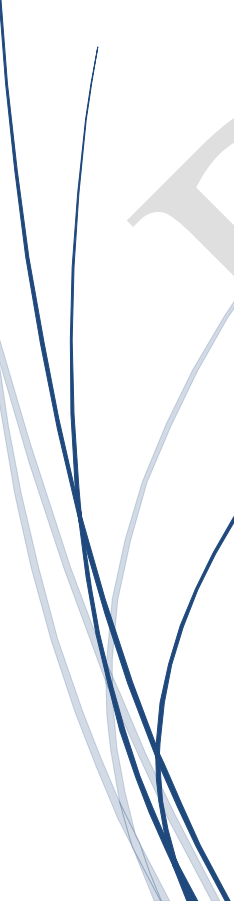




TRIBAL PEOPLE PLANNING FRAMEWORK

Skill India Mission Operation (SIMO)

DRAFT



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Tribal People Planning Framework (TPPF) Skill India Mission Operation (SIMO)

1. Background:

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 tertiary 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 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.

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.

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), currently under operation. This aims to enhance the access, quality and relevance of training programs for the needs of the labor market in a growing economy.

1.1. Skill India Mission Operation (SIMO):

The program 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 (ITI) which are supported through another 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 is targeted at 400 million Indian people and planned to be trained by the year 2022 through 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 (SSDMs) and their associate agencies in the various States.

The SIMO's financial outlay is about US\$ 1 billion loan for a period of six years starting from 2017. It will comprise 2 components: (i) a program support component (tentatively about US\$ 950 million); and (ii) a capacity building (or Technical Assistance) component (tentatively US\$ 50 million). The SIMO is a national program and hence will be implemented across India.

The SIMO focuses on the following results areas (details in Annex-I):

- **Result Area 1a:** Institutional strengthening at the national level – planning, delivery and monitoring of high-quality market relevant training
- **Results Area 1b:** Institutional strengthening at the state and district levels
- **Results Area 2:** Improving the quality and market relevance of skill development programs at the training provider level.
- **Results Area 3:** Enhancing access for women and disadvantaged groups. The objectives will be to identify innovative and replicable methods to (a) enhance access to high quality training, through tailoring interventions, program offerings, service delivery for socially excluded groups (such as women, scheduled tribes, scheduled castes and persons with disabilities) and (b) integrate constraints and needs of socially excluded groups into the planning, monitoring and delivery of skills development programs..
- **Result Area 4:** Expanding skills training through Private-Public Partnerships (PPPs). A Skills Fund will be created to engage in a PPP arrangement to pool private financial resources for skilling interventions. Corporate Social Responsibility (CSR) funds can be used for SD activities and the Government envisages providing incentives to induce companies to channel their CSR funds towards training and enter into a partnership.

1.2. Investments and Implementation Arrangements:

The key investments under the SIMO program, organized according to the 4 result areas are 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 Project Management Unit (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) Co-ordinating 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.

2. Environmental and Social Aspects:

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 program are twofold: one, Program for Results (PforR) Operation which covers the bulk of the credit; and the other Investment Project Financing (IPF), 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 safeguard compliance with respect to the Technical Assistance Component of the Program. It may also be noted that a comprehensive Assessment of the Environmental and Social Systems (ESSA) has been carried out by the World Bank's Task Team and a separate report has been prepared.

3. Technical Assistance and Social Safeguards Management:

Technical Assistance component is designed essentially to provide soft support to the main program and expected to encompass the following elements: (i) Project Management Support including external technical capacity support; (ii) Policy and other analytical as well as diagnostic studies; (iii) national as well as international Observation Study Tours (OST) including workshops, seminars etc; and (iv) Information, Education and Communication Campaign (IEC). It is categorical that no construction activities will be supported out of this fund. Hence, the component's proposed interventions will not result in any adverse impacts on people and/ or environ. In fact, even the main program, aimed at skill development, too will not result in any adverse impacts. But, the social assessments made during the project preparation have established that there could be tribal people in the project areas and some of the analytical studies may be specific to the tribal areas. Same time, full knowledge about the interventions likely to happen during implementation does not exist at preparation, to warrant a comprehensive planning. Given this situation, in accordance with the Indian Constitutional Provision as well as World Bank's Operational Policy (OP) on Indigenous Peoples, 4.10, a Tribal Peoples Planning Framework has been prepared.

4. TPPF Objectives:

The objectives of the TPPF are to ensure that if indigenous peoples¹ (referred to as tribal in India) (tribal) are affected by a project/scheme they:

¹ *Indigenous People (IP) referred as tribal in India are the distinct groups identified based on their social, cultural, economic, political traditions and institution, which are distinct from the mainstream or dominant society and culture. Tribal with similar cultural characteristics are known as 'Adivasi' in Hindi and are recognized as Schedule Tribes (STs) as per the Indian Constitution.*

- (i) Are adequately and fully consulted;
- (ii) Receive benefits and compensation equal to that of the mainstream population;
- (iii) Are provided with special assistance as per laws and policies because of their vulnerabilities vis-à-vis the mainstream population; and
- (iv) Receive adequate protection against project adverse impacts on their culture identities.

In the present context, as the investments are all soft, focal objective would be on ‘consultation’ towards furthering the ‘inclusion’ agenda, one of the key core principle against which assessment has been made in ESSA. In fact, results of the ESSA have been incorporated into the TPPF in a large measure.

5. Approach/Methodology:

The TPPF involved undertaking of Social Assessment² conducted based on generating information from both secondary and primary sources. 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 (NOS) and Qualification Packs (QPs) developed by Sector Skill Councils (SSCs).

TPPF is premised on extensive consultations conducted with several stakeholders from 10 states: 5 of them under SIMO program – Chhattisgarh, Tamil Nadu, Rajasthan, Odisha and Sikkim, and the reminder under the Bank assisted STRIVE program – Maharashtra, Telangana, Bihar, Uttarakhand and Jharkand. 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

As per OP-4.10 definition these are Members of a distinct indigenous cultural group, collective attachment to geographically distinct habitats or ancestral territories in the project area and to the natural resources in these habitats and territories, Customary cultural, economic, social, or political institutions that are separate from those of the dominant society or culture, An indigenous language, often different from the official language of the country or region.

² Social Assessment comprise: (i) tribal mapping; (ii) diversity analysis; (iii) stakeholder mapping; (iv) stakeholder analysis’ (v) impact assessments; and (vi) risks and monitoring.

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 II.

6. Consultations and Disclosure:

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 III.

The draft report of this ESSA has been disclosed through national and regional stakeholder workshops to be organized in August 2016. The draft report will be finalized after incorporating relevant suggestions from the stakeholder workshops. The final report of the ESSA will be disclosed on the website of the MSDE and on the World Bank's Infoshop in September 2016.

7. Tribal Mapping in India:

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).³ 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.⁴ 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.⁵ Tribal people also fare poorly in respect of human development indicators such as health and education.⁶ 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

³ There are 645 distinct tribal groups recognized as STs in India. More than half the population are concentrated in the states of Madhya Pradesh, Chattisgarh, Maharashtra, Jharkhand, and Gujarat (the 'central belt' of India). A second belt starts from the north, and comprises Jammu & Kashmir, Himachal Pradesh, Uttarakhand 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.

⁴ Das, M. 'Poverty and Social Exclusion in India', Presentation at the TFESSD Seminar, Oslo: <http://siteresources.worldbank.org/INTUNITFESSD/Resources/1633731-1307643226089/OIso-TFESSD-SocialExclusion-Das.pdf>

⁵ GoI, Report from the 11th Five Year Plan. http://planningcommission.nic.in/plans/planrel/fiveyr/11th/11_v3/11v3_ch4.pdf

⁶ UNDP (2012), UNDP in India, http://www.undp.org/content/dam/india/docs/UNDP_in_india_2012_final_artwork.pdf

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.⁷ 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 safeguards⁸ 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 (Annex-V) 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, Chhatisgarh, 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 expected to form a Tribal Advisory Council. The Constitution further provides that it shall be the duty of the Tribes Advisory Council to advise 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 Eastern hills of India. The Schedule provides for the constitution of Autonomous District Councils (ADCs) under 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

⁷ 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>

⁸ GoI, Tribal Constitutional Safeguards and Protective Measures for Tribals, <http://ncsc.nic.in/files/ncsc/new6/261.pdf>

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. All these make a strong justification for special and focused attention on tribals from 'inclusion' perspective which also, has a sound legislative support as well.

8. Tribal Legislation in India:

There are several policies which provide a legal framework for ensuring dedicate attention to the tribals. Article 366(25) of the Indian constitution refers to Scheduled Tribes (STs) as those communities who are scheduled in accordance with Article 342 of the Constitution. According to Article 342 of the Constitution, STs are the tribes or tribal communities or part of or groups within these tribes and tribal communities which have been declared as such by the President through a public notification. Identification of tribes is a State subject. Thus, classification of a tribe would depend on the status of that tribe in the respective State. Further the Fifth and Sixth Schedule of the constitution provides special provision for tribals in selected regions of the country.

Fifth Schedule of Constitution (Article 244): Provides for the administration and control of Scheduled Areas and Scheduled Tribes. Article 244(1) and Article 244 (2) of the constitution of India enables the government to enact separate laws for governance and administration of the tribal areas.

73rd Amendment of Constitution, 1992: Enables participation of Panchayat level institutions in decision-making and supporting in the preparation and implementation of development schemes.

Panchayats (Extension to Scheduled Areas) Act, 1996: The provisions of PESA Act, lays down process to be followed for acquisition of land in Schedule Fifth areas. The Act under the subsection (1) of section 4 provides for mandatory consultation with the Gram Sabhas, even if single person is affected by the proposed project.

The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006: The act recognizes and vests the forest rights and occupation in forest land in forest dwelling Scheduled Tribes and other traditional forest dwellers who has been residing in such forests for generations but whose rights could not be recorded. The act provides a framework for recording forest rights so vested and the nature of evidence required for such recognition and vesting in respect of forest land.

The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act (RFCTLARRA), 2013: Fair compensation for acquisition of movable assets; Resettlement and economic rehabilitation of displaced population due to involuntary land acquisition.

The World Bank's Operational Policy on Indigenous Peoples (OP 4.10) aims at ensuring that the development process fosters full respect for the dignity, human rights and cultures of indigenous peoples, thereby contributing to the Bank's mission of poverty reduction and

sustainable development. It also recognizes that the identities, cultures, lands and resources of indigenous peoples are uniquely intertwined and especially vulnerable to changes caused by development programs hence require special measures to ensure that they are included in and benefit from these programs as appropriate.

9. Assessment of Social Management Systems:

Social Assessment was carried out through extensive stakeholder consultations at various levels-national, state and sub-state. States wherein consultations were held include: Assam, Chattisgarh, Jharkand, Maharashtra, Odisha, Rajasthan, Telengana, Tamil Nadu, Uttara Khand and Haryana. Of these, tribal focus was in the states of Assam, Chattisgarh, Jharkahnd, Mahrahrastra, Odisha and Telengana. Barring Assam which has Sixth Schedule areas, other states have areas covered under the Fifth Schedule. Areas of enquiry hovered around: (i) Availability of lands for civil construction; (ii) Functioning and performance of training and apprentice activities as reflected in inclusion and equity; and (iii) Skill development in conflict areas. Salient findings discovered are presented below.

9.1. 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.

9.2. 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.

9.2.1. 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 naxal 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.

9.2.2. Key issues emanating from the analysis:

(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.

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.

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.

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.

(iv) 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.

9.3. Conflict /Left Wing Extremism Areas:

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 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, Chattisgarh, Maharashtra, Jharkand, Odisha, Madhya Pradesh, Uttar Pradesh and West Bengal. The List of districts in affected by LWE are given in Annex IV. It so happens there is a great degree of overlap between the Tribal and LWE areas in the states of Andhra Pradesh, Telengana, Chattisgarh, Jharkand and Odisha.

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 programme are targeted specifically to the LWE areas.

Skill Development in 34 Districts affected by Left Wing Extremism: This Scheme is being implemented by Ministry of Skill Development and Entrepreneurship. The Scheme was formulated in the year 2011 to create Skill Development infrastructure in 34 districts of 9 LWE affected States closer to the people of Left Wing Extremism (LWE) affected districts. The objective of the scheme is to establish one ITI & two Skill Development Centers (SDCs) in each of 34 districts and to run demand driven vocational training courses both long term and short term to meeting 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;

Ministry of Rural Development has initiated a new skill development initiative within the Aajeevika Skills (Placement Linked Skill Development Scheme) called “*Roshni*” for youth from 27 most critical LWE affected districts; and The Ministry of Tribal Affairs also implements schemes applicable universally on pan India basis including for LWE affected areas which are for the economic, educational and social development of the tribal population of the country.

There are 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.

9.4. Social Impact Assessment:

The potential positive social impacts that are likely to occur due to SIMO interventions include:

9.4.1. Institutional Strengthening:

The program is likely to strengthen inter-institutional coordination for efficient implementation. The coordinated activities of MSDE and SSDMs will also bring together industry, private sector, corporates, training providers, youth, public representatives, NGOs, and civil society at one platform.

9.4.2. Training Providers:

The program will improve the availability of adequate training infrastructure, delivery of quality training for the market relevant skills, TOT Programs and development of standardized content.

9.4.3. Inclusion and Access to Women and Vulnerable Groups:

The program focus on ensuring inclusion, enhancing access to all, especially to women, ST/SC, PwD, religious minority, and other poor and vulnerable sections. To achieve this, special purposive strategic interventions will be made and innovative proposals for conducting training programs in tribal/ LWE areas will be encouraged.

9.4.4. Lands and livelihoods:

The program will not result in physical or economic relocation due to involuntary acquisition of lands. 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. No livelihoods or relocation will happen as a result of the construction activities under the project.

9.4.5. Employment Generation:

The program will create employability and employment to unemployed youth in different sectors leading to income and livelihood to the trained youth. The skilled manpower will contribute to the growth of business and economy and will result in poverty reduction at national level.

9.4.6. Women Work Participation:

The program will result in increased women participation in the labor force leading to their economic independence and empowerment.

9.4.7. Skills Training through Private-Public Partnerships (PPPs):

The program will facilitate channelizing additional CSR funds which will help delivering high quality training and employment generation.

9.5. Negative Impacts/ Gaps and Risks:

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. Towards the former, one of the remedial measures relate to TPPF.

10. Tribal People Planning Framework (TPPF):

The TPPF sets out a framework to be adopted during implementation so as to ensure that tribal communities are informed, consulted, and mobilized to participate in the program activities. The Framework is intended to guide selection and preparation of, as well as contribute towards undertaking policy and other analytical studies as well as in the conduction of diagnostic as well as exploratory enquiries. Thus, this will provide a frame work of participation, as well as management modalities, in the tribal and / or LWE areas in the preparation of a Tribal People Plan during implementation.

If any TA activity is undertaken in the Fifth Schedule areas, it will be mandatory to conduct systematically consultations with tribal leaders (both official and traditional) at village as well as district levels and other agencies as well as with Panchayat Raj institutions, and other government departments. Protocols for selection of persons/ agencies to be consulted, venue and timing for consultations, setting of agenda, making available relevant documents in local languages, conduction of the consultative meeting as well as recording the proceedings and subsequently disseminating the same. Bi-annual monitoring through local participation (tribal leaders and other department) shall also be done. Securing of lands, irrespective of whether it belongs to the Government or not, necessarily requires consent from the tribal institutions.

The Sixth Schedule provides for administration of certain tribal areas as autonomous entities. The administration of an autonomous district is to be vested in a District Council and of an autonomous region, in a Regional Council. These Councils are endowed with legislative, judicial, executive and financial powers. These constitutionally mandated Councils oversee the traditional bodies of the local tribes. Currently, there are ten Autonomous Councils functioning in the 4 North East states. So, it is mandatory that consultations are held with village as well as district / regional councils whenever an intervention is planned in their areas of jurisdiction. In the Sixth Schedule areas, apart from the tribal leaders and government agencies, consultations should be held with Autonomous District Councils (ADC). Participation in the Sixth Schedule areas go beyond 'consultations' into 'consent'.

11. Technical Assistance:

As a part of the TA, two analytical activity will be planned, one in the Fifth Schedule Areas and another as related to LWE areas. Purpose of this enquiry would be to undertake an analytical exercise and provide external technical help in these areas so as to enable: (i) Identifying skill interventions required to enable primarily local employment, taking into account, both local community perspectives as well as future developments; (ii) Assess the adequacy of the existing facilities available currently so as to bring to the fore issues/ gaps. These analytical enquiries will help in: (i) Preparing an appropriate strategy and implementation mechanisms for sensitizing tribal people so as to enhance 'inclusion'; and (ii) Document and disseminate innovative practices. A directive be sent to all the states and TPs, backed up by appropriate incentives and disincentives, for effecting the 'inclusion'. Additionally, financial support will be provided for encouraging innovative proposals for mobilization and counselling from private/ corporate sectors.

MSDE will deploy an institutional development specialist at the national level who will be responsible for steering all inclusion related activities of the project, including, technical

assistance program in the tribal areas. Progress reports will be prepared and disseminated widely across the stakeholders on a quarterly basis.

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Annex - I: Detailed Result Areas under SIMO

Results Area 1(a): Institutional strengthening at the national level – planning, delivery and monitoring of high-quality market relevant training

Under this results area, the program will support Government of India's efforts in strengthening the governance, planning, quality assurance, and oversight of the skill development sector. The following support areas have been identified as part of the program:

Strengthening the **Ministry of Skill Development and Entrepreneurship (MSDE)** as the primary authority to govern the skill development sector, coordinate functioning of other Ministries and States involved in skill development activities, and manage financing across the sector: The program will support the MSDE in:

- Strengthening the *National Skill Development Fund (NSDF)*
- Reviewing the Common Norms for skill development schemes in India
- Consolidating short-term skill training schemes of MSDE (such as SDIS-MES), and various courses under a single umbrella of Pradhan Mantri Kaushal Vikas Yojna (PMKVY).

Governing the activities of its subsidiary agencies including the National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC) and National Skill Certification Board (NSCB), encouraging entrepreneurship efforts through supporting MSDE indicatives, establishing **NSDA** as the primary quality assurance, monitoring and evaluation, and research arm of MSDE. Key components of this system at the national level will be the following:

(a) National Quality Assurance Framework will include:

- Developing accreditation norms for training institutions/ training providers and strengthening accreditation systems.
- Strengthening accreditation systems for assessment bodies.
- Ensuring training providers in the country adhere to identified standards for training provision.

(b) National Skills Qualification Framework (NSQF) that will include strategic actions for:

- Developing career progression pathways and establishing equivalence of certificates/diplomas/degrees through a credit accumulation and transfer framework; facilitating Recognition of Prior Learning (RPL); aligning Indian qualifications with international qualifications.

(c) Empowering the National Skills Qualification Committee (NSQC) to license and effectively regulate the SSCs in compliance with the NSQF. National Skills Research Division (NSRD) that will be housed under the NSDA to function as an independent think tank to provide policy inputs to MSDE, NSDA, NSDC and related bodies in the skills domain. Its key function will be-

- To assess systemic functioning, prepare performance reports based on independent commissioning of studies.
- Analysis of the LMIS data for implementable policy action.
- Undertake tracer studies and impact evaluation studies and inform policy makers.
- Work with the National Skill Certification Board (NSCB) to analyze performance of trainees over time, and recommend changes in curriculum and/or master trainer programs to address any deficiencies.

(d) Labor Market Information System (LMIS) managed by the NSDA to serve as an effective data warehouse on skills development that aggregates data from multiple systems, including, the Skill Development Management System (SDMS), the Skill Development Initiative Scheme (SDIS) MIS of MSDE, the National Council for Vocational Training (NCVT) MIS , and all MISs managed at state level by SSDMs. The LMIS will focus on two core functions: (i) Provision of data analytics and business intelligence to support strategic decision making at various levels throughout the skills development sector; (ii) Establishment and maintenance of a registry of registered training providers across the entire skills development sector, as well as their empanelment status in terms of NSDC, SSCs, SSDMs, and other relevant skills development schemes; and (iii) A one-stop search facility to enable prospective candidates to search across all available programs and courses available in the skills development sector in India. In developing this data warehouse, strong emphasis will be placed on ensuring that all MISs from which the LMIS draws data adhere to common data standards and protocols, to ensure accuracy and of data submissions from across the skills development sector.

(e) Supporting State Skill Development Missions (SSDMs) with NSDA as the nodal agency.

Strengthening Sector Skills Councils (SSCs) as powerful intermediary institutions to align the quality assurance systems with their industry demand and short term training needs in the private sector. The program will support SSC version 2 for improved governance systems and financial *sustainability* of the SSCs. The two critical outcomes of the support will be: (i) improved accountability of SSCs through need-based annual business plans; and (ii) evidence of enhanced industry connect for better demand aggregation and improved placements. The operation will support SSCs in the following:

- a) Identification of skill development needs – catalogue of types, range and depth of skills
- b) Development of Sector Skill Development Plan
- c) Development and streamlining/rationalization of competency standards and qualifications and working with the NSDA to ensure they are NSQF compliant
- d) Development of QPs, including designing program-specific curricula, standards for training materials, consumables, and equipment and trainers’ technical content to train master trainers, trainers, instructors and career support staff at the institutional level;
- e) Design, plan and facilitate implementation of Training of Trainers
- f) Certification and assessment of trainers and assessors
- g) Undertake special initiatives to ensure program offerings are available and tailored to meet the needs and context of Abled and Minority Populations
- h) Facilitate placement of skilled and certified persons

Setting up of the **National Skill Certification Board (NSCB)** to help create an independent and credible skills assessment ecosystem in the country, will be supported through the operation. The NSCB will undertake the following activities:

- a) Work closely with the SSCs and set standards for examination, assessment and certifications based on NSQF and National Quality Assurance Framework.
- b) Empanel Assessment Bodies and conduct assessment and certification for all training courses under MSDE's purview, including trainings under NSDC ecosystem, SSCs, Central Ministries, or State Governments.
- c) Manage a data warehouse that provides access to the repositories of skill certificates of each implementing entity.
- d) Facilitating horizontal and vertical mobility by operationalizing the NSQF credit framework.

Streamlining functions of the **National Skill Development Corporation (NSDC)** to operate effectively as a nodal agency for implementing private-sector led short term training programs in India. The program will support NSDC with the following:

- a) Function effectively as the investee of the NSDF:
 - Identify and invest in scalable, high quality, quality training providers in India to the extent of capacity creation as part of the original NSDC mandate.
 - Conduct corporate reach-out activities to replenish NSDF through direct contributions and/or channelizing Corporate Social Responsibility (CSR) corpus of corporate.
- b) Strengthen the implementation of *Pradhan Mantri Kaushal Vikas Yojna (PMKVY)* by ensuring providers adhere to new accreditation standards, introducing robust monitoring and evaluation systems, providing technical support to providers whose programs fail or marginally meet QPs standards, and aligning the training costs to common norms. Conduct performance measurement of training partners in achieving allocated targets, improving training capacity, through third party validation of training provision and certification.
- c) Promotion of at least one *Trainers and Assessors Academy* in each sector to cater to sector specific training and infrastructure needs and potentially act as hub and spoke models for smaller regions/districts.
- d) Rebuild the *Skill Development Management System (SDMS)* with redefined business requirements and a candidate-centric data structure that enables it to function effectively as a core transactional system for PMKVY and all SSCs. This requires a scalable, efficient, and effective transaction processing system that can manage high volumes of short-term skill development course data. Such a system could also be offered as a customizable Open-Source Software (OSS) solution that can be used by other implementing agencies – such as State Governments – to manage their respective skilling programs with similar business processes.
- e) Develop and manage the *Skills to Jobs Platform (S2J)* to support end-to-end management and monitoring of corporate investments to the NSDF under Corporate Social Responsibility (CSR) or otherwise. The S2J platform will serve as a single-purpose transactional system that will be integrated into the overall architecture of a skills development data warehouse (LMIS) while functioning effectively as a stand-alone application.

- f) Developing strategies for *technology-enabled skill development programs* in India, including provisioning free digitized on-line and off-line content, free online courses for students, and implementing distance learning programs for training of trainers

It is expected that the program will be able to incentivize the 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.

Results Area 1(b): Institutional Strengthening at the state and district levels

Under this results area, the program will support efforts to build capacity at the state and district levels to implement the national strategy on skill development. The objectives of this results area will be to achieve a functional, high-quality skill training governance and execution system in all states that can deliver the goals and targets laid out by the national mission. The states and districts will have physical and virtual (IT platform) nodal points to ensure that training providers have access to the latest information, guidelines, materials and technical support services that may be available to ensure training programs financed by the program are restructured (if/when needed) to meet new, high quality standards and associated outcomes.

One of the key support areas identified as part of this program is to strengthen the *State Skill Development Missions (SSDMs)* as nodal bodies for convergence of all skilling initiatives in the State/UT, and reporting to the NSDA. The program will support performance-linked financing of SSDMs to undertake the following activities:

- a) Ensuring all skill development programs at the State level are aligned with NSQF, GoI's national skills strategy, State's goals and relevant information platforms
- b) Coordinating all skill training activities in the State/UT
- c) Coordinating the development and assembly of District Skill Development Plans (DSDP) into a State Skill Development Plan (SSDP)
- d) Coordinating with SSCs to review and tailor curricula, training materials, and/or e-learning packages to ensure QPs are adjusted meet unique local industry needs, norms or context.
- e) Achieving training targets stipulated under the national scheme PMKVY which calls for the NSDC to allocate 25 percent of its funding to States to implement the scheme
- f) 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.
- g) 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
- h) Introducing innovative pilot initiatives at the State level such as voucher programs, direct benefit transfers implemented in Uttar Pradesh, Gujarat, Maharashtra and other States.
- i) Managing skill training activities in the State/UT using a state level transaction processing system and/or management information system, and linking the same with the LMIS
- j) Offering a menu of TA services to Districts and Training providers to improve their institutional and staffing capacity to plan, deliver, measure and monitor the delivery of new, high quality training programs.

Under the Operation, support to States will be linked to performance across various parameters that will include functional SSDM, convergence of various programs, alignment with relevant national IT platforms and technical standards, availability of a system that allows States to interact with Districts and Training providers (in real time or close to in real time) to improve providers' capacity to deliver high quality training packages (in line with the NSQF and QPs), establishment of a credible and timely M&E system with demonstrated capacity to measure and deliver on targets and results, trainee placement rates, and comprehensiveness of private sector partnerships. A composite score based on performance in each parameter adjusted by the size of the State will determine the financing extended to the SSDM by the MSDE each year under the program.

Results Area 2: Improving the quality and market relevance of skill development programs at the training provider level

Under this results area, the program will support efforts to strengthen on-the-ground implementation of quality and market relevant training programs across all States and Districts. The objective of this result area will be to ensure that model curricula (including trainers' guides) are developed by SSCs for all Qualification Packs (QPs) relevant for the labor market, and that, gradually, all Training Providers (TPs) will be able to access a package of technical resources and materials that can help them strengthen the quality of their program offerings and labor market transitions. The program will also support the training of qualified assessors.

The SSDMs will be responsible to work with the SSCs to plan and coordinate activities that would be made available to the TPs, while the TPs would be responsible for the delivery of training activities, linking to third party institutions, as required (e.g., certification and assessment boards) and generating agreed outcomes. The program will support handholding of TPs in the following areas:

- a) *Accreditation*: Guidelines and procedures needed to obtain (and maintain) State accreditation through the new qualification guidelines
- b) *Training Content*: Curricula content, material and consumables reference guides, and implementation procedures to standardize QP delivery and results measurement approaches (within and across sectors) and ensure their overall alignment with the NSQF and NOS;
- c) *Trainers*: Guidelines to identify, recruit and retain effective master trainers and trainers. Options available to grow a local, new cadre of master trainers and trainers;
- d) *Assessment*: Information and options available to access a credible and efficient assessment scheme that evaluates and certifies skill competency efficiently and in accordance with the NSQF;
- e) *Labor market transitions*: Guidelines, tools and initiatives to help graduates transition successfully into the labor market upon completion of training (wage or self-employment);
- f) *Partnerships*: Guidelines and online support to carry out effective outreach events with Sector Skill Councils, local industry; employers, community organizations, and relevant (feeder) primary and secondary schools;
- g) *Monitoring and Evaluation*: Data requirements and submission procedures to ensure the State level MIS produces comprehensive, credible and timely information to track system performance in real time;

- h) *Customized face to face and online TA support:* Help new or weaker TPs prepare submission forms and procedures to comply with SIMO standards, transactions and data requirements

Results Area 3: Enhancing Access for Women and Disadvantaged Groups

Under this results area, the program will support efforts to ensure that the design and delivery of skill development programs are socially inclusive across all States and Districts. The objectives of this results area aim to identify innovative and replicable methods to (i) Enhance access to high quality training, through tailoring interventions, program offerings, service delivery for socially excluded groups (such as women, scheduled tribes, scheduled castes and persons with disabilities) and (ii) integrate constraints and needs of socially excluded groups into the planning, monitoring and delivery of skills development programs.

Results Area 3(a): Innovations to Enhance Access for Socially Excluded Groups – The project shall support targeted interventions to make training programs sensitive to the constraints faced by socially excluded groups. Within this set of targeted interventions, bolstering female participation is a key challenge in designing social inclusion efforts. Data in India highlights serious supply and demand side challenges inhibiting women from taking up paid employment outside the home. Women tend to have more obstacles in accessing training and skills development due to discrimination and gender bias.

Interventions to strengthen women’s educational and employment outcomes are likely to be most effective by including elements addressing socio-emotional/life skills within training interventions. Women especially the poorest women experience multiple constraints related to their time and mobility. International experience suggests that multi-component programs – which combine training with a set of complementary services (information, counselling, and capital) often have larger impacts on women’s employment and earning outcomes.

To increase uptake of skilling programs amongst socially excluded groups, both demand-side and supply-side interventions will be supported. Demand-side interventions can focus on increasing access to information, ongoing social support, and financial assistance (be it cash or in-kind). The Government of India’s Direct Benefit Transfer (DBT) platform can enable Aadhaar-linked cash incentives to boost participation of women and other target groups. Different strategies will suit different states, and such experimentation and innovations can be tested as ‘proof of concept’ pilots through state skills missions and funding available to states through PMKVY. The project shall support the following activities:

- a) Creating modules, guidelines and protocols for delivering counselling support and socio-emotional/life skills training as complements to job-specific training content.
- b) Support the design and evaluation of pilots to test the cost-effectiveness and impact of financial incentives (DBT enabled skills vouchers, transport support, cash transfers, scholarships) to bolster participation and placement outcomes amongst women, tribal communities and/or scheduled caste youth at the state level in partnership with State Skills Missions and PMKVY.

Support the design and evaluation of pilots to test cost-effective methods of offering counselling support (centres, peer-groups, web-based platforms) as complements to training programs for socially excluded groups and those in remote locations.

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

The project will support integration through fostering the creation of a skills development ecosystem which links excluded groups (such as women, tribal populations, persons with disabilities or scheduled caste youth) with high-growth sectors and locations in the economy, while incorporating identity-specific constraints (for e.g. due to gender or disability) into jobs diagnostics.

For persons with disabilities, strategic interventions will be supported through increased relevant job opportunities, self-employment provisions, and more disaggregated strategies for women in PWD segments. The project would support the following activities:

- a) Supporting the creation of model training centers for the disabled in select locations (with required trainers, infrastructure, equipment, curriculum design etc) and sectors.
- b) Strengthening capacities of state skills missions and national research division to integrate disability into jobs diagnostics and skill gap analysis.
- c) Test the effectiveness of using ICT enabled training and information in remote locations/areas with high concentration of disadvantaged groups, as a means to create 'hubs of excellence' for relevant sectors (e.g. handlooms, tourism, and nursing) and link economically weaker locations to high-growth sectors or locations.

Result Area 4: Expanding skills training through private-public partnerships (PPPs)

A key objective of the Skill India Mission Operation (SIMO) will be to mobilize corporate social responsibility (CSR) investments into skills development, by establishing a funding mechanism in which CSR funds will be matched by government to invest in key skills development (SD) priorities. It is anticipated that up to US\$200 million of the SIMO program funding will be channelled into this mechanism (the 'CSR Skills Fund') to provide matched funding for CSR contributions for joint public-private investment in priority SD initiatives. Initial identified priorities include:

- a) Innovative models for enhancing skill development 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 training providers 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;
- e) Industry-owned State-of-the-Art centres to be created at the district levels with corporate support to increase and meet youth aspirations.

It is anticipated that these initial priorities will evolve over time, so transparent processes will be put in place to review and update these priorities from time to time.

A robust, transparent governance structure will be established around the CSR Skills Fund to ensure that funds are used exclusively for their intended purpose and investments lead to meaningful, measurable results. Both CSR funds and matched funding from the government will be routed to the National Skills Development Fund (NSDF), but a Special Purpose Vehicle will be established within that Fund to manage and account for CSR contributions and government's matched funding separately. The CSR Skills Fund will have a governance mechanism incorporating the following components:

- a)** A mechanism for receiving, holding, and disbursing Skills Fund monies as they are required for project implementation;
- b)** A transparent process for identifying investment priorities and deciding on specific projects for investment through the CSR Skills Fund, through a representative Oversight Committee;
- c)** An open and transparent process for reporting on use of CSR Skills Fund monies; and
- d)** An independent mechanism for verifying successful implementation of funded activities and achievement of all identified project outputs.

Annex - II: 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:

1. National Film Development Corporation Training Center, Chennai
2. Ambattur Industrial Estate Manufacturers' Association, Chennai
3. ATDC-SMART, Kancheepuram
4. BSNL-RGTTC, Chennai
5. Apollo MedSkills, Chennai

Rajasthan:

1. Muskan Sansthan, Dungarpur
2. Rajasthan Bal Kalyan Samiti, Dungarpur
3. New Zeel Rainwear, Dungarpur
4. Safeducate, Jaipur
5. Dr. K. N. Modi University, Tonk
6. Sony Computers, Tonk
7. ITI (Samsung Skill Training Centre), Jaipur
8. Indian Institute of Gems and Jewelry, Jaipur

Odisha:

1. CIPET, Bhubaneshwar.
2. SSEPL, Nayagarh
3. ITI, Cuttack

Annex - III: List of State Consultations (Meetings, Workshops, Field Consultations)

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, Bhubaneswar.
5. Faculty of CIPET, Bhubaneswar.
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 - IV: List of Left Wing Affected Extremism Districts

| State | District |
|----------------|---|
| Andhra Pradesh | 1. Anantapur 2. East Godavari 3. Guntur 4. Kurnool 5. Prakasam 6. Srikakulam 7. Visakhapatnam 8. Vizianagaram |
| Telangana | 9. Adilabad 10. Karimnagar 11. Khammam 12. Medak 13. Mehboobnagar 14. Nalgonda 15. Warangal 16. Nizamabad |
| Bihar | 17. Arwal 18. Aurangabad 19. Bhojpur 20. East Champaran 21. Gaya 22. Jamui 23. Jehanabad 24. Kaimur 25. Munger 26. Nalanda 27. Nawada 28. Patna 29. Rohtas 30. Sitamarhi 31. West Champaran 32. Muzaffarpur 33. Sheohar 34. Vaishali 35. Banka 36. Lakhisarai 37. Begusarai 38. Khagaria |
| Chattisgarh | 39. Bastar 40. Bijapur 41. Dantewada 42. Jashpur 43. Kanker |

| | |
|----------------|---|
| | 44. Korea (Baikunthpur) 45. Narayanpur 46. Rajnandgaon 47. Sarguja 48. Dhamtari 49. Mahasamund 50. Gariyaband 51. Balod 52. Sukma 53. Kondagaon 54. Balrampur |
| Jharkhand | 55. Bokaro 56. Chatra 57. Dhanbad 58. East Singhbhum 59. Garhwa 60. Giridih 61. Gumla 62. Hazaribagh 63. Koderma 64. Latehar 65. Lohardagga 66. Palamu 67. Ranchi 68. Simdega 69. Saraikela-Kharaswan 70. West Singhbhum 71. Khunti 72. Ramgarh 73. Dumka 74. Deoghar 75. Pakur |
| Madhya Pradesh | Balaghat |
| Maharashtra | 77. Chandrapur 78. Gadchiroli 79. Gondia 80. Aheri |
| Odisha | 81. Gajapati 82. Ganjam 83. Keonjhar 84. Koraput 85. Malkangiri 86. Mayurbhanj 87. Navrangpur 88. Rayagada 89. Sambhalpur |

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|---------------|--|
| | 90. Sundargarh 91. Nayagarh 92. Kandhamal 93. Deogarh 94. Jajpur 95. Dhenkanal 96. Kalahandi 97. Nuapada 98. Bargarh 99. Bolangir |
| Uttar Pradesh | 100. Chandauli 101. Mirzapur 102. Sonebhadra |
| West Bengal | 103. Bankura 104. West Midnapore 105. Purulia 106. Birbhum |

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Annex - V : Scheduled Areas

Annex - V a – Fifth Scheduled Areas-

Fifth Schedule, Scheduled Areas and Tribal Advisory Council in India Schedules areas are those areas which are treated differently from other areas in a state in the sense that whole of the administrative machinery operating in the state is not extended to these areas and the Central Government has somewhat greater responsibility for these Areas.

The Scheduled areas can be established under Article 244 and 5th Schedule of the Constitution in any state except Assam, Meghalaya, Tripura and Mizoram. The scheduled areas can be declared by President by order. The President at any time can order that the whole or part of a schedule area ceases to be a scheduled area. Thus, the President of India has the power to declare an area as scheduled area and also the power to declare a scheduled area to be ceased to be known as scheduled area. Further, President can also by order alter the boundaries of the scheduled areas. However, to change the boundary of a scheduled area, the president is required to consult the Governor of the state in which the area is located. No separate law / act is needed to establish, change boundaries or discontinue a scheduled area.

Criteria for Scheduled Areas:

The Constitution does not mention any specific criteria for establishing the Scheduled Areas. However, since they are established for protection of the tribals and aboriginals, the most basic criteria is preponderance of tribal population in those areas. Further, underdevelopment and a marked disparity in economic standard of the people are also criteria. They embody principles followed in “Excluded” and ‘Partially-Excluded Areas’ under the Government of India Act 1935; Schedule ‘B’ of recommendations of the Excluded and Partially Excluded Areas Sub Committee of Constituent Assembly and Scheduled Areas and Scheduled Tribes Commission 1961.

Objective:

The key objective is to provide protection to the tribals living in the Scheduled Areas from alienation of their lands and natural resources to non-tribals.

Report of Governor:

In these areas, the Governor has been given plenary powers as far as their administration is concerned. The executive power of the Union extends to the giving of directions to the State as to the administration of these areas. Governor of these states need make report to the President annually or as needed by President regarding the administration of the Scheduled Areas in that State.

Tribal Advisory Council To take care of the welfare of the Scheduled Tribes, a Tribal Advisory Council is constituted in each state with a scheduled area. This Tribal Advisory

Council will be made of maximum 20 members out of which the three-fourth will be Scheduled Tribes MLAs in the state. It advises the Governor on matters pertaining to the welfare and advancement of the Scheduled Tribes in the State. The number of members of these councils, mode of their appointment, appointment of the chairman, officers and servants of these councils, conduct of its meeting and general business are controlled by the Governor of the State in question". Governor also can make a notification that that any particular Act of Parliament or of the Legislature of the State shall not apply to a Scheduled Area or any part thereof in the State or shall apply to a Scheduled Area or any part thereof in the State. Governor can also make rules for the better management of peace and good governance in such areas. Thus, article 244 confers plenary power on the Governor to bring independent legislations in respect of tribal affairs in consultation with the TAC. Due to this, the role of TAC is very crucial in the governance of Scheduled Areas. The negligence to constitute the TAC is equal to negating the rights of tribals and stalling the process of governance.

Current Tribal Advisory Councils:

At present (February 2016), ten states viz. Andhra Pradesh, Chhattisgarh, Gujarat, Himachal Pradesh, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Rajasthan and Telangana have established Tribal Advisory Councils in Scheduled areas. Further, two other States viz. Tamil Nadu and West Bengal, have also set up TAC in Non-scheduled areas.

Annex - V b: Fifth Schedule Areas



| State | Areas |
|------------------|---|
| Andhra Pradesh | Visakhapatnam, East Godavari, West Godavari, Adilabad, Srikakulam, Vizianagaram, Mahboobnagar, Prakasam (only some mandals are scheduled mandals) |
| Jharkhand | Dumka, Godda, Deogarh, Sahabgunj, Pakur, Ranchi, Singhbhum (East&West), Gumla, Simdega, Lohardaga, Palamu, Garwa, (some districts are only partly tribal blocks) |
| Chattisgarh | Sarbhuja, Bastar, Raigad, Raipur, Rajnandgaon, Durg, Bilaspur, Sehdol, Chindwada, Kanker |
| Himachal Pradesh | Lahaul and Spiti districts, Kinnaur, Pangi tehsil and Bharmour sub-tehsil in Chamba district |
| Madhya Pradesh | Jhabua, Mandla, Dhar, Khargone, East Nimar (khandwa), Sailana tehsil in Ratlam district, Betul, Seoni, Balaghat, Morena |
| Gujarat | Surat, Bharuch, Dangs, Valsad, Panchmahl, Sadodara, Sabarkanta (partsof these districts only) |
| Maharashtra | Thane, Nasik, Dhule, Ahmednagar, Pune, Nanded, Amravati, Yavatmal, Gadchiroli, Chandrapur (parts of these districts only) |
| Orissa | Mayurbhanj, Sundargarh, Koraput (fully scheduled area in these threedistricts), Raigada, Keonjhar, Sambalpur, Boudhkondmals, Ganjam, Kalahandi, Bolangir, Balasor (parts of these districts only) |
| Rajasthan | Banswara, Dungarpur (fully tribal districts), Udaipur, Chittaurgarh, Siroi (partly tribal areas) |

Annex Vc: Sixth Schedule and the Autonomous Administrative Areas in North East India
Sixth Schedule and the autonomous administrative areas in North East India

The most prominent and important structural change in the administration is the grant of political autonomy and statehood in North East India. This process goes back to the British Era when the Interim Government of India had appointed a sub-committee to the Constituent Assembly, viz. North- East Frontier (Assam) Tribal and Excluded Areas Committee under the Chairmanship of first Assam Chief Minister, Gopinath Bardoloi. The committee recommended setting up of autonomous district councils to provide due representative structures at the local level to the tribal population. The recommendation was later incorporated into Sixth Schedule (article 244 (2) & Article 275(1)) of the Indian Constitution. Contents

Provisions of the Sixth Schedule and the analysis follows hereunder:⁹

- Assessment of Sixth Schedule in North East
- Conflict of Power

⁹ <http://www.gktoday.in/sixth-schedule-and-the-autonomous-administrative-areas-in-north-east-india/>

- Disparity among Autonomous Bodies and Local Bodies
- Functioning of Governor
- Remedies to sixth schedule problems
- Special Treatment to Nagaland

Provisions of the Sixth Schedule:

As per the Sixth Schedule, the four states viz. Assam, Meghalaya, Tripura and Mizoram contain the Tribal Areas which are technically different from the Scheduled Areas. Though these areas fall within the executive authority of the state, provision has been made for the creation of the District Councils and regional councils for the exercise of the certain legislative and judicial powers. Each district is an autonomous district and Governor can modify / divide the boundaries of the said Tribal areas by notification. Currently, there are ten such Councils in the region as listed below:

- Assam Bodoland Territorial Council
- Karbi Anglong Autonomous Council
- Dima Hasao Autonomous District Council
- Meghalaya Garo Hills Autonomous District Council
- Jaintia Hills Autonomous District Council
- Khasi Hills Autonomous District Council
- Tripura Tribal Areas Autonomous District Council
- Mizoram Chakma Autonomous District Council
- Lai Autonomous District Council
- Mara Autonomous District Council

Assessment of Sixth Schedule in North East:

Sixth Schedule was primarily adopted to address the political aspirations of the Nagas. But the Nagas refused it because they said it was too little. The Sixth schedule lays down a framework of autonomous decentralized governance with legislative and executive powers over subjects like water, soil, land, local customs and culture. The Legislations passed by the Autonomous councils come into effect only after the assent of the Governor. Except Tripura and Bodoland councils, these bodies have also been given judicial powers to settle certain types of civil and criminal cases also. Thus, the councils under the sixth schedule have been given more power than the local governments under the 73rd and 74th amendments in the rest of the country. It has been established that this autonomy paradigm has brought a degree of equilibrium within the tribal societies mainly via the formal dispute resolution under customary laws and through control of money-lending etc. In Assam, Tripura and Mizoram, the autonomous councils have power to decide if a State legislation on subject matters under the autonomous councils should apply to their territories or not. Similarly, the Union legislations on similar subjects can be excluded from applying to these areas by the State Government in Assam and the union Government in the other two States. However, there are certain issues due to which the sixth schedule has ended up creating multiple power centers instead of bringing in a genuine process of democratization or autonomy in the region. They are as follows:

Conflict of Power: There are frequent conflicts of interest between the District Councils and the state legislatures. For example, in Meghalaya, despite the formation of the State, the whole of the State continues to be under the Sixth Schedule causing frequent conflicts with the State Government. Para 12 (A) of the Sixth Schedule clearly states that, whenever there is a conflict of interest between the District Councils and the state legislature, the latter would prevail. Thus state enjoys the superiority, but then it is alleged that autonomous councils are mere platforms for aspiring politicians who nurture ambitions to contest assembly polls in the future.

Disparity among Autonomous Bodies and Local Bodies: This is another important area of conflict. The local bodies established via Seventy-third Amendment are more liberally funded through the State Finance commissions. In a state where there are more than one autonomous councils; one claims that it is being treated less favourably than other. For example, in Assam, there is a perceived preferential treatment to Bodoland Territorial Council in matters of budget allocations.

Functioning of Governor: The Legislations passed by the Autonomous councils come into effect only after the assent of the Governor. However, Governor works as per the aid and advice of the state Council of Ministers. This makes many a times, the autonomous councils irrelevant as far as power to legislate is concerned. Remedies to sixth schedule problems Several measures can be taken up as remedy to above problem. Firstly, there is a need that Sixth Schedule is amended and Autonomous Councils are made to benefit from the recommendations of the state finance commission. Secondly, state governments and the Autonomous Councils should identify powers under the Sixth Schedule that Governors may exercise at their discretion without having to act on the 'aid and advice' of the Council of Ministers. Thirdly, the administration of the district autonomous councils should be periodically reviewed by a commission under Union Government. Special Treatment to Nagaland In our country, two states viz. Jammu and Kashmir and Nagaland are different from other states on account of their special treatment by the Constitution via Article 370 and Article 371-A respectively. Article 371-A states that no Act of Parliament in respect of religious or social practices of the Nagas, Naga customary law and procedure, administration of civil and criminal justice and ownership and transfer of land and resources will apply to Nagaland unless passed by the State Assembly.