Another major concern is that of high drop-out rates amongst female trainees including midterm drop-outs. The study on administrative data from the ITIs undertaken by the DGT reveals the drop-out rate of an average 23% for female candidates across different categories of ITIs[17]. Poor gender diversity is also found in staff composition will male trade instructors dominating the ITI work culture. The 2021 staff database suggests presence of only 15.83% of the total instructors employed in the ITIs despite difficulty and shortage of getting such vacancies fulfilled.

44.   *Transgender Persons:* The government has welfare schemes and special projects in place for rehabilitating and mainstreaming transgender persons through skill development and certified training courses, counseling and economic linkages with interventions like Support for Marginalised Individuals for Livelihood and Enterprise (SMILE), PM-DAKSH, Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Garima Greh –pilot shelter homes for providing secure shelter, recreational facilities and skill training development programs in select states[18]. In addition to these, the government has constituted a National Council for Transgender Persons as an advisory cell for all policies, programs and projects for transgender persons and has a national portal for transgender persons for issuance of identity cards and certificates.

45.   Some of the major factors contributing to low enrollment and participation of women in ITIs are related to:
   a.   Poor physical access to ITIs due to poor roads, transport connectivity and remote locations. This problem is further compounded for tribal and LWE areas due to difficult terrain, inadequate connectivity infrastructure and limited safe commuting options where last mile connectivity is vital; Concerns around safety and gender-based violence also discourage girls from actively participating in ITI activities.
   b.   Lack of clean and safe residential facilities including inadequate provisions for safe WASH services including menstrual hygiene management facilities.
   c.   Limited number of trades offered in both traditional and modern market relevant skills.

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17 Directorate General of Training (2023-24), Gender Study to Identify Constraints on Female Participation and Skills Training in Labor Market in India

18 Pilot shelter homes are undertaken for Tamil Nadu, Odisha, Chhattisgarh, Bihar, Rajasthan, West Bengal, Gujarat, Delhi and Maharashtra

d. Inadequate information and hand holding support during application process and course selection with limited understanding of all the courses offered by their desired ITIs. There is heavy dependence on male relatives for information and logistics.

e. Poor representation of women staff also has a tacit impact on female enrollments with absence of strong female role models and instructors in the learning environment.

f. Inadequate career guidance, poor knowledge dissemination and outreach on entrepreneurial schemes, soft skills training etc. impacts female trainees' outcome in job linkages and success.

Persons with Disabilities

46.   The National Action Plan for Skill Development of Persons with Disabilities (NAP-SDP) provides vocational/skill training (both short and long term) through public and private sector training institutions along with non-governmental organizations. The MSDE has a dedicated transversal sector skill council for PWDs for empowering them through self-employment, local entrepreneurship, placement and mentorship opportunities. A category wise reservation in ITI admission policy provides inclusive skilling opportunities to the youth hailing from socially disadvantaged backgrounds. This includes 15% admission seats for Scheduled Castes, 7.5% for Scheduled Tribes, 15% for Other Backward Classes and 3% for the PWDs[3]. There are other structural barriers as well such as absence of study material in braille by NIMI which develops the course content.

47.   The ITIs are also observed to be poorly equipped in terms of inclusion of People with Disabilities (PWD) in spite of reservations. While some disabled students are enrolled in the ITIs, universal access was not observed in terms of infrastructure at the institutes visited as part of the assessment. Other infrastructural adaptations required were also missing. Accessible course material is not developed for PwDs through means like Braille currently. Instructors are also not trained to specifically address students with disabilities.

Transparency and Accountability: Grievance Redressal Mechanisms

48.   Government of India transparency and accountability initiatives are based on a combination of grievance redressal mechanisms and the Right to Information Act, 2005. There are certain established institutional arrangements reflecting these priorities. At the Ministry level, the Chief Vigilance Officer who reports to the Secretary, MSDE is responsible for the vigilance function together with the Grievance Officer. In general, the vigilance function of line departments is fulfilled by a Chief Vigilance Officer at the state level and Vigilance Committees are also established at the Block, District and GP levels with various degrees of effectiveness.

49.   *Right to Information Act:* The declaration of Right To Information Act (2005) set the stage for the transparency in the functioning of the government and its various agencies. Under this Act, access to information from a public agency is a statutory right of every citizen. In MSDE and DGT, there is a provision to file RTI applications/first appeals online along with payment gateway. For speedy disposal of RTI cases a list of officers and appellate authority subject wise is given in the portal. The State governments also have their own RTI system where one person in the department is designated as the point person to answer any questions that come through RTI. At the ITI level normally one person (usually the Principal) is designated to deal with all quarries under RTI.

50.   DGT has proactively made a lot of information on its Schemes and funding public on its website for greater transparency. One Public Information Officer is appointed to answer RTI related questions. The states have also tried to make the system transparent by having a section on RTI on the state website. Information about ITIs and Schemes are also posted on the website which is updated from time to time. Apart from that each State Directorate has a designated point person to answer to RTI queries about ITIs relating to the Schemes, courses, opportunities etc. At the ITI level the implementation mechanism of RTI is not uniform.

While some ITIs (typically larger ones in urban centres) has systems for handling RTIs including a person in-charge and maintaining records, many other ITIs do not have any such systems.

51.   *Grievance Redressal Mechanisms (National level)*: Grievance redressal at the MSDE happens through the Centralized Public Grievance Redress and Monitoring System (CPGRAMS) which is developed and monitored by the Department of Administrative Reforms and Public Grievances and handles public grievances related to central and state government ministries, departments and organizations. A nodal Grievance Redressal Officer appointed in MSDE for CPGRAMS receives and compiles all the complaints received through online and offline mediums. The CPGRAMS grievances are reviewed regularly by the Ministry with the involvement of the Secretary at the highest level. The grievances received through the portal are forwarded to the Ministry's concerned divisions for speedy redressal and entry in the portal. In 2022, the Ministry received 2492 grievances of which 2486 were disposed of in the same year. In addition, the MSDE, attached offices like the Directorate General of Training (DGT), state governments and departments as well as ITIs fall within the ambit of the Right to Information Act 2005 as well.

52. GRM arrangements are also provided under the Directorate General of Training (DGT) which is an apex body under MSDE for developing and coordinating vocational training programmes including policies, norms and standards for vocational training. The DGT has a Complaint Tool with a service desk for assisting trainees and it is through a special portal where they can raise a query and seek information on admission, examination, certification, result declaration etc. The National Council of Vocational Education and Training (NVCET) has also developed the Guidelines for a Grievance Redressal Mechanism to be implemented by its stakeholders including awarding bodies, assessment agencies, training providers for ease of access to grievance redressal and resolution. NCVET regulates the functioning of entities that are engaged in vocational trainings, establishes minimum standards for their functioning, implements the National Skills Qualification Framework and approves the National Occupational Standards.

53.   *Grievance Redressal Mechanisms (State level):* At the state level, the Directorates follow institutional mechanisms mandated under the government norms on GRM including links to the CPGRAMS and RTI provisions. Usually, the Director of the Directorate is entrusted to deal with GRM related matters which are escalated to the Directorate by the ITI Principals. A majority of the complaints received and resolved by the state directorates are around delays in timely disbursement of scholarship funds and stipend to the trainees, shortage of attendance and exams related matters of trainees, matters related to instructors and other staff related issues. Records are maintained for all grievances received and resolved which are mediated centrally to the Ministry. In Madhya Pradesh, consultations suggest that an overwhelming majority of cases received and resolved by the Directorate relate to disbursement of scholarships and stipends. In addition, most states have a state level CM portal for grievances as well with a similar mechanism and backend process as the CPGRAMS.

54.   *Grievance Redressal Mechanisms (ITI level)*: ITI Guidelines lays down elaborate guidelines on who can form a Grievance Redress Committee and the entire redressal mechanism. It lays down clearly that a complaint must be in writing and a Register should be maintained for all complaints. Each complaint would be looked into first by the instructor and then, if not satisfied, taken up to the Principal. The institutional arrangement in government run ITIs for receiving grievances from trainees typically follows a three-level approach with the first level of contact being the craft instructor. The student or trainee related grievances are expected to be received as a written complaint to the concerned craft instructor at level 1. In case the complaint is not addressed or followed by the craft instructor; the second level is to approach a Group Instructor. Failure of level 1 and 2 will lead to approaching level 3 which is the principal. For administrative and office related grievance a written complaint is to be submitted to the Office Superintendent or the Assistant Account Officer. In case of low satisfaction in level 1; the complaint can be re-addressed to the principal for further resolution. There is no special designated officer for dealing with GRM as a grievance redressal officer. ITIs supported by the ADB are required to nominate a safeguard officer who would look into

GRM matters dedicatedly. Most of the complaints are resolved within a working week. Consultations suggest often trainees raise their concerns verbally and these are resolved informally without recording.

55.   Site visits and stakeholder consultations suggest poor utilization of complaint box in the premise with most complaints managed informally. Likewise, maintaining a GRM register for reporting is not a standard practice in all ITIs and was found to be present in only World Bank and ADB supported ITIs. Standardized procedures of lodging complaints differ amongst ITIs due to inadequate formalization of the GRMs leaving many candidates to opt for State level Grievance Redressal Portals. Information boards clearly displaying the GRM information, GRC details etc. were only observed in World Bank and ADB supported ITIs. Likewise, there seems to be an overall lack of information dissemination on GRM amongst staff and trainees. Consultations suggest that trainees prefer using the state GRM portals for speedy resolution on matters related to the (a) issuance of certificates determining their economic and social status (SC/ST/OBC/Gen, issuance of BPL cards etc.) and for (b) getting timely reimbursement of their scholarships and stipends through direct benefit transfers. Most of the complaints lodged on the state online portals are resolved within 2 working weeks.

56.   A two level GRM provision is also available with the ITIs for seeking resolution on the grades assigned to them under the DGT initiative of using a grading methodology of ranking them for their quality and performance and for identifying those ITIs that can become world class training institutes. The two level GRM provision available to the ITIs include:
   - A Grading Grievance Redressal Committee (GGRC): This is formed by one Director level officer of DGT and state directorate level representative of the concerned state. The ITI can submit their grievance to the committee if not satisfied by the grading score.
   - Appellate Committee: this committee is comprised of Director General (Training) as its chairperson and 2 other director rank officers as its members. This committee reviews appeals raised by the ITI if it is not satisfied by the grades approved by the GGRC. A total of 15 calendar days are given to the ITI for submitting their grievances on grading score with evidence to the DGT.

57.   *Grievance Redressal Mechanism (Industry level):* There are no formal linkages between the ITIs and the industries to deal with grievances of the apprentices. A dedicated Training and Placement Officer is the direct link between the industry and the apprentice. However, from the consultations it appears that the prospective apprentices are not aware of the GRM. Since the apprentices are not covered under industries' social protection policies like insurance plans etc., they are vulnerable to such incidences. The GRM in this case is dependent on the internal HR policies of their companies.

Sexual Exploitation and Abuse, Sexual Harassment and Gender-Based Violence

58.   SEA/SH and GBV are risks relevant to this project considering the large number of adolescent girl trainees as well as multiple avenues for public interaction mediated by positions of power. the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 mandates among other things, the constitution of an Internal Complaints Committee in all institutions having more than 10 employees, which is responsible for looking into all complaints of sexual harassment at the workplace. At the National level; the ministry has constituted the ICC as per statutory requirements. Most state level Directorates have also constituted the ICCs.

59.   Most ITIs are also required to constitute ICCs. However, even where the committees are constituted, they do not meet at regular intervals even in case of no concerns that are to be resolved. Information dissemination and working of ICC is done mostly on an ad-hoc basis during induction class. Appropriate display boards defining POSH act and important terms along with details on ICC members were seen in only STRIVE and ADB supported ITIs. In other ITIs, knowledge on ICC members amongst staff and students was not forthcoming. Appointment of external member representing any local prominent NGO/CBOs is not a standard practice especially in ITIs. Additionally, even where ICCs are constituted, they do not appear to be functional,

engaged in awareness generation, training or even filing mandated annual reports. Due to such gaps, most ICCs seem to be ineffective and dormant.

60.   There is a general perception of most ITI staff that such instances of harassment do not occur in ITIs; hence the need for meeting and reporting is being under-valued. At the same time, consultations suggest low understanding of nature and range of abuses (i.e. physical, verbal, mental) that can be defined as a part of harassment. As a result, many ITIs do not report any such cases. During consultations, the team learned of only two staff related cases of misconduct which were received and resolved in 2008 for a women exclusive ITI in Maharashtra. The STRIVE ESSA mentions one ITI in Uttarakhand which reported a case of sexual harassment which was dealt with by the faculty.

61.   Some measures are commonly undertaken by ITIs for safety of women in the premises. For instance, most ITIs which have women's hostels do not typically allow male relatives into the premises. GBV and related topics are usually covered during the class induction training. In a few cases, ITIs have collaborated with affinity groups, community clubs and doctors to provide lectures on good touch-bad touch for women students as observed in a women exclusive ITI in Thane, Maharashtra. In another case, the ITI Mandideep of Madhya Pradesh invites some female students to the proceedings of the ICC sometimes to educate them on matters of GBV and for seeking suggestions that improves their experience on the campus. However, these practices are rare and usually remain unreported. There are other gaps as well. For instance, installation of CCTVs is not a standard practice across institutes. Most women's hostels have all male guards as well. Gender sensitization training is not conducted regularly at any of the surveyed ITIs. Additionally, none of the GRMs reviewed under this assessment contain any specific protocols or training to handle grievances related to sexual exploitation and abuse, sexual harassment or gender-based violence.

Communication and Stakeholder Engagement

62.   Curriculum development and updation is done by CSTARI, Kolkata following a comprehensive process of stakeholder engagement. Feedback is sought on an open portal from ITIs as well as industry. A Trade Committee meeting with all stakeholders is also conducted as part of its process. However, in their experience industry feedback has not been forthcoming.

63.   At the ITI level, there are some industry relationships and conduct frequent interactions, events and forums, these are usually *ad hoc* and opportunistic. there are There is no focused communication strategy to guide them on sectoral and thematic requirements as well as frequency of interaction. Similarly, there is no clear record of stakeholder engagement activities as well as uptake channels. There are also no clear guidelines on communication and information disclosure. These gaps limit the effectiveness of these activities.

Key Gaps

64.   The following key gaps are identified in respect of Core Principle 1:
   a. There is a lack of dedicated capacity on social risk management at the Ministry level, state level as well as ITI level.
   b. There are multiple parallel Grievance Redressal Mechanisms with no common standards or monitoring. There is no consistent service standard in the time taken to take action on the grievance, to report back to the aggrieved person and regular reporting and monitoring of data on grievances.
   c. There are many gaps in the implementation of the POSH Act as well as effective functioning of the Internal Complaints Committees.
   d. There is a lack of a clear Communication and Stakeholder Engagement Strategy, which reduces the value from *ad hoc* activities. More focused stakeholder engagement is required for more effective outreach to industries.

3.3.2 Core Principle 2: Environmental and social management procedures and processes are designed to avoid, minimize, or mitigate adverse impacts on natural habitats and physical cultural resources resulting from the Program

65. This core principle is not applicable for the social aspects of the program.

3.3.3 Core Principle 3: Public and Worker Safety

66.   The proposed program would cover the upgradation of ITI facilities including the possible construction of new infrastructure within the premises. There would be a requirement for labour on the worksites which would involve proper management of labour. Additionally, the proposed program would cover the operation of the ITIs which employ a number of trainers, who are both employees as well as contract-based staff. Human Resource management to ensure the safety and welfare of these employees would also be critical.

67.   Construction and maintenance of government ITIs is usually done by the PWD. Request for repairs and maintenance is typically made by the Principal of the ITIs, based on which PWD engineers visit the site and prepare an estimate. For new construction, the requisition is typically made by the Department in a predefined template. The work is awarded to a contractor through the e-tendering process. The PWD sends a copy of the work order and other contract documents to the Labour Department as well. The Labour Department has the responsibility to monitor compliance with welfare laws. However, this system is weak and there are no formal means by which PWD monitors or ensures such compliances. While contractual provisions in the bid and tender documents are strong, there are gaps in monitoring and reporting. Monitoring of such civil works is usually through a combination of *ad hoc* site visits by PWD engineers and the e-samiksha governance portal. However, specifically compliance of various legal requirements including labour laws are not expressly monitored or reported.

68.   During the assessment, it was understood that the training staff are a mix of employees and contract-based staff. There are, however, gaps in terms of the attrition, supply of adequately qualified trainers, *ad hoc* appointments and dismissals. It is critical to address these gaps especially given the centrality of the issue of constraints in supply of trainers.

Key Gaps

69. The following key gaps are identified for this Core Principle:
    a. There is no mechanism currently for monitoring the compliance of the contractor with labour laws during civil works involved in construction and maintenance work.
    b. There is no comprehensive Human Resource Policy to protect the interests of trainers (employees as well as contracted trainers) employed at ITIs from *ad hoc* changes to their employment status.

3.3.4 Core Principle 4: Land Acquisition

70.   This Core Principle is not applicable. No involuntary acquisition of land for the activities planned under this project is currently envisaged. All infrastructure requirements for ITIs and NSTIs would be met within the footprint of land already available with the government within the premises of the ITI or NSTI. Any activities which involve involuntary acquisition of land would be excluded from the Program. When securing any land required for Program activities, the following shall be adhered to in order to ensure no adverse effects:

    a. The land in question must be free of squatters, encroachers or other encumbrances
    b. No physical relocation should result from securing the land required
    c. There should not be any restrictions on access or transit as a result of securing such land
    d. There should be no significant adverse impacts on the livelihoods as a result of securing the land
    e. In case of government owned lands, the relevant department shall provide a certification that the land in question is free of encroachers and squatters and no negative impacts are envisaged.

3.3.5 Core Principle 5: Rights and Interests of Indigenous Peoples and Vulnerable Groups

71.   The Government has rolled out specific technical and vocational development schemes for the minority groups in the form of financial assistance, scholarships, stipends, seat reservations, hostel facilities etc. These include centrally sponsored schemes like the post-matric scholarship scheme for meritorious schedule caste students[2]; of which 30% scholarships are earmarked for girl students, construction of hostels for OBC boys and girls to enable them to pursue higher education and skill trainings. Additionally, sector schemes are also launched by various line ministries to generate productive employment and entrepreneurial development schemes including Ministry of Finance's Stand-up India scheme for financing SC/ST and/or women entrepreneurs through bank loans, Ministry of Micro, Small and Medium Enterprises sponsored Prime Minister's Employment Generation Programme (PMEGP) for generating micro enterprise led self-employment opportunities with special benefits for unemployed youth hailing from social backgrounds including SC, ST, OBC, minorities, women, differently abled, transgender and those residing in aspirational districts, hills and border areas.

Scheduled Tribes

72.   There is a strong legal framework to safeguard the interests of Scheduled Tribes in India, including various policy and regulatory initiatives to support the skilling requirements of tribal youth, in particular. Some Schedule Five19 states like Mizoram have framed and adopted state level policies like the Mizoram State Policy on Skill and Entrepreneurship Development 2018 by the Labour, Employment, Skill Development and Entrepreneurship Department in line with the National Apprenticeship Act of 1961, the National Policy for Skill Development and Entrepreneurship 2015 and the National Skill Development Mission.

73.   The Government of India (GoI) has the Special Central Assistance to Tribal Sub Scheme (SCA to TSS) as a flagship program to improve welfare of tribal people with special financial assistance for scholarships, skill development, reservations in government jobs and public institutions. Other tribal welfare initiatives include the Prime Minister's Adi-Adarsh Gram Yojana (PMAAGY), the Aspirational Blocks. Program (ABP)[1], PM's Particularly Vulnerable Tribal Groups (PVTG) Development Mission etc. Furthermore, the Schedules V and VI of the Indian Constitution provide special governance arrangements aligned to the tribal customary institutions and practices and separate councils/legal and administrative frameworks to safeguard tribal interests.

74.   In addition, there is an array of incentives like scholarships, fee waivers, refundable fees, stipends (including for hostellers and day scholars), free start-up tool kits etc. Available for Scheduled Tribe students under schemes including the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), National Apprenticeship Promotion Scheme (NAPS), Pradhan Mantri Vishwakarma Scheme (PMVS), the Craftsmen Training Scheme (CTS)20 and the Post-Matric Scholarship Scheme for ST Students etc. which provides the Ministry of Tribal Affairs funding support under 'Special Central Assistance to Tribal Sub-Scheme' (SCA to TSS) for vocational training in tribal areas with emphasis on skilling tribal youth in traditional and modern vocations based on their educational qualifications. Other supportive state sponsored quality skill development, placement, employment and entrepreneurial interventions for tribal youth include initiatives like the Mizoram's flagship program of Bana Kaih (Handholding) Scheme21 and the Scheme on Skill Development for Mizoram Building

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19 The Indian Constitution makes special provides for the administration of states which are predominantly inhabited by tribal groups, which devolve greater administrative autonomy to local self governing institutions

20 The CTS provides employable technical and industrial vocational skills to the youth through a network of it is. Presently training courses under the CTS are offered by 14955 ITIs (government owned 3248 and private owned 11707) across the country with total of 150 NSQF compliant trades with total of 26.58 lakhs enrolled trainees.

21 The state led scheme aims to mainstream Mizo youth including women through employment, entrepreneurship development and sustainable livelihoods in industrial and agricultural clusters along with the provision of collateral free and interest free bank loans.

and Other Construction Workers Welfare Board (SSD-MBOCWWB)22 under its Directorate of Labour, Employment, Skill Development and Entrepreneurship. In Jharkhand, a similar scheme is operational called the Saksham Kaushal Vikas Yojana; which is a component of Mukhyamantri Sarthi Yojana23.

75.   In addition, the Government has also made special interventions for areas facing Left Wing Extremist (LWE) in India24, which are characterized by inaccessibility and remoteness due to geographical and/or extreme climatic reasons giving its population a distinct social and cultural identity with a relative sense of economic deprivation. The Government's National Policy and Action Plan ensures and safeguards the rights and entitlement of local communities residing in LWE areas including their security related infrastructure and human development. The MSDE has a special focus on skill development in 34 LWE affected districts with the objective of establishing ITIs and Skill Development Centers imparting demand driven short and long term vocational trainings. The Ministry of Rural Development also has a Placement Linked Skill Development Scheme (Roshni) for the youth hailing from 27 most critical LWE affected districts to provided educational, economic and social development support to the residing tribal youth.

76.   *Assessment of Implementation*: However, during the assessment, it was observed that the implementation of such interventions on the ground is inconsistent. The tribal ITIs are mostly located in the tribal districts in the remote areas. The quality of these ITIs was observed to be lower than that of the general ITIs in terms of equipment, infrastructure and trained instructors during the STRIVE assessment. It was also observed that tribals have difficulty in continuing in jobs due to various factors including geographical and cultural constraints. The ITIs for minorities are also seen to be of lower quality than general ITIs in terms of equipment and infrastructure.

77.   In Mizoram, during field visits it was observed that apprenticeship programs have little value and recognition socially. Consultations with the tribal youth in some of the ITIs including those from the LWE affected districts in Jharkhand suggest that there is limited awareness of these welfare schemes and avenues which they can access and leverage in the skill, employment and entrepreneurial ecosystem. These trends are found despite provision of incentives like provision of study material, laboratories, equipment, interactive classroom infrastructure, hostels etc. Current government interventions are not translating into favourable enrollment rates in tribal areas especially LWE affected districts that were visited. A tribal verification study for ITIs25 suggests an extremely low representation of ST youth, with only 1.35% of tribal youth constituting the ITI enrollments despite an overall seat reservation of 7.5% on an average. A study conducted by NITI Aayog on ITIs suggests a general trend or low enrollment rates for Schedule Five and Six states like Jharkhand and Mizoram. The study records enrollment rates for 2021 for Jharkhand (40.11%), Mizoram (32.04%), Himachal Pradesh (47.9%) and Tripura (33.16%) representing all class and economic status categories26.

78.   Based on the consultations and secondary research conducted during this assessment, the following key factors are identified as contributing to the low enrollment of ST youth in ITIs:

   a.   Poor local level employment opportunities in tribal areas reflecting low private sector penetration and weak economic development.

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22 The scheme enables registered construction workers or their dependents to set up wage or self-employment ventures through NSQF aligned short term training courses in accordance to demands of the modern industry. In December 2024, 523 trainees were trained of which 485 trainees received certifications and 272 were placed.

23 The SJKVY was launched by the Department of Labour, Employment, Training and Skill Development, Jharkhand with the aim of providing quality skills trainings to the youth (18-35 years) for job creation and placements in several trades affiliated to different Sector Skill Councils. The program is operating through 19 empanelled partners and 72 training centers

24 There are 100 LWE districts across 10 states that are under the LWE category including Andhra Pradesh, Telangana, Bihar, Chhattisgarh, Maharashtra, Jharkhand, Odisha, Madhya Pradesh, Uttar Pradesh and West Bengal.

25 Tribal Verification Study for IITs under Skills Strengthening for Industrial Value Enhancement (STRIVE) project

26 Niti Aayog (2023) Transforming Industrial Training Institutes https://www.niti.gov.in/sites/default/files/2023-02/ITI_Report_02022023_0.pdf

b. Inadequate staff for specific trades in tribal ITIs who reside in the tribal areas. Also, the process for recruitment for permanent as well as contractual staff is highly time-consuming, which is resulting in availability of limited staff for limited trades despite provision for a greater number of trades27.

c. Geographic inaccessibility as tribal areas are often characterized by unique terrain and remoteness. This results in long commutes for students to come to ITIs, who have to either travel long distances everyday or pay for expensive accommodation near the ITI. Combined with responsibilities in household and caregiving duties, this results in low enrollment.

d. Poor hostel facilities in many tribal ITIs, including lack of hygiene, sanitation and mess facility deters many students from enrollment, especially women trainees.

e. Absence of culturally contextualized trades in many tribal areas also discourage students from enrolling. This could be due to lack of NCVET certified trades or non-availability of trainers.

f. Poor outreach and communication about schemes and job opportunities mean that attitudes towards ITIs as a desirable career path continue to prevail. In particular, women trainees are highly impacted by male family members over any information they may be able to access easily and independently. This challenge is exacerbated in LWE areas which may have poor internet connectivity and language barriers compared to the mainstream.

Key Gaps

79. The following key gaps are identified with respect to this Core Principle:
a. There is a lack of clear data and analysis on the low level of enrollment of trainees from vulnerable groups – women, Scheduled Castes, Scheduled Tribes and Persons with Disabilities.
b. There is no targeted action for tribal ITIs to address critical bottlenecks in enhancing enrolment.
c. There is a lack of information and outreach about ITIs, trades offered, schemes, and potential industry linkages, especially among vulnerable populations.

3.3.6 Core Principle 6: Avoid Exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial dispute

80. While there are certain parts of India where there are some conflicts, this project will not exacerbate these risks. Accordingly, this core principle does not apply.

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27 In Jharkhand, for example the selection of instructors is via the Jharkhand Training Officers competitive examination followed by document verification which is a standard procedure followed by the State Staff Selection Commission. Even state policies for horizontal reservations to benefit and mainstream those from socially weak backgrounds i.e. SC, ST, OBC, EWS and PwD candidates does not guarantee a quick turn of post filling. The State of Jharkhand for example has a reservation quota for such groups in government job postings including 26% for STs, 10% for SCs, 14% for OBC, 10% for EWS and 5% for PwDs. Moreover, the state has passed the Jharkhand Reservations of Vacancies in Posts and Services (Amendment) Bill of 2023 for horizontal reservation and quota of 5% for dependents of Jharkhand Andolankaris (participants of separate statehood movement). Resultantly, in absence of craft instructors; many trades can't be offered to interested candidates aspiring for both traditional and modern vocations. In Mizoram, for example there is a provision for offering 24 trades in the three government ITIs under CTS. However, due to shortage of course instructors only 5-6 trades are being offered to trainees in two ITIs that are in remote districts. In 2021, Mizoram's instructor dashboard suggested that of 52 sanctioned posts only 7 could be filled. Presently, the department is seeking to fill vacancies for at least 14 vacant instructors sanctioned posts. Similar trend is observed to be in other tribal states like Rajasthan with only 16% and Odisha with 36.30% of instructor positions filled in 2021. (Niti Aayog (2023) Transforming Industrial Training Institutes https://www.niti.gov.in/sites/default/files/2023-02/ITI_Report_02022023_0.pdf)

4 ENVIRONMENTAL AND SOCIAL INPUTS TO THE PROGRAM ACTION PLAN

1.   The previous sections examined environmental and social risks, their impacts, and benefits within the existing legal framework, and assessed the program's alignment with PforR policy principles. They also evaluated the capacity of current institutions for social and environmental management. This section summarizes those assessments, proposing specific actions to mitigate identified risks. It details E&S inputs for the Program Action Plan to address identified gaps.

2.   The risk screening indicates that the overall contribution of the Program is anticipated to be positive due to their benefits. Expected positive impacts of the Program interventions include improved infrastructure and facilities, better trained / capacitated staff and students, better health and safety of students, enhanced safety standards, and better environmental conditions in the Program institutions. While the Program risks related to environmental and social aspects are generally well-managed, additional efforts will be required to address the remaining gaps identified in the previous chapter.

3.   A set of actions has been formulated to address system and capacity-related gaps. These issues were discussed with stakeholders during the preparation process for the PforR, and their suggestions were considered in developing the action plan. The action plan was reviewed with program counterparts and stakeholders to include them in the DLIs and Program Action Plan (PAP) for the Program, ensuring sustainable outcomes in the long term. During implementation, the World Bank will continue to consult with program counterparts and provide support to resolve implementation issues. The Bank will also monitor PAP implementation and its effects as part of its progress review.

4.1 Proposed Actions to Improve Environmental Systems and Capacities

4.   The Proposed Program is aimed at bringing in substantial improvement to skilling and ITI infrastructure throughout the Country, through supporting infrastructure and facility upgradation, curriculum improvements, and industry collaboration. However, the absence of a dedicated unit to focus on environmental and social considerations in program design and implementation is noteworthy. While the existing program incorporates considerations for using durable materials and standard designs for civil construction in their program operations there exist ample opportunities to suitably factor in environmental considerations in program planning, implementation, and operation maintenance stages. Prior program screening, auditing to understand the gaps, and planning to avoid and/or mitigate impacts arising out of its operations and incorporating environmental enhancement opportunities in Program design are essential for better outcomes.

The *Table 13* in *Annexure VII* summarizes the specific gaps between the program systems and the applicable core principles for environment aspects and recommendations.

4.1.1   Program Exclusions

5.   *Screening and Exclusion of High-Risk Activities:* It is proposed to screen the project activities and exclude those which will entail higher risks. The following activities will be excluded from the program (also for prior results[28]) to avoid high environmental risks:

Exclusions: (also applicable for Prior Results)
General
1.   All activities excluded as per the World Bank's P for R policy (as in Bank's PforR Guidance Manual)

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28 All Program activities including those considered for prior results shall follow these Exclusions

Exclusions: (also applicable for Prior Results)

Environmental

2. New Construction/Upgradation / Rehabilitation or repairs to existing Buildings or campuses or facilities in campuses that do not follow National/State/Local Body Regulations or Guidance for siting, works, management and disposal of wastes (various types), and wastewater and others; except when the proposed development includes measures to comply with regulations

3. Any activity involving purchase or use of Asbestos, or harmful lead-based products. In case of removal and disposal of existing asbestos specially developed Standard Operating Procedures shall be followed strictly to minimize adverse impacts.

Social

4. No large-scale changes in land use or access to land and/or natural resources.

5. No land acquisition and/or resettlement would be undertaken under the Program. The project activities would not involve any construction where private land acquisition is required or any land for which clear title or any recognizable claim is not available with the government.

6. No physical relocation should result from securing the land required

7. There should not be any restrictions on access or transit as a result of securing such land

8. There should be no significant adverse impacts on the livelihoods as a result of securing the land

9. No activities that involve the use of forced or child labour;

10. No activities which could lead to marginalization of, or conflict within or among, social groups

6.   A detailed Exclusion and screening checklist will be prepared and used by the Environmental and Social Management team at the central level. Screening will determine the environmental and social sensitivities of each Program activity. Part 1 of the Screening checklist should be developed carefully to confirm the exclusions as the P for R excludes High Risk activities. Only if the activity is not excluded, shall it proceed to the next stage of screening.

7.   The screening will determine the environmental and social sensitivities of each Program activity. Part 1 of the Screening checklist should be developed carefully to confirm the exclusions as the P for R excludes High Risk activities. Only if the activity is not excluded, shall it proceed to the next stage of screening. In case of upgradation / repairs to existing facilities or campuses, there shall be a checklist-based Audit that confirms alignment with permits and regulations and identify the need for additional facilities to ensure overall better EHS and social performance. Findings of the screening & audit (can be a unified checklist if there is confirmation that all infrastructure will be developed in existing campuses) shall be included in the design, ESMP and EMoP and budget and responsibilities shall be allocated to ensure its implementation. The Program shall ensure the findings of the Audit & are implemented, so that overall learning environment is improved with direct correlation to ITI performance.

4.1.2   Proposed DLI on E&S

Inputs to DLIs / DLRs on Environmental Aspects

8.   Various applicable IRIs and DLIs for institutional strengthening and capacity building include the requirement to ensure EHS compliance and reporting on EHS Compliance & Program Action Plan on Environmental aspects. This includes Resource allocation (both funds and manpower), ensuring compliance during Construction and Teaching – Learning and its reporting; Training of Instructors and ensuring better infrastructure and facilities at the ITIs and NSTIs. This will be worked out in detail in the DLI verification Protocol and reflected in the Environmental Guidance of the POM. EHS Compliance will be verified by the IVA for disbursements based on applicable DLIs.

9.   It is proposed to ensure EHS compliance through 'Safety-First' Cells at all levels including HSIC and at NSTIs to ensure that EHS is followed during works and imbibed into the Work Culture of ITI pass outs; so that they are 'Industry Ready'.

10.   As noted during ITI and NSTI visits for the preparation of this ESSA, and highlighted in Tracer Studies of various States under the STRIVE Program (P156867), there remains an opportunity to enhance Environmental, Health, and Safety (EHS) practices, particularly the use of Personal Protective Equipment (PPE) and the safety culture within workshops. Alarmingly, observations from site visits revealed that less than 5% of students or staff utilize PPEs, primarily limited to welding shields. Adequate funding and dedicated efforts are crucial to ensure improved EHS standards.

11.   In sectors where trades and craftsmanship are central, involving tools and equipment in workshops and work sites, effective training requires elevated EHS standards. Emphasizing health and safety training for both staff and students creates a workforce with a positive safety culture, confidence, and lower incident rates, making them prepared for industry work. Instructors should also receive advanced EHS training and international Occupational Health and Safety (OHS) certifications, such as NEBOSH, to properly oversee those adolescents being trained under workshop conditions, in certain trades, in the presence of some hazardous tools, materials (some inflammables, explosives even in minimal quantities), and conditions. Hence, it is proposed to have Safety Cells at all applicable levels of institutional setup (such as National, State, Hub & Spokes etc. as may be applicable), to ensure EHS in ITI Teaching Learning (including accreditation of Trainers, regular roll-out of EHS Trainings, OHS certification of Instructors, and provision & use of appropriate PPEs and Awareness Material) and Transforming ITIs into TRUE Campuses. Detailed activities contributing actions to its completion are presented in ***Annexure VIII***.

DLI on Social Aspects

12.   Based on the ESSA findings, the key gaps will be addressed through different channels. These would be inputs into the Program Action Plan (PAP) and the Program Operation Manual (POM) and would cover aspects related to institutional staffing, grievance redressal mechanisms, measures to ensure safety at the workplace for women etc. In addition, monitoring and reporting of contractual obligations related to labour at worksites emerges as a critical gap. The measures to address this gap and strengthen institutional systems would be linked to disbursements and would be detailed in the PAD.

4.1.3   Recommended PAPs on E&S

▪ ***Recommended PAP on Environmental Aspects***: Implement a robust subproject Environmental Management System to do facility audit, screen, prepare, implement Environmental Management Plans with Disaster Management Plans, monitor and report; with capacities, resources at National, State, H&Ss (HSICs)

13.   Proposed System: Findings of the screening and facility audit (can be a unified checklist if there is confirmation that all infrastructure will be developed in existing campuses) shall be included in the design, EMP and EMoP and budget and responsibilities shall be allocated to ensure its implementation. The Program shall ensure the findings of the Facility Audit are implemented, so that overall learning environment is improved with direct correlation to ITI performance, skilling, and jobs. The Program must develop and follow a sustainable infrastructure design incorporating the end–to–

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end approach for all program activities thus preventing pollution and safety risks, including compounded risks during climate hazards. The need to make Environmental Screening, Facility audit of existing Infrastructure and develop standard guidelines for design a part of SIP and preparation and use of EMP, EMoP, Bid documents and Contract agreements to ensure its implementation; and shall be made part of the Program Operations Manual. The Program shall support disaster preparedness, mitigation, and emergency response through adoption of good design and mitigation measures for climate risks integrated into EMPs. This shall apply to prior results as well and continued throughout the Program.

14.   Proposed Capacities: It is recommended to ensure appropriate capacities for Environmental and Social Management at all levels (Environmental Management Unit at NPMU, SPMU, Hubs & Spokes), during preparation, Implementation, regular supervision and monitoring. Project Management and Supervision consultants shall also be mandated to identify environmental and social risks and hazards, train contractors and workers, and supervise all construction packages and report on EHS (half yearly) and incidents (within 48 hours). Safety First Cells constituted (through Office Order) at all levels shall eventually take up the responsibility of EHS management during Operation of ITIs. This shall continue even after the end of Program Activities and is part of Sustainability Plan to ensure continued oversight on EHS and to instill safety culture in ITIs. Program Mid and end term Environmental Audits to report on EHS aspects and its implementation in line with Environmental Guidance are also proposed.

15.   Program Action Plan on the Environmental Aspects is presented in the following **Table 5**:

Table 5: Recommended Program Action Plan (PAP) Environmental Aspects

Action description	Source	Responsibility	Timing	Completion measurement
▪ **Implement a robust subproject Environmental Management System to do facility audit, screen, prepare, implement Environmental Management Plans with Disaster Management Plans, monitor and report; with capacities, resources at National, State, H&Ss (HSICs)**	▪ Environmental Systems Assessment	▪ MSDE, DGT, PMUs & all IAs	▪ Constitute before initiation of Activities including Prior results and continue throughout the Program	▪ Safety-First Cells, Qualified Experts all levels ▪ Follow Environmental Guidance (with EHS Policy) ▪ Implement EMP with DMP, emergency response through design, climate risk mitigation ▪ ESSA compliance confirmed by Mid, End Term Environmental Audit

Recommended PAP on Social Aspects

Table 6: Recommended Program Action Plan (PAP) Social

Action description	Source	DLI#	Responsibility	Timing	Completion measurement
Strengthen institutional capacities and	ESSA		DGT / PMU	• Within 3 months of project effectiveness	• Skilled social staff designated for program.

Action description	Source	DLI#	Responsibility	Timing	Completion measurement
reporting on social risk management				• Within 9 months of project Effectiveness • Within 9 months of project effectiveness	• Develop and adopt the screening and Social Management Plan for upgradation of ITIs and integrate in the bid documents. • Monitoring and reporting systems to track social outputs and outcomes are adopted.
Develop and adopt ICT system for evidence-monitoring and reporting of labour welfare mechanisms as per contractual requirements for all civil works with budget and resource allocation.	ESSA		PMU	Within nine months of effectiveness	Digital platform using ICT tools for tracking and reporting contractual performance on real time basis developed and adopted by PMU and implemented by SPVs.
Establish systems for conducting and acting on beneficiary (trainees and Industries) feedback.	ESSA		DGT / State	Annual	Systems for citizen feedback established and operational. Feedback would be sought through beneficiary feedback surveys conducted in the first year (to establish baseline), at mid-term and end term of the program.
Strengthen systems on safety for women (students and teachers) at workplace	ESSA		State SPV	Within three months of effectiveness	Undertake mid-term and end term audit of the workplace safety. Strengthen the implementation of POSH Act including ICCs, awareness and training, and reporting.
Strengthen systems for monitoring and	ESSA		All IAs	Within three months of effectiveness	• Establish SoP for strengthening GRM including consistent timebound resolution,

Action description	Source	DLI#	Responsibility	Timing	Completion measurement
reporting on grievances					escalation and closure of grievances across the Program • Establish system for tracking, aggregating and reporting on grievances related to the program from all sources • Establish toll free number for grievances for the Program
Develop and adopt Human Resources Policy by all implementing partners for all employees, contracted and ad hoc staff.	ESSA		PMU	Within three months of effectiveness	• HR Policy developed and adopted by national PMU. To be implemented by state PMUs, NSTIs and SPVs • SPVs to develop their SoPs to operationalize HR Policy

4.1.4 Climate Adaptation and Mitigation Measures

16. The construction standards in the country mainstream disaster-mitigation measures of civil construction, while they adopt National guidelines for capacities and mechanisms for preparedness and response. The program will support disaster preparedness, mitigation, and emergency response through adoption of good design and mitigation measures for climate risks integrated into EMPs.

17. The Program is also aligned with the National Action Plan on Climate Change, which acknowledges the role of education and training programs in preparing young people to take advantage of new employment opportunities arising from the shift to greener technologies. The Program will build adequate capacity at ITIs and NSTIs for the planning and implementation of skills training programs designed to develop the skills needed to support the transition toward green jobs. Specifically, the Program will support creation and revisions of courses that respond to growing climate change issues and green skills and include digitalization initiatives for disaster resilience and multidisciplinary programs that promote climate technologies and research.

18. The Program will incentivize the purchase of energy efficient machines and appurtenances and overall campus improvement including greening, sanitation and solid, hazardous and e-waste recycling and reuse in around 1000 ITIs and 5 NSTIs, leading to a progressive (medium-to-long term) reduction of GHG emissions. TRUE campus principles focusing on increasing green space and green belts will help mitigate heat island effects, increase rainfall infiltration, and contribute to carbon sequestration. Some of the geographical areas under the Program have a high exposure to climate change risks, particularly water scarcity, floods, and extreme heat. The Program's climate risk reduction measures would help ITIs to adapt to them. The Program will incentivize the adoption of

robust building designs by each HSIC, which includes preparation of campus development plans based on a Facility Audit to upgrade existing or construct new facilities to minimize climate risks, following the Green Building criteria, using durable materials resistant to extreme climatic conditions and incorporating bioclimatic design principles that optimizes the use of natural energy for heating, cooling, and lighting buildings can reduce building vulnerability. RA1 prioritizes the construction of ITIs based on assessment of climate vulnerability, and existing Facility Audit, energy efficiency in lighting and ventilation, identifying alternative water sources, promoting access to improved sanitation, and ensuring that the infrastructure is resilient to flooding and other disasters.

4.1.5   Capacity Building for E&S Aspects

Capacity Building

19.   *Training* & Capacity building of all IAs and stakeholders on Environmental Aspects

- o   Audience: E&S units at all levels and departments, PMC, PCB, PWD other associated agencies
- o   Topics: environmental management, regulatory environment for construction, campus management, managing wastes and wastewater, enhancing environmental effects through best practices, and risk management, MIS, etc; including screening, EMPs, natural habitats, cultural resources, wastes and pollution, OHS, CHS, safe practices during construction, and teaching – learning; Incident Reporting, RCA, CAP implementation, and emergency response
- o   Type of training:
    - ▪   Dedicated expert sessions, Site visits, Peer-to Peer learning and knowledge sharing between program States, Hubs-Spokes, and between ongoing ITI programs in various States
    - ▪   Trainings to Contractors & workers during construction phase
    - ▪   Trainings to State & ITI leadership on sustainable management of assets

20.   Training of IA and contractors, consultants on Social Aspects would include:

- o   Audience: E&S units at all levels and departments, PMC, PCB, PWD other associated agencies
- o   Topics: social inclusion, GRM, gender sensitization, SEA/SH, POSH Act compliance, labour laws compliance, KPIs and MIS reporting
- o   Type of training:
    - ▪   Dedicated expert sessions, Site visits, Peer-to Peer learning and knowledge sharing between program States, Hubs-Spokes, and between ongoing ITI programs in various States
    - ▪   Trainings to Contractors & workers during construction phase
    - ▪   Trainings to State & ITI leadership on sustainable management of assets

4.1.6   Monitoring and Reporting on Environmental and Social Aspects

21.   The PMU is responsible for preparing Progress Reports semi-annually, following the program's effectiveness. These reports should adhere to an agreed-upon format and can either be part of overall program progress reports or standalone documents. The purpose is to report its activities to the Program Director and subsequently to the Bank.

22.   All necessary documents, data, and best practice notes must be provided regarding the implementation status of environmental and social management mechanisms for Implementation Support Missions, Mid Term Review (MTR) of Environmental and Social aspects (with a draft prepared before the MTR mission), and Implementation Completion. These reports/progress notes must detail

the status of environmental and social management capacities and systems at all levels, including contact details of Nodal Persons, training provided to staff, completed reporting formats and guidelines issued to agencies, documentation of EHS implementation and best practices (including photographs or short site videos), MIS, exclusions monitoring and management mechanisms, status, challenges, and actions required to achieve DLI, along with environmental and social inputs to PAP and other pertinent information.

23. ***Indicators for Reporting on Environmental Aspects include*** (1) Number, qualifications and Training received by Environmental Experts and EHS Experts at NPMU, SPMU, H&S ITIs, NSTIs, (2) No: of ITIs where works are happening, and status of works and EMP Implementation during Construction & equipment installation (Report on all items of EMP), (3) Compliance to Exclusions, (4) Key Good and Poor Practices of EMP implementation, (5) Incident Reporting and implementation of Corrective Action Plans (CAPs), (6) No:, type and content of EHS Training for Instructors, and No: of instructors certified in International OHS Certifications (7) Implementation of activities of Safety Cell during ITI operations (Report on all aspects of Detailed Table on Safety-First Cell's activities).

24. ***Indicators for Reporting on Social Aspects will include***: (i) Continued staffing of Social Experts at NPMU, SPMU, H&S, ITI and NSTI levels; (ii) Social screening reports for all civil works; (iii) Implementation of ESMP during civil works; (iv) Deployment of labour and compliance with applicable legislations for labour welfare and contractual management; (v) Status of citizen feedback surveys; (vi) Status of ICCs, trainings under POSH Act, status of annual reports for all implementing agencies at all levels - national, state, ITI, NSTI, H&S, and private partners; (vi) Status of women's safety audit; (vii) Status of Grievance Redressal Mechanism and grievances received from all channels (viii) Communication, stakeholder engagement and outreach activities; (ix) Course content and training on social sustainability.

4.1.7 ESSA inputs to Implementation Support Plan

25. The Bank's implementation support will focus on building the environmental management at all levels. This would include the following:

(a) Review of ToRs for hiring / designating appropriate Environmental and Social Experts as specified in the ESSA
(b) Review and Guidance on Environmental and Social Guidance included as part of the Program Operations Manual
(c) Review of updated sample ToRs / Bid docs for Construction works
(d) In coordination with Program agencies, provide guidance and training to implementing agencies on exclusions, screening, facility audit etc. and to enhance their capacity and effectiveness on Environmental and Social Management. This will include the following (till capacities are developed at IAs):
- Review of 'Exclusion' of high-risk activities from the P for R and Screening (compiled Table)
- Review of Generic EMPs prepared for various moderate risk activities
- Review of Updated EMPs (based on screening, audit) as required for substantial risk activities
- Guidance on developing an institutional structure/plan for more effectively discharging environment and social management-related functions at various levels and reporting/coordinating at the National, State, Consortium and ITI levels
- Guidance on Developing environmental and social capacity building plan and training calendar
- Guidance on monitoring of labour laws compliance
(e) Support to the PMUs and IAs in orientation and training on Environment and Social Management and OHS of:
  o Newly appointed project E&S staff
  o Departmental staff (engineering as well as others)

- o Contractors (senior management), Subcontractors, Vendors
- o Contractors (site supervisors and other site staff), workers

(f) Guidance for Preparation of modules on environmental improvement (water, sanitation, SWM, greening, Health & Safety)

(g) Guidance for preparation of modules on social sustainability, inclusion, gender sensitization and other applicable laws.

(h) Review of study and updated Curricula and teaching learning material with focus on Health & Safety and social sustainability

(i) Review of tendering and contracting procedures and standard Bid documents with Environmental and social aspects included

(j) Provide guidance on environmental and social monitoring, record keeping, and responding to emerging issues as and when required

(k) Guiding the implementing agencies in periodically reviewing the environmental and social performance of the project and preparing progress reports

(l) Review of the ToRs for third-party environmental audits and guidance on audits

(m) Guidance on best practices for environmental and social enhancement and follow-up / ensuring its implementation in all activities

(n) Review of Incident RCA and CAP and guidance on its implementation

5   CONSULTATION AND DISCLOSURE

5.1 Disclosure

26.   This is the ESSA for the Skills: National ITI Upgradation Program, the draft of was disclosed in March 21, 2025 (along with its executive summary translated to local language Hindi to enable its wider reading before consultations) in-country preferably in MSDE and State websites (see: https://------------------------.pdf) and on the World Bank's external website, for stakeholder's review (government officials, ITIs, local bodies, industry associations, non-governmental organizations, civil society organizations, teachers, parents, students, communities and other relevant stakeholders), discussions, and formal comments. Stakeholder workshops to disseminate the findings of the assessment and the proposed inputs to the program actions took place during March 2025 with national agencies, ITIs, NGOs / CSOs, communities, and other stakeholders. The final ESSA will be disclosed in-country and on the World Bank's external website before closing of appraisal after incorporating comments and suggestions.

5.2 Stakeholder Consultations on ESSA

27.   Stakeholder consultations were an integral part of the ESSA process and were carried out consistent with applicable World Bank principles. Visits of the Essa preparation team to Sample Central level organizations, State & ITI discussions started in November 2025 during the identification mission, and detailed consultations and visits started as early as December 2025, through January 2025. Consultations were carried out with relevant institutions and government departments/agencies, experts, and beneficiaries, host and beneficiary communities, and workers for identification and assessment of environmental and social effects, and to recommend measures to improve environmental and social management capacity based on their comments and suggestions. The list of consultations and compilation of issues and comments discussed are presented in ***Annexure V***.

28.   During the consultations, the stakeholders provided inputs on the institutional arrangement for the proposed program, management of environmental and social aspects including implementation of works, Institutional Arrangement and Involvement of communities, Guidance, Training, Purchase of materials, Natural Habitats, and heritage near work areas, Pollution and Wastes, Land related aspects, OHS, and CHS, Monitoring, design, Greening, Complaint Redressal, and Disaster management. In addition, inputs for overall improvement of ITI infrastructure and teaching learning outcomes (including on Health and Safety) were provided. Inputs from the stakeholders are compiled in ***Annexure V.***

29.   The summary of findings from the stakeholder consultations are as follows:

Social

- There are no dedicated personnel for social risk management at any level. There is no institutional focus on managing social aspects of the program.
- Various parallel Grievance Redressal Mechanisms are operational. However, in practice there is poor information and knowledge about these GRMs, inconsistent service standards and negligible reporting.
- Implementation of the POSH Act is limited to constitution of ICCs on paper. Awareness is low and the ICCs are not fully active as per the legal requirements.
- There is a lack of a consistent Communication and Stakeholder Engagement Strategy.
- While there are legal provisions for inclusion of vulnerable groups like women, SCs, STs and Persons with Disabilities, their enrollment remains low. Structural and systemic barriers inhibit their effective inclusion.
- There are severe staffing and capacity constraints on the side of trainers at most ITIs visited. Trainers face *ad hoc* and temporary job prospects particularly as consultants.
- There are no monitoring mechanisms for labour law compliance during civil works.

Environment

- Institutional Arrangements – Various national, state agencies in the Program need much support in planning, designing, implementing EHS. There shall be clear responsibilities and time allocation for designated officers and hired officers and they need training/capacity building. In addition, as and when required, experts on Biodiversity, Pollution management and Cultural Heritage may need to be arranged and trained.
- Overall Program - Overall, the existing program and the Proposed one are very beneficial to the skilling environment and ITI infrastructure. ITIs lack the resources and capacity to plan these. Industry collaboration is very important.
- Guidance, Training - All agencies and contractors need required training for environmental management. Though there are regulations, however, officials at various levels are not fully aware of their contents or requirements.
- Water Availability and Quality - Water availability is a very important aspect in ITIs especially. Recycling and reuse of treated water is important.
- Wastes - ITIs produce different types of wastes. However, usually, these are seen piled up in the facility or on nearby roads. This needs proper management; else this creates a menace during floods and contributes to poor housekeeping in the campus. A key component of wastes from works in old ITIs are hazardous Asbestos, that need proper management and awareness to workers and supervisors.
- Safety from Pandemics - It will be good to prevent impacts of pandemics by adopting precautionary measures, especially in worker camps.
- OHS - OHS & CHS is very important, especially during ITI work hours. Mostly the contractor's subcontract works to small contractors and hires labor (also migrants) from manpower vendors. They do not have systems to manage or train workers and OHS. This is important for the works of nature proposed here.
- Monitoring - Monitoring of works is very important, and it should be regular and results accessible to all.
- Design - Due diligence in design is very important. Currently, the works happen without much alignment with the proposed designs. It is important for pollution management, long-term sustainability, and OHS in Workshops.
- Greening - Greening and energy efficiency measures are important for all infrastructure.
- Disaster management - Designs shall consider the impacts of Floods, winds, Drought, Cyclones, Monsoons, Winds, and others and manmade disasters such as Fire.
- ITI teaching – learning environment shall be healthy and safe, supervised by OHS trained and certified instructors.

30. ***Annexure VI*** provides a detailed list of questionnaires/probe areas utilized for consultations. The consultation inquiries included the issues related to the capacity of related agencies, and community representatives to address these challenges, concerns, and risks.

31. Discussions and feedback from these consultations have helped in the preparation of the ESSA report and finalization of recommendations/actions for the Program Action Plan. This includes a National -level consultation which would be held in March 2025, with participants from a wide spectrum, including civil society representatives to provide feedback on the Program design and the recommendations made by ESSA.

32. The draft ESSA report would be revised considering suggestions from Bank's internal system as well as feedback from government officials, non-governmental organizations, civil society organizations, and other interested stakeholders and redisclosed in line with the Bank's requirements.

A N N E X U R E S

ANNEXURE I: Environmental and Social Management System Assessment

Environmental Management System

Existing System: This section describes the environmental management system of the proposed program and is organized as per the following sections. Availability of specific frameworks for environmental management:

Policy and Legal Framework: This section provides an overview of the relevant environment and education sector laws, policies, regulations, procedures, and guidelines at the national and state levels. Below is a review of selected policies, laws, and regulations relevant to environmental management under the Program.

<u>Relevant Environmental Sector Laws</u>

National & State level Regulations

Applicable National and State regulations guide effective management of environmental and social aspects; including siting criteria, environmental pollution control requirements, institutional mechanisms, occupational health and safety requirements, resource utilization, considerations for cultural heritage, and social aspects as well as land acquisition, labor and working conditions, livelihoods, consultations, and information disclosure. A compilation of the key environmental and social regulations and guidelines applicable to various aspects under consideration in this project is presented here. There are several national/state-level regulations and policies potentially applicable to the Program. Following section details out these.

The Constitution of India: Article 48-A of the Constitution of India lays down a directive principle noting that the state shall endeavor to protect and improve the natural environment. Article 51-A of the Constitution declares it a fundamental duty of every citizen of India to protect and improve the natural environment and to have compassion for living creatures. The right to live in a healthy environment has been considered as a part of the fundamental right to life under Article 21 of the Constitution.

The need for protection and conservation of the environment and sustainable use of natural resources is reflected in the constitutional framework of India and the international commitments of India. The Constitution under Part IVA (Art 51A-Fundamental Duties) casts a duty on every citizen of India to protect and improve the natural environment including forests, lakes, rivers, and wildlife, and to have compassion for living creatures. Further, the Constitution of India under Part IV (Art 48A-Directive Principles of State Policies) stipulates that the State shall endeavor to protect and improve the environment and to safeguard the forests and wildlife of the country.

After the Stockholm Conference, the National Council for Environmental Policy and Planning was set up in 1972 within the Department of Science and Technology to establish a regulatory body to look after environment-related issues. This Council later evolved into a full-fledged Ministry of Environment and Forests recently renamed as Ministry of Environment, Forests and Climate Change (MoEFCC).

MoEFCC was established in 1985, and today is the apex administrative body in the country for regulating and ensuring environmental protection, and lays down the legal and regulatory framework for the same. Since the 1970s, several environmental legislations have been put in place. Today, MoEFCC and the Central and State Pollution Control Boards (CPCB and SPCBs) together form the regulatory bodies; while National Green Tribunal is tasked with providing an effective and expeditious remedy in cases relating to environmental protection, conservation of forests, and other natural resources, and enforcement of any legal right relating to the environment. Some of the important legislations at the national level for environmental protection are as follows:

National Environment Policy of India: This policy aims at mainstreaming environmental concerns into all developmental activities. The objectives of the policy include the conservation of critical environmental resources, integration of environmental concerns in economic and social development, efficiency in environmental resource use, etc. The policy outlines a range of strategies that aim at the conservation of existing environmental resources through regulatory reforms; emphasis on education, information, capacity building; inter-sectoral collaboration; etc.

Act/Rule/ Guidelines
Regulations/Policies related to Environmental Conservation & Management
- National Environment Policy, 2006
- The Environment Protection (Act) 1986 and The Environmental Protection Rules 1986
- Environmental Impact Assessment Notification, 2006
- The Water (Prevention and Control of Pollution) Act, 1974 and The Water Cess Act 1977
- The Air (Prevention and Control of Pollution) Act. 1981
- The Noise Pollution (Regulation and Control) Rule,2000
- The Wildlife Protection Act, 1972
- The Wetlands (Conservation and Management) Rules, 2017
- The Biodiversity Act of India, 2002
- The Manufacture, Storage And Import Of Hazardous Chemical Rules, 1989
- Batteries (Management and Handling) Rules, 2001
- The Motor Vehicle Act, 1988 & Motor Vehicles Rules, 1989
- Coastal Regulation Zone Notification, 2019Regulations Related to Waste Management
- Solid Waste Management Rules, 2016
- Construction and Demolition (C&D) Waste Management Rules, 2016
- Plastic Waste Management Rules, 2016, amended 2018
- Hazardous and Other Wastes (Management & Transboundary Movement) Rules, 2016, amended 2019
- E-Waste Management Rule, 2016, amended 2018
- Bio-Medical Waste Management Rules,2016 And Their Subsequent Amendments
- The Regulation of Persistent Organic Pollutant Rules,2018
- The Regulation of Polychlorinated Biphenyls Order,2016
- The Recycling of Ships Act,2019

Pesticides/Insecticide-related Regulations:
- Insecticide Act 1968 and Rules 1971
- Draft Bill on Pesticide Management, 2020 introduced in Rajya Sabha in March 2020

Other Regulations/Policies/Guidelines applicable to various construction/implementation activities

- Central Ground Water Authority- 'Guidelines to control and regulate groundwater extraction in India' September 2020
- The Building & Other Construction Workers (Regulation of Employment & Conditions of Service) BOCW Act, 1996
- Child Labour (Prohibition and Regulation) Act, 1986 and Rules, amended 2016 and
- Child Labour (Prohibition and Regulation) Amendment Rules, 2017
- Minimum Wages Act, 1948
- The Bonded Labor System (Abolition) Act 1976
- Workmen's Compensation Act, 1923 & Rules 1924
- Interstate Migrant Workmen Act 1979
- Ancient Monuments and Archaeological Sites & Remains (Amendment and Validation) Act 2010
- Indian Treasure Trove Act, 1878
- Right to Information Act, 2005
- Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989 and further Amendments 2018.
- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013
- The Prohibition of Employment as Manual Scavengers and their Rehabilitation Act, 2013

These important environmental legislations have been briefly explained here with a description of their relevance in this project, availability of technical guidelines for its implementation, and institutional responsibility.

Technical Guidelines
ITIs being educational institutions where construction works and improved operations are proposed, the activities during construction and O&M and teaching learning shall also adhere to various available guidance; mainly those on water, sanitation and SWM issued by the Central Government agencies. The most important guidance applicable to this project is listed herewith a description of the guidelines presented.
Central Public Health and Environmental Engineering Organisation (CPHEEO), Ministry of Urban Development (MoUD)
- Manual on Sewerage and Sewage Treatment Systems, 2013
- Manual on Storm Water Drainage Systems, 2019
- Manual on Operation and Maintenance of Water Supply System, 2005
- Manual on Solid Waste Management (applicable to screenings, sludge, grit, and other wastes from premises)
- Manual on Municipal Solid Waste Management – 2000
- Manual on Water Supply and Treatment -1999

Guidelines and Advisories
- Guidelines for Decentralized Wastewater Management
- Standard Operating Procedure (SOP) for Cleaning of Sewers and Septic Tanks
- Advisory note on Septage Management in Urban India
- National Policy on Faecal Sludge and Septage Management

- Advisory on Public and Community Toilets
- Advisory on Tariff for Water supply and Sewerage
- Recent Trends in Technologies in Sewerage System.

Central Pollution Control Board
- Guidelines for Management of Sanitary Waste, 2018
- Guidelines on Environmental Management of Construction & Demolition (C & D) Wastes
- Guidelines for management of health care waste as per BMW management Rules,2016

State-Level Regulations

Key State-level regulations applicable to the program include the following. Specific regulations applicable to Program activities shall be updated and discussed in EIAs. A detailed description of these regulations is presented here.

The following *Table 8* discusses the Environmental Rules and Regulations and their applicability to Program Operations

Table 7: Applicable Environmental Policies, Rules, and Regulations at the National & State Level

Act/ Rule/ Guidelines	Relevance	Implementing/ Responsible Agency
The National Building Code of India, 2016 (NBC,2016)	NBC is the primary document that governs the standards practices related to building construction in India. It provides guidelines for various aspects of construction, such as design, safety, and material use such as: Guidelines on fire prevention, fire escape routes, fire-resistant materials, and fire protection systems like sprinklers and alarms; Standards for building layout, accessibility, and ventilation, ensuring compliance with standards for various types of buildings (residential, commercial, industrial); Rules governing the installation of water systems, drainage, and waste management, Electric Safety, Plumbing & Sanitation etc. *All State Building byelaws takes into account the suggestions of NBC. All bye laws & guidelines of NBC shall be followed,*	Project Proponent to follow. To be included in Bye-laws and ensured by LB
Regulations/ Policies related to Environmental Conservation & Management		
National Environment Policy, 2006	The National Environment Policy by the MoEFCC aims at mainstreaming environmental concerns into all developmental activities. It emphasizes the conservation of resources and points out that the best way to aid conservation is to ensure that people dependent on resources obtain better livelihoods from conservation than from degradation of the resources. It argues that environmental degradation often leads to poverty and poor health outcomes among populations. The objectives of the National Environmental Policy are- • Conservation of Critical Environmental Resources • Intra-generational Equity: Livelihood Security for the Poor • Inter-generational Equity: ensure judicious use of environmental resources • Integration of Environmental Concerns in Economic and Social Development • Efficiency in Environmental Resource Use • Environmental Governance • Enhancement of Resources for Environmental Conservation	MoEFCC
The Environment Protection (Act) 1986 and The	The Environment (Protection) Act was enacted in 1986 to provide for the protection and improvement of the environment. It empowers the Central Government to establish authorities [under section 3(3)] charged with the mandate of preventing environmental pollution in all its forms and to tackle specific environmental problems that are peculiar to different parts of the country. The Act was last amended in 1991. This act was passed as an overall comprehensive act "for protection and improvement of environment". Under this act, rules	MoEFCC, State Department of

Act/ Rule/ Guidelines	Relevance	Implementing/ Responsible Agency

Environmental Protection Rules	have been specified for the discharge/ emission of effluents and different standards for environmental quality. These include Ambient Noise Standards, Emission from Motor Vehicles, Mass Emission Standard for Petrol Driven Vehicles, General Effluent Standards, etc. in the exercise of the powers conferred under the Act, the following rules are devised
	
	• The Water (Prevention and Control of Pollution) Act, 1974 and Water Cess Act, 1977
	• The Air (Prevention and Control of Pollution) Act, 1981
	• The Noise Pollution (Regulation and Control) Rules, 2000
	• Environment Protection (EP) Act, 1986
	• National Green Tribunal Act, 2010
	• Waste Management Rules under EP Act including
	  o Solid Waste Management Rules, 2016
	  o Construction and Demolition Waste Management Rules, 2016.
	  o Hazardous Waste (Management, Handling & Transboundary Movement) Rules, 2016, amended 2019
	  o E-Waste (Management) Rules, 2016, amended 2018
	  o Bio-medical Waste Management Rules, 2016, amended 2019
	  o Plastic Waste Management (Amendment) Rules, 2018
	  o Batteries (Management and Handling) Amendment Rules, 2010
	
	This umbrella Act brings in capacities at the Central and State levels to monitor and regulate environmental performance. It also laid the foundation for sector/ sub-sector-specific Rules and guidelines applicable to all States
		Environment & Forest CPCB, SPCB

Environmental Impact Assessment Notification, 2006	EIA notification 2006 and its subsequent amendments list out the type of project that requires Environmental Impact Assessment and Environmental Clearance from MoEFCC or State Environment Impact Assessment Authority before the commencement of any developmental work or project expansion. The notification gives stage-wise guidance for the processing of Environmental Clearance. The objective of the notification is to formulate a transparent, decentralized, and efficient regulatory mechanism to: • Incorporate necessary environmental considerations at the planning stage • Involve stakeholders through the public hearing process • Identify developmental projects based on impact potential • Securing provision for mitigation efforts Educational institutions may need to comply with this notification under the following circumstances: New Construction or Expansion Projects: If an educational institution plans to construct new buildings or expand an existing campus, especially in ecologically sensitive areas (e.g., near forests, wetlands, or coastal areas), an Environmental Impact Assessment may be required. Research and Development Projects: Some research activities, particularly those involving the use of hazardous materials, laboratories with chemicals or biological waste, or large-scale environmental impacts (e.g., construction of research facilities), may require an EIA. Infrastructure Projects: Educational institutions that are involved in major infrastructure projects, such as setting up large-scale hostels, sports complexes, or other amenities, may need to go through the EIA process if the project could impact the environment. Environmental Clearance is to be received before Area Development of more than 1.5 Hectares, and Building Construction Projects of more than 20000 sqm (Cat B),	SEIAA/ MoEFCC
The Water (Prevention and Control of Pollution) Act, 1974 and The Water Cess Act 1977	The Act is enacted to prevent pollution of water sources through industrial or any other construction activity and for maintaining or restoring of wholesomeness of water. The Act prohibits the discharge of pollutants into water bodies beyond a given standard and lays down penalties for non-compliance with its provisions.	*CPCB, SPCB,* LBs

Act/ Rule/ Guidelines	Relevance	Implementing/ Responsible Agency
	The act resulted in the establishment of the Central and State Level Pollution Control Boards whose responsibilities include managing water quality and effluent standards, as well as monitoring water quality, prosecuting offenders, and issuing licenses for construction and operation of any facility. This will include the generation of liquid effluent during construction/ civil engineering activities or from domestic activities in workers' colonies. Water (Prevention and Control of Pollution) Cess Act was enacted in 1977, to provide for the levy and collection of a cess on water consumed by persons operating and carrying on certain types of industrial activities. This cess is collected to augment the resources of the Central Board and the State Boards for the prevention and control of water pollution constituted under the Water (Prevention and Control of Pollution) Act, 1974. The Act was last amended in 2003. _Prior CTE and CTO are applicable to establish STPs if any in ITI premises. Consent to Establish & Operate/ Authorization shall be obtained, before Establishing and commissioning the subprojects eligible for this under the Water (Prevention and Control of Pollution) Act 1974, the Air (Prevention and Control of Pollution) Act 1981, and the relevant Rules under Environment (Protection) Act 1986._ _Effluent and stormwater analysis reports and flow details (once a week) and Water consumption returns (Monthly) shall be furnished to the District office of the State PCB._	
The Air (Prevention and Control of Pollution) Act. 1981	The purpose of this act is to prevent, and control air pollution and preserve air quality. This act empowers Central and State Pollution Control Boards for managing air quality and emission standards, as well as monitoring air quality, prosecuting offenders, and issuing licenses for construction and operation of any facility. Air quality includes noise levels also. This act has notified the National Ambient Air Quality Standard for different land uses. _Prior CTE and CTO are applicable to establish STPs if required in ITIs under the Water (Prevention and Control of Pollution) Act 1974, the Air (Prevention and Control of Pollution) Act 1981, and the relevant Rules under the Environment (Protection) Act 1986. DG sets, Batching Plants etc also would need Consent from PCB. Emission analysis report and flow measurement (monthly) shall be submitted to the District office of SPCBs._	CPCB, SPCB
The Noise Pollution (Regulation and Control) Rule,2000	The Noise Pollution (Regulation and Control) rules are promulgated under the Environmental (Protection) Act, 1986. The noise pollution rules lay down terms and conditions as are necessary to reduce noise pollution, including during night hours. The rule provides ambient noise level standards for various types of land uses. PCB can take action if the sound level exceeds the standards by 10 dBA. Noise standard for different zones. - Industrial zone- 75 & 70 dBA Leq during daytime and night-time respectively - Commercial zone- 65 & 55 dBA Leq during daytime & night-time respectively - Residential zone- 55 & 45 dBA Leq during daytime and night-time respectively - Silence zone 50 & 40 dBA Leq during daytime and night-time respectively _Construction vehicle/ equipment, construction and operation activities/works should comply with the standards as stipulated in the rule._	CPCB, SPCB
The Wildlife Protection Act, 1972	The Wildlife Protection Act, 1972 has allowed the government to establish several Protected Areas like National Parks and Sanctuaries over the past 37 years, to protect and conserve the flora and fauna and their habitat. _Prior recommendation of the National Board for Wildlife (NBWL) will be required_ • _in case any subproject activity is proposed within the boundaries of a Protected area_ • _in case any project requiring Environmental Clearance (under the purview of EIA Notification 2006 and its subsequent amendments) is located within the eco-sensitive zone around a Wildlife Sanctuary or National Park or in the absence of delineation of such a zone, within a distance of 10 km from its boundaries_	NBWL, SBWL

Act/ Rule/ Guidelines	Relevance	Implementing/ Responsible Agency
	There may be many sensitive/ protected areas in different States, and siting shall take care of existing regulations.	
National Urban Sanitation Policy, 2008	Prioritizes state-wide sanitation strategies and city sanitation plans (CSP) with a focus on service-level benchmarking. The policy envisages a city sanitation task force. Provision for septage management exists but is not part of service-level benchmarking.	
Advisory Note on Septage Management, 2013 & National Urban Faecal Sludge and Septage Management Policy, 2017	Development of a septage management sub-plan as part of CSP. Recognition of fecal sludge and septage management as a sanitation solution. Recommends septage management as an essential component for citywide sanitation. Focused on areas with no sewers, emphasis on the need for onsite and offsite sanitation systems to exist in tandem. Important for Upgradation or Operation of Sanitation Facilities & Buildings – sewage treatment plans, septic tanks etc.	
The Wetlands (Conservation and Management) Rules, 2017	Wetlands (Conservation and Management) Rules, 2017 are promulgated under the Environmental (Protection) Act, 1986 for prohibiting reclamation and degradation through drainage and landfill, pollution (discharge of domestic and industrial effluents, disposal of solid wastes), hydrological alteration (water withdrawal and changes in inflow and outflow), over-exploitation of their natural resources resulting in loss of biodiversity and disruption in ecosystem services provided by wetlands by conservation of wetlands. As defined in the rule, 'wetland' means an area of marsh, fen, peatland, or water; whether natural or artificial, permanent or temporary, with water that is static or flowing, fresh, brackish, or salt, including areas of marine water the depth of which at low tide does not exceed six meters, but does not include river channels, paddy fields, human-made water bodies/ tanks specifically constructed for drinking water purposes and structures specifically constructed for aquaculture, salt production, recreation, and irrigation purposes. Whereas, 'wetlands complexes' means two or more ecologically and hydrologically contiguous wetlands and may include their connecting channels/ ducts *The rules shall apply to the wetlands or wetlands complexes of the following types-* *(a) wetlands categorized as 'wetlands of international importance under the Ramsar Convention* *(b) wetlands as notified by the Central Government, State Government, and Union Territory Administration* **Section 4** *of the rule elaborates on Restrictions of activities in wetlands which include handling or storage or disposal of construction and demolition waste covered under the Construction and Demolition Waste Management Rules, 2016; hazardous substances covered under the Manufacture, Storage and Import of Hazardous Chemical Rules, 1989 or the Rules for the Manufacture, Use, Import, Export, and Storage of Hazardous Microorganisms/ Genetically Engineered Organisms or Cells, 1989 or the Hazardous Wastes (Management, Handling and Transboundary Movement) Rules, 2008; Solid waste dumping; Discharge of untreated wastes and effluents from industries, cities, towns, villages and other human settlements; and any construction of a permanent nature.* *Since all activities will be implemented in the various States, there may be the presence of wetlands, this may be applicable; esp. construction, disposal of treated sewage, sludge, wastes, C&D wastes, SW etc*	State Department of Environment
Regulations Related to Waste Management		
Solid Waste Management Rules, 2016	The Rules shall apply to every urban local body, other areas, and to every domestic, institutional, commercial, and any other non-residential solid waste generator except industrial waste, hazardous waste, hazardous chemicals, biomedical wastes, e-waste, lead-acid batteries, and radioactive waste. The rules define the duties of solid waste generators. The rules outline the responsibilities of line ministries, ULB's and other stakeholders, and the duty of the operator of the Solid Waste Processing and Treatment Facility.	MoEFCC, Waste Generators, CPCB, SPCB, various stakeholders at the state/ local level, etc., LBs

Act/ Rule/ Guidelines	Relevance	Implementing/ Responsible Agency
	Labor camps, wastewater, WTP units, and all Program activities shall follow SWM Rules 2016. All capacity building/ training activities shall ensure management for bio waste, and packaging waste. General SW from ITIs shall be channelized to the Local Body's SWM system. Mechanisms to segregate at source, store, collect, transport, treat biowaste and garden waste at source and dispose rejects and inerts through local body's SWM system shall be built into the campus planning.	
Construction and Demolition Waste Management Rules, 2016	Construction and demolition waste include waste comprising of building materials, debris, and rubble resulting from the construction, remodelling, repair, and demolition of any civil structure. As per rule- 1. Every waste generator shall prima-facie be responsible for the collection, segregation of concrete, soil, and others and storage of construction and demolition waste generated, as directed or notified by the concerned local authority in consonance with these rules ((Rule 4 sub-rule (1)) 2. there should be no littering or deposition of construction and demolition waste to prevent obstruction to the traffic or the public or drains (Rule 4 sub-rule (4)) *All construction activities under the subprojects shall follow the C&D waste management rules. As much as possible materias shall be recycled & reused*	MoEFCC, C&D Waste Generators, CPCB, SPCB, various stakeholders at state/ local level, LBs
Plastic Waste Management Rules, 2016, amended 2018	MoEFCC issued the Plastic Waste Management Rules, 2016 to give thrust on plastic waste minimization, source segregation, recycling, and disposal effectively. These rules shall apply to every waste generator, local body, Gram Panchayat, manufacturer, Importers, and producer. Section 6 and Section 8 of the rule explain the Responsibility of the Local Body and the Responsibility of the waste generator respectively. *All activities under the subprojects & capacity-building activities shall follow the Plastic waste management rules. Waste plastics from Program agencies & supported facilities shall be channelized to the SWM system.*	MoEFCC, Waste Generators, producers, CPCB, SPCB, LB
Hazardous and Other Wastes (Management & Transboundary Movement) Rules, 2016, amended 2019	The rule dictates the entity generating hazardous wastes (as defined in the rule), to take all practical steps to ensure that such wastes are properly handled without any adverse effects, which may result from such wastes. It stipulates proper collection, reception, treatment, storage, and disposal of such wastes and provides for the process/ mechanism to do so. Waste generators will need to obtain permission from the State Pollution Control Boards and other designated authorities for the storage and handling of any hazardous material. **Schedule I** of the rule lists processes that generate hazardous wastes. **Schedule II** of the rule provides a list of waste constituents with concentration limits Chapter 2 Section 4 states *(3) The hazardous and other wastes generated in the establishment of an occupier shall be sent or sold to an authorized actual user or shall be disposed of in an authorized disposal facility. This also applies to the use and management of asbestos and silica and other hazardous materials under the Program, and all chemicals/ fuel used must be checked for quantity to be stored on site; and permissions taken from competent authority. Mitigation and management measures shall be devised*	MoEFCC, CPCB, SPCB, State Government/ Administration, LB
EWaste Management Rule 2016, amended 2018	These rules shall apply to every manufacturer, producer, consumer, bulk consumer, collection center, dealer, e-retailer, refurbisher, dismantler, and recycler involved in the manufacture, sale, transfer, purchase, collection, storage, and processing of e-waste or electrical and electronic equipment listed in Schedule I of the rule, including their components, consumables, parts, and spares which make the product operational. These rules are applicable	MoEFCC, CPCB, SPCB, ULB

Act/ Rule/ Guidelines	Relevance	Implementing/ Responsible Agency
	Two categories of electrical and electronic equipment namely (i) IT and Telecommunication Equipment and (ii.) Consumer Electricals and Electronics such as TVs, Washing Machines, Refrigerators Air Conditioners including fluorescent and other mercury-containing lamps are covered under these Rules **Section 5** of the rule defines the responsibilities of the producer of e-waste. *This applies to any E-Wastes generated as part of equipment installation, end-of life disposal, capacity building activities or general upgradation/ construction of facilities, including electric/ electronic appurtenances, bulbs, switches, wires, etc. Storage facility for safe storage of all waste shall be an integral part of new upgraded buildings. Mechanisms to maintain stock register for wastes and timely auction are important to ensure safety.*	
Bio-medical Waste Management Rules, 2016, amended 2019	To improve the collection, segregation, processing, treatment, and disposal of these bio-medical wastes in environmentally sound management thereby, reducing biomedical waste generation and its impact on the environment. These rules shall apply to all persons who generate, collect, receive, store, transport, treat, dispose, or handle biomedical waste in any form including hospitals, nursing homes, clinics, dispensaries, veterinary institutions, animal houses, pathological laboratories, blood banks, Ayush hospitals, clinical establishments, research or educational institutions, health camps, medical or surgical camps, vaccination camps, blood donation camps, first aid rooms, forensic laboratories, and research labs. **Schedule I** provides guidelines for storage and disposal of various types of biomedical waste (including Liquid Waste) **Schedule II** defines Standards for Treatment and Disposal of Bio-Medical Waste i.e. incinerators, Plasma Pyrolysis or Gasification, Autoclaving, microwaving, deep burial, etc. **Schedule III** of the rule defines the responsibilities of Municipalities or Corporations, Urban Local Bodies, and Gram Panchayats along with other line ministries and concerned entities. *This Program may not deal with Biomedical waste except marginal quantities which might be emerging from First Aid facilities diring construction and Operations. There shall be proper segregation, collection, and channelization of such waste to nearby authorized BWM facility through Local Body.*	MoEFCC, Waste Generators CPCB, SPCB, LB
Batteries (Management and Handling) Rules, 2001	MoEFCC under the provisions of the Environmental Protection Act, 1986 issued the Batteries (Management and Handling) Rules, 2001. The rules were enacted with the primary objective of ensuring the safe disposal of discarded lead-acid batteries. Rules mandate proper control and record-keeping on the sale or import of lead-acid batteries and recollection of the used batteries by registered recyclers to ensure environmentally sound recycling of used batteries. *All activities having applicability of batteries, shall have in their plan measures stipulated to prevent the batteries from reaching the municipal stream. Here batteries management may be important from Workshops and Construction activities*	MoEFCC, CPCB, SPCB, LBs
The Motor Vehicle Act, 1988 & Motor Vehicles Rules, 1989	The Act regulates all aspects of road transport vehicles. It provides in detail the legislative provisions regarding licensing of drivers/ conductors, registration of motor vehicles, control of motor vehicles through permits, traffic regulation, insurance, liability, offenses, and penalties, etc. *This act will be applicable to all construction equipment/ plant and machinery including vehicles deployed during implementation. Motor Vehicles Rules, 1989 mandates Pollution Under Control (PUC) certificate for motor vehicles and valid licenses for eligible drivers.*	CPCB, SPCB, State Motor Vehicles Department, LBs
Chemicals, Pesticides/ Insecticide related Regulations:		

Act/ Rule/ Guidelines	Relevance	Implementing/ Responsible Agency
Manufacture, Storage and Import of Hazardous Chemicals Rules, 1989 (MSIHC Rules, 1989)	These rules aim at providing control for the generation, storage and Import of hazardous chemicals. According to these rules, the user of hazardous chemicals has to follow procedures as stipulated in the rules to prevent and control hazards from such chemicals and to ensure safety and permission has to be obtained from the authority concerned for such activity. The list of chemicals and threshold limits of handling falling under the purview of these rules is provided in the schedule to the rules. *Hazardous chemicals if any stored/used for the Program (such as commonly seen Asbestos, Diesel, Lead) attracts the provisions.*	CPCB, SPCB
Insecticide Act 1968 and Rules 1971	The Insecticides Act, 1968 and Insecticides Rules, 1971 regulate the import, registration process, manufacture, sale, transport, distribution, and use of insecticides (pesticides) to prevent risk to human beings or animals and for all connected matters, throughout India. All insecticides (pesticides) have to necessarily undergo the registration process with the Central Insecticides Board & Registration Committee (CIB & RC) before they can be made available for use or sale. The Act also has guidelines stipulated for the protective clothing of persons handling insecticides. Disposal of used packages, surplus material, and washing of insecticides are also included in the Act. *This act will be applicable for the greening activities. No banned pesticides shall be purchased or used under the Program.*	Central Insecticides Board and Registration Committees (CIB & RC), LBs
Draft Bill on Pesticide management, 2020 introduced in Rajya Sabha in March 2020	The purpose of the bill is to minimize risk to human beings, animals, living organisms other than pests and the environment, with an endeavor to promote pesticides that are biological and based on traditional knowledge. The bill on Pesticide management seeks to regulate the manufacture, import, sale, storage, distribution, use, and disposal of pesticides, to ensure the availability of safe pesticides and minimize the risk to humans, animals, and the environment. The Bill seeks to replace the Insecticides Act, 1968	LBs, Ministry of Agriculture and Family Welfare.
Other Regulations/ Policies/ Guidelines applicable to various construction/ implementation activities		
Central Ground Water Authority- 'Guidelines to control and regulate groundwater extraction in India' September 2020	Central Ground Water Authority (CGWA), constituted by the Government of India under Section 3 (3) of the Environment (Protection) Act (EPA) of 1986, in pursuance of the Order of the Hon"ble Supreme Court of India, has been regulating groundwater development and management in the country and has proposed the guidelines for groundwater withdrawal. The drawing/ proposing to draw groundwater through a pump of more than 2 HP and/ or through more than one functional tube well shall be required to seek NOC for groundwater withdrawal. NOC will be granted for drinking and domestic purpose only. NOC for groundwater withdrawal will be considered only in cases where the water supply department concerned is unable to supply an adequate amount of water in the area. Government water supply agencies are also required to seek NOC from the authorized officers for existing as well as new schemes based on groundwater sources. NOC shall not be granted for extraction of groundwater for construction activities in the project in Critical/ Over-exploited areas. Quantum of groundwater for purposes other than drinking/ domestic use shall not exceed 25% of total groundwater abstraction *As per the revised guidelines of September 2020, applications for NOC for groundwater abstraction will be processed based on the category of groundwater assessment units and not by notified/ non-notified areas. Clients shall arrange required water for construction purposes from its supply.*	LBs
The Building & Other Construction Workers	As per the Act, the employer is required to provide safety measures at the building or construction work site along with other welfare measures, such as canteens, first-aid facilities, ambulance, housing accommodation, etc. to the workers.	Dept. of Labour; Center, States

Act/ Rule/ Guidelines	Relevance	Implementing/ Responsible Agency
(Regulation of Employment & Conditions of Service) BOCW Act, 1996	These are comprehensive guidelines for the Occupational Health and Safety of Laborers. *This applies to all subprojects during construction and O&M stages where labor would be employed.*	
Child Labour (Prohibition and Regulation) Act, 1986 and Rules, amended 2016 and Child Labour (Prohibition and Regulation) Amendment Rules, 2017	The Child Labour (Prohibition and Regulation) Act of 1986 designates a child as a person who has not completed their 14th year of age. It aims to regulate the hours and the working conditions of child workers and to prohibit child workers from being employed in hazardous industries. Children between the age of 14 and 18 are defined as "Adolescent" and the law allows adolescents to be employed except in the listed hazardous occupation and processes which include mining, inflammable substance, and explosives-related work, and any other hazardous process as per the Factories Act, 1948. *This applies to all subprojects during construction and O&M stages where labor would be employed.*	Department of Labour
Minimum Wages Act, 1948	This act sets the minimum wages that must be paid to skilled and unskilled laborers. The act is legally non-binding but statutory. Payment of wages below the minimum wage rate amounts to forced labor. Wage boards are set up to review the industry's capacity to pay and fix minimum wages such that they at least cover a family of four's requirements of calories, shelter, clothing, education, medical assistance, and entertainment. *This applies to all subprojects during construction and O&M stages where labor would be employed.*	Department of Labour
The Bonded Labor System (Abolition) Act 1976	The Bonded Labor System (Abolition) Act 1976: States that all forms of bonded labor stands abolished and every bonded labor stands freed and discharged from any obligations to render any bonded labor	PIU to ensure compliance
Workmen's Compensation Act, 1923 & Rules 1924	The Act requires if personal injury is caused to a workman by accident arising out of and during his employment, his employer should be liable to pay compensation following the provisions of this Act. *Applicable during the construction phase. PIU should ensure through its contractors in case of any accident/ injury/ loss of life the workmen should be paid a minimum compensation as calculated under this act both during the construction and operation phase of the project. The reporting of accidents needs to be done in prescribed forms as per the act and the incident/ accident register needs to be maintained accordingly. The Act also gives a framework for calculating the amount of compensation and wages.*	Commissionerate of Labour PIU to ensure compliance
Interstate Migrant Workmen Act 1979	The provisions of this Act regulate the conditions of service and protect the interests of interstate migrant workers. The project requires engaging interstate migrant workers for specialized activities The Inter-State migrant workmen, in an establishment to which this Act becomes applicable, are required to be provided certain facilities such as housing, medical aid, traveling expenses from home up to the establishment and back, among others	Commissionerate of Labour PIU to ensure contractor's compliance
Ancient Monuments and Archaeological Sites & Remains (Amendment and Validation) Act 2010	This Act is to ensure the preservation of ancient and historical monuments and archaeological sites and remains of national importance and for the regulation of archaeological excavations and the protection of sculptures, carvings, and other like objects. According to this Act, areas within the radii of 100m and 200m from the "protected property" are designated as "prohibited areas" and "regulated areas" respectively. **No development activity is permitted in the "prohibited areas"**. Development activities are not permitted in the "regulated areas" without prior permission from the Archaeological Survey of India (ASI) if the site/ remains/ monuments are protected by ASI or the State Directorate of Archaeology. *If any subproject is proposed within regulated areas of protected monuments, prior permission will be required from ASI. Pertinent to state that the act does not allow the development of any facility within the limit of the Prohibited Area.*	Archaeological Survey of India, State Dept. of Archaeology, ULB Department of Heritage

Act/ Rule/ Guidelines	Relevance	Implementing/ Responsible Agency
Indian Treasure Trove Act, 1878	Whenever any treasure (anything of any value hidden in the soil, or anything affixed thereto) exceeding in amount or value ten rupees is found, the finder shall intimate District Collector in writing as soon as practicable. *The Act gives direction about the process to be followed in case of the chance finds.*	Archaeological Survey of India, State Dept. of Archaeology; District Collector, ULB Department of Heritage
The Monuments and Sites Act, 2010 (National Monuments Authority)	The Monuments and Sites Act, 2010, strengthens the framework for the protection and preservation of India's cultural heritage. Under this Act, the National Monuments Authority (NMA) was established to oversee and implement measures for the protection of monuments and archaeological sites. *Applicable only in case any building/campus is in Monuments/Sites*	National Monuments Authority
Right to Information Act, 2005	Provides a practical regime of right to information for citizens to secure access to information under the control of Public Authorities. The act sets out (a) obligations of public authorities for the provision of information; (b) requires designating of a Public Information Officer; (c) process for any citizen to obtain information/ disposal of request, etc.; and (d) provides for institutions such as Central Information Commission/ State Information Commission *Relevant as all documentation requires to be disclosed to the public.*	LBs
Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act 1989 and further Amendments 2018.	To prevent atrocities against scheduled castes and scheduled tribes. The objectives of the Act clearly emphasized the intention of the government to deliver justice to these communities through proactive efforts to enable them to live in a society with dignity and self-esteem and without fear or violence or suppression from the dominant castes. With the reported misuse of the Act, In August 2018, the parliament of India passed the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Amendment Bill, 2018, to bypass the ruling of the Supreme Court of India laying down procedures for arrests under the Act. *Relevant in the context of safeguarding the rights of SC and STs.*	LBs
The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013	An act that aims at providing a sense of security at the workplace that improves women's participation in work and results in their economic empowerment. It requires an employer to set up an "Internal Complaints Committee" (ICC) and the Government to set up a 'Local Complaints Committee' (LCC) at the district level to investigate complaints regarding sexual harassment at the workplace and for inquiring into the complaint in a time-bound manner. The ICC needs to be set up by every organization and its branches with more than 10 employees. *Applicable to all institutions of the Project*	LBs
The Prohibition of Employment as Manual Scavengers and their Rehabilitation Bill 2011 & Act, 2013	An Act to provide for the prohibition of employment as manual scavengers, rehabilitation of manual scavengers and their families, and for matters connected therewith or incidental thereto. The Bill prohibits the employment of manual scavengers, the manual cleaning of sewers and septic tanks without protective equipment, and the construction of insanitary latrines. *All the sub-projects where manual cleaning of the sewers and septic tanks shall be prohibited.*	LBs, any person, agency
IS 11972 – 2002: Code of Practice for Safety Precautions to Be Taken When Entering a Sewerage System	The Government has also laid down standard. This standard lays down guidelines for selection of sewer-person and safety measures against gas hazard, infection with a view to provide some basic guidance for nselection of employees for sewer cleaning and proper job instructions for safe working in a sewerage system *Applicable*	LBs, O&M service providers, contractors
Public Liability Insurance Act, 1991	This act provides for providing immediate relief to the persons affected by accidents occurring while handling any hazardous substance and for matters connected therewith.	All Employers

Act/ Rule/ Guidelines	Relevance	Implementing/ Responsible Agency
	Applicable	
The National Green Tribunal Act, 2010	This act provides for the establishment of National Green Tribunal for effective and expeditious disposal of cases relating to environmental protection and conservation of forests and other natural resources including enforcement of any legal right to environment and giving relief and compensation for damages to persons and property and for matters connected therewith or incidental. The National Green Tribunal established under this act is a specialized body equipped with the necessary expertise to handle environmental disputes involving multi-disciplinary issues. The Tribunal shall not be bound by the procedure laid down under the Code of Civil Procedure, 1908, but shall be guided by principles of natural justice.	NGT
Coastal Regulation Zone (CRZ) Notification, 2019	This notification under Environment (Protection) Act, 1986 supplements the law on-site clearance by declaring certain zones as CRZ and regulates activities in these. Projects attracting this notification shall obtain CRZ clearance for implementation from the authority as required. *Applicable for all activities if falls under the CRZ purview.*	SCZMA, NCZMA, MoEFCC
The Fertilizer (Control) Order 1985 and its amendments	The FCO lays, down what substances qualify for use as fertilizers in the soil, product-wise specifications, methods for sampling and analysis of fertilizers, the procedure for obtaining license/registration as manufacturer/dealer in fertilizers and conditions to be fulfilled for trading thereof, etc. No agency/person can manufacture or sell fertilizer bio/organic fertilizer without conforming to standards notified by Central Government & license based on this from Notified Authority. If the manufacturer of organic fertilizer is a State Government or a municipality, it shall not be necessary for it to obtain the Certificate of Manufacture Specifications of city compost, and Organic Manure in Schedule IV shall, in the case of municipalities, be applicable only when it is traded in packaged form for use in agriculture. Moisture: Max 25% by weight, Color-Dark brown to Black, absence of foul odor, particle size min 90% to pass through 4mm, bulk density <1g/cm3, Organic Carbon by weight- 12%, NPK – 1.2 by weight min, etc. Ref Schedule 4, Pg 212. Pathogens Nil, Heavy metals mg/kg: Arsenic 10, Cadmium 5, Chromium: 50, Copper 300, Hg 0.15, Ni 50,Pb 100, Zn 1000 *Applicable if treated sludge or wastes from STPs, WTPs used as Feriliser by farmers*	Notified authority –
Energy Conservation Act, 2001	Aims to reduce specific energy consumption in different sectors and sets up a specialized Bureau of Energy Efficiency to institutionalize energy efficiency measures, monitoring, and measurement at plant and macro-levels.	All agencies
Energy Conservation Building Code (ECBC)	The Energy Conservation Act 2001 that was passed by the Indian Parliament empowered the Central Government to prescribe an Energy Conservation Building Code (ECBC). This code applies to new commercial buildings with a connected load of 100 kW & more or contract demand of 120 kVA or more; Introduces passive design features such as daylight requirements and shading provisions; Introduces provisions of installing Renewable Energy Systems; Sets minimum energy efficiency standards for design and construction; Encourages energy efficient design or retrofit of buildings.	Building owners, LBs
The regulation of Polychlorinated Biphenyls order,2016 The	regulation of the Polychlorinated Biphenyls order has been framed by the central government in 2016. Vide this order, the manufacture and import of Polychlorinated Biphenyls has been completely banned. Its use shall be prohibited after 31Dec2025. Only research institutes can use this chemical. The procedure for handling and disposal is a hazardous waste management rules	Municipal Administration and Water Supply Department
Septage Management Regulation & Operative Guidelines	Discusses septage management system required and guidelines for operation. Also mentions standards followed by PCB for discharge of treated sewage and Fecal sludge standards to be followed as there is no other standard prescribed	CPCB/SPCB
Key State Regulations		

Act/ Rule/ Guidelines	Relevance	Implementing/ Responsible Agency
Town and Country Planning Acts of States	This includes Andhra Pradesh Urban and Rural Planning and Development Act, 1998; Assam Town and Country Planning Act, 1959; Bihar Urban Planning and Development Act, 2016; Goa Town and Country Planning Act 1974; Gujarat Town Planning and Urban Development Act, 1976 and similar TP acts of Other States Responsibilities for Master Planning, Zoning, Establishment of Urban Development & Town Planning Authorities the State Level; Preparation of Urban Development Plans, Master Plans etc. Act against any illegal construction against Land use Plan, Zoning Regulations, etc. Implement zoning, building codes, development schemes, and enforcement procedures. *All Constructions / campuses shall, adhere to land use regulations, Building Bye Laws and Development Control Rules, as applicable.*	
Building Byelaws	All Local Bodies have Building Byelaws, that shall be followed for all site and building planning, design and development. Permission from Local Body is sought. It talks about landuses wise setbacks, parking requirements, Fire safety requirements, Floor Area Ratio Permissible etc.	

Relevant Social Policies, Laws and Regulations

Table 8: Key National and State Laws and Legislations Relevant for the Program (Social)

Act / Rule / Guideline	Relevance	Implementing Agency / Responsible Entity
Apprentices Act, 1961	One of the most relevant legislation for the Program is the Apprentices Act of 1961. The Act lays down the objectives of the Apprentice System in the country and mandates establishments to have apprentices up to 10% of the total number of employees in the establishment. The stipend to be paid is also laid down in the Act (First year, 70% of the minimum wages of the state for semi-skilled workers, second year, 80% of the minimum wages of the state for semi-skilled workers and the third year 90% of the minimum wages paid to semiskilled workers). DGT is responsible for implementation of the Act in respect of Trade Apprentices in the Central Government Undertakings and Departments through six Regional Directorates of Apprenticeship Training (RDAT) located at Chennai, Faridabad, Hyderabad, Kanpur, Kolkata, & Mumbai. AITT for trade apprentices are conducted by NCVT twice a year. National Apprenticeship Certificates (NAC) are awarded to those who pass the AITT. Earlier to 2014, DGT would determine the number of apprentices per trade which a particular industrial house should take. However, the Act has been amended in 2014 and this quota has been relaxed and the industry is free to determine the number on their own. While according flexibility, minimum levels of stipend has been stipulated.	DGT
The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act 2013	This Act of Indian Parliament that regulates land acquisition and lays down the procedure and rules for granting compensation, rehabilitation and resettlement to the affected persons in India. The Act has provisions to provide fair compensation to those whose land is taken away, brings transparency to the process of acquisition of land to set up factories or buildings, infrastructural projects and assures rehabilitation of those affected. The Act also establishes regulations for land acquisition as a part of India's massive industrialization drive driven by public-private partnership.	
Constitution of India	The Indian Constitution protects tribal interests through the Fifth and Sixth Schedules. While the Sixth Schedule, applicable in Assam, Meghalaya, Tripura and Mizoram, gives tribal people freedom to exercise legislative and executive powers through an autonomous regional council and an autonomous district council, the Fifth Schedule, applicable in all the other identified tribal regions, guarantees	

	tribal autonomy and tribal rights over land through a Tribal Advisory Council in each State. The Fifth Schedule of the Constitution deals with the administration and control of Scheduled Areas as well as of Scheduled Tribes in States other than Assam, Meghalaya and Tripura. The Executive power of the Union shall extend to giving directions to the respective States regarding the administration of the Scheduled Areas. According to Article 244 of the Constitution the Sixth Schedule lays down special provisions for the protection of the interest and cultural identities of the hill tribe of North. The most important provisions of the Sixth Schedule is creation of the Autonomous District Councils. While tribal's of some of the North-Eastern states have the Autonomous District Councils, Arunachal Pradesh, Nagaland and greater part of Mizoram do not have this.	
National Commission of Minorities Act, 1992	The Union Government set up the National Commission for Minorities (NCM) under the National Commission for Minorities Act, 1992. Six religious communities, viz; Muslims, Christians, Sikhs, Buddhists, Zoroastrians (Parsis) and Jains have been notified as minority communities by the Union Government.	
Labour and Employment Related		
Payment of Wages Act, 1936	The Act ensures payment of regular wages to certain classes of workers.	
The Minimum Wages Act, 1948	The Act lays down the minimum wages that must be paid to skilled and unskilled labours.	
Workmen's Compensation Act, 1923	Under this Act the spouse or the dependent son or daughter of a workman will be provided due compensation if he or she suffers any injury at work place.	
Personal Injuries (Compensation Insurance) Act, 1963	The Act imposes on the employers a liability and pay compensation to workers sustaining personal injuries and to provide insurance for employers against such liability.	
Employees' State Insurance (ESI) Act, 1948	The Act to provides for certain benefits to employees in case of sickness, maternity and 'employment injury' and to make provision for certain other matters in relation thereto.	
Employees Provident Fund and Miscellaneous Provisions Act, 1952.	The Act provides for the institution of provident funds, pension fund and deposit linked insurance fund for employees in factories and other establishments.	
Payment of Gratuity Act, 1972	The Act forces employer to pay Gratuity to the employees who have rendered a continuous service for at least five years to incentivize them so that they continue working efficiently.	
The Factories Act, 1948	The Act was passed with the intention of safeguarding the health of workers.	
The Contract Labour (Regulation & Abolition) Act, 1970	It is an Act to regulate employment of contract labours and to provide for its abolition.	
The Bonded Labour System (Abolition) Act, 1976	The object of the Act is to provide for the abolition of bonded labour system with a view to preventing the economic and physical exploitation of the weaker sections of the people and for matters connected therewith or incidental thereto.	
Child Labour Prohibition and Regulation Act (1986)	An Act to prohibit the engagement of children in certain employments and to regulate the conditions of work of children in certain other employments.	

Trade Union Amendment Act, 2001	An Act to provide for the registration of Trade Unions and in certain respects to define the law relating to registered Trade Unions	
Inter-state Migrant Workmen (Regulation of Employment and Conditions of Service) Act, 1979	Regulates the employment of inter-state migrant workmen and provides for their conditions of service. *These laws protect labor in the manufacturing sector. The courses offered at ITIs can offer a small session which covers the vast canvas of legal safeguards that workers in India have. Awareness of rights is an empowering tool and can help prepare students better for the job market.*	
Social Inclusion		
The Equal Remuneration Act, 1976	These laws protect women from exploitative work conditions.	
The Maternity Benefit Act, 1961		
The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013	This law protects staff, students, workers (particularly women) from sexual harassment. All ITIs and government institutions have guidelines to form committees against sexual harassment.	
The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989	Reservation for SC and ST in all ITIs on the basis of state level criteria. Some states like Haryana have SC wings in ITIs to provide additional impetus to SC enrolment. States with ST population like Maharashtra, Jharkhand, and Chhattisgarh etc. have exclusive ST ITIs.	
The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995	To meet the wide gap of persons with disabilities (PwD) not getting mainstreamed in skill development, Ministry of Social Justice & Empowerment has a scheme since 2015 called Financial Assistance for skills training for PwD. It calls for creation of a separate Sector Skills Council (SSC) for PwD in collaboration with MSDE to devise job roles, occupational standards and training curricula.	
Right to Information Act 2005	Deputy Secretaries and Directors at the MSDE are the appellate authority (within their respective subject matter) for RTI applications.	
Allocation of Business Rules 1961 along with Policy Guidelines for redress of Public Grievances (August 2010)	All Grievances received from the public as well as employees are required to be redressed by the Ministry / Department / Organization concerned to which the area of work for that grievance has been allocated. The Centralized Public Grievance Redress and Monitoring System is operational at MSDE.	
Citizen Charter	The citizen charter of DGT is available which enlists 12 services, the designated staff, contact details, process and documents Required Grievance Redressal Ministry of Skill Development and Entrepreneurship	
Labour laws in India have now been consolidated into the Code on Social Security, 2020, Occupational Safety, Health and Working Conditions Code, 2020, Industrial Relations Code, 2020, and Code on Wages, 2019. These Codes have been passed by Parliament, but state Rules are yet to be enacted, due to which the Codes are not yet operational.		

ANNEXURE II: Environmental Characteristics of the Program Region

Physical Characteristics
Location, Physiography and Landuses

The Indian sub-continent, primarily located on the Indian Plate in south-central Asia, extends southwards as a peninsula into the Indian Ocean from the northern mountain ranges. India, the largest country in the sub-continent and the seventh largest globally, lies entirely in the northern hemisphere. The country spans approximately 3,214 km from north to south and about 2,933 km from east to west, covering an area of 3,287,263 sq. km. This vast expanse ranges from the snow-capped northern mountainous peaks to the tropical rainforests in the south. The mainland comprises four regions, namely, the great mountain zone, central planes, the desert region and the southern peninsula. India also includes two island territories: the Andaman and Nicobar Islands in the Bay of Bengal and the Lakshadweep in the Arabian Sea. The nation has a land frontier of about 15,200 km and a total coastline of 7,516.6 km, which includes the mainland and its islands. The coastline features nearly 43 percent sandy beaches, 11 percent rocky shores with cliffs, and 46 percent mudflats with marshy environments.

- Planning, Designs, and Specifications for facilities (slopes, plinth, pumping, networks, etc.) shall be appropriate for different physical regions
- Characteristics of coastal and hilly regions differ and hence, there shall be adequate consultations to inform design in both regions.
- Plans shall consider flash floods which are a realty in most urban & rural areas of the country today. Buildings, material and waste handling facilities & equipment platforms shall be appropriately designed considering this. Adequate provisions may be made to safe keep materials, waste fuels for such days exposed to vagaries of climate

Climatic Conditions

India is a country of climatic diversities which are expressed in the variations in the distribution of temperature, pressure, winds and amount of precipitation. The factors which are responsible for determining the climate of different regions of India include her location and latitudinal extent, physiography, the role of Himalayan ranges as a climatic divide, the monsoon winds, upper air circulation, western disturbances and cyclonic storms. Climatic diversity is reflected in regional variations in temperature, amount of rainfall and commencement as well as duration of seasons. The climate of India can broadly be classified as a tropical monsoon one. The Indian Meteorological Department designates four official seasons: Winter, from December to early April, Summer or pre-monsoon, from April to June (April to July in north-western India), Monsoon or rainy, from June to September and Post-monsoon, from October to December. The shape, size, location, latitudinal extent of the country and its contrasting relief have resulted in diverse climatic conditions in different parts of India.

- In the case of coastal areas, design shall consider risks due to coastal impacts and cyclones. In all places planning and design shall make the most use of sunlight while impacts of rain and temperature and floods shall be minimised through design.

- In drought-prone, hot districts, the work schedule shall be modified so that workers do not suffer from heat strokes.

- Interventions shall be assessed considering the extreme climatic conditions such as rains, cyclones and drought, and heatwaves, including EMP and emergency action plan considerations for workers and community health and safety related to the construction and operations

Environmental Features

Water Bodies, Rivers, and the Sea

The country houses 12 rivers that are categorized as important rivers. The overall drainage basin watered by these rivers is more than 976,000 sq miles or 2,528,000 km2. They originate from the high mountains. There are many capes, gulfs, Lakes, and other waterbodies. The Ministry of Jal Shakti has released the report of India's first water bodies census, a comprehensive data base of ponds, tanks, lakes, and reservoirs in the country. The census was conducted in 2018-19 and enumerated more than 2.4 million water bodies across all states and Union Territories. As per Wetland Atlas of India, there are a total of 1304 wetlands, of which 85 are Ramsar wetlands, 113 are significant wetlands, and 1109 other wetlands.

- None of the program activities including wastewater flows during construction or operations shall pollute or disturb waterbodies.

- Recycling of wastewater (for flushing, greening) is important in campuses.

- No wastewater shall be drained to open drains. All sewage and wastewater shall be treated in well designed septic tanks, with soak pit, or to public sewer system. Sediment flows, Fuels and chemicals shall be collected, stored and disposed properly in line with regulations. Proper Stormwater networks shall be constructed.

Natural Habitats

India has rich ecology and biodiversity. This is true for coastal, hills, plateaus and plains. Depending on the geomorphology and coastal processes, a variety of ecosystems can be identified along the coast. Most prominent of these are the mangrove wetlands including the Sundarbans (shared between India and Bangladesh) which form the largest single stand of halophytic mangroves, but there are also stretches of sandy beaches and mudflats. The west (Arabian Sea) coast is different from the east (Bay of Bengal) coast. The west coast is largely rocky with many pocket beaches and backwaters while the east coast has several large deltas. The two major coastal lagoons are the Chilika and the Pulicat while the Vembanad Kol is located on the west coast. Mangroves are coastal trees or shrubs that are adapted to estuarine or even saline environment. In India, they are of three types: tide dominated (E.g. Sunderbans, Mahanadi delta), river dominated (E.g. Godavari, Krishna, Pichavaram), drowned river-valley (Gujarat). Protected Areas are those declared under the Wildlife Protection Act, 1972, the Forest (Conservation) Act, 1980, the Environment (Protection) Act, 1986 and the Biodiversity Act, 2002. This includes National Park, Marine National Parks, Reserve Forests, Wildlife Areas, Sanctuaries and Biosphere reserves.

The ecology and biodiversity aspects encompass the hotspots of various eco-sensitive zones notified by MOEFCC. India has 881 sensitive locations which include National Parks, Wildlife Sanctuaries, Core Biosphere Reserves, Ramsar sites pertaining to Wetlands, major estuaries in the coastal areas, Marine protected areas, potential important bird areas and tiger reserves, notified elephant reserves and critically polluted areas. The entire costal belt of India, up to 500 m from High Tide Line, and all locations where mangroves are present are also environmentally sensitive locations.

- The program shall exclude activities that might impact natural habitats, flora & fauna, coastal fisheries, and other activities and use screening, and assessment to arrive at mitigation measures to manage other impacts on sensitive environmental resources.
- Time and cost factors for clearances (including CRZ clearance) shall be built into the subproject schedule. No activity should initiate without applicable permits and clearances, and mitigation measures shall be followed to mitigate and manage any residual impacts.
- Disposal of solid/liquid wastes (incl solar panels, batteries, C&D wastes, and sludge) and construction-related disturbances shall be avoided in sensitive areas.

- Community involvement in project activities would minimize disturbance to common natural assets.
- Environmental enhancement measures deserve the highest priority

Cultural Heritage

India has more than 3400 Archaeological properties identified by Archaeological Survey of India. It reflects that the maximum number of archaeological monuments are in the State of Karnataka (506) followed by Tamil Nadu (413). Apart from these there are many properties and occasions which are considered as Heritage by local administration and communities. Several national, state and local level pilgrimages/ mass gatherings and circuits are also considered as part of local culture by various communities. All the urban, peri urban and rural areas show the presence of multiple religious buildings, including temples and their tanks, churches, and Forts (of old English, Dutch, and local) within the city limits. Some of these are recognized and archeologically important while others are important to the communities around them.

- Core areas of many cities are congested temple towns or heritage areas. This has a bearing on related risks and impacts, especially on OHS, CHS, and Pollution during construction and O&M in the ITIs located near these

- Some cities host important temple festivals and ritual observances. These shall be taken into consideration for planning & design

- Risks and impacts like upgradation of existing ITIs in culturally important premises or buildings, the placement of solar panels, etc. on cultural heritage

Disaster Vulnerability

India is divided into four seismic zones, namely I, II, III, IV, and V. Zone V is the high-risk zone. Coastal India is highly vulnerable to cyclones, with frequent occurrences in the Bay of Bengal, particularly from May to November. Improved prediction and preparedness measures are in place to minimize impacts. Cyclones generate storm surges, causing severe coastal flooding. The Bay of Bengal is especially prone to these surges. Tsunami is an extreme weather situation that was particularly devastating for the Coastal Inda. Post-2004 tsunami, India has established an advanced tsunami warning system to mitigate risks. Sea-level rise due to climate change and land subsidence poses significant risks, particularly along India's east coast. Cities and towns also experience flash floods during rainy season, disrupting normal lives.

- Some of the program activities may be near or in disaster-prone areas. Storage of materials, scheduling of construction, typology of works, plinth heights, the layout of buildings, etc. shall avoid disaster impacts.
- Contractors, Operators and ULBs, and communities shall be trained and made aware of disaster preparedness and emergency response. Programs /risk screening shall include disaster and climate screening checklist/tool. All infrastructure facilities created under the project shall have Disaster Preparedness and Emergency Response Plan as part of DPR.
- All facilities supported by the Program shall withstand disaster impacts and risks. All infrastructure built under the program shall be above the High Flood level considering impacts due to floods/flash floods.
- Especially in coastal areas, it is important to ensure disaster preparedness during construction and operations. Designs shall be strong to ensure the longevity of the infrastructure constructed.

Recommendations

Impacts and risks associated with location, land use, physiography, natural sensitivities, cultural resources, and pollution must be thoroughly considered during planning, siting, design, construction, permits/clearances, and ongoing operations and maintenance. The design of buildings, campuses, other facilities, and greening interventions may have moderate to substantial effects on the surrounding environment. Therefore, it is crucial to develop well-thought-out designs to minimize these impacts and risks. Equally important is the upkeep and repair of the developed facilities. These factors determine the sustainability and quality of teaching and learning spaces, which in turn influence student performance and skill development. A comprehensive review of the environmental characteristics of the program region highlights the importance of diligent environmental risk screening, assessment, and the establishment of a mitigation hierarchy to manage the risks and impacts of the proposed program.

ANNEXURE III: Scope of the Proposed Robust Environmental Management System

This *Annexure* outlines the proposed Institutional setup for Environmental management at various levels under the Program, as part of the Proposed Environmental Management System which is a PAP. For effective environmental management, environmental management capacities must be introduced and strengthened at all program agencies. This includes:

- Constituting an Environmental Cell for at each ITI – Hubs: (1) Environmental / EHS focal point and (1) EHS Expert to oversee and report on management of Pollution, Health and safety, Natural Habitats and Cultural Resources as applicable to the Program activities and overall functioning of the ITI Teaching - Learning. The cell will be supported by Eco-club, other student and staff groupings partnering to improve overall EHS under the Components under the Program. There shall be periodic training program for skilling the officers on EHS. At Spoke ITIs: an instructor / Civil Engineer to be nominated and trained on Environmental aspects & EHS; to coordinate & report on EHS to the Hub ITI every month during construction. During Operations, for the rest of the Program duration, the EHS trained instructor would manage EHS as part of ITI level Safety-First Cell.
- Constituting a dedicated Environmental Unit at State Level SPMU and Consortium/SPV levels as applicable, with Nodal or Focal Person/s (1) on Environmental Aspects. The officials may be designated from Department of Skills / State Department pool of Environmental (preferably) or Civil Engineers with experience in implementing interventions required for achieving their DLIs and PAPs, who would be trained on various regulations, other environmental aspects and implementing those. There shall be periodic training program for skilling the officers on EHS. The Unit may also hire additional support from qualified and appropriate environmental engineers/planners or EHS trained civil engineers. They co-ordinate with National PMU to implement the DLI and PA on Environmental aspects. They will collect monitoring reports & details and report to NPMU monthly on Environmental aspects including EHS based on reports from various Hub it is and their own reconnaissance and due diligence.
- Constituting an Environmental Management Cell at National Level (MSDE/National PMU) with two designated Engineers (preferably Environmental or Civil) – (1) nodal and (1) assistant/support engineer: the cell will oversee the preparation and implementation of environmental aspects of all activities of respective States, Consortium/SPV/ITIs under the Program / TA. The Cell shall be if required supported by the suitable experts of the respective Program Management Consultants in all aspects of Pollution, Biodiversity and Cultural Heritage. EHS Expert will become part of Safety-First Cell, with support of OHS Consultants hired and co-ordinates with NSTIs and H&Ss on OHS, including PPEs, Awareness, Training, International Certification for Instructors (such as NEBOSH) etc. NPMU shall provide Progress reports semi-annually (once in six months) to the Bank for its records and due diligence. Details of Environmental and EHS capacities at each level are presented in Figure 2.

These units/cells would be primarily responsible for coordinating, streamlining, and mainstreaming environmental aspects in program operations, and regularly reporting on key issues. The units/cells must be adequately staffed by professionals of relevant academic and professional experience, such as environmental and civil engineering, environmental sciences, environmental law, or environmental planning.

Tasks or activities which would fall under the purview of these units would include:

At Program Level

- Prepare Environmental Guidance as part of PIM/POM to guide environmental aspects of DPRs/EIAs/EMP; and ensure systems to screen, audit, categorize, and guide the preparation of EIA/EMPs to assess, manage, implement, supervise, and monitor environmental aspects
- Prepare Terms of Reference for environmental experts, and TA/studies/mid & end term environmental audit incorporating environmental aspects as per ESSA
- Oversee the designation of nodal officers at all levels to coordinate and monitor environmental aspects
- Support implementation, monitor, and report
- Co-ordinate with various Program agencies, consultants, and State/National agencies/regulators to ensure all regulatory aspects and standards are met for all program activities
- Discuss and coordinate with Engineering wings of agencies at various levels as required to ensure that

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exclusions, environmental guidelines, and good practices are embedded in designs, bid documents (before bidding), and implementation
- Participate in the selection of contractors / other agencies to ensure that environmental criteria are met in the selection
- Undertake periodic site visits to ensure effective environmental management/EMP
- Facilitate training, and cross-learning between agencies
- Support Environmental Audit specifically environmental requirements pertaining to each DLI and PAP
- Development of staff and capacity of various support agencies to manage Environmental Aspects. The cells/units would develop and deliver training programs, for operational, technical, and contractual staff as required for each result area and environmental actions, with the support of experts. Provide or arrange Information, Education, and Communication (IEC), and Training to all levels of staff, communities, and contractors/workers. Monitor staff awareness with periodic surveys
- Facilitate compiling good environmental practices to showcase
- Communicate and co-ordinate with the Bank and support during missions and all other times as required for following up and reporting on environmental aspects including incident reporting, follow-ups, and work closure
- Participate in supervision visits and consultations as required
- Prepare, use an Environmental Management Information System (MIS), and update activity-wise preparation details, highlights, implementation stage, pollution and biodiversity issues, environmental enhancement good practices, monitoring of results, etc. (This MIS may be part of larger Program MIS)
- Co-ordination meetings monthly between all environmental officers to review and update on progress and issues on environmental management
- Any other technical activity and guidance for successful implementation of environmental aspects as in PAP actions, Result areas, and TA
- Co-ordinate with State/Consortium/SPV/ITIs as required and supervise periodically, facilitate monitoring studies, and report on the Environmental PAP & DLI achievements periodically (Semi-annually) to the Bank, in addition to comprehensive updates & site visits during and outside Bank missions

At Activity level: During the Preparation phase of Program activities/TA

- Support in preparation and/or Review of ToRs for DPRs and EIAs/EMP to include good environmental considerations in the design and all required regulatory, safety, pollution and waste/wastewater management, natural habitats, environmental management, climate responsiveness, emergency management-related aspects into Program activities and TA
- Support in the selection of consultants / staff / experts / agencies by reviewing their capacities to prepare environmental assessments and management plans, monitoring, and audit or as required for each activity
- Review of DPRs, EIA/EMPs to ensure incorporation of environmental aspects including national/state regulatory requirements, standards, guidelines, Environmental Guidance, and ESSA
- Undertake site visits and discussions with stakeholders as required
- As required, guide and train all agencies, officials, and consultants on environmental aspects related to the preparation of subprojects/activities
- Monitor preparation activities and suggest corrective actions if required

At Activity Level: During Implementation and O&M phases of Program activities & Teaching Learning

- Implementation of PAP actions & DLI / DLR inputs on Environmental aspects at the activity level
- Introduce Supervision and Monitoring Mechanisms across Program agencies to encourage environmental Aspects including safety, disposal of wastes and wastewater, housekeeping, labor facilities to ensure no environmental deterioration, and safety, noise & vibration
- Monitor the implementation of EMP, collect and maintain a log of environmental actions with photographs, permits, minutes of meetings, etc.; and prepare a quarterly report on implementation performance, strengths, and weaknesses to be shared with mid and end term environmental Auditors. These shall be used to also report on environmental aspects in the Progress Reports of PMU to the World Bank.
- Periodical reporting to management on key EHS implementation, compliance, training actions, and any challenges related to specific programs or institutional capacity and co-ordinate with PMU to solve any

environmental issues

- Co-ordinate various regulatory procedures at implementation Level in co-ordination with departments agencies and officials
- Check permits and ensure tender conditions on safe storage, handling, transporting, recycling, and disposal of all types of wastes to Suppliers, Recyclers, and Disposal agencies
- Ensure inclusion of relevant conditions in contract documents of Vendors/Suppliers/Contractors as applicable to ensure compliance with all applicable Rules and Laws
- Incorporate considerations related to environmental Issues due to the Products, operations, Wastes, and placement decisions
- Integrate EMP implementation into an MIS for Environmental aspects on time (with no delay)
- Ensure and maintain stock of PPEs and other safety mechanisms and monitor its use by staff, students
- Ensure periodic training and certification of Craftsman / Instructors and students on safety, hazards and risk management
- Co-ordinate trainings through various local agencies
- Monitoring outcome/outputs of infrastructure and environmental improvements through site visits, stakeholders' opinions, using online MIS
- Participate and showcase program achievements during real/virtual missions
- Incident reporting and follow-up on Corrective actions

An outline of the Proposed Environmental management capacities with number and expertise of officers at each level is presented in the following *Figure 2*.
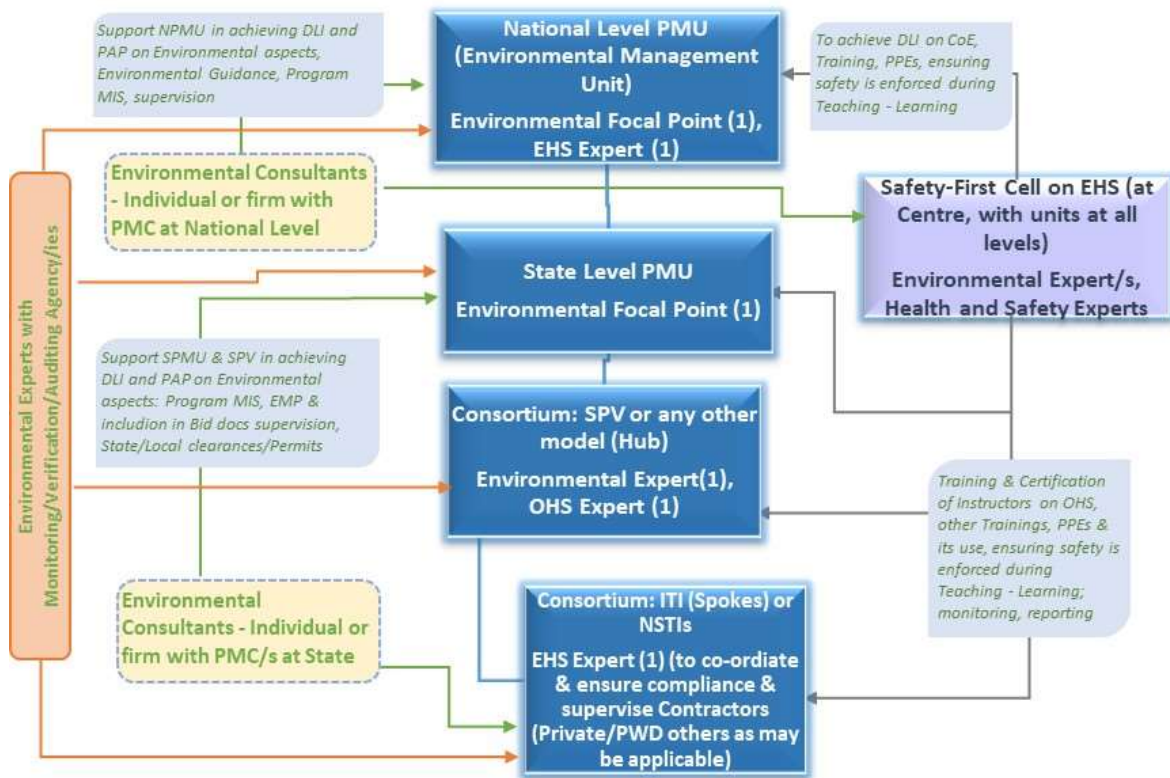

Figure 2: Outline of the Proposed Environmental Management Capacities for the Program

ANNEXURE IV: Outline of the Environmental Guidance of the Program Operations Manual

1. Purpose of the Environmental Guidance Section
2. Adoption of Environmental Guidance
3. Program Action Plan: Time Schedules of sub-actions to achieve PAPs
4. Mechanism for Environmental Management
    i.   Exclusion List to avoid High Risk activities from P for R,
    ii. Screening & Existing Facility Audit Checklists with Climate Screening for locations & typology
    iii. Plan, Formats, Schedule, Responsibilities & Budget for Assessing, Managing, Mitigating, Monitoring, Reporting Impacts and Risks
5. Environmental Management During Preparation, Implementation
    a) Preparation of Program activities (based on National, State Regulations, Guidance)
       i.   Applicable Regulations, Standards, Guidelines, Procedures for Preparation of each Program Activity (in discussion with departments): with special emphasis on a) Green building / GRIHA guidelines or similar, (f) H&S guidelines for construction and operations, (g) planning the construction works, (i) Type of species used for plantation, Compensatory Plantation requirements (j) guidance on asbestos, lead, exotic species, pesticides
       ii. Checklist on Environmental Aspects to be included
       iii. Aspects to be included in Bid Documents & Contracts (EHS, EMP, undertakings, Capacity of Contractors on Environmental Aspects etc)
       iv. Generic EMPs for each Program Activity
    b) Process for Implementation of Program activities
       i.   Preparation of EMP
       ii. Environmental/EHS inclusion in Model Bid Documents
       iii. Monitoring and Reporting (Contractors weekly reporting, PIU monthly reporting, PMU Quarterly reporting, Accident reporting – ESIRT formats, procedures, Corrective Actions for Incidents etc)
       iv. ToR for External Audit on Environmental Aspects
       v.   Reporting based on Indicators for Reporting on Environmental Aspects and EHS
       vi. Process for Implementation of Program activities
    (c) Process for Implementation of Activities of the Safety Cell (Refer Annexure VIII)
6. Details of Institutional Responsibilities for Environmental Management
    a) Institutional Responsibilities: Reporting Requirements
    b) ToR for Environmental Experts at Various Levels
7. Training and Capacity Building Details & Schedule

Annexure A: Monitoring & Reporting Formats

ANNEXURE V: Details of Stakeholder Consultations

Table 9: Stakeholders Consulted on Draft ESSA

(To be updated after SHC after Disclosure of Draft)

Compilation of Stakeholders' Inputs / Suggestions on Ongoing & Proposed Activities

The following emerged as the suggestions of MSDEs, NSTIs, State Departments and ITIs during the presentation and Consultation on Draft ESSA held on March 12, 2025

Monitoring the Program Implementation:

1. There would be significant challenges to monitor and report the E&S aspects across all the 1000 ITIs. While checklists and reporting formats would be prepared and shared with them, the logistical issues remain. The client strongly advocated that the E&S monitoring should be done through an MIS and integrated with the overall program monitoring, where reports / data can flow upstream from the SPV level upwards through a portal. This would have to be reflected in the design and budgeting for the portal.

Institutional Arrangement:

2. Implementing arrangements especially in terms of staffing is important. Based on past experience, having a 'nodal officer' on E&S will not be adequate. In order to implement the key E&S actions and handle the significant monitoring and reporting requirements across 1000 ITIs, dedicated qualified environmental and social staff would be required at the national, state and SPV levels. For this, clear budgeting is a must.

3. It would be critical to embed the E&S requirements for staffing, screening, monitoring and reporting into program design, SIP format, selection criteria, scheme guidelines etc. The E&S team has been sharing inputs into the program documents and the importance of this was reiterated by the client.

4. It was also agreed that to avoid duplication of effort, ADB and WB reporting requirements on E&S will be harmonized so that one consolidated report would be prepared by the client.

5. The client also emphasized that it would be important for them that some financing is linked directly to E&S. It would be important to have a DLI specifically on E&S so that there is no ambiguity in allocation of funds for E&S management as recommended by the ESSA. This request was based on their prior experience under STRIVE, where implementation of critical E&S actions was a challenge for want of dedicated budget lines and DLI. It was explained that the required E&S inputs will be integrated into all the documents so that the budget for implementation will flow from the respective DLIs. This shall be clearly described in the DLI verification and other relevant documents as well.

Environmental Aspects & EHS:

1. Capacity of various agencies on design and implementation: need much support in Environmental aspects. Training/capacity building is important. Specifically, it is important to train instructors qnd students on EHS.
2. It is essential that all ITIs follow safety requirements
3. Campuses shall be well upgraded; and Audit suggested in the ESSA is very crucial. Currently many Government ITIs lack required infrastructure. Some infrastructure is dilapidated, but the lack of funding hampers improvement of facilities. Structural & functional safety are important to be ensured during the Program.
4. Water, Sanitation, Greening, Workshop housekeeping and safety are important. However, there shall be mechanism to monitor these online, and specific capacities and frequent visits to ITIs are necessary for monitoring.

Summary of Stakeholder Consultations (Social)

Stakeholder	Key Takeaways from Consultation
Maharashtra (10-11 December 2024)	
Public Works Department Deputy Engineer Executive Engineer Junior Engineer	• Consultation for understanding institutional processes on building, upgrading and maintaining ITI building assets and minor civil works. PWD builds and maintains new and old ITI buildings. Minor works are given to contractors and plans are developed internally between them and PWD. • Some projects are carried out with PWD's own funds; funds also come from other user departments. Approval of plans are taken from user departments based on their requirements. • There is a room for consultative processes when designing and carrying out civil works for projects funded by user department to accommodate their needs, i.e. design, bulk quantity, costing etc. Changes can also be made during time of construction through a written request. Labour health and safety concerns are to be taken care by the contractors as they have to abide to all governing state and national laws.
Directorate of Vocational Education and Training, Maharashtra State Board of Skill, Vocational Education and Training Secretary Director Deputy Director Other departmental staff	• Discussions centered around the processes involving designing curriculum, course content including the role of agencies like DGT, CSTRI, NIMI etc within the skill development ecosystem • Admission in ITIs is still low in the state given industry's limited vision towards investing in overall holistic development of the trainees over and above industrial trainings • 17 women exclusive ITIs in the state established. Admission Rules and norms are as per state policy with reservation for 33% women seats which are generally filled low to 20-22%. Stipend of Rs 600/month is provided to trainees. • A Government Resolution was passed in 2015 to close down Centre for Excellence (COE) related schemes in the state under the Vocational Training Improvement Project under DGT for upgradation of 100 ITIs into COEs.
Rajmata Jijaoo Thane Girls ITI Thane Principal Teaching and Non-Teaching Staff Ex-Principal Students	• Discussions on institutional arrangement and land related information for future expansion. There is no dedicated social cell/focal person for addressing social and gender matters. • No scope for expansion of additional facility in existing land parcel. Aims to acquire more land to the tune of 1000 sq mts for constructing G+3 Structure for auditorium, audio-visual room, more classrooms, a computer lab, conference room etc. • Government owned land (free from encroachment) identified and an internal proposal is prepared; but identified parcel is presently coming under cluster development scheme which is earmarked for social housing for BPL slum residents. • No formal GRM system is established in the institute, course instructor is first point of contact and then principal for resolving GRM matters. A complaint box is available but not utilized. No information pack prepared and disseminated for sensitizing staff and trainees on GRM and ICC related matters. Government's Aaple Sarkar is an online grievance portal.

	- A notification on appointment of new ICC members was circulated. Formed with 5 members, representation from 1 woman member from an NGO. No specific frequency of ICC members meetings followed. No GBV cases reported amongst students to date. No emergency plan for accidents and GBV related protocols and plans are established. - Offers 11 technical and nontechnical trades. Total capacity of student is 392; current enrollment status: 289 students. General Category (including OBC)- 65%, ST- 10.7%, SC- 24.3%. ST trainees given priority as per state's Tribal Scheme including hostel facility. No separate mess facility for hostel provided, meals are prepared by students in their rooms. CCTV cameras are installed. No male relative allowed in hostel premises. 5 PwD students studied in previous year. Five different typologies of PWDs are identified that are a part of the admission booklet (PWD 1, 2, 3, 4, 5) as per state policy. Common trades favoured by PWDs include Sewing Technology and Computer Operator and Programming Assistant. PWD students can opt for other trades by producing medical certificate on their suitability of getting trained in the said trade from local medical practitioner. No assistive teaching material utilized. No special trainer appointed. - No dedicated communication and outreach plan. ITI collaborates with industry experts for demos and OJT. Receives CSR funds from industries of Ambernath industrial cluster and other industrial sponsors. CSR funds utilized for setting new labs, equipment and furniture, renovation of civil works, soft skills trainings, tuition and exam fee, scholarships to deserving candidates especially from BPL households. A total of 138 women students benefitted by the CSR funds. UNWomen Flight Project provided soft skills and self efficacy training under its women empowerment fund to 100 female staff; Rs 6000 stipend per year. - There are 38 sanctioned staff positions, 8 are vacant (total 30 staff members, 77%- women staff, 33% male staff). Non teaching staff- 13, Teaching staff- 17. A staff training calendar is followed as per Government's Training Policy. Frequency of Staff training varies. Skill Trade related trainings are more frequently given especially if it's a new trade that is being introduced. Other soft skill and leadership trainings provided once in 2 years. The DGT conducts various trainings for staff under the Craftsmen Training Scheme. - Students are provided OTJ training opportunities with TATA Power etc. Almost 80% of their trained candidates get placed usually. Most candidates get placed in areas of Thane, Navi Mumbai, Wagde Industrial area, Dombivali, Ambernath etc.
Madhya Pradesh (19-20 December, 2024)	

Office of the Director, Directorate of Skill Development- Bhopal, Madhya Pradesh Joint Secretary Additional Director Principal –ITI Lead Civil Construction, Procurement Empanelment Expert and Executive Engineers from PIU Other Departmental Staff Social and Environment Safeguards Expert Site visits and discussions with : Principal, Training Superintendent, Teaching Staff (including Training and Placement Officer) and Students of Government Divisional Industrial Training Institute, Govindpura Industrial Area-Bhopal and Government ITI at Mandideep - Goharganj, Raisen District Trainer, UNNATI (Infosys sponsored program)	• Presentation on overall view of the ITI ecosystem of MP including progress updates on ADB's Madhya Pradesh Skills Development Project. There are a total of 596 units across 10 ITI regions (Indore, Ujjain, Bhopal, Narmadapuram, Gwalior, Bhind, Jabalpir, Sagar, Rewa, Shadol) imparting 194 trades with a total strength of 12304 students. Total 285 ITIs of which 74 ITIs are under PPP model and 211 are government run. Of the government run set ups, there are 7 women exclusive ITIs. • Directorate is headed by the Director under whom is a Director ITOT, an Additional Director DSD and Regional Joint Directors for Bhopal, Rewa, Sagar, Ujjain, Balagha, Indore, Jabalpur and Gwalior. Under Additional Director DSD are Joint Director-1 and Joint Director (Finance). Other positions reporting to Joint Directors include- Deputy Director, Assistant Director (Technical) and Accounts Officer. Organizational structure of an ITI includes an Institute Managing Committee, Principal, Training Superintendent and Training officer. Rest includes teaching and non teaching roles. • One principal is allotted to monitor atleast 20-25 ITIs and carry out administrative responsibilities including verification of trainee records, admission and exam verification etc. Privately run ITIs are jointly monitored by Joint Director and principal through visits. • Directorate has a Global Skills Park Society in city campus Bhopal - an international skilling institute to provide trainees with training methods in world class machinery, equipment classroom facilities. • The land record for old building is still in name of labour department as it was previously named so. Civil works of this project is being carried out by the MP Housing and Infrastructure Development Board (MPHIDB). Parts of the old building will be demolished to create new labs and classrooms and will house mechanical, electrical and computer trades. All ITI related civil works are carried out either by the MPHID or the PWD. They are also responsible for attaining necessary documentation and permissions which is a responsibility of their contract. • Directorate has given a supervising charge to MPHID that they have to monitor construction and give clarifications to any queries raised by the Directorate. PWD and Bhopal Development Authority have separate monitoring portals. MPHID can make similar provision on request as it doesn't have any online portal facility. Under ADB project similar provision was made possible with MPHID through additional provision in the MoU. Directorate presently do not have any MoU with PWD. • PWD is revenue generating self sustainable organization. In comparison, MPHIDB is a self running system in need for projects. The GoMP generally diverts some projects to MPHIDB and some towards PWD. The PWD has separate divisions for traditional works, contemporary works and futuristic works, based on which they monitor their projects division wise. • Assessment and feedback on quality of construction projects is approved by Maulana Azad National Institute of Technology. In other states it can be approved by national labour institute. In case of demolition; PWD prepares

	and executes its own plans. No requirement of any independent DPR consultant. Consultative design processes were undertaken for finalization of structural requirements of the 10 ITIs under the ADB project. In their case, adopting each city's unique cultural essence in construction and design was tried along with modular structure.

- Grievance Redressal Mechanism: Each ITI has to nominate one safeguard officer under the ADB project. A complaint box is to be a mandatory feature. The details on GRM and committee members names have to be displayed on the board near reception.

- In ITIs outside of ADB's intervention, GRM is through approaching training officer as first point of contact and then the Principal. Most complaints are resolved within 7-8 days. In general, students do not set their complaints as their duration is limited for 1 year; however, they do set complaints orally on WASH matters (i.e. water supply in toilets) or approach CM helpline online for stipend delays which are usually resolved within 15 days. 95% of total complaints are on scholarships and stipend matters.

- In rare occasions complaints come around trainer's misconduct (not being cooperative). One such complaint was registered 3 years back for ITI in Mandideep and an equiry was taken formally to resolve the matter. Public disclosure reporting is expected for such cases for which external enquiries are kept.

- Course Content is driven by NCVET and DGT. The National Instructional Media Institute-Chennai is responsible for printing trade theory manuals as per each sector's NSQF level of requirement. Some new courses have been introduced including smart city agriculture, operating drones, green jobs etc but the response in admission and placement is still low. For such new courses, the Directorate sometimes advertises for guest faculty hiring based on requirement of that trade which is a position for 11 months duration.

- Women don't take conventional trades like fitter etc or are introvert.
  Number of women seats have gradually increased in past 5 years now. Most women applicants pursue COPA. Better Built environment (including CCTV, separate toilets, safety, women hostels etc) will be useful for attracting more women to ITIs.

- Scholarship and Apprentice Assistance related schemes and other relevant state sponsored welfare schemes are applicable to state's youth including Mukhya Mantri Sikho Kamao Yojana. The youth will receive OTJ and stipend monthly. It prepares youth for industry related skills through training in newest industrial technology and processes. The applicant receives post completion certificate from Madhya Pradesh State Skills Development and Employment Generation Board in partnership with SCVT. Prime Minister Internship Scheme is also applicable in the state. It is a pilot initiative to provide internships in industry's top companies on basis of their average CSR expenditure in past 3 years. Duration of internship is for 12 months; of which first half of the internship will be conducted in real time industrial environment. Monthly assistance of Rs 5000 is provided through DBT.

	• Job fairs (Rozgaar Melas) are also organized to provide requisite information on industries to aspiring candidates. The ITIs participate in Pradhan Mantri National Apprenticeship Mela to encourage students in apprenticeship training. The Mela has representation from 1000 plus companies and 500 plus trades. The Mela has on-the-spot interviews, assessment and apprenticeship training offers for designated and optional trades. • Under ADB project, about 1728 training officers were trained. Directorate's safeguards expert has received at least 2-3 different trainings on environment, social and gender safeguards. • Principal can make use of the trainee fee that is deposited into the account of the IMC for capacity building training and other facilities like buying of PPE kits, napkins, medical facility and branding etc for respective ITI. Sometimes directors provide additional budget for branding and promotion purposes. • Placement Ecosystem- No formal placement ecosystem existed 10 years back. Now the Directorate has formalized this role as a nominated position in 2013-14. A training officer of an ITI is given additional charge of being a Training and Placement Officer. There is no specific directorate guidelines for this post yet. The TPO's job is to visit nearby industries for market linkages. The TPO is allowed to travel inter-zones to establish links with industries far and wide in districts. The TPO can have their own cell within ITI to arrive at skill development analysis in their area. • There is no formal system of monitoring of the placed candidates. Some TPOs like in Govindpura do cold calling on the industries to understand the status of placed candidates based on the database shared with them. Directorate's experience is that some candidates are not very aspiring; and they feel homesick often. Social norms prevail that candidates are not used to go outside their own town for jobs, so they want to be placed locally. Recommended the need for an alumni network portal where members can be monitored. Each alumna must be incentivized to be a part of this network in some way including linkages with job opportunities and for building better aspirations. • The Directorate has an MoU with UNWomen for soft skills and self efficacy training for women trainees. Partnership with Wadhwani Foundation whereby training officers are taught what to tell trainees on employability skills including how to prepare CVs when applying for jobs. Partnership with Unnati Foundation and Infosys for grooming stunts for jobs. • Little knowledge and awareness about government schemes amongst trainees. Last mile connectivity amongst students and their safety especially women trainees is a concern due to inadequate public transport, poor road conditions connecting peri-urban areas to the ITIs, and no provision of canteen for staff and students. Dedicated and safe bus routes, hostel facilities, mess will be helpful for bringing more youth especially females to ITIs.
Param Foundation	• A section 8 company (not for profit) formed by IIT Alumni, and established in Jharkhand and Madhya Pradesh with strong focus on benefitting tribal communities, SC and OBC.

Chief Project Officer	- Successfully running nursing course for trainees, is expected to add 4 more new trades. - Foundation is running some ITIs in partnership with the government through 5 SPVs with focus on intake of tribal students. Rs 5800 fee structure for all per annum, of which full fee refund made for SC and ST candidates through DBT. Additionally a stipend of Rs 230 provided to SC and ST candidates monthly. 20% reservation to ST candidate seats.
Mizoram (2-3 Feb 2025)	
Labour Employment, Skill Development and Entrepreneurship Department Director and Department Staff Site visits and discussions with IIT Aizwal Discussions with Principal, Staff and Trainees	- Discussions around the department's organizational structure and duties, and barriers and opportunities in ITI ecosystem for a state which is under schedule 6 and predominantly tribal in nature. Three functional government ITIs cater to 11 districts of the state with the seating capacity of 696 seats and with an enrollment of 447 trainees presently. - Certain trades like surveyor, draftsman (civil), baker and confectioner, cosmetology, sewing technology, stenographer etc . more market relevant. The Mizoram state policy on skill and entrepreneurship development also recognizes entertainment/music, packaging and handicraft, automobiles etc as critical growth sectors for high hiring potential. - Departmental discussions and consultations with ITI trainees recommend reviewing existing NCVET certified trades and discontinue some obsolete ones where there are no takers. Suggest inclusion of trades affiliated with Mizoram State Council for Technical Education with focus on multi-skill syllabus including trades like horticulture, food processing and music curriculum courses which is a popular business choice for many north eastern youth as music tutors running music training studios and micro food enterprises. - Shortage of trained staff is one of the main factors affecting intake of trainees vs its total seat capacity as desired trades can't be offered. There is a provision for offering 24 trades in the three government ITIs under CTS. However, due to shortage of course instructors only 5-6 trades are being offered to trainees in two ITIs that are in remote districts. In 2021, Mizoram's instructor dashboard suggested that of 52 sanctioned posts only 7 could be filled. Presently, the department is seeking to fill vacancies for at least 14 vacant instructors sanctioned posts. - State sponsored quality skill development, placement, employment and entrepreneurial interventions are available for tribal youth include initiatives like the Mizoram's flagship program of Bana Kaih (Handholding) Scheme to mainstream tribal youth especially women in employment and entrepreneurship and the Scheme on Skill Development for Mizoram Building and Other Construction Workers Welfare Board for short term training courses for construction workers. However, the staff and students have very little understanding of all such welfare schemes available to them. - Knowledge and practice on GRM and ICC is not robust as there is no formal approach to it. No registered are maintained. No incidence of GBV reported in any of the three ITIs. At the state department level a citizen's charter is established for taking care of all grievances reaching the department. No dedicated outreach and stakeholder plans are being followed. Industrial linkages are limited with only a few prominent industries like Maruti having live MoUs with the department.

	• As per tracer study for Mizoram, skewed gender distribution of graduating students from the three government it is with 68.27% male students in comparison to 31.73% for female students. Mobility options with dedicated transport routes and adequate hostel facilities were seen to be important criteria for boosting the intake of trainees especially women trainees hailing from remote areas and villages.
Jharkhand (4-7 Feb, 2025)	
Project Management Unit Officers

Chief Training Officer

Site visits of ITIs in Gumla, Ranchi and Khunti

Government IIT-Khunti (Karra)

Principal, Staff and Students

Women IIT-Khunti (Arenda, Tuttoli)

Principal, Staff including training Officer, and Students

Government IIT-Gumla (Tuntdih Road)

Consultations with staff and 18 trainees (1 girl, 17 boys; 11 ST, 1 SC, 6 OBC)

Women IIT –Gumla (Tuntdih Road)

Government (Model) IIT –Ranchi

Consultations with Principal, teachers and 56 trainees (16 girls, 40 boys) | • Jharkhand falls under schedule 5th of the Constitution. There are 16 ITIs catering to the LWE areas of the state. The ITI in Karra-Khunti which falls under LWE affected districts area is newly established. Only one girl is enrolled in the ITI in the current batch.
• The state has a range of central and state sponsored schemes for benefiting the tribal youth especially catering to the LWE affected districts. This includes Saksham Kaushal Vikas Yojana; a component of Mukhyamantri Sarthi Yojana for providing skill training, jobs and placement support to the state's youth. The Ministry of Rural Development has a Placement Linked Skill Development Scheme (Roshni) for tribal youth hailing from 27 most critical LWE affected districts for educational, economic and social development support.
• Selection of instructors is via Jharkhand Training Officers competitive examination as a standard procedure followed by the State Staff Selection Commission. State policies for reservations prevail to benefit and mainstream trainers from socially weak backgrounds i.e. SC, ST, OBC, EWS and PwD candidates, however, there is a dearth of trained human resources especially in and around remote locations and for ITIs situated in LWE affected areas. As a result, all trades (both traditional and modern) can't be offered in government ITIs; leading to below seat capacity enrollments. Jharkhand Reservations of Vacancies in Posts and Services (Amendment) Bill of 2023 allows for horizontal reservation with 5% quota for dependents of Jharkhand Andolankaris.
• Women trainees from LWE areas and other districts are slowly taking interest in trades like electronics, fitter, wireman and plumber for securing jobs in railways.
• In LWE affected areas, poor connectivity to the internet prevails. Government does outreach campaigning during time of admission through temporary admission kiosks in their premise. However, information is passed on to prospective female trainees passively via male members of their family or neighborhood. Information on schemes, ITI admissions and placement job openings etc. is mostly shared in public and cultural spaces like chowks and cyber cafes are mostly the hubs for information sharing and gathering on skill development and placement opportunities that are mostly frequented by the men than women as men enjoy better better mobility and freedom of movement.
• GRM and ICC systems are not yet formalized and are mostly dealt informally. Mukhya Mantri Jan Samvad Portal is a state intervention with helpline number for lodging complaints including any POSH related concerns. However, consultations with trainees especially female students suggest poor knowledge on matters related GRM, ICC and other youth oriented welfare schemes.
• Provisions like residential arrangements (hostels) are either absent or have inadequate services. No centralized provisions for food mess, canteens and |

	maintenance of toilets. There is no dedicated means of transport for trainees and last mile connectivity with safety concerns exist, discouraging many females to participate actively in their training schedules. • An IT PMU- Admission was established in Ranchi model ITI catering to the entire state under the Directorate of Employment and Training. The cell's dashboard captures all state wide data on admissions and placements . • New courses like AI, Solar Technician and drone technology etc are required to be introduced in the state with some interest expressed by both the students in Ranchi and the staff.
Delhi (10 Feb)	
Government ITI-Pusa Road Principal Staff Consultations with 24 trainees (4 girls and 20 boys)	• The Directorate of Technical Training and Education has established 19 ITIs with 12072 seats of which 13 are Co-ed ITIs and 6 are women ITIs. 61 courses/trades are offered in the Delhi ITI ecosystem. Minimum eligible age for entrant to the ITI courses is 14 years with no upper limit for applying. T • he ITI Pusa has secured near 100% enrolment strength (1032 out of 1036 seats filled). Reservation of seats priorities Delhi domicile residents with 90% seats allotted to them and 10% for other residents. 24 trades are being offered in ITI Pusa. Introduction of new courses are being considered including drone technology and AI. • The institutional arrangement of a typical ITI has a principal heading the organisation and supported by the Vice Principals. Training and non teaching staff reports to this structure including group instructor (craft instructor reports to the group instructor) and non teaching staff includes section officers, account officers, store superintended etc. • Both traditional and modern trades are being offered including new age courses aligned to Industry 4.0 including smartphone hardware, air conditioner, solar technician- electrical, mechanic electric vehicle etc. The solar technician course is supplemented with support from PM-Surya Ghar- Muft Bijli Yojana for 5 days skill training and OJT by empanelled vendor focused on rooftop solar PV (Installation and Maintenance) • Placement percentage has been increasing gradually overtime which is monitored centrally. Placement employment data includes jobs, apprenticeship and self employment. Placement percentage in 2024 was at 87.30%. • The ITI Pusa has no functional hostel and was closed 15 years back due to building's structural concerns. There is no dedicated bus service, although the ITI helps students to procure monthly public bus pass. • A proposal for reconstruction of the ITI Pusa by demolishing existing structure has been submitted to DGT for consideration as the present building has structural issues. No additional land will be required. Facilities including hostels for both girls and boys and a recreational open space are proposed features of this proposed expansion. The ITI is yet to procure a copy of their land records from the Directorate of Training and Technical Training. • Industrial linkages through MoUs and CSR funding are thriving; with industries like Maruti, Daikin, Siemens, TATA Power etc. Both OJT and dual system of training (DST) are being offered to trainees. In DST a trainee spends 6 months of learning in ITI and 6 months in the industry under the ITI MoUs with industries. • Women trainees study free of cost to encourage their participation. 30% seats are reserved for them, but as a trend 20% of seats are generally filled

	by them. Other than some traditional trades, electrical, fitter and welder trades are also getting popular amongst female trainees. • ITI is working with Quest Alliance an NGO that provides soft skill training support for better placement outcomes. Self Defence trainings are also provided by the Delhi Police. • GRM and ICC arrangements like complaint box are provided but no such incidence has been reported. The complaint box is not utilised. Most complaints are around water and toilet related facilities and their maintenance which are reported verbally and resolved informally. No standardised approach followed for providing GRM and ICC related gender sensitisation trainings to the staff and trainees.
West Bengal (January 20 – 21, 2025)	
CSTARI, Kolkata	• CSTARI is responsible for developing the curriculum through its curriculum development wing. CTS runs across all ITIs. Apprenticeship training scheme is running across industries. Flexi mou scheme running in industries. Certification done by DGT. Sorry term courses with students can choose in final year of ITIs. • CSTARI also has a Training wing and a foundation course for Indian skill development services (ISDS). • Trainers are trained in NSTIs. These are mostly technical people. Training is largely handled in house through faculty or great lectures. • Curriculum development is based on research. 168 trades have to be revised. All ITIs and industries are invited to give feedback. Industry needs are taken into account. Feedback is sought through the website. Sometimes even suppliers. For each trade, they have an expert group. After that there is a trade committee meeting with all stakeholders including disabled. • The syllabus was last updated 3 years ago and the next updation will be in 2028. The current round of updation is expected to be completed by May. New courses are added as per demand. NCVET usually approves syllabus and new courses. DGT is for affiliation. DGET gives inputs for suggestions of new courses. • Industry feedback sought as part of the course updation. • NIMI develops the course content after the syllabus is set up. They make the course content in 12 different languages and use the Anuvadini software. They do not have the syllabus in braille yet. • HR management and legal aspects are covered in the course material. There are sections on gender sensitisation, POSH etc. as part of the employability skills course which is a foundational course. • Getting quality trainers at the current salary is a challenge. There are staffing shortages. • Industry also does not give substantive feedback and engages. Most big companies have their own HR and training wings and small companies don't have the bandwidth to do that. In either case, engagement with industry is low. • Ground level implementation of the curriculum is weak • There is also a shortage of hostel facilities and executive classrooms in terms of infrastructure

NSTI (Women's), Kolkata	• The NSTI has 4 CTS and 3 CITS courses. This NSTI was started for instructor training. It currently offers courses in COPA (computer operator and programming assistant), cosmetology, fashion design and technology and AI programming assistant. These are 1 year-long courses. 265 capacity seats. 241 students are currently admitted. • They offer dual training with industry experience. This experience is given under the supervision of a trade in-charge. The hostel capacity is 120. CITS and CTS are part of the eligibility requirement for instructors. • Industry tie up and training focus will help. • Some space crunch in infrastructure. • Grievance redressal - training related grievances are received on the portal. Internal grievances for hostel etc. Are handled at the NSTI level
PWD, Social Sector, West Bengal Chief Engineer Executive Engineer, South 24 parganas division, Social Sector	• PWD does the civil works for state government ITIs • For Repair and maintenance, the local authority I.e. principal of the ITI writes to PWD. PWD engineers visit the site, inspect and prepare estimate. Principal gets approval for this estimate. After the e-tendering process work order is issued. • For new construction, approval comes from higher authority. The Department places requisition in the SOP format for new construction work. After site visit, the plan is made and placed before department. Central government has guidelines for this. • Tendering can be done to any contractor. There is no system of empanelment. • The responsibility for obtaining permissions and clearances if of the authority i.e. the ITI in this case. • Monitoring of works is done through visits by junior engineers. Contract documents and work order are sent to labour department so that commissioner can check. • Monitoring reports - samiksha portal. • Safety measures are not significant due to small scale. • The Portal is maintained by finance department. The documents are uploaded there. Administrative approval comes. Then tender process. Then contract • For monitoring, site visits are done by the Executive Engineer. Supervision and billing is done by the Junior Engineer helped by Assistant Engineer.
Government ITI, Kalyani Principal	• This is one of the oldest ITIs and has been operational since 1958. There is a great requirement for improved infrastructure. • 521 trainees in 2024. 406 are already registered. 249 in second year. Sanctioned capacity is 1425. They maintain data on vulnerability - ST, SC, OBC, Physically disabled. There are some students with disability in COPA but not in machinery or heavy trade. They are counselled to take a suitable trade. • Complaint box was observed, which is opened every Wednesday and grievances noted into the register. • ICC has been constituted but it's functioning is not clear.

	• Every year by 15th April, Institute Development Plan is prepared and submitted. This is approved by the Principal Secretary. Then proposal etc. Only emergency matters are approved apart from the IDP.
	• Hostel facilities are available for around 50 students. Others commute by local train. Timing is 10.30 am to 5 pm. There are evening batches up to 8 pm.
	• Admission category (reservation) - 3% for ST. If not filled then SC. 3% for disabled students. 20% female trainees
	• There are mostly BPL students.
	• 80% attendance is mandatory. Attendance is taken manually.
	• There is a placement cell. Rozgar Sabha portal is also used on which employers also register. Trainees are registered for job fairs.
	• However, there are many drop outs from jobs. In particular, trainees drop out due requirement requirement on family farms. Also, many students find blue collar jobs difficult as they expect a white collar type work environment.
Aamdanga ITI Principal	• This was earlier a Government ITI established in 2012. It was taken over in 2016 by Vivekanand group of institutions. Through e-tendering. All staff from Vivekanand group.
	• Reporting process - nodal ITI in each district. They check attendance, class report. The DM office, DNO are also involved. 3-5 ITIs under one nodal.
	• Civil works - Same process as government ITI. Report to nodal ITI. Small works they do themselves.
	• Cleaning, electricity cost etc. is borne by the private entity.
	• There are 15 Staff - all private and full time. Including Principal. Vivekanand has their own HR processes.
	• 450 students in total.
	• Location - near Kolkata. Placement and monitoring are advantages of being near an urban centre.
	• There is no hostel facility and students come from nearby areas.
	• There are staff quarters.
	• Classes from 10.30 to 5.30 pm. Students get lunch from home (no mess facility).
	• Railway station is close by.
	• The premises occupy an area of 2.72 acres.
	• The land is owned by government.
	• This is a 12 year contract which can be extended by 4 years.
	• Placements - centralised process. Students guided better, screened for placement in private. Send to their innovation cell also.
	• The decision of which trades to offer is done after a skill gap analysis which is done district wise. Then area classroom etc planned according to that.
	• Concessionaire agreement - 5 courses - fitter, electrician, welder, electromechanical and surveyor.
	• Scvtwb.in - total admission reservation. Admission counselling.
	• Word of mouth marketing.
	• Grievance portal for Vivekanand. In person grievances at the ITI.
	• 20% management seats. Fees 55000 for two years.

Barasat-1 Government ITI, Duttapur Principal	• The private partner for this ITI is also the Vivekanand group of institutions. • 400 students. High ratio of female students. They offer COPA. High in grading parameters. 5 courses offered - • Most children are from nearby areas. Railway line - Duttapur station is nearby. • 15 Instructors and 3 non teaching staff. • Building handed over in 2016. This was an old building. Total area - 1.65 acres. Building area is 0.7 acres on two floors. • Uniforms are bought by students. College provides the coloured T shirts. • There is complaint / grievance system

ANNEXURE VI: Questionnaires used for FGDs and Stakeholder Interviews

ENVIRONMENTAL ASPECTS: CORE PRINCIPLES 1, 2, 3

ITI Upgradation_CorePrinciples1,2,3

Name of the Institute, Department or Agency
Add Institute or Department and Place name

Location of the Institute
Geo Point

latitude (x.y °)

longitude (x.y °)

altitude (m)

accuracy (m)

Level of the Institute Department or agency
National, Local etc.

- ○ National - MSDE
- ○ National - agencies other than MSDE
- ○ Regional
- ○ State
- ○ ITI

Respondent

- ○ Officer in charge of Regulatory aspects
- ○ Head of the institution
- ○ Teacher or instructor
- ○ Student
- ○ A General Staff member
- ○ Others

Contact details of the Respondent (if ok) for contacting again if required

Date of Response
Date of interview

yyyy-mm-dd

Views on who will manage planning, designing, implementation of ITI upgradation

- ☐ Each ITI will manage through PWD
- ☐ Each ITI will manage through Private or contractors
- ☐ SPV
- ☐ Hub ITI
- ☐ Not Aware

Earlier Experience with Infrastructure Devt responsibilities under Industry participation

- ☐ No such experience
- ☐ Govt developed facilities
- ☐ No substantial infrastructure was developed
- ☐ Industry developed additional Infrastructure
- ☐ ITI developed the facilities through contractors and offered to Industry
- ☐ ITI developed the facilities through PWD and offered to Industry

Quality of Infrastructure and facilities you have seen in ITIs of the State

	Satisfactory	Moderately Satisfactory	Not Satisfactory
Classrooms	○	○	○
Workshop	○	○	○
Water Supply	○	○	○
Sanitation (Toilets)	○	○	○
Sewerage Management	○	○	○
Drainage (also for cleaning or waste water)	○	○	○
Health & Safety	○	○	○
Rest areas for Staff, Students	○	○	○

Core Principle 1: Environmental Management

Core Principle 1: Environmental Management
Environmental management procedures, processes designed to (a) avoid, minimize, or mitigate adverse impacts; (b) promote environmental sustainability in program design, and (c) promote informed decision-making relating to a program's environmental effects.

- ○ Applicable
- ○ Not Applicable

1.1 Bank program procedures are backed by an adequate legal framework and regulatory authority to guide environmental and social impact assessments at the programmatic level,

- ( ) Regulatory Environment Exists & is clear
- ( ) Do not exist
- ( ) Not Aware

1.2. Incorporate recognized elements of environmental assessment good practice, including:

- [ ] Yes for all investments
- [ ] Yes for very large investments only
- [ ] No
- [ ] Not Aware

1.2 (a) Early screening of potential effects

- [ ] Screening Mechanism for investment type and typology of investment exist for all investments
- [ ] Screening Mechanism do not exist for small investments
- [ ] Investments identified based on Audit of existing facilities
- [ ] Investments identified without an Audit
- [ ] Aware of Screening in earlier Projects
- [ ] Not Aware of Screening done during earlier Projects
- [ ] Has Capacity to screen
- [ ] No Capacity to Screen, need training
- [ ] No Capacity to Screen, need specified personnel support to screen
- [ ] Not Aware

1.2 (c) Explicit assessment of potentially induced cumulative, and transboundary impacts,

- [ ] No Assessment of cumulative transboundary impacts
- [ ] Assessment of Tranboundary, cumulative impacts done
- [ ] Not aware

1.2 (d) Identification of measures to mitigate environmental impacts that cannot be avoided or minimized.

- [ ] Procedure to include mitigation measures do not exist
- [ ] Procedures exist
- [ ] Not Aware of such procedures
- [ ] There exist institutional memory of ESMF, EMF, ESMP in earlier Projects or Programs
- [ ] Earlier EMF, EMP were only used for respective Projects or Program not for others
- [ ] Not Aware

1.2 (e) Clear articulation of institutional responsibilities and resources to support the implementation of plans

- [ ] There are key focal points identified & continuing from earlier Projects or Programs
- [ ] Such responsibilities do not exist
- [ ] Costs are not allotted or mitigation
- [ ] Costs are allocated for mitigation
- [ ] Not Aware

Notes or observations on Core Principle 1

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Photograph on Core Principle 3

Click here to upload file. (< 10MB)

Core Principle 2 – Natural Habitats and Physical Cultural Resources

Core Principle 2 – Natural Habitats and Physical Cultural Resources

Environmental management procedures and processes are designed to avoid, minimize, and mitigate adverse effects on natural habitats and physical cultural resources resulting from the program.

- [ ] Applicable
- [ ] Not applicable

2 (a) Includes appropriate measures for early identification and screening of potentially important biodiversity and cultural resource areas

- [ ] Explicit Screening for Biodiversity exist for all investments
- [ ] Explicit Screening for Biodiversity exist for only very large investments
- [ ] Not aware of biodiversity screening
- [ ] Screening for cultural resources exist for all investment
- [ ] Screening for cultural resources exist only if facility is near Nationally recognised monuments
- [ ] Not aware of any screening for PCR
- [ ] Adverse Impacts on biodiversity due to operations observed (Dust, gas emissions, noise, vibration, waste, waste water, chemicals)
- [ ] Some Impacts on biodiversity due to operations observed (some among Dust, gas emissions, noise, vibration, waste, waste water, chemicals)
- [ ] No impacts on biodiversity due to operations
- [ ] Adverse Impacts on PCR due to operations observed (Dust, gas emissions, noise, vibration, waste, waste water, chemicals)
- [ ] Some Impacts on PCR due to operations observed (some among Dust, gas emissions, noise, vibration, waste, waste water, chemicals)
- [ ] No impacts on PCR due to operations
- [ ] Not Aware of the need to screen

2 (b) Supports and promotes the conservation, maintenance, and rehabilitation of natural habitats; avoids significant conversion or degradation of critical natural habitats or else includes measures to mitigate or offset impacts

☐ No specific consideration on Natural Habitats usually

☐ Considers Natural Habitats (Protected areas) that are covered by regulatory requirements

☐ There is inhouse capacity to develop & ensure mitigation measures for impacts to habitats

☐ Capacity to ensure mitigation measures for impacts to PCR can be developed through training

☐ No capacity, need specialised support

☐ Not Aware

2 (c) Takes into account potential adverse impacts on physical cultural property and as warranted, provides adequate measures to avoid, minimize, or mitigate such effects

☐ Only clearance required for activities near important monuments

☐ Ensures mitigation against impacts to all PCR using EMP

☐ No mitigation measures followed on PCR for Projects

☐ There is inhouse capacity to develop & ensure mitigation measures for impacts to PCR

☐ Capacity to ensure mitigation measures for impacts to PCR can be developed through training

☐ No capacity, need specialised support

☐ Not Aware

Notes or observations on Core Principle 2

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Photograph on Core Principle 2

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Core Principle - 3 Public and Worker Safety

Core Principle 3: Public and Worker Safety

Ensure adequate measures to protect public and worker safety against the potential risks of (a) construction operations of facilities or other operational practices developed or promoted under the program and (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials

○ Applicable

○ Not applicable

3 (a) Promotes OHS, CHS through the safe design, construction, and O&M of physical, or in carrying out activities that may be dependent on such safety measures, inspections, or remedial works incorporated

☐ Construction Plan, Design considers H&S explicitly

☐ O&M considers H&S

☐ Workshops activities - appropriate PPE

☐ Workshops activities - appropriate floor, roofs

☐ Workshops & class - follows all L&FS (exits & Access, Extinguishers, materials, training)

☐ Workshops & class - do not follow all L&FS, but some (exits & Access, Extinguishers, materials, training)

☐ Workshops & Class - do not follow any or minimal L&FS

☐ Inspection on L&FS

☐ Emergency Response agreed, displayed

☐ Emergency Response Training provided to all

☐ Trade specific OHS in curriculum

☐ Trade specific OHS in Apprenticeship

☐ General OHS in curriculum

☐ Guidance - EMP with H&S exists and used

☐ EMP with H&S exists but not used well

☐ SOP and Guidance on OHS in workshop exist and followed

☐ SOP and Guidance on OHS in workshop exist but not followed well

☐ No specific uniformity in posters or messages

☐ Uniform OHS posters

3 (b) Promotes the use of the recognized good practice in the management, storage, transport, and disposal of hazardous materials generated through program construction or operations; promotes the use of IPM practices to manage or reduce pests or disease vectors; and provides training for workers involved in the production, procurement, storage, transport, use, and disposal of hazardous chemicals in accordance with international guidelines and conventions

- [ ] Guidance on Fuels, chemical, Haz material (ash), batteries exist and followed for construction
- [ ] Guidance exists but not followed for construction
- [ ] Guidance on Fuels, chemical, Haz material (ash), batteries exist and followed for operations (labs, worshops)
- [ ] Guidance on Fuels, chemical, Haz material (ash), batteries exist but not followed for Operations
- [ ] Pests observed & managed using chemicals
- [ ] Pests observed and managed using traditional methods
- [ ] Pests not managed
- [ ] Pests not observed
- [ ] Staff & students trained on hazmat and Pesticides
- [ ] Staff and students ot trained on Hazmat, Pesticides
- [ ] No guidance exist on Hazmat, Pests
- [ ] Focused digital awareness methods exist
- [ ] Focused digital awareness methods do not exist
- [ ] Some haz waste in campus well segregated at source, stored, sent to disposal facilities
- [ ] All haz waste not well managed
- [ ] Permits are taken and conditions followed for hazmat
- [ ] Not Aware of most of these requirements

3 (c) Includes measures to avoid, minimize, or mitigate community, individual, and worker risks when program activities are located within areas prone to natural hazards such as floods, hurricanes, earthquakes, or other severe weather or climate events.

- [ ] Plans for Campus facilities considers disaster proneness
- [ ] Training to respond to Emergencies and disasters (ERP) are provided annually or more frequently
- [ ] Emergency Response Plans prepared, displayed & followed
- [ ] Not Aware

Notes or observations on Core Principle 3

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Photograph on Core Principle 3

Click here to upload file. (< 10MB)

Overall: Is there any learning or experience or comment that the Respondent want to Share

_____

Questionnaire and Checklist – Social

Checklists Used for Discussions with Stakeholders for ESSA

1. **Officials in Government Institutions**
   Name of the Organization/Department:
   Name of Officer:
   Designation of Officer:
   Date and Place:

Question	Document/s Required
Institutional Arrangement (State Department/Directorate Level and ITI Level) • •Current institutional arrangement for overall implementation and in particular for E&S management (social risk management)Any cell looking into social inclusion and gender equality matters • Any focal person recruited/assigned for these matters • How many staff responsible for social risk management and their mandate	(State Department/Directorate Level and Individual ITI Level) Share organogram, if possible. Mandate of staff and their ToR Contact of any personnel in-charge of social/HR/Environment
• **Land Requirement – State Department**Is there sufficient land available for development and/or upgradation of ITIs or regional skill centers etc? • If not, what is the approx. quantum of additional land likely to be required? • What is the current system of identification and procurement of land (government, private acquisition, direct purchase, donation) for new construction or upgradation of ITIs? Is there any policy which governs this? • Is there a policy on how to deal with encroachers or squatters on the land which may be required for development and /or upgradation of ITIs? • Who usually prepares the DPRs? Any consultative process being undertaken during its preparation? **Land Requirement – Individual ITI** • Are you planning to acquire more land for any kind of upgradation? Please specify the kind of upgradation • If yes, who is owning this land (privately owned, government owned)? • Is there any pending court case/litigation of any kind for this ITI including its land?	- Copy of any existing government policy, notification on land procurement process adopted by the Department. - Details of each infrastructure development proposed under the program, quantum of available land, additional land needed, and process of procuring the land. [Tabular form]

• Which government department will be responsible for construction and minor repairs of your institute? What kind of process will it entail?	
Employees – State Department • At the department level, do you have any committed HR policy? • What government service rules are followed for department employees for both permanent and contractual employees? • Do you require the ITIs to have an HR policy? Is this approach for HR policy different for government run and private run ITIs? **Employees- Individual ITI** • Is there any specific HR policy/standard practice/government norms that the ITIs are required to have? • Please specify number of permanent and contractual staff (at gender disaggregated level) in your organization. • For your staff, what are the government norms and contract clauses currently with respect to aspects such as occupational, health and safety, employee conditions and their welfare including insurance policy? • Are these terms of services and clauses different for permanent and contractual employees? Please specify these differences	- Copy of Employee Contract (permanent, contractual) - Database on number of permanent vs contractual employees (gender disaggregated level) - Existing HR Policy and practices (government run vs private run ITIs- seek difference) - Copy of the HR policy applicable to the department and the ITIs
LABOUR – State Department • Who undertakes the construction of government run ITIs? • How is labour law compliance monitored during construction? At what frequency? Please elaborate the process. • How is the safety of labour working on ITI related contracts ensured? Is this outsourced to the contractor? • How privately run ITIs ensure and monitor compliances with labour laws during construction? • Is there any standard ICT enabled portal for real time monitoring of such compliances? • Is there any focal person appointed by your organization to monitor and report on labour compliances being followed? **LABOUR – ITI** • Who undertakes the construction and minor repairs of your organization? Is it undertaken by any government department (like PWD, housing board etc.) or outsourced to the contractor?	-

• Who is responsible for ensuring and monitoring safety of labour and compliances related to labour laws (including minimum wages etc.) during these civil works? Is the ITI shouldering this responsibility? • What is the frequency of monitoring and reporting of such compliances? Do you participate in these processes?	

Grievance Redressal Mechanism (GRM) – State Department
 	
• What government norms are followed by the department for Grievance Redressal Mechanism?
• Does the Department have a GRM established on such norms? Please elaborate the process.
• Is there any other state level interventions set up for GRM (helpline number, CM portal etc.)
• Is there a nodal officer for grievance redressal at both department and ITIs level?
• What kind of grievances are generally received from the trainees and ITIs? Is the data on grievance received by the department monitored and reported?
• Is there any GRM register maintained at the department level and resolved cases of the department publically disclosed?
 	
  Grievance Redressal Mechanism (GRM) – ITI Level
• Does the ITI have a GRM?
• How many modes can an aggrieved person use to register grievances / complaints? E.g. phone, email, portal, SMS, helpline number etc.
• Are all the modes functioning?
• Are there established procedures for responding to grievances received?
• Specify types and nature of grievances received by the Department/ ITI.
 	
  Monitoring and Reporting
•   Is the data on grievances received at the ITI level monitored and reported?
• Are the records of grievances publicly available?
• Is there any protocol for documentation of complaints?
•   Is there any procedure for sharing reports of grievances and complaints from the ITIs with the line departments/ministerial level?
	- Manual/SOPs on GRM
	- Current staff capacity to manage GRM
	- GRM records for last one year (no. of complaints received and closed, type of complaints, cases escalated and resolved etc)
	- Any notification on ICC and its functioning
	- Any sensitization resource material prepared and utilized in the unit
	- Display board information
	- Any emergency plan and protocol notices
	-Any other relevant report on grievance management
	- - Annual Reports (for Public Disclosure)

POSH Compliance and Response to Gender Based Violence - State Department and ITI • Do you have any provision for ICC in the department/individual ITI?	- Department's Sexual Harassment at the Workplace

• If yes, how many members are appointed for ICC? • Do you have any representation of a member from any NGO or third partner organization in the committee's composition? • How is the staff sensitized on its functioning? • Presence of other sexual harassment prevention measures in the department and individual ITIs (e.g., awareness training and sensitization, etc.) as per the Sexual Harassment Act? • What are the different routes established for filling Complaints : (Complaint Box, Online, Offline etc.) **Monitoring and Reporting** • Have there been any cases of Gender Based Violence reported and resolved by the department/individual ITI in the last 1-3 years? Please provide details. Were these incidences disclosed and published in public domain? • What is the frequency of monitoring and reporting such episodes? • Are there any accident, GBV related emergency protocols and plan followed by the Department / ITI? • Is POSH compliance by private partners monitored or reported?	Policy - ITI's notification on Formation of ICC - Notification of Internal Complaints Committee Details of awareness trainings, sensitization activities for sexual harassment at the workplace which have been conducted in the last year Understand the nature of GBV incidences etc and any published reports and disclosures Collaborations undertaken by the ITIs on raising awareness and outreach activities (good touch bad touch, lectures, talks by a medical personnel etc.)
Stakeholder Engagement and Information Dissemination- State Department • What mechanisms are in place to provide and disseminate information on available training programs and infrastructure facilities to the potential applicants? • Are there any Communication/ IEC/PR staff and/or cell within the Department? Please provide details • Is there any dedicated communication plan used by the Department? • Is there any special activity to increase placements with the industries (Job Fairs- Rozgar Melas etc.) • **Stakeholder Engagement and Information Dissemination- ITI Level**Is there any dedicated communication plan used by your organization? • What are the themes covered in your outreach and communication activities especially for boosting admissions and placements? • Any mechanism to assess whether the shared information has been received, understood? • What differentiated approaches or initiatives do you use to engage with vulnerable and disadvantaged groups especially female aspirants? • Do you have any forums, groups or events for public interface and interactions with stakeholders?	• Manual/SOPs on IEC • Any report to monitor effectiveness of IEC activities, if any • Annual Action Plans/ Calendar on IEC activities • Any IEC Collateral made by the department/ITI • Proceedings from Outreach events • Participation Records

• At what frequency are such platforms used? (Open Forums, Career and Diversity Fairs, Talks with Industry Experts and Partnership Events with Industries, Incubation Centre Efforts, On-spot registrations, information kiosks, hackathon, students festivals, job fairs etc)Is data on participation in such events maintained and reported? • Is the outreach and communication approach different for government run vs private run ITIs? • Do you have social media presence?	

Course Curriculum Development   Pre-Admission Support and Admission Criteria
 	
• What is the mechanism for pre-admission support including admission counseling?
• What is the mechanism for admission and selection of candidates? (merit/ any other) in government vs private owned ITIs?
• Is there any information/counseling/ study support provided to students who may require entrance exam preparation for admission?
• How is inclusion of candidates including women and other disadvantaged groups is ensured in pre-admission support and admission process?
• How is the course curriculum/syllabus determined?
    ▪ Individual ITI has freedom in determining?
    ▪ Any Consortium/Council?
    ▪ Any Industry Representation?
• How frequently is the curriculum revised? How is industry demand taken into account?
• Who governs the accreditation of these courses- regulatory body?
• Difference in the mechanism for curriculum development for government and private owned ITIs?
• How is the curriculum updated to introduce emerging themes in learning for bettering placements and industrial demand?
	Sample of course material
	Any notifications, letter of correspondence on pre-admission support
	Any government order/notification on entrance exams, merit based announcements
	Any GO/notification on special criteria for women and other disadvantaged groups

a. **Selection and Admission**
• What is the process by which students are selected?
• Who is responsible for their selection? How is equal opportunity and non-discrimination in selection of students ensured?
• What is the total strength of students in your unit? Please provide data based on:
   • Women
   • SC/ST
	Departmental and ITI level Data base on students seat capacity and enrolled numbers for each inclusion category

- OBC - PWDs - Transgender Do you capture students data on gender disaggregated level? How often do you capture and report this data? (Frequency) • Subsidies or any special training programs initiated for BPL, ST/SC, women, persons with disabilities and other vulnerable groups? **Questions on Women's Inclusion – Students** • Any specific challenges faced by women students during admission? • Are there any mobility, accessibility, safety and course content related issues faced by women students? • Any special preference for kind of courses and industry sectors that women students prefer? • Is there any specific state level welfare schemes for safeguarding the interests of female students? **Questions on ST Inclusion – Students** • Any specific challenges faced by ST students during admission, course attainment and placements? • Are there any mobility, accessibility, safety related issues faced by ST students? Where do they generally come from? (Geographical belt) • Any special preference for kind of courses and industry sectors that ST students prefer with respect to their socio-cultural set ups? • Is there any specific state level welfare schemes for safeguarding the interests of ST students especially those residing in LWE affected districts? • Where do they generally get placed? (Industrial Linkages?) **Questions on PWD Inclusion – Students** • Provisions for barrier free universal access for women and PWDs (CCTV for women's safety, separate and sufficient toilets for men and women, ramps, textured tiles, accessibility features in toilets etc) • Provision for any PWD and/or women exclusive courses/classes to meet special needs?Provision of special resource persons (staff) to cater to special needs of the students • Provision for course curriculum designed for PWDs and use of assistive technologies (Braille, sign language assisted courses etc).	

Gender Equality and Social Inclusion – Staff Capacity Building – Department Level • Does your department follow any Capacity building Training plan and Calender? • What is the frequency of trainings provided to the ITI staff on an average? **Staff Capacity Building – ITI** • What is the total strength of your staff? • What is the process of staff selection and recruitment (entrance exam, interview etc). • Is there any affirmative recruitment policy for the staff? Is there any practice and policy for recruiting women staff on priority for women and tribal exclusive ITIs? • How often is the staff trained and in what areas? What is the frequency of such trainings and its content? • Do you have a dedicated staff training calendar including training for new courses, leadership etc? **Staffing and Capacity Building- Women** • What is the representation of women in staffing within the department/ITIs? (percentage to total) • How many women are employed in technical, administrative roles and support roles? (Percentage to total) • Is there any special state/departmental recruitment policy or practice for recruiting women staff in the department/unit? • Is there any special national/state/departmental policy or practice on capacity building and training ensuring participation of women staff? • Is there any special need/request of women staff when going for such trainings? **Staffing and Capacity Building- SC/ST** • What is the representation of SC/ST in staffing within the department/unit (percentage to total) • How many SC/ST are employed in technical, administrative roles and support roles? (Percentage to total) • Is there any special state/departmental recruitment policy or practice for recruiting SC/ST staff in the department/unit? **Staffing and Capacity Building- PWDs** • What is the representation of persons with disabilities (PwD) in staffing within the department/unit (percentage to total) • Is there any specific state/department recruitment policy or practice catering to a certain type of PWDs?	- Total no. of Department's workforce disaggregated by gender, ST, SC, BPL, PwD (Get in a tabular format) - Copy of Staff Training Calendar and provisions for professional development - Notification on subsidies and/or special provisions for vulnerable groups - Examples of assistive technology and course curriculum, material for PWDs - Training Calendar and content
Monitoring and Placement Support	Dashboard statistics

• What is the monitoring mechanism for knowing real time class progression and quality of instruction? (CCTV, inspections etc?) • Are there any payments tied to number of students enrolled and graduated? • Is there any dashboard on all students and staff ? Is there any provision for collecting and reporting this data at GDD level? • Mechanism of placement? (Placement cell and support) • Do you maintain placement data on GDD level? How many female vs male students got placed last year? • Do you provide post placement monitoring support? For how long? • Are there any specific challenges faced and special provisions provided to women, SC/ST and PWD students during placement? • Any placement support (industry linkages, alumni network, paid internship, counseling and mentoring etc.	Placement Cell Function Any Notifications on monitoring provisions Success stories on placement outcomes, placement provisions
Policies • Any relevant Act and Bye Laws, policies, vision, mission, rules, and procedures applicable to skill development. • Any reservation policies of the Department for participation in training programs? • Any special affirmative action and policies for women and other disadvantaged groups (scholarships commitment, minimum intake during admission, fee waivers etc) • Policy/ Government Order on mainstreaming PWDs • Details of any previous externally aided projects supported by the Department	- Citizen Charter of Department - Copies of Manuals, Acts, Byelaws, etc. relevant to skills development - Social Management Framework, Social Management Plan, etc. from any externally aided projects supported by the Department

Table 10: Environmental Aspects: Core Principle 1: Environmental Management

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
Core Principle 1: Environmental and social management procedures and processes are designed to (a) avoid, minimize, or mitigate adverse impacts; (b) promote environmental and social sustainability in program design, and (c) promote informed decision-making relating to a program's environmental and social effects.			
Key Planning Elements *1.1 Bank program procedures are backed by an adequate legal framework and regulatory authority to guide environmental and social impact assessments at the programmatic level, 1.2. Incorporate recognized elements of environmental and social assessment good practice, including the following: 1.2 (a) Early screening of potential effects1.2 (b) Consideration of strategic, technical, and site alternatives (including the 'no-action alternative) 1.2 (c) Explicit assessment of potentially induced cumulative, and transboundary impacts, 1.2 (d) Identification of measures to mitigate environmental or social impacts that cannot be otherwise avoided or minimized, 1.2 (e) Clear articulation of institutional responsibilities and resources to support the implementation of plans*			
Construction Works: ▪ EIA Notification 2006 and its amendments suggest EIAs to be carried out for Environmental Clearance for building construction ≥20000 sqm and <1,50,000 sqm. of built-up area, or Area development ≥ 50 ha and or built-up area ≥1,50,000 sqm. EIA is also required for activities in CRZ areas as per CRZ Notification 2016, for CRZ clearance. Hence, except in case of large campus development or Building Construction Projects (which are not envisaged in the Program as activities will be confined within existing campuses usually with many other buildings), and activities prohibited in CRZ zones, there exist no mechanism to screen, identify alternatives, identify cumulative transboundary impacts, mitigate,	*Construction Works:* ▪ Staff in Program Agencies include including Principals, Instructors, Foremen/Supervisors and other administrative staff. Many have training in Engineering, though specific capacities in the Environment or Health and Safety usually are not available. ▪ Civil works are carried out by Government Agencies mandated to carry out the construction works. This includes the Public Works Department (PWD), at Central and State levels. There are various tiers of engineering staff in PWD – Chief Engineer, Superintending Engineers, Executive Engineers, Junior Engineers and Assistant Engineers. (In some states nomenclature of tiers changes- for example Assistant Executive Engineers instead of Junior Engineers). Most engineering staff are either polytechnic or	*Construction Works* **Systems** a. *Absence of Systems:* to screen, avoid, assess the Environmental risks and impacts (including transboundary and cumulative), identify alternatives, mitigation measures, management measures, monitoring mechanism, for Proposed Program activities b. *Exclusion of High-Risk activities:* Exclusion criteria to exclude High Risk interventions c. *Environmental Health & Safey Audit:* Audit to find non-compliances and EHS issues in existing buildings / campuses d. *For* all activities: • Considerations to enhance environmental performance, sustainability and climate impacts e. *System (tools, formats) to Supervise, Report*	*Construction Works:* ▪ *Prepare and follow Systems to screen, avoid, assess the Environmental risks and impacts,* include these in Bid Documents, implement, mitigate, manage, monitor Program activities ▪ Develop and use Environmental Guidance to guide Design & EIAs including (i) Exclusion criteria to exclude high risk activities, (ii) Audit of Existing campus/facilities, (iii) screening format, guidance to identify alternatives, mitigation, management measures and institutional responsibilities, (iii) Design criteria to make up the Guidance Gaps at State level; (iii) Tools for Environmental Management Cells or Units to monitor and report on Environmental aspects, quantity and quality of wastes, climate resilience, worker records, and OHS, CHS during Construction & O&M), (iv) exclusive OHS /

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
Core Principle 1: Environmental and social management procedures and processes are designed to (a) avoid, minimize, or mitigate adverse impacts; (b) promote environmental and social sustainability in program design, and (c) promote informed decision-making relating to a program's environmental and social effects.			
manage or allot institutional responsibilities for environmental considerations. ▪ There is adequate regulatory backup in the Country for most construction related safety and environmental aspects, and the system requires getting Consent to Establish and Operate for large infrastructure. National Building Codes and State Building Byelaws, Town planning bye laws, Fire & Safety regulations, guidance to ensure resource efficiency; etc. exists. MOEFCC, States, PCBs, and NGT have formulated siting criteria, directions to prevent pollution of waterbodies, manage wastes, discharge/reuse of treated sewage, use environmentally acceptable materials etc. However, some legacy non compliances exist in existing campuses (for example: noncompliance to siting criteria, building rules, Fire Safety) ▪ Central or State PWD or other government bodies get the permits and clearances and are mandated to manage safety, and labour risks and impacts of construction works. Executive Engineers at the District Level are usually in charge of construction and upgradation as	Engineering Course certified and experienced in public works including building construction, roads, area development, water and sanitation, electrification etc. PWD staff have multiple parallel responsibilities of design, estimation, permits, tendering, arranging works, contractor management, supervision of construction, repair of various government buildings in the zones / divisions allotted to them. ▪ There is no specific involvement of ITI staff in construction work supervision or monitoring; even though they provide the requirements for construction upgradation or repair and contribute to preparing designs and estimates. *Teaching - Learning:* ▪ Curriculum mandates following generic environmental requirements, however capacities and awareness to screen, assess manage risks and impacts at National/State/ITI levels is not found among the existing staff	• Absence of MIS and tools / records to daily review, monitor, and enforce Pollution management, O&M of assets, OHS/CHS Incident Reporting during works **Capacities** • Need capacities to promote environmental sustainability and best practices through planning & design & for including requirements for wholistic improvement in the Campus in the Institute Development Plans • Need improved focus on Environmental upkeep and maintenance; and better water, sanitation, SWM, energy efficiency • Need improved Institutional capacity and training at various levels, especially at ITI, PWD and other institutions and levels to manage and enhance Environmental & Safety effects *Teaching – Learning:* • Absence of a focused unit / cell in EHS • Gaps in Focused OHS training among trainees and trainers, and safety culture • No provision or use of PPEs and overall improvement needed in lighting, sanitation, housekeeping and safety, waste and hazardous material management, environmental management EHS in ITIs, NSTIs	CHS guidance (including Incident Reporting) for all activities ▪ *Constituting* an Environmental and Safety Management Cell at the National Level with experts and focal points at all other levels including State, and Hub & Spoke Consortium and ITI levels to ensure permits, plan, design, assess impacts, manage, monitor, data management and reporting ▪ Training & Capacity building of technical experts/Design teams, engineers, all Environmental Management Units/Cells at various levels on environmental management using systems to screen, assess, mitigate, manage environmental impacts, enhancing environmental effects through best practices, and risk management ▪ Sharing of learnings between Program agencies *Teaching – Learning:* • Develop a Safety – First Cell in EHS • Ensure Focused OHS training among trainees and trainers, and safety culture; OHS certification • Ensure provision and use of appropriate PPEs • Ensure overall improvement in lighting, sanitation, housekeeping and safety, waste and hazardous material management,

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
Core Principle 1: Environmental and social management procedures and processes are designed to (a) avoid, minimize, or mitigate adverse impacts; (b) promote environmental and social sustainability in program design, and (c) promote informed decision-making relating to a program's environmental and social effects.			
expected under the Program. Project Implementation Unit or Wing of PWDs handle large construction or specialized works. Bid documents, Format for Work Order and SOPs of PWD include the need to follow certain regulations and safety guidance. _Teaching – Learning:_ ▪ Program agencies do not specifically have systems for Environmental Management in ITI Operations except safety guidance in the curriculum		• Trade wise gaps on EHS in teaching learning material	environmental management EHS in ITIs, NSTIs • Include trade wise EHS in teaching learning material • Capacity building on EHS for students and Instructors

Table 11: Environmental Aspects: Core Principle 2: Natural Habitats and Physical Cultural Resources

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
Core Principle 2: Environmental and social management procedures and processes are designed to avoid, minimize, and mitigate adverse effects on natural habitats and physical cultural resources resulting from the program.			
Key Planning Elements _2 (a) Includes appropriate measures for early identification and screening of potentially important biodiversity and cultural resource areas_			
Construction and O&M Activities: ▪ At the National /State ITI or program level or at PWDs, there is no guidance to screen, exclude sensitive areas except existing regulations on Protected areas, and archeologically recognized monuments. ▪ There is no screening sheet from earlier programs (STRIVE was a PforR with very	_Construction and O&M Activities:_ ▪ Staff in Program Agencies include including Principals, Instructors, Foremen/Supervisors and other administrative staff. Many have training in Engineering, though specific capacities on Environment or Biodiversity or Cultural Resources usually are not available.	_Construction and O&M Activities:_ Systems ▪ Lack of availability of Exclusion criteria & screening format to exclude high risk activities and identify sensitive habitats and cultural resources Capacity	_Construction and O&M Activities:_ ▪ Exclusion criteria, inclusion of leads on biodiversity, habitats and cultural resources in Audit form, design guidance to avoid high impacts and risks on Natural Habitats and Physical Cultural resources shall be prepared as part of Environmental Guidance Manual for the Program and used

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
minor construction, No Screening sheet was used under EMF of VTIP and no institutional memory on screening) including parameters on biodiversity and cultural resource areas *Teaching - Learning:* ▪ During Teaching Learning there are elements that might impact natural habitats or cultural resources. This includes possible impacts due to poor handling of fuels, materials, noise, dust on neighboring or on-the site resources or felling / impact on trees etc. There exists no mechanism at Program agencies (except regulations & good practice guidance at National / State levels) to anticipate impacts or screen, such impacts	▪ Civil works are carried out by Government Agencies mandated to carry out the construction works. This includes the Public Works Department (PWD), at Central and State levels. There are various tiers of engineering staff in PWD, however their specific expertise in Biodiversity or Cultural Resources is minimal. They do follow permit requirements, but capacity to identify such impacts are non-existent ▪ There is no specific involvement of ITI staff in construction work supervision or monitoring. The records on building permits etc. are maintained by administrative staff. However, beyond the permit/clearance requirements if brought out / altered by Local bodies or other agencies, their capacities to identify impacts on biodiversity or cultural resources is minimal *Teaching - Learning:* Curriculum mandates following generic environmental management. However, capacities to screen impacts and risks of teaching Learning on is not available	▪ Absence of experts at all levels to ensure proper screening on Biodiversity, natural habitats or Cultural resources *Teaching - Learning* Systems: Absence of systems to screen impacts of teaching learning activities on habitats and cultural properties Absence of allotments to minimize and manage wastewater, waste, noise and other risks to biodiversity and cultural resources *Capacities:* Lack of awareness among instructors and other staff on impacts of day-to-day activities on biodiversity or cultural resources	▪ Ensure designated & capacitated engineers or hired experts for supervising environmental aspects and screening at all levels ▪ Build capacities by providing hands on training and sharing of learnings between States/ITIs/proposed Hubs & Spokes on proper screening using screening tool *Teaching - Learning* ▪ Develop and use tools to screen and anticipate impacts & risks and include in IDPs

2 (b) Supports and promotes the conservation, maintenance, and rehabilitation of natural habitats; avoids the significant conversion or degradation of critical natural habitats and if avoiding the significant conversion of natural habitats is not technically feasible, includes measures to mitigate or offset impacts or program activities.

Construction and O&M Activities:	*Construction and O&M Activities:*	*Construction and O&M Activities:*	*Construction and O&M Activities:*
▪ Regulatory requirements ensure avoidance of significant adverse impacts on natural habitats with respect to siting and disposal of wastes and wastewater.	▪ No capacity at Program Agencies, or PWD to guide on planning and design of best environmentally sensitive designs. There are examples of other MDB	Systems ▪ Absence of guidance to avoid mitigate manage impacts and risks on natural habitats in line with regulations	▪ Need to develop guidance to avoid mitigate manage impacts and risks on natural habitats

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
Locating activities in Forest, Protected areas are excluded by national regulations. Permits are required for locating activities near critical Natural habitats. National/State level EIA clearance is required for activities in CRZ ■ However, there are no existing regulations for unprotected natural (such as local lakes, wetlands, sacred groves etc) ■ Permission from most Local Bodies for construction need fire safety and adherence to building rules, and other key permits, clearances to be in place before initiating the works ■ No specific design guidance at Program agency level for avoiding all impacts on natural habitats including legacy nonissues. This aspect is not seen covered in Annual IDPs *Teaching – Learning* ITI teaching – learning may generate waste and other pollution that may overshoot the site boundaries (such as fuel, wastewater, fire risks etc) depending on individual ITI location and activities. However, there are no systems to focus during teaching – learning on conservation, maintenance, and rehabilitation of natural habitats; or to avoids the significant conversion or degradation or offsetting impacts on critical natural habitats	assisted projects, where principles of screening and mitigation hierarchy was followed, and capacities were in place ■ None of the Projects/Programs follows or are mandated to follow national building certifications on environmentally appropriate designs ■ Overall, there is opportunity to improve awareness on applicable regulations *Teaching – Learning* No capacities at any level to understand impacts die to teaching learning, explain impacts to students or conserve natural habitats	Capacity ■ Lack of awareness on all applicable regulations ■ Absence of capacitated experts at all levels to get clearances on time *Teaching - Learning:* ■ Improve curriculum and Teaching Learning material with focus on sensitive environments ■ Training to Staff and Students	■ Substantial Risk activities shall be those that might have an impact on habitats and need EA, Moderate Risk activities shall be managed using generic EMP that shall include impacts on sensitive components, Low risk activities (mostly purchase, conferences, training) shall include all sustainability principles and regulatory clearances/guidance to avoid impacts and document them while reporting. ■ ToR for Impact Assessment, Trainings, PMCs, Consultants etc to include focus on supporting and promoting the conservation, maintenance, and rehabilitation of natural habitats; especially in case of any works in / near rivers, lakes, ponds, or any other sensitive areas, including cumulative and transboundary impacts guidance on design adopting appropriate technology and good practices to minimize impacts ■ Ensure designated trained engineers for EIA implementation at various levels; plan & ensure necessary infrastructure to manage wastes and prevent risks and impacts on physical cultural resources ■ Build capacities by creating awareness on all required clearances, permits etc; and providing hands on training and sharing of learnings on Screening, Audit & EMPs *Teaching Learning*

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
			▪ Awareness materials & focused teaching & Training for staff and students

2 (c) Takes into account potential adverse impacts on physical cultural property and as warranted, provides adequate measures to avoid, minimize, or mitigate such effects

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
Construction and O&M Activities: ▪ There are National and State level laws and regulations for the regulation of activities in the proximity of protected monuments and management of chance finds of archeological, historical value. However, there are no existing regulations for unprotected cultural properties (other than those are Nationally / State Protected archeological resources or monuments). ▪ Program activities will be in existing campuses; some in old culturally important properties or areas and may be carrying legacy non-compliances. *Teaching - Learning:* ▪ Infrastructure to avoid minimizing impacts and monitoring reporting & planning to well manage impacts on cultural properties do not exist. This aspect is not seen covered in Annual IDPs	*Construction and O&M Activities:* ▪ There are no designated or hired experts at any level currently to review, ensure measures to avoid, minimize, mitigate impacts on cultural resources ▪ There is no capacity to get timely clearances, permits, ensure design or implementation of EIA/EMPs with enhancement measures. ▪ Overall, there is opportunity to improve awareness on applicable regulations and to protect cultural resources *Teaching - Learning:* ▪ No capacities at any level to understand impacts of teaching learning, explain impacts to students or conserve cultural properties	*Construction and O&M:* *Systems* ▪ Experts at all levels to ensure timely permits and its renewals; ensure and implement enhancement measures for all recognized, or unrecognized resources in Environmental Assessments or EMPs *Capacity* ▪ Absence of capacitated experts at all levels to monitor ▪ Lack of awareness on all applicable regulations *Teaching - Learning:* ▪ Poor capacities and systems to manage waste, wastewater, pollution management generated during teaching learning ▪ Absence of curriculum and Teaching Learning material with focus on sustainable work, housekeeping, waste (solid, liquid) and other pollution management practices for sensitive environments ▪ Training to Staff and Students	*Construction and O&M Activities:* *Systems* ▪ Need to develop guidance to avoid mitigate manage impacts and risks on cultural resources and chance finds; Substantial Risk activities shall be those that might have an impact on Physical Cultural Resources and need EA, Moderate Risk activities shall be managed using generic EMP that shall include impacts on sensitive components, Low risk activities (mostly purchase, conferences, training) shall include all sustainability principles and regulatory clearances/guidance to avoid impacts and document them while reporting. *Capacity* ▪ ToR for EIA and consultant hiring to include experts on potential adverse impacts on physical cultural property and provide adequate measures to avoid, minimize, or mitigate such effects on cultural resources ▪ Ensure designated trained engineers for EIA implementation at various levels; plan & ensure necessary infrastructure to manage wastes and prevent risks and impacts on physical cultural resources

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
			▪ Build capacities by providing training and sharing of learnings on management of works with effects on cultural resources

Table 12: Environmental Aspects: Core Principle 3: Public and Worker Safety

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
Core Principle 3: Program procedures ensure adequate measures to protect public and worker safety against the potential risks associated with (a) construction and/or operations of facilities or other operational practices developed or promoted under the program and (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials.			
Key Planning Elements:			
3 (a) Promotes community, individual, and worker safety through the safe design, construction, and O&M of physical, or in carrying out activities that may be dependent on such safety measures, inspections, or remedial works incorporated as needed.			
Construction and O&M Activities: Building and other Construction Workers Act, and other health and safety regulations are applicable to all works. Currently, the government is in the process of adopting Health and Safety Codes throughout the country, though they have not yet been finalized. Currently works are carried out by PWD at Central or State or Government agencies mandated to do such works on behalf of ITIs. Their SOPs/Work Orders/Tender / Contract Docs stipulate the need to follow "Building & Other Construction Workers Acts" and other H&S provisions. EMPs are neither prepared, nor incorporated in Bid documents, or applicable for works. In case of Private ITIs such works are usually carried out by private contractors and such requirements are usually not applicable	***Construction and O&M Activities:*** There is no dedicated OHS, CHS expert at any of the implementation agencies. There is little awareness among the implementing agencies of good practices. There exist no expertise or capacity at any level to provide training on OHS, CHS, Incident management, and reporting; and guiding consultants, contractors, sub-contractors, on incorporation of project specific OHS, CHS considerations in Bid documents and Design, and to supervise its implementation Most contractors do not have trained OHS/CHS personnel. ***Teaching Learning:*** NO specific capacities on OHS at any level Modern advanced contents on OHS are not taught at ITIs or national institutions	***Construction and O&M Activities:*** ***System*** Absence of systems to ensure safety in design, construction, O&M High OHS risk activities such as works in dilapidated buildings/structures, works in water bodies, sewers, STPs etc. need to be screened, assessed for hazards and mitigation measures including work permit systems made part of OHS Plan, as a separate plan or a part of EMP ***Capacity*** Dedicated OHS, CHS expertise is important at National, State levels to suggest safe designs and Corrective Actions for all program activities. Capacities to guide, monitor and report on work safety need improvement	***Construction and O&M Activities:*** ***System*** • Design & EIA ToRs to be specific on OHS, CHS aspects • OHS, CHS (covering safety and pollution) guidelines (specific to work type) and institutional, insurance, regulatory requirements should be included in all bid documents for all works before the start of works • Awareness on OHS, CHS to all stakeholders as part of Program Training / Capacity Building activities • Avoidance, mitigation, management measures shall be considered in EMP as of higher OHS and CHS risks, and avoidance, mitigation and management measures built in as part of Design, OHS, CHS Plan.

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
Core Principle 3: Program procedures ensure adequate measures to protect public and worker safety against the potential risks associated with (a) construction and/or operations of facilities or other operational practices developed or promoted under the program and (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials.			
There is no formalized mechanism (including from earlier Projects/Programs to ensure OHS / CHS aspects in any work – by private or public agencies in design, planning, O&M. ***Teaching - Learning*** Certain generic safety considerations for all trades and specific considerations are ensured through curriculum for core trades. Teaching learning is however not effective on OHS and CHS. PPEs are not supplied or used by instructors or learners even in institutions developed and managed under MDB assisted programs. In some cases, old worn-out PPEs were seen in lockers. First Aid boxes and safety trainings are observed insufficient in most cases; Fire extinguishers are not appropriate to the trades, locations; and mostly neither used, nor license renewed. Most students are staff not trained on Fore safety NO standard awareness material is seen displayed except in certain tool rooms and facilities run through superior industries	Students' capacities on H&S not commensurate with industry levels Incident recording (mostly indicative incidents) or Corrective plans are not prepared or followed	***Teaching – Learning*** Absence of Teaching learning materials with updated trade wise safety contents Absence of capacities to train on OHS & coordinate OHS implementation in teaching - learning	• Works involving hazardous materials, Lead based paints, Asbestos, or purchase and Use of banned pesticides/Insecticides shall be excluded ***Capacities:*** • Ensure experts at State to oversee and report on all program activities ***Teaching Learning*** 45. Dedicated Safety-First Cell On OHS CHS to coordinate teaching learning and raise the bar for all ITI skilled students and staff • Learning exchange between States/Institutions • High quality International OHS certification for Trainers and support modalities for students seeking certification • Ensure supply and use of appropriate PPEs, Defibrillators, Fire safety, standard OHS awareness material, first aid boxes etc. • Retrofit required infrastructure and good practices to improve legacy issues in storage, management of fuels, batteries wastes, asbestos, chemicals etc. • Training to all students and staff on Fire Safety and First Aid

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
Core Principle 3: Program procedures ensure adequate measures to protect public and worker safety against the potential risks associated with (a) construction and/or operations of facilities or other operational practices developed or promoted under the program and (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials.			
3 (b) Promotes the use of the recognized good practice in the production, management, storage, transport, and disposal of hazardous materials generated through program construction or operations; promotes the use of IPM practices to manage or reduce pests or disease vectors; and provides training for workers involved in the production, procurement, storage, transport, use, and disposal of hazardous chemicals in accordance with international guidelines and conventions.			
Construction and O&M Activities: There are National regulations on Solid Waste, Hazardous Wastes, Biomedical Wastes, Construction and demolition wastes, Plastics, Chemicals, Batteries, etc. Certain pesticides, insecticides, are also banned for use in India. SWM micro composing / other technology-based units, Hazardous wastes, E-waste and C&D waste management facilities exist in some Program cities Program EIAs shall assess any hazardous / other wastes, chemicals or materials generated from the project. Any hazardous material must be disposed of as per the Hazardous Waste Management Rules 2016. This is also applicable to sludge from existing STPs /ETPs if found hazardous due to any contaminant **Teaching Learning:** Toxic materials, hazardous wastes and chemicals, and cleaning cotton waste are seen in small quantities in workshops. These are usually reused and recirculated. However, small final quantities remain for want of disposal. Spillage and poor	*Construction and O&M Activities:* Currently in most ITIs, waste is not managed well. It is seen all around the campus, in mixed fashion. Construction works are not managed well with respect to waste or pollutants; specifically, fuels, asbestos etc. Awareness of regulatory requirements and best practices are minimal. Awareness that Hazardous waste management from construction and demolition (asbestos, sharps (glass, tools)), sludge, as also wastewater or back wash from water filtration, etc., need proper management is minimal, and institutional capacities at all levels are required to be upgraded to guide, co-ordinate with local bodies/other agencies. **Teaching Learning:** Capacities for management of hazardous materials or wastes even though in small quantities is minimal No specific training or awareness to instructors or students on hazardous material management	*Construction and O&M Activities:* *System* No exclusion criteria to exclude hazardous materials, including asbestos and pesticides No EMP to manage wastes, esp, hazardous wastes and chemicals *Capacities* Lack of awareness and capacity on regulatory requirements on waste management (all wastes including sludge, solar panels, hazardous wastes etc.) and reuse Absence of institutional capacity to guide and monitor waste management during construction and O&M *Teaching Learning:* Systems to monitor & manage hazardous materials and wastes Proper and safe Storage facilities are absent Capacities to manage hazardous wastes and materials especially in workshops are absent Training on hazardous wastes and material handling is important	*Construction and O&M Activities:* System • Develop and use exclusion criteria to exclude hazardous materials and works, monitor products/byproducts for hazardous constituents and ensure disposal following HWM Rules 2016 • DPR & EIA ToRs, Bid documents, Reporting Tools (all to be made part of Environmental Guidance Manual) to be updated with requirements on waste management, material management and safe storage (such as fuel, chemicals) and record keeping under the program. Works involving hazardous materials, Lead based paints, Asbestos, or purchase and Use of banned pesticides/Insecticides shall be excluded from the Program • Proper infrastructure and facilities to manage hazardous material and wastes, including Fire safety provisions *Teaching - Learning* • Capacity Building at the state level to guide and monitor waste management under the program

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
Core Principle 3: Program procedures ensure adequate measures to protect public and worker safety against the potential risks associated with (a) construction and/or operations of facilities or other operational practices developed or promoted under the program and (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials.			
placement and management of such materials are notable in most workshops. Waste, scrap, e-wastes and hazardous materials including fuels are channelized through Government machinery. However, storage mechanism is not safe and housekeeping not followed in most places.			• Training and awareness to officials on the regulatory environment for managing wastes and wastewater.
3 (c) Includes measures to avoid, minimize, or mitigate community, individual, and worker risks when program activities are located within areas prone to natural hazards such as floods, hurricanes, earthquakes, or other severe weather or climate events.			
Guidelines are available for siting, planning, Design for cyclone/hazard-prone areas - suggested by NDMA, Authorities at State Level, Local Bodies etc; including the following considerations: Eg: Plinth above high flood level, erosion control measures, minimal use of glass & type of materials used, solar passive architecture/lighting in certain areas, ventilation specifics to ensure climate responsiveness, positioning of panels etc.). The National Building Code 2016 includes several codes concerning fire safety, earthquake resistance, cyclone resistance, and construction. No special screening for climate risks	There is no institutional responsibility to coordinate with various agencies/departments and ensure the sustainable, smart design and to avoid, minimize, mitigate, community, individual, or worker risks in hazard-prone areas or during climatic events. The awareness/capacities of institutions involved are limited at all levels. Also, there is no institutional arrangement to monitor safe work site closure and safety of workers, communities, or students during emergencies or climatic events.	***System*** Climate screening mechanism absent Design & EIA ToRs lacks Climate mitigation, adaptation considerations, including warning and emergency response The works in hazard-prone areas shall follow National specifications to ensure structural safety. Site planning guidelines need strengthening with Climate Responsive Criteria. Absence of comprehensive Guidelines / SOPs for site planning and work practices (separate) including for hazard-prone areas Absence of protocols to ensure safe work closure or guidance on the safety of workers, students, communities, in case of emergencies/disaster events. ***Capacity***	• Prepare climate screening and risk mitigation mechanism • Update Design & EIA ToRs with Climate mitigation, adaptation considerations; including warning and emergency response. • Design of infrastructure shall follow comprehensive Guidelines / SOPs for site planning and work practices (separate) including for hazard-prone areas. This should be made a Bid condition • Generic EMPs for all type of works (part of Environmental Guidance Manual) to include protocols to ensure safe work closure or guidance on the safety of workers, communities, in case of emergencies/disaster events. • Designate institutional responsibility to coordinate with various agencies/department's, monitor and

System Assessment	Capacity Assessment	List of Identified Gaps	Recommendations
Core Principle 3: Program procedures ensure adequate measures to protect public and worker safety against the potential risks associated with (a) construction and/or operations of facilities or other operational practices developed or promoted under the program and (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials.			
		Absence of institutional responsibility to coordinate with various agencies/department's, monitor and ensure sustainable, smart planning, and avoid, minimize, mitigate, community, individual, or worker risks in hazard-prone areas or during climatic events. Absence of awareness/training to all agencies, students and stakeholders on safe practices and emergency response.	ensure sustainable, smart planning, and avoid, minimize, mitigate the student community, individual, or worker risks in hazard-prone areas or during climatic events. • Provide awareness/training to all agencies and stakeholders on safe practices and emergency response

Table 13: Summary of Environmental Assessment for Core Principles 1, 2, 3

Summary of Assessment, List of Identified Gaps	_Recommendations_
Core Principle 1: Environmental and social management procedures and processes are designed to (a) avoid, minimize, or mitigate adverse impacts; (b) promote environmental and social sustainability in program design, and (c) promote informed decision-making relating to a program's environmental and social effects.	
Applicable • Absence of procedures, and processes at the National, State, Institutional level to screen & avoid, minimize, mitigate, adverse impacts, or promote informed decision-making except in case of large building construction or area development activities. • Absence of mechanism to ensure quality and sustainability of facilities created • Absence of tools/formats to review, monitor, and enforce Pollution management, O&M of assets	• Include mechanisms to ensure sustainable infrastructure & facilities and operations and maintenance during design • Develop and follow a system to exclude high risk activities in line with Banks P for R Policy, Audit existing legacy issues and risks, and screening for all construction activities • Develop and follow mechanism to (i) assess, mitigate, manage, and monitor environmental risks and impacts; including impacts on associated facilities and cumulative impacts where applicable in case of substantial risk activities if any; (ii) use EMP for moderate risk activities in line with national regulations, and (iii) ensure regulatory requirements in Bid Documents in case of low risk activities • Program to prepare Environmental Guidance with standards, tools to be used strictly in Design and Environmental Assessment, and monitoring/supervision of all Program activities - including better effects of energy efficiency and greening activities. • Ensure EMP is included in bid documents, implemented, monitored and reported as part of QPR or semi-annual reports

Summary of Assessment, List of Identified Gaps	Recommendations
	• Mid Term and End term Audit
• Absence of institutional capacity to manage environmental effects & disseminate program information • Lack of guidance, training, and capacity building of implementing agencies to identify, mitigate and manage risks and impacts	• Constitute a dedicated Environmental Management Cell – Center for Health, Safety and Environment to co-ordinate Program Environmental Management at all levels
Core Principle 2: Environmental and social management procedures and processes are designed to avoid, minimize, and mitigate adverse effects on natural habitats and physical cultural resources resulting from the program.	
• Absence of screening mechanism/tools to avoid risks to Natural Habitats and Physical and Cultural Resources. Though proposed activities are within available land, it is essential to screen the proposed activities for: a) locations near cultural heritage buildings/ premises, b) location of infrastructure and treated sewage and sludge discharge or disposal points viz a viz the climate impacts, c) location of critical habitats viz a viz disposal of treated sewage would lead to avoidance of environmental impacts and long-term sustainability, d) location of water supply sources treated sewage and sludge disposal areas (even during climate emergencies)	• Develop and use exclusion criteria to exclude high-risk activities near Natural Resource areas, Cultural Heritage areas (including for activities considered as prior results) • Follow regulatory requirements & monitor • Ensure environmentally sensitive design & mitigation measures for all risks and impacts • Prepare and update the list of regulatory clearances required for various program activities • Prepare Guidelines to be included in Environmental Guidance
• Absence of responsibilities at various levels to ensure screening and avoidance of risks and impacts	• Develop dedicated capacities for screening, and exclusion, before initiating any Program implementation works (new/upgradation) • Environment Management Cell including ITI staff or designated persons, overseeing the works to be provided thorough on-job and dedicated training on the regulatory requirements of works/activities in sensitive areas, cultural areas, mitigation, monitoring, reporting
Core Principle 3: Program procedures ensure adequate measures to protect public and worker safety against the potential risks associated with (a) construction and/or operations of facilities or other operational practices developed or promoted under the program and (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials.	
• Lack of tools to manage OHS / CHS during implementation from pollution effects of works & O&M (wastes, sewage, sludge), facilities, use of / encountering Hazardous Materials like Asbestos & banned insecticides, pesticides, Fire/Disaster Risks • Need for improved focus on OHS, CHS during Teaching Learning • Absence of infrastructure to safe keep hazardous materials	• Prepare and follow Environmental Guidance Manual • Improve design of workshops ensuring safekeeping of wastes and materials • Ensure that EMPs are prepared covering all regulatory requirements, pollution, OHS, CHS risks, disaster risk management • Use standard EMP for other activities, updated as site-specific ones, by the contractors at the start of works • Study on EHS in curriculum- Trade wise improved teaching learning material on new / advances in OHS •

Summary of Assessment, List of Identified Gaps	Recommendations
• Absence of an institutional mechanism to guide on OCHS, safety/hazards, chemicals wastes/pollution, and to avoid, minimize, mitigate risks and monitor; and to incorporate good practices on EHS in Teaching – Learning Environment. • Lack of capacities at all stakeholder agencies on OHS, CHS, and the applicable Codes, regulations • Lack of training in emergency response and disaster management	• Ensure institutional mechanism (have dedicated personnel with suitable capacities – certified OHS professionals) at all levels including Contractors - to guide on safety, and pollution and ensure its implementation and monitoring. • Construction supervision including design review to ensure it follows environmental guidance, and OHS • Capacity building of all stakeholder agencies on OHS, CHS, regulations, Pollution management, and monitoring these • Stakeholders and workers training on OHS, CHS, orientation on Disaster Management, emergency response • Safety Cell on OHS to coordinate OHS trainings, certification of instructors & students in response to market demands

ANNEXURE VIII: Detailed Actions of Safety-First Cells at various applicable Institutional Levels

Table 14: Proposed Detailed Actions on EHS for Compliance during Construction/Upgradation and Teaching - Learning

Proposed Activities to Improve OHS in Teaching Learning	Year 1	Year 2	Year 3	Year 4	Year 5
Constitute Safety-First Cells at all applicable levels (National, State Hub and Spoke (HSIC) Levels) through an Office Order and SOPs; to ensure EHS in ITI Teaching Learning including accreditation of Trainers, Trainings to be provided on EHS, provision & use off PPEs and Awareness Material	▪ Approval to Safety-First Cells at various levels with qualified and experienced staff, and Scope of Work. ▪ Gap analysis of trade specific EHS curriculum compared to good international industry practices/ guidelines / manual and revise / upgrade the trade specific EHS (including that for new green jobs) curriculum and teaching material by CSTARI and NIMI with approvals from DGET. *(Responsibility: MSDE jointly with applicable agencies such as DGET, CSTARI, NIMI)*	▪ Preparation of the teaching/ training, modules and training schedule for each Trade / Stream including new age Green Jobs, monitoring reporting schema, plan for awareness material & selection of PPEs), Develop Visual interactive EHS module. ▪ Develop their institutional action plan for next 20 years & detailed plan for next 4 years (program period) *(Responsibility: MSDE & PMU Safety First Cells)*	▪ Mid Term report on Impact Evaluation of Safety-First Cell and its activities *(Responsibility: MSDE & Safety-First Cells)*	Nil	▪ End Term report on Impact Evaluation of activities of the Safety Cells *(Responsibility: MSDE & Safety-First Cells)*
		▪ Ensure appropriate PPEs for students and Staff @ 1:1 & standard Awareness Materials in 50 percent of H&Ss identified *(Responsibility: MSDE & Safety-First Cells)*	▪ Ensure appropriate PPEs for students and Staff @ 1:1 & standard EHS Awareness Materials for remaining H&Ss *(Responsibility: MSDE & Safety-First Cells)*	▪ Ensure appropriate PPEs for students and Staff @ 1:1 & standard EHS Awareness Materials for remaining H&Ss *(Responsibility: MSDE & Safety-First Cells)*	▪ Ensure appropriate PPEs for students and Staff @ 1:1 & standard EHS Awareness Materials for remaining H&Ss to reach 100 percent coverage *(Responsibility: MSDE & Safety-First Cells)*
	▪ Orientation Training for instructors & nodal officials (at all	▪ Dedicated Third Party Training on EHS and safety culture for Trainers (ToT)	▪ Dedicated Third Party Training on EHS and safety culture for	▪ Dedicated Third Party Training on EHS and safety culture for	

Proposed Activities to Improve OHS in Teaching Learning	Year 1	Year 2	Year 3	Year 4	Year 5
	MSDE institutions, sample Hubs and Spokes) on OHS *(Responsibility: MSDE, DGET, CSTARI/ NIMI)*	*(Responsibility: MSDE & Safety-First Cells)*	remaining Trainers (ToT) *(Responsibility: MSDE & Safety-First Cells)*	remaining Trainers (ToT) *(Responsibility: MSDE & Safety-First Cells)*	
		▪ Ensure International OHS Certification for designated OHS Instructors *(Responsibility: MSDE & Safety-First Cells)*		▪ Ensure International OHS Certification for remaining designated OHS Instructors *(Responsibility: MSDE & Safety-First Cells)*	
Total resources use and efficiency (TRUE) campuses	▪ Establishment TRUE committees at Hub and Spoke consortium (HSIC) and Preparation of SOP for implementing TRUE at all ITIs	▪ 30% of the ITIs to implement the TRUE SOP	▪ 60% of the ITIs to implement the TRUE SOP	▪ 100% of the ITIs to implement the TRUE SOP	
	Minimum values: Safety First Cells approved and constituted, 50 trainees on Orientation training, 30% of total H&S under the Program (as on verification date) for PPE and Standard awareness materials 50% Hub and Spokes establish TRUE committees, SOP Prepared at Central level	Minimum values: 50% instructors certified, 50% designated trainers undertaking ToT, 60% of total H&S under the Program (as on verification date) for PPE and Standard EHS awareness materials Minimum 15% ITIs under the Program implement TRUE SOP	Minimum value: 50% of remaining designated trainers undertaking ToT, 90% of total H&S under the Program (as on verification date) for PPE and Standard EHS awareness materials Minimum 45% ITIs under the Program implement TRUE SOP	Minimum value: 100% designated trainers undertaking ToT, 100% of total H&S under the Program (as on verification date) for PPE and Standard EHS awareness materials All ITIs under the Program implements TRUE SOP	

ANNEXURE IX: P for R Exclusions from the Bank's P for R Guidance Manual

Exclusions. Under the Policy, activities that are "judged to be likely to have significant adverse impacts that are sensitive, diverse, or unprecedented on the environment and/or affected people are not eligible for financing and are excluded from the Program." More specifically, PforR financing should not be used to support programs, or activities within programs, that in the Bank's opinion involve the following:

- Significant conversion or degradation of critical natural habitats or critical cultural heritage sites;
- Air, water, or soil contamination leading to significant adverse impacts on the health or safety of individuals, communities, or ecosystems;
- Workplace conditions that expose workers to significant risks to health and personal safety;
- Land acquisition and/or resettlement of a scale or nature that will have significant adverse impacts on affected people, or the use of forced evictions;
- Large-scale changes in land use or access to land and/or natural resources;
- Adverse E&S impacts covering large geographical areas, including transboundary impacts, or global impacts such as greenhouse gas (GHG) emissions;
- Significant cumulative, induced, or indirect impacts;
- Activities that involve the use of forced or child labor;
- Marginalization of, discrimination against, or conflict within or among, social (including ethnic and racial) groups; or
- Activities that would (a) have adverse impacts on land and natural resources subject to traditional ownership or under customary use or occupation; (b) cause relocation of Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities from land and natural resources that are subject to traditional ownership or under customary use or occupation; or (c) have significant impacts on Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities' cultural heritage that is material to the identity and/or cultural, ceremonial, or spiritual aspects of the affected communities.

This exclusion principle applies to Program activities that meet these criteria, regardless of the borrower's capacity to manage such effects. In the PforR context, the concept of exclusion means that an activity is not included in the identified program of expenditures.
In addition, an activity is not included if it requires the completion of a non-eligible activity to achieve its contribution to the PDO or any specific DLI.

Program Safeguard Systems Assessment (Draft)

India: Supporting National Industrial Training Institute (ITI) Upgradation Program

PROGRAM SAFEGUARD SYSTEMS ASSESSMENT

1.   A National Institute for Transforming India (NITI) Aayog evaluation study (2023) noted systemic challenges of outdated vocational infrastructure, multi-layered over-regulation, chronic Trainer's shortage, and curriculum struggling to keep pace with economy in the National Industrial Training Institute (ITI) ecosystem.[1] The Government of India announced a ITI upgradation scheme in the Union Budget for 2024–25 which proposes to reform the ITI ecosystem through establishing government-owned, industry-managed ITIs, operated through PPP models, undertaken for proposed India: National ITI Upgradation Program (the Program). The Scheme for ITI Upgradation scheme is proposed to have two components: Component I: Upgradation of ITI in Hub and Spoke Model with revamped trades (courses) and Component II: Capacity Augmentation of National Skill Training Institutes (NSTIs). In addition to the above components, provisions for Governance, Monitoring, Digital Infrastructure, Institutional Capacity Building, and Project Management Support have also been made under the scheme. The scheme aims to ensure that training programs are aligned with industry needs and standards through the upgradation of 1,000 ITIs in a hub-and-spoke arrangement across 36 States and Union Territories of India, with course content and design tailored to the needs of the industry. The scheme also seeks to strengthen and augment the capacity of NSTIs under the central government's ambit. Accordingly, the scheme proposes a Hub-Spoke model for upgradation of ITIs. On an average, each Hub ITI shall have 4 Spoke ITIs aligned with it, thereby there shall be 200 Hub ITIs and 800 Spoke ITIs upgraded under the scheme. Against this backdrop, the GOI has requested support from the Asian Development Bank (ADB) under results-based lending (RBL) modality and World Bank under Program for Results (PforR) modality for the Program. The World Bank is also conducting environmental due diligence and preparing an Environment and Social System Assessment (ESSA) based on evaluation of in sample states).

2.   This program safeguard systems assessment (PSSA) is carried out at the RBL program level. It includes analysis carried out during the preparation of the RBL program. This RBL program aims to support State Directorate of Voccational Education and Training (The State Departments) and selected ITIs implement the Program in 36 States. The PSSA was conducted to identify any programmatic, institutional, and contextual risks of the program in terms of environmental and social safeguards implementation, and to assess the executing agency's capacity and commitment to manage risks following the Safeguard Policy Statement (SPS) (2009) of ADB. Where gaps exist between the SPS policy principles and the program safeguard system, a safeguard program action plan (SPAP) is included for implementation by the ITIs to ensure adequate safeguard systems for the RBL program; to manage its safeguard impacts and risks; and enhance the safeguards capacity of the state department /ITIs.

3.   This document summarizes the findings (of consultations and visits conducted in West Bengal, Maharashtra, Madhya Pradesh, Mizoram, Jharkhand and Delhi) of the Program Safeguard Systems Assessment (PSSA) undertaken for proposed National ITI Upgradation Program.

4.   The PSSA examined environment and social safeguard management and compliance aspects of the state Departments and sampled ITI systems (in 6 states) with a view to ascertaining whether it is congruent with the safeguard policy principles of the ADB SPS (2009). It also conducted a safeguard gap analysis so that the Program could address them. The PSSA also examined whether the state department/ITI system is capable of managing safeguard risks and promoting sustainable development.

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[1] Skill India – National Scheme for ITI Upgradation (Annexure A of EFC note) – Concept Note, MSDE, January 2025.

A.   Program Environmental and Social Impacts and Risks

5.   The environment and social assessment were conducted to identify the impacts and risks of the Program activities and inferred the safeguards policy principles of ADB SPS, 2009 that would get triggered. As a part of PSSA, the assessment of the potential use of asbestos (older ITIs likely to have asbestos materials for roofing) in construction materials has been reviewed. Community and occupational health and safety risks and labour standards, incidents/accidents and awareness raising and training programs have also been assessed especially in relation to working at height, working in local communities and labour accommodation including sanitation and welfare. The PSSA indicates that environmental impacts of the Program would be ranging from minor to moderate and site specific, and mitigation measures can be built into Environment Management Guidance Code (EMGC) (Annexure 2) of ITI subprojects and tentative budget. Environmentally sensitive locations will be avoided in implementing Program activities following a checklist-based screening process to meet the eligibility criteria. (provided in Annexure 3 and Screening Checklist in Annexure 4 of this PSSA and the PID). The PSSA confirms the Program's categorization for environmental safeguards as category 'B'. In case of involuntary resettlement safeguards, the PSSA found that the Program does not require land acquisition, will not impose involuntary restrictions on land use, and will not result in any involuntary resettlement impacts. Therefore, it is categorized as 'C'. For indigenous peoples, due to its affirmative actions and positive impacts on Scheduled Tribes, the program is categorized as '*B'.* The refurbishment/repair of existing ITI facilities/buildings will take place within the campus. All the new buildings to be constructed under the Program will also be located within ITI premises as mostly have moderate to large available land for future expansion. The SPAP prepared will ensure that relevant SPS policy principles are adopted by the program system and particular attention will be paid to system requirements related to waste generation and occupational and community health and safety.

A.   Environmental Impacts.
The potential impacts resulting from the program activities are expected to be localized, campus-specific, and primarily short-term in nature limited to the construction/repair phase of the program. Thus, the program has been classified as category B for environment. The expected environmental impacts are: construction-related impacts from civil works, construction/ refurbishment of buildings and related infrastructures including (i) dust and other emissions from demolition, vehicle traffic, site preparation/land clearing activities, and materials stockpiles; (ii) noise and vibration from construction equipment, and vehicle/traffic congestions in access road as some of ITIs (yet to be identified) will be in built-up areas; (iii) waste generation; (iv) soil erosion from site preparation activities for new constructions; (v) hazardous wastes like oil or fuel spills associated with construction equipment operation and fuelling activities affecting soils and nearby water bodies/storm water drains; (vi) occupational health and safety risks and hazards, including working at height, and at traffic congested areas; (vii) generation of asbestos waste from demolition/renovation of existing buildings (Asbestos sheet usage is banned in India, although as reported by State Departments/ITIs, some older campuses may have asbestos used in them. Asbestos roofing was observed in Kurla ITI (Mumbai and Aizawl ITI) part under demolition during site visit) will likely pose health impacts if disturbed; and (viii) community health and safety issues, especially for ITIs within busy areas, congested traffic routes, residents and sensitive land uses like nearby schools and health facilities. The short-term construction related impacts and safeguard risks outlined above can be avoided/prevented, reduced and mitigated through implementation of a detailed environmental management guidance code (EMGC) as given in Annexure 2 that adopts standard operating procedures and best practices.

6.   **Involuntary Resettlement.** The physical infrastructure component of the Program will be limited to existing ITI campuses on government land. The land is designated exclusively for ITI campuses. There will be no involuntary restriction on land use or access to legally designated parks and protected areas. There are no non-title holders within ITI campuses. The Program is classified as Category C for involuntary resettlement safeguards, as no land acquisition is required, and no involuntary resettlement-related impacts are envisaged. An involuntary resettlement screening checklist (Annexure 4) will be used by the PMU to review program activities. Only ITIs with available land, no involuntary resettlement impact, no land acquisition, and classified as "Category C" for involuntary resettlement will be eligible for financing.

7.   **Indigenous Peoples.** The assessment suggests that the proposed program will not negatively impact Scheduled Tribes' dignity, human rights, livelihood systems, or culture or affect the territories or natural or cultural resources they own, use, occupy, or claim as their ancestral domain. Scheduled Tribes will benefit from the affirmative actions under the program, which will increase their participation and improve their learning outcomes and employability. The program will ensure that affirmative actions are relevant, culturally appropriate, and inclusive. Scheduled Tribes will be included as part of disadvantaged groups, increasing their participation through DLI 3—enhancing access to better quality of training programs and services in supported hub-and-spoke ITIs. The Indigenous Peoples safeguard is categorized as "B". An Indigenous Peoples Plan (IPP) has been prepared to ensure the equitable sharing of Program benefits with Scheduled Tribes in the Project area.

B.   Safeguard Policy Principles Triggered

8.   The program will screen out any high-risk activity that may fall under category A for environmental, category A or B for IR and category 'A or B' due to adverse impacts for IP safeguards. For environment safeguard policy principles 1-7 and 9,10 are triggered. For involuntary resettlement, only Policy Principle 1 is triggered, whereas for Indigenous Peoples, six policy principles are triggered. Table 1 summarizes how the RBL program triggers the safeguard policy principles.

Table 1: Safeguard Policy Principles Triggered

Principles	Description
Environment	
Principle 1: Use a screening process for each proposed project, as early as possible, to determine the appropriate extent and type of environmental assessment so that appropriate studies are undertaken commensurately with the significance of potential impacts and risks.	**Triggered.** ▪ Building construction projects including that of educational institutes are not listed under the schedule of the EIA Notification 2006 as environmentally sensitive projects, unless the built-up area is more than 20,000 square meters. Screening and categorization are not required by Government of India except for when ITI buildings and construction components will be of more than 20,000 square meters. ▪ No mechanism at corporate level for screening of program activities. ▪ Information on sensitive/natural habitat areas being present within the ITI surroundings were not available as noted during due diligence ▪ Under this RBL all relevant activities will be screened using a checklist in Annexure 3 and eligibility criteria will be determined per Annexure 4.

Principles	Description
Principle 2: Conduct an environmental assessment for each proposed project to identify potential direct, indirect, cumulative, and induced impacts and risks to physical, biological, socioeconomic (including impacts on livelihood through environmental media, health and safety, vulnerable groups, and gender issues), and physical cultural resources in the context of the project's area of influence. Assess potential transboundary and global impacts, including climate change. Use strategic environmental assessment where appropriate.	**Triggered.** ▪ Building construction including Educational Institute projects are not required to conduct an environmental assessment and obtain Environmental Clearance (EC) in India[2], unless the built-up area is more than 20,000 square meters. ▪ They may need to comply with EC notification under the following circumstances: If an educational institution plans to construct new buildings or expand an existing campus, especially in ecologically sensitive areas (e.g., near forests, wetlands, or coastal areas), an Environmental Impact Assessment may be required. Some research activities, particularly those involving the use of hazardous materials, laboratories with chemicals or biological waste, or large-scale environmental impacts (e.g., construction of research facilities), may require an EIA. Educational institutions that are involved in setting up large-scale hostels, sports complexes, or other amenities, may need to go through the EIA process if the project could impact the environment. ▪ Program activities may involve buildings of more than 20,000 square meters of built-up (floor) area, so environmental assessment is required for those ITIs. The Don Bosco Kurla ITI is more than 20,000 square meters and no confirmation on EIA/Environmental Clearance was made available through constructed prior to 2014 when educational institutions were not exempted from EC. ▪ No mechanism at corporate level for assessment of program activities. ▪ Some State Departments such as Maharashtra has prepared an ES safeguard instrument for other WB funded project, Madhya Pradesh for other ADB projects. ▪ Checklist based assessments will be conducted to screen out ineligible activities irrespective of the built-up area and site-specific impacts if any <u>identified will need to be assessed by the EA</u> for that ITI or activity. If required, the EMGC will need to be updated. ▪ To manage the environmental risks of the RBL program, MSDE shall develop systems to screen, assess, manage and mitigate environmental risks and impacts of all Program activities at various levels, and EHS in Teaching – Learning ▪ For existing infrastructures to be upgraded, the Environmental Audit to be carried out to identify and incorporate the required aspects in design and plan close EHS gaps on legacy non-compliances through preparation of a Corrective Action Plan. This

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[2] Government of India. Ministry of Environment, Forests, and Climate Change 2014. [Gazette of India.](#)

Principles	Description
	includes among others, fire safety and other permits, licenses, well stocked first aid and PPE supplies, absence of mechanisms to safe keep hazardous materials, etc
Principle 3: Examine alternatives to the project's location, design, technology, and components and their potential environmental and social impacts and document the rationale for selecting the alternative proposed. Also consider the no project alternative.	**Triggered.** ▪ Also as environmental assessment is not needed for buildings with built-up area above 20,000 sqm no mechanism at country or State Department level for assessment of alternatives to the program activities. ▪ Not applicable to the Program's ITI upgradation activities as it will have all construction works at current sites/campuses. If new sites outside the ITI premises are selected for construction this principle would trigger irrespective of the built up area.
Principle 4: Avoid, and where avoidance is not possible, minimize, mitigate, and/or offset adverse impacts and enhance positive impacts by means of environmental planning and management. Prepare an EMP that includes the proposed mitigation measures, environmental monitoring and reporting requirements, related institutional or organizational arrangements, capacity development and training measures, implementation schedule, cost estimates, and performance indicators. Key considerations for EMP preparation include mitigation of potential adverse impacts to the level of no significant harm to third parties, and the polluter pays principle.	**Triggered.** ▪ Since environmental assessment is not needed (unless the built-up area is more than 20,000 square meters) no mechanism at country or corporate level for environmental management by the program activities. ▪ Some State Departments (like Maharashtra) may have prepared ES safeguard system for other MDB funded projects/program which identifies mitigation measures and have a generic EMP. ▪ Generic EMP/EHS clauses are usually incorporated into the PWD contract for civil works, but it is unlikely to be ADB/WBG program safeguard requirement specific. ▪ An environment management guidance code (EMGC) for design, preconstruction, construction and operation stage has been prepared (Annexure - 2) considering all possible impacts of the civil works and trade workshops. In case of any site-specific impact identified that will be analyzed and site specific EMGC will be prepared by the EA in consultation with the ADB safeguards staff. ▪ To manage the environmental risks of the RBL program, MSDE shall develop systems to screen, assess, manage and mitigate environmental risks and impacts of all Program activities at various levels, and EHS in Teaching – Learning ▪ For existing infrastructures to be upgraded, the Environmental Audit to be carried out to identify and incorporate the required aspects in design and plan close EHS gaps on legacy non-compliances through preparation of a Corrective Action Plan. This includes among others, fire safety and other permits, licenses, well stocked first aid and PPE supplies, absence of mechanisms to safe keep hazardous materials, etc.
Principle 5: Carry out meaningful consultation with affected people and facilitate their informed participation. Ensure women's participation in consultation. Involve stakeholders, including affected people and concerned NGOs, early in	**Triggered.** ▪ There are currently multiple grievance redressal mechanisms (GRM) operating simultaneously. However, there are no common SOPs for their operation nor any comprehensive system for

Principles	Description
the project preparation process and ensure that their views and concerns are made known to and understood by decision makers and considered. Continue consultations with stakeholders throughout project implementation as necessary to address issues related to environmental assessment. Establish a GRM to receive and facilitate resolution of the affected people's concerns and grievances regarding the project's environmental performance.	reporting and monitoring. ▪ <u>It is not the practice for the State Department/ITIs to consult local public and other stakeholders apart from those directly involved in the projects. There is no institutional vehicle to ensure consultation with all stakeholders unless it is triggered under the EIA notification 2006 and amendments thereof.</u> ▪ MSDE/ DGT/State Departments/ITIs mostly does not have a dedicated grievance redressal mechanism and grievance redressal committees are formed on need basis and majorly are handled department or division wise to which the complaint would pertain after they are received from the central or state's grievance redressal portal (CP Grams/ Aple-Sarkar in Maharashtra/ Chief Minister helpline/ State Public grievance redressal department). A GRM incorporating the existing mechanism will be formalized under this RBL (guidance provided in Annexure 6).
Principle 6: Disclose a draft environmental assessment (including the EMP) in a timely manner, before project appraisal, in an accessible place and in a form and language(s) understandable to affected people and other stakeholders. Disclose the final environmental assessment and its updates, if any, to affected people and other stakeholders.	**Triggered.** ▪ EA is not required to conduct EIA and obtain environmental clearance, consequently there is <u>no disclosure</u> for buildings below 20,000 sqm built up area. In case any building attracts EC, all documents are to be disclosed on the website of Ministry of Environment, Forest and Climate change and State Pollution control Board if public hearing at district level is applicable per EIA notification. ▪ An environment management guidance code (EMGC) for design, preconstruction, construction and Operation stage has been prepared (Annexure -2) considering all possible impacts of the civil works and trade workshops. In case of any site-specific impact identified that will be analyzed and site specific EMGC will be prepared/updated by the EA in consultation with the ADB safeguards staff.
Principle 7: Implement the EMP and monitor its effectiveness. Document monitoring results, including the development and implementation of corrective actions, and disclose monitoring reports.	**Triggered.** ▪ No mechanism at country or corporate level for environmental management by the program activities hence no requirement for its implementation of monitoring. ▪ Under this RBL semi-annual environment monitoring reports will be submitted by EA to ADB for information and guidance and will be disclosed by EA on their website.
Principle 8: Do not implement project activities in areas of critical habitats unless (i) there are no measurable adverse impacts on the critical habitat that could impair its ability to function (ii) there is no reduction in the population of any recognized endangered or critically endangered species, and (iii) any lesser impacts are mitigated. If a project is located within a legally protected area, implement additional programs to promote and enhance the conservation aims	**Not Triggered.** • Program activities will not be allowed in any legally protected areas, IBA, KBA, critical or natural habitats, nationally or internationally recognised areas, wetlands, mangroves etc. through application of the screening criteria ITI locations are not finalised yet. No new building construction (excluding refurbishment/ repair /non-civil works in existing buildings with prior regulatory permissions) shall be in CRZ and eco-sensitive

Principles	Description
of the protected area. In an area of natural habitats, there must be no significant conversion or degradation, unless (i) alternatives are not available, (ii) the overall benefits from the project substantially outweigh the environmental costs, and (iii) any conversion or degradation is appropriately mitigated. Use a precautionary approach to the use, development, and management of renewable natural resources.	zones of NP and WLS. Any activities in CRZ 1 and IV shall not be allowed. • There are no formal procedures or guideline that mandates project proponents to follow the mitigation hierarchy principle in the management of risks on natural habitats, except critical habitats and biodiversity hotspots covered under National/State regulations. The program shall adopt exclusions (in line with PSSA Criteria) to avoid impacts and risks on non-recognized habitats.
Principle 9: Apply pollution prevention and control technologies and practices consistent with good international practices as reflected in internationally recognized standards such as the WB Group's Environmental, Health and Safety Guidelines. Adopt cleaner production processes and good energy efficiency practices. Avoid pollution, or when avoidance is not possible, minimize or control the intensity or load of pollutant emissions and discharges, including direct and indirect greenhouse gases emissions, waste generation, and release of hazardous materials from their production, transportation, handling, and storage. Avoid the use of hazardous materials subject to international bans or phase-outs. Purchase, use, and manage pesticides based on integrated pest management approaches and reduce reliance on synthetic chemical pesticides.	**Triggered.** The Country system has relevant pollution prevention rules that will be followed under this RBL such as: ▪ Environment (Protection) Rules, 1986 and various legislations address aspects such as air, noise, water pollution, hazardous substance management etc. ▪ National Ambient Air Quality Standards have been specified as specified as per MOEF&CC notification GSR 826I dated 16 November 2009 in compliance with the Air (Prevention and Control of Pollution) Act, 1981 (amended 1987) and the Air (Prevention and Control of Pollution) Rules 1982 ▪ Noise Standards have been specified as per the Noise Pollution (Control and Regulation) Rules, 2000 (amended 2002). ▪ Water quality standards have been specified as per IS10500-2012 and in compliance with the Water (Prevention and Control of Pollution) Act 1972 (Amended 1988) and Water (Prevention and Control of Pollution) Rules 1974. ▪ <u>While asbestos manufacturing is banned in India since 2009 although existing roofing as observed in the Kurla ITI will pose health risks</u> ▪ <u>No guidelines at EA corporate level or ITI campus level on the pollution prevention and control technologies that should be followed.</u> ▪ Limiting value of some pollutants specified in the Indian regulatory standards are the same or more stringent than those specified in World Bank Group and IFC's EHS guidelines but in the case of noise Government of India introduces an additional receptor type not considered by the EHS guidelines (WHO) namely silence zone (hospitals, educational institutions (including the ITIs), courts, religious places and 'any other area which is declared as such by the competent authority') ▪ Program EMGC procedures for all stages of implementation are to be followed for the program activities. Total resource use efficiency provisions to be included in the EMGC that would further ensure pollution prevention and control. ADB's Good Practice Guidance for the Management and Control

Principles	Description
	of Asbestos: Protecting Workplaces and Communities from Asbestos Exposure Risks will be followed along with other international guidelines in preparing the SOPs and conducting trainings for site staff and labour engaged in asbestos management activities by PMC/ Contractors EHS.
Principle 10: Provide workers with safe and healthy working conditions and prevent accidents, injuries, and disease. Establish preventive and emergency preparedness and response measures to avoid, and where avoidance is not possible, to minimize, adverse impacts and risks to the health and safety of local communities.	**Triggered.** ▪ Occupational health and safety standards included in various Indian and International (ILO-corlabour standards) labor laws and codes ▪ Indian regulations require safe work areas, ITI campus for students' workshops and classroom and the use of PPE etc. during practical classes ▪ Civil workers use PPE and provide training at site. The safety officer is responsible for any day-to-day activities on site. Program implementing agencies (including PWD who carries out construction) lack the required resources and skills to ensure that contractors engaged in implementing the Program activities comply with the laws in letter and spirit. ▪ <u>There are no systems currently for monitoring and reporting on the contractor's compliance with contractual obligations related to labor. The PWD/civil workers issues work contracts, but monitoring remains ad hoc.</u> ▪ All ITIs and NSTIs require strong supervision and training on Health & Safety and overall Environmental Management as per the National Regulations. NCVT accreditation guidelines point out the need to ensure safety at workshops. However, EHS is not prioritized, and the capacities to supervise and ensure EHS, especially at workshops is minimal. ▪ PPEs, First Aid, Fires safety were found to be mostly inadequate at sample ITIs. Trip/fall due to damaged workshop floor was observed at Kurla ITI. ▪ All training modules start with safety training, although there are no dedicated EHS courses. ▪ No safety/incident records data were available ▪ At a corporate level all State Departments visited have generic safety policy and manual, but it does not reflect Environment safeguards and Health and most current legislation specific to occupational and community. ▪ Design for upgradation and new construction, or equipment installations shall follow the national/state Environmental Guidelines, including required clauses in Bid Documents/contracts, construction supervision including OHS. Enforcing regulations, monitoring and reporting on pollution and OHS are hence very important in all RBL program activities. ▪ Program EMGC to be followed for the program activities, including contractors who will be implementing the civil works ▪ For O&M, trade specific occupational and

Principles	Description
	community EHS curriculum to be prepared (through DGT/ CSTARI/NIMI) and to include the latest EHS regulations, related good international industry practices and improved EHS procedures for occupational health and safety, to be implemented by the ITIs in O&M activity ▪ EA to report to ADB on any occupational (staff, students) and any community with incident reports in the program ITIs till issuance of PCR
Principle 11: Conserve physical cultural resources and avoid destroying or damaging them by using field-based surveys that employ qualified and experienced experts during environmental assessment. Provide for the use of "chance find" procedures that include a pre-approved management and conservation approach for materials that may be discovered during project implementation.	**Not Triggered.** ▪ Not applicable to the Program as all activities within prohibited/ regulated/ controlled / buffer areas of Centre or State notified archaeological site / monuments will be excluded through the application of screening forms. ▪ There are no formal procedures or guidelines that mandates project proponents to follow the mitigation hierarchy principle in the management of risks on physical cultural resources (regional/local importance) except recognized PCR covered under International/National/State regulations. The program shall adopt exclusions criteria (in line with this PSSA) to avoid impacts and risks on non-recognized PCR. ▪ National legislation prohibits projects that are within 100m of protected monuments. For projects within 300m, permissions are first to be obtained from the competent authorities. ▪ Procedures for obtaining permissions for sitting projects in the vicinity of a protected monument are laid in the various acts related to ancient monuments. ▪ Chance finds (if any new sites) as per Indian regulations are to be handed over to the authorities who shall inspect and assess the chance finds. Procedure for Chance find is included in the EMGC to avoid any possible impacts.
Involuntary Resettlement	
Principle 1: Screen the project early on to identify past, present, and future involuntary resettlement impacts and risks. Determine the scope of resettlement planning through a survey and/or census of displaced persons, including a gender analysis, specifically related to resettlement impacts and risks.	**Triggered.** Only Policy Principle 1 applies to the program. As part of due diligence and safeguards risk assessment, screening, site visits, and consultations have been conducted. The assessment confirms that the program is classified as Category 'C' for involuntary resettlement. In the future, any activities involving involuntary resettlement (Category A or B) will be excluded from the program. The PMU will use the safeguards screening checklist in Annexure 4.2 to screen program activities.
Principles 2 to 12.	**Not Triggered.**
Indigenous Peoples	
Principle 1. Screen early on to determine (i) whether indigenous peoples are present in, or	**Triggered**. The program will be implemented nationwide, including tribal areas recognized by the

Principles	Description
have collective attachment to, the project area; and (ii) whether project impacts on indigenous peoples are likely.	Government of India under the 5th and 6th Schedules of the Constitution. By enhancing the quality of training programs in the ITIs and NSTIs, the program will help Scheduled Tribes gain better employment opportunities, increase their participation in the labor force, and improve their socio-economic conditions.
Principle 2. Undertake a culturally appropriate and gender-sensitive social impact assessment or use similar methods to assess potential project impacts, both positive and adverse, on indigenous peoples. Consider options the affected indigenous peoples prefer in relation to the provision of project benefits and the design of mitigation measures. Identify social and economic benefits for affected indigenous peoples that are culturally appropriate and gender and intergenerationally inclusive and develop measures to avoid, minimize, and/or mitigate adverse impacts on indigenous peoples.	**Triggered**. A social impact assessment has been conducted, and its findings are discussed in the IPP. Only positive impacts on the Scheduled Tribe population are expected due to the affirmative actions of the program. The program will exclude activities that could have adverse impacts on the Scheduled Tribes.
Principle 3. Undertake meaningful consultations with affected indigenous peoples' communities and concerned indigenous peoples organizations to solicit their participation (i) in designing, implementing, and monitoring measures to avoid adverse impacts or, when avoidance is not possible, to minimize, mitigate, or compensate for such effects; and (ii) in tailoring project benefits for affected indigenous peoples communities in a culturally appropriate manner. To enhance indigenous peoples' active participation, projects affecting them will provide for culturally appropriate and gender inclusive capacity development. Establish a culturally appropriate and gender inclusive grievance mechanism to receive and facilitate resolution of the indigenous peoples' concerns.	**Triggered**. Meaningful consultations have been held with various stakeholders (trainees, trainers, principals, and other ITI staff, as well as executing and implementing agencies) and will continue throughout the program's implementation to ensure that Scheduled Tribes receive relevant information and can fully benefit from the program. A total of 16 ITIs, including three Women ITIs, were visited for consultations across six states, some of which are designated under Schedules 5 and 6. The consultation notes are provided in Annexure 9. A grievance redress mechanism (Annexure 5) will be established by the Program.
Principle 4. Ascertain the consent of affected indigenous peoples' communities to the following project activities (i) commercial development of the cultural resources and knowledge of indigenous peoples; (ii) physical displacement from traditional or customary lands; and (iii) commercial development of natural resources within customary lands under use that would impact the livelihoods or the cultural, ceremonial, or spiritual uses that define the identity and community of indigenous peoples. For the purposes of policy application, the consent of affected indigenous peoples' communities refer to a collective expression by the affected indigenous peoples communities,	**Not triggered**. The RBL program does not involve any activities that would lead to the commercial development of cultural or natural resources, or traditional or customary lands.

Principles	Description
through individuals and/or their recognized representatives, of broad community support for such project activities. Broad community support may exist even if some individuals or groups object to the project activities.	
Principle 5. Avoid, to the maximum extent possible, any restricted access to and physical displacement from protected areas and natural resources. Where avoidance is not possible, ensure that the affected indigenous peoples communities participate in the design, implementation, and monitoring and evaluation of management arrangements for such areas and natural resources and their benefits are equitably shared.	**Not triggered**. The program will not restrict access to or cause physical displacement from protected areas and natural resources. Program activities will not be allowed in any legally protected areas.
Principle 6. Prepare an IPP that is based on the social impact assessment with the assistance of qualified and experienced experts and that draw on indigenous knowledge and participation by the affected indigenous peoples' communities. The IPP includes a framework for continued consultation with the affected indigenous peoples communities during project implementation; specifies measures to ensure that indigenous peoples receive culturally appropriate benefits; identifies measures to avoid, minimize, mitigate, or compensate for any adverse project impacts; and includes culturally appropriate grievance procedures, monitoring and evaluation arrangements, and a budget and time-bound actions for implementing the planned measures.	**Triggered**. An IPP is prepared for the program.
Principle 7. Disclose a draft IPP, including documentation of the consultation process and the results of the social impact assessment in a timely manner, before project appraisal, in an accessible place and in a form and language(s) understandable to affected indigenous peoples' communities and other stakeholders. The final IPP and its updates will also be disclosed to the affected indigenous peoples' communities and other stakeholders.	**Triggered**. The draft and final IPP, including the consultation notes and social impact assessment, will be disclosed in a form and language that are understandable to the Scheduled Tribes, and will be available on the implementing agencies' and ADB's websites.
Principle 8. Prepare an action plan for legal recognition of customary rights to lands and territories or ancestral domains when the project involves (i) activities that are contingent on establishing legally recognized rights to lands and territories that indigenous peoples have traditionally owned or customarily used or occupied, and (ii) involuntary acquisition of such lands.	**Not triggered**.
Principle 9. Monitor implementation of the IPP using qualified and experienced experts; adopt	**Triggered**. Monitoring of IPP implementation will be included in the program's semiannual safeguards

Principles	Description
a participatory monitoring approach, wherever possible; and assess whether the IPP's objective and desired outcome have been achieved, considering the baseline conditions and the results of IPP monitoring. Disclose monitoring reports.	monitoring reports. The EA and IAs are responsible in monitoring and reporting. The semiannual safeguards monitoring reports will be disclosed on the government and ADB websites.

ADB = Asian Development Bank, DGET = Directorate General of Employment and Training, EA = executing agency, EC = environmental clearance, EHS = environment, health and safety, EIA = environmental impact assessment, EMGC = Environmental Management Guidance Code, ITI = Industrial Training Institute, MOEF&CC = Ministry of Environment Forest & Climate Change, O&M = operations and maintenance, PPE = personal protective equipment, PWD = Public Works Department, RBL = result-based lending, SOP = standard operating procedure, IPP = Indigenous Peoples Plan.

C.   Diagnostic Assessment

1.   Assessment Methodology and Resources

9.   The safeguard diagnostic assessment involved (i) consultations and interviews with the trainees and faculty of selected ITIs in West Bengal, Maharashtra, Madhya Pradesh, Mizoram, Jharkhand and Delhi Government Department Secretaries, State Department program heads/Directors and officers, program team, and Maharashtra PWD officials (civil works implementing partners) that shall be involved in RBL program implementation, on existing operations, EHS issues and policy, procedures, social policies, and staffing arrangements to ascertain the current capacity on EHS requirements; (ii) review of the AVSER Concept Note (October 2024 and January 2025) and World Bank's Environmental and Social Systems Assessment (ESSA); (iii) field visits to 16 sample ITI campuses to see how well they apply and comply to national and corporate EHS requirements in practice including contractor management (PWD), GRM, obtaining Land Ownership documents/certificates and NOC/Permits (site visit details and photographs in Appendix 6, 7, 8 and 9) and (iv) preparation of the PSSA, evaluating safeguard system at national and state department level, EHS requirement applicability to project, and develop a very detailed gap analysis (diagnostic), followed by the program action plan. The draft and final PSSA shall be disclosed on the ADB website. In addition, monitoring and disclosure shall be conducted for the program, consisting of preparation of semi-annual environmental and social monitoring reports (ESMR) for submission to ADB and their subsequent disclosure.

2.   Environment

10.   **Polices and regulatory frameworks.** The environment safeguards framework in India and program States consists of several acts, notifications, rules, and regulations to protect the environment and wildlife. The Environment (Protection) Act 1986 enacted with the objective of providing for the protection and improvement of the environment is the umbrella legislation. The most notable legislation with respect to environmental assessment is the Environmental Impact Assessment (EIA) Notification, 2006 and its subsequent amendments. This identifies projects and activities that require Prior Environmental Clearance (and lays the procedure for obtaining the same). Projects are categorized as Category A or B as per the EIA Notification, 2006 and these require environment clearance (EC). As per the Schedule of EIA Notification, 2006 and subsequent amendments, all building construction activities with a built-up area of more than 20,000 sqm requires prior EC. The MSDE, DGT, State departments, the civil works implementing partners does not have any environment protection and health and safety related vision or policy

however the local bylaws (such as DCPR 2034[3] for Mumbai) along with CPHEEO guidelines are followed for design and construction of buildings including utilities, in addition the building construction manual[4] of MOEF&CC for preparation of environmental assessment is followed in case Environment clearance is attracted. Buildings that do not attract EC however shall be following the MOEF&CC guidelines on environmental sustainability (including energy efficiency, liquid and solid waste management as per rules, rainwater harvesting, development of green cover, etc.) apart from the local bylaws and CPHEEO guidelines. Other statutory permission related to tree felling, consent to establish and operate for building and associated activities would remain applicable for relevant activities.

11.   **State Department/ITI practice and procedures**. The State Departments has experience in multilateral funded projects (STRIVE and other projects of World Bank and ADB). They thus have limited exposure to and experience working with the implementation of multilateral bank safeguard requirements. Presently none of the departments or ITIs visited, in any of the three states, does not have an environmental and social policy, only safety policy. The State Departments and ITIs also does not have a designated safeguard unit or health and safety division or staff. The Institute Principal is responsible for the ITI and report to DVET headquarters. All civil works including new construction and repair are delegated to respective state PWD/ housing boards etc who hires contractors to implement works. No regulatory licences/permits, certificates/NOCs, records of incidents, safety records, etc were available at State Department offices or ITI campuses for verification and record keeping. There are no trade specific EHS curriculum except for aspects on electrical safety, general safety concerns etc. The PWD/ civil works implementing partner officials are designated for applying, following up and obtaining any clearances/permits/NOCs and records are kept in the PWD/ civil works implementing partner's Office.

12.   The State Departments and ITIs does not have a written down protocol, mechanism for solid/ hazardous waste management including for asbestos (as observed in roofing of Kurla and Aizwal ITI). The national regulation is not followed for any disposal and leakage, etc. These are released to the outside sewage system without any treatment. Oily wastes/materials are disposed in general waste bins unsegregated, which are taken anyway by municipal workers.

13.   State Departments/it is/civil works implementing partners does not have a dedicated grievance redressal mechanism and grievance redressal committees are formed on need basis and majorly are handled department or division wise to which the complaint would pertain after they are received from the central or state's grievance redressal portal (CP Grams/ Aple-Sarkar) Records are not extensively documented and informal complaints are received and resolved at the institute level. No records were made available during visits.

14.   Departments and ITIs does not have a workplace sexual harassment (SH) policy but follows and implements the Vishaka Guidelines,[5] which was superseded in 2013 by the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act[6] and has an internal complaint committee established. For SH grievances ITI Principal are informed and they recommend to the institute committee for outcome/resolution. No records of cases are kept at DVET or sampled ITIs.

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[3] Government of Maharashtra. Urban Development Department. 2018. Development Control and Promotion Regulations for Greater Mumbai, 2034.
[4] Government of India. Ministry of Environment, and Forests. 2010. Environmental Impact Assessment Guidance Manual for building, construction, townships and area development projects,
[5] Government of India. Indian Supreme Court. 1997. Vishaka Guidelines.
[6] India Code. Digital Repository of Law- A System of Law for Communication.

15. **Environmental Safeguard Gap Analysis.** Gap analysis was informed by State Department and ITI staff interviews, desktop and document review and sample ITI site visit[7].

EHS in ITI Teaching - Learning is very important for nurturing a future work force with positive safety culture, who may be involved in various Projects/Programs throughout the country and abroad. It is important to note that in ITI workshops, adolescents (children of 14-18 years as per National Regulation) get trained in activities that involve potential hazardous and flammable materials and processes. This is a very important risk not only in the proposed improved facilities, but also in all ITIs and NSTIs; and requires strong supervision and training on Health & Safety and overall Environmental Management as per the National Regulations8. NCVT accreditation guidelines point out the need to ensure safety at workshops. However, EHS is not prioritized, and the capacities to supervise and ensure EHS especially at workshops is minimal.

Major gap identified is that the state Departments does not have an environmental and social management unit and/ or system for screening, assessment and management of impacts. No qualified and dedicated, full time safeguards are deputed in the Departments at any level/ITIs/civil works implementing partners. Contractors are usually responsible for any EHS issues/non-compliances and grievances arising from their works. Environment consultants are hired in case there is a requirement to prepare environment assessment documents/ safeguard reports and obtain certain environment related regulatory clearances/permits/NOC. Safety awareness/training modules are present mostly in generic form and included in classroom lectures for students. Only H&S (no environment safeguards) requirements are included in bidding and work order clauses and are mostly in generic form and not work specific. It was noted that non-compliance of national EHS regulations was due to lack of staff knowledge/awareness, compounded with no safeguard staffing and capacity and that works are carried by PWD/ civil work implementation partners and their selected contractors. EHS tranings are not conducted and no budgetary provisions are allocated towards EHS capacity building. Periodic safeguard supervision, monitoring and documentations is also lacking in the organisation.

16. Gap present in housekeeping, waste handling and storage inside ITIs classroom, their workshops and in campus, with no dedicated storage areas available. Sites were observed to have workshop floor oil contamination, including from engine (for demonstration) oil leakage. All ITIs showed minimal EHS practice and compliances. Most ITI campuses are old and mostly in need of repair. The Don Bosco ITI Kurla and Thane (Women) ITI were comparative in better condition.

17. Gaps identified as part of the sample assessment included non-compliances in staff/student health and safety in ITI workshops. No record of health and safety incident are maintained. During site visits, major occupational H&S issues observed is that safe working practices are not followed by Staffs/students, inadequate and insufficient PPE kits, lack of EHS compliance awareness, inadequate first aid kits, empty or soil filled sand buckets, some expired fire extinguishers and unhygienic toilets in most cases. Specifically, key issues noted in the visited workshops was that students were not using PPE kits in the wielding and fitters' classes etc) and have minimal or no first aid facility. A beehive was observed on the window of ITI Khunti Classroom. No active fire license was available during site visits. Some of the workshops also had inadequate lightening and ventilation. Asbestos sheets used in workshop for roofing (as in

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[7] Due diligence of randomly selected sample ITIs have been conducted, and these does not necessarily include ITIs that would be funded under this Program.

8 The Child & Adolescent Labour (Prohibition & Regulation) Act, 1986; The Factories Act, 1948, 2017 and amendments

ITI Kurla and Aizwal) was observed, and consultation showed no awareness about asbestos regulation and/or health implications among faculties. No asbestos survey reports are conducted by ITIs.

18.   During sample site visits it was observed that, no community H&S issues are present. In Thane (Women) ITI Maharashtra, the compound wall is used by locals/encroachers to build their houses, and they dump their wastes (solid and effluent) inside the campus. Although cleaned by corporation worker, but this is a regular issue. There are no community EHS GRM procedures and records.

3.   Involuntary Resettlement

19.   **Involuntary resettlement.** The program does not trigger the involuntary resettlement safeguard and is therefore classified as Category C for involuntary resettlement. The RBL program will not require land acquisition or cause any involuntary resettlement impacts, as the physical works will be confined to existing government-owned ITIs and within their campuses. Only Category C ITIs and NSTIs will be financed under the program[9]. As a result, the program's institutional, programmatic, and contextual risks are considered low.

4.   Indigenous Peoples

20.   **Indigenous peoples.** The program triggers six Policy Principles on Indigenous Peoples safeguards. Among these, Policy Principles 1 (program screening), 2 (social impact assessment), and 3 (meaningful consultation and GRM) have no gaps. India has several national policies and acts equivalent to the mentioned policy principles. The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act (RFCTLARRA), 2013 mandates a social impact assessment. The social impact assessment involves data collection and community engagement through a baseline socio-economic study that gathers information on affected communities, including demographics, livelihoods, land ownership, and infrastructure. It also assesses the impact on families, with a focus on vulnerable groups such as Scheduled Tribes and Scheduled Castes, as well as environmental and cultural effects. Public consultations and stakeholder meetings are held to gather concerns, grievances, and suggestions. Additionally, the impact assessment and alternatives analysis phase identify both adverse and positive impacts, while exploring alternative solutions to minimize displacement and reduce social and environmental harm. As per the Indian Regulatory framework, prior consent, support of the Schedule Tribe community is needed and this is ensured through Panchayat (Extension to the Scheduled Areas) Act, 1996 (PESA Act) and through the Schedule Tribes and Other Traditional Forest Dwellers (Regulation of Forest Rights) Act, 2006. The social impact assessment under the RFCTLARRA 2013 involves public consultations, and stakeholder meetings are held to gather concerns, grievances, and suggestions.

21.   The assessment found gaps in three policy principles: Policy Principle 6 (IPP preparation), 7 (IPP disclosure), and 9 (IPP monitoring). To address these gaps, the program has prepared an IPP, which will be disclosed through consultations with Scheduled Tribes and uploaded on government and ADB websites. The EA and IAs will monitor the IPP implementation and submit a semi-annual safeguards monitoring report, which will also be disclosed in accordance with ADB's Safeguard Policy Statement, 2009 and the Access to Information Policy, 2018. The PMU shall engage a Social Safeguards Expert to lead the implementation of social safeguard requirements. There is a need to strengthen the institutional capacity of the EA and IAs in

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[9] The land must be free of squatters, encroachers or other encumbrances, and there should not be any restrictions on access or transit as a result of securing such land.

managing social safeguard risks, particularly in implementing the IPP. The IPP includes details on monitoring and reporting requirements, as well as the TOR for the Social Safeguards Expert.

22.   The program is classified as Category B for Indigenous Peoples safeguards, as it will directly benefit the Scheduled Tribes through DLI 3—improving access to better-quality training programs and services in supported hub-and-spoke ITIs. By enhancing the quality of training programs, the program will help Scheduled Tribes gain better employment opportunities, increase their participation in the labor force and improve their socio-economic conditions. The GOI has special constitutional provisions for reservations in educational institutions and employment for Scheduled Tribes. No adverse impacts are expected on the dignity, human rights, livelihood systems, culture, or territories of Scheduled Tribes. While there are formal and informal GRM setups at various levels (ITIs, department, and national online portal), none are specifically dedicated to safeguards-related complaints. Therefore, a GRM will be established to address any safeguards-related grievances, taking into account the existing formal and informal GRMs. Meaningful consultation with stakeholders, particularly with Scheduled Tribes, will continue throughout implementation. Based on the assessment, the program's institutional, programmatic, and contextual risks are considered low.

23.   **Gaps Identified.** The diagnostic assessment has identified the following gaps and potential areas for action: (i) a lack of institutional capacity for social safeguards implementation, particularly in executing an IPP, and (ii) the absence of a dedicated GRM to address safeguards-related grievances.

5.   Institutional Arrangement Assessment

24.   Central/State and ITIs at all levels have graduates in Engineering (various trades including Civil, Mechanical, Electrical, Computer etc.). However, the evaluation of institutional arrangements for the RBL shows that key implementing agencies possess low capacities and experience in managing environmental, health and saferty risks, including risk identification, planning, and environmental management related to works and Teaching – Learning activities.

25.   The construction or upgradation of facilities is carried out by Central Public Works Department in case of buildings for National Level Agencies, and State Public Works Department or in some States by other Government Agencies (such as the Housing Board) who have experience in building construction activities. The system for managing the environmental aspects including regulatory requirements is met when the need arise, as in the case of a plan for new construction. The implementing department takes the responsibility to meet the regulatory compliances such as clearances or permits. There is no system or mechanism to audit existing facilities and plan, design, monitor and ensure compliance in existing campus or structures to arrive at the environmental improvement requirements.

26.   It was noted that there is no EHS/safeguards unit any of the State Departments assessed at any level. They do not have dedicated/direct environmental and social safeguards team/staffs in the organisation for managing and monitoring environment, social, health and safety impacts and risks. Thus, there is no existing structure that can be called upon to provide PSSA/Environmental Management Guidance Code (EMGC) implementation support, safeguards planning and implementation support and supervision and monitoring for the programme. Most of the staff at ITI level have not been exposed to environmental, social, health and safety compliance

matters. This set-up has led to lapses in compliance with laws and regulations in relation to the existing ITI campuses.

27.   The RBL program will have the National Level Project Management Unit (PMU) and the State Level PMU at State Departments (under state steering committee) level as executing agencies. At the national level, MSDE through the DGT will be responsible for overall government program coordination and management. At the state/UT level, a State Steering Committee will structure and implement the government program and provide overall guidance and strategic direction. Each ITI hub-and-spoke consortium will be structured under a Special Purpose Vehicle (SPV) that will be responsible for program management and implementation at the consortium. For ITI-level interventions some may resort to the support of PWD or Project Management Consultants for implementation, depending on their location and their need for additional capacities to implement these interventions.

28.   Considering the scale of works under the Program it is important to have qualified and experienced Environmental and OHS, as well as Social Safeguards Experts at the Program agencies at National, State and Hubs, designated and capacitated EHS focal points at ITI levels. The RBL Program shall ensure that Environmental and Social Management Capacities are existent and functorial with required qualified and capacitated EHS experts at various applicable Program at national, state/SPV and H&S levels. Environmental and social guidance documents shall be ready by the start of program activities, to guide all Program activities. All Program activities including those that shall be considered for this RBL shall follow the Design guidelines, Exclusions, Screening, and mitigation measures, EMGC and Pollution management, health and safety requirements. Resources and capacities to implement EMGC and manage EHS in contracts shall be included in the Bid documents, implemented, monitored and reported.

29.   A Safety – First cell shall be created to ensure EHS management and upskilling students and instructors on EHS. The key recommendations are made as part of the DLIs and Program Action Plan. Adequate resources shall be ensured for the timely and effective implementation of environmental and social measures included in DLIs and PAPs. It is proposed to ensure EHS compliance through 'Safety-First' (Annexure 10) Cells in Hub and Spokes and at NSTIs to ensure that EHS is followed during work and imbibed into the Work Culture of ITI pass outs; so that they are 'Industry Ready'. It is proposed to have Safety Cells at all applicable levels of institutional setup (such as National, State, Hub & Spokes etc. as may be applicable), to ensure EHS in ITI Teaching Learning (including accreditation of Trainers, regular roll-out of EHS Trainings, OHS certification of Instructors, and provision & use of appropriate PPEs and Awareness Material) and Transforming ITIs into TRUE Campuses. Scope of the Proposed Robust Environmental Management System is given in Annexure 11.

C.   Safeguard Program Action

Considering the diagnostic assessment, the RBL program scope and scale/significance of the impacts and risks, a safeguard program action plan (SPAP) for gap closure is proposed with specific indicators, targets, responsibilities, timeframes, and budget resources . Key gaps identified are lack of environment management system and dedicated institutional arrangement for environment safeguards, inadequate attention to occupational environment health and safety of students and staffs at ITIs, gaps in information disclosure and lack of program specific GRM. The program actions to mitigate the identified gaps would be developing a robust environment management system including environment management guidance code (EMGC), establishment of safety-first cell, preparation and adoption of trade specific EHS curriculum and protocols, disclosure requirements for environment safeguards monitoring reports and establishment of

dedicated GRM for the program respectively (detailed in Annexure 1). State Departments along with the SPV will be responsible for implementing these actions, which will be monitored at National level PMU during program implementation. Compliance status to be submitted to ADB through semi-annual EMRs for information and guidance.

D. Conclusion

30. The social safeguards risk for this Program is low due to the following reasons: (i) land acquisition is not required, as physical works will be limited to existing ITIs and will take place within the campus; (ii) the Program activities are expected to have positive benefits for the Scheduled Tribes; and (iii) the Program addresses identified gaps, such as the grievance redress mechanism, monitoring and reporting systems, and institutional capacity in managing social safeguards risks.

31. The Program will have substantial risk with respect to environment safeguards due to widespread construction works involvement, limited institutional capacity to implement and monitor environment safeguards requirements; complexity of institutional arrangement involving central level, state level and local agencies including SPVs (section 8 company with industrial partner); and potential reputational risk involved with existing ITI buildings' compliances with statutory requirements. All the risks identified are however manageable. Since the Program will not have high risks or significant adverse environmental impacts, it has been categorised as 'B' for environment

32. The potential impacts resulting from the Program activities during construction are expected to be localized, short term but will be occurring at several locations spread across the country and hence risk is assessed to be substantial. During operations the health and safety impacts on students can range from low to significant and can occur in any or several ITIs involved hence the risk would be substantial. The risks are manageable through implementation of the safeguards program action plan, environment management guidance code including monitoring plans including recommended staffing.

ANNEXURES

Annexure 1: RBL Safeguards Program Action Plan
Annexure 2: Environment Management Guidance Code (EMGC)
Annexure 3: Eligibility Criteria for selection of sub-projects
Annexure 4: Checklist for Screening of sub-project
Annexure 5: Grievance Redressal Mechanism
Annexure 6: EHS summary details of State Departments visited
Annexure 7: EHS details of ITIs visited
Annexure 8: Site Visit Photographs
Annexure 9: Social Safeguard Site Visit Note
Annexure10: Proposed Detailed Actions on EHS for Compliance during
Construction/Upgradation and Teaching - Learning
Annexure 11: Scope of the Proposed Robust Environmental Management System

Annexure 1: RBL Safeguards Program Action Plan

Identified Gap	Proposed Actions	Targets/Indicators – DLI linked	Responsibility	Time Frame	Budget Source
Lack of Environment Management system: 1. No MSDE or state Departments (including affiliated ITIs) have environment management system or written down safeguard/EHS policies or procedures for assessment, management, consultation and disclosure, grievance redress, monitoring, and implementation arrangements. 2. State departments/I	**Environment Safeguards** 1. Develop a robust Environmental Management System for sub-project audit and screening, eligibility determination, environmental assessment, preparation, implementation of environmental management plans, monitoring, reporting with capacities, resources, consultation and disclosure, grievance redress at National, State, ITI levels An EHS policy statement needs to be formulated by MSDE/DGT and adopted by all State Departments, including their civil works implementing partners[a] or contractors if any engaged under this Program.	1. Environmental Guidance in POM of WB with EHS Policy, Environmental Management System as in ESSA and PSSA. Alignment of Program with PSSA and ESSA confirmed by Mid and End Term Environmental Audits. Formulation and adoption of EHS policy	MSDE, National PMU, State PMU, SPV, H&S Consortium and Contractor	1. Environmental Management System before initiation of Program Activities including Prior results	MSDE

Identified Gap	Proposed Actions	Targets/Indicators – DLI linked	Responsibility	Time Frame	Budget Source
TIs works are implemented through state PWDs/ housing boards/ development authorities etc. The Civil works partners hire contractors to execute works. Standard bidding and contract documents of State Departments for PWD and PWD to Contactors lack specific EHS clauses and safeguard staffing requirement and EMP inclusion	2. An Environment Management Guidance code (EMGC) for construction and operation stages is to be updated for site specific conditions, as required and operationalized along with development of disaster management plan (emergency response through design, climate risk mitigation) by the RBL program team. Ensuring total resource use efficiency (TRUE) for both construction and operation stages [preparation of Standard operating Protocol for TRUE] by the RBL Program team. Standard Bidding document for works contracts related to RBL program must include provision for EHS staffing and include provisions of EMS and the EMGC with contract variations agreed if contracting gaps are identified	2.EMGC adopted and included in civil works bid /contract documents along with qualified EHS staffing requirements for design, pre-construction, construction and operation stages of ITIs involving repair/ refurbishment / new construction Procedures operationalized with supporting documents submitted		2.Prior to issuance of bid and contract documents i.e. prior to commencement of any civil works	

Identified Gap	Proposed Actions	Targets/Indicators – DLI linked	Responsibility	Time Frame	Budget Source
Environment Safeguards Institutional Set up: 1. No dedicated institutional setup of Central or State Departments for safeguard/EHS for assessment, management and monitoring of impacts related to program and lack of in-house safeguards capacity to comply ADB's Safeguard Policy Statement principles. No dedicated EHS staffing at PWD or other civil works implementing partners at project implementation level.	**Environment Safeguards** 1. Establish Safety first cell at National level and State and hub and spokes consortium level as given in ESSA with qualified environment expert, health and safety expert to oversee the environment safeguards implementation of AVSER program. Please refer institutional arrangement recommendation in this PSSA for compliance. Qualified and experienced environment experts and health safety experts to be appointed at National SFU, all State SFU, PVs; and H&S consortium under the AVSER program, tasked with the EMGC operationalization (including criteria for screening, assessment, management, consultation and disclosure, grievance redress, monitoring etc.) 2. Training plan on EHS (for both construction and operation stages	1. Office order for Safeguards /safety first Units established under MSDE, State Departments, SPV, H&S consortium Safety first cell to function per detail in Annexure 10&11 2. training plans formulated with pre and post evaluation records Procedures operationalized with supporting document submitted	MSDE/DGT, State Departments, SPVs and ITIs	1. Before loan approval 2. 2024- till financial closure	MSDE, SPVs, State Departments, ITIs

Identified Gap	Proposed Actions	Targets/Indicators – DLI linked	Responsibility	Time Frame	Budget Source
2. Lack of training on environmental and social safeguards, H&S and their implementation at all levels of state departments/ITIs.	including trade specific measures) prepared for conducting trainings in all State departments including, SPVs, their civil works partners, if any and ITI officials				
Occupational Environment, Health and Safety 1. Inadequate mechanism and knowledge among ITI Staffs and students for environment, health and safety aspects including waste management. Health and Safety policy and procedures in Departments and ITIs not in line with current legislation (especially for disposal of hazardous wastes	**Environment Safeguards** 1(a) Formulation of trade specific occupational and community environment, health and safety (a) curriculum and teaching materials as part of courses; and (b) protocols/ toolkits to be developed and adopted by the ITIs for proper management of trade specific wastes and ensure healthy and safe workshops/ practical classes 1 (b)Training modules and Visual interactive EHS modules developed by CSTARI/NIMI	1(a) Established trade specific EHS curriculum and teaching materials, waste management protocols and toolkits developed/revised in line with the latest environment, health and safety laws and regulations of Government of India adopted and rolled out for ITIs. 1 (b) Training of 100% trainers at 100% hub and spokes consortium Performance evaluation of implementation of EHS measures at workshops / classes at 100% and achievement demonstrated at 80% hub and spokes consortium	MSDE/DGT / Safety first unit Central Staff Training and Research Institute (CSTARI), and National Instructional Media Institute (NIMI)	Before Loan Approval	MSDE/ DGT and SPVs

Identified Gap	Proposed Actions	Targets/Indicators – DLI linked	Responsibility	Time Frame	Budget Source
generated from workshops – spent oils, diesel from engines, paints, metal scraps/dust, etc. Safety protocols not available. Non-compliances in occupational (ITI staffs) and students health and safety at site. Safe working practice are not followed with inadequate/not using PPE, first aids. Record of health and safety incidents not maintained.	**Environment Safegaurds** 1(c)Ensure usage of trade specific PPE kits.	1(c)PPE kits availability for students @1:1 and usage records and budget allocation for the same Procedures operationalized with supporting documents submitted		2024- till project closure	State Departments, SPVs and ITIs
	Environment Safeguards 1(d)Training of trade Masters/trainers of all ITIs on their respective trade specific EHS management	1 (d)Pre and post training evaluation records	NIMI/DGT, SPVs and ITIs	2024-till completion	MSDE/DGT, State Departments, SPVs and ITIs
	1(e)Safety first unit to report to ADB occupational (and any community) facilities with incident reports for each ITIs and overall for each financial year having year on year reduction aiming towards zero	1(e)Annual incident report submission to ADB.	MSDE/DGT, State Departments, SPVs and ITIs		
Disclosure and Information dissemination/ outreach	**Environment Safeguards** Semi-annual environment and monitoring reports to be disclosed on EA's website	**Environment Safeguards** Disclosure of EMRs	MSDE/State Vocational Education and Training Departments	**Environment safeguards** Semi-annually	MSDE

Identified Gap	Proposed Actions	Targets/Indicators – DLI linked	Responsibility	Time Frame	Budget Source
Grievance Redressal Mechanism Lack of dedicated GRM for the program.	**Environment and Social safeguards** Establish a program-specific and culturally appropriate grievance redressal mechanism, actively utilizing the mobile platform, internet, and social media, through which complaints/ grievances can be registered, acknowledged, escalated for relevant action, resolved with the defined timeframe that complainants are informed of the resolution status, and monitored. Monitor and review the fictionality and effectiveness of the GRM implementation and include its findings and recommendations in the semi-annual safeguard monitoring report.	Establishment of Program GRM	MSDE/State Vocational Education and Training Departments	By loan negotiation	MSDE/DGT, State Departments, SPVs and ITIs
Consultation Lack of consultation with public and other stakeholders like students on safeguards related issues	**Environment and Social Safeguards** Meaningful consultations have been held with various stakeholders (trainees, trainers, principals, and other ITI staff, as well as executing and implementing agencies) and will continue throughout the program's implementation to ensure that Scheduled Tribes receive relevant information and can fully benefit from the program	Consultation records, to be submitted along with semiannual monitoring reports	MSDE/DGT, State Departments, SPVs and ITIs	Throughout till project closure	MSDE/DGT, State Departments, SPVs and ITIs
Social Safeguards	(a) Engage a Social Safeguards Expert as part of the PMU.	(a) Appointment of a Social Safeguards Expert	MSDE	(a) By loan negotiation	MSDE

Identified Gap	Proposed Actions	Targets/Indicators – DLI linked	Responsibility	Time Frame	Budget Source
Lack of institutional capacity to manage social safeguards risks.	(b) Implement and monitor the IPP.	(b) Submission of Semi-annual Safeguards Monitoring Report		(b) Six months after loan effectiveness.	

a Civil works implementing partners like PWD/Development Authorities/ Housing Boards as would be applicable.

ADB = Asian Development Bank, DGET = Director General of Employment and Training, State Departments = Directorate/Department of Vocational Education and Training, EHS = environment, health and safety, EMP = Environmental Management Plan, ITI = Industrial Training Institute, MSDE = Ministry of Skill Development and Entrepreneurship, O&M = operations and maintenance, RBL = result-based lending, SOP = standard operating procedure.

Source: ADB Staff Consultant

ANNEXURE 2: ENVIRONMENT MANAGEMENT GUIDANCE CODE (EMGC) FOR BUILDING CONSTRUCTION (REPAIR AND NEW ITI BUILDINGS) AND RELATED ACTIVITIES

Project Activity or Environment Impacts/ Risks	Mitigation Measures	Performance Standard	Budget/ Source	Schedule	Responsibilities		
					Implementation	Supervision and Monitoring	
Detailed Design Phase							
EMGC in detailed design for buildings construction/renovation	Detailed design to ensure new/upgraded ITI campus/buildings works will only take place in location allowed per eligibility criteria, repair and maintenance are confined to the boundaries of the existing campus, and that no trees need to be cut unless inevitable and in compliance to regulations. Permissions for any new borewell (if applicable) installation shall be obtained from authorities including NOC from Central Ground Water Board together with agreement of local authorities/ communities before abstraction. Detailed design to include water meters for monitoring of water abstracted. Detailed design to minimize visual impact and clutter. Detailed design to maintain topography of the sites as far as practical and minimize the extent of earthworks and thus dust. During detailed design, contractors will quantify extent of earthworks required, amount of spoil to be generated and location for disposal of excavated spoil through landscaping	SPV approved detailed designs minimize impacts and risks on EHS during subsequent stages of the project	Contractors to reflect in contract costs	Pre-construction stage; compliance prior to work commencing on site including site establishment	SPV/ITI	State Department/Safeguard Unit/DGET Review detailed design and prerequisite inputs to confirm all measures required by the EMGC have been adequately incorporated.	

	within the site boundary – generation of excess spoil to be avoided. Conduct flood and drainage risk assessment and incorporate effective drainage design (allowing for climate change) to prevent possible flooding or waterlogging of the ITI campus during the wet season, whilst ensuring that surface runoff from the site is no more than the existing runoff rate. For new /being repaired ITIs, construction camp layout will provide for sanitation and welfare facilities for labour as per national and state laws and regulations and international good practice guidance as per IFC EHS General Guidelines10, and ILO core labour standards[11] including indoor toilets (one per six staff and separate for men/women) with hand washing facilities connected to septic tank with soak away and a dedicated cooking area / clean eating area / rest area for staff on-site etc. Labour accommodation should have 4-5 sqm of area per labour, common kitchen area using clean fuel for cooking. Dedicated shelter to be provided at the site entrance for use by security guards, shielding them from rain, wind, and extreme (hot / cold) temperatures.						

10 https://www.ifc.org/en/insights-reports/2000/general-environmental-health-and-safety-guidelines
11https://www.ilo.org/sites/default/files/wcmsp5/groups/public/%40asia/%40ro-bangkok/%40ilo-manila/documents/publication/wcms_126253.pdf

	ovide fully stocked, in-date first aid kit installed in a prominent, signed position, first aid posters and emergency contacts to also be displayed sure automatic fire alarm and fire suppression systems in ITI buildings/workshops ovide sand buckets, full of sand, placed in a prominent, signed location near to workshops The construction and labour camp layout to be prepared including labour health and safety provisions and as mentioned above and approved by PMU					
Lay out plan and Building Design Lack of proper planning may lead to energy inefficiency, cutting of trees unnecessarily, improper drainage system (possibility of runoff being contaminated due to mismanagement of wastes), lack of water harvesting, contamination of water bodies, emission of odor, disturbance to students/classroom due to noise, improper landscaping and	The building layout, setback/side margin, basement ventilation etc. is prepared based on local building by-laws and is approved by local competent authorities. Obtain all necessary clearance/ permission from all relevant agencies including Municipal/Town Planning Authority before commencing the work. The layout of the facilities will be such that the classrooms and hostel premises are away from noise generating sources such as road traffic, pumps, DG sets. The sitting of STP and temporary storage areas of waste as far as possible will be away from the hostel and from the residential areas around the site. Siting of STP and waste storage areas will be avoided in the upwind direction of the hostel and surrounding residential areas.	Compliance with Total Resource use efficiency (TRUE) principles, ECBC , NBC criteria and those stipulated by MOEF&CC EC, Consents, authorization letters (if applicable) etc. and MOEF&CC notification stating that Building and Construction projects having built up		Pre-construction stage;	SPV/State Department	MSDE/ DGET

traffic management etc.	Building layout will be superimposed on the site features to avoid clearing trees from the zones that are not going to be constructed. Minimization of tree cutting by identifying the areas to be retained as green or open areas. STP, waste storage areas etc. will be installed at height above the high flood level as a precautionary measure. Acoustic building materials for walls, windows, doors will be proposed based on the assessment of noise levels, if they are anticipated to be beyond the standards. Acoustic enclosures will be provided to generate noise sources like DG sets, pumps etc. Rooftop and in other suitable locations rainwater harvesting structures will be proposed. Open area runoff like parking, road, paved areas shall not be directed to groundwater recharge pits without appropriate treatment to avoid contamination.	area > 20,000 sq mts and < 1,50,000 sq mts comes under category under 8 (a) .S.O.(E) 1533(E), S.O. 3252 (E) Building and Construction projects having built up area > 20,000 sq mts and < 1,50,000					
Energy efficiency and sustainability	SPV shall put in place a credible enforcement mechanism for compliance of energy conservation measures with its ITI, this would be monitored by the designated energy Conservation/ efficiency Authority in the State. The site planning should take into account heat island effect, size and density of the built-up areas cause heat island effect; wherein higher air temperatures are created in the	Compliance with Total Resource use efficiency (TRUE) principles, ECBC , NBC criteria and those stipulated by MOEF&CC EC, Consents,		Pre-construction stage;	SPV/State Department	MSDE/ DGET	

	dense urban areas as against the low-rise surrounding built-up areas. The solar access in the morphology of clusters can be understood in terms of utilization of direct (and not reflected or diffused) solar radiation, mainly for day lighting and heat gain. This defines the minimal distances between the buildings and the relations between built-up volume and open spaces. The proportion of open spaces and built-up edges should be designed such that it ensures winter solar access and summer ventilation. Appropriate processes and material be used to encourage reduction in carbon footprint. Use of glass be reduced by up-to 40% to reduce the electricity consumption and load on air-conditioning. If necessary, use high quality double glass with special reflective coating in windows. Solar water heater to be provided adequately. Common area lighting should be Solar / LED. install energy meters to monitor overall consumption, and timer-switch for all common area lighting, and other consumption of measurable energy. Fly ash should be used as building material in the construction as per the provisions of Fly Ash Notification of September 1999 and amended as on 27 August 2003 and 3 November 2009.	authorization letters (if applicable) etc.				

	Wherever possible recycled materials having low embodied energy be used.					
	Optimize use of energy systems in buildings that should maintain a specified indoor environment conducive to the functional requirements of the building by following mandatory compliance measures (for all applicable buildings) as recommended in the Energy Conservation Building Code (ECBC) 2007 of the Bureau of Energy Efficiency, Government of India.					
	The building should be oriented optimally based on Sun-path and engineering analysis to curtail excessive solar radiations.					
	Lighting systems should comply with the ECBC 2007 (or latest , if any) and applicable to interior spaces of buildings, exterior building features, including facades, illuminated roofs, architectural features, entrances, exits, and illuminated canopies, exterior building grounds etc except emergency lighting and lighting in hostel units.					
	The tapping of renewable sources of energy for lighting, heating, cooling and ventilation needs, deserve special attention. For captive solar power generation, a minimum of 15% of sanctioned load is the requirement. Solar photovoltaic (SPV) systems should be installed to reduced use of conventional sources of energy. Roof tops of buildings/hostels as well as					

	other exposed areas such as of parking shades should be utilized for installation of SPV systems. Hot water requirement in buildings should be met through use of various types of solar water heating systems, viz. flat plate collector single glazed double glazed; evacuated tube collectors; and Water heating with solar concentrators. Energy conservation measures like installation of LEDs for the lighting the areas outside the building should be integral part of the project design and should be in place before project commissioning. Used CFLs and TFLs should be properly collected and disposed off /sent for recycling as per the prevailing guidelines/ rules of the regulatory authority to avoid mercury contamination. Use of solar panels may be done to the extent possible. Building Envelope: The building envelope is the interface between indoor and external climatic conditions. The building envelope should be designed to conserve energy substantially, maximizes daylight, natural ventilation (access to fresh air) and views to the exterior, and enables to modulate solar heat gain and control/reduce noise. The building envelope should integrate systems for renewable energy and rainwater harvesting. In general, the design strategies to be drawn from long heritage of the country in its various climatic zones.						

	The building envelope for all airconditioned buildings/spaces is to comply with the ECBC code (www.beeindia@nic.in). Insulation of Wall and Roof: Use of insulation is recommended in the exterior walls and roofs of the building to keep out excess heat in hot weather and reduce heat loss in cold weather. The type and amount of insulation needed may vary according to building type, Reflective surfaces: Reflective surfaces should be applied to improve building energy efficiency by reduce urban heat island effects and cool the built environment. The reflective surfaces, including, high Surface Reflective Index (SRI) roof coatings, cool roofs, LOW ecoating on windows etc. Use of Energy Efficient Windows: Windows needs to perform several functions, including giving letting in daylight, providing outlook, and offering access during emergency etc. In most cases, windows should let in as much light as possible, but heat gain needs to be minimized in summer and maximized in winter. Energy Efficient Lighting: Lighting systems should comply with the ECBC 2007 and applicable to interior spaces of buildings, exterior building features, including facades, illuminated roofs, architectural features, entrances, exits, loading docks, and illuminated canopies, exterior building grounds etc. except						

	emergency lighting and lighting in dwelling units. Install only Low Energy Consumption Lighting Fixtures Lamps, luminaries, ballasts and the controlling systems for achieving energy efficiency through artificial lighting. Interior Lighting for new buildings: Lamps – Lamps used for general lighting scheme shall conform to the following: Point Light Source: All the point light sources installed in the building for general lighting shall be LEDs or LEDs or equivalent. Linear Light Source: All the linear light sources installed in the building for general lighting shall be T-5 or at least 4 Star BEE rated TFLs or equivalent. The installed interior lighting power shall not exceed the LPD (Lighting Power Density) value as recommended by ECBC 2007. Automatic Lighting shutoff control: Interior lighting/Exterior lighting systems shall be equipped with an automatic control device in accordance with ECBC 2007. Occupancy sensors that shall turn the lighting off within 30 minutes of occupant leaving the space. It should also have a option for manual turning off lights when the space is occupied. ECBC requires controls in daylit areas that can reduce the light output from luminaires by at least half and controlling of exterior lighting with photo-controls where lighting can be turned off after a fixed interval.						

	Use of Energy Efficient Heating Ventilation and Air Conditioning (HVAC) Systems					
	The designer should ensure the HVAC system design meet the standard on energy front like ECBC and other related standards to achieve higher level of energy efficiency in new buildings.					
	Building designer should incorporate solar passive techniques for building optimization with thorough analysis should be part of HVAC design, passive techniques that can be adopted in different climate zones of India should be explored to reduce building's heating/cooling demand.					
	Deployment of Passive Cooling, Heating, Natural Ventilation & Hybrid Passive System: The passive cooling, passive heating, natural ventilation system should be used to reduce energy demand of the HVAC system. Few of the passive cooling/heating/ ventilation technologies are:					
	Stack Effect: Air movement can be designed using the temperature gradient of the building. This enhances the natural ventilation and helps in reducing the fan power energy demand.					
	Wind towers: Wind towers catch the cool air, enhances the natural cooling and ventilation.					
	Night purging: Night purging takes advantage of the diurnal variation in temperatures to lower the cooling demand of the space.					

	Roof Pond, where possible: A water body on the roof may provide cooling wherein during summers it is covered with insulation with a surface finish of low absorptivity.						
	Evaporative cooling: It is suited for hot climates with low humidity. The cooling of air is achieved by simple evaporation of water in air. An addition to the direct evaporative cooling is the indirect evaporative cooling, where humidity can be controlled by an additional heat exchanger.						
	Desiccant dehumidification/cooling systems: Desiccant dehumidification/ cooling technology provides tool for controlling humidity levels for conditioned air spaces.						
	Geothermal heating and cooling where possible: Geothermal exchange loop use the constant temperature of the earth as the exchange medium instead of the outside air temperature.						
	Earth air tunnel system, where possible: As earth temperature remains constant throughout the year at a depth of 4m to 5m, an earth air tunnel (EAT) is created by burying a pipe at this depth. Ambient air, thus sucked from one end is passed through EAT and depending on the ambient temperature, air gets cooled in summer and heated up in winter. This cooled/heated air is then supplied to the various areas in the building for meeting space cooling/heating demand and can						

	provide recommended thermal comfort to the building occupants. Air-Conditioning System The following should be considered with regard to planning, design and installation of HVAC system, this tips of using high energy efficient systems: Refrigerants: Manufacturers and designers should adopt balanced approach while selecting refrigerants. Some of the key criteria to be considered are as follows: Ozone depletion potential (ODP) – should be zero; • Global warming potential (GWP) – should be as low as possible; • Energy efficiency- part load, full load, system – should be as high as possible; • Flammability – should be as low as possible and suitable risk mitigation process infrastructure needs to be opted to handle flammability; and • Toxicity – should be zero / lowest possible. Refrigerant Flow Systems: These are the systems can provide a superior performance over conventional unitary equipment/package units. Vapour absorption system: Waste steam/heat may be used for refrigeration; this system can couple to solar panels (heated water) to produce cooling in buildings. Smart Energy Management System: Whatever may be the energy-saving strategy, energy management and control system (EMCS) is an important tool for monitoring of energy efficiency in building. Energy metering to be provided for the					

	following applications: 1) Lighting (interior and exterior); 2) Air conditioning (heating/cooling); 3) Hot water systems; 4) Renewable energy systems; 5) Energy meters for pumping of municipal water, grey water and irrigation water; 6) Miscellaneous equipment such as elevators, computers escalators; etc. Implement Zero waste process, a key component in the transition to a circular economy, encourages the thoughtful redesign of resource lifecycles so that all materials are reused. Reduce operational costs and improve efficiency. Combat climate change and environmental degradation. Reduce emissions associated with resource extraction, transportation of materials, leading to reduced litter and pollution. Support public health and social equity. Mismanaged waste creates negative community health impacts. Eliminate pollution in our air, water and land which threatens public health, particularly in disadvantaged and underrepresented communities. Promote a circular economy and green jobs. Redesign processes and operations to eliminate or further reduce waste and save resources. Workshops to have ventilation/cooling/ emergency systems as applicable per Factory standards of that trade						

| Water Resource and Drainage | Obtain permission for ground water withdrawal from State Ground Water Authority. Storm water control and its re-use as per CGWB and BIS standards for various applications. The natural flow of existing storm water channel should not be altered or diverted. Excess treated water disposal plan to be prepared. Total paved area of the site under parking, roads, paths or any other use should not exceed 25% of the site area or net imperviousness of the site not to exceed the imperviousness factor as prescribed by the NBC 2005 (BIS 2005b), whichever is more stringent. The final disposal point for sewage water discharge will be municipal sewer for areas where city sewerage network is present. In areas where sewerage network is absent, the sewage to be treated in situ through STP and treated water can be used for agriculture/landscaping/green belt or can be disposed of as per CPCB rules. Treated water to be regularly tested to ensure it meets the stipulated standards of MOEFCC and NGT. If required Dual plumbing system to be implemented. Storm water disposal plan to be prepared. The final disposal point for storm water will be municipal storm drain for areas where storm water network is present. In areas where storm water network is absent, the storm water surface | Guidelines of CGWB and SGWA. NBC 2005 (BIS 2005b) Copies for permits | | Pre-construction stage; | SPV/State Department | DGET | |

	runoff can be disposed off in nearby natural water streams/nallas after ensuring that there are no sources of contamination If any contamination sources is found the storm water would need to be suitable treated before releasing into the environment. No storm water, road runoff, a parking runoff etc to be directed to ground water harvesting pits. Roof top rainwater harvesting plan shall be designed indicating the number of ground water recharge pits and bores and total rainwater to be harvested. Rainwater to be harvested and as a safety precaution, rainwater on-line filters be provided as per NBC norms. If no options of ground water recharge, then the water is to be treated and reused for domestic purpose.					
Accessibility for persons with disabilities consideration in design	Provide at least the minimum level of accessibility for persons with disabilities. Ensure accessibility and usability of the facilities in the building by employees, visitors and clients with disabilities. Ensure access to facilities and services by adopting appropriate site planning to eliminate barriers as per the recommended standards (NBC 2005 [BIS 2005m) Layout and designing of interior and exterior facilities as per principles of universal design such as prescribed by the National Building Code of India, building management policies and procedures, provision of auxiliary	NBC 2005 [BIS 2005m		Pre-construction stage;	SPV/State Department	DGET	

	aids & appliances, and staff training in disability awareness.					
Green Belt/Cover	Provide minimum 1 tree for every 80 sq.mt of plot area. Wherever trees are cut or transplanted, compensatory plantation in the ratio of 1:3 to be done in the premise or as stipulated by the Forest Department whichever is stringent Native species of trees to be planted. Vegetation to provide as shading and promote evaporative cooling. In hot and dry climates, evaporative cooling through appropriately sized wet surfaces or fountains has a desirable effect. It should be planned for maximum benefit. The subproject project should have detail plan for tree plantation, landscaping, creation of water bodies etc. along with a layout plan to an appropriate scale.			Pre-construction stage;	SPV/State Department	DGET
Pre-construction/Preparations Phase						
Securing clearances required prior to commencement of construction	The permits or Certificates from concerned authorities (i.e., Environmental Clearance from State Environment Impact Assessment Authority, Tree Felling Permissions from Forest Department, water abstraction from CGWA, consent to establish etc.) as applicable prior to construction	Clearance letters/ permits/ Monitoring of stipulated conditions		Before site preparation	SPV/State Department	DGET
Alteration of land contour and drainage pattern Changed storm water runoff from alterations of the	Design of proposed facility components should enable efficient drainage of the sites and maintain natural drainage patterns to the extent possible. Plans should be in place so that the drainage pattern of surrounding			before initiation of site preparation and construction on	SPV/State Department	DGET

site's natural drainage patterns due to excavation works in the sites, construction	area is unaffected. Any waterbody located within the campus (if any) should be retained and conserved. Any seasonal stream passing through the campus (if any) is proposed to be realigned, it will be ensured that the diversion doesn't affect the flow and capacity of the stream affected by the sub-project should be shifted before start of construction. Necessary permission and payments should be made to relevant utility services (water supply/telecom/power, gas, etc.) agencies to allow quick shifting and restoration of utility services Local people must be informed in prior through appropriate means about the time of shifting of utility structures and potential disruption of services if any.					
Selection of materials and construction technologies /Design to ensure Structural stability, visual aesthetics, ventilation, adequate health and safety condition	**Energy efficient construction materials**: Applicable building regulations as per State/Local or other relevant regulation (as per the applicability) should be followed. Use of recycled materials shall be preferred over fresh natural resources such as use of industrial wastes (fly ash) bricks, aerated cement concrete blocks with fly ash, cement mixed with silica fume, steel slag, fly ash as would be appropriate to withstand the structural load. Construction material sources shall be compliant with environmental and labour related regulations of the	Adoption of Design Basis Report developed for the sub- project		before initiation of site preparation and construction and during construction		

	country/ state/ local authorities and international standards to which India is a signatory. No materials / chemicals prohibited per Appendix 5 of ADB SPS, 2009 shall be used. Use low-embodied energy industrial-waste, such as fly ash as the construction material. Fly ash, an industrial waste with properties of cement and very low-embodied energy, is used in combination with cement that has high in embodied energy. Light-weight concrete blocks cellular light-weight concrete (CLC) blocks are substitutes to bricks and conventional concrete blocks in buildings with a density varying from 800 kg/m3 to 1800 kg/m3. Use ready-mix concrete or high-volume fly ash concrete for construction or use Portland Pozzolana Cement (PPC) concrete for construction; PPC must meet the requirements of IS 1489: 1991. Building wall, roof, materials shall have acoustic properties with high absorbent coefficient especially at workshops where trades are likely to generate noise.					
Vegetation Clearance of campus/site vegetation and felling of trees (if any)	In case of falling/cutting/pruning/lopping/ trimming of any trees, permission from competent authority (State Forest Department/DFO) should be obtained. All efforts must be made to conserve trees and avoid falling to the greatest extent practicable by	Tree Felling Permission, payment disbursed for felling and taking up of compensatory plantation, green area		Felling/Cutt ing prior to start of constructio n and monitoring monthly to avoid cutting of		

	modifying the building layout Before proceeding with any vegetation clearance or construction work, it will be essential to conduct a survey to identify mature, older trees, and to actively consider alternative measures including transplantation to avoid their removal. In consultation with concerned department compensatory plantation, green area development activities should be undertaken accordingly.	development plan, Site Inspection		trees unnecessarily			
Chance find procedure Accidental discovery of the underground Historical and archaeological resource/artefacts	A rapid response procedure to protect chance finds while minimizing disruption to sub-project activities should be in place. It will include the provisions to: - consultation with the State Archaeology Department, - demarcation of the discovery site, - chance finds report, - arrival and actions of cultural authority, and - suspension/non-suspension/further suspension of work If archaeological artifacts are unexpectedly found during construction, work will be immediately halted, and the SPV/State Department and the local cultural relics/heritage department will be informed of the discovery.	Chance finds procedure, findings (if any) record		Before initiation construction works and implementation to be ensured throughout construction phase	Contractor		
Labor Camp/ accommodation Conflicts between locals and labors	Contractor to ensure the followings measures in consideration of the local conditions- Construction camps should be established with prior permission	Visual observation / Site inspection/ consultation		Monthly basis	Contractor		

| Health & Safety and environmental risks related to labour camps leading disruption and delay of construction works and quality of life of the labors | from SPCB as applicable. Camps will not be established on critical habitats/natural habitats/forest land, low lying/ flood prone areas and will be located as far as possible from the habitations, water bodies, harvesting structures, environmentally sensitive areas (at least 500 m away) etc. Labor camp should comply with ILO core labour standards (preferably those ratified by India). The location, layout and basic facility of camp will be submitted to and approved by SPV/State Department before establishment. Use of fuelwood will be strictly prohibited at labor camp/accommodation. Contractors should ensure supply of alternative clean fuel such as LPG and common cooking area with fire safety provisions in place. The building materials used for camps will be sturdy and safe to ensure structural safety. No temporary or permanent constructions to be done on the locations of water bodies (including seasonal) identified within site even if there is no water and these water bodies shall be barricaded. Provisions of labor camps provided individual dwelling units supported with piped water supply, Provision of common toilets/latrines and bathing facilities duly segregated for male and female labor | with labours | | | | | |

	Provision of First aid facilities, beds, mosquito repellent/ net, snake repellent will be made Collection of domestic waste and sewage and proper disposal to be ensured as per rules					
Air/dust and Noise and waste generation/Asbestos Renovation/ repair/civil - generation of dust and noise levels, waste generation, accidental spillage, and leakage of oils	Provide well designed, covered, segregated materials and waste storage area of sufficient size to accommodate all anticipated storage requirements. Fuel/oil/chemical/waste storage areas at ITIs must have an impervious floor. Provide spill prevention kits (sorbent pads, loose sorbent material, etc.) at workshop areas and other at-risk locations within clearly labelled containers. For ITIs detailed design to include for installation of wastewater treatment facility and provision for reuse of treated wastewater so no untreated wastewater will be disposed of to surface water or ground water. Treated wastewater to meet GOI / NGT standards. • Contractors to ensure that the detailed design enables construction noise to always comply with 1-hour LAeq 70 dB(A) at the campus site boundary, 55dB(A) within a commercial zone, 45 dB(A) at the nearest residential properties including those in commercial zones, and 40dB(A) within 100m buffer silent zones.	State Department approved detailed designs minimize impacts and risks on EHS during subsequent stages of the project Compliance with noise levels: 1-hour LAeq 70 dB(A) at the ITI boundary, 55dB(A) within commercial zones, 45 dB(A) at the nearest residential properties including those in commercial zones and 40dB(A) within 100m buffer of silent zones	Contractors to reflect in contract costs	Pre-construction stage; compliance prior to any work commencing on site including site establishment	Contractor	State Department PMU/Safeguard Unit support by ITI/PMC Review detailed design and prerequisite inputs to confirm all measures required by the EMGC have been adequately incorporated.

	• If the noise levels at the site boundary or receptors (those ITIs in densely built-up area) will exceed the required noise levels, then an acoustically designed noise barrier will need to be installed around campus perimeter to enable the required noise level to be met. Existing/old ITI buildings will be surveyed by asbestos professionals employed by the contractor to assess the potential for asbestos to be present at the ITI. If signs of potential asbestos are present, asbestos sampling and testing shall be undertaken to determine if asbestos is present and the level of soil contamination. The findings and recommendations of the surveys will be submitted to SPV/State Departments for approval. • If asbestos is noted, a method statement for the management and/or removal and disposal of the asbestos as hazardous waste will be prepared and submitted to State Departments for approval.						
Pre-Construction Enabling Works, Construction, and Commissioning Phases							
Potential Impact on natural land Use/ contours, vegetation clearance, disturbance to natural drainage patterns, water	Strip the topsoil and store properly (so that it maintains the organic/ inorganic properties of the soil) for reuse later. Maximize the re-use of earth-cut materials, spoils, and construction debris/wastes. Obtain construction materials	Documentation with respect to source of material; permit/clearance documents		Monthly basis	Contractor		

logging, and water pollution.)	only from government-approved quarries/vendors that are compliant to the environmental and labour regulations of the country/state/ local authorities and international regulations to which India is a signatory. Creation of new borrow areas, quarries, etc., for the project should be avoided; if unavoidable, contractor to obtain all necessary clearances and permissions in prior						
Biodiversity Loss of Vegetation and associated biodiversity due to site preparation and construction activities; accidental contamination of habitat condition	The possibility of avoidance and minimization of tree felling should be thoroughly examined prior to project development. Vegetation disturbance and clearance should be restricted to the sub-project activity area only. Prior to vegetation clearance and construction activities, old mature trees should be identified along with nesting birds/wildlife through a survey and options of avoidance should be explored Strict prohibition on the use of fuel wood and shrubs from nearby areas as fuel should be imposed and workers should strictly be directed not to harm any wildlife in the area Laborers should be provided training about dos and don'ts when encountering wildlife Proper disposal of solid and liquid waste should be ensured to avoid any kind of contamination of soil/waterbody which may affect the dwelling species.	Tree felling, plantation, record of plantation, survival rate of planted trees, Site Inspection		Monthly	Contractor		

Generation of dust, noise	The construction site will be barricaded with temporary dust capturing and noise attenuating barriers of adequate height as must be prescribed in the CTE or 6 meters if single storey building or 2/3 of the height of building if more than one storey whichever is higher.	Compliance with National and State (under program) regulations and guidelines including emission standards	Contractors to reflect in contract costs	Pre-construction stage; compliance prior to work commencing on site including site establishment	Contractor	State Department PMU/Safeguard Unit support by ITI/PMC	Implement the mitigation measures, comply during detailed design and prior to any building renovation/ new works commencing on site
Dust Generation due to construction activities and transport, storage and handling of construction materials Emission of air pollutants (HC, SO2, NOX, CO etc.) from Construction vehicles and use of construction equipment and machinery	Contractor to submit location and layout plan for storage areas of construction materials Transport, loading and unloading of loose and fine materials through covered vehicles. Provisions for paved roads. Storage areas to be located downwind of the habitation area. Water spraying on earthworks, unpaved haulage roads and other dust prone areas. Ensure all stationary emission sources/DG sets are maintained in good working order in accordance with manufacturer instructions and have passed applicable emission tests. Hold valid PUC emission certificates of all construction vehicles Open burning of wastes generated by sub-project-related activities to be strictly prohibited • Minimize removal of existing vegetation and topsoil. • Slope stability measures identified during detailed design to be implemented during construction to minimize landslide risk (for ITI sites in hilly/complex terrain).	No increase in existing background air pollution levels Compliance with noise levels: 1-hour LAeq 70 dB(A) at the site boundary, 65dB(A) at the nearest commercial properties, 55 dB(A) at the nearest residential properties including those within commercial zones and 50dB(A) within 100m of silent zones (no nighttime work is allowed). EMGC/CEMP requirements				Review detailed design and prerequisite inputs to confirm all measures required by the EMGC have been adequately incorporated.	

	• Any excavated spoil (new buildings) to be reused as landscaping material. Topsoil disturbed will be separately stored and used to restore exposed surfaces which will be promptly revegetated with native species Keep stockpiles of soil, aggregate and waste materials covered with canvas or tarpaulin when spoil heaps are not active to avoid suspension or dispersal of fine soil particles during windy days and to prevent disturbance by stray animals and stored at least 100m from waterbodies. • Excavation and other earthworks will be conducted during the dry season to minimize soil erosion and sedimentation of watercourses although this has potential to exacerbate dust impact. During the dry season or in windy conditions undertake water sprinkling at least twice a day on unsurfaced areas. Construction equipment and machinery to be fitted with silencers and maintained properly. The noise-generating activities should be restricted during daytime near residential areas and any noise generating works near to the primary school (located in the site adjacent area) must be avoided during school hours. Noise generating operations may be	successfully implemented as determined through regular site checks, photographic record etc. No outstanding dust, noise and general disturbance and disruption grievances from local communities or other interested stakeholders					

	taken up to avoid exposure to higher noise levels for longer period Honking should be restricted near built-up areas Provision of PPEs should be kept for workers Noise monitoring should be taken up at appropriate locations per monitoring plan. A temporary dust screen cum noise barrier of adequate height shall be provided on the boundary of the sub-project site, especially towards side where there are school/health/ sensitive facilities located (as well as residential area) to mitigate the concerns associated with noise generation All DG Sets shall be outdoor type with stack height, Silencer and acoustic enclosure as per CPCB and other relevant norms During night no works will be undertaken unless appropriate permissions are obtained from local authority and consent from local community. Daytime for purposes of noise monitoring is taken as from 6am to 10pm. Contractors working hours (including the movement of heavy vehicles for construction on off-site access roads) will be 7 am – 7 pm. Residents within 50m of ITIs undergoing renovation/new buildings, will be informed well in advance of the construction schedule for noisy activities taking place on-site. Noisy construction activity at ITIs (especially earthworks) will only take place						

	between the hours of 8 am - 6 pm. Noisy work and heavy vehicle movements to be avoided during ITI exam periods. For campuses with properties in 50m loud construction noise must be limited to only very short periods of activity to minimize disturbance. Construction plan to keep noisiest construction works the furthest distance possible from ongoing ITI classrooms/workshops, adjacent receptors and adopt construction methods that ensure noise generated from construction is minimized. Sound levels received by workers must not be over 85 dB(A) during continuation of 8 working hours without wearing PPE. Contractors to undertake quantitative air and noise quality monitoring during construction as per final EMGC. If air and noise standards/guideline levels are exceeded, an increase in existing background air pollution or noise (>3dB) levels is recorded where they were already exceeded, or complaints are received, contractor will be required to implement additional dust or noise mitigation e.g., barricading/isolating sources of dust, adjusting working methods, or placing of temporary acoustically designed noise barriers to ensure the standard/guideline is met. No trees will be cut at new and existing ITIs campuses						
Generation of construction	The contractor to ensure daily collection and regular disposal of	Demolition and Waste	Contractors	Monthly basis	Contractor	State Department	Implement the

wastes and use of hazardous materials Contamination of surrounding environment, risk to community health and safety, poor aesthetics Solid/liquid Waste will be generated during construction works as well as from construction camp.	construction waste/ generated debris etc. • Segregation of waste should be ensured by using color coded bin system for biodegradable and non-biodegradable waste segregation. • Employees working at the site should be provided with training and awareness on the segregation of waste at source. • Biodegradable waste will be preferably composted in -situ that can be utilized to establish a nursery on-site and landscaping, contributing to the development of the planned green area • Collaborate with local authorities to transport and dispose waste in accordance with the regulatory requirements. • The municipal solid waste should be routed through proper collection and handover to the local body for further disposal. • All the construction and demolition waste should be managed as per Construction and Demolition Waste Management Rules, 2016. • Good housekeeping should be ensured. • Recyclable waste should be appropriately directed to authorized recycling facilities, based on waste type. • Waste oils/greases/oil contaminated cotton waste from equipment's should be properly collected, stored in air and watertight containers and disposed through SPCB authorized vendors.	management plan, evidence of contracting and disposal of C&D waste, record of generation of waste, visual observation Compliance with National and State (under program) regulations and guidelines including emission standards No increase in existing background air pollution levels Compliance with noise levels: 1-hour LAeq 70 dB(A) at the site boundary, 65dB(A) at the nearest commercial properties, 55 dB(A) at the nearest residential properties including those within	to reflect in contract costs			PMU/Safeguard Unit support by ITI/PMC Review detailed design and prerequisite inputs to confirm all measures required by the EMGC have been adequately incorporated.	mitigation measures, comply during detailed design and prior to any building renovation/ new works commencing on site

	Secured storage of civil construction materials including paint, thinner, etc. to be ensured. Construction vehicles and equipment should undergo regular maintenance to avoid any oil leakages. Offloading and loading protocols should be prepared for diesel, oil and used oil respectively and workers to be trained to prevent/contain spills and leaks. Burning of any type of waste and dumping of waste at any unpermitted area (especially near watercourses) should be strictly prohibited. Hazardous waste should be properly labelled, stored onsite at a location provided with impervious surface, shed and secondary containment system in accordance with Hazardous and Other Wastes (Management and Transboundary Movement) Rules, 2016 and their subsequent amendments. Hazardous waste will be disposed of routinely through approved vendors and proper records will be maintained of the same. It is to be ensured that hazardous waste is not stored for more than 90 days. Regular collection and disposal (in compliance to regulatory requirement) of domestic waste and sewage generated from labor camp to be ensured.	commercial zones and 50dB(A) within 100m of silent zones (no nighttime work is allowed). EMGC/CEMP requirements successfully implemented as determined through regular site checks, photographic record etc. No outstanding dust, noise and general disturbance and disruption grievances from local communities or other interested stakeholders					
Surface and Groundwater	Obtain prior approval/permission from competent central ground water authority if ground water abstraction through bore well is carried out or	Site Inspection, Document review,	Contract ors to reflect in	Monthly	Contactor/ SPV/ITI	S-PMU/C-PMU	

| Stress on water resources.

Contamination of surface and ground water with fuel and chemical spills; and discharge of wastewater/solid waste from the construction area/ construction camps | water is sourced from any other means.
Permit conditions (if any) should be made in practice. These should be included in construction EMGC (CEMP) by the contractor/civil works partner.
To avoid contaminating water, discharge of hazardous substances, chemicals, construction material and waste into water courses, drainage systems should strictly be prohibited.
Silt fencing will be used along perennial / seasonal stream and pond within/ outside site area whenever works are conducted adjacent to them, if any.
Dumping waste and construction materials will be strictly prohibited into the water bodies even if they are dry.
Temporary storm drains should be designed according to site conditions to avoid contamination of water sources from storm water runoff and spills.
All fuel and chemical storage (if required on-site) shall be located on an impermeable base within an embankment and will be surrounded by fencing. The storage facility shall be at least 100 m away from the water stream/bodies.
Use treated water for water sprinkling to optimize usage of water for dust suppression in access/haul roads, washing of vehicles, concrete mixing, etc.
Batching plants (if used) will have adequate capacity sedimentation | monitoring results | contract costs | | | | |

	tank. No untreated alkaline water from the plant will be discharged on open and unlined ground or water bodies. The treated water should undergo testing for alkalinity before being discharged into low-lying areas, water bodies, or open grounds. Reuse the treated water for non-potable uses should be ensured to the extent possible. Labor engaged in the construction phase, should be sensitized about water conservation and encouraged for optimal use of water Maintain water consumption record. Collection and disposal of spills immediately after the occurrence of the event. The oily waste/grease will be collected and skimmed by oil traps and handed over to the authorized agents.						
Soil Loss of productive Topsoil due to excavation Soil erosion due to Construction activities, earthwork, and cut and fill, stockpiles etc. Contamination of soil due to leakage/ spillage of oil, debris generated from	Provision for appropriate storage of separately stripped topsoil (15 cm) in an appropriate way (to ensure that the organic / inorganic properties of soil are retained) should be made and reused for growing vegetation. Excavated soil should be reused as much as possible for backfilling, landscaping and for other project areas. Oil spill kits will be placed at fuel storage, refueling areas, DG sets, pump locations etc. In case of any accidental spill, the soil should be cut and stored securely for disposal with hazardous waste. Re-vegetation should be done in the area after the completion of	Site Inspection, Document review, monitoring results	Contract ors to reflect in contract costs	Monthly	Contactor/ SPV/ITI	S-PMU/C-PMU	

construction activities, poor management of effluent and waste generated from the labor camp Compaction of soil and impact on access/ haul roads due to movement of vehicles and equipment	construction, in order to reduce the risk of soil erosion. As a best practice, site clearance, excavation and access road strengthening will not be carried out during the monsoon season to minimize erosion and run-off. Camp site to be restored at the end. Storage of hazardous material (like used oil, oil-soaked cotton/clothes etc.) in an isolated room with impervious surface must be ensured to avoid potential soil contamination. The hazardous waste should be disposed of through SPCB approved Hazardous Waste Management vendor. Construction vehicles, machinery, and equipment to be stationed in the designated areas to avoid compaction Approach roads/haulage roads should be designed along the barren and hard soil area to reduce the possibility compaction of fertile soil. To avoid soil contamination Oil-Interceptors will be provided at wash down and refueling areas. Monitoring of soil quality should be taken up at adequate location per the monitoring plan.						
Blasting Activities	No blasting activities to be allowed in hilly/ landslide prone areas, instead manual/ mechanism chiseling to be done. If inevitable, in plain areas, then the following needs to be strictly adhered for the ITI location to be eligible under funding: - Prior clearance from PESO, SPCB, District Administration, Police	Stipulated vibration standards to be met Blasting proposal report with statutory clearances,	Contract ors to reflect in contract costs	As and when applicable	**Contractors/ SPV/ITI**	S-PMU/C-PMU	

		baseline structural condition of surrounding buildings					
	Department as applicable for the state to be obtained. - Shot firer license to be obtained and shall be valid - conduct an existing baseline study of structures (building/ houses) and ground condition with respect to structural quality, cracks etc with dated and geotagged photographs; A report along with the statutory clearances and blasting management measures to be submitted to PMU for review and approval and ADB for information prior to conducting blasting. Conduct vibration monitoring during blasting at appropriate distances to be able to measure the vibration at receptor locations; if vibration is more that stipulated standards, suitable measures to be adopted to reduce vibration at receptor locations below permissible standards. To be incorporated in semi-annual EMRs Verify the structural quality of buildings and ground in surrounding areas immediately after blasting; To be incorporated in semi-annual EMRs Controlled blasting shall be done adhering to the IS and other relevant standards						
Asbestos Materials (existing in some ITI) Health risk due to exposure to asbestos materials	Obtain details from PHED/ Local body on location of asbestos material/structures. Contractor should conduct a survey with the assistance of PHED on the presence of existing asbestos material/structures at ITI if any. If it is found that asbestos	Onsite observations & records Asbestos management Plan Reporting		As and when required	**Contractors/ SPV/ITI**	S-PMU/C-PMU	

	material/structures are present during the survey, then the Contractor will prepare a detailed SOP for asbestos handling and management. ADB's Good Practice Guidance for the Management and Control of Asbestos: Protecting Workplaces and Communities from Asbestos Exposure Risks will be followed along with other international guidelines in preparing the SOPs. Trainings shall be conducted for staff and labors engaged at sites for asbestos management by PMC contractors EHS staffs regularly. All asbestos material/structures will be left in situ and untouched, if possible In the event, that the asbestos fibers from asbestos material/structures were accidentally disturbed/exposed, the contractor should follow Safe disposal provisions as per the USEPA https://www.epa.gov/asbestos/safe-work-practices Use of asbestos material/structures will be strictly prohibited under this Program.						

Occupational health and safety risk Material handling and storage, Possible injuries associated with working conditions and other occupational hazards	Comply with the final EMGC as well as following the agreed detailed design, complying with approved CEMP including H&S and labor management sub-plans and the IFC EHS General Guidelines in relation to occupational/community H&S including the IFC EHS Guideline on Construction and Demolition, ILO safety and health in construction guidelines, and avoid H&S incidents by taking a "zero tolerance" approach to the works. An Occupational Health & Safety Plan (OHSP) will be prepared and implemented by the contractor including Health & Safety reporting and incident/accident reporting procedure. Accidents will be reported immediately to ADB (within 48 hours). Root cause analysis and corrective actions taken to avoid further accidents will also be submitted to ADB (preferably within 72 hours). The accident register will be maintained at site and closed monthly by the site supervisor. Contractor is responsible for ensuring H&S of everyone on construction sites including ITI staff, students, visitors and sub-contractor workers regardless of whether they have been formally or informally employed.	Site inspection, document verification, training records; consultation with workers No. of fatalities or loss time incidents 100% of H&S incidents including near miss recorded, immediately investigated, and corrective action taken to prevent repeat. Any incidents and how they were handled, will be reported in monthly progress reports by the contractor to SPV/ITI/ State Department EMGC/CEMP requirements successfully implemented as determined through regular site checks, photographic record etc.	Contract ors to reflect in contract costs	Monthly basis	**Contractors/ SPV/ITI**	S-PMU/C-PMU EMGC	. Departme nt within 7 days of receiving official applicatio ns with CV of nominate d alternate or replacem ent. CV may be declined if not comparab le to the original staff.

	Ensure adequate health and safety supervision is always on site (if staff temporarily off sick or on short term leave of less than a fortnight contractor to provide a named alternate in advance. Require workers to confirm they have seen and understood the requirements of the health and safety plan before proceeding with the work. Ensure adequate health and safety signage is provided – using graphics and in local/state official languages and other languages of the workers found on site. A PPE matrix and its onsite inventory and deployment should be maintained. Contractors to adopt and maintain safe working practices. Usage of fluorescent and retro reflective signage, in local language should be provided at construction sites Training workers on safety procedures, precautions and handling of hazardous material should be delivered. Workers with adequate training, height pass and no acrophobia shall only be assigned to height work and similar for works requiring specific skills or training. Organizing awareness camp on general health awareness with medical facility Access to GRM/complaint register. Contractors will ensure that wages are paid as per the requirement of minimum wages act and records are	No outstanding Health and safety grievances from workers, local communities or other interested stakeholders. Any long-term absences of Safeguards staff will be approved by State					

	maintained Daily attendance register with name and signature of labor will be maintained Noticeboard to display terms of employment giving details of wage rates, working hours, criterion for overtime etc. Provision of First aid facilities, beds, mosquito repellent/ net, snake repellent will be made Collection of domestic waste and sewage and proper disposal to be ensured as per rules The appointment of safety officer should be ensured. All regulations regarding safe scaffolding, ladders, working platforms, gangway, stair wells, excavations, trenches etc. should be complied with. The construction of scaffolding and temporary work platforms must be carefully designated and regularly inspected to ensure stability and safety for workers Use of hazardous material should be minimized/restricted to the extent possible. An emergency plan should be prepared to respond to any accidents or emergencies. On-site display of emergency contact numbers of the city/local fire services, etc. to be ensured. Contractor to ensure non-engagement of forced and child labor, gender equity, non-discrimination on employment and opportunity and freedom to express						

	their view GRM will be disclosed to the workers and made accessible for reporting Contractors should ensure access of necessary basic amenities and facilities such as drinking water, kitchen, separate toilet (for male & female) and crèches for female worker's children, if any. On-site first aid kits and trained First Aid attendants should be provided. Health Monitoring: Implement health monitoring programs to assess and address potential health impacts related to chemical exposures or noise levels, acrophobia, silicosis, impacted vision, etc. Ensure good housekeeping at construction site, storage areas, staff accommodation, etc. -- to be kept neat and tidy, e.g., no materials, equipment, trash laying around, cleanup worksites so that they are free of debris on daily basis. If works are not completed within the day the contractor must not leave any hazardous conditions (e.g., unsigned, unfenced, and unlit open excavations without means of escape and emergency contacts in case an accident occurs) overnight unless absolutely no access by ITI staffs, students and those living inside campus/hostel, public can be ensured. The third-party vendors/suppliers, especially associated with transport of construction materials and site cleaning should not be allowed to enter into the premises without valid						

	ID cards or gate pass. Contractors to avoid busy settlements and/or sensitive habitation for transportation of equipment and construction materials and systems to ITI campus. Awareness campaign on HIV/AIDS is to be conducted to effectively mitigate the impacts on occupational health and safety.					
Community Health and safety Cultural and Behavioral Conflict. Traffic congestion Potential exposure to pollutants/ hazardous material Threat of emergency Potential threat from the security personals to the local community (like abuse, unnecessary use of force etc	The contractor put in place a Code of Conduct (customized to local sensitivities and regulations) for worker-community interaction and on-site behavior. Obliged workers to adhere to the code of conduct. The Code of Conduct should take into consideration relevant legislation, safety rules, substance abuse, environmental sensitivity, communicable diseases, gender issues (sexual harassment), respect for local beliefs and customs, community interactions etc. Establish open channels of communication between project management, workers, and residents. Hold regular meetings, forums, or community advisory groups to discuss project progress, address concerns, and provide updates on project activities. Consider ways to contribute positively to the local community, such as supporting local schools, healthcare facilities, or other	Site inspection, document verification, consultation records. No fatalities including near miss recorded, immediately investigated, and corrective action taken to prevent repeat. EMGC/CEMP requirements successfully implemented as determined through regular site checks, photographic record etc. No outstanding Health and safety grievances from	Contract ors to reflect in contract costs	Monthly basis	**Contractors/ SPV/ITI**	S-PMU/C-PMU

	community projects. Local people should be preferred for employment wherever possible, especially as construction workers/unskilled workforce. Contractor/civil works partner to monitor to avoid any conflict with local community due to influx of migrated labor. Contractor to keep local residents (those around ITI campuses) informed about construction schedules, potential disruptions, and any necessary safety precautions. Contractor to continuously monitor the social and community aspects of the project's impact. Regularly report on progress and address any issues that arise promptly. A community liaison officer shall be appointed if social unrest or resentments are observed amongst the community The entry and exit inside the site will be strictly monitored. Unauthorized entry will be prohibited. Excavation for foundations will be closed as soon as practicable to prevent people or animals falling into the excavation sites. The transport of heavy loads will be undertaken out of normal working hours to the extent possible. The contractor/project authority will make reasonable inquiries to ensure that those providing security are not implicated in past abuses; will train security staff adequately in the use of force (and where applicable, firearms), and appropriate conduct	local communities or other interested stakeholders					

	toward workers and local Communities. Security personnel engaged should not use force except when used for preventive and defensive purposes in consideration to the nature and extent of threat. For any issue with the community, take support of local administration as needed. Establish a Code of Conduct for worker/security persons community interaction and on-site behavior. Oblige workers/ security persons to adhere to code of conduct. The Grievance Redressal Mechanism (GRM) will be implemented and accessible to locals to allow the community to express their concerns, if any. All construction sites should be barricaded to restrict entry of general public to avoid chance of any accidents The traffic movement in the ITI site should be regulated to ensure safety measures for pedestrians during material/truck/other vehicle movement. Traffic management plan may be developed as necessary. Speed limits for all sub-project vehicles will be implemented Training will be provided to all the drivers on safety measures Management Plan for Hazardous material and Emergency Preparedness plan should be in place.					

	Necessary mitigation measures as suggested for management of different environmental components (Air, Soil, surface water, ground water, noise, waste/effluent management etc.) should be adequately implemented					
Demobilization: Site restoration and rehabilitation Potential Community health and safety threat post construction	The contractor will prepare a site restoration plan which will be approved by the SPV. The clean-up and restoration operations are to be implemented by the contractor prior to demobilization. All construction zones, workers camps, plant sites, crashers (if applicable) etc. or any other area used/affected by the project will be left clean and tidy, to the satisfaction of the SPV. The restored level of the ground/ roads/ sites will be as per the original level and condition or better.	Visual observation		Completion of construction work	**Contractors/ SPV/ITI**	S-PMU/C-PMU	
Operation Phase						
Obtaining and Management of clearance/ permits/ NOC from regulatory authorities	Obtaining permission and ensuring that they remain valid throughout the implementation period. Ensuring compliance with the terms/conditions of various permits Completion and occupancy certificate for the ITI buildings constructed such as, CTO, Biomedical waste authorization for first aid center in ITI, water abstraction permits from CGWA, Fire License, etc. Compliance of any stipulated conditions at the Central, State or Local regulatory office/Ministry/ Department including MOEF&CC, CPCB, SPCB, etc.	Verification of documents Valid consents, NOC, permits	State Departm ent	Semi- Annually	ITI/SPV	S-PMU/C-PMU	

	As per MOEF&CC OM dated 9 June 2015 or latest					
Energy efficiency and energy conservation Integration of energy efficiency and energy conservation component in design	Most of these provisions are to be ensured during design stage but equally important to ensure their implementation done correct during post construction and operation stage. Energy conservation optimize use of energy systems in buildings that should maintain a specified indoor environment conducive to the functional requirements of the building by following mandatory compliance measures (for all applicable buildings) as recommended in the Energy Conservation Building Code (ECBC) 2007 of the Bureau of Energy Efficiency, Government of India. The energy systems include air conditioning systems, indoor lighting systems, water heaters, air heaters, and air circulation devices. Adopting energy efficient technologies for conservation of energy is needed. Passive Solar Design: Deployment of passive solar design concept for buildings to be followed using architectural design approaches that minimize energy consumption in buildings by integrating conventional energy-efficient devices, such as mechanical & electrical pumps, fans, lighting fixtures & other equipment, with the passive design elements, such as building orientation, landscaping, efficient building	Review of relevant certification s		Prior to start of operation	ITI	SPV/State Department	

	envelope, appropriate fenestration, increased day lighting design, and thermal mass. The building should be oriented optimally based on Sun-path and engineering analysis to curtail excessive solar radiations. Adequate provision for external shadings including vertical shadings to prevent direct solar radiation and glare, specifically on the eastern and western facades. Adequate protection for the building envelope against thermal losses, drafts and degradation by natural elements such as wind, dust, sand, snow, rainwater, hail, etc. The building should have sufficient day lighting and should provide view to outside for majority of the occupants. Building Envelope: The building envelope is the interface between indoor and external climatic conditions. The building envelope should be designed to conserve energy substantially, maximizes daylight, natural ventilation (access to fresh air) and views to the exterior, and enables to modulate solar heat gain and control/reduce noise. The building envelope should integrate systems for renewable energy and rainwater harvesting. In general, the design strategies to be drawn from long heritage of the country in its various climatic zones. The building envelope for all airconditioned buildings/spaces is to						

	comply with the ECBC code (www.beeindia@nic.in). Insulation of Wall and Roof: Use of insulation is recommended in the exterior walls and roofs of the building to keep out excess heat in hot weather and reduce heat loss in cold weather. The type and amount of insulation needed may vary according to building type, Reflective surfaces: Reflective surfaces should be applied to improve building energy efficiency by reduce urban heat island effects and cool the built environment. The reflective surfaces, including, high Surface Reflective Index (SRI) roof coatings, cool roofs, LOW ecoating on windows etc. Use of Energy Efficient Windows: Windows needs to perform several functions, including giving letting in daylight, providing outlook, and offering access during emergency etc. In most cases, windows should let in as much light as possible, but heat gain needs to be minimized in summer and maximized in winter. Energy Efficient Lighting: Lighting systems should comply with the ECBC 2007 and applicable to interior spaces of buildings, exterior building features, including facades, illuminated roofs, architectural features, entrances, exits, loading docks, and illuminated canopies, exterior building grounds etc. except emergency lighting and lighting in dwelling units.						

	Install only Low Energy Consumption Lighting Fixtures Lamps, luminaries, ballasts and the controlling systems for achieving energy efficiency through artificial lighting. Interior Lighting for new buildings: Lamps – Lamps used for general lighting scheme shall conform to the following: Point Light Source: All the point light sources installed in the building for general lighting shall be LEDs or LEDs or equivalent. Linear Light Source: All the linear light sources installed in the building for general lighting shall be T-5 or at least 4 Star BEE rated TFLs or equivalent. The installed interior lighting power shall not exceed the LPD (Lighting Power Density) value as recommended by ECBC 2007. Automatic Lighting shutoff control: Interior lighting/Exterior lighting systems shall be equipped with an automatic control device in accordance with ECBC 2007. Occupancy sensors that shall turn the lighting off within 30 minutes of occupant leaving the space. It should also have a option for manual turning off lights when the space is occupied. ECBC requires controls in daylit areas that are capable of reducing the light output from luminaires by at least half and controlling of exterior lighting with photo-controls where lighting can be turned off after a fixed interval.						

	Use of Energy Efficient Heating Ventilation and Air Conditioning (HVAC) Systems The designer should ensure the HVAC system design meet the standard on energy front like ECBC and other related standards to achieve higher level of energy efficiency in new buildings. Building designer should incorporate solar passive techniques for building optimization with thorough analysis should be part of HVAC design, passive techniques that can be adopted in different climate zones of India should be explored to reduce building's heating/cooling demand. Deployment of Passive Cooling, Heating, Natural Ventilation & Hybrid Passive System: The passive cooling, passive heating, natural ventilation system should be used to reduce energy demand of the HVAC system. Few of the passive cooling/heating/ ventilation technologies are: Stack Effect: Air movement can be designed using the temperature gradient of the building. This enhances the natural ventilation and helps in reducing the fan power energy demand. Wind towers: Wind towers catch the cool air, enhances the natural cooling and ventilation. Night purging: Night purging takes advantage of the diurnal variation in temperatures to lower the cooling demand of the space.						

	Roof Pond, where possible: A water body on the roof may provide cooling wherein during summers it is covered with insulation with a surface finish of low absorptivity. Evaporative cooling: It is suited for hot climates with low humidity. The cooling of air is achieved by simple evaporation of water in air. An addition to the direct evaporative cooling is the indirect evaporative cooling, where humidity can be controlled by an additional heat exchanger. Desiccant dehumidification/cooling systems: Desiccant dehumidification/ cooling technology provides tool for controlling humidity levels for conditioned air spaces. Geothermal heating and cooling where possible: Geothermal exchange loop use the constant temperature of the earth as the exchange medium instead of the outside air temperature. Earth air tunnel system, where possible: As earth temperature remains constant throughout the year at a depth of 4m to 5m, an earth air tunnel (EAT) is created by burying a pipe at this depth. Ambient air, thus sucked from one end is passed through EAT and depending on the ambient temperature, air gets cooled in summer and heated up in winter. This cooled/heated air is then supplied to the various areas in the building for meeting space cooling/heating demand and can						

	provide recommended thermal comfort to the building occupants. Air-Conditioning System The following should be considered about planning, design and installation of HVAC system, this tips of using high energy efficient systems: Refrigerants: Manufacturers and designers should adopt balanced approach while selecting refrigerants. Some of the key criteria to be considered are as follows: Ozone depletion potential (ODP) – should be zero; • Global warming potential (GWP) – should be as low as possible; • Energy efficiency- part load, full load, system – should be as high as possible; • Flammability – should be as low as possible and suitable risk mitigation process infrastructure needs to be opted to handle flammability; and • Toxicity – should be zero / lowest possible. Refrigerant Flow Systems: These are the systems can provide a superior performance over conventional unitary equipment/package units. Vapour absorption system: Waste steam/heat may be used for refrigeration; this system can couple to solar panels (heated water) to produce cooling in buildings. Smart Energy Management System: Whatever may be the energy-saving strategy, energy management and control system (EMCS) is an important tool for monitoring of energy efficiency in building. Energy metering to be provided for the following applications: 1) Lighting						

	(interior and exterior); 2) Air conditioning (heating/cooling); 3) Hot water systems; 4) Renewable energy systems; 5) Energy meters for pumping of municipal water, grey water and irrigation water; 6) Miscellaneous equipment such as elevators, computers escalators; etc. Implement Zero waste process, a key component in the transition to a circular economy, encourages the thoughtful redesign of resource lifecycles so that all materials are reused. Reduce operational costs and improve efficiency. Combat climate change and environmental degradation. Reduce emissions associated with resource extraction, transportation of materials, leading to reduced litter and pollution. Support public health and social equity. Mismanaged waste creates negative community health impacts. Eliminate pollution in our air, water and land which threatens public health, particularly in disadvantaged and underrepresented communities. Promote a circular economy and green jobs. Redesign processes and operations to eliminate or further reduce waste and save resources. Workshops to have ventilation/cooling/ emergency systems as applicable per Factory standards of that particular trade						
Ambient Air Quality and Noise	Air and noise levels indoor and outdoor (simultaneously during practical classes) will be monitored	Monitoring results and	State Departm ent	As per validity and		ITI	SPV	

Generation of dust, gaseous pollutants such as SO2, NOx, CO, VOC, noise etc due to: Operation of DG sets Movement of vehicles inside campus Operation of workshops/ welding machines, etc Fuel burning for any other purposes in workshops; etc	periodically as per the Environmental Monitoring Plan prepared by operations. The environmental monitoring will be undertaken through a NABL accredited laboratory Use of Green/silent DG sets with low emission and acoustic enclosure Ensure use of appropriate PPE kits by students during practical classes including earplugs in noisy trade activities; goggles, masks, face shield, gloves during welding; masks and goggles during all activities that generate air pollutants including metal dust etc.	relevant standards National Ambient Air Quality Standards have been specified as per MOEF&CC notification General Statutory Rules (GSR) 826I dated 16.11.2009 in compliance with the Air (Prevention and Control of Pollution) Act, 1981(Amended 1987) and Air (Prevention and Control of Pollution) Rules 1982 Noise Standards have been specified as per the Noise Pollution (Control and Regulation) Rules, 2000 (Amended 2002).		checked periodically			
Health and Safety Occupational/staff/student Health and Safety (OHS) risk	OHS management procedures covering safe working conditions for employees, including staff training, job safety instructions and measures to ensure workplace	• Implement EHS curriculum, ensuring awareness	State Department	As per validity and checked periodically	ITI and SPV	SPV	

Community Health and Safety risk	safety and mitigate OHS risks emanating from exposure to infections and diseases, hazardous materials / waste should be in place and implemented as per rules Additionally, these procedures should extend to encompass maintenance activities to ensure that workers are adequately protected during repair and upkeep tasks, thereby reducing the risk of accidents and health hazards A set of procedures defining the overall waste management system should be in place in consideration of scale and type of trades and identified hazards. This will include minimization, an adequate segregation at point of generation, safe handling, collection, temporary storage, marking, transport, treatment and disposal procedures; this will be, accompanied by systematic record keeping of waste quantity, type and final disposal/treatment Standard operating procedures on the use, storage and disposal of hazardous materials should be in place Depending on the nature of the maintenance work, provide and guarantee the use of personal protection equipment such as gloves, helmets, ear plugs, safety belts, and so on. The facilities should have Emergency, preparedness and response plan and should be designed commensurate with the	generation activities in the it is • Ensure adequate supply and usage of PPE kits; ensuring for students and staff/instruct ors • Training of the Trainers records on trade specific EHS etc. Onsite Emergency plan document and Disaster Management Plan document Fire plan approval, occupancy certificate, maintenance schedule of firefighting system, records of fire drills • Compliance with government					

	requirement of the department concerned (like Fire Department). Fire NoC should be secured from the Fire Department and renewed in a timely manner. Emergency preparedness plans should have the provision to manage potential risk likely associated with the Trades being taught . Provide adequate sanitation facilities. The emergency contact number shall be displayed. Provisions for a designated route for vehicle movement should be maintained. Accidents if any will be reported to the management / SPCB/ ADB (within 48 hours to ADB) etc. Develop and implement robust health and safety protocols to protect workers and the community. Conduct regular safety training sessions and drills to ensure all personnel are prepared for emergencies. Develop community engagement programs that involve local residents in project-related activities, such as job fairs, skill development workshops, or community events. Encourage social interaction and collaboration between workers and locals to foster understanding and mutual respect. • Maintain an incident logbook of the student and staff	and State H&S regulations and guidelines • No fatalities or lost time incidents • 100% of H&S incidents including near miss recorded, immediately investigated, and corrective action taken to prevent repeat. • EMGC requirements successfully implemented as determined through regular site checks, photographic record etc. • No outstanding grievances from staff/student				

	• Ensure all staff/instructors have received appropriate OHS and first aid trainings for their role. • Store equipment in a dedicated, covered, labelled storage area (materials, tools, equipment, and any spare parts). • Remove any trip hazards on the workshop floor, classrooms, ground, e.g., open channels, materials, equipment, trash laying around. • Visually inspect for any standing water inside campus, and when identified, remove, or provide appropriate drainage to remove it in a timely manner; ensure the drainage system is not blocked and fully operational. • Display clear emergency exits signs (in working order) in the classroom/workshops/buildings and keep all the exits clear of any blockage. • Maintain all lights in working order. • Service the firefighting equipment timely as required to keep all equipment in date. • Provide first aid and firefighting training to select, volunteer staff/instructor; at least one staff having recently carried out first aid	s and local communities or other interested stakeholders				

	and firefighting training must be always present on site. Refreshers are to be provided once a year. • Ensure ITI buildings are structurally sound if any earthquake occurs, check building soundness prior to commissioning. • Keep vents/windows in workshops unblocked and replace defunct bulbs/lights immediately • Ensure ITI staff/Instructors receive basic first aid and firefighting training with annual refreshers • Maintain fully stocked, in-date first aid kit, keep first aid for each workshop; posters and emergency contact lists that are posted up to date • Provide one dispensary facility with rest room/bed along with preliminary medical facilities at each ITI and MOU with nearest hospital/health facility in case of emergencies and urgent admissions/treatment. • Maintain firefighting systems including in-date fire extinguishers and full sand buckets and keep fire safety poster • Carry out regular inspections and periodic maintenance to ensure workshop and classroom electrical standards are being upheld						

	• Provide adequate CCTV and 24x7 security in campus and hostels • Provide mess/canteen facilities for students coming to ITI from remote areas and where no eatery/food available • Maintain written warning signages including the ISO 7010 Hazard Type: Electrical Symbol warning of the risk of electrocution in workshops or for any transformers/power lines inside campus. • Collect, segregate, and store in the designated and labelled storage areas all wastes including food wastes for onward disposal. • Undertake regular pest control (rats in refrigerator in Aiwzal ITI, beehive in Khuti ITI were observed) using integrated pest management approach • Maintain vegetation inside campus • Prohibit the use of synthetic chemical-based herbicides, pesticides or burning to control any vegetation growth or to manage vegetation waste. • Sanitation and welfare facilities as per detailed design requirements are to be provided and be maintained						

	• Provide potable drinking water supply meeting GoI/WHO drinking water quality standards across all Campus • Cleaning of toilets on daily basis, use of disinfectant and floor cleaners; keep toilets/septic tank/soak away maintained • A safe operating procedure (SOPs) during installation and commissioning of equipment and machinery shall be followed during practical classes by the faculty and students. The SOPs will be periodically updated based on experience and situations faced during the operation phase. • To avoid adverse impacts due to exposure of higher noise levels and moving parts of machinery usage of relevant PPEs should be made compulsory for instructors and students during practical hours • The design ITI campus to include structural and seismic safety measures required by India's latest building codes (in seismic zone III). The other safety features are explained below: • The building will be equipped with fire-fighting systems with portable fire extinguishers and smoke detectors.					

	• During natural calamities, the operations will be stopped. The students and staff will be safely evicted as per Disaster Management plan. • Necessary first aid facilities will be provided at the campus. • Fire Fighting facilities will be planned as per National Building Code 2005 For operation onsite and offsite emergency plan will be prepared/approved by the Principal of each ITI. This onsite plan will also contain effective mitigations for possible toxic hazards due to accidental release of any gases such as LPG (used as fuel) or acetylene (used for welding, etc.) and any toxic chemicals (solvents). For natural calamities, including Pandemic, the Disaster Management Plan prepared by Central/State Governments will be followed.						
Generation of liquid wastes for campus, workshop, hostels, etc Risk of solid waste piling up on campus/workshop/h ostels. These can lead to an increase In vector population and health risks. Generation of Hazardous waste	• Mechanism for proper segregation and collection of Sewage should be ensured • The handling will be as per Solid Waste (Management) Rules, 2016 • Collect, segregate, and store in the designated and labelled storage areas all wastes including food wastes for onward disposal. • Waste is disposed by the Local/Municipal/Panchayat Authority.	Solid Waste (Management) Rules, 2016 Metallic waste collection bins and storage, records of sale to vendors Visible check Bottles/cans storage of discarded lubricant bottles.,	State Departm ent	As per validity and checked periodically	ITI and SPV	SPV	

from specific trades and E-waste Disposal. Lack of a disposal mechanism for oily waste from automobile trades, etc. may lead to pollution of soil, surface and ground water resources. Potential for increase health risk of students and staffs. Lack of a disposal mechanism for computer and IT-based hazardous waste management. Generation of Domestic liquid waste and disposal. Lack of management of domestic wastewater may cause health risks to students/staffs' local community	• Ensure demarcated solid waste storage area with source separation for organic waste and other domestic non-organic waste. This storage facility should be able to accommodate solid waste up to 7days. • Certain ITI (like Kurla, Maharashtra) have adopted measures to decompose domestic solid waste by composting or by recycling. May be followed by other ITIs • Cleanliness and good housekeeping practices on campus. • Separate Wet and Dry Bins in adequate numbers shall be provided. • Prohibit open burning of garbage/wastes. The e-waste generation will be from the operation and maintenance of computers and electronic gadgets/lamps in various sections. The disposal and handling will comply with e-Waste (Management) Rules, 2022 The ITIs will have agreements with the maintenance partners to take away discarded peripherals, spare parts, discarded old computers for possible reuse and recycle.	records of sale of lubricating oil to authorized recyclers Hazardous and Other Wastes (Management and Transboundary Movement) Rules, 2016, Hazardous and Other Wastes and Amendments upto 2024 Bottles/cans storage of discarded lubricant bottles., records of sale of lubricating oil to authorized recyclers					
Sanitation and Discharge of untreated or insufficiently treated sewage, and	• Ensure proper maintenance of the sanitary facilities. The performance and functioning of wastewater treatment plants should be monitored closely and in case of	Site Inspection/ Document review, stakeholder consultation	State Departm ent	Monthly	ITI	ITI	

due lack of maintenance of sanitary facilities may lead to: Contamination of drinking water (ground and surface). Spreading of diseases among the student population and surrounding community.	any underperformance, should be repaired immediately. The quality of treated wastewater from the facility should conform to the discharge standards stipulated by MOEF&CC / NGT whichever is stringent. • For discharge into public sewers with terminal facilities, the general standards as notified under the Environment (Protection) Act, 1986 (29 of 1986) will be applicable For discharge into public sewers without terminal facilities (or facilities not connected to public sewers), the standards stipulated in MOEFCC notification or NGT Order whichever is stringent Regular monitoring of inlet and outlet water quality (with respect to wastewater treatment plants) should be taken up. To ensure adequacy of safeguard performance, the standards provided in Appendix 6.1 should be considered as a benchmark. Backwash water recirculation system will be there to ensure recycling of backwash water Sludge will be dried and treated to conform to the standards given in Solid waste management rules, 2016 or amendments. Monitoring and observation of surrounding areas to ensure that no contamination is taking place due to liquid waste mis management. A contingency plan will be in place to handle the liquid waste from STPs in	Water quality standards have been specified as per MOEF&CC notification No. GSR 7421, Dt: 25.09.2000 and in compliance with the Water (Prevention and Control of Pollution) Act 1972 (Amended 1988) and Water (Prevention and Control of Pollution) Rules 1974.					

	case of power/ technical failures. Disposal locations for treated water will be monitored for their water quality and ensure that the quality meets the requirement • of end use of the disposed water be it for irrigation or washing or aquaculture etc. • To ensure proper function and operation, train maintenance and • operation staff to monitor and repair leaks from cracked containment structures, broken pipes, and similar structures. • A minimum distance of 15 m should be maintained between a bore well and a latrine to prevent contamination of water resources. In case of bore-wells, this distance should be 20 m • Observation and site reports to check the proper maintenance of: • pipes in sanitary facilities. • Provide separate toilets at adequate distance between boys and girls washrooms. • Water supply is available in the toilets. • One latrine should be designed for about 30 students (20 for girls and 40 for boys). The ITIs through a maintenance partner/staff will carry out maintenance of the toilets and carry out the regular collection and disposal of wastes to the local disposal sites.						
Maintenance of plantation/	Maintenance of Green belt including vegetation care, Litter Control,	Visual observation.	ITI	Monthly	ITI	SPV/S-PMU/C-PMU	

landscape area and other infrastructure in the ITI campuses	Irrigation, Erosion Control, maintenance of Rainwater Harvesting Pits including inspection, cleaning, repairs & upkeep etc. • The ITI through appropriate support staff will be responsible for maintenance of shrubs, tree plantation and landscape areas.	Survival of planted trees, shrubs, and grass in landscape area.					
Health and Safety Measures at Electric Substation in the ITI campus (Hostel buildings premises)	The Electric Supply sub stations will be operated by the electric supply department. The SPVs through Head ITI campus is to ensure that during operation and maintenance the staff of distribution company uses necessary PPEs. All the mats and fire protection measures are maintained. The transformer oil after maintenance is taken back and sent to authorized recyclers. All the waste generated due to scheduled/accidental maintenance is taken care of per regulatory provisions. To ensure that transformer oil used is Polychlorinated Biphenyl (PCB) free. To ensure appropriate leakage maintenance and monitoring system in case of use of SF6 or similar gas in any electrical equipment / installation	Technical specification of transformer oil; observation of pressure gauge for SF6; Regular inspection of fire safety equipment; records of timely maintenance or accidents	ITI	Monthly	ITI/SPV	S-PMU/C-PMU	

Environment Monitoring plan for refurbishment/ repair of ITIs existing and construction of new building of ITIs

Sl. No.	Field (Environmental Attribute)	Phase	Parameters to be Monitored	Locations	Frequency	Responsibility	No. of samples per site
1	Air Quality	During pre-construction phase*	CO, NOx, PM_{10}, $PM_{2.5}$, and SO_2, VOCs, other toxic gases, if any anticipated	ITI sites	Once in the pre-construction phase (Before commencement of works) to establish baseline	Contractor (SPV/ITI during operation) through approved Monitoring Agency	
		During* Construction Phase			Once in six months (except monsoon season) during construction phase (2 years construction phase)		

		Operation Phase*		Inside workshops with air pollutant emitting trades and outside buildings simultaneously	Once in six months except monsoon season for first 2 years of operation phase or as and when the relevant trades are commenced		
2	Water quality	During pre-construction phase	Drinking water quality parameters specified in IS:10500	ITI sites	Once in pre-construction phase (Before commencement of works) to establish baseline	Contractor, DSC, and PMU through approved Monitoring Agency	
		During Construction Phase			Once in six months (except monsoon season) during construction phase (24 months)		
		Operation Phase		One sample of drinking water and one of nearest surface water body if within 100 m / ground water source if within campus	Once in six months except monsoon season for first 2 years of operation phase		
3	Noise Levels	During pre-construction phase	Leq (Day), Leq (Night), Lmin and Lmax	ITI sites	Once in pre-Construction phase (Before commencement of works) to establish baseline	Contractor, DSC, and PMU through approved Monitoring Agency	
		During Construction Phase			Once in six months (except monsoon season) during construction phase (24 months)		
		Operation Phase		Inside workshops with noise emitting	Once in six months except monsoon season for first 2 years of operation phase or as		

			trades and outside buildings simultaneously	and when the relevant trades are commenced		

ANNEXURE 3: EXCLUSION/ ELIGIBILITY CRITERIA

All project activities/ sub-projects to be undertaken under this RBL Program must comply with the following eligibility criteria:

i.   Any Category A project activities/sub-projects as per the ADB, SPS, 2009 will not be included under this RBL program.

ii. No project activities/sub-projects shall have significant, unprecedented, irreversible impacts on environment.

iii. Any project activities/sub-projects resulting in the significant conversion or degradation of natural habitats as defined by ADB [Safeguard Policy Statement 2009] or occurring in areas with presence of ADB Critical Habitat-qualifying biodiversity shall not be taken up.

iv. No project activities/ sub projects shall be located within legally protected areas per national and international regulations to which India is a signatory such as wildlife sanctuaries (WLS), national park (NP), , Reserved and Protected forest lands, community controlled forest land, tiger reserve and corridors, elephant reserve and corridors, biosphere reserve, coastal regulation zones (CRZ), important bird areas (IBA), key biodiversity areas (KBA), Ramsar sites, UNESCO world heritage and natural sites, or the Archaeological Survey of India or state protected monuments / sites

v.   No new construction (excluding refurbishment/ repair /non-civil works in existing buildings with prior regulatory permissions) shall be located in the prohibited or regulated zones of archaeological survey of India or controlled / buffer area of state protected monuments/ sites unless a heritage impact assessment is done by specialized institution and that demonstrate no significant impact on the protected monuments/ sites.

vi. No new building construction (excluding refurbishment/ repair /non-civil works in existing buildings with prior regulatory permissions) shall be in CRZ and eco-sensitive zones of NP and WLS. Any activities in CRZ 1 and IV shall not be allowed.

vii. Project activities must be in compliance with all relevant environment, health and safety related statutory requirements as per applicability such as Environment Clearance, CRZ clearance, consent from state pollution control board, fire NOC etc.

viii. No project activities/ sub projects shall be located on reclaimed water body or flood plain or on slope above 30 degrees and areas prone to landslide, estuarine and bay areas.

ix. Building shall be located above the high flood level of the nearest water body

x.   No project activities/ sub projects shall lead to any significant impact or degradation of common property resources including heritage, cultural, historical structures.

xi.   Any ITI within heritage building will not be considered for repair/ refurbishment unless a heritage impact assessment is prepared by an expert

xii.   Avoid felling of trees by adjusting layouts. If inevitable, then felling shall be done only after obtaining requisite permission from forest department or competent authority and <u>commitment for </u>requisite compensatory afforestation.

xiii.   New Construction/Upgradation / Rehabilitation or repairs to existing Buildings or campuses or facilities in campuses that do not follow National/State/Local Body Regulations or Guidance for siting, works, management and disposal of wastes (various types), and wastewater and others; except when the proposed development includes measures to comply with regulations

xiv.   Any activity involving purchase or use of Asbestos, or harmful lead-based products. In case of removal and disposal of existing asbestos specially developed Standard Operating Procedures shall be followed strictly to minimize adverse impacts

xv.   No category A and B for involuntary resettlement and category A for indigenous peoples' requirement per ADB SPS 2009. Category B for IP will be only those activities that have positive impacts for IP communities and any activities having negative or adverse impacts on IP communities will be screened out and excluded from the program.

ANNEXURE 4: ENVIRONMENT AND SOCIAL SCREENING AND ASSESSMENT CHECKLIST FOR THE RBL PROGRAM

Environment Safeguards

A. **GENERAL INFORMATION: To be filled with both existing and proposed buildings. Please mention NA if not applicable**

ITI Name:	
Type of ITI/Special Category:	
City/Town/Village:	
Location and coordinates:	
District Name:	
Division/Subdivision:	
Total area of the campus:	sqm
Total built-up area of ITI and no. of floors:	sqm
Repair/Renovate/New Construction time:	
No. Students (Male / female/ others)	
Trades/ courses undertaken	
No. of teaching and non-teaching staff	
Is land available within Institutes premises for construction of new building	
Contact no. and email of focal person who can be contacted in case of further requirement of information/ data	

B. **Checklist for eligibility determination: to be filled for both existing and proposed activities: If responses to question below are 'yes' then the activities will be ineligible unless mentioned otherwise here.**

Eligibility / Exclusion Criteria	Yes	No	Additional Remarks
Is Category A project activities/ sub projects as per the ADB SPS,2009 triggered?			
Project activities/ sub projects shall have significant, unprecedented, irreversible impacts on environment?			
Any project activities/ sub projects resulting in the significant conversion or degradation of natural habitats as defined by ADB (Safeguard Policy Statement 2009) or occurring in areas with presence of ADB Critical Habitat-qualifying biodiversity?			
Project activities/ sub projects located within legally protected areas per national and international regulations to which India is a signatory such as wildlife sanctuaries (WLS), national park (NP), Reserved and Protected			

forest lands, community controlled forest land, tiger reserve and corridors, elephant reserve and corridors, biosphere reserve, important bird areas (IBA), key biodiversity areas (KBA), Ramsar sites, UNESCO world heritage and natural sites, or the Archaeological Survey of India or state protected monuments / sites?			
New construction (excluding refurbishment/ repair /non-civil works in existing buildings with prior regulatory permissions) located in the prohibited or regulated zones of archaeological survey of India or controlled / buffer area of state protected monuments/ sites? (Is heritage impact assessment done by specialized institution and does that demonstrate no significant impact on the protected monuments/ sites)			
New building construction (excluding refurbishment/ repair /non-civil works in existing buildings with prior regulatory permissions) in CRZ and eco-sensitive zones (ESZ) of NP and WLS?			
Any activities in CRZ 1 and IV (shall not be allowed).			
Are Project activities/sub-project in compliance with all relevant environment, health and safety related statutory requirements as per applicability such as Environment Clearance, CRZ clearance, consent from state pollution control board, fire NOC etc.?		**If 'no' then not eligible**	
Are project activities/ sub projects located on reclaimed water body or flood plain or on slope above 30 degrees and areas prone to landslide, estuarine and bay areas?			
Are Building located within/below the high flood level of the nearest water body?			
Will project activities/ sub projects lead to any significant impact or degradation of common property resources including heritage, cultural, historical structures?			
Are felling of trees envisaged? (Adjust layout or If inevitable, then felling shall be done only after obtaining requisite permission from forest department or competent authority and commitment for requisite compensatory afforestation)	**If yes eligible, if inevitable and with prior permission**		

C. SCREENING AND ASSESSMENT CHECKLIST FOR NEW BUILDING CONSTRUCTION EITHER INSIDE OR OUTSIDE EXISTING ITI PREMISES

C-1. Describe Concisely the Potential Impacts and Proposed Mitigation Measures

Potential Environmental Impacts the project activities/ sub projects will cause	Description of impacts/ risks	Additional Mitigation measures other than those included in ADB cleared definitive version of EMGC[1] included in contract documents	Does EMGC needs to be updated for the particular site
encroachment on historical/cultural areas, disfiguration of landscape and increased waste generation?			

encroachment on precious ecosystem (e.g. critical, sensitive or protected areas)?			
alteration of surface water hydrology of waterways crossed byroads and resulting in increased sediment in streams affected by increased soil erosion at the construction site?			
damage to sensitive coastal/marine habitats by construction of submarine cables?			
deterioration of surface water quality due to silt runoff, sanitary wastes from worker-based camps and chemicals used in construction?			
increased local air pollution due to rock crushing, cutting and filling?			
risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during project construction and operation?			
chemical pollution resulting from chemical clearing of vegetation for construction site?			
noise and vibration due to civil works?			
Blasting activities involved, if any			
Use of hazardous materials or generation of hazardous wastes including asbestos			
dislocation or involuntary resettlement of people?			
disproportionate impacts on the poor, women and children, Indigenous Peoples or other vulnerable groups?			
social conflicts relating to inconveniences in living conditions where construction interferes with pre-existing roads?			
hazardous driving conditions where construction interferes with pre-existing roads?			
creation of temporary breeding habitats for vectors of disease such as mosquitoes and rodents?			

large population influx during project construction and operation that causes increased burden on social infrastructure and services (such as water supply and sanitation systems)?			
social conflicts if workers from other regions or countries are hired?			
poor sanitation and solid waste disposal in construction camps and work sites, and possible transmission of communicable diseases from workers to local populations?			
risks to community safety associated with maintenance of ITI buildings/ facilities?			
risks to community health and safety due to the transport, storage, and use and/or disposal of materials such as construction waste, fuel and other chemicals during construction and operation?			
Community safety risks due to both accidental and natural hazards, especially where the structural elements or components of the project are accessible to members of the local community or where their failure could result in injury to the community throughout project repair/renovation/ construction and operation?			
Evidence/report of existing or previous natural hazards such as floods, landslides, severe wind damage, storm surges, coastal erosion, earthquakes, tsunamis, sea level rise, and Other (specify):			(If Yes, indicate when and magnitude.)

D. SCREENING AND ASSESSMENT CHECKLIST FOR EXISTING ITI (refurbishment/repair/ equipment installation, other)

Sn	Particulars	Existing status of compliance	Details, if any (validity and coverage of

		Yes	No	Not applicable	permissions/ renewal status/management mechanism/ numbers/ annexures etc) please also provide supporting documents as appropriate
1.	a. Environmental Clearance b. Environment Assessment report prepared for the Facility as required for obtaining EC				
2.	Documentation and reporting of record of waste generation from various trades during operations as per rules including hazardous waste, e-waste, municipal wastes etc.				
3.	Permission for Water abstraction/usage including permission from CGWA for groundwater extraction or as was relevant during construction of borewells/tubewells				
4.	Consent to Establish and Consent to Operate from SPCB under Water and Air Act for the buildings including STP, DG set etc as would be applicable				
5.	Provision for discharge of Wastewater/sewage and permission if any required for the same. For discharge of wastewater into public sewers confirmation on whether the sewage system relates to terminal treatment facilities				
6.	Is there any staff in charge of overseeing the solid and liquid waste facilities and mechanism to ensure they function well. If yes, are they well trained.				
7.	Valid NOC from fire department				
8.	Occupancy certificate from competent authority				
9.	Building Stability permit as per National Building code				
10.	Other Regulatory Permits/License (as per applicability)				
11.	Land ownership documents in name of project authority				

12.	Presence of cultural/ heritage/archaeological sites within 300 m or defined controlled area of archaeological sites				
13.	Nearest (provide distance from boundary of) environmentally or ecologically sensitive/ legally protected sites (under national or international regulations) such as wildlife sanctuary, national park, eco sensitive zone, eco sensitive areas, coastal regulation zone, IBA, KBA, Ramsar wetland etc.				
14.	Rainwater harvesting structure, groundwater recharge pits, provision for reuse of treated wastewater, if any.				
15.	Provision for resource and energy efficiency, if any				
16.	Grievance redress mechanism for workers and community; display of grievance committee focals; presence of complaint box at accessible place				
17.	Availability of well experienced trainers. Are the trainers directly hired from open market or are deployed by operating partners of respective trades				
18.	Contamination of surrounding environment including land /water bodies/ groundwater sources/air, if any due to mismanagement of any kind of waste/effluent/emission including hazardous wastes?				
19.	Are there provisions in place to ensure adequate occupational health and safety measures are being taken in the workshops/ practical classes like use of appropriate PPE kits, adequate ventilation provided in classrooms for respective trades as per requirement, fire safety system in place etc.				
20.	Is there a first aider and first aid kits available in the institute and collaboration done with nearest hospital				
21.	Is authorization for biomedical waste obtained for first aid centre or dispensary established in the institute?				
22.	Are regular fire and safety mock drills conducted				

23.	Has there been any accident / fatality of staff or students in the institutes			
24.	Any complaints from the community/ students received with respect to environment, health, safety			
25.	Any case pending in the court of law or arbitration?			
26.	Any notice issued (or probes) by the local authority, SPCB, CPCB, Forest Department, or any other regulatory authority?			
27.	Are the conditions stipulated with EC, or any other permission letter being complied by the facility? Please provide the latest compliance matrix submitted (uploaded online) to the MOEFCC as part of regular environmental monitoring if EC is applicable.			
28.	Monitoring of environment safeguards and waste management done during operation of such facility			
29.	Are there enough guards, CCTV cameras in the facility; is the facility access restricted and has permanent functioning boundary			
30.	Are there boys and girls hostel available? If yes, their capacity vs occupancy			
31.	Is the existing building proposed to be abandoned or retained after construction of the new buildings			
32.	Are equipment being maintained			
33.	Total no. of seats for students. Is it anticipated to increase the no. of seats after construction of new classrooms?			
34.	Any other as may be deemed necessary while doing visits or assessments later			

4.2. Involuntary Resettlement Screening Checklist

Probable Involuntary Resettlement Effects	Yes	No	Not Known	Remarks
Involuntary Acquisition of Land				
1. Will there be land acquisition?				
2. Is the site for land acquisition known?				
3. Is the ownership status and current usage of land to be acquired known?				
4. Will easement be utilized within an existing Right of Way (ROW)?				
5. Will there be loss of shelter and residential land due to land acquisition?				
6. Will there be loss of agricultural and other productive assets due to land acquisition?				
7. Will there be losses of crops, trees, and fixed assets due to land acquisition?				
8. Will there be loss of businesses or enterprises due to land acquisition?				
9. Will there be loss of income sources and means of livelihoods due to land acquisition?				
Involuntary restrictions on land use or on access to legally designated parks and protected areas				
10. Will people lose access to natural resources, communal facilities, and services?				
11. If land use is changed, will it have an adverse impact on social and economic activities?				
12. Will access to land and resources owned communally or by the state be restricted?				

*Considering titled and non-titled holders of land.

4.3. Indigenous Peoples Screening Checklist

KEY CONCERNS (Please provide elaborations on the Remarks column)	YES	NO	NOT KNOWN	Remarks
A. Indigenous Peoples Identification				
1. Are there socio-cultural groups present in or use the project area who may be considered as "tribes" (hill tribes, schedules tribes, tribal peoples), "minorities" (ethnic or national minorities), or "indigenous communities" in the project area?				
2. Are there national or local laws or policies as well as anthropological researches/studies that consider these groups present in or using the project area as belonging to "ethnic minorities", scheduled tribes, tribal peoples, national minorities, or cultural communities?				
3. Do such groups self-identify as being part of a distinct social and cultural group?				
4. Do such groups maintain collective attachments to distinct habitats or ancestral territories and/or to				

the natural resources in these habitats and territories?				
5. Do such groups maintain cultural, economic, social, and political institutions distinct from the dominant society and culture?				
6. Do such groups speak a distinct language or dialect?				
7. Has such groups been historically, socially, and economically marginalized, disempowered, excluded, and/or discriminated against?				
8. Are such groups represented as "Indigenous Peoples" or as "ethnic minorities" or "scheduled tribes" or "tribal populations" in any formal decision-making bodies at the national or local levels?				
B. Identification of Potential Impacts				
9. Will the project directly or indirectly benefit or target Indigenous Peoples?				
10. Will the project directly or indirectly affect Indigenous Peoples' traditional socio-cultural and belief practices? (e.g. child-rearing, health, education, arts, and governance)				
11. Will the project affect the livelihood systems of Indigenous Peoples? (e.g., food production system, natural resource management, crafts and trade, employment status)				
12. Will the project be in an area (land or territory) occupied, owned, or used by Indigenous Peoples, and/or claimed as ancestral domain?				
C. Identification of Special Requirements *Will the project activities include:*				
13. Commercial development of the cultural resources and knowledge of Indigenous Peoples?				
14. Physical displacement from traditional or customary lands?				
15. Commercial development of natural resources (such as minerals, hydrocarbons, forests, water, hunting or fishing grounds) within customary lands under use that would impact the livelihoods or the cultural, ceremonial, spiritual uses that define the identity and community of Indigenous Peoples?				
16. Establishing legal recognition of rights to lands and territories that are traditionally owned or customarily used, occupied, or claimed by Indigenous Peoples?				
17. Acquisition of lands that are traditionally owned or customarily used, occupied, or claimed by Indigenous Peoples?				

ANNEXURE 5: GRIEVANCE REDRESS MECHANISM

1.   Grievance is an issue, concern, problem, or claim (perceived or actual) that an individual or community group wants to raise and see it resolved by the project. A project specific Grievance Redress Mechanism (GRM) is an extra-legal way to deal with and resolve project-related grievances/complaints faster than legal mechanisms and thus enhance project performance standards in terms of environmental and social safeguards. The implementing agencies under this program will take relevant concerns of affected persons and other stakeholders seriously and ensure that they are actively able to raise and discuss their concerns throughout the project cycle by setting up appropriate GRM.

2.   The GRM will aim to provide affected persons and other stakeholders with a clear and simple way of filing a suggestion or complaint on the environmental, health and safety performance of the project. GRM will also cover social safeguards. According to ADB's SPS 2009, a GRM needs to address complaints promptly, using an understandable and transparent process that is gender responsive, culturally appropriate, and readily accessible to the affected persons at no cost and without retribution. Given these requirements, handling of grievances on the implementation of this program will be as discussed in this section. Affected persons may include members of the ITI staffs, students, local community or construction/maintenance workers. The GRM will address environmental and social safeguard and other related eligible grievances/complaints raised by affected persons, in a timely and culturally appropriate manner.

3.   The GRM will ensure that the basic rights and interests of every person affected by the environmental and social performance of the SPV/State Departments/ITI and their contractors on the program are protected; and issues, concerns, problems, or claims arising from any poor environmental and social performance of SPV/State Departments/ITI and their contractors during the conduct of pre-construction, construction, operation and maintenance activities are promptly and effectively addressed.

4.   **Court of Law.** Recourse to the GRM does not impede access to the country's judicial or administrative remedies. Affected peoples can approach the court of law at any time and independently of the project's grievance redress process.

5.   **ADB's Accountability Mechanism.** Affected peoples may (subject to eligibility criteria) also access ADB's Accountability Mechanism[1] whereby people adversely affected by ADB-financed projects can express their grievances, seek solutions, and report alleged violations of ADB's operational policies and procedures, including ADB's safeguard Policy Statement 2009.

6.   **Three-Tier GRM.** The Grievance Redressal Cells (GRCs) will be set up at three level i.e. at National Level PMU, State Level PMU and ITI/SPV Level which shall be fully operationalized prior to the commencement of any civil works, including enabling works. All staff of State Level PMU/SPV/ITI, PMC/consultants, and the Contractors, as well as local and associated government and other entities directly involved in the GRM process will receive a training prior to the start of works to fully grasp their roles and responsibilities within the GRM as well as approaches to constructively resolve project-related grievances/complaints. Upon completion of works similar training will be provided for the SPV/ITI (hub & spoke) O&M staff.

7.   Communities within the project's area of influence (within 50m of hub/spoke campuses) will be made aware of this GRM as well as how to access it, including addresses and contact

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[1] For further information see: http://www.adb.org/Accountability-Mechanism/default.asp.

numbers, through (i) community awareness raising during community or one-on-one meetings; (ii) pamphlets distributed to the general public in the direct vicinity of the ITI campuses, in State/Local Languages/English/Hindi; and (iii) notices on the social media/cable and/or local newspaper, as well as notice boards on ITI project-sites, SPV/State Department offices/PMU, and on SPV/State Departments/PMU/ITI website etc. with details of the GRM together with details of the program and where the safeguard documents can be obtained to capture a wider audience. Pre-construction and once operational, the SPV/State level PMU/ITI will be responsible to post clearly visible signboards at the ITI project sites with contact details including the name and phone number of their GRM focal person, together with suggestion boxes that will be regularly checked for any grievances received. During construction, the PWD/construction partners/contractor will be responsible for posting these signboards, including contact details with the names and phone numbers of SPV/State Departments/ITI and contractor's GRM focal persons as well as the suggestion box to be regularly checked at the construction site. Any concerned person or group of people can file a complaint through the project's GRM, at any time and at no cost. The time frame for receiving a response will be made known to the grievant. Investigations and deliberations on the grievances will be communicated to the grievant and outcomes publicly disclosed. The Program will establish a toll-free number for registering grievances, which will be shorted and forwarded to appropriate/concerned State specific GRM structure.

8.   Affected peoples may also lodge grievances/complaints online through SPV/State level PMU/ITI/PWD/Construction partner website with dedicated link/message box, by phone/WhatsApp at numbers provided, by submitting a note in a suggestion box kept on ITI site, by sending a letter, or in person at an ITI site and State Departments/SPV's closest office. All staff and workers of SPV/State level PMU/ITI/PMC and PWD/Contractors and subcontractors (if any), will also be made aware of the existence of the GRM and must know who to direct any complainant to, if approached regarding a grievance. Local government representatives/Panchayet/ward members will also be briefed by State Level PMU/Departments on the GRM and so be able to take up complaints and pass them onto SPV/State level PMU/Departments/ITI or the contractor to be addressed. SPV/State level PMU/Departments/ITI management will have overall responsibility for timely grievance redressal on safeguard issues with the support of their GRM focal for ensuring disclosure, registration of grievances, and communication with the grievant.

9.   A grievance log must be kept at all times on ITI campus site by the contractors focal. Any grievance/complaint received, whether minor or major, whoever it was first addressed to, must be reported and documented when it is received, including: name of the person making the complaint; date and time the complaint was received; location and relation of the complaint to the project; nature of the complaint; dates of subsequent communications; details of all meetings held, including participants, date, issues discussed and decisions taken; details of all actions taken towards resolution of the grievance; log of all formal communication sent to the complainant informing of the evolution of the process etc. All entries to the grievance register, no matter how minor or whether resolved at any level along with updates on ongoing or completed actions taken to address the grievance will be included in periodic reports by the respective levels and detailed in the semi-annual environmental and social monitoring reports to be submitted to ADB. SPV/State Departments will also notify ADB immediately of any grievances that are related to immediate risk to human life, or impending damage to ITI building/structures, flora or fauna, or physical cultural resources. The GRM will follow a three-tier formal structure as summarized below.

a. First Level GRC (at ITI/SPV Level)

- The ITI/SPV including contractors/civil works partner will form the first level grievance redressal committee (GRC) and define a site-level grievance handling protocol, as initial input to the GRM.
- For any urgent matter, in particular emergency and health and safety issues, the contractor's site-level EHS staff will take note of the grievance/complaint and get immediately in contact with their site supervisor for immediate action. Short-term issues (e.g. dust, noise, waste, inappropriate behavior, conflict, health and safety etc.) may be corrected by the construction workers immediately under the direction of the EHS staff and site supervisor/.
- In case of immediate risk to human life (including transport route), or impending damage to structures, the EHS Expert of ITI shall get in immediate contact with their Environment/OHS Expert of SPV who the power shall have to halt works until corrective action is taken.
- The Environment/OHS/Social Expert of SPV along with EHS Expert of ITI will take over this level once operational. The 1st level GRC will include a local representative (must be from ST community in Scheduled 5 and 6 areas) selected by the respective ITIs. The designated Coordinator of the GRC will send within 3 days receipt a letter to the complainant acknowledging receipt; within 15 days a meeting should be held and resolution action plan and timeline agreed upon with the complainant.
- If construction workers wish to file a complaint and are not comfortable logging it informally with the contractor/civil works partner, then they can also raise it informally with EHS Expert of ITI or the SPV OHS Expert.
- Whatever the source and the form in which the grievance/complaint is received and its nature, and however minor, it should be accepted by the EHS Staff of Contractor and registered in the grievance register and reported to the EHS Expert of ITI.
- A log of all active complaints, even if resolved at this level of GRM, must be communicated to State Level PMU fortnightly by the 1st level GRC.
- Grievances to be redressed within seven working days of the grievance first being raised. If the complaint is not eligible, the complainant should be informed of the reasons in writing and directed onto other appropriate mechanisms if applicable.

b. Second level GRC (State PMU Level)

10.   The second level GRC is headed by the State Level PMU – Environmental/Social Coordinator supported by SPV Environment Expert/Social/OHS Expert.

- If no resolution or understanding on the grievance is reached at the first level after 7 working days, or earlier if the first level GRC feel that they are unable to resolve it themselves, the grievance will be escalated to this stage which will be resolved within 15 working days of being filed.
- Just as for the first level, all grievances will be properly recorded, and the concerned person or group will be informed formally of receipt; timeline; and resolution. The designated State Level GRC Coordinator will send within 3 days of receipt a letter to the complainant acknowledging receipt; within 15 days a meeting should be held and resolution action plan and timeline agreed upon with the complainant.
- The meeting should include the State Level Environmental Coordinator, the Head of SPV and SPV Environment//Social/OHS Expert, the EHS Expert of ITI and the top officers/E&S of contractor/civil works partner, the complainant who may be accompanied by or represented by two representative including one female and IP representative if

applicable, State level Environmental/Social coordinator, SPV top officials/Environment/Social and OHS Experts/ITI EHS Expert if required, as well as other members if applicable, including contractor's/civil works senior E&S officers/management representative, local government representative, community organization representative (if applicable) etc.
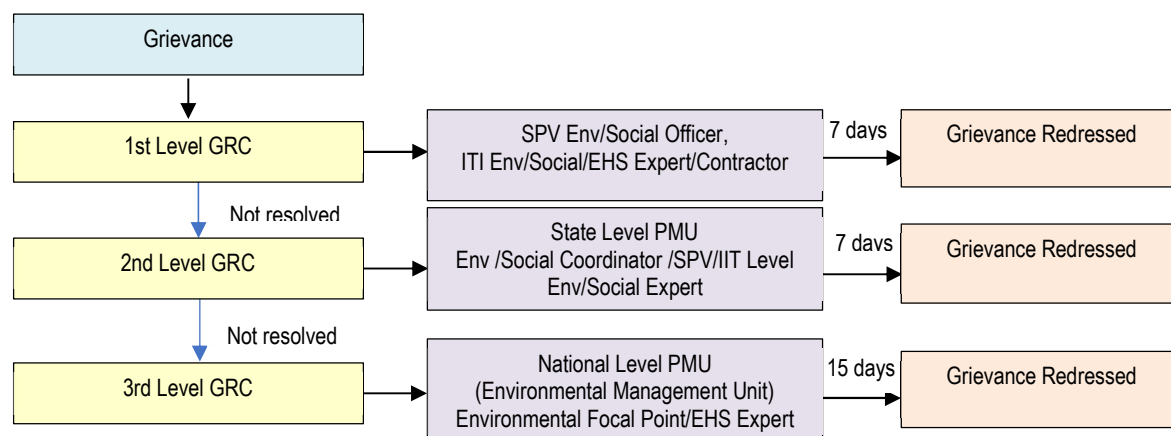
- As in the first level, the second level may have two outcomes: if the parties found a resolution and the complainant signed their approval of the resolution, such actions should be taken in the briefest delay, within a maximum timeframe of 30 days. However, all simple complaints will be resolved within 7 days of the meeting being held.
- If no resolution has been reached, the grievance is forwarded to the third level of the GRM.

d. Third level GRC (National PMU Level)

- The same process of logging the grievance complaint, communicating with the complainant and reporting will be followed.
- The third level of GRM is handled by Environment Management Unit (EMU) headed by at the National Level PMU headed by one Environmental/Social Focal point and one EHS Expert. The National level EMU supported by the State Level Environmental Coordinator, MSDE/DGET representative form a grievance redress committee (GRC) and chair the meeting made up of National Level PMU/ Steering Committee Head, MSDE and DGET Officers, State Level PMU Head and Environmental/Social Coordinator, SPV Head and Environment Expert, two representatives of the complainant including female and indigenous peoples representative if applicable, as well as, as applicable, a management level representative of the contractor/civil works partner, and the appropriate government representatives for resolving environment and social issues (such as but not limited to CPCB/SPCB office, town planning/building department, PWD/municipality representatives), etc.
- The GRC will be convened and will meet at short intervals subject to the number of grievances to resolve.
- The grievance redress committee will agree on the resolution approach and action plan, inform concerned parties about actions to be taken and their timeline, and will monitor progress through regular follow-ups. Resolution will be as prompt as possible; receipt of complaint will be acknowledged to the complainant within 3 days, the resolution approach agreed upon within 15 days and actions taken within 30 days. However, all simple complaints will be resolved within 7 days of the meeting being held.
- Approval of the resolution by the complainant will be sought in writing at this level.

11. **Budget.** National/State Level PMU/SPV/ITI and the PWD/contractor will need to provide staff for and allocate budget for the GRM that will sufficiently cover the costs of its operations including initial awareness raising, capacity development trainings, support services, field inspections, meetings, documentation, and supplies etc.

Figure 1 Proposed Structure of Grievance Redress Mechanism

Annexure 6: EHS Summary of visited State Departments

S.No.	Particulars	Details				
		West Bengal	**Maharashtra**	**Madhya Pradesh**	**Mizoram**	**Jharkhand**
	Mission Dates	4 - 6 Dec 2024	9 - 11 Dec 2024	19 - 20 Dec 2024	2 – 4 Feb 2025	
1	Particulars of State Authority	Directorate of Vocational Education and Training, Govt. of West Bengal, Kolkata	Directorate of Vocational Education and Training, Govt. of Maharashtra, Mumbai	Directorate of Skill Development (under Department of Technical Education, Skill Development and Employment), Govt. of Madhya Pradesh, Bhopal	Directorate of Labour, Employment, Skill Development and Entrepreneurship, Govt. Of Mizoram, Aizwal	Concerned officials were not available
2	Contact no. and email of focal person who can be contacted in case of further requirement of information/ data	Mr. Santosh Dey, Dy Director, DVET M: 9563209393	Mr. Yohesh Patil, Director, DVET M: 9422790519	Mr. B.M. Singh Director, DSD; M: 9425601160	Mr. John Mizo, Director, LESDE M: 9436351642	-
3	Are the institutes that would be receiving ADB/WB funding identified? Or list can be provided to be considered in the PSSA or these will be decided during implementation	Not identified. This can only be done after scheme is finalised.	Not identified	Not identified	Total Operational ITI s are 3. In the state, 8 ITI are in various stages of construction. Existing 3 are proposed to be included	-
4	Will the no. of Institutes to receive support from the Loan be fixed or these will be decided during implementation	Not identified. To be done during implementation	During Implementation	During Implementation	3 operational ITIs may be planned under program. None finalized	-
5	Proposed Project Management and implementing authority for the Loan activities	To be created after more clarity of scheme is in place	Have a PMU and ES safeguard staff as used for STRIVE programme. May use that	Final PMU structure after programme scheme is finalized. Outsider (consultants, etc) not recommended as	The Director will head the PMU in accordance with existing structure	--

S.No.	Particulars	Details				
		West Bengal	Maharashtra	Madhya Pradesh	Mizoram	Jharkhand
				will not be suitable for govt. working/ease of doing work) -so deputed persons as ES officer from DSD for PMU will be suitable.		
6	Existing Vision and policy on environment protection, health and safety if any of the project management and implementing authority	None	No such EHS policy	None on EHS	None	-
7	What would be the institutional set up	Not decided yet. To be as per requirements of the scheme	In similar line as used for STRIVE	To be decided later	Mostly the existing structure with Director as the head. Can be finalized when program is implemented	-
8	Are there environment experts and health and safety experts on board. If yes please mention name, contact details, fulltime/ intermittent, permanent or on contract	None	PMU STRIVE utilised EHS expert. Under STRIVE PWD E&S Consultants is present for work implementation	One Nodal and Deputed Safeguard Supervision (for ongoing ADB funded project) – fulltime and permanent. Mr.Ankur Jain Safeguard (construction supervision); M:9893040841	None. Any EHS issues comes to the Director	-
9	Is there an internal grievance mechanism and grievance committees formed. If yes, please provided the details of mechanism and contact of GRC focal persons	Yes, caters to general institution uses and presently there are no records, and no complaints received	As per DGET guidelines there is a link in STRIVE for complaint registration. Email provision is also present. State govt also has registering email	Each ITI has a safeguard officer for GRM/POSH and Drop Box facility. Under ADB project, PMU has a GRM.	No EHS specific GRM system. Sexual harassment Committe is present to receive internal complains. State Monitoring is also present to deal with all	-

S.No.	Particulars	Details				
		West Bengal	**Maharashtra**	**Madhya Pradesh**	**Mizoram**	**Jharkhand**
			website. This is handled by a nominated officer who checks on nature of complain and forwards to respective dept, analyse, repones and publish on the website. There is a joint dictator level committee and higher is Ministerial level committee. Divisional supervisory officer in dept for GRM, Visakha committee	Follows the CM - web portal process. When complains are received they are sent to ITI Principal, then to Joint Director, followed by Director of DSD.	complains/ issues from all government departments of the state. Students and Saffs -for any complains contacts the ITI Principal/Vice-Principal	
10	Are there trade specific courses on environment, health safety and resource efficiency attached to the trades/courses being offered or proposed to be offered	None as ITI curriculum/trades are as per DGET guidelines and DGET does not have any specific Env/H&S trades. Although all trades have a compulsory H&S module during start of each trade course	None as ITI curriculum/trades are as per DGET guidelines and DGET does not have any specific Env/H&S trades. Although all trades have a compulsory H&S module during start of each trade course	None. H&S orientation training done at start of year module/year	None	
11	Are there any guidelines/ codes issued for environment protection, community and occupational health and safety, waste management etc	None in H&S. Civil works are implemented by PWD and they have their own H&S guidelines for works and staffs	Works through PWD. PWD implements all EH&S guidelines and requirements. No responsibility of ITI/DVET as institute/ section/building is handed to PWD for works.	None. PWD implements civil works with their own codes and guidelines. It is usual practise that some criteria, including EHS clauses, are incorporated in the MOU	None. State Govt. Regulations are followed	-
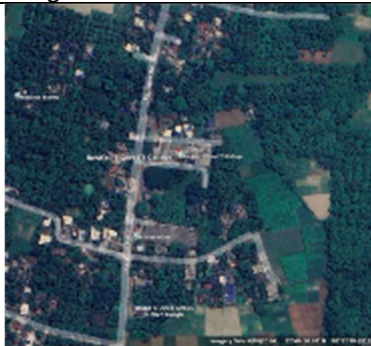
S.No.	Particulars	Details				Jharkhand
		West Bengal	Maharashtra	Madhya Pradesh	Mizoram	
				between DSD and PWD for work implementation. Construction monitoring is done from DSD PMU.		
12	What is the mechanism to deal accidents/ fatalities if any takes place during practical classes etc	First aid, and if required take injured to nearest hospital/health facility	First aid, and if required take injured to nearest hospital/health facility	For classroom incidents, first aid is administered, if severe case then local dispensary and then nearest main hospital.	Taken to nearest health centre. No first aid in ITI	-
13	Are financial resources dedicated for occupational health safety such as procurement of PPEs, trainings, mock drills, awareness campaigns etc.	Only for PPE kits – apron, boots, gloves, etc for staff and students	Only for PPE. No mock drills, etc	ITI principals have (Rs 5000.00) option of spending including OHS/PPE, etc. Although no dedicated budget for EHS purchases is available.	No dedicated budget	-
14	Are there any grievances received (pending and resolved) on environment, health, safety issues	No grievances of any kind presently/available	System is there, but no records	No EHS related complaints received/recoded. Most are related to admission or scholarship issues.	None	-
15	Any other as would be deemed necessary during consultations or preparation of PSSA	None	None	None	None	-

Source: State Departments

Annexure 7: EHS details of ITIs visited in West Bengal, Maharashtra and Madhya Pradesh

A. WEST BENGAL

About the ITI Facility visited: West Bengal

Name of facility	ITI Tollygunge	ITI Gariahat	ITI Barasat
Date of visit	05.12.2024	05.12.2024	06.12.2024
Type of Facility	Govt. ITI	Govt. ITI	Govt. ITI (PPP model)
No. Students (Male / female/ others)	T: 1292	T: 893 (M: 739; F: 154)	T: 350 (M: 234; F:116)
Trades/ courses undertaken	11 trades	21 trades	5 trades
No. of teaching and non-teaching staff	Teaching: 39 Non-teaching: 31	Teaching: 42 Non-teaching: 40	Teaching: 14 Non-teaching: 03
Location of facility	24 Chandi Ghosh Road, Tollygunge, Kolkata 700 040	10 & 10/1, Gariahat Rd, Ballygunge Place, Gariahat, Kolkata 700019	Kashim Pur, Duttapukur, Gangapur, Kashimpur, North 24 Parganas - 743248
Coordinates of the facility	22°29'5.34"N, 88°20'45.18"E	22°31'30.59"N, 88°22'0.04"E	22°46'37.37"N, 88°32'6.67"E
Built up area in sqm of the facility and no. of floors	15430.7 sqm; 3 floors, Hostel 4 floors	5980 sqm, 4 floors	6210 sqm, 3 floors
Is land available within Institutes premises for construction of new building	Yes	No	Limited
Contact no. and email of focal person who can be contacted in case of further requirement of information/ data	Ms. Nazreen Akhter, Principal, M:7278447951	Mr.S.K.Das, Principal, M:8583828719	Mr. P.K.Nayek, Management Board Representative; M:9804855389

Compliance summary and status: West Bengal
NA: Not applicable, No: Non Compliance, Yes: Complying/Applied

S. No.	Particulars	ITIs			Details, if any (validity and coverage of permissions/ renewal status/management mechanism/ numbers/ annexures etc) please also provide supporting documents as appropriate
		ITI Tollygunge	ITI Gariahat	ITI Barasat	
1.	a. Environmental Clearance b. Environment Assessment report prepared for the Facility as required for obtaining EC	NA	NA	NA	All built-up areas are less than 20,000 sqm
2.	Documentation and reporting of record of waste generation from various trades during operations as per rules including hazardous waste, e-waste, municipal wastes etc.	No	No	No	
3.	Permission for Water abstraction/usage including permission from CGWA for groundwater extraction or as was relevant during construction of borewells/tubewells	Municipal supply water is used, although used bore wells are present. No Permissions taken	NA	Bore well water used; No permits available	
4.	Consent to Establish and Consent to Operate from SPCB under Water and Air Act for the buildings including STP, DG set etc as would be applicable	No	No	No	**No such Permits required as no STP. DGs are seldom used but no monitoring done**
5.	Provision for discharge of Wastewater/sewage and permission if any required for the same. For discharge of wastewater into public sewers confirmation on whether the sewage system is connected with terminal treatment facilities	No	No	No	**All discharges in public drains**
6.	Is there any staff in charge of overseeing the solid and liquid waste facilities and mechanism to ensure they function well. If yes, are they well trained.	No	No	No	
7.	Valid NOC from fire department	No	No	No	
8.	Occupancy certificate from competent authority	Yes	Yes	Concession Agreement[12] available	

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[12] A concession agreement is a contract that grants a company the right to operate a business within a government's jurisdiction or on another firm's property.

S. No.	Particulars	ITIs			Details, if any (validity and coverage of permissions/ renewal status/management mechanism/ numbers/ annexures etc) please also provide supporting documents as appropriate
		ITI Tollygunge	ITI Gariahat	ITI Barasat	
9.	Building Stability permit as per National Building code	No	No	No	
10.	Other Regulatory Permits/License (as per applicability)	All permits/consent required from corporation are available	All as per Corporation are available with PWD	All with PWD	
11.	Land ownership documents in name of project authority	Yes. ITI, although Govt. of WB is owner	Yes	None. Handover letter available	
12.	Presence of cultural/ heritage/archaeological sites within 300 m or defined controlled area of archaeological sites	None. One Banyan tree with small temple beneath inside campus	None	None	
13.	Nearest (provide distance from boundary of) environmentally or ecologically sensitive/ legally protected sites (under national or international regulations) such as wildlife sanctuary, national park, eco sensitive zone, eco sensitive areas, coastal regulation zone, IBA, KBA, Ramsar wetland etc.	None within 10km radius	None with 10km	None with 10km	
14.	Rainwater harvesting structure, groundwater recharge pits, provision for reuse of treated waste water, if any.	No	RWH system available with GW recharge. Not reused	No	
15.	Provision for resource and energy efficiency, if any	None	None	None	
16.	Grievance redress mechanism for workers and community; display of grievance committee focals; presence of complaint box at accessible place	None at ITI level for staff and students. PWD mechanism for workers. Box present. No focal	None at ITI level for staff and students. PWD mechanism for workers. Box	Two tier system – ITI and Management Board. No complaint box	

S. No.	Particulars	ITIs			Details, if any (validity and coverage of permissions/ renewal status/management mechanism/ numbers/ annexures etc) please also provide supporting documents as appropriate
		ITI Tollygunge	ITI Gariahat	ITI Barasat	
		names displayed. For STRIVE project (displayed in website https://ititollygunge.in/strive.aspx): Grievance Officer Ms. Sunita Sengupta; Phone: +91 94321 11244; Email: sgsunita.arka@gmail.com	present. No focal names displayed GRM link: https://iti.wb.gov.in/institute/grievance/gariahat	or records available. No display of focal details	
17.	Availability of well experienced trainers. Are the trainers directly hired from open market or are deployed by operating partners of respective trades	Yes. Open market as well as some trainers from partner industries	Yes. Open market as well as some trainers from partner industries	Yes. Mix of well experienced senior and some junior level staffs from open market	
18.	Contamination of surrounding environment including land /water bodies/ groundwater sources/air, if any due to mismanagement of any kind of waste/effluent/emission including hazardous wastes?	None recorded	None	None	
19.	Are there provisions in place to ensure adequate occupational health and safety measures are being taken in the workshops/ practical classes like use of appropriate PPE kits, adequate ventilation provided in classrooms for respective trades as per requirement, fire safety system in place etc.	PPE- inadequate Ventilation – mostly inadequate, Fire system- mostly expired extinguishers, sank buckets	PPE- inadequate Ventilation – mostly inadequate, Fire system- mostly expired extinguishers,	All inadequate	

S. No.	Particulars	ITIs			Details, if any (validity and coverage of permissions/ renewal status/management mechanism/ numbers/ annexures etc) please also provide supporting documents as appropriate
		ITI Tollygunge	ITI Gariahat	ITI Barasat	
		either absent or empty	sank buckets are mostly empty		
20.	Is there a first aider and first aid kits available in the institute and collaboration done with nearest hospital	Inadequate at all workshops; No collaboration	Inadequate at all workshops; No collaboration	Only in Rest Room, not available in workshops	
21.	Is authorization for biomedical waste obtained for first aid centre or dispensary established in the institute?	NA as no inhouse dispensary	No dispensary	No dispensary	
22.	Are regular fire and safety mock drills conducted	No	No	No	
23.	Has there been any accident / fatality of staff or students in the institutes	None recorded. Minor ones occur (mild electric shock) rarely	None records	No. no records	
24.	Any complaints from the community/ students received with respect to environment, health, safety	None	None	None	
25.	Any case pending in the court of law or arbitration?	None	None	None	
26.	Any notice issued (or probes) by the local authority, SPCB, CPCB, Forest Department, or any other regulatory authority?	None	None	None	
27.	Are the conditions stipulated with EC or any other permission letter being complied by the facility? Please provide the latest compliance matrix submitted (uploaded online) to the MOEF&CC as part of regular environmental monitoring if EC is applicable.	NA	NA	NA	
28.	Monitoring of environment safeguards and waste management done during operation of such facility	None	None	None	
29.	Are there enough guards, CCTV cameras in the facility; is the facility access restricted and has permanent functioning boundary	CCTV-Yes, Guards – 24x7 presence	CCTV-Yes, Guards – 24x7 presence	CCTV-No, Guards – night time only	

S. No.	Particulars	ITIs			Details, if any (validity and coverage of permissions/ renewal status/management mechanism/ numbers/ annexures etc) please also provide supporting documents as appropriate
		ITI Tollygunge	ITI Gariahat	ITI Barasat	
30.	Are there boys and girls hostel available? If yes their capacity vs occupancy	Boys hostel - presently 80% occupied	None	None	
31.	Is the existing building proposed to be abandoned or retained after construction of the new buildings	Old building, repair and retain	Repair and retain	Repair and retain	
32.	Are equipment being maintained	Yes	Yes	Inadequately	
33.	Total no. of seats for students. Is it anticipated to increase the no. of seats after construction of new classrooms?	Yes. It will increase	Planned to be increased, but inadequate space. No space for expansion/new building	Yes. Planned to increase	
34.	Any other as may be deemed necessary while doing visits or assessments later	None	None	None	

Source: State Departments and ITIs

About the ITI Facility visited: Maharashtra

Name of facility	Government ITI, Govandi	Government ITI Kurla	Don Bosco ITI	Rajmata Jijau Thane Girls ITI Thane
Visit Date	9.12.2024	9.12.2024	9.12.2024	11.12.2024
Type of Facility	Govt. ITI	Govt. ITI	(Christian minority Institute, owned by Don Bosco Group	Govt. ITI. (for Women)
No. Students (Male / female/ others)	478 (11 female)	775 (23 female)	374 (1 female)	289
Trades/ courses undertaken	8 trades	14 trades	10 trades (7 units for Tribal Girls)	11 trades
No. of teaching and non-teaching staff	Teaching: 16, Non-Teaching: 03	Teaching: 12, Non-Teaching: 04	Teaching: 38, Non-Teaching: 08	Teaching: 17, Non-Teaching: 13
Location of facility	Common Campus - Mumbai Suburban, Kirol Road Near St Workshop Vidyavihar (West)		Don Bosco Centre for Learning, Premier Automobiles Road, Kurla (West), Mumbai	C/O Govt. Tech. High School, Kopari Colony (East), Thane, Mumbai
Coordinates of the facility	19° 4'50.29"N, 72°53'31.03"E		19° 4'53.87"N, 72°53'19.34"E	19°11'40.72"N, 72°56'38.33"E
Built up area in sqm of the facility and no. of floors	6000 sqm (3 floors)	4500 sqm (2 floors)	30,000 sqm (4 floors)	3084 sqm (3 floors)
Is land available within Institutes premises for construction of new building	None	None/limited	Limited	Limited

Name of facility	Government ITI, Govandi	Government ITI Kurla	Don Bosco ITI	Rajmata Jijau Thane Girls ITI Thane
Contact no. and email of focal person who can be contacted in case of further requirement of information/ data	Mr. K.Kelbyankar, Principal, M: 9967096738	Ms. S.M.Pawar, Principal, M: 8788478288	Mr.Amarr Prabhu. Principal, M: 9892456368	Ms. Sarla V. Khobragade, Principal, M: 02225325112

Compliance summary and status: Maharashtra

S. No.	Particulars	ITIs Visited			
		ITI Govind	ITI Kurla	ITI Don Bosco	ITI Thane
1.	a. Environmental Clearance b. Environment Assessment report prepared for the Facility as required for obtaining EC	NA	NA	Exceeds the 20000 sqm criteria and falls under EC. Not applied for EC.	NA
2.	Documentation and reporting of record of waste generation from various trades during operations as per rules including hazardous waste, e-waste, municipal wastes etc.	None	None	No records kept. Waste management plan present. MSW compactor is used for conversing to compost and used as manure. E-waste and other hazardous waste are disposed through authorized vendors	None
3.	Permission for Water abstraction/usage including permission from CGWA for groundwater extraction or as was relevant during construction of borewells/tubewells	No GW usage	No GW usage	No GW usage	No GW usage
4.	Consent to Establish and Consent to Operate from SPCB under Water and Air Act for the buildings including STP, DG set etc as would be applicable	None	None	None	None
5.	Provision for discharge of Wastewater/sewage and permission if any required for the same. For discharge of wastewater into public sewers confirmation on whether the	None. Waste water flows to public sewer. Septic tank is available.	None. Waste water flows to public sewer. Septic tank is available.	Discharged to public sewers. Septic tank available.	Discharged to public sewers. Septic tank available.

S. No.	Particulars	ITIs Visited			
		ITI Govind	ITI Kurla	ITI Don Bosco	ITI Thane
	sewage system is connected with terminal treatment facilities				
6.	Is there any staff in charge of overseeing the solid and liquid waste facilities and mechanism to ensure they function well. If yes, are they well trained.	None. Metallic scraps are sold to vendors. Oils are dumped in waste bins	None. Metallic scraps are sold to vendors. Oils are dumped in waste bins	Yes staff available. Manager – Waste Management	None
7.	Valid NOC from fire department	Applied. Not received	Applied. Not received	Yes available for corporation	Applied. Fire audit recently conducted.
8.	Occupancy certificate from competent authority	None	None	Yes. Owner is Don Bosco Trust	None
9.	Building Stability permit as per National Building code	Done by PWD. Permit not available.	Done by PWD. Permit not available.	Done by building department. No reports available	None
10.	Other Regulatory Permits/License (as per applicability)	None	None	None	None
11.	Land ownership documents in name of project authority	Owned by Institute Campus	Owned by Institute Campus	Owned by Trust	Owned by Institute Campus
12.	Presence of cultural/ heritage/archaeological sites within 300 m or defined controlled area of archaeological sites	None	None	None	None
13.	Nearest (provide distance from boundary of) environmentally or ecologically sensitive/ legally protected sites (under national or international regulations) such as wildlife sanctuary, national park, eco sensitive zone, eco sensitive areas, coastal regulation zone, IBA, KBA, Ramsar wetland etc.	None within 10km	None within 10km	None within 10km	None within 10km
14.	Rainwater harvesting structure, groundwater recharge pits, provision for reuse of treated wastewater, if any.	RWH- Yes and recharged	RWH- No	RWH – yes and recharged	None
15.	Provision for resource and energy efficiency, if any	None	None	LED lights are used, some solar lamps; automatic light sensors, energy audits; Composts are sold	None

S. No.	Particulars	ITIs Visited			
		ITI Govind	ITI Kurla	ITI Don Bosco	ITI Thane
16.	Grievance redress mechanism for workers and community; display of grievance committee focals; presence of complaint box at accessible place	Yes. But no records. No complain box observed	Yes. But no records. No complain box observed	Yes. But no records are available.	Informal and verbal complain to class HOD/principal. No records maintained. Box present.
17.	Availability of well experienced trainers. Are the trainers directly hired from open market or are deployed by operating partners of respective trades	Open market hiring through advertisement	Open market hiring through advertisement	Yes, and hired through advisement and assessment. Yearly trade-based refresher course are undertaken by staffs.	Open market hiring through advertisement
18.	Contamination of surrounding environment including land /water bodies/ groundwater sources/air, if any due to mismanagement of any kind of waste/effluent/emission including hazardous wastes?	None	None	None	None. Although classroom disturbed due to nearby construction works
19.	Are there provisions in place to ensure adequate occupational health and safety measures are being taken in the workshops/ practical classes like use of appropriate PPE kits, adequate ventilation provided in classrooms for respective trades as per requirement, fire safety system in place etc.	PPE- inadequate Ventilation – mostly inadequate, Fire system- mostly expired extinguishers, sank buckets either absent or empty	PPE- inadequate Ventilation – mostly inadequate, Fire system- mostly expired extinguishers, sank buckets either absent or empty	PPE- inadequate Ventilation – mostly inadequate, Fire system- valid extinguishers, sank buckets-none	PPE- inadequate Ventilation – mostly inadequate, Fire system- Valid fire extinguishers, sank buckets -yes
20.	Is there a first aider and first aid kits available in the institute and collaboration done with nearest hospital	Inadequate. No collaborations	Inadequate. No collaborations	Inadequate. Medical/rest room present, but no dispensary. No collaborations. Final year students are provided first aid training by local nursing college staffs	First aid mostly adequate supplies. No collaborations
21.	Is authorization for biomedical waste obtained for first aid centre or dispensary established in the institute?	No dispensary	No dispensary	Rest room available. Any waste from rest are segregated and disposed	No dispensary
22.	Are regular fire and safety mock drills conducted	None	None	Students are sent to Central Labour Institute for	Yearly workshop is conducted by the District Disaster

S. No.	Particulars	ITIs Visited			
		ITI Govind	ITI Kurla	ITI Don Bosco	ITI Thane
				H&S training/orientation programmes	Management team for staffs and students
23.	Has there been any accident / fatality of staff or students in the institutes	Minor ones- cuts/nicks. No records kept	None. No records kept	Minor cuts. Started keeping records but discontinued as issues were minor.	None. No records maintained.
24.	Any complaints from the community/ students received with respect to environment, health, safety	None	None	None	None. Although adjacent slum disposes waste inside campus. Complains to corporation has not resulted in any improvement of situation.
25.	Any case pending in the court of law or arbitration?	None	None	None	None
26.	Any notice issued (or probes) by the local authority, SPCB, CPCB, Forest Department, or any other regulatory authority?	None	None	None	None
27.	Are the conditions stipulated with EC or any other permission letter being complied by the facility? Please provide the latest compliance matrix submitted (uploaded online) to the MOEF&CC as part of regular environmental monitoring if EC is applicable.	NA	NA	None as not applied for EC.	NA
28.	Monitoring of environment safeguards and waste management done during operation of such facility	None	None	Waste management logbook is maintained.	None
29.	Are there enough guards, CCTV cameras in the facility; is the facility access restricted and has permanent functioning boundary	CCTV-none Security guards- Yes. But not 24x7	CCTV-none Security guards- Yes. But not 24x7	CCTV-Yes. Security guards- 24x7	CCTV-Yes. Security guards- 24x7 One warden posted in Hostel

S. No.	Particulars	ITIs Visited			
		ITI Govind	ITI Kurla	ITI Don Bosco	ITI Thane
30.	Are there boys and girls hostel available? If yes their capacity vs occupancy	None	None	None	Yes girls hostel. Capacity – 50; occupancy: 15.
31.	Is the existing building proposed to be abandoned or retained after construction of the new buildings	Plan to repair and retain and demolish and build new one	Plan to repair and retain	Plan to repair and retain and also demolish and build new one	Plan to repair and retain
32.	Are equipment being maintained	Yes	Yes	Yes	Yes
33.	Total no. of seats for students. Is it anticipated to increase the no. of seats after construction of new classrooms?	Yes, to be increased	Yes, to be increased	Yes	Yes
34.	Any other as may be deemed necessary while doing visits or assessments later	None	None	None	None

Source: State Departments and ITIs

About the ITI Facility visited: Madhya Pradesh

Name of facility	**Gas Relief Govt. ITI, Govindpura**	**Mandideep Govt. ITI**
Visit Date	19.12.2024	20.12.2024
Type of Facility	Govt. ITI	Govt. ITI
No. Students (Male / female/ others)	1980 (650 female)	268 (34 female)
Trades/ courses undertaken	36 trades	07 trades
No. of teaching and non-teaching staff	Teaching: 100, Non-Teaching: 75	Teaching: 16 Non-Teaching: 08
Location of facility	Govindpura, Bhopal	Mendua, Risen District
Coordinates of the facility	23°15'14.37"N, 77°27'1.62"E	23° 7'15.57"N, 77°32'58.18"E
Built up area in sqm of the facility and no. of floors	4500 sqm (3 floors)	4000 sqm (3 floors)
Is land available within Institutes premises for construction of new building	No. Old, damaged existing building planned for demolition for new building	Available
Contact no. and email of focal person who can be contacted in case of further requirement of information/ data	Mr. Vilash, Placement and Training Officer, M:8823090634	Mr. Girish Pachrey, Training Superintendent, M: 9755052207

Compliance summary and status: Madhya Pradesh

S. No.	Particulars	Gas Relief Govt. ITI, Govindpura	Mandideep Govt. ITI
1.	a. Environmental Clearance b. Environment Assessment report prepared for the Facility as required for obtaining EC	NA	NA
2.	Documentation and reporting of record of waste generation from various trades during operations as per rules including hazardous waste, e-waste, municipal wastes etc.	None	None. Trades wastes-metallic chips are auctioned; Oils – wiped/soaked using cotton and cottons throws in bins or burned in side campus; Municipal wastes- mostly burned; no corporation disposal system
3.	Permission for Water abstraction/usage including permission from CGWA for groundwater extraction or as was relevant during construction of borewells/tubewells	Bore wells present- not used. No permits available.	Three bore wells present are used. No permits available.
4.	Consent to Establish and Consent to Operate from SPCB under Water and Air Act for the buildings including STP, DG set etc as would be applicable	None	None
5.	Provision for discharge of Wastewater/sewage and permission if any required for the same. For discharge of wastewater into public sewers confirmation on whether the sewage system is connected with terminal treatment facilities	No	None. All discharges goes to septic tank
6.	Is there any staff in charge of overseeing the solid and liquid waste facilities and mechanism to ensure they function well. If yes, are they well trained.	No	No dedicated staff. The Trade Teacher overseas the waste disposal
7.	Valid NOC from fire department	Yes	None
8.	Occupancy certificate from competent authority	No	None
9.	Building Stability permit as per National Building code	Yes	None. PWD constructs and conducts such studies before hand over
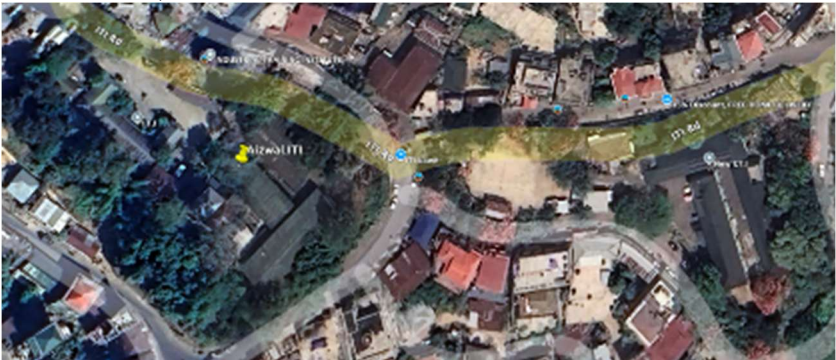
S.No.	Particulars	Gas Relief Govt. ITI, Govindpura	Mandideep Govt. ITI
10.	Other Regulatory Permits/License (as per applicability)	Water Permit for Corporation available	None
11.	Land ownership documents in name of project authority	Department of Skill Development is owner	Principal ITI
12.	Presence of cultural/ heritage/archaeological sites within 300 m or defined controlled area of archaeological sites	None	None
13.	Nearest (provide distance from boundary of) environmentally or ecologically sensitive/ legally protected sites (under national or international regulations) such as wildlife sanctuary, national park, eco sensitive zone, eco sensitive areas, coastal regulation zone, IBA, KBA, Ramsar wetland etc.	None with 10km	None with 10km. It was reported that in the larger area - wildlife like leopard, tiger, fox, vultures, and migratory birds are observed in the nearby Kaliasot river (200m from ITI) – Asian Open Bill, etc.
14.	Rainwater harvesting structure, groundwater recharge pits, provision for reuse of treated wastewater, if any.	RWH system used for GW recharge; No reuse	None
15.	Provision for resource and energy efficiency, if any	None	None
16.	Grievance redress mechanism for workers and community; display of grievance committee focals; presence of complaint box at accessible place	ITI follows the CMs portal, where complains related to ITI are directed to department through Principal of ITI	Students to Calss HOD and Staffs reported to Principal. No Complain box or register. POSH is implemented for SH cases.
17.	Availability of well experienced trainers. Are the trainers directly hired from open market or are deployed by operating partners of respective trades	Yes. Through Govt. Hiring process	Yes. Through Govt. Hiring process
18.	Contamination of surrounding environment including land /water bodies/ groundwater sources/air, if any due to mismanagement of any kind of waste/effluent/emission including hazardous wastes?	Not recorded	Not recorded
19.	Are there provisions in place to ensure adequate occupational health and safety	PPE- inadequate Ventilation – mostly adequate,	PPE- inadequate Ventilation – mostly adequate,

S. No.	Particulars	Gas Relief Govt. ITI, Govindpura	Mandideep Govt. ITI
	measures are being taken in the workshops/ practical classes like use of appropriate PPE kits, adequate ventilation provided in classrooms for respective trades as per requirement, fire safety system in place etc.	Fire system- Valid fire extinguishers, sand buckets: None	Fire system- Expired fire extinguishers, sand buckets: None
20.	Is there a first aider and first aid kits available in the institute and collaboration done with nearest hospital	No first aid boxed available	Inadequate. Only one workshop with first aid box
21.	Is authorization for biomedical waste obtained for first aid centre or dispensary established in the institute?	None. No dispensary	None. No dispensary
22.	Are regular fire and safety mock drills conducted	No	No
23.	Has there been any accident / fatality of staff or students in the institutes	No reported, recorded	None recorded
24.	Any complaints from the community/ students received with respect to environment, health, safety	None	None
25.	Any case pending in the court of law or arbitration?	None	None
26.	Any notice issued (or probes) by the local authority, SPCB, CPCB, Forest Department, or any other regulatory authority?	None	None
27.	Are the conditions stipulated with EC or any other permission letter being complied by the facility? Please provide the latest compliance matrix submitted (uploaded online) to the MOEFCC as part of regular environmental monitoring if EC is applicable.	NA	NA
28.	Monitoring of environment safeguards and waste management done during operation of such facility	None. Oils leaks and contaminations observed. Dusty and noise campus (adjacent to main road)	None. Oils leaks and contaminations observed. Multiple burning of wastes/oil inside compound observed

S.No.	Particulars	Gas Relief Govt. ITI, Govindpura	Mandideep Govt. ITI
29.	Are there enough guards, CCTV cameras in the facility; is the facility access restricted and has permanent functioning boundary	CCTV – Yes Security-24/7	CCTV – Yes Security-24/7
30.	Are there boys and girls hostel available? If yes their capacity vs occupancy	None	None
31.	Is the existing building proposed to be abandoned or retained after construction of the new buildings	One of the existing buildings proposed for demolition and build new one.	Existing to be repaired and retained. New building and hostel is proposed
32.	Are equipment being maintained	Yes	Yes
33.	Total no. of seats for students. Is it anticipated to increase the no. of seats after construction of new classrooms?	Yes after new construction	Yes, after new construction
34.	Any other as may be deemed necessary while doing visits or assessments later	None	None

Source: State Departments and ITIs

About the ITI Facility visited: Mizoram
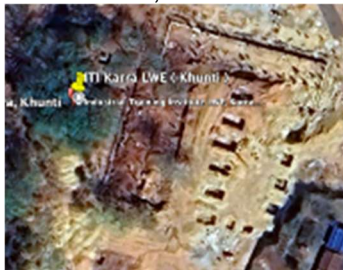
Name of facility	**ITI Aizwal**
Visit Date	03.02.2025
Type of Facility	Govt. ITI (Two campus)
No. Students (Male / female/ others)	382 (Male: 312, Female: 70)
Trades/ courses undertaken	15 trades
No. of teaching and non-teaching staff	Teaching: 28, non-teaching: 13, Total: 14
Location of facility	Mualpui Rd, I.T.I Veng, Aizawl, Mizoram 796001
Coordinates of the facility	23°43'9.54"N, 92°43'39.01"E
Built up area in sqm of the facility and no. of floors	About 11000 sqm (2 floors) - spread across 2 campus
Is land available within Institutes premises for construction of new building	Yes – cross two campuses
Contact no. and email of focal person who can be contacted in case of further requirement of information/ data	PC Lalhriatpuia, Principal M: 8794198544

EHS status: Sample Mizoram ITIs

S. No.	Particulars	ITI Aizwal
1.	a. Environmental Clearance b. Environment Assessment report prepared for the Facility as required for obtaining EC	NA
2.	Documentation and reporting of record of waste generation from various trades during operations as per rules including hazardous waste, e-waste, municipal wastes etc.	None
3.	Permission for Water abstraction/usage including permission from CGWA for groundwater extraction or as was relevant during construction of borewells/tubewells	NA. Uses Supplied water
4.	Consent to Establish and Consent to Operate from SPCB under Water and Air Act for the buildings including STP, DG set etc as would be applicable	None
5.	Provision for discharge of Wastewater/sewage and permission if any required for the same. For discharge of wastewater into public sewers confirmation on whether the sewage system is connected with terminal treatment facilities	No. Discharged in public sewers, not connected to terminal WTP
6.	Is there any staff in charge of overseeing the solid and liquid waste facilities and mechanism to ensure they function well. If yes, are they well trained.	No
7.	Valid NOC from fire department	No
8.	Occupancy certificate from competent authority	Lease document with State Govt.
9.	Building Stability permit as per National Building code	None
10.	Other Regulatory Permits/License (as per applicability)	Water Permit for Corporation available
11.	Land ownership documents in name of project authority	ITI (leased from State Govt.)
12.	Presence of cultural/ heritage/archaeological sites within 300 m or defined controlled area of archaeological sites	one newly constructed Church at 10m
13.	Nearest (provide distance from boundary of) environmentally or ecologically sensitive/ legally protected sites (under national or international regulations) such as wildlife sanctuary, national park, eco sensitive zone, eco sensitive areas, coastal regulation zone, IBA, KBA, Ramsar wetland etc.	None within 10km
14.	Rainwater harvesting structure, groundwater recharge pits, provision for reuse of treated waste water, if any.	RWH system used for Toilet and Cleaning
15.	Provision for resource and energy efficiency, if any	None
16.	Grievance redress mechanism for workers and community; display of grievance committee focals; presence of complaint box at accessible place	ITI follows the CMs portal/state monitoring committee, where complains related to ITI are directed to department through Principal of ITI
17.	Availability of well experienced trainers. Are the trainers directly hired from open market or are deployed by operating partners of respective trades	Yes. Through Govt. Hiring process

18.	Contamination of surrounding environment including land /water bodies/ groundwater sources/air, if any due to mismanagement of any kind of waste/effluent/emission including hazardous wastes?	Not recorded
19.	Are there provisions in place to ensure adequate occupational health and safety measures are being taken in the workshops/ practical classes like use of appropriate PPE kits, adequate ventilation provided in classrooms for respective trades as per requirement, fire safety system in place etc.	PPE- None Ventilation – mostly inadequate, Fire system- All expired fire extinguishers, sand buckets: None
20.	Is there a first aider and first aid kits available in the institute and collaboration done with nearest hospital	None
21.	Is authorization for biomedical waste obtained for first aid centre or dispensary established in the institute?	None. No dispensary
22.	Are regular fire and safety mock drills conducted	No
23.	Has there been any accident / fatality of staff or students in the institutes	No reported, recorded
24.	Any complaints from the community/ students received with respect to environment, health, safety	None
25.	Any case pending in the court of law or arbitration?	None
26.	Any notice issued (or probes) by the local authority, SPCB, CPCB, Forest Department, or any other regulatory authority?	None
27.	Are the conditions stipulated with EC or any other permission letter being complied by the facility? Please provide the latest compliance matrix submitted (uploaded online) to the MOEFCC as part of regular environmental monitoring if EC is applicable.	NA
28.	Monitoring of environment safeguards and waste management done during operation of such facility	None. Housekeeping inadequate. Waste oil throw in open drains
29.	Are there enough guards, CCTV cameras in the facility; is the facility access restricted and has permanent functioning boundary	CCTV – Yes Security-24/7
30.	Are there boys and girls hostel available? If yes their capacity vs occupancy	Yes. Separate for boys and girls (outside campus)
31.	Is the existing building proposed to be abandoned or retained after construction of the new buildings	One of the existing buildings proposed for demolition and build new one.
32.	Are equipment being maintained	Yes
33.	Total no. of seats for students. Is it anticipated to increase the no. of seats after construction of new classrooms?	Yes, after new construction
34.	Any other as may be deemed necessary while doing visits or assessments later	None

About the ITI Facility visited: Jharkhand

Name of facility	ITI Karra LWE (Khunti)	Khunti Women ITI	Gumla ITI	Gumla Women ITI	Ranchi Model ITI
Visit Date	05.02.2025	05.02.2025	06.02.2025	06.02.2025	07.02.2025
Type of Facility	Govt. ITI (Left Wing Extremist)/Tribal	Govt. ITI (Women)	Govt. ITI	Govt. ITI (Women)	Govt. ITI
No. Students (Male / female/ others)	Boys: 46; Girls: 01	Boys: 0; Girls: 96	Boys: 172 Girls: 02	Boys: 0; Girls: 36	Boys: ; 750 Girls:
Trades/ courses undertaken	05 Trades	05 Trades	05 Trades	04 Trades	27 Trades
No. of teaching and non-teaching staff	Teaching: 09 Non-Teaching: 01	Teaching: 41 Non-Teaching: 07	Teaching: 26 Non-Teaching: 02	Teaching: 03 Non-Teaching: 04	Teaching: 30 Non-Teaching: 05
Location of facility	Karra Birda Road, Karra, Khunti	Tuntdih Road, Tuthtoli, Khunti	Tirra, Gumla	Tirra, Gumla	Bus Stand, Near ITI, Hehal,
Coordinates of the facility	23° 8'1.94"N; 85° 6'40.73"E	23° 5'7.34"N; 85°16'9.73"E	22°59'52.62"N; 84°31'55.39"E	22°59'50.45"N; 84°31'55.49"E	23°22'39.13"N; 85°17'2.19"E
Built up area in sqm of the facility and	4200 sqm (2 floors)	4500 sqm (2 floors)	6800 sqm (2 floors)	1500 sqm (2 floors)	18500 sqm 2 floors)

no. of floors					
Is land available within Institutes premises for construction of new building	Yes	Yes	Yes. Although open areas inside campus and playground taken up by Army battalion stationed temporarily	Limited	Yes
Contact no. and email of focal person who can be contacted in case of further requirement of information / data	Sadhucharan Prasad, Principal; M: 6200964694	Nawrahi Prasad, Principal in Charge; M:8581044701	Binod Mahato, Training Officer; M:8789925670	Prakash Tiki, Principal; M:9798536791	Dharmendra Kumar, CTO and Principal Incharge; M: 9430729826

Compliance summary and status of sample ITIs visited: Jharkhand

S. No.	Particulars	ITIs Visited				
		ITI Karra LWE (Khunti)	Khunti Women ITI	Gumla ITI	Gumla Women ITI	Ranchi Model ITI
1.	a. Environmental Clearance b. Environment Assessment report prepared for the Facility as required for obtaining EC	NA	NA	NA	NA	NA

2.	Documentation and reporting of record of waste generation from various trades during operations as per rules including hazardous waste, e-waste, municipal wastes etc.	None	None	None	None	None
3.	Permission for Water abstraction/usage including permission from CGWA for groundwater extraction or as was relevant during construction of borewells/tubewells	Uses GW from bore wells but no Permission/Consent. Uses filtration before usage	Uses GW from bore wells but no Permission/Consent. Uses filtration before usage	Uses GW from bore wells but no Permission/Consent - not treated before consuming	Uses GW from bore wells but no Permission/Consent - not treated before consuming	No GW usage
4.	Consent to Establish and Consent to Operate from SPCB under Water and Air Act for the buildings including STP, DG set etc as would be applicable	None	None	None	None	None
5.	Provision for discharge of Wastewater/sewage and permission if any required for the same. For discharge of wastewater into public sewers confirmation on whether the sewage system is connected with terminal treatment facilities	None. Waste water flows to public sewer. Septic tank is available.	None. Waste water flows to public sewer. Septic tank is available.	Discharged to public sewers. Septic tank available.	Discharged to public sewers. Septic tank available.	Discharged to public sewers. Septic tank available.
6.	Is there any staff in charge of overseeing the solid and liquid waste facilities and mechanism to ensure they function well. If yes, are they well trained.	None	None	None	None	None

7.	Valid NOC from fire department	None	None	None	None	None
8.	Occupancy certificate from competent authority	None. Leased with State Govt.	ITI ownership.	No record	No record	None
9.	Building Stability permit as per National Building code	None	None	None	None	None
10.	Other Regulatory Permits/License (as per applicability)	None	None	None	None	None
11.	Land ownership documents in name of project authority	ITI	ITI	ITI	ITI	ITI
12.	Presence of cultural/ heritage/ archaeological sites within 300 m or defined controlled area of archaeological sites	None	None	None	None	None
13.	Nearest (provide distance from boundary of) environmentally or ecologically sensitive/ legally protected sites (under national or international regulations) such as wildlife sanctuary, national park, eco sensitive zone, eco sensitive areas, coastal regulation zone, IBA, KBA, Ramsar wetland etc.	None within 10km	None within 10km	None within 10km	None within 10km	None within 10km
14.	Rainwater harvesting structure, groundwater recharge pits, provision for reuse of treated wastewater, if any.	RWH –yes. Recharged to GW; No reuse	RWH- No No reuse		None	
15.	Provision for resource and energy efficiency, if any	None	Newly installed Roof Top Solar system of 50KW. Not commissioned yet	None	None	None

16.	Grievance redress mechanism for workers and community; display of grievance committee focals; presence of complaint box at accessible place	None. No records. No complain box observed or register	Principal is Focal and receives any complains. None recorded. No records. No complain box observed or register. Hostel ward for hostel related issues	Yes. But no records are available.	Principal is Focal and receives any complains. None recorded. No records. No complain box	Principal is Focal and receives any complains. None recorded. No records. No complain box. State monitoring committee also oversee complains but not EHS type
17.	Availability of well experienced trainers. Are the trainers directly hired from open market or are deployed by operating partners of respective trades	Open market hiring through advertisement	Open market hiring through advertisement Constrain due to reservation. Hiring through Jharkhand State Service Commission	<u>Open market hiring through advertisement</u>	Open market hiring through advertisement	<u>Open market hiring through advertisement</u>
18.	Contamination of surrounding environment including land /water bodies/ groundwater sources/air, if any due to mismanagement of any kind of waste/effluent/emission including hazardous wastes?	Wastewater goes to public drain and solid waste dumped outside campus	Wastewater goes to public drain and solid waste dumped outside campus. Some pits/lower area filled using construction wastes	Wastewater goes to public drain and solid waste dumped outside campus	Wastewater goes to public drain and solid waste dumped outside campus	Wastewater goes to public drain and solid waste dumped outside campus
19.	Are there provisions in place to ensure adequate occupational health and safety measures are being taken in the workshops/ practical classes like use of appropriate PPE kits, adequate ventilation provided in classrooms for	PPE- inadequate Ventilation – mostly inadequate, Fire system- expired fire extinguishers, sand buckets either absent or empty	PPE- inadequate Ventilation – mostly inadequate, Fire system- expired fire extinguishers, sand buckets either absent or empty	PPE- inadequate Ventilation – mostly inadequate, Fire system- expired fire extinguishers, sand buckets either absent or empty	PPE- inadequate Ventilation – mostly inadequate, Fire system- expired fire extinguishers, sand buckets either absent or empty	PPE- inadequate Ventilation – mostly adequate, Fire system- some No expired fire extinguishers,

	respective trades as per requirement, fire safety system in place etc.					no sand buckets
20.	Is there a first aider and first aid kits available in the institute and collaboration done with nearest hospital	Inadequate. No collaborations	Inadequate. No collaborations	Inadequate. No collaborations	First aid mostly adequate supplies. No collaborations	Inadequate. No collaborations
21.	Is authorization for biomedical waste obtained for first aid centre or dispensary established in the institute?	No inhouse dispensary	No dispensary	No inhouse dispensary	No dispensary	No inhouse dispensary
22.	Are regular fire and safety mock drills conducted	None	None	None	None	None
23.	Has there been any accident / fatality of staff or students in the institutes	None reported. No records	None. No records kept	None reported. No records	None. No records maintained.	None reported. No records
24.	Any complaints from the community/ students received with respect to environment, health, safety	None	None	None	None	None
25.	Any case pending in the court of law or arbitration?	None	None	None	None	None
26.	Any notice issued (or probes) by the local authority, SPCB, CPCB, Forest Department, or any other regulatory authority?	None	None	None	None	None
27.	Are the conditions stipulated with EC or any other permission letter being complied by the facility? Please provide the latest compliance matrix submitted (uploaded online) to the MOEF&CC as part of regular	NA	NA	NA	NA	NA

	environmental monitoring if EC is applicable.					
28.	Monitoring of environment safeguards and waste management done during operation of such facility	None	None	None	None	None
29.	Are there enough guards, CCTV cameras in the facility; is the facility access restricted and has permanent functioning boundary	CCTV-No Security guards-Yes	CCTV-Yes Security guards-Yes	CCTV-Yes Security guards-Yes	CCTV-Yes Security guards- Yes	CTV-Yes Security guards- Yes
30.	Are there boys and girls hostel available? If yes their capacity vs occupancy	Boys hostel newly built. Staffs stay in hostel. No students presently.	Hostel present		Yes. 40% occupancy	No hostel
31.	Is the existing building proposed to be abandoned or retained after construction of the new buildings	No	No	Plan to repair and retain and also demolish and build new one	Plan to repair and retain	No
32.	Are equipment being maintained	Yes. Newly commissioned facility	Yes	Yes	Yes	Yes
33.	Total no. of seats for students. Is it anticipated to increase the no. of seats after construction of new classrooms?	New facility, so no plan for expansion	Yes to be increased	Yes	Yes	Yes
34.	Any other as may be deemed necessary while doing visits or assessments later	Some students of ITI in Schedule 6 areas/Remote, who commute daily remain without food due to lack of canteen/available nearby eateries and unable to carry own food. This may cause nutrient	None Some students of ITI in Schedule 6 areas/Remote, who commute daily remain without food due to lack of canteen/available nearby eateries and unable to carry own food. This may	None Some students of ITI in Schedule 6 areas/Remote, who commute daily remain without food due to lack of canteen/available nearby eateries and unable to carry own food. This may	Some students of ITI in Schedule 6 areas/Remote, who commute daily remain without food due to lack of canteen/available nearby eateries and unable to carry own food. This may cause nutrient	None

		deficiency among some students	cause nutrient deficiency among some students	cause nutrient deficiency among some students	deficiency among some students	

ANNEXURE 8: SITE VISIT PHOTOGRAPHS DECEMBER 2024

Expired Fire Extinguisher in ITI Tollygunge, West Bengal

Defunct Bore well in ITI Tollygunge, West Bengal

Sacred Banyan Tree inside ITI Tollygunge, West Bengal

Open burning inside ITI Tollygunge, West Bengal

Ongoing repair work inside ITI Tollygunge, West Bengal – worker with no PPE

Used oil storage in TI Tollygunge, West Bengal

Workshop with inadequate ventilation in ITI Tollygunge, West Bengal

H&S signage inside workshop in ITI Tollygunge, West Bengal

PPE storage in ITI Tollygunge, West Bengal

Hostel building in ITI Tollygunge, West Bengal

Emergency numbers in ITI Gariahat, West Bengal

Expired fire extinguisher storage in Gariahat, West Bengal
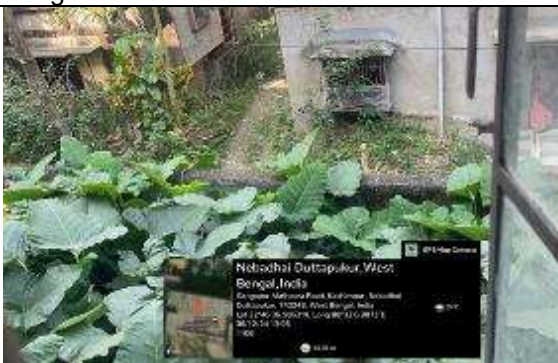
Nearest neighbour of Barasat ITI, West Bengal

Water dispenser in Barasat ITI, West Bengal

Oil storage inside workshop in Barasat ITI, West Bengal

Waste/garbage storage in Barasat ITI, West Bengal

Missing Complain Box in Barasat ITI, West Bengal

Not maintained campus of Barasat ITI, West Bengal

Fire safety in Govandi ITI, Maharashtra

Electrical cable in floor of workshop in Govandi ITI, Maharashtra

Unsafety practises in Govandi ITI, Maharashtra

Mud filled sand bucket in Govandi ITI, Maharashtra

Empty and mud filled sand bucket in Kurla ITI Maharashtra

Oil contamination in work bench in Govandi ITI, Maharashtra

Safety charts in Govandi ITI, Maharashtra

Inadequate first aid kit in Govandi ITI, Maharashtra

Garbage and workshop waste open burning in Kurla ITI Maharashtra

Limited space for students in Govandi ITI, Maharashtra

Damaged workshop walls in Kurla ITI Maharashtra

Open channel, fall hazard inside Kurla ITI Maharashtra

Students in workshop with no PPE and using rusted/old tools in Kurla ITI Maharashtra

Students in workshop with no PPE/Boots, etc in Kurla ITI Maharashtra

Oil usage inside workshop in Kurla ITI Maharashtra

Oil contamination inside workshop in Kurla ITI Maharashtra

Drinking water tap with inadequate supply (as reported by students) being used as garbage dump site in Kurla ITI Maharashtra

Metallic scrap wastes in Don Bosco ITI Maharashtra

Waste oil in workshop of Tuntdih ITI, Gumla, Jharkhand
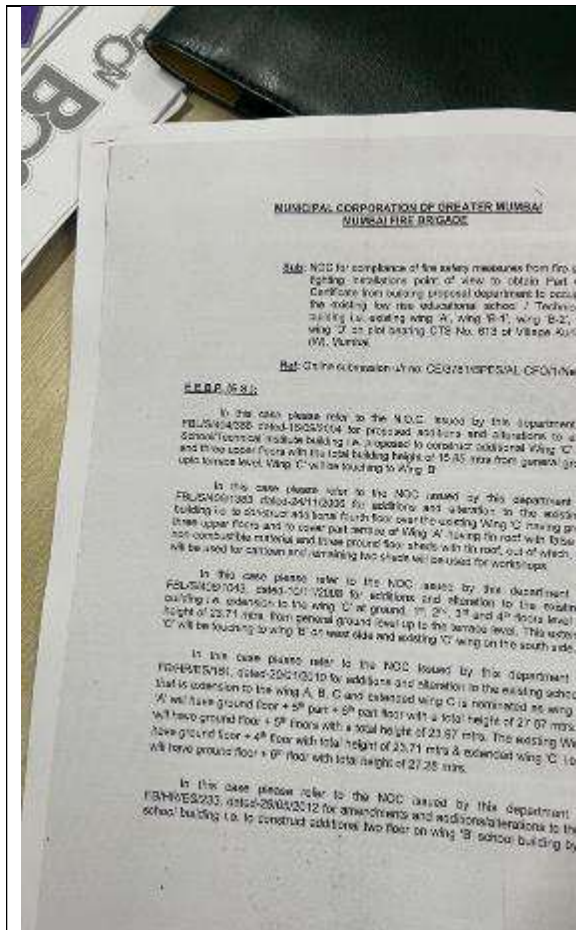
Fire safety NOC of Don Bosco ITI
Maharashtra

Waste compactor and composting unit of Don Bosco
ITI Maharashtra

Solar Light and CCTV in Don Bosco ITI
Maharashtra

Compost developed for sell/usage in campus in Don
Bosco ITI Maharashtra

Complain Box in Thane ITI Maharashtra

Safety charts in Thane ITI Maharashtra

Inadequate first aid box in Thane ITI Maharashtra

Waste dump by slums inside campus in Thane ITI Maharashtra
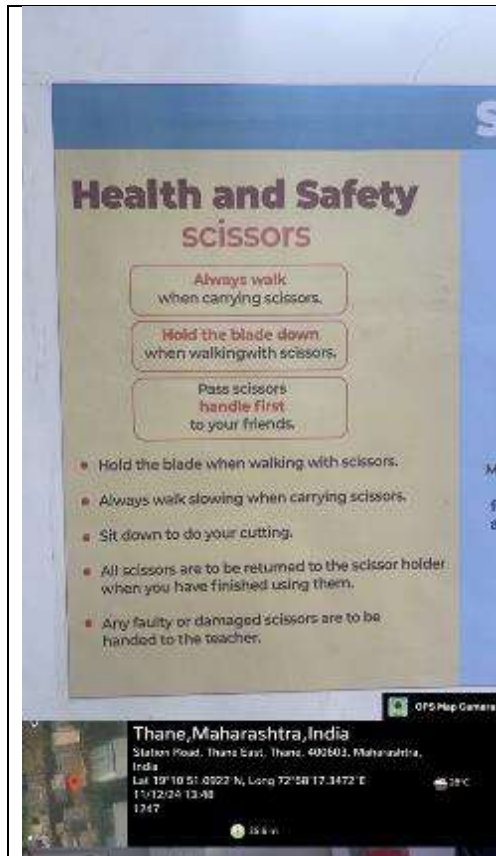
Safety chart in hair parlous workshop in Thane ITI Maharashtra

POSH information in Govindpura ITI in Madhya Pradesh

Bhopal,Madhya Pradesh,India
Govind Pura Industrial Area, Bhopal, 462023, Madhya Pradesh, India
Lat 23°15'11.9364"N, Long 77°27'3.2470"E
19/12/24 15:58
1270

No first aid in Govindpura ITI in Madhya Pradesh

Bhopal,Madhya Pradesh,India
Govind Pura Industrial Area, Bhopal, 462023, Madhya Pradesh, India
Lat 23°15'11.9395"N, Long 77°27'3.0969"E
19/12/24 16:16
1273

Oil contamination in Govindpura ITI in Madhya Pradesh

Overflowing garbage bin with oil soaked cloth in Govindpura ITI in Madhya Pradesh

Unhygenic water dispenser in Govindpura ITI in Madhya Pradesh

Active beehive at Karra ITI, Khunti, Jhanrkhand
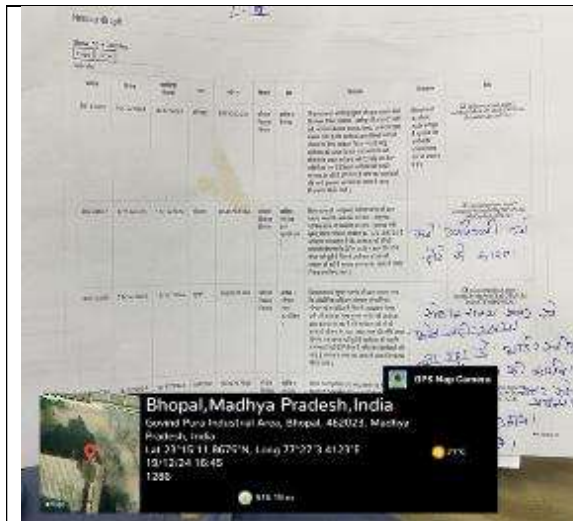
GRM received over text and record of same in Govindpura ITI Madhya Pradesh

Damaged water tap/dispenser in Mandideep ITI Madhya Pradesh

Safety charts in in Mandideep ITI Madhya Pradesh

Available land inside campus in Mandideep ITI Madhya Pradesh

Oil contamination in in Mandideep ITI Madhya Pradesh

Transformer and bare power line inside campus of Mandideep ITI Madhya Pradesh

Open burning inside Mandideep ITI Madhya Pradesh

Garbage bin in Mandideep ITI Madhya Pradesh

ANNEXURE 9: SOCIAL SAFEGUARD SITE VISIT AND CONSULTATION NOTES

A. West Bengal, Maharashtra and Madhya Pradesh (5 – 20 December 2024)

1. A consultation mission for IND 59039-001: National ITI Upgradation Program was conducted from December 5 to 20 in West Bengal, Maharashtra, and Madhya Pradesh. The mission team included Associate Safeguards Officer (Environment) from ADB, Manas Mohanty, Consultant; Dibyendu Banerjee, Consultant; along with Ruchi Khurana, Consultant from the World Bank.

2. A total of nine ITIs, including one minority ITI, were visited. Consultations were conducted separately with trainees, trainers, and principals at the ITIs during the visit.

Key Points (West Bengal Visit)
- Visited two Government ITIs and one ITI operated by a private company. The Government-owned ITIs have some industry partners supporting them through their CSR funds.
- Institute Management Committees (IMCs) are constituted in all cases, comprising 5 members from the Government and 5 members from industry partners.
- It was observed that the enrolment of students in all the ITIs is less than their actual intake capacity.
- The ratio of female students ranges from 20% to 30% of the total enrolment.
- In West Bengal, the land for ITIs is owned by the Government, and buildings are constructed by the respective PWDs. Any building repairs or reconstruction works are also carried out by the PWD.
- The existing ITIs are mostly limited by their land and building area, with hardly any space available for physical expansion.
- The ITIs do not have any formal grievance redress mechanism (GRM), and the principals of the institutes generally handle complaints and grievances from staff and students. None of the institutes maintain any records of such grievances.
- Admission to the ITIs takes place through counselling by the State Government. There is a reservation of seats for Scheduled Castes (SC), Scheduled Tribes (ST), and the Economically Weaker Sections (EWS) as per national/state policy. There are subsidies in the fee structure for different categories within these reserved groups.

Key Points (Maharashtra Visit)
- In Maharashtra, there are 1,006 ITIs, including 307 Government and 547 Private ITIs. Out of these 1,006 Itises, 17 are exclusively for women, and 28 are for Scheduled Tribes. There are 61 ITIs with 75% reservations for STs, and 4 ITIs with 80% reservations for the Scheduled Caste population. Among the others, 40 ITIs have 70% reservations for minority communities. The intake capacity of these ITIs for the year 2024 is 152,060, out of which the enrolment status is 126,375 (83.11%).
- The Government ITIs in Maharashtra are owned, constructed, and managed by the respective ITIs. The buildings are constructed by PWD, and major reconstruction and repair work are also carried out by them. The PWD follows an established procedure for taking over the site and handing over the building with verification and scrutiny.
- The Private ITIs are affiliated with the Directorate of Vocational Education and Training (DVET) through established norms. The land ownership lies with the affiliated institution or agency and not with individuals.

- Visited two Government ITIs and one ITI operated by a Minority (Christian) Trust. These ITIs also have industry partners supporting them through CSR funds.
- Institute Management Committees (IMCs) are formed in all cases.
- It was observed that the enrolment of students in all the ITIs is less than their actual intake capacity.
- The ratio of female students ranges from 10% to 20% of the total enrolment in co-ed ITIs.
- The existing ITIs are mostly limited by their land and building area, with hardly any space available for physical expansion.
- The ITIs do not have any formal GRM, and the principals of the institutes generally handle complaints and grievances from staff and students. None of the institutes maintain any records of such grievances.
- Admission to the ITIs takes place through counselling by the State Government. There is a reservation of seats for Scheduled Castes (SC), Scheduled Tribes (ST), and Economically Weaker Sections (EWS) as per national/state policy, along with subsidies in fees.

Key Points (Madhya Pradesh Visit)
- Visited two TITs: (i) Government ITI, Bhopal, and (ii) Global Skill Park, Bhopal.
- The organizational structure of the Madhya Pradesh Directorate of Skill Development is led by the Director and supported by an Additional Director, DSD, and a Director, ITOT. At the field level, the organization has eight regions: Gwalior, Indore, Rewa, Bhopal, Jabalpur, Sagar, Balaghat, and Ujjain. These regions are managed by Additional and/or Joint Directors for each region.
- It was observed that the enrolment of students in all the ITIs (42,152) is less than their actual intake capacity (48,824).
- The ratio of female students ranges from 20% to 30% of the total enrolment.
- The state has a total of 963 ITIs; 285 are government-owned, while 678 are privately run. Fourteen of the 285 government ITIs are functioning on rented/leased land/buildings. The remaining ITIs have sufficient land and building area available for physical expansion.
- The state has quotas for enrolment: IP - 20%, Women - 30%, PWD - 6%.
- Seventy-four ITIs are running under the PPP model, while one ITI (Dhar) is government-owned, and outsourcing is handled by the PARAM Foundation (5 ITIs are allotted to run by the same organization).
- The ITIs has formal GRM due to an ongoing project with ADB (Loan 3710-IND: Madhya Pradesh Skills Development Project). The principals of the institutes generally handle complaints and grievances from staff and students.
- Admissions to the ITIs take place through counselling by the State Government. There is a reservation of seats for Scheduled Castes (SC), Scheduled Tribes (ST), and Economically Weaker Sections (EWS) as per national/state policy. Subsidies are available in the fee structures for the different categories of these reserved groups.

Detailed Findings of Site Visit

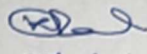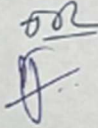| State	Name of the ITI	Issues/Findings
West Bengal (5-7 Dec 2024)	Tolygunge	· **Type:** Government owned ITI · **Management:** Government, Institute Management Committee (IMC), Industry Partners through CSR funding · **Number of Trades available:** 24

		· **Available Facilities:** Admin building, class rooms, workshops, laboratories, hostels, paly ground · **Student Capacity:** 520 · **Current Enrolment Status:** · **Sex ratio among Student:** 80% Boys / 20% Girls · **Total Staff Strength:**98 · **Land/Building ownership:** Land ownership in the name of ITI, Building constructed by PWD, building repairing/reconstruction by PWD · **Legacy issue on land//Building:** None · **Availability of land for expansion:** Vacant land still available for within the campus for more expansion. · **GRM:** No formal GRM established. Principal takes care of any complain or grievance. No formal record keeping system in place. · **Admission/Reservation system:** Admission through counselling by State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy.
	Gariahat	· **Type:** Government owned ITI · **Management:** Government, Institute Management Committee (IMC), Industry Partners through CSR funding · **Number of Trades available:** 23 · **Available Facilities:** Admin building, classrooms, workshops, laboratories, paly ground, cycle parking · **Student Capacity:** 890 · **Current Enrolment Status:** 350 · **Sex ratio among Student:** 80% Boys / 20% Girls · **Total Staff Strength:** 75 · **Land/Building ownership:** Land ownership in the name of ITI, Building constructed by PWD, building repairing/reconstruction by PWD · **Legacy issue on land/Building:** None · **Availability of land for expansion:** No land available for expansion. · **GRM:** No formal GRM established. Principal takes care of any complain or grievance. No formal record keeping system in place. · **Admission/Reservation system:** Admission through counselling by State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy.
	Barasat-1	· **Type:** ITI Operated by private company (Narendra Dutta Education Private Limited) · **Management:** Private, IMC · **Number of Trades available:** 5

		· **Available Facilities:** Admin building, classrooms, workshops, laboratories, cycle parking · **Student Capacity:** 350 · **Current Enrolment Status:** 350 · **Sex ratio among Student:** 70% Boys / 30% Girls · **Total Staff Strength:** 17 · **Land/Building ownership:** Land and building owned by Government. Building constructed by PWD. Building handed over to Company through an asset handover letter · **Legacy issue on land:** None · **Availability of land for expansion:** Limited land available for expansion. · **GRM:** No formal GRM established for this institute. Principal takes care of any complaints or grievances. No formal record keeping system in place. Company has its own grievance redress procedure. · **Admission/Reservation system:** Admission through counselling by State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy.
Maharashtra (8-11 Dec 2024)	Govandi	· **Type:** Government owned ITI · **Management:** Government, Institute Management Committee (IMC) · **Number of Trades available:** 8 · **Available Facilities:** Admin building, classrooms, workshops, laboratories, parking · **Student Capacity:** 528 · **Current Enrolment Status:** 478 · **Sex ratio among Student:** 80% Boys / 20% Girls · **Total Staff Strength:** 56 · **Land/Building ownership:** Land ownership in the name of ITI, Building constructed by PWD, building repairing/reconstruction by PWD · **Legacy issue on land/Building:** None · **Availability of land for expansion:** No land available for expansion. · **GRM:** No formal GRM established. Principal takes care of any complain or grievance. No formal record keeping system in place. · **Admission/Reservation system:** Admission through counselling by State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy.
	Kurla	· **Type:** Government owned ITI · **Management:** Government, Institute Management Committee (IMC), · **Number of Trades available:** 23

		· **Available Facilities:** Admin building, classrooms, workshops, laboratories, paly ground, parking · **Student Capacity:** 876 · **Current Enrolment Status:** 833 · **Sex ratio among Student:** 90% Boys / 10% Girls · **Total Staff Strength:** 76 · **Land/Building ownership:** Land ownership in the name of ITI, Building constructed by PWD, building repairing/reconstruction by PWD · **Legacy issue on land/Building:** None · **Availability of land for expansion:** Land available for expansion. · **GRM:** No formal GRM established. Principal takes care of any complain or grievance. No formal record keeping system in place. · **Admission/Reservation system:** Admission through counselling by State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy.
	Don Bosco Kurla	· **Type:** Private Minority · **Management:** Trust (Don Bosco Center for Learning), IMC · **Number of Trades available:** 10 · **Available Facilities:** Admin building, classrooms, workshops, laboratories, parking · **Student Capacity:** 357 · **Current Enrolment Status:** 312 · **Sex ratio among Student:** 85% Boys / 15% Girls · **Total Staff Strength:** 39 · **Land/Building ownership:** Land and building owned and constructed by Trust · **Legacy issue on land:** None · **Availability of land for expansion:** No land available for further expansion. · **GRM:** Internal GRM established for this institute. No records available. · **Admission/Reservation system:** Being a minority institute, 52% seats reserved for Christian community. Rest of the seats are admission through counselling by State Government.
	Thane (Girls) ITI	· **Type:** Government owned ITI (Girls) · **Management:** Government, Institute Management Committee (IMC), · **Number of Trades available:** 11 · **Available Facilities:** Admin building, classrooms, workshops, laboratories, paly ground, hostel · **Student Capacity:** 392 · **Current Enrolment Status:** · **Sex ratio among Student:** 100% Girls

		· **Total Staff Strength:** 31 · **Land/Building ownership:** Land ownership in the name of ITI, Building constructed by PWD, building repairing/reconstruction by PWD · **Legacy issue on land/Building:** None · **Availability of land for expansion:** Land available for expansion. · **GRM:** No formal GRM established. Principal takes care of any complain or grievance. No formal record keeping system in place. · **Admission/Reservation system:** Admission through counselling by State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy.
Madhya Pradesh	Government ITI, Bhopal and Global Skill Park At Bhopal.	· Visited two centers (i) Government ITI, Bhopal and (ii) one Global Skill Park At Bhopal. · The organisational structure of the Madhya Pradesh Directorate of Skill Development is led by the Director and supported by an additional director, DSD and a Director, ITOT. While on the field level, the organization has eight regions namely Gwalior, Indore, Rewa, Bhopal, Jabalpur, Sagar, Balaghat, and Ujjain. These are managed by Additional and/or joint directors for each region. · It is observed that the enrolment of students in all the ITIs is less (42152) than their actual intake capacity (48824). · The ratio of girl students ranges from 20 to 30% of the total enrolments. · The state has a total of 963 ITIs; 285 ITIs are owned by the government, while 678 ITIs are run by private.14 out of 285 ITIs are functioning in rented/leased land/buildings. The remaining existing ITIs have sufficient land and building area available for any space for physical expansions. · The state has a quota for enrolment for IP- 20%, Women- 30%, PWD- 6%. · 74 ITIs are running in the PPP model, while one ITI (Dhar) is owned by the Government and outsourcing is run by the PARAM Foundation (5 ITIs are allotted to rub by the same organization) · The ITIs has formal grievance redressal mechanisms due to an ongoing project with ADB (Loan 3710-IND: Madhya Pradesh Skills Development Project) and the principals of the institutes generally handle the complaints and grievances from staff and students. · Admission of the ITIs takes place through counselling by the State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and

		Economic Weaker Section (EWS) as per national /state policy. There are subsidies in fee structures for different categories of these reserved categories.

Attendance Sheets of Various Meetings during Site Visit
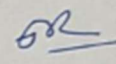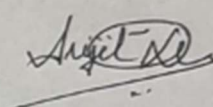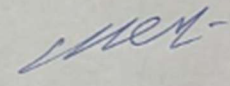
World Bank & ADB MISSION

GARIAHAT ITI, kolkata 05/12/24

Name   Signature

① Kamalesh chandra pal
   (Deputy Director
   of Industrial
   Traing)   (7003732510)   05/12/24

② Samir Kumar Das
   Foreman (8583828719)   05/12/24
   (Procurement focal)

3. S. K. Dey, JDIT   5/12/24
   Dibyendu Banyu, ADB(Cont)   5/12/24

4. Shyam s Mehndiratta, Sr. Proc. Officer, ADB.

5. PRITI JAIN   TR WORLD BANK.

6. PAPIA   WORLD BANK

7.

8. Mousumi Bharga Samyal.   NBSamyal
   Principal, 9831308894.
   itigarriahat@gmail.com.

9. Manas Kumr Mohouli   A&B consultor   mem.

Barasat-1 ITI   06/12/2024

WB/ADB visit

Sl. No.	Name	Designation/Organisation	Signature
1.	Purnendu Kumar Nayek 9804855389	Project co-ordinator CEO Narendra dutta Education Pvt Ltd.	
2.			
3.	shyam S Mehdiratta (98 8448373107)	Sr Proc officer ADB	SR
4.	Arijit Das 8910123905	Principal-In-Charge GOVT. ITI BARASAT-I Running Under PTP	Arijit Das
4.	M K mohanty 9312335208	Social safeguard specialist ADB Consultant	
5.	KOWSHIK PABI 8420100889	PRINCIPAL GOVT. ITI CANNING 1 RUNNING UNDER PTP	K.Pabi
6.	Papia Bhattacherjee	Sr FM Specialst, World Bank.	
7.	Dibyendu Banerjee	ADB	

Directorate of Vocational Education and Training

Details of Officers Attended Meeting on 09/12/2024

WB/ADB MISSION MEETING

Sr. No.	Name of Officer	Designation	E-Mail ID	Mobile No.	Sign.
1	Shri. Satish Suryawanshi	Director	director@dvet.gov.in	9423978600	
2	Dr. Anil Jadhao	Joint Director	anil.jaahao@dvet.gov.in	9323581497	
3	Shri. Yogesh Patil	Joint Director		9422790579	
4	Shri. Nitin Nikam	Dy. Director	Nikam	9594075575	
5	Shri. Raman Patil	Dy. Director	raman.patal@dvet.gov.in	9422584115	
6	Smt. Veena Shevade	Asst. Apprenticeship Advisor Ingrdoe	desk14@dvet.gov.in	9892080831	
7	Shri. R.R. Aage	Inspector	desk12@dvet.gov.in	9970730827	
8	MK MOHANTY	SOCIAL SAFEGURD EXPERT ADB	MKM@MKMOHANTY.com	9312335208	
9	Deepak Damodar	Inspector, DVET	dek1P@dvet.gov.in	9766728919	
10	Bhagwan Dolase	Asst. Director	desk12@dvet.gov.in	8697070713	
11	Tamosi Bhattacharya	Env Safeguard speculat ADB		8970 85959 43079	
12	Dr. Dibyendu Banurju	Env. Safeguw Expu (ADB Conll)	dibyendu-banurje@outlook.com	8334938889	9/13/24
13	Padam Vijayvergiya	Procurement Expert (ADB)	p.vijayvergiyal.consultant@ADB.org.	98991 32523	
14	Priti Jain.	Sr. Procurement Specialist	pjain@worldbank.org.		

DIRECTORATE OF VOCATIONAL EDUCATION & TRAINING
Government of Maharashtra
3, MAHAPALIKA MARG, P.B.NO.10067, MUMBAI 400 001

www.dvet.gov.in   e-mail: desk18@dvet.gov.in   Fax-22659235/22675628   Phone No. 22620604/293

World Bank/Asian Development Bank- Mission Meeting
Date- 10/12/2024
Venue- DVET, Mumbai

Attendance Sheet

Sr.No	Name of officer	Designation	Mobile No	Sign
1.	PRITI JAIN	Sr. Procurement specialist	email Pjain1@worldbank.org 9811090007	
2.	PAPIA BHATACHAARJI	Sr. FM Specialist		
3.	RUCHI KHURANA	SOCIAL (WORLD BANK CONSULTANT)	9891648811	RK
4	DEEPA BALAKRISHNAN	SENIOR ENVIRONMENTAL SPECIALIST	85470 84045	
5.	DR. DIBYENDU BANERJEE	Envirnty Eslr (cnel)	8334938889	
C.	Panasi Bhattachry	EN, ADB	8595947079	Panresi
7	MK Mohanly	Soc. specialit ADB	9312335208	
8.	Padam Vijayvergiya	Procurement Consultant (ADB)	98991 32523	

WORLD BANK VISIT ON 11/12/2024
AT RAJMATA JIJAU GOVERNMENT INDUSRTIAL TRAINING INSTITUTE (WOMEN), THANE.

SR. NO.	NAME	DESIGNATION	SIGNATURE
1	Padam Vijay	Procurement expert (ADB)	
2	Nitin A Nikan	Joint Director Mumbai	Nikam
3	Dr. Dibyendu Banuja	Environmul Expt (ADB SC)	
4	RUCHI KHURANA	SOCIAL EXPERT (WORLD BANK)	
5	S. S. Mane	Principal —	
6	S. Jehobragade.		
7	Mr. H. L. Manje	Group Instructor.	
8	V. D-Time	Asst. App. Adv.	
9	A m Sadaphule	Dy. to thane	
10	S. V. Rathod	Craft. Instructor (TRE)	
11	P.P. Rasal	Craft Ins	
12	J.S. Gaward	— " —	
13	J.S. Gamel.	Craft Instructor (ELTN)	
14	S L Rekh	Craft Instructor COPA	
15	Mrs. M. e. Ankamwar	craft instructor sewing T.	
16	Mrs. S. C. Sonawane	Sr. Clerk	Sonawane
17	Mrs. P. G. Waghmode	Sr. Clerk	
18	Mr. S. N. sotam	Jr. Clerk	
19	Mrs. R. S Patil	Craft Instructor (Fashion & Tech)	Patil
20	Mrs. M.M Dabholkar	Craft Instructor (cosmo)	
21	Mr. Sachin P. sonawane	Maths/Drg. Instructor	
22	Smt. Ujwala eknath Kathrade	Crafts Instructor (ELIN)	Ujwala
23	Mr. P. S. Ghonghav	craft instruct. (Elect.)	
24	D. A. Kadam.	Craft Instructor (ICTSM)	
25	D. V. Desai.	Craft Instructor (CIDD)	
26			
27			
28			
29			
30			

Government of Madhya Pradesh
Department of Technical Education, Skill Development & Employment

MADHYA PRADESH SKILLS DEVELOPEMNT PROJECT
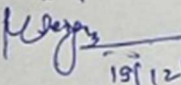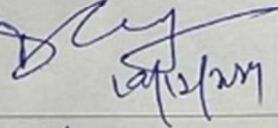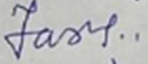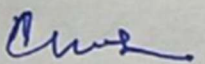
Meeting with delegates of World Bank and Asian Development Bank team for New ITI Upgradation scheme on 19th December 2024 at time 11:30 am

Sr.No	Name of the Officers	Department	Signature
1	PAPIA BHATACHAARJI	SR. F.M SPECIALIST WORLD BANK	
2	PRITI JAIN	SR. PROCUREMENT SPECIALIST WORLD BANK	
3	SOMA MISRA	PROC SPECIALIST ADB	
4	RUCHI KHULANA	SOCIAL DEVPT. EXPERT WORLD BANK	
5	DEEPA BALAKRISHNAN	SENIOR ENVIRONMENTAL SPECIALIST WORLD BANK	
6	SUMEET RATHORE	Safeguard officer. ADB.	
7	M G. Tiwari	Skill Devel	Tiwari
8	Dr. B.M. Singh	GM (Procurement) MPSDP	
9	Shrikant Golait	Skill Devep. Div. ITI Bhopal	

Government of Madhya Pradesh
Department of Technical Education, Skill Development & Employment

MADHYA PRADESH SKILLS DEVELOPEMNT PROJECT

Meeting with delegates of World Bank and Asian Development Bank team for
New ITI Upgradation scheme on 19th
December 2024 at time 11:30 am

Sr.No	Name of the Officers	Department	Signature
10	D. S. Thakur	Joint Director Skill Development	
11	N.P.S. Sengar	Joint Director Skill Development	19/12/24
12	Dr. Dibyerela Baneyju	Environmnt Expt (ADB Cont)	19/12/24
13	Tarun Kr. Gupta	Finance Expert (ADB Team)	19/12/24
14	Anchal Shukla	T.O. DSD	19·XII·24
15			
16			
17			
18			

B.   Mizoram, Jharkhand and Delhi (3 – 10 February 2025)

3.   A consultation mission for IND 59039-001: National ITI Upgradation Program was conducted from February 3 to 10 in Mizoram, Jharkhand, and Delhi. The mission team included Rayhalda Susulan, Senior Safeguards Officer (Social); Manas Mohanty, Consultant; Dibyendu Banerjee, Consultant; and Tamosi Bhattacharya, Associate Safeguards Officer (Environment) from ADB, along with Ruchi Khurana, Consultant from the World Bank.

4.   A total of seven ITIs, including two women's ITIs, were visited. Consultations were conducted separately with trainees, trainers, and principals at the ITIs, as well as with the Labour, Employment, Skill Development, and Entrepreneurship Department of Mizoram.

5.   Below are the key findings related to the social safeguard aspects of the program.

A.   <u>Mizoram</u>

1.   Meeting with Mizoram Labour, Employment, Skill Development and Entrepreneurship (LESDE)

- There are 11 sectioned ITIs in the State, out of which only three — Aizawl, Lunglei, and Saiha ITI — are functional.
- Among the eight non-functional ITIs, construction has been completed for five, while construction for the remaining three is yet to start.
- As informed by LESDE, all ITI lands are owned by the Government, and there are no legacy issues for any of these ITIs regarding land ownership and use.
- The total capacity in the three functional ITI is 696, with a current enrolment rate of 447 (64%).
- There are 25 trainer positions vacant in the state.
- Hostel facilities are available in all three functional ITIs.
- Out of 447 enrolled trainees, 79 are staying in hostels (48 boys and 31 girls).
- Transport facility (1 bus) is available at Aizawl ITI.
- The low enrolment rate is caused by (i) inadequate hostel facilities, (ii) lack of transport facilities and (iii) an insufficient number of trainers.
- There is no specific grievance redress mechanism for ITIs in the state, and trainees approach either their instructor or the principal for any grievancies.
- Any civil work valued below INR 75,00,000 is undertaken by the department, while works exceeding this amount are implemented by the Public Works Department (PWD).

Meeting with LESDE, Aizawl, Mizoram

2.   Consultation with the Principal and Trainers of Government ITI Aizawl, Mizoram

·   The ITI Aizawl campus measures 9.90 acres, with 40% of the are built up. The land is owned by the ITI Aizawl.
·   The ITI Aizawl has two campuses separated by a city road. The main campus, which houses all the classrooms and workshops, is well protected with a boundary wall. The other campus, which has hostels, and few more classrooms/workshops lacks a proper boundary wall and partially encroached upon by local traders since a long time.
·   The ITI has one boys' hostel with 32 beds, fully occupied by trainees, and one girls' hostel with a 20 beds capacity, currently occupied by eight trainees.
·   The campus has 24 staff quarters.
·   The ITI offers 24 trades.
·   The total capacity of the ITI is 540, with a current enrollment of 382 trainees (312 male and 70 female).
·   Of the 382 enrolled trainees, 380 belong to the Scheduled Tribes (ST), and two belong to the Scheduled Caste (SC).
·   The ITI has a total of 41 staff members (30 teaching and 11 non-teaching positions).
·   Among the teaching staff, two are contractual, and six are guest faculty.
·   More than 99% of the trainees and staff belong to the ST community, except 2 from SC community.
·   There is no specific grievance redress mechanism; trainees approach either their instructor or Principal for any grievances.

Encroachment at the annex ITI Aizawl campus where a hostel is located.

3.   **Consultation with the Trainees of Government ITI Aizawl, Mizoram**

·   Consultation meeting with 12 trainee participants from the ST community (six male/six female).
·   Complaints about old equipment and a rat problem.
·   No PPE kits are available for electricians and welders.
·   The ITI charges an annual fee of INR 3,500 for all students and INR 1,900 for the hostel.
·   Some students joined the ITI after graduation to acquire knowledge and start their own businesses.
·   The trainees learned about the ITI through campaigns in their school, awareness program by Young Mezo Association (YMA), and social media.
·   There is no training and placement officer at the institute.
·   There is no specific grievance redress mechanism at the institute. Trainees raise their concerns with the instructor or principal.

Consultation Meeting with Trainees at Aizawl ITI

B. **Jharkhand**

1. **Site Visit to Government ITI General Khunti, Jharkhand**

- The campus was established in 2024, and furnishing is still in progress.
- The total area of the ITI campus is 2.5 acres, of which 40% is built-up area.
- The land is owned by the ITI and does not have any legacy issues.
- There are five trades available at the ITI: Electrician, Welder, Mason, Mechanic, and Physiotherapy.
- The total capacity of the ITI is 112, with a current enrollment is 47 (46 male and one female).
- The ST population of the district is 73.25%. Among the enrolled trainees, 18 are ST (38%).
- The total staff available is 10 (nine teaching and one non-teaching position), and all are regular staff.
- Two staff members are from the ST community.
- There is a hostel with 100 beds, currently under furnishing.
- Admissions are through centralized state portal hosted by the Directorate of Employment and Training
- There is no specific outreach program for admissions. Training Officers (TOs) often campaign informally at various public platforms.
- There is no specific grievance redress mechanism at the institute. Trainees raise their concerns with the instructor or principal.
- The institute has a placement cell.
- Trainees receive placement offers but are reluctant to join when the job is outside Jharkhand, possible due to low pay packages.
- Most trainees from the ST community prefer the electrical trade.
- The ITI has a support cell to help trainees enroll through the online portal.
- Fees structure: INR 500 admission fee (refundable), INR 20 per month for ST and SC trainees, and INR 40 for others.

Meeting with ITI Staff at Khunti General ITI, Jharkhand

2. Consultation with Trainees: Government ITI (General) Khunti

· There are 10 trainee participants, including nine from ST community (nine male/one female).
· There are no seating arrangements (chair/table) in the classroom.
· The hostel is not yet operational, and trainees are sharing space with other hostels.
· Trainees are cooking in their rooms because there is no separate kitchen.
· There is no transport facility available.
· There is no filtered drinking water; trainees are drinking water from a tubewell.
· It is not possible to enroll in the local ITI due to the centralized selection process.
· New trades like fitter, solar, and COPA would attract more aspirants.

Meeting with Trainees at Khunti General ITI, Jharkhand

3. Visit Government ITI (Women) Khunti

· The Women ITI in Khunti was established in 2016.

- Currently, five trades are available with a total capacity of 120, and current enrollment is 96.
- The total number of staff is 13, including five teaching and eight non-teaching staff. Among them, eight are male, and five are female.
- One hostel with 100 beds is available, and the current occupancy is only 30.

Meeting with Staff at Khunti Women ITI, Jharkhand

4. Consultation with Trainees: Government ITI (Women) Khunti

- The consultation meeting was participated by 12 trainees, including eight from ST community.
- Inmates cook for themselves due to lack of ITI-sponsored cooking arrangements.
- Some of the issues highlighted by the trainees include the lack of transport facilities, no nearby medical facility, and poor water and sanitation arrangements in the hostel.

Meeting with Trainees at Khunti Women ITI, Jharkhand

5. Visit Government ITI (General) Gumla

- Gumla General ITI was established in 2013 and currently offers 5 trades.
- The total campus area is 3.5 acres, with 2.7 acres of vacant land.

- The total capacity of the ITI is 208, with a current enrollment of 174.
- Out of the 174 enrolled trainees, only two are female, and 122 are from ST community.
- The ITI has 15 regular staff, including 13 teaching and two non-teaching staff.
- Among the staff, seven belong to the ST community. There are no female staff.
- The total percentage of ST population of the district is 68.94%.
- Among the 13 outsourced staff, nine are male, and four are female.
- The ITI has one hostel with 50 beds, of which 37 are occupied.
- The ITI does not have a transport facility.
- Awareness program was conducted through school visits, banners displays, and mobile van displays.
- On-the-job training is conducted at nearby service centers and workshops due to the lack of industries in the town.
- The placement rate is between 30% and 35%.

Meeting with Staff at Gumla General ITI, Jharkhand

6. **Consultation with Trainees: Government ITI (General) Gumla**

- The consultation was participated by 18 trainees, including 15 from the ST community.
- Trainees wear uniforms that are self-paid and not provided by the institute.
- Trainees commute by bus, auto, and bicycle. There is no transport facility provided by the ITI.
- Hostel housekeeping is poor
- Hostel inmates cook in their room due to the lack of a separate kitchen facility.
- Trainees and hostel inmates drink water from a tubewell, as there is no filtered water available in the institute.
- Trainees complained about old equipment and the absence of a training and placement officer in the institute.
- New trades like carpenter, COPA, and solar technology would be attractive to trainees.

Meeting with Trainees (Gumla General ITI, Jharkhand)

7. Visit Government ITI (Women) Gumla

· The Government ITI for women in Gumla was established in 2016.
· The land area and ownership documents for this institute are not available. The mission team has suggested to secure copy from the relevant government agency.
· The campus is well protected with a boundary wall, and there is vacant land within it.
· There are four trades with a total capacity of 96, and current enrollment is 36.
· The ITI has one hostel with 50 beds out of which 20 are occupied
· All trainees are from within the district.
· The building is in very poor condition and needs renovation.
· The total staff available is four, including one female staff member.
· Among the staff, three are teaching and one is non-teaching.

Meeting with Staff at Gumla Women ITI, Jharkhand

8. Consultation with Trainees: Government ITI (Women) Gumla

· 16 trainee participants, including 14 from the ST community, attended the consultation meeting.
· Trainees living in the hostel stated that overall housekeeping is very poor.
· Inmates cook in their rooms as there is no separate kitchen available.

- Inmates drink water from a tubewell, as there is no filtered water available in the institute or hostel.
- Regular electricity supply is an issue for the inmates, and there is no power backup arrangement.
- There is no specific grievance redress mechanism in the institute. Trainees raise their concerns with the instructor or principal.

9.   Visit Government ITI (General) Ranchi

- The Government ITI (General) Ranchi is a Model ITI, established in 1963.
- There are 23 trades with a capacity of 1,200 students.
- The current enrollment at the ITI is 651, including 597 male and 54 female trainees.
- Out of the 651 trainees enrolled for the current year, 235 belong to the Scheduled Tribe community.
- The total staff capacity of the institute is 125, out of which 69 positions are vacant.
- Among the currently available 56 staff members, 49 are teaching, and seven are non-teaching.
- Of the 56 staff members, 50 are male, and six are female.
- 15 staff members are from the ST community.
- The ST population of the district is 35.76%.
- There is no specific outreach plan or budget for awareness and publicity.
- One hostel with 100 beds is under construction.
- There is no transport facility provided by the institute.
- There is no specific grievance redressal mechanism in the institute. Trainees raise their concerns with the instructor or principal.

10.   Consultation with Trainees: Government ITI (General) Ranchi

- 56 trainee participants, including 15 female trainees.
- Trainees are facing problems due to the lack of hostel and transport facilities provided by the institute.
- Due to the centralized admission process, they do not have a choice or the option to enroll in the nearest institute.
- There is no specific grievance redressal mechanism in the institute. Trainees raise their concerns with the instructor or principal.

C.   Visit Government ITI Pusa, Delhi

- Government ITI, Pusa, was established in 1947.
- The total area of the campus is 17.5 acres, of which 60% is covered by administrative buildings, workshops, residential areas, playgrounds, etc.
- The land is owned by the government, but the ITI does not have the ownership document. They are in the process of obtaining it.
- Many building blocks are already in dilapidated condition and have been declared as dangerous structures. Some of them are already abandoned. The hostel has been abandoned for 15 years.
- The capacity of the ITI is 1,612. For the current year, 1,036 seats were opened for admission, out of which all 1,036 have been filled. Four seats are vacant in the sewing trade.
- The institute has signed MOUs with 15 private companies.

· The ITI reserves 90% of the seats for Delhi state residents and 30% for females.
· Students are provided with bus passes for travel.
· The fee structure for trainees is Rs. 200 per month for OBC and General categories, Rs. 100 per month for SC and ST, and it is free for girls.
· Out of the 30% seats reserved for girls, only 20% are currently enrolled.
· The institute has an agreement with VOLTAS for a dual system training (DTS) program, which includes 6 months of training at the institute and 6 months at the company.
· The institute has an 87% placement record from the previous year. The average salary range is Rs. 15,000 to Rs. 30,000.
· Between 35 to 40 private companies participate in campus recruitment.
· The institute has an ICC (Internal Complaints Committee), but no general grievance redressal system exists, and proper record-keeping is not available.

1. **Consultation with Trainees: Government ITI Pusa, Delhi**

· 22 trainees, including five girls, attended the consultation meeting.
· The participants informed that most of them joined the institute primarily for job opportunities.
· The institute has no outreach program in schools, and the trainees learned about it from their parents and friends.
· The students are provided with a bus pass worth INR 150 by the institute.
· The trainees complained about insufficient old toilets, as well as the lack of drinking water facilities.
  There is no specific grievance redress mechanism in the institute. Trainees raise their concerns with the instructor or principal.
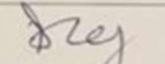

Consultation with the Trainees (ITI, Pusa, Delhi)

ATTENDANCE SHEETS

Consultation Meeting

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: LESDE DIRECTORATE, AIZAWL

Date: 03/02/2025

List of Participants

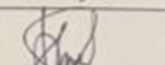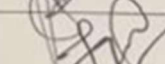| Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
1.	John Tanpuia	9436351642 Director	
2.	RAMHLUA SUSUA	ADB PARTICIPANTS MANA	
3.	M K MOHANTY	ADB Consultant Social Safeguard Exprt	
4.	T. Thangropianga	JD, LESDE	Thy
5.	RUCHI KHURANA	CONSULTANT, WORLD BANK	RK
6.	Dr. Dibyendu Banerjee	Environment Safet, (SC) ADB	
7.	Lalmuanpuia Tanai	Dy. Dir (L)	
8	R. Lalrinmawi	Superintendent	R
9.	Helen Lochhingpuii Zote	AESO(L)	Hzote
10.	Alex Zorammawii Khiangte	ALESO	
11	Jordanthangi	LESO (S)	Jordan
12	Ngurthanpuii Sailo	FAO	
13.	Lalbiakmawia Hnamte	LESO (K)	
14	Zothanthluma Hnamte	LESO (S)	
15.	Lalmuanawma	D.D (C)	
16	Lalhmangaihsangi Hnamte	DD(A)	

Consultation Meeting

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: ITI Aizawl

Date: 05/02/2025

List of Participants

Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
	RATHADA SUSUAN	ADB MANNA	
1.	LALTHAWKLIANA	Instructor (9863361869)	
2.	H. ZARZOLIANI	Instructor (9862387056)	
3	ROCHHING PUIA	Instructor 9774280644	
4.	H. LALRUATDIKA	GUEST INSTRUCTOR 8787834181	
5.	SAIREM TLUANGASAWO	8974191219 Instructor (Solar)	
6.	Lalmiliana Hauhnar	9862916520	
7.	PC LALHRIATPUIA	PRINCIPAL, 8794198544	
8.	JORDANTHANGI	LESO 9856735845	
9.	ZOTHAWKHUAIA Kohrowok	LESO 8413932509	
10	LALMUANAWMA	9436186805	
11.	RUCHI KUMARA	9891648811	
12.	Dr. Dibyendu Bouija (ADB)	8339938807	
13	Ms. Zoramammuni Khiangte	ALESO, 9561337130	
14	MK Mohanty	ADB Consultant 9312375208 Social Safeguard expat	

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: ITI Aizawl

Date: 03/02/2025

List of Participants

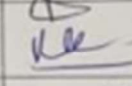| Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
1	Remruatpuii	7☺ 9863829316	Rerf
2	Vanlalmuanpuia	8794460167	
3	Baby Malsawmkimi	87328304 2 3	B. Mali
4.	Lal Petkhua	6009974018	LalPetkhla
5.	LALTLANHLUA	97774240807	
6.	Zoruansanga	9862391972	
7.	Laltharpuii	8837308011	
8.	Linji V. Lalnunhlui	9366375217	Linji
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10.	C. Lalbiakdiki	8258004964	Bdi,
11.	christopher Lalruatfela	9862613971	Lalruatfela
12.	LALRINZUALA	8971613274	
13	Alen Zoremmawii Khiangte	956133450 ALESO	
14	Jordanthangi	9856735845 LESO	Jordan.
15.	RAMHLUOA ENAUAN	ADB MANILA	
16	MK Mohanty ADB consultant	9312335208	
17	RUCHI KHURANA WORLD BANK CONSULTANT	9891648 81	
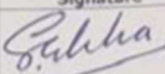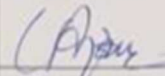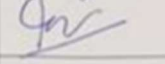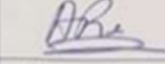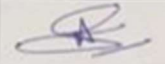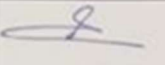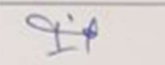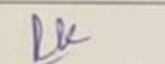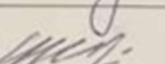
Consultation Meeting at Govt ITI Khunti

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: Khunti ITI

Date: 5/2/2025

List of Participants

Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
1.	Sukhram Ekka C.T.O.	6201283667	Sukha
2.	Ravi Rajan, T.O.	9430118048	Ajay
3.	shekhar ch puran T.O	7488621005	Jay
4.	Brijesh kr. Bind	8126698055	ABr
5.	Nikhil Ranjan	7903851763	Nikhil Ranjan
6.	ANAND SINGH YADAV (TRAINING OFFICER)	8303382164	A
7.	Rakesh Prasad	9608323727	R
8	Ganesh porida (T.O)	6371845129	$
9	Patrick Bind UDC	7991147594	P
10	RAJU EKKA	9934065294	Raju
11	Sadhu Charan Pradhan Chief Training Officer	6200963693	A
12	Dharmendra Kumar Chief Training Officer	9430729826	Rn
13.	RUCHI KHULANA CONSULTANT - WORLD BANK	9891648811	LK
14.	Dr. Dibyendu Banerjee (Ex. ADB)	8334938889	Dey
15	MK Mohanty ADB Consultant	9312335218	MM
16	RAMALOK SINHA - NDB		
17.	PRASHANT GAURAV PMU, RANCHI.	9599296946	

Consultation Meeting *with students*

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: Khunti ITI

Date: 05/02/2025

List of Participants

Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
	BADAL SINGH	62017770911	Badal Singh
	ALOK KUMAR MAHTO	8252692169	Alok K. Mahto
	ANKIT MINJ	7970676022	Ankit minj
	CHAND MUNDA	9341236795	Chand Munda
	AMIT UJJWAL SUNDI	7644898038	Amit Ujjwal sundi
	BIRBAL RAM	7461046503	Birbal Ram
	SANJAY BHENGRA	7760085755	sanjay Bhengra
	PASKAL XALXO	6207795920	Paskal xalxo
	SURESH ORAON	9304851542	Suresh oraon
	LAXMI KUMARI	9031455302	Laxmi Kumari
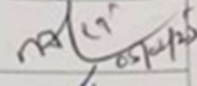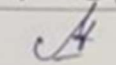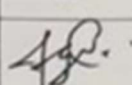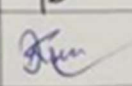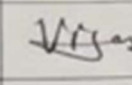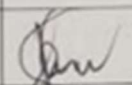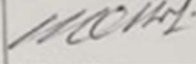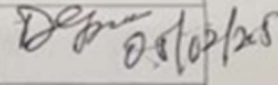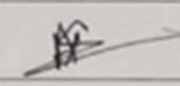
Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: ITI, KHUNTI. (WOMEN)

Date: 05-02-2025.

List of Participants

Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
1.	NAW RATNA PRASAD	8581044701	*sig* 05/02/25
2.	Sadhu Charan Pradhan	6200964693	*sig*
3.	PRASHANT GAURAV	9899296946	*sig*
4.	DHARMENDRA KUMAR	9430729826	*sig*
5	VIJAY KR. PASWAN	9473087547	*sig*
6.	ANAND SINGH YADAV TRAINING OFFICER	8303382164	*sig*
7	RAJHANDA SUSHAN		*sig*
8.	RUCHI KHURANA CONSULTANT, WORLD BANK	9891648811	*sig*
9	M K Mohanty	9312335208	*sig*
10.	Dr. Dibyendu (Add. Banerjee (Emt)	8334938989	*sig* 05/02/25
11	Anuradha Shukla	8081192330	*sig*

Consultation Meeting *with students*

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: Khunti ITI

Date: 05/02/2025

List of Participants

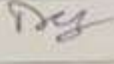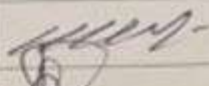| Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
	BADAL SINGH	6201770911	Badal Singh
	ALOK KUMAR MAHTO	8252692169	Alok k. mahto
	ANKIT MINJ	7970676022	Ankit minj
	CHAND MUNDA	9341236795	Chand Munda
	AMIT UJJWAL SUNDI	7644898038	Amit Ujjwal Sund
	BIRBAL RAM	7461046503	Birbal Ram
	SANJAY BHENGRA	7760085755	sanjay Bhenga
	PASKAL XALXO	6207795920	Paskal xalxo
	SURESH ORAON	9304851542	Suresh oraon
	LAXMI KUMARI	9031455302	Laxmi Kumari

Consultation Meeting

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: Govt ITI Gyumla

Date: 6/2/2025

List of Participants

Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
1	Binod mahto, TO	8789925670	*signature*
2	Sadhu Cheran Radha, CTO	6250964893	*signature*
3.	PRASHANT GAURAV	9899296946	*signature*
4.	Bimal Nehmiya Gowia, C.I.O	9431745225	*signature*
5.	Dharmendra Kumar, CTO	9430729826	*signature*
06	Shitala prasad	8709608529	*signature*
07	Dr. Disyudn Bay (CADB. En)	8334932...	*signature*
08	M K Mohanti, ADB Social Expert	9312335208	*signature*
9	RAHHAUDA SELAN - ADB		*signature*
10.	RUCHI KHULANA CONSULTANT - WORLD BANK	9899648811	*signature*

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: Govt ITI Gumla

Date: 06/09/2025

List of Participants

Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
1.	Jyoti Kumari	7488580113	Jyoti Kumari
2.	Kanhaiya Kumar	7004295040	Kanhaiyakumar
3.	Shivanand Sahu	9279252924	Shivanandsahu
4	Kush Oraon	9801658639	Kush oraon
5	Sahil ohdar	6206915279	sahil ohdar
6.	RISHABH KUMAR	9031550568	Rishabhkumar
7	Suraj kr. Sahu	9142818677	Suraj kr Sahu
8.	Sitaram Kujur	8757138515	Sitaram Kujur
9.	Sharwan Indwar	9142578450	Sharwan Indwar
10.	Sipil oraon	7250081098	Sipol oraon
10	Lav Oraon	7070291938	Lav Oraon
12	Amid Bhagat	9102728858	Amid Bhagat
13	Mohit Bagti	9835225863	Mohit Bagti
14	PRAKASH ORAON	9508072479	Prakash oraon
15	ALBERT LAKRA	7294179599	Albert Lakra
16	PRASAN TERKEY	7366887238	Prasan Turkey
17	KARTIK ORAON	6200078242	Kartik oraon
18	Pankaj mochi	9102274933	Pankaj

ST- 11
SC- 1
OBC - 6
Total - 18
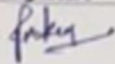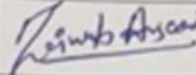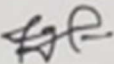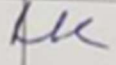
Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: Women ITI, Gumla

Date: 6/2/2025

List of Participants

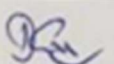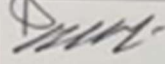| Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
	PRAKASH TIRKEY (T.O) MRTV	9798536791	*(signature)*
	Sadhu Charan Pradha CTO	6200964693	*(signature)*
	Jainab Ansari TO(FOD)	8795843816	*(signature)* Jainb Ansari
	PRASHANT GAURAV	9899296946	*(signature)*
	RUCHI KHURANA CONSULTANT, WB	9891648811	*(signature)*
	BHARMENDRA KUMAR CTO	9430729826	*(signature)*
	KAMALUA SUSULA		*(signature)*
	M K Mohanty ADB Consultant Saral	9312335208	*(signature)*
	Dr. Dibyendu Banrji ADB (SC) Environ.	8334938889	*(signature)* Dani 06/02/25

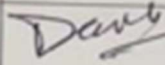| Sl. No.	Name and Designation	List of Participants Contact Details (Tel/Email)	Signature
	Lalmuni Kumari	9334393220	Leekmuni kumi
	Sita Oraon	9263009762	Sita Oraon
	Mangila Kumari	8235664747	Mangilakumai
	Sashita Oraon	9608775941	Sashita Oraon
	Roshni Kumari	9508649591	Roshni Kumari
	Reema Kumari	9279078079	Reema kumari
	Rekha Bhagat	8102211348	RekhaBhagat
	Manila Kumari	9263787122	Manila kumari
	Alfa Rani Ekka	9279815992	alfa Rani Ekka
	Shanti Kumari Bara	7970894817	Shanti kumaribara
	Pinki Kumari	8797692466	Pinki kumari
	Bitha Tirkey	9939234692	Bitha Tirkey
	Roshni ming	6201771473	Roshni ming
	Purnima kujur	8797982957	Purnima kujur
	Sandhya Lakra	9693381809	sandhya lakra
	Poonam Kumari	8291415314	Poonam Kumari

Total - 16
ST - 14
SC - 02
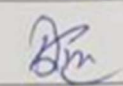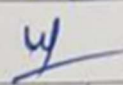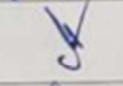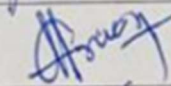
Consultation Meeting at

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: Govt ITI (General) Ranchi

Date: 7/2/2025

List of Participants

Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
1.	Kamleshwar Ravidas C.T.O.	8210178322	[signature] 07/02/25
2.	Dharmendra Kumar CTO	9430729826	[signature]
3.	Parmanand Rajak, C.T.O	8409151113	[signature]
4.	Sudha charan Padla CTO	6200964693	[signature]
5	PRASHANT GAURN	9899296926	[signature]
6	Manohar Oraon CTO	7667463929	[signature]
7	Pranesh Ranjan T.O	7763844001	[signature]
8	RAHTAUDA SUSUAN -ADB		[signature]
9	MK Mohanty ADB Consultant.	9312335208	[signature]
10.	RUCHI KHURANA NORLD BANK CONSULTANT	9891648811	[signature]

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: IIT (MODEL) - RANCHI

Date: 7.02.2025

List of Participants

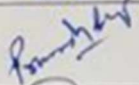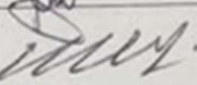| Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
1	Vishal Kumar	6201260157	Vishal Kumar
2.	Manoj Linda	9341921479	Manoj Linda
3.	Manish komar Sharma	7061231269	M. Sharma
4	Amit oraon	7635045197	Amit oraon
5	JOLJESH ORAON	6205019716	joljesh Oraon.
6	Lucky Kachhap	9608276923	Lucky
7	pritam oraon	8409040082	Pritam oraon
8	Diwakar Nayak	9798831322	Diwakar Nayak
9	Rupesh Enjapali	7979762985	Rupesh Enjapali
10.	Himanshu Kumar	7856938767	Himanshu Kumar
11	Babulal Karmali	9431774303	Babulal Karmali
12	Swati Kachhap	9939589866	Swati Kachhap
13	Lalima kumari	7856072772	Lalima kumari
14	Nidhi kumari	8709615845	Nidhi kumari
15	MANISH KUMAR SINGH	6205940695	Manish Singh
16	Ritik Kumar	7004630879	Ritik Kumar
17	Shubham Kr.	9113167571	Shubham kr
18	Anuraj Karmali	9930121265	Anuraj Karmali

Consultation Meeting

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: IIT (MODEL) - RANCHI

Date: 7.02.2025

List of Participants

Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
1	Sukhmani Kumari	9341575530	Sukhmani Kumari
2	Ritu Bhagat	6206025975	Ritu Bhagat
3	Shivani Kumari	9305937021	Shivani Kumari
4	Nisha Kachhap	7857097973	Nisha Kachhap
5	Anamika Kumari	9234109069	Anamika Kumari
6	Riya Kumari	6205685580	Riya Roddor
7.	Sakshi Kumari	8809819532	Sakshi Kumari
8.	Sapna Kujur	8210955602	Sapna Kujur
7.	Nitu Toppo	9162362956	Nitu Toppo
10	Chandarmuni Kachhap	9002908061	Chandarmuni Kachhap
11	Puja Laksa	6204065562	Puja lakra
12	Bablu Kumar	9693213642	Bablu kumar
13	Shivam kr singh	9263385437	Shivam singh
14	Navin Hajam	9031741701	Navin
15	NITESH NAIK	9801243094	niteshnaik
16	Bibin Niraj Turkey	9905876991	Turkey
17	Ankit Kujur	7462011426	Ankit kujur

Consultation Meeting

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: IIT (MODEL) - RANCHI

Date: 7.02.2025

List of Participants

Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
1	Sukhmani Kumari	9341575530	Sukhmani Kumari
2	Ritu Bhagat	6206025975	Ritu Bhagat
3	Shivani Kumari	9905937021	Shivani Kumari
4	Nisha Kachhap	7857097973	Nisha Kachhap
5	Anamika kumari	9234109069	Anamika Kumari
6	Riya kumari	6205685580	Riya Roddar
7.	Sakshi kumari	8809819532	Sakshi kumari
8.	Sapna Kujur	8210955602	Sapna Kujur
9.	Nitu Toppo	9162362956	Nitu Toppo
10	Chandarmuni Kachhap	9009909061	chandarmuni Kachhap
11	Puja lakra	6204065562	Puja lakra
12	Bablu Kumar	9693213642	Bablu kumar
13	Shivam kr singh	9263385437	Shivam singh
14	Navin Hajam	9031741701	Navin
15	NITESH NAIK	9801243094	niteshnaik
16	Bipin Niraj Turkey	9905876991	Turkey
17	Ankit kujur	7462011426	Ankit kujur

Sl No.	NAME & DESIGNATION	CONTACT (TEL / DETAILS EMAIL)	SIGNATURE
1 18	Suraj Oraon	9110191987	Suraj Oraon
2 19	Ruben Xalxo	9142303114	Ruben Xalxo
3 20	Deep Kr. Gupta	9229397596	Deep Kr Gupta
4 21	DURGA HAJAM	7309982234	Durga Hajam

Consultation Meeting with Trainee

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue: ITI Pusa, Delhi

Date: 10/02/2025

List of Participants

Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
1	Suchitra Kumari (EM)	7428654167	Suchibalu.
2	Arif (Electronic Mech)	8448310836	Arf
3	Vipul Kumar Yadav (EM)	9540898240	Vipukur
4	Vansh Kalra	9213823577	V. Kalra
5.	Kashish Gupta	8700292852	Kashish
6.	Diksha	8448254762	Diksh
7.	Sumona	7551183424	Simon.
8.	Prateek Anand	9205802717	Kanand
9.	Adarsh Jha	9870119663	Adarsh
10	Jay laxmi pradhan	8920279735	Jaylaxmi
11	Harsh Maurya	8920323129	Harsh.
12	Aalok Saini (DMC)	8510883577	Aalok
13	Kundan Kumar (Electronic)	9899310630	Kundan
14	Abhishek Pal. (DMC)	9990078580	Abhishek K.
15	SONU (D/M/C)	7042773717	Sonu.
16	Kuldeep (RAC)	7011462135	Kuldeep
17	Raynish (RAC)	7061244988	Ray

Consultation Meeting

Project: Accelerating Vocational Skills for Employment Results (AVSER)

Venue:

Date:

List of Participants

Sl. No.	Name and Designation	Contact Details (Tel/Email)	Signature
18.	Nitish (RAC)	7827808367	Nitish
19.	Ajay Singh (RAC)	8595226300	Ajay Singh
20.	Roshan Kumar (welder)	9818781423	Roshan Kumar
21	Himanshu ks (Welder)	8757087620	Himanshu Kumar
22	VICKy kumar	9873845501	vicky kumar
23.	Pankaj Kumar	9310478053	Pankaj Kumar
24	Nitish kumar	8743848694	Nitish

23. others   19 boys

01 - ST   05 girls

_____   _____

24 participants.   24

State	Name of the ITI	Issues/Findings
West Bengal (5-7 Dec 2024)	Tolygunge	• **Type:** Government owned ITI • **Management:** Government, Institute Management Committee (IMC), Industry Partners through CSR funding • **Number of Trades available:** 24 • **Available Facilities:** Admin building, class rooms, workshops, laboratories, hostels, paly ground • **Student Capacity:** 520 • **Current Enrolment Status:** • **Sex ratio among Student:** 80% Boys / 20% Girls • **Total Staff Strength:**98 • **Land/Building ownership:** Land ownership in the name of ITI, Building constructed by PWD, building repairing/reconstruction by PWD • **Legacy issue on land//Building:** None • **Availability of land for expansion:** Vacant land still available for within the campus for more expansion. • **Grievance redressal mechanism:** No formal grievance redressal mechanism (GRM) established. Principal takes care of any complain or grievance. No formal record keeping system in place. • **Admission/Reservation system:** Admission through counselling by State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy.
	Gariahat	• **Type:** Government owned ITI • **Management:** Government, Institute Management Committee (IMC), Industry Partners through CSR funding • **Number of Trades available:** 23 • **Available Facilities:** Admin building, class rooms, workshops, laboratories, paly ground, cycle parking • **Student Capacity:** 890 • **Current Enrolment Status:** 350 • **Sex ratio among Student:** 80% Boys / 20% Girls • **Total Staff Strength:** 75 • **Land/Building ownership:** Land ownership in the name of ITI, Building constructed by PWD, building repairing/reconstruction by PWD • **Legacy issue on land/Building:** None • **Availability of land for expansion:** No land available for expansion. • **Grievance redressal mechanism:** No formal grievance redressal mechanism (GRM) established. Principal takes care of any complain or grievance. No formal record keeping system in place. • **Admission/Reservation system:** Admission through counselling by State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy.
	Barasat-1	• **Type:** ITI Operated by private company (Narendra Dutta Education Private Limited) • **Management:** Private, IMC • **Number of Trades available:** 5

		• **Available Facilities:** Admin building, class rooms, workshops, laboratories, cycle parking • **Student Capacity:** 350 • **Current Enrolment Status:** 350 • **Sex ratio among Student:** 70% Boys / 30% Girls • **Total Staff Strength:** 17 • **Land/Building ownership:** Land and building owned by Government. Building constructed by PWD. Building handed over to Company through an asset handover letter • **Legacy issue on land:** None • **Availability of land for expansion:** Limited land available for expansion. • **Grievance redressal mechanism:** No formal grievance redressal mechanism (GRM) established for this institute. Principal takes care of any complain or grievance. No formal record keeping system in place. Company has its own grievance redressal procedure. • **Admission/Reservation system:** Admission through counselling by State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy.
Maharashtra (8-11 Dec 2024)	Govandi	• **Type:** Government owned ITI • **Management:** Government, Institute Management Committee (IMC) • **Number of Trades available:** 8 • **Available Facilities:** Admin building, class rooms, workshops, laboratories, parking • **Student Capacity:** 528 • **Current Enrolment Status:** 478 • **Sex ratio among Student:** 80% Boys / 20% Girls • **Total Staff Strength:** 56 • **Land/Building ownership:** Land ownership in the name of ITI, Building constructed by PWD, building repairing/reconstruction by PWD • **Legacy issue on land/Building:** None • **Availability of land for expansion:** No land available for expansion. • **Grievance redressal mechanism:** No formal grievance redressal mechanism (GRM) established. Principal takes care of any complain or grievance. No formal record keeping system in place. • **Admission/Reservation system:** Admission through counselling by State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy.
	Kurla	• **Type:** Government owned ITI • **Management:** Government, Institute Management Committee (IMC), • **Number of Trades available:** 23 • **Available Facilities:** Admin building, class rooms, workshops, laboratories, paly ground, parking • **Student Capacity:** 876 • **Current Enrolment Status:** 833 • **Sex ratio among Student:** 90% Boys / 10% Girls

		• **Total Staff Strength:** 76 • **Land/Building ownership:** Land ownership in the name of ITI, Building constructed by PWD, building repairing/reconstruction by PWD • **Legacy issue on land/Building:** None • **Availability of land for expansion:** Land available for expansion. • **Grievance redressal mechanism:** No formal grievance redressal mechanism (GRM) established. Principal takes care of any complain or grievance. No formal record keeping system in place. • **Admission/Reservation system:** Admission through counselling by State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy.
	Don Bosco Kurla	• **Type:** Private Minority • **Management:** Trust (Don Bosco Center for Learning), IMC • **Number of Trades available:** 10 • **Available Facilities:** Admin building, classrooms, workshops, laboratories, parking • **Student Capacity:** 357 • **Current Enrolment Status:** 312 • **Sex ratio among Student:** 85% Boys / 15% Girls • **Total Staff Strength:** 39 • **Land/Building ownership:** Land and building owned and constructed by Trust • **Legacy issue on land:** None • **Availability of land for expansion:** No land available for further expansion. • **Grievance redressal mechanism:** Internal grievance redressal mechanism (GRM) established for this institute. No records available. • **Admission/Reservation system:** Being a minority institute, 52% seats reserved for Christian community. Rest of the seats are admission through counselling by State Government.
	Thane (Girls) ITI	• **Type:** Government owned ITI (Girls) • **Management:** Government, Institute Management Committee (IMC), • **Number of Trades available:** 11 • **Available Facilities:** Admin building, classrooms, workshops, laboratories, paly ground, hostel • **Student Capacity:** 392 • **Current Enrolment Status:** • **Sex ratio among Student:** 100% Girls • **Total Staff Strength:** 31 • **Land/Building ownership:** Land ownership in the name of ITI, Building constructed by PWD, building repairing/reconstruction by PWD • **Legacy issue on land/Building:** None • **Availability of land for expansion:** Land available for expansion. • **Grievance redressal mechanism:** No formal grievance redressal mechanism (GRM) established. Principal takes care of any complain or grievance. No formal record keeping system in place.

		• **Admission/Reservation system:** Admission through counselling by State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy.
Madhya Pradesh (19-20 Dec 2024)	Government ITI, Bhopal and Global Skill Park, Bhopal	• The organisational structure of the Madhya Pradesh Directorate of Skill Development is led by the Director and supported by an additional director, DSD and a Director, ITOT. While on the field level, the organization has eight regions namely Gwalior, Indore, Rewa, Bhopal, Jabalpur, Sagar, Balaghat, and Ujjain. These are managed by Additional and/or joint directors for each region. • It is observed that the enrolment of students in all the ITIs is less (42152) than their actual intake capacity (48824). • The ratio of girl students ranges from 20 to 30% of the total enrolments. • The state has a total of 963 ITIs; 285 ITIs are owned by the government, while 678 ITIs are run by private.14 out of 285 ITIs are functioning in rented/leased land/buildings. The remaining existing ITIs have sufficient land and building area available for any space for physical expansions. • The state has a quota for enrolment for IP- 20%, Women- 30%, PwD- 6%. • 74 ITIs are running in the PPP model, while one ITI (Dhar) is owned by the Government and outsourcing is run by the PARAM Foundation (5 ITIs are allotted to rub by the same organization) • The ITIs has formal grievance redressal mechanisms due to an ongoing project with ADB (Loan 3710-IND: Madhya Pradesh Skills Development Project) and the principals of the institutes generally handle the complaints and grievances from staff and students. • Admission of the ITIs takes place through counselling by the State Government. Reservation of seats for Scheduled Caste (SC), Scheduled Tribe (ST) and Economic Weaker Section (EWS) as per national /state policy. There are subsidies in fee structures for different categories of these reserved categories.

ANNEXURE 10: PROPOSED DETAILED ACTIONS ON EHS FOR COMPLIANCE DURING CONSTRUCTION/UPGRADATION AND TEACHING - LEARNING

Proposed Activities to Improve OHS in Teaching Learning	Year 1	Year 2	Year 3	Year 4	Year 5
Constitute Safety-First Cells at all applicable levels (National, State Hub and Spoke Levels) to ensure EHS in ITI Teaching Learning including accreditation of Trainers, Trainings to be provided on EHS, provision & use off PPEs and Awareness Material	▪ Approval to Safety-First Cells at various levels with qualified and experienced staff, and Scope of Work. ▪ Gap analysis of trade specific EHS curriculum compared to good international industry practices/ guidelines / manual and revise / upgrade the trade specific EHS (including that for new green jobs) curriculum and teaching material by CSTARI and NIMI with approvals from DGET. *(Responsibility: MSDE jointly with applicable agencies such as DGET, CSTARI, NIMI)*	▪ Preparation of the teaching/ training, modules and training schedule for each Trade / Stream including new age Green Jobs, monitoring reporting schema, plan for awareness material & selection of PPEs), Develop Visual interactive EHS module. ▪ Develop their institutional action plan for next 20 years & detailed plan for next 4 years (program period) *(Responsibility: MSDE & PMU Safety First Cells)*	▪ Mid Term report on Impact Evaluation of Safety-First Cell and its activities *(Responsibility: MSDE & Safety-First Cells)*	Nil	▪ End Term report on Impact Evaluation of activities of the Safety Cells *(Responsibility: MSDE & Safety-First Cells)*
		▪ Ensure appropriate PPEs for students and Staff @ 1:1 & standard Awareness Materials in 50 percent of H&Ss identified	▪ Ensure appropriate PPEs for students and Staff @ 1:1 & standard EHS Awareness Materials for	▪ Ensure appropriate PPEs for students and Staff @ 1:1 & standard EHS Awareness Materials for	▪ Ensure appropriate PPEs for students and Staff @ 1:1 & standard EHS Awareness Materials for remaining H&Ss to

		(Responsibility: MSDE & Safety-First Cells)	remaining H&Ss *(Responsibility: MSDE & Safety-First Cells)*	remaining H&Ss *(Responsibility: MSDE & Safety-First Cells)*	reach 100 percent coverage *(Responsibility: MSDE & Safety-First Cells)*
	▪ Orientation Training for instructors & nodal officials (at all MSDE institutions, sample Hubs and Spokes) on OHS *(Responsibility: MSDE, DGET, CSTARI/ NIMI)*	▪ Dedicated Third Party Training on EHS and safety culture for Trainers (ToT) *(Responsibility: MSDE & Safety-First Cells)*	▪ Dedicated Third Party Training on EHS and safety culture for remaining Trainers (ToT) *(Responsibility: MSDE & Safety-First Cells)*	▪ Dedicated Third Party Training on EHS and safety culture for remaining Trainers (ToT) *(Responsibility: MSDE & Safety-First Cells)*	
		▪ Ensure International OHS Certification for designated OHS Instructors *(Responsibility: MSDE & Safety-First Cells)*		▪ Ensure International OHS Certification for remaining designated OHS Instructors *(Responsibility: MSDE & Safety-First Cells)*	
Total resources use and efficiency (TRUE) campuses	▪ Establishment TRUE committees at Hub and Spoke consortium and Preparation of SOP for implementing TRUE at all ITIs	▪ 30% of the ITIs to implement the TRUE SOP	▪ 60% of the ITIs to implement the TRUE SOP	▪ 100% of the ITIs to implement the TRUE SOP	
Disbursement Formula	Minimum values: Safety First Cells approved and constituted, 50 trainees on Orientation training, 30% of total H&S under the Program (as on verification date) for PPE and Standard awareness materials	Minimum values: 50% instructors certified, 50% designated trainers undertaking ToT, 60% of total H&S under the Program (as on verification date) for PPE and Standard EHS awareness materials	Minimum value: 50% of remaining designated trainers undertaking ToT, 90% of total H&S under the Program (as on verification date) for	Minimum value: 100% designated trainers undertaking ToT, 100% of total H&S under the Program (as on verification date) for PPE and Standard EHS	

	50% Hub and Spokes establish TRUE committees, SOP Prepared at Central level	Minimum 15% ITIs under the Program implement TRUE SOP	PPE and Standard EHS awareness materials Minimum 45% ITIs under the Program implement TRUE SOP	awareness materials All ITIs under the Program implements TRUE SOP	

ANNEXURE 11: SCOPE OF THE PROPOSED ROBUST ENVIRONMENTAL MANAGEMENT SYSTEM

1.   This **Annexure** outlines the proposed Institutional setup for Environmental management at various levels under the Program, as part of the Proposed Environmental Management System which is a PAP. For effective environmental management, environmental management capacities must be introduced and strengthened at all program agencies. This includes:

- Constituting an Environmental Cell for each ITI, with (1) Environmental / EHS focal point to oversee management of Pollution, Health and safety, Natural Habitats and Cultural Resources as applicable to the Program activities and overall functioning of the ITI Teaching - Learning. The cell will be supported by Eco-club, other student and staff groupings partnering to improve overall EHS under the Components under the Program. There shall be periodic training program for skilling the officers on EHS.
- Constituting a dedicated Environmental Unit at State Level and Consortium/SPV levels as applicable, with Nodal or Focal Person/s on Environmental Aspects. The officials may be designated from Department of Skills / State Department pool of Environmental (preferably) or Civil Engineers with experience in implementing interventions required for achieving their DLIs and PAPs, who would be trained on various regulations, other environmental aspects and implementing those. There shall be periodic training program for skilling the officers on EHS. The Unit may also hire additional support from qualified and appropriate environmental engineers/planners or EHS trained civil engineers. They co-ordinate with National PMU to implement the DLI and PA on Environmental aspects.
- Constituting an Environmental Management Cell at National Level (MSDE/National PMU) with two designated Engineers (preferably Environmental or Civil) – (1) nodal and (1) assistant/support engineer: the cell will oversee the preparation and implementation of environmental aspects of all activities of respective States, Consortium/SPV/ITIs under the Program / TA. The Cell shall be if required supported by the suitable experts of the respective Program Management Consultants in all aspects of Pollution, Biodiversity and Cultural Heritage.

2.   These units/cells would be primarily responsible for coordinating, streamlining, and mainstreaming environmental aspects in program operations, and regularly reporting on key issues. The units/cells must be adequately staffed by professionals of relevant academic and professional experience, such as environmental and civil engineering, environmental sciences, environmental law, or environmental planning.

3.   Tasks or activities which would fall under the purview of these units would include:

At Program Level

- Prepare Environmental Guidance as part of PIM/POM to guide environmental aspects of DPRs/EIAs/EMP; and ensure systems to screen, audit, categorize, and guide the preparation of EIA/EMPs to assess, manage, implement, supervise, and monitor environmental aspects
- Prepare Terms of Reference for environmental experts, and TA/studies/mid & end term environmental audit incorporating environmental aspects as per ESSA
- Oversee the designation of nodal officers at all levels to coordinate and monitor environmental aspects
- Support implementation, monitor, and report
- Co-ordinate with various Program agencies, consultants, and State/National agencies/regulators to ensure all regulatory aspects and standards are met for all program activities
- Discuss and coordinate with Engineering wings of agencies at various levels as required to ensure that exclusions, environmental guidelines, and good practices are embedded in designs, bid documents (before bidding), and implementation

- Participate in the selection of contractors / other agencies to ensure that environmental criteria are met in the selection
- Undertake periodic site visits to ensure effective environmental management/EMP
- Facilitate training, and cross-learning between agencies
- Support Environmental Audit specifically environmental requirements pertaining to each DLI and PAP
- Development of staff and capacity of various support agencies to manage Environmental Aspects. The cells/units would develop and deliver training programs, for operational, technical, and contractual staff as required for each result area and environmental actions, with the support of experts. Provide or arrange Information, Education, and Communication (IEC), and Training to all levels of staff, communities, and contractors/workers. Monitor staff awareness with periodic surveys
- Facilitate compiling good environmental practices to showcase
- Communicate and co-ordinate with the Bank and support during missions and all other times as required for following up and reporting on environmental aspects including incident reporting, follow-ups, and work closure
- Participate in supervision visits and consultations as required
- Prepare, use an Environmental Management Information System, and update activity-wise preparation details, highlights, implementation stage, pollution and biodiversity issues, environmental enhancement good practices, monitoring of results, etc.
- Co-ordination meetings monthly between all environmental officers to review and update on progress and issues on environmental management
- Any other technical activity and guidance for successful implementation of environmental aspects as in PAP actions, Result areas, and TA
- Co-ordinate with State/Consortium/SPV/ITIs as required and supervise periodically, facilitate monitoring studies, and report on the Environmental PAP & DLI achievements periodically (Semi-annually) to the Bank, in addition to comprehensive updates & site visits during and outside Bank missions

At Activity level: During the Preparation phase of Program activities/TA

- Support in preparation and/or Review of ToRs for DPRs and EIAs/EMP to include good environmental considerations in the design and all required regulatory, safety, pollution and waste/wastewater management, natural habitats, environmental management, climate responsiveness, emergency management-related aspects into Program activities and TA
- Support in the selection of consultants / staff / experts / agencies by reviewing their capacities to prepare environmental assessments and management plans, monitoring, and audit or as required for each activity
- Review of DPRs, EIA/EMPs to ensure incorporation of environmental aspects including national/state regulatory requirements, standards, guidelines, Environmental Guidance, and ESSA
- Undertake site visits and discussions with stakeholders as required
- As required, guide and train all agencies, officials, and consultants on environmental aspects related to the preparation of subprojects/activities
- Monitor preparation activities and suggest corrective actions if required

At Activity Level: During Implementation and O&M phases of Program activities
- Implementation of PAP actions & DLI on Environmental aspects at the activity level
- Introduce Supervision and Monitoring Mechanisms across Program agencies to encourage environmental Aspects including safety, disposal of wastes and wastewater, housekeeping, labor facilities to ensure no environmental deterioration, and safety, noise & vibration
- Monitor the implementation of EMP, collect and maintain a log of environmental actions with

photographs, permits, minutes of meetings, etc.; and prepare a quarterly report on implementation performance, strengths, and weaknesses to be shared with mid and end term environmental Auditors. These should be used to also report on environmental aspects in the Progress Reports of PMU to the World Bank.

- Periodical reporting to management on key EHS implementation, compliance, training actions, and any challenges related to specific programs or institutional capacity and co-ordinate with PMU to solve any environmental issues
- Co-ordinate various regulatory procedures at implementation Level in co-ordination with departments agencies and officials
- Check permits and ensure tender conditions on safe storage, handling, transporting, recycling, and disposal of all types of wastes to Suppliers, Recyclers, and Disposal agencies
- Ensure inclusion of relevant conditions in contract documents of Vendors/Suppliers/Contractors as applicable to ensure compliance with all applicable Rules and Laws
- Incorporate considerations related to environmental Issues due to the Products, operations, Wastes, and placement decisions
- Integrate EMP implementation into an MIS for Environmental aspects on time (with no delay)
- Ensure and maintain stock of PPEs and other safety mechanisms and monitor its use by staff, students
- Ensure periodic training to Craftsman / Instructress on hazards and risk management
- Co-ordinate training through various local agencies
- Monitoring outcome/outputs of infrastructure and environmental improvements through site visits, stakeholders' opinions, MIS
- Participate and showcase program achievements during real/virtual missions
- Incident reporting and follow-up on Corrective actions

An outline of the Proposed Environmental management capacities is presented in the following Figure.

Proposed Environmental Management Capacities