Skill India Mission Operation

Environmental and Social Systems Assessment (ESSA)

May 26, 2017

The World Bank

Table of Contents

Abbreviations and Acronyms

AIEMA	Ambattur Industrial Estate Manufacturers Association
ATC	AIEMA Technology Centre
BCE	Block Counseling Events
BEE	Bureau of Energy Efficiency
CII	Confederation of Indian Industry
CIPET	Central Institute of Plastics Engineering and Technology
CPCB	Central Pollution Control Board
CPGRAMS	Centralized Public Grievance Redress and Monitoring System
CPWD	Central Public Works Department
CREDAI	Confederation of Real Estate Developers' Associations of India
CSR	Corporate Social Responsibility
CSTI	Construction Skills Training Institute
CRZ	Coastal Regulation Zone
DAR&PG	Department of Administrative Reforms & Public Grievances
DBT	Direct Benefit Transfer
DGFASLI	Directorate General Factory Advise Service and Labour Institutes
DJF	District Job Fairs
DSDA	District Skill Development Authority
ECBC	Energy Conservation Building Code
EDGE	Excellence in Design for Greater Efficiencies
EHS	Environment, Health and Safety
ELSTP	Employment Linked Skill Training Programme
EMP	Environmental Management Plan
EOHS	Environment, Occupational Health and Safety
ESSA	Environmental and Social Systems Assessment
ETI	Environmental Training Institute
GBCI	Green Business Certification Inc.
GoI	Government of India
IFC	International Finance Corporation
IGBC	Indian Green Building Council
IIUS	Industrial Infrastructure Up-gradation Scheme
INR	Indian National Rupee
IPF	Investment Project Financing
ITI	Industrial Training Institute
JCI	Joint Commission International
JICA	Japan International Cooperation Agency
KVK	Kaushal Vardhan Kendra
KVK	Krishi Vignan Kendra
LMIS	Labor Market Information System
LWE	Left Wing Extremism
M&E	Monitoring and Evaluation
MES	Modular Employability Skills
MLE	Ministry of Labour and Employment
MoEFCC	Ministry of Environment, Forest and Climate Change
MoSJE	Ministry of Social Justice & Empowerment
MoU	Memorandum of Understanding
MSDE	Ministry of Skill Development and Entrepreneurship
MSME	Micro Small and Medium Enterprises

MUD	Ministry of Urban Development
NABH	National Accreditation Board for Hospitals & Health care Providers
NBWL	National Board for Wildlife
NCM	National Commission for Minorities
NDMA	National Disaster Management Authority
NGO	Non-Government Organization
NIESBD	National Institute for Entrepreneurship and Small Business Development
NIT	National Institute of Technology
NOS	National Occupational Standard
NSCB	National Skill Certification Board
NSDA	National Skill Development Agency
NSDC	National Skill Development Corporation
NSFDC	National Scheduled Castes Finance and Development Corporation
NSKFDC	National Safai Karamcharis Finance & Development Corporation
NSQC	National Skill Qualification Committee
NSQF	National Skill Qualification Framework
NSRD	National Skills Research Division
OJT	On Job Training
OWRC	Overseas Workers Resource Center
PESA	Panchayats (Extension to Scheduled Areas) Act
PforR	Program for Results
PHD	Public Health Department
PLTP	Placement Linked Training Programme
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
PMU	Project Management Unit
PIA	Project Implementing Agency
PPE	Personal Protection Equipment
PPP	Public Private Partnerships
PwD	Persons with Disabilities
PWD	Public Works Departments
QP	Qualification Pack
R&B	Roads and Buildings
RCI	Rehabilitation Council of India
RSLDC	Rajasthan Skills and Livelihoods Development Corporation
RWSS	Rural Water Supply and Sanitation
SC	Scheduled Castes
SCSP	Scheduled Caste Sub-Plan
SD	Skill Development
SDC	Skill Development Centre
SDI	Skill Development Initiative
SEIAA	State Environment Impact Assessment Authority
SIMO	Skill India Mission Operation
SPCB	State Pollution Control Boards
SSC	Sector Skill Council
SSDM	State Skill Development Mission
ST	Scheduled Tribe
STRIVE	Skills Strengthening for Industrial Value Enhancement
TA	Technical Assistance
TNPCB	Tamil Nadu Pollution Control Board
TNSDC	Tamil Nadu Skill Development Corporation

ToT	Training of Trainers
TP	Training Provider/Partner
VOC	Volatile Organic Compound
VTIP	Vocational Training Improvement Project
VTP	Vocational Training Provider
UT	Union Territory

Executive Summary

1.   India has become one of the world's fastest growing knowledge based economies due to immensely abundant human capital. However, given the changing demands arising out of shifts in the labor force from primary to secondary and territory sectors, there is still a need to further develop the existing low skills levels which pose a challenge to the country's growth and global competitiveness.   Given advances in trade liberalization as well as information technology leading to globalization warrants preparing the economy to absorb the large mass of population coming into the workforce. This requires ensuring that they are skilled to meet the requirement of the sectors that will employ them.

2.   Despite the emphatic stress laid on education and training in this country, there is still a shortage of skilled manpower to address the mounting needs and demands of the economy. In response, the government of India has been striving to initiate and achieve formal/informal skill development of the working population via education/vocational education/skill training and other upcoming learning methods. While a range of government and private institutions offer skill training programs, these programs suffer from inadequate quality and relevance, lack of coordination within the sector, and insufficient attention to labor market outcomes. In addition, the current training capacity is grossly inadequate to respond to the country's needs.

3.   In this background, Government of India has identified skill development as one of the priority sectors and has taken up several initiatives to meet the challenge of expansion of training capacity with speed, high quality standards and sustainability. One such key initiative is the World Bank Assisted Skill India Mission Operation (SIMO). This aims to enhance the access, quality and relevance of training programs for the needs of the labor market in a growing economy. The program will provide opportunities to 277 million Indian people. By the end of the operation in the year 2023 at least 8.88 million youth will have received market-relevant training with special emphasis on reaching women, poor and other excluded communities. These groups apart, the key stakeholders of SIMO include: The Ministry of Skill Development and Entrepreneurship (MSDE) and its associate agencies at the national level, and, the State Skill Development Missions and their associate agencies in the various states.

4.   The SIMO comprises 2 components: (i) a Program component (US$ 237.5 million); and (ii) a capacity building (or Technical Assistance) project component (US$ 12.5 million). The SIMO is a national program and hence will be implemented across India and has four key result areas. The key interventions of the program relate to capacity building of the institutions and small scale infrastructure works which are expected to result in substantial social and environmental benefits to the unemployed/ unemployable youth, at large, especially, those belonging to the poor and vulnerable sections. Hence, adverse impacts that are sensitive, diverse and unprecedented on the environment and/or people are not foreseen. However, planned efforts are essential to ensure that project interventions do result in sustainable social and environmental benefits. Further, the lending instruments adopted for the operation are twofold: one, Program for Results which covers the bulk of the loan; and the other Investment Project Financing, meant to support the Technical Assistance component. Consequently, the social and environmental management have been planned separately for the two lending streams. This report relates to Program for Results (PforR) component.

5.   For the PforR lending stream, the Bank task team has carried out an assessment of the Environmental and Social Systems (ESSA) as part of the operation preparation, to gauge the adequacy of environmental and social systems at national, state as well as sub-state levels against

the six core principles. This has enabled assessing the extent to which the program systems promote environmental and social sustainability; avoid, minimize or mitigate adverse impacts on natural habitats and physical cultural resources; protect public and worker safety; manage land acquisition; consider issues related to indigenous peoples and vulnerable groups; and, avoid social conflicts. Further, the team, jointly with the borrower, has identified the gaps and actions thereof for enhancing the program systems and mitigating environmental and social risks.

6.   The ESSA draws information through extensive consultations with several stakeholders from 10 states: 5 of them under SIMO – Chhattisgarh, Tamil Nadu, Rajasthan, Odisha and Sikkim, and the remainder under the Bank assisted STRIVE operation – Maharashtra, Telangana, Bihar, Uttarakhand and Jharkhand.[1] The task team has held consultations with various stakeholders including government officials and industry partners at the states who take in apprentices as well as trainers and trainees. The draft ESSA along with the action plan has been shared with relevant stakeholders such as the State Skill Development Missions (including, but not limited to Tamil Nadu, Chhattisgarh, Rajasthan, Odisha, Maharashtra, Telangana, Bihar Uttarakhand and Jharkhand), NSDC etc. for their feedback and buy-in has been secured from the Borrower. The World Bank and the MSDE have disclosed the draft ESSA in the InfoShop and on their website, respectively on June 1, 2016 and September 7, 2016. The final ESSA was disclosed after negotiations in May 2017.

Key findings of Institutional Assessment on Environment and Social aspects:

7.   National institutes shouldering responsibility for skill development include: (i) Ministry of Skill Development and Entrepreneurship (MSDE): (ii) National Skill Development Agency (NSDA); (iii) National Skill Development Corporation (NSDC); (iv) National Skill Development Fund (NSDF); (v) Sector Skills Councils (SSCs); and (vi) Training Providers (TPs) affiliated to NSDC. The state level institution chiefly is the State Skill Development Missions (SSDMs) and their training providers at the state and sub-state levels.

8.   A clear and definite mandate exists both at the national and state levels for ensuring the social inclusiveness and capacity building of various agencies to address the social and environmental issues. It is well recognized that the training service providers hold the key to the success of the program. There exist clear procedures for selection of training providers – and these include criteria relevant to environmental aspects such as adequacy of infrastructure, equipment, etc. Compliance with these would ensure adherence to international good practice on social, environmental management and occupational health & safety. However, the following emerge as issues of significance: (i) there is no uniformity in respect of the institutional setup across the states; (ii) plurality of institutions with duplication is quite evident; (iii) private and non-governmental agencies play a larger role in low income states and tribal areas; (iv) substantial scope exists for improving coordination and information sharing between state and central agencies; and (v) success of the program would depend upon the service providers, and most successful agencies draw financial support from different sources, and their reliance on SSDMs is limited. Further, TPs having a strategic tie up with a 'knowledge partner' thus enabling adequate infrastructure and training of the trainers, excel in delivery. Finally, industry-led training are likely to be a huge success as the trainings imparted directly relate to the job requirement. Thus, the challenge for the program lies in: ensuring minimum standards with regard to infrastructure, safety, in-service refresher training for faculty, etc., across all TPs.

---

[1] States were chosen such as to represent the various geographical as well as socio-economic and cultural and ecological representations.

9.   *Inter-institutional Coordination on Environment Aspects:* Apart from the institutions directly involved in implementation of skill development programs (MSDE and its affiliate institutions at the national level, and, SSDMs at the state level), the key institutions that can bring in capacity for environmental management into the program are PWD that are responsible for construction of Government buildings and the Pollution Control Boards. Coordination between these institutions on environmental aspects is strong barring a few critical gaps. While there is effective coordination with industry through the SSCs, there is no involvement of the Central Pollution Control Board (CPCB) in identification of skill development needs, development of NOS on environmental management, development of curricula, etc. There is also no coordination between the SSDMs and SPCBs for confirming regulatory compliance of training centers located on industry premises. Another area of strong inter-institutional coordination between the SSDMs, district administration and the PWDs is in the proper identification of land for creation of new training infrastructure.

*10.   Inter-*institutional Coordination on Social Aspects: Apart from the key 'skill development institutions', there are various other state and central departments/ agencies do play a vital role in ensuring inclusion, equity, regulation and safeguards. These include; tribal affairs, women and child development, social welfare, social justice and empowerment, labor and employment, and overseas affair.   Inter institutional coordination among several agencies is in vogue, as evidenced on parameters such as outreach, incentives, enrolment and employment. Supplementary and complimentary technical and financial supports do flow to women, Scheduled Tribes (ST), Scheduled Castes (SC), Religious Minorities, People with Disability (PwD) and other vulnerable groups, including for the youth in LWE affected districts from various quarters. ***Across states there is strong coordination between the district agencies for organization of the job fairs.*** However, it is not uniformly good and the quality as well as quantum of support varies substantially across the places.   One major focus needs to be on ensuring better ties with the state and national agencies.

Legal and regulatory framework:

11.   *Environmental Management:* The existing policy framework has a clear emphasis on skill development for enhancing environmental management, occupation health and safety at the workplace. The existing national and state laws and regulations provide a strong framework for environmental management in the program. They cover a wide range of aspects relevant to the program: construction of educational institutions, generation of construction waste, construction in proximity of natural habitats and cultural heritage sites, regulations on establishment and operation of industries (which may also serve as training centres), occupational health and safety of workers, etc. There are also guidelines/codes on environmental management in building design and construction, managing crowds at large public events (such as job fairs), etc. Thus, the existing policy, legal and regulatory framework is adequate in its coverage of environmental aspects pertaining to the relevant program activities: construction of training centers, operation of training centers, organizing of job fairs, and development of NOS/QP, and training curriculum. However, application of the legal and regulatory provisions is not uniformly good due to lack of awareness, infrastructure capacity, monitoring, etc.

12.   *Social Management:* There is a well laid out legal framework for integrating social inclusiveness in the skill development program. There are national and state guidelines to support weaker and disadvantaged sections of society through focused outreach programs and special mobilization drives to enroll members of under- represented groups. Various methods

and communication channels are used for awareness building and mobilization of youth by the program officials, training providers and others at different levels. The outreach is the entry point for counseling and guidance to youth about the training programs and opportunities. Incentives are also available such as boarding and lodging, food, travel cost, study material, stipend are necessary to motivate, particularly the youth, male and female, from and LWE affected districts. The outreach and incentives enable enrolment in the courses and employment thereof. However, there are instances of inconsistent application of legislations, policies and framework guidelines. The incentives provided in the tribal and LWE affected districts either remain insufficient or this has not resulted into their expected number of enrolment of youth. It was due to difficult or inaccessibility of training centers, ineffective mobilization, weak monitoring among others. While the existing legislations and guidelines could enable outreach and enrolment, ensuring the sustainable employment remains a challenge.

Assessment of Environmental and Social Management Systems:

Environmental Systems Assessment:

13. *Existence of systems and processes for environmental management*: The relevant laws, regulations and guidelines/codes have been integrated into the works manuals and the bid documents of the PWDs for construction of training infrastructure. Systems for ensuring adequate infrastructure and facilities at training centers include the due diligence processes of the NSDC and state skill development missions prior to affiliation of training partners, as well as post-affiliation validation and monitoring systems.

14. *Potential environmental benefits and opportunities*: The potential environmental benefits from the program interventions include: integration of EHS aspects into the skill set of skilled workers across sectors, utilization of skill development to enhance natural resource management through programs for the primary sector (agriculture), and, promoting alternative livelihoods for reducing dependence on sensitive natural resources (forests) through skill development. The potential environmental opportunities from the program interventions include: the strong policy and legislative framework, the integration of EHS aspects into bid documents, the emphasis of the PWDs on green buildings, the integration of environmental aspects into training provider affiliation, and, the integration of EHS aspects into the NOS/QP.

15. *Potential environmental impacts and risks*: The potential negative environmental impacts from the program interventions primarily stemming from poor adherence to existing regulations, codes and guidelines include: impacts related to construction activities (improper siting, poor drainage and water logging, inadequate ventilation, insufficient sanitation facilities, high energy costs during operation, risk to public and worker health and safety, etc.); impacts related to operation of training centres (handling and disposal of hazardous materials, use of PPE, electrical and fire safety, etc.); impacts related to organizing large public events (safety risk from poor electrical and fire safety, pollution from poor sanitation and waste disposal, etc.).The gaps and risks in the environmental system of the program that need to be addressed are: inconsistency in implementation of existing EHS provisions in creation of new training infrastructure (e.g., high energy costs for lighting and ventilation, wastage of large volumes of water, etc.); risk of weak implementation of EHS aspects due to inclusion of training partners with poor infrastructure, weak emphasis on occupational health and safety, and limited opportunities for continued capacity building of trainers; lack of procedure for confirming compliance of industrial units, that function as training centers, with the regulatory requirements of the State Pollution Control Boards; public safety risks associated with job/skill registration fairs.

Social Systems Assessment:

16.   **Diversity**. Physical, cultural, religious and linguistic diversities have created several heterogeneous groups and sub-groups across the country. The program has to recognize these diversities and requirements of the groups and address the same accordingly.

17.   Stakeholder Analysis: Stakeholders who will impact or get affected by the program are mapped at National, State, District and Sub-District levels. Feedback on expectations and concerns from the program was sought from the sub-groups.

Expectations of key stakeholders under the program:

(i) **Training Managers:** Training Managers desire support to upgrade infrastructure to facilitate delivery of quality training, improve access to training for youths in rural, tribal and conflict areas and strengthen monitoring systems through robust data management system. To improve the outreach, skill development programs should be of longer duration and tailor made, suitable to the local needs. There is a need for candidate mobilization measures such as *Kaushal Melas* to improve the registration of the candidates especially in the difficult areas.

(ii) **Training Service Providers (TSPs):** Training Service Providers desire funding support for infrastructure development and operations. TSPs want to scale up their operations through operating in select districts of States, increased enrolment from the vulnerable groups, launching of new skill courses and mentorship support to the budding training providers. Placement of the trainees, is identified as a challenge and relaxation is desired on retaining 20% of contract amount on account of candidates not getting placed.

(iii) **Trainers:** Trainers are expecting long term employment, remuneration commensurate to the knowledge and experience, career progression and Training of Trainers (TOT) programs for self-improvement. For the delivery of quality training adequate infrastructure and delivery methods are desired by the trainers.

(iv) **Trainees:** Trainees are looking for employment opportunities locally or within the State that are generating adequate remuneration. Boarding, lodging and stipend support for trainees including women, ST/SC, PwD and other vulnerable groups from rural, tribal and LWE affected areas and compensation against the monetary loss of labour work are the other support areas desired.

18.   **Key social issues:**

(i) **Institutional Strengthening:** Multiplicity of the implementation agencies of the skill development schemes in the State and lack of coordination in the line departments of the State is a challenge in efficient implementation. Resource crunch especially at the district and the block level, lack of adequate training infrastructure to deliver quality training, accreditation and assessment facilities, lack of robust data management system and efficient monitoring mechanism are identified as other areas of concern.

(ii) **Issues concerning Training Providers (TPs):** Lack of funding, adequate infrastructure, delivery of quality training, standardized training content, availability of qualified trainers, assessments, poor industry linkage, placement support to the trainees, monitoring mechanism etc. are major concern areas for the TPs.

(iii) **Inclusion and Access to Women and Vulnerable Groups:** Skill development trainings are mostly available in the certain pockets of the State mostly in the urban or semi urban and industrialized areas. Access to these training programs is difficult for people from the rural, remote, hilly and tribal areas. Non availability of the residential facilities in the training centre restricts the participation of only the people who are in the vicinity. There are inconsistencies in the participation and enrolment of SC/ST, women, PwD in the States for the skill programs. It is observed that there is deficient data management and inconsistency in segregated data along the gender, ST/SC, PwD, poor and vulnerability parameters at most of the TPs.

(iv) **Accessibility**. Remote location, difficult terrain, poor connectivity and transport facilities, local dialect are the impediments in outreach to tribal and LWE affected areas. The sense of insecurity among outside staff of TPs is another barrier in visiting the LWE areas.

(v) **Trainees**. Home sickness, indifferent attitude towards learning and career, change from open culture to discipline, collective and community decision taken, restrictions during training, time management, attending the classes throughout the day and personal habits are perceived as hurdles by the trainees, particularly from tribal background.

(vi) **Weak mobilization and counselling**, reluctance towards migration, perceived insecurity, sexual abuse, even if they migrate out, they have to encounter low salary, difficult accommodation, no progression, inhospitable working conditions loom large and act as hindrances in continuation of jobs, and consequently low turnout for training and are identified as barriers preventing women from participating in the skill training. Women from the tribal areas find it all the more difficult to migrate to the cities because of cultural issues.

Incentives in terms of boarding, lodging, transport cost, stipend, etc. are required to attract and motivate vulnerable groups for training.

(vii) **Skills training through Private-Public Partnerships (PPP):**

Inadequate participation of companies and corporate in the skilling program through PPP mode and limited private sector entities channelizing their CSR funds towards training and entering into partnership with SSDMs are identified as the key concern areas.

Conflict /Left Wing Extremism Areas:

19.   There are areas beset with conflicts in India, commonly known as Left wing Extremism (LWE) areas. However, the Project will not result in exacerbating conflicts. Rather, special interventions will need to be planned for developing appropriate skills in such areas, thus contributing towards harmonious development. LWE areas characteristically suffer from

inaccessibility (remote area due to forests, rugged mountains, inhospitable mountains, extreme climate) making the region rather excluded, but are beset with the strength of separate social identity of its population (predominantly inhabited by tribals). Inaccessibility of an area inhibits economic development and causes a sense of relative deprivation among the population. At the same time, large scale migration from these areas is impeded by the people's attachment to their ancestral lands, thereby insulating the area from social transformation. Due to lack of the state's penetration into these inaccessible areas, the population develops a strong sense of social/ cultural identity. This in turn is very helpful to the insurgents as it provides them an opportunity to attract the target population by providing higher social control. Left Wing Extremism areas in India include about 100 districts spread across 10 states – Andhra Pradesh, Telangana, Bihar, Chhattisgarhi, Maharashtra, Jharkhand, Odisha, Madhya Pradesh, Uttar Pradesh and West Bengal. Of these, higher focus is on 34 severely affected LWE districts spread in 7 States. There is a good overlap in terms of tribal and conflict areas. These areas suffer from geographical isolation, difficult terrain, poor connectivity, low social and economic development, and lack of local level employment opportunities. Apart from the inadequate infrastructure and lack of trained full time staff, relevance and utility of the courses offered needs a thorough re-visit.

20.   *Impact Assessment:* The program is likely to ensure better inert-institutional coordination which will result in efficient working systems among the relevant departments at national, state and district level. The construction of buildings, improved infrastructure facilities, creation of centers of excellence and training centers will facilitate in the upgrading of infrastructure thereby enhancing the quality of the training programs. The program focusses on ensuring inclusion, thus, enabling enhancing access to all, especially to women, ST/SC, PwD, religious minority, and other poor and vulnerable sections. The program interventions will contribute towards creating peaceful environment and harmonious development and will not result in exacerbating conflicts**.** The program envisages civil construction works, but does not need to resort to involuntary land acquisition of private lands as most state governments do own sufficient lands on the campuses of the Department of Employment and Training and/ or of other departments even in the urban and semi urban areas. The skill development will create employability and employment to unemployed youth. The wage employment and self-employment will be created in different sectors. The skill development and employment will result into women's participation in the work. The economic independence and empowerment will prevent gender discrimination at all stages of life within and outside family. On the PPP modalities industries and private sectors have initiated channelizing their CSR funds for skill programs activities and started working as partners with the SDAs/SDCs. The additional CSR funds will help delivering high quality training and employment to all the youth in their own work. The program is unlikely to result in any negative impacts. No person/ group will be affected adversely. However, there are two major gaps/ risks, as related to: (i) exclusion; and (ii) inadequate performance.

Alignment of the program systems with the core principles of the Bank's Program for Results instrument:

21.   The program systems have existing provisions that contribute to environmental and social sustainability, manage adverse impacts and promote informed decision-making. There are also adequate provisions in place to avoid, minimize and mitigate against impacts on local communities, natural habitats and physical cultural resources during and/ or after construction of training centers and in the conduction of the training programs as well. Program system does align with the core principles of the Bank's Program for Results. However, operational performance is not uniformly good due to: Lack of awareness on existing regulations and

guidelines, as well as weak monitoring of their compliance which could result in adverse impacts. Thus, there is ample scope for strengthening the implementation of these provisions.

Environmental and Social Aspects:

Environmental Aspects:

22.   **Environmental Management**: *Assessment of the degree to which the Program Systems promote environmental sustainability in the program design; avoid, minimize or mitigate against adverse impacts; and promote informed decision-making relating to a program's environmental effects.* The program systems have existing provisions that contribute to environmental sustainability, manage adverse impacts and promote informed decision-making. With regard to the construction activities under the Program, the public works departments at the Central and State levels emphasize on regulatory compliance, environment-friendly design and construction practices. With regard to the skill development training basic environmental aspects are integrated into training partner affiliation procedures (e.g., adequacy of physical infrastructure), and, EOHS aspects are integrated into the training curriculum. While there are existing provisions, implementation is not uniform – depending to a large extent on stakeholder capacity. There is hence scope for further strengthening the implementation of these provisions.

23.   **Natural Habitats and Physical Cultural Resources**: *Assessment of the degree to which the Program Systems avoid, minimize, and mitigate against adverse impacts on natural habitats and physical cultural resources resulting from the program.* The program systems have adequate provisions in place to avoid, minimize and mitigate against impacts on natural habitats and physical cultural resources during construction of training centers. There are laws and regulations concerning management of environmental impacts related to construction in ecologically sensitive areas such as forests, coastal areas, etc., and construction in proximity of cultural heritage sites such as protected monuments. These regulatory provisions are integrated into the Works Manuals of the building construction agencies of the Central and State governments. There are also local regulations (e.g., permissions, building bye-laws) concerning infrastructure in areas prone to natural hazards. Lack of awareness on existing regulations and monitoring of their compliance could result in adverse impacts on natural habitats and physical cultural resources.

24.   **Public and Worker Safety**: *Assessment of the degree to which the Program Systems 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; (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials; and (c) reconstruction or rehabilitation of infrastructure located in areas prone to natural hazards.* The Program Systems have adequate provisions in place to protect public and worker safety during construction of training centers. There are laws and regulations concerning public and worker safety and these are integrated into the Works Manuals and Bid/Contract Documents of the PWDs. The Program Systems also have provisions in place to protect trainee safety during the operation of the trainee centers. The procedures for affiliation of training providers include inspection of the proposed training centers against criteria that include adequacy of the physical infrastructure (space, ventilation, sanitation, etc.). The training curriculum includes sessions on occupational health and safety and a clear list of PPE required for each course is provided. Safety measures concerning toxic chemicals, hazardous wastes, etc., are also integrated into the training curriculum. Lack of awareness on existing regulations and

guidelines, as well as weak monitoring of their compliance could result in adverse impacts on public and worker safety and health.

Social Aspects:

22. **Lands**. *Assessment of to the degree to which the Program Systems manage land acquisition and loss of access to natural resources in a way that avoids or minimizes displacement, and assist the affected people in improving, or at least restoring, their livelihoods and living standard.* The existing legislation and policies have adequate provisions to manage involuntary land acquisitions (if need be) and loss of access to natural resources in a way that avoids or minimizes displacement, and affected people are assisted in improving, or at least restoring, their livelihoods and living standards. However, the program interventions do not warrant adoption of the same as there is no need for involuntary acquisitions. This brings to the fore three methods of securing lands: (i) public lands; (ii) purchases; and (iii) donations.

23. The program envisages some construction of new civil works – buildings, sheds, workshops etc. which does require lands, requirements of which are likely to be much smaller relative to other development projects. The initial enquiries reveal that lands are available sufficiently in each state on the campus of government department(s). In a few cases, lands could be secured through either purchase of lands on willing buyer-willing seller and on a negotiated price basis or through voluntary donations. In any case, it does not warrant securing 'the' piece of land. Thus, it provides flexibility in terms of the choice of location. Given this situation, of lands required being quite small and not necessary to have a particular piece of land; and that in most cases, government lands are available, there is no need for involuntary land acquisitions. Hence, neither compensations are to be paid, nor the risks of economic and social impacts are envisaged. However, securing lands shall abide by a set of rules so as to ensure that the process is not only voluntary but also that no one is affected adversely.

24. Inclusion. *Assessment of the degree to which the Program Systems give due consideration to cultural appropriateness of, and equitable access to, program benefits giving special attention to rights and interests of Indigenous Peoples and to the needs or concerns of vulnerable groups.* India is a country with great diversity not only of geography but also in terms of economic endowments and social status. As a result, there are some communities living in some area who are more privileged than others due to geographic, economic and social exclusion. Some of the dimensions of *exclusion* are as follows: geographic/ spatial; economic; social; gender; cultural/ ethnic – tribals; religion/ religious minorities; and physical disability.

25. The program systems have adequate provisions for consideration of cultural appropriateness of, and equitable access to, program benefits giving special attention to rights and interests of Indigenous Peoples / Tribals and to the needs or concerns of vulnerable groups. Inclusion and Equity considerations are quite high on the agenda of both the national and state governments. Most state governments have provision for discriminatory targeting to ensure inclusion of persons belonging to the poor and vulnerable groups such as: Scheduled Caste, Scheduled Tribe, Women, Religious Minority, People with Disability, and other Backward Castes. In respect of tribals, Indian constitution has provisions under Fifth and Sixth Schedule Areas, providing for safeguarding their culture, lands, and other economic and political interests. Fifth Schedule Areas are in __ states; and Sixth Schedule are in __ North Eastern States. Apart from the consultations, it is mandatory to secure consent in these areas from the tribal institutions.

26. <u>Conflict Areas</u>: *Assessment of to what degree the Program Systems avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes*

There are areas beset with conflicts in India, commonly known as Left Wing Extremism (LWE) areas. However, the Project will not result in exacerbating conflicts. Rather, special interventions could be planned for developing appropriate skills in such areas, which would contribute towards harmonious development.

27.   <u>Key Social Gaps and Risks</u>: There are some highly successful examples in the country in accomplishing high levels of inclusion and equity. But, this is not uniformly good. So, one key gap relates to how to capitalize on the legislative provisions for affirmative actions and replicate the successful ventures widely throughout the country. Further enumeration relates to: (i) Adherence to policies and guidelines existing in the country for ensuring affirmative inclusive action; (ii) Limited training centers, trainers and choice of programs especially in tribal and conflict areas; (iii) Gender bias- some hurdles are structural and others inherent in the national system; (iv) Weak counseling and guidance; (v) insufficient/ erratic flow of incentives; (vi) Retention of trainees after enrolment in rural/ tribal areas; (vii) Inadequate employment opportunities; (viii) Attrition- trainees may initially accept the job, but do not stay longer with the employer and return back for, however good a valid reason, home sickness, less salary, working condition and other reasons affecting the credibility of training providers; (ix) Factory/ Production Mode. Given the size of the program, it may result in just meeting the numbers, similar to production in factories; and (x) Denial of opportunities for migrant labour: One of the eligibility criteria followed for the registration of youth in the training course is domicile of the state This prevents the access of such youth, mostly unskilled, migrating to other states for employment and livelihood;

<div align="center">

Recommendations and Action Plan

</div>

28.   Based on the assessments made, following recommendations and action plan have been drawn.

Environmental Aspects:

29.   <u>Exclusion of high-risk activities</u>: The following activities will be excluded from the program in view of the high environmental risk:
*   Construction of buildings (training centers, skill development centers, etc.) in ecologically sensitive locations including protected areas, forest areas, coastal regulation zone, notified wetlands, etc.
*   Construction of buildings (training centers, skill development centers, etc.) in proximity (within 300 meter radius) of protected monuments.

30.   Strengthening of affiliation criteria for training centres and ongoing monitoring systems: A set of standard, minimum criteria for affiliation of training centers with clear, objective specifications on infrastructure requirements is to be adopted. The criteria must include space ratio, sanitation ratio, water quality, ventilation, certification of structural safety, certification of fire safety, etc.

31.   Strengthening adoption of crowd management guidelines: A set of standard guidelines for public safety at job/employment/skill registration fairs is to be adopted. These guidelines must include crowd management, fire safety, water and sanitation facilities, waste disposal, etc.

32.   In addition to the above actions that have been included in the Program Action Plan, the following recommendations are made to strengthen the environmental management of the Program:

33.   Green Building certification for construction of new training centers: All new training centers/skill development centers and their associated workshop and hostel facilities will be certified Green Buildings to ensure adherence to environmental management in all aspects of building construction including site selection, energy efficiency, water efficiency, waste management, worker safety, accessibility for persons with disabilities, etc.

34.   Strengthening of NOSs/QPs with regard to integration of EHS: There is scope for further strengthening of the QPs/NOSs to make the coverage of EHS aspects up-to-date and specific to the sector and job-role. Twenty SSCs have identified scope for strengthening of QP/NOS either by creation of QPs for new job-roles relevant to EHS in the sector, or, by enhancing the coverage of EHS aspects in the existing QP/NOS.

Social Aspects:

35.   Inclusion: Sensitization of training partners for effecting the inclusion of vulnerable groups in accordance with the policies and guidelines existing in the county. A precise strategy/ directive backed up by appropriate incentives and disincentives is essential towards this.

36.   Limited training centers: There are limited number of training centers existing in the rural, tribal and LWE areas and hence not sufficient to cater to the needs fully. So, alternative and innovative approaches to reach these areas are recommended. This could include: (i) inviting, and incentivizing, successful corporate/ private sector agencies to launch operation; (ii) appropriate usage of ICT; and (iii) linking the existing centers with a high performing training provider thereby ensuring dual exposure.

37.   Choice of the Programs: Need to re-visit and re-model, as appropriate, the trades offered, especially in the rural/ tribal/ LWE areas, so as to ensure that they are market oriented. Delineation of such requirements – local, state, national and international--   be made upfront and programs should be planned accordingly. This will also enable attracting local youth. Emphasis should be on need based customized courses in sectors such as civil construction, agriculture and allied activities, local crafts, retailing etc., that provide employment to youth locally.

38.   Women Participation: Market driven and/ or entrepreneurial development oriented programs need to be designed and offered.

39.   Mobilization and Counseling: Need to draw and adopt innovative and alternative methods of reaching out to the youth in the remote rural, tribal and LWE areas.

40.   Incentives: Providing or continuing incentives such as stipend, travel cost, boarding and lodging facilities to motivate women and vulnerable sections.

41.　　Training Materials and Trainers: Ensuring availability of teaching and learning material in the local languages. Providing preference in hiring the local youth and undergo training of trainers for imparting training in the tribal and LWE affected areas.

42.　　Migrant Laborers: Allowing the migrant laborers to register and undergo the training course in any state in the country.

43.　　Management Information System: Strengthening the existing system for tracking enrolment, retention and placement of youth from the vulnerable groups.

44.　　Institutional Coordination: Ensuring effective inter-institutional coordination, especially between central and state agencies, as well as among government departments, industry, private sector, corporate, training providers, NGOs and other stakeholders at various levels.

45.　　Lands: Prepare a guideline note on how to secure lands for the construction of civil works.

46.　　Action Plan on Environmental and Social Aspects

Action	Who will do	Time line	Completion Measurement
Environmental Aspects			
Strengthening of affiliation criteria and monitoring of training providers on environmental aspects. Prepare and share 'model' criteria and formats for affiliation and monitoring of Training Providers.	MSDE, NSDC	Within 3 months of effectiveness	'Model' criteria and formats developed and shared with SSCs and SSDMs.
Strengthening adoption of crowd management guidelines. Standard guidelines for public safety at job/employment/skill registration fairs are to be adopted.	MSDE	Within 3 months of effectiveness	Standard guidelines developed and shared with SSDMs.
Strengthening of NOSs/QPs with regard to integration of EHS. Review of NOSs/QPs and strengthening of EHS aspects.	NSDC, SSCs	Ongoing (to match with the revision process of NOSs/QPs)	Updated NOSs/QPs include updated EHS aspects that are specific to the sector and job-role.
Social Aspects			
Lands. Prepare and share with all the implementing agencies approach and methodology for securing lands for civil works	MSDE SSDMs	Before Negotiations	Note on Rules Governing Securing lands for civil construction prepared, adopted, and shared with all the relevant stakeholders.

Action	Who will do	Time line	Completion Measurement
Inclusion. A precise strategy prepared and effected for sensitizing TPs in respect of 'inclusion'. A directive be sent to all the states and TPs, backed up by appropriate incentives and disincentives, for effecting 'inclusion'. Encourage innovative mobilization and counselling programs with appropriate financial support	MSDE SSDMs	Within six months of commencement Continuous	Sensitization programs are conducted with participation by TPs in all the states. Documenting and sharing of innovative practices done.
Conflict. LWE Market Scoping Study. Conduct a scoping study by an independent agency and draw recommendations for incorporation. Encourage innovative proposals from private/ corporate sectors with adequate financial support	MSDE SSDMs	Within one year of commencement	Study completed and list of trades in LWE areas identified and skill development program planned. Proposals received, vetted and some effected.
Migrant Laborers. Draw a strategy to enable migrant laborers to participate in the programs	MSDE SSDMs	Within 3 months of commencement	Strategy prepared and implemented.
MIS and Coordination. Setup and compile with continuous updating of disaggregated data pertaining to SC, ST, OBCs, Women, Minorities and PwD.	MSDE NSDC SSCs SSDMs	Within six months of commencement	Disaggregated data on enrolment drop out, placement and apprentice are available online and bi annual reports are prepared and disclosed.

47.   SIMO is focused primarily on skill training for employability and the interventions planned are expected to result in substantial environmental and social benefits. However, planned efforts are essential to ensure that Program interventions do result in sustainable environmental and social benefits. To enable this, the actions recommended in this chapter will be integrated into the Program Action Plan and implemented, thus, complying with the over-arching core principle:

48.   Environmental and social management procedures and processes are designed to (a) promote environmental and social sustainability in the program design; (b) avoid, minimize, or mitigate against adverse impacts; and (c) promote informed decision-making relating to a program's environmental and social effects

1. Introduction

1.1 Background

1.   India has become one of the world's fastest growing knowledge based economies due to immensely abundant human capital. However, given the changing demands arising out of shifts in the labor force from primary to secondary and territory sectors, there is still a need to further develop the existing low skills levels which pose a challenge to the country's growth and global competitiveness. A large population in the productive age-group requires significant effort in ensuring that the group is indeed productive. Preparing the economy to absorb the large mass of population coming into the workforce requires ensuring that they are skilled to meet the requirement of the sectors that will employ them. Globalization, advances in Information Technology and trade liberalization in India have led to a series of changes in the Indian labor market in terms of growth of skilled based work force.

2.   Despite the emphatic stress laid on education and training in this country, there is still a shortage of skilled manpower to address the mounting needs and demands of the economy. In response, the government of India has been striving to initiate and achieve formal/informal skill development of the working population via education/vocational education/skill training and other upcoming learning methods. While a range of government and private institutions offer skill training programs, these programs suffer from inadequate quality and relevance, lack of coordination within the sector, and insufficient attention to labor market outcomes. In addition, the current training capacity is grossly inadequate to respond to the country's needs.

3.   In this background, Government of India has identified skill development as one of the priority sectors and has taken up several initiatives to meet the challenge of expansion of training capacity with speed, high quality standards and sustainability. One such key initiative is the World Bank Assisted Skill India Mission Operation (SIMO). This aims to enhance the access, quality and relevance of training programs for the needs of the labor market in a growing economy.

1.2 Skill India Mission Operation (SIMO)

4.   The operation will support implementation of the Government's strategy outlined in the 2015 National Policy for Skill Development and Entrepreneurship, with focus on all skill development (SD) programs, delivered at national and state levels, except those delivered by Industrial Training Institutes (ITIs) which are supported through another World Bank operation (Skills Strengthening for Industrial Value Enhancement - STRIVE). ***The objective of the proposed operation will be to enhance institutional mechanisms for skill development and increase access to quality and market relevant training for the work force***. The program will provide opportunities to 277 million Indian people. By the end of the operation in the year 2023 at least 8.88 million youth will have received market-relevant training with special emphasis on reaching women, poor and other excluded communities. These groups apart, the key stakeholders of SIMO include: The Ministry of Skill Development and Entrepreneurship (MSDE) and its associate agencies at the national level, and, the State Skill Development Missions and their associate agencies in the various states.

5.   The SIMO's financial outlay is US$ 250 million for a period of six years starting from 2017. It will comprise 2 components: (i) a Program support component (US$ 237.5 million); and

(ii) a capacity building (or Technical Assistance) component (US$ 12.5 million). The SIMO is a national operation and will be implemented across India.

6. The SIMO focuses on the following results areas (details in Annex-1):
- Results Area 1: Institutional Strengthening at the national and state levels for planning, delivering and monitoring high-quality market relevant training.
- Results Area 2: Improved quality and market relevance of skill development programs.
- Results Area 3: Improved Access to and Completion of Skills Training for Female Trainees and Other Disadvantaged Groups.
- Results Area 4: Expanding skills training through private-public partnerships (PPPs).

1.3 Investments and Implementation Arrangements

7. The key investments under the SIMO, organized according to the 4 result areas presented in Annex-I. The implementing agency for SIMO will be the MSDE through its various institutions/agencies involved in skill development at the national level, as well as the state level. The Ministry will establish a PMU within the MSDE, reporting to the Secretary. The PMU will be headed by a project coordinator at the level of a Joint Secretary, and include technical, procurement and financial management staff to provide support to the implementation units mentioned above. The tasks of the PMU will include: (i) coordinating the implementation of project-related activities and ensuring timely achievement of agreed key results; (ii) consolidating reports necessary for documenting implementation progress and results; (iii) coordinating external audit arrangements to meet the audit covenants of the project; (iv) managing the project account; (v) monitoring and advising the procurement staff at the MSDE for the TA component; and (vi) coordinating monitoring and evaluation activities and updating the Results Framework including the results.

8. Each implementing agency will appoint a focal point person to assist with coordination between the MSDE and the World Bank. At the State level, SSDMs will implement program activities. Most states have already established SSDMs and the remaining ones are expected to be established by operation effectiveness. The national mission will work closely with State Missions and provide financial support and technical support as needed.

1.4 Operation Preparation

9. As a part of the operation preparation, several assessments were undertaken - technical, institutional, fiduciary and social & environmental. This report details out the results of the environmental and social systems assessment conducted as a part of the preparation.

2. Environmental and Social System Assessment

2.1 Introduction to ESSA

1.   The key interventions of the operation relate to capacity building of the institutions and small scale infrastructure works which are expected to result in substantial social and environmental benefits to the unemployed/ unemployable youth, at large, especially, those belonging to the poor and vulnerable sections. Hence, adverse impacts that are sensitive, diverse and unprecedented on the environment and/or people are not foreseen. However, planned efforts are essential to ensure that project interventions do result in sustainable social and environmental benefits. Further, the lending instruments adopted for the operation are twofold: one, Program for Results Operation which covers the bulk of the loan; and the other Investment Project Financing, meant to support the Technical Assistance component. Consequently, the social and environmental management have been planned separately for the two lending streams. **This report relates to Program for Results (PforR) component.**

2.   For Program for Results (PforR) stream, it is essential to undertake a comprehensive assessment of environmental and social systems (ESSA), as a part of the preparation, to gauge the adequacy of environmental and social systems at state and the national levels. The objective of ESSA is to ensure consistency with the core principles outlined in the July 2015 policy and directive on Program-for-Results Financing in order to effectively manage program risks and promote sustainable development[2]. These principles are:
* Promote environmental and social sustainability in the program design - avoid, minimize, or mitigate adverse impacts, and promote informed decision making relating to the program's environmental and social impacts.
* Avoid, minimize, or mitigate adverse impacts on natural habitats and physical cultural resources resulting from the program.
* Protect public and worker safety against the potential risks associated with:
* Construction and/or operations of facilities or other operational practices under the program; exposure to toxic chemicals, hazardous wastes, and other dangerous materials under the program; and reconstruction or rehabilitation of infrastructure located in areas prone to natural hazards.
* Manage land acquisition and loss of access to natural resources in a way that avoids or minimizes displacement, and assists the affected people in improving, or at the minimum restoring, their livelihoods and living standards.
* Give due consideration to the cultural appropriateness of, and equitable access to, program benefits, giving special attention to the rights and interests of the Indigenous Peoples and to the needs or concerns of vulnerable groups.
* Avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes.

3.   The specific objectives with which the ESSA was undertaken in the context of SIMO 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

---

[2] Bank Policy, Programming for Results, July 2015

- 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

2.2 Approach/Methodology

4.   The ESSA draws on both secondary and primary information. While the former is essentially desk based review covering available documents, reports, notes, websites, etc. primary information was generated through visits to several states and discussions with various government/ private/ non-government institutions/ agencies capturing opinions, anecdotal evidence, functional knowledge and concerns.   The desk review focused on understanding the existing policy, operational procedures, institutional capacity, and implementation effectiveness relevant to the activities under the Program. The desk review also covered the legal and regulatory requirements including those on pollution control, occupational health and public safety, building construction codes, etc. It also covered a sample of the National Occupational Standards and Qualification Packs developed by Sector Skill Councils.

5.   The ESSA draws information through extensive consultations with several stakeholders from 10 states: 5 of them under SIMO operation – Chhattisgarh, Tamil Nadu, Rajasthan, Odisha and Sikkim, and the reminder under the Bank assisted STRIVE operation – Maharashtra, Telangana, Bihar, Uttarakhand and Jharkhand. The states were representative in terms of geography and socio-economic-cultural development. Overall, the selection met the following criteria:
- Representation from five zones of India: north, south, east, west and north-east.
- Service Providers from urban and rural areas as well as a mix of trades.
- A variety of terrain and access, such as remote and centrally located and hills and coastal areas.
- Women Centered Programs
- Low Income States
- Tribal Areas – Fifth Schedule and Sixth Schedule Areas
- Conflict Areas – Left Wing Extremist areas

The training providers/centers were representative in terms of geography (urban, rural, tribal areas), sectors (about 15 sectors covering manufacturing and service), affiliation (SSDMs and NSDC) and institutional profile (Government, Corporate, and NGO). Information from the Sector Skill Councils (SSCs) was also sought through a questionnaire and covered 37 SSCs. The full list of the training centers visited is provided in Annex IV.

2.3 Consultations and Disclosure

6.   Meetings and discussions were organized with all key stakeholders including representatives from MSDE, NSDC, SSCs, SSDMs, TPs, etc., as well as with trainees. Consultations were also organized with the relevant regulatory agencies and line departments including the State Pollution Control Boards and Public Works Departments. The list of consultation meetings organized is provided in Annex II.

7.   The draft report was finalized after incorporating relevant suggestions from the stakeholders such as MSDE, NSDC and SSDMs (including, but not limited to Tamil Nadu, Chhattisgarh, Rajasthan, Odisha, Maharashtra, Telangana, Bihar Uttarakhand and Jharkhand). The World Bank and the MSDE have disclosed the draft ESSA on their websites, respectively on June 1, 2016 and September 7, 2016. The final ESSA was disclosed after negotiations in May 2017

3. Institutional Assessment

1.   This section provides details of the existing institutional setup at the national and state levels as well as an assessment of the social and environment management capacity of the present system.

3.1 National Level Institutions

2.   Ministry of Skill Development and Entrepreneurship (MSDE): The Government of India (GoI) set up the MSDE in 2014. The Ministry is responsible for co-ordination of all skill development efforts across the country, removal of disconnect between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills, and innovative thinking not only for existing jobs but also jobs that are to be created[3].

3.   The MSDE has created the National Skills Development Mission (NSDM), which is the national implementation body for skill development initiatives. The NSDM is expected to provide the overall institutional framework to rapidly implement and scale up skill development efforts in the country to meet the target of training approximately 400 million people by the year 2022.

4.   The functional arms of the MSDE are the National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), National Skill Development Fund (NSDF), Sector Skill Councils (SSCs) as well as the training partners registered with NSDC.

5.   National Skill Development Agency (NSDA): The NSDA, an autonomous body of MSDE, was established in 2013[4]. The functions of the NSDA include: taking steps to meet skilling targets; coordinate and harmonize the approach to skill development among various Central Ministries/Departments, State Governments, the NSDC and the private sector; anchor and operationalize the National Skills Qualification Framework (NSQF) to ensure that quality and standards meet sector specific requirements; be the nodal agency for State Skill Development Missions; raise extra-budgetary resources for skill development from various sources such as international agencies, including multi-lateral agencies, and the private sector; evaluate existing skill development schemes with a view to assessing their efficacy and suggest corrective action to make them more effective; create and maintain a national data base related to skill development including development of a dynamic Labour Market Information System (LMIS); take affirmative action for advocacy; ensure that the skilling needs of the disadvantaged and the marginalized groups like SCs, STs, OBCs, minorities, women and differently abled persons are taken care of.

6.   National Skill Development Corporation (NSDC): The NSDC is a Public Private Partnership that aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions. NSDC provides funding to build scalable, for-profit vocational training initiatives. Its mandate is also to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships. It acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training.

---

[3] Viewed at http://msde.gov.in/aboutus.html on 22 April 2016.
[4] The NSDA was established in 2013 when the MSDE was still a Department of ___ under the Ministry of ___.

7.   National Skill Development Fund (NSDF): The NSDF was set up in 2009 by the Government of India for raising funds both from Government and Non-Government sectors for skill development in the country. The Fund is contributed by various Government sources, and other donors/ contributors to enhance, stimulate and develop the skills of Indian youth by various sector specific programs. The Fund meets its objectives through the NSDC[5].

8.   Sector Skills Councils (SSCs): SSCs are national partnership organizations that bring together all the stakeholders - industry, labour and the academia. The SSCs operate as autonomous bodies (registered as a Section 25 Company or Public Limited Company). Funding is initially done by the government. As they grow, the SSCs become self-funded, for-profit organizations. As of May 2016, there are 40 SSCs affiliated with the NSDC (see Annex III). Courses certified by SSCs are provided by training partners who may or may not be funded by NSDC.

9.   Training Providers (TPs) affiliated to NSDC: Training delivery is facilitated by the NSDC through a public private partnership (PPP) model involving private sector companies that are funded by NSDC. The 267 training partners, including for-profit and not-for-profit entities.

3.2 Relevant National Programs on Skill Development

The national programs on skill development, implemented by the MSDE and relevant to the SIMO Program are outlined in this section.

10.   NSDC Affiliation for Training Providers: As mentioned earlier, NSDC supports initiatives by the private sector (firms, consortia and NGOs) for skill development. NSDC does not fund any land or infrastructure – but supports the core skill development activity. Support is provided as a loan or as equity participation (not as a grant). Courses conducted by NSDC funded training partners may or may not be certified by SSCs (if no SSC exists in that domain).

11.   Pradhan Mantri Kaushal Vikas Yojana (PMKVY)[6]: This is the flagship outcome-based skill training scheme of the MSDE implemented by the NSDC. Under this scheme, the trainees are offered a financial reward and a government certification on successful completion of training and assessment. The key features of the scheme include: alignment with National Occupational Standards (NOS) and Qualification Packs (QPs), direct fund transfer to successful trainees, demand-driven targets, targets aligned to national flagship programs and regions, supply side perspective in target fixation, recognition of prior learning, variable amount of monetary reward, robust regime for registration of training providers, focused awareness building and mobilization activities, enhanced monitoring, etc. Training providers under the PMKVY need affiliation with either the NSDC or the SSCs. Currently there are 13,938 PMKVY centers located across 29 states and 6 Union Territories.

12.   UMANG: This is an entrepreneurship support scheme of the MSDE to be implemented by the NIESBD.

3.3 State Level Institutions

---

[5] Till 31st March 2015, NSDF has released Rs. 2333 crore to NSDC towards skill development programmes.
[6] Viewed at http://msde.gov.in/pmkvy.html on 13 May 2016.

This sub-section gives an overview of the state level institutions responsible for implementation of the SIMO Program.

13.   <u>State Skill Development Missions (SSDMs)</u>: As required under the National Policy on Skill Development and Entrepreneurship 2015, the MSDE has required states to constitute SSDMs for state level coordination with all skills related activities of different departments. As of now 31 states have established SSDMs with the exception of four smaller states/UTs. Under the SIMO program, the SSDMs will be the nodal bodies for convergence of all skilling initiatives in the States/UTs. They are to ensure alignment of all skill development programs at the state level with the National Occupational Standards (NOS) and Qualification Packs (QP). The SSDMs also are expected to develop curriculum and teaching-learning materials customized to local needs in alignment with the NOS and QP. Besides these, SSDMs also are to conduct candidate mobilization activities such as job/skill fairs.

14.   Against the above general setup and expectations, the ESSA's sample state visits reveal the following:
- **Chhattisgarh**: The main short-term skill development programs managed by the Chhattisgarh State Skill Development Authority are (a) the Skill Development Initiative (SDI) scheme of the DGT, MSDE, GoI (b) the Mukhya Mantri Kaushal Vikas Yojana (MMKVY) of the Government of Chhattisgarh. Both the programs are conducted through Vocational Training Providers (VTPs) registered with CSSDA. 27 'Livelihood Colleges' run longer duration residential courses. New buildings are being constructed for 21 livelihood colleges across the state through the Chhattisgarh Livelihood College Society.
- **Tamil Nadu**: The Tamil Nadu Skill Development Corporation organizes short term skill development programs through affiliated training providers – mostly Government agencies and a few private agencies. Skill development in the state under the SDI scheme of the DGT, MSDE, GoI is done through about 1000 VTPs. Multi Skill Development Centers (MSDC) are being planned at 3 locations: Ambattur, Madurai and Coimbatore. Job and Skill Registration fairs are organized by the TNSDC to enhance awareness of the SD programs and to seek registration from new trainees. These are major public events organized at the district level that may attract as many as a 100,000 participants.
- **Rajasthan**: The Rajasthan Skills and Livelihoods Development Corporation (RSLDC) implements the following skill development programmes: Employment Linked Skill Training Program (ELSTP), Regular Skill Training Programmes (RSTP), Deen Dayal Upadhaya Grammeen Kaushalya Yojna (DDU-GKY), Vocational Training Programmes (SDI scheme of the DGT, MSDE, GoI).
- **Odisha**: The State Employment Mission (SEM) in Odisha anchors the short-duration skill development programs in the state implemented through Project Implementing Agencies (PIAs) and government line departments. The skill development programs run through the PIAs are under the Placement Linked Training Program (PLTP). The programs run through the line departments are under the Skill Development Training Program (SDTP). 84 Skill Development Centers (SDCs) are being established – these include 30 by the SEM, 42 by the Directorate of Technical Education (in ITI campuses), and 11 to be leased out to Project Implementing Agencies (PIAs). Six of these SDCs have been completed and are being utilized for training programs.

15. **Institutional Diversity**. There is diversity in the operationalization of SSDMs across states:

- The nature of the institution varies across states – it is a corporation in some states (e.g., Tamil Nadu, Rajasthan) and an authority in some other states (e.g., Chhattisgarh, Odisha).
- Some states have well established SSDMs (e.g., the Rajasthan Mission on Livelihoods was launched in 2004 and reconstituted in 2014) while others have nascent institutions (e.g., Odisha's State Employment Mission anchors the short-duration skill development programs and the Odisha Skill Development Authority has just been created in May 2016).
- The scale of the skilling activity varies among the states (e.g., Tamil Nadu has trained about 67,800 persons in the year 2014-15[7] while Odisha has trained about 12,490 persons during 2015-16[8]).
- The degree of convergence with other Government departments/programs also varies among the states (e.g., in Chhattisgarh all skill development activity of all departments is routed through the Chhattisgarh State Skill Development Authority, while in Rajasthan the convergence is currently with 8 state and central government departments).
- While the plurality (service providers and enabling agencies) is desirable, there seems to be quite a bit of duplication in activities between the state and central agencies. This has resulted in inadequate coordination and limited information sharing.
- In some states (Tamil Nadu), they are able to perform the role of an apex body effectively providing an overall umbrella for the state as a whole; many states are struggling to find a strong foothold. Tamil Nadu has also been able to rope in significantly a variety of public and private sector agencies into their program.
- Odisha has appointed recently an eminent person from the corporate sector[9] as the Chairman of the SSDM (appointed by the cabinet) who has plunged into a state wide analytical enquiry. In most other states, SSDMs are being managed by bureaucrats.
- Private Sector institutions including NGOs seems to be playing a major role in Low Income States and Tribal Areas.

16.   Training providers affiliated to SSDMs: Training Providers (TPs) are responsible for delivery of training programs. For implementation of state managed skilling programs some of the states have partnered with NSDC affiliated training partners (e.g., Odisha) while others have adopted state-specific affiliation processes (e.g., Rajasthan). The number and profile of training providers/partners varies across states (e.g., in Tamil Nadu the training providers include 19 central government institutions, 200 state institutions and 6 corporate partners). The scale of partnerships with private corporates for training provision are also varies across the states (e.g., in Rajasthan 26 corporate partners have been empaneled while in Tamil Nadu there are partnerships with 6 corporate partners). Most successful service providers draw financial support from different sources, and their reliance on SSDMs is limited.

3.4 Environment and Social Management Capacity

3.4.1 National Institutions

---

[7] Presentation made to the Bank ESSA team on 11 April 2016 by the TNSDC at Chennai.
[8] Viewed at empmissionodisha.gov.in on 10 May 2016.
[9] Subrato Bagchi, Co Founder, Mindtree, Bangalore. Bagchi is a Member of the Governing Council of the Software Technology Parks of India.

17.   In addition to the MSDE and its affiliates, there are also other institutions that are relevant to the environmental aspects under the SIMO Program. These institutions have been mapped keeping in view the key result areas and the activities to be supported under the SIMO Program.

Table 1: Mapping of national institutions of relevance

Key activities to be supported under the SIMO Program	Institutions relevant to the environmental aspects of the supported activities	Remarks on relevance
Overall program	Ministry of Skill Development and Entrepreneurship (MSDE)	As the primary authority to govern the skill development sector and to coordinate functioning of other ministries and states involved in skill development activities, the MSDE is relevant for the overall integration of environment, occupational health and safety aspects into the program. The MSDE and NSDA are relevant for overall integration and inclusiveness of women, ST/SC, minority, PwD, poor and vulnerable groups into the program.
Overall program	National Skill Development Agency (NSDA)	As the primary quality assurance arm of the MSDE and as the nodal agency for the SSDMs, the NSDA is relevant to overall integration of social, environment, occupational health and safety aspects into the program. The NSDC/SSC affiliated training centers with quality training and employability will motivate youths from vulnerable groups for the enrolment in specific sectors.
Training centers	National Skill Development Corporation (NSDC)	As the nodal agency for implementing private-sector led short-term training programs, the NSDC is relevant to ensuring quality of training initiatives including specifying and monitoring training center compliance with the required infrastructure, social, environmental, occupational health and safety standards.
	Sector Skill Councils (SSCs)	As institutions engaged in promotion of Centers of Excellence in specific sectors, the SSCs are relevant to ensuring integration of required infrastructure, social, environmental, occupational health and safety standards in the Centers.
	Ministry of Environment, Forest and Climate Change (MoEFCC) – Environmental Clearance	Training centers, specifically those located in industrial units, need to comply with relevant regulatory requirements (e.g., consent for establishment and operation) specified by the MoEFCC.

Key activities to be supported under the SIMO Program	Institutions relevant to the environmental aspects of the supported activities	Remarks on relevance
	Authority, Central Pollution Control Board	
	Ministry of Urban Development – Central Public Works Department (CPWD)	Training center buildings need to comply with relevant regulations, bye-laws, guidelines, etc., in design, construction and operation.
Training curricula and materials	National Skill Development Corporation (NSDC)	The NSDC and SSCs are responsible for ensuring integration of occupational health and safety aspects into the National Occupational Standards, Qualification Packs and training curriculum.
	Sector Skill Councils (SSCs)	
	Ministry of Labour and Employment – Directorate General Factory Advise Service and Labour Institutes	Technical support for integration of occupational health and safety aspects into the training curriculum.
Coordination and technical and financial support	Ministry of Women and Child Development	Address gaps in State action for women and children by promoting inter-ministerial and inter-sectoral convergence to create gender equitable and child-centered legislation, policies and programmes. It was envisioned to empower women living with dignity and contributing as equal partners in development in an environment free from violence and discrimination, and, ensuring well nurtured children with full opportunities for growth and development in a safe and protective environment.
Regulatory support	National Commission for Women	To: (i) review the Constitutional and Legal safeguards for women; (ii) recommend remedial legislative measures; (iii) facilitate redressal of grievances; and (iv) advise the Government on all policy matters affecting women.
Integrating Tribal Development	Ministry of Tribal Affairs	Nodal Ministry for overall policy, planning and coordination of programmes for development of tribals.
Inclusion and Equity	Ministry of Social Justice and Empowerment	Entrusted with the welfare, social justice and empowerment of disadvantaged and marginalized sections of the society viz. Scheduled Castes, Backward Classes, Persons with Disabilities, Aged Persons, victims of Drug Abuse, etc.
Inclusion and Equity	Department of Disability Affairs	Nodal Department for the overall policy, planning and coordination of programmes for Persons with Disabilities.

Key activities to be supported under the SIMO Program	Institutions relevant to the environmental aspects of the supported activities	Remarks on relevance
Inclusion and Equity	Ministry of Minority Affairs	Ensure a more focused approach towards issues relating to the notified minority communities namely Muslim, Christian, Buddhist, Sikhs, Parsis and Jains.
Protective Safeguards	Ministry of Labour & Employment	Protect and safeguard the interests of workers in general and those who constitute the poor, deprived and disadvantaged sections of the society, in particular, with due regard to creating a healthy work environment for higher production and productivity and to develop and coordinate vocational skill training and employment services. These objectives are sought to be achieved through enactment and implementation of various labour laws, which regulate the terms and conditions of service and employment of workers. At present, there are 44 labour related statutes enacted by the Central Government including those dealing with occupational safety and health.
Safeguarding Emigrants	Ministry of Overseas Indian Affairs	Single window to facilitate and provide support services to workers who intend to go abroad for employment. Through OWRC emigrant/likely emigrant workers can seek required guidance/assistance on issues of concerns/problem areas

18.   In addition to the above, following agencies do play a significant role in the context of the program:

- Directorate General Factory Advise Service and Labour Institutes (DGFASLI): The DGFASLI was setup in 1945 with the objective of advising Central and State Governments on administration of the Factories Act and coordinating the factory inspection services in the States. It serves as a technical arm to assist the MLE in formulating national policies on occupational safety and health in factories and docks. It also advises factories on various problems concerning safety, health, efficiency and wellbeing of the persons at work places.
- Green Building Certification Agencies: The green building certification agencies in the country include:
  o Excellence in Design for Greater Efficiencies (EDGE) Program in India: The IFC, a member of the World Bank Group, and the Confederation of Real Estate Developers' Associations of India (CREDAI), an apex body of private real estate developers, have partnered to promote green buildings in the country through IFC's EDGE certification. EDGE certification services in India are provided exclusively by the Green Business Certification Inc. (GBCI).

o Indian Green Building Council (IGBC): The IGBC was formed in the year 2001 and is part of the Confederation of Indian Industry (CII). IGBC's Green New Buildings rating system addresses green features under the following categories: sustainable architecture and design, site selection and planning, water conservation, energy efficiency, building materials and resources, indoor environmental quality, and, innovation and development. The guidelines are detailed under each mandatory requirement. Different levels of green building certification are awarded based on the total credits earned.

o Svagriha Rating System[10]: Svagriha, developed by Griha Council and TERI, is a guidance-cum-rating system for buildings with a cumulative built-up area of 2500 sq.m. or less (about 26,910 sft). The rating system has 14 criteria divided into 5 broad sub-groups: architecture & energy, water & waste, materials, landscape and others. The rating is done on a 1-5 star scale based on the points achieved against the criteria.

o BEE Certification[11]: The Indian Bureau of Energy Efficiency (BEE) launched the Energy Conservation Building Code (ECBC) for new commercial buildings in 2007. ECBC sets minimum energy standards for commercial buildings having a connected load of 100kW or contract demand of 120 KVA and above. The ECBC has been integrated into the Griha and IGBC rating systems.

3.4.2 State Level Institutions

19.   Apart from the state level institutions directly involved in implementation of skill development programs, the other institutions relevant to environmental aspects are the public works departments that are responsible for construction of Government buildings and the State Pollution Control Boards that are responsible for ensuring implementation of laws and regulations on pollution control.

• Public Works Departments (PWDs): The PWDs are responsible for design and construction of Government buildings including training centers of the SSDMs.

• State Pollution Control Boards (SPCBs): The SPCBs are responsible for implementation of legislations relating to prevention and control of environmental pollution. They manage the consent procedures for establishment and operation of industrial units. The SPCBs also have a capacity building function – through affiliated training institutes (e.g., the Environmental Training Institute – ETI, affiliated to the Tamil Nadu Pollution Control Board), they run a range of capacity building programs for stakeholders from general awareness sessions to specialized training courses on themes relevant to pollution control, hazardous waste management, etc.

20.   SC/ST/ Minority Departments: The Departments having different nomenclatures are responsible for the development of ST/SC population across the States. For example, the Adi Dravidar & Tribal Welfare in Tamil Nadu and ST/SC Development in Chhattisgarh. It is Minorities and Backward Classes Welfare in Odisha and Social Justice and Empowerment in Rajasthan that has the mandate of development of PwD and minorities in their scope of works. In addition, The Department of Minority Affair was created in Rajasthan. These Departments also work for the development of LWE affected districts as well, where applicable. There is a separate Department of Backward Classes, Most Backward Classes and Minorities Welfare in Tamil Nadu. Except Odisha, the Chhattisgarh, Rajasthan, and Tamil Nadu have also set up State

---

[10] Viewed at www.grihaindia.org on 10 May 2016.
[11] Viewed at beeindia.gov.in on 10 May 2016.

Minorities Commissions in their respective States to safeguard the constitutional and legal rights of minorities. The Departments; namely Welfare of the Differently Abled Persons in Tamil Nadu, Social Welfare in Chhattisgarh and Social Security and Empowerment of Persons with Disabilities in Odisha are responsible for the development of PwD. The Social Welfare and Nutritious Meal Programme in Tamil Nadu and The Women and Child Development Departments in other three States are responsible for the women development and empowerment. The Rural Development and Panchayati Raj (bifurcated in Odisha only) Departments have been working for the development of rural poor, including on the skill development programs across the States

3.4.3 Inter-institutional Coordination

21.   The following dimensions of inter-institutional coordination are relevant from the perspective of environmental management:
   a) Coordination between national level institutions relevant to skill development
   b) Coordination between state level institutions relevant to skill development
   c) Coordination between national and state level institutions relevant to skill development

3.4.3.1 Inter-institutional Coordination on Environment Aspects

22.   *Coordination between national level institutions on environmental aspects:*
   • Coordination with CPWD: Construction of skill development centers that are part of the central government institutions is done by the CPWD. For example, in Odisha, the training infrastructure at CIPET (Central Institute of Plastics Engineering and Technology) at Bhubaneshwar is being augmented with an additional building being constructed by CPWD.
   • Coordination with Industry: There is effective coordination with industry through the Sector Skill Councils (SSCs). The SSCs represent a partnership between the relevant industry association and the NSDC. The SSCs play the major role in identifying skill development needs, developing NOS/QPs, training of trainers, promoting academies of excellence, etc.
   • Coordination with Central Pollution Control Board: There is no involvement of the CPCB in identification of skill development needs, development of NOSs on environmental management, development of skill development curriculum, etc.

23.   *Coordination between state level institutions on environmental aspects:*
   • Coordination with Public Works Department (PWD): Construction of training centers by the State Governments is through the state PWDs or other similar institutions. For example, the Skill Development Center (SDC) at Nayagarh, Odisha, currently in final stages of being completed, is a good example of inter-institutional coordination for ensuring proper identification of land and for meeting the infrastructure requirements. The two-acre parcel of land for the SDC was identified by a District Committee comprising of the District Collector, Sub-Collector, Tehsildar, Executive Engineer – R&B, Executive Engineer – PHD, Executive Engineer – CESU and the District Employment Officer. In addition to the Rs. 75 lakh from the State Employment Mission, additional finance of Rs. 50 lakhs are being sourced from the Integrated Action Plan (for LWE districts) for construction of a residential facility for girls on the same campus. An approach road to the SDC is also being financed through IAP. A 3-year MoU will be signed with a training provider for operating the SDC. Another good example is the Livelihood College and ICICI Academy for Skills in Bhilai. This training center is

located in an unused school building renovated by the CSSDA at a cost of about INR 2.16 crore (with a building area of 45,000 sft). The renovation was taken up over a period of 4 months in 2014-15 and involved 7 agencies: PWD, PWD-E&M, RES, PHE, Irrigation Department, Nagar Nigam and the NIT. The Irrigation Department and NIT were involved to specifically resolve a major water logging problem.

- Coordination with State Pollution Control Board: There is no coordination with the SPCB for ensuring regulatory compliance of training centers located within premises of industrial units. For example, New Zeel Rainwear, a training provider located in Dungarpur, Rajasthan, is an industrial unit involved in manufacture of rainwear/outerwear. The unit comes under the 'green' category as per the Rajasthan Pollution Control Board and has the requisite consent for establishment and operation. However, the regulatory compliance was not checked during the training partner affiliation process. Another area of coordination with the SPCB is for training of trainers on delivery of NOSs on environmental management. For example, the Environmental Training Institute (ETI) of the Tamil Nadu Pollution Control Board (TNPCB) has the capacity to contribute to curriculum development and training-of-trainers for skill development of sewage and effluent treatment plant operators, and, for environmental management aspects in relevant sectors (e.g., leather-tanning, chemical manufacturing, textile-dyeing, etc.). The ETI has been running training and awareness programs for the TNPCB staff, industry stakeholders, NGOs, line departments, etc., over the past two decades. However, there has been no coordination between the ETI and the TNSDC for curriculum development or training-of-trainers so far.

- Coordination between district level government agencies for job fairs: Across states there is strong coordination between the district agencies for organization of the job fairs. The district administration assigns responsibilities to all allied district level officers representing relevant departments such as PHED, health, RWSS, electricity, fire brigade and police.

24. *Coordination between national and state level institutions on environmental aspects:*
    - Coordination for integration of environmental management and occupational health and safety into construction: The state PWDs align their works procedures with the national guidelines prescribed by the CPWD. For example, in Chhattisgarh, while the PWD has so far not sought Green Building Certification, it has guidelines requiring elements of environment-friendly building design including rainwater harvesting, solar passive design, access to the disabled, etc., to be integrated[12]. Compliance with fire safety as per the National Building Code, 2005 is mandatory. Also, the utilization of fly-ash bricks for all constructions by the PWD is compulsory[13]. Guidelines regarding worker safety, work camp arrangements, borrow pits, fire safety, etc., are integrated into the Works Department Manual[14] and Contract Conditions.
    - Coordination for integration of environmental management and occupational health and safety into training curriculum: As mentioned earlier, many states currently follow the Modular Employability Skills (MES) curriculum of the Directorate General of Training, MSDE. In a few states, such as Tamil Nadu, alignment of courses with NOSs and QPs has been initiated in 2015. Both the MES and the NOSs/QPs integrate environment, occupational health and safety aspects. Therefore, while active coordination for

---

[12] Public Works Department, Government of Chhattisgarh. Memo no. 80013/83 dated 23 January 2012. Viewed at http://cg.nic.in/pwdraipur/Circular_PDF/80013_83_W_B_11.pdf.

[13] Chhattisgarh Environment Conservation Board. Viewed at http://www.enviscecb.org/fly_ash.htm.

[14] Public Works Department, Government of Chhattisgarh. Viewed at http://cg.nic.in/pwdraipur/Acts_Rules/Rules/Vol-I/Vol-I.pdf.

integration of EHS aspects is still at a nascent stage (with regard to NOSs/QPs), these aspects are being integrated into the curriculum (through the MES).

3.4.3.2 Inter-institutional Coordination on Social Aspects

25.   The inter-institutional coordination is relevant for social management and inclusiveness and equitable access to poor and vulnerable groups in the program. The authorities and corporations (e.g. RSLDC, TNSDC) responsible for the management of SIMO at the State level coordinate with various government departments and industries and private sector, etc. Such authorities coordinate with various relevant ministries and departments at national, state, and district level involved in skilling program, including those responsible for the development of women, ST/SC, minority, PwD, poor and other vulnerable groups. They also coordinate with relevant industries, private sector, NGOs and other stakeholders. The authorities/SSDMs through their district level staff coordinate effectively at the district, block and village level functionaries, training providers (TPs) and the target youth at the village level. The social aspect of inter-institutional coordination covering four parameters is discussed here.

26.   **Outreach:** The SSDMs district level officials along with the staff of TPs coordinate at the village level with government departments functionaries, public representatives, NGOs, volunteers and available trained youth and others for the mobilization and counseling with the community and target youth, including the tribals and LWE affected districts for the SIMO. Thus, the outreach activities are conducted in coordination with all the direct and indirect stakeholders.

27.   **Incentives:** The state authorities coordinate with relevant Ministries and departments for the specific central and state schemes of skill development under which incentives (hostel, stipend etc.) are provided to women, ST/SC, PwD and other vulnerable groups, including for the youth in LWE affected districts. For Example: The Ministry of Social Justice and Empowerment (NHFDC) gives grant for skill training and entrepreneurship of PwDs under which 100% of recurring cost of the training program is given to the training institutes/organizations. NHFDC also provides stipend @ Rs.2000 per month to the disabled trainees during the training. Government of Odisha under the placement linked skill training program lodging & boarding support is extended through PIA @ Rs. 3000 per candidate per month and the same is reimbursed on month basis and for day scholar stipend @ Rs.2000 p.m. is credited to their bank account upon successful completion of training. It enables the youth from far flung districts, (including LWE affected) to opt trade of his/her choice and the appropriate PIA. In Chhattisgarh, under the MMKVY, boarding, lodging, stipend, etc., is given to enable the target youth, including the tribals and from LWE affected areas to avail the skill training opportunities.

28.   **Enrolment:** The Authority coordinates with various departments for the enrolment of youths at the training centers run by the government, private and corporates. For example, in Chhattisgarh all the state government departments, including those working for the development of women, ST/SC, minority, PwD, rural/urban poor, and other vulnerable groups sponsor the youth to SSDA responsible for the implementation of skill development program. The selected vocational training providers (VTPs) register and enroll them for training courses. RSLDC is engaged in convergence of all skilling schemes and a new Department of Skill, Employment and Entrepreneurship is created. The Authorities also coordinate for using the buildings and infrastructure facilities of the government and private ITIs, Polytechnic, Schools/Colleges, etc.

29.   **Employment:** Authorities and TPs coordinate with industries, private sector and other employers for the placement of youth after successful completion of the training programs. The placement is the responsibility of the training providers. The Job Fair organized at the district level (except Tamil Nadu) by the employment exchange in coordination with authorities of skill development in which various departments, industry, private sector and employers, training providers and youth participate for exploring job. This platform is also used for mobilization, counseling and registration of youth.

30.   Thus, arrangements for coordination among various departments and institutions I are evidenced at different levels that integrates the social aspects and inclusiveness into the SIMO. However, the instances of inconsistencies in coordination exists like weak coordination of TNSDC and RSLDC with NSDC/SSCs and its affiliated training centers running courses.

3.4.4 Institutional capacities to address Environment and Social issues

3.4.4.1 Institutional capacities to address Environment issues

31.   *Integration of environmental aspects into selection of training providers*: There exist clear procedures for selection of training providers – and these include criteria relevant to environmental aspects such as adequacy of infrastructure, equipment, etc. For example, the training center of Apollo Med Skills in Chennai, Tamil Nadu, has well-equipped classrooms, labs, water and sanitation facilities, etc. For the purposes of practical training and on-the-job experience, Apollo Med Skills utilizes its own corporate hospitals or establishes linkages with other hospitals that are accredited by the National Accreditation Board for Hospitals & Health care Providers (NABH)[15] and/or the Joint Commission International (JCI)[16]. This ensures regulatory compliances as well as adherence to international good practice on environmental management and occupational health & safety.

32.   However, there is great diversity in the capacity of training providers that also impacts their performance on environmental management. This is evident in the case of Chhattisgarh (Box 1).

Box 1: *Diversity of training provider capacity*

Chhattisgarh is a good example to showcase the great diversity in the capacity of training providers – especially because it probably has the largest number of training providers. The diverse training providers in the state are as follows:
- There are a handful of what can be termed as 'centers of excellence' created through PPP with large corporates. For example, the 'Livelihood College and ICICI Academy for Skills' in Bhilai which has excellent infrastructure and strong emphasis on occupational health and safety both in the facility management and in the curriculum.
- There are Government VTPs which are again of 2 types: (i) institutions that are well established in terms of infrastructure and staff capacity such as Krishi Vignan Kendra, Kanker, and (ii) institutions such as the Antyavasai Sahakari Vitta Vikas Nigam in Bhilai with poor infrastructure (old buildings, inadequate classroom/lab space, limited equipment,

---

[15] NABH is a constituent board of Quality Council of India, set up to establish and operate accreditation and allied programs for healthcare organizations.
[16] JCI is an international health care accreditation program.

etc.) and limited emphasis on occupational health and safety (dysfunctional PPE, undated fire extinguishers, etc.) primarily due to resource constraints.

- There are NGO VTPs which are again of 2 types: (i) reputed national NGOs with adequate staff and infrastructure capacity as well as linkages with knowledge partners – for example, Pratham Institute for Literacy Education and Vocational Training. (ii) There are also smaller NGOs which function more as private entrepreneurs such as the Asha Shree Sai Prakratik Chikitsa Sewa Samiti in Durg with limited infrastructure (poor ventilation, inadequate watsan facilities, etc.) primarily because of an emphasis on cutting costs.

The difference in infrastructure facilities is evident in this example: the ratio of students to toilets can range from is 80:20 in a 'center for excellence' to 100:5 in a VTP run by a small NGO.

While all categories of VTPs have qualified faculty, those run by centers of excellence and by well-established Government agencies and NGOs have a 'knowledge partner' for each skill course who has provided initial training of trainers and on-going refresher training.

The challenge would be to ensure minimum standards with regard to infrastructure, safety, in-service refresher training for faculty, etc., across all VTPs – something that is not clearly, objectively spelt out in the current guidelines.

33. *Partnerships with high capacity training providers*: Most states have focused on affiliation with high capacity training providers as they are able to provide quality training due to domain expertise as compared to other training providers. Training provider capacity is also the key to ensuring provision of adequate infrastructure, required equipment, qualified faculty, placements, etc. Some examples:

- The Rajasthan Skills and Livelihoods Development Corporation (RSLDC) has empaneled 26 industry partners including Asian Paints, Pidilite, Samsung, L&T, etc.
- The Odisha State Employment Mission has also partnered with prominent industry groups. For example, the Odisha Government has signed a MoU with L&T in 2012 for the setting up of a main Construction Skills Training Institute (CSTI) at Cuttack. The Odisha Government has provided a building for setting up the CSTI while L&T has invested in the training equipment, trainers, e-content in Oriya, etc. About 4700 individuals have so far been trained and placed with L&T.
- The Tamil Nadu Skill Development Corporation (TNSDC) has partnered with 6 prominent industry players such as TVS, CII-Bosch, Ashok Leyland, etc. TNSDC's partnership with AIEMA (Ambattur Industrial Estate Manufacturers Association) is unique and has been highlighted in Box 2.

Box 2: *Training partnership with an industry association*

The Ambattur Industrial Estate in Chennai is one of the largest in Asia spread over 473 hectares with more than 2000 active Tiny, Small and Medium Scale Units. The estimated 200,000 work force (including 60,000 women workers) contribute to a turnover of over Rs. 2,500 crore.

The AIEMA (Ambattur Industrial Estate Manufacturers Association) was started in the year 1963 and has since grown to more than 800 active members and 1720 MSME units. The association liaises with the Government, Statutory Bodies, Financial Institutions, etc., and works for the business promotion of its members. AIEMA's technology wing called the AIEMA Technology Center (ATC), established in the year 1983, facilitates technology up gradation of its members. The training programs provided by ATC include CNC training, welding and

automobile servicing. ATC's infrastructure and amenities include classrooms, practical training labs, and library and conference halls. In addition, on-the-job practical experience is provided in the industrial units within the estate.

The key features of AIEMA's involvement in skill development are the following:
- Industry-led training: Being run by an association of entrepreneurs, ATC trainings respond directly to the industrial estate's need for skilled workers.
- Value addition by skilled workers: The AIEMA members view the skill development training as enabling 'labour' to evolve into 'technicians'. They perceive a significant value-addition by skilled workers that includes adherence to work safety procedures that also translate into monetary savings.
- Access to pollution control infrastructure: The industrial estate is equipped with pollution-control infrastructure including hazardous waste collection by authorized agencies, a common effluent treatment plant and a waste coolant recovery system, installed through a public-private partnership under the Government of India's Industrial Infrastructure Up-gradation Scheme (IIUS).
- Supplementing training expenses with CSR funds: AIEMA is able to meet all training expenses with the funds provided by the TNSDC as per the common norms. When necessary, it also supplements the resources as part of CSR.
- Training of trainers for skill up-gradation: The TNSDC organized training of trainers of ATC through resource persons from JICA. Two trainers were provided on-site training on light engineering at ATC over a period of 2 weeks. The training included coverage of occupational health and safety.

34.   *Integration of EHS into skill development curricula through Sector Skill Councils*: The 40 SSCs have invested in a robust process for development of National Occupation Standards (NOS). At present 4420 unique NOS have been developed for job roles across 33 sectors[17]. All SSCs have integrated EHS aspects into the relevant QPs. A NOS on 'maintaining health, safety and security at the workplace' is a universal feature of all QPs. Some SSCs have developed more detailed, sector-specific and job-role specific NOSs on EHS aspects. For example, the Mining SSC that has QP/NOS based on the regulations and guidelines of the Directorate-General of Mines Safety (see Annex III).

35.   Once integrated into the QPs/NOSs, the EHS aspects are then integrated into the training process by the training providers. For example, ApolloMedSkills in Chennai, Tamil Nadu, is a training provider affiliated to the NSDC and the Health Sector Skills Council. The training provided by it, for courses such as hospital housekeeping, integrates relevant environmental management and occupational safety aspects such safe use of chemicals, handling of spills, biomedical waste management, etc.

36.   *Integration of EHS into skill development through enhancing trainer capacity*: Periodic training of trainers (ToT) is important for maintaining the quality of skill development in general and for training on EHS aspects in particular. Regular ToT enables sensitizing the trainers to EHS issues and keeping them updated on new laws and regulations, technology, etc. However, ToT is not a universal feature of skill development programs. Some training providers are unable to invest in training of trainers as they do not have full-time trainers. For example, in Odisha, more than 70% of the faculty in the ITI, Cuttack are part-time staff – who also serve as the faculty

---

[17] Viewed at http://www.nsdcindia.org/sites/default/files/files/Summary-QP-NOS-list-as-on-31stMarch2016.pdf on 16 May 2016.

for the short-term training courses. The part-time staff do not receive any on-going training-of-trainers. On the other hand, there are training providers who invest in on-going training of trainers. For example, in Rajasthan, the Muskan Sansthan has a full-time trainer and an associate trainer for each of its four training domains, with ITI qualifications at the minimum and relevant industry experience. Training of trainers has been provided to 2 of the 8 trainers at L&T's Construction Skill Training Institute in Ahmedabad.

Box 3: *KIIT-IL&FS Institute of Skills, Bhubaneshwar*

The KIIT-IIS is one of more than 55 Institute of Skills operated by IL&FS across the country. In addition, IL&FS has over 150 smaller Skill Schools. The institutes and skills are linked through a 'hub and spoke' model, where the larger institutes operate as hubs providing services including assessment & certification and training of trainers to the smaller spokes. The trainers are certified by SSC (as required by the PMKVY) and also receive on-going internal training both in the domain as well as in generic training skills.

3.4.4.2 Institutional capacities to address Social issues

37.   A clear and definite mandate exists both at the national and state levels for ensuring   the social inclusiveness and capacity building of various agencies to address the social issues. The capacity building of training providers and trainers is most critical who deliver the training contents for the employability of the youth, the beneficiaries of the SIMO. The institutional capacity aspect covering the four parameters is discussed below.

38.   **Outreach:** The skill development program offers probably the first ever opportunity for youth, men and women, and other poor and vulnerable groups, especially, in the rural, the tribal and LWE affected areas, an exposure and interaction with the external world. Their culture and perception about the life and outside world may not be fully conducive /amenable to the training courses. The mind-set, aptitude, local dialect, communication, etc., are the challenges, if not hurdles. The training providers and trainers should be familiar with the local cultural and behavioral aspects of the tribal youth. The training provider is expected to address such social concerns beginning from the mobilization and counseling of the youth from vulnerable groups for their inclusion into the SIMO.

39.   **Incentives:** There are some high profile TPs who can provide the additional incentives and facilities for the youth from vulnerable groups. For Example, in Chhattisgarh, the Livelihood College and ICICI Academy for Skills at Bhilai working on PPP with SSDA was providing residential, monetary and other incentives. Likewise, the Chennai based industry association namely; Ambattur Industrial Estate Manufacturers Association (AIEMA) sensitive about the social inclusion was providing additional financial to the trainees. IL&FS and KISS in Odisha provide full and free residential facility.   The good infrastructure, class rooms/labs equipped with teaching material and instruments, in house trainers, OJT, linkage with industry and private sector are the value addition. The additional CSR funds available with such TPs have contributed to their better capacity and program performance. However, such TPs are quite a few in numbers.

40.   **Enrolment:** TPs need to be equipped properly and adequately to instill confidence in the youth, especially in the rural/ tribal/ LWE areas, so that all the trainees do complete the program in time and are prepared to take up the employment. TPs should have the capacity to address the issues like drop out, absenteeism, low level or more time taken in learning, difficulty in communication, not being open/shyness, different habits and routines in day-to-day life, etc. The

trainers need to work closely with youth for imparting training in soft skill and inculcating the knowledge in behavior and practice. Networking with the parents and the villages from where the trainees hail from would be highly desirable.

41.   **Employment:** The high profile/ well-endowed TPs having linkages with industry and private sector are able to provide placement to the trainees after the completion of training courses. For example, the courses run in the electronic, home appliances, TV and refrigeration mechanic at the Government ITI Jaipur were employed by the Samsung. The ITI was funded by Samsung for renovation of class rooms and purchasing equipment and the trainers of Samsung also provided training to the youth selected. There are industries who run the training courses of their own domain and employ the youth after training. For Example, the L&T Training Institute at Cuttack running training course in construction absorb the youth after training. Likewise, in Rajasthan, the Industry (New Zeel Rain wear) running a training course in garment construction technique provide jobs to all the women in their own works. There are also instances wherein trained youth get wage employment and has potential for self- employment. For example, the Chennai based BSNL imparting training in mobile repair, networking, etc. that has potential for self-employment. These kinds of examples are not many. Smaller or lesser known TPs, relying only on Government Funds, find it extremely difficult to ensure employment.

42.   **Study material in local language:** The study material should be made available in the local language to facilitate the teaching and learning process of local youth. The KITT-IL&FS Institute of Skills at Bhubaneshwar having the course material in *Odiya* is a case in this regard. The relevant institutions at the national and state level are working for preparing the study material in local languages.

43.   **Capacity of training providers (TPs) and trainers:** TPs and trainers should have the capacity to ensure inclusiveness of ST/SC and other vulnerable groups. They need to be sensitized for social inclusiveness and equitable access to the youth belonging to such categories. There are institutions having enrolment of adequate number of youth from vulnerable categories in the training centers without the provisions of reservation policy in the State. For Example, The IL&FS with wider base in tribal and LWE affected districts in Odisha has been enrolling youth from such background in the training courses.

3.5 Key conclusions of the institutional assessment

44.   A clear and definite mandate exists both at the national and state levels for ensuring the social inclusiveness and capacity building of various agencies to address the social and environmental issues. It is well recognized that the training service providers hold the key to the success of the program. There exist clear procedures for selection of training providers – and these include criteria relevant to environmental aspects such as adequacy of infrastructure, equipment, etc. Compliance with these would ensure adherence to international good practice on social, environmental management and occupational health & safety. However, the following emerge as issues of significance: (i) there is no uniformity in respect of the institutional setup across the states; (ii) plurality of institutions with duplication is quite evident; (iii) private and non-governmental agencies play a larger role in low income states and tribal areas; (iv) substantial scope exists for improving coordination and information sharing between state and central agencies; and (v) success of the program would depend upon the service providers, and most successful agencies draw financial support from different sources, and their reliance on SSDMs is limited. Further, TPs having a strategic tie up with a 'knowledge partner' thus enabling adequate infrastructure and training of the trainers, excel in delivery. Finally, industry-

led training are likely to be a huge success as the trainings imparted directly relate to the job requirement. Thus, the challenge for the program lies in: ensuring minimum standards with regard to infrastructure, safety, in-service refresher training for faculty, etc., across all TPs.

.

4. Legal and Regulatory Framework applicable to the Program

1.   This chapter provides details on the environmental and social policies, laws, regulations as well as guidelines that are relevant to the activities supported under the SIMO. It also provides an assessment of the adequacy of the coverage on environmental and social aspects in the legislative and regulatory framework.

4.1 Environmental Policies, Laws and Regulations

4.1.1 National Level Legal and Regulatory Framework on Environmental Aspects

2.   This section provides details on the national level policies, laws, regulations as well as guidelines that are relevant to the environmental aspects related to the activities supported under the SIMO.

Table 2: National level Environmental Policies, Laws and Regulations

Relevant Policies	Relevant Program Activity	Remarks on relevance
National Policy on Safety, Health and Environment at Work Place, 2009[18]	Relevant to the overall Program.	This policy is focused on improving safety, health and environment at the workplace. Its action program includes skills development on occupational safety and health skills – specifically, by providing for training programs to increase the number and competence of personnel engaged in the field of occupational safety, health and environment at workplace; by integrating health and safety into vocational, professional and labour related training programs; by adopting occupational safety and health training curricula in workplace and industry programs.
National Policy on Skill Development and Entrepreneurship, 2015[19]	Relevant to the overall Program.	While this policy focuses on skill development with speed, standard and sustainability, it does include specific references to environmental aspects. It specifies that mentorship support will be provided to eligible non-government organizations (NGOs) through NSDC to scale and create sustainable models for skill development for Green Jobs (agriculture, horticulture, renewable energy, recycling, eco-tourism, etc.). The policy also emphasizes on improving inter-ministerial coordination and alignment of entrepreneurship efforts with national flagship programs including Green India and Swachh Bharat Abhiyan (the national sanitation mission).
Environmental Laws and Regulations	*Relevant Program Activity*	*Remarks on relevance*
The Environment (Protection) Act, 1986 (amended in 1991)[20]	Construction of new training centers with support under the Program.	The objective of the Act is to provide for the protection and improvement of the environment. The regulations under the Act that are of relevance to the Program are: *Environmental Impact Assessment Notification, 2006 and Amendment, 2014*[21]: Building and Construction projects that are $\geq$ 20,000 sq.m. and <150,000 sq.m. of

---

[18] Viewed at http://dgfasli.nic.in/npolicy/nationalpolicy.htm on 11 May 2016.
[19] Viewed at http://www.skilldevelopment.gov.in/assets/images/Skill%20India/policy%20booklet-%20Final.pdf on 11 May 2016.
[20] Viewed at http://www.moef.gov.in/division/environment-protection on 11 May 2016.
[21] MoEFCC Notification Dated 22 December 2014.

Relevant Policies	Relevant Program Activity	Remarks on relevance
		built-up area require prior environmental clearance from the State Environment Impact Assessment Authority (SEIAA) before any construction work, or preparation of land except for securing the land is started. In case the project is located within 10 km from the boundary of a notified protected area, notified critically polluted area, notified eco-sensitive area or inter-state/international boundaries, prior environmental clearance is required from the Central Government in the Ministry of Environment and Forests. However, it is unlikely that any of the training centers to be constructed with Program support will be larger than 20,000 sq.m. However, educational institutions (school, college, hostel) are not included under the purview of this notification – but such buildings are to ensure sustainable environmental management, solid and liquid waste management, rain water harvesting and use recycled materials such as fly ash bricks. *Coastal Regulation Zone (CRZ) Notification, 2011*[22]: Construction activities are prohibited in the 'CRZ-I' and in the 'No Development Zone' of 'CRZ-III'. Construction activities are regulated in the 'CRZ-II' – construction involving more than 20,000 sq.m. needs to be in accordance with the EIA notification 2006; construction involving less than 20,000 sq.m. needs to be approved by the State/UT Planning authorities based on prior recommendation of the Coastal Zone Management Authority. This notification is relevant for construction of new training centers in coastal areas.
Construction and Demolition Waste Management Rules, 2016[23]	Construction of new training centers with support under the Program.	The generator of construction and demolition waste is responsible for collection, segregation, storage of construction and demolition waste generated as directed or notified by the local authority. The generator shall ensure that: there is no littering or deposition of construction and demolition waste so as to prevent obstruction to the traffic or public or drains; and that the waste is stored and disposed separately.

---

[22] Viewed at http://www.moef.nic.in/sites/default/files/7_0.pdf on 11 May 2016.
[23] Viewed at http://www.moef.nic.in/content/gsr-317e-29-03-2016-construction-and-demolition-waste-management-rules-2016 on 11 May 2016.

Relevant Policies	Relevant Program Activity	Remarks on relevance
Forest (Conservation) Act, 1980[24]	Construction of new training centers with support under the Program.	Prior approval of the Central Government is required for use of any forest land for non-forest purposes including construction of buildings. In case of use of forest land in protected areas, apart from prior approval of Central Government, prior recommendation of Standing Committee of National Board for Wildlife (NBWL) and the prior leave of the Supreme Court is also required[25]. This Act is relevant in case construction of new training centers is on land that is designated as 'forest land' and/or is in 'protected areas'.
The Ancient Monuments and Archaeological Sites and Remains (Amendment and Validation) Act, 2010[26]	Construction of new training centers with support under the Program.	Construction is prohibited in a radius of 100 meters from a protected monument and is regulated in a radius of >100-300 meters from a protected monument. Permission of the National Monuments Authority needs to be taken in case of repair/renovation in the prohibited area, or, construction/reconstruction/repair/renovation in the regulated area.
Water (Prevention & Control of Pollution) Act, 1974 Air (Prevention & Control of Pollution) Act, 1981	Operation of training centers with support under the Program.	The CPCB has given directions to SPCBs for harmonization of classification of industrial sectors under Red/Orange/Green category [27]. The SPCBs use this classification for grant of consent for establishment and operation as well as for surveillance of industries. These directions are relevant in case of training centers located within industrial premises – it needs to be ensured that the industry partner has a valid consent for establishment and operation from the SPCB.
The Factories Act, 1948	Operation of training centers with support under the Program.	Registration and licensing of factories with the Government is mandatory. The Act covers the following environmental aspects: health and safety of workers, use of PPE, waste disposal, ventilation, lighting, dust control, space, drinking water, sanitation

---

[24] Viewed at http://forestsclearance.nic.in/writereaddata/ACT/Forest%20%28Conservation%29%20Act,%201980%20Gazetted%20Notiofication.pdf on 11 May 2016.
[25] Viewed at http://forestsclearance.nic.in/writereaddata/public_display/schemes/1840901920$Guidelines.pdf on 11 May 2016.
[26] Viewed at http://www.nma.gov.in:8080/documents/10157/42bd7bcd-7dc1-47d8-a8a1-3f0f9c714216 on 11 May 2016.
[27] CPCB NO.B-29012/ESS(CPA)/2015-16 dated 7 March 2016.

Relevant Policies	Relevant Program Activity	Remarks on relevance
		facilities, fire safety, etc. These requirements are relevant in case of training centers located within industrial premises.
Environmental Guidelines	*Relevant Program Activity*	*Remarks on relevance*
Model Building Bye-laws 2016 [28], Town and Country Planning Organization, Ministry of Urban Development	Construction of new training centers with support under the Program.	The model bye-laws include green building and sustainability provisions, rainwater harvesting, fire protection and fire safety requirements, conservation of heritage sites, climate resilient construction, mitigating effects of electro-magnetic radiation, etc.
National Building Code, 2005[29]	Construction of new training centers with support under the Program.	The provisions of this code are intended to serve as a model for adoption by Public Works Departments and other government construction departments, local bodies, and other construction agencies. The code covers environmental aspects such as liquid and solid waste management, fire and life safety, constructional practices and safety, landscaping and water conservation, etc.
Guidelines of the National Disaster Management Authority on 'Managing Crowd at Events and Venues of Mass Gathering'[30]	Job/Skill fairs organized with support under the Program.	These guidelines are relevant for Job/Skill fairs organized at block and district levels by the SSDMs that attract anywhere between 1,000 to 100,000 aspirants.

4.1.2 State Level Legal and Regulatory Framework on Environmental Aspects

3.   The table 4 provides a snapshot of the key state level policies, laws and regulations that are relevant to the SIMO program – especially from an environmental perspective.

---

[28] Viewed at http://moud.gov.in/sites/upload_files/moud/files/pdf/MBBL.pdf on 12 May 2016.
[29] Viewed at http://bis.org.in/sf/nbc.htm on 12 May 2016.
[30] Viewed at http://ndma.gov.in/images/pdf/managingcrowdsguide.pdf on 12 May 2016.

Table 3: Key state policies, laws and regulations relevant to environmental management of the SIMO program

	Provisions relevant to environmental management of the SIMO program
Chhattisgarh	
Construction	Permission is required for construction of buildings under the Chhattisgarh Bhumi Vikas Rules, 1984 which govern the design and construction of buildings. The Rules have the following provisions relevant to environmental management: suitability of site (conformity with land use, site drainage, interference with natural drainage, hazard-proneness, etc.); open spaces and ventilation; size of rooms; sanitation facilities; rain/roof water harvesting; fire and structural safety; management of borrow pits; solar water heating, etc.[31]
Consent from Chhattisgarh Environment Conservation Board[32]	If a training center is located within the premises of an industrial unit, it must be ensured that the industrial unit has consent for establishment and operation from the Chhattisgarh Environment Conservation Board. For small scale industries consent is to be taken from the District Trade and Industries Center.
Natural habitats	NA
Cultural heritage	The Chhattisgarh/Madhya Pradesh Ancient Monuments and Archaeological Sites and Remains Act, 1964[33] regulates construction in the vicinity of a protected monument and details procedures for handling chance finds of archeological value.
Tamil Nadu	
Construction	Permission is required before commencement of development work on any building (Town and Country Planning Act 1971). Member Secretaries/Regional Deputy Directors are delegated powers to issue planning permission/technical clearance for institutional buildings to a maximum of 15 m height with floor area not exceeding 2500 sqm (about 26,900 sft). A license is also to be taken for public buildings (Tamil Nadu Public Buildings Licensing Act, 1965). Public buildings also need to comply with the Multi-storied and Public Buildings Rules 1973 with regard to open space around building, means of access and circulation, fire safety, etc. In case of buildings in cyclone prone areas (urban areas within 20 km from the coast in the districts of Chengalpattu, South Arcot, Thanjavur, Pudukottai, Ramanathapuram, Tirunelveli, Kanniyakumari) the Tamil Nadu Cyclone Prone Area Special Building Rules, 1982 apply. These regulate several aspects of construction including: site suitability, orientation and shape of building, height of building, parts of building structure, adherence to National Building Code of India 1970, etc.

---

[31] Viewed at http://tcp.cg.gov.in/adhiniyam.htm on 18 May 2016.
[32] Viewed at http://industries.cg.gov.in/SIPB/sipb/forms.pdf on 18 My 2016.
[33] Viewed at http://www.cgculture.in/ACT/ActAnupalan.htm on 18 May 2016.

	Provisions relevant to environmental management of the SIMO program
	Permission is also required in case of construction of buildings in ecologically sensitive hill areas (Tamil Nadu District Municipalities [Hill Stations] Building Rules 1993). Permission is given upon consideration of factors including site gradient, soil stability, storm water drainage, proximity to water bodies, proximity to forest lands, etc. In case of development of land which is not in conformity with the zoning already done for the land, reclassification is to be sought for the land use. The proposal of change of land use classification from the land use delineated in the Master Plan into other uses submitted by the applicant is processed at Local Bodies/Local Planning Authority and forwarded with recommendation for final orders to the Government. In case of change of use in Detailed Development Plans, the Director is empowered issue orders.
Consent from Pollution Control Board	The TNPCB's categorization of industries classified infrastructure development projects – including educational institutions, building and construction projects of less than 20,000 sq.m. – in 'orange' category requiring consent from the TNPCB[34]. However, the consent requirements of the TNPCB are now to be aligned with those of the CPCB – as per the CPCB's direction for harmonization of classification of industrial sectors for consent requirement[35]. In view of this, there is no requirement for consent for establishment (CfE) and operation (CfO) from the TNPCB for construction of training centers. However, if the training center is located within the premises of an industrial unit, it must be ensured that the industrial unit has consent from the TNPCB.
Natural habitats	The Tamil Nadu Forest Act, 1882[36] regulates activities (including construction) within forest areas.
Cultural heritage	The Tamil Nadu Ancient and Historical Monuments and Archaeological Sites and Remains Act 1966[37] regulates construction in the vicinity of a protected monument and details procedures for handling chance finds of archeological value.
Rajasthan	
Construction	Permission of conversion of agricultural land for non-agricultural purpose is governed by the Rajasthan Urban Areas (Permission for use of Agricultural Land for Non-Agricultural Purposes and Allotment) Rules, 2012[38]. Permission for construction of building is to be taken from the Chief Municipal Officer, Urban Development & Housing Department.
Consent from Pollution Control Board	If a training center is located within the premises of an industrial unit, it must be ensured that the industrial unit has consent for establishment and operation from the Rajasthan State Pollution Control Board.

---

[34] TNPCB. Categories of Red, Orange and Green and the corresponding types of industries. www.tnpcb.gov.in.
[35] CPCB No. B-29012/ESS(CPA)/2015-16 dated March 07, 2016.
[36] Viewed at http://www.forests.tn.nic.in/Legislations/graphics/01_Tamilnadu%20Forest%20Act%201882.pdf on 18 May 2016.
[37] Viewed at https://indiankanoon.org/doc/18630791/ on 18 May 2016.
[38] Viewed at www.udh.**rajasthan**.gov.in/Lists/Policy/Attachments/5/UDH_Policy_17_05_12.pdf on 18 May 2016.

	Provisions relevant to environmental management of the SIMO program
Natural habitats	The Rajasthan Forest Act, 1953[39] regulates activities (including construction) within forest areas.
Cultural heritage	The Rajasthan Monuments, Archaeological Sites and Antiquities (Act, 1961)[40] regulates construction of new buildings within the controlled area of a protected monument and details procedures for handling chance finds of archeological value.
Odisha	
Construction	The Orissa Development Authorities Act, 1982 regulates the development of land, conversion of land use and construction of buildings[41]. The regulations under this Act such as the Bhubaneswar Development Authority (Planning and Building Standards) Regulations 2008[42] detail the relevant environmental provisions such as: site selection that does not interfere with natural drainage, plantation, rain water harvesting, solar water heating, water and sanitation, fire safety, etc.
Consent from Pollution Control Board	If a training center is located within the premises of an industrial unit, it must be ensured that the industrial unit has consent for establishment and operation from the State Pollution Control Board, Odisha[43]. Consent for operation is not required for industries in the 'Green' category[44].
Natural habitats	The Orissa Forest Act, 1972[45] regulates activities (including construction) within forest areas.
Cultural heritage	The Orissa Ancient Monuments Preservation Act, 1956[46] regulates construction in the vicinity of a protected monument and details procedures for handling chance finds of archeological value.

[39] Viewed at
http://www.forest.rajasthan.gov.in/content/dam/raj/forest/ForestDepartment/PDFs/Public%20Information/Forest%20Acts%20and%20Rules/state%20level/The%20Rajasthan%20Forest%20Act%2C%201953.pdf on 18 May 2016.

[40] Viewed at http://museumsrajasthan.gov.in/pdf/act.pdf on 18 May 2016.

[41] Viewed at http://bdabbsr.in/website/pdf/ODAAct-1982.pdf on 18 May 2016.

[42] Viewed at http://www.urbanodisha.gov.in/%28S%28mmsysc45j1g52d55er0ffn45%29%29/pdf/act_rules/bda_planning_standard_regulations_2008.pdf on 18 May 2016.

[43] Viewed at http://www.ospcboard.org/content.aspx?vchglinkid=80&vchplinkid=63 on 18 May 2016.

[44] Viewed at http://www.ospcboard.org/Admin/News/49-Auto%20Renwal%20of%20Consent.pdf on 18 May 2016.

[45] Viewed at http://www.odisha.gov.in/forest_environment/Forest_Act/pdf/Acts/5TOFA_1972.pdf on 18 May 2016.

[46] Viewed at http://www.Odishaculture.gov.in/Archaeology/pdf/act.pdf on 18 May 2016.

4.1.3 Adequacy of legislative framework on environmental aspects

4.   Assessment of the adequacy of the existing legislative framework in its coverage of the environmental aspects pertaining to the relevant SIMO activities is presented under the following heads: construction of training centers, operation of training centers, organizing of job fairs, development of NOSs/QPs and training curriculum.

4.1.3.1 Construction of training centers

5.   As described earlier, the legislative framework provides for the following:
- There are laws and regulations concerning management of environmental impacts related to construction of infrastructure; construction in ecologically sensitive areas such as forests, coastal areas, etc.; construction in proximity of cultural heritage sites such as protected monuments.
- There are guidelines for construction that integrate environmental management, occupation health and worker/public safety.

These laws, regulations and guidelines have been integrated into the Works Manual and the General Conditions of Contract of the CPWD and the state PWDs.

4.1.3.2 Operation of training centers

6.   The Works Manuals of the CPWD[47] and the state PWDs specify procedures for periodic post-construction inspection of buildings for safety.

4.1.3.3 Organizing of job fairs

7.   As described earlier, there are guidelines for management of large public gatherings[48].

4.1.3.4 Development of NOSs/QPs and training curriculum

8.   As described earlier, the legislative framework provides for the following:
- Policy on enhancing environmental management, occupation health and safety at the workplace with a clear emphasis on skill development to support the same.
- Laws and regulations concerning environmental management across several sectors relevant to the skill development curriculum. For example, the Bio-Medical Waste (Management and Handling) Rules, 1998 are relevant to skill development for job roles in the health sector.

9.   Thus, the existing legislative framework is adequate in its coverage of environmental aspects pertaining to the relevant SIMO activities: construction of training centers, operation of training centers, organizing of job fairs, and development of NOSs/QPs, and training curriculum.

---

[47] Viewed at http://122.180.52.14/cpwd/worksmanual2014.pdf on 16 May 2016.
[48] Viewed at http://www.thehindu.com/news/national/tamil-nadu/employment-mela-for-jobs-draws-thousands-of-women/article7647057.ece on 16 May 2016.

10. However, there are instances of inconsistent application of legal and regulatory provisions resulting from lack of awareness, infrastructure capacity, monitoring, etc.

- There are examples of inconsistent application of provisions in construction of training centers. While the state PWDs have adequate provisions for environmental management in construction activities, these are sometimes not adequately implemented. For example, in the Skill Development Center (SDC) at Nayagarh in Odisha, recently constructed by the PWD, the issues noted included inadequate toilets (2 units for males and 2 units for females for the SDC), lack of rain water harvesting facility, and, risk of water stagnation due to improper drainage planning. Similarly, issues of seasonal water logging and poor ventilation feature in the ITI, Cuttack's center for automobile body painting and body denting repair. Another example is from the Livelihood College in Kanker, Chhattisgarh – the classrooms are spacious and there are adequate water and toilet facilities. However, sullage is currently disposed in open drains that run alongside the building and open into a cess pool just beside it.
- There are also examples of inconsistent application of provisions in the operation of training centers. In the AIEMA Technology Center, Chennai, which is located within the AIEMA industrial estate, there is access to pollution-control infrastructure including a waste coolant recovery system. However, in the case of CIPET (Central Institute of Plastics Engineering and Technology), Bhubaneshwar, waste chemicals (including about 150 liters of spent coolant every fortnight from the CNC machining and other chemicals from the plastic processing/testing labs) are disposed into the municipal sewer system contravening the provisions of the Hazardous and Other Wastes Rules, 2016.

4.2 Social Policies, Laws and Regulations

4.2.1 National Level Legal and Regulatory Framework on Social Aspects

11.   This section provides details on the national level policies, laws, regulations as well as guidelines (for a sample of states) that are relevant to the social aspects related to the activities supported under the SIMO program.

Table 4: National level Social Policies, Laws and Regulations

Relevant Policies	Relevant Program Activity	Remarks on Relevance
National Policy for Skill Development and Entrepreneurship, 2015[49]	Relevant to the overall Program	While this policy focuses on accomplishing the vision of Skill India, it also specifies to safeguard the skilling needs of SCs, STs, OBCs, minorities, and differently abled persons, as well as those living in difficult geographical pockets. Adequate focus will be given to youth from deprived households by establishing skill development centers in areas which are underserved. It is necessary to promote skill development initiatives that will ensure inclusivity, irrespective of gender, location, caste, sector etc. The border, hilly and difficult areas, including North Eastern states, J&K, and the hilly forested areas of central and eastern India, face additional challenges arising from inadequate infrastructure, poor investment and low industrial opportunities
The Constitution of India	Relevant to the overall Program	The provisions under the Constitution ensure the access, equity and inclusiveness of the vulnerable groups in the Program. The Indian Constitution (Article 15) prohibits any discrimination based on religion, race, caste, sex, and place of birth and also contains a clause allowing the union and state governments to make any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and Scheduled Tribes. Article 16 refers to the equality of opportunity in matters of public employment. Article 46 directs the state to promote with special care the educational and economic interests of the weaker sections of the people, particularly of the Scheduled Castes and the Scheduled Tribes and also directs the state to protect them from social injustice and all forms of exploitation.

---

[49] Viewed at http://www.skilldevelopment.gov.in/National-Policy-2015 on 12 May 2016.

Relevant Policies	Relevant Program Activity	Remarks on Relevance
(Articles 15,16 and 46) [50]		
Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006[51]	Operation of training centers with support under the Program.	The recognition of forest rights will help mainstreaming the tribals, including those in LWE areas. It is expected to create enabling environment for the registration of the youth in the Program. The purpose of this Act is to recognize forest rights to tribal communities who have been occupying the land before the forest laws were put into force. Scheduled Tribes residing in forests shall be entitled to the land currently occupied which may be allocated in all forests including National Parks and Sanctuaries. The Act grants forest rights to Scheduled Tribes and other traditional forest dwellers and the Gram Sabha shall be the authority empowered to initiate the process of determining the nature and extent of forest rights that may be given to them. The Ministry of Tribal affairs is the nodal agency for implementing the provisions of the Act.
Fifth Schedule and Sixth Schedule Areas in the Constitution of India[52]	Operation of training centers with support under the Program.	In the Schedule Areas, involvement of tribal councils and communities, incorporating their views and culture specific needs will enhance their participation in the Program. The tribal population about 8.2 percent of total population of India (Census of India, 2011), are administered through the provisions of Scheduled Areas under the Article 342 of the Constitution of India. While the North East States are covered in Sixth Schedule, all other Scheduled Areas fall into the Fifth Schedule laws. In addition, sizeable tribal population

---

[50] Viewed at http://www.ambedkar.org on 12 May 2016.
[51] Viewed at www.tribal.nic.in on 12 May 2016.
[52] Viewed at www.tribal.nic.in on 12 May 2016.

Relevant Policies	Relevant Program Activity	Remarks on Relevance
		not covered in Fifth and Sixth Schedules, but inhabiting in different districts is identified as the non-scheduled areas. Tribals in the Scheduled Areas enjoy autonomy. In Sixth Schedule, the administration is vested in an autonomous District Council and a Regional Council endowed with legislative, judicial, executive and financial powers. Under the provisions of Fifth Schedule Areas, each State should set up a Tribes Advisory Council (TAC) to advise the State Government on matters of welfare and development of the Scheduled Tribes in the State. It may also be established in any State having Scheduled Tribes population with no Scheduled Areas.
The Panchayat (Extension to the Scheduled Areas) Act, 1996 [53]	Operation of training centers with support under the Program.	The Act is relevant as it provides space for free, prior and informed consultations and obtaining consent without any intimidation for the training program from the tribal advisory council (TAC), Gram Sabha (the council of village adults), Gram Panchayat, district/regional councils. Under the Ministry of Panchayati Raj, GoI, this Act mandates for the Fifth Schedule areas to make legislative provisions in order to give wide-ranging powers to the tribals on matters relating to decision-making and development of their communities. The PESA Act empowers the Gram Sabha (the council of village adults) and the Gram Panchayat to take charge of village administration. Under the Act, Government of India stipulates to conduct consultations and obtain consent for the development program from the tribal advisory council (TAC), Gram Sabha (the council of village adults) and the Gram Panchayat under the Fifth Schedule Areas and from the autonomous District Council and a Regional Council, as applicable, under the Sixth Schedule Areas covered under The Constitution of India.
The Unlawful Activities (Prevention) Act, 1967[54]	Operation of training centers with support under the Program.	This Act addressing and curbing the unlawful activities and violence of Naxals will enable the tribal youth to be the beneficiaries of training program from the LWE affected 34 districts of nine States, mostly in hilly and tribal areas. Under the Act, the Communist Party of India-Maoist (CPI-M), the major Left Wing Extremist (LWE) outfit is responsible for majority of incidents of violence and killing of

---

[53] Viewed at www.panchayat.gov.in on 12 May 2016.
[54] Viewed at www.mha.nic.in on 12 May 2016.

Relevant Policies	Relevant Program Activity	Remarks on Relevance
		civilians and security forces and threatening the State. They are included in the Schedule of Terrorist Organizations along with all its formations and front organizations, who are liable to punishment and imprisonment for their actions. The efforts are made by the Governments to abjure violence through dialogues and creating infrastructure development facilities to enhance access to the difficult area. The Ministry of Home Affairs, the nodal agency has instructed the Left Wing Extremism affected States to effectively implement the provisions of the PESA Act, 1996 on priority, which assigns rights over minor forest produce to the Gram Sabhas. Also, coordinate implementation of various development schemes, flagship programmes and distribution of titles under the Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006 in LWE affected States.
The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1955[55]	Operation of training centers with support under the Program.	This Act ensuring equal opportunities and rights to persons with disability (PwD) is relevant for their participation in the Program. The Act was enacted under Article 253 of the Constitution. It gives effect to the proclamation on the full participation and equality of the persons with disabilities (PwD) in the Asian and Pacific Region and provides for their education, employment, creation of barrier free environment, social security and similar overlooked areas. The implementation of the Act requires a multi-sectoral collaborative approach by the appropriate governments, including various Central Ministries/Departments, States/Union Territories, local bodies. It has been provided in the Act that there shall be a Chief Commissioner at the Govt. of India level and a Commissioner in each State of the Union/UT.
The Rehabilitation Council of India (RCI), 1992 (Amended in 2000)[56]	Operation of training centers with support under the Program.	The emphasis on monitoring on the services provided to PwD will enhance their inclusion in training programs. The mandate given to RCI is to regulate and monitor services given to PwD, to standardize syllabi and to maintain a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education. The Act also prescribes punitive action against unqualified persons delivering services to PwD.

---

[55] Viewed at www.ccdisabilities.nic.in on 12 May 2016.
[56] Viewed at http://rehabcouncil.nic.in/ on 12 May 2016.

Relevant Policies	Relevant Program Activity	Remarks on Relevance
The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act, 2013[57]	Construction of new training centers with support under the Program.	Under the skill development program, private land acquisition is not envisaged as the existing buildings and available government lands for the construction of buildings, where necessary, will be used. However, it is relevant to refer the Act that safeguards and mitigate the adverse impacts on the affected persons caused due to land acquisition for the civil works under a project. It is aimed to regulate land acquisition process and to lay down the process and procedures for granting compensation for the land losers and rehabilitation and resettlement for the project affected people. The Ministry of Rural Development is the nodal agency for the Act that replaces the Land Acquisition Act of 1894 and applies to all projects across the States, except for one State , where the appropriate government acquires land for its use, hold and control for the public purpose.

---

[57] Viewed at http://rural.nic.in/ on 12 May 2016.

4.2.2 State Level Legal and Regulatory Framework relevant to Social Aspects

12.   This section provides details on the national level policies, laws, regulations as well as guidelines (for a sample of states) that are relevant to the social aspects related to the activities supported under the SIMO program.

Table 5: Key state policies, laws and regulations relevant to social management of the SIMO program

State	Provisions relevant to social management of the SIMO program
Chhattisgarh Right of Youth to Skill Development Act, 2013[58]	This Act provides for right to opportunities for skill development to every youth residing in the State of Chhattisgarh, in any vocation of her or his choice consistent with eligibility and aptitude. Under the Act, Chhattisgarh State Skill Development Authority (CSSDA) and District Skill Development Authority (DSDA) in each district are set up to implement the provisions of this Act. They are bound to provide free of cost skill development training on receiving applications within 90 days. In addition, the reservation policy is followed for the skill development programs being implemented in the State.
Tamil Nadu[59]	While selecting the candidates for Skill training the Training provider should follow the reservation policy for the weaker sections of society in the skill development program across the State. TNSDC is committed to ensuring the reservation policy such as for SC (18%), ST (1%), differently abled (3%), backward community minority (3.5%), and 33% to women in the training courses.
Rajasthan[60]	The reservation in State is applicable for Other Backward classes (21%), Women (30%) Special Backward classes (1%), Schedule Castes (16%) and Schedule Tribes (12%) and PwD (3%).While the reservation policy is not introduced in the skill development program, the youth from ST/SC and poor families registered in the training centers are adequate in number and meet the reservation requirements.
Odisha[61]	The reservation policy in State is applicable for Special Economic Backward Classes (11.25%), Schedule Castes (16.25%), Schedule Tribes (22.5%) and PwD (3%).While the reservation policy is not introduced in the skill development program, the youth from ST/SC and poor families registered in the training centers are adequate in number and meet the reservation requirements.

[58] Viewed at http://cssda.cg.nic.in/ on 13 May 2016.
[59] Viewed at www.ictact.in on 13 May 2016 and field notes.
[60] Viewed at http://www.sje.rajasthan.gov.in/ on 13 May 2016.
[61] Viewed at http://odisha.gov.in/ on 13 May 2016.

4.2.3 Adequacy of legislative framework on social aspects

13.   Assessment on the adequacy of the existing legislative framework in its coverage on social aspects related to SIMO activities is presented here.
- There are Framework Guidelines that integrate the social inclusiveness in the skill development program. These are explained in terms of outreach, incentive, enrolment and employment to the youth.
- The existing legislations and policies stipulates equitable access and social inclusion of the women, SC/ST, minority, PwD, poor and other vulnerable groups, including into the LWE affected districts.
- The legislations also safeguard people from any adverse impact due to the program activities.

4.2.3.1 Social inclusiveness in the skill development program

14.   **Outreach**:   There are national and state guidelines to support weaker and disadvantaged sections of society through focused outreach programmes and special mobilization drives to enroll members of underrepresented groups. Various methods and communication channels are used for awareness building and mobilization of youth by the program officials, training providers and others at different levels. Outreach is the entry point for counseling and guidance to youth about the training programs and opportunities.

15.   **Incentives**: Incentives such as boarding and lodging, food, travel cost, study material, stipend is necessary to motivate, particularly the youth, male and female, from and LWE affected districts.

16.   **Enrolment**: The outreach and incentives are the prerequisite for the enrolment of youth in the training programs. The number of youth, particularly from the vulnerable group registered/enrolled, and successfully completed the training course indicate about their participation and inclusion into the program. The national guidelines emphasize on the additional support to enroll students for entrepreneurship education, special efforts to enroll incubators and mentors catering to underrepresented groups, provide portal to act as a registration database of trainees, training providers, and trainer/assessor, etc.

17.   **Employment**:   The employment or placement of the trained youth on sustainable basis is the key for the success of the skilling program. Placement, income, wage and self-employment. The guidelines focus on the necessity-driven entrepreneurship particularly in less developed regions or those experiencing declines in employment, establishment of Kaushal Vardhan Kendra's (KVKs) at panchayat level for mobilizing and imparting skills pertaining to local employment/livelihood opportunities to rural youth, industry to run high employment potential courses through appropriate affiliation framework. The placement record of training providers is better due to market driven courses run by the training providers under TNSDC. However, the employment or placement to the trained youth is a challenge.

4.2.3.2 Policies and legislations for social inclusion

18.   The policies and legislations focuses on the skilling needs of SCs, STs, OBCs, minorities, and differently abled persons, as well as those living in difficult geographical pockets such as LWE affected districts. *The Constitution of India* allows the union and state governments to make any special provision for the advancement of any socially and educationally backward classes or for the Scheduled Castes and Scheduled Tribes; and special provisions are provided for the implementation of development programs and plans for the tribal population covered under the Fifth and Sixth Schedules.

19.   Under the PESA Act, 1996, the consultations are held with the tribal advisory council, Gram Sabha, Gram Panchayat, district/regional councils. The LWE affected States to effectively implement the provisions of The PESA Act, 1996 and The Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006 and coordinate implementation of various development schemes to deal with the unlawful activities of the Naxals/Maoists. It creates enabling environment for development, including the skilling program of youth without exacerbating conflict.

20.   Safeguards to project affected people: Under the skill development program, private land acquisition is not envisaged as the existing buildings and available government lands for the construction of buildings, where necessary, will be used. However, it is relevant to refer *The Right to Fair Compensation and Transparent Land Acquisition, Rehabilitation and Resettlement Act, 2013* that safeguards and mitigate the adverse impacts on the affected persons if land acquisition for the civil works is necessitated at some places.

21.   Thus, the existing legislative framework is adequate in its coverage of social aspects pertaining to the relevant SIMO activities. The inclusion of SC/ST and other vulnerable group is representative in the States following the reservation policy. For example, Tamil Nadu and Chhattisgarh that also has the *Chhattisgarh Right of Youth to Skill Development Act, 2013*.

22.   However, there are instances of inconsistent application of legislations, policies and framework guidelines. The enrolment of youth, particularly the women, minority and PwD remain under represented at some training centers, where States (Rajasthan and Odisha) have not adopted the reservation policy in SIMO. The incentives provided in the tribal and LWE affected districts either remain insufficient or this has not resulted into their expected number of enrolment of youth. It was due to difficult or inaccessibility of training centers, ineffective mobilization, weak monitoring among others. The existing legislations and guidelines are not effective for ensuring the sustainable employment to all the trained youth.

5. Assessment of Environment Management Systems

1.   This chapter provides an assessment of the environmental management systems in the national and state skill development programs. It also provides an overview of the potential impacts of the proposed program investments – in terms of the expected benefits, opportunities, impacts and risks.

5.1 Environmental management systems in National Programs

5.1.1 Systems for ensuring environmental management during construction of training centers

2.   Systems for environmental management during construction (by the Government) have been integrated into the Works Manual of the Central Public Works Department (CPWD)[62]:

- The manual includes procedures relating to: consultation with Department of Archeology for construction of new buildings in proximity of protected monuments; consultation with Environment and Forest Department for Environmental Impact Assessment of infrastructure development prior to allotment of land.

- The manual includes 'Green Building Norms': The Works Manual specifies that all buildings of the CPWD shall be environment-friendly ('Green'), irrespective of external certification. CPWD will have internal Green Building Certification following the GRIHA rating system[63]. The CPWB buildings are required to comply with requirements of at least three-star rating[64]. The GRIHA rating system covers the following criteria: site selection; preserve and protect landscape during construction/compensatory depository forestation; soil conservation (post construction); design to include existing site features; reduce hard paving on site; enhance outdoor lighting system efficiency; plan utilities efficiently and optimize on-site circulation efficiency; provide minimum level of sanitation/safety facilities for construction workers; reduce air pollution during construction; reduce landscape water demand; reduce building water use; efficient water use during construction; optimize building design to reduce conventional energy demand; optimize energy performance of building within specified comfort limits; utilization of fly-ash or equivalent industrial/agricultural waste as recommended by BIS in building structures; reduce embodied energy of construction by adopting material efficient technologies and/or low-energy materials; use low-energy materials in interiors; renewable energy utilization; renewable energy based hot water system; waste water treatment; water recycle and reuse (including rainwater); reduction in waste during construction; efficient waste segregation; storage and disposal of wastes; resource recovery from waste; use of low-VOC paints/adhesives/sealants; minimize ozone depleting substances; ensure water quality; acceptable outdoor and indoor noise levels; tobacco and smoke control; provide at least the minimum level of accessibility for persons with disabilities; energy audit and validation; operation and maintenance; innovation points.

---

[62] Viewed at http://122.180.52.14/cpwd/worksmanual2014.pdf on 16 May 2016.
[63] Viewed at www.grihaindia.org on 10 May 2016.
[64] Viewed at http://cpwd.gov.in/Publication/Approvals&NocoflargeProjects.pdf on 16 May 2016.

- The manual includes monitoring procedures: Procedures for periodic inspection of works are clearly specified.

3.   Also, the clauses in the General Conditions of Contract of the CPWD[65] include provision of suitable labour camp facilities including adequate living quarters, water and sanitation facilities, etc., by the contractor. The contract documents include the 'CPWD Safety Code' and 'Model Rules' that include worker and public health and safety measures (e.g., use of personal protection equipment by workers, anti-malarial precautions including filling up of borrow pits, etc.).

4.   In addition, the CPWD has also compiled a list of various approvals and clearances required for construction works[66].

5.1.2 Systems for ensuring adequate infrastructure and facilities at training centers

5.   Due diligence prior to affiliation: The NSDC training partners undergo due diligence before being registered with NSDC. Government affiliated training centers and other training partners are approved by the SSCs on the basis of guidelines issued by NSDC. Each training partner is responsible for the infrastructure of its training centers.

6.   Validation and monitoring post-affiliation [67] : Third-party validation and periodic monitoring of PMKVY training centers is planned to be undertaken to ascertain if the centers comply with the specifications laid down by the SSCs. The parameters for validation include adequacy of the training center infrastructure in terms of size, equipment, etc.

5.1.3 Systems for integration of EHS into training curriculum

7.   The National Occupational Standards (NOSs) specify the standard of performance, knowledge and understanding when carrying out a particular activity in the workplace. Each NOS defines one key function in a job role. A set of NOSs, aligned to a job role, called Qualification Packs (QPs), are available for the various job roles in each industry sector. These drive both the creation of curriculum, and assessments. Therefore, integration of environmental management, occupational health, worker and public safety aspects into the NOS is critical to mainstream these aspects into the skill set of skilled industry workers.

8.   The Sector Skill Councils are responsible for the creation of QPs and NOSs. The development process of the QPs and NOSs includes industry validation and public consultation before they are promulgated as National Standards.

As of March 2016, 1661 QPs and 4420 unique NOSs have been developed across 33 sectors. Of these, there are at least ___ NOS across ___ sectors that are directly relevant

---

[65] Viewed at http://cpwd.gov.in/Publication/GCC14.pdf on 16 May 2016.
[66] Viewed at http://cpwd.gov.in/Publication/Approvals&NocoflargeProjects.pdf on 16 May 2016.
[67] Viewed at http://www.nsdcindia.org/sites/default/files/files/EOI-Validation-of-training-center-under-PMKVY.pdf and http://www.nsdcindia.org/sites/default/files/files/EOI_addendum.pdf on 26 February 2016 and 13 May 2016 respectively.

to environmental management, occupational health, worker and public safety aspects (see Annex III).

5.2 Environmental management systems in State Programs

9.   The ESSA covered a sample of __ states through both desk review, field visits and consultations with key stakeholders to understand the state level programs on skill development and the associated environmental management systems.

Table 6: Description of Environmental Management Systems in the State Programs

	Training center construction	Training partner affiliation	Training curriculum	Job & Skill Registration Fairs
Chhattisgarh	The construction of training centers is undertaken by the Public Works Department. The Chhattisgarh Works Department Manual 2006[68] specifies procedures for: Selection of site for buildings; Diversion of forest land; Measures to reduce public inconvenience; Worker safety; Facilities at labour camps; Adherence to regulations concerning conservation of ancient monuments; Precautions against fire; etc. The Public Works Department [69] also specifies that rainwater harvesting, solar passive,	The Chhattisgarh State Skill Development Authority (Vocational Training Provider) Regulations 2013 specify the procedure for registration of VTPs. The procedure includes evaluation of the applicant based on inspection of premises for ensuring compliance to standards including availability of required space, equipment, surroundings, etc.	The state follows the Modular Employability Skills (MES) curriculum of the Directorate General of Training, MSDE. These courses integrate environment, occupational health and safety aspects.	NA

---

[68] Viewed at http://cg.nic.in/pwdraipur/Acts_Rules.aspx on 12 May 2016.
[69] Circular of the Public Works Department (80013/83/__/11) dated 23 January 2012.

	Training center construction	**Training partner affiliation**	**Training curriculum**	**Job & Skill Registration Fairs**
	certification for fire safety, etc., need to be integrated into construction of public buildings as per the National Building Code, 2005. Also, the utilization of fly-ash bricks for all constructions by the PWD is compulsory[70].			
Tamil Nadu	Construction of training infrastructure by the TNSDC will be through the PWD. The land is identified by the revenue department and the user department (in this case the TNSDC). A joint inspection is undertaken to check the suitability of land for construction. Government poramboke land (waste land) is identified. Works are carried out as per specifications in the National Buildings code and Tamil Nadu Building Practice. Rain water harvesting structures are provided in all	The state has a clearly defined system for selection of Training Providers (TPs). Expression of Interest (EoI) is invited from training agencies. The training agency should meet criteria that include: qualified trainers, infrastructure facilities, practice labs of desired standards. The details of infrastructure facilities that are sought include: building area, number of classrooms and labs, details of tools and equipment, restrooms for men and women, fire safety, structural stability of building, etc. Selection process for empanelment of training agencies includes evaluation of the EoI as well as an inspection visit	The state has been following the Modular Employability Skills (MES) curriculum of the Directorate General of Training, MSDE. Alignment of all courses with NOSs and QPs has been initiated in 2015. Both the MES and the NOSs/QPs integrate environment, occupational health and safety aspects.	Job and Skill Registration fairs organized by the TNSDC at the district level are major public events that may attract as many as 100,000 participants and achieve a few thousand placements. The district administration enables organizing these events and ensures that facilities/procedures for public safety are implemented (police, fire safety, etc.).

---

[70] Chhattisgarh Environment Conservation Board. Viewed at http://www.enviscecb.org/fly_ash.htm.

	Training center construction	Training partner affiliation	Training curriculum	Job & Skill Registration Fairs
	Government buildings [71]. Also, reliance on solar energy to meet 50% of the energy consumption needs is mandatory for hostel buildings, use of fly ash bricks up to ground level (for basement) is compulsory, etc.	undertaken by the district field teams (District Employment Officers). The inspection covers the following aspects: adequacy of space for classrooms and labs/workshops as per the batch size; adequacy of machinery, tools and equipment; provision of water and sanitation facilities; fire safety certification; building stability certification; availability of qualified instructors. Empanelment of training agencies; Call for project-specific training proposals from empaneled training agencies; Surprise inspection by the district field teams (District Employment Officers) during the training implementation period. The inspection covers the following aspects: adequacy of space for classrooms, labs, workshops; adequacy of machinery, tools & equipment; provision of water and sanitation facilities.		

---

[71] Policy Note 2015-16. Public Works Department Buildings. Government of Tamil Nadu. Viewed at http://cms.tn.gov.in/sites/default/files/documents/pwd_buildings_e_pn_2015_16.pdf on 13 May 2016.

	Training center construction	Training partner affiliation	Training curriculum	Job & Skill Registration Fairs
Rajasthan	NA	The RLSDC has clear procedures for selection of training providers that integrate adherence to basic environmental requirements. The Project Implementing Agencies (PIAs) for the RSTP are selected through a procedure that involves invitation of Expression of Interest (EoI) and presentations by PIAs to a Selection Committee following which their Annual Plans are finalized. The PIAs ensure that the skill development centers and hostels are set up as per the RLSDC guidelines, and are also bound to facilitate inspections by the RSLDC representatives and follow their suggestions/ recommendations. For affiliation of training providers under the ELSTP, a pre-launch inspection of the SDC is undertaken. The District Managers undertaking the inspection use a checklist that covers the following aspects relevant to environmental safeguards: Site plan attested by an architect (urban) or certified by the Panchayat (rural); Sufficient class room space (8-10 sft	The state follows the Modular Employability Skills (MES) curriculum of the Directorate General of Training, MSDE. These courses integrate environment, occupational health and safety aspects.	Job fairs are organized by the Department of Employment. The RSLDC affiliated training providers participate in the fairs.

	Training center construction	**Training partner affiliation**	**Training curriculum**	**Job & Skill Registration Fairs**
	per trainee); Equipment/machinery/toolkit as per the course requirement; Provision of drinking water; Provision of toilet (1 for 25 youth; separate toilet for women); Availability of first-aid box; Sufficient hostel space (24 sft per trainee); Provision of bath and toilet in hostel (one toilet and bath per 10 trainees).			
Odisha	The construction of training centers is to be undertaken by the Works Department, the Infrastructure Development Corporation of Odisha (IDCO), and by the Odisha State Police Housing and Welfare Corporation (in LWE districts). The PWD Code of the state[72] includes a standard environmental management plan (EMP) for all its regular works. The EMP is to be part of the standard bid documents/contract	The Project Implementation Agencies (PIAs) under the Placement Linked Training Program (PLTP) are all required to be affiliated to the NSDC – thus, they have all been through the NSDC's procedures for affiliation of training providers.	The state follows the Modular Employability Skills (MES) curriculum of the Directorate General of Training, MSDE. These courses integrate environment, occupational health and safety aspects.	2 tiers of mobilization events – Block Counseling Events (BCE) and District Job Fairs (DJF) – are organized through the district administration. The average attendance at the BCE is about 1000, while that at the DJF is about 5000. The district administration assigns allied responsibilities to all district level officers representing relevant departments such as PHED, health, RWSS, electricity, fire brigade and police.

---

[72] Government of Odisha, *Revised OPWD Code*. Viewed at http://www.worksodisha.gov.in/pdf/invitation_of_comments/revised_opwd_code_08_05_14.pdf on 2 May 2016.

	Training center construction	Training partner affiliation	Training curriculum	Job & Skill Registration Fairs
	agreements and is to be adhered to by the contractor.			

5.3 Environmental Impacts of Proposed SIMO Investments

10.   This section draws upon the details provided in the preceding chapters/sections, and provides an analysis of the potential environmental effects of the SIMO Program.

5.3.1 Potential Environmental Benefits

11.   The potential environmental benefits from the SIMO Program interventions are the following:
- Integration of EOHS aspects into skill set of skilled workers: The MES and NOSs/QPs integrate environmental management, occupational health and safety (EOHS) aspects into the standards for skill training across the different sectors. This integration will help enhance the availability of skilled workers who are aware and have the capacity to implement EOHS aspects relevant to their job role and sector.
- Utilization of skill development to enhance natural resource management: Though still to take off fully, there are skill development programs focusing on skill up-gradation in the primary sector – the potential benefits include facilitating adoption of better management practices (e.g., improved irrigation efficiency, integrated pest management, integrated nutrient management, etc.). For example, IL&FS has initiated an Agriculture Skills Academy in Mayurbhanj, Odisha in 2015 in partnership with a private ITI. This center is affiliated to the NSDC and runs programs including: mango cultivation, dairy farming, banana farming, gardening and is planning to expand to other sub-sectors.
- Skill development to promote alternative livelihoods for reducing dependence on sensitive natural resources: While the program is still in a nascent stage, in Rajasthan, the RSLDC has partnered with the Forest Department for skill training of youth from villages in proximity of protected areas. The scheme called the Van Dhan Yojana aims at reducing the pressure on the protected areas by providing alternate livelihoods to dependent communities. Youth from 140 villages located in the proximity of 6 protected areas will be identified and sponsored for skill development training and placement.

5.3.2 Potential Environmental Opportunities

12.   The potential environmental opportunities from the SIMO Program interventions are the following:
- Strong policy and legislative framework: The existing policy and legislative framework is conducive to integration of EOHS aspects into all relevant activities supported under the SIMO Program including construction of training centers, affiliation of training providers, development of training curriculum, etc.
- Integration of EOHS aspects into bid documents/contract clauses: The existing codes and manuals of the Public Works Departments specify requirements for relevant permits and clearances (e.g., from the forest department) and integrate EOHS aspects into the conditions of contract.
- Emphasis on 'Green Buildings': The existing emphasis by CPWD on green buildings provides opportunity for adoption of 'green building certification' for construction of new training 'centers of excellence'.

- Integration of environmental aspects into training provider affiliation: There are clear systems in existence for ensuring adequacy of training center infrastructure during training partner/center affiliation.
- Integration of EOHS aspects into NOSs/QPs: The existing NOSs/QPs integrate substantial content on EOHS aspects. This is a good starting point for further updating and enhancement.

5.3.3 Potential Environmental Impacts

13. The potential negative environmental impacts from the SIMO Program interventions are the following:
- Impacts related to construction activities: Poor adherence to existing regulations, codes and guidelines could lead to impacts such as improper siting, poor drainage and water logging, inadequate ventilation, insufficient sanitation facilities, high energy costs during operation, etc. Lack of compliance with safety regulations could endanger public and worker health and safety.
- Impacts related to operation of training centers: Lack of compliance of training centers with regulatory requirements and guidelines on EOHS aspects (e.g., handling and disposal of hazardous materials, use of PPE, electrical and fire safety, etc.) could endanger health and safety.
- Impacts related to organizing of large public events: Lack of adherence to regulatory requirements and guidelines on EOHS aspects (e.g., electrical and fire safety, water and sanitation, disposal of wastes, etc.) could endanger life and health, cause pollution, etc.

5.3.4 Gaps and Risks in the Environmental System

14. The gaps and risks in the environmental system of the SIMO Program that need to be addressed are the following:
- Inconsistency in EOHS integration into construction: There is inconsistency in implementation of existing EOHS provisions in creation of new training infrastructure. This is a risk for public/worker safety during construction as well as for the overall environmental performance of the building during operation (e.g., high energy costs for lighting and ventilation, wastage of large volumes of water, etc.).
- Diversity in training provider capacity: There is a large diversity in the capacity of training providers – and this is likely to increase as more training providers are affiliated to meet the national skilling targets. Smaller training partners have poor infrastructure, weak emphasis on occupational health and safety, and limited opportunities for continued capacity building of trainers primarily due to resource constraints. This is a risk both for the overall quality of the skill development program and for the implementation of the EOHS aspects within it.
- Blind-spot on compliance with SPCB requirements: In the training provider affiliation procedures, no information is being sought on compliance of industrial units that function as training centers with the regulatory requirements of the State Pollution Control Boards (consent for establishment and operation). This is a risk as there could be smaller training providers/centers located within industrial units that are operating without the requisite consent and are outside the ambit of monitoring by the SPCB.

- Public safety risks associated with job/skill registration fairs: Job/skill registration fairs are large public events that may attract 1,000 to 100,000 participants (job aspirants, training providers, etc.). There is anecdotal evidence of issues with crowd management during these events. These events, due to the large numbers of people they attract, could pose safety risks. Also, the high visibility of these events, in case of poor crowd and facility management, could pose a reputation risk.

6. Assessment of Social Management Systems

1.   Social systems Assessment has been carried out deploying the approach of social analysis. This includes: (i) Diversity Analysis; (ii) Stakeholder Analysis; (iii) Impacts Assessments; and (iv) Gap/ Risks Analysis.

2.   *Diversity. The diversity in India is unique. Being a large country with large population, India presents endless varieties of physical features and cultural patterns. It is the land of many languages, it is only in India people professes all the major religions of the world. In short, India is "the epitome of the world". The vast population is composed of people having diverse creeds, customs and colors. Several features/ factors contribute to this diversity. Physical diversity, due to large mountains with snow in the north, deserts in west, coastal areas around west, east and south, interspersed with huge rivers and dense forests all over. Racial diversity, comprising six main ethnic groups[73] is quite perplexing as different facial stocks have little in common either in physical appearance or food habits. Linguistic diversity-- as many as 1,652 languages and dialects are prevalent. Religious diversity—home to most major religions, with Hinduism being the dominant of them. India is a country of castes (3,000) with each caste identified against a hereditary endogamous group practicing traditional occupation. Lastly, cultural diversity – India has 600 tribal/ indigenous groups having collective attachment to their inhabitation. This diversity has resulted in highly heterogeneous groups and sub-groups thereof, each of whom has a stake in the program. Program has to recognize and address the requirements of each one of them. While institutional diversity has been dealt in an earlier section, stakeholder mapping is done below.*

6.1 Stakeholder Analysis

3.   A stakeholder is defined as an individual or institution who can impact on the program and/ or impacted by the program. Accordingly, key stakeholders could be mapped at different levels - national, state and sub-state levels:

Table 7: Stakeholder Analysis

National Level	MSDE, NSDA, NSDC, SSCs, Other Ministries of Government of India such as labor and employment, tribal affairs, women & child development, minority affairs, social justice & empowerment, rural development, overseas Indian affairs, and National Scheduled Tribes Finance and Development Corporation. Bilateral and Multi-lateral development agencies
State Level	*Direct Beneficiaries*
	• Unemployed and under employed youth • SC, ST, Women, Minority, Disabled, OBCs • Ex Defense & Para-Military personnel • Training Service Providers • Trainers and Trainees • Knowledge Partners

---

[73] (1) the Negrito' (2) the Proto-Australoids, (3) the Mongoloids (4) the Mediterranean or Dravidian (5) the Western Brachycephals and (6) the Nordic

	• State Skill Development Missions • Industries and Commerce bodies • Automobile Repair and ancillary services. • Industries including telecommunication and IT • Hospitality Industry • Beauty and Cosmetics industries
	State Departments/ Services • Labour, Education and Employment • Industries including telecommunication and IT • Tribal Development and Forests • SC/ST • Panchayat and Rural Development • Urban Development, Tourism, and • Agriculture, Animal Husbandry, Veterinary & Fisheries. • Health including Hospitals • Handloom, Textile and Handicrafts, Khadi Gram Udyog
	Indirect Beneficiaries
	• School, CBSE, State Board • National Council for Vocational Training • Dalit Indian Chamber of Commerce and Industry • Industry, Employers, dealers, Super marker, retail sector • Associations/organizations at state and district levels • NGOs, Media • Army & Para-Military Forces • Indo Tibetan Border Police • Border Security Force • Central Reserve Police Force • Central Industrial Security Forces • Assam Rifles
District level	• District Collector- Chairperson • Zila Panchayat • Civil, Electric and Mechanical Contractors • Polytechnic College/ ITI, NGOs • Employment and Career Guidance agencies • Tribal Development/ agencies, NGOs • Hospitals, Nursing homes, Clinics • Hospitality Industry • Beauty and Cosmetics industries
Sub-District level	*Direct Beneficiaries*
	Gram Panchayats Rural and Semi Urban communities
	Development Agencies, NGOs, Media, Farmers and other Retailers

4.   Each sub-group had been shared the 'program' either individually or in groups and a feed-back sought in terms of their expectations and the associated issues and concerns. Key expectations were sought from the Training Managers (Central and State

agencies responsible for managing the program), Training Service Providers, Trainers and Trainees. The same are presented below.

6.1.1 Key expectations of Training Managers

5.   Expectations on Infrastructure and other Facilities:
- Buildings and other infrastructure facilities for running better the programs, especially enhancing on the job training facilities.
- Construction of hostels and infrastructure facilities with a substantial capacity to accommodate youth from distant rural areas.
- Enable rural youth access to industries, labs for practical, on-the-job training and quality training.
- Develop web based portal and online system and creation of data base.
- Improve overall data management and updating at state level.

6.   Expectations on Programs and Outreach:
- Institutional strengthening can enable spread of the management to the districts.
- Develop customized courses considering the specific background and needs of the state.
- Preference to skill development (SD) courses with relatively longer duration such as six months or more.
- Organizing Kaushal Mela (Job Fair) at district/block levels wherein industries, private sector, government departments, VTPs participate to disseminate information, counseling and guidance about the availability of jobs and training courses to youth and their registration as applicable.
- Facilitate mainstreaming tribals and Naxals through training and employment.

7.   Expectations on Program Management:
- Qualitative assessment of VTPs, Blending soft skills in the training programs,
- Develop systems for subject plan, lesson plan and study material and standardization of course materials.
- Adequate Staff availability -Uniformly execution of one master trainer and one assistant trainer for each course. Planning for regular Tots for the trainers.
- Special consideration for LWE districts in terms of residential, monetary incentives and flexibility of time, etc.
- Considerations for hard allowance, vehicle, phone facilities to district staff.
- Providing adequate manpower at block, cluster and district levels.
- Timely allocation of budget in the beginning of financial year.
- Advance information about the target of youth to be trained in the year
- Making constant efforts to improve quality of training with the passage of time
- Approaching industries and private sectors for placement and running VTPs on PPP mode.

8.   Expectations on Placement and Coordination:
- Improved coordination of the TNSDC with the national agencies such as NSDC/SSCs, relevant government departments within state, industries, private sector, corporate, training providers and other stakeholders

6.1.2 Key expectations of Training Providers

9.   The key expectations of the training providers are:
- More funds and resources for running VTPs efficiently
- Flexibility in placement criteria for the placement of trained youth
- Revise the existing criterion of retaining 20% of contract amount until the placement of trained youth
- Improved infrastructure and other facilities in the hostels to youth, including women, PwD, ST/SC and vulnerable groups at the district Livelihood Colleges
- New training courses to be launched in the sectors suitable for employability to tribal and youth in LWE areas
- Function as knowledge partners and extend support to other smaller and needy agencies.
- Development of tribal and LWE affected areas through SD and its mainstreaming with the society.
- Enhanced trainees' enrolment from vulnerable groups at the VTP
- Focus on counseling for effective mobilization of youth, particularly SC/ST, minority, women and vulnerable groups
- Expansion of TPs in selective districts of the state

6.1.3 Key expectations of Trainers

10.   The key expectations of the trainers are:
- Avail opportunities and sponsorship to attend the ToT and workshop for updating knowledge
- Employment on a regular or long term basis
- Improved remuneration and facilities. Ensure equal pay for equal work
- Career progression
- More time for coverage of syllabus e.g. 5 months instead of 3 months for some courses
- Provide salary and other perks commensurate to the qualification, experience, etc.
- Provision for paid leave to the trainers
- Mandatory attending orientation, refresher course, ToTs, workshop, etc. regularly for trainers
- Implement defined job of the trainers as per NOs/QPs at the TPs
- Provide good infrastructure, modern method of communication, smart class rooms, etc. for imparting quality training
- Improve selection method and registration of trainees in the course of their choice
- Availability of good class rooms, lab equipment, furniture, blackboards, course/learning material, modern methods of teaching, etc.
- Established systems of internal assessment and evaluation of the performance of trainers
- Promote the better performing trainers

6.1.4 Key expectations of Trainees

11.   The key expectations of the trainees are:

- Employment guarantee with appropriate remuneration, after completing training program successfully.
- Preference for employment locally or at least within the state.
- Self-employment with income generation that will meet the self and family requirements
- Economic independence that will raise status in the community.
- Boarding, lodging, stipend and other incentives to trainees including women, ST/SC, PwD and other vulnerable groups from rural, tribal and LWE affected areas.
- Provision of residential facilities during the training program.
- Compensation amount against the monetary loss of labor work as the women trainees cannot earn during the training period.

6.2 Key Issues

12.   Key issues (difficulties/ deficiencies) emanating from the analysis are presented below:

6.2.1 Key issues concerning Institutional Strengthening

13.   The key issues on institutional strengthening are:
- Multiplicity of skill development management agencies is quite evident.
- Lack of adequate coordination of SDA/SDC with various departments and other stakeholders at different levels for the management and monitoring of program implementation
- The training centers run by the NSDC in Tamil Nadu and Rajasthan are not known to the respective state corporations. Parallel implementation of GoI skill schemes in the state by NSDC is resulting not only duplication but also unnecessary competition with state skill missions.
- Lack of accreditation and assessment facilities at state level.
- Lack of funding for constructing and creating infrastructure for the centre of excellence and training centers
- Lack of adequate infrastructure, full time trained staff, vehicle, etc. particularly at the district level for the monitoring of training activities is quite common.
- Paucity of buildings, infrastructure and less number of training centers, impacts adversely on the performance.
- Lack of efficient working of training centers particularly at the district and block levels.
- Inadequate data base management of the trainees and youth, the potential target of the skill program.
- No robust monitoring and evaluation systems of the performance of the training centers across the states.

6.2.2 Key issues concerning Training Providers

14.   The key issues concerning training providers are:

- Huge differences exist among the training providers (Govt., corporate, industry, private/NGOs) in terms of size, resources, experienced trainers, capacity, performance of quality training and service delivery.
- Sub-optimal Performance of small size training centers run by government ITIs and NGOs, in general, and those in tribal and/ or LWE areas
- Lack of funding in procuring equipment and instruments needed for practical classes.
- Insufficient funds against the cost of running the training courses and providing boarding and lodging facilities under the specified schemes by the training providers.
- Limited options to the trainees for selecting courses of their choice.
- Training contents are not standardized, no guidelines for adopting NSQF/NOs/QP uniformly by the TPs
- Difficulties in access of training material to trainees, its non-availability in local languages, barring some instances. Excess work load of teaching (theory and practical) due to less time given for covering the syllabus
- Trainers have sense of insecurity as the contractual job is for a short duration and remunerations are low.
- Extra efforts of trainers required due to disconnect of trainees with education and learning, no study habit and slow learning by them.
- Challenge of teaching and inculcating learning among the trainees, the life skill such as hygiene, etiquettes, behavior, MNCs/ corporate culture, work place responsibilities, asset maintenance, etc.
- Trainers have minimal or no scope of attending ToTs, relevant workshops required for updating knowledge.
- Limited availability of trained trainers to match the training requirements, particularly in rural, tribal and LWE affected areas
- Training imparted may not fully equip the trainees with the knowledge and employability.
- Below standard quality of training imparted at many training centers. Meaning and operational definition of quality of training is not known to most of the trainers.
- Inconsistent systems of internal assessment of the learning level of trainees followed at some centers.
- Poor linkage and networking of TPs with industry, private sectors and other employers.
- Difficulty in providing placement to trained youth upon completion of the training
- Nonrealistic criteria of providing wage employment to 70%-75% trained youth after the training and thereafter releasing the remaining installment of contract amount to TPs
- No robust system for long term placement tracking.

6.2.3 Key issues concerning Inclusion and Access to Women and Vulnerable Groups

15.   The key issues concerning inclusion and access to women and vulnerable groups are:

- Skill development currently is confined to certain pockets in a state- mostly to urban and/ or semi-urban industrialized areas. Accessing the programs conducted in these areas is quite difficult for people from rural, remote, hilly and other tribal areas. Non-availability of residential facilities in all the centers restricts the participation to those who are in the vicinity of the training centres.
- Weak mobilization and counseling of women, ST/SC, religious minorities, PwD, poor and other vulnerable groups (hereafter referred as vulnerable groups) is quite common across the states;
- Remote location, difficult terrain, poor connectivity and transport facilities, local dialect are the impediments in outreach to tribal and LWE affected areas. The sense of insecurity among outside staff of TPs is another barrier in visiting the LWE areas;
- Huge efforts are required to identify the school pass/ drop out youths, their mobilization, counseling, registration, bringing them from home and retaining in the class room and in the job after training;
- Home sickness, indifferent attitude towards learning and career, change from open culture to discipline, restrictions during training, time management, attending the classes throughout the day and personal habits are perceived as hurdles by the trainees, particularly from tribal background;
- In tribal culture, collective and community decision taken is a hindrance for the enrolment of youth in training courses;
- Perceived insecurity and sexual abuse of rural women migrating to city for training and employment are barriers;
- Youth, including women particularly from tribal and rural areas do not want to migrate outside for the training and employment. The training offered in those areas may not be congenial to seek wage employment locally;
- Even if they migrate out, they have to encounter low salary, difficult accommodation, no progression, in hospitable working conditions loom large and act as hindrances in continuation of jobs, and consequently low turnout for training;
- Limited incentives available in terms of boarding, lodging, transport cost, stipend, etc., that are required to attract and motivate vulnerable groups for training;
- Inconsistency in participation and enrolment of SC/ST, women, PwD in the states, which have not enforced the reservation policy in skill program; and
- Deficient data management and inconsistency in segregated data along the gender, ST/SC, PwD, poor and vulnerability parameters at most of the TPs.

6.2.4 Key issues concerning skills training through private-public partnerships (PPPs)

16. The key issues concerning PPPs are:
- Less participation of companies and corporates in the skilling program through PPPs mode; and
- Limited private sector entities channelizing their CSR funds towards training and entering into partnership with SSDMs.

6.3 Social Impact Assessment

17.   The potential social impacts, positive and negative, likely to occur due to SIMO interventions are analyzed below.

6.3.1 Positive Impacts

18.   **Institutional Strengthening:** The program is likely to ensure better inert-institutional coordination which will result in efficient working systems among the relevant departments at national, state and district level. It will help planning, implementation and service delivery of high quality training programs. The coordinated activities of MSDE and SSDMs will also bring together industry, private sector, corporate, training providers, youth, public representatives, NGOs, and civil society at one platform. It will create the environment of participation and partnership that will facilitate successful implementation of SIMO and other schemes of development.

19.   **Training Providers:** The construction of buildings, improved infrastructure facilities, creation of centers of excellence and training centers will facilitate in the upgrading of infrastructure thereby enhancing the quality of the training programs. It will also help improve the market relevant quality of skill development and service delivery by the training providers. Training modules developed in different sectors, availability of learning material in local languages, ToTs organized for the orientation and refreshing knowledge of trainers will ensure the quality training delivery to trainees. The skill thus acquired will enhance the competence level and merit of youth for better employment opportunities globally. The skill development related activities will also create employment to experts for preparing modules, translating it in local languages, publications of training material among others.

20.   **Inclusion and Access to Women and Vulnerable Groups:** The program focusses on ensuring inclusion, thus, enabling enhancing access to all, especially to women, ST/SC, PwD, religious minority, and other poor and vulnerable sections. Towards this, special purposive strategic interventions will be made. This may include: incentives to TPs for outreach activities as well as linkages with the employers, rewards and recognition for enhancing 'inclusion'. Innovative proposals for establishing and conducting training programs in tribal/ LWE areas will also be encouraged through adequate financial and technical support.

21.   **Outreach:** The national skill development program integrates the inclusion and equitable access by reaching out to a variety of heterogeneous poor and vulnerable sections- unemployed youth, women, scheduled tribes, scheduled castes, religious minority, persons with disability (PWD). Some states strive to ensure inclusion of these groups, by design, and in others, it is happening by default. Chhattisgarh is a unique example wherein inclusion is backed up by legislation- Right of Youth to Skill Development Act, 2013 that provides right to skill to youth of 14-45 years.

22.   Tamil Nadu's enforcement is premised on the state's reservation policy (18% to SC, 1 % to ST, 3 % to PWD, 3.5% to backward community minority, and 33% to women) through its Skill Development Corporation. Odisha and Rajasthan are able to achieve inclusion of ST/SCs, in the absence of any legislation and/ or directive, through innovative mobilization activities and provisions of residential facilities and other incentives. The performance of the variety of service providers in all the sectors –

government, public sector, non-government, especially the corporate and private sector providers have been quite good**.**

23.   **Conflict Areas:** As many as 34 districts in nine states of India are Left Wing Affected (LWE), which are mostly situated in hills and tribal areas, including in Chhattisgarh and Odisha. The unlawful activities and sporadic violence of Naxals/Maoists against the state rule has been causing conflict and the constraint in development. The efforts are being made for the inclusion of youth from tribal and LWE affected areas in Chhattisgarh and Odisha states. The Chhattisgarh State Skill Development Authority and Odisha Skill Development and Technical Education Department (newly created Odisha Skill Development Authority) in coordination with the respective District Administration have been working for it. Increased awareness, interaction with implementing agencies, residential and monetary incentives, reservation for ST/SC, employment opportunities, etc. will motivate the youth for enrolment at the training centers. The program interventions will contribute towards creating peaceful environment and harmonious development and will not result in exacerbating conflicts**.**

24.   **Lands:** The program envisages civil construction works, but does not need to resort to involuntary land acquisition of private lands as most state governments do own sufficient lands on the campuses of the Department of Employment and Training and/ or of other departments even in the urban and semi urban areas. Civil works will be carried out either on the lands owned by the government or other government agencies, failing which, through purchases on a negotiated price on a willing seller-willing buyer basis. Lands may also become available on voluntary donation basis in the rural and remote areas. So, the program will not result in physical or economic relocation due to involuntary acquisition of lands.

25.   **Employment Generation:** The skill development will create employability and employment to unemployed youth. The wage employment and self-employment will be created in different sectors. It will provide income and livelihood to the trained youth and improve the quality of life of individuals and family. The skilled manpower will contribute to the growth of business and economy of the industries and other agencies in different sectors. It will lead to poverty reduction at national level. Other positive impacts among skilled youth will be in terms of exposure to outside world, work culture, sense of responsibility, discipline, positive attitude and behavior towards life.

26.   **Women Work Participation:** The skill development and employment will result into women's participation in the work. The economic independence and empowerment will prevent gender discrimination at all stages of life within and outside family. The confidence and boldness developed will ensure security and avoidance of sexual abuse. The positive attitude will be a factor for motivating female children for education. The skill and working women will earn, save and support family as equal partners in the society.

27.   **Skills Training through Private-Public Partnerships (PPPs):** On the PPP modalities industries and private sectors have initiated channelizing their CSR funds for skill programs activities and started working as partners with the SDAs/SDCs. The

additional CSR funds will help delivering high quality training and employment to all the youth in their own work.

6.3.2 Negative Impacts/ Gaps and Risks

28.   The program is unlikely to result in any negative impacts. No person/ group will be affected adversely. However, there are two major gaps/ risks, as related to: (i) exclusion; and (ii) inadequate performance. These are discussed in a later section.

.

7. Assessment of Program Consistency with Core Principles in the Policy on Program for Results Financing

1.   This chapter provides an analysis of the alignment of the SIMO Program's systems with the core principles of the Bank's Program for Results instrument.

7.1 Environment

7.1.1 Core Principle 1
Assessment of the degree to which the Program Systems promote environmental sustainability in the program design; avoid, minimize or mitigate against adverse impacts; and promote informed decision-making relating to a program's environmental effects.

2.   **Applicability**: Three aspects of the SIMO program are relevant to promotion of environmental sustainability through better design, avoidance/mitigation of adverse impacts, and, promotion of informed decision making. These are the skill training infrastructure, the training partners, and the training curriculum.

3.   **Strengths**: The program systems have existing provisions that contribute to environmental sustainability, manage adverse impacts and promote informed decision-making. With regard to the construction activities under the Program, the public works departments at the Central and State levels emphasize on regulatory compliance, environment-friendly design and construction practices. With regard to the skill development training basic environmental aspects are integrated into training partner affiliation procedures (e.g., adequacy of physical infrastructure), and, EOHS aspects are integrated into the training curriculum.

4.   **Gaps/Risks**: While there are existing provisions, implementation is not uniform – depending to a large extent on stakeholder capacity. There is hence scope for further strengthening the implementation of these provisions. Strengthening of the implementation of these existing provisions through a multi-pronged strategy that includes green building certification, strengthening affiliation criteria and on-going monitoring of training providers, strengthening of EHS integration into the skill training curriculum, etc., is being recommended for inclusion in the Program Action Plan (as detailed in Chapter 9).

7.1.2 Core Principle 2
Assessment of the degree to which the Program Systems avoid, minimize, and mitigate against adverse impacts on natural habitats and physical cultural resources resulting from the program.

5.   **Applicability**: The SIMO program focuses on skill development – adverse impacts on natural habitats and physical cultural resources are unlikely – except in cases where any construction activity (of skill development infrastructure) takes place in the proximity of natural habitats and physical cultural resource sites.

6.   **Strengths**: The program systems have adequate provisions in place to avoid, minimize and mitigate against impacts on natural habitats and physical cultural resources during construction of training centers. There are laws and regulations

concerning management of environmental impacts related to construction in ecologically sensitive areas such as forests, coastal areas, etc., and construction in proximity of cultural heritage sites such as protected monuments. These regulatory provisions are integrated into the Works Manuals of the building construction agencies of the Central and State governments.

7.   There are also local regulations (e.g., permissions, building bye-laws) concerning infrastructure in areas prone to natural hazards (e.g., Tamil Nadu Cyclone Prone Area Special Building Rules, 1982 apply in the cyclone-prone areas and Tamil Nadu District Municipalities [Hill Stations] Building Rules 1993 that are applicable in the hill areas of the state).

8.   **Gaps/Risks**: Lack of awareness on existing regulations and monitoring of their compliance could result in adverse impacts on natural habitats and physical cultural resources. Strengthening the implementation of these existing provisions through 'green building' certification is being recommended for inclusion in the Program Action Plan (as detailed in Chapter 9). The certification process will ensure adherence to the existing regulations and good practices that will safeguard natural habitats and physical cultural resources. In addition, the program will exclude construction activities in proximity of critical natural habitats and protected physical cultural resources (as detailed in Chapter 9).

7.1.3 Core Principle 3
Assessment of the degree to which the Program Systems 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; (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials; and (c) reconstruction or rehabilitation of infrastructure located in areas prone to natural hazards.

9.   **Applicability**: As the SIMO program deals with skill development – occupation health and safety are of core importance. These are relevant to multiple activities envisaged in the program – construction of new training centers, affiliation of training providers and centers, skill development curriculum, organizing of large public events such as job/employment/skill registration fairs, etc.

10.   **Strengths**: The Program Systems have adequate provisions in place to protect public and worker safety during construction of training centers. There are laws and regulations concerning public and worker safety and these are integrated into the Works Manuals and Bid/Contract Documents of the PWDs.

11.   The Program Systems also have provisions in place to protect trainee safety during the operation of the trainee centers. The procedures for affiliation of training providers include inspection of the proposed training centers against criteria that include adequacy of the physical infrastructure (space, ventilation, sanitation, etc.).
The training curriculum (for example, MES of the DGT) includes sessions on occupational health and safety and a clear list of PPE required for each course is provided. Safety measures concerning toxic chemicals, hazardous wastes, etc., are also integrated into the training curriculum (e.g., bio-medical waste management is part of the curriculum for relevant courses in the health sector).

12.   **Gaps/Risks**: Lack of awareness on existing regulations and guidelines, as well as weak monitoring of their compliance could result in adverse impacts on public and worker safety and health. Strengthening of the implementation of these existing provisions through a multi-pronged strategy that includes green building certification, strengthening affiliation criteria and on-going monitoring of training providers, strengthening of EHS integration into the skill training curriculum, and, adoption of guidelines for public safety at job/employment/skill registration fairs are being recommended for inclusion in the Program Action Plan (as detailed in Chapter 9).

7.2 Social

7.2.1 Core Principle 4
Assessment of to the degree to which the Program Systems manage land acquisition and loss of access to natural resources in a way that avoids or minimizes displacement, and assist the affected people in improving, or at least restoring, their livelihoods and living standard.

13.   **Applicability:** *Assessment of to the degree to which the Program Systems manage land acquisition and loss of access to natural resources in a way that avoids or minimizes displacement, and assist the affected people in improving, or at least restoring, their livelihoods and living standard.* The existing legislation and policies have adequate provisions to manage involuntary land acquisitions (if need be) and loss of access to natural resources in a way that avoids or minimizes displacement, and affected people are assisted in improving, or at least restoring, their livelihoods and living standards. However, the program interventions do not warrant adoption of the same as there is no need for involuntary acquisitions. This leaves the program with the following options of securing of lands: (i) public lands; (ii) purchases; and (iii) donations.14.

49.   The program envisages some construction of new civil works – buildings, sheds, workshops etc. which do require lands, requirements of which are likely to be much smaller relative to other development projects. The initial enquiries reveal that lands are available sufficiently in each state on the campus of government department (s). In a few cases, lands could be secured through either purchase of lands on willing buyer-willing seller and on a negotiated price basis or through voluntary donations. In any case, it does not warrant securing 'the' piece of land. Thus, it provides flexibility in terms of the choice of location. Given this situation, of lands required being quite small and not necessary to have a particular piece of land; and that in most cases, government lands are available, there is no need for involuntary land acquisitions. Hence, neither compensations are to be paid, nor the risks of economic and social impacts are envisaged.   However, securing lands shall abide by a set of rules so as to ensure that the process is not only voluntary but also that no one is affected adversely.

15.   The program will abide by the following rules so as to ensure that the process is not only voluntary but also that no one is affected adversely:
- The land in question must be free of squatters, encroachers, share cropping or other claims or encumbrances.
- The facilities requiring land should not be site specific.
- This should not result in any physical relocation.

- This should not result in restrictions on accesses and transit.
- Voluntariness shall be ascertained by the SSDM and duly documented. Under any circumstances, the land user will not be subjected to any pressure, directly or indirectly, to part with the land.
- The Department shall ensure that there shall be no significant adverse impacts on the livelihood of the household donating the land.
- Land transfers in donations / purchases will be complete, land title will be vested in the Government department/ agencies; and
- Provision will be made for redressal of grievances (ROG) if any.

16.   The processes and instruments are as follows:
Voluntariness in the case of donations/ purchases:
- Department shall conduct enquiries as deemed necessary, to understand the land user's 'interest'/ 'motive' behind the offer to donate land for the scheme.
- Department shall also assess adverse impacts (if any) on the household of the donor/ vendor as a result of parting with the land.
- A certificate to this effect that they are satisfied of the 'voluntariness' and that if will have no impact on the livelihood will be prepared and signed by the Director, SSDM.

Certification in the case of government owned lands:
- Director, SSDM shall certify that the land is free of encroachers and squatters and no negative impacts, including, accesses, are envisaged.

17.   **Strengths**: Securing lands will be easier, quicker and does not result in significant negative impacts.

18.   **Gaps and Risks**: A directive capturing the rules governing securing lands should be prepared by MSDE and shared with all the implementing entities and put in place a mechanism for monitoring of the same. Key risk relates to inadequate monitoring.

7.2.2 Core Principle 5
Assessment of the degree to which the Program Systems give due consideration to cultural appropriateness of, and equitable access to, program benefits giving special attention to rights and interests of Indigenous Peoples and to the needs or concerns of vulnerable groups.

19.   **Applicability**: India is a country with great diversity not only of geography but also in terms of economic endowments and social status. As a result, there are some communities living in some area who are more privileged than others due to geographic, economic and social exclusion. Some of the dimensions of *exclusion* are as follows:
- *Geographic or spatial exclusion*. Some people are excluded because of where they live. In rural areas, exclusion of physically 'remote' areas are common; these areas tend to have poor connectivity, infrastructure and services, and may have low resource potential.
- *Economic exclusion*. It is usually seen that a poor and the marginalized lack of access to resources, labour markets, credit, other forms of 'capital assets' and services. The poor lack of education and marketable skills and hence continue to be excluded from labour markets.

- *Social Exclusion*. Social Exclusion in India occurs in several dimensions – Caste, Ethnicity, Age, Religious Community, Gender and Disability. In India, caste and gender have historically been the two axes of stratification responsible for the major inequalities in access - in as diverse areas as education, health, technology, and jobs. Scheduled Caste persons, in addition to being excluded from property rights, have also been denied rights to education resulting in high dropout rates, poor-quality education, and discrimination. As a result, there are large gaps in literacy rates and education levels between children of SCs and those of other castes. This has further affected their access to skill training which requires a minimum level of education. In the context of the skill training for employability caste based exclusion is extremely significant as in India as certain occupations are caste based and skills are handed down over generations in the family. Occupations like carpentry, plumbing, blacksmith, masonry etc. which are in demand in the modern economy are restricted to certain castes. As a result, one sees that there is apathy for skill training in these traditional occupations among people.

- *Gender based exclusion* in the labor market is very predominant in India as it continues to be one of the countries where labor force participation is extremely low (about 31%). While male participation is high, female labor force participation (FLFP) has been dropping at an alarming rate. In addition, women in the labor force continue to face pay inequity, occupational segregation and gender discrimination. Cultural stereotypes regarding appropriate occupation for women continue to affect training institutes as well as industry in terms of available training courses for women and availability of jobs for them. Women are mostly present in non-engineering trades like dress making, COPA, surface ornamentation etc. Thus leading to a gendered segregation where there are some trades which have all male students there are others which have all female students.

- *Tribals*: One notable group on the periphery of economic and social progress are the tribal groups (or 'Adivasis'). These people have been identified by the constitution as 'scheduled tribes' (ST).[74] There are an estimated 84 million tribal persons, which accounts for around eight percent of India's population of 1.2 billion. The tribal situation in the country presents a varied picture: some areas have high tribal concentration while in others they form only a small portion of the total population. While the statistics vary across and among STs, the best-available data reveal the following. Overall, in a review of poverty and development progress in India, STs show the slowest pace of improvements in a range of areas.[75] The proportion of STs population among the rural population living in poverty is high. It is about 15% — double that of their share in the total population of India.[76] Tribal people also fare badly in respect of

---

[74] There are 645 distinct tribal groups recognized as STs in India. More than half the population are concentrated in the states of Madhya Pradesh, Chhattisgarh, Maharashtra, Jharkhand, and Gujarat (the 'central belt' of India). The second belt starts from the three northern most mountainous states, and continues to the seven states in the north eastern region. The third is the southern belt with some STs in the south Indian states, as well as islands of Andaman & Nicobar and Lakshadweep.

[75] Das, M. 'Poverty and Social Exclusion in India', Presentation at the TFESSD Seminar, Oslo: http://siteresources.worldbank.org/INTUNITFESSD/Resources/1633731-1307643226089/Olso-TFESSD-SocialExclusion-Das.pdf

[76] GoI, Report from the 11th Five Year Plan. http://planningcommission.nic.in/plans/planrel/fiveyr/11th/11_v3/11v3_ch4.pdf

human development indicators such as health and education.77 The tribal peoples' poorer education and health indicators are attributed in the first instance to poverty, which in turn, is a result of them being physically isolated, concentrated in remote hilly and forested areas suffering from poor accessibility and practicing mostly subsistence agriculture, often dependent on forest produce. The net result is that poverty among tribals is often intergenerational: they often pass on poverty to the next generation.78 It is also in tribal and forested areas of India where there are instances of conflict persisting, which has further impeded development.

In response to the unique challenges faced by the STs, the Government of India (GoI) has undertaken a number of measures over the years. The Constitution of India recognizes the diversity of STs across India as well as other complex problems in terms of geographical isolation, socio-economic backwardness, distinctive culture, poor infrastructure facilities, language and religion, exploitation by various groups, and so on. In response, five broad categories of safeguards 79 are provided: (i) social – chiefly related to abolishing of untouchability; (ii) economic – chiefly provision of fifth and sixth schedule areas; (iii) educational and cultural – reservations in educational institutions; (iv) political – provides for reservation of seats in legislature; and (iv) services – reservations in appointments or of posts in public employment. Thus India has both protective provisions to safeguard tribal people from social injustices, as well as developmental provisions to promote their educational and economic interests. Further, administrative provisions under the Fifth and Sixth Schedules give special powers to the state for the protection and governance of tribal areas and reservation provisions ensure due representation in legislative bodies and government jobs. The introduction of Panchayats Extension Act to the scheduled areas (PESA) was enacted by the Indian Parliament on Dec 24, 1996. This Act offers a provision for greater local control over resources and decision making to the tribal people through institutions like Gram Panchayat and Gram Sabha

The Fifth Schedule consists of districts in the states of Andhra Pradesh, Jharkhand, Chhattisgarh, Odisha, Telangana, Himachal Pradesh, Madhya Pradesh, Gujarat, Maharashtra and Rajasthan which are dominated by tribal population. As per the constitution each of these states is supposed to form a Tribal Advisory Council. The Constitution further provides that it shall be the duty of the Tribes Advisory Council to advice on such matters pertaining to the welfare and advancement of the Scheduled Tribes in the State as may be referred to them by the Governor.

The tribal majority regions of North East India, is the part of the Sixth Schedule of the Indian constitution. It has a set of legal provisions are designed especially for tribal majority regions in the North Easter hills of India. The Schedule provides for the constitutions of Autonomous District Councils (ADCs) under

<hr>

[77] UNDP (2012), UNDP in India,
http://www.undp.org/content/dam/india/docs/UNDP_in_india_2012_final_artwork.pdf
[78] Mahapatra, R. 'Why poor rural tribals will remain poor for generations'
http://infochangeindia.org/poverty/books-a-reports/why-poor-rural-tribals-will-remain-poor-for-generations.html
[79] GoI, Tribal Constitutional Safeguards and Protective Measures for Tribals,
http://ncsc.nic.in/files/ncsc/new6/261.pdf

which all the tribal chiefs and headmen were placed. The idea was to provide a democratic voice to the tribal structures within the modern state.

Despite special position given to them under the constitution, tribals face discrimination in terms of health and education facilities. One of the reasons for this is that these areas are largely remote and are located in the hilly areas or areas covered by forests. Thus remoteness and serious institutional constraints exclude them both spatially and socially. Dispersed hamlets of the tribal areas make it administratively difficult to monitor these areas. Education attainment has improved among tribals but still continue to be very low compared to the non tribals. Low voice of tribals in central decision-making and their alienation from land and forests are central to their continued exclusion from progress and development.

- *Minorities*: Five religious communities viz. Muslims, Christians, Sikhs, Buddhists and Zoroastrians (Parsis) have been notified as minorities under the National Commission for Minorities (NCM) Act- 1992. The data on religious minorities for 2011 Census has not yet been released. However, as per 2001 Census, the percentage of religious minorities in the country was reported to be nearly 18.4% of the total population. Muslims form the largest minority population in India (13.4%) followed by Christians and Sikhs.

  A wide variety of policy initiatives and programmes have been launched by successive governments to promote the economic, social and educational development of the minority communities in India. However, while the Muslims have no doubt made some visible progress, the perception remains that the economic and educational gap between this Community and the rest of the population in the country.[80] In terms of literacy status Muslims are much worse compared to other minority groups.

  Compared to the overall population of the country, higher percentage of Muslim population lives in urban areas. However, the participation of Muslims in education in urban areas is much lower than the general population. In case of girls, 50.5% of Muslim girls living in urban areas are not literate. Only 6.2% of Muslim girls have attained secondary education in urban areas. Work Participation rate among the Muslims is also lower than that of national average. Muslim women are overwhelmingly self-employed (engaged in home-based work). Sewing, embroidery, zari work, chikan work, readymade garments, agarbatti rolling, beedi rolling are some of the occupations in which Muslim women workers are concentrated. Their work conditions are characterized by low income, poor work conditions, absence of toilet and crèche facilities, lack of social security benefits like health insurance and the absence of bargaining power.

- *Differently abled*: Disability has always been looked down upon by the society and the differently abled persons are not yet being included in the mainstream despite different legislations.

20.   The program systems have adequate provisions for consideration of cultural appropriateness of, and equitable access to, program benefits giving special attention to rights and interests of Indigenous Peoples / Tribals and to the needs or concerns of vulnerable groups. Inclusion and Equity considerations are quite high on the agenda of both the national and state governments. Most state governments have provision for

---

[80] Sachchar Committee Report

discriminatory targeting to ensure inclusion of persons belonging to the poor and vulnerable groups such as: Scheduled Caste, Scheduled Tribe, Women, Religious Minority, People with Disability, and other Backward Castes. In respect of tribals, Indian constitution has provisions under Fifth and Sixth Schedule Areas, providing for safeguarding their culture, lands, and other economic and political interests. Fifth Schedule Areas are in 9 states namely Andhra Pradesh, Jharkhand, Gujarat, Himachal Pradesh, Maharashtra, Madhya Pradesh, Chhattisgarh, Odisha, and Rajasthan; and Sixth Schedule are in 4 North Eastern States namely Assam, Meghalaya, Tripura and Mizoram. Apart from the consultations, it is mandatory to secure consent in these areas from the tribal institutions.

21.   Further, Article 15 and Article 46 of India's constitution provide special considerations for ST/SC and other disadvantaged groups and ensure equal rights to them regardless of caste, region, religion, etc. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1955, and the Rehabilitation Council of India (RCI), 1992 (Amended in 2000) safeguard the interest of PwD.

22.   **Strengths**: The key strength lies in the mandate resting with the national skill development program as it emphasize on reaching out to a variety of heterogeneous poor and vulnerable sections- unemployed youth, women, scheduled tribes, scheduled castes, religious minority, persons with disability (PWD). Certain affirmative actions have been used as a strategy by Government of India for inclusion of them in education and training institutes. These are in form of reservation of seats in these institutes and providing a small financial support to them. Many states too have such reservations. This percentage varies from state to state given the percentage of SC and ST population in the state. Some states strive to ensure inclusion of these groups, by design, and others, are happening by default. Chhattisgarh is a unique example wherein inclusion is backed up by legislation - *Right of Youth to Skill Development Act, 2013* provides right to skill to youth of 14-45 years. Tamil Nadu's enforcement is premised on the state's reservation policy- 18% to SC, 1 % to ST, 3 % to PWD, 3.5% to backward community minority, and 33% to women, through its Skill Development Corporation. Odisha is able to achieve substantial inclusion of ST/SCs, in the absence of any legislation and/ or directive, thanks to the innovative mobilization activities and the provision of residential facilities. Private sector initiatives in some states (IL&FS, KISS in Odisha; ICICI in --) have opened up new vistas for inclusion. In some other states (Maharashtra) efforts are being made to capitalize on the existing infrastructure facilities in the tribal areas – skill training in Ashram Schools which are residential schools for tribals and Lok Seva Kendras, providing opportunity for "learning by doing" in remote tribal areas where there is less industrialization and opportunities for apprenticeship is limited. Further, the World Bank supported VTIP Project had shown some positive impact on gender relations and examples of women taking up nontraditional trades[81] if there is an enabling environment.

Box 4: Models for Skill Development of Tribals

---

[81] What will Enable More Girls to Become Technicians? A World Bank Study 2014.

Private-Private Partnership: FS Institute of Skills, one of the 40 IL&FS institute of skills, managed by IL&FS Skills Development Corporation, is a unique example of Private-Private Partnership, which has excelled in reaching out to the masses, especially women and tribals. It is housed in Kalinga Institute of Technology (KIIT) campus, with the latter providing infrastructure and on a revenue sharing basis (revenues are however too peppercorn). This is a concept skills training infrastructure built in adherence to the international standards of Vocational Training, offering 16 contemporary trades. All the trainers have a minimum of 4 years of experience in similar industry and on joining have undergone Training of Trainer Program to learn teaching skills and industry best practices. The concept is to provide high end technical training blended with training in English literacy, basic computers and soft skills. As it offers fully residential programs (mobilizing resources from difference corporate sources) it is able to women and tribals from nook and corner of the state. They also take pride in having achieved 100% placement. KIIT-ILFS has gradually spread and currently operates 17 centres across Odisha state and 13 of them are in tribal/LWE areas. It is not easy to operate in these areas, says: Soumendra Choudhury, the Regional Head. Reaching out and mobilizing and convincing people itself is a major task. They have deployed District / Block coordinators who reach out to villages and local leaders and market skill development. Further, he adds, given the local employment is limited, and the salaries outside are rather low, retention rates are quite low.

Trait Identification to Training: National Scheduled Tribes and Finance & Development Corporation (NSFTFDC)'s strategy for addressing the skill needs of tribals is quite instructive. It includes identification of traits on which skilling or up-skilling needs to be done (tribe and area specific), identification & selection of training providers, convergence of government schemes, and tapping of CSR funds of PSUs/ local industries.

Mapping Aspirations and Opportunities: BASIX Institute of Livelihood Research and Training, based on mapping of aspirations and challenges faced by tribal youth in Chhattisgarh, identifies potential sectors for skill development in tribal areas:
Green Sector: diversified & sustainable agriculture and allied activities including dairy, poultry, fishery, forestry, value addition in forest products, renewable energy, eco-tourism, etc.:
Grey Sector: non-farm sector such as manufacturing agricultural implements, furniture, handlooms, wooden art, metal art, construction, transportation and related activities.
Service Sector: local market oriented: repairs and maintenance related, of mobile, tractor, agricultural implements, diesel/ electric pumps, home appliances, electronics, electrical, hotels, retail trade, health and education services, etc.:
Service Sector – Others: local and external market oriented- nursing, electrical, plumber, mason, beautician, software, IT, financial services, etc.

23.   **Gaps and Risks**: There are some highly successful examples in the country in accomplishing high levels of inclusion and equity. But, this is not uniformly good. So, one key gap relates to how to capitalize on the legislative provisions for affirmative actions and replicate the successful ventures widely throughout the country. Further enumeration is made in the following section.
- Adherence to policies and guidelines existing in the country for ensuring affirmative inclusive action: Sub-optimal efforts in working towards ensuring 'inclusion' might result in 'exclusion' of certain sections of the society. A

precise directive backed up by appropriate incentives and disincentives is essential towards this.

- Limited training centers: There are limited number of training centers existing in the rural, tribal and LWE areas and hence not sufficient to cater to the needs fully. Mostly training centers with high capacity and better infrastructure facilities are urban based and not accessible easily to the youth from far flung areas.

- Choice of the Programs. Trades offered should be market oriented. Delineation of such requirements – local, state, national and international-- be made upfront and programs should be planned accordingly.

- Gender Bias. There is a very strong gender bias in the enrolment for some type of vocational courses. Many skills are culturally and historically associated with a specific gender, such as home science and secretarial skills with women and industrial skills with men.

- Weak counseling and guidance: During the outreach, focus remains on mobilization and the counseling and proper guidance required to youth, particularly from the ST/SC and vulnerable groups, at the entry point remains weak. Without complete information and adequate understanding about the program, youth agree to register for the training course. It poses the risk of drop out initially before formal registration in the training course or thereafter.

- Insufficient incentives: The residential and monetary incentives provided in specific schemes are not sufficient. It has the risks of not enabling women, ST/SC, PwD and other vulnerable youth to avail the skilling opportunities.

- Women Participation. As discussed earlier, it is a real challenge to ensure women participation adequately and appropriately. There are, however, a good number of isolated inlands of ventures, but substantial efforts are required for wider replication. It also necessitates a departure from the traditional 'trades' oriented approach to 'entrepreneurial development'.

- Retention of trainees: The enrolment, retention and passing out the course successfully depend on several factors. The awareness generation, incentives, infrastructure facilities, quality of training, availability of teaching-learning material in local language, full time regular key staff with SDA/SDC and training providers, additional guidance of trainers for learning to trainees, particularly for the tribal, women and other vulnerable groups. Otherwise, it has the risk of partial learning, not able to qualify, absenteeism, and drop out from the course.

- Inadequate employment: The placement of skilled youth that provides wage employment on sustainability basis is the key gap in the SIMO. About 50% or more skilled youth are not able to get the placement immediately. And many of those able to join the job in private sector get less salary, experience no congenial working conditions, high cost of living outside, etc. The training providers assigned the responsibility of placement, who are not capable to fulfill this requirement. The employment opportunities are not available in the rural and tribal areas and trained youth are not willing to migrate outside for the job. The self-employment potential is also not harnessed optimally so far. The non-availability of employment and no income generation activities to all the skilled youth is a key risk and major challenge of the skilling program, despite the planning for market driven and industry aligned courses at the state and national levels.

- Credibility of training providers at stake: Employments are made available to the trained youth based on the credibility and relationship developed between the employers and training providers. The trainees may initially accept the job, but do not stay longer with the employer and return back for, however good a valid reason, home sickness, less salary, working condition and other reasons. It tarnishes the image and credibility of the training providers with employers in the market.
- Factory/ Production Mode. Given the size of the program, it may result in just meeting the numbers, similar to production in factories. This could kill the local initiatives and innovativeness, as TPs may be forced to achieve targets, some of them may be impractical.
- Denial of opportunities for migrant labour: One of the eligibility criteria followed for the registration of youth in the training course is domicile of the state (for example in Chhattisgarh and Tamil Nadu). This prevents the access of such youth, mostly unskilled, migrating to other states for employment and livelihood. The migration will increase as the skilled youth will move out for employment from their native place to other cities, states and abroad.
- Post Training risks relate to probable increase in skilled unemployment as the trainees may/ may not get jobs, may / may not be preferred against unskilled in recruitment of jobs, could end up in very low salary jobs with no or very little career progression, far away from their homes impacting on family/ social/ community relations/ networks.
- Institutional coordination: The lack of effective coordination of SDA/SDC with various relevant government departments, industry, and private sector, corporate, NGOs, training providers and other stakeholders exists at different levels. It is a gap and poses the risk in efficient planning, implementation and monitoring of skill program activities.

Box 5: Women Entrepreneurs Support Skill Development

Association of Lady Entrepreneurs of India (ALEAP) is engaged in entrepreneurship development of women through core initiatives like motivation, counseling, training mentoring, handholding and enabling networking and linkages. It also organizes skill training programs, aimed at improving employability and livelihood opportunities. By design, they also reserve 15% for SC and ST women in all the skill training programs.

7.2.3 Core Principle 6
Assessment of to what degree the Program Systems avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes

24.   **Applicability:** There are areas beset with conflicts in India, commonly known as Left Wing Extremism (LWE) areas. However, the Project will not result in exacerbating conflicts. Rather, special interventions could be planned for developing appropriate skills in such areas, which would contribute towards harmonious development.

25.   LWE areas characteristically suffer from inaccessibility (remote area due to forests, rugged mountains, inhospitable mountains, extreme climate) making the region rather excluded, but are beset with the strength of separate social identity of its population (predominantly inhabited by tribals). Inaccessibility of an area inhibits

economic development and causes a sense of relative deprivation among the population. At the same time, large scale migration from these areas is impeded by the people's attachment to their ancestral lands, thereby insulating the area from social transformation. Due to lack of the state's penetration into these inaccessible areas, the population develops a strong sense of social/ cultural identity. This in turn is very helpful to the insurgents as it provides them an opportunity to attract the target population by providing higher social control. Left Wing Extremism areas in India include 106 districts spread across 10 states – Andhra Pradesh, Telangana, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Uttar Pradesh, and West Bengal. The List of districts in affected by LWE are given in Annexure V.

26.   In order to holistically address the LWE problem in an effective manner, Government has formulated National Policy and Action Plan adopting four-pronged strategy in the areas of security, development, ensuring rights & entitlement of local communities and management of public perception. The focus of the Government currently is to address security, development and governance deficits in 106 LWE districts of these, higher focus is on 35 severely affected LWE districts spread in 7 States. Major areas of development intervention are in the spheres of: security related infrastructure, road connectivity including bridges, GIS mapping, school, post offices, health facilities, mobile towers, PDS services and other security related activities. Two important skill training program are targeted specifically to the LWE areas. One is a Scheme under DGT which is to set up Skill Development Centres in the ITIs of these areas and other is a short term training program called *Roshni* under Ministry of Rural Development.

27.   **Strengths:** Government of India has a special program of funding LWE area. The Scheme attempts increase of access of skill training for employment for the youth of these areas. The scheme was formulated in 2011 to create Skill Development infrastructure in 35 districts closer to the people of left wing extremism (LWE) affected districts. The objective of the scheme is to establish one ITI and two Skill Development Centers (SDCs) in each of 35 districts and to run demand driven vocational training courses both long term and short term to meet the requirement of skilled manpower of various sectors of economy in and around these areas, on the one hand and on the other, provide youth opportunities of decent livelihood.

28.   Of the LWE states, Chhattisgarh has enacted legislation, providing for Right to Skill Training as an Act. The right entails any person between the ages of 15 to 45 years who demands for a training in skill development would be provided the same by the State government within 90 days. If a skill provider is situated outside the district, then the district authority has to provide residential facility to the youth. This right has implications for a state like Chhattisgarh which has about seven districts affected by left wing extremism. Therefore, it would be beneficial for SIMO to dovetail its investments with these initiatives of the central and state government. This could result in securing employment in local/ state/national / international markets, thereby contributing towards harmonious social and economic development of the LWE areas.

29.   **Gaps and Risks:** Program will have to position itself strategically to capitalize on the GOI's development initiatives. In other words, altogether, a different implementation strategy needs to be drawn to ensure success in the LWE areas.

8. Consultation and Disclosure

1. This chapter provides details on the consultation, disclosure and grievance redress processes relating to (a) conducting the ESSA, and, (b) the program activities.

8.1 Consultation and Disclosure relating to the ESSA

8.1.1 Consultation during the ESSA

2. The process of development of the ESSA included multiple consultations: formal and non-formal (structured workshops, small group discussions, individual meetings), and at various levels (national, state, district). The list of consultations is provided in Annex II. The multiple stakeholders consulted include the following:

- MSDE and its associate agencies (NSDC, NSDA): Consultations were primarily through meetings during the program preparation missions, but also through follow-on focused meetings.
- Sector Skill Councils: Consultations were primarily through a workshop with participation by all SSCs in March 2016, and also through a questionnaire survey.
- State Skill Development Missions: Consultations were through individual meetings with the bureaucrats holding key leadership positions in the SSDMs (for example, the Secretaries of the parent Department and the Directors of the SSDMs) and through small group/individual meetings with the key staff of the SSDMs. The SSDMs consulted in this mode include those from Chhattisgarh, Tamil Nadu, Rajasthan and Orissa.
- Allied Government Departments: Consultations were held with the relevant Government departments (e.g., the Public Works Department, SC & ST Welfare Department, etc.) through their participation in state level consultation workshops as well as through individual meetings.
- Training Providers and Trainees: Consultations were held with over 45 training providers through consultation workshops and/or meetings at the training centres (about 25 training centres were visited). Discussions were also held with trainees at the training centres visited.

The assessment findings and recommendations presented in this document draw from these consultations.

8.1.2 Consultation on the Draft ESSA

3. Draft ESSA was shared with key stakeholders such as MSDE, NSDA, NSDC, SSDMs, etc. to invite suggestions on the recommendations.

8.1.3 Disclosure of the Draft and Final ESSA Reports

4. The draft of the ESSA was earlier disclosed on the World Bank and on the MSDE websites on June 1, 2016 and September 7, 2016. The final ESSA was disclosed after negotiations in May 2017.

8.2 Arrangements for Consultation, Disclosure and Grievance Redress relating to Program Activities during implementation

8.2.1 Consultation and Disclosure Processes.

5.   Consultations and disclosures will continue throughout the implementation phase. Essentially, MSDE will hold bi annual consultations with SSDMs on overall planning and progress reviews. SSDMs, in turn, will hold quarterly meetings with TPs and discuss: choice of programs, strategy, number of programs to be conducted, place, nature and extent of mobilization and counselling as well as the difficulties and deficiencies. TPs, in turn will consult the local level stakeholders to ascertain their expectations and the issues and concerns thereof. Progress reports will be disclosed on a quarterly basis through websites of MSDE and the associated institutions, SSDMs, and TPs. Protocols for the conduction of TP level meetings and reporting will be developed during implementation.

8.2.2 Grievance Redress System

8.2.2.1 Grievance Redressing System at the National Level

6.   The Department of Administrative Reforms & Public Grievances (DAR&PG), Government of India receives public grievances through the Centralized Public Grievance Redress and Monitoring System (CPGRAMS) (http://pgportal.gov.in/), by post or by hand in person. The grievance is acknowledged online or by post. A unique registration number is given to each grievance. The grievance is forwarded to the concerned Ministry (in this case, the MSDE) for redress.

7.   The status of grievance redress may be tracked on the online portal using the unique registration number. The time limit for redress of grievance is sixty (60) days, and delays longer than this are monitored. In case of delay an interim reply with reasons for delay is also required to be given.

8.   A Joint Secretary in the MSDE is identified as the Nodal Public Grievance Officer[82] and is responsible for grievance redress. Of the 2111 grievances received by the MSDE, 2041 have been addressed (disposal rate of 96%).

8.2.2.2 Grievance Redressing System at the State Level

9.   Several states have an online grievance redress portal where citizens can lodge grievances and check the status of redress:
- **Chhattisgarh**: The General Administration Department of the Government of Chhattisgarh has an online portal for grievance redress (http://cg.nic.in/janshikayat/). Grievances can be lodged online, in person or over phone. Status of grievance redress can be tracked online using the reference number. The CSSDA portal does not have a specific provision for lodging or monitoring grievances.
- **Tamil Nadu**: The Chief Minister's Special Cell (http://cmcell.tn.gov.in/index.php) and the online petition filing portal (http://onlinegdp.tn.nic.in/indexe.php) function as Grievance Redress fora. The petitions filed online or in person are sent to the respective Departments and replies are fed into these online monitoring systems. The TNSDC website

---

[82] Viewed at http://pgportal.gov.in/pgo.aspx on 3 June 2016.

(Department of Employment and Training) does not have a specific provision for lodging or monitoring grievances.

- **Rajasthan**: The Government of Rajasthan's Department of Administrative Reforms has an online portal for grievance redress (http://sampark.rajasthan.gov.in/) that enables lodging of grievances and monitoring the progress on redress. The RSLDC website does not have a specific provision for lodging or monitoring grievances.
- **Odisha**: The Government of Odisha's Grievance Redress Portal (http://cmgcodisha.gov.in/) enables citizens to lodge grievances and check the status of redress. The State Employment Mission website (Skill Development and Technical Education Department) does not have a specific provision for lodging or monitoring grievances.

9. Recommendations and Action Plan

1.   This chapter provides recommendations for the Program Action Plan based on the environmental and social systems assessment presented in the preceding chapters.

9.1 Recommendations on Environmental Aspects

9.1.1 Exclusion of high-risk activities

2.   The following activities will be excluded from the program in view of the high environmental risk:
- Construction of buildings (training centers, skill development centers, etc.) in ecologically sensitive locations including protected areas, forest areas, coastal regulation zone, notified wetlands, etc.
- Construction of buildings (training centers, skill development centers, etc.) in proximity (within 300 meter radius) of protected monuments.

9.1.2 Strengthening of affiliation criteria for training providers and ongoing monitoring systems

4.   A set of standard, minimum criteria for affiliation of training centers with clear, objective specifications on infrastructure requirements is to be adopted. The criteria must include space ratio, sanitation ratio, water quality, ventilation, certification of structural safety, certification of fire safety, etc. In case of training centers that are located within industrial premises, compliance with consent requirements of State Pollution Control Boards is also to be included in the criteria. In addition to this due diligence at the affiliation stage, on-going monitoring of the training providers must also check and report on continued compliance with environmental aspects.

9.1.3 Strengthening adoption of crowd management guidelines

5.   A set of standard guidelines for public safety at job/employment/skill registration fairs is to be adopted. These guidelines must include crowd management, fire safety, water and sanitation facilities, waste disposal, etc., and can be developed based on the guidelines of the National Disaster Management Authority on 'Managing Crowd at Events and Venues of Mass Gathering'.

In addition to the above actions that have been included in the Program Action Plan, the following recommendations are made to strengthen the environmental management of the Program:

9.1.4 Green Building certification for construction of new training centers

5.   All new training centers/skill development centers and their associated workshop and hostel facilities will be certified Green Buildings. This will ensure adherence to environmental management in all aspects of building construction including site selection, energy efficiency, water efficiency, waste management, worker safety, accessibility for persons with disabilities, etc. Any of the following Green Building certification systems or their equivalent could be adopted: Griha/Svagriha, IGBC, EDGE, etc.

9.1.5 Strengthening of NOSs/QPs with regard to integration of EHS

6.   While the SSCs have integrated EHS aspects into the relevant QPs/NOS, there is scope for further strengthening of the QPs/NOSs to make the coverage of EHS aspects up-to-date and specific to the sector and job-role. 20 of the SSCs have identified scope for strengthening of QP/NOS either by creation of QPs for new job-roles relevant to EHS in the sector, or, by enhancing the coverage of EHS aspects in the existing QP/NOS (see Annex III).

9.2 Recommendations on Social Aspects

9.2.1 Inclusion
7.   Sensitization of training partners for effecting the inclusion of vulnerable groups in accordance with the policies and guidelines existing in the county. A precise strategy/ directive backed up by appropriate incentives and disincentives is essential towards this.

9.2.2 Limited training centers
8.   There are limited number of training centers existing in the rural, tribal and LWE areas and hence not sufficient to cater to the needs fully. So, alternative and innovative approaches to reach these areas are recommended. This could include: (i) inviting, and incentivizing, successful corporate/ private sector agencies to launch operation; (ii) appropriate usage of ICT; and (iii) linking the existing centers with a high performing training provider thereby ensuring dual exposure.

9.2.3 Choice of the Programs
9.   Need to re-visit and re-model, as appropriate, the trades offered, especially in the rural/ tribal/ LWE areas, so as to ensure that they are market oriented. Delineation of such requirements – local, state, national and international--   be made upfront and programs should be planned accordingly. This will also enable attracting local youth. Emphasis should be on need based customized courses in sectors such as civil construction, agriculture and allied activities, local crafts, retailing etc., that provide employment to youth locally.

9.2.4 Women Participation
10.   Market driven and/ or entrepreneurial development oriented programs need to be designed and offered.

9.2.5 Mobilization and Counseling
11.   Need to draw and adopt innovative and alternative methods of reaching out to the youth in the remote rural, tribal and LWE areas.

9.2.6 Incentives
12.   Providing or continuing incentives such as stipend, travel cost, boarding and lodging facilities to motivate women and vulnerable sections.

<u>9.2.7 Training Materials and Trainers</u>
13. Ensuring availability of teaching and learning material in the local languages. Providing preference in hiring the local youth and undergo training of trainers for imparting training in the tribal and LWE affected areas.

<u>9.2.8 Migrant Labour</u>
14. Allowing the migrant labour to register and undergo the training course in any state in the country.

<u>9.2.9 Management Information System</u>
15. Strengthening the existing system for tracking enrolment, retention and placement of youth from the vulnerable groups.

<u>9.2.10 Institutional Coordination</u>
16. Ensuring effective inter-institutional coordination, especially between central and state agencies, as well as among government departments, industry, private sector, corporate, training providers, NGOs and other stakeholders at various levels.

<u>9.2.11 Lands</u>
17. Prepare a guideline note on how to secure lands for the construction of civil works.

9.3 Action Plan on Environmental and Social Aspects

Action	Who will do	Time line	Completion Measurement
Environmental Aspects			
Strengthening of affiliation criteria and monitoring of training centres (TCs) on environmental aspects. Prepare and share 'model' criteria and formats for affiliation and monitoring of TCs.	MSDE, NSDC	Within 3 months of effectiveness	'Model' criteria and formats developed and shared with SSCs and SSDMs.
Strengthening adoption of crowd management guidelines. Standard guidelines for public safety at job/employment/skill registration fairs are to be adopted.	MSDE	Within 3 months of effectiveness	Standard guidelines developed and shared with SSDMs.
Social Aspects			
Lands. Prepare and share with all the implementing agencies approach and methodology for securing lands for civil works	MSDE SSDMs	Before Negotiations	Note on Rules Governing Securing lands for civil construction prepared, adopted, and shared

			with all the relevant stakeholders.
Inclusion. A precise strategy prepared and effected for sensitizing TPs in respect of 'inclusion'. A directive be sent to all the states and TPs, backed up by appropriate incentives and disincentives, for effecting 'inclusion'.	MSDE SSDMs	Within six months of commencement	Sensitization programs are conducted with participation by TPs in all the states.
Encourage innovative mobilization and counselling programs with appropriate financial support		Continuous	Documenting and sharing of innovative practices done.
Conflict. LWE Market Scoping Study. Conduct a scoping study by an independent agency and draw recommendations for incorporation.	MSDE SSDMs	Within one year of commencement	Study completed and list of trades in LWE areas identified and skill development program planned.
Encourage innovative proposals from private/ corporate sectors with adequate financial support			Proposals received, vetted and some effected.
Migrant Labor. Draw a strategy to enable migrant laborers to participate in the programs	MSDE SSDMs	Within 3 months of commencement	Strategy prepared and implemented.
MIS and Coordination. Setup and compile with continuous updating of disaggregated data pertaining to SC, ST, OBCs, Women, Minorities and PwD.	MSDE NSDC SSCs SSDMs	Within six months of commencement	Disaggregated data on enrolment, drop out, placement and apprentice are available online and bi annual reports are prepared and disclosed.

18.   SIMO is focused primarily on skill training for employability and the interventions planned are expected to result in substantial environmental and social benefits. However, planned efforts are essential to ensure that Program interventions do result in sustainable environmental and social benefits. To enable this, the actions recommended in this chapter will be integrated into the Program Action Plan and implemented, thus, complying with the over-arching core principle:

Environmental and social management procedures and processes are designed to (a) promote environmental and social sustainability in the program design; (b) avoid, minimize, or mitigate against adverse impacts; and (c) promote informed decision-making relating to a program's environmental and social effects

Annex I. Program Results Areas

Results Area 1: Institutional Strengthening at the National and State Levels for Planning, Delivering, and Monitoring High-quality Market Relevant Training.
1.　　The main objective of this Results Area is to strengthen institutional mechanisms to plan and monitor the delivery of high-quality market-relevant training. This Results Area will support reforms to strengthen regulatory and quality assurance frameworks, labor market analysis and monitoring, and continuous efforts to mobilize private sector and employers' participation in strategic planning, system oversight, and training activities. This Results Area consists of two sub-Results Areas supporting reforms at the national and state levels.

Results Area 1a: Institutional Strengthening at the National Level.
2.　　Building on institutional reforms already introduced, this Results Area **will help strengthen the MSDE** as the primary authority to govern the SD sector, coordinate SD activities across all ministries and states, and manage financing across the sector, specifically:

(a)　Strengthening the NSDA as the primary quality assurance, M&E, and research arm of the MSDE, including: (i) fostering the adoption and implementation of the NSQF across ministries and states; (ii) Support the establishment of a research division (National Skills Research Division) that will analyze LMIS data, conduct periodic skill surveys and other relevant studies, and serve as think tank for MSDE; (iii) Support the creation of a Labor Market Information System (LMIS) - devised in close consultation with Ministry of Labour and its National Career Service portal - in the National Skill Development Agency (NSDA) that would gradually aggregate databases on SD activities of all stakeholders (including state skills development missions), and link with employment exchanges; and (iv) strengthening the SSCs to align the quality assurance systems with industry demand and short-term training needs of the private sector.

(b)　Supporting the SSCs for improved governance systems and financial sustainability of the SSCs. The Program will support the following activities: (i) identification of SD needs; (ii) preparation of Sector SD plan; (iii) develop and streamline competency standards and qualifications, including ensuring they are NSQF compliant; (iv) developing QPs; (v) design, plan and facilitate the implementation of ToT; (vi) carry out assessment and certification of trainers and assessors; (vii) special initiatives to ensure program offerings are available and tailored to meet the needs and context of disabled and minority populations; and (viii) facilitate placement of skilled and certified persons.

(c)　Standardizing registration and accreditation criteria for training providers, and establishing a credible skills assessment ecosystem through the setting up of a National Skills Certification Board (NSCB)

(d)　Streamlining functions of the NSDC (i) to operate effectively as a nodal agency for promoting PPPs in SD; (ii) encouraging private investment in the sector; (iii) improving the quality of short term skilling programs implemented directly by NSDC; (iv) strengthening oversight mechanisms at the National Skill Development Fund (NSDF); (v) augmenting government efforts in mobilizing CSR funds.

(e) Setting up of a national governance, planning, quality assurance, financing, and evaluation mechanism that eliminates any perceived conflicts of interest in the system, particularly with respect to training delivery, assessments, and certifications.

(f) Development of a MOOC-based platform for skill development

(g) Setup of Sector Mentor Committees to review contents and align contents of short-term with long-term courses

Results Area 1b: Institutional Strengthening at the State and District Levels

3. The Program will build planning, implementation, and monitoring capacity at the state and district levels to ensure adherence to and implementation of the national policy at the state level. It will help set up or strengthen the SSDMs as nodal bodies for convergence of all SD initiatives in the state by fostering collaboration of the SSDMs with the NSDC and SSCs. The Program through the provision of competitive SIG linked to the states' performance and based on proposed annual District Skills Development Plans (DSDPs) and State Skills Development Plans (SSDPs) approved by the Program Appraisal Board (PAB) will support strengthening the SSDMs by:

(a) fostering collaboration of the SSDMs with the NSDC and SSCs;

(b) ensuring all SD programs at the state level are aligned with the NSQF, the GoI's national strategy, state's goals, and relevant information platforms;

(c) coordinating all skill training activities in the state/union territory;

(d) managing skill training activities in the state/ union territory using a state-level transaction processing system and/or MIS, and linking the same with the LMIS;

(e) coordinating with the SSCs to review and tailor curricula, training materials, and/or e-learning packages to ensure that the QPs are adjusted to meet unique local industry needs, norms, or context;

(f) achieving training targets stipulated under the national scheme, the PMKVY, which calls for the NSDC to allocate 25 percent of its funding to states to implement the scheme;

(g) monitoring and evaluating trends and outcomes of state-level training programs, including carrying out tracer studies, skills gap analyses, and other relevant performance analyses in close coordination and with technical support from the NSRD

(h) conducting candidate mobilization activities, information campaigns, and corporate outreach events to communicate achievements and plans to ensure states are 'workforce ready' to leverage potential investments and increase business productivity

(i) offering a menu of TA services to districts and TPs to improve their institutional and staffing capacity to plan, deliver, measure, and monitor the delivery of new, high-quality training programs

(j) promoting the use of common affiliation and certification norms.

4. States will be encouraged to set up functioning SSDMs and undertake demand-driven, decentralized planning of SD programs in consultation with all stakeholders, including the private sector, self-help groups, nongovernmental organizations (NGOs), industry representatives in each district, and the SSCs. This will lead to the development of annual District Skills Development Plans (DSDPs) based on the SIG criteria incorporating interstate and intrastate migration trends and numbers, linkages

with MSME sectors, outreach strategies, and pilots for marginalized communities, including women, SCs, STs, and PWD. These DSDPs will be consolidated into state-level SSDPs to be submitted to the MSDE for support for delivery of high-quality training packages aligned to the NSQF and the monitoring of completion and placement. The objective of the state-level support is to encourage Indian states to increase their capacity for SD, in alignment with the national strategy.

Results Area 2: Improved Quality and Market Relevance of Skills Development Programs

5.   The objective of this Results Area is to ensure that all TPs have access to packages of technical resources and materials that can help them improve the quality of their program offerings and labor market transitions of trainees. This Results Area will support the following areas:

  (a)   development of guidelines and procedures to obtain and maintain state accreditation in accordance with the new qualification guidelines;
  (b)   development and dissemination by the NSDC and SSCs of curriculum content and reference guides aligned with the NSQF and NOS;
  (c)   preparation by the SSCs of packages of technical resources and material available for TPs, including guidelines, toolkits, and online support;
  (d)   development of guidelines to identify, recruit, and retain effective master trainers and possibly, the setup of a local cadre of master trainers;
  (e)   development of guidelines, tools, and initiatives to help graduates transition successfully into the labor market upon the completion of training;
  (f)   design and implementation of trainer training programs to overcome trainer shortage, and training of qualified assessors;
  (g)   provision of information and options to access an efficient and credible assessment scheme/body that evaluates and certifies skill competencies in accordance with the NSQF;
  (h)   provision of online support to carry out effective outreach events with the SSCs, local industries, employers, and relevant primary and secondary schools to facilitate apprenticeships and placement; and
  (i)   provision of customized online TA support to help new or weaker TPs prepare submission forms and procedures to comply with SIMO standards;
  (j)   provision of data requirements and submission procedures to ensure timely and accurate compliance with state and/or national level monitoring and evaluation systems;
  (k)   provision of bi-monthly information and planning sessions (face-to-face and online) to help improve performance.
  (l)   delivery of market relevant SD training

6.   Socio-emotional skills have been identified as fundamental to all quality assurance frameworks. The NSQF has a mandatory component of soft skills for each of the eight levels, and the QPs and the NOSs mandatorily integrate soft skills, health and hygiene, communication, and adaptation skills, and so on into the curriculum. The Operation will ensure that curricular materials are sufficiently informed with the socio-emotional quotients that enhance the employability and productivity of the worker.

Results Area 3: Improved Access to and Completion of Skills Training for Female Trainees and Other Disadvantaged Groups

7.   The objective of this Results Area is to support demand-side and supply-side interventions, program offerings, and service delivery for socially excluded groups (particularly women, STs, SCs, and PWD), in particular through: (a) innovations to enhance access for socially excluded groups; and (b) support integration of socially excluded groups into planning, monitoring, and program delivery. It will support efforts to ensure that the design and delivery of SD programs financed through the Program are socially inclusive across all states and districts. The SSDPs (factoring in the SIGs) will help states to design, implement, monitor, and evaluate interventions tailored for socially excluded groups (see annex 1 for description of detailed mechanism).

Results Area 3a: Innovations to Enhance Access for Socially Excluded Groups
8.   The Program will support both demand-side and supply-side interventions through the following activities:

(a) Developing modules, guidelines, and protocols to deliver counselling support and socio emotional/life skills training as a complement to job-specific training content
(b) Designing and evaluating pilots to test the cost-effectiveness and impact of financial incentives (such DBT-enabled skills vouchers, transport support, cash transfers, and scholarships) to bolster participation and placement of women, ST and/or SC youth at the state level in partnership with the SSDMs and the PMKVY
(c) Designing and evaluating pilots to test cost-effective methods of offering counselling support (centers, peer-groups, web-based platforms) as complements to training programs for socially excluded groups and those in remote locations
(d) Improving exposure of women to non-traditional and non-stereotypical occupations, facilitative support for self-employment, and developing a cadre of women trainers
(e) Focusing on select, low-income states to support special strategies and incentivizing them with larger financial allocations if needed based on initial assessment of capacity and resource constraints.
(f) Establishing better accountability arrangements with incentives and community participation for enhancing service delivery of SD programs in all such programs

Results Area 3b: Support Integration of Socially Excluded Groups into Planning, Monitoring, and Program Delivery

9.   The Program will support integration through fostering the creation of SD ecosystem which links excluded groups (such as women, tribal population, PWD, or SC youth) with high growth sectors and locations in the economy, and incorporate identity-specific constraints into job diagnostics.

10.   For PWD, strategic interventions will be supported to increase relevant job opportunities, self-employment provisions, and more disaggregated strategies for women with disabilities. The Program will support: (a) establishment of model training centers for the disabled in select locations (with required trainers, infrastructure, equipment, curriculum design, and so on) and sectors; (b) strengthening capacities of

the SSDMs and the National Skill Research Division (NSRD) to integrate disability into jobs diagnostics and skill gap analysis; (c) establishment of referral and job placement programs for PWD to facilitate finding, obtaining, maintaining, and returning to work, and so on; and (d) testing the effectiveness of using Information and Communication Technology (ICT) enabled training in remote locations and areas with high concentrations of disadvantaged groups, as a means to create 'hubs of excellence' for relevant sectors (for example, handlooms, tourism, and nursing) and link economically weaker locations to high-growth sectors or locations.

Results Area 4: Expanding Skills Training through Public-Private Partnerships (PPPs)

11.   While Results Area 2 seeks to ensure private sector inputs into the content of training, assessment, and delivery of training through the SSCs, additional private sector involvement will be solicited through several channels: (a) public financing of private provision; (b) co-financing of training provided by public or private TPs; and (c) channeling of private financial resources into SD programs.

12.   There is growing consensus in India that Corporate Social Responsibility (CSR) is a potentially powerful tool to help tackle India's social challenges. Public sector undertakings are already mandated to contribute a percentage of their profits to CSR and private enterprises have been encouraged to do likewise. [83] Building on this enabling provision, under this Results Area, a CSR Skills Fund will be established to serve as a vehicle to consolidate and strategically invest these funds. The CSR Skills Fund will be well positioned to magnify the impact of CSR contributions through its expertise in selecting, investing in, and evaluating social programs and projects. The roles of the CSR Skills Fund will be to serve as the vehicle that pools resources to make large-scale CSR investments and as a hub to educate, inform, engage, and build capacity to implement effective SD programs. It is proposed that the Skills Fund, supported by SIMO, will provide top up matching funds of the private sector funds generated by the NSDC. The Skills Fund will therefore have US$1 from SIMO for every US$1 from the private sector under their CSR support. Routed through the NSDF, the CSR Skills Fund will be supported through an online Skills-to-Jobs Aggregator Platform (S2J Portal). It is anticipated that up to US$73.75 million of the SIMO funding available from the World Bank will be used to provide matching funds for CSR contributions for joint public-private investment in priority SD initiatives. Initial identified priorities include:

(a)   innovative models for enhancing SD efforts leading to direct jobs/placement;
(b)   training (reskilling/upskilling) for small businesses/entrepreneurs to upgrade their managerial capacity and support job creation;
(c)   leveraging both public and private vocational TPs to scale up training programs or create new ones in deficient geographies, especially targeting youth in rural and urban deprived communities;
(d)   innovative entrepreneurship models submitted by states and other partners;

---

[83] Through the Companies Act of India (Section 135) CSR for companies. Companies are required to allocate 2 percent of profits to projects that address India's sustainable development goals if they meet one of the following criteria: (a) net worth of INR 500 crore, (b) US$100 million or more, or (c) turnover of INR 1,000 crore (US$200 million) or more, or (d) average net profit of INR 5 crore over the previous three years.

(e) industry-owned state-of-the-art centers (corporate skilling centres) to be created at the district levels with corporate support to increase and meet youth aspirations;

(f) creation/development of Trainer academies across the country;

(g) supporting creation of multi-skilling centres in areas/districts and clusters with low penetration of skill training.

Annex II. List of National and State Consultations (Meetings, Workshops, Field Consultations)

National:
Meeting on 29 February 2016 at MSDE, Delhi
Mr. Rajesh Agrawal, Joint Secretary, MSDE
Ms. Ishita Joshi, Consultant, MSDE
Mr. Mahesh Venkateshwaran, Principal- Innovation & CSR Management, MSDE

Workshop with SSCs on 18 March 2016 at Delhi

Chhattisgarh:
1. Dr. Priyanka Shukla, CEO, Chhattisgarh State Skill Development Authority (CSSDA)
2. Suneel Yadav, Assistant Director, CSSDA
3. Dr. J. S. Bal, Deputy CEO, State Project Livelihood College Society (SPLCS)
4. Anil Rai, Secretary, Public Works Department
5. Dr. B. Mukhopadhyaya, Nodal Officer LPCS and Assistant Director DSDA, Durg
6. Devender Singh, Center Head, LC and ICICI Academy for Skills, Bhilai, Durg
7. Faculty members at LC and ICICI Academy for Skills, Bhilai, Durg
8. Adarsh Sao, Manager, Antyavasai Sahakari Vitta Vikas Nigam, Bhilai, Durg
9. Faculty members at Antyavasai Sahakari Vitta Vikas Nigam, Bhilai, Durg
10. Ravindra Chandrakar, Manager and Faculty, Asha Shree Sai Prakratik Chikitsa Sewa Samiti, Durg
11. Dr. Rupesh Chandrakar, Manager and Faculty, Asha Shree Sai Prakratik Chikitsa Sewa Samiti, Durg
12. Anekant Jain, Assistant Director DSDA and Principal, Livelihood College, Kanker
13. Faculty members at Livelihood College, Kanker
14. Dr. Birbal Sahu, Coordinator, Krishi Vignan Kendra, Kanker
15. Surendra Puri Goswami, Principal/Nodal Officer, District Project Livelihood College Society, Dhamtari
16. Dinesh Borse, Regional Head, Hospitality Program, Pratham Institute for Literacy Education and Vocational Training, Dhamtari
17. Faculty members at Livelihood College-Hospitality, Dhamtari

Tamil Nadu:
1. Kumar Jayant IAS, Secretary, Labour & Employment Department, Government of Tamil Nadu
2. C. Samayamoorthy, IAS, Managing Director, TNSDC
3. C. Ravichandran, Project Director, TNSDC
4. D. Ramakrishnan, Dy. General Manager, NFDC
5. Faculty and students of NFDC Training Center
6. V. Raju, President, Ambattur Industrial Estate Manufacturers' Association
7. L. Venugopal, Hon. Gen. Secretary, Ambattur Industrial Estate Manufacturers' Association
8. Shanti, Lecturer, ATDC-SMART, Kancheepuram
9. Faculty and students of ATDC-SMART, Kancheepuram
10. D. Subbulakshmi, DGM, BSNL-RGTTC, Chennai

11. Kamakaraj, DE-Technical, BSNL-RGTTC, Chennai
12. Vijayalakshmi, AD, BSNL-RGTTC, Chennai
13. V. Sakthivel, Sub-Divisional Engineer, BSNL-RGTTC, Chennai
14. D. Kartikeyan, Faculty-BTS Course, BSNL-RGTTC, Chennai
15. Priya, Deputy Manager, Leather Sector Skill Council, Chennai
16. S. Rajkumar, AEE, Public Works Department, Chennai
17. B. Balaji, State Head, Government Projects, Apollo MedSkills, Chennai
18. Faculty at Apollo MedSkills, Chennai

Participants at Meeting with Line Departments on 13 April 2016 in Chennai, Tamil Nadu:
1. C. K. Veeranan, JD State Program Manager, Women Development Corporation
2. Tmt. J. M. Yamuna, DD Training, ICDS
3. G. Pandiaraj, DD, __
4. S. Rajkumar, AEE, Public Works Department
5. Er. S. Charles Rodriguez, Jt CEE and Director-ETI, Tamil Nadu Pollution Control Board
6. P. Mohanasundaram, AD, Fisheries
7. G. Jayalakshmi, JD, Department of Social Welfare
8. Tmt. Saroja T, DD Special Program, Department of Social Welfare
9. Tmt. S. X. Hydwick Rosy, Chief Community Development Officer, Tamil Nadu Slum Clearance Board
10. M. Prabakar, GM Projects, TAHDCO
11. G. Ravindranath Singh, DD State Commissioner for Differently Abled
12. P. Srinivas Raghavan, PA to Commissioner of Most Backward Classes
13. M. Sakrapani, Livelihoods (Skill Training) Specialist, Pudhu Vaazhvu Project
14. K. Kanmani, DD Commissioner of Social Welfare
15. R. S. Krishnan, APO
16. S. Shyamala, Manager Administration, Tamil Nadu Adi Dravidar Housing and Development Corporation (TAHDCO)
17. J. A. Meera, Section Officer, TAHDCO
18. B. Chittibabu, Section Officer, TAHDCO
19. T. Kasi, JD, Tribal Welfare Department

Participants at Meeting with Training Providers 13 April 2016 in Chennai, Tamil Nadu:
1. S. Amsarani, Principal and Tamil Nadu State Coordinator
2. Levika Sivakumar, Principal, VRTP-DOTE
3. Suresh Kumar S, Relationship Manager, ICTACT
4. V. Kavitha, Head – Government Projects, GM Shiptech Training
5. R. Chandramouli, Head Projects, KKM Soft
6. B. Balaji, State Head Government Projects, Apollo MedSkills Ltd
7. N. Dvati, Training in Charge, CIPET
8. A.G.S. Neelagaantam, Technical Officer
9. TVS Training and Services
10. Muludhamayi, DGM, ECIL
11. V. P. Vasudevan, Sr. PGM, ECIL
12. Dr. V. Seetharaman, Programme Coordinator, NSS, Department of Technical Education
13. S. Kandaswamy, CSR, Tamil Nadu Cooperative Union

14. V. Parthasarathy, Vice Chairman, Mangalyan Technical Workers Cooperative Society Ltd.
15. M. S. Ramprasad, Deputy Director, Institute of Road Transport
16. N. Sachithanandam, Senior Assistant Engineer, Institute of Road Transport
17. S. Shanthi, Chief Manager, National Small Industries Corporation Ltd.
18. D. Subbulakshmi, DGM, BSNL-RGTTC
19. V. Sakthivel, Sub-Divisional Engineer, BSNL-RGTTC
20. Joshua Gerard, Mehta Institute of Career Training Pvt. Ltd.
21. T. B. Kalyan, Head-Projects, Mehta Institute of Career Training Pvt. Ltd.
22. K. Muthiah Pillai, CDO, Tamil Nadu Slum Clearance Board
23. S. Jainulah Deen, Assistant Manager, National Film Development Corporation
24. J. Lakshmi Narayan, Manager, National Film Development Corporation
25. K. A. Vijayan, DGM – Projects, ICTACT (ICT Academy of Tamil Nadu)
26. Srikanth V., DGM – Govt Relations, ICTACT (ICT Academy of Tamil Nadu)
27. Anjali Jain, Head – Business Solutions Group, HCL TalentCare
28. Dr. A. Manivannan, DDE, Tamil Nadu Veterinary and Animal Sciences University
29. Ezhil Arasu ES, HOD, Foot Wear Department, Footwear Design Development Institute
30. Dr. B. Vasakumar, Additional Commissioner Food Safety, Food Safety and Standards Authority of India (FSSAI)

Rajasthan:
1. Ushaspati Tripathi, GM-1, Rajasthan Skill Livelihood Development Corporation
2. Vishwas Pareek, GM-2, Rajasthan Skill Livelihood Development Corporation
3. Sunil Soni, CAO, Rajasthan Skill Livelihood Development Corporation
4. Sanjeev Solanki, AM-IEC, Rajasthan Skill Livelihood Development Corporation
5. B.K. Bhargava, Consultant, Rajasthan Skill Livelihood Development Corporation
6. Saurabh Joshi, Task Manager, ASPL Team, Rajasthan Skill Livelihood Development Corporation
7. Manveer Singh, Management Executive, ASPL Team, Rajasthan Skill Livelihood Development Corporation
8. Ashish Ajmera, District Manager, Udaipur, Rajasthan Skill Livelihood Development Corporation
9. Bhagwati Lal Joshi, District Manager, Dungarpur, Rajasthan Skill Livelihood Development Corporation
10. Yogesh Sharma, District Manager, Jaipur, Rajasthan Skill Livelihood Development Corporation
11. Ram Niwas Bairwa, District Manager, Tonk, Rajasthan Skill Livelihood Development Corporation
12. Faculty and students at Muskan Sansthan, Dungarpur
13. Faculty and students at Rajasthan Bal Kalyan Samiti, Dungarpur
14. Faculty and students at New Zeel Rainwear, Dungarpur
15. Faculty and students at Safeducate, Jaipur
16. Faculty and students at Dr. K. N. Modi University, Tonk
17. Faculty and students at Sony Computers, Tonk
18. Ramavatar Saini, Principal, ITI (Samsung Skill Training Centre), Jaipur

19. Prof. Dhiraj Kumar, Principal, Indian Institute of Gems and Jewelry, Jaipur
20. Faculty and students at Indian Institute of Gems and Jewelry, Jaipur
21. A. K. Singh, Ambuja Foundation, Pali
22. R. Swati, Jaina Safety Glass, Tonk
23. Arindam Tomar, CCF, Rajasthan Forest Department
24. Dharmveer Singh Sirohi, DFO, Rajasthan Forest Department

Odisha:
1. L. N. Gupta, Principal Secretary, Skill Development and Technical Education Department.
2. Dr. A. K. Naik, Joint Secretary, Skill Development and Technical Education Department.
3. B. N. Acharya, Director, Technical Education and Training.
4. Dr. Aswini Kumar Mohapatra, Deputy Director and Center-in-Charge, CIPET, Bhubaneshwar.
5. Faculty of CIPET, Bhubneshwar.
6. Bringaraj Mohanty, District Employment Officer, Nayagarh.
7. Biswajeet Sahu, Center In-charge, SSEPL, Nayagarh.
8. Faculty of SSEPL, Nayagarh.
9. S. K. Mishra, Principal, ITI, Cuttack.
10. A. B. Pradhan, Assistant Director – Employment, SEM.
11. S. K. Pradhan, Employment Officer, SEM.
12. Surjya K. Mohanty, Chief Operating Officer, Kalinga Institute of Social Sciences.
13. Prashanta K. Routray, Chief Executive Officer, Kalinga Institute of Social Sciences.
14. R. Raghu Prasad, Director, SC & ST Welfare Department.
15. Mansi Nimbhal, Director, SSEPD.

Annex III. Summary of responses from SSCs on integration of Environment, Health and Safety aspects[84]

	Sector Skill Council	Environment, public and worker safety (EPWS) in QP/NOS	Environment, public and worker safety (EPWS) in training provider selection	Readiness for strengthening environment, public and worker safety (EPWS) aspects
1	Agriculture Sector Skill Council (ASCI)	Unit AGR/N9903 covers health and safety at the work place.	Training providers are required to meet norms on provision of facilities including drinking water, sanitation, fire safety. Regulatory compliance not checked. Validation by third party assessor including physical verification of worksite.	NOS on health and safety to be reviewed and strengthened. Compliance with ISO14001 for organized industrial units utilized as training center.
2	Apparel, Made-ups and Home Furnishing Sector Skill Council	Unit AMH/N0103 covers health and safety at the work place.	The knowledge base of the training providers on NOSs and QPs is checked and an inspection of the training center is carried out for checking adequacy of infrastructure including water and sanitation facilities.	Most health and safety aspects are included. Further areas of strengthening are inclusion of waste management, worker safety, etc.
3	Automotive Skill Development Council	Unit ASC/N0003 covers health and safety at the work place.	Evaluation of the training center infrastructure and facilities includes EPWS.	Strengthening of QPs/NOs (for example, on ELV management) could be considered during the QP/NOS review that is underway. Verification of regulatory compliance could be an aspect of strengthening.
4	Aerospace and Aviation Sector Skill Council	QP/NOS are under development.	Protocol for training partner selection is under development.	NA

---

[84] Responses are to a questionnaire circulated by the Bank team in March 2016. Responses were received by the SSCs through the NSDC in April 2016.

	Sector Skill Council	Environment, public and worker safety (EPWS) in QP/NOS	Environment, public and worker safety (EPWS) in training provider selection	Readiness for strengthening environment, public and worker safety (EPWS) aspects
5	Beauty and Wellness Sector Skill Council	Unit BWS/N0101 and BWS/N0106 cover health and safety at work place.	Protocol for training partner selection includes physical verification by third party assessor. Fire safety, water and sanitation facilities, waste disposal, etc., are checked.	Most health and safety aspects are included.
6	Banking, Financial Services, and Insurance Sector Skill Council of India	NA	No sector-specific EPWS criteria – general criteria applicable to a corporate workplace apply (e.g., fire safety).	NA
7	Capital Goods Sector Skill Council	Unit CSC/N1335 covers health and safety at the work place.	Training partner affiliation process includes check on basic EPWS requirements including: equipment and training on indoor/outdoor emergencies; equipment and training on fire safety; documentary evidence on compliance with regulatory norms on health and sanitation; etc. Documentary evidence is sought and, if required, third party inspection visits are undertaken. Regulatory compliance of shop floor facility is not checked.	A review will be undertaken to examine need for further strengthening of the QPs/NOSs.
8	Construction Skill Development Council of India	Each QP has a NOS on Environment Health and Safety, e.g., CON/N9001 for the QP on Helper Mason.	From 2016-17 all trainers are required to be certified by the SSC. This will ensure that the trainers are trained in EPWS aspects. Training partners are audited for compliance with basic EPWS before	-

	Sector Skill Council	Environment, public and worker safety (EPWS) in QP/NOS	Environment, public and worker safety (EPWS) in training provider selection	Readiness for strengthening environment, public and worker safety (EPWS) aspects
			affiliation or during the skill development.	
9	Domestic Worker Sector Skill Council	-	The training partner affiliation protocol specifies infrastructure standards including water and sanitation facilities, fire safety, space and ventilation, etc. as well as equipment including first-aid kit, fire extinguisher, etc.	-
10	Electronics Sector Skill Council of India	Handling of hazardous material and disposal is integrated into the QP/NOS (?).	-	-
11	Food Industry Skill Council of India	All QPs have a NOS on food safety and hygiene.	Training partner affiliation processes only focus on availability of lab with required equipment. Trainers are required to be certified by the SSC.	QP/NOS on use of chemicals, safe limits, etc., can be integrated – e.g., fruit ripening agents, pesticide residues, etc.
12	Furniture and Fittings Skill Council	All QPs have NOSs on EPWS aspects: FFS/N8501 on maintain work area, tools and machines, FFS/N8601 on maintain health, safety and security at workplace.	Training partner affiliation protocol includes checking availability of adequate infrastructure and equipment through visits to the training centers.	-
13	Green Jobs Sector Skill Council	All QPs have NOSs on EPWS aspects.	Training partner affiliation protocol includes checking availability of adequate infrastructure and facilities.	QP/NOS on wind turbines and on waste management are to be developed and will integrate EPWS aspects.

	Sector Skill Council	Environment, public and worker safety (EPWS) in QP/NOS	Environment, public and worker safety (EPWS) in training provider selection	Readiness for strengthening environment, public and worker safety (EPWS) aspects
14	Gems and Jewelry Sector Skill Council	There is a Unit G&J/N9905 on occupational health and safety.	-	QP/NOS on environmental hazards and ergonomic hazards are to be developed.
15	Healthcare Sector Skill Council	QP/NOS relating to the following have already been integrated: infection control; radiation safety; bio medical waste management; maintain a healthy, safe and secure working environment.	During training partner affiliation process, the following area checked: disaster management, biomedical waste segregation, infection control. Regulatory compliance (AERB certification) is checked for job roles like CCT, Radiology Technician, etc.	New QPs/NOSs on the following are planned to be developed: Bio-medical waste management executive Infection control associate Radiation safety associate
16	Infrastructure Equipment Skill Council	All QPs have NOSs on EPWS aspects: IES/N7601 on worksite health and safety, IES/N7602 on workshop health and safety, IES/N0203 on worksite safety and quality standards.	EPWS aspects are covered in training partner affiliation protocols. These are also validated during inspection by independent assessment body.	-
17	Instrumentation Automation Surveillance and Communication Sector Skill Council	QP/NOS are under preparation.	Training partner affiliation protocol under preparation.	QP/NOS will possibly be aligned with international standards in the field.
18	Indian Iron and Steel Sector Skill Council	QPs have 14 NOSs on EPWS aspects covering those relevant to hazardous work,	The training partner affiliation protocol includes check on 13 EPWS aspects including: fire safety, electrical safety, ventilation, waste management, etc.	New QPs/NOSs are under preparation. The new elements identified for inclusion concern air quality, water quality and

	Sector Skill Council	Environment, public and worker safety (EPWS) in QP/NOS	Environment, public and worker safety (EPWS) in training provider selection	Readiness for strengthening environment, public and worker safety (EPWS) aspects
		fire safety, emergency procedures, etc.	Regulatory compliance with respect to drinking water provision, fire safety and waste management is checked through self-declaration and validation by external party.	conservation, and hazardous material management.
19	Indian Plumbing Skills Council	The existing NOS on EPWS aspects are: PSC/N0109 maintain healthy, safe and secure working environment; PSC/N0212 keep the working environment healthy, safe and secure.	EPWS considerations are included in the criteria for election of training partners. Verification is done by a technical expert.	QP/NOS are to be strengthened including EPWS aspects as listed in the National Building Code, 2005, and other aspects such as exposure to hazardous chemicals, noise exposure, electrical safety, safety during welding operations, etc.
20	IT-ITeS Sector Skill Council	NOS on EPWS includes SSC/N9003 maintain a healthy, safe and secure working environment.	Training providers are required to provide information (self-declaration) on infrastructure, facilities, etc.	-
21	Leather Sector Skill Council	Most QPs include a section on EPWS LSS/N8601 on maintain health, safety and security at workplace.	Common Norms for training partners cover quality and accreditation standards. Self-assessment and third part audits are part of the training partner affiliation protocol to check infrastructure and regulatory compliance.	QPs/NOS for effluent treatment plant workers are to be developed.
22	Life Sciences Sector Skill Development Council	Most QPs include the following NOSs: LFS/N0101 maintain a healthy, safe and secure working environment	Industrial units attached to training centers for practical training have ISO14001 certification – and a declaration on implementation of	QPs/NOS for effluent treatment plant workers are to be developed.

	Sector Skill Council	Environment, public and worker safety (EPWS) in QP/NOS	Environment, public and worker safety (EPWS) in training provider selection	Readiness for strengthening environment, public and worker safety (EPWS) aspects
		in the life sciences facility, LFS/N0103 ensure cleanliness in the work area.	required practices/norms is taken from the industrial unit.	
23	Logistics Sector Skill Council	Most QPs include NOSs on EPWS aspects.	Training partner affiliation protocol checks for capability to train as per QP/NO which include EPWS aspects.	QPs/NOSs need to be developed for inland waterways, transportation of hazardous materials, and transportation of over-dimensional cargo.
24	Management Entrepreneurship and Professional Skills Council	QP/NOS are under development.	Training partner affiliation protocol will include checks on EPWS aspects and regulatory compliance through site verifications or desk appraisal.	-
25	Media Sector Skill Council	Most QPs include NOSs on maintain a healthy, safe and secure working environment.	Training partner affiliation includes due diligence for checking availability of adequate infrastructure and facilities.	-
26	Mining Sector Skill Council	Legislation, standards and guidelines formulated by the Directorate-General of Mines Safety (DGMS) have been incorporated into the QP/NOS. Unit MIN/N0204 covers these aspects.	Training partner affiliation includes due diligence for checking availability of adequate infrastructure and facilities. For critical job roles such as Mining Shot Firer (blaster) regulatory compliance as per requirements of DGMS is ensured.	-
27	Paints & Coatings Skill Council	QP/NOS are under development.	Training partner affiliation protocol is under development.	-

	Sector Skill Council	Environment, public and worker safety (EPWS) in QP/NOS	Environment, public and worker safety (EPWS) in training provider selection	Readiness for strengthening environment, public and worker safety (EPWS) aspects
28	Power Sector Skill Council	NOS on safety and hazard prevention is included for each QP.	Training partner affiliation includes due diligence for checking availability of adequate infrastructure, facilities and regulatory compliance.	QP/NOS for Graduate Engineers (Level 6) on EPWS management skills may be developed.
29	Retailers Association's Skill Council of India	QPs include NOSs on EPWS aspects.	Training partner affiliation includes due diligence for checking availability of adequate infrastructure and facilities (water and sanitation, space, etc.).	-
30	Rubber Sector Skill Council	QPs include the following NOSs: RSDC/N5001 to carry out housekeeping, RSDC/N5007 health and safety, RSDC/N5009 human resource management and welfare, RSDC/N5005 natural resource management.	Training partner affiliation includes due diligence (information, inspection) for checking availability of adequate infrastructure, facilities and regulatory compliance.	NOS on natural resource management (RSDC/N5005) could be strengthened to include pesticide safety. NOS on safe handling of hazardous materials could be developed.
31	Security Sector Skill Development Council	QPs include 5 NOSs on aspects relating to EPWS.	Training partner affiliation includes due diligence for checking availability of adequate infrastructure and facilities (ventilation, water and sanitation, first-aid, fire safety, etc.). Physical verification is undertaken by auditors.	QP/NOS on the following have been identified for development: fire safety and fire fighting, disaster and emergency management, environment protection and conservation of resources, safety.
32	Skill Council for Persons with Disability	Integrated in QP/NOS across sectors.	Training partner affiliation includes due diligence for checking availability of adequate infrastructure and facilities.	-

	Sector Skill Council	Environment, public and worker safety (EPWS) in QP/NOS	Environment, public and worker safety (EPWS) in training provider selection	Readiness for strengthening environment, public and worker safety (EPWS) aspects
33	Sports Sector Skill Council	EPWS aspects are integrated into QP/NOS.	Training partner affiliation includes due diligence for checking availability of adequate infrastructure and facilities.	-
34	Strategic Manufacturing Sector Skill Council	NOS SMC/N9102 on maintain a healthy, safe and secure working environment included in QPs.	Training partner affiliation includes check on documented processes and availability of equipment for emergencies, fire safety, etc., and adequacy of infrastructure and facilities. Verification is done by third party.	Detailed occupational mapping and functional analysis is under progress and need for new EPWS, if identified, will be incorporated.
35	Telecom Sector Skill Council	NOS on maintain a healthy, safe and secure working environment is integrated into QPs.	-	QPs/NOSs for e-waste evaluator identified for development. Inclusion of safety criteria in training provider affiliation protocol is in process.
36	Textile Sector Skill Council	TSC/N9003 maintain health, safety and security at workplace is integrated into most QPs.	-	The QPs/NOSs identified for development include: EHS Specialist, Health and Safety Officer, Environmental Compliance Supervisor, Chemical Stores Supervisor, Chemical Stores Operator, Energy Efficiency and Energy Management Specialist, ETP Operator, ZLD Operator, etc.
37	Tourism and Hospitality Skill Council	The following NOS are integrated into the QPs: maintain health and hygiene	Training partner affiliation includes check on documented processes and availability of equipment for emergencies, fire safety, etc., and	-

	Sector Skill Council	Environment, public and worker safety (EPWS) in QP/NOS	Environment, public and worker safety (EPWS) in training provider selection	Readiness for strengthening environment, public and worker safety (EPWS) aspects
		(THC/N9906), maintain safety at work place (THC/N9907).	adequacy of infrastructure and facilities. Verification is done by third party.	

Annex IV. List of Training Centers visited

Chhattisgarh:
1. Livelihood College and ICICI Academy for Skills, Bhilai, Durg
2. Antyavasai Sahakari Vitta Vikas Nigam, Bhilai, Durg
3. Asha Shree Sai Prakratik Chikitsa Sewa Samiti, Durg
4. Livelihood College, Kanker
5. Krishi Vignan Kendra, Kanker
6. Pratham Institute for Literacy Education and Vocational Training, Dhamtari

Tamil Nadu:
7. National Film Development Corporation Training Center, Chennai
8. Ambattur Industrial Estate Manufacturers' Association, Chennai
9. ATDC-SMART, Kancheepuram
10. BSNL-RGTTC, Chennai
11. Apollo MedSkills, Chennai

Rajasthan:
12. Muskan Sansthan, Dungarpur
13. Rajasthan Bal Kalyan Samiti, Dungarpur
14. New Zeel Rainwear, Dungarpur
15. Safeducate, Jaipur
16. Dr. K. N. Modi University, Tonk
17. Sony Computers, Tonk
18. ITI (Samsung Skill Training Centre), Jaipur
19. Indian Institute of Gems and Jewelry, Jaipur

Odisha:
20. CIPET, Bhubaneshwar.
21. SSEPL, Nayagarh
22. ITI, Cuttack

Annex V. List of Districts Affected by Left Wing Extremism

Andhra Pradesh	Chhattisgarh	Maharashtra
1. Anantapur	39. Bastar	77. Chandrapur
2. East Godavari	40. Bijapur	78. Gadchiroli
3. Guntur	41. Dantewada	79. Gondia
4. Kurnool	42. Jashpur	80. Aheri
5. Prakasam	43. Kanker	
6. Srikakulam	44. Korea (Baikunthpur)	**Orissa**
7. Visakhapatnam	45. Narayanpur	
8. Vizianagaram	46. Rajnandgaon	81. Gajapati
	47. Sarguja	82. Ganjam
Telengana	48. Dhamtari	83. Keonjhar
	49. Mahasamund	84. Koraput
9. Adilabad	50. Gariyaband	85. Malkangiri
10. Karimnagar	51. Balod	86. Mayurbhanj
11. Khammam	52. Sukma	87. Navrangpur
12. Medak	53. Kondagaon	88. Rayagada
13. Mehboobnagar	54. Balrampur	89. Sambhalpur
14. Nalgonda		90. Sundargarh
15. Warangal	**Jharkhand**	91. Nayagarh
16. Nizamabad		92.Kandhamal
	55. Bokaro	93.Deogarh
Bihar	56. Chatra	94.Jajpur
	57. Dhanbad	95.Dhenkanal
17. Arwal	58. East Singhbhum	96. Kalahandi
18. Aurangabad	59. Garhwa	97. Nuapada
19. Bhojpur	60. Giridih	98. Bargarh
20. East Champaran	61. Gumla	99. Bolangir
21. Gaya	62. Hazaribagh	
22. Jamui	63. Koderma	
23. Jehanabad	64. Latehar	**Uttar Pradesh**
24. Kaimur	65. Lohardagga	
25. Munger	66. Palamu	100. Chandauli
26. Nalanda	67. Ranchi	101. Mirzapur
27. Nawada	68. Simdega	102. Sonebhadra
28. Patna	69. Saraikela-Kharaswan	
29. Rohtas	70. West Singhbhum	**West Bengal**
30. Sitamarhi	71. Khunti	
31. West Champaran	72. Ramgarh	103. Bankura
32. Muzaffarpur	73. Dumka	104. West Midnapore
33. Sheohar	74. Deoghar	105. Purulia
34. Vaishali	75. Pakur	106. Birbhum
35. Banka		
36. Lakhisarai	**Madhya Pradesh**	
37. Begusarai		
38. Khagaria	76. Balaghat	