महाराष्ट्र शासन
कौशल्य,रोजगार,उद्योजकता व नाविन्यता विभाग,
२ रा मजला,मंत्रालय (मुख्य इमारत),
मादाम कामा मार्ग, हुतात्मा राजगुरु चौक, मुंबई - ४०० ०३२.

नस्ती क्र. जाबँप्र-२०२३ / प्र.क्र.०६ (भाग-३)/ व्यशि-४ दिनांक:- १७ नोव्हेंबर, २०२३

प्रति,

१. प्रधान सचिव, कामगार विभाग, मंत्रालय, मुंबई.
२. प्रधान सचिव, अल्पसंख्यांक विभाग, मंत्रालय, मुंबई.
३. प्रधान सचिव, पर्यावरण व वातावरणीय बदल विभाग, मंत्रालय, मुंबई.
४. सचिव (बांधकाम), सार्वजनिक बांधकाम विभाग, मंत्रालय, मुंबई.
५. सचिव,आदिवासी विकास विभाग, मंत्रालय, मुंबई.
६. सचिव,दिव्यांग कल्याण विभाग, मंत्रालय, मुंबई.
७. सचिव, महिला व बालविकास विभाग, मंत्रालय, मुंबई.
८. आयुक्त, कौशल्य विकास, रोजगार व उद्योजकता आयुक्तालय, नवी मुंबई.
९. कुलगुरु, महाराष्ट्र राज्य कौशल्य विद्यापीठ, मुंबई.
१०. मुख्य कार्यकारी अधिकारी, महाराष्ट्र राज्य कौशल्य विकास सोसायटी, मुंबई
११. मुख्य कार्यकारी अधिकारी, महाराष्ट्र राज्य नाविन्यता सोसायटी, मुंबई.
१२. मुख्य कार्यकारी अधिकारी, महिला आर्थिक विकास महामंडळ, मुंबई.
१३. संचालक, व्यवसाय शिक्षण व प्रशिक्षण संचालनालय, मुंबई.
१४. संचालक, महाराष्ट्र राज्य कौशल्य,व्यवसाय शिक्षण व प्रशिक्षण मंडळ, मुंबई.

विषय:- Environment & Social Systems Assessment Draft बाबत चर्चा

संदर्भ:- World Bank mail received on 15 November 2023.

महोदय / महोदया,

संदर्भाधीन ईमेल द्वारे दक्ष प्रकल्पासाठीचा Environment & Social Systems Assessment Draft निश्चित करण्याबाबत विनंती करण्यात आलेली आहे.

२. व्यावसायिक शिक्षण,कौशल्यवृद्धी आणि पायाभूत सुविधांच्या बळकटीकरणासाठी कौशल्य, रोजगार, उद्योजकता व नाविन्यता विभागाने जागतिक बँकेच्या सहाय्याने "Development of Applied Knowledge and Skills for Human Development" (DAKSH) प्रकल्प प्रस्तावित केलेला आहे.

३. दक्ष प्रकल्पासाठी प्रस्तावित केलेल्या E.S.S.A. Draft मधील पर्यावरण व सामाजिक जोखिम तपासणे आणि असल्यास, त्यामध्ये आवश्यक त्या सुधारणा करणे यासाठी संबंधित भागधारकांची

कार्यशाळा आयोजित करण्याचे प्रस्तावित आहे. जेणेकरुन भागधारकांच्या आवश्यक त्या शिफारसींचा समावेश करुन E.S.S.A. Report अधिक प्रभावी बनविण्यात येवू शकतो.

४. E.S.S.A. Draft हा mahaswayam.gov.in या विभागाच्या वेबसाईटवर प्रकाशित करण्यात आलेला आहे. E.S.S.A. Draft वर चर्चा / निर्णय/ शिफारस करुन E.S.S.A. Report निश्चित करण्यासाठी दिनांक २३ नोव्हेंबर २०२३ रोजी स.११.०० वाजता मुख्य सभागृह, महाराष्ट्र राज्य कौशल्य विद्यापीठ, एल्फिंस्टन टेक्निकल हाय स्कूल, महापालिका मार्ग, मुंबई येथे कार्यशाळेचे आयोजन करण्यात येत आहे.

५. सबब, सोबत जोडलेल्या यादीतील संबंधित संस्था यांना सदर कार्यशाळेसाठी उपस्थित राहण्याबाबत आपल्या स्तरावरुन सूचना द्याव्यात, ही विनंती.

सहपत्र:- संबंधित भागधारकांची यादी

(मिथुन साळुंखे)
कक्ष अधिकारी, महाराष्ट्र शासन

प्रत कार्यवाहीस्तव,
संचालक, व्यवसाय शिक्षण व प्रशिक्षण संचालनालय / मुख्य कार्यकारी अधिकारी, महाराष्ट्र राज्य कौशल्य विकास सोसायटी यांनी संबंधित भागधारक यांना त्यांचेस्तरावरुन कार्यशाळेस उपस्थित राहण्याच्या सूचना द्याव्यात व समन्वय साधावा.

प्रत:-
१. अपर मुख्य सचिव, कौ.रो.उ.व ना. विभाग यांचे स्वीय सहायक, मंत्रालय, मुंबई
२. निवडनस्ती / व्यशि ४.

Development of Applied Knowledge and Skills for Human-Development in Maharashtra (DAKSH)

Program-for-Results

Stakeholder Consultations Workshop

on

Draft Environmental and Social Systems Assessment [ESSA] Report

10:30-13:00, November __, 2023

Venue:_____

Agenda

Timing	Session Description	Speaker / Anchor
10:30-10:35	Welcome Remarks	Program Director, SEEID
10:35-10:45	Opening Remarks	
10:45-11:00	DAKSH Program-for-Results – A Program overview	Task Team Leader, World Bank
11:00-11:15	ESSA: Overview and Process	Environmental & Social Team World Bank
11:15-11:30	ESSA: Findings & Recommendation – Environment	
11:30–11:45	ESSA: Findings & Recommendation – Social	
11:45-12:45	Discussions	Moderated by SEEID
12:45-13:00	Closing Remarks	

Dated_____

To

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Subject: Development of Applied Knowledge and Skills for Human-Development in Maharashtra (Program-for-Results), Consultation on the Draft ESSA Report, Invitation - Reg.

Sir/ Madam,

The proposed Development of Applied Knowledge and Skills for Human-Development Program will be implemented by the Skills, Employment, Entrepreneurship and Innovation Department (SEEID), Government of Maharashtra with the World Bank financial assistance. The proposed program development objective is to *improve skills and entrepreneurship training and apprenticeship for market-led employment in Maharashtra*. As part of the Program appraisal process, the World Bank prepared the draft Environmental and Social Systems Assessment (ESSA) Report which reflects the assessment of the SEEID's and other implementing agencies' systems and procedures to manage environmental and social risks. A copy of the Executive Summary of the Report will be sent to you shortly.

In collaboration with the World Bank, SEEID is organizing a workshop on the Draft ESSA Report to share the findings and solicit feedback on the proposed recommendations to strengthen the Program's capacity to manage environmental and social risks. The workshop will be held on November __th, 2023, 10.30 AM onwards at the ___provide venue address___.

It is our pleasure to extend this invitation to you to participate in the consultation workshop on the draft ESSA Report. The agenda for the workshop has been enclosed herewith.

Program Director

Skills, Employment, Entrepreneurship and Innovation Department

Participant List

Sno	Participant List	Number of people to be invited
1	ITI ecosystem: 1. Students 2. Trainers 3. Principals 4. District Officials (from suburban Mumbai) 5. Women and Tribal ITIs	10
2	STT ecosystem: 1. Students 2. Trainers 3. Centres-in-charge 4. Training providers based out of Mumbai including those under PMKK	8
3	Industry: 1. Employers providing apprenticeship training to ITI graduates 2. Employers working with STT 3. Employers in general – such as technology companies, corporate training institutes, placement agencies, assessment companies, etc.	6
4	NGOs: 1. Evergreen Education Trust 2. Beautiful Tomorrow Foundation 3. Humanitarian Welfare and Research Foundation 4. NGOs working with PWDs, STs, SCs and other marginalized groups	5
5	Educational Institutions: 1. Schools 2. Polytechnics 3. Colleges	6
6	SSCs based in Mumbai	3
7	Incubators	2
8	Women startups (will be invited by World Bank)	2
9	SHGs	2
10	Relevant departments on disability welfare, tribal development, women and children, labour, etc.	5
	Total	**49**

Development of Applied Knowledge and Skills for Human-Development in Maharashtra (Daksh-M)

(P177965)

ENVIRONMENT AND SOCIAL SYSTEMS ASSESSMENT

(ESSA)

(Draft)

November 15, 2023

THE WORLD BANK
IBRD • IDA | WORLD BANK GROUP

THE WORLD BANK

Table of Contents

List of Abbreviations

CSDEE	Commissionerate of Skill Development, Employment and Entrepreneurship
CTS	Craftsmen Training Scheme
DLIs	Disbursement Linked Indicators
DSCs	District Skill Committees
DSDPs	District Skill Development Plans
DVET	Directorate of Vocational Education and Training
E&S	Environmental and Social
EAP	Externally Aided Project
ESCP	Environmental and Social Commitment Plan
ESF	Environment and Social Framework
ESS	Environment and Social Standards
ESSA	Environmental and Social Systems Assessment
FLFPs	Female Labour Force Participation
GDP	Gross Domestic Product
GO	Government Order
GoM	Government of Maharashtra
GRM	Grievance Redress Management
GRS	Grievance Redress Service
IA	Implementing Agency
IBRD	International Bank for Reconstruction and Development
IIM	Indian Institute of Management
IMCs	Institute Management Committee
IPF	Investment Project Financing
ISMs	Implementation Support Missions
ITIs	Industrial Training Institutes
IVA	Independent Verification Agency
LMIS	Labor Market Information System
LMP	Labor Management Procedure
M&E	Monitoring and Evaluation
MIS	Management Information Systems
MoU	Memorandum of Understanding
MSBSVET	Maharashtra State Board of Skill, Vocational Education, and Training
MSInS	Maharashtra State Innovation Society
MSMEs	Micro, Small and Medium enterprises
MSSDS	Maharashtra State Skill Development Society
MSSU	Maharashtra State Skills University
NDC	Nationally Determined Contribution
NGO	Non-governmental Organisation

NSQF	National Skills Qualification Framework
PDO	Program Development Objectives
PforR	Program for Results
PMC	Program Management Committee
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
PMU	Program Management Unit
PPPs	Private-Public Partnerships
PWDs	Persons With Disabilities
SAAPCC	State Adaptation Action Plan on Climate Change
SDC	Skills Data Centre
SEEID	Skills, Employment, Entrepreneurship, and Innovation Department
SEP	Stakeholder Engagement Plan
SIDBI	Small Industries Development Bank of India
SIMO	Skill India Mission Operation
SSCs	Sector Skill Councils
SSDPs	State Skill Development Plans
STARS	Strengthening Teaching-Learning and Results for States
STRIVE	Skills Strengthening for Industrial Value Enhancement
TA	Technical Assistance
ToR	Terms of Reference
TVET	Technical and Vocational Education Training
UNFCCC	United Nations Framework Convention on Climate Change
WEC	Women Entrepreneurship Cells
WSC	World Skills Centre

Executive Summary

E.1 Background

Maharashtra is projected to experience a significant demand for skilled workforce, which will contribute to economic development and job creation within the State. However, meeting the demand for a skilled workforce in the State is a challenge due to the nature of employment, an ageing population, and inter-district disparities. Thus, focus on skills and entrepreneurship training is key.

The Government of Maharashtra's skilling system is characterized by well-developed institutional arrangements with clear understanding of responsibilities, an impetus for quality, scale to provide access to training across the state, wide range of social inclusion activities, and experience partnering with a well-developed and open private sector. However, some issues persist such as poor infrastructure, inadequate trainer quantity and quality, limited impactful engagement in marginalized areas, and a lack of coherent and strategic coordination among government departments and with industry.

E.2 Program Description

The PForR Program seeks to revamp Maharashtra's skills system through: (i) strengthened institutions and mechanisms for improved skills policies, qualification frameworks, delivery systems (with infrastructure), and quality assurance mechanisms; (ii) enhanced systemic capacities to design, deliver, evaluate and accredit programs/initiatives that increase access to quality training, especially for women, PwD and disadvantaged sections in the labor force; and (iii) partnerships with industry and employers to increase the market-relevance and quality of skills programs.

The Program Development Objective is to improve skills and entrepreneurship training and apprenticeship for market-led employment in Maharashtra.

The Program has four results areas, namely,

- RA 1: Institutional Strengthening for High-Quality Market Relevant Training with robust MIS systems,
- RA2: Improving Quality and Market Relevance of Skill Development Programs at Training Provider Level,
- RA 3: Enhancing Access for Women and Disadvantaged Groups and,
- RA4: Expanding Skills Training and Entrepreneurship through Private-Public Partnerships (PPPs).

The proposed key result indicators for the Program are as follows:

a) Trainees completing skill training and placed in apprenticeships (disaggregated by SC/ST and women)
b) Improved performance of ITIs
c) Strengthened training of trainers and assessors
d) Private capital and partnerships mobilized for improved women's entrepreneurship programs.
e) Private capital and partnerships mobilized for improved skill development programs in ITIs.

E.3 About ESSA

In line with the World Bank's requirements for using the PforR instrument, as stipulated in the Program-for-Results Financing (Policy) and Directive, an Environmental and Social Systems Assessment (ESSA) was conducted, and this report was prepared. This ESSA examined: (i) the potential E&S effects of the Program (including direct, indirect, induced, and cumulative effects as relevant); (ii) the Borrower's capacity (legal framework, regulatory authority, organizational capacity, and performance) to manage those effects; (iii) the comparison of the Borrower's systems - laws, regulations, standards, procedures, and implementation performance - against the core principles and key planning elements to identify any significant differences between them that could affect Program performance; (iii) the likelihood that the proposed Program achieves its E&S objectives; and (v) recommendation of measures to address capacity for and performance on policy issues and specific operational aspects, relevant to managing the Program risks through a Program Action Plan. The assessment considered various Bank requirements that include preliminary screening, stakeholder engagement, analysis, grievance mechanism, recommendations, and disclosure.

E.4 Methodology Used for ESSA

The methodology for ESSA included: (a) secondary literature review, (b) screening, (c) site visits; (d) consultations – field and state-level and, (e) analysis and synthesis of strengths of the E&S systems and areas for improvement. These steps were followed by preparation of the ESSA report highlighting the findings, recommendations and suggesting inputs to the Program Action Plan and the Program Implementation Support Plan.

To inform the study, stakeholder consultations, group discussions and key informant interviews were held between July and October 2023. Consultations through a state level workshop will be conducted before appraisal and the draft ESSA will be disclosed on the SEEID, GoM and Bank's website. Based on the feedback received, the ESSA report will be revised, and the final version will be disclosed before the Board approval.

E.5 Key Issues/Risks and Opportunities

Environment: The overall benefit of the DAKSH-M program from an environmental perspective is with respect to creation and sensitization of awareness related to environment, health, and safety aspects (among students, teachers, and administrative staff of institutes) and its mainstreaming at various levels. Regular training programs on various aspects of environmental management will create the required sensitization and capacity (over time), which will ultimately help in achieving the program objectives.

Most ITIs, in general, are found to be in dilapidated condition or have congested ergonomic space availability. Upgradation of ITIs and other infrastructure will address issues of space constraints, lack of safety, poor amenities and ensure the institutions are designed to meet the needs of all targeted groups, including persons with disabilities. And therefore, DAKSH-M presents two major opportunities that pertain to: (1) creation of Green/Sustainable/Safe training institutes from where many youth/job seekers can get influenced/made more sensitive and, (2) Integration of EHS/OHS aspects in the curriculum, which can eventually help in building a well-rounded environmentally and safety conscious workforce (which is grossly lacking in the current times).

1. Issues with Campus/Building Design and Construction, which include EHS risks from deficiencies in provision of basic services (sewage/wastewater disposal; drainage; solid waste management); restricted access to students/people with physical challenges;

inadequate lighting/ventilation and thermal comfort in buildings; cutting of trees/loss of open spaces while expanding/upgrading infrastructure/building footprint within existing campus; inconvenience/disruption to training activities during execution of civil works; construction related impacts on account of dust, noise, stress on water availability and improper management of debris and wastes; safety risks to students/teachers and OHS risks to workers during construction and operation; fire and electrical safety risks and waste management issues, including for hazardous and e-wastes.

2. Climate and natural disaster risks, which includes vulnerability and inadequate preparedness to deal with safe evacuation during emergencies.
3. Issues during operation of ITIs and other Training Centres from electrical hazards, poor sanitation and unhygienic conditions in toilets and washrooms, fire hazards, poor indoor air quality in laboratories and classrooms etc. In addition, risks and issues associated with operation and maintenance stage include: (a) food safety and hygiene (in canteens and hostels); (b) management of wastes from kitchen/mess; (c) management of hazardous waste/wastewater from the laboratories, (d) waste/e-waste generation from disposal of non-functional/old electrical, mechanical and IT equipment and, (e) lack of sanitary arrangements for female students/staff.

The key environmental risks or impacts of the program are rated "moderate" and emerge mainly from construction and operation of buildings and associated infrastructure. These environmental risks/impacts/effects can be mitigated by compliance to applicable regulations, planning norms, codes, standards, and guidelines; and by implementing required mitigation and management measures at different stages of the program. However, consistent, and systematic efforts will be needed to institute the change and then sustain the results over time – this would require leadership, interest, sensitization/training and close monitoring, particularly from the higher levels of management – both at the state and district levels. Given the complexities around ITI ecosystems, good institutional models/practices can also serve as a useful means for demonstration and learning by seeing and therefore, getting the "model ITIs" to serve this purpose would be critical.

Social: The social risk of the Program is rated as moderate, since the program will finance upgradation of infrastructures but will not involve any activities that will require additional land acquisition or physical footprint. The social risks are mostly related to - (a) inequitable access and enrollment of women and other vulnerable groups to program benefits especially in remote and marginalized areas, (b) limited participation of vulnerable groups in design and planning processes of skill development programs, policies and plans; and (c) employees/workers' welfare, including community health and safety during civil works and implementation of the program.

The findings of ESSA suggest that social impacts of the Program are likely to be positive as it will address the issue of inclusion and accessibility, particularly for vulnerable groups located in remote areas. Advanced training, development of curriculum and placement of ITI students proposed under the program will further help meet the market and industry requirement and demands, resulting in increased employment and labour productivity. Lastly, upgradation of ITIs and other infrastructures will be designed to address space and ergonomic constraints, to meet the needs of all social groups including women and persons with disabilities.

E.6 Assessment of Policy and Legal Framework

Environment: Adequate policy, regulatory provisions and legal frameworks are in place both at the national and state level to manage environmental risks that emerge from the interventions under DAKSH-M. The national and state's policy and legal architecture secures the systems to promote environmental and ecological protection, resource conservation and efficiency, resilience, and pollution prevention/management. It also covers several facets of health and hygiene.

Social: Trainees and entrepreneurs' legal rights are protected under the constitution, including several laws and policies such as the Apprentices Act of 1961, National Policy for Skill Development and Entrepreneurship of 2015, and the Pradhan Mantri Kaushal Vikas Yojana (PMKVY). Further, labour and industrial laws such as the Industrial Disputes Act, Minimum Wages Act, Payment of Wages Act, Employee Provident Fund Act, and the Employee State Insurance Act, among others establish legal frameworks for concerns such as employee-employer interactions, dispute settlement, wage payments, and social security benefits. For infrastructure development, laws such as the Building and Other Construction Workers (Regulation of Employment and Conditions of Service) Act and Rules and Inter-State Migrant Workers Act will be applicable. The Right to Information Act; Sexual Harassment of Women at Workplace Prevention, Prohibition, and Redressal Act; Maternity Benefit Act; and the Rights of Persons with Disabilities Act are progressive laws that addresses issues of transparency, equal opportunity, and non-discrimination. Similarly, state laws such as the Maharashtra State Public Services (Reservation for Scheduled Castes, Scheduled Tribes, De-Notified Tribes (Vimukta Jatis), Nomadic Tribes, Special Backward Category and Other Backward Classes) Act and Maharashtra State Skills University Act ensures non-discrimination, and flow of benefits to vulnerable groups. The program would not involve any construction activities where private land acquisition is required. Thus, the Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement (RFCTLARR) Act, 2013 and Maharashtra RFTCLARR Rules will not be applicable.

E.7 Assessment of Institutional Systems

The Program will be implemented by a Program Management Unit setup under the Skills, Employment, Entrepreneurship, and Innovation Department (SEEID), GoM. The PMU will also be supported by a Program Management Consultant (PMC). Each sub-unit of the SEEID will be an implementing agency. These are: Directorate of Vocational Education and Training (DVET); Maharashtra State Skills Development Society (MSSDS); Commissionerate of Skill Development, Employment and Entrepreneurship (CSDEE); Maharashtra State Board of Skill Development, Vocational Education and Training (MSBSVET); and Maharashtra State Innovation Society (MSInS). For infrastructure upgradation activities, SEEID is expected to engage the state Public Works Department (PWD), which possesses extensive experience in Bank-financed operations.

At present, SEEID does not have in-house staff to manage environment and social risks related to OHS, waste management, resource efficiency, social inclusion, grievance management, stakeholder engagement, workers and community health and safety, including land and livelihoods. There is a need for improvement of grievance mechanism and disclosure procedures particularly in institutions (ITI, MSSDS, MSSU) providing access to long-term and short-term trainings and entrepreneurship programs. All implementing agencies, except MSSU have setup Internal Complaints Committee to address sexual harassment at the workplace, although limited awareness building, and trainings have been conducted so far.

Challenges related to disbursement of salaries, access to basic amenities (including clean/hygienic sanitation) and employee safety have been noted, particularly in ITIs. Further,

PWD standard contract documents mandate that all contractors conform with applicable environment, safety, and labour laws/regulations. However, dedicated mechanism is needed to specifically monitor and supervise construction activity to ensure that environmental and social impacts and risks are addressed adequately.

There is also a need for putting in systems and procedures for IEC and branding for increasing outreach of the courses and placement programs offered, particularly in remote and geographically isolated areas. All implementing organizations have either conducted specialized trainings, or provided monetary incentives (concessions, scholarships, reimbursements, etc.) to ensure inclusion of vulnerable groups.

E.8 Assessment Against Core Principles

1. Regarding **Core Principle #1**, the program operates within an adequate legal and regulatory framework to mitigate, manage and monitor environment and social risks and impacts anticipated from eth Program. However, procedures to assess and manage environment and social risks/impacts of activities needs to be embedded in the Program. Systems and staff capacity in implementing agencies to manage E&S issues, grievance redressal (DVET at ITI level, MSSDS and MSSU), undertake IEC activities (MSSDS and CSDEE) and to seek suggestions and feedback of stakeholders (MSBSVET, DVET) during development of programs, curriculums, and policies need to be augmented.
2. Assessment of program systems against **Core Principle #2** revealed that strong set of national and state level legal systems exist for regulation of activities in natural habitats, critical natural habitats, in proximity of protected monuments and for management of chance finds. Since program activities will be implemented within the existing campus/premises of ITIs and other training centers, the activities are not likely to cause adverse environmental effects or pose any risks for natural habitats and physical cultural resources (PCR). However, while there are functional systems for statutory clearances, the over-all level of awareness on the relevant provisions of the existing laws and regulations varies.
3. Assessment against **Core Principle #3** revealed that the existing national and state regulatory framework are sufficient to meet the requirements of ensuring employee and workers' welfare and working conditions, although compliances to these standards are not monitored at the institutional level and during civil works. The Program will focus on setting up monitoring systems and developing the capacity of implementing agencies including PWD to ensure adherence to labour and employment laws and regulations.
4. While the Program envisages minor construction activities, the assessment against **Core Principle #4** reveals that sufficient land is available within the existing institutions. Thus, acquisition of private land is not necessary.
5. Assessment against **Core Principle #5** confirms that all implementing institutions are mandated to ensure equity and inclusion of disadvantaged sectors (SC, ST, OBC, women, PwD), through implementation of special provisions, policies, and schemes such as reservation of seats, standalone women and tribal ITIs, full reimbursement, scholarship, and free book library schemes for SC/ST, among others.
6. **Core Principle #6** is not relevant for DAKSH-M Program.

E.9 Key Recommendations and Inputs to the Program Action Plan

Environment: The main findings and recommendations on environmental aspects (including health and safety) are summarized below:

1. **Creation of Institutional Capacity for Environment, Health, and Safety Management**: within SEEID by appointing one Environment and one OHS Specialist.
2. **Broaden Training Curriculum to include/integrate EHS/OHS aspects** that address not only technical gaps, but also relevant environment protection needs (as applicable to the trade/skill in context); (b) promote occupational health and safety (which is grossly lacking currently); and (c) inculcate soft skills such as communication, problem solving, team work, work/social behaviours.
3. **Introduce/develop new courses on Green Skills/Jobs** based on market surveys/demand and industry feedback (eg: renewable energy, water purification, green construction, waste management, safety etc.)
4. **Greening the Infrastructure/Systems:** Use of "green building" model/approach for training facilities/institutions to be supported under the Program (the level and type of interventions may vary depending on the type/extent of civil work proposed; condition of infrastructure available; specific contextual requirements etc.).
    a) All new construction to adopt 'green building' concepts and obtain green rating.
    b) Apply green building norms to existing buildings as part of repair/refurbishment/ improvement propositions.
    c) Discourage cement concrete pavement for internal circulation paths within a campus and,
    d) Promote use of appropriate colour, materials open spaces, multi-purpose space usage etc.
    e) Create 'water positive' and 'energy positive' model ITIs or at least zero footprint institutions following water and energy audits.
    f) Promote 'inclusive infrastructure' in all institutions to be taken-up under the Program.
5. **Vulnerability Assessment (VA) to disasters** using the available GIS platforms and integrate findings from this assessment into the planning and design of civil/infrastructure related works.
6. **Environment Screening and mitigation:** Instill the process of environment screening/scoping as part of upfront planning process and preparation of mitigation/management measures/plan in the planning and design cycle/phase of any campus/building infrastructure development.
7. **Institute mechanism of developing Campus Environment Improvement Plan** by the ITIs prior to initiating detailed DPR preparation for infrastructure creation/upgrading.
8. **Strengthen contractual obligations/clauses on EHS management in Construction Contracts** for building users/workers/public, a generic EMP/OHS plan should be made and integrated in the bidding documents.
9. **Monitoring Systems:** The MIS dashboard - main monitoring mechanism that will knit together six implementing agencies must include environment and safety data points/parameters, with clear ways for measurement, responsibility, and defined time frame for monitoring. Create Environmental Report Card for each institution deriving key data from MIS/data collection systems/audits (starting with basic parameters).
10. **Strengthen waste management system**, including segregation at source.

11. **Strengthen menstrual hygiene management (MHM) for adolescent girls/women staff** – with sanitary pad dispensers and hygienic/safe disposal arrangements.

12. **Information, Education and Communication (IEC) strategy for ITIs** for promoting and sustaining Green, Clean and Safe Campus. This needs to include Sensitization/awareness creation on environment, climate resilience, and other associated topics for teachers and students by using "anytime, anywhere and any device" for delivering the content.

Inputs to the Program Action Plan on Environment Aspects

Action	Timeline	Responsibility	Completion Measurement
Establish functional and effective Environmental Management Systems in ITIs	Starting within 6 months from Program becoming effective, and continue through the implementation period	PMU/SEEID, DVET, MSSDS and ITIs	• Trained/qualified Staff in place. • Compliance to applicable environmental regulations and rules • Awareness and training conducted for academic and administrative staff/officials. • Green building norms applied for existing buildings. • All ITIs to have fire safety, emergency response, sanitation, and waste management arrangements.
Model ITIs to imbibe Green Building/ Infrastructure norms/standards	In line with Planning, Design and Construction Cycle of Model it is	PMU/SEEID, MSSDS and DVET	• Compliance to applicable environmental regulations and rules • Green building rating attained. • Infrastructure/asset maintenance systems demonstrated and sustained
Integrate EHS/OHS aspects (as relevant to the trade) in the Curriculum	Starting with 6 priority (with higher risks) courses within 6 months from Program becoming effective, and roll-out through the implementation period	PMU/SEEID, MSBSVET and MSSDS	• EHS/OHS requirements integrated in the curriculum for both teachers and students. • Trainings conducted. • Sensitization on EHS introduced in the Induction Program • Roll-out of the revised curriculum in the concerned course/institutions

Social: The main findings and recommendations on social aspects are summarized below:

1. **Social screening and mitigation** to be embedded in the design preparation phase of ITI infrastructure, MSSU upgradation and other civil works proposed under the program.

2. **Institutional Capacity for Social Risk Management** by appointing a social specialist at the PMU and PMC to monitor and report on social risks and impacts.

3. **Data collection and monitoring systems to** include social data points/parameters on social inclusion, employee welfare, grievance management and IEC activities, with clear procedures and defined time frame for monitoring.

4. **Improvement of grievance mechanism and disclosure procedures** particularly in institutions (ITI, MSSDS, MSSU) providing access to long-term and short-term trainings and entrepreneurship programs.
5. **Stakeholder Participation:** Development of curriculums for skills training and entrepreneurship program in consultation with various stakeholders.
6. **Strengthen/enforce Employee Welfare and Working Conditions** by undertaking annual statutory compliance audit of ITIs, MSSU and regional centers to assess adherence to employee regulations within the organization.
7. **Information, Education and Communication (IEC) strategy** for increasing outreach of the courses and placement programs offered, particularly in remote and geographically isolated areas.
8. **Special Provisions for Women and Tribal Population** by i**ncreasing access to skill development (SD) programs for women, SCs and STs by MSSDS, CSDEE and DVET**.
9. **Broadening of Training Curriculum** to address not only technical gaps but also: (a) diversity equity and inclusion to deal with issues of prejudices, stereotyping, discrimination, victimization, and harassment at workplaces; and (b) soft skills.

Inputs to the Program Action Plan on Social Aspects

Description	Responsibility	Timeline	Indicator for Completion
Develop and adopt systems and procedures to identify, manage and monitor social risks and impacts	SEEID, DVET, MSSDS MSBSVET, CSDEE, MSInS	Within 9 months of Program effectiveness	• Skilled social staff designated for the program. • Training to manage social risks implemented. • Social screening of infrastructure facilities and developing SMP for implementation. • Monitoring and reporting systems to track social outputs and outcomes are adopted.
Establish systems for conducting and acting on beneficiaries' feedback – baseline, mid-term, and end – term	SEEID, DVET, MSSU, MSSDS MSBSVET, CSDEE, MSInS	Baseline in 1 year of Program effectiveness	• Systems for citizen feedback established and operational.
Employee Welfare and Working Conditions audited annually.	DVET, MSSU, PWD	Within 1 year of Program effectiveness and yearly	• HR policy adopted. • Systems established for monitoring and reporting on compliance with employee/labor laws and policies.

E.10 Implementation Support

The support by the World Bank during implementation of the program will include:

1. Reviewing implementation progress and achievement of Program results on environment and social risk management through the periodic IVA reports, implementation support missions and any other E&S progress reports submitted by the PMU.
2. Assisting the Implementing Agencies in setting up systems and procedures to identify, manage and monitor environment and social risks/impacts.
3. Support institutional capacity building on environment and social management on a periodic basis.
4. Monitoring the performance of Program systems, including the implementation of agreed environment and social systems strengthening measures as included in the PAP.
5. Monitoring changes in Program risks related to E&S as well as compliance with the provisions of the legal covenants; and
6. In collaboration with the Borrower, adapting E&S risk management practices in a manner consistent with PforR principles as necessary to improve program implementation or to respond to unanticipated implementation challenges.

1. Introduction

1.1. Background

Maharashtra's diverse economy contributes significantly to India's GDP, with the tertiary industry leading at 60 percent, followed by the secondary industry at 26 percent and the primary industry at 14 percent. The economy of the state is the largest in India. With a compound annual growth rate of 9.7 percent over the past five years, the state plays a major role in contributing to India's exports, foreign direct investment, and micro, small, and medium enterprises. Some sectors of note are trade, hotels, real estate, finance, insurance, transport, communications, and other services.

Maharashtra is India's second most industrialized state contributing 20 percent to national industrial output. Almost 46 percent of the Gross State Domestic Product is contributed by industry. Although highly industrialized, agriculture continues to be the main occupation in many regions of the state with about 24 percent of the working age population is employed in agriculture and allied activities.

Mumbai, the capital of Maharashtra is considered the financial capital of India with the headquarters of almost all major banks, financial institutions, insurance companies and mutual funds being based in the city. India's largest stock exchange Bombay Stock Exchange, the oldest in Asia, is also located in the city. Maharashtra has software parks in many cities around the state and is the second largest exporter of software with annual exports over INR 80,000 crores.

Start-ups in the state of Maharashtra have experienced significant growth, contributing to economic development and job creation. The state leads with the highest number of recognized startups in India, particularly in Mumbai, and has implemented progressive policies and initiatives to support the startup ecosystem.

Maharashtra offers great promise in unlocking India's demographic dividend and addressing equity related challenges but needs skilled workforce and youth with entrepreneurial skills. It is expected to create around 13 million new jobs, with the tertiary sector being the highest contributor to the state's GDP. While India's working age population is forecast to increase until 2050, only 5 percent of the labor force aged 20-24 has formal vocational skills and only 8 percent of firms offer formal training. Thus, large number of youths do not have access to skills development for improving their employability. By 2030, Maharashtra, with its large population and high literacy rate can help meet this demand for employed youth.

Maharashtra is projected to experience a significant demand for a skilled labor force, particularly in sectors such as building, construction, real estate, organized retail, banking, financial services, and insurance. However, meeting the demand for a skilled workforce in such sectors is fraught with challenges, as the State exhibits fragmented employment landscapes**.** At present, almost 55 percent of the workforce is still employed in agricultural activities.

There is substantial inter-district economic and social disparity in Maharashtra. While it is among the less disadvantaged states of India, some of the poorest districts in the country, such as Nandurbar and Dhule where the share of population that is multi-dimensionally poor is 52.12 percent and 33.23 percent respectively, are also in Maharashtra.

In terms of economic participation of women, the Sixth Economic Survey of India estimates only 8.25 percent of business are run by women entrepreneurs in Maharashtra. While the State has seen growth for women in regular wage work and reports a Female Labor Force Participation

Rate (LFPR) of 40 percent, which is slightly higher than the national average of 37 percent[1], this progress does not extend to women owned business - with the State reporting a decline in self-employment. Studies have shown that women entrepreneurs face many constraints— ranging from access to finance, insufficient technical and business training, limited skills, and knowledge about support systems to women safety and security - that limits their participation in the market.

Maharashtra has a large institutional apparatus, for which a coherent convergent framework is needed to knit these together. At present, the skilling, employment, and entrepreneurship sector in the State is managed by the Skills, Employment, Entrepreneurship, and Innovation Department (SEEID) and its constituent units, namely the Directorate of Vocational Education and Training (DVET), Maharashtra State Skill Development Society (MSSDS), Maharashtra State Board of Skill, Vocational Education, and Training (MSBSVET), Maharashtra State Skill University (MSSU), Commissionerate of Skill Development, Employment and Entrepreneurship (CSDEE) and the Maharashtra State Innovation Society (MSInS).

The World Bank will support the Government of Maharashtra (GoM) through the **Development of Applied Knowledge and Skills for Human-Development in Maharashtra (DAKSH-M) Program** to implement an integrated skills development strategy, bringing together lessons from previous and ongoing national programs including the Bank financed Skill India Mission Operation (SIMO; P158435), the Skills Strengthening for Industrial Value Enhancement (STRIVE; P156867) Operation, and the Strengthening Teaching-Learning and Results for States (STARS; P166868) Operation. The Bank will also help adapt and contextualize global best practices/initiatives, frameworks, and emergency response mechanisms to build systemic resilience. The DAKSH-M Program will overall contribute to promoting resource-efficient, inclusive, and diversified growth, especially in rural areas, through an upskilled workforce; increasing access to quality market-relevant skills development; and enabling access to more quality jobs for women.

1.2. Program Description

The Govt. of Maharashtra (GoM) has a very expansive program that supports long and short-term skills training, employment opportunities, innovation, and entrepreneurship through the Craftsmen Training Scheme (CTS) and other initiatives under the Skills, Employment, Entrepreneurship, and Innovation Department (SEEID). The DAKSH-M Program-for-Results (PforR) aims to improve skills and entrepreneurship training and apprenticeship for market-led employment in Maharashtra. It expects to further enhance the existing program by re-envisioning the concept of Industrial Training Institutes (ITIs) and subsequently operationalizing a select few as model institutes through significant upgradation of governance and management, courses/trades, learning environment, and equity orientation. Further, it plans to draw on insights and lessons from implementation in model ITIs to translate the transformative vision through measurement tools.

The Program will support the Commissionerate of Skill Development, Employment and Entrepreneurship (CSDEE) and Maharashtra State Innovation Society (MSInS) to expand the mandate on innovation and entrepreneurship training by scaling up incubation centers in each region, deepening support to startups and increasing access to entrepreneurship training. Additionally, it will seek to improve its engagement with the private sector to strengthen management and service delivery in the skilling sector. DAKSH-M will also support SEEID through its Maharashtra State Board of Skill, Vocational Education, and Training (MSBSVET) and

[1] Periodic Labor Force Survey (PLFS) 2022-23

CSDEE to strengthen quality assurance mechanisms - designating at least six regional centers for training of trainers (TOT) and assessors training. Strong support to the traditionally disadvantaged groups such as SC/ST, women and people in disadvantaged areas will be provided so that skilling under DAKSH-M is inclusive and rural friendly. MSSU, envisaged as an advanced university, will be supported through ushering in future skills, skilling, and upskilling. Most importantly, DAKSH-M will architect a strong data center that will knit together the implementing agencies through data integration for improved service delivery and accountability.

1.3. Program Development Objective

The proposed Program Development Objective (PDO) is to improve skills and entrepreneurship training and apprenticeship for market-led employment in Maharashtra.

1.4. Key Indicators

The achievement of the PDO will depend on results under the following indicators:

a) Trainees completing skill training and placed in apprenticeships (number, disaggregated by SC/ST and women)
b) Improved performance of ITIs
c) Strengthened training of trainers and assessors
d) Private capital and partnerships mobilized for improved women's entrepreneurship programs.
e) Private capital and partnerships mobilized for improved skill development programs in ITIs

1.5. Program Boundaries and Key Results Areas

	Government program	Program supported by the PforR
Objective	To improve skills and entrepreneurship training and apprenticeship for market led employment in Maharashtra.	
Duration	April 2024 to April 2029	
Geographic coverage	Across the whole state of Maharashtra	
Results areas	• Externally Aided Project-DAKSH (Scheme # yet to be created) • Pramod Mahajan Skill and Entrepreneurship Development Mission (PMKUVA) (22306118) • Expansion of ITI intake capacity (2230A209)	**Results Area 1 - Institutional Strengthening for High-Quality Market Relevant Training with robust MIS systems** • Training and capacity building of Skills Employment, Entrepreneurship, and Innovation Department (SEEID) • Infrastructure support and capacity enhancement for creation of World Skills Centre • Labor Market Information System (LMIS) and integrated state web portal • Model Career Centre and Computerization of Employment Exchange • Skill gap assessment studies • Putting in place the credit framework • Strengthening of the Directorate of Vocational Education and Training ITIs (Management Information System) • Training, capacity building, workshops at ITIs, training of

	Government program	Program supported by the PforR
	• Maharashtra Apprenticeship Promotion Scheme (MAPS) (2230A719)	craftsmen and supervisors • Consulting costs especially institutional grading indices and related tasks • Upgradation of 36 ITIs as model ITIs and strengthening of all ITI through incubation centers • Tools and Equipment for ITIs • Building and strengthening of Maharashtra State Skills University • Infrastructure upgradation of Maharashtra State Skills University (MSSU) • Apprenticeship support, placement opportunities and career counselling **Results Area 2 - Improving the quality and market relevance of skill development programs at the training provider level:** • NSQF and state skills qualification aligned courses in emerging areas and teaching-learning materials (digital) in local language(s) • Guidelines and regulations for qualification and accreditation of programs • Assessment reforms and assessment platform • Recruitment policies and systems, training, and career progression plan for trainers • Strengthening of 6 regional centers as Academies for trainers and assessors **Results Area 3 - Enhancing access for women and disadvantaged groups** • Inclusive infrastructure upgradation and capacity enhancement of 17 women and tribal ITIs • Training needs and employment mapping. • Course Development, Outreach, Sensitization, Mobilization • Financial assistance for disadvantaged groups including skill vouchers, multi component programs; and enterprise development programs. • Special Employment Exchanges for Physically Handicapped • Skill development of youth in vulnerable districts **Results Area 4 - Expanding skills and entrepreneurship training through Public Private Partnership (PPPs)** • Skilling programs with industry and Sector Skill Councils (SSCs) • Strategic PPPs to support market-relevant skilling for future of work. • Incubation, and innovation support to startups, training Programs for small business owners and entrepreneurs in MSME sector • Hub and spoke models for skilling supported by partners. • Partnerships with financial institutions for PPP structures, payment of relevant administration fees etc. if needed. • Maharashtra State Innovative Society strengthening through strong private sector collaboration.
Overall Financing	**US$1785.78 million**	**US$0387.53 million**

In addition to the DAKSH- M Program for Results (PforR), the proposed program supports a Technical Assistance (TA) component, using the Investment Project Financing (IPF) instrument of the Bank. The TA component (US$0014.23 million) will mainly cover capacity building initiatives other than those covered under the PforR activities, knowledge sharing and exposure visits, overseas initiatives, communication and outreach pilots, studies, and monitoring expenses.

1.6. Disbursement Linked Indicators

The disbursement under the Program will be conditional on the achievement of specific results, measured by the following Disbursement Linked Indicators (DLIs):

Summary of Disbursement-Linked Indicators
• DLI 1. Integrated decentralized Skills Data Center (SDC) for real-time monitoring of skill development
• DLI 2: Improved apprenticeships and performance of ITIs though DVET strengthening
• DLI 3: Enhanced institutional architecture of MSSU for market-relevant skilling and of SEEID for training of trainers and assessors, and strengthened training of trainers and assessors
• DLI 4: Increased access to skill development (SD) programs for women, SCs and STs by MSSDS, CSDEE and DVET
• DLI 5: Private capital and partnerships mobilized for improved skill development (SD) programs in ITIs and women's entrepreneurship by SEEID
• DLI 6: Increased access to entrepreneurship development programs and incubation through MSInS, CSDEE and DVET

The achievement of DLIs will be reviewed and verified by an Independent Verification Agency (IVA) to be contracted by the GoM using Terms of Reference (ToR) satisfactory to the World Bank. The DLIs will be verified through pre-identified disclosed data sources (e.g., Skill Data Center, data files with required records, financial accounting documents, documentary evidence of MOUs, frameworks, indices, and curriculum), and the IVA reports will serve as the basis for assessing progress towards the achievement of the DLI targets, and for review and disbursement authorization by the World Bank. The IVA report will also form the basis for the GoM to present DLI claims to the World Bank and to release funds to the state. The World Bank will further review the evidence base for all DLIs during implementation.

1.7. Implementation Arrangements

The Program will be implemented by a Program Management Unit (PMU) set-up under the Skills, Employment, Entrepreneurship, and Innovation Department (SEEID), GoM. The PMU will also be supported by a Program Management Consultant (PMC).

Each sub-unit of the SEEID will be an implementing agency. These are: Directorate of Vocational Education and Training (DVET); Maharashtra State Skills Development Society (MSSDS); Commissionerate of Skill Development, Employment and Entrepreneurship (CSDEE);

Maharashtra State Board of Skill Development, Vocational Education and Training (MSBSVET); and Maharashtra State Innovation Society (MSInS).

For infrastructure upgradation activities, SEEID is planning to engage the State Public Works Department (PWD), which possesses experience of working on Bank-financed operations.

2. Approach and Methodology Adopted for ESSA

2.1 Over-view on ESSA

For each proposed PforR operation, the World Bank assesses at the Program level, the potential environmental and Social (E&S) effects, including direct, indirect, induced, and cumulative effects as relevant; the applicable legal /regulatory framework and the borrower's organizational capacity and performance to manage those effects.

This Environmental and Social Systems Assessment (ESSA) has been prepared by a World Bank ESSA Team for the proposed Development of Applied Knowledge and Skills for Human-Development in Maharashtra - (DAKSH-M) in India, which will be supported by the World Bank's Program for Results (PforR) financing instrument. In accordance with the requirements of the World Bank Policy Program-for-Results Financing (PforR Policy), PforRs rely on country-level systems for the management of environmental and social effects.

The PforR Policy requires that the Bank conducts a comprehensive ESSA to assess the degree to which the relevant PforR Program's systems promote environmental and social sustainability and to ensure that effective measures are in place to identify, avoid, minimize, or mitigate environmental, health, safety, and social impacts. Through the ESSA process, recommendations to enhance environmental and social management outcomes within the program are developed, which subsequently become a part of the overall Program Action Plan.

2.2 Purpose and Objectives of ESSA

The main purposes of this ESSA is to: (i) identify the Program's environmental, health, safety, and social effects; (ii) assess the legal and policy framework for environmental and social management, including a review of relevant legislation, rules, procedures, and institutional responsibilities that are being used by the Program; (iii) assess the implementing institutional capacity and performance to date, to manage potential adverse environmental and social issues and (iv) recommend specific actions to address gaps in the Program's environmental and social management system, including with regard to the policy and legal framework and implementation capacity.

The ESSA describes the extent to which the applicable government environmental and social policies, legislations, program procedures and institutional systems are consistent with the six 'core principles' and recommends actions to address the gaps and to enhance performance during Program implementation. These six core principles are listed below and further defined through corresponding Key Planning Elements in this report:

(a) **Core Principle 1: Environmental and Social Management**: Environmental and social management procedures and processes are designed to: (a) promote environmental and

social sustainability in Program design; (b) avoid, minimize, or mitigate against adverse impacts; and (c) promote informed decision making related to a Program's environmental and social effects.

(b) **Core Principle 2: Natural Habitats and Physical Cultural Resources**: Environmental and social management procedures and processes are designed to avoid, minimize, and mitigate any adverse effects (on natural habitats and physical and cultural resources) resulting from the Program.

(c) **Core Principle 3: Public and Worker Safety**: Program procedures ensure adequate measures to protect public and worker safety against the potential risks associated with: (a) construction and/or operations of facilities or other operational practices developed or promoted under the Program; and (b) exposure to toxic chemicals, hazardous wastes, and otherwise dangerous materials.

(d) **Core Principle 4: Land Acquisition**: Land acquisition and loss of access to natural resources are managed in a way that avoids or minimizes displacement, and affected people are assisted in improving, or at least restoring, their livelihoods and living standards.

(e) **Core Principle 5: Indigenous Peoples and Vulnerable Groups**: Due consideration is given to cultural appropriateness of, and equitable access to, Program benefits, giving special attention to the rights and interests of indigenous peoples and to the needs or concerns of vulnerable groups.

(f) **Core Principle 6: Social Conflict:** Avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes.

Environmental and Social Systems Assessment (ESSA) for DAKSH-M has been carried out following the Bank's Guidance Document on "Environmental and Social Systems Assessment for Program-for-Results Financing, effective from July 1, 2019". In the context of ESSA requirements mentioned in the said document, the specific objectives of this exercise for DAKSH-M (this operation) included:

a) Identification of the potential environmental and social impacts/risks applicable to the Program interventions,

b) Review of the policy and legal framework related to management of environmental and social impacts of the Program interventions,

c) Assessment of the institutional capacity for environmental and social impact management within the Program system,

d) Assessment of the Program system performance with respect to the core principles of the PforR instrument and identify gaps in the Program's performance,

e) Cover assessment of M&E systems for environment and social issues, and

f) Describe actions to fill the gaps that will input into the Program Action Plan to strengthen the Program's performance with respect to the core principles of the PforR instrument.

2.3 Main Steps for Conducting ESSA

The following main steps as per the Bank's ESSA requirements were adopted for DAKSH-M:

1. **Preliminary screening** is done to ensure that activities that are "judged to be likely to have significant adverse impacts that are sensitive, diverse, or unprecedented on the

environment and/or affected people are not included in the PforR design and are excluded from the Program.

2. **Stakeholder engagement** is an essential element of the ESSA process. Through this engagement, both internal and external stakeholders get an opportunity to meaningfully participate in the ESSA process, inform the preparation of the ESSA Report, and provide meaningful inputs throughout the lifecycle of the operation. Generally, during the PforR preparation process, field-level one-to-one and focused group community consultations and a stakeholder workshop are conducted to meet the stakeholder engagement requirements.

3. **Assessment:** Using secondary literature and the information collected during the stakeholder engagement process, the ESSA analyses the borrower's applicable systems, considering the system both as it is defined in laws and regulations, and as it is implemented in practice. The purpose of this analysis is to determine the systems' capacity to manage program risks during preparation and throughout implementation.

   The ESSA also reviews the program-level grievance mechanisms and assesses their adequacy and effectiveness. The ESSA confirms that the GMs can receive, record, resolve, and follow up on complaints or grievances received. Further, the ESSA includes any recommendations for enhancing or improving the GM.

4. **Recommendations:** ESSA identifies measures and actions to manage any significant gaps in the borrower's capacity to implement E&S management systems at a level commensurate with the identified risks to the Program, and consistent with the Bank's core principles and planning elements. The Bank and the borrower together agree to implement these as part of the Program.

5. **Disclosure:** It is required for the draft ESSA report to be disclosed before the program appraisal so that the views of interested members of the broader public may be solicited and considered before all Program decisions are made final. Further, the final ESSA Report and recommended actions are to be completed before negotiations, and the final version is disclosed accordingly.

2.4 Methodology Adopted for the Assessment of Systems

ESSA refers both to the process for evaluating the acceptability of a Borrower's system for managing the Program's E&S risks in the operational context, and to the final report that is an output of that process. The ESSA process is a multi-step methodology in which the World Bank team analyses the E&S effects, including indirect and cumulative effects, of activities associated with the defined Program; analyses the borrower's systems for managing the identified E&S effects, including reviewing practices and the performance track record; compares the borrower's systems - laws, regulations, standards, procedures, and implementation performance against the core principles and key planning elements to identify any significant differences between them that could affect Program performance; and recommends measures to address capacity and performance on policy issues and specific operational aspects relevant to managing the Program risks such as staff training, implementing institutional capacity building programs, developing and adopting internal operational guidelines.

The ESSA for DAKSH-M was carried out by a team of Environmental and Social Specialists from the World Bank. The assessment team used various approaches to review the

environment and social systems that are relevant to the DAKSH-M program. This included a thorough review of secondary literature, including applicable Acts, Rules, policies, Government Orders, Circulars, Gazette notifications, guidelines and studies commissioned as part of program preparation.

The desk review focused on understanding the existing policy, operational procedures, institutional capacity, and implementation effectiveness relevant to the activities proposed under the Program. This also included a review of the Borrower's systems for managing environmental and social risks related to social inclusion, engaging with beneficiaries (especially the most marginalized and excluded), ensuring inclusiveness in the design, planning and implementation of training programs as well as offering them appropriate outlets to air their grievances; including their capacity to manage occupational and community health and safety, and labour standard compliances during upgradation and maintenance of relevant infrastructures.

Based on an interim assessment of the components, detailed Environment and Social Systems Assessment checklists were prepared to understand the implementing institution, its processes/ procedures, capacities, mandates to implement programs and manage E&S risks. The checklists were shared with department level stakeholders in advance of the discussion to elicit their verbal as well as written responses to the queries.

In addition to the comprehensive review of relevant existing information and data sources, the methodology was complemented by consultations, interviews/discussions with implementing agencies and key stakeholders to capture opinions, anecdotal evidence, functional knowledge, and concerns. It involved (a) a comprehensive review of government policies, legal frameworks, program documents, and other relevant information and assessments of Government of India and Government of Maharashtra's environmental and social management systems; (b) interviews and consultations were conducted with relevant experts and officials from Skills, Employment, Entrepreneurship, and Innovation Department (SEEID), GoM. It also included consultations and discussions with:

a) The Maharashtra State Skills University (MSSU),
b) Maharashtra State Board of Skill, Vocational Education, and Training (MSBSVET),
c) Commissionerate of Skill Development, Employment and Entrepreneurship (CSDEE),
d) Director of Vocational Education and Training (DVET),
e) Maharashtra State Innovation Society (MSInS) and,
f) Maharashtra State Skill Development Society (MSSDS).

These consultations/discussions included members/teams looking after different aspects of the Program, including civil wing, curriculum development and inclusive education. Consultations were also undertaken with Public Works Department (PWD) who are expected to undertake civil works under the proposed Program. Discussions were also undertaken with officials of Marathwada Accelerator for Growth and Incubation Council (MAGIC) and Central Institute of Petrochemicals Engineering & Technology (CIPET).

The ESSA team also engaged with Consultants, Non-Governmental Organization, Private Training Institutions, Incubation Center or Innovation Lab, and other relevant institutions and carried out consultations with beneficiaries (Trainees, Trainers/Assessors in ITIs, vocational schools, or short-term training centers, entrepreneur, or start-ups) to inform this assessment. These consultations were held to examine the roles, responsibilities, and

capacities of key institutional stakeholders – including nodal and statutory authorities and community level stakeholders - including beneficiaries, civil society, poor and socially vulnerable groups.

The World Bank ESSA team and the GoM's team worked closely to identify and consider the range of E&S effects that may be relevant to the Program. The PforR approach distinguishes specific roles and responsibilities regarding major steps and tasks at the various phases of the program cycle. The World Bank team prepared this ESSA report that provides an overview and analysis of the GoI's as well as state government's policies and regulatory frameworks for the environmental and social aspects for the DAKSH-M operation.

Findings of the assessment have been used in the formulation of an overall Program Action Plan (PAP) with key measures to improve environmental and social management outcomes of the Program. The findings, conclusions, and opinions expressed in the ESSA document are those of the World Bank. Recommendations contained in the analysis will be discussed and agreed with GoM.

The draft ESSA has been shared with GoM for their comments and feedback. It will be updated/revised based on feedback from key stakeholders. This updated/revised ESSA will be made publicly available in accordance with the Bank's policy on Access to Information.

The final ESSA will be re-disclosed prior to consideration of the Program/loan by the World Bank Board.

2.5 Structure of the ESSA Report

The ESSA report for DAKSH-M has been structured as follows:

- Section 1: Program Description
- Section 2: Environment and Social Systems Assessment – Methodology Adopted
- Section 3: Potential Environmental and Social Effects, Risks and Benefits
- Section 4: Assessment of Policy and Regulatory Framework for the Program
- Section 5: E&S Systems Assessment - Procedures, Practices and Performance
- Section 6: Assessment of the Program against Core Principles
- Section 7: Consultations with Key Stakeholders and Disclosure
- Section 8: Recommendations and Program Action Plan
- Annexures

3. Potential Environmental and Social Effects, Risks and Benefits

Overall, the DAKSH-M Program will have positive outcomes. This section provides detailed description of the likely Environmental and Social effects and risks associated with the operation. The sub-section below describes both anticipated Environmental and Social benefits as well as potential adverse impacts associated with the Program interventions.

3.1. Key Environmental Risks/Issues and Opportunities

The key environmental impacts/risks associated with the DAKSH-M include the following:

1. Issues with Campus/Building Design and Construction
    a) Risk of poor building design leading to restricted access to students/people with physical challenges
    b) Deficiencies in provision of basic services (sewage/wastewater disposal; drainage; solid waste management),
    c) Inadequate lighting/ventilation and thermal comfort in buildings,
    d) Cutting of trees/loss of open spaces while expanding/upgrading ITI infrastructure/building footprint,
    e) Temporary inconvenience/disruption to training activities during execution of civil works,
    f) Construction related impacts on account of dust, noise, stress on water availability and improper management of debris and wastes,
    g) Safety risks to students/teachers and OHS risks to workers during construction and operation,
    h) Fire and electrical safety risks (both during construction and O&M stages).
    i) Waste management issues, including for hazardous and e-wastes.
2. Climate and natural disaster risks may be involved in the program as the state of Maharashtra is challenged by multiple geophysical hazard risks like cyclones/storm surge, high winds, floods, extreme temperature incidents and earthquakes. This includes vulnerability and inadequate preparedness to deal with safe evacuation during emergencies. Many of these environmental risks are expected to be further accentuated by climate change.
3. During operation of ITIs and other Training Centres, students, faculty, and other staff

may get exposed to high levels of volatile organic compounds (VOC) in paints, electrical hazards, poor sanitation and unhygienic conditions in toilets and washrooms, fire hazards, poor indoor air quality in laboratories and classrooms etc.

4. In addition, risks and issues associated with operation and maintenance stage include: (a) food safety and hygiene (in canteens and hostels); (b) management of wastes from kitchen/mess; (c) management of hazardous waste/wastewater from the laboratories, and (d) waste/e-waste generation from disposal of non-functional/old electrical, mechanical and IT equipment.

Results Area #	Proposed Investments/ Activity	Risks/Effects/ Impacts	EHS Risks	Justification for rating (where applicable)
Results Area 1 - Institutional Strengthening for High-Quality Market Relevant Training with robust MIS systems	• Training and capacity building of Skills Employment, Entrepreneurship, and Innovation Department (SEEID) • Infrastructure support and capacity enhancement for creation of World Skills Centre • Strengthening of the Directorate of Vocational Education and Training ITIs (Management Information System) • Training, capacity building, workshops at ITIs, training of craftsmen and supervisors • Apprenticeship support, placement opportunities and career counselling	Improved quality of training program, faculty, and infrastructure (including improved levels of safety and learning opportunities). Increased supervision and monitoring of the program, including on environment, health, and safety management. Increased employment opportunities, following awareness, outreach on apprenticeship, placement support and career counselling.	Low	Improved quality, reduced infrastructure deficiencies/gaps, more transparency and accountability through technology-based monitoring systems (including the MIS).
	• Upgradation of 36 ITIs as model ITIs and strengthening of all ITI through incubation centers • Tools and Equipment for ITIs • Building and	Occupational health and safety risks during construction and operation phase. Waste management issues (including hazardous and e-wastes)	Moderate	Civil works, though within existing campus footprints, carry planning, design, construction, and operation

Results Area #	Proposed Investments/ Activity	Risks/Effects/ Impacts	EHS Risks	Justification for rating (where applicable)
	strengthening of Maharashtra State Skills University • Infrastructure upgradation of Maharashtra State Skills University (MSSU)	Risk of deficiencies in planning and design that may have unwarranted impacts on physical environment within classrooms, workshops, and the campus. Resilience and safety aspects not factored-into designs. Temporary disruption of classes during construction stage.		stage risks.
Results Area 2 - Improving the quality and market relevance of skill development programs at the training provider level:	• NSQF and state skills qualification aligned courses in emerging areas and teaching-learning materials (digital) in local language(s) • Guidelines and regulations for qualification and accreditation of programs	Limited consultations and industry feedback during preparation/ updating of training/learning materials. Insufficient focus on EHS aspects, especially in case of trades with higher degree of EHS issues, increasing risk of accidents/ incidents and damage. If handled appropriately, can increase the job market through additional skilled workforce availability	Moderate	Also, presents a significant potential opportunity to create and expand 'green jobs' market.
	• Recruitment policies and systems, training, and career progression plan for trainers	Limited consultation with trainers and assessors during preparation of the plans. Improved conditions and opportunities of	Low	

Results Area #	Proposed Investments/ Activity	Risks/Effects/ Impacts	EHS Risks	Justification for rating (where applicable)
		employment.		
	• Strengthening of 6 regional centers as academies for trainers and assessors	Occupational health and safety risks during construction and operation phase. Insufficient focus on EHS aspects during roll-out (with resultant downstream impacts on students)	Moderate	Civil works, though within existing campus footprints, carry planning, design, construction, and operation stage risks.
Results Area 3 - Enhancing access for women and disadvantaged groups:	Inclusive infrastructure upgradation and capacity enhancement of 17 women and tribal ITIs	Risk of deficiencies in planning and design that may have unwarranted impacts on physical environment within classrooms, workshops, and the campus. Non-inclusion of all-ability elements/features is a notable risk.	Moderate	Civil works, though within existing campus footprints, carry planning, design, construction, and operation stage risks.
	• Training needs and employment mapping. • Course Development, Outreach, Sensitization, Mobilization	Increased enrolment in programs particularly in relevant market-led and non-conventional sectors.	Moderate	Potential opportunity to create and expand 'green jobs' market.
	• Financial assistance for disadvantaged groups including skill vouchers, multi component programs; and enterprise development programs • Special Employment Exchanges for	Incentivization will increase participation of all disadvantaged groups. Limited outreach and IEC will result in inequitable access and poor enrollment in programs.	-	-

Results Area #	Proposed Investments/ Activity	Risks/Effects/ Impacts	EHS Risks	Justification for rating (where applicable)
	Physically Handicapped • Skill development of youth in vulnerable districts			
Results Area 4 - Expanding skills and entrepreneurs hip training through Public Private Partnership (PPPs:	• Incubation, and innovation support to startups, training Programs for small business owners and entrepreneurs in MSME sector • Skilling programs with industry and Sector Skill Councils (SSCs) • Strategic PPPs to support market-relevant skilling for future of work.	Inequitable access to program benefits. Limited transparency and accountability of organizations towards required environment, health and safety considerations.	Low	Integrated data center and MIS will be established to enhance governance and monitoring of activities under the program.

Summary

The overall benefit of the DAKSH-M program from an environmental perspective is with respect to creation and sensitization of awareness related to environment, health, and safety aspects (among students, teachers, and administrative staff of institutes) and its mainstreaming at various levels. Regular training programs on various aspects of environmental management will create the required sensitization and capacity (over time), which will ultimately help in achieving the program objectives.

Most ITIs, in general, are found to be in dilapidated condition or have congested ergonomic space availability. Upgradation of ITIs and other infrastructure will address issues of space constraints, lack of safety, poor amenities and ensure the institutions are designed to meet the needs of all targeted groups, including persons with disabilities.

And therefore, DAKSH-M presents two major opportunities that pertain to: (1) creation of Green/Sustainable/Safe training institutes from where many youth/job seekers can get influenced/made more sensitive and, (2) Integration of EHS/OHS aspects in the curriculum, which can eventually help in building a well-rounded environmentally and safety conscious workforce (which is grossly lacking in the current times).

The key environmental risks or impacts of the program are rated “moderate” and emerge mainly from construction and operation of buildings and associated infrastructure. These environmental risks/impacts/effects can be mitigated by compliance to applicable regulations, planning norms, codes, standards, and guidelines; and by implementing required mitigation and management measures at different stages of the program.

However, consistent, and systematic efforts will be needed to institute the change and then sustain the results over time – this would require leadership, interest, sensitization/training and close monitoring, particularly from the higher levels of management – both at the state and district levels. Given the complexities around ITI ecosystems, good institutional models/practices can also serve as a useful means for demonstration and learning by seeing and therefore, getting the "model ITIs" to serve this purpose would be critical.

3.2. Key Social Issues/Risks and Opportunities

Social risk for the program is rated as Moderate, since the program will support upgradation of infrastructures, although not involve any activities that will require additional land acquisition or physical footprint. The social risks are mostly related to— (a) inequitable access and enrollment of women and other vulnerable groups to program benefits especially in remote and marginalized areas, (b) limited participation of vulnerable groups in design and planning processes of skill development programs, policies and plans; and (c) employees/workers' welfare, including community health and safety during civil works and implementation of the program.

Results Area #	Proposed Investments/ Activity	Impact	Social Risks Rating	Justification for rating (where applicable)
Results Area 1 - Institutional Strengthening for High-Quality Market Relevant Training with robust MIS systems	• Training and capacity building of Skills Employment, Entrepreneurship, and Innovation Department (SEEID) • Infrastructure support and capacity enhancement for creation of World Skills Centre • Strengthening of the Directorate of Vocational Education and Training ITIs (Management Information System) • Training, capacity building, workshops at ITIs, training of craftsmen and supervisors • Apprenticeship support, placement opportunities and career counselling	Improved quality of training program, faculty, and infrastructure. Increased supervision and monitoring, including on social risk management. Increased employment opportunities unless limited awareness and outreach carried out on apprenticeship programs/ placement/ career counselling.	Low	The program will enhance transparency and accountability through MIS and tech-based monitoring systems.
	• Upgradation of 36 ITIs as model ITIs and	Occupational and community health	Moder ate	Minor civil works and no

Results Area #	Proposed Investments/ Activity	Impact	Social Risks Rating	Justification for rating (where applicable)
	strengthening of all ITI through incubation centers • Tools and Equipment for ITIs • Building and strengthening of Maharashtra State Skills University • Infrastructure upgradation of Maharashtra State Skills University (MSSU)	and safety risks. Risks associated with project induced labor influx including SEA/SH at the workplace. No land acquisition anticipated, as existing infrastructures will be utilized.		land acquisition are anticipated, as existing infrastructures will be utilized. Staff and monitoring systems will be adopted to ensure that OHS and CHS risks are mitigated.
Results Area 2 - Improving the quality and market relevance of skill development programs at the training provider level:	• NSQF and state skills qualification aligned courses in emerging areas and teaching-learning materials (digital) in local language(s) • Guidelines and regulations for qualification and accreditation of programs	Limited consultative process during the preparation of training/ learning materials, guidelines and regulations.	Low	Consultations and community engagement activities have been considered under the TA activities of the Program.
	• Recruitment policies and systems, training, and career progression plan for trainers	Limited consultation with trainers and assessors during preparation of the policies and plans. Improved conditions of employment, including equal opportunities and non-discrimination at the workplace.	Low	
	• Strengthening of 6 regional centers as Academies for trainers and assessors	Occupational and community health and safety risks. Risks associated with project induced labor influx including SEA/SH at the workplace. No land acquisition	Moderate	Minor civil works and no land acquisition are anticipated, as existing infrastructure will be utilized. Staff and monitoring systems will be

Results Area #	Proposed Investments/ Activity	Impact	Social Risks Rating	Justification for rating (where applicable)
		anticipated, as existing infrastructure will be utilized.		adopted to ensure that CHS risks are mitigated.
Results Area 3 - Enhancing access for women and disadvantaged groups:	• Inclusive infrastructure upgradation and capacity enhancement of 17 women and tribal ITIs	Occupational and community health and safety risks. Risks associated with project induced labor influx including SEA/SH at the workplace. No land acquisition anticipated, as existing infrastructures will be utilized. Temporary disruption of classes during construction activities.	Moderate	Minor civil works and no land acquisition are anticipated, as existing infrastructures will be utilized. Staff and monitoring systems will be adopted to ensure that OHS and CHS risks are mitigated. Students have been/will be shifted to alternate location during construction period.
	• Training needs and employment mapping. • Course Development, Outreach, Sensitization, Mobilization	Increased enrolment of vulnerable groups in programs particularly in relevant market-led and non-conventional sectors.	Low	Consultations, community mobilization and IEC activities considered under the TA activities.
	• Financial assistance for disadvantaged groups including skill vouchers, multi component programs; and enterprise development programs. • Special Employment Exchanges for Physically Handicapped • Skill development of youth in vulnerable	Incentivization will increase participation of all disadvantaged groups. Limited outreach and IEC will result in inequitable access and poor enrollment in programs.	Low	Budget will be allocated under the program for knowledge sharing, information dissemination and outreach.

Results Area #	Proposed Investments/ Activity	Impact	Social Risks Rating	Justification for rating (where applicable)
	districts.			
Results Area 4 - Expanding skills and **Entrepreneurs--hip training through Public Private Partnership (PPPs)**	• Incubation, and innovation support to startups, training Programs for small business owners and entrepreneurs in MSME sector • Skilling programs with industry and Sector Skill Councils (SSCs) • Strategic PPPs to support market-relevant skilling for future of work. • Fund of funds financed to support entrepreneurship initiatives for women	Inequitable access to program benefits. Limited transparency and accountability of organizations towards the beneficiaries.	Low	Integrated data centre will be established to enhance governance and monitoring of all activities under the program.

Summary

Most ITIs, in general, are found to be in dilapidated condition or have congested ergonomic space availability. Upgradation of ITIs and other infrastructures will address issues of space constraints and ensure the institutions are designed to meet the needs of all social groups including women and persons with disabilities. The program also addresses the issue of inclusion and accessibility, particularly for vulnerable groups located in remote areas. Advanced training, development of curriculum and placement of ITI students proposed under the program will further help meet the market and industry requirement and demands, resulting in increased employment and labour productivity.

4. Assessment of Policy and Regulatory Framework for the Program

This section examines the applicable National and State policies and regulations on environment and social aspects that are relevant to the activities under DAKSH-M to achieve the key results under the Program.

4.1. Environment - Rules, and Regulations

The Government of India and the State Government have enacted a range of laws, regulations, and procedures relevant to managing the environmental effects (including health and safety). Of the existing environmental regulations, the following national acts/laws (also applicable to the state of Maharashtra) are applicable to the program.

Policy/Legislation	Responsible Department/Ministry	Relevance to the Program
Environment (Protection) Act, 1986	Ministry of Environment, Forests and Climate Change	**This umbrella act** was enacted with the objective of providing for the protection and improvement of the environment. It empowers the Central Government to establish authorities charged with the mandate of preventing environmental pollution in all its forms and to tackle specific environmental problems that are peculiar to different parts of the country.
Air (Prevention and Control of Pollution) Act, 1981	Ministry of Environment, Forests and Climate Change	Any activity resulting in air emissions need to follow the law and take required permissions for the state department, as identified by the national or state laws and standards.
Water (Prevention and Control of Pollution) Act, 1974	Ministry of Environment, Forests and Climate Change	Any activity resulting in discharges would need to follow the law and take required permissions for the state department, as identified by the national or state laws and standards. Also, as required treatment of the discharges prior to its disposal may need to be considered, if mandated by the law.
Water (Prevention and Control of Pollution) Cess (Amendment) Act, 2003	Ministry of Environment, Forests and Climate Change	There is a need to pay access by any industry that includes any operation or process, or treatment and disposal system, consumes water or gives rise to sewage effluent or trade effluent according to this Act.
Batteries (Management and Handling) Rules, 2001 and	Ministry of Environment, Forests and Climate Change	Disposal of batteries used in workshop and other areas should be according to this legislation, with required forms filled, selling to registered recyclers, and ensuring appropriate transportation of batteries.

Policy/Legislation	Responsible Department/Ministry	Relevance to the Program
amendments		In case procuring recycled batteries, only from registered recyclers and as per this rule. For bulk consumers, a semi-annual return in Form VIII to submitted to the State Pollution Control Board.
The Chemical Accidents (Emergency Planning, Preparedness, and Response) Rules, 1996	Ministry of Environment, Forests and Climate Change	In case of use and storage of any chemicals identified in Schedule 1 on hazardous chemicals. This includes asbestos, which has been used in some buildings and during upgrading may need disposal. Also, these Rules will be relevant in case any other chemicals identified in the schedule are used for any workshop activity.
Manufacture, Storage, and Import of Hazardous Chemicals Rules, 1989	Ministry of Environment, Forests and Climate Change	This will be applicable for processes that use hazardous chemicals, of the specified quantities according to the schedules of this Rule. Asbestos, which is used as roofing material would be under the purview of this regulation. Its handling and disposal will need to be according to the legal provisions identified under these Rules. Chemical storage and prevention and accident site emergency plan to be to be according to the law, chemicals to be appropriately labeled and required forms filled and submitted. Workers to be trained for safety and provided with required equipment, and in case of an accident the appropriate authority notified along with identified action plan implementation
Environmental (Protection) (Third Amendment) Rules, 2013	Ministry of Environment, Forests and Climate Change	This is applicable for new diesel generators up to 800 kW. This regulation gives limits of emission from generators which would need to be adhered to by ITIs who use such generators for provision of backup power.
Environment (Protection) Seventh Amendment Rules, 2009	Ministry of Environment, Forests and Climate Change	These Rules identify ambient air standards for residential, industrial, rural, ecologically sensitive, and other areas, and need to be followed by ITIs. This is especially relevant where chemicals and automobile painting and other activities are carried out that may result in release of pollutants in the air.
E-Waste (Management) Rules, 2016	Ministry of Environment, Forests and Climate Change	This Rule identifies the responsibility of e-waste generators, including its handling, storage, labelling and disposal. The disposal of e-waste identified in schedule 1 of the rules is to be done through authorized collection centers and dismantlers or recyclers. E-waste cannot be stored for more than 180 days.
The Noise Pollution	Ministry of Environment,	Noise levels for various activities, including construction, use of public address systems and for

Policy/Legislation	Responsible Department/Ministry	Relevance to the Program
(Control and Regulation) Rules, 2000	Forests and Climate Change	educational institutes, residential areas etc., should be within prescribed limits. For, educational institutes, the law is applicable for the whole of the institute, and not just the building areas. Educational institutes and 100 meters around them are identified as silence zones and should follow prescribed standards.
Environmental (Protection) Second Amendment Rules, 2013	Ministry of Environment, Forests and Climate Change	This is for generators run on petrol or kerosene up to 19 kW and the permissible emission levels. The Rules are for both air and noise emission levels.
Plastic Waste (Management and Handling) Amendment Rules, 2011 and Plastic Waste Management Rules 2016	Ministry of Environment, Forests and Climate Change	Consent is required for any manufacturing of plastic or plastic waste products, and its registration as required by these Rules. The rules are to apply to waste generators, producers and manufacturers. Conditions for manufacturing, storing, distribution, labeling and waste management for plastic is identified. Producers are to segregate plastic waste at source as identified in the Solid Waste Management Rules 2015. It also identifies several other actions required for the management of plastic waste by producers. Once the Rules will be notified, it would require registration with the appropriate Pollution Control Board.
Solid Waste Management Rules 2016	Ministry of Environment, Forests and Climate Change	This rule is applicable to producers of all sorts of waste. It identifies a number of responsibilities of waste generators, such as segregation at source of waste as dry, wet and domestic hazardous wastes for appropriate disposal; proper wrapping and disposal of different types of waste; and its storage and disposal. Institutional waste generators will need to segregate and store waste in the 3 identified waste streams separately, prior to its disposal as identified in the Rules.
Public Insurance Liability Act, 1991	Ministry of Environment, Forests and Climate Change	It will be applicable to those who are not covered under the Worker's Compensation Act, 1923 and may suffer injury due to any accident. Where there is a need to handle any hazardous substance, the agency will need to have insurance so that required relief is provided, in case needed.

Policy/Legislation	Responsible Department/Ministry	Relevance to the Program
The Ancient Monuments and Archaeological Sites and Remains Act, 1958 and subsequent amendments	Department of Archaeology	Area up to a distance 100 meters from monuments listed under the act is protected and no construction can take place. Beyond it, up to 200 m near and adjoining such monuments are regulated areas, and activity would be regulated. In case of a chance finding during construction or other activities, this act identifies the processes and actions that may need to be taken. Any repair, addition or alternation and construction/reconstruction within these areas needs prior approval of the Archaeological Survey of India.
Construction and Demolition Waste Management Rules, 2016	Ministry of Environment, Forests and Climate Change	This regulation is applicable for waste like building materials, debris and rubble from construction, remodeling, repair and demolition of any civil structure. Waste generators are responsible for all such waste. In case of at least 20 tons per day or 300 tons per project in a month the waste must be segregated according to directions of the law, submit a waste management plan, get required approvals for local authorities prior to starting work and pay the required levies. The Rules also identify the activities for the management of the construction/demolition site such as cleaning, storing and disposal.

Other state level regulations/rules/procedures would need to be applied in specific cases (depending on nature, location and type of works involved). There are also a number Bureau of Indian Standards and Other Sectoral Guidelines that will be relevant for the program.

Other Relevant Environmental Policies, Codes, Standards and Guidelines for the Program

a) **National Policy on Safety, Health, and Environment at Workplace 2009:** The policy provides an action program that includes enforcement, national standards, compliance, awareness, occupational safety, and health development. It emphasizes that awareness generation on occupational safety needs to be done by suitably incorporating teaching inputs on safety, health, and environment at workplace in schools, technical and vocational courses. This is specifically relevant to the DAKSH-M program.

b) **Code on Occupational Safety, Health, and Working Conditions Bill ,2019:** This code on occupational safety, health and working conditions applies to all establishments with 10 or more workers and includes building and construction workers. It is applicable to all infrastructure works supported under the program and also to the operation of training facilities/centers, including ITIs.

c) **National Policy on Disaster Management, 2009:** The policy focuses on prevention, mitigation, preparedness and response. It describes the institutional and financial arrangements, capacity development, knowledge management, etc.

d) **National Disaster Management Guidelines on Building Safety:** This policy issued by the National Disaster Management Authority details the various activities that need to be undertaken at the state, district and local levels for safety including planning, preparation of disaster management plans, implementation of safety actions (structural and non-structural measures), capacity building of stakeholders, monitoring of risk, etc. It also details the roles and responsibilities of the various stakeholders to ensure building safety at national, state and local levels.

e) **National Building Code 2016 and relevant standards of the Bureau of Indian Standards (BIS):** The BIS codes that are relevant to the program activities are: IS 1893 (criteria for earthquake resistant design of structure), IS 4326 (practice for earthquake resistant design and construction of building), IS 13828 (guidelines for improving earthquake resistance of low strength masonry buildings), IS 13920 (ductile detailing of reinforced concrete structure subject to seismic forces), IS 456 (structural design of buildings), IS 14435 (code of practice of fire safety in educational institutions), IS 2440 (guide for day light of building), IS 4963 (recommendation of building and facilities for physically handicapped), IS 7662 (recommendation on orientation of buildings), IS 8827 (recommendation for basic requirements of school buildings). In addition, there is the IS 15498 (guidelines for improving the cyclonic resistance of low-rise houses and other buildings/structures), IS 14458 (guidelines for retaining wall for hill areas), IS 14680 (guidelines for landslide control) and IS 14804 (guidelines for siting, design, and selection of materials for residential buildings in hilly areas).

f) **Energy Conservation Building Code, 2017**: This code provides minimum requirements for the energy-efficient design and construction of buildings. The code is applicable to buildings or building complexes that have a connected load of 100 kW or greater or a contract demand of 120 kVA or greater. Buildings with 1000 sq. m. or more of conditioned area are likely to fall under the mentioned load conditions.

g) **Harmonized Guidelines and Space Standards for Barrier Free Built Environment for Persons with Disability and Elderly Persons, 2016:** These guidelines issued by the Ministry of Urban Development specify universal design elements within building premises, signage, level changes, access to toilet facilities, fire evacuation needs, etc. The guidelines also include an 'access audit checklist'.

h) **Guidelines for Management of Sanitary Waste, 2018:** These guidelines, issued by the Central Pollution Control Board (CPCB), provide waste management options for disposal of sanitary napkins in educational institutions (including hostels). The range of disposal options include incinerators for pads with high cellulose content without super absorbent polymers, electric incinerators for bulk amount of napkin waste and deep burial for compostable sanitary pads.

i) **Environmental Impact Assessment Notification, 2006 and subsequent amendments**: There is no specific requirement of environmental assessment for construction of educational institutions (and hostels) with built-up area less than 20,000 sq. mt. The works to be supported under the program are expected to be much smaller than this (for example, the recommended plinth area of a 100-student capacity hostel for girls is about 20,800 sq. ft. or about 1,930 sq. mt.). The following regulations apply to larger buildings.

In case of educational institutions (and hostels) with built-up area 20,000 sq. mt. to 1,50,000 sq. mt., local bodies such as Municipalities, Development Authorities and District Panchayats are required to ensure compliance with environmental conditions before granting occupation certificate/completion certificate. The environmental conditions cover the areas of topography and natural drainage; water conservation; waste management; energy; air quality and noise; green cover; topsoil preservation and reuse; and transport.

In case of educational institutions (and hostels) with built-up area 1,50,000 sq. mt. and/or covering an area 50 ha, prior environmental clearance is required from the State Environmental Impact Assessment Authority (SEIAA). An Environment Assessment Report and public consultation are required.

j) **Coastal Regulation Zone (CRZ) Notification 2019:** This notification is of relevance to Maharashtra. Construction activities are prohibited in the CRZ-I (Ecologically Sensitive Areas) and CRZ-IV (area covered between Low Tide Line and 12 Nautical Miles seaward). Clearance for projects/activities located in CRZ-I and CRZ-IV can only be given by the Ministry of Environment, Forest, and Climate Change (MoEFCC), GoI. The powers for clearances for CRZ-II (urban areas) and CRZ-III (rural areas) is with the state level Coastal Zone Management Authority (CZMA). Construction is permitted in CRZ-II on the landward side of existing structures. Construction is permitted in the No Development Zone of CRZ-III only after written approval of the CZMA.

k) **Eco Sensitive Zone (ESZ) Notifications:** Areas around National Parks and Wildlife Sanctuaries are notified as ESZs for the purpose of regulating activities in the proximity of the protected areas. The activities that are regulated include felling of trees, erection of electrical cables, widening of roads, etc. The notifications are relevant in case of construction works in the notified of Maharashtra (20 ESZs).

l) **Forest (Conservation) Act 1980:** This Act requires prior approval of the Central Government for use of any forest land for non-forest purposes including construction of buildings. In Left Wing Extremism (LWE) affected districts, general approval is accorded for diversion of up to 40 ha of forest land for the creation of critical public utility infrastructure including schools. This Act is relevant in case of construction activity on land that is designated as 'forest land' and/or is in 'protected areas'.

m) **Wildlife (Protection) Act 1972:** This Act prohibits destruction, exploitation or removal of any wildlife and provides for protection to listed species of flora and fauna. It is relevant in case of construction activity close to wildlife/forest areas or in areas with wildlife found beyond the protected domain.

n) **Wetland (Conservation and Management) Rules 2017:** This act prohibits activities such as encroachment of wetlands, setting up of industries, storage or disposal of hazardous substances and construction and demolition waste, solid waste dumping, discharge of untreated wastes and effluents, etc., in wetlands.

o) **Hazardous and other Wastes (Management and Transboundary Movement) Rules 2016:** These rules set out the procedures to be followed for safe handling, storage, transport, and disposal of hazardous waste. Persons working in the site need to be provided with appropriate training, equipment, and information necessary to ensure their safety. Such waste needs to be disposed in a secure landfill at the Common

Hazardous Waste Treatment and Storage and Disposal facility. This is applicable to any activity generating hazardous wastes in the program.

p) **Solid Waste management Rules 2016:** Every waste generator is responsible for segregation and storage of biodegradable, degradable and hazardous wastes and handling them over to authorized waste collectors as per the directions of the local authorities. This is applicable to all training institutions supported under the program.

q) **Notification for use of fly ash 2003 and subsequent amendments**: As per this notification, fly ash needs to be used in construction works located within 300 km of coal or lignite based thermal power stations (for example, fly ash bricks).

r) **Food Safety and Standards Act, 2006:** This Act requires all food business operators to be registered/licensed and follow basic hygiene and safety requirements. It is relevant to all institutions and hostels with food services.

s) **Insecticides Act, 1968:** This Act governs the use of registered insecticides and non-use of banned insecticides. It is relevant to all educational/training institutions and hostels that undertake pest control operations.

Summary

Adequate regulatory provisions and legal frameworks are in place both at the national and state level to manage environmental risks that emerge from the interventions under DAKSH-M. national and state's policy and legal architecture secures the systems to promote environmental and ecological protection, resource conservation and efficiency, resilience, and pollution prevention/management. It also covers several facets of health and hygiene.

4.2. Social Policies, Rules, and Regulations

This section discusses both national and state laws and policies covering relevant aspects such as social inclusion, citizen engagement, gender, welfare of workers/employees and land management applicable to all including the skilling and entrepreneurship sector. These have been explained below:

Name of Law/Policy	Relevant provisions of the Act/ Policy	Relevance for Social Management
Constitution of India (Articles 15, 16 and 46)	The Indian Constitution (Article 15) prohibits any discrimination based on religion, race, caste, sex, and place of birth and 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.	The provisions under the Constitution ensure the access, equity, and inclusiveness of the vulnerable groups in the Program.
National Education	The Policy gives due importance to vocational	Program will provide

Name of Law/Policy	Relevant provisions of the Act/ Policy	Relevance for Social Management
Policy, 2020	education, and capacity development of teachers to boost the employability skills and vocational skills of the learners at all levels. Quality of VET is to be enhanced by identifying, designing and development of vocational courses that meet the common norms and skills standards identified at the national level.	seamless linkage between TVET and higher education.
National Policy for Skill Development & Entrepreneurship, 2015	The objective of the Policy is to meet the challenge of skilling at scale with speed and standard (quality) with the aim to provide an umbrella framework to all skilling activities being carried out within the country. The policy promotes entrepreneurship amongst women and broadens the base of entrepreneurial supply by meeting specific needs of both socially and geographically disadvantaged sections of the society including SCs, STs, OBCs, minorities, persons with disabilities.	Lays down principles of diversity, equity, and inclusion to be incorporated in all skilling activities under the program.
The Apprentices Act, 1961	The Act lays down the objectives of the Apprentice System in the country and mandates establishments to have apprentices up to 10 percent of the total number of employees in the establishment. The stipend to be paid is also laid down in the Act (First year, 70 percent of the minimum wages of the state for semi-skilled workers, second year, 80 percent of the minimum wages of the state for semi-skilled workers and the third-year 90 percent of the minimum wages paid to semi-skilled workers).	Program will focus on apprenticeship support, placement opportunities and career counselling.
The Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Resettlement Act 2013	This Act regulates land acquisition and lays down the procedure and rules for granting compensation, rehabilitation, and resettlement to the affected persons.	Not applicable
Fifth Schedule of the Constitution	The Fifth Schedule of the Constitution deals with the administration and control of Scheduled Areas as well as of Scheduled Tribes in States other than Assam, Meghalaya and Tripura. This Schedule aims to hold the state accountable for the advancement of tribals' educational and economic objectives.	Program will ensure that its benefits flow to tribal-dominated districts.
The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989	The Act prevents commission of offences of atrocities against the members of the Scheduled Castes and the Scheduled Tribes and provides for Special Courts for the trial of such offences and for the relief and rehabilitation of the victims of such offences and for matters connected therewith or incidental thereto.	Secures the vulnerable communities (SC/ST) from exploitation or discrimination and provides legal remedy against state or private action to

Name of Law/Policy	Relevant provisions of the Act/ Policy	Relevance for Social Management
		alienate them from resources owned/ accessed by them.
The Rights of Persons with Disabilities Act, 2016	The Act categorically provides for access to inclusive education, vocational training, and self-employment of disabled persons without discrimination and further states that buildings, campuses, and various facilities are to be made accessible to the PwD and their special needs are to be addressed.	Program will enhance participation and placement outcomes among disadvantaged groups including persons with disabilities (PwDs)
The Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act 2013	Protects women workers from sexual harassment and abuse of power at their workplace and provides for constituting an Internal Complaints Committee in every organization employing 10 or more workers, including women, to look into complaints of sexual harassment. Provides guidance on redressal against such complaints, including its internal investigation in a time bound manner.	Recognizes the need for legal protection of women workers against abuse, exploitation in all government institutions. All ITIs must form committees against sexual harassment.
The Equal Remuneration Act, 1976, Employee Compensation Act, 1923 and 2009, Personal Injuries (Compensation Insurance) Act, 1963, The Minimum Wages Act, 1948, Payment of Wages Act, Maternity Benefit Act, 1961	Provide equal remuneration to men & women workers, prevent discrimination against women in matters of employment, employers to compensate workman's spouse / dependent sons, daughter in case of injury at workplace and mandatory worker insurance by employers against such liability.	Prevents gender discrimination in employment and provides for employee welfare, including social assistance against any incident/ accident.
The Child Labour (Prohibition and Regulation) Act 1986 and Rules 1988 Bonded Labor System (Abolition) Act, 1976 Building and Other Construction Workers	The Acts mandate the employers of any establishment employing construction workers to provide basic amenities and welfare facilities. The laws also prohibit employment child and bonded labour.	Ensures safety, welfare, and other conditions of service to construction workers employed for upgradation works under the Program.

Name of Law/Policy	Relevant provisions of the Act/ Policy	Relevance for Social Management
(Regulation of Employment and Conditions of Service) Act, 1996 and the Cess Act, 1996 Inter-State Migrant Workmen's (Regulation of Employment and Conditions of Service) Act, 1979		
The Right to Information Act, 2005	Empowers citizens to demand information on functioning of public systems if it impacts their lives or is of public interest. Offers rights-based framework under which citizens get a legal tool with which to demand accountability and explanation from all/any public authorities; designates a Public Information Officer in all public offices to provide info; creates State /Central Information Commissions (statutory) to look into appeals regarding unsatisfactory information provided to citizens or unclear interest in demanding information.	Ensures transparency and accountability in the govt operations and citizen's access to public information.
University Grant Commission (Redressal of Grievances of Students) Regulations, 2023	The Act provides opportunities for redressal of certain grievances of students already enrolled in any institution, as well as those seeking admission to such institutions, and a mechanism thereto.	Program will ensure transparency and accountability in terms of access to benefits.
The Maharashtra State Public Services (Reservation for Scheduled Castes, Scheduled Tribes, De-Notified Tribes (Vimukta Jatis), Nomadic Tribes, Special Backward Category and Other Backward Classes) Act, 2001.	The Act provides for the reservation of vacancies in a public services and posts in favour of the persons belonging to the Scheduled Castes, Scheduled Tribes, De-notifed Tribes (Vimukta Jatis), Nomadic Tribes, Special Backward Category and Other Backward Classes of Citizens and for matters connected therewith or incidental thereto.	Program will ensure non-discrimination, and flow of benefits to vulnerable groups.
The Maharashtra Unauthorized Institutions and Unauthorized	The Act prohibits establishment of unauthorized institutions and introduction of unauthorized courses of study in Agriculture, Animal and Fishery Sciences, Health Sciences, Higher, Technical and Vocational	Increased communication and outreach on training and placement

Name of Law/Policy	Relevant provisions of the Act/ Policy	Relevance for Social Management
Courses of Study in Agriculture, Animal and Fishery Sciences, Health Sciences, Higher, Technical and Vocational Education (Prohibition) Act, 2013	Education in the State of Maharashtra, including false advertisement of any course offered in these institutions, that is likely to make another person believe that the said programme or course is approved by the appropriate authority.	programs and initiatives supported under the program.
The Maharashtra State Skills University Act, 2021	The Act mandates the University to adopt government policy and orders issued, from time to time, in regard to the reservation for Scheduled Castes, Scheduled Tribes, De-notified Tribes (Vimukta Jatis), Nomadic Tribes and Other Backward Classes, person with disability for appointment to different posts of teachers and non-teaching employees and for the purpose of admission of students. It further mandates the University to adopt general policy of the State Government regarding the welfare of various categories of weaker sections of the society, minorities, women, and persons with disability as directed by the State Government, from time to time.	Program will ensure non-discrimination, and flow of benefits to vulnerable groups in the MSSU and its regional centers.

Summary

It can be ascertained that adequate provisions and legal safeguards are in place both at the national and state level to manage social risks that emerge from the proposed operation. State's policy architecture secures the rights and privileges of the poor, women and socially marginalized groups and works to ensure transparent and accountable delivery of services in the skilling and entrepreneurial sector by concerned government agencies based on the principles of inclusion, participation, and equitable access. The state policies also recognize the special rights and needs of persons with disabilities, vulnerabilities of women, and secures the rights of women in their workplace.

5. E&S Systems Assessment - Procedures, Practices and Performance

5.1. Introduction

This section assesses the national and state regulatory institutions or departments that are associated or connected with DAKSH-M. While some of these are large organizations and entities in themselves, only those institutional aspects have been assessed that are found relevant from the perspective of environment and social management.

5.2. National Level Institutions

The first skill development policy was announced by the GoI in 2008 to leverage the benefit of demographic dividend of having a largely young population in the nation. There have been a lot of changes taking place in the field of entrepreneurship and skill development during the past decade. Standardization, certification, affiliations, and mandatory placement have been introduced as part of ensuring periodic outcomes and linking the expenditure of public fund to some tangible results. The Entrepreneurship and Skill Development Policy (ESDP-2015) also envisages the spread of entrepreneurial culture and skilling interventions across social segments covering all sectors through various programs. The main national level agencies/departments associated with skill development and associated E&S aspects include:

- **Directorate General of Training (DGT) under the Ministry of Skill Development and Entrepreneurship (MSDE)** is the apex organization involved in overseeing the development and coordination of vocational training. It is tasked with upgrading the Craftsman Training Scheme (CTS), curricula design of ITIs and maintaining quality standards, and granting affiliations at the national level.
- **National Skill Development Corporation (NSDC)** is 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 at the national level.
- **National Council for Vocational, Education and Training (NCVET)** regulates the functioning of entities engaged in vocational education and training, both long & short-

term, and establish minimum standards for the functioning of such entities. The major functions of NCVET would be recognition and regulation of awarding bodies, assessment agencies, and Skill related Information Providers; approval of qualifications; monitoring and supervision of recognized entities and grievance redressal.

- **Ministry of Labour and Employment-** Protects and safeguard the interests of workers in general 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.
- **Ministry of Tribal Affairs** is the nodal ministry for overall policy, planning and coordination of programmes for development of tribals at the national level.
- **Ministry of Social Justice and Empowerment** is 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, etc. at the national level.

There are several schemes targeting for improvement of the ITI ecosystem in the country. Some of these are: **Craftsmen Training Scheme**, introduced in 1950 to ensure a steady flow of skilled workers in different trades for the domestic industry; **Craft Instructors Training Scheme (CITS)**, which caters to training of instructor trainees to make them conversant with techniques of transferring hands-on skills and training methodology; and **Skill Strengthening for Industrial Value Enhancement Scheme (STRIVE)**, an outcome focused scheme marking shift in government's implementation strategy in vocational education and training from inputs to results. STRIVE is aimed at institutional reforms and improving quality & market relevance of skill development training programs in long term vocational education training. Further, the **Pradhan Mantri Kaushal Vikas Yojana (PMKVY)** serves as the flagship central scheme for short-term training and is complemented by the main state scheme called the Pramod Mahajan Kaushalya Udyojkta Vikas Abhiyan (PMKUVA). The PMKVY and state- led PMKUVA program aims to create an industry-ready workforce and enhance the employability of Indian youth.

5.3. State Level Institutions

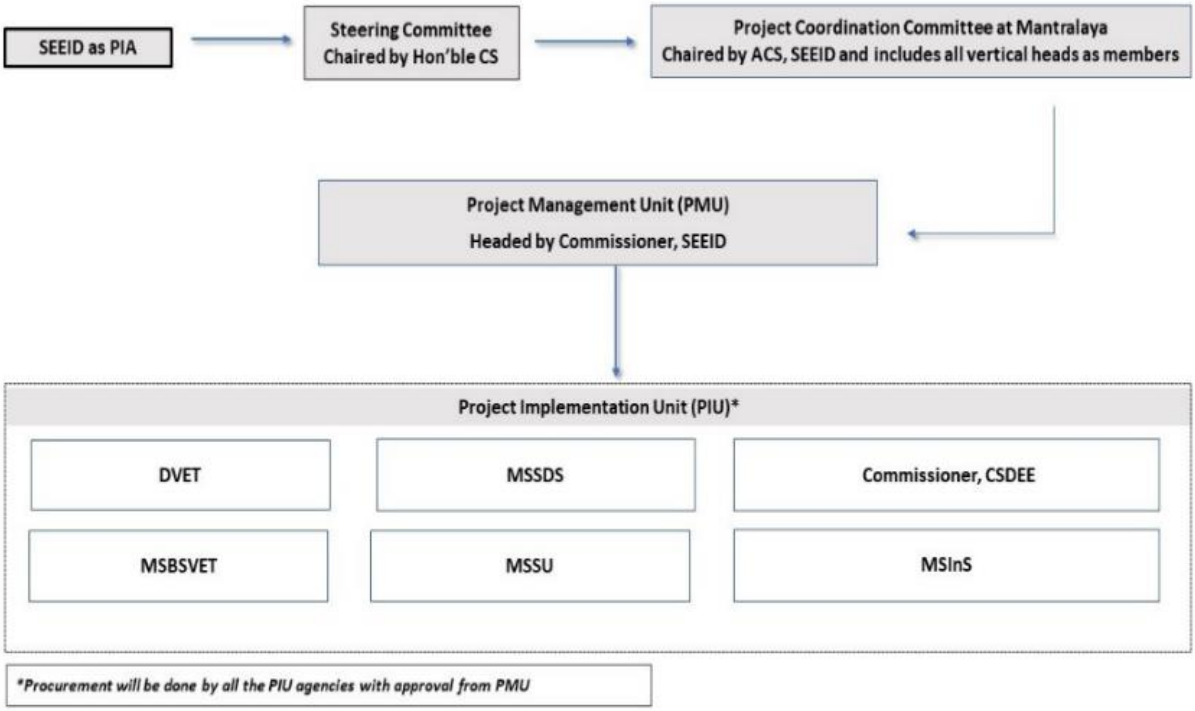
- **State Pollution Control Board (SPCB)** is responsible for implementation of legislations relating to prevention and control of environmental pollution. They manage the consent procedures for establishment and operation of industrial units.
- **Social Justice & Special Assistance Department** is responsible for promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes, and other weaker sections in the State.
- **Department of Labour** is responsible for formulation, implementation, and enforcement of the labour laws in the State. It also undertakes prevention and settlement of industrial disputes, industrial safety, health and promotes welfare of workers in the undertakings falling within the sphere of the State.
- **Public Works Department (PWD)** is responsible for civil works for infrastructure creation and upgradation. The department will work closely with SEEID and other implementing agencies to undertake the proposed civil works under the program which includes upgradation of selected ITIs and govt owned ITIs, MSSU strengthening, six regional centers for TOT and assessors, and creation of world skills center and skills data center.

5.4. Institutional Structure for DAKSH-M

For the DAKSH-M Program, the Maharashtra Skills, Employment, Entrepreneurship, and Innovation Department (SEEID), GoM is the nodal department for implementing the program.

This chapter seeks to assess the available systems, processes, procedures, capacities, and performance of the SEEID and the implementing agencies: Directorate of Vocational Education and Training (DVET), Maharashtra Skill Development Society (MSSDS), Maharashtra State Board of Skill, Vocational Education, and Training (MSBSVET), Maharashtra State Skill University (MSSU), Commissionerate of Skill Development, Employment and Entrepreneurship (CSDEE), Maharashtra State Innovation Society (MSInS) and the Public Works Department (PWD).

Under DAKSH-M, governance will be led by a Steering Committee chaired by the Chief Secretary of the GoM and strategic direction will be provided by the Project Coordination Committee chaired by the Head of the SEEID. The SEEID will be responsible for implementation, monitoring and management including quality assurance, which will be led by a Program Management Unit (PMU) under the leadership of the Commissioner, SEEID. The PMU will be staffed by an Additional Program Director, Finance Officer, Law Officer, Engineer, Environmental Expert, Social Expert, and other staff as required. The PMU will also be supported by a Program Management Consultant (PMC). Each sub-unit of the SEEID will be an implementing agency designated as a Project Implementation Unit (PIU). These are: Directorate of Vocational Education and Training (DVET); Maharashtra State Skills Development Society (MSSDS); Commissionerate of Skill Development, Employment and Entrepreneurship (CSDEE); Maharashtra State Board of Skill Development, Vocational Education and Training (MSBSVET); and Maharashtra State Innovation Society (MSInS). Out of these, DVET, CSDEE, MSSDS and MSBSVET have prior experience of implementing Bank-financed operations. Thus, SEEID with its implementing agencies are well-positioned to plan, manage, and monitor the Program, because of the breadth and depth of the capabilities of its institutions and rich experience of successfully managing the past and current portfolio of government programs and World Bank financed operations in the skills sector. While DVET manages many its own skills training institutions, CSDEE is the key implementation partner of MSSDS and MSInS at the regional/divisional, district, and sub-district levels.



The SEEID has defined roles and responsibilities for each of its implementing agencies to ensure improved delivery systems and enhanced coordination. Some of these roles and responsibilities have been summarized below:

S.No.	Name of the Agency	Roles and Responsibilities	
1.	Directorate of Vocational Education and Training (**DVET**)	DVET manages state's long term skilling interventions through the ITI system. Provides quality administration and vocational education and training services to and oversees Industrial Training Institutes (ITIs), skills development centers, technical schools, and technical	PIU

S.No.	Name of the Agency	Roles and Responsibilities	
		junior colleges. DVET covers the ITI system with a total of 994 ITI including 419 government ITI and 15 women ITI. Some ITIs have PPP arrangements with Dassault, Siemens, Maruti etc.	
2.	Maharashtra Skill Development Society (**MSSDS**)	MSSDS is the nodal agency for all nationally accredited short-term skills development programs. All the skill development schemes of various departments of GoM are integrated and implemented through the active coordination under the single umbrella of this society.	PIU
3.	Maharashtra State Board of Skill, Vocational Education, and Training (**MSBSVET**)	MSBSVET is a regulatory body that regulates skills, vocational education and training, and entrepreneurship education as per the National Skill Qualification Framework and Maharashtra State Board of Skill, Vocational Education and Training Act, 2021. The functions of Board can broadly be classified as following: Design and Approval of Course, Affiliation of Vocational Training Institute (VTI), Assessment and Certification, Training Management, and Research and Development. Board presently offers varied duration certificate courses, 2-year duration Diploma Courses and 1-year duration Advance Diploma Courses - through 1265 affiliated institutes.	PIU
4.	Maharashtra State Skill University (**MSSU**)	MSSU is established to provide youth with the latest market-relevant skills, including upskill and re-skill youth for employability, and foster entrepreneurship, with a focus on degree programs. MSSU provides academic and certification services: bachelors, masters and doctorate degrees. Bachelor courses include BBA, hospitality; and masters include MBA in innovation, digital marketing, and analytics. MSSU also conducts certification courses, for example in JAVA. MSSU consists of 5 schools and 21 programs (out of which 12 are running now).	PIU
5.	Commissionerate of Skill Development, Employment and Entrepreneurship (**CSDEE**)	CSDEE facilitates employment and provides self-employment guidance for the youth to enhance their incomes. For instance, CSDEE organizes job fairs to provide immediate jobs to unemployed candidates, created library-like study for unemployed candidates in its offices, and has setup *Skill Development, Employment and Entrepreneurship Information and Guidance Center* for tribal candidates in 8 tribal dominated areas. Various services of the CSDEE such as registration of candidates & updating, filing of ER-1 (three monthly) for the businesses, posting vacancies & filling online job applications, viewing job fair calendar,	PIU

S.No.	Name of the Agency	Roles and Responsibilities	
		etc. are provided through the SEEID's web portal, *Mahaswayam*.	
6.	Maharashtra State Innovation Society (**MSInS**)	MSInS is a relatively newly created society that supports the state's innovation-driven entrepreneurship environment and promotes startups focused on innovation. As an Innovation platform, it runs initiatives to create awareness about innovation, start-ups, and entrepreneurship with a focus on youth and students; identify, encourage, and incentivize potential and budding entrepreneurs; establish and support incubators especially in institutions of higher learning; and provide value-added services such as on quality testing of products.	PIU

5.5. Procedures and Practices for Environmental Risk Management

Assessment of the programmatic and institutional architecture points to challenges in the state's plan for enhancement and modernization of the skilling and innovation system. Key findings, both directly and indirectly related to environment, heal than safety aspects are:

- The ITI system, led by DVET, is marked with poor infrastructure, challenges with upkeep, inability to address skilling needs for rapidly evolving emergent technologies, and significant trainer vacancies.
- The existing short-term government programs, run by the MSSDS, that were meant to democratize access to skilling and rapidly produce a skilled workforce at scale, face limitations in meaningfully reaching remote and marginalized areas.
- The low quality of trainers and assessors and lack of such a training architecture is a further constraint to and reduces labor market outcomes of both long and short-term skill development programs.
- The MSBSVET needs clear and nimble systems, and sufficient workforce for assessment and certification functions; does not possess appropriate research capabilities; and is unable to leverage technology adequately.
- The CSDEE suffers from several challenge, such as poor penetration of career services to all regions of the state; inadequate capacity for monitoring and evaluation as well as research and analysis of the employment market; and need for more effective delivery of existing initiatives, as well as feet on the ground.

Specific Environment, Health, and Safety Practices/Issues

1. This PforR program will support infrastructure upgradation, as a part of ITI modernization activities. This would include facility upgradation and infrastructure improvement. Standard design for a majority of the ITIs is a combination of buildings that include workshops and classroom areas. While depending on individual institute designs some are compact and have one building with separate area for the workshop and classrooms, in other cases there are separate buildings or a number of buildings that provide the function of classrooms and workshops. Many of the older ITIs were noted to have a large workspace with high roofs for workshops which were relatively well ventilated and made

good use of natural light. These workshops were sub-divided into section for different trades.

2. Also, the Program will support enabling youth with disabilities access ITI training. Since a majority of ITIs visited were in need for infrastructure upgrading, maintenance activities and there was insufficient focus on all ability access. Access for physically challenged was limited, with ramps available in most workshops to move heavy equipment. Some classroom buildings had ramps but overall the buildings and toilet facilities did not cater to those with special needs.

3. NCVT affiliation requires, amongst other things, a minimum spacing for running its affiliated courses. However, due to an expansion of the existing trades in many ITIs, many of which are yet to be affiliated to NCVT; there was an increased crowding in the workshop space, where either classrooms had been placed in the workshop shed or there was very closely spaced equipment and machinery. In some cases, the workshops were also used for storage of material and waste, including building material. Given the crowding and sectioning of workshop space may have resulted in barriers for evacuation in case of an emergency. There were also some ITIs which were poorly lit, and due to the placement of equipment and furniture were reducing natural light. Building maintenance in most cases was poor with the need of repairs, including in the workshop areas. Most of the poor maintenance was attributed to the lack of funds to undertake regular repairs.

4. While many of the ITIs are housed in old buildings, when designs did not necessarily consider disaster aspects, there has been no action taken to retrofit or improve the design of any of these buildings in hazard zones. Inadequately addressing disaster repairs may make these buildings dangerous for students and staff using them.

5. There is construction taking place in a number of ITIs. While some of this is a part of regular maintenance work, while some is new construction for expansion of existing buildings or facilities or other related infrastructure. However, construction sites in ITIs were poorly managed. Construction site management was poor with material not properly stored and the site was accessible to the public. Workers did not have sufficient safety equipment and were at risk to accidents. Construction management and safety is variable, and not all construction sites are well managed.

6. In overcrowded ITIs, where classrooms are accommodated in workshop sheds, when practical classes are on, noise levels may be high and is a disturbance to students in the adjoining theoretical classes.

7. Building maintenance is variable and dependent upon both availability of funds and interest of the staff. Therefore, while some ITIs, who have proactive principals and staff see maintenance work as required, in others cracks on floors and pealing of cement off the walls can be seen.

8. ITIs, are training centers for various trades, with a large number of them being mechanical trades that aim at developing a skilled workforce to enter the industrial sector. Therefore, they provide activities for and train students on industrial activities. There are workshops with heavy equipment and industrial training activities undertaken. Therefore, safety concerns as may occur in a factory work floor exist at these ITIs. These ITIs, due to the virtue of their mandate are also centers where the future industrial workforce learns good safety and occupational health standards and practices.

   Existing syllabus set by the NCVT for mechanical ITI trades includes a section on occupational health and safety (OHS). This is the first section of the syllabus. The students

that study these courses are expected to know about good and poor safety practices of their chosen occupations. This module mandatory for all NCVT courses. However, for special course designed and run by private agencies there seems to be no such mandatory requirement as the industry creating the course decides its contents.

In general, the courses give a brief section on tool handling for each trade, first aid practices and basic safety gear to be worn. Very briefly there may also be a mention of the need to dispose waste properly and not to pollute the environment in some of the trades. However, there is very little on waste and material management in the syllabus. There is also no or very little focus on occupational health and safety.

9. While all courses give a short introduction on safety in the specific trade; in reality, admissions continue till September while the classes start in August. Therefore, classes on safety are only taught to these who get admission and start their classes in the first week of August. Furthermore, since there is no repeat learning or emphasis on safe workshop practices prior to starting workshop activities, most students do not seem to recall these classes. Overall, there seemed to be a narrow understanding of safety with main emphasis on how to use gear in trades, building safety and equipment are not given adequate importance.

10. In ITIs and trades where safety gear exists and is used, the students learn how to use the gear and work with it. However, there is little emphasis on the need to use safety gear and students often work without wearing/using required safety gear. Some of the concerns identified in ITIs where safety was not adequately addressed were (i) worn out and insufficient to protect gear; (ii) lack of maintenance funds, resulting in old, broken or worn out gear not replaced; (iii) inadequate understanding of use of safety gear, such as the welder trade where only the person doing the welding may be using eye protective gear while other students watching the process without protective gear; and (iv) students wearing slippers in workshops. Accidents mainly noted in the workshop included cuts, burns and some electric shocks.

11. First aid is usually available at all ITIs, though there is no pharmacist or doctor. In case of an accident which requires more than simple first aid, the injured person is to be taken to the neighboring hospital. However, in some ITIs, the first aid box are empty or not periodically inspected for refills.

12. Workspace safety and safety equipment is mainly limited to fire extinguishers, which are a combination of half-filled sand buckets or fire extinguishers. Often fire extinguishers and fire alarms are inadequate or missing. Fire extinguishers in many cases was found to be beyond its shelf life, and often not visible in workshop areas where accidents and fires can occur.

13. There were very limited safety education classes or drills taken. In some ITIs of Maharashtra, where safety drills were taken, it was the fire department who gave a lecture once or twice a year. However, there were no safety plans or emergency plans in case of any accident. ITI staff are also generally not trained for managing any emergency or disasters.

14. Since waste, broken furniture and building material like bricks are stored in the workshops, classrooms or in corridors, there are obstacles of evacuation of buildings if an emergency occurs. The result was workshop and classroom buildings entrances, windows and passageways were obstructed. In many buildings wires were hanging loosely or

running on the ground, floors were at places slippery or had oil, diesel or grease spilt, creating further barriers in case of an emergency.

15. Emergency, accidents, and disaster management plans do not exist, and are not a part of the overall thought or planning process for ITIs. Even day to day running of ITIs does not consider good building management practices to ensure safety and safe and efficient evacuation of people from the premises in case required. ITI trainers and other staff do not have any training on the use of safety equipment or situation management in case of a disaster.

16. Given that ITIs are technical training institutes, they need to have some basic infrastructure, such as sanitation facilities for staff and students, water supply for toilets, for washing up after practical and for other uses, and proper drainage from toilets, from workshops and from the grounds in general. Water supply, sanitation and drainage systems differ between ITIs. In Maharashtra, a combination of municipal water supply and groundwater is being used. Water harvesting systems, if any, are poorly maintained and had waste dumped in it. Some ITIs have installed reverse osmosis systems for supplying drinking water and wastewater from the system is used to irrigate the gardens.

17. ITIs have toilets for students that are separate for girls and boys. Staff toilets are separate. Water availability and maintaining of toilets was not always adequate. Therefore, a number of the toilets visited were not very usable. In general, there is no focus on toilet maintenance. Toilet facilities are generally poor and some of the toilets are unusable.

18. There is no sanitary waste disposal system available in any of the girl's toilets in most of the institutions.

19. Sewage disposal from toilets in ITIs varied. While in some cases there were septic tanks, some others were connected to the local sewage system, especially in urban areas. Yet others had their toilet waste disposed directly into open drains.

20. Along with sanitation management, drainage also seems to have little attention focused on it. Most drinking water coolers had no systems to drain away the spilt water from them. Drainage was also inadequately addressed in many ITIs, with water from various processes or the cleaning taps directly discharging onto the soil. The drains were also used for the disposal of liquid waste and were receptacles of solid waste.

21. While most ITIs seem to have adequate drinking water supply, water for toilets has not got adequate attention. Not only this is an issue of personal hygiene, but for girls who might need to wash after a workshop practical, this might be an even bigger problem given that taps used in the garden for post practical washing by the students will not give the required privacy.

22. Source sustainability in water scare areas, while given some consideration in a few ITIs, needs further attention. Since most ITIs also have large grounds and any have gardens, water harvesting, and water conservation needs to be provided for. This may also be of greater relevance for institutes where they have their own water source, such as tube wells.

23. Presently, there is very limited focus on drainage. Where drains exist, they are often used for the disposal of liquid waste from workshops.

24. There are two major issues with reference to material – those of its management and storage and that of waste generation and its disposal. Both issues are relevant to the

good functioning of an ITI as most ITIs need to procure and store material to be used in workshops, and workshop working results in production of waste. Material procured and used, and waste generated, includes all sorts of material right from rags and paper to e-waste, used and old safety equipment, workshop equipment including sharps and other liquid and solid waste. Construction activities to create waste which needs to be disposed properly. Some of this may also be hazardous material such as asbestos.

25. The existing waste disposal system requires that waste be collected and stored prior to its disposal though a bidding process. There is very limited waste storage space; if at all, allocated. While in some cases waste was found to be kept in a corner of the workshop or in theoretical teaching area, in some others it was found to be dumped in the open. This includes assorted waste streams, including vehicle engines and parts, furniture, empty drums used for diesel and other liquids, electronic items and scrap produced from turner and other trades. Since there is no specific space allocated for different types of waste, much of this was noted to be dumped together and could be a risk in case of disasters such as fire from short circuits etc. Also, as waste does not seem to be disposed regularly but anytime from 6 months to 10 years this creates a greater need for systematic storage of the waste to ensure it does not result in pollution or accident hazards. Furthermore, in case of electronic waste, the legislation mandates that e-waste cannot be stored for more than 180 days. Therefore, any storage of such waste beyond 6 months is in violation of the regulation.

26. Since many of the workshop activities require material, safety equipment and tools, these are also stored in the ITIs, where available. There is usually a storage facility for most of the material, and as required there is a need to request for the material. A visit to the stores has showed that there were varied storage systems adopted. Some ITIs following a systematic storage of all material to ensure it is in good condition, others had a room/store where material was unsystematically scattered.

27. Presently there is no waste management policy or systems in place for ITIs. Discussions at the state level suggest the existence of a system for waste disposal. According to this system all equipment, scrap waste, electronic items, office furniture, transformers and batteries and other major types of waste are to be stored and auctioned either by the state or by the ITIs after inspection by a committee. Once the waste is declared as unusable through advertisements in local newspapers tenders are invited. There are no pre-identified waste traders, and the waste is sold to the highest bidder.

28. Usually bottles and boxes, including plastic bottles that may have containing material of the beautician course and cleaning agents may be burnt or thrown with the regular waste collected within the campus premises.

29. Burning of waste has been noted in many cases. This included paper, plastics, food wrappers, wire (for material recovery), leaves, cleaning rags and cotton from the workshops and anything else that could be disposed through burning.

30. There are no proper systems for the disposal of liquid waste from the workshops. This waste includes coolants, oils and chemicals that may be used for various workshop processes or cleaning. Discussions suggested that they were mainly disposed through the regular drainage system, though in some cases they were also poured into a pit in the ground, specifically made for them, or disposed in a septic tank.

31. Some of the waste, both liquid and solid was also reused. In Pandakawda, paper waste was used by the dress making course where possible to cut designs. Diesel waste is also often used for cleaning machinery.

32. This concern may be further exacerbated if upgrading activities include can include upgrading equipment. Many machines such as the fitter and turner machines were manufactured nearly half a century earlier and are now obsolete and non-functional. Therefore, there is an interest in upgrading machines. This may result in large quantum of waste being created, resulting in further pollution to the environment.

33. There is also no proper waste disposal system for hazardous waste, such as asbestos, which may be removed from old buildings during renovation.

34. Construction/repair activities are regularly undertaken in ITIs, thereby generating waste. This waste is neither properly stored nor disposed.

35. Unsystematic storage of material and large quantities of diesel being stored in the workshop. These can become accident risks and an additional hazardous for staff and students who access the areas. Appropriate norms and systems for material storage do not seem to be in place.

36. There were a number of other day-to-day issues identified in the running of the ITIs. These included overall poor system maintenance resulting in the degradation of equipment; lack of systematic management systems and resultant varied management of ITIs not all of which was beneficial to the running of the ITIs; and other external problems to ITIs from the neighborhood.

37. In general, it was noted that workshops were clean and relatively free of scrap and waste around the machines, as students had to undertake regular cleaning and maintenance both before and after their practical classes. However, due to the expansion of activities in many ITIs, the workshops were cramped and there was a shortage of space with theory classes at times also being held in the workshop. Poor building maintenance has resulted in leaking workshop roofs, due to which the equipment starts to rust.

38. The running of ITIs, it was noted was dependent upon individual institute principals and IMC members. Proactive principals and interested private partners did result in better ITI functioning and improved work environment.

39. Individual greening drives and plantation activities are generally led by the Principals/Department Heads in ITIs, who have converted part of the outdoor areas with green cover.

40. Some ITIs have become more energy efficient with the use of solar lights/street lighting. However, overall energy efficiency was low in most ITIs, where classrooms were often poorly lit.

41. Basic guidelines, systems, and finances for running ITIs seeming to be insufficient. Also, staff and principals often do not have sufficient training to take up their task adequately. This has also resulted in degradation of good quality and relatively new equipment.

42. There is also no disaster management system in place for building and equipment safety. ITIs are spread though out the state, including in disaster prone areas, and this puts a risk to both the building and equipment. In many cases the equipment maybe very expensive and difficult to replace, and therefore a loss could impact quality of training.

5.6. Procedures and Practices for Social Risk Management

The following practices have been adopted by the implementing agencies for land management, labour compliance, grievance redressal, stakeholder engagement, and social inclusion:

Implementing Agencies	Land Management	Labour Compliance	Grievance Redressal	Awareness Building	Social Inclusion
Directorate of Vocational Education and Training (DVET)	The land for ITIs is mostly made available by the Revenue Department. Suitable land is then selected and acquired. DAKSH-M, however, does not envisage additional land requirement for ITI upgradation.	Observations from the field visit revealed that there were substantial delays in payment of salaries of most trainers. Most of the staff employed were on clock hour / contractual basis. For most, their contracts were not drawn, and neither were systems in place to monitor compliance with employment regulations. While basic facilities were provided, most ITIs were found to be in dilapidated condition or had congested ergonomic space availability.	At DVET, grievances are mostly received through PG Portal and Aapale Sarkar Portal. No separate staff have been designated at DVET to handle grievance redressal. The approximate response time is 30 days. Most grievances relate to: Results and certificates, new trades, admission related, others. DVET head office and regional offices have setup Internal Complaint Committee (ICC) to manage sexual harassment complaints at the workplace. At the ITI level, there are no formal systems of filing grievances. Grievances related to cleanliness, hygiene, trainees' applications, etc. are addressed by the principal directly. Additionally, ICC have been setup at each ITI to address complaints related to sexual harassment at the institution.	Extensive awareness building campaigns are conducted at the DVET and ITI level. Some of which are: 1. Awareness campaigns via fliers in railway stations, temples, and other busy places. 2. School Connect program. 3. Counselling rounds. 4. Advertisements in newspapers and social media. 5. Pravesh Doodth program – it is mandatory for every trainee to disseminate information about the ITI to 5 people.	At each ITI, Institute Management Committee (IMCs) are formed for managing the functioning of ITIs. IMCs comprise total of 11 members of which 5 are from the industry and 5 from the government along with the Principal of the ITI. Currently, there is no mandate to include women and other vulnerable groups within IMCs. Total no. of trainers/ assessors across all ITIs in Maharashtra -- Male: 2,607; Female: 699: SC: 462; ST: 195; PwD: 80 In 2022, the total trainees belonging to SC, ST and OBC category across all it is in Maharashtra were- SC: 17,401; ST: 11,936; and

Implementing Agencies	Land Management	Labour Compliance	Grievance Redressal	Awareness Building	Social Inclusion
					OBC: 22,125 There are schemes in place for vulnerable population, including full reimbursement, scholarship and free book library schemes for scheduled caste and scheduled tribe population.[2]
Maharashtra Skill Development Society (MSSDS)	N.A	MSSDS has an Administrative and Financial Rules in place which stipulates the terms and conditions of employment, emolument and allowances, leave rules and rules of recruitment of both full-time and contractual staff. Further, the rules explicitly states that the terms and	There are no established procedures for responding to grievances received. At present, grievances received through emails and in-person are resolved by the concerned officials in MSSDS. While an ICC was formed, the society is in the process of re-constituting the committee as most members have either retired or been transferred.	Information on all courses under State and Central Scheme guidelines is available on the website http://www.mahaswayam.gov.in/ Local officers of MSSDS are available to disseminate program related information to the candidates. However, no IEC and awareness campaigns as such have been	District Skill Development Committee have been formed although no specific mandates on reservation for women, ST/SC, etc. 11,31,126 (FY 2022-23) trainees have been provided with short term trainings through schemes implemented by MSSDS, of which 63% are women, 0.001% are

[2] Some of these schemes are: Fee Reimbursement Scheme for socially and educationally backward and economically weaker section students of open categories who take admission under the PPP scheme in government industrial training institutes and also in private industrial training institutes through central online mode.; approving the payment of tuition stipend at the revised rate of Rs.500/- per month from the academic year 2023-24 to all categories of trainees admitted for the course under the Artisan Training Scheme in the Government Industrial Training Institute; administrative approval to the trainees in the industrial training institutes under the Schedule Caste component program under the Directorate of Vocational Education and Training; and Universalization of Tribal Employment.

Implementing Agencies	Land Management	Labour Compliance	Grievance Redressal	Awareness Building	Social Inclusion
		conditions for contracted staff will be laid down in the contract agreement.		organized by the Society.	transgenders, 20.82% belong to SC category, 4.92% are ST and 27.08% belong to the OBC category. Schemes implemented by MSSDS such as SANKALP & NULM mandate participation of vulnerable groups such as ST, SC, BPL and women in skill trainings.
Maharashtra State Board of Skill, Vocational Education, and Training (MSBSVET)	N.A	MSBSVET comprises of full-time employees, who remain subjected to the terms and conditions stipulated in the Service Rules.	MSBSVET has a Helpline which can be accessed through its web portal. For complaints at the district and regional level, complaints can be filed directly at their sub-offices. The District Vocational Education and Training Officer at the district level and Joint Director at the regional level, have been designated to address complaints and queries. The Board mainly receive complaints and queries related to admission, examination and certification, approval process, unauthorized Institutes from students, institutions, and the public. MSBSVET has constituted ICCs for addressing complaints related to sexual harassment at the state, district and regional offices, as	MSBSVET has a portal for information and communication with district offices, institutes and students. They also have region-wise WhatsApp groups for faster communication, and they communicate with different districts through mails and letters as well.	Governing board of MSBSVET comprises a total of one chairperson and 16 members, out of which one must be a female representative from a training institute. All training programs under Board are conducted on a permanent self-financed basis. For these trainings, 50 percent concession in fees is provided for PwD candidates.

Implementing Agencies	Land Management	Labour Compliance	Grievance Redressal	Awareness Building	Social Inclusion
			mandated by the Sexual Harassment at the Workplace Act, 2013.		
Maharashtra State Skill University (MSSU)	N.A	MSSU currently does not have a HR policy outlining process for hiring, compensation, leave, training, promotion, work environments, termination, and other legal requirements for trainers/teachers.	A student grievance redressal committee comprising of one chairperson, member secretary and four members has been constituted to register complaints of students and staff, as per the requirements of UGC (Redressal of Grievances of Students) Regulations, 2023. The committee has been to air grievances related to admission, non-publication of prospectus, not violations related to reservation of seats, delays in payment of scholarship, lack of student amenities, etc. Timeframe for addressing grievances is 15 days. The complaints are documented in an excel sheet. MSSU has not yet constituted an ICC for addressing complaints related to sexual harassment, as mandated by the Sexual Harassment at the Workplace Act, 2013.	MSSU has a social media presence and has developed and disseminated IEC materials such short films, pamphlets, press releases as and when needed.	The facilities at the University cater to the needs of PwD such as universally accessible bathrooms, ramps and lifts for PwDs. Although medians of teaching at the University do not consider the needs of PwD. There is a need for methodological shift from the traditional "one-size-fits-all" model toward differentiated instruction, or more individualized teaching and learning practice to fit PwDs diverse needs.
Commissionerate of Skill Development, Employment and Entrepreneurship	N.A	Contract agreements are drawn for both full time and contractual	Grievances can be submitted via the following channels: • Helpdesk of CSDEE under	CSDEE sends SMS alerts to potential candidates for information on Job Fairs, EPP, etc.	CSDEE is implementing special schemes for tribal applicants such as Coaching-cum Guidance

Implementing Agencies	Land Management	Labour Compliance	Grievance Redressal	Awareness Building	Social Inclusion
(CSDEE)		staff, wherein terms and conditions of employment are specified. At present, there are 90 women employees, 26 ST employees, 46 SC employees and 10 employees with disabilities (PwD) in CSDEE.	CM Helpline18001208040 • Mahaswayam Web Portal Support email: support@ese.maharashtra.gov.in • PG Portal • Aaple Sarkar Grievance Redressal Portal Most complaints are technical like password issues, OTP, login issues, etc., or employment related complaints. A staff has been assigned to manage grievances received through these portals. CSDEE also has an ICC in place for addressing complaints related to sexual harassment at the workplace.	CSDEE does not have dedicated staff for communication. IEC related initiatives are mostly managed by the IT team.	Center for Tribal Youths.[3] Out of a total no. of registered applicants with CSDEE (3,13,139) in the last six months, 73,809 are women, 27,013 ST, 10,044 SC, and 39,780 belong to the OBC category. CSDEE has also registered 3536 PwD applicants in the last 6 months.
Maharashtra State Innovation Society (MSInS)	N.A	Staff are mostly employed on contractual basis. Their contract agreement stipulates the terms and conditions of employment for the contract staff to	MSInS has an online unified web-platform to submit suggestions, feedback or grievances. The turnaround time for addressing grievances is 25 working days. Any grievance received online is forwarded to the concerned officials, based on the category of grievance types selected by the complainant: incubation support,	Awareness generation is mostly done through social media, print media, hoardings and other such ways. MSInS conducts special events for which promotion is done in all talukas. The society has a dedicated media team to carry out	MSInS has a dedicated incubation centre for women.

[3] The coaching-cum guidance center conducts training for the tribal youths to prepare and guide about various Competitive Examinations and help them to discover their instinct abilities.

Implementing Agencies	Land Management	Labour Compliance	Grievance Redressal	Awareness Building	Social Inclusion
		abide by.	funding support, public procurement, regulatory issues, women entrepreneurship, and others. MSInS has also setup an ICC as per the requirements of the Sexual Harassment at the Workplace Act, 2013.	IEC activities.	
Public Works Department (PWD)	N.A	PWD's standard contract documents mandate that all contractors are to conform with applicable labour laws and regulations. However, prevailing systems in PWD do not have dedicated mechanisms to specifically monitor construction activity to ensure that environment and social impacts and risks are addressed adequately.	PWD has a four-way complaint receipt system wherein complaints can be filed through a complaint register on site, email, postal, and online complaint portal on PWD's website www.mahapwd.com Every site contains an "Information Board", which contains name and contact number of the PWD official and the Contractor. The Executive Engineer of the concerned Division is responsible for addressing grievances received through email, postal and online portal. Whereas most complaints received on site are directly addressed by the Contractor.	N.A	N.A

6. Assessment of the Program against the Core Principles

This chapter presents an assessment of the Borrower systems against the Core Principles.

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

Environment: The program operates within an adequate legal and regulatory framework to mitigate, manage, and monitor environment, health and safety risks and impacts. As PWD, DVET, CSDEE, MSSDS and MSBSVET have prior experience of implementing externally funded operations, the agencies are familiar with the EHS requirements of multi-lateral development banks, including the World Bank. However, the same procedures are not applied in activities that are directly funded by the GoM. Also, there are several operational challenges on staffing and availability of funds to create robust and effective EHS systems.

The assessment of program systems under this principle determined that while standalone environmental assessment is not a statutory requirement for the scale of augmentation works/construction within existing ITIs, as envisaged under the program, the program framework would need to emphasize on environment friendly designs, construction, and operation of training institutes. For the limited green field construction that has been proposed under the operation, standalone environmental assessment will not be required as per MoEFCC, GoI's notification on environmental clearance that imposes certain restrictions/prohibitions on new projects/activities, or on the expansion or modernization of existing projects/facilities. The education sector (including ITIs) is exempted under this notification, but such facilities must ensure that sustainable environmental management practices, including those pertaining to solid and liquid waste management, rainwater harvesting, and possible use of recycled materials (such as fly ash bricks) are adopted.

In terms of program capacity, the main findings are that the implementing agency for civil works, PWD, has substantial experience on quality construction and has exposure on the application and implementation of green building norms. Provisions on environmental management like rainwater harvesting, waste collection, greenery and plantation, measures for protection against seismic events and energy conservation need to factor into the designs.

Additionally, mechanisms such as environment screening and scoping need to be instituted and mitigation/management measures must be embedded in the planning, design/DPR preparation of ITI infrastructure and other civil works proposed under the program to avoid and mitigate any adverse environmental risks and impacts. Also, to ensure environmental management practices are adopted in the activities financed by SIDBI, procedures to assess and manage EHS risks and impacts of activities needs to be considered and must be consistent with requirements under national and state laws.

Social: The program operates within an adequate legal and regulatory framework to mitigate, manage, and monitor social risks and impact at the PforR level. As PWD, DVET, CSDEE, MSSDS and MSBSVET have prior experience of implementing externally funded operations, the agencies are familiar with the E&S requirements of multilateral development banks including the World Bank. However, the same procedures are not applied in activities that are directly funded by the GoM. It

is recommended that mechanisms such as social screening and preparation of social management plan (SMP) are embedded in the DPR preparation of ITI infrastructure and other civil works proposed under the program to avoid and mitigate any adverse social risks and impacts.

The SEEID through its CSDEE is expected to partner with Small Industries Development Bank of India (SIDBI) to finance a fund of funds that is expected to mobilize at least 1:2-times private capital from investors, which will be invested in smaller funds to support entrepreneurship initiatives. To ensure sound social management practices are adopted in the activities financed by SIDBI, procedures to assess and manage social risks and impacts of activities needs to be considered, consistent with requirements under national and state laws.

Currently, different implementing agencies face limitation related to systems and staff capacity to manage grievance redressal (DVET at ITI level, MSSDS and MSSU), IEC activities (MSSDS and CSDEE) and seek suggestions and feedback of stakeholders (MSBSVET, DVET) during development of programs, curriculums, and policies. While an online GRM portal has been established under CSDEE, MSInS and PWD, information about the existence and functioning of the GRM needs to be made readily available to all stakeholders. Due to the program's geographic scope, it is recommended that adequate human and financial resources be allocated to implement these activities at a wider scale. The program needs to designate a social specialist at SEEID to manage social risks related to citizen engagement, social inclusion, women safety, including community health and safety and labor management during construction and operation phase. Also, there is a need to have standardized processes to monitor and report on these issues. The PMC to be onboarded to support the PMU must also undertake supervision and reporting on social aspects.

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

The assessment of program systems under this principle determines whether national and state level laws and regulations exist for regulation of activities in natural habitats, critical natural habitats, in proximity of protected monuments and for management of chance finds.

There are national and state level laws for regulation of activities in proximity of protected monuments and for management of chance finds of archaeological/historical value. The Ancient Monuments and Archaeological Sites and Remains (Amendment and Validation) Act, 2010 bans construction within 100 metres of a centrally protected monument and regulates construction within 100-200 metres.

After interaction with the IAs and studying the scope of activities proposed under DAKSH-M, the ESSA Team concludes that most of the program activities will be implemented within the existing campus/premises of ITIs and other training centres. The activities are not likely to cause adverse environmental effects or pose any risks for natural habitats and physical cultural resources (PCR). This principle is applicable to program activities at locations that are near natural habitats and Physical Cultural Resources.

In terms of institutional capacity, the main finding is that while there are functional systems for statutory clearances for activities within or in the proximity of critical natural habitats, the level of awareness in the key stakeholders on the relevant provisions of the existing laws and

regulations varies. This sensitization can be created as part of the training programs that would be rolled out for strengthening environment management systems and capacities.

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

Environment: The assessment of program systems under this principle determined that the Program framework encourages the application of relevant national codes and guidelines on environment, health, and safety.

The environment, health and safety practices should be followed for design, planning, preparation, and execution of improvements in teaching and learning environment within ITIs in accordance with: (a) National Building Code 2016, and (b) Policy Guidelines issued by National Disaster Management Authority (NDMA). The Code on Occupational Safety, Health, and Working Conditions, 2019 is applicable to civil works under the program as well as to training activities during ethe operation of training facilities/institutions. Safety provisions in construction contracts are also applicable.

In terms of program capacity, awareness among the in-house civil engineers (of PWD), academic and administrative staff working on skill development needs to be augmented. Construction safety and building maintenance issues were highlighted as issues of concern during consultations with stakeholders. Also, training programs for civil engineers on disaster resistant construction (except seismic safety) and on climate resilient designs would be required as this was identified as an area where there are gaps, both in the guidelines and in practice on the ground.

Social: The existing regulatory framework at the national and state level mandate compliance related to workers' safety, welfare and security during construction related activities and is regulated by the State Labour Department. There are also legislations to prohibit child and forced labour, including non-discrimination and protection against sexual harassment at the workplace. The PWD's standard contract documents mandate that all contractors must abide with the applicable labour laws and regulations. Program activities such as upgradation of ITIs and MSSU, strengthening of six regional centers for TOT and assessors, and creation of world skills center and skills data center - are likely to have issues associated with public and worker safety during civil works, however no monitoring systems are in place to ensure adherence to labour laws and regulations at the sites. The PforR program will focus on setting up a monitoring system and developing the capacity of the implementing agencies and PWD to supervise and report on community and workers' welfare, health, and safety.

In almost all institutions, Internal Complaints Committee (ICC) have been formed to meet the requirements of the *Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.* It was observed that while the committees have been formed, there is little to no awareness among students, and trainees on procedures for filing complaints and conducting inquiries under the Act. The program can foster greater awareness on workplace safety in ITIs and MSSU through awareness creation and capacity building on sexual harassment policies and ICC among young students and trainees as they enroll in skill training institutes and the university.

Further, program must emphasize on ensuring employee welfare at ITIs and MSSU as delays in payment of salaries, limited facilities, unhygienic working conditions and safety were some of the recurring issues noted during the ESSA. Periodic audits of ITIs, MSSU and regional centers may help ensuring statutory compliance related to employee welfare.

CORE PRINCIPLE #4: Land acquisition and loss of access to natural resources are managed in a way that avoids or minimizes displacement, and affected people are assisted in improving, or at least restoring, their livelihoods and living standards.

While the program envisages some construction activities, the assessment reveals that sufficient land is available within the existing institutions. Thus, acquisition of private land is not necessary. In case additional land within the ITIs, MSSU and regional centers are utilized, the environment and social screening must be carried out ensure that the land in question is free of squatters, encroachers, share cropping or other claims or encumbrances (including trees, utilities, cultural features/assets etc.); and that the activity does not result in any physical relocation including restrictions on access and transit.

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

At present, all implementing institutions are mandated to ensure equity and inclusion of disadvantaged sectors (SC, ST, OBC, women, PwD), through implementation of special provisions, policies, and schemes such as reservation of seats, standalone women and tribal ITIs, full reimbursement, scholarship, and free book library schemes for SC/ST, among others. Some of the constraints related to these initiatives are poor penetration of services in remote and geographically isolated areas, limited awareness, challenges with upkeep, lack of culturally appropriate or specialized curriculum, and inability to address skilling needs. In order to strengthen inclusion within the skilling paradigm, the program has included a results area on enhancing access for women and disadvantaged groups, which will support (a) systems-wide mapping of training needs and employment opportunities for women and disadvantaged groups in collaboration with SSCs; (b) integration of key metrics for inclusion in the performance evaluation framework for ITIs; (c) transformation of 15 women and 2 tribal ITIs into model ITIs; (d) establishment of satellite centers of MSSU for greater rural outreach; (e) community outreach, sensitization, and mobilization campaigns to enhance participation of disadvantaged groups, especially in non-conventional sectors; (f) introduction of courses tailored for women candidates to enable increased female workforce participation; (g) digital and blended TLM for universalized access; (h) entrepreneurship development programs, with a focus on digital and financial literacy for women and persons with disabilities (PwDs); and (i) provision of support to incubate innovations by grassroot innovators and local self-help groups.

CORE PRINCIPLE #6: Avoid exacerbating social conflict, especially in fragile states, post-conflict areas, or areas subject to territorial disputes.

Not applicable. The program interventions do not exacerbate any social conflicts, as these support and strengthen skill development systems in Maharashtra leading to overall positive outcomes on jobs and employability. Also, exclusion of any groups in terms of caste, religion, and/ or geography by the program activities is not expected.

7. Consultations with Stakeholders and Disclosure

To inform the ESSA, community and stakeholder consultations were carried out between July to October 2023 wherein the World Bank's ESSA team visited offices of all implementing agencies and a few ITIs in Aurangabad, Thane, Mulund, Dadar, and Waghle estate districts in Maharashtra. The questionnaire/checklists used for E&S systems assessment is given in Annexure 3.

During the visits, the team interacted with beneficiaries such as ITI trainees and trainers/assessors, particularly women and from other socially vulnerable groups (ST/SC/BPL). Discussions were also held with technical staff of SEEID, DVET, MSSDS, MSBSVET, MSSU, CSDEE, MSInS, and PWD at the headquarter and their field offices.

Additionally, a stakeholder consultation with representatives from NGOs, Self-Help Groups (SHGs) and Industries were organized during the ESSA. Further, a roundtable discussion with MSMEs was also held in association with the Bombay Stock Exchange (BSE) and Banking Financial Services and Insurance (BFSI) Sector Skills Council.

7.1. Consultations during the ESSA

Some of the key highlights of the discussion held during the ESSA have been summarized below:

Trainees/Students (including representation from ST/SC/Women and PwD category)	• Adoption of relevant courses such as caregiving and geriatric care, including courses on digital marketing, and digital finance applicable in current scenario. • Need for post-ITI support with respect to business development, such as helping trainees set up stalls/shops, establishing market linkages, support to startups etc. • Challenges in accessing information about government schemes. This needs to be made easier, keeping in mind that information available online is not accessible to those without internet connection and/or smartphones/computers.
Industries	• A business development course in ITIs was suggested by almost every participant. This course should include entrepreneurship training and focus on forward and backward linkages including 'go to market' training. • Courses offered in ITIs should be based on local demand assessment and employment potential, with strong linkages to local industry. Further, ITIs can be a medium for propagating local product and services by running specialized short-term courses for the same.
SHGs and NGOs	• Awareness campaigns of ITIs should partner with SHGs so that more women with entrepreneurial aspirations can acquire vocational training and learning about setting up and growing a business.

Women MSMEs	The Roundtable Conference largely focused on enabling DAKSH-M to address issues faced by women in MSMEs. Some of key recommendations are: • Training programs focused on soft skills: soft skill learning has a favorable impact on women's income and influences their non-cognitive attributes such as self-efficacy, aspirations, and agency. • CSCs and AWCs can be leveraged to disseminate the information required for resilient employment and entrepreneurship amongst women. • Boardroom training: the experience of individuals who have served on boards can be tapped to mentor women within the MSME sector, nurturing them for future board positions. • Ensuring workplace readiness and the safety of women employees within MSMEs: with particular emphasis on on-site childcare facilities such as creches. • Promoting awareness of the Sexual Harassment at the Workplace Act among young individuals as they enroll in skill training institutes to eradicate unconscious biases among men and fostering greater awareness of workplace safety.
Implementing Institutions (DVET, CSDEE, MSInS, MSBVET, MSSU, MSSDS, PWD)	• Discussion on staff capacity, roles and responsibilities of each agency in terms of employee management, grievance redressal, IEC activities and social inclusion. • Highlighted key challenges and recommended measures related to E&S management.

7.2. Summary of Multi-stakeholder State Level Consultation Workshop

(To be included after the state-level stakeholder workshop)

7.3. Disclosure of ESSA

A stakeholder workshop will be held on ---------, to discuss the findings and recommendations of the draft ESSA. The executive summary of the draft ESSA will be translated to Marathi (vernacular) and shared with the participants prior to the workshop. It will be organized by the Bank with facilitation support from SEEID, GoM. Comments and suggestions will be sought during the workshop. The feedback obtained during the workshop will be used to further refine and finalize the ESSA. The revised version of the ESSA will be disclosed on the World Bank's portal and SEEID, GoM's website.

8. Recommendations and Program Action Plan

This section includes the findings and recommendations emerging from the analysis presented in the earlier sections of this report. The ESSA inputs to the Program Action Plan and to the Implementation Support Plan covering both environmental and social issues have also been included in addition to the listing of Program exclusion criteria.

8.1. Program Exclusions

The Bank's Program was reviewed to ensure that activities with certain characteristics are not eligible for inclusion in the PforR operation.

8.1.1. Environment

The following activities will be excluded from the program in view of the high environmental, health and safety risks:

a) Construction within any notified/protected/forest area (including National Parks, Wildlife Sanctuaries, Wildlife Corridors, Wetlands) and, within Eco-Sensitive Zones for which final or draft notifications have been published by the Ministry of Environment, Forests and Climate Change, Government of India.

b) Activities that are not in compliance with Central and State environmental legislation.

c) Construction or demolition within 100-meter radius of protected monuments identified by the Archaeological Survey of India or Gujarat State Archaeology Department.

d) Construction, renovation, or dismantling works involving 'asbestos containing material'.

8.1.2. Social

a) No land acquisition and/or resettlement of a scale or nature that will have significant adverse impacts on affected people, or the use of forced evictions. The program would not involve any construction where private land acquisition is required, or any land for which clear title is not available with the government.

b) No physical relocation including restrictions on access and transit.

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

d) No activities that involve the use of forced or child labor.

e) No marginalization of, or conflict within or among, social groups.

f) No activities that would have adverse impacts on land and natural resources subject to traditional ownership or under customary use or occupation; or cause relocation of Indigenous People or have significant impact on them.

8.2. Key Recommendations

The main findings and detailed set of recommendations are being summarized below for ease of reference:

8.2.1. Environmental Aspects

1. Overall, the assessment of environmental systems found that the policies and legal framework applicable to the sector are largely compatible with the E&S core principles for a PforR program.

2. **Institutional Capacity for Environment, Health, and Safety Management**: Currently, SEEID or other IAs do not have in-house staff to manage EHS risks related to infrastructure development, construction management, resource efficiencies in design/construction/operation, resilience, waste management (including hazardous and e-wastes), emergency response, stakeholder engagement, fire, and electrical safety etc. It is recommended that one Environment and one OHS Specialist at the PMU/SEEID and PMC are engaged to manage and build capacity of staff and coordinate with the Implementing Agencies to plan, guide, monitor and report on EHS risks/impacts and compliance to actions/measures in the Program Action Plan (PAP).

3. **Broadening of Training Curriculum**: Skill trainings and entrepreneurship programs fall short of equipping students/trainees with the necessary practical skills to carry out their jobs, including essentials on maintaining safety (for self and others) and hygiene standards. There is a need to identify and design curriculums that address not only technical gaps but also (a) address relevant environment protection needs (as applicable to the trade/skill in context); (b) promote occupational health and safety (which is grossly lacking currently); and (c) soft skills such as communication, problem solving, team work, work/social behaviours and so on - in order to increase their employability and professional caliber. To achieve DLI 5 on Increased access to entrepreneurship development programs and incubation, prior results target of development and approval of curriculum and teacher learning material (TLM) for the entrepreneurship development module needs to be achieved. This provides an opportunity to expand the curriculum to include/integrate EHS/OHS aspects.

4. **Introduce/develop new courses on Green Skills**: Based on market surveys and industry feedback, develop new courses that promote green jobs/skills. (eg: renewable energy, water purification, green construction, waste management, safety etc.)

5. **Greening the Infrastructure/Systems:** Use of “green building” model/approach for training facilities/institutions to be supported under the Program (the level and type of interventions may vary depending on the type/extent of civil work proposed; condition of infrastructure available; specific contextual requirements etc.). Specific guidance/additional insights are in Annexure 4.

    a) All new construction to adopt ‘green building’ concepts and obtain green rating.

    b) Apply green building norms to existing buildings as part of repair/refurbishment/ improvement propositions.

    c) Discourage cement concrete pavement for internal circulation paths within a campus and,

    d) Promote use of appropriate colour, materials open spaces, multi-purpose space usage etc.

    e) Create ‘water positive’ and ‘energy positive’ model ITIs or at least zero footprint institutions following water and energy audits.

    f) Promote ‘inclusive infrastructure’ in all institutions to be taken-up under the Program.

6. **Vulnerability Assessment (VA) to disasters** using the available GIS platforms – floods/storm surge, droughts, earthquake (micro-zonation) and chemical disasters and integrate findings from this assessment into the planning and design of civil/infrastructure related works. The results from this exercise should be made available to all IAs and the World Bank.

7. **Environment Screening and mitigation:** In the current system, environment, health, and safety risk screening prior to commencement of infrastructural works is not being carried out by the Implementing Agencies. The process of environment screening/scoping as part of upfront planning process and preparation of mitigation/management measures/plan needs to be embedded in the planning and design cycle/phase of any campus/building infrastructure development (be it for MSSU, ITIs, use of funds provided by SIDBI or any other IA).

8. **Establish a protocol to convey clear needs** (which would include feedback from the existing users) to the design and construction agency for comprehensive planning of the required buildings/campus.

9. **Institute mechanism of developing Campus Environment Improvement Plan** by the ITIs prior to initiating detailed DPR preparation for infrastructure creation/upgrading. Ensure timely coordination with line agencies/departments viz. Public Health Engineering, Horticulture, Ground Water Board etc. in the campus/building design process to make the outputs robust.

10. **Strengthen contractual obligations/clauses on EHS management in Construction Contracts** for building users/workers/public, a generic EMP/OHS plan should be made and integrated in the bidding documents.

11. **Monitoring Systems:** The MIS dashboard - main monitoring mechanism that will knit together six implementing agencies through data integration - proposed under the program must include environment and safety data points/parameters, with clear ways for measurement, responsibility, and defined time frame for monitoring. Prepare checklists and procedures to include environmental, social, health, and safety aspects in the supervision and monitoring mechanisms for various parts of the Skill Development ecosystems.

12. **Create Environmental Report Card** for each institution deriving key data from MIS/data collection systems/audits (can start with basic parameters).

13. **Strengthen waste management system**, including segregation at source and storage of e-waste before it is disposed to authorized recyclers.

14. **Strengthen menstrual hygiene management (MHM) for adolescent girls/women staff** – with sanitary pad dispensers and hygienic/safe disposal arrangements at all required places (including hostels).

15. **Sensitization/awareness creation** on environment, climate resilience, and other associated topics for teachers and students. This should include periodic sensitization/training for field functionaries on EHS requirements by using “anytime, anywhere and any device” for delivering the content.

16. **Information, Education and Communication (IEC) strategy:** ITIs should invest in IEC and branding for creating and sustaining Green, Clean and Safe Campus. Annual IEC activity mapping along with expenditure and workplan needs to be developed and implemented for each implementing agency.

8.3. Inputs to the Program Action Plan on Environment Aspects

Action	Timeline	Responsibility	Completion Measurement
Establish functional and effective Environmental Management Systems in ITIs	Starting within 6 months from Program becoming effective, and continue through the implementation period	PMU/SEEID, DVET, MSSDS and it is	• Trained/qualified Staff in place. • Compliance to applicable environmental regulations and rules • Awareness and training conducted for academic and administrative staff/officials. • Green building norms applied for existing buildings. • All ITIs to have fire safety, emergency response, sanitation, and waste management arrangements.
Model ITIs to imbibe Green Building/ Infrastructure norms/standards	In line with Planning, Design and Construction Cycle of Model ITIs	PMU/SEEID, MSSDS and DVET	• Compliance to applicable environmental regulations and rules • Green building rating attained. • Infrastructure/asset maintenance systems demonstrated and sustained
Integrate EHS/OHS aspects (as relevant to the trade) in the Curriculum	Starting with 6 priority (with higher risks) courses within 6 months from Program becoming effective, and roll-out through the implementation period	PMU/SEEID, MSBSVET and MSSDS	• EHS/OHS requirements integrated in the curriculum for both teachers and students. • Trainings conducted. • Sensitization on EHS introduced in the Induction Program • Roll-out of the revised curriculum in the concerned course/institutions

8.3.1. Social Aspects

10. Overall, the ESSA found that the social policies and legal framework applicable to this sector are largely compatible with the E&S core principles of PforR.

11. **Social screening and mitigation:** Currently, social risks screening prior to commencement of infrastructural works are not being carried out by the implementing agencies. The process of social screening and preparation of social management plan (SMP) needs to be embedded in the design preparation phase of ITI infrastructure, MSSU upgradation and other civil works proposed under the PforR to avoid and mitigate any adverse social risks and impacts.

Additionally, procedures need to be in place to assess and manage any social risks and impacts associated with 'fund of funds' activities supported by SIDBI.

12. **Institutional Capacity for Social Risk Management**: Currently, SEEID does not have in-house staff to manage social risks related to social inclusion, grievance management, stakeholder engagement, workers and community health and safety, including land and livelihood. It is recommended that qualified social staff for the program (particularly at the PMU and PMC) are engaged to manage and build capacity of staff and implementing agencies to monitor and report on social risks and impacts.

13. **Data collection and monitoring systems:** It is recommended that MIS dashboard - main monitoring mechanism that will knit together six implementing agencies through data integration - proposed under the PforR include social data points/parameters on social inclusion, employee welfare, grievance management and IEC activities, with clear procedures and defined time frame for monitoring. Additionally, a dedicated monitoring system is needed for Public Works Department to supervise and report on community and workers' welfare, health, and safety at the construction sites.

14. **Transparency and Accountability**: Need for improvement of grievance mechanism and disclosure procedures particularly in institutions (ITI, MSSDS, MSSU) providing access to long-term and short-term trainings and entrepreneurship programs. The online grievance redressal mechanism can be strengthened and/or developed for registering, tracking, escalating and closing the complaint after complainant feedback, which can help in ensuring transparency and accountability for resolution of issues in a timely manner.

    Further, it is observed that ITIs do not get clear instructions/ guidelines/ query responses in a timely manner from the Directorate. Also, owing to multiplicity of stakeholders involved, there is need for integration and establishing a clear channel of communication. This warrants the need for centralized portal of information exchange and query resolution at an internal level.

15. **Stakeholder Participation:** Development of curriculums for skills training and entrepreneurship program needs to be done in consultation with various stakeholders such as the Sector Skill Councils (SSCs), academia, District Skill Committees (DSC), local youth and vulnerable group aspirants, students including local industries which will address any mismatch in supply-demand of skilled workforce. The process of stakeholder mapping and consultation must be embedded in the terms of reference of all needs assessment studies for curriculum development; further setting up working group or committees with representation from diverse groups may be envisaged. Thus, beneficiary feedback protocols need to be established to ensure that feedback of all social groups are being considered throughout the program lifecycle.

16. **Employee Welfare and Working Condition**: Challenges related to timely disbursement of salaries, limited facilities and employee safety can be addressed by undertaking annual statutory compliance audit of ITIs, MSSU and regional centers to assess adherence to employee regulations within the organization. The audits will check compliance related to *Payment of Wages Act, 1936; Payment of Bonus Act, 1965; Minimum Wages Act, 1948; Maternity Benefit Act, 1961; Employees Provident Fund; Equal Remuneration Act, 1976; Rights of Persons with Disabilities Act, 2016; Sexual Harassment at the Workplace (Prevention, Prohibition and Redressal) Act, 2013*; among others. An efficient HR policy and periodic audits will help the

organization in maintaining compliance, creating a proper payroll structure, and regularly reducing the risks and issues of the system.

17. **Information, Education and Communication (IEC) strategy**: ITIs should invest in IEC and branding for increasing outreach of the courses and placement programs offered, particularly in remote and geographically isolated areas. Mass media campaigns through print, TV advertisements, local and community radio, social media, and culturally appropriate medians should be used for generating awareness and communicating possible future prospects of ITI, MSSU, MSSDS and entrepreneurial courses. Annual IEC activity and expenditure workplan mapping the requirements of each implementing agency needs to be developed and implemented.

18. **Special Provisions for Women and Tribal Population:** The program will support (a) systems-wide mapping of training needs and employment opportunities for women and disadvantaged groups in collaboration with SSCs; (b) integration of key metrics for inclusion in the performance evaluation framework for ITIs; (c) transformation of 15 women and 2 tribal ITIs into model ITIs; (d) establishment of satellite centers of MSSU for greater rural outreach; (e) community outreach, sensitization, and mobilization campaigns to enhance participation of disadvantaged groups, especially in non-conventional sectors; (f) introduction of courses tailored for women candidates to enable increased female workforce participation; (g) digital and blended TLM for universalized access; (h) entrepreneurship development programs, with a focus on digital and financial literacy for women and persons with disabilities (PwDs); and (i) provision of support to incubate innovations by grassroot innovators and local self-help groups. Towards this, the program has included a standalone **DLI 4: Increased access to skill development (SD) programs for women, SCs and STs by MSSDS, CSDEE and DVET**. The DLI will be verified through pre-identified disclosed data sources (e.g., Skill Data Center, data files with required records, financial accounting documents, documentary evidence of MOUs, frameworks, indices, and curriculum), and the periodic IVA reports will serve as the basis for assessing progress towards the achievement of the DLI target.

19. **Broadening of Training Curriculum**: Skill trainings and entrepreneurship programs fall short of equipping students/trainees with the necessary practical skills to carry out their jobs. There is a need to identify and design curriculums that address not only technical gaps but also: (a) diversity equity and inclusion to deal with issues of prejudices, stereotyping, discrimination, victimization and harassment at workplaces; and (b) soft skills such as communication, adaptability, problem solving, resilience and so on— in order to increase their employability and enhance the student's ability to deal with dynamic work situations. To achieve DLI 5: Increased access to entrepreneurship development programs and incubation through MSInS, CSDEE and DVET, a Prior Results target of development and approval of curriculum and teacher learning material (TLM) for the entrepreneurship development module needs to be achieved. This provides an opportunity to expand the curriculum to include the aforementioned subjects.

8.4. Inputs to the Program Action Plan on Social Aspects

Description	Responsibility	Timeline	Indicator for Completion
Develop and adopt systems	SEEID, DVET, MSSDS	Within 9 months of	• Skilled social staff designated for the program.

Description	Responsibility	Timeline	Indicator for Completion
and procedures to identify, manage and monitor social risks and impacts	MSBSVET, CSDEE, MSInS	Program effectiveness	• Training to manage social risks implemented. • Social screening of infrastructure facilities and developing SMP for implementation. • Monitoring and reporting systems to track social outputs and outcomes are adopted.
Establish systems for conducting and acting on beneficiaries' feedback – baseline, mid-term, and end – term	SEEID, DVET, MSSU, MSSDS MSBSVET, CSDEE, MSInS	Baseline in 1 year of Program effectiveness	• Systems for citizen feedback established and operational.
Employee Welfare and Working Conditions audited annually.	DVET, MSSU, PWD	Within 1 year of Program effectiveness and yearly	• HR policy adopted. • Systems established for monitoring and reporting on compliance with employee/labor laws and policies.

8.5. Implementation Support Plan

Implementation support provided by the World Bank will include the following:

1. Reviewing implementation progress and achievement of Program results on environment and social risk management through the periodic IVA reports, implementation support missions and any other E&S progress reports submitted by the PMU.
2. Assisting the Implementing Agencies in setting up systems and procedures to identify, manage and monitor environment and social risks/impacts
3. Support institutional capacity building on environment and social management on a periodic basis.
4. Monitoring the performance of Program systems, including the implementation of agreed environment and social systems strengthening measures as included in the PAP.
5. Monitoring changes in Program risks related to E&S as well as compliance with the provisions of the legal covenants; and
6. In collaboration with the Borrower, adapting E&S risk management practices in a manner consistent with PforR principles as necessary to improve program implementation or to respond to unanticipated implementation challenges.

Annexures

Annexure 1

List of Participants met during the ESSA Preparation

Representatives met from Implementing Agencies and ITIs visited: (To be added)

S.No.	Name of the Official	Organization
1.		
2.		
3.		
4.		
5.		

List of Participants met/consulted during the Field Assessments

S.No.	Name of the Participant	Company/Association
1	Raghveer Sunpa	Stemtech Medical Devices
2	Madguri Thanekar	Swaad Khazana
3	Manisha Desai	
4	Rajeshwari	Reliable Recyclers
5	SK Mosina Raees	Ifrah Mahila SHG
6	Momali Banerjee	UN Women
7	Vivek Mogal	MSInS
8	Jaideep Pawar	GRAMePAY
9	Sandeep Bhatia	Adarsa Pul Ltd.
10	Shubhada Basuray	Brainologi
11	Neha Mishra	Ehaa Earth
12	Megha Ravindra	SHG
13	Maduri Sunil	SHG

List of Entrepreneurs at the MSME Roundtable Discussion

S.No.	Name of the Participant	Company/Association
1.	Mr. Bhavesh Kothari	Billenium Divas Fund
2.	Ms. Maneesha Konkar	Radhan Plastics
3.	Ms. Priya Naik	Samhita
4.	Mr. Indraneel Pandit	Federal Bank
5.	Ms. Anagha Kalay	Fourfront Pvt. Ltd.

S.No.	Name of the Participant	Company/Association
6.	Ms. Anuya Nisal	Serigen Mediproducts
7.	Ms. Aarti Kaji	Taali Foods
8.	Ms. Puja Sinha	Amneal Pharmaceuticals
9.	Ms. Tanvi Auti	Dhruv Consultancy
10.	Ms. Prerak Mehtra	Dalberg
11.	Ms. Anupama Vaidya	Los Aurigas
12.	Ms. Poornima Shirishkar	Zhep Udyogininchi

List of Participants in the State Level Consultation Workshop on Draft ESSA: (To be added)

S.No.	Name of the Official	Organization
1.		
2.		
3.		
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5.		
6.		
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9.		
10.		

Annexure 2

Details of State Level Consultation Workshop on Draft ESSA

(To be added after the Workshop)

Annexure 3

Checklists Used for Discussions with Stakeholders for ESSA

Officials in Government Institutions

1. Maharashtra Skills, Employment, Entrepreneurship, and Innovation Department (MSEEID)

Question	Document/s Required
Institutional Arrangement • Current institutional arrangement for overall implementation and in particular for E&S management.	Share organogram, if possible.
Land Requirement • Is there sufficient land available for upgradation of ITIs, six regional centres, construction of world skills centre, etc.? • If not, what is the approx. quantum of additional land likely to be required? ▪ ITIs ▪ World Skills Centre ▪ Regional Centre • What is the current system of identification and procurement of land (government, private acquisition, direct purchase, donation) for new construction or upgradation of ITIs? • Who is preparing the DPRs? Any consultative process being undertaken during its preparation?	- Copy of any existing government policy, notification on land procurement process adopted by the Department. - Details of each infrastructure development proposed under the program, quantum of available land, additional land needed, and process of procuring the land. [Tabular form]
Labour: • For employees, what are the contract clauses currently with respect to aspects such as occupational, health and safety, employee conditions and their welfare? • Presence of sexual harassment prevention measures (e.g., Internal Complaints Committee, awareness training, etc.) within the department as per the Sexual Harassment Act?	- Copy of Employee Contract - Existing HR Policy - Department's Sexual Harassment at the Workplace Policy - Notification of Internal Complaints Committee
Grievance Redressal Mechanism (GRM) • Specify types of grievances received by the Department. • Are there established procedures for responding to grievances received? • Specify:	- Manual/SOPs on GRM - Current staff capacity to manage GRM - GRM records for last one year (no. of complaints received

Question	Document/s Required
▪ Modes of filing complaint ▪ Staff ▪ Response time ▪ Escalation process ▪ Whether feedback is sought? • Are records available? How are the complaints documented?	and closed, type of complaints, response time, no. of cases escalated) - Any other relevant report on grievance management.
Awareness Generation • What mechanisms are in place to provide information on available training programs to the potential applicants? • What are the other themes covered during IEC. • Are there any Communication/ IEC staff within the Department? Please provide details (state/district/GP level) • Any mechanism to assess whether the shared information has been received, understood? • Special initiatives if any to spread awareness among vulnerable and disadvantaged groups?	- Manual/SOPs on IEC - Any report to monitor effectiveness of IEC activities, if any - Annual Action Plans/ Calendar on IEC activities.
Social Inclusion • Representation of women/ST/SC/Persons with Disabilities (PwD) in staffing within the Department? • What mechanisms are in place to enable vulnerable groups to be a part of the course development and implementation processes? • Subsidies or any special training programs initiated for BPL, ST/SC, women, persons with disabilities and other vulnerable groups?	- Total no. of Department's workforce disaggregated by gender, ST, SC, BPL, PwD. - Notification on subsidies and/or special provisions for vulnerable groups
Policies • Any relevant Act and Bye Laws, policies, vision, mission, rules, and procedures applicable to skill development. • Any reservation policies of the Department for participation in training programs? • Details of any previous externally aided projects supported by the Department.	- Citizen Charter of Department - Copies of Manuals, Acts, Byelaws, etc. relevant to skills development - Social Management Framework, Social Management Plan, etc. from any externally aided projects supported by the Department

2. Directorate of Vocational Education and Training (DVET)

Question	Document/s Required
Institutional Arrangement • Details of services provided by DVET. • Current institutional arrangement for overall implementation and in particular for E&S management.	- Share organogram, if possible.
Land Requirement • Is there sufficient land available for construction and upgradation of ITIs? • If not, what is the approx. quantum of additional land likely to be required for ITIs? • What is the current system of identification and procurement of land (government, private acquisition, direct purchase, donation) for new construction or upgradation of ITIs? • Who is preparing the DPRs? Will/has any consultative process been undertaken during its preparation?	- Copy of any existing government policy, notification on land procurement process adopted by the Directorate. - Details of each ITI upgradation/ construction proposed under the program, quantum of available land, additional land needed, and process of procuring the land. [Tabular form]
Employee Management • For full-time staff, what are the contract clauses currently in place with respect to aspects such as OHS, employee conditions and their welfare? • For trainers/ assessors, what are the contract clauses currently in place with respect to aspects such as OHS, employee conditions and their welfare? • Details of sexual harassment prevention measures (e.g., Internal Complaints Committee, awareness training, etc.) within the directorate and ITIs as per the Sexual Harassment Act?	- Copy of Employee Contract - Existing HR Policy - Directorate's Sexual Harassment at the Workplace Policy - Notification of Internal Complaints Committee
Grievance Redressal Mechanism (GRM) • Specify types of grievances received by the Directorate and ITIs • Are there established procedures for responding to grievances received? • Specify: ▪ Modes of filing complaint ▪ Staff	- Manual/SOPs on GRM - Current staff capacity to manage GRM - GRM records for last one year (no. of complaints received and closed, type of complaints, response time, no. of cases

Question	Document/s Required
▪ Response time ▪ Escalation process ▪ Whether feedback is sought? • Are records available? How are the complaints documented? • Is there a system to track beneficiary/trainee satisfaction or feedback? Provide details.	escalated) - Any other relevant report on grievance management.
Awareness Generation • What mechanisms are in place to provide information on available training programs to the potential applicants? • What are the other themes covered during IEC. • Are there any Communication/ IEC staff within the Directorate? Please provide details (state/district/GP level) • Any mechanism to assess whether the shared information has been received, understood? • Special initiatives if any to spread awareness among vulnerable and disadvantaged groups?	- Manual/SOPs on IEC - Any report to monitor effectiveness of IEC activities, if any - Annual Action Plans/ Calendar on IEC
Social Inclusion • Representation of women/ST/SC/Persons with Disabilities (PwD) in staffing within the Directorate? • Representation of women/ST/SC/Persons with Disabilities (PwD) as trainers/ assessors within ITIs? • Representation of women/ST/SC/Persons with Disabilities (PwD) as trainees in ITIs? • What mechanisms are in place to enable vulnerable groups to be a part of the ITI course development and implementation processes? *(e.g., representation in institute management committees, workshop/consultation, etc.)* • Subsidies or any special training programs initiated for BPL, ST/SC, women, transgender, persons with disabilities and other vulnerable groups?	- Total no. of directorate workforce disaggregated by gender, ST, SC, BPL, PwD. - Total no. of trainers/ assessors and trainees disaggregated by gender, ST, SC, BPL, PwD in regular ITIs. - Total no. of trainers/ assessors and trainees disaggregated by ST, SC, BPL, PwD in women ITIs. - Notification on any subsidies, reservation and/or special provisions for vulnerable groups.
Policies • Any relevant Act and Bye Laws, policies, vision, mission, rules and procedures applicable to long term skilling	- Copies of Manuals, Acts, Byelaws, etc. relevant to skills development - Reservation policies or

Question	Document/s Required
interventions. • Any reservation policies of the Directorate for participation in training programs? • Details of any previous externally aided projects supported by the Directorate.	notification if any

3. Maharashtra Skill Development Society (MSSDS)

Questions	Document/s Required
Institutional Arrangement • Details of services provided by MSSDS. • Current institutional arrangement for overall implementation and in particular for E&S management.	- Organogram, if possible.
Social Inclusion • Details on constitution of District Skill Development Committee. • Does the District Skill Development Committee mandate representation of vulnerable groups (women, transgender, ST/SC, BPL, PwD, etc.) in the Committee? Provide details. • How are District Skill Development Plans (DSDP) prepared? Does the preparation of DSDP entail consultation with potential beneficiaries, including industries? • Do these DSDPs address the needs of women, transgender, BPL, ST/SC, PwD, etc.?	- Notification on constitution of State and District Skill Development Committee. - Copy of State Skill Development Plan and DSDP of two program districts for 2022-23. - Manuals/SoPs on development of SSDP and DSDP.
• What are the parameters for awarding monetary rewards to trainees? Are there any special provisions in terms of giving monetary rewards to vulnerable groups (women, transgender, ST/SC, BPL, PwD, etc.)? • Explain milestone-linked payments made to training providers? Are any milestones linked with no. of trainings provided to trainees belonging to vulnerable categories (women, transgender, ST/SC, BPL, PwD, etc.)?	- Any relevant notification - Details of monetary rewards given in 2022-23 (disaggregated by gender, ST/SC, BPL, PwD)
• Representation of women/ST/SC/ PwD in staffing within the MSSDS? • Representation of women/ST/SC/ PwD as trainers/ assessors in short-term skills development programs under MSSDS?	- Total no. of MSSDS workforce disaggregated by gender, ST, SC, BPL, PwD. - Total no. of trainers/ assessors

Questions	Document/s Required
• Representation of women/ST/SC/Persons with Disabilities (PwD) as trainees in short-term skills development programs under MSSDS?	and trainees disaggregated by gender, ST, SC, BPL, PwD under programs implemented by MSSDS.
Employment Management • For full-time staff, what are the contract clauses currently in place with respect to aspects such as OHS, employee conditions and their welfare? • For trainers/ assessors, what are the contract clauses currently in place with respect to aspects such as OHS, employee conditions and their welfare? • Details of sexual harassment prevention measures (e.g., Internal Complaints Committee, awareness training, etc.) within the MSSDS as per the Sexual Harassment Act?	- Copy of Employee Contract - Existing HR Policy - MSSDS's Sexual Harassment at the Workplace Policy - Notification of Internal Complaints Committee -
Grievance Redressal Mechanism (GRM) • Specify types of grievances received by the MSSDS? • Are there established procedures for responding to grievances received? • Specify: ▪ Modes of filing complaint ▪ Staff ▪ Response time ▪ Escalation process ▪ Whether feedback is sought? • Are records available? How are the complaints documented? • Is there a system to track beneficiary/trainee satisfaction or feedback? Provide details.	- Manual/SOPs on GRM - Current staff capacity to manage GRM - GRM records for last one year (no. of complaints received and closed, type of complaints, response time, no. of cases escalated) - Any other relevant report on grievance management and feedback.
Awareness Generation • What mechanisms are in place to provide information on available training programs to the potential applicants? • What are the other themes covered during IEC. • Are there any Communication/ IEC staff within the MSSDS? Please provide details (state/district/GP level) • Any mechanism to assess whether the shared information has been received, understood? • Special initiatives if any to spread awareness among	- Manual/SOPs on IEC - Any report to monitor effectiveness of IEC activities, if any - Annual Action Plans/ Calendar on IEC

Questions	Document/s Required
vulnerable and disadvantaged groups?	
Policies • Any relevant Act and Bye Laws, policies, vision, mission, rules and procedures applicable to skills development training. • Any reservation policies of MSSDS for participation in training programs? • Details of any previous externally aided projects supported by the MSSDS.	- Copies of Manuals, Acts, Byelaws, etc. relevant to skills development - Reservation policies or notification if any

4. Maharashtra State Board of Skill, Vocational Education, and Training (MSBSVET)

Questions	Document/s Required
Institutional Arrangement • Details of services provided by MSBSVET. • Current institutional arrangement for overall implementation and in particular for E&S management.	- Organogram, if possible.
• Any relevant Act and Bye Laws, policies, vision, mission, rules and procedures that regulates skills, vocational education and training, and entrepreneurship education in Maharashtra. • How is accreditation of courses undertaken? Are there any accreditation parameters related to accessibility, user centric, transparency and equity?	- Copies of Policies, Acts, Byelaws, etc.
• Explain processes adopted for development of courses, curriculum, and content on entrepreneurial skills? • Does this entail consultations with other stakeholders such as industry, Sector Skill Councils (SSCs), academia, NGOs, and students? • What measures have been taken to ensure that courses and curriculum are socially inclusive and meet the requirements of all social groups including women, ST/SC, BPL, PwD?	
Employment Management • For full-time staff, what are the contract clauses currently in place with respect to aspects such as OHS, employee conditions and their welfare?	- Copy of Employee Contract - Existing HR Policy - MSBSVET's Sexual Harassment at the Workplace Policy

Questions	Document/s Required
• Details of sexual harassment prevention measures (e.g., Internal Complaints Committee, awareness training, etc.) within the MSBSVET as per the Sexual Harassment Act? • Representation of women/ST/SC/ PwD in staffing within the MSBSVET?	- Notification of Internal Complaints Committee - Total no. of MSBSVET workforce disaggregated by gender, ST, SC, BPL, PwD.
Grievance Redressal Mechanism (GRM) • Specify types of grievances received by the MSBSVET? • Are there established procedures for responding to grievances received? • Specify: • Modes of filing complaint • Staff ▪ Response time ▪ Escalation process ▪ Whether feedback is sought? • Are records available? How are the complaints documented? • Is there a system to track beneficiary feedback? Provide details.	- Manual/SOPs on GRM - Current staff capacity to manage GRM - GRM records for last one year (no. of complaints received and closed, type of complaints, response time, no. of cases escalated) - Any other relevant report on grievance management and feedback.

5. Maharashtra State Skill University (MSSU)

Questions	Document/s Required
Institutional Arrangement • Details of services provided by MSSU • Current institutional arrangement for overall implementation and in particular for E&S management.	- Organogram, if possible.
Stakeholder Engagement • What mechanisms will be used to ensure that views, concerns, and suggestions of stakeholders are systematically considered during the development of MSSU's detailed operationalization plan and course material of new skilling courses?	-
Social Inclusion ▪ What incentives are provided/ will be provided to draw in students from vulnerable categories (women, ST/SC, BPL, PwD, transgender)?	- Reservation policy, if any - Notification on establishing special programs or curriculum for vulnerable groups, if any

Questions	Document/s Required
• What mechanisms are/ will be in place to disseminate information on available training programs in MSSU to the potential students, particularly from vulnerable categories?	- Manual/SOPs on IEC - Report to monitor effectiveness of IEC activities, if any - Annual Action Plans/ Calendar on IEC
Employment Management • Representation of women/ST/SC/ PwD in staffing within the MSSU • Are there any HR strategy plan or policies for MSSU in place? If no, will they form part of the operationalization plan? • Does/will it cover measures such as compliance of laws related to working hours, welfare conditions of services and employment, sexual harassment, and workplace discrimination? • To what extent are these requirements embedded in the contracting documents of contract staff/workers? • Details of sexual harassment prevention measures (e.g., Internal Complaints Committee, awareness training, etc.) within the MSSU and regional centers as per the Sexual Harassment Act?	- Total no. of MSSU workforce disaggregated by gender, ST, SC, BPL, PwD. - Copy of Employee Contract - HR Policy, if in place. - MSSU's Sexual Harassment at the Workplace Policy - Notification of Internal Complaints Committee -
Grievance Redressal Mechanism (GRM) • What is the existing/planned Grievance Redressal Mechanism for MSSU? • What are the provisions to ensure accessibility, escalation of grievances, timebound resolution and feedback?	- Manual/SOPs on GRM - Current or proposed staff capacity to manage GRM - GRM records for last one year (no. of complaints received and closed, type of complaints, response time, no. of cases escalated) - Any other relevant report on grievance management and feedback.

6. Commissionerate of Skill Development, Employment and Entrepreneurship (CSDEE)

Questions	Document/s Required
Institutional Arrangement • Details of services provided by CSDEE. • Current institutional arrangement for overall implementation and in particular for E&S management.	- - Organogram, if possible.

Questions	Document/s Required
Employee Management • For full-time staff, what are the contract clauses currently in place with respect to aspects such as OHS, employee conditions and their welfare? • For trainers/ assessors, what are the contract clauses currently in place with respect to aspects such as OHS, employee conditions and their welfare? • Details of sexual harassment prevention measures (e.g., Internal Complaints Committee, awareness training, etc.) within the Commissionerate as per the Sexual Harassment Act?	- Copy of Employee Contract - Existing HR Policy - Commissionerate's Sexual Harassment at the Workplace Policy - Notification of Internal Complaints Committee

Grievance Redressal Mechanism (GRM)
• Please provide the (a) process to resolve complaints (b) no. of complaints received and closed, (c) type of complaints, (d) response time, and (e) no. of cases escalated through the following portals:
  • PG portal
  • Aple Sarkar Grievance Redressal Portal,
  • Helpdesk of CSDEE
  • Mahaswayam Portal.
• Is there a system to track beneficiary/trainee satisfaction or feedback? Provide details.
	- Manual/SOPs on GRM
	- Current staff capacity to manage GRM
	- GRM records for last one year (no. of complaints received and closed, type of complaints, response time, no. of cases escalated)
	- Any other relevant report on grievance management.

Awareness Generation • What mechanisms are in place to provide information on available skill development programs and the Mahaswayam portal to the potential applicants? • Are there any Communication/ IEC staff within the CSDEE? Please provide details (state/district/GP level) • Any mechanism to assess whether the shared information has been received, understood? • Special initiatives if any to spread awareness among vulnerable and disadvantaged groups?	- Manual/SOPs on IEC - Any report to monitor effectiveness of IEC activities, if any - Annual Action Plans/ Calendar on IEC
Social Inclusion • Representation of women/ST/SC/Persons with Disabilities (PwD) in staffing within the CSDEE and its district offices? • Representation of women/ST/SC/Persons with Disabilities	- Total no. of CSDEE & district offices workforce disaggregated by gender, ST, SC, BPL, PwD. - Total no. of trainers/ assessors

Questions	Document/s Required
(PwD) as trainers/ assessors and trainees within CSDEE? • Any committees formed by CSDEE at divisional and district level? Does it mandate representation of women/ST/SC/Persons with Disabilities (PwD) as members in the divisional and district level committees? • What mechanisms are in place/will be used to enable vulnerable groups to be a part of module creation for entrepreneurship development? • Any subsidies, reservation and/or special provisions for BPL, ST/SC, women, transgender, persons with disabilities and other vulnerable groups in skill development programs? • Any skill development programs initiated specifically for BPL, ST/SC, women, transgender, persons with disabilities and other vulnerable groups? • How many beneficiaries have been registered in the Mahaswayam portal? Of which, how many fall under the BPL, ST/SC, women, transgender, persons with disabilities and other vulnerable categories?	and trainees disaggregated by gender, ST, SC, BPL, PwD in CSDEE. - Notification on any subsidies, reservation and/or special provisions for vulnerable groups. - No. of special trainings provided in the last one year, no. of trainees receiving such trainings.

7. Maharashtra State Innovation Society (MSInS)

Questions	Document/s Required
Institutional Arrangement • Details of services provided by MSInS • Current institutional arrangement for overall implementation and in particular for E&S management.	- Share organogram, if possible
Employment Management • For full-time staff, what are the contract clauses currently in place with respect to aspects such as OHS, employee conditions and their welfare? • Details of sexual harassment prevention measures (e.g., Internal Complaints Committee, awareness training, etc.) within the MSInS as per the Sexual Harassment Act?	-
Social Inclusion • Representation of women/ST/SC/Persons with Disabilities (PwD) as trainers and other staff within MSInS? • No. of entrepreneurs provided incubation, and innovation support— belonging to vulnerable categories (BPL, ST/SC,	- No. of trainers disaggregated by gender ST/SC, BPL - No. of incubation initiated for vulnerable groups in the last one year, no. of participants.

Questions	Document/s Required
women, transgender, persons with disabilities)? • What incentives are provided/ will be provided to draw in entrepreneurs from vulnerable categories (women, ST/SC, BPL, PwD, transgender)?	
Awareness Generation • What mechanisms are in place to provide information on available programs to the potential applicants? • Are there any communication/ IEC staff within the MSInS? • Any mechanism to assess whether the shared information has been received, understood? • Special initiatives if any to spread awareness among vulnerable and disadvantaged groups?	
Grievance Redressal Mechanism (GRM) • Specify types of grievances received by the MSInS? • Are there established procedures for responding to grievances received? • Specify: ▪ Modes of filing complaint ▪ Staff ▪ Response time ▪ Escalation process ▪ Whether feedback is sought? • Are records available? How are the complaints documented? • Is there a system to track beneficiary feedback? Provide details.	- Manual/SOPs on GRM - Current staff capacity to manage GRM - GRM records for last one year (no. of complaints received and closed, type of complaints, response time, no. of cases escalated) - Any other relevant report on grievance management and feedback.

8. Public Works Department (PWD)

Questions	Document/s Required
Institutional Arrangement • Current institutional arrangement for overall implementation and in particular for E&S management.	- Share organogram, if possible
• What are the contract clauses currently with respect to aspects such as occupational, health and safety (OHS), labour conditions and welfare?	- Copy of a bid/tender document.

Questions	Document/s Required
• In general, what are the prevalent OHS or labour related issues faced during construction?	- Detailed OHS guidelines followed by PWD; any E&S assessment reports (if available) prepared by PWD or its consultants in the last one year. (Preferably for any works of similar contract value as upgradation of ITIs)
• Typically, how are these OHS, or labour related issues monitored/supervised on site?	- Details of PWD personnel (designation) responsible for supervision of construction related activities at the site, especially for similar value contracts as upgradation of ITIs.
• What is the mechanism for reporting to senior officials on construction related progress? Do the supervision personnel also report on issues related to labour law compliance, OHS, labor camp sites, etc.?	- Copy of progress reports or any other reporting documents/templates, if any.
Gender • What measures to address issues related to sexual harassment (SH) and gender-based violence (GBV) has been adopted by the department?	- Information on existing mechanisms to address SH/GBV. Notification of anti-harassment cell/ internal complaints committee in PWD as per the requirements of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.
Grievance Redressal Mechanism • What are the processes within PWD for submission of public grievances at the site, divisional and head office level? • What is the timeframe within which grievances are mostly addressed?	- Details on uptake channels of grievances (in person, letters, helpline no., emails, online registration, etc.), details of personnel responsible for addressing the grievances. - Estimated/Approx. time allocated for resolving the grievances. - Details of documentation process.

Questions	Document/s Required
• What is the process of escalation of grievances in case officials at site level and divisional level are unable to address? • Are all grievances received— recorded and tracked by the department? • Are contractors mandated to have a system in place to address labour related grievances?	

Beneficiaries (particularly girls/women, ST/SC, persons with disabilities, transgender):

1. **Trainees in ITIs**
    - Level of satisfaction with access, quality and service provided by the ITIs.
    - IEC and Awareness Generation
        - How were the trainees informed of the available courses? How was admission related information disseminated/communicated to the trainees?
        - What are the current challenges related to accessing the courses?
        - Suggest preferred future modes of engagement with the trainees.
    - Current mechanisms to record Grievances.
        - Procedures for recording grievances
        - Response time
        - Satisfaction levels with the response
        - Awareness on grievance mechanism
        - Suggestions on improving grievance redressal mechanism.
2. **Trainers and instructors in ITIs, vocational schools, or short-term training centres.**
    - Do your contract clauses cover aspects such as occupational, health and safety (OHS), employee conditions and their welfare— as per existing employment laws and regulations? Provide details.
    - Are there any HR policies, SOP or manuals in place that outlines trainers/ assessors' expectations, organizational obligations, disciplinary procedures and behavior?
    - Are there systems in place to record grievances or seek feedback of trainers/ assessors? Provide details.
    - What measures are in place to provide personal safety against SEA/SH to female trainers and those belonging to other vulnerable groups.
    - Are the curriculums and modules of trainings designed in consultation with trainers and trainees?
    - In your opinion, what is needed to increase the participation of women, ST/SC, transgender and PwDs as trainees in the training programs?
3. **Entrepreneur or start-up (benefitted from training and incubation support)**
    - Level of satisfaction with access, quality and service provided by Incubation Centres

supported by MSInS.

- IEC and Awareness Generation
    - How were the entrepreneur informed of the available program? How was admission related information disseminated/ communicated to the entrepreneur?
    - What are the current challenges related to accessing the program?
    - Suggest preferred future modes of engagement with the entrepreneur.
- Current mechanisms to record Grievances.
    - Procedures for recording grievances
    - Response time
    - Satisfaction levels with the response
    - Awareness on grievance mechanism
    - Suggestions on improving grievance redressal mechanism.

Representatives from the following Partner Organizations

Non-Governmental Organizations

- Experiences, suggestion and key takeaways in respect of :-
    - NGO's main role, scope of partnership and how do they coordinate with implementing agencies?
    - Main concerns relating to vulnerable beneficiaries' access to skill development trainings/employment programs supported by the implementing agencies.
    - Appropriate modes for information dissemination and other suggestions to increase participation of potential beneficiaries.
    - Any suggestions related to improving institutional capacity (e.g., M&E, stakeholder engagement, IEC, grievance management, etc.) of implementing agencies.

Private Training Institutions

- Experiences, suggestion and key takeaways in respect of :-
    - Institutions' main role, scope of partnership and how do they coordinate with implementing agencies?
    - Main concerns relating to vulnerable beneficiaries' access to skill development trainings/employment programs.
    - Appropriate modes for information dissemination and other suggestions to increase participation of potential beneficiaries.
    - Any suggestions related to improving institutional capacity (e.g., M&E, stakeholder engagement, IEC, grievance management, etc.) of implementing agencies.

Annexure 4

Guidelines for Designing and Construction Green Buildings

This annex provides basic guidance on green buildings which can be used along with existing guides and manuals on green buildings to plan, construct and manage infrastructure. There is further guidance on green buildings provided http://www.grihaindia.org/the Griha Council website which provides guidance on development of green buildings and does green building rating.

A. Site Identification and Planning

- Where possible use of grey field or brownfield areas should be preferred. Avoid greenfield areas where possible.
- Where brownfield sites are being used, ensure appropriate rehabilitation is undertaken to avoid any health or contamination concerns to the users of the building.
- Site plan to conform to local bylaws, planning norms and master plans.
- Identify design and strategies to promote natural features or incorporate them in design. To the extent possible avoid vegetation clearance.
- Where possible and practical compact structure over a sprawl should be considered.
- Consider natural drainage paths to avoid flooding and waterlogging
- Identify designs appropriate to local weather conditions to minimize discomfort, while maximizing use of natural light and other weather factors.
- Incorporate features to make them barrier free, handicapped and pedestrian friendly, to the extent possible.
- Consider building orientation to ensure comfort in both summers and winters, ventilation and maximization of natural light while reducing noise and vibration.
- To the extent possible identify building material that has lower impact on the environment and energy efficient. Avoid toxic materials like asbestos. Where possible use locally available materials and more environmentally friendly materials, such as CFC and halogen.
- To the extent possible try and ensure design incorporates reuse of existing building and demolition material when remodeling or building over greyfield site. Use fly ash and other waste material for building activities where practical and available.
- Undertake landscaping both to make a friendlier and better study environment and as a way to reduce the impact of summer heat.
- Where possible use weather resistant materials for outdoors to reduce frequent replacement
- Try and use standard dimensions to avoid cutting and wastage of material
- Where clearance of vegetation cannot be avoided, plan for compensatory plantation activities. To the extent possible for both compensatory plantation and landscape plantation use locally appropriate species and those that are likely to be good for overall biodiversity in the area.
- Identify appropriate measures for indoor comfort, such as appropriate acoustics, lighting and temperature.
- Ensure appropriate safety systems identified and planned according to planned use of the building.

- Design systems to ensure good indoor air quality, and minimize concerns of pollutants, fumes, vapor and odor from activities carried out in the workspaces etc.
- Identify appropriate building and facility maintenance system, so that there is minimal need for overhaul, renovation and repair and resource wastage.

B. Construction Phase

- Take measures to limit the erosion of topsoil by using erosion control measures.
- Try and stockpile soil where excavation occurs to reuse it later. Where possible keep aside soil dug out for other landscape purposes and not dispose it as waste.
- Avoid soil compaction, such as by heavy machinery, and where required rehabilitate the soil
- Manage construction sites to minimize contamination occurs to soil, air or water resources.
- If curing of new walls etc is required ensure that drainage is appropriately provided, and that water wastage is minimized. Where possible reuse water.
- Try and use sustainable plantation forest products where wood is required, if available and easily accessible
- Minimize pollution from vehicles used to transport material. For example, ensure all material is covered and secured during transportation.
- At construction site minimize noise and fumes and contamination to the environment tis minimized. Some measures to ensure this could include vehicle parking is properly identified, sites are well planned with material and waste storage properly regulated, diesel generators are well serviced and there is adequate water supply and sanitation for workers is available as required.
- Avoid construction activities in high wind periods. Where there is a likelihood of dust generation consider using sprinklers to reduce dust in atmosphere.
- Put temporary barriers up around construction site to reduce dust flying outside the construction site.
- Ensure spill prevention systems in place for material like bitumen and diesel. Also identify appropriate clean up in case of any spills.
- Provide appropriate facilities for construction workers, as required for those hired for the work. This may include labor camps and basic infrastructure, safety equipment for working and first aid.
- Post construction undertake required rehabilitation of construction sites, labor camps etc. Ensure any waste and toxic material are disposed of as required under the applicable law and also in a way safe to human beings and the environment.

C. Energy Management

- Use solar passive design – that uses ventilation, natural light, shading, glass etc. to ensure minimal use of energy.
- Identify all energy requirements, and appropriate energy efficient systems, such as those with BEE energy star rating.
- Use of insolation material to reduce energy expenditure such as in very hot or cold climates, while ensuring the material is environment friendly. Use of recyclable material for insolation may also be considered, to reduce further burden on the environment and lower costs.

- Identify systems to generate and use renewable energy and develop and use such systems.
- Avoid the use of 'up-lighting', excessive lighting and defused lighting to reduce light pollution.

D. Water Management

- Identify and use water efficient systems
- For gardening and landscaping activities, avoid watering in high noon and times of high evaporation or wind.
- Avoid plantation that requires excess levels of water, such as exotic palms, especially in arid and semi-arid areas. Use methods like mulching to reduce water usage for landscaping.
- Use low flow fixtures and water efficient devices in the campus.
- Minimize hard surfaces while supporting permeable surfaces, to support natural recharge of groundwater – along with ensuring that all surfaces are garbage and waste free.
- Where hard surfaces exist do not allow hose down to clean the surface. Identify more appropriate alternate systems for cleaning and maintenance.
- Avoid using drinking water for non-drinking purposes.
- Undertake water harvesting where appropriate and identify appropriate maintenance for such systems to ensure there is no contamination of water/groundwater, and it does not cause any other adverse health impacts.
- Where possible identify ways to reuse water, such as use of grey water for landscaping activities.
- Identify appropriate maintenance system to avoid wastage through leakages etc.
- Identify appropriate drainage systems and disposal of waste from drains and toilet facilities.

E. Material and Waste Management

- Identify appropriate systems for the storage and disposal of waste and avoiding of pollution and other concerns from poor management and disposal waste.
- Ensure all legal requirements for waste generated in the facility are met.
- Identify ways to minimize waste and recycle as much waste as possible.
- Identify waste segregation systems for all waste type, to reduce waste and ensure appropriate disposal of different waste types. This waste, to the extent should be segregated at source of generation. Therefore, appropriate waste receptacles should be available throughout the campus, as required.
- Develop composting system and use of compost and manures produced through composting, for all biodegradable waste.
- Identify separate and clearly marked areas for toxic and hazardous material and waste and systems to manage these materials and wastes appropriately.

Annexure 5

Guidelines on Waste Management

There is an assortment of waste that is generated in ITIs from different activities and sources. This is both in the form of liquid and solid waste. Therefore, there is a need for a sound solid and liquid waste management system to be in place to address concerns of waste and to ensure proper waste management. This annex provides some basic guidance for the management of different types of waste. Further guidance can be sought from the existing legal procedures as identified by the MoEF. Equally, recently the Government of India has brought out guidelines for construction and demolition waste, which should be referred to for any construction, renovation and refurbishment activity that may be taken up by the ITIs under this project.

A. Initiation Planning

- Identify the different types of waste generated and their quantum.
- Identify applicable regulations and ensure norms, standards and procedures are followed as identified by the regulations.
- Identify systems required to be put in place to follow existing standards and norms.
- Identify further systems that may be required to create a more sustainable and appropriate waste management system.
- Identify monitoring and management systems.
- Develop a waste management plan for all waste identified. This should include both solid and liquid waste.
- Identify costs and financial implications for ensuring appropriate waste management system and assure finances.
- For all construction and demolition waste use the guidelines and legislation guiding the management of such waste.
- For all e-waste, use MoEF guidelines and follow the e- waste regulations for its collection, storage, and disposal.

B. Solid Waste Management

- Prior to any new activity starting as a part of the planning process identify the waste that may be generated, both temporary and long term waste concerns, and develop a plan for it.
- On the campus create appropriate waste disposal system – including dustbins at strategic locations, for disposal of waste
- Create awareness and appropriate IEC material for ensuring everybody is aware of the waste disposal system and uses it
- Assign staff for overseeing waste management system and train all those who need to handle the waste, including providing and using of safety and protection gear
- In classrooms create education among students on the waste disposal system to ensure that they know about it and follow it

- Identify all waste that can be reused, recovered or recycled and possible ways in which this waste may be recycled, recovered or reused and identify processes and implement them, where practical.
- To the extent possible try and implement good material management plans so as to reduce generation of waste.
- Identify compostable and biodegradable waste and appropriate composting activities and the disposal of the compost.
- For any hazardous and toxic waste identify appropriate and separate system to ensure no contamination takes place while storing, transporting and disposal of the waste.
- Put up signs indicating any hazardous or toxic waste area to reduce the possibility of accidents.
- Identify a waste cleanup and accident plan of toxic and hazardous waste.
- Storage of waste should be done to ensure safety of the campus, good waste management both according to the law and to ensure there is no environmental pollution. Access to waste storage should be limited. An inventory for the waste should be kept. No waste should be stored in the open, unless that is the best practice and required by law.
- Ensure that no waste is dumped in low lying areas, in waterbodies etc. In case of any accidental dumping, clean up immediately.
- For all batteries, e-waste, plastic waste and others where there is a need for licensed vendors, only use legitimate vendors as identify by the legal requirements.
- Where, such as in e-waste, there is a time limit for storage period prior to disposal, ensure that waste is disposed in time.

C. Liquid Waste Management

- For all liquid waste (other than sewage such as from toilets, kitchen and laundry) identify quantum and type and ensure that required legislation needs such as permits are clearly identified and required legislative needs met.
- For liquid waste, drains for disposal and required connection to sewage system or alternates like septic tanks should be considered. Appropriate permits and cess should be paid and required connections taken.
- Where septic tanks and other similar systems are used for disposal of toilet waste, identify appropriate cleaning and disposal system and monitoring system to ensure that there is no contamination' of soil or groundwater. Ensure all identified disposal system has a sound design that considers groundwater levels, soil type and load of waste.
- Kitchen grey water may be recycled for irrigation after appropriate filtration etc.
- For waste not to be disposed through sewage system identify appropriate alternate systems, and where recovery and reuse is possible, such as for oil and grease for machine maintenance recover and use the waste accordingly.
- Ensure that drains for storm water are built according to requirement and are only used for storm water and not for disposal of other liquid waste or solid waste.
- If possible, storm water drain discharge for irrigation or dispose such as to ensure no water stagnation or waterlogging is created.

- In areas where grease may be disposed in the drain, ensure that grease arrestors are in place and cleaned regularly.
- To ensure that no solid waste, toxins etc enter liquid waste disposal systems and drains, sweep and clean all areas when dry before any water is used for cleaning spaces.
- Where there is likely to be some chemical and other toxins in the liquid waste, identify if pretreatment is required and develop required pretreatment system.
- Car washing and other mechanical motor activities must not dispose their waste in drains directly, and alternate interceptors should be developed, and pretreatment done before the waste is disposed in the places drainage/sewage system.
- Storage of chemicals should be done in a manner that is avoids spills and leaks. In case of any spills and leaks, use dry cleaning methods to clean up the area.
- In case of chemical laboratory and other chemical industry and dye industry courses, liquid would need to be disposed after pretreatment. Any chemicals that could be discharged in the sewage system should be neutralized before disposal. Where housekeeping involves cleaning of sinks used for chemicals, use plenty of water to ensure dilution of chemicals that may enter the drains.
- Liquids from the beauty courses like solvents – such as nail polish removers, must not be disposed in drains. If a few solvents are used for different activities and courses, collect and pretreat all of them before disposal in any sewage system.
- Grinding liquid waste would need pretreatment prior to disposal in the drainage and sewage system.
- In case there are several different activities which generate liquid waste, a solid settlement tank, if appropriate, may also be considered as a part of the pretreatment activities, to ensure no solids are disposed in drains.

Annexure 6

Basic Guidance on Occupational Health and Safety Aspects

This note has been adapted from the IFC Environmental, Health, and Safety (EHS) Guidelines General EHS Guidelines: Occupational Health and Safety (OHS). Contents discussed here could be used for developing a more detailed module for OHS.

Awareness Generation and Training on OHS

Training should consist of basic hazard awareness, site- specific hazards, safe work practices, and emergency procedures for fire, evacuation, and natural disaster, as appropriate. Any site-specific hazard or color coding in use should be thoroughly reviewed as part of training activities. The issues covered under the training could include:

1. Knowledge of materials, equipment, and tools.
2. Known hazards in the operations and how they are controlled.
3. Potential risks to health.
4. Precautions to prevent exposure.
5. Hygiene requirements.
6. Wearing and use of protective equipment and clothing.
7. Appropriate response to operation extremes, incidents, and accidents.
8. Basic first aid in case of an accident.

Apart from basic occupational training and overall awareness each course is also expected to have specific training modules appropriate to their area of learning.

Those who are expected to undertake first aid and emergency management, need to be identified an appropriate training to discharge their responsibilities also need to be given to them.

General OHS Management

- All staff and trainees in the ITI must be familiar with personal protective gear.
- Surfaces, structures, and installations should be easy to clean and maintain, with no hazardous substances accumulated in the area.
- Floors should be level, even, and non-skid, and clear from material and equipment obstructing the way, and spills must be cleared away immediately.
- Heavy oscillating, rotating or alternating equipment should be in separate area, and isolated from other parts of the workshop.
- Standard Operating Procedures (SOPs) should be developed for project or process shut- down, including an evacuation plan. Drills to practice the procedure and plan should also be undertaken regularly.
- The space provided for individual worker, and overall, should be adequate for safe execution of activities, including transport and interim storage of materials and products.

- Passages to emergency exits must be always unobstructed. Exits clearly marked and visible in total darkness, and in number and capacity to be sufficient for safe and orderly evacuation of maximum number of people present at any time. There should be a minimum two exits from any work area.
- Buildings must have appropriate facilities designed and built for disabled people, such as ramps and handrails.
- The workplace should be designed to prevent the start of fires through the implementation of fire codes applicable to planned activity in the area.
- There should also be adequate fire detectors, alarm systems, and fire-fighting equipment, which are well maintained, in working condition and readily accessible. Lavatories and
- There should be adequate natural lighting in the building, with artificial illumination provided as required, and emergency lighting available.
- All vehicles should be parked in demarcated area, and not obstructing pedestrian areas.
- Covers should, if feasible, be installed to protect against falling items
- Measures to prevent unauthorized access to dangerous areas should be in place
- Appropriate ventilation and fresh air should be available in rooms workshop.
- The temperature in the building should be at a level appropriate for the purpose of the facility, and comfortable for working in.
- All hazardous substances need to be clearly labeled, with their properties, or temperature or pressure, should be labeled as to the contents and hazard, or appropriately color coded.
- Hazardous material should be stored in a safe place, with restricted access and according to requirement of the hazardous material, such as temperature and moisture requirements.

Physical Hazards

- Noise levels must be within limits appropriate and based upon legal needs for an educational area.
- In jobs where there is continuous high level of noise, appropriate protection should be ensured to minimize risk of damage to hearing. Required protection gear should be available and used.
- Ensure there are no loose wires or live wires hanging in the buildings. In case any are identified, appropriate repair activities must be taken up immediately.
- Checking all electrical cords, cables, and hand power tools for frayed or exposed cords and following manufacturer recommendations for maximum permitted operating voltage of the portable hand tools
- Double insulating / grounding all electrical equipment used in environments that are, or may become, wet; using equipment with ground fault interrupter (GFI) protected circuits.
- Protecting power cords and extension cords against damage from traffic by shielding or suspending above traffic areas
- Appropriate labeling of service rooms housing high voltage equipment ('electrical hazard') and where entry is controlled or prohibited.
- To reduce risk of injury to eyes in activities that can potentially injure the eyes, such as welding and chemical based activities, machine guards or splash shields and/or face and eye protection devices, such as safety glasses with side shields, goggles, and/or a full-face shield. Specific Safe Operating

Procedures (SOPs) may be required for use of sanding and grinding tools and/or when working around liquid chemicals. Frequent checks of these types of equipment prior to use to ensure mechanical integrity is also good practice.

- Use protective clothing in workshops, including appropriate shoes and head protection.

Chemical Hazards

Chemical hazards may impact either by single acute exposure or chronic repetitive exposure to toxic, corrosive, sensitizing or oxidative substances. They may also occur due to uncontrolled reaction, including the risk of fire and explosion, if incompatible chemicals are inadvertently mixed.

- Replacement of the hazardous substance with a less hazardous substitute
- Implementation of engineering and administrative control measures to avoid or minimize the release of hazardous substances into the work environment keeping the level of exposure below internationally established or recognized limits.
- Maintaining levels of contaminant dusts, vapors, and gases in the work environment at concentrations below those recommended by national standards for air quality, and within levels that do not cause any adverse health effects.
- Minimized handling and exposure of dry powdered materials by using (i) enclosed operations, (ii) local exhaust ventilation at emission / release points, (iii) ensure activities not taking place in area where there is a wind or breeze, amongst others appropriate actions for the activity.
- Storing inflammables material away from ignition sources and oxidizing materials.

Annexure 7

Guidelines on Managing Campus Environment/Landscape

A. Introduction

Sustainable or green landscapes could be considered as a part of the overall campus design when undertaking renovation and extension activities; as they would save on time, money and energy to build and maintain. They should mainly support native species of plants, creating green spaces that reduce air, soil and water pollution, while making the area more hospitable for local biodiversity, and practical for the use they are meant for. They can also be seen as healthy recreational spaces.

B. Basic Design Principles

- Consideration of landscaping should take into account (i) functionality, (ii) maintainability, (iii) environmentally soundness, (iv) cost effectiveness and, (v) visually pleasing in this order. Therefore, first it must consider functionality then the ability to maintain it etc. However, all these factors must be considered while designing the landscape to identify an appropriate balance.
- The actual use of the area must be considered – which near the building may include recreational activities, and in areas of high heat a cooling effect, while not blocking natural light.
- Activities done should not do anything to harm the environment or degrade it. Therefore, plantation, management of existing drainage systems etc. must consider that what is good for the environment.
- Use of a precautionary approach while identifying the landscape activities should be considered. Where there is a possibility of any activity resulting in adverse impact to either human or the natural environment identify alternatives, including doing nothing.
- Design considering economic, environmental, and cultural conditions and to the local, regional context.
- Consider existing benefits of preserving existing environmental resources to reap their ecosystem services. Conserve resources in a sustainable manner and where possible regenerate damaged ecosystem services.

C. Development and Management

- Prior to starting the designing activity, some basic information should be collected on the planned use of the area – including the use of pathways, parking requirements, pedestrian walking areas, requirements for the handicapped and movement of any heavy machinery etc. Based on these criteria overall allocation of space for different activities and a basic plan can be created using the other criterions identified. Therefore, a comprehensive assessment of the area and needs will need to be undertaken prior to starting any design and planning activities for the identified land.
- Pedestrian walkways should be developed based upon number of pedestrians normally expected to use the area at a time.
- The landscape design activities should be undertaken after identifying the overall ecosystem and weather conditions of the area and species appropriate for the area based on the findings.
- The design should try and maximize water conservation by reducing the need for irrigation. Where possible use of rainwater and water harvesting can also be considered alongside with appropriate

plantation and other water conservation measures and reuse of grey water. Ensure that design does not increase soil erosion and create excessive runoff.

- In dry, arid and semi-arid areas, appropriate local vegetation and other landscape tools may be considered, for example, rocks, boulders etc. to add to the visual appeal without changing the ecosystem and also creating landscape that requires excessive moisture.
- Identifying alternates to impervious surfaces to increase water recharge and reduce runoff may be considered.
- While undertaking landscape planning, local fauna should also be considered. Therefore, if certain bird species that are found/native to the place prefer certain habits, preference to such plant species may be considered.
- Alien and invasive species should not be promoted, and to the extent possible local flowering and other species can be considered instead.
- Other material – benches can also preferably be made from natural and local material that has a low impact on the environment. Do not use material like wood from endangered tree species. Material conservation through use of demolition and other waste materials and reduction of greenhouse gas emissions can be criteria in while designing the landscape.
- Since the ITI is an educational institute with hostel or canteen facilities in many cases, biodegradable waste may be produced from these facilities and other sources. Therefore, awareness on waste segregation can be promoted alongside to ensure all biodegradable waste is composted and used as manure for the landscape itself.
- Regular maintenance systems, such as for plantation, mulching, watering must be identified at the planning stage, to ensure the success and good management of the landscape.
- Soil conservation and improvement along with water conservation though processes like increased organic content in the soil may also be considered.
- Incorporation of preexisting natural features such as undulating topography, rocky areas and waterbodies could be considered as a part of the overall landscaping plan.
- While identifying plants consider the amount of light available, water needs and availability, the existing soil type and function of the place where they are to be planted, as some of the important components. Aesthetic concerns like form, structure, color and seasonality may also be considered, especially as these green spaces are likely to be used by the ITI staff and students and therefore should also appeal to them.
- While identifying plants other fauna and flora of the area must also be considered. While some insects, which are likely to be pests may be attracted to certain plants and may therefore, require alternate plants/foliage used. Also, other pest concerns should be identified to ensure appropriate plantation plan that minimizes use of pesticides, inorganic fertilizers and other inorganic agrochemicals. The use of Integrated Pest Management actions and techniques may be used instead.
- Another criterion for identification of the vegetation should be the local fauna and flora that might be a part of the local ecosystem. Plant species that are habitats and hosts, nesting or feeding species may be planted to encourage and shelter local ecosystem.
- Where possible reuse existing vegetation.

- Reduce light pollution, and only use as much lighting as possible. Lamps and garden fixtures with light should be focused over defused and not facing upwards. Use energy efficient lighting systems.

Annexure 8: References

1. Program-for-Results Financing Environmental and Social Systems Assessment Bank Guidance, July 2019
2. Organograms of Implementing Institutions under DAKSH-M
3. National and state legislations and policies.
4. Relevant schemes and programs implemented under the implementing agencies.
5. Reports of public consultations and workshops organized during DAKSH-M program preparation.
6. Publications, studies, and assessments on relevant subject carried out by different organizations.
7. Websites of SEEID, Implementing Agencies and relevant departments.
8. Notifications on grievance redressal mechanism, Internal Complaints Committee (ICC) and Sexual Harassment at the Workplace Policy of implementing agencies.
9. Break up of all implementing agencies' staff along gender, SC/ST/OBC and persons with disabilities categories.
10. Staff contract agreements and policies on recruitment of staff.
11. Bid documents of similar contract value projects implemented by the Public Works Department.
12. Statistics and data from relevant sources (NSSO, Census, etc.).